

2022 Annual Report



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Abbreviations

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| 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 |

Chair's Report

NICHOLAS MOORE AO
Chair, National Catholic
Education Commission



The impact and contribution of Catholic education continues to be evident in the growing demand for faith-based schooling with a record number of more than 794,000 students being educated in 1,759 Catholic schools across Australia, and many others attending a Catholic preschool, college or university.

Catholic education is a major employer with over 104,500 staff in our schools, whose skills and ongoing development will determine the success of our schools.

Over the past year, the work of Catholic education at the national level has been focused on our key strategic priorities:

- 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.

In summary, we refer to these priorities as Faith, Excellence and Access as the three touchstones of our combined efforts across schools and parishes, diocesan and RI & MPJP school authorities, and state, territory and national peak bodies. The NCEC is assisting in furthering these objectives by reviewing outcomes across the country to find and share best practice across areas for improvement.

In 2022, the NCEC undertook research and data analysis to identify best practice across our schools and systems and areas of need

and improvement. We are collaborating with Catholic schools and authorities on initiatives and approaches to support the work they do in lifting mathematics and reading outcomes.

Part of our work has been in preparing for teacher workforce needs by addressing shortages, and finding ways to attract, retain and support teachers and leaders in the profession. We are making a significant contribution to the national conversation and direction on this issue through the Australian Government's National Teacher Workforce Action Plan.

With a new federal government elected in 2022, our advocacy efforts continued to be an important focus of our work particularly in seeking protections for religious freedom to enable Catholic schools to continue to operate according to their values and beliefs.

As highlighted in the NCEC's submission to the Australian Law Reform Commission's Inquiry on Religious Exemptions and Anti-Discrimination Legislation, the rights of parents to choose a school that reflects their values and beliefs must be protected and fortunately, this is in line with Australia's obligations in international law.

The commission has continued to advocate through effective liaison with the federal government for a fairer funding formula to ensure Catholic education is affordable for families, presenting the case for increased capital funding; and assisting Catholic systems to deliver increased early childhood services.

A significant highlight of the year was the National Catholic Education Conference held in Melbourne in September, co-hosted with Melbourne Archdiocese Catholic Schools.

Under the theme, 'The Future is Listening' the conference provided an opportunity to engage with Catholic educators, leaders, staff and students from across the country and beyond with a wide range of topics and presentations from international and national speakers, experts and educators from our communities.

After six years in the making, Catholic education was able to come together in person and virtually to focus on our work and how we will respond to the continuing changing landscape of educating in a Catholic way to ensure a thriving future for our young people and the generations to come.

I thank NCEC commissioners and executive director Jacinta Collins and her team at the national office, and our collaborators in our state, territory, diocesan and school communities for their ongoing contribution and commitment to our shared mission of Catholic education.

On behalf of the NCEC, I am pleased to commend the 2022 Annual Report.



ED's Report

JACINTA COLLINS
Executive Director, National
Catholic Education Commission

2022 has been a significant year of progress and achievement for Catholic education at the national level.

In the lead up to the May 2022 federal election, the NCEC led a coordinated effort across the Catholic education sector to raise awareness of our key priorities including supporting school choice, enabling faith-based education, and delivering on our national priorities. This resulted in strong ongoing support from both major parties of choice of faith-based schooling, as well as maintaining funding certainty.

Since the election of the Albanese Government, the NCEC has continued discussions with relevant ministers and members of parliament on these matters including the critical work of raising educational standards, addressing teacher workforce needs, improving access to early childhood education and ensuring affordable access for families to non-government schools.

Prior to the election, the parliament failed to pass the Religious Discrimination Bill which would have enshrined protections for families to choose faith-based education and ensure Catholic schools can continue to teach and operate as Catholic schools. The new Labor government has made a commitment to introduce legislation in this term of government and the NCEC has been significantly involved in advocacy on this issue, including submissions and attendance at hearings for the Australian Law Reform Commission's (ALRC) current inquiry into religious anti-discrimination exemptions.

The NCEC is also playing a key role in the development of the National Teacher Workforce Action Plan, engaging extensively throughout the consultation process with state and territory Catholic education and school authorities on the draft action plan. In August 2022, I attended the Teacher Workforce Roundtable in Canberra, with education ministers, a working group of officials and peak education bodies. The roundtable identified priorities to address the nationwide teacher shortage.

As part of our national strategic priorities of enriching faith, leading excellence and improving access, the NCEC continued to enter into dialogue with Catholic school communities on the faith formation and religious education of staff, students and families. Discussions were held with each diocese and a number of RI & MPJP school authorities to understand the opportunities and challenges, and set future directions for faith formation.

During the year, the NCEC worked collaboratively across the Catholic sector to develop a national picture of educational excellence and areas of need. This has resulted in the formation of a number of working groups to identify ways we can share practice and resources to improve educational outcomes for all students.

It was wonderful to finally gather together in Melbourne for the 2022 National Catholic Education Conference, following a two-year delay due to the COVID-19 pandemic. With nearly 1,500 people attending live and virtually, it was a conference full of energy, connection and inspiration.

The conference was enlivened by outstanding speakers and presenters, and delegates particularly enjoyed the Recipe for Success cooking segment with Archbishop of Sydney Anthony Fisher OP and a hospitality student and teacher from Catholic Regional College, Sydenham.

I thank the Minister for Education, Jason Clare for his address, as well as our school communities, educators, leaders and others who contributed and participated in the gathering. Our thanks to the Archbishop of Melbourne Peter Comensoli for his support in hosting the conference in Melbourne and for the joyful Eucharist celebration at St Patrick's Cathedral followed by a Pilgrimage Walk.

We are grateful to the team at Melbourne Archdiocese Catholic Schools and Encanta for coordinating the event with our team in the national office. We are already planning for our next conference in 2025, and I look forward to announcing details later in 2023.

I take this opportunity to thank the Commission under the leadership of our Chair Nicholas Moore AO and the Chair of the Bishops Commission for Catholic Education, Archbishop Anthony Fisher OP for their continued support, advice and ambitious approach to challenge us in our mission of providing an excellent, faith-based Catholic education.

Throughout this report, you will see some of the many examples of our combined work during the year. I thank all involved on our national committees and groups, and in many other ways, for their contribution to this work.



Padua College, Kedron

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 public and an accessible alternative 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.

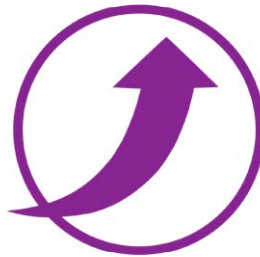
Accountabilities and achievements for the 2022 calendar year for each of the three national priorities are outlined in this annual report.

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

During 2022, 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.

Faith formation

The NCEC, through the work of the Faith Formation and Religious Education Standing Committee (FFRESC), has developed a number of resources to support Catholic school communities in faith formation.

The publication of key faith formation resources was a significant achievement in 2022. These included [*A Framework for Student Faith Formation in Catholic Schools*](#), [*Leading Formation for Mission: A Practical Guide*](#), and [*Our Quest for Hope – The Gift of Faith: a discussion paper for families and schools in support of the journey of faith*](#).

The Bishops Commission for Life, Family and Public Engagement also launched [*Created and Loved: a guide for Catholic schools on identity and gender*](#) at the National Catholic Education Conference held in September 2022.

A Framework for Student Faith Formation in Catholic Schools offers a vision and a set of elements for student faith formation together with examples of approaches. The work draws upon:

- reflection on contemporary contexts and research
- a Christian understanding of the human person
- the teaching of the Church including the recent Directory for Catechesis (2020)
- a dialogue with student voice which was sought in the process of developing this document.

Faith formation resources also included the further development of the [*Scripture for teachers*](#) website with additional commentaries on Luke's Gospel and key foundational concepts, and planning for the Scripture for teachers website to be integrated into a new NCEC website in 2023.

Members of the FFRESC delivered a presentation on Formation for Mission alongside Dr William Sultmann (ACU - La Salle Academy) at the 2022 National Catholic Education Conference. It was an opportunity to deepen knowledge of *Formation for Mission* and *Leading Formation for Mission: A Practical Guide*, to assist leaders in their consideration, development and evaluation of current practice.

The NCEC continued to enter into dialogue with Catholic school communities about the faith formation and religious education of staff, students and families. As a part of this dialogue, and in understanding the data and evidence collected and utilised across jurisdictions for faith formation and religious education, discussions were held with each diocese and several RI & MPJP school authorities to examine data sets, understand challenges and set future strategic directions. This learning was shared with system and school authority leaders via an online forum and will be foundational in setting future strategic directions.

Plenary Council

In July 2022, representatives from the Catholic community came together for the Second General Assembly of the Fifth Plenary Council of Australia held over six days in Sydney. National Catholic education executive director Jacinta Collins attended as a Plenary Council member and a head of Catholic Ministries, and was responsible for chairing a number of sessions.

With 277 Council members gathering from across the nation, the Plenary Council's focus was on discerning a path ahead for the mission of the Church in Australia and the greater role Catholic education can play in enlivening faith communities and responding to its evangelising mission. The NCEC will work on addressing the Plenary's resolutions.

Religious Freedom

Throughout 2022, the NCEC continued to advocate for religious freedom for Catholic schools and families. Prior to the 2022 election which saw a new Labor Government, the former Morrison Government failed to pass Religious Discrimination legislation through the parliament.

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.

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
- parents should have the right to choose a school for their children that reflects their values and beliefs
- Catholic schools don't, 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 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 committed to reintroduce the legislation, however no timeframe was given.

On 4 November 2022, the Federal Attorney General, Mark Dreyfus KC MP, released the terms of reference (TOR) for the Australian Law Reform Commission's Review into Religious Educational Institutions and Anti-Discrimination Law. The TOR included amendments to the Sex Discrimination ACT 1984 and other legislation so that faith-based schools do not discriminate against a student or member of staff on the basis of sexual orientation, gender identity, marital or relationship status or pregnancy, while being able to continue to build a community of faith by giving preference, in good faith, to persons of the same religion as the educational institution in the selection of staff. The NCEC is engaging in the ALRC review which is ongoing.

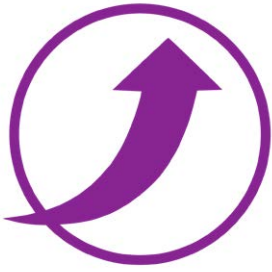
SACRED HEART PARISH SCHOOL



▲ Sacred Heart Primary School, Cunnamulla

▼ St Aloysius Catholic College, Huntingfield Campus





PRIORITY 2

Support the continual improvement of educational outcomes for all students

In 2022, 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.

National Reporting

In 2022, NAPLAN reading, numeracy, and writing results from 2017 to 2022 were tracked across the Catholic sector. The data indicated a declining trend in student performance, particularly in numeracy during the period. The NCEC's Educational Excellence Standing Committee (EESC) will examine the trend to identify additional national approaches to support schools and school authorities in improving learning outcomes.

Mathematics Support

A mathematics working group was created in 2022 to identify and explore best practice in mathematics teaching across the Catholic sector. The group collaborated with the dioceses of Armidale, Toowoomba, and Sydney analysing successful practices in their schools and systems that had resulted in above expected student learning outcomes in mathematics.

These findings and practices were shared with other dioceses to inform their improvement agendas for mathematics.

Progressive Achievement Testing (PAT) in mathematics and reading is administered to students from Year 1 - 10 in many Catholic schools. In 2022, the NCEC analysed results of students who undertook the maths testing data to identify areas of need in their mathematical understanding. These learnings will inform the development of mathematics webinars in 2023 that will inform practices in schools to improve student development and outcomes.

Phonics Project

In 2022, Catholic education participated in the Phonics Targeted Assistance Program funded by the Australian Government and delivered by Education Services Australia. The program targets students requiring additional support with literacy acquisition in their first years of primary education and delivers a Systematic Synthetic Phonics (SSP) approach to reading.

From July 2021 to December 2022, 23 Catholic schools received 18 months of support from a literacy coach. Each school developed and delivered a tailored literacy improvement plan and had access to an online community of practice to support learning where they could share knowledge and resources. Seven topics will be released throughout 2023 to support Foundation to Year 2 teachers and school leaders implementing an SSP approach.

In 2023 there will be an additional focus on reading emerging from the work of the EESC and analysis of PAT reading data.

Teacher Workforce

The NCEC has played a key role in the development of the National Teacher Workforce Action Plan and engaged extensively throughout the consultation process with state and territory Catholic education authorities and school systems on the draft action plan.

In August 2022, national Catholic education director Jacinta Collins attended the Teacher Workforce Roundtable in Canberra with Education Ministers from across the country. Hosted by Federal Education Minister Jason Clare MP, the roundtable outlined priorities including addressing the nationwide teacher shortage.

The National Teacher Workforce Action Plan includes 27 actions aligned to five key priority areas with implementation to commence in 2023. The five key priority areas are:

- improving teacher supply
- strengthening initial teacher education
- keeping the teachers, we have
- elevating the profession
- better understanding future workforce needs.

In November 2022, the NCEC submitted a response to the plan and will engage the Catholic sector to participate in two pilot programs that the Australian Government is implementing in the second half of 2023. These pilots will identify new approaches to attract teachers into schools most in need, as well as more maths, science and Indigenous teachers; and innovative approaches to reduce teacher workload through a Workload Reduction Fund to maximise the value of teachers' time.

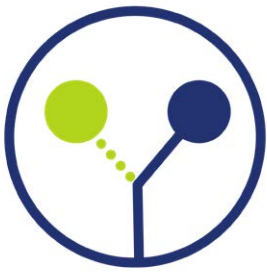
In October 2022, the Australian Government announced the creation of an expert panel, headed by Sydney University vice-chancellor Professor Mark Scott, to review how initial teacher education (ITE) is taught at universities across Australia as part of a national action plan to address the growing teacher shortage in Australia's schools.

The expert panel will make recommendations on how the education system can strengthen the link between performance and funding and strengthen ITE programs to deliver effective classroom ready graduates. Recommendations will also include how the quality of practical experience in teaching and postgraduate initial teacher education for mid-career entrants can be improved.

A discussion paper and consultation will take place in 2023.

Australian Catholic University teaching student, Angus White at St Clare's Catholic High School, Hassall Grove





PRIORITY 3

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

Throughout 2022, 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.

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 backgrounds and migrant and refugee families.

Advocacy for fair funding and capital investment

The NCEC has been working with state and territory Catholic education peak bodies and RI & MPJP school authorities, parent and principal associations 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 2022, the NCEC's Political Advocacy Taskforce oversaw stakeholder engagement for the 2022 Federal Election. Catholic education leaders, school communities and Catholic School Parents Australia directly engaged political parties and candidates prior to the May election on the following key priorities:

- appropriate legislation and educational policy to enable Catholic schools to operate and teach within a religious ethos

- extending the Non-Government Reform Support Fund beyond 2022 to support the delivery of the National Education Reform Agreement and emerging priorities such as quality teaching
- supporting early childhood education in the two years prior to school, capital funding to grow the number of services, and improved alignment for school delivery
- better access to mental health and wellbeing programs to address the increasing challenge of student mental health and wellbeing, particularly for educationally disadvantaged students
- better access for Aboriginal and Torres Strait Islander students in Catholic schools to Closing the Gap initiatives that support the complex needs of students.

The NCEC developed a report card evaluating the Australian Labor Party, Coalition and Greens' policy positions outlining their commitments, with both major political parties committing to supporting a number of priorities.

A new Labor government was elected and the Prime Minister Anthony Albanese appointed a new Federal Education Minister, Jason Clare MP.

In October 2022, Labor's first budget honoured its commitment to strengthening the teacher workforce, early childhood education and student wellbeing. The government has also extended the Non-Government School Reform Fund until the end of 2023 to support the delivery of the National Education Reform Agreement and national priorities.

Catholic school families take on nearly 29 per cent 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 per cent of the funding required to support school buildings and capital works with state and federal governments, on average, contributing 5 per cent each.

Funding principles

To support the advocacy work of Catholic education at all levels, in 2022 the NCEC updated its funding principles covering the areas of:

- education is a key ministry of the Catholic Church in Australia
- Catholic schools are integral to the Church's mission of transmitting the faith to the next generation
- Catholic schools are a major contributor to Australian education
- they contribute to the common good and to the nation's social and economic capital
- they have helped nurture a more just, tolerant and cohesive society
- Catholic education is determined in its commitment to excellence and equity.

Quality education for all children and young people

- Access to high quality education is the right of every young Australian.
- Catholic schools' partner with families, government and the wider community to deliver high quality, affordable and accessible education across Australia.
- Government funding is targeted to support quality teaching and learning in Catholic schools.

Parental choice

- Advocacy for government policy that supports educational choice for all families, including those experiencing disadvantage.
- Accessibility of Catholic education in a wide variety of locations provides families with real school choice.
- In addition to government funding, parents and the wider Catholic community contribute to sharing the costs of Catholic education.

Religious freedom

- Catholic education supports the rights of families to educate their children according to their beliefs and values.
- Catholic schools are free to teach and form students in the Catholic faith.
- Catholic schools celebrate the faith as an integral and inseparable activity of the school.

Education Policy & Engagement

Early childhood

In 2022, the NCEC Early Childhood Network Group has been engaged on a number of important initiatives to enhance early childhood education. The group's ongoing efforts focus on three key areas:

- expanding preschool access for children during the two years before full-time schooling
- promoting the establishment of early learning centres alongside primary schools in under-served areas
- improving conditions and professional learning opportunities for early childhood educators to attract more talented professionals to the field.

An Early Years Literacy Survey was commissioned by the Educational Excellence Standing Committee (EESC) in 2022 to analyse the teaching of early years literacy in Catholic schools. Findings were presented to the EESC in November 2022 and will inform future work in this area in 2023.

In November, the Australian Government announced it would develop a National Early Years Strategy to create a new integrated, holistic approach to early childhood development. The NCEC is engaged in ongoing discussions with the Minister for Early Childhood Education Dr Anne Aly on how Catholic education can support the Australian Government's early childhood education priorities.

The NCEC highlighted the need for non-government representation at high level early childhood education working groups to provide input on policy matters relating to the teacher shortage, transition to school measures, funding, improving participation in preschool programs, and the collection of attendance data.

The NCEC also represented the non-government sector at the Seventh Council on Early Childhood Development in November 2022 in Canberra. The meeting focused on the challenges and opportunities for developing a well-connected Early Childhood Development system.

The Australian Government and all states and territories agreed to the Preschool Reform Agreement which aims to strengthen the delivery of preschool and better prepare children for the first year of school. The agreement runs from 2022 to 2025 and locks in Commonwealth funding for preschool to the end of 2023. The funding



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

supports the delivery of 15 hours of preschool a week for all children in the year before they start school and commits to reforms to improve preschool participation and outcomes.

Supporting Aboriginal and Torres Strait Islander learners

The NCEC Aboriginal and Torres Strait Islander Network Group met face-to-face in October 2022 to develop an action plan, including timeline and deliverables, to inform NCEC's work over the next two years. The action plan has three major focus areas:

- Catholic Identity and Aboriginal and Torres Strait Islander spirituality
- learning and teaching
- family and community engagement.

The NCEC worked with Indigenous Education and Boarding Australia to develop the 'What Works' website launched in June 2022. The website provides guidance and resources to improve the skills and practices of staff working in boarding schools with Indigenous students.

NCEC worked with AITSL and jurisdictions in the development of a suite of professional learning resources aimed at building or enhancing the cultural competency of the existing teacher workforce and increase cultural safety in schools. They include:

- a self-reflection tool to support teachers' self-awareness of their own worldviews, assumptions, attitudes and beliefs in relation to their learners and culture

- a cultural continuum that defines a language to describe levels of competency including identifying characteristics, knowledge, skills, practice, and moral imperatives of cultural responsiveness against which teachers can assess and progress the development of competencies
- a capability framework providing insight into the forms of support, experiences, reflection, professional learning/development that are associated with different levels of cultural competency.

Students with Disability

The NCEC Students with Disability Network Group completed the Disability Loadings Settings Review in 2022, which reviewed the funding entitlements for students with disability.

A total of 250 schools, encompassing 12,000 students, participated in the school surveys, with 164 schools representing the Catholic sector. The Department of Education's draft report was released with the final report due in 2023, which is anticipated to recommend the development of an evidence base report over the next two years to inform a more refined costing model in 2024.

The NCEC also collaborated closely with the Department of Education to implement the recommendations from the Review of the implementation of the Disability Standards for Education 2005.



Our Lady of the Rosary Catholic School, Waitara

These reforms are designed to empower and support students with disabilities and their families; enhance the knowledge and capabilities of educators and providers; establish accountability for the standards; and foster awareness and capability in the early childhood education and care sector. The Catholic sector provided valuable feedback on numerous resources aligning with these reform areas, which are scheduled for release in 2023.

In 2022, the Department of Education explored the application of the Nationally Consistent Collection of Data on School Students with Disability model in relation to students who have experienced trauma, with 15 Catholic schools participating in a consultation process. This engagement provided invaluable feedback on the developed resources.

Student Wellbeing

In 2022, the NCEC continued to engage closely with the Australian Government on initiatives to support and enhance student wellbeing. The NCEC consulted with the Australian Government on their commitment to deliver the \$200m Student Wellbeing Boost in order to support students and schools in response to the unique challenges of the COVID-19 pandemic.

NCEC representatives worked with the Australian Education Research Organisation on the wellbeing for learning and development project. This project is investigating whether systems, schools and services are measuring what matters, and how they use the data they collect to improve wellbeing outcomes so that young people are better able to learn.

Following the increase in online learning during pandemic lockdowns, the NCEC

participated in an Australian Government initiative to empower parents and children to have safer and more positive experiences online.

The NCEC's membership of the National Online Safety Education Council will provide a forum to help inform the Australian Government eSafety Commission's priorities for new online safety education programs, resources, campaigns and research. NCEC representatives also contributed to work undertaken by the National Office of Child Safety through regular meetings of its Child Safe Sectors Leadership Group.

The NCEC made a submission to the independent evaluation of the National School Chaplaincy Program (NSCP). The submission identified that the NSCP is a highly valued and effective program for supporting student wellbeing in Catholic schools and recommended that the program be continued and enhanced.

The NCEC Student Wellbeing Network Group, comprised of members from state and territory Catholic education authorities, met regularly during 2022 to identify issues of concern, discuss local initiatives, and share best practice approaches for student wellbeing. In addition to sharing work by state and territory Catholic Education Commissions, the network group also welcomed presentations from student wellbeing focused organisations such as Stand Tall Australia, Beyond Blue, and the National Centre for Action on Child Sexual Abuse.

National School Reform Agreement

In October 2022, the NCEC made a submission to the Productivity Commission's

interim report released as part of the Commission's review of the National School Reform Agreement. The interim report reviews how well national policy initiatives by the Australian and state and territory governments have achieved the objectives and outcomes set out in the agreement and makes recommendations to inform the design of the next school reform agreement. The final report of the Productivity Commission's review was given to the Australian Government in December 2022.

The Australian and state and territory governments have commenced a process of discussion and consultation, which will include Catholic education, to develop an agreed next National School Reform Agreement. Education Ministers also agreed to establish a panel of eminent Australians to deliver the scope for the next National School Reform Agreement by 1 October 2023. The panel and their terms of reference will be announced early in 2023.

Curriculum and Assessment

During 2022, the Learning and Teaching Network Group continued to focus on the refinements and new content areas within the newly released Australian Curriculum Version 9.0 as well as resources required to support the curriculum. There was also focus on unpacking the draft National Teacher Workforce Action Plan and jurisdictional activities and their potential impacts on Catholic education systems, principals and teachers.

Catholic schools have been involved in the first round of work sample development of the Australian Curriculum. States and territories will commence implementation of the curriculum according to their own timelines.

The future is listening - Catholic educators gather in Melbourne for national conference

Over 1,450 delegates gathered at the Melbourne Convention Centre from 4 - 7 September 2022 for the National Catholic Education Conference co-hosted by the NCEC and Melbourne Archdiocese Catholic Schools (MACS).

National Catholic education executive director Jacinta Collins welcomed delegates saying this was the first time in six years that a national gathering was held, due to the pandemic delaying the conference by two years.

There was a broad range of speakers and presenters including the Federal Education Minister, Jason Clare MP and Victorian Minister for Education, Natalie Hutchins MP, who addressed delegates.

Fr Anthony Gittins CSSp PhD, Emeritus Professor of Theology and Culture, Catholic Theological Union, Chicago, joined Madeline Forde, Australian representative, International Youth Advisory Body, Vatican's Dicastery for Laity, Family and Life, in giving the opening address, focused on the theme of the conference, 'The Future is Listening'.



Fr Anthony Gittins CSSp PhD and Madeline Forde presented the opening keynote, 'The Future is Listening'.

Archbishop of Sydney Anthony Fisher OP explored the ingredients of a successful Catholic education in an entertaining cooking segment, 'Recipe for Success'. Under the watchful guidance of hospitality student, Lucas Piraina and his teacher, Richard McGuire from Catholic Regional College, Sydenham, the Archbishop baked chocolate souffles.

Dr Jordan Nguyen explored the possibilities for the future, with five students joining him in a candid discussion on learning, teaching and the digital age.

Archbishop of Melbourne Peter Comensoli celebrated Mass at St Patrick's Cathedral for delegates, students and staff from nearby MACS schools. This was followed by a memorable Pilgrimage Walk from St Patrick's Cathedral back to the convention centre.

Other highlights included Andreas Schleicher, OECD secretary-general, Programme for International Student Assessment, who presented virtually on the future of education, and educational experts, Dr Simon Breakspear and Dr Peter Ellerton, who focused on supporting school and system change, curriculum and pedagogy.

Former Commissioner on the Royal Commission into Institutional Responses to Child Sexual Abuse, Robert Fitzgerald AM, delivered a powerful keynote address reminding delegates that it is everyone's responsibility to safeguard vulnerable people.

In a thought-provoking closing address, mental health and wellbeing expert Professor Donna Cross challenged delegates in the wake of the pandemic, asking, 'Are we listening to the changing nature of students' mental health and wellbeing?'.

Australian broadcaster Geraldine Doogue AO was the Master of Ceremonies for the conference and moderated a number of In Conversation panel sessions on Catholic



Top: Archbishop of Sydney making a souffle with the assistance of hospitality student Lucas Piraina and his teacher, Richard McGuire from Catholic Regional College, Sydenham. Above left: Federal Minister for Education Jason Clare MP addressed the conference via Zoom during a Parliamentary Sitting Week. Above right: NCEC chair, Nicholas Moore AO.

identity, school improvement, teacher workforce and governance with educators, academics, leaders and parents.

Catholic education on a global stage was the focus of a panel discussion moderated by Emeritus Professor Greg Craven AO with Durham University's Dr Medi Ann Volpe, Scottish Catholic Education Service director, Barbara Coupar, and secretary general of the International Office of Catholic Education, Philippe Richard.

There were over 60 sessions from educators, leaders, parents, academics and staff from across the country which provided a great depth and breadth of experience and expertise. Topics covered across the three day program included Catholic identity and mission, leadership and governance, learning and teaching, student wellbeing, and parent engagement.

Over 300 students, teachers and parents from 54 schools from across Australia represented at the STEM MAD national showcase, with plenty of student musical performances and student helpers throughout the conference.

A conference of this calibre would not be possible without the generous support of sponsors and exhibitors. These include Principal Partner, UniSuper / Australian Catholic Superannuation and Retirement Fund; Platinum Sponsors Australian Catholic University and the University of Notre Dame Australia.



▲ Top left: Archbishop Peter Comensoli. Above left: Jacinta Collins



▲ Top left: Geraldine Doogue AO with panelists. Top right: Dr Jordan Nguyen with students. Above centre: Professor Donna Cross. Above right: Fr Rob Galea with students.

Thank you to our 2022 National Catholic Education Conference Partners and Sponsors

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2022 Highlights

School visits

In July 2022, NCEC executive director Jacinta Collins attended the official launch of Queensland Catholic Education Week at St Patrick's Cathedral, Toowoomba.

Queensland Catholic Education Week provides an opportunity for the state's 313 Catholic schools and 29 kindergartens to celebrate their unique school communities and their common heritage.

Jacinta attended a Mass led by Bishop of Toowoomba Robert McGuckin, followed by the presentation of the 2022 Spirit of Catholic Education Awards to seven educators who were acknowledged for their outstanding contributions to Catholic education.

Jacinta also visited St Saviour's College, Toowoomba and Mary MacKillop Catholic College, Highfields, meeting with diocesan and school leaders, staff and students.

Awards to Catholic educators

A number of Catholic educators were nationally recognised in the 2022 Australia Day and Queen's Birthday Honours lists including:

- Susan Pollard, Sister of St Joseph of the Sacred Heart in South Australia was awarded a Medal of the Order of Australia (OAM) for service to the Catholic Church
- Parramatta Sister of Mercy Barbara McDonough was awarded an OAM for her service to education and the Church
- former executive director of Sydney Catholic Schools Dr Dan White received an OAM for his contribution to Catholic education over four decades



Top left: Mary MacKillop Catholic College, Highfields, P-2 coordinator Chrissy Carter and students with Jacinta Collins. Top right: Diocese of Toowoomba executive director Dr Pat Coughlan, Mary MacKillop Catholic College, Highfields assistant principal Natalie Adler and Jacinta Collins. Above right: Queensland Catholic Education Week Mass.

- former principal of St Brigid's College, Horsham, Brigidine Sister Brigid Arthur was made an Officer in the General Division of the Order of Australia (AO) for her distinguished service to social welfare and to Catholic education
- St Ignatius College, Riverview teacher's aide Kim Prodingler was awarded an OAM for service to education
- Pauline Kenny of Hectorville Parish South Australia received an OAM for service to primary education
- Patricia Rodrigues, a former director of Catholic Secondary Principals Australia WA, was recognised with an OAM for service to secondary education
- trustee and director of Campion College Joseph de Bruin, was awarded an AO for distinguished service to higher education.

Jacinta Collins attended the 2022 Australian Council of Educational Leaders (ACEL) National Awards which were held in Sydney on 29 September 2022. A number of Catholic educators and leaders

were recognised for their contribution to education including:

- Catholic Schools NSW director of education policy Danielle Cronin received the individual ACEL Leadership Award for excellent leadership and her significant contribution to Catholic education
- indigenous education advisers from Townsville Catholic Education Janelle Knack, Tammi Webber and Krista O'Connor were also recipients of an ACEL Leadership award recognising excellent educational leadership in developing and implementing a significant educational initiative, conducting research or influencing educational policy.

Sr Catherine Slattery sgs was awarded the 2022 Brother Kelvin Canavan Catholic School Leadership Award at the Catholic Schools NSW Education Law Symposium in September 2022. Sr Catherine was recognised for her extensive contribution to Catholic education, and, in particular, her work to sustain and promote the charism of Good Samaritan Education.



Top left: Archbishop of Canberra and Goulburn Christopher Prowse blessing NCEC's office space in Canberra. Above right: Independent Schools Australia CEO Margery Evans, NCEC deputy chair Dr Lee Anne Perry AM, Jacinta Collins and Archbishop Prowse. Above left: A damaged classroom following floods at St Joseph's Primary, Woodburn. Above right: St Carthage's Cathedral, Lismore.

Speaking engagements

In October 2022, Jacinta presented an 'Australian Perspective on Confronting the Challenges of Education Today', at the Congress celebrating the 150th anniversary of the contribution of the Daughters of Mary Help of Christians to education (1872-2022) in Rome.

Speaking virtually from Sydney, Jacinta explored how education for the common good lies at the heart of Catholic education. Jacinta said it is not enough to hold a vision for the common good, Catholic education needs to measure its success in this endeavour.

Jacinta presented at the International Office of Catholic Education (OIEC) World Congress held in Paris in December 2022. Representing Australian Catholic education, Jacinta responded to the Global Compact on Education in the context of the national priorities of enriching faith, leading excellence and improving access.

In December 2022, Jacinta responded to an address by Cardinal George Pell on the

Religious Liberty and the Mission of the Catholic School. The address was part of Catholic Schools and Religious Liberty: A Global Perspective hosted in Rome by the University of Notre Dame Australia and Australian Catholic University.

Canberra Office Blessing

Archbishop of Canberra and Goulburn Christopher Prowse officially opened and blessed the National Catholic Education Commission's new office presence within Catholic Education Canberra and Goulburn's Eris O'Brien Building in Manuka on 31 March 2022.

Jacinta Collins welcomed representatives from Catholic education, the Department of Education, the non-government school sector, broader Catholic agencies, and other invited guests to the opening.

Jacinta said a strong presence in Canberra, as well as its offices in Sydney and Melbourne, allowed the NCEC to continue the ongoing conversations about education while working cooperatively and collaboratively with government and stakeholders.

Flood and pandemic response

Catholic school communities continued to show incredible resilience in 2022 as they responded to the devastating floods across the northern and central west of New South Wales, Queensland and northern Victoria.

The Diocese of Lismore Catholic Schools was particularly impacted with alternative learning arrangements made for those schools affected by flood waters. A number of students, their families and staff also suffered personal losses. More than 40 schools in south-east Queensland from Gympie to the border also experienced flood damage and disruption to classes. For many schools, the long process of recovery and rebuilding will continue into 2023 and beyond.

In 2022, Catholic school staff, students and families continued to respond to the impacts of the COVID-19 pandemic in its third year. In Victoria, which was one of the hardest impacted states, Melbourne Archdiocese Catholic Schools employed tutors to assist students to get back up to speed following long periods of remote learning. The funding was provided by the Victorian Government.

Schools Profile 2022

Summary statistics data for 2022 and 2021 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 793,897 students (headcount) attended Australian Catholic schools in 2022. Taking part-time participation in education into account, Catholic schools educated 793,729 full-time equivalent students in 2022, an annual increase of 8,333 students. Over 37 years, enrolments have increased steadily, up by 38.0% since 1985.

STUDENT ENROLMENT GROWTH

Since 1985, 65.4% of the total growth in Catholic school enrolments is at secondary level, an increase of 142,963 students compared to a primary increase of 75,762. In 2022 the increase in secondary enrolments was higher (up by 6,410 students) than primary enrolments which increased by 1,923 students compared with 2021.

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 2022

| School Type | Number | % of schools 2021 |
|----------------------------|--------------|-------------------|
| Primary schools | 1,236 | 70.3% |
| Secondary schools | 324 | 18.4% |
| Combined primary/secondary | 152 | 8.6% |
| Special | 47 | 2.7% |
| All schools | 1,759 | 100.0% |

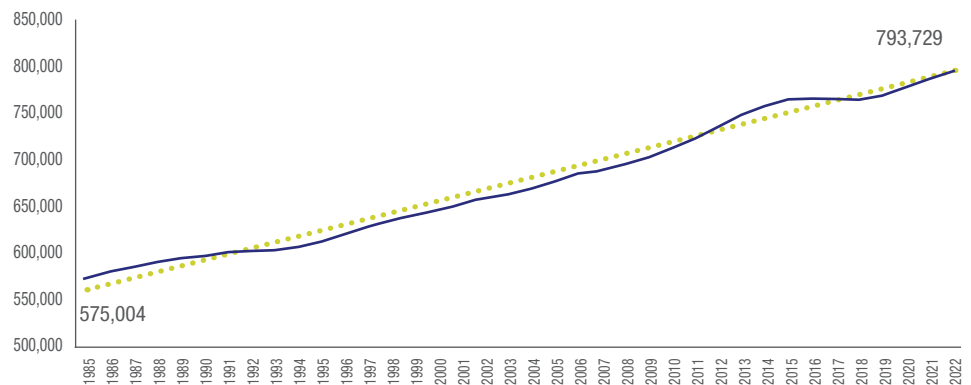
STUDENTS IN AUSTRALIAN CATHOLIC SCHOOLS 2022 (FULL-TIME EQUIVALENT - FTE)

| Type | Students | % of students 2022 | Change from 2021 |
|---------------------------|----------------|--------------------|------------------|
| Primary | 407,784 | 51.4% | 1,923 |
| Secondary | 385,945 | 48.6% | 6,410 |
| All students | 793,729 | 100% | 8,333 |
| All students (head count) | 793,897 | 100% | 8,312 |

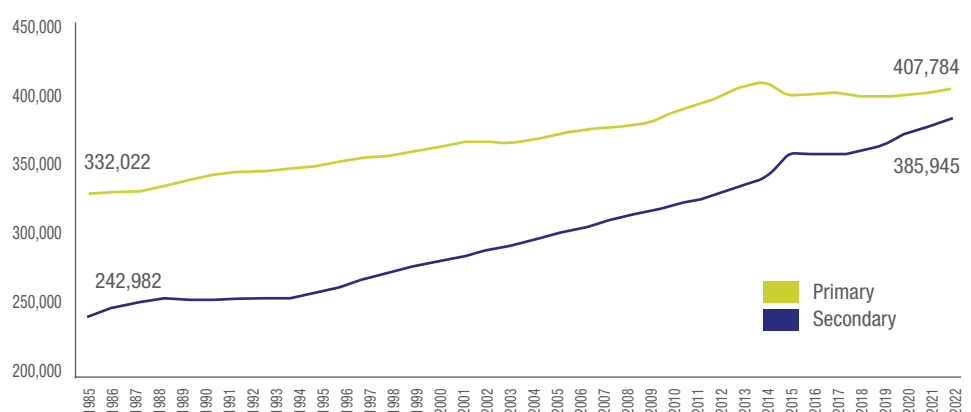
SPECIFIC STUDENT GROUPS IN AUSTRALIAN CATHOLIC SCHOOLS 2022 (FTE)

| Type | Students | % of students 2022 | Change from 2021 |
|--|----------|--------------------|------------------|
| Students with disability (NCCD adjustments) | 163,737 | 20.6% | 6,919 |
| Aboriginal and Torres Strait Islander students | 28,233 | 3.6% | 1,428 |
| Full-fee-paying overseas students | 850 | 0.1% | -190 |
| Boarding students (49 boarding schools) | 5,260 | 0.7% | 187 |

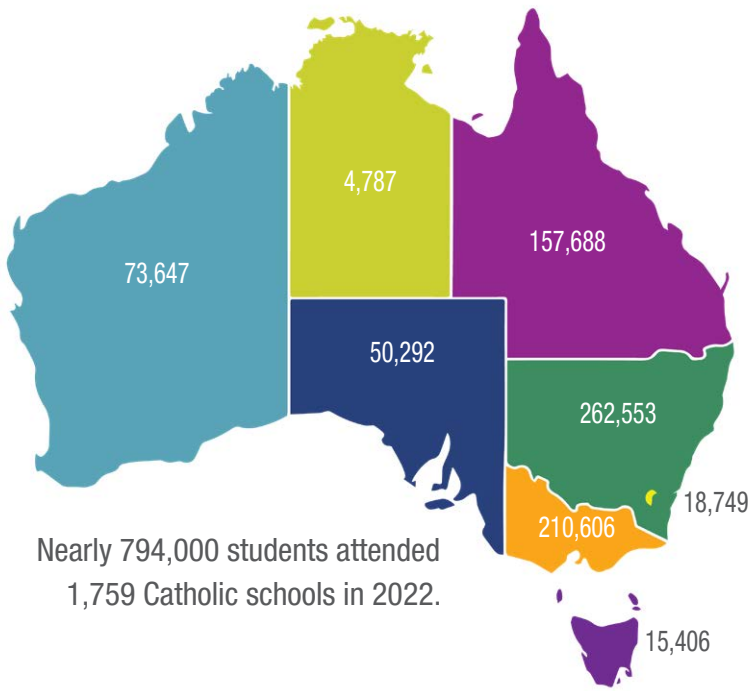
STUDENTS IN CATHOLIC SCHOOLS 1985 TO 2022 (FTE)



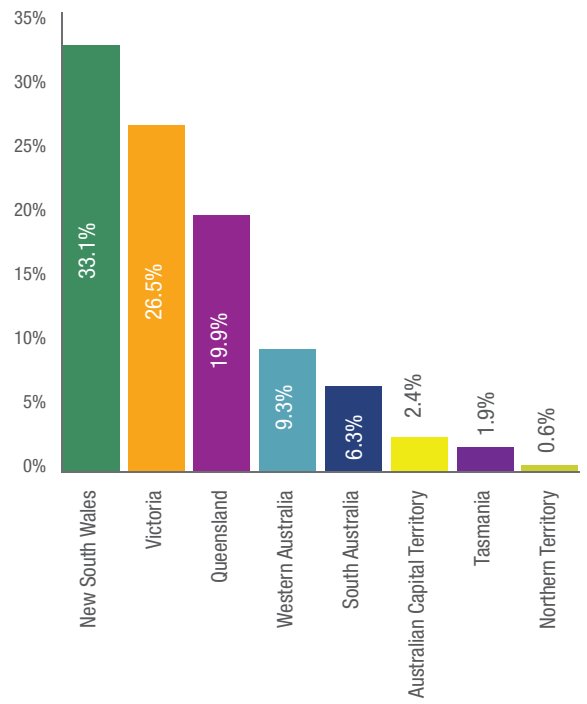
CHANGE IN STUDENT ENROLMENTS 1985 TO 2022 (FTE)



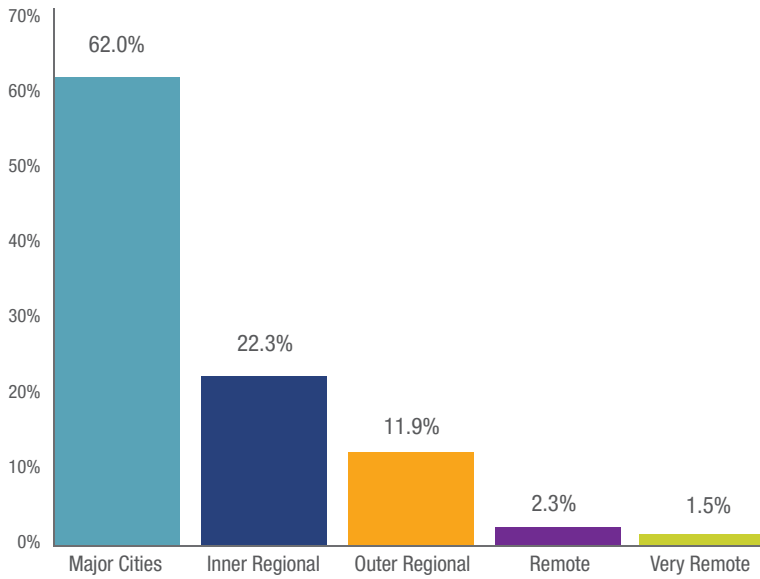
STUDENT ENROLMENT BY STATE & TERRITORY (FTE)



Nearly 794,000 students attended 1,759 Catholic schools in 2022.

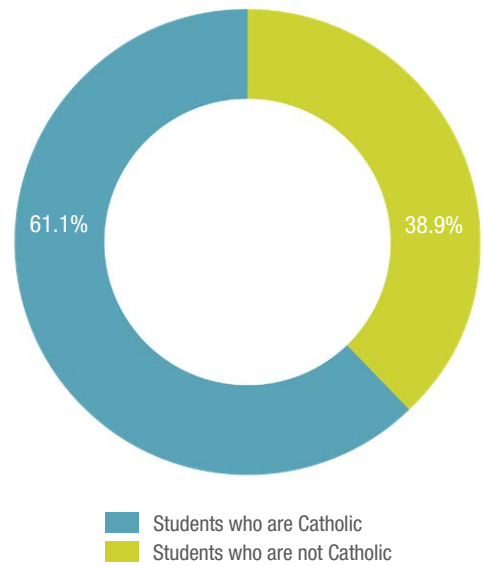


CATHOLIC SCHOOLS BY REMOTENESS



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

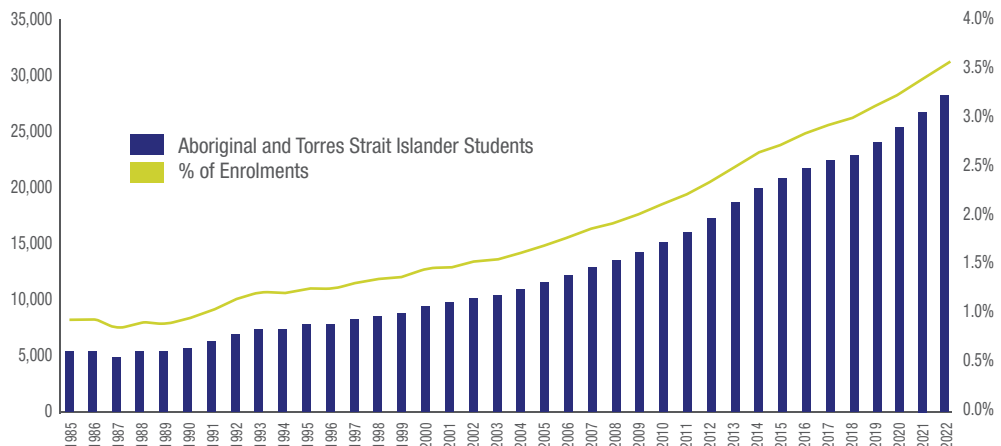


STUDENT CHARACTERISTICS

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

There were 28,233 Aboriginal and Torres Strait Islander students in Catholic schools in 2022 representing 3.6% of all students. This was an increase of 1,428 students from the previous year.

ABORIGINAL AND TORRES STRAIT ISLANDER STUDENTS 1985 TO 2022 (FTE)



STUDENT CHARACTERISTICS

Students with disability (NCCD FTE)

There were 163,737 students with disabilities in Catholic schools in 2022. Of these students 38,344 (or 23.4%) benefited from quality differentiated teaching practice (QDTP), 87,894 (or 53.7%) received supplementary adjustments, 31,623 (or 19.3%) required substantial adjustments, and 5,875 (or 3.6%) needed extensive adjustments. Therefore, while students benefiting from QDTP declined slightly, more students required supplementary, substantial and extensive adjustments, compared with 2021.

Staff Profile 2022

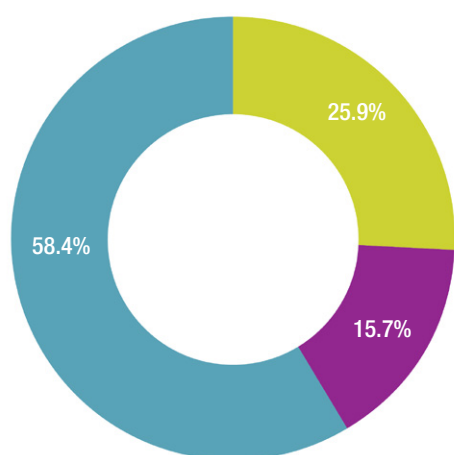
In 2022 Catholic schools employed a total of 104,579 staff. Counting both full-time hours and part-time hours, Catholic schools employed 85,242 full-time equivalent staff.

Income and Expenditure

SOURCES OF FUNDING 2021 CALENDAR YEAR

Proportions of total funding received from government and private sources are an average for all 1,759 canonically recognised Catholic schools, including 58 schools counted as "independent" in the source data (ACARA MySchool 2021 Finance Data, as of February 2023).

Sources of funding 2021 calendar year



Commonwealth Government
State Government
Private Income

STUDENTS WITH DISABILITY 2022 (NCCD FTE)

| NCCD Adjustment Level | Students with disability 2022 | % of all students with disability 2022 | Change from 2021 |
|-------------------------------------|-------------------------------|--|------------------|
| QDTP | 38,344 | 23.4% | -1,816 |
| Supplementary | 87,894 | 53.7% | 5,077 |
| Substantial | 31,623 | 19.3% | 3,021 |
| Extensive | 5,875 | 3.6% | 637 |
| All students with disability | 163,737 | 100% | 6,919 |

STAFF IN AUSTRALIAN CATHOLIC SCHOOLS 2022 (FTE)

| | Staff 2022 | % of staff 2022 | Change from 2021 |
|---------------------------------|---------------|-----------------|------------------|
| Teachers (including Principals) | 58,460 | 68.6% | 874 |
| Non-teaching staff | 26,782 | 31.4% | 1,174 |
| All staff | 85,242 | 100% | 2,048 |
| All staff (head count) | 104,579 | 100% | 1,791 |

TEACHERS INCLUDING PRINCIPALS 2022 (FTE)

| | Teaching staff 2022 | % of teachers 2022 | Change from 2021 |
|---------------------|---------------------|--------------------|------------------|
| Primary teachers | 26,760 | 45.8% | 422 |
| Secondary teachers | 31,490 | 53.9% | 449 |
| Special teachers | 210 | 0.4% | 3 |
| All teachers | 58,460 | 100.0% | 874 |
| Female | 42,031 | 71.9% | 690 |
| Male | 16,402 | 28.1% | 160 |

STUDENT/TEACHER RATIOS 2022 (FTE)

| | Primary | Secondary | All |
|----------------------|---------|-----------|------|
| Students per teacher | 15.2 | 12.3 | 13.6 |

INCOME, CATHOLIC SCHOOLS BY TYPE (\$ PER STUDENT) 2021 CALENDAR YEAR

| | Primary | Secondary | Combined | All schools |
|--------------------------------|---------------|---------------|---------------|---------------|
| Fees and charges | 2,018 | 5,668 | 8,032 | 4,465 |
| Other private income | 343 | 477 | 872 | 491 |
| Total private income | 2,361 | 6,145 | 8,904 | 4,956 |
| State government grants | 2,989 | 3,447 | 3,284 | 3,209 |
| Commonwealth government grants | 10,904 | 11,999 | 10,652 | 11,248 |
| Total government income | 13,893 | 15,446 | 13,936 | 14,457 |
| Total income | 16,254 | 21,590 | 22,840 | 19,413 |

Source: Department of Education (internal 2021 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) 2021 CALENDAR YEAR

| | Primary | Secondary | Combined | All schools |
|-------------------------------------|---------------|---------------|---------------|---------------|
| Recurrent expenditure | 14,020 | 18,009 | 18,799 | 16,354 |
| Capital expenditure | 1,610 | 3,305 | 3,811 | 2,634 |
| Total expenditure | 15,629 | 21,314 | 22,609 | 18,988 |
| Loans at start of year | 3,078 | 5,119 | 7,259 | 4,601 |
| Loans at end of year | 3,430 | 5,528 | 7,119 | 4,880 |
| Annual movement in borrowing | 352 | 409 | -140 | 279 |

Source: Department of Education (internal 2021 Financial Questionnaire datasets, unpublished), average for all Catholic schools including "independent" Catholic schools.

Governance

2022 NATIONAL CATHOLIC EDUCATION COMMISSION



Nicholas Moore
Chair



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



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



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



Dr Gerard Gaskin
Executive Director, Catholic
Education Tasmania



Greg O'Mullane
Director, Catholic Education
Northern Territory



Ross Fox
Director, Catholic Education
Archdiocese of Canberra &
Goulburn



**Emeritus Professor
Marea Nicholson OAM**
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 2022.

Operations Standing Committee

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

Faith Formation and Religious Education Standing Committee

- Kate Rayment – Chair
- Diana Alteri (WA)
- Dr Caroline Thompson
- Dr Jill Gowdie (SA) *from May 2022*
- Dr Monica Dutton
- Gary Reen (NSW) *from May 2022*
- Martin Tobin (Tas)
- Michael Vial (SA) *until April 2022*
- Patrick McGrath (ACT)
- Professor Br David Hall FMS
- Sharon O'Keeffe (Qld)
- Siobhan Allen
- Sr Catherine Mead RSJ (NT)
- Sr Geraldine Larkins RSJ (Vic)
- Virginia Ryan (NSW) *from April 2022*
- Faith Formation and Religious Education Officer: Laura Avery

Finance, Audit and Risk Standing Committee

- Dr Lee-Anne Perry AM - Chair
- Jacinta Collins
- Dr Neil McGoran
- Jim Miles
- Carmel Nash OAM

Resource Strategy Standing Committee

- Dallas McNerney - Chair
- Jacinta Collins
- Dr Lee-Anne Perry AM
- Dr Neil McGoran
- Jim Miles
- Dr Debra Sayce
- Ross Fox

Educational Excellence Standing Committee

- Dr Neil McGoran - Chair
- Dr Lee Anne Perry AM
- Marea Nicholson AM
- Danielle Cronin
- Mandy Connor
- Bishop Mark Edwards
- Ross Fox
- Lucy Lu *from August 2022*
- Jennifer Buckingham *from August 2022*
- Vince Wright *from August 2022*
- Matt Wright *from November 2022*

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.



Nazareth Catholic College, Adelaide

Financial Statements

STATEMENT OF COMPREHENSIVE INCOME FOR THE YEAR ENDED 31 DECEMBER 2022

| | 2022 \$ | 2021 \$ |
|---|------------------|------------------|
| Revenue from continuing operations | 3,527,001 | 3,653,027 |
| Employee expenses | (2,643,995) | (2,142,130) |
| Depreciation and amortisation expenses | (233,162) | (212,535) |
| Finance Costs | (20,357) | (28,688) |
| NCEC meetings and conferences expenses | (254,625) | (129,188) |
| Outsourcing expenses | (77,877) | (78,330) |
| Office and other expenses | (214,476) | (182,578) |
| Project expenses | (396,293) | (572,025) |
| (Deficit)/surplus for the year | (313,784) | 307,553 |
| Other comprehensive income | - | - |
| Total comprehensive income/(loss) for the year | (313,784) | 307,553 |

**STATEMENT OF FINANCIAL POSITION
AS AT 31 DECEMBER 2022**

| | 2022 \$ | 2021 \$ |
|--------------------------------------|-------------------------|-------------------------|
| CURRENT ASSETS | | |
| Cash and cash equivalents | 383,173 | 830,545 |
| Trade and other receivables | 169,934 | 92,211 |
| Other financial assets | 3,485,760 | 3,438,075 |
| Other current assets | <u>131,884</u> | <u>139,616</u> |
| Total Current Assets | <u>4,170,751</u> | <u>4,500,447</u> |
| NON-CURRENT ASSETS | | |
| Property, plant and equipment | 56,347 | 64,772 |
| Right-of-use assets | <u>259,265</u> | <u>382,058</u> |
| Total Non-current Assets | <u>315,612</u> | <u>446,830</u> |
| Total Assets | <u>4,486,363</u> | <u>4,947,277</u> |
| CURRENT LIABILITIES | | |
| Trade and other payables | 446,121 | 651,481 |
| Income in advance | 12,000 | - |
| Employee entitlements | 302,579 | 151,191 |
| Lease liabilities | <u>188,688</u> | <u>181,900</u> |
| Total Current Liabilities | <u>949,388</u> | <u>984,572</u> |
| NON-CURRENT LIABILITIES | | |
| Employee entitlements | 125,923 | 94,521 |
| Lease Liabilities | <u>110,869</u> | <u>254,218</u> |
| Total Non-current Liabilities | <u>236,792</u> | <u>348,739</u> |
| Total Liabilities | <u>1,186,180</u> | <u>1,333,311</u> |
| Net Assets | <u>3,300,183</u> | <u>3,613,966</u> |
| EQUITY | | |
| Retained earnings | 1,939,492 | 2,253,275 |
| Reserves | <u>1,360,691</u> | <u>1,360,691</u> |
| Total Equity | <u>3,300,183</u> | <u>3,613,966</u> |

STATEMENT OF CHANGES IN EQUITY FOR THE YEAR ENDED 31 DECEMBER 2022

| | Retained Earnings \$ | Reserves \$ | Total \$ |
|--|-------------------------|-------------------------|-------------------------|
| Balance at 1 January 2021 | 1,945,723 | 1,360,691 | 3,306,414 |
| Total comprehensive income/(loss) for the year | <u>307,553</u> | <u>-</u> | <u>307,553</u> |
| Balance at 31 December 2021 | <u>2,253,276</u> | <u>1,360,691</u> | <u>3,613,967</u> |
| Total comprehensive income/(loss) for the period | (313,784) | - | (313,784) |
| Balance at 31 December 2022 | <u>1,939,492</u> | <u>1,360,691</u> | <u>3,300,183</u> |

STATEMENT OF CASHFLOWS FOR THE YEAR ENDED 31 DECEMBER 2022

| | 2022 \$ | 2021 \$ |
|---|-------------------------|-------------------------|
| CASH FLOWS FROM OPERATING ACTIVITIES | | |
| Receipts from levies and other income | 3,426,352 | 3,618,453 |
| Interest received | 52,146 | 19,712 |
| GST (received) remitted to the ATO | 85,728 | 89,414 |
| Interest paid on lease liabilities | (20,357) | (28,688) |
| Payments to employees and suppliers | <u>(3,707,812)</u> | <u>(2,798,058)</u> |
| Net Cash Inflows From Operating Activities | <u>(163,943)</u> | <u>900,833</u> |
| CASH FLOWS FROM INVESTING ACTIVITIES | | |
| Payments for property, plant and equipment | <u>(29,576)</u> | <u>(21,289)</u> |
| Net Cash Outflows Used in Investing Activities | <u>(29,576)</u> | <u>(21,289)</u> |
| CASH FLOWS FROM FINANCING ACTIVITIES | | (174,821) |
| Payment of lease liabilities | <u>(206,169)</u> | <u>(174,821)</u> |
| Net Cash Flows From/(Used In) Financing Activities | <u>(206,169)</u> | |
| Net increase in cash and cash equivalents held | <u>(399,688)</u> | <u>704,724</u> |
| Cash and cash equivalents at the beginning of the year | 4,268,620 | 3,563,896 |
| CASH AND CASH EQUIVALENTS AT END OF THE YEAR | <u>3,868,932</u> | <u>4,268,620</u> |

