

CHOICE AND AFFORDABILITY FUND AGREEMENT

2020 to 2029

South Australian Commission for
Catholic Schools

Contents

PRELIMINARIES	3
PART 1 – PARTIES AND OPERATION.....	5
Parties.....	5
Term	5
Review	5
Variation	5
Termination	5
Survival of obligations following expiry or termination	5
Dispute Resolution	6
PART 2 – PRIORITIES	6
National priorities.....	6
Local priorities	7
Overview of activities	8
PART 3 – FUNDING ARRANGEMENTS.....	12
Funding amount	12
Use of funding	13
PART 4 – WORK PLANS, REPORTING AND THE PAYMENT SCHEDULE.....	13
Work plans.....	13
Annual reports.....	14
Amount of funding and expected payment schedule.....	14
PART 5 – SIGNATURES	16

Choice and Affordability Fund Agreement

PRELIMINARIES

1. As part of the Australian Government's commitment to providing choice to Australian families, the Government announced the Choice and Affordability Fund (the Fund). The Fund will provide an estimated \$1.2 billion over 10 years from 2020 to 2029 to address specific challenges in the non-government school sector. The Fund incorporates the National Adjustment Assistance Fund, which was established to provide transition funding support for non-systemic independent schools.
2. The Choice and Affordability Fund Guidelines (the Guidelines), published on the Department of Education, Skills and Employment website, outline the expectations for the fund through national priorities. The national priorities were developed in consultation with the national representative bodies and are:
 - Choice and affordability of schools
 - Transition assistance
 - Special circumstances funding
 - Strengthening outcomes for schools and educationally disadvantaged schools and students
 - Student wellbeing and support
 - Other priorities identified by the Minister from time to time.
3. Through the Choice and Affordability Fund Agreement (the Agreement), state and territory non-government representative bodies (NGRBs) agree to receive and use funding in line with these national priorities, as well as local priorities agreed by the Australian Government and state and territory level NGRBs in accordance with paragraph 28 of this Agreement.
4. Funding is provided under section 70 of the *Australian Education Act 2013* (the Act) for an NGRB for the purpose of supporting school education at non-government schools. NGRBs are expected to provide all non-government schools they represent with the opportunity to apply for or be supported through the funding.
5. Working collaboratively with non-government schools, the NGRBs will create work plans, updated as required, to help achieve priority outcomes. The NGRBs will report annually against the agreed work plan, as set out in [Part 4 – Work Plans, Reporting and the Payment Schedule](#). Ongoing reporting remains a condition of funding under the Act and the Australian Education Regulation 2013 (the Regulation).
6. This Agreement is the written arrangement entered into in relation to the Fund for the purposes of paragraphs 25B(1)(c), 31(1)(d) and 36(6)(c) of the Regulation for payments the Minister for Education (the Minister) is able to make under section 70 of the Act. It sets out matters that the Minister must have regard to for the purposes of determining an amount(s) of Choice and Affordability funding payable under section 70 of the Act for the NGRB. It also specifies the requirements on an NGRB with respect to its expenditure of Choice and Affordability funding paid under the Act and associated reporting requirements. This Agreement does not impact the expenditure by the NGRB, or associated reporting, relating to the Non-Government Reform Support Fund.

7. Any action taken under the Agreement is subject to, and must be consistent with, the Act and Regulation and all other applicable legislation. The terms and obligations contained in the Agreement are in addition to and not to be read as limiting anything in the Act or Regulation.
8. To avoid doubt, this Agreement is not intended to create legally binding obligations on the Commonwealth of Australia whether contractual or otherwise for any purpose other than that permitted in accordance with the Act or Regulation. In accordance with subsection 25B(1) of the Regulation, the Minister will have regard to this Agreement, for the purpose of determining under section 70 of the Act, the amount of financial assistance that is payable to a State or Territory for a year, for a NGRB for a non-government school.
9. The Regulation prescribes a range of matters for the purposes of the Act including ongoing requirements for approval of NGRBs; matters relevant to actions the Minister may take for failure to comply with the Act or the Regulations; requirements in relation to the acquittal of funding paid under the Act; and other miscellaneous matters.
10. The Guidelines set out the requirements under the Regulation in relation to the administration, use and reporting of the Fund.
11. A reference to the Minister or the Secretary in this Agreement and the Guidelines includes a reference to a delegate of the Minister or the Secretary, respectively, under the Act.

PART 1 – PARTIES AND OPERATION

Parties

12. The Parties to this Agreement (the Parties) are:

- a) the Secretary of the Department of Education, Skills and Employment, and
- b) the South Australian Commission for Catholic Schools Incorporated
(ABN: 84 572 437 441).

Term

13. This Agreement shall take effect on and from the date when it is signed by the last party to do so.

14. Unless terminated earlier in accordance with paragraph 18, this Agreement will expire on the latter of the following events:

- a) 31 March 2030, or
- b) on completion of a final annual report to the Secretary's satisfaction.

Review

15. The Commonwealth will review the Choice and Affordability funding arrangements in 2027.

Variation

16. This Agreement may be amended at any time with the agreement in writing of the Parties.

17. The attachments to this Agreement may be varied or revoked, and new attachments may be added, at any time with the written agreement of the Parties.

Termination

18. A Party to this Agreement may terminate the Agreement at any time by notifying the other Party in writing. A Party intending to terminate, should provide a minimum of 12 months' notice.

Survival of obligations following expiry or termination

19. The following obligations survive the expiry or termination of this Agreement:

- a) The requirement to submit an annual report as specified in Paragraph 47 of this Agreement and Part D of the Guidelines;
- b) any requirements under the Guidelines, the Act and/or the Regulation that expressly or impliedly continue to survive, including but not limited to those relating to:
 - i. expenditure of the Fund amounts received by the NGRB;
 - ii. ongoing policy and funding requirements for approval;
 - iii. monitoring the NGRB's compliance with the Act;
 - iv. keeping and providing information and records;

- v. taking action with respect to non-compliance;
 - vi. requiring amounts to be repaid.
20. The above obligations continue until the Choice and Affordability funding available is either fully spent or returned.

Dispute Resolution

21. Any Party may give notice to the other Party of a dispute under this Agreement. The notice must set out the nature of the dispute.
22. Within 10 business days (or such other period agreed to by the Parties in writing), each party will nominate a representative to try and settle the dispute by direct negotiation, in good faith.
23. The existence of a dispute does not, of itself, constitute failure to implement the Agreement by either Party.

PART 2 – PRIORITIES

National priorities

24. The Guidelines specify the national priorities determined by the Minister. Through this Agreement, the Parties commit to contribute to the following national priorities.
- a) *Choice and affordability of schools*
The Fund will provide funding for initiatives that facilitate parental choice and opportunity giving parents the ability to choose an affordable school that will best suit their individual child.
 - b) *Transition assistance*
The Fund incorporates the National Adjustment Assistance Fund, which was established to provide transition funding support for non-systemic independent schools. This means NGRBs will make financial and other transition support available for schools that would have met the criteria to have access to support through the National Adjustment Assistance Fund; that is, non-systemic independent schools which are expected to experience year-on-year reductions in per student funding due to changes in Commonwealth recurrent funding settings over 2020 to 2029. The Fund will also provide support for schools in general to transition to a new capacity to contribute model for recurrent funding.
 - c) *Special circumstances funding*
The Choice and Affordability Fund will support schools and students impacted by special circumstances or in priority areas such as rural, regional and remote locations and areas affected by drought or other natural disasters.

Special circumstances funding should be prioritised for schools requiring short term emergency assistance when unexpected circumstances or events cause severe and

temporary financial difficulty. Assistance should be provided for schools in situations that satisfy all of the following criteria:

- **unexpected**
 - Could not have been reasonably foreseen.
- **causing severe financial difficulty**
 - Where a school faces a real prospect of having to cease a large part of its educational activities or significantly lower its educational services.
- **short term**
 - Schools should be able to overcome their financial difficulty and resume operations and must provide a five-year business and recovery plan.
- **a special need**
 - Schools have exhausted all other options to remedy the financial situation of the school.

d) *Strengthening outcomes for schools and educationally disadvantaged schools and students*

The Fund will support initiatives that strengthen outcomes for schools such as helping underperforming schools improve outcomes, including through school industry partnerships, and supporting educationally disadvantaged schools and students.

f) *Other priorities* identified by the Minister from time to time.

Where new priorities emerge, the Minister will consult with NGRBs to be progressed only by the agreement of both parties.

25. Transition assistance (priority b)) and special circumstances funding (priority c)) are compulsory inclusions for all NGRBs and, along with the regional transition assistance support provided under paragraph 40, these priorities should be prioritised over the other national priorities.
26. The Secretary will provide advance notice to NGRBs through Funding Estimation Tools (FETs) of their represented schools which must have access to financial support through transition assistance (priority b)). The department expects the activities outlined in paragraph 31 below and the work plans should result in a nationally consistent approach to support for these schools and will provide guidance on funding that should be set aside to meet the requirements of these schools. There is flexibility for NGRBs to extend this support, or provide alternative transition support, to other schools.
27. The implementation of national priorities outlined in paragraph 24 of this Agreement is a condition of funding to the NGRB. It is anticipated that the Parties may vary paragraph 24 of this Agreement in writing, over time as national priorities are further developed, considered and are the subject of consultation.

Local priorities

28. Local priorities are to be outlined in the NGRB's Choice and Affordability Fund work plan.

29. The implementation of local priorities outlined in the Choice and Affordability Fund work plan (Attachment A) is a condition of funding to the NGRB. It is anticipated that the relevant NGRB may formulate proposals to vary the work plan over time as local priorities are further developed and considered.

30. If the relevant NGRB proposes new local priorities, these will be agreed to by the Parties via an updated work plan.

Overview of activities

31. The following is an overview of planned activities and description of what the NGRB seeks to achieve with the Fund over 2020 to 2029.

OVERVIEW OF ACTIVITIES

South Australian Commission for Catholic Schools' (SACCS) approach to the delivery of activities and initiatives of the Choice and Affordability Fund (CAF) aligns to the national priorities of the Choice and Affordability Fund and these activities will remain relatively consistent over the course of the funding agreement.

In conjunction with compulsory priorities in Transition Assistance 25(b) and Special Circumstances Funding 25(c), together with regional transition assistance, the focus for SACCS' activities for the Choice and Affordability Fund is National Priority 25(d) **Strengthening outcomes for schools and educationally disadvantaged schools and students.**

BACKGROUND TO SACCS' ACTIVITIES FOR THE CHOICE AND AFFORDABILITY FUND

Catholic education in South Australia has embarked on a journey of 'step change' guided by key existing strategies documented in Catholic Education South Australia's (CESA's) Continuous Improvement Framework, Statement of Learning Commitment to every child in a Catholic School, Living Learning Leading Framework and Standard, the Key Capabilities Continual, Leadership Standard, Corporate Plan 2020 to 2024 and the Balanced Scorecard.

The CAF funding (2021 – 2029) will contribute to supporting CESA's *Blueprint for Step Change* endorsed by the SACCS in September 2020. The Blueprint intentionally moves CESA to a greater level of 'systemness' and provides some structural recommendations to enacting this 'step change'. These are described at length in the body of document but includes:

- a refocusing of the:
 - Principal's role as the instructional leader of the school community.
 - School Quality and Performance Consultant role to a regionally focussed Schools Performance Leader role with a revised set of responsibilities.
 - Work of the SQP section aligned to regions and supported by Education Advisors, Advisors and System Coaches.
 - Professional learning provided to teachers and school staff as 'whole of system' delivered more 'in-situ' and in regions and less via projects.
- Creation or re-focusing of:
 - A school-based Quality and Performance team which is incorporated within all schools.
 - Current school clusters into six regions within CESA; North, South, East, West, Central and Regional.
 - Designated Leaders of Learning positions within all schools (the focus of Priority D)

- Engaging an 'external' critical friend to support our work in analysing and improving student outcomes.
- Developing a common language and system strategies that support a focus on whole system improvement.

Articulating a clear position about 'what we are tight about' as a system and 'what we can be loose about', essentially defining our agreed system 'not negotiables' when it comes to learning and teaching as a system of Catholic schools in South Australia. This Blueprint offers some insights into these 'not negotiables' as an initial position noting that these 'not negotiables' would apply to Diocesan schools and colleges with separately funded schools and colleges able to apply these expectations or similar expectations of their own governing authority.

OUTLINE OF SACCS' ACTIVITIES FOR THE CHOICE AND AFFORDABILITY FUND

(National priorities D, B & C)

NATIONAL PRIORITY D: *Strengthening outcomes for schools and educationally disadvantaged schools and students*

In proposing an outline of our activities, SACCS' approach to the delivery of activities and initiatives of the Choice and Affordability Fund aligns to the national priorities of the Choice and Affordability Fund and these activities will remain relatively consistent over the course of the funding agreement, however this does not preclude the expenditure of funds in later years which may occur at SACCS' discretion in accordance with Section 39 of the Choice and Affordability Agreement.

Our analysis of CESA's 2019 NAPLAN and longitudinal performance data underpins our need for 'step change' strategy and our initiatives to strengthen educational outcomes across all Catholic schools with a focus on assisting underperforming schools. Our strategy is to set clear targets to improve outcomes through both direct and indirect intervention into schools' Learning agenda.

SACCS have identified two key evidence-based initiatives to improve student learning outcomes based on the findings of Grattan 2015 Report, *Targeted teaching: how better use of data can improve student learning* and our own internal analysis. Both initiatives **relate specifically to a 10-year program to support National Priority 25(d)**.

- Specialist school-based staff (Leaders of Learning) for early literacy and numeracy interventions with an initial pilot program carried out from 2020-2021.
- Targeted system wide professional development for teachers in-situ in the classroom.

Specialist school-based staff for early literacy and numeracy: During the course of 2021, every CESA school will require a person designated as that school's Leader of Learning to deliver a system wide approach to literacy and numeracy interventions. Larger schools within CESA have an existing staff member with responsibility for learning, or an Assistant/ Deputy Principal but smaller schools, disadvantaged schools or regional and rural schools do not currently have the staffing capacity to appoint a Leader of Learning from their existing staff and provide release time.

Once appointed, school-based Leaders of Learning work within their school to strengthen student identity, literacy, numeracy and pastoral care and wellbeing. They work closely with other members

of the South Australian Catholic Education Office School Quality and Performance Team staff to support the Principal and the staff to deliver a coherent and co-ordinated system wide approach to strengthening student outcomes. They will engage with research-based learning about pedagogy and language that promotes high quality teaching and learning and builds a culture of high expectations for learners.

The Leaders of Learning assist in the collection and use of assessment and other data to develop strategies to strengthen student identity, literacy, numeracy and pastoral care and wellbeing.

School based Leaders of Learning would act as a key liaison point between the school's learning agenda and system strategic priorities with respect to learning. To support the work of school-based Leaders of Learning, the South Australian Catholic Education Office will appoint system Literacy and Numeracy coaches using its own recurrent funding to work directly with school-based Leaders of Learning individually, and as a group.

Targeted system wide professional development: To provide in-school professional learning for school staff and Leaders of Learning. This professional learning has a focus on:

- Strengthening a student-centred culture in each school.
- Building teacher capacity and skills in strengthening student identity, literacy, numeracy and belonging.
- Pursuing opportunities for staff conversations and language reflective of a sophisticated understanding of data.
- Implementing targeted teaching strategies based on information from data collection.

The CAF funding (in the form of an annual grant) will be allocated to support the time release and the professional development of school-based Leaders of Learning. This support will be proportionate to the size of the school and sharing Leaders of Learning across schools should be considered.

The East Adelaide Project (Project) AND Mercy Project are pilot programs commencing in 2020. Details are contained in the 2020-2021 Workplan.

NATIONAL PRIORITY B: Transition Assistance**REGIONAL TRANSITION ASSISTANCE**

The spending of transition funding for regional and remote schools will be deferred until 2022 to align with the implementation of the Direct Measure of Income capacity to contribute, with the entire allocation for 2020 to 2029 being spent over 2022 to 2029.

The distribution methodology is based on ensuring schools can, at the very minimum, cover annual increases in operating costs.

	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029
Regional Transition Assistance (\$)	-	-	1,871,107	666,586	689,250	712,684	736,916	761,972	787,878	814,666

TRANSITION ASSISTANCE

To support all schools with the transition to the new capacity to contribute funding model, SACCS has identified those schools which have been adversely impacted by the new capacity to contribute model for recurrent funding and will distribute CAF funding to ensure schools can, at the very minimum, cover annual increases in operating costs. Funding will be monitored and adjusted annually to take into account any changes to each school's Direct Measure of Income score.

NATIONAL PRIORITY C: Special Circumstances Funding

In order to support schools and students impacted by special circumstances, SACCS will set aside an amount of CAF funding on an annual basis. Any unspent portion of funds will be carried forward year on year, up until when the balance of the provision reaches a prescribed amount.

MONITORING AND MEASURING OUTCOMES OF THE INVESTMENT

Catholic Education in South Australia has a prescribed measurement framework, in respect of school quality and performance outcomes. It takes a balanced scorecard¹ approach to the framework, monitoring and measuring outcomes both at a school and system level. One of the four domains of the Balanced Scorecard focuses on high quality learning and wellbeing outcomes as evidenced by CESA targets which include by 2024:

- No students below the national minimum standard in NAPLAN
- The percentage of students in the top two bands on NAPLAN exceeds the national average
- 100 % YR 12 completion and South Australian Certification of Education achievement.

Within the high quality learning and wellbeing outcomes domain there are specific Key Performance Indicators, which are used to support school, region and system levels planning, target setting, action, and evaluation of school improvement.

¹ A copy of the Balanced Scorecard can be provided on request.

The quality learning and wellbeing KPIs are detailed in the Workplan. These will be reviewed in 2024 and are reset for the next four-year period.

The expectation is that all CESA schools will focus their improvement initiatives on all four domains, and on at least the Key Performance Indicators identified in the Balanced Scorecard. The role of school Principal is to bring about measurable and identifiable school improvement in all four domains including the domain based on high quality learning and wellbeing outcomes. This will be monitored by system leaders in line with the overall strategy.

The primary role of the Catholic Education Office is to support Principals in this endeavour while also ensuring that improvement is happening, and that it can be evidenced against targets.

PART 3 – FUNDING ARRANGEMENTS

Payment amount

32. Commonwealth funding for the Fund is provided through Part 5 of the Act. Section 70 of the Act provides that the Minister may determine an amount of financial assistance that is payable for a year to a non-government representative body for a non-government school.
33. Payments will be paid through state and territory treasuries to pass to the NGRB. Funding will be administered by the NGRB for its represented non-government schools, in accordance with this Agreement and approved Choice and Affordability Fund work plans.
34. The following table describes the payment amount for 2020. Payment amounts for 2020 to 2029 are subject to annual appropriation, ministerial determination for the purposes of section 70 of the Act, and the Schooling Resource Standard (SRS) indexation factor applied to amounts from 2021 to 2029 as set out in paragraph 25B(2)(b) of the Regulation and section 11A of the Act.

	2020
Choice and Affordability Fund funding (\$)	2,874,850

35. The Government has committed to review the SRS indexation factor by 2023.
36. For the purposes of making a section 70 determination, in addition to the matters listed in subsection 25B(1) of the Regulation, the Minister may have regard to advice from NGRBs or the national representative body for a sector on their preferred state and territory level distribution of funding for 2020 or any subsequent year. Advice to vary the distribution for 2020 must be provided before Agreements are finalised. Advice to vary the distribution for 2021 or a subsequent year must be provided at least by the end of August of the year prior to the variation unless otherwise agreed with the Secretary.
37. The department will confirm the payment amounts to NGRBs by October each year for the following year (e.g. confirmation by October 2020 for the payment amounts for 2021), once the SRS indexation factor for the year is known and the Minister has considered any advice from the national representative body or NGRB to vary the state and territory level distribution provided in accordance with paragraph 36.

38. The department will publish annually on its website the final distribution of funding at a state and territory level, based on the amounts the Minister has determined are payable for an NGRB for each year by 30 June the following year.

Use of funding

39. NGRBs and non-government schools are to use funding in line with the Guidelines. NGRBs must require non-government schools to provide assurance through the annual reporting and financial statement arrangements that distributed funding has been used for the purposes it was provided.
40. To ensure support for regional schools during transition to the Direct Measure of Income for capacity to contribute, and in accordance with paragraph 23 of the Guidelines, the NGRB must ensure that funding as specified in the following table is provided for regional assistance. Note, the figures in this table will be revised annually to reflect final SRS indexation factors and distribution variations provided in accordance with paragraph 36.

	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029
Regional Transition Assistance (\$)	602,969	623,470	644,668	666,586	689,250	712,684	736,916	761,972	787,878	814,666

41. Subject to the requirements contained in section 31 of the Regulation and in the Guidelines which must be complied with, as well as the compulsory requirements to provide the regional assistance specified in paragraph 40 above, transition assistance (priority b)) and special circumstances funding (priority c)), NGRBs have discretion to spend Choice and Affordability funding over the period 2020 to 2029 in order to best achieve the priorities of the Fund according to their own circumstances. For avoidance of doubt, expenditure of some or all of the funds received may be spent in later years, in order to best achieve the priorities of the Fund.
42. Any interest earned on the financial assistance must be spent, or committed to be spent, in the same way as the financial assistance.

PART 4 – WORK PLANS, REPORTING AND THE PAYMENT SCHEDULE

Work plans

43. The NGRB must submit a work plan for the Secretary's approval in accordance with the Guidelines. The NGRB must submit a two-year work plan for 2020 to 2021. Four-year work plans for 2022 to 2025 and 2026 to 2029 must be submitted in line with timing set out in Table 1.
44. The Parties agree to include the Fund work plan as Attachment A of this Agreement and understand that, once approved, the work plan is part of this Agreement.
45. The work plans are expected to be a flexible document that may be varied over time to accommodate changed circumstances. Except where paragraph 46 is applicable, any variations to an approved Fund work plan, including the inclusion of additional activities, must be agreed by both Parties in writing in accordance with paragraphs 16 to 17 of this Agreement.
46. The NGRB may transfer funding between categories of activities or initiatives within the work plan Budget (the Budget), without the written consent of the Secretary, provided that such transfer:

- a) does not exceed 20 per cent of the relevant item specified in the Budget for a year from which the amount of funds is being transferred, and
- b) requirements to provide transition assistance (priority b)), special circumstances funding (priority c)) and regional assistance set out in paragraph 40 are still met each year.

The NGRB may also vary funding allocated for an activity without the written consent of the Secretary in response to increased demand for transition assistance (priority b)) and special circumstances funding (priority c)) as well as in response to variation to the final total amount payable for a year in accordance with paragraph 41.

Annual reports

- 47. The NGRB will submit an annual report in accordance with the Guidelines and the template at Attachment B.

Payment schedule

- 48. For 2020, 85 per cent of the 2020 allocation for the NGRB will be paid following signing of the Agreement. The balance of 15 per cent of the 2020 allocation is expected to be paid in late 2020, subject to appropriation.
- 49. Subject to paragraph 50 below, for 2021 to 2029, payments will be made in January and August, each payment being approximately 50 per cent of the year's annual allocation. An additional payment will be made before 30 June for the purposes of making adjustment payments, including for indexation for the previous year if required. In accordance with paragraph 37 above, NGRBs will be advised of payments in October for the following year. Timing of the payment scheduled for January 2021 is subject appropriation.
- 50. For 2022 and 2026 only, the January payment referred to in paragraph 50 will be paid following receipt of a work plan to the Secretary's satisfaction for 2022 to 2025 and 2026 to 2029 respectively.
- 51. The NGRB agrees to and accepts the reporting and payment schedule at Table 1. Unless otherwise agreed to by the Secretary in writing, the NGRB will submit documentation according to the reporting and payment schedule of the Fund.

Table 1. Reporting and expected payment schedule of the Choice and Affordability Fund

Report	Submission date	Payment date ¹
2020-2021 work plan	By 1 June 2020	Following signing of Agreement
-	-	Late 2020
-	-	January 2021
2020 Annual Report	By 30 June 2021	August 2021
2022-2025 work plan	By 31 October 2021	January 2022
2021 Annual Report	By 30 June 2022	August 2022
-	-	January 2023
2022 Annual Report	By 30 June 2023	August 2023
-	-	January 2024
2023 Annual Report	By 30 June 2024	August 2024
-	-	January 2025
2024 Annual Report	By 30 June 2025	August 2025
2026-2029 work plan	By 31 October 2025	January 2026
2025 Annual Report	By 30 June 2026	August 2026
-	-	January 2027
2026 Annual Report	By 30 June 2027	August 2027
-	-	January 2028
2027 Annual Report	By 30 June 2028	August 2028
-	-	January 2029
2028 Annual Report	By 30 June 2029	August 2029
2029 Annual Report	By 30 June 2030	

- indicates no reporting requirement or payment applicable

1. Payment dates reflect the department's process timeframes and are indicative only and may be subject to change and do not factor in state or territory government payment processes.

Note: From 2021, an additional payment may be schedule prior to 30 June if required. NGRBs will be advised of payment timing and amounts in October for the following year in accordance with paragraph 37.

PART 5 – SIGNATURES

Signed for and on behalf of the Secretary of
the Department of Education, Skills and
Employment by:

Mark Sawade

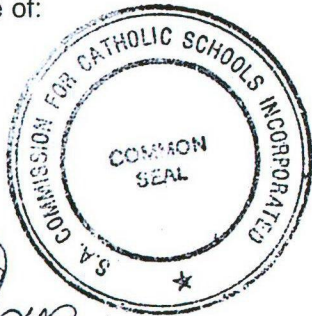
Mr Mark Sawade
First Assistant Secretary
Funding and Data Collection Group

Date of signature:

12/11/2020

Executed as an agreement.

The Common Seal of the **SOUTH
AUSTRALIAN COMMISSION FOR
CATHOLIC SCHOOLS INCORPORATED**
(ABN 84 572 437 441) was affixed in the
presence of:



Rebekah Lyons

Signature of Witness

REBEKAH LYONS

Full Name of Witness

)
)
)
) Signature of Authorised Person
) *Neil McEwan*
)
) Full Name

Neil McEwan
Date *11/11/2020*

Georgia A Dennis
Signature of Authorised Person
Georgia A Dennis
Full Name

11/11/2020
Date