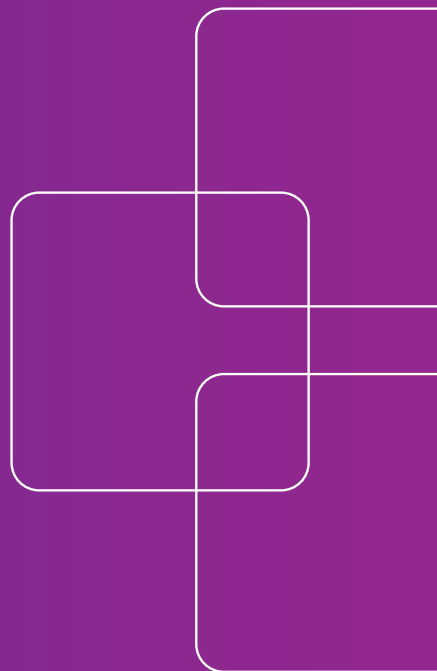




2023 Annual Report



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Abbreviations

NCEC	National Catholic Education Commission
EESC	Educational Excellence Standing Committee
FFRESC	Faith Formation and Religious Education Standing Committee
NAPLAN	National Assessment Program - Literacy and Numeracy
RI & MPJP	Religious Institute and Ministerial Public Juridic Person

Cover photo: Mater Dei Primary School, Toowoomba. Photo Queensland Catholic Education

Chair's Report

NICHOLAS MOORE AO

**Chair, National Catholic
Education Commission**



2023 has been a pivotal year for the National Catholic Education Commission (NCEC) as we continue to respond to the national reform agenda and our strategic direction. As chair of the NCEC, I am pleased to report on our progress in the delivery of our strategic priorities of Faith, Excellence and Access. This progress has been achieved by fostering collaboration and deeper engagement across states, territories, diocesan and school communities.

The need to lift standards has never been more pressing in Australian schools. A quality education must be focused on both excellence and equitable access for all students. For Catholic schools, we are also called to enrich the faith lives of our students, fostering a personal relationship with God through religious instruction and other formative experiences.

Throughout the year, we have strengthened our data-driven and evidence-based approach to sharpen the focus on the key areas requiring improvement particularly in lifting literacy and numeracy outcomes. Longitudinal data from national and international testing has guided our efforts to address these challenges systematically. We understand that improving educational outcomes is a complex and multifaceted endeavour, requiring coordinated efforts from educators, parents, policy makers and communities.

Our commitment to transparency and collaboration has facilitated the development of national benchmarks, supporting the continual improvement of educational

outcomes. These benchmarks not only help us measure progress, they also identify best practices that can be shared across our network of Catholic schools. Our focus has been on supporting Catholic education authorities, and through them our schools, to create a culture of transparency, critical reflection on our progress and continuous improvement.

Our commitment to advocating for school choice and improving access to a Catholic education has been part of the Commission's work. We have supported state and territory education authorities to ensure that all students, regardless of their background, have access to high-quality education. Our initiatives have been designed to be inclusive, addressing the needs of students from diverse socio-economic backgrounds, regional and remote areas, and those requiring additional learning support. This inclusivity is central to our mission, reflecting the Catholic values of compassion, equity, and justice.

Transparency in our operations and national engagement with stakeholders has been a cornerstone of our approach. The NCEC has actively engaged with the Australian Government, Opposition and other faith groups to advocate for policies that support faith-based education and the desire of families to choose schools aligned with their beliefs and values.

The NCEC's advocacy efforts have been instrumental in influencing legislative changes and ensuring that the needs of Catholic schools are considered in educational policy

making. This year, we have seen positive developments in our discussions with the government and educational bodies, resulting in commitments to protect the rights of faith-based schools and ensure equitable funding.

I would like to extend my sincere thanks to Jacinta Collins for her exceptional leadership as executive director. Her tireless efforts, with the work of her team in the national office, have been central to advancing our strategic priorities and advocating for Catholic education. I also wish to acknowledge the contributions of the NCEC commissioners, and standing committee and network members, whose insights and dedication have been invaluable. Their collective wisdom and expertise have guided our discussions and direction. Together, we have built a strong foundation for the future of Catholic education in Australia.

As I reflect on the achievements of 2023, I am reminded of the ongoing challenges and opportunities that lie ahead. The NCEC remains committed to fostering an environment of Faith, Excellence and Access, ensuring that Catholic education continues to improve, adapt and thrive in an ever-changing educational landscape.

Our focus will remain on enhancing educational outcomes, advocating for faith-based schooling and supporting our schools in their mission to provide the very best educational and faith formation experiences for their students. We look forward to another year of growth, collaboration and achievement.



ED's Report

JACINTA COLLINS
Executive Director,
National Catholic
Education Commission

The work of the National Catholic Education Commission (NCEC) has seen significant progress over the past year.

A highlight of the year was our national gathering in Canberra, which brought together 70 Catholic education directors and chairs from across the country. This event provided a valuable opportunity for engaging deeply with our strategic direction and how this is enacted across our sector. The gathering included addresses from the Minister for Education the Hon Jason Clare MP, chair of the Bishops Commission for Catholic Education, Archbishop Anthony Fisher OP, NCEC chair Nicholas Moore AO and others to highlight the various aspects of our work, and provide opportunities for discussion and reflection. The gathering of our leaders and parliamentarians at Parliament House was well supported and demonstrated the valuable contribution Catholic education makes to Australian society.

Throughout 2023, the NCEC has been at the forefront of advocating for religious freedom and the right of parents to educate their children in accordance with their religious beliefs. The release of the Australian Law Reform Commission's (ALRC) review on laws protecting faith-based schools posed significant concerns for Catholic education stakeholders. Our submission to the ALRC highlighted these concerns and emphasised the importance of ensuring faith-based schools can employ staff who are supportive of our religious ethos. We have consistently advocated that Catholic schools should be free to be Catholic, parents should have the right to choose a school for their children

that reflects their values and beliefs, and that Catholic schools do not seek to discriminate against individuals based on their personal attributes.

Our ongoing engagement with the government has been crucial in ensuring that the voices of Catholic schools and families are heard. The extension of the reporting date for the ALRC's final report to December 2023 allowed for a more comprehensive consideration of submissions, a testament to our persistent advocacy efforts. We remain committed to engaging with both major parties to safeguard the interests of Catholic school families.

In alignment with our strategic priorities, we have focused on several key areas. In faith formation and religious education, our initiatives have included extensive research on attitudes towards faith, the development of a national approach for faith formation, and the production of valuable formation resources such as the 'Our Quest for Hope' video series. These efforts aim to enrich the religious education experiences for students, families and staff, and support our school leaders and teachers in their work. We have also progressed a set of principles on the national recognition of accreditation to teach religious education. These principles will help to align procedures, policies and recognition of professional learning across the country.

We have made significant progress in enhancing educational outcomes through the development of a national approach to data collection and analysis. The endorsement of the Mastery in Mathematics project and the formation of expert groups for numeracy and

literacy are key milestones in our journey towards educational excellence. These initiatives are designed to build teacher confidence, save teachers time, and break down complex skills into manageable instructional units to foster student mastery. Although still in their early stages, these initiatives are beginning to show a positive impact in classrooms in pilot dioceses.

In increasing access to Catholic education, the NCEC continued to advocate for equitable funding, increased capital funding, support for national reform priorities and the expansion of early education services for families. The development of funding principles and demographics research were steps towards ensuring a Catholic education is accessible for every family that chooses it. During the year, we also engaged in our standing committees and network groups on supporting students from diverse backgrounds, including those from regional, rural, and remote areas, First Nations families, and students with disabilities.

I would like to extend my sincere thanks to Archbishop Anthony Fisher OP and the Bishops Commission for Catholic Education, and our chair Nicholas Moore AO, for their unwavering support and leadership in steering our mission and strategic direction. I also gratefully acknowledge the collective efforts of our commission members, standing committees and network groups, as well as the national office staff for their hard work and professional expertise throughout the year. I also recognise the collaborative efforts of our states, territories, diocesan and school communities who are at the forefront of our shared mission of Catholic education.



Working collaboratively with state and territory peak bodies, diocesan and Religious Institute and Ministerial Public Juridic Person (RI & MPJP) school authorities, 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 government and an accessible faith-based school system widely available across Australia.

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.

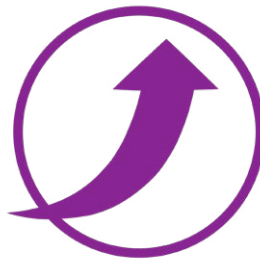
Accountabilities and achievements for the 2023 calendar year for each of the three national priorities are outlined in this annual report. During the year, the commission reviewed the strategic direction for the next three year period.

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

During 2023, the NCEC progressed the strategic priority to enliven faith formation and religious education.

The focus was 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.

The NCEC, with the support of the Faith Formation and Religious Education Standing Committee (FFRESC), developed a video resource to support Catholic school communities in the faith formation of families. This video accompanies [Our Quest for Hope – The Gift of Faith: a discussion paper](#) which was produced to enhance the partnership between schools, parishes and families.

A series of principles were developed supporting the mutual recognition of accreditation to teach religious education in Catholic schools. The statement was developed to assist in framing accreditation procedures and policies which are just, equitable, inclusive, educationally sound and fit within a clear understanding of formation for mission. The principles acknowledge that professional learning is best delivered when mindful of local context. The principles also acknowledge that when staff move between systems there may be a need to further develop understandings of culture, charisma and context.

The Bishops Commission for Life, Family and Public Engagement document, [Created and](#)



Nazareth Catholic College, Findon. Photo from Catholic Education South Australia.

[Loved: a guide for Catholic schools on identity and gender](#), was supported by the NCEC with a series of webinars. The webinars enabled expert unpacking of the paper by members of the writing team and an opportunity to engage in dialogue for those working in Catholic schools and education systems.

Faith formation resources continued to be developed including the further extension of the Scripture for Teachers website with additional commentaries on both Luke and Matthew's Gospels as well as key foundational concepts. The resources were incorporated into the [main NCEC site](#) during 2023.

The [Together at One Altar](#) website, which continues to be a key resource used by teachers and catechetical programs averaging 5,000 views on a school day, was also redesigned to modernise the site design and update resources and links.

In support of the National Confraternity for Christian Doctrine, the NCEC worked collaboratively to host a series of webinars to support the work of catechists in government schools. The webinars were attended by participants across the country and shared the experience and challenges of the role of the catechist within both parish and school-based religious education programs.

The webinars gave participants an opportunity to engage with the National Church Life Survey data and discuss the findings in relation to parish engagement. More specific discussion on parish engagement and successful strategies formed part of the series of webinars. This work saw an increase in connection across dioceses for those involved in catechist programs.

The NCEC is currently progressing the education-related decrees confirmed by the Plenary Council at the second general assembly.

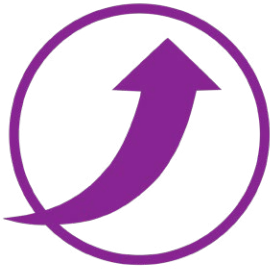
Advocating for religious freedom and school choice

Throughout 2023, the NCEC continued to advocate for religious freedom. In November 2022, the federal Attorney General, the Hon Mark Dreyfus KC MP, released the terms of reference for the Australian Law Reform Commission's (ALRC) review of laws protecting faith-based schools. The NCEC responded with a [submission](#) to the ALRC's consultation paper outlining significant concerns and the disappointment of Catholic education stakeholders.

In April 2023, the Attorney-General announced an extension of the reporting date to 31 December 2023 for the ALRC's final report to give further time to properly consider the large number of submissions to the inquiry. The final report was handed to the Australian Government at the end of 2023, but was not made public until March 2024. The NCEC continues to engage with the government and opposition on any potential legislative changes affecting religious freedom.

Catholic education advocates that:

- Catholic schools should be free to be Catholic
- parents should have the right to choose a school for their children that reflects their values and beliefs
- Catholic schools do not, and are not seeking to, discriminate against individuals on the basis of their personal attributes
- governments should protect the rights of Australians to associate on shared religious beliefs
- the ability of faith-based schools to operate, employ and teach according to their faith needs to be consistent in every state and territory to meet the needs of all Australian students.



PRIORITY 2

Support the continual improvement of educational outcomes for all students

In 2023, 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.

The NCEC works with the Educational Excellence Standing Committee (EESC), comprised of representatives from Catholic education authorities across the country, and a range of external educational experts. In 2023, the EESC continued its work to review and analyse national performance data and identify areas where Catholic education is achieving excellence and additional areas of need. The committee identified examples of practice to share across the Catholic sector and support collaboration and made recommendations to the commission on initiatives and approaches to drive educational excellence.

Literacy and Numeracy

The primary focus areas in 2023 were numeracy and literacy. All Australian school sectors have seen declining results reflected in longitudinal data collected across National Assessment Program - Literacy and Numeracy (NAPLAN), the Programme for International Student Assessment (PISA) and Progressive Achievement Tests (PAT). The NCEC conducted research to identify the areas of the



Kildare College, Holden Hill. Photo from Catholic Education South Australia.

Australian curriculum that were found to be poorly understood by Catholic sector students in the knowledge domains of mathematics and reading, and has been investigating and developing evidence-based guidance for teaching reading and mathematics.

In 2023, the NCEC unanimously endorsed a proposal from the EESC to develop the [Mastery in Mathematics \(MiM\)](#) project. The NCEC engaged Ochre Education to develop a full year's worth of evidence-based and adaptable teaching resources for Years 7 and 8 Mathematics, aligned to the Australian Curriculum V 9.0, Victorian Curriculum V 2.0 and the NSW Syllabus. In its first year, it was agreed that MiM should be a pilot, working with dioceses who opted into the project - namely, Catholic Education South Australia, Catholic Education Canberra Goulburn, Melbourne Archdiocese Catholic Schools and Catholic Education Diocese of Parramatta.

MiM takes an evidence-based approach to developing Year 7 and 8 Mathematics teaching resources, designed to build teacher confidence, save teachers' time, and break down complex skills and strategies into smaller instructional units to build student mastery. Teacher creators were engaged from Catholic schools to develop the resources and a working group and an expert group were formed to steer the project and ensure quality assurance of the materials. A longitudinal study will measure the impact for teachers and students over three years in partnership with the University of Notre Dame Australia.

Other significant initiatives focused on improving numeracy and literacy included:

- the formation of an expert mathematics group to develop and distribute professional learning webinars to address the content areas that primary Catholic sector students find most challenging

- the development of a literacy advisory group to explore reading improvement in Catholic sector schools, and the production of a [draft reading framework](#), published in 2024, that sets out an evidence-based framework for teaching and assessing reading
- research into secondary schools that have been performing well above expectation in geographical hubs.

The NCEC collaborated with Education Services Australia on producing case studies based on schools involved in the Targeted Phonics Program, which concluded in 2022. Approximately 20 Catholic schools participated in the phonics program which targeted low socioeconomic schools from Foundation to Year 2.

Each school received personalised assistance from a literacy coach, who played a crucial role in designing comprehensive literacy programs tailored to their specific needs. An example of a [phonics case study](#) is available on the NCEC website.

Curriculum and Assessment

NCEC has actively advised the Australian Curriculum, Assessment and Reporting Authority (ACARA) and the Australian Government on the Australian Curriculum review cycle through its participation in the ACARA Curriculum Directors Group and representation on the F-12 Curriculum Reference Group.

Traditionally, the Australian Curriculum was reviewed every six years after its initial approval. However, ACARA has proposed transitioning to a 10 year review cycle, incorporating iterative assessments and enhanced monitoring and evaluation processes. The NCEC supports the approach of making iterative changes where required.

In March 2023, Catholic education played an active role in ACARA's forum focusing on gathering information about existing support resources that would be valuable to teachers supporting the Australian Curriculum, particularly in English and Mathematics.

Teachers from four Catholic schools in South Australia participated in a pilot program, accessing Year 4, 6 and 8 English and Mathematics assessment resources through an ACARA-provided platform. The pilot aims to better understand how teachers select, administer and use assessment resources to identify the next steps to progress student learning. The results will enable ACARA to build an evidence base for quality assessment resources.

Learning and teaching directors and curriculum representatives met in Melbourne in March 2023 to promote ideas, share best practice and examine how the Catholic sector can better harness the expertise of learning and teaching experts to improve outcomes for students. The gathering focused on embedding Catholic context into the curriculum, effective formative assessments, demonstration of the Victorian Digital Assessment Library, NCEC's numeracy and literacy project work and the implementation of the National Teacher Workforce Action Plan.

NCEC, in conjunction with Catholic education authorities, has selected representatives to review the Senior Secondary and F-10 Work Studies Curriculum. These minor reviews of the Australian Curriculum will see NCEC establish working groups and engage critical stakeholders, including professional associations, academics and industry experts, without a public consultation period.

NAPLAN, which is the national assessment program that tests students in reading, writing, conventions of language and numeracy, moved to fully online testing in 2022, and moved from May to March in 2023. This change allowed teachers to receive results earlier in the year and provide more timely feedback and support to students. From 2023, ACARA also reported student achievement against four levels of proficiency replacing numerical bands and national minimum standards. This has impacted on data comparison as NAPLAN achievement prior to 2022 cannot be compared to that from 2023 onwards.

The Educational Excellence Standing Committee is continuing to examine changes to NAPLAN and considering the impact on Catholic sector learning, teaching and assessment. The NCEC is also working with ACARA to develop reporting parameters to align with the direction that ACARA is taking in the 2024 national reporting framework to meet the needs of the Catholic sector.



Students and teachers from St Joseph's College, Toowoomba - one of the nationally recognised high performing schools.

Artificial Intelligence in Schools

In July 2023, the NCEC made a [submission](#) to the House of Representatives inquiry into artificial intelligence (AI) in the Australian education system. The inquiry examined the impacts, benefits and risks of AI in education. [The Generative AI in Schools Framework](#), introduced in December 2023, addressed six key areas - workload, data security and privacy, equity, market power, research, and copyright. These priorities will help schools develop policies and implement plans for safe AI use. Teacher professional learning will be essential for managing privacy and security concerns. The NCEC Learning and Teaching Directors Group and the IT Working Group will support schools and systems in implementing AI in schools.

Teacher Workforce

NCEC is part of a working group, comprising representatives from all school sectors, to support the Australian Government in delivering on the 27 recommendations outlined in the [National Teacher Workforce Action Plan](#) (NTWAP). The group aims to monitor implementation progress effectively and improve coordination of stakeholder consultation. Actions are led by the Australian and state and territory governments, the Australian Institute for Teaching and School Leadership (AITSL) and ACARA.

As part of the NTWAP, NCEC will report back on some of the recommendations before School Policy Group meetings. These recommendations focus on boosting the number of permanent teachers, reducing teacher workload, developing career pathways for teachers, and improving access to high-quality First Nations' cultural responsiveness resources. The Schools Policy Group reports

High performing schools

A number of Catholic schools were recognised by ACARA for the encouraging outcomes achieved by students in the 2023 NAPLAN results.

There were 17 Catholic schools listed in the national high performing schools' list. While all states and territories were represented, nine were schools in the Catholic Archdiocese of Canberra and Goulburn reflecting its strong system-wide focus on literacy, which is showing signs of positive improvement in student learning outcomes.

Student attendance data also published on the My School website showed an improvement in attendance rates in Catholic schools to 90.3 per cent, up from 87.9 per cent in 2022, which is 1.7 percentage points higher than the national attendance rate of 88.6 per cent.

Catholic school levels of students who attended 90 per cent of the year or more increased by 14.8 percentage points to 65.4 per cent (50.5 per cent in 2022), and 3.9 percentage points higher than the national average of 61.5 per cent.

National Catholic education executive director Jacinta Collins said one of the great strengths of NAPLAN was its ability to highlight areas students could be supported in their learning and where additional resources or early intervention could be applied to improve literacy and numeracy outcomes. The NCEC is currently collaborating across the Catholic sector to address student outcomes in mathematics. This work includes the Mastery in Mathematics project.

to and provides high-level strategic policy advice to the Australian Education Senior Officials Committee which reports to the Education Ministers Meeting.

Early Childhood Education

NCEC has engaged in active consultation with Catholic education authorities and the Australian Government on a nationwide formative assessment for preschool teachers and educators. The tool will measure children's progress against agreed learning progressions in the domains of oral language and literacy, and executive function, and will align with existing benchmarks of quality preschool which aim to be inclusive and supportive of all children.

The tool will also provide resources to assist educators in supporting children's learning and development throughout the year. Catholic early learning services will be encouraged to trial the new national tool or utilise existing modified tools that align with national learning progressions.

Students with Disability

In 2019, NCEC provided a [submission](#) and actively consulted with Catholic education authorities on the Royal Commission into Violence, Abuse, Neglect, and Exploitation of People with Disability. The final report, released in September 2023 included 222 recommendations highlighting the need to increase funding, enhance teacher training, and improve accountability to better serve students with disabilities.

Additionally, there is a recommendation to phase out special schools over the next 27 years, supported by three of the six commissioners. Through the work of the Students with Disability Network Group, the NCEC will engage in consultation with the Australian Government and provide feedback on the recommendations.

Student Wellbeing and Safety

In 2023, student wellbeing continued to remain a key focus for school leaders and educators. NCEC has continued to work closely with the Australian Government and state and territory education authorities across a broad range of student wellbeing and mental health initiatives.

The Productivity Commission's review of the National School Reform Agreement in 2022 noted that positive student wellbeing is a desired outcome of schooling as well as a means to achieve improved learning outcomes. It also noted that school wellbeing policies and programs often fail to provide teachers and students with the supports they need. The review recommended that the next agreement on schools should explicitly address outcomes to support improved student wellbeing.

In August 2023, the NCEC made a [submission](#) to the Australian Government's Review to Inform a Better and Fairer Education System which included priorities for improving student wellbeing and mental health outcomes. The review will help to inform recommendations for the next National School Reform Agreement.

Throughout 2023, the NCEC was closely consulted by the Australian Government in determining the scope and allocation of almost \$14 million to deliver Consent and Respectful Relationship Education programs in Catholic schools. NCEC, together with state and territory education authorities, were also key contributors to discussions leading to the development and roll out of the Voluntary Mental Health Check Tool supported by the Australian Government.

NCEC's membership of the National Respectful Relationships Expert Working Group, the National Online Safety Education Council, and the National Office of Child Safety's Child Safe Sectors Leadership Group among others continue to provide significant opportunities to influence and shape government policy. This included a [submission](#) in April 2023 to the Government's Inquiry into Proposed Sexual Consent Laws.

The NCEC's Student Wellbeing Network Group, comprised of members from state and territory Catholic education authorities, met four times during 2023 to discuss issues such as school refusal, classroom disruption, youth radicalisation and child safety processes. Between these meetings the group was highly active in sharing local and national approaches to student wellbeing and mental health.

Vocational Education

Throughout 2023, the NCEC kept a watching brief on emerging issues in vocational education and training.

In April 2023, the NCEC made a [submission](#) to the Australian Parliament's Inquiry into the Perceptions and Status of VET. Other issues of interest to the Catholic sector included additional funding announced in the Federal Budget to lift VET completions and reform the delivery of foundation skills so more Australians over the age of 15 can access training to improve their literacy, numeracy, and digital skills; the release of the Australian Universities Accord Interim Report; and the Australian Government's White Paper on Jobs and Opportunities Working Future.

The NCEC's VET Network Group, comprising members from state and territory Catholic education authorities, discussed each of these initiatives, along with other VET matters and directions at meetings throughout the year.



Symposium asks 'are we listening to students?'

More than 600 staff, leaders, parents and others involved in Catholic education from across the nation and beyond joined in the 2023 Australian Catholic Education Symposium hosted in October 2023 by the National Catholic Education Commission.

The keynote address was given by Prof Anne Graham AO, Professor of Childhood Studies and Founding Director of the Centre for Children and Young People at Southern Cross University.

Titled, Are we listening? How can Catholic schools respond to student views for wellbeing, faith formation and learning, Anne detailed her research which emphasised the critical importance of hearing children's views and ensuring students are truly recognised and known to their teachers. She outlined the four key elements of student participation: Voice, Influence, Choice and Working Together. Her research shows that students who experience more opportunities for meaningful participation also receive more recognition from others and gave more recognition to others, providing the optimum environment for both recognition and student wellbeing to improve.

This was followed by a thoughtful panel discussion moderated by Catholic Education Western Australia executive director Dr Debra Sayce, with McCarthy Catholic College Tamworth principal, Rod Whelan and Diocese of Lismore Catholic Schools assistant director mission, Gary Reen. The panel discussed how we can apply this research in the school and diocesan context with an invitation to us to focus on the significance of not only on what we do, but also why we do it.



Dr Debra Sayce CEWA Executive Director



Prof Anne Graham Southern Cross University



Rod Whelan McCarthy Catholic College Principal



Gary Reen Assistant Director Mission, Lismore Diocese



PRIORITY 3

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

Throughout 2023, 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 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 investigating potential revenue streams for capital projects.

In 2023, the NCEC through the work of the Resource Strategy Standing Committee drove a number of key initiatives, including the development of national 'Funding Principles for Catholic Schools' and a demographics paper to inform how to meet forecast student demand including the formation of a new schools working group.

A significant focus, through the NCEC's Early Childhood Education and Care Network, was responding to the National Early Years Strategy, which supports improved coordination between government programs, funding and frameworks impacting early childhood development; the Productivity Commission's report supporting high-quality early learning and care for three days a week; and a preschool outcome measure supporting access to a validated formative assessment tool to inform children's learning.



St Joseph's School, Barmera. Photo from Catholic Education South Australia.

The NCEC is also developing early learning case studies as part of their Aboriginal and Torres Strait Islander Education Network two-year work plan.

The NCEC continues to advocate for fair and inclusive funding that sustains both public and faith-based school systems across Australia. As part of this advocacy, the NCEC successfully advocated for the extension of the Non-Government Reform Support Fund to support national reform initiatives, and continues to present the case for government investment into school capital projects and assist Catholic school systems to deliver increased early childhood education services.

Through collaboration with state and territory education authorities, the NCEC is continuing to identify ways to better serve the needs of students and their families from all backgrounds, particularly those from regional, rural and remote areas, First Nations families, students with disability, those from lower socio-economic backgrounds, and migrant and refugee families. Catholic education has been working on identifying how to reduce

or remove barriers to enrolment and better serve the needs of students and their families from all backgrounds, particularly those from regional, rural and remote areas, First Nations' families, students with disability, those from lower socio-economic, and migrant and refugee families.

Federal Budget

In April 2023, the NCEC made a [pre-budget submission](#) ahead of Labor's second federal budget in May. The NCEC advocated for:

- the extension of the Non-Government Reform Support Fund to enable non-government representative bodies to continue to support the delivery of national school reform policy priorities
- capital grants funding for non-government schools to be increased to facilitate the construction of new, and expansion of existing, low-fee schools in areas of high population growth
- the review of the Capacity to Contribute formula to be advanced to 2024 to ensure the fairest funding formula for all families and communities



Our Lady of the Sacred Heart School, Thursday Island. Photo from Queensland Catholic Education Commission.

- the preschool reform funding agreement to be extended to provide quality preschool programs for the two years prior to school, and an increased provision from 15 to 30 hours a week for four year old children at risk of educational disadvantage
- support for Catholic boarding schools across a range of settings including for Aboriginal and Torres Strait Islander students and regional and remote settings
- support for non-government schools to participate in teacher workforce pilot programs.
- funding for reducing teacher workload, supporting early childhood educators, Closing the Gap, and consent and respectful relationships.
- \$436 million over four years to reform the Foundation Skills programs so more Australians over the age of 15 who need training to improve their literacy, numeracy and digital skills have access and an additional \$54.3 million in critical Australian Apprenticeship supports to improve completion rates.

In summary, the budget delivered:

- an extension to the current National School Reform Agreement for a further 12 months to December 2024 and the extension of the Non-Government Reform Support Fund to be spent, or committed to be spent, by 31 December 2024
- an increase to the overall funding available for the Targeted Round of the Schools Upgrade Fund from \$18.0 million to \$19.6 million
- \$40.4 million to improve school attendance, engagement and learning outcomes for students in Central Australian schools
- a further \$21.6 million to extend the Indigenous Boarding Providers grants program for one year to support approximately 2,300 students across around 50 boarding providers

“Our commitment to advocating for school choice and improving access to a Catholic education has been part of the Commission’s work. Our initiatives have been designed to be inclusive, addressing the needs of students from diverse socio-economic backgrounds, regional and remote areas, and those requiring additional learning support. This inclusivity is central to our mission, reflecting the Catholic values of compassion, equity, and justice.”

Nicholas Moore AO
NCEC chair

Submissions

In addition to the submissions mentioned throughout this report, the NCEC made a number of submissions to various national reviews and inquiries:

- [submission](#) to the Copyright Enforcement Review 2022-2023
- [submission](#) into the Inquiry into Disruption in Australian School Classrooms
- [submission](#) to the Australian Government’s Early Years Strategy discussion paper
- [submission](#) to the Productivity Commission’s Inquiry into Early Childhood Education and Care
- [submission](#) to the Productivity Commission’s Review of Philanthropy Inquiry
- [submission](#) to the Australian Government’s Inquiry into Australia’s Human Rights Framework
- [submission](#) to the Blueprint Expert Reference Group’s Not-for-profit Sector Development Blueprint
- [response](#) on the discussion paper, Developing a new National Framework for the certification of Highly Accomplished and Lead teachers (AITSL)
- [response](#) to the Initial Teacher Education Review Panel
- [submission](#) to the Review into an Appropriate Cost Model for Commonwealth’s Anti-discrimination Laws



Catholic Education Leaders Forum in Canberra

The National Catholic Education Commission hosted a national gathering in Canberra from 12-14 September 2023 bringing together 70 Catholic education directors and chairs from the 28 dioceses, as well as state and territory commissions, Religious Institutes and Ministerial PJP School Authorities and principal and parent association representatives.

The three-day gathering included a meeting of the Regional, Rural and Remote Directors Network, the Catholic Education Leaders Forum, and a Parliamentary Reception attended by over 110 guests.

The first day of the forum was an opportunity for Catholic education directors and chairs to focus on national strategic priorities, governance and political engagement with addresses from chair of the Bishops Commission for Catholic Education, the Archbishop of Sydney Anthony OP and NCEC chair Nicholas Moore.

Representatives from across the parliamentary sphere including the Minister for Education the Hon Jason Clare MP, Assistant Minister for Education and Assistant Minister for Regional Development, Senator Anthony Chisholm, Shadow Minister for Education Senator Sarah Henderson, Senator Deb O'Neill and former Minister for Education Dan Tehan MP, gathered for a reception at Parliament House.

Directors met the following day for a briefing with Minister Clare MP, an in-depth presentation on national strategic priorities and initiatives by national Catholic education executive director Jacinta Collins, a formation session with Fr Frank Brennan SJ, and a presentation on national reform priorities with Department of Education secretary Tony Cook and deputy secretary Meg Brighton, among other presentations.

Minister Clare thanked Catholic education leaders for their contribution to the education of students in schools across Australia and

said he looked forward to working with the sector to build a better and fairer education system for all Australians.

“Education has the power to transform people’s lives and you have dedicated your life to this mission, which is more important today than ever before,” the Minister said.

Archbishop Anthony commended the forum as a way of ensuring Catholic education is closely involved in the national conversation about education and educational reform, working with government in developing our education systems for the better.

“Your presence here in Canberra this week speaks to the seriousness with which you take the mission of Catholic education in this country, and our joint determination to make the education that we offer the best that it can be,” Archbishop Anthony said.

Photos: Giovanni Portelli.



Our Lady of the Sacred Heart Catholic College, Alice Springs students with principal Paul Melloy, National Catholic education executive director Jacinta Collins, Minister for Education Jason Clare MP and Catholic Education Northern Territory director, Paul Greaves.

2023 Highlights

School visits

In June 2023, national Catholic education executive director Jacinta Collins visited students and staff from St Felix Catholic Primary School, Bankstown and met with the Federal Minister for Education the Hon Jason Clare MP, the Archbishop of Sydney Anthony Fisher OP, and executive director of Sydney Catholic Schools Tony Farley.

In July 2023, Jacinta visited Our Lady of the Sacred Heart Catholic College, Alice Springs along with the Education Minister, the chair of the government's expert panel for National School Reform Agreement, Dr Lisa O'Brien AM; Department of Education deputy secretary (Schools) Meg Brighton, and Catholic Education Northern Territory director, Paul Greaves as part of a high-level education delegation looking at the unique challenges facing central Australian schools.

Order of Australia Awards

A number of Catholic educators were recognised in the 2023 Australia Day Honours receiving Order of Australia Medals (OAM) for their contribution and services to Catholic education, the Church and other community services:

- Retired director of Catholic Education Northern Territory, Gregory O'Mullane for services to Catholic education and to school rugby union



Executive director of Sydney Catholic Schools Tony Farley, Minister Jason Clare MP, Archbishop of Sydney Anthony Fisher OP and national Catholic education executive director Jacinta Collins during a visit to St Felix Catholic Primary School, Bankstown.

- Elizabeth and Victor O'Callaghan for their services to restorative practices and education
- Dr Margaret O'Donnell for service to education and to the community
- Vincent Feeney for service to secondary education
- Marea Donovan for service to the Catholic Church of Australia.

On the King's Birthday in June 2023, NCEC chair Nicholas Moore AO was awarded an Officer of the Order of Australia for distinguished service to the finance, business and commerce sectors, to arts administration and to education. Nicholas described himself as a helper amongst many, but exceptionally passionate about education. Several others received Order of Australia honours:

- Leading phonics advocate and MultiLit director of strategy and senior research fellow and NCEC educational excellence standing committee member Dr Jennifer Buckingham for her service to education research and literacy
- Principal of St Martin de Porres School Sheidow Park Craig Fosdike for service to primary education
- Educator at St Paul's College, Gilles Plains Damian Antenucci for service to secondary education
- Santa Sabina College, Strathfield teacher and education consultant Jane Sulis for service to education and the community
- Former Victorian Catholic School principal and education consultant Mary Howlett for service to the community, and to education.



Left: National Catholic education executive director Jacinta Collins receiving her Honorary Doctorate from UNDA chancellor Chris Ellison. Right: Sr Elizabeth Dodds RSC with Brother Kelvin Canavan. Photo: Giovanni Portelli/*The Catholic Weekly*.

Awards and Recognition

In May 2023 Jacinta Collins was awarded an Honorary Degree, Doctor of Letters from the University of Notre Dame Australia as part of the graduation ceremony for students from the university's Faculty of Arts, Sciences, Law & Business and the Faculty of Education and Philosophy & Theology in May 2023. The award was in recognition of Jacinta's contribution to public life serving the community and for her work advocating for Catholic education.

In July 2023, Sr Elizabeth Dodds RSC was recognised for her exceptional contribution to Catholic education and was awarded the Brother Kelvin Canavan Catholic School Leadership Award at the Catholic Schools NSW Education Law Symposium. She was recognised as an exceptional contributor to Catholic education at all levels, as well as for her connection with the Australian Catholic religious against trafficking of humans.



Cairns MP Michael Healy, Catholic Education Diocese of Cairns executive director Bill Dixon, national Catholic education executive director Jacinta Collins, artist Susan Reys and Cairns Convention Centre general manager Janet Hamilton.

Host diocese announced

In October 2023, national Catholic education executive director Jacinta Collins announced that the Diocese of Cairns would host the next Australian Catholic Education Conference at the Cairns Convention Centre from 20-22 August, 2025. The conference will be held at the newly-refurbished Cairns Convention Centre attracting around 1,500 delegates.

The conference will focus on the strategic vision and mission of Catholic education in Australia with a broad range of speakers, presentations and workshops in Catholic identity and mission, learning and teaching, leadership and governance, parent engagement and more. Under the theme, 'hope, anchored in faith', which is connected to the 2025 Jubilee Year theme, 'Pilgrims of Hope', the conference branding features the artwork of local First Nations artist Susan Reys, and reflects the Aboriginal and Torres Strait Islander people in far north Queensland.



Teacher Vincent McKenzie (right) from Christ the King Catholic School (Djarindjin Lombadina), Broome and Katrina Cambridge, from Aboriginal Catholic Ministry and the Canberra & Goulburn representative for the NCEC's Aboriginal and Torres Strait Islander Education Network, were named as recipients of the National Aboriginal and Torres Strait Islander Catholic Council (NATSICC) Service to Community Awards in July 2023.



New website launched

In March 2023, the NCEC launched a redesigned website ncec.catholic.edu.au to showcase Catholic education across Australia including a new resource centre, media centre, and directory to Catholic education peak bodies and school authorities.

National Catholic education executive director Jacinta Collins said the new-look website will enable the latest research, data and case studies from Catholic schools and dioceses to be featured and easily explored.

Schools Profile 2023

Summary statistics data for 2023 and 2022 financial data are from the Australian Government Department of Education's annual Non-Government 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 804,762 students (headcount) attended Australian Catholic schools in 2023. Taking part-time participation in education into account, Catholic schools educated 804,619 full-time equivalent students in 2023, an annual increase of 10,890 students. Over 38 years, enrolments have increased steadily, up by 39.9% since 1985.

STUDENT ENROLMENT GROWTH

Since 1985, total Catholic school enrolments has increased by 229,615 (39.9%) students. During this period, secondary enrolments increased by 62.0% (150,753), and primary enrolments increased by 23.8% (78,862).

SCHOOL TYPE

*Note: Special schools including 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, are on remand or in the social justice system, or whose needs are better met by flexible learning structures.

STATISTICAL SNAPSHOT

CATHOLIC SCHOOLS IN AUSTRALIA 2023

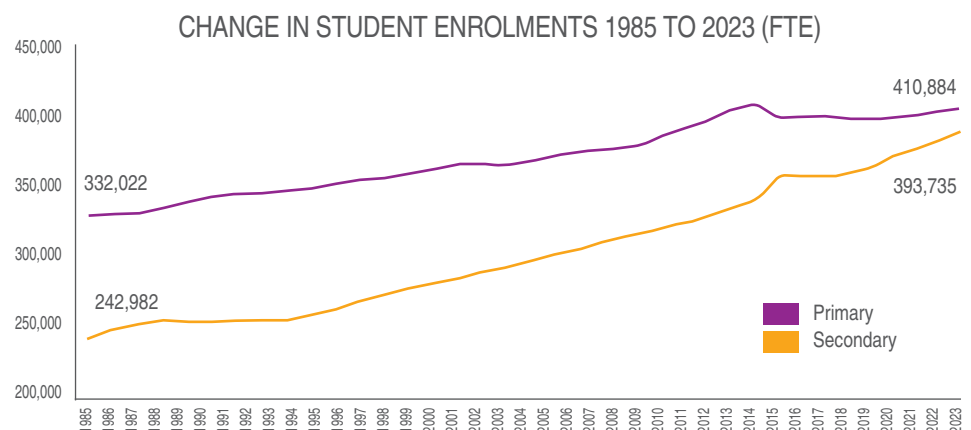
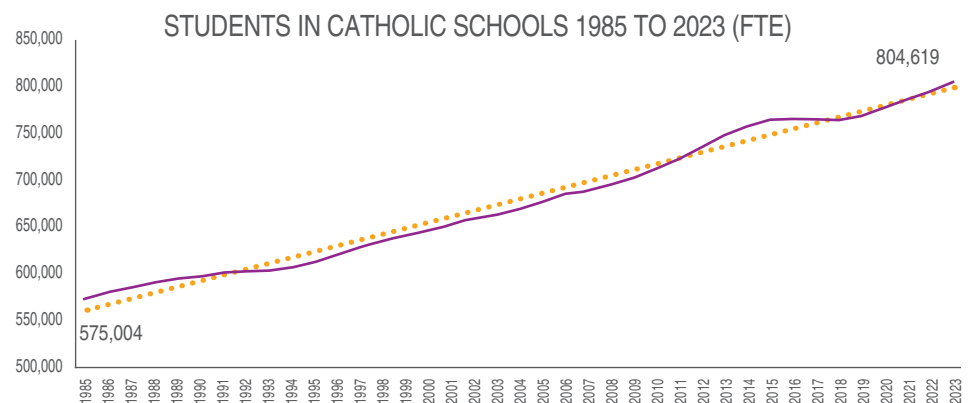
School Type	Schools	%
Primary schools	1,238	70.5%
Secondary schools	315	17.9%
Combined primary/secondary	156	8.9%
Special	47	2.7%
All schools	1,756	100.0%

STUDENTS IN AUSTRALIAN CATHOLIC SCHOOLS 2023 (FTE)

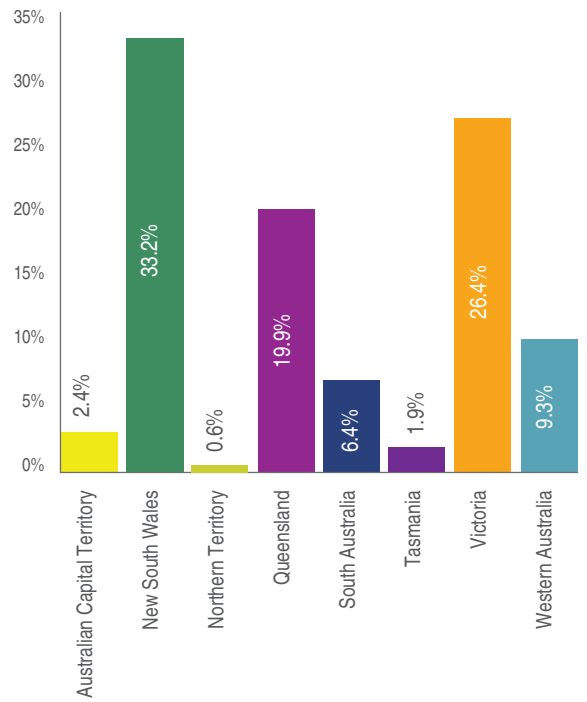
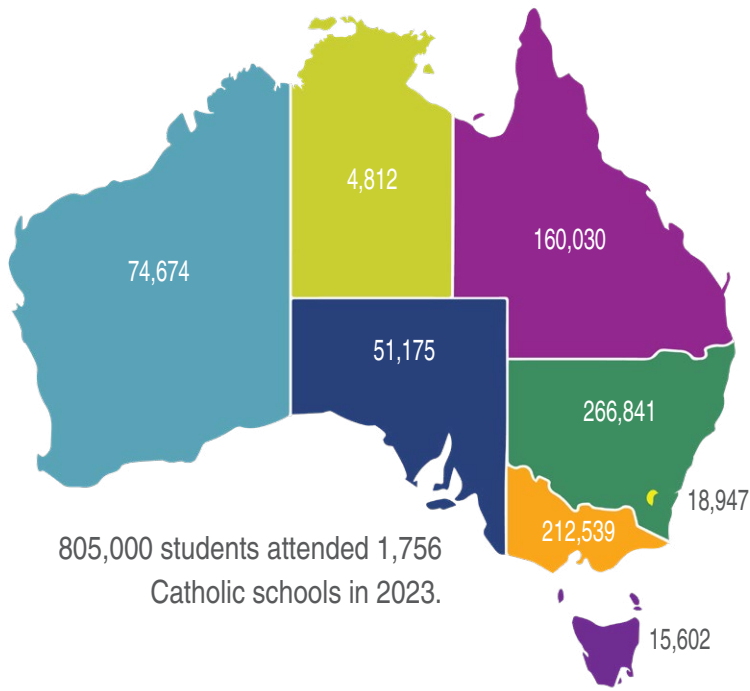
Type	Students 2023	% of schools	Change 2022
Primary	410,883.7	51.1%	3,099.3
Secondary	393,735.3	48.9%	7,790.7
All students	804,619	100.0%	10,890
All students (head count)	804,762	100.0%	10,865

SPECIFIC STUDENT GROUPS IN AUSTRALIAN CATHOLIC SCHOOLS 2023 (FTE)

Type	Students 2023	% of students	Change 2022
Students with disability (NCCD adjustments)	175,401.0	21.8%	11,664.2
Aboriginal and Torres Strait Islander students	29,835.1	3.7%	1,602.6
Boarding students (52 boarding schools)	5,460.0	0.7%	200
Aboriginal and Torres Strait Islander boarding students	1,322	0.2%	-6
Full-fee-paying overseas students	1,085.0	0.1%	238

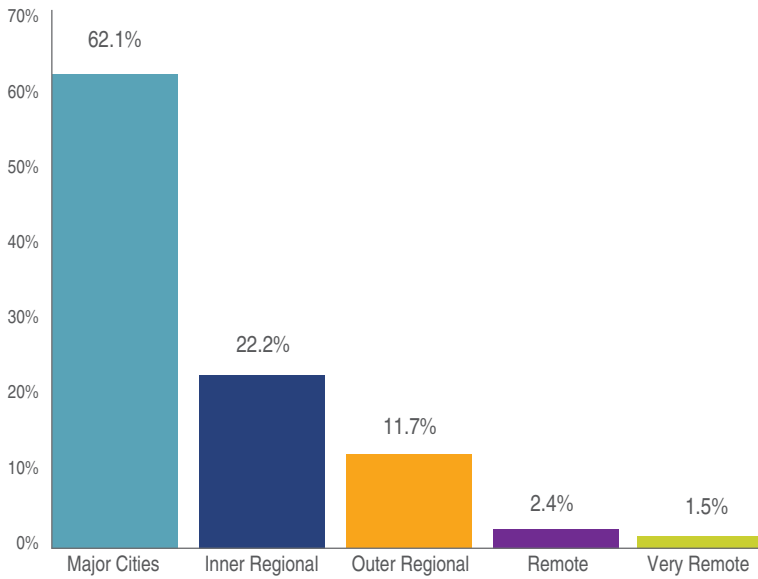


STUDENT ENROLMENT BY STATE & TERRITORY 2023 (FTE)



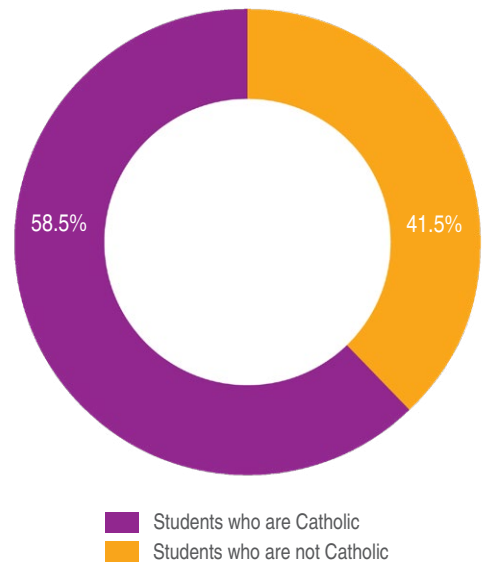
805,000 students attended 1,756 Catholic schools in 2023.

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

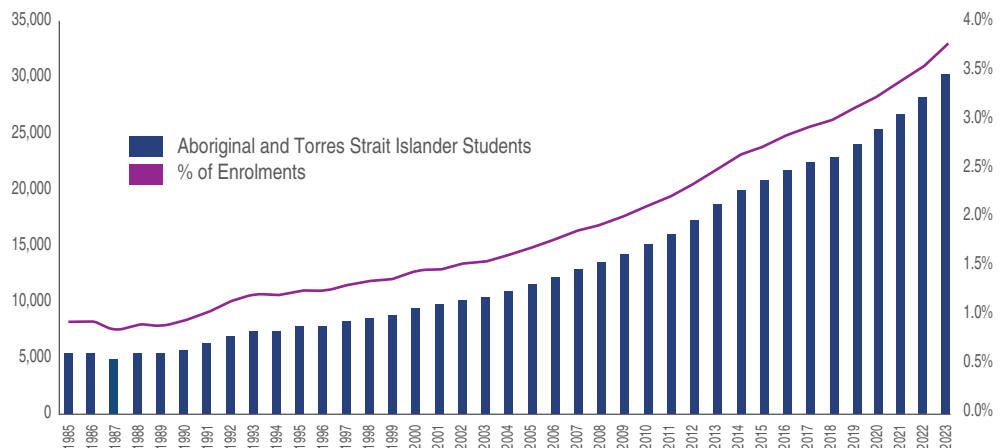


STUDENT CHARACTERISTICS

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

In 2023, there were 29,835 Aboriginal and Torres Strait Islander students in Catholic schools, representing 3.7% of all students. This was an increase of 1,603 students from the previous year.

ABORIGINAL AND TORRES STRAIT ISLANDER STUDENTS 1985 TO 2023 (FTE)



STUDENT CHARACTERISTICS

Students with disability (NCCD FTE)

In 2023, there were 175,401 students with disabilities in Catholic schools. Of these students, 36,931 (21.1%) benefited from quality differentiated teaching practice (QDTP); 96,814 (55.2%) received supplementary adjustments; 34,789 (19.8%) required substantial adjustments; and 6,867 (3.9%) needed extensive adjustments. Compared to 2022, students benefitting from QDTP declined by 1,413, more students required supplementary (8,920), substantial (3,164) and extensive (992) adjustments.

Staff Profile 2023

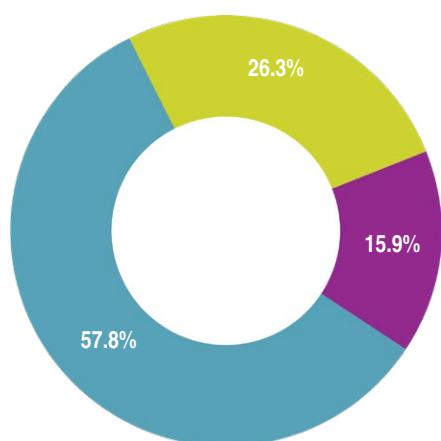
In 2023, Catholic schools employed a total of 109,020 staff. Counting both full-time hours and part-time hours, Catholic schools employed 88,443.8 full-time equivalent staff.

Income and Expenditure

SOURCES OF FUNDING 2022 CALENDAR YEAR

Proportions of total funding received from government and private sources are an average for all canonically recognised Catholic schools with available data.

SOURCES OF RECURRENT INCOME (GROSS) 2022 CALENDAR YEAR



Commonwealth Government
State Government
Private Income

STUDENTS WITH DISABILITY 2023 (NCCD FTE)

NCCD Adjustment Level	Students with disability 2023	% of all students with disability 2023	Change 2022
QDTP	36,931	21.1%	-1,413
Supplementary	96,814	55.2%	8,920
Substantial	34,789	19.8%	3,165
Extensive	6,867	3.9%	992
All students with disability	175,401	100%	11,664

STAFF IN AUSTRALIAN CATHOLIC SCHOOLS 2023 (FTE)

	Staff 2023	% of staff	Change 2022
Teachers (including Principals)	59,913.9	67.7%	1,454.1
Non-teaching staff	28,529.9	32.3%	1,748.2
All staff	88,443.8	100%	3,202.3
All staff (head count)	109,020.0	100%	4,441.0

TEACHERS INCLUDING PRINCIPALS 2023 (FTE)

	Teaching staff 2023	% of teachers	Change 2022
Primary teachers	27,169.9	45.3%	410.2
Secondary teachers	32,496.7	54.2%	1,006.9
Special teachers	247.3	0.4%	37.0
All teachers	59,913.9	100.0%	1,454.1
Female	43,133.2	72.0%	1,102.1
Male	16,775.9	28.0%	374.4

STUDENT/TEACHER RATIOS 2023 (FTE)

	Primary	Secondary	All
Students per teacher	15.1	12.1	13.8

INCOME, CATHOLIC SCHOOLS BY TYPE (\$ PER STUDENT) 2022 CALENDAR

	Primary	Secondary	Combined	All schools
Fees and charges	2,184	6,013	8,357	4,754
Other private income	420	578	1,284	645
Total private income	2,604	6,591	9,641	5,399
State government grants	3,053	3,567	3,250	3,275
Commonwealth government grants	11,599	12,624	11,194	11,886
Total government income	14,652	16,191	14,444	15,161
Total income	17,256	22,782	24,085	20,560

Source: Department of Education (internal 2022 Financial Questionnaire datasets, unpublished), average for all Catholic schools including "independent" Catholic schools. Total income represents gross income i.e., income before deductions.

EXPENDITURE, CATHOLIC SCHOOLS BY TYPE (\$ PER STUDENT) 2022

	Primary	Secondary	Combined	All schools
Recurrent expenditure	15,061	19,243	19,618	17,442
Capital expenditure	1,602	3,111	4,986	2,800
Total expenditure	16,663	22,354	24,604	20,242
Loans at start of year	3,401	5,559	6,851	4,844
Loans at end of year	3,568	5,745	7,473	5,106
Annual movement in borrowing	167	186	622	262

Source: Department of Education (internal 2022 Financial Questionnaire datasets, unpublished), average for all Catholic schools including "independent" Catholic schools.

Governance

2023 NATIONAL CATHOLIC EDUCATION COMMISSION



Nicholas Moore AO
Chair



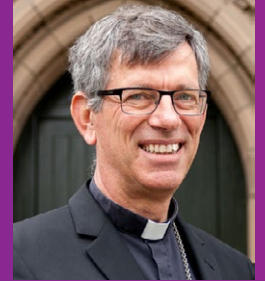
Dr Neil McGoran
Deputy Chair
Director, Catholic Education
South Australia



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



Jacinta Collins
Executive Director, National
Catholic Education Commission



Most Rev Mark Edwards OMI
Bishop of Wagga Wagga
(until May 2023)



Most Rev Anthony Ireland
Auxiliary Bishop
Archdiocese of Melbourne
(from May 2023)



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



Allan Blagaich
Executive Director, Queensland
Catholic Education Commission
(from Sept 2023)



Dr Gerard Gaskin
Executive Director, Catholic
Education Tasmania



Paul Greaves
Director, Catholic Education
Northern Territory



Ross Fox
Director, Catholic Education
Archdiocese of Canberra &
Goulburn



**Emeritus Professor
Marea Nicholson AM**
CORMSAA nominee



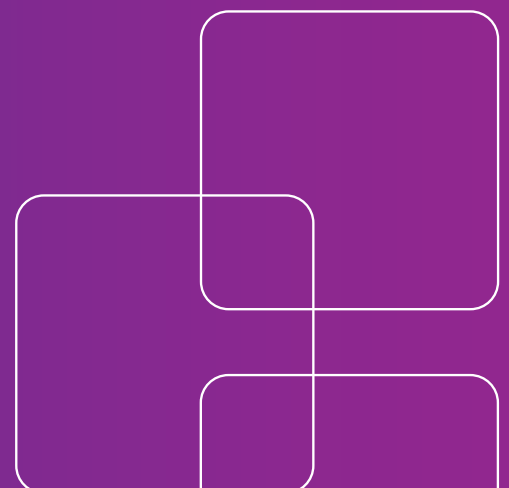
Carmel Nash OAM
Executive Director, Catholic
School Parents Queensland



Professor Francis Campbell
Vice-Chancellor, University of
Notre Dame Australia



Kate Rayment
Principal, St Scholastica's
College NSW



STANDING COMMITTEES AND WORKING GROUPS

The NCEC gratefully acknowledges the contribution of all those who represented Catholic education on national committees, network and working groups in 2023.

Faith Formation and Religious Education Standing Committee

- Kate Rayment – Chair
- Diana Alteri
- Dr Monica Dutton
- Dr Jill Gowdie
- Sr Geraldine Larkins RSJ
- Sr Catherine Mead RSJ
- Alison Newell (from May 2023)
- Sharon O’Keeffe
- Gary Reen
- Sarah Rose (from July 2023)
- Dominic Ryan (from May 2023)
- Prof Richard Rymarz (from Feb 2023)
- Dr Caroline Thompson
- Martin Tobin
- Matthew Williams (until June 2023)
- *NCEC Director of Mission and Operations, Robert Tonkli*
- *NCEC Faith Formation and Religious Education Officer, Laura Avery*

Finance, Audit and Risk Standing Committee

- Jim Miles - Chair
- Jacinta Collins
- Carmel Nash OAM
- *NCEC Director of Mission and Operations, Robert Tonkli*
- *NCEC Business Manager, Sabrina Shen*

Resource Strategy Standing Committee

- Dallas McNerney - Chair
- Allan Blagaich
- Jacinta Collins
- Ross Fox
- Dr Neil McGoran
- Jim Miles
- Emeritus Prof Marea Nicholson AM
- Dr Debra Sayce

Educational Excellence Standing Committee

- Dr Neil McGoran - Chair
- Dr Jennifer Buckingham
- Danielle Cronin
- Mandy Connor
- Bishop Mark Edwards OMI
- Ross Fox
- Paul Greaves
- Dr Lucy Lu
- Carmel Nash OAM
- Emeritus Prof Marea Nicholson AM
- Kate Rayment
- Matt Wright
- Vince Wright
- *NCEC Director of Strategy, Anna Howarth*
- *NCEC Senior Education Advisor, Joanna Mackie*
- *NCEC Research & Evaluation Lead, Dr Kevin Trimble*

There were also a number of advisory, working and network groups including:

- Aboriginal and Torres Strait Islander Network Group
- Early Childhood Network Group
- Enrolment Working Group
- Funding Analysis Expert Group
- Information Technology Working Group
- Learning and Teaching Directors Network Group
- Mathematics Advisory Group
- National Communications Group
- Parent Formation Working Group
- Political Advisory Taskforce
- Senior Finance Officers
- Staff Formation Working Group
- Student Formation Working Group
- Students With Disability Network Group
- Student Wellbeing Network Group
- Teacher Workforce Working Group
- Vocational Education Network Group

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 peak bodies, RI & MPJP 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 2023

	2023	2022
	\$	\$
Revenue from continuing operations	5,255,947	3,527,001
Employee expense	(2,627,895)	(2,643,995)
Depreciation and amortisation expense	(231,479)	(233,162)
Finance costs	(9,329)	(20,357)
NCEC meetings and conferences expenses	(1,527,371)	(254,625)
Outsourcing expenses	(83,553)	(77,877)
Office and other expenses	(246,691)	(214,476)
Project expenses	(502,074)	(396,293)
Total expenses for the year	(5,228,392)	(3,840,785)
Surplus/(deficit) for the year	27,555	(313,784)
Other comprehensive income	-	-
Total comprehensive income/(loss) for the year	27,555	(313,784)

STATEMENT OF FINANCIAL POSITION AS AT 31 DECEMBER 2023

	2023	2022
	\$	\$
CURRENT ASSETS		
Cash and cash equivalents	683,115	383,173
Trade and other receivables	415,745	169,934
Other financial assets	3,627,848	3,485,760
Other current assets	<u>32,089</u>	<u>131,884</u>
Total Current Assets	<u>4,758,797</u>	<u>4,170,751</u>
NON-CURRENT ASSETS		
Property, plant and equipment	93,076	56,347
Right-of-use assets	<u>64,395</u>	<u>259,265</u>
Total Non-current Assets	<u>157,471</u>	<u>315,612</u>
Total Assets	<u>4,916,268</u>	<u>4,486,363</u>
CURRENT LIABILITIES		
Trade and other payables	1,009,613	446,121
Income in advance	-	12,000
Employee entitlements	361,570	302,579
Lease liabilities	<u>35,885</u>	<u>188,688</u>
Total Current Liabilities	<u>1,407,068</u>	<u>949,388</u>
NON-CURRENT LIABILITIES		
Employee entitlements	143,879	125,923
Lease Liabilities	<u>37,583</u>	<u>110,869</u>
Total Non-current Liabilities	<u>181,462</u>	<u>236,792</u>
Total Liabilities	<u>1,588,530</u>	<u>1,186,180</u>
Net Assets	<u>3,327,738</u>	<u>3,300,183</u>
EQUITY		
Retained earnings	1,967,047	1,939,492
Reserves	<u>1,360,691</u>	<u>1,360,691</u>
Total Equity	<u>3,327,738</u>	<u>3,300,183</u>

STATEMENT OF CHANGES IN EQUITY FOR THE YEAR ENDED 31 DECEMBER 2023

	Retained Earnings \$	Reserves \$	Total \$
Balance at 1 January 2022	2,253,276	1,360,691	3,613,967
Total comprehensive income/(loss) for the year	<u>(313,784)</u>	<u>-</u>	<u>(313,784)</u>
Balance at 31 December 2022	<u><u>1,939,492</u></u>	<u><u>1,360,691</u></u>	<u><u>3,300,183</u></u>
Total comprehensive income/(loss) for the period	27,555	-	27,555
Balance at 31 December 2023	<u><u>1,967,047</u></u>	<u><u>1,360,691</u></u>	<u><u>3,327,738</u></u>

STATEMENT OF CASHFLOWS FOR THE YEAR ENDED 31 DECEMBER 2023

	2023 \$	2022 \$
CASH FLOWS FROM OPERATING ACTIVITIES		
Receipts from levies and other income	4,864,588	3,426,352
Interest received	161,133	52,146
GST received/(remitted) to the ATO	115,165	85,728
Interest paid on lease liabilities	(9,329)	(20,357)
Payments to employees and suppliers	<u>(4,385,360)</u>	<u>(3,707,812)</u>
Net Cash Inflows From Operating Activities	<u>746,197</u>	<u>(163,943)</u>
CASH FLOWS FROM INVESTING ACTIVITIES		
Payments for property, plant and equipment and leasehold improvements	<u>(77,734)</u>	<u>(29,576)</u>
Net Cash Outflows Used in Investing Activities	<u>(77,734)</u>	<u>(29,576)</u>
CASH FLOWS FROM FINANCING ACTIVITIES		
Payment of lease liabilities	<u>(226,432)</u>	<u>(206,169)</u>
Net Cash Flows From/(Used In) Financing Activities	<u>(226,432)</u>	<u>(206,169)</u>
Net increase in cash and cash equivalents held	442,031	(399,688)
Cash and cash equivalents at the beginning of the year	3,868,932	4,268,620
CASH AND CASH EQUIVALENTS AT END OF THE YEAR	<u><u>4,310,963</u></u>	<u><u>3,868,932</u></u>

