<table>
<thead>
<tr>
<th>Level</th>
<th>Sort</th>
<th>Agreement</th>
<th>Program(s)</th>
<th>Code(s)</th>
<th>Contract Perio</th>
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<tbody>
<tr>
<td>National</td>
<td>1</td>
<td>AUSTRALIAN EDUCATION ACT 2013</td>
<td>Commonwealth Schools Funding Grant (Recurrent)</td>
<td>R REF CSFG1</td>
<td>2014-</td>
</tr>
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</table>

Appropriation Bill enacted in year prior the start of New National Funding Model 2014-

AEA Funding Agreement signed 11Dec2013 requires three conditions to be met:

1. The Commission must be an approved system authority with an approved system arrangement in place to receive and manage school funding.
2. Commonwealth recurrent funding will be redistributed by the Commission to its school through a needs-based funding arrangement.
   * The per student amount provided should reflect the recurrent resources required to support a student with minimal educational disadvantage to achieve expected educational outcomes.
   * The per student amount for non-government school should recognize the capacity of the school’s community to contribute financially to the school (capacity to contribute percentage).
3. The Commission must have an annual Implementation Plan in place which addresses the five (5) key objectives of the Act:
   a. Implementing reforms to improve the quality of teaching in NSW Catholic Schools;
   b. Implementing reforms to improve the quality of learning in NSW Catholic Schools;
   c. Developing locally delivered initiatives that support empowered school leadership;
   d. Ensuring transparency and accountability in national and school-level reporting;
   e. Meeting student need by implementing needs-based funding arrangements that provide a per capita grant for each student, supplemented by additional funding targeted at individual student need.

The Commonwealth provides to the Commission annual recurrent funding of which c. 75% is base per capita and the remaining 25% is a mix of six loadings to target the following student needs:

i. Students with Disability
ii. Aboriginal and Torres Strait Islander students
iii. Students with low socio-economic status
iv. Students who have low English Language proficiency
v. Students in geographically isolated schools – location loading
vi. Students in small schools – size loading

The AEA Funding Agreement requires the submission of an annual Implementation Plan addressing the five key objectives of the Act. CEC consults with key committees and diocesan groups to compile a comprehensive and inclusive NSW Catholic Sector Plan. At the conclusion of each year, due the following March, CEC must provide an Annual Report summarising activities undertaken in the Implementation Plan and which address the five key objectives. The requirement for the Annual Report is stipulated in the complementary MOU for the ‘Students First Support Fund’.

CEC is still seeking from the Commonwealth advice as to how jurisdictions produce the Annual Report. Will the Commonwealth provide a pro forma and/or guidelines as to the composition and presentation?

CEC awaits further advice from AGDE re the nature and detail of Commonwealth Audit Financial Accountability (FA) requirements. AGDE is remodelling the Schools Entry Point for the FA.

Use of Commonwealth Recurrent Funds

1. Salaries, professional development and other expenses of staff in schools;
2. Developing materials related to the school curriculum;
3. General operating expenses of schools;
4. Maintaining school lands and buildings;
5. Purchasing capital equipment for schools;
6. Administrative costs associated with compliance with the Act and relating to implementation plans.

Note there is no longer a maximum of 2% limit on Administration expenditure

Compliance Requirements

* Compliance is outlined in the Act, the Agreement, the Regulations and the Guide to AEA 2013.
* Develop and report to Commonwealth an annual Implementation Plan addressing the 5 key objectives of the Act.
* Provide the Commonwealth with accurate School Enrolment data each August School Census
* Schools provide data for National Data Collections
* Schools teach the Australian Curriculum
* Schools publish annual School Improvement Plan
* Schools have processes and procedures in place that enhance principal and teacher performance and professional development.
* Students participate in National Student Assessments (NAPLAN)
* Schools comply with the Disability Standards for Education (the Standards) effective August 2005.
* Schools provide student reports twice yearly to parents/carers. Present reports for each subject in a five point scale (e.g. A-E), relative performance to student peer group and against any national standards.

Financial Reporting

* CEC and dioceses acquit annual grants and report expenditures by System Schools in Commonwealth Audit (FA)
* CEC and dioceses complete the annual Financial Questionnaire (FQ)

National 2 STUDENTS FIRST SUPPORT FUND

Memorandum of Understanding (MOU) between the Commonwealth of Australia and CECNSW. Signed 1Apr2014

MOU is not legally binding but CECNSW as the non-government representative body for NSW Catholic Schools 'agrees in principle to work collaboratively with NSW Government to support cross-sectoral reforms that will contribute to national efforts to promote high quality schooling.' (SFSF Part 1 preliminaries)

In Part 2 SFSF Arrangements, the 5 key objectives are the same as the Act but with specifics added.

a. Improve quality teaching, implementing national standards, frameworks and charters developed by AITSL. (NSW will concentrates efforts on GTIL, Great Teacher Inspired Learning)

b. Improve quality learning, provide comprehensive literacy and numeracy support, increase focus on science, technology, engineering and mathematics, greater access to foreign languages.

c. Empower school leadership, implement National standards, frameworks, charters, increase parents and community engagement, objectively assess school performance and practices to improve planning and monitoring.

d. Meet student need, conduct specific activities to support Indigenous students and Students With a Disability.

e. Improve transparency and accountability, support improvements to school governance, financial management practices, record keeping, data quality and public accountability.

Compliance Requirements

Initial Report March 2014, provide Commonwealth Minister for Education with a summary of current activity undertaken by CECNSW to support the 5 objectives outlined in MOU.

Annual Report due following March 2015, provide Minister with a summary of outcomes and work undertaken for prior year addressing the 5 objectives and contributing to milestones agreed between Commonwealth and CECNSW. This report must demonstrate that NSW Catholic Schools have benefited from the SFSF $4.6m additional annual investment.

SFSF MOU will be reviewed in late 2014.

National 3 MORE SUPPORT FOR STUDENTS WITH DISABILITY

More Support for Students With Disability (Contract Variation - 1 year extension into 2014)

Initial Report March 2014, provide Commonwealth Minister for Education with a summary of current activity undertaken by CECNSW to support the 5 objectives outlined in MOU.

Annual Report due following March 2015, provide Minister with a summary of outcomes and work undertaken for prior year addressing the 5 objectives and contributing to milestones agreed between Commonwealth and CECNSW. This report must demonstrate that NSW Catholic Schools have benefited from the SFSF $4.6m additional annual investment.

SFSF MOU will be reviewed in late 2014.
More Support for Students With Disabilities program funding made under a Deed of Variation which extends the program into 2014 is to support the following three Program Outputs of the MSSD2 Initiative:

Output 6. Provide training for all school staff to improve their understanding of their obligations under the Disability Standards for Education 2005 and how to meet those obligations,

Output 8. Support school staff to assess the current learning level of SWDs, adapt the teaching curriculum to suit their current level of ability and to report on student progress against the adapted curriculum,

Output 13. Provide complementary activity to support schools with the implementation of the Nationally Consistent Collection of Data on School Students with Disability.

### Compliance Requirements

Annual Audit and Program Report addressing the program outputs.

2014 is the final year for this initiative; program concludes Dec 2014.

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<tr>
<th>State</th>
<th>Program</th>
<th>Notes</th>
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<tbody>
<tr>
<td>4</td>
<td>NSW Education Act 1990 No 8 (amended 2013)</td>
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</table>
Act amended to enable the New National Funding Model 2014 - No Formal Agreement  
Annual funding is per capita with differing rates for level of schooling, Primary, Secondary. In 2014 at the start of the National Funding Model, NSW State has supplemented per capita funding with additional funds towards loadings as apply for Commonwealth Recurrent.  
As per 2013 Certificate supplied by NSWDEC  
a. teaching and ancillary staff salaries  
b. professional development of teachers  
c. curriculum development  
d. maintenance  
e. general operations.  
* Provide NSWDEC accurate School Enrolment data each August Schools Census and February School Count.  
* Schools acquit annual grants and report expenditures in Annual State Per Capita Audit.  
* Annual State Per Capita Audit must include auditing of census enrolments.  
* Schools must declare that they operate on a not-for-profit basis (formerly under Section 21A, now under Section 83C). Note the revised Not-For-Profit requirement now applies to related entities e.g School and Congregation.  
* Schools commit new year funds for the purposes for which they are granted, refer (a-e) |
| 5     | VET in Schools Agreement |  
Support the provision and expansion of nationally recognized Vocational Education and Training for schools students under the national training framework [AQTF] and approved by OBOS for HSC or Schools Certificate programs of study. Priority use of funds are:  
1. Expanding VETIS Participation incl Stage 5  
2. Ensuring Quality Delivery - teacher & resource development  
3. Expanding VET delivery  
4. Developing VET strategies for students  
5. Targeting skill areas of shortage and opportunity  
6. Reviewing policies and processes  
* CEC agrees to the release from OBOS to NSW Board of Vocational Education and Training by mid April  
- Data on Student VET participation  
- Statements of Attainment of VET students |
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<tr>
<th>State</th>
<th>Program</th>
<th>Expenditure</th>
<th>Compliance Requirements</th>
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<tbody>
<tr>
<td>6</td>
<td>No Formal Agreement</td>
<td>EXTERNAL HSC VET (TAFE)</td>
<td>Each Year NSW DEC advises the quantum of funds to be released to CEC as a contribution towards the cost of externally delivered HSC VET courses provided by Registered Training Organisations (RTO) especially TAFE.</td>
</tr>
</tbody>
</table>
|      |          | Use of State EXTVT (TAFE) funds | * TAFE delivered HSC VET Courses  
* Other RTO delivered HSC VET Courses  
* Associated Disability support  
* CEC Administration  
* Internally acquitted Annual Financial Statement by following March |
| 7 | Annual Insurance Policy | Work Experience/Placement Insurance | QBE Insurance Premium for General Public Liability is negotiated through Marsh Insurers.  
* Work Experience Insurance indemnifies the employers of students against any claim resulting from engaging students on their premises for either Work Experience or the lengthier Work Placement.  
* WE insurance does not adequately cover compensation to an injured student. Complementary Personal Accident cover is usually obtained by each school/diocese through Catholic Church Insurances.  
* The QBE Insurance does not apply to TAFE students who are covered by Insurance taken out by State Treasury.  
* Each Year CEC promulgates to dioceses/schools a summary list of WE Insurance Conditions and Exclusions. |
| 8 | Transport for NSW Agreement | Road Safety Education | This long-running program is usually covered by a 2 or 3 year agreement.  
* 71% of Program funds partially support the salaries of Diocesan Advisers.  
* 29% of program funds supports Professional Development of diocean advisers and teachers of Road Safety Ed.  
**Road Safety in Schools Program Funding Agreement** supports the objectives of the program. In collaborative partnership with Transport for NSW, NSW Catholic Schools:  
1 Develop road safety education resources for the use of teachers and students in NSW schools.  
2 Develop, implement and deliver a comprehensive and effective road safety education curriculum in NSW schools from Kindergarten to Year 12 (K-12); and  
3 Foster greater awareness of road safety issues among teachers, students, parents and members of school communities; and  
4 Encourage behavioural change in children and young people through the development of knowledge, values, attitudes and behaviours that enable them to make better informed decisions as safe road users, in order to reduce the incidence of injuries and deaths involving young people on NSW roads.  
**Compliance Objectives (schedule 1)**  
* develop policies a strategic framework for planning, conduct and delivery of the Program in K-12 syllabus.  
* deliver state-wide Road Safety Ed consultancy service  
  # quality professional learning and curriculum support to teachers  
  # advocacy, dissemination and promotion of RSE program to students  
  # develop parent engagement strategies to promote positive RS parent behaviours  
**Compliance Deliverables (schedule 1)** | T NSW EXTVT | Annual |
|     |          | T NSW ROADS | 2014-2016 |

17/11/2014 4:23 PM
# increase the profile and promote the RSE program
# participate planning and development of RSE resources and initiatives.
# provide Reports and any other information in relation to this program to Transport for NSW.

* develop and conduct agreed Implementation Plan for the contract period.
* Quarterly Reports and Review meetings with Transport for NSW, Apr, Jul, Oct and Jan.
* Resource Committee Meetings - ad hoc
* Ad hoc reports as requested
* Annual Report and audited Financial Statement in the February following the program year.
* All persons represented by CEC are jointly and severally liable for the performance and obligations of CEC.

<table>
<thead>
<tr>
<th>State</th>
<th>Literacy &amp; Action Plan 2012-2016 Agreement between NSW State Government and CECNSW signed Dec 2012</th>
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<tbody>
<tr>
<td></td>
<td>NSW Literacy and Numeracy Action Plan Funding Agreement must be read in conjunction with letters from Minister of Education, Adrian Piccoli, 11 Jun 12, 18 Dec 12, 13 May 13 and recent Priorities for Action 2015-2016 (14 Jul 2014 is superseded).</td>
</tr>
<tr>
<td></td>
<td>Compliance Requirements * address under-performance in literacy and numeracy through a targeted approach in primary schools in the lowest quartile of performance in National Assessment Program - Literacy &amp; Numeracy (NAPLAN) (bottom 25%). * CECNSW manages the ongoing participation, reporting, monitoring and auditing responsibilities of Catholic Schools under the Action Plan. * follow the Agreed Methodology to identify schools for participation.  # analyse school performance data incl NAPLAN results  # assess school suitability and readiness to participate  # identify school (population) characteristics  # assess the degree of disadvantage (ICSEA and AEDI scores)  # examine staff profile.  * look at school participation in National Partnerships - L&amp;N, Low SES and Teacher Quality.  * assess current/recent school improvement initiatives</td>
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<tr>
<td></td>
<td>Compliance Deliverables</td>
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<td>10</td>
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Precis of Programs 2014

- Basis for targeting these schools
- Progress in meeting annual targets of employing FTE teachers
- Number of students assisted by the Action Plan in these schools

Financial record keeping

CECNSW and participating schools maintain accurate financial records and keep for 7 years after end of Agreement. (2023)

CECNSW and participating schools agree to all reasonable request from NSWDEC for access to any financial records of Action Plan.

(CEC schedules two semester reports each year for dioceses to acquit NSLNP funds.)

Publications and communication

In all communications for the Action Plan CECNSW acknowledges the role of NSW Government.

CECNSW acknowledges that information provided in progress reports may be made publicly available.

State | 10 | No Formal Agreement | Special Needs Support | T NSW SNESU | Annual

- Use of State Needy Schools Funds
  - Annual funding designated for ‘Needy Schools’. CEC + AIS allocated shares of $4m according to enrolment share.
  - CEC has elected to allocate these funds to the needs of Students With Disabilities rather than low-SES.
  - CEC allocates these funds using same formula as used for former Comm’lth Special Education/Learning Needs.

- NO Compliance Requirements
  - There are no compliance requirements set by NSW however CEC asks dioceses and congregational schools to acquit annual funding at the end of each year.