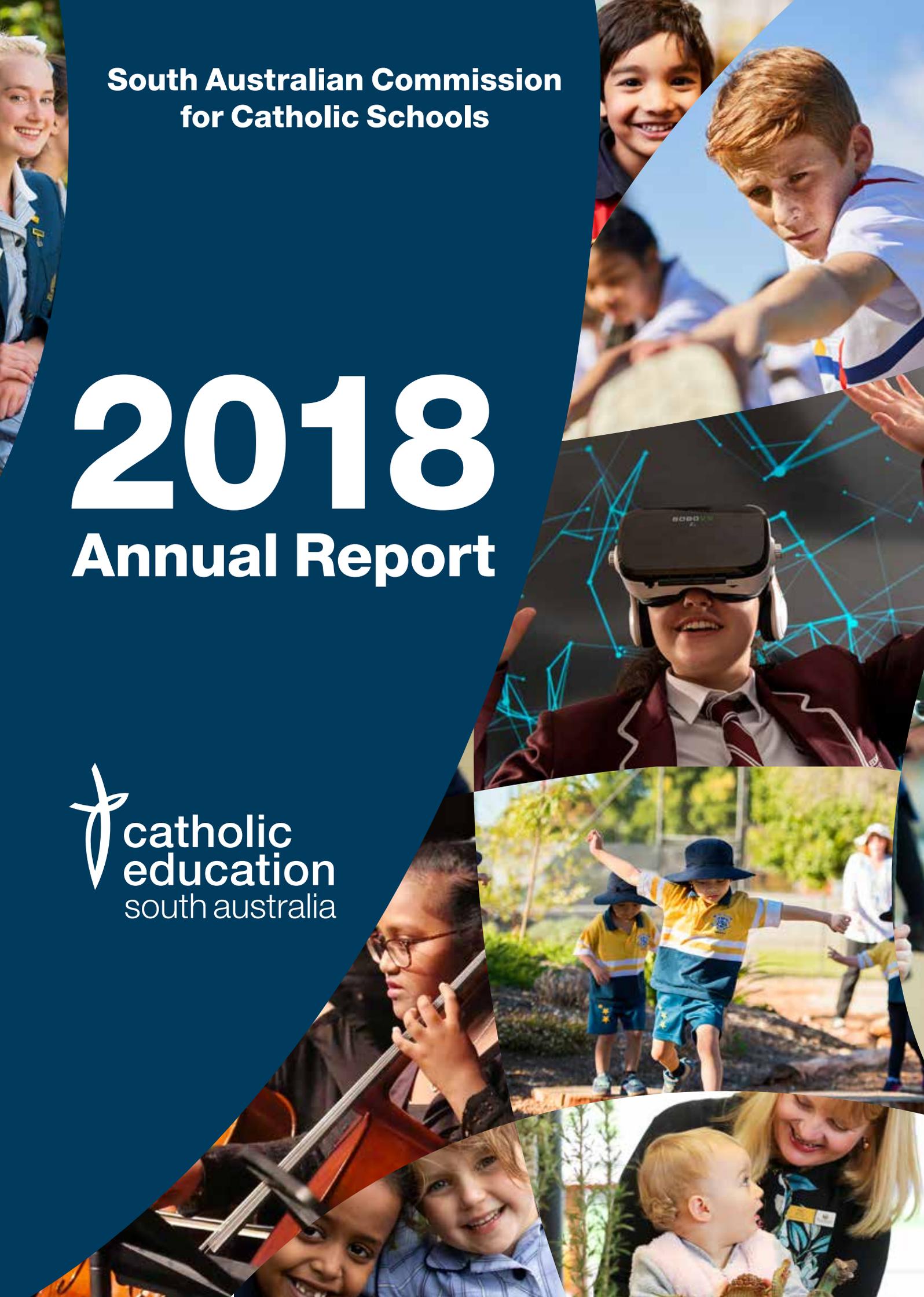


South Australian Commission
for Catholic Schools

2018 Annual Report

 catholic
education
south australia





South Australian Commission for Catholic Schools

Annual Report

2018

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 2018.

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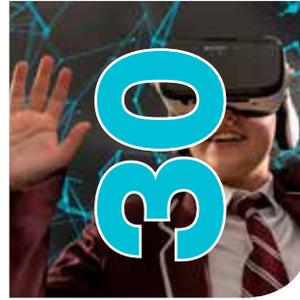
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Chairperson's Report

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

I am pleased to present the Annual Report of the South Australian Commission for Catholic Schools (SACCS) for the year 2018. The Commission acknowledges that the many fine developments in Catholic Education during this past year have been achieved because of the quality of our schools, colleges and centres. The culture of this organisation is shaped and driven by dedicated and talented staff in all the places where our children and young people are educated in a way that places their welfare, well-being and development at the centre of Catholic ethos and programmes. The Commission commends our schools, colleges and centres for the quality of the outcomes in spiritual, academic, physical, cultural and social development.

A perusal of this Annual Report illustrates the complexity and richness of Catholic Education and amplifies the contribution of our people towards achieving the best outcomes for every student, because in Catholic Schools and Centres "Every Child Matters". I wish to commend and thank all those who have contributed to the work of the Commission during 2018 and more broadly to Catholic Education across South Australia.

The Commission is indeed fortunate to have dedicated members who are so giving and generous of their time and expertise in advancing the work of the Commission. At the conclusion of 2018, the Commission farewelled two long-serving members in Sr Bernadette Kiley OP and Ms Heather Carey.

Sr Bernadette Kiley OP commenced her time on SACCS in August 2013 as a Canonical Steward and Chair of the

Catholic Identity and Leadership Standing Committee. Sr Bernadette was an outstanding contributor to the work and mission of the Commission during nearly five and a half years of service. Recent changes to her areas of responsibility within Dominican Education Australia including extensive overseas travel required her to finalise her tenure on SACCS.

Ms Heather Carey served as Archbishop's proxy and as a member of the Commission in her own right for nearly two decades. Prior to becoming Chancellor of the Archdiocese of Adelaide, Heather served as a Commissioner during her time as a principal in Catholic Education. During the latter part of her tenure as the Archbishop's proxy, Heather regularly attended Commission meetings on behalf of the Archbishop.

At the beginning of the year, the Commission welcomed three new members who were appointed during the latter part of 2017. Ms Nichii Mardon, Director of Education for the Diocese of Port Pirie, Mr Steve Byrne, Principal of Sacred Heart College and Mr David Mezinec, Principal of Tenison Woods College in Mt Gambier commenced their tenures in February, 2018. We are delighted that these dedicated, highly qualified and experienced leaders have become members of the Commission and look forward to their expanded contribution to the development of Catholic Education in South Australia.

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

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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 2018 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, Archbishop Philip Wilson, Bishop Greg O'Kelly SJ, Sr Bernadette Kiley OP and Br Chris Gorrige 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.

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 Matthew Fox (Finance & Infrastructure), Sr Bernadette Kiley (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 Roger Orchard, 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.

The Governors and Trustees of all Catholic Schools in South Australia came together at the Catholic Education Office in April for a mutually beneficial exchange of information and ideas. Congregational leaders and representatives travelled from across the country to join with the Commission to engage with one another and to be informed about matters of significance for Catholic Education South Australia (CESA). These meetings are held each year and continue to make a valuable contribution to the nature of the partnership and collaboration between each of the Congregations and SACCS.

The South Australian Commission for Catholic Schools hosted the inaugural School Board Chairpersons' Forum at the Catholic Education Office in May. The event brought together over 50 chairpersons and representatives of school boards to consider the key strategic priorities for

CESA and to further strengthen the partnership between SACCS and Catholic school communities. A second event was held at Tenison Woods College in Mt Gambier in June. The Commission looks forward to hosting a similar event in future years.

During 2018, 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.

A number of revised, updated and new policies were initiated, approved and disseminated by SACCS in 2018 including the following:

- Languages Policy
- Australian Defence Reserve Policy and Procedure
- Overseas travel Procedure
- Responding to Discrimination, Bullying and Harassment in the Workplace Procedure
- Gender Equality Policy
- Overpayment Recovery for Staff in Catholic Education South Australia Policy
- Community Service Leave Policy
- Jury Duty Policy
- Privacy Policy and Statements
- Dealing with Family Law Related Issues and Procedure
- Information Security Policy and Framework
- ICT Acceptable Use Policy and Guideline
- Cyber Incident Response Plan
- Cloud Computing Policy

The Commission achieved numerous key milestones in line with its "Strategy for Leading Catholic Education to New Levels of Excellence":

1. Completed the amalgamation of Marymount College and Sacred Heart College
2. Commenced the redevelopment of the Hove site for McAuley Community School (opening in 2020)
3. Developed a proposal for a Special Assistance School in Northern Adelaide to educate young people currently not engaged with education. Significant consultation with government, congregations, agencies and key stakeholders continues to shape the "Vision for the North of Adelaide" Project.
4. Continued preparations for the transition of Year 7s into the secondary setting from the commencement of 2019. The early adopter group in the Tea Tree Gully Catholic Community was successful throughout 2018 and provided valuable evidence and learnings as the system prepared for the next stage of implementation in 2019
5. Approved an investigation into Catholic education in the eastern suburbs of Adelaide to identify strategies to address enrolment challenges and to review the landscape of provision.

Chairperson's Report

In addition to these major strategic initiatives, the Commission approved applications from ten schools for a total of thirty-six properties to be added to the Land Acquisition Register. Approvals were also granted for the purchase of approximately \$15M of additional land across the sector to facilitate school expansion projects and to create provision for early learning centres where applicable.

Capital Development Applications were approved for twenty one schools for projects totalling \$88.7M. Capital projects were endorsed for several schools across the sector to improve their facilities including; St Francis School, Lockleys; St Joseph's School, West Hindmarsh; Samaritan College, Whyalla (Our Lady Help of Christians and St Teresa's Campus'); Marcellin Technical College, Christie Downs; Cardijn College, Noarlunga; Saint David's Parish School, Tea Tree Gully; St Patrick's Technical College, Edinburgh North; McAuley Community School, Hove; St Joseph's School, Port Lincoln; St Martin's Catholic Primary School, Greenacres; Thomas More College, Salisbury; St Patrick's School, Mansfield Park; Our Lady of Grace School, Glengowrie; St Columba College, Andrews Farm; Gleeson College, Golden Grove; St Francis Xavier, Wynn Vale; St Thomas School, Goodwood; and Star of the Sea School, Henley Beach. These important improvements have been made possible through Government funding and the wonderful financial support of our parents and their communities.

In November we were delighted to celebrate the completion and official opening of the School /Community Sports Centre at St Francis de Sales College at Mt Barker. There is a need for new primary school facilities at that College and planning for that major development is underway.

During 2018, 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. In the "lead up"

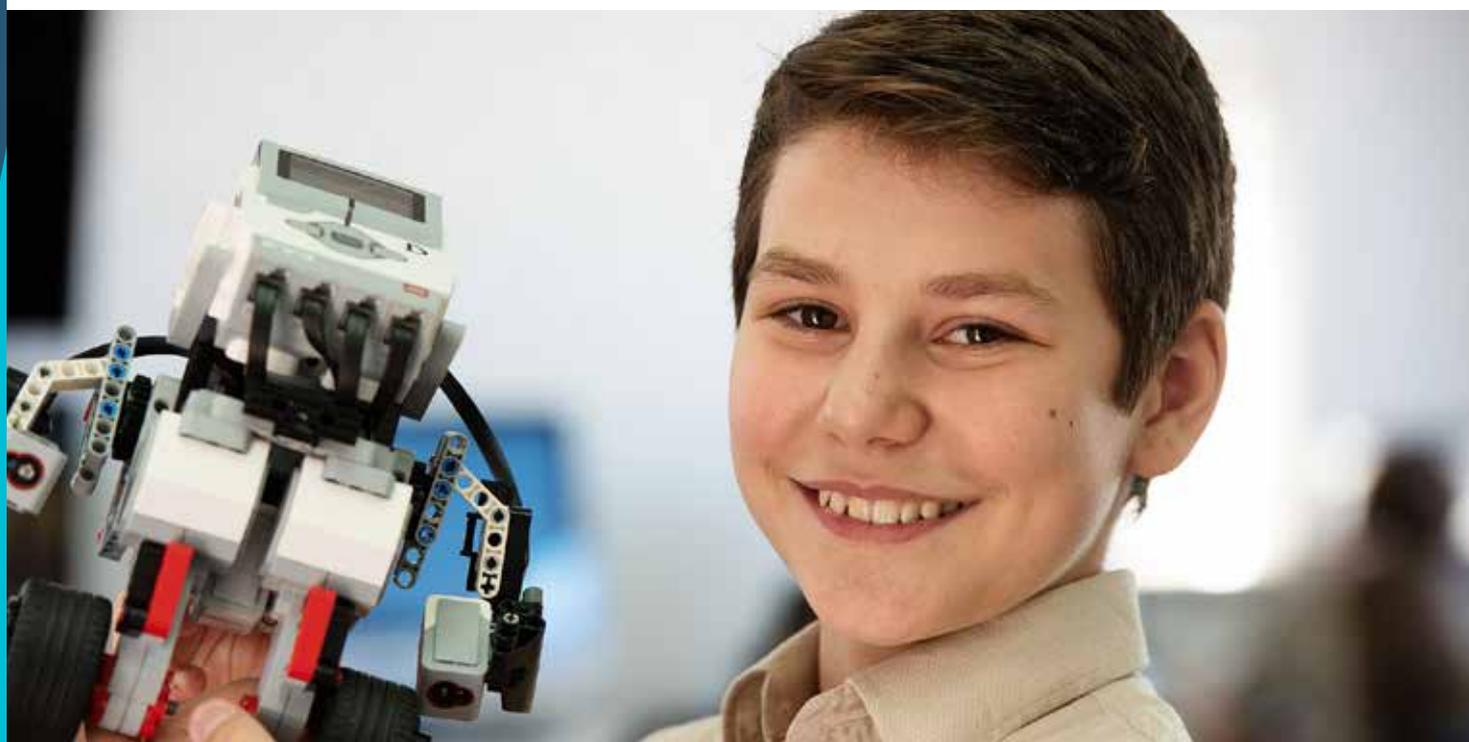
to the State Election we met with a wide range of political leaders seeking commitments to increased support for Catholic Education. Prior to the Election we informed all of our school communities of the stance of the major political parties on the priority matters set down by our Commission.

March 2018 saw a change of government in South Australia and since that time I have engaged in discussions on behalf of the Commission with the Minister for Education, the Treasurer and the Premier to encourage the government to fulfil their election promises focussing on:

- Bus transportation for Catholic students in regional and rural schools
- State funding, both recurrent and capital, for Year 7 students transitioning into the secondary setting
- 22% State Government recurrent funding for all Catholic schools
- Increased capital funding from the State Government given their election commitment.
- Additional recurrent funding for 2019 from the Federal Government
- State / federal support for the Vision for the North initiative
- The proposed Western Technical College

We were grateful that the Marshall Liberal Government reaffirmed its election promise to match the Capital Works Funding allocation announced by the previous Premier, Hon. Jay Weatherill MP in November 2017. Whilst we expected that funding in 2018, we now look forward to receiving the first allocation of \$5.5m early in 2019.

We were disappointed that the School Bus Review did not commence in 2018 and hope that there will be action on this matter early in 2019 as many of our families in rural and regional South Australia continue to face unfair hardships in transporting their children to school.



Chairperson's Report

Whilst some of our schools now receive 22% of the State Government Recurrent funding it is unsatisfactory that there are still too many schools which are not being funded at this level. We will continue to inform the government of our dissatisfaction regarding this situation.

When the opportunity arises we will submit our expression of interest in establishing the Western Technical College. Catholic Education has a proven track record in this area of Vocational Education and Training at the highly regarded St Patrick's Technical College in the North and Marcellin Technical College in the South.

Our negotiations with the State Minister for Recreation and Sport, Hon. Corey Wingard MP, for the transfer at no cost of a parcel of land owned by his Department adjacent to Cardijn College have been positive and promising. In 2019, we look forward to the building of an exciting School /Community Sports Centre on that site

We were pleased with the decision of the Federal Government to address the unfairness of its funding determination formulae for the allocation of recurrent funding to Catholic schools across Australia. We express our appreciation to the former Federal Minister for Education and Training, Senator Simon Birmingham for listening to our concerns and acting to address them. However, we are still concerned about several aspects of their new proposals and will be vigilant to safeguard the funding needs and rights of our schools.

We were very pleased when the former Federal Minister for Education and Training, Senator Simon Birmingham, agreed to fund every Year 7 student in a secondary setting in Catholic Schools at the full secondary rate. It has been unfortunate that the State Government, at this stage, has not agreed to do likewise, even though it is a relatively small amount.

During 2018 I have appreciated the willingness of the Premier, the Treasurer and the Minister for Education to meet with Dr Neil McGoran and myself to discuss matters

of significance to Catholic Education and to examine the strategies by which the State Government will meet its election commitments to Catholic Education.

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**

As I reflect on the governance of the South Australian Commission for Catholic Schools (SACCS), and the work of the Catholic Education Office that enables the Commission's vision and planning to become a reality, I note our efforts and achievements are making a positive impact on our students and their school communities in South Australia.

I still feel a sense of excitement as I visit our many schools. I am continually impressed and surprised at the initiatives introduced by our teachers and staff in Catholic schools to make the learning for our students interesting and relevant while still following the curriculum guidelines.

2018 was the first year of the **CESA Strategy: Corporate Plan 2018 – 2020**, which saw Catholic education work towards the deliverables under the five Strategic Priorities:

- 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; and
- Strategic Priority 5.0: Grow the reputation of Catholic education in South Australia.

There was significant work undertaken under this corporate plan. A snapshot highlighting some of the major initiatives that were progressed during 2018 includes:

- The successful merger of Marymount College, Hove and Sacred Heart College creating a co-educational middle

year campus of Sacred Heart College.

- Preparation and planning for the repurposing of the Hove site for the McAuley Community School. The school is scheduled to open in 2020.
- Significant work towards the opening of the first Alive Catholic Early Care and Learning Centre at Parafield Gardens with the centre scheduled to open early in 2019. There are currently plans for additional centres underway. We look forward to the start of this new collaboration with the Archdiocese of Adelaide.
- The majority of Year 7 Catholic school students transitioning to a secondary setting at the beginning of 2019. The research undertaken from the Year 7 transition Early Adopters Group has provided data and learnings which have been shared across our schools. This will enhance the experience of the Year 7 students and their school communities as they make their transition next year. There will be some exemptions in metropolitan and country schools at this time.
- The Living, Learning Leading Framework was launched in Term 1 and guides the work of Catholic Education South Australia. The Framework makes explicit both the purpose of our educational endeavour, and the specific knowledge, skills and attributes that are associated with thriving, learning and leading in a rapidly changing and complex world. The Framework also makes explicit our desire to create meaningful partnerships between educators and students. The Framework can help our schools successfully integrate life, culture, faith and learning and, in doing so, nurture children and students who are willing and able to take their place in society as leaders for change in the world.

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- There has been significant consultation and planning in the development of a proposal to open a Special Assistance School in the north of Adelaide to honour our core value for *inclusivity of those at the edges*. The "Vision for the North" will seek to connect with young people currently disconnected with any form of education and provide them with the tools to become confident learners with a place in society.
- For the first time Catholic Education SA was a presence at the Pregnancy, Babies and Children's Expo highlighting what our schools offer to prospective parents.

There has been much more work undertaken and significant achievements made during the year – far too many for me to focus on. You will find these throughout the Annual Report under the work of the various Standing Committees. I encourage you to make yourself aware of the variety and depth of the work currently happening through SACCS, Catholic Education SA and our individual schools and centres.

The challenges facing Catholic Education over the coming years include being in continued dialogue with both State and Federal Governments in order that they are aware of the importance of parents' choice in the provision of education for their children. If there is to be true choice, there must be fair and equal provision of funding and resources for the Catholic sector. We will therefore continue to meet with the Premier, and State and Federal Ministers, and provide documentation to illustrate the shortfalls to the Catholic sector and to provide advocacy on behalf of all of the students in our care.

The Commission is investing in the formation of the Chairs of our School Boards to ensure they have a strong picture of the work of the Commission and the Catholic Education Office therefore empowering them in their roles in the schools that they represent. They will be better positioned to respond to local needs with their local politicians seeking their support in educational matters.

The Commission is also forming and strengthening bonds with the Governors and Trustees who have schools located in South Australia. The Commission meets with this group on an annual basis, discussing the educational situation that is currently in South Australia and how it affects their schools. The Commission is also regularly involved in dialogue and consultation with these separate governing organisations as issues emerge that impact their schools.

I would like to sincerely thank the SACCS Commissioners who give so generously of their time and wisdom to ensure rigorous examination of proposed policies and procedures, building and planning projects and processes, financial models and budgets and the many other matters that cross over their table in the governance of our schools. This is, of course, all done under the leadership of the Chair of the Commission, Professor Denis Ralph. Denis continues to have a deep involvement with Catholic Education SA. He provides strong leadership with clear direction always striving to give every student in our

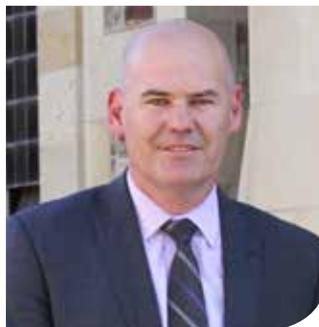
care the best opportunities by ensuring the Commission operates in a highly professional and ethical manner. Denis brings much wisdom to the Commission in his areas of expertise in both education and political knowledge for which we give much thanks.

Ms Rebekah Lyons, Executive Secretary to SACCS, again provided 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. She undertakes a significant amount of work to support the Commission in their initiatives such as meeting with governors and trustees of congregational schools in South Australia and the information meetings for Board Chairs of Catholic schools.

And finally, I would like to thank the senior leadership and the staff of the Catholic Education Office. The **CESA Strategy: Corporate Plan 2018 – 2020** involves a significant amount of work to realise its Strategic Priorities. The Leadership Team of the Catholic Education Office shoulders the responsibility for bringing the plan to life and, along with their team members, work tirelessly to bring the plan to fruition. I thank them for their enthusiasm and commitment in undertaking this work.

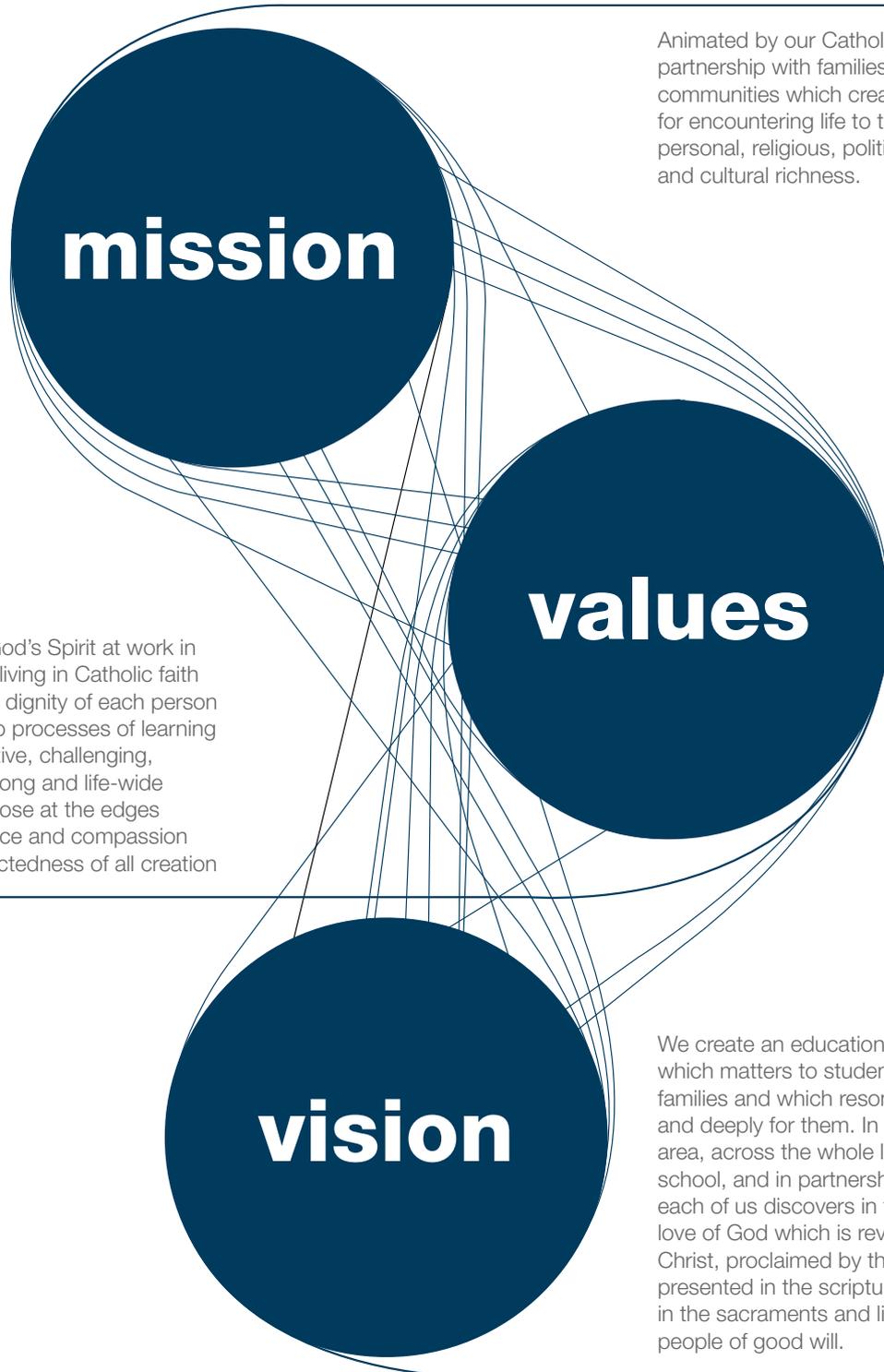
2019 will bring with it a new set of challenges for the Commission and for Catholic Education SA. We will begin the process of an organisational review of the Catholic Education Office ensuring the most efficient and effective support is provided to the work of the Commission. There are other significant matters, some already identified, that will require investigation to determine the best way forward for those affected students and school communities.

There is still much to be undertaken to fully explore and progress major issues for Catholic education in South Australia. We will continue to enable the **CESA Strategy: Corporate Plan 2018-2020** by moving forward with the strategic priorities in order that we can fulfil the ultimate goal of the plan 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.



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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

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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.

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 2018

SACCS Members

Most Rev Philip Wilson DD JCL
 - *concluded July 2018*

Bishop Greg O'Kelly SH AM DD

Professor Denis W. Ralph (Chair)

Dr Neil McGoran (Executive Officer)

Ms Nichii Mardon

Sr Bernadette Kiley OP
 - *concluded Nov 2018*

Br Chris Gorringe FSC

Ms Heather Carey
 - *concluded Nov 2018*

Mr Steve Byrne

Mr David Meziniec

Mr Mark Michael

Ms Kay Neill

Ms Georgia Dennis

Mr John Neate

Rev Leon Quinn (Proxy Member)

Sr Josephine Huppatz RSJ (Proxy Member)

Sue Dixon

Ms Rebekah Lyons (Secretary)

People & Culture Standing Committee

John Neate (Chair)

Michael Kenny (Executive Officer)

Helen Bates

Greg Hay

Madeleine Kitschke

Paul Murphy

Rosette de los Reyes

Sue Dixon

Susan Dodson (Secretary)

Education Standing Committee

Georgia Dennis (Chair)
Monica Conway (Executive Officer)
Bruno Viecei (Executive Officer)
Bill Pecker (Ex Officio)
Sandra Hewson
Leanne Carr - *joined Nov 2017*
Sean Hill - *joined Nov 2017*
Dan Cowan
Corey Tavella
Noel Mifsud
Michelle Battersby (Secretary)

Finance & Infrastructure Standing Committee

Michael Dahl (Chair)
- *concluded November 2018*
Matthew Fox (Chair)
- *joined January 2018*
Paul Roocke (Executive Officer)
Peter Daw
Peter Shearer
Leonie De Garis
Liz Polljonker
Dominic LoBasso
Sylvia Elliott (Secretary)

Catholic Identity & Leadership Standing Committee

Bernadette Kiley (Chair)
Susan Young (Executive Officer)
Bruno Viecei (Executive Officer)
Ben Catalano - *concluded Nov 2018*
Sue Coghlan
Phil Holmes
Michael Vial
Andrew Baker
Anne McGowan - *concluded Nov 2018*
Enrico Caprioli
Stuart Baker
Paddy McEvoy
Lee Abela
Helen McKeough
Pauline Crocker
Michael Trainor
Jill Gallio - *joined 2018*
Uby Faddoul
Linda Primavera (Secretary)

South Australian Commission for Catholic Schools

setting directions and policy development

STANDING COMMITTEES

Catholic Identity & Leadership Standing Committee

Finance & Infrastructure Standing Committee

ADVISORY COMMITTEES

Ecology Advisory Committee
Regional Education Advisory Committee

Infrastructure Planning & Development Committee
Finance & Audit Advisory Committee
Information Communication & Technology Advisory Committee
Regional Education Advisory Committee

policy implementation, management and administration

CATHOLIC EDUCATION

Directorate
(Secretariat of the Commission)

Religious Identity & Leading Learning (1)

Religious Identity & Leading Learning (2)

Leadership Development

Commission for Catholic Schools

COMMITTEES OF SACCS

setting directions and policy development

**Education
Standing Committee**

**People & Culture
Standing Committee**

ADVISORY 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



Catholic Identity and Leadership Standing Committee

The following report illustrates the fullness and variety of the work in the religious and leadership domains in 2018. 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 Team

The Religious Education (RE) Team had a successful year during 2018. 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, remained a key priority for the Religious Education Team in 2018. The Crossways Redesign project in 2018 involved consolidating content, defining pedagogical approaches and clarifying the skills and dispositions that are central to the curriculum. The Crossways re-design work steadily gained traction in schools through the various consultation and engagement processes. Also a theological review commenced in September 2018 with theologians from the Adelaide campus of the Australian Catholic University's Faculty of Philosophy and Theology. Draft 'Enduring Understandings' expressions of knowledge content, the *Wisdom* skills and dispositions strand and the underlying pedagogical and theological approaches were made available for engagement for principals at Directors' Day in August 2018 and for Assistant Principals Religious Identity and Mission

Catholic Identity and Leadership Standing Committee

(APRIMs) over two Catholic Education SA (Religious Leaders Days in May and September 2018.

The Crossways trial, which began with six primary schools in 2017, continued and was extended to include four secondary colleges in 2018 to trial the new Crossways content and pedagogies. With the support of religious education consultants, teachers designed learning constructed by using draft copies of key elements of developing new curriculum. Evaluative feedback from the trial group was compiled to document affirmations, challenges and recommendations for future collaboration and consolidation of the Crossways redesign in 2019.

Preliminary work on the Crossways website took place in collaboration with the Catholic Education Office Information, Communication Technology (ICT) Team. A 'system requirements specification' document was developed together with the articulation of key milestones in the RE Crossways Online Project.

Following consultation with stakeholders, the Religious Education Team designed a cluster and regional approach for the implementation phase of the Crossways curriculum over late 2019 and 2020.

Enhancing Catholic School Identity

The Religious Education Team continued its key role in the Catholic Education Office's support for CESA strategic planning in Catholic identity and mission. The *CESA Strategy Corporate Plan 2018-2020* named 'Enhance Catholic Identity' as the first Strategic Priority, which in turn had as its first deliverable (1.1) 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 Religious Education 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 Religious Education Team provided both the executive officer support and project support for most of the initiatives in liaison with the Leadership Development Section. The 2018 goals of the SIG were:

- CESA develops and promotes shared theological understanding of Catholic Identity across school communities.
- CESA builds capability of school and sector leadership to discern, strengthen and actively promote Catholic Identity and Mission of Catholic schools.
- School and sector leaders collect, analyse and use data and evidence to enhance Catholic identity.
- CESA builds the leadership capability of school and sector leaders to provide, plan and promote spiritual and religious formation of staff.

There were several major Enhancing Catholic School initiatives that were supported in 2018:

- Fourteen schools undertook the Enhancing Catholic School Identity Project (ECSI) with a combination of quantitative and qualitative surveys.
- CESA hosted an Australian Catholic University (ACU) Masterclass with Professor Reimund Bieringer from Leuven Catholic University (12-13 April), which had a focus on how Scripture can be more effectively engaged with for the enhancement of Catholic identity and mission. Most of the 46 participants were from across CESA and many engaged in follow-up workshops.
- CESA continued its partnership with the Australian Catholic University with its Enhancing Catholic Identity initiatives, which included CESA hosting and providing presenters for the intensive mode masters unit 'Enhancing Catholic Identity: Introducing the Leuven Project'.
- The Religious Education Team liaised and worked with the Leadership Development Section Religious Education Team and the Catholic Education Office's Religious Identity and Leading Learning section to develop a shared approach to school planning and goal setting for Catholic Identity, which included the design of an Enhance Catholic Identity strategic planning tool for school leaders.
- With support from the Catholic Education Office, the new ECSI Searching for Parish Engagement Scale (SPES), that was developed by Melbourne priest Fr Brendan Reed, was trialled in the Emmaus Catholic Parish and its three schools.
- CESA became an inaugural member of the Australian ECSI Professional Learning Consortium, which is a partnership between several Catholic education entities and Leuven Catholic University. The consortium was established to develop resources to aid the professional learning of staff in Catholic education regarding enhancing Catholic identity in schools.

Theology of Children & Childhood - Children: Close to the Mystery of God

Since its launch in 2015, CESA's stimulus paper, *Children: Close to the Mystery of God* has been well and widely received within the CESA community in ways that have seen the theological reflection on the Catholic Christian image of children and childhood achieve its stated aim, to "affirm and challenge school leaders, parents, carers and teachers to a renewed appreciation of children's immense value...[and an] ongoing renewal and transformation of learning, teaching and faith formation across our CESA communities" (p.4). This document continued to be a foundational document in several Religious Education Team projects and services, including the Crossways redesign and the UniSA *Graduate Certificate of Education (Catholic Studies)*. The Religious Education Team continued its liaison with Rev. Dr James McEvoy of the Australian Catholic University, who was the key contributing author of the document and presenter of a masters unit based on the document, to support engagement with the document that was sought by various groups, including the Maitland-Newcastle Diocese.

Catholic Identity and Leadership Standing Committee

Religious Literacy Assessment Tool (ReLAT)

The Religious Learning Assessment Tool (ReLAT) was successfully conducted for a fifth year to all Catholic schools with Year 4 students. ReLAT has been designed to assist with reporting and evaluation in Religious Education at school and sector levels. In conjunction with the broader range of assessment approaches informing an evidence-based approach to quality improvement of student learning in RE, ReLAT provides a snapshot of Year 4 students' basic religious literacy.

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 these were:

- KI 2. Being Human
- KI 3 Textual Interpretation
- KI 6 Moral Decision Making
- KI 10 Prayer and Liturgy
- KI 12 Religious Traditions.

Individual reports were downloaded by schools from the ReLAT site to be sent home to parents and caregivers. A data analysis workshop was offered to schools to assist their analysis of their 2018 data with the tools that the ReLAT platform provides.

Assistant Principals Religious Identity and Mission

Thirteen substantive Assistant Principal Religious Identity and Mission (APRIM) positions were advertised and filled during 2018. One of these positions occurred in schools where the APRIM had completed two five-year tenures and the incumbent APRIM was successful in being reappointed. In ten of the schools the APRIM vacancy occurred through the APRIM moving to another APRIM or leadership position or retiring. The additional vacancies will be filled either through 2019 or will remain acting positions while the substantive APRIM is in an acting principal or deputy principal position or pursuing career opportunities interstate.

The APRIM Policy and Guidelines Committee continued its work on behalf of the Catholic Identity and Leadership Standing Committee (CILSC). 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. The policy and the procedures documents were approved for consultation during 2018 with consultation to occur in early 2019. The APRIM Policy and Guidelines Committee reports regularly to CILSC and anticipates their work will be completed in 2019 with all documents completed and approved.

Religious Leadership Development

The APRIMs and RECs appointed to both substantive and temporary positions for the 2018 year were supported both formally and informally by the Leadership Development Services and Religious Education Teams. The Religious Education Team provided all new APRIMs with direct support and companionship. This complemented the Leadership Induction Program provided by the Leadership Development Section for those in roles of 6 months or more. In 2018 there were two CESA Religious Leaders' Days focussed on the Crossways Redesign project. The day held in May had the focus 'Wisdom for Leadership in Religious Education', and for the one in September it was 'Leading for the World God desires'.

The Religious Education 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. Seven substantive APRIMs received grants totalling \$16,511. A number of the APRIMs utilised the funds to attend the Broken Bay Institute (BBI) RE Symposium in Brisbane and attending residential ACU courses. 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 2017, this fund had 4 successful applicants, with grants totalling \$4,172.

Another ongoing key area of supporting religious leadership formation was the Religious Education Team's active collaboration with and support of 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 Religious Education Team with planning for CESA Religious Leaders' Days and consultation with the Religious Education Team's Strategic Plan. Members of both associations' executives represent APRIMs and religious leaders on a number of working parties and committees that guide the work of the Religious Education Team.

Catholic Identity and Leadership Standing Committee

The Primary Religious Identity and Mission Association (PRIMA) provided professional learning and formation forums for APRIMs, RECs and RE teachers. Formation days included *'APRIM-Servant or Slave?'* which focussed on developing transcendent religious leadership, *'Hear then what God asks of You'* which focussed on the development of Catholic Social Teaching, an overnight retreat experience, and *'What do you think God is asking of us in Australia at this time?'* which focussed on developing a response from APRIMs to the Plenary Council and developing skills to facilitate Plenary Council responses in school communities.

The Secondary Religious Education Leaders Association provided networking, collaboration and professional learning opportunities for APRIM's, RECs and identified emerging leaders in 2018. In particular, a professional learning day was facilitated on Catholic Identity and Religious Leadership and a reflection experience on Stillness and Silence with Fr Tom Gleeson.

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 with goal setting and strategic planning in the Catholic Identity domain. This involved regular visits and contact with each of the thirteen Diocesan schools and their leaders in Religious Education throughout the year. In 2018, there was also support provided to religious leaders for their work with school staff in developing a deeper knowledge and understanding of Scripture, as well as supporting schools with staff spiritual and religious formation around the Diocesan theme in 2018 of Opening our Hearts and Minds. This work was well supported in collaboration and partnership with the Religious Education Team. Professional learning and networking opportunities continued to be provided using video conferencing facilities. A UniSA Graduate Certificate in Education (Catholic Education) unit of study was delivered for the first time using video conferencing in 2018. Staff from three regional schools were involved in the course.



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Graduate Certificate in Catholic Education

There were 241 enrolments across the Graduate Certificate in Education (Catholic Education) in 2018. The four courses (Christian Scriptures, Theology, Curriculum Design and Teaching Methodologies) were provided in 14 classes by the Religious Education Team and University of South Australia personnel in intensive modes, mostly at the Catholic Education Office. The eighty teachers in the Christian Scriptures course had their enrolment fee paid by the Study Incentive Program; by special arrangement between CESA and UniSA, no course fee applies to the other three courses which are presented by CESA consultants. Course evaluation and feedback indicated that teachers valued a number of key areas: 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; and the deepened sense of the Catholic school's purpose and mission. With a renewed focus on 'Catholic identity', the courses also complemented the Enhancing Catholic School Identity 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 150. Day 1 of the module was facilitated by the Religious Education Team and focussed on Catholic Mission and Identity and on some of the resources specific to CESA 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 2018, 117 teachers were awarded Level 1 Catholic Professional Formation (CPF) Allowance, 50 teachers were awarded Level 2 CPF and 418 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 was also one Catholic Education Office staff member who received the CPF 2 Allowance and ten who received CPF 3 Allowance.

Professional Learning Workshops facilitated by the Religious Education Team

In 2018 the Religious Education Team facilitated 24 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 447 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.

Professional Learning Inquiry Projects

In order to enrich and strengthen the Catholicity of our schools, opportunities for professional learning and staff formation are of vital importance. In particular, research demonstrates that sustained inquiry within the local context is an important aspect of professional learning that results in positive outcomes for students. Several schools responded to an invitation for expressions of



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interest in networked and supported school inquiry-based professional learning. These school-based projects complemented the professional learning and inquiry opportunities offered through central and regional courses and workshops. There were seventeen schools involved in two networked inquiries with *Christian Meditation in the Classroom* and *Pedagogy* and the *Crossways Redesign Trial*. Details about these two inquiries are in the following sections.

Christian Meditation in the Classroom Networked Inquiry Project

This project was situated within the broader sphere of *Being with God: Prayer & Liturgy Resource*, and in support of Domain 1: Catholic Identity in the *Continuous Improvement Framework*. It involved teachers developing and applying techniques and programs in support of the existing *Crossways* integrated *Praying* strand with contemplative dimension of Christian prayer. With Christian meditation, children employ simplicity, silence and stillness to feed their human yearning for the experience of meeting God. The project involved developing and trialling resources for contemplative prayer in the classroom tailored for the particular age groups involved in the inquiry project. Six schools engaged with the project and involved students from Reception through to Year 9. They gathered during Term 2 to frame the project, met in school teams with RE consultant support and then shared their findings and resources during Term 4. This project was very successful and the participating schools articulated a desire to continue networking into the future to further build resources and teacher capacity, share the story of their involvement with school leadership teams, and recommended expanding the experience to more students within their schools.

Crossways Redesign Trial

The *Crossways Redesign Trial* which was established in mid-2017 and continued into 2018 with 6 primary schools and 4 secondary colleges. 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 APRIMS, professionally developing teacher capabilities in quality teaching and learning in RE, and gathering feedback about the elements of the redesigned Religious Education curriculum.

The original 5 primary schools from the 2017 trial continued into the second year (2018) with 1 primary school joining for the first time in February 2018. Expressions of interest in the secondary trial project resulted in four secondary colleges taking part in semester two of 2018.

In late 2018, the Religious Education Team collated the work of the primary trial schools. Curriculum and pedagogical feedback, documentation and evaluation of the curriculum was compiled in a report with changes

being made to the *Crossways* curriculum in response to the data. Feedback from the secondary colleges is due back to the team in early 2019.

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 Religious Education Team's networked inquiry projects focussing on ecological conversion and integral ecology. In 2018, the Religious Education Team focussed on supporting a network of school teachers who provide leadership in this area in their schools. 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.

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Prayer and Liturgy Support

The Religious Education Team explored a number of initiatives 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 the *Christian Meditation in the Classroom* networked inquiry project and providing professional learning workshops, the Religious Education Team contributed to the work of the Australian Enhancing Catholic School Identity (ECSI) Professional Learning Consortium in the development of resources for prayer which embrace principles of enhancing Catholic identity.

Made in the Image of God

In 2018, 291 teachers accessed formal professional learning workshops about the *Made in the Image of God* human sexuality education program (MITIOG). Workshops were provided regionally, locally in schools and centrally based in the Catholic Education Office at Thebarton. The Key Teacher network was supported through targeted formal professional learning opportunities and is represented within this data.

The September 2018 Religious Leader's Day featured a focus on the *Made in the Image of God* consolidation. The religious leaders were informed about the evolving structure of the consolidation and were provided with opportunities for dialogue and feedback. Feedback was collected and recorded to inform the final stages of the MITIOG consolidation work as well as future professional learning opportunities. A key finding was that over half of respondents teach the Being Sexual strand as a standalone strand. This has affirmed the structural decision to present MITIOG as one strand that is enriched and informed by the remaining three strands where necessary. Any remaining content from the three strands will then be subsumed back into Crossways to eliminate overlap in content and to streamline the final product for its online iteration.

The Religious Education Team worked with Australian Catholic University to set up a Catholic Sexual Ethics course as part of the Masters CESA ACU Theology and Leadership Education Program (CATLEP) to be run in 2019 in response to a growing need for theological support around Catholic Sexual Ethics. The presenter of the course, Dr David Kirchoeffer from ACU, will also work with the Religious Education Team to offer professional learning around the topic of marriage.

The Religious Education Team's professional learning inquiry into educational responses to the harms caused by children's access to explicit sexual imagery online was successfully undertaken in 2018 and eight schools participated in the inquiry. The four main outcomes of the inquiry were to trial and develop resources for the Catholic Educational context, to improve competence and confidence of teachers and leaders, to enhance school leadership capacity to support parents with the issue of

pornography, and to revise current system and school policies. Results from the inquiry will inform actions for 2019.

Staff Spiritual and Religious Formation

The Staff Spiritual and Religious Formation (SSRF) Team provided a range of 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 to build on the CESA framework for staff formation as is outlined in *like a mustard seed: A CESA Stimulus and Foundation Paper for Staff Spiritual and Religious Formation*.

The SSRF Team in 2018 facilitated the *nurturing the mustard seed: a future full of hope* program for school leaders to build their religious leadership capacity. The program involves a three day residential formation experience and 12-month accompaniment. Twelve schools attended in 2018, bringing the total of schools that have engaged in this program to 82. The program includes reflecting on personal spiritual development, *Theory U* as a method of change, a cycle of spirituality, the characteristics of faith formation, as well as providing school leadership teams with time to develop a draft strategic plan with the *Continuous Improvement Framework for Catholic Schools* to enhance the spiritual and religious formation of staff in their schools.

In 2018, the programs *come to the water and making nests in the mustard tree* were offered again after their inception in 2016. The *come to the water* program is an overnight reflective and contemplative experience once a term 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 stayed 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 in the mustard tree* program is for previous participants of *nurturing the mustard seed*. 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 *Listening to God's Word* by Alice Camille as a touchstone for developing capabilities in effectively using Scripture with their staff.

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 Religious Education Team program for teachers including prayer, meditation, ecological conversion, awe, wonder and prayer of creation, contemplation and spirituality. The team developed 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 with this. The team continued to work 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 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 through leading a leaders retreat, facilitating staff reflection days and running localised leadership development and collaborative forums.

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 2018. 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, the office surveyed and visited parishes in the Archdiocese of Adelaide about their practice concerning the Sacraments of Initiation. The office completed this by visiting all of the Sacrament Teams to discuss how the parish had been able to implement the document *'Partnerships in Sacramental Catechesis: The Pastoral Framework for the Sacramental Catechesis of Children'* and what had evolved since the document was released in 2014. A report on this consultation is due in 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 for staff in various Catholic schools, to students in the Graduate Certificate of Catholic Education and to Catholic school chaplains.

Training was provided for new catechists alongside the continuation of 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 several annual events at St Francis Xavier Cathedral: the Archdiocesan Commissioning Mass for catechists and the Religious Education 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

2018 was the Year of Youth in Australia. Catholic Office for Youth and Young Adults (COYYA) engaged with schools, parishes and communities in creating new initiatives for young people, including the *New Horizons: Year of Youth* event for leaders in schools, parishes and agencies; 2018 Pentecost Youth Vigil; presentations to schools, parishes and advisory councils; retreat support in schools and the development of resources to support Year of Youth projects and initiatives. COYYA also assisted in the launch of the Plenary Council 2020 dialogue and listening phase with young people through the development of resources and the facilitation of dialogue sessions. Another major effort of COYYA in 2018 was the planning and promotion

Catholic Identity and Leadership Standing Committee

of the World Youth Day Adelaide local celebration (22-27 January 2019) planning for the participation of 600 young people and adult supporters from schools, parishes and communities across South Australia. Additionally, 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 2018, the CRIS collection had holdings of 29,193 items in the areas of: contemporary religious education, liturgical and sacramental practice, Scripture and theology, adult faith formation, pastoral care, contemporary issues, and the needs of the Catholic and wider community. There were 8,154 borrowers registered with 1,195 of these involved in tertiary and 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 1,749 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 2018 the CESA-University of South Australia partnership continued to educate and form pre-service teachers for their future roles as Catholic educators.

The two Religious Education 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 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.

The Graduate Certificate in Education (Catholic Education) continued to be an integral aspect of the CESA partnership with UniSA and CESA staff continued their collaboration with the UniSA School of Education's Professional Experience Office.

In 2018 the two CESA-seconded staff continued to develop links with the UniSA Centre for Islamic Thought and Education (CITE). They were invited to attend the Third Annual Islamic Education Conference and Greg Bowyer presented a paper at this conference. CITE staff also presented on relevant themes in two Catholic Studies courses, relating to world religions and culturally responsive pedagogy.



Catholic Identity and Leadership Standing Committee

The Religious Education 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 Religious Education 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 2018, including collaboration with Rev Dr James McEvoy in the delivery of a theology unit called 'Theology of the Child', largely based around the CESA *Children: Close to the Mystery of God* Stimulus Paper. This unit was taught in Adelaide and in other Australian cities as part of ACU theological studies courses and as a unit within both the ACU Graduate Certificate and Master award *Safeguarding Children and Young People*. In addition, as described earlier, the Religious Education Team collaborated with the ACU with the local offering of the masters unit 'Enhancing Catholic Identity: Introducing the Leuven Project'.

National School Chaplaincy Program

CESA funded 64 schools in 2018 with the Federal Government funded and State administered National School Chaplaincy Program (NSCP). The Religious Education 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. The total of CESA NSCP school grants for 2018 was \$659,200.

Church Relationships

The Religious Education Team supported the development and publishing of the CESA document *Being Church Together* that 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. The document was published as a 'working draft' for a 12-month consultation. It was developed by a working party comprising of members of the Adelaide Archdiocese's Office for Renewing Parishes and CESA.

The Religious Education Team actively supported the development and promotion of resources for the Plenary Council of the Australian Catholic Church, particularly for the 'Listening and Dialogue' phase which began at Pentecost in 2018. The Plenary Council is to be held over two sessions between 2020 and 2021, with the first session to be held in Adelaide.

Leadership Development

In 2018 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. 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 continuous improvement with particular emphasis on Catholic Identity and improved learning outcomes for students. The work of the section engaged in the following strategic areas:

- Principal Support
- Professional Learning and Personal Formation
- Future Leaders
- CESA Executive Services
- System Accountability for Quality Assurance.

This strategic focus allowed all members of the section to find direct line of sight to the CESA Strategy and to develop leadership programs accordingly. Continuous School Improvement and alignment with the CESA Strategy were paramount in this work.

An important tactical response was to approach leadership and system capacity building through a cluster approach. Regional clusters were formed based on parish communities and geographical locations. The principal consultants work within clusters in leading Catholic schools to new levels of excellence. Specific initiatives included celebrating Catholic Education Week, the transition of Year 7 students into secondary schools, enhancing Catholic identity and building regional capacity to support the retention, engagement and achievement of all students in Catholic schools.

Key Achievements

Principal Support

Principal consultant support was provided to the Catholic Identity Project in a cross section initiative to promote and forward the project and to dialogue with principals. This included partnership in professional development in this area.

Implementation of the Continuous Improvement Framework for Catholic Schools

During 2018 schools were supported in implementing the following aspects of the Framework: development of strategic plans, annual school improvement plans, self-assessment and review processes and reports to the school community.

Catholic Identity and Leadership Standing Committee

External Validation

In 2018 external validation continued with six schools participating. Three of these schools were located in the metropolitan area and three were in rural and/or remote regions. Over the three years 2016-2018 nineteen schools participated in external validation. The effectiveness of external validation relies on the quality of the preparation undertaken by the school, the depth and rigor of its self-assessment processes, and the presentation of authentic evidence to substantiate its improvement outcomes. As part of the process, school improvement teams in each school prepared for and presented at each of the school visits. Over the three years a total of 32 parents, 99 teachers, and 156 students provided additional input into the external validation process as part of the school visit. Feedback from principals indicated that external validation was a genuine learning opportunity with panel members also commenting that they were privileged to visit other schools and see school leadership and management at work in other contexts. The discussions that occurred between the external validation panels and the school improvement teams are indicative of the significant learning that has taken place at both system and school level.

Professional Learning and Personal Formation

Religious Leadership

Principal consultants supported and advised principals in endeavours, which brought family and Church together and assisted in the development of positive relationships with the broader Catholic community. Principal consultants have continued to deepen their understanding of Catholic Identity through professional and personal learning and a deeper engagement in dialogue at the local school and system level. Principal Partnerships and Networks have further supported the alignment of all elements of the Catholic Identity Domain of the Continuous Improvement Framework (CIF) enabling principal consultants to promote an explicit improvement agenda in enhancing the school's Catholic Identity.

Professional Learning

The Leadership Development 2018 Professional Learning Suite for Leaders was developed and actioned. This included an online suite of programs to support the development and formation of leaders offered by the Leadership Development Section and also other CEO sections. The suite of programs included the Senior Leaders - Leadership Learning Series. It is a developmental series offering leadership development and formation for senior leaders within the Catholic Education Office. The online suite was well received and provided school and CEO leaders the opportunity to source and plan their year of professional development at a glance. In 2018 a new professional learning opportunity, as a component of the Middle Years Learning Initiative,

was offered to principals and their business managers: the Effective Stewardship of Resources Modules. Two modules were offered with the aim to strengthen the principal's capacity in financial leadership depth, knowledge and skills. Newly appointed principals were especially encouraged to attend the two sessions. One-to-one in-school support was provided to newly inducted principals.

Parent Engagement Project School Boards

The School Governance and Increased Parent Engagement Project was established to support the formation of school boards. A designated website www.schoolboards.cesa.catholic.edu.au has been created for use at the local school level and was officially launched to principals at the Term One Directors' Day.

The website houses a variety of resources for school use and has been developed with a specific focus on the formation practices of school boards in Catholic schools in South Australia including:

- recruitment materials to assist schools to inform prospective school board members, allowing for a more discerned decision about joining the board
- support materials to enable principals to 'break open' the School Board Manual for board induction
- a module of formation activities on Catholic Social Teaching including a process of theological reflection "Doing Theology" as a means to deepen the appreciation of Catholic Identity.

The Leadership Development Team will monitor the use of this website and provide ongoing updates addressing the needs of principals, school communities and the system.

Cognitive Coaching

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

In 2018 thirty principals, deputy principals and senior leaders participated in this 8-day program. This course provides leaders with effective strategies to develop skills to support, coach, and mentor teachers in their schools.

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 2018 CESA Program, four retreats were offered either in a 3-day residential mode or a non-residential three days over three weeks. A new North Sydney residential retreat based on the charisms of Mary MacKillop and Julian Tenison-Woods was undertaken by fourteen school leaders. Twenty nine other school leaders participated in a CESA program retreat experience and overwhelmingly positive feedback was received. An additional three school leaders participated in separately approved retreats and eleven school and system leaders participated in a retreat facilitated by a Redemptorist priest



as part of a Scotland study tour group. Thirteen school leaders deferred their retreat until 2019.

Principals Renewal Leave Program

Fourteen principals and six CEO senior leaders were supported in 2018 for national and overseas renewal experiences and six principals and one CEO senior leader were supported for tertiary study. The Committee approved a higher number of applications than previous rounds to allow participation in the Spirituality Study Tour – I Arise Today, The Lands of Dominic, Dominican Schools' Pilgrimage, Bible Lands as well as individually devised applications which provided professional renewal opportunities in religious, educational, resource operations and community leadership.

Deputy Principals Study Support and Renewal Leave Program

Two deputy principals were supported in 2018 for national and overseas renewal experiences. Nine 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), an initiative was introduced in 2014 to encourage and support CESA staff to pursue study in Masters Courses with the ACU. The CESA ACU Theology and Leadership Education Program (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 \$2000) upon successful completion of the unit within the semester of the course. A total of 54 applicants received CATLEP funding in 2018 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 2018, a total of 225 applicants were funded. \$66,010 was contributed from the program to assist in funding 82 applicants seeking support to complete the Graduate Certificate in Catholic Studies.

Future Leaders

Aspiring Leaders Program

This is a two-year program for teachers who wish to discern their capacity for leadership in a Catholic school and/or who wish to prepare themselves for a formal acting leadership position. In 2018, twenty leaders were accepted into the second year of the program which prepares emerging leaders to take on an acting leadership position (generally an acting deputy principal or APRIM) in a school. Thirty four emerging leaders took part in the Year One Discernment Module.

Year One: The Discernment Year

Learning supported the participant to discern their interest, capabilities and capacity for leadership, through a broad focus on the leader's role in continuous improvement in a Catholic school (referencing the Continuous Improvement Framework for Catholic Schools).

Year Two: The Foundation Year

Participants deepened the knowledge, understanding and skills required for application and/or a beginning experience in a formal leadership position in a Catholic school with a lens on the Australian Professional Standard for Principals.

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Induction Program

Newly appointed principals, deputy principals and APRIMs, whether substantive or acting, were required to complete the Induction Program. The program provided an information session in the areas of financial, legal and personnel management as well as professional learning opportunities in various domains of leadership.

Selection of Principals and Deputy Principals

Twenty four panels were formed to recommend to the Director the appointment of new principals and deputy principals for Diocesan schools in metropolitan and rural settings in 2018.

104 acting leadership appointments were approved by two Directors and 90 Community Announcement letters were prepared and provided to schools.

CESA Middle Leaders Program

The CESA Middle Leaders Program (MLP) was developed in partnership with the National Excellence in School Leadership Initiative (NESLI) under the direction of Dr Stephen Brown. The program focused on developing outstanding middle leaders to support the future success of CESA schools. Twenty five middle leaders participated and graduated from this three day face-to-face program.

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

The 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. Fifteen leaders and three principals participated in this program from Tenison Woods College, Mount Gambier, St Anthony's School, Millicent and Mary MacKillop Memorial School, Penola.

CESA Executive Services

Each principal consultant 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 with the Leadership team.

Accountability for Quality Assurance

During 2018, principal consultants played a role in working with schools to assist principals to work towards the highest possible standards in compliance, accountability and quality assurance.

A main instrument that is used to help meet the necessary standards is the issuing of Key Performance Indicators (KPIs) to schools. There are a series of KPIs that are issued on a cyclic basis that call for 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 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 firm Piper and 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 with both new leaders, through to the more experienced principals who face challenging issues.

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. This is a service which is virtually an 'around the clock' assistance to principals

Catholic Identity and Leadership Standing Committee

who are sometimes subject to stressful and pressing matters that require immediate triage. The principal consultants have worked 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 Critical Incident Management System (CIMS) which is now in its second year of full operation. This relatively new system has allowed for the smooth and precise record keeping of incidents in a secure database. Interrogation of the database provides useful information of 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

The mechanisms for complaint management and subsequent investigations are well-bedded down in the operations of the Leadership Development Section. Key administrators act as preliminary front line intake officers for matters that are directed to the Catholic Education Office. Issues that require follow up, or further investigation, are passed on to the relevant principal consultant who tracks the complaint and works with principals and senior CEO staff to enable the achievement of acceptable solutions and restoration of relationships where possible. As indicated earlier, the Critical Incident Management System provides a robust repository for important data concerning investigations and complaints. Additionally, ongoing professional capacity building for principals is embedded into the principal consultant work.





Finance and Infrastructure Standing Committee

The purpose of the Finance and Infrastructure Standing Committee (FISC) is to provide advice and direction to SACCS relating to:

- land acquisitions, enrolments, school structural changes, capital grant and capital development recommendations
- Australian Government Programs - recommendations to SACCS ensuring that Australian Government initiatives are implemented and accountability guidelines adhered to
- CEO financial and information technology strategic initiatives
- oversight of SACCS and CEO budgets
- control of financial transactions and accountancy matters including audit systems.

The beginning of 2018 was highlighted with the commencement of the new independent Chair, Mr Matthew Fox. Matthew's business acumen has been a key to the successful functioning of FISC and the delivery of sound advice to SACCS to enable it to make effective strategic decisions.

During 2018 FISC provided advice and direction to SACCS regarding the following:

- Review and endorsement of SACCS and CEO 2019 annual budgets while understanding the organisation's programs, projects and priorities. This knowledge has provided a sound basis for the Committee's financial discernment.
- Interpretation and analysis of CEO February and Australian Government August census data.
- Review of quarterly SACCS and CEO financial results.
- Review of 2017 SACCS and CEO Statutory Accounts.
- Review of school Masterplans and Capital Development applications.
- Oversight of the CESA Funding Mechanism review, conducted by the Implementation Steering Committee, relating to State and Commonwealth Government funding and the distribution to schools.
- Advocacy through supporting and communicating CESA's mission, goals and achievements.

Finance and Infrastructure Standing Committee

Finance and Audit Advisory Committee

The Finance and Audit Advisory Committee (FAAC) continues to fulfill its terms of reference with respect to financial policies, financial reporting and audit. The Committee's terms of reference include:

- review the integrity of financial reporting
- review periodically the financial and accounting services provided by the CEO to SACCS
- review the SACCS auditor's activities, scope and independence
- review of SACCS accounting policies.

During 2018 the Committee concentrated on:

- review of quarterly SACCS and CEO financial results
- review and endorsement of SACCS and CEO 2017 Financial Statements
- consideration of any significant matters raised by the auditors
- review the rotation of the external auditor
- review of FAAC's Terms of Reference.

Catholic Education Office Finance Team

During 2018 the CEO Finance Team 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.

CEO School and System Finance Team

The CEO Schools Finance Team is committed to ensuring the financial viability of CESA schools by providing oversight and support. During 2018 this included:

- supporting SACCS strategies, such as Vision for the North and McAuley Community School, Hove, through developing and presenting financial models
- developing and presenting a program for school principals to assist with the effective stewardship of finances in CESA schools
- supporting schools to develop long term financial plans for capital developments, property acquisitions and the transition of year 7 students from a primary setting to secondary setting. The evaluation of 46 financial plans by School Finance were submitted to the Finance and Infrastructure Standing Committee. In total \$112.8m of capital expenditure was approved which incorporated 25 CDF loans for \$61.7m. Major capital developments included McAuley Community School, Gleeson College, Thomas Moore College, St Martins Catholic Primary School, St Mary's Memorial School and St Joseph's Port Lincoln. Furthermore School Finance assisted with

- the preparation and evaluation of 36 financial plans for schools transitioning year 7 students
- determining school subsidies for 2019 in accordance with CESA's Subsidies Framework
- completing the annual Financial Questionnaire and Acquittal for the Commonwealth Government
- operational matters regarding the amalgamation of Sacred Heart College and Marymount College which occurred in January 2018
- involvement with the preparation of school financial dashboards to assist with the assessment and analysis of financial data
- supporting the work of the Implementation Steering Committee – Funding Mechanism.

School Financial Viability

In mid-2018 a preliminary review was undertaken by the CEO's Finance Team. The review was 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.

Central to the review was the identification and compilation of the key data sets necessary to inform an understanding of a school's financial and operating position. Three primary data sets were identified; financial data, student enrolment data and staff information. The data were aggregated and various metrics, ratios, and averages established. Several sites were analysed in detail and used to refine the modelling and metrics. The culmination was to bring the data into a summary form and to benchmark various schools against one another. Relatively modest amounts of data proved enough to form useful insights into a school's financial and operating performance. Benchmarking of sites proved an excellent mechanism for comparison.

Recommendations arising from this review have been incorporated into the organisation's *Strategy for Leading Catholic Education to New Levels of Excellence*. They include an emphasis on developing CESA's financial analytical capabilities and the development of new reporting frameworks with active management.

Implementation Steering Committee – Funding Mechanism

The Implementation Steering Committee – Funding Mechanism continued in 2018 to advise the Director of Catholic Education on how the CESA Funding Mechanism for Diocesan schools should best fulfil the Funding Mechanism Guiding Principles.

In October 2017 SACCS determined, on the advice of the Steering Committee, that the CESA Funding Mechanism should continue to apply in 2018 as the basis for the funding of Diocesan schools. The purpose of this strategy was to provide time for CESA to analyse the outcomes of the Australian Government's work on its funding model during 2018. It then provided an appropriate

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lead-time for CESA to apply the outcomes to its Funding Mechanism and for schools to prepare for its subsequent implementation.

During 2018 the Steering Committee monitored the work of the National Schools Resourcing Board with regards to the Australian Government's funding model, in particular the review of the Socio-Economic Status (SES). The Steering Committee also established a Nationally Consistent Collection of Data (NCCD) Task Group to analyse the impact of the Australian Government's use of the NCCD as the basis for the calculation of the Students with Disabilities loading in the Funding Mechanism. Early in 2018, the Committee commissioned an independent analysis of the current use of NCCD by CESA schools based on a 20% stratified sample of schools. The implementation of recommendations arising from the analysis began in the second half of 2018.

During the year the Steering Committee also established a working group to develop the basis for the calculation of a CESA subsidy for a small secondary school and another working group for the calculation of a CESA subsidy for a Technical College. Both groups are due to report at the end of 2018.

In 2018 the Steering Committee continued the Strategic Resource Management sessions with Principals, Business Managers, Bursars and Finance Officers on key matters related to the Funding Mechanism. The focus during the year was on the implications of the Australian Government's proposed changes to its funding model and the preparation for the use of NCCD to calculate the Students with Disabilities loading at both the school and system levels.

The Steering Committee is on track to recommend the basis for any modifications to the CESA Funding Mechanism by mid-2019, so that schools and the system can be ready for its operation from the start of 2020.

Civica Finance Implementation

The Civica Finance implementation is now substantially complete, having been implemented into 83 schools as at the end of 2018. Two further implementations are planned for Term 1 of 2019 at which time the project will transition into a support and maintenance phase.

A new version of the product featuring a more contemporary look and feel was successfully deployed in mid-2018.

Information and Communications Technology (ICT)

The ICT section is part of the Directorate, with the Chief Information Officer reporting to the Director of Catholic Education South Australia. ICT provides a wide range of services, over 200 service offerings to schools, colleges and the Catholic Education Offices of Adelaide and Port Pirie. ICT manages large technology based strategic initiatives to support transformational change.

Significant initiatives ICT continues to be involved in include:

- over 70 schools utilising technical expertise of CEO ICT via a support arrangement
- expansion of the Microsoft Office 365 product suite across 89 sites
- 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 projects and operations are overseen by the ICT Advisory Committee, an advisory committee to SACCS and reporting to the Finance and Infrastructure Standing Committee (FISC).

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:
 - ICT operations and ICT capital project implementations
 - investigations and advice on possible technology applications for use by schools, both learning and administrative
 - ICT Policy and Procedures/Guidelines.
- prepare communications to schools, associations and key stakeholders on ICT matters as required.

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During 2018, membership of the ICT Advisory Committee comprised:

Michael Honey (Chair),
Campus Principal, Nazareth Catholic College, Findon

John Konopka
Acting Principal, Mount Carmel College, Adelaide

David Mezinec
Principal, Tenison Woods College, Mount Gambier

Greg Parker
Principal, St Monica's Parish School, Walkerville

Todd Murfitt
Principal, St John the Baptist Catholic School, Plympton

Corey Tavella
Deputy Principal - Curriculum, St Mary's College,
Adelaide

Ingrid Douventzidis
Deputy Principal, St Joseph's School, Payneham

Rosette de los Reyes
Director of Business and Finance,
Mary Mackillop College, Kensington

Darren Bailey
Business Services Manager, Nazareth Catholic College

Ross Oates
Principal, Our Lady of the River School, Berri

Phil Proctor
Chief Information Officer – 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
- 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 communication 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. Further, a mitigation strategy is identified to reduce the impact of a risk should it actualise.



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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 2018, CEO ICT renegotiated a business service agreement with Telstra for the provision of telephone and mobile services; Data #3 for the provision of unified communications and video conferencing; Oracle for the provision of student management services and ServiceNow for the provision of the service desk solution.

School Technology Services

The School Technology Services team provides an extensive range of professional services to over 70 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, schools are able to leverage additional specialist skills. The team also provides support and advice on school ICT strategies and annual plans.

During 2018, the team continued to provide:

- remote ICT systems management and administration
- onsite ICT support for devices, applications and classroom technologies
- 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 Cisco wireless access points now 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 2018, 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 2018 included:

- supporting CESA with regulatory data collections and reporting



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- 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 'legacy' applications to ensure their ongoing viability
- expansion of sign-on features to reduce the need to remember.

New initiatives in 2018 included:

- an application to support First Years of Learning, Literacy Assessment
- development of a school financial dashboard supporting efficient reporting
- improved and additional reports for the ceSIS application
- implementation of a Business Intelligence platform consolidating financial, demographic, learning and geospatial data.

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
- regular maintenance of:
 - CEO room facilities
 - CEO server room facilities and network infrastructure
 - CEO computer devices (including desktops, smartphones, tablets, laptops)

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 2018, 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.

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 2018 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 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

2018 recognised the completion of the building of CESA's Disaster Recovery (DR) facility. This significant and complex project involved major changes to CESA networks, infrastructure and applications.

The project is required to protect CESA in the event of an unplanned significant outage, such as the complete and extended disruption to the primary data centre that occurred in 2015.

The CESA ICT DR facility is now capable of returning services to all schools and offices in the event of any unplanned extended disruption. Significant testing is currently being undertaken.

Business Intelligence and Data Warehouse Platform

To date, this project has built a school financial dashboard automating a manual process providing significant efficiency improvement.

Additional models including learning outcomes, census information and geospatial information are being developed.

This project is providing simple graphical lens to the large amounts of information available to CESA.

Finance and Infrastructure Standing Committee

Other projects with ICT's input throughout 2018 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 2018. 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 2018.

Infrastructure and Planning Development Committee

The Infrastructure Planning and Development Committee supported Catholic Education SA with critical assessment and peer review of Master Planning, Capital Developments, proposed Land Acquisitions and oversight of the Australian Government - Capital Grants Program throughout 2018.

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 their school sites and facilities. In 2018 the Committee endorsed 16 school master plans (compared to 11 in 2017).

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

Thirty nine schools have 'current' master plans (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.

Ten schools submitted applications for a total of thirty six properties to be added to the Register and all were endorsed by the Committee and approved by SACCS. This compares to eleven schools in 2017.

Capital Development

The Committee endorsed Capital Development Applications from 21 schools for projects totalling \$88.7m, as listed below. This compares to 17 schools and a total of \$54.6m in 2017.

Critically reviewing capital development proposals, supporting schools through the Australian Government – Capital Grants Program 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 Capital Grants

The main external sources of project funding available for allocation in 2018 were under the Australian Government - Capital Grants Program (approximately \$5.8m) and the South Australian Government capital grants program (\$5.5m). The Committee assessed 22 applications for funding and grants were recommended for seven schools, as listed below.

This compares to 10 applications for funding received from nine schools in 2017.

Finance and Infrastructure Standing Committee

Capital Projects endorsed in 2018

School	Project	Estimated Cost (\$)
St Francis School, Lockleys	Stage 1B – Installation of lift and new unisex toilets	\$600,000
St Joseph's School, West Hindmarsh	Infill of Undercroft and New Enclosed Piazza	\$2,400,000
Samaritan College, Whyalla OLHC Campus	New Student Hub	\$1,500,000
Samaritan College, Whyalla St Teresa's Campus	New Reception - Year 3 Primary Building	\$3,000,000
Marcellin Technical College, Christie Downs	Refurbishment for New Training Courses	\$676,000
Cardijn College, Noarlunga	Stage 2 - Student Central Development	\$3,600,000
Saint David's Parish School, Tea Tree Gully	New Reception – Year 2 Classroom Block	\$5,100,000
St Patrick's Technical College, Edinburgh North	Metals & Engineering Annexe Enclosure	\$355,032
McAuley Community School, Hove	New Catholic Primary School	\$18,300,000
St Joseph's School, Port Lincoln	Stage 1 – Upgrade to Home Economics Learning Areas and New Senior Student Centre	\$7,000,000
St Martin's Catholic Primary School, Greenacres	New Reception – Year 2 Learning Centre	\$6,600,000
Thomas More College, Salisbury	Stage 1c Senior Student Centre	\$7,643,000
St Patrick's School, Mansfield Park	Classroom Refurbishment and Administration Building Reroof	\$1,800,000
Our Lady of Grace School, Glengowrie	Stage 1 – Refurbishment of Classrooms	\$977,000
St Francis School, Lockleys	Stage 1C – Refurbishment of Learning Spaces	\$1,329,000
St Columba College, Andrews Farm	Junior School and Middle School Development	\$4,994,000
Gleeson College, Golden Grove	Stage 2 - Senior Centre	\$10,500,000
St Francis Xavier, Wynn Vale	Reception learning area, Administration Building and Car Park	\$4,769,000
St Thomas School, Goodwood	Goodwood Road Property Refurbishment	\$1,600,000
Star of the Sea School, Henley Beach	Stage 1 Multipurpose Hall and Classrooms	\$4,742,000
Cardijn College, Noarlunga	Maintenance and Outdoor Compound	\$1,215,000
	Total	\$88,700,032

Finance and Infrastructure Standing Committee

Government grant allocations approved in 2018

School	Project Grant (\$)	Australian Government
Our Lady of Grace School, Glengowrie	Stage 2 - Refurbishment of existing buildings to recreate new village, and STEM and resource areas	\$800,000
St Brigid's Catholic School, Evanston Gardens	New Reception and OSHC Facilities	\$800,000
St John the Apostle Parish School, Christies Beach	Demolish and Replace 2 Storey Classroom Block	\$600,000
St Monica's School, Walkerville	Redevelop recreation spaces, student drop off and car park	\$430,000
St Therese School, Colonel Light Gardens	Classroom redevelopment – Stages 1A and 1B	\$370,000
Tenison Woods Catholic School, Richmond	New 2 storey classroom and flexible spaces	\$2,800,000
McAuley Community School, Hove	Construction of new Catholic primary school	\$5,500,000
		Total \$11,300,000

Infrastructure Planning and Development Committee Members

Aldo Floreani (Chair)
 Peter Bleckly (Executive Officer)
 Paul Belton
 Joe De Tullio
 Karl Barber
 Ray Higgins
 Damien Judd
 Gavin McGlaughlin
 Julie Parsons





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Leading Learning Team

Professional Learning Networks

In 2018 the Leading Learning Team provided partnerships for continuous improvement through professional learning networks for leaders of learning with responsibilities to lead schools' improvement initiatives.

There were 60 schools involved in these networks which provided targeted professional learning, partnerships to lead school based initiatives to improve pedagogy and 1:1 mentoring for participants. The sharing of knowledge, pedagogical practice and expertise provided opportunities to learn and work together, to innovate and enquire into practice while building leadership capacity in our system.

These networks will be sustained so that they have reach, depth and ownership. Planned and systematic evaluation is critical and these networks will continue to grow and have influence.

Leading Literacy and Numeracy Learning R-9 Network

The Literacy and Numeracy Network R-9 is a partnership between the Catholic Education Office and 25 participating CESA schools, their staff, students and communities. The network outcomes align closely with the moral purpose and key capabilities of the Living, Learning Leading Framework.

A focus of the network was for each school to undertake action research with a focus on literacy or numeracy aligned to their annual school improvement goals. Leading Learning consultants provided professional learning for participating educators to think critically and creatively as they collaborated with colleagues to learn and re-learn how to best meet the literacy and numeracy needs of all students.

Participants in this network have been engaged in a cycle of practitioner inquiry: identifying a 'problem of practice' and subsequent areas of professional learning for teachers in order to address this need; deepening professional learning and implementing changed or new practice (Timperley, 2013).

Middle Years Network

Catholic Education South Australia's commitment to move Year 7 to secondary settings provided a unique opportunity to 're-imagine' teaching and learning for students in Years 6- 9. The Pedagogical Leadership for the Middle Years network provided a professional learning community for those leading pedagogical change in their schools, as schools prepared for the transition of Year 7s. Participants inquired into pedagogical practices which firstly advocated the identity and agency of the child in learning, informed by Catholic anthropology and secondly created learning environments that encouraged students in the middle years of schooling to thrive and flourish, and that supported their academic, social and emotional development.

First Years of School Literacy Assessment and Data Collection Tool

In 2018 CESA commenced its new schedule of literacy assessment for children in Reception to Year Two.

Training for First Years of School Literacy Assessments was offered to literacy leaders working in R-2 settings as a “train the trainer” model where personnel with responsibility for R-2 Literacy were required to ensure that all R-2 staff are familiar with relevant assessment practices. This training was attended by 91 teachers from 61 schools.

The training provided opportunities to examine literacy assessment practices and procedures that will yield data about children’s learning in their first few years at school.

The training also introduced literacy leaders to the new First Years of School Literacy Data Analysis Tool, which replaces the previous CEBASE tool. The new tool provides efficiencies in data entries and better enables teachers and schools to record, observe and analyse children’s literacy learning in R-2. Data entries using the new tool will replace the need to submit data to the CEO via CEBASE.

Report on System Support for English as an Additional Language (EAL) Learners

In 2018, the EAL Network of 19 schools has had a focus on strengthening the alignment between schools and the aspirations of the Living Learning Leading Framework; to develop participants’ leadership capacity; to build knowledge and understanding about EAL learners and explicit teaching about language and literacy in a way that enables teachers to propagate this learning with their colleagues. In 2019, this network will grow to 30 schools.

The learning of new pedagogies that recognise and make use of the linguistic and cultural resources that these students bring with them to the classroom has been shared during the network days. The participants also had the opportunity to reflect on their school improvement plan and analyse their data for continuous improvement where the teachers proactively generate and explore solutions to problems.

Data collection and analysis for allocation of financial resources has assisted 51 CESA systemic schools to formulate and achieve their EAL improvement plans.

More targeted professional learning about scaffolding language and literacy across the curriculum was provided to schools through the network.

Continuity and Transition for Languages and Cultures Network

In 2018, participating schools demonstrated renewed energy and enthusiasm to participate in the network to improve dialogue and collaboration between teachers in secondary schools and their partner schools so current experiences in continuity (of learning) and transition (between learning settings) could be enhanced. Schools decided to focus on the reciprocal sharing of best practice and the practical professional learning showcased developmentally appropriate pedagogies. Teachers clearly valued the opportunity to share their work, network and engage in professional learning that will inform future strategies to improve networking between schools.

Teachers and other school leaders worked on the issue of catering for the diversity of learners and the different levels of ability they bring to the first year of secondary education. These discussions continued at cluster level and will hopefully inform system – wide decisions in the future to strengthen the learning and teaching of languages and cultures at all levels of education in CESA schools. The work being undertaken by these clusters will serve to inform other potential groups of schools in improving their offerings of languages and cultures programs through ongoing creative, structural problem solving at systemic, cluster and school-level. Clusters will have the opportunity to collect data that will inform progress in the issues of continuity and transition. The Tension Woods College Languages Continuity and Transition model could be further explored by schools in the networks.

Engage with Asia Network

The 2018 Engage with Asia Network focussed on strengthening the development of effective models of inter- school collaboration across the twelve partnerships – an increase from the initial four (4) on-line collaborative learning partnerships. The network facilitated intercultural learning through online sessions with schools in three Chinese cities: Chengdu, Shenzhen and Chongqing.

The Engage with Asia Network continued to increase student agency, intercultural understanding and on the internationalization of curriculum. This was achieved through:

- increased on-line collaboration through real-life, authentic experiences and resources created by and for students and teachers through appropriate pedagogies and classroom management techniques
- curriculum co-construction by students in CESA and Asian schools through increased student agency in this process
- further exploration and improved online communication and connectivity
- greater knowledge and understanding of global issues, increased creative and analytical skills, and enhanced intercultural knowledge and understanding of significant issues affecting Australia and Asia.

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Projects

Pattern and Structure Mathematics Awareness Program (PASMAMP)

The Pattern and Structure Mathematics Awareness Program (PASMAMP) and Pattern and Structure Assessment (PASA) 3 Year Early Years Mathematics Research Project (2018-2010) began in August 2018. It is a partnership between the research participant organisations (CESA, Deakin University, University of Tasmania), six participating CESA schools, their staff, students and communities.

Twelve participants from the six CESA schools will be involved in ongoing professional learning, implementation and assessment of student learning in mathematics and evaluations of students' capabilities and dispositions towards mathematics in the first three years of school. It is envisaged that the project will foster the key capabilities consistent with CESA's Living Learning and Leading framework and support relevant, effective and sustainable system-wide learning.

Innovative Approaches to the Teaching and Learning of Languages and Cultures

This research initiative was designed to explore innovative approaches to the teaching and learning of languages and cultures in our primary schools that promote engagement, retention and intercultural understanding. For that, the Leading Learning Team have partnered with Catholic Education Melbourne to provide principals and teachers/coordinators of languages in some of our schools with an opportunity to research, shape and trial innovative models or approaches to languages and culture.

This research includes participation in the Leading Languages Professional Learning Program and onsite school visits to experience inspiring practice in Victorian Catholic schools and explore case studies of exemplary school languages programs. This has enabled us to create new knowledge, understandings and shape new pedagogical approaches. These innovative approaches will then be trialled in 2019 and data will be collated, analysed and shared across the system.

Culturally Responsive Pedagogies Project

This project involved a partnership with UniSA, Department schools and four CESA schools, two of which were located regionally. The initial professional learning critically examined recent research illustrating strategies that educators had used to identify and understand the lived-world experiences of students. Educators then identified challenges that were impacting on the students being successful learners and at the same time, their awareness was raised to the bias in aspect of the current curriculum they were using. With the aim of addressing these

concerns, a substantial unit of work was either designed or redeveloped to offer students choice in how the learning progressed.

Resources

Literacy and Numeracy Learning Initiative Papers

During 2018 Literacy and Numeracy Learning Initiative papers were drafted for consultation with schools in preparation for implementation in 2019 and 2020. The purpose of the Initiatives is to strengthen system capacity to improve literacy and numeracy outcomes for all young people in Catholic schools.

Broad consultation was undertaken with school leaders and participants in the CESA literacy, numeracy and EAL networks, literacy and numeracy academics and literacy and numeracy professional associations.

It is envisaged that the papers would be used by leaders within a process of whole school improvement in literacy and numeracy education.

NAPLAN Gains Report

Senior Education Advisers and Leading Learning Consultants have visited schools that demonstrated high NAPLAN gains to identify the initiatives and strategies that yield sustainable improvements in student performance. One approach to building this understanding was to examine the strategies and contextual factors in schools that have demonstrated significant improvements in student achievement over time. In 2018 we visited 14 schools that made a particularly strong contribution to student NAPLAN growth from 2015 to 2017.

Semi-structured interviews were conducted with the principal and key teachers from each school. This round of interviews is the second phase of research that began in 2017, with schools identified by ACARA for high NAPLAN gains from 2014 to 2016. The enquiry questions used this year were designed to delve more deeply into preliminary findings from the 2017 round of interviews.

Research Project: How schools foster resilience in students with refugee experience

Catholic Education SA is participating in a new UniSA three year research project that will study how schools create the social and educational conditions that enhance the resilience of students with refugee experience. Other partners in the project include the South Australian Department for Education, Brisbane Catholic Education and the Queensland Department of Education and Training.



Learning and Technologies

The Learning and Technologies Team provided a variety of professional learning opportunities for schools throughout 2018. 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).

Digital Technologies Project

Twenty seven schools undertook specific Digital Technologies projects in 2018. In alignment with their school's improvement plan, and supported by Learning and Technologies consultants, school based teams identified goals, developed and implemented action plans which focused on the application of the Digital Technologies curriculum in teaching and learning.

Minecraft Project

In partnership with Microsoft, the Learning and Technologies Team facilitated a game-based learning project utilising the Minecraft Education software application. Thirteen schools developed and implemented game-based learning opportunities for students that included themes such as Sustainable Cities, Stewardship of the Earth, Ethical Businesses and Ministries of the Church.

Microsoft Office 365 SharePoint Online Project

The transition to a support model for schools utilizing LiveTiles Mosaic SharePoint site commenced in 2018. An online network was used to communicate and inform schools of resources, ideas and software developments. Learning and Technologies consultants worked as required with schools in sustaining and updating intranet sites,

conversions to contemporary responsive pages and embedding the Microsoft Office 365 suite of tools into teaching and learning.

STEM in the Primary Years

Learning and Technologies and Leading Learning Team consultants collaborated with twenty educators across fourteen schools to explore STEM education within a primary setting. The project consisted of a series of full day workshops, which focused on current research with practical, hands-on experiences to support and create consistent understandings of STEM education and planning STEM learning opportunities for classroom implementation. Workshops focused on ways STEM could be designed and led through a Design and Technologies, Digital Technologies and Science lens.

Technology Kits

Due to the success of the technology lending library in 2017, the Learning and Technologies Team expanded the collection to incorporate eleven different kits in 2018. The sets included Spheros, Ozobots, Makey Makey Invention Kits, Lego Robotics and Green Screens which were made available for schools to engage students in robotics, coding and computational thinking learning experiences. The service was accessed by 31 schools. Teachers valued the access to these free resources as an opportunity for students to experience and create with new technologies.

STEM: Science Technology Engineering and Mathematics

The Learning and Technologies Team developed partnerships with industry, education institutions and professional associations to deliver a number of STEM projects to support both the CESA STEM and Middle Years Learning initiatives.

A series of networks and projects were designed and facilitated throughout 2018. Projects were led by the Learning and Technologies Team and delivered as an

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integrated model with a Leading Learning consultant. The focus across all projects was to support schools to increase the engagement, uptake and achievement of students in and across the disciplines of science, technology, engineering and mathematics.

CESA STEM Network Project

University of SA collaborated as research partners with CESA and 30 schools to promote STEM education through in-school action inquiries. 2018 was the first of a two year project. The project was divided into two strands, the Cluster Based Network and the School Based Network.

The objectives of the CESA STEM Network projects included:

- Developing and implementing strategies to bring variety and depth to student engagement, uptake and achievement in STEM disciplines
- Engaging students and educators from K-12 in a range of STEM experiences
- Developing curriculum resources to share with other schools.

CESA STEM Forum

The CESA STEM Network project was celebrated at the inaugural CESA STEM Forum in November 2018. With more than 120 (students, teachers, and leaders) participants, each of the 30 project schools shared their STEM inquiry journey via static displays, filmed journeys or presentation workshops.

Professional Learning opportunities were facilitated by CESA STEM partners (University of SA and Education Changemakers) and were designed to extend, challenge and provoke action in application of interdisciplinary and innovative pedagogies.

Future Ready

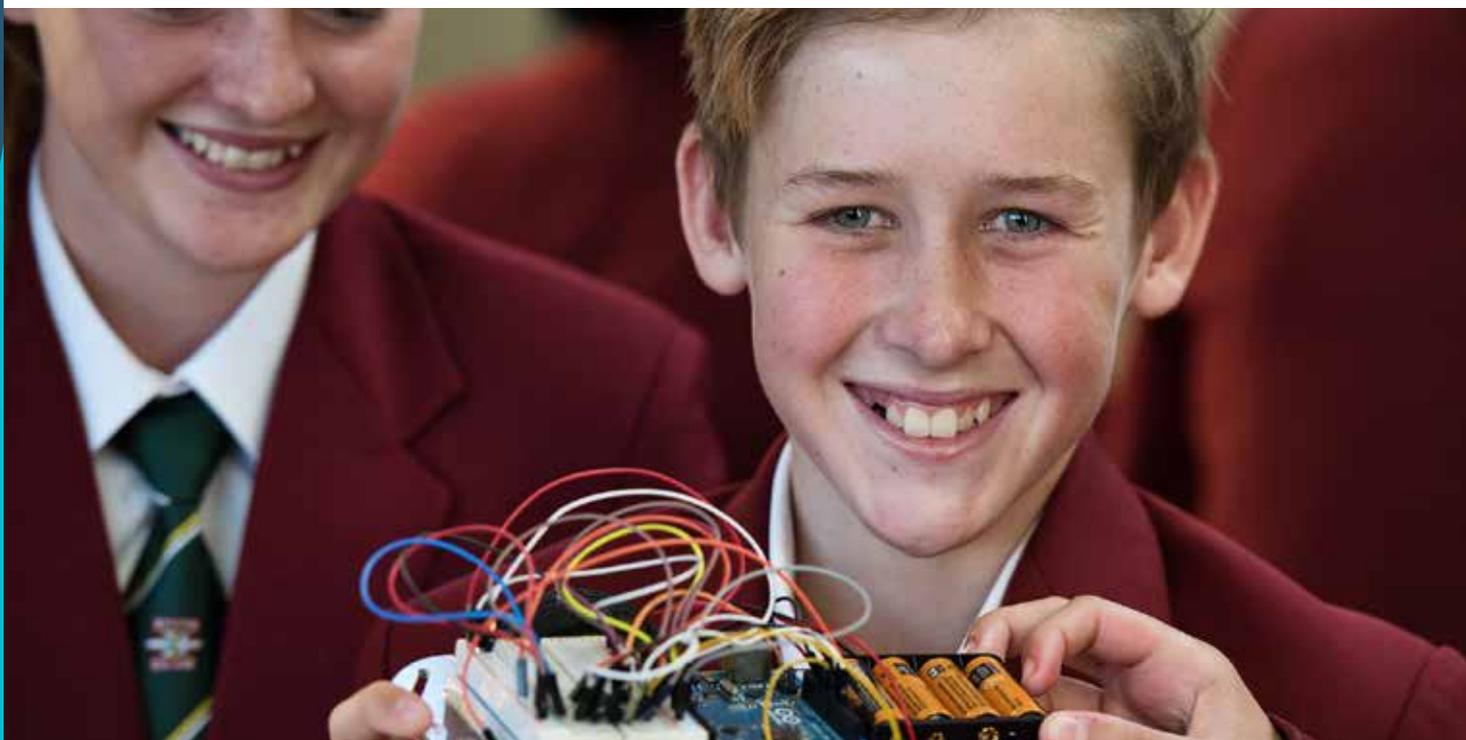
Partnering with Education Changemakers, the Future Ready program delivered a practical learning experience to 22 teachers across 10 schools in supporting learning design and development of project based learning units planned specifically for Years 6 - 9. Engagement with this program enabled educators to address the challenges of interdisciplinary planning in creating innovative real world, STEM focused, classroom ready learning units for students. A highlight of the program was the final showcase in which teaching teams presented their units to an audience of peers, colleagues and school leaders.

Facilitating STEM Curriculum and Assessment

The Facilitating STEM Curriculum and Assessment Project engaged Middle Years leaders and classroom teachers from eight schools. A partnership with Adjunct Professor Debra Panizzon of Monash University, the project focused on enhancing pedagogical practices to promote deep learning and interdisciplinary delivery opportunities in STEM. The project unpacked current STEM research to design and co-construct an integrated inquiry STEM unit utilising Problem Based Learning and Design Thinking practices.

Integrating Science and Technologies into STEM

In partnership with South Australian Science Teachers Association a series of five workshops was facilitated. Each session focused on enabling teachers of Years 6-9 to further develop their knowledge and understanding in science and scientific processes. The Science curriculum was applied as a foundation for designing STEM investigations in which students would apply technologies, conceptual understandings and skills learned to engage in an engineering design challenge.



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 met each term in 2018. All current members continued their tenures providing consistency of membership of the Advisory Committee. The Committee has broad representation from Catholic secondary schools, trade training centres and technical colleges in both metropolitan and regional areas.

In 2018;

- 2086 students in Catholic secondary schools participated in Vocational Education and Training (VET) courses which is consistent with previous years
- 510 students completed a Certificate III qualification as part of their SACE which is a noticeable increase from 2017
- 874 students consolidated their VET study through Structured Workplace Learning (SWL) and, once again, this figure is consistent with previous figures.

A significant number of students completed Certificate II and III level qualifications in 2018 with genuine vocational post-school pathways in mind. Schools reported an increased recognition of the value of VET pathways by students and parents which resulted in increased numbers of students undertaking VET pathways through school that led to positive post-school outcomes. There was an increase in the number of students completing a Certificate III level course as part of a VET pathway that resulted in both SACE completion and ATAR achievement. There was an increase in the 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 RTOs 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 was used 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
- Australian Catholic University, 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 to develop a whole school approach to career development and education across the middle and senior years. Thirteen schools undertook action research to investigate specific initiatives and developed career development and education frameworks underpinned by the capabilities and current research. All schools shared their findings in Term 4 at a presentation day jointly organised with the Department for Education.

Educational Measurement

In 2018, 13,128 students from 98 SA Catholic schools participated in the NAPLAN testing program across Years 3, 5, 7 and 9. This represented 97% of the CESA school population in those year levels and is consistent with participation in previous years.

Significantly, 23 CESA schools participated successfully in the first year of NAPLAN online tests. This proportion of schools in the sector was among the highest in the nation opting to do online testing. The variety of school size, type and location was representative of the CESA school cohort. In August 2018, nearly all other schools undertook a School Readiness Test and it looks likely that over 80 CESA schools will do 2019 NAPLAN online tests. All Australian schools will be required to undertake NAPLAN tests online by 2020.

The Educational Measurement and ICT teams provided professional learning and advice to school leaders and teachers and liaised extensively with the state Test Administration Authority to ensure smooth and efficient conduct of the NAPLAN tests in both paper and online modes. Provision of support, advice and resources for

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schools preparing for online testing was a major part of the teams' work focus in 2018.

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

In conjunction with the Religious Identity Leading Learning (RILL) team, a set of customised services was offered to schools seeking to make more purposeful use of their assessment data, consistent with the Continuous Improvement Framework for Catholic Schools and the Living Learning Leading framework objective of improved student learning and wellbeing.

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 2018 including:

- McAuley Community School - development of a logo, website and marketing strategy for the school that will open in 2020
- Year 7 Transition – continued promotion of the transition of Year 7 from primary to secondary settings
- Fair Funding Campaign – ongoing work to support the Political Strategy Group in calling for fair levels of funding for Catholic schools.

Catholic Education Week was held from May 25 to June 1. Schools celebrated in a variety of ways and the advertising campaign had strong reach including a magazine liftout in *The Advertiser* that reached a readership of 384,000 people and radio advertising across Nova, Mix and Life FM.

Participation in the 2018 Pregnancy Babies and Children's Expo opened a new opportunity to market our schools to over 8,500 parents, grandparents and parents-to-be.

During 2018, digital marketing continued to grow in impact with a 23% increase in engagement with the CESA facebook page. Over 97,000 unique visitors viewed over a million pages on the CESA website. Improvements were made to our online school directory with a 39% increase in visitors engaging with this part of the site.

Fourteen new responsive school websites and the [School Boards website](#) were launched in 2018 taking the total number of websites supported to 90.

The *Shared ideas* program gave marketing staff in schools the opportunity to exchange ideas and learn from each other. Twenty-nine schools engaged with the

program that included topics such as *Preparing for Year 7 transition, Capturing enrolments and Marketing on a shoestring*. There was also strong participation in the 2018 professional learning program including:

- Advanced Facebook training (28 schools)
- Updating your Prospectus (10 schools)
- Responsive websites (7 schools)
- Newsletters (7 schools).

Catholic Schools Music Festival

This year was significant in the history of the Festival as it celebrated its 30th annual performance. Founded by Sr Colleen Roberts RSJ, the first performance was held in St Peter's College Memorial Hall on August 16, 1989. On that occasion, 16 schools participated in the festival choir and five support acts performed. The following year the venue moved to the Adelaide Festival Theatre and in 1991 occurred over two nights. In 1998 this was extended to three nights and then to four nights since 2001. In 2015, due to a statewide weather emergency, two performances of the Music Festival were cancelled and in 2016 and 2017, due to the renovation of the Festival Theatre, performances were held at the Adelaide Entertainment Centre.

In 2018, the Music Festival was held over four nights in week 8 of term 3 at the Adelaide Entertainment Centre Theatre. Two thousand students from 83 Catholic schools delivered outstanding performances encompassing a 400-voice primary school choir with instrumental ensembles, vocal groups, and solo artists from secondary schools both on the main stage and as foyer entertainment prior to the concerts.

The Minister for Education, the Honourable John Gardner attended on the Wednesday evening. Assistant Directors of Catholic Education South Australia, Ms Susan Young and Mr Michael Kenny welcomed him. His Excellency the Honourable Hieu Van Le, Governor of South Australia was our special guest on the Thursday evening. He was welcomed by Catholic Education South Australia personnel, Ms Nichii Mardon, Director of Catholic Education, Port Pirie Diocese and Mr Phil Proctor, Chief Information Officer. Primary school students Hannah Birrell, Samaritan College, Our Lady Help of Christians Campus (OLHC) Whyalla and Jonathon Schmidt, Samaritan College, St Teresa's Campus Whyalla and secondary school students, Lily Bentley, St Dominic's Priory College, North Adelaide and John Stoddart, Christian Brothers College, Adelaide, greeted his Excellency.

Sixty-five schools participated in the Festival Choir and were engaged in weekly rehearsals throughout terms one, two and three. Of those schools, 57 were from the Adelaide metropolitan area and four were country schools, St Joseph's School Murray Bridge, St Mary MacKillop School Wallaroo, Samaritan College, OLHC Campus and

Education Standing Committee

Samaritan College, St Teresa's Campus, Whyalla. Schools joined as a collective one month prior to the festival for their combined rehearsals held at Mercedes College, Springfield.

Support Act applications came from 22 schools with 68 separate auditions involving 49 large ensembles and 19 solo/duet items. The 2018 Festival Committee accepted 32 Support Acts comprising secondary students from 18 schools and colleges.

A number of supporting performers accompanied the Festival Choir:

- the Festival String Ensemble comprising 13 students from Immaculate Heart of Mary School, Brompton, St Dominic's Priory School, St Mary's College, Adelaide Mary MacKillop College, Kensington, Sacred Heart College, Somerton Park, St Aloysius College, Adelaide and Mercedes College
- the Festival Brass Ensemble comprising 10 students from Christian Brothers College, Nazareth College, Flinders Park and St Michael's College, Beverley and Henley Beach campuses
- piano accordion soloist Luke Bruno from Cabra Dominican College, Cumberland Park
- Erin Lockwood from Kildare College, Holden Hill playing electric bass in the rhythm section
- Mr Russell McGlone, Music Coordinator at Kildare College on drums
- Festival Accompanist, Ms Pamela Buccini on piano.

Supporting vocal ensembles included the Secondary Girls' Choir comprising 33 girls from St Mary's College and the Secondary Boys Vocal Ensemble with a membership of 33 boys representing Blackfriars Priory School, Cabra Dominican College, Christian Brothers College, Gleeson College, Golden Grove, Nazareth College and St Michael's College.

In 2018, the Monday and Tuesday night performances were compered by Ms Pauline Kinsman, Principal at Immaculate Heart of Mary School, Brompton with students Alana Pink Ovens from Our Lady of Hope School, Greenwith and Mya Croser from Cardijn College, Noarlunga Downs. Mr Michael Ellul, Performing Arts Coordinator, Sacred Heart College Middle School, Mitchell Park with Hunter Davey from St John the Apostle School, Christies Beach and Luca Camozzato from St Michael's College compered the Wednesday and Thursday evening performances.

New to the Catholic Schools Music Festival Management Committee in 2018 were Ms Alexandra Bollard, St Mary's College, Mr Matt Young, Christ the King School, Warradale and St Anthony's Edwardstown and Mr Gary Pascoe, Deputy Principal, Emmaus Catholic School, Woodcroft. Mr Sean Hill, Principal at Stella Maris Parish School concluded his service on the committee at the end of 2018.

Early Childhood Education and Care Committee

The role of Early Childhood Education and Care Committee (ECECAC) includes monitoring compliance with the National Quality Standards and Regulations by all early childhood education and care services where SACCS is the Approved Provider including Out of School Hours Care (OSHC), Preschool, Long Day Care and Occasional Care services. The Committee oversees the assessment and ratings results for every service ensuring quality and analysing trends to advise policy and professional learning requirements and opportunities.



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In 2018, ECECAC reviewed its goals and two-year strategic plan to incorporate a range of actions aligned to the Leading CESA to New Levels of Excellence Strategy. Focus areas included an analysis of quality ratings for OSHC services operated by third party providers, further development of the CESA Early Childhood Network (ECN), continued participation in the Little Scientists Project and the Continuity and Transition Practice Based Research Project. ECECAC also provided advice on the transition of OSHC and Long Day Care services to the new Jobs for Families Child Care Subsidy Package and the migration of OSHC, Pre-school and Long Day Services to the National Quality Agenda IT database.

Out of School Hours Care (OSHC) Services

SACCS Incorporated is the Approved Provider for 43 OSHC services in Diocesan Catholic schools. All services offer after school care, 35 offer before school care and 31 offer vacation care.

All services had been assessed and rated under the National Quality Framework which was introduced in 2012. Thirty-five services were rated at or above the national average for meeting and exceeding the National Quality Standard and eight were working towards the standard.

Twenty six other OSHC services were offered either by Congregational schools or by third party providers. OSHC directors and educators were involved in the Little Scientists' Program, and a number of workshops regarding Inclusion Support, new Child Care Subsidy and the transition to the new Child Care Subsidy.

CESA Early Childhood Network (ECN)

The CESA ECN meetings are held once a term after school hours. They provide opportunities for early childhood education and care educators, junior primary teachers, school leaders and Catholic Education Office consultants to engage in professional learning on topics of interest and to research the principles of continuity and transition as children commence formal primary schooling. During 2018 our Early Childhood Network meetings focused on two areas; Creativity with the Language of Arts and Numeracy.

In term one, two artists from the Art Bus worked with participants to explore how different forms of artistic expression enable teachers and students to explore emotions, examine thinking, communicate and listen. They considered how art applies creative thinking and design skills to project work including STEM projects.

In terms two and three, network meetings were led by consultants Adrian Dilger and Kath O'Neil from the Leading Learning team. They provided opportunities for early years teachers and educators to participate in practical numeracy experiences which supported planning for and observations of children's numeracy thinking and understandings, with an emphasis on making connections within numeracy learning.

Because of the interactive nature of the meetings, there was a maximum of 35 participants for each ECN meeting. The popularity of these meetings meant there was a waiting list for participants to register.



Continuity and Transition Practice Based Research Project

In 2018 research into Continuity and Transition practice continued, inspired by the Living Learning Leading Framework (2018). 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.

Nine CESA schools commenced the project in 2017, continuing into 2018. They developed their own school based research to transform policies and practices and in Term 3 they presented their research, making visible the impacts of their transforming practice on children, families and communities.

Alongside schools' individual research, CESA continued this research with Cathie Harrison, Senior Lecturer in Early Childhood Education at the Australian Catholic University. Cathie was commissioned to write a research report and a summary report to document practice in our schools. The research report was presented at ECECAC for approval in August before being launched at the Early Years Symposium in September 2018. The summary report has now been finalised for approval by ECECAC.

Four short videos were produced which exemplify continuity and transition practice in our schools through the lens of principals, teachers and parents, as well as a video providing an overview of the project. These were all completed in November 2018 and will be launched at the Education Standing Committee meeting on Wednesday 20 February 2019.

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 provides hands on workshops that build teachers' and educators' leadership, confidence and capacity in STEM subjects combining child-led discovery and research with an inquiry-based learning model. It has been described by the OECD Centre for Educational Research and Innovation (CERI), as an exemplary initiative for innovative teaching (2012).

CESA has been a network partner in the delivery of training since 2015. Our workshops now include teachers and educators from all sectors. During 2018, 177 teachers and educators from 63 schools and services in the Catholic, Government, Independent and private long day care sectors, participated in 10 workshops. Although we held one less workshop this year, attendances increased by 22 overall. Funding is being provided by the Commonwealth to enable us to provide workshops free of charge for 100 participants in city and country venues in 2019.

SPiCE Supported Playgroups in Catholic Education

The Supported Playgroups in Catholic Education (SPiCE) program continued into its third year. A Supported Playgroups and Family Learning Coordinator manages the program and provides professional learning and mentoring support as well as program evaluation.

In 2018 there was a total of 45 schools running SPiCE playgroups, again an increase on the previous year. The playgroups are run by a trained coordinator and focus on engaging families in their children's learning from birth and in connecting families to the school community. The workshop program was further extended so that coordinators had two opportunities to attend each workshop and the vast majority attended at least one throughout the year.

An innovation in 2018 was the provision of more in depth mentoring visits with extensive feedback. This hands on approach has resulted in improvements in playgroup environments and practice.

Over 1000 families with more than 1200 children attended SPiCE playgroups throughout the year. The annual family survey showed that 85% of families thought their child was learning more since coming to playgroup and 78% said they felt more confident in helping their children learn.

CESA Early Years Symposium contributing to Pedagogical Change: a focus on continuity

The CESA Early Years Symposium celebrated actions and stories from school leaders, educators and teachers of transforming practice and enacting the CESA Living, Learning, Leading Framework. Presentations included supported playgroups, schools transforming their transition to Reception approaches and primary schools and preschools using research as a strategy for focussed improvement of teaching and learning in the areas of STEM and for enhancing the development of dispositions for learning and wellbeing. More than 80 leaders and educators attended, including representatives of all the universities in South Australia. The Keynote speaker was Dr Rhiannon Pilkington, a Postdoctoral Researcher in the School of Public Health at the University of Adelaide. Her compelling address focused on the BetterStart initiative and the outcomes of the Child Health and Development research group.

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CESA Re-imagining Childhood Research Schools Program

Twenty two CESA schools and early years' services participated as a learning community in the year-long 'Transforming Pedagogy' research schools project which focussed on exploring the question "What is an excellent Catholic education?".

Kirsty Liljegren and Fiona Zinn from the Reggio Emilia Australia Information Exchange expertly facilitated four milestone seminars during the year. Schools and services supported each other in the processes of research at twilight workshops each term and through engagement with the Early Years Team consultancy staff.

The CESA Living, Learning, Leading Framework and the CESA Stimulus Paper Children: Close to the Mystery of God were central sources in this project for further enacting Catholic pedagogy that enhances children's capabilities to live as flourishing people in a global world; to inquire, think, communicate and create and to lead self and others to enhance society.

The schools and services presented their research in term 4 at a summit held at the Beach House, Glenelg. Dr Neil McGoran provided the keynote address.

Strategy for Leading CESA to New Levels of Excellence: early years services action

Along with staff of other Catholic Education Office teams, the Early Years team supported the development and establishment of the first Alive Catholic Early Care and Learning Centre at Parafield Gardens. Operational and compliance tasks included writing more than 30 policies and the completion of Commonwealth and State Government service and funding approval processes. The expertise and experience of the staff of the Early Years team was integral to the design and development processes of the centre and to the initial staffing appointments.

Inclusion and Learning

Inclusion and Learning Advisory Committee

During 2018 the Inclusion and Learning Advisory Committee met each term and provided advice regarding the Inclusion and Learning Team initiatives and services to CESA schools.

The Inclusion and Learning Team provided services to and worked in partnership with schools in the areas of Learning Improvement and the Australian Curriculum, ATSI Education, Behaviour Education, Child Safety Education,

Early Career Teacher Induction and Formation, Health and Wellbeing initiatives and Students with Disability, including moderation of the Nationally Consistent Collection of Data for Students with Disability.

Learning Improvement and the Australian Curriculum - Professional Learning

Professional learning for deepening implementation of the Australian Curriculum and improved learning design continued in 2018 and included:

- A CESA focus day on the General Capabilities was facilitated by Danielle Cavanagh from ACARA with 87 CESA leaders and staff attending the session.
- Teachers and leaders from 8 regional and metropolitan schools participated in an introduction to Understanding by Design (UBD) workshop focusing on using the elements of the Australian Curriculum to design learning for understanding and transfer. This was facilitated by Marianne Farrugia.
- 18 teachers and leaders representing seven schools and the Learning Improvement Team continued their learning in UBD by attending a third professional learning day in February for those who wanted to go deeper into the design process. This was again facilitated by Marianne Farrugia in partnership with Solutions Tree.

Learning Improvement Project

The Learning Improvement project led by Marianne Farrugia and Leone Coorey included 11 schools participating in professional learning and action research.

The eight primary and three secondary schools, including two country schools, have engaged in curriculum design and pedagogies with a focus on general capabilities and learner agency. A particular focus on critical and creative thinking and personal and social capabilities has been used by the schools as drivers for improving intentional curriculum.

The intended outcome of the 2-3year project is that schools demonstrate improved learning and wellbeing for students and collect data and evidence to inform future student driven learning and the development of learner capabilities.

In 2018 schools have participated in four seminar days and consultants have supported their learning through a minimum of two school visits.

The Learning Improvement Project has been supported by Danielle Cavanagh, the General Capabilities Curriculum Specialist with ACARA and further professional partnerships will be forged in 2019.

The Catholic Education Office provided sector representation on:

- SA inter sector Australian Curriculum Implementation Working Group
- ACARA Curriculum Directors Group

Behaviour Education

During 2018, behaviour consultants worked in schools, in partnership with school leaders, students, teachers, families and allied health services. They assisted schools to develop policy, high quality teaching and learning practices, student engagement and wellbeing initiatives and to document learning plans for students, including student retention and proactive transition plans.

Professional learning initiatives included: developing positive relationships and learning environments, understanding trauma and its effects on learning, child safety education and restorative practices.

Co-responsibility payments supported inquiry learning in understanding trauma related behaviours, specific student initiatives and 110 individual student support initiatives.

Nineteen schools engaged in planning projects to enhance personal and social capabilities through a variety of focus areas including:

- Positive behaviour support
- Learning to Play
- Building Resilience
- Social Emotional Learning.

Child Safety Education

During 2018 professional learning for Keeping Safe Child Protection Curriculum was delivered at three Early Career Teacher Induction sessions.

A continuing project to embed child protection curriculum within Australian Curriculum Learning Areas and using three General Capabilities as a focus engaged 11 schools in curriculum and assessment task design and moderation of their learning plans. Teachers shared their learning in their schools and through the Child Safety and Wellbeing network. Tracy Zilm, Marianne Farrugia and Andrea Richardson facilitated the professional learning.

A network of child safety teachers continues to meet to share implementation strategies and curriculum design.

In addition to the Early Career Teacher training, an additional four Keeping Safe Child Protection Curriculum training sessions were completed for staff throughout 2018.

Making Space for Learning

During 2018 the third iteration of the Making Space for Learning project continued with six schools completing an 18 month inquiry project to understand trauma, its effect on the developing brain and learning. These schools including four country schools undertook two days of training for all staff facilitated by the Australian Childhood Foundation (ACF). Behaviour Education consultants, staff from the ACF and school project teams gathered data and incorporated trauma informed practices in their schools. The six schools shared their project outcomes at a showcase day in June 2018.

The 2018 group of three schools began their 18 month inquiry with two days of training in January with the ACF and building an action team to collect data, implement trauma informed practices and develop learning through the Mind Up curriculum resources. A mid project report and sharing took place in November 2018.

Two Catholic Education Office consultants presented workshops about the project findings at the 2018 International Childhood Trauma Conference in Melbourne.

Restorative Practices

More than 20 schools continued in a project with a Behaviour consultant in 2018 to access professional learning regarding the theological framework and strategies to embed Restorative Practices. The schools also met as a network and developed policy and practices, in order to further support students and staff in preventing and/or resolving conflict and restoring respectful relationships.

Preventing and Responding to Bullying

Seven CESA schools engaged with the Commissioner for Children and Young People in a consultation about bullying, its effects, advice for preventing and resolving bullying and observations about bullying in the wider community.

CESA staff, school leaders and staff attended:

- expert community roundtables
- two day conference to engage with current research and state wide initiatives
- cross sector planning sessions for future initiatives
- development of CESA pilot program (PEACE) with Professor Phillip Slee from Flinders University.

The Catholic Education Office provided sector representation on:

- Adelaide Archdiocese Child Protection Council
- NCEC Child Safety and Wellbeing Working Group
- SA Mental Health Reference Group
- Positive Education Schools Association (PESA) SA Chapter
- CAMHS Northern Roundtable
- CESA Child Protection Committee
- Social Work Students in Schools Placement Collective with Flinders University and University of SA
- SA Capabilities Steering Committee.

Early Career Teacher Support Program (ECT)

The Early Career Teacher Program supported teachers who were in their first two years of their teaching career and experienced teachers who were new to Catholic Education SA. At the conclusion of 2018, 268 teachers, including teachers on short-term contracts, continued to be registered with the program.

Education Standing Committee

The Early Career Teacher (ECT) Consultant visited school sites to meet with school leaders, ECT coordinators and early career teachers in country and metropolitan schools during 2018.

ECT Induction and Professional Learning

A regular email kept Early Career teachers and coordinators in touch with a broad range of professional learning opportunities and a range of educational initiatives and events.

The ECT Consultant in collaboration with the Religious Education team, Behaviour Education consultant and Human Resource consultants facilitated three Induction sessions as part of the SACCS Teacher Accreditation policy. The two day sessions were held in the school holidays. The induction modules included:

- Understanding the spiritual identity of a Catholic school
- Professional Standards and professional responsibilities as a teacher
- Services and professional learning opportunities available from the Catholic Education Office
- Keeping Safe Child Protection Curriculum training.

Professional learning sessions included:

- Building connected and diverse learning environments
- Building positive relationships
- Designing and assessing learning
- Family and community engagement in supporting student learning
- Teacher resilience and wellbeing.

Five professional learning sessions were held at school sites and at the Catholic Education Office and were facilitated in collaboration with Religious Education, Behaviour Education, Students with Disability Consultants and resources from the Teachers Registration Board.

Students with Disability

During 2018 students with disability attended all local Catholic parish schools and colleges, five special units in schools, two special schools and a flexible learning centre.

Consultants from the Catholic Education Office assisted schools in welcoming students with disability to their learning communities and in making adjustments to ensure access and engagement in learning on the same basis as students without disability.

Services included:

- consultancy support for enrolment, verification of disability, personalised learning plans, professional learning for staff and liaison with allied health services, families and community services
- co-responsibility payments to schools supporting adjustments for students with disability and in building the professional practice of school leaders and staff
- co-responsibility payments supported the inclusion of students in five special units and FAME flexible learning centre

- provision of educational assessments to verify disability, crisis health care payments, specialist equipment and professional learning for staff
- staff training, moderation and quality assurance processes and the collection of the Nationally Consistent Collection of Data (NCCD) data for students with disability.

Professional Learning

Professional learning sessions engaged teachers and support staff in the following areas:

- online learning courses Understanding Dyslexia and Reading Difficulties and Autism Spectrum Disorder engaged 194 staff and eight tutors during 2018
- NCCD – on Students with Disability and quality adjustments, including eight CESA NCCD moderation sessions and one cross sector moderation session to build the confidence of staff in applying levels of adjustments.

The Catholic Education Office provided sector representation on:

- The SA Ministerial Advisory Committee for Students with Disability
- NCEC Students with Disability Working Group
- Child Development Unit Health and Education Working group
- Flinders University Research in Special Education Working Group
- Positive Partnerships SA Reference Group.

Aboriginal and Torres Strait Islander Education

The Aboriginal and Torres Strait Islander (ATSI) Education Advisory Committee met twice in 2018 to provide advice regarding the work of the ATSI Education Team.

Seven hundred and ten Aboriginal and Torres Strait students continued their learning in Catholic schools and 100% of students eligible to complete SACE successfully achieved this accreditation in 2018.

Professional Learning

During 2018 the ATSI Team worked in collaboration with CESA schools, cultural and educational organisations and Aboriginal cultural leaders and consultants.

The ATSI Team provided support to schools focused on:

- professional learning for leaders and staff
- facilitation of the ATSI focus teachers network and Cultural Artists in Residence (CAR) pedagogical network
- learning initiatives focused on Australian Curriculum Cross Curriculum Priority-Aboriginal Histories and Cultures and Intercultural Understanding General Capability
- enhancing culturally responsive, respectful and safe learning communities
- development of Reconciliation Action Plans using Reconciliation Australia's Narragunnawali Online Platform.



Cultural Safety and Respect Training

Cultural Safety and Respect training for whole staff in schools was delivered in 14 schools including two country schools. The training builds on community understanding in relation to:

- Aboriginal and Torres Strait histories and cultures
- Aboriginal spirituality and practices
- effective reconciliation and cultural responsiveness
- teaching and learning that is culturally inclusive
- improved connections, learning and wellbeing for ATSI students and their families.

Cultural Artist in Residence Program

The program brought eight Aboriginal and Torres Strait Islander cultural artists and educators to 34 schools for a series of 10 sessions. The sessions were a collaboration between students, the artists and teachers and included:

- Music
- Dance
- Art – painting, drawing, sculpture, mosaic and weaving
- Drama
- Ecological awareness
- Multi -media art and history/narrative production and presentation
- Aboriginal Language
- Narratives as song and/or story.

Student Engagement

Aboriginal and Torres Strait Islander students engaged in programs that support strong cultural identity, leadership and wellbeing. The programs supported by focus teachers and staff at all schools included:

- Yellakka Yellarkarri (Today Tomorrow) cultural program attended by approximately 60 Secondary students over five days
- Ngunyawayiti Ngadluku Ngartu-itya (Children's celebration) included over 140 primary students and teachers over two days
- 45 CESA schools were represented by students, families and staff gathered for a celebration event for families Taikurri Koma Butto (In company together).

The Catholic Education Office provided sector representation on:

- SAGE Aboriginal Education Strategy Steering Committee and Strategy Working Party
- Reconciliation SA Steering Committee and Working Party
- Aboriginal Student Engagement and Transition Initiative (ASETI).

Boarding Colleges Advisory Committee

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 discuss strategies for schools to meet their obligations under the AS 5725-2015 Boarding Standard for Australian schools and residences.

The Advisory Committee supports 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. Additionally, schools were offered support to attend the Australian Boarding Schools Association International Conference.

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 is an expression of the mission of the Church in reaching out to those who are marginalised.

Education Standing Committee

Regional boarding schools in the Catholic sector were invited to participate in Heads of Boarding South Australia (HoBSA) who are a cross sectoral group that meet once per term to discuss matters of common interest. HoBSA were particularly interested in their input to help address regional concerns.

Others matters of discussion include provision of learning support for students requiring additional assistance and changes to Abstudy affecting boarding schools announced in the Commonwealth budget. In particular relating to Safe Travel Plans for schools and boarding providers that manage and identify risk associated with students' travel arrangements. They provide an opportunity for schools and boarding providers to increase student travel safety, community engagement, parent/guardian engagement and form stronger relationships with other organisations.

2018 Boarding Enrolments

Boarding College	Total Boarders	Indigenous Boarders	Capacity
Loreto College	28	5	60
Sacred Heart College – girls	52	5	52
Sacred Heart College – boys	76	8	80
Rostrevor College	64	27	85
St Mark's College, Port Pirie	21	1	30
St Joseph's School, Port Lincoln	19	1	38





People and Culture Standing Committee

The People and Culture Section incorporates a number of 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 and both 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 benefitted from the team's expertise. A key area of work for 2018 was the development and implementation of the Priority Recruitment Program (PRP). This program supported a number of diocesan schools to "right-size" their staffing, particularly in response to the Year 7 transition to secondary in many schools and softening enrolments in some schools. Over the course of the year the PRP enabled at least 20 teaching staff, mainly from primary schools, to gain positions in secondary/combined colleges as well as numerous permanent staff to transfer from one diocesan school to another to advance their career aspirations.

For teachers, 11 staff in schools experiencing over-staffing chose voluntary redundancy, 17 staff were redeployed, and several staff chose redundancy over redeployment and ceased employment at the end of 2018. Additionally, a small number of ESO roles were made redundant and some partial redundancies, mainly for specialist teaching positions, were also necessary. The PRP will continue to remain active for the foreseeable future with more schools expected to make adjustments by the end of 2019.

Support for Obtaining a Metropolitan Position Program

This program provides assistance to teachers who wish to relocate from the country and also to teachers in metropolitan schools who wish to move to a difference 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 2018, five teaching staff who met these criteria sought assistance to gain employment in a metropolitan school. It is pleasing to note that four of the five teachers were successful in being offered metropolitan positions. Of the four positions, three were permanent and one was a 12 month replacement position. This high success rate is partially attributed to the Priority Recruitment Program that commenced this year which gives priority to existing permanent CESA staff who apply for permanent positions.

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 2018, CESA awarded three scholarships, with one recipient due to complete their studies in 2018 and two in 2019. We are pleased to advise that the 2018 and 2017 recipients completing studies in 2018 have been employed in our country schools for 2019.

We continue to find the program both rewarding and successful for our schools and recipients.

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 2018, the above measures supported in excess of 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 2018 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 programs continued through to completion during 2018:

- Diploma Work Health & Safety (TAFESA)
- Certificate IV Business Administration (TAFESA)
- Certificate IV WHS (CSHWSA).

The following new program commenced in 2018 with a continued number of country staff either as face-to-face participants or via online distance learning:

- Certificate IV Leadership & Management (TAFESA).

The certificate / diploma programs will be reviewed and based on participant interest and system funding, appropriate new courses will be offered and rolled out to commence in 2019.

Short courses

A new suite of short courses was offered in 2018 to ESOs in regional school locations with the support of Professional Development funding from their schools, including:

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

The same programs were offered in an open delivery forum for metropolitan school and CEO staff in 2018 based on participant interest. These programs will continue next year.

Additionally, during the course of 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
- MS Publisher.

People and Culture

Similar short course, technical and soft skill training opportunities will be offered in 2019 to both school and CEO administrators in Adelaide metropolitan and regional schools where the participant numbers are feasible to run the above 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 2018 with attendees offered three different session times per term. Remote access to these sessions was made available for country schools via Cisco. In 2018 the ERS seminars were expanded with senior Finance section staff joining the ERS agenda with HR and Finance presenting. The sessions held in 2018 were interactive and feedback from school leaders indicated that the sessions were well received and relevant to their work. The 2018 ERS focused on a range of topics including:

Term 1

- Work Health & Safety – Catholic Health Safety & Welfare SA
- Priority Recruitment Program – Staffing 2019 / Year 7 transition
- Strategic Resource Management Forum Stage 1 – Funding mechanism implementation

Term 2

- Mental Health Awareness for Leaders – Access Programs
- Priority Recruitment Program – Staffing 2019 / Year 7 transition
- Strategic Resource Management Forum Stage 2 – Main topic: 2019 funding

Term 3

- Access Programs – Key services for leaders and staff
- Priority Recruitment Program – Staffing 2019 / Year 7 transition
- Strategic Resource Management Forum Stage 3 – Main topic: Students with disabilities.

Leadership Appointments

Selection of Principals and Deputy Principals

Throughout 2018, 15 panels were formed to recommend to the Directors the appointment of a Catholic Community Director, 10 substantive principals and 4 substantive deputy principals for diocesan schools. In addition, 81 acting leadership appointments were recommended to the Directors in metropolitan and regional settings.

Induction Program

The Leaders Induction Program is a one year program designed for newly appointed principals, deputy principals and APRIMs (whether substantive or acting for a six month period or more), as a requirement of their appointment. The program is structured as a one day Induction Module and followed by three half day Induction Network Sessions 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 2018 the project team focused upon the ongoing enhancement of the CeSIS product and maintained a high level of support to schools.

The product undergoes several new releases and enhancements each year and this continued in 2018. The number of schools using the system for their student management increased by two, with implementations performed in two Colleges. This now brings the user total to 87 schools, where it is expected to remain.

Work Health and Safety

During 2018 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.

The Catholic Education Office undertook considerable work to ensure the new Alive Catholic Early Care and Learning Centre is compliant with legislative registration requirements and provides a safe work environment for staff and students.



In 2018 the CEO Critical Incident Response Team developed an emergency response plan in consultation with a number of neighboring Colleges to guarantee ongoing provision of services to our schools in the event of a statewide or localised disaster.

In 2018 the online WHS training system Learning Manager continued to provide mandatory Work Health Safety and other training in the majority of our schools. Learning Manager provides an efficient, user-friendly and affordable service ensuring compliance with WHS and other training requirements for participating schools while 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. Return to Work (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.



CESA Strategy: Corporate Plan 2018 - 2020

The *CESA Strategy: Corporate Plan 2018 – 2020* 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'**.

Throughout 2018, the Strategy Team has continued to review and monitor the work of the five strategic priorities and system-wide strategic projects emanating from the strategic priorities. Ongoing monthly reporting to Leadership and the South Australian Commission for Catholic Schools (SACCS) has assisted in the early identification of associated risks and issues allowing immediate mitigation where necessary. Regular review of all initiatives under the Corporate Plan continues to ensure milestones are met within time and budget restraints. Work has commenced in future planning for the next iteration of the Corporate Plan.

Strategic Priorities

Each strategic priority has celebrated the achievement of key milestones throughout 2018. Constructive monthly reporting has aided project sponsors and deliverable leads to monitor the actions and tasks of their priorities' initiatives enabling the progression of works and the achievement of 2018 goals. Toward the end of 2018, each strategic priority was reviewed with new goals identified for 2019 and beyond.

Key milestones achieved during 2018 include:

Strategic Priority 1.0: Enhance Catholic identity

- Fourteen schools completed their Enhancing Catholic School Identity (ECSI) Project data collection through Leuven Catholic University.
- The Staff Spiritual and Religious Formation team commenced the Nurturing the Mustard Seed program with 35 school leaders from ten schools participating.
- A series of professional learning workshops with Rev Dr James McEvoy on the Theology of Post Critical Belief commenced in May to enable schools to explore possibilities and discern strategies for strengthening their Catholic identity.
- CESA continued its international collaboration with Leuven Catholic University (KUL) to prepare for and promote the 2019 ECSI Project and the 2019 CESA Leuven Study Intensive.
- In Term 4 Parish, CESA staff and school communities came together to engage with the 'Being Church Together' document; a stimulus paper to support and enhance the relationship between the parish and the Catholic school.

Strategic Priority 2.0:

Improve student learning and wellbeing

- The Living, Learning, Leading Framework was launched at Directors' Day in March 2018 opening the opportunity for teams within the CEO and schools to begin 'unpacking' the key concepts within the Framework in relation to the context of their work.
- Research was undertaken around system learning improvement strategies nationally and internationally to inform CESA's development of system approaches.
- During Term 3 school leaders engaged in workshops to identify the principles underpinning the Living, Learning, Leading Framework, the key characteristics of the Framework and the role of learner agency in animating the Framework.

Strategic Priority 3.0:

Strengthen the provision of Catholic education B-12+

- A cluster Terms of Reference document was developed and trialled across clusters.
- To allow for better alignment of resources and subject matter experts, several strategic initiatives to strengthen the provision of Catholic education B-12+ became system-wide strategic projects (refer below).

Living Learning Leading Framework



CESA Strategy: Corporate Plan 2018-2020

Strategic Priority 4.0:

Optimise the use of resources

- Thirty six primary schools that are transitioning from R-7 to R-6 in 2019 have completed their 5 Year Financial Plans.
- As part of the Priority Recruitment Program (PRP), the Human Resource Team worked closely with schools and staff affected by the Year 7 Transition to redeploy over 20 staff and to support others through the redundancy process. Pleasingly, the number of forced redundancies was very low, due largely to the support of principals.
- Finalisation of the financial processes and systems that it will operate for Alive Catholic Early Care and Learning.

Strategic Priority 5.0:

Grow the reputation of Catholic education in South Australia

- Finalisation of the McAuley Community School brand and marketing strategy.
- Successful major profiling events, Catholic Education Week and the Pregnancy Babies and Children's Expo and Catholic Schools Week.
- Distributing a CESA media release every 6 to 8 weeks covering policy/successes on newsworthy topics.
- On the political advocacy front, the campaigning for the State election resulted in increased recurrent and capital funding.

System-Wide Strategic Projects

Significant work has been undertaken by steering committees, working groups and taskforces responsible for managing the work of current strategic projects emanating from the CESA Corporate Plan 2018 – 2020. Continued school and community engagement throughout 2018 has provided valuable information critical to the achievement of many goals and key milestones of these Strategic Projects. Also significant has been the collaboration of resources across the CEO and the unified efforts to realise CESA's strategic vision for excellence in education. Highlights for each Strategic Project follow:

Vision for the North

- 2018 saw in-depth Catholic, Community and Government consultation for the Vision for the North (VFN) project
- financial modelling and governance models were reviewed
- two applications to secure land were submitted to the State Government; one unsuccessful and the second awaiting a response early in 2019.

South West Adelaide

- the amalgamation of Sacred Heart College with Marymount College was the focus for 2018 with the final phase to be complete in early 2019 when the students and staff at the Marymount campus of Sacred Heart College move to the Champagnat campus of the College at Mitchell Park
- the Business Case for the ALIVE Early Care and Learning Centre Hove was approved and building commenced in December
- the new R-6 primary school was named *McAuley Community School, a Catholic School in the Mercy tradition* with Ms Amanda Parslow appointed as Principal. The school will open in 2020. Term 3 focused on staffing and recruitment management, fee structure options including associated risks and benefits, marketing and branding, Government registrations, development of a McAuley leadership and POR structure, curriculum analysis and ongoing monitoring of project and risk management.

East Adelaide Strategy

- a briefing on the range of demographic, enrolment, educational and competitor issues facing CESA schools in East Adelaide was presented to SACCS in May
- structured engagement process with Principals and Congregational Leaders including meetings, opportunities to provide input on the challenges and opportunities, and options for consideration for the future of Catholic schools and colleges in the East
- establishment of a Steering Committee and Terms of Reference with meetings to commence early 2019 to progress this work.

Year 7 Transition

- The Tea Tree Gully Community Cluster Year 7 Transition Experience: CESA's Early Adopter Case Study was completed in Term 3
- The CEO Planning and Development Team and schools collaborated to bring to completion capital projects to accommodate the restructuring of both primary and secondary schools
- The Pedagogical Leadership for the Middle Years Network saw 14 schools - primary, secondary and R-12 schools involved in an Action Learning Project where issues of transition were explored and shared with one another and the system
- Term 3 saw three workshops offered as part of the Middle Years' Learning Initiative: Early Adopter Group Case Study Presentation: A CESA experience of Year 7 Transition; The Middle Years Learner: Identity, Faith & Pedagogy and Effective Financial Stewardship of Resources
- development of the principles and formula for the distribution of the \$5M funding set aside to support those schools forecasted to be significantly negatively impacted by the Year 7 Transition.

Alive Catholic Early Care & Learning Strategy

- the first ALIVE Catholic Early Care and Learning Centre at Parafield Gardens was built during 2018 with approval to open on 7 January 2019
- the Business Cases for the second and third ALIVE Catholic Early Care and Learning Centres at Hove and Wynn Vale were approved with building to commence in 2019
- preparations to identify the next locations commenced with design briefs, demographic analysis and financial viability modelling to be undertaken.

Additional strategic projects have been identified and undergone initial scoping during 2018. These projects require further scoping and feasibility testing during 2019. They include:

- Murray Bridge expansion
- vision for the south
- Mount Barker expansion
- special schools / units
- gifted and talented programs.

Other Strategic Opportunities

In July, the Department for Education called for applications for a new technical college in the West. CESA responded and in November tendered a business case to develop a new technical college at Rosewater Trade Training Centre presenting the opportunity to increase training opportunities, enhance employability outcomes and address skills shortages within industry.

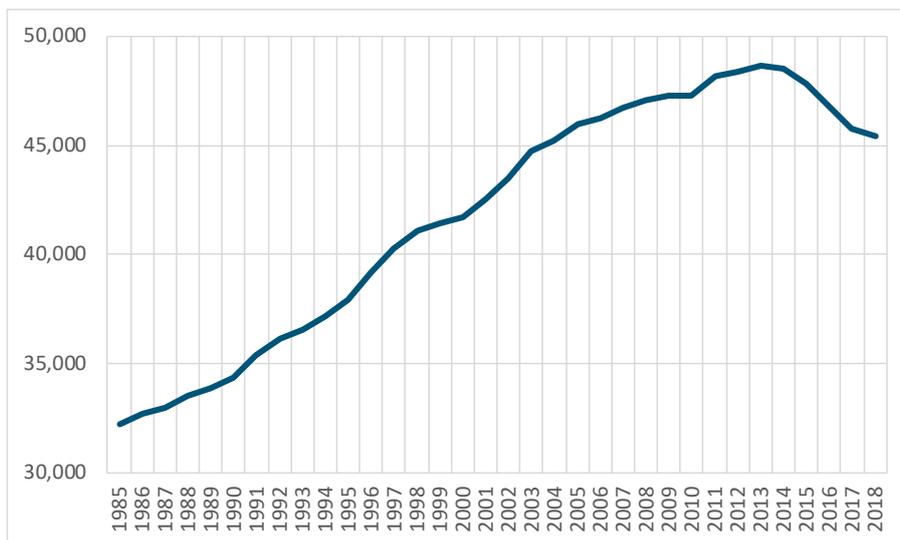




Statistics 2018

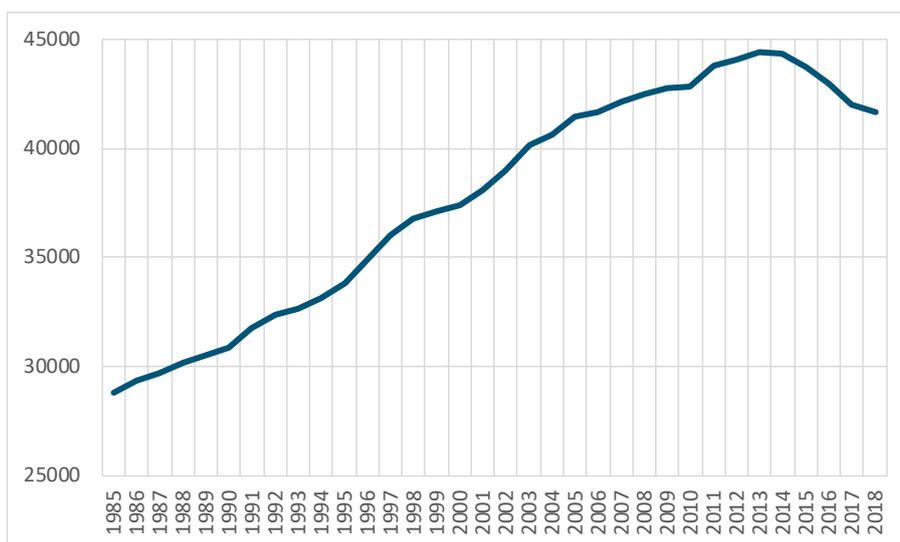
Total Catholic Schools	101	Funding	
Archdiocese of Adelaide	88	Systemic Schools	95
Catholic Diocese of Port Pirie	13	Non-systemic Schools	5
		Stand Alone Schools	1
Primary Schools	68	Shared Campuses	
Archdiocese of Adelaide	59	Archdiocese of Adelaide	4
Catholic Diocese of Port Pirie	9		
Secondary Schools, Combined Schools & Middle Schools	30	Middle Schools	
Archdiocese of Adelaide	26	Archdiocese of Adelaide	1
Catholic Diocese of Port Pirie	4		
Special Schools		Boarding Schools	
Archdiocese of Adelaide	2	Archdiocese of Adelaide	3
		Catholic Diocese of Port Pirie	2
Special Assistance Schools		Pre-Schools	
Archdiocese of Adelaide	1	Archdiocese of Adelaide	8
Total School Campuses in South Australia	111	Early Learning Centres	
		Archdiocese of Adelaide	9
Governance		Boys Schools	
Diocesan Primary Schools Adelaide	59	Archdiocese of Adelaide	5
Diocesan Secondary Schools Adelaide	10		
Diocesan Primary Schools Port Pirie	9	Girls Schools	
Diocesan Secondary Schools Port Pirie	4	Archdiocese of Adelaide	8
Joint Anglican/Catholic Schools Adelaide	1		
Congregational Schools	15	Technical Colleges	
Special Schools	2	Archdiocese of Adelaide	2
Special Assistance School	1		

Total students enrolled in Catholic Schools in South Australia



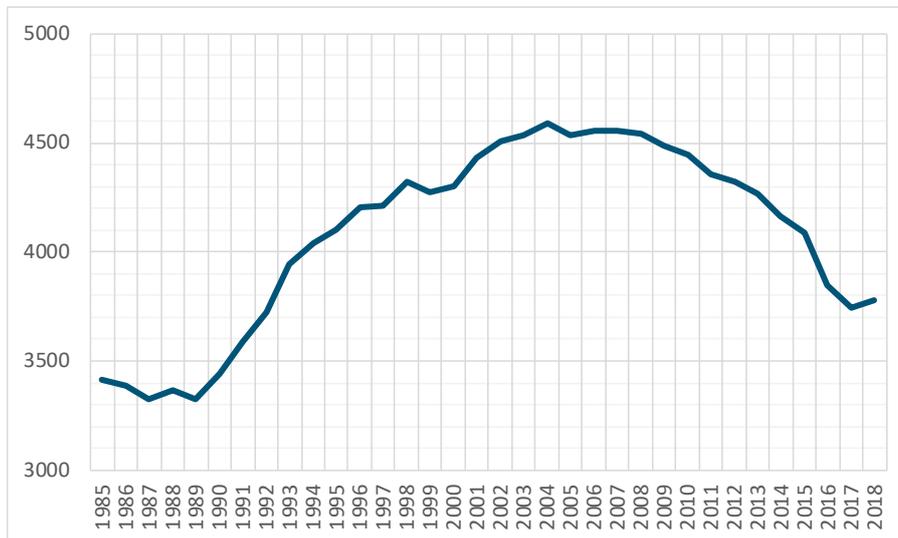
	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018
Total Students	46,716	47,053	47,270	47,300	48,147	48,375	48,651	48,482	47,836	46,806	45,769	45,446

Total students enrolled in Catholic Schools - Archdiocese of Adelaide



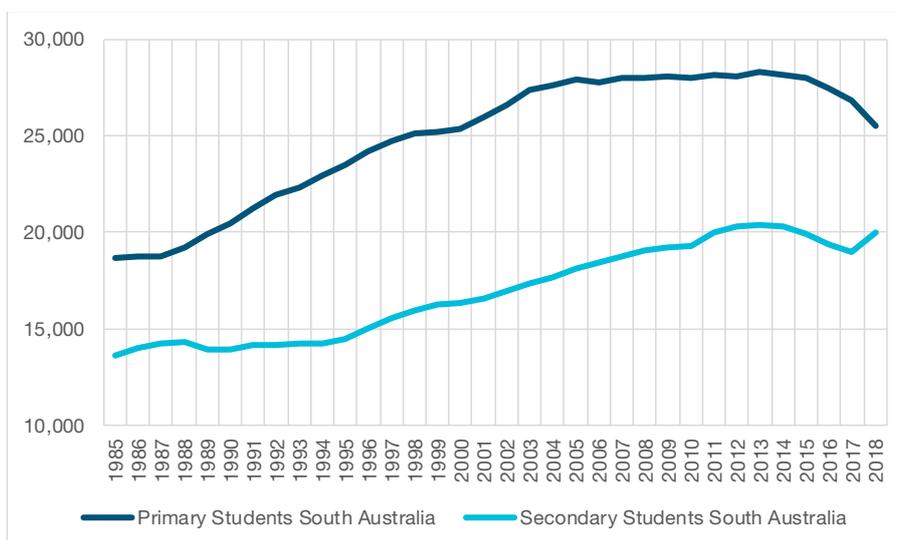
	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018
Total Students	42,158	42,509	42,782	42,854	43,787	44,054	44,387	44,321	43,751	42,957	42,027	41,665

Total students enrolled in Catholic Schools - Diocese of Port Pirie



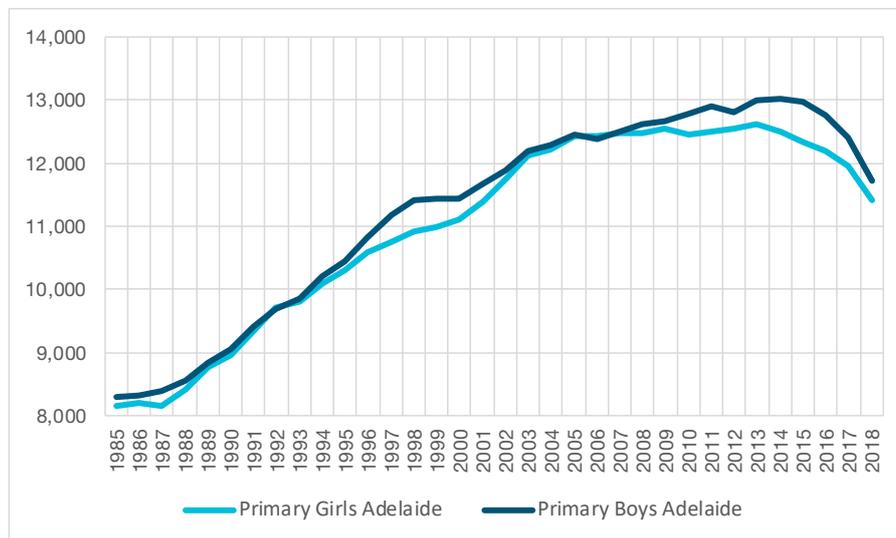
	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018
Total Students	4,558	4,544	4,487	4,447	4,359	4,321	4,264	4,161	4,085	3,849	3,742	3,781

Primary and Secondary Enrolments in Catholic Schools in South Australia



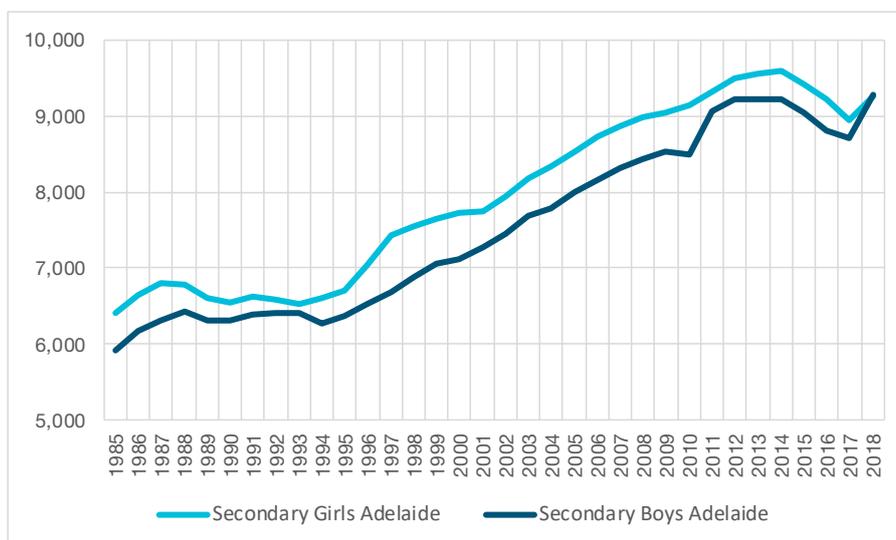
	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018
Primary	27,984	28,016	28,085	28,018	28,142	28,065	28,296	28,177	27,944	27,433	26,840	25,475
Secondary	18,731	19,037	19,185	19,283	20,005	20,310	20,355	20,306	19,891	19,373	18,929	19,972

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



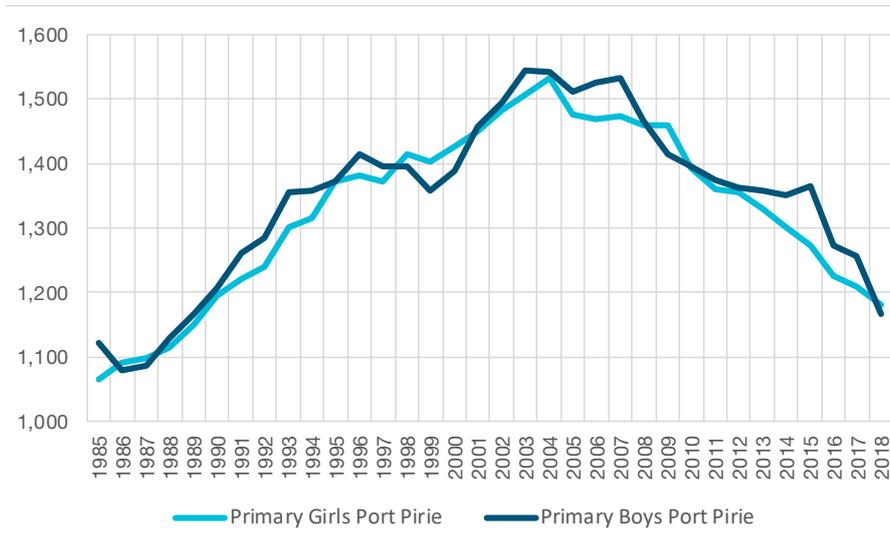
	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018
Girls	12,483	12,484	12,552	12,448	12,500	12,540	12,615	12,505	12,337	12,190	11,963	11,415
Boys	12,495	12,607	12,660	12,781	12,908	12,807	12,994	13,020	12,970	12,745	12,411	11,712

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



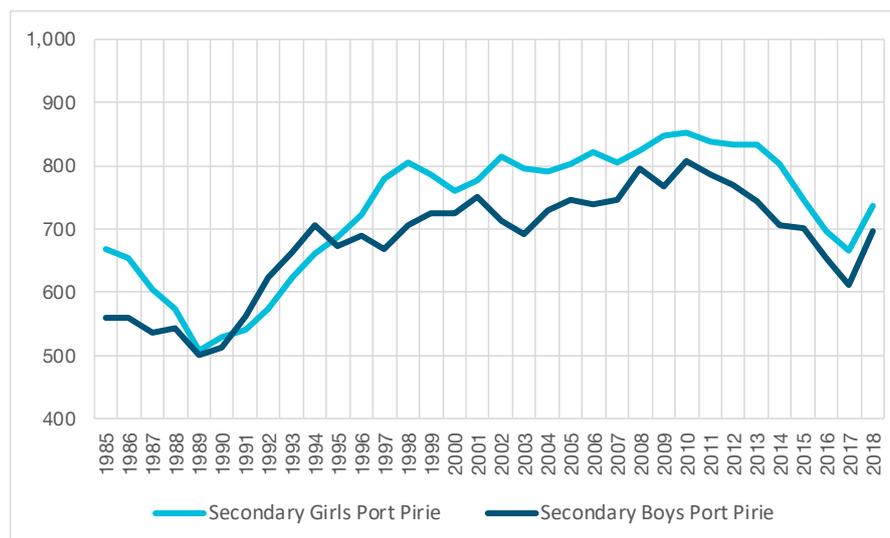
	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018
Girls	8,856	8,980	9,036	9,134	9,325	9,486	9,560	9,587	9,408	9,211	8,946	9,254
Boys	8,324	8,438	8,534	8,491	9,054	9,220	9,218	9,208	9,037	8,811	8,706	9,285

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



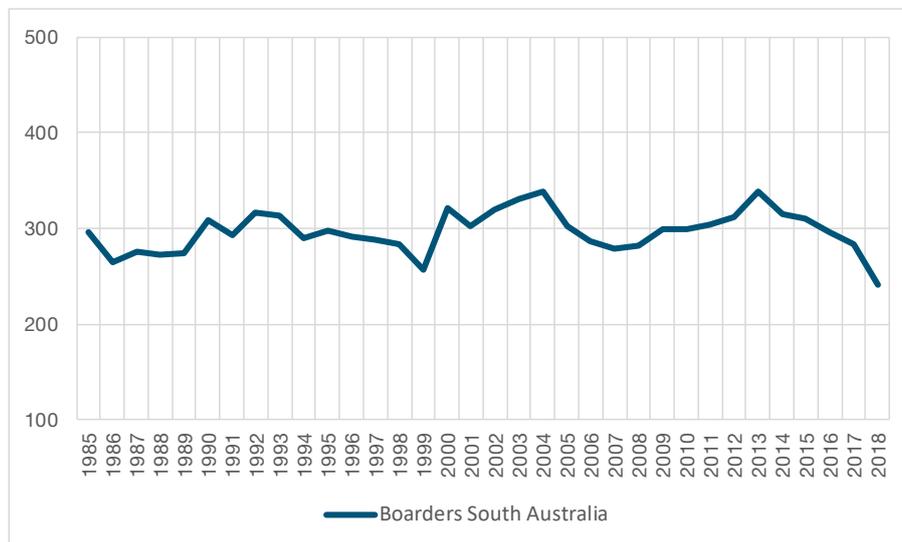
	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018
Girls	1,473	1,458	1,458	1,393	1,359	1,355	1,330	1,301	1,274	1,225	1,210	1,181
Boys	1,533	1,467	1,415	1,396	1,375	1,363	1,357	1,350	1,364	1,273	1,255	1,167

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



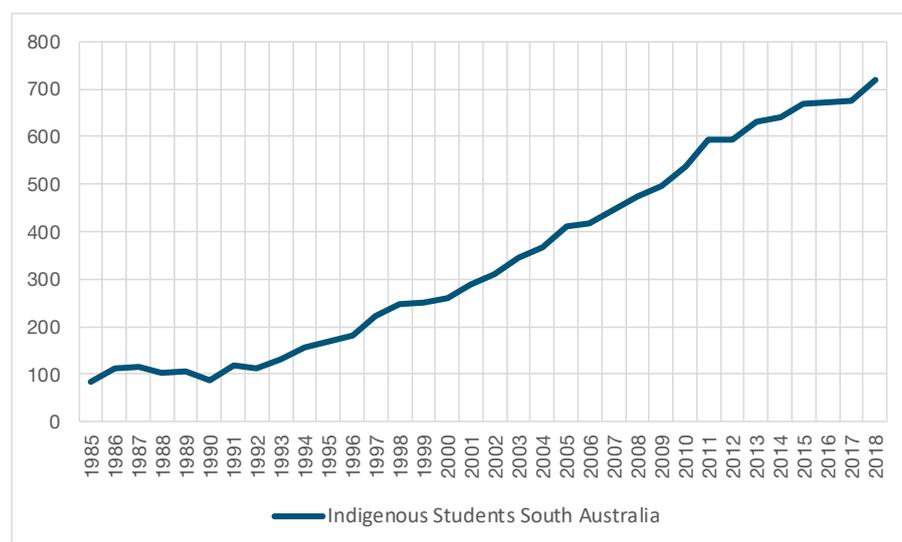
	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018
Girls	805	824	847	851	839	834	834	803	747	696	665	737
Boys	747	796	767	807	787	770	743	707	700	655	612	696

Boarding student enrolments in Catholic Schools in South Australia



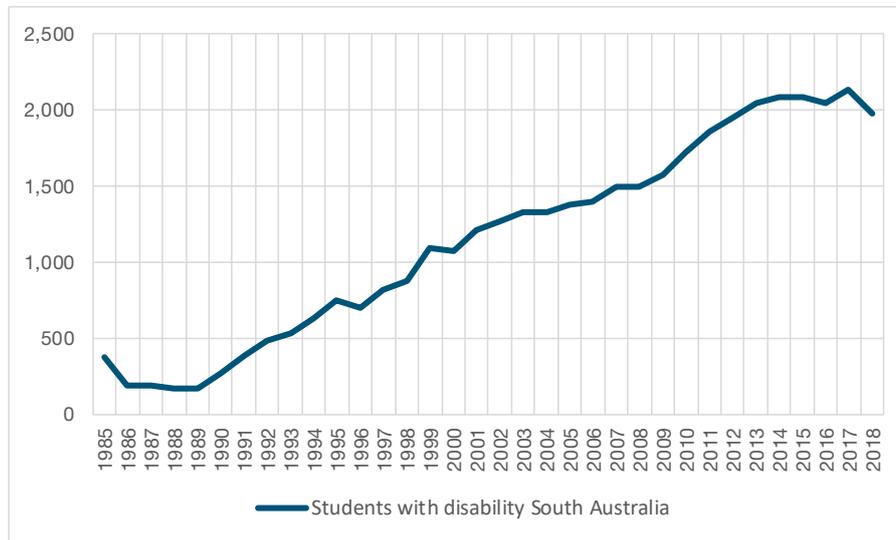
	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018
Total Boarders	279	282	299	299	304	312	338	315	310	296	284	242

Indigenous student enrolments in Catholic Schools in South Australia



	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018
Total Indigenous Students	446	474	496	536	593	593	630	641	667	673	676	719

Students with a Disability enrolled in Catholic Schools in South Australia



	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018
Total Students with Disability	1,493	1,493	1,575	1,720	1,856	1,944	2,045	2,084	2,082	2,041	2,130	1,979





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

ABN: 84 572 437 441

Special Purpose Financial Report

for the Year Ended 31 December 2018

SOUTH AUSTRALIAN COMMISSION FOR CATHOLIC SCHOOLS INC.
ABN: 84 572 437 441

STATEMENT BY THE COMMITTEE

In our opinion:

- 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) presenting fairly in all material aspects the financial position of the South Australian Commission for Catholic Schools Inc. (the Commission) as at 31 December 2018 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 (including the Australian Accounting Interpretations) to the extent described in Note 2, and the Australian Charities and Not-for-profits Commission Regulation.
- 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 at Thebarton this 25th day of June 2019

SOUTH AUSTRALIAN COMMISSION FOR CATHOLIC SCHOOLS INC.
 ABN: 84 572 437 441

STATEMENT OF INCOME AND EXPENSES AND COMPREHENSIVE INCOME
 FOR YEAR ENDED 31 DECEMBER 2018

	Note	2018 \$	2017 \$
Income			
Grant Income		496,626,215	468,562,166
Special Purpose Grants		1,295,060	1,832,551
Levies and Fees		1,075,800	674,673
Other Revenue		5,795,097	3,654,557
Interest		448,530	393,436
Total Income	5	<u>505,240,702</u>	<u>475,117,383</u>
Expenses			
Grants Distributed		481,987,357	452,196,168
Special Purpose Grants Distributed		3,687,667	2,713,505
Program Management		10,717,408	10,948,714
Travel and Accommodation		226,788	252,136
Teacher Development		466,220	515,307
Meeting/Conference		445,383	253,369
Information Technology		2,498,214	3,463,033
Consulting		1,040,649	1,199,546
Doubtful Debts & Bad Debts Written Off / (Recovered)		40	(171,760)
School Projects		1,288,726	1,014,419
Equipment Rental		551,560	561,085
Other Operating		2,330,690	2,171,861
Total Expenses		<u>505,240,702</u>	<u>475,117,383</u>
Carried Forward Funding from Operating Activities		-	-
Total Surplus for the Year		<u>-</u>	<u>-</u>

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

Financial Statements 2018

SOUTH AUSTRALIAN COMMISSION FOR CATHOLIC SCHOOLS INC.
ABN: 84 572 437 441

STATEMENT OF FINANCIAL POSITION AS AT 31 DECEMBER 2018

	Note	2018 \$	2017 \$
Current Assets			
Cash	7	28,516,710	23,029,407
Trade And Other Receivables	8	7,429,461	4,620,100
Total Current Assets		<u>35,946,171</u>	<u>27,649,507</u>
Non-Current Assets			
Trade And Other Receivables	8	535,009	854,633
Total Non-Current Assets		<u>535,009</u>	<u>854,633</u>
Total Assets		<u>36,481,180</u>	<u>28,504,140</u>
Current Liabilities			
Trade and Other Payables	9	5,477,497	5,483,768
Provision for Employee Entitlements		1,976,924	1,943,495
Revenue Received In Advance	10	28,904,341	20,916,312
Total Current Liabilities		<u>36,358,762</u>	<u>28,343,575</u>
Non-Current Liabilities			
Provision for Employee Entitlements		122,418	160,565
Total Non-Current Liabilities		<u>122,418</u>	<u>160,565</u>
Total Liabilities		<u>36,481,180</u>	<u>28,504,140</u>
Net Assets		<u>-</u>	<u>-</u>
Accumulated Funds			
Accumulated Funds		-	-
Education Reserve	11	-	-
Total Accumulated Funds/(Loss)		<u>-</u>	<u>-</u>

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

Financial Statements 2018

SOUTH AUSTRALIAN COMMISSION FOR CATHOLIC SCHOOLS INC.
ABN: 84 572 437 441

STATEMENT OF CASH FLOWS FOR YEAR ENDED 31 DECEMBER 2018

	2018 \$	2017 \$
Cash flows from operating activities		
Receipts from grants	505,909,304	473,848,610
Grant payments	(485,675,024)	(454,909,672)
Payments to suppliers & employees	(19,576,626)	(21,434,727)
Receipts from customers	4,381,119	6,159,100
Interest Received	448,530	393,436
Net cash from operating activities	<u>5,487,303</u>	<u>4,056,747</u>
Net (decrease)/increase in Cash Equivalents	5,487,303	4,056,747
Cash and cash equivalents at beginning of the financial year	<u>23,029,407</u>	<u>5,487,303</u>
Cash and cash equivalents at the end of the financial year	<u>28,516,710</u>	<u>23,029,407</u>

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

STATEMENT OF CHANGES IN EQUITY FOR YEAR ENDED 31 DECEMBER 2018

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.

SOUTH AUSTRALIAN COMMISSION FOR CATHOLIC SCHOOLS INC.
ABN: 84 572 437 441

NOTES TO AND FORMING PART OF THE FINANCIAL REPORT FOR THE YEAR ENDED 31 DECEMBER 2018

NOTE 1 - GENERAL INFORMATION

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 97 Catholic Schools in South Australia.

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

Catholic Education Office
116 George St
THEBARTON SA 5031

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

NOTE 2 - SUMMARY OF ACCOUNTING POLICIES

Financial Reporting Framework

The Commission is not a reporting entity because 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.

Statement of Compliance

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 report includes only the disclosure requirements of the following AASBs and those disclosures considered necessary by the Committee to meet the needs of users:

- AASB 108 *Accounting Policies, Changes in Accounting Estimates and Errors*

Basis of Preparation

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

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.

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) Revenue

Government Grants

Revenue from grants is recognised when the Commission receives the grant or has a right to receive the grant. When grants are not fully expended during the year and where there is an obligation to provide services after the end of the financial year, this liability is recorded as Revenue Received in Advance.

Financial Statements 2018

SOUTH AUSTRALIAN COMMISSION FOR CATHOLIC SCHOOLS INC.
ABN: 84 572 437 441

NOTE 2 - SUMMARY OF ACCOUNTING POLICIES (cont)

Recurrent Grants

Recurrent grants that remain unspent by the Commission at the end of the year and when there is an obligation to repay the funds or there is a constructive obligation to pay these funds to schools this obligation is recognised as Revenue Received in Advance.

Rendering of Services

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

Interest

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

c) **Cash**

Cash comprises cash on hand.

d) **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 fulfill its obligations of services to the Catholic Education sector.

The employee annual leave benefits are recognised as an Accrued Expense in the accounts of the Commission that 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.

e) **Goods and Services Tax (GST)**

Revenues, expenses and assets are recognised net of the amount of goods and services tax (GST), except:

- i. where the amount of 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.

f) **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, shorter period, to the net carrying amount on initial recognition.

g) **Financial Assets**

Trade and Other Receivables

Trade receivables and other receivables are recognised at cost and reviewed as at the reporting date and adequate allowance made for amounts the receipt of which is considered doubtful.

h) **Impairment**

At each reporting date, the Commission reviews the carrying amounts of its tangible and intangible assets 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).

Recoverable amount is the higher of fair value less costs to sell and value in use. If the recoverable amount of an asset is estimated to be less than its carrying amount, the carrying amount of the asset is reduced to the recoverable amount. An impairment is recognised in the surplus or deficit immediately.

Where an impairment loss subsequently reverses, the carrying amount of the asset is increased to the revised estimate of its recoverable amount, but only to the extent that the increased carrying amount does not exceed the carrying amount that would have been determined had no impairment loss been recognised for the asset in prior years. A reversal of impairment loss is recognised in surplus or deficit immediately.

SOUTH AUSTRALIAN COMMISSION FOR CATHOLIC SCHOOLS INC.
ABN: 84 572 437 441

NOTE 2 - SUMMARY OF ACCOUNTING POLICIES (cont)

i) Contingent Liabilities

There were no lease commitments, capital expenditure commitments or other known legal claim or guarantees in place at the reporting date.

j) 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 2018, the Commission had a net deficiency of current assets over current liabilities of \$412,591 (2017: \$694,068). The Commission received grant funding of \$199,959,425 in January 2019. 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.

In addition, included in current liabilities is a revenue received in advance of \$28,904,341 (2017: \$20,916,312) associated with grant funding, which has not been expended as at 31 December 2018. The Commission expects that this revenue received in advance will be spent in accordance with the relevant grant agreements and as such will not need to be repaid to the Grantors.

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

NOTE 3 - ADOPTION OF NEW AND REVISED ACCOUNTING STANDARDS

A number of new standards, amendments to standards and interpretations are effective for annual periods beginning after 1 January 2019, and have not been applied in preparing these financial statements. Those which may be relevant to the Commission are set out below. The Commission does not plan to early adopt these standards. Management has not completed an assessment of the impact of these standards on the Commission.

a) AASB 15 Revenue from Contracts with Customers

AASB 15 establishes a comprehensive framework for determining whether, how much and when revenue is recognised. It replaces existing revenue recognition guidance, including AASB 118 Revenue, AASB 111 Construction Contracts and IFRIC 13 Customer Loyalty Programmes. AASB 15 is effective for annual reporting periods beginning on or after 1 January 2019, with early adoption permitted.

b) AASB 1058 Income for Not-for-profit Entities

AASB 1058 replaces the income recognition requirements relating to private sector and majority of public sector not-for-profit (NFP) entities in AASB 1004 Contributions. AASB 1058 simplifies the income recognition requirements applicable to NFP entities and is applied in conjunction with AASB 15. AASB 1058 is effective for annual reporting periods beginning on or after 1 January 2019, with early adoption permitted.

c) AASB 16 Leases

AASB 16 removes the lease classification test for lessees and requires all leases (including operating leases) to be brought onto the balance sheet. The definition of a lease is also amended and is now the new on/off balance sheet test for lessees. The standard does allow for exemptions for short term leases and leases on low value items. AASB 16 is effective for annual reporting periods beginning on or after 1 January 2019, with early adoption permitted where AASB 15 Revenue from Contracts with Customers is adopted at the same time.

NOTE 4 - CHANGES IN ACCOUNTING POLICIES

The Commission has initially applied AASB 9 from 1 January 2018. A number of other new standards are also effective from 1 January 2019. Comparative information throughout these financial statements has not been restated to reflect the requirement of the new standard.

AASB 9 sets out requirements for recognising and measuring financial assets, financial liabilities and some contracts to buy or sell non-financial items. This standard replaces AASB 139 *Financial Instruments: Recognition and Measurement*.

The classification of financial assets under AASB 9 is generally based on the business model in which a financial asset is managed and its contractual cash flow characteristics. AASB 9 eliminates the AASB 139 categories of held to maturity, loans and receivables and available for sale. AASB 9 largely retains the existing requirements of AASB 139 for the classification and measurement of financial liabilities.

Financial Statements 2018

As the commission only holds the following financial instruments, the adoption of AASB 9 has not impacted the Commission:

- Cash;
- Trade and other receivables; and
- Trade and other payables.

Financial Statements 2018

SOUTH AUSTRALIAN COMMISSION FOR CATHOLIC SCHOOLS INC.
ABN: 84 572 437 441

	2018 \$	2017 \$
NOTE 5 - TOTAL INCOME		
<u>Grant Income</u>		
Federal Government Grants	387,866,864	373,298,501
State Government Grants	108,759,351	95,263,665
Block Grant Authority	1,295,060	1,832,551
	<u>497,921,275</u>	<u>470,394,717</u>
<u>Other Income</u>		
Levies and Fees	1,075,800	674,673
Interest	448,530	393,436
Other Revenue	5,795,097	3,654,557
	<u>7,319,427</u>	<u>4,722,666</u>
	<u><u>505,240,702</u></u>	<u><u>475,117,383</u></u>
NOTE 6 - REMUNERATION OF AUDITOR		
Audit of financial statements	51,259	50,538
Audit of Structured Funds (Note 11)	20,500	20,500
Advisory Services	19,824	40,000
Government grant acquittals	15,000	8,400
	<u>106,583</u>	<u>119,438</u>
NOTE 7 - CASH		
Recurrent Government Grants	12,924,336	12,082,127
Capital Grants	15,592,374	10,947,280
	<u>28,516,710</u>	<u>23,029,407</u>
The Commission's funds are held with the Catholic Development Fund - Adelaide.		
NOTE 8 - TRADE AND OTHER RECEIVABLES		
<u>Current</u>		
Catholic Education Office	2,723,019	2,294,790
Trade Receivables	4,663,044	2,310,921
Prepayments	43,398	59,957
	<u>7,429,461</u>	<u>4,665,668</u>
<u>Non Current</u>		
Catholic Education Office	535,009	854,633
	<u>535,009</u>	<u>854,633</u>
Trade receivables are net of provision for impairment of \$0 (2017: \$4,240).		
NOTE 9 - TRADE AND OTHER PAYABLES		
<u>Current</u>		
Block Grant Authority	21,286	-
Education Assets Fund	76,187	45,568
Long Service Leave Fund	-	2,844
Targeted Programs	62,365	-
Trade Payables	248,194	7,139
GST Payable	3,035,913	2,783,242
Accrued Expenses	2,033,552	2,644,975
	<u>5,477,497</u>	<u>5,483,768</u>

Financial Statements 2018

SOUTH AUSTRALIAN COMMISSION FOR CATHOLIC SCHOOLS INC.
ABN: 84 572 437 441

	2018 \$	2017 \$
NOTE 10 - REVENUE RECEIVED IN ADVANCE		
Targeted Programs	1,397,876	1,331,011
Recurrent Government Grants	12,009,786	8,707,145
Capital Grants	15,496,679	10,878,156
	28,904,341	20,916,312

NOTE 11 - EVENTS AFTER BALANCE DATE

The Commission is not aware of any matter or circumstance that has occurred after balance date that, in management's opinion, has significantly affected or may significantly affect the operations, the results of these operations, or the state of the Commission's affairs in future years.

NOTE 12 - STRUCTURED ENTITIES

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

- Long Service Leave Fund
- School Development 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 2018**

SOUTH AUSTRALIAN COMMISSION FOR CATHOLIC SCHOOLS INC.
ABN: 84 572 437 441

PAID PARENTING 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 4:
 - (i) present fairly the financial position of the Fund as at 31 December 2018 and its financial performance for the year ended on that date in accordance with the statement of compliance and basis of preparation described in Note 2; and
 - (ii) comply with Australian Accounting Standards (including the Australian Accounting Interpretations) 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 2018 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 at Thebarton this 25th day of June 2019

Financial Statements 2018

SOUTH AUSTRALIAN COMMISSION FOR CATHOLIC SCHOOLS INC.
ABN: 84 572 437 441

PAID PARENTING LEAVE FUND

STATEMENT OF INCOME AND EXPENSES AND OTHER COMPREHENSIVE INCOME
FOR YEAR ENDED 31 DECEMBER 2018

	Note	2018 \$	2017 \$
Income			
Levies and Fees		4,257,986	4,168,910
Interest		37,325	29,112
Total Income		<u>4,295,311</u>	<u>4,198,022</u>
Expenses			
Reimbursement to Schools		4,629,743	4,216,222
Other Operating		25,000	25,000
Total Expenses		<u>4,654,743</u>	<u>4,241,222</u>
Deficit from Operating Activities		<u>(359,432)</u>	<u>(43,200)</u>
Total Deficit for the Year		<u>(359,432)</u>	<u>(43,200)</u>

STATEMENT OF FINANCIAL POSITION
AS AT 31 DECEMBER 2018

		2018 \$	2017 \$
Current Assets			
Cash		3,453,505	3,795,980
Trade and Other Receivables	5	8,043	-
Total Current Assets		<u>3,461,548</u>	<u>3,795,980</u>
Total Assets		<u><u>3,461,548</u></u>	<u><u>3,795,980</u></u>
Current Liabilities			
Trade and Other Payables	6	25,000	-
Total Current Liabilities		<u>25,000</u>	<u>-</u>
Total Liabilities		<u>25,000</u>	<u>-</u>
Net Assets		<u><u>3,436,548</u></u>	<u><u>3,795,980</u></u>
Accumulated Surplus			
Accumulated Surplus brought forward		3,795,980	3,839,180
Total Deficit for the Year		<u>(359,432)</u>	<u>(43,200)</u>
Accumulated Surplus as at 31 December		<u><u>3,436,548</u></u>	<u><u>3,795,980</u></u>

The accompanying notes form part of the financial report.

Financial Statements 2018

SOUTH AUSTRALIAN COMMISSION FOR CATHOLIC SCHOOLS INC.
ABN: 84 572 437 441

SCHOOL DEVELOPMENT FUND

NOTES TO AND FORMING PART OF THE REPORT
FOR YEAR ENDED 31 DECEMBER 2018

NOTE 1 - GENERAL INFORMATION

The Committee of the South Australian Commission for Catholic Schools Inc. (SACCS Inc.) administers the activities of the School Development Fund Account ("the Fund").

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

NOTE 2 - SUMMARY OF ACCOUNTING POLICIES

Financial Reporting Framework

The Fund is not a reporting entity because 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, this 'special purpose financial report' has been prepared to satisfy specifically the information needs of the Committee of the SACCS Inc. (the Committee).

Statement of Compliance

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 disclosure considered necessary by the Committee to meet the needs of users:

- AASB 108 Accounting Policies, Changes in Accounting Estimates and Errors

Basis of Preparation

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

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 School Development Fund is an account administered by SACCS Inc.

b) Trade and Other Payables

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

c) Goods and Services Tax (GST)

Revenues, expenses and assets are recognised net of the amount of goods and services tax (GST), except:

- i. where the amount of 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.

d) Financial Assets

Trade Receivables and Other Receivables

Trade and Other Receivables that have fixed or determinable payments that are not quoted in an active market are classified as 'Receivables'. Receivables are measured at amortised cost using the effective interest method less impairment. Interest is recognised by applying the effective interest rate, except for short-term receivables when the recognition of interest would be immaterial.

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.
ABN: 84 572 437 441

PAID PARENTING LEAVE FUND

NOTE 3 NEW STANDARDS AND INTERPRETATIONS NOT YET ADOPTED

A number of new standards, amendments to standards and interpretations are effective for annual periods beginning after 1 January 2019, and have not been applied in preparing these financial statements. Those which may be relevant to the Fund are set out below. The Fund does not plan to early adopt these standards. Management has not completed an assessment of the impact of these standards on the Fund.

a) AASB 15 Revenue from Contracts with Customers

AASB 15 establishes a comprehensive framework for determining whether, how much and when revenue is recognised. It replaces existing revenue recognition guidance, including AASB 118 Revenue, AASB 111 Construction Contracts and IFRIC 13 Customer Loyalty Programmes. AASB 15 is effective for annual reporting periods beginning on or after 1 January 2019, with early adoption permitted.

b) AASB 1058 Income for Not-for-profit Entities

AASB 1058 replaces the income recognition requirements relating to private sector and majority of public sector not-for-profit (NFP) entities in AASB 1004 Contributions. AASB 1058 simplifies the income recognition requirements applicable to NFP entities and is applied in conjunction with AASB 15. AASB 1058 is effective for annual reporting periods beginning on or after 1 January 2019, with early adoption permitted.

c) AASB 16 Leases

AASB 16 removes the lease classification test for lessees and requires all leases (including operating leases) to be brought onto the balance sheet. The definition of a lease is also amended and is now the new on/off balance sheet test for lessees. The standard does allow for exemptions for short term leases and leases on low value items. AASB 16 is effective for annual reporting periods beginning on or after 1 January 2019, with early adoption permitted where AASB 15 Revenue from Contracts with Customers is adopted at the same time.

NOTE 4 CHANGES IN ACCOUNTING POLICIES

The Fund has initially applied AASB 9 from 1 January 2018. A number of other new standards are also effective from 1 January 2019. Comparative information throughout these financial statements has not been restated to reflect the requirement of the new standard.

AASB 9 sets out requirements for recognising and measuring financial assets, financial liabilities and some contracts to buy or sell non-financial items. This standard replaces AASB 139 *Financial Instruments: Recognition and Measurement*.

The classification of financial assets under AASB 9 is generally based on the business model in which a financial asset is managed and its contractual cash flow characteristics. AASB 9 eliminates the AASB 139 categories of held to maturity, loans and receivables and available for sale. AASB 9 largely retains the existing requirements of AASB 139 for the classification and measurement of financial liabilities.

As the Fund only holds the following financial instruments, the adoption of AASB 9 has not impacted the Fund:

- Cash;
- Trade and other receivables; and
- Trade and other payables.

	2018 \$	2017 \$
NOTE 5 - TRADE AND OTHER RECEIVABLES		
Trade Receivables	8,043	-
	<u>8,043</u>	<u>-</u>
NOTE 6 - TRADE AND OTHER PAYABLES		
Catholic Education Office	25,000	-
	<u>25,000</u>	<u>-</u>

NOTE 7 - EVENTS AFTER BALANCE DATE

The Commission is not aware of any matter or circumstance that has occurred after balance date that, in management's opinion, has significantly affected or may significantly affect the operations, the results of these operations, or the state of the Commission's affairs in future years.



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

ABN: 84 572 437 441

**School Development Fund
Special Purpose Financial Report
for the Year Ended 31 December 2018**

SOUTH AUSTRALIAN COMMISSION FOR CATHOLIC SCHOOLS INC.
ABN: 84 572 437 441

SCHOOL DEVELOPMENT 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 School Development Fund (the Fund) is not a reporting entity nor publicly accountable;
- (b) the financial statements and notes, set out on pages 2 to 5:
 - (i) present fairly the financial position of the Fund as at 31 December 2018 and its financial performance for the year ended on that date in accordance with the statement of compliance and basis of preparation described in Note 2; and
 - (ii) comply with Australian Accounting Standards (including the Australian Accounting Interpretations) 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 2018 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 at Thebarton this 25th day of June 2019

Financial Statements 2018

SOUTH AUSTRALIAN COMMISSION FOR CATHOLIC SCHOOLS INC.
ABN: 84 572 437 441

PAID PARENTING LEAVE FUND

STATEMENT OF INCOME AND EXPENSES AND OTHER COMPREHENSIVE INCOME
FOR YEAR ENDED 31 DECEMBER 2018

	Note	2018 \$	2017 \$
Income			
Levies and Fees		4,257,986	4,188,910
Interest		37,325	29,112
Total Income		<u>4,295,311</u>	<u>4,198,022</u>
Expenses			
Reimbursement to Schools		4,629,743	4,216,222
Other Operating		25,000	25,000
Total Expenses		<u>4,654,743</u>	<u>4,241,222</u>
Deficit from Operating Activities		<u>(359,432)</u>	<u>(43,200)</u>
Total Deficit for the Year		<u>(359,432)</u>	<u>(43,200)</u>

STATEMENT OF FINANCIAL POSITION
AS AT 31 DECEMBER 2018

		2018 \$	2017 \$
Current Assets			
Cash		3,453,505	3,795,980
Trade and Other Receivables	5	8,043	-
Total Current Assets		<u>3,461,548</u>	<u>3,795,980</u>
Total Assets		<u>3,461,548</u>	<u>3,795,980</u>
Current Liabilities			
Trade and Other Payables	6	25,000	-
Total Current Liabilities		<u>25,000</u>	<u>-</u>
Total Liabilities		<u>25,000</u>	<u>-</u>
Net Assets		<u>3,436,548</u>	<u>3,795,980</u>
Accumulated Surplus			
Accumulated Surplus brought forward		3,795,980	3,839,180
Total Deficit for the Year		(359,432)	(43,200)
Accumulated Surplus as at 31 December		<u>3,436,548</u>	<u>3,795,980</u>

The accompanying notes form part of the financial report.

SOUTH AUSTRALIAN COMMISSION FOR CATHOLIC SCHOOLS INC.
ABN: 84 572 437 441

SCHOOL DEVELOPMENT FUND

NOTES TO AND FORMING PART OF THE REPORT
FOR YEAR ENDED 31 DECEMBER 2018

NOTE 1 - GENERAL INFORMATION

The Committee of the South Australian Commission for Catholic Schools Inc. (SACCS Inc.) administers the activities of the School Development Fund Account ("the Fund").

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

NOTE 2 - SUMMARY OF ACCOUNTING POLICIES

Financial Reporting Framework

The Fund is not a reporting entity because 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, this 'special purpose financial report' has been prepared to satisfy specifically the information needs of the Committee of the SACCS Inc. (the Committee).

Statement of Compliance

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 disclosure considered necessary by the Committee to meet the needs of users:

- AASB 108 Accounting Policies, Changes in Accounting Estimates and Errors

Basis of Preparation

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

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 School Development Fund is an account administered by SACCS Inc.

b) Trade and Other Payables

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

c) Goods and Services Tax (GST)

Revenues, expenses and assets are recognised net of the amount of goods and services tax (GST), except:

- where the amount of 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
- for receivables and payables which are recognised inclusive of GST.

d) Financial Assets

Trade Receivables and Other Receivables

Trade and Other Receivables that have fixed or determinable payments that are not quoted in an active market are classified as 'Receivables'. Receivables are measured at amortised cost using the effective interest method less impairment. Interest is recognised by applying the effective interest rate, except for short-term receivables when the recognition of interest would be immaterial.

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.

Financial Statements 2018

SOUTH AUSTRALIAN COMMISSION FOR CATHOLIC SCHOOLS INC.
ABN: 84 572 437 441

SCHOOL DEVELOPMENT FUND

NOTE 2 - SUMMARY OF ACCOUNTING POLICIES (cont)

Impairment of financial assets

Financial assets are assessed for indicators of impairment at each balance sheet date. Financial assets are impaired where there is objective evidence that as a result of one or more events that occurred after the initial recognition of the financial asset the estimated future cash flows of the investment have been impacted.

e) Revenue

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

Interest

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

Levies and Fees

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

NOTE 3 NEW STANDARDS AND INTERPRETATIONS NOT YET ADOPTED

A number of new standards, amendments to standards and interpretations are effective for annual periods beginning after 1 January 2019, and have not been applied in preparing these financial statements. Those which may be relevant to the Fund are set out below. The Fund does not plan to early adopt these standards. Management has not completed an assessment of the impact of these standards on the Fund.

a) AASB 15 Revenue from Contracts with Customers

AASB 15 establishes a comprehensive framework for determining whether, how much and when revenue is recognised. It replaces existing revenue recognition guidance, including AASB 118 Revenue, AASB 111 Construction Contracts and IFRIC 13 Customer Loyalty Programmes. AASB 15 is effective for annual reporting periods beginning on or after 1 January 2019, with early adoption permitted.

b) AASB 1058 Income for Not-for-profit Entities

AASB 1058 replaces the income recognition requirements relating to private sector and majority of public sector not-for-profit (NFP) entities in AASB 1004 Contributions. AASB 1058 simplifies the income recognition requirements applicable to NFP entities and is applied in conjunction with AASB 15. AASB 1058 is effective for annual reporting periods beginning on or after 1 January 2019, with early adoption permitted.

c) AASB 16 Leases

AASB 16 removes the lease classification test for lessees and requires all leases (including operating leases) to be brought onto the balance sheet. The definition of a lease is also amended and is now the new on/off balance sheet test for lessees. The standard does allow for exemptions for short term leases and leases on low value items. AASB 16 is effective for annual reporting periods beginning on or after 1 January 2019, with early adoption permitted where AASB 15 Revenue from Contracts with Customers is adopted at the same time.

NOTE 4 CHANGES IN ACCOUNTING POLICIES

The Fund has initially applied AASB 9 from 1 January 2018. A number of other new standards are also effective from 1 January 2019. Comparative information throughout these financial statements has not been restated to reflect the requirement of the new standard.

AASB 9 sets out requirements for recognising and measuring financial assets, financial liabilities and some contracts to buy or sell non-financial items. This standard replaces AASB 139 *Financial Instruments: Recognition and Measurement*.

The classification of financial assets under AASB 9 is generally based on the business model in which a financial asset is managed and its contractual cash flow characteristics. AASB 9 eliminates the AASB 139 categories of held to maturity, loans and receivables and available for sale. AASB 9 largely retains the existing requirements of AASB 139 for the classification and measurement of financial liabilities.

As the Fund only holds the following financial instruments, the adoption of AASB 9 has not impacted the Fund:

- Cash;
- Trade and other receivables; and
- Trade and other payables.

Financial Statements 2018

SOUTH AUSTRALIAN COMMISSION FOR CATHOLIC SCHOOLS INC.
ABN: 84 572 437 441

SCHOOL DEVELOPMENT FUND

	2018	2017
	\$	\$
NOTE 5 - TRADE AND OTHER RECEIVABLES		
Trade Receivables	204,973	78,822
	<u>204,973</u>	<u>78,822</u>

NOTE 6 - COMMITMENTS

The School Development Fund had a commitment to provide support to a College through subsidising the annual fixed interest only loan repayments on a loan for the purchase of land. As at 31 December 2018, the annual commitments were \$660K for 2019, to be reducing to zero by 2023. In March 2019, an agreement with the College was revised such that the School Development Fund no longer had this commitment.

NOTE 7 - EVENTS AFTER BALANCE DATE

The commitment referred to in Note 6 existed as at 31 December 2018. On 4 March 2019 an agreement with the College was reached to cease the subsidy. The School Development Fund has no ongoing future commitments.



**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 2018**

SOUTH AUSTRALIAN COMMISSION FOR CATHOLIC SCHOOLS INC.
ABN: 84 572 437 441

EDUCATION ASSETS 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 Assets Fund (the Fund) is not a reporting entity nor publicly accountable;
- (b) the financial statements and notes, set out on pages 2 to 7:
 - (i) present fairly the financial position of the Fund as at 31 December 2018 and its financial performance for the year ended on that date in accordance with the statement of compliance and basis of preparation described in Note 2; and
 - (ii) comply with Australian Accounting Standards (including the Australian Accounting Interpretations) 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 2018 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 at Thebarton this 25th day of June 2019

Financial Statements 2018

SOUTH AUSTRALIAN COMMISSION FOR CATHOLIC SCHOOLS INC.
ABN: 84 572 437 441

EDUCATION ASSETS FUND

STATEMENT OF INCOME AND EXPENSES AND OTHER COMPREHENSIVE INCOME
FOR YEAR ENDED 31 DECEMBER 2018

	Note	2018 \$	2017 \$
Income			
Equipment Leasing and Rental		2,053,577	2,395,684
Relocatable Rental		1,217,102	1,310,825
Interest		35,304	23,649
Other Revenue		-	33,933
Total Income		3,305,983	3,764,091
Expenses			
Interest		60,841	87,294
Program Management		33,581	40,176
Communication		-	131
Consulting		3,351	20,335
Motor Vehicles		117,489	118,707
Depreciation-Relocatables		338,626	370,216
Depreciation-Property, Plant and Equipment		1,647,879	1,751,961
Room Maintenance / Relocation		86,606	79,769
Other Operating		371,092	563,238
(Gain) or Loss on Sale of Fixed Assets		(521,932)	(616,015)
Total Expenses		2,137,533	2,415,812
Total Surplus for the Year		1,168,450	1,348,279

Financial Statements 2018

SOUTH AUSTRALIAN COMMISSION FOR CATHOLIC SCHOOLS INC.
ABN: 84 572 437 441

EDUCATION ASSETS FUND

STATEMENT OF FINANCIAL POSITION
AS AT 31 DECEMBER 2018

		2018 \$	2017 \$
Current Assets			
Cash		4,820,015	2,635,366
Trade And Other Receivables	5	430,637	329,041
Total Current Assets		<u>5,250,652</u>	<u>2,964,407</u>
Non-Current Assets			
Relocatable Buildings		7,307,141	8,065,814
Less: Accumulated Depreciation		(5,303,713)	(5,599,317)
	6	<u>2,003,428</u>	<u>2,466,497</u>
Plant and Equipment		21,244,157	20,812,632
Less: Accumulated Depreciation		(16,306,867)	(15,679,159)
	7	<u>4,937,290</u>	<u>5,133,473</u>
Work in Progress		12,214	283,997
		<u>12,214</u>	<u>283,997</u>
Total Non-Current Assets		<u>6,952,932</u>	<u>7,883,967</u>
Total Assets		<u>12,203,584</u>	<u>10,848,374</u>
Current Liabilities			
Trade and Other Payables		109,035	135,946
Borrowings	8	1,030,717	1,209,130
Total Current Liabilities		<u>1,139,752</u>	<u>1,345,076</u>
Non-Current Liabilities			
Borrowings		714,184	334,872
Provision for Member Employee Entitlements		13,591	819
Total Non-Current Liabilities		<u>727,775</u>	<u>335,691</u>
Total Liabilities		<u>1,867,527</u>	<u>1,680,767</u>
Net Assets		<u>10,336,057</u>	<u>9,167,607</u>
Accumulated Surplus			
Accumulated Surplus Brought Forward		9,167,607	7,819,328
Total Surplus for the Year		1,168,450	1,348,279
Accumulated Surplus as at 31 December		<u>10,336,057</u>	<u>9,167,607</u>

The accompanying notes form part of the financial report.

Financial Statements 2018

SOUTH AUSTRALIAN COMMISSION FOR CATHOLIC SCHOOLS INC.
ABN: 84 572 437 441

EDUCATION ASSETS FUND

NOTES TO AND FORMING PART OF THE REPORT
FOR YEAR ENDED 31 DECEMBER 2018

NOTE 1 - GENERAL INFORMATION

The Committee of the South Australian Commission for Catholic Schools Inc. (SACCS Inc.) administers the activities of the SACCS 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.

NOTE 2 - SUMMARY OF ACCOUNTING POLICIES

Financial Reporting Framework

The Fund is not a reporting entity because 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, this 'special purpose financial report' has been prepared to satisfy specifically the information needs of the Committee of SACCS Inc. (the Committee).

Statement of Compliance

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 Committee to meet the needs of users:

- AASB 108 *Accounting Policies, Changes in Accounting Estimates and Errors*

Basis of Preparation

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

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 Assets Fund is an account administered by SACCS Inc.

b) 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.

c) 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.

d) 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.

e) Financial Assets

Trade and Other Receivables

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

SOUTH AUSTRALIAN COMMISSION FOR CATHOLIC SCHOOLS INC.
ABN: 84 572 437 441

EDUCATION ASSETS FUND

NOTE 2 SUMMARY OF ACCOUNTING POLICIES (cont)

f) Impairment

At each reporting date, the Fund reviews the carrying amounts of its tangible and intangible assets 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).

g) 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.

h) 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 and Equipment	3 - 6 years
Motor Vehicles	5 Years

i) Revenue

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

j) 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 current asset position of \$4,110,900 (2017: \$1,619,331). The Committee has therefore determined that the 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.

NOTE 3 NEW STANDARDS AND INTERPRETATIONS NOT YET ADOPTED

A number of new standards, amendments to standards and interpretations are effective for annual periods beginning after 1 January 2019, and have not been applied in preparing these financial statements. Those which may be relevant to the Fund are set out below. The Fund does not plan to early adopt these standards. Management has not completed an assessment of the impact of these standards on the Fund.

a) AASB 15 Revenue from Contracts with Customers

AASB 15 establishes a comprehensive framework for determining whether, how much and when revenue is recognised. It replaces existing revenue recognition guidance, including AASB 118 Revenue, AASB 111 Construction Contracts and IFRIC 13 Customer Loyalty Programmes. AASB 15 is effective for annual reporting periods beginning on or after 1 January 2019, with early adoption permitted.

b) AASB 1058 Income for Not-for-profit Entities

AASB 1058 replaces the income recognition requirements relating to private sector and majority of public sector not-for-profit (NFP) entities in AASB 1004 Contributions. AASB 1058 simplifies the income recognition requirements applicable to NFP entities and is applied in conjunction with AASB 15. AASB 1058 is effective for annual reporting periods beginning on or after 1 January 2019, with early adoption permitted.

c) AASB 16 Leases

AASB 16 removes the lease classification test for lessees and requires all leases (including operating leases) to be brought onto the balance sheet. The definition of a lease is also amended and is now the new on/off balance sheet test for lessees. The standard does allow for exemptions for short term leases and leases on low value items. AASB 16 is effective for annual reporting periods beginning on or after 1 January 2019, with early adoption permitted where AASB 15 Revenue from Contracts with Customers is adopted at the same time.

Financial Statements 2018

SOUTH AUSTRALIAN COMMISSION FOR CATHOLIC SCHOOLS INC.
ABN: 84 572 437 441

EDUCATION ASSETS FUND

NOTE 4 CHANGES IN ACCOUNTING POLICIES

The Fund has initially applied AASB 9 from 1 January 2018. A number of other new standards are also effective from 1 January 2019. Comparative information throughout these financial statements has not been restated to reflect the requirement of the new standard.

AASB 9 sets out requirements for recognising and measuring financial assets, financial liabilities and some contracts to buy or sell non-financial items. This standard replaces AASB 139 *Financial Instruments: Recognition and Measurement*.

The classification of financial assets under AASB 9 is generally based on the business model in which a financial asset is managed and its contractual cash flow characteristics. AASB 9 eliminates the AASB 139 categories of held to maturity, loans and receivables and available for sale. AASB 9 largely retains the existing requirements of AASB 139 for the classification and measurement of financial liabilities.

As the Fund only holds the following financial instruments, the adoption of AASB 9 has not impacted the Fund:

- Cash;
- Trade and other receivables; and
- Trade and other payables.

	2018 \$	2017 \$
NOTE 5 - TRADE AND OTHER RECEIVABLES		
SACCS Inc.	76,187	45,568
Catholic Education Office	41,271	-
Trade Receivables	42,102	40,861
Sundry Receivables	271,077	242,415
Prepayments	-	197
	<u>430,637</u>	<u>329,041</u>

NOTE 6 - RELOCATABLE BUILDINGS

Gross carrying amount		
Balance as at 1 January	8,065,814	8,508,257
Additions	131,565	126,500
Less: Disposals	(890,238)	(568,943)
Balance as at 31 December	<u>7,307,141</u>	<u>8,065,814</u>
Accumulated depreciation		
Balance as at 1 January	(5,599,317)	(5,692,740)
Disposals	635,246	465,474
Depreciation	(339,642)	(372,051)
Balance as at 31 December	<u>(5,303,713)</u>	<u>(5,599,317)</u>

NOTE 7 - PLANT AND EQUIPMENT

Motor Vehicles

Gross carrying amount		
Balance as at 1 January	5,133,019	5,009,305
Additions	1,775,996	2,437,963
Less: Disposals	(1,759,620)	(2,314,249)
Balance as at 31 December	<u>5,149,395</u>	<u>5,133,019</u>
Accumulated depreciation		
Balance as at 1 January	(1,264,915)	(1,354,016)
Disposals	867,472	1,153,863
Depreciation	(1,070,722)	(1,064,762)
Balance as at 31 December	<u>(1,468,165)</u>	<u>(1,264,915)</u>

Financial Statements 2018

SOUTH AUSTRALIAN COMMISSION FOR CATHOLIC SCHOOLS INC.
ABN: 84 572 437 441

EDUCATION ASSETS FUND

NOTE 7 PLANT AND EQUIPMENT (cont)

Office and Equipment

	2018 \$	2017 \$
Gross carrying amount		
Balance as at 1 January	1,231,366	1,669,554
Less: Disposals	(172,648)	(438,188)
Balance as at 31 December	<u>1,058,718</u>	<u>1,231,366</u>
Accumulated depreciation		
Balance as at 1 January	(1,145,329)	(1,441,049)
Disposals	172,647	438,188
Depreciation	(67,874)	(142,468)
Balance as at 31 December	<u>(1,040,556)</u>	<u>(1,145,329)</u>

Computer Equipment

Gross carrying amount		
Balance as at 1 January	3,339,658	3,339,658
Additions	162,940	-
Balance as at 31 December	<u>3,502,598</u>	<u>3,339,658</u>
Accumulated depreciation		
Balance as at 1 January	(3,272,875)	(3,152,151)
Depreciation	(89,937)	(120,724)
Balance as at 31 December	<u>(3,362,812)</u>	<u>(3,272,875)</u>

Computer Software

Gross carrying amount		
Balance as at 1 January	11,108,589	11,104,871
Additions	424,857	3,718
Balance as at 31 December	<u>11,533,446</u>	<u>11,108,589</u>
Accumulated depreciation		
Balance as at 1 January	(9,996,040)	(9,572,033)
Depreciation	(439,294)	(424,007)
Balance as at 31 December	<u>(10,435,334)</u>	<u>(9,996,040)</u>

NOTE 8 - TRADE AND OTHER PAYABLES

Catholic Education Office	-	19,900
Trade Payables	3,669	2,588
Accrued Expenses	105,366	113,458
	<u>109,035</u>	<u>135,946</u>

NOTE 9 - EVENTS AFTER BALANCE DATE

The Commission is not aware of any matter or circumstances that has occurred after balance date that, in management's opinion, has significantly affected or may significantly affect the operations, or the state of the Commission's affairs in future 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 2018**

SOUTH AUSTRALIAN COMMISSION FOR CATHOLIC SCHOOLS INC.
ABN: 84 572 437 441

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 5:
 - (i) present fairly the financial position of the Fund as at 31 December 2018 and its financial performance for the year ended on that date in accordance with the statement of compliance and basis of preparation described in Note 2; and
 - (ii) comply with Australian Accounting Standards (including the Australian Accounting Interpretations) 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 2018 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 at Thebarton this 25th day of June 2019

Financial Statements 2018

SOUTH AUSTRALIAN COMMISSION FOR CATHOLIC SCHOOLS INC.
ABN: 84 572 437 441

LONG SERVICE LEAVE FUND

STATEMENT OF INCOME AND EXPENSES AND OTHER COMPREHENSIVE INCOME
FOR YEAR ENDED 31 DECEMBER 2018

	Note	2018 \$	2017 \$
Income			
Levies and Fees		11,594,478	11,492,705
Other Revenue		137,111	245,294
Transfer Of Liability		388,341	215,091
Interest		1,367,766	1,358,160
Total Income		13,487,696	13,311,250
Expenses			
Reimbursement to Schools		9,394,958	8,460,838
Program Management		103,622	96,556
Transfer of Liability		658,201	188,879
Adjustment in provision for Long Service Leave		1,857,651	3,049,528
Consulting		13,000	(2,690)
Other Operating		5,500	10,250
Total Expenses		12,032,932	11,803,361
Total Surplus for the Year		1,454,764	1,507,889

STATEMENT OF FINANCIAL POSITION
AS AT 31 DECEMBER 2018

		2018 \$	2017 \$
Current Assets			
Cash		34,682,871	31,578,813
Term Deposit		35,000,000	35,000,000
Trade And Other Receivables	5	264,650	93,991
Total Current Assets		69,947,521	66,672,804
Total Assets		69,947,521	66,672,804
Current Liabilities			
Trade and Other Payables	6	104,136	142,811
Provision for Long Service Leave Reimbursement	7	66,427,419	63,775,207
Total Current Liabilities		66,531,555	63,918,018
Non-Current Liabilities			
Provision for Long Service Leave Reimbursement	7	8,339,432	9,133,016
Total Non-Current Liabilities		8,339,432	9,133,016
Total Liabilities		74,870,987	73,051,034
Net Liabilities		(4,923,466)	(6,378,230)
Accumulated Loss			
Accumulated Losses Brought Forward		(6,378,230)	(7,886,119)
Total Surplus for the Year		1,454,764	1,507,889
Accumulated Losses as at 31 December		(4,923,466)	(6,378,230)

The accompanying notes form part of the financial report.

SOUTH AUSTRALIAN COMMISSION FOR CATHOLIC SCHOOLS INC.
ABN: 84 572 437 441

LONG SERVICE LEAVE FUND

NOTES TO AND FORMING PART OF THE REPORT
FOR YEAR ENDED 31 DECEMBER 2018

NOTE 1 BACKGROUND INFORMATION

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 primary object 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.

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.

NOTE 2 - SUMMARY OF ACCOUNTING POLICIES

Financial Reporting Framework

The Committee of SACCS Inc. (the Committee) administers the activities of the Fund.

The Fund is not a reporting entity because 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, this 'special purpose financial report' has been prepared to satisfy specifically the information needs of the Committee.

Statement of Compliance

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 Committee to meet the needs of users:

- AASB 108 *Accounting Policies, Changes in Accounting Estimates and Errors*

Basis of Preparation

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

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 Long Service Leave Fund is an account administered by SACCS Inc.

b) 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.

c) Goods and Services Tax (GST)

Revenues, expenses and assets are recognised net of the amount of goods and services tax (GST), except:

- where the amount of 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
- for receivables and payables which are recognised inclusive of GST.

d) 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 2.5% of salaries (2017: 2.5%).

An additional levy was implemented in 2004 in recognition of the need to increase reserves held to meet the liability attributable to Eligible Employees of the Fund. In 2018, the additional levy applied was 0.5%.

The total Long Service Leave Levy for 2018 was therefore 2.5% + 0.5% = 3% (2017: 2.5% + 0.5%).

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 Employees' 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.

Financial Statements 2018

SOUTH AUSTRALIAN COMMISSION FOR CATHOLIC SCHOOLS INC.
ABN: 84 572 437 441

LONG SERVICE LEAVE FUND

NOTE 2 - SUMMARY OF ACCOUNTING POLICIES (cont)

e) Financial Assets

Trade and Other Receivables

Trade receivables and other receivables are recognised at cost and reviewed as at the reporting date and adequate allowance made for amounts the receipt of which is considered doubtful.

f) Revenue

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

Rendering of Services

Revenue from levies and fees are recognised in proportion to the stage of completion of the contract. The stage of completion is assessed based on the term of the contract.

Interest

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

g) 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 the balance date, the Long Service Leave Fund has a net liability position of \$4,923,466 (2017: \$6,378,230). Included in current liabilities is a provision for member long service leave entitlements of \$66,427,419 (2017: \$63,775,207) 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 2019 is \$10,000,000 (2018: \$9,394,958). 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 the school employers as disclosed in note 1.

NOTE 3 NEW STANDARDS AND INTERPRETATIONS NOT YET ADOPTED

A number of new standards, amendments to standards and interpretations are effective for annual periods beginning after 1 January 2019, and have not been applied in preparing these financial statements. Those which may be relevant to the Fund are set out below. The Fund does not plan to early adopt these standards. Management has not completed an assessment of the impact of these standards on the Fund.

a) AASB 15 Revenue from Contracts with Customers

AASB 15 establishes a comprehensive framework for determining whether, how much and when revenue is recognised. It replaces existing revenue recognition guidance, including AASB 118 Revenue, AASB 111 Construction Contracts and IFRIC 13 Customer Loyalty Programmes. AASB 15 is effective for annual reporting periods beginning on or after 1 January 2019, with early adoption permitted.

b) AASB 1058 Income for Not-for-profit Entities

AASB 1058 replaces the income recognition requirements relating to private sector and majority of public sector not-for-profit (NFP) entities in AASB 1004 Contributions. AASB 1058 simplifies the income recognition requirements applicable to NFP entities and is applied in conjunction with AASB 15. AASB 1058 is effective for annual reporting periods beginning on or after 1 January 2019, with early adoption permitted.

c) AASB 16 Leases

AASB 16 removes the lease classification test for lessees and requires all leases (including operating leases) to be brought onto the balance sheet. The definition of a lease is also amended and is now the new on/off balance sheet test for lessees. The standard does allow for exemptions for short term leases and leases on low value items. AASB 16 is effective for annual reporting periods beginning on or after 1 January 2019, with early adoption permitted where AASB 15 Revenue from Contracts with Customers is adopted at the same time.

NOTE 4 CHANGES IN ACCOUNTING POLICIES

The Fund has initially applied AASB 9 from 1 January 2018. A number of other new standards are also effective from 1 January 2019. Comparative information throughout these financial statements has not been restated to reflect the requirement of the new standard.

AASB 9 sets out requirements for recognising and measuring financial assets, financial liabilities and some contracts to buy or sell non-financial items. This standard replaces AASB 139 *Financial Instruments: Recognition and Measurement*.

The classification of financial assets under AASB 9 is generally based on the business model in which a financial asset is managed and its contractual cash flow characteristics. AASB 9 eliminates the AASB 139 categories of held to maturity, loans and receivables and available for sale. AASB 9 largely retains the existing requirements of AASB 139 for the classification and measurement of financial liabilities.

As the Fund only holds the following financial instruments, the adoption of AASB 9 has not impacted the Fund:

- Cash;
- Trade and other receivables; and
- Trade and other payables.

SOUTH AUSTRALIAN COMMISSION FOR CATHOLIC SCHOOLS INC.
ABN: 84 572 437 441

LONG SERVICE LEAVE FUND

	2018	2017
	\$	\$
NOTE 5 - TRADE AND OTHER RECEIVABLES		
SACCS Inc.	-	2,844
Catholic Education Office	165,997	-
Trade Receivables	98,653	91,147
	<u>264,650</u>	<u>93,991</u>
NOTE 6 - TRADE AND OTHER PAYABLES		
Trade Payables	6,783	7,784
Accrued Expenses	97,353	-
	<u>104,136</u>	<u>142,811</u>
NOTE 7 - PROVISIONS FOR MEMBER EMPLOYEES		
Current		
Provision for member employee entitlements	66,427,419	63,775,207
	<u>66,427,419</u>	<u>63,775,207</u>
Non-Current		
Provision for member employee entitlements	8,339,432	9,133,016
	<u>8,339,432</u>	<u>9,133,016</u>
Total Provision for member employee entitlements	<u><u>74,766,851</u></u>	<u><u>72,908,223</u></u>

NOTE 8 - EVENTS AFTER BALANCE DATE

The Commission is not aware of any matter or circumstance that has occurred after balance date that, in management's opinion, has significantly affected or may significantly affect the operations, the results of these operations, or the state of the Commission's affairs in future years.

South Australian Commission for Catholic Schools Inc.

Statement of Income and Expenditure

for the Year Ended 31 December 2018

	\$
Total recurrent grant funding under s25 of the Act provided during the year ended 31 December 2018	387,424,205.00
GST	38,742,420.50
Total funding provided (Incl. GST) received under s25 of the Act	<u>426,166,625.50</u>
Amount spent in accordance with s29 during the year ended 31 December 2018	387,424,205.00
GST paid to ATO during the year ended 31 December 2018	38,742,420.50
Total undisbursed recurrent grant funding at 31 December 2018	<u>-</u>

Note 1: Basis of preparation

The Statement of Grant Income and Expenditure (the Financial Statement) was prepared in accordance with the special purpose framework designed to meet the needs of the Department of Education and the requirements of the funding agreement between the Commonwealth of Australia and South Australian Commission for Catholic Schools Inc. under section 25 of the Australian Education Act 2013 (Cth) (the Act) (the Funding Agreement).

Grant Income: Funding from Grants is recognised when the Commission receives the Grant in cash.

Expenditure: Amounts are recognised as spent or committed to be spent when the Commission makes a payment in cash to third party for services provided or has contractual obligation or has a constructive obligation as defined in AASB 137 Provisions, Contingent Liabilities and Contingent Assets.

Management Declaration:

In my opinion this Statement of Grant Income and Expenditure presents fairly the funding received and expended and undisbursed funds for the funding received from the Commonwealth of Australia under section 25 of the Australian Education Act 2013 (Cth) (the Act).

I certify that all funding received was expended in accordance with subsections 29(1), (3), (7) and (8) of the Australian Education Regulation 2013 (Cth).

Signed:



Dr Neil McGoran
Director



**Catholic Church Endowment Society
Incorporated Agency**

**Statement by the
Chief Executive Officer and
Assistant Director - Finance
for the Year Ended 31 December 2018**

CATHOLIC CHURCH ENDOWMENT SOCIETY INCORPORATED
AGENCY
FOR YEAR ENDED 31 DECEMBER 2018

STATEMENT BY CHIEF EXECUTIVE OFFICER AND ASSISTANT DIRECTOR- FINANCE

1. In our Opinion,
 - (a) the foregoing Statement of the Balance Sheet and Income Statement is a true record of the Agency's financial transactions for the year ended 31 December 2018 and its financial position as at that date.
 - (b) all bank accounts and trading activities conducted by the Agency are reflected in the financial records.
 - (c) the Agency has complied with its Charter or rules of operation, and
 - (d) at the date of this statement, there are reasonable grounds to believe that the Agency will be able to pay its debts as and when they fall due.
2. The financial statements have been prepared in accordance with The Diocesan Accounting Policy (issued August 2017).
3. Since the end of the previous financial year no officer of the Agency, or firm of which an officer is a member or a corporate in which an officer has a substantial interest, has received or become entitled to receive a benefit, either directly or indirectly, from the Agency as a result of a contract between an officer, firm or corporate and the Agency.

The term "officer" includes management committee members who receive no remuneration, and managers who take part in the day to day management of the entity and receive remuneration in the normal course of their employment.

4. We confirm to the best of our knowledge and belief, the following representations:
 - (a) There have been no irregularities involving management or employees who have a significant role in the accounting and internal control systems or that could have a material effect on the financial statements.
 - (b) We have disclosed all significant facts relating to any frauds or suspected frauds known to us that may have affected the entity.
 - (c) The financial statements are free of misstatements, including omissions.
 - (d) We have disclosed all known incidences of possible or actual non-compliance with laws and regulations whose effects have been considered when preparing the financial report.
 - (e) The Agency has complied with all contractual agreements that could have a material effect on the financial statements in the event of non compliance.
 - (f) The Agency has satisfactory title to all assets and there are no liens or encumbrances on the incorporated association.
 - (g) We have recorded or disclosed, as appropriate, all liabilities, both actual and contingent, and there are no guarantees that we have given third parties.
 - (h) No claims in connection with litigation have been or are expected to be received.

Signed at Adelaide this 25th day of June 2019



Director, Catholic Education SA



Assistant Director - Finance

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@holymfamily.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 Wittington Street, Enfield 5085</p> <p>Governance: Archdiocese of Adelaide</p>	ENFIELD	8344 0000	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	8331 7279	info@sjms.catholic.edu.au
St Joseph's Memorial School Junior Campus 46 Bridge St, Kensington 5068 Governance: Archdiocese of Adelaide	KENSINGTON	8364 1164	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	8532 3734	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@stpatmp.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	8276 5528	info@sts.catholic.edu.au

School Name	Suburb	Telephone	Email
<p>St Thomas More School 50 Yorktown Road, Elizabeth Park 5113</p> <p>Governance: Archdiocese of Adelaide</p>	ELIZABETH PARK	8255 1699	info@sttmore.catholic.edu.au
<p>St Thomas' School and Pre-School 10 Rushton Street, Goodwood 5034</p> <p>Governance: Archdiocese of Adelaide</p>	GOODWOOD	8271 5674	info@stg.catholic.edu.au
<p>Star of the Sea School 333 Military Road, Henley Beach 5022</p> <p>Governance: Archdiocese of Adelaide</p>	HENLEY BEACH	8115 7400	info@star.catholic.edu.au
<p>Stella Maris Parish School 1 Syme Avenue, Seacombe Gardens 5047</p> <p>Governance: Archdiocese of Adelaide</p>	SEACOMBE GARDENS	8296 3928	info@smmps.catholic.edu.au
<p>Tenison Woods Catholic Primary School 68 Brooker Terrace, Richmond 5033</p> <p>Governance: Archdiocese of Adelaide</p>	RICHMOND	8352 2706	info@twcs.catholic.edu.au
<p>Whitefriars School 45 Beaufort Street, Woodville Park 5011</p> <p>Governance: Archdiocese of Adelaide</p>	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</p> <p>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</p> <p>96 Valiant Road, Holden Hill 5088</p> <p>Governance: Kildare Ministries</p>	HOLDEN HILL	8369 9999	secretary@kildare.catholic.edu.au
<p>Loreto College</p> <p>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</p> <p>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</p> <p>540 Fullarton Road, Springfield 5062</p> <p>Governance: Archdiocese of Adelaide</p>	SPRINGFIELD	8372 3200	info@mercedes.catholic.edu.au
<p>Mount Carmel College</p> <p>33 Newcastle Street, Rosewater 5013</p> <p>Governance: Archdiocese of Adelaide</p>	ROSEWATER	8447 0500	mcc@mcc.catholic.edu.au
<p>Nazareth Catholic College</p> <p>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	roscoll@rostrevor.sa.edu.au
Sacred Heart College Champagnat Campus 28 Percy Avenue, Mitchell Park 5043 Governance: Marist Schools Australia	MITCHELL PARK	8276 7877	principal@shc.sa.edu.au
Sacred Heart College Marcellin Campus 195 Brighton Road, Somerton Park 5044 Governance: Marist Schools Australia	SOMERTON PARK	8294 2988	info@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	principal@stmarkspirie.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

Our commitment to every child in a Catholic school.

We are committed to **knowing you** deeply.
We value you as a **capable** and **competent**
learner and will support your **active**
engagement in the learning process.

In **partnership** with you and your family we
commit to **high expectations** for your learning
progress, wellbeing and achievement.

You matter to us.



SOUTH AUSTRALIAN COMMISSION FOR CATHOLIC SCHOOLS

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