

# Queensland Catholic Education Commission







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# LETTER OF TRANSMITTAL

## **The Corporation of the Roman Catholic Bishops of Queensland and Delegating Authorities**

In accordance with Section 10.3 of the Constitution of the Queensland Catholic Education Commission (QCEC), I am pleased to present the 2019 Annual Report of the Commission for your consideration.

In line with its delegated responsibilities, QCEC has supported Catholic School Authorities throughout Queensland to deliver and enhance Catholic education in 306 schools.

The 2019 Annual Report demonstrates the broad array of issues in which QCEC engages in support of Catholic School Authorities through the Commission, its Secretariat and its committees. Whether it be a funding negotiation, a submission on proposed legislation or a review of curriculum, QCEC has been present as a strong voice for Catholic schools.

I wish to express my gratitude to the Bishops of Queensland and all Delegating Authorities for their ongoing confidence in the Commission. I am also grateful to all Commission members for their support for my role as Independent Chair.

Catholic schools in Queensland offer a high-quality faith-based education to communities across the state. The diversity within and among our schools tells us that families from all walks of life value a Catholic education.

This report outlines how we have served those school communities in 2019. We are committed to continuing that service into the future in support of this essential ministry of the Catholic Church.

I commend the report to you.

**Hon. Margaret White AO**  
*Chair*







# MESSAGE FROM THE CHAIR



Much of what the Queensland Catholic Education Commission (QCEC) does in the service of our Catholic schools takes place out of the spotlight but it underpins the wonderful work done in classrooms from the Torres Strait to the state's southern and western borders. During 2019 the Commission continued its vital role in facilitating collaboration amongst Catholic School Authorities, maintaining careful stewardship of government funding and contributing to the education policy agenda at state and federal levels.

Through its committees, networks and taskforces QCEC has been the conduit for many important collaborations which have enhanced the quality of education delivered in Queensland's Catholic schools. Significant among these has been the work done to facilitate the introduction of the new Senior Assessment and Tertiary Entrance system in Queensland. By providing opportunities for staff from many different schools to come together to compare their efforts and learn from

one another as they enter this new process, QCEC has made a significant contribution to implementing this major change to our education system.

I thank all who have contributed by membership of committees, networks and taskforces to the role of the Commission to support the mission of the Church in helping all to arrive at the fullness of Christian life through advancing Catholic Education in Queensland.

Central to the work of QCEC is the distribution and oversight of government funding to Catholic School Authorities. Government and taxpayers rightly expect that the Catholic sector will make proper and fruitful use of the funds provided for our schools. For the Commission this means the appropriate distribution of recurrent funding and a careful appraisal of the many requests for capital needs across the state. In 2018 the Commission established the Capital Assistance Assessment Committee whose members are independent of the Commission and Queensland Catholic School Authorities, to evaluate applications for funding and advise the Commission. The members of this committee bring skills essential for carrying out this task effectively – finance, architecture, planning, quantity surveying, construction, regulatory law and education.

In 2019 the Commission further refined the governance measures around capital distribution and will continue to review these measures. In the distribution of both capital and recurrent funding the Commission aims to deliver equitable outcomes that make the best use of available funding and assist the school communities most in need. The aim is to ensure that the process and outcomes are transparent, accountable and fair. The Commission's oversight of funding distribution is a task that all Commission members take extremely seriously, and I take this opportunity to thank them for their diligence in this work.

During 2019 the Commission made other significant contributions to the education policy agenda at both the state and federal levels through the Commission's committees and with the assistance of the Commission's nominees to external committees and working groups. Amongst other areas of educational interest the Commission has been closely involved in the introduction of the new Senior Assessment and Tertiary Entrance system, the national discussion of the future of





Vocational Education and Training, changes to copyright laws affecting schools and the review of the Blue Card system in Queensland. My thanks to all those who have represented the Commission in these forums throughout 2019 and ensured the Catholic sector continued to have a strong voice at the discussion table.

The Commission has also made numerous submissions during the year on a range of topics. These have included changes to legislation affecting schools, broad policy agendas such as the review of the Melbourne Declaration and school specific issues such as the NAPLAN Reporting Review.

A key focus for the Commission remains the implementation of the recommendations of the Royal Commission into Institutional Responses to Child Sexual Abuse. The impact of the Royal Commission on the Catholic church and its many ministries, including education, cannot be underestimated. QCEC through its Student Protection Reference Group, its Governance Network and its Wellbeing Network continues to collaborate with Catholic School Authorities to ensure the recommendations are implemented and that schools and school authorities have the systems in place to support the highest possible levels of student protection and care. Students can only engage in rich learning when they feel completely safe in their surroundings and it is our aim to ensure that every student has that opportunity.

A highly successful Catholic Education Week was held in Rockhampton in mid-2019 with an uplifting program which included students and staff from Prep to Year 12. It was a splendid demonstration of the benefits of a Catholic education and its wider reach.

Catholic School Authorities (CSAs) and their school communities across our vast state have been challenged by flooding rain, pernicious



drought and bushfires which has made the delivery of quality education and caring for the wellbeing of their families challenging. The Commission has been proud of the response by all to these difficult situations.

I am grateful to all members of the Commission for their vigorous participation in its work of supporting and advocating for Catholic schools. I am indebted to Dr Lee-Anne Perry, all members of QCEC's leadership team and the staff of the Secretariat for their dedication in supporting the Commission. Catholic schools are part of the fabric of communities right across Queensland. It is our privilege to work with them to ensure that the young people in our care have the opportunity to learn freely, to develop academically, physically and spiritually, to strive for rewarding careers and to contribute their talents to the wider community.

**Hon. Margaret White AO**  
*Chair*

# MEMBERS OF THE QUEENSLAND CATHOLIC EDUCATION COMMISSION



**Hon. Margaret  
White AO**

*Independent Chair*



**Dr Lee-Anne Perry AM**

*Executive Director*



**Mrs Carmel Nash OAM**

*Catholic School Parents  
Queensland – Deputy Chair*



**Most Rev James  
Foley DD DPh (Leuven)**

*Bishops of Queensland*



**Mr Mark Stower**

*Catholic Religious Australia*



**Dr Kerrie Tuite**

*Catholic Religious Australia*



**Ms Pam Betts**

*Executive Director  
Catholic Education  
Archdiocese of Brisbane*



**Ms Susan Frisby**

*Catholic Education Council  
Archdiocese of Brisbane*



**Dr Patrick Coughlan**

*Executive Director,  
Catholic Schools  
Diocese of Toowoomba*



**Ms Leesa Jeffcoat AM**

*Director  
Catholic Education  
Diocese of Rockhampton*



**Dr James (Jim) Hanley**

*Diocesan Education Council  
Diocese of Rockhampton*



**Ms Jacqui Francis**

*Executive Director  
Catholic Education Office  
Diocese of Townsville*



**Mr Len Horner**

*Diocesan Education Council  
Diocese of Townsville*



**Mr Bill Dixon**

*Executive Director  
Catholic Education Services  
Diocese of Cairns*



**Mr Kevin Garland**

*Diocesan Education Board of  
Governance  
Diocese of Cairns*



# 2019 HIGHLIGHTS

## Catholic Schools



**306**

schools



**148,902**

students



**20,843**

staff



**30**

kindergartens

## QCEC



**7**

Commission meetings

**115**

Committee meetings



**1000+**

participants in QCEC run professional development



**\$74.2m**

administered on 25 capital projects



**21**

submissions made



**\$6.2m**

school transport funds administered for non-government sector

# REPORT FROM THE EXECUTIVE DIRECTOR



**In reporting on the Queensland Catholic Education Commission's year, it quickly becomes evident that we are part of a vibrant education community serving the needs of Queensland.**

The successful opening of two new Catholic schools in 2019 in the high-growth corridors of the Sunshine and Gold Coast regions confirmed once again that Queensland communities value the choice in education offered by the Catholic sector. The strong initial enrolments for St Joseph's College, Coomera, and Good Samaritan Catholic College, Bli Bli, are proof that many families are looking for high-quality, faith-based education focused on the holistic development of their children. The opening of these two schools brought the total number of Catholic schools in Queensland to 306 and each new school has added in its unique way to the rich tapestry of Catholic education during the first year of operation.

There were a number of other firsts in 2019 including the first cohort of students to enter the new Queensland Certificate of Education (QCE) system; the Year 12 graduation of the first cohort who entered school via the Prep year; and the certification of the Queensland Catholic sector's first Highly Accomplished and Lead Teachers.

QCEC has worked closely with Catholic School Authorities (CSAs) throughout the year to support teachers and Year 11 students as they entered the new QCE system. While much of the public focus has been on the introduction of external exams and the Australian Tertiary Admission Rank (ATAR) for university entrance, the changes to senior schooling are far broader. Our Catholic schools, aided by QCEC, have gone to great efforts to support teachers, students and families to prepare for these changes and for the smooth roll out of the new system.

The pioneers of a new system at the other end of schooling reached the culmination of their school journey in 2019 when the first cohort of Prep students left our schools as Year 12 graduates. This group of students has had a special place in Queensland's education history, and we wish them well as they move to the next phase of their lives.

One of the highlights of the year has been the certification of our first cohort of teachers as either Highly Accomplished Teacher (HAT) or Lead Teacher (LT). These new voluntary classifications were introduced to the Catholic sector in July 2018 to recognise and reward high-quality teaching in our schools. A rigorous assessment process has been undertaken resulting in five teachers being certified by the Queensland College of Teachers as performing at the highest level. We look forward to another larger cohort embarking on the certification process in 2020.

During 2019 Catholic schools progressed further down the path towards bringing NAPLAN testing fully online. The Catholic sector once again had the largest number of schools participating in online testing in Queensland with 167 schools taking part. While some of these schools were affected by connectivity problems that were reported nationally, the extensive preparation and training sessions facilitated by QCEC and undertaken by the staff in our Catholic schools meant that disruption was able to be minimised. In addition to the important role played by QCEC in supporting Catholic schools in preparing for and implementing the online testing regime, QCEC has been a leading contributor in the national discussion around the NAPLAN testing and reporting regime.

QCEC has also led a program of professional development opportunities for Catholic schools, supported by the Australian Government's Non-



Government Reform Support Fund (NGRSF). The fund has allowed QCEC to support the rollout of the HAT and LT certification and to provide training for schools around the preparation and administration of NAPLAN testing. Funding through NGRSF has also provided opportunities for staff development in other areas. The Leading with Integrity for Excellence program was delivered to RI/PJP school leaders. School communities and diocesan Catholic School Authorities also took part in governance and risk training which QCEC was able to facilitate through the NGRSF.

QCEC's role as a strong advocate for Catholic schools was further in evidence as successful negotiations took place with the federal government to support our schools affected by both floods and drought. I acknowledge the assistance of Federal Education Minister Dan Tehan in securing funding that has allowed Catholic schools to continue to support those families who have been so severely affected by these natural disasters.

QCEC's interaction with Members of Parliament and government officials is an ongoing part of its policy and advocacy work. The federal election in May provided an opportunity for QCEC to work closely with the National Catholic Education Commission (NCEC) to articulate the needs of our Catholic school communities to the Government, Opposition and candidates. It was particularly important to elicit from all parties a commitment to the funding agreement reached in 2018 to give certainty to schools going forward.

There are also many less publicised ways in which QCEC interacts with government, but which nevertheless deliver significant benefits for Catholic schools. A long period of advocacy by QCEC and other education bodies was recognised when the Australian Government introduced legislative changes to copyright legislation to protect schools from liability for damages for copyright infringements by end-users.

At a state level, QCEC continues to work with the Minister and the Department of Education on a range of issues. The new Senior Assessment and Tertiary Entrance system has been a key focus over the year, as previously mentioned. I acknowledge the work of the Minister and departmental officers in addressing areas of concern and working collaboratively with all sectors to ensure this major change to Senior education is implemented effectively.

Through regular meetings with both Government and Opposition representatives QCEC ensures a voice for the Catholic sector in all major policy debates affecting our schools. We were very pleased that after a prolonged period of advocacy, QCEC was able to secure a more equitable proportion of the funding available for school chaplains and welfare workers. We also worked very closely and collaboratively with our colleagues from both the state and independent sectors in reviewing and refining the application and selection processes for these programs. QCEC has also worked collaboratively with the other schooling sectors to strengthen child protection processes and practices in all schools including specific actions to address the growing scourge of cyberbullying.

As always, Catholic Education Week, held from 28 July to 3 August, provided a wonderful opportunity to celebrate the great diversity of Catholic schools. Our 2019 theme of *Many Voices One Spirit* captured the essence of Catholic education.

The work of Catholic schools depends on a skilled professional workforce of teachers and school support staff who bring to their work high levels of commitment and dedication. In early 2019 Enterprise Bargaining began with QCEC representing Catholic school employers and coordinating negotiations over a new Enterprise Agreement. While negotiations were unable to be completed in 2019, significant progress has been made and an agreement is expected to be reached in 2020.

QCEC's work across all these diverse areas is supported in various ways by many representatives of church, government and the education sector. I thank all those who support the work of the Commission and contribute to the spirit of collaboration that allows our work to flourish. I particularly thank Commission Chair Margaret White AO, Deputy Chair Carmel Nash OAM and fellow Commission members for their leadership and constant support. My thanks also to the staff of the Secretariat who support the Commission and ensure QCEC is a strong advocate in the service of Catholic education. They meet the constant and evolving challenges before them with insight and dedication. As a result of our work together, Catholic education in Queensland continues to thrive and grow.

**Dr Lee-Anne Perry AM**  
*Executive Director*

# ABOUT THE COMMISSION

The Commission is the peak body for Catholic education in Queensland. QCEC's role is to represent the interests of the Catholic sector in a broad range of education-related matters taking a strategic view and supporting Catholic School Authorities.

The 16-member Commission is led by an Independent Chair. Commission members include representatives of the Bishops of Queensland, the Leaders of Religious Institutes and other incorporated bodies with schools in Queensland, Catholic School Parents Queensland and the diocesan Catholic education councils and boards.

The Commission is supported by the QCEC Secretariat and also draws on the expertise of the Catholic education sector through its committees, networks and working groups.

## Key Functions

The Bishops and the Congregational Leaders of Religious Institutes in Queensland have delegated the following functions to QCEC:

1. Authority and prime responsibility for state-wide policy making and for action in the areas of:
  - funding (negotiations, distribution and accountability with government)
  - advocacy, negotiation and agreement with governments and other peak bodies at state and national levels
  - research and collection of statistical data
  - industrial relations with respect to facilitating collaboration between employing authorities in Catholic education
  - public relations and communications on state-wide issues relevant to Catholic education.
2. Authority and collaborative responsibility to work with others in policy making and action in areas for which other educational authorities have prime responsibility including significant education policy issues of state-wide or national importance.
3. Authority and responsibility, on an 'ad hoc' basis, through the consensus of the Commission, to provide services on request or to be involved in projects on request and on behalf of other educational authorities.



# QCEC SECRETARIAT

## Our leadership team



**Dr Lee-Anne Perry AM,  
Executive Director**

Dr Lee-Anne Perry AM is the Executive Director of the Queensland Catholic Education Commission, a role she took on in mid-2015. Prior

to that, Dr Perry has held a number of leadership roles including Principal of All Hallows' School, Brisbane, Mt Alvernia College, Kedron, and Mt Carmel College, Wynnum. Her teaching career has spanned State and Catholic schools in New South Wales and Queensland.

Dr Perry has served as a member of various state and national associations and committees concerned with education, including currently the National Catholic Education Commission, the Queensland University of Technology Council, the Non-State Schools Accreditation Board and the Queensland Curriculum and Assessment Authority. She was a member of the panel chaired by David Gonski which recently delivered the *Through Growth to Achievement Report from the Review to Achieve Educational Excellence in Australian Schools*.



**Chris Woolley,  
Chief Operating Officer**

Chris Woolley took up to role of QCEC's Chief Operating Officer in 2016. He has more than 20 years professional experience

in law, strategic policy and communications management in senior roles in both the private and public sectors. As a lawyer he has worked with some of the largest corporations in Australia in the areas of areas of risk management and dispute resolution.

Prior to working in law, Chris worked in senior roles in government, strategic policy, advocacy, communications and issues management. Chris has worked for a wide variety of organisations, including State and Commonwealth Ministers, the Queensland Government, and the Law Council of Australia.



**Yvonne Ries,  
Director – Education**

Yvonne Ries has over 20 years' experience in strategic education policy, spanning early childhood education, schooling, vocational education

and training, and higher education. Yvonne has held senior positions within the Queensland Department of Education as Director of Strategic Policy and Intergovernmental Relations, as well as with Australia's largest early childhood educator, as National Social Policy Manager for Goodstart Early Learning.

Yvonne joined the Queensland Catholic Education Commission as its Director of Education in January 2019 and works closely with both state and national governments in areas of reform, such as the National School Reform Agreement and the implementation of the new senior secondary system in Queensland.

Yvonne holds degrees in Law and Commerce and a Graduate Certificate in Management (Public Sector).



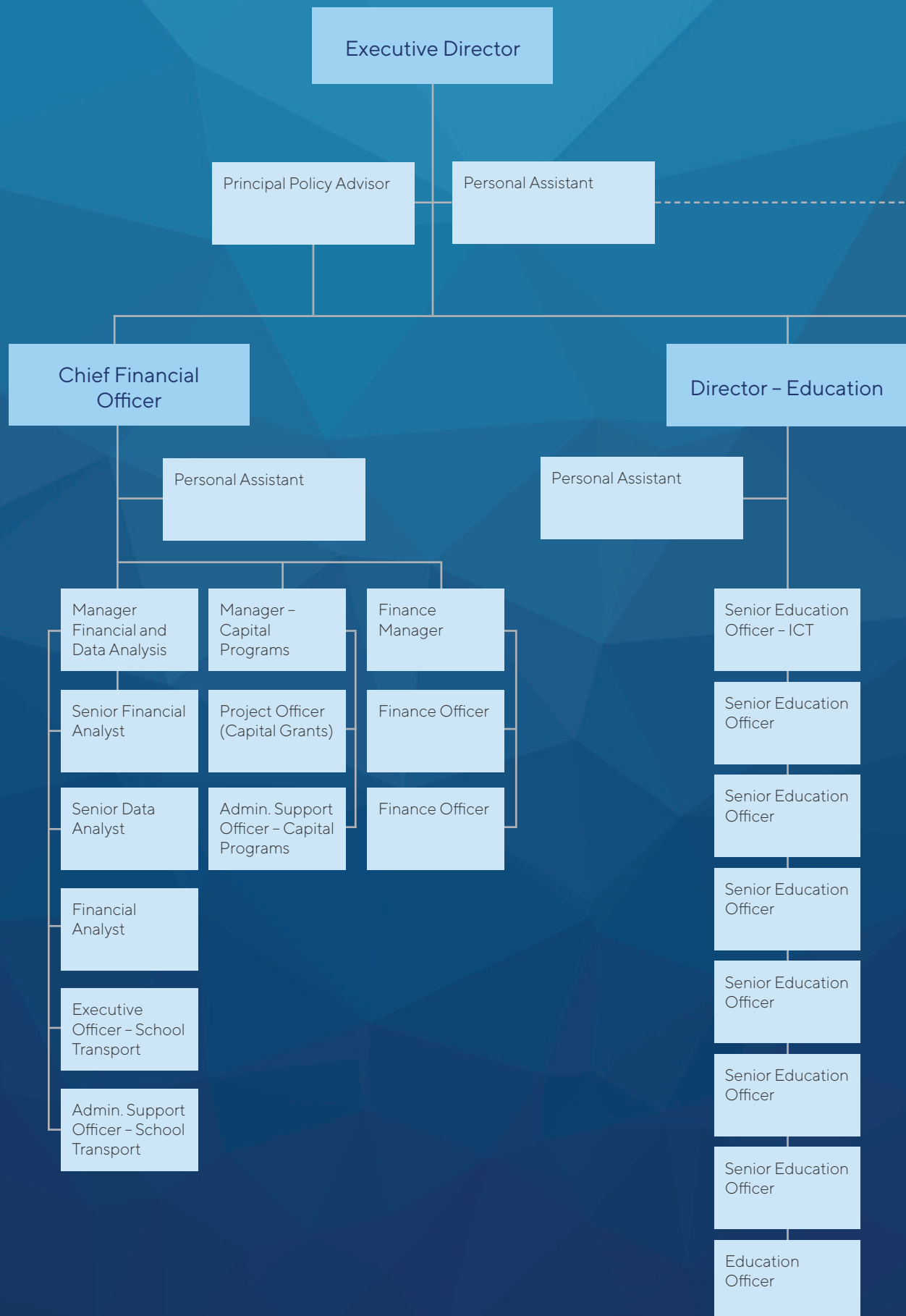
**Steven Jeffery,  
Chief Financial Officer**

Steven Jeffery has been the Chief Financial Officer of the Queensland Catholic Education Commission since 2011. This has been a dynamic

period of change in school funding and Steven has been at the forefront of these negotiations and the implementation of new systems of funding and accountability.

Steven has a degree in economics, a Masters in Accounting and an MBA. He is a fellow of CPA Australia, an Associate Fellow of the Institute of Managers and Leaders, and a graduate of the Australian Institute of Company Directors. Steven is a member of the board of the Australian Catholic Superannuation Retirement Fund.

# QCEC SECRETARIAT ORGANISATIONAL CHART







## VISION, MISSION AND VALUES

### Vision

Shaping the future through prophetic leadership in Catholic education.

### Mission

Serving the Catholic Church through Catholic education in Queensland by leading, collaborating and advocating for the common good.

### Values

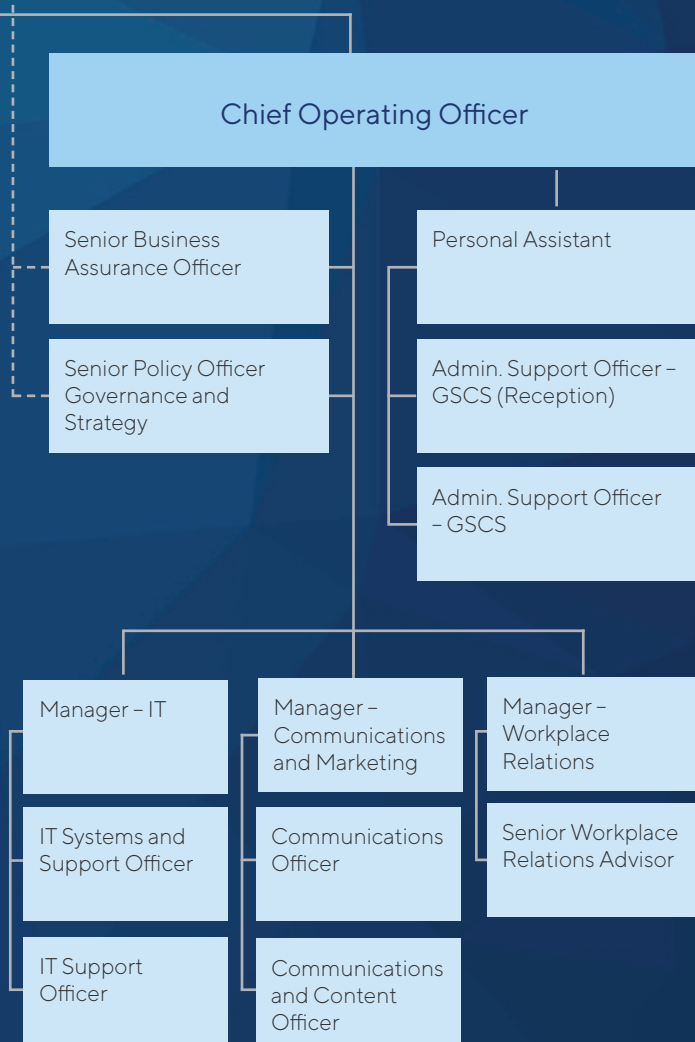
**Integrity** we value discernment and faithful stewardship of our responsibilities.

**Justice** we value the dignity of all people and the courage to challenge injustice.

**Hope** we value a sustained sense of optimism in the future.

**Collegiality** we value subsidiarity and working together for the common good.

**Service** we value and seek to model Jesus' servant leadership to our communities.



# OUR STRATEGIC PRIORITIES



## PRIORITY ONE

Effective engagement and collaboration with key stakeholders to support the delivery of quality Catholic education in Queensland

## PRIORITY TWO

Representation and advocacy with respect to funding, policy and legislation

## PRIORITY THREE

Co-ordination and leadership in the areas of governance, accountability and compliance



# OUR KEY FOCUS AREAS

## Curriculum, assessment and reporting at national and state levels

### Senior Assessment and Tertiary Entrance

Queensland Catholic schools have actively engaged with the implementation of the new Queensland Certificate of Education (QCE) and have been supported and led by the work of the QCEC Senior Assessment and Tertiary Entrance Taskforce. In implementing the biggest reform in Queensland secondary education in more than 30 years, Queensland Catholic schools have reported many positives and challenges in the process.

One particular challenge in 2019 was to support the final year of the old QCE, including the OP processes, for the Year 12 cohort while also supporting the introduction of the new QCE system, including ATAR processes, with the Year 11 cohort. Staff in our Catholic schools worked tirelessly to ensure all students and their families felt well supported during this intense period.

The new QCE has presented schools with the need to reconsider the timing of long-standing traditions, including leadership, graduation and formal. Due to the implementation of units of learning rather than semesters of learning, Catholic schools have reconsidered reporting and assessment processes to better accommodate the timing of assessment with the new QCE.

More than 140 teachers from Queensland Catholic secondary schools attended the Cross-Authority Moderation Day. This event was held immediately after the Queensland Curriculum and Assessment Authority (QCAA) Endorsement event and the released results from this to schools. The day focussed on the moderation of student work from Units One and Two of the new Queensland Certificate of Education (QCE). Feedback was very positive as facilitators encouraged open dialogue, sharing of contact details and conversations around areas of concern including Summative Assessment pieces and Access Arrangements and Reasonable Adjustments. Two further days of support for Catholic schools' implementation of the new QCE have been planned for 2020.

### Vocational Education and Training

Vocational Education and Training (VET) in Catholic schools continues to be an important component of the senior secondary curriculum in Catholic schools. Nearly 50 per cent of students who completed Year 12 at Queensland Catholic schools in 2019 received a VET qualification. In 2019 Queensland Catholic schools were enrolled in a total of 219 different VET qualifications.

At a national level 2019 saw a federal review of Australia's vocational education and training sector and the Australian Qualifications Framework (AQF). VET in schools was a focus of the reviews and the VET and Vocational Learning Network provided feedback to inform submissions to both reviews. Also given the high participation rates of secondary school students in VET, the national VET regulator, the Australian Skills Quality Authority undertook a targeted scoping study of VET in schools to consider risks associated with the delivery of VET in schools and how to minimise them. No written submissions were called for but QCEC represented Queensland Catholic Schools at consultations.

QCEC's submission to the federal review of the Australian VET sector advocated the importance of work ready skills and behaviours developed through VET and the need for increased funding to support VET delivered in schools to meet industry needs, regulatory requirements, teacher industry currency and to ensure equity of access and quality VET pathways are available to all students.

More than 100 participants from Queensland Catholic secondary schools, including Trade Training Centres and Trade Skills Centres, attended the 2019 QCEC VET Forum – *Skills and Capabilities: The future of VET*. The purpose of the forum was to enhance understanding of future requirements for skills and capabilities and enable sharing of practice and networking opportunities. Feedback was extremely positive, and participants' key learnings included the areas of job growth, skills required for future jobs, student needs and quality practices happening in schools.





## STEM

Queensland Catholic School Authorities are involved in a range of Science, Technology, Engineering and Mathematics (STEM) initiatives. These include Toowoomba's Lighthouse STEM Schools initiative, Brisbane's STEM symposium, the development of the Rockhampton STEM website and primary teaching units as well as various individual school and CSA initiatives. QCEC has established a STEM online collaboration group for the STEM representatives in each Catholic School Authority to encourage collaboration, connection and to share resources.

## NAPLAN

Students in Years 3, 5, 7 and 9 from 167 Queensland Catholic schools participated in NAPLAN Online in 2019, including 114 schools that transitioned to the national online assessment for the first time along with 53 schools continuing from the previous, inaugural year.

QCEC collaborated with key stakeholders through the QCEC National Online Assessment Taskforce, the Queensland Online Assessment Working Group and the Education Council's Online Assessment Working Group to deliver the assessment program.

Schools overall reported a positive experience with more student engagement in the online assessment compared to paper, whilst also noting some transitional challenges associated with the comparability of online and paper results.

QCEC also provided support in conjunction with the QCAA for a further 124 schools to undertake School Readiness Test preparation activities to transition to NAPLAN Online in 2020 when it is anticipated that 95 per cent of Queensland Catholic schools will participate in the national online assessment program.

## Highly Accomplished and Lead Teacher Certification

A pilot year for Highly Accomplished and Lead Teacher Certification for Queensland Catholic education was run during 2019. Certification became available to Catholic school teachers in Queensland in mid-2018. The certification process is enabled by the work of highly trained assessors from our CSAs, supported by the Queensland College of Teachers (QCT), and we acknowledge their considerable commitment to these new processes. Legislation was passed by the Queensland Parliament to make QCT the certifying authority for teachers in Queensland Catholic Education and the Department of Education. Five Catholic teachers were certified (three Highly Accomplished and two Lead) in 2019.

During 2019 QCEC delivered Information sessions and in-depth workshops for aspiring applicants and those wishing to find out more about the process. QCEC also launched a designated website for certification in September. This website is a rich repository of information and resources for applicants, school leaders, assessors and others involved in the certification process.

## Nationally Consistent Collection of Data on School Students with Disability

In 2019, professional learning about the Nationally Consistent Collection of Data on School Students with Disability (NCCD) included training about implementing the model, cross-school and cross-sector moderation and school teams reflecting and planning for the following year.

Overall, participants reported increased confidence with collecting relevant evidence of educational adjustments to inform decisions about the level of adjustment and category of disability for students. Furthermore, the process of reflecting on the successes and challenges associated with implementing the NCCD to inform planning for professional learning and teacher support in the following year was a welcomed addition to the NCCD workshop suite. National research conducted by Monash University during 2019 indicated that Queensland Catholic teachers' judgements were more accurate when there was a team approach.

## Chaplaincy

In 2019, 65 schools received funding to employ a chaplain under the National Schools Chaplaincy Program (NSCP) and 15 schools received funding under the Student Welfare Worker Program.

QCEC continued to advocate for more equitable access to the federally funded NSCP which resulted in new criteria and a change in the proportionate share of funding from 2020 onwards. This will result in greater financial support for Queensland Catholic schools to employ a dedicated Chaplain.

## Indigenous Education

QCEC continued to support the exciting work being done in Catholic School Authorities in Aboriginal and Torres Strait Islander Education.

A highlight was “Wisdom and Courage”, the Queensland Catholic Indigenous Education Conference held in Townsville in August. More than 200 delegates attended with keynote speakers including Dr Miriam Rose Ungunmerr Baumann AM, Professor Martin Nakata (Pro Vice-Chancellor, James Cook University), Sharon Davis (Catholic Education Western Australia) and David Hartley (Education Queensland). Multiple workshops catered for further explorations of spirituality, education, health and communities.

The QCEC Aboriginal and Torres Strait Islander Education Network explored topics such as the elaborations of the cross-curriculum priority on Aboriginal and Torres Strait Islander histories and cultures, transition to boarding, the impact of Aboriginal and Torres Strait Islander health issues and the Path to Treaty. This has informed QCEC’s work in advocating for support for Indigenous students transitioning from Country to attend boarding school, the development of a QCEC submission in response to the Path to Treaty consultation paper and sharing of contemporary resources such as the cross-curriculum elaborations.

## Advancing Teaching and Learning

Under the Advancing Teaching and Learning initiative (ATL), the Queensland Government provided \$3.7 million to the Catholic education sector over three years from 2019 to 2021 to support improved teaching. ATL provides support under the approved focus areas and research, both of which are designed to address emerging priorities.

Firstly, it provides for Catholic School Authorities to advance teaching and learning through making decisions that best suit their local communities and support their strategic plans for good student learning outcomes.

Secondly, the ATL provides for the Research Partner Schools Project (RPSP) to enable participating schools to engage in collaborative action research to improve student learning across Queensland Catholic school communities. This initiative supports the notion of working in partnership with external experts to provide quality research to guide collaborative action research of the highest quality and using latest neuroscience understandings.

All schools reported that the partnership was successful, and they effectively and professionally presented the outcomes of their projects at the QCEC RPSP Showcase on 18 October 2019. This research will inform future practice, to ensure the continued focus on improvements in student learning.







## Kindergartens and early childhood education

The number of Catholic kindergartens increased to 30 in 2019, with the opening of kindergartens in Rockhampton, Bli Bli and Coomera. QCEC continued to perform its duties as a Central Governing Body, distributing funding received under the Queensland Kindergarten Funding Scheme and the Kindergarten Inclusion Support Scheme and ensuring reporting and compliance requirements linked to the funding were met.

The QCEC Kindergarten Working Group provided extensive feedback and input to the development of an online kindergarten transition statement, managed timely reporting of enrolment and performance data, continued its communications work preparing fact sheets on educational programs in kindergarten settings and early brain development and commenced work on a Framework for Early Years Spiritual Development in the Catholic tradition.

An independent review was conducted of the Universal Access National Partnership (UANP) national funding arrangements that support access for all children in Australia to 600 hours per year of quality early childhood education in

the year before full-time school. QCEC made a submission to the review which included input from the Kindergarten Working Group.

The submission advocated for:

- capital works funding to expand the number of Catholic kindergartens
- an extension of universal access to early learning for all three-year old children
- a focus on raising the quality of interactions in early education programs
- a national Early Childhood Teacher Workforce Strategy.

QCEC's submission raised the need for flexibility in early childhood teaching courses to allow specialisation in the three-to-five-year age group. A final report will be released in 2020.

Funding uncertainty for kindergartens continued with a one-year extension of funding for universal access to early childhood education to the end of 2020. QCEC's submission to the review of the UANP stressed the importance of a long-term commitment to reducing the gap between Australia's investment in early childhood education and the OECD average.



## Funding policy, allocations, agreements and distribution

### Implementation of new funding arrangements including Australian Government's Choice and Affordability Fund.

The Australian Government's announcement of new funding arrangements for Catholic schools in September 2018 had a major impact on QCEC's work in 2019, with QCEC actively involved in advocating for fair distribution methodologies.

The Australian Government's response to the National School Resourcing Board's (NSRB) review of the socio-economic status score included a new methodology for working out a school's capacity to contribute. The new measure is calculated based on the median income of parents or guardians of students at a non-government school. Schools will transition from their current funding levels to 80 per cent of the Schooling Resource Standard calculated using the Direct Measure of Income methodology by 2023 if the current funding level is below 80 per cent of the SRS; or by 2029 if the current funding level is above 80 per cent of the SRS.

In September 2018, the Australian Government also announced the Choice and Affordability Fund to support a range of priorities including parental choice and affordability; support schools during the transition; strengthen educational outcomes in schools; assist schools in regional and remote areas; and enhance student wellbeing and support initiatives.

Discussions about how the fund should be distributed across jurisdictions have been held at the NCEC level and QCEC is a key player in those discussions.

While the distribution of the Choice and Affordability fund for 2020 to Queensland Catholic schools will be based on each school's share of total Group Funding, the fund's distribution for 2021 and beyond has not yet been resolved. However, QCEC is pleased to see 9 per cent of the fund being set aside for schools in regional and remote areas financially disadvantaged by the change to the new Direct Measure of Income methodology.

### National School Resourcing Board reviews of needs-based funding requirements and loading for students with a disability

QCEC made submissions to both reviews and worked closely with Catholic School Authorities in drafting the submissions.

QCEC emphasised the need for CSAs that operate more than one school to redistribute Australian Government funding to systemic schools in accordance with their own needs-based allocation methodologies. These methodologies reflect the characteristics of each system in terms of student needs, school types and school locations. For authorities to best meet the needs of their students and schools and therefore have a positive impact on the learning outcomes of all students within the system, QCEC calls for a high level of flexibility for the distribution of Government funding.

QCEC argued in its submission that the funding received under the current disability loading is inadequate to cover all costs associated with the education of students with disability. It is important to recognise also that school location and size impact on the costs of adjustments provided. In Queensland, many CSAs have schools in rural and remote areas. For these schools, travel and availability significantly increase the costs of accessing specialised support services and resources.

The NSRB provided its reports from the two reviews to the Australian Government in December 2019 and QCEC is expecting the Government will respond to the findings by mid-2020.

### Emergency funding from the Australian Government

In November 2019, Education Minister Dan Tehan announced that the Australian Government would provide \$10 million additional funding through the Special Circumstances Program to support non-government schools facing financial hardship as a result of ongoing drought conditions. QCEC encouraged and assisted CSAs with schools in drought-affected areas to apply for funding.

The Australian Government also provided funding for Queensland Catholic schools affected by the flooding which hit north Queensland early in



## Faith formation, identity and mission

### Plenary Council

QCEC joined with Evangelisation Brisbane to plan and run a very successful pilot of the Student Assembly as part of the Discernment Phase in preparation for the Plenary Council 2020. A full Student Assembly will be staged in February 2020, again with support from QCEC.

Material from the Pilot has been shared with Catholic School Authorities so that they can adapt this information for use with their students.

### Use of Scripture in Religious Education

The Faith Formation and Religious Education Network explored the use of scripture in Religious Education. Referring to an article by Margaret Carswell, *Teaching Scripture: moving towards a hermeneutical model for religious education in Australian Catholic Schools*, the Network discussed challenges and opportunities in the use of scripture in the RE classroom. It provided advice for CSAs to consider employing a hermeneutical approach so that Scripture is not used merely to justify already arrived at conclusions but retains the ability to move students to new understandings. Advice was also given to CSAs about using the trial website produced by NCEC exploring Scripture for Teachers.

### Formation

An investigation into current practices in formation was conducted. Promotion of good practice was undertaken, with endorsement of Gather 2020 which will be staged in Brisbane in August 2020. This will be a significant formation event, organised by Brisbane Catholic Education but open to all, that will attract many of the foremost thinkers in formation for Catholic educators from around the world. QCEC looks forward to supporting this exciting event.

2019. A total of \$4 million was allocated in Special Circumstances funding to assist non-government schools to support students and families affected by the floods. QCEC assisted CSAs to access this funding which provided fee-relief and support services for affected families.

### School Transport

The Non State Schools Transport Assistance Scheme (NSSTAS) is a joint initiative of QCEC and Independent Schools Queensland. This Scheme is administered by QCEC on behalf of all non-state schools in Queensland and applications are invited via [SchoolTransport.com.au](http://SchoolTransport.com.au).

More than \$6.2 million in funding was provided by the Queensland Government through the Department of Education. More than 7,700 students in 261 school communities were funded by the Scheme in 2019 with almost all eligible applications paid within one week of the semester close.

Advocacy continues in promoting a just outcome in funding for NSSTAS's students with disability who are transitioning to the National Disability Insurance Scheme (NDIS) – as well as continuity of support under NSSTAS for students with disability who are ineligible for NDIS support.





## Student protection and wellbeing

### Royal Commission recommendations

The work of the Royal Commission Implementation Taskforce was completed in 2019 with the development and provision of an implementation framework tool to Catholic School Authorities, mapping current responsibilities and also areas where there are likely to be new compliance obligations in the future.

QCEC continues to work with State Government on the implementation of a number of other recommendations, including the National Principles for Child Safe Organisations, which are likely to require further legislative or policy responses from government.

### Student Protection

QCEC continues to work with the Catholic School Authorities through the Student Protection Reference Group to encourage a consistent approach to student protection issues in Catholic schools.

QCEC has commenced working with Catholic School Authorities to independently assess the effectiveness of the model student processes and guidelines, with a pilot survey process in Toowoomba during 2019. Development of online training resources to support practices in this area also commenced.

QCEC hosted a Student Protection Reference Group inservice for than 100 school staff in 2019, with a focus on trauma informed practices.

### Cyber Safety

QCEC has continued to work with Catholic School Authorities in the area of cyber safety. On behalf of all CSAs, QCEC reported to the Queensland Government in December 2019 outlining the status of all Queensland Catholic Schools with regards to compliance with their obligations in implementing the relevant recommendations from the Queensland

Anti-Cyberbullying Taskforce report, *Adjust our Settings: A community approach to address cyberbullying among children and young people*.

CSAs report that whilst they have complied with the recommendations of the Anti-Cyberbullying Taskforce, this remains a dynamic area and one which requires regular review of practice and policy.

### Student Wellbeing

Student wellbeing has been a key focus of the work of the Commission and Secretariat throughout 2019. The Student Wellbeing Network and the Commission have both considered the domains of student wellbeing and how these are reflected in each Catholic School Authority's wellbeing plan.

The Student Wellbeing Network has also considered how the domains are connected with existing frameworks and curriculum resources in an effort to have a truly embedded approach to supporting positive wellbeing in students across their learning and school experiences.

In 2019, Queensland Catholic schools were also provided with the opportunity to access Rumble's Quest, an online game that is designed to allow schools to measure wellbeing among primary school students. Twenty-two schools took up this opportunity to freely access the resource which has been developed by Professor Ross Hommel and his team at Griffith University and is internationally regarded as a robust and effective measure of student wellbeing.



## Industrial and workplace relations

The QCEC Workplace Relations Team continued to provide operational and strategic employee relations services to Queensland CSAs throughout 2019.

A major focus was QCEC's representation and co-ordination of negotiations for the replacement of the two enterprise agreements covering school employees and CSAs. There are 22 CSAs, including 17 Religious Institutes/Public Juridical Persons covered by one of the agreements and the five Dioceses covered by the other.

The negotiations commenced in May 2019. Throughout the process, CSAs have frequently communicated with all school employees. This has included direct emails and letters providing staff updates about the status of negotiations (including offers made) and access to the approved minutes of all formal negotiation meetings. A dedicated website was also created for staff to access relevant information.

The CSAs worked hard to finalise negotiations in a reasonable and timely way. The aim is to give school employees an opportunity to vote on proposed replacement agreements as soon as possible that provide fair and reasonable employment conditions while keeping Queensland Catholic education sustainable and accessible to families.

The parties significantly narrowed the number of outstanding items to be negotiated by the end of 2019.

## Reporting, accountability and compliance requirements

Throughout the year, QCEC complied with all State and Federal Government reporting requirements. These included both financial and non-financial outcomes, with specific reporting obligations attached to funding and program initiatives. This reporting supports QCEC's transparent accountability for public funds administered on behalf of government.







## Research and data analysis

### NAPLAN

High level analysis of performance (achievement and growth) and participation drawn from NAPLAN aggregated data was presented to QCEC and various relevant QCEC consultation groups. CSAs indicated that it was valuable to undertake comparative data analysis across the Queensland Catholic, state-wide and non-Catholic sectors. A number of CSAs used the analysis to support evaluation of their strategic priorities.

### Year 12 Outcomes

High level analysis of Year 12 Outcomes was presented to QCEC and various relevant QCEC consultation groups and Catholic School Authority network meetings. The high-levels analysis enabled CSAs to compare Queensland Catholic Year 12 outcomes with state-wide and state non-Catholic sectors to identify performance strengths and areas for improvement at a strategic level.



## Public relations and communications with stakeholders

### Government advocacy

Advocacy with State and Federal Governments is one of the key functions of the QCEC and during 2019 the Commission engaged with government on many issues including funding arrangements, legislative changes, the new Senior Assessment and Tertiary Entrance systems in Queensland, the review of the Blue Card system and many other important issues for Catholic schools.

QCEC successfully advocated for additional assistance for Queensland Catholic schools adversely affected by both floods and drought. The Australian Government provided access to funding which allowed schools to maintain their fee relief for affected families and to provide other support to students, families and staff affected by natural disasters.

The 2019 federal election provided an opportunity to advocate broadly with the major political parties. Much of this work was done in conjunction with the National Catholic Education Commission. QCEC contributed to the policy debate engaged in by NCEC and provided assistance to the national advocacy effort through the QCEC data analysis team.

Regular meetings with the Queensland Minister for Education, Shadow Minister and policy advisors ensured that the voice of Catholic schools was heard on all major state-based issues. These meetings provide both the Government and Opposition with direct engagement with the Catholic sector. QCEC values these opportunities to maintain its strong links with government.

The Parliamentary Reception held on 30 April provided a broader opportunity for engagement with a large cross-section of State MPs. More than 50 MPs attended along with a similar number of leaders in Catholic education from QCEC and Catholic School Authorities. The event provided an opportunity for system leaders and principals to meet with ministers and backbenchers to discuss local and system-wide issues in education.

### Engagement

QCEC continually engages with its stakeholders and the broader community about the fulfilment of its key strategic priorities.

QCEC publishes regular stakeholder newsletters, is actively engaged with the broader media and also uses social media and less formal communication methods to engage with school communities throughout Queensland.

### Catholic Education Week

Catholic Education Week provides an opportunity for Catholic schools to celebrate their achievements, acknowledge their common heritage and engage with the broader community. In 2019 Catholic Education Week was held from 28 July to 3 August with the theme *Many Voices One Spirit*. The theme encouraged the celebration of the diversity of Catholic schools which are nevertheless united by their common mission and ethos.

The official launch of Catholic Education Week was held on Wednesday 31 July at St Joseph's Cathedral, Rockhampton and at the adjacent Cathedral College. It provided a wonderful celebration of Catholic education in an energy-filled Mass and awards ceremony. The *Spirit of Catholic Education Awards* acknowledged contributions to Catholic education from eight recipients who contribute to Catholic schools in a variety of ways. The 2019 recipients, which included the first award to a team, were:

- **Maureen Burton**, Brisbane Catholic Education North Schools Service Centre, Archdiocese of Brisbane
- **Nat See Kee**, Our Lady Help of Christians School, Earlville, Diocese of Cairns
- **Bronwyn Reguson**, St Joseph's Catholic School, The Strand, Diocese of Townsville
- **Kathleen Hore**, Chanel College, Gladstone, Diocese of Rockhampton
- **Emily O'Sullivan**, Mary MacKillop Catholic College, Highfields, Diocese of Toowoomba
- **Dr Shannon O'Gorman**, St James' College, Spring Hill, Edmund Rice Education Australia
- **Robyn Bloomfield**, Holy Spirit College, Cooktown, Diocese of Cairns (*Aunty Joan Hendriks Reconciliation Award*)
- **Deadly Indigenous Education Workers (Team Award) – Emma Shaxson, Melisia Ellis, Marita Murray**, Good Shepherd Catholic School, Rasmussen, Diocese of Townsville (*Aunty Joan Hendriks Reconciliation Award*).





# COMMITTEE STRUCTURE







## NETWORKS

Inclusive Education

Faith Formation and  
Religious Education

Governance

Student Wellbeing

Information and  
Communication  
Technologies

Communications

International Education

VET and Vocational Learning

Aboriginal and Torres Strait  
Islander Education

Workplace Relations



## COMMITTEES

Finance Committee

Audit and Risk  
Management Committee

Workplace Relations  
Committee

Political Advisory  
Committee

Capital Assistance -  
Assessment Committee



# FINANCIAL STATEMENT

## Statement of Profit or Loss and Other Comprehensive Income for the Year Ended 31 December 2019

	2019	2018 (restated)*
<b>REVENUE</b>	<b>\$</b>	<b>\$</b>
Revenue – Grants	6,643,652	5,993,860
Revenue – Levies	6,948,706	6,618,650
Other Income	3,746,574	3,328,562
<b>Gross Income for the Year</b>	<b>17,338,932</b>	<b>15,941,072</b>
<b>EXPENDITURE</b>		
Grants Expenditure	7,404,064	6,754,550
Salaries and Related Expenses	5,732,446	5,542,687
Administration Expenses	958,175	1,202,564
Projects and Initiatives expenses	365,716	422,947
Travel and Meeting Costs	139,269	113,593
Motor Vehicle Expenses	43,038	46,558
Sponsorships	33,950	15,149
<b>Total Expenditure for the Year</b>	<b>14,676,658</b>	<b>14,098,048</b>
<b>Surplus/(Deficit) Before Income Tax</b>	<b>2,662,274</b>	<b>1,843,024</b>
Income Tax Expense		–
<b>Surplus/(Deficit) After Income Tax</b>	<b>2,662,274</b>	<b>1,843,024</b>
Other Comprehensive Income, Net of Tax		–
<b>Total Other Comprehensive Income for the Year Attributable to the Members of Queensland Catholic Education Commission</b>	<b>2,662,274</b>	<b>1,843,024</b>

\* The comparative figures have been restated following the implementation of AASB 15.

## Statement of Financial Position as at 31 December 2019

	2019	2018 (restated)*
	\$	\$
<b>ASSETS</b>		
<b>CURRENT ASSETS</b>		
Government Grant Program Funds – Assets	84,273,396	75,720,289
Cash and Cash Equivalents	4,387,952	3,505,560
Other Assets	2,120,885	1,386,911
<b>Total Current Assets</b>	<b>90,782,233</b>	<b>80,612,760</b>
<b>NON CURRENT ASSETS</b>		
Property, Plant and Equipment	3,016,272	3,162,742
<b>Total Non Current Assets</b>	<b>3,016,272</b>	<b>3,162,742</b>
<b>Total Assets</b>	<b>93,798,505</b>	<b>83,775,502</b>
<b>LIABILITIES</b>		
<b>CURRENT LIABILITIES</b>		
Government Grant Program Funds – Liability	83,867,246	74,961,260
Payables and Accruals	1,036,205	1,609,260
Provisions	284,066	381,992
<b>Total Current Liabilities</b>	<b>85,187,517</b>	<b>76,952,512</b>
<b>NON CURRENT LIABILITIES</b>		
Provisions Non Current	146,710	120,986
<b>Total Non Current Liabilities</b>	<b>146,710</b>	<b>120,986</b>
<b>Total Liabilities</b>	<b>85,334,227</b>	<b>77,073,498</b>
<b>Net Assets</b>	<b>8,464,278</b>	<b>6,702,004</b>
<b>EQUITY</b>		
Reserve	1,511,190	1,500,000
Accumulated Funds	4,290,814	3,358,980
Current Year's Surplus / (Deficit)	2,662,274	1,843,024
<b>Total Equity</b>	<b>8,464,278</b>	<b>6,702,004</b>

\* The comparative figures have been restated following the implementation of AASB 15.

# QUEENSLAND CATHOLIC SCHOOLS STATISTICS 2019

**Table 1: Number of Queensland Catholic Schools and Campuses in 2019 by Diocese and Type**

	Brisbane		Cairns		Rockhampton		Toowoomba		Townsville		QLD	
	Sch	Cam	Sch	Cam	Sch	Cam	Sch	Cam	Sch	Cam	Sch	Cam
Combined	22	26	1	1			7	7	6	8	36	42
Primary	105	106	21	22	31	31	21	22	18	18	196	199
Secondary	42	42	7	8	11	12	5	5	9	9	74	76
<b>Total 2019</b>	<b>169</b>	<b>174</b>	<b>29</b>	<b>31</b>	<b>42</b>	<b>43</b>	<b>33</b>	<b>34</b>	<b>33</b>	<b>35</b>	<b>306</b>	<b>317</b>

Sch – Sum of school count; Cam – Sum of campus count

**Table 2: Number of Staff in Queensland Catholic schools in 2019 by Staff Level and Employment Status (Headcount)**

	Combined	Primary	Secondary	QLD
Full Time	1,658	4,183	6,286	12,127
Part Time	707	5,268	2,741	8,716
<b>Total 2019</b>	<b>2,365</b>	<b>9,451</b>	<b>9,027</b>	<b>20,843</b>

**Table 3: Number of Teaching Staff in Queensland Catholic Education in 2019 by Diocese, Staff Level and Employment Status (Headcount)**

	Brisbane	Cairns	Rockhampton	Toowoomba	Townsville	QLD
Combined	<b>Total</b>	<b>217</b>	<b>45</b>	<b>28</b>	<b>18</b>	<b>308</b>
	Full Time	177	37	23	14	251
	Part Time	40	8	5	4	57
Primary	<b>Total</b>	<b>3,569</b>	<b>503</b>	<b>638</b>	<b>432</b>	<b>5,660</b>
	Full Time	2,425	345	442	296	3,879
	Part Time	1,144	158	196	136	1,781
Secondary	<b>Total</b>	<b>3,727</b>	<b>395</b>	<b>674</b>	<b>421</b>	<b>5,859</b>
	Full Time	3,232	327	591	362	5,071
	Part Time	495	68	83	59	788
<b>Total 2019</b>	<b>7,513</b>	<b>943</b>	<b>1,312</b>	<b>881</b>	<b>1,178</b>	<b>11,827</b>



**Table 4: Number of Teaching Staff in Queensland Catholic Education in 2019 by Diocese, Staff Level and Gender (Headcount)**

		Brisbane	Cairns	Rockhampton	Toowoomba	Townsville	QLD
Combined	<b>Total</b>	<b>217</b>	<b>45</b>		<b>28</b>	<b>18</b>	<b>308</b>
	Female	122	27		16	9	174
	Male	95	18		12	9	134
Primary	<b>Total</b>	<b>3,569</b>	<b>503</b>	<b>638</b>	<b>432</b>	<b>518</b>	<b>5,660</b>
	Female	3,014	451	589	386	462	4,902
	Male	555	52	49	46	56	758
Secondary	<b>Total</b>	<b>3,727</b>	<b>395</b>	<b>674</b>	<b>421</b>	<b>642</b>	<b>5,859</b>
	Female	2,256	245	413	247	407	3,568
	Male	1,470	150	261	174	235	2,290
	Other	1					1
	<b>Total 2019</b>	<b>7,513</b>	<b>943</b>	<b>1,312</b>	<b>881</b>	<b>1,178</b>	<b>11,827</b>

**Table 5: Number of Principals in Queensland Catholic Education in 2019 by Diocese, Staff Level and Gender (Headcount)**

		Brisbane	Cairns	Rockhampton	Toowoomba	Townsville	QLD
Combined	<b>Total</b>	<b>21</b>	<b>1</b>		<b>7</b>	<b>4</b>	<b>33</b>
	Female	3			1	2	6
	Male	18	1		6	2	27
Primary	<b>Total</b>	<b>119</b>	<b>22</b>	<b>31</b>	<b>22</b>	<b>20</b>	<b>214</b>
	Female	49	14	17	12	15	107
	Male	70	8	14	10	5	107
Secondary	<b>Total</b>	<b>44</b>	<b>8</b>	<b>12</b>	<b>5</b>	<b>11</b>	<b>80</b>
	Female	13	5	3	3	3	27
	Male	31	3	9	2	8	53
	<b>Total 2019</b>	<b>184</b>	<b>31</b>	<b>43</b>	<b>34</b>	<b>35</b>	<b>327</b>

# QUEENSLAND CATHOLIC SCHOOLS STATISTICS 2019

**Table 6: Number of Students in Queensland Catholic Schools in 2019 by Year and Level of Schooling (FTE)**

Year	Primary	Secondary	Total
2019	79,985.2	68,917.0	<b>148,902.2</b>

**Table 7: Number of Students in 2019 by Diocese, Level of Schooling and Gender (FTE)**

		Brisbane	Cairns	Rockhampton	Toowoomba	Townsville	QLD
Primary	<b>Total</b>	<b>51,022.0</b>	<b>6,719.0</b>	<b>9,052.2</b>	<b>5,813.0</b>	<b>7,379.0</b>	<b>79,985.2</b>
	Female	25,046.4	3,329.2	4,623.2	2,853.0	3,622.8	39,474.6
	Male	25,974.6	3,389.8	4,429.0	2,960.0	3,756.2	40,509.6
	Other	1.0					1.0
Secondary	<b>Total</b>	<b>45,214.6</b>	<b>4,396.0</b>	<b>8,413.1</b>	<b>4,400.7</b>	<b>6,492.6</b>	<b>68,917.0</b>
	Female	21,682.4	2,223.0	4,037.1	2,127.0	3,307.8	33,377.3
	Male	23,521.2	2,173.0	4,376.0	2,273.7	3,184.8	35,528.7
	Other	11.0					11.0
<b>Total Students</b>		<b>96,236.6</b>	<b>11,115.0</b>	<b>17,465.3</b>	<b>10,213.7</b>	<b>13,871.6</b>	<b>148,902.2</b>

**Table 8: Number of Students in Edmund Rice Education and Religious Institute Schools in 2019 by Diocese and Level of Schooling (FTE)**

	Edmund Rice Education Australia						Religious Institute					
	Number of Schools			Enrolments (FTE)			Number of Schools			Enrolments (FTE)		
	Primary	Secondary	Total	Primary	Secondary	Total	Primary	Secondary	Total	Primary	Secondary	Total
Brisbane	6	16	<b>22</b>	1,548	8,513	<b>10,061</b>	5	12	<b>17</b>	1,427	12,256	<b>13,683</b>
Rockhampton		2	<b>2</b>		764	<b>764</b>		1	<b>1</b>		427	<b>427</b>
Toowoomba							1	2	<b>3</b>	108	1,250	<b>1,358</b>
Townsville		3	<b>3</b>		1,234	<b>1,234</b>		1	<b>1</b>		475	<b>475</b>
<b>Total 2019</b>	<b>6</b>	<b>21</b>	<b>27</b>	<b>1,548</b>	<b>10,511</b>	<b>12,059</b>	<b>6</b>	<b>16</b>	<b>22</b>	<b>1,535</b>	<b>14,408</b>	<b>15,943</b>

**Table 9: Number of Aboriginal and Torres Strait Islander Students 2019 by Diocese and Level of Schooling (FTE)**

Student FTE	Brisbane	Cairns	Rockhampton	Toowoomba	Townsville	QLD
Primary	1,282.4	673.6	496.2	371.0	632.0	3,455.2
Secondary	1,246.0	409.0	659.0	289.0	939.4	3,542.4
<b>Total 2019</b>	<b>2,528.4</b>	<b>1,082.6</b>	<b>1,155.2</b>	<b>660.0</b>	<b>1,571.4</b>	<b>6,997.6</b>

**Table 10: Number of Full Fee Payment Overseas Students 2019 by Diocese and Level of Schooling (FTE)**

Student FTE	Brisbane	Cairns	Rockhampton	Toowoomba	Townsville	QLD
Primary	40		1	2	1	44
Secondary	242	9	1	12	17	281
<b>Total 2019</b>	<b>282</b>	<b>9</b>	<b>2</b>	<b>14</b>	<b>18</b>	<b>325</b>

**Table 11: Number of Students with Disabilities (NCCD) 2019 by Diocese and Level of Schooling (FTE)**

Student FTE	Brisbane	Cairns	Rockhampton	Toowoomba	Townsville	QLD
Primary	6,740.4	804.0	1,426.2	1,038.0	1,069.6	11,078.2
Secondary	6,659.4	529.0	1,297.1	631.0	969.2	10,085.7
<b>Total 2019</b>	<b>13,399.8</b>	<b>1,333.0</b>	<b>2,723.3</b>	<b>1,669.0</b>	<b>2,038.8</b>	<b>21,163.9</b>

**Table 12: Number of Boarding Students 2019 by Diocese and Level of Schooling (FTE)**

Student FTE	Brisbane	Cairns	Rockhampton	Toowoomba	Townsville	QLD
Primary	9			3	2	14
Secondary	561	279	462	284	388	1,974
<b>Total 2019</b>	<b>570</b>	<b>279</b>	<b>462</b>	<b>287</b>	<b>390</b>	<b>1,988</b>





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