



**South Australian Commission
for Catholic Schools**

Annual Report 2017





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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 2017.



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Chairperson's Report

I am pleased to present the Annual Report of the South Australian Commission for Catholic Schools (SACCS) for the year 2017. 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 program. 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 2017 and more broadly to Catholic Education across South Australia.

The Commission is indeed fortunate to have members who are so generous with their time and expertise in advancing the work of the Commission. In 2017 there were several changes in Commission membership with the retirement of Mr Michael Dahl, Dr Paul Rijken and Ms Brenda Keenan.

Ms Brenda Keenan who served as the Director of Catholic Education in the Diocese of Port Pirie and as a member of the Commission resigned from these positions to take up an appointment as a Lay Missionary with the Sisters of the Good Samaritan in Kiribati. I commend Brenda for her generosity of spirit in taking up this role in Kiribati and thank her for her leadership as Director and her contribution as a member of the Commission.

Mr Michael Dahl was a member of the Commission for seven years and was an outstanding Chairperson of the Finance and Infrastructure Standing Committee (FISC). Michael is the Director of the Nazareth Catholic Community where he is highly regarded for his leadership and management. In addition to this demanding role Michael applied zealous effort to ensuring that the complex matters which came before FISC were dealt with effectively.

Dr Paul Rijken served on the Commission for six years and was an excellent Chairperson of the People and Culture Standing Committee (PCSC). Paul is the Principal of Cardijn College and Marcellin College where his educational leadership has been outstanding. In addition to this demanding role as principal, Paul ensured that all matters within the scope of PCSC were addressed in a sensitive and capable manner.

We welcomed the appointment of Mr Matthew Fox, an expert in a wide range of finance and business matters, to SACCS at the commencement of 2017. Three more new Commissioners were appointed during the latter part of 2017, namely Ms Nichii Mardon, Mr David Meziniec and Mr Steve Byrne who will commence their term on the Commission in February 2018. Ms Nichii Mardon has been appointed as Director of Catholic Education for the Diocese of Port Pirie and was formerly the Principal of Caritas College. Mr Steve Byrne is the Principal of Sacred Heart College and Mr David Meziniec is the Principal of Tenison Woods College in Mt Gambier. 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.

Ms Helen O'Brien completed her term as Director of Catholic Education SA and as Executive Officer of SACCS in May 2017. The Commission has valued the outstanding leadership and executive management of Ms Helen O'Brien in her capacity as Director of Catholic Education and as Executive Officer of the Commission. Helen has served Catholic Education with distinction for decades as a teacher, Principal, Assistant Director and as Acting Director of Catholic Education prior to her appointment as Director. She is highly regarded across all sectors of Education in South Australia and beyond. The strength of her faith, values, knowledge, experience, leadership, discernment and her interpersonal skills have enabled us to set in place a raft of major strategic directions to meet current and emerging challenges. Helen's leadership and executive management as Director have been outstanding and have imbued the sector with vision and confidence. We wish her well as she embarks on the next exciting stage of her career.

In May 2017, Mr Bruno Vieceli was appointed as Interim Director of Catholic Education SA and as Executive Officer of SACCS. Bruno stepped into these key roles with confidence and energy at a time of significant challenges. I wish to commend him for his leadership and achievements over the six months that he served in these important positions. We appreciated the way in which he set in place a first rate transition plan to welcome and assist the incoming Director, Dr Neil McGoran. We are indeed fortunate that in his substantive position as Assistant Director, Bruno will continue to make an excellent leadership contribution to Catholic Education in South Australia.

In September 2017, we were delighted to welcome and congratulate Dr Neil McGoran on his appointment as Director of Catholic Education SA, Executive Officer of SACCS and as a Chancellor of the Archdiocese. Dr McGoran had previously held a senior position in the State

Government as Chief Executive of the SACE Board and prior to that appointment he was the Principal of Nazareth College. In those positions, Neil displayed outstanding leadership and highly effective executive management skills and achievements. Neil brings to the position an excellent post graduate academic background as Doctor of Education (Educational Leadership), Master of Business Administration, Master of Education (Curriculum) and a Graduate Certificate in Religious Education.

In my position as Chairperson of SACCS I have continued to enjoy and appreciate the support and advice of our Canonical Stewards, namely, Archbishop Philip Wilson, Bishop Greg O'Kelly, Br Chris Gorrige and Sr Bernadette Kiley. I wish to record my appreciation of the work of our respective Executive Officers, Ms Helen O'Brien, Mr Bruno Vieceli and 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 Michael Dahl (Finance & Infrastructure), Sr Bernadette Kiley (Catholic Identity & Leadership), Ms Georgia Dennis (Education) and Dr Paul Rijken (People & Culture), for their leadership, time commitment and their efforts to enable the Commission to successfully meet our objective. 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.

In March, the Commissioners undertook a valuable program with the Australian Institute of Company Directors (AICD) with a focus on quality governance in examining the responsibilities and accountabilities of Board members.

The Governors and Trustees of all Catholic Schools in South Australia came together at the Catholic Education Office in April to discuss the "Changing landscape of governance in Catholic education and schools across Australia". A number of these congregational leaders travelled from



Chairperson's Report (continued)

Melbourne and Sydney to participate in this forum. There was a particular focus on presentations about the Marist Association of St Marcellin Champagnat and the new company structure of Loreto Ministries Limited. Senior staff of CESA presented an overview of issues and challenges facing Catholic Education in SA and an update on the implementation of SACCS' "Strategy for Leading Catholic Education to New Levels of Excellence". These meetings are held each year and have made a valuable contribution to the nature of the partnership and collaboration between each of the congregations and across Catholic Education in South Australia.

During 2017 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 2017 including the following:

- Cultural Diversity and Learning Policy and Guidelines
- Procedures for Engaging and Inducting Volunteers
- Launch of Ecological Conversion Policy
- Ecological Conversion Strategic Plan
- First Aid Policy and Procedures
- Launch of the CESA Learning Statement

In line with our "Strategy for Leading Catholic Education to New Levels of Excellence", the Commission approved a range of structural changes in schooling provision, namely:

- The final stages in the alignment of Cardijn College and Marcellin College
- The next steps in the amalgamation of Sacred Heart College and Marymount College
- The next steps in the establishment of a new school at

Hove, covering Reception to Year 6 with a STEM focus and a Catholic Early Learning Centre. Recommendations regarding the name for this school and its charism are to be determined early in 2018.

- The transition of Year 7 students to secondary settings has been set to proceed from the commencement of 2018 as approved for the Tea Tree Gully cluster with the majority of Year 7s in secondary settings by the commencement of 2019. The exemption from this timeline for several Eastern Region schools, as previously approved, will end with the 2020 intake.
- The Commission approved the addition of thirty two properties to the acquisition register and approved the purchase of additional land to enable a number of schools to improve their enrolment capacity and in some instances to provide much needed play space. Among the approved acquisitions were properties adjacent the following schools; Star of the Sea at Henley Beach, St Joseph's School in Murray Bridge, St Martin's Primary School in Greenacres, Mount Carmel College at Rosewater, St Anthony's School in Millicent, Stella Maris Parish School at Seacombe Gardens and St Joseph's School at Hindmarsh.
- New and significantly improved facilities were approved for a range of schools including the following; St Francis de Sales in Mt Barker (Sports Centre and Primary campus redevelopment), Stella Maris Parish School in Seacombe Gardens (New classrooms with specialist STEM facilities), St Martin de Porres in Sheidow Park (new Yrs 5 /6 classrooms and outdoor facilities), Nazareth College in Flinders Park (additional buildings for Years 10/12) and St Mark's College, Port Pirie (new Sports Centre and Science facilities). These important improvements have been made possible through Government funding and the wonderful financial support of our parents and their communities.



During 2017, 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 addition to the meetings with both the State and Federal Ministers, the Director of Catholic Education and the Chairperson of SACCS have met with political leaders to ascertain their commitments if elected to Government.

Meetings were held on several occasions with the Federal Minister for Education and Training, Senator Simon Birmingham to discuss our concerns about several aspects of funding and our dissatisfaction with his decision not to fund Catholic Education through the SES System Weighted Average method. We appreciated his response regarding some additional transition funding but remain disappointed at the significant loss of fair recurrent funding from the Federal Government over the next 10 years. The loss of this funding will impact on our schools in many ways including the need to increase school fees necessary to maintain quality teaching and learning outcomes in our schools. We are hoping that Senator Birmingham will review his stance on this matter and provide fair recurrent funding for Catholic schools.

Senator Birmingham welcomed our decision to move Year 7 students into secondary settings and made a commitment to fund Year 7s at the secondary rate from the commencement of 2018. We appreciate this funding commitment.

During 2017, we also met with the Leader of the Federal Opposition, Mr Bill Shorten and Senator Penny Wong at a Public Meeting at St Joseph's, Tranmere to discuss a range of Federal funding and other education matters.

We were delighted on 21 November 2017 when the Premier of South Australia, Hon Jay Weatherill MP, announced that the State Government would provide additional recurrent and capital funding for Catholic schools in the current budget, with this extra funding to commence from January 2018. In taking this decision, the Premier met fully the two major requests that we had put convincingly to him and the Minister for Education and Child Development, Hon. Susan Close MP at several meetings during recent years. The increase in recurrent funding to 22% of the Schooling Resource Standard brought us to the national funding average.

The Government decision to allocate funding for Capital Works in Catholic schools broke new ground and was long overdue. We appreciated this decision to allocate \$5.5m (indexed) annually. We had convinced the Government that their position and that of previous State Governments in South Australia not to provide any funding was unjust and ignored the fact that the parents of children in Catholic schools pay State taxes and have every right to expect fairness in funding Capital Works in their schools.

On a number of occasions we raised with both the Premier and the Minister the unsatisfactory situation where children attending Catholic schools in rural and regional areas were not allowed to access the Government's school buses which travelled past their properties and their schools. We have been disappointed with their response and will continue to press for a change in Government policy in 2018.

During 2017, we also met with the Leader of the Opposition, Mr Steven Marshall MP, the Shadow Minister for Education, Mr John Gardner MP and the Shadow Treasurer, Hon Rob Lucas MLC on several occasions regarding the full range of matters of concern to the Catholic education sector and sought to shape their commitments for the next State election set for March 2018. We were pleased with their commitment to honour the new funding announced by the Premier in November if they were elected as the Government in March 2018.

The nature of the partnerships and the quality of the relationships between Catholic Education, the Independent Schools Association and the Department of Education and Child Development 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

It is with much pleasure that I present the Report from the Executive Officer to the 2017 Annual Report for the South Australian Commission for Catholic Schools (SACCS).

I took up the role of Director of Catholic Education SA in September 2017 and would like to acknowledge the warm welcome I have received from the Catholic education community.

Since taking up this position, my belief that Catholic schools in South Australia are a wonderful place for our young people, has been both confirmed and strongly reinforced. As I visit our schools and join various committees and associations, I am struck by the enthusiasm and vibrancy in our sector from students, families, staff and the community more broadly. Our school communities support the young people in all their curiosity and diversity, ensures that they are safe and nurtured, and guide, teach and encourage them to become the critical and creative learners that they are entitled to be.

I would like to take this opportunity to acknowledge and thank Ms Helen O'Brien, who this year concluded her term as Director of Catholic Education SA and Executive Officer of the Commission after devoting her career to Catholic education in many different roles. I worked with Helen in my role as the Chief Executive of the SACE Board, and consider her a friend and mentor. Helen was highly respected in her role and widely acknowledged as an experienced and expert educator both in Australia and internationally. She was a wonderful ambassador for Catholic education. Helen had many strengths and gifts which she used to teach, mentor, lead and promote Catholic education. We are so much richer for the gift of Helen's wisdom, and I wish her every blessing in her future.

Bruno Vieceli must also be thanked for taking up the role of Interim Director for six months. Bruno took up the position with much energy and enthusiasm and led Catholic Education SA steadily, progressing the CESA Strategy and responding to significant issues that arose during that time.

During 2017 the Catholic system joined together to further undertake the Strategy for Leading Catholic Education to New Levels of Excellence.

SACCS in its partnership with the Catholic Education Office progressed many areas from the Strategy, including:

- significant work towards the establishment of early learning centres so that young families can be supported as early as possible in their child's education
- providing multiple programs concentrating on the spiritual formation of staff, including the Enhancing Catholic School Identity Project and a Theology of Children & Childhood - Children: Close to the Mystery of God
- further preparation for the establishment of a new schooling entity at Hove. This school will include an early learning centre
- finalisation of the process for "Early Adopters" who will begin Year 7 in a secondary setting in 2018 along with preparation for the movement of most other Year 7 students in 2019
- implementation of the new funding model for Catholic schools to ensure defensible, fair and equitable funding distribution to our school
- development of policies in relation to funding matters eg co-responsibility, small schools and other critical components of funding.

A significant milestone was reached in November 2017. The State Government announced capital grants funding for the Catholic sector. This was a major achievement and a history making announcement as Catholic schools in South Australia have not received capital funding in the past. The State Government also committed to providing South Australian Catholic schools with 22% of the National Schooling Resource Standard. The Political Strategy Group put significant effort into building the capacity of the Catholic sector to provide political leadership and advocacy.

On the Federal funding position, the Government announced changes to funding that would significantly disadvantage our Catholic schools. In partnership with the National Catholic Education Commission (NCEC) we will continue to lobby for appropriate and equitable funding for Catholic schools in South Australia. This will be a major challenge for the work undertaken in 2018 and beyond to ensure the financial viability of our schools.

The CESA Corporate Plan 2018-2020 was developed, which compliments and strengthens the CESA Strategic Plan.

I would like to take the opportunity to thank Professor Denis Ralph, Chair of the Commission. Denis has led the Commission with great strength and passion ensuring the highest standards and protocols are followed to ensure the best outcomes for our schools. Denis provides wise counsel in both education and in the political arena. I value Denis's professional support along with the support of the Commissioners who give so generously of their time to ensure the Commission is operating at the highest level for our schools.

The Executive Secretary of the Commission, Ms Rebekah Lyons, has worked tirelessly to ensure the Commission is well serviced with accurate preparation of papers and meetings and other components that make up the work of the Commission. I offer my thanks to Rebekah for her continued high level of work in support of the Commission.

The decisions and recommendations of the Commission are brought into action by the senior leadership and staff of the Catholic Education Office. They work on implementing and progressing these directives of the Commission. You will see by the individual reports throughout this Annual Report, the extensive scope of the work they have undertaken. I sincerely thank the senior leaders and staff of the Catholic Education Office for their hard work and commitment.

While much has been achieved in 2017, I very much look forward to 2018 and the further progress that will be made across our system of Catholic schools in South Australia.

Dr Neil McGoran
Executive Officer
South Australian Commission for Catholic Schools







CESA Mission, Values and Vision Statement

mission

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

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

values

vision

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

Preamble

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

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

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

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

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

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

the task of moral religious formation, yet the task extends beyond this to embrace: the other areas of the curriculum, the formation of teachers, relationships within the school and every other aspect of school life.

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

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.

Statutes (continued)

- (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.





Organisational Structure

South Australian Commission

setting directions and policy development

STANDING COMMITTEES

Catholic Identity & Leadership Standing Committee

Finance & Infrastructure Standing Committee

ADVISORY COMMITTEES

Ecology Advisory Committee

Educational Programs Advisory Committee

Infrastructure Planning & Development Committee

Finance & Audit Advisory Committee

Information Communication & Technology 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 and Development

Commission for Catholic Schools

COMMITTEES OF SACCS

setting directions and policy development

**Education
Standing Committee**

**People & Culture
Standing Committee**

COMMITTEES

Inclusion & Learning
Advisory Committee

Aboriginal and Torres Strait Islander
Education Advisory Committee

Early Childhood Education & Care Advisory
Committee

Enterprise & Vocational Education
Advisory Committee

Catholic Schools Music
Festival Committee

Rural Education Advisory Committee

Boarding Schools Advisory Committee

Education Sector Forum

Regional Education
Advisory Committee

Work, Health & Safety
Committee

OPERATIONAL TEAMS

policy implementation, management and administration

People
and
Culture

Finance

Planning
and Development

Information and
Communications
Technology





Membership 2017

People & Culture Standing Committee

Paul Rijken (Chair)
Michael Kenny (Executive Officer)
Helen Bates
Greg Hay
Madeleine Kitschke
Paul Murphy
Rosette de los Reyes
Jodie Jansons
Susan Dodson (Secretary)

Education Standing Committee

Georgia Dennis (Chair)
Monica Conway (Executive Officer)
Bruno Viecele (Executive Officer)
Bill Pecker
Sandra Hewson
Nichii Mardon
Shefia Nemer-Khoury
Leanne De Young
Dan Cowan
Anna Mirasgentis
Corey Tavella
Noel Mifsud
Simone Tur
Michelle Battersby (Secretary)

Catholic Identity & Leadership Standing Committee

Bernadette Kiley (Chair)
Susan Young (Executive Officer)
Bruno Viecele (Executive Officer)
Phil Holmes
Michael Vial
Sue Coghlan
Andrew Baker
Anne McGowan
Enrico Caprioli
Stuart Baker
Paddy McEvoy
Lee Abela
Helen McKeough
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Catholic Identity and Leadership Standing Committee

The following report illustrates the fullness and variety of the work in the religious and leadership development domains in 2017. The formation of religious leaders within school communities and the work undertaken to support the implementation of religious education is a fundamental part of the development of curriculum in schools. The work of the Leadership Development Section and the Catholic Identity and Leadership Team plays an essential role in sustaining the mission of Catholic Education in South Australia.

Religious Education Team

The Religious Education Team had a successful year during 2017. Below is an overview of 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 Religious Education (RE) curriculum is outlined by the *Crossways Religious Education Framework for SA Catholic Schools (Crossways)* which was launched in 2008. Building upon projects and system inquiries undertaken in recent years in the domain of quality religious education, the Religious Education Team formally commenced a redesign of *Crossways* in 2016 and this has been developed and consolidated as a key priority for the team in 2017. The redesign project involved establishing language, structure, guiding principles and purpose of the RE curriculum. This work included drafting content for knowledge and understanding, articulating the skills and dispositions required of the learner in RE, exploring RE in the early years, investigating a scripture scope and sequence, and establishing the pedagogical practices foundational to high quality teaching and learning in the RE classroom.

The draft structure, proposed content and purpose statement were shared with APRIMs (Assistant Principals Religious Identity and Mission) and other religious leaders at the CESA Religious Leaders Day which was held on 5 May.

The elements of the redesigned *Crossways* have been made available to the CESA community for feedback and consultation and this will continue in 2018. The consultation and collaboration in the Religious Education domain has included CESA's Religious Leaders Day, working with

colleagues on the *Crossways Redesign Trial*, presenting at Primary Religious Identity and Mission Association (PRIMA) and Secondary Religious Education Leaders Association (SRELA) days, and engaging with schools to present at staff meetings and professional development days.

The *Crossways* partnership with the Northern Territory CEO was reinforced when two RE consultants travelled to Darwin to present to and engage with the NT APREs (Assistant Principal Religious Education) and RECs (Religious Education Coordinator) about the *Crossways* redesign process. Catholic Education NT utilises the *South Australian Religious Education Framework – Crossways*.

The Religious Education Team called for expressions of interest from schools interested in collaborating on a trial process for the redesigned RE curriculum. The trial was established in mid 2017 with five Catholic primary schools and 16 teachers. APRIMs and teachers together attended professional development days facilitated by the RE team. With the support of RE consultants, teachers designed learning experiences using draft copies of the newly designed concepts, recommended scripture, content strands and skills and dispositions strand. Teachers evaluated the process and the content of the materials and gave feedback via a documentation template in relation to the content and pedagogies of the redesigned *Crossways*. The RE team collated the data from the trial group and compiled a report with affirmations, challenges and recommendations for future collaboration and consolidation of the *Crossways* redesign in 2018.

The redesign project will continue to be a key priority in 2018.

Enhancing Catholic School Identity

The RE Team assumed a key role in 2017 in CESA strategic planning for various 'Enhancing Catholic School Identity' initiatives. Enhancing Catholic Identity was highlighted as 'Action 2' in the revised *Strategy for Leading Catholic Education to New Levels of Excellence* (Sept 2015) with specific action commitments. The purpose of the Action

to 'Enhance Catholic Identity across Catholic education in South Australia' is to support and build the capacity of leaders in all areas of Catholic education to discern, strengthen and actively promote Catholic identity and mission, in partnership with the local Church (Implementation Plan, March 2016, p.12).

An Enhancing Catholic Identity Strategic Implementation Group (SIG) continued to coordinate the strategic planning concerning Action 2 with the RE Team providing both the executive officer support and support for most of the initiatives promoted by this group. The goals of the SIG are to:

1. develop a shared theological basis for understanding Catholic identity
2. collect, analyse and use data to discern the enhancement of Catholic identity
3. build leadership capacity to lead spiritual and religious formation.

There were several major Enhancing Catholic School initiatives that were supported in 2017:

- CESA formalised a partnership with Leuven Catholic University (KUL, Belgium) to enable schools to participate in new rounds of the 'Enhancing Catholic School Identity (ECSI) Project' from 2017 and for leaders to partake in biennial CESA-Leuven Study Tours.
- Thirteen schools undertook the ECSI Project with a combination of quantitative and qualitative surveys.
- CESA sponsored a very successful two week Leuven Study Intensive in September (29 participants with 10 from WA).
- The two SA bishops wrote to all school and parish leaders in July with an endorsement letter of the ECSI Project.
- CESA hosted a visit to Adelaide of Professor Didier Pollefeyt and Dr Jan Bouwens from Leuven Catholic

University as part of a national itinerary. They were the keynote presenters at CESA's *Leadership for Enhancing Catholic Identity Colloquium* on 4 August. Additionally they spoke at other workshops, including one on the parish-school relationship, which featured a new ESCI *Searching for Parish Engagement Scale* (SPES) scale, that has been developed by Melbourne priest Fr Brendan Reed.

- CESA continued its partnership with the Australian Catholic University around enhancing Catholic identity, which included preparations for a CESA hosted ACU masters unit in 2018, entitled *Enhancing Catholic Identity: Introducing the Leuven Project*.
- CESA also collaborated with interstate Catholic education agencies for the development of resources and tools to assist with enhancing Catholic identity.

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). Specifically, schools have sought opportunities for engagement with the paper as the grounding for reflection upon, and innovation of school practices, including pastoral care practices and whole school pedagogical commitments. These opportunities have been provided through staff meetings, school professional learning days in nine schools and a Professional Learning Workshop.



Catholic Identity and Leadership Standing Committee (continued)

The year also saw the Religious Identity & Leading Learning Section develop a strategic priority to research and articulate a 'Catholic pedagogy'. One of the goals of this work included "advocating the identity and agency of the child in learning informed by Catholic anthropology" and a commitment to offer leadership and foster dialogue about CESA's ongoing development of a theology of the child to inspire and impact on its mission. *Children: Close to the Mystery of God* continues to be a foundational document in several RE Team projects and services, including the revision of the Crossways redesign and the UniSA Graduate Certificate of Education (Catholic Studies).

Religious Literacy Assessment Tool (ReLAT)

The Religious Learning Assessment Tool (ReLAT) was successfully rolled out for a fourth 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:

- KI 1 God and Revelation
- KI 3 Textual Interpretation
- KI 5 Discipleship and the Reign of God
- KI 9 Sacraments and Sacramentality
- KI 11 The Liturgical Year of the Church

Individual reports were downloaded by schools from the ReLAT site to be sent home to parents and caregivers. Three data analysis workshops were offered to schools to assist their analysis of their 2017 data using the tools that the ReLAT platform provides.

Assistant Principals Religious Identity and Mission (APRIMs)

Nine substantive APRIM positions were advertised and filled during 2017. Two of these positions occurred in schools where the APRIM had completed two 5 year tenures. Under the APRIM Policy (2009) the APRIM position must be advertised at the end of this time. In both schools the incumbent APRIMs were successful in their applications to

be reappointed. In six of the schools the APRIM vacancy occurred through the APRIM moving to another APRIM or leadership position or retiring. An APRIM position was created in one school that had previously had a Deputy/APRIM, with this joint role being discontinued and replaced by two separate roles with appropriate time allocation for each position. All of the positions with successful appointments occurred in primary schools.

The APRIM Policy and Guidelines Committee continued its work on behalf of 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 Committee reports regularly to CILSC and anticipates their work will be completed in 2018.

Religious Leadership Development

The APRIMs and RECs appointed to both substantive and temporary positions for the 2017 year were supported both formally and informally by the Leadership Development and RE Teams. The RE Team provided all new APRIMs with direct support and companionship. This complemented the Leadership Induction Program provided by the Leadership Development Team for those in roles of 6 months or more. Professional learning was also provided specifically for APRIMs through targeted sessions offered on a once per term basis focussing on the Continuous Improvement Framework and leadership. The CESA Religious Leaders Day in May, 'Graced for Strong Leadership', focussed on the Crossways Redesign project and the work of the APRIM Policy and Guidelines Committee.

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 \$16,317. A number of the APRIMs utilised the funds to attend the Broken Bay Institute (BBI) RE Symposium in Sydney and towards studying in Leuven. 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 3 successful applicants, with grants totalling \$5,537.

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

PRIMA provided forums for APRIMs, RECs and RE teachers. Formation days included 'Multi-faith Prayer in Catholic Schools', 'Jesus the Teacher, Inspiring us as Leaders of Learning' and 'Enlivening School Liturgical Celebrations'.

SRELA provided networking, collaboration and professional learning opportunities for APRIMs, RECs and identified emerging leaders. In particular, a professional learning day was facilitated on Catholic Identity and Religious Leadership and a reflection experience on Jesus and a culture of nonviolence.

Catholic Identity and Community Partnerships Consultant-Diocese of Port Pirie

The Catholic Identity and Community Partnerships Consultant's role supported designated Religious Education leaders in schools within the Diocese of Port Pirie with goal setting and strategic planning in the Catholic Identity domain using the *Continuous Improvement Framework for South Australian Schools* as a focus and guide. In 2017, there was emphasis on the articulation of the Religious Education curriculum and supporting schools with staff and student spiritual and religious formation. This work was well supported in collaboration and partnership with the RE Team. Another focus was the formation of RE Leaders in animating the 2017 Diocesan theme of 'Honouring our past, Creating our future' in the schools of the Diocese. Collaborative and networking opportunities continued to be explored using CISCO video conferencing facilities. A Diocesan RE Leaders Meeting was held linking the RE Leaders of the Diocese, and a professional learning opportunity was delivered via CISCO for Early Career Teachers.

Catholic Identity and Leadership Standing Committee (continued)

Graduate Certificate in Catholic Education

Graduate Certificate in Education (Catholic Education) courses were accessed by 203 teachers in 2017. The four courses (Christian Scriptures, Theology, Curriculum Design and Teaching Methodologies) were provided in 11 classes by the Religious Education Team and University of South Australia personnel in intensive modes, mostly at the CEO. Eighty-three teachers had their enrolment fee paid by the Study Incentive Program. 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 complement 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 Port Pirie and three sessions in Adelaide. The total number of participants was 145. Day 1 of the module was facilitated by the RE Team and focussed on Catholic Mission and Identity and some of the resources specific to CESA 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 2017, 142 teachers were awarded Level 1 Catholic Professional Formation (CPF) Allowance, 75 teachers were awarded Level 2 CPF and 447 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 CEO 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 2017 the RE team facilitated 25 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 and Made in the Image of God (MITIOG). There were 514 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 a call for expressions of interest in networked and supported school inquiries. These school-based projects complemented the professional learning and inquiry opportunities offered through central and regional courses and workshops. There were 17 schools involved in two networked inquiries with *Christian Meditation in the Classroom* and *Pedagogy* and the *Crossways Redesign Trial*.

Christian Meditation in the Classroom Networked Inquiry Project

This project is situated within the broader sphere of *Being with God: Prayer & Liturgy Resource*, 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 *Crossways* integrated strand, Praying with contemplative dimension of Christian prayer. With Christian meditation, children employ simplicity, silence and stillness to feed their 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. Twelve schools engaged with the project and involved students from Reception through to Year 12. They gathered during Term 1 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. There was also a trial of encouraging schools to collaborate in a digital space to encourage the sharing of resources and promotion of this style of contemplative prayer across schools in the sector.

Crossways Redesign Trial

The Crossways Redesign Trial was established in 2017 to engage school communities in the redesign of *Crossways* 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.

After calling for expressions of interest from Catholic schools, five schools were asked to join the Trial. APRIMS at each of the schools were coordinators and leaders of the trial in the school and RE team facilitated the professional development, collaboration of learning design with teachers, feedback and evaluation.

In late 2017, the RE team collated the work of the Trial schools and their evaluation data and compiled a report with affirmations, challenges and recommendations for future collaboration and consolidation of the Crossways redesign in 2018. The trial will continue into 2018 with involvement of six schools.

Ecological Conversion Services

There has continued to be a high level of interest in schools with ecological conversion which has coincided with the 2015 release of the Papal encyclical *Laudato Si* (On Care for our Common Home) and previous RE Team's networked inquiry projects focussing on ecological conversion and integral ecology. In 2017, the RE Team focussed on supporting a network of 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 created and 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.

Prayer and Liturgy Support

The RE 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. *Being with God*, which was published in 2014, underwent minor updating and was reprinted and distributed to schools during the year. Along with the *Christian Meditation in the Classroom* networked inquiry project, support initiatives included presenting a workshop on exploring the nature of Catholic prayer in pluralist school contexts in which there are students and families from various faith backgrounds.

Made in the Image of God

In 2017, 277 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 Centre. The Key Teacher network was supported through targeted formal professional learning opportunities.

The CEO's Inclusion and Learning Team worked in close partnership with the Religious Education Team developing support documents for teaching MITIOG to children with cognitive intellectual learning disability. This work has resulted in teachers accessing this information in 2017 to support teachers, Education Support Officers and families to teach MITIOG to all children.

2017 was a year of preparation for a 2018 project to explore whole school strategies to constructively address an online

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culture that is impacted by pornography. Schools were invited to submit expressions of interest to participate in the 2018 networked inquiry entitled: *An Educational and System Response to the Issues Facing Children, Young People and Families in an Online Environment Inquiry* ('*Online Environment Inquiry*'). The RE Team's preparation has been in partnership with the Inclusion and Learning Team and external consultant Marie Crabbe.

The Made in the Image of God Consolidation Reference Group continued to support the RE Team to review and provide feedback to content revisions in the new iteration of the MITIOG human sexuality documents, being consolidated with an R-12 perspective in an online space.

Staff Spiritual and Religious Formation

The Staff Spiritual and Religious Formation (SSRF) Team provided a range of formational experiences and programs designed to provide effective, localised and engaging formational opportunities for leaders of schools to lead spiritual and religious formation with their staff. These opportunities were designed to support schools in staff formation which builds on the CESA framework for staff formation which is outlined in *like a mustard seed: A CESA Stimulus and Foundation Paper for Staff Spiritual and Religious Formation*.

The SSRF Team in 2017 facilitated two *nurturing the mustard seed: a future full of hope* programs for school leaders to build their religious leadership capacity with a particular focus on staff spiritual and religious formation. The program involves a three day residential formation experience and 12-month accompaniment. Twelve schools attended in 2017, bringing the total of schools that have engaged in this program to 75. The program includes reflecting on personal spiritual development, Theory U as a method of change, a cycle of spirituality and the characteristics of faith formation.

Additionally it provides 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 2017, 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 a once a term overnight reflective and contemplative experience for school leaders accompanied by a consultant and a priest and often a spiritual director, placing a focus on participants' personal life/faith journey. The group 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*. This was expanded from a two to a four-day program in 2017, one per school term, and 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.

The team continued to support school leaders in enhancing the Catholic identity of their schools through formation in leadership, prayer, scripture, and theology. Professional learning workshops were also provided in the RE Team program for teachers including prayer, meditation, ecological conversion, awe, wonder and prayer of creation, and art and spirituality. 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*.



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 2017. 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.

Following on from the request of the Archbishop to survey all parishes in the Archdiocese of Adelaide about their practice concerning the Sacraments of Initiation, the team began to meet with the Sacrament teams of parishes to ascertain where the parish has been able to implement the document *'Partnerships in Sacramental Catechesis: The Pastoral Framework for the Sacramental Catechesis of Children'*. The data were collected and the team met regularly with the Archbishop to discuss the results and ways forward based on the analysis of the data. The Office also supported some individual parish/school Sacrament teams to build and strengthen the collaborative partnerships between the parish and the school.

The Office also worked with the RE Team and the Office for Parish Renewal to investigate the strengthening of the partnerships between parishes and schools, which was a 2017 project of the Catholic Identity and Leadership Standing Committee following the invitation from Archbishop Wilson for this area to be supported with a diocesan document.

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. Following requests from APRIMs, consultants facilitated Godly Play training with staff in Catholic schools, Early Learning Centres and in the Graduate Certificate of Catholic Education. Training was provided for new catechists as well as the continuation of the formation series for catechists. The newsletter *Children's Ministry Update* was published four times and included a *Making Connections* resource for families section. 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 RE Team and the Blessing of the Cribs Mass. A thanksgiving luncheon for catechists was also held.

Youth Ministry – Adelaide Catholic Office for Youth and Young Adults

The Catholic Office for Youth and Young Adults (COYAA) 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. Other significant work included 'Raise Your Voice' listening forums held across the Archdiocese. Information from these forums was used to compile the archdiocesan report on young people in preparation for the 2018 Synod of Bishops in Rome and to inform the ongoing work with young people in the diocese. The results of the forums were also compiled in a report entitled *Listening to the Voices of Young People*. COYAA continued the production of Arch D Radio, a diocesan-wide radio program created with young people and prepared for the 2018 Year of Youth with the development and distribution of a resource pack to schools and parishes. For the Australian Catholic Youth Festival in Sydney, COYAA promoted attendance and accompanied over 200 young people from 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 May 2017 the community gave thanks for the life of Susan Newland, who died after battling cancer. Susan was CRIS Co-ordinator from 2001 to 2017.

In 2017, the CRIS collection had holdings of 31,210 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 8,014 borrowers registered with 1,175 of these involved in tertiary, including Graduate Certificate study. A total of 5,336 items were borrowed in the year.

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 continued expansion with a total of 1,832 items for the areas of Scripture, Theology, Methodology, Curriculum Design and the *Made in the Image of God* Human Sexuality Program for Catholic schools.

Online usage through the Archdiocesan website also increased as patrons accessed the catalogue, newsletters and reservation facilities. CRIS also continued outreach

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resourcing which involved facilitation and resource opportunities being provided to universities, parishes, schools and interested groups.

University partnerships

The CESA-University of South Australia partnership continued to be mutually productive in 2017. The two RE Team staff seconded to UniSA (1.6 FTE) taught the four Catholic Studies courses, offered to both undergraduate and postgraduate pre-service teachers at the Mawson Lakes and Magill campuses: Christian Scriptures, Theology, Contemporary Catholic Schools and Religious Education. These four courses are usually taken as a minor sequence in Education programs, which then qualifies pre-service teachers to teach Religious Education in Catholic schools and 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 drew attention to the formative dimension of their studies in the areas of Catholic faith and values. They frequently identified 'Catholic Studies' as their favourite university subject.

CESA staff continued their collaboration with the UniSA School of Education's Professional Experience Office as it sought to place UniSA students in Catholic schools for various practicum blocks.

The Graduate Certificate in Education (Catholic Education) continued to be a central aspect of the CESA partnership with UniSA.

In 2017 the two CESA-seconded staff developed links with the newly established UniSA Centre for Islamic Thought and Education (CITE), with an inter-faith dinner which included Catholic, Muslim and Jewish undergraduate students.

The RE Team continued in its collaboration with the Adelaide campus team of the Australian Catholic University's (ACU) Faculty of Philosophy and Theology (situated on the CEO's Thebarton site). Along with the Leadership Development Team, new ways of supporting teachers and leaders accessing Masters courses were offered by the ACU, particularly in Educational Leadership, Theological Studies and Religious Education. The CESA-ACU partnership was evidenced in many ways in 2017, 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 at three 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.

National School Chaplaincy Program

CESA funded 66 schools in 2017 with the Federal Government funded and State administered National School Chaplaincy Program (NSCP). The RE Team provided the administration of this program for CESA schools, which included calling for and processing applications for funding toward the employment of school chaplains, youth ministers and, where appropriate, pastoral care workers. Support was also given for the School Chaplaincy Network, which provided professional learning and support for people employed in these positions.

During 2017, 66 CESA schools were offered NSCP grants: 20 were offered \$13,000, 29 were offered \$10,000 and 17 were offered \$6,000. Three schools received a 20% remote school loading afforded by the Program. The total of CESA NSCP school grants for 2017 was \$659,200.

Leadership Development

In 2017 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 worked 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 this initiative and dialogue with principals. This included partnership in professional development.

Implementation of the Continuous Improvement Framework for Catholic Schools

During 2017 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.

External Validation

In 2017 trials of the external validation model continued with nine schools participating. Five of these schools were located in the metropolitan area and four were in rural and/or remote regions. Over the two years of the trials, 13 schools have now participated in external validation. The effectiveness of external validation relies on the quality of the preparation undertaken by the school, the depth and rigour 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. Parents, teachers and students also provided additional input across a broad range of areas. Feedback from principals involved in the trials 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.



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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 CIF enabling Principal consultants to promote an explicit improvement agenda in enhancing the school's Catholic identity.

Professional Learning

The Leadership Development Centre: 2017 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 Introduction of the Senior Leaders: Leadership Learning Series, offering leadership development and formation for senior leaders within the Catholic Education Office. This was well received and provided school and CEO leaders the opportunity to source and plan their year of Professional Development at a glance. In 2017 a Middle Leaders Program was offered for the first time in both Adelaide and Mt Gambier.

Parent Engagement Project School Boards

The School Governance and Increased Parent Engagement Project was established to support the formation of school boards. A research phase involving principals, school board members, CEO personnel and parish priests identified a number of recommendations, including:

- a series of resources to be developed that will complement the School Board Manual to allow the board to 'break open' the board manual.
- information materials to be available at the local level to assist schools to inform prospective members and so allow for a more discerned decision about joining the board.
- that a resource be developed to allow boards to come to a deeper understanding of Catholic social teaching and to use "Doing Theology" as a means to deepen their appreciation of Catholic Identity.

The project team actioned the key recommendations and developed a range of digital resources for principals to use with their boards, around four main areas: Working Together, Recruitment, Induction and Operation.

A designated website www.schoolboards.cesa.catholic.edu.au has been created for use at the local school level. These resources specifically focus on the formation practices of school boards in Catholic schools in South Australia.

The official launch of the resources website will take place at the first Directors Day in 2018.



Cognitive Coaching

Cognitive Coaching is a research based model developed by Art Costa and Bob Garmston. The work capitalises upon and enhances cognitive processes. This opportunity supports the ongoing improvement and evaluation of professional practice in schools.

In 2017 twenty eight principals, deputy principals and senior leaders participated in this 8-day program. This course provides leaders with an opportunity to practice and internalise effective strategies to develop skills to support, coach, and mentor teachers in 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 2017 CESA Program, three retreats were offered either in a 3-day residential mode or a non-residential three days over three weeks. A new retreat based on the Spiritual Exercises of St Ignatius of Loyola was offered as part of the program. Thirteen school leaders participated in a program retreat experience and overwhelmingly positive feedback was received. The secondary principals' association, APCSS, collaborated with the Aboriginal and Torres Strait Islander and Leadership Development Teams, and an approved retreat 'Take off your shoes, you are on holy ground' was attended by 16 principals (11 diocesan and five congregational school leaders). Four school leaders attended other external retreat programs (three took part in a Josephite retreat in Sydney, and one undertook a retreat with the Redemptorists in Scotland as part of their renewal leave). Seven school leaders requested to defer their retreat until 2018.

Principals Renewal Leave Program

Nine principals and eight CEO senior leaders were supported in 2017 for national and overseas renewal experiences and ten principal and seven CEO senior leaders were supported for tertiary study. The Committee approved a higher number of applications than previous rounds to allow participation in Study Tours to Leuven, Reggio Emilia and the 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

Six deputy principals and one CEO senior leader were supported in 2017 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 Leadership; Master of Educational Leadership; and Master of Religious Education. If granted CATLEP funding, a student can claim for unit fee reimbursement (up to a maximum of \$1800) upon successful completion of the unit within the semester of the course. A total of 40 applicants received CATLEP funding in 2017 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 2017, 273 applicants were funded by \$65,819 from the program. This assisted 83 applicants 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 2017, 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. Thirty two 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).

Catholic Identity and Leadership Standing Committee (continued)

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.

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 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 2017.

100 acting leadership appointments were approved by two directors and 82 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 two principals participated in this program from Tenison Woods College, Mount Gambier and St Anthony's School, Millicent.

CESA Executive Services

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

Accountability for Quality Assurance

An important part of the role of principal consultants is the work that occurs to assist schools to work towards the highest standards possible in areas such as compliance, accountability and quality assurance. This continues to be the case in 2017.

A system, which has been developed and refined over many years, calls for the issuing of 16 Key Performance Indicators on a cycle that calls for principals to account for the school's processes in a wide range of areas. Each of the KPIs also undergo updates and revision so that overtime they reflect the changing nature of the area of concern.

Special attention each year, including 2017, is drawn to the Child Safety and Protection quality assurance online audit. This provided each school principal the opportunity to indicate compliance with four key KPIs that related to matters of child safety, employment and induction procedures, volunteers and Out of Hours School Care (OSHC) and Vacation care.

Discussions with principals about the KPIs continue to be a valuable forum for identifying aspects of school practice and procedure, which are necessary to ensure that schools' accountability requirements are met and importantly, that Catholic schools are effective, well led and safe for all. Professional Standards are reported on a weekly basis to the Leadership Team.

Industrial and Legal support

In 2017, as is the case in most years, a number of industrial and disciplinary matters were case managed by principal consultants as they worked side by side with principals.

Many principal consultants worked in tandem with CESA staff and especially consultants from the People and Culture team in order to give advice and support to school leaders. Legal advice was sought when it was deemed necessary

to offer specific guidance of a specialised nature. The PC team contributed to the professional learning of school leaders through system professional development, individual coaching support and provided input to induction sessions for new leaders.

Critical Incident Support

Principal consultants continue to respond quickly and offer immediate support to school communities when major incidents arise. The 'at call' nature of the work of the principal consultants is an indication of the importance principals place on gaining timely advice and support when required. When necessary the PC team will enlist the support of consultants from the People and Culture team usually around matters of staff performance, conduct and other industrial issues.

Within this scope of work the principal consultants are continually working to build the capacity of each school leader, so that overtime the leaders themselves become more confident and adept at responding to major issues as they arise.

This year saw the roll out of a Critical Incident Management System (CIMS) which allowed for the principal consultants to interact with an updated and purpose built database to record, store and receive critical incident data. The successful implementation of this new system from August 2017 has allowed principal consultants the flexibility and security to report and manage communications of critical incidents out of office. Electronic storage of relevant files within the same database has provided efficiencies and key administrators in the Leadership Development team have assisted in workflow arrangements that are now well understood and of high calibre.

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 new Critical Incident Management System (CIMS) has provided a robust repository for important data concerning investigations and complaints.





Finance and Infrastructure Standing Committee

The purpose of the Finance and Infrastructure Standing Committee (FISC) is to provide advice and direction to SACCS in areas such as

- overall control of financial transactions and accountancy matters including audit systems
- land acquisition, enrolment increases, school structural changes, capital grant and capital development recommendations
- Australian Government Programs - recommendations to SACCS ensure that Australian Government initiatives are implemented and accountability guidelines are adhered to
- CEO and schools ICT strategic initiatives and direction
- oversight of SACCS & CEO annual budgets

As Michael Dahl's term as chairperson to the Finance and Infrastructure Standing Committee (previously known as Administration Finance and Planning Standing Committee) came to a close, the committee took the opportunity to thank Michael for his energy and commitment, his hard work in keeping the committee's focus on the important matters of the day, and his devotion in building and growing the Standing Committee.

Over the previous seven years Michael's stewardship had been characterised by strategic thinking and his tireless efforts to increase the credibility and visibility of the Standing Committee.

We thank Michael for his dedication and a job well done.

Finance and Audit Advisory Committee

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

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

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

Key topics reviewed in 2017:

- Quarterly SACCS & CEO financial results
- 2016 SACCS & CEO statutory accounts
- 2017 SACCS & CEO budgets.

Catholic Education Office Finance Team

The main areas of focus for the CEO Finance Team include:

- management of the CEO office finances and statutory reporting
- receipting and distributing SACCS funding from both the Commonwealth and State Governments
- organising and preparing the SACCS & CEO annual budgets.
- assist with the budgeting process further refinement with Finance 1 enabled improvements in inputting and reviewing the revised current year budget and the coming year budget.

CEO Schools' Finance Team

Within the CEO Finance Team a small team, CEO Schools Finance, is dedicated to ensuring the financial health of CESA Schools by providing an oversight and support for system schools. Significant activities in 2017 were

- supporting schools to develop long term financial plans for capital developments and property acquisitions. The evaluation of 31 financial plans by School Finance were submitted to the Finance and Infrastructure Standing Committee. In total \$61.8m of capital expenditure was approved which incorporated 16 CDF loans for \$43.6m. Major capital developments included St Francis de Sales College, St Marks College and Nazareth College.
- preparation and finalisation of requisite agreements for the amalgamation of Sacred Heart College and Marymount College, as well as some operational changes associated with the amalgamation implemented in 2017 and additional requirements planned for 2018.
- procedures relating to approval of capital expenditure and property related maintenance contracts were updated, clarified and communicated to schools.

- concentrated involvement in the preparation of dashboards to assist with the assessment and analysis of financial data.

System Funding Team

During 2017 the System Funding Team areas of work included:

- SACCS approved the new Funding Mechanism, Subsidies Framework and Transition Process to begin operation in 2017. Budget Funding template and Budget/Overdraft templates were made available to schools in late 2016.
- Following completion of the 2016 school funding allocations, the transitional funding arrangements for all schools was calculated. An important feature of the implementation was the introduction of a transition process that would assist each school to move progressively to the funding level provided through the new Funding Mechanism.
- Following extensive analysis and consultation, a new Small Schools Subsidy arrangement was implemented in 2017, for commencement in 2018. The Small Schools Subsidy was based on determining a minimum basket of resources to ensure small schools can provide a sound education program for students irrespective of student numbers. The minimum basket addressed those instances when funding allocated through the Funding Mechanism is below the minimum basket of resources.
- The Australian Education Amendment Bill 2017 was introduced into Parliament on 11 May 2017 and received Royal Assent on 27 June 2017. The Bill represented a significant amendment to the existing funding arrangements and a substantial amount of analysis was carried out to determine the impacts for CESA.

Implementation Steering Committee – Funding Mechanism

In October 2016 the Implementation Steering Committee – Funding Mechanism was established to advise the Director of Catholic Education South Australia on the means by which the implementation of the new Funding Mechanism for Diocesan schools can best fulfil the Funding Mechanism Guiding Principles.

An important element of the Steering Committee's work is engagement and communication with principals, business managers, bursars and finance officers on key matters relating to the review of funding mechanism process.

During 2017 the CEO People and Culture Team Employee Relations Seminars included a financial component. It provided information on process and method of calculating loadings; refreshing and updating data, and questions related to operational and process matters as well as seeking clarification on various other financial matters.

The sessions saw lots of interaction between primary and secondary personnel and demonstrated the importance and value of ongoing capacity building in the use of financial resources for school leaders at both the strategic and operational level.

In October 2017 the Funding Mechanism Implementation Steering Committee recommended to SACCS, based on the Guiding Principles of the Funding Mechanism, that the CESA Funding Mechanism should continue to apply as the basis for the funding of Diocesan schools in 2018.



Finance and Infrastructure Standing Committee (continued)



Civica Finance Implementation Team

The main focus of the Civica Finance Team was:

- overseeing the implementation of the Civica Finance System. At 31 December 2017, Civica had been implemented in 58 schools, slightly ahead of the 55 benchmark set at project outset.
- Civica also undertook significant product redesign during 2017; aimed at updating and improving the product's usability. It is expected to be available for release from March 2018.

Information and Communications Technology (ICT)

The Information and Communications Technology (ICT) division is part of the Directorate, with the Chief Information Officer reporting to the Director of Catholic Education South Australia. ICT services are provided by CEO ICT to schools, colleges and the respective CEOs of Adelaide and Port Pirie. Strategic initiatives continued to expand during 2017.

The expansion was driven through initiatives including:

- an expansion of the number of schools under a support arrangement with CEO ICT
- new school infrastructure implementations
- completion of the Microsoft Office 365 tenancies setup at 89 sites
- the expansion of CESA's unified communications systems, with multiple 'Voice over Internet Protocol' multimedia communications systems (replacing former telephone systems) being rolled out, as well as a trial of a superior video conferencing solution.

The year 2017 also saw several large strategic projects commence, including NAPLAN Online and ICT infrastructure disaster recovery.

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 other stakeholders on ICT matters as required.

During 2017, membership of the ICT Advisory Committee comprised:

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

Pam Ronan
(Principal Consultant)

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)

John Konopka
(Acting Principal, Mount Carmel College, Adelaide)

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)

John Favretto
(Chief Information Officer – Catholic Education Office)

CEO ICT Services

CEO ICT services comprise the following key areas:

- Sector Wide ICT Governance
- Centralised Purchasing
- School Technology Services
- Network Infrastructure Services
- Centralised Applications Development
- Service Centre
- Production Management
- Major 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.

Centralised 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 of their own accord.

In 2017 CEO ICT engaged with Vivi, the providers of shared screen technology, to provide a significantly discounted subscription-based offering to all schools.

School Technology Services

The School Technology Services team provides a wide range of ICT professional services to 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, schools are

Finance and Infrastructure Standing Committee (continued)

able to leverage additional specialist skills. The team also provides support and advice on school ICT strategies and annual plans.

During 2017, the services provided included:

- 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

In 2017 there was a continued shift to utilising 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 CEO Thebarton and Port Pirie.

In 2017, significant upgrades to foundational components of the network occurred, which help CESA applications and services to be delivered in an efficient and secure manner, ensuring the privacy and protection of data across the network.

In addition, the network backbone was streamlined for increased efficiency and resiliency.

There continued to be a large increase in demand for internet usage by schools in 2017. Over 90% of schools increased their bandwidth capacity during the year. This demand was reflected by the total downloads across all schools increasing by a further 50%, resulting in over 1.5 petabytes (1500 terabytes) downloaded in total for the school year.

The managed endpoint protection (anti-virus) solution grew across the sector and 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. On a typical day, the technologies protect students and staff from in excess of 10,000 threat events; and block greater than 50% of emails across the network.

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 2017 included:

- supporting CESA with regulatory data collections and reporting
- support and maintenance of the in use applications
- 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.

New initiatives in 2017 included:

- an application to support First Years of Learning, Literacy Assessment
- research into a financial dashboard supporting efficient reporting
- upgrading existing applications to extend their useful life
- implementation of a new Critical Information Management System
- improved and additional reports for the ceSIS application.

CEO ICT Service Centre

The CEO ICT Service Centre provides front line support for CEO and schools for enterprise systems. 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 etc.)

A new service desk tool, ServiceNow, was implemented in 2017 to assist in the continual process of improving service delivery.

Key initiatives managed by the Service Centre team in 2017 included:

- refreshing printing services at the CEO Thebarton Office
- refreshing the computer device fleet across CEO



- Thebarton and Port Pirie
- replacing the wireless network access points across CEO Thebarton and Port Pirie
- relocation of ICT services for multiple departments during the decommissioning of the South Road office
- supporting the rollout for new unified communications telephony and video conferencing equipment across CEO Thebarton and Port Pirie.

ICT Production Management

ICT Production Management is responsible for the administration of ICT solutions for CESA. ICT services have a life cycle; commencing with the capture of business requirements, translation into a buy / build project before moving into implementation, ongoing support and eventual retirement.

ICT Production Management is involved throughout the service life cycle to ensure CESA technical standards and production criteria are met; the ICT Service Portfolio is pivotal in this life cycle management. 2017 included a complete review of all services in the ICT Service Portfolio and their required components, with two main aims:

- identification of services that are no longer in use or providing their intended outcomes, duplicating other services or candidates for consolidation with existing service
- identification of hardware or software components that are nearing end-of-life and require replacement or consolidation.

The decommissioning of a number of services has been initiated as a result of this review to remove redundancy and improve effectiveness. A quarterly ICT Health Review process has been implemented to help ensure upgrade and replacement cycles are planned in a timely manner.

Day-to-day operations in ICT Production Management centres around the planning and coordinating of regular support and maintenance activities for CESA ICT. 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 2017 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.

Unified Communications

CEO ICT continues to migrate schools and offices from traditional telecommunications systems to a Voice over Internet Protocol (VoIP) telecommunications system generating significant saving through the use of shared infrastructure. In total, 31 schools and offices utilise this service with the number of supported telephone handsets exceeding 2000.

In 2017, the unified communications platform evolved to include high quality remote video conferencing functionality. Video conferencing has been used by over 20 schools including all regional schools, which helps to greatly reduce the costs associated with staff travel for meetings and improved efficiency through flexible and reliable communications.

Data Collection

Each year there are significant data collection exercises required for two census collections, NAPLAN, National Consistent Collection of Data for Students with a Disability (NCCD), student attendance. In addition to the annual collections, the student residential addresses data collection was also undertaken.

To help improve the efficiency of these processes for schools not using the CESA Student Information System (ceSIS), a tool has been developed enabling schools to provide the relevant information directly.

Finance and Infrastructure Standing Committee (continued)

ICT Disaster Recovery

The ICT team undertook a Service Impact Analysis of all services managed and supported by CESA ICT. This provided the foundation required to design and procure the technology required to protect CESA in the event of an unplanned significant outage, such as a complete and extended disruption to the data centre hosting CESA technology.

Currently being built, once complete, the CESA ICT disaster recovery facility will be capable of returning services to all schools and offices in the event of any unplanned extended disruption.

Infrastructure refresh

A critical requirement for the technology utilised within CESA is to ensure it remains supportable and reliable.

In 2017, the team removed several aged servers from service utilising the capability of existing infrastructure. This generates efficiency through reduced cost of ownership. In addition, replacement backup systems were procured along with new servers to replace aged equipment.

ServiceNow

A new incident management systems (ServiceNow) was commissioned. This tool replaced four existing systems greatly improving the efficiency and management oversight of support work undertaken by ICT.

Other projects with ICT input throughout 2017 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.

National Assessment Program – Literacy and Numeracy (NAPLAN) Online

CEO ICT project manages the team leading to the implementation of NAPLAN Online across CESA by 2019. A decision was made in April 2017 to not proceed with NAPLAN testing online in 2017 by all states and territories. The achievements of the NAPLAN Online project in 2017 included:

- schools' participation in training
- schools' participation in the Schools Readiness Testing
- schools' participation in the Platform Readiness Testing.



Infrastructure Planning and 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 2017.

Planning

During the year the Strategy for Catholic Education in Mount Barker, which had been endorsed by the Committee in 2016, was approved by SACCS. In 2017 the first capital development project anticipated in the Strategy, being the construction of a four court sports centre on the site of St Francis de Sales College, was endorsed by the Committee and the Finance and Infrastructure Standing Committee (FISC) and approved by SACCS.

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 2017 the Committee endorsed 11 school master plans (compared to five in 2016).

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

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.

Eleven schools submitted applications for a total of 32 properties to be added to the Register and all were endorsed by the Committee and approved by SACCS. This compares to three schools in 2016.

Capital Development

The Committee endorsed Capital Development Applications from 17 schools for projects totalling \$54.6m, as listed below. This compares to seven schools and a total of \$5.1m in 2016.

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 Grants

The main external source of project funding available for allocation in 2017 was under the Australian Government - Capital Grants Program. Approximately \$5.7m was available for allocation, including \$5.6m of estimated 2018 grant funds and \$0.1m of additional 2017 funds. The Committee assessed ten applications for funding from nine schools and grants were recommended for five schools, as listed below.

State Government capital grants

In 2017 the South Australian Government announced a commitment to provide \$5.5m per annum in capital grants to support development of facilities in Catholic schools. This is the first time a South Australian government has committed to providing capital grant assistance to Catholic schools.

Finance and Infrastructure

Standing Committee (continued)

Capital Projects endorsed in 2017

School	Project	Estimated Cost (\$)
St Thomas More School, Elizabeth Park	Stage 2 of master plan – demolish old buildings, remove asbestos, create a new Sacred Space, extend and resurface outdoor learning and play spaces	1,105,000
Nazareth Catholic College, Flinders Park	Construct a new building, primarily for students in years 10 to 12	10,637,268
St Mark's College, Port Pirie	Construct a new sports centre including two courts and ancillary facilities. Convert an existing single court gym into a contemporary learning area to support science and STEM activities	10,279,000
Cardijn College, Noarlunga	Construct a new maintenance and outdoor education facility	1,174,000
Mount Carmel College, Rosewater	Construct a new senior students centre, canteen and spaces for STEM, The Arts, Technical Studies and Year 7 students	5,589,000
St Francis de Sales College, Mount Barker	Construct a sports centre with four courts and ancillary facilities	10,820,000
Xavier College, Gawler Belt	Construct access ramps and steps to transportable classrooms	120,000
St Catherine's School, Stirling	Construct a nature play space	75,000
Xavier College, Gawler Belt	Refurbish a former library building to create a Staff Centre and refurbish an existing single court gym to create a new Auditorium	5,340,000
Nazareth Catholic College, Flinders Park	Landscape the school's main courtyard	400,000
St Patrick's School, Mansfield Park	Modify the gymnasium entry to provide an air lock and waiting area	70,000
Christ the King School, Warradale	Refurbish an existing two storey classroom building	1,250,000
St Francis of Assisi School, Newton	Install a 100kW solar system	100,000
St John the Apostle School, Christies Beach	Refurbish St Dominic's Hall	300,000
St Martin de Porres School, Sheidow Park	Construct a new Year 5 and 6 learning facility, install a cover over existing outdoor courts, create a new nature play space and entry plaza	2,830,000
Stella Maris Parish School, Seacombe Gardens	Construct new rooms to accommodate Year 6 students incorporating STEM, teacher preparation, IT and ancillary facilities	2,791,000
Thomas More College, Salisbury	Relocate the grounds and maintenance workshops and storage to a new facility and refurbish existing learning areas to accommodate Year 7 students	1,699,000
Total		54,579,268

Government grant allocations approved in 2017

School	Project	Australian Government Grant (\$)
St Joseph's School, West Hindmarsh	Infill an undercroft area to create new learning spaces and construct a new learning area with mezzanine between two existing buildings	500,000
Kildare College, Holden Hill	Refurbish existing rooms to create two new STEM rooms and a new wet laboratory	300,000
Marcellin Technical College, Christie Downs	Refurbish existing spaces to provide for the delivery of new courses in Early Learning/Childcare; Individual Care; Hair and Beauty; and Robotics and Electronics	600,000
Saint David's Parish School, Tea Tree Gully	Construct a new building incorporating flexible learning spaces and STEM facilities	302,000
St Francis de Sales College, Mount Barker	Construct new primary school facilities to replace existing transportable classrooms	3,999,708
Total		5,701,708

Infrastructure Planning and Development Committee Members

Aldo Floreani (Chair)
 Peter Bleckly (Executive Officer)
 Ray Higgins
 Damien Judd
 Paul Belton
 Gavin McGlaughlin
 Leah Bullivant – resigned in 2017
 Julie Parsons
 Joe De Tullio
 Karl Barber – commenced in 2017
 Sarah Sterai – resigned in 2017





Leading Learning Team

Professional Learning Networks

In 2017 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 35 Schools involved in these networks that provided targeted professional learning, partnerships to lead school based initiatives to improve pedagogy and 1:1 mentoring for participants.

First Years of School Literacy Assessment Strategy

During 2017 a network of literacy leaders from CESA schools continued their work with consultants, using an action research approach, to review and research effective contemporary literacy assessment strategies. A new cohort of teachers joined this existing network in 2017. Approximately 30 educators, representing 20 schools, participated in this networked learning and have contributed to a modified raft of assessments to be implemented in 2018. All participants in this network have elected to continue their professional development by way of the 2018 network "Leading Literacy and Numeracy R-9".

Leading Literacy Assessment in the First Years of School

This network focused on the literacy and language development of children in the first years of school and situated assessment as integral to the teaching and learning process. Assessment in the network was viewed as an ongoing process that aims to discover and document what children are learning over time so that they can be helped to learn more.

The network involved participants in the "Teacher inquiry and knowledge-building cycle to promote valued student outcomes" (Timperley, 2011).

The network aimed to examine current research into literacy assessment and teaching in order to:

- find out what your children know - examine a range of literacy assessment tasks
- find out what teachers need to know – about language and literacy pedagogy
- plan teaching and learning based on assessment data – targeted teaching

- review results of changed actions.

Schools developed a school based R-2 literacy assessment and pedagogical models.

Leading Assessment and Learning in the Primary Years

The Leading Assessment and Learning in the Primary Years network examined what assessment is and how we design and use it effectively. Within a cycle of inquiry and knowledge building, participants used their own students' data to deepen their professional knowledge about the integral links between assessment of student learning and effectiveness of teachers' practice, by engaging students in new learning experiences and evaluating the impact of changed actions. Five schools (nine pedagogical leaders) participated in this year-long network.

Re-imagining Years 6, 7 and 8: Pedagogical Leadership for New Levels of Excellence in Learning

The aim of this network was to provide opportunities to 're-imagine' Years 6,7 and 8 and provide a professional learning community for those leading pedagogical change in their schools as schools prepare for the transition of Year 7 into secondary settings.

To achieve this, the network conducted the following activities:

- study tour to Brisbane in term 3 to attend the Teaching and Learning Conference hosted by Adolescent Success (formerly Middle Years of Schooling Association), including a one-day pre-conference (including a school visit) and two days of keynote addresses and workshops. The conference was attended by three consultants and seven teachers from network schools. Participants networked with colleagues from Australia and New Zealand. This experience provided an initial stimulus for the network to learn collaboratively about middle schooling.
- development of an online space for sharing research and readings
- a network day sharing of practice and school-based action research to date. Endeavours were contextualised by a presentation from CESA's Strategy Coordinator.

Leading New Directions in Languages, Cultures and Identities

This network worked with a number of school leaders from several schools, most of whom are involved in the transition of Year 7 students to Gleeson College in 2018. This network raised questions and addressed contemporary pedagogies across the curriculum with a focus on linking languages, cultures and identities for whole school improvement.

Members of the network investigated:

- the structures / impediments that challenge the implementation of new pedagogical approaches relating to transition and continuity from primary to secondary settings
- the relationship between language, culture and identity
- the role and place of student voice in the learning process
- innovation in using multiple measures of data, classroom observation, evidence based inquiry and action research to enhance learning design and classroom practice.

Some of the outcomes for this network were:

- developing links between the teaching and learning of languages and cultures and schools' priorities for continuous improvement
- enhanced leadership capacity for participants
- developing direct links between schools' vision and classroom practice
- enhanced use of ICTs for communication with schools in SA and abroad
- enhanced professional practice aligned to the Australian Curriculum Achievement Standards, and the Australian Institute for Teaching and School Leadership (AITSL) Professional Standards.

Pedagogical Leadership for Collaborative Learning Cultures

This network focussed on the place of pedagogical leadership in building collaborative learning cultures. The network investigated the following questions:

- How is our leadership having an impact on the participation of all learners in the school, including colleagues?
- How will this knowledge benefit the work of colleagues in the network?
- How will network activities inform pedagogical leadership at the school?
- How do we know that we are leading well?



Education Standing Committee (continued)

The network explored the use of multiple measures of data, including observation that connects whole school learning culture to learning design, classroom practice and assessment.

The focus was informed by capabilities identified by the school as appropriate for contemporary life and citizenship, but with a particular emphasis on building collaborative learning cultures.

The questions generated data to create knowledge about pedagogy to further inform transformations in educational practices at the school and systemically.

Leading Learning in Mathematics and Numeracy Network

This network aimed to help build capacity in leadership in mathematics and numeracy by fostering a culture where leaders work collaboratively with each other. The CEO consultants assisted with leading, designing and implementing professional learning in schools in mathematics and numeracy. Over the course of the year, schools undertook school-based research that was aligned with their school's strategic directions. Leaders used evidence to justify the effectiveness of planned strategies or interventions on student learning.

The network shifted the focus of professional learning in the areas of mathematics and numeracy of individual teachers to building the pedagogical knowledge and capacity of the participants to lead initiatives in these areas within their own school.

In 2017 there were 11 schools involved in this network including two regional schools. The group of 15 participants included some with designated leadership roles within their school.

The outcomes of this network included:

- further development of effective leadership in mathematics and numeracy
- increased depth of knowledge in contemporary mathematics, both in terms of content and pedagogical approaches
- ability to identify significant and relevant data to illustrate the impact of an initiative(s) on student learning
- having a network of other leaders/teachers to draw on as a resource
- building capacity in undertaking school-based research
- exploring the alignment of the Australian Professional Standards for Teachers with the professional learning

Exploring STEM Education in the Primary Years

This is a cross team initiative, with Leading Learning Technologies, aimed to support primary schools engaging with STEM Education. This network has a focus on creating a shared understanding of transdisciplinary approach to teaching, exploring strategies for implementing STEM in the classroom.

Projects

Engage with Asia

This project involved leaders of learning with responsibility to lead, contribute to and implement innovative school improvement strategies relating to engagement with Asia as a school priority and as part of the school's vision and mission.

The project has a strong focus on the development of intercultural understanding and ICT capabilities that led to the development of inter-school partnerships between CESA



schools and schools in China. Real-life visual connections resulted in curriculum co-construction by students and for students, exploring structural and pedagogical change that enable the connection between our schools, students, teachers and communities with schools in Asia. It also emphasised the role and place of student voice in the learning process.

Outcomes for the project included:

- developing direct links between school vision and classroom practice, linking school improvement and priorities to the teaching and learning of Asian languages and cultures
- involvement of leaders of learning in the development of innovative pedagogies for the whole school
- exploration of the use of ICTs for communication with schools in SA and abroad, especially in Asia, as a sector priority
- connecting professional practice to the Australian Curriculum Achievement Standards, and AITSL Teacher Standards
- developing leadership capacity.

China Tour for School Principals and Leaders

All principals in SA Catholic schools were invited to submit expressions of interest for the 2017 China Tour for leaders, as part of the Engage with Asia strategy. A group of nine leaders represented Catholic Education SA on the Tour.

The tour was organised in partnership with the Confucius Institute and provided participants with real life, in-country experiences to increase Asia related skills, awareness and understandings.

All participants demonstrated a commitment to leading the development of Asia Literacy in their school. School initiatives included:

- teaching an Asian language or plans to add or transition to an Asian language
- a 1:1 partnership with a school in China or plans to participate in a BRIDGE Program to establish a 1:1 partnership with a school in China
- development of a whole school Asia Literacy Strategy
- a whole school focus on the Australian Curriculum Cross-curricula Priority “Asia and Australia’s Engagement with Asia”
- participation in the Asia Education Foundation’s “Leading 21st Century Schools” project.

Highlights of the tour included: a visit to Qingdao, Adelaide’s Sister City in Shandong Province; visits to schools in Jinan; workshops in the Cultural Experience Centre at Shandong University and a joint China-Australia principals’ professional learning forum.

Professional Development for Teachers from the Sichuan Province, China

For a few years now, CESA has been establishing partnerships with schools in China, especially in the Provinces of Shandong and Sichuan. The strategy to establish a letter exchange program has since progressed to a visit to the Catholic Education Office and some schools by a delegation of 23 teachers and other educators from Chengdu, Sichuan Province for a week-long professional development program.

The program focussed on the development, implementation and delivery of quality second language acquisition programs and its content included:

- preparing students for a globalised future through the study of languages and cultures
- intercultural languages learning – a contemporary approach to teaching languages
- learning design, delivery, assessment and reporting of languages learning
- the Australian Curriculum and its role in defining languages education in Australia.

Participants also had the opportunity to visit and observe in-classroom languages lessons across five CESA schools.

Leadership for Culturally Responsive Pedagogies across Learning Areas

The Leading Learning Team worked in partnership with UniSA in a collaborative investigation of culturally responsive pedagogies. This investigation used an action research model where nominated pedagogical leaders from three schools investigated questions related to cultural diversity, strategies, practices and materials for the teaching of citizenship and intercultural understanding in South Australian schools. Pedagogical leaders investigated:

- teachers’ perspectives on teaching for cultural diversity
- new strategies, practices and materials to implement the teaching of citizenship and intercultural understanding
- the challenges teachers encounter when implementing new pedagogical approaches.

Education Standing Committee (continued)

The project explored the use of observational data and action research to investigate and develop whole school learning cultures and foci, informed by capabilities with a particular emphasis on culturally responsive pedagogies.

English as an Additional Language (EAL)

In 2017, schools with students for whom English is an additional language were invited to submit data indicating the students' English language proficiency. Those students with minimal proficiency were provided with additional funding to support the acceleration of their English language learning.

In total, 47 schools were supported. Across these schools nearly 5,000 EAL students were assessed to identify their English language proficiency.

971 students were assessed as having minimal English language proficiency or the highest level of need for support.

Students with Refugee Experience

Information about students with refugee experience in CESA schools was collected in February and August. Based on these data, SACCS funding was distributed to schools by the Finance Team according to the following formula: \$5,000 for up to the first 5 students and 0.01 FTE at Step 10 of a teacher's salary per student thereafter. The maximum funds available for distribution in 2017 were \$312,000.

Students eligible for support have:

1. entered Australia with a visa category designated Refugee or Humanitarian entrant and
2. an English Language proficiency level that falls within the Beginning English learning phase.

These data were voluntarily submitted by schools. 21 schools submitted the number of students with refugee experience at each year level (both eligible and ineligible for funding), their visa numbers, cultural identity, country of birth, Language and Literacy Levels, and number of years in Australia.

A total of 132 (in May) and 102 (in October) students were identified by schools as having refugee experience.

Collaborative Schools Engagement Project

St Therese School, Colonel Light Gardens, St Thomas School & Pre-School, Goodwood and St Joseph's School, Kingswood form the Emmaus Cluster. The three

schools worked together within the 'Collaborative Schools Engagement Project' to work towards building consistency across the schools in the teaching and learning of mathematics, establishing a sustainable rich process for all communities to learn, collaborate and document practices that align to their vision. The cluster goal, 'To develop shared pedagogical understanding of mathematics to ensure all students have the opportunity to work towards their full capacity as learners', was used as a basis for Professional Learning Communities (PLC) work. Each PLC was asked to develop action research questions and plan actions for their learning.

The focus for this project was to:

- create opportunities for all staff in the cluster to explore their vision for learning, develop a culture of rich cross-school dialogue, sharing and collaboration
- explore roles and responsibilities in Professional Learning Communities and establish structures and processes to successfully learn together and from one another
- align theory to practice - exploring research-based practices that improve the teaching and learning of mathematics and numeracy
- deepen leadership skills of Lead Learners (team leaders) to lead teams in learning, to reflect on practices, and work with leadership teams to evaluate and design the clusters' professional learning.

Whole School Professional Learning Numeracy R-9

The focus of this project with two schools, Samaritan College and Star of the Sea, was to develop school leadership and capabilities to lead mathematics and numeracy and build teachers' knowledge and pedagogical content in the teaching and learning of mathematics and numeracy. In 2017 these schools aimed to:

- maintain a consistent lesson structure across the school
- continue to develop skills in thinking and communicating mathematically and develop students' basic number skills
- use spatial sense and geometric reasoning as the content driver
- review assessment practices, including the collection and analysis of quantitative and qualitative data
- continue the development of the mentor teachers and coaches, for developing a sustainable professional learning model in the future
- move the project into the high school as far as Year 9 mathematics classes.



St Anthony's School, Millicent & St Mary Mackillop Memorial School, Penola

Millicent and Penola are part of the South East Cluster that also includes the much larger Tenison Woods College in Mount Gambier. Dedicated professional learning days throughout the year provided the opportunities to explore the theology of the child, establish moral purpose for the work, to develop a whole school/cluster goal in numeracy, establish Professional Learning Communities roles, responsibilities and plan each PLC's action research.

The work of the South East Cluster included:

- cross team work with RE team consultant to design professional learning that takes into account priorities identified by schools
- reflecting on the implications of the theology of the child to teaching and learning and what this means for pedagogy in numeracy
- working towards establishing and understanding the distinct role each member has in establishing a rich learning community by embodying the 'flourishing' of each other and the Mercy keys/Josephite principles in their professional relationships
- research into pedagogy and engaging in rich discussions with children; giving children agency in their investigations of mathematics concepts; using data and feedback (a different type of listening) in Mathematics to promote children's flourishing
- working toward developing a shared philosophy and approach to teaching and learning in mathematics and numeracy
- provide support to teachers involved in Primary Years' Numeracy Project and Leading Mathematics Network to build teacher capacity and lead learning in the school.

Resources Development

The EAL Learner website

During 2017 *The EAL Learner* website was launched as well as four online interactive professional learning modules about how language (grammar) works and Beginning and Emerging EAL Learners. These resources provide 'point of need' and iterative professional support for CESA schools. Further professional learning modules are in development.

Science Publication

The publication *Composing Written Texts: Australian Curriculum Science 7-10* was completed and launched. The purpose of this publication is to support Science teachers in teaching the structure and grammar of the written Science text types or genres encountered in the secondary years, 7 to 10.

The CESA publication *Composing Written Texts* across the Australian Curriculum R-6 continued to sell nationally and internationally and was used as the basis for a number of professional learning projects and school improvement initiatives in CESA schools.

First Years of School Literacy Data Analysis Tool

Members of the Leading Learning and IT teams collaborated with a network of schools to develop a new data analysis tool. This application replaces the previous Early Years Assessment tool used via CEBase. The new tool will enable more efficient data entry and enable a range of data analyses for teachers, schools and CESA.

Digital Resources and Professional Learning Opportunities

In 2017, the six module online Literacy course *Contemporary Approaches to Teaching Literacy* was significantly transformed and offered to schools. 42 teachers completed the course, with a number of others partially completing. St James School chose to undertake the course as a whole staff.

Education Standing Committee (continued)

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 in March, June, August and November of 2017. Two current expert practitioners entered their second tenure providing consistency of membership of the Advisory Committee. The Committee has broad representation from a range of Catholic secondary schools, trade training centres and technical colleges.

In 2017, 2194 students in Catholic secondary schools participated in Vocational Education and Training (VET) courses which is consistent with previous years. 148 students completed a Certificate III qualification as part of their SACE. 863 students consolidated their VET study through Structured Workplace Learning (SWL) and, once again, this figure is consistent with previous figures. A total of 372 students were contracted in School-based Apprenticeships or Traineeship (SBAT) and, of these 372 students, 236 were new contracts in 2017.

Professional Learning

Participation in professional learning by school staff has supported the growth in opportunities for students in Catholic secondary schools through the ongoing development of VET and Vocational Learning programs. Professional learning provided VET and Vocational Learning Coordinators in schools with the opportunity to network with colleagues across sectors, engage in professional dialogue on current trends and issues, and share resources and models of good practice. The professional learning aimed to build and sustain school capacity and to be flexible and responsive to schools and the needs of their students.

It supported and strengthened:

- VET and Vocational Learning Coordinators and other relevant personnel in maintaining their current knowledge
- the delivery and sharing of up-to-date career advice, resources and networks acknowledging the increased role schools are playing in providing career guidance
- the development, design and self-assessment of current VET and Vocational Learning programs
- schools to accommodate a greater number of students undertaking VET courses as an integral component of their SACE
- increased emphasis on skill development, capabilities



and enterprise in order for students to be better prepared to meet the demands of the future workforce.

The professional learning included:

- four VET and Vocational Learning Professional Development (PD) and Network days. As in previous years, this was done in partnership with the Association of Independent Schools of SA (AISSA). The network day in May was also held in conjunction with Department of Education and Child Development (DECD) to facilitate a presentation by Ivan Neville, Department of Employment on *Preparing students for the jobs market*
- VET and Vocational Learning Professional Learning Community events on the topics of Training Guarantee for SACE Students (TGSS), Workplace Learning Procedures, and Workplace Learning to support students with disabilities
- Australian Catholic University, Graduate Certificate of Education (Career Development)
- Certificate IV in Training & Assessment (TAE).

Provision of Vocational Pathways Strategy Implementation Group (PVPSIG)

The role of the Provision of Vocational Pathways Implementation Group is to undertake the work required for successful implementation of the VET and Vocational Learning action within the Strategy for Leading Catholic Education to New Levels of Excellence. Achievements during 2017 included encouraging mutual support, engagement and cooperation between all secondary schools in the Catholic sector, marketing and communication through the CESA VET and Vocational Learning website and an investigation into enhancing partnerships between schools and industry.

Learning and Technologies Team

Professional Learning

Over 300 teachers, representing 73 schools participated in professional learning workshops designed to build teacher understanding and capacity in the delivery of the Australian Curriculum Digital Technologies, ICT General Capability and the collaboration and communication tools available in the Microsoft Office 365 suite of applications.

The Learning and Technologies Team, in collaboration with the Early Years Team, facilitated an early years network for teachers to explore *Creativity with Digital Technologies in*

the Early Years. The series of network sessions was very well received with many participants sharing their success stories from their classroom practice. In total, 130 teachers participated.

Office 365 SharePoint Online Project

70 schools have been provisioned with LiveTiles Mosaic and had collaborative intranet sites configured and customised. The model of implementation included: meetings with school leadership; development of school intranet and class sites; professional learning for key teachers in the use of intranet sites and integration of Office 365 applications for learning and collaboration.

In partnership with participating schools the Learning and Technologies Team have established an online support network to assist with the management of intranet sites, support and to inform schools of future enhancement and software developments. Future implementations of SharePoint Online will be configured by the Learning and Technologies team as and when school need arises.

Science Technology Engineering and Mathematics (STEM)

The Learning and Technologies Team and Leading Learning Team collaborated to present a series of professional learning opportunities titled Exploring STEM Education in the Primary Years. Twenty teachers participated in the learning to develop their understanding of what STEM is, what STEM lessons look like and how it can be implemented in the primary years. Focused on upskilling primary school teachers, the model reinforced the potential of STEM cross curriculum integration utilising coding, robotics and invention kits.

Scoutle

4,365 CESA teachers are registered with Scoutle, representing an annual increase of 9%. CESA usage data indicates that the top trending Scoutle assets are those that support Middle School and Primary Science topics with interactive multimedia, video and teacher resources being most prevalent.

Education Services Australia will continue utilising Scoutle in the national delivery and management of digital curriculum resources in 2018.

Education Standing Committee (continued)

Technology Kits

To complement the Learning and Technologies professional learning suite, a technology lending library, consisting of seven different kits, was developed. It supports schools to experience the application and integration of the latest digital technologies to engage students in robotic, coding and design activities in their classrooms.

The kits, with accompanying lesson support ideas, consist of sets of equipment including BeeBots, Spheros, Lego WeDo and Makey Makey to further support schools and equip teachers in the delivery of the Australian Curriculum Digital Technologies learning area.

In its inaugural year this free lending service was accessed by 38 schools, enabling students to explore, create and collaborate with digital technologies. Teachers were appreciative of the opportunity to use and assess the value of school purchase of various digital technologies in supporting successful learning outcomes with students. The program expansion in 2018 will include the addition of new and multiple sets of technology kits to service and support CESA Schools.

Aboriginal and Torres Strait Islander Education Advisory Committee

Aboriginal and Torres Strait Islander Education Advisory Committee Members

Co-Chairperson:

Noel Mifsud - Community Rep (Principal CBC)

Co-Chairperson:

Simone Ulalka Tur - Community Rep

Executive Officer:

Roma Aloisi - Senior Education Adviser

– Aboriginal and Torres Strait Islander Education Team

Marg Rouggos - APCSS Secondary Principal Rep
(Principal Kildare College)

Trish Jones - SACPPA Rep
(Principal St Mary Magdalene's School)

Michael Colbung - Community Rep

John Lochowiak - Parent Rep

Gabrielle Rigney - Community Rep (Kildare College)

Strategic Approaches and Funding

There were 676 students enrolled in 82 Catholic schools across South Australia (August Census Data). In 2017 CESA schools with Aboriginal and Torres Strait Islander (ATSI) student enrolments received a loading amount directly via their recurrent grant funding to support the educational needs of their ATSI students. School communities are supported to demonstrate their ongoing commitment to the implementation of programs and activities under the five key reform priorities:

- cultural proficiency
- effective teaching and learning
- well-being and resilience
- personalised learning
- community engagement and connection.

By demonstrating evidence through:

- the inclusion of Aboriginal and Torres Strait Islander Education Strategic Plans through school annual improvement plans (aligned with the CESA continuous improvement framework)
- Individual Learning Plans (ILPs) for Aboriginal and Torres Strait Islander students

- development of Reconciliation Action Plans using Reconciliation Australia's Narragunnawali Online Platform (Reconciliation for Schools and Early Learning)
- an ongoing active partnership with the Aboriginal and Torres Strait Islander Education Team
- Support to schools by the Aboriginal and Torres Strait Islander Education Team focussed on:
 - leadership and teacher professional development
 - support for the school's Aboriginal and Torres Strait Islander Education Focus Teacher/Teams
 - support of Aboriginal and Torres Strait Islander histories and cultures cross-curriculum priorities within the Australian Curriculum
 - advancement of culturally responsive, respectful and safe school communities
 - development of a Cultural Artist in Residence Program.

Yellakka Yellarkari (Today, Tomorrow)

Yellakka Yellarkari is the overarching title for the centralised and long standing targeted suite of programs available to CESA Reception to Year 12 Aboriginal and Torres Strait Islander students.

Programs support Aboriginal and Torres Strait Islander students to:

- develop leadership and team capabilities
- enhance well-being and pride in cultural heritages
- improve understanding of study and post school pathways
- make informed career and study choices
- assist transition from school to post school options
- consider teaching/early childhood as a career pathway.

SACE

In 2017, 100% Aboriginal and Torres Strait Islander students successfully achieved their SACE. 49 ATSI students completed the SACE- the highest number thus far. Since 2011, the completion rate has varied between 96-100% and is always above the state average for Aboriginal and Torres Strait Islander students. This is the second time during this seven year period that we have achieved a completion rate of 100%.

The Aboriginal and Torres Strait Islander Education Team has a well-established case management approach to supporting Aboriginal and Torres Strait Islander students in SA Catholic schools. The team is committed to work in partnership with CESA schools to improve the outcomes and pathways of each Aboriginal and Torres Strait Islander SACE student by improving strategies to monitor and track students in Years 10-12.



Education Standing Committee (continued)

Cultural Immersion and Community programs for Aboriginal and Torres Strait Islander Students

A strong cultural identity is important to a child's mental health and wellbeing. Having a strong sense of their own cultural history and traditions helps children build a positive cultural identity for themselves, gives them a sense of belonging and self-esteem and supports their overall wellbeing.

The Student Leadership Programs aim to support the development of positive cultural identity and self-esteem for Aboriginal and Torres Strait Islander students. These programs included:

- Ngunyawayiti Ngadluku Ngartu-itya (Children's celebration) for Aboriginal and Torres Strait Islander students. 140 students from Reception to Year 7 attended the celebration at the Living Kurna Cultural Centre and Tauondi Aboriginal College.
- Yellakka Yellarkarri (Today Tomorrow). 61 secondary students participated in the 5 day Leadership Program at Tauondi Aboriginal College.
- 45 CESA schools were represented by students, family members and staff at the Taikurri Koma Butto (in company together) Annual Celebration Event for families.

The Aboriginal and Torres Strait Islander Education Team contributed to the following committees and working groups:

- National Aboriginal and Torres Strait Islander Education Group
- NCEC Aboriginal Education Network
- Arts South Australia Aboriginal Arts Strategy Development
- SACE Senior Officers Group
- SACE Aboriginal Education Strategy Steering committee

- SACE Aboriginal Education Strategy Working Party
- Reconciliation SA Steering Committee & Working Party
- Aboriginal Student Engagement & Transition Initiative (ASETI), including sub committees.

Cultural Artist in Residence Program and Cultural Safety and Respect training

The Aboriginal and Torres Strait Islander Education Team developed and implemented a Cultural Artist in Residence program in Catholic Schools across the state. The program, featuring Aboriginal artists, aims to enhance cultural understanding and respect in school communities and improve learning and wellbeing for ATSI students and their families by:

- developing authentic relationships between Aboriginal and Torres Strait Islander and non-Aboriginal and Torres Strait Islander Australians
- prioritising Aboriginal and Torres Strait Islander histories, cultures and spiritualities in the curriculum
- advancing an effective Reconciliation agenda through cultural responsiveness.

Additional Initiatives

- Catholic Secondary principals engaged in a retreat run by Roma Aloisi and the ATSI team and cultural artists in residence as part of their retreat formation.
- ATSIEC co-chairs are now members of SACCS ESC, with the endorsement of the Archbishop and Director CESA which further elevates the voice and presence of Aboriginal and Torres Strait Islander people in CESA policy and planning.

In 2017 the Cultural Artist in Residence program brought 22 Aboriginal and Torres Strait Islander practitioners including one community group (Gully Winds Elders) into 43 CESA schools across South Australia.



In conjunction with the Cultural Artist in Residence program school communities committed to participating in whole day, whole staff professional learning focused on Cultural Safety and Respect to develop safe schooling environments for the artists to be working within.

Inclusion and Learning

Inclusion and Learning Advisory Committee

During 2017 the Inclusion and Learning Advisory Committee met each term and continued to support the work of the Inclusion and Learning Team.

The Inclusion and Learning Team provided services to and worked in partnership with schools in the areas of Australian Curriculum, Aboriginal and Torres Strait Islander (ATSI) Education, Behaviour Education, Child Safety Education, Early Career Teacher Support, Drug Education, Health and Wellbeing initiatives and Students with Disability.

Australian Curriculum

Professional learning for the ongoing implementation of the Australian Curriculum and improved learning design continued in 2017.

Focus areas for professional learning included:

- curriculum leaders network group
- Understanding by Design (UBD) inquiry; network of 19 schools, including 50 leaders and staff and 10 CEO consultants
- professional learning on UBD for PRIMA, 50 leaders participated
- Curriculum Connections Inquiry with nine schools and 30 leaders and teachers; learning design using three of the general capabilities and two learning areas of the Australian Curriculum to embed Keeping Safe Child Protection Curriculum
- five schools (151 leaders and staff) deepened their understanding of the Australian Curriculum through inquiry into assessment and moderation, concept based learning design, Australian Curriculum and multi-year level design, UBD and differentiation for personalising learning.

The Catholic Education Office provided sector representation on:

- SA inter sector Australian Curriculum Implementation Working Group
- Australia Curriculum, Assessment and Reporting

- Authority (ACARA) Curriculum Directors Group
- CESA Australian Curriculum Reference Group in consultation with school leaders.

Behaviour Education

During 2017, 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 individual 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 115 individual student support initiatives.

The Behaviour Education consultants facilitated professional learning in schools and through networks, including:

- engaging students with challenging behaviours
- learning to build personal and social capabilities
- Mental health and wellbeing
- Protective practices and child safety
- the physiology of trauma and brain development and calming strategies
- Keeping Safe Child Protection Curriculum
- building positive relationships and positive learning environments.

Child Safety Education

During 2017 professional learning for Keeping Safe Child Protection Curriculum was offered at Early Career Teacher Induction and at several sessions throughout the year.

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

A major focus of 2017 was a collaborative project with ACARA to embed child safety education within two learning areas of the Australian Curriculum and to use three General Capabilities (Critical and Creative Thinking, Personal and Social Capabilities and Ethical Understanding) as drivers for curriculum design and assessment. Nine schools (including 50 leaders and teachers) worked together and in teams in their school to further refine curriculum design, assessment practices and to moderate curriculum and assessment tasks. Teachers and leaders shared their insights on video

Education Standing Committee (continued)

and provided student work samples for ACARA to publish as annotated examples. The positive feedback from staff about efficacy of the design process and moderation practices means that the project will be expanded in 2018.

Making Space for Learning

During 2017 the third iteration of the Making Space for Learning project began with six schools undertaking an 18 month inquiry project to understand trauma, its effect on the developing brain and learning. All 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 undertook planning each term to begin gathering data and incorporating trauma informed practices in their schools.

The 2016 group of eight schools completed their inquiry and shared their learning and changes in school culture and practices at a showcase forum in June.

Catholic Education Office consultants presented workshops at the 2017 International Childhood Trauma Conference in Melbourne.

Restorative Practices

More than 20 schools continued in a project led by a Behaviour consultant in 2017 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.

The Catholic Education Office provided sector representation on:

- The SA Teacher Education Taskforce
- SA Mental Health Reference Group
- Positive Education Schools Association (PESA) SA Chapter
- CAMHS Northern Roundtable
- Keeping Safe Child Protection Reference Group
- Social Work Students in Schools Placement Collective with Flinders University and University of SA
- SA Capabilities Steering Committee.

Early Career Teacher Support Program

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 2017, 242 teachers including teachers on short-term contracts had registered with the program.

The Early Career Teacher (ECT) Consultant visited school sites to meet with school leaders, ECT co-ordinators and early career teachers in country and metropolitan schools during 2017.

ECT Induction and Professional Learning

A fortnightly email keeps ECT and co-ordinators in touch with professional learning opportunities and a range of educational initiatives and events.

The ECT Consultant in collaboration with the RE Team, Behaviour Ed consultant and HR consultants facilitates induction sessions as part of the SACCS Teacher Accreditation policy. The induction modules include:

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

Professional learning sessions included:

- Creating engaging learning environments
- Building positive relationships
- Curriculum design and pedagogy
- Strengthening family and community engagement in supporting student learning
- Teacher wellbeing.

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

Students with Disability

During 2017 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 inclusion of students in five school based 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) 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 500 staff during 2017
- NCCD and quality adjustments
- staff in three Catholic schools received scholarships from the Minister for Education to complete a Graduate Certificate in Disability (Autism Spectrum) at Flinders University
- collaboration with the RE Team working with St Patrick's Special School and the five special units in curriculum design for Made in the Image of God (MITIOG) Human Sexuality program.

The Catholic Education Office provided sector representation on:

- The Ministerial Advisory Committee for Students with Disability
- National Catholic Education Commission (NCEC) Students with Disability Working Group
- Child Development Unit Health and Education Working group
- Flinders University Research in Special Education Working Group.

Educational Measurement

In 2017, 13,033 students from 99 SA Catholic schools participated in the NAPLAN testing program across Years 3, 5, 7 and 9. This represented 94% of the CESA school population and is consistent with recent years.

- CESA students are generally more likely to have sat their respective NAPLAN tests than the national average
- the exemption rate for CESA students is less than half the national average rate at all year levels, for students with significant complex disabilities or who have arrived in the previous year from a non-English speaking country
- the absentee rate for CESA students was less than that for all of the Australian year level cohorts, the most notable difference being at Year 9
- the withdrawal rate for CESA Year 9 students was less than that for Year 9s across Australia, but the rate of withdrawal by parents of CESA students was greater for all the other year levels, most notably at Year 3.

The Educational Measurement team 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 collaboration with the RILL Leading Learning team and the schools involved, an enquiry was conducted into the factors that contributed to improved student learning for the 17 schools identified by ACARA for substantially high NAPLAN score gains between Years 3 and 5 or Years 7 and 9, from 2014 to 2016. The perspectives of principals and leaders of learning in these schools have been documented and will provide the basis for further research as more schools are identified.

With the scheduled advent of online assessment for the NAPLAN program from 2017, 32 CESA schools were supported to participate in the first round of national online assessment. However, in collaboration with the other

Education Standing Committee (continued)

South Australian school sectors and with other states and territories, CESA withdrew from the program in April 2017, due largely to the absence of reliability and confidence in the online assessment platform at that stage.

Most of these schools subsequently participated further in national School Readiness Tests in August and a national Platform Readiness Test in late October 2017. On the basis of the improved performance of the assessment platform and their own growing confidence in their in-school administrative processes, 23 schools decided to commit to NAPLAN online assessment 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.

Various services were provided to schools in making more purposeful use of assessment data, consistent with the Continuous Improvement Framework for Catholic Schools. These included:

- user training in the 2008-2017 NAPLAN Analysis Tool
- collaboration with CEO consultants working with school leadership teams and teachers to explore data trends and possible strategies to address areas for improvement
- a workshop for aspiring leaders in effective uses of data to inform and monitor school improvement strategies.

The Educational Measurement Team also provided sector liaison on schools' behalf with the relevant state and national authorities regarding:

- performance reporting in compliance with the Australian Education Act
- release of school data through the My School website
- collection and reporting of student attendance data
- participation of 18 schools in the 2017 National Assessment Program – ICT sample test for Year 6 and Year 10 students.

Marketing and Communications Team

The Marketing and Communications Team continued to strengthen CESA's profile through branding, public relations and marketing initiatives.

In 2017 the team supported key strategic initiatives across Catholic Education South Australia including:

- Catholic Education Week
- Year 7 transition
- Political strategy – Fair Funding campaign.

Key elements of the 2017 marketing strategy included a press and radio advertising campaign, Advertiser magazine feature, and the strengthening of digital marketing with a 100% increase in facebook followers.

The team also works in partnership with schools to promote cohesive consistent messaging including the "where every child matters" campaign.

School staff are also able to access resources and training to support their local marketing activities. Highlights of 2017 included:

- 12 schools launched responsive websites taking the total number of websites supported by CESA platform to 84
- Schools participated in professional learning on a range of topics including:
 - Facebook (19 schools)
 - Responsive Web training (19 schools)
 - Updating your Prospectus (15 schools)
 - Green Screen Video (5 schools).

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, 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 possibilities.

Under the auspices of ECECAC, CESA hosted the inaugural Early Years Symposium which highlighted research and developments conducted by our schools. Principals and teachers shared leading practices in early childhood education for children and their families.

This year saw ECECAC review 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 include: an analysis of quality ratings for OSHC services; developments by CESA schools around continuity and transition for children and families in the first year of primary school and the ongoing review and implementation of the successful Supported Playgroups in Catholic Education (SPICE) program.

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 2017 each of our Early Childhood Network meetings focused on the pedagogical and ethical use of digital technologies as powerful tools for creativity in the classroom. Consultants from the Catholic Education Office Early Years and the Learning & Technologies teams worked with participants to consider how to effectively use technologies within children's core learning experiences to help them explore, problem solve, consider, think, listen, make decisions, observe, research and document, with each other.

Because of the interactive nature of the meetings, there was a maximum of 35 participants for each ECN meeting. The popularity of these sessions meant there was a waiting list for participants to register each term. To accommodate our country schools and those who were on the waiting lists, a full day workshop occurred during the October school holiday period. This workshop was also over-subscribed.

Continuity and Transition Practice Based Research Project

In 2017 research into Continuity and Transition practice continued, inspired by the Strategy for Leading CESA to New Levels of Excellence (2015). 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.



Education Standing Committee (continued)

Alongside schools' individual research, CESA commenced a research with Cathie Harrison, Senior Lecturer in Early Childhood Education at the Australian Catholic University, to research and document practice in our schools. This research will be published in 2018. Twenty CESA schools commenced the project in 2016 and in 2017, 17 continued to develop their own school based research to transform policies and practices in this area. In term 3 they presented their research, making visible the impacts of their transforming practice on children, families and communities. In November, parent forums occurred in three schools. Parents provided feedback on their children's and their own experiences of the process of continuity and transition as they entered school. Cathie Harrison will use the data collected from the presentations and forums to inform her research.

Little Scientists

The Little Scientists Project is a not-for-profit professional development program in Science Technology, Engineering and Mathematics (STEM) for Early Childhood educators and, in particular, 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. In 2017 the scope was extended to include teachers and educators from all sectors and, as an aspect of continuity and transition, early years' teachers in Reception and OSHC educators. During 2017, 155 teachers and

educators from 71 schools and services in the Catholic, Government, Independent and private long day care sectors participated in 11 workshops.

Out of School Hours Care (OSHC) Services

SACCS incorporated is the Approved Provider for 42 OSHC services in diocesan schools. All services offer after school care, 34 offer before school care and 29 offer vacation care.

By the end of September all services had been assessed and rated under the National Quality Framework which was introduced in 2012. Thirty services were rated at or above the national average for meeting and exceeding the National Quality Standard and 12 were working towards the standard.

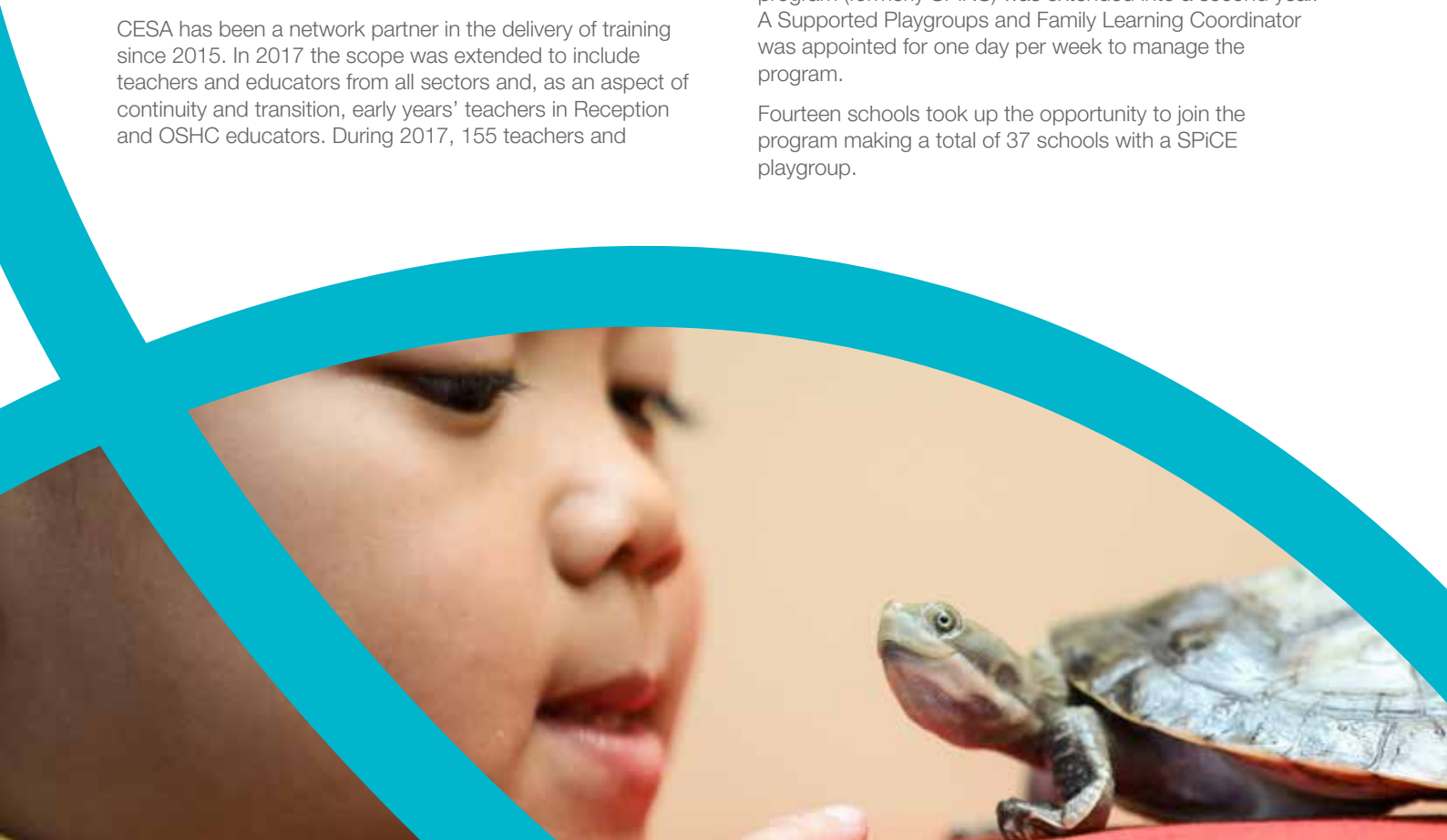
Twenty eight other OSHC services were offered either by congregational schools or by third party providers.

OSHC educators were involved in the Little Scientists' Program, the Re-imagining Childhood Conference and a number of workshops regarding Inclusion Support and the New Child Care Subsidy.

Supported Playgroups in Catholic Education

The Supported Playgroups in Catholic Education (SPiCE) program (formerly SPiNS) was extended into a second year. A Supported Playgroups and Family Learning Coordinator was appointed for one day per week to manage the program.

Fourteen schools took up the opportunity to join the program making a total of 37 schools with a SPiCE playgroup.



SPiCE playgroups are run by a paid coordinator, usually an ESO, one or two sessions a week in schools. SPiCE is based on the successful DECD Learning Together program which uses a strengths-based approach to engaging with families. They focus on literacy and numeracy development and on engaging families in their children's learning from birth.

The professional learning program to support this project was extended with additional workshops being offered to both new and existing playgroup coordinators in order to deepen their knowledge and support their planning and practice.

The new cohort of playgroups had attendances of over 12,000 in 2017. Across all SPiCE playgroups engaged over 650 families.

CESA was asked to provide support to a pilot SPiCE program of seven schools in the Canberra Goulburn Diocese. The coordinator travelled to Canberra three times to provide professional learning.

Boarding College 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 Port Pirie and St Joseph's School Port Lincoln. The Advisory Committee supported opportunities for Boarding House staff to engage in professional learning, address matters of common interest and discuss strategies for schools to meet their obligations under the AS 5725-2015 Boarding Standard for Australian schools and residences.

In 2017, the Advisory Committee worked on a principle statement positioning Boarding Houses within the Strategy for Leading Catholic Education to New Levels of Excellence. This Statement includes the following elements:

- Boarding in Catholic schools in South Australia provides access to quality education for all students especially those from regional and remote areas.
- Boarding in Catholic schools in South Australia is an expression of the mission of the Church in reaching out to those who are marginalised.

Catholic Schools Music Festival

The Catholic Schools Music Festival is the premier arts event of the annual Catholic Education SA calendar. The 29th annual festival moved from its traditional venue at the Adelaide Festival Centre, which was under redevelopment. Audience numbers over the two evenings totalled 4,973.

In a first for Catholic Education SA, students took to the stage at the Adelaide Entertainment Centre Arena, Port Road, Hindmarsh in week 9 of term 3 for the Catholic Schools Music Festival. Two thousand students, including a colossal 800-voice choir seated on a purpose built stage, performed over two evenings. A variety of support acts selected by audition and comprising solo, duet and ensemble items, performed on stage throughout the choral program and as foyer entertainment prior to the concerts.

Sixty-two schools participated and were engaged in weekly rehearsals throughout the first 3 terms of the school year. Of those, 57 were from the Adelaide metropolitan area and 4 were from rural South Australia; St Joseph's Murray Bridge, St Joseph's Port Lincoln, St Mary Mackillop Wallaroo, Samaritan College, Our Lady Help of Christians Campus and Samaritan College, St Teresa's Campus in Whyalla. Schools joined as a collective one month prior to the festival for their combined rehearsals, this year held at Nazareth College, Flinders Park Secondary Campus.

Support act applications for participation in the Festival were received from 24 schools resulting in 54 separate auditions involving 43 large ensembles and 11 solo/duets. The 2017 Festival committee chose 25 acts from 15 schools. The Secondary Boys Vocal Ensemble comprised 31 boys representing 6 schools, and the Festival Strings Ensemble comprised 10 students from four schools.

The adult comperes for 2017 were Ms Pauline Kinsman, Principal at Immaculate Heart of Mary School, Brompton, and Mr Gary Pascoe, Deputy Principal at Emmaus Catholic School, Woodcroft. They were joined by student comperes Sebastian Coffey from St Ignatius' College, Caleb Rodgers from St Paul's College, Grace Remphrey from Loreto College and Kiara Hamilton-Smith from Mary Mackillop College.



Work Health & Safety

During 2017 the management of CESA Work Health Safety (WHS) 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, financial or otherwise and appointed WHS Coordinators, ensured CESA's compliance with the Safety Management System and WHS Legislation.

CESA's commitment to keeping people safe and returning those staff members who are injured back to work and compliance with WHS and Return to Work Legislations has ensured retention of CESA Self-insured Registration four year licence.

The Catholic Education Office undertook considerable work in consultation with SafeWork SA, Catholic Safety Health and Welfare staff and school staff in relation to the level of safety for students when involved in work experience at various sites. Guidelines were revised and workshops provided to explain the new work experience requirements.

In 2017 the online WHS training system CCI Learning Manager continued to provide mandatory Work Health Safety training in the majority of CESA schools. Learning Manager provides an efficient, user-friendly and affordable service ensuring compliance with WH&S and other training requirements for participating schools. Consequently providing a safe workplace and helping to protect the reputation of our schools/colleges, and most importantly, helping to keep everyone in the community safer.

Return to Work (RTW)

CESA in partnership with Catholic Church Insurance continues to support workers who suffered injuries at work 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 after retraining, if required).

Workers are now familiar with Return to Work SA (formerly WorkCover SA) and the conditions of the Return to Work (RTW) Act 2014 which focuses on supporting workers to remain at and/or return to work following an injury.

Catholic Church Insurance (CCI) with the support of CESA staff have ensured the smooth transition to their new scheme for claimants. CESA and CCI continue to focus on

provision of a personalised, face-to-face service. RTW site contact persons are appointed at all CESA sites to assist the injured worker with all aspects of lodging their claim. The CESA RTW coordinator follows up with the injured worker as soon as possible to ensure they are taken care of at the worksite and medical restrictions are adhered to. Catholic Church Insurance (CCI) process all CESA RTW claims and engages external rehabilitation consultants where required, to support the injured worker in accessing appropriate medical experts to aid in their recovery process.

CESA acclaims 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.

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. All government funding avenues have currently ceased for our sector.

Certificate and Diploma Programs

The focus for 2017 has been to build on the existing platform of external professional development programs to up-skill the ESO and 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 during 2017:

- Diploma Leadership and Management – 2 classes (TAFESA)
- Certificate IV Education Support (TAFESA)
- Certificate IV Disability (TAFESA)

The following new courses commenced in 2017 with a continued number of country staff as either face-to-face participants or via online distance learning:

- Diploma WHS (TAFESA)
- Certificate IV Business Administration (TAFESA)
- Certificate IV WHS (CSHWSA).

These certificate / diploma programs will be reviewed and based on participant interest and system funding, with appropriate new courses to be implemented to commence in mid-2018.

- Performance management
- Conflict management
- Working in Teams.

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.

Similar short course training opportunities will continue to be offered in 2018 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.

Short courses

Following consultation with the country principals a new suite of short courses were sourced and will be offered in early 2018 to ESOs in major regional school locations with the support of Professional Development funding from their schools where there is participant interest, including:

- Change management
- Handling Difficult People
- Team Building

Human Resources Team

The Human Resources Team continued to provide consultancy and advice to school leaders, business managers, bursars, teachers and support staff. Employment and Enterprise Agreement matters continued to be the predominant areas from which school and office staff benefit from the team's expertise. A key area of work for 2017 was to conclude negotiation of the Catholic Schools South Australia Enterprise Agreement. After nearly two years of negotiations the revised enterprise agreement was approved in late August.

In 2017 there were over 8,000 active staff in Catholic schools (around 4,500fte). As a system we advertised 739 vacancies on the CESA positions vacant website, with 14,545 potential staff members, volunteers and contractors undergoing the child protection screening process.

In addition, the team continues to provide appointment and payroll services for the Catholic Education Office and processed 1,640 Long Service Leave and Paid Parental Leave applications as well as 2,862 back pay calculations for Long Service Leave and Paid Parental Leave on behalf of staff across the sector.

Child Protection

The Catholic education sector continues to place great importance on ensuring that CESA schools and services are 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 the development of policies and procedures which support this.



People and Culture

Standing Committee (continued)



During 2017 considerable time and energy was committed to the development of the next iteration of the Responding to Abuse and Neglect- Education and Care (RAN-EC) online training program, with CESA staff due to complete the online training during 2018.

Employee Relations Seminars (ERS)

These seminars 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 2017 with attendees offered three possible session times per term. Access to these sessions was also made available via WebEx. The sessions held in 2017 were interactive and feedback from the school leaders indicated that the sessions were well received and very relevant to their work.

In addition to each of the term topics, the sessions throughout 2017 incorporated an update on the progress of the Enterprise Agreement negotiations.

Term 1 topics were:

- Financial Leadership with a focus on the new Funding Mechanism
- The Enterprise Agreement update.

Term 2 topics were:

- Workers Compensation update
- Family Law
- The Enterprise Agreement update.

Term 3 topic was:

- Managing requests for part-time and flexible work hours; this presentation by CEO senior advisers, HR, provided guidelines and advice for school leaders in handling requests for part-time work; staff expectations in returning to full-time work, and flexible work options for staff.

Country Teaching Scholarship Program

Each year SACCS provides scholarships to students who are passionate about commencing their teaching career in a Catholic country school. The scholarship program promotes awareness and attraction amongst students to the opportunity of a 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 2017, CESA awarded three scholarships, with two recipients due to complete their studies in 2018 and one in 2017. The 2017 recipient who completed their studies gained a role in a country Catholic school, as have all 2016 scholarship recipients. It is pleasing to report that since 2014 all but two of the recipients are working in Catholic country schools with one obtaining employment in a metropolitan Catholic special school.

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 0.1 FTE professional development allowance for graduate teachers
- professional support through the Beginning Teachers Program
- priority for the Study Incentive Program.

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 different school. Assistance is offered to teachers who meet the following criteria:

- 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 2017, only three teachers who met these criteria sought assistance to gain employment in a metropolitan school. Unfortunately, due to increasingly high numbers of skilled teachers applying for positions across the sector none were successful.

Leadership Appointments Team

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.

Based on feedback received from principals and country teachers, a Job Application Guide was developed as a resource to assist teachers. This guide has been well received by teachers as the application process remains very competitive and teachers are now more informed of what is required to be successful.

Selection of Principals and Deputy Principals

Throughout 2017, 17 panels were formed to recommend to the Directors the appointment of 11 substantive principals and six substantive deputy principals for diocesan schools. 104 acting leadership appointments were recommended to the Directors in metropolitan and rural settings in 2017.

Human Resource 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 lodgements on behalf of the schools.

Some 10,468 payment summaries were generated by the team, predominately for CESA schools. During the year the HRIS team also successfully managed several minor product 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.

People and Culture

Standing Committee (continued)

Student Information System (CeSIS)

During 2017 the project team focused upon the ongoing enhancements of the CeSIS product and maintained a high level of support to schools.

The product undergoes several new releases and enhancement each year and this continued in 2017. One of the key product improvements was a revamp of the end of year process which proved successful in its goal of improving and simplifying the end of year rollover process for schools. Preparations also commenced for a major platform upgrade during 2018.

The number of schools using the system for their student management remained steady at 85, with two further college implementations planned for 2018.

Archives/Records Management

The Human Resources Team of CESA provides 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.





Strategy for Leading Catholic Education to New Levels of Excellence

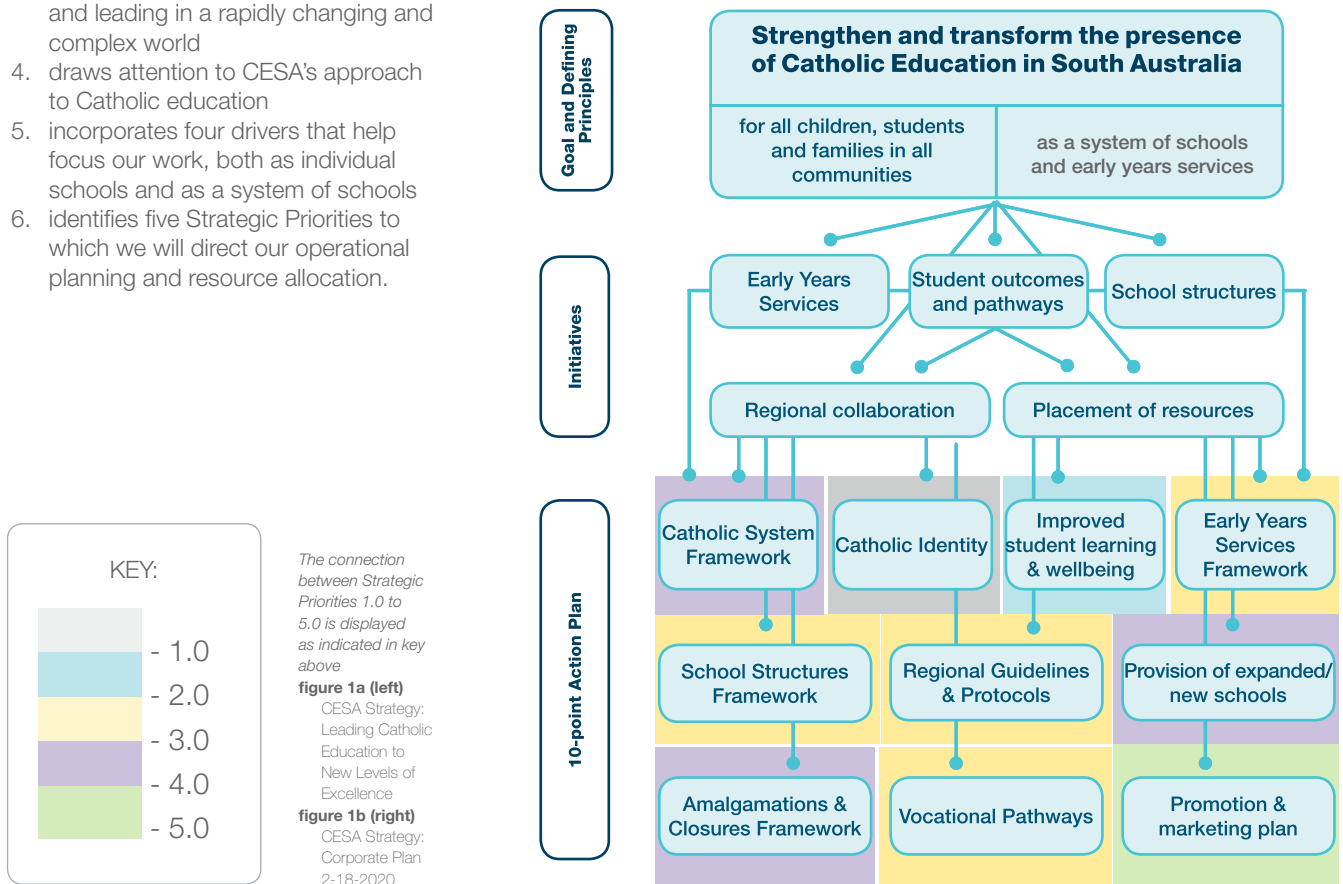
Since its inception in 2015, the Strategy for *Leading Catholic Education to New Levels of Excellence (Revised Edition) (the Strategy)* has seen many of the key milestones achieved. Reporting processes and frameworks put in place to govern and guide the implementation of the Strategy have enabled continued review and improvement of the 10-point action plan over the last three years, and have helped to generate the next iteration of the Strategy: *CESA Strategy: Corporate Plan 2018-2020 (the Corporate Plan)*.

As highlighted in Figure 1, the Corporate Plan:

1. emanates from the five strategic initiatives and 10-point action plan within the Strategy
2. encompasses CESA's vision of learning for every child, namely to help shape thriving people, capable learners, and leaders for the world God desires
3. captures the key capabilities associated with thinking, learning and leading in a rapidly changing and complex world
4. draws attention to CESA's approach to Catholic education
5. incorporates four drivers that help focus our work, both as individual schools and as a system of schools
6. identifies five Strategic Priorities to which we will direct our operational planning and resource allocation.

CESA Strategy - 10-Point Action Plan

The following 10-point Action Plan will be used to achieve the Strategy's goal, defining principles and initiatives.





Strategy for Leading Catholic Education to New Levels of Excellence (continued)

Strategic Priorities

For each of the five Strategic Priorities, a set of deliverables has been established. Each deliverable has a set of milestones and, for each milestone, a further set of actions, tasks and timeframes has been identified, so as to ensure that each deliverable will be achieved by 2020. For ease of reference, the deliverables under each Strategic Priority are summarised below.

Strategic Priority 1.0: Enhance Catholic identity

Over the past two years, the Enhancing Catholic Identity action, as part of the Strategy, has extended the Leuven Initiative and Nurturing the Mustard Seed Projects to more schools, building capacity and offering intensive leadership support to the schools involved.

Under the Corporate Plan, this Strategic Priority has the following deliverables for 2018-2020:

1. 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.
2. Every school has discerned and implemented approaches to support staff spiritual and religious formation.
3. Every school has implemented the updated Crossways Religious Education Curriculum.

Strategic Priority 2.0: Improve student learning and wellbeing

During 2017, the CESA Statement of Learning was launched during Catholic Education Week, further supporting community understanding of the statement and how it relates to our Catholic identity.

Under the Corporate Plan, this Strategic Priority has the following deliverables for 2018-2020:

1. CESA has implemented a system-wide approach to curriculum and pedagogy with evidence of improved student outcomes.
2. Every school has a learning improvement goal within the School Improvement Plan informed by evidence and aligned to system and cluster priorities.
3. Every principal is a visible and engaged leader of learning and leads an effective Learning Improvement Team (LIT) in the school.

Strategic Priority 3.0: Strengthen the provision of Catholic education B-12+

This Strategic Priority encompasses and continues the work already undertaken by several actions of the Strategy including the Year 7 Transition, Early Years Services, Vision for the North, Expanded and New Schools, and Vocational Education.

Under the Corporate Plan, this Strategic Priority has the following deliverables for 2018-2020:

1. CESA has collaborated with Catholic Church Early Years Incorporated to open five Catholic Early Learning Centres.
2. All Catholic schools have articulated clear B-12+ pathways and ensured successful transitions for children, students and families.
3. CESA has enhanced and expanded Catholic education provision in identified priority areas.
4. Every principal is actively involved in cluster partnerships for system orientation and action.

The Early Adopters Group (Tea Tree Gully Catholic Community) continues to provide data and learnings for our sector from the early implementation of the Year 7 Transition. These lessons are being applied to our sector wide implementation of the Year 7 Transition for 2019.

Strategic Priority 4.0: Optimise the use of resources

As a result of many of the initiatives and actions from the Strategy, much work has been undertaken directly with schools in developing and updating five-year financial plans. These plans lead and assist in identifying the appropriate level of resources required for school communities.

Under the Corporate Plan, this Strategic Priority has the following deliverables for 2018-2020:

1. Every school has a goal in their Annual Plan aligned to the CESA Ecological Conversion and Action Plan.
2. The CEO in partnership with Catholic schools has assured the current and future financial viability of CESA.
3. CESA has optimised financial resources to achieve all Strategic Priorities.
4. CESA has developed and implemented a leadership succession plan.

Strategic Priority 5.0: Grow the reputation of Catholic education in South Australia

CESA's promotional and marketing plan under the Strategy sought to ensure an evidenced informed approach to research, marketing and communication about, and on behalf of, the sector.

Under the Corporate Plan, this Strategic Priority has the following deliverables for 2018-2020:

1. CESA is known and valued in the community for educational excellence and for the benefits provided by a contemporary Catholic Education.
2. CESA is recognised by State and Federal Governments for the valuable contribution it makes to the wellbeing, education and prosperity of citizens and communities.
3. CESA is a leading advocate for high quality educational and wellbeing outcomes for all students, families and communities.

System Projects

In-line with the Corporate Plan, key projects emanating from the five Strategic Priorities have been identified. Although some of these projects have commenced such as Catholic early learning centres, Year 7 transition and South West Adelaide. Others are undertaking feasibility and scoping tasks and include Vision for the North. It is planned that all key projects will have the resources of an appointed sponsor, co-sponsor and project manager.

Overview of the Living, Learning, Leading Framework

In keeping with CESA's commitment to excellence – indeed, to excellent Catholic education – it is our intention to promulgate the *Living, Learning, Leading Framework* (the Framework).

The Framework makes explicit both the purpose of our educational endeavour, which is to support every child and student to become a thriving person, a capable learner and a leader for the world God desires, and the specific knowledge, skills and attributes (referred to as Key Capabilities) that are associated with thriving, learning and leading in a rapidly changing and complex world.

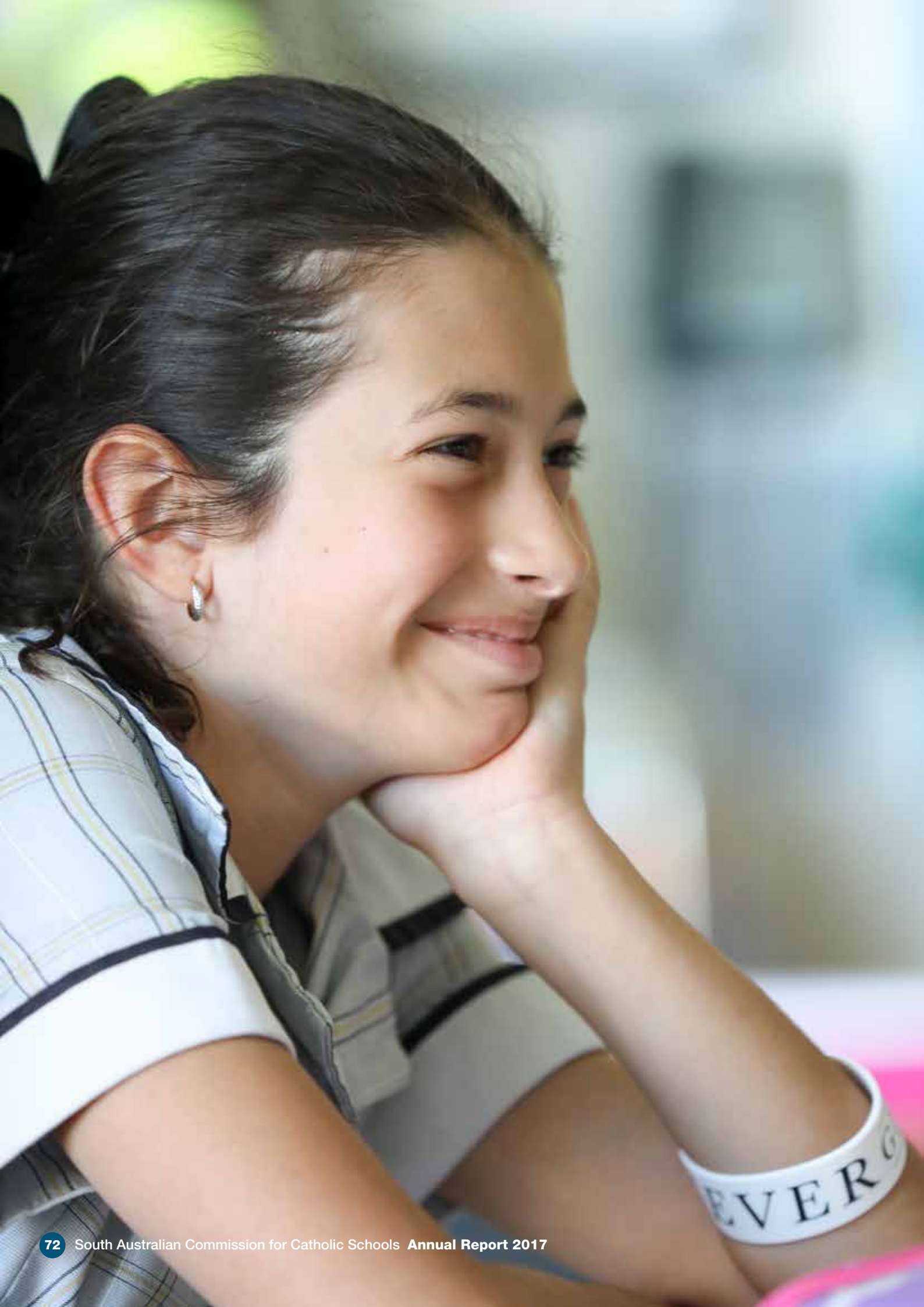
The Key Capabilities are as follows:

- being spiritually aware and inspired by faith
- being self-aware, collaborative and socially adept
- being intercultural, and globally minded
- being knowledgeable, inquisitive and innovative
- being moral, compassionate, and ecologically aware
- being confident and careful creators and users of ICTs
- being literate, numerate and effective communicators.

The *Living, Learning, Leading Framework* also makes explicit our desire to create meaningful partnerships between educators and students who, together, co-construct curriculum, learning design, and formative experiences inspired by Catholic faith, and engage in open dialogue about the relationship between the world we know and the faith to which we are called.

The *Living, Learning, Leading Framework* can help Catholic schools successfully integrate life, culture, faith and learning and, in doing so, nurture children and students to be willing and able to take their place in society as leaders for change in the world.







Financial Reports

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

South Australian Commission for Catholic Schools Inc.

ABN: 84 572 437 441

SPECIAL PURPOSE FINANCIAL REPORT

For the year ended 31 December 2017



Financial Reports

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

STATEMENT BY THE COMMITTEE

In our opinion:

1. The accompanying financial statements and notes thereto are in accordance with the Australian Charities and Not-for-profits Commission Act 2012 and Associations Incorporation Act 1985, including:
 - (i) presents fairly in all material aspects of the financial position of the Commission as at 31 December 2017 and of its performance, as represented by the results of its operations for the financial 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

Chairperson of SACCS

Director, Catholic Education SA

Dated at Thebarton this 26th day of June 2018



Financial Reports

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

STATEMENT OF INCOME AND EXPENSES AND COMPREHENSIVE INCOME FOR THE YEAR ENDED 31 DECEMBER 2017

	Note	2017 \$	2016 \$
Income			
Grant Income		468,562,166	457,168,626
Special Purpose Grants		1,832,551	6,779,319
Levies and Fees		674,673	323,079
Other Revenue		3,654,557	3,597,133
Interest		393,436	360,512
Total Income	4	<u>475,117,383</u>	<u>468,228,669</u>
Expenses			
Grants Distributed		452,196,168	436,884,666
Special Purpose Grants Distributed		2,713,505	6,685,542
Program Management		10,948,714	13,096,592
Travel and Accommodation		252,136	260,613
Teacher Development		515,307	899,414
Meeting/Conference		253,369	334,634
Information Technology		3,463,033	3,501,304
Communication		16,823	20,657
Consulting		1,199,546	1,009,778
Doubtful Debts		(171,760)	151,000
Motor Vehicles		1,458	864
School Projects		1,014,419	934,945
Equipment Rental		561,085	2,597,391
Other Operating		2,153,580	1,851,269
Total Expenses		<u>475,117,383</u>	<u>468,228,669</u>
Total Surplus for the Year		<u>-</u>	<u>-</u>



Financial Reports

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

STATEMENT OF FINANCIAL POSITION AS AT 31 DECEMBER 2017

	Note	2017 \$	2016 \$
Current Assets			
Cash	6	23,029,407	18,972,660
Trade And Other Receivables	7	4,620,100	5,958,586
Total Current Assets		<u>27,649,507</u>	<u>24,931,246</u>
Non-Current Assets			
Trade And Other Receivables	7	854,633	1,174,257
Total Non-Current Assets		<u>854,633</u>	<u>1,174,257</u>
Total Assets		<u>28,504,140</u>	<u>26,105,503</u>
Current Liabilities			
Trade and Other Payables	8	5,483,768	6,444,529
Provision for Member Employee Entitlements		1,943,495	2,031,585
Revenue Received In Advance	9	20,916,312	17,462,420
Total Current Liabilities		<u>28,343,575</u>	<u>25,938,534</u>
Non-Current Liabilities			
Provision for Member Employee Entitlements		160,565	166,969
Total Non-Current Liabilities		<u>160,565</u>	<u>166,969</u>
Total Liabilities		<u>28,504,140</u>	<u>26,105,503</u>
Net Assets		<u>-</u>	<u>-</u>

The accompanying notes form part of the financial report.



Financial Reports

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

STATEMENT OF CASH FLOWS FOR THE YEAR ENDED 31 DECEMBER 2017

	2017	2016
	\$	\$
Cash flows from operating activities		
Receipts from grants	473,848,610	465,777,099
Grant payments	(454,909,672)	(443,570,208)
Payments to suppliers & employees	(21,434,727)	(24,582,496)
Receipts from customers	6,159,100	3,649,283
Interest Received	393,436	360,512
Net cash from operating activities	<u>4,056,747</u>	<u>1,634,190</u>
Net (decrease)/increase in Cash Equivalents	4,056,747	1,634,190
Cash and cash equivalents at beginning of the financial year	<u>18,972,660</u>	<u>17,338,470</u>
Cash and cash equivalents at the end of the financial year	<u>23,029,407</u>	<u>18,972,660</u>

STATEMENT OF CHANGES IN EQUITY FOR YEAR ENDED 31 DECEMBER 2017

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.

The accompanying notes form part of the financial report.



Financial Reports

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

NOTE 1 - GENERAL INFORMATION

The South Australian Commission for Catholic Schools Inc. ("the Commission") is an association incorporated and operating in South Australia, Australia. The Commission establishes policy for Catholic Education in South Australia and acts as the funding body for 98 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 (continued)

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 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, unless otherwise noted.

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 in the application of A-IFRS 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).



Financial Reports

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

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).

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 recorded 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 and on demand deposits.

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

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.



Financial Reports

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

i) Contingent Liabilities

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

The Commission has identified possible contingent liabilities, arising from events occurring at Catholic Education South Australia schools. At this time, the likely outcomes and financial impacts, if any, are uncertain.

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 2017, the Commission had a net deficiency of current assets over current liabilities of \$694,068 (2016: \$1,007,288). Included in current liabilities is a revenue received in advance of \$20,916,312 (2016: \$17,462,420) associated with grant funding, which has not been expended as at 31 December 2017. 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. In addition, the Commission received grant funding of \$195,784,274 in January 2018. Consequently, the Committee of the Commission considers the Commission 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 - ADOPTION OF NEW AND REVISED ACCOUNTING STANDARDS

In the current year, the Commission has adopted all the new and revised standards and interpretations issued by the Australian Accounting Standards Board that are relevant to its operations and are effective for the current annual reporting period. The adoption of these new and revised standards and interpretations has resulted in no changes to the Commission's accounting policies.

A number of new standards, amendments to standards and interpretations are effective for annual periods beginning after 1 January 2018, 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 9 Financial Instruments

AASB 9, replaces the existing guidance in AASB 139 Financial Instruments: Recognition and Measurement. AASB 9 includes revised guidance on the classification and measurement of financial instruments, a new expected credit loss model for calculating impairment on financial assets, and new general hedge accounting requirements. It also carries forward the guidance on recognition and de-recognition of financial instruments from AASB 139. AASB 9 is effective for annual reporting periods beginning on or after 1 January 2018, with early adoption permitted.

b) 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 2018, with early adoption permitted.

c) 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.

d) 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 of 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 Reports

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

NOTE 4 - TOTAL INCOME

	2017 \$	2016 \$
<u>Grant Income</u>		
Federal Government Grants	373,298,501	362,977,104
State Government Grants	95,263,665	94,191,522
Block Grant Authority	1,832,551	6,779,319
	<u>470,394,717</u>	<u>463,947,945</u>
<u>Other Income</u>		
Levies and Fees	674,673	323,079
Interest	393,436	360,512
Other Revenue	3,654,557	3,597,133
	<u>4,722,666</u>	<u>4,280,724</u>
	<u><u>475,117,383</u></u>	<u><u>468,228,669</u></u>

NOTE 5 - RENUMERATION OF AUDITOR

Audit of financial statements	50,538	49,388
Audit of Structured Funds (Note 11)	20,500	20,000
Advisory Services	40,000	11,250
Government grant acquittals	8,400	8,000
	<u>119,438</u>	<u>88,638</u>

NOTE 6 - CASH

Better Schools and Other Government Grants	12,082,127	11,763,994
Capital Education Grants	10,947,280	7,208,666
	<u>23,029,407</u>	<u>18,972,660</u>

The Commission's funds are held with the Catholic Development Fund - Adelaide.

NOTE 7 - TRADE AND OTHER RECEIVABLES

<u>Current</u>		
Catholic Education Office	2,294,790	2,687,425
Long Service Leave Fund	-	20,321
Trade Receivables	2,265,353	3,101,442
Prepayments	59,957	149,398
	<u>4,620,100</u>	<u>5,958,586</u>
<u>Non Current</u>		
Catholic Education Office	854,633	1,174,257
	<u>854,633</u>	<u>1,174,257</u>

Trade receivables are net of provision for impairment of \$4,240 (2016: \$176,000).



Financial Reports

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

NOTE 8 - TRADE AND OTHER RECEIVABLES

<u>Current</u>		
Catholic Education Office	-	6,713
Education Assets Fund	45,568	196,546
Long Service Leave Fund	2,844	-
Trade Payables	7,139	114,361
GST Payable	2,783,242	2,636,168
Accrued Expenses	2,644,975	3,490,741
	<u>5,483,768</u>	<u>6,444,529</u>

NOTE 9 - REVENUE RECEIVED IN ADVANCE

	2017	2016
	\$	\$
Targeted Programs	1,331,011	2,684,602
Recurrent Grants	8,707,145	7,660,081
BGA Grants	10,878,156	7,117,737
	<u>20,916,312</u>	<u>17,462,420</u>

NOTE 10 - 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 11 - STRUCTURE 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.



Financial Reports

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

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 2017



Financial Reports

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 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 2017 and its performance for the financial 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 2017 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.

Signed in accordance with a resolution of the Committee

Chairperson of SACCS

Director, Catholic Education SA

Dated at Thebarton this 26th day of June 2018



Financial Reports

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 2017

	Note	2017 \$	2016 \$
Income			
Levies and Fees		4,168,910	5,143,114
Interest		29,112	38,572
Total Income		<u>4,198,022</u>	<u>5,181,686</u>
Expenses			
Reimbursement to Schools		4,216,222	4,919,777
Other Operating		25,000	25,000
Total Expenses		<u>4,241,222</u>	<u>4,944,777</u>
(Deficit)/Surplus from Operating Activities		<u>(43,200)</u>	<u>236,909</u>
Total (Deficit)/Surplus for the Year		<u>(43,200)</u>	<u>236,909</u>

STATEMENT OF FINANCIAL POSITION AS AT 31 DECEMBER 2017

		2017 \$	2016 \$
Current Assets			
Cash		3,795,980	4,196,543
Trade and Other Receivables	3	-	89,837
Total Current Assets		<u>3,795,980</u>	<u>4,286,380</u>
Total Assets		<u>3,795,980</u>	<u>4,286,380</u>
Current Liabilities			
Trade and Other Payables	4	-	447,200
Total Current Liabilities		<u>-</u>	<u>447,200</u>
Total Liabilities		<u>-</u>	<u>447,200</u>
Net Assets		<u>3,795,980</u>	<u>3,839,180</u>
Accumulated Surplus			
Accumulated Surplus brought forward		3,839,180	3,602,271
Total (Deficit)/Surplus for the Year		(43,200)	236,909
Accumulated Surplus as at 31 December		<u>3,795,980</u>	<u>3,839,180</u>

The accompanying notes form part of the financial report.



Financial Reports

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

PAID PARENTING LEAVE FUND

NOTES TO AND FORMING PART OF THE REPORT FOR YEAR ENDED 31 DECEMBER 2017

NOTE 1 - GENERAL INFORMATION

The Committee of SACCS Inc. administers the activities of the Paid Parenting Leave Fund Account ("the Fund").

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.

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, unless otherwise noted.

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 Paid Parenting 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) Cash

Cash comprises cash on hand and demand deposits.

d) 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.

e) Paid Parenting Leave Fund

The Paid Parenting Leave Fund reimburses participating schools and the Catholic Education Office for paid parenting leave for teachers and staff. Participating schools and the Office paid a levy of 0.85% of salaries in 2017 (2016: 1.1%).

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

f) Financial Assets

Trade and Other Receivables

Trade receivables and other receivables are measured at amortised cost less impairment.



Financial Reports

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

PAID PARENTING LEAVE FUND

NOTES TO AND FORMING PART OF THE REPORT FOR YEAR ENDED 31 DECEMBER 2017

g) Revenue

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

Fees and levies 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 - TRADE AND OTHER RECEIVABLES

	2017 \$	2016 \$
Trade Receivables	-	89,837
	-	89,837

NOTE 4 - TRADE AND OTHER PAYABLES

Trade Payables	-	422,200
Catholic Education Office	-	25,000
	-	447,200

NOTE 5 - 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.



Financial Reports

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

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 2017



Financial Reports

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 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 4
 - (i) present fairly the financial position of the Fund as at 31 December 2017 and its performance for the financial 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 2017 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

Chairperson of SACCS

Director, Catholic Education SA

Dated at Thebarton this 26th day of June 2018



Financial Reports

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

SCHOOL DEVELOPMENT FUND

STATEMENT OF INCOME AND EXPENSES AND OTHER COMPREHENSIVE INCOME FOR YEAR ENDED 31 DECEMBER 2017

	Note	2017 \$	2016 \$
Income			
Levies and Fees		633,233	653,275
Interest		77,607	92,080
Total Income		<u>710,840</u>	<u>745,355</u>
Expenses			
Grants Distributed		954,774	954,774
Doubtful Debts		-	5,520
Total Expenses		<u>954,774</u>	<u>960,294</u>
Deficit from Operating Activities		<u>(243,934)</u>	<u>(214,939)</u>
Total Deficit for the Year		<u>(243,934)</u>	<u>(214,939)</u>

STATEMENT OF FINANCIAL POSITION AS AT 31 DECEMBER 2017

		2017 \$	2016 \$
Current Assets			
Cash		2,545,126	2,517,326
Receivables owing by Schools		360,017	418,705
Trade and Other Receivables	3	78,822	59,901
Total Current Assets		<u>2,983,965</u>	<u>2,995,932</u>
Non-Current Assets			
Receivables owing by Schools		1,998,704	2,230,671
Total Non-Current Assets		<u>1,998,704</u>	<u>2,230,671</u>
Total Assets		<u>4,982,669</u>	<u>5,226,603</u>
Net Assets		<u>4,982,669</u>	<u>5,226,603</u>
Accumulated Funds			
Accumulated Surplus Brought Forward		5,226,603	5,441,542
Total Deficit for the Year		(243,934)	(214,939)
Accumulated Surplus as at 31 December		<u>4,982,669</u>	<u>5,226,603</u>

The accompanying notes form part of the financial report.



Financial Reports

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 2017

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.

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, unless otherwise noted.

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) Cash

Cash comprises cash on hand and demand deposits.

d) 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.



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

e) 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.

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. For financial assets carried at amortised cost, the amount of the impairment is the difference between the asset's carrying amount and the present value of estimated future cash flows, discounted at the original effective interest rate.

The carrying amount of the financial asset is reduced by the impairment loss directly for all financial assets with the exception of those amounts which are uncollectable, which are written off against the allowance account. Subsequent recoveries of amounts previously written off are credited against the allowance account. Changes in the carrying amount of the allowance account are recognised in surplus or deficit.

If in a subsequent period the amount of the impairment loss decreases and the decreases can be related objectively to an event occurring after the impairment was recognised, the previously recognised impairment loss is reversed through the surplus or deficit 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.

f) 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 - TRADE AND OTHER RECEIVABLES

	\$	\$
Trade Receivables	78,822	59,901
	<u>78,822</u>	<u>59,901</u>

NOTE 4 - COMMITMENTS

The School Development Fund has 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. The annual commitments are currently \$955K per annum, to be maintained until such time as the College is able to self fund the repayments.

NOTE 5 - 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.



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

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 2017



Financial Reports

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 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 2017 and its performance for the financial 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 2017 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

Chairperson of SACCS

Director, Catholic Education SA

Dated at Thebarton this 26th day of June 2018



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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 2017

	Note	2017 \$	2016 \$
Income			
Equipment Leasing and Rental		2,395,684	4,628,536
Relocatable Rental		1,310,825	1,356,006
Interest		23,649	25,952
Other Revenue		33,933	25,256
Total Income		<u>3,764,091</u>	<u>6,035,750</u>
Expenses			
Interest		87,294	276,069
Program Management		40,176	74,313
Communication		131	186
Consulting		20,335	-
Motor Vehicles		118,707	112,672
Depreciation-Relocatables		370,216	401,263
Depreciation-Property, Plant and Equipment		1,751,961	3,766,991
Room Maintenance / Relocation		79,769	110,951
Other Operating		563,238	625,138
(Gain) or Loss on Sale of Fixed Assets		(616,015)	(563,217)
Total Expenses		<u>2,415,812</u>	<u>4,804,366</u>
Surplus from operating activities		<u>1,348,279</u>	<u>1,231,384</u>
Total Surplus for the Year		<u>1,348,279</u>	<u>1,231,384</u>



Financial Reports

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

EDUCATION ASSETS FUND

STATEMENT OF FINANCIAL POSITION FOR YEAR ENDED 31 DECEMBER 2017

		2017 \$	2016 \$
Current Assets			
Cash		2,635,366	2,215,909
Trade And Other Receivables	3	329,041	726,214
Total Current Assets		<u>2,964,407</u>	<u>2,942,123</u>
Non-Current Assets			
Relocatable Buildings		8,065,814	8,508,257
Less: Accumulated Depreciation and Impairment	4	(5,599,317)	(5,692,740)
		<u>2,466,497</u>	<u>2,815,517</u>
Plant and Equipment		20,812,632	21,123,388
Less: Accumulated Depreciation and Impairment	5	(15,679,159)	(15,519,249)
		<u>5,133,473</u>	<u>5,604,139</u>
Work in Progress		283,997	41,075
		<u>283,997</u>	<u>41,075</u>
Total Non-Current Assets		<u>7,883,967</u>	<u>8,460,731</u>
Total Assets		<u>10,848,374</u>	<u>11,402,854</u>
Current Liabilities			
Trade and Other Payables	6	135,946	213,276
Borrowings		1,209,130	2,841,877
Provision for Member Employee Entitlements		-	2,134
Total Current Liabilities		<u>1,345,076</u>	<u>3,057,287</u>
Non-Current Liabilities			
Borrowings		334,872	525,632
Provision for Member Employee Entitlements		819	607
Total Non-Current Liabilities		<u>335,691</u>	<u>526,239</u>
Total Liabilities		<u>1,680,767</u>	<u>3,583,526</u>
Net Assets		<u>9,167,607</u>	<u>7,819,328</u>
Accumulated Surplus			
Accumulated Surplus Brought Forward		7,819,328	6,587,944
Total Surplus for the Year		1,348,279	1,231,384
Accumulated Surplus as at 31 December		<u>9,167,607</u>	<u>7,819,328</u>

The accompanying notes form part of the financial report.



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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 2017

NOTE 1 - GENERAL INFORMATION

NOTE 1 - GENERAL INFORMATION

The Committee of 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 PRACTICE

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.

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, unless otherwise noted.

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) Cash

Cash comprises cash on hand and demand deposits.

d) Goods and Services Tax (GST)

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

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

e) 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.



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

f) Financial Assets

Trade and Other Receivables

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

g) Impairment

At each reporting date, the 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).

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.

h) 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.

i) 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 - 4 years
Motor Vehicles	5 Years

j) Revenue

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

Rental Income

Rental income is recognised in surplus or deficit on a straight line basis over the term of the rental agreement.

Interest

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

k) 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 \$1,619,331 (2016: net liability position of \$115,164). 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 - TRADE AND OTHER RECEIVABLES

	2017 \$	2016 \$
SACCS Inc.	45,568	196,546
Trade Receivables	40,861	121,445
Sundry Receivables	242,415	276,649
Prepayments	197	131,574
	<u>329,041</u>	<u>726,214</u>



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

NOTE 4 - RELOCATABLE BUILDINGS

	2017	2016
	\$	\$
Gross carrying amount		
Balance as at 1 January	8,508,257	8,965,144
Additions	126,500	-
Less: Disposals	(568,943)	(456,887)
Balance as at 31 December	8,065,814	8,508,257
Accumulated depreciation and impairment		
Balance as at 1 January	(5,692,740)	(5,646,918)
Disposals	465,474	361,788
Depreciation	(372,051)	(407,610)
Balance as at 31 December	(5,599,317)	(5,692,740)

NOTE 5 - PLANTS AND EQUIPMENT

Motor Vehicles

Gross carrying amount		
Balance as at 1 January	5,009,305	4,981,860
Additions	2,437,963	1,927,901
Less: Disposals	(2,314,249)	(1,900,456)
Balance as at 31 December	5,133,019	5,009,305
Accumulated depreciation and impairment		
Balance as at 1 January	(1,354,016)	(1,376,553)
Disposals	1,153,863	1,052,396
Depreciation	(1,064,762)	(1,029,859)
Balance as at 31 December	(1,264,915)	(1,354,016)

Office and Equipment

Gross carrying amount		
Balance as at 1 January	1,669,554	1,957,115
Less: Disposals	(438,188)	(287,561)
Balance as at 31 December	1,231,366	1,669,554
Accumulated depreciation and impairment		
Balance as at 1 January	(1,441,049)	(1,464,295)
Disposals	438,188	272,781
Depreciation	(142,468)	(249,535)
Balance as at 31 December	(1,145,329)	(1,441,049)

Computer Equipment

Gross carrying amount		
Balance as at 1 January	3,339,658	3,342,060
Additions	-	45,303
Less: Disposals	-	(47,705)
Balance as at 31 December	3,339,658	3,339,658
Accumulated depreciation and impairment		
Balance as at 1 January	(3,152,151)	(2,817,845)
Disposals	-	47,705
Depreciation	(120,724)	(382,011)
Balance as at 31 December	(3,272,875)	(3,152,151)



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SOUTH AUSTRALIAN COMMISSION FOR CATHOLIC SCHOOLS INC.
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Computer Software

	2017	2016
	\$	\$
Gross carrying amount		
Balance as at 1 January	11,104,871	10,985,990
Additions	3,718	118,881
Balance as at 31 December	<u>11,108,589</u>	<u>11,104,871</u>
Accumulated depreciation and impairment		
Balance as at 1 January	(9,572,033)	(7,466,447)
Depreciation	(424,007)	(2,105,586)
Balance as at 31 December	<u>(9,996,040)</u>	<u>(9,572,033)</u>

NOTE 6 - TRADE AND OTHER PAYABLES

Catholic Education Office	19,900	21,844
Trade Payables	2,588	45,249
Accrued Expenses	113,458	146,183
	<u>135,946</u>	<u>213,276</u>

NOTE 7 - 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.



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

SOUTH AUSTRALIAN COMMISSION FOR CATHOLIC SCHOOLS INC.

STATEMENT OF GRANT INCOME AND EXPENDITURE FOR THE YEAR ENDED 31 DECEMBER 2017

	\$
Total recurrent grant funding under s25 of the Act provided during the year ended 31 December 2017	370,348,755.00
GST	37,034,875.51
Total funding provided (Incl. GST) received under s25 of the Act	<u>407,383,630.51</u>
Amount spent in accordance with s29 during the year ended 31 December 2017	370,348,755.00
GST paid to ATO during the year ended 31 December 2017	37,034,875.51
	-
Total undisbursed recurrent grant funding at 31 December 2017	<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



Financial Reports

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

CATHOLIC CHURCH ENDOWMENT SOCIETY INCORPORATED AGENCY FOR YEAR ENDED 31 DECEMBER 2017

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 2017 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 Policies and Reporting Practices for the Archdiocese of Adelaide (issued Oct 2004), and in accordance with the A-IFRS Requirements - Archdiocese of Adelaide 2005.
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 company's assets.
 - (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.
5. All mandatory reporting requirements for government contracts signed by CCES for the Agency or by the Agency have been completed as at the reporting date except for the attached.

Signed at Adelaide this 26 day of June 2018



Financial Reports

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

CATHOLIC CHURCH ENDOWMENT SOCIETY INCORPORATED REPORTING PACKAGE AGENCY: CATHOLIC EDUCATION OFFICE INCOME STATEMENT FOR YEAR ENDED 31 DECEMBER 2017

	Notes	2017	2016
Revenue from ordinary activities			
Interest Income		50,684	62,915
Grants from Government		11,763,264	11,585,346
Levies and Fees Income		10,480,926	10,116,794
Other Revenue		567,935	543,392
Total Revenue from ordinary activities		22,862,809	22,308,447
Expenditure from ordinary activities			
Interest Expense		11,898	29,837
Employee Benefit Expense		14,453,462	14,151,794
Occupancy Expenses		1,074,257	1,139,204
Depreciation and Amortisation Expenses		880,492	789,258
Equipment Maintenance		2,423,796	2,429,082
Communication Expenses		359,488	293,138
Motor Vehicle Expenses		332,945	451,189
Educational Programs		1,343,098	1,234,481
Other Operating Expenses		1,297,154	1,480,608
Loss on Sale of Fixed Assets		(167,869)	(202,061)
Total Expenditure from Ordinary Activities		22,008,721	21,796,530
Net Profit/(Loss)		854,088	511,917



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

CATHOLIC CHURCH ENDOWMENT SOCIETY INCORPORATED REPORTING PACKAGE AGENCY: CATHOLIC EDUCATION OFFICE BALANCE SHEET AS AT 31 DECEMBER 2017

	Notes	2017	2016
ASSETS			
Cash and Liquid Assets		4,962,702	5,006,222
Receivables due from Other Financial Institutions	1	-	-
Trade and Other Receivables	2	3,804,009	4,216,691
Property , Plant and Equipment	3	5,335,352	3,629,459
TOTAL ASSETS		14,102,063	12,852,372
LIABILITIES			
Payables	4	4,169,059	3,694,329
Provisions	5	3,111,342	3,774,339
Income in Advance		308,089	114,654
CDF Loan		2,311,199	1,920,764
TOTAL LIABILITIES		9,899,689	9,504,086
NET ASSETS		4,202,374	3,348,286
ACCUMULATED FUNDS			
Accumulated Funds	6	4,202,374	3,348,286
TOTAL ACCUMULATED FUNDS		4,202,374	3,348,286



Financial Reports

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

CATHOLIC CHURCH ENDOWMENT SOCIETY INCORPORATED REPORTING PACKAGE AGENCY: CATHOLIC EDUCATION OFFICE NOTES SUPPORTING SCHEDULES

	2017	2016
<u>1. Receivables Due from Other Financial Institutions</u>		
Deposits with Banks due within 3 months	-	-

(Please record Bank Balances with External Bankers that are not part of the CDF Banking System)

<u>2. Trade and Other Receivables</u>	2017	2016
Trade Debtors	693,841	496,720
Provision for Doubtful Debts	(5,541)	-
Other Debtors	1,884,215	2,194,817
GST Receivable (NET)	38,179	44,399
Prepayments	1,193,315	1,480,755
Total Trade Receivables	3,804,009	4,216,691
CCES Debtors	81,568	37,832
Net Trade Receivables	3,722,441	4,178,859

<u>Other Debtors Details</u>	2017	2016
LSL Provision		
LSL Receivable	1,960,812	2,274,409
LSL Impairment	(173,995)	(256,751)
	1,786,817	2,017,658
Sundry Debtors	97,398	177,158
Loans to Employees	-	-
Total Other Debtors	1,884,215	2,194,817



Financial Reports

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

3. Property, Plant and Equipment

	2017	Gross Carrying Value Of Asset	Accumulated Depreciation	Net Written Down Value 2017
Buildings		1,576,454	(726,269)	850,185
Leasehold Improvements		1,158,048	(910,738)	247,310
Plant and Equipment		3,106,325	(2,291,297)	815,029
Motor Vehicles		1,757,237	(435,126)	1,322,111
		7,598,064	(4,363,429)	3,234,635
Work In Progress				2,100,717
Total - 2017				5,335,352
TOTAL - 2016		7,232,804	(4,093,269)	3,629,459

	2017	2016
4. Payables		
Net GST Payable	-	-
Intercompany payable to SACCS	1,955,266	2,315,624
Other Payables	385,110	982,115
Trade payables	1,828,683	396,590
Total Payables	4,169,059	3,694,329
CCES Creditors	-	-
Net Payables	4,169,059	3,694,329

5. Provisions

Employee Entitlements (annual and long service leave)		
Long Service Leave	1,960,811	2,274,409
Annual Leave Provision	1,150,531	1,499,930
TOTAL PROVISIONS	3,111,342	3,774,339
Number of employees (on a FTE basis) at reporting date is:	159	184

6. Accumulated Funds

Balance at beginning of the financial year	3,348,286	2,836,369
Net profit / (loss)	287,735	511,917
Balance at the end of the financial year	3,636,021	3,348,286



Financial Reports

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

CATHOLIC CHURCH ENDOWMENT SOCIETY INCORPORATED REPORTING PACKAGE AGENCY: CATHOLIC EDUCATION OFFICE NOTES SUPPORTING SCHEDULES

	2017	2016
<u>7 Reserves (Where applicable)</u>	N/A	N/A
(detail movement)		
Opening Balance	-	-
Closing Balance	-	-

8. Remuneration of Auditors

Auditing the financial report
Other services

	-	-
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9 Commitments For Expenditure

(a) Capital Expenditure Commitments

Buildings

The Agency has signed capital contracts for:
to the amount of :

	-	-
--	---	---

Plant and Equipment

The Agency has signed capital contracts for:
to the amount of :

	-	-
--	---	---

(b) Lease Commitments

Premises and Equipment

Non-cancellable operating leases

Not longer than 1 year
Longer than 1 year and not longer than 5 years

	-	-
	-	-
	-	-

(attach schedule of details of what operating leases relate to).

10. Contingent Liabilities

Please provide details:

	-	-
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11. Restricted Cash Balances

Included in Cash & Liquid Assets are the following amounts
that are restricted:

N/A N/A

Please provide details as follows:

Name of Supplier	Amount	Details of restrictions and why
------------------	--------	---------------------------------

Total Catholic Schools 103

Archdiocese of Adelaide	90
Catholic Diocese of Port Pirie	13
Primary Schools: Adelaide	64
Primary Schools: Port Pirie	9

Secondary/Combined/Middle Schools:

Adelaide	26
Port Pirie	4
Special Schools: Adelaide	2
Total School Campuses in SA	111

Governance

Diocesan Primary Schools (Adelaide)	59
Diocesan Secondary Schools (Adelaide)	13
Diocesan Primary Schools (Port Pirie)	9
Diocesan Secondary Schools (Port Pirie)	4
Joint Anglican / Catholic School <i>St Columba College, Andrews Farm</i>	1
Congregational Schools	16
Special Schools <i>St Patrick's Special School, Dulwich</i> <i>St Ann's Special School, Marion</i>	2

Funding

Systemic Schools	98
Non-systemic Schools <i>FAME Youth Plus, Hackham West</i>	6
Mary MacKillop College, Kensington	
St Aloysius College, Adelaide	
St Mary's College, Adelaide	
St Dominic's Priory College, North Adelaide	
St Paul's College, Gilles Plains	

Adelaide 14

Blackfriars Priory School, Prospect
Cabra Dominican College, Cumberland Park
Loreto College, Marryatville
Mercedes College, Springfield
Nazareth Catholic College, Flinders Park and Findon
Rostrevor College, Woodforde
Saint Ignatius College, Athelstone
St Aloysius College, Adelaide
St Columba College, Andrews Farm
St Dominic's Priory College, North Adelaide
St Francis de Sales College, Mount Barker
St Mary's College, Adelaide
St Paul's College, Gilles Plains
Tenison Woods College, Mount Gambier

Port Pirie 4

Caritas College, Port Augusta
St Joseph's School, Port Lincoln
St Mark's College, Port Pirie
Samaritan College, Whyalla

Shared Campuses – Adelaide 4

Catherine McAuley, Craigmore
Gleeson College, Golden Grove
Our Lady of Hope, Greenwith
School of the Nativity, Aberfoyle Park

Middle Schools – Adelaide 2

Marymount College, Hove
Sacred Heart College Middle School, Mitchell Park

Boarding Schools – Adelaide**3**

Loreto College, Marryatville
Rostrevor College, Woodforde
Sacred Heart College Senior, Somerton Park

Boarding Schools – Country**2**

St Joseph's School, Port Lincoln
St Mark's College, Port Pirie

Preschools – Adelaide**8**

Nazareth Catholic Community, Findon
St Joseph's Memorial School, Norwood
St Joseph's School, Hectorville
St Joseph's School, Hindmarsh
St Joseph's School, Ottoway
St Joseph's School, Payneham
St Margaret Mary's School, Croydon
St Thomas' School, Goodwood

Boys Schools – Adelaide**6**

Blackfriars Priory School, Prospect
Christian Brothers College, Adelaide
Rostrevor College, Woodforde
Sacred Heart College Middle School (6-9), Mitchell Park
St Michael's College Primary Campus, Beverley
St Paul's College (5-12), Gilles Plains

Girls Schools – Adelaide**9**

Kildare College, Holden Hill
Loreto College, Marryatville
Mary MacKillop College, Kensington
Marymount College (Years 6-9), Hove
Our Lady of the Sacred Heart College, Enfield
St Aloysius College, Adelaide
St Dominic's Priory College, North Adelaide
St Joseph's Education Centre, Enfield
St Mary's College, Adelaide
St Michael's College (Years 11-12), Henley Beach
St Paul's College (Years 11-12), Gilles Plains

Technical Colleges – Adelaide**2**

Marcellin Technical College, Christies Downs
St Patrick's Technical College, Elizabeth West

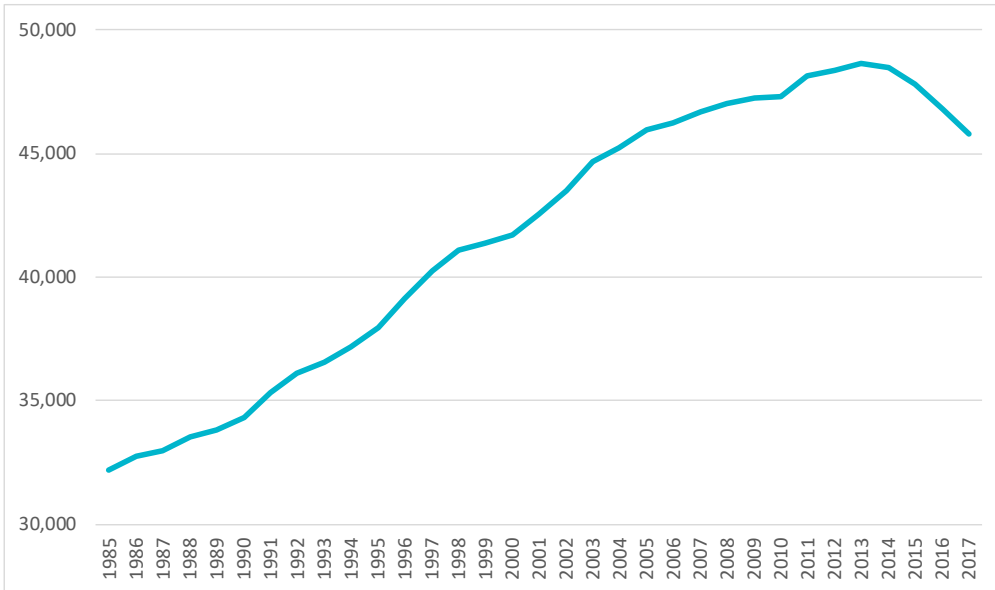
We acknowledge and apologise that in the 2016 SACCS Annual Report Statistics Section, the 2016 data provided was incorrect.

The data has been updated to reflect the correct figures.

This statistical data is provided for information only and is not to be used in the calculation of any funding.

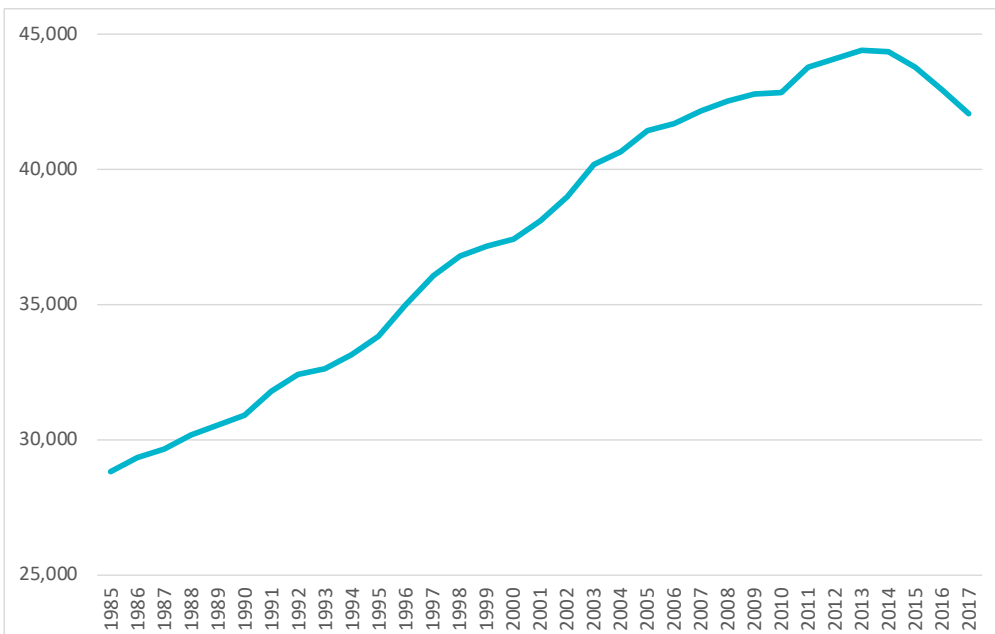
Statistics

Total students enrolled in Catholic Schools in South Australia



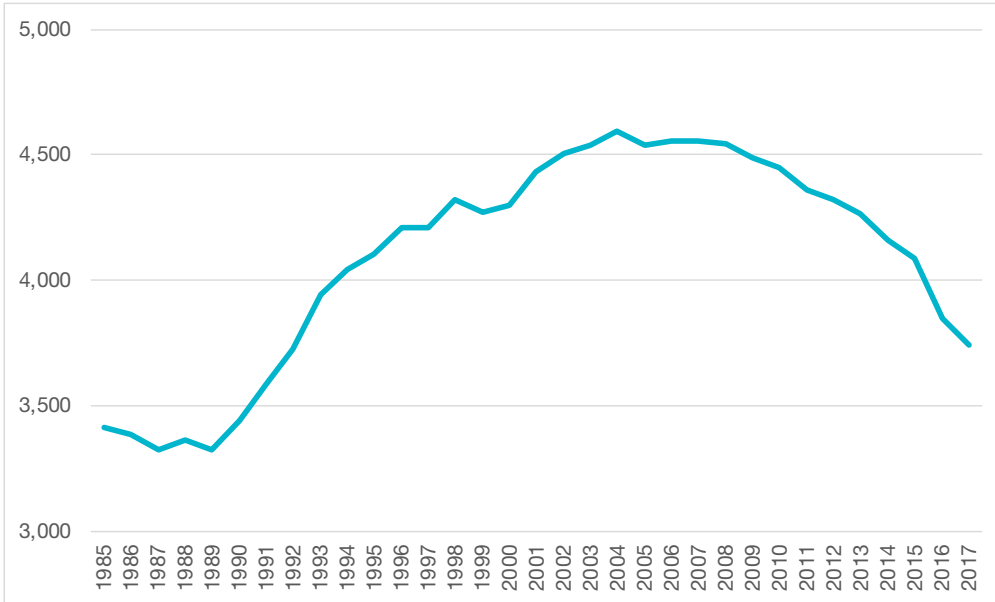
	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017
Total Students	46,230	46,716	47,053	47,270	47,300	48,147	48,375	48,651	48,482	48,343	46,732	45,769

Total students enrolled in Catholic Schools - Archdiocese of Adelaide



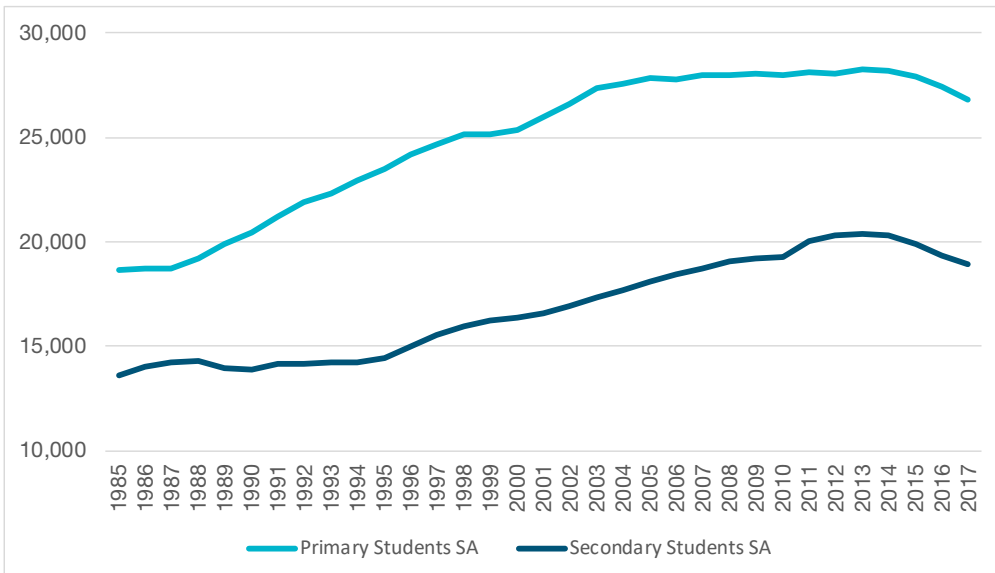
	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017
Total Students	41,674	42,158	42,509	42,782	42,854	43,787	44,054	44,387	44,321	44,387	42,883	42,027

Total students enrolled in Catholic Schools - Diocese of Port Pirie



	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017
Total Students	4,556	4,558	4,544	4,487	4,447	4,359	4,321	4,264	4,161	4,264	3,849	3,742

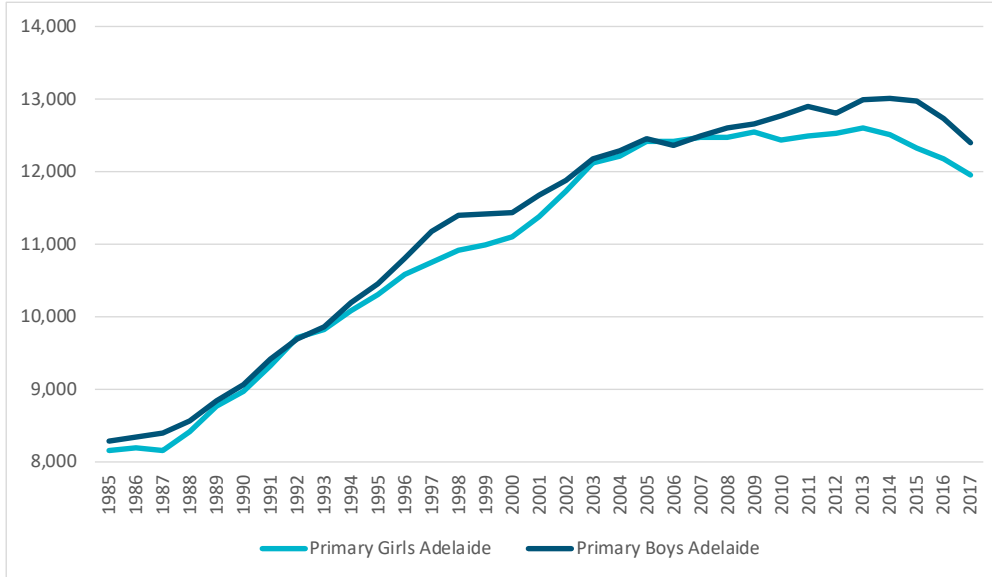
Primary and Secondary Enrolments in Catholic Schools in SA



	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017
Primary	27,781	27,984	28,016	28,085	28,018	28,142	28,065	28,296	28,177	27,944	27,433	26,840
Secondary	18,450	18,731	19,037	19,185	19,283	20,005	20,310	20,355	20,306	19,826	19,299	18,929

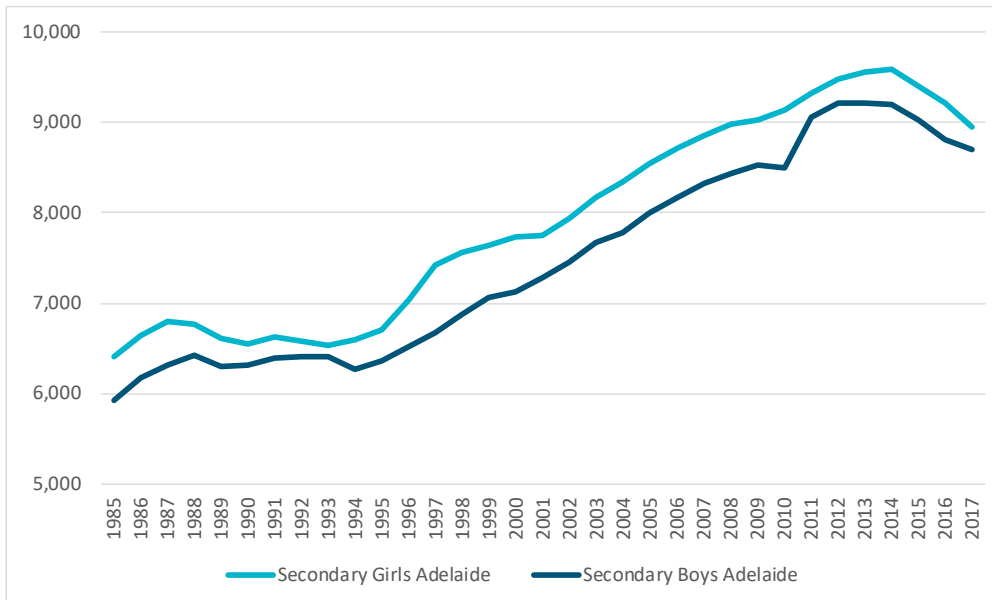
Statistics

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



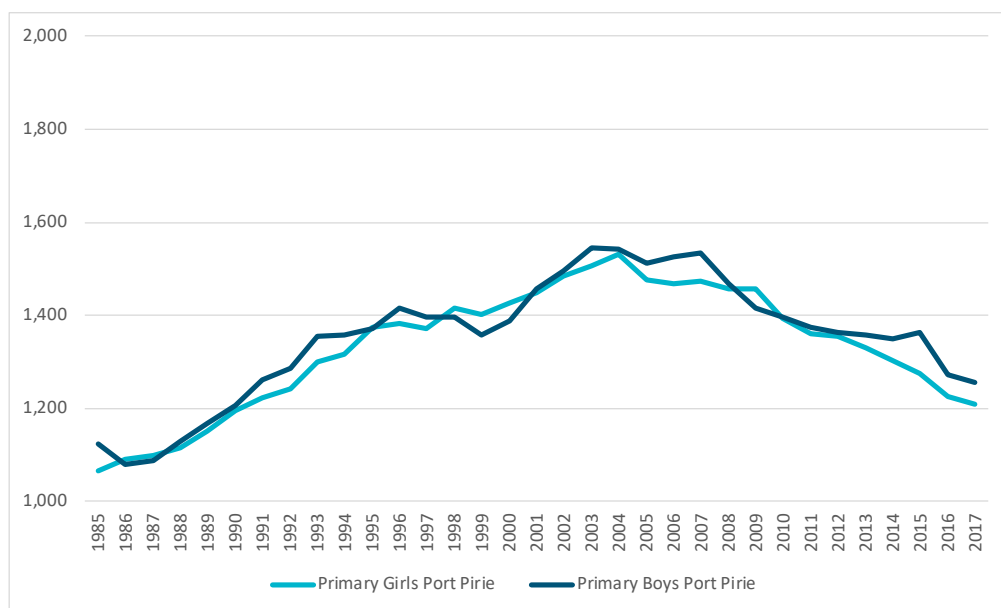
	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017
Girls	12,416	12,483	12,484	12,552	12,448	12,500	12,540	12,615	12,505	12,337	12,190	11,963
Boys	12,371	12,495	12,607	12,660	12,781	12,908	12,807	12,994	13,020	12,970	12,745	12,411

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



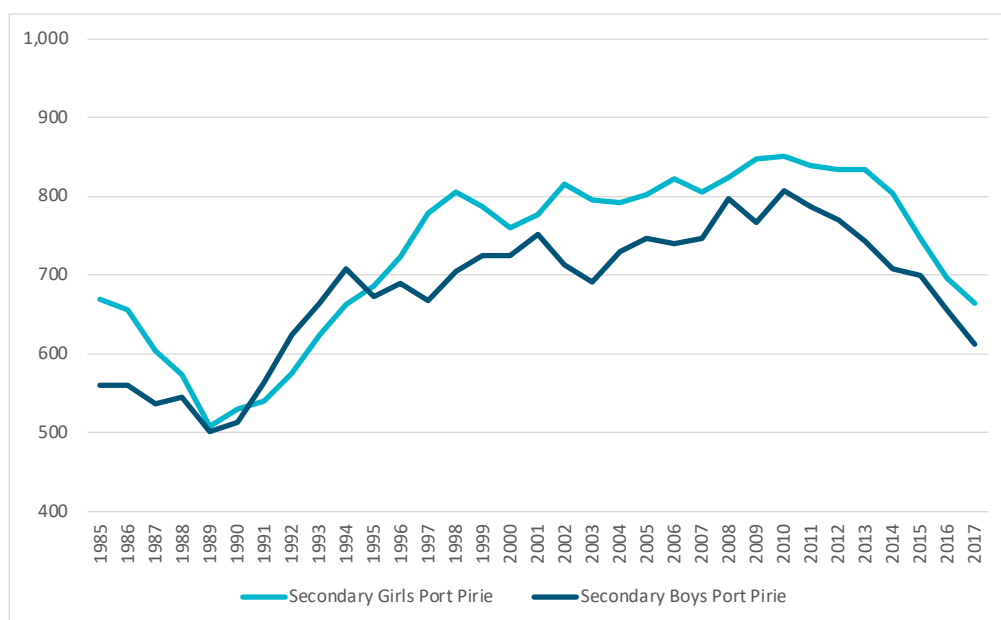
	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017
Girls	8,721	8,856	8,980	9,036	9,134	9,325	9,486	9,560	9,587	9,378	9,173	8,946
Boys	8,166	8,324	8,438	8,534	8,491	9,054	9,220	9,218	9,208	9,002	8,775	8,706

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



	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017
Girls	1,469	1,473	1,458	1,458	1,393	1,359	1,355	1,330	1,301	1,274	1,225	1,210
Boys	1,525	1,533	1,467	1,415	1,396	1,375	1,363	1,357	1,350	1,364	1,273	1,255

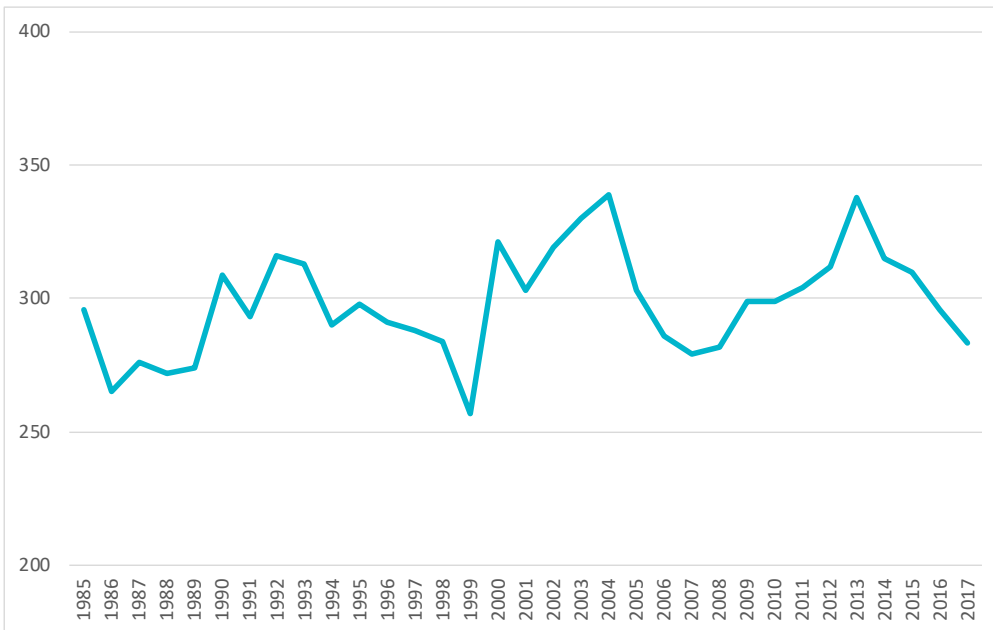
Male and Female Secondary Enrolments in Catholic Schools - Diocese of Port Pirie



	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017
Girls	822	805	824	847	851	839	834	834	803	747	696	665
Boys	740	747	796	767	807	787	770	743	707	700	655	612

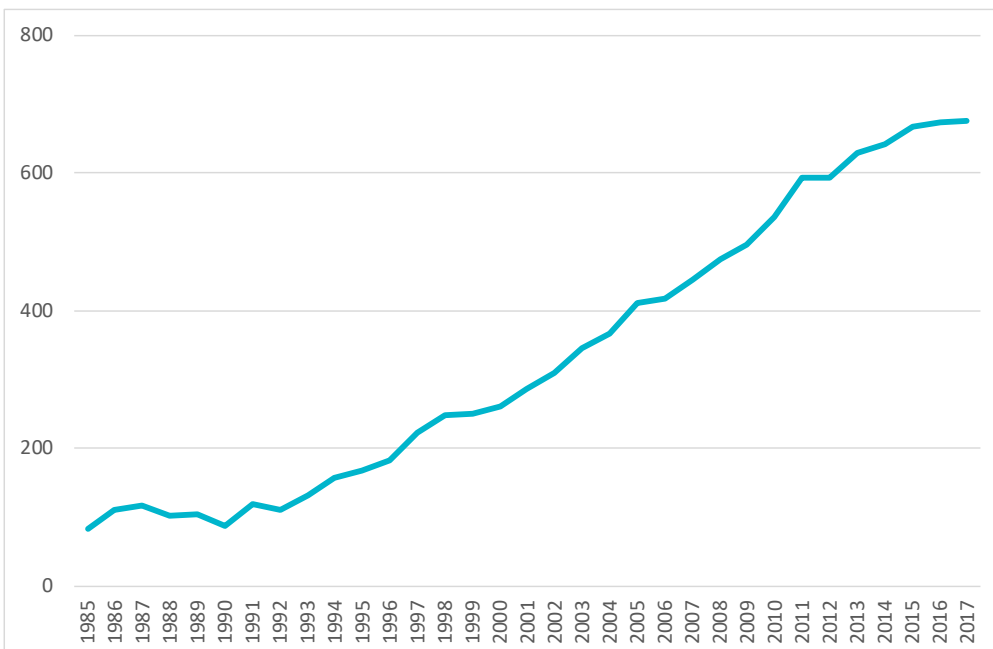
Statistics

Boarding student enrolments in Catholic Schools in South Australia



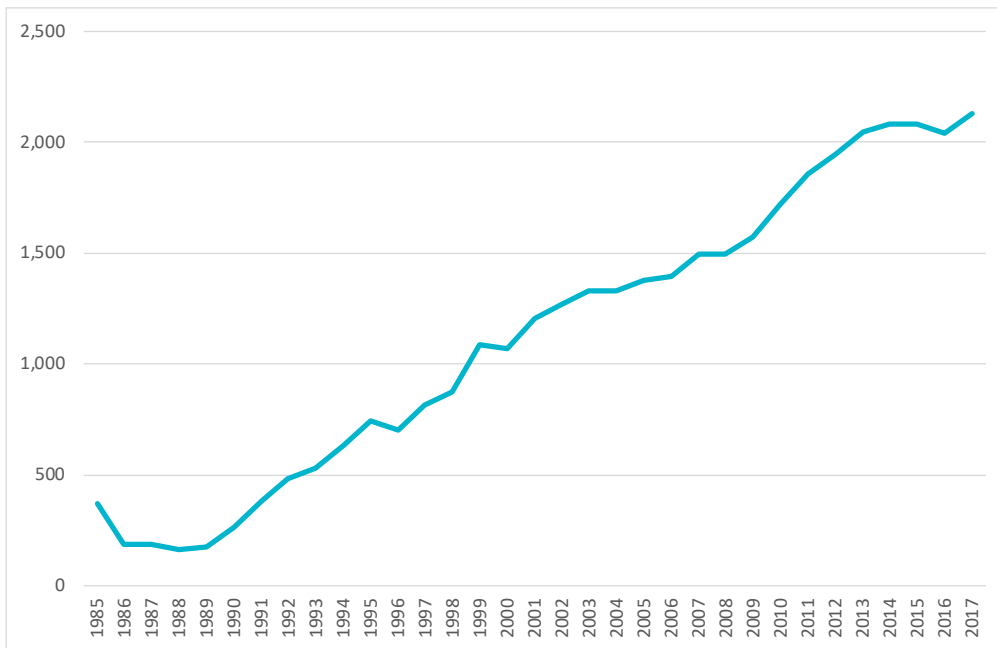
	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017
Boarders	286	279	282	299	299	304	312	338	315	310	296	284

Indigenous student enrolments in Catholic Schools in South Australia



	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017
Indigenous Students	417	446	474	496	536	593	593	630	641	667	668	676

Students with a Disability enrolled in Catholic Schools in South Australia



	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017
Students w/ Disability	1,393	1,493	1,493	1,575	1,720	1,856	1,944	2,045	2,084	2,080	2,035	2,130



Catholic Schools in South Australia (Primary Schools)

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@holyschool.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 5100	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

Catholic Schools in South Australia (Primary Schools)

School Name	Suburb	Telephone	Email
<p>Our Lady of Mount Carmel Parish School</p> <p>17 Pennington Terrace, Pennington 5013</p> <p>Governance: Archdiocese of Adelaide</p>	PENNINGTON	8447 1405	info@mcps.catholic.edu.au
<p>Our Lady of the River School</p> <p>Verran Terrace, Berri 5343</p> <p>Governance: The Catholic Diocese of Port Pirie Incorporated</p>	BERRI	8582 1128	info@olor.catholic.edu.au
<p>Our Lady of the Visitation School</p> <p>433 Victoria Road, Taperoo, 5017</p> <p>Governance: Archdiocese of Adelaide</p>	TAPEROO	8248 2480	info@olv.catholic.edu.au
<p>Our Lady Queen of Peace</p> <p>106 Botting St, Albert Park 5014</p> <p>Governance: Archdiocese of Adelaide</p>	ALBERT PARK	8345 4036	info@olqp.catholic.edu.au
<p>Rosary School</p> <p>15 Gladstone Road, Prospect 5082</p> <p>Governance: Archdiocese of Adelaide</p>	PROSPECT	8343 5700	info@rosary.catholic.edu.au
<p>Saint David's Parish School</p> <p>40 Elizabeth Street, Tea Tree Gully 5091</p> <p>Governance: Archdiocese of Adelaide</p>	TEA TREE GULLY	8360 6300	info@stdavids.catholic.edu.au
<p>Saint Ignatius' College</p> <p>Junior Campus 62 Queen Street, Norwood 5067</p> <p>Governance: Jesuit Fathers (Manresa Society Inc)</p>	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

Catholic Schools in South Australia (Primary Schools)

School Name	Suburb	Telephone	Email
<p>St Barbara's Parish School 78 Pioneer Road, Roxby Downs 5725 Governance: The Catholic Diocese of Port Pirie Incorporated</p>	ROXBY DOWNS	8671 3207	info@stbarbs.catholic.edu.au
<p>St Bernadette's School 54 Ragless Street, St Mary's 5042 Governance: Archdiocese of Adelaide</p>	ST MARY'S	8229 2900	info@stberna.catholic.edu.au
<p>St Brigid's Catholic School Para Road, Evanston 5116 Governance: Archdiocese of Adelaide</p>	EVANSTON	8522 2842	info@stbrigids.catholic.edu.au
<p>St Brigid's School 45 Way Street, Kilburn 5084 Governance: Archdiocese of Adelaide</p>	KILBURN	8262 3812	info@stb.catholic.edu.au
<p>St Catherine's School 22 Ayers Hill Road, Stirling 5152 Governance: Archdiocese of Adelaide</p>	STIRLING	8339 2222	info@stcaths.catholic.edu.au
<p>St Columba's Memorial School 55 Warooka Road, Yorketown 5576 Governance: The Catholic Diocese of Port Pirie Incorporated</p>	YORKETOWN	8852 1461	info@scms.catholic.edu.au
<p>St Francis of Assisi School 57 Newton Road, Newton 5074 Governance: Archdiocese of Adelaide</p>	NEWTON	8337 4022	info@sfoa.catholic.edu.au

School Name	Suburb	Telephone	Email
St Francis School 458 Henley Beach Road, Lockleys 5032 Governance: Archdiocese of Adelaide	LOCKLEYS	8356 6404	info@slockleys.catholic.edu.au
St Francis Xavier's Regional Catholic School 4 Carignane Street, Wynn Vale 5127 Governance: Archdiocese of Adelaide	WYNN VALE	8251 9500	info@sfx.catholic.edu.au
St Gabriel's School 17 Wittington Street, Enfield 5085 Governance: Archdiocese of Adelaide	ENFIELD	8344 0000	info@sgs.catholic.edu.au
St James School 1 King Edward Tce, Jamestown 5491 Governance: The Catholic Diocese of Port Pirie Incorporated	JAMESTOWN	8664 1120	info@stjames.catholic.edu.au
St John Bosco School 19 Lipsett Terrace, Brooklyn Park 5032 Governance: Archdiocese of Adelaide	BROOKLYN PARK	8352 7073	info@sjb.catholic.edu.au
St John the Apostle Parish School 14 Winnerah Road, Christies Beach 5165 Governance: Archdiocese of Adelaide	CHRISTIES BEACH	8382 2064	info@stjohns.catholic.edu.au
St John the Baptist Catholic School 342 Anzac Highway, Plympton 5038 Governance: Archdiocese of Adelaide	PLYMPTON	8293 6280	info@stjohnpl.catholic.edu.au

Catholic Schools in South Australia (Primary Schools)

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 2154	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

Catholic Schools in South Australia (Primary Schools)

School Name	Suburb	Telephone	Email
<p>St Margaret Mary's School 5 Eldon Street, Croydon Park 5008</p> <p>Governance: Archdiocese of Adelaide</p>	CROYDON PARK	8245 5800	info@smms.catholic.edu.au
<p>St Martin de Porres School 1 Berrima Road, Sheidow Park 5158</p> <p>Governance: Archdiocese of Adelaide</p>	SHEIDOW PARK	8321 8300	info@smdps.catholic.edu.au
<p>St Martin's Catholic Primary School Princes Road, Greenacres 5086</p> <p>Governance: Archdiocese of Adelaide</p>	GREENACRES	8261 4524	info@smg.catholic.edu.au
<p>St Mary MacKillop School 10 Bagot Street, Wallaroo 5556</p> <p>Governance: The Catholic Diocese of Port Pirie Incorporated</p>	WALLAROO	8823 2549	info@stmm.catholic.edu.au
<p>St Mary Magdalene's School 82 Fairfield Road, Elizabeth Grove 5112</p> <p>Governance: Archdiocese of Adelaide</p>	ELIZABETH GROVE	8255 6144	info@smm.catholic.edu.au
<p>St Mary's Memorial School 16 Milton Street, Glenelg 5045</p> <p>Governance: Archdiocese of Adelaide</p>	GLENELG	8294 4580	info@stmarmem.catholic.edu.au
<p>St Michael's College 78 East Avenue, Beverley 5009</p> <p>Governance: De La Salle Brothers</p>	BEVERLEY	8346 6548	smcprimary@smc.sa.edu.au

School Name	Suburb	Telephone	Email
St Monica's Parish School 92 North East Road, Walkerville 5081 Governance: Archdiocese of Adelaide	WALKERVILLE	8344 2384	info@stmonica.catholic.edu.au
St Patrick's School 33A Dudley Street, Mansfield Park 5012 Governance: Archdiocese of Adelaide	MANSFIELD PARK	8303 4500	info@stpatsmp.catholic.edu.au
St Patrick's Special School 13 Warwick Ave, Dulwich 5065 Governance: Special Schools Incorporated	DULWICH	8332 1555	info@stpats.catholic.edu.au
St Pius X School 8 Windsor Grove, Windsor Gardens 5087 Governance: Archdiocese of Adelaide	WINDSOR GARDENS	8261 4466	info@stpiusx.catholic.edu.au
St Raphael's School 114 Glen Osmond Road, Parkside 5063 Governance: Archdiocese of Adelaide	PARKSIDE	8272 2368	info@raph.catholic.edu.au
St Teresa's School 28 Strathmore Terrace Brighton 5048 Governance: Archdiocese of Adelaide	BRIGHTON	8397 6400	info@stteresa.catholic.edu.au
St Therese Primary School 7 Oxford Circus, Colonel Light Gardens 5041 Governance: Archdiocese of Adelaide	COLONEL LIGHT GARDENS	8276 5528	info@sts.catholic.edu.au

Catholic Schools in South Australia (Primary Schools)

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 South Australia (Secondary Schools)

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
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, Christies Downs 5164 Governance: Edmund Rice Education Australia	HACKHAM WEST	8489 8800	gerard.keating@youthplus.edu.au
Gleeson College 40-60 Surrey Farm Drive, Golden Grove 5125 Governance: Archdiocese of Adelaide	GOLDEN GROVE	8282 6600	info@gleeson.catholic.edu.au

School Name	Suburb	Telephone	Email
Kildare College 96 Valiant Road, Holden Hill 5088 Governance: Kildare Ministries	HOLDEN HILL	8369 9999	secretary@kildare.catholic.edu.au
Loreto College 316 Portrush Road, Marryatville 5068 Governance: Institute of the Blessed Virgin Mary	MARRYATVILLE	8334 4200	principal@loreto.sa.edu.au
Marcellin Technical College Cnr Mander & Beach Rd's, Christies Downs 5164 Governance: Archdiocese of Adelaide	CHRISTIES DOWNS	8186 9700	enrol@mtc.sa.edu.au
Mary MacKillop College 10-14 High Street, Kensington 5068 Governance: Sisters of St Joseph of the Sacred Heart South Australia Incorporated	KENSINGTON	8333 6300	admin@marymackillop.sa.edu.au
Marymount College 8 Colton Avenue, Hove 5048 Governance: Archdiocese of Adelaide	HOVE	8298 2388	secretary@mc.catholic.edu.au
Mercedes College 540 Fullarton Road, Springfield 5062 Governance: Archdiocese of Adelaide	SPRINGFIELD	8372 3200	info@mercedes.catholic.edu.au
Mount Carmel College 33 Newcastle Street, Rosewater 5013 Governance: Archdiocese of Adelaide	ROSEWATER	8447 0500	mcc@mcc.catholic.edu.au

Catholic Schools in South Australia (Secondary Schools)

School Name	Suburb	Telephone	Email
<p>Nazareth Catholic College Flinders Park Secondary Campus 1 Hartley Rd, Flinders Park 5025</p> <p>Governance: Archdiocese of Adelaide</p>	FLINDERS PARK	8406 5300	info@nazareth.catholic.edu.au
<p>Our Lady of the Sacred Heart College 496 Regency Road, Enfield 5085</p> <p>Governance: Archdiocese of Adelaide</p>	ENFIELD	8269 8800	olsh@olsh.catholic.edu.au
<p>Rostrevor College Glen Stuart Road, Woodforde 5072</p> <p>Governance: Edmund Rice Education Australia</p>	WOODFORDE	8364 8200	roscoll@rostrevor.sa.edu.au
<p>Sacred Heart College Middle School Campus 28 Percy Avenue, Mitchell Park 5043</p> <p>Governance: Marist Schools Australia</p>	MITCHELL PARK	8276 7877	principal@shc.sa.edu.au
<p>Sacred Heart College Senior Campus 195 Brighton Road, Somerton Park 5044</p> <p>Governance: Marist Schools Australia</p>	SOMERTON PARK	8294 2988	info@shc.sa.edu.au
<p>Saint Ignatius College Secondary Campus 2 Manresa Court, Athelstone 5076</p> <p>Governance: Jesuit Fathers (Manresa Society Incorporated)</p>	ATHELSTONE	8334 9300	admin@ignatius.sa.edu.au
<p>Samaritan College (Saint John's Campus) 70 Gowrie Avenue, Whyalla 5600</p> <p>Governance: The Catholic Diocese of Port Pirie Incorporated</p>	WHYALLA	8645 8568	info@samaritan.catholic.edu.au

School Name	Suburb	Telephone	Email
St Aloysius College 53 Wakefield Street, Adelaide 5000 Governance: Mercy Education Ltd	ADELAIDE	8217 3200	registrar@sac.sa.edu.au
St Columba College President Ave, Andrews Farm 5114 Governance: St Columba College Munno Para Incorporated	ANDREWS FARM	8254 0600	admin@stcolumba.sa.edu.au
St Dominic's Priory College 139 Molesworth Street, North Adelaide 5006 Governance: St Dominic's Priory College Incorporated	NORTH ADELAIDE	8267 3818	admin@stdominics.sa.edu.au
St Francis De Sales College 8 Dutton Rd, Mount Barker 5251 Governance: Archdiocese of Adelaide	MOUNT BARKER	8393 1000	info@stfrancis.catholic.edu.au
St Joseph's School 14 Mortlock Terrace, Port Lincoln 5606 Governance: The Catholic Diocese of Port Pirie Incorporated	PORT LINCOLN	8682 3655	info@sjspl.catholic.edu.au
St Joseph's Education Centre 496 Regency Road Enfield 5085 Governance: Archdiocese of Adelaide	ENFIELD	8269 8826	stjoseph@olsh.sa.edu.au
St Mark's College The Terrace Extension, Pt Pirie 5540 Governance: The Catholic Diocese of Port Pirie Incorporated	PORT PIRIE	8632 2800	principal@stmarkspirie.catholic.edu.au
St Mary's College 253 Franklin Street, Adelaide 5000 Governance: St Mary's College Incorporated	ADELAIDE	8216 5700	enquiries@stmaryscollege.catholic.edu.au

Catholic Schools in South Australia (Secondary Schools)

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





SOUTH AUSTRALIAN COMMISSION FOR CATHOLIC SCHOOLS

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