Strategic Directions, 2013

Approved by Commission on 24 October 2012 and endorsed by NSW Bishops on 8 November 2012
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PRIORITY B2: Work with Curriculum agencies, the Board of Studies (BoS) and ACARA to advocate for curriculum structures and outcomes consistent with the purposes and principles of Catholic education in Australia

PRIORITY B3: Work with strategic partners, particularly parents, in advocacy and representative forums

PRIORITY B4: Strengthen CEC’s effectiveness in the political process regarding the quantum and equity of government funding of NSW Catholic schools

PRIORITY B4: Strengthen CEC’s effectiveness in the political process regarding the quantum and equity of government funding of NSW Catholic schools

KEY AREA C: Address NSW and Australian government priorities to improve educational outcomes in NSW Catholic Schools

PRIORITY C1: Assess and mitigate the impact of the NSW government funding cap

PRIORITY C2: Advise the NSW and ACT Bishops on responses to NSW and Australian Government priorities for education.

PRIORITY C3: Together with NCEC, influence the Better Schools funding model to provide adequate support for Catholic Schools Authorities

PRIORITY C4: Develop and advise on strengthened accountability and transparency arrangements

KEY AREA D: Provide services to Catholic Schools Authorities in NSW particularly regarding stewardship and management of resources

PRIORITY D1: Provide recurrent, capital and targeted program management services to NSW Catholic Schools Authorities

PRIORITY D2: Deliver efficient, effective, timely and ethical services to NSW Catholic Schools Authorities

PRIORITY D3: Enhance systems of corporate governance, administration, communications and knowledge management across NSW Catholic School Systems
Overview of CEC: NSW

CEC Charter

The Catholic Education Commission New South Wales (CEC) is established by the NSW/ACT Bishops and is responsible to them for the co-ordination and representation of Catholic School Education in New South Wales. CEC is not a body corporate but is an agency of the Trustees for the Province of Sydney and Archdiocese of Canberra and Goulburn. CEC is created by the NSW Bishops for the objects and functions set out in clause 1.3 of the CEC Charter – June 2008.

The CEC provides leadership in Catholic School education through service to Dioceses, Religious Institutes, educators and parents. It functions through consultation with all Education Authorities – government and non-government – and with Principal and Parent associations.

Responsibility for the direct management of Catholic schools in New South Wales rests with the NSW Catholic Schools Authorities (under the canonical authority of the Diocesan Bishop) and with the Religious Congregations (as the case may be).

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, as well as the oversight of all Catholic educational establishments including, but without limitation, Catholic Universities and adult education.

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

CEC Objects and Functions

Under the CEC Charter, the primary object of the CEC is to assist NSW Catholic Schools Authorities with the provision of Catholic School Education and related services. In this regard, CEC promotes the Catholic faith by enabling and supporting religious and general education within New South Wales. The focus of CEC is primarily on Catholic Primary and Secondary Schools.

The CEC is to fulfil its object by:

1.3.1 developing State-wide education policies and commissioning/publishing research materials, which contribute to the:
   a) betterment of education in all Catholic schools;
   b) maintenance of the Catholic ethos in education; and
   c) enhancement of the quality of education generally;

1.3.2 supporting Catholic Schools Authorities;

1.3.3 liaising with and coordinating Catholic Schools Authorities, especially in relation to grant administration and curriculum/assessment directed by governments;

1.3.4 liaising with the Council of Catholic School Parents, Association of Catholic School Principals, Conference of Leaders of Religious Institutes, National Catholic Education Commission and other State Catholic Education Commissions,

1.3.5 providing guidance to Catholic educators and fostering understanding and cooperation between the various administrative components of Catholic education including parents, parish priests, teachers, administrators and other supporters;

1.3.6 providing advocacy for Catholic schools with:
a) governments;
b) parliaments;
c) statutory boards;
d) other education bodies;
e) employer groups;
f) the media; and
g) the general public;

1.3.7 providing advice to the NSW/ACT Bishops on education issues and related advocacy matters;
1.3.8 developing cooperative links with other education institutions, both government and non-government;
1.3.9 representing the Catholic Schools Authorities in education and other general forums of relevance to the sector;
1.3.10 negotiating with governments for grants in support of Catholic schools;
1.3.11 acting as the Contract Authority with governments on behalf of Catholic Schools Authorities and individual Catholic schools where necessary; and
1.3.12 any other object, which is ancillary to the objects referred to in clauses 1.3.1 to 1.3.11.
The School Education Context 2013

The school education environment for 2013 is emerging as the most volatile for quite some years due to tensions between: a demanding economic climate, governments’ school reforms, poor cooperation between State and Federal Governments, reductions in State government’s real funding of education and uncertainty due to the federal election to be held between May and September. To respond effectively to this volatility NSW CEC and NSW School Authorities must both adapt to contingencies as they arise and pursue strategic priorities through sustained, collaborative effort.

An example of this volatility is the NSW Government’s recent decision to reduce government expenditure in all sectors, including setting a cap on their funding of non-government schools from 1 July 2013 to 30 June 2017, saving the Government approximately $116 million. Funding to government schools is also being reduced and all the savings will be made “beyond the school gate” by reducing administrative overheads; the Premier expects the non-government sector to do the same and cut administrative costs. Funding by the Federal Government is also uncertain as there is a Federal election due by November 2013, and the Government is still formulating a schools funding plan for 2014 and beyond. The Federal Opposition is likely to seek to change this funding plan if they win the election.

The Government’s recent school reforms have in part focussed on transparency and accountability – school performance is reported and measured by educational outcomes. Often outcomes such as retention and attendance are given cursory analysis while outcomes such as NAPLAN and PISA test results receive unbalanced attention e.g. there is a perception that Australian schools fail both the most vulnerable and the most able children.¹ The school education performance indicators are now reported annually by: ACARA in their National Report on Schooling on behalf of SCSEEC, the Productivity Commission in their Report on Government Services and by the NSW Government in their NSW 2021 Performance Report.²

The Australian government’s future education reforms, described in the Better Schools Education Program (http://www.betterschools.gov.au/) and implemented through the Australian Education Act, will be the key action drivers in 2013. Each aims to:

- Improve teacher and principal quality, as well as teaching and leadership;
- Improve student ‘results’ on national and international tests over time;
- Provide more information on schools and school performance to school communities;
- Introduce a new schools funding system focussed on increased funding for students with disabilities, indigenous students, lower income families, students with “limited English skills”, students from rural and remote schools; and to
- Require School Improvement Plans.

In the transition from current National Partnerships, the above initiatives will most likely be introduced following legislation in the November 2012 session of the Commonwealth Parliament and negotiations with

¹ The National Assessment Program – Literacy and Numeracy (NAPLAN), and the Programme for International Student Assessment (PISA) by the Organisation for Economic Cooperation and Development (OECD)

² Australian Curriculum Assessment and Reporting Agency (ACARA) and the Standing Council for School Education and Early Childhood (SCSEEC).
states and territories. For teachers and principals, this is likely to include the new *Australian Teacher Performance and Development Framework*, approved by SCSEEC. Another reform led by SCSEEC is the preparation for the implementation of the Australian curriculum. While 2013 is a year of familiarisation and planning for the Years K-10 syllabuses in NSW, work will continue on the development of the Phase 2 and 3 ACARA syllabuses.

A further Australian government reform aimed at improving transparency and accountability in the not-for-profit sector is the establishment of an Australian Charities and Not-for-Profit Commission (ACNC). ACNC have committed to not changing school reporting over the next three years. However after 2015 it is likely that there will additional reporting and compliance responsibilities.

The Information and Communication Technology (ICT) revolution is also a continuing influence on education: the cost of gathering, analysing and reporting on data will continue to recede, and the advantages of on-line and blended learning relative to face to face learning will grow.
STRATEGIC DIRECTIONS

KEY AREA: A. PROMOTE AND FACILITATE AN AUSTRALIAN CATHOLIC IDENTITY IN NSW CATHOLIC SCHOOL COMMUNITIES

KEY AREA: B. ADVOCATE FOR AND REPRESENT THE INTERESTS OF NSW CATHOLIC SCHOOLS AUTHORITIES

KEY AREA: C. ADDRESS NSW AND AUSTRALIAN GOVERNMENT PRIORITIES TO IMPROVE EDUCATIONAL OUTCOMES IN NSW CATHOLIC SCHOOLS

KEY AREA: D. PROVIDE SERVICES TO NSW CATHOLIC SCHOOLS AUTHORITIES, PARTICULARLY REGARDING STEWARDSHIP AND THE MANAGEMENT OF RESOURCES
Strategic Priorities

KEY AREA: A.  PROMOTE AND FACILITATE AN AUSTRALIAN CATHOLIC IDENTITY IN NSW CATHOLIC SCHOOL COMMUNITIES

PRIORITIES

A.1  Articulate the purpose and principles of Catholic education in Australia.
A.2  Achieve reasonable accommodations for religious schools in legislative and regulatory areas.

KEY AREA: B.  ADVOCATE FOR AND REPRESENT THE INTERESTS OF NSW CATHOLIC SCHOOL AUTHORITIES

PRIORITIES

B.1  Influence the policy environment, at State and Federal levels, consistent with the purposes and principles of Catholic education in Australia.
B.2  Work with curriculum agencies, BoS and ACARA, to advocate for curriculum structures and outcomes consistent with the purposes and principles of Catholic education in Australia.
B.3  Work with strategic partners, particularly parents, in advocacy and representative forums.
B.4  Strengthen CEC’s effectiveness in the political process regarding the quantum and equity of government funding of NSW Catholic schools.

KEY AREA: C.  ADDRESS NSW AND AUSTRALIAN GOVERNMENT PRIORITIES TO IMPROVE EDUCATIONAL OUTCOMES IN NSW CATHOLIC SCHOOLS

PRIORITIES

C.1  Assess and mitigate the impact of the NSW government funding cap.
C.2  Advise the NSW and ACT Bishops on responses to NSW and Australian Government priorities for education
C.3  Together with NCEC, influence the Better Schools funding model to provide adequate support for Catholic Schools Authorities.
C.4  Develop and advise on the development of strengthened accountability and transparency arrangements.
KEY AREA: D. PROVIDE RESOURCES AND SERVICES TO NSW CATHOLIC SCHOOL AUTHORITIES, PARTICULARLY REGARDING STEWARDSHIP AND THE MANAGEMENT OF RESOURCES

PRIORITIES

D.1 Provide recurrent, capital and targeted program management services to NSW Catholic Schools Authorities.

D.2 Deliver efficient, effective, timely and ethical services to NSW Catholic Schools Authorities.

D.3 Enhance systems of corporate governance, administration, communications and knowledge management across NSW Catholic school systems.
## KEY AREA A: PROMOTE AND FACILITATE AN AUSTRALIAN CATHOLIC IDENTITIY IN NSW CATHOLIC SCHOOL COMMUNITIES

### PRIORITY A1: Articulate the purpose and principles of Catholic education in Australia.

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<th>Strategy</th>
<th>Planned Initiatives, 2013</th>
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| A1.1 Respond to the findings inherent in the CEC survey of progress in the Bishops’ Statement, *Catholic Schools At A Crossroads* including through:  
- a. Mission and Identity  
- b. Early Childhood Education  
- c. effective Literacy and Numeracy Programs  
- d. Trades Training  
- e. inclusive School Curriculum  
- f. Parents/Students/Caregivers  
- g. Child Protection arrangements with DOCS (‘Keep Them Safe’ Initiative)  
- h. National Safe Schools Framework  
- i. ‘Reasons for Choice’ of Catholic schooling | A1.1.1 Support the Public Policy Committee in the implementation of strategies to inform the community about the purpose of Catholic schools in NSW.  
A1.1.2 Respond to *Crossroads* survey outcomes, particularly in terms of the purposes of Catholic schooling and related NCEC issues.  
A1.1.3 Finalise Commission’s position in relation to the Recommendations arising from the Early Childhood Education Working Party, particularly in relation to the key areas of:  
- Catholic Mission and Identity,  
- Teacher Quality and Recognition,  
- Early Childhood Education funding and service provision.  
A.1.1.4 Establish the Mission and Identity Working Party to progress the *Crossroads* agenda and respond to Recommendations 13 and 14 or the 2010 Review of the CEC. |
| A1.2 Articulate policies that promote the purpose and principles of Catholic education in Australia. | A1.2.1 Advise Catholic Schools Authorities on the implications of the Australian Government’s *Better Schools* program.  
A.1.2.2 Advocate for flexibility in state and Federal government approaches to targeted programs (such as ‘empowering’ school principals) that promote the purpose and principles of Catholic education in Australia.  
A.1.2.3 Develop policies and procedures that distribute government funding across Catholic schools, consistent with the purposes and principles of Catholic education in Australia, the Australian Education Act and the Australian Government’s *Better Schools* program. |
### Strategy | Planned Initiatives, 2013
---|---
A2.1 Promote Catholic principles in key legislative areas | A2.1.1 Monitor State and Commonwealth legislative activity relevant to schools including engagement with the NSW Institute of Teachers (Amendment) Act.  
A2.1.2 Engage, together with NCEC and NSW State Government, with the drafting and implementation of new legislation, including:  
- Australian Education Act,  
- Children & Young Persons Care & Protection Act and the new “Working with Children” legislation,  
- Privacy Act,  
- Copyright Act,  
- Australian Equality Act, and  
- Charities Regulations Acts.  
A2.1.3 Address civil and canonical requirements of the CBGA, the CEC’s proposed MOU with Congregations regarding General Recurrent Grants and the role of the Charities and NFP Commission.
A2.2 Support Catholic education at the state and national levels | A2.2.1 Work with NCEC and the Bishops Committee on Education to address issues arising from the outcomes of the Review of the NCEC.  
A2.2.2 Consistent with the Bishops’ remit, establish a position on Early Childhood Learning with a focus on clarity of purpose, maximising opportunity for Catholic education and support for families.
A2.3 Provide direction to the Public Policy Committee | A2.3.1 Reconstitute and support the Public Policy Committee and enable it to engage with the 2013 Federal Election through NCEC.
### PRIORITY B1: Influence the policy environment at State and Federal levels, consistent with the purposes and principles of Australian Catholic schools in Australia

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| **B1.1 Continue to advocate for adequate funding for NSW Catholic schools in the context of the NSW funding cap and implications for Commonwealth funding** | **B1.1.1** Advise on the development by NSW Catholic Schools Authorities of policy relating to school fees consistent with the purpose and principles of Australian Catholic education and in the context of NSW funding cap and the *Better Schools* program.  
**B1.1.2** Engage strategically with the sector and provide input through NCEC regarding the requirements of the *Better Schools* program. |
| **B1.2 Critique and influence quantitative and qualitative models used in education policy development** | **B1.2.1** Review CEC’s capacity to understand and develop quantitative and qualitative models.  
**B1.2.2** Develop models that address key policy issues in education.  
**B1.2.3** Formally critique models developed by stakeholders such as DEEWR, DEC and ACARA. |
| **B1.3 Promote strategic partnerships and projects in relation to promoting the role and functions of CEC NSW within the NSW community** | **B1.3.1** Strengthen relationships and influence by liaising with Ministers and Shadow Ministers responsible for Education, and for local government and central agencies (such as Treasury, Finance, Premier and Cabinet). |
| **B1.4 Strengthen the Catholic presence in forums where education decision making takes place** | **B1.4.1** Work with Catholic Schools Authorities to redefine and promote the meaning and value of “system” to fostering parental *choice of school*.  
**B1.4.2** Advocate in the public domain in support of Catholic schooling. |
**KEY AREA B. ADVOCATE FOR AND REPRESENT THE INTERESTS OF NSW CATHOLIC SCHOOL AUTHORITIES**

**PRIORITY B2:** Work with curriculum agencies, the Board of Studies (BoS) and ACARA to advocate for curriculum structures and outcomes consistent with the purposes and principles of Catholic education in Australia

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| **B2.1 Promote Catholic education interests in the Australian Curriculum** | **B2.1.1** Monitor the development of the Australian Curriculum to enable and support the perspectives of Catholic education.  
**B2.1.2** Engage with BoS and ACARA in advocating the interests of Catholic education in the Australian Curriculum.  
**B2.1.3** Explore with NCEC the development of a national Religious Education Curriculum.  
**B2.1.4** Address the Australian Government’s Better Schools Program goals for 2020 and 2025.                                                                 |
| **B2.2 Examine the strategic direction of VET in relation to the Australian Curriculum** | **B2.2.1** Monitor and support the development of Vocational Educational and Training (VET) in schools across years 9-12 inclusive.                                                                                     |
| **B2.3 Promote languages learning in NSW Catholic School schools** | **B2.3.1** Support the development of languages in the Australian Curriculum.                                                                                                                                            |
### KEY AREA B. ADVOCATE FOR AND REPRESENT THE INTERESTS OF NSW CATHOLIC SCHOOL AUTHORITIES

**PRIORITY B3:** Work with strategic partners, particularly parents, in advocacy and representative forums

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<tr>
<td><strong>B3.1 Support and promote the role of parents in catholic schooling</strong></td>
<td><strong>B3.1.1</strong> Work with the Council of Catholic School Parents to promote the interests of families with children in Catholic Schools.</td>
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<td><strong>B3.2 Engage in the development of relevant public policy at both State and Federal levels</strong></td>
<td><strong>B3.2.1</strong> Through the reconstituted Public Policy Committee, identify and promote key messages in support of NSW Catholic schools.</td>
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| **B3.3 Work collaboratively with NCEC and other bodies to promote adequate and improved funding for Catholic schooling** | **B3.3.1** Advocate to reverse the trend in Commonwealth funding toward attaching funds to individual students – the ‘voucher’ system.  
**B3.3.2** Bring CEC NSW’s resources to the support of NCEC’s role in the adoption and implementation of the Commonwealth’s Better Schools Agenda. |
| **B3.4 Support the deepening and sustainability of the digital education revolution** | **B3.4.1** Promote teachers’ adoption, in NSW Catholic Schools, of digital resources both for professional development and for the implementation of the Australian curriculum. |
| **B3.5 Promote Teacher Quality and the status of the Teaching Profession** | **B3.5.1** Identify key issues relating to the status of the Teaching Profession.  
**B3.5.2** Engage with the outcomes of the NSW “Great Teaching, Inspired Learning” review process. |
### KEY AREA B. ADVOCATE FOR AND REPRESENT THE INTERESTS OF NSW CATHOLIC SCHOOL AUTHORITIES

**PRIORITY B4: Strengthen CEC’s effectiveness in the political process regarding the quantum and equity of government funding of NSW Catholic schools**

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<tr>
<td><strong>B4.1 Review the formula for distribution of Commonwealth and NSW State funding</strong></td>
<td><strong>B4.1.1</strong> In the light of the state funding cap and the Australian Education Act, redevelop the grants distribution formula consistent with the purpose and principles of Catholic education, and with reference to public sector better practice guidelines.</td>
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| **B4.2 In the context of the Review of the NCEC, support NCEC to address election issues affecting education and Catholic schools** | **B4.2.1** Contribute to NCEC policy development for the 2013 election, including:  
- measures to improve the quality of teaching in Australia;  
- implementation of new funding model from 2014 (post-Gonski Reform) and the Better Schools requirements;  
- the future of Australian Curriculum, Assessment and Reporting Authority;  
- appropriate institutional arrangements to separate implementation, data collection/reporting, regulation and policy development in school education;  
- analysis and possible promotion of wellbeing frameworks, [such as those being developed by Federal Treasury], which highlight the contribution made by the Socio-economic sector. |
| **B4.3 Bolster NCEC’s ability to provide evidence based and modelling advocacy** | **B4.3.1** Support CEC’s Committee’s work with NCEC, such as providing data to support the interests of Catholic schools, and developing and critiquing quantitative and qualitative models. |
### Strategy

**B4.4 Continue to advocate for adequate funding of NSW Catholic schools**

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<tr>
<td><strong>B4.4.1</strong> Meet regularly with politicians, especially the State Minister and Shadow Minister for Education, and develop links with Treasury.</td>
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<td><strong>B4.4.2</strong> Support the work of the reconstituted Public Policy Committee.</td>
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<td><strong>B4.4.3</strong> Monitor and respond to the impact of the capping of state funding.</td>
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<td><strong>B4.4.4</strong> Support the work of CCSP in developing communication tools for families.</td>
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**B4.5 Develop a position on access for disadvantaged families to Catholic schools, including SWD, low SES, rural, isolated and Aboriginal families**

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<tr>
<td><strong>B4.5.1</strong> Agree an operational definition of ‘disadvantaged families’ for application to all NSW Catholic schools.</td>
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<tr>
<td><strong>B4.5.2</strong> Identify the specific barriers for disadvantaged families who wish to send their children to Catholic schools.</td>
</tr>
<tr>
<td><strong>B.4.5.3</strong> Develop options for NSW Catholic schools and dioceses which will provide easier access to Catholic schools for children from disadvantaged families.</td>
</tr>
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**KEY AREA C: ADDRESS NSW AND AUSTRALIAN GOVERNMENT PRIORITIES TO IMPROVE EDUCATIONAL OUTCOMES IN NSW CATHOLIC SCHOOLS**

**PRIORITY C1: Assess and mitigate the impact of the NSW government funding cap**

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<tr>
<td>C1.1</td>
<td>Actively influence both strategic management and administration of the NSW Government’s cap on funding</td>
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|          | C1.1.1 Critique NSW’s strategy to cap education funding, highlighting any inconsistencies with the Schott Report, the NSW 2021 Strategy and better practice guidelines such as those produced by the Australian National Audit Office, Department of Finance and Productivity Commission.  
C1.1.2 Regularly assess the impact of the State funding freeze so that it achieves its objectives in the most effective, efficient and equitable manner.  
C1.1.3 Lead the development and implementation of internal CEC funding redistribution models to mitigate the impact of the funding cap. |

**PRIORITY C2: Advise the NSW and ACT bishops on responses to NSW and Australian Government priorities for Education.**

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<tr>
<td>C2.1</td>
<td>Identify ways of improving the equity, efficiency and effectiveness of the use of government funds in NSW Catholic schools</td>
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|          | C2.1.1 Direct the development and adoption of key metrics to support a comparative analysis for the cost of delivering schooling across NSW.  
C2.1.2 Monitor comparative analysis of data for the costs of delivering schooling in each NSW diocesan and Congregational school. |
| C2.2     | Provide regular strategic updates on Government priorities regarding education |
|          | C2.2.1 Monitor the SCSEEC agenda for “Priority Issues of National Significance” and advise on their likely and potential impact on NSW Catholic School Authorities.  
C2.2.2 Monitor the NSW 2021 Strategy and DEC’s Strategy, and advise on their likely and potential impact on NSW Catholic Schools Authorities. |
**KEY AREA C: ADDRESS NSW AND AUSTRALIAN GOVERNMENT PRIORITIES TO IMPROVE EDUCATIONAL OUTCOMES IN NSW CATHOLIC SCHOOLS**

**PRIORITY C3: Together with NCEC, influence the Better Schools funding model to provide adequate support for Catholic Schools Authorities**

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| **C3.1** Use CEC resources to help NCEC, including modelling expertise, to improve the Better Schools funding of students with educational disadvantage | **C3.1.1** Work with NCEC to develop appropriate loadings in the Better Schools funding model for students with educational disadvantage (including SWD, low SES, location and school size, LBOTE, and Aboriginal students).  
**C3.1.2** Adopt long term response to the challenges inherent in the education of disadvantaged Indigenous students in Catholic schools.  
**C3.1.3** Support the work of the CEC Aboriginal Advisory Committee.  
**C3.1.4** Promote aboriginal education and the engagement of aboriginal families with Catholic schools. |
| **C3.2** Negotiate an appropriate ‘Better Schools’ implementation agreement with the Australian Government | **C3.2.1** Work with the NCEC to finalise an appropriate national Better Schools agreement for implementation from 2014. |

**PRIORITY C4: Develop and advise on strengthened accountability and transparency arrangements**

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| **C4.1** Advise on the development of external and internal processes to ensure CEC and Catholic Schools Authorities’ accountability and transparency arrangements comparable to leading practice in the Independent and Government schools | **C4.1.1** Adopt benchmarks for accountability and transparency of CEC and Catholic School Authorities against leading practice in the Independent and Government school sectors and better practice guides for not-for-profit entities. Recommend to Catholic Schools Authorities improvements to meet benchmarks.  
**C4.1.2** Establish KPIs and reporting template for reporting [frequency, timeliness and level of materiality] from all Catholic School Authorities.  
**C4.1.3** Develop a framework, at a standard consistent with leading practice in the education sector, for measuring the value and opportunity cost of schools’ lands and buildings. |
**KEY AREA D: PROVIDE SERVICES TO CATHOLIC SCHOOLS AUTHORITIES IN NSW PARTICULARLY REGARDING STEWARDSHIP AND MANAGEMENT OF RESOURCES**

**PRIORITY D1: Provide recurrent, capital and targeted program management services to NSW Catholic Schools Authorities**

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<td><strong>D1.1</strong> Review efficiency, effectiveness and equity of recurrent funding arrangements</td>
<td><strong>D1.1.1</strong> Adopt amended recurrent Funding Distribution processes in response to the Commonwealth’s Australian Education Act and the Better Schools Program, while taking into account the possible reduction or termination of targeted and capital programs in 2014.</td>
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</table>
| **D1.2** Review efficiency, effectiveness and equity of capital and targeted funding arrangements | **D1.2.1** Benchmark CBGA’s management of capital expenditure (against Australian National Audit Office’s better practice guidelines on the strategic and operational management of land and buildings) and agree on a plan to address gaps.  
**D1.2.2** Make appropriate representations to both State and Commonwealth in respect of government funding provided to assist diocesan planning through the CBGA.  
**D1.2.3** Develop contingency plans for possible integration of targeted programs into General Recurrent Grants program from 2014.  
**D1.2.4** Through the CBGA assist in building new schools in new growth suburbs and towns in order to meet demand for new school places for young Catholic families.  
**D1.2.5** Implement communication strategies to explain funding and accountability requirements for funding agreements 2009 to 2013, and 2012 to 2014 specifically National Partnership Agreements, the Digital education Revolution (DER) and the concluded Building the Education Revolution (BER).  
**D1.2.6** Begin to introduce financial modelling which will enable reserves to be set aside across NSW dioceses to plan for the ongoing cost of capital for schools.  
**D1.2.7** Consistent with D1.2.3 above, plan for the development of new CEC program models and approaches (systems and/or structures) to take account of changed funding arrangements from 2014. Also take into account possible changes to the administration of targeted programs from 2014. |
## KEY AREA D: PROVIDE SERVICES TO CATHOLIC SCHOOLS AUTHORITIES IN NSW PARTICULARLY REGARDING STEWARDSHIP AND MANAGEMENT OF RESOURCES

**PRIORITY D2: Deliver efficient, effective, timely and ethical services to NSW Catholic Schools Authorities**

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<thead>
<tr>
<th>Strategy</th>
<th>Planned Initiatives, 2013</th>
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<tr>
<td><strong>D2.1</strong> Rework the Commission’s strategic thinking structures and protocols.</td>
<td><strong>D2.1.1</strong> Respond to the findings of the CEC Strategic Planning Working Party 2012.</td>
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| **D2.2** Oversee good governance of CEC NSW | **D2.2.1** Oversee the development and implementation of revised Commission meeting procedures for the purpose of strengthening the focus on core/strategic issues.  
**D2.2.2** Further delegate administrative issues, including contract approvals, to the Secretariat. |
KEY AREA D: PROVIDE SERVICES TO CATHOLIC SCHOOLS AUTHORITIES IN NSW PARTICULARLY REGARDING STEWARDSHIP AND MANAGEMENT OF RESOURCES

PRIORITY D3: Enhance systems of corporate governance, administration, communications and knowledge management across NSW Catholic school systems

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<thead>
<tr>
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<tr>
<td>D.3.1 Meet the highest standards of accountability for public funds in terms of corporate good governance and transparency in reporting.</td>
<td>D.3.1.1 Benchmark NSW Catholic education against best practice corporate governance, and agree on a plan to address any gaps.</td>
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<td>D 3.1.2 In keeping with anticipated requirements of Charities and NFP Legislation approve Secretariat policy and procedures in corporate governance and public accountability.</td>
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<td>D.3.1.3 Review NSW Catholic education administration in the context of SCSEEC’s commitment to strengthening transparency and accountability; Federal Government’s Blueprint for the Reform of Australian Government Administration and NSW Commission of Audit Report on Government Expenditure.</td>
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<td>D.3.2 Review and assess the implications and options for CEC of the Recommendations accepted by the Bishops in November 2012</td>
<td>D3.2.1 Lead a review of the efficiency and effectiveness of the administration of NSW Catholic education.</td>
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