CATHOLIC EDUCATION COMMISSION
NEW SOUTH WALES

2010 Annual Report
# 2010 Annual Report

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

My Lord,

It is with great pleasure that I submit the 2010 Annual Report of the Catholic Education Commission New South Wales (CEC) for the consideration of the Trustees of the Province of Sydney and Archdiocese of Canberra and Goulburn.

In 2009, I reported the ramping up of the Australian Government’s Building the Education Revolution Program. 2010 saw a significant number of projects completed with many openings and more to come in 2011. Over 60 per cent of the Program’s three year funds were expended in 2010, double the outlays of 2009. This is a significant achievement for NSW Catholic schools, benefiting both our students and contributing to a large extent to the Government’s economic stimulus objectives.

For the past two years, the Australian Government has undertaken significant education and administrative reforms. National Partnerships have been introduced with cross sectoral cooperation targeting specific education needs. The Government has also introduced very worthwhile reporting on education outcomes of all schools to both Australian parents and the general community.

I commend the 2010 Annual Report to the NSW/ACT Bishops.

Yours fraternally in Christ

Bishop Anthony Fisher OP DD  
Chairman  
17 November 2011
Chairman’s Report

2010 marks the second year of my return as Chairman of the Commission and the Catholic Block Grant Authority NSW (CBGA) Delegate. During this year, I was ably assisted by Bishop David Walker who serves the Commission as the second Bishop Commissioner and as Deputy Chairman. Bishop David is also the Bishops’ representative for the proposed Early Childhood initiative of the Australian Government.

2010 was another major year for CEC. It was the second year of the 2009 – 2012 Quadrennium Funding Agreement and also saw the commencement of a national review led by David Gonski of the funding of all schools – both government and independent. It was also a significant year for education in terms of legislation, national curricula, education administration and education infrastructure.

Commission Membership

Most Commissioners will be staying on into 2011. However, two are retiring and I would like to especially thank them.

Mary Kenyon resigned from her role as Director of Catholic Schools for the Wilcannia – Forbes Diocese and as commissioner effective on 21 January 2011. She had several terms as Commissioner since 1998, totalling about ten years. Mary provided a well-respected school management perspective, which uniquely reflected the needs of rural and remote communities together with a deeply spirited and pastoral concern that has been important to our deliberations. In 2011, Mary will take up a new role as Senior Officer of Catholic Identity, Religious Education and Faith Formation in the Catholic Education Office of the Archdiocese of Canberra and Goulburn.

Loretto Richardson retired as Commissioner on 31 December 2010. Loretto was one of two nominees of the Association of Catholic School Principals. For eight years, she provided valuable perspectives to discussions at the Commission as Principal of an inner City Catholic high school with a significant Aboriginal student population. She continues her valuable leadership role as Principal of St Scholastica’s College at Glebe.
During 2010, we also welcomed new Commissioners and one renewal of membership:

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<tr>
<th>Names</th>
<th>Nominated by</th>
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<tr>
<td>Kristin Johnston rsj</td>
<td>Conference of Leaders of Religious Institutes NSW</td>
<td>January 2010 – December 2013</td>
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<td>John Mula²</td>
<td>Bishop of Armidale</td>
<td>January 2010 – December 2013</td>
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<td>Peggy Saab²</td>
<td>Association of Catholic School Principals NSW</td>
<td>January 2010 – December 2013</td>
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<td>Tony Whelan cfc</td>
<td>Bishop of Broken Bay</td>
<td>January 2010 – December 2013</td>
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John Mula and Peggy Saab are new Commissioners. John replaced Rick Johnston as the Diocesan Director of the Armidale Schools Office. Peggy Saab is the Principal of St John Bosco Primary School Engadine and replaces Brian Lacey as one of the two nominees of the Association of Catholic School Principals.

We warmly welcomed back Dr. Kristin Johnston rsj who is one of the two nominees of the Conference of Leaders of Religious Institutes NSW. Kristin had previously served as Commissioner for a total of about eighteen years and was Deputy Chair for much of that time.

Brother Tony Whelan cfc holds the position of Director of Schools for the Broken Bay Catholic Schools Office. He continues as the Commissioner nominated by the Bishop of Broken Bay.

**Brother John Taylor Award 2009**

The 2009 CEC Brother John Taylor Award for Excellence in Catholic Education was awarded to Tricia Maidens who is the Principal of Xavier College, Llandillo.

The Brother John Taylor Award is awarded each year to an individual who makes or has recently made a significant contribution to Catholic education in an educational role, including a key research role. Nominees are expected to have made an outstanding contribution to their educational field which has benefited the Catholic education community generally and, through their work, facilitated the work of others in their professional role, and strengthened the ethos of Catholic education.

The winner receives:
- a grant of $5,000 towards professional development;
- an inscribed medallion; and,
- a ceremonial acknowledgement.

Past winners of this prestigious Award for excellence in Catholic education have been Michael Addicoot, Brother Jude Butcher cfc, Brother Michael Flanagan fms, and Peter Turner. In my view and that of the CEC Award Review Committee, Tricia Maidens handsomely meets all of our criteria and stands well in the company of past winners.
Tricia has been a teacher and a pioneering Catholic School Principal for over thirty years and is a recent past Chair of the Association of Catholic School Principals NSW. Tricia is the Foundation Principal of Xavier College where she has been actively involved in all aspects of building the infrastructure, student body and community of the College. Xavier College is a multi-faceted College providing high quality education and pastoral care to the whole student body. In particular, the College provides high quality education and care for students with disabilities. Tricia has demonstrated that she is a significant leader in her community, bringing out the best in the all of the College’s students. At the same time, she has exerted strong influence and leadership among her fellow-Principals across NSW.

I was particularly pleased to present the award to Tricia at Xavier College on 29 July 2010 not only because she is a very worthy recipient of this Award but also because she is a senior educator in my new Diocese. The whole school community was present and they demonstrated the great love and respect they have for her. I was accompanied at the presentation by Dr. Brian Croke, CEC Executive Director. Also present were Gregory B Whitby, the Executive Director of Schools for Parramatta, Father George O’Mara, Parish Priest of Corpus Christi Parish Cranebrook and David Bradbury MP, Federal Member for Lindsay.

Photographs and collage by John Kitney
Brian Croke Doctor of Letters honoris causa

Catholic education was greatly honoured on 15 April 2010 when Dr Brian Croke was awarded a Doctor of Letters *honoris causa* by Macquarie University. The Commission and I extend our sincerest congratulations to Brian on his receiving this honour. His recognition reflects well not only on Brian but more generally on the quality of Catholic education leaders who serve NSW Catholic schools.

The University’s citation states that Brian is an example of an educator who has managed to balance a senior management and leadership role with a strong and productive commitment to scholarship in his area of scholarly pursuit. The awarding of the Doctor of Letters *honoris causa* is the highest award of Macquarie University and recognises Brian’s considerable achievements and contributions to the field of Australian education and scholarship.

**Australian Council of Education Leaders** (ACEL)

It was also very pleasing that the Australian Council of Education Leaders (ACEL) recognised nine senior Catholic education leaders at their National Conference on 30 September 2010, of which seven were from New South Wales.

ACEL is underpinned by activities dedicated to improving the educational outcomes of all students and as an organisation takes great responsibility for uniting the stories and celebrating the great activities focussed on teaching and learning. It is renowned as a forward thinking, relevant and responsive agent of change and innovation.

The following New South Wales Catholic education leaders were elevated as Fellows of ACEL:

- John DeCourcy, Head of Strategic Accountabilities Services in Catholic Education, Diocese of Parramatta;
- Elizabeth O’Carrigan, Catholic Education Office Sydney, Senior Consultant for the Inner-West Region;
- Mark Turkington, Regional Director, Southern Region, Catholic Education Office Sydney; and
- Peter Turner, Director of Schools, Catholic Education Office, Wollongong.

Honorary Fellowships were conferred on the following New South Wales Catholic education leaders:

- Br Kelvin Canavan fms, Emeritus Director of Catholic Schools Sydney;
- Dr Brian Croke, Executive Director of the Catholic Education Commission NSW; and
- Moira Najdecki, Director, Catholic Education Office, Canberra and Goulburn.
Br Kelvin was also the recipient of the ACEL Nganakarrawa Award which is “given to those whose general excellence in educational leadership and whose learning, experience and contribution to ACEL have earned lasting respect and gratitude”. The award takes its name from the Ndjebbana language of central Arnhemland where the term ‘Nganakarrawa’ refers to “those who move about, all-seeing, all-knowing, knowledgeable and well-regarded”.

**Graduation for Commissioner Danielle Cronin**

I would like to extend my warmest congratulations to Danielle Cronin who graduated from Macquarie University in December 2010 with a Master of Politics and Public Policy degree. Always thinking of Catholic education and parental involvement, her dissertation was about Advocacy, Coalitions and National Schools Funding Policy 1996 – 2009. Her dissertation built upon her Churchill Scholarship study in 2009 in which she studied firsthand the policies and programs directed at enhancing parental engagement in schooling in the United States, the United Kingdom and the Republic of Ireland with a view to inform policy and practice in Australia.

**2010 Commission Agenda**

The Commission’s 2010 agenda covered the following broad areas:-

- Australian National Curriculum and the My School website;
- National Partnerships;
- Australian Government School Funding Review;
- NSW Education Act: Attendance Requirements and Information Sharing;
- implementation of the Keep Them Safe Program;
- student wellbeing guidelines for NSW Catholic schools;
- NAPLAN and HSC results analyses;
- 2010 Federal Election Education Issues;
- Financial Health Assessment Declarations;
- Implementation of and Inquiries into the conduct of the Building the Education Revolution (BER) Program;
- Review of the implementation of the Bishops’ 2007 Statement Catholic Schools at a Crossroads; and
- 2010 Quinquennial review of the CEC.

The Commission met ten times during 2010. Apart from the 22 September 2010 meeting which was hosted by the Diocese of Lismore, all meetings were held in the Polding Centre.
2010 Commission Reception

For the second year running, the Commission held its annual reception on the fifth floor at the Polding Centre on 16 November 2010. This was an opportunity for the Commission to thank all those who help the CEC undertake its work on behalf of NSW Catholic schools. We were joined by former Commissioners and by representatives from the Conference of Leaders of Religious Institutes, Catholic Commission for Employment Relations, the Council of Catholic School Parents, the Association of Catholic School Principals, Catholic Social Services, the NSW Board of Studies, the NSW Institute of Teachers, the Association of Independent Schools, the Independent Education Union, the Australian Catholic University and the University of Notre Dame Australia.

Frank Pearce, CEC’s State Coordinator – Aboriginal Education, gave the welcome to country. Brian Croke and I spoke about the issues facing Catholic education. We live in an environment of bipartisan acceptance of Catholic education. Today is a far cry from the now distant past when Bishops and the Catholic community had to fight for the right of choice in education in Australia. We live in a great country where cooperation and collaboration are the norm across sectors, which is different to what is seen in other countries.

Photographs by Shaun Patterson and collage by John Kitney
Commission Visit Lismore Diocese 22/23 September 2010

The meeting was held at John Paul II College, a large Co-Educational College at Coffs Harbour. We were hosted by Dr Anne Wenham, Director of Catholic Schools for the Lismore Catholic Education Office and Ian Walton, Principal of the College. Following the meeting, Commissioners were treated to a tour of the College and presentations on the education and spiritual activities of schools in the Diocese.

Commissioners and staff were privileged to meet parishioners of St Augustine’s for afternoon tea. Bishop Geoffrey Jarrett DD and I concelebrated the Commission Mass, which was followed by a formal dinner. The following day Anne and her colleagues hosted school visits for Commissioners showcasing a range of primary and secondary schools in the Diocese.

Commissioners appreciate being given the opportunity to see firsthand the education and evangelisation endeavours in each Diocese. These visits aid Commissioners in their deliberations on behalf of all NSW Catholic schools. I would like formally to thank Bishop Geoffrey and Anne and her colleagues for hosting the 2010 Diocesan visit.

Advice to NSW/ACT Bishops

Under the CEC Charter, the CEC is required to provide periodic reports to the NSW/ACT Bishops, as well as an annual report.

In 2010, the Bishops received reports which covered the following areas:

- 2011 WorkPlan and Budget for approval;
- Education compliance;
- Building the Education Revolution Program;
• Australian Government School Funding Review;
• Student Wellbeing;
• Catholic School Enrolments;
• CEC Quinquennial Review;
• Review of the implementation of the Crossroads Pastoral Statement;
• Charter for the Catholic Block Grant Authority NSW; and
• the 2009 CEC Annual Report.

**Canonisation of St Mary of the Cross MacKillop**

The most significant event in Catholic education in 2010 was the canonisation of Australia’s first saint, herself a founder of schools, teacher and principal. St Mary of the Cross MacKillop’s passion for raising up disadvantaged young people through education was foundational for our Catholic school system and had a profound impact on our national culture and history. Several of our Commissioners were privileged to attend the canonisation ceremony and the series of celebrations that surrounded it in Rome. Meanwhile at the Saint’s tomb in North Sydney and all around New South Wales and indeed Australia, there were local events to mark this historical event in the history of the Australian Church and of Catholic schools. We ask our heavenly patron to intercede for us as we continue to pursue her passion for Catholic education.

**Building the Education Revolution**

Another significant activity in 2010 was the implementation of the Building the Education Revolution Program. This Australian Government grant scheme initiated in response to the Global financial downturn committed $1.2 billion to New South Wales (mostly primary) schools from 2009 to 2011. This allowed our schools to bring forward many worthwhile projects that otherwise could not have been afforded for many years, if at all. I record the gratitude of the Church to the Australian Government and the Australian taxpayers for this once-in-a-lifetime opportunity. I also record our thanks to William Walsh and his team for all their work in coordinating this ‘revolution.’

**CEC Secretariat**

I thank Dr. Croke and all members of the CEC Secretariat for their work in 2010. They are a very dedicated group of people, playing an important role in support of NSW Catholic schools. We look forward together to the great challenges of 2011.

Yours sincerely in Christ

Bishop Anthony Fisher OP
Chairman
2010 was the second year of transition from a state/territory–based education system in Australia to a more nationally-based one. NSW Catholic schools were involved at every level. Substantial progress was made by the Australian Curriculum, Assessment and Reporting Authority (ACARA) in developing a genuine Australian Curriculum with School Authorities required to achieve “substantial” implementation by 2013. ACARA launched its My School website, providing key information on education achievements of each school across Australia to which will be added school financial data in 2011. National Partnerships with potentially major funding support were implemented in 2010 with cross sectoral State Implementation Plans developed through consultation and submitted to the Australian Government. The Federal Funding Review under the Chair of David Gonski AO commenced its consultative processes with the remit of developing a funding model for all Australian schools – both government and non-government. A number of public Inquiries occurred in 2010 as well as changes in education compliance requirements. Over sixty per cent of the total Building the Education Revolution (BER) funds available to NSW Catholic schools over the 2009 to 2011 period were expended during the year, thereby contributing to the Australian Government’s economic stimulus objectives and also delivering substantially improved facilities to NSW Catholic schools. Several governance matters were also progressed during 2010.

Australian Curriculum

During 2010, ACARA finalised content for the Australian Curricula for K – 10 Mathematics, Science and History and they were approved by MCEEDYA. Extensive consultation occurred across all sectors and in this State, the NSW Board of Studies (NSW BOS) coordinated NSW’s responses.

Consultation commenced in the latter part of 2010 for senior secondary Years 11 and 12 English, Mathematics, Science and History. Initial consultations have occurred with the NSW BOS organising stakeholder meetings.

NSW Catholic schools were represented at the State level consultations by CEC and representatives of Diocesan Catholic Schools Authorities. Catholic sector forums were also held to broaden Catholic input.

My School Website

ACARA launched its My School website on 28 January 2010. The website was highly successful with the number of hits substantially exceeding expectations.

This website provides parents and students with information on each school covering its view of itself and its mission, staffing, resources and students’ characteristics and their performances. It also provides schools and their communities with comparisons of their
students’ performances in literacy and numeracy with those of students in other schools, most importantly those in schools that serve similar students.

In the latter part of 2010, CEC coordinated the preparation of 2009 financial data on all NSW Catholic schools. Considerable effort was undertaken to ensure that this data was accurate and comparable across all of our schools and that commentaries to be published for each school on My School properly reflected that financial data. ACARA engaged Deloitte to oversite the project across all Australian schools. The intended launch date was early December 2010 but because of comparability issues this was deferred to early 2011.

National Partnerships

In 2010, on behalf of all NSW schools sectors, the NSW Premier signed a State Implementation Plan with the Commonwealth for Literacy and Numeracy, Quality Teacher and Low SES Communities National Partnerships. Each of the sectors participated in developing the Plan and agreeing on key performance indicators (KPIs) for each National Partnership.

Almost $12 million was expended in 2010 by NSW Catholic schools in implementing and carrying out activities to meet agreed objectives articulated in the State Implementation Plan.

Federal Funding Review

On 30 April 2010, the Australian Government released a Review of Funding for Schooling Discussion Paper and draft Terms of Reference for the proposed review for public comment.

The draft terms of reference were discussed with all stakeholders and on 9 July 2010, following stakeholder submissions and feedback on the draft Terms of Reference, the Minister for Education, Simon Crean, announced the release of the final Terms of Reference for the review.

The final Terms of Reference were updated on 11 November 2010 to reflect the change in Minister and the extension of the current funding arrangements for non-government schools until the end of 2013.

The National Catholic Education Commission (NCEC) coordinated the Catholic schools response and resolved that only one Catholic sector funding model would be presented. CEC was actively involved in all consultative processes and development of the submission, as well as detailed financial analysis and modelling provided by Ernst & Young (Melbourne).

Advocacy and Representation

CEC made representations to a number of public Inquiries on behalf of the NSW Catholic schools sector. These included:

- NSW Legislative Council Inquiry into Bullying of Children and Young People; and
- NSW Legislative Council Inquiry into the provision of education for Students with a disability or special need.
CEC’s Director – Schools Resources and Capital Programs William Walsh and other staff supported the CBGA Delegate before hearings of both the Australian Senate and NSW Legislative Council into the administration of the Building the Education Revolution Program (BER). They were also involved in responding to enquiries by the federally established BER Implementation Taskforce and the Australian National Audit Office about NSW Catholic schools sector management of BER projects.

Other advocacy and representation activities included management of Catholic sector involvement in NAPLAN testing; HSC and NAPLAN results evaluations; religious education and ethics classes in NSW government schools; school attendance and school leaving age reforms; student wellbeing; and Australian curriculum development.

Capital Programs

2010 was a big year for capital funding of NSW Catholic schools. Our sector met both the fiscal objectives of Australian government as well as bringing forward many worthwhile school building projects that could not have been afforded for many years, if at all. I am very pleased with and congratulate the collective efforts of William Walsh and his team in the CEC Secretariat and Diocesan school building staff. This has been a substantial and successful effort by many dedicated Catholic sector staff and NSW Catholic schools will be better for their efforts well into the future.

Catholic Schools at a Crossroads

The 2007 Bishops’ Statement “Catholic Schools at a Crossroads” is a major priority for NSW Catholic schools. The Commission was well aware that significant efforts had been undertaken across all Catholic schools to implement the Bishops’ objectives, and in 2010 undertook a review of activities arising from “Crossroads.”

Progress will be monitored by the Commission in 2011 and regular advice provided to the NSW/ACT Bishops.

2010 CEC Quinquennial Review

The CEC Charter provides for Quinquennial reviews of the organisation. The Bishops engaged Dr Maureen Cleary, an independent consultant, in conjunction with Mike Byrne Executive Director of the Queensland Catholic Education Commission to carry out the 2010 review. The Commission regards this task as an important stewardship and accountability activity.

During 2010, the Review Panel interviewed most Commissioners as well as other stakeholders. Their recommendations will be considered by the Commission progressively through 2011 and the Commission will provide comments on the Cleary/Byrne recommendations to the Bishops throughout the year.

Dr. Brian Croke
Executive Director
Catholic Education Commission NSW

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

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

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

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

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

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

The Commission

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

The Commission comprises:

• the Chairman who is a Bishop who is incardinated in a Diocese within New South Wales;
• a Bishop who is incardinated in a Diocese within New South Wales;
• the Executive Director who is the ex officio Commissioner;
• one member nominated from each of the eleven Dioceses in New South Wales;
• two members who are nominees of the Conference of Leaders of Religious Institutes in New South Wales;
• two members who are nominees of the Council of Catholic School Parents (one Metropolitan and one Country/ Regional);
• two members who are nominees of the Association of Catholic School Principals (one Secondary Principal and one Primary Principal);
• one Aboriginal member; and
• other members as appointed from time to time.

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

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

Commission 2010

Photograph by Shaun Patterson

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

Middle (L to R)  Dr Dan White, Anne McLean, Sharon Cooke, John Mula, Mary Kenyon, Moira Najdecki, Danielle Cronin, Ray Collins, William Walsh (Secretariat), Loretto Richardson

Front (L to R)  Br. Tony Whelan cfc, Peggy Saab, Dr Anne Wenham, Bishop David Walker, Bishop Anthony Fisher op, Dr Kristin Johnston rsj, Dr Berenice Kerr rsm
The Commission is responsible for:

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

The Commission is supported by the following Core Committees:

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

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

Membership of Core Committees and Working Parties is drawn from a cross section of specialists in Catholic education.
### Commissioners Attendance in 2010

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<th>Commissioners</th>
<th>Nominating Authority</th>
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<td>Alan Bowyer</td>
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<td>Ray Collins</td>
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<td>Director of Schools</td>
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<td>Sharon Cooke</td>
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<td>Dr. Brian Croke</td>
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<td>Danielle Cronin</td>
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<td>Executive Director</td>
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<td></td>
</tr>
<tr>
<td>Commissioners</td>
<td>Nominating Authority</td>
<td>Attendance</td>
</tr>
<tr>
<td>---------------------------------------------------</td>
<td>-----------------------------------------------------------</td>
<td>------------</td>
</tr>
<tr>
<td>Anne McLean</td>
<td>Council of Catholic School Parents (Regional)</td>
<td>Actual 5</td>
</tr>
<tr>
<td>Parent Representative</td>
<td></td>
<td>Eligible 10</td>
</tr>
<tr>
<td>John Mula</td>
<td>Diocese of Armidale</td>
<td>Actual 10</td>
</tr>
<tr>
<td>Diocesan Director of Schools</td>
<td></td>
<td>Eligible 10</td>
</tr>
<tr>
<td>Catholic Schools Office</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Armidale</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Moira Najdecki</td>
<td>Archdiocese of Canberra-and Goulburn</td>
<td>Actual 8</td>
</tr>
<tr>
<td>Director of Education</td>
<td></td>
<td>Eligible 10</td>
</tr>
<tr>
<td>Catholic Schools Office</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Archdiocese of Canberra and Goulburn</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Loretto Richardson</td>
<td>Association of Catholic School Principals (Secondary)</td>
<td>Actual 8</td>
</tr>
<tr>
<td>Principal, St Scholastica’s College Glebe</td>
<td></td>
<td>Eligible 10</td>
</tr>
<tr>
<td>Peggy Saab</td>
<td>Association of Catholic School Principals (Primary)</td>
<td>Actual 9</td>
</tr>
<tr>
<td>Principal, St John Bosco Primary School Engadine</td>
<td></td>
<td>Eligible 10</td>
</tr>
<tr>
<td>Peter Turner</td>
<td>Diocese of Wollongong</td>
<td>Actual 9</td>
</tr>
<tr>
<td>Director of Schools</td>
<td></td>
<td>Eligible 10</td>
</tr>
<tr>
<td>Catholic Schools Office</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Diocese of Wollongong</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bishop David Walker</td>
<td>Bishop Commissioner</td>
<td>Actual 4</td>
</tr>
<tr>
<td>Bishop of Broken Bay</td>
<td></td>
<td>Eligible 10</td>
</tr>
<tr>
<td>Dr. Anne Wenham</td>
<td>Diocese of Lismore</td>
<td>Actual 9</td>
</tr>
<tr>
<td>Director of Catholic Schools</td>
<td></td>
<td>Eligible 10</td>
</tr>
<tr>
<td>Diocese of Lismore</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Br. Tony Whelan cfc</td>
<td>Diocese of Broken Bay</td>
<td>Actual 9</td>
</tr>
<tr>
<td>Director of Schools</td>
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<td>Eligible 10</td>
</tr>
<tr>
<td>Catholic Schools Office</td>
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</tr>
<tr>
<td>Diocese of Broken Bay</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Gregory B Whitby</td>
<td>Diocese of Parramatta</td>
<td>Actual 7</td>
</tr>
<tr>
<td>Executive Director of Schools</td>
<td></td>
<td>Eligible 10</td>
</tr>
<tr>
<td>Catholic Education Office</td>
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<td></td>
</tr>
<tr>
<td>Diocese of Parramatta</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dr. Dan White</td>
<td>Archdiocese of Sydney</td>
<td>Actual 9</td>
</tr>
<tr>
<td>Executive Director of Catholic Schools</td>
<td></td>
<td>Eligible 9</td>
</tr>
</tbody>
</table>
Catholic Block Grant Authority NSW

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

In 1986, the NSW/ACT Bishops appointed a State Priorities Committee to provide advice to the CBGA Delegate on setting priorities for the disbursement of school building grants. This Committee comprises representatives of each of the eleven Diocesan Bishops, one representative of the Conference of Leaders of Religious Institutes (CLRI) and one representative of the Council of Catholic School Parents (CCSP). The CBGA Delegate each year appoints the Chair of the Committee from their number.

In 2010, the Committee was chaired by Paul Holman of the Armidale Catholic Education Office and met three times. The State Priorities Committee receives input from each Diocesan Priority Committee.

The CBGA Delegate in 2010 was Bishop Anthony Fisher op.

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

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

There were 583 Catholic schools in NSW in 2010 recognised by the ecclesiastical authority of the respective local Diocesan Bishop, with 15,625 teachers educating 241,016 students. Of the schools, 419 are primary schools, 130 are secondary, 27 are combined primary/secondary combined and 7 are Special / Special Assistance schools (schools that cater predominately for students with intellectual disabilities, sensory needs or behaviour disorder issues).

NSW Catholic schools are designated for funding and organisational purposes as Systemic or Congregational. The 539 Systemic schools in NSW are managed by eleven (11) Diocesan Catholic Schools Authorities each reporting to the Diocesan Bishop. The CEC is the designated System Authority for NSW Catholic Systemic schools. Congregational schools are managed either independently or by a religious order. There are 44 Congregational schools in NSW.

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

Most primary schools have fewer than 400 students and the median size is 259. Most secondary schools have more than 600 students and the median size is 799. Typical school sizes vary greatly between urban and rural schools. In urban areas, 74% of primary schools have more than 200 students compared with 33% in non-urban areas. Similarly, 60% of urban secondary schools have more than 800 students compared with 23% of non-urban secondary schools.

Students

There were 240,983 full time students in NSW Catholic schools in 2010, of which 124,026 were full-time primary students, 116,481 were full-time secondary students and 476 full-time students were enrolled in Special Schools. The gender mix was 121,307 full – time male students and 119,676 full – time female students, which has remained the same for a number of years.

In addition, there were another 66 part time students with an FTE of 32.9, bringing total FTE complement to 241,016.

While total enrolments remain steady, primary enrolments have declined slightly.
There were 16 schools with boarding facilities in 2010 – one is a special school, thirteen are secondary and the remaining two are combined, although only one of these enrolled primary boarders. The total number of boarding students was 2,576, comprising 1,646 boys and 930 girls.

There were 48,996 students in 2010, in need of English as Second Language assistance, comprising 20 per cent of all students. Of these, 30,706 were primary students (25 per cent) and 18,290 were secondary students (16 per cent), and including 6 students in Special Schools.

Retention rates to Year 12 in 2010 were a six year high of 76.2 per cent, comprising male students at 71.8 per cent and 80.8 per cent for female students. The urban retention rate was better than the rural rate – 80 per cent and 63.2 per cent respectively.

**Indigenous Students**

NSW Catholic schools have witnessed a significant increase in Indigenous students. Indigenous enrolments have more than quadrupled since 1985, with the overall number of Indigenous students increasing by 450 from 2009 to 2010. In NSW Catholic primary schools, Indigenous student enrolments have risen consistently over the ten-year period – from 1,705 in 2001 to 2,915 in 2010. In Catholic secondary schools, the numbers have more than doubled from 833 in 2001 to 2,011 in 2010. Numbers in urban schools have also more than doubled, though most Indigenous students are still enrolled in rural and regional schools. Enrolments have also been increasing over the same period as a proportion of total students from 1.04% to 2.05%.

**Students with Disabilities**

The number of defined Students with Disabilities (SWD) enrolled in NSW Catholic schools has increased by more than 25 per cent since 1985, when there were 377 SWD students. SWD enrolments in NSW Catholic schools have been rising steadily in the last nine years. In 2010, SWD enrolments totalled 6,618 at primary level and 4,291 at secondary level. These figures include the 457 students with disabilities enrolled at NSW Catholic Special Schools. SWD enrolments in NSW Catholic schools represent 4.5% of all students in Catholic schools. NSW has the highest proportion of SWD students for Catholic schools in all States and Territories, and the proportion is higher than the national all Catholic schools average of 3.5%.
NSW Catholic school students at work, at prayer and at play

Various photographers; Collage by John Kitney

RSL and Schools Remember Anzac Ceremony

Photographs by NSW Department of Education and Training; Collage by John Kitney

Each year, all schools in Sydney are invited to attend the RSL and Schools Remember Anzac Ceremony in Hyde Park, at the War Memorial. In 2010, Joshua Favoloro of De La Salle College Ashfield delivered the Anzac Address with Katherine Summers, Kincoppal Rose Bay as the reserve speaker. The Cadet Guard was provided by Waverley College. 400 students from 30 Catholic schools attended.
Staff

In 2010, there were 12,936 full-time teachers employed in NSW Catholic schools. There were also 5,314 part-time teachers, working a full-time equivalent (FTE) 2,763.7. Teaching FTEs totalled 6,714 Primary, 8,831 Secondary and 79.7 Special Schools. After falling for a number of years, the proportion of males amongst teaching staff in primary schools has stabilized since 2001. In 2010, the proportion was 15.8 per cent. The corresponding proportion for secondary schools was much higher at 41.5 per cent.

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 2010, the proportion of males in such positions was 27 per cent in primary schools and 49 per cent in secondary schools.

There were 224 Indigenous staff employed in NSW Catholic schools in 2010 totalling an FTE of 136.3. Of these, 155 or 69 per cent were employed in administrative and clerical positions, while another 55 or 25 per cent were teaching staff. Geographically, Indigenous staff were concentrated in remote areas. Of the total FTE of Indigenous staff, 45.7 or 33 per cent were employed in outer regional, remote and very remote schools. By comparison, only 5 per cent of non-Indigenous staff were employed in these schools.

Funding NSW Catholic Schools

Income

NSW Catholic schools receive funding for operational activities from the Australian and NSW Governments as well as from private income. In 2010, the Australian and NSW Governments provided approximately $2.0 billion in recurrent and targeted funding to support the education of students in NSW Catholic schools, of which about 80 per cent was distributed through CEC as the NSW Catholic Schools System Authority. The families of students in NSW Catholic schools contributed over $700 million through school fees and donations to schools. Capital Grants are discussed in a later section of this Annual Report.

Recurrent Grants

The method of distribution of the $1.9 billion Australian and NSW Government Grants for NSW Catholic schools was as follows:

<table>
<thead>
<tr>
<th></th>
<th>Systemic schools</th>
<th>Congregational schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recurrent Grants</td>
<td>Through CEC</td>
<td>Directly</td>
</tr>
<tr>
<td>Targeted Education Grants</td>
<td>Through CEC</td>
<td>CEC for most schools</td>
</tr>
<tr>
<td></td>
<td></td>
<td>AIS¹ for some schools</td>
</tr>
</tbody>
</table>

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

General Recurrent Grants funding is to assist schools with the recurrent costs of schools, mainly staff salaries. Targeted Education Grants provide funds for certain targeted government priorities such as national partnerships, literacy and numeracy, special learning needs, vocational education, road safety, drug and alcohol programs.
Recurrent Grants from the Australian and NSW Governments totalled approximately $1.89 billion in 2010, which comprised 75% of total operating income available to NSW Catholic schools. Of this amount, approximately $270 million was distributed directly by the two Governments to the 44 Congregational schools. $1.62 billion was distributed by the CEC to the eleven (11) Diocesan Catholic Schools Authorities for the 539 NSW Catholic Systemic schools.

Over $75 million in targeted education programs grants was received for 2010, primarily through the CEC but for several Congregational schools through the AIS.

**School Fees**

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

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

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

**Operating Funding**

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

The CEC 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 DEEWR and NSWDET for their recurrent grants.

**Australian Government General Recurrent Grants (GRG)**

GRG grants are based upon legislation, procedures and accountability requirements under the *Schools Assistance Act 2008* and funding agreements with the Department of Education, Employment and Workplace Relations (DEEWR). They are paid to the CEC through NSW State Treasury.

In 2010, the Australian Government granted to the NSW Catholic Schools System $1.18 billion in general recurrent grants, $9.7 million in Indigenous Supplementary Assistance and $3.4 million of Remote Loading (for remotely located schools). In 2010, the Australian Government paid approximately $200 million directly to the 44 Congregational schools.

**NSW State Per Capita Grants**

The provision for State Government recurrent funding for NSW Catholic schools is legislated under Section 21 of the *Education Act 1990*. In 2010, contractual arrangements, including accountability requirements, with the NSW Government were through the NSW Department of Education and Training (DET).
In 2010, the NSW Government paid $424.2 million to the CEC for recurrent grants to NSW Catholic Systemic Schools and approximately $70 million in recurrent grants directly to the Congregational schools.

**Funding Distribution**

In 2010, the CEC distributed to Diocesan Catholic Schools Authorities approximately $1.61 billion in recurrent grants from both the Australian and NSW Governments. This figure includes $1 million in recurrent funds brought forward from 2009.

The 2010 distribution was based upon the needs-based distribution model approved by the NSW/ACT Bishops on 5 November 2008 for the 2009-2012 funding Quadrennium. The recurrent funding distribution model aims to refine per capita student grants from government funding formulae to better meet the resource requirements of lower socio-economic communities, small schools, remote schools, the additional resources implications of Students with Disabilities and the start-up costs of new schools. The intention of the Bishops in approving the recurrent funding distribution model was to enhance equity of access to quality Catholic schooling across New South Wales.

The current funding Quadrennium has been extended by one year until the end of 2013. In 2012 the NSW/ACT Bishops will review the government decisions arising from the Gonski Review of Funding for Schooling and make decisions regarding funds distribution.

**Indigenous Education Funding**

**New Funding Arrangements**

For the 2009 – 2012 Quadrennium, the Australian Government has included Indigenous Supplementary Assistance (ISA) grants as part of annual recurrent grants administered under the Schools Assistance Act 2008. Diocesan Catholic System schools receive indigenous supplementary funding as managed under the CEC Aboriginal Student Assistance Program [see CASAP below]. Congregational schools receive their ISA allocations directly and not through CEC as in prior years.

The Australian Government requires schools authorities to strive towards achieving the Indigenous reform agenda outlined by COAG.

**Council of Australian Governments (COAG)**

In July 2009, the Council of Australian Governments (COAG) issued a Communiqué proposing strategies to close the gap in Indigenous disadvantage.

The *National Indigenous Reform Agreement (Closing the Gap)* requires school sectors to work towards achieving the following national targets:

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

In 2009, New South Wales commenced the process of developing trajectory milestones towards achieving these COAG targets. They are expected to be in place in 2011. The COAG Reform Council will assess progress towards achievement of the Closing the Gap targets on an annual basis.
Catholic Commitment to Aboriginal Education Outcomes

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

Towards diminishing the education gap between Aboriginal students and their non-Aboriginal classmates, Diocesan Catholic Schools Authorities have put into place the following structures:

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

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

Aboriginal Education Advisory Committee

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

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

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

The CEC Aboriginal Education Strategic Planning Framework was launched by the Chairman of the Commission Bishop Anthony Fisher on 16 June 2009.
MCEECDYA approved the *National Aboriginal and Torres Strait Islander Education Action Plan 2010-2014* in late 2010. COAG has yet to approve the Plan. In the meantime the CEC has developed a web-based Reporting Database which captures information currently available on indigenous educational data and outcomes. It is hoped that only minor adjustments to the database will be required in order to provide CEC reporting against interim targets once they are set.

**CEC Aboriginal Students Assistance Program (CASAP)**

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

$9.676 million was expended in 2010 under CASAP. Total outlays included diocesan allocations 97%, $40,000 or 0.4% to the NSW Board of Studies and the balance of 2.6% was expended on CEC program management.

During 2009, Aboriginal Education Advisory Committee reviewed the CASAP funding formula for 2010 – 2012. The objective of the review was to more closely target funding to the needs of Indigenous students. 2010 funding allocations to Diocesan Catholic Schools Authorities were calculated applying three criteria:

<table>
<thead>
<tr>
<th>Element:</th>
<th>Based upon:</th>
</tr>
</thead>
<tbody>
<tr>
<td>80 %</td>
<td>▪ to total number of enrolled Indigenous students;</td>
</tr>
<tr>
<td>10 %</td>
<td>▪ loading to Indigenous Students in Rural Schools; and</td>
</tr>
<tr>
<td>10 %</td>
<td>▪ loading to Indigenous Students in Remote Schools.</td>
</tr>
</tbody>
</table>

**Key Aboriginal Education Initiatives**

Key CEC Aboriginal education initiatives in 2010 included:

- producing the first 2009 report under the CEC Aboriginal Education Strategic Planning Framework showing diocesan progress towards closing the gap for Aboriginal students;
- participation in and funding support for the NSW Board of Studies Aboriginal Education processes and activities;
- further development of advice for NSW Catholic schools on Focus Schools, Closing the Gap Initiatives, targeted funding, educational accountability;
- representation on the NCEC Aboriginal Advisory Committee where various recommendations have been made regarding the National Indigenous Education Plan, National Partnerships and lobbying for Aboriginal Education issues;
- representation on the NSW Board of Studies Aboriginal Education Advisory Committee; and Books in Homes Committee, NSWDET job panels, various Aboriginal languages committees, Country Energy Indigenous Scholarship Panel, Cohesive Community School Awards panel, Dare to Lead Awards panel, various diocesan initiatives and public events; and
continuing liaison with the NSWDET Aboriginal Training Directorate, the Aboriginal Committee of the Council of Catholic School Parents [CCSP], Boarding schools with Aboriginal students, Aboriginal State advisors, West Australian Department of Education and Training, NSW Aboriginal Educational Consultative Group [AECG], Ian Thorpe’s *Fountain for Youth* including Literacy Backpacks, and the Dusseldorf Foundation regarding transition to workplace for Aboriginal students.

Since 2005, in partnership with all dioceses, CEC has also facilitated four highly successful Aboriginal Education Workers (AEWs) Conferences. The fifth is to be held at Terrigal in September 2011. It involves all diocesan Aboriginal Education Advisors and the majority of AEWs.

### Targeted Education Programs

Funds expended in 2010 by CEC from its Targeted Education Programs totalled $72.5 million, comprising:

<table>
<thead>
<tr>
<th>Program</th>
<th>$'000</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Country Areas Program</strong></td>
<td>1,447</td>
</tr>
<tr>
<td><strong>ESL New Arrivals</strong></td>
<td>1,084</td>
</tr>
<tr>
<td><strong>Literacy, Numeracy and Special Learning Needs</strong></td>
<td>45,478</td>
</tr>
<tr>
<td><strong>Special Needs Support</strong></td>
<td>2,936</td>
</tr>
<tr>
<td><strong>Languages other than English</strong></td>
<td>2,112</td>
</tr>
<tr>
<td><strong>National Asian Languages</strong></td>
<td>1,000</td>
</tr>
<tr>
<td><strong>National Partnerships</strong></td>
<td>11,888</td>
</tr>
<tr>
<td><strong>Student Wellbeing</strong></td>
<td>1,098</td>
</tr>
<tr>
<td><strong>Teacher Professional Development</strong></td>
<td>1,248</td>
</tr>
<tr>
<td><strong>Vocational Education</strong></td>
<td>4,101</td>
</tr>
<tr>
<td><strong>Sustainability Project</strong></td>
<td>70</td>
</tr>
<tr>
<td><strong>Keep Them Safe</strong></td>
<td>55</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>72,517</strong></td>
</tr>
</tbody>
</table>

Notes:
1. includes recoupment of CEC expenses in managing targeted education programs.
2. Indigenous education funding is no longer a targeted program but rolled into the Commonwealth general recurrent grant. $9.69 million was expended in 2010 through the CEC Aboriginal Students Assistance Program.

### Country Areas Program

In 2010, $1.45 million was expended from the Country Areas Program (CAP) which is administered under the Commonwealth *Schools Assistance Act 2008*.

CAP aims to help rural schools and their communities improve the educational outcomes and opportunities of students who are educationally disadvantaged because of their geographical isolation. Eligibility for the CAP is confirmed by the Australian Government while the NSW Minister for Education and Training manages the CAP school declaration process.
CEC is represented on the NSW Ministerial Country Areas Program State Advisory Council. This Council developed the criteria for identification of isolated, CAP-funded schools. The criteria relate to the population of the town, distance from a major population centre and the density (number) of schools in the local area.

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

2010 CAP funds were used to fund a range of initiatives in the six CAP priority areas. CAP activities included:

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

**ESL New Arrivals**

$1.08 million was expended in 2010 from the ESL New Arrivals Program administered under the Commonwealth *Schools Assistance Act (2008)*.

This Program aims to provide intensive English Language Instruction for eligible New Arrivals for whom English is a second language. In 2010, schools were granted $6,415 per eligible Australian citizen or holder of a non-humanitarian Permanent Visa and $12,831 per eligible New Arrival holding a Humanitarian Visa. 213 students newly enrolled in NSW Catholic schools were supported in 2010 through this Program. New arrivals intake varies from year to year. The 2010 intake represents a 24% drop in eligible student numbers from 2009.

**Literacy and Numeracy and Special Learning Needs (LNSLN)**

$45.48 million was expended in 2010 from LNSLN funding supplied under the *Schools Assistance Act 2008* with the aim of improving the learning outcomes of students who are educationally disadvantaged.

CEC distributes LNSLN funds through two CEC programs:

- 60% to a Literacy and Numeracy program; and
- 40% to Special Learning Needs program including Special Schools.

Each of the two programs then distributes funds according to separate formulae.

**Literacy and Numeracy**

$21.76 million from the 2010 LNSLN grant was expended on Literacy and Numeracy [LN].

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

<table>
<thead>
<tr>
<th>Element</th>
<th>Based upon</th>
</tr>
</thead>
<tbody>
<tr>
<td>30.0%</td>
<td>number of students with Language Backgrounds Other Than English (LBOTE);</td>
</tr>
<tr>
<td>18.0%</td>
<td>density of LBOTE enrolments;</td>
</tr>
<tr>
<td>12.0%</td>
<td>number of ESL New Arrival students enrolled over 2008 &amp; 2009;</td>
</tr>
<tr>
<td>17.5%</td>
<td>the lowest 25% of schools by SES ranking;</td>
</tr>
<tr>
<td>17.5%</td>
<td>enrolments comprising the lowest 25% of students by SES ranking;</td>
</tr>
<tr>
<td>2.5%</td>
<td>the incidence of total indigenous enrolments; and</td>
</tr>
<tr>
<td>2.5%</td>
<td>Country Areas Program enrolments.</td>
</tr>
</tbody>
</table>

In 2010, NSW Catholic Systemic schools and Congregational schools developed literacy and numeracy policies and plans, which outlined strategic approaches to improving literacy and numeracy outcomes. These approaches include a focus on:

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

**Special Learning Needs**

$11.16 million from the 2010 LNSLN grant was expended on Special Learning Needs [SLN] in Systemic schools in Dioceses and Congregational schools. This program also funds the **CEC State Coordinator - Special Learning Needs** who manages the Special Learning Needs Program, supports Dioceses as requested and provides specialist consulting services to Congregational schools.

During 2009, a CEC Special Education Working Party developed a new distribution formula for the funding of Students with Disabilities (SWD) in Catholic schools. The new formula recognises the incidence of SWD students and surrogate measures of service needs and delivery costs.

In 2010 the simplified formula set out below was applied to SLN funds which were distributed to NSW Catholic Systemic and Congregational schools as follows:

<table>
<thead>
<tr>
<th>Element</th>
<th>Based upon</th>
</tr>
</thead>
<tbody>
<tr>
<td>70%</td>
<td>to total number of enrolled Students With Disabilities (SWD);</td>
</tr>
<tr>
<td>20%</td>
<td>loading for secondary (7-12) SWD enrolments ; and</td>
</tr>
<tr>
<td>10%</td>
<td>loading for the remoteness of each SWD.</td>
</tr>
</tbody>
</table>
$3.34 million from the 2010 LNSLN grant was expended on Special Learning Needs [SLN] in Special Schools (one Systemic and six Congregational schools). Special Schools receive 23% of the SLN funding pool.

Current allocation of SLN funding to each of the seven Special Schools is determined through a mix of inputs which include total government funding and associated student teacher ratios.

**Students With Disabilities per capita**

$9.22 million from the 2010 LNSLN per capita grant was expended on Students With Disabilities [SWD] in both regular and special schools.

In 2010, funding for Students with Disabilities supported schools in:

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

During 2010, the CEC State Coordinator – Special Learning Needs

- provided specialist consultancy service to Congregational regular and Special schools, on request. Policy advice was provided in respect to disability standards for schools and funding accountability requirements of schools;
- supported Congregational schools to implement the individual planning tool to assist planning, reporting and meeting the support needs of funded students with disabilities as well as meeting the requirements of the Disability Discrimination Act and Education Standards (2005);
- assisted Dioceses in training teachers in the use of the Individual Planning Tool on request;
- represented NCEC on the ACARA Special Education Working Group to assist in the inclusion of requirements of students with special learning needs in the Australian National Curriculum;
- represented NCEC on the national reference panel and NSW State implementation committee for the *Positive Partnerships Helping Children with Autism* package in the development and delivery of Professional Development to Teachers and parents. This package involves the national delivery of a four day professional development program for teachers and information sessions for parents and carers of school aged children with Autistic Spectrum Disorder; and
• represented the interests of students with disabilities in NSW Catholic schools on the
NSW Board of Studies Special Education Advisory Committee, the NSW DET
Special Transport Advisory Committee and the NSW Department of Human
Resources’ Aging, Disability and Home Care Post School Programs.

Special Needs Support

In 2009, the NSW State Government abolished the Back to School Allowance and redirected
some $20 million to all NSW schools through a ‘needy schools’ allocation based on the
February 2009 census. The NSW Catholic schools sector share of these State funds in 2010
was $2.936 million.

CEC distributed the funds to special learning needs students requiring additional assistance
and learning support according to the same formula developed for the Commonwealth
funded Special Learning Needs program.

Special Schools received a total of 6% of these funds apportioned according to their
Commonwealth Special Schools allocation.

Languages – other than English

$2.11 million was expended in 2010 from the Commonwealth School Languages Program.
The School Languages Program was administered under the Schools Assistance Act 2008.

This program supported initiatives to improve the learning outcomes of students who are
learning languages other than English. Non-English languages typically taught at NSW
Catholic schools in 2010 were: Italian, French, Japanese, Indonesian, German, Arabic,
Chinese, Indigenous languages, Spanish and Vietnamese.

National Asian Languages and Studies

$1.00 million was expended in 2010 from the National Asian Languages and Studies in
Schools Program (NALSSP). This is the second year of a three year program established to
increase the studies of Asian languages and cultural studies in Australian Schools.

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

• flexible delivery and pathways;
• increasing teacher supply and support; and
• stimulating student demand
in the four key Asian languages of Mandarin Chinese, Japanese, Indonesian and Korean.

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

The CEC encourages participating schools to use NALSSP funding to increase participation
by students studying Asian languages for the Higher School Certificate. This requires a
holistic approach as effective language learning generally begins in Primary school and
continues throughout school life. A major concern is attracting sufficient numbers of fully-
qualified specialist Asian language teachers to meet the objectives of the Australian
Government.
All accountability reports will require the provision of statistical data relating to the 2020 target that at least 12% of students will exit Year 12 with a fluency in one of the four targeted Asian languages.

**National Partnerships**

$11.89 million was expended on National Partnerships in 2010, including $0.34 million on Low SES pilot programs and $0.2 million in implementation.

The CEC managed three National Partnerships in 2010, namely:

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

Each of these Partnerships was funded separately.

**Teacher Quality National Partnership**

The Teacher Quality National Partnership [TQNP] involves a facilitation investment of over $5.861 million between 2009 and 2013, with additional monies being made available as reward funding towards the end of the funding period, subject to NSW schools meeting key milestones. Reward funding is granted to the NSW Government, which will then allocate these funds based upon the achievements of each school sector.

$1.86 million was received in 2010 for TQNP, of which $1.79 million was expended, based upon the NSW Catholic Schools Sector’s Implementation Plan.

**Highlights of the implementation of the Teacher Quality National Partnership in NSW in 2010 included:**

The National Partnership for Improving Teacher Quality aims to underpin the delivery of both the Literacy and Numeracy and Low Socio-economic Status School Communities National Partnerships (NPs) by raising the quality of the teaching workforce so as to ensure that significant reforms in schooling are successfully implemented.

All 18 facilitation and reward reforms of the Improving Teacher Quality NP were successfully implemented, with headline activities including:

- employment of more than 50 new full-time and part-time staff to Quality Teacher Positions to support teachers in improving their teaching and learning processes;
- provision of teacher mentors in full-time and part-time capacity to support, in particular, early career teachers;
- more than 270 teachers and leaders from Catholic schools undertaking school-based or locally developed Aboriginal cultural immersion or awareness programs;
- Catholic school teachers partaking in courses registered with the NSW Institute of Teachers; and
- Catholic school teachers applying to the NSW Institute of Teachers for accreditation at the level of Professional Accomplishment or Professional Leadership.
Literacy and Numeracy National Partnership

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

$3.40 million was received in 2010 for LNNP, of which $3.35 million was expended, based upon the NSW Catholic Schools Sector’s Implementation Plan.

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

28 NSW Catholic primary schools continued their participation in the Literacy and Numeracy National Partnership in 2010. These schools are assisted in:

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

Highlights of program participation during 2010 include:

The use of a strong base of student performance data, and the growing confidence of teachers to inform their practice in response to this evidence, has allowed students’ needs in literacy and numeracy to be immediately identified and addressed with the most effective programs and teaching strategies through the Literacy and Numeracy National Partnership.

Selecting the best strategies from a strong evidence base has focused activities in the 28 Catholic primary schools participating in this two year Partnership.

At the school level, leadership teams have:

- used data to identify immediate needs and to plan for future literacy and numeracy interventions, programs, resourcing, and staffing;
- identified key personnel and matched them to leadership and in-class support roles; and
- engaged in professional learning to develop leadership capacity.

At the classroom level, teachers and support staff have:

- analysed and shared student progress data, resources and workloads, collaborating with colleagues to plan for more effective teaching;
- used tools such as SMART2, the Data Analysis Skills Assessment (DASA) and literacy and numeracy continuums to develop whole class and individual student learning plans; and
- been mentored in planning and implementing explicit teaching intervention programs.
Highlights of achievements in the Literacy and Numeracy NP have included an increase in the percentage of students at or above national minimum standards in three mandated NAPLAN measures for Years 3 and 5, with the results exceeding the targets for reward payments.

**Low Socio-Economic Status School Communities National Partnership**

The Low SES National Partnership [LSNP] involves total funds of $43.649 million being made available between 2009 and 2013, including a supplementary $15 million provided by the NSW Government. There are no additional reward funds available under this Program.

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

$7.51 million was received in 2010 for LSNP, of which $6.15 million was expended, based upon the NSW Catholic Schools Sector’s Implementation Plan.

**Highlights of 2010:**

While improvements in teacher quality will continue to enhance student outcomes in the longer term, immediate improvements have been gained from changes in whole school planning and decision making supported by the implementation of customised interventions.

In 2010, 23 Catholic schools in NSW participated in the Low SES NP.

Headline activities supported by the Low SES NP during 2010 included:

- employment of staff to Quality Teacher positions to support Low SES NP schools;
- provision of literacy and numeracy focused interventions, including intensive programs targeting the needs of Aboriginal students;
- significant flexible school organisational changes in many Low SES NP schools including teacher learning teams, extended library hours, allied health services and enhanced leadership structures;
- establishment of university partnerships;
- parent education sessions offered in schools to support student learning; and
- Aboriginal community engagement strategies implemented in many schools.

Through the Low SES NP, significant changes in school culture have occurred, particularly through the strengthening of processes to monitor progress and effectiveness. These initiatives have been underpinned by systemic and sectoral support and high quality professional development in the analysis and use of data.

The School development plans for the 23 Low SES NP schools included a significant focus on areas such as student performance, community engagement together with specific local priorities.

Improved engagement, attendance, retention and completion rates have resulted from implementation of strategies at critical transition points for students. High levels of uptake of explicit literacy and numeracy programs are further testament to the commitment of these schools to improve student outcomes.
Low Socio-Economic Status School Communities Pilot Projects

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

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

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

Total funding of $0.950 million was made available for the *Quicksmart* pilot. $417,000 was expended in 2009 and a further $333,000 in 2010.

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

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

Total funding of $517,000 was made available for the *Raising Achievement in Numeracy Project*. $353,000 was expended in 2009 and a further $221,000 in 2010.

Total funding of $24,000 million was made available for the *Working Together to Succeed in Numeracy Project*. $15,000 was expended in 2009 and a further $5,500 in 2010.

**The Australian Early Development Index**

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

The 2009 collection included all local communities in the population. There was a second round of data collection in May-July 2010 in small communities where there were insufficient numbers from the initial collection. Twenty-nine Catholic schools located in small communities were involved in the supplementary AEDI data collection in 2010.
Funds to enable the 2010 collection were administered by the NSW Department of Education and Training. During 2010, data reports arising from the 2009 AEDI implementation process were made available for analysis by participating school authorities.

**Student Wellbeing**

There were three main elements to the CEC’s Student Wellbeing Program and $1.1 million was expended in 2010 as follows:

<table>
<thead>
<tr>
<th>Program</th>
<th>$’000</th>
</tr>
</thead>
<tbody>
<tr>
<td>Road Safety</td>
<td>661</td>
</tr>
<tr>
<td>Drug and Values Education</td>
<td>437</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>1,098</strong></td>
</tr>
</tbody>
</table>

Funding was provided by:

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

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

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

Funding of the Values Education program has been transferred from the Commonwealth to the State government. Program funding allocations supported Diocesan project plans which included Values Education activities in systemic and Congregational schools.

- **DEEWR shall cease funding for Values Education from July 2011.**

**Supporting Activities**

- The NSW Road Safety Education advisors participated in four workshops throughout 2010 to support current developments in Road Safety Education including annual planning, evaluations and participation in RTA forums.

- The Student Wellbeing networking group met twice in 2010 with an agreement to continue to meet regularly as current developments dictate. The impending release of the revised National Safe Schools Framework and increased emphasis on cyber safety will necessitate the continuation of regular meetings for this networking party.
**Teacher Professional Development**

The Australian Government Quality Teacher Program (AGQTP) supported the development of teachers in both Systemic and Congregational schools in 2010. $1.25 million was expended in 2010 for this purpose.

During 2010, Diocesan Catholic Schools Authorities and Congregational schools managed an array of Teacher Professional Learning projects that targeted specific system, regional, teacher and school needs.

Plans for these projects were developed in response to need and many were school based projects using such techniques as *Lesson Study*, *Research Studies*, *Action Learning* and *Team teaching and analysis*.

These plans were registered with the Commonwealth Department of Education, Employment and Work Relations (DEEWR) prior to commencement. As in previous years, Congregational Catholic schools were offered per capita equivalent AGQTP funding in 2010 to establish school-based professional support plans and to engage in the development of improved teaching and learning.

For each AGQTP project, a mid-year and end-year project report was provided to the funding agent as evidence of a successful program.

AGQTP reports indicated innovation, dedication, and a willingness to involve in Professional Learning within and outside the school environment. Teachers involved in the program reported a high level of satisfaction with the quality and the content of their experience.

In particular, the Professional Learning occurring in the classroom showed a high level of effect in improving teaching and learning. Many projects were modifications of previously delivered successful programs in earlier rounds of the AGQTP.

**Vocational Education and Training**

In 2010, $1.63 million was expended on the Vocational Education and Training in Schools program [VETiS] and a further $2.466 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.

Overall enrolment levels for Catholic sector students increased slightly in 2010 to 13,724. Though some students are enrolled in more than one VET course, there were 10,884 individuals undertaking at least one VET course in 2010, equivalent to 31.9% of students in years 11 and 12. There was a slight increase in number and percentage of total VET enrolments since 2009. (Source: OBOS for NSW Schools Consortium report)

The most popular Industry Curriculum Framework courses were Hospitality (34%), Construction (15%) and Business Services (12%). The majority of VET courses (82%) are delivered in school by diocesan Registered Training Organisations (RTOs). TAFE was responsible for 15% of VET delivery, with most TAFE delivery in Board Endorsed Courses or resource intensive Industry Framework Courses (Automotive and Electro-technology) that cannot easily be delivered by schools. 69 Retail enrolments with private RTOs represent school-based trainees doing on-the-job training associated with part-time employment.
### Course Enrolments in 2010

<table>
<thead>
<tr>
<th>COURSE</th>
<th>SCHOOL 2010</th>
<th>PRIVATE 2010</th>
<th>TVET 2010</th>
<th>TOTAL 2010</th>
<th>% of TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Automotive</td>
<td>89</td>
<td>1</td>
<td>128</td>
<td>218</td>
<td>2%</td>
</tr>
<tr>
<td>Business Services</td>
<td>1,541</td>
<td>4</td>
<td>75</td>
<td>1,620</td>
<td>12%</td>
</tr>
<tr>
<td>Construction</td>
<td>1,845</td>
<td>1</td>
<td>128</td>
<td>1,974</td>
<td>15%</td>
</tr>
<tr>
<td>Electrotechnology</td>
<td>40</td>
<td>3</td>
<td>100</td>
<td>143</td>
<td>1%</td>
</tr>
<tr>
<td>Entertainment</td>
<td>770</td>
<td>6</td>
<td>18</td>
<td>794</td>
<td>6%</td>
</tr>
<tr>
<td>Hospitality</td>
<td>4,487</td>
<td>7</td>
<td>92</td>
<td>4,586</td>
<td>34%</td>
</tr>
<tr>
<td>Information Technology</td>
<td>820</td>
<td>1</td>
<td>65</td>
<td>886</td>
<td>7%</td>
</tr>
<tr>
<td>Metal and Engineering</td>
<td>370</td>
<td>0</td>
<td>13</td>
<td>383</td>
<td>3%</td>
</tr>
<tr>
<td>Primary Industries</td>
<td>220</td>
<td>2</td>
<td>8</td>
<td>230</td>
<td>2%</td>
</tr>
<tr>
<td>Retail Services</td>
<td>601</td>
<td>69</td>
<td>54</td>
<td>724</td>
<td>5%</td>
</tr>
<tr>
<td>Tourism</td>
<td>0</td>
<td>0</td>
<td>152</td>
<td>152</td>
<td>1%</td>
</tr>
<tr>
<td>Board Endorsed Courses</td>
<td>423</td>
<td>102</td>
<td>1,134</td>
<td>1,659</td>
<td>12%</td>
</tr>
<tr>
<td><strong>TOTALS</strong></td>
<td><strong>11,206</strong></td>
<td><strong>196</strong></td>
<td><strong>1,967</strong></td>
<td><strong>13,369</strong></td>
<td><strong>100%</strong></td>
</tr>
<tr>
<td><strong>% RTO DELIVERY</strong></td>
<td><strong>84%</strong></td>
<td><strong>1%</strong></td>
<td><strong>15%</strong></td>
<td><strong>100%</strong></td>
<td></td>
</tr>
</tbody>
</table>

(Source: BOS VET Data Warehouse)

4,094 Australian Quality Framework (AQF) VET qualifications were completed in 2010, with the majority of enrolments at Certificate II level. Participation in school based Apprenticeships and Traineeships (SBATs) was lower in 2010, with 305 students in training, 114 apprentices and 191 trainees. [Figures are based on NSWDEC Integrated Vocational Education & Training System (IVETS) data].

### Professional Development

New VET teachers trained cross-sectorally, during 2010 were:

<table>
<thead>
<tr>
<th>Course</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Construction</td>
<td>24</td>
</tr>
<tr>
<td>Business Services</td>
<td>14</td>
</tr>
<tr>
<td>Entertainment</td>
<td>9</td>
</tr>
<tr>
<td>Information Technology</td>
<td>9</td>
</tr>
<tr>
<td>Metal &amp; Engineering</td>
<td>7</td>
</tr>
<tr>
<td>Primary Industries</td>
<td>2</td>
</tr>
<tr>
<td>Retail Services</td>
<td>4</td>
</tr>
<tr>
<td>Hospitality - Commercial Cookery</td>
<td>27</td>
</tr>
<tr>
<td>Generic orientation pilot for BECS</td>
<td>12</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>108</strong></td>
</tr>
</tbody>
</table>

In 2010, 48% of teachers were considered by the Cross-sectoral Assessment Review Panel for Non-Standard Entry or exemption from components of training.

All VET teachers are required to hold the Certificate IV in Training and Assessment (TAA) or equivalent. Many teachers gain this training pre-service or when training for another framework course. 62 teachers enrolled in this training in 2010, via an arrangement with South Western Sydney TAFE Institute.
In addition, teachers enrolled for new units in:

| Hospitality | Food & Beverage stream – new teachers | 20 enrolled |

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

| Certificate II in Hospitality | Food & Beverage gap training – Trained teachers | 20 enrolled |
| Certificate II in Kitchen Operations | Gap training Commercial Cookery - Trained teachers | 108 enrolled |
| Entertainment | Gap training for teachers | 18 enrolled |
| SITXENV001A | Participate in environmentally sustainable work practices | 258 enrolled |

In 2010, Catholic sector staff participated in:

- Development of the new Framework in the Human Services area, based on the Health Training Packages (TP) (HLT07) and Community Services TP (CHC08);
- Updates of Hospitality, Metal and Engineering, Retail Services and Tourism and Events Curriculum Frameworks; and
- Feasibility study for a Financial Services Industry Curriculum Framework (ICF).

Schools implemented new Industry Curriculum Frameworks following Training Package reviews in the following areas: Construction, Entertainment Industry and Information Technology.

**Gifted and Talented Student initiatives in VET**

**State Training Awards 2010**

The 2010 the NSW VET in Schools Student of the Year at the State Training Awards was Bethany Hahesy, a Business Services student from Aquinas College Menai, trained at TAFE NSW - Sydney Institute.

**Australian Vocational School Student Prize**

This award recognizes Year 12 students who demonstrate exceptional skills, commitment and achievement while undertaking a Vocational Education and Training in Schools (VETiS) program or an Australian School-based Apprenticeship. Students are nominated by their school and each winner receives $2,000 and a certificate.

More than half of the Australian Vocational School Student Prize winners were from NSW Catholic Schools. The top National prize winners were awarded the Prime Minister’s Award for Skills Excellence in School. These students were considered to be the best candidates in Australia in their categories.
WorldSkills Competition

Catholic school students were successful participants in the World Skills competition at the national level; teachers participated as judges and support staff.

Six students from Catholic Schools represented NSW, with results as follows:

<table>
<thead>
<tr>
<th>National Category</th>
<th>Winner</th>
<th>School</th>
</tr>
</thead>
<tbody>
<tr>
<td>Manufacturing (Engineering)</td>
<td>Andrew Eames</td>
<td>Newman Senior Technical College, Port Macquarie</td>
</tr>
<tr>
<td>Construction and Property Services</td>
<td>Patrick McNicol</td>
<td>St Augustine’s College, Brookvale</td>
</tr>
</tbody>
</table>

Newman Senior Technical College in Port Macquarie was the most awarded school in Australia in the World Skills Competition.

Work Placement

CEC worked with insurance broker Marsh Pty Ltd to secure employer liability cover with QBE Insurance for a total of 16,831 students undertaking structured work placement and work experience programs. Work placement is a mandatory requirement of all school-delivered VET courses. The cost of employer liability cover increased by 4%. This cover complements 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 CEC.

NSW Board of Vocational Education and Training (BVET) has allocated National Partnership Youth and Attainment funding to support a network of 30 Workplace Learning Service Providers (WLSP) who assist schools in sourcing quality placements for students enrolled in Industry Curriculum Frameworks (ICF). In 2010, CEC represented the Catholic sector in the open tender for the WLSPs. CEC was also involved in the orientation and development of a new regional network of federally funded School Community Partnership Brokers and Youth Pathways Brokers to support student transitions and school industry partnerships.
Trade Training Centres

CEC assisted in the planning and implementation of the Catholic sector involvement in the Australian Government Trade Training Centre (TTC) Program. 2010 saw activity in the implementation of Rounds 1 and 2 projects. Edmund Rice Metal and Engineering TTC at Wollongong, the East Gosford Industry Pathways Project, and the McCarthy Catholic Trade Training Centre Penrith were officially opened in 2010. A cross-sectoral Singleton Education Precinct, led by St Catherine’s College, was opened and the Southern Cross Vocational College at Burwood was opened to students and hosted Minister Garrett’s announcement of the successful schools in Round 3.

Round 3 TTC schools for the NSW Catholic Sector will be based at Marist College, Pagewood, La Salle Academy Lithgow, and La Salle Catholic College, Bankstown (which services four Catholic schools in the Sydney region. A three year project plan for TTCs was developed in consultation with Diocesan Catholic Schools Authorities and Congregational schools.

Supporting Activities

The CEC Vocational Education Advisory Group (VEAG) met six times in 2010, with three of these meetings incorporating afternoon workshops to support RTOs. Workshops covered:

- DEEWR addressed VEAG re School Business Community Partnerships (March)
- NSW Board of Studies (OBOS) advised eBOS website enhancements for RTOs (March)
- Hospitality resources from William Blue Hospitality College were demonstrated (April)
- Catholic Education Office, Sydney led discussion on RTO Compliance between audits (August)

CEC and RTO managers participated in planning and delivery of an interstate Catholic school sector VET conference, hosted by Catholic Education Office Adelaide, in association with the national VETNETWORK Conference in September 2010.

In April 2010, CEC conducted a survey of diocesan capability prior to initiating web-conferencing technology to improve efficiency of support to VEAG. CEC also surveyed diocesan RTOs in relation to continuous improvement of VET teacher training and implemented changes to internal and cross-sectoral processes.

An online CEC VET Noticeboard was added to the Programs Compliance section of the CEC website to assist RTOs with compliance events. The VET Noticeboard is currently at: http://www.cecnsw.catholic.edu.au/dbpage.php?pg=view&dbase=programs&id=43

CEC worked with OBOS to develop the new online ‘Manage RTO’ facility on their eBOS website. The ‘Manage RTO’ facility records VET qualifications and units of study available to school sites, in line with each RTO scopes for 2011 implementation.
Catholic Schools and Environmental Sustainability

In 2010 CEC signed a $180,000 contract with the NSW Department of Environment, Climate Change (DECC) to fund a three year Sustainability project for NSW Catholic schools. Mr Gary Burrows of CEO Sydney was appointed as part-time Project Officer of the CEC Sustainability Project. The project aims to work with each diocese over three years to introduce a greater focus on sustainability in schools and diocesan offices. The project has a dual focus: efficient resource/energy use by schools and curriculum change. The end result will be cultural change which sees sustainability as a new “normal.”

A grant of $98,500 was received in 2010. Of which $70,139 was expended during the year.

Keep Them Safe


*Keep Them Safe* (KTS) recognises the importance of the wellbeing of all children and young people, with the aim of providing appropriate support to families earlier, to prevent children and young people requiring statutory child protection intervention.

To achieve this, *Keep Them Safe* encourages families, communities, government agencies and non-government organisations to work together to support children, young people and families.

In 2010 the NSW Department of Premier and Cabinet granted CEC $60,000 towards the cost of developing KTS Guidelines together with sector specific advisory information and training materials to support the implementation of Keep Them Safe requirements by NSW Catholic Schools. $55,287 was expended during the year.

Keep Them Safe program funds were expended in support of the development of a set of training materials and the hosting of an implementation forum which was held in August 2010. The training materials are available on the CEC website: [http://www.cecnsw.catholic.edu.au/dbpage.php?pg=keepthemsaferesources](http://www.cecnsw.catholic.edu.au/dbpage.php?pg=keepthemsaferesources)

Capital Programs

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

The majority of the expenditure this year was from the Building the Education Revolution (BER) Program which was introduced in 2009. Funding to the CBGA under the program components of Primary Schools for the 21st Century (P21), National School Pride Program (NSP) and Science & Language Centres (SLC) was $1,037.2 million over the three years 2009-2011.

Significant investments from the Commonwealth continued on from 2008 for the National Secondary Schools Computer Program (renamed in 2009 as the Digital Education Revolution Program) and the Trade Training Centres Program (TTC).
During 2010 outlays from Capital Grant Programs totalled $662.81 million, comprising:

<table>
<thead>
<tr>
<th>Programs</th>
<th>$ Million</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Capital Grants</td>
<td>34.86</td>
</tr>
<tr>
<td>Indigenous Boarding Infrastructure</td>
<td>1.18</td>
</tr>
<tr>
<td>Investing in our Schools</td>
<td>3.15</td>
</tr>
<tr>
<td>National Secondary Schools Computers</td>
<td>23.64</td>
</tr>
<tr>
<td>Trade Training Centres</td>
<td>32.73</td>
</tr>
<tr>
<td>Building the Education Revolution</td>
<td></td>
</tr>
<tr>
<td>National School Pride</td>
<td>25.29</td>
</tr>
<tr>
<td>Primary Schools for 21st Century</td>
<td>503.36</td>
</tr>
<tr>
<td>Science and Languages Centres</td>
<td>38.60</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>662.81</strong></td>
</tr>
</tbody>
</table>

**General Capital Grants Program**

In 2010, $34.86 million was expended from the General Capital Grants Program. Although $26.99 million in grants had been approved for 23 schools from the 2010 allocation schedule, capital projects are run over a three-year rolling triennium and the funds accessed were progress payments for some projects that began in 2010 and other projects approved in previous years.

In 2010 (for the 2011 funding schedule) an additional 14 schools were recommended for government approved grants totalling $30.1 million for projects estimated to cost over $45 million. The balance of funds is from local contributions. Within the approvals, 11 projects were recommended for Australian Government grants ($23.9 million) and 3 projects for funding under the new NSW Government Building Grants Assistance Scheme ($6.2 million).
The 2010 grant approvals were as follows:

<table>
<thead>
<tr>
<th>School</th>
<th>$ Million</th>
</tr>
</thead>
<tbody>
<tr>
<td>Trinity Catholic College, Goulburn</td>
<td>1.57</td>
</tr>
<tr>
<td>St Justin’s Parish Primary School, Oran Park</td>
<td>2.59</td>
</tr>
<tr>
<td>Mount St Patrick College, Murwillumbah</td>
<td>2.81</td>
</tr>
<tr>
<td>St Paul’s College, West Kempsey</td>
<td>1.79</td>
</tr>
<tr>
<td>McAuley Catholic College, Clarenza (Grafton)</td>
<td>1.32</td>
</tr>
<tr>
<td>All Saints College (Lochinvar Campus), Maitland</td>
<td>1.80</td>
</tr>
<tr>
<td>St Marks’s Catholic College, Stanhope Gardens</td>
<td>3.50</td>
</tr>
<tr>
<td>Jarjum College, Redfern</td>
<td>0.59</td>
</tr>
<tr>
<td>Rosebank College, Five Dock</td>
<td>2.30</td>
</tr>
<tr>
<td>Our Lady of the Sacred Heart College, Kensington</td>
<td>3.02</td>
</tr>
<tr>
<td>St Francis De Sales College, Leeton</td>
<td>2.59</td>
</tr>
<tr>
<td>* St Benedict’s Catholic College, Oran Park</td>
<td>3.50</td>
</tr>
<tr>
<td>* St Pius X High School, Adamstown</td>
<td>1.58</td>
</tr>
<tr>
<td>* Bede Polding College, South Windsor</td>
<td>1.10</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>30.10</strong></td>
</tr>
</tbody>
</table>

*Projects funded under the NSW Government Building Grants Assistance Scheme, other projects are Commonwealth funded

**Indigenous Boarding Infrastructure Program**

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

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

The Program was to assist boarding schools to add to or improve their facilities for indigenous students. One school project was finalised in 2009, another was completed in 2010 and the final project will be completed in 2011.

**Investing in Our Schools Program (IOSP)**

2010 marked the end of projects and expenditure under the IOSP program. The funding accessed was for major capital projects approved in 2006 and 2007. In 2010, $3.15 million was expended from the IOSP Program. Over the life of the Program, some 250 schools benefited from IOSP.
National Secondary Schools Computer Fund

This Program commenced in 2008. In 2009 it was incorporated under the Government’s broader Digital Education Revolution Program. The Program aims to provide a computer for every student in Years 9 to 12 by the end of 2011 and the necessary support infrastructure.

Overall, in 2010 a total of $23.64 million was expended from this Program.

Trade Training Centres

The Australian Government announced in late 2007 the Trade Training Centres in Schools Program as an element of its Education Revolution. This Program was welcomed by the NSW Catholic schools sector as a major VET initiative. The Government announced the provision of $2.5 billion over 10 years to enable all secondary schools in Australia to each apply for funding of between $500,000 and $1.5 million for Trade Training Centres. Overall, in 2010 a total of $32.73 million was expended from this Program for TTCs approved in 2008 and 2009.

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

In 2010 three additional Trade Training Centres were approved for a total of $8.0 million under Round 3 of the Government’s application process. The approved TTCs with indicative funding amounts (final funding subject to contract negotiations) were:

<table>
<thead>
<tr>
<th>Project</th>
<th>Grant $m</th>
<th>Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ngalangiil Ngarandahii TTC</td>
<td>1.0</td>
<td>Marist College, Pagewood</td>
</tr>
<tr>
<td>The Mines District Metals and Construction TTC</td>
<td>2.0</td>
<td>La Salle Academy, Lithgow St Matthew’s School, Mudgee</td>
</tr>
<tr>
<td>La Salle Catholic TTC Bankstown Benedict Trade Training Centre -</td>
<td>5.0</td>
<td>La Salle College, Bankstown De la Salle College, Revesby Holy Spirit College, Lakemba Trinity College, Auburn</td>
</tr>
</tbody>
</table>

Building the Education Revolution

The BER program, announced early in 2009 as the largest capital program in the history of Australian education, continued as the major capital program activity in 2010.

As the program elements, funding and guidelines unfolded the funding available to allocate to schools and administered by the CBGA over 2009-2011 was determined to be $1,037.2 million, an amount equating with forty years of normal Capital Grants Program funding.
With a small percentage (1.5%) allocated for program administration, the allocations finalised for the NSW program elements were:

<table>
<thead>
<tr>
<th>Primary Schools for the 21st Century (P21)</th>
<th>$ 901.5 million</th>
</tr>
</thead>
<tbody>
<tr>
<td>National School Pride Program (NSP)</td>
<td>$ 85.6 million</td>
</tr>
<tr>
<td>Science &amp; Language Centres (SLCs)</td>
<td>$ 50.1 million</td>
</tr>
</tbody>
</table>

In 2010, $567.25 million was expended from the BER Program. Over 1,100 projects in all Catholic schools were completed under the National School Pride Element of BER. The 29 approved Science & Language Centres were almost all completed in 2010 and close to half of the approved 723 P21 projects, with projects up to $3 million, completed in primary schools.

While requiring a massive commitment on the part of all schools and education authorities, the BER was welcomed by CBGA members (all eleven NSW Diocesan Catholic Schools Authorities and NSW Congregational schools) and its benefits recognised. The NSW Catholic schools sector is grateful to the Australian Government for the huge investment in infrastructure for all schools, especially in the primary schools.

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

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

The Government’s intention was the construction of contemporary and flexible learning spaces with priority to libraries, multipurpose halls, classrooms, major refurbishments, and child care facilities.

During 2010 a report from the Senate Education, Employment and Workplace Relations Committee, two reports from the Government appointed BER Implementation Taskforce and a report from the NSW Legislative Council, all commented favourably on the operation of the BER P21 program in NSW Catholic schools in terms of management structures, construction costs and the design, scope and quality of buildings. The CBGA Delegate and Executive Officer, with supporting diocesan personnel, appeared before Hearings conducted respectively by the Australian Senate and NSW Legislative Council Committees.

Under the National School Pride Program (NSP), all primary, secondary and special schools were eligible to apply for a grant to upgrade school facilities. Grants based on school size ranged from $25,000 for schools with up to 50 students to $200,000 for schools of 400 or more students. Projects were typically for minor works, maintenance, refurbishment, shade shelters and grounds improvements, with the projects designed to make a quick impact on local economies.
The NSP Program was largely completed by the end of 2009 with a minor extension into 2010. Apart from a few special cases, all approved 1,111 NSP projects had commenced during 2009 and the majority of them completed by the end of the year. The program was fully completed early in 2010.

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

Twenty-nine SLC applications were approved for CBGA member schools for a total of $50.1 million in grant funds. Approved grants ranged from $483,000 to $1,970,000. Most had been constructed by the end of 2010.

Catholic Block Grant Authority NSW

All Capital Programs administered by the CBGA in 2010 received external audit opinions without qualification.

During 2010 no issues arose for the CBGA Delegate in matters of consultation or conflict of interest, nor was there any specific reporting required by the CBGA.
Advocacy and Representation

Overview

During 2010 the CEC continued to engage with the Australian Government’s Education Revolution agenda chiefly by engaging with:

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

In addition, priority was given to programs associated with:

- Education of Children with Special Needs; and
- Aboriginal Education for the purposes of “Closing The Gap”.

In order to demonstrate its accountability, the CEC ensured that the requirements of the Schools Assistance Act 2008 were understood and complied with by Diocesan Catholic Schools Authorities and Congregational schools. The CEC certified to DEEWR the compliance of the NSW Catholic schools system with Schools Assistance Act educational accountability requirements. This included certification of the financial health of all systemic schools.

Other advocacy and representation activities involved:

- Child Protection and Support, including National Safe School objectives and Keep Them Safe requirements;
- Australian (National) Curriculum, MySchool and NAPLAN;
- HSC Analysis and the issue of “League Tables”;
- Reform of the NSW School Certificate;
- School Leaving Age and Attendance requirements;
- NSW Legislative Council Inquiry into the Provision of Education for Students with a Disability or Special Need;
- Religious Education, including proposals for Ethics Classes in Public schools;
- Early Childhood Education and Care;
- Copyright Compliance, including the management of content repositories
- Catastrophic Incidents, including for bushfires; and,
- NSW Legislative Council Inquiry “Bullying of Children and Young People”.
National Partnerships for Schools

In 2008, the Council of Australian Governments agreed to a new form of funding to support specific projects and to facilitate and/or reward the delivery of the COAG reform agenda for schools. The National Partnerships Program aims to achieve economic and social reform across health, homelessness, early childhood education and vocational training.

Since 2009, NSW Catholic schools have been engaged with the following National Partnerships:

- **Improving Teacher Quality**: The core goal of this partnership is raising the quality of the teaching in our schools as the single greatest in-school influence on student engagement and outcomes. The partnership emphasises strengthening school leadership, and includes prominent initiatives such as Centres for Excellence and schools – based Teacher Educator positions;

- **Literacy and Numeracy**: Reforms under this partnership aim to deliver sustained improvements in literacy and numeracy outcomes for all students and in particular those who are falling behind, by focusing on high quality teaching, strong leadership and effective use of student performance information, and

- **Low Socio-economic Status School Communities National Partnership**: This partnership is targeting entrenched disadvantage to improve the education and life opportunities of students from low SES backgrounds, through reforms including teacher quality, better use of assessment data, strengthened school leadership and strengthened partnership arrangements between schools and parents, local communities and the higher education sector.

During 2010, two additional National Partnership initiatives were developed:

- Youth Attainment and Transitions; and
- Early Childhood Education.

As one element of the Youth Attainment and Transitions National Partnership students in Years 9 and 10 students are enabled to undertake externally-delivered VET courses at TAFE (TVET). An additional grant of $99,000 was allocated to NSW Catholic Schools to support this venture.

Despite consistent failure to achieve an appropriate alignment between the needs of NSW Catholic schools and the strategic directions of the Youth Transitions National Partnership, CEC approved participation in this partnership, endorsing the distribution of funds to those Diocesan Catholic Schools Authorities committing to implement Stage 5 VET activities in semester 2, 2010 as agreed with the NSW Education Minister and in proportion to their Stage 5 VET enrolments.

In response to representations from CEC, NSW DET has requested recommendations on how criteria might be adjusted to allow the NSW Catholic schools sector to meet the participation criteria of the Youth Transitions Partnership so as to enhance Catholic sector access to this Partnership.

With regard to the National Partnership on Early Childhood Education (by which the Australian Government has made a commitment that by 2013 every child will have access to a preschool program in the 12 months prior to full-time schooling), arrangements with the then NSW Government were such that the non-government school sector has been
specifically excluded from this initiative. Hence, no funds were available to CEC during 2010. This matter is being pursued through appropriate channels.

Centres for Excellence

Centres for Excellence, an aspect of the National Partnership on Teacher Quality, are sites which demonstrate, develop and share high quality teaching, leading to improved outcomes for students. The Centre for Excellence model adopted by CEC is flexible and may be applied differently according to local needs. During 2010 the Catholic sector established nine Centres for Excellence in metropolitan and regional and locations. In addition, a virtual Centre of Excellence was developed.

The NSW Catholic Schools Sector Centres of Excellence are:

- The **Sustainable Learning Centre** at Holy Family Primary School Merewether Beach: to provide opportunities for schools to integrate sustainability ideas and resources across the curriculum;
- **Partners4Learning** – a web-based Centre for Excellence for all dioceses and Congregational Catholic schools in New South Wales and ACT: a tool to assist teachers and school leaders in creating, strengthening and evaluating family, school and community partnerships within Catholic school communities;
- **Southern Cross Vocational College**: to provide the highest quality teaching in Vocational Education and provide opportunities for teachers from across the Sydney Archdiocese and beyond to experience quality learning opportunities in VET;
- **The Learning Exchange** within the Diocese of Parramatta: which provides both a physical and virtual presence intended to provide all teachers access to a wide range of high quality resources and programs developed to support innovation and teacher learning;
- **The Online Education Centre** supported by the Diocese of Lismore demonstrating excellence in the field of senior secondary school study sharing flexible learning options with all Dioceses;
- **Building Teacher Capacity** in secondary schools in the Maitland Diocese provides the opportunity for exemplary educators to work with specific faculties in three secondary schools in the Diocese;
- **Congregational Virtual Schools Centre**: uses a hub and spoke school structure to provide innovative support of exceptional students through development of teacher skills in the education of children whose giftedness or learning challenges require special expertise;
- **St. Augustine’s Primary School, Narromine**, in the Diocese of Wilcannia-Forbes serves as a school site for demonstrating, developing and sharing high quality teaching, leading to improved outcomes for students across all Key Learning Areas and particularly in the area of literacy.; and
- **Professional Learning and Collaboration** provides opportunities for all staff within a precinct of schools in the Diocese of Wollongong to develop professional learning priorities and collaborative structures. These schools form a ‘learning community’ to facilitate, among other focus areas, the implementation of the Diocesan Learning and Teaching Framework and the introduction of the Australian Curriculum.
Collectively, these Centres for Excellence are:

- promoting and demonstrate flexible learning options;
- providing quality mentoring of teachers;
- assisting more experienced teachers to achieve voluntary accreditation at higher levels with the NSW Institute of Teachers;
- developing and support a range of professional learning communities;
- providing a nationally recognise centre for quality and innovation in vocational education and training;
- assisting teachers and schools in the identification of goals, expectations and outcomes with respect to parent and community partnerships; and
- providing a shared language and framework for teachers and schools when working with parents and communities.

**Australian Government Schools Funding Review:**

On 15 April 2010, the then Minister for Education, the Hon Julia Gillard MP, announced a review of funding and regulation across all Australian government and non-government schooling sectors. This is the first such review in Australia since 1973. The review will focus on the funding needs of students from all schools (government, Catholic and independent) and consider funding provided by the Australian Government and State and Territory Governments, as well as other sources of school income.

The aim of the review is to achieve a funding system which is transparent, fair, financially sustainable and effective in promoting excellent educational outcomes for all Australian students. Integral to this is ensuring that funding is directed to where it is most needed so that students are supported to overcome barriers to achievement, regardless of their background or where they go to school. ACER was commissioned to map the current processes at Commonwealth, State, Territory and system levels for targeting funding towards disadvantaged students with the highest level of educational need, including an exploration of how educational needs are defined, identified and measured.

NCEC coordinated and managed the Catholic sector response and resolved that only one Catholic sector funding model should be provided to the review. Commissioners agreed that Diocesan input to the modelling process is required and that the CEC Secretariat should facilitate this process. CEC representatives Ian Baker, Peter Turner and Crichton Smith met with the Review Panel on 9 July 2010.

In association with this review, NCEC developed a set of basic funding principles on which funding arrangements are to be based, namely:

- parental choice;
- religious freedom;
- funding equity;
- educational partnership;
- funding certainty;
- supporting accountability; and
- a fair allocative mechanism.
CEC ensured that these principles were distributed, discussed and promoted throughout the Catholic sector.

The Australian Catholic Schools Sector input was presented to the Review Panel at the end of September 2010. This input included basic data on Catholic schools, how they are organised and how they deliver ‘value for money’. In November 2010, further advice, including detailed financial analysis and modelling was presented to the Review Panel when it met with NCEC.

School Leaving Age and Attendance

During 2009, the NSW Education Act was amended with respect to both:

(i) the compulsory school age; and

(ii) compulsory attendance provisions and the enforcement of compulsory attendance requirements.

On 8 December 2009, CEC held a joint Diocesan, AIS, DET and Board of Studies consultation on the new Education Act attendance amendments. From the commencement of 2010, school authorities were obliged to comply with the provisions of the amended Act relating to changes to the school leaving age. Implementation advice for schools was developed in liaison with NSW Minister for Education Firth’s legal advisers and communicated to NSW Catholic schools.

The cross-sectoral Ministerial Working party established to coordinate implementation of the new school attendance requirements included CEC representation and produced advice for Catholic sector school Principals on the following:

- A delegation for Primary and Secondary school Principals to approve up to 50 school days per pupil for exemption from school attendance;
- A delegation for all secondary school principals to exempt a young person from attending secondary school if the young person has been accepted to undertake a full-time apprenticeship or traineeship as an alternative to completing Year 10 at school;
- Proposed access by Catholic school principals to DET legal processes for the purposes of
  (a) securing Compulsory Schooling Orders; and/or
  (b) prosecutions of parents/guardians, when a child habitually fails to attend school.

In addition, a subcommittee of the Working Party, meeting under the auspices of the Board of Studies, developed guidelines for the approval of alternative education programs for children unable to participate in formal schooling.

CEC personnel also explored and reported on the interrelationship between the Education Act attendance requirements and Keep Them Safe risk indicators and reporting requirements.
Child Protection and Support

Throughout 2010, CEC assisted NSW Catholic Schools Authorities with the implementation of the new NSW Child Protection Strategy: Keep Them Safe.

With the assistance of a $60,000 grant from the NSW Department of the Premier and Cabinet, CEC developed and published on its website a set of five ‘Keep Them Safe’ staff training modules.

In August 2010, approximately 130 representatives, including School Principals, Diocesan Catholic Schools Authorities’ staff, CentaCare and Catholic Care staff attended a joint CEC and Catholic Social Services NSW Keep Them Safe implementation forum: ‘Connecting Catholic Agencies to Promote Child Wellbeing in the context of “Keep Them Safe”’.

The main issues identified at this forum which the CEC agreed to monitor were:

i) assessment of and responses to ‘cumulative harm’; and

ii) assessment of and responses to ‘educational neglect’, including ‘habitual non-attendance’.

CEC negotiated with the then NSW Minister for Community Services Linda Burney for the Department of Premier and Cabinet (DPC) to develop options for non-Government organisations to record and share information on children who do not meet the reporting threshold and to provide advice on the capacity for non-government schools to commence legal proceedings for chronic school non-attendance against parents.

In order to map and publish Catholic sector welfare services, CEC identified the need for the development of a web-based portal to assist NSW Catholic School Principals to understand their “Keep Them Safe” responsibilities and access appropriate Catholic Welfare support services.

Responding to Children and Young People with Sexual Behaviour Problems:

After extensive consultation, at the 22 September 2010 meeting of the Commission, the final draft of the document, Responding to Children and Young People with Sexual Behaviour Problems was approved. A support manual is being finalised for schools and welfare agencies.

The Guide and the Support Manual will be made available in the context of forum/workshop processes during 2011. Both documents will be available online only to Catholic personnel and will be subject to appropriate access protocols and restrictions. Support/ training materials may be produced as part of planned workshop/forum processes.

In relation to the implementation of these guidelines, CEC plans to hold two forums early in 2011: one for Diocesan Catholic Schools Authorities and one for Congregational school personnel.
ACARA

From the beginning of January 2010, the ACARA headquarters has been located in Sydney.

Australian Curriculum

a. K – 10

Draft ACARA curriculum documents for K – 10 English, Mathematics, the Sciences and History became available in February 2010.

To inform the Catholic sector response to these documents, two NSW Catholic sector forums were held:

- K – 6 Diocesan Advisors’ forum: 25 – 26 March 2010; and

Both forums were workshop-focused, enabling discussion and feedback on the draft K – 10 curriculum documents and involved both ACARA and NSW Board of Studies Officers. A version of the ACARA survey form was used to capture feedback which was provided to the ACARA Secretariat and to the NSW Board of Studies. Points raised by Catholic sector personnel included:

- navigation of the ACARA site is difficult;
- the content and standards for Kindergarten appear to be lower than in NSW syllabuses;
- that the achievement standards in the English syllabus could limit teaching and expectations to ‘C’ level;
- introduction of content in History is inconsistent across year levels;
- the continuum of learning was not apparent in K – 6 Mathematics; and
- there appeared to be too much content in the Science syllabus for the development of thinking skills, inquiry skills and deep understanding.

Throughout 2010, the CEC Education Policy Committee continued to monitor matters concerning the implementation of the Australian curriculum.

Information was received in November 2010 that while Ministers were scheduled to sign off on the K – 10 Australian curriculum for Mathematics, Science and History on 15 October 2010, NSW BOS has determined that school-based implementation of the curriculum will not occur in NSW before 2012.

MCEEDYA subsequently determined that all School Authorities are required to achieve “substantial” implementation of the Australian Curriculum by 2013.

b. Senior Secondary Years 11 and 12

The NSW Board of Studies developed a program of consultations for the draft senior secondary Australian curriculum for English, Mathematics, Science and History. CEC was represented at stakeholder meetings by Ellen McGovern, Sydney CEO (English); Dr. Tony McArthur, CEC (History); Yvonne Head, CEO Lismore (Mathematics); Anna Davis, Sydney CEO (Science).
My School Website

An overview for Catholic Schools Authorities of all Commonwealth educational accountability requirements is provided on the CEC’s website www.cecnsw.catholic.edu.au.

ACARA has developed its My School website to meet the Australian Government’s requirement for reporting of individual school information on a range of indicators related to school context, outcomes (initially in literacy and numeracy) and the satisfaction of stakeholders. The first release of individual school information on the My School website occurred on 28 January 2010. In the period from mid-December through January, there were several communications from the CEO of ACARA for School Authorities and Principals advising on key developments and tasks related to the My School site.

The key My School release issues for the Catholic sector were identified as:

- 9 million hits on the first day - significantly more than expected and resulting in the website being inaccessible for several hours;
- publication by the Sydney Morning Herald of NAPLAN results based on rankings of ICSEA scores, including the ‘top 50’ primary and secondary schools;
- concerns regarding the validity of the similar school groupings, based on the new Index of Community Socio Educational Advantage (ICSEA);
- concern that the reports, analysis and rankings were based on literacy and numeracy only and one measure (NAPLAN results); and
- publicity over the absence of financial data for schools – never intended to be included until December 2010.

CEC provided advice on these matters and also pursued these concerns with the responsible authorities.

Financial Reporting

Concern about the publication of financial data and ICSEA indices unless they were comparable across school sectors prompted the CEC to continue its liaison with Diocesan Catholic Schools Authorities and Principals in preparing schools for the anticipated publication of school financial data on the ACARA My School website on 3 December 2010. From 1 November 2010, schools had access to their ICSEA scores and financial data on a secure site. Some modifications to ICSEA occurred. Briefings for Diocesan Directors and detailed presentations to Diocesan Catholic Schools Authorities and Congregational schools in most Dioceses were provided by the CEC Principal Research Officer.

At the request of the CEC, the NSW Minister for Education arranged meetings with senior officers of DET where the elements of a consistent approach concerning the release of financial data were agreed to. The key issue was the level of compatibility of government and non-government school financial data, to be certified by Deloitte on behalf of MCEECDYA.

CEC Secretariat produced communications packages and offered briefings to ensure that Diocesan Catholic Schools Authorities, System schools, Congregational schools, and other Catholic agencies were adequately equipped to provide answers to queries from the media and parents concerning key performance data for each Catholic school.
In late November 2010, CEC advised Catholic Schools Authorities that publication of My School financial data was postponed to Term One 2011.

**School Certificate Reform**

In May 2010, the CEC was advised of the decision of the NSW Minister of Education to initiate a Board of Studies-managed review of the School Certificate. The then Government’s stated aim was to ‘modernise’ the School Certificate in the context of the raised school leaving age and other initiatives such as the implementation of the Australian Curriculum. Over several years CEC has been advocating such a modernisation. A key aim of the review will be to ensure that all students who leave school before completing Year 12 and the HSC receive a formal and meaningful credential.

CEC provided advice to the NSW Board of Studies on the development of Terms of Reference which included:

- alleviating the organisational and administrative pressures that are placed on schools in the implementation of the School Certificate, including those which relate to timing and the relationship to Year 11 course work;
- changes to the School Certificate test content, structure and timing in the context of NAPLAN testing in Year 9 and the raising of the school leaving age;
- additional student activities that could be recognised as part of the credential, for example school or community service, and vocational education;
- consideration of the form and timing of the school certificate assessments; and
- consideration of the form, content and timing of the issuance of the School Certificate credential.

It was agreed that CEC should develop a key policy statement on School Certificate reform in the context of the March 2011 NSW State election. It was also noted that the particular needs of rural 7–10 and K-10 schools need to be addressed in the NSW School Certificate reform process.

During 2010, CEC initiated a data-gathering process in order to inform its position. This involved:

- coordination by the Education Policy Committee;
- targeted web-based surveys of CEOs and Schools;
- liaison with CCSP; and,
- a CSSA forum held on 3 December 2010.

**CEC HSC Data Analysis**

For each HSC since 2000, the CEC has sponsored the analysis and reporting of HSC data for the purpose of improved teaching and learning as well as to better inform schools’ and systems’ planning. This annual analysis is conducted by Dr John DeCourcy of Parramatta CEO.

During February 2010, Dr DeCourcy conducted forums for diocesan advisers and school personnel to assist them with interpretation of the 2009 HSC results. At the 24 March 2010 meeting of the Commission, the analysis of the 2009 HSC results was presented. This indicated:
- A slight increase in number and percentage of students in Year 12 at Catholic schools from the previous year;
- A continuing positive trend in comparison between Catholic sector and whole-of-state results, with the Catholic sector having higher mean HSC scores;
- Problematic performance of Catholic sector schools in extension courses; and,
- Continued discrepancy in overall results between boys and girls.

Through the CEC Education Policy Committee, suggestions for improving participation in higher level courses were proposed. Some of the factors involved are the culture of ‘expectation’ within a school, and the way in which student subject changes are managed.

Also discussed was the idea, in the context of the anticipated publication of performance data on the MySchool website, to extend the publication of the CEC analysis, or sections of it, beyond its current limited circulation. Currently, the HSC Data Analysis Project Reports are only available on a secure section of the CEC website and then only to registered users.

At its 19 May 2010 meeting, the Commission was informed that given that NAPLAN provides a basis for the comparative assessment of longitudinal learning gain that has previously been absent in the HSC analysis, modelling had indicated that Year 9 NAPLAN could stand as a measure of prior achievement in analysing variance in the HSC. Acting on this information, the Commission made the decision to:
- Continue the trial analysis for the 2010 School Certificate, with the particular goal of engaging all relevant schools; and,
- Include an aggregate measure for each student.

**NSW Parliamentary Inquiry: Students with a Disability or Special Needs**

On the 7 December 2009, the NSW Legislative Council launched an Inquiry into the provision of education for Students with a disability or special need.

During the early part of 2010 feedback on the Inquiry terms of reference was sought from:
- Diocesan Catholic Schools Authorities;
- Congregational Schools including Special Schools;
- CEC Education Policy Committee;
- CEC Resources Policy Committee; and
- CEC Special Education Working Party

CEC representatives attended the Inquiry on 22 March 2010. Key points from the CEC submission emphasised to the Inquiry included belief in the learning capacity of all students and the critical importance of appropriately skilled and committed staff. The need for additional resources for all schools was also stressed.

**NSW Parliamentary Inquiry: Bullying of Children and Young People**

During 2010 CEC continued to engage with the NSW Legislative Council Inquiry into Bullying of Children and Young People which commenced in 2009. In particular, recommendations arising from the then NSW Government’s May 2010 response to the Inquiry were addressed by both the Education Policy Committee and the Catholic Education and Social Welfare Co-ordinating Committee. Advice on Bullying response issues is being developed for consideration by the Commission.
NSW Catholic Education

2010 school census data indicated that total enrolment growth for Catholic schools remained at an annual rate of less than one per cent. A continued decline or stable enrolment in primary enrolments in more than half of the diocesan systems, including the metropolitan area, was evident in these data. Also evident were issues related to the retention of students after initial enrolment.

In response to this information, the Commission endorsed the development and implementation of research as to why students who have been in a NSW Catholic school do not continue in Catholic education. The Resources Policy Committee undertook to oversee the development of a survey instrument and enumeration methodology for implementation in 2010.

This Committee recommended that the enrolment trends project take on the specific focus of examining the change in the enrolment of Catholic students in NSW Catholic schools. In addition it was decided that this research be incorporated into the CEC 2010 Review of the implementation of Catholic Schools at a Crossroads.

The first stage of research was to focus on the issue of enrolment in Catholic schools. The decision was made to identify and map the extent of any decline with a particular emphasis on primary school issues. Upon achieving this objective, practical strategies could be developed to help maintain and improve both enrolment and retention of Catholic students in NSW Catholic schools.

A second stage of the project would explore of the implementation of Catholic Schools at a Crossroads.

1. Catholic and Non-Catholic Students in NSW Catholic Schools

In response to the initiatives outlined above, the 2004 CEC statistical report on enrolments was updated to include 2005 to 2009 enrolments.

The Resources Policy Committee has overseen the development of research methodologies to investigate reasons for changes in Catholic and Non-Catholic enrolments. It was decided that the sample of schools with an increase in Catholic enrolments be expanded to include a group where Catholic enrolments have declined. It was also decided to broaden the faith categories from exclusively ‘Catholic’ and ‘non-Catholic’, to include separate categories for Eastern Rite Catholics and for Orthodox Christians, thus allowing for a more comprehensive understanding of the religious backgrounds of students. It was also requested that the research studies should include consideration of non-on school factors impacting enrolment trends.

2. CEC initial survey of the implementation of the Catholic Schools at a Crossroads statement

Given that the Catholic Schools at a Crossroads Bishops’ statement is most critical to planning for and management of Catholic schooling in NSW, CEC developed the proposal for a review of progress being made across the Dioceses in implementing the Statement’s key indicators.
CEC approved a two-stage approach with the first involving five or six open ended questions concerning those actions and outcomes which have resulted from implementation of the statement. Once responses are received, a second more targeted questionnaire will follow, exploring specific issues identified. The impact of non-school factors will also be considered.

An online survey was developed with diocesan offices and Congregational schools being invited to participate. Analysis of responses and an initial report will be available to commissioners early in 2011. Once the Commission endorses this report it will be provided to the NSW/ACT Bishops for their consideration.

**CEC/CCRESS Best Practice in Religious Education Research Project**

It had been decided in 2009 that during term 1 2010, research would be conducted to explore best practice in Religious Education across both Catholic and Government schools. This was to be followed later in the year by a joint CEC/CCRESS forum on best practice approaches to the provision of Religious Education in schools.

A Project Planning Committee was established to oversee both the conduct of the research project and planning for the 2010 joint CEC/CCRESS Forum. Five survey instruments were developed for and administered to:

- RE teachers in Catholic Schools;
- SRE teachers in Government Schools;
- CEO RE Coordinators/Professional Officers;
- SRE Parish and Diocesan Coordinators; and
- Parents.

Responses were analysed by Dr Shukri Sanber from the Australian Catholic University and are to be used as the basis for the CEC/CRRESS forum to be held in May 2011. It is envisaged that dioceses will be allotted places at the forum on the basis of size and that approximately 100 participants – Diocesan Directors, Heads of CCD, Heads of RE, RE coordinators and teachers, SRE Coordinators and teachers, priests and representatives from Congregational schools – will participate.

### 3. Chaplaincy Program for Schools

During Federal Election campaign both the Government and Opposition committed the Australian Government to the continuation of the chaplaincy program for schools, the extension of which had been supported by CEC in 2009.

On 5 September 2010, the Australian Council of State School Organisations announced its intention to explore a High Court challenge to the chaplaincy program. CEC will monitor the development of any litigation focused on the Chaplaincy Program.
Copyright

CEC manages MCEECDYA Copyright Licences for NSW Catholic Schools.

For 2010 these included
- Copyright Agency Limited (Print);
- Copyright Agency Limited (Digital);
- Screenrights;
- Australian Mechanical Copyright Owners Society Limited;
- Australian Mechanical Copyright Owners Society Limited / Australian Performing Rights Association:
- Australian Performing Rights Association; and,
- Roadshow.

The Screenrights licence has been amended to include a new remuneration agreement for the years 2010–2015 inclusive. A new licence with Roadshow for the general screening of DVDs by schools was agreed.

In total for 2010, CEC paid a total of $5.1 million in copyright fees on behalf of NSW Catholic schools. These fees were then recovered on a per capita basis from schools.

**2010 costs per student (excl. GST)**

<table>
<thead>
<tr>
<th>Licence</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>AMCOS</td>
<td>$0.65</td>
</tr>
<tr>
<td>AMCOS / ARIA</td>
<td>$0.5101</td>
</tr>
<tr>
<td>APRA Primary</td>
<td>$0.20</td>
</tr>
<tr>
<td>APRA Secondary</td>
<td>$0.291</td>
</tr>
<tr>
<td>CAL</td>
<td>$16.00 (combined print and digital)</td>
</tr>
<tr>
<td>Screenrights</td>
<td>$4.77</td>
</tr>
<tr>
<td>Roadshow</td>
<td>$0.29 (approx. based on school size)</td>
</tr>
</tbody>
</table>

Data from the photocopying survey and EUS digital users survey indicate that both photocopying and digital copying are increasing. In view of the renegotiation of the CAL licences in 2012 schools have been advised to:
- keep copying practices congruent with DET and AIS practices by applying the copyright advice available on the SmartCopying website;
- educate ‘key users’ to undertake non-remunerable copying whenever possible; and
- manage copyright issues raised by learning management systems and system Intranets.

CEC has negotiated with the officers of the National Copyright Unit to:
- review all school survey data to identify common copying practices which should be non-remunerable; and
- provide seminars and forums for NSW Catholic schools sector ‘key users’.
Environmental Issues

a) Bushfire management and Catholic schools

At its 17 November 2009 meeting, the Commission was presented with a series of State Government obligations with regard to bushfire management.

Following the catastrophic fire weather warnings in December 2009 and January 2010, a number of issues have emerged. In particular, concerns about Government systems of fire alerts including communications strategies for the NSW Catholic schools sector. NSW State Emergency Services initiated an emergency communications system that requires CEC to act as the portal to communicate with NSW Catholic schools.

In July 2010, the CEC Executive Director outlined to the NSW Minister for Education the Commission’s concerns regarding the use of the CEC as a conduit for emergency communications to NSW Catholic schools. In order to explore CEC concerns, the Minister the Hon. Verity Firth MP offered to organise a cross-sectoral and inter-departmental meeting. This meeting confirmed the NSW Government’s resolve to use the CEC as its portal for communicating emergency declarations to NSW Catholic schools.

CEC conducted a forum for school personnel in September 2010 to inform them of arrangements for emergency response. The forum enabled attendees to engage with the context of the CEC’s planned emergency communications system, the audit and risk implications of the communications system, the Rural Fire Service’s organizational structures and the different responsibilities of Diocesan Catholic Schools Authorities and schools. Catholic Church Insurances was also involved and provided advice on issues of liability and insurance.

CEC commenced design of a communications system using emails and SMS to communicate with Diocesan representatives. A communications system will be put in place to transmit emergency notices to Diocesan Catholic Schools Authorities. Diocesan Authorities will, in their turn, implement complementary systems to communicate with all Catholic schools in their respective Diocese. Emergencies may include, but are not confined to bushfires, floods, pandemic events and major transport disruptions.

b) CEC Sustainability Project

Gary Burrows of the Sydney Catholic Education Office was deployed as Project Officer for the CEC’s sustainability project funded by the NSW Department of the Environment and Climate Change. Gary developed the project’s extensive plan and resources, both material and personnel, with the aim of assisting all Diocesan Catholic Schools Authorities and schools with the implementation of sustainability practices. On 17 November 2010, he addressed the Conference of Diocesan Directors to outline the project and begin negotiations for possible wider diocesan involvement.

The Commonwealth Department of Sustainability, Environment, Water, Population and Communities (formerly Department of Climate Change and Energy Efficiency) proposed that Block Grant Authorities will take over the administration of the Solar Schools Program from 2011-12.
The Commission noted that DEEWR has advised the Department of Climate Change that BGAs are the best placed authorities to administer the Commonwealth’s Solar Schools Program. Negotiations were at a preliminary stage in 2010; any Catholic sector decision will be on a national basis under the auspices of the NCEC. As at 2010, solar grants were in the order of $50,000 per school.

Elections

a) Federal Election 2010

NCEC was the lead Catholic agency for advising Australia–wide Commonwealth Catholic education sector issues to political parties, eliciting responses and determining Catholic Sector communications strategies for the August 2010 Federal election.

The CEC Public Policy Committee provided Diocesan Catholic Schools Authorities and Congregational schools with a range of material developed by the NSW Council of Catholic School Parents. Election brochures, flyers for inclusion in enrolment and prospectus documents as well as items for newsletters were made available to diocesan and school authorities with a clear expectation that they were to be used as extensively as possible in the lead up to the August election.

In the context of the election NCEC prepared a list of commitments that were sought from the major political parties prior to Election Day in relation to sustaining Catholic education into the future. These were distributed to Diocesan Catholic Schools Authorities and Congregational schools by CEC.

A key outcome of the election was a commitment by the Gillard Government to extend current Australian Government funding for Catholic schools until the end of 2013.

b) NSW State Election, 2011

CEC is the leading Catholic agency for advising State Catholic education sector issues to political parties, eliciting responses and determining Catholic communications strategies for the 26 March 2011 NSW State Election.

In preparation for the 2011 NSW State Election, the CEC’s Public Policy Committee:

- reviewed the 2010 Federal election strategy;
- recommended the following five matters to be the key policy issues for the election:
  (i) a foundation commitment to guarantee the existing State funded support grants for NSW Catholic schools;
  (ii) increased state per capita funding for students with a disability especially those with medium and high needs;
  (iii) an increased allocation for the Building Grants Scheme and the application of an industry standard annual indexation methodology;
  (iv) VET/TVET funding guarantees and increased allocations; and
  (v) Government recurrent funding support for Catholic sector behavioural units.

In the run up to the State election, it was agreed to obtain information on the education platforms of the three main political parties then prepare a document to brief Catholic educationists, parents, principals and the general community.
Additional areas identified for policy clarification prior to the State election included:

(i) reform of the NSW School Certificate;
(ii) business agreements and arrangements between the CEC and the State Government and Department of Education on the existing and emerging National Partnerships;
(iii) implementation of Reward Funding under National Partnerships; and
(iv) intentions with regard to pre-school education policy and any planned changes for departmental responsibility in this area.

‘Living History’ Project: A Digital Photographic Archive of Catholic Schools

Images of the openings of new school buildings constitute a significant proportion of the photographic record of Catholic schooling in Australia but these images have never been systematically collected and studied. The BER which progressively involves all Catholic primary schools provides a unique opportunity to document school projects and offers an opportunity for developing a digital archive of Catholic schooling. The goal of what is currently called the ‘Living History’ project (being co-ordinated by the CEC Secretariat) is to create an accessible, searchable online resource including all available images related to Catholic schooling in NSW.

2010 Quinquennial Review of CEC

A broad consultation process occurred during 2010 as part of the Quinquennial review of the CEC. A full review was not initiated because of the significant reform that has occurred consequential to the previous two reviews.

The review examined:

- the effectiveness of the CEC as a strategic voice for NSW Catholic schools;
- the relationship to the National Catholic Education Commission;
- the changing environment for Catholic schooling; and,
- a possible expanded mandate for the CEC in relation to both higher education and early childhood education.

The Commission approved the proposed submission to the NSW/ACT Bishops outlining both a brief and a process for the 2010 Quinquennial Review of the CEC.

Bishop David Walker, the nominated Bishop overseeing the review, agreed to appoint as reviewers Dr. Maureen Cleary a consultant with extensive experience in Catholic health, education and human relations in conjunction with Mike Byrne, the Executive Director of the Queensland Catholic Education Commission. The process of review commenced in August 2010 and the draft report was made available to Bishop David Walker and Bishop Anthony Fisher op just prior to Christmas 2010 for review.
Teacher Professional Development Project

On 20 October 2010, the Australian Minister for Education, the Hon. Peter Garrett MP announced the successful projects under the Information Communication Technology Innovation Fund. Unfortunately the NCEC/CNA application was not approved as part of this first round of DEEWR Grants. However, the joint NSW schools sectors application, endorsed by the Commission in June 2010, was approved for funding. The Australian Government will invest over $5 million in the NSW project.

Overseas Students: Enrolling to Study in NSW Catholic Schools

Currently CEC is the registered CRICOS (Commonwealth Register of Institutions and Courses for Overseas Students) provider of schooling to overseas students enrolled in all except two Catholic schools in NSW. CEC is, as a consequence, responsible for the administration and implementation by NSW Catholic schools enrolling overseas students of the requirements of the National Code. Currently, there are around 500 overseas students studying in NSW Catholic schools.

From May 2010, CEC has monitored two separate sets of issues concerning the enrolment of overseas students in NSW Catholic schools, namely:

1. Reform of the Commonwealth Register of Institutions and Courses for Overseas Students requirements for full fee paying overseas students enrolled by NSW Catholic schools; and
2. Eligibility of students attending NSW Catholic schools with refugee and other temporary resident status for funding under general recurrent grants and targeted programs.

At its 21 July 2010 meeting, the Commission was informed of the NSW Government’s decision that from October 2010, oversight of overseas student compliance requirements would be transferred from VETAB and embedded in NSW Board of Studies Registration and Accreditation requirements for both individual non-government schools and diocesan systems. This reform may necessitate the transfer of Catholic sector CRICOS responsibilities from CEC to Diocesan Catholic Schools Authorities and Congregational schools.

In the event of this occurring CEC has negotiated a set of transition arrangements with VETAB such that:

- 2011 will be a transition year with CEC NSW maintaining its existing CRICOS role until 31 December 2011;
- CEC will retain an advisory support role for Diocesan Catholic Schools Authorities and Congregational schools in relation to overseas student policy matters.

To explore issues attendant on the transfer of responsibilities, CEC will hold a CRICOS issues forum in 2011.

With regard to the enrolment of students with refugee or temporary resident status, representations on student visa matters were made in writing and by teleconference to DEEWR.
The CEC annual Commonwealth CRICOS registration charge paid in 2010 was $14,595. This was calculated on the basis of 430 full student enrolments and 58 half-time enrolments. In addition, NSW BOS levied a fee of $3,600.

**Financial Viability of Schools**

The Commonwealth Schools Assistance Act 2008 requires a school or school system authority to be financially viable to receive funding under the Act.

The Financial Health Assessment Framework (FHAF) was piloted by the DEEWR in 2009 as a method of assessing the financial viability of non-government schools. A comprehensive review of the FHAF has been conducted involving extensive consultation with the non-government school sector, and as a result, interim arrangements have been developed for the FHAF covering the period 2010-12.

This Financial Health Assessment Framework (FHAF) is an interim Framework to be utilised in the period 2010-2012. During this time, the Framework will be reviewed, including annual consultation with the sector.

As part of the interim arrangements, through CEC, Diocesan Catholic Schools Authorities were given the opportunity to provide a Deed of Guarantee of financial viability for all schools within their remit. In essence, this was a declaration that the system will provide all support necessary, including funding if necessary, to ensure the financial viability of the schools of the system. A Deed of Guarantee having been provided, schools in the system will not be required to individually comply with the Financial Health Assessment Framework.

On behalf of Catholic Schools Authorities in NSW, and in collaboration with NCEC, CEC negotiated the above arrangements with DEEWR.

**Australian Institute of Teaching and School Leadership (AITSL)**

Following the establishment of the Australian Institute of Teaching and School Leadership, CEC responded to the publication of *draft Professional Standards for Teachers* by

- assessing local teacher accreditation needs and priorities; and
- liaising with CCER.

In the light of feedback from Diocesan Catholic Schools Authorities and Congregational schools, CEC advised AITSL that

- the Catholic sector supported the development of National Teaching Standards;
- progression of teachers through four levels of Accreditation is supported;
- differentiation of the profession on the basis of objectively assessed skills is a desirable goal;
- the direct association of the National Standards with Industrial Relations issues should be avoided;
- consistency between National Teaching Standards requirements and the requirements of the National Partnership for Teacher Quality must be achieved; and
- consistency between AITSL and NSW Institute of Teachers’ Requirements is essential.
CEC’s stated position was that the National Standards must be constructed so as to express a continuum of teacher development across the four levels of accreditation and further work during 2011 is required to ensure that this aim is achieved.

Animal Welfare and NSW Schools

The CEC is the approved Corporation for the purposes of the NSW Animal Research Act on behalf of all NSW Catholic schools and as such is responsible for Catholic schools’ compliance under that Act. It is also the Scientific Licence holder for the purpose of tadpole collection by NSW Catholic Schools, noting that such collection is regulated by published guidelines available on the CEC web site.

During 2010, the CEC maintained this role, discharging its animal welfare responsibilities through the joint NSW Schools Animal Care and Ethics Committee (SACEC). In 2010, CEC contributed $56,185 towards the operational costs of SACEC.
The Commission is supported by the CEC Secretariat. As at 31 December 2010, there were 41 staff members in the Secretariat or 38.6 full time equivalents. Included in these staff numbers are 5.9 temporary FTEs required to manage the Building the Education Revolution programs over 2009 – 2011. The 2010 gender mix was 24 female and 17 male.
Executive Director’s Office

The Executive Director is Dr Brian Croke and he:

- manages the CEC Secretariat;
- is the principal adviser to the Commission and to the NSW/ACT Bishops on education strategic directions, education policies and resource matters;
- ensures compliance with the CEC Charter;
- represents the NSW Catholic schools sector on high level National and State education bodies;
- provides a statistical and research service to Diocesan Catholic Schools Authorities on school resources and demographics.
- advocates for the NSW Catholic schools sector with governments and other agencies; and
- co-ordinates with other Catholic education and related organisations on behalf of NSW Catholic schools.

Dr. Croke is also:

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

Staffing of the Executive Director’s Office as at 31 December 2010 was as follows:

<table>
<thead>
<tr>
<th>Position</th>
<th>Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>Executive Director</td>
<td>Dr Brian Croke</td>
</tr>
<tr>
<td>Personal Assistant to the Executive Director &amp; Chairman</td>
<td>Anne Phillips</td>
</tr>
<tr>
<td>Professional Assistant to the Executive Director</td>
<td>Dr Tony McArthur</td>
</tr>
<tr>
<td>Principal Research Officer</td>
<td>Crichton Smith</td>
</tr>
<tr>
<td>Data Management/Processing Support Officer</td>
<td>Elizabeth Smith</td>
</tr>
</tbody>
</table>
Education Policy and Programs

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

Advocacy and Liaison – representing NSW Catholic schools

Grant Programs

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

Education Programs

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

Services to NSW Catholic schools

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

Compliance

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

Teacher Professional Development

- Negotiates funding for NSW Catholic teacher professional development.

Services to NSW Catholic schools

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

Staffing of the Education Policy and Programs Directorate as at 31 December 2010 was as follows:

Director
Personal Assistant to Director
Administrative Assistant (part-time)
CEC Testing Officer – NSW DET
State Coordinator–Special Learning Needs
Administrative Assistant
State Coordinator – Student Welfare
Assistant Director – Education Policy
State Coordinator – Aboriginal Education
Assistant Director – Education Programs
Senior Project Officer – Vocational Education (part-time)
State Coordinator – VET and Teacher Development

Ian Baker
Erica Boundy
Grace Archibald
Karen Ferrante
Gerry Gray
Melinda Kumar
Paul Mastronardi
Rosalie Nott
Frank Pearce
Paul Rodney
Patricia Strauss
Sue Watts
Resources Policy and Capital Programs

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

Advocacy and Liaison – representing NSW Catholic schools

**CEC**

- Negotiates recurrent funding contracts 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 DEEWR
- Coordinates the submission of school financial information for publication in MySchool

**Catholic Block Grant Authority NSW**

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

Services to NSW Catholic schools

- Manages the development of recurrent funding models for Diocesan Catholic Schools Authorities, including analyses of resource needs and cost profiles.
- Maintains sectoral databases on schools’ resources, number of students, numbers and profile of teachers and demographics of schools.
- Facilitates forums to better understand school resource matters and to share strategies across Diocesan Catholic Schools Authorities.
- 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.
- Maintains databases in support of sectoral applications.
- Coordinates sectoral applications, develops application guidelines and ensures compliance with funding criteria.
- Manages block programs on behalf of the NSW Catholic schools sector and coordinates acquittals of grants.
Staffing of the Resources Policy and Capital Programs Directorate as at 31 December 2010 was as follows:

<table>
<thead>
<tr>
<th>Position</th>
<th>Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>Director</td>
<td>William Walsh</td>
</tr>
<tr>
<td>Personal Assistant to Director</td>
<td>Wendy O’Connor</td>
</tr>
<tr>
<td>Coordinator – Capital Grants Programs</td>
<td>Kevin Morrison</td>
</tr>
<tr>
<td>Education Officer – School Data</td>
<td>Andrew Forbes</td>
</tr>
<tr>
<td>Project Officer – Capital Programs</td>
<td>Suzanne Gresswell</td>
</tr>
<tr>
<td>Administrative Assistant – Capital Programs</td>
<td>Lauren Harchak</td>
</tr>
<tr>
<td>Project Officer – Capital Programs</td>
<td>Jessica Hermosilla</td>
</tr>
<tr>
<td>Assistant Project Officer– Capital Programs</td>
<td>Kristi Jarvis</td>
</tr>
<tr>
<td>Professional Assistant – State Priority Committee</td>
<td>Greg Kervin</td>
</tr>
<tr>
<td>Senior Project Officer – Trade Training Centres</td>
<td>Merril Land</td>
</tr>
<tr>
<td>Project Officer – Capital Programs</td>
<td>Tanya Lee</td>
</tr>
<tr>
<td>Project Officer – Capital Programs</td>
<td>Elizabeth Neale</td>
</tr>
</tbody>
</table>
Corporate Services

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

The responsibilities of the Directorate are as follows:

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

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

Advocacy and Liaison – representing NSW Catholic schools

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

Services to NSW Catholic schools

- Safeguards grant funds in transit.
- Effects the distribution of grant funds to Diocesan Catholic Schools Authorities and Congregational schools.
- Assists Diocesan Catholic Schools Authorities and Congregational schools with the acquittal of grants.
- Manages the CEC website, which supports education programs, and the dissemination of information and data analyses.
- Manages the eBulletin.
- Provides IT support for the maintenance of certain education data bases.
- Manages certain events and awards of a State wide nature.
- Provides IT and administrative support for certain Educational Forums.
- Manages archives of CEC initiated State wide educational resources.
Staffing of the Corporate Services Directorate as at 31 December 2010 was as follows:

- Director: John Kitney
- Personal Assistant to Director: Natalie Bell
- Education Officer–Technology: Adrian Brown
- Administrative Assistant: Kate Chojnowski
- Receptionist: Jason Garrick
- Internal Auditor: Bridgett Leslie
- Administrative Assistant: Veronica Lina
- Senior Accountant: Andrew Mandigora
- Compliance and Communications Manager: Margaret O’Connor
- Project Accountant: John Salman
- Program Accountant–Targeted Programs: Hakan Selam
- Accountant: Mei Sumardi

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

Its principal place of business is:

Catholic Education Commission New South Wales
Level 9, 133 Liverpool Street
SYDNEY NSW 2000

The financial report was authorised for issue by the Commission on 18 May 2011. The Commission has the power to amend and reissue the financial report.
CATHOLIC EDUCATION COMMISSION
NEW SOUTH WALES

STATEMENT OF COMPREHENSIVE INCOME
FOR THE YEAR ENDED 31 DECEMBER 2010

<table>
<thead>
<tr>
<th>Description</th>
<th>2010</th>
<th>2009</th>
</tr>
</thead>
<tbody>
<tr>
<td>Note</td>
<td>$</td>
<td>$</td>
</tr>
<tr>
<td>Revenue from Continuing Operations</td>
<td>7,145,434</td>
<td>6,607,446</td>
</tr>
<tr>
<td>Employee benefits expense</td>
<td>4,294,437</td>
<td>3,655,883</td>
</tr>
<tr>
<td>Depreciation expense</td>
<td>175,959</td>
<td>162,331</td>
</tr>
<tr>
<td>Projects and grant costs</td>
<td>508,618</td>
<td>641,997</td>
</tr>
<tr>
<td>Office services expense</td>
<td>592,817</td>
<td>581,842</td>
</tr>
<tr>
<td>Travel expense</td>
<td>271,652</td>
<td>351,936</td>
</tr>
<tr>
<td>Information technology expense</td>
<td>488,908</td>
<td>662,211</td>
</tr>
<tr>
<td>Administration expense</td>
<td>260,303</td>
<td>421,381</td>
</tr>
<tr>
<td><strong>Surplus for the year</strong></td>
<td>552,740</td>
<td>129,865</td>
</tr>
<tr>
<td>Other comprehensive income</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td><strong>Total Comprehensive Income for the year</strong></td>
<td>552,740</td>
<td>129,865</td>
</tr>
</tbody>
</table>

This statement of comprehensive income should be read in conjunction with the accompanying notes.
CATHOLIC EDUCATION COMMISSION
NEW SOUTH WALES

STATEMENT OF CHANGES IN EQUITY
FOR THE YEAR ENDED 31 DECEMBER 2010

<table>
<thead>
<tr>
<th></th>
<th>2010</th>
<th>2009</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Equity at the Beginning of the Year</td>
<td>$4,019,124</td>
<td>$3,889,259</td>
</tr>
<tr>
<td>Total Comprehensive Income for the Year</td>
<td>$552,740</td>
<td>$129,865</td>
</tr>
<tr>
<td>Total Equity at the End of the Financial Period</td>
<td><strong>$4,571,864</strong></td>
<td><strong>$4,019,124</strong></td>
</tr>
</tbody>
</table>

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 2010

<table>
<thead>
<tr>
<th></th>
<th>2010</th>
<th>2009</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Note</strong></td>
<td>$</td>
<td>$</td>
</tr>
<tr>
<td><strong>CURRENT ASSETS</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cash and cash equivalents</td>
<td>131,475</td>
<td>412,991</td>
</tr>
<tr>
<td>Trade and other receivables</td>
<td>256,120</td>
<td>78,869</td>
</tr>
<tr>
<td>Other financial assets</td>
<td>28,237,128</td>
<td>6,862,617</td>
</tr>
<tr>
<td>Other assets</td>
<td>25,850</td>
<td>146,151</td>
</tr>
<tr>
<td><strong>Total Current Assets</strong></td>
<td><strong>28,650,573</strong></td>
<td><strong>7,500,628</strong></td>
</tr>
<tr>
<td><strong>NON-CURRENT ASSETS</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Property, plant &amp; equipment</td>
<td>507,463</td>
<td>523,149</td>
</tr>
<tr>
<td><strong>Total Non-current Assets</strong></td>
<td><strong>507,463</strong></td>
<td><strong>523,149</strong></td>
</tr>
<tr>
<td><strong>Total Assets</strong></td>
<td><strong>29,158,036</strong></td>
<td><strong>8,023,777</strong></td>
</tr>
<tr>
<td><strong>CURRENT LIABILITIES</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Trade and other payables</td>
<td>24,383,072</td>
<td>3,803,921</td>
</tr>
<tr>
<td><strong>Total Current Liabilities</strong></td>
<td><strong>24,383,072</strong></td>
<td><strong>3,803,921</strong></td>
</tr>
<tr>
<td><strong>NON-CURRENT LIABILITIES</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Provisions</td>
<td>203,100</td>
<td>200,732</td>
</tr>
<tr>
<td><strong>Total Non-current Liabilities</strong></td>
<td><strong>203,100</strong></td>
<td><strong>200,732</strong></td>
</tr>
<tr>
<td><strong>Total Liabilities</strong></td>
<td><strong>24,586,172</strong></td>
<td><strong>4,004,653</strong></td>
</tr>
<tr>
<td><strong>Net Assets</strong></td>
<td><strong>4,571,864</strong></td>
<td><strong>4,019,124</strong></td>
</tr>
<tr>
<td><strong>EQUITY</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Establishment Fund</td>
<td>1,434,194</td>
<td>1,434,194</td>
</tr>
<tr>
<td>Accumulated Funds</td>
<td>3,137,670</td>
<td>2,584,930</td>
</tr>
<tr>
<td><strong>Total Members' Equity</strong></td>
<td><strong>4,571,864</strong></td>
<td><strong>4,019,124</strong></td>
</tr>
</tbody>
</table>

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 2010  

<table>
<thead>
<tr>
<th>Note</th>
<th>2010 $</th>
<th>2009 $</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>CASH FLOWS FROM OPERATING ACTIVITIES</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Receipts from customers (inclusive of goods and</td>
<td>7,045,928</td>
<td>6,667,319</td>
</tr>
<tr>
<td>Payments to suppliers and employees (inclusive of goods</td>
<td>(6,617,248)</td>
<td>(6,404,000)</td>
</tr>
<tr>
<td>and services tax)</td>
<td>428,680</td>
<td>263,319</td>
</tr>
<tr>
<td>Interest received</td>
<td>2,639,453</td>
<td>2,477,954</td>
</tr>
<tr>
<td>Other revenue</td>
<td>-</td>
<td>21,759</td>
</tr>
<tr>
<td>Interest paid</td>
<td>(2,316,402)</td>
<td>(2,374,174)</td>
</tr>
<tr>
<td><strong>Net Cash Inflow From Operating Activities</strong></td>
<td><strong>751,731</strong></td>
<td><strong>388,858</strong></td>
</tr>
</tbody>
</table>

| **CASH FLOWS FROM INVESTING ACTIVITIES** |  |  |
| Payments for property, plant & equipment | (160,272) | (244,200) |
| Proceeds from sale of property, plant & equipment | - | 65,236 |
| Net (decrease) increase in related entities’ current accounts | 1,353,187 | (17,995,612) |
| Net (decrease) increase in government program current accounts | 9,528,188 | (2,729,978) |
| (Decrease) increase in GST liability re government programs | 9,620,161 | (294,250) |
| **Net Cash Inflow (Outflow) From Investing Activities** | **20,341,264** | **(21,198,804)** |

| **Net Increase (Decrease) In Cash Held** | **21,092,995** | **(20,809,946)** |
| Cash and cash equivalents at the beginning of the year | 7,275,608 | 28,085,554 |
| **Cash and Cash Equivalents at the End of the Year** | **28,368,603** | **7,275,608** |

This statement of cash flows should be read in conjunction with the accompanying notes.
1. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

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

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

(a) Basis of preparation

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

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

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

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

(b) Transactions as trustee

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

These financial statements reflect the fact that the Commission administers government funds in its capacity as Trustee. The statement of comprehensive income and statement of cash flows do not include the financial effect of any funds received or disbursed in trust under government grants except to the extent that the Commission receives administration fees (shown as operating revenue) for the management of grants.
(b) Transactions as trustee (continued)
The Commission depends on these administration fees from State and Commonwealth governments for a significant volume of its revenue. During the 12 months ended 31 December 2010, approximately 68% (year ended 31/12/2009 - 66%) of the Commission's revenue from operating activities was received from government programs.

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

(d) Depreciation of property, plant & equipment
Depreciation is calculated on a straight-line basis to write off the net cost of property, plant and equipment over its expected useful life to the Commission. Estimates of useful lives are made on a regular basis for all assets.
The depreciation rates are:
- Leasehold improvements 10%
- Office furniture & equipment 20% - 40%
- Motor vehicles 12.5%

(e) Leased non-current assets
A distinction is made between finance leases which effectively transfer from the lessor to the lessee substantially all the risks and benefits incidental to ownership of leased non-current assets, and operating leases under which the lessor effectively retains substantially all such risks and benefits. All of the Commission’s leases are considered to be operating leases.
Operating lease payments are charged to the income statement in the periods in which they are incurred.

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

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

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

(g) Work experience claims

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

(h) Cash and cash equivalents

For purposes of the 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.

(i) Segment Information

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

(j) Income Tax

The Commission is exempt from paying income tax.

(k) Goods and services tax

Revenues, expenses and assets are recognized 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.

(l) 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 Commission to the various programs that the Commission manages, and are recognized when the administration services performed by the Commission have been rendered.

iii) Interest received

Interest is recognized as it accrues on a daily basis.
(m) Trade and other payables

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

(n) Critical accounting estimates

The preparation of financial statements in conformity with AIFRS requires the use of certain critical accounting estimates. There are no areas involving a high degree of judgement or complexity, or areas where assumptions and estimates are significant to the financial statements.

<table>
<thead>
<tr>
<th></th>
<th>2010</th>
<th>2009</th>
</tr>
</thead>
<tbody>
<tr>
<td>Revenue</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Levies received</td>
<td>2,094,226</td>
<td>2,029,159</td>
</tr>
<tr>
<td>Administration costs recovered</td>
<td>4,835,594</td>
<td>4,364,398</td>
</tr>
<tr>
<td>Interest received (see below)</td>
<td>208,553</td>
<td>155,771</td>
</tr>
<tr>
<td>Other income</td>
<td>7,061</td>
<td>58,118</td>
</tr>
<tr>
<td><strong>Revenue from Continuing Operations</strong></td>
<td><strong>7,145,434</strong></td>
<td><strong>6,607,446</strong></td>
</tr>
</tbody>
</table>

The Commission received total interest of $2,524,955 (year ended 31/12/2009 - $2,529,946) of which $2,316,402 (year ended 31/12/09 - $2,374,175) was applicable to funds held on behalf of Government Programs and $208,553 (year ended 31/12/09 - $155,771) was applicable to the Commission’s own funds.
3. OPERATING SURPLUS

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

<table>
<thead>
<tr>
<th>Description</th>
<th>2010</th>
<th>2009</th>
</tr>
</thead>
<tbody>
<tr>
<td>Depreciation of leasehold improvements</td>
<td>91,886</td>
<td>82,173</td>
</tr>
<tr>
<td>Depreciation of plant and equipment</td>
<td>84,073</td>
<td>80,158</td>
</tr>
<tr>
<td>Loss on disposal of fixed assets</td>
<td>-</td>
<td>27,949</td>
</tr>
<tr>
<td>Bad debts expense</td>
<td>-</td>
<td>697</td>
</tr>
<tr>
<td>Provision for employee entitlements</td>
<td>428,187</td>
<td>210,917</td>
</tr>
<tr>
<td>Rental expense relating to operating leases</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Minimum lease payments</td>
<td>339,548</td>
<td>290,938</td>
</tr>
<tr>
<td>Remuneration of Auditors</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Remuneration for audit of the financial report</td>
<td>20,000</td>
<td>19,500</td>
</tr>
<tr>
<td>Remuneration for other audit related work – grant acquittals*</td>
<td>13,050</td>
<td>92,350</td>
</tr>
</tbody>
</table>

*The remuneration of auditors for other audit related work – grant acquittals ($93,000) has been charged to grant programs and not charged by the Commission in determining the operating surplus for the year ended 31 December 2010.

4. CASH AND CASH EQUIVALENTS

<table>
<thead>
<tr>
<th>Description</th>
<th>2010</th>
<th>2009</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cash at bank and on hand</td>
<td>131,475</td>
<td>412,991</td>
</tr>
<tr>
<td>Other financial assets</td>
<td>28,237,128</td>
<td>6,862,617</td>
</tr>
<tr>
<td>Cash and Cash Equivalents as per Statement of Cash Flows</td>
<td>28,368,603</td>
<td>7,275,608</td>
</tr>
</tbody>
</table>

5. TRADE AND OTHER RECEIVABLES

<table>
<thead>
<tr>
<th>Description</th>
<th>2010</th>
<th>2009</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accounts receivable</td>
<td>225,471</td>
<td>55,902</td>
</tr>
<tr>
<td>Sundry debtors</td>
<td>30,649</td>
<td>22,967</td>
</tr>
<tr>
<td>Total Receivables</td>
<td>256,120</td>
<td>78,869</td>
</tr>
</tbody>
</table>
## 6. Other Financial Assets

### Unsecured

<table>
<thead>
<tr>
<th>Description</th>
<th>2010</th>
<th>2009</th>
</tr>
</thead>
<tbody>
<tr>
<td>Deposits at call</td>
<td>25,237,128</td>
<td>3,428,534</td>
</tr>
<tr>
<td>Bank accepted bills</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Face value</td>
<td>-</td>
<td>3,446,148</td>
</tr>
<tr>
<td>Less unearned income</td>
<td>-</td>
<td>(12,065)</td>
</tr>
<tr>
<td>Term Deposits</td>
<td>3,000,000</td>
<td>-</td>
</tr>
<tr>
<td><strong>Total Other Financial Assets</strong></td>
<td><strong>28,237,128</strong></td>
<td><strong>6,862,617</strong></td>
</tr>
</tbody>
</table>

## 7. Other Assets

<table>
<thead>
<tr>
<th>Description</th>
<th>2010</th>
<th>2009</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prepayments</td>
<td>6,738</td>
<td>12,541</td>
</tr>
<tr>
<td>Accrued Income</td>
<td>19,112</td>
<td>133,610</td>
</tr>
<tr>
<td><strong>Total Other Assets</strong></td>
<td><strong>25,850</strong></td>
<td><strong>146,151</strong></td>
</tr>
</tbody>
</table>

## 8. Property, Plant & Equipment

<table>
<thead>
<tr>
<th>Description</th>
<th>2010</th>
<th>2009</th>
</tr>
</thead>
<tbody>
<tr>
<td>Leasehold improvements - at cost</td>
<td>767,163</td>
<td>758,293</td>
</tr>
<tr>
<td>Provision for depreciation</td>
<td>553,037</td>
<td>461,151</td>
</tr>
<tr>
<td><strong>Total Property, Plant &amp; Equipment</strong></td>
<td>214,126</td>
<td>297,142</td>
</tr>
<tr>
<td>Office furniture, equipment and motor vehicles - at cost</td>
<td>737,587</td>
<td>841,845</td>
</tr>
<tr>
<td>Provision for depreciation</td>
<td>444,250</td>
<td>615,838</td>
</tr>
<tr>
<td><strong>Total Property, Plant &amp; Equipment</strong></td>
<td>293,337</td>
<td>226,007</td>
</tr>
</tbody>
</table>
8. PROPERTY, PLANT & EQUIPMENT (continued)

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

<table>
<thead>
<tr>
<th>Year ended 31 December 2010</th>
<th>Office furniture, equipment and motor vehicles</th>
<th>Leasehold Improvements</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Carrying amount at the beginning of year</td>
<td>$226,007</td>
<td>$297,142</td>
<td>$523,149</td>
</tr>
<tr>
<td>Additions</td>
<td>$151,403</td>
<td>$8,870</td>
<td>$160,273</td>
</tr>
<tr>
<td>Disposals</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Depreciation expense</td>
<td>$(84,073)</td>
<td>$(91,886)</td>
<td>$(175,959)</td>
</tr>
<tr>
<td>Carrying amount at end of year</td>
<td>$293,337</td>
<td>$214,126</td>
<td>$507,463</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year ended 31 December 2009</th>
<th>Office furniture, equipment and motor vehicles</th>
<th>Leasehold Improvements</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Carrying amount at beginning of year</td>
<td>$186,540</td>
<td>$347,925</td>
<td>$534,465</td>
</tr>
<tr>
<td>Additions</td>
<td>$212,810</td>
<td>$31,390</td>
<td>$244,200</td>
</tr>
<tr>
<td>Disposals</td>
<td>$(93,185)</td>
<td>-</td>
<td>$(93,185)</td>
</tr>
<tr>
<td>Depreciation expense</td>
<td>$(80,158)</td>
<td>$(82,173)</td>
<td>$(162,331)</td>
</tr>
<tr>
<td>Carrying amount at end of year</td>
<td>$226,007</td>
<td>$297,142</td>
<td>$523,149</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2010</th>
<th>2009</th>
</tr>
</thead>
<tbody>
<tr>
<td>$</td>
<td>$</td>
</tr>
</tbody>
</table>

9. TRADE AND OTHER PAYABLES

<table>
<thead>
<tr>
<th>Description</th>
<th>2010</th>
<th>2009</th>
</tr>
</thead>
<tbody>
<tr>
<td>Funds held on behalf of Government Programs</td>
<td>12,802,263</td>
<td>1,952,524</td>
</tr>
<tr>
<td>GST payable</td>
<td>9,811,802</td>
<td>202,930</td>
</tr>
<tr>
<td>Accounts payable</td>
<td>331,362</td>
<td>207,803</td>
</tr>
<tr>
<td>Annual leave payable</td>
<td>313,877</td>
<td>294,918</td>
</tr>
<tr>
<td>Long service leave payable</td>
<td>809,117</td>
<td>765,193</td>
</tr>
<tr>
<td>Other Creditors</td>
<td>314,651</td>
<td>380,553</td>
</tr>
<tr>
<td><strong>Total Accounts Payable</strong></td>
<td><strong>24,383,072</strong></td>
<td><strong>3,803,921</strong></td>
</tr>
</tbody>
</table>
CATHOLIC EDUCATION COMMISSION
NEW SOUTH WALES

NOTES TO AND FORMING PART OF THE
FINANCIAL STATEMENTS FOR THE YEAR
ENDED 31 DECEMBER 2010

10. PROVISIONS

<table>
<thead>
<tr>
<th>Description</th>
<th>2010</th>
<th>2009</th>
</tr>
</thead>
<tbody>
<tr>
<td>Long service leave</td>
<td>184,551</td>
<td>182,183</td>
</tr>
<tr>
<td>Excess on work experience insurance claims</td>
<td>18,549</td>
<td>18,549</td>
</tr>
<tr>
<td></td>
<td><strong>203,100</strong></td>
<td><strong>200,732</strong></td>
</tr>
</tbody>
</table>

11. ESTABLISHMENT FUND

Establishment Fund at the beginning and end of the financial period

<table>
<thead>
<tr>
<th>Fund at the beginning of the financial period</th>
<th>2010</th>
<th>2009</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>1,434,194</strong></td>
<td><strong>1,434,194</strong></td>
</tr>
</tbody>
</table>

The Commission was formed in 1974 by the then Trustees of the Province of Sydney under the Roman Catholic Church Communities Lands Act 1942 as amended. The Commission is governed by a Charter approved by the Trustees. As part of a restructure approved by the Commission on 13 March 1986, accumulated funds as at 31 January 1986 amounting to $507,670 were regarded as the Establishment Fund. In May 2003, funds of $926,524 held in the name of the Chairman of the Commission were transferred to the Commission.

12. ACCUMULATED FUNDS

Accumulated funds at the beginning of the financial period

<table>
<thead>
<tr>
<th>Fund at the beginning of the financial period</th>
<th>2010</th>
<th>2009</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2,584,930</td>
<td>2,455,065</td>
</tr>
</tbody>
</table>

Surplus for the year

<table>
<thead>
<tr>
<th>Surplus for the year</th>
<th>2010</th>
<th>2009</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>552,740</td>
<td>129,865</td>
</tr>
</tbody>
</table>

Accumulated funds at the end of the financial period

<table>
<thead>
<tr>
<th>Fund at the end of the financial period</th>
<th>2010</th>
<th>2009</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>3,137,670</strong></td>
<td><strong>2,584,930</strong></td>
</tr>
</tbody>
</table>

13. COMMITMENTS FOR EXPENDITURE

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:

<table>
<thead>
<tr>
<th>Commitments for minimum lease payments</th>
<th>2010</th>
<th>2009</th>
</tr>
</thead>
<tbody>
<tr>
<td>Within one year</td>
<td>310,592</td>
<td>325,398</td>
</tr>
<tr>
<td>Later than one year but not later than 5 years</td>
<td>453,064</td>
<td>732,066</td>
</tr>
</tbody>
</table>

Commitments not recognised as liabilities in the financial statements

<table>
<thead>
<tr>
<th>Commitments not recognised as liabilities in the financial statements</th>
<th>2010</th>
<th>2009</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>763,656</strong></td>
<td><strong>1,057,464</strong></td>
</tr>
</tbody>
</table>
CATHOLIC EDUCATION COMMISSION
NEW SOUTH WALES

NOTES TO AND FORMING PART OF THE FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2010

<table>
<thead>
<tr>
<th></th>
<th>2010</th>
<th>2009</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>$</td>
<td>$</td>
</tr>
<tr>
<td>14. CASH FLOW INFORMATION</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(a) Reconciliation of surplus for the period to net cash inflow from operating activities</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Surplus for the year</td>
<td>552,740</td>
<td>129,865</td>
</tr>
<tr>
<td>Depreciation</td>
<td>175,959</td>
<td>162,331</td>
</tr>
<tr>
<td>Net loss on disposal of office furniture, equipment and motor vehicles</td>
<td>-</td>
<td>27,949</td>
</tr>
<tr>
<td>Change in operating assets and liabilities</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Increase in receivables</td>
<td>(141,045)</td>
<td>(7,188)</td>
</tr>
<tr>
<td>Decrease (Increase) in other assets</td>
<td>120,301</td>
<td>(42,983)</td>
</tr>
<tr>
<td>(Decrease) Increase in payables</td>
<td>(2,516)</td>
<td>61,001</td>
</tr>
<tr>
<td>Increase in provisions</td>
<td>46,292</td>
<td>57,883</td>
</tr>
<tr>
<td>Net Cash Inflow From Operating Activities</td>
<td>751,731</td>
<td>388,858</td>
</tr>
<tr>
<td>(b) Net increase (decrease) in related entities' current accounts</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Professional Standards Resource Group</td>
<td>(35,316)</td>
<td>2,148</td>
</tr>
<tr>
<td>Catholic Secondary Schools Association</td>
<td>(520)</td>
<td>63</td>
</tr>
<tr>
<td>Council of Catholic School Parents</td>
<td>(74,859)</td>
<td>57,659</td>
</tr>
<tr>
<td>NSW Catholic Block Grant Authority</td>
<td>1,463,882</td>
<td>(18,055,482)</td>
</tr>
<tr>
<td></td>
<td>1,353,187</td>
<td>(17,995,612)</td>
</tr>
</tbody>
</table>
CATHOLIC EDUCATION COMMISSION
NEW SOUTH WALES

DECLARATION BY COMMISSIONERS

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

In the Commissioners' opinion the financial statements and notes set out on pages 80 to 92 present fairly the Commission's financial position as at 31 December 2010 and its financial performance and its cash flows for the year ended on that date in accordance with Accounting Standards as detailed in Note 1 to the financial statements.

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

Bishop Anthony Fisher OP
Chairman

Dr. Brian Croke
Executive Director

Sydney
18 May 2011
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
Commission, which comprises the statement of financial position as at 31 December 2010, statement of
comprehensive income, statement of changes in equity and statement of cash flows for the then year ended,
notes comprising a summary of significant accounting policies and other explanatory information and the
Declaration by Commissioners, as set out on pages 80 to 93.

Officers’ Responsibility for the Financial Report

The officers of the Commission are responsible for the preparation 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
financial reporting requirements of the Commission’s Charter and the information needs of members of the
Commission. The officers’ responsibility also includes such internal control as the officers determine to
enable the preparation of a 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 have conducted our
audit in accordance with Australian Auditing Standards. Those standards require that we comply with
relevant ethical requirements relating to audit engagements and plan and perform the audit to obtain
reasonable assurance that the financial report is free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in a
financial report. The procedures selected depend on the auditor’s judgment, including the assessment of the
risks of material misstatement of the financial report, whether due to fraud or error. In making those risk
assessments the auditor considers internal control relevant to the entity’s preparation of a 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 entity’s internal control. An audit also
includes evaluating the appropriateness of accounting policies used and the reasonableness of accounting
estimates made by the entity’s officers, as well as evaluating the overall presentation of the financial report.

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

Independence

In conducting our audit, we have complied with the independence requirements of the Australian
professional accounting bodies.
CATHOLIC EDUCATION COMMISSION, NEW SOUTH WALES

INDEPENDENT AUDITOR'S REPORT (CONTINUED)

Opinion
In our opinion, the financial report presents fairly, in all material respects, the financial position of the Commission as at 31 December 2010 and its financial performance and its cash flows for the year then ended, in accordance with the financial reporting requirements of the Commission’s Charter.

Basis of Accounting and Restriction on Distribution

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 to assist the Commission to meet the requirements of its Charter. As a result, the financial report may not be suitable for another purpose.

Sydney
18 May 2011

HLB MANN JUDD
Chartered Accountants

J R Biddle
Partner
Appendix B: Commission Committees

Commission Core Committees

Aboriginal Education Advisory Committee

The Aboriginal Education Advisory Committee met four times in 2010. This Committee was chaired by Commissioner Sharon Cooke.

The functions of the Committee are to:

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

Membership of the Committee in 2010 was:

Sharon Cooke (Chair) Aboriginal Commissioner, Armidale Diocese
Frank Pearce (Executive Officer) State Co-ordinator – Aboriginal Education, CEC
Karen Andriske Aboriginal Education Advisor, Bathurst Diocese
Jane Bridges Aboriginal Education Advisor, Sydney Archdiocese
Louise Campbell Aboriginal Education Advisor Maitland-Newcastle Diocese
Dave Ella Aboriginal Education Advisor, Broken Bay Diocese
Doreen Flanders Aboriginal Education Advisor, Lismore Diocese
Karen Gardiner Aboriginal Education Advisor, Wagga Wagga Diocese
Margaret Harrison Aboriginal Education Advisor, Parramatta Diocese
Julianne Manson 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
**Executive Committee**

The Executive Committee met ten times in 2010, ahead of and to plan Commission meeting agendas. The Committee was chaired by Bishop Anthony Fisher op and in his absence by Bishop David Walker.

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

Membership of the Committee in 2010 was:

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

**Audit and Risk Committee**

The Audit and Risk Management Committee met four times in 2010. The Committee was chaired by Commissioner Brother Tony Whelan cfc.

The functions of the Committee are to:

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

Membership of the Committee in 2010 was:

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

Note: \(^1\) external member.

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

The Education Policy Committee met nine times in 2010. The Committee was chaired by Commissioner Dr Anne Wenham.

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 2010 was:

Dr Anne Wenham (Chair) Director of Catholic Schools, CEO Lismore
Ian Baker (Executive Officer) Director – Education Policy and Programs, CEC
Anne Maree Creenaune Senior Professional Office, CEO Wollongong
Dr Brian Croke Executive Director, CEC
Kathryn Fox Head – Teaching and Learning, CSO Maitland-Newcastle
Sr Judith Lawson op Promoter of Charism in Dominican Schools
Lee Herden RE Consultant, CSO Armidale
Bronwyn Hession Senior Education Officer, CSO Broken Bay
Rosalie Nott Assistant Director – Education Policy, CEC
Seamus O’Grady Director of Curriculum, CEO Sydney
Dr Paul Thornton Assistant Director – Education Services, CSO Lismore
Public Policy Committee

The Public Policy Committee met four times in 2010. The Committee was chaired by Brother Kelvin Canavan fms.

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

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

Membership of the Committee in 2010 was:

Br Kelvin Canavan fms (Chair)          Former Executive Director of Schools, CEO  
                                          Sydney
Anne Phillips (Executive Officer)      PA to Executive Director, CEC
Sue Bull                                Communication and Development Officer  
                                          Council of Catholic School Parents
Dr Brian Croke                          Executive Director, CEC
Danielle Cronin                         Executive Director, Council of Catholic  
                                          School Parents
Paul Holman                             Executive Assistant, CSO Armidale
Ian Jordan                              Principal, John XXIII Catholic Primary School
Sue Walsh                               Head of School Services CEO Parramatta
**Resources Policy Committee**

The Resources Policy Committee met seven times in 2010. The Committee was chaired by Commissioner Peter Turner.

The functions of the Committee are to:

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

Membership of the Committee in 2010 was:

- **Peter Turner** (Chair) Director, CEO Wollongong
- **William Walsh** (Executive Officer) Director – Resources Policy and Capital Programs, CEC
- **Crichton Smith** (Secretary) Principal Research Officer – Executive Director’s Office, CEC
- **John Barker** Head of Finance and Planning, CEO Canberra and Goulburn
- **Helen Bentham** Head of School Accounting, CSO Broken Bay
- **Dr Brian Croke** Executive Director, CEC
- **Peter Fogarty** Head of Financial and Administrative Services, CEO Wollongong
- **Terry Keogh** Former 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
Other Committees/ Working Parties

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

Catholic Education and Social Welfare Co-ordinating Committee

The Catholic Education and Social Welfare Co-ordinating Committee (CESWCC) supports and advises the Commission in developing strategies to address social welfare issues that impact on students and their families. CESWCC works closely with both CEC and Catholic Social Services NSW.

Membership of the Committee in 2010 was:

- Dr Kristin Johnston rsj (Chair) | IACE, ACU
- Ian Baker (Executive Officer) | Director, Education Policy and Programs, CEC
- Deirdre Cheers | Director – Centacare, Broken Bay
- Margaret Chittick | Senior Professional Officer Safety and Professional Services CEO, Wollongong
- Mary Gow | OHS Consultant, CEO Broken Bay
- Faye Green | Deputy Chief Executive Officer, Centacare Canberra and Goulburn
- Sr Marie Hughes rsj | Senior Education Officer, CSO Maitland-Newcastle
- Kathleen McCormack | Director – Centacare, Wollongong
- Narelle McMahon | Education Officer – Child Protection, CEO Sydney

Special Education Working Party 2

In 2010, the Special Education Working Party provided advice to the Education Policy Committee and the Resources Policy Committee in regard to the revised funding mechanism for the allocation of grants to support Students with Disabilities under the LNSLN targeted program.

Membership of the Working Party in 2010 was:

- John Couani (Chair) | Director Eastern Region, CEO Sydney
- Geraldine Gray (Executive Officer) | State Coordinator – Special Learning Needs CEC
- Ian Baker | Director – Education Policy and Programs CEC, (ex Officio)
- Barry Bermingham | Manager of Targeted Programs, CEO Lismore
- Anne Marrins | Principal – Our Lady of Mount Carmel Primary
- Fran Moloney | Project Officer, CEC (Private Consultant)
- Frank Pitt | Principal Mater Dei Special School, Camden
State Priority Committee

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 2010 was:

- Paul Holman (Chair) Executive Assistant to the Director, CSO Armidale
- William Walsh Director – Resources Policy & Capital Programs (Executive Officer, CBGA)
- Kevin Morrison Co-ordinator Capital Programs (SPC Executive Secretary)
- Peter Clarke Manager Planning & Facilities, CEO Canberra & Goulburn
- John Farrugia Team Leader – Facilities, CEO Parramatta
- Mal Goodwin Administrator of Finance, Diocesan Office, Wilcannia-Forbes
- Fay Gurr Principal, St Vincent’s College
- Catherine Ible Chairperson, Council of Catholic School Parents
- Greg Kervin Professional Assistant Capital Programs
- Brenda King Principal, St Francis de Sales Regional College, Leeton
- Graeme Maynard Diocesan Properties Manager, Diocese of Wollongong
- Brian Morrissey General Consultant, CEO Bathurst
- Barry Mullins Head School Facilities, CEO Sydney
- Paul O’Brien Capital Programs and Planning, CEO Lismore
- Peter Patterson Education Officer – School Facilities, CSO Broken Bay
- Geoff Whitnall Facilities Manager, CSO Maitland-Newcastle
Vocational Education Advisory Group (VEAG)

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

Membership of the Group in 2010 was:

- **Danielle Cronin (Chair)** Executive Officer, CCSP
- **Patricia Strauss** Senior Project Officer – Vocational Education, CEC
- **Vince Connor** Education Officer, CEO Bathurst
- **Chris Graham** Vocational Education, Stella Maris Institute RTO
- **Wilfried Keller** Educational Services, CSO Armidale
- **Stephen Mitchell (Alt)** RTO Compliance Officer, CEO Bathurst
- **Belinda Muir** Education Officer, CEO Canberra and Goulburn
- **Fiona Mulhall** Conference of Leaders Religious Institutes
- **Glenda O’Brien** Education Officer – VET, CSO Maitland-Newcastle
- **Petty O’Loughlin** Vocational Education, CEO Wollongong
- **Bill Owens** Education Officer – Secondary Vocational Learning, CSO Broken Bay
- **Paul Rodney** Assistant Director – Education Programs, CEC
- **Karen Ruppert** Vocational Education Officer, CEO Parramatta
- **Christine Shakya** Vocational Education Officer, CEO Sydney
- **Michelle Swan** Vocational Education Officer, CSO Wagga Wagga
- **Sue Watts** State Coordinator – VET, CEC
- **Tony Winter** Vocational Education Officer, CEO Lismore

Note: ¹ ex officio