



2021 Annual Report



CONTENTS

Chair's Report	3
Executive Director's Report	4
Celebrating 200 years	5
Strategic Priorities	8
Priority 1 - Faith formation	9
Priority 2 - Learning excellence	12
Priority 3 - Improving access	14
2021 Highlights	17
Statistical Snapshot	20
Governance	23
Financial Statements	25



Cover: Students from St Gertrude's Catholic Primary, Smithfield at St Mary's Cathedral, Sydney; Mary MacKillop Primary School, Narre Warren North; and McCarthy Catholic College, Tamworth. This page: Old Parramatta Marist School Room, Victoria Road, Parramatta c.1900s; Students from St Scholastica's College, Glebe circa-early 1900s; and Archbishop of Brisbane James Duhig with families at St Joseph's Primary School, Bundaberg c.1915.

Chair's Report

NICHOLAS MOORE

Chair, National Catholic
Education Commission



As I reflect on the past year, it has been a time of great celebration and achievement, and also a time of ongoing challenge.

During 2021, we celebrated the bicentenary of Catholic Education in Australia. This is an extraordinary milestone and presents an opportunity to remember the past, and those who contributed, with gratitude; to reflect on our mission and work in the present; and to look forward with stronger determination and, as our theme suggests, with great “faith in the future”.

On the occasion of the bicentenary, the Australian Catholic Bishops' Pastoral Letter, *200 Years Young*, heralded Catholic schools as a “jewel in the crown” of the Catholic Church in Australia, with few parallels in other countries. More than one in five or 785,000 Australian students attends a Catholic school, and many others a Catholic preschool, college or university. We employ over 102,000 staff across our 1,755 Catholic schools – with nearly 40 per cent in regional, rural and remote parts of Australia.

Over two centuries we have educated millions of Australians and have made an outstanding contribution to the common good, to the economic prosperity, leadership and social cohesion of our country.

As the Bishops highlighted, we can rightly be proud that our schools have played a major role in Australia's educational ecosystem and are the equal to, if not better than, other schools regarding educational programs, student achievement, teacher professionalism, facilities and community.

Having established funding certainty in the last strategic phase, we have been strongly focused on our national strategic priorities (2021-2023) to:

- Enliven faith formation and religious education

- Support the continual improvement of educational outcomes for all students
- Respond to the needs of families through strong advocacy for recurrent and capital funding, legislation and policy

As you will read in this report, we have made progress on these priorities including:

- Undertaking research, data analysis and identifying best practice across our schools and systems in the three domains of faith, excellence and access
- Collaboration with Catholic education authorities and school communities to work towards national understandings, initiatives and approaches
- Developing frameworks and resources to support these priorities.

This work is supported by our advocacy work in influencing public policy and ensuring Catholic education has a voice at the table in national education reforms and policy initiatives.

In the Catholic education sector our ‘systemness’ is our greatest asset to collaborate, share expertise and learn from each other to improve the work we do for our students.

In looking ahead, one of our most pressing challenges is to address the decline in educational attainment, which all Australian schools face. We need to do better to improve the quality of learning and teaching in our schools, supported by evidence and data, and continuous evaluation and reflection on our work.

Much more needs to be done to lift educational standards, particularly for those students experiencing educational disadvantage such as students from lower socio-economic backgrounds, Aboriginal and Torres Strait Islander students and students with disability as well as those from rural

and remote areas. However, we also need to extend all students, including our high potential students, so they can realise their full capabilities.

Part of this challenge is to better support teachers and leaders in the profession, to develop a workforce strategy that attracts quality teaching candidates, provides exceptional initial teacher education and ongoing mentoring, and responds to the profession's needs so we can retain and develop the best teachers.

We have shown over 200 years that we can deliver and can improve and do better. Our staff have demonstrated their enthusiasm, commitment and professionalism to this work and we need to support them to ensure they have the tools, the training, the evidence and confidence to address today's challenges.

I thank the commissioners and executive director, Jacinta Collins, and her team. I also acknowledge the contribution of long-serving commissioners, Sr Elizabeth Dadds RSC, who finished as chair of the Faith Formation and Religious Education Standing Committee, Sr Catherine Slattery SGS and Emeritus Professor Greg Craven AO for their contribution to the work of Catholic education.

I welcome new commissioners, Professor Francis Campbell, vice-chancellor of the University of Notre Dame Australia, Kate Rayment, principal of St Scholastica's College in Glebe, and Professor Marea Nicholson AM representing the Committee of Religious Institute and Ministerial Public Juridic Person School Authorities Australia.

On behalf of the Commission, I am pleased to commend the 2021 Annual Report and look forward to the ongoing work and delivery of our strategic priorities in the future.



ED's Report

JACINTA COLLINS

**Executive Director, National
Catholic Education Commission**

In 2021, we celebrated our Bicentenary of Catholic education in Australia, we recognised the enormous contribution Catholic education has made and continues to make to Australian society.

From humble beginnings, Catholic education has grown to become the largest schooling provider outside of government. We are grateful to our federal, state and territory governments for their ongoing support through funding and recognition that Catholic schools are a major partner in the provision of Australian education.

We also recognise the considerable support, both financial and through the active involvement of our parents, carers and families, our parishes, dioceses, and Religious Institutes and Ministerial PJPs.

We can be incredibly proud of the resilience shown by our staff, students and families and what they have been able to achieve in the face of many ongoing challenges including the COVID-19 pandemic, floods, droughts and other natural disasters.

In my time as National Catholic Education executive director there seems to have been challenge after challenge, but our school communities, and the education authorities that support them, continue to inspire me with their faith, grit and determination to do the best for students in their care.

The focus of the Commission and our work at the national office has continued to evolve throughout 2021 with a greater focus on delivering our national strategic priorities.

This work included the development of national resources on faith formation for staff and students and supporting the implementation of our Religious Education framing paper with a video series.

We also responded to the draft Religious Discrimination legislation to protect the rights of parents to choose a faith-based school for their children and to ensure Catholic schools are free to operate and teach as Catholic schools.

The NCEC led consultation and coordination of the Catholic education sector's feedback into the Australian Curriculum review, and national participation in programs such as the Targeted Assistance Phonics pilot for Year 1 students, the NAPLAN Writing Assessment pilot, and PISA for Schools to better understand the performance of individual schools in PISA assessment.

Catholic education also advocated for improved resourcing to support students with additional learning needs including the development of an evidence-based costing model for a new disability loading.

Research was undertaken to identify the most effective strategies for increasing Year 12 completion rates and supporting students transitioning to post-school education and work.

Another part of our work was supporting transitions between early childhood education and care and Catholic schools through effective strategies to increase the engagement and participation of vulnerable and marginalised children.

The NCEC also led national consultation to inform the co-design and the development of a suite of resources and tools to assist teachers to embed cultural consistency and support the development of resources for Aboriginal and Torres Strait Islander students.

As part of the national celebration of our bicentennial, we held our second annual Faith in the Future Virtual Symposium on World

Teachers Day (29 October) presented by Canadian educational expert, Dr Lyn Sharratt focusing on educational improvement.

Another significant focus was our involvement in the Fifth Plenary Council of Australia which saw 278 delegates coming together for the first of two assemblies in Adelaide (October 2021) with the second held in Sydney (July 2022).

I was pleased to represent Catholic education on the heads of Catholic Ministries group to join with other Church leaders, clergy, religious and lay people from each diocese in Australia in listening, dialoguing and discerning future directions for our work.

I take this opportunity to thank the Commission, under the leadership of our chair Nicholas Moore, for their continued support, direction and ambitious approach to challenge us in our mission of providing an excellent, faith-based Catholic education.

I gratefully acknowledge the contribution of all those who represent Catholic education on our national committees, working groups and our team in the office. Our national collaboration is going from strength to strength.

Finally, I thank our school communities, Catholic education authorities, parent and principal associations for their willingness and generosity in working together for the benefit of the children and young people we serve.

Over 200 years Catholic education has grown and evolved to meet the challenges and opportunities of a changing society. It's now our great responsibility to carry the flame of Catholic education into its third millennia.



Catholic Education CELEBRATING 200 YEARS *Faith in the future*

Celebrating 200 years of Catholic education

The bicentenary of Catholic education was celebrated throughout 2021 with a number of national and local liturgies, events and activities under the theme, 'Faith in the Future'.

The celebrations were generously supported by Principal Partners, the Australian Catholic Superannuation & Retirement Fund, Australian Catholic University and the University of Notre Dame Australia, and Gold Partners, Catholic Church Insurance and Texthelp.

In January, over 900,000 prayer cards, 1,700 fence banners and 35,000 lapel pins were distributed to Catholic education authorities and school communities to promote the celebration.

On 18 February, a virtual launch was streamed across Australia to mark the commencement of the bicentenary celebrations. The launch offered an opportunity for educators, leaders, students and families in Catholic schools, education offices and universities to join together to mark this significant occasion. The launch included students and teachers from St



NCEC chair Nicholas Moore, executive director Jacinta Collins and chair of the Bishops Commission for Catholic Education, Archbishop Anthony Fisher OP launch the bicentennial celebrations. Source: Peter Rosengren.

Patrick's Primary and Parramatta Marist schools in the Diocese of Parramatta, which have linkages to the first official Catholic school opened on Hunter Street, Parramatta in October 1820.

National Catholic education executive director Jacinta Collins said the bicentennial celebrations recognise the enormous contribution of Catholic schools in Australia.

"Over 200 years Catholic schools have educated millions of Australian students," Jacinta said. "Australian Catholic schools have a long and proud tradition of delivering high quality, faith-based education."

"The bicentenary is an opportunity to celebrate those who have served in Catholic education since its earliest days; the contribution of religious institutes, clergy and lay people in the foundation of schools in cities, rural and remote parts of Australia; and the continuity of this mission with the leaders, staff, families and the wider Church community today."

During the event, the chair of the Bishops Commission for Catholic Education Archbishop of Sydney Anthony Fisher OP launched a Pastoral Letter from the Australian Catholic Bishops to mark the anniversary. The letter, *200 Years Young*, recognises the contribution of religious, clergy and lay people to the foundation of Catholic



Bishop of Townsville Tim Harris DD cuts a 200 years cake with students, Catholic education and school staff.

education, and the distinctive role Catholic schools play in educating and forming young people of faith and service in their communities.

Archbishop Fisher called on all those involved in Catholic education to acknowledge this significant milestone in the life of the Church.

“From very humble beginnings with the opening of the first official Catholic school educating just 31 students in Hunter Street Parramatta, Catholic schools have grown to educate more than one in five Australian students, with many others attending Catholic preschools, colleges and universities,” Archbishop Anthony said.

“Alongside families and parishes, Catholic schools are the Church’s principal meeting point with young people, and are integral to the Church’s mission of transmitting the faith to the next generation and forming young people as future contributors to Australian society.”

Today, there are 1,755 Catholic schools in Australia educating one in five or 785,000 students and employing over 102,000 staff. Nearly 40 per cent of Catholic schools are located outside of metropolitan cities in regional, rural and remote communities.

National Catholic Education Commission chair Nicholas Moore said Catholic education has grown over two centuries into the largest school sector outside of government.

“We have been fortunate that successive governments in the last six decades have supported the choice of faith-based schooling for families, and have provided significant government funding to Catholic school communities,” Nicholas said. “We acknowledge the contribution of the Catholic community, particularly our parents, who have contributed to the establishment of schools and their children’s education through school fees and fundraising.”

To commemorate the bicentenary a national song, ‘Faith in the Future’, was composed



National Mass celebrations from left to right: Archbishop of Sydney Anthony Fisher OP and Her Excellency the Hon Margaret Beazley AC QC, Governor of New South Wales at St Mary’s Cathedral, Sydney (photo by Giovanni Portelli); Student readers at St Francis Xavier’s Cathedral, Adelaide; Murrupurtiyanuwu Catholic Primary School and Xavier Catholic College, Bathurst Island; and Prime Minister Scott Morrison’s video message for the bicentenary celebrations.

by Fr Rob Galea. The song was played at Masses, special liturgies, school assemblies and 200 years events throughout the celebrations. Students from Notre Dame College, Shepparton joined Fr Rob and his band to record a music video of the song featured at the national launch of the bicentenary celebrations in February. Later in the year, 370 students from 29 Catholic schools across the country contributed to a video performance of the national song including remote communities such as Our Lady Sacred Heart School, Waiben (Thursday Island) and Our Lady of the Sacred Heart Catholic College, Alice Springs in the Northern Territory.

A highlight of the bicentenary year was a National Mass, which was celebrated simultaneously across Australia on the Feast of Our Lady Help of Christians - the Patroness of Australia - on 24 May 2021.

Masses were held with school representation in most Cathedrals across Australia, as well as a number of parishes and schools, with many Masses also live streamed for school communities and families.

The Mass at St Mary’s Cathedral in Sydney was attended by Her Excellency the Hon Margaret Beazley AC QC, Governor of New South Wales, NSW Minister for Education and Early Childhood Learning, the Hon Sarah Mitchell MLC, and the Hon Courtney Houssos MLC representing the state opposition leader, Catholic education leaders, representatives of Religious Institutes and Ministerial PJPs and Catholic universities and colleges, Catholic school principals and parents associations, and staff and students from the 170 Sydney Catholic Schools.

Archbishop of Melbourne Peter Comensoli led a celebration of Mass with more than 600 Catholic school students and teachers at St Patrick’s Cathedral including participation from students and staff representing the oldest continuing school in the Archdiocese of Melbourne, St Mary’s School, Williamstown (est. 1842), and the newest, St Joseph’s Catholic Primary School, Werribee (est. 2021).

Students from Catholic schools across Rockhampton, Yeppoon, Gracemere, Gladstone and Biloela gathered at St Joseph’s Cathedral in Rockhampton to celebrate Mass with Bishop Michael McCarthy and many tuned into the livestream.

Western Australian Catholic students, school staff, and guests attended a National Mass in all four dioceses, celebrated at St Mary’s Cathedral Perth, Our Lady Queen of Peace Cathedral Broome, St Francis Xavier Cathedral Geraldton, and St Patrick’s Cathedral Bunbury.

In Tasmania, a National Mass was held at St Mary’s Cathedral Hobart with school representatives in attendance, and in South Australia, more than 550 students and staff from Catholic schools celebrated the National



St Joseph College students with Bishop Robert McGuckin at St Patrick’s Cathedral, Toowoomba.



Mass at St Francis Xavier's Cathedral, with many school communities across regional areas joining the celebration via livestream.

Prime Minister of Australia Scott Morrison provided a written and video message of congratulations for the occasion. "Over 200 years, your schools, preschools and now universities, have transformed Australia through the millions of lives you have influenced," the Prime Minister wrote.

"On this anniversary, we remember all who have been part of this heritage, including Fr Therry and Australia's first saint, Mary of the Cross. We recall on this anniversary, the good days and the bad, the successes and disappointments; joys and sufferings; as well as the faith and community that has enabled Catholic education to make this significant contribution to our national life. In doing so, we also recognise the clergy, religious, lay men and women, parents and parishes who have contributed so much."

Family Week was celebrated from 8 - 14 August, recognising the significant contribution parents, carers and families



Students from Our Lady of Fatima Catholic Primary School, Kingsgrove NSW drew pictures of their families for Family Week.

have made to the foundation, growth and continuity of Catholic schools in Australia over 200 years. Family Week coincided with the Feast Day of Australia's first Saint, Mary MacKillop, who was a pioneer educator and advocate for children and families, particularly those from disadvantaged backgrounds.

As the final national event in the bicentennial year, the National Catholic Education Commission hosted its second annual 'Faith in the Future' Virtual Symposium on 27 October with a keynote presentation on educational improvement by international educational expert Dr Lyn Sharratt.

The symposium, founded in 2020, is held to mark World Teachers' Day, which was celebrated in Australia on Friday 29 October.

Dr Sharratt's keynote address titled: 'This is the WORK!', explored the need for alignment, focus and resolve by teachers and leaders to ensure every student can meet and exceed their potential.

A panel discussion moderated by Australian broadcaster Geraldine Doogue AO unpacked the keynote address and explored Lyn Sharratt's work as it is being applied in schools. The panel comprised Year 11 students Hayley O'Connor and Wasim Farah from St Andrew's College, Marayong; principal Ros Oates from Our Lady of the River Primary, Berri; principal Patricia Hales from St Joseph's College, Lochinvar and principal David Adam-Jones from St Therese's Primary, Bentley Park.

FROM HUMBLE BEGINNINGS COMMEMORATING 200 YEARS OF CATHOLIC EDUCATION IN AUSTRALIA



A commemorative book, *From Humble Beginnings: Commemorating 200 years of Catholic education in Australia* was produced to mark the bicentenary and share the stories of the oldest continuing Catholic schools in each existing diocese in Australia.

These stories include the first official Catholic school established in Hunter Street Parramatta in October 1820 by Fr John Therry; St Mary's School in the Melbourne suburb of Williamstown founded in 1842, making it the oldest continuously operating Catholic school in Victoria; St John's in Richmond Tasmania built next to the oldest stone span bridge in Australia; the story of Mercedes College, Perth which traces its origins back to 1846; the story of Australia's first saint, Mary MacKillop, who established a Catholic school at Penola in South Australia in 1866; the story of early bilingual teaching of Aboriginal students at Beagle Bay in Western Australia; and across the continent, the story of Sr Margaret Mary's overlooking the Torres Strait on Thursday Island (Waiben).

These stories stand as a tribute to the many hundreds of stories that are shared and continue to be written in Catholic school communities across Australia.



Catholic College Wodonga. Photo from the Diocese of Sandhurst.

Working collaboratively with State and Territory Catholic Education Commissions, the National Catholic Education Commission (NCEC) advocates through effective liaison with the federal government and key national education bodies.

The NCEC's work is to support a thriving Catholic education sector which offers parents access to, and choice of, a faith-based education for their children. The role of the NCEC is to ensure the needs of Catholic schools are served through funding, legislation and policy. Catholic education continues to advocate for fair and inclusive funding that sustains both a public and an accessible alternative faith-based school system widely available across Australia.

The last strategic phase saw the significant introduction of a fairer funding model for non-government schools, among other achievements.

The national strategic priorities (2021-2023) are focused on:

- Enlivening faith formation and religious education
- Supporting the continual improvement of educational outcomes for all students
- Responding to the needs of families through strong advocacy for recurrent and capital funding, legislation and policy.

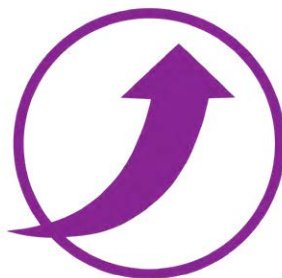
Activity and achievements for the 2021 calendar year for each of the three national priorities are reported on in this annual report.

Strategic Priorities 2021-2023



PRIORITY 1

Enliven faith formation and religious education



PRIORITY 2

Support the continual improvement of educational outcomes for all students



PRIORITY 3

Respond to the needs of families through strong advocacy for recurrent and capital funding, legislation and policy



PRIORITY 1

Enliven faith formation
and religious education

STRATEGIES

The identity and mission of Catholic schools calls us to strengthen faith in the lives of students, families, and staff

- Research staff, student and family attitudes about the importance of faith in their lives
- Enter into dialogue with Catholic school communities about the faith formation and religious education of students
- Further explore a national approach for faith formation and religious education in Catholic schools
- Engage with and respond to the discernment processes of the Plenary Council about Catholic education

Priority 1: Enliven faith formation and religious education

Throughout 2021, the NCEC has progressed the strategic priority to enliven faith formation and religious education. The focus has been on four areas of engagement:

- Researching staff, student and family attitudes about the importance of faith in their lives
- Entering into a dialogue with Catholic school communities about the faith formation and religious education of students
- Further exploration of a national approach for faith formation and religious education in Catholic schools
- Engagement with, and response to, the discernment processes of the Plenary Council.

Entering into a dialogue

The NCEC, through the work of the Faith Formation and Religious Education Standing Committee, has continued to enter into dialogue with Catholic school communities on faith formation and religious education.

Some of this work included the development of a five-part video series with accompanying professional learning material to support the implementation of the [Framing Paper for Religious Education in Australian Catholic Schools](#). These resources are used nationally across diocesan and school communities.

Further development of the [Together at One Altar website](#) was undertaken as part of the NCEC's ongoing work to support religious education teachers and leaders. The website is a key resource used by Catholic school communities and catechetical leaders with more than 18,000 active visitors each month with an average of 5,000 daily views.



The [Scripture for Teachers website](#) has been further expanded with the addition of over 30 commentaries on the Gospels of Mark and Luke and key foundational concepts. The 'Worlds of the Text' model used on the site makes it easily accessible to teachers with over 5,000 unique visitors per month.

Exploring a national approach

During 2021, a key resource was developed to support student faith formation (published March 2022). [A Framework for Student Faith Formation in Catholic Schools](#) aims to support a more national approach to religious education in Catholic schools. In seeking to better understand 'who we are as Catholic schools', the NCEC listened to the voices of children and young people in our schools, including their feedback in the consideration of this paper.



Class prayer (top) and panel discussion (above) from the five-part video series to support the implementation of the [Framing Paper for Religious Education in Australian Catholic Schools](#).

Religious Freedom

In 2021, the Australian Parliament considered proposed legislation on religious freedom.

This important legislation offered protections for the rights of parents to choose a faith-based school for their children that reflects their beliefs and values, and for Catholic schools to operate according to their ethos and mission.

The three bills before Federal Parliament were:

- The Religious Discrimination Bill 2021
- The Religious Discrimination (Consequential Amendments) Bill 2021
- The Human Rights Legislation Amendment Bill 2021

Catholic Education responded to a number of consultations through written submissions. There was also a Joint Parliamentary Inquiry and a Senate Inquiry relating to the legislation, attended by NCEC executive director Jacinta Collins, deputy executive director Sally Egan and other representatives.

In summary, Catholic education put forward the position that:

- Catholic schools should be free to be Catholic
- Religious freedom deserves the same protection as other rights in Australia, ensuring a fair and reasonable balance with other protected rights
- The bill is about protecting religious rights, not discriminating against people who don't support the same religious views
- Parents should have the right to choose a school for their children that reflects their values and belief
- Catholic schools don't, and are not seeking to, discriminate against people on the basis of their personal attributes
- Governments should protect the rights of Australians to associate on common religious beliefs
- Australia needs the harmonisation of legislation for religious freedom to prevent over-reach of state legislation on faith-based schools.

Unfortunately, the legislation was not passed in the Australian Senate before the 2022 Federal Election. The new Labor Government has committed to reintroduce the legislation, however no time has been set at this stage.

The finalisation of *Leading Formation for Mission: A Practical Guide* (published in March 2022) aims to assist leaders in their consideration, development and evaluation of current practice and inform the strategic enhancement of formation for mission.

Researching attitudes

As part of its work researching family attitudes about the importance of faith in their lives, the NCEC is developing a discussion paper on parent faith formation with the support of Catholic School Parents Australia.

School communities will be invited to consider how they can come together to enhance the partnership between schools and families, working with their parish to support children and young people in exploring their faith.

The discussion paper, to be published in 2022, will act as a resource for the evaluation of current practice and the discovery of imaginative responses and new opportunities for school communities.

Research conducted by Utting Research in November 2021, in the lead up to the 2022

Federal Election also showed strong support for Catholic schools to operate according to their mission and ethos.

The polling found 63% of the general population, 82% of Catholics and 79% of parents with children in Catholic schools believe “Religious schools are entitled to require employees to act in their roles that uphold the ethos and values of that faith and the school should be free to favour hiring employees who share these values”.

Plenary Council

The first general assembly of the Fifth Plenary Council of Australia was held virtually from 3-10 October 2021. The ‘spiritual conversations’ of the assembly covered a broad range of thoughts and topics and the 278 members took part in the process of communal discernment. It was the first plenary council to be held in Australia in 84 years.

Plenary Council president Archbishop Timothy Costelloe SDB said the first assembly had been an exercise in the process of synodality which Pope Francis describes as “walking together”.

“We have been walking together this week and in rejoicing in that, and thanking God for that, we can also ask ourselves how well have we avoided the danger of walking alone, or only in a small group of like-minded people?” Archbishop Timothy said.

“This week we have tried to discern together how we, the Church, can become more fully a clear, unambiguous and effective sign of this communion.”

“All week we have been exploring together possible ways of re-casting ourselves, re-positioning ourselves, the Church in Australia, for this mission.”

National Catholic Education executive director Jacinta Collins, who attended the assembly across six days and chaired the final plenary session, said she was encouraged by the strong interest from delegates to participate in the discernment around education.

“It highlights the importance of our Catholic schools, preschools and universities in the Church’s mission, while at the same time recognising the critical role of families, the parish and other key groups in the formation of our children and young people,” she said.

St Martin’s Catholic Primary School, Greenacres. Photo: Catholic Education South Australia.





PRIORITY 2

Support the continual improvement of educational outcomes for all students

STRATEGIES

Promote improved student results in key performance measures across the full range of students

- Develop a national approach to the collection and analysis of data on educational outcomes in Catholic schools
- Develop national benchmarks for Catholic schools to support continual improvement in educational outcomes
- Advocate for improved resourcing to support students with additional learning needs
- Research effective strategies for increasing Year 12 completion rates and to support students transitioning to post school education and work

Priority 2: Support the continual improvement of educational outcomes for all students

In 2021, the NCEC progressed the strategic priority to support the continual improvement of educational outcomes for all students. The focus was on the following key areas:

- Developing a national approach to the collection and analysis of data on educational outcomes in Catholic schools
- Developing national benchmarks for Catholic schools to support continual improvement in educational outcomes
- Advocating for improved resourcing to support students with additional learning needs
- Researching effective strategies for increasing Year 12 completion rates and to support students transitioning to post school education and work.

Developing a national approach to data

During 2021, the NCEC undertook preliminary preparations to develop a national approach to the collection and analysis of data on educational outcomes in Catholic schools. This preparation involved identifying and consulting with relevant stakeholders to gain an understanding of current practices.

The NCEC will prioritise this work throughout 2022 and beyond to ensure it is focusing on those areas of learning that need improvement across the Catholic sector. It is anticipated that actions will include the professional development of Catholic education stakeholders in the understanding and use of student performance data.

Developing national benchmarks

The NCEC commenced preparations for greater engagement and consultation with educational leaders to support continual improvement in educational outcomes.

The focus is on sharing evaluated, evidence-based practice in the areas of mathematics, reading and writing to deepen the understanding of how stakeholders can monitor student progress and how the approach of 'systemness' is lifting performance.

This collaborative approach aligns with the NCEC's national strategic priority to support the continual improvement of educational outcomes for all students, and will assist stakeholders to understand the national picture, share expertise and better serve the needs of Catholic school students.

Advocating for improved resourcing

In 2021, the NCEC has worked closely with Catholic education authorities, schools and PWC to support the development of an evidence-based costing model for a new disability loading.

There were 164 Catholic schools that participated in the project to inform a refined costing model for the students with disability loading. The final report is

expected to be released by the end of 2022 with changes to the funding model coming into effect in 2023.

The NCEC continues to work closely with the Commonwealth, jurisdictions and the Catholic and Independent school sectors to respond to the 13 recommendations of the 2020 Disability Standards for Education Review.

Researching Year 12 completion and transition

The NCEC continues to work closely with the Australian Government, Catholic education authorities and Ministers in all states and territories responding to the recommendations and priorities of [*Looking to the Future - Report of the review of senior secondary pathways into work, further education and training*](#).

The NCEC contributed to a significant amount of work currently being progressed across the education and skills sectors, and within states and territories in response to the review recommendations, including the negotiations for a new National Skills Agreement.

This nationally and locally focused agenda work forms the basis for Catholic education research into the most effective strategies for increasing Year 12 completion rates and support students transitioning to post-school education and work.





PRIORITY 3

Respond to the needs of families through strong advocacy for recurrent and capital funding, legislation and policy

STRATEGIES

Address issues of access to Catholic education for families particularly those from disadvantaged backgrounds

- Research the priorities of families for Catholic schooling
- Advocate a fairer funding formula from the government to ensure Catholic school choice is affordable for families
- Assist Catholic school systems to deliver increased early childhood learning services across Australia

Achieve an increase in funding for Catholic school capital projects

- Present the case for government investment into Catholic school capital projects
- Explore greater utilisation of existing resources and investigate potential revenue streams for capital projects

Priority 3: Respond to the needs of families through strong advocacy for recurrent and capital funding, legislation and policy

Throughout 2021, the NCEC has progressed the strategic priority to respond to the needs of families through strong advocacy for recurrent and capital funding, legislation and policy. The focus was on addressing issues of access to Catholic education for families, particularly those from disadvantaged backgrounds by:

- Researching the priorities of families for Catholic schooling
- Advocating for a fairer funding formula from the government to ensure Catholic school choice is affordable for families
- Assisting Catholic school systems to deliver increased early childhood learning services across Australia
- Presenting the case for government investment into Catholic school capital projects
- Exploring greater utilisation of existing resources and investigate potential revenue streams for capital projects.

Researching family priorities

In 2021, the NCEC commissioned research into the attitudes to the Catholic education sector and the role it plays in the community. The survey and focus groups looked at factors such as school choice, response to the COVID-19 pandemic and remote schooling, support for religious ethos and values, learning and teaching, affordability and community attitudes of Catholic schools. The research showed an overall positive perception of Catholic schools, with the highest rating from parents with children in Catholic schools.

Advocacy for fair funding and capital investment

Catholic education has been working with state and territory Catholic education authorities, parent and principal groups, Australian governments and other education sectors to develop and implement a fairer needs-based funding model for all schools to ensure every family has greater access to, and choice in, education.

In 2021, the Political Advocacy Taskforce was re-established to oversee stakeholder engagement for the 2022 Federal Election and determine the key priorities for the election campaign. These priorities included:

- Funding certainty by continuing the 10-year agreement and the current level of indexation to reflect increasing educational costs
- Refining loadings for student need, school size, regional and remote location
- Maintaining the Choice and Affordability Fund
- Advancing the review of the Capacity to Contribute formula to 2024 to ensure fairer parent contributions
- Improving capital funding support to adequately resource learning environments.

Catholic school families take on nearly 29% of the annual cost of their child's education. In 2020, Catholic school families contributed approximately \$3.68 billion towards their children's education. In 2020, Catholic school communities also invested \$1.8

billion on capital projects, which represents 90% of the funding required to support school buildings and capital works with state and federal governments, on average, contributing 5% each.

Early childhood

With over 15,000 children in 400 centres across Australia, Catholic education is working towards a future where all children have access to high quality early childhood education in the two years before compulsory schooling. The NCEC is working with the Australian Government, Catholic education authorities and the Australian Children's Education and Care Quality Authority to ensure that implementation plans are in place for responding to the National Children's Education and Care Workforce Strategy.

The NCEC is a member of the Australian Research Education Organisation's Project Advisory Groups which are working on three projects – improving children's transitions between early childhood education and care and schools, understanding the science about how children learn and develop, and effective practices and policies gained from analysing early childhood data.

The NCEC produced a paper on effective strategies which early childhood education services can implement to increase the engagement and participation of vulnerable and marginalised children in their centres. The paper aligns with the Australian Government's Closing the Gap Strategies with recommendations for Catholic education authorities highlighted in the paper.

The NCEC will continue to work with Catholic education authorities to find solutions to obtaining land on some school sites for new early learning centres.

Exploring greater utilisation of resources

The NCEC has begun work with state and territory Catholic education commissions and Religious Institute and Ministerial Public Juridic Person schools and authorities to establish benchmarks for reasonable levels of reserves for educational authorities. Work is ongoing to progress partnership approaches with land developers, to facilitate the growth of new and expanded schools in high growth communities.



Sacred Heart School, Beagle Bay. Photo: Catholic Education Western Australia.

Delivering curriculum and assessment

The NCEC made a comprehensive submission to the Australian Curriculum Review with input from state and territory Catholic education authorities. Catholic education authorities also undertook an intensive F-6 engagement strategy to test out the manageability of the consultation versions of the F-6 Australian Curriculum through the development of the F-6 school scope and sequence plans across learning areas.

Catholic education authorities continue to work with sector colleagues and the Australian Curriculum, Assessment and Reporting Authority (ACARA) regarding developing sector resources (e.g. trialing scope and sequence units of work) and professional learning to support the implementation of the new curriculum.

The NCEC coordinated participants from 18 Catholic schools across the country in a national 18-month Targeted Assistance Phonics (TAP) pilot program for Year 1 students that supports disadvantaged schools to improve literacy performance for early year students. Experienced literacy coaches worked closely with teachers, school leaders and diocesan literacy officers to create a tailored phonics improvement plan that meets the needs of their students within their local context.

The NCEC coordinated 33 Catholic primary and secondary schools from New South Wales, Queensland, Victoria, South Australia, Western Australia and Tasmania to participate in an online NAPLAN Writing Assessment pilot developed by the Australian Council for Educational Research (ACER) to review the marking rubric, the role of Automated Essay Scoring (AES), an additional writing genre and expanding the range of writing tasks.

In Term 4 2021, 22 Catholic schools sat for the PISA for Schools assessment. The schools involved benefited from a personalised report on their school's performance and gained access to global professional learning opportunities linked to data and informed practice.

Supporting Aboriginal and Torres Strait Islander learners

The NCEC is working with the Australian Institute for Teaching and School Leadership (AITSL) and education sectors on establishing an agreement on a roadmap for AITSL's development of resources and tools to support teachers and school leaders develop their cultural competency.

The NCEC attended the Indigenous Cultural Competency in the Teaching Workforce: National Dialogue on 18 and 19 May 2021 hosted by AITSL in Canberra.

The two-day event focused on:

- using consistent terminology when describing cultural competency
- evidence-based resources and tools to support teachers and school leaders to develop their cultural competency
- a future roadmap to progress this work in the short, medium and long term.

National consultation, including engagement with Aboriginal and Torres Strait Islander stakeholders, will continue to inform the co-design and development of a suite of resources and tools to assist teachers to embed cultural consistency. These tools will be evidence-based and informed by good practice and align with the teacher standards. The resources will be released in 2022.

The NCEC Aboriginal and Torres Strait Islander Education Network Group visited

Murrupurtiyanuwu Catholic Primary School and Xavier Catholic College on Bathurst Island to observe first-hand how Aboriginal and Torres Strait Islander perspectives and culturally-responsive practices are embedded throughout the two schools. There was extensive discussion on the ways teachers can build cultural competency in their classrooms.

The NCEC has also been working with National Indigenous Australians Agency in developing guidance, support and resources for Indigenous boarding students. A new website entitled: 'What Works' will be released in June 2022.

Student Wellbeing

Throughout 2021, the NCEC's Student Wellbeing Network Group, comprised of members from state and territory Catholic education authorities meet regularly to discuss issues and initiatives and share best-practice approaches to supporting students and school communities.

Topics discussed included the National Children's Mental Health and Wellbeing Strategy, ongoing programs and initiatives by the National Office for Child Safety and Safe and Supportive School Communities, Catholic education authority mental health protocols, measures of student wellbeing and associated resources, and the NCEC's COVID-19 Research Project a joint initiative with the National Centre for Pastoral Research.

The NCEC/National Centre for Pastoral Research COVID-19 Research Project engaged with Catholic education authorities and schools in every state and territory to explore the changing landscape of Catholic education as a result of the COVID-19 pandemic.

School leaders, including principals and religious education coordinators, teachers, students, parents, student wellbeing managers and teaching and learning directors in Catholic education authorities were interviewed to obtain valuable insights into how Catholic school communities were able to maintain teaching and learning during 2021. The research should be concluded in 2022.

NCEC representatives worked closely with the Australian and state and territory governments to address student wellbeing issues related to vaping, the National Day of Action Against Bullying, and a review of national resources and programs available to schools in the area of respectful relationships.



St Joseph's Primary, Taree. Photo: Catholic Schools Maitland-Newcastle.



L-R (back) Bishop of Wagga Wagga Mark Edwards OMI, Sally Egan, Kate Rayment, Marea Nicholson AM; (middle) Dallas McInerney, Jacinta Collins, Nicholas Moore; (front) Archbishop of Sydney Anthony Fisher OP and Shadow Education Minister Tanya Plibersek MP with students from St Scholastica's College, Glebe.

2021 Highlights

Commissioner appointments

There were a number of appointments to the NCEC in 2021. Professor Marea Nicholson AM, representing the Committee of Religious Institute and Ministerial Public Juridic Person School Authorities Australia, was appointed as a new commissioner from 1 January 2021, replacing outgoing commissioner of eight years, Sr Catherine Slattery SGS.

Professor Francis Campbell, vice-chancellor of the University of Notre Dame Australia, and Kate Rayment, principal of St Scholastica's College in Glebe, NSW, joined 1 October 2021. They replaced Sr Elizabeth Dodds RSC and Professor Greg Craven AO, both retired on 30 September 2021.

Long-serving commissioners, Sr Elizabeth Dodds RSC, who finished as chair of the Faith Formation and Religious Education Standing Committee, Sr Catherine Slattery SGS and Emeritus Professor Greg Craven AO were recognised by the Commission for their contribution to Catholic education.

Deputy director appointment

Sally Egan was appointed as the new deputy executive director of National Catholic education on 28 January 2021, replacing outgoing deputy director Peter Hamill.

Sally's 30 years of experience across all sectors of schooling includes executive leadership roles within the NSW Department of Education and a deep commitment to the Catholic faith and its mission of education,



Sally Egan and Jacinta Collins with students from St Margaret Mary's Primary, Merrylands.

having taught and led in Catholic school communities including St Ignatius' College, Riverview and St Cecilia's Catholic Primary School, Balgowlah.

School visits

Despite COVID-19 travel restrictions and lockdowns across Australia throughout much of 2021, the NCEC leadership team were able to visit a number of schools.

In March 2021, Jacinta and Sally visited St Margaret Mary's Primary, Merrylands in the Diocese of Parramatta. Merrylands is a culturally-diverse area of Western Sydney, which is represented in the schools' 570 student population from 50 different nationalities and 20 different languages.

Leaders and staff from St Margaret Mary's highlighted their school's focus on professional collaboration and improvement, and the positive impact it has on their students' taking personal accountability for their own learning and growth.

Jacinta visited the Archdiocese of Perth in May to attend key events, tour schools in metropolitan Perth and meet with school and education leaders.

This included the Archbishop of Perth's Secondary Schools Forum held at Aranmore Catholic College, Leederville attended by student representatives from 28 secondary schools, along with Archbishop of Perth Timothy Costelloe SDB, Auxiliary Bishop Donald Sproston and Catholic Education



Above: Jacinta Collins with students from St Margaret Mary's Primary, Merrylands NSW. Left: Jacinta Collins with Catholic Education Western Australia executive director Debra Sayce and students from Aranmore Catholic College, Leederville WA. Right: Jacinta Collins with students from Our Lady Star of the Sea Primary, Rockingham WA.

Western Australia executive director Debra Sayce. The forum covered a range of topics including social outreach and support for those in need.

Jacinta attended the opening ceremony of new buildings at Star of the Sea Primary School, Rockingham, and delivered an address at a formal dinner to celebrate 50 years of Catholic Education Western Australia as a system of schools.

Diocesan directors forum

Catholic education directors from state and territory Catholic education commissions and dioceses, and education leaders across Australia, met on 25 October 2021 for the Diocesan Directors Forum. Due to travel restrictions the scheduled meeting in Canberra was moved to an online gathering.

The day was facilitated by Brisbane Catholic Education executive director Pam Betts, who also spoke about the recent assembly of the Plenary Council and the need to focus on leadership formation for current and emerging leaders across the Church including education. NCEC chair Nicholas Moore, executive director Jacinta Collins and deputy executive director Sally Egan presented on the national strategic priorities and challenges for school improvement.

Awards to Catholic Educators

A number of Catholic educators were nationally recognised in the 2021 Australia Day and Queen's Birthday Honours lists including:

- Former director of Catholic Education Diocese of Wagga Wagga, **Elizabeth O'Carrigan**, awarded an OAM.
- **Joan Warhurst**, former CEO of the NCEC (2004-2008), was awarded an AM for significant service to education, to research and curriculum development.
- Catholic Education South Australia deputy director **John Mula** was awarded an OAM.
- Catholic Education Diocese of Parramatta's deputy executive director **Christine Howe** was awarded an OAM.
- St Monica's College, Epping (Victoria) principal **Brian Hanley** was awarded an OAM.
- **Sr Adele Howard RSM**, a former teacher and lecturer in Theology and Australian Studies at Australian Catholic University was awarded an OAM.
- **Joan Moylan** was awarded an OAM for her work as a catechist, teacher and religious education coordinator.
- **Roberta Chapman**, a former primary teacher and leader, was awarded an OAM.



Dr Miriam Rose Ungunmerr Baumann AM (pictured above) was named the 2021 Senior Australian of the Year.

Miriam Rose is from the Daly River in the Northern Territory, and is a Catholic Aboriginal artist, activist, writer and educator.

She was the first Aboriginal teacher in the Northern Territory. She started her career in education in 1968, as a teacher's aide at St Francis Xavier Catholic school within her home community of Nauiyu/Daly River. In 1993, she became principal at St Francis Xavier and worked in this role for many years.

In receiving the award, she acknowledged all the Aboriginal women and Elders in the Northern Territory, tirelessly working to make their families and young people's lives better.



Schools Profile 2021

Summary statistics data for 2021 and 2020 financial data are from the Australian Government Department of Education, Skills and Employment's Annual School Census and Financial Questionnaire. Historical trend data is from the NCEC Australian Catholic Education Statistics database.

Statistics relate to all canonically recognised Catholic schools, including schools in Catholic systems and Catholic independent schools. Combined schools have students enrolled at both primary and secondary year levels.

Unless otherwise stated, all figures reported in this section refer to full-time equivalent students and staff. Full-time equivalent numbers account for both full-time hours and part-time hours of participation in education (students) and employment (staff).

Note: Totals may vary to the sum of the parts due to rounding.

STUDENT ENROLMENTS

A total of 785,585 students attended Australian Catholic schools in 2021. Taking part-time participation in education into account, Catholic schools educated 785,396 full-time equivalent students, an annual increase of 8,544 students. Over 36 years, enrolments have increased steadily, up by 37% since 1985.

STUDENT ENROLMENT GROWTH

Since 1985, 65% of the total growth in Catholic school enrolments is at secondary level, an increase of 136,553 students compared to a primary increase of 73,839. In 2021 the increase in secondary enrolments was higher (up by 5,483 students) than primary enrolments which increased by 3,062 students compared to 2020.

SCHOOL TYPE

*Note: Special schools and special assistance schools provide alternative educational settings for students with high-level needs and cater for students with medical conditions, physical or cognitive disability, as well as students who are at risk, have social-emotional and/or behavioural difficulties, or whose needs are better met by flexible learning structures.

STATISTICAL SNAPSHOT

CATHOLIC SCHOOLS IN AUSTRALIA 2021

School Type	Number	% of schools 2021
Primary schools	1,241	71%
Secondary schools	324	18%
Combined primary/secondary	146	8%
Special schools/Special assistance schools*	44	3%
All schools	1,755	100%

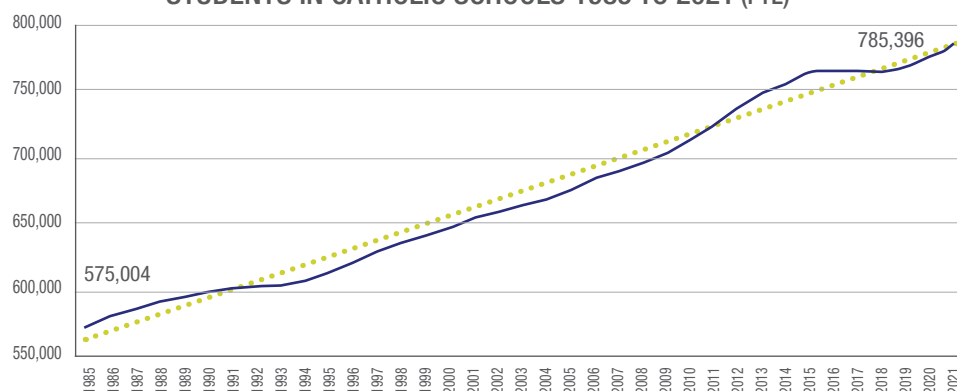
STUDENTS IN AUSTRALIAN CATHOLIC SCHOOLS 2021 (FULL-TIME EQUIVALENT - FTE)

Type	Students	% of students 2021	Change from 2020
Primary	405,861	52%	3,062
Secondary	379,535	48%	5,482
All students	785,396	100%	8,544
All students (head count)	785,585	100%	8,531

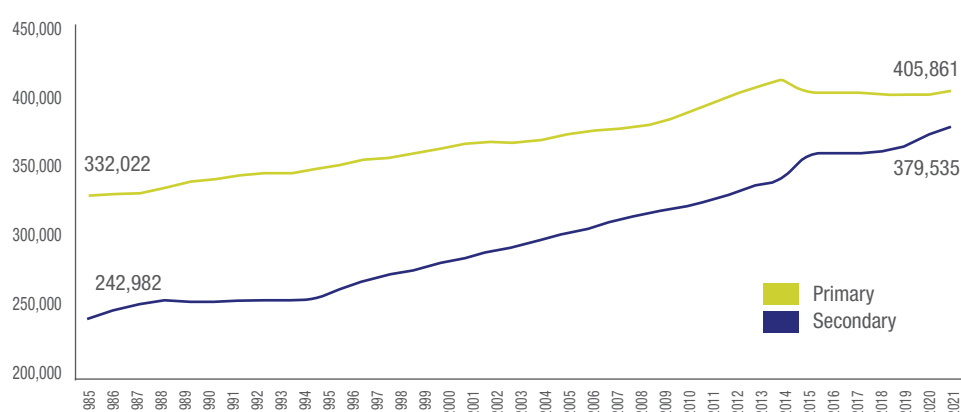
SPECIFIC STUDENT GROUPS IN AUSTRALIAN CATHOLIC SCHOOLS 2021 (FTE)

Type	Students	% of students 2021	Change from 2020
Students with disability (NCCD adjustments)	156,818	20.0%	8,430
Aboriginal and Torres Strait Islander students	26,805	3.4%	1,477
Full-fee-paying overseas students	1,040	0.1%	-309
Boarding students (49 boarding schools)	5,073	0.6%	-87

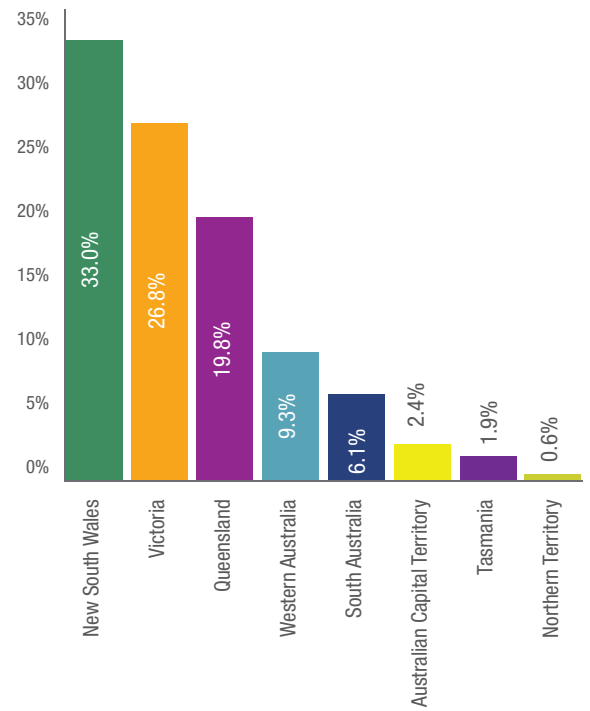
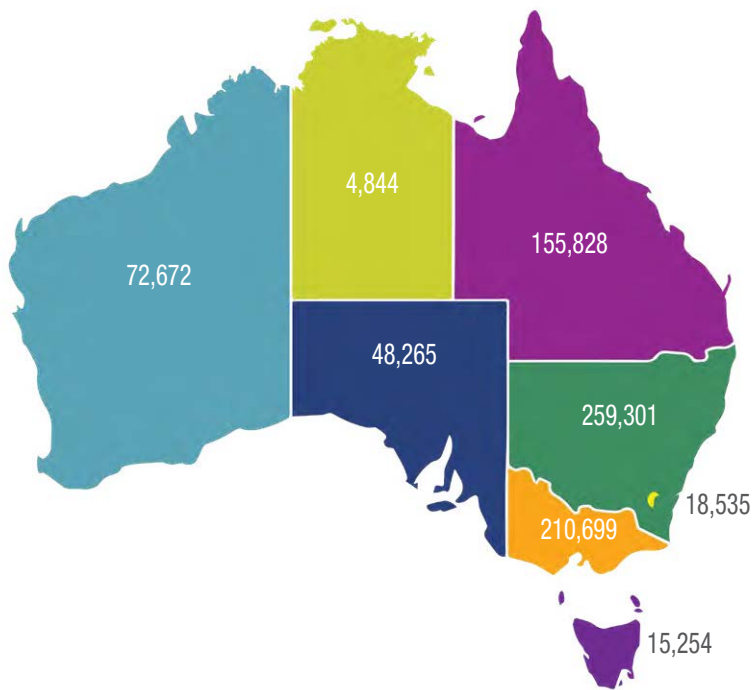
STUDENTS IN CATHOLIC SCHOOLS 1985 TO 2021 (FTE)



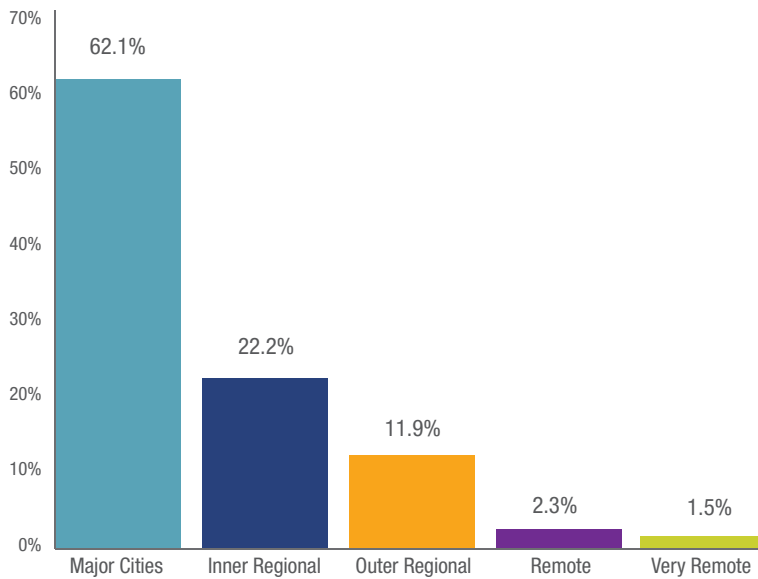
CHANGE IN STUDENT ENROLMENTS 1985 TO 2021 (FTE)



STUDENT ENROLMENT BY STATE & TERRITORY (FTE)

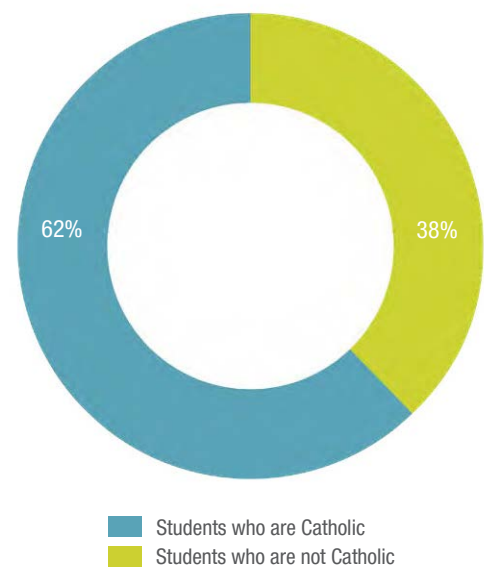


CATHOLIC SCHOOLS BY REMOTENESS



The Australian Education Act (2013) defines the remoteness of a school based on the Accessibility/Remoteness Index of Australia rating of between 0-15.

STUDENT RELIGIOUS AFFILIATION

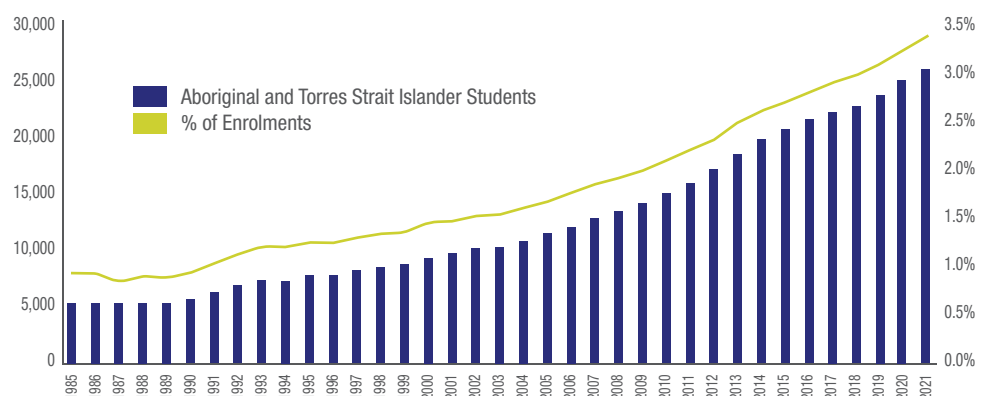


STUDENT CHARACTERISTICS

Aboriginal and Torres Strait Islander Students (full-time equivalent)

There were 26,805 Aboriginal and Torres Strait Islander students in Catholic schools in 2021 representing 3.4% of all students. This was an increase of 1,477 students from the previous year.

ABORIGINAL AND TORRES STRAIT ISLANDER STUDENTS 1985 TO 2021 (FTE)



STUDENT CHARACTERISTICS

Students with disability (NCCD FTE)

In 2018, the Nationally Consistent Collection of Data on School Students with Disability (NCCD) was used for the first time in Catholic schools to assess the number of students with disability and the level of educational adjustment they received for funding purposes.

Overall, there were 156,818 students with disabilities in Catholic schools in 2021. Of these students 40,161 (or 26%) benefited from quality differentiated teaching practice (QDTP), 82,817 (or 53%) received supplementary adjustments, 28,602 (or 18%) required substantial adjustments and 5,238 (or 3%) needed extensive adjustments. While students benefiting from QDTP declined, slightly more students required substantial and extensive adjustments, compared to 2020.

Staff Profile 2021

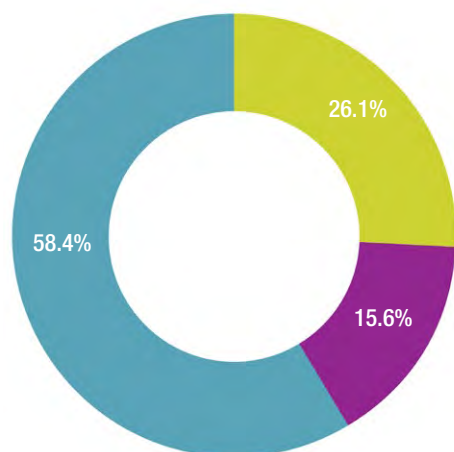
In 2021 Catholic schools employed a total of 102,788 staff. Counting both full-time hours and part-time hours, Catholic schools employed 83,194 full-time equivalent staff.

Income and Expenditure

SOURCES OF FUNDING 2020 CALENDAR YEAR

Proportions of total funding received from government and private sources is for all 1,755 canonically recognised Catholic schools, including 62 schools counted as "independent" in the source data (ACARA MySchool 2020 Financial Data, as of March 2022).

Sources of funding 2020 calendar year



Commonwealth Government
State Government
Private Income

STUDENTS WITH DISABILITY 2021 (NCCD FTE)

NCCD Adjustment Level	Students with disability 2021	% of all students with disability 2021	Change from 2020
QDTP	40,161	26%	-532
Supplementary	82,817	53%	5,779
Substantial	28,602	18%	2,519
Extensive	5,238	3%	664
All students with disability	156,818	100%	8,430

STAFF IN AUSTRALIAN CATHOLIC SCHOOLS 2021 (FTE)

	Staff 2021	% of staff 2021	Change from 2020
Teachers (including Principals)	57,586	69%	1,133
Non-teaching staff	25,608	31%	992
All staff	83,194	100%	2,125
All staff (head count)	102,788	100%	2,712

TEACHERS INCLUDING PRINCIPALS 2021 (FTE)

	Teaching staff 2021	% of teachers 2021	Change from 2020
Primary teachers	26,338	45.7%	453
Secondary teachers	31,041	53.9%	663
Special teachers	207	0.4%	17
All teachers	57,586	100%	1,133
Female	41,342	72%	848
Male	16,242	28%	285

STUDENT/TEACHER RATIOS 2021 (FTE)

	Primary	Secondary	All
Students per teacher	15.4	12.2	13.6

INCOME, CATHOLIC SCHOOLS BY TYPE (\$ PER STUDENT) 2020 CALENDAR YEAR

	Primary	Secondary	Combined	All schools
Fees and charges	1,927	5,400	7,833	4,268
Other private income	352	535	737	489
Total private income	2,279	5,935	8,570	4,757
State government grants	2,715	3,218	3,159	2,978
Commonwealth government grants	10,314	11,371	10,573	10,740
Total government income	13,029	14,589	13,732	13,718
Total income	15,308	20,524	22,302	18,475

Source: Department of Education (internal 2021 Financial Questionnaire datasets, unpublished) as at 5 April 2022 – average for all Catholic schools including "independent" (Religious Institute and Ministerial Public Juridic Person) Catholic schools. Total income represents gross income before deductions.

EXPENDITURE, CATHOLIC SCHOOLS BY TYPE (\$ PER STUDENT) 2020 CALENDAR YEAR

	Primary	Secondary	Combined	All schools
Recurrent expenditure	13,527	17,509	18,381	15,854
Capital expenditure	1,590	2,776	3,842	2,433
Total expenditure	15,117	20,285	22,223	18,287
Loans at start of year	2,834	4,897	6,956	4,339
Loans at end of year	3,137	5,088	7,784	4,699
Annual movement in borrowing	303	191	828	360

Source: Department of Education (internal 2021 Financial Questionnaire datasets, unpublished) as on 05 April 2022 – average for all Catholic schools including "independent" (Religious Institute and Ministerial Public Juridic Person) Catholic schools.

Governance

2021 NATIONAL CATHOLIC EDUCATION COMMISSION



Nicholas Moore
Chair



Dr Lee-Anne Perry AM
Deputy Chair
Executive Director, Queensland
Catholic Education Commission



Jacinta Collins
Executive Director, National
Catholic Education Commission



Most Rev Anthony Fisher OP
Archbishop of Sydney
Chair, Bishops Commission
for Education



Most Rev Mark Edwards OMI
Bishop of Wagga Wagga



Dallas McInerney
Chief Executive Officer
Catholic Schools NSW



Jim Miles
Executive Director, Catholic
Education Commission Victoria



Dr Debra Sayce
Executive Director, Catholic
Education Western Australia



Dr Neil McGoran
Director, Catholic Education
South Australia



Gerard Gaskin
Executive Director, Catholic
Education Tasmania



Greg O'Mullane
Director, Catholic Education
Northern Territory



Ross Fox
Director, Catholic Education
Archdiocese of Canberra &
Goulburn



Carmel Nash OAM
Executive Director, Catholic
School Parents Queensland



**Emeritus Professor
Marea Nicholson OAM**
CORMSAA nominee



**Emeritus Professor
Greg Craven AO GCSG**
Until 30 September 2021



Professor Francis Campbell
Vice-Chancellor, University of
Notre Dame Australia
From 1 October 2021



Sr Elizabeth Dodds RSC
Until 30 September 2021



Kate Rayment
Principal, St Scholastica's
College NSW
From 1 October 2021



WORKING PARTIES AND COMMITTEES

The NCEC gratefully acknowledges the contribution of all those who represented Catholic education on national committees and working parties in 2021.

Operations Standing Committee

- Jacinta Collins - Chair
- Ross Fox
- Dr Neil McGoran
- Dallas McInerney
- Jim Miles
- Greg O'Mullane
- Dr Lee-Anne Perry AM
- Dr Debra Sayce

Faith Formation and Religious Education Standing Committee

- Sr Elizabeth Dodds RSC – Chair *until 30 September 2021*
- Kate Rayment – Chair *from 1 October 2021*
- Siobhan Allen
- Dr Anthony Cleary (NSW) *until 30 July 2021*
- Virginia Ryan (NSW) *from 1 August 2021*
- Professor Br David Hall FMS
- Sr Geraldine Larkins RSJ (Vic)
- Patrick McGrath (ACT)
- Martin Tobin (Tas)
- Michael Vial (SA)
- Dr Caroline Thompson
- Dr Christopher Cotter (WA) *until 30 June 2021*
- Diana Alteri (WA) *from 1 July 2021*
- Dr Monica Dutton
- Sr Catherine Mead RSJ (NT)
- Sharon O'Keeffe (Qld) *from 1 April 2021*
- Faith Formation and Religious Education Officer: Laura Avery
- Executive Officer: Sally Egan

Finance, Audit and Risk Standing Committee

- Dr Lee-Anne Perry AM - Chair
- Jacinta Collins
- Jim Miles
- Carmel Nash OAM
- Executive Officer: Sally Egan

Resource Strategy Standing Committee

- Dallas McInerney - Chair
- Jacinta Collins
- Dr Lee-Anne Perry AM
- Dr Neil McGoran
- Jim Miles
- Dr Debra Sayce
- Ross Fox
- Executive Officer: Sally Egan

Funding Analysis Expert Group

- Nicola Taylor (NCEC) – Chair
- Cyrus Li (QLD)
- Malcolm McDougall (QLD)
- Bruce Phillips (VIC)
- Geoff Miller (NSW)
- Mark Duchesne (WA)

About the NCEC

The National Catholic Education Commission (NCEC) is the peak body for Catholic education in Australia and is responsible for the national coordination and representation of Catholic schools and school authorities.

Established in 1974 by the Australian Catholic Bishops Conference, through the Bishops Commission for Catholic Education, the NCEC's national office (secretariat) is responsible for the implementation of the Commission's strategic priorities and day-to-day operations including:

- Working towards a national policy consensus and resourcing that represents and serves the needs and interests of Catholic school communities
- Consultation and coordination with State and Territory Commissions, Religious Institute and Ministerial PJP schools and authorities, Catholic School Parents Australia and Catholic Primary and Secondary Principal Associations
- Maintaining effective liaison with the Australian Government and other key education authorities and bodies
- Strengthening the work of the Church in education and the Catholic identity of Catholic schools and universities.



Financial Statements

STATEMENT OF COMPREHENSIVE INCOME FOR THE YEAR ENDED 31 DECEMBER 2021

	2021 \$	2020 \$
Revenue	3,653,027	3,383,189
Employee expenses	(2,142,130)	(1,848,097)
Depreciation and amortisation expenses	(212,521)	(189,235)
Finance Costs	(28,688)	(36,647)
Rent expenses	(1,962)	-
NCEC meetings and conferences expenses	(129,189)	(142,191)
Outsourcing expenses	(78,330)	(67,050)
Office and other expenses	(180,631)	(203,735)
Project expenses	(572,025)	(298,707)
Surplus for the year	307,553	597,527
Other comprehensive income	-	-
Total comprehensive income for the year	307,553	597,527

STATEMENT OF FINANCIAL POSITION AS AT 31 DECEMBER 2021

	2021 \$	2020 \$
CURRENT ASSETS		
Cash and cash equivalents	830,545	845,045
Trade and other receivables	92,211	84,971
Other financial assets	3,438,075	2,718,851
Other current assets	139,616	236,527
Total Current Assets	4,500,448	3,885,394
NON-CURRENT ASSETS		
Property, plant and equipment	64,772	78,004
Right-of-use assets	382,058	560,072
Total Non-current Assets	446,830	638,076
Total Assets	4,947,278	4,523,470
CURRENT LIABILITIES		
Trade and other payables	651,481	326,346
Provisions	151,191	205,816
Lease Liabilities	181,900	174,820
Total Current Liabilities	984,573	706,982
NON CURRENT LIABILITIES		
Provisions	94,521	73,956
Lease Liabilities	254,218	436,118
Total Non-current Liabilities	348,739	510,074
Total Liabilities	1,333,312	1,217,056
Net assets	3,613,966	3,306,414
EQUITY		
Retained earnings	2,253,275	1,945,723
Reserves	1,360,691	1,360,691
Total Equity	3,613,966	3,306,414

STATEMENT OF CHANGES IN EQUITY FOR THE YEAR ENDED 31 DECEMBER 2021

	Retained Earnings \$	Reserves \$	Total \$
Balance at 1 January 2020	1,348,196	1,360,691	2,708,887
Comprehensive profit/(loss) for the period	597,527	-	597,527
Balance at 31 December 2020	<u>1,945,723</u>	<u>1,360,691</u>	<u>3,306,414</u>
Comprehensive profit/(loss) for the period	<u>307,553</u>	-	<u>307,553</u>
Balance at 31 December 2021	<u><u>2,253,275</u></u>	<u><u>1,360,691</u></u>	<u><u>3,613,966</u></u>

STATEMENT OF CASHFLOWS FOR THE YEAR ENDED 31 DECEMBER 2021

	2021 \$	2020 \$
CASH FLOWS FROM OPERATING ACTIVITIES		
Receipts from levies and other income	3,625,635	3,246,341
Receipt of government grants	-	100,000
Interest received	19,712	43,131
GST received (remitted) to the ATO	89,414	74,896
Interest paid on leases	(28,688)	(36,647)
Payments to employees and suppliers	<u>(3,181,440)</u>	<u>(2,718,538)</u>
Cash provided by operating activities	<u>524,633</u>	<u>709,183</u>
CASH FLOWS FROM INVESTING ACTIVITIES		
Payments for property, plant and equipment	<u>(21,289)</u>	<u>(78,280)</u>
Cash used in Investing Activities	<u>(21,289)</u>	<u>(78,280)</u>
CASH FLOWS FROM FINANCING ACTIVITIES		
Net increase in cash/cash equivalents held	704,724	417,891
Cash at the beginning of the financial year	3,563,896	3,146,005
CASH AT END OF THE FINANCIAL YEAR	<u><u>4,268,620</u></u>	<u><u>3,563,896</u></u>

