



CATHOLIC EDUCATION
Archdiocese of Canberra & Goulburn



Catholic Education Commission
Archdiocese of Canberra and Goulburn

ANNUAL REPORT 2015







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OUR MISSION

'As an inclusive and welcoming community, the Catholic Education office gives witness to the values of Jesus Christ through leadership, support and services to Catholic Schools in the Archdiocese'



2015 HIGHLIGHTS

In May 2015, Catholic Education farewellled the long serving and dedicated Chair of the Catholic Education Commission. Mr Daryl Smeaton had given wise and generous leadership of the Commission over the preceding decade and had been an active member of the Commission and of a number of its Standing Committees prior to his appointment as Chair. Dr Patrick McArdle succeeded Mr Smeaton as Commission Chair September 2015.

Some of the 2015 highlights for Catholic Education in the Archdiocese include:

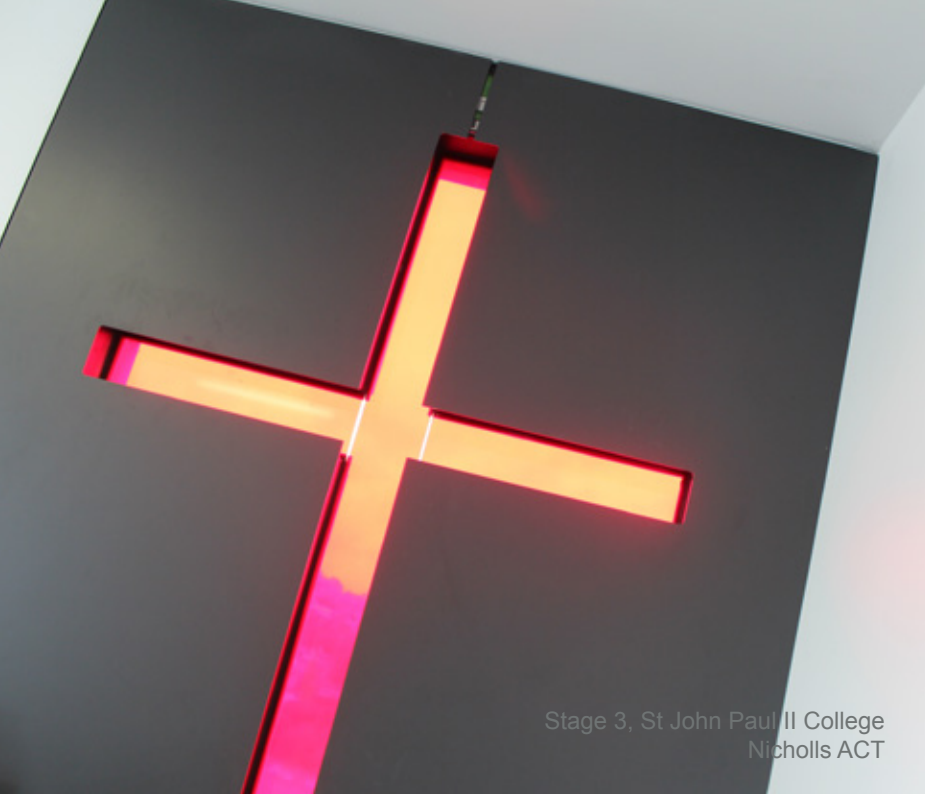
- The appointment of Monsignor John Woods as Episcopal Vicar of Education
- The production and launch of the CECG DVD: *Our Part in God's Orchestra*
- Redevelopment of the CE Website and Intranet
- Consultation in regard to the Archdiocesan Religious Education Guidelines *Treasures New and Old*
- Updating of the CE Religious Accreditation Guidelines and Policy
- Production of the Archdiocesan *Principles of Pedagogy* document
- Extensive work on a vision and strategy for *Inclusion For All* in our schools
- Significant input into and engagement with the Expert Panel: *Students with Complex Needs and Challenging Behaviour*
- Production of Critical Incident and Emergency procedures and policies
- Implementation of the National School Improvement Tool across Archdiocesan schools
- Significant capital works undertaken to upgrade, refurbish and improve NSW school facilities
- Risk Management project undertaken and completed for the Catholic Education Office
- Stage 3 of St John Paul11 College completed
- A new two-room Early Learning Centre constructed at Holy Family Primary School Nicholls
- Significant uptake of the MyPad application
- Formation of the Project Management Committee and training of staff in project management
- Finalisation of the new Leadership Framework document



Dr Patrick McArdle
Chairman
Catholic Education Commission



Moira Najdecki
Director
Catholic Education Office

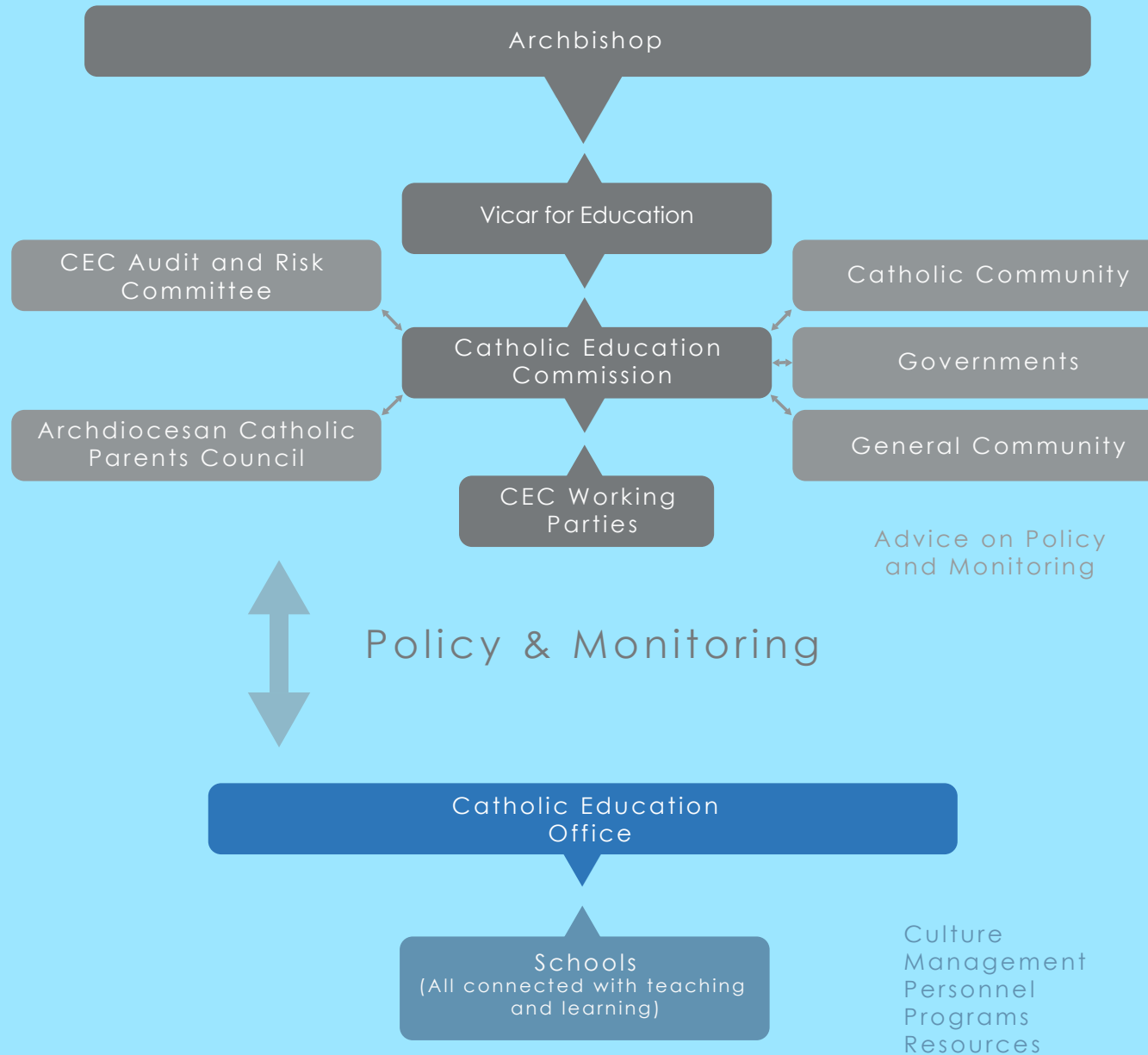


Stage 3, St John Paul II College
Nicholls ACT



Holy Family Early Learning Centre
Nicholls ACT

CEC & CE GOVERNANCE CHART



Implementation & Administration

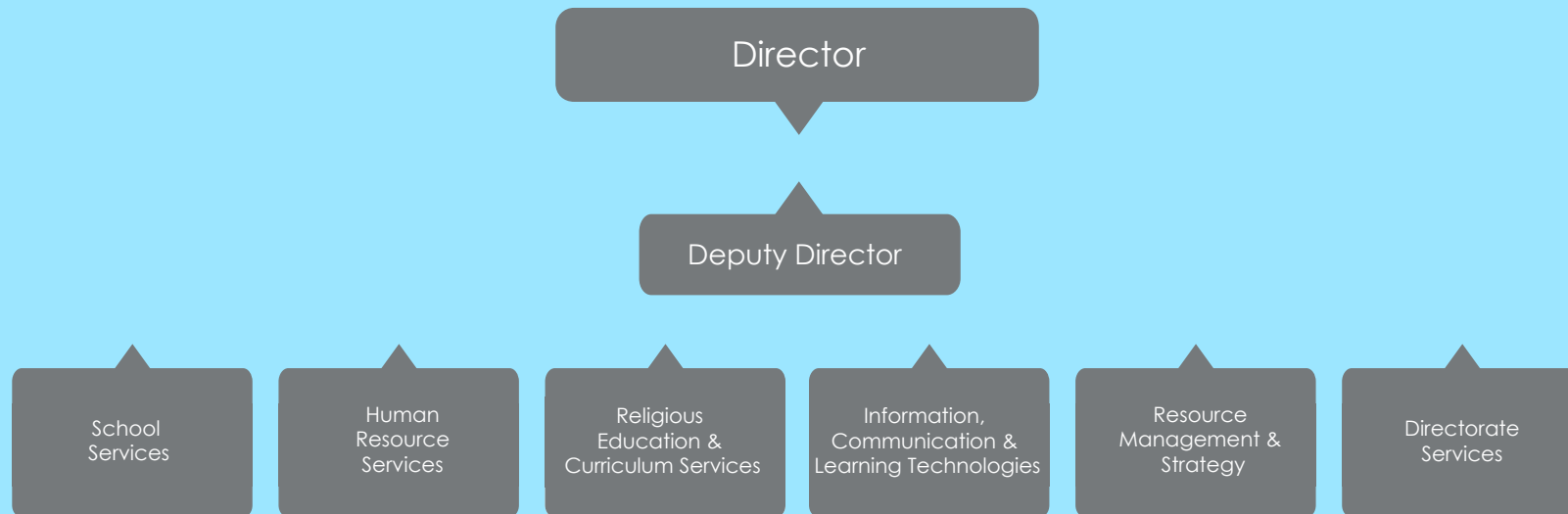


CATHOLIC EDUCATION COMMISSION MEMBERS 2015

Archbishop Christopher Prowse (President)
Monsignor John Woods (Vicar for Education)

Daryl Smeaton (Chair - Ended May 2015)
Patrick McArdle (Chair - Commenced September 2015)
Moira Najdecki (Executive Officer)
Catherine Rey
Brendan Egan
Robert Brady
Mary-Jane Carroll-Fajarda
Richard Sidorko
Claire Frazer
Gregory Walker
Shawn Van der Linden
Frances Neuss (Executive Secretary)

ORGANISATION OVERVIEW & STRUCTURE



Religious Education and Curriculum Services

- Catholic Identity and Faith Formation
- Religious Education
- Student and Staff Wellbeing
- Spiritual Formation of Staff
- Primary and Secondary Literacy and Numeracy
- Aboriginal Education
- Pedagogy
- Learning Technologies
- Vocational Education and Training
- Early Learning
- Curriculum and Assessment
- Sport
- Wellbeing and Inclusion

School Services

- System Staffing
- Student Achievement and Reporting
- School Review and Development
- Youth Attainment and Transitions
- Teacher Formation, Accreditation and Development
- School Age Care and Early Learning Services
- Leadership Development

- Teacher Quality
- Student Attendance

Human Resource Services

- Recruitment
- Employment Relations
- Human Resources Information System & Payroll
- Legal
- Child Protection
- Work Health and Safety
- Workers Compensation and Return to Work Program

Resource Management and Strategy

- System Financial Services
- School Financial Services
- Planning and Facilities
- Building and Maintenance
- School Planning
- Public Policy
- School Governance
- Parent Bodies
- Audit and Risk Management
- Project Management

Directorate Services

- Records Management
- Office Management
- Management of Directors Office
- Complaints
- Media
- Publications
- Marketing
- Communications
- CEC Secretariat
- Catholic Schools Week and Enrolling Now

Information, Communications and Learning Technologies Services

- Communications and Network Services
- System Applications and Learning Technologies
- Service Desk
- Information Systems
- Library Services



STRATEGIC PLAN 2015 - 2017

FORMATION INNOVATION EQUITY DIVERSITY OPPORTUNITY EXCELLENCE

BELIEF

To be faith filled learning communities of hope, joy and wonder where all are welcome and are inspired to grow to their potential

COMMITMENT

Promote Catholic Identity and Faith. Transform Teaching and Learning. Strengthen Leadership. Build Effective and Productive Partnerships. Steward Resources.

STRATEGIC INTENT

Build and Celebrate Catholic Culture

Place Jesus Christ at the heart of our educational endeavours
Expand faith formation opportunities
Continue the call to evangelisation
Prioritise and invigorate Religious Education
At all times be guided by Catholic Social Teaching
Develop and maintain quality facilities

Build Capacity

Provide quality education P-12
Enable contemporary best practice in teaching and learning
Encourage innovation and excellence
Equip staff for the complex and changing world of schools
Grow leadership capability
Enhance capability in risk management and accountability

Build Community

Build and sustain partnerships with parents, families and parishes
Build and sustain partnerships with Catholic, Government, Industry and Community agencies
Communicate that our schools are open to all and provide for the diversity of students through inclusive practices
Provide equity of access to System resources

VISION

Jesus Christ, our greatest teacher, calls us to share and witness to our faith, build inclusive communities and deliver contemporary quality learning opportunities for every person

The Church is like a great orchestra; it is "the orchestra of God". In God's orchestra, each member... has a vital role to play in giving life to a harmonious symphony whose conductor is the Holy Spirit.

Pope Francis Oct 2013



SYSTEM PRIORITIES 2015

Build and Celebrate Catholic Culture

Build Capacity

Build Community

Promote Catholic Identity and Faith Formation

Expand Faith Formation programs in conjunction with CatholicLife

Analyse Leuven project feedback
Continue to promote and support RE Accreditation

Participate in the 2015 Archdiocesan Assembly and contribute towards the Archdiocesan vision
Prepare for WYD2016

Transform Teaching and Learning

Promote early learning pedagogies and principles
Complete the rewrite of Treasures New and Old Units

Embed high quality teaching and learning practices through COSA+
Develop and implement new models for learning support and students with disability
Implement outcomes of the Learning Management Systems Review

Provide Learning Technology support, management and resources
Develop and implement Online training modules

Strengthen Leadership

Resource and train staff to manage complex and challenging behaviours
Prioritise CEO staff and Coordinator Leadership programs

Improve achievement of all students through effective school leadership
Promote school improvement through targeted use of evidence

Embed the Performance and Development Cycle utilising MyPaD
Increase the number of teachers at Highly Accomplished and Lead level

Build Effective and Productive Partnerships

Project manage the ICON strategic priorities, partnerships and committees
Support and resource Parish/school partnerships

Develop a CEO Risk Assessment and Management Plan
Balance school autonomy with accountability and System priorities
Implement Critical Incident Procedures

Support and develop the Catholic Schools Parents Council
Promote communication via the enhanced website and Intranet
Develop social media and conferencing communication

Steward Resources

Complete and maintain the integration of core CEO Programs such as TRIM, EMPOWER, MAZE and SHAREPOINT

Upgrade TAS /VET facilities in NSW secondary Colleges
Support Capital Works in NSW

Complete St John Paul 11 College Plan for new Early Learning Centres
Undertake a School Fees Review to align with the needs-based funding model



RELIGIOUS EDUCATION & CURRICULUM

PROMOTE CATHOLIC IDENTITY AND FAITH FORMATION

Analyse the Leuven Project feedback

Hennessy College, Young and St Clare's College, Griffith finalised their participation in the Leuven Catholic Identity Project. A comprehensive report was delivered to the executive staff of both schools via conference link from Belgium Catholic University. Individual schools have been encouraged to utilise the data to inform Internal School Review processes.

Expand Faith Formation Programs

Faith Formation programs were expanded to target more leadership roles within the System. These included:

- The Salt and Light Faith Formation program for Assistant Principals and Religious Education Coordinators which captured a target group of over 80 school leaders. A second level of participation captured 30 leaders
- Formation for Mission programs offered to isolated regions within the Archdiocese
- 17 whole-school Spirituality days and overnight retreats
- 12 Siloam programs held at Galong Retreat Centre
- Twilight programs conducted in a variety of schools
- An expanded Professional Learning Series on Scripture and Human Sexuality

Regular meetings were conducted with CatholicLIFE resulting in a valuable working relationship with Catholic Education. Joint programs were identified for future collaboration. Catholic Education participated in the System Roundtable discussions hosted by the Vicar for Education at which several areas of need were highlighted for future discussion.

Complete the rewrite of Treasures New and Old Guidelines

The rewriting process of the four strands in the Treasures New and Old Curriculum was held in 2015. A consultation group examined how to refresh the curriculum with a particular focus on resource development. A scope and sequence was reframed and the final format using Understanding by Design was agreed upon.

Targeted Professional Learning for staff on Treasures New and Old

Treasures New and Old Curriculum Workshops and supplementary twilight sessions were presented throughout the year with good representation from schools. Presentations on the Making Jesus Real school-wide teaching and learning strategies were also conducted both in Canberra and NSW.

Continue to promote and support Religious Education Accreditation

RE Accreditation programs were developed and included:

- Five programs were offered in Accreditation A including programs at ACU
- Six programs were offered in Accreditation B
- Six programs were offered in Accreditation C

Each Accreditation Session averaged 50 staff members. All Principals have completed the requirements for Accreditation C through a modified program at Siloam.

BUILD COMMUNITY

Participate in the Archdiocesan Assembly

Representatives from all schools and from the Catholic Education Office participated in the Embrace Assembly.

Prepare for World Youth Day 2016

Fourteen young leaders from the Archdiocese have been provided sponsorship to attend World Youth Day in Krakow Poland in 2016.

TRANSFORM TEACHING AND LEARNING

Embed high quality Teaching and Learning through COSA+

Literacy

Throughout 2015, twenty Archdiocesan schools developed COSA literacy inquiries. The process titled Collaborating on Student Achievement (COSA+), is based on an action research cycle. Ongoing and embedded evaluation is used to inform and monitor progress. This initiative has provided support at the classroom, school and system level to develop literacy pedagogy, processes, practice and documentation. It is aimed at increasing student achievement in literacy aligned to the school's School Improvement Plan. The inquiry is school specific and is about changing culture in a proactive and collaborative manner. School based teams, in consultation with Learning and Teaching Officers collaborate to plan, explore content, reflect and implement new practices aligned with the schools' strategic and COSA implementation plans.

In November 2015 all schools showcased their COSA inquiry in an Archdiocesan celebration held in Canberra. Presentations and displays were shared and were also made available electronically via the system intranet.

Numeracy

Professional Development opportunities were provided for teachers in both ACT and NSW Primary and Central schools through the Numeracy Essentials program. This program comprised of four days over the year was designed to build the capacity of teachers to enhance their conceptual knowledge of numeracy and mathematics.

Numeracy Network Days provided professional learning and strategies for Contact teachers to develop consistent whole-school research based approaches to numeracy instruction through implementation of the Archdiocesan Mathematics Framework. This was further supported by the work of Teaching and Learning Officers in those schools that identified Numeracy as a focus for their COSA Inquiry.

New South Wales Literacy and Numeracy Action Plan: NSWLNAP

During 2015 eight Archdiocesan schools were involved in the 2012 – 2016 NSW LNAP. This action plan supports, monitors and tracks students K- 2 using the NSW Literacy and Numeracy Continua. Schools with the support of RE&C Learning and Teaching Officers worked to develop and implement a school based plan that specifically addressed the five priority areas of the NSW LNAP in each school. The cost effectiveness of the implementation of the plan was also closely tracked.

The system and school based Action Plans focused on:

1. Expanding and enhancing the focus of instructional leadership in Years K-2
2. Expanding and enhancing the focus on diagnostic assessment in Years K-2

3. Expanding and enhancing the focus on differentiated learning and tiered interventions in K-2
4. Increasing attention in focus areas:
 - a. Poor literacy performance of boys compared to girls
 - b. Teaching Numeracy and Mathematics
 - c. Teaching Writing
 - d. Performance of ATSI students particularly in non-metro areas
5. Strengthening partnerships between home, school and community

Class teachers and instructional leaders have worked collaboratively to gather, collate, analyse and use student data to inform planning for teaching and learning at three key points during the year.

Australian Curriculum

Implementation of the Australian Curriculum Phase Two subjects of Geography and The Arts was undertaken in accordance with the Australian Curriculum Taskforce Schedule in ACT Archdiocesan schools with allowance for The Arts to be offered as an elective in Years Nine and Ten.

Science and History were the two Phase One subjects implemented in NSW schools as per the Archdiocesan schedule.

Science

Full implementation of the Australian Curriculum: Science in the ACT and the new Science and Technology Syllabus (NSW K-10) with an emphasis on scientific inquiry skills provided an opportunity for teachers to refocus on Science as a discipline, especially in Primary schools.

In 2015 the Australian Government advised of its commitment to restoring the focus of STEM in schools and increasing student uptake of science, technology, engineering and mathematics (STEM) subjects in primary and secondary schools across the country. The development of a STEM agenda in our archdiocese was therefore identified as a priority to meet the future needs and aspirations of our students and school communities.

Languages

During 2015 Languages education played an important role in 39 CECG Primary, Central and Secondary schools. In each of the 39 schools students are supported to learn in a languages program that focuses on participation, engagement and achievement. The Languages program in each school aims at enhancing the learning of languages which includes the ability to communicate within and across cultures, an understanding of, and respect for, diversity and difference, an extension of literacy skills and the development of cognitive and critical thinking skills.





The Languages landscape for Catholic Education in the Archdiocese of Canberra Goulburn is being reviewed with the purpose of developing a three year strategic plan to guide and support schools to implement a Languages Curriculum. School Principals will be invited to complete an online survey in order to identify Archdiocesan priorities for implementing the Australian Curriculum: Languages and the NSW Syllabus for the Australian Curriculum: Languages.

Professional relationships have been developed with ACT Department of Education (ACT DET), Modern Language Teachers' Association of the ACT (MLTA ACT) and Alliance Francaise. Each of these associations have been able to provide Languages resources and access to professional learning opportunities which have been communicated via the Catholic Education intranet message board.

Two professional learning days were provided for Languages teachers. These days provided opportunities to:

- Use Understanding by Design planning principles for Languages programming
- Explore Languages curriculum
- Network with other languages teachers and professional organisations

English as an Additional Language or Dialect: EAL/D

Students for whom English is a second or additional language demonstrate a range of English language proficiency and progress through well-documented stages of English acquisition. Such students require explicit English language support to enable them to achieve the same academic levels as their peers. During 2015 it became apparent that the CE School Enrolment Form was not accurately capturing school and system EAL/D data. This process will be updated for the 2016 enrolment period. Existing school data has been reviewed to support identification of previously enrolled students. Further refinement of this process has been identified and was pursued as part of the 2015 student rollover. Once identified it is important for teachers to be able to assess the student's level of English proficiency. Professional learning was provided to Archdiocesan teachers to inform their understanding of students and to use the annotated Australian Curriculum documents and the ESL scales to develop the skills required to enable EAL/D students to participate in the curriculum.

Promote Early Learning Pedagogies and Principles

ELI- Literacy

The Early Learning Initiative - Literacy was launched in July 2015 in seven schools across the Archdiocese. The initiative model of support was extended to include eight NSW Literacy and Numeracy Action Plan schools. ELI – Literacy builds on the work of the Reading Recovery and experienced K-2 teachers by extending the expertise within

schools. ELI – Literacy Teachers work with leadership teams, literacy teams, class teachers, students and parents to improve literacy outcomes of students.

ELI – Literacy offers three levels of support to schools:

- The identification and evaluation of current literacy practice and in class support and the use of student data to inform and support inquiry led literacy pedagogy
- Provision of an educative and engagement component for parents/carers
- Building the capacity of teachers beyond the concept of intervention in order to improve literacy pedagogy and enhance student achievement

ELI – Literacy teachers evaluate and monitor current reading and writing practices within the school and surround students and teachers with a network of support in literacy. The network includes parents, the Principal, class teachers, teacher librarians, LSTs, LSAs, and where applicable Early Learning Centre Teachers. The ongoing implementation and evaluation of the ELI- Literacy is facilitated by:

- The provision of consultant support in schools and for the evaluation of data
- Parent education programs
- Regular professional learning and networking opportunities
- Contact with and support of RE & C Head of Service and Senior Officer – Teaching and Learning

Reading Recovery

Reading Recovery is being implemented in Year One classes in eight ACT and in twelve NSW schools, this includes four NSW schools which are supported through the NSW Literacy and Numeracy Action Plan. Reading Recovery provides intensive 1:1 instruction for 30 minutes each day outside the class setting for a small number of underachieving students. Reading Recovery was thoroughly evaluated in 2014 and will be reviewed in 2016 to identify:

- its effectiveness in supporting students in the short and long-term;
- its cost effectiveness;
- its ability to build capacity of and support class teachers; and
- its connection to current research related to literacy acquisition and growth, and the Principles of Pedagogy.

Numeracy Intervention Program NIP

The Numeracy Intervention Program (NIP) was maintained in 21 schools with a focus on implementing effective intervention processes informed by recommendations from the 2014 NIP review. As well as professional development provided to teachers through the NIP training, additional time was allocated to the Numeracy Teaching and Learning Officer who facilitated the program to visit NIP teachers in their schools to observe NIP lessons in progress and to provide feedback on performance.

BUILD EFFECTIVE AND PRODUCTIVE PARTNERSHIPS

Develop and Implement New Models For Learning Support And Student Wellbeing

A New Model of Support

In 2015 CE implemented a Multidisciplinary model which is responsive to the needs of all students and schools. The model has included the establishment of a Student/School Engagement Team (SSET), which has included a CE Officer as case manager, for each referral. The SSET's role was to liaise with parents, schools and the newly formed CE Wellbeing & Diversity team to identify appropriate supports and interventions.

Principles of Inclusion

In 2015 a working party made up of principals, learning support teachers and CE drew on information from parent forums, teacher surveys, students and teacher interviews to review the System response to inclusivity within Archdiocesan schools.

Nationally Consistent Collection of Data

100% of schools participated in Phase three of the NCCD collection process during 2015. The percentage of students identified in Phase 3 was consistent with that in Phases 1 and 2.

National Disability Insurance Scheme

In preparation for the expansion of the NDIS across the Archdiocese, CE continued to build partnerships with external agencies including AsOne Therapy and The Shepherd Centre to identify ways of improving service provision to students. During 2015 a series of workshops sponsored by Catholic Education and delivered by the NDIA were made available to parents and carers and an increase in the number of students with NDIS plans as well as a move towards NDIS providers seeking to provide services in schools was observed.

Building Teacher Capacity

In order to give priority to building teacher capacity for supporting students with disabilities and other needs, CE provided several support mechanisms to schools during 2015, including coaching and mentoring programmes, Professional Learning, Networks and access to Positive Partnerships training and Non-violent Crisis Intervention.

On-Line Learning

On-Line learning opportunities were expanded in 2015 to enable greater teacher access to a professional learning community. The courses involved aspects of face-to-face learning as well as individual on-line input with external agencies and

providers to support the roll out of NDIS plans. In 2015 this process commenced with conversations with AsOne Therapy and The Shepherd Centre along with conversations with two private providers. In 2015 partnerships provided the opportunity for CE to work alongside speech pathologists, hearing specialists, transition consultants, occupational therapists, physio therapists, autism consultants and a coach for teachers participating in the on-line learning courses. After the success of this program in 2015 it is expected that the access to specialists will be expanded in 2016.

Aboriginal and Torres Strait Islander Action Plan

In the Archdiocese of Canberra and Goulburn the number of Aboriginal and/or Torres Strait Islander students enrolled in Archdiocese schools in 2015 has increased by 214 (63.5%) to a total of 551 students since 2009.

Number of Aboriginal and/or Torres Strait Islander students in Archdiocese Schools							
Total No. of Aboriginal & Torres Strait Islander student's K- 6		Total number of Aboriginal & Torres Strait Islander students 7 -10		Total number of Aboriginal & Torres Strait Islander students 11 – 12		Number of Aboriginal & Torres Strait Islander students	
Total 354		Total 150		Total 48		Total 552	
ACT - 160	NSW - 194	ACT - 86	NSW - 64	ACT - 32	NSW - 16	ACT - 278	NSW - 274
Number of Aboriginal and/or Torres Strait Islander Principals, Executive, Teachers and Aboriginal Education Worker (AEW) employed within the Archdiocese of Canberra and Goulburn							
Staff Classification		Total Numbers		FTE			
Principal		0		0			
Executive		2		2.0			
Teaching Staff		9		6.38			
AEW		7		4.35			
Total		18		12.73			

The Archdiocese of Canberra and Goulburn through the Aboriginal Education Officer, Aboriginal Liaison Teacher and the Aboriginal Assistants liaises with schools and community as to the availability of early childhood education, health, welfare, family support and youth and community services.

The submission of term reports by the Aboriginal Contact Teacher in each school documents the progress against essential elements of the plan to enhance student outcomes, Aboriginal and Torres Strait Islander Cross-curriculum priorities and cultural competence.

Schools were able to employ AEWs to liaise with families and communities acting as the bridge between home and school. Overall 75.4% of all Aboriginal Torres Strait Islander students enrolled in Archdiocese schools have a Personalised Learning Plan (PLP) in place. A slightly greater proportion of primary students (74.65%) than secondary students (53.7%) have active PLPs.

School staff across the Archdiocese participated in Cultural Competencies programs enabling them to increase their professional capacity and respond to 'COAG' Targets and the six 'Priority, Domains of the National Aboriginal and Torres Strait Islander Education Strategy.

VET (Vocational Education and Training)

Vocational Education and Training (VET) delivered within the broader curriculum has emerged as a powerful element within senior school programs in the ACT and NSW providing a relevant and contemporary vocational pathway for senior students.

The focus in 2015 has been on the development of VET and in ensuring compliance with the Australian Quality Training Framework and eight standards. The integration of Trade Training Centres with VET programs has strengthened system VET capability positioning it well to meet the future needs of students.





HUMAN RESOURCE SERVICES

BUILD EFFECTIVE AND PRODUCTIVE PARTNERSHIPS

Implement Critical Incident Procedures

A Critical Incident Management Handbook was developed for use by ACT schools, NSW schools and Early Learning Centres. The Handbook provides guidelines for schools in their development and implementation of emergency management plans and for their appropriate and effective response to a critical incident. In conjunction a Critical Incident Response Policy and a Lockdown and a Lockout Policy was provided.

Schools now follow up their immediate telephone notification of a Critical Incident to Catholic Education by submitting an e-form notice electronically through the intranet. Serious incidents are reported in the same way. The Catholic Education response to schools, in terms of immediate and ongoing necessary support due to a critical incident, is coordinated by the Deputy Director.

Biannually, Catholic Education is required to inform the ACT Minister for Education of the number of Critical Incidents that have occurred in ACT Catholic System Schools.

Project manage the ICON strategic priorities, partnerships and committees

During 2015 the Information Connections (ICON) Committee, whose terms of reference included the oversight of strategic priorities that required significant work by the Information and Communication Technologies Service area, was decommissioned. A Project Management Committee (PMC) was formed following the participation of nineteen senior staff in Change Management Methodology (known as AIM) training delivered over two days by Implementation Management Associates Inc.

The PMC is charged with supporting high quality implementation of projects using change management methodology in order to foster the development of a project management culture within Catholic Education, and establish the AIM approach as the methodology for managing change within the CEO.

The PMC's brief includes making recommendations to the CE Service Area Leadership Team (SALT) regarding all proposed projects in terms of priority, alignment with the Catholic Education Strategic Plan and Priorities, risk management, and the budget process.



SCHOOL SERVICES

STRENGTHEN LEADERSHIP

Prioritise CEO staff and Coordinators Leadership Programs

In 2015 the CEO Executive undertook training in the Life Styles Inventory (LSI) by Human Synergistics. This resulted in a Senior Officer being trained to deliver the LSI course for future use with CEO Staff and School Principals. The LEAD Conference in July was another major professional development opportunity for Coordinators, Assistant Principals, Early Learning Centre Directors and Principals to explore contemporary models of leadership. Keynote presentations by Simon Breakspear and Robert Marshall set the scene for leaders to effect on their own leadership styles in the context of their work.

Promote School Improvement through targeted use of evidence

Principals and Leadership Teams from all Archdiocesan schools were introduced to a new approach to School Improvement using the National School Improvement Tool as the basis for a more streamlined approach to re-designed Internal School Reviews, Strategic and Annual Improvement Plans. In adopting the three Principles of Improvement – responsibility, excellence and accountability – the approach consists of collecting, analysing and interpreting evidence across ten Domains, with each addressing specific areas associated with improvement across the whole school. The use of evidence based on defined criteria then informs understanding and forms planning decisions based on the needs of the school and System priorities.

Improve achievement of all students through effective school leadership

A review of School Improvement was undertaken and an Archdiocesan understanding of 'Improvement' and its essential elements was developed. After exploration the use of the National School Improvement Tool was selected to be used as the basis for an approach to school improvement. Following this the Internal School Review program was reviewed and changes made to ensure alignment with the principles of school improvement.

The Lead Conference was developed and delivered with explicit links between Leadership and School Improvement as its focus theme.

Embed the performance and development cycle utilising MyPaD

The Teacher Performance and Development (TPaD) Committee was established in 2012. The role of this committee was to embed the Performance and Development Cycle into school procedures utilising My PaD. An interactive Performance and Development Cycle info-graphic was further developed which outlined the performance and development cycle. School staff engaged with setting a professional learning plan in My PaD in consultation with their Principal as part of a professional conversation.

Increase the number of teachers at Highly Accomplished and Lead level

The Certification Network days were held to assist in promoting the process for Highly Accomplished and Lead Teacher. Initially 37 teaching staff across the Archdiocese (both ACT and NSW) showed an interest in undertaking the process to become certified (ACT) and accredited (NSW) as Highly Accomplished or Lead Teacher. Four days of release were offered (including the network day mentioned above) to those staff who proceeded with an application. One staff member (from NSW) submit an application for Highly Accomplished to BOSTES. Two staff (from ACT) submitted applications for Highly Accomplished to ACT TQI-both of these staff members were successfully certified as Highly Accomplished.

Catholic Education Leadership Framework

In 2015, Catholic Education undertook a development and consultation process to revise and rewrite its Leadership Framework. The new framework has a clear focus on Leadership Preparation and Succession Planning, and has considerable implications for recruitment and employment processes and procedures across all Catholic Education Service Areas.

The framework is aligned to the Australian Professional Standard for Principals and will be implemented throughout 2016, with a launch at the CE System Day for principals in March.



INFORMATION COMMUNICATION & LEARNING TECHNOLOGY

TRANSFORM TEACHING AND LEARNING

Implement Outcomes of the Learning Management Systems review

Continued rollout of the Technology for Classrooms (T4C) program. The range of T4C projects focus on various aspects of ICLT in schools including BYOD and mobile devices, STEM and “maker” spaces.

Provide Learning Technology, support, management and resources

The Learning Technologies team worked at developing an in-house Personal Learning Environment (PLE) type solution to replace the earlier Learning Management System LIFE, The project did not go into implementation as more generic readily available LMS's are available.

PROMOTE CATHOLIC IDENTITY AND FAITH FORMATION

Project Manage the ICON Strategic Priorities, partnerships and committees

The ICON project has evolved into the project management committee and the ICLT team continues to provide support and input to the work of the committee.

BUILD EFFECTIVE AND PRODUCTIVE PARTNERSHIPS

Promote Communication via the Enhanced Intranet and Internet

The redesigned CEO Intranet was launched in February was based on an upgrade from Microsoft SharePoint 2010 to 2013. This was the culmination of a year's planning in which IC< provided the technical expertise for the project. The new Intranet provides many new features, including improved navigation and search facilities.

IC< continues to support this system including integration with CED3 and other external systems. The YellowFIN data visualization application inside CED3 production is now live and accessible. The team are extracting data manually on individual requests for data not included in CED3 and also updating CE's own cubes with relevant data.

Development of the Service Desk with better implemented:

- Reporting
- Utilization
- Self Service Portal
- Automation

BYOD

A System-wide Bring Your Own Device Policy was developed and BYOD deployed across the Archdiocese. Bring Your Own Device (BYOD) in the school context refers to the practice of students bringing a personally-owned electronic device to school for the purpose of learning.

The CEO is continuing to provide both technical and pedagogical support for BYOD programs in the context of its Technology for Classrooms (T4C) program which facilitates collaboration between schools and the IC< and RE&C Service Areas of the CEO while BYOD programs are being planned and implemented.

A key component of the BYOD strategy included the deployment of advanced Xirrus wireless technology to schools. This coupled with the transitioning from MobileIron mobile device management solution (MDM) to the Airwatch MDM allows schools to easily deploy various policies and access rules to school owned (shared) devices.

Bandwidth for Schools

IC< have completed WAN bandwidth upgrades for the majority of schools. This includes significantly upgraded connectivity between the Transact and CENet data centres and the continued deployment of Juniper SRX routers. The remaining NSW schools that were still with Telstra have now been moved across to TransACT (iiNet) and the target bandwidth standard of 100kbps per student has been attained in most schools. This target will be increased in 2016.

Shared Services

Catholic Education has increased its commitment to shared IT services with further take up of CENet services such as CED3 and the CENet Student Information System (SIS). Discussions occurred with the Archdiocese Chancery regarding closer IC< ties with other Catholic Agencies. Discussions regarding sharing IC< services and governance with the Diocese of Wollongong also took place with the subsequent approval of a Joint Chief Information Officer for the two diocese.



RESOURCE MANAGEMENT & STRATEGY

BUILD EFFECTIVE AND PRODUCTIVE PARTNERSHIPS

Develop a CEO Risk Assessment and Management Plan

During 2015, a process was undertaken to implement a risk assessment framework for the Catholic Education Office (CEO).

Work was undertaken with staff in three key areas:

- familiarisation of process
- identification of risks, responsibilities and mitigating factors
- development of a risk management plan

The enabling activities to ensure that this occurred included:

- CEO Service areas participated in workshops developing the risk assessment framework.
- Staff at the CEO identified risks for the organisation and developed strategies to reduce these risks
- A Risk Management Handbook was developed.

Balance school autonomy with accountability and System Priorities

During 2015, schools were provided with a number of resources to assist them with ensuring they comply with the new requirements under Section 83C of the NSW Education Act 1990 relating to the need for schools to demonstrate they are operating on a 'not-for-profit' basis as defined by the Act.

The CEO continued to support schools in 2015 through a number of successful projects funded by the Commonwealth's Students First Support Fund, particularly in relation to Governance, the establishment of Archdiocesan Catholic School Parent Body, the Principals Support and Development Program and the Current and Aspiring Leader Development Program.

BUILD EFFECTIVE AND PRODUCTIVE PARTNERSHIPS

Support and develop the Catholic Schools Parents Council

Throughout 2015, Catholic Education continued to implement strategies that meet local needs for engaging parents, families and communities.

To enable this:

- Catholic School Parents Archdiocese of Canberra & Goulburn (CSPACG) met on three occasions in 2015.
- CSPACG was a stakeholder in the ACT Government 'Parental Engagement' project that developed a common definition and understanding for "Parent Engagement" and developed resources for schools and families supporting Parental Engagement.
- Schools engaged parents in the development of strategic plans/School improvement plans.
- CSPACG was represented on CEC working parties.

Family engagement activities were included in school improvement plans.

STEWARD RESOURCES

Upgrade TAS/VET facilities in NSW secondary colleges

The upgrade of TAS equipment in NSW Colleges and Central schools to comply with safety requirements was completed during 2015 with the exception of St Patrick's, Cooma. Part of the Cooma upgrade (dust extraction system) was held over pending construction of a new TAS building due for completion in mid 2016.

Support Capital Works in NSW

A number of capital works were undertaken in NSW schools in 2015 with substantial System support:

- Bombala – refurbishment and extension of classroom spaces was completed during 2015. A covered outdoor learning area that also provides weather protection to the General Learning Areas is planned for 2016.
- Broulee – major electrical and drainage issues were addressed along with planning to replace the failing external walkways during 2016.
- Cooma – new TAS facilities commenced during 2015 on the Senior Campus.
- Gundagai – upgrade and extension of General Learning Areas was completed during 2015.
- Moruya – upgrade of General Learning Area blocks was completed during 2015.

Complete St John Paul II College

The third and final stage of St John Paul II College in Gungahlin was completed during 2015 ahead of schedule. The College now has the facilities to expand to a full Year 7 to 12 college by 2018.

Plan for new Early Learning Centres

- Upgrade and extension of the Holy Family Early Learning and Care Centre, Gowrie was completed during 2015.
- Extension of the Mother Teresa Early Learning Centre, Harrison General Learning Areas and administration spaces was completed during 2015.
- The new Holy Spirit Early Learning Centre, Nicholls was completed in 2015 for opening in 2016.
- Planning was completed for a new Early Learning Centre at St Anthony's Primary School, Wanniassa to open in 2017.

Undertake a School Fees Review to align with the needs-based funding model

During 2015 and following consultation with school communities, the Catholic Education Commission approved the recommendations of the CEC Review of School Fees/Levies Working Party to better meet a needs-based distribution of fees through the differential remission of tuition fees to the CEO. The recommendations were implemented in 2016 and align with the requirements of the Australian Education Act 2013 to distribute System resources according to the 'Capacity to Contribute' of the school community.







ALL THE CHURCH,
PROCLAIMS ALL THE GOSPEL,
TO ALL THE PEOPLE, ALL THE TIME

Archbishop Christopher Prowse Sept 2014



ACT ENROLMENTS AUGUST CENSUS 2015

ACT Enrolments

	School	Principal	Year Level	ELC	Prim	Sec
AMAROO	Good Shepherd	Mr Graham Pollard	K-6		611	
ARANDA	St Vincent's	Mrs Margaret Koenen	K-6		187	
BRADDON	Merici College	Mrs Loretta Wholley	7-12			949
CALWELL	St Francis of Assisi	Mr David Austin	K-6		469	
CAMPBELL	St Thomas More's	Mrs Margaret Pollard	K-6		163	
CHARNWOOD	St Thomas Aquinas	Mr Cameron Johns	P-6	58	296	
CONDER	St Clare of Assisi	Mr Brad Gaynor	K-6		632	
CURTIN	Holy Trinity	Mrs Judy Spence	P-6	53	308	
EVATT	St Monica's	Ms Carmel Maguire	K-6		479	
FLOREY	St John the Apostle	Mr Matthew Egan-Richards	K-6		367	
FLOREY	St Francis Xavier College	Mr Angus Tulley	7-12			1,186
GARRAN	Ss Peter & Paul	Mr John Vance	K-6		341	
GOWRIE	Holy Family	Mrs Anne-Marie Marek	P-6	90	656	
GRIFFITH	St Clare's College	Mr Paul Carroll	7-12			1,010
HARRISON	Mother Teresa	Mr Peter Hughes	P-6	110	547	
HOLDER	St Jude's	Mr Peter Galvin	P-6	51	337	
ISABELLA PLAINS } WANNIASSA }	St Mary MacKillop College	Mr Michael Lee	7-12			1,832
KALEEN	St Michael's	Mrs Judy Walsh	K-6		207	
KAMBAH	St Thomas Apostle	Mr David Thiele	K-6		284	
NARRABUNDAH	St Benedict's	Mr Matthew Garton	K-6		167	
NICHOLLS	Holy Spirit	Mr Tim Elliott	K-6		576	
NICHOLLS	St John Paul 11 College	Mrs Catherine Rey	7-9			324
O'CONNOR	St Joseph's	Mrs Sue Dempsey	P-6	52	212	
PAGE	St Matthew's	Ms Brenda Foley	K-6		338	
PEARCE	Sacred Heart	Mrs Anne Staines	K-6		346	
RED HILL	St Bede's	Mrs Cherie Kelly	K-6		178	
WANNIASSA	St Anthony's	Mr Greg Walker	K-6		448	
WARAMANGA	St John Vianney's	Mrs Vicky van der Sanden	K-6		222	
WATSON	Rosary	Mrs Maureen Doszpot	K-6		343	
Total – Archdiocesan Schools				414	8,714	5,301



Congregational Schools

	School	Principal	Year Level	ELC	Prim	Sec
DICKSON	Daramalan College	Ms Rita Daniels	7-12			1,424
GRIFFITH	St Edmund's College	Mr Daniel Lawler	7-12			776
PEARCE	Marist College	Ms Patricia Doyle	4-6		243	
		Mr Richard Sidorko	7-12		390	
		Mr Eamonn Moore	4-6			1,210
		(Assistant Head of School – Head of Primary)				
Total - Congregational Schools					633	3,410

TOTAL ACT ENROLMENTS 2015 18,472





NSW ENROLMENTS AUGUST CENSUS 2015

	School	Principal	Year Level	Prim	Sec
ADELONG	St Joseph's	Mr Mark Birks	K-6	33	
BATEMANS BAY	St Bernard's	Mrs Jacqueline Heffernan(Term 1) Mrs Johanna Wain (Terms 2,3&4)	K-6	398	
BATLOW	St Mary's	Ms Chris Baron	K-6	54	
BEGA	St Patrick's	Mr Gerard Hergenhan	K-6	175	
BOMBALA	St Joseph's	Mr Phillip Stubbs	K-6	49	
BOOROWA	St Joseph's	Mr Brendan Maynard (Acting)	K-6	67	
BRAIDWOOD	St Bede's	Mr Gerard Galvin	K-6	120	
BROULEE	Carroll College	Mr Steve Bath	7-12		522
COOMA	St Patrick's Central	Mrs Frances Robertson	K-10	199	136
COOTAMUNDRA	Sacred Heart Central	Mrs Janet Cartwright	K-10	189	119
CROOKWELL	St Mary's	Ms Kathy Neely	K-6	115	
GOULBURN	Ss Peter & Paul	Mrs Maree Wilsmore	K-6	239	
GOULBURN	Trinity Catholic College	Mrs Mary-Jane Carroll-Fajarda	7-12		582
GOULBURN NTH	St Joseph's	Mrs Sue-Ellen Nell	K-6	276	
GRENFELL	St Joseph's	Mr Peter Stephens	K-6	55	
GUNDAGAI	St Patrick's	Mrs Mary Quinane (Terms 1-3) Mrs Lisa Wilson (Term 4)	K-6	103	

	School	Principal	Year Level	Prim	Sec
LAKE CARGELLIGO	St Francis Xavier	Mrs Jacinta Elwin	K-6	33	
MORUYA	St Mary's	Mr Michael Lowe	K-6	242	
MURRUMBURRAH	Trinity Primary	Mrs Marylou Gorham	K-6	97	
PAMBULA	Lumen Christi Catholic College	Mr Steven Centra	K-12	183	511
QUEANBEYAN	St Gregory's	Ms Claire Frazer	K-6	623	
TEMORA	St Anne's Central	Mr David Keenan	K-10	165	84
TUMUT	McAuley Central	Mr Rodney Little	K-10	188	137
WEST WYALONG	St Mary's Central	Mrs Robyn Akehurst	K-6	105	
YASS	Mt Carmel Central	Mrs Gaye McManus	K-6	324	
YOUNG	St Mary's Primary	Mrs Louise Grant	K-6	377	
YOUNG	Hennessy Catholic College	Mr Chris Browne	7-12		542
Total – Archdiocesan Schools				4,409	2,633

TOTAL NSW ENROLMENTS 2015 7,042





STATISTICAL INFORMATION

Catholic Schools – Archdiocese of Canberra/Goulburn
(Taken from August 2015 Census)

ACT Schools

Archdiocesan Schools			Congregational Schools		
Prim.	Sec.	Total	Sec.	Prim/Sec. (4-12)	Total
24	5	29	1	2	3

NSW Schools

Primary.	Central (K-10)	Prim/Sec. (K-12)	Sec. (7-12)	Total
19	4	1	3	27

Number of Students

	ACT			NSW	Total
	Archdiocesan	Congregational	Total	Archdiocesan	(All schools)
Pre School	414	0	414	0	414
Primary	8,714	633	9,347	4,409	13,756
Secondary	5,301	3,410	8,711	2,633	11,344
Total	14,429	4,043	18,472	7,042	25,514

Total Students by Classes (Archdiocesan Schools Only)

ACT Schools

Primary (2015)								
Class	P	K	1	2	3	4	5	6
Total	414	1,311	1,333	1,364	1,375	1,115	1,085	1,131

Secondary (2015)							
Year	7	8	9	10	11	12	
Total	1,027	947	1,002	896	734	695	

Total Students by Classes (Archdiocesan Schools Only)

NSW Schools

Primary (2015)							
Class	K	1	2	3	4	5	6
Total	664	690	645	655	607	576	572

Secondary (2015)							
Year	7	8	9	10	11	12	
Total	554	524	493	450	341	271	



STATISTICAL INFORMATION

Catholic Schools – Archdiocese of Canberra/Goulburn
(Taken from August 2015 Census)

Students of Aboriginal/Torres Strait Islander Descent (Archdiocesan Schools Only)

Primary	Secondary	Total
354	198	552

Students with Disabilities (Archdiocesan Schools Only)

Primary	Secondary	Total
467	267	734

Teachers employed in ACT (Archdiocesan Schools Only) Full Time Equivalents (August 2015)

	Lay Teachers	Religious Teachers	Total
Primary	485.4		485.4
Secondary	387.6		387.6
Total	873.0		873.0

Teachers employed in NSW (Archdiocesan Schools Only) Full Time Equivalents (August 2015)

	Lay Teachers	Religious Teachers	Total
Primary	277.0		277.0
Secondary	225.7		225.7
Total	502.7		502.7

Total ACT and NSW Teaching Staff

	1,375.7		1,375.7
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**Support Staff employed in ACT (Archdiocesan Schools Only)
Full Time Equivalents (August 2015)**

	Lay	Religious	Total
Primary	100.4	0	100.4
Secondary	149.1	1.0	150.1
Total	249.5	1.0	250.5

**Support Staff employed in NSW (Archdiocesan Schools Only)
Full Time Equivalents (August 2015)**

	Lay	Religious	Total
Primary	65.5		65.5
Secondary	60.7		60.7
Total	126.2		126.2

Total ACT and NSW Support Staff

	375.7	1.0	376.7
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These figures include FTEs for teachers and support staff in special programs as well as those funded from general recurrent funds.

Number of non-Catholic Students in ACT Archdiocesan Schools

Primary	Secondary	Total	% non- Catholic
2,765	1,970	4,735	34%

Number of non-Catholic Students in NSW Schools

Primary	Secondary	Total	% non- Catholic
1,794	1,030	2,824	40%



CATHOLIC SCHOOLS SYSTEM

Income Statements for The Year Ended 31 December 2015

CATHOLIC SCHOOLS SYSTEM INCOME STATEMENT FOR THE YEAR ENDED 31 DECEMBER 2015

	Note	2015		2014	
		ACT \$	NSW \$	ACT \$	NSW \$
OPERATING INCOME					
Government Grants					
Australian Government Recurrent		98,021,868	59,633,520	91,299,780	56,418,510
State / Territory Recurrent		31,447,958	17,490,081	28,073,330	16,842,659
Other Grant Income		353,539	165,979	4,883,377	937,787
School Fees	(1)	6,586,386	4,564,091	6,430,673	4,506,780
Capital Income	(2a)	3,136,147	2,751,900	4,683,788	5,041,448
Other Income		10,630,052	1,134,797	9,927,738	1,085,036
Transfer From Reserves				0	0
TOTAL OPERATING INCOME		150,175,950	85,740,367	145,298,687	84,832,219
OPERATING EXPENDITURE					
Salaries and Related Costs		126,410,140	72,549,320	118,530,458	69,284,107
Administration & Program Expenditure		8,550,911	5,309,509	7,369,738	4,820,565
"Special" Projects		213,224	877,286	52,047	72,375
Depreciation of School Buildings	(2b)	15,034,425	7,005,182	14,806,735	6,944,330
Transfer To Reserves		0	0	0	0
TOTAL OPERATING EXPENDITURE		150,208,700	85,741,297	140,758,978	81,121,376
EXCESS OF INCOME OVER OPERATING EXPENDITURE FOR THE YEAR CARRIED FORWARD TO SCHOOL SYSTEM EQUITY					
		(32,750)	(930)	4,539,709	3,710,843

NOTES:

- 1) "School Tuition Fees" does not include local levies and charges collected by all schools or Tuition Fees collected by ACT Catholic System Colleges. The total additional fee in 2015 is \$38.0 million (2014: \$35.0 million) in the ACT and \$10.4 million (2014: \$10.0 million) in the NSW.

**CATHOLIC SCHOOLS SYSTEM GOVERNMENT FUNDED SPECIFIC PROGRAMS
INCOME STATEMENT FOR THE YEAR ENDED 31 DECEMBER 2015**

	Note	2015		2014	
		ACT \$	NSW \$	ACT \$	NSW \$
INCOME					
Grants		314,557	1,015,966	2,355,128	1,490,475
Other Income		54,944	0	32,458	0
Funds Brought Forward		2,378,916	1,068,678	6,183,229	773,814
TOTAL INCOME		2,748,417	2,084,644	8,570,815	2,264,289
EXPENDITURE					
Salaries and Related Costs		336,558	199,978	523,370	193,759
Other		761,381	186,398	1,110,090	157,570
Funds Carried Forward		1,650,478	1,698,268	2,378,916	1,068,678
Funds Transferred to Recurrent Income		0	0	4,558,439	844,282
TOTAL OPERATING EXPENDITURE		2,748,417	2,084,644	8,570,815	2,264,289

**CATHOLIC SCHOOLS SYSTEM BUILDING FUND TRUST
INCOME STATEMENT FOR THE YEAR ENDED 31 DECEMBER 2015**

	Note	2015 \$	2014 \$
OPERATING ACTIVITIES			
OPERATING INCOME			
Government Interest Subsidies		14,600	30,142
Upgrading Grants / Local Contributions		0	0
Parish and Parent Donations		4,267,405	4,126,470
Other Income		189,442	124,423
TOTAL OPERATING INCOME		4,471,447	4,281,035
OPERATING EXPENDITURE			
Interest on Loans		47,167	63,732
Building Maintenance		1,887,586	1,408,009
Other Expenditure		1,225,112	1,109,279
Contribution to Catholic Schools System Capital Projects		(10,526)	195,083
TOTAL OPERATING EXPENDITURE		3,149,339	2,776,103
EXCESS OF EXPENDITURE OVER OPERATING INCOME FOR THE YEAR FUNDED BY BUILDING FUND TRUST EQUITY		1,322,108	1,504,932



BLOCK GRANT AUTHORITY

The following project applications were successful and will be constructed during 2016

ACT

School	Australian Government Grant	Local/System Contributions	Total Project Cost
Curtin, Holy Trinity Primary. Construct 3 classrooms, relocate library and extend administration	\$725,000	\$1,299,904	\$2,024,904
Gowrie, Holy Family Primary. Construct 2 classroom block and student facilities	\$525,000	\$460,000	\$985,000
Pearce, Sacred Heart Primary. Redesign 4 junior classrooms, COLA and canteen foyer	\$558,746	\$292,497	\$851,173

ACT Early Childhood Learning Centres

School	ACT Government Grant	Local/System Contributions	Total Project Cost
Gowrie, Holy Family Primary. Extend and refurbish existing ECLC facility	\$288,400	\$242,900	\$531,300
Harrison, Mother Teresa Primary. Extend and refurbish ECLC administration	\$210,630	\$172,889	\$383,519
Nicholls, Holy Spirit Primary. Construct new ECLC for 2 class groups commencing in 2016	\$500,000	\$1,438,770	\$1,938,770
Wanniassa, St Anthony's Primary. Construct new ECLC for 2 class groups commencing in 2017	\$500,000	\$1,549,656	\$2,049,656

NSW

School	Australian Government Grant	Local/System Contributions	Total Project Cost
Batehaven, St Bernard's Primary. Redesign and refurbish 3 classroom blocks	\$698,856 *	\$299,509	\$998,365
Cootamundra, Sacred Heart Central. Redesign and refurbish junior classroom block	\$627,763 *	\$470,328	\$1,098,091
Murrumburrah, Trinity Catholic Primary. Redesign and refurbish classroom block	\$391,747	\$432,431	\$824,178
Tumut, McAuley Central. Redesign and refurbish TAS and Science block	\$611,627	\$477,031	\$1,088,658



FINANCIAL REPORTS



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INDEPENDENT AUDITOR'S REPORT

TO THE TRUSTEE OF

THE ARCHDIOCESE OF CANBERRA AND GOULBURN CATHOLIC SCHOOLS SYSTEM AND THE CATHOLIC EDUCATION COMMISSION

We have audited the accompanying financial report, being a special purpose financial report, of the Archdiocese of Canberra and Goulburn Catholic Schools System (the 'System') and the Catholic Education Commission, which comprises the statement of financial position as at 31 December 2015, the statement of comprehensive income - normal operations, statement of comprehensive income - special purpose and other grants, statement of changes in equity and cash flow statement for the year then ended, notes comprising a summary of significant accounting policies and other explanatory information, and the statement by Officers.

The Officers' Responsibility for the Financial Report

The Officers are responsible for the preparation of the financial report, and have determined that the basis of preparation described in Note 1, is appropriate to meet the requirements and needs of the trustee of the Archdiocese of Canberra and Goulburn Catholic Schools System and the Catholic Education Commission. The Officers' responsibility also includes such internal control as the Officers determine is necessary 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 conducted our audit in accordance with Australian Auditing Standards. These Auditing Standards require that we comply with relevant ethical requirements and plan and perform the audit to obtain reasonable assurance about whether the financial report is free from material misstatement.

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

THE POWER OF BEING UNDERSTOOD AUDIT | TAX | CONSULTING

RSM Australia Pty Ltd is a member of the RSM network and trades as RSM. RSM is the trading name used by the members of the RSM network. Each member of the RSM network is an independent accounting and consulting firm which practices in its own right. The RSM Network is not liable to be able to exercise any jurisdiction.
RSM Australia Pty Ltd, ACN 62121774110 - de-cc-Practice Trust, ABN 65 972 352 169 is a trading name for RSM.
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Independence

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

Opinion

In our opinion, the financial report presents fairly, in all material respects, the financial position of the Archdiocese of Canberra and Goulburn Catholic Schools System as of 31 December 2015 and its financial performance for the year then ended in accordance with the accounting policies as described in Note 1 to the financial statements.

Basis of accounting

Without modifying our opinion, we draw attention to Note 1 to the financial report, which describes the basis of accounting. The financial report has been prepared to assist the Archdiocese of Canberra and Goulburn Catholic Schools System to meet its financial reporting requirements. As a result, the financial report may not be suitable for another purpose.

RSM Australia Pty Ltd

G M STENHOUSE
Director

Canberra, Australian Capital Territory
Dated: 29/04/16



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INDEPENDENT AUDITOR'S REPORT

TO THE TRUSTEES OF

THE ARCHDIOCESE OF CANBERRA AND GOULBURN CANBERRA CATHOLIC SCHOOLS BUILDING FUND TRUST AND THE CATHOLIC EDUCATION COMMISSION

We have audited the accompanying financial report, being a special purpose financial report, of the Archdiocese of Canberra and Goulburn Canberra Catholic Schools Building Fund Trust (the 'Trust'), which comprises the statement of financial position as at 31 December 2015, the statement of comprehensive income - normal operations, the statement of changes in equity, cash flow statement for the year then ended and notes comprising a summary of significant accounting policies and other explanatory information, and the statement by officers.

The Officers' Responsibility for the Financial Report

The Officers are responsible for the preparation of the financial report, and have determined that the basis of preparation described in Note 1, is appropriate to meet the financial reporting requirements and needs of the trustees of the Archdiocese of Canberra and Goulburn Canberra Catholic Schools Building Fund Trust and the Catholic Education Commission. The Officers' responsibility also includes such internal control as the Officers determine is necessary 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 conducted our audit in accordance with Australian Auditing Standards. These Auditing Standards require that we comply with relevant ethical requirements and plan and perform the audit to obtain reasonable assurance about whether the financial report is free from material misstatement.

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

THE POWER OF BEING UNDERSTOOD AUDIT | TAX | CONSULTING

RSM Australia Pty Ltd is a member of the RSM network and trades as RSM. RSM is the trading name used by the members of the RSM network. Each member of the RSM network is an independent accounting and consulting firm which provides its own legal, tax and other services. The RSM network is not a separate legal entity in any jurisdiction.
RSM Australia Pty Ltd is a company limited by guarantee under the Corporations Act 2001 (Cth) and is a member of the RSM network.
RSM Australia Pty Ltd is a company limited by guarantee under the Professional Standards Legislation.



Independence

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

Opinion

In our opinion, the financial report presents fairly, in all material respects, the financial position of the Archdiocese of Canberra and Goulburn Canberra Catholic Schools Building Fund Trust as of 31 December 2015 and its financial performance for the year then ended in accordance with the accounting policies as described in Note 1 to the financial statements.

Basis of accounting

Without modifying our opinion, we draw attention to Note 1 to the financial report, which describes the basis of accounting. The financial report has been prepared to assist the Archdiocese of Canberra and Goulburn Canberra Catholic Schools Building Fund Trust to meet its financial reporting requirements. As a result, the financial report may not be suitable for another purpose.

RSM Australia Pty Ltd

G M STENHOUSE
Director

Canberra, Australian Capital Territory
Dated: 29/04/16



