



ANNUAL
REPORT
2016


catholic
education
south australia

South Australian Commission for Catholic Schools



Annual Report 2016

South Australian Commission for Catholic Schools

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 2016.

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Chairperson's Report



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

I am pleased to present the Annual Report of the South Australian Commission for Catholic Schools (SACCS) for the year 2016. The Commission acknowledges that the

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

A perusal of this Annual Report illustrates the complexity and richness of Catholic Education and amplifies the contribution of our people towards achieving the best outcomes for every student because in Catholic Schools and Centres "Every Child Matters". I wish to commend and thank all those who have contributed to the work of the Commission during 2016 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 the closing months of 2015 there were several changes in Commission membership with the retirement of Ms Leanne Carr, Mr Mark Carter and Fr Paul Mullins SJ. We congratulate Leanne on her appointment as Principal of St Columba College and thank her for her outstanding contribution as Chair of the Education Standing Committee. The Commission was fortunate in having Mark as a member because he brought his experience in business and the views of community members in the Port Pirie Diocese to our deliberations. We thank him for travelling a considerable distance to attend all Commission meetings. Fr Paul Mullins with his vast knowledge, experience and wisdom made a significant contribution to all aspects of discernment as the Commission grappled with a range of complex matters over several years. We congratulate him on his

new appointment as a special adviser to the Provincial of the Jesuit Community in Australia. This important role will be in addition to all his other responsibilities as a Parish Priest at Norwood and as a senior Jesuit leader in South Australia. Fr Paul's contribution will be deeply missed at the Commission. Upon the retirement of these members we advertised widely through The Southern Cross and Circulars to Parish Priests and School Principals seeking Expressions of Interest from members of the Catholic Community to become members of the Commission.

We welcomed three new members to the Commission during 2016. These new commissioners were approved by the Canonical Stewards and are as follows; Ms Georgia Dennis, an experienced and highly regarded School Principal, who is also a leader in her Parish at North Adelaide, and Mr John Neate, who is on the staff of St Patrick's Technical College as Student Welfare Coordinator and Religious Education Coordinator. John has also served as the Principal of Cabra College (2003-2009) and has international experience in Prague. Also, Fr Leon Quinn joined the Commission as Proxy for Bishop Greg O'Kelly. Fr Quinn is the Parish Priest at Jamestown and brings the depth of his experience and wide knowledge of the Port Pirie Diocese to our deliberations. We are delighted that these dedicated, highly qualified and experienced leaders have become members of the Commission this year and look forward to their contribution to the development of Catholic Education in South Australia.

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 Catholic Education South Australia to set in place a raft of major strategic directions to meet current and emerging challenges. Helen's leadership and executive management as Director throughout 2016 has been outstanding and has imbued the sector with vision and confidence.



In my fifth year as Chairperson 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 Executive Officer, Ms Helen O’Brien 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. The decision to restructure our Standing Committees was vindicated by the effectiveness of the 2016 arrangements. 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 Mr Paul Rijken (People & Culture), for their leadership, time commitment and their efforts to enable the Commission to meet its objectives successfully.

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 Auditors KPMG as they commenced their role as our new Auditors. The Commission appreciated the initiative taken by the FAAC with regard to the Hockney Report. Mr Richard Hockney had been asked by FAAC to review the financial interactions between SACCS, the Catholic Education Office and Catholic Church Agencies with respect to Federal and State Government funding. In brief, Mr Hockney reported as follows;

1. SACCS materially complies with its responsibilities to ensure that it uses Government Funding only for educational purposes; and
2. SACCS transactions with other Catholic Church agencies are on reasonable commercial terms and conditions, particularly having regard to SACCS and its schools being part of the education sector, where its capacity to deal with financial assets and liabilities is different to other commercial agencies.

During 2016, 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 and approved by SACCS in 2016 including following;

- The Enrolment Policy “Same First day Start “ was reviewed and changed to provide an option for two enrolment dates with one at the commencement of the school year and the other at mid -year. Forty-three schools took up the option of a mid-- year enrolment in 2016 which added 551 students to our enrolment total. We expect more of our schools will avail themselves of this mid-year intake in 2017.
- “The Review of the Funding Mechanism” Report was presented to SACCS by the Chair of the Review Committee , Dr Paul Kilvert. SACCS commended the Committee on its excellent work and approved the recommendations regarding a new Funding Mechanism.

Chairperson's Report (continued)

SACCS also approved a number of new policies and procedures including the following;

- A new "Charter for Staff " which was launched in Catholic Education Week 2016.
- The Pastoral Care Policy and Procedures and the Social Media Policy and Guidelines.
- A "Learning Commitment Statement" to be launched in Catholic Education Week in 2017.

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;

1. The alignment of Cardijn College and Marcellin College.
2. The amalgamation of Sacred Heart College and Marymount College.
3. The establishment of a new school at Hove, Reception to Year 6 with an Early Years Learning & Care Centre and with a STEM focus.

4. Sacred Heart College will have two co-educational sites with one at Somerton Park and the other at Mitchell Park.
5. The students at St Teresa's, Brighton will transition to the Hove site in 2020 and there will be consultation with that community regarding that arrangement.
6. Year 7 will be recognised as part of secondary education settings from the commencement of 2019 with an exemption for a Tea Tree Gully cluster and Gleeson College to commence in 2018 and an exemption for several schools to defer their changes until 2020.

The Commission 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. The land acquisitions were adjacent to Our Lady Queen of Peace at Albert Park, St Joseph's at Murray Bridge, St Pius X at Windsor Gardens, St Margaret Mary's at Croydon Park and St Anthony's at Millicent.

New and significantly improved facilities were approved for Gleeson College (\$1.77m), St Francis at Lockleys (\$565,000), All Saints at Seaford (\$4.67m), St Anthony's at Millicent (\$1.5m), Emmaus Catholic School at Woodcroft (\$255k), St Joseph's School Kingswood (\$150k).

Assessment of the future needs at St Francis de Sales College at Mt Barker was given a high priority and this proposal is to be put to the Commission for consideration early in 2017. Master Plans were approved for the Nazareth Catholic Community Secondary Campus, Gleeson College at Golden Grove, St Patrick's at Mansfield Park and St Francis Primary School at Lockleys.

In April, 2016, the Commission hosted a meeting with the Governors and Trustees of Catholic schools in South Australia. A number of these leaders travelled from Sydney and Melbourne to participate in these round table discussions. All Congregations with schools in SA were present. Archbishop Wilson set the tone for the occasion with an inspirational opening address. Representatives of Dominican Education Australia, the Australian Province of the Society of Jesus, Edmund Rice Education Australia and



Chairperson's Report (continued)

Kildare Ministries gave informative presentations regarding important changes in their governance structures and processes. The Director of Catholic Education in South Australia, Ms Helen O'Brien, provided a comprehensive address regarding a range of significant developments in Catholic Education in this State. This annual meeting has proven to be a successful way to maintain, further develop and strengthen the productive relationships across the various governing bodies and between those bodies and our Commission. Plans are in hand for the next meeting in April 2017.

During 2016 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 Shadow Ministers to ascertain their commitments if elected to Government. On 3 June 2016, a major forum was convened where the Federal Minister of Education and Training, Hon Senator Simon Birmingham and the Federal Shadow Minister, Ms Kate Ellis MP addressed all principals and education officers. Also present were the Chair of the NCEC, Hon Greg Crafter and the Executive Officer of NCEC, Mr. Ross Fox, who addressed the gathering on funding matters.

At the meeting on 3 June 2016 and at all other meetings with politicians as well as in our written submissions to them we have continued to put a clear case for additional resources to meet the needs of our schools and to bring us into line with the funding provisions in other states.

We have argued that it is not fair that Catholic schools in South Australia;

1. have received the lowest recurrent funding per student compared to other states.
2. are part of the only Catholic School system in Australia not to receive any Grants for Capital Projects from the State Government.
3. have their Year 7s funded as Primary students whilst others across the nation are funded as Secondary, when all are studying the same curriculum and being tested by the same national Year 7 tests.
4. find that they do not have fair access to a range of student support services including access to school buses in country areas.

At this point in 2016 these matters listed above have not been addressed by either State or Federal Governments. We will continue to pursue these claims and other matters, such as support for the establishment of Early Years Centres, with all levels of Government in 2017.

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, the Federation of Catholic School Parents, 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.

Executive Officer's Report



Helen O'Brien, Executive Officer
South Australian Commission for Catholic Schools

I have much pleasure in presenting the Report from the Executive Officer to the 2016 Annual Report for the South Australian Commission for Catholic Schools (SACCS).

2016 was a year of progression across a range of strategic fronts for SACCS. Importantly, it was a year of action where the imperatives detailed in the *Strategy for Leading Catholic Education to New Levels of Excellence* were teased out and given the first breaths of life. The Commission and the general Catholic Educational community were united in understanding the significance of this work for the wellbeing and sustainability of Catholic schools and the sector into the future. 2016 can be characterised as the year of acting on the new vision and moving forward into a new reality. This enthusiasm for change was led by SACCS and, through the work of senior executives of the Catholic Education Office (CEO) and consultant, Dr Paul Kilvert, taken up by leaders and school communities across the sector. SACCS is to be commended for its foresight and courage in such times. It demonstrates the cohesion and unified vision within the Commission.

A strong partnership exists between SACCS and the Catholic Education Office (CEO) which is the administrative arm of the Commission. This partnership enabled progress to be made in a broad range of areas emanating from the Strategy, including:

- preparation for the establishment of early learning centres alongside Catholic Education, to welcome young families into the services offered and a closer relationship with Church
- renewal of opportunities and programs focussed on the identity of Catholic schooling and staff spiritual formation, to ensure that all Catholic schools contribute to the Catholic Church and its new directives as proclaimed by Pope Francis
- articulation of a learning statement for all young people within Catholic schools which creates an imperative for outstanding teaching and care
- alignment of Cardijn College and Marcellin College thus ensuring financial stability and successful

continuation of pathways offered to young people at Marcellin College

- alignment of Sacred Heart College and Marymount College as a newly inspired educational facility offering outstanding learning opportunities to young people within the south-west region
- preparation for the establishment of a new schooling entity at Hove, with an early learning centre located on the site, to complement the work of Catholic primary schooling within the region
- preparation for the transition of Year 7 students to secondary settings wherever possible with a planned strategy for strengthening primary schools within the sector
- review of funding for Catholic schools to develop a defensible, fair and equitable funding distribution model
- beginnings of development of policy in relation to funding matters e.g. co-responsibility, small schools and other critical components of funding.

These initiatives are some of the foundational aspects of the wellbeing of the Catholic sector in South Australia and demonstrate the Commission's commitment to the future.

While considerable progress was made during 2016, in reality the change agenda had only just begun. There is still much to complete across all domains above to ensure the ongoing success and sustainability of those initiatives and Catholic schools.

Future challenges for SACCS relate to Federal and State funding. The Commission, through the work of the CEO, worked assiduously during 2016 to draw to the attention of both governments the serious situation in relation to funding for the Catholic sector in South Australia. This involved personal meetings with Federal and State ministers and the preparation of extensive documentation to prove the parlous state of Federal and State funding for the Catholic sector. A newly formed Political Strategy Group was established to provide advice into these matters and to initiate actions focussed on deepening the capacity of the sector and its leadership in political advocacy. The Commission was influential in asserting with the National Catholic Education Commission the importance of a more

Executive Officer's Report (continued)

proactive and overt voice in relation to matters associated with South Australia.

On a personal level, I am very grateful for the partnership and professional support offered to me by Chairperson, Professor Denis Ralph. Denis' wise counsel and extensive experience at the highest levels of education were invaluable to me and to the Commission. I am grateful too for the support from each of the commissioners who brought extensive and diverse capacities and experience to the work of the Commission. Again, on a personal level, it was a delight to be involved with them and appreciate their commitment to the overall wellbeing of the sector.

I am grateful too for the outstanding work completed by senior executives within the CEO. Quite simply, the progress of 2016 was made concrete and real by them. I acknowledge the extraordinary leadership of consultant,

Dr Paul Kilvert who has made a significant contribution to SACCs and the Catholic system through his work with us.

The Commission was supported by Ms Rebekah Lyons who ensured the efficient and professional preparation of meetings, papers and other aspects of the life of the Commission. She has transformed the business practices of the meeting such that they are sharp, contemporary and commensurate with the standing of the Commission.

2016 has been a most successful year and now acts as a springboard for further progress to be made across important aspects of Catholic Education in South Australia.





CESA Mission, Values and Vision



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
- All creation's interconnectedness
- 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



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.

Statutes

Preamble

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

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

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

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

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

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

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

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

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

Statutes (continued)

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

Statutes (continued)

induction and formation is to promote and develop the vision and ethos of Catholic education.

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

5. Standing Committees

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

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

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

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

6. Place Of Business

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

7. Ownership

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

8. Assets

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

9. Amendments

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

10. Rights

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

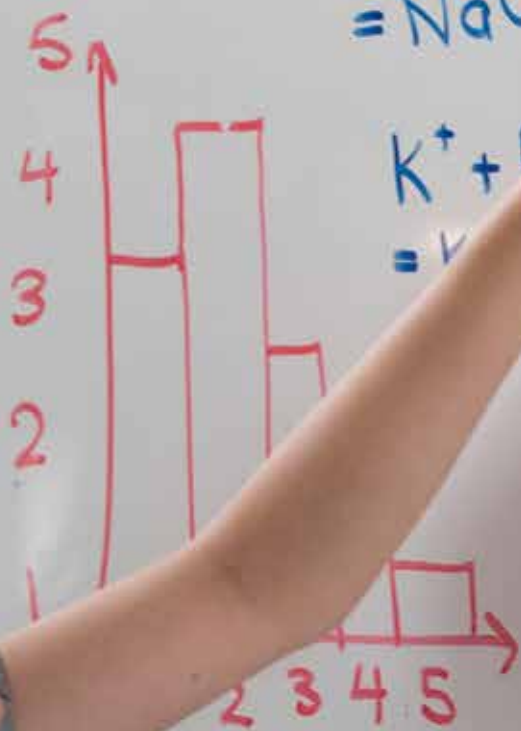
11. Interpretation

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

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

Potassium- Na^+
Chloride- Cl^-
= NaCl

$$\lambda =$$



$$\text{K}^+ + \text{P} \\ = \text{K}$$

$$T = \frac{1}{F}$$



Freq



Membership 2016

South Australian Commission for Catholic Schools

Chairperson

Professor Denis Ralph

Archbishop of Adelaide

Archbishop Philip Wilson

Bishop of Port Pirie

Bishop Gregory O'Kelly SJ

Nominees of the Conference of Congregational Leaders

Br Chris Gorringe fsc

Sr Bernadette Kiley OP

Director of Catholic Education, Archdiocese of Adelaide

Helen O'Brien

Director of Catholic Education, Diocese of Port Pirie

Brenda Keenan

Secretary

Rebekah Lyons

Appointed Members

Michael Dahl

Paul Rijken

Henry O'Connor

Mark Michael

Kay Neill

Georgia Dennis

John Neate

Proxy Members

Heather Carey

Sr Josie Huppatz rsj

Rev Leon Quinn

Catholic Identity and Leadership Standing Committee

Sr Bernadette Kiley - Chairperson

Susan Young - Co-Executive Officer

Bruno Vieceli Co-Executive Officer

Linda Primavera - Secretary

Phil Holmes

Michael Vial

Sue Coghlan

Andrew Baker

Anne McGowan

Enrico Caprioli

Stuart Baker

Paddy McEvoy

Lee Abela

Helen McKeough

Pauline Crocker

Michael Trainor

Rebecca Smith (concluded May)

Teresa Lynch

Education Standing Committee

Georgia Dennis - Chairperson (commenced June)

Monica Conway - Co-Executive Officer

Bruno Vieceli - Co-Executive Officer

Bill Pecker - Ex-officio

Michelle Battersby - Secretary

Sandra Hewson

Nichii Mardon

Shefia Nemer-Khoury

Leanne De Young

Dan Cowan

Liz Keogh

Anna Mirasgentis

Corey Tavella

Noel Mifsud

Finance and Infrastructure Standing Committee

Michael Dahl - Chairperson
Paul Roocke - Executive Officer
Sylvia Elliott - Secretary
Peter Daw
Dominic LoBasso
Peter Shearer
Leah Bullivant
Leonie DeGaris
Liz Polljonker

People and Culture Standing Committee

Paul Rijken - Chairperson
Michael Kenny - Executive Officer
Carmel Tennant - Secretary
Greg Hay
Georgia Dennis
Belinda Loh
Jodi Jansons
Andrew Balkwill

SACCS Organisational Overview

The South Australian Commission for Catholic Schools (SACCS) and its Standing Committees set directions and policy development for Catholic schools in South Australia.

The Standing Committees and the Commission are supported in their work by a number of permanent committees and working parties. They are the executive and implementation arm of SACCS and the Standing Committees.

Please turn over »

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

Ecology Advisory Committee

Educational Programs
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
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Catholic Schools Music
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Rural Education Advisory Committee

Boarding Schools Advisory Committee

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Regional Education
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policy implementation, management and administration

People
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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 domains in 2016. Through the development and formation of religious leaders within school communities and the work undertaken to support the implementation of religious education as a fundamental part of the curriculum in schools, the work of 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 2016. Below is an overview of the various facets of the team's work as it endeavoured to fulfil its mission statement:

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

Religious Education Curriculum and Learning: Crossways Redesign

The Religious Education (RE) curriculum in SA Catholic schools 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. A prospectus document, *A New Crossways: Redesigning the religious education curriculum for SA Catholic Schools* was published to outline the rationale for the redesign and articulate the vision, principles, objectives and governance processes that underpin the redesign project.

The redesign project was a key work priority of the RE Consultants team. A major focus was research across a range of fields – education, theology, and Religious Education. In pursuing the new Crossways redesign, the RE Consultancy team have developed important partnerships and collaborations with both system and interstate colleagues, particularly from CEO Darwin, CEO Melbourne and the Broken Bay Institute. At the conclusion of 2016 the new Crossways redesign project had developed: a draft purpose of Religious Education statement, a proposed new Crossways content and curriculum structure, and an emerging rationale for the pedagogical and curriculum design principles that will underpin the development of quality learning in Religious

Education. The elements developed will continue to be made available to the CESA community for feedback and consultation in 2017. CESA's community consultation and collaboration has included CESA's Religious Leaders Day; working with the colleagues in the Pedagogy for Rich Learning, Assessment and Moderation in RE inquiry and providing a new Crossways redesign update at twilight sessions in November.

Enhancing Catholic School Identity

The RE Team assumed a key role in supporting 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, and SACCS named Catholic identity as one of its priority outcomes in 2016. 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) was established in April to coordinate the strategic planning concerning Action 2 with the RE Team providing both assistance for the executive officer 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 promote spiritual and religious formation.



The major SIG initiatives which were supported in 2016 were:

- entering into a partnership with Leuven Catholic University (KUL, Belgium) to enable schools to participate in new rounds of the ‘Enhancing Catholic School Identity (Leuven) Project’ from 2017 and for leaders to partake in biennial CESA-Leuven Study Tours. Signification work was undertaken to develop a memorandum of understanding with KUL. Workshops were held in August to promote the 2017 round of the Leuven project, which resulted in 13 schools nominating to be involved.
- pursuing staff spiritual and religious formation initiatives (see separate section in this report).
- entering into a collaborative partnership with the Australian Catholic University (ACU) around enhancing Catholic identity education, which resulted in CESA hosting a residential ACU unit, Enhancing Catholic Identity: Introducing the Leuven Project, in August. This five-day live-in program had 29 participants – 19 from SA, seven from Victoria, two from Brisbane and one from WA, in addition to five from the ACU and KUL, including one of the presenters Professor Lieven Boeve from KUL.
- collaborating with interstate Catholic education agencies for the development of resources and tools to assist with enhancing Catholic identity, particularly in a partnership agreement with Leuven Catholic University. This national network also cooperated to coordinate the 2017 visit to Australia of Prof Didier Pollefeyt and Dr Jan Bouwens from KUL, which is to include Adelaide.

Additionally, the RE Team in conjunction with the Leadership Development Team helped facilitate a successful one-day colloquium in February for school leaders on enhancing the Catholic identity of schools; over 90 leaders participated. The day sought to increase knowledge and understanding of Catholic identity, to build on the learning and achievements of the eleven schools which undertook the Leuven surveys in 2012, enable engagement with the *Continuous Improvement Framework for Catholic Schools* to assist with school and sector action planning, and promote emerging enhancing Catholic school identity initiatives.

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 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 and a professional learning workshop, which was fully attended and demand will see it offered in 2017.

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The year also saw the Religious Identity & Leading Learning Consultancy come together to reflect upon how the theology informing *Children: Close to the Mystery of God* has been embedded, and is embodied in practice, across the diverse areas of the consultancy. *Children: Close to the Mystery of God* became a key text in the 2016 Pedagogy for Rich Learning, Assessment and Moderation in RE inquiry to clarify grounding pedagogical principles for learning in Religious Education, and across subject disciplines. The stimulus paper has also emerged as a key document for the revision of the Foundation and Philosophy statements of the new *Crossways* redesign. *Children: Close to the Mystery of God*, and the theology therein, has been included as a key theme in the UniSA Graduate Certificate of Education (Catholic Studies): Teaching Methodologies in Catholic Education unit. As the year unfolded, the paper became an impetus for the developing collaboration between CESA and the Australian Catholic University (ACU), which has initiated a unit called Theology of the Child, largely based around *Children: Close to the Mystery of God*. The CESA Religious Education Consultancy has collaborated with ACU's Rev. Dr James McEvoy to design this unit, which will be offered from 2017 as part of theological studies and as a unit within both the

ACU Graduate Certificate and Master award Safeguarding Children and Young People. In 2017 the unit will be offered online across Australia's eastern states, and in Adelaide.

Religious Literacy Assessment Tool (ReLAT)

The Religious Learning Assessment Tool (ReLAT) was successfully rolled out for a third 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 2 Being Human
- KI 4 Church and Community
- KI 8 Social Justice and Ethical Issues
- KI 10 Prayer & Liturgy
- KI 12 Religious Traditions.

Prototype *Crossways* Content Descriptions were written for each of these Key Ideas to articulate core content in a manner which complemented the existing *Crossways* Outcome Double Pages. Individual Reports were downloaded by schools from the ReLAT site to be sent home to parents and caregivers. A Word Cloud tool was developed to assist teachers with the evaluation of data and two data analysis sessions were introduced in 2016 for schools to further analyse their data.

Assistant Principals Religious Identity and Mission (APRIMs)

During 2016 four substantive APRIM positions were advertised and filled. Three of the vacancies occurred in primary schools, two of them establishing the role of APRIM in the school, one replacing a permanent Religious Education Coordinator (REC) position



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and the other replacing a Deputy Principal/REC. The fourth position, in a secondary school, was the first APRIM position to be advertised after the school had someone employed under the APRIM policy for 2 x 5 years tenure. This begins a cycle of APRIM positions being advertised over the next few years as more APRIMs approached the tenth year of employment in their current schools and schools appraise their strategic direction in religious leadership. 88 schools in total had appointed APRIMs by the end of 2016.

In October 2016, the APRIM Policy and Guidelines Committee was established on behalf of Catholic Identity and Leadership Standing Committee. The brief for this committee includes developing a draft of APRIM working conditions and reviewing the 2009 APRIM Policy and any associated procedures and guidelines. The Committee reports regularly to Catholic Identity and Leadership Standing Committee (CILSC) and is due to present its final recommendations in October 2017.

Religious Leadership Development

The APRIMs and RECs appointed to both substantive and temporary positions for the 2016 year were supported both formally and informally by the Leadership Development and RE Teams. The RE Team provided all new APRIMs, both substantive and acting, with direct support and companionship. This complemented the Leadership Induction Program provided by the Leadership Development Team for those in roles of six months or more. Professional learning was also provided specifically for APRIMs through 'Conversation Circles' on aspects of school life directly related to the APRIM role. These were held twice each term. The CESA Religious Leaders' Day in May focussed on the religious and educational leadership through engagements with the new SACCS Religious Leadership in Catholic Schools Policy and supporting Statement and the Crossways Redesign project.

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 a sum up to \$5000. Eight substantive APRIMs received grants totalling \$23,285. A number of the APRIMs utilised the funds to attend the NCEC Conference in Perth. 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 a sum up to \$2,000. In 2016, this fund had eight successful applicants, with grants totalling \$10,086. A number of these applications were for participants to attend the NCEC Conference.

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 Professional Religious Education Leaders Association (SRELA). These working relationships were very productive and mutually beneficial.

PRIMA provided forums for APRIMs, RECs and RE teachers in faith formation and professional learning with foci on the Year of Mercy incorporating days on the Gospel of Luke and a two-day conference, "Encountering a Merciful God". In preparation for anticipated changes to Crossways there was also a day on leading high quality teaching and learning.

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 Diocesan schools in goal setting and improvement in the Catholic Identity domain using the *Continuous Improvement Framework for South Australian Schools*. A focus of the work in 2016 was guiding and supporting religious leaders in schools in the area of prayer and liturgy and the articulation of the Religious Education curriculum. This work was well supported in collaboration and partnership with the RE Team. Another focus was the formation of RE leaders in animating the 2016 Diocesan theme of 'Opening Doors of Mercy' in the schools of the Diocese.

Networking approaches continued to be explored with CISCO video conferencing facilities being trialled in four regional locations. A successful Diocesan RE Leaders Meeting was held linking these four locations together.

Graduate Certificate in Catholic Education

In 2016 Graduate Certificate in Education (Catholic Education) courses were accessed by 207 teachers. The four courses (Christian Scriptures, Theology, Curriculum

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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. Sixty-eight 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; and the deepened sense of the Catholic school's purpose and mission. With a renewed focus on 'Catholic identity', the courses also complemented the Enhancing Catholic School Identity Project. These four 'Catholic Studies' courses meet the CESA Teacher Accreditation higher education requirements.

Teacher Induction

Teachers new to CESA are required to attend a two-day induction module as part of Teacher Accreditation. The participants are mainly early career teachers however there are experienced teachers from other sectors who attend. One session was held in Pt Pirie and three sessions in Adelaide. The total number of participants was 126. 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* (MITIOG) human sexuality education program and the *Being with God* prayer and liturgy resource.

Catholic Professional Formation Allowances

In 2016, 172 teachers were awarded Level 1 Catholic Professional Formation (CPF) allowance, 79 teachers were awarded Level 2 CPF and 430 teachers were awarded Level 3 CPF. There were also two CEO staff who received CPF 1, one who received CPF 2 and 11 who received CPF 3.

Professional Learning Workshops facilitated by the Religious Education Team

In 2016 the RE team facilitated 30 professional learning workshops in the religious domain. The courses varied greatly in content and presentation and were focused on scripture, theology, curriculum, methodology, religious leadership, spirituality & MITIOG. There were 695 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 15 schools involved in two networked inquiries with Christian Meditation in the Classroom and also Pedagogy, Rich Learning, Assessment and Moderation in RE (details about these two inquiries are in the following sections).

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. Thirteen 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. Participants also recommended expanding the experience to more students within their schools.

Pedagogy, Rich Learning, Assessment and Moderation in RE (PLAM)

In 2016 the action research inquiry formerly known as the Rich Assessment and Moderation in Religious Education (RAM), was renamed Pedagogy, Rich Learning,

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Assessment and Moderation in Religious Education (PLAM). This name change was in response to findings of the 2015 RAM inquiry, which identified that to design quality learning in Religious Education that leads to rich assessment evidence a focus must be given to the pedagogical and curriculum design principles that underpin learning.

The inquiry group engaged in discourse about the alignment between the philosophical underpinnings of an inherently Catholic pedagogy, a Catholic theology of children and childhood and the design of high quality Religious Education facilitated by a range of school pedagogical approaches. The objectives of the project were to continue to deepen understandings and explore questions that had emerged from the RAM inquiry over the previous three years. The inquiry group focussed on developing understandings of the features of high quality RE in relation to learning design, evaluation and reporting in RE.

Another significant commitment was to build RE teacher capacity as a curriculum designer, facilitator of learning and assessor. In 2016 the PLAM inquiry group designed additional sessions for APRIMs to support their religious leadership in Religious Education within CIF Domains 1 - 6 to better coach and mentor teachers' practice within the RE curriculum area.

2016 PLAM also included Year 3/4 teachers from eight schools, their APRIMs and a teaching team from one secondary school. In response to the 2015 ReLAT data, the focus of the inquiry was Crossways Key Idea 1 God and Revelation. The research outcomes have been shared using Edublog and include 'learning stories' and learning designs. These have been invaluable contributions to the on-going development of the new Crossways redesign. These contributions will form a component of what will be explored in the new Crossways Trial 2017-2018. At the conclusion of the 2016 PLAM an online evaluation survey indicated that participants had gained significant confidence in delivering theological content and with curriculum design and pedagogy in Religious Education.

Ecological Conversion Services

Following the release of the Papal encyclical *Laudato Si* (On Care for our Common Home) in 2015 and the RE Team's 2015 Networked inquiry project, there continued

to be a great deal of interest in schools in ecological conversion. In 2016 the RE Team focussed on supporting a network of school teachers who provide leadership in this area in their schools. This network encouraged connection with Catholic Earthcare's *On Holy Ground* and the ASSISI program, promoted Catholic Earthcare opportunities to become animators of the encyclical, and enabled collaboration with the work of Dr Paul Clarke and Natural Resources Management.

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 which was published in 2014. Along with the Christian Meditation in the Classroom networked inquiry project, this 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 2016, 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 Conference Centre. The Key Teacher network was supported through targeted formal professional learning opportunities and is represented within this data.

The Inclusion and Learning Team worked in close partnership with the Religious Education Team to develop support documents for teaching MITIOG to children with cognitive intellectual learning disabilities. The Special Education Unit Coordinators set this work as a focus for 2016 guided by the RE Team MITIOG human sexuality consultant. This work has resulted in draft documents that will be trialled by the network in 2017 to support teachers, Education Support Officers and families to teach MITIOG to all children. The documents have been deliberately designed to function as an adaptable tool for recording, planning and resourcing individualised learning in partnership with families.

A research phase was begun for a CESA based inquiry into educational responses to the harms caused by children's access to explicit sexual imagery online. This included the human sexuality consultant's attendance at a symposium held in Sydney where children's rights activists, academics and health professionals came together to discuss this issue and possible responses, and a feature story about this was published in *The Southern Cross*. Following a presentation to the Catholic Identity Leadership Standing

Committee about this issue, more work in this domain will continue to emerge in 2017.

The RE team established the Made in the Image of God Consolidation Reference Group to review and provide feedback to template and content revisions in the new iteration of the MITIOG human sexuality documents, which are being consolidated with an R-12 perspective in an online space. Made in the Image of God content prototypes were developed and the content was populated. The reference group reviewed the proposed templates and provided affirming feedback.

Staff Spiritual and Religious Formation

The Staff Spiritual and Religious Formation (SSRF) Team in 2016 facilitated two nurturing the mustard seed: a future full of hope three day programs for school leaders to build their religious leadership capacity with a particular focus on staff spiritual and religious formation. 17 schools were in attendance in 2016, bringing the total of schools which have engaged in this program to 63. The team continued to companion schools who have previously experienced this program. Day one of the nurturing the mustard seed: a future full of hope program focuses on personal spiritual development. The program includes reflecting on Theory U as a method of change, the cycle spirituality, and the characteristics of faith formation as well as providing school leadership teams with time to develop a draft strategic plan using the *Continuous Improvement Framework for Catholic Schools* to enhance the spiritual and religious formation of staff in their schools.

For the first time in 2016 the team ran two new programs: 'come to the water' and 'making nests in the mustard tree'. The 'come to the water' program is an overnight reflective and contemplative experience once a term for school leaders accompanied by a consultant and a priest and often a spiritual director placing a focus on participants' personal life/faith journey. The group stay together throughout the year and grow as a small faith community. The involvement of the parish priest of one of the participants each time is also strengthening school-parish ties.

The 'making nests in the mustard tree' program is for previous participants of nurturing the mustard seed and is a two day program (one in term 2 and one in term 3) which continues to facilitate and nurture participants' internal encounter with God as well as time for resource sharing and time to reflect on faith formation experiences they have held with their staff. At the request of school leaders for more support, this program will run one day each term from 2017 onwards.

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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 for teachers were also provided in the RE Team program. These included 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. There was much needed support for metropolitan and rural 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, family catechesis and the initiation of new children's ministries in the parish particularly in the area of early years.

A major focus came at the request of the Archbishop: to survey all parishes in our Archdiocese by reviewing the whole area of sacraments of initiation preparation and processes. 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 mediated and supported individual parish and school sacrament teams to build and strengthen partnerships. The Office began to work closely with the Office for Parish Renewal in discussing and unpacking the important area of building partnerships between parishes and schools.

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 both in rural and metropolitan areas. Following requests from APRIMs, consultants facilitated Godly Play training to staffs in Catholic schools and Early Learning. Training was provided for new catechists and a refresher session for established catechists within the parishes, as well as beginning a new formation series for catechists, the first of which was held at Seaton Parish. 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 acquired.

The Office organised several annual events at St Francis Xavier Cathedral: the Archdiocesan Commissioning Mass

for Catechists and the RE Team, the Blessing of the Cribs Mass and a Thanksgiving luncheon for Catechists.

Youth Ministry – Adelaide Catholic Office for Youth and Young Adults

The Catholic Office for Youth and Young Adults 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 the continuing development of the Arch D radio program for young people, social justice initiatives for young people and leadership formation programs for senior students. A new Coordinator for the Catholic Office for Youth and Young Adults began work in December 2016.

Catholic Resource and Information Service

The Catholic Resource & Information Service supports the mission of parishes, schools, church agencies and the Catholic community. Membership at CRIS is open to all and is free.

The collection includes books, journals, DVDs, CDs, reference material, picture books, big books, Godly Play materials, posters, and on-line information and access. The Service also holds the Indigenous Education and Graduate Certificate collections. Resources are available 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. Extensive book reviews and topical resource lists are available online in current and earlier newsletters.

In 2016, the service had holdings of 31,158 items. There were 7,875 borrowers registered with 1,116 of these involved in tertiary and Graduate Certificate study. A total of 6,459 items were borrowed in the year.

CRIS provided access through the provision of online readings for teachers completing Graduate Certificate studies and university students involved in Catholic studies. Online usage through the Archdiocesan website also increased as patrons accessed the catalogue, newsletters and reservation facilities. Professional development and resource provision was highlighted as a major focus throughout the year. CRIS also continued outreach resourcing which involved facilitation and resource opportunities being provided to universities, parishes, schools and interested groups.

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The Graduate Certificate Collection continued expansion with a total of 1,762 items for the areas of Scripture, Theology, Methodology, Curriculum Design and the Made in the Image of God Human Sexuality Program for Catholic schools.

Other collections include Indigenous Studies, SA Christian Meditation Community Collection, materials for the prevention of Human Trafficking and the historical Catholic Central library collection. Acquisition focus includes materials for catechesis, Early Years faith formation, vocations, young people's ministry, Reggio Emilia materials, sustainability and ecological conversion.

University partnerships

The CESA-University of South Australia partnership continued to be mutually productive in 2016. 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. 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. An increasing number of fourth year 'Early Childhood' students are selecting 'Catholic Studies 1 – Christian Scriptures' as their elective. Formal student evaluation of these courses continues to be very positive and students often identify Catholic Studies as their favourite university subject.

CESA staff continued their collaboration with the Professional Experience Office as it sought to place UniSA students in Catholic schools for various practicum blocks. This aspect of the partnership is particularly appreciated by the University, given the increasing difficulties in the sector of placing students for their practicum experiences.

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

In 2016 the two CESA-seconded staff built links with the newly established UniSA Centre for Islamic Thought and Education (CITE), which will be further developed in 2017.

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). The RE Team continued to work with the Leadership Development Team on CESA's partnership with the ACU to develop new ways of supporting teachers and leaders accessing Masters courses offered by the ACU, particularly those in Educational Leadership, Theological Studies and Religious Education. This growing CESA-ACU partnership was evidenced in many ways in 2016, including collaboration with Rev. Dr James McEvoy in designing a theology unit called Theology of the Child, largely based around the CESA *Children: Close to the Mystery of God* Stimulus Paper. This unit is to be offered from 2017 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.

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Leadership Development

In 2016 the Leadership Development Section continued strategic work to maximise the potential of the team to engage more deeply with leadership development and formation. 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:

1. Principal Support
2. Professional Learning and Personal Formation
3. Future Leaders
4. CESA Executive Services
5. System Accountability for Quality Assurance

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

Key Achievements

1. 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 in this area.

Implementation of the Continuous Improvement Framework for Catholic Schools

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

The first trials of the external validation model were conducted. Four schools participated in the trials. The

external validation model ensures that a regular, peer reviewed and moderated internal review process is conducted by the school towards the end of its strategic planning school improvement cycle. The trials consisted of three components: preparation and submission by the school of the School External Validation Report to the External Validation Panel; a one-day visit to the school by the Panel; and preparation of the Panel External Validation Report which was provided to the principal up to one week after the school visit. Two External Lead Validators provided the panels with training, advice and support in order to ensure that the validation trials were consistent across all schools. They also provided support to the trial schools and the panel members. Further trials will be undertaken in 2017 so that a robust and sustainable model of external validation is available to the sector from 2018.

Professional Appraisals

The Appraisal Guidelines for Diocesan Principals were trialled, reviewed and finalised. The process provided a complete rewrite of the 2005 Guidelines and aligned process with the *Continuous Improvement Framework* (CIF). All Principals and Deputy Principals in Diocesan schools undertaking appraisal points in 2016 were conducted using the new policy and procedures. Key elements of the procedures included the following requirements; School Strategic Plan, Annual School Plan, Leaders Appraisal and Personal Learning Plan (APL) and a portfolio of evidence of practice.

2. 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

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Consultants to promote an explicit improvement agenda in enhancing the school's Catholic identity.

Professional Learning

The Leadership Development section planned and delivered a concurrent session at the 2016 NCEC Conference in Perth. Consequently, members of the section were invited to visit the Diocese of Cairns Catholic Education Office, to share information and learnings.

The Leadership Development Centre: Leadership Learning Suite 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, a developmental series offering leadership development and formation for school and senior leaders within the Catholic Education Office. This was well received and provided leaders with the opportunity to source and plan their year of Professional Development at a glance.

Improving Teacher Quality

Through National Partnership on Improving Teacher Quality funding the Leadership Development section supported the Rural and Remote Leadership Project. This was an initiative taken in the Diocese of Port Pirie with a view to supporting and promoting leaders from within rural settings.

Funding was also provided to support professional learning for school leaders and their leadership teams. Participants attended a 2-day workshop, led by Steven Brown (QELI), scoped and later developed rigorous enquiry projects in collaboration with their principals. The third meeting provided opportunity for participants to share projects and to reflect upon their leadership.

Parent Engagement Project School Boards

The Parent Engagement project conducted a needs analysis of principals and School Boards to understand their role and function, what was working well, what could be built on and what resources might be required to assist in the work of School Boards.

A variety of stakeholders, including parents, board members, principals and parish priests were interviewed individually and focus groups were used. An online survey was also conducted and involved over 100 participants from all stakeholder groups. Given that this project aimed to test the hypothesis that School Board members

required formation resources to assist them to fulfil their roles, this study adopted and used a qualitative research methodology.

A number of recommendations were made, and in 2016 the project team:

- actioned the development of resources for the recruitment, formation and induction of new and existing School Board members
- created a designated website to house the resources in an easy accessible format for both school and individual users
- recommended that the School Board manual be included on the website under the headings: Working Together, Recruitment, Induction and Operation.

The project has completed Phase 1 and is well underway in the development of resources and the website in Phase 2. The project will be concluded in 2017 and it is anticipated that the website will be officially launched during the 2017 Catholic Education Week.

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.

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

School Leader Retreat Program

Diocesan principals and deputy principals are required to undertake an approved 3-day retreat at least once every three years. In the 2016 CESA program, four retreats were offered either in a 3-day residential mode or a non-residential three days over three weeks. A new retreat 'Seeing with the Eyes of the Heart' utilised the medium of photography and a series of retreatants' photos adorns the wall of the Leadership Development section. Approximately 30 school leaders participated in an approved retreat experience and overwhelmingly positive feedback was received.

Study Support Programs

Various programs supported staff in Catholic Education SA to pursue ongoing learning through accredited courses, tertiary study, research, professional development and renewal.

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. Upon being 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 74 applicants received CATLEP funding in 2016 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 2016, a total of 245 applicants were funded. \$48,015 was contributed from the program to assist in funding 91 applicants seeking support to complete the Graduate Certificate in Catholic Studies.

The Study Incentive Program is also available to school leaders and twelve were funded for postgraduate study in 2016.

Principals Renewal Leave Program

Nine were supported in 2016 for national and overseas renewal experiences. Six applicants were supported for tertiary study.



Deputy Principals Study Support and Renewal Leave Program

Seven applicants were funded via this program in 2016 for national and overseas renewal experiences. Six applicants were supported for tertiary study.

3. 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 wish to prepare themselves for a formal acting leadership position. In 2016, 22 leaders were accepted into the second year of the program which prepares emerging leaders to take on an acting leadership position (generally an Acting Deputy Principal or APRIM) in a school. Thirty 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

15 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 2016.

104 acting leadership appointments were approved by two Directors. 66 Community Announcement letters were prepared and provided to schools.

4. CESA Executive Services

Each Principal Consultant (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 PCs' work to support the Strategy. PCs continued the strategic work to promote and support cluster and regional initiatives. All PC cohorts were arranged in clusters and regions in readiness for 2017.

5. Accountability for Quality Assurance

PCs continue to provide leadership with respect to school and system health, compliance, accountabilities and quality assurance. In 2016 Key Performance Indicators continued to be updated in the context of a planned cycle of review and discussion with school principals.

As the result of the work undertaken in the preceding year, a Child Safety and Protection quality assurance online audit was implemented in 2016. This provided each school principal with the opportunity to indicate compliance with four Key Performance Indicators (KPIs) that related to matters of child safety, employment and induction procedures, volunteers and Out of Hours School Care (OSHC) and Vacation care. This audit will now be undertaken on a yearly basis.

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 the schools' accountability requirements are met and more importantly, that Catholic schools are effective, well led and safe for all. Professional Standards are reported on a weekly basis to the Leadership Team.



Catholic Identity and Leadership Standing Committee

(continued)

Industrial and Legal Support

In 2016 Principal Consultants advised, supported and accompanied principals as they managed a range of industrial and disciplinary matters with staff. The PC team worked with the People and Culture team to improve human resource management and processes for dealing with misconduct and performance issues. The PC team contributed to the professional learning of school leaders in this area through system professional development, individual coaching support and provided input to the People and Culture team's Employee Relations Seminars each term.

Critical Incident Support

As in past years, the PC team continued to offer principals and school leaders, support to manage and process major incidents that effect their communities. The type and nature of these incidents varied in 2016. Critical Incidents concerned with child protection issues were provided with careful management and prudent and timely advice from PCs and legal assistance was provided if required. The PC team, working in concert with People and Culture, supported other issues that concern staff performance, conduct and other industrial matters, to provide principals with the advice and support required. Above all, the welfare and impact on children remained paramount as appropriate responses to different scenarios were considered. The PC team continued to work towards building the capacity of leaders to confidently manage critical incidents. A Critical Incident Management System (CIMS) replacement plan was actioned and developed to ensure the roll out of a new system in 2017. The CIMS will replace the existing database to record, store and retrieve critical incident data to ensure a more transparent and accurate system for authorised users.

Complaint Management and Investigations

Staff working in the Leadership Development section continued to serve as the primary intake officers for complaints and matters requiring investigation that are directed to the Catholic Education Office. Two new administration staff were inducted during 2016, following the resignation of two long-term staff members. PCs tracked all complaints, acting jointly with principals and senior CEO staff to enable the achievement of acceptable solutions and restoration of relationships where possible. The intake data in 2016 reflected a considerable rise in issues related to inappropriate student use of social media.

Finance and Infrastructure Standing Committee



Finance and Audit Advisory Committee

During 2016 the Finance Audit Advisory Committee reviewed the following:

- the 2015 Statutory Accounts for SACCS and SACCS Program Funds
- finalised the independent SACCS Governance Report which was presented to SACCS in April 2016
- examined the Management responses to KPMG's 2015 audit observations
- reviewed and recommended the 2017 SACCS Inc and SACCS Program Funds.

Catholic Education Office Finance Team

- In 2016 the budgeting process within Finance 1 was refined which enabled greater reporting facilities and more in depth analysis.
- The SACCS and CEO management reports continued to be enhanced in order to improve efficiencies and to further assist CEO leadership with the analysis of revenue, expenses and capital expenditure.
- The Team continue with the early identification, review of SACCS Programs and return to schools of surplus funds.

Catholic Education Office Schools' Finance Team

- In 2016 the CEO Schools' Finance team continued with its focus to improve the financial position of schools. This was achieved by assisting schools with updating five-year financial plans, forecast and budget preparation and providing personnel relief as required.
- Significant work was undertaken developing a school KPI dashboard. The dashboard is now being further refined and expanded to incorporate additional KPIs providing detailed data to assist with deeper understanding of a school's financial position.
- In preparation for the implementation of the new CESA Funding Mechanism and school budgets for 2017, the Overdraft Budget Template was revised and updated.

Significant stakeholder engagement was undertaken during this process.

- Schools were also supported with the implementation and transition process into the new funding model
- The implementation of the Civica Finance Package for schools continued.

CIVICA Finance System

Five implementations were planned for 2015 and a further 20 implementations in 2016, giving a projected total of 25 implementation by the end of 2016.

As at 31 December 2016 a total of 30 schools (plus one early learning centre) had been implemented.

The project was ahead of schedule by 5 schools and the project costs are comfortably within the allocated budget.

System Funding

- Extensive work was undertaken through 2015 and 2016 by the Review of Funding Mechanism Working Party to develop a new funding model to be implemented in 2017. SACCS approved the new Funding Mechanism in July 2016.
- Significant work was then undertaken to develop a Budget Funding Template to enable schools to prepare a forecast of their Government funding estimates.

Finance and Infrastructure Standing Committee (continued)



Information and Communications Technology (ICT)

The Information and Communications Technology (ICT) division is part of the Directorate, with the Chief Information Officer reporting directly to the Director of Catholic Education South Australia. ICT services provided by CEO ICT to schools, colleges and the respective CEOs of Adelaide and Port Pirie, continued to expand during 2016. 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 set-up 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 2016 also saw several large strategic projects commence, including NAPLAN Online and ICT infrastructure disaster recovery.

ICT Advisory Committee

ICT projects and operations were overseen in 2016 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

1. 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
2. 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
3. ensure the provision of ICT services to schools into the future
4. ensure that a set of appropriate ICT benchmarks and service levels are established and measured

5. discuss and provide advice on ICT strategic planning, capital development and funding and sustainability models
6. 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.
7. prepare communications to schools, associations and other stakeholders on ICT matters as required.

During 2016, membership of the ICT Advisory Committee comprised:

- Michael Honey, Chair (Campus Principal, Nazareth Catholic College, Findon)
- Pam Ronan (Principal, St Francis de Sales College, Mount Barker)
- David Meziniec (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 (Deputy Principal, St Aloysius 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:

- School Technology Services
- Network Infrastructure Services
- Major Projects

Finance and Infrastructure Standing Committee

(continued)

- Centralised Applications Development
- Sector Wide ICT Governance
- Centralised Purchasing
- Service Centre
- Production Management

School Technology Services

During 2016, the ICT School Technology Services department continued to provide a wide range of services to an increasing number of schools across CESA, with such services including

- on-site and remote ICT systems management and administration
- specialised ICT project planning and implementations
- advice on ICT strategy and procurements.

As the School Technology Services team works on a cost recovery basis, by using their services, schools significantly reduce their costs when compared to using a commercial provider. This cost effective model enabled the 69 schools under a support agreement in 2016 to access broad ICT engineering and network skillsets.

The successful completion of major project work at over 20 schools was again a highlight, with projects including large scale device (laptop and tablet) roll outs, school network upgrades and server upgrades. The ICT School Technology Services team also provided high level ad hoc technical support to schools not under a support agreement.

Network Infrastructure Services

In 2016, the CEO ICT staff enhanced the CESA network infrastructure to ensure the provision of an improved Internet experience for schools, whilst also giving schools improved control and functionality.

There continues to be a large increase in demand for Internet usage by schools in 2016, with downloads across schools increasing by a further 15% to over 1 petabyte (1000 terabytes). In this context, ICT continues to balance the demand for Internet quality against functionality and affordability.

In 2016, work was performed to seek a reliable and affordable replacement end point protection (anti-virus) solution. Close engagement was undertaken between schools and potential solution providers to ensure that CESA's requirements were met. The resulting subscription based solution, a McAfee product, was implemented

across the sector from August 2016 to over 15,000 devices.

Major Projects

Major projects under ICT's control in 2016 were

Microsoft Office 365 (O365)

The O365 project involved the deployment of the Microsoft O365 products and services across CESA. O365 offers centralised computing services for Microsoft applications (e.g. Word, Excel, OneNote, PowerPoint) and includes access to storage, email and SharePoint in Microsoft's cloud environment.

Commencing in April 2015 and completing in May 2016, all 89 sites that registered for the O365 deployment had a local O365 tenancy established.

Unified Communications

CEO ICT is continuing to roll out a voice over Internet Protocol (VoIP) telecommunications system across CESA schools, providing voice communications and multimedia sessions over the Internet. The VoIP system replaces the legacy telephone systems within schools, enabling modern communications at a fraction of the cost. There are 26 schools utilising this service with the total number of supported telephone handsets exceeding 1,400.

The unified communications infrastructure is evolving to include a high quality remote video conferencing solution for country schools. It is planned to have 18 country schools with a video conferencing solution deployed by early March 2017. The adoption of the video conferencing infrastructure by schools, in particular regional and remote schools, will reduce the costs associated with staff travel and improve efficiency through flexible and reliable communications.

Data Collection

Each year there is a significant data collection exercise required for two census collections and the National Consistent Collection of Data for Students with a Disability (NCCD). For the NCCD, further enhancements to the existing system were undertaken in 2016, delivering a more intuitive application for data input by schools.

Student Information System Upgrade



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

Other projects with ICT's input throughout 2016 included

Replacement Enterprise Financial Management Solution (Civica)

CEO ICT provided input into project planning and roll out activities, as well as contractual matters associated with the Civica finance project in 2016.

National Assessment Program – Literacy and Numeracy (NAPLAN) Online

CEO ICT has an appointed project manager to coordinate the team leading to the implementation of NAPLAN Online across CESA by 2019. The objectives of the NAPLAN project are to ensure that:

- schools' participation in the Platform Trial and Readiness Testing are trained and technically ready
- all schools are technically ready and have procedures in place for the effective implementation of NAPLAN online assessments by May 2019
- the 'Schools Interoperability Framework' is compliant and capable for the uploading of student information to the national Student Registration & Management (SRM) platform via the South Australian Test Administration Authority (TAA) by January 2019
- all schools are using NAPLAN online platform for assessment and reporting by June 2019.

Centralised Applications Development

The CEO ICT Applications Development team manages all changes to CESA enterprise applications and CEO specialised applications to meet user expectations, improve the user experience or to meet operational, reporting or statutory obligations. The team maintains a program of continual improvement based on stakeholder demands.

The Applications Development team provides support to over 170 applications. Application enhancements in 2016, in addition to major projects included

- enhancements to the integration between CESA's core data and the Civica finance system
- enhancements to the application and database related to school leaders
- enhancements to the Schools' Directory report
- enhancements to the application managing the collection of information for students with a disability
- development of an application to collect and report on student information for NAPLAN and census data collections
- development of new reports as needed
- ongoing data quality improvement into CESA's central operational data store
- ongoing support and additional functionality for the CESA Student Information System (ceSIS) application
- changes to improve reliability and availability in the underlying platforms
- enhancements, migration and remediation of legacy applications.

Finance and Infrastructure Standing Committee (continued)

Sector Wide ICT Governance

The following sector wide ICT governance has occurred in 2016

Applications Security Review

As more applications have 'Internet' direct access, required as part of their core functionality, a strategy has been introduced to ensure that any new application is thoroughly tested by external security specialists prior to being released into general use. This minimises the risk from unauthorised users or hackers.

Improved Project Management Governance

Continued enhancements were made to project management governance and reporting processes, with standard reporting being implemented for review of project progress at a number of levels, including reporting to the ICT Advisory Committee. This has been supported by the use of external consultants.

Security Policy Review

ICT Security has increasing importance to the sector. The ICT security policy was approved by SACCS and released to schools, and is in accordance with the international standard ISO/IEC 27002:2013.

Improved Application Release Processes

Continued improvements were made to the 'Application Readiness' process leading to more streamline integration and greater reliability for any new application's implemented into the production environment.

Improved Identity Management

A major review and further upgrades have been made to Identity Management core product suite that manages security and access to the majority of the enterprise applications.

Increased Auditing

In conjunction with the CEO's external auditors, further improvements were made to internal practices, with a particular focus on

- business processes
- user management
- security management
- application access
- change management.

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, CESA has worked to provide subscription based offerings, where schools are free to participate of their own accord.

The CESA Microsoft contract was a significant contract renegotiation completed in 2016, resulting in a 30% cost reduction for the majority of participating schools on the previous contract.

CEO ICT also renegotiated and extended the Citrix Enterprise agreement on behalf of the 14 participating schools, ensuring that the heavily discounted pricing continued to be available for the next three years.



Finance and Infrastructure Standing Committee

(continued)

In January 2016, CESA finalised terms for our participation in a new Adobe Enterprise agreement. The Adobe Enterprise Software offer provides students and educators affordable access to industry leading tools for expressing ideas and telling their own stories.

A panel of suppliers are also available for school technology purchases, with school technology procurement managed by the School Technology Services team.

CEO ICT Service Centre

The day-to-day support requirements from the ICT Service Centre team for the sector continued to increase. The increased demand has necessitated, and resulted in, increased regular internal auditing, reviews of, and improvements to, daily checks, increased monitoring and more comprehensive, ICT processes. The following demonstrates the requirements placed upon this team in 2016/2017 and identifies some of their key achievements including

- project managing the transition of all ICT services for the Catholic Archdiocese of Adelaide to CENTACARE
- project managing the refresh of technology for 250 computer devices throughout CEO Adelaide and Port Pirie
- resourcing towards the following projects:
 - Office 365 migration for CEO Adelaide and Port Pirie
 - Replacement of CEO Adelaide VoIP handsets
 - Video conferencing device deployment
 - Service desk software replacement
- CEO ICT asset tracking and disposal
- development of scripts for user access management
- CEO Citrix Upgrade
- ICT support for CEO staff relocations
- supporting staff in the use of high definition video conferencing solutions
- extended support for a greater range of tablet and mobile devices
- increased Level 1 and Level 2 enterprise applications support

ICT Production Management

ICT Production Management is responsible for the administration of IT solutions for CESA. Each IT solution has a life cycle; starting with capturing the business requirements, then translating these into a buy build project before moving into implementation and ongoing support.

ICT Production Management has a role in each of the life cycle stages to ensure the introduction of new applications and services meet technical standards and production readiness criteria and that existing services continue to meet CESA's strategies and goals.

The development of a Service Portfolio was a key focus area in 2016. Just under 230 IT services, their functions and their required components have been mapped for a consolidated view of the IT services delivered to CESA schools and offices. The Service Portfolio provides a mechanism for the management of

- services in the pipeline (services that are currently being developed)
- existing services that are already available
- the retirement of services that are nearing end-of-life, duplicating other services or are being withdrawn.

The Service Portfolio serves as an infrastructure technology roadmap to define the technologies to be supported. It also helps identify opportunities to improve efficiencies, reduce duplication of services and ensure alignment between IT services and CESA's strategic goals.

The CESA ICT Policy Framework was introduced in 2016 to articulate the ICT vision, strategy and principles as they relate to the management and use of information and information technology resources, while supporting the strategic plan and objectives of Catholic Education South Australia. Further, the CESA ICT Policy Framework helps ensure compliance with applicable laws and regulations, promote operational efficiency and manage organisational risk by specifying requirements and standards for the consistent management of information technology resources across CESA ICT.

This initiative contributes to the overall goal of achieving a more standardised, manageable environment to deliver a number of benefits including repeatability, auditability and reduction in 're-working' and thereby reducing the operating and support costs for infrastructure.

Day-to-day operations in ICT Production Management centred around the planning and coordinating of patching, configuring, supporting and maintaining the nearly 300 Linux and 100 Windows hosts, the software and hardware appliances and the network devices that deliver CESA's IT solutions. These activities are vital to maintain legislative and vendor compliance, improve supportability and, most importantly, to improve security by removal or remediation of system vulnerabilities.



Infrastructure Planning & Development Committee

The Infrastructure Planning and Development Committee supported Catholic Education SA with critical assessment and peer review of Master Planning, Capital Developments, proposed Land Acquisitions and oversight of the Australian Government - Capital Grants Program throughout 2016.

Planning

During the year the Committee considered demographic, enrolment and other data for areas of potential growth or of strategic interest to CESA, with specific interest in Northern Adelaide and Mount Barker.

The Committee developed and endorsed a Strategy for Catholic Education in Mount Barker which includes the provision of new sports, primary school and early learning facilities at St Francis de Sales College, at an estimated total cost of \$26m. The Strategy was subsequently endorsed by the Finance and Infrastructure Standing Committee (FISC) and approved by SACCS.

Master Planning

The Committee endorsed five school master plans in 2016 and these were recommended for endorsement by FISC and approval by SACCS.

The Committee identified that many schools do not have a current master plan and undertook to encourage schools to engage in the process of visioning, community engagement and planning for the systematic improvement of their school sites and facilities. The Committee reviewed and updated the Master Planning Guidelines to encourage and enable schools to undertake master planning more easily, and schools were encouraged to initiate planning processes.

A large number of schools had planning processes under way by the end of the year and more than twenty schools are expected to complete plans and submit them for approval in 2017.

Land Acquisition

The Committee manages the Property Acquisition Register, which records the details of properties approved for potential future acquisition. Three schools submitted

applications for properties to be added to the register and all three were approved.

Capital Development

The Committee's role includes critically reviewing Capital Development Proposals and providing advice to assist schools in maximising the value achieved through their capital investment decisions.

The Committee endorsed Capital Development Applications from seven schools, as listed on the following page.

Australian Government Grants

The main external source of project funding available to the Committee in 2016 was the Australian Government – Capital Grants Program which provided \$5.6m. A change in building priorities for Samaritan College, Whyalla led to a reallocation of funds which made a total of \$10.5million available for allocation during the 2016 calendar year. The Committee assessed numerous applications from schools under this program and reviewed the criteria used to prioritise between projects.

Grants were recommended for six schools, as listed on the following page.

Infrastructure Planning and Development Committee Members

- Peter Bleckly (Executive Officer)
- Aldo Floreani (Chair)
- Damien Judd
- Gavin McGlaughlin
- Joe De Tullio
- Julie Parsons
- Leah Bullivant
- Paul Belton
- Ray Higgins
- Sarah Sterai

Finance and Infrastructure Standing Committee (continued)

Capital Projects endorsed in 2016

School	Project	Estimated Cost
St Anthony's Catholic Primary School, Millicent	Construction of Science and Environmental Centre, nature play space and renovation to classrooms	\$1,500,000
Our Lady Queen of Peace School, Albert Park	Demolition and redevelopment of Parish property	\$50,713
St Joseph's School Kingswood	Renovation of existing toilets and new access toilet	\$150,000
Emmaus Catholic School, Woodcroft	Renovation of administration area and kitchen, new ramp, fencing & signage	\$254,750
Gleeson College, Golden Grove	Year 7 and 8 facilities construction and refurbishment	\$2,424,000
St Francis School, Lockleys	Renovation and addition to existing spaces to update and provide flexible learning areas	\$565,000
St Patrick's Technical College, Edinburgh North	Construction of an annexe to accommodate building and construction learning program	\$192,000
	Total:	\$5,136,463

Grant allocations approved in 2016

School	Project	Australian Government Grant
Emmaus Catholic School, Woodcroft	Renovate administration area and kitchen, construct a new ramp, fencing & signage	\$200,000
Samaritan College, Whyalla – St Teresa's campus	Construct new learning areas to replace transportable classrooms	\$3,000,000
Samaritan College, Whyalla – Our Lady Help of Christians campus	Redevelop existing transportable classrooms and add new indoor connections and breakout spaces for flexible learning	\$1,500,000
Christ the King School, Warradale	Refurbish an existing two storey building to improve functionality and provide flexibility between indoor and outdoor spaces	\$500,000
St Francis de Sales College, Mount Barker	Construct new primary school facilities	\$3,800,000
Mt Carmel College, Rosewater	Construct a new senior students and soft tech STEM facility and refurbish rooms for Year 7 students	\$1,500,000
	Total:	\$10,500,000

Education Standing Committee



Literacy, Languages and Learning

Professional Learning Networks

The Literacy, Languages and Learning Team provided partnerships for continuous improvement through professional learning networks for leaders of learning with responsibilities to lead schools' improvement initiatives. The networks provided targeted professional learning, partnerships to lead school based initiatives to improve pedagogy and 1:1 mentoring for participants. 170 leaders and teachers from 52 schools participated in these networks.

Culturally Responsive Pedagogies Project

The Literacy, Languages and 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 investigated questions related to cultural diversity, strategies, practices and materials for the teaching of citizenship and intercultural understanding in South Australian schools. This work will lay the foundations for further collaborations with UniSA.

First Years of School Literacy Assessment Strategy

During 2016 a network of literacy leaders from CESA schools worked with consultants, using an action research approach, to review and research effective contemporary literacy assessment strategies. Approximately 30 educators, representing 20 schools, participated in networked learning and have contributed to a modified raft of assessments for trial in 2017. Eighteen of these participants have elected to form a 'continuing' network for 2017 where they will deepen their understanding of leading this learning at the school level.

Instructional Rounds

Two innovations projects were conducted in 2016 using Instructional Rounds methodologies. This built on previous work where school leaders became familiar with the principles of Instructional Rounds and collaborated to develop expertise in the conduct of collecting observational data and putting it to effective use. This included practical

experience of observational work within schools using a network model.

China tour for school principals and leaders

All Principals in SA Catholic schools were invited to submit expressions of interest for the 2016 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.

A group of six teachers participated in a concurrent, intensive study program at Shandong University in Jinan. The program included studies of China past, present and future, socio-cultural understandings and language. Participants also visited schools in Jinan.

English as an Additional Language (EAL)

In 2016, 14.1 FTE EAL specialist teachers were deployed to support mainstream teachers and EAL students in Catholic Schools. Three of these specialists supported clusters of schools to build mainstream capacity, engage in professional learning, establish case management processes and monitor student progress through comprehensive language assessments.

In total, 41 schools were supported. Across these schools nearly 5,000 EAL students were assessed to identify their English Language proficiency.

1,032 students were assessed as having minimal English Language proficiency needing the highest level of support. A further 1,559 students were assessed to have limited English Language proficiency.

New Arrivals

SACCS continued to provide support for Newly Arrived students with minimal English Language proficiency, according to the following eligibility criteria for SACCS funding

- the Catholic primary or secondary school must be the student's first mainstream school in Australia
- evidence of residency or visa status
- each student's English Language proficiency is assessed as requiring intensive assistance
- if entering Reception, the student must have enrolled within 18 months of arrival in Australia. If entering any other year of schooling, the student must have enrolled within 12 months of arrival in Australia.

21 students from 11 schools were eligible to receive a CESA New Arrivals grant. 17 of these were in primary schools and four in secondary. The New Arrivals funding was discontinued at the end of 2016.

Students with refugee experience

Information about students with refugee experience in CESA schools was collected in February and August. Based on this data, SACCS funding was distributed 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 2015 were \$312,000.

Students eligible for support have

1. entered Australia with a visa category designated Refugee or Humanitarian entrant
2. an English Language proficiency level that falls within the "high need" range (commonly referred to as 'pink').

The data was voluntarily submitted by schools. 53 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 976 students were identified by schools as having refugee experience.

Digital Resources and Professional Learning Opportunities

In response to requests from schools and teachers, a trial project was established to develop online interactive professional learning resources for teachers to assist their teaching of English language grammar. Another digital resource to assist teachers with New Arrivals students was drafted.

In 2016, the online Literacy course: Contemporary Approaches to Teaching Literacy was offered. 41 teachers undertook the course.

An EAL website was launched, providing leaders and teachers with access to information regarding support for EAL students' learning. Development of a literacy website was begun.

Composing Written Texts

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.

A secondary version *Composing Written Texts for Australian Curriculum: Science 7-10* was scoped, consulted, drafted and trialled. The publication will be available in 2017.



Enterprise and Vocational Education Advisory Committee

The Enterprise and Vocational Education Advisory Committee (EVEAC) continued to provide support, advice and to be an important point of reference for the Vocational Education Team. The committee met in March, June, August and November. Additionally, they were involved in extensive consultation and engagement for the *Strategy for Leading Catholic Education to New Levels of Excellence with the Provision of VET and Vocational Learning Pathways*. All secondary schools, technical colleges, trade training and skills centres have been engaged in this important process.

Significant participation in professional learning by school staff has supported the growth in opportunities for students in Catholic secondary schools through the ongoing development of Vocational Education, work experience and vocational learning programs.

Data collected showed an increase in figures from the previous year, with 2300 students in Catholic secondary schools that participated in a Vocational Education and Training (VET) program that was recognised as part of their SACE.

The Vocational Education team continued to be involved in state and national consultations for the reform of VET by Australian Government with resources and strategies to support the national VET Framework: *Preparing Secondary Students for Work - A Framework for vocational learning and VET delivered to secondary students*. The Framework was endorsed by the Education Council in December 2014.





Learning and Technologies

Professional Learning

370 participants engaged in professional learning workshops designed to build on their understandings of the ICT capability, Office 365 learning platform, Scootle, STEM and the Digital Technologies curriculum (with emphasis on computational thinking and visual programming).

Office 365 SharePoint Online Project

240 teachers and leaders representing 63 schools (60 primary & 3 secondary) engaged with the Office 365 learning platform and associated professional learning opportunities.

The model of implementation included: meetings with school leadership, development of school intranet / class sites and professional learning for key teachers in the use of intranet sites and Office 365 applications.

The success and popularity of the CESA developed school and class sites resulted in CESA's selection by the New York based LiveTiles Company as a case study for other education jurisdictions around the world.

(The case study is available at this link <https://www.livetiles.nyc/customers/catholic-education-south-australia/>)

Nationally, Toowoomba Catholic Diocese (TCD) of Queensland approached CESA to collaborate in the development of a SharePoint Online strategy and pilot project for their schools. TCD executive leadership team,

school principals, technical and marketing personnel participated in project discovery sessions, facilitated by CESA LAT team, which enabled the professional sharing of experience, advice and guidance for the TCD project.

Science Technology Engineering and Mathematics (STEM)

To assist schools in implementing the National School Education STEM strategy, CESA consultants, in collaboration with professional association and business entrepreneurs, facilitated professional learning opportunities targeting STEM connections and the Digital Technologies curriculum.

Focused on upskilling primary school teachers, the model reinforced the potential of STEM cross curriculum integration utilising coding, robotics and invention kits. Participants were able to access a lending library of a wide range of technological tool kits to utilise in the classroom to empower students to be creators rather than simply users of technology.

Scootle

4,000 CESA teachers are registered with Scootle, representing an annual increase of 14%.

CESA usage data indicates that the top trending Scootle assets are those that support Middle School and Primary



Science topics with interactive multimedia and video format resources being most prevalent.

Education Services Australia initiated a consultation process with CESA and other stakeholders to determine future directions for the national delivery of digital curriculum resources. A report on these findings is expected in 2017.

Catholic Education Student Achievement Tool (ceSART)

470 users - representing 27 CESA primary schools - accessed the ceSART online reporting solution. The tool generated, delivered and stored 15 000 student achievement reports.

The ceSART project and software development has been a system venture that has allowed CESA to resource a product that has effectively met the needs of a minority of its primary schools. A review was undertaken to investigate the future viability, scalability and cost of the ceSART project to the sector in hosting, developing and supporting the application. After careful scrutiny and deliberation, the review recommended that the ceSART project close and the product decommissioned. The review endorsed an evaluation of alternative commercial products for CESA schools' consideration. An analysis of functionality, pricing, licensing, legal and security considerations was completed and an appropriate replacement "off the shelf" product established. Communication and information sessions were facilitated for interested CESA schools to inform and assist schools to independently negotiate contract considerations with the vendor.



Aboriginal and Torres Strait Islander Education Advisory Committee

Strategic Approaches and Funding

There were 685 Aboriginal and Torres Strait Islander students enrolled in 84 Catholic schools across South Australia.

- All eligible CESA schools with Aboriginal and Torres Strait Islander student enrolments received supplementary funding. School communities are required 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 and
 - community engagement and connection.

By demonstrating evidenced through

- the construction of Aboriginal and Torres Strait Islander Education Strategic Plans (aligned with the *Continuous Improvement Framework*),
- Individual Learning Plans (ILPs) for Aboriginal and Torres Strait Islander students
- an ongoing active partnership with the Aboriginal and Torres Strait Islander Education Team
- Data collected through an online Accountability survey
- 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 perspectives within the Australian Curriculum
- advancement of culturally responsive, respectful and safe school communities.

Yellakka Yellarkarri (Today, Tomorrow)

Yellakka Yellarkarri is the overarching title for the centralised and targeted suite of programs available to CESA Year 6-12 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 or early childhood as a career pathway

SACE

In 2016, 97% of Aboriginal and Torres Strait Islander Year 12 students successfully achieved their SACE. The Aboriginal and Torres Strait Islander Education Team has a well-established case management approach to support Aboriginal and Torres Strait Islander students in SA Catholic schools. The team aims and commits 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

The Cultural Immersion Program nurtured cultural identities, resilience and well-being through celebration, leadership development and mentoring opportunities for Aboriginal and Torres Strait Islander students and included

- Ngunyawayiti Ngadluku Ngartu-itya (Children's celebration), a cultural program that targets Aboriginal and Torres Strait Islander students in Years R-7
- Yellakka Yellarkarri (Today Tomorrow) 5 day Leadership Program (Years 8 to 12)
- Taikurri Koma Butto (in company together) Annual Celebration Event for families.

The Aboriginal and Torres Strait Islander Education Team contributes as members to NCEC and various cross sector committees, the SACE Aboriginal Education Strategy and Reconciliation SA Steering Committees and Working Parties. The Aboriginal and Torres Strait Islander Education Team continues to foster strong partnerships with Adelaide, Australian Catholic and Flinders Universities and the University of South Australia respectively.





Inclusion and Learning

Inclusion and Learning Advisory Committee

During 2016 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 schools in the areas of Australian Curriculum, Behaviour Education, Child Protection Curriculum, Early Career Teacher support, Drug Education, Health and Wellbeing initiatives and Students with Disability support.

Australian Curriculum

The Australian Curriculum R-10 implementation continued in each Catholic school during 2016.

A focus for professional learning included

- a curriculum leader's network forum presented by Adjunct Professor Val Klenowski to assist school curriculum design and understanding standards based assessment practices
- Assessment Practices and the Australian Curriculum in primary schools (working in pairs)
- Little Scientist Workshops for 40 Early Years and Primary Educators
- Professional learning for 315 teachers and leaders and 14 schools engaged in a project with an average of five sessions each

The Catholic Education Office provided sector representation on

- the inter sector Australian Curriculum implementation group
- ACARA Curriculum Directors Group
- the CESA Australian Curriculum Reference Group in consultation with school leaders.

Behaviour Education

Services to Schools

During 2016 the Behaviour Education consultants worked in schools with school leaders, teachers, families and allied health services to develop policy, contemporary classroom practices that engage students and build positive relationships and to document learning plans for students. Co- Responsibility payments were provided for 125 students and two student groups from over 50 schools to further develop productive learning skills, to retain students in school and to assist with student transitions and wellbeing.

Restorative Practices

16 schools continued professional learning with the theological framework and strategies associated with Restorative Practices in 2016. A network group of schools who have completed the training, met for professional learning and sharing their cultural change processes

Trauma Sensitive School Project

During 2016, eight schools began an 18 month inquiry project into understanding trauma, its effects on the developing brain and learning, trauma informed practice and calming and engaging practices. The project developed by the Behaviour consultants in collaboration with the Australian Childhood Foundation included professional learning days for the Catholic sector as well as the whole staff of the project schools. In November the 2016 project schools shared their mid project learning journey and their findings to other interested school communities. seven schools have been engaged to begin the project in 2017.

Catholic Education Office staff presented workshops at the NCEC National Conference in Perth and at the International Childhood Trauma Conference in Melbourne hosted by the Australian Childhood Foundation.

Education Standing Committee (continued)

Professional Learning

The consultants facilitated professional learning in schools and through professional learning networks including

- engaging students with challenging behaviours
- social emotional learning and contemporary practices
- mental health and wellbeing
- protective practices and child safety
- trauma based behaviours, physiology of the brain and calming activities
- Keeping Safe: Child Protection Curriculum.

Child Protection Curriculum

During 2016 training in the delivery of the Keeping Safe: Child Protection Curriculum continued to be offered at Early Career Teacher Induction and for experienced teachers. School coordinators met as a network group once per term to share ideas about the progress of Child Protection Curriculum in their school sites. The CESA Child Protection Curriculum Implementation Rubric assisted schools to document evidence of curriculum implementation and student learning.

CESA assisted Catholic Education Victoria with child safety curriculum training in St Patrick's College in Ballarat and worked in collaboration with the CEO Victoria Child Safety Working Group in their strategic planning for the introduction of child safety curriculum.

The Catholic Education Office provided sector representation on

- The Teacher Education Taskforce (State committee)
- Kids Matter Reference Group
- Positive Education Schools Association (PESA) SA chapter
- CAMHS Northern Roundtable
- Keeping Safe: Child Protection Curriculum Reference Group
- Flinders University and University of SA working group in placement of social work students in education settings.



Education Standing Committee (continued)

Early Career Teachers Program

Services to Schools

The Early Career Teacher Program supported teachers in the first two years of their teaching career and experienced teachers who were new to a South Australian Catholic school for their first twelve months. At the conclusion of 2016, 299 teachers including short term contract teachers had registered with the program.

The Early Career Teacher Consultant visited school sites, provided after school network sessions and met with Early Career Teachers and school leaders and ECT coordinators in country and metropolitan schools throughout 2016.

Professional Learning

A fortnightly email was sent to all Early Career Teachers in 2016. This correspondence ensured all early career teachers were contacted on a regular basis regarding a range of educational initiatives, updates and professional learning opportunities.

Two days of professional learning for Early Career Teachers were facilitated at the CEO Conference Centre in 2016. The sessions included

- acknowledging the complex, intense and unpredictable nature of teachers' work
- strengthening family and community engagement to support student learning
- developing teachers' curriculum and pedagogical knowledge and strategies
- providing support to create engaging learning environments.

Input to these days was provided by various CESA teams including Religious Education, Behaviour Education, Literacy, and Students with Disability support, along with contributions from the Federation of Catholic School

Parent Communities SA, resources from the Teachers' Registration Board SA and the University of South Australia.

The Early Career Teacher Consultant also supported the formation of all teachers who were new to South Australian Catholic schools by coordinating the Teacher Induction Modules which are mandated by the SACCS Teacher Accreditation Policy.

Students with Disability

Services to Schools

In 2016, students including those with disabilities attended local Catholic parish schools and colleges, five specialised units for students with disability in schools (St Patrick's Primary School, Mount Carmel College, Cabra Dominican College, Thomas More College and Cardijn College) and at the Flexible Learning Centre (FAME). Students with disability were also educated in the two Catholic special schools, Our Lady of La Vang and St Patrick's, Dulwich. In total 1,998 students with disability from the SA Catholic sector were included in the Australian Government census data.



Education Standing Committee (continued)

Consultants from the Catholic Education Office assisted schools in welcoming students with disability to their learning communities and in making the necessary adjustments for students with disability to access learning on the same basis as all students. Assistance included

- consultancy support at school sites for enrolment, verification of disability, personalised learning plans, including formal Individual Education Plans, professional learning for staff and liaison with allied health services and community agencies and with families
- co-responsibility payments to schools supported the adjustments for 1,819 students with disability to access learning and in building the professional practices of school leaders and staff
- co-responsibility payments also supported students at the five units and FAME (flexible learning campus)
- the provision of educational assessments to verify disability, crisis health care payments, specialised equipment and professional learning for staff
- training, online data collection application and quality assurance processes for the nationally consistent collection of data (NCCD) for students with disability and facilitating supportive teacher networks
- consultancy in schools in 2016 continued to focus on developing productive partnerships with school leaders, educators, allied health and community services and particularly with families.

Nationally Consistent Collection of Data for Students with Disability (NCCD)

In 2016 all schools in Australia participated in the Nationally Consistent Collection of Data for Students with Disability (NCCD). CESA reported that 14% of students had adjustments made to their learning program, personal care, mobility, health needs or communication to access learning on the same basis as other students. This number included the 1,998 students who met the criteria for disability funding.

CESA developed school cluster groups to deliver data collection training and collate data quality assurance processes.

Professional Learning

Professional learning sessions for teaching and support staff were facilitated in the areas of

- Understanding Dyslexia and Reading Difficulties online learning course and further implementation project in 6 schools
- Autism Spectrum Disorder (ASD) online learning course
- NCCD Data Collection and providing quality adjustments for SWD
- Differentiated Learning for All
- 17 staff in Catholic schools received scholarships from the Minister for Education to complete a Graduate Certificate in Disability (Autism Spectrum) at Flinders University.

The Catholic Education Office provided sector representation on

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



Educational Measurement

13,655 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, so

- 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.

34 CESA schools were supported to participate in a national NAPLAN Online Platform Trial and Readiness Test in August 2016. This was a critical step in establishing the functional capacity of the online platform and to inform these schools' own self-appraisal of their readiness to proceed. School preparations involved significant collaboration between CESA's participating schools and the CEO Educational Measurement and ICT teams, with extensive cross sectoral planning and national negotiations throughout 2016. These activities will be extended across all CESA schools during the next two years, as all Australian schools are required to do online NAPLAN tests in 2019.

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, while school leaders or key teachers from 64 schools undertook professional learning in effective use of PAT assessment data to inform student learning.

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 2008-2016 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 2016 National Assessment Program – Science Literacy sample test for Year 6 and Year 10 students.

Education Standing Committee (continued)



Marketing and Communications Team

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

A major research project undertaken in 2016 sharpened our understanding of perceptions of Catholic Education. Over 1,200 Catholic school parents responded to the parent survey, which together with a community survey and focus groups, informed the marketing strategy.

Catholic Education SA held its first state-wide Catholic Education Week from May 13 - 20. The tagline "Where every child matters" was introduced and it featured on signs and advertising profiled throughout the week.

A 24-Page magazine in The Advertiser was produced and an advertising campaign at the Royal Adelaide Show showcased Catholic Education to a state-wide audience.

Other highlights of 2016 included:

- 15 schools engaged in the responsive website project training
- 6 schools participated in the pilot program in video production
- 33 schools received professional development in the CESA marketing and communications planning framework.

The team also provided communications support to a number of key projects under the Strategy for Leading Catholic Education to New Levels of Excellence including the announcement of the transition of Year 7 to secondary.



Numeracy Team

Background

During 2016, 65 teachers from 27 metropolitan schools and three country schools participated in professional learning days, classroom research and collaborative sessions. In many cases, groups of two or three teachers from the same school engaged in the learning. Sharing the experience with colleagues was of great benefit to these teachers as they were able to discuss individual children's thinking and learning as they built deeper understanding in pedagogical content knowledge. As teachers knew each other's contexts, they were able to plan learning together and seek each other's support on returning to school.

Project Goals

- To engage teachers in theological reflections on the meaning of children and childhood using the *Children: Close to the Mystery of God* paper as a stimulus for discussion
- To deepen individual and group knowledge of mathematical concepts, specifically in the Australian Curriculum Mathematics strand: Number and Algebra
- To explore the psychology behind growth and fixed mindsets and strategies for fostering a growth mindset in mathematics
- To build a stronger sense of self as mathematicians and learners, teachers will explore and reflect on their personal beliefs, analysing their approach to learning and how that might impact on the experiences they provide for their students; and engage in research to better understand how young children engage in learning and what that might mean for their teaching practices



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(continued)

- To explore, share and reflect upon effective pedagogy to inform ongoing classroom practice, assessment and feedback
- To engage in an evidence-based professional learning cycle of observation, analysis of data, planning, action and reflection
- To use pedagogies that emphasise the proficiencies in the mathematics classroom
- To deepen conceptual understanding of the big ideas underpinning number and algebra
- To build an understanding of and how to integrate other learning areas, especially science with mathematics
- To use ICT to deepen understanding in mathematics.

Professional Learning Workshops were held each term to engage teachers in deep conceptual learning, dialogue and discussion on current research and readings, planning and task building, problem solving, reflection, data collection and analysis all in an environment of collaboration. It was important to the consultants that the professional learning used a methodology that modelled effective pedagogy. Consultants also worked with teachers in their classrooms.

Qualitative and quantitative data showed that the projects have positive impact on teachers' learning and their confidence in teaching mathematics, as well as their willingness to support others in their schools.

School based professional learning

All 15 schools that actively engaged in the school based professional learning reported positive outcomes in terms of consistency of pedagogy, confidence, enthusiasm and better understanding of mathematics and numeracy. Schools also reported acquiring strategies to sustain the leadership in mathematics and numeracy. In 2016, all mathematics and numeracy leaders in schools had to participate in the mathematics and numeracy networks. This provided them with extra support and a network, which they found useful.

As always, schools leadership determined their own goals and action plan. The consultant worked with them to build a professional structure that will help build a stronger leadership capacity.

Early Years

As part of the Early Years strategy, in term 2 the team published, a resource to support planning at a specific year level as well as providing materials that teachers could use when working with children who have had red flags when tested using the Early Years Numeracy Observation Assessment.

Additionally, the team also facilitated workshops on how to use this resource effectively. Schools have embraced the resource and teachers are finding it very useful, especially when planning number and measurement strands.

Primary and Secondary Numeracy Networks

On average nine teachers attended the Secondary network and 20 attended the Primary network.

Both networks aimed at providing teachers with opportunities to build leadership capacity in mathematics and numeracy as well as being informed of what is happening in mathematics and education in general, both nationally and internationally.

The networks addressed pedagogies for effective teaching of mathematics. They helped build teachers' confidence and leadership in facilitating professional learning at their schools.

Both networks had opportunities to work with Professor Mike Gaffney and Jenny Watson from Canberra University to help build understanding in STEM, principally the integration of mathematics and science.



Early Learning

Early Childhood Education and Care Advisory Committee (ECECAC)

The Early Childhood Education and Care Committee continued monitoring the implementation of the National Quality Standards and Regulations for 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. Schools were offered support on the topic of Outdoor Learning Environments through the provision of the State Government Outdoor Learning Environments Standard. ECECAC also had oversight of the development of three additional occasional care services and one out of school hours' service in CESA school communities.

Catholic Early Years Services Implementation Group (CEYSIG)

The role of the Catholic Early Years Services Implementation Groups is to undertake the work required for successful implementation of the Early Years Services Action within the *Strategy for Leading Catholic Education to New Levels of Excellence*. Achievements during 2016 included the development of a framework for implementation of the various components of the Early Years Services Action, and investigation and recommendation of possible locations for the development of Catholic early years services.

CESA Early Childhood Network (ECN)

The CESA Early Childhood Network provides 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 together the implications of the principles of continuity and transition as children commence formal primary schooling. Educators and teachers are recognised as a great source of professional learning and inspiration. The ECN offers educators and teachers a forum to explore possibilities for practice from the fundamental position of seeing children as capable and resourceful learners.

After hours ECN meetings are consistently well attended by educators and teachers from CESA early years services and schools. Topics derived from the interest of educators and teachers included Supporting Self- Regulation and Guiding Young Children's Behaviour, Supporting Executive Function in Guiding Young Children's Behaviour and Amiable Learning Environments Ready to Welcome Young Children.

In term four the network meeting featured Nature Play SA and the research of teachers from St Martins Catholic School Greenacres, on the topic of Nature Play and Outdoor Learning. At this popular network meeting, participants heard about inspiring practice in nature play and outdoor learning and engaged in discussion to further

Education Standing Committee (continued)

develop nature play environments which enable high quality learning and support well-being of children in our early years services and school communities.

Continuity and Transition Practice Based Research Project

As an underpinning principle of the *Strategy for Leading CESA to New Levels of Excellence (2015)* the importance of continuity and transition for learning, pedagogy, culture and relationships is explored in this research project. The project commenced with a full day seminar by Dr. Cathie Harrison ACU and Sally Harrison from the Diocese of Broken Bay who shared their research and new approaches for enhancing engagement with children and their families from baptism and before children start primary schooling. 17 CESA schools continued to develop their own school based research to transform policies and practices in this area. The first phase of this project culminates in term three 2017 where schools will share with each other the impacts of their transformations.

Supported Playgroups in Schools (SPiNS)

In collaboration with the Department for Education and Child Development (DECD) the Supported Playgroups in Schools (SPiNS) program was established. 23 CESA schools participated in the pilot program facilitated by Jane Lemon (PSA) Manager of Programs Together; Family Learning and Early Childhood Services DECD.

SPiNS is a specially designed professional development program for leaders and playgroup coordinators in Catholic schools. It is based on the successful DECD Learning Together program which uses a strengths-based approach to engaging with families. It focuses on literacy and numeracy development and on enhancing children's dispositions for learning.

A total of 932 families and more than 1,000 child attendances were recorded in less than a one-year period. The peak number of families reported to be enrolled and attending was in term three when there were 261 families and 322 children. Preliminary data indicates some significant impact for children's learning and development and also for parental engagement in children's learning.

Little Scientists

Collaboration with the Little Scientists initiative continued and was extended to include CESA Reception class teachers. This initiative is supported and funded by the Australian Government through the National Innovation and Science Agenda.

Two CESA preschools were certified as a Little Scientists House. This recognition is given to services and schools that over time include daily appropriate STEM experiences in active inquiry based learning environments.

CESA Re-imagining Childhood 0-18

Much of the work of this system wide initiative centred around the CESA Stimulus Paper *Children: Close to the Mystery of God*. The paper now has an outreach beyond CESA and Australia. It quickly became an essential text in Catholic study courses across Australia.

The CESA Re-imagining Childhood 0-18 research schools program continued with four main seminar days across the year where schools shared and extended their research. Associate Professor Michael Stark, Adelaide University and Jo French, Registered Nurse, Neonatal Intensive Care Unit Women's and Children's Hospital Adelaide, were the guest speakers at the research schools exhibit day. 18 CESA schools celebrated each other's practice based research in re-imagining culture and pedagogy and supported each other as a learning community to continue exploration of Catholic pedagogy and identity for contemporary education.

Following the recommendations by Professor Carla Rinaldi through her *Re-imagining Childhood: The inspiration of the Reggio Emilia education principles in South Australia* report, the Government of South Australia launched The South Australian Collaborative Childhood Project.

Four CESA Re-imagining Childhood 0-18 research schools were selected to represent CESA in this state-wide project which engages in ongoing research into how childhood can inspire cultural, educational, philosophical and economic change for South Australia and challenge current perceptions of childhood.

Catholic Schools Music Festival Management Committee

2016 was a very memorable year for the Catholic Schools Music Festival. Two performances on Monday September 26 and Tuesday September 27 were held at the Adelaide Festival Centre in the final week of term 3, 2016.

A state-wide blackout and a weather alert caused the cancellation of the performances of Wednesday 28 and Thursday 29 September. Approximately 1,000 school children who had been preparing for their performance for over eight months were not able to perform. It was the first time in history of the Adelaide Festival Centre that an indoor event had been cancelled.

65 schools had prepared songs for the massed choir over the four nights. Of those, 60 were from the Adelaide metropolitan area and five were country schools; St

Joseph's Murray Bridge, St Joseph's Pt Lincoln, St Mary MacKillop Wallaroo, Samaritan College OLHC Campus and Samaritan College, St Teresa's Campus.

Support Act applications were received from 26 schools with 92 separate auditions comprising 56 large ensembles and 36 solo/duet items. The 2016 Festival committee accepted 26 acts from 16 schools, providing a wide variety of music to accompany the Festival Choir songs.

The adult comperes for 2016 were Ms Shana Bennett, Principal at Our Lady of Grace School, Glengowrie, and Mr Gary Pascoe, Deputy Principal at Emmaus Catholic School, Woodcroft. They were joined by student comperes Liam Hindshaw from St Michael's College and Lauren Kellerman-Clarke from St Aloysius College. The other student comperes, Clementine Murton from Mercedes College and Ethan Charters from St Thomas' School in Goodwood were unable to take part due to the cancellation of their performance evenings.

In lieu of the weather events, the Festival committee was able to reschedule one concert on 19 November, inviting all students who had been unable to perform in September. A 'Twilight Concert' was held at St Michael's College, Henley Beach on Saturday November 19. An audience of 800 people supported over 300 students who were able to participate. Students from the rhythm section, a combined boys' vocal ensemble and festival string ensemble, choir soloists and two support acts attended, with St Michael's College providing extra support with their Vocal Jazz Ensemble and Big Bands. Ethan Charters and Mr Gary Pascoe compered the evening. We thank Mr John Foley, Principal and Mr Tim Donovan, Director of Music and the staff, students and Parents and Friends of St Michael's College for their generosity.

Mr Gabby Tullio ended his service on the committee at the conclusion of 2015. New to the committee in 2016 was Mr Sean Hill, Principal at Stella Maris Parish School.





People and Culture Standing Committee

Work Health & Safety

Following a successful evaluation by Return to Work SA this year the CCES Self-insurance Registration gained a four-year licence renewal. This is a significant achievement, not previously attained. The granting of a four-year self-insurance renewal demonstrates that CESA is committed to keeping people safe and returning those staff members who are injured, back to work. At the same time meeting the legal requirement that CESA comply with WHS and Return to Work Legislation.

During 2016, there was a strong focus on ensuring the Safety Management System was implemented at all CESA sites. Training resources were provided for those charged with ensuring adherence to the Safety Management System and WHS legislation, that is those deemed to be 'Officers' i.e. principals, deputy principals, business managers, board members and others with responsibility for decision making with the organisation, financial or otherwise and appointed WHS Coordinators.

In 2016, an online training system CCI Learning Manager was successfully implemented in the majority of schools. Currently there are over 5,000 users across CESA. The aim is to continue to provide 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 CESA schools and colleges, and most importantly, helping to keep everyone in the community safer.

Return to Work (RTW)

It has been a busy year for those involved in Return to Work (RTW) with the introduction in July 2015 of the new Return to Work Act. The new act focuses on supporting people to remain at and or return to work following an injury, hence the new name: Return to Work SA.

Catholic Church Insurance (CCI) together with CESA staff RTW Coordinator and RTW Site Contact Person have worked hard to implement the new scheme for new claimants whilst also managing the transition of a large group of claimants from the old scheme. The new Act has a strong focus on personalised, face-to-face service that CESA has had in place for some six years. There is a RTW Site Contact Person appointed at all CESA sites to assist the injured worker submit a Return to Work claim form. Upon receipt of the RTW claim form the CESA RTW Coordinator contacts and visits the injured worker as soon

as possible. Catholic Church Insurance (CCI) process all CESA RTW claims.

There is much of research that tells us of the health benefits of work, how important it is for people to remain connected to their workplace after an injury. Not only does it speed up their recovery, it also helps with mental health and an overall sense of wellbeing.

Education 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 person and in addition to any government funding available. The government funding option has currently ceased for our sector.

The focus for 2016 has been to build on the existing and ongoing program of up-skilling the ESO and Administrator employees in order to provide opportunities and pathways towards study at post-secondary and tertiary level and post completion of the qualifications already achieved. The Human Resources team continued to promote the mode of group study, incorporating and utilising the breadth and depth of experience of both ESOs and CEO staff across CESA who held no formal qualifications, by offering post-secondary Certificate programs.

The following new programs commenced in 2016 with a number of country participants involved either as face-to-face participants or via WebEX or distance learning

- Diploma of Leadership and Management (TAFE SA)
- Certificate IV in Education Support (TAFE SA)
- Certificate IV in Disability (TAFE SA).

The Diploma of Leadership and Management program was so well subscribed it necessitated the formation of two study groups, which ran concurrently. The Diploma Work Health and Safety program was initially offered however, due to insufficient participant numbers it was rescheduled for commencement in 2017.

There are multiple new certificate and diploma level training opportunities on offer for ESOs in metropolitan and regional schools in 2017. These will be reviewed and assessed and appropriate courses, coordinated by the CEO, will be implemented with commencement dates in mid-2017.

Short courses were offered in 2016 to ESOs in metropolitan schools and also to Adelaide-based CEO administrators. Additionally, courses were offered for ESOs

People and Culture Standing Committee (continued)

in the Upper North, Riverland and South East regions. Some courses were offered locally with the support of SIP and Staff Professional Development funding. Courses included:

- Customised Word
- Customised Excel
- Customised InDesign
- Building Resilience.

During the 2016 year there were other specific short courses offered in an open delivery forum and taken up by school and CEO staff, including Microsoft – Excel Macro, Excel Charts Pivots, Access, Project and Publisher.

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 2016 has been the ongoing negotiation of the Catholic Schools South Australia Enterprise Agreement and the Conditions of Employment for the Catholic Education Office. The team continues to be involved in ongoing process and policy development and improvement for CESA.

In 2016, there were over 8,000 active staff in Catholic schools (around 4,500 FTE). As a system, 665 vacancies were advertised on the CESA positions vacant website, with 15,641 potential staff members, volunteers and contractors undergoing our CESA child protection screening process.

In addition, the team continued to provide appointment and payroll services for the Catholic Education Office and processed around 1,500 Long Service Leave and Paid Parental Leave applications on behalf of staff across the sector.

Child Protection

The Catholic Education Sector continues to place great importance on ensuring that 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.

During 2016 considerable time and energy was committed to the development and eventual rollout of the next iteration of the Responding to Abuse and Neglect (RAN-EC) online training program, with over 5,000 CESA staff completing the online training during the second half of the year.

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 2016 with attendees offered three possible session times per term. Access to these sessions was also made available via WebEx. The sessions held in 2016 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 2016 incorporated an update on the progress of the Enterprise Agreement negotiations.

Term 1 topics were

- Police Check procedures: a presentation from Annette Troiani, Manager Police Check Unit Catholic Archdiocese of Adelaide, where school leaders were introduced to and provided training in the new Police Check procedures.
- A Workers Compensation update: a presentation by Belinda Loh, from Catholic Church Insurance.
- Redundancy Procedures: this presentation by Nicola Kelly, CEO Senior HR Adviser, related to providing an overview of the guidelines in determining redundancy in schools; the constraints, organisational considerations & processes
- the Enterprise Agreement.

Term 2 topic was

- The Performance Improvement Guide for Leaders, Draft Document: this presentation by Kerry Cox, CEO Senior HR Adviser, introduced school leaders to the document and then led them through a range of scenarios highlighting issues around managing under performance, possible causes and actions to consider in response.

Term 3 topic was

- managing requests for part time and flexible work: this presentation by Kerry Cox and David Kerr, CEO Senior HR Advisers, 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.

People and Culture Standing Committee (continued)

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.

CESA offers 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 2016, three scholarships were awarded, with recipients due to complete their studies in 2017. For the period 2014 to end of 2016, 12 scholarships have been completed (recipients graduated). Out of the 12 who have completed their studies, two withdrew from the program, one obtained employment in a Catholic Special School and the nine other recipients are all currently employed in a Catholic country 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 assistance
- remote schools allowance
- non-contact time of 0.1 FTE professional development allowance for graduate teachers
- professional support through the Beginning Teachers Program
- high priority for the Study Incentive Program (SIP).

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 2016 a total of ten teachers who met these criteria were supported in their endeavours to gain employment in a metropolitan school. Unfortunately, due to increasingly high numbers of skilled teachers applying for positions across the sector the program has limited success and requires review. Four out of the ten teachers seeking employment in CESA metropolitan schools 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 6-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.

The key focus of the professional learning is referenced by the Australian Professional Standard for Principals through the lens of *Leading Catholic Identity and Mission* and the *Continuous Improvement Framework for Catholic Schools in South Australia*. The Induction Network sessions addressed aspects of financial, legal, staffing and personnel management as well as providing professional learning opportunities in various domains of leadership.

Selection of Principals and Deputy Principals

Throughout 2016, 16 panels were formed to recommend to the Directors the appointment of ten substantive principals and six substantive deputy principals for diocesan schools. Seventy-three acting leadership appointments were recommended to the Directors in metropolitan and rural settings in 2016.



Human Resource Information System (HRIS)

The HRIS Team continued to provide a high level of payroll management support to the 100 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 10,670 payment summaries were generated by the team, predominantly for CESA schools. During the year, the HRIS Team also successfully managed several minor product upgrades, and worked closely with Finance and Payroll teams to assist with an actuarial review and to generate the end of year Long Service Leave liability calculations.

Student Information System (SIS)

The project team focused upon the ongoing enhancements of the CeSIS Product and maintaining a high level of support to schools.

The implementation of the product was substantially complete at the end of 2015; however, a small number of implementations were progressively planned for 2016. The team supported four additional schools, with CeSIS implementation including three colleges, bringing the total number of schools to 85.

A major product and platform upgrade was successfully implemented in Term 2 of 2016.

During 2016, the use of the mobile-device, teacher-friendly version of the product was introduced and 26 schools and their teachers are now using this feature.

Archives / Records Management

CESA archivist / records manager provided schools and CEO teams with routine support and advice relating to their archives and records management activities. Advice was also provided to schools, CEO teams and projects regarding Privacy Act obligations. Considerable effort was also made to successfully respond to many requests for records and information from various internal and external parties including the Archdiocese of Adelaide, Royal Commission into Institutional Responses into Child Sexual Abuse, local and interstate police, religious congregations and members of the public.

Strategy for Leading Catholic Education to New Levels of Excellence

Strategy Overview

2016 has been the year of action for the *Strategy for Leading Catholic Education to New Levels of Excellence*. Each Strategy Implementation Group (SIG) together with the Strategy Implementation Steering Committee (SISC) has established a structure governed by terms of reference and has reported monthly to the Director CESA, Leadership Team and SACCS respectively.

Each strategy initiative has achieved major milestones and reached critical decisions during 2016 with particular attention to:

- the implementation of the three strategic frameworks
 - Framework for the Catholic system of schools and early years services
 - Guideline and protocols for regional models
 - Framework for amalgamations and/or closure of schools
- the successful communication of the Year 7 transition to secondary in 2019 including recommendations regarding early adopters in 2018
- finalising the first five locations that will embark on developing a new early learning centre in 2017. This includes a complete business case with financial and governance recommendations to be presented to the Diocesan Finance Council (DFC) for approval in November 2016
- finalising the Improved Student Learning and Wellbeing 'CESA public Statement of Learning Commitment' with recommendations to SACCS in November 2016
- a preferred model for the alignment of Marcellin Technical College and Cardijn College with recommendations to SACCS in November 2016
- positioning of further work to be undertaken in 2017 in the re-establishment of a sector based Registered Training Organisation (RTO)
- finalising the 'CESA Framework for VET and Vocational Learning' which was endorsed by SACCS on 25 October 2016
- re-identification of schools' needs analysis (infrastructure audit) in line with the expanded new schools' strategic action
- creative thinking workshops and wide key stakeholder engagement in driving the 'Vision for the North' concept
- successful sector based marketing and promotions activity.

Managing the coordination of the Strategy has been exciting and challenging throughout 2016. Access to applicable research and timely financial data has impacted some timeframes for reporting and communication. Community feelings toward decision making and adopting ways of working as a system of schools (including school clusters and collaborations) has been positive whilst pushing the boundaries on change. Uncertainty about the governance model for early years services has prompted further investigation while workloads of the Catholic Education Office Leadership Team and reliance on key stakeholder input continues to stretch timeframes for aspects of strategic implementation.

Strategic Initiatives

Enhancing Catholic Identity

The Enhancing Catholic Identity Strategy Implementation Group (ECISIG) has met seven times this year and has worked collaboratively to bring the goals of the initiative to realisation.

The group has progressed the implementation of the Leuven (KUL) Project in partnership with the Australian Catholic University (ACU) and the Catholic University of Leuven (KUL). The coordination and delivery of the first unit of the Enhancing Catholic School Identity Project (ECSI), which had ample interest and registration, was a success. Twelve schools will participate in the 2017 Leuven Profiling Project and work continues with the Like a Mustard Seed Project and the Christian Meditation Program.

Improved Student Learning and Wellbeing

The Improved Student Learning and Wellbeing Strategy Implementation Group (ISLWSIG) comprising of CEO Leadership and staff, school and parent leaders, conducted extensive consultation in 2016 to ascertain the key elements required to effectively develop the CESA public Statement of Learning Commitment. The feedback was very positive with principals and other key stakeholders readily identifying how they might use the statement within their school communities.

The South Australian Commission for Catholic Schools approved the following Statement of Learning Commitment in the November meeting 2016:

To every child in a Catholic School

We are committed to
knowing you deeply.
We value you as a **capable**
and **competent** learner
and will support your
active engagement in
the learning process.
In **partnership** with you
and your family we commit
to **high expectations**
for your learning progress,
wellbeing and achievement.
You matter to us.

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

Work continues with clear focus on the following areas:

- official launch of the statement during Catholic Education Week 2017
- action inquiry based on developing community understanding of the statement and how it relates to Catholic Identity
- developing resources to support community engagement with the statement
- further implementation of strategies and systems that lead to demonstrable improvement in student learning and wellbeing
- develop an appropriate system wide accountability strategy and structure for school reporting to the CEO on student performance in Literacy, Mathematics and Religious Literacy
- leadership development programs
- strengthen the capacity of principals and teachers to analyse and interpret student achievement data
- implementation of the *Continuous Improvement Framework* for Catholic Schools and the alignment of strategies that assist its effective operation.

Catholic Early Years Services

The Catholic Early Years Services Strategy Implementation Group (CEYSSIG) was established and has met on seven occasions this year. An Early Years Services (EYS) Investigation Group was also established to deeply research and analyse the implementation of the EYS initiative.

In 2016 the CEYSSIG and the Investigation Group, in consultation with the CEO finance team and infrastructure planning and development team, has undertaken extensive research and analysis in the following areas:

- Early Learning Centres (long day care)
- classified the governance structure
- classified the operational structure
- finalised financial models
- completing the business case with Ernst & Young so as to present to Diocesan Finance Council (DFC) for approval
- explored the staffing and industrial requirements
- identified the first five locations to have new early learning centres built

- developed draft education briefs
- developed draft mission and vision statements
- developed draft policies
- establishing a shortlist of preferred architects via expressions of interest

Further investigation has presented challenges with regard to funding, low interest loans, industrial models and stand-alone sites versus a system of centres.

Efforts now shift to the adoption of a governance model, resolution of employment and industrial matters, and approval and establishment of five early learning centres and professional learning opportunities for leaders and staff.

Catholic School Structures

The Catholic School Structures Strategy Implementation Group (CSSSIG) has met on seven occasions this year and developed terms of reference and an expression of interest process via Statement of Readiness.



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

During 2016 school clusters strengthened working relationships across the sector and have been strategically supported by Principal Consultants and the Leadership Development team. Recommendations have been presented to and approved by SACCS for the 2019 transition of Year 7s to a secondary setting across the sector and the early adopter cluster identified for a move in 2018. Gleeson College has been identified as the early adopter secondary school and their Year 7 information evening witnessed 90 families attend, many from outside of the Catholic education sector. There is growing anecdotal evidence that the demand for Year 7 at Gleeson may exceed what was first anticipated.

Cluster planning is now moving from 'event management' i.e.: offering the option of Year 7 in 2018, to the provision of an authentic middle school pedagogy that will further strengthen the collaborative work. This will become the main focus for 2017. The long term goal is the creation of a seamless 'de-facto' B-12 Catholic pathway that will offer parents the certainty that they seek and the students a continued excellent Catholic education.

The CSSSIG has had several challenges including managing expectations at the system level, financial and capital planning, mobilising dialogue between primary and secondary in some areas to ameliorate parent concern and harness enrolment potential and building trust and connection in some clusters. One of the challenges to manage in 2017 will be the deep consideration of exemption requests from commencing Year 7 transition in 2019.

The next phase of implementation will include connectivity with all CEO departments such as finance, capital planning, communications, professional learning (learning statement-leadership-pedagogical awareness) and people and culture. The early adopter cluster will meet on a 3-week cycle, clusters will report to the CEO through their Principal Consultant and there will be a focus on examining the interconnections of cluster activity – systemness.

Provision of Vocational Pathways

In 2016 the Provision of Vocational Pathways Strategy Implementation Group (PVPSIG) was established and met on 7 occasions. The group wrote terms of reference and gathered all previous work undertaken in reference to Vocational Education and Training (VET), Trade Training Centres (TTC), Trade Skills Centres (TSC) and Technical Colleges to use in developing an overall CESA strategy for the sustainability of VET and Vocational Learning.

The PVPSIG achieved the following during 2016:

- developed the CESA Framework for the Provision of VET and Vocational Learning that was endorsed by SACCS on 25 October 2016
- engaged with PVPSIG, Marcellin Alignment Working Committee (MAWC), Enterprise and Vocational Education Advisory Committee (EVEAC) and many secondary schools throughout the process
- established the Marcellin Technical College and Cardijn College Alignment Working Committee (MAWC) and undertook considerable work with in school leadership, governance, finance, staffing, pedagogy and curriculum, Registered Training Organisations (RTO) audits and community consultations to investigate a sustainable model to align both Colleges
- initial investigations into the options for the RTO including that of a sector based RTO

The PVPSIG was faced with several challenges:

- a segmented approach to the provision of vocational education and use of RTO
- the ability to encourage a sector approach in an environment where schools are protective of their own enrolments
- uncertainty and changes in the Training Guarantee for SACE Students (TGSS) funding and subsidised training lists (STL)
- MAWC – leadership changes, ready access to quality information and data, blending of staffing culture, change of school culture, change of accountability expectations

Moving forward the work of the PVPSIG may be absorbed by EVEAC and the work of MAWC may be absorbed by the newly formed combined Board for both Marcellin Technical College and Cardijn College. Work will continue to be focused on:

- investigations into driving a partnership model into sector support for both technical colleges and TTC TSC
- implementing the CESA framework, engaging key stakeholders and continue relevant investigations and discussions to support and strengthen VET and Vocational Learning across the Catholic sector encompassing all the recommendations endorsed by the Commission in October 2016
- recognising VET and Vocational Learning as critical success factors and utilising this as a point of difference for parents when selecting a schools for their child

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

- effectively engaging and communicating with school leadership, parents, children and the community about the opportunities of VET and Vocational Learning – through the implementation of targeted marketing and communications strategies
- ensuring that the CESA Framework for provision of VET and Vocational Learning and its recommendations work in sync with the MAWC Alignment and the recommendations for a sector based RTO
- MAWC – successful and full alignment of both Marcellin Technical College and Cardijn College
 - completion of a full business case into the recommendation of a sector based RTO
 - sector approach implemented for VET and Vocational Learning

Alignment of Marcellin Technical College and Cardijn College

An alignment between Marcellin Technical College and Cardijn College is considered in the context of providing an outstanding Catholic secondary educational provision for families in the southern suburbs of Adelaide by offering integrated pathways in mainstream and vocational trade education and training. It brings together the strengths of both colleges by offering broader vocational pathway options for all students and doing so by establishing economies of scale in the operation of both schools.

For Marcellin Technical College, there are significant benefits through the opportunity to broaden the options for students to study more than the current four main trades (Construction, Automotive, Electro-technology and Engineering). This would enhance the appeal for Marcellin Technical College as a Senior Secondary Technical School to both female and male students. In addition, the alignment of governance and operational arrangements would provide for strengthened pedagogy along with economies of scale in terms of support services required at both schools. The integration of staff would allow more opportunity for staff to broaden their experience and skills. The alignment would ensure a strong leadership density across both schools and contribute to a joint vision for Catholic Education in the south. An alignment with Cardijn College would provide opportunities for both colleges to optimise financial sustainability.

Cardijn College was established in 1984 as a diocesan co-educational secondary school in the suburb of Noarlunga Downs serving three parishes of Morphett Vale, Noarlunga Downs and Willunga. In its founding years, enrolments reached 750 in five streams. In the latter years of the

1990s Cardijn College suffered a significant downturn in enrolments as a result of competition from two significant independent schools, one Anglican and one Lutheran. A significant capital injection by SACCS into infrastructure along with a new branding and marketing campaign saw Cardijn College enrolments increase from the mid-500s to 900 students in 2015. Cardijn College would see a growth to 1050 students with the addition of Year 7 students into secondary by 2019/20. Cardijn College offers a broad mainstream education with over 75% of students in Year 12 transitioning to University and about 15% to TAFE and other service providers.

The Marcellin Alignment Working Committee (MAWC) was established in 2016 to conduct a study and make recommendations to SACCS, which would align Marcellin Technical College with Cardijn College in order to provide an enhanced Catholic educational provision with pathways, vocational education and trade training, and to ensure the financial viability and security of both schools. The objectives were to:

- analyse the opportunities that exists in the strategic alignment between Marcellin Technical College and Cardijn College
- research both nationally and internationally best models which encompass both general and vocational education including government strategic initiatives
- consult with key stakeholder groups (internal and external)
- engage with industry to seek up to date information regarding the status of vocational education in South Australia
- engage with both CESA and government regarding the best model for sourcing funding to support the model for alignment
- develop a communication and engagement plan for both school communities and relevant bodies and groups within the local community
- develop a strategic business plan for the alignment between Marcellin Technical College and Cardijn College
- provide a plan for the successful implementation of the alignment complete with a project plan and timeline for 2017 and beyond
- provide strategic updates on the work of the committee to the Marcellin Technical College and Cardijn College Boards and to the Director CESA
- provide recommendations to SACCS through the Director CESA for a sustainable alignment model for Cardijn College and Marcellin Technical College.

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

Following the approval of the 'DRAFT' Marcellin Technical College and Cardijn College Alignment Report in November 2016, work will continue to finalise a comprehensive report in full consultation with the CEO Strategy Team, CEO Leadership Team, CEO Finance Team and Finance Infrastructure Standing Committee (FISC).

The Marcellin Technical College Alignment Working Committee has now transitioned its work to the newly formed Board of Marcellin Technical College and Cardijn College. The ongoing work of the alignment will include:

- building a comprehensive business case with further detailed analysis in consideration of the revised CEO funding and subsidy model
- preparing notes and recommendations for SACCS in 2017 about the preferred alignment model and consideration of a sector based RTO.

A report will be presented to SACCS seeking to expand the year level provisions from Years 11 and 12 to Years 10, 11 and 12.

Expanded and New Catholic Schools

The Expansion / New Schools strand of the CESA Strategy was noted by SACCS rather than being adopted as a formal direction. It includes several significant projects that had been expected to be activated over the next seven years - subject in many cases to existing schools reaching a level of maturity and stability needed to support expansion. The specific projects and current status are driven through SACCS processes which include the Infrastructure Planning and Development Committee (IPAD) and the Finance and Infrastructure Standing Committee (FISC).

The key imperative for the planning team is to ensure that all decisions are strategically focussed, as approvals for capital projects maintain interdependencies with the implementation of the various actions of the *Strategy for Leading Catholic Education to New Levels of Excellence*.

Two projects to note under this strand of the Strategy throughout 2016 include:

Whyalla New Primary Campus

The estimated cost \$11m included \$4m from the Capital Grants programme (CGP) and the indicative timeframe was 2016.

The proposed new campus has been put on hold indefinitely and Samaritan College has repaid to the BGA \$960k of CGP funds allocated and expended for the acquisition of land. The Commonwealth has approved

allocations of \$1.5m to redevelopment at Samaritan College (Our Lady Help of Christians Campus) and \$3.0m to the redevelopment at Samaritan College (St Teresa's Campus). Architects have been invited to submit fee proposals with a view to commencing detailed design.

Mount Barker New Primary Campus

Estimated cost between \$3m and \$4m funded from the CGP. Indicative timeframe 2019/20.

SACCS has been briefed on a draft strategy for Catholic education in Mount Barker. Financial projections are being reviewed in response to a continuing decline in enrolments at St Francis de Sales College and a final proposal will be submitted to SACCS in March 2017.

South West Region Project

It is evident that the initial scope of the SWR Project encompasses every cornerstone and action of the Strategy. A range of activity progresses as this project continues to build momentum. The Commission is aware that this group has an Independent Chair and a Project Officer undertaking broad consultation and engagement and who have a Taskforce and a Working Group assisting their work.

It has become clear that this project is indeed two separate projects comprising of:

- The merger of Marymount College and Sacred Heart College
- The opening of a new Catholic Early Learning Centre (CELC) to Year 6 primary school at Hove

There is a potential of separating into a third project, being the development of an CELC on the Hove site as part of the broader CELC strategy.

Small Schools Policy

A Working Group with an Independent Chair has been established. The purpose of the Small Schools Policy Group is to develop a CESA Policy for allocating funds to diocesan small schools in the Archdiocese of Adelaide and the Diocese of Port Pirie that are over and above the funding provided to a school through the Funding Mechanism.

The Policy Group is to generate two levels of documentation:

- a set of operating protocols for the allocation of funds to Diocesan small schools as part of the Subsidies Framework for the Funding Mechanism, the protocols

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

to be available for use in the preparation of the 2018 CESA budget and subsequent budgets

- a streamlined Small Schools Policy document for the consideration of SACCS

Vision for the North

Concept

Commencing in 2015, there have been numerous assignments in driving engagement, research and analysis, deep thinking, and in providing the structure to undertake this vision. This work has culminated in gathering some of South Australia's "Creative Thinkers", from diverse backgrounds, who provided great provocation and stimulus for driving a concept of a "hub" of services. A hub is a centralised location that is accessible by all community groups within the area that it serves. The hub will provide multi-faceted cost effective services to the local community, with the potential to develop new services in response to changing community needs.

The results indicate that, as part of a partnership with the Archdiocese of Adelaide and other key stakeholders, Catholic Education South Australia has two different pathways that it may choose to take in relation to establishing the setting for this hub of services; these are:

- St Patrick's Technical College, aligned with adjacent vacant land currently owned by Renewal SA
- The City of Playford's "Playford Plaza", a major development which will re-establish and re-energise Elizabeth City Centre.

Both pathways will need to be explored in depth to ascertain which provides an effective and sustainable solution to improved and increased provision of services for the north.

The concept of hub will drive a focal point and facilities that foster improved local community activity and bring families, children, early years services, Catholic education, local parish, support services and the local business community together to improve the quality of life for the people of the north. The aim is to deliver responsive, comprehensive and cohesive services that best meet the needs of children and families in this time of need.

Such enablers for a strong community hub will include effective communication, sharing of common vision and goals, trust, respect, true partnership and a strong community spirit. This vision is all encompassing for the delivery of services using collaborative principles, albeit the services may well work as individual services without integration. All this will assist in the progression of community influenced hub development.

One of the underlying key principles associated with this concept of a hub is to distribute resources, according to the greatest need so that the social good and processes necessary for human flourishing are made available to as many people as possible. This principle highlights the up and coming work of the Catholic Church, Catholic Education South Australia, and all relevant partners and key stake holders.

As part of the next phase of development, the Archbishop of Adelaide has established a Northern Development Taskforce to further explore what is possible and desirable in relation to the vision for the north and concept of a hub of services. The role of the Northern Development Taskforce will be to undertake detailed analysis of the concept of hub and the two pathways, and to bring together a detailed plan complete with business case, financials, risk assessment and recommendations.

It has been forecasted that some of the potential factors for consideration by the taskforce will include:

- ability of partnerships to work together
- communication and the building of trust between agencies
- organisation cultures fostering a common sense of purpose, shared philosophy, values and goals
- mutual respect and understanding for the role that each agency plays
- sharing of resources
- effective governance.

The Northern Development Taskforce will also consider many potential partners while deeply investigating the hub model, some of which may include:

- early years services
- primary school and secondary school
- youth facilities or services
- vocational / technical college
- community health care
- child health care
- library facilities
- retirement living
- local government and state government
- indigenous support services
- local volunteering centre
- parenting services
- local interest groups
- other children's services



The work of the Northern Development Taskforce is scheduled to commence in August 2016 with a preliminary report on the hub of services concept aimed to be delivered to the Archbishop in 2017.

Summary

2016 was key in bringing the *Strategy for Leading Catholic Education to New Levels of Excellence* to life. At both strategic and operational levels, the further that Catholic Education South Australia and the Catholic Education Office drove the Strategy, the greater the influence and impact the Strategy had. This is evident through the increased investment into separate key initiatives and projects.

An ongoing process to monitor and review the goals of each strategic initiative has been at the forefront of the Strategy Team's work. This team now includes the services of a Financial Business Analyst who is heavily focussed on data gathering and financial analysis on all strategic actions in particular Year 7 Transition, Early Learning Centres, VET Pathways and the Alignment of Marcellin Technical College and Cardijn College and the impact of such actions on the Catholic sector.

The review of the funding mechanism will cut across all strategic initiatives and the Strategy Team will be focused on the opportunities and challenges this may present. Each SIG will continue to drive their respective 5 year plans forward to continue the momentum established in 2016.

As was the catchcry, "2016 the year of action", it is also possible to reflect on 2016 as being the year of systemic decision making and the year of change.



Financial Reports

South Australian Commission
for Catholic Schools Inc.

ABN: 84 572 437 441

SPECIAL PURPOSE FINANCIAL REPORT

For the year ended 31 December 2016

Special Purpose Financial Report

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 2016 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.

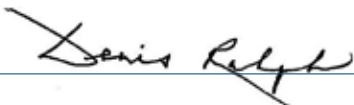
During the financial year:

- (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;

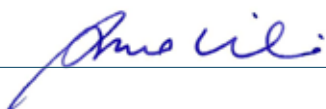
has received or become entitled to receive a benefit as a result of a contract between the officer, firm or corporate body and the Commission;

- (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



Interim Director, Catholic Education SA

Dated at Thebarton this 27th day of June 2017

Special Purpose Financial Report

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

STATEMENT OF INCOME AND EXPENSES AND COMPREHENSIVE INCOME FOR YEAR ENDED 31 DECEMBER 2016

	Note	2016 \$	2015 \$
Income			
Grant Income		457,168,626	454,479,531
Special Purpose Grants		6,779,319	5,230,768
Levies and Fees		323,079	243,200
Other Revenue		3,597,133	3,868,039
Interest		360,512	573,243
Total Income	4	468,228,669	464,394,781
Expenses			
Grants Distributed		436,884,666	431,454,446
Special Purpose Grants Distributed		6,685,542	5,206,754
Finance		-	2,554
Program Management		13,096,592	14,764,980
Travel and Accommodation		260,613	375,210
Teacher Development		899,414	730,165
Meeting/Conference		334,634	427,528
Information Technology		3,501,304	3,705,787
Communication		20,657	20,967
Consulting		1,009,778	969,673
Doubtful Debts		151,000	8,512
Motor Vehicles		864	294,030
School Projects		934,945	729,471
Equipment Rental		2,597,391	2,585,150
Other Operating		1,851,269	3,119,554
Total Expenses		468,228,669	464,394,781
Total Surplus for the Year		-	-

Special Purpose Financial Report

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

STATEMENT OF FINANCIAL POSITION AS AT 31 DECEMBER 2016

	Note	2016 \$	2015 \$
Current Assets			
Cash	6	18,972,660	17,338,470
Trade And Other Receivables	7	5,958,586	5,909,891
Total Current Assets		24,931,246	23,248,361
Non-Current Assets			
Trade And Other Receivables	7	1,174,257	1,493,881
Total Non-Current Assets		1,174,257	1,493,881
Total Assets		26,105,503	24,742,242
Current Liabilities			
Trade and Other Payables	8	6,444,529	9,108,976
Provision for Member Employee Entitlements		2,031,585	-
Revenue Received In Advance	9	17,462,420	15,633,266
Total Current Liabilities		25,938,534	24,742,242
Non-Current Liabilities			
Provision for Member Employee Entitlements		166,969	-
Total Non-Current Liabilities		166,969	-
Total Liabilities		26,105,503	24,742,242
Net Assets		-	-

The accompanying notes form part of the financial report.

Special Purpose Financial Report

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

STATEMENT OF CASH FLOWS FOR YEAR ENDED 31 DECEMBER 2016

	2016 \$	2015 \$
Cash flows from operating activities		
Receipts from grants	465,777,099	457,773,336
Grant payments	(443,570,208)	(436,661,200)
Payments to suppliers & employees	(24,582,496)	(33,438,607)
Receipts from customers	3,649,283	2,985,750
Interest Received	360,512	573,243
Net cash from operating activities	1,634,190	(8,767,478)
Net (decrease)/increase in cash cash Equivalents	1,634,190	(8,767,478)
Cash and cash equivalents at beginning of the financial year	17,338,470	26,105,948
Cash and cash equivalents at the end of the financial year	18,972,660	17,338,470

STATEMENT OF CHANGES IN EQUITY FOR YEAR ENDED 31 DECEMBER 2016

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.

Special Purpose Financial Report

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

NOTES TO AND FORMING PART OF THE FINANCIAL REPORT FOR THE YEAR ENDED 31 DECEMBER 2016

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

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

Special Purpose Financial Report

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

with a significant risk of material adjustments in the next year are disclosed, where applicable, in the relevant notes to the financial statements.

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

a) Income Tax

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

b) Revenue

Government Grants

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

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 fulfill its obligations of services to the Catholic Education sector.

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

Special Purpose Financial Report

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

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.”

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.

Special Purpose Financial Report

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

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.

Various standards and interpretations were on issue but were not yet effective at the date of authorisation of the financial report. The issue of these standards and interpretations do not affect the Commission's present policies and operations. The Commission anticipate that the adoption of these standards and interpretations in future periods will have no material financial impact on the financial statements of the Commission.

NOTE 4 - TOTAL INCOME

	2016 \$	2015 \$
Grant Income		
Federal Government Grants	362,977,104	359,635,212
State Government Grants	94,191,522	94,844,319
Digital Education Revolution Grants	-	-
Block Grant Authority	6,779,319	3,659,400
Trade Training Centres Grants	-	1,571,368
	463,947,945	459,710,299

Other Income

Levies and Fees	323,079	243,200
Interest	360,512	573,243
Other Revenue	3,597,133	3,868,039
	4,280,724	4,684,482
	468,228,669	464,394,781

NOTE 5 - REMUNERATION OF AUDITOR

Audit of financial statements	49,388	44,600
Audit of Structured Funds (Note 11)	20,000	29,600
Advisory Services	11,250	-
Government grant acquittals	8,000	20,800
	88,638	95,000

NOTE 6 - CASH

Better Schools and Other Government Grants	11,763,994	9,144,146
Capital Education Grants	7,208,666	8,194,324
	18,972,660	17,338,470

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

NOTE 7 - TRADE AND OTHER RECEIVABLES

	2016 \$	2015 \$
Current		
Catholic Education Office	2,687,425	2,913,820
Long Service Leave Fund	20,321	-
Trade Receivables	3,101,442	2,843,617
Prepayments	149,398	152,454
	<u>5,958,586</u>	<u>5,909,891</u>
Non Current		
Catholic Education Office	1,174,257	1,493,881
	<u>1,174,257</u>	<u>1,493,881</u>

Trade receivables are net of provision for impairment of \$176,000 (2015: \$260,602).

NOTE 8 - TRADE AND OTHER PAYABLES

Current		
Catholic Education Office	6,713	600,587
Education Assets Fund	196,546	137,765
Trade Payables	114,361	2,623,316
GST Payable	2,636,168	2,612,247
Accrued Expenses	3,490,741	3,135,061
	<u>6,444,529</u>	<u>9,108,976</u>

NOTE 9 - REVENUE RECEIVED IN ADVANCE

Targeted Programs	2,684,602	2,772,379
Recurrent Grants	7,660,081	4,767,374
BGA Grants	7,117,737	8,093,513
	<u>17,462,420</u>	<u>15,633,266</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 - STRUCTURED ENTITIES

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

- Long Service Leave Fund
- School Development Fund
- Paid Parenting Leave Fund
- Education Assets Fund

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

Financial Reports

South Australian Commission
for Catholic Schools Inc.

ABN: 84 572 437 441

LONG SERVICE LEAVE FUND

Special Purpose Financial Report

For the year ended 31 December 2016

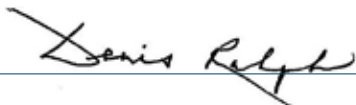
Long Service Leave Fund

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

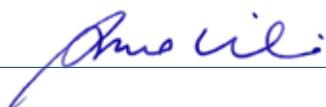
LONG SERVICE LEAVE FUND STATEMENT BY THE COMMITTEE OF SACCS INC.

1. In the opinion of the Committee of SACCS Inc.:
 - (a) the Long Service Leave Fund (the Fund) is not a reporting entity nor publicly accountable;
 - (b) the financial statements and notes, set out on pages 2 to 4
 - (i) present fairly the financial position of the Fund as at 31 December 2016 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 2016 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



Interim Director, Catholic Education SA

Dated at Thebarton this 27th day of June 2017

Long Service Leave Fund

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

STATEMENT OF INCOME AND EXPENSES AND OTHER COMPREHENSIVE INCOME FOR YEAR ENDED 31 DECEMBER 2016

	note	2016 \$	2015 \$
Income			
Levies and Fees		11,101,371	10,982,130
Other Revenue		106,584	94,887
Transfer Of Liability		134,870	55,827
Interest		1,321,481	1,079,044
Total Income		12,664,306	12,211,888
Expenses			
Reimbursement to Schools		8,173,086	8,284,310
Program Management		83,103	32,287
Transfer of Liability		253,545	3,622,779
Adjustment in provision for Long Service Leave		2,543,807	(5,979,536)
Consulting		15,000	11,780
Other Operating		8,558	5,000
Total Expenses		11,077,099	5,976,620
Surplus from Operating Activities		1,587,207	6,235,268
Total Surplus for the Year		1,587,207	6,235,268

Long Service Leave Fund

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

STATEMENT OF FINANCIAL POSITION AS AT 31 DECEMBER 2016

	note	2016 \$	2015 \$
Current Assets			
Cash		28,719,845	24,038,665
Term Deposit		35,000,000	35,000,000
Trade And Other Receivables	3	114,637	246,710
Total Current Assets		63,834,482	59,285,375
Total Assets		63,834,482	59,285,375
Current Liabilities			
Trade and Other Payables	4	1,861,906	1,443,813
Provision for Long Service Leave Reimbursement	5	60,305,887	57,746,139
Total Current Liabilities		62,167,793	59,189,952
Non-Current Liabilities			
Provision for Long Service Leave Reimbursement	5	9,552,808	9,568,749
Total Non-Current Liabilities		9,552,808	9,568,749
Total Liabilities		71,720,601	68,758,701
Net Liabilities		(7,886,119)	(9,473,326)
Accumulated Loss			
Accumulated Losses Brought Forward		(9,473,326)	(15,708,594)
Total Surplus for the Year		1,587,207	6,235,268
Accumulated Losses as at 31 December		(7,886,119)	(9,473,326)

The accompanying notes form part of the financial report.

Long Service Leave Fund

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

NOTES TO AND FORMING PART OF THE REPORT FOR YEAR ENDED 31 DECEMBER 2016

NOTE 1 BACKGROUND INFORMATION

The South Australian Commission for Catholic Schools Inc. established the Long Service Leave Fund ("the Fund") on the 1st February 1979 under a separate Charter last updated as at 30th November 2012.

The primary object of the Fund is for the School Employers being, Catholic Church Endowment Society Inc. as the employers of all employees engaged in Diocesan schools located in the Diocese of Adelaide and in the Catholic Education Office and for The Catholic Diocese of Port Pirie Incorporated, as the employer of all employees engaged in Diocesan schools located in the Diocese of Port Pirie, and for civil law entities engaging employees to work in Non-diocesan Catholic schools in either Diocese, who elect to participate in the Fund, to make provision for the payment of future long service leave entitlements to their Eligible Employees.

Each School Employer is required to account for their respective total Eligible Employee long service leave provision and related funding available from the Fund in the financial statements as at 31 December of each year. Any shortfall in the funding of the respective long service leave provision of each School Employer is their responsibility under the Long Service Leave Act 1987.

NOTE 2 - SUMMARY OF ACCOUNTING POLICIES

Financial Reporting Framework

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

The Fund is not a reporting entity because there are unlikely to exist users of the financial report who are unable to command the preparation of reports tailored so as to satisfy all of their information needs. Accordingly, this 'special purpose financial report' has been prepared to satisfy specifically the information needs of the Committee 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 Long Service Leave Fund is an account administered by SACCS Inc.

b) Trade and Other Payables

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

c) 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:

- 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.

e) Long Service Leave Fund and the Provision for Long Service Leave Reimbursements

“The Long Service Leave Fund reimburses School Employers and the Catholic Education Office for long service leave paid to teachers and staff. School Employers and the Catholic Education Office pay a levy currently at 2.5% of salaries (2015: 2.5%).

An additional levy was implemented in 2004 in recognition of the need to increase reserves held to meet the liability attributable to Eligible Employees of the Fund. In 2016, the additional levy applied was 0.5%.

The total Long Service Leave Levy for 2016 was therefore 2.5% + 0.5% = 3% (2015: 2.5% + 0.5%).

Provision is made for benefits accruing to Eligible Employees of the fund in respect of long service leave when it is probable that settlement will be required and they are capable of being measured reliably. Provisions made in respect of Eligible Employee's long service leave expected to be settled within 12 months, are measured at their nominal values using the remuneration rate expected to apply at the time of settlement.

Provisions made in respect of Eligible Employees' long service leave which are not expected to be settled within 12 months are measured as the present value of the estimated cash outflows to be made by the Fund in respect of services provided by Eligible Employees up to reporting date.”

f) Financial Assets

Trade and Other Receivables

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

g) Revenue

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

Rendering of Services

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

Interest

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

h) Going Concern

The report has been prepared on a going concern basis, which assumes continuity of normal business activities and the realisation of assets and settlement of liabilities in the ordinary course of business. At the balance date, the Long Service Leave Fund has a net liability position of \$7,886,119 (2015: \$9,473,326). Included in current liabilities is a provision for member long service leave entitlements of \$60,305,887 (2015: \$57,746,139) as the fund does not have an unconditional right to defer settlement having regard to the tenure profile. After reviewing the history of the timing of actual long service leave payments and the cash flow forecasts for the future expected timing of settlements of the provision for member long service leave liabilities, it is estimated that actual Long Service Leave payments to be made in the year ended 31 December 2017 is \$10,200,000 (2016: \$7,391,177). The committee has therefore determined that the Long Service Leave Fund is able to pay its debts as and when they fall due and is satisfied that it is appropriate for this report to be prepared on a going concern basis. The committee will continue to review the Long Service Leave levy charged to participating schools and where necessary adjust the levy to ensure the Fund can continue as a going concern.

The net liability position of the Long Service Leave Fund is the responsibility of all the school employers as disclosed in note 1.

	2016	2015
	\$	\$

NOTE 3 - TRADE AND OTHER RECEIVABLES

Catholic Education Office	1,380	-
Trade Receivables	113,257	246,710
	114,637	246,710

NOTE 4 - TRADE AND OTHER PAYABLES

SACCS Inc.	20,321	-
Catholic Education Office	-	10,634
Trade Payables	6,194	4,132
Accrued Expenses	1,835,391	1,429,047
	1,861,906	1,443,813

NOTE 5 - PROVISIONS FOR MEMBER EMPLOYEES

Current

Provision for member employee entitlements	60,305,887	57,746,139
	60,305,887	57,746,139

Non-Current

Provision for member employee entitlements	9,552,808	9,568,749
	69,858,695	67,314,888

NOTE 6 - EVENTS AFTER BALANCE DATE

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

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

Paid Parenting Leave Fund

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 2016

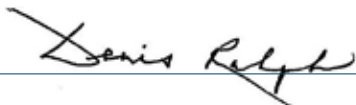
Paid Parenting Leave Fund

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

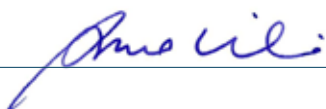
PAID PARENTING LEAVE FUND STATEMENT BY THE COMMITTEE OF SACCS INC.

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 2016 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 2016 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



Interim Director, Catholic Education SA

Dated at Thebarton this 27th day of June 2017

Paid Parenting Leave Fund

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

STATEMENT OF INCOME AND EXPENSES AND OTHER COMPREHENSIVE INCOME FOR YEAR ENDED 31 DECEMBER 2016

	Note	2016 \$	2015 \$
Income			
Levies and Fees		5,143,114	5,130,598
Other Revenue		-	35,999
Interest		38,572	51,850
Total Income		5,181,686	5,218,447
Expenses			
Reimbursement to Schools		4,919,777	4,267,606
Other Operating		25,000	25,000
Total Expenses		4,944,777	4,292,606
Surplus from Operating Activities		236,909	925,841
Total Surplus for the Year		236,909	925,841

STATEMENT OF FINANCIAL POSITION AS AT 31 DECEMBER 2016

		2016 \$	2015 \$
Current Assets			
Cash		4,196,543	3,412,417
Trade and Other Receivables	3	89,837	214,854
Total Current Assets		4,286,380	3,627,271
Total Assets		4,286,380	3,627,271
Current Liabilities			
Trade and Other Payables	4	447,200	25,000
Total Current Liabilities		447,200	25,000
Total Liabilities		447,200	25,000
Net Assets		3,839,180	3,602,271
Accumulated Surplus			
Accumulated Surplus brought forward		3,602,271	2,676,430
Total Surplus for the Year		236,909	925,841
Accumulated Surplus as at 31 December		3,839,180	3,602,271

The accompanying notes form part of the financial report.

Paid Parenting Leave Fund

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

NOTES TO AND FORMING PART OF THE REPORT FOR YEAR ENDED 31 DECEMBER 2016

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

Paid Parenting Leave Fund

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

ii. 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 1.1% of salaries in 2016 (2015: 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.

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.

2016	2015
\$	\$

NOTE 3 - TRADE AND OTHER RECEIVABLES

Trade Receivables	89,837	214,854
	<u>89,837</u>	<u>214,854</u>

NOTE 4 - TRADE AND OTHER PAYABLES

Trade Payables	422,200	-
Catholic Education Office	25,000	25,000
	<u>447,200</u>	<u>25,000</u>

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.

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

School Development Fund

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 2016

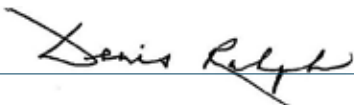
School Development Fund

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

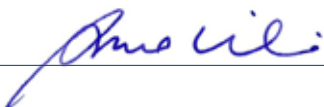
SCHOOL DEVELOPMENT FUND STATEMENT BY THE COMMITTEE OF SACCS INC.

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 2016 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 2016 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



Interim Director, Catholic Education SA

Dated at Thebarton this 27th day of June 2017

School Development Fund

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

STATEMENT OF INCOME AND EXPENSES AND OTHER COMPREHENSIVE INCOME FOR YEAR ENDED 31 DECEMBER 2016

	Note	2016 \$	2015 \$
Income			
Levies and Fees		653,275	668,251
Interest		92,080	181,229
Total Income		745,355	849,480
Expenses			
Grants Distributed		954,774	1,329,960
Doubtful Debts		5,520	19,640
Total Expenses		960,294	1,349,600
Deficit from Operating Activities		(214,939)	(500,120)
Total Deficit for the Year		(214,939)	(500,120)

STATEMENT OF FINANCIAL POSITION AS AT 31 DECEMBER 2016

	Note	2016 \$	2015 \$
Current Assets			
Cash		2,517,326	2,047,710
Receivables owing by Schools		418,705	523,821
Trade and Other Receivables	3	59,901	167,832
Total Current Assets		2,995,932	2,739,363
Non-Current Assets			
Receivables owing by Schools		2,230,671	2,702,179
Total Non-Current Assets		2,230,671	2,702,179
Total Assets		5,226,603	5,441,542
Net Assets		5,226,603	5,441,542
Accumulated Funds			
Accumulated Surplus Brought Forward		5,441,542	5,941,662
Total Deficit for the Year		(214,939)	(500,120)
Accumulated Surplus as at 31 December		5,226,603	5,441,542

The accompanying notes form part of the financial report.

School Development Fund

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

NOTES TO AND FORMING PART OF THE REPORT FOR YEAR ENDED 31 DECEMBER 2016

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.

School Development Fund

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

d) 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 an asset or as part of an item of expense; or
- ii. for receivables and payables which are recognised inclusive of GST.

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.

School Development Fund

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

	2016	2015
	\$	\$

NOTE 3 - TRADE AND OTHER RECEIVABLES

Trade Receivables	<u>59,901</u>	<u>167,832</u>
	59,901	167,832

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.

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 2016

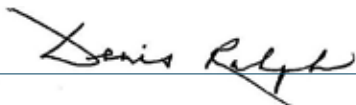
Education Assets Fund

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

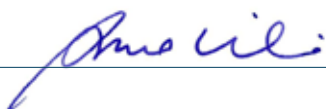
EDUCATION ASSETS FUND STATEMENT BY THE COMMITTEE OF SACCS INC.

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 2016 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 2016 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



Interim Director, Catholic Education SA

Dated at Thebarton this 27th day of June 2017

Education Assets Fund

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

STATEMENT OF INCOME AND EXPENSES AND OTHER COMPREHENSIVE INCOME FOR YEAR ENDED 31 DECEMBER 2016

	Note	2016 \$	2015 \$
Income			
Equipment Leasing and Rental		4,628,536	5,142,914
Relocatable Rental		1,356,006	1,470,576
Interest		25,952	64,476
Other Revenue		25,256	(7,402)
Total Income		6,035,750	6,670,564
Expenses			
Interest		276,069	657,738
Program Management		74,313	65,149
Communication		186	179
Motor Vehicles		112,672	122,697
Depreciation-Relocatables		401,263	441,152
Depreciation-Property, Plant and Equipment		3,766,991	3,725,856
Room Maintenance / Relocation		110,951	61,336
Other Operating		625,138	832,071
Reversal of impairment loss on assets		-	(83,289)
Gain or (Loss) on Sale of Fixed Assets		(563,217)	(357,356)
Total Expenses		4,804,366	5,465,533
Surplus from operating activities		1,231,384	1,205,031
Total Surplus for the Year		1,231,384	1,205,031

Education Assets Fund

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

STATEMENT OF FINANCIAL POSITION AS AT 31 DECEMBER 2016

	Note	2016 \$	2015 \$
Current Assets			
Cash		2,215,909	2,350,727
Trade And Other Receivables	3	726,214	828,061
Total Current Assets		2,942,123	3,178,788
Non-Current Assets			
Relocatable Buildings		8,508,257	8,965,144
Less: Accumulated Depreciation and Impairment		(5,692,740)	(5,646,918)
	4	2,815,517	3,318,226
Plant and Equipment		21,123,388	21,267,025
Less: Accumulated Depreciation and Impairment		(15,519,249)	(13,125,140)
	5	5,604,139	8,141,885
Work in Progress		41,075	64,281
		41,075	64,281
Total Non-Current Assets		8,460,731	11,524,392
Total Assets		11,402,854	14,703,180
Current Liabilities			
Trade and Other Payables	6	213,276	281,558
Borrowings		2,841,877	5,129,150
Provision for Member Employee Entitlements		2,134	-
Total Current Liabilities		3,057,287	5,410,708
Non-Current Liabilities			
Borrowings		525,632	2,704,528
Provision for Member Employee Entitlements		607	-
Total Non-Current Liabilities		526,239	2,704,528
Total Liabilities		3,583,526	8,115,236
Net Assets		7,819,328	6,587,944
Accumulated Surplus			
Accumulated Surplus Brought Forward		6,587,944	5,382,913
Total Surplus for the Year		1,231,384	1,205,031
Accumulated Surplus as at 31 December		7,819,328	6,587,944

The accompanying notes form part of the financial report.

Education Assets Fund

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

NOTES TO AND FORMING PART OF THE REPORT FOR YEAR ENDED 31 DECEMBER 2016

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 POLICIES

Financial Reporting Framework

The Fund is not a reporting entity because there are unlikely to exist users of the financial report who are unable to command the preparation of reports tailored so as to satisfy all of their information needs. Accordingly, this 'special purpose financial report' has been prepared to satisfy specifically the information needs of the Committee of SACCS Inc.

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.

Education Assets Fund

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

d) Goods and Services Tax (GST)

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

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

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.”

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.”

Education Assets Fund

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

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 liability position of \$115,164 (2015: \$2,231,920). The deficiency in current assets is expected to be funded through the net surplus from operating activities of the Fund which was \$1,231,384 in the year ended 31 December 2016 and expected to be at a slightly reduced level for the year ended 31 December 2017. 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

	2016	2015
	\$	\$
SACCS Inc.	196,546	137,765
Catholic Education Office	-	7,119
Trade Receivables	121,445	173,499
Sundry Receivables	276,649	373,747
Prepayments	131,574	135,931
	<u>726,214</u>	<u>828,061</u>

Education Assets Fund

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

NOTE 4 - RELOCATABLE BUILDINGS

	2016	2015
	\$	\$
Gross carrying amount		
Balance as at 1 January	8,965,144	9,691,923
Less: Disposals	(456,887)	(726,779)
Balance as at 31 December	8,508,257	8,965,144
Accumulated depreciation and impairment		
Balance as at 1 January	(5,646,918)	(5,756,400)
Disposals	356,494	422,531
Depreciation	(407,610)	(441,151)
Impairment	5,294	128,102
Balance as at 31 December	(5,692,740)	(5,646,918)

NOTE 5 - PLANT AND EQUIPMENT

Motor Vehicles

Gross carrying amount		
Balance as at 1 January	4,981,860	5,264,281
Additions	1,927,901	2,048,621
Less: Disposals	(1,900,456)	(2,331,042)
Balance as at 31 December	5,009,305	4,981,860
Accumulated depreciation and impairment		
Balance as at 1 January	(1,376,553)	(1,496,065)
Disposals	1,052,396	1,161,947
Depreciation	(1,029,859)	(1,042,435)
Balance as at 31 December	(1,354,016)	(1,376,553)

Office and Equipment

Gross carrying amount		
Balance as at 1 January	1,957,115	2,632,352
Additions	-	63,081
Less: Disposals	(287,561)	(738,318)
Balance as at 31 December	1,669,554	1,957,115

Accumulated depreciation and impairment

Balance as at 1 January	(1,464,295)	(1,794,405)
Disposals	272,781	708,820
Depreciation	(249,535)	(378,710)
Balance as at 31 December	(1,441,049)	(1,464,295)

Computer Equipment

Gross carrying amount

Balance as at 1 January	3,342,060	3,644,877
Additions	45,303	105,722
Less: Disposals	(47,705)	(408,539)
Balance as at 31 December	3,339,658	3,342,060

Accumulated depreciation and impairment

Balance as at 1 January	(2,817,845)	(2,722,153)
Disposals	47,705	408,538
Depreciation	(382,011)	(504,230)
Balance as at 31 December	(3,152,151)	(2,817,845)

Computer Software

Gross carrying amount

Balance as at 1 January	10,985,990	9,240,885
Additions	118,881	1,745,105
Balance as at 31 December	11,104,871	10,985,990

Accumulated depreciation and impairment

Balance as at 1 January	(7,466,447)	(5,665,966)
Disposals	-	-
Depreciation	(2,105,586)	(1,800,481)
Balance as at 31 December	(9,572,033)	(7,466,447)

NOTE 6 - TRADE AND OTHER PAYABLES

Catholic Education Office	21,844	-
Trade Payables	45,249	39,310
Accrued Expenses	146,183	242,248
	213,276	281,558

NOTE 7 - EVENTS AFTER BALANCE DATE

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

Statistics

Total Catholic Schools

Archdiocese of Adelaide	91
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	1
<i>St Columba College, Andrews Farm</i>	
Congregational Schools	16
Special Schools	2
<i>St Patrick's Special School, Dulwich</i>	
<i>St Ann's Special School, Marion</i>	

Funding

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

Combined (Primary and Secondary) Catholic Schools

Adelaide Diocese

16

Blackfriars Priory School, Prospect
Cabra Dominican College, Cumberland Park
Christian Brothers College, Adelaide
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 Michael's College, Beverley and Henley Beach
St Paul's College, Gilles Plains
Tenison Woods College, Mount Gambier

Port Pirie Diocese

5

Caritas College, Port Augusta
St Barbara's Parish School, Roxby Downs
St Joseph's School, Port Lincoln
St Mark's College, Port Pirie
Samaritan College, Whyalla

Statistics (continued)

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

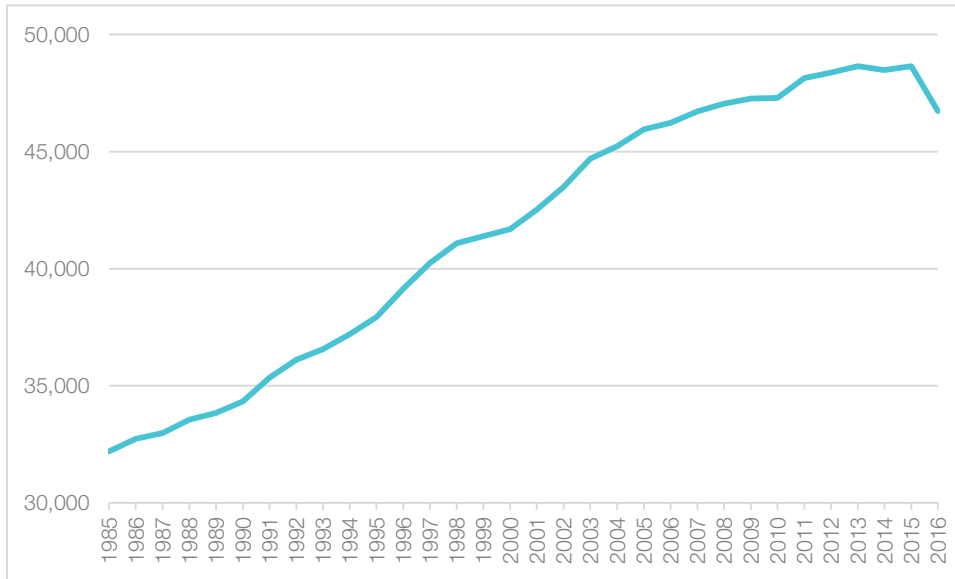
We acknowledge and apologise that in the 2015 SACCS Annual Report Statistics Section, the 2015 data provided was incorrect.

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.

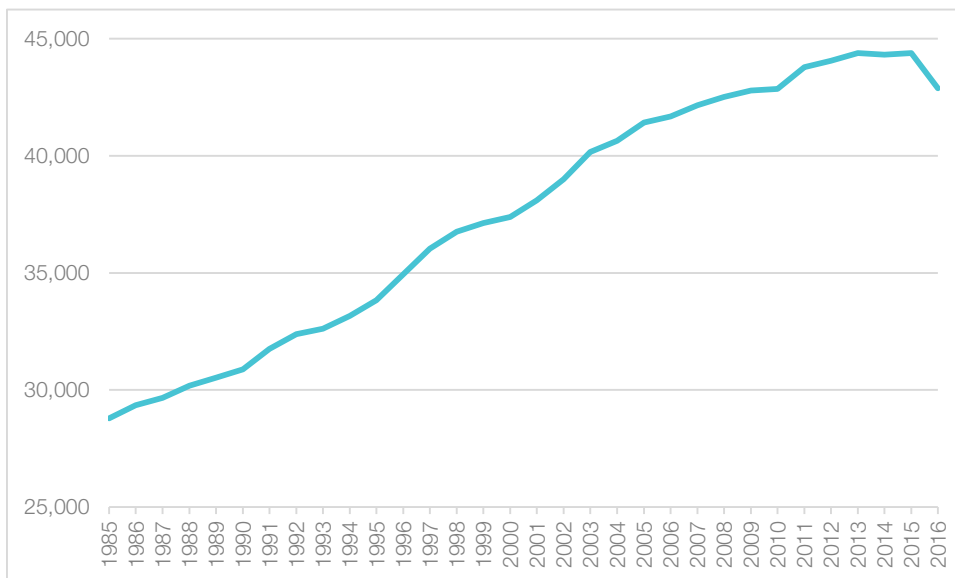
Statistics (continued)

Total students enrolled in Catholic Schools in South Australia



	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016
Total Students	45,229	45,959	46,230	46,716	47,053	47,270	47,300	48,147	48,375	48,651	48,482	48,343	46,732

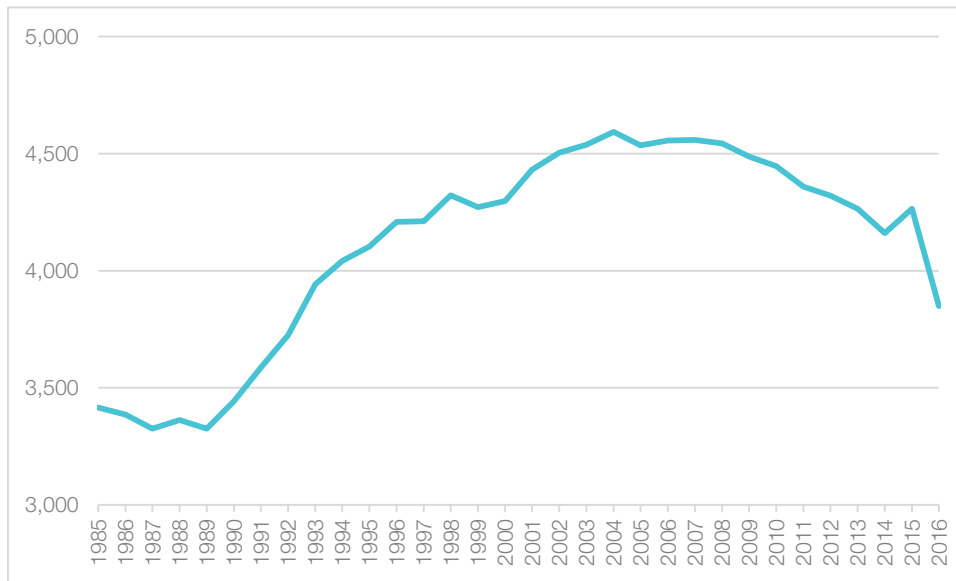
Total students enrolled in Catholic Schools - Archdiocese of Adelaide



	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016
Total Students	40,636	41,423	41,674	42,158	42,509	42,782	42,854	43,787	44,054	44,387	44,321	44,387	42,883

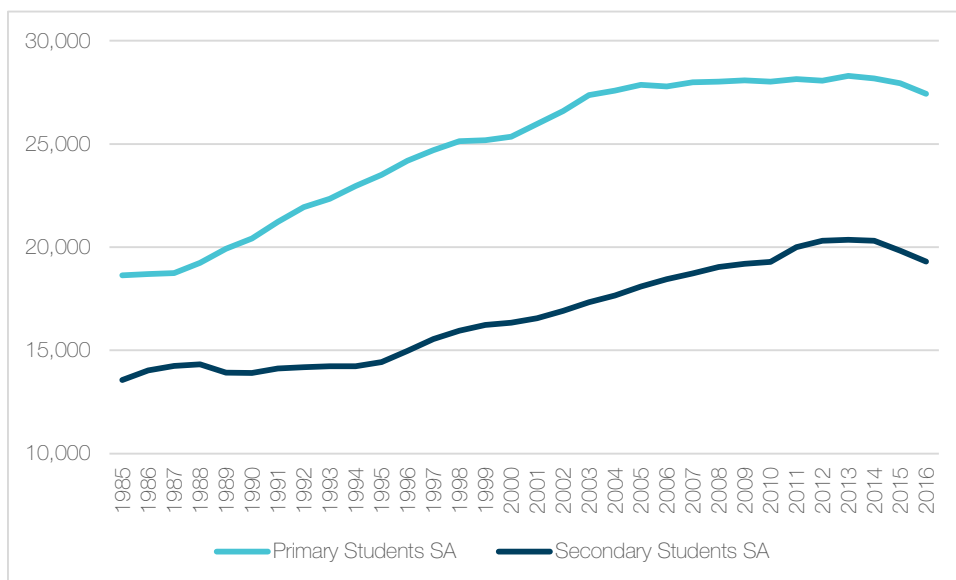
Statistics (continued)

Total students enrolled in Catholic Schools - Diocese of Port Pirie



	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016
Total Students	4,593	4,536	4,556	4,558	4,544	4,487	4,447	4,359	4,321	4,264	4,161	4,264	3,849

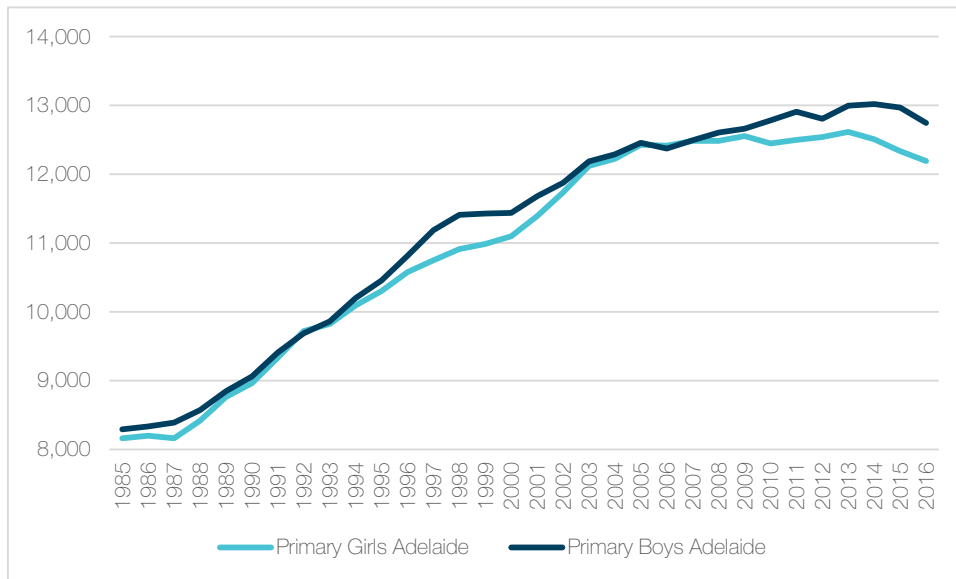
Primary and Secondary Enrolments in Catholic Schools in SA



	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016
Primary Students	27,580	27,869	27,781	27,984	28,016	28,085	28,018	28,142	28,065	28,296	28,177	27,944	27,433
Secondary Students	17,649	18,090	18,450	18,731	19,037	19,185	19,283	20,005	20,310	20,355	20,306	19,826	19,299

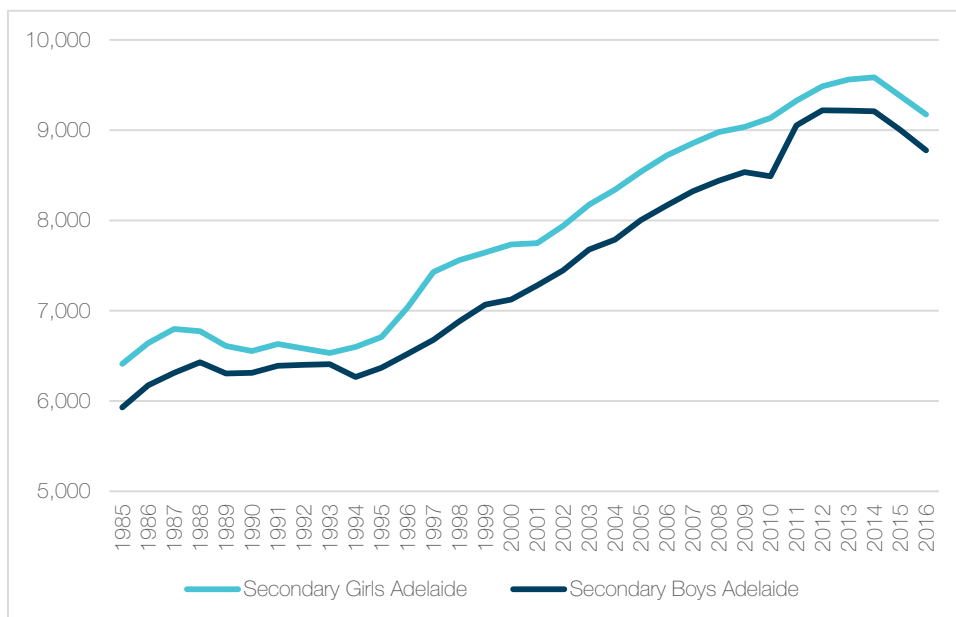
Statistics (continued)

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



	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016
Primary Girls	12,222	12,427	12,416	12,483	12,484	12,552	12,448	12,500	12,540	12,615	12,505	12,337	12,190
Primary Boys	12,286	12,455	12,371	12,495	12,607	12,660	12,781	12,908	12,807	12,994	13,020	12,970	12,745

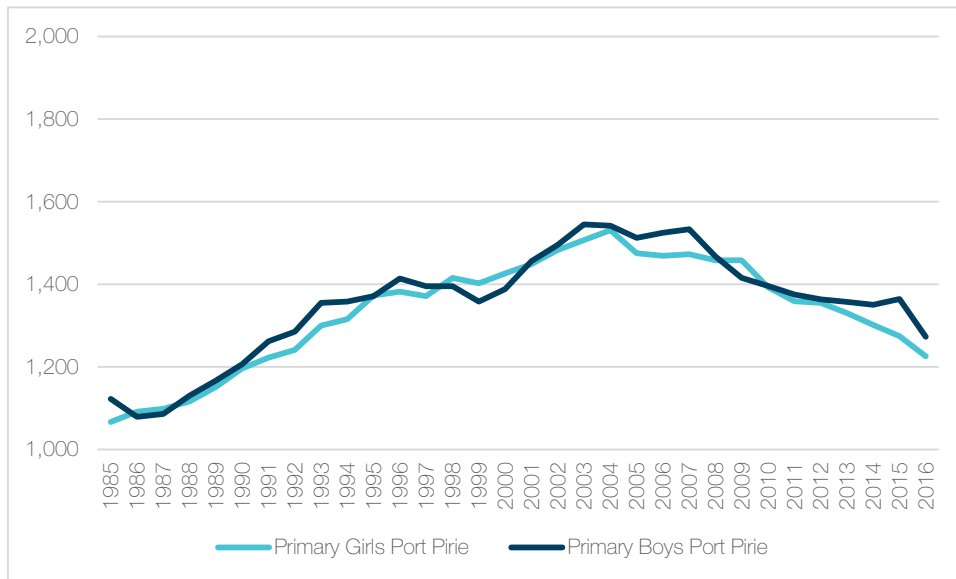
Male and Female Secondary Enrolments in Catholic Schools - Archdiocese of Adelaide



	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016
Secondary Girls	8,342	8,538	8,721	8,856	8,980	9,036	9,134	9,325	9,486	9,560	9,587	9,378	9,173
Secondary Boys	7,786	8,003	8,166	8,324	8,438	8,534	8,491	9,054	9,220	9,218	9,208	9,002	8,775

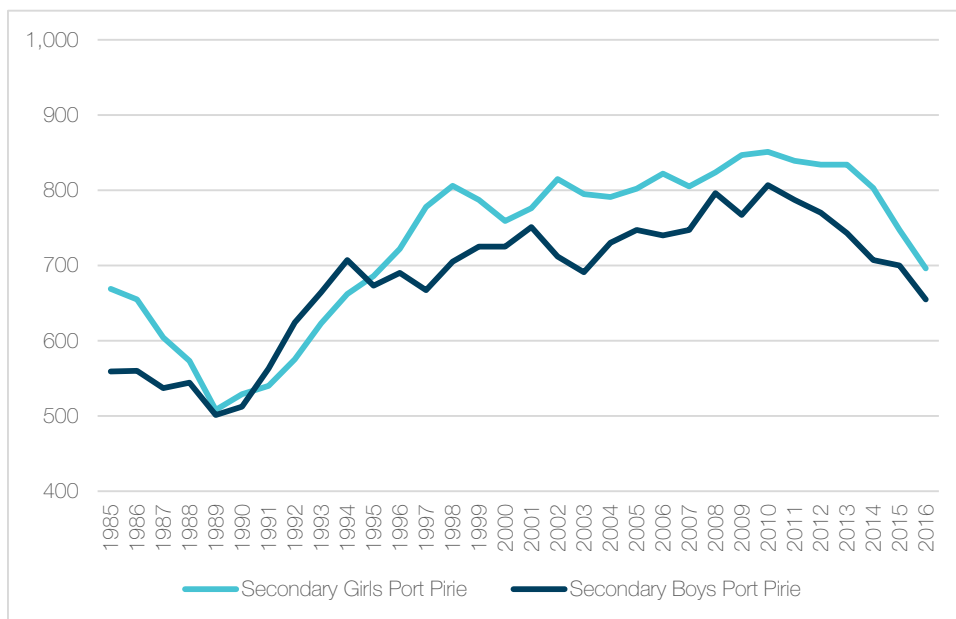
Statistics (continued)

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



	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016
Primary Girls	1,531	1,475	1,469	1,473	1,458	1,458	1,393	1,359	1,355	1,330	1,301	1,274	1,225
Primary Boys	1,542	1,512	1,525	1,533	1,467	1,415	1,396	1,375	1,363	1,357	1,350	1,364	1,273

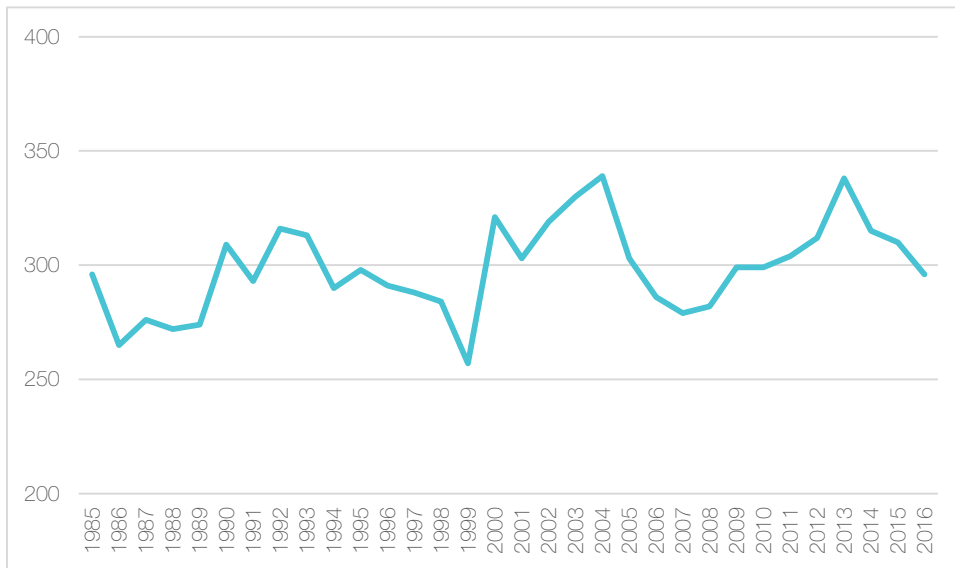
Male and Female Secondary Enrolments in Catholic Schools - Diocese of Port Pirie



	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016
Secondary Girls	791	802	822	805	824	847	851	839	834	834	803	747	696
Secondary Boys	730	747	740	747	796	767	807	787	770	743	707	700	655

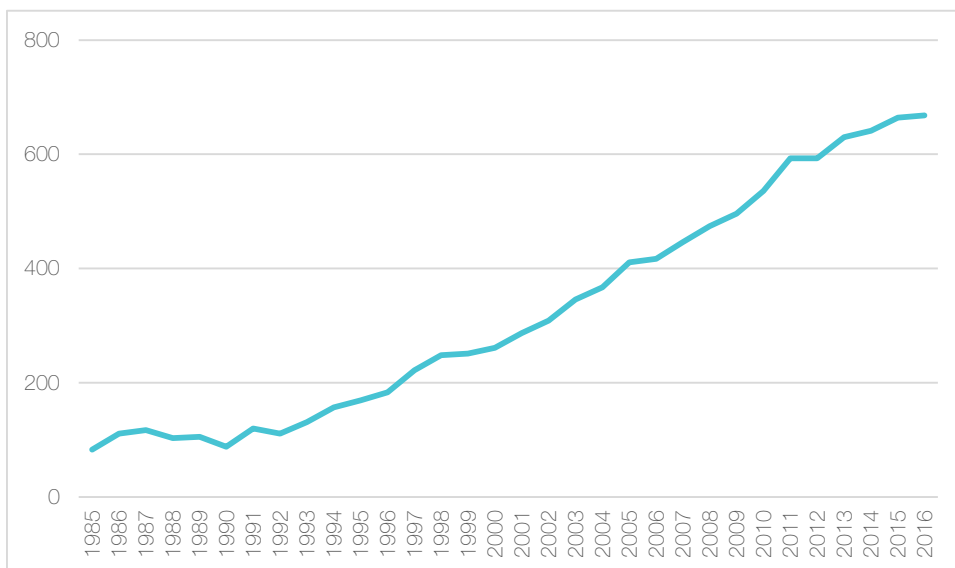
Statistics (continued)

Boarding student enrolments in Catholic Schools in South Australia



	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016
Total Boarders	339	303	286	279	282	299	299	304	312	338	315	310	296

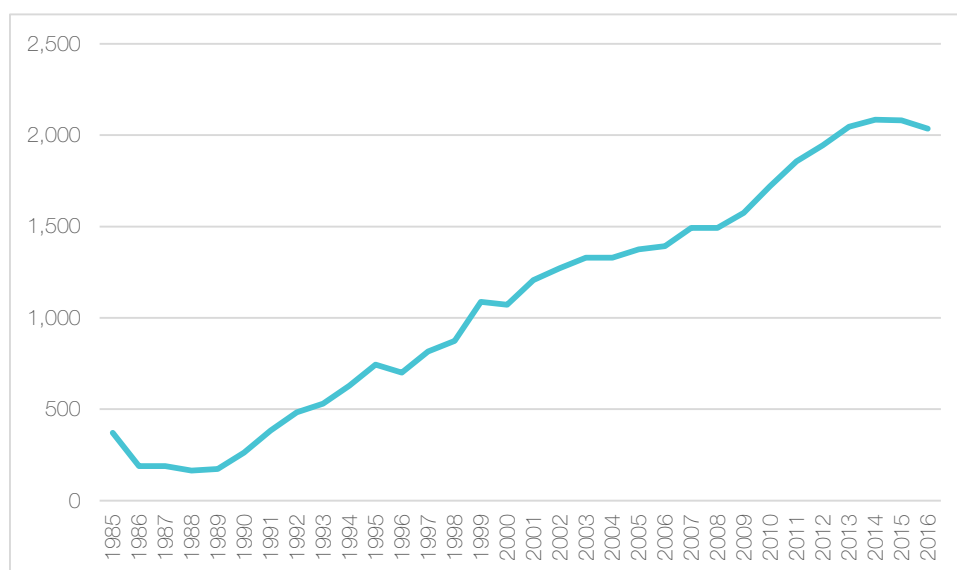
Indigenous student enrolments in Catholic Schools in South Australia



	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016
Total Indigenous Students	367	411	417	446	474	496	536	593	593	630	641	667	668

Statistics (continued)

Students with a Disability enrolled in Catholic Schools in South Australia



	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016
Total Students w/ Disability	1,329	1,375	1,393	1,493	1,493	1,575	1,720	1,856	1,944	2,045	2,084	2,080	2,035

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@holymfamily.catholic.edu.au
<p>Immaculate Heart of Mary</p> <p>95 East Street, Brompton 5007</p> <p>Governance: Archdiocese of Adelaide</p>	BROMPTON	8346 5704	info@ihm.catholic.edu.au
<p>Mary MacKillop Memorial School</p> <p>5 Portland Street, Penola 5277</p> <p>Governance: Archdiocese of Adelaide</p>	PENOLA	8737 2902	info@mmms.catholic.edu.au
<p>Nazareth Catholic College</p> <p>Findon Primary Campus 176 Crittenden Road, Findon 5023</p> <p>Governance: Archdiocese of Adelaide</p>	FINDON	8406 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

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 5068</p> <p>Governance: Jesuit Fathers (Manresa Society Inc)</p>	NORWOOD	8130 7100	admin@ignatius.sa.edu.au

School Name	Suburb	Telephone	Email
<p>Samaritan College</p> <p>St Teresa's Campus Darling Terrace, Whyalla 5600</p> <p>Governance: The Catholic Diocese of Port Pirie Incorporated</p>	WHYALLA	8645 8381	info@samaritan.catholic.edu.au
<p>Samaritan College</p> <p>Our Lady Help of Christians Campus 10 Toal Street, Whyalla Stuart 5608</p> <p>Governance: The Catholic Diocese of Port Pirie Incorporated</p>	WHYALLA STUART	8649 2077	info@samaritan.catholic.edu.au
<p>School of the Nativity</p> <p>Campus Drive, Aberfoyle Park 5159</p> <p>Governance: Archdiocese of Adelaide</p>	ABERFOYLE PARK	8270 3177	info@nativity.catholic.edu.au
<p>St Albert's Catholic School</p> <p>Geraldton Street, Loxton 5333</p> <p>Governance: The Catholic Diocese of Port Pirie Incorporated</p>	LOXTON	8584 5110	info@stalbert.catholic.edu.au
<p>St Anthony's Catholic Primary School</p> <p>37 Mt Gambier Road, Millicent 5280</p> <p>Governance: Archdiocese of Adelaide</p>	MILLICENT	8733 3479	info@sta.catholic.edu.au
<p>St Anthony's School</p> <p>Castle Street, Edwardstown 5039</p> <p>Governance: Archdiocese of Adelaide</p>	EDWARDSTOWN	8115 7500	info@statedw.catholic.edu.au
<p>St Augustine's Parish School</p> <p>25 Commercial Road, Salisbury 5108</p> <p>Governance: Archdiocese of Adelaide</p>	SALISBURY	8182 7900	info@saps.catholic.edu.au

School Name	Suburb	Telephone	Email
St Barbara's Parish School 78 Pioneer Road, Roxby Downs 5725 Governance: The Catholic Diocese of Port Pirie Incorporated	ROXBY DOWNS	8671 3207	info@stbarbs.catholic.edu.au
St Bernadette's School 54 Ragless Street, St Marys 5042 Governance: Archdiocese of Adelaide	ST MARYS	8276 5394	info@stberna.catholic.edu.au
St Brigid's Catholic School Para Road, Evanston 5116 Governance: Archdiocese of Adelaide	EVANSTON	8522 2842	info@stbrigids.catholic.edu.au
St Brigid's School 45 Way Street, Kilburn 5084 Governance: Archdiocese of Adelaide	KILBURN	8262 3812	info@stb.catholic.edu.au
St Catherine's School 22 Ayers Hill Road, Stirling 5152 Governance: Archdiocese of Adelaide	STIRLING	8339 2222	info@stcaths.catholic.edu.au
St Columba's Memorial School 55 Warooka Road, Yorketown 5576 Governance: The Catholic Diocese of Port Pirie Incorporated	YORKETOWN	8852 1461	info@scms.catholic.edu.au
St Francis of Assisi School 57 Newton Road, Newton 5074 Governance: Archdiocese of Adelaide	NEWTON	8337 4022	info@sfoa.catholic.edu.au
St Francis School 458 Henley Beach Road, Lockleys 5032 Governance: Archdiocese of Adelaide	LOCKLEYS	8356 6404	info@sflockleys.catholic.edu.au

School Name	Suburb	Telephone	Email
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 School 342 Anzac Highway, Plympton 5038 Governance: Archdiocese of Adelaide	PLYMPTON	8293 6280	info@stjohnpl.catholic.edu.au
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

School Name	Suburb	Telephone	Email
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 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 30 Montacute Road, Hectorville 5073 Governance: Archdiocese of Adelaide	HECTORVILLE	8115 7700	info@sjh.catholic.edu.au

School Name	Suburb	Telephone	Email
St Joseph's School 56 Albemarle Street, West Hindmarsh 5007 Governance: Archdiocese of Adelaide	WEST HINDMARSH	8346 6569	info@sjsh.catholic.edu.au
St Joseph's School 33 Cambridge Tce, Kingswood 5062 Governance: Archdiocese of Adelaide	KINGSWOOD	8271 6553	info@stjk.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 Margaret Mary's School 5 Eldon Street, Croydon Park 5008 Governance: Archdiocese of Adelaide	CROYDON PARK	8245 5800	info@smms.catholic.edu.au
St Martin de Porres School 1 Berrima Road, Sheidow Park 5158 Governance: Archdiocese of Adelaide	SHEIDOW PARK	8321 8300	info@smdps.catholic.edu.au
St Martin's Catholic Primary School Princes Road, Greenacres 5086 Governance: Archdiocese of Adelaide	GREENACRES	8261 4524	info@smg.catholic.edu.au
St Mary MacKillop School 10 Bagot Street, Wallaroo 5556 Governance: The Catholic Diocese of Port Pirie Incorporated	WALLAROO	8823 2549	info@stmm.catholic.edu.au

School Name	Suburb	Telephone	Email
St Mary Magdalene's School 82 Fairfield Road, Elizabeth Grove 5112 Governance: Archdiocese of Adelaide	ELIZABETH GROVE	8255 6144	info@smm.catholic.edu.au
St Mary's Memorial School 16 Milton Street, Glenelg 5045 Governance: Archdiocese of Adelaide	GLENELG	8294 4580	info@stmarmem.catholic.edu.au
St Michael's College 78 East Avenue, Beverley 5009 Governance: De La Salle Brothers	BEVERLEY	8346 6548	smcprimary@smc.sa.edu.au
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

School Name	Suburb	Telephone	Email
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
St Thomas More School 50 Yorktown Road, Elizabeth Park 5113 Governance: Archdiocese of Adelaide	ELIZABETH PARK	8255 1699	info@sttmore.catholic.edu.au
St Thomas' School and Pre-School 10 Rushton Street, Goodwood 5034 Governance: Archdiocese of Adelaide	GOODWOOD	8271 5674	info@stg.catholic.edu.au
Star of the Sea School 333 Military Road, Henley Beach 5022 Governance: Archdiocese of Adelaide	HENLEY BEACH	8115 7400	info@star.catholic.edu.au
Stella Maris Parish School 1 Syme Avenue, Seacombe Gardens 5047 Governance: Archdiocese of Adelaide	SEACOMBE GARDENS	8296 3928	info@smpls.catholic.edu.au
Tenison Woods Catholic Primary School 68 Brooker Terrace, Richmond 5033 Governance: Archdiocese of Adelaide	RICHMOND	8352 2706	info@twcs.catholic.edu.au
Whitefriars School 45 Beaufort Street, Woodville Park 5011 Governance: Archdiocese of Adelaide	WOODVILLE PARK	8445 1895	info@whitefriars.catholic.edu.au

Catholic Schools in 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
Kildare College 96 Valiant Road, Holden Hill 5088 Governance: Kildare Ministries	HOLDEN HILL	8369 9999	secretary@kildare.catholic.edu.au

School Name	Suburb	Telephone	Email
<p>Loreto College</p> <p>316 Portrush Road, Marryatville 5068</p> <p>Governance: Institute of the Blessed Virgin Mary</p>	MARRYATVILLE	8334 4200	principal@loreto.sa.edu.au
<p>Marcellin Technical College</p> <p>Cnr Mander & Beach Rd's, Christies Downs 5164</p> <p>Governance: Archdiocese of Adelaide</p>	CHRISTIES DOWNS	8186 9700	enrol@mtc.sa.edu.au
<p>Mary MacKillop College</p> <p>10-14 High Street, Kensington 5068</p> <p>Governance: Sisters of St Joseph of the Sacred Heart South Australia Incorporated</p>	KENSINGTON	8333 6300	admin@marymackillop.sa.edu.au
<p>Marymount College</p> <p>8 Colton Avenue, Hove 5048</p> <p>Governance: Archdiocese of Adelaide</p>	HOVE	8298 2388	secretary@mc.catholic.edu.au
<p>Mercedes College</p> <p>540 Fullarton Road, Springfield 5062</p> <p>Governance: Archdiocese of Adelaide</p>	SPRINGFIELD	8372 3200	info@mercedes.catholic.edu.au
<p>Mount Carmel College</p> <p>33 Newcastle Street, Rosewater 5013</p> <p>Governance: Archdiocese of Adelaide</p>	ROSEWATER	8447 0500	mcc@mcc.catholic.edu.au
<p>Nazareth Catholic College</p> <p>Flinders Park Secondary Campus 1 Hartley Rd, Flinders Park 5025</p> <p>Governance: Archdiocese of Adelaide</p>	FLINDERS PARK	8406 5300	info@nazareth.catholic.edu.au

School Name	Suburb	Telephone	Email
<p>Our Lady of the Sacred Heart College</p> <p>496 Regency Road, Enfield 5085</p> <p>Governance: Archdiocese of Adelaide</p>	ENFIELD	8269 8800	olsh@olsh.catholic.edu.au
<p>Rostrevor College</p> <p>Glen Stuart Road, Woodforde 5072</p> <p>Governance: Edmund Rice Education Australia</p>	WOODFORDE	8364 8200	rosroll@rostrevor.sa.edu.au
<p>Sacred Heart College</p> <p>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</p> <p>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</p> <p>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)</p> <p>70 Gowrie Avenue, Whyalla 5600</p> <p>Governance: The Catholic Diocese of Port Pirie Incorporated</p>	WHYALLA	8645 8568	info@samaritan.catholic.edu.au
<p>St Aloysius College</p> <p>53 Wakefield Street, Adelaide 5000</p> <p>Governance: Mercy Education Ltd</p>	ADELAIDE	8217 3200	registrar@sac.sa.edu.au

School Name	Suburb	Telephone	Email
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
St Michael's College 15 Mitton Avenue, Henley Beach 5022 Governance: De La Salle Brothers	HENLEY BEACH	8356 5966	smc@smc.sa.edu.au

School Name	Suburb	Telephone	Email
<p>St Patrick's Technical College</p> <p>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</p> <p>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</p> <p>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</p> <p>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</p> <p>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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