



2020

ANNUAL REPORT



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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 2020 Annual Report of the Commission for your consideration.

In 2020 the Commission has been called on to exercise its delegated responsibilities to support Catholic School Authorities throughout the state in new and different ways as schools, along with the rest of the community, confronted the COVID-19 pandemic.

The Annual Report details the many ways in which QCEC was able to provide additional support to meet these new circumstances, as well as continuing what might otherwise have been business as usual.

I am grateful to the Bishops of Queensland and all Delegating Authorities for their ongoing support for the Commission and its work. I also extend my thanks to the Commission members for the support they have shown me as the Independent Chair.

Catholic schools have shown themselves to be resilient, flexible, and caring communities during the pandemic and it has been QCEC's privilege to serve them. Education is one of the most significant of the Church's ministries and we look forward to continuing to play our part in supporting this vital work.

I commend the report to you.

Hon. Margaret White AO
Chair



MESSAGE FROM THE CHAIR



There is a temptation to view 2020 through the lens of all that we missed out on, but the 2020 Annual Report of the Queensland Catholic Education Commission (QCEC) is a demonstration of all that we achieved in the face of great challenges. There can be little doubt that for many, if not most, in our community it was the most extraordinary year in living memory as we grappled with the reality of a pandemic. Nonetheless, the biggest change to Senior assessment in decades was successfully implemented across our schools, significant changes to the way funding for Catholic schools is calculated were implemented, we found new ways to teach and to learn, a new Enterprise Agreement was struck with staff and we celebrated the achievements of students, staff and school communities in innovative and engaging ways.

Our Catholic School Authorities and RI/PJP schools reported to the Commission a closer connection with more families as a result of these new initiatives many of which, accordingly, will be retained. They also reported on the heroic way in which many teachers, not previously comfortable with online teaching and learning, determined to conquer their apprehension and did so with outstanding success. We are proud of them all.

Throughout the year QCEC has been supporting Queensland's 307 Catholic schools through its direct advocacy with government as well as via its many committees and networks that are such vital two-way communication channels. In particular, the establishment of the Pandemic Planning Group was a great example of how the Commission was able to respond quickly, set up the group to share vital information, particularly from the State government and Chief Health Officer, as it became available and to share experiences and outcomes as the various scenarios for which we were planning played out. Catholic School Authorities and the RI/PJP schools have been unanimous in their praise of the way in which this group has come together and provided mutual support in these novel and difficult times.

I extend my thanks to all those who have participated in the various QCEC committees. In this challenging year giving up time from the demands of the everyday work of schools and the broader administration of Catholic education to engage with the sector generally, to share ideas and to provide advice was a significant and selfless contribution for which the Commission is most grateful.

During 2020 the Commission's focus on strategic issues included looking at student outcomes and student wellbeing as key issues for Catholic schools into the future. These are critical matters for Catholic education. Families entrust their children to our schools expecting a high-quality, holistic education based in the tenets of our faith. This year the Commission has looked at how schools define and measure wellbeing and how we can monitor improvements. Similarly, we have looked at the data from national testing regimes as well as our Year 12 student outcomes to try to take the pulse of the Catholic sector's performance.

The Commission also turned its collective mind to the governance challenges facing Catholic



schools. Many facets of school operations are covered by Federal or State Government legislation that brings with it a host of governance and compliance issues. These range from proper acquittal of funding grants for capital and recurrent expenditure through to responsibilities under child protection legislation and Catholic schools' status as not-for-profit organisations. Governments, on behalf of taxpayers, rightly expect that Catholic schools will use public funding for the purpose for which it was given and meet their other obligations under legislation. The Commission recognises both the significant public pressure on governments to justify the funding provided to the non-government school sector and also the onus on Catholic schools to manage appropriately compliance requirements.

At the close of the year, the Commission finalised its Strategic Plan 2021-2023. Our vision for this period is to shape the future by advancing Catholic education in Queensland as we live out our mission through leadership, collaboration and advocacy for the common good. In 2021 we will begin consultation with Catholic School Authorities and with our Delegating Authorities as part of a review of the Commission's Constitution. This will assist the Corporation of the Bishops of Queensland and the Delegating Authorities to maintain and strengthen a Catholic Education Commission which is an energetic and effective contributor to Catholic education in Queensland and which is equipped for whatever the future might bring.

The many challenges of 2020 have shone a light on the important contribution made by all members of the Commission, and I am most grateful for their ongoing dedication to the advancement of Catholic education. My thanks to QCEC's Executive Director, Dr Lee-Anne Perry AM, who has been a strong voice for Catholic schools in many forums both within the State and



nationally. Dr Perry, together with the Leadership Team at the Commission and the Secretariat staff have shown outstanding dedication to Catholic education with resilience, competence and much good humour.

We continue to work together to ensure that all those who seek a Catholic education can be nurtured in their learning, and can grow academically, physically and spiritually to be their best.

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

*Deputy Chair; Catholic School
Parents Queensland*



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

*Bishops of Queensland
(Retired September 2020)*



**Most Rev Michael
McCarthy DD**

*Bishops of Queensland
(From September 2020)*



Mr Mark Stower

Catholic Religious Australia



Dr Kerrie Tuite

*Catholic Religious Australia
(Retired December 2020)*



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

*Diocesan Director
Catholic Education,
Diocese of Rockhampton*



Dr James (Jim) Hanley

*Diocesan Education Council,
Diocese of Rockhampton
(Retired November 2020)*



Mrs Jacqui Francis

*Executive Director,
Catholic Education
Office,
Diocese of Townsville*



Mr Len Horner

*Diocesan Education
Council,
Diocese of Townsville
(Retired July 2020)*



Ms Alanna Jacoby

*Diocesan Education
Council,
Diocese of Townsville
(August – December
2020)*



Mr Bill Dixon

*Executive Director,
Catholic Education
Services
Diocese of Cairns*



Mr Kevin Garland

*Diocesan Education
Board of Governance,
Diocese of Cairns*

2020 HIGHLIGHTS

CATHOLIC SCHOOLS



307
schools



153,524
students



21,318
staff



33
kindergartens

QCEC



7
Commission
meetings



88
Committee
meetings



123
COVID-19
Briefing Notes



18
COVID-19 Video
CSA briefings



79
Professional
Development
events



\$70.2m
capital funds
administered for
13 projects



20
submissions and
responses to
government



\$6.3m
school
transport funds
administered for
Non-government
sector

EXECUTIVE DIRECTOR'S REPORT



The term ‘unprecedented’ became so commonly used in 2020 that we almost ceased to pay it much attention as the COVID-19 pandemic worsened across the world throughout the year.

A year we had expected would be defined by the first cohort of students receiving the new Queensland Certificate of Education (QCE), was instead shaped by the impacts of the virus across our communities. For the QCEC as for all parts of our community, it was a year of uncertainty, disquiet, and even fear but it was also a year of wonderful resilience, innovation, and generosity of spirit.

The work of the Commission in 2020 was largely shaped by the needs of school communities as they faced the uncertainties of the pandemic’s emergence, the eventual closure of schools, the move to learning at home and the return to school under new, and at times onerous, restrictions. QCEC played an important role as a conduit for information to flow between government and Catholic schools and as an advocate for the needs of school communities as the pandemic unfolded. Elsewhere in the report is more detail about the actions taken to keep the QCEC Secretariat functioning through lockdown and to support

the work of CSAs in delivering as seamlessly as possible the teaching and learning experience for school communities.

While performing this vital role for the Catholic education community during the pandemic, QCEC also managed the many other issues that arose in the course of the school year. I am thankful for the efforts of Secretariat staff who managed these ongoing issues alongside a host of new roles and responsibilities made necessary by the pandemic.

The first cohort of Seniors to achieve a QCE under the new Senior Assessment and Tertiary Entrance system, completed their studies in circumstances that none of us could have foreseen. Supported by their schools and families, these young people showed great resilience in adapting to different ways of learning and to changes to the assessment arrangements necessitated by the learning at home period. QCEC has worked closely with the Queensland Curriculum and Assessment Authority (QCAA) throughout the implementation of the new system and this strong relationship proved invaluable as QCAA and schools grappled with the challenges of disruptions to learning during 2020.

Another cohort of students deeply affected by the pandemic was the boarding cohort. Around 1,000 boarding students in Catholic schools were unable to return to school with other students because of restrictions imposed on school boarding facilities. QCEC advocated strongly with government on behalf of these students, their families, and their schools to find safe, workable ways for these students to return to face-to-face learning.

Before the pandemic hit, many of our school communities were already facing severe hardship due to ongoing drought in some parts of the state. Advocacy by QCEC and National Catholic Education Commission (NCEC) led to the Federal Government announcing a drought relief package for non-government schools. Queensland Catholic schools received \$3.9 million to provide fee-relief and additional pastoral care for families struggling as a result of the drought. This funding played an important role in ensuring families were supported and affected students could continue their education uninterrupted.

The Queensland election provided a sharp focus for QCEC’s advocacy with State MPs.

Our advocacy was based on retaining or increasing recurrent funding from the Queensland Government, securing an ongoing commitment and increase to the Capital Assistance Supplementary Scheme, increasing funding for parent engagement and opening a discussion on kindergarten infrastructure. The Palaszczuk government, while making no commitments on increasing recurrent funding, importantly committed to increasing the Capital Assistance Supplementary scheme from \$45 million per year to \$60 million per year for the non-government sector. Funding for parent engagement is also to be increased. QCEC continues to advocate for capital assistance to construct kindergartens on Catholic school sites.

QCEC also advocated for the introduction of so-called Position of Authority offences to outlaw relationships between staff and students where the student is above the age of consent, as recommended by the *Royal Commission into Institutional Responses to Child Sexual Abuse*. Efforts to have this offence included in changes to the Criminal Code passed in 2020 were unsuccessful but the government has left the door open to making this change in future and QCEC will continue its advocacy for this change to the law.

In the federal sphere, 2020 saw another change to the school funding formula with the introduction of the Direct Measure of Income (DMI) methodology for calculating each school community's capacity to contribute to the cost of education. QCEC has worked closely with the Australian Department of Education, Skills and Employment to ensure the DMI accurately and fairly reflects each school's situation and that schools are not unnecessarily disadvantaged in moving to this new system. There remains work to be done to fine tune the new system and QCEC continues to work with the department and CSAs.

One of the outstanding features of 2020 has been the renewed appreciation in many families and across the community of the enormous role that teachers play in the lives of young people. The nationally recognised certification of Highly Accomplished Teachers and Lead Teachers has provided a way for our best teachers to be recognised and rewarded and to remain in positions that allow them to share their wisdom with colleagues. In 2020, six teachers from Catholic schools successfully completed the certification process, resulting in five teachers being accredited as Highly Accomplished Teachers and one as Lead Teacher. QCEC works closely with CSAs and the Queensland College of Teachers to make certification accessible to teachers in Catholic schools and to support those who engage in this rigorous process. We look forward to more teachers seeking certification in coming years.

Support for school communities through professional development continued to be a

hallmark of QCEC's work through the year. Many planned activities moved seamlessly online while a small number were able to take place face to face. As an example, QCEC facilitated 25 training workshops associated with the Nationally Consistent Collection of Data on Students with Disability (NCCD) along with a further 23 cross-school moderation sessions. It is a credit to the flexibility of the Secretariat staff and school communities alike that QCEC was able to continue with this important professional development work throughout the year.

The QCEC Workplace Relations team was equally adaptable in facilitating the Enterprise Bargaining (EB9) process amid ever changing circumstances. The lengthy negotiations for new agreements for Diocesan and Religious Institute school staff concluded in February 2020, however a vote on the proposed agreements was delayed due to the pandemic. Voting on the agreements took place in June and the new four-year agreements came into force on 2 December 2020. The agreements were made possible thanks to the detailed work undertaken by the employer representatives from CSAs and the QCEC Workplace Relations team.

Without doubt the low point of our year was the loss of our colleague John Clarke in late November. John's contribution to QCEC as part of the Education Team came at the end of decades of service to Catholic education in Queensland as a gifted and respected teacher. John's fight against brain cancer was an inspiration to all around him and while his time at QCEC was short and impacted by his health battles, his contribution was highly valued by all who worked with him. Our love and prayers remain with the Clarke family as they mourn their loss.

None of us could have predicted the path we would find ourselves on in 2020 but with resilience and flexibility QCEC continued to deliver its broad and multi-faceted support to Queensland's Catholic schools throughout the year. The Commission's work is supported in various ways by many representatives of church, government, and the education sector. I extend my thanks to all those who contribute in large and small ways to the Commission's work and its service to Catholic school communities. In particular, I thank Commission Chair the Hon. Margaret White AO, Deputy Chair Carmel Nash OAM, and fellow Commission members for their support and guidance through this most challenging year. I also thank the staff of the Secretariat who went above and beyond in 2020 to ensure QCEC remained operational through uncertain times and that our advocacy and support for Catholic schools was always of the highest quality.

Dr Lee-Anne Perry AM
Executive Director

ABOUT THE COMMISSION

The Queensland Catholic Education 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 CSAs.

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

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 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 delivered the *Through Growth to Achievement Report from the Review to Achieve Educational Excellence in Australian Schools*.



**Yvonne Ries,
Director – Education**

Yvonne 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. She has also held the role of National Social Policy Manager for Australia's largest early childhood learning provider.

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).



**Chris Woolley,
Chief Operating Officer**

Chris Woolley took up the 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 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.



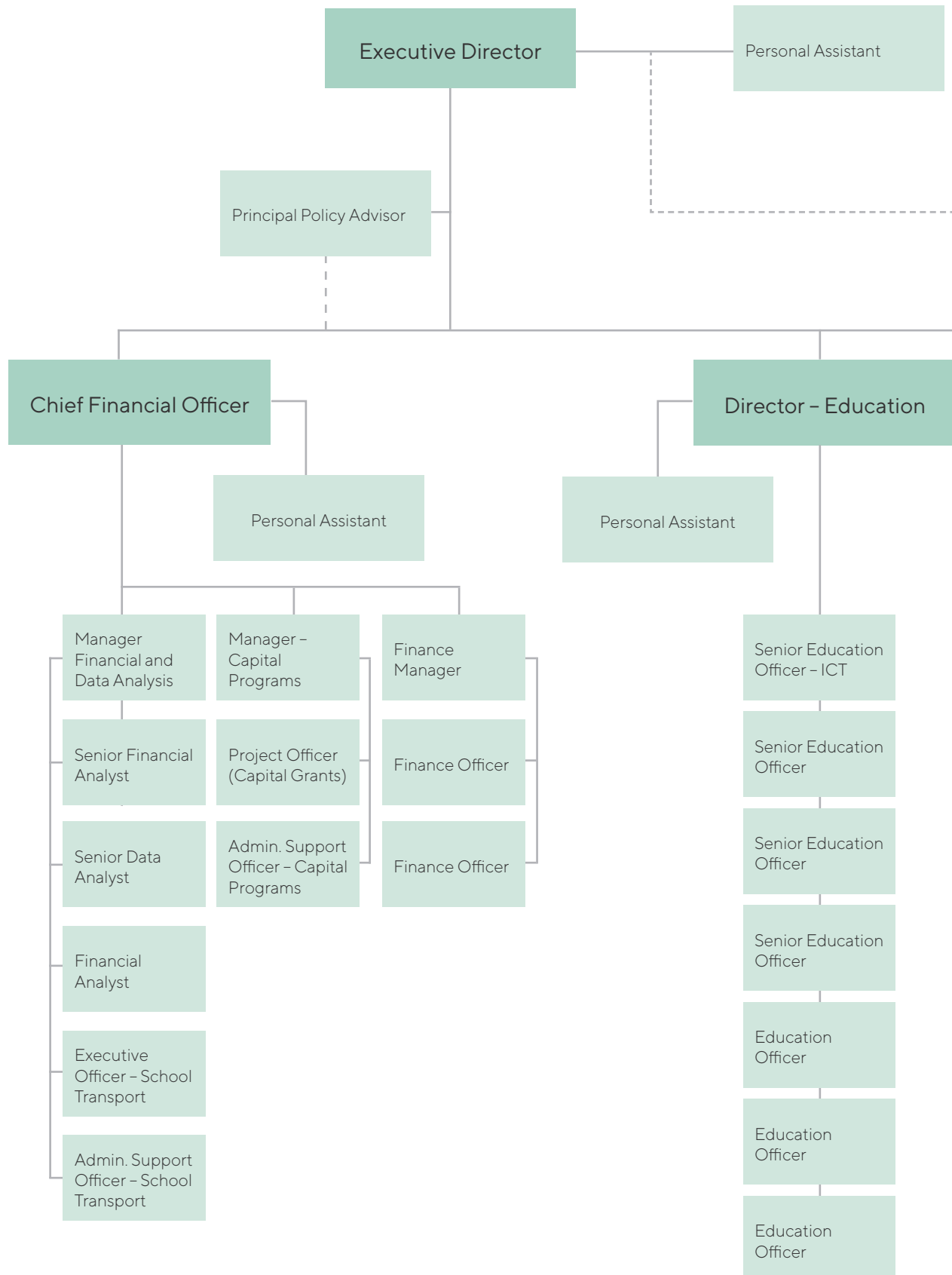
**Steven Jeffery,
Chief Financial Officer**

Steven 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 master's degree 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 and an unwavering supporter of the Sydney Roosters.

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

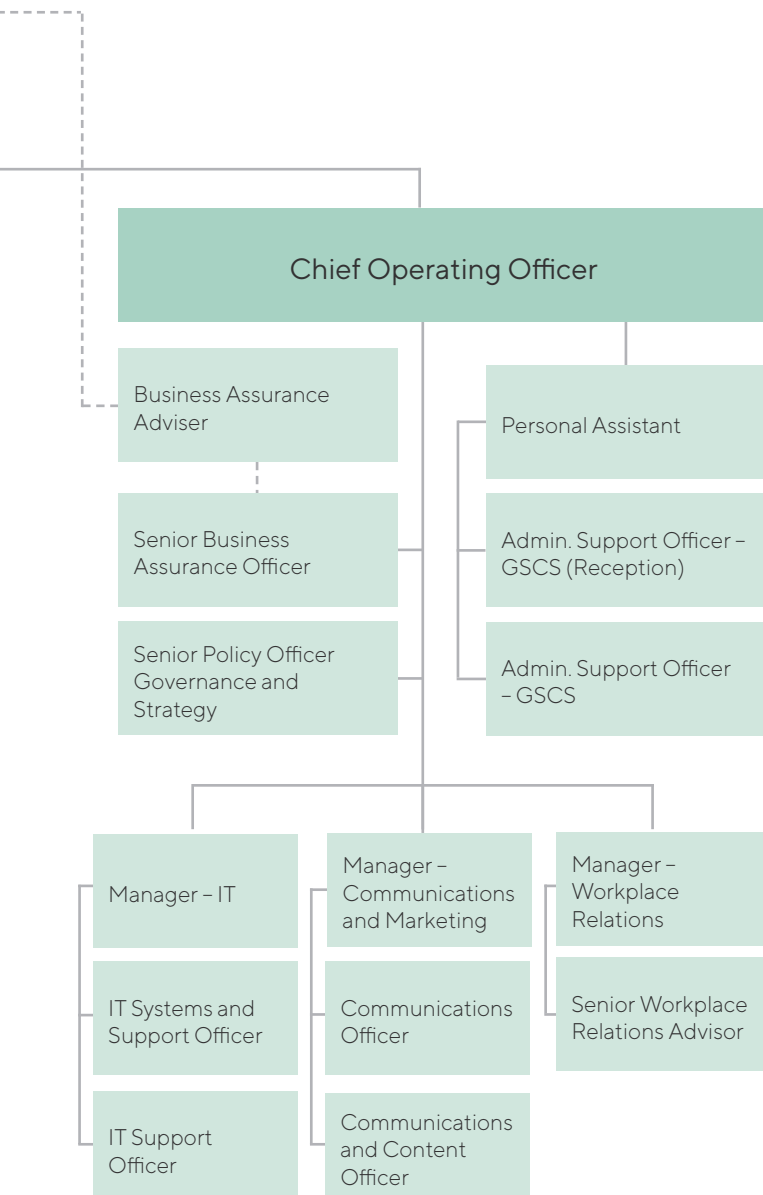
Integrity we value discernment and faithful stewardship of our responsibilities.

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

COVID-19 RESPONSE

QCEC provided a critical interface between Catholic schools and government and health authorities which assisted CSAs in recognising, analysing and responding to the challenges of the COVID-19 pandemic. The first Australian cases of the disease were reported just as the 2020 school year began and QCEC provided information to stakeholders about the emerging situation. As the threat from the pandemic escalated QCEC increased its response level, establishing a stakeholder Pandemic Planning Group and in internal COVID-19 Working Group.

QCEC representatives attended daily briefings from the Queensland Department of Education and provided daily email briefings to CSAs as well as weekly videoconferences. In all the Commission provided stakeholders with 123 briefing notes and 18 sector videoconferences. The internal QCEC Working Group met 48 times from March to October.

CSAs were provided with a broad range of resources and support to assist in managing likely scenarios and navigating the challenges posed by remote learning after closure of schools at the start of Term 2. This included template communications for schools to use in the event of positive cases, spot closures or extended closures. School authorities' requests for support changed as the various phases of the pandemic progressed. This ranged from helping to manage approaches to domestic and international travel, employment issues, the impact on senior assessment, boarding school requirements, school operational issues, the development of COVID-safe industry and activity plans, managing school events and long-term student wellbeing issues. QCEC also negotiated access to a range of suppliers of cleaning services and products available through both state purchasing arrangements and through diocesan suppliers.



Learning at home

As it became evident that a period of learning at home would be needed, QCEC worked closely with the Queensland Department of Education to ensure CSAs and Catholic school communities would have access to the full range of learning at home resources available to state schools. CSAs responded with agility to the challenges posed by remote learning, while always remaining open for children of essential workers. While there were many challenges posed for Catholic schools during the remote delivery period, it also presented opportunities to embrace new ways of managing the delivery of the curriculum, some of which will have lasting benefits for the sector.



Fee concessions during COVID-19

Throughout the COVID-19 pandemic, CSAs maintained their steadfast commitment that no child would be denied access to Catholic education because of genuine family financial stress. While some authorities reduced school fees for all students, others greatly increased concessions available to those in need. Concession application processes were streamlined, collection of outstanding fees suspended, payment plans extended and invoicing for school fees delayed. During 2020, Queensland Catholic schools offered more than \$6.6M in fee concessions due to COVID-19.

Boarding schools response to COVID-19

The pandemic presented unique challenges to the operating models of Queensland Catholic boarding schools. Despite these challenges, they responded quickly and effectively. Queensland Catholic boarding schools worked closely with their local public health units in developing COVID safe plans to help with the safe return of students to face to face learning in a boarding environment. They were also required to effectively manage remote learning for greater numbers of students over longer periods. QCEC advocated strongly with health and education authorities for the development of workable restrictions that would allow boarding schools to operate safely and effectively.

QCEC also worked with colleagues in both the state and federal government to ensure the safe travel of Aboriginal and Torres Strait Islander students from remote and discrete communities to their homes, as entry to these communities was more restricted. In partnership with our colleagues, QCEC was also able to secure the continued payment of ABSTUDY to ensure that Aboriginal and Torres Strait Islander students and their families in receipt of ABSTUDY were not disadvantaged as a result of students not being able to physically attend school.

Kindergarten services

To ensure kindergarten age children continued to access a kindergarten program and prepare to transition to school, QCEC, jointly with other Central Governing Bodies, advocated for additional funding for community kindergartens to provide fee-free kindergarten in Term 2. The

Department of Education responded positively to this and the Queensland government provided funding relief. This enabled kindergartens to continue to deliver the kindergarten program via online or remote delivery and to stay open for children of essential workers, children in Indigenous communities and vulnerable children.

International education

Queensland Catholic schools host a small number of international students. As a result of COVID-19, some students travelled back to their home countries and continued their Queensland Catholic education remotely. Other students remained in Australia (and continue to do so) and are supported by their local Queensland Catholic school community. During this time, QCEC has worked with colleagues from both the state and independent sectors, along with relevant government agencies to develop a plan in hope of the safe return of international students in 2021.

School transport assistance during COVID-19

The decision by the Queensland Government that Queensland schools would be student-free for the last week of Term 1 and that all students who can learn from home should stay home for the first part of Term 2, had a major impact on the scheme with the number of students travelling to schools significantly reduced. Bus operators, schools and families expressed concern to QCEC, the administrator of the scheme, about how these changes would affect their eligibility for assistance under the Non State Schools Transport Assistance Scheme (NSSTAS).

QCEC and Independent Schools Queensland (ISQ) presented a joint proposal to the Queensland Education Minister that would provide certainty to all stakeholders. Under the proposal, NSSTAS payments to parents and schools operating a School-Parent Agreement (SPA) for weeks travelled were to be calculated in accordance with normal practice and separate payments were to be made to transport providers based on the pre COVID-19 Bus Fare Assistance Program payment forecast. QCEC was pleased its advocacy worked with the Minister accepting the proposal and thereby providing certainty for parents, schools, and bus operators during this difficult time.



QCEC Secretariat

QCEC provided a critical interface between Catholic schools and government and health authorities which assisted CSAs in recognising, analysing and responding to the challenges of the COVID-19 pandemic. The first Australian cases of the disease were reported just as the 2020 school year began and QCEC provided information to stakeholders about the emerging situation. As the threat from the pandemic escalated QCEC increased its response level, establishing a stakeholder Pandemic Planning Group and in internal COVID-19 Working Group.

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KEY FOCUS AREAS

Curriculum, assessment and reporting at national and state levels

New Queensland Certificate of Education

In 2020, Queensland senior students graduated with their new Queensland Certificate of Education and for many students, an Australian Tertiary Admission Rank (ATAR). The ATAR has replaced the Overall Position system as a measure for direct entry into a university course. The new QCE system also saw many Queensland Catholic secondary students complete new senior secondary subjects such as philosophy, digital solutions, and marine science. The QCEC Senior Assessment and Tertiary Entrance Taskforce has worked closely with the Queensland Curriculum and Assessment Authority (QCAA) in overseeing and leading the implementation of the new QCE system in Queensland Catholic schools.

To support schools in implementing the new system, approximately 140 Queensland Catholic teachers gathered in Brisbane on 12 March 2020 to share learnings and resources for developing assessment items for the new senior secondary system. The collegiality and peer support demonstrated at this and many similar events around the state, meant that Queensland Catholic schools were well prepared with high quality assessment items for the senior subjects.

Due to the disruption to face-to-face learning caused by COVID-19, one internal assessment for each general subject was removed from the 2020 senior secondary assessment program. Through representation on the QCAA board, QCEC and Catholic schools were closely involved in the consultation and decision-making that led to this change being made. The removal of one assessment item was well received by students, teachers and families as this enabled students to prepare for the final external assessments.

VET

In 2020 there continued to be a national focus on Vocational Education and Training (VET) delivered to secondary school students with the release of the final report, *Looking to the Future: Report of the Review of senior secondary pathways into work, further education and training*. The Review commenced late in 2019 with the final report publicly released in July 2020. QCEC advocated the value of VET in schools in supporting the diverse and individual needs of students and welcomed the report's strong support for the importance of schooling preparing the whole person, including career education and work exploration activities, and integrating VET offerings into senior secondary studies in meaningful ways.

QCEC also made a submission to the Productivity Commission's review of the National Agreement on Skills and Workforce Development that addressed the elements of the Review that were relevant to the delivery of VET in schools. QCEC's submission advocated the provision of VET that enables schools to cater for students' different talents, skills and needs and contributes to their choice of post school pathways.

QCEC cancelled the annual VET Forum due to the impact of COVID-19 but the QCEC VET in Schools Network continued to collaborate on VET issues throughout the year. Similar to previous years, in 2020 approximately 50 per cent of students who completed Year 12 at Queensland Catholic schools received a VET qualification.

NAPLAN

Prior to the decision by Education Council on 20 March to cancel NAPLAN for 2020, a further 124 schools completed their readiness training to transition to NAPLAN Online in 2020 which would have brought participation of Queensland Catholic Schools in NAPLAN Online to 95 per cent, the highest participation rate in Queensland out of the three schooling sectors. Despite interruptions due to COVID-19, QCEC continued to collaborate with key stakeholders through the QCEC National Online Assessment Taskforce, the Queensland Online Assessment Working Group and the Education Council's NAPLAN Online Steering Committee and NAPLAN Online Working Group to prepare for the delivery of the assessment program in 2021.

Highly Accomplished and Lead Teacher Certification

In 2020, Highly Accomplished and Lead Teacher Certification processes for the Queensland Catholic sector continued and strengthened. Certification became available to Queensland Catholic school teachers in mid-2018 with 2019 as the pilot year. QCEC has been supported through the work of the Queensland College of Teachers (QCT) as the certifying authority for the Catholic sector. QCEC has continued to work with QCT and with the Department of Education across the many aspects of teacher certification and assessor training.

Six Catholic Teachers were certified (five Highly Accomplished and one Lead) in 2020. The successful applicants came from many and varied settings across Queensland. During 2020, the next round of certification processes commenced with the delivery of online information sessions and in-depth workshops for applicants seeking certification in 2021.

Supporting the certification process are the highly trained assessors. New assessors were recruited in 2020 and have commenced their Assessor Training Program (ATP). This group will be the third cohort of trained assessors for Queensland Catholic certification processes, further demonstrating that 2020 has been a year of continued growth in all aspects for teacher certification.

QCEC has continued to update and maintain the dedicated Highly Accomplished and Lead Teacher certification website. Housing all certification resources and recordings of training sessions, it is a point of reference for aspiring and inquiring teachers as well as school leaders and assessors.

NCCD

In 2020, the Nationally Consistent Collection of Data on School Students with Disability (NCCD) continued to be an area of focus for professional learning about implementing the NCCD model. There were 25 training workshops across Queensland facilitated by QCEC, with more than 1000 participants in total. Through Term 2 there were 23 cross-school moderation sessions hosted by QCEC, which were well subscribed. Feedback from the moderation sessions affirmed the value of within school and cross-school moderation being an opportunity to meet with colleagues from other schools to align decision making processes.



In 2020, teams from 263 schools engaged in a NCCD reflection and planning workshop. The purpose of this workshop was for the school NCCD team to consider feedback from their school staff about their experiences of the NCCD to inform planning for ongoing actions to consolidate NCCD requirements into the school annual plan. Quality assurance measures facilitated by QCEC also included the review of the preliminary NCCD count and feedback for every school prior to submission in the Australian Government school census in August.

National School Chaplaincy and Student Welfare Worker Programs

Queensland Catholic schools have access to funding for pastoral care workers through the federally funded National Schools Chaplaincy Program (NSCP) and Queensland government funded Student Welfare Worker Program (SWWP). Funding for both programs is administered through QCEC and the Commission was part of a cross-sector panel that successfully negotiated a new funding model to provide an increase in the share of funding available for Queensland Catholic schools.

In 2020, QCEC distributed \$1,847,508 to 90 schools under the NSCP and \$324,480 through the Student Welfare Worker Program to 16 schools. The NSCP seeks to assist school communities to provide pastoral care and general spiritual, social, and emotional comfort to all students, irrespective of their faith or beliefs. The SWWP also has a student wellbeing focus, but prioritises general spiritual, social, and emotional comfort to all students.

In reporting on the schemes, a theme of connectivity emerged, as schools described the introduction of social skill groups, the role of the chaplain or welfare worker in forming connections with incoming families, provision of a 'listening ear' and assistance addressing themes of grief and loss.



Indigenous education

QCEC continues to work with CSAs towards closing the gap between Indigenous and non-Indigenous Australians. Recognising that this is a complex, multisystemic challenge, QCEC engaged in a range of initiatives during 2020. As an organisation, QCEC created a draft Reconciliation Action Plan that is in its final stages of development. With input from CSAs, QCEC also provided a submission in response to the Australian Institute for Teaching and School Leadership's Indigenous Cultural Competency Discussion Paper.

QCEC also worked with state and federal government to secure amendments to the ABSTUDY policy in light of the impact of COVID-19 and implications on school attendance, with the ultimate outcome that the Minister agreed that boarding and tuition payments would be made until the end of Term 4, 2020 even if students were not physically attending school.

In addition, recognising the importance of understanding the rural and remote communities where some Aboriginal and Torres Strait Islander students reside, QCEC established connections with the Mayors of the remote and discrete communities and further cemented the notion that education is a partnership.

QCEC supported the work of the Transition Initiative Governance Group, inclusive of its focus on supporting remote students transitioning to boarding school. Finally, issues addressed by the Aboriginal and Torres Strait Islander Education network also included discussion of National Agreement on Closing the Gap, the Queensland Government's Torres Strait Islander Traditional Child Rearing Bill and issues of Indigenous competency in the Australian teacher workforce discussion paper.



Advancing Teaching and Learning

All 22 CSAs are assisted under the Queensland Government funded Advancing Teaching and Learning (ATL) program with funding administered through QCEC. The total funding allocated for 2019-20 to the Queensland Catholic sector was \$2,156,218, as reflected in the financial report provided by QCEC on 30 June 2020.

While \$30,000 of this funding was allocated to the QCEC-led Research Partnership School Program, the remaining \$2,126,218 supported CSA-specific projects. This funding enabled CSAs to identify and work towards initiatives that support the development of professional teacher capability and school leadership.

Ten CSAs advised that some of their planned projects pertaining to Advancing Teaching and Learning for 2020 were unable to proceed due to the impact of the pandemic, however these are planned to occur in 2021. It is notable, that despite the challenges facing schools during 2020, each CSA met its accountability obligations through an annual report to QCEC.



Kindergartens and early childhood education

In 2020 the QCEC Kindergarten Working Group discussed key issues and initiatives and shared planning and practices in relation to a range of early years matters including: the Queensland Curriculum and Assessments Authority's online Kindergarten Transition Statement application; the Queensland Early Years Plan and Children's Wellbeing Framework; new Queensland Kindergarten Funding Scheme requirements for reporting hours of attendance for kindergarten children including for Aboriginal and Torres Strait Islander Children and vulnerable and disadvantaged children; Queensland's Early Childhood Development Story; the Early Learning Targets of the new Closing the Gap Agreement; and new legislative requirements applying to transport of children.

In its role as Central Governing Body, QCEC distributed funding received under the Queensland Kindergarten Funding Scheme

(QKFS) and the Kindergarten Inclusion Support Scheme and supported delegated Catholic agencies to comply with new reporting requirements to report hours of attendance of all enrolled children and specifically for children who identify as Aboriginal and/or Torres Strait Islander and children who identify as vulnerable and disadvantaged.

QCEC successfully advocated funded access for a Catholic primary school to an early years program to support children's transition to prep through the Federal Government's Communities for Children Fund and continued to advocate through the Department of Education for a longer term kindergarten funding agreement and increased program funding overall. QCEC welcomed the release of the Universal Access National Partnership Agreement Review: Final Review Report which included findings supporting continued funding of universal access, governments committing to move toward a National Agreement for kindergarten in the year before school, and the value of extending kindergarten to three-year-olds.

Funding policy, allocations, agreements, and distribution

Direct Measure of Income

After strong advocacy from the Catholic sector nationally, including by QCEC, The Australian Education Amendment (Direct Measure of Income) Bill 2020 was passed by both Houses on 23 March 2020. The amendment of the Australian Education Act 2013 resulted in the introduction of a new, more accurate direct measure of income (DMI) methodology for calculating a school community's capacity to contribute financially to a non-government school.

To ensure that schools are not adversely affected financially by these changes the Act was also amended to enable adjustments to be made to the transition pathways of non-government schools to a nationally consistent Commonwealth share of the Schooling Resource Standard (SRS). To provide schools with time to transition to the new measure, non-government schools which are transitioning down to an 80 per cent Commonwealth share of SRS were granted an extension of two years, from 2027 to 2029. In addition, all non-government schools had their starting Commonwealth share reset from 2020 to 2022 to ensure schools are not unnecessarily disadvantaged by moving from the SES methodology to the new direct measure of income.

In 2020 and 2021 schools may request an administrative review of their DMI score. Administrative Reviews are only available in certain circumstances, for example where there is a large difference between a school's funded SES score and its DMI score, a sudden local economic shock, significant changes in enrolments or larger family sizes.

QCEC has worked with the Australian Department of Education, Skills and Employment to ensure a school's capacity to contribute fairly reflects the school community. QCEC is also working with the Australian Department of Education, Skills and Employment and Independent Schools Queensland to improve Central Queensland schools' understanding and confidence in the DMI methodology. This work will be ongoing in 2021.

Choice and Affordability Fund

In September 2018, the Australian Government announced the establishment of a Choice and Affordability Fund to support the non-government school sector over ten years to 2029. In 2020 Queensland's share of general assistance funding was \$10.4 million which was distributed to Queensland CSAs based on their share of QCEC's Group Funding arrangements which facilitate the distribution of Australian Government general recurrent funding. The Australian Government has required that nine per cent of the national Catholic allocation from the Choice and Affordability Fund must be quarantined for regional transition assistance to ensure support for regional and remote schools during transition to the DMI methodology.

The Commission agreed to continue to distribute general assistance based on the share of total Group Funding and apportion regional and remote assistance funding to regional, remote and very remote Queensland Catholic schools who are disadvantaged by the introduction of the DMI score.

QCEC entered into a funding agreement with the Federal Department of Education, Skills and Employment in mid-2020. The Agreement outlines this funding distribution methodology. In this agreement QCEC commits to contribute to the following national priorities: choice and affordability of schools; transition assistance; special circumstances funding; and other priorities as identified by the Minister.

The agreement may be varied over time as national priorities are further developed or as the funding distribution methodology changes.

National School Resourcing Board review

QCEC has made a submission to the National School Resourcing Board's (NSRB) review of the regional Schooling Resource Standard (SRS) loadings. QCEC worked closely with CSAs in drafting the submission which highlighted the fact that small schools in regional and remote locations face particularly high operating costs, including to attract and retain staff, offer professional development, access specialist facilities and maintain buildings. QCEC noted that the size loading currently received by very small schools in regional and remote areas does not adequately cover these additional costs and that



all diocesan CSAs have to cross-subsidise these schools to ensure appropriate services are being provided and schools and students in small rural towns are not being disadvantaged by the current funding arrangements.

The submission also emphasised that boarding schools in regional and remote areas face extra operating costs to day schools as staffing costs are higher and more supplies need to be transported in. Regional and remote schools offering boarding to Indigenous students face further costs as a result of providing specific services to accommodate their students' needs.

To address the complexity of the intersection between size and location loading, QCEC recommended the investigation of new options for assisting small schools in regional towns beyond the current location and size methodologies.

The NSRB is expected to provide its final report to the Federal Minister for Education by 1 May 2021.

Special Circumstances Funding

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 assisted CSAs with schools in drought-affected areas to apply for funding. In total eligible school authorities received \$3.9 million to assist families affected by the drought, including 11,513 day-students and 367 boarders in 25 drought declared Local Government Areas.

The funding allowed school authorities to assist students, their families and staff impacted by these extraordinary events by offering fee concessions, counselling and other support services and forgiving bad debt. In addition, schools provided uniforms, books, stationery, and computers to students in need.

The underlying message from families was that the fee relief had an enormous impact on their financial situation, which in turn had a significant positive effect on the mental health and wellbeing of these families.

Capital Assistance Supplementary Scheme Funding

In October 2020, the Queensland Deputy Premier Steven Miles announced additional capital funding commitments through the expansion of the Capital Assistance Supplementary Scheme (CASS) to non-government schools of \$60 million each year over the next three years (in addition to maintaining funding under the Capital Assistance Scheme and External Infrastructure Subsidy).

The scheme provides Queensland Government funds to assist eligible non-state schools to provide, convert, refurbish and upgrade educational facilities or boarding accommodation.

The scheme is administered on behalf of the Queensland Government by Capital Assistance Authorities (CAAs), one nominated by the Queensland Catholic Education Commission and one nominated by Independent Schools Queensland.

Catholic schools are looking at an increase of more than 32,000 student enrolments by 2036. This additional funding through the CASS significantly assists Catholic school authorities in keeping pace with demand and support the building of new schools and the expansion of existing schools in high growth areas.

School Transport

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

More than \$6.3 million in funding was provided by the Queensland Government through the Department of Education. More than 8,200 student applications in 264 school communities were funded by the Scheme in 2020 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.



Faith formation, identity and mission

Plenary Council

The Church's planned Plenary Council activities were postponed in 2020. However, QCEC produced a Special Edition of Education Update to promote an understanding of updated elements of the Plenary Council resulting from the impacts of the pandemic. The QCEC Faith Formation and Religious Education Network will continue to stay abreast of developments to promote the ongoing work of the Plenary Council.

From late 2019 to early 2020, 29 Catholic Secondary schools from regional and metropolitan areas from the Archdiocese of Brisbane joined together as part of the Plenary journey through a process of Communal Discernment. These days were held in Gympie and at Brigidine College, Indooroopilly, and Lourdes Hill College, Hawthorne. These Student Assembly Plenary Council days were hosted by the Archdiocese of Brisbane Catholic Secondary school student representatives reflected on and explored the ways of being called to be a Christ-centred Church.

Religious Education

Opportunities and challenges to mission activities within primary and secondary school settings due to the introduction of the new Queensland

Certificate of Education and the impacts of COVID-19 have been focus points throughout the year. Network members reported the benefits of adjusting school communal prayer events to online platforms. These included renewed interest and engagement with prayer activities, which support the religious life of schools, for both staff and students.

The Faith Formation and Religious Education Network has continued to explore the use of scripture in Religious Education and have participated in the National Catholic Education Commission's (NCEC) Scripture Project. The purpose of this project is to provide a resource for teachers by teachers, helping to increase confidence in scripture interpretation and aiming to equip Religious Education teachers to engage personally with Scripture. This will enable Religious Education Teachers to plan authentic learning and teaching activities relating to the Scripture.

Catholic Leaders Formation Network

QCEC sponsored an online seminar for Catholic Schools which was held in August, a collaborative venture between Catholic Schools Youth Ministry Australia (CSYMA) and ACU's La Salle Academy. The keynote speaker was Professor Br David Hall FMS, Dean of ACU's La Salle Academy who presented 'What sort of leaders do we want for the future? Implications for contemporary evangelisation.'



Student protection and wellbeing

Student Protection

QCEC has continued to manage the implementation of changes to the student protection framework for Queensland schools resulting from recommendations made by the Royal Commission into Institutional Responses to Child Sexual Abuse. This includes making adjustments to the QCEC Model Student Protection Processes and Guidelines to take account of the new offences of Failure to Report a child sexual offence and Failure to Protect from a child sexual offence.

QCEC has also been active in advocating for the introduction of a new offence applying to persons in a position of authority. The establishment of such an offence was a recommendation of the Royal Commission and is already in place in other Australian States and Territories. Such an offence would apply to a person in authority over children, for example a teacher, and cover the situation where there is sexual contact with a child above the age of consent, resulting in an offence even if there is consent.

To increase consistency and flexibility in the training of school staff in student protection responsibilities, QCEC is currently developing with Australian Government funding, a suite of online student protection training modules. These modules will provide staff with a comprehensive overview of their obligation in the student protection area, as well as detailed information on issues such as identifying abuse and harm and mandatory reporting.

Student Wellbeing

QCEC continues to afford student wellbeing the highest of priorities, not least during a year in which wellbeing was unexpectedly challenged as a result of the implications of COVID-19. Of significance was agreement on student wellbeing domains and the Commission approved a Student Wellbeing position statement.

Issues considered by the Student Wellbeing Network included: the impact of Covid-19 on student wellbeing, the unique needs of transgender students, the Fathering Project, and access to Kids Helpline and the eSafety Commissioner. Contributions were made to the state-wide Ed-LinQ Governance Committee, Respectful Relationships Education Advisory Group and Students with Complex Mental Health Conditions Advisory Group.

QCEC has established a partnership with the MacKillop Foundation (Good Grief) to deliver training in Seasons for Growth, an evidence-based program to assist students to share experiences of change and loss and improve social and emotional wellbeing. During 2020 there were 12 schools and two CSAs trained across the Rockhampton and Townsville dioceses. The training was delivered with the assistance of a federal government grant program aimed at assisting Queensland communities with disaster recovery.

QCEC continued its involvement with the Blurred Minds project. This project represents QCEC's response to the provision of \$54,000 per annum from the Queensland Government to address alcohol and drug education. In practice, Blurred Minds reflects a partnership with Griffith University and the Centre for Youth Substance Abuse Research at the University of Queensland. During 2020, outcomes included progression of the seven online modules and their preparation for general release at the end of 2020. Further, the Commission approved an extension of our commitment to the Blurred Minds project with a further three years of partnership that anticipates the development of new modules and an overhaul of web-based content.

Industrial and workplace relations

2020 culminated in the approval by the Fair Work Commission (FWC) of the two enterprise agreements (EAs) that cover all 22 CSAs (one covering the 5 Diocesan employers and the other covering the 17 Religious Institutes/ Public Juridical Persons). The EAs commenced operation on 2 December 2020.

This followed extensive negotiations, which commenced in May 2019 and finished in February 2020 when the CSAs sought to give employees an opportunity to vote on proposed EAs. Employees approved the proposed EAs in a ballot conducted in June 2020, which had to be delayed due to the requirements of CSAs to respond to the impacts on schooling of the COVID-19 crisis.

The proposed EAs were lodged with the FWC in July 2020, with legal approval provided on 25 November 2020. The timeframe to obtain FWC approval is attributable to the complexity and length of the EAs, the stringent legislative requirements and the workload of the FWC.

Another focus for the year has been the development of numerous online resources to support and assist CSAs in managing a range of employee relations issues.

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

Enrolment

Detailed analysis of enrolment trends, including retention rate and sector enrolment share, were conducted, and presented to QCEC and various committees and working groups. Included in this analysis was future enrolment forecasts by region. Understanding the future capacity constraints in particular areas of the State assists CSAs in their strategic planning of future Capital projects.

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

Pandemic Communications

QCEC became a source of valued information for CSAs, school communities and families in the constantly changing environment of the unfolding pandemic. Elsewhere in this report are more details of the breadth of stakeholder engagement and communication pertaining to COVID-19.

The communications effort was centred on delivery of timely information to allow schools to be as well prepared as possible for a variety of scenarios that might emerge throughout the pandemic. QCEC provided CSAs with a range of template communications for use by schools as they navigated the challenges associated with COVID-19 as well as regular, often daily, briefings via email and online forums.

QCEC was regularly quoted in media coverage of the pandemic, providing a consistent voice for Catholic schools across traditional and social media. Using established media contacts, QCEC was able to secure coverage of the plight of boarders unable to return to school because of the specific requirements imposed on their boarding facilities. This coverage led to changes by health authorities to enable the return of these students to their schools.

Queensland Election Advocacy

The 2020 Queensland election provided a focus point for engagement with political parties and a broad range of candidates. Working with CSAs and Catholic School Parents Queensland, QCEC developed an engagement strategy focused on four key areas of interest – capital funding, recurrent funding, kindergarten infrastructure and parent engagement.

As a result of the strategy QCEC obtained significant commitments from the major parties, including a commitment from the ALP government to increase the Capital Assistance Supplementary Scheme for the non-government sector from \$45 million p.a. to \$60 million. This increased funding from the government will assist schools in high growth areas to meet demand in coming years. Extra funding for parent engagement strategies to improve student learning outcomes was also secured.

Catholic Education Week

Uncertainty caused by the pandemic led to the cancellation of official celebrations of Queensland Catholic Education Week in 2020. Nevertheless, many school communities chose to continue with their planned celebrations, embracing the theme A Spirited Tomorrow. These celebrations throughout Queensland were a heartening demonstration of the values of Catholic education and demonstrated the many and varied ways that schools across the state live out their mission.



Spirit of Catholic Education Awards

While other aspects of Catholic Education Week were put on hold for 2020, the Spirit of Catholic Education Awards proceeded with an extended timeframe. In a year where school communities put in extraordinary effort, it was important to ensure the awards were available as a way of recognising the outstanding contributions of so many.

The nomination period for the awards was extended, resulting in a record number of entries. In all 215 nominations were received, including 13 team nominations. The large number of nominations reflected the appreciation felt across the community for the efforts of teachers, school staff, school leaders and volunteers through a difficult and disrupted school year.

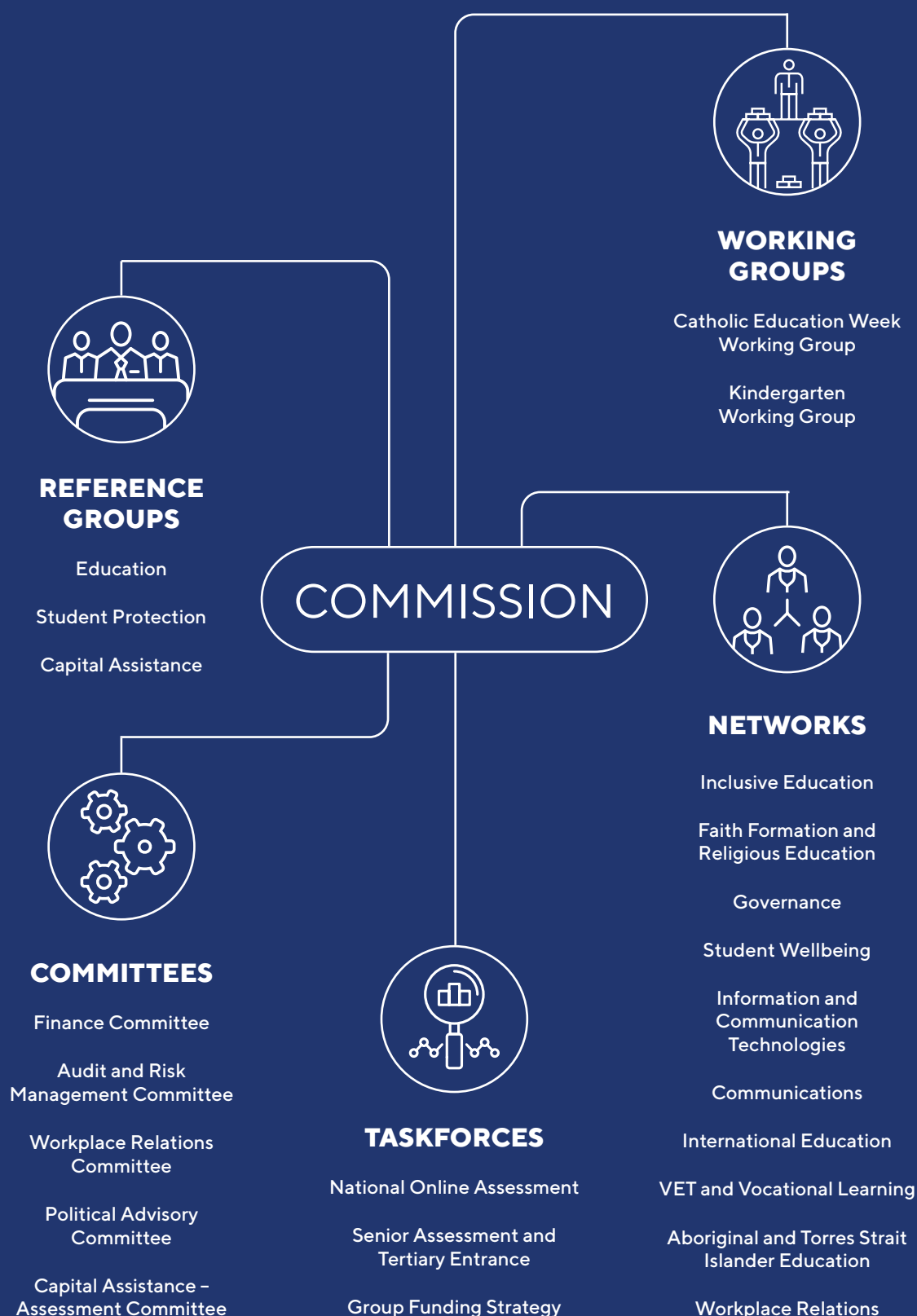
The 2020 award recipients were:

- **Paul Barrett**, Teacher, St Augustine's Parish Primary School, Currumbin Waters, Archdiocese of Brisbane
- **Madonna Lawrence**, Teacher, St Joseph's School, Atherton, Diocese of Cairns
- **Tony Polga**, School Board Chair, Burdekin Catholic High School, Ayr, Diocese of Townsville
- **Pauline Merefieid**, Teacher, St Joseph's Catholic Primary School, Bundaberg, Diocese of Rockhampton
- **Jacinta Jensen**, Counsellor, Good Samaritan College, Toowoomba, Diocese of Toowoomba
- **Tracy Nioa**, Head of Faculty – Learning Support, St Patrick's College, Townsville

Aunty Joan Hendriks Reconciliation Awards

- **Antoinette Cole** Leader Formation – First Nations, Catholic Education Services, Cairns
- **Indigenous Education Team**, Catholic Education Office, Rockhampton
 - » **Phillippa Johnson** – Indigenous Education Support Officer
 - » **Brad Jarro** – Indigenous Education Coordinator
 - » **Shelley Major** – Indigenous Career and Transition Pathways Officer

COMMITTEE STRUCTURE





FINANCIAL STATEMENT

Statement of Profit or Loss and Other Comprehensive Income for the Year Ended 31 December 2020

	2020	2019
	\$	\$
REVENUE		
Revenue – Grants	6,168,746	6,643,652
Revenue – Levies	4,802,096	6,948,706
Other Income	2,711,710	3,746,574
Gross Income for the Year	13,682,552	17,338,932
EXPENDITURE		
Grants Expenditure	6,602,364	7,404,064
Salaries & Related Expenses	5,873,630	5,732,446
Administration Expenses	856,244	958,175
Projects & Initiatives expenses	192,166	365,716
Travel and Meeting Costs	26,400	139,269
Motor Vehicle Expenses	44,288	43,038
Sponsorships	4,545	33,950
Total Expenditure for the Year	13,599,637	14,676,658
Surplus/(Deficit) Before Income Tax	82,915	2,662,274
Income Tax Expense	-	-
Surplus/(Deficit) After Income Tax	82,915	2,662,274
Other Comprehensive Income, Net of Tax	-	-
Total Other Comprehensive Income for the Year Attributable to the Members of Queensland Catholic Education Commission	82,915	2,662,274

Statement of Financial Position as at 31 December 2020

	2020	2019
	\$	\$
ASSETS		
CURRENT ASSETS		
Government Grant Program Funds – Assets	92,746,024	84,273,396
Cash and Cash Equivalents	6,716,783	4,387,952
Other Assets	122,651	2,120,885
Total Current Assets	99,585,458	90,782,233
NON CURRENT ASSETS		
Property, Plant and Equipment	2,854,197	3,016,272
Total Non Current Assets	2,854,197	3,016,272
Total Assets	102,439,655	93,798,505
LIABILITIES		
CURRENT LIABILITIES		
Government Grant Program Funds – Liability	92,058,276	83,867,246
Payables & Accruals	1,336,123	1,036,205
Provisions	329,240	284,066
Total Current Liabilities	93,723,639	85,187,517
NON CURRENT LIABILITIES		
Provisions Non Current	168,823	146,710
Total Non Current Liabilities	168,823	146,710
Total Liabilities	93,892,462	85,334,227
Net Assets	8,547,193	8,464,278
EQUITY		
Reserve	1,519,030	1,511,190
Accumulated Funds	6,945,248	4,290,814
Current Year's Surplus / (Deficit)	82,915	2,662,274
Total Equity	8,547,193	8,464,278

QUEENSLAND CATHOLIC SCHOOLS STATISTICS 2020

Table 1: Number of Queensland Catholic Schools and Campuses in 2020 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	2	2			7	7	6	8	37	43
Primary	106	107	20	21	31	31	21	22	18	18	196	199
Secondary	42	42	7	8	11	12	5	5	9	9	74	76
Total 2020	170	175	29	31	42	43	33	34	33	35	307	318

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

Table 2: Number of Staff in Queensland Catholic schools in 2020 by Staff Level and Employment Status (Headcount)

	Combined	Primary	Secondary	QLD
Full Time	1,036	4,317	6,546	11,899
Part Time	1,438	5,162	2,819	9,419
Total 2020	2,474	9,479	9,365	21,318

Table 3: Number of Teaching Staff in Queensland Catholic Education in 2020 by Diocese, Staff Level and Employment Status (Headcount)

		Brisbane	Cairns	Rockhampton	Toowoomba	Townsville	QLD
Combined	Total	326	17	2	44	20	409
	Full Time	266	17		38	18	339
	Part Time	60		2	6	2	70
Primary	Total	3,583	496	658	444	491	5,672
	Full Time	2,474	341	461	299	374	3,949
	Part Time	1,109	155	197	145	117	1,723
Secondary	Total	3,729	424	718	426	668	5,965
	Full Time	3,281	368	639	357	585	5,230
	Part Time	448	56	79	69	83	735
Total 2020		7,638	937	1,378	914	1,179	12,046

Table 4: Number of Teaching Staff in Queensland Catholic Education in 2020 by Diocese, Staff Level and Gender (Headcount)

		Brisbane	Cairns	Rockhampton	Toowoomba	Townsville	QLD
Combined	Total	326	17	2	44	20	409
	Female	219	13	2	22	12	268
	Male	105	4		22	8	139
	X	2					2
Primary	Total	3,583	496	658	444	491	5,672
	Female	3,008	438	607	397	451	4,901
	Male	574	58	51	47	40	770
	X	1					1
Secondary	Total	3,729	424	718	426	668	5,965
	Female	2,243	255	450	263	431	3,642
	Male	1,486	169	268	163	237	2,323
	X	0					0
	Total 2020	7,638	937	1,378	914	1,179	12,046

Table 5: Number of Principals in Queensland Catholic Education in 2020 by Diocese, Staff Level and Gender (Headcount)

		Brisbane	Cairns	Rockhampton	Toowoomba	Townsville	QLD
Combined	Total	20	2		7	4	33
	Female	3				2	5
	Male	17	2		7	2	28
Primary	Total	108	21	31	22	20	202
	Female	37	14	18	12	15	96
	Male	71	7	13	10	5	106
Secondary	Total	45	8	11	5	11	80
	Female	16	5	4	3	5	33
	Male	29	3	7	2	6	47
	Total 2020	173	31	42	34	35	315

QUEENSLAND CATHOLIC SCHOOLS STATISTICS 2020

Table 6: Number of Students in Queensland Catholic Schools in 2020 by Year and Level of Schooling (FTE)

Year	Primary	Secondary	Total
2020	80,605.5	72,918.8	153,524.3

Table 7: Number of Students in 2020 by Diocese, Level of Schooling and Gender (FTE)

		Brisbane	Cairns	Rockhampton	Toowoomba	Townsville	QLD
Primary	Total	51,427.4	6,692.6	9,106.8	5,854.0	7,524.7	80,605.5
	Female	25,083.0	3,288.6	4,594.8	2,895.0	3,707.4	39,568.8
	Male	26,344.4	3,404.0	4,512.0	2,959.0	3,817.3	41,036.7
	Other	0					0
Secondary	Total	47,709.4	4,729.0	8,974.4	4,690.4	6,815.6	72,918.8
	Female	23,140.8	2,391.0	4,410.0	2,333.7	3,544.8	35,820.3
	Male	24,549.6	2,338.0	4,564.4	2,356.7	3,270.8	37,079.5
	Other	19.0					19.0
Total Students		99,136.8	11,421.6	18,081.2	10,544.4	14,340.3	153,524.3

Table 8: Number of Students in Edmund Rice Education and Religious Institute Schools in 2020 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	22	1,561	8,890	10,451	5	12	17	1,460	12,776	14,236
Rockhampton		2	2		835	835		1	1		471	471
Toowoomba							1	2	3	95	1,305	1,400
Townsville		3	3		1,191	1,191		1	1		542	542
Total 2020	6	21	27	1,561	10,916	12,477	6	16	22	1,555	15,094	16,649

Table 9: Number of Aboriginal and Torres Strait Islander Students 2020 by Diocese and Level of Schooling (FTE)

Student FTE	Brisbane	Cairns	Rockhampton	Toowoomba	Townsville	QLD
Primary	1,407.0	694.2	534.2	402.0	746.2	3,783.6
Secondary	1,297.5	483.0	654.4	312.0	949.0	3,695.9
Total 2020	2,704.5	1,177.2	1,188.6	714.0	1,695.2	7,479.5

Table 10: Number of Full Fee Payment Overseas Students 2020 by Diocese and Level of Schooling (FTE)

Student FTE	Brisbane	Cairns	Rockhampton	Toowoomba	Townsville	QLD
Primary	39	1	4	4		48
Secondary	175	6	5	4	2	192
Total 2020	214	7	9	8	2	240

Table 11: Number of Students with Disabilities (NCCD) 2020 by Diocese and Level of Schooling (FTE)

Student FTE	Brisbane	Cairns	Rockhampton	Toowoomba	Townsville	QLD
Primary	7,157.6	884.6	1,532.8	1,114.0	1,577.9	12,266.9
Secondary	7,397.4	541.0	1,523.4	715.0	1,083.4	11,260.2
Total 2020	14,555.0	1,425.6	3,056.2	1,829.0	2,661.3	23,527.1

Table 12: Number of Boarding Students 2020 by Diocese and Level of Schooling (FTE)

Student FTE	Brisbane	Cairns	Rockhampton	Toowoomba	Townsville	QLD
Primary	3			1	1	5
Secondary	536	307	479	288	364	1,974
Total 2020	539	307	479	289	365	1,979



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