Non-Government Reform Support Annual Report

2019

SA COMMISSION FOR CATHOLIC SCHOOLS (SACCS)

NON — GOVERNMENT REFORM SUPPORT

SA COMMISSION FOR CATHOLIC SCHOOLS (SACCS) — ANNUAL REPORT 2019

Executive Summary

The SA Commission for Catholic Schools Inc (SACCS) oversees 101 Catholic schools across two dioceses to deliver a high quality education to approximately 17% of all school students in South Australia.

Catholic Education SA (CESA) is the executive and policy implementation arm of the SA Commission for Catholic Schools (SACCS) and its Standing Committees.

The Catholic Education Office (CEO) has been delegated with authority from SACCS to develop, implement and report on the Non-government Reform Support Fund.

Major achievements for 2019 and progress against the CESA Strategic Plan:

The STEM Learning Initiative continued with the establishment of three new partnerships with industry and higher education.

--46. The launch of the Literacy and Numeracy Learning Initiatives which aim to strengthen the capacity of the system to improve literacy and numeracy outcomes for all young people so they experience success across the curriculum. The Initiatives will inform and guide the provision of literacy and numeracy support and services to schools.

4- The ongoing review of the Continuous Improvement Framework saw the development of two new Performance Standards — the Living Learning Leading Standard and the Leadership Standard. Both Standards have been designed to raise aspirations for excellent schools within a continuously improving system, raise student voice and achievement, ensure high quality teaching and learning and support communication with the wider school community and other stakeholders to foster increased confidence in, and accountability for, each school's effectiveness and outcomes. Both Standards provide performance benchmarks against which schools can review, analyse, assess and monitor their systems and processes and identify long and short-term key improvement goals.

4- The inaugural CESA Entrepreneurial and Innovation Network of Schools commenced with expert input from Adjunct Professor Michelle Anderson of Victoria University.

Collaboration with State Government

The heads of the three sectors — Government, Catholic and Independent — have strong collaborative relationships and work together on issues of common interest for South Australia. Current collaborations include:

a. shared oversight of the transition to NAPLAN Online

b. developing a narrative for all sectors and the South Australian Certificate of Education (SACE) Board about the critical role of the development of general capabilities

c. Initial Teacher Education, working with providers on programs across six focus areas:

1. Program entry
2. Literacy and numeracy

3. Program content

4. Program structure

5. Professional experience

6. Mentoring and supervision

d. Earning and Learning Pathways — considering a collaborative, cross-sector approach to further developing an understanding of the pathways through secondary school to further education, training and employment

e. Cross-sector groups on curriculum, child protection and emergency planning

f. National certification of highly accomplished and lead teachers —to develop capacity to establish environments that improve student educational achievement and growth.

The three sectors maintain collaborative working arrangements including through regular meetings of Education Sector Heads and meetings of cross-sector representatives on specific issues as required. These include:

CEO representatives have liaised with the State government on a range of issues through cross sector committees, including:

- Disability Cross sector program committee
- Australian Curriculum cross sector committee
- Ministerial Advisory Committee for Students with Disabilities
- Coalition to prevent bullying and violence in schools
- Education Sector Heads meetings
- Education Senior Officers committee
- Australian Curriculum General Capabilities Committee
- SACE Board
- SACE Board - Accreditation Recognition and Curriculum Committee

Whilst the specific context for each school education sector varies, the reform activities being undertaken by all sectors are contributing to the national reform agenda. Reform activity across all sectors includes:

a. School improvement strategy — to build a world-class education system that improves outcomes for all students, including Aboriginal students outcomes for all students, including Aboriginal students

b. Aboriginal education strategy—to improve outcomes and contribute to closing the gap, including through consultation with communities and supporting Aboriginal governance

c. STEM strategy —to enable students to develop knowledge, skills and understanding in science, technology, engineering and mathematics

d. Literacy and numeracy programs —to improve the core foundation skills in literacy and numeracy

e. Early career teacher programs — to support teacher development in the early years of their career

f. Supporting teacher development — including providing appropriate professional development for teachers and leaders

g. Entrepreneurial education —to provide students the opportunity to acquire the skills needed to become successful entrepreneurs.

Key Direction 1: Project title: Supporting students, student learning and student achievement

The initiatives in this Project are directed at 1) improving the achievement of students in rural and remote areas; 2) continuing the strong focus on STEM across the sector; 3) student wellbeing and achievement; and 4) continued strong focus on improving literacy and numeracy outcomes across the sector.

Activities undertaken/Achieved outcomes	Achievement against indicators of success
Two rural schools commenced the IDEAS Program (Innovative Designs for Enhancing Achievements in Schools) which is a whole school, two-year revitalisation project developed by the University of Southern Queensland. Based on extensive research in school improvement, this project has developed over the last 19 years in conjunction with teachers, school administrators and school systems across Australia. The program aims to enhance school success through enabling school communities to work together to clarify direction, develop a shared school-wide pedagogy and attain school alignment.	Two rural and remote Colleges have completed the first year of the IDEAS Program Ongoing in 2020
CESA STEM Learning Initiative • *Big Ideas Challenge* in partnership with Future Anything focussed on students in Years 6-9. Students engaged with design thinking methodology to solve problems. Student teams prototyped and pitched their innovative solutions to their peers. A video overview can be accessed at: https://bit.ly/2rCLPZB.	**Measurable achievement** All participants indicated increased system-wide shared and coherent understanding of STEM education which fosters learner agency and leadership. This student-centred STEM program: • Improved teacher capacity in STEM education • Increased networks of schools;ihat promote STEM • Developed intentional collaboration and partnership with industry and education service providers
• *STEM in the Regions* in collaboration with the Bureau of Meteorology and 4 Pilot Schools (to be increased in 2020). Students built a weather station to record and analyse the climatic conditions of their local community. The aims of the Project were to: develop digital technology skills in coding a micro-controller to record sensory data; share the data with other CESA schools; build STEM capacity of schools in regional and low socio-economic areas; and assist schools in meeting the key educational objectives of the CESA STEM Learning initiative.	**Measurable achievement** (through pre-and post-surveys) • Increased capacity of schools in Project Based Learning • Increased capacity of schools to deliver the Digital Technologies curriculum • Increased collaboration between CESA students and teachers • New partnership developed with outside agencies (eg Bureau of Meteorology)

- *CESA - UniSA STEM Progress Report 2018-2020.* This report was released in early 2019 with the initial data gathered to date to be used as baseline for the Project.

- Data was received from 197 students and 4 schools based on surveys and interviews.

- *STEM Forum*

  The annual STEM Forum provided an opportunity for schools to share their STEM learning through film, static displays and presentations. A summary video of the Forum is available at:

  https://bit.ly/34dMNsY

- *CESA STEM podcast*

CESA produced and published a 6-part podcast mini-series focused on STEM education. The conversations focus on engaging SACE students and STEM leaders in education and industry with the provocation: *"Why is the Science or Technology or Engineering or Mathematics discipline knowledge essential in STEM learning and careers?"*

This series is available at: The Educhange Podcast :
https://podcasts.apple.com/us/podcast/id1287012084

Measurable achievement to date (ongoing in 2020)

- STEM subject are not most popular with Year 11 students
- 25% of students indicated that they were not interested in careers in science and mathematics.
- 14% of students were not interested in technology careers.
  (The above trends were however, not replicated when students were interviewed.)
- 40% of students were not *confident or unsure* about their ability in mathematics and science.
- 50% of girls had mathematics in their bottom three Year 11 subject preferences.
- Boys are *more confident* in mathematics and science and more likely to pursue a career in STEM.

- The Forum promoted CESA STEM to community stakeholders while progressing intentional collaboration and partnership with industry, universities and educational service providers.

40 schools attended the Forum:

- 150 educators
- 30 students
- 8 industry partners

- This project promoted CESA STEM to community stakeholders while progressing intentional collaboration and partnership with industry, universities and educational service providers.

CESA *Improved Literacy And Numeracy Project*

- *Literacy Learning Initiative and the Numeracy Learning Initiative launched*

Both Initiatives were developed in 2019. They aim to strengthen the capacity of the system to improve literacy and numeracy outcomes for all young people so they experience success. The Initiatives will inform and guide the provision of literacy and numeracy support and services to schools.

- *First Years of School (R-2) Literacy & Numeracy Network*

This Network was initiated to build the pedagogical content knowledge of early career teachers working with children from R-2. The purpose of the Network is to

- Build school and system support for literacy and numeracy in the first years of school
- Build capacity of early career teachers in their pedagogical knowledge and understanding of literacy and numeracy R-2 with the support of a more experienced school colleague.

Measurable achievement
Two reflective questions were asked:

- What did you try?
  What did you learn from this?

From analysis of the data 5 distinct categories or themes emerged: building pedagogical skills; increasing content knowledge; differentiation; assessing student learning, and the value of supportive networks.

28 R-2 teachers from 15 schools participated in 4 face-to-face workshops held over the year.

- *Middle Years Network*

During 2019 the 9 Network schools worked with Professor Donna Pendergast, Dean and Head of School of Education and Professional Studies, Griffith University as an academic research partner. The Network focussed on Project Based Learning; using data to inform change; and leading change and transformation. Teachers were supported in the following ways:

- 3 x professional learning days
- one-day workshop entitled *"Teaching in the Middle Years"*—open to all schools
- An introductory day for new Network participants
- 1:1 support by phone, CISCO, and school visits by Education Consultants and by fellow Network members.

Measurable achievement
- Schools designed surveys, collected and analysed their own data. Survey foci included student transition; family engagement; student wellbeing, and student perception of school assessment. This allowed each school to customise the data collection for their own purpose, audience and context.
- Teacher reflections were translated into a short case study by the research partner.
- A thematic analysis of teacher reflections on data analysis is currently being translated into a podcast.

- *R-9 Literacy and Numeracy Network* In

2019 35 Network schools were supported to:

- Develop the capacity of teachers through in-school activities.
- Assist school leaders to implement structures to support collaborative activities.
- Release teachers to plan collaboratively, analyse data, develop goals and track and monitor student progress.
- Support pedagogical leaders within the Network to work with teachers in the classroom.

Measurable achievement
- 77% indicated that to a *moderate or great extent* they were supported to set goals and actions that lead to improvement.
- 68% indicated that to *a moderate or great extent* they were supported to share learning and expertise across schools.

- 75% appreciated to a *moderate or great extent* working with a Consultant at school.

- 77% appreciated *to a moderate or great extent* input from a Consultant.

Student Wellbeing

- *NCCD grants and Portal*

The CESA NCCD Portal was opened on 4 March 2019. All schools received a grant to release staff to attend cross sector, interschool and in-school moderation sessions related to NCCD data. The moderation sessions utilised the Australian Government NCCD Moderation resources and case studies. Workshops were arranged for teachers in school bands: R-2; 3-6; 7-9; and 10-12.

Measurable achievement

- The NCCD moderation and quality assurance processes built the confidence of school staff in their ability to determine student category of disability and levels of adjustment for students with disability and delivered data comparable with other Catholic sectors.

- *Making Space for Learning*

The CESA partnership with the Australian Childhood Foundation continued to engage schools in trauma informed practice through this initiative which has maintained engagement with SA Catholic schools over the past 5 years.

Measurable achievement

- 30% of all Catholic schools in SA have engaged with professional learning and enhanced trauma informed practices to retain and engage vulnerable children and young people in learning.
- 57 teachers/ESOs trained working with 300 students.

- *Bullying Prevention Strategy*

A group of 11 schools engaged in research and classroom learning in preventing and minimising bullying with Professor Phillip Slee and his research team. The PEACE pack research and learning process included staff training for at least 2 staff from each school over 2 training days; student pre and post learning surveys; 8 week classroom program; follow up student and staff surveys; and reports to schools from the research team.

Measurable achievement

- 100% schools reported a decrease in bullying at the end of the learning program and at the 3 month post-learning phase.
- 1300 students participated.
- Ongoing partnership developed with Flinders University around data collection that informs an evidence based program in SA Catholic schools.
- One school has progressed to being a champion school undertaking the program across all classes in the school in 2020.

- *Wellbeing for Learning Strategy*

The CESA Wellbeing for Learning Strategy commenced development through consultation with Principals' Associations and schools. The Strategy has 3 phases, with Phase 1 having a focus on building system and school leaders' understanding of the wellbeing and learning nexus. The national *Beyond Blue* mental health strategy in schools *Be You* (launched in 2019) provided an opportunity for Catholic schools to meet and consider mental health, wellbeing and learning. A Wellbeing Conference Day in September 2019 launched *Be You* to school leaders. A data analysis session was offered for schools engaged in *the Wellbeing and Engagement Collection* of student surveys sponsored by the Department for Education and Catholic Education.

Measurable achievement

- 138 school leaders engaged in the Wellbeing for Learning Strategy and the launch of *Be You* in schools.
- Students from 60 Catholic schools participated in the wellbeing surveys.
- School leaders were positively engaged with wellbeing learning and indicated that they would support the development of a CESA Learning and Wellbeing Framework.

Key Direction 2: Project title: Supporting teaching, school leadership and school improvement
The initiatives in this Project are directed at 1) a strong focus on continuous improvement in schools including measuring improvement; 2) building the capacity of classroom teachers to reflect on their practice through student voice and feedback; 3) increasing the financial management skills of school leaders; and 4) continued strong focus on innovation, change, coaching and mentoring.

Activities undertaken/Achieved outcomes	Achievement against indicators of success
• *Aboriginal Education Strategy* The Carclew Arts Centre in collaboration with Catholic Education is a component of the Aboriginal Education Strategy. This program engages regional Aboriginal communities in visual arts programs in northern metropolitan and regional schools. Phase 1 of the program began in 2019. Carclew staff engaged with 5 Aboriginal organisations in regional areas to gain permission from elders for Aboriginal stories to be used in schools. The building of respectful relationships with Aboriginal communities and gaining permission for the artists to work in schools is crucial to the success of the program. The communities along with Carclew identified lead artists, emerging artists and stories that the community felt best represented their culture, ecological understanding and care for country and were educationally important for all young people.	Ongoing in 2020
CESA Continuous Improvement Framework— The ongoing review of the Continuous Improvement Framework saw the development of two new Performance Standards — the Living Learning Leading Standard and the Leadership Standard. Both Standards have been designed to raise aspirations for excellent schools within a continuously improving system, raise student voice and achievement, ensure high quality teaching and learning and support communication with the wider school community and other stakeholders to foster increased confidence in, and accountability for, each school's effectiveness and outcomes	Living Learning Leading Standard and the Leadership Standard developed.
NSI Partnerships — *Developing Collaborative Cultures and Collective Efficacy through the use of the Classroom Climate Questionnaire* (CCQ). This project is a partnership between CESA and Curtin University through its National School Improvement Partnerships. The CCQ examines students' perceptions of their classroom learning environment and is administered twice during the year.	Participation: Schools 20; Students 2235; Teachers 180 (Early Childhood 18; Middle Primary 20; Upper Primary 32; Secondary 110)
Financial Management for Principals *Effective Stewardship of Resources* Modules delivered in two workshops 13 March — School System *Funding and the Funding Mechanism* - 45 Principals 14 August — *Leaders' Role in the Responsible Stewardship of school finances* - 47 Principals	**Measurable achievement** Principals reported that it provided: • Opportunity to engage in shared learning with Business Managers and peers. • Provided clarity on Principal's role in Finance. Modules now to be included in Principal Induction Program.

Key Direction 2: Project title: Supporting teaching, school leadership and school improvement

The initiatives in this Project are directed at 1) a strong focus on continuous improvement in schools including measuring improvement; 2) building the capacity of classroom teachers to reflect on their practice through student voice and feedback; 3) increasing the financial management skills of school leaders; and 4) continued strong focus on innovation, change, coaching and mentoring.

Activities undertaken/Achieved outcomes	Achievement against indicators of success
Financial Management Mentoring — provided in-school one-to-one consultancy support to 15 newly appointed principals to build their financial knowledge, capacity and confidence. (9 metropolitan and 6 rural schools)	**Measurable achievement** Principals reported greater capacity and confidence in: • Aligning financial decisions with improvement goals. • Understanding optimal staffing ratios. • Monitoring financial reserves. • Budget provision for maintenance and capital development.
• *Deputy Principals Program* The program consisted of 3 days spread throughout the year. 51 Deputy Principals, School Coordinators, Heads of Sub-schools, POR 3 & 4 Leaders and APRIMs attended. In Term 1 (29 March) learning focussed on Managing Staff Underperformance, Financial Management and Leadership, and Personal, Strategic Planning for Leadership Development. In Term 2 (14 June) *High Reliability Schools* was facilitated by Gavin Grift from Solution Tree. In Term 3 (20 September), Gavin returned to facilitate *Professional Learning Communities at Work.*	**Measurable achievement** • The 2019 program provided a more tailored and rigorous set of workshops than in previous years with more than 90% of participants expressing satisfaction for each session. • An increase in attendance numbers from the previous year provided a further indicator of success.
• *Women in Leadership Program* Ten women (one principal, eight deputy principals and one CEO consultant) participated in Women and Leadership Australia's *Executive Ready Program.* This program provided a 7 month leadership and career development course to stretch and propel existing leaders towards executive level performance, behaviours and mindsets. The program is recognised by Monash University with 12 points towards a Masters in Leadership degree. Eleven women (nine emerging school leaders and two CEO consultants) attended Women and Leadership Australia's annual *Adelaide Symposium.* This gathering included keynote addresses by prominent Australian women leaders, opportunities for connecting and networking with other women at all levels of leadership and support and empowerment for women at all stages of their leadership journey.	**Measurable achievement** • 100% of participants indicated satisfaction with the learning provided. • All 2019 Executive Ready participants agreed to act as mentors for the 2020 cohort. • Four women who participated in the Executive Ready Program have won new leadership roles since participating in the program.
• *Pathways to School Leadership* *The Brown Collective* in partnership with CEO consultants facilitated this 3.5 day face-to-face and webinar series program which was attended by 26 teachers holding positions of responsibility in Catholic schools. The program included a focus on key system priorities; the role of teacher leaders in improving the quality of teaching and learning, the Catholic identity, community life of their schools and the stewardship of resources; a focus on leadership values and	**Measurable achievement** • Participants from 12 Catholic Schools were represented in the program. • 100% of participants stated that the content of the program was relevant to their current leadership position and that they would be able to apply what they had learnt to their role/s.

Key Direction 2: Project title: Supporting teaching, school leadership and school improvement

The initiatives in this Project are directed at 1) a strong focus on continuous improvement in schools including measuring improvement; 2) building the capacity of classroom teachers to reflect on their practice through student voice and feedback; 3) increasing the financial management skills of school leaders; and 4) continued strong focus on innovation, change, coaching and mentoring.

Activities undertaken/Achieved outcomes	Achievement against indicators of success
practices devoted to educating 'the whole student' and promoting learner agency; the formation and transformational dimensions of participants' development as they reflect upon the meaning of their work and learning, and apply fresh insights and approaches to leadership in their teaching and leadership practices; engaging in creative and innovative learning designs, vibrant learning communities, and developing capabilities to work wisely in changing school contexts.	
• *Mindful Leaders Program* John Wood and Amanda Pulford from *Leadership Solutions* facilitated this three day program for 17 principals and deputy principals. The program enhanced leadership performance and wellbeing through a personal examination of higher order mindfulness and self-awareness. It provided a sharp, personal focus on the intentionality of leadership required to lead and grow excellent schools. Participants were challenged to move to higher order thinking and expanded mindfulness about their leadership practices (investigating and developing attention, intention, perspective taking and new ways of being), engagement with others, clarity of purpose, leadership intentions and goals for impact.	**Measurable achievement** • 88% of participants expressed satisfaction with the program. • 88% indicated they had greater awareness of the impact of their leadership style and would incorporate" mindful leadership" into their practice.
The CESA Entrepreneurial and Innovation Network-was launched the aim of which was to inquire how schools might approach enterprise education in their context and as an opportunity for students to engage with their communities and businesses in new and interesting ways. "The Ideators" was facilitated by Adjunct Professor Michelle Anderson of Mitchell Institute, Victoria University with formal workshops conducted over 4 days from March to November 2019. Seven schools and 51 teachers and students worked in teams of 5-7 participants with students ranging from Year 3 to Year 9. Reform Support funding assisted schools through: provision of consultants; external expertise; development of written materials; using podcast technology; financial resourcing; and creation of a networked learning platform via TEAMS. The project report is entitled: CESA Leading Learning team and Anderson, M (2019). *CESA Entrepreneurial Education Inaugural 2019 Network: 'The Ideators'.* Catholic Education Office, South Australia (CESA).	**Measurable achievement** (From the Project Report and based on evaluation feedback from staff and students): • This inaugural Network can lead to the development of a system-wide approach to enterprise education. • Students and teachers networked across five generations presented opportunities to rethink who and how different generations can meaningfully interact for mutual benefit. • The project's emphasis on student voice, agency, progression of learning and students creating value for others was positive and enduring.

Key Direction 3: Project title: Enhancing evidence for improvement

The initiatives in this Project are directed at 1) building the capacity of school leaders to improve aspects of their school climate and to develop their capacity to interpret and understand survey and other feedback data and to 2) strengthen data sources in each school's continuous improvement plan and associated self-assessment and review processes.

Activities undertaken/Achieved outcomes	Achievement against indicators of success
NSI partnerships — Enhancing the Use of Data for Classroom and School Improvement This project is a partnership between CESA and Curtin University through its National School Improvement Partnerships. The project provides each school with access to three school climate Surveys, individual school reports and 3 full-day professional learning workshops. *What's happening in this School Survey? (students) School Organisational Climate Survey (staff) Parent and Caregiver Survey (parents)*	*Note: 2018 results reported in 2019 with 2019 results reported in 2020.* **Measurable achievement** *Learning:* – 87% of principals indicated that learning intentions were realized. 84% of principals understood graphical representations from reports and gained new ideas and information. *Practice:* – 70% of principals were able to use the knowledge and apply in the school setting – 90% of principals *agreed strongly* that they would implement strategies in their leadership practice and that the project has helped them develop their leadership roles. Participation: Schools — 25; Parents — 1643; Students 6635; Teachers — 579; Support Staff — 191
Development of a System Data Tool Research Services Agreement signed with Curtin University for the *"Development, validation and use of a system-wide survey to examine how the Living Learning Leading Framework in Schools is taking place in schools from teachers, students and parents' perceptions."* Survey Scales and Items commenced development in 2019 together with a literature review.	Ongoing in 2020

Financial Statement

Project Key Direction 1 *Supporting students, student learning and student achievement*	FTE	Reform Support Fund funding $750K	Other funding f $0K	Total funding $750K
IDEAS (in partnership with USQ)		$60K		
Student Wellbeing and Achievement		$90K		
STEM		$300K		
Literacy and Numeracy		$300K		

Project Key Direction 2 *Supporting teaching, school leadership and school improvement*	FTE	Reform Support Fund funding $384K	Other funding $OK	Total funding $384K
Continuous Improvement Framework		$100K		
Classroom Climate (NSI Partnership)		$110K		
Financial management		$30K		
Building leadership capacity		$125K		
Innovation change mentoring		$19K		

Project Key Direction 3 *Enhancing evidence for improvement*	FTE	Reform Support Fund funding $176K	Other funding $0K	Total funding $176K
Data Literacy (NSI Partnership)		$96K		
System data tool		$80K		

Overall expenses Project coordination and administration (inc Audit Fees)	Total FTE	$80K		$80K
		Total **Reform Support funding**	Total other **funding**	Total funding
NG Reform Support Fund		**$1.39m**	**$0K**	$1.39m

KPMG

Independent Auditor's Report

To the Committee of the South Australian Commission for Catholic Schools Inc

Opinion

We have audited the attached Non-Government Reform Support Fund Financial Performance Financial Statement *(the Financial Statement) of* the grant funding provided by the Commonwealth of Australia from the Non-Government Reform Support Fund under section 70 of the Australian Education Act 2013 (Cth) (the Act) (the Funding Agreement) to the South Australian Commission for Catholic Schools Inc (the Association).

In our opinion, the accompanying *Financial Statement* of the grant funding provided by the Commonwealth of Australia under the Act to the South Australian Commission for Catholic Schools Inc. for the year ended 31 December 2019 is prepared, in all material respects, in accordance with the:

i.   Basis of preparation in Note 1; and

ii.   Non-Government Reform Support Fund Guidelines.

The *Financial Statement* comprises:

i.   Financial Performance Statement for the year ended 31 December 2019;

ii.   Notes including a summary of significant accounting policies; and

iii.   Management declaration.

Basis for opinion

We conducted our audit in accordance with *Australian Auditing Standards.* We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our opinion.

Our responsibilities under those standards are further described in the *Auditor's responsibilities for the audit of the Financial Statement* section of our report.

We are independent of the Association in accordance with the ethical requirements of the *Accounting Professional and Ethical Standards Board's APES 110 Code of Ethics for Professional Accountants (including Independence Standards)* (the Code) that are relevant to our audit of the Financial Statement in Australia. We have fulfilled our other ethical responsibilities in accordance with the Code.

Emphasis of matter — basis of preparation and restriction on use and distribution

We draw attention to Note 1 to the Financial Statement, which describes the basis of preparation.

The Financial Statement has been prepared by the Association's committee members for the purpose of meeting the Association's reporting requirements of the Funding Agreement. As a result, the Financial Statement and this Auditor's Report may not be suitable for another purpose.

Our report is intended solely for the committee members of the Association and the Department of Education (the Department) and should not be used by or distributed to any other party. We disclaim any assumption of responsibility for any reliance on this Auditor's Report, or on the Financial Statement to which it relates to any person other than the Association's committee members of the Association and the Department. Our opinion is not modified in respect of this matter.

Responsibilities of the Association's committee members for the Financial Statement

The Association's committee members are responsible for:

i.   preparing a fairly presented Financial Statement in accordance with the Funding Agreement to the extent described in Note 1;

ii. determining that the basis of preparation described in Note 1 to the Financial Statement is appropriate to meet the requirements of the Funding Agreement. The basis of preparation is also appropriate to meet the needs of the Association's committee members and the Department;

iii. implementing necessary internal control to enable the preparation of a Financial Statement that is presented fairly and is free from material misstatement, whether due to fraud or error; and

iv. assessing the Association's ability to continue as a going concern and whether the use of the going concern basis of accounting is appropriate. This includes disclosing, as applicable, matters related to going concern and using the going concern basis of accounting unless they either intend to liquidate the Association or to cease operations, or have no realistic alternative but to do so.

Auditor's responsibilities for the audit of the Financial Statement

Our objective is:

i.   to obtain reasonable assurance about whether the Financial Statement as a whole is free from material misstatement, whether due to fraud or error; and

ii. to issue an Auditor's Report that includes our opinion.

Reasonable assurance is a high level of assurance, but is not a guarantee that an audit conducted in accordance with *Australian Auditing Standards* will always detect a material misstatement when it exists.

Misstatements can arise from fraud or error. They are considered material if, individually or in the aggregate, they could reasonably be expected to influence the economic decisions of users taken on the basis of this Financial Statement.

A further description of our responsibilities for the Audit of the Financial Statement is located at the *Auditing and Assurance Standards Board* website at:
http://www.auasb.ciov.au/auditors responsibilities/ar8.pdf. This description forms part of our Auditor's Report.

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Paul Cenko
Partner

Adelaide

31 March 2020

NON-GOVERNMENT REFORM SUPPORT FUND
Financial Performance Statement
For the Period 1 January to 31 December

	2018	2019
FUNDS CARRIED FORWARD FROM PRIOR YEAR		428
INCOME		
Grant Income	1,390	1,390
Interest Income	13	12
TOTAL INCOME	1,403	1,402
EXPENSES		
Staff Costs	122	279
Grant Payments	629	373
Consultants	181	667
Resources	27	95
Meetings & Conferences	16	43
TOTAL EXPENSES	975	1,456
COMMITTED FUNDS		
Staff Costs	185	
Grant Payments	200	248
Consultants	43	62
Resources		50
Meetings & Conferences		13
TOTAL COMMITTED FUNDS	428	373

Note 1 Basis of preparation

(a) Basis of Accounting:

The Financial Performance Statement (the Statement) was prepared in accordance with the special purpose framework designed to meet the needs of the South Australian Commission of Catholic Schools Incorporated (the Commission), the Grantor and the requirements of the Non-Government Reform Support Fund Guidelines (the Funding Agreement).

(b) Summary of significant accounting policies

Income:
Income from grants is recognised when the Commission receives the grant or has a right to receive the grant in cash.

Expenditure:
Expenditure is recognised on an accrual basis when the Commission becomes obliged to make payments resulting from the purchase of goods and services.
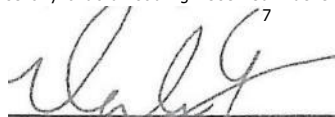
GST:
The figures presented are GST exclusive.

Management Declaration.

In my opinion this Financial Performance Statement and the accompanying schedule presents fairly the funding received, expended and committed in relation to the funding provided by the Commonwealth of Australia from the Non-Government Reform Support Fund under section 70 of the Australian Education Act 2013 (Cth) (the Act).

I certify that al coding received was expended in accordance with the Non-Government Reform Support Fund Guidelines and the

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Dr Neil McGoran
DIRECTOR, Catholic Education South Australia

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