

South Australian Commission
for Catholic Schools

2019 Annual Report

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South Australian Commission for Catholic Schools

Annual Report 2019

This report outlines the work of the policy making body for Catholic schools, the South Australian Commission for Catholic Schools, its standing committees, permanent committees and the associated executive teams of the Catholic Education Office in 2019.

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Chairperson's Report

Professor Denis W Ralph, Chairperson South Australian Commission for Catholic Schools

I am pleased to present the 2019 Annual Report of the South Australian Commission for Catholic Schools (SACCS).

A perusal of this Annual Report illustrates the complexity and richness of Catholic Education and demonstrates how 2019 has been such a successful year for Catholic Education in South Australia. The Commission extends its thanks and gratitude to the talented staff across all our schools, colleges and centres for their dedication and commitment towards achieving quality outcomes for all students in Catholic schools across South Australia.

The Commission is indeed fortunate to have dedicated members who are so generous with their time and expertise in advancing the work of the Commission.

At the conclusion of 2019, the Commission farewelled Ms Kay Neill. Kay served as a member of the Commission for 5 years and was an outstanding contributor throughout her tenure. Kay's experience and expertise as the Chief Executive of Corporate Health Group, brought a wealth of human resources knowledge and corporate experience to SACCS. An active member of the Catholic Education community both before and during her time as a Commissioner, Kay generously volunteered her time and expertise as Chair of the Nazareth Catholic Community Governing Council; as a member of the People and Culture Standing Committee and also as former President of the Federation of Catholic School Parent Communities Council.

At the beginning of the year, the Commission welcomed Sr Brigette Sipa RSJ as a Canonical Steward and member of SACCS. Sr Brigette was appointed to replace Sr

Bernadette Kiley OP who concluded at the end of 2018 as a result of changes to her areas of responsibility within Dominican Education Australia. We look forward to Sr Brigette's contribution to the further development of Catholic education in South Australia.

Father Philip Marshall, Administrator Delegate, was also appointed to the Commission in February as a representative of the Archdiocese of Adelaide until such time as a new Archbishop is appointed. Fr Philip's contribution and perspective are highly valued and appreciated during deliberations.

The Commission has valued the outstanding leadership of Dr Neil McGoran in his role as Director of Catholic Education SA, Executive Officer of SACCS and as a Chancellor of the Archdiocese of Adelaide. Dr McGoran is highly regarded across all sectors of Education in South Australia and beyond. The strength of his faith, values, knowledge, experience, leadership, discernment and interpersonal skills have enabled him to set in place a raft of major strategic directions to meet current and emerging challenges. Neil's leadership and executive management as Director throughout 2019 have been outstanding and imbued the sector with vision and confidence.

In my position as Chairperson of SACCS I have continued to enjoy and appreciate the support and advice of our Canonical Stewards; Bishop Greg O'Kelly SJ, Sr Brigette Sipa RSJ and Br Chris Gorringer FSC. I wish to record my appreciation of the work of the Executive Officer, Dr Neil McGoran and the Commission Secretary, Ms Rebekah Lyons and express my thanks for their support throughout the year.

Chairperson's Report

The performance of the Commission relies on the effective functioning of the four standing committees and the range of working parties supporting their work. I express my thanks to the Chairs of these Standing Committees, namely, Mr Steve Byrne (Finance & Infrastructure), Ms Nichii Mardon (Catholic Identity & Leadership), Ms Georgia Dennis (Education) and Mr John Neate (People & Culture), for their leadership, time commitment and their efforts to enable the Commission to meet our objectives successfully. The contribution made by the members of our standing committees is much appreciated. We know that they are all busy people because of their key roles in our schools and communities and that standing committee membership adds another set of demands on their precious time.

Appreciation is extended to Mr Matthew Fox, Chair of the Commission's Finance and Audit Advisory Committee (FAAC), and the members of that Committee for their expert and frank advice on all aspects of our finance and audit matters throughout the year. The FAAC provided very helpful advice to our auditors KPMG. I extend our appreciation to Mr Darren Ball (Lead Engagement Partner) and Mr Neil Ediriweera (Engagement Director) of KPMG for the manner in which they conducted the audit process.

2019 has been a year of many great achievements for the South Australian Commission for Catholic Schools with many exciting projects coming to fruition.

Before the school year had even begun, the Commission achieved an extraordinary feat by gathering together more than 5000 teachers, school and parish leaders, priests, school and Catholic Education Office staff for the Live, Learn, Lead Together Event at the Adelaide Entertainment Centre on 23 January. The day comprised a variety of powerful musical and dance performances as well as thought provoking sessions led by Fr Philip Marshall, Dr Kent Hoffman and Robyn Moore. Director, Dr Neil McGoran led an inspiring presentation about how Catholic Education South Australia will respond to current and emerging opportunities and challenges through the Commission's Strategy for Leading Catholic Education to New Levels of Excellence and the Living Learning Leading Framework.

As Term 1 commenced, a key priority emanating from the Commission's Strategy was realised with approximately 4000 Year 7 students successfully transitioning into secondary settings in Catholic schools. Seven secondary schools added Year 7, resulting in Year 7 enrolment growth of just under 10%. A total of 36 primary schools transitioned Year 7s from their schools becoming R-6. Cabra Dominican College and Sacred Heart College transitioned Year 6s from their schools becoming 7-12 colleges. In May, SACCS ratified that the exemption currently in place for regional schools will be removed so that, in line with the Department for Education schools, Year 7s in all CESA schools will be educated in a secondary setting from 2022.

Following the successful amalgamation of Marymount College and Sacred Heart College in 2018, the start of the 2019 school year marked a new beginning for girls from the former Marymount College and the boys from the former Sacred Heart College Middle School Campus in a year 7-9 co-educational setting at Sacred Heart College's state of the art Champagnat Campus. The Commission appreciates the collaboration and partnership with Marist Schools Australia, the efforts of Sacred Heart College leaders; Mr Steve Byrne, Ms Shana Bennett and Ms Kate Kilpatrick, staff of the Catholic Education Office and many others who were involved to achieve the successful amalgamation and transition of staff, students and significant artefacts from Marymount College to Champagnat Campus.

With the former Marymount College site vacant, the Commission shifted its focus to achieving the intensive building schedule for McAuley Community School, A Catholic School in the Mercy Tradition and Alive Catholic Early Learning Centre ready for occupation in January 2020. Throughout the year, an extraordinary team of people, led by Independent Chair, Dr Paul Kilvert, worked tirelessly to ensure that all elements of the ambitious project, including the development of a contemporary learning framework and curriculum, came to fruition. The Commission is grateful for the dedication of staff from the Catholic Education Office and for the leadership of Ms Amanda Parslow, inaugural Principal of McAuley Community School and Mr Peter Mercer, Principal of St Teresa's School, who played an integral role supporting the project and preparing students for their transition to the new learning environment in 2020.

Congregational leaders and representatives of separately governed Catholic schools in South Australia travelled from across the country to join with the Commission in April to engage with one another and to be informed about matters of significance for Catholic Education South Australia. The annual meeting provides an important opportunity for continued partnership and collaboration between each of the congregations and SACCS and is highly valued by all who attend.

The South Australian Commission for Catholic Schools hosted the school board chairs at a forum on 8 May. Following the success of the inaugural School Board Chairpersons' Forum in 2018, an even larger cohort of over 60 board chairs and representatives from Catholic schools and colleges across the state participated either in person or via video conference. In 2020, the Commission looks forward to hosting board chairs again at a forum in Adelaide on 6 May and in Penola on 17 June to discuss matters of significance and to consider the key strategic priorities for Catholic Education South Australia.

An exciting opportunity for growth and to further increase the presence of Catholic Education in South Australia presented in June, when the Commission was approached by Michael Hickinbotham from the Hickinbotham Group in relation to the establishment of a R-12 school at Liberty

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Estate in Two Wells. The Hickinbotham Group had initially worked with Lutheran Education South Australia (LESA) for several years on the development, however SACCS was approached when LESA was not able to proceed with this project.

The Commission accepted a generous gift of 12.46 hectares of land from the Hickinbotham Group to proceed with the project. Following a thorough process of due diligence, creating a second campus of Xavier College proved to be the most viable option especially considering Xavier College's outstanding reputation within the local community. At the completion of Stage One, the College will cater for Reception to Year 6 students, followed by the introduction of secondary year levels commencing with Year 7 in 2022, Year 8 in 2023 and subsequent year levels thereafter to complete the R-12 provision.

By year's end, formalisation of the project was agreed between Hickinbotham, Adelaide Plains Council, Catholic Church Endowment Society and other stakeholders ready for site works to commence early in 2020 in order to meet the challenging target of a January 2021 opening.

In addition to the abovementioned highlights, SACCS considered and approved a wide range of financial allocations, strategic directions, initiatives, policies, guidelines and projects. Set down below are some examples of these aspects of the work of the Commission. Further information about these and other strategic priorities are provided in comprehensive detail throughout the Report:

- The Regional Schools Pathways Project was approved in September as a result of SACCS' request for an in-depth analysis to identify, support and strengthen the provision of Catholic education across regional SA.
- The Vision for the North of Adelaide Project was approved in October with an investment of \$14.5 million. The Vision for the North precinct will be a Special Assistance School situated in Davoren Park and will

support the Church's mission to improve educational and other life outcomes for young people and families in the Munno Para Council area.

- The East Adelaide Steering Committee was established to prepare a strategy to strengthen the provision of Catholic education in East Adelaide by improving quality outcomes for students, enrolments, retention and transition. Extensive engagement across the nine schools and colleges in the east occurred throughout the year, culminating in submissions from each school/college being presented to SACCS in November detailing how each proposes to meet the requirements and utilise funds from the Commonwealth Government's Choice and Affordability Fund. Work continued to the year's end to ensure that the initiatives proposed by the schools/colleges are in place by the start of 2020.
- A new approach to co-responsibility was developed and approved for separately governed system funded schools to reduce the contribution to co-responsibility from 6% of their total Government grants per annum to 3.5% per annum from 2021. The revision includes a safety net for each separately governed school should funding conditions become volatile from one year to the next. The Commission engaged with each of the separately governed non system funded schools during the latter part of the year to propose that they join the system for the purposes of funding from 2021. It is anticipated that, should these schools enter the system, between 2021 and 2024, their annual contribution will transition up to the proposed 3.5% by 2024.
- Advocacy continued throughout the year for the Western Technical College project to be allocated to Catholic Education South Australia. Following the Commission's proposal, which was submitted to the State Government on 12 November 2018, there were three additional phases in the Government's decision-making process during 2019. We look forward to a response from the Government about the submission early in 2020.



Chairperson's Report

A number of revised, updated and new policies were initiated, approved and disseminated by SACCS in 2019 including the following:

- Grievance Policy for International Students
- Building Respectful Relationships: Behaviour Education and Student Support Policy & Procedure
- Building Respectful Relationships: Student Suspension and Cancelling Enrolment Procedures
- Grievance Procedure for International Students
- Managing Allegations of Misconduct Guidelines
- ICT Access Management Policy
- Cloud Readiness Guidelines.

The Commission granted approval for the purchase of approximately \$8.5M of additional land and property across the sector to facilitate school expansion projects and to create provision for early learning centres where applicable. By the conclusion of 2019, diocesan schools spent approximately \$94M on capital developments and major projects.

Several separately governed colleges also completed projects throughout the year including major developments at Sacred Heart College (\$16.6M), Cabra Dominican College (\$8.7M), Christian Brothers College (\$14M) and St Michael's College (\$6.5M).

During 2019, the Commission continued to make representations to all levels of Government in our efforts to achieve fairness and equity in the level of funding provided to Catholic Education in South Australia.

Meetings were held with the Premier of South Australia Hon Steven Marshall MP, Minister for Education, Hon John Gardner MP, State Treasurer, Hon Rob Lucas MLC, Minister for Innovation and Skills, Hon David Pisoni MP and Hon Dennis Hood MLC. We appreciated the opportunities to meet with government leaders to discuss matters of significance to Catholic Education and to examine the strategies by which the government will meet its election commitments.

The Commission also made eleven formal submissions to the Government of South Australia and the Commonwealth Government seeking funding support for a range of key programs and projects.

The agenda for our meetings and submissions to government leaders focussed on the election commitments made prior to the State Election in March 2018:

- school bus access in rural and regional areas for students travelling to their nearest Catholic school
- the provision of additional recurrent and capital funding to support the transition of Year 7 students in to secondary settings
- collaborated with NCEC to negotiate additional federal funding through the Choice and Affordability Fund Scheme
- increasing capital funding for Catholic schools in South Australia from both the State and Federal Government
- the State Government to provide a minimum of 22%

recurrent funding allocation for all Catholic schools in South Australia

- financial assistance to enable Catholic Education South Australia to establish a new education and community services village for disadvantaged young people in the northern suburbs of Adelaide
- advocacy for the Government of South Australia to enter into a partnership with Catholic Education SA in the establishment of the Western Technical College.

We have achieved many key outcomes in 2019, but unfortunately, we have been disappointed that the State Government has not yet adequately addressed a number of key election promises made in March 2018.

We are hopeful that this situation will change in 2020 and that the Marshall Government will honour all its promises to provide overdue assistance to Catholic school communities across South Australia.

The nature of the partnerships and the quality of the relationships between Catholic Education, the Independent Schools Association and the Department for Education is appreciated and brings benefits for all. The collegial and productive partnerships within the Catholic Sector including the Principals Associations, School and College Boards, the Archdiocese of Adelaide, the Diocese of Port Pirie, the 14 Congregations, the Catholic Education Office and other groups are valued and enable us to fulfil the mission of our Catholic Church.

On behalf of the Commission I extend our sincere appreciation to everyone involved in Catholic Education because by working so well together we are able to achieve first rate outcomes for the children and young people in our schools and centres, the staff and our diverse communities across South Australia.



Professor Denis W Ralph
Chairperson
South Australian Commission for Catholic Schools



Executive Officer's Report

**Doctor Neil McGoran, Executive Officer
South Australian Commission for Catholic Schools**

2019 started with a once in a lifetime event! For the first time in memory, all staff from every Catholic school in South Australia joined with parish priests, parish leaders, and staff from the Catholic Education Offices for the Live, Learn Lead Together event in January. The atmosphere in the Adelaide Entertainment Centre was electric with anticipation for the day ahead. The 5,000 attending were mesmerised and entertained by the beautiful, haunting and powerful performances in music and dance. We shared in several presentations that challenged us and our thinking in the work we undertake in Catholic schools, including an exploration of Catholic Education of South Australia's Strategy for Leading Catholic Education to New Levels of Excellence and the Living Learning Leading Framework. We left the day with a united and renewed sense of the importance of the work we do with the children and young people entrusted to our care. We felt part of a bigger system, much bigger than our individual schools. Additionally, we felt that, as a system, we can join together and make a real difference.

Once the year was underway, 2019 saw considerable focus on the second year of the **CESA Strategy: Corporate Plan 2018 – 2020** and the five Strategic Priorities that sit within it:

- Strategic Priority 1.0: Enhancing Catholic Identity
- Strategic Priority 2.0: Improving Student Learning and Wellbeing
- Strategic Priority 3.0: Strengthening the Provision of Catholic education B-12+
- Strategic Priority 4.0: Optimise the use of Resources;
- Strategic Priority 5.0: Grow the reputation of Catholic education in South Australia.

I commend and thank the senior leadership and the staff of the Catholic Education Office for their part in progressing significant work on the many projects that fall under the Corporate Plan and the Strategy. Their tireless energy and unwavering commitment to progress the work as directed by the Commission is gratefully acknowledged.

2019 saw us witness several highlights:

- The majority of the Year 7s transitioned to a secondary setting with the remainder, mainly regional schools, planning to transition in 2022.
- Sacred Heart College opened the doors of its Champagnat Campus for the first time as a co-educational middle year facility following its amalgamation with Marymount College.
- Construction work was undertaken at the Hove site of the new McAuley Community School in preparation for the school's anticipated opening in 2020.
- The first Alive Catholic Early Learning Centre opened at Parafield Gardens. The Centre is co-located at the Holy Family Catholic School site. The Centre caters for children from six months to five years of age and is focussed on learning outcomes and engagement.
- Construction work was progressed on the second Alive Catholic Early Learning Centre which will be co-located with the new McAuley Community School at Hove. This Centre is scheduled to open in 2020.
- The proposal to open a Special Assistance School in the north of Adelaide to honour our core value of inclusivity for those at the edges was approved by SACCS. The *Vision for the North* will enable Catholic Education to connect with young people currently disengaged from education and provide them with the tools to become confident learners with a place in society.

Executive Officer's Report

- An unexpected opportunity arose for Catholic Education SA when the Hickinbotham Group approached the Commission with a proposal for us to establish an R-12 school as part of their Liberty Estate in Two Wells. The Commission decided to proceed with the new school development, which will be a campus of Xavier College, Gawler. Significant work has been accomplished, so as to enable the building work to commence in 2020.
- The Commission approved the Regional Schools Pathways Project. This significant project will seek to provide educational pathways for Catholic education throughout regional South Australia.
- A submission was put to the state government to build the proposed Western Technical College. The selection process is continuing and we hope to hear the outcomes of the selection group in 2020.

This is just a snapshot of the many and varied achievements throughout the year and, rather than repeat what others have reported, I encourage you to read through this Annual Report where you will observe the depth and variety of the work underway or already completed through SACCS, Catholic Education SA and our individual schools and centres.

Education in Australia is constantly changing and facing new and difficult pressures. We continue to be in dialogue with both the state and federal governments about issues that involve education generally, but also to support Catholic education and the work it undertakes. Catholic schools in Australia have grown to become the nation's largest provider of education outside government. In South Australia we have 101 schools that serve over 45,000 students and their families. Every child that attends a school in Catholic Education SA provides a significant saving to the state government and the South Australian economy. We will therefore continue to meet with the Premier, and state and federal ministers, to provide advocacy on behalf of all of the students in our care and their families, to ensure that a Catholic education remains a viable choice for all.

The Commission continues to invest in the formation of the Chairs of our School Boards. The second School Board Chairpersons' Forum was held this year; again with great success. It is important that we work with our Chairs so that, through a shared understanding of the work of Catholic Education, each can be better positioned to strongly and confidently respond to the needs of their local school community, along with those of the system.

The Commission continues to maintain bonds with the Governors and Trustees who have schools located in South Australia. The Commission is also regularly involved in dialogue and consultation with these separate governing organisations as issues emerge that impact their schools.

I acknowledge and thank the Commissioners that serve on SACCS for the gift of their wisdom and time. They generously give of themselves to ensure that the Commission can undertake the rigorous examination of proposed policies and procedures, building and planning projects and processes, financial models and budgets, along with any other matters that are relative to the governance of our schools.

I would like to also acknowledge Ms Rebekah Lyons, Executive Secretary to SACCS, who continues to provide outstanding support to the Commission. Rebekah is constantly reviewing and improving the practices relating to the work of the Commission, to ensure they are efficient and contemporary and operate in a seamless matter. She supports the Commission in all of its initiatives from the ground up to ensure all of the work of the Commission is appropriately catered for in terms of documentation, technology, organisation and follow-up. My sincere thanks to Rebekah for this important work.

Of course, all of this work is led by the Chair of the Commission, Professor Denis Ralph, to whom we offer our most grateful thanks. Denis has a long history in education and is therefore able to use this knowledge to provide a clear direction for the Commission. Denis ensures the Commission operates in a highly professional and ethical manner. He always briefs commissioners on matters affecting our schools and seeks their discernment and response. His great wisdom has been an asset to our work and it has seen the lifting of standards across the system. Denis gives of himself selflessly to Catholic education in South Australia and continues to do all that he can to raise its profile and make appropriate connections to support us in our work.

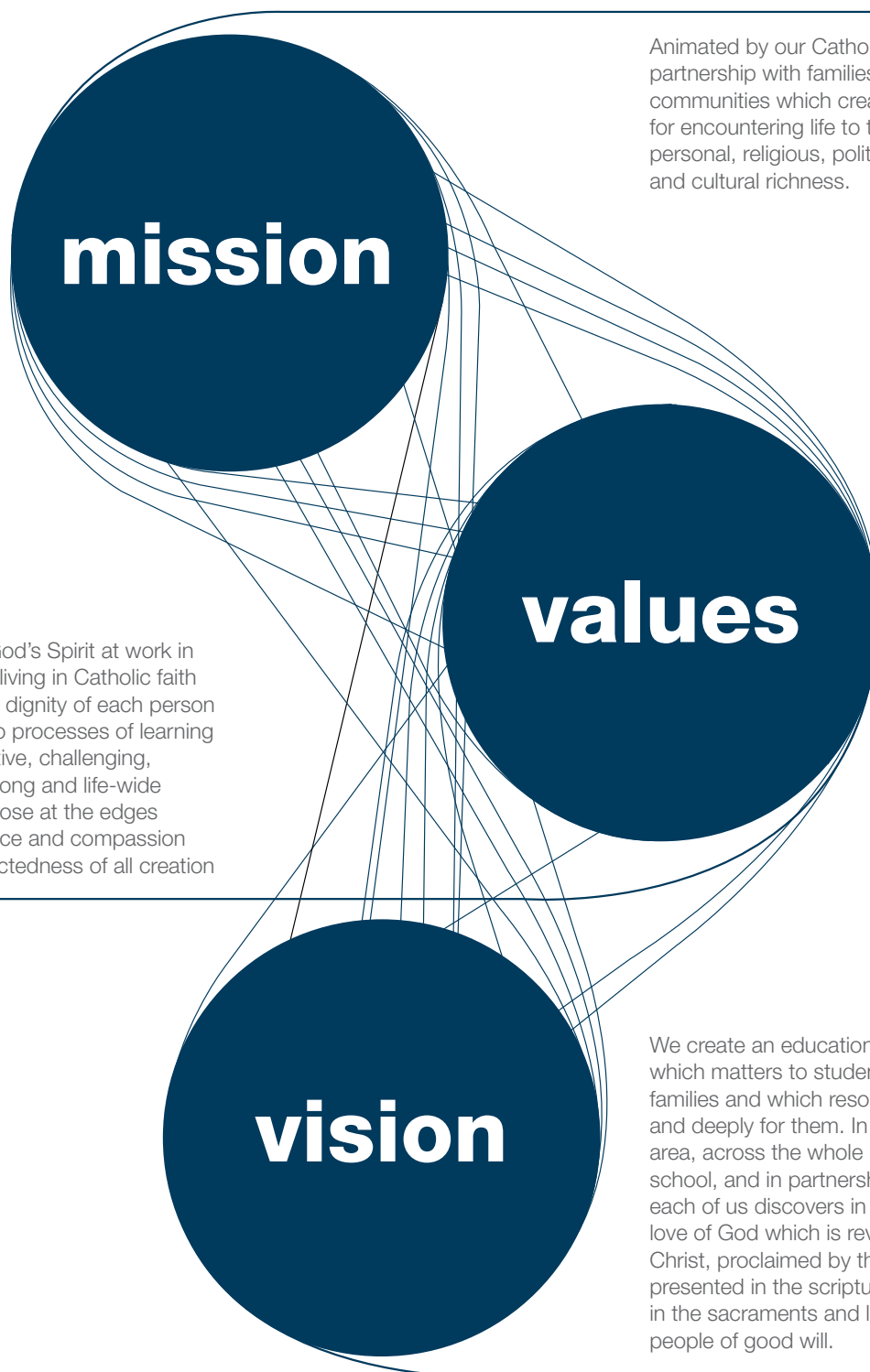
We have undertaken an organisational review of the Catholic Education Office during 2019. Some of the recommendations from this review were enacted towards the end of this year. However, next year more significant changes to the teams and structures in the Office will take place, ensuring that most efficient and effective support is provided to our schools and the work of the Commission.

As always, next year will bring with it a new set of challenges for the Commission and for Catholic Education SA. We will continue to meet these challenges and to keep the strategic priorities moving forward. Our final goal is to make the young people in our schools, **“thriving people, capable learners, leaders for the world God desires”**.



Dr Neil McGoran
Executive Officer
Catholic Education South Australia

CESA Mission, Values and Vision



Animated by our Catholic faith and in partnership with families, our schools are communities which create opportunities for encountering life to the full – in all its personal, religious, political, ecological and cultural richness.

We value:

- openness to God's Spirit at work in our midst and living in Catholic faith
- respect for the dignity of each person
- commitment to processes of learning that are formative, challenging, engaging, life-long and life-wide
- inclusivity of those at the edges
- sensitivity, justice and compassion
- the interconnectedness of all creation

We create an educational environment which matters to students and their families and which resonates culturally and deeply for them. In each learning area, across the whole life of the school, and in partnership with families, each of us discovers in the Spirit, the love of God which is revealed in Jesus Christ, proclaimed by the Church, presented in the scriptures, celebrated in the sacraments and lived by all people of good will.



Statutes

Preamble

At the heart of Christian faith is the God revealed to us by Jesus. This is the Trinitarian God—a God of dynamic love, a God who is to be understood as Persons-In-Mutual-Love. This theology shapes our self-understanding as Church. It needs to shape our vision of ourselves as Church here in South Australia.

Our mission as Church is to witness and also to embody the divine relations of mutual love which are at the heart of the universe. The Church is a communion existing from the Trinitarian communion. In the Eucharist, the Christian community anticipates and tastes a communion not just of human beings but of all God's creatures in God, and knows it is itself called to the practice of inclusive love.

The Constitution on the Church of the Second Vatican Council has taught us that the Church is the people of God, a people made up of all the baptised, in which every person is called to mission and to holiness on the basis of their baptism. It also tells us that the Church is the 'universal sacrament of salvation' for our world. This means that the Christian community is called to be both a sign of God's saving love in the world and also an agent of this love. As Jesus himself witnessed to God's compassion by his words and deeds, so the Church is called to be a sign and agent of this compassion for the world.

The Pastoral Constitution on the Church in the Modern World calls us to solidarity with the whole human family, to stand for the dignity of every human person and to work for justice and peace in our global community. It teaches us to give priority to the poor of the earth. It calls us to engage with our culture, to learn from it and to contribute to it.

The Church's contribution to education and specifically to Catholic schools springs from its mission in the world. The Church has something of the utmost importance to say to the world. It points to the God of Jesus Christ as the centre and meaning of the universe. This message challenges all individualistic concepts of the human. It situates the person as always inter-related with other persons, as always existing from and in the Trinitarian communion.

Catholic schools are obviously faithful to this theology of Church when they work with parents to initiate children and young people into the way of the gospel and the Christian tradition, and to lead them to the following of Jesus as active participants in the eucharistic community. Catholic schools are a unique environment for this task of evangelisation. Through every dimension of school life, students are invited to integrate culture and faith: every aspect of human knowledge and wisdom is understood in the light of the gospel. The religious education curriculum is integral to the task of moral religious formation, yet the task extends beyond this to embrace: the other areas of the curriculum, the formation of teachers, relationships within the school and every other aspect of school life.

Catholic schools are also faithful to the Church's mission in the world when they fulfil other functions, such as promoting the educational good of the wider community, offering resources to those who are poor and powerless, assisting families who have recently migrated; building an authentic sense of community in diversity; promoting a sense of global solidarity; educating young people in ecological understanding and commitment. In these and other ways, SACCS seeks to develop a deeper engagement between Catholic schools and the wider community as a dimension of its participation in the Church's mission.

Statutes

1. Authority

In accordance with Canons 116 and 118 of the Code of Canon Law, the South Australian Commission for Catholic Schools (hereinafter referred to as SACCS) is a collegial public juridical person established by the Archbishop of Adelaide.

2. Rights and Obligations

In accordance with Canon 113#2 the rights and obligations of SACCS are to:

- (a) lead strategic thinking and practice aimed at leading students, staff and principals who are in the care of CESA into a fuller understanding and personal expression of Catholic faith. This work will take place in the context of the distinctiveness of Catholic education and the contemporary cultural context discussed in the *Looking to the Future* report (2007).
- (b) make and review policy in those matters relating to Catholic schools which require coordination and rationalisation throughout the State of South Australia
- (c) be concerned with education in all Catholic schools and with matters relating to the participation of parents in the education of their children in Catholic schools
- (d) appropriately consult with the Catholic education community
- (e) assess changing needs of, and opportunities for, Catholic education throughout South Australia
- (f) maintain a close working relationship with the Congregational Leaders of Religious Institutes involved in Catholic schools in South Australia, with the National Catholic Education Commission, with Federal and State Ministers of Education and with such other national and state bodies involved in education as SACCS deems appropriate
- (g) maintain a close working relationship with those other bodies and persons involved in or associated with education whether Catholic or otherwise and whether for children or adults or both
- (h) act as an authority pursuant to the *States Grants (Schools Assistance) Act* 1981 of the Commonwealth of Australia or any Act passed in substitution thereof, to receive applications for Capital Grants from schools which it is authorised to represent, to assess such applications, to provide to the Commonwealth and State Governments details of capital projects in Catholic schools recommended by the Commission and relevant documentation, to receive monies from the Commonwealth and State Governments, to pay such monies to the schools to which they relate, to provide such encumbrances or securities in respect of those monies as may be required by the Commonwealth Government and be deemed necessary to protect the interest of the Commonwealth Government and to ensure that the terms and conditions of such grant monies are complied with from time to time
 - (i) purchase, lease, hire or acquire any real personal property that may be deemed necessary, expedient or convenient for carrying into effect any of the rights or obligations of SACCS
 - (j) purchase, sell, supply and deal in real and personal property necessary to fulfil its rights or obligations
 - (k) borrow and raise money in such manner upon such terms and from such sources as it shall deem fit
 - (l) accept any gift whether subject to a special trust or not, for any one or more of the rights or obligations of SACCS
 - (m) accept any donation for any one or more of the rights or obligations of SACCS
 - (n) construct, maintain and alter buildings or works necessary or convenient for any of the rights or obligations of SACCS
 - (o) print and publish any such newspapers, periodicals, books, leaflets or other documents as it shall deem fit for the promotion of the rights and obligations of SACCS
 - (p) publish a manual outlining the operation of SACCS and its committees
 - (q) invest any monies of SACCS not immediately required in such matter as the Commission may from time to time determine, subject to the provisions of the *Trustee Act 1936* of the State of South Australia
 - (r) hold or administer any property on trust
 - (s) employ, and at its discretion, pay officers, agents and servants and dismiss or suspend the same.

3. Membership

In accordance with Canon 118 the natural persons (hereinafter called 'the Commissioners') who represent and act in the name of SACCS are:

- (a) the Archbishop of Adelaide
- (b) the Bishop of Port Pirie
- (c) the two (2) persons appointed by the Congregational Leaders—in a manner determined by them—of Religious Institutes conducting Catholic schools in South Australia
- (d) the Director of Catholic Education for the Archdiocese of Adelaide, who is also the Director of Catholic Education for South Australia
- (e) the Director of Catholic Education for the Diocese of Port Pirie
- (f) no fewer than six (6) and no more than eight (8) other Commissioners appointed jointly by the Archbishop of Adelaide, the Bishop of Port Pirie and the two persons appointed by the Congregational Leaders. In appointing these Commissioners consideration will be given to personal experience, expertise and skills relevant to the needs of SACCS and the governance of Catholic education in South Australia.

- (g) a Chair appointed jointly by the Archbishop of Adelaide, the Bishop of Port Pirie and the two persons appointed by the Congregational Leaders, to work closely with them and to meet with them as required.

4. Officers and Commissioners

- (a) Chairperson—the Chair of SACCS, together with the Archbishop of Adelaide, the Bishop of Port Pirie and the two persons appointed by the Congregational Leaders are responsible jointly for the induction and formation of the Commissioners. The aim of such induction and formation is to promote and develop the vision and ethos of Catholic education.
- (b) A Deputy Chair of SACCS will be appointed jointly from among the Commissioners by the Archbishop of Adelaide, the Bishop of Port Pirie and the two persons appointed by the Congregational Leaders.
- (c) Any Commissioner who does not complete his/her term of office is to be replaced by a person appointed by the Archbishop of Adelaide, the Bishop of Port Pirie and the two persons appointed by the Congregational Leaders. This appointment shall be for three years.
- (d) Two proxy Commissioners shall be appointed. They will be inducted into SACCS, receive the papers of SACCS and could be called on to attend the meetings should an apology be received beforehand from among the Commissioners appointed in accordance with 3 (f).
- (e) The normal term of office of Commissioners and proxy Commissioners appointed in accordance with 3(f), 3(g) and 4(d) shall be three years, renewable for three years but not for a further term without a break of at least three years.
- (f) Each Commissioner has a vote of equal value.
- (g) A quorum for a meeting of SACCS is nine Commissioners.

5. Standing Committees

SACCS shall establish a Standing Committee structure, including the areas of Faith Studies, Human Resources, Education, Finance and Planning, in order to receive appropriate and accurate advice from the community about matters and decisions pertaining to the work of the Commission.

Membership of each Standing Committee shall include a Commissioner, to provide a link between the Committee and the Commission.

The Executive Officer of each Standing Committee shall be an employee of the Catholic Education Office.

Standing Committees shall have terms of reference and working guidelines prescribed by SACCS.

6. Place Of Business

The Office of SACCS is located in that place determined by the Archbishop of Adelaide.

7. Ownership

The stewardship and administration of the temporal goods of SACCS is to be carried out in accordance with the provisions of the Code of Canon Law.

8. Assets

In the event of the suppression of SACCS in accordance with Canon 120#1, any surplus assets are to be distributed to the Catholic Church Endowment Society Incorporated and the Catholic Diocese of Port Pirie Incorporated and any other public juridical persons in such manner as may be determined by the Commissioners. Such assets are to be used solely for Catholic schools.

9. Amendments

Any amendment to these Statutes requires a two-thirds majority vote of the Commissioners and the approval of the Archbishop of Adelaide, the Bishop of Port Pirie and the two persons appointed by the Congregational Leaders.

10. Rights

The rights in Canon Law of the Diocesan Bishops and Congregational Leaders, except insofar as provided herein, are in no way affected by these Statutes.

11. Interpretation

The right to authentically interpret these Statutes belongs to the Archbishop of Adelaide, the Bishop of Port Pirie and the two persons appointed by the Congregational Leaders.

These Statutes as amended and approved in accordance with Article 17 of the original Statutes of the South Australian Commission for Catholic Schools, are effective from June 16, 1998.



Membership 2019

SACCS Members

Bishop Greg O'Kelly SJ AM DD
 Br Chris Gorringe FSC
 Dr Neil McGoran
 Mr David Meziniec
 Mr John Neate
 Mr Mark Michael
 Mr Steve Byrne
 Ms Georgia Dennis
 Ms Key Neill - *concluded November 2019*
 Ms Nichii Mardon
 Professor Denis W. Ralph
 Rev Dr Philip Marshall
 - *commenced February 2019*
 Rev Leon Quinn (Proxy Member)
 Sr Brigette Sipa RSJ
 - *commenced February 2019*
 Sr Josephine Huppatz RSJ (Proxy Member)

People & Culture Standing Committee

John Neate (Chairperson)
 Michael Kenny (Executive Officer)
 Greg Hay
 Helen Bates
 Madeleine Kitschke
 Paul Murphy
 Rosette de los Reyes
 Sue Dixon

Education Standing Committee

Georgia Dennis (Chairperson)
 Monica Conway (Executive Officer)
 Bruno Vieceli (Executive Officer)
 Michelle Battersby (Secretary)
 Bill Pecker
 Corey Tavella
 Dan Cowan
 Dr Sandra Hewson
 Leanne Carr
 Sean Hill

Catholic Identity & Leadership Standing Committee

Bernadette Kiley (Chair)
- *concluded February 2019*
Nichii Mardon (Chair)
- *from March 2019*
Susan Young (Executive Officer)
Bruno Vieceli (Executive Officer)
Enrico Caprioli
Grace Vassallo-Wakefield
- *concluded March 2019*
Helen McKeough
Jill Gallio - *concluded June 2019*
Josette Charles - *concluded February 2019*
Lee Abela
Michael Trainor
Michael Vial
Paddy McEvoy
Pauline Crocker
Phil Holmes
Stuart Baker
Uby Faddoul

Finance & Audit Advisory Committee

Mr Matthew Fox (Independent Chair)
Mr Paul Roocke (Executive Officer)
Dr Neil McGoran
Mr Andrew Neville
Ms Leanne Lawler
Ms Lil Mader
Professor Denis Ralph

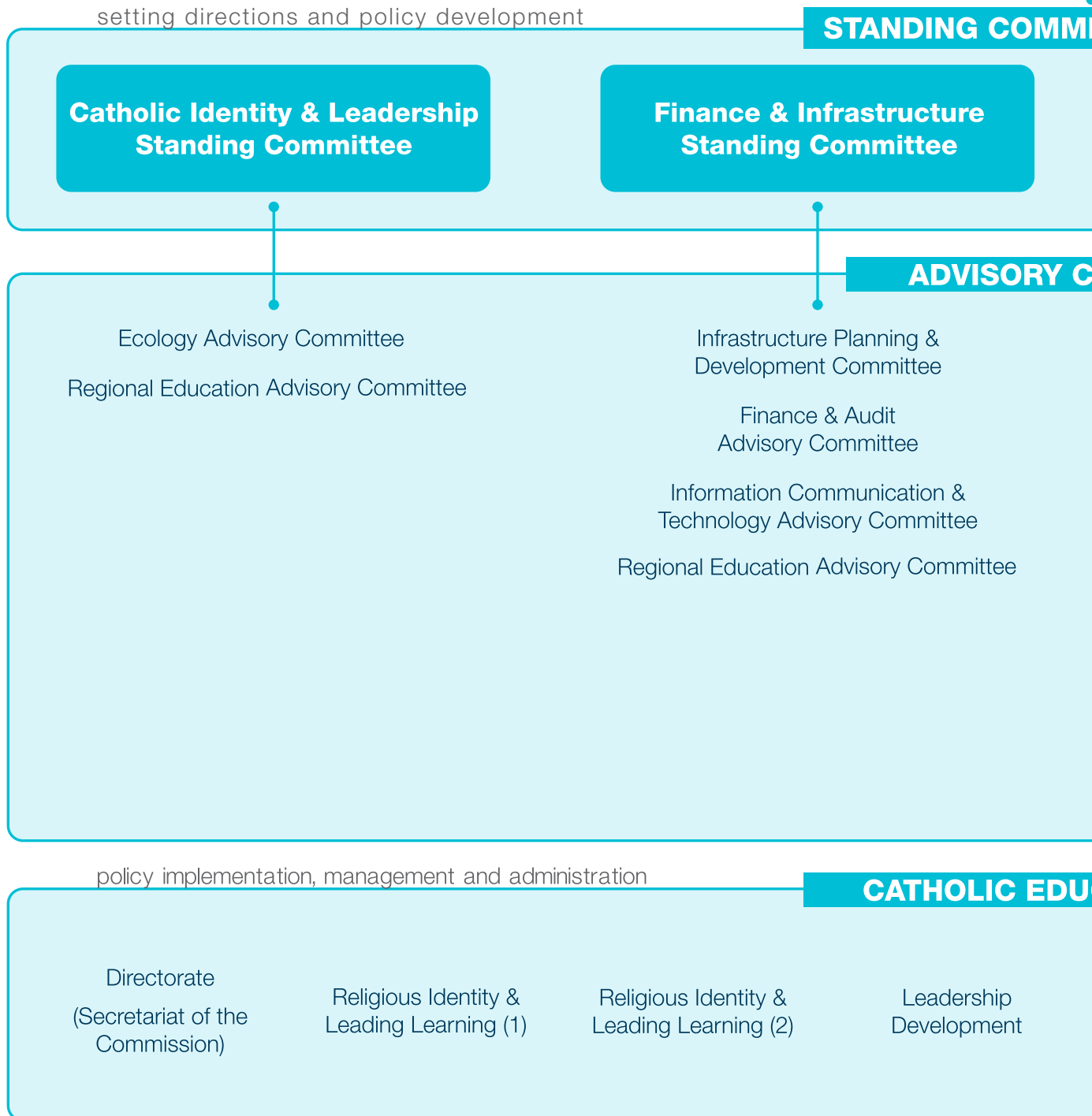
Finance & Infrastructure Standing Committee

Mr Steve Byrne (Chair)
Mr Paul Roocke (Executive Officer)
Mr Dominic LoBasso
Mr John Konopka
Mr Peter Daw
Mr Peter Shearer
Ms Belinda Bennett
Ms Liz Polljonker

Infrastructure Planning and Development Committee

Aldo Floreani (Chair)
Peter Bleckly (Executive Officer)
Catherine Gurr (appointed June 2019)
Damien Judd (retired)
Gavin McGlaughlin
Joe De Tullio (retired)
Julie Parsons (retired)
Karen Thomas (appointed August 2019)
Karl Barber
Martin Hayes (appointed June 2019)
Paul Belton
Ray Higgins

South Australian Commission for Catholic Schools



Commission for Catholic Schools

COMMITTEES OF SACCS

setting directions and policy development

**Education
Standing Committee**

**People & Culture
Standing Committee**

COMMITTEES

Inclusion & Learning
Advisory Committee

Education Sector Forum

Aboriginal and Torres Strait Islander
Education Advisory Committee

Regional Education
Advisory Committee

Early Childhood Education & Care Advisory
Committee

Work, Health & Safety
Committee

Enterprise & Vocational Education
Advisory Committee

Catholic Schools Music
Festival Committee

Regional Education Advisory Committee

Boarding Schools Advisory Committee

OPERATIONAL TEAMS

policy implementation, management and administration

People
and
Culture

Finance

Planning
and Development

Information and
Communications
Technology

* Structural and functional changes identified as part of the Catholic Education Offices restructure were initiated in 2019 for implementation at the commencement of 2020. As at 14 October 2019, however, two new sections were established; *Governance and Quality Assurance* and *Stakeholder Relations*.



Catholic Identity and Leadership Standing Committee

The following report illustrates the fullness and variety of the work in the religious and leadership domains in 2019. Through the development and formation of religious leaders within CESA school communities and the work undertaken to support the implementation of religious education as a fundamental part of the curriculum in our schools, the work of the Catholic Identity and Leadership Section and the Leadership Development Team played essential roles in sustaining the mission of Catholic Education in South Australia.

Religious Education

The Religious Education (RE) Team had a successful year during 2019. Below is an overview of the various facets of the team's work as it endeavoured to fulfil its mission statement:

'Inspired by the Christian Tradition and focusing on the integration of faith, life and culture, the Religious Education Team educates, forms and resources those involved in the educational mission to children and young people in the Catholic dioceses of South Australia'.

Religious Education Curriculum and Learning: Crossways Redesign

The redesign of *Crossways*, the Religious Education curriculum for South Australian Catholic schools, which commenced in late 2016, has continued to be a key priority for the Religious Education Team in 2019. The *Crossways Redesign* project in 2019 involved consolidating the content writing with a focus on the senior years, continuing the theological review process with the Australian Catholic University's Faculty of Philosophy and Theology, refining the Scriptural Text Scope and Sequence, exploring how the new curriculum can be utilised within SACE, and trialling the *Crossways Implementation Program* in two regional networks.

Engagement with drafts of the redesigned curriculum occurred with various stakeholders across CESA, including Assistant Principals Religious Identity and Mission (APRIMs) and Religious Education Coordinators (RECs) through the CESA Religious Leaders Day and their associations, and principal consultants.

Catholic Identity and Leadership Standing Committee

Further exploration of a digital platform for Crossways took place in collaboration with the CEO's ICT Team, which proposed SEQTA as having the potential to house the curriculum in a way which will enable teachers to design RE learning online.

The Crossways Redesign Trial which was established in mid-2017 concluded in early 2019 with four secondary schools giving feedback and completing documentation for RE team discussion. The feedback was collated and discussed, and refinement of the curriculum ensued. The aim of the trial was to engage school communities in the redesign of the Crossways Religious Education curriculum by developing leadership and mentoring capacities of APRIM's, professionally developing teacher capabilities in quality teaching and learning in RE and gathering feedback about the elements of the redesigned Religious Education curriculum.

A priority for the RE team over the past two years has been to build the capabilities of APRIMs/ RECs and school leaders to lead the implementation of the redesigned Crossways curriculum in their school communities. In 2019 the regionally-based Networked Implementation Program was designed to support this objective and enable school leaders and teachers to deepen their understanding of the new Crossways curriculum and its potential to enhance the Catholic identity of school communities and transform the lives of students through high quality teaching and learning. The program comprised three phases: a full day workshop with principals, APRIMs/RECs and key RE teachers during which the purpose Statement of RE, draft curriculum documents, a learning design process, and example RE units were explored; a school-based implementation process with network and consultant support and a network review meeting to spearhead continuing implementation. The program was successfully trialled with the Port Pirie network and Catholic North West Community Cluster network. The Implementation Program will continue in 2020 with remaining schools within six networks.

Enhancing Catholic School Identity

The RE Team continued its key role in the CEO's support for CESA strategic planning in Catholic identity and mission. The CESA *Strategy Corporate Plan 2019-2021* named 'Enhance Catholic Identity' as the first Strategic Priority, which in turn had as its first deliverable that "Every school leadership team has expressed its shared religious leadership with a comprehensive, documented Enhancing Catholic Identity (ECI) Plan, informed by evidence, based on theological reflection, and aligned with system priorities". This shaped the work of the RE team with various 'Enhancing Catholic School Identity' initiatives.

An Enhancing Catholic Identity Strategic Implementation Group (SIG) continued to coordinate the strategic planning concerning deliverables with direct and indirect oversight. The RE Team provided both the executive officer support and project support for most of the initiatives in liaison with the Leadership Development Section.

There were several major Enhancing Catholic School initiatives that were supported in 2019:

- Ten schools undertook the Enhancing Catholic School Identity (ECSI) Research with a combination of quantitative and qualitative surveys.
- CESA hosted an Enhancing Catholic Identity Colloquium and other engagement opportunities for school and church leaders over three days in August with keynote presenters Prof. Didier Pollefeyt and Dr Jan Bouwens from the Catholic University of Leuven. These professional learning events focussed on strategic shifts to enhance Catholic identity of schools, the practical implications of schools seeking to be 'Catholic dialogue schools' and the parish-school partnership. The high attendance was indicative of the interest across CESA, the Port Pirie Diocese and Adelaide Archdiocese.
- CESA sponsored a successful two-week Study Intensive at Leuven Catholic University in September with 19 participants from CESA and interstate. The Study Intensive focussed on Catholic theology and educational research as the basis for strengthening the Catholic identity and mission of schools.
- The RE Team developed an Enhance Catholic Identity school strategic planning tool to assist school leadership teams in their discernment and goal setting in the Catholic Identity domain.
- The RE Team supported the analysis and sharing of results from the 2018 trial of the ECSI *Searching for Parish Engagement Scale* (SPES) that was undertaken in Emmaus Parish and its three schools. Melbourne priest Fr Brendan Reed, who developed SPES, assisted this work in the Emmaus Parish.
- CESA continued its engagement in the Australian ECSI Professional Learning Consortium, which is a partnership between several Catholic education entities and Leuven Catholic University. The Consortium was established in 2017 to develop resources to aid the professional learning of staff in Catholic education regarding enhancing Catholic identity in schools.

Key Capabilities

This year the Religious Education team worked collaboratively with the Key Capabilities Writing group. The Writing group consisted of three consultants across the Catholic Education Office, one of which was a Religious Education consultant. The task of this group was to write a set of continua for the seven Key Capabilities from the CESA *Living Learning Leading Framework* for all students to use. The continua would express a Catholic identity across the seven and would include interwoven themes such as inclusivity, dialogue, discipleship, justice, love and community. The Religious Education team assisted the writing group, particularly the 'Moral, Compassionate, Ecologically Aware' continua and the 'Spiritually Aware, Inspired by Faith' continua. The new Crossways Curriculum, especially its *Wisdom* skills and disposition strand, and Made in the Image of God Program were utilised as foundational documents. This work was focussed on ensuring that all children and young people

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could use the resource to plan for, reflect on and develop their spiritual and religious identity whilst ensuring that the Catholic Faith held a privileged position. The full set of capabilities are being implemented in Catholic Education schools in 2020.

Religious Literacy Assessment Tool (ReLAT)

The Religious Literacy Assessment Tool (ReLAT) was successfully conducted for a sixth year in all Catholic schools with Year 4 students. ReLAT focusses on assessing basic religious knowledge attained by students in particular areas of the RE curriculum, specifically within Standard 2 (Years 3 and 4) of Crossways: Religious Education Framework for South Australian Catholic Schools. The content covered came from five Crossways Key Ideas:

- KI 1 God & Revelation
- KI 4 Church & Community
- KI 8 Social Justice & Ethical Issues
- KI 10 Sacraments & Sacramentality
- KI 11 The Liturgical Year of the Church

Schools could download a variety of reports (school and class reports and the multi-variate report) from the online site including the individual student reports for parents and caregivers. Data analysis sessions were offered to schools to assist with analysis of their 2019 data with the tools that the ReLAT platform provides.

Assistant Principals Religious Identity and Mission

Nine substantive Assistant Principal Religious Identity and Mission (APRIM) positions were advertised and filled during 2019. In eight of these schools the APRIM vacancy occurred through the APRIM moving to another APRIM or leadership position and one due to the APRIM retiring. Three additional substantive vacancies will be filled in 2020 as they occurred late in 2019.

The APRIM Policy and Guidelines Committee continued its work on behalf of Catholic Identity and Leadership Standing Committee. The brief for this committee includes developing a draft of APRIM working conditions and reviewing the 2009 APRIM Policy and any associated procedures and guidelines. Consultation on the newly developed policy and the procedures documents occurred in early 2019. The APRIM Policy and Guidelines Committee responded to this consultation and anticipates their work will be completed in 2020 with the policy and procedures finalised and approved.

Religious Leadership Development

The APRIMs and Religious Education Coordinators (RECs) appointed to both substantive and temporary positions for the 2019 year were supported both formally and

informally by the Leadership Development Services and RE Teams. The RE Team provided all new APRIMs with direct support and companioning. A successful development was the introduction of peer support meetings held twice a term which gave some time to reflect on the APRIMs' developing leadership and exploring documents or issues pertinent to the APRIM role. This complemented the Leadership Induction program provided by the Leadership Development section for those in roles of six months or more. The 2019 CESA Religious Leaders' Day focused on the Crossways Redesign and Made in the Image of God (MITIOG) consolidation projects.

The RE Team also provided support to the Leadership Induction program and the Aspiring Leaders program, running sessions on the collaborative nature of religious leadership in CESA schools and the importance of staff formation in Catholic identity.

The APRIM Renewal and Enrichment Program was well utilised with some APRIMs receiving their second grant as they were in their second five-year tenure as APRIM. Each applicant is eligible for funding of up to \$5000. Eight substantive APRIMs received grants totalling \$26,752. A number of the APRIMs utilised the funds to attend residential ACU courses and the Leuven University study tour. The APRIMs supplied reports highlighting the value of their experiences on both a personal and professional level.

The Religious Leadership Formation Program provides opportunities for emerging religious leaders and existing designated religious leaders (other than APRIMs, Deputy Principals and Principals) to access experiences that deepen and focus a particular aspect of the religious dimension of the Catholic school, to have increased access to national and international perspectives with regard to the religious identity and mission of Catholic schools and to encourage greater numbers of teachers to explore religious leadership. Each applicant is eligible for funding of up to \$2000. In 2019 this fund had 11 successful applicants with grants totalling \$20,180. Many of these applicants attended the BBI (The Australian Institute of Theological Education) RE Symposium in Sydney.

Another ongoing key area of supporting religious leadership formation was the RE team's active collaboration with and support for the two religious leadership associations, the Primary Religious Identity and Mission Association (PRIMA) and the Secondary Professional Religious Education Leaders Association (SRELA). These working relationships were very productive and mutually beneficial with members of both organisations assisting the RE Team with planning for CESA Religious Leaders' Days and consultation with the RE team's strategic plan. Members of both Association's Executives represent APRIMs and religious leaders on a number of working parties and committees that guide the work of the RE team.

The Primary Religious Identity and Mission Association provided professional learning and formation forums for APRIMs, RECs and RE teachers. Its formation days included a joint day with SRELA in March with Dr Peter

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Mudge focusing on wisdom in the Catholic tradition, a day on hospitality with a biblical perspective provided by Fr Michael Trainor, some practical ideas on hospitality in the Church provided by Jane Angha from Minnesota, via Zoom. The final formation day focused on the Redesigned Crossways Moral Life strand with theological input from Fr Brendan Connell CP and curriculum knowledge from Alison Gore.

The Secondary Religious Education Leaders Association provided networking, collaboration and professional learning opportunities for APRIMs, RECs and identified emerging leaders. In particular, a professional learning day was facilitated by Peter Mudge on Cultivating Wisdom and Contemplation and a reflection experience on *Joy of the Gospel* with Sr Mary Cresp RSJ.

Catholic Identity Consultant - Diocese of Port Pirie

The Catholic Identity consultant's role supported those in Religious Education leadership in schools within the Diocese of Port Pirie in collaboration and partnership with the broader RE team. A specific focus in 2019 was the implementation trial of the redesigned Crossways. This involved, in follow-up to the initial Phase One Implementation Day held in Adelaide in term two, cluster meetings and regular visits and contact with each of the thirteen diocesan schools and their leaders of the Religious Education curriculum throughout the remainder of the year. The feedback gained from participants in the trial was used to inform the continuing Crossways Redesign Implementation Program in the latter part of 2019.

There was support provided to religious leaders for their work with school staff in supporting schools with staff spiritual and religious formation around the 2019 Diocesan theme of *Peace be with You*.

During September two representatives from the Diocese of Port Pirie, the Catholic Identity Consultant and a Diocesan school leader, attended the CESA ECSI Leuven Intensive course at KU Leuven. This course deepened the participants theological understanding of Catholic identity and these understandings were shared and it is envisaged will continue to be shared, with school communities so as to build the capability of school leadership to discern and strengthen Catholic identity in each school community. The learning from the course was used to formulate potential diocesan priorities in the Catholic Identity domain for the following year.

Professional learning and networking opportunities continued to be provided using video conferencing facilities. In 2019 a trial of early career teachers short introductory workshops was held using video conferencing around the themes of Prayer, Scripture and Mass/Liturgy.

Graduate Certificate in Catholic Education

There were 202 enrolments in 2019 across the UniSA Graduate Certificate in Education (Catholic Education). The four courses (Christian Scriptures, Theology, Curriculum Design and Teaching Methodologies) were provided in 11 classes by the Religious Education team and University of South Australia personnel in intensive modes, mostly at the CEO. Teaching Methodologies classes were offered in Renmark and in Mt. Gambier while one of the Christian Scriptures classes was offered in Port Lincoln.

The 58 teachers in the Christian Scriptures course had their enrolment fee paid by the Study Incentive Program, and by special arrangement between CESA and UniSA, no course fee applied to the other three courses which are presented by CESA consultants.

Course evaluation and feedback indicated that teachers valued a number of key areas:



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- the professional learning and formation offered through these courses
- the links with classroom practice in Religious Education and other learning areas
- the opportunity to develop learning communities and networks with colleagues from other schools
- the deepened sense of the Catholic school's purpose and mission
- the explicit nexus between the personal and professional aspects of Catholic school teaching and learning.

With a renewed focus on Catholic identity, the courses also complemented the Enhancing Catholic School Identity Research project. These four Catholic Studies courses meet the CESA Teacher Accreditation higher education requirements.

Teacher Induction

Teachers new to CESA are required to attend a two-day induction module as part of Teacher Accreditation. The participants are mainly early career teachers, however there are experienced teachers from other sectors who attend. One session was held in Pt Pirie and three sessions in Adelaide. The total number of participants was 175. Day 1 of the module was facilitated by the RE team and focussed on Catholic Mission and Identity and some of the resources specific to CESA were outlined such as *Crossways*, the *Made in the Image of God* human sexuality education program, and the Being with God prayer and liturgy resource.

Catholic Professional Formation Allowances

In 2019, 156 teachers were awarded Level 1 Catholic Professional Formation (CPF) Allowance, 61 teachers were awarded Level 2 CPF and 383 teachers were awarded Level 3 CPF following successful completion of study in the

Catholic studies domain as per the SA Catholic Education Enterprise Agreement. There were also nine CEO staff members who received the CPF 3 Allowance.

Professional Learning Workshops facilitated by the Religious Education Team

In 2019 the RE Team facilitated 21 Professional Learning workshops in the religious domain. The courses varied greatly in content and presentation and were focused on scripture, theology, curriculum, methodology, religious leadership, spirituality & MITIOG. There were 458 people who participated in these courses which were held during the school term, Saturdays and school holidays. Some workshops were held in response to school requests and with a focus on the redesigned *Crossways* content.

The RE team developed and supported school leaders to engage in a system accredited module (SAM) for teachers in their school who wished to demonstrate their engagement with the Catholic identity elements of the Live, Learn, Lead event, which was held on 23 January for all the staff across CESA schools. There were 252 participants involved in this SAM opportunity to engage with a reflection paper highlighting key religious themes from the day, reflect on the day's vision for Catholic Education, and apply learning from the day to their own educational context.

Ecological Conversion Services

There continued to be a high level of interest in schools with ecological conversion which has coincided with the 2015 release of the Papal encyclical *Laudato Si* (On Care for our Common Home) and previous RE Team's networked inquiry projects focussing on ecological conversion and integral ecology. In 2019, the RE Team focussed on supporting a network of key teachers and leaders who provide leadership in this area in their schools.



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This network encouraged connection with Catholic Earthcare's *On Holy Ground* and the ASSISI program, promoted Catholic Earthcare opportunities to become animators of the encyclical, and enabled collaboration with the work of Natural Resources Management. A digital networking and collaboration space was curated which was well utilised and allowed for a deepening of schools capacity to be able to share resources and encourage the development of understandings in the area of ecological conversion. The SACCS Ecological Advisory Committee continued to animate the Strategy for Ecological Conversion and Action Plan and provide direction for sector engagement with this.

Prayer and Liturgy Support

The RE team continued to support schools in their delivery and understanding of prayer in ways that are aligned to the CESA *Being with God* Prayer and Liturgy Resource. Along with providing resources for Christian meditation and providing professional learning workshops, the RE Team contributed to the ongoing work of the Australian Enhancing Catholic School Identity Professional Learning Consortium in the development of resources for prayer which embrace principles of enhancing Catholic identity.

Made in the Image of God

RE consultants have continued to work on the consolidation of the new *Made in the Image of God* (MITIOG) human sexuality program in preparation for its implementation in 2020. Professional learning workshops were provided regionally, locally in schools and centrally based at the Catholic Education centre at Thebarton.

In August 2019, 99 MITIOG Key Teachers attend a full-day workshop where the focus was to give teachers the opportunity to engage with the MITIOG consolidation work and provide the consultants for the project with feedback. There was strong affirmation of the streamlined structure of the revised MITIOG program and content which is now based on one consolidated 'Being Sexual' strand.

The Religious Education team worked with Australian Catholic University to offer a Catholic Sexual Ethics masters course in response to a growing need for theological support around Catholic moral theology and teaching regarding sexuality. The presenter of the course was Dr David Kirchoeffer from the ACU. Teachers, APRIMs and students from the Ministry Formation program accessed this course.

Staff Spiritual and Religious Formation

The Staff Spiritual and Religious Formation (SSRF) team provided a range of formational experiences and programs designed to provide effective, localised and engaging formational opportunities for leaders of schools to lead spiritual and religious formation with their staff. These opportunities were designed to support schools in staff formation which builds on the CESA framework for staff

formation which is outlined in *like a mustard seed: A CESA Stimulus and Foundation Paper for Staff Spiritual and Religious Formation*.

The SSRF team in 2019 facilitated the *nurturing the mustard seed: a future full of hope* program for school leaders to build their religious leadership capacity with a particular focus on staff spiritual and religious formation. The program involves a three-day residential formation experience and 12-month accompaniment. Seven schools attended in 2019, bringing the total of schools that have engaged in this program to 89. The program includes reflecting on personal spiritual development, *Theory U* as a method of change, design thinking, a cycle of spirituality and the characteristics of faith formation. The program also provided school leadership teams with time to develop a draft strategic plan using the *Continuous Improvement Framework for Catholic Schools* to enhance the spiritual and religious formation of staff in their schools.

In 2019, the programs *come to the water* and *making nests* were offered again after their inception in 2016. The *come to the water* program is a once a term overnight reflective and contemplative experience for school leaders accompanied by a consultant and a priest and often a spiritual director, placing a focus on participants' personal life/faith journey. The group continued to engaged together throughout the year and grew as a small faith community. The involvement of the parish priest of one of the participants each time also strengthened school-parish relationships.

The *making nests* program provides a professional and collaborative learning community to develop capability for planning and leading staff spiritual and religious formation. The program continued to facilitate and nurture participants' encounter with God as well as time for resource sharing and time to reflect on faith formation experiences they have held with their staff. Participants engaged with the text *Reaching Out* by Henri Nouwen as a touchstone for developing capabilities in fostering hospitality and effectively connecting staff wellbeing to spiritual and religious formation.

The SSRF team continued to support school leaders in enhancing the Catholic identity of their schools through formation in leadership, prayer, scripture, and theology. Professional learning workshops were also provided in the RE Team program for teachers including prayer, meditation, ecological conversion, awe, wonder and prayer of creation, and contemplation and spirituality. The team continued to develop tools and scaffolds for school leaders to be able to strategise and plan for staff formation, shared these at leaders' gatherings and companioned and consulted with leadership teams to support their work. The team worked with individual school teams outside of the initiatives mentioned above as they planned staff spiritual and religious formation using the *Continuous Improvement Framework for South Australian Schools*. This work supported the *CESA Strategy Corporate Plan 2018-2020* priority for all schools to be engaged in strengthening their

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Catholic Identity and the faith formation of their leaders and staff. In particular, the SSRF team focussed its work to contribute to the Plan's 'Deliverable 1.2': "Every school has discerned and implemented approaches to support staff spiritual and religious formation". The team also supported school leaders in the Port Pirie Diocese during 2019 facilitating staff reflection days and running localised leadership development and collaborative forums.

The team embarked on a process of mapping offerings from across Australia for the spiritual and religious formation of early career teachers new to the sector. This modelling was used to create a trial program for providing a formational offering to support induction into the sector and to companion and support new teachers to Catholic Education South Australia. This trial will be held in March 2020 and used to inform recommendations for early career teacher spiritual and religious formation in CESA schools.

Family and Parish Based Catechesis

The Family and Parish Based Catechesis Office served and supported family and parish-based ministries with children through a variety of ongoing initiatives in 2019. There was support needed for parishes in the area of preparation for sacraments of initiation and with training provided for parish personnel in leading 'Liturgy of the Word with Children' and 'Godly Play' training in Catholic schools and parishes.

Following on from the request of the Archbishop in 2017 to gain an overview of the implementation of the archdiocesan document *Partnerships in Sacramental Catechesis: The Pastoral Framework for the Sacramental Catechesis of Children*, the Office completed the visitation of sacrament teams within each parish of the Archdiocese in 2019. The report, *Sacrament Inquiry Report* resulting from the consultation and analysis of the data was finalised in December 2019.

The office also supported various individual parish/school sacrament teams to build and strengthen the collaborative partnerships between the parish and the school through updating or redesigning their current sacraments of initiation programs.

Children's Liturgy of the Word leader training, which included training in the Godly Play approach, occurred centrally as well as by request in various parishes. The office facilitated Godly Play training to staff in various Catholic schools and to students of the Graduate Certificate of Catholic Education.

Training was provided for new catechists alongside the formation series for catechists. Training sessions were held to support parents leading home groups in the sacraments of initiation programs in parishes. The newsletter *Children's Ministry Update* was published four times and included a *Making Connections* resource for families and parishes. Through a collaboration with the Catholic Resource and Information Service further resources were added to the CRIS collection.

The office organised annual events at St Francis Xavier Cathedral: the Archdiocesan Commissioning Mass for catechists and the RE team and the Blessing of the Cribs Mass. A thanksgiving luncheon for catechists was also held.

Youth Ministry – Adelaide Catholic Office for Youth and Young Adults (COYYA)

2019 began with the World Youth Day Adelaide local celebration that was held over 22-27 January and which saw the participation of 850 young people and adult supporters from schools, parishes and communities across South Australia. Other events for young people include the Pentecost Vigil, held at the Monastery, and the Sevenhill Young Adult Pilgrimage. In December, over 100 young people from the Archdiocese of Adelaide participated in the Australian Catholic Youth Festival in Perth. COYYA organised a Mass and gathering for all South Australian pilgrims. Holly Roberts (Diocesan Youth Ministry Support Officer) was a featured presenter at the Festival.

COYYA developed new support initiatives for youth ministry leaders, including a two-day retreat and expanded networking opportunities for youth ministers. COYYA team members presented talks and workshops with school students and staff, parish communities and other organisations. With the development of a new funding model, Arch D Radio was able to expand its services to more schools and offices. Continued growth is expected in 2020 and beyond.

Holly Roberts was selected by the Australian Catholic Bishops to represent Australian young people at the International Youth Forum in Rome in June. The forum was a follow-up to the 2018 Synod of Bishops on Young People.

COYYA continued to support the Council for Ministry for Young People which met monthly to focus the strategic direction of youth ministry throughout the Archdiocese of Adelaide.

Catholic Resource and Information Service

The Catholic Resource & Information Service (CRIS) supports the mission of parishes, schools, church agencies and the Catholic community with the provision of resources.

In 2019 the CRIS collection had holdings of 31,693 items in the areas of: contemporary religious education, liturgical and sacramental practice, Scripture and theology, adult faith formation, pastoral care, Indigenous studies, contemporary issues and the needs of the Catholic and wider community. Over 600 new Indigenous resources from the CEO were added this year. There were 8,274 borrowers registered with 1,229 of these involved in tertiary study, including Graduate Certificate study.



CRIS provided access through the provision of online readings for teachers completing Graduate Certificate in Catholic Education studies and university students involved in Catholic studies. The Graduate Certificate in Catholic Education collection contained a total of 2,028 items in the areas of scripture, theology, religious education methodology, curriculum design and human sexuality education.

Online usage through the Archdiocesan website increased as patrons accessed the catalogue, newsletters and reservation facilities. CRIS also continued outreach resourcing which involved facilitation and resource opportunities being provided to universities, parishes, schools and interested groups.

University partnerships

In 2019 the CESA-University of South Australia partnership continued to educate and form pre-service teachers for their future roles as Catholic educators and leaders.

The two RE Team staff seconded to UniSA (1.6 FTE) taught the four Catholic Studies courses, offered to both undergraduate and postgraduate pre-service teachers at the Mawson Lakes and Magill campuses: 'Christian Scriptures', 'Theology', 'Contemporary Catholic Schools' and 'Religious Education'. These four courses are usually taken as a minor sequence in Education programs, which then qualifies pre-service teachers to teach Religious Education in Catholic schools and the sequence also meets the CESA Teacher Accreditation higher education requirements. Formal student evaluation of these courses continued to highlight deep student engagement with the knowledge and skills components of these subjects. Students also highlighted the impact of the formative dimension of their studies, especially the ways in which new learnings and insights touched and shaped their faith and life perspectives. Many also commented on these aspects as clarifying and deepening their vocational approach to the role of Catholic educator. Students frequently identified 'Catholic Studies' as their favourite university subject.

In September, the Teachers Registration Board (TRB) formally approved UniSA's application to offer the four-course sequence 'Religious Education (Catholic Studies)' as a 'primary specialisation', which students in the 2020 Bachelor of Education (Primary) cohort can choose. The TRB also approved UniSA's new Bachelor of Education (Secondary) program, commencing 2020, which offers Catholic Studies as a sub-major.

The Graduate Certificate in Education (Catholic Education) continued to be an integral aspect of the CESA partnership with UniSA (see above). As in previous years, the seconded CESA staff collaborated with the UniSA School of Education's Professional Experience Office in the placement of pre-service teachers in Catholic schools.

The RE team continued in its collaboration with the Adelaide campus team of the Australian Catholic University's (ACU) Faculty of Philosophy and Theology (situated on the CESA's Thebarton site). The RE team continued to work with the Leadership Development section with CESA's partnership with the ACU to develop new ways of supporting teachers and leaders accessing Masters courses offered by the ACU, particularly those in Educational Leadership, Theological Studies and Religious Education. The CESA-ACU partnership was evidenced in many ways in 2019, including the collaboration to offer and run the Catholic Sexual Ethics masters course in Adelaide that was presented by Dr David Kirchoeffer from Brisbane.

National School Chaplaincy Program

CESA funded 64 schools in 2019 with the Federal Government funded and State administered National School Chaplaincy Program (NSCP). The RE team provided the administration of this program for CESA schools, which included calling for and processing applications for funding toward the employment of school chaplains, youth ministers and, where appropriate, pastoral care workers. Support was also given for the School Chaplaincy Network, which provided professional learning and support for people employed in these positions.

During 2019, 64 CESA schools received NSCP grants:

Catholic Identity and Leadership Standing Committee

five received \$14,500, one received \$13,900, 14 received \$13,000, two received \$11,300, 27 received \$10,000, one received \$7000, and 14 received \$6,000. Three schools received a 20% remote school loading afforded by the program. The total of CESA NSCP school grants for 2019 was \$659,200.

CESA conducted a new round of applications for the 2020-2022 NSCP, and 67 schools were offered grants in December.

Church Relationships

The RE team supported the consultation phase held in 2019 concerning the 'working draft' of the CESA document *Being Church Together*, which seeks to support the relationship between parish communities and Catholic school communities. The document offers a theology, vision and some principles that characterise a quality relationship, with the aim that the document can be a catalyst for review by local communities to strengthen their partnerships in a common mission. It was developed by a working party comprising of members of the Adelaide Archdiocese's Office for Renewing Parishes and CESA.

The RE team actively supported the development and promotion of resources for the Plenary Council of the Australian Catholic Church. The Plenary Council is to be held over two sessions between 2020 and 2021, with the first session to be held in Adelaide.



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Leadership Development

In 2019 the Leadership Development section continued strategic work to maximise the potential of the team to engage more deeply with leadership development and formation and to highlight the connection with the CESA strategy and to strengthen the capabilities of educational leaders to deliver a contemporary Catholic identity and world class teaching and learning, where all people thrive.

Key objectives for 2019 to:

- to deliver high quality, strategic leadership for system projects
- provide exemplary coaching, mentoring and advice for leadership support and growth
- deliver high standards of excellence in leader identification, development, appraisal and retention
- grow strategic leadership for excellent schools delivering quality student outcomes
- provide system compliance and accountability for quality assurance for safe schools.

Key Achievements

The principal consultants continued to operate in professional partnership with principals and leadership teams as coach and mentor to ensure that each school focussed on strategy with particular emphasis on Catholic identity and improved learning outcomes for students. The work of the section engaged in the following strategic areas:

System Excellence

Work in this area focussed on leadership for system priority projects, including: the move of year 7s to secondary school Vision for the North; Eastern project; Enhancing Schools project and Regional Schools Pathways project. Principal consultants continued to work with clusters to promote cohesion, expectations and strategic planning and action. Each principal in diocesan schools was supported to construct their Appraisal and Professional Learning Plan in alignment with their School Annual Improvement Plan.

Leader Support

Principal consultants worked to raise awareness of system accountabilities and to support the Living Learning Leading Framework and Standard and to promote development of the new CESA Leadership Standard. An important tactical response was to address leadership and system capacity building through a cluster approach. Specific initiatives included celebrating Catholic Education Week, the transition of Year 7 students into secondary schools, enhancing Catholic identity, targeted professional development, support and leadership for cluster initiatives and building regional capacity to support the retention, engagement and achievement of all students in Catholic schools.

Leadership Development

During 2019 the CESA Leadership Standard was drafted and consultation with key stakeholders was completed. The CESA Leadership Standard utilises the Australian Institute for Teaching and School Leadership (AITSL) Professional Standard for Principals and added two professional practices: Catholic Identity and System Leadership.

A full audit of all Leadership Development programs was undertaken to align the Living Learning Leading Framework. Moderation of appraisal reports and evidence in use was undertaken. Gender equity and diversity within programs was a key feature. The Leadership Development 2019 Professional Learning Suite for Leaders was developed and actioned. This included a suite of programs to support the Development and Formation of Leaders offered centrally. The suite of programs included the CEO Senior Leaders - Leadership Learning Series. All programs were well subscribed and received. In 2019 a new professional learning opportunity was offered for experienced leaders to undertake the Australian Institute of Company Directors Course. Principals and their business managers were also provided targeted learning through the Effective Stewardship of Resources Modules and one-to-one Financial support.

Strategic Leadership

All Annual Improvement Plans were audited and electronic copies located centrally. Enhancing Catholic Identity plans in diocesan schools were completed and shared with the Religious Identity and Leading Learning (RILL) sections. The Business Intelligence Tool was trialled and supported.

Quality Assurance

The section considered the areas of need for workforce development and included and/or enriched a number of new programs within the Professional Learning Suite.

Future Leaders

Aspiring Leaders Program

In 2019, 80 Aspiring Leaders participated in this program representing over 40 school communities. Growing leadership and succession planning is a priority for all of us within CESA. In 2019 the CESA Aspiring Leaders Program provided contemporary professional learning in the Catholic context for staff who are discerning their interest in and capacity for formal leadership in a Catholic school. The program aims to awaken curiosity for leadership and engage in rigorous learning. Key concepts explored the aspirant's capacity for self-awareness, relationships and continuous learning. The program examined these concepts through the lens of the Living Learning Leading Framework with a focus on innovation and excellence in teaching and learning. The Aspiring Leaders Program is a two-year program.

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CESA Leader Pathways Program - Adelaide

In 2019, 26 staff from across 24 school communities participated in the CESA Leader Pathways Program which focused explicitly on developing outstanding leaders to grow leadership density and success of CESA schools.

The CESA Leader Pathways program was developed in partnership with the National Excellence in School Leadership Initiative (NESLI) and draws upon contemporary research to ensure a strong evidence basis for all modules.

The key themes and experiences explored in the program were: deepening pedagogical knowledge, increasing the capacity to lead teaching and learning to have positive impact on student outcomes, strengthening interpersonal skills and developing leadership and management skills.

Leading from Within - A program for Aspiring Middle Leaders located in the South East

This program provided an opportunity for individuals to self-reflect about their leadership capabilities and to make a contribution to the shared direction of their school and the broader system. Participants attended from Tenison Woods College, Mount Gambier, St Anthony's School, Millicent and Mary MacKillop Memorial School, Penola.

Program Name	Sessions	Attendees
*Aspiring Leaders Year 1	8 face-to-face sessions	50
*Aspiring Leaders Year 2	8 face-to-face sessions	30
CESA Leader Pathways Program (Adelaide)	3 face-to-face sessions and 4 webinars	26
Leading from Within (South East)	3 face-to-face sessions	21

* Program fully funded by Leadership Development budget

School Leader Retreat Program

Diocesan principals and deputy principals are required to undertake an approved 3-day retreat at least once every three years. In the 2019 CESA program, three retreats were offered either in a 3-day residential mode or a non-residential three days over three weeks. A North Sydney residential retreat based on the charisms of Mary MacKillop and Julian Tenison-Woods was undertaken by 16 school leaders. Eighteen other school leaders participated in a CESA program retreat experience and overwhelmingly positive feedback was received. An additional two school leaders participated in separately approved retreats. Five school leaders deferred their retreat until 2020.

Principals Renewal Leave Program

Thirteen principals and two CEO senior leaders were supported in 2019 for national and overseas renewal experiences and 11 principal and four CEO senior leaders were supported for tertiary study. The Committee approved renewal leave experiences including a Bible Land Study Tour; ACU Rome Study Tour – Spirituality in the Catholic Tradition; Link and Learn Study Tour to Finland and applications which provided professional renewal opportunities in religious, educational, resource operations and community leadership.

Deputy Principals Study Support and Renewal Leave Program

Seven deputy principals were supported in 2019 for national and overseas renewal experiences. Six applicants were supported for tertiary study support.

CESA ACU Theology and Leadership Education Program (CATLEP)

As a result of collaboration between the CESA Leadership Development Section, the CESA Religious Education Team and personnel from the Australian Catholic University (ACU), CESA staff were encouraged to pursue study in Masters courses with the ACU with financial incentive. CATLEP is in addition to and complements the support provided via the Study Incentive Program (SIP).

CATLEP supported existing and new students financially to enrol in prescribed units in the following ACU Master courses: Master of Theological Studies; Master of Educational Leadership; Master of Religious Education and Master of Professional Studies in Theology. Upon being granted CATLEP funding, a student can claim for unit fee reimbursement (up to a maximum of \$2,000) on successful completion of the unit within the semester of the course. A total of 36 applicants received CATLEP funding in 2019 in support of their Masters study through ACU.

Study Incentive Program

The Study Incentive Program (SIP) fosters professional development and study for all CESA staff by providing funding to assist with fees for tertiary and role-related study. In 2019, a total of 275 applicants were funded. \$49,200 was contributed from the program to assist in funding 58 applicants seeking support to complete the Graduate Certificate in Catholic Studies.

Cognitive Coaching

This course capitalises upon and enhances cognitive processes and supports the ongoing improvement and evaluation of professional practice in schools.

In 2019, 24 principals, deputy principals and senior leaders participated in this 8-day program. This course provides



leaders an opportunity to practice and internalise effective strategies to develop skills to support, coach and mentor teachers in their schools.

Other Professional Learning Programs and Initiatives

A number of established programs continued in 2019 and new initiatives were added to the suite of programs.

The Deputy Principal/POR Program was expanded to include *Professional Learning Communities at Work* and *High Reliability Schools* workshop days. A new initiative saw approximately \$40,000 allocated as scholarships (each up to \$2,000) for deputy principals and Positions of Responsibility (PORs) to undertake tailored professional learning experiences.

The *Company Directors' Course*, another new initiative and majorly subsidised by the Leadership Development budget, was fully subscribed with experienced principals and senior Catholic Education Office personnel.

The *Mindful Leaders' Program* was also introduced and provided a personal, professional focus on practices based on mindfulness and mindful leadership.

One principal cluster was fully funded to enable a group of principals and their principal consultant (PC) to engage in an online Harvard study module for experienced education leaders on Driving Change.

Specific initiatives targeting aspiring women leaders were introduced. One principal, eight deputy principals and one CEO consultant participated in a six-month *Executive Ready* program. Ten emerging women leaders attended the *Women and Leadership Australia Symposium*.

Major programs held in 2019

Program Name	Sessions	Attendees
*Deputy Principals Program (T1): Financial leadership and managing underperformance	1 face-to-face session	43
*High Reliability Schools (T2)	1 face-to-face session	45
*Professional Learning Communities at Work (T3)	1 face-to-face session	51
*Assessing Impact	3 face-to-face sessions	9
Australian Institute of Company Directors Course	5 face-to-face sessions	26
*Ben Walden – Inspirational Leadership	1 face-to-face sessions	42
Cognitive Coaching	8 face-to-face sessions	24
Dare to Lead	2 face-to-face sessions	19
*Effective Financial Stewardship (included Leaders Induction participants)	2 face-to-face sessions	35
*Living Learning Leading with Dr Anita Collins	1 face-to-face sessions	27
Mindful Leaders Course	3 face-to-face sessions	17
**Women and Leadership Australia: Executive Ready Program	3 face-to-face sessions and webinars	10
**Women and Leadership Australia: Symposium	1 face to face session	10

* Program fully funded by Leadership Development budget

**Programs funded from Reform Support Fund 2019

Catholic Identity and Leadership Standing Committee

CESA Executive Services

Each PC was engaged to provide leadership for strategy implementation to support the CESA strategy for achieving excellence. This comprised a significant component of the principal consultants' work and provided an interface with the strategic work to promote and support cluster and regional initiatives. A cluster reporting tool was developed to share key initiatives to the Leadership team.

Living Learning Leading and Leadership Standards

Catholic Education SA has embarked on a significant period of innovation and change and over the next five years will work in partnership with families, children and young people to give life to the *Living Learning Leading Framework* to successfully position CESA as the leading education system in Australia.

During 2019, a Leadership Standard and a Living Learning Leading Standard were developed to reflect the key components of the Living Learning Leading Framework.

The Living Learning Leading Standard and the Leadership Standard have been designed to:

- raise aspirations for excellent schools within a continuously improving system
- to raise student voice, agency and achievement
- ensure high quality teaching and learning
- support communication with the wider school community and other stakeholders
- foster increased confidence in, and accountability for, each school's effectiveness and outcomes.

The purpose of the standards is to clearly define the high benchmarks which are applicable to all SA Catholic school principals and school leaders against which actual performance can be measured. They are intended as self-assessment tools and are designed to be relevant to all principals, school leaders, aspiring leaders and other school and system personnel irrespective of context, length of service and school governance arrangements.

Each standard includes an external component. For the Leadership Standard, this is the appraisal processes for principals. It is expected that in the future there will be an external validation process for the Living Learning Leading Standard which will provide assurance to both the school and the system that the evidence provided through the school self-assessment process aligns with the expectations articulated in the Living Learning Leading Framework.

During term 4 2019, the draft standards were the focus of a comprehensive consultation process with school leaders and CEO personnel. The Standards will be implemented during 2020.

Accountability for Quality Assurance

Principal consultants play an important role in working with schools to assist principals to work towards the highest possible standards in compliance, accountability and quality assurance.

The issuing of Key Performance Indicators (KPIs) to schools is one of the instruments used by principals to account for the school's processes in a wide variety of areas, ranging from finance to child protection. These KPIs are updated on a regular basis to ensure the latest information is included that will help gauge performance.

Each year, with 2019 being no exception, particular attention is given to any KPI that has an element that relates to Child Protection. These KPIs include:

- Child Safety
- Employment & Induction Procedures
- Volunteers
- Pre-Schools, ELCs, Occasional Care and OSHC/ Vacation Care Services

When discussions with Principals are held, either individually or in clusters, referral to these indicators provides a forum for identifying aspects of school practice and procedure that are necessary to ensure schools' accountability requirements are met. Importantly, the leadership that is offered by principals needs to reflect effective, safe and well led schools. Through dialogue with principal consultants, principals are afforded a touchstone for advice and counsel over these and other matters of quality assurance.

It is also noted that any matters that relate to Professional Standards are reported on a weekly basis to the Leadership Team at the CEO.

Industrial and Legal Support

A wide range of industrial and professional standards matters were case managed by principal consultants as they worked with principals in particular scenarios.

Matters that had a particular focus on industrial relations were sometimes handled by the principal consultants working in tandem with members of the People and Culture team. This methodology of working jointly on issues was particularly effective around advice in handling difficult issues, such as redundancies and downsizing. Legal support, as required, was gained through the Adelaide law firm Piper Alderman. A relationship has been developed with the practitioners of this firm and they have conducted specialised professional development with the principal consultants over legal issues.

Principal consultants continue to work towards building the capacity of existing leaders to self-manage incidents and act as mentors, coaches and advisers to both new leaders through to the more experienced principals who face challenging issues.

Catholic Identity and Leadership Standing Committee

Critical Incident Support

An important function for principal consultants is to offer immediate and timely support in the event of a major or critical incident at a school. The principal consultants work with principals to determine first steps in managing a situation and then provide long-term assistance in the ongoing resolution of the matter. Principal consultants will enlist the support of other consultants, such as the People and Culture team and/or seek legal advice when required.

Each incident provides an opportunity for the principal consultant to build the capacity of school leaders so that they can become more adept at managing future concerns; however, there is a requirement for principals to contact their principal consultant to raise awareness of a critical matter. This allows the principal consultant to log the issue into the CESA Incident Management System (CIMS). This system has allowed for improved record keeping of incidents in a secure location. Interrogation of the data provides useful information on trends and has provided efficiencies for key administrators in the Leadership Development team. The now well-developed work flow practices and efficient electronic storage not only assists in the documentation of the more serious matters that arise but also serves to build a complete repository for all complaints that come into the office.

Complaint Management and Investigations

As indicated earlier, CIMS provides a robust repository for important data concerning investigations and complaints. Ongoing professional capacity building for principals is embedded into the principal consultant work. Key administrators act as preliminary front line intake officers for matters that are directed to the Catholic Education Office. Issues that required follow up, or further investigation, were passed on to the relevant principal consultant who tracked the complaint and worked with principals and senior CEO staff to enable the achievement of acceptable solutions and restoration of relationships where possible.





Finance and Infrastructure Standing Committee

The work of the Finance and Infrastructure Standing Committee (FISC) is to serve as the primary liaison between SACCS & CEO finance teams and the governing body, the South Australian Commission for Catholic Schools.

The Standing Committee's main focus is:

- commitment to good stewardship and to actively build and preserve the financial resources necessary to support the accomplishment of SACCS' mission, both for the short and the long term
- to provide financial oversight for the organisation
- to ensure quality reporting through quarterly narrative finance reporting explaining variances
- to consider and endorse capital development applications, applications for purchase of property, other building matters and make recommendations in accordance with SACCS policies and guidelines
- to consider the purpose of the proposed work and its suitability of purpose; the need for the work; the cost effectiveness of the proposal.

Finance and Infrastructure Standing Committee

Finance and Audit Advisory Committee

The Finance and Audit Advisory Committee (FAAC) continues to fulfill its terms of reference and make recommendations to the Finance and Infrastructure Standing Committee (FISC).

The main areas of focus for the Advisory Committee are to:

- review the integrity of the financial reporting to the South Australian Commission for Catholic Schools (SACCS)
- review quarterly the financial and accountability services provided by the Catholic Education Office (CEO) to SACCS
- review the SACCS auditors activities, scope and independence
- review SACCS accounting policies and principles.

Key topics reviewed in 2019:

- quarterly SACCS & CEO financial results
- 2018 SACCS & CEO statutory accounts
- review the management recommendation letter from the auditor and ensure follow up on any issues mentioned
- 2020 SACCS & CEO budgets.

CEO Finance Policy and Funding

CEO Policy and Funding is committed to supporting SACCS strategies and policies, working with stakeholders regarding funding and managing compliance requirements. During 2019 this included:

- supporting SACCS strategies through financial modelling for the Vision for the North project and the new campus of Xavier College at Two Wells, and developing an Education Capital fund
- involvement with finalising new State Government deeds for Recurrent and Capital funding
- supporting the work of the Implementation Steering Committee – Funding Mechanism with analysis and implementation of the new Direct Measure score
- completing the annual Census, annual Financial Questionnaire and Acquittal for the Commonwealth Government
- presenting a program for school principals to assist with the effective stewardship of finances in CESA schools
- determining school financial subsidies for 2020 in accordance with CESA's Subsidies Framework
- involvement with the preparation of school financial dashboards to assist with the assessment and analysis of financial data
- overseeing operational and financial matters regarding the closure of St Teresa's Brighton in 2019 and opening of McAuley Community School in 2020
- determining changes to school financial year-end

reporting as required by the Accounting Standards.

Implementation Steering Committee – Funding Mechanism

The Implementation Steering Committee – Funding Mechanism continued in 2019 to advise the Director of Catholic Education on how CESA's Funding Mechanism for diocesan schools should best fulfil the Funding Mechanism Guiding Principles.

During 2019 the steering committee monitored the work of the National Schools Resourcing Board with regards to the Australian Government's funding model, in particular the methodology for the new Direct Measure scores which are replacing SES and the effect Direct Measure has on funding. By mid-2019 the Steering Committee recommended the basis for CESA's 2020 Funding Mechanism in readiness for the development of school and system 2020 budgets.

During 2019 the Steering Committee continued Strategic Resource Management sessions with principals and school finance staff on key matters related to the Australian Government's funding model and CESA's Funding Mechanism.

CEO Corporate Services

During 2019 the CEO Corporate Services concentrated on:

- management of the CEO Office finances and statutory reporting
- receipting and distributing SACCS funding from both the Commonwealth and State Governments
- organising and preparing SACCS and CEO annual and 3-year budgets
- developing a procurement framework for SACCS and CEO.

Enhancing Schools Project

The Enhancing Schools Project was formulated in the second half of 2018 following a review commissioned by the Director and Assistant Director Finance for the purpose of identifying opportunities, initiatives, and strategies that could be employed by the CEO to enhance the financial viability of CESA schools.

The project has at its core, an emphasis on identifying schools experiencing financial, enrolment or educational pressures, and applying the Catholic Education Office's resources in a coordinated, multi-disciplinary efforts designed to improve the outcomes.

During 2019 the project worked closely with three schools in the northern suburbs on a range of measures that included building works, advice on professional development and learning strategies, marketing efforts and budgetary reviews.

A revised school annual fee of \$250 was introduced into

Finance and Infrastructure Standing Committee

St Mary Magdalene's, Elizabeth Grove in June 2019; which was followed by substantial fee reductions in St Thomas More, Elizabeth Park, and Catherine McAuley School in Craigmore in November 2019. These measures were designed to promote Catholic Education and to meet the needs of the local communities who identified the cost of education as being a barrier.

The project reviewed a further six schools and determined that progress and existing strategies were satisfactory and no active work was necessary at that stage.

A further three schools were determined to need assistance, and the project team has been actively working with these sites to determine the most appropriate responses. This work will continue in 2020.

CESA Strategic Infrastructure

Analysis of Sector Student Departure

The student departure analysis is a result of the input into the 2018 Students Departure survey that was undertaken by all Catholic schools in 2019. The aim was to collect and analyse data to support trends and patterns across schools, clusters, and CESA. As planned, the findings will provide the opportunity for principals to work with their schools and clusters in driving and implementing strategies to respond to these trends. As a sector, CESA's responsibility is to work with the schools and the clusters in driving these strategic initiatives.

The analysis highlighted the relationship between the number of schools as segmented within our structure, aligned to the number of enrolments. In particular this draws attention to the structure, to enrolment ratio within our sector and to the economies of scale (cost of doing business) across particular structures.

The patterns show a constant outflow of early departures in Catholic primary schools from Reception to Year 5. At the other end, the pattern shows a constant outflow of early departures in Catholic secondary schools from Year 9 to Year 11.

In response to this, schools and clusters see the necessity of applying a strategy to deal with the major reasons for early departures across identified year levels. In addition, CESA is currently scoping a CESA Strategic Infrastructure Provision Strategy as part of its work for 2020.

The collation of 2019 student departure data commences in Term 1, 2020 and again will involve all Catholic schools.

Infrastructure Planning and Development Committee

The Infrastructure Planning and Development Committee (IPAD) supported Catholic Education SA with critical assessment and peer review of Master Planning, Capital Developments, proposed Land Acquisitions and oversight of capital grants programs funded by the Australian Government and South Australian Government throughout 2019.

Planning

During the year, the Committee considered several issues of importance in developing a plan for the location and structure of Catholic schools across the state and for capital development in existing schools.

Master Planning

Since mid 2016, the Committee has focussed on site master planning as a priority, encouraging schools to engage in the process of visioning, community consultation and planning for the systematic improvement of school sites and facilities. In 2019 the Committee endorsed eleven school master plans (compared to sixteen in 2018).

Twenty two schools were in the process of master planning as at the end of the year.

Forty seven schools have current master plans approved by FISC (completed after 2011).

Land Acquisition

The Committee manages the Property Acquisition Register, which records the details of properties approved for potential future acquisition. In conjunction with master planning, schools that are constrained for space are encouraged to act now to enable the site to be expanded for the benefit of future generations.

Twelve schools submitted applications for a total of twenty four properties to be added to the Register and all were endorsed by the Committee and FISC and approved by SACCS. This compares to ten schools for a total of thirty six properties in 2018.

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Capital Development

The Committee endorsed capital development applications from twenty nine schools for projects totalling \$82.6m, as listed below. This compares to twenty one schools and a total of \$88.7m in 2018.

Critically reviewing capital development proposals, supporting schools through the Australian Government and South Australian capital grants programs and providing strategic advice that enables schools to make the most of their resources are significant roles for the Infrastructure Planning and Development Committee.

Australian Government and South Australian Government Capital Grants

The main external sources of project funding available for allocation in 2019 were under the Australian Government - Capital Grants Program (approximately \$5.9m) and the South Australian Government capital grants program (\$5.6m). The Committee assessed 21 applications for funding and grants were recommended for ten schools, as listed below.

This compares to twenty two applications for funding in 2018.



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Capital Projects endorsed by IPAD Committee in 2019

School	Project	Estimated Cost (\$)
Our Lady of Grace School, Glengowrie	Stage 2 Classrooms Refurbishment	\$1,800,000
Holy Family Catholic School, Parafield Gardens	Music Suite	\$160,000
St Monica's Parish School, Walkerville	Carpark and Play Space	\$680,000
St Pius X Catholic School, Windsor Gardens	Stage 1c Learning Spaces and Car Park	\$4,000,000
St Joseph's Catholic School, Renmark	STeAM Infill Project	\$1,200,000
St Joseph's School, Clare	Car Park and Landscaping Project	\$1,778,000
St Joseph's School, Barmera	Discovery Room Project	\$120,000
St Francis de Sales College, Mount Barker	Primary School facilities	\$10,500,000
Cardijn College – Marcellin Campus, Christie Downs	Landscaping Project	\$820,000
St Margaret Mary's School, Croydon	Stage 1A, 1B, and 2A Refurbishment and Infill Project	\$4,000,000
Gleeson College, Golden Grove	Fence	\$150,000
St Catherine's, Stirling	Stage 1A Refurbishment and Addition	\$1,400,000
Samaritan College, Whyalla	Solar Installation	\$110,000
St Therese School, Colonel Light Gardens	Liseux House Redevelopment	\$1,700,000
St Catherine's School, Stirling	Asbestos Remediation	\$145,000



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Capital Projects endorsed by IPAD Committee in 2019 (continued)

School	Project	Estimated Cost (\$)
Tenison Woods School, Richmond	Stage 1: Flexible Learning Community	\$2,800,000
St John the Apostle Parish School, Christies Beach	Stage 1: New 2 Storey Building and Ancillary Facilities	\$3,000,000
Tenison Woods College, Mount Gambier	Learning Village	\$2,920,000
Xavier College, Gawler Belt	Bosco Landscaping	\$180,000
Antonio Catholic School, Morphett Vale	Outdoor Play Space	\$600,000
Cardijn College, Noarlunga Downs	Stage 3 Senior Students Centre	\$18,460,000
St Thomas More School, Elizabeth Park	Demolish buildings and landscaping	\$816,000
Caritas College, Port Augusta	Solar Installation	\$115,000
Xavier College, Gawler Belt	Carpark	\$120,000
Emmaus Catholic School, Woodcroft	Stage 1 Junior School Redevelopment	\$2,750,000
St Brigid's Catholic School, Evanston	Stage 1 Learning Pods	\$3,550,000
Tenison Woods College, Mount Gambier	Reception Building and Moorak Building	\$4,800,000
Xavier College, Two Wells	Stage 1 Junior School	\$10,650,000
	Total	\$79,324,000



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Australian and South Australian Government grant allocations approved in 2019 for the 2020 funding year:

School	Project	Grant Allocation (\$)
St Francis Xavier's Regional Catholic School, Wynn Vale	Years 1 and 2 learning community	\$2,000,000
St Joseph's Memorial School, Norwood	Performing Arts centre and modifications to existing indoor spaces	\$1,000,000
St John the Baptist School, Plympton	New 2 storey classroom block	\$2,400,000
St Joseph's School, Kingswood	Creation of new admin and school entry point, refurbishment of classrooms	\$303,937
St Catherine's School, Stirling	Extension to multipurpose hall, internal refurbishment of staffroom and learning areas	\$300,000
Tenison Woods Catholic School, Richmond	New 2 storey classroom and flexible spaces	\$131,500
McAuley Community School, Hove	New primary school buildings	\$1,970,000
Immaculate Heart of Mary School, Brompton	Refurbish admin area with new school entry point, new wellbeing centre and multipurpose space	\$1,000,000
St Margaret Mary's School, Croydon	Demolition of existing buildings, construction of new contemporary learning areas. Refurbishment of admin.	\$1,000,000
St Joseph's School, Murray Bridge	New 2 storey classroom block and ancillary landscaping	\$1,665,541
	Total	\$11,770,978

Finance and Infrastructure Standing Committee

Information and Communications Technology (ICT)

The ICT section provides a wide range of services to Catholic schools and the Catholic Education Offices of Adelaide and Port Pirie. In addition, ICT manages large technology based strategic initiatives to support transformation change.

Significant initiatives ICT continue to be involved in include:

- over 70 schools utilising the team for direct technical support;
- expansion of the Microsoft Office 365 product suite across 89 schools;
- expansion of the unified communications systems, 'Voice over Internet Protocol' (VoIP);
- development of anywhere / anytime video conferencing solution;
- NAPLAN Online and SACE Online;
- ICT infrastructure disaster recovery;
- Civica Finance implementation
- Information Management and Retention.

ICT Advisory Committee

ICT collaborates with schools on all ICT projects via the ICT Advisory Committee; a sub-committee reporting through Finance and Infrastructure Standing Committee (FISC) to SACCS.

The purpose of the ICT Advisory Committee is to

- offer specific advice to SACCS, FISC or other standing and permanent committees on ICT strategic planning, strategic direction and services relating to SACCS and the CEO
- take a strategic focus, ensuring that relevant demographic data and business requirements are sourced, analysed and interpreted in order to maintain the appropriate level of ICT services to schools
- ensure the provision of ICT services to schools into the future
- ensure that a set of appropriate ICT benchmarks and service levels are established and measured
- discuss and provide advice on ICT strategic planning, capital development and funding and sustainability models
- report to FISC and SACCS on:
 - o ICT operations and ICT capital project implementations
 - o investigations and advice on possible technology applications for use by schools, both learning and administrative
 - o ICT Policy and Procedures/Guidelines.
- prepare communications to schools, associations and key stakeholders on ICT matters as required.

During 2019, membership of the ICT Advisory Committee comprised:

- John Konopka (Acting Principal, Mount Carmel College, Adelaide)
- David Meziniec (Principal, Tenison Woods College, Mount Gambier)
- Greg Parker (Principal, St PIUS X School, Windsor Gardens)
- Amanda Parslow (Principal, McAuley Community School, Hove)
- Corey Tavella (Principal, Thomas More College, Salisbury Downs)
- Ingrid Douventzidis (Deputy Principal, St Joseph's School, Payneham)
- Darren Bailey (Business Services Manager, Nazareth Catholic College)
- Ross Oates (Principal, St Barbara's Parish School, Roxby Downs)
- Anne Turtle (Business Manager, Our Lady of Mount Carmel Parish School, Pennington)
- Jo Court (Business Manager, St Mark's College, Port Pirie)
- Damian Smith (Principal, Caritas College, Port Augusta)
- David Ruggiero (Deputy Principal, Blackfriars Priory School, Prospect)
- Phil Proctor (Assistant Director Information and Communications Technology (CIO) – Catholic Education Office)

CEO ICT Services

CEO ICT services comprise the following key areas:

- sector wide ICT governance;
- centralised contract management and purchasing;
- school technology services (technical support for schools);
- network infrastructure services;
- centralised applications development and support;
- help desk and support;
- production systems management; and
- major strategic projects.

Sector wide ICT governance

The CESA ICT policy framework is used to articulate the ICT vision, strategy and principles as they relate to the management and use of information and information technology resources, while supporting the strategic plan and objectives of Catholic Education South Australia.

Further, the CESA ICT Policy Framework helps ensure compliance with applicable laws and regulations, promotes operational efficiency and management of organisational risk by specifying requirements and standards for the consistent management of information technology resources across CESA ICT.

ICT undertakes biannual risk reviews to ensure all significant risks potentially affecting ICT are understood and control plans are in place to assist ongoing management.

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Further, a mitigation strategy is identified to reduce the impact of a risk should it actualise.

Centralised contract management and purchasing

The CEO ICT team continues to negotiate and manage sector wide contracts to ensure that the sector receives the best benefits from savings resulting from bulk purchasing.

Wherever possible, CEO ICT has worked to provide subscription based offerings, where schools are free to participate based on their need.

In 2019, CEO ICT renegotiated a business service agreement with SEQTA for the provision of a learning management system for all primary schools.

School Technology Services

The School Technology Services team provides an extensive range of professional services to over 79 schools. The team is a not for profit service significantly reducing the total cost of ownership for schools electing to use the facility. Further, with reach back into the broader CEO ICT team, and major suppliers throughout the country and overseas, schools can leverage specialist skills not otherwise available. The team also provides support and advice on school ICT strategies and annual plans.

During 2019, the team continued to provide

- onsite ICT support for devices, applications and classroom technologies
- remote ICT systems management and administration
- specialised ICT project planning and implementations
- advice on ICT strategy, disaster recovery and procurement
- large scale device (notebook and tablet) roll outs
- school network upgrades and server upgrades
- high level ad hoc technical support as required.

ICT continues to see a shift in the utilisation of cloud offerings providing infrastructure services such as the CESA's Cloud Managed Wireless service, with over 1200 centrally managed wireless access points deployed across 63 sites. Many schools now leverage these services to enhance disaster recovery capabilities.

Network Infrastructure Services

The Network Infrastructure Services team is responsible for the delivery and support of the high quality CESA Wide Area Network (CESANet) including internet connectivity, content filtering and security for 94 of our schools and the CEOs in Thebarton and Pt Pirie.

In 2019, further upgrades occurred to foundational components of the network, which ensures CESA applications and services are delivered in an efficient and secure manner, maintaining the privacy and protection of data across our network.

In addition, the network backbone was significantly modified to build resilience and efficiency whilst removing aged equipment.

The managed endpoint protection (anti-virus) solution now covers over 18,000 end user devices and 1,000 servers. The solution is continuously updated to protect schools against ever evolving and sophisticated cybersecurity threats.

Centralised Applications Development

The applications development team are responsible for maintaining acceptable system development practices and transitioning services from development to production management.

Key activities through 2019 included:

- supporting CESA with regulatory data collections and reporting
- support and maintenance of the applications suite
- management of the centralised operational data store providing critical information throughout CESA
- support for ceSIS, the CESA Student Information System
- provision of dedicated applications supporting non ceSIS schools, improving the approach to collecting mandatory data for reporting
- development of an application to application interface removing the need for manual transfer of information from ceSIS to school learning management systems
- refreshing all old "legacy" applications to ensure their ongoing viability
- expansion of Sign Sign-on features to reduce the need to remember.

CEO ICT Service Centre

The CEO ICT Service Centre provides front line support for schools and the CEOs. Key services provided by the Service Centre team include:

- supporting staff in the use of video conferences and presentation facilities
- CEO ICT asset management
- delivery of website training
- delivery of conference rooms facilities.

ICT Production Management

ICT Production Management is responsible for the administration of all ICT services for CESA. The team ensures technical standards and production criteria are met throughout the life of a service. In 2019, the team focused on ensuring production systems were prepared for the implementation of the Disaster Recovery plan by managing the synchronisation with the secondary data centre.

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Quarterly ICT health checks ensure upgrade and replacement cycles are planned in a timely manner.

Day-to-day operations in ICT Production Management includes the planning and coordinating of regular support and maintenance activities for CESA ICT services. These activities maintain legislative and vendor compliance, improve supportability and improve security by removal or remediation of system vulnerabilities.

Major Projects

Major project under CEO ICT control in 2019 were:

Student Information System Upgrade

Each year there are three upgrades executed for the CESA Student Information System (ceSIS). These upgrades are a mixture of vendor based software upgrades and stakeholder requested changes.

Information Management and Retention

The Information Management and Retention project began as a replacement of the existing unsupported document management software (DocuShare), associated hardware, operating systems and database management systems. The project now includes the processes and tools for management and retention of all CESA digital intellectual property.

The project will acquire and implement new document management software and associated equipment to eliminate the risks posed by the existing platform, while meeting mandated security and retention requirements.

Benefits include improved communications and collaboration while supporting the effective and efficient dissemination and retention of corporate information between CEO and schools.

ICT Disaster Recovery

Each year the Disaster Recovery (DR) facilities are proactively tested to ensure that if a real disaster were to occur the CEO would be able to transition to the DR facilities. This work involves migrating, testing and operating all services from the DR facility.

The CESA ICT DR facility is now capable of returning services to all schools and offices in the event of any unplanned extended disruption within 1 business day.

Business Intelligence and Data Warehouse Platform

This project continues to organise and automate data gathering and reporting for schools providing significant efficiency improvements.

Other projects with ICT's input throughout 2019 included:

- Replacement Enterprise Financial Management Solution (Civica)

CEO ICT provides input into project planning and roll out activities, as well as contractual matters associated with the Civica finance project. The project remains on track to meet the deployment and budget plan with Civica being implemented into 83 schools at the conclusion of Term 4.

- National Assessment Program – Literacy and Numeracy (NAPLAN) Online and South Australian Certificate of Education (SACE) Online

The NAPLAN Online project specifically focused on the successful transition for NAPLAN Testing during 2019. The name changed to Online Assessment with the inclusion of SACE assessments to the project. SACE ONLINE assessment, English Literary Studies, was successfully delivered during 2019.

- Assisted several Colleges with the replacement of legacy technology platforms to provide a modern and consistent experience whilst reducing technology risks.
- Build the ICT environment at McAuley Community School leveraging modern systems. McAuley Community is the first school in CESA to be serverless. This achievement significantly reduces ICT technology risks for schools and will be the new blueprint for future upgrades.



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Leading Learning

The Leading Learning team's key initiatives are contributing to building and strengthening Catholic Education. The Leading Learning team in 2019 supported 91 Schools across all the networks and projects. They have been committed to strengthening system, leader and teacher capacity to develop outstanding and sustainable practices in a twenty-first century education system.

The key initiatives in our professional learning networks, projects and in developing resources aim to:

- raise student achievement at all levels and all stages
- promote equity and excellence
- create and sustain the cultural forces that promote quality teaching and learning and provide opportunities for students to thrive
- influence, develop and deliver on community and global expectations and government policy.

The Leading Learning team are driven by the desire to see every student in our schools excel, have high aspirations for learning that inspire staff, students and the community and establish an environment that provides opportunities for all staff to learn and improve together. As a team we constantly reflected on our own leadership and impact.

The R-9 Literacy and Numeracy Network

The R-9 Literacy and Numeracy Network is a professional learning partnership between the Catholic Education Office and 35 participating CESA schools, their staff, students and communities. Of these schools, 75% had a focus on leading literacy learning, with the remainder focussing on leading numeracy. 90% of those participating included R – 6 cohorts, while 10% included R – 9.

The purpose of the network was to build the capacity of a school's designated pedagogical leader(s) to lead continuous improvement in whole school inquiry into high quality teaching and learning in literacy and/or numeracy and to:

- support in-school activities associated with developing the capacity of teachers to improve literacy and numeracy outcomes for students
- assist school leaders to implement structures that will support the school's collaborative improvement activities
- provide teacher release to plan collaboratively, analyse data, develop goals and track and monitor student progress
- support the school pedagogical leaders within the network to be released to work with teachers in classrooms.

Achievements of the network in 2019

- Network participants have been supported to lead pedagogical change in their schools.
- Participants have become more focused in their evaluation of effective data collection and analysis. They have developed their skills in documenting and interpreting this data for future student learning and planning of staff professional learning.
- The network has built leadership capacity in its participants, enabling them to lead colleagues within their schools.
- The network has enabled participants to form their own networks with colleagues to further their collaborative practices.

CESA Literacy and Numeracy Initiative Papers

CESA's R – 12 Literacy and Numeracy initiative papers were launched and distributed to all CESA schools in October 2019. The papers were written in consultation with experts from our schools, office and relevant state and national academic, professional and community networks. The purposes of these papers are to:

- align understanding of literacy and numeracy R-12 with CESA's current context, and in particular with the *Living Learning Leading Framework* as a key driver
- provide leaders with a resource for whole school professional dialogue and learning in numeracy and literacy as key capabilities
- outline CESA's action commitments for the two initiatives, 2019 – 2021.

Both papers outline learning principles and key action areas with the potential for driving whole school pedagogical improvement strategies. Key actions listed in the papers include:

- building system capacity, including actions such as developing further resource papers, establishing networks and developing online resources
- building leader and teacher capacity, including actions such as assisting leaders to analyse data, develop goals and action plans
- building dynamic partnerships with external agencies, across sectors and within schools.

In early 2020, a steering committee will be established to plan for the implementation of the actions listed in the papers.

Pattern and Structure Mathematics Awareness Program

The mathematics research project, a partnership between CESA, Deakin and the University of Tasmania (2018-2021) continued in 2019 with 12 participating teachers from six schools attending five research days across the year. The teachers are undertaking sustained professional development in integrating and implementing the Pattern and Structure Mathematics Awareness Program [PASMAPP] (Mulligan & Mitchelmore, 2016) and Pattern and Structure Assessment [PASA] in their classrooms. This F-2 programme is mapped to the Australian curriculum and was developed from extensive Australian research. PASMAPP provides teachers with a pedagogical model and an organised series of learning sequences that explicitly focus on improving children's mathematical understanding by developing their awareness of mathematical pattern and structure, which is assessable using PASA. Professor Joanne Mulligan (Macquarie University), one of the authors of the programme and senior consultant on the project, delivered three PASMAPP/PASA professional development (PD) workshops this year.

In conjunction with the PASMAPP/PASA PD, the project is researching the impact of the implementation of PASMAPP on the participating children's dispositions to be intellectually engaged with mathematics and throughout their learning, cultivated through the teachers' own practice of these. The teachers have drawn from their implementation of PASMAPP to develop an understanding of how the dispositions can be identified and fostered pedagogically when teaching mathematics. This year, two disposition research days were conducted back-to-back with PASMAPP/PASA PD days by Drs Virginia Kinnear (Deakin University) and David Moltow (UTAS). The development of intellectual dispositions is instrumental to the development of capabilities identified in CESA's Living, Learning, Leading framework.

Gifted Education 2019 - 2021

Catholic Education SA has strategically partnered with the University of NSW and engaged the expertise of Dr Jae Jung, to explore and develop models of gifted education that can be implemented across a range of contexts throughout the system.

Dr Jae Yup Jung, PhD, an associate professor in the School of Education and the Director of GERRIC (Gifted Education Research and Resource Centre) at the University of New South Wales, will support schools to engage in research that leads to a system wide approach to identifying gifted and talented students, co-constructing high quality learning for gifted students, whilst also developing processes for monitoring progress.

The scope of our work together includes:

- developing an understanding of contemporary research on gifted education
- identifying the issues in gifted education in schools through action research
- providing professional development for leaders and teachers in gifted education
- developing gifted education models in metropolitan and rural schools
- supporting the implementation of gifted education models in our schools
- developing a system to monitor the implementation of gifted education models
- developing a contemporary gifted education policy and procedures.

Launching the work in September 2019, Dr Jae Jung facilitated a professional learning day open to all leaders and teachers focused on defining, identifying and understanding the gifted learner. The professional learning engaged 45 principals, school leaders and teachers from 21 schools in a day of learning in Gifted Education. The workshop supported participants to gain a deeper understanding of the:

- nature of giftedness: models and definitions of giftedness, with a focus on Gagné's Differentiated Model of Giftedness and Talent

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- characteristics of gifted students: the cognitive and affective characteristics of gifted students
- underachievement: definition, causes, identification and reversal of underachievement
- identification of gifted students: identification instruments and the process of identification of gifted students.

As a result, ten schools have committed to engaging in the research project '*Engaging Highly Abled Students*' in 2020 focused on developing and implementing contemporary models of gifted education in their schools. These schools are:

- Emmaus Catholic Primary School
- Galilee Catholic Primary School
- Rosary Catholic Primary School
- St Joseph's School, Hectorville
- St Joseph's School, Kingswood
- St Monica's Catholic Primary School
- Kildare College (7-12)
- Cardijn College (7-12)
- St Ignatius R- 12 College
- Christian Brother's R-12 College

The current phase of our research project is to investigate the attitudes of key stakeholders in our school system (i.e. teachers, parents, and students) toward gifted students and gifted education. Dr Jae Jung will facilitate the survey process, carry out focus interviews and conduct the necessary analyses of data collected. This analysis will provide the system with deep and rich qualitative elaborations on the survey findings and will inform potential models of gifted education to be trialled by research schools.

English as an Additional Language

The CESA English as an Additional Language (EAL) program provides resourcing, pedagogical knowledge and expertise in order to support the achievement of high-quality learning and wellbeing outcomes, and inclusive, diverse and engaged communities.

During 2019 a key strategy has been to facilitate a network of 35 teachers with the aim of building their pedagogical leadership capacity through a focus on developing social emotional intelligence. Additionally there has been a focus on developing clear, strategic Annual Improvement Plans for EAL learners based on analysis of data. Also in conjunction with the network, a specific professional learning project about scaffolding language and literacy across the curriculum was facilitated for 20 teachers in six schools.

Digital resources such as the EAL Learner website and online professional learning modules have continued to be developed, updated and well utilised. Also, the two Composing Written Texts publications sell to a local and international audience and have been embedded in professional learning for schools.

Data collection and analysis for allocation of co-responsibility financial resources has assisted 52 CESA systemic schools to develop strategic plans, assess and track student progress and support the wellbeing and learning outcomes for their EAL learners, including students with refugee experience. Following analysis of progress data, schools were visited in order to ascertain challenges that schools are facing as well as factors that contribute to significant progress. These factors were collated and promoted with schools.

An online data analysis application is currently in development with the intention of being available to all schools for use in 2020. This will improve efficiency and data accuracy for schools and the CEO, enhance accountability and enable better monitoring and analysis of students' progress.

The EAL data collection process involves major professional learning opportunities about knowledge of language (grammar) and assessment literacy with the substantial aim of ensuring reliability and validity of assessment data and optimal allocation of resources.

How schools foster refugee resilience research project

Catholic Education SA is contributing to a three-year, cross sectoral UniSA research project that is investigating how schools create the social and educational conditions that enhance the resilience of students with refugee experience.

Catholic Education SA is contributing funds and research support. Other partner organisations are South Australian Department for Education, Queensland Department of Education and Training, Brisbane Catholic Education and the Australian Refugee Association.

The focus of the study is on the policies, practices, relationships and events that shape the schooling experiences of refugee students and promote their resilience. It will provide education sectors, schools and refugee service providers with new knowledge about how school-based policies and practices can foster refugee student resilience. Outcomes of this project will include the development of research-based guides to good policy and practice in refugee education and improved educational and social outcomes for refugee students.

This study involves three inter-related stages of research:

Stage 1: Reconnaissance – a critical policy analysis of the field of refugee education

Stage 2: Local school refugee education policy development and enactment

Stage 3: Refugee students' perspectives on resilience promoting aspects of school life.



Research focus

The project addresses the following research questions:

- What are the current federal and state policies guiding the provision of refugee education in Australia?
- How do school leaders interpret and enact federal and state policies when developing local school policies and practices in order to enhance the resilience of students from refugee backgrounds?
- What aspects of school life do refugee background students believe promote their resilience, wellbeing and success at school?
- What combination of research dissemination strategies have the most impact on teachers, school leaders, policy makers and researchers working in the field of refugee education?

Key Issues Papers

Thus far, the study group has published six Key Issues Papers that are available from the Refugee Student Resilience Study website <https://www.refugeesatschool.edu.au/key-issues-papers>. The papers focus on six key areas of effective school practice that may create positive education experiences for students from refugee backgrounds. These include: a welcoming ethos, focussed policy, strong leadership, inclusive curriculum and classroom practices, holistic view of successful inclusion and building an environment that promotes resilience.

Year One Phonics Screening Check

The Year One Phonics Screening Check (PSC) was trialled in CESA schools in 2019. 80 teachers from 30 schools attended training in how to use this simple assessment and then administered the check to all Year 1 students during the period 6-10 May 2019. The screening provides information about how students are progressing in phonics and is to be used by teachers as a formative assessment. Teachers analyse the results and, if necessary, plan for any additional support that students might require.

The Phonics Screening Check was developed and introduced in the United Kingdom in 2012. External

evaluators, The Australian Industrial Transformation Institute at Flinders University, were contracted to provide an independent review of this assessment framework. As a result CESA has made the following recommendations for the implementation of the PSC in 2020 based on this report:

- CESA is to continue the sub licensing agreement with the UK government so that schools can access each year's tests and resources.
- It is expected that the use of this test will be for diagnostic purposes as a guide for learning intervention.
- Schools will use this data alongside other relevant literacy assessment data to inform school improvement goals.
- CESA will support the implementation of the PSC by providing ½ day training for Year One teachers new to the Check.

The First Years of School (R-2) Literacy and Numeracy Network

The First Years of School (R-2) Literacy and Numeracy Network was initiated to build pedagogical content knowledge of early career teachers working with children in Reception – Year 2.

The purpose of this network was twofold:

- to build school and system support for Literacy and Numeracy in the first years of school.
- to build capacity of early career teachers in their pedagogical knowledge and understanding of Literacy and Numeracy in the first years of school, with the continued support of a more experienced school colleague.

Therefore schools were asked to nominate both an early career teacher and an experienced teacher working in R-2. A total of 28 teachers from 15 schools engaged in four days of learning across the year. The network aimed to support participating teachers and schools to:

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- develop their pedagogical content knowledge of contemporary approaches to Literacy and Numeracy teaching
- enact classroom practices by way of co-constructed learning and assessment design
- explore the links between the Early Years Learning Framework, Australian Curriculum: English and Mathematics, the Australian Curriculum Literacy and Numeracy General capabilities and the Living Learning Leading Framework key capability, *literate, numerate and effective communicators*
- build teacher capacity for the planning and implementation of literacy and numeracy in the first years of school with the support of an experienced 'mentor' teacher
- collect and analyse student literacy and numeracy learning data to inform knowledge and practice
- explore current literature and research relating to literacy and numeracy in the first years of school.

First Years of School Literacy Assessment (FYSLA)

The purpose of the First Years of School Literacy Assessment data collection is to provide a system wide approach to literacy assessment in the first years of school and to place the emphasis of data collection on targeting teaching and monitoring progress, making this data more relevant to schools and classroom teachers. The FYSLA is now in its second year of operation, thus the data base now holds literacy assessment data for 2018-2019.

Classroom teachers assess students in their 1st, 5th and 9th terms, entering data into the data base at the time of assessment. The data base software calculates averages and stanines for each class and school. Schools are required to have submitted all student data by the end of term three so that reports can be generated early in term four. These reports compare each school's data to schools within their cluster as well as to all CESA schools.

In 2019, 76 schools entered student data and received reports on stanine averages within their school, their region and across all CESA schools.

Middle Years Network

The Middle Years Network aimed to build the capacity of schools to improve student learning and wellbeing in the Middle Years by using evidence-based pedagogies and practices to support learning and transitions. The eight participating schools set their own inquiries to delve into a vital aspect of learning and wellbeing that is distinct to their school context. Resources, including the valuable research basis and expertise of Professor Donna Pendergast, enhanced each network day and provided a backbone to the work being done in each school. Each school reflected on their achievements on the final day, where interviews were recorded for the release of podcast success stories. These highlighted the impact that the network had on the learning of educators, and the experiences of Middle Years Learners in CESA schools. The messaging from the podcasts and case studies from each school was that they were able to create learning environments that encourage students in the middle years of schooling to thrive and flourish and that support their academic, social and emotional development. To further celebrate this learning, Xavier College and Thomas More College both presented at the Adolescent Success National Conference in Brisbane, showcasing the work of CESA schools to Australia. The feedback from the network affirmed the role of working together for the greater good of the sector, and the value of sharing expertise and experience with other schools who are forging similar paths.



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Participating schools have:

- developed key working relationships with Professor Donna Pendergast and leaders in CESA schools
- developed models of inquiry learning to facilitate learners thriving and demonstrating their capabilities
- transitioned year 7s into the Middle Years of Learning in secondary schools
- reflected on their practice through classroom and community feedback
- shared experiences in the form of case studies and podcasts
- taken an inquiry approach to their leadership, posing questions that are unique to their context and worth solving, to support learners
- shared their learning on a national scale
- helped to develop a program for the network in 2020 to continue the positive work, and to further innovate solutions to challenges that have arisen.

Looking forward to next year, a focus will be placed on excellence in learning and leading, where schools will use an inquiry model to transform and consolidate an approach for teaching and learning that prioritises learner agency. Further, the network will aim to feed more deliberately into system-wide improvement, by developing online modules and resources. It has already expanded the reach of the network in including an additional seven schools for 2020.

The Entrepreneurial Network

Entrepreneurial Education Network focused on students and teachers working as co-creators, innovators and designers of product-oriented entrepreneurial learning experiences to improve student knowledge and skills and broaden their understanding of the world in which they live.

The Entrepreneurial Network was established in 2019 with eight schools participating in this network. Being the inaugural year, the Entrepreneurial Network was a developmental program to explore how social entrepreneurship could be contextualised within different schooling contexts. The Entrepreneurial Network was unique from its inception because it involved the students attending and participating in each of the network days. Overall 48 students and 21 staff members participated in each network day. During the network days teachers were invited to inquire and reflect upon models of Entrepreneurial Education and how this could be actioned within their school.

Through engaging with entrepreneurial education, the educators were supported in building transdisciplinary inquiry units which allowed students to be knowledgeable, inquisitive and innovative. Learner agency was encouraged through co-constructed learning and assessment design opportunities.

Teachers and students attended 1 full day workshop per term. Each school engaged with the network with visits to school sites to support teachers with planning and curriculum implementation. On Friday 26 July the

members of the Entrepreneurial Network were fortunate to hear from Distinguished Professor Yong Zhao about why schools need learners who are creative, entrepreneurial and global in their knowing, doing and being. Professor Yong Zhao shared his story with the students and how he has become recognised globally for challenging schools to reimagine education.

Entrepreneurial Learning Films and Podcasts

To celebrate each school's learning journey and capture evidence of our capable learners and leaders we captured the learning in film. The films show the impact that entrepreneurial learning had on both teachers and students. When students co-design the curriculum, it can make a positive impact on their learning and the decisions that they make for their futures.

A record of the work in 2019 has also been captured in a series of podcasts, you can download the episodes at <https://soundcloud.com/schoollifepodcast/sets/educational-entrepreneurship>

SACE Network

The SACE Network has worked in partnership with schools to improve students' participation, engagement, completion and achievement in the SACE. Strengthening our partnership with schools to develop a culture of collaboration and innovation will achieve more for our young people through the sharing of knowledge, pedagogical and assessment practices and expertise.

The SACE Coordinators' Network has met once a term. This network has:

- continued to build on and strengthen alliances with its key strategic partners
- provided professional learning and workshops
- encouraged sharing of information, inspiring practice, innovations and expertise between schools
- engaged in professional practice to build the capacity of teachers and their leaders to engage in transformation
- strengthened the understanding and development of the capabilities, learner agency and the co construction of curriculum.

Task Design Workshops

- The aim of these workshops was to identify current issues related to educational assessment and pedagogy and provide practical applications that can support leaders to evaluate assessment practice and provide analysis on task design for the staff they work with.
- CESA partnered with the IEA (Institute of Educational Assessors) to facilitate a 3-hour workshop which was dedicated to helping senior secondary teachers improve or redesign tasks in order to maximise student success.
- Effective task design gives students the opportunity to achieve the highest level in the performance standards and therefore maximise their grades.

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Micro-credentialing

CESA was fortunate to host Professor Sandra Milligan, co-author of the paper *Beyond ATAR: a proposal for change*, at a session for CESA educators in which she shared her desire to improve the education journeys of 15-19 year old. She presented three interconnected proposals to improve the experience and life outcomes of all young people.

Professor Milligan, from the Melbourne Graduate School of Education at the University of Melbourne, discussed the paper and its recommendations to support the transition of young people from compulsory schooling. She facilitated a conversation about the implications, including: the nature of a senior secondary certificate; the creation of policy levers in education; pedagogy and the impact on students' learning.

Beyond ATAR: a proposal for change seeks to make explicit the implicit acknowledgement and action by curriculum authorities, schools and education providers across the country to position young people better for a changing future.

Learner Profiles

Professor Milligan facilitated a session on 'Designing a learner profile', identifying preferred components and workshopping challenges and strengths of a learner profile from the perspectives of schools and students. *Learner Profiles* have been signalled in recent commentary as a potential way forward in reimagining recognition of senior secondary learning and providing stronger alignment potential for a student and their chosen pathway. CESA, AISSA and SA Secondary Principals Association (SASPA) in collaboration with the University of Melbourne's Assessment Research Centre will be part of a collaborative pilot project that seeks to explore practical assistance to schools looking to create reliable responses to the challenge, "How might we recognise learning both with, and beyond the ATAR? "

This project has invited schools to:

- explore the "Learner Profile" and its' potential as a transformative model of recognising learning that is fit for purpose and identifies a range of student dispositions and learning across the phases of schooling
- explore practical strategies aimed at developing, assessing and recognising student attainment in capabilities and competencies that could inform a "Learner Profile"
- develop assessments that are valid, reliable and authentic
- contribute to a cross-sectoral professional learning community where all schools are grappling with similar issues.

Evidence of Impact: designing and trialling program evaluation processes, protocols and tools

A research partnership with UniSA School of Education and CESA leading learning consultants to investigate approaches to demonstrating evidence of impact of professional learning programs on teacher and student outcomes.

The aim of this research project was to investigate how CESA consultants track 'evidence of impact' of professional learning programs as they trial evaluation protocols, processes and tools co-designed with the research partners. In evaluating the professional learning program, consultants simultaneously modelled these alternative evaluation options for the teachers participating in the network inquiries.

The long-term aim of this project is for CESA to develop an ongoing approach to program evaluation of the complex effects of professional learning opportunities.

A full research report will be made available by UniSA research partners by early 2020.

Research questions

There were two key questions related to consultants' work with the Inquiry Network.

First, what evidence can be utilised to evaluate the network inquiry program in relation to:

- building the capacity of leaders of learning
- enhancing pedagogical content knowledge
- supporting improvement in student learning
- developing evaluative thinking.

Second, what processes, protocols and tools support the development of teachers' evaluative thinking across CESA's teacher professional development programs?

The consultants developed strategies / ways of working with their professional learning networks that created spaces for critical, evaluative and creative thinking.

Engage with Asia 2019 Network

The Engage with Asia Network focused on the development of models of *effective inter-school partnerships* with leadership and pedagogical collaboration between CESA schools and schools in Asia. Particular attention was given to the inclusion of CESA regional schools, student agency, co-construction of curriculum and usage of ICTs in the languages and cultures classrooms.

Twelve CESA schools have developed partnerships with schools in China, Japan and Indonesia. These schools have regular online lessons to increase student agency in preparing, managing and being responsible for the online collaborative classes.

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In 2019:

- Teachers of languages and leaders from schools involved in this Network have taken part in a CESA sponsored visit to their partner schools in China, Indonesia and Japan.
- A group of students and their teachers from our partner schools in Asia visited Adelaide and their partner schools involved in the Engage with Asia network in August.
- A group of principals, school leaders and teachers from our partner schools in China also visited our Network schools in August.

All participating CESA schools developed a working partnership plan where they demonstrate that the work being undertaken with the Asian school is linked to:

- their current learning and teaching program
- the CESA Living Learning Leading Framework
- the AITSL Professional Standards for Teachers
- the Australian Curriculum for Languages
- the Australian Curriculum General Capabilities and Cross Curriculum Priorities.

Innovative Approaches to the Learning and Teaching of languages and cultures in CESA schools

In 2018, the Leading Learning Team established a network of schools to explore *Innovative Approaches to the Learning and Teaching of Languages and Cultures* in CESA schools.

In partnership with Catholic Education Melbourne (CEM), principals, school leaders and teachers from this network were involved in a professional development program. This included school visits to view different models and to design and develop a whole school implementation plan for the provision of languages and cultures education.

The main aims of the network were to:

- research and trial several models of languages and cultures programs which increase time on task, student engagement and leadership and whole school ownership
- inform the development of a CESA Languages Initiative Paper
- create new knowledge, understandings and approaches that can inform system wide strategies for the teaching and learning of languages and cultures.

Schools have trialled their chosen innovative pedagogical approach to enhance their languages program. As a result of their successful implementation, individual videos have been produced to celebrate each schools' learning journey and capture evidence of change and improvement. The videos show the impact the project has had so far in each school at all levels: student engagement and agency, teachers' improved practice, structural changes and parental involvement.



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Learning and Technologies

The Learning and Technologies Team (LATT) provided a variety of professional learning opportunities for schools throughout 2019. Projects and workshops focused on developing knowledge and understanding of the Digital Technologies Curriculum, Information Communication Technology Capability, Microsoft Office 365 Platform and Science Technology Engineering and Mathematics (STEM).

Technology

Think Design Make: Inventing with Technology Through Project-Based Learning

The project allowed schools to immerse themselves in technologies that would encourage student creativity, problem solving, collaboration, computational thinking and design thinking. Through a series of interactive workshops participants were encouraged to invent, make and program with a range of digital technologies, recycled materials and craft supplies.

Minecraft Project

Expanding from 2018, the project continued to provide teachers with professional learning on game-based learning through Minecraft Education Edition. The software became available to all schools in the 2019 Microsoft Licencing agreement and, as such, schools were keen to explore its use in a range of year levels and purposes. In 2019 students from Cabra Dominican College co-facilitated workshops for teachers, sharing their enthusiasm for learning in a virtual world. The teacher participants were extremely impressed with the students' knowledge and

grateful for the opportunity to learn from these young people. A video case study can be accessed at <https://bit.ly/2YHBuf>

Southern Vales Cluster Project: Digital Literacies

This project supported and mentored Key Teachers from Southern Vales Cluster who expressed an interest in exploring Digital Literacies for their primary schools. Co-facilitated workshops and discussions included development of a Digital Technologies scope and sequence document for each school and unpacking the ICT capability for primary school students. Each school identified their own focus for the year and were required to document and evidence their progress throughout.

Technology Kits

Provision of a variety of technology loan kits continued in 2019. A popular and valuable resource for schools, 11 kits were made available for loan for four weeks at a time. 20+ schools borrowed technology from the lending library, with many commenting on how it was a much-needed resource that gave them access to technology they would otherwise be unable to share with students.

Science Technology Engineering Mathematics (STEM)

In 2019 the Learning and Technologies Team (LATT) led a variety of STEM professional learning projects and networks for educators, which aimed to explore researched evidence-based STEM practices; unpack pedagogies and frameworks for promoting cross disciplinary learning; foster engagement and confidence in leading STEM education.

Aligned with the 2018 CESA STEM Learning Initiative's aim of increasing student engagement in the learning of science, technology, engineering and mathematics, the



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projects were designed to enact the key actions of the initiative namely:

- build system capacity
- build dynamic and sustainable partnerships
- build leader and teacher capacity.

CESA STEM Forum: Living Learning Leading

Wednesday 27 November saw the coming together of 150 educators, 30 students and a variety of industry experts to share and celebrate CESA's STEM learning journey.

A valued event on the CESA calendar, the forum provided an opportunity for schools- from the Early Years to Senior Secondary - to share their STEM narratives through film, static displays and presentations. Exhibits gave students an opportunity to demonstrate their understandings, knowledge and innovations to participants. Workshops engaged educators in STEM professional learning with leading industry partners and enabled system level networking.

Over 40 Catholic schools, each having engaged in many of CESA's STEM projects and networks throughout the year, were represented.

A short summary video of the day can be accessed at <https://bit.ly/34dMNsy>

STEM Partnerships

2019 saw the continuation and development of partnerships in co-constructed, industry rich, targeted and research based professional learning being delivered by:

- University of South Australia: School of Education
- Education Changemakers
- Monash Adjunct Professor Debra Panizzon
- NoTosh

Developing partnerships with industry is important to enhance and deepen STEM education within our system, supporting teachers in developing contemporary curriculum resources and engaging students in real world contexts.

CESA UniSA STEM Network

Since 2017 UniSA has been a research partner working in collaboration with CESA and LATT to promote in-school action research around STEM education. This network was divided into two groups, the Cluster Based Network and the School Based Network. Engagement in this project allowed schools to develop and implement strategies to bring variety and depth in engaging K-12 students and educators in a range of STEM curriculum aligned experiences.

Future Ready

Future Ready provided practical learning experiences for

teaching teams to develop STEM inquires and learning design, ready to be implemented in schools. During four learning days, across a three-month period, Education Changemakers worked with CESA educators assisting them to create unique, fully resourced, STEM focused, project-based learning units aimed specifically at the Middle Years of schooling.

Unpacking the data in STEM

Schools collected and generated their own data from a range of different sources including NAPLAN, PAT or participation in various STEM-related projects. Accessing and utilising the data informed teacher practices while monitoring student impact. The workshops and academic mentoring supported leaders in schools to build their capacity to use data to inform and drive change in positive ways in their schools.

St Teresa's Brighton School Project

In preparation for the transition to the McAuley Community School Hove, St Teresa's School educators engaged throughout 2018-19 with global company NOTOSH and LATT to support them in contextualising STEM in their new school. The project provided educators with the design thinking framework to design and implement student centred STEM units.

Designing Powerful STEM Inquires

Led by Learning and Technology (LAT) consultants, Key Teachers co-constructed and implemented a STEM problem-based learning unit, using a design thinking framework and the engineering design process, to foster students' curiosity, creativity and agency. Participants deepened their understanding of using problem-based leaning pedagogies; connected their work and student learning to CESA's Living Learning Leading Framework, and explored ICT tools to capture evidence of student learning and metacognition.

Exploring STEM Education in the Primary Years

A series of practical, hands-on workshops were provided where teachers were given the opportunity to create a consistent understanding of STEM education and context for implementation in the Primary Years. Each workshop focused on one of the STEM disciplines deeply unpacking Science, Technologies, Mathematics and the Engineering cycle to contextualise how these could be integrated to enhance students' STEM learning.

STEM Student Programs

The student-centred programs engaged students in STEM learning opportunities to further build STEM capacity in our schools. Students engaged in experiential processes, with educators discovering by their side.

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Big Ideas Challenge

Hosted in city and regional locations, the Big Ideas Challenge brought together students from various schools in years 6 -9 to engage an entrepreneurial mindset and framework to rapidly prototype their own ideas which focused on making the world a better place. Students engaged with design thinking methodology to solve problems and at the end of the workshop the student teams prototyped and pitched their innovative solutions to their peers. A video overview of the workshop can be accessed at <https://bit.ly/2rCLPZB>

STEM Sista

A STEM-oriented networking event and professional development course for Year 9-11 girls were offered to promote, engage and increase interest in pathways to successful careers in STEM industries. The students were empowered with knowledge and developed to be prepared to take on a STEM-driven future with conviction through an introduction to life skills and connecting with guest speakers from a variety of STEM professions.

Virtual Reality (VR) in Learning Design

The Learning and Technologies Team collaborated with the University of South Australia to create a Virtual Reality (VR) workshop. Sixteen teachers and thirteen classes visited the University's Samsung Smart School across three workshops to explore, learn and interact with VR Technology. VR learning design was contextualised through students creating a VR tour. This model reinforced the potential of STEM technologies being used as tools for authentic learning experiences with many schools creating virtual reality tours of their school or local community.

The Year 8 Cabra Dominican College students created a VR tour of their school for transitioning students from St Anthony's School – Edwardstown. This tour can be viewed at http://bit.ly/cabra_vr_tour

Weather Station Challenge

Five schools participated in a pilot program to build a weather station to record and analyse the climate conditions of their local community, sharing their journey with other CESA schools. Through industry involvement with the Bureau of Meteorology and Core Electronics, students learnt skills in coding, Computer Aided Design, 3D printing and the Stanford University Design Cycle. Teachers and students accessed resources and collaborated with the Learning and Technology Team and other CESA schools through the Microsoft O365 Teams online application. The project built capacity and supported teacher practice in the Digital Technologies Curriculum, Project Based and STEM learning.

Vocational Education

Enterprise and Vocational Education Advisory Committee

The Enterprise and Vocational Education Advisory Committee (EVEAC) continued to provide support, advice and guidance for the Vocational Education Team. The Committee has broad representation from Catholic secondary schools, trade training centres and technical colleges in both metropolitan and regional areas.

In 2019:

- 1980 students in Catholic secondary schools participated in Vocational Education and Training (VET) courses which is slightly lower than in previous years
- Total VET delivery hours in 2019 was 652,694, which shows an increase of 41,376 hours from the previous year and is the highest volume of VET nominal hours since 2011
- 530 students completed a Certificate III qualification as part of their SACE which is a slight increase from 2018
- 690 students undertook VET as part of Training Guarantee for SACE Students (TGSS) program which is consistent with previous years
- 615 students undertook workplace assessments through Structured Workplace Learning, this figure is slightly lower than previous years, but is consistent with the decrease in numbers of VET students.

Eighty five percent of VET students completed either a Certificate II or III level qualifications in 2019 with twenty six percent completing a Certificate III level course as part of a VET pathway that resulted in both SACE completion and ATAR achievement. Fifty six percent of VET students completed a whole qualification (all levels from Certificate I to Diploma). This is an increase from forty eight percent in 2018. There was also a number of students who gained full-time and school-based apprenticeships and traineeships due directly to their involvement in VET programs and as part of a genuine career pathway.

Schools reported a decrease in the number of courses offered as part of an auspice/VISA arrangement with a Registered Training Organisation (RTO) and an increase in number of RTO schools engaged with in the provision of VET pathways. VET was used in conjunction with Modified SACE as part of transition programs to provide learning and employment pathways with strong student outcomes. Additionally, VET continued to support foundation level skills such as Certificate I Access to Vocational pathways and Certificate II in Functional Literacy.



Professional Learning

School VET coordinators and Career Development practitioners participated in the following professional learning:

- four VET and Vocational Learning Professional Development (PD) and Network days
- VET and Vocational Learning Professional Learning Community events on the topics of School-based Apprenticeships and Traineeships (SBATs), Workplace Learning Procedures and transition programs to support students with disabilities
- Graduate Certificate of Education (Career Development)
- Certificate IV in Training & Assessment (TAE)
- Career Counselling, Coaching and Assessment by Professor Jim Bright
- Coaching Young People for Success.

Career Development and Education Network (CDEN)

The CDEN supported schools with career development and education programs across the middle and senior years. Schools investigated specific initiatives and developed frameworks underpinned by the CESA Key Capabilities and Living Learning Leading Framework. In Term 4 schools participated in a workshop to further support developing a whole school approach to career development and education facilitated by the Career Education Association of Victoria (CEAV).

Key Capabilities Continua

CESA's Living, Learning, Leading Framework articulates the vision of Catholic Education in South Australia. Students are at the heart of this vision. In order for them to be thriving people, capable learners and leaders for the world God desires, learners need to develop and use their key capabilities. Learners need to be Literate, Numerate and Effective Communicators; Spiritually Aware and Inspired by Faith; Self-Aware, Collaborative and Socially Adept; Intercultural and Globally Minded; Knowledgeable, Inquisitive and Innovative; Confident and Careful Creators and Users of ICTs and Moral, Compassionate and Ecologically Aware.

CESA has developed the Key Capabilities Continua as a resource to support children and young people to grow, reflect on and evidence their capabilities. The Continua has been co-constructed with students and is for students. It is designed to be used by students in partnership with educators and families as children and young people reflect on their experiences through curriculum, formative experiences, family and community life. The Key Capabilities Continua is grounded in contemporary research and Catholic theology. It will be formally launched in Term One, 2020.

Educational Measurement

In 2019, 87 of the 98 SA Catholic schools with students enrolled in Years 3, 5, 7 and 9 undertook NAPLAN online testing. While there were national disruptions due to a connectivity issue on the first day of online testing, all participating CESA schools were supported to conduct all the online tests within the testing window, except for two schools that reverted to paper tests.

This participation, a substantial expansion from the 23 schools involved in 2018, is testament to the fruitful collaboration between school leaders / teachers and the CEO Learning & Technologies, Educational Measurement and ICT teams. Apart from providing professional learning and real time support in semester 1, these teams have worked with the remaining schools to prepare for online participation in 2020. That should be possible for all except a couple of schools whose physical or ICT environments cannot accommodate online testing until the ultimate timeline of May 2021.

CESA again provided licences for 96 schools to use ACER's online Progressive Achievement Tests (PAT) in Reading Comprehension and in Mathematics. The PAT tests complement the potential diagnostics available to schools from NAPLAN data and teachers in all these schools could access ACER's online Teaching Resources Centre, to learn of approaches to address identified learning needs.

In conjunction with the RILL Leading Learning team, a set of customised services was offered to schools, school clusters and system strategy teams, consistent with the Continuous Improvement Framework for Catholic Schools and the Living Learning Leading framework objective of improved student learning and wellbeing.

The Educational Measurement team coordinated data collections from schools for a range of purposes and stakeholders. These included student background data (used for Commonwealth funding and for My School), student attendance in semester 1 and term 3, the Wellbeing and Engagement Collection and evidence of schools' compliance with the Australian Education Act.



Marketing and Communications

The Marketing and Communications Team continued to strengthen the profile of Catholic Education SA and supported a number of key strategic initiatives during 2019 including:

- **Live Learn Lead Together event** – website development, video creation, and marketing support for this event that brought together educators from across South Australia
- **Enhancing Schools Project** – marketing strategy support provided to the Elizabeth Mercy Schools Cluster to promote fee reduction and awareness of the three schools
- **Mid-Year Intake** – advertising and media relations to promote the mid-year intake.
- **McAuley Community School** – ongoing marketing support for the school that will open in 2020
- **New school for Two Wells** – media liaison and communications support around the announcement of the expansion of Xavier College into Two Wells
- **Regional Schools Pathways Project** – communications strategy and media relations to support the exploration of expanding regional pathways, including the announcement that St Joseph's Murray Bridge will expand to R – 9
- **Vision for the North** – development of a communications strategy.

The team also focused on strengthening the overall Catholic Education SA brand, with a new tagline and brand strategy set to roll out in 2020. Extensive research was undertaken with research partner, Square Holes, to measure current perceptions of Catholic Education and the findings will underpin the campaign and future directions.

Participation in the 2019 Pregnancy Babies and Children's Expo gave an opportunity to market our schools to over 8,000 parents, grandparents and parents-to-be. The event is well regarded with 96% of visitors rating the expo as a trusted source of information.

During 2019, digital marketing continued to increase in impact with a 19% growth in facebook and page "likes" topping 4000.

Unique visitors to the CESA website increased by 29%, with over one million pages viewed, and a 32% increase in usage of the Catholic Schools Directory. Eleven new responsive school websites were launched and an additional 10 websites are in development and scheduled to launch in 2020. We also developed the CESA Vocational Education and Training (VET) website – www.vet.cesa.catholic.edu.au - a great online resource to help students explore vocational pathways.

The inaugural CESA Communications & Marketing Conference was attended by over 60 school-based communications staff. Participants gained insights on a range of topics including digital marketing, print media, crisis communication and brand strategy for schools.

The Shared Ideas program continued to give marketing staff in schools the opportunity to exchange ideas and learn from each other. Thirty-three schools engaged with the program that included topics such as *Tours, Open days, & Catholic Schools Open Week* and *Maximising your School's Facebook Reach*.

There was also strong participation in the 2019 professional learning program including:

- Google Analytics and Google my Business (12 schools)
- Updating your Prospectus (6 schools)
- Media training for principals (10 principals and 4 CEO staff).

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Catholic Schools Music Festival

St Mary's College hosted the Festival Choirs from August 26-29 for the annual combined rehearsals, welcoming approximately 1,400 students, to their new Veritas Centre.

The CSMF performances successfully took place from September 23-26 at the Adelaide Festival Theatre. The chairperson of SACCS, Professor Denis W Ralph, the executive officer, Dr Neil McGoran and the Director of Catholic Education in the Diocese of Pt Pirie, Ms Nichii Mardon, along with fellow commissioners attended the performances.

Sixty-five primary schools participated in the Festival Choir across the four evenings. This year 32 separate Support Acts from 19 schools appeared on stage.

The Combined Boys Vocal Ensemble represented 5 schools: Blackfriars Priory School, Christian Brothers College, Nazareth College, St Michael's College and Cabra Dominican College. Four colleges: St Mary's College, St Aloysius College, St Dominic's Priory College and Mercedes College comprised the Festival Strings. Year 11 guitarist Joel De Leso from St Paul's College and Year 12 bassist Daniel Young from Mercedes College comprised the rhythm section.

The four student comperes were Olivia Harwood from Nazareth College, Tim Wilson from Saint Ignatius' College, Iris Nissen from Cabra Dominican College and Joel Pinson from Sacred Heart College. Ms Belinda Bennett, Principal of Catherine McAuley School and Mr Michael Ellul from Sacred Heart College were the adult comperes.

Sixteen Foyer Acts representing by 14 schools performed pre-show entertainment.

Early Childhood Education and Care Committee

Preschool and Early Learning Centre Leaders Meeting

8 Preschool lead teachers and 6 ELC Directors have attended a meeting each term to support the implementation of the National Quality Standard and the development of pedagogy and practice in their centres. The meeting is led by the Early Childhood Consultant. This group has developed into a community of practice contributing significantly to the meeting agendas and sharing practice highlights. This year's pedagogical focus has been the development of documentation to more effectively support their reflective practice and their planning for learning and assessment.

In liaison with principals, preschool leaders at St Joseph's Memorial School Norwood and St Joseph's School Payneham staff, have received scheduled coaching visits each month to support the development of leadership within the service and to build collaborative practices.

The Early Childhood Consultant has also attended 12 staff meetings at preschools and ELCs in 2019, to support staff pedagogy, practice, quality improvement, planning and preparation for assessment and rating.

Continuity and Transition Practice Based Research Project

In 2019 research into Continuity and Transition practice continued, inspired by the Living Learning Leading Framework and the Key Capabilities. Through their research projects, participating schools explored the importance of continuity of learning, pedagogy, culture and relationships in the process of children's transition into school.

Eleven CESA schools took part in the project in 2019. They developed their own school-based research to transform policies and practices and in term 4 presented their research to make visible the impacts of their practice on children, families and communities. Four professional learning days were held during the year and each school was visited by the Early Childhood consultant to liaise with the principal and teachers and support their ongoing projects.

Four short videos exemplifying continuity and transition practice in our schools and made at the end of 2018 by Winter Wonderland Productions were launched at the Education Standing Committee meeting on Wednesday 20 February 2019. They consider continuity and transition through the lens of principals, teachers and parents, as well as a video providing an overview of the project. They are now available on the CESA website.



STEM in the Early Years

Mathematics and Numeracy

In November 2019, St Margaret Mary's Preschool at Croydon won a State award in the Primary Mathematics Association Powerful Learners Mathematics and Numeracy Challenge which was presented to students and teachers by the Honourable John Gardner, State Minister for Education. The Maths Challenge encourages mathematical learning, skills, problem solving and thinking and the exploration of mathematics in everyday situations.

Little Scientists

The Little Scientists Project is a Commonwealth funded, not-for-profit professional development program in Science Technology, Engineering and Mathematics (STEM) for Early Childhood educators and teachers of children aged from 3-6 years. The project builds teachers' and educators' leadership, confidence and capacity in STEM subjects and combines child-led discovery and research with an inquiry-based learning model.

CESA has been a network partner in the delivery of training since 2015. Our workshops now include teachers and educators from all sectors. During 2019, 157 teachers and educators from 65 schools and services in the Catholic, Government, Independent and private long day care sectors, participated in 11 workshops.

This year we included four country workshops, two held at St Marks College Port Pirie and two held at Tenison Woods College in Mt Gambier. They were attended by Catholic schools from the respective areas as well as a small number of teachers from the Government sector. The workshops were well received, and we have been asked to return to both locations to undertake more workshops in the future.

In 2020 the Preschool at St Joseph's Hindmarsh will become a Little Scientists' House (LSH) and the Preschool at Our Lady of the Visitation School has applied to become an LSH. The Early Childhood Consultant supports the

leaders and educators in this process. This is a national acknowledgement that high quality STEM learning is a part of daily practice in these early learning environments. They will join our existing three Little Scientists' Houses at Ignatius Early Years, St Joseph's Memorial Preschool and St Thomas Preschool.

Flinders University Early Years STEM Inquiry Project

This project provided over three terms, explored the skills of computational, systems and design thinking as a significant foundation for STEM thinking within the Australian Curriculum and the Early Years Learning Framework (EYLF). It sought to build teacher confidence in planning for and documenting learning in early years environments. Eighteen teachers from eight schools participated, including six preschools, eight Reception and four Year One teachers. All schools were visited over the course of the project to support teachers' inquiries. The university will provide a report on the project in February 2020.

Presentations from participants on the final day demonstrated how teachers had:

- strengthened their own understanding of computational, systems and design thinking
- developed collaborative learning environments which nurtured students' computational, systems and design thinking
- made children's thinking and learning visible
- grown in confidence to plan for and assess effective inquiry learning environments for STEM.

At the CESA STEM Forum in November, one of the schools presented their research project, which was undertaken across campuses by a preschool and Year One teacher at Nazareth College.

Education Standing Committee

Inclusion and Learning

During 2019 the Inclusion and Learning Advisory Committee met each term and provided advice regarding the work of the Inclusion and Learning Team.

Aboriginal Education

Aboriginal Cultural Residencies Program

During 2019 45 schools participated in the Aboriginal Cultural Residencies (ACR) Program. The schools welcomed an Aboriginal Cultural leader into their school to work with teachers and students over a term. The residencies engaged in a collaborative model with teachers documenting the curriculum and assessment for the students and the Aboriginal Cultural artists leading the visual art, drama, language, dance, media studies, music and ecological science learning along with story and knowledge as an Aboriginal Australian.

Schools noted the engagement of the students in the initiative and the opportunity for staff and students to learn about Aboriginal cultures and history.

10 Aboriginal consultants worked in the 45 CESA Schools.

Cultural Competence

Eleven schools undertook Aboriginal Cultural Competency training for all staff over a day.

The training is a collaboration between Fire and Water consultancies and CESA Aboriginal Education consultants and is supported in schools through engagement with the Aboriginal focus teachers' network and the ACR teachers' network group. Schools were encouraged to document their training, engagement in the CESA Aboriginal Education initiatives within their 2019 Reconciliation Action Plan.

Thriving People Forums (Secondary and Primary Students)

Five Forums for Primary and Secondary Aboriginal students were held in 2019. The forums for secondary students (held in Whyalla and Adelaide) engaged students in exploring the themes in the Living Learning Leading Framework and how students continue to be thriving people, capable learners and leaders in their communities and in the world.

Students explored the Imagination Declaration for Youth from the 2019 Garna Festival and joined with Aboriginal leaders to articulate how connection to family, community, country and culture supported their growth and identity. Artists and illustrators documented the students' feedback on paper and canvas and students painted symbols of their culture that were important to them. The students also engaged in conversation with Dr Neil McGoran and Mrs Nikki Mardon; the Directors of Catholic Education from Adelaide and Port Pirie Diocese and with the Aboriginal Commissioner for Children and Young People, Ms Amber Lawrie, who spoke of her life journey with learning and leadership.

The two Primary Forums focused on cultural experiences for the Aboriginal students including story, ecology of country, food culture, language and being together.

Year 12 Celebration

Year 12 students graduating from Catholic schools were invited to the Catholic Education Office with their parents and grandparents to celebrate their graduation from school.

Students were presented with an Aboriginal cultural painting to remember their school days. Following an address by Dr Neil McGoran they were engaged in a ceremony with Kaurna Cultural Bearer, Karl Telfer, to talk about the help and support they have received along the



way from schools and family. Students also named the gifts and talents that they will carry with them into the community.

Australian Curriculum

Learning Improvement Project

Eleven schools continued in the Learning Improvement Project during 2019 to focus their professional practice on building student agency and meta cognition, curriculum design and assessment practices. Participants worked with CESA consultants and Professor Peter Ellerton from Queensland University of Technology (QUT) throughout the year.

Behaviour Education

Consultants provided professional learning services and direct advice to school staff in managing student behaviour, developing social awareness and social connection and whole of school wellbeing initiatives.

The CESA partnership with the Australian Childhood Foundation continued to engage schools in trauma informed practice through the Making Space for Learning Initiative.

Three schools completed their 18 month inquiry at a showcase and sharing forum and five schools including the four Riverland Catholic primary schools began their 18 month inquiry with two days of trauma informed training. At the mid project forum the schools shared their data, classroom practices and learning so far in building cohesive and improved trauma informed learning practices.

Professional learning was provided by consultants and the Centre for Restorative Practices to engage school staff in understanding the principles of restorative practices, implementing learning for students and staff and reviewing school policy and procedures.

A group of 13 schools engaged in research and classroom learning in preventing and minimising bullying with Professor Phillip Slee and his research team. The PEACE pack research process included staff training, student pre and post learning surveys, follow up surveys and reports to schools from the research team.

Child Safety Education

Consultants continued to provide child safety curriculum professional learning for teaching staff and early career teacher as part of their induction to teaching in a Catholic school.

A group of seven schools met together throughout the year to develop curriculum design and assessment practices to deeply embed child safety education across the curriculum and to ensure learning for every student.

Students with Disability

The Nationally Consistent Collection of Data for Students with Disability (NCCD) Action Plan adopted by the CESA Task force informed the professional learning and quality assurance processes and changes to funding for students with disabilities in Catholic schools.

Schools were supported to implement the four phases of the NCCD (identifying students eligible to be placed on the NCCD, implementing relevant learning and care adjustments, verifying the accuracy of the data and reflecting on systems in place to provide efficient and comprehensive adjustments for students with disability) across the year. Resources including e-learning modules for school leaders and staff from the NCCD website and CESA professional learning focused on engaging classroom teachers in articulating the adjustments made for students with disability. Consultants worked with schools in differentiating the curriculum, developing small group interventions and individual learning plans, documenting adjustments and working in collaboration with school leaders, families and allied health services to meet the requirements of the Disability Standards for Education and the NCCD.

Moderation sessions for staff across schools articulated the process for school NCCD teams to undertake in reviewing the data regarding adjustments provided to students with disability.

CESA provided access to a learning management system for primary schools for future development of improved systems of efficient documentation and data sharing across the sector.

Boarding Colleges Advisory Committee

Boarding in Catholic Schools in South Australia provides access to quality educational opportunities for students, many of whom are from rural, remote or Indigenous communities. Boarding in Catholic schools in South Australia is an expression of the mission of the Church in reaching out to those who are marginalised.

The Boarding College Advisory Committee is comprised of Principals of Catholic Schools with Boarding Houses, namely, Loreto College, Rostrevor College, Sacred Heart College, St Mark's College and St Joseph's School Port Lincoln. The Advisory Committee support opportunities for Boarding House staff to engage in professional learning, address matters of common interest including funding, student management and formation and to discuss strategies for schools to meet their obligations under the AS 5725-2015 Boarding Standard for Australian schools and residences.

The Advisory Committee has supported professional learning of Boarding House supervisors and staff in undertaking CHC42015 Certificate IV in Community Services (Student Residential Care) through Boarding Training Australia. This qualification assists in meeting the requirements relating to staff competency and professional learning.



People and Culture Standing Committee

Chaired by John Neate and comprising members representing school principals, parents, business managers/finance officers and Human Resource professionals, the People and Culture Standing Committee (PCSC) met on seven occasions during 2019.

The committee considered and discussed regular reports from Catholic Safety, Health and Welfare regarding WHS matters and Catholic Church Insurances regarding injury management matters. On four occasions senior executives from these organisations presented their reports in person and the committee had the opportunity to engage in deeper discussions regarding relevant matters.

During 2019, the committee received reports, revised policies and procedures and considered various matters of significance to CESA including:

- The Priority Recruitment Program
- The new Working with Children Check requirements
- Learning Manager Courses for 2019 and 2020
- Procedures for Dealing with Misconduct
- Code of Conduct for Staff employed in Catholic Education SA
- Teacher Registration Board legislative changes
- A range of matters referred to the Fair Work Commission
- Suppliers Code of Practice (draft).

The People and Culture Section incorporates several teams whose work is in service to CESA schools and Catholic Education Offices, particularly as this relates to ensuring child safe environments and the wellbeing of our staff. Their advice, support and services across a range of critical functions including human resources, child protection, legal services, leadership appointments, records management, WHS, workers' compensation, payroll and student information systems, is vital in supporting safe and contemporary environments for learning and for work.

Human Resources

The Human Resources Team continued to provide professional consultancy and specialist advice to school leaders, business managers, bursars, teachers and support staff. Employment and Enterprise Agreement matters remained a predominant area from which school and office staff benefited from the team's expertise. A key area of work for 2019 was the continuation of the Priority Recruitment Program (PRP) which supported several diocesan schools to "right-size" their staffing, particularly in response to the Year 7 transition to secondary. In addition, the team finalised, by agreement, the Conditions of Employment for Principals and Deputy Principals, and commenced the review of the Conditions of Employment for staff of the Catholic Education Offices. With the current enterprise agreement pertaining to most staff in schools set to expire in mid-2020, the necessary pre-cursor steps have been taken prior to the commencement of bargaining for the revised agreement.

Support for Obtaining a Metropolitan Position Program

This program provides assistance to teachers who wish to relocate from the country and to teachers in metropolitan schools who wish to move to a different school. Assistance is offered to teachers who:

- have served four or more years in the country
- have compassionate reasons
- have served seven years in the same metropolitan school and have not been able to transfer to another school.

In 2019, only two teaching staff who met these criteria sought assistance to gain employment in a metropolitan school.

Country Teaching Scholarship Program

Each year SACCS provides scholarships to university students who are passionate about commencing their teaching career in a Catholic country school. The scholarship program promotes awareness amongst students of the opportunity of a teaching career in the country.

We offer up to five scholarships annually. \$2,500 is available per annum (to a maximum of \$5,000) to

students in their final two years of a teaching degree or undertaking a post-graduate award. It is a requirement of the scholarship that upon graduation, recipients commit to applying for roles in the country as their first preference.

In 2019, CESA awarded two scholarships, with both recipients due to complete their studies in mid-2020. We are pleased to advise that the majority of 2018 recipients completing their studies in 2018 and 2019 have been employed in our country schools this year.

The Country Incentive Program

This program provides school assistance for difficult-to-fill teaching positions and incentives for teachers including:

- removal expenses
- establishment grant
- rental holding assistance
- remote schools' allowance
- non-contact time of 0.1FTE professional development allowance for graduating teachers
- professional support through the Beginning Teachers Program
- priority for the Study Incentive Program.

In 2019, the above measures supported more than 100 teachers.

Educational Support Officers

Training and professional development opportunities continued to be offered to Education Support Officers (ESOs) and Catholic Education Office (CEO) staff based on the approval of Study Incentive Program (SIP) funding for each participant and in addition to any government funding openings available.

Certificate and Diploma Programs

The focus for 2019 was to continue to offer a platform of external professional development programs to educate and up-skill the ESO and CEO administrator staff in order to provide new opportunities and pathways towards study at post-secondary and tertiary level and post completion of any qualifications already achieved. The Human Resources team continued to promote the group study model, incorporating and utilising the breadth and depth of experience of both CEO and ESO staff across CESA who held no formal qualifications by offering post-secondary certificate / diploma programs.

The following program continued through to completion during 2019:

- Certificate IV Leadership & Management (TAFESA)

The following new programs commenced in 2019 with a continued number of country staff either as face-to-face participants or via online distance learning:

- Certificate IV Education Support (TAFESA)
- Advanced Diploma Leadership & Management (TAFESA).

People and Culture

The certificate / diploma programs will be reviewed and based on participant interest and system funding, with two new courses to be offered and rolled out to commence in early 2020.

Short courses

A suite of short courses was offered in 2019 with the support of Professional Development funding from their schools and the CEO where there is participant interest. These programs will continue next year, including:

- Change management
- Handling difficult people
- Team building / working in teams
- Performance management
- Conflict management.

During the year there were other specific short technical courses offered in an open delivery forum and taken up by school and CEO staff, including:

- Customised MS Word
- Customised MS Excel (Micro and Macro)
- MS Excel Charts Pivots
- MS Access
- MS Project
- MS InDesign and Publisher.

Similar short course, technical and soft skill training opportunities will be offered in 2020 to both school and CEO administrators in metropolitan Adelaide and regional schools where the participant numbers are feasible to run one-day in-house programs.

Employee Relations Seminars (ERS)

The ERS support principals and other senior leaders in this key area of responsibility. One seminar was held in each of terms 1, 2 and 3 in 2019 with attendees offered three different session times per term. Remote access to these sessions was made available for country schools via Cisco. In 2019 the ERS seminars were expanded again with senior Finance and ICT section staff joining the ERS agenda with HR, Finance and ICT each presenting. The sessions held in 2019 were interactive and feedback from school leaders indicated that the sessions were well received and relevant to their work. The 2019 ERS focused on a range of topics including:

Term 1

- Building a Mentally Healthy Workplace – Access Programs
- Finance – Strategic Resource Management Forum

Term 2

- Code of Conduct and Managing Misconduct Guidelines
- Priority Recruitment Program – Staffing 2019 / Year 7 transition
- Finance – Funding Mechanism and Debtor Management
- ICT – Information Retention, Management and Security

Term 3

- Priority Recruitment Program – Staffing 2020 / Year 7 transition
- Finance – Budget funding and Debtor Management
- ICT – Security and Cyber

Leadership Appointments

Selection of Principals and Deputy Principals

Throughout 2019, 25 panels were formed to recommend to the Directors the appointments of 19 substantive principals and six substantive deputy principals for diocesan schools. In addition, 103 acting leadership appointments were recommended to the Directors in metropolitan and regional communities.

Induction Program

The Leaders Induction Program is a one-year program designed for newly appointed principals, deputy principals and APRIMs for substantive positions (or acting for a six-month period or more), as a requirement of their appointment. The Induction program is structured as a three-day platform incorporating the effective Stewardship of Resources (Modules 1 and 2) held in Terms 1, 2 and 3.

Human Resources Information Systems (HRIS)

The HRIS team continue to provide a high level of payroll management support to the 101 schools that use the Preceda payroll system. A key part of the support service is to run the end of financial year processing and Australian Taxation Office lodgments on behalf of the schools.

Over 13,000 payment summaries were generated by the team, predominantly for CESA schools. During the year, the HRIS team successfully managed several minor upgrades and worked closely with the Finance team to assist with the Civica Finance implementations and to generate the end of year Long Service Leave liability calculations.

Student Information System (CeSIS)

During 2019 the project team focused upon the ongoing enhancement of the CeSIS product and maintained a high level of support to schools.

Work Health and Safety

During 2019 the management of the Work Health Safety systems controlled by Catholic Safety Health and Welfare and by all those with responsibility for WHS (e.g. officers i.e. principals, deputy principals, business managers, Board members and others with responsibility for decision making within the organisation and appointed WHS Coordinators), ensured CESA's compliance with the Safety Management System and WHS legislation.



CESA's commitment to keeping our people safe and returning injured staff back to work and compliance with WHS and Return to Work legislation supports retention of the CCES Self-insured Registration licence.

In 2019 the CEO Critical Incident Response team conducted a mock drill to test emergency response plan processes to guarantee ongoing provision of services to our schools in the event of a statewide or localised disaster.

The online WHS training system Learning Manager continued to provide mandatory Work Health Safety and other training in most of our schools. Learning Manager provides an efficient, user-friendly and affordable service ensuring compliance with WHS and other training requirements for participating schools and supporting a safe workplace.

Return to Work (RTW)

CESA in partnership with Catholic Church Insurance (CCI) continued to support workers who suffered injuries at work and providing early intervention in respect of work injury claims to ensure that action is taken to support workers to:

- realise the health benefits of work
- recover from injury
- remain at, or return to work, following an injury (including retraining, if required).

CESA and CCI continue to focus on provision of a personalised, face-to-face service. RTW Site Contact Persons are appointed at all CESA sites to assist the injured worker with all aspects of lodging their claim. The CESA RTW Coordinator follows up with the injured worker as soon as possible to ensure they are taken care of at the worksite and medical restrictions are adhered to. Catholic Church Insurance (CCI) manage RTW Claims and engage external Rehabilitation consultants where required, to support the injured worker in accessing appropriate medical care and to aid their recovery process.

CESA recognises the importance of an injured worker remaining connected to their workplace after an injury. This improves recovery, helps avoid mental health issues and promotes an overall sense of wellbeing.

Child Protection

The Catholic education sector continues to place great importance on ensuring that CESA schools and services remain child safe. Staff from HR and other CEO teams make significant contributions to a range of CESA, Archdiocesan and inter-sectoral committees and working parties whose main concern is the safety and wellbeing of the children and young people in schools and to the development of policies and procedures which support this.

Archives / Records Management

The Human Resources Team of CESA continued to provide schools and CEO teams with routine support and advice relating to their archives and records management activities. Considerable effort was also made to successfully respond to many requests for records and information from various internal and external parties.



Governance, Quality and Assurance

The Governance, Quality and Assurance section completed its first full year of operation in 2019. This section was part of the Directorate for the period 1 January to 13 October 2019, following which it became its own section and the Manager Governance, Quality and Assurance position was reclassified to Assistant Director Governance, Quality and Assurance. Up until 13 October the section was responsible for the following functions:

- Governance
- Quality and Assurance
- Project Management Office
- Alive Early Learning Centres (from April 2019).

From 14 October the Section was responsible for the additional functions of:

- Directorate
- Marketing and Communications.

Governance, Quality and Assurance

The Governance function oversaw a KPMG review of the Catholic Education Office's (CEO's) sectional structures in 2019, leading to the consolidation of three sections into one and the introduction of a new leadership position: Deputy Director. Other changes included the separating of Catholic Identity into its own section and a new section: Stakeholder Relations. Other sections were consolidated/assumed new functions.

The new Deputy Director position assumed responsibility for CESA's educational standards and outcomes, with the importance of this section recognised through the elevation of its status above the other "assistant director" roles.

The new structure became effective over two phases, on 14 October 2019 and 13 January 2020. The new Leadership team positions and sections established from the 2019 KPMG report are:

- Director, CESA
- Director, Port Pirie
- Deputy Director, School Quality and Performance
- Assistant Director, Catholic Identity
- Assistant Director, Stakeholder Relations
- Assistant Director, People Leadership and Culture
- Assistant Director, Finance and Infrastructure
- Assistant Director, Information Communications Technology/Chief Information Officer
- Assistant Director, Governance Quality and Assurance.

Other initiatives within the Governance and Quality Assurance portfolio included a July review of the CEO's Delegations of Authority Procedure, which included an expanded Delegated Management Operating Authorities matrix.

Further activities included a review of the documentation under the International Organization of Standardization for their future introduction within the CEO:

- ISO 9001 Quality Management Systems
- ISO/IEC 27001 Information Security Management
- ISO 31000 Risk Management.

Project Management Office

A project management office formally commenced in 2019 with the recruitment of the Head of Project Management Office position undertaken in the first half of the year. During 2019 this office oversaw the management of the following strategic projects:

- Regional School Pathways Project (comprising 10 individual projects)
- Vision for the North – Special Assistance School in northern Adelaide
- Xavier College Two Wells campus
- Cardijn College/Galilee Catholic School amalgamation business case.



Alive Catholic Early Learning

The Alive Catholic Early Learning centres operate as a separate business under the control of Catholic Church Endowment Society Incorporated.

One Alive Catholic Early Learning Centre was operational in 2019, at Parafield Gardens, on the site of the Holy Family Catholic School (Reception to Year 6). This centre can accommodate up to 80 enrolments, with changes to the centre in 2019 providing for children from six months to two years of age. The centre can now accommodate children from six months to five years of age.

A second centre in the suburb of Hove was under construction in 2019, in readiness for Term 1 2020. This centre is on the site of the new McAuley Community School (Reception to Year 6) and can accommodate up to 90 enrolments, from six months to five years of age.

A third centre was being planned during 2019, with the completion and approval of business case, leading to the construction of a new 80 placement centre on the site St Francis de Sales College (Reception to Year 12). This centre is planned to have its first full year of operation in 2021.

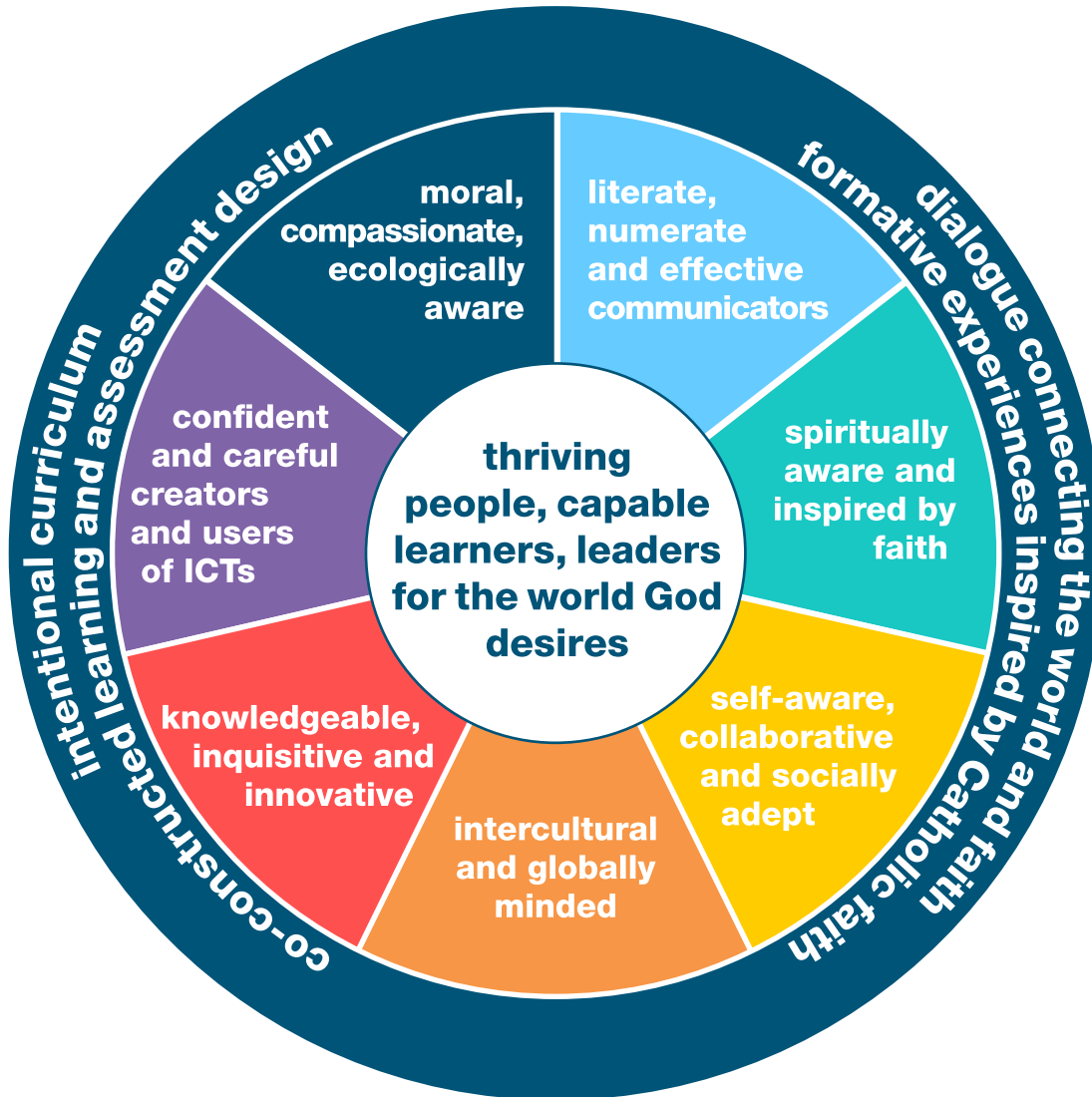


CESA Strategy: Corporate Plan 2020 - 2024

Two years into the 2018-2020 Corporate Plan it was identified that our strategic planning and vision required a span through to 2024. In January 2020, a post assessment of the 2019 action plans and outcomes will be undertaken. Leadership will then confirm the strategic direction for Catholic Education South Australia (CESA) and develop the CESA Strategy: Corporate Plan 2020-2024.

The CESA Strategy: Corporate Plan 2020-2024 (Diagram 1) encompasses CESA's vision of learning for every child, our commitment to faith, our capabilities in providing excellence and our overall mission to create 'thriving people, capable learners and leaders for the world God desires'. Underpinning the Corporate Plan are the six Strategic Pillars, supported by organisational strategic objectives, goals and outcomes. These Pillars, critical to strategy formulation, provide strength and support for delivering CESA's vision.

Living Learning Leading Framework



Strategic Pillar 1:

Identity, Students who perceive themselves to be thriving people, capable learners and leaders for the world God desires.

Strategic Pillar 2:

Excellence, Excellent Catholic schools, which contribute to the Church's mission to proclaim the good news of Jesus Christ.

Strategic Pillar 3:

People, The highest quality workforce and Catholic Education South Australia (CESA) as an employer of choice.

Strategic Pillar 4:

Growth, Expanded access to and equity in Catholic Education across South Australia from birth to beyond Year 12.







Strategic Pillar 5:

Reputation, A reputation for being the leading education provider in Australia.

Strategic Pillar 6:







CEO Accountability, A high quality, effective and efficient Catholic Education Office (CEO).

Diagram 1: CESA Corporate Plan 2020-2024

Strategy for Leading Catholic Education to New Levels of Excellence						
VISION: We create an educational environment which matters to students and their families and which resonates culturally and deeply for them. In each learning area, across the whole life of the school, and in partnership with families, each of us discovers in the Spirit, the love of God which is revealed in Jesus Christ, proclaimed by the Church, presented in the scriptures celebrated in the sacraments and lived by all people of good will.			MISSION: Animated by our Catholic faith and in partnership with families, our schools are communities which create opportunities for encountering life to the full – in all its personal, religious, political, ecological and cultural richness.			
South Australian Commission for Catholic Schools Corporate Plan 2020-2024						
STRATEGIC PILLARS	IDENTITY	EXCELLENCE	PEOPLE	GROWTH	REPUTATION	CEO ACCOUNTABILITY
ORGANISATIONAL STRATEGIC OBJECTIVES	 <p>1. Students who perceive themselves to be thriving people, capable learners and leaders for the world God desires</p>	 <p>2. Excellent Catholic schools, which contribute to the Church's mission to proclaim the good news of Jesus Christ</p>	 <p>3. The highest quality workforce and Catholic Education South Australia (CESA) as an employer of choice</p>	 <p>4. Expanded access to and equity in Catholic Education across South Australia from birth to beyond Year 12</p>	 <p>5. A reputation for being the leading education provider in Australia</p>	 <p>6. A high quality, effective and efficient Catholic Education Office (CEO)</p>
OUTCOMES BY 2024	<p><i>Catholic Education South Australia will ensure that:</i></p> <p>1.1 Every student is routinely reflecting on and articulating his/her growth as a person, learner and leader, relative to the Key Capabilities Continua.</p> <p>1.2 Every student is able to cite evidence of their growth as a person, learner and leader to a range of audiences as required.</p> <p>1.3 The Key Capabilities Continua is an integral part of each school's learning culture.</p>	<p><i>Catholic Education South Australia will ensure that:</i></p> <p>2.1 All schools express Catholic faith and culture in ways that are authentic and relevant for students and their families.</p> <p>Within the Balanced Scorecard, the Key Performance Indicators (KPI) across the domain of:</p> <p>2.2 Identity are achieved.</p> <p>2.3 High-quality learning and wellbeing outcomes are achieved.</p> <p>2.4 Optimal resource allocation, infrastructure provision and capital development capacity are achieved.</p> <p>2.5 Inclusive, diverse and engaged community are achieved.</p>	<p><i>Catholic Education South Australia will ensure that:</i></p> <p>3.1 Strong Religious leadership is exercised in each school.</p> <p>3.2 Staff demonstrate professional growth relative to industry and professional standards.</p> <p>3.3 Leaders demonstrate professional growth relative to the Catholic Education South Australia Leadership Standard.</p> <p>3.4 The highest proportion of Highly Accomplished or Lead Teacher (HALT) certification nationally is achieved.</p> <p>3.5 Positive and safe workplaces with cultures that enable communities to thrive are provided to all staff.</p>	<p><i>Catholic Education South Australia will have achieved:</i></p> <p>4.1 50,000 student enrolments.</p> <p>4.2 100% student retention rates.</p> <p>4.3 100% student transition rates.</p> <p>4.4 20% increase in enrolments in the lower two quartiles of Socio-Economic Advantage.</p> <p>4.5 25% increase in market share.</p> <p>4.6 Innovative educational solution structures in existing, expanding and new markets</p>	<p><i>Catholic Education South Australia will:</i></p> <p>5.1 Achieve a high rating in stakeholder satisfaction.</p> <p>5.2 Be perceived as excellent, equitable and accessible by Community, government and industry.</p> <p>5.3 Achieve 100% increase in state capital grants to CESA.</p> <p>5.4 Be recognised for solidarity, subsidiarity, commitment to the common good and distributive justice across all schools and offices.</p> <p>5.5 Routinely influence the education discourse for positive impact.</p>	<p><i>The Catholic Education Office will:</i></p> <p>6.1 Have policies, plans and actions that reflect Catholic Identity and Mission.</p> <p>6.2 Ensure that staffing ratios are optimised relative to industry benchmarks.</p> <p>6.3 Ensure that projects are managed to agreed quality, scope, on budget and on time.</p> <p>6.4 Deliver on the strategic objectives and ensure the sustainability of schools.</p> <p>6.5 Achieve ISO accreditation in quality, information and risk management.</p> <p>6.6 Ensure that the perception of its services by school leadership teams and governing authorities is high.</p> <p>6.7 Ensure that staff satisfaction and engagement are high.</p> <p>6.8 Ensure that ICT within the office and schools is fit for purpose and reliable.</p> <p>6.9 Develop, maintain and monitor the South Australian Commission for Catholic Schools CESA Strategy.</p>

CESA Strategy: Corporate Plan 2018-2020

Diagram 2: CESA Annual Plan 2020-2024

Strategy for Leading Catholic Education to New Levels of Excellence						
South Australian Commission for Catholic Schools Annual Plan 2020-2024						
STRATEGIC PILLARS	IDENTITY	EXCELLENCE	PEOPLE	GROWTH	REPUTATION	CEO ACCOUNTABILITY
	 <p>1. Students who perceive themselves to be thriving people, capable learners and leaders for the world God desires</p>	 <p>2. Excellent Catholic schools, which contribute to the Church's mission to proclaim the good news of Jesus Christ</p>	 <p>3. The highest quality workforce and Catholic Education South Australia (CESA) as an employer of choice</p>	 <p>4. Expanded access to and equity in Catholic Education across South Australia from birth to beyond Year 12</p>	 <p>5. A reputation for being the leading education provider in Australia</p>	 <p>6. A high quality, effective and efficient Catholic Education Office (CEO)</p>
TARGETS	<p>1. Develop the Learning and Wellbeing Framework. (G 1,2)</p> <p>2. 100% of students utilising Key Capabilities Continua. (G 3)</p> <p>3. Requirements for the solution supporting the Key Capabilities Continua agreed; a provider identified, and solution implementation commenced. (G 2,3)</p> <p>4. New Mary MacKillop student leadership program implemented. (G 1)</p>	<p>5. All schools will use the CESA School quality and performance planning cycle. (G 4,11,12)</p> <p>6. Develop Position Statement on key learning practices and theory. (G 12)</p> <p>7. Every school will have an operating Quality and Performance Teams school. (G 10,11,12,13)</p> <p>8. Rescope data width for BI. (G 14)</p> <p>9. 100% of schools have rated themselves in the Catholic Identity domain of the LLL Standard. (G 6,8)</p> <p>10. ReLAT State mean, 75% correct answers. (G 5)</p> <p>11. 100% of schools have commenced implementation of redesigned Crossways curriculum. (G 9)</p> <p>12. All Archdiocesan primary schools have engaged with the "Pastoral Framework for Sacramental Catechesis". (G 7)</p> <p>13. Establish a suite of KPI's for the Balanced Score Card in all four quadrants. (G 11)</p> <p>14. Review two additional schools per Term through the Enhancing Schools Project. (G 10)</p> <p>15. An effective governance model aligned with responsibilities and underpinned by principles of 'good governance' is established for all Diocesan schools'. (G 15)</p>	<p>16. All principal gatherings will have time allocated to leading learning and leading mission. (G 20,22)</p> <p>17. Schools will use the LLLF to meet the Standards. (G 20,22)</p> <p>18. Phase one implementation of CESAs Workforce Plan. (G 19)</p> <p>19. 30 new leaders inducted to CESAs leadership register. (G 19)</p> <p>20. 200% increase (25) in total number of HALT & 10 new assessors across CESA. (G 19)</p> <p>21. All schools will adhere to procedural guidelines for All remediation of school safety and Work Health Safety non-compliances. (G 19)</p> <p>22. All HR processes and policy audited with data collection completed. (G 19)</p> <p>23. 100% school leaders have rated themselves in all Professional Practices 100% school leaders have rated themselves in all Professional Practices of the Leadership Standard. (G 18)</p> <p>24. All school leadership teams have engaged with the SACCS Religious Leadership Policy and statement. (G 16)</p> <p>25. 80% of school improvement plans include goals and actions to support staff spiritual and religious formation. (G 17)</p> <p>26. Revision of teacher accreditation policy completed (G 19)</p> <p>27. 15% of teachers eligible for CPF allowance. (G 19)</p> <p>28. 75% of teachers (>5years service) are accredited to teach in a Catholic school. (G 19)</p> <p>29. Revised APRIM Policy implemented with Band C protocols. (G 19)</p> <p>30. Preparation and completion of CESA School Survey by all key stakeholders. (G 21)</p>	<p>31. Develop an Equity Policy for CESA. (G 26)</p> <p>32. Complete departure analysis across CESA for students with additional needs. (G 24,26)</p> <p>33. Two new feasible Diocesan preschools identified. (G 23, 25)</p> <p>34. Existing preschools increase total enrolments to 400 placements. (G 23)</p> <p>35. Scholarships for 100 children in state care established and implemented. (G 26)</p> <p>36. Commence Special Assistance Schooling under the Vision for the North strategy. (G 23,26)</p> <p>37. Finalise project activities for the introduction of Xavier College, Two Wells, from 2021. (G 23, 24)</p> <p>38. Three operational Catholic Early Learning Centres with total capacity for 250 enrolments. (G 23)</p> <p>39. Finalise project activities for the middle school years (7-9) at St Joseph's School, Murray Bridge, in 2022. (G 23,24)</p> <p>40. Complete business case for:</p> <ul style="list-style-type: none"> a. secondary college in Renmark, for Term 1 2022 b. middle years schooling in Clare, Wallaroo and Peterborough c. Aldinga as a campus of Cardijn College. (G 23,24) <p>41. Validate and prepare for the introduction of year 10 at St Patrick's Technical College, Edinburgh North. (G 23,24,26)</p> <p>42. Equitable state funding granted for every SWD student in state funded Diocesan pre-schools. (G 23,26)</p>	<p>43. 50% of parish leaders have engaged with the redesigned Crossways Curriculum. (G 28)</p> <p>44. Parent representative body operating with an affiliation of 40 diocesan schools. (G 30)</p> <p>45. 100% increase in state capital funding. (G 29)</p> <p>46. Launch branding and marketing strategy for the CESA Strategy: Corporate Plan 2020-2024. (G 31)</p> <p>47. Launch stakeholder strategy for the CESA Strategy: Corporate Plan 2020-2024. (G 27)</p> <p>48. Launch Political Engagement Strategy 2020 – 2022 leading up to state and federal elections. (G 29)</p>	<p>49. Workplan for NCCD taskforce and recommendations developed. (G 35,37)</p> <p>50. Completion of CEO structures in alignment with Catholic values and HR industry procedural standards. (G 34)</p> <p>51. Full implementation of the Annual CEO Staff Satisfaction Survey. (G 38)</p> <p>52. Every section/team in the CEO is offered an opportunity to learn about and reflect on Catholic Identity and Mission as it relates to the Policies practices and relationships. (G 33)</p> <p>53. All major areas in the Catholic Education office sites include religious symbols that reflect authentic and relevant expressions of Catholic faith. (G 33)</p> <p>54. 80% of staff have engaged with staff spiritual and religious formation opportunities. (G 33)</p> <p>55. Increased engagement with Parishes diocesan agencies diocesan leadership and young people. (G 32)</p> <p>56. Implement PMO practices across the CEO offices. (G 35)</p> <p>57. Establish a multi-year plan for the adoption of each ISO standard under formal accreditation. (G 36)</p> <p>58. All leaders and managers will utilise a suite of financial reports on a monthly basis. (G 35)</p> <p>59. Effective measurement and reporting tool implemented for the delivery of Corporate Plan and Strategic Initiatives. (G 40)</p> <p>60. Develop and implement a system wide survey relative to the Living Learning Leading Framework. (G 37)</p> <p>61. Construct a 5 year ICT system strategy. (G39)</p>

CESA Annual Plan

The next stage in the process was the development of the CESA Annual Plan (Diagram 2) which included a commitment to specific targets and actions for 2020 to drive the goals and outcomes of the 2020-2024 Corporate Plan.

2019 in Review

As per strategic practices, and upon completion of 2019, a review of the 2019 outcomes in line with the Corporate Plan was undertaken by the Strategy Coordinator with assistant directors. This process included the:

- assessment of 2019 outcomes, what was achieved, not achieved and what is to be rolled over to 2020
- review of 2020 Annual Plan
- extrapolation of 2020 targets into action plans by term
- review of 2021 targets
- identification of high-level strategic targets through to 2024.

Throughout 2019, reviewing and monitoring the actions associated with the five Strategic Priorities and System-Wide Strategic Projects continued. Ongoing monthly reporting to Leadership and SACCS assisted in the early identification of associated risks and issues allowing immediate mitigation where necessary. Regular review of all initiatives under the Corporate Plan continued to ensure milestones were achieved within time and budget restraints.

Student Departure Analysis

2018 saw the implementation of the Student Departure Analysis Initiative. This initiative was to establish protocols, policies, and practices into the collection of qualitative and quantitative information about students departing Catholic education in South Australia. Specifically, it was the intention to understand reasons why students/families departed, at what stages, when and to where they went.

The birth of the CESA Student Departure Survey was critical, as was the level of engagement and capacity for all schools in the sector to submit, share, analyse and reflect on information. All Diocesan and separately governed schools participated in the initiative and relished the opportunity to individually, at cluster level, and as a sector (3 levels) to analyse the data and work on implementing strategies emanating from the story the data told. The analyses emitted many important learnings for the sector, including one very important opportunity to drive immediate results through the implementation of a Retention Strategy.

Retention Strategy

The opportunity of the Retention Strategy was identified in further understanding that CESA, as a sector, did not have an issue attracting students to Catholic Schools. However, the analyses clearly pointed to the fact that there is an issue in retention rates for CESA, in particular early departure rates at certain primary and secondary year levels.

The strategy focuses on identifying and understanding new enrolments, graduation points (primary and secondary), transitions, early departures and net losses from the sector each term. The maturity of this strategy will be reliant on continuing to develop processes to better capture both

quantitative and qualitative information to assist CESA in continuing to develop strategies to deal with the findings at all three levels and to better understand the competitive landscape.

Furthermore, the strategy narrows in on CESA's three different markets: primary students, secondary students and those parents committing their children to the reception to Year 12 journey. Accordingly, the strategy deals with pathways and transition points for all children into Catholic schools, primary, secondary and combined schools and progresses into assessing, managing and developing the sector's structure to align itself with the demand, leading to the CESA Futures Infrastructure Strategy.

CESA Futures Infrastructure Strategy (CFIS)

CESA has set itself the goal to be the best education system in Australia in the next five years based on a culture and expectation of high performing schools. The Living, Learning, Leading Framework provides the foundation for achieving this goal. The Framework's Standards, together with the complementary Balanced Scorecard, focus on CESA being an excellent Catholic education system, providing high quality learning and wellbeing outcomes and serving an inclusive, diverse and engaged community.

Essential to meeting this goal is the need for CESA to optimise its use of resources, to deploy its infrastructure in the most effective way and to make strategic capital investments into the future.

The CESA Futures Infrastructure Strategy recognises that Catholic education contributes to the mission of the Church in South Australia. This strategy is committed to building partnerships with parishes and improving the equity and accessibility of Catholic education in South Australia for all families.

The CESA Futures Infrastructure Strategy presents how CESA is to analyse, develop and implement the most effective infrastructure provision for the future in the immediate, medium and longer terms. The purpose of the CESA Futures Infrastructure Strategy is to ensure Catholic education continues to meet the needs of its communities, provides the best pathways and options for students and maximises sustainable enrolment growth.

The CESA Futures Infrastructure Strategy provides the following benefits:

- a strategic blueprint for CESA's future investment in infrastructure across metropolitan and regional SA
- a clearer and more defined CESA pathway for families and communities across metropolitan and regional SA
- an empirical analysis of CESA's capacity to achieve the best educational return on its infrastructure investment.

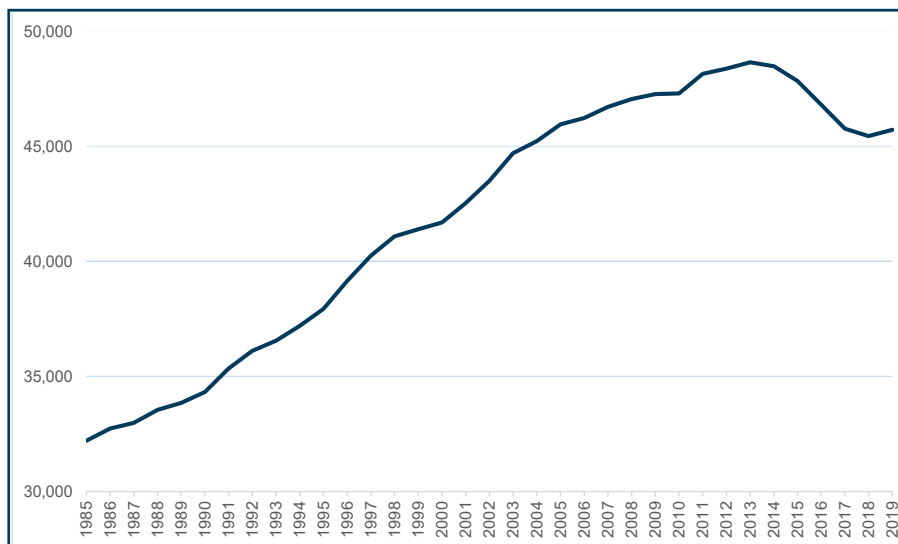




Statistics 2019

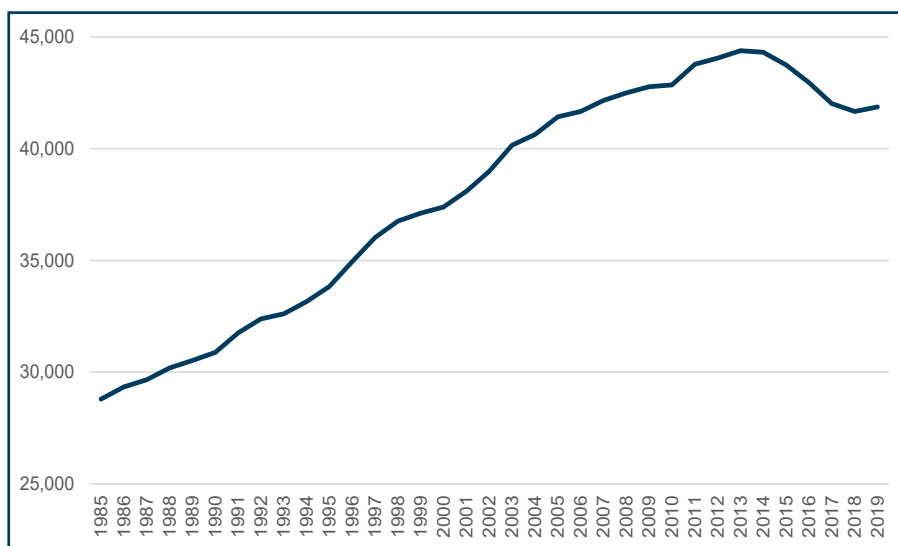
Total Catholic Schools	101	Funding	
Archdiocese of Adelaide	88	Systemic Schools	96
Catholic Diocese of Port Pirie	13	Non-systemic Schools	5
Primary Schools	68	Shared Campuses	
Archdiocese of Adelaide	59	Archdiocese of Adelaide	4
Catholic Diocese of Port Pirie	9	Middle Schools	
Secondary Schools, Combined Schools & Middle Schools	30	Archdiocese of Adelaide	1
Archdiocese of Adelaide	26	Boarding Schools	
Catholic Diocese of Port Pirie	4	Archdiocese of Adelaide	3
Special Schools		Catholic Diocese of Port Pirie	2
Archdiocese of Adelaide	2	Pre-Schools	
Special Assistance Schools		Archdiocese of Adelaide	8
Archdiocese of Adelaide	1	Early Learning Centres	
Total School Campuses in South Australia	111	Archdiocese of Adelaide	9
Governance		Boys Schools	
Diocesan Primary Schools Adelaide	59	Archdiocese of Adelaide	4
Diocesan Secondary Schools Adelaide	10	Girls Schools	
Diocesan Primary Schools Port Pirie	9	Archdiocese of Adelaide	7
Diocesan Secondary Schools Port Pirie	4	Technical Colleges	
Joint Anglican/Catholic Schools Adelaide	1	Archdiocese of Adelaide	2
Congregational Schools	15		
Special Schools	2		
Special Assistance School	1		

Total students enrolled in Catholic Schools in South Australia



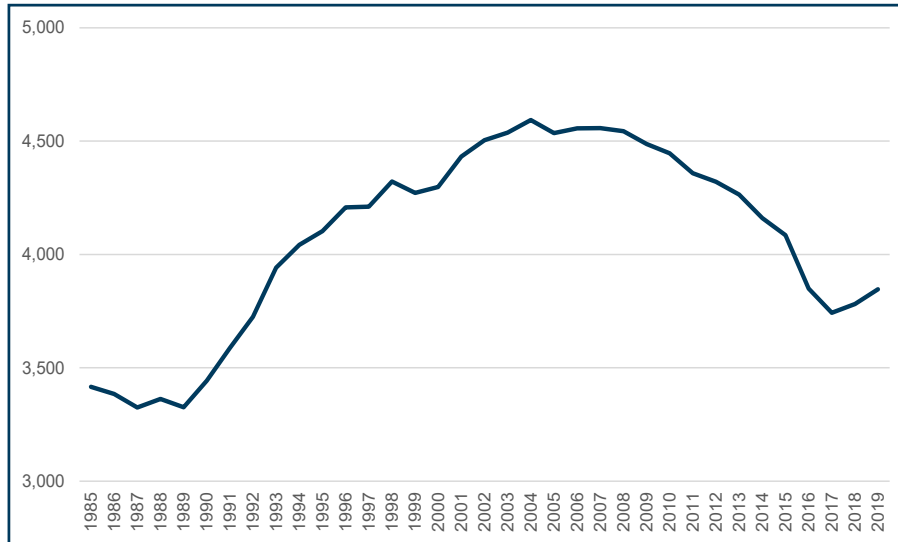
	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019
Total Students	47,053	47,270	47,300	48,147	48,375	48,651	48,482	47,836	46,806	45,769	45,446	45,702

Total students enrolled in Catholic Schools - Archdiocese of Adelaide



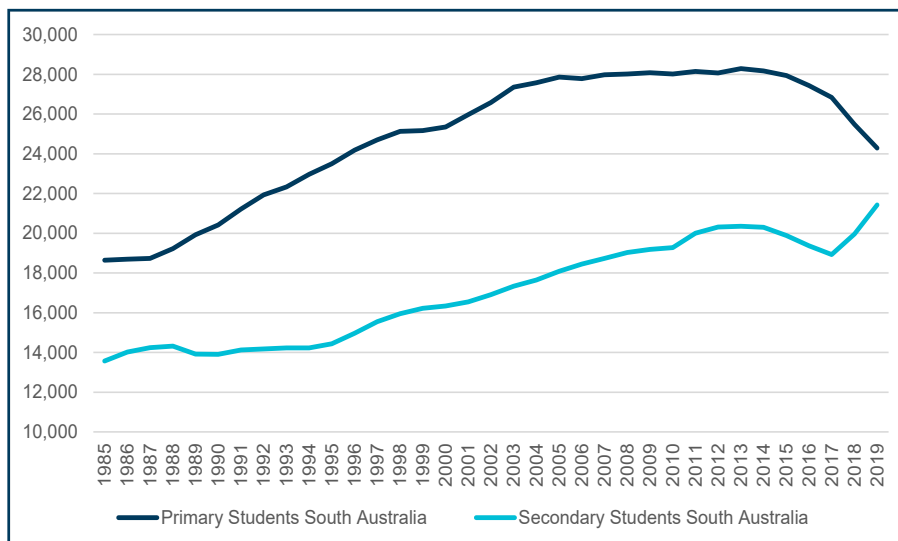
	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019
Total Students	42,509	42,782	42,854	43,787	44,054	44,387	44,321	43,751	42,957	42,027	41,665	41,874

Total students enrolled in Catholic Schools - Diocese of Port Pirie



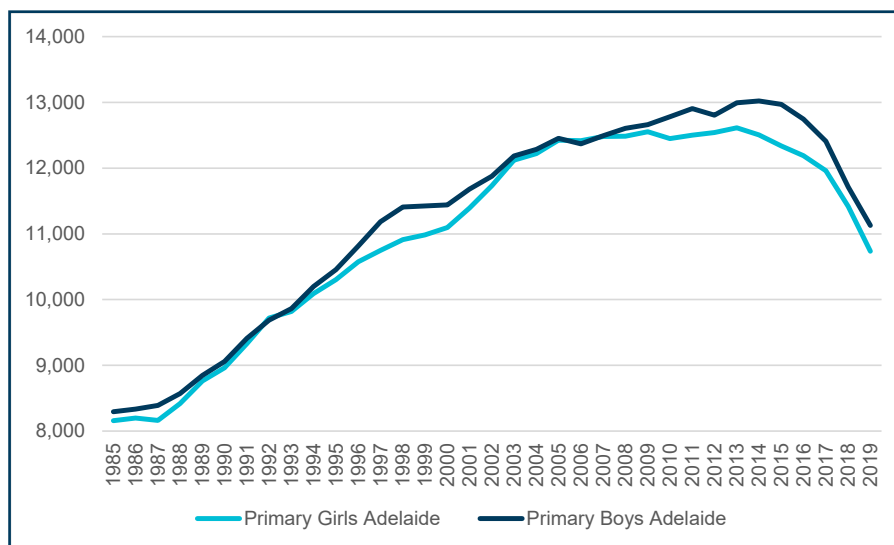
	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019
Total Students	4,544	4,487	4,447	4,359	4,321	4,264	4,161	4,085	3,849	3,742	3,781	3,847

Primary and Secondary Enrolments in Catholic Schools in South Australia



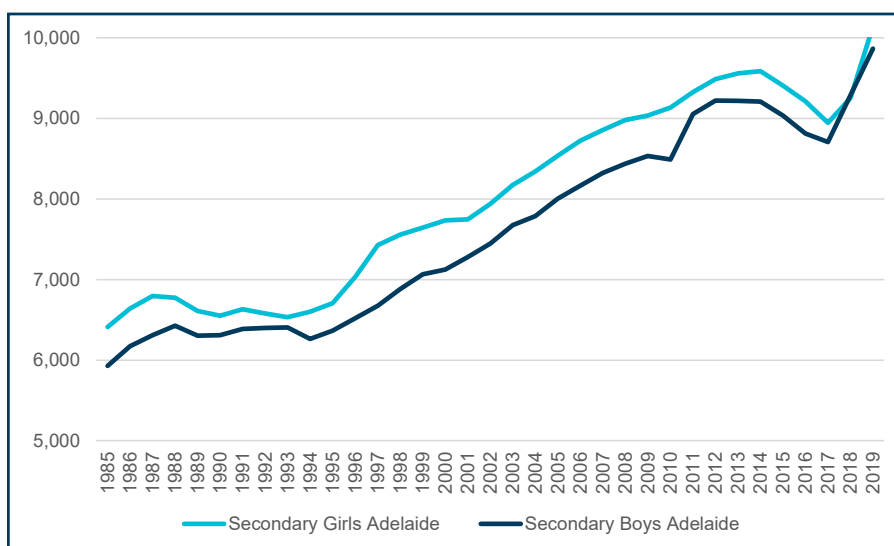
	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019
Primary	28,016	28,085	28,018	28,142	28,065	28,296	28,177	27,944	27,433	26,840	25,475	24,240
Secondary	19,037	19,185	19,283	20,005	20,310	20,355	20,306	19,891	19,373	18,929	19,972	21,430

Male and Female Primary Enrolments in Catholic Schools - Archdioceses of Adelaide



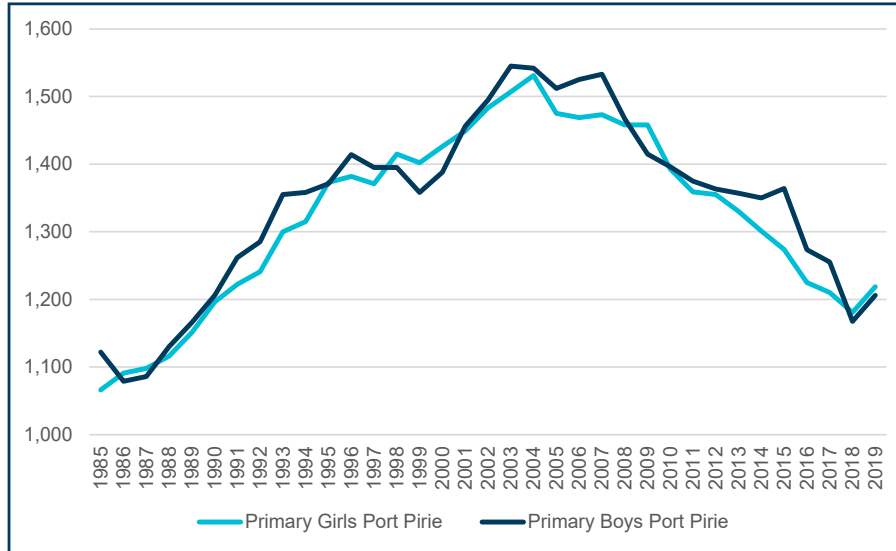
	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019
Girls	12,484	12,552	12,448	12,500	12,540	12,615	12,505	12,337	12,190	11,963	11,415	10,737
Boys	12,607	12,660	12,781	12,908	12,807	12,994	13,020	12,970	12,745	12,411	11,712	11,129

Male and Female Secondary Enrolments in Catholic Schools - Archdioceses of Adelaide



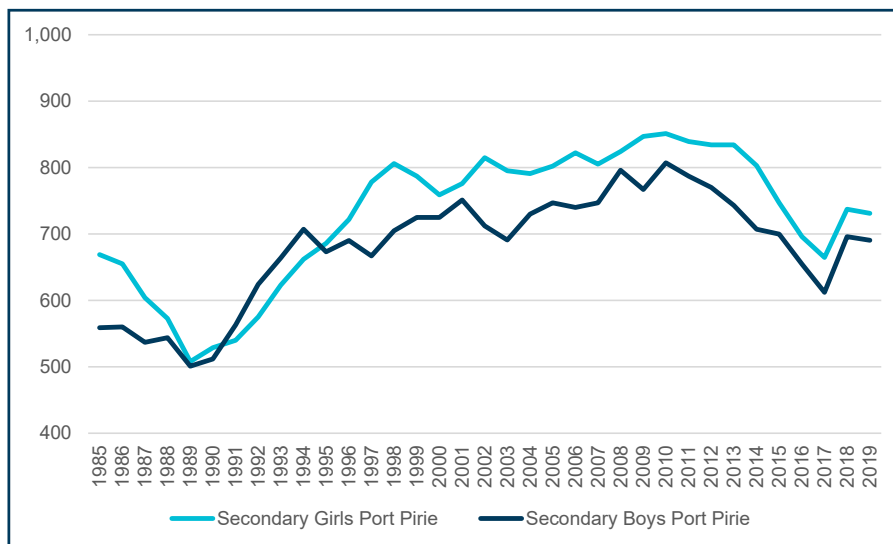
	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019
Girls	8,980	9,036	9,134	9,325	9,486	9,560	9,587	9,408	9,211	8,946	9,254	10,141
Boys	8,438	8,534	8,491	9,054	9,220	9,218	9,208	9,037	8,811	8,706	9,285	9,866

Male and Female Primary Enrolments in Catholic Schools - Diocese of Port Pirie



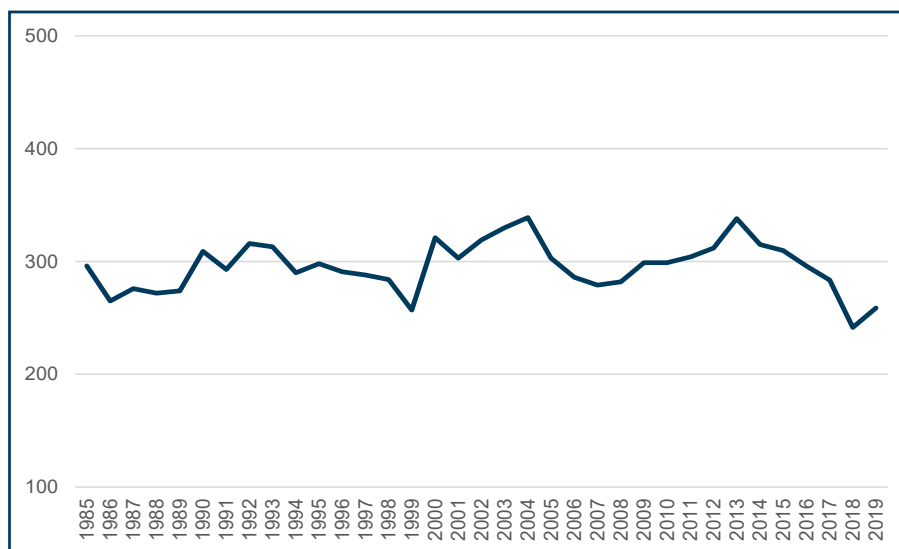
	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019
Girls	1,458	1,458	1,393	1,359	1,355	1,330	1,301	1,274	1,225	1,210	1,181	1,219
Boys	1,467	1,415	1,396	1,375	1,363	1,357	1,350	1,364	1,273	1,255	1,167	1,206

Male and Female Secondary Enrolments in Catholic Schools - Diocese of Port Pirie



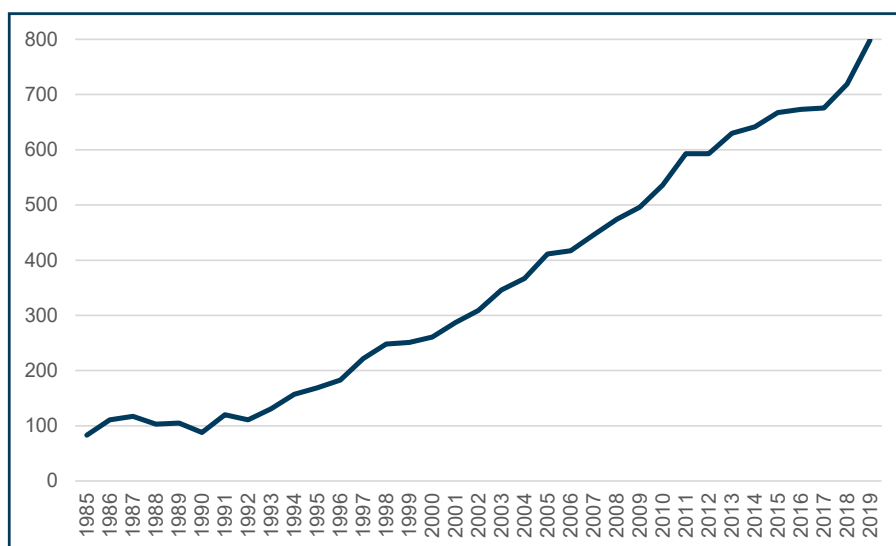
	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019
Girls	824	847	851	839	834	834	803	747	696	665	737	731
Boys	796	767	807	787	770	743	707	700	655	612	696	691

Boarding student enrolments in Catholic Schools in South Australia



	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019
Total Boarders	282	299	299	304	312	338	315	310	296	284	242	259

Indigenous student enrolments in Catholic Schools in South Australia



	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019
Total Indigenous Students	474	496	536	593	593	630	641	667	673	676	719	799



**South Australian Commission for
Catholic Schools Inc.**

ABN: 84 572 437 441

Special Purpose Financial Report

for the Year Ended 31 December 2019

SOUTH AUSTRALIAN COMMISSION FOR CATHOLIC SCHOOLS INC. COMMITTEE DECLARATION

In the opinion of the Committee of the South Australian Commission for Catholic Schools Inc:

1. The accompanying financial statements are prepared in accordance with the Australian Charities and Not-for-profits Commission Act 2012 and Associations Incorporation Act 1985, including:
 - (i) giving a true and fair view in all material aspects the financial position of the South Australian Commission for Catholic Schools Inc. (the Commission) as at 31 December 2019 and of its financial performance, as represented by the results of its operations for the year ended on that date in accordance with the statement of compliance and basis of preparation described in Note 2; and
 - (ii) complying with Australian Accounting Standards to the extent described in Note 2, and the Australian Charities and Not-for-profits Commission Act 2012.
2. The Commission has complied with its Constitution and Rules.
3. The Commission is not publicly accountable nor a reporting entity.
4. There are reasonable grounds to believe that the Commission will be able to pay its debts as and when they fall due.

During the financial year:

- (a)
 - (i) no officer of the Commission; or
 - (ii) a firm of which the officer is a member; or
 - (iii) a corporate body in which the officer has a substantial financial interest;

has received or become entitled to receive a benefit as a result of a contract between the officer, firm or corporate body and the Commission;

- (b) no officer of the Commission has received or become entitled to receive directly or indirectly from the Commission any payment or other benefit of a pecuniary value other than remuneration to Commission members determined in accordance with general market conditions.

Signed in accordance with a resolution of the Committee and signed for and behalf of the Committee.



Professor Denis Ralph
Chairperson of SACCS



Dr Neil McGoran
Director, Catholic Education SA

Dated this 23rd day of June 2020

Financial Statements 2019

SOUTH AUSTRALIAN COMMISSION FOR CATHOLIC SCHOOLS INC.
STATEMENT OF INCOME AND EXPENDITURE
FOR THE YEAR ENDED 31 DECEMBER 2019

	Note	2019 \$	2018 \$
Income			
Grant Revenue	6	29,837,061	497,921,275
Levies and Fees Income	7	2,205,078	1,075,800
Interest Income		444,693	448,530
Other Income	8	4,041,873	5,795,097
Total Income		36,528,705	505,240,702
Expenses			
CEO Administration		13,944,705	12,413,000
Employee Benefits	9	11,696,733	10,717,408
Supplies and Services	10	9,978,281	8,848,230
Grants Distributed	11	908,986	473,262,024
Doubtful Debts & Bad Debts Written Off/(Recovered)		-	40
Total Expenses		36,528,705	505,240,702
Total Surplus for the year		-	-

The above statements should be read in conjunction with the accompanying notes.

Financial Statements 2019

SOUTH AUSTRALIAN COMMISSION FOR CATHOLIC SCHOOLS INC.
STATEMENT OF FINANCIAL POSITION

AS AT 31 DECEMBER 2019

	Note	2019 \$	2018 \$
ASSETS			
Current Assets			
Cash and Cash Equivalents	13	27,646,099	28,516,710
Trade and Other Receivables	14	4,533,157	7,429,461
Total Current Assets		32,179,256	35,946,171
Non-Current Assets			
Trade and Other Receivables	14	215,384	535,009
Total Current Assets		215,384	535,009
TOTAL ASSETS		32,394,640	36,481,180
LIABILITIES			
Current Liabilities			
Trade and Other Payables	15	5,597,765	4,403,358
Provisions	16	26,721,993	3,051,063
Revenue in Advance	17	-	28,904,341
Total Current Liabilities		32,319,758	36,358,762
Non-Current Liabilities			
Provisions	16	74,882	122,418
Total Non-Current Liabilities		74,882	122,418
TOTAL LIABILITIES		32,394,640	36,481,180
Net Assets		-	-
EQUITY			
Retained Earnings		-	-
Total Equity		-	-

The above statements should be read in conjunction with the accompanying notes.

Statement of Changes in Equity

For the year ended 31 December 2019

The Commission does not have any issued capital, equity reserves or retained earnings. As such no item of changes in equity have been presented for the current or comparative year.

Financial Statements 2019

SOUTH AUSTRALIAN COMMISSION FOR CATHOLIC SCHOOLS INC.
STATEMENT OF CASHFLOWS

FOR THE YEAR ENDED 31 DECEMBER 2019

	Note	2019 \$	2018 \$
Cash Flows from Operating Activities			
Receipts from Customers		1,147,958	1,075,800
Receipts from Grants		618,756,010	556,475,697
Receipts from Other Revenue		4,041,873	5,795,094
Interest Received		444,693	448,530
Payments to Suppliers, Employees and Others		(21,606,176)	(22,931,993)
Grant Payments		(548,856,871)	(485,686,274)
Net GST (paid)/refunded		(54,798,098)	(49,689,551)
Net Cash Flows from Operating Activities	19	(870,611)	5,487,303
Net Increase/(Decrease) in Cash and Cash Equivalents		(870,611)	5,487,303
Cash and Cash Equivalents on hand at beginning of the financial year		28,516,710	23,029,407
Cash and Cash Equivalents at the end of the Year	13	27,646,099	28,516,710

The above statements should be read in conjunction with the accompanying notes.

SOUTH AUSTRALIAN COMMISSION FOR CATHOLIC SCHOOLS INC.
NOTES TO AND FORMING PART OF THE FINANCIAL STATEMENTS
FOR THE YEAR ENDED 31 DECEMBER 2019

1 Reporting Entity

The South Australian Commission for Catholic Schools Inc. ("the Commission") is an incorporated association and operating in South Australia, Australia. The Commission establishes policy for Catholic Education in South Australia and acts as the funding body for 96 Catholic Schools in South Australia.

The principal place of business and registered office of the Commission is:

Catholic Education Office
116 George Street
THEBARTON SA 5031

Catholic Education Office provides the employees to render services to the Commission.

In the opinion of the Commissioners, the Commission is not a publicly accountable nor a reporting entity as there are unlikely to exist users of the financial report who are unable to command the preparation of reports tailored so as to satisfy all of their information needs. The Commission is a not-for-profit entity.

2 Basis of Preparation

Financial Reporting Framework

a) Basis of Accounting

This special purpose financial report has been prepared to satisfy the Commission's statutory financial reporting obligations in accordance with the requirements of the Associations Incorporation Act 1985 and the Australian Charities and Not-for-profits Commission Act 2012 and the recognition, measurement and classification aspects of all applicable Australian Accounting Standards (AASBs) adopted by the Australian Accounting Standards Board (AASB).

This special purpose financial statements include only the disclosure requirements of the following AASBs and those disclosures considered necessary by the Commission to meet the needs of members:

- AASB 101 *Presentation of Financial Statements*
- AASB 107 *Statement of Cash Flows*
- AASB 108 *Accounting Policies, Changes in Accounting Estimates and Errors*
- AASB 1048 *Interpretation and Application of Standards*
- AASB 1054 *Australian Additional Disclosures*

b) Basis of Measurement

This special purpose financial report has been prepared on an accrual and historical cost basis. Cost based on the fair values of the consideration given in exchange for assets. All amounts are presented in Australian dollars.

c) Critical Accounting Judgements and Key Sources of Estimation Uncertainty

In the application of the Commission's accounting policies, management is required to make judgements, estimates and assumptions about carrying values of assets and liabilities that are not readily apparent from other sources. The estimates and associated assumptions are based on historical experience and other factors that are considered to be relevant. Actual results may differ from these estimates. The estimates and underlying assumptions are reviewed on an ongoing basis. Revisions to accounting estimates are recognised in the period in which the estimate is revised if the revision affects only that period, or in the period of the revision and future periods if the revision affects both current and future periods. Judgements made by management that have significant effects on the financial statements and estimates with a significant risk of material adjustments in the next year are disclosed, where applicable, in the relevant notes to the financial statements.

SOUTH AUSTRALIAN COMMISSION FOR CATHOLIC SCHOOLS INC.
 NOTES TO AND FORMING PART OF THE FINANCIAL STATEMENTS (CONT.)
 FOR THE YEAR ENDED 31 DECEMBER 2019

3 Significant Accounting Policies

The following significant accounting policies have been adopted in the preparation and presentation of the financial report.

a) Income Tax

The Commission is a registered charity which is endorsed by the Australian Taxation Office for Income Tax Exemption under Division 50-5 of the Income Tax Assessment Act 1997 (Cth).

b) Goods and Services Tax (GST)

Revenues, expenses and assets are recognised net of the amount of GST, except:

- i. where the amount of goods and services tax (GST) incurred is not recoverable from the taxation authority, it is recognised as part of the cost of acquisition of an asset or as part of an item of expense; or
- ii. for receivables and payables which are recognised inclusive of GST.

The net amount of GST recoverable from, or payable to, the taxation authority is included as part of receivables or payables

c) Revenue

Accounting Standards applicable to the recognition of revenue have changed in 2019 - see Note 4 for details.

In the Current Period

Grant Income

Where it has been determined that the grant agreement is enforceable and sufficiently specific performance obligations exist, revenue is recognised over time as the performance obligation is met. Otherwise, revenue is recognised on receipt.

If an amount received is in advance of completion of the performance of obligations, a revenue in advance liability is recognised and reduced as performance obligations are met.

Levies, Fees and Rendering of Services

Where it has been determined that an enforceable contract with a customer with sufficiently specific performance obligations exists, revenue is recognised in profit and loss as performance obligations are met. Otherwise, revenue is recognised on receipt.

If an amount received is in advance of completion of the performance of obligations, a revenue in advance liability is recognised and reduced as performance obligations are met.

In the Comparative Period

Revenue was measured at the fair value of the consideration received or receivable.

Government Grants

Revenue from grants was recognised when the Commission received the grant or had the right to receive the grant. When grants were not fully expended during the year and where there was an obligation to provide services after the end of the financial year, this liability was recorded as Grants to be distributed.

SOUTH AUSTRALIAN COMMISSION FOR CATHOLIC SCHOOLS INC.
NOTES TO AND FORMING PART OF THE FINANCIAL STATEMENTS (CONT.)
FOR THE YEAR ENDED 31 DECEMBER 2019

Recurrent Grants

Recurrent grants that remained unspent by the Commission at the end of the year when there was an obligation to repay the funds or there was a constructive obligation to pay these funds to schools this obligation was recognised as Grants to be distributed.

Rendering of Services

Revenue from a contract to provide services was recognised by reference to the stage of completion of the contract. Revenue from time and material contracts was recognised at the contractual rates as labour hours were delivered and direct expenses were incurred.

Levies and Fees

Levies and fees were recognised in proportion to the stage of completion of the contract. The stage of completion was assessed based on the term of the contract.

Interest

Interest revenue was accrued on a time basis, by reference to the principal outstanding and at the effective interest rate applicable.

d) Cash and Cash Equivalents

Cash comprises of cash on hand and at call deposits held with the Catholic Development Fund - Adelaide.

e) Financial Assets

Trade and Other Receivables

Trade and Other Receivables are measured at amortised cost less impairment.

f) Trade and Other Payables

Trade and Other Payables are recognised when the Commission becomes obliged to make future payments resulting from the purchase of goods and services.

Employees are provided by the Catholic Education Office to render services to the Commission in order for the organisation to fulfil its obligations of services to the Catholic Education Sector.

g) Provisions

The employee annual leave benefits are recognised as a current liability in the accounts of the Commission as they are expected to be settled within a period of one year. An annual Long Service Leave levy is paid to the SACCS Long Service Leave Fund to cover the Long Service Leave obligation for employees provided by the Catholic Education Office.

h) Going Concern

The report has been prepared on a going concern basis, which assumes continuity of normal business activities and the realisation of assets and settlement of liabilities in the ordinary course of business. If assets and liabilities are not realised and extinguished in the ordinary course of operations, they may realise and settle for amounts that may be different from those stated at the balance date.

At 31 December 2019, the Commission had a net deficit of current assets over current liabilities of (\$140,502)(2018:(\$412,591)). The Commission received grant funding of \$216,306,831 in 2020. The Commission has discretion to retain a portion of the funding received in order to meet its operational requirements, which the Commission considers is sufficient to meet its working capital requirements. Accordingly, the level of funding distributed to schools is managed to enable the Commission to pay its debts as and when they fall due.

Financial Statements 2019

SOUTH AUSTRALIAN COMMISSION FOR CATHOLIC SCHOOLS INC.
NOTES TO AND FORMING PART OF THE FINANCIAL STATEMENTS (CONT.)

FOR THE YEAR ENDED 31 DECEMBER 2019

Consequently, the Committee of the Commission is satisfied that it is appropriate for this report to be prepared on a going concern basis.

4 New Accounting Standards Implemented

The Commission adopted *AASB 15: revenue from contracts with customers* and *AASB 1058: Income of Not-for-Profit Entities* from 1 January 2019. A number of new standards are also effective from 1 January 2019 but they do not have a material effect on the Commission's financial statements.

AASB 15: Revenue from Contracts with Customers and *AASB 1058: Income of Not-for-Profit Entities* have been applied using the cumulative effective method. Therefore, the comparative information has not been restated and continues to be reported under *AASB 1004: Contributions* and *AASB 118: Revenue*. Refer to note 3(c).

5 Changes in Accounting Policies

There have been no significant changes in accounting policies adopted by SACCS Inc. in the current reporting period.

Financial Statements 2019

SOUTH AUSTRALIAN COMMISSION FOR CATHOLIC SCHOOLS INC.
 NOTES TO AND FORMING PART OF THE FINANCIAL STATEMENTS (CONT.)
 FOR THE YEAR ENDED 31 DECEMBER 2019

	2019	2018
	\$	\$
6 Grant Revenue		
Federal Government	29,632,878	387,866,864
State Government	-	108,759,351
Block Grant Authority	59,496	1,295,060
State Govt Capital	144,687	-
Total Grant Revenue	29,837,061	497,921,275
7 Levies and Fees Income		
Levy Income	2,205,078	1,075,800
Total Levies and Fees Income	2,205,078	1,075,800
8 Other Income		
Recoveries and rebates	3,483,436	5,456,384
Sponsorship and donations	6,779	8,050
Other fees and charges	527,066	232,692
Sundry	24,592	97,971
Total Other Income	4,041,873	5,795,097
9 Employee Benefits Expense		
Annual leave	97,464	127,359
Long service leave levy	316,060	305,102
Parental leave levy	79,676	86,470
Program management	-	151,326
Salaries	10,265,217	9,144,330
Superannuation	801,808	814,226
Workcover	140,831	150,511
Less: Capitalised salaries	(4,323)	(61,916)
Total Employee Benefits Expense	11,696,733	10,717,408

Financial Statements 2019

SOUTH AUSTRALIAN COMMISSION FOR CATHOLIC SCHOOLS INC.
NOTES TO AND FORMING PART OF THE FINANCIAL STATEMENTS (CONT.)

FOR THE YEAR ENDED 31 DECEMBER 2019

	2019	2018
	\$	\$
10 Supplies and Services		
Communications	315,350	256,720
Community and education program expense	687,938	694,784
Consultants	2,373,705	1,021,158
Equipment rental	628,018	551,560
General administration expense	757,612	2,544,270
Information technology	3,296,619	2,531,199
Insurance	113,560	104,958
Meetings and conferences	1,025,866	445,382
Minor equipment	10,752	5,082
Training and development	407,695	466,219
Travel and accommodation	361,131	226,788
Vehicles	35	110
Total Supplies and Services	9,978,281	8,848,230
11 Grants Distributed		
Grants to schools	-	469,754,379
Capital support	34,256	73,910
Units in schools	-	1,263,900
Salary support	742,466	2,166,835
Student support and scholarships	132,264	3,000
Total Grants Distributed	908,986	473,262,024
12 Remuneration of Auditors		
Audit of financial statements	59,000	51,259
Audit of structured funds (Note 23)	22,500	20,500
Advisory services	-	19,824
Government grant acquittals	19,900	15,000
Other audit services	3,100	-
Total Remuneration of Auditors	104,500	106,583

Financial Statements 2019

SOUTH AUSTRALIAN COMMISSION FOR CATHOLIC SCHOOLS INC.
 NOTES TO AND FORMING PART OF THE FINANCIAL STATEMENTS (CONT.)
 FOR THE YEAR ENDED 31 DECEMBER 2019

	2019	2018
	\$	\$
13 Cash and Cash Equivalents		
Cash on hand	400	1,000
CAB - Recurrent government grants	15,477,907	12,923,336
CAB - Capital grants	12,167,792	15,592,374
Total Cash and Cash Equivalents	27,646,099	28,516,710
The Commission's funds are held with the Catholic Development Fund - Adelaide.		
14 Trade and Other Receivables		
Current		
Trade receivables	617,062	60,590
Prepayments	13,761	43,398
Catholic Education Office	1,726,227	2,723,019
Long service leave receivable	1,960,878	2,099,342
Loans receivable	144,482	2,239,442
Other receivables	70,747	263,670
	<u>4,533,157</u>	<u>7,429,461</u>
Non-Current		
Catholic Education Office	215,384	535,009
	<u>215,384</u>	<u>535,009</u>
Total Trade and Other Receivables	4,748,541	7,964,470
15 Trade and Other Payables		
Trade payables	327,431	248,193
Accrued expenses	1,207,852	959,414
Block Grant Authority	247,203	21,286
Education assets fund	58,389	76,187
Targeted programs	-	62,365
GST payable (net)	3,756,890	3,035,913
Total Trade and Other Payables	5,597,765	4,403,358

Financial Statements 2019

SOUTH AUSTRALIAN COMMISSION FOR CATHOLIC SCHOOLS INC.
NOTES TO AND FORMING PART OF THE FINANCIAL STATEMENTS (CONT.)

FOR THE YEAR ENDED 31 DECEMBER 2019

	2019	2018
	\$	\$
16 Provisions		
Current		
Annual leave	948,678	948,921
Long service leave	1,885,996	1,976,924
Grants to be distributed	23,648,598	-
Other	238,721	125,218
	<u>26,721,993</u>	<u>3,051,063</u>
Non-Current		
Long service leave	74,882	122,418
	<u>74,882</u>	<u>122,418</u>
Total Provisions	<u><u>26,796,875</u></u>	<u><u>3,173,481</u></u>
17 Revenue in Advance		
Federal Government	-	12,009,786
State Government	-	1,397,876
Block Grant Authority	-	15,496,679
State Govt Capital	-	-
Total Revenue in Advance	<u><u>-</u></u>	<u><u>28,904,341</u></u>
18 Commitments for Expenditure		
As at 31 December 2019 the Commission has no commitments for expenditure.		
19 Cash Flows from Operating Activities		
Surplus/(Deficit) for the year	-	-
Movements in Assets and Liabilities:		
(Increase)/decrease in receivables	3,215,929	(2,554,070)
Increase/(decrease) in payables	1,194,407	24,764
Increase/(decrease) in provisions	23,623,394	28,580
Increase/(decrease) in revenue in advance	(28,904,341)	7,988,029
	<u>(870,611)</u>	<u>5,487,303</u>
Net Cash Flows from Operating Activities	<u><u>(870,611)</u></u>	<u><u>5,487,303</u></u>

Financial Statements 2019

SOUTH AUSTRALIAN COMMISSION FOR CATHOLIC SCHOOLS INC.
 NOTES TO AND FORMING PART OF THE FINANCIAL STATEMENTS (CONT.)
 FOR THE YEAR ENDED 31 DECEMBER 2019

20 Financial Instruments

2019	Due < 1 year	Due > 1 year < 5 years	Due > 5 years	Total contractual cash flows	Carrying values
	\$	\$	\$	\$	\$
Financial assets					
Cash and cash equivalents	27,646,099	-	-	27,646,099	27,646,099
Trade and other receivables	4,519,396	215,384	-	4,734,780	4,748,541
Total	32,165,495	215,384	-	32,380,879	32,394,640
Financial liabilities					
Payables	1,840,875	-	-	1,840,875	4,389,913
Total	1,840,875	-	-	1,840,875	4,389,913
2018	Due < 1 year	Due > 1 year < 5 years	Due > 5 years	Total contractual cash flows	Carrying values
	\$	\$	\$	\$	\$
Financial assets					
Cash and cash equivalents	28,516,710	-	-	28,516,710	28,516,710
Trade and other receivables	7,386,063	535,009	-	7,921,072	7,964,470
Total	35,902,773	535,009	-	36,437,782	36,481,180
Financial liabilities					
Payables	1,367,445	-	-	1,367,445	3,443,944
Total	1,367,445	-	-	1,367,445	3,443,944

21 Related Party Disclosures

The Key Management Personnel of the Association include the Chairperson of SACCS and other residing members of the Committees, Directors, Assistant Directors and Senior Management who have the responsibility for the strategic direction and management of the Association. The Chairperson is the only Committee member paid a remuneration.

The below discloses 100% of the remuneration paid however they do not spend that allocation on the Association alone but also across the other funds administered by SACCS Inc. In all, 12 persons were paid the following total compensation:

	2019	2018
	\$	\$
Salaries, allowances & other short term benefits	2,983,518	2,746,435
Total	2,983,518	2,746,435

SOUTH AUSTRALIAN COMMISSION FOR CATHOLIC SCHOOLS INC.
NOTES TO AND FORMING PART OF THE FINANCIAL STATEMENTS (CONT.)
FOR THE YEAR ENDED 31 DECEMBER 2019

22 Subsequent Events

The spread of the coronavirus COVID-19 in early 2020 has not had a material impact on the value of the Commission's assets.

There is likely to be an impact on the Commission's operations as a result of COVID-19. At the date of signing the Committee's Report, the financial impact could not be quantified accurately but the Committee do not believe it will affect the Commission's capacity to remain a going concern for the foreseeable future.

Other than the above developments, no other item, transaction or event of a material and unusual nature is likely, in the opinion of the Committee, to affect significantly the operations of the Commission, the results of those operations, or the state of affairs of the Commission, in future financial years.

23 Structured Entities

The Commission administers the following structured fund accounts for the benefit of Catholic Education in South Australia:

- Long Service Leave Fund
- Education Capital Fund
- Paid Parenting Leave Fund
- Education Assets Fund

The activities of these structured funds operate under their respective charters for the benefit of Catholic Education in South Australia. The Commission does not control these funds.



**South Australian Commission for
Catholic Schools Inc.**

ABN: 84 572 437 441

**Paid Parenting Leave Fund
Special Purpose Financial Report
for the Year Ended 31 December 2019**

Financial Statements 2019

SOUTH AUSTRALIAN COMMISSION FOR CATHOLIC SCHOOLS INC.
PAID PARENTAL LEAVE FUND
STATEMENT BY THE COMMITTEE OF SACCS INC.

1. In the opinion of the Committee of the South Australian Commission for Catholic Schools Inc. (SACCS Inc.):
 - (a) the Paid Parental Leave Fund (the Fund) is not a reporting entity nor publicly accountable;
 - (b) the financial statements and notes, set out on pages 2 to 11:
 - (i) present fairly the financial position of the Fund as at 31 December 2019 and its financial performance for the year ended on that date in accordance with the basis of preparation described in Note 2; and
 - (ii) comply with Australian Accounting Standards to the extent described in Note 2; and
 - (c) there are reasonable grounds to believe that the Fund will be able to pay its debts as and when they become due and payable.
2. In respect of the year ended 31 December 2019 the Fund has;
 - (a) kept such accounting records that correctly record and explains its transactions and financial position; and
 - (b) kept its accounting records that financial statements of the Fund that are presented fairly can be prepared from time to time;

Signed in accordance with a resolution of the Committee.



Professor Denis Ralph
Chairperson of SACCS



Dr Neil McGoran
Director, Catholic Education SA

Dated this 23rd day of June 2020

Financial Statements 2019

SOUTH AUSTRALIAN COMMISSION FOR CATHOLIC SCHOOLS INC.
PAID PARENTAL LEAVE FUND
STATEMENT OF INCOME AND EXPENDITURE
FOR THE YEAR ENDED 31 DECEMBER 2019

	Note	2019 \$	2018 \$
Income			
Levies and Fees Income	6	4,072,874	4,257,986
Interest Income		26,453	37,325
Other Income	7	18,529	-
Total Income		4,117,856	4,295,311
Expenses			
Supplies and Services	8	25,000	25,000
Reimbursement to Schools		4,374,101	4,629,743
Total Expenses		4,399,101	4,654,743
Total Deficit for the year		(281,245)	(359,432)

The above statements should be read in conjunction with the accompanying notes.

Financial Statements 2019

SOUTH AUSTRALIAN COMMISSION FOR CATHOLIC SCHOOLS INC.
PAID PARENTAL LEAVE FUND
STATEMENT OF FINANCIAL POSITION

AS AT 31 DECEMBER 2019

	Note	2019 \$	2018 \$
ASSETS			
Current Assets			
Cash and Cash Equivalents	9	3,293,899	3,453,505
Trade and Other Receivables	10	3,724	8,043
Total Current Assets		<u>3,297,623</u>	<u>3,461,548</u>
TOTAL ASSETS		<u>3,297,623</u>	<u>3,461,548</u>
LIABILITIES			
Current Liabilities			
Trade and Other Payables	11	142,320	25,000
Total Current Liabilities		<u>142,320</u>	<u>25,000</u>
TOTAL LIABILITIES		<u>142,320</u>	<u>25,000</u>
Net Assets		<u>3,155,303</u>	<u>3,436,548</u>
Equity			
Retained Earnings		3,155,303	3,436,548
Total Equity		<u>3,155,303</u>	<u>3,436,548</u>

The above statements should be read in conjunction with the accompanying notes.

Financial Statements 2019

SOUTH AUSTRALIAN COMMISSION FOR CATHOLIC SCHOOLS INC.
PAID PARENTAL LEAVE FUND
STATEMENT OF CHANGES IN EQUITY
FOR THE YEAR ENDED 31 DECEMBER 2019

	Total Equity
	\$
Balance as at 1 January 2018	3,795,980
Surplus/(Deficit) for the year	<u>(359,432)</u>
Balance as at 31 December 2018	<u>3,436,548</u>
Balance as at 1 January 2019	3,436,548
Surplus/(Deficit) for the year	<u>(281,245)</u>
Balance as at 31 December 2019	<u>3,155,303</u>

The above statements should be read in conjunction with the accompanying notes.

Financial Statements 2019

SOUTH AUSTRALIAN COMMISSION FOR CATHOLIC SCHOOLS INC.
PAID PARENTAL LEAVE FUND
STATEMENT OF CASHFLOWS

FOR THE YEAR ENDED 31 DECEMBER 2019

	Note	2019 \$	2018 \$
Cash Flows from Operating Activities			
Receipts from Customers		4,077,193	4,249,943
Receipts from Other Revenue		18,529	-
Interest Received		26,453	37,324
Payments to Suppliers, Employees and Others		(4,281,781)	(4,629,742)
Net Cash Flows used in Operating Activities	13	<u>(159,606)</u>	<u>(342,475)</u>
Net Increase/(Decrease) in Cash Held		<u>(159,606)</u>	<u>(342,475)</u>
Cash on hand at beginning of the financial year		3,453,505	3,795,980
Cash on hand at the end of the Year	9	<u><u>3,293,899</u></u>	<u><u>3,453,505</u></u>

The above statements should be read in conjunction with the accompanying notes.

SOUTH AUSTRALIAN COMMISSION FOR CATHOLIC SCHOOLS INC.
PAID PARENTAL LEAVE FUND
NOTES TO AND FORMING PART OF THE FINANCIAL STATEMENTS
FOR THE YEAR ENDED 31 DECEMBER 2019

1 Reporting Entity

The Committee of the South Australian Commission for Catholic Schools Inc. (SACCS Inc.) administers the activities of the SAACS Paid Parental Leave Fund ('the Fund').

The primary objective of the Fund is to make provision for payment of paid parental leave for eligible employees.

In the opinion of the Committee the Fund is not a reporting entity nor publicly accountable as there are unlikely to exist users of the financial report who are unable to command the preparation of reports tailored so as to satisfy all of their information needs. Accordingly, the 'special purposed financial report' has been prepared to satisfy specifically the information needs of the Committee of SACCS Inc. (the Committee).

2 Basis of Preparation

a) Basis of Accounting

This special purpose financial report has been prepared in accordance with the recognition, measurement and classification aspects of all applicable Australian Accounting Standards (AASBs) adopted by the Australian Accounting Standards Board (AASB).

This special purpose financial statements include only the disclosure requirements of the following AASBs and those disclosures considered necessary by the Commission to meet the needs of members:

- AASB 101 *Presentation of Financial Statements*
- AASB 107 *Statement of Cash Flows*
- AASB 108 *Accounting Policies, Changes in Accounting Estimates and Errors*
- AASB 1048 *Interpretation and Application of Standards*
- AASB 1054 *Australian Additional Disclosures*

b) Basis of Measurement

This special purpose financial report has been prepared on an accrual and historical cost basis. Cost based on the fair values of the consideration given in exchange for assets. All amounts are presented in Australian dollars.

3 Significant Accounting Policies

The following significant accounting policies have been adopted in the preparation and presentation of the financial report.

a) Income Tax

SACCS Inc. is a registered charity which is endorsed by the Australian Taxation Office for Income Tax Exemption under Division 50-5 of the Income Tax Assessment Act 1997 (Cth). The SACCS Paid Parental Leave Fund is an account administered by SACCS Inc.

b) Goods and Services Tax (GST)

Revenues, expenses and assets are recognised net of the amount of GST, except:

- i. where the amount of goods and services tax (GST) incurred is not recoverable from the taxation authority, it is recognised as part of the cost of acquisition of an asset or as part of an item of expense; or
- ii. for receivables and payables which are recognised inclusive of GST.

The net amount of GST recoverable from, or payable to, the taxation authority is included as part of receivables or payables

Financial Statements 2019

SOUTH AUSTRALIAN COMMISSION FOR CATHOLIC SCHOOLS INC.
PAID PARENTAL LEAVE FUND
NOTES TO AND FORMING PART OF THE FINANCIAL STATEMENTS (CONT.)
FOR THE YEAR ENDED 31 DECEMBER 2019

c) Paid Parental Leave Fund

The Paid Parental Leave Fund reimburses participating schools and the Catholic Education Office for paid parental leave for teachers and staff. Participating schools and the Office paid a levy of 0.80% of salaries in 2019 (2018: 0.85%).

Provision is made for benefits accruing to employees of participating schools in respect of paid parental leave when it is probable that settlement will be required and they are capable of being measured reliably. Provisions made in respect of paid parenting leave expected to be settled within 12 months are measured at their nominal values using the remuneration rate expected to apply at the time of settlement.

d) Revenue

In the Current Period

Levies, Fees and Rendering of Services

Where it has been determined that an enforceable contract with a customer with sufficiently specific performance obligations exists, revenue is recognised in profit and loss over time as the performance obligations are met. Otherwise, revenue is recognised on receipt.

If an amount received is in advance of the performance of obligations, a revenue in advance liability is recognised and reduced as performance obligations are met.

In the Comparative Period

Revenue was measured at the fair value of the consideration received or receivable.

Rendering of Services

Revenue from a contract to provide services was recognised by reference to the stage of completion of the contract. Revenue from time and material contracts was recognised at the contractual rates as labour hours were delivered and direct expenses were incurred.

Levies and Fees

Levies and fees were recognised in proportion to the stage of completion of the contract. The stage of completion was assessed based on the term of the contract.

Interest

Interest revenue was accrued on a time basis, by reference to the principal outstanding and at the effective interest rate applicable.

e) Cash and Cash Equivalents

Cash comprises of at call deposits held with the Catholic Development Fund - Adelaide.

f) Financial Assets

Trade and Other Receivables

Trade and Other Receivables are measured at amortised cost less impairment.

g) Impairment

At each reporting date, the carrying amounts of its tangible and intangible assets are reviewed to determine whether there is any indication that those assets have suffered an impairment loss. If any such indication exists, the recoverable amount of the asset is estimated in order to determine the extent of the impairment loss (if any).

h) Trade and Other Payables

Trade and Other Payables are recognised when the Fund becomes obliged to make future payments resulting from the purchase of goods and services.

SOUTH AUSTRALIAN COMMISSION FOR CATHOLIC SCHOOLS INC.
PAID PARENTAL LEAVE FUND
NOTES TO AND FORMING PART OF THE FINANCIAL STATEMENTS (CONT.)
FOR THE YEAR ENDED 31 DECEMBER 2019

4 New Accounting Standards Implemented

The Fund adopted *AASB 15: Revenue from Contracts with Customers* and *AASB 1058: Income of Not-for-Profit Entities* from 1 January 2019. A number of new standards are also effective from 1 January 2019 but they do not have a material effect on the Commission's financial statements.¹

AASB 15: Revenue from Contracts with Customers and *AASB 1058: Income of Not-for-Profit Entities* have been applied using the cumulative effective method. Therefore, the comparative information has not been restated and continues to be reported under *AASB 1004: Contributions* and *AASB 118: Revenue*. Refer to Note 3(d).

5 Changes in Accounting Policies

There have been no significant changes in accounting policies adopted by the Fund in the current reporting period.

Financial Statements 2019

SOUTH AUSTRALIAN COMMISSION FOR CATHOLIC SCHOOLS INC.
PAID PARENTAL LEAVE FUND
NOTES TO AND FORMING PART OF THE FINANCIAL STATEMENTS (CONT.)
FOR THE YEAR ENDED 31 DECEMBER 2019

	2019	2018
	\$	\$
6 Levies and Fees Income		
Levy Income	4,072,874	4,257,986
Total Levies and Fees Income	4,072,874	4,257,986
7 Other Revenue		
Recoveries and rebates	18,529	-
Total Other Revenue	18,529	-
8 Supplies and Services		
General administration expense	25,000	25,000
Total Supplies and Services	25,000	25,000
9 Cash and Cash Equivalents		
Cash at bank	3,293,899	3,453,505
Total Cash and Cash Equivalents	3,293,899	3,453,505
The Paid Parental Leave Fund cash at bank is held with the Catholic Development Fund - Adelaide.		
10 Trade and Other Receivables		
Current		
Trade receivables	3,724	8,043
Total Trade and Other Receivables	3,724	8,043
11 Trade and Other Payables		
Accrued expenses	117,320	-
Catholic Education Office	25,000	25,000
Total Trade and Other Payables	142,320	25,000

Financial Statements 2019

SOUTH AUSTRALIAN COMMISSION FOR CATHOLIC SCHOOLS INC.
PAID PARENTAL LEAVE FUND
NOTES TO AND FORMING PART OF THE FINANCIAL STATEMENTS (CONT.)
FOR THE YEAR ENDED 31 DECEMBER 2019

12 Commitments for Expenditure

As at 31 December 2019 the Fund has no commitments for expenditure.

13 Cash Flows from Operating Activities

	2019	2018
	\$	\$
Surplus/(Deficit) for the year	(281,245)	(359,432)
Movements in Assets and Liabilities:		
(Increase)/decrease in receivables	4,319	(8,043)
Increase/(decrease) in payables	117,320	25,000
	<u>121,639</u>	<u>16,957</u>
Net Cash Flows from Operating Activities	<u><u>(159,606)</u></u>	<u><u>(342,475)</u></u>

14 Financial Instruments

2019	Due < 1 year	Due > 1 year < 5 years	Due > 5 years	Total	
				contractual cash flows	Carrying values
	\$	\$	\$	\$	\$
Financial assets					
Cash and cash equivalents	3,293,899	-	-	3,293,899	3,293,899
Trade and other receivables	3,724	-	-	3,724	3,724
Total	<u>3,297,623</u>	<u>-</u>	<u>-</u>	<u>3,297,623</u>	<u>3,297,623</u>
Financial liabilities					
Payables	142,320	-	-	142,320	25,000
Total	<u>142,320</u>	<u>-</u>	<u>-</u>	<u>142,320</u>	<u>25,000</u>

2018	Due < 1 year	Due > 1 year < 5 years	Due > 5 years	Total	
				contractual cash flows	Carrying values
	\$	\$	\$	\$	\$
Financial assets					
Cash and cash equivalents	3,453,505	-	-	3,453,505	3,453,505
Trade and other receivables	8,043	-	-	8,043	8,043
Total	<u>3,461,548</u>	<u>-</u>	<u>-</u>	<u>3,461,548</u>	<u>3,461,548</u>
Financial liabilities					
Payables	25,000	-	-	25,000	25,000
Total	<u>25,000</u>	<u>-</u>	<u>-</u>	<u>25,000</u>	<u>25,000</u>

Financial Statements 2019

SOUTH AUSTRALIAN COMMISSION FOR CATHOLIC SCHOOLS INC.
PAID PARENTAL LEAVE FUND
NOTES TO AND FORMING PART OF THE FINANCIAL STATEMENTS (CONT.)
FOR THE YEAR ENDED 31 DECEMBER 2019

15 Related Party Disclosures

The Key Management Personnel of the Fund include the Chairperson of SACCS and other residing members of the Committees, Directors, Assistant Directors and Senior Management who have the responsibility for the strategic direction and management of the Fund. The Chairperson is the only Committee member paid a remuneration.

The below discloses 100% of the remuneration paid however remuneration does not relate to this particular Fund alone but also across the other funds administered by SACCS Inc. In all, 12 persons were paid the following total compensation:

	2019	2018
	\$	\$
Salaries, allowances & other short term benefits	2,983,518	2,746,435
Total	<u>2,983,518</u>	<u>2,746,435</u>

16 Subsequent Events

The spread of the coronavirus COVID-19 in early 2020 has not had a material impact on the value of the Commission's assets.

There is likely to be an impact on the Commission's operations as a result of COVID-19. At the date of signing the Committee's Report, the financial impact could not be quantified accurately but the Committee do not believe it will affect the Commission's capacity to remain a going concern for the foreseeable future.

Other than the above developments, no other item, transaction or event of a material and unusual nature is likely, in the opinion of the Committee, to affect significantly the operations of the Commission, the results of those operations, or the state of affairs of the Commission, in future financial years.



**South Australian Commission for
Catholic Schools Inc.**

ABN: 84 572 437 441

**Education Capital Fund
Special Purpose Financial Report
for the Year Ended 31 December 2019**

Financial Statements 2019

SOUTH AUSTRALIAN COMMISSION FOR CATHOLIC SCHOOLS INC.
EDUCATION CAPITAL FUND
STATEMENT BY THE COMMITTEE OF SACCS INC.

1. In the opinion of the Committee of the South Australian Commission for Catholic Schools Inc. (SACCS Inc.):
 - (a) the Education Capital Fund (the Fund) is not a reporting entity nor publicly accountable;
 - (b) the financial statements and notes, set out on pages 2 to 11:
 - (i) present fairly the financial position of the Fund as at 31 December 2019 and its financial performance for the year ended on that date in accordance with the basis of preparation described in Note 2; and
 - (ii) comply with Australian Accounting Standards to the extent described in Note 2; and
 - (c) there are reasonable grounds to believe that the Fund will be able to pay its debts as and when they become due and payable.
2. In respect of the year ended 31 December 2019 the Fund has;
 - (a) kept such accounting records that correctly record and explains its transactions and financial position; and
 - (b) kept its accounting records that financial statements of the Fund that are presented fairly can be prepared from time to time;

Signed in accordance with a resolution of the Committee.



Professor Denis Ralph
Chairperson of SACCS



Dr Neil McGoran
Director, Catholic Education SA

Dated this 23rd day of June 2020

Financial Statements 2019

SOUTH AUSTRALIAN COMMISSION FOR CATHOLIC SCHOOLS INC.
EDUCATION CAPITAL FUND
STATEMENT OF INCOME AND EXPENDITURE
FOR THE YEAR ENDED 31 DECEMBER 2019

	Note	2019 \$	2018 \$
Income			
Levies and Fees Income	6	4,880,128	628,964
Interest Income		73,879	68,455
Total Income		4,954,007	697,419
Expenses			
Grants Distributed	7	17,543	954,774
Total Expenses		17,543	954,774
Total Surplus/(Deficit) for the year		4,936,464	(257,355)

The above statements should be read in conjunction with the accompanying notes.

Financial Statements 2019

SOUTH AUSTRALIAN COMMISSION FOR CATHOLIC SCHOOLS INC.
EDUCATION CAPITAL FUND
STATEMENT OF FINANCIAL POSITION

AS AT 31 DECEMBER 2019

	Note	2019 \$	2018 \$
ASSETS			
Current Assets			
Cash and Cash Equivalents	8	7,838,700	2,548,026
Trade and Other Receivables	9	265,078	458,458
Total Current Assets		8,103,778	3,006,484
Non-Current Assets			
Trade and Other Receivables	9	1,558,000	1,718,830
Total Non-Current Assets		1,558,000	1,718,830
TOTAL ASSETS		9,661,778	4,725,314
Net Assets		9,661,778	4,725,314
EQUITY			
Retained Earnings		9,661,778	4,725,314
Total Equity		9,661,778	4,725,314

The above statements should be read in conjunction with the accompanying notes.

Financial Statements 2019

SOUTH AUSTRALIAN COMMISSION FOR CATHOLIC SCHOOLS INC.
EDUCATION CAPITAL FUND
STATEMENT OF CHANGES IN EQUITY
FOR THE YEAR ENDED 31 DECEMBER 2019

	Total Equity
	\$
Balance as at 1 January 2018	4,982,669
Surplus/(Deficit) for the year	(257,355)
Balance as at 31 December 2018	<u>4,725,314</u>
Balance as at 1 January 2019	4,725,314
Surplus/(Deficit) for the year	4,936,464
Balance as at 31 December 2019	<u>9,661,778</u>

The above statements should be read in conjunction with the accompanying notes.

Financial Statements 2019

SOUTH AUSTRALIAN COMMISSION FOR CATHOLIC SCHOOLS INC.
EDUCATION CAPITAL FUND
STATEMENT OF CASHFLOWS

FOR THE YEAR ENDED 31 DECEMBER 2019

	Note	2019 \$	2018 \$
Cash Flows from Operating Activities			
Receipts from Customers		5,234,338	889,219
Interest Received		73,879	68,455
Grant Payments		(17,543)	(954,774)
Net Cash Flows from Operating Activities	11	5,290,674	2,900
Net Increase/(Decrease) in Cash Held		5,290,674	2,900
Cash on hand at beginning of the financial year		2,548,026	2,545,126
Cash on hand at the end of the Year	8	7,838,700	2,548,026

The above statements should be read in conjunction with the accompanying notes.

SOUTH AUSTRALIAN COMMISSION FOR CATHOLIC SCHOOLS INC.
EDUCATION CAPITAL FUND
NOTES TO AND FORMING PART OF THE FINANCIAL STATEMENTS
FOR THE YEAR ENDED 31 DECEMBER 2019

1 Reporting Entity

The Committee of the South Australian Commission for Catholic Schools Inc. (SACCS Inc.) administers the activities of the SAACS Education Capital Fund ('the Fund').

The primary objective of the Fund is to provide low interest rate loans to Catholic Schools in South Australia.

During the year the fund name was changed from SACCS School Development Fund to Education Capital Fund.

In the opinion of the Committee the Fund is not a reporting entity nor publicly accountable as there are unlikely to exist users of the financial report who are unable to command the preparation of reports tailored so as to satisfy all of their information needs. Accordingly, the 'special purposed financial report' has been prepared to satisfy specifically the information needs of the Committee of SACCS Inc. (the Committee).

2 Basis of Preparation

a) Basis of accounting

This special purpose financial report has been prepared in accordance with the recognition, measurement and classification aspects of all applicable Australian Accounting Standards (AASBs) adopted by the Australian Accounting Standards Board (AASB).

This special purpose financial statements include only the disclosure requirements of the following AASBs and those disclosures considered necessary by the Commission to meet the needs of members:

- AASB 101 *Presentation of Financial Statements*
- AASB 107 *Statement of Cash Flows*
- AASB 108 *Accounting Policies, Changes in Accounting Estimates and Errors*
- AASB 1048 *Interpretation and Application of Standards*
- AASB 1054 *Australian Additional Disclosures*

b) Basis of measurement

This special purpose financial report has been prepared on an accrual and historical cost basis. Cost based on the fair values of the consideration given in exchange for assets. All amounts are presented in Australian dollars.

3 Significant Accounting Policies

The following significant accounting policies have been adopted in the preparation and presentation of the financial report.

a) Income Tax

SACCS Inc. is a registered charity which is endorsed by the Australian Taxation Office for Income Tax Exemption under Division 50-5 of the Income Tax Assessment Act 1997 (Cth). The SACCS Education Capital Fund is an account administered by SACCS Inc.

b) Goods and Services Tax (GST)

Revenues, expenses and assets are recognised net of the amount of GST, except:

- i. where the amount of goods and services tax (GST) incurred is not recoverable from the taxation authority, it is recognised as part of the cost of acquisition of an asset or as part of an item of expense; or
- ii. for receivables and payables which are recognised inclusive of GST.

The net amount of GST recoverable from, or payable to, the taxation authority is included as part of receivables or payables

SOUTH AUSTRALIAN COMMISSION FOR CATHOLIC SCHOOLS INC.
 EDUCATION CAPITAL FUND
 NOTES TO AND FORMING PART OF THE FINANCIAL STATEMENTS (CONT.)
 FOR THE YEAR ENDED 31 DECEMBER 2019

c) Revenue

Accounting Standards applicable to the recognition of revenue have changed in 2019 - see Note 4 for details.

In the Current Period

Levies, Fees and Rendering of Services

Where it has been determined that an enforceable contract with a customer with sufficiently specific performance obligations exists, revenue is recognised over time as the performance obligations are met. Otherwise, revenue is recognised on receipt.

If an amount received is in advance of completion of the performance of obligations, a revenue in advance liability is recognised and reduced as performance obligations are met.

In the Comparative Period

Revenue was measured at the fair value of the consideration received or receivable.

Rendering of Services

Revenue from a contract to provide services was recognised by reference to the stage of completion of the contract. Revenue from time and material contracts was recognised at the contractual rates as labour hours were delivered and direct expenses were incurred.

Levies and Fees

Levies and fees were recognised in proportion to the stage of completion of the contract. The stage of completion was assessed based on the term of the contract.

Interest

Interest revenue was accrued on a time basis, by reference to the principal outstanding and at the effective interest rate applicable.

Rental

Rental income is recognised on a straight-line basis over the term of the rental agreement.

d) Cash and Cash Equivalents

Cash comprises of at call deposits held with the Catholic Development Fund - Adelaide.

e) Financial Assets

Trade and Other Receivables

Trade and Other Receivables are measured at amortised cost less impairment.

Effective Interest Method

The effective interest method is a method of calculating the amortised cost of a financial asset and of allocating interest income over the relevant period. The effective interest rate is the rate that exactly discounts estimated future cash receipts through the expected life of the financial asset, or where appropriate, a shorter period, to the net carrying amount on initial recognition.

SOUTH AUSTRALIAN COMMISSION FOR CATHOLIC SCHOOLS INC.
EDUCATION CAPITAL FUND
NOTES TO AND FORMING PART OF THE FINANCIAL STATEMENTS (CONT.)
FOR THE YEAR ENDED 31 DECEMBER 2019

4 New Accounting Standards Implemented

The Fund adopted AASB 15: *Revenue from Contracts with Customers* and AASB 1058: *Income of Not-for-Profit Entities* from 1 January 2019. A number of new standards are also effective from 1 January 2019 but they do not have a material effect on the Commission's financial statements.

AASB 15: *Revenue from Contracts with Customers* and AASB 1058: *Income of Not-for-Profit Entities* have been applied using the cumulative effective method. Therefore, the comparative information has not been restated and continues to be reported under AASB 1004: *Contributions* and AASB 118: *Revenue*. Refer to Note 3(c).

5 Changes in Accounting Policies

There have been no significant changes in accounting policies adopted by the Education Capital Fund in the current reporting period.

Financial Statements 2019

SOUTH AUSTRALIAN COMMISSION FOR CATHOLIC SCHOOLS INC.
 EDUCATION CAPITAL FUND
 NOTES TO AND FORMING PART OF THE FINANCIAL STATEMENTS (CONT.)
 FOR THE YEAR ENDED 31 DECEMBER 2019

	2019	2018
	\$	\$
6 Levies and Fees Income		
Levy Income	4,880,128	628,964
Total Levies and Fees Income	4,880,128	628,964
7 Grants Distributed		
Grants to schools	17,543	954,774
Total Grants Distributed	17,543	954,774
8 Cash and Cash Equivalents		
Cash at bank	7,838,700	2,548,026
Total Cash and Cash Equivalents	7,838,700	2,548,026
The Education Capital Fund cash at bank is held with the Catholic Development Fund - Adelaide.		
9 Trade and Other Receivables		
Current		
Receivables owing by schools	222,419	253,485
Other receivables	42,659	204,973
	265,078	458,458
Non-Current		
Receivables owing by schools	1,558,000	1,718,830
	1,558,000	1,718,830
Total Trade and Other Receivables	1,823,078	2,177,288
10 Commitments for Expenditure		

As at 31 December 2019 the Fund has no commitments for expenditure.

Financial Statements 2019

SOUTH AUSTRALIAN COMMISSION FOR CATHOLIC SCHOOLS INC.
 EDUCATION CAPITAL FUND
 NOTES TO AND FORMING PART OF THE FINANCIAL STATEMENTS (CONT.)
 FOR THE YEAR ENDED 31 DECEMBER 2019

	2019	2018
	\$	\$
11 Cash Flows from Operating Activities		
Surplus/(Deficit) for the year	4,936,464	(257,355)
Movements in Assets and Liabilities:		
(Increase)/decrease in receivables	354,210	260,255
	<u>354,210</u>	<u>260,255</u>
Net Cash Flows from Operating Activities	<u><u>5,290,674</u></u>	<u><u>2,900</u></u>

12 Financial Instruments

2019	Due < 1 year	Due > 1 year < 5 years	Due > 5 years	Total contractual cash flows	Carrying values
	\$	\$	\$	\$	\$
Financial assets					
Cash and cash equivalents	7,838,700	-	-	7,838,700	7,838,700
Trade and other receivables	265,078	1,558,000	-	1,823,078	1,823,078
Total	<u>8,103,778</u>	<u>1,558,000</u>	<u>-</u>	<u>9,661,778</u>	<u>9,661,778</u>

2018	Due < 1 year	Due > 1 year < 5 years	Due > 5 years	Total contractual cash flows	Carrying values
	\$	\$	\$	\$	\$
Financial assets					
Cash and cash equivalents	2,548,026	-	-	2,548,026	2,548,026
Trade and other receivables	458,458	1,718,830	-	2,177,288	2,177,288
Total	<u>3,006,484</u>	<u>1,718,830</u>	<u>-</u>	<u>4,725,314</u>	<u>4,725,314</u>

Financial Statements 2019

SOUTH AUSTRALIAN COMMISSION FOR CATHOLIC SCHOOLS INC.
 EDUCATION CAPITAL FUND
 NOTES TO AND FORMING PART OF THE FINANCIAL STATEMENTS (CONT.)
 FOR THE YEAR ENDED 31 DECEMBER 2019

2019	2018
\$	\$

13 Related Party Disclosures

The Key Management Personnel of the Fund include the Chairperson of SACCS and other residing members of the Committees, Directors, Assistant Directors and Senior Management who have the responsibility for the strategic direction and management of the Fund. The Chairperson is the only Committee member paid a remuneration.

The below discloses 100% of the remuneration paid however remuneration does not relate to this particular Fund alone but also across the other funds administered by SACCS Inc. In all, 12 persons were paid the following total compensation:

	2019	2018
	\$	\$
Salaries, allowances & other short term benefits	2,983,518	2,746,435
Total	2,983,518	2,746,435

14 Subsequent Events

The spread of the coronavirus COVID-19 in early 2020 has not had a material impact on the value of the Commission's assets.

There is likely to be an impact on the Commission's operations as a result of COVID-19. At the date of signing the Committee's Report, the financial impact could not be quantified accurately but the Committee do not believe it will affect the Commission's capacity to remain a going concern for the foreseeable future.

Other than the above developments, no other item, transaction or event of a material and unusual nature is likely, in the opinion of the Committee, to affect significantly the operations of the Commission, the results of those operations, or the state of affairs of the Commission, in future financial years.



**South Australian Commission for
Catholic Schools Inc.**

ABN: 84 572 437 441

**Education Assets Fund
Special Purpose Financial Report
for the Year Ended 31 December 2019**

Financial Statements 2019

SOUTH AUSTRALIAN COMMISSION FOR CATHOLIC SCHOOLS INC.
EDUCATION ASSET FUND
STATEMENT BY THE COMMITTEE OF SACCS INC.

1. In the opinion of the Committee of the South Australian Commission for Catholic Schools Inc. (SACCS Inc.):
 - (a) the Education Asset Fund (the Fund) is not a reporting entity nor publicly accountable;
 - (b) the financial statements and notes, set out on pages 2 to 15:
 - (i) present fairly the financial position of the Fund as at 31 December 2019 and its financial performance for the year ended on that date in accordance with the basis of preparation described in Note 2; and
 - (ii) comply with Australian Accounting Standards to the extent described in Note 2; and
 - (c) there are reasonable grounds to believe that the Fund will be able to pay its debts as and when they become due and payable.
2. In respect of the year ended 31 December 2019 the Fund has;
 - (a) kept such accounting records that correctly record and explains its transactions and financial position; and
 - (b) kept its accounting records that financial statements of the Fund that are presented fairly can be prepared from time to time;

Signed in accordance with a resolution of the Committee.



Professor Denis Ralph
Chairperson of SACCS



Dr Neil McGoran
Director, Catholic Education SA

Dated this 23rd day of June 2020

Financial Statements 2019

SOUTH AUSTRALIAN COMMISSION FOR CATHOLIC SCHOOLS INC.
 EDUCATION ASSET FUND
 STATEMENT OF INCOME AND EXPENDITURE
 FOR THE YEAR ENDED 31 DECEMBER 2019

	Note	2019 \$	2018 \$
Income			
Rental Income	6	3,160,797	3,270,679
Interest Income		51,545	35,304
Net Gain from Disposal of Non-Current and Other Assets	7	376,657	521,932
Total Income		<u>3,588,999</u>	<u>3,827,915</u>
Expenses			
Employee Benefits	8	32,118	33,581
Supplies and Services	9	636,275	578,538
Interest Expense		44,710	60,841
Depreciation	10	1,966,047	1,986,505
Total Expenses		<u>2,679,150</u>	<u>2,659,465</u>
Total Surplus for the year		<u>909,849</u>	<u>1,168,450</u>

The above statements should be read in conjunction with the accompanying notes.

Financial Statements 2019

SOUTH AUSTRALIAN COMMISSION FOR CATHOLIC SCHOOLS INC.
EDUCATION ASSET FUND
STATEMENT OF FINANCIAL POSITION

AS AT 31 DECEMBER 2019

	Note	2019 \$	2018 \$
ASSETS			
Current Assets			
Cash and Cash Equivalents	11	5,385,802	4,820,015
Trade and Other Receivables	12	488,079	430,637
Total Current Assets		5,873,881	5,250,652
Non-Current Assets			
Property, Plant and Equipment	13	5,700,857	6,952,932
Intangibles	14	714,211	-
Total Current Assets		6,415,068	6,952,932
TOTAL ASSETS		12,288,949	12,203,584
LIABILITIES			
Current Liabilities			
Trade and Other Payables	15	323,605	109,035
Borrowings	16	507,632	1,030,717
Provisions	17	3,360	-
Total Current Liabilities		834,597	1,139,752
Non-Current Liabilities			
Borrowings	16	206,540	714,184
Provisions	17	1,906	13,591
Total Non-Current Liabilities		208,446	727,775
TOTAL LIABILITIES		1,043,043	1,867,527
Net Assets		11,245,906	10,336,057
EQUITY			
Retained Earnings		11,245,906	10,336,057
Total Equity		11,245,906	10,336,057

The above statements should be read in conjunction with the accompanying notes.

Financial Statements 2019

SOUTH AUSTRALIAN COMMISSION FOR CATHOLIC SCHOOLS INC.
EDUCATION ASSET FUND
STATEMENT OF CHANGES IN EQUITY
FOR THE YEAR ENDED 31 DECEMBER 2019

	Total Equity
	\$
Balance as at 1 January 2018	9,167,607
Surplus/(Deficit) for the year	1,168,450
Balance as at 31 December 2018	<u>10,336,057</u>
Balance as at 1 January 2019	10,336,057
Surplus/(Deficit) for the year	909,849
Balance as at 31 December 2019	<u>11,245,906</u>

The above statements should be read in conjunction with the accompanying notes.

Financial Statements 2019

SOUTH AUSTRALIAN COMMISSION FOR CATHOLIC SCHOOLS INC.
EDUCATION ASSET FUND
STATEMENT OF CASHFLOWS

FOR THE YEAR ENDED 31 DECEMBER 2019

	Note	2019 \$	2018 \$
Cash Flows from Operating Activities			
Receipts from Customers		3,105,955	3,172,415
Interest Received		51,545	35,304
Interest Paid		44,710	60,841
Payments to Suppliers, Employees and Others		(602,627)	(815,692)
Net GST (paid)/refunded		48,459	64,414
Net Cash Flows from Operating Activities	19	<u>2,648,042</u>	<u>2,517,282</u>
Cash Flows from Investing Activities			
Proceeds from Sale of Fixed Assets		1,447,002	1,671,165
Payments for Fixed Assets		(2,498,528)	(2,204,698)
Net Cash from/(used in) Investing Activities		<u>(1,051,526)</u>	<u>(533,533)</u>
Cash Flows from Financing Activities			
Proceeds from Borrowings/(Repayments of Borrowings)		(1,030,729)	200,900
Net Cash from/(used in) Financing Activities		<u>(1,030,729)</u>	<u>200,900</u>
Net Increase/(Decrease) in Cash Held		<u>565,787</u>	<u>2,184,649</u>
Cash on hand at beginning of the financial year		4,820,015	2,635,366
Cash on hand at the end of the Year	11	<u>5,385,802</u>	<u>4,820,015</u>

The above statements should be read in conjunction with the accompanying notes.

SOUTH AUSTRALIAN COMMISSION FOR CATHOLIC SCHOOLS INC.
EDUCATION ASSET FUND
NOTES TO AND FORMING PART OF THE FINANCIAL STATEMENTS
FOR THE YEAR ENDED 31 DECEMBER 2019

1 Reporting Entity

The Committee of the South Australian Commission for Catholic Schools Inc. (SACCS Inc.) administers the activities of the SAACS Education Asset Fund ('the Fund').

The primary objective of the Fund is to fund certain assets managed by the Catholic Education Office for use by Catholic Schools and SACCS programs.

In the opinion of the Committee the Fund is not a reporting entity nor publicly accountable as there are unlikely to exist users of the financial report who are unable to command the preparation of reports tailored so as to satisfy all of their information needs. Accordingly, the 'special purposed financial report' has been prepared to satisfy specifically the information needs of the Committee of SACCS Inc. (the Committee).

2 Basis of Preparation

a) Basis of Accounting

This special purpose financial report has been prepared in accordance with the recognition, measurement and classification aspects of all applicable Australian Accounting Standards (AASBs) adopted by the Australian Accounting Standards Board (AASB).

This special purpose financial statements include only the disclosure requirements of the following AASBs and those disclosures considered necessary by the Commission to meet the needs of members:

- AASB 101 *Presentation of Financial Statements*
- AASB 107 *Statement of Cash Flows*
- AASB 108 *Accounting Policies, Changes in Accounting Estimates and Errors*
- AASB 1048 *Interpretation and Application of Standards*
- AASB 1054 *Australian Additional Disclosures*

b) Basis of Measurement

This special purpose financial report has been prepared on an accrual and historical cost basis. Cost based on the fair values of the consideration given in exchange for assets. All amounts are presented in Australian dollars.

3 Significant Accounting Policies

The following significant accounting policies have been adopted in the preparation and presentation of the financial report.

a) Income Tax

SACCS Inc. is a registered charity which is endorsed by the Australian Taxation Office for Income Tax Exemption under Division 50-5 of the Income Tax Assessment Act 1997 (Cth). The SACCS Education Asset Fund is an account administered by SACCS Inc.

b) Goods and Services Tax (GST)

Revenues, expenses and assets are recognised net of the amount of GST, except:

- i. where the amount of goods and services tax (GST) incurred is not recoverable from the taxation authority, it is recognised as part of the cost of acquisition of an asset or as part of an item of expense; or
- ii. for receivables and payables which are recognised inclusive of GST.

The net amount of GST recoverable from, or payable to, the taxation authority is included as part of receivables or payables

Financial Statements 2019

SOUTH AUSTRALIAN COMMISSION FOR CATHOLIC SCHOOLS INC.
 EDUCATION ASSET FUND
 NOTES TO AND FORMING PART OF THE FINANCIAL STATEMENTS (CONT.)
 FOR THE YEAR ENDED 31 DECEMBER 2019

c) Revenue

Accounting Standards applicable to the recognition of revenue have changed in 2019 - see Note 4 for details.

In the Current Period

Levies, Fees and Rendering of Services

Where it has been determined that an enforceable contract with a customer with sufficiently specific performance obligations exists, revenue is recognised over time as the performance obligations are met. Otherwise, revenue is recognised on receipt.

If an amount is received in advance of completion of the performance of obligations, a revenue in advance liability is recognised and reduced as performance obligations are met.

In the Comparative Period

Revenue was measured at the fair value of the consideration received or receivable.

Rendering of Services

Revenue from a contract to provide services was recognised by reference to the stage of completion of the contract. Revenue from time and material contracts was recognised at the contractual rates as labour hours were delivered and direct expenses were incurred.

Levies and Fees

Levies and fees were recognised in proportion to the stage of completion of the contract. The stage of completion was assessed based on the term of the contract.

Interest

Interest revenue was accrued on a time basis, by reference to the principal outstanding and at the effective interest rate applicable.

d) Cash

Cash comprises of at call deposits held with the Catholic Development Fund - Adelaide.

e) Financial Assets

Trade and Other Receivables

Trade and Other Receivables are measured at amortised cost less impairment.

f) Relocatable Buildings

Relocatable buildings and improvements are stated at cost less accumulated depreciation and impairment. Cost includes expenditure that is directly attributable to the acquisition of the item. In the event that settlement of all or part of the purchase consideration is deferred, cost is determined by discounting the amounts payable in the future to their present value as at the date of acquisition.

Depreciation is provided on buildings and improvements. Depreciation is calculated on a straight line basis so as to write off the net cost of each asset over its expected useful life to its estimated residual value. The estimated useful lives, residual values and depreciation method are reviewed at the end of each annual reporting period. The estimated useful life used in the calculation of depreciation on Relocatable Buildings and Improvements for the current and comparative period is 10 - 20 years.

SOUTH AUSTRALIAN COMMISSION FOR CATHOLIC SCHOOLS INC.
 EDUCATION ASSET FUND
 NOTES TO AND FORMING PART OF THE FINANCIAL STATEMENTS (CONT.)
 FOR THE YEAR ENDED 31 DECEMBER 2019

g) Plant and Equipment

Plant and equipment are stated at cost less accumulated depreciation and impairment. Cost includes expenditure that is directly attributable to the acquisition of the item. In the event that settlement of all or part of the purchase consideration is deferred, cost is determined by discounting the amounts payable in the future to their present value as at the date of acquisition.

Depreciation is provided on plant and equipment. Depreciation is calculated on a straight line basis so as to write off the net cost of each asset over its expected useful life to its estimated residual value. The estimated useful lives, residual values and depreciation method are reviewed at the end of each annual reporting period.

The following estimated useful lives are used in the calculation of depreciation for the current and comparative period are:

Computer equipment	3 - 5 years
Computer software	3 - 5 years
Office equipment	3 - 6 years
Motor vehicles	5 years

h) Intangibles

Intangibles are stated at cost less accumulated amortisation and impairment. Cost includes expenditure that is directly attributable to the acquisition of the item. In the event that settlement of all or part of the purchase consideration is deferred, cost is determined by discounting the amounts payable in the future to their present value as at the date of acquisition.

Amortisation is provided on Intangibles. Amortisation is calculated on a straight line basis so as to write off the net cost of each asset over its expected useful life to its estimated residual value. The estimated useful lives, residual values and amortisation method are reviewed at the end of each annual reporting period.

The following estimated useful lives are used in the calculation of amortisation for the current and comparative period are:

Computer software	3 - 5 years
-------------------	-------------

i) Impairment

At each reporting date, the carrying amounts of its tangible and intangible assets are reviewed to determine whether there is any indication that those assets have suffered an impairment loss. If any such indication exists, the recoverable amount of the asset is estimated in order to determine the extent of the impairment loss (if any).

j) Trade and Other Payables

Trade and Other Payables are recognised when the Fund becomes obliged to make future payments resulting from the purchase of goods and services.

k) Financial Liabilities

Financial Liabilities, including borrowings, are initially measured at fair values, net of transaction costs. Financial liabilities are subsequently measured at amortised cost using the effective interest method, with interest expense recognised on an effective yield basis.

The effective interest method is a method of calculating the amortised cost of a financial liability and of allocating interest expense over the relevant period. The effective interest rate is the rate that exactly discounts estimated future cash payments through the expected life of the financial liability, or where appropriate, a shorter period, to the net carrying amount on initial recognition.

Financial Statements 2019

SOUTH AUSTRALIAN COMMISSION FOR CATHOLIC SCHOOLS INC.
EDUCATION ASSET FUND
NOTES TO AND FORMING PART OF THE FINANCIAL STATEMENTS (CONT.)
FOR THE YEAR ENDED 31 DECEMBER 2019

4 New Accounting Standards Implemented

The Fund adopted *AASB 15: Revenue from Contracts with Customers* and *AASB 1058: Income of Not-for-Profit Entities* from 1 January 2019. A number of new standards are also effective from 1 January 2019 but they do not have a material effect on the Commission's financial statements.

AASB 15: Revenue from contracts with customers and *AASB 1058: Income of Not-for-Profit Entities* have been applied using the cumulative effective method. Therefore, the comparative information has not been restated and continues to be reported under *AASB 1004: Contributions* and *AASB 118: Revenue*. Refer to Note 3(c).

5 Changes in Accounting Policies

There have been no significant changes in accounting policies adopted by the Education Asset Fund in the current reporting period.

Financial Statements 2019

SOUTH AUSTRALIAN COMMISSION FOR CATHOLIC SCHOOLS INC.
 EDUCATION ASSET FUND
 NOTES TO AND FORMING PART OF THE FINANCIAL STATEMENTS (CONT.)
 FOR THE YEAR ENDED 31 DECEMBER 2019

	2019	2018
	\$	\$
6 Rental Income		
Equipment Lease	1,363,959	1,502,018
Fixed Asset Rental	628,018	551,559
Room Hire	1,168,820	1,217,102
Total Rental Income	3,160,797	3,270,679
7 Net Gain/(Loss) from Disposal of Non-Current and Other Assets		
Proceeds from disposal	1,447,003	1,671,162
Less: Net book value of assets disposed	(1,070,346)	(1,149,230)
Total Net Gain/(Loss) from Disposal of Non-Current and Other Assets	376,657	521,932
8 Employee Benefits Expense		
Annual leave	(93)	1,283
Long service leave levy	85	914
Parental leave levy	261	259
Program management	-	300
Salaries	28,739	27,734
Superannuation	2,663	2,643
Workcover	463	448
Total Employee Benefits Expense	32,118	33,581
9 Supplies and Services		
Consultants	17,353	3,351
General administration expense	291,477	275,273
Insurance	180,082	141,771
Repairs and maintenance	49,477	40,654
Training and development	(572)	-
Vehicles	98,458	117,489
Total Supplies and Services	636,275	578,538

Financial Statements 2019

SOUTH AUSTRALIAN COMMISSION FOR CATHOLIC SCHOOLS INC.
 EDUCATION ASSET FUND
 NOTES TO AND FORMING PART OF THE FINANCIAL STATEMENTS (CONT.)
 FOR THE YEAR ENDED 31 DECEMBER 2019

	2019	2018
	\$	\$
10 Depreciation		
Site improvements	327,136	338,626
Plant and equipment	85,908	157,812
Motor vehicles	1,031,326	1,050,773
Software	521,677	439,294
Total Depreciation	1,966,047	1,986,505
11 Cash and Cash Equivalents		
Cash at bank	5,385,802	4,820,015
Total Cash and Cash Equivalents	5,385,802	4,820,015
The Education Asset Fund cash at bank is held with the Catholic Development Fund - Adelaide.		
12 Trade and Other Receivables		
Current		
Trade receivables	177,558	42,102
SA Commission for Catholic Schools Inc.	58,389	76,187
Catholic Education Office	-	41,271
Long service leave receivable	1,674	13,591
GST receivable (net)	9,750	-
Other receivables	240,708	257,486
Total Trade and Other Receivables	488,079	430,637

Financial Statements 2019

SOUTH AUSTRALIAN COMMISSION FOR CATHOLIC SCHOOLS INC.
 EDUCATION ASSET FUND
 NOTES TO AND FORMING PART OF THE FINANCIAL STATEMENTS (CONT.)
 FOR THE YEAR ENDED 31 DECEMBER 2019

	2019	2018
	\$	\$
13 Property, Plant and Equipment		
Buildings and Improvements		
Buildings at cost	6,971,188	6,917,989
Site improvements at cost	386,042	389,152
Accumulated depreciation	(5,630,849)	(5,303,713)
	<u>1,726,381</u>	<u>2,003,428</u>
Plant and Equipment		
At cost	4,007,844	4,561,316
Accumulated depreciation	(3,935,803)	(4,403,368)
	<u>72,041</u>	<u>157,948</u>
Motor Vehicles		
At cost	5,145,996	5,149,395
Accumulated depreciation	(1,446,192)	(1,468,165)
	<u>3,699,804</u>	<u>3,681,230</u>
Software		
At cost	11,671,222	11,533,446
Accumulated amortisation	(10,957,011)	(10,435,334)
Transfer to Intangibles	(714,211)	
	<u>-</u>	<u>1,098,112</u>
Work in Progress	202,631	12,214
Total Property, Plant and Equipment	<u><u>5,700,857</u></u>	<u><u>6,952,932</u></u>

Movements in carrying amounts for each class of property, plant and equipment between the beginning and the end of the current financial year:

	Work in Progress	Buildings and Improvements	Plant and Equipment	Motor Vehicles	Software	Total
	\$	\$	\$	\$	\$	\$
Opening balance	12,214	2,003,428	157,948	3,681,230	1,098,112	6,952,932
Additions at cost	190,417	50,089	-	2,120,246	137,776	2,498,528
Disposals	-	-	-	(1,070,346)	-	(1,070,346)
Depreciation	-	(327,136)	(85,907)	(1,031,326)	(521,677)	(1,966,046)
Transfer (Note 14)					(714,211)	(714,211)
Closing balance	<u><u>202,631</u></u>	<u><u>1,726,381</u></u>	<u><u>72,041</u></u>	<u><u>3,699,804</u></u>	<u><u>0</u></u>	<u><u>5,700,857</u></u>

Financial Statements 2019

SOUTH AUSTRALIAN COMMISSION FOR CATHOLIC SCHOOLS INC.
 EDUCATION ASSET FUND
 NOTES TO AND FORMING PART OF THE FINANCIAL STATEMENTS (CONT.)
 FOR THE YEAR ENDED 31 DECEMBER 2019

	2019	2018
	\$	\$
14 Intangibles		
Software		
At cost	11,671,222	-
Accumulated amortisation	<u>(10,957,011)</u>	<u>-</u>
Total Intangibles	<u><u>714,211</u></u>	<u><u>-</u></u>
15 Trade and Other Payables		
Trade payables	138,916	3,669
Accrued expenses	118,963	97,905
Other payables	29,585	811
Catholic Education Office	36,141	-
GST payable (net)	-	6,650
Total Trade and Other Payables	<u><u>323,605</u></u>	<u><u>109,035</u></u>
16 Borrowings		
Current		
Loans	<u>507,632</u>	<u>1,030,717</u>
	<u>507,632</u>	<u>1,030,717</u>
Non-Current		
Loans	<u>206,540</u>	<u>714,184</u>
	<u>206,540</u>	<u>714,184</u>
Total Borrowings	<u><u>714,172</u></u>	<u><u>1,744,901</u></u>
17 Provisions		
Current		
Annual leave	<u>3,360</u>	<u>-</u>
	<u>3,360</u>	<u>-</u>
Non-Current		
Long service leave	<u>1,906</u>	<u>13,591</u>
	<u>1,906</u>	<u>13,591</u>
Total Provisions	<u><u>5,266</u></u>	<u><u>13,591</u></u>

Financial Statements 2019

SOUTH AUSTRALIAN COMMISSION FOR CATHOLIC SCHOOLS INC.
 EDUCATION ASSET FUND
 NOTES TO AND FORMING PART OF THE FINANCIAL STATEMENTS (CONT.)
 FOR THE YEAR ENDED 31 DECEMBER 2019

	2019	2018
	\$	\$
18 Commitments for Expenditure		
As at 31 December 2019 the Fund has no commitments for expenditure.		
19 Cash Flows from Operating Activities		
Surplus/(Deficit) for the year	909,849	1,168,450
Add/Less Non Cash Items and Cash from Investing or Financing Activities:		
(Gain)/loss on sale of fixed assets	(376,657)	(521,932)
Depreciation and amortisation expense of non-current assets	1,966,047	1,986,505
	<u>1,589,390</u>	<u>1,464,573</u>
Movements in Assets and Liabilities:		
(Increase)/decrease in receivables	(57,442)	(100,864)
Increase/(decrease) in payables	214,570	(28,680)
Increase/(decrease) in provisions	(8,325)	13,803
	<u>148,803</u>	<u>(115,741)</u>
Net Cash Flows from Operating Activities	<u><u>2,648,042</u></u>	<u><u>2,517,282</u></u>

20 Financial Instruments

	Due < 1 year	Due > 1 year < 5 years	Due > 5 years	Total contractual cash flows	Carrying values
2019	\$	\$	\$	\$	\$
Financial assets					
Cash and cash equivalents	5,385,802	-	-	5,385,802	5,385,802
Trade and other receivables	478,329	-	-	478,329	488,079
Total	<u>5,864,131</u>	<u>-</u>	<u>-</u>	<u>5,864,131</u>	<u>5,873,881</u>
Financial liabilities					
Payables	323,605	-	-	323,605	204,642
Borrowings	507,632	206,540	-	714,172	714,172
Total	<u>831,237</u>	<u>206,540</u>	<u>-</u>	<u>1,037,777</u>	<u>918,814</u>

Financial Statements 2019

SOUTH AUSTRALIAN COMMISSION FOR CATHOLIC SCHOOLS INC.
 EDUCATION ASSET FUND
 NOTES TO AND FORMING PART OF THE FINANCIAL STATEMENTS (CONT.)
 FOR THE YEAR ENDED 31 DECEMBER 2019

2018	Due < 1 year	Due > 1 year < 5 years	Due > 5 years	Total contractual cash flows	Carrying values
	\$	\$	\$	\$	\$
Financial assets					
Cash and cash equivalents	4,820,015	-	-	4,820,015	4,820,015
Trade and other receivables	430,637	-	-	430,637	430,637
Total	5,250,652	-	-	5,250,652	5,250,652
Financial liabilities					
Payables	102,385	-	-	102,385	11,130
Borrowings	1,030,717	714,184	-	1,744,901	1,744,901
Total	1,133,102	714,184	-	1,847,286	1,756,031

21 Related Party Disclosures

The Key Management Personnel of the Fund include the Chairperson of SACCS and other residing members of the Committees, Directors, Assistant Directors and Senior Management who have the responsibility for the strategic direction and management of the Fund. The Chairperson is the only Committee member paid a remuneration.

The below discloses 100% of the remuneration paid however remuneration does not relate to this particular Fund alone but also across the other funds administered by SACCS Inc. In all, 12 persons were paid the following total compensation:

	2019	2018
	\$	\$
Salaries, allowances & other short term benefits	2,983,518	2,746,435
Total	2,983,518	2,746,435

22 Subsequent Events

The spread of the coronavirus COVID-19 in early 2020 has not had a material impact on the value of the Commission's assets.

There is likely to be an impact on the Commission's operations as a result of COVID-19. At the date of signing the Committee's Report, the financial impact could not be quantified accurately but the Committee do not believe it will affect the Commission's capacity to remain a going concern for the foreseeable future.

Other than the above developments, no other item, transaction or event of a material and unusual nature is likely, in the opinion of the Committee, to affect significantly the operations of the Commission, the results of those operations, or the state of affairs of the Commission, in future financial years.



**South Australian Commission for
Catholic Schools Inc.**

ABN: 84 572 437 441

**Long Service Leave Fund
Special Purpose Financial Report
for the Year Ended 31 December 2019**

Financial Statements 2019


SOUTH AUSTRALIAN COMMISSION FOR CATHOLIC SCHOOLS INC.
LONG SERVICE LEAVE FUND
STATEMENT BY THE COMMITTEE OF SACCS INC.

1. In the opinion of the Committee of the South Australian Commission for Catholic Schools Inc. (SACCS Inc.):
 - (a) the Long Service Leave Fund (the Fund) is not a reporting entity nor publicly accountable;
 - (b) the financial statements and notes, set out on pages 2 to 13:
 - (i) present fairly the financial position of the Fund as at 31 December 2019 and its financial performance for the year ended on that date in accordance with the basis of preparation described in Note 2; and
 - (ii) comply with Australian Accounting Standards to the extent described in Note 2; and
 - (c) there are reasonable grounds to believe that the Fund will be able to pay its debts as and when they become due and payable.
2. In respect of the year ended 31 December 2019 the Fund has;
 - (a) kept such accounting records that correctly record and explains its transactions and financial position; and
 - (b) kept its accounting records that financial statements of the Fund that are presented fairly can be prepared from time to time;

Signed in accordance with a resolution of the Committee.



Professor Denis Ralph
Chairperson of SACCS



Dr Neil McGoran
Director, Catholic Education SA

Dated this 23rd day of June 2020

Financial Statements 2019

SOUTH AUSTRALIAN COMMISSION FOR CATHOLIC SCHOOLS INC.
 LONG SERVICE LEAVE FUND
 STATEMENT OF INCOME AND EXPENDITURE
 FOR THE YEAR ENDED 31 DECEMBER 2019

	Note	2019 \$	2018 \$
Income			
Levies and Fees Income	6	7,371,730	11,594,478
Interest Income		1,273,883	1,367,766
Other Income	7	191,048	137,111
Total Income		8,836,661	13,099,355
Expenses			
Employee Benefits	8	131,571	103,622
Supplies and Services	9	8,672	18,500
Long Service Leave Provision Expense	10	13,311,658	11,522,469
Total Expenses		13,451,901	11,644,591
Total Surplus/(Deficit) for the year		(4,615,240)	1,454,764

The above statements should be read in conjunction with the accompanying notes.

Financial Statements 2019

SOUTH AUSTRALIAN COMMISSION FOR CATHOLIC SCHOOLS INC.
LONG SERVICE LEAVE FUND
STATEMENT OF FINANCIAL POSITION

AS AT 31 DECEMBER 2019

	Note	2019 \$	2018 \$
ASSETS			
Current Assets			
Cash and Cash Equivalents	12	34,278,766	34,682,871
Other Financial Assets	13	35,000,000	35,000,000
Trade and Other Receivables	14	105,990	264,650
Total Current Assets		69,384,756	69,947,521
TOTAL ASSETS		69,384,756	69,947,521
LIABILITIES			
Current Liabilities			
Trade and Other Payables	15	420,249	104,136
Provisions	16	70,450,444	66,427,419
Total Current Liabilities		70,870,693	66,531,555
Non-Current Liabilities			
Provisions	16	8,052,769	8,339,432
Total Non-Current Liabilities		8,052,769	8,339,432
TOTAL LIABILITIES		78,923,462	74,870,987
Net Assets		(9,538,706)	(4,923,466)
EQUITY			
Retained Earnings		(9,538,706)	(4,923,466)
Total Equity		(9,538,706)	(4,923,466)

The above statements should be read in conjunction with the accompanying notes.

Financial Statements 2019

SOUTH AUSTRALIAN COMMISSION FOR CATHOLIC SCHOOLS INC.
LONG SERVICE LEAVE FUND
STATEMENT OF CHANGES IN EQUITY
FOR THE YEAR ENDED 31 DECEMBER 2019

	Total Equity \$
Balance as at 1 January 2018	(6,378,230)
Surplus/(Deficit) for the year	1,454,764
Balance as at 31 December 2018	<u><u>(4,923,466)</u></u>
Balance as at 1 January 2019	(4,923,466)
Surplus/(Deficit) for the year	(4,615,240)
Balance as at 31 December 2019	<u><u>(9,538,706)</u></u>

The above statements should be read in conjunction with the accompanying notes.

Financial Statements 2019

SOUTH AUSTRALIAN COMMISSION FOR CATHOLIC SCHOOLS INC.
LONG SERVICE LEAVE FUND
STATEMENT OF CASHFLOWS

FOR THE YEAR ENDED 31 DECEMBER 2019

	Note	2019 \$	2018 \$
Cash Flows from Operating Activities			
Receipts from Customers		7,530,390	11,423,817
Receipts from Other Revenue		191,048	525,452
Interest Received		1,273,883	1,367,766
Payments to Suppliers, Employees and Others		(9,401,044)	(10,212,977)
Net GST refunded/(paid)		1,618	-
Net Cash Flows from Operating Activities	18	(404,105)	3,104,058
Net Increase/(Decrease) in Cash Held		(404,105)	3,104,058
Cash on hand at beginning of the financial year		34,682,871	31,578,813
Cash on hand at the end of the Year	12	34,278,766	34,682,871

The above statements should be read in conjunction with the accompanying notes.

SOUTH AUSTRALIAN COMMISSION FOR CATHOLIC SCHOOLS INC.
LONG SERVICE LEAVE FUND
NOTES TO AND FORMING PART OF FINANCIAL STATEMENTS
FOR THE YEAR ENDED 31 DECEMBER 2019

1 Reporting Entity

The South Australian Commission for Catholic Schools Inc. (SACCS Inc.) established the Long Service Leave Fund ('the Fund') on the 1st February 1979 under a separate Charter last updated as at 30th November 2012.

The Committee of SACCS Inc. (the Committee) administers the activities of the Fund.

The primary objective of the Fund is for the School Employers being, Catholic Church Endowment Society Inc. as the employers of all employees engaged in Diocesan schools located in the Diocese of Adelaide and in the Catholic Education Office and for The Catholic Diocese of Port Pirie Incorporated, as the employer of all employees engaged in Diocesan schools located in the Diocese of Port Pirie, and for civil law entities engaging employees to work in Non-diocesan Catholic schools in either Diocese, who elect to participate in the Fund, to make provision for the payment of future long service leave entitlements to their Eligible Employees.

In the opinion of the Committee the Fund is not a reporting entity nor publicly accountable as there are unlikely to exist users of the financial report who are unable to command the preparation of reports tailored so as to satisfy all of their information needs. Accordingly, the 'special purposed financial report' has been prepared to satisfy specifically the information needs of the Committee.

Each School Employer is required to account for their respective total Eligible Employee long service leave provision and related funding available from the Fund in the financial statements as at 31 December of each year. Any shortfall in the funding of the respective long service leave provision of each School Employer is their responsibility under the Long Service Leave Act 1987.

2 Basis of Preparation

a) Basis of accounting

This special purpose financial report has been prepared in accordance with the recognition, measurement and classification aspects of all applicable Australian Accounting Standards (AASBs) adopted by the Australian Accounting Standards Board (AASB).

This special purpose financial report includes only the disclosure requirements of the following AASBs and those disclosures considered necessary by the Commission to meet the needs of users:

- AASB 101 *Presentation of Financial Statements*
- AASB 107 *Statement of Cash Flows*
- AASB 108 *Accounting Policies, Changes in Accounting Estimates and Errors*
- AASB 1048 *Interpretation and Application of Standards*
- AASB 1054 *Australian Additional Disclosures*

b) Basis of measurement

This special purpose financial report has been prepared on an accrual and historical cost basis. Cost based on the fair values of the consideration given in exchange for assets. All amounts are presented in Australian dollars.

3 Significant Accounting Policies

The following significant accounting policies have been adopted in the preparation and presentation of the financial report.

a) Income Tax

SACCS Inc. is a registered charity which is endorsed by the Australian Taxation Office for Income Tax Exemption under Division 50-5 of the Income Tax Assessment Act 1997 (Cth). The SACCS Long Service Leave Fund is an account administered by SACCS Inc.

SOUTH AUSTRALIAN COMMISSION FOR CATHOLIC SCHOOLS INC.
 LONG SERVICE LEAVE FUND
 NOTES TO AND FORMING PART OF FINANCIAL STATEMENTS (CONT.)
 FOR THE YEAR ENDED 31 DECEMBER 2019

b) Goods and Services Tax (GST)

Revenues, expenses and assets are recognised net of the amount of GST, except:

- i. where the amount of goods and services tax (GST) incurred is not recoverable from the taxation authority, it is recognised as part of the cost of acquisition of an asset or as part of an item of expense; or
- ii. for receivables and payables which are recognised inclusive of GST.

The net amount of GST recoverable from, or payable to, the taxation authority is included as part of receivables or payables.

c) Long Service Leave Fund and the Provision for Long Service Leave Reimbursements

The Long Service Leave Fund reimburses School Employers and the Catholic Education Office for long service leave paid to teachers and staff. School Employers and the Catholic Education Office pay a levy currently at 1.85% of salaries (2018: 2.5%).

Provision is made for benefits accruing to Eligible Employees of the fund in respect of long service leave when it is probable that settlement will be required and they are capable of being measured reliably. Provisions made in respect of Eligible Employee's long service leave expected to be settled within 12 months, are measured at their nominal values using the remuneration rate expected to apply at the time of settlement.

Provisions made in respect of Eligible Employee's long service leave which are not expected to be settled within 12 months are measured as the present value of the estimated cash outflows to be made by the Fund in respect of services provided by Eligible Employees up to reporting date.

d) Revenue

In the Current Period

Levies, Fees and Rendering of Services

Where it has been determined that an enforceable contract with a customer with sufficiently specific performance obligations exists, revenue is recognised over time as the performance obligations are met. Otherwise, revenue is recognised on receipt.

If an amount received is in advance of the performance of completion of the obligations, a revenue in advance liability is recognised and reduced as performance obligations are met.

In the Comparative Period

Revenue was measured at the fair value of the consideration received or receivable.

Rendering of Services

Revenue from a contract to provide services was recognised by reference to the stage of completion of the contract. Revenue from time and material contracts was recognised at the contractual rates as labour hours were delivered and direct expenses were incurred.

Levies and Fees

Levies and fees were recognised in proportion to the stage of completion of the contract. The stage of completion was assessed based on the term of the contract.

Interest

Interest revenue was accrued on a time basis, by reference to the principal outstanding and at the effective interest rate applicable.

e) Cash and Cash Equivalents

Cash comprises of at call deposits held with the Catholic Development Fund - Adelaide.

f) Financial Assets

Trade and Other Receivables

Trade and Other Receivables are measured at amortised cost less impairment.

SOUTH AUSTRALIAN COMMISSION FOR CATHOLIC SCHOOLS INC.
LONG SERVICE LEAVE FUND
NOTES TO AND FORMING PART OF FINANCIAL STATEMENTS (CONT.)
FOR THE YEAR ENDED 31 DECEMBER 2019

g) Trade and Other Payables

Trade and Other Payables are recognised when the Fund becomes obliged to make future payments resulting from the purchase of goods and services.

h) Going Concern

The report has been prepared on a going concern basis, which assumes continuity of normal business activities and the realisation of assets and settlement of liabilities in the ordinary course of business. At balance date, the Fund has a net liability position of \$9,538,706 (2018 \$4,923,466). Included in the current liabilities is a provision for member long service leave entitlements of \$70,443,873 (2018 \$66,427,419) as the Fund does not have an unconditional right to defer settlement having regard to the tenure profile.

After examining the history of the timing of actual long service leave payments and the cash flow forecasts for the future expected timing of settlements of the provision for member long service leave liabilities, it is estimated that actual Long Service Leave payments to be made in the year ended 31 December 2020 is \$10,000,000 (2019: \$10,000,000). The Committee has therefore determined that the Long Service Leave Fund is able to pay its debts as and when they fall due and is satisfied that it is appropriate for this report to be prepared on a going concern basis. The Committee will continue to review the Long Service Leave levy charged to participating schools and where necessary adjust the levy to ensure the Fund returns over time to a positive net asset position and can continue as a going concern.

The net liability position of the Long Service Leave Fund is the responsibility of all school employers as disclosed in Note 1.

4 New Accounting Standards Implemented

The Fund adopted *AASB 15: Revenue from Contracts with Customers* and *AASB 1058: Income of Not-for-Profit Entities* from 1 January 2019. A number of new standards are also effective from 1 January 2019 but they do not have a material effect on the Commission's financial statements.

AASB 15: Revenue from Contracts with Customers and *AASB 1058: Income of Not-for-Profit Entities* have been applied using the cumulative effective method. Therefore, the comparative information has not been restated and continues to be reported under *AASB 1004: Contributions* and *AASB 118: Revenue*. Refer to note 3(d).

5 Changes in Accounting Policies

There have been no significant changes in accounting policies adopted by the Long Service Leave Fund in the current reporting period.

Financial Statements 2019

SOUTH AUSTRALIAN COMMISSION FOR CATHOLIC SCHOOLS INC.
 LONG SERVICE LEAVE FUND
 NOTES TO AND FORMING PART OF FINANCIAL STATEMENTS (CONT.)
 FOR THE YEAR ENDED 31 DECEMBER 2019

	2019	2018
	\$	\$
6 Levies and Fees Income		
Levy Income	7,371,730	11,594,478
Total Levies and Fees Income	7,371,730	11,594,478
7 Other Revenue		
Recoveries and rebates	191,048	137,111
Total Other Revenue	191,048	137,111
8 Employee Benefits Expense		
Annual leave	7,584	(3,786)
Long service leave levy	2,427	2,986
Parental leave levy	1,001	828
Salaries	108,792	93,241
Superannuation	10,030	8,901
Workcover	1,737	1,452
Total Employee Benefits Expense	131,571	103,622
9 Supplies and Services		
Consultants	3,180	13,000
General administration expense	9,392	5,500
Training and development	(3,900)	-
Total Supplies and Services	8,672	18,500
10 Long Service Leave Provision Expense		
Reimbursement to Schools	9,466,710	9,394,958
Adjustment in Provision for Long Service Leave	3,730,768	1,857,651
Transfer from schools	(294,465)	(388,341)
Transfer to schools	408,645	658,201
Total Long Service Leave Provision Expense	13,311,658	11,522,469

Financial Statements 2019

SOUTH AUSTRALIAN COMMISSION FOR CATHOLIC SCHOOLS INC.
 LONG SERVICE LEAVE FUND
 NOTES TO AND FORMING PART OF FINANCIAL STATEMENTS (CONT.)
 FOR THE YEAR ENDED 31 DECEMBER 2019

	2019	2018
	\$	\$
11 Remuneration of Auditors		
Audit of financial statements	5,800	5,500
Total Remuneration of Auditors	<u>5,800</u>	<u>5,500</u>

12 Cash and Cash Equivalents

Cash at bank	34,278,766	34,682,871
Total Cash and Cash Equivalents	<u>34,278,766</u>	<u>34,682,871</u>

The Long Service Leave Fund cash at bank is held with the Catholic Development Fund - Adelaide.

13 Other Financial Assets

Term Deposit	35,000,000	35,000,000
Total Other Financial Assets	<u>35,000,000</u>	<u>35,000,000</u>

The Long Service Leave Fund term deposit is held with the Catholic Development Fund - Adelaide.

14 Trade and Other Receivables

Current

Trade receivables	24,244	8,498
Catholic Education Office	-	165,997
Long service leave receivable	-	977
Other receivables	81,746	89,178
Total Trade and Other Receivables	<u>105,990</u>	<u>264,650</u>

15 Trade and Other Payables

Trade payables	-	6,783
Accrued expenses	420,249	97,353
Total Trade and Other Payables	<u>420,249</u>	<u>104,136</u>

Financial Statements 2019

SOUTH AUSTRALIAN COMMISSION FOR CATHOLIC SCHOOLS INC.
 LONG SERVICE LEAVE FUND
 NOTES TO AND FORMING PART OF FINANCIAL STATEMENTS (CONT.)
 FOR THE YEAR ENDED 31 DECEMBER 2019

	2019	2018
	\$	\$
11 Remuneration of Auditors		
Audit of financial statements	5,800	5,500
Total Remuneration of Auditors	<u>5,800</u>	<u>5,500</u>

12 Cash and Cash Equivalents

Cash at bank	34,278,766	34,682,871
Total Cash and Cash Equivalents	<u>34,278,766</u>	<u>34,682,871</u>

The Long Service Leave Fund cash at bank is held with the Catholic Development Fund - Adelaide.

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Trade payables	-	6,783
Accrued expenses	420,249	97,353
Total Trade and Other Payables	<u>420,249</u>	<u>104,136</u>

Financial Statements 2019

SOUTH AUSTRALIAN COMMISSION FOR CATHOLIC SCHOOLS INC.
 LONG SERVICE LEAVE FUND
 NOTES TO AND FORMING PART OF FINANCIAL STATEMENTS (CONT.)
 FOR THE YEAR ENDED 31 DECEMBER 2019

19 Financial Instruments

2019	Due < 1 year	Due > 1 year < 5 years	Due > 5 years	Total contractual cash flows	Carrying values
	\$	\$	\$	\$	\$
Financial assets					
Cash and cash equivalents	34,278,766	-	-	34,278,766	34,278,766
Trade and other receivables	105,990	-	-	105,990	105,990
Other financial assets	35,000,000	-	-	35,000,000	35,000,000
Total	69,384,756	-	-	69,384,756	69,384,756
Financial liabilities					
Payables	420,249	-	-	420,249	-
Total	420,249	-	-	420,249	-

2018	Due < 1 year	Due > 1 year < 5 years	Due > 5 years	Total contractual cash flows	Carrying values
	\$	\$	\$	\$	\$
Financial assets					
Cash and cash equivalents	34,682,871	-	-	34,682,871	34,682,871
Trade and other receivables	264,650	-	-	264,650	264,650
Other financial assets	35,000,000	-	-	35,000,000	35,000,000
Total	69,947,521	-	-	69,947,521	69,947,521
Financial liabilities					
Payables	104,136	-	-	104,136	6,783
Total	104,136	-	-	104,136	6,783

20 Related Party Disclosures

The Key Management Personnel of the Fund include the Chairperson of SACCS and other residing members of the Committees, Directors, Assistant Directors and Senior Management who have the responsibility for the strategic direction and management of the Fund. The Chairperson is the only Committee member paid a remuneration.

The below discloses 100% of the remuneration paid however remuneration does not relate to this particular Fund alone but also across the other funds administered by SACCS Inc. In all, 12 persons were paid the following total compensation:

	2019	2018
	\$	\$
Salaries, allowances & other short term benefits	2,983,518	2,746,435
Total	2,983,518	2,746,435

Financial Statements 2019

SOUTH AUSTRALIAN COMMISSION FOR CATHOLIC SCHOOLS INC.
LONG SERVICE LEAVE FUND
NOTES TO AND FORMING PART OF FINANCIAL STATEMENTS (CONT.)

FOR THE YEAR ENDED 31 DECEMBER 2019

21 Subsequent Events

The spread of the coronavirus COVID-19 in early 2020 has not had a material impact on the value of the Commission's assets.

There is likely to be an impact on the Commission's operations as a result of COVID-19. At the date of signing the Committee's Report, the financial impact could not be quantified accurately but the Committee do not believe it will affect the Commission's capacity to remain a going concern for the foreseeable future.

Other than the above developments, no other item, transaction or event of a material and unusual nature is likely, in the opinion of the Committee, to affect significantly the operations of the Commission, the results of those operations, or the state of affairs of the Commission, in future financial years.



School Name	Suburb	Telephone	Email
All Saints Catholic Primary School 621 Grand Boulevard, Seaford 5169 Governance: Archdiocese of Adelaide	SEAFORD	8327 0020	info@allsaints.catholic.edu.au
Antonio School 8 Bains Road, Morphett Vale 5162 Governance: Archdiocese of Adelaide	MORPHETT VALE	8384 7633	info@antonio.catholic.edu.au
Catherine McAuley School 210 Adams Road, Craigmore 5114 Governance: Archdiocese of Adelaide	CRAIGMORE	8284 1666	info@cms.catholic.edu.au
Christ the King School 126 Dunrobin Road, Warradale, 5046 Governance: Archdiocese of Adelaide	WARRADALE	8296 1635	info@christking.catholic.edu.au
Dominican School 237 Military Road, Semaphore 5019 Governance: Archdiocese of Adelaide	SEMAPHORE	8449 6300	info@dominican.catholic.edu.au
Emmaus Catholic School 2 Todd Street, Woodcroft 5162 Governance: Archdiocese of Adelaide	WOODCROFT	8322 7211	info@emmaus.catholic.edu.au
Galilee Catholic School Cnr Quinliven & How Roads Aldinga 5173 Governance: Archdiocese of Adelaide	ALDINGA	8557 9000	principal@galilee.catholic.edu.au

School Name	Suburb	Telephone	Email
<p>Holy Family Catholic School</p> <p>71 Shepherdson Road, Parafield Gardens 5107</p> <p>Governance: Archdiocese of Adelaide</p>	PARAFIELD GARDENS	8250 6616	info@holfamily.catholic.edu.au
<p>Immaculate Heart of Mary</p> <p>95 East Street, Brompton 5007</p> <p>Governance: Archdiocese of Adelaide</p>	BROMPTON	8346 5704	info@ihm.catholic.edu.au
<p>Mary MacKillop Memorial School</p> <p>5 Portland Street, Penola 5277</p> <p>Governance: Archdiocese of Adelaide</p>	PENOLA	8737 2902	info@mmms.catholic.edu.au
<p>Nazareth Catholic College</p> <p>Findon Primary Campus 176 Crittenden Road, Findon 5023</p> <p>Governance: Archdiocese of Adelaide</p>	FINDON	8406 5000	info@nazareth.catholic.edu.au
<p>Our Lady of Grace School</p> <p>38 Beadnall Terrace, Glengowrie 5044</p> <p>Governance: Archdiocese of Adelaide</p>	GLENGOWRIE	8177 9100	info@olog.catholic.edu.au
<p>Our Lady of Hope School</p> <p>Cnr The Golden Way & Golden Grove Rd, Greenwith 5125</p> <p>Governance: Archdiocese of Adelaide</p>	GREENWITH	8289 8344	info@oloh.catholic.edu.au
<p>Our Lady of La Vang School</p> <p>11-17 Malcom Street, Flinders Park 5025</p> <p>Governance: Special Schools Incorporated</p>	FLINDERS PARK	8159 2500	info@lavang.catholic.edu.au

School Name	Suburb	Telephone	Email
Our Lady of Mount Carmel Parish School 17 Pennington Terrace, Pennington 5013 Governance: Archdiocese of Adelaide	PENNINGTON	8447 1405	info@mcps.catholic.edu.au
Our Lady of the River School Verran Terrace, Berri 5343 Governance: The Catholic Diocese of Port Pirie Incorporated	BERRI	8582 1128	info@olor.catholic.edu.au
Our Lady of the Visitation School 433 Victoria Road, Taperoo, 5017 Governance: Archdiocese of Adelaide	TAPEROO	8248 2480	info@olv.catholic.edu.au
Our Lady Queen of Peace 106 Botting St, Albert Park 5014 Governance: Archdiocese of Adelaide	ALBERT PARK	8345 4036	info@olqp.catholic.edu.au
Rosary School 15 Gladstone Road, Prospect 5082 Governance: Archdiocese of Adelaide	PROSPECT	8343 5700	info@rosary.catholic.edu.au
Saint David's Parish School 40 Elizabeth Street, Tea Tree Gully 5091 Governance: Archdiocese of Adelaide	TEA TREE GULLY	8360 6300	info@stdavids.catholic.edu.au
Saint Ignatius' College Junior Campus 62 Queen Street, Norwood 5067 Governance: Jesuit Fathers (Manresa Society Inc)	NORWOOD	8130 7100	admin@ignatius.sa.edu.au

School Name	Suburb	Telephone	Email
Samaritan College St Teresa's Campus Darling Terrace, Whyalla 5600 Governance: The Catholic Diocese of Port Pirie Incorporated	WHYALLA	8645 8381	info@samaritan.catholic.edu.au
Samaritan College Our Lady Help of Christians Campus 10 Toal Street, Whyalla Stuart 5608 Governance: The Catholic Diocese of Port Pirie Incorporated	WHYALLA STUART	8649 2077	info@samaritan.catholic.edu.au
School of the Nativity Campus Drive, Aberfoyle Park 5159 Governance: Archdiocese of Adelaide	ABERFOYLE PARK	8270 3177	info@nativity.catholic.edu.au
St Albert's Catholic School Geraldton Street, Loxton 5333 Governance: The Catholic Diocese of Port Pirie Incorporated	LOXTON	8584 5110	info@stalbert.catholic.edu.au
St Anthony's Catholic Primary School 37 Mt Gambier Road, Millicent 5280 Governance: Archdiocese of Adelaide	MILLICENT	8733 3479	info@sta.catholic.edu.au
St Anthony's School Castle Street, Edwardstown 5039 Governance: Archdiocese of Adelaide	EDWARDSTOWN	8115 7500	info@stantedw.catholic.edu.au
St Augustine's Parish School 25 Commercial Road, Salisbury 5108 Governance: Archdiocese of Adelaide	SALISBURY	8182 7900	info@saps.catholic.edu.au

School Name	Suburb	Telephone	Email
St Barbara's Parish School 78 Pioneer Road, Roxby Downs 5725 Governance: The Catholic Diocese of Port Pirie Incorporated	ROXBY DOWNS	8671 3207	info@stbarbs.catholic.edu.au
St Bernadette's School 54 Ragless Street, St Mary's 5042 Governance: Archdiocese of Adelaide	ST MARYS	8299 2900	info@stberna.catholic.edu.au
St Brigid's Catholic School Para Road, Evanston 5116 Governance: Archdiocese of Adelaide	EVANSTON	8522 2842	info@stbrigids.catholic.edu.au
St Brigid's School 45 Way Street, Kilburn 5084 Governance: Archdiocese of Adelaide	KILBURN	8262 3812	info@stb.catholic.edu.au
St Catherine's School 22 Ayers Hill Road, Stirling 5152 Governance: Archdiocese of Adelaide	STIRLING	8238 8238	info@stcaths.catholic.edu.au
St Columba's Memorial School 55 Warooka Road, Yorketown 5576 Governance: Archdiocese of Adelaide	YORKETOWN	8852 1461	info@scms.catholic.edu.au
St Francis of Assisi School 57 Newton Road, Newton 5074 Governance: Archdiocese of Adelaide	NEWTON	8337 4022	info@sfoa.catholic.edu.au

School Name	Suburb	Telephone	Email
<p>St Francis School</p> <p>458 Henley Beach Road, Lockleys 5032</p> <p>Governance: Archdiocese of Adelaide</p>	LOCKLEYS	8356 6404	info@slockleys.catholic.edu.au
<p>St Francis Xavier's Regional Catholic School</p> <p>4 Carignane Street, Wynn Vale 5127</p> <p>Governance: Archdiocese of Adelaide</p>	WYNN VALE	8251 9500	info@sfx.catholic.edu.au
<p>St Gabriel's School</p> <p>17 Whittington Street, Enfield 5085</p> <p>Governance: Archdiocese of Adelaide</p>	ENFIELD	8216 9900	info@sgs.catholic.edu.au
<p>St James School</p> <p>1 King Edward Tce, Jamestown 5491</p> <p>Governance: The Catholic Diocese of Port Pirie Incorporated</p>	JAMESTOWN	8664 1120	info@stjames.catholic.edu.au
<p>St John Bosco School</p> <p>19 Lipsett Terrace, Brooklyn Park 5032</p> <p>Governance: Archdiocese of Adelaide</p>	BROOKLYN PARK	8352 7073	info@sjb.catholic.edu.au
<p>St John the Apostle Parish School</p> <p>14 Winnerah Road, Christies Beach 5165</p> <p>Governance: Archdiocese of Adelaide</p>	CHRISTIES BEACH	8382 2064	info@stjohns.catholic.edu.au
<p>St John the Baptist Catholic School</p> <p>342 Anzac Highway, Plympton 5038</p> <p>Governance: Archdiocese of Adelaide</p>	PLYMPTON	8293 6280	info@stjohnpl.catholic.edu.au

School Name	Suburb	Telephone	Email
St Joseph's Memorial School Primary Campus 139 William Street, Norwood 5068 Governance: Archdiocese of Adelaide	NORWOOD	8130 777	info@sjms.catholic.edu.au
St Joseph's Memorial School Junior Campus 46 Bridge St, Kensington 5068 Governance: Archdiocese of Adelaide	KENSINGTON	8130 777	info@sjms.catholic.edu.au
St Joseph's Parish School 1 West Terrace, Gladstone 5473 Governance: The Catholic Diocese of Port Pirie Incorporated	GLADSTONE	8662 2016	info@stjoglad.catholic.edu.au
St Joseph's School 8 Joyce Street, Barmera 5345 Governance: The Catholic Diocese of Port Pirie Incorporated	BARMERA	8588 6100	info@stjobarmera.catholic.edu.au
St Joseph's School 29 Victoria Road, Clare 5453 Governance: Archdiocese of Adelaide	CLARE	8842 3830	info@stjoclar.catholic.edu.au
St Joseph's School 30 Montacute Road, Hectorville 5073 Governance: Archdiocese of Adelaide	HECTORVILLE	8115 7700	info@sjh.catholic.edu.au
St Joseph's School 33 Cambridge Tce, Kingswood 5062 Governance: Archdiocese of Adelaide	KINGSWOOD	8271 6553	info@stjk.catholic.edu.au

School Name	Suburb	Telephone	Email
St Joseph's School 1 Florence Street, Murray Bridge 5253 Governance: Archdiocese of Adelaide	MURRAY BRIDGE	8534 2000	info@stjomb.catholic.edu.au
St Joseph's School 10 Ina Avenue, Ottoway 5013 Governance: Archdiocese of Adelaide	OTTOWAY	8447 4969	info@stjotto.catholic.edu.au
St Joseph's School 78 Portrush Road, Payneham 5070 Governance: Archdiocese of Adelaide	PAYNEHAM	8362 2153	info@stjopayn.catholic.edu.au
St Joseph's School 2 Bourke Street, Peterborough 5422 Governance: The Catholic Diocese of Port Pirie Incorporated	PETER- BOROUGH	8651 2449	info@stjopet.catholic.edu.au
St Joseph's School 36 Twelfth Street, Renmark 5341 Governance: The Catholic Diocese of Port Pirie Incorporated	RENMARK	8586 5055	info@sjsr.catholic.edu.au
St Joseph's School 1 Birkinshaw Avenue, Tranmere 5073 Governance: Archdiocese of Adelaide	TRANMERE	8431 2834	info@stjotran.catholic.edu.au
St Joseph's School 56 Albemarle Street, West Hindmarsh 5007 Governance: Archdiocese of Adelaide	WEST HINDMARSH	8346 6569	info@sjsh.catholic.edu.au

School Name	Suburb	Telephone	Email
St Margaret Mary's School 5 Eldon Street, Croydon Park 5008 Governance: Archdiocese of Adelaide	CROYDON PARK	8245 5800	info@smms.catholic.edu.au
St Martin de Porres School 1 Berrima Road, Sheidow Park 5158 Governance: Archdiocese of Adelaide	SHEIDOW PARK	8321 8300	info@smdps.catholic.edu.au
St Martin's Catholic Primary School Princes Road, Greenacres 5086 Governance: Archdiocese of Adelaide	GREENACRES	8261 4524	info@smg.catholic.edu.au
St Mary MacKillop School 10 Bagot Street, Wallaroo 5556 Governance: The Catholic Diocese of Port Pirie Incorporated	WALLAROO	8823 2549	info@stmm.catholic.edu.au
St Mary Magdalene's School 82 Fairfield Road, Elizabeth Grove 5112 Governance: Archdiocese of Adelaide	ELIZABETH GROVE	8255 6144	info@smm.catholic.edu.au
St Mary's Memorial School 16 Milton Street, Glenelg 5045 Governance: Archdiocese of Adelaide	GLENELG	8294 4580	info@stmarmem.catholic.edu.au
St Michael's College 78 East Avenue, Beverley 5009 Governance: De La Salle Brothers	BEVERLEY	8346 6548	smcprimary@smc.sa.edu.au

School Name	Suburb	Telephone	Email
St Monica's Parish School 92 North East Road, Walkerville 5081 Governance: Archdiocese of Adelaide	WALKERVILLE	8344 2384	info@stmonica.catholic.edu.au
St Patrick's School 33A Dudley Street, Mansfield Park 5012 Governance: Archdiocese of Adelaide	MANSFIELD PARK	8303 4500	info@stpatsmp.catholic.edu.au
St Patrick's Special School 13 Warwick Ave, Dulwich 5065 Governance: Special Schools Incorporated	DULWICH	8332 1555	info@stpats.catholic.edu.au
St Pius X School 8 Windsor Grove, Windsor Gardens 5087 Governance: Archdiocese of Adelaide	WINDSOR GARDENS	8261 4466	info@stpiusx.catholic.edu.au
St Raphael's School 114 Glen Osmond Road, Parkside 5063 Governance: Archdiocese of Adelaide	PARKSIDE	8272 2368	info@raph.catholic.edu.au
St Teresa's School 28 Strathmore Terrace Brighton 5048 Governance: Archdiocese of Adelaide	BRIGHTON	8397 6400	info@stteresa.catholic.edu.au
St Therese Primary School 7 Oxford Circus, Colonel Light Gardens 5041 Governance: Archdiocese of Adelaide	COLONEL LIGHT GARDENS	8275 5500	info@sts.catholic.edu.au

School Name	Suburb	Telephone	Email
St Thomas More School 50 Yorktown Road, Elizabeth Park 5113 Governance: Archdiocese of Adelaide	ELIZABETH PARK	8255 1699	info@sttmore.catholic.edu.au
St Thomas' School and Pre-School 10 Rushton Street, Goodwood 5034 Governance: Archdiocese of Adelaide	GOODWOOD	8271 5674	info@stg.catholic.edu.au
Star of the Sea School 333 Military Road, Henley Beach 5022 Governance: Archdiocese of Adelaide	HENLEY BEACH	8115 7400	info@star.catholic.edu.au
Stella Maris Parish School 1 Syme Avenue, Seacombe Gardens 5047 Governance: Archdiocese of Adelaide	SEACOMBE GARDENS	8306 4888	info@smmps.catholic.edu.au
Tenison Woods Catholic Primary School 68 Brooker Terrace, Richmond 5033 Governance: Archdiocese of Adelaide	RICHMOND	8352 2706	info@twcs.catholic.edu.au
Whitefriars School 45 Beaufort Street, Woodville Park 5011 Governance: Archdiocese of Adelaide	WOODVILLE PARK	8445 1895	info@whitefriars.catholic.edu.au



Catholic Schools in SA (Secondary)

School Name	Suburb	Telephone	Email
Blackfriars Priory School 17 Prospect Road, Prospect 5082 Governance: Dominican Fathers	PROSPECT	8169 3900	admin@bps.sa.edu.au
Cabra Dominican College 225 Cross Road, Cumberland Pk 5041 Governance: Cabra Dominican College Incorporated	CUMBERLAND PARK	8179 2400	registrar@cabra.catholic.edu.au
Cardijn College Honeypot Road, Noarlunga 5168 Governance: Archdiocese of Adelaide	NOARLUNGA	8392 9500	admin@cardijn.catholic.edu.au
Cardijn College - Marcellin Campus Cnr Mander & Beach Rd, Christies Downs 5164 Governance: Archdiocese of Adelaide	CHRISTIES DOWNS	8186 9700	enrol@mtc.sa.edu.au
Caritas College Woodforde Street, Pt Augusta 5700 Governance: The Catholic Diocese of Port Pirie Incorporated	PORT AUGUSTA	8648 9700	info@cc.catholic.edu.au
Christian Brothers College 214 Wakefield Street, Adelaide 5000 Governance: Edmund Rice Education Australia	ADELAIDE	8400 4200	enquiries@cbc.sa.edu.au
FAME – Youth Plus 13 McKinna Road, Christie Downs 5164 Governance: Edmund Rice Education Australia	HACKHAM WEST	8489 8800	gerard.keating@youthplus.edu.au

School Name	Suburb	Telephone	Email
<p>Gleeson College 40-60 Surrey Farm Drive, Golden Grove 5125</p> <p>Governance: Archdiocese of Adelaide</p>	GOLDEN GROVE	8282 6600	info@gleeson.catholic.edu.au
<p>Kildare College 96 Valiant Road, Holden Hill 5088</p> <p>Governance: Kildare Ministries</p>	HOLDEN HILL	8369 9999	secretary@kildare.catholic.edu.au
<p>Loreto College 316 Portrush Road, Marryatville 5068</p> <p>Governance: Institute of the Blessed Virgin Mary</p>	MARRYATVILLE	8334 4200	principal@loreto.sa.edu.au
<p>Mary MacKillop College 10-14 High Street, Kensington 5068</p> <p>Governance: Sisters of St Joseph of the Sacred Heart South Australia Incorporated</p>	KENSINGTON	8333 6300	admin@marymackillop.sa.edu.au
<p>Mercedes College 540 Fullarton Road, Springfield 5062</p> <p>Governance: Archdiocese of Adelaide</p>	SPRINGFIELD	8372 3200	info@mercedes.catholic.edu.au
<p>Mount Carmel College 33 Newcastle Street, Rosewater 5013</p> <p>Governance: Archdiocese of Adelaide</p>	ROSEWATER	8447 0500	mcc@mcc.catholic.edu.au
<p>Nazareth Catholic College Flinders Park Secondary Campus 1 Hartley Rd, Flinders Park 5025</p> <p>Governance: Archdiocese of Adelaide</p>	FLINDERS PARK	8406 5300	info@nazareth.catholic.edu.au

Catholic Schools in SA (Secondary)

School Name	Suburb	Telephone	Email
Our Lady of the Sacred Heart College 496 Regency Road, Enfield 5085 Governance: Archdiocese of Adelaide	ENFIELD	8269 8800	olsh@olsh.catholic.edu.au
Rostrevor College Glen Stuart Road, Woodforde 5072 Governance: Edmund Rice Education Australia	WOODFORDE	8364 8200	rosroll@rostrevor.sa.edu.au
Sacred Heart College Champagnat Campus 28 Percy Avenue, Mitchell Park 5043 Governance: Marist Schools Australia	MITCHELL PARK	8350 2500	enquiries@shc.sa.edu.au
Sacred Heart College Marcellin Campus 195 Brighton Road, Somerton Park 5044 Governance: Marist Schools Australia	SOMERTON PARK	8350 2500	enquiries@shc.sa.edu.au
Saint Ignatius College Senior Campus 2 Manresa Court, Athelstone 5076 Governance: Jesuit Fathers (Manresa Society Incorporated)	ATHELSTONE	8334 9300	admin@ignatius.sa.edu.au
Samaritan College (Saint John's Campus) 70 Gowrie Avenue, Whyalla 5600 Governance: The Catholic Diocese of Port Pirie Incorporated	WHYALLA	8645 8568	info@samaritan.catholic.edu.au
St Aloysius College 53 Wakefield Street, Adelaide 5000 Governance: Mercy Education Ltd	ADELAIDE	8217 3200	registrar@sac.sa.edu.au

School Name	Suburb	Telephone	Email
<p>St Columba College President Ave, Andrews Farm 5114 Governance: St Columba College Munno Para Incorporated</p>	ANDREWS FARM	8254 0600	admin@stcolumba.sa.edu.au
<p>St Dominic's Priory College 139 Molesworth Street, North Adelaide 5006 Governance: St Dominic's Priory College Incorporated</p>	NORTH ADELAIDE	8267 3818	admin@stdominics.sa.edu.au
<p>St Francis De Sales College 8 Dutton Rd, Mount Barker 5251 Governance: Archdiocese of Adelaide</p>	MOUNT BARKER	8393 1000	info@stfrancis.catholic.edu.au
<p>St Joseph's Education Centre 496 Regency Road Enfield 5085 Governance: Archdiocese of Adelaide</p>	ENFIELD	8269 8826	stjoseph@olsh.sa.edu.au
<p>St Joseph's School 14 Mortlock Terrace, Port Lincoln 5606 Governance: The Catholic Diocese of Port Pirie Incorporated</p>	PORT LINCOLN	8682 3655	info@sjspl.catholic.edu.au
<p>St Mark's College The Terrace Extension, Pt Pirie 5540 Governance: The Catholic Diocese of Port Pirie Incorporated</p>	PORT PIRIE	8632 2800	info@smc.catholic.edu.au
<p>St Mary's College 253 Franklin Street, Adelaide 5000 Governance: Dominican Education Australia</p>	ADELAIDE	8216 5700	enquiries@stmaryscollege.catholic.edu.au

Catholic Schools in SA (Secondary)

School Name	Suburb	Telephone	Email
<p>St Michael's College 15 Mitton Avenue, Henley Beach 5022</p> <p>Governance: De La Salle Brothers</p>	HENLEY BEACH	8356 5966	smc@smc.sa.edu.au
<p>St Patrick's Technical College 2-6 Hooke Road, Edinburgh North 5113</p> <p>Governance: Archdiocese of Adelaide</p>	EDINBURGH NORTH	8209 3700	enquiries@stpatstech.sa.edu.au
<p>St Paul's College 792 Grand Junction Road, Gilles Plains 5086</p> <p>Governance: Edmund Rice Education Australia</p>	GILLES PLAINS	8266 0622	email@stpauls.sa.edu.au
<p>Tenison Woods College Shepherdson Road, Mount Gambier 5290</p> <p>Governance: Archdiocese of Adelaide</p>	MOUNT GAMBIER	8725 5455	info@tenison.catholic.edu.au
<p>Thomas More College 23 Amsterdam Crescent, Salisbury Downs 5108</p> <p>Governance: Archdiocese of Adelaide</p>	SALISBURY DOWNS	8182 2600	tmc@tmc.catholic.edu.au
<p>Xavier College 1 Kentish Road, Gawler Belt 5118</p> <p>Governance: Archdiocese of Adelaide</p>	GAWLER BELT	8523 0088	info@xavier.catholic.edu.au

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