



2021

**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 2021 Annual Report of the Commission for your consideration.

In 2021 the Commission, like the rest of the community, has faced working within the paradigm of the COVID-19 pandemic for yet another year. QCEC has continued to exercise its delegated responsibilities to support Catholic School Authorities throughout Queensland to embed new and flexible ways of operating which provide continuity of learning in changing circumstances.

The Annual Report details many of the ways in which QCEC contributed, according to its mandate, to the growth and development of Catholic education and participated in community and policy discussion on key issues. This is the essential work of the Commission, and this report demonstrates the broad spectrum of QCEC's engagement.

This year we marked 200 years of Catholic education in Australia. This celebration provided an important reminder of the significant role Catholic schools have played in communities across the State and the nation over a long period. In fulfilling the Bishops of Queensland's purpose in establishing the Commission, the Commission builds on that legacy ensuring that education remains a central ministry of the Church. It is a

ministry which affects thousands of lives every day and helps to shape our state and our nation.

I am grateful to the Bishops of Queensland and all Delegating Authorities for their ongoing support for and confidence in the Commission and its work. I also extend my thanks to the Commission members for their cooperation with me as I have sought to give effect to the role of the Commission as the Independent Chair.

It is QCEC's privilege to serve Catholic education in Queensland and this report demonstrates the many ways in which the Commission has ensured that the voice of the Catholic sector is heard and understood.

I commend the report to you.

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





# ACKNOWLEDGEMENT

We acknowledge the First Nations peoples of Australia, the traditional custodians of the land, seas, skies and waterways on which we reside, work, travel and meet.

We pay our respect to First Nations elders past, present, and emerging, and support the *Uluru Statement from the Heart*.

We acknowledge that the land, seas, skies and waterways of Australia were, are and always will be, that of the First Nations peoples.

# MESSAGE FROM THE CHAIR



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

Reflecting on 2021, it is naturally disappointing to observe that it has been another year filled with the worry and uncertainty of the pandemic as well as consecutive natural disasters. The challenges that this has entailed have given the stakeholders in Catholic education in Queensland an opportunity reflect upon and bring about changes which have and will strengthen the delivery of a faith-based quality education to the children and young people of Queensland. Catholic education in Queensland has weathered all the seasons of 2021 and emerged stronger and more agile as a result. The Queensland Catholic Education Commission (QCEC) has supported the 22 Catholic School Authorities (CSAs) and their 309 schools through these vicissitudes and ensured that the sector has a strong voice in discussions with government, education and Church stakeholders.

Pandemic fatigue has certainly been a feature of 2021 as school communities – staff, school leaders, students and families alike – grappled with constantly changing restrictions needed to manage the pandemic and keep our communities

safe. QCEC has played an important role in communicating government and health advice to schools and being ever on hand assist when asked with the implementation of new regulatory regimes to minimise the impacts of restrictions on learning through a wide variety of school activities. I can say without exaggeration that the Commission's Secretariat has been tireless in its dedication to delivering this assistance. Nevertheless, the pandemic has left our whole community tired and craving a return to some form of 'normality'.

It is, therefore, truly wonderful to see the spirit and energy of Catholic schools still on display every day and to witness the commitment of schools to serving their communities. Schools have gone many extra miles over the last year to ensure that students could maintain uninterrupted learning and experience many other facets of 'normal' school life. Whether through seamless switching to online learning when needed and supporting parents to facilitate this at home, helping students normalise mask wearing in the classroom, or completely reinventing an event to ensure Senior students could have their important rituals and events, Catholic schools have excelled in their efforts to make it work.

There are of course many other impacts on school operations besides the pandemic. QCEC's contribution to high level education and other policy formation and discussion on proposed legislative changes in a broad range of areas potentially affecting schools is a core part of its work. During 2021 the Commission has contributed

among many other initiatives to the formation of the revised Australian Curriculum, changes to child protection laws and the Queensland Women's Strategy. This work is informed by CSAs through QCEC's network of committees. I take this opportunity to thank all those who serve on these committees and give their time to ensure the Commission's responses and submissions accurately represent the views of the sector.



## MESSAGE FROM THE CHAIR

The Commission's purpose and work is shaped by its Constitution. This year the Commission has continued to participate in the review of the Constitution, begun in 2020, by the Bishops of Queensland and other Delegating Authorities. This has been a lengthy and thorough process which has almost reached finality. I am confident that the governing document which emerges will ensure that the Commission continues to be a contemporary and fit-for-purpose body able best to represent and advocate for Catholic education in Queensland.

Finally, I take this opportunity to thank the members of the Commission who have worked together throughout the year to serve Catholic education communities across Queensland. My thanks to QCEC Executive Director, Dr Lee-Anne Perry AM, and Deputy Chair, Carmel Nash OAM, for their support and their significant contributions to the Commission. I also thank retiring members of the Commission – Kevin Garland, Pam Betts, Susan Frisby, and Mark Stower – for their participation in the work of the Commission and generous sharing of ideas which have enhanced Catholic education. We have been blessed by their knowledge and wisdom. The work of the Commission has been ably supported in 2021 by the staff of the Secretariat who have themselves faced many challenges as working arrangements have continually changed to meet the various circumstances thrown up by the pandemic. Their work is often unseen and unheralded, but its impact is lasting and helps the Commission to support a vibrant and resilient Catholic education sector.

Uncertainties and difficulties both nationally and internationally will remain. They will challenge education leaders to respond to the anxieties of their students and to offer them a school experience which reflects the theme of this year's celebration of 200 years of Catholic education in Australia – *Faith in the Future*.

It is through our faith, and all that it inspires, that we have the strength and commitment needed to prepare young people for a contented and successful life imbued with the faith-based values exemplified in Catholic education in Queensland. It has been a privilege to participate in this mission.



# 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 Michael McCarthy**  
Bishops of Queensland



**Mr Mark Stower**  
Catholic Religious Australia



**Mrs Dale Morrow**  
Catholic Religious Australia



**Ms Pam Betts**  
Executive Director  
Brisbane 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



**Mr Ross Jones**  
Diocesan Education Council,  
Diocese of Rockhampton



**Mrs Jacqui Francis**  
Executive Director  
Catholic Education Office,  
Diocese of Townsville



**Mr Ron Pugh**  
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  
(Retired May 2021)

# 2021 HIGHLIGHTS

## CATHOLIC SCHOOLS



**309**  
schools



**155,828**  
students



**21,842**  
staff



**29**  
kindergartens

## QCEC



**7**  
Commission  
meetings



**93**  
Committee  
meetings



**137**  
COVID-19 Briefing  
Notes



**11,432** hours  
Professional  
Development  
delivered



**\$70.8m**  
capital funds  
administered for  
13 projects



**19**  
submissions and  
responses to  
government



**\$6.2m**  
school transport  
funds administered  
for non-government  
sector



# EXECUTIVE DIRECTOR'S REPORT



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

If there is a phrase to sum up 2021 then it must surely be 'the new normal'. It has been a year to come to grips with new and flexible ways of operating for the long-term in the shadow of the COVID-19 pandemic. The temporary measures of 2020 that allowed Catholic schools to continue delivering high quality education and support in the first days of the pandemic, changed and developed into new ways of ongoing operation. Like schools, the Commission and the Secretariat have adopted new ways of operating and employed flexible approaches to everyday tasks and special events alike. It has been our aim to ensure that the 'old normal' could be reframed and a 'new normal' achieved that would ensure QCEC remained a strong representative for the Catholic education sector.

It was inevitable that COVID-19 would shape a significant portion of the Commission's work in 2021. Lockdowns in early January and continuing border closures heralded another year in which schools faced constantly shifting guidelines and regulations as the pandemic continued to unfold. QCEC has played an important role in interpreting

government guidelines for Catholic schools and in feeding back to government and health authorities any concerns or difficulties with implementation. The Secretariat issued more than 130 updates during the year and held 12 online briefings to ensure Catholic School Authorities (CSAs) were kept up to date as mandates changed and cases waxed and waned in the community. As the school year came to a close, QCEC's Workplace Relations unit supported CSAs to rapidly implement the vaccine mandate announced for all school staff which required extensive preparation and data collection after the official end of the school year.

The pandemic was not the only community concern to focus the attention of schools and QCEC alike in 2021. The broad community debate around issues of consent sparked action by both State and Federal Governments to look more closely at how these issues are addressed in schools. QCEC contributed to the review of Queensland's *Respectful Relationships Education* program and provided input to a national response to the overhaul of the Federal Government's *Respect Matters* program.

QCEC was similarly involved at many levels in the review of the Australian Curriculum, initiated by the Education Ministers. As Queensland is one of the few states to fully implement the curriculum without change it was vitally important for Queensland Catholic schools to have a strong voice in this process. The Education Ministers Meeting will decide the final changes to the Australian Curriculum in 2022.



The Secretariat contributed to numerous other reviews throughout the year via submissions and responses to government inquiries and reviews and reviews initiated by other stakeholder agencies. These ranged across a broad variety of topics including Initial Teacher Education, VET in schools and the National Quality Framework. A number of submissions focused on important aspects of child safety and student protection. These included our submission on proposed changes to the Blue Card system contained in the *Child Protection Reform and Other Legislation Amendment Bill 2021*. In October I appeared before the Queensland Parliament's Community Support and Services Committee to speak to the QCEC submission which was largely in support of the proposed changes which allow for better flow of information in assessing those seeking to work with children.

# EXECUTIVE DIRECTOR'S REPORT

Importantly, the Secretariat this year developed its Reconciliation Action Plan (RAP) which was formally endorsed in October by Reconciliation Australia. Plans themselves are just pieces of paper or words on a screen and their significance lies in how we give life to them. QCEC is giving life to its RAP by ensuring we work in ways that respect First Nations cultures, by supporting CSAs to create opportunities for Aboriginal and Torres Strait Islander students and by advocating to ensure government policies meet the needs of these students.

The continued growth of Catholic education in Queensland was evidenced by the opening of two new schools in 2021 – San Damiano College, Yarrabilba, and Sophia College, Plainland, both operated by Brisbane Catholic Education. QCEC's independent Capital Assistance Committee recommended the allocation of almost \$71 million in state and federal capital funding to 13 projects during the year, enabling further future growth through new and expanding schools. This pipeline of new schools is essential to ensuring that as Queensland's population grows, families continue to have access to the choice of an affordable faith-based education for their children.

Retaining that choice for families has been at the heart of QCEC's engagement with the debate around religious freedom legislation in 2021. QCEC has fed into the debate via the National Catholic Education Commission which has advocated strongly for Catholic schools to be able to retain their unique character and educate students according to our belief system.

While no legislation has yet passed the federal parliament, the issue remains a live one for the major political parties and one that has numerous potential impacts on Catholic schools, depending on the shape of the eventual legislation.

The unique character of Catholic schools and school communities was at the centre of our celebrations across the year. The celebration of 200 years of Catholic education in Australia provided numerous opportunities for us to stop and reflect on the great achievements that have been made in that time and to focus on the work that is still ahead of us. Queensland Catholic Education Week also returned, after a hiatus in 2020, and provided a rich variety of celebrations across all schools. As ever, the *Spirit of Catholic Education Award* recipients, announced in association with Catholic Education Week, inspired us all with their selfless contributions whether that be as teacher, chaplain, tutor or volunteer.

A celebration tinged with the sadness of saying farewell occurred at the end of 2021 when Pam Betts retired as Executive Director of Brisbane Catholic Education. This brought to a close Pam's nine years at the helm of BCE and as a Commission member. However, Pam's associations with QCEC and Catholic education run much deeper. Pam has served Catholic education in many roles over more than 40 years. Pam's passion for Catholic education has inspired many and her enduring optimism and calm and reflective presence were greatly appreciated in local, state and national gatherings.





# EXECUTIVE DIRECTOR'S REPORT

Establishing the 'new normal' for Catholic education in Queensland has been the work of thousands of people right across the state. School staff, school leaders, and diocesan education administrators have been at the forefront of this work, supported by QCEC. The Commission's work itself 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 another challenging year. I also thank the staff of the Secretariat who have remained flexible and responsive, calmly dealing with the many changes and demands that 2021 delivered. While the road ahead remains far from certain, the Commission is well placed to continue serving Catholic school communities as they tackle future challenges.





# ABOUT THE COMMISSION

The Queensland Catholic Education Commission (QCEC) 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, diocesan Catholic education offices, 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.

# ABOUT THE COMMISSION

## OUR VISION, MISSION AND VALUES

### VISION

Shaping the future by advancing Catholic education in Queensland

### MISSION

Serving the mission of 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.   |



# QCEC SECRETARIAT – LEADERSHIP TEAM



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

Prior to taking up her current role in 2015, Dr Lee-Anne Perry had a longstanding involvement in school education as a teacher, school leader and principal. She is an active contributor to state and national strategic education policy development.

Dr Perry has been a member of many state and national associations and committees concerned with school and higher education. She is currently the Deputy Chair, National Catholic Education Commission, a member of the Queensland Curriculum and Assessment Authority Board and the Non-State Schools Accreditation Board. She is an Honorary Professor of the Australian Catholic University.

Dr Perry is the recipient of numerous awards including a Member of the Order of Australia (AM) for *significant service to secondary education*; the Australian Council of Deans of Education award for *Outstanding Service to Education*; and the 2021 recipient of the ACELQ Miller Grassie Award for *outstanding leadership in education*.



**Chris Woolley,**  
*Chief Operating Officer*

Chris Woolley is the Chief Operating Officer at QCEC and leads the governance, strategy and corporate services teams. He has more than 20 years' experience in law, policy and strategic issues management in both the private and public sectors. As a lawyer he worked in the areas of commercial litigation, insurance and corporate risk.

Prior to working in law Chris worked in government, strategic policy, advocacy, communications and issues management. He has worked for a wide variety of organisations, including State and Commonwealth Ministers, the Queensland Government, and the Law Council of Australia. Chris left legal practice in late 2015 to pursue a career opportunity as the Commission's inaugural Director of Governance, Strategy and Corporate Services, with his role later becoming Chief Operating Officer.



**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).



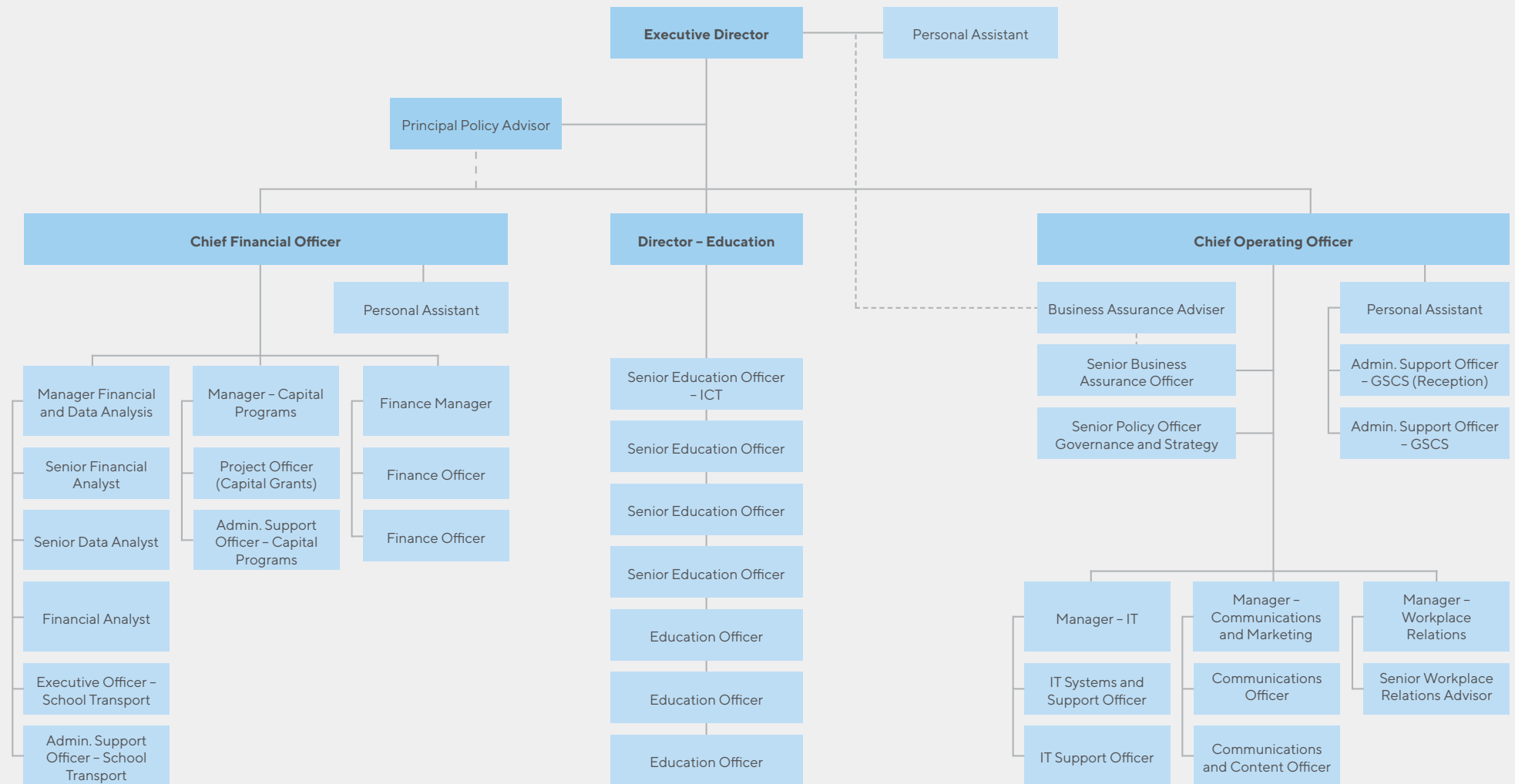
**Steven Jeffery,**  
*Chief Financial Officer*

Steven 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.

Steven has a degree in economics, a masters in accounting and an MBA. He is a fellow of CPA Australia, a graduate of the Australian Institute of Company Directors and a member of the Sydney Roosters.



# QCEC SECRETARIAT – ORGANISATIONAL CHART



# OUR STRATEGIC PRIORITIES



## PRIORITY ONE

Effective engagement and collaboration with our stakeholders to advance Catholic education and its mission in Queensland

## PRIORITY TWO

Representation and advocacy with respect to state and national policy, legislation and funding issues

## PRIORITY THREE

Collaboration and leadership in the areas of governance, accountability and compliance



# OUR KEY FOCUS AREAS





# FAITH FORMATION, IDENTITY AND MISSION AT NATIONAL AND STATE LEVELS



The celebration of 200 years of Catholic Education in Australia during 2021 provided an excellent opportunity to reflect on the enormous contribution of Catholic education in Australia not only to academic achievement but also to the faith formation of generations of Australians.

QCEC's Faith Formation and Religious Education (FFRE) Network provides support and advice to the Commission and facilitates collaboration with school authorities on significant education issues.

The FFRE showcased and distributed resources created by the National Catholic Education Commission (NCEC), following the theme *Faith in the Future* to support liturgies and celebrations across the Queensland Catholic sector. These events were shared and highlighted across QCEC's communication networks.

Another important milestone in the life of the Church in 2021 was the First General Assembly of the Fifth Plenary Council of Australia held in October 2021. Plenary Council Facilitator, Lana Turvey-Collins addressed the FFRE Network meeting in May to update members on planning for the event and resources and approaches teachers could use with their students for the duration of the Plenary Council.

The FFRE Network reviewed four QCEC Position Statements during 2021:

- Formation for staff members in Catholic Schools in Queensland
- Accreditation to teach in a Catholic School
- Accreditation to teach Religion in a Catholic School
- Senior Leadership Positions in Catholic Schools in Queensland.

All Catholic School Authorities were invited to provide feedback to inform the review of the four Position Statements. The statements were updated taking this feedback into consideration to ensure they remain contemporary documents relevant the Catholic School Authorities. They were approved by the Commission at its August meeting.

On the national scene, Sharon O'Keeffe, Catholic Education Services – Diocese of Cairns was welcomed in 2021 to the National Catholic Education Commission's Faith Formation and Religious Education Standing Committee (NCEC FFRE SC) as the new representative for the Queensland Catholic Education Commission.

# STUDENT PROTECTION, WELLBEING AND INCLUSION

## WELLBEING

QCEC continues to work across a diverse range of wellbeing themes. One of the major focuses for 2021 was the review of Respectful Relationships Education (RRE) initiated by the Queensland Minister for Education. QCEC, along with representatives from Queensland Catholic Principals Associations, contributed to the cross-sector Respectful Relationships Education Advisory Group. This group focused on reviewing the RRE curriculum resources, identifying gaps and recommending improvements to better reflect best practice RRE material and the embedding of this material in school culture and teaching materials.

QCEC also continued to work with key partners such as the state-wide Ed-LinQ Governance Committee, headspace Schools and the Queensland Be You Education Stakeholder Roundtables. Issues considered by the Student Wellbeing Network included student wellbeing measures and decision-making frameworks, RRE, self-harm and suicidal behavioural trends, gender diversity and peer support services.

QCEC continued its partnership with the MacKillop Foundation (Good Grief) to deliver training in *Seasons for Growth* and *Stormbirds* programs, which seek to assist children and young people to deal with loss and grief. The funding provided under the Commonwealth/State Disaster Recovery Funding Arrangements concluded for those communities impacted under the monsoon trough arrangement, however, QCEC was successful in working with the MacKillop Foundation to secure additional funding for bushfire impacted local government areas. This funding continues to support the delivery of *Seasons for Growth*, *Stormbirds* and *Parenting* programs, as well as access to webinars aimed at increasing participants' understanding of supporting students in the face of loss arising from the COVID-19 pandemic.

Continued funding from the Queensland Government allowed QCEC to continue its involvement with the *Blurred Minds* drug and alcohol education project. *Blurred Minds* reflects a partnership with Griffith University and the Centre for Youth Substance Abuse Research at the University of Queensland. The Blurred Minds Academy is a curriculum mapped alcohol and drug education program that uses online and in-classroom activities to engage students and includes planning, teaching and assessment resources. During 2021 the Academy was trialled with 11 schools, more than 50 teachers and 1,600 students across the Queensland Catholic sector. The Academy has been effective in providing engaging, accurate drug and alcohol education with participating students who reported a positive change in attitude and behaviour.

QCEC also supported RI/PJP schools to access the *Tell Them From Me* suite of surveys for measuring student engagement and wellbeing, with funding received under the Australian Government's Non-Government Reform Support Fund.





# STUDENT PROTECTION, WELLBEING AND INCLUSION



## INCLUSION

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

In 2021, through the *Nationally Consistent Collection of Data on School Students with Disability* (NCCD) project QCEC supported 31 Training sessions, 40 Moderation sessions and 14 Reflection and Planning sessions attended by more than 2,000 staff. The project was extended this year to include an increased number of reflection and planning workshops with school NCCD teams. The purpose of these sessions was for school teams to reflect on processes in 2021 and to develop a school plan for 2022. A core component of this process was an online survey in which over 3,000 Queensland Catholic school staff provided feedback of their experiences of the NCCD. Consequent to the survey feedback, many schools will have a strategic focus on mentoring teachers who are new to the NCCD (mostly early career teachers) and moderation. As a quality assurance measure, moderation is an important component of the NCCD process.

In 2021, six cross-sector moderation sessions occurred in various locations around Queensland. These sessions were well attended by teachers from Queensland Catholic schools. The opportunity to share practices with colleagues from State Schools and Independent Schools was professionally engaging and a valued professional development opportunity.

Brisbane Catholic Education and five schools participated in the trial phase of the National School Resourcing Board (NSRB) project, *Students with disability loadings review*. The expected outcome of this project is an evidence base around the costs of adjustments to support students with disability. The survey captured data about costings of educational adjustments for students with disability in the top three levels of adjustment. Additional information such as, school demographic information, geographic location (regional/remote) and school size was also captured and will be analysed to determine how these factors influence the cost of additional educational adjustments. Feedback from the trial phase of the project shaped the national survey tool and support materials. The project was launched in August. Thirty-one Queensland Catholic schools completed the survey, and all dioceses completed a similar sector survey.



# STUDENT PROTECTION, WELLBEING AND INCLUSION



## Queensland resourcing review

The Queensland Department of Education resourcing review of students with disability in state schools necessitates a repositioning of how students with disability are identified for the purposes of state government funding. Discussions about what this means, and consequences of the changes are being mapped out in collaboration with Independent Schools Queensland and the Department of Education, Office of Non-State Education (ONSE). The Department of Education will maintain existing arrangement for services such as advisory visiting teachers, low vision services (including the alternate format library) and specialist equipment loans for students with disability in Queensland Catholic schools in 2022.

## QELi partnership

In 2021, QCEC partnered with Queensland Education Leadership Institute (QELi) to work with RI/PJP and EREA schools on leadership for inclusive education. Core to this program was building leadership capabilities that promote inclusive education practices supporting a diverse student population. Participants undertook an action research project in which they identified their own leadership style to advance inclusive education practices within their specific school context.

## Disability and First Nations peoples

Student learning needs arising from the intersection of disability and First Nations peoples were explored in a forum hosted by the QCEC Aboriginal and Torres Strait Islander Education Network. Dr Gayle Hemsley and Mark Hohnke presented information about an early years education initiative that is focused on closing the loop on hearing, language and literacy development.

# STUDENT PROTECTION, WELLBEING AND INCLUSION

## STUDENT PROTECTION

In 2021, QCEC successfully undertook two key projects to enhance and strengthen student protection in Queensland Catholic schools.

### Development of Online Student Protection Training Resources

QCEC has developed a series of Online Student Protection Training modules to assist Catholic School Authorities (CSAs) with the provision of their student protection training and promote consistency of training that aligns with the *QCEC Model Student Protection Processes and Guidelines*. The materials were developed with the goal of using a series of online modules to enhance the flexibility and adaptability of the delivery of training by CSAs for their staff and volunteers.

The Online Student Protection Training modules are designed to cover a range of significant student protection issues and matters that need to be addressed in training:

- Module 1** Introduction and Context
- Module 2** Responsibility and Obligations
- Module 3** Mandatory Reporting Processes
- Module 4** Identifying Abuse and Harm
- Module 5** Inappropriate Staff Behaviour
- Module 6** Volunteers and Visiting Service Providers.

The training modules are available for download by CSAs into their own learning management systems. This allows CSAs to use the online modules in the most appropriate and adaptable manner to meet their specific student protection training requirements.

### Student Protection Evaluation Surveys

During 2021, QCEC undertook a State-wide research project to help schools evaluate and strengthen their student protection training and procedures. This research was undertaken by having students and staff complete an online Student Protection Evaluation Survey. The survey was designed to investigate students' experience and understanding of safety in schools. The staff survey aimed to assess their confidence in applying what they have learned in their student protection training.

QCEC undertook the project in conjunction with the Institute of Child Protection Studies at Australian Catholic University (ACU).

The Student Protection Evaluation Survey provided students and staff with the opportunity to share their views on student protection and contribute to building important knowledge about how school safety can be improved and strengthened.

The Student Protection Evaluation Survey was completed by a number of Catholic schools across Queensland, with the aim of building up a comprehensive data set on student protection in Catholic schools. This will be used for the development of:

- Coordinated student protection policy and practice improvements across the sector
- Development of student protection resources informed by the actual experiences of Catholic schools
- Implementation of processes of review and continual improvement.

# FUNDING POLICY, AGREEMENTS, DISTRIBUTION AND PROGRAM ADMINISTRATION

## 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 2021 Queensland's share of the fund amounted to \$15.1M, of which \$10.1M was for general assistance and \$5M for regional and remote assistance. The funding 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.

As part of the reporting requirements under the Choice and Affordability Fund, QCEC and other non-government representative bodies (NGRBs) are required to submit an annual report to the Australian Government by 30 June each year. After reviewing the annual reports submitted for 2020, the government identified areas of improvement for future reporting.

To address the additional reporting requirements, QCEC collected more information as part of the 2021 accountability process and worked with CSAs to ensure the reporting obligations under the *Education Act* were met.



## DIRECT MEASURE OF INCOME

In 2020, the *Australian Education Act 2013* was amended to introduce a new, more direct measure of income (DMI) methodology for calculating a school community's capacity to contribute financially to a non-government school. In 2021, the scores for most schools were the average DMI scores for 2018-2020. The DMI methodology will be used for all non-government schools from 2022.

In 2021, QCEC was represented on the Department of Education, Skills and Employment's DMI Refinement Working Group, which was set up to review the DMI methodology. The Working Group concluded that the median measure performed adequately (although the median's inability to account for differences in the distribution of incomes in schools with identical median incomes was noted). Further, the Working Group supported the inclusion of Department of Social Services Data to ensure families with no reported income are included.

## CAPITAL ASSISTANCE

In 2021, the Commission recommended 13 projects to the Australian and Queensland governments for capital assistance. Education Ministers approved capital grants for all the recommended projects, valued at \$70.8M. The funding will help Catholic School Authorities keep pace with demand and support the building of new schools (83% of total funding) and the expansion of existing schools in high growth areas (17%).

## SPECIAL ASSISTANCE FUNDING

QCEC successfully applied for and secured Queensland Government grants under the Queensland Bushfires – Category C Flexible Funding Grants Program to partner with MacKillop Family Services (Good Grief) to deliver disaster recovery and resilience training for regional schools. Further details about this funding are included in the *Student Protection, Wellbeing and Inclusion* section of this report.

QCEC assisted special assistance schools in applying for Queensland Government grants under the Spotlight Schools initiative. This initiative provides an opportunity for high performing alternative education settings (i.e. non-state special assistance schools) to develop their high-quality practices further and serve as exemplars for other schools delivering alternative education.



# FUNDING POLICY, AGREEMENTS, DISTRIBUTION AND PROGRAM ADMINISTRATION

Spotlight Schools are required to use this funding to undertake activities to monitor, identify, lift and promote high-quality practice. In 2021 one school, Holy Spirit College, Cooktown, applied for this funding and was awarded \$50,000.

## SCHOOL TRANSPORT

The Non-State Schools Transport Assistance Scheme (NSSTAS) is a joint initiative of QCEC and Independent Schools Queensland (ISQ). QCEC administers this Scheme on behalf of all non-state schools in Queensland, and applications are invited via [SchoolTransport.com.au](https://www.schooltransport.com.au). More than 7,600 student applications in 243 school communities were funded by the Scheme in 2021 with almost all eligible applications paid within one week of the semester close. In 2021, more than \$6.2 million in funding was provided by the Queensland Government through the Department of Education.

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) and continuity of support under NSSTAS for students with disability who are ineligible for NDIS support.



# ADVOCACY, PUBLIC RELATIONS AND COMMUNICATIONS

## PANDEMIC COMMUNICATIONS AND ADVOCACY

QCEC continued to play an important role as a conduit for pandemic-related communication between government, health authorities and CSAs. The ever-evolving situation required regular updating of CSAs through briefing notes and online meetings. During the year 137 briefing notes were issued and 12 online briefings for CSA representatives were also held.

These written and online briefings provided CSAs with a broad range of information about the pandemic in the community and health authorities' forecasts, updates on changes to a range of health directions and mandates, and a discussion forum for CSAs to share their experience of managing schools through the pandemic.

Early in 2021 the Department of Education moved from a set of specific guidelines for school operations to a more general framework outlining a series of response levels and associated restrictions. QCEC continued to update Catholic schools as clusters of cases arose in various parts of the state and to provide the Queensland Government with relevant information on the effects of the pandemic in Catholic schools.

The Queensland border remained closed for the entire school year and QCEC advocated for simplification of the border check process for students and staff needing to cross the border on a daily basis. There was also extensive negotiation to allow boarding students who live interstate to be able to return home for holidays then resume schooling without the need to quarantine.

## POLITICAL ADVOCACY

The Executive Director maintained regular meetings with the Queensland Minister for Education and Shadow Minister and also met with federal representatives from both major parties to discuss ongoing needs for adequate recurrent and capital funding as well as emerging issues in education policy. Advocacy related to COVID-19 issues is addressed in the *COVID-19 Response* section of this report.

As part of ongoing advocacy to ensure fair funding, QCEC sought a review of the state recurrent funding model. The existing model is outdated and provides significantly different outcomes from those delivered by the model employed by the Australian Government. Discussions to inform a review are underway.

At both the state and federal levels there was a strong focus on the delivery of age-appropriate consent education for all students. This was just one aspect of a broader community discussion on issues of consent. QCEC worked with the Queensland Government in its review of *Respectful Relationships Education* which was announced by the Minister in March. It is expected the updated program will be released in 2022. The Australian Government also rolled out new materials as part of the *Respect Matters* program and the Secretariat ensured all CSAs were fully briefed on these changes.

## QCEC PROFESSIONAL DEVELOPMENT EVENTS

During 2021 QCEC delivered 93 events which provided more than 11,400 hours of professional development for staff from CSAs. The majority of these events were associated with the Nationally Consistent Collection of Data on School Students with Disability and Highly Accomplished and Lead Teacher certification. Other major events included the VET Forum and Catholic Education Week launch.

Events remained predominantly online owing to continuing COVID restrictions which impacted conference venues during the year. Online events proved popular with participants and will be an ongoing feature of QCEC's event program.



# ADVOCACY, PUBLIC RELATIONS AND COMMUNICATIONS

## CATHOLIC EDUCATION WEEK

After a break due to COVID-19 restrictions in 2020, official Catholic Education Week celebrations returned in 2021. The theme *A Spirited Tomorrow* was embraced strongly in schools and Catholic Education Offices. The theme also supported the celebration of 200 years of Catholic education in Australia and its theme *Faith in the Future*.

The launch event was conducted in partnership with Brisbane Catholic Education and included a liturgy in St Stephen's Cathedral attended by staff and students from across the Archdiocese. Queensland Minister for Education Grace Grace attended and officially launched the celebrations. The Shadow Minister for Education Dr Christian Rowan was also in attendance. Catholic schools across Queensland celebrated the week in a variety of ways including through liturgies, grandparents' days, community celebrations, special assemblies, and professional development events for staff.

The celebrations were sponsored by Australian Catholic University and Australian Catholic Superannuation and Retirement Fund, both of which have supported the event over many years.





# ADVOCACY, PUBLIC RELATIONS AND COMMUNICATIONS

## SPIRIT OF CATHOLIC EDUCATION AWARDS

An integral part of Catholic Education Week is the *Spirit of Catholic Education Awards*. The awards are open to staff and volunteers from Catholic school communities and the 2021 recipients highlighted the many ways members of the school community contribute to Catholic education in Queensland. In 2021 there were six award recipients.



**Eric Ellis**

Grounds Person  
Ngutana-Lui Aboriginal and Torres  
Strait Islander Cultural Studies  
Centre, INALA  
Archdiocese of Brisbane &  
*Aunty Joan Hendriks  
Reconciliation Award*



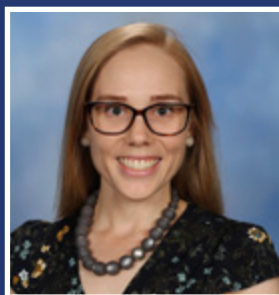
**Ann Blakeney**

Prep Teacher / Leader of  
Engagement  
St Gerard Majella Primary School,  
WOREE  
Diocese of Cairns



**Karl McKenzie**

Chair, Indigenous Education Advisory  
Committee  
Ryan Catholic College, KIRWAN  
Diocese of Townsville



**Natalie McCosker**

Assistant Principal Religious  
Education  
St Patrick's Catholic Primary School,  
EMERALD  
Diocese of Rockhampton



**Katie Mills**

Volunteer  
Mater Dei Primary School,  
TOOWOOMBA  
Diocese of Toowoomba



**Fr John Boyd-Boland**

College Chaplain  
Padua College, KEDRON  
RI/PJP Schools

# REPORTING, ACCOUNTABILITY AND COMPLIANCE

QCEC complied with all State and Federal Government reporting requirements throughout the year. 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 the government.

QCEC's Business Assurance Team conducts cyclical reviews over grants to ensure that these programs are accounted for in line with Funding Agreements and other reporting obligations.





# RESEARCH AND DATA ANALYSIS

## ENROLMENTS

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 DATA

High-level analysis of performance (achievement and growth) and participation drawn from NAPLAN aggregated data was presented to the Commission 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 the evaluation of their strategic priorities.

## NEW SCHOOLS

QCEC researched recent trends in the type of schools built over the last decade in the Catholic and Independent sectors in Queensland and found strong growth in special assistance schools, generally known in the Catholic sector as flexible learning centres. Also of note is that nearly a third of all new Independent schools established since 2012 are Christian schools and that an increasing proportion of schools offer distance education.





# INDUSTRIAL AND WORKPLACE RELATIONS

CSAs were supported throughout the year in managing changes to industrial and workplace relations settings that required them to implement significant changes to employment arrangements. Given the changing nature of the legal framework for employment, QCEC sought to expand the opportunities for all CSAs to be informed and consulted on such matters. As a result, many more representatives from CSAs participated in relevant network meetings during 2021. Other online employment resources also continued to be developed for CSAs during the year.



## FAIR WORK CHANGES

Changes to the *Fair Work Act 2009* in relation to the employment of casuals were in response to previous court decisions related to the definition of casual status. The changes provided a clear statutory definition of a casual employee and obligations on employers to offer relevant casual employees the opportunity to convert to permanent employment. QCEC developed guidelines and template letters for CSAs to manage and implement these changes.

## VACCINE MANDATE

Another significant change with major implications for CSAs occurred in December 2021 when Queensland's Chief Health Officer issued a public health direction requiring all school staff to be vaccinated. Staff without a medical exemption were prohibited from attending and working in schools and other education settings from 17 December 2021 if they were unvaccinated. As school had already finished for the year when the direction was issued, CSAs faced challenges in obtaining relevant information from employees in order to plan staffing for the start of the 2022 school year. A guideline and template letters were developed to assist CSAs in managing the implications of the health direction.



## SCHOOL OFFICER CLASSIFICATION REVIEW

During 2021 representatives of CSAs and the Independent Education Union – Queensland and Northern Territory Branch undertook significant work to review the classification structure in the enterprise agreements relating to school officers. This included CSAs considering and providing feedback about a potential alternative classification structure as part of a trial. A classification structure review is a complex process and work will continue with a view to determining whether appropriate changes to the enterprise agreements can be made as part of the next enterprise bargaining process.

# CURRICULUM, ASSESSMENT AND REPORTING AT NATIONAL AND STATE LEVELS

## REVIEW OF THE AUSTRALIAN CURRICULUM

The Review of the Australian Curriculum begun in 2020 continued through 2021. The review aims to improve the F-10 Australian Curriculum by refining, realigning and decluttering the content of the curriculum within its existing structures and underpinned by the education goals of the *Alice Springs (Mparntwe) Education Declaration (2019)*. QCEC co-ordinated Catholic sector participation in a series of reference groups established by Queensland Curriculum and Assessment Authority (QCAA) to assist in constructing a Queensland response. Informed by CSA feedback, QCEC also contributed to a written response submitted to the Australian Curriculum, Assessment and Reporting Authority (ACARA) by NCEC.

## NEW QUEENSLAND CERTIFICATE OF EDUCATION

QCEC continued to work with all Queensland Catholic School Authorities to implement the new Queensland Certificate of Education (QCE) and support schools and students in embedding the new Senior Assessment and Tertiary Entrance (SATE) system.

The QCEC Education Reference Group and the SATE Taskforce regularly met with representatives from QCAA and the Queensland Tertiary Admissions Centre to provide feedback on the new system, student and teacher experiences and priorities for further resourcing and support. Issues discussed and worked through included proposed changes to Alternative Sequence subjects, planning for the post-cycle review of the implementation of the Senior Syllabus, progress of endorsement, confirmation and marking operations for the Senior Syllabus assessment. Members also provided feedback to the QCAA on Queensland's approach to student preparation, selection and support for Senior Mathematics and Science subjects including the Year 10 transition into preparation for Senior Mathematics and Science subjects.

Teachers within Queensland Catholic schools were heavily engaged in the Endorsement, Confirmation and marking procedures across 2021. The Catholic Sector contributed 23 per cent of the Endorsers, 23 per cent of the Confirmers and 24 per cent of the Markers to support the QCE system across Queensland in 2021, which was proportionate to the number of students enrolled in the Queensland Catholic sector. This provided valuable professional learning and insights for teaching staff as well as supporting the integrity and high standard of the new QCE system.

## NAPLAN

QCEC supported the Queensland Catholic sector to undertake the 2021 National Assessment Program – Literacy and Numeracy (NAPLAN) assessment in conjunction with the Queensland Curriculum and Assessment Authority and CSAs. The preparations for the May assessment included NAPLAN Online National Protocols training and a Coordinated Practice Test. Ninety-five per cent of Queensland Catholic schools undertook NAPLAN in the online mode in 2021 with the support of its National Online Assessment Taskforce. QCEC hosted a NAPLAN Online Readiness Forum and supported School Readiness Test activities for the remaining Catholic schools that would be transitioning to NAPLAN Online in the following year.

QCEC also convened an Online Assessment Virtual Symposium which included a keynote presentation from the Chief Executive Officer of the Australian Curriculum, Assessment and Reporting Authority on NAPLAN future directions and the opportunity for CSAs to share approaches to NAPLAN data analysis. QCEC continued to collaborate with key stakeholders on NAPLAN developments at the national level through the National Catholic Education Commission and the NAPLAN Online Steering Committee. QCEC anticipates that all Catholic schools in Queensland will participate in NAPLAN online in 2022 as per the direction from Education Ministers.

# CURRICULUM, ASSESSMENT AND REPORTING AT NATIONAL AND STATE LEVELS

## NATIONAL SCHOOL CHAPLAINCY PROGRAM AND STUDENT WELFARE WORKER PROGRAM

Queensland Catholic schools have access to funding for pastoral care workers through the Australian Government National School Chaplaincy Program (NSCP) and Queensland Government Student Welfare Worker Program (SWWP). Funding for both programs is administered through QCEC which continues to participate in a cross-sector panel and advocate for equitable funding across the sectors.

In 2021, QCEC distributed \$1,790,191 to 89 schools under the NSCP and \$303,186 through the Student Welfare Worker Program to 17 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 social and emotional care for all students.

In reporting on the schemes, Catholic School Authorities highlighted a trend of chaplains and student welfare workers working with students, especially in one-to-one situations as the most common activity. However, assistance with lunchtime and school activities was also a common use of these resources.



## ABORIGINAL AND TORRES STRAIT ISLANDER EDUCATION

QCEC continues to work with CSAs towards closing the gap between Indigenous and non-Indigenous Australians. This was reflected in the strategic discussion of Closing the Gap targets that was facilitated within the Aboriginal and Torres Strait Islander Education Network. QCEC would like to acknowledge and thank Professor Cindy Shannon (Pro Vice Chancellor, Indigenous, Griffith University) in generously chairing this network. With input from the CSAs represented on this network and the Education Reference Group, QCEC reviewed the QCEC *Position Statement: Educating for Sustainable Futures in Catholic School Education in Queensland*. Issues addressed by the Aboriginal and Torres Strait Islander Education network also included discussion pertaining to revisions to the Australian Curriculum, pathways to higher education for First Nations students,

and the importance of early years education for all Australian children.

QCEC continues to engage with a number of state and federal initiatives seeking to advance the cultural safety of educational systems. At a state level, QCEC continues to work with the Transition Initiative Governance Group, inclusive of its focus on supporting students from remote communities successfully transition to boarding school. In addition, QCEC contributed to the Australian Institute for Teaching and School Leadership (AITSL) National Dialogue on Cultural Competency and looks forward to working with AITSL as it works towards cultural competency in the Australian teacher workforce.

Finally, during 2021 QCEC was pleased to launch its Reconciliation Action Plan.



# CURRICULUM, ASSESSMENT AND REPORTING AT NATIONAL AND STATE LEVELS



## VET

To avoid any risk of cancellation, the annual QCEC VET Forum was held online in 2021. The theme of the 2021 forum was *Future Thrive* and aimed to get VET professionals and careers advisors in Catholic schools thinking about how students can build their skills and qualifications through VET and school-based apprenticeships and thrive in their future career journey. Queensland Minister for Training and Skills Development Di Farmer welcomed participants via video. Topics covered by presenters included innovation, national initiatives and reforms, new and/or changing VET programs, future qualifications to meet the skills needs of industry, career advice, and industry perspectives on school-based apprenticeships and traineeships, all of which helped support school-based professionals to provide quality relevant VET programs and advice to students.

The quality of VET in schools continued to be a national focus in 2021 and QCEC, CSAs and schools provided input to a review of the landscape of VET Delivered to Secondary Students in Australia by the federal Department Education, Skills and Employment (DESE). The QCEC VET and Vocational Learning Network discussed issues such as high-quality career development in schools, the new Australian Tertiary Admissions Rank (ATAR) for Queensland students and scaling of VET, the Queensland Training Ombudsman's (QTO) review of administrative arrangements for school-based apprenticeships and traineeships, the Australian Institute for Teaching and School Leadership (AITSL) report on the VET workforce and building a high quality and sustainable dual-qualified VET workforce and digital learner profiles.

QCEC's advocacy in 2021 focused on targeted funding to support students experiencing disadvantage to be able to undertake VET qualifications at school that are not currently funded, subsidisation of qualifications that lead to employment pathways in rural and regional areas and support for VET qualifications that can be used as one of the five inputs into a student's ATAR.

# CURRICULUM, ASSESSMENT AND REPORTING AT NATIONAL AND STATE LEVELS

## HIGHLY ACCOMPLISHED AND LEAD TEACHERS

This year has been a year of growth and maturation for Highly Accomplished and Lead Teacher processes for the Queensland Catholic sector. Supported by the Queensland College of Teachers (QCT), as the certifying authority for the Catholic sector, all aspects of certification proceeded as scheduled with new events added to the Highly Accomplished and Lead Teacher calendar.

In September, five Catholic teachers were certified (three Highly Accomplished and two Lead Teachers). This newly certified cohort brings the total of certified teachers in Queensland Catholic schools to 16 with 11 Highly Accomplished Teachers and five Lead Teachers.

To support identified future needs, acknowledging the growing number of interested aspirants and applicants, a trained assessor workforce is essential. An additional 12 newly trained assessors, who had completed the Assessor Training Program (ATP) in April, completed their first portfolio assessments throughout Term 3. In November, the ATP cycle recommenced with 23 assessors beginning their assessor training.

QCEC worked closely with the QCT and CSAs to review the draft policy, guidelines, templates and resources for certification renewal. These resources have been published on the QCT and QCEC websites.

Another QCEC and QCT collaboration resulted in 11 candidates completing a Facilitators course which enables QCEC and CSAs to schedule training for Introductory Sessions and In-Depth Workshops across the entire school year, rather than within one specific time in the certification cycle. This initiative strengthens our sector and reduces reliance on the QCT to be the sole training provider for our sector. This has enabled QCEC to host four Introductory Sessions and 12 In-Depth Workshops.

QCEC continues to update and maintain the dedicated Highly Accomplished and Lead Teacher website, providing general guidance as well as responding to individual enquiries and needs.





# CURRICULUM, ASSESSMENT AND REPORTING AT NATIONAL AND STATE LEVELS



## ADVANCING TEACHING AND LEARNING

The Queensland government funded Advancing Teaching and Learning (ATL) program concluded in 2021. The total funding allocated for 2020-21 to the Queensland Catholic sector was \$2,199,870. Funding for the ATL program was distributed to Catholic School Authorities to focus on improving teaching and learning, development of leaders and student wellbeing.

The Commission had previously committed to an annual allocation of ATL funds to support the Research Partnership School Program. During 2021 the Research Partnership Schools Program focused on investigations that examined the benefits of blended learning approaches to pedagogy, classroom pedagogy promoting learning regulation of students, and engaging parents with a view to increase support for learning community. The conclusion of the Research Partnership School Program included a Showcase event which was recorded and shared with participants.



# KINDERGARTENS AND EARLY CHILDHOOD EDUCATION

In 2021 QCEC in its role as the Central Governing Body for Catholic kindergartens in Queensland experienced a busy year distributing funding received under the Queensland Kindergarten Funding Scheme (QKFS) with additional kindergarten funding initiatives introduced during the year to support and lift children's participation. These included fee-free kindergarten in targeted regional locations for 10 Catholic kindergartens and *A Great Start to Kindergarten pilot program* supporting a trial of pre-kindy transition programs which two Catholic kindergartens trialled out of a total of just 41 community kindergartens across all of Queensland. Preparation also started for supporting and distributing funding to 25 Catholic kindergartens selected for a *Kindy uplift* pilot to improve learning outcomes announced in 2021 but starting in 2022. For the first time all children's transition statements were prepared using the online kindergarten transition statement application as part of the consistent approach to supporting children's transition to school.

QCEC prepared a submission to the *National Quality Framework Review* focusing on Safety, Health and Wellbeing of Children; Recommendations of the Royal Commission into Institutional Responses to Child Sexual Abuse; Workforce; and Understanding of Quality Ratings by Families. The Kindergarten Working Group discussed strategic issues such as ongoing workforce shortages and the new QKFS requirement for all services to develop a workforce plan; the importance of the National Aboriginal and Torres Strait Islander Early Childhood Strategy and ensuring culturally supportive service delivery;



and the Federal Budget ongoing commitment to funding preschool/kindergarten. QCEC continued its advocacy for adequate funding and recognition of the importance of high-quality early childhood education.

This year also marked the fifth collection of the Australian Early Development Census (AEDC). The AEDC reports on children's development as they arrive at school and can support early childhood educators in kindergartens and schools

as they plan strategies and actions to improve children's development. QCEC supported Catholic School Authorities and schools to participate in the triennial data collection and Catholic schools achieved 100 per cent participation. School principals were instrumental in ensuring that their teachers were ready and able to support the AEDC data collection and every school that participated will benefit from insights into children's developmental vulnerability when they receive their individual school profiles in 2022.



# INTERNATIONAL EDUCATION

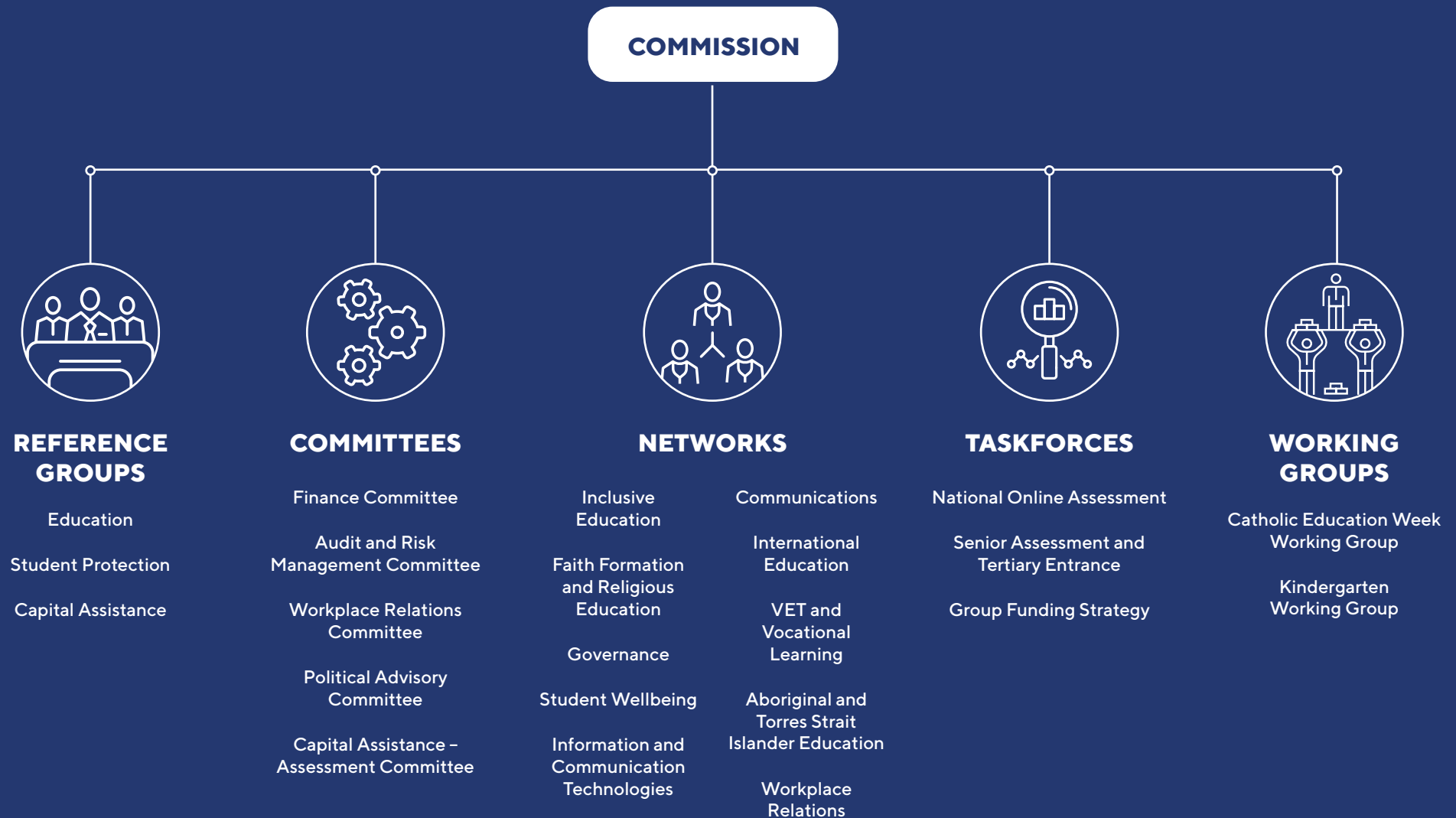
Queensland Catholic schools host a small number of international students. A number of these students continued their Queensland Catholic education remotely from their home countries during 2021. However, there were also students who only returned home at the end of the 2021 school year not having been back to their home countries for almost two years due to international travel restrictions. Additionally, there were also students who decided to stay in Queensland at the end of the school year as they preferred not to go through quarantine requirements both in their home countries and domestically.

During 2021, QCEC has continued to work with colleagues from both the state and independent sectors, along with relevant government agencies in developing a plan for the safe return of international students. Thankfully, some 18 international students across the state, independent and Catholic sectors were able to return to Queensland from overseas during the second half of 2021 and undergo hotel quarantine whilst receiving regular student welfare checks from their school communities.

The anticipation is that more international students will be able to return to Queensland once 90 per cent of the eligible Queensland population is fully vaccinated and there are no longer any quarantine requirements for fully vaccinated international travellers.



# COMMITTEE STRUCTURE





# FINANCIAL STATEMENTS

## Statement of Profit or Loss and Other Comprehensive Income for the Year Ended 31 December 2021

	2021 \$	2020 \$
<b>REVENUE</b>		
Revenue – Grants	5,759,940	6,168,746
Revenue – Levies	4,778,444	4,802,096
Other Income	2,579,100	2,711,710
<b>Gross Income for the Year</b>	<b>13,117,484</b>	<b>13,682,552</b>
<b>EXPENDITURE</b>		
Grants Expenditure	5,932,880	6,602,364
Salaries & Related Expenses	6,349,479	5,873,630
Administration Expenses	845,586	856,244
Projects & Initiatives expenses	154,678	192,166
Travel and Meeting Costs	38,009	26,400
Motor Vehicle Expenses	39,895	44,288
Sponsorships	16,500	4,545
<b>Total Expenditure for the Year</b>	<b>13,377,027</b>	<b>13,599,637</b>
<b>Surplus/(Deficit) Before Income Tax</b>	<b>(259,543)</b>	<b>82,915</b>
Income Tax Expense	-	-
<b>Surplus/(Deficit) After Income Tax</b>	<b>(259,543)</b>	<b>82,915</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>(259,543)</b>	<b>82,915</b>

## Statement of Financial Position as at 31 December 2021

	2021 \$	2020 \$
<b>ASSETS</b>		
<b>CURRENT ASSETS</b>		
Government Grant Program Funds – Assets	105,377,741	92,746,024
Cash and Cash Equivalents	6,011,589	6,716,783
Other Assets	1,416,389	122,651
<b>Total Current Assets</b>	<b>112,805,719</b>	<b>99,585,458</b>
<b>NON CURRENT ASSETS</b>		
Property, Plant & Equipment	2,682,539	2,854,197
<b>Total Non Current Assets</b>	<b>2,682,539</b>	<b>2,854,197</b>
<b>TOTAL ASSETS</b>	<b>115,488,258</b>	<b>102,439,655</b>
<b>LIABILITIES</b>		
<b>CURRENT LIABILITIES</b>		
Government Grant Program Funds – Liability	105,325,641	92,058,276
Payables & Accruals	1,260,568	1,336,123
Provisions	395,885	329,240
<b>Total Current Liabilities</b>	<b>106,982,094</b>	<b>93,723,639</b>
<b>NON CURRENT LIABILITIES</b>		
Provisions Non Current	218,514	168,823
<b>Total Non Current Liabilities</b>	<b>218,514</b>	<b>168,823</b>
<b>TOTAL LIABILITIES</b>	<b>107,200,608</b>	<b>93,892,462</b>
<b>NET ASSETS</b>	<b>8,287,650</b>	<b>8,547,193</b>
<b>EQUITY</b>		
Reserve	1,531,609	1,519,030
Accumulated Funds	7,015,584	6,945,248
Current Year's Surplus / (Deficit)	(259,543)	82,915
<b>TOTAL EQUITY</b>	<b>8,287,650</b>	<b>8,547,193</b>

# CATHOLIC SCHOOL STATISTICS 2021

**Table 1: Number of Queensland Catholic Schools and Campuses in 2021 by Diocese and Type**

	Brisbane		Cairns		Rockhampton		Toowoomba		Townsville		QLD	
	School	Campus	School	Campus	School	Campus	School	Campus	School	Campus	School	Campus
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	44	44	7	9	11	12	5	5	9	9	76	79
<b>Total 2021</b>	<b>172</b>	<b>177</b>	<b>29</b>	<b>32</b>	<b>42</b>	<b>43</b>	<b>33</b>	<b>34</b>	<b>33</b>	<b>35</b>	<b>309</b>	<b>321</b>

*School – Sum of school count; Campus – Sum of campus count*

**Table 2: Number of Staff in Queensland Catholic schools in 2021 by Staff Level and Employment Status (Headcount)**

	Combined	Primary	Secondary	QLD
Full Time	2,076	4,284	6,498	12,858
Part Time	699	5,416	2,869	8,984
<b>Total 2021</b>	<b>2,775</b>	<b>9,700</b>	<b>9,367</b>	<b>21,842</b>

# CATHOLIC SCHOOL STATISTICS 2021

**Table 3: Number of Teaching Staff in Queensland Catholic Education in 2021 by Diocese, Staff Level and Employment Status (Headcount)**

	Brisbane	Cairns	Rockhampton	Toowoomba	Townsville	QLD
Combined	<b>Total</b>	<b>319</b>	<b>17</b>	<b>2</b>	<b>51</b>	<b>142</b>
	Full Time	260	15	1	37	131
	Part Time	59	2	1	14	11
Primary	<b>Total</b>	<b>3,581</b>	<b>495</b>	<b>710</b>	<b>435</b>	<b>5,749</b>
	Full Time	2,440	345	462	293	370
	Part Time	1,141	150	248	142	158
Secondary	<b>Total</b>	<b>3,803</b>	<b>436</b>	<b>788</b>	<b>437</b>	<b>5,999</b>
	Full Time	3,359	368	660	369	465
	Part Time	444	68	128	68	70
<b>Total 2021</b>	<b>7,703</b>	<b>948</b>	<b>1,500</b>	<b>923</b>	<b>1,205</b>	<b>12,279</b>



# CATHOLIC SCHOOL STATISTICS 2021

**Table 4: Number of Teaching Staff in Queensland Catholic Education in 2021 by Diocese, Staff Level and Gender (Headcount)**

	Brisbane	Cairns	Rockhampton	Toowoomba	Townsville	QLD	
Combined	Total	319	17	2	51	142	531
	Female	205	12	2	30	74	323
	Male	113	5		21	68	207
	X	1					1
Primary	Total	3,581	495	710	435	528	5,749
	Female	3,028	431	651	394	493	4,997
	Male	552	64	59	41	35	751
	X	1					1
Secondary	Total	3,803	436	788	437	535	5,999
	Female	2,304	268	493	267	364	3,696
	Male	1,499	168	295	170	171	2,303
	Total 2021	7,703	948	1,500	923	1,205	12,279

# CATHOLIC SCHOOL STATISTICS 2021

**Table 5: Number of Principals in Queensland Catholic Education in 2021 by Diocese, Staff Level and Gender (Headcount)**

	Brisbane	Cairns	Rockhampton	Toowoomba	Townsville	QLD
Combined	<b>Total</b>	<b>21</b>	<b>2</b>	<b>7</b>	<b>6</b>	<b>36</b>
	Female	3			3	6
	Male	18	2	7	3	30
Primary	<b>Total</b>	<b>108</b>	<b>21</b>	<b>31</b>	<b>22</b>	<b>201</b>
	Female	40	13	17	14	102
	Male	68	8	14	8	99
Secondary	<b>Total</b>	<b>50</b>	<b>9</b>	<b>12</b>	<b>5</b>	<b>86</b>
	Female	22	6	8	3	44
	Male	28	3	4	2	42
	<b>Total 2021</b>	<b>179</b>	<b>32</b>	<b>43</b>	<b>34</b>	<b>323</b>

# CATHOLIC SCHOOL STATISTICS 2021

**Table 6: Number of Students in Queensland Catholic Schools in 2021 by Year and Level of Schooling (FTE)**

Year	Primary	Secondary	Total
2021	81,551	74,277	155,828

**Table 7: Number of Students in 2021 by Diocese, Level of Schooling and Gender (FTE)**

		Brisbane	Cairns	Rockhampton	Toowoomba	Townsville	QLD
Primary	<b>Total</b>	<b>52,095</b>	<b>6,708</b>	<b>9,249</b>	<b>5,833</b>	<b>7,667</b>	<b>81,551</b>
	Female	25,450	3,284	4,653	2,870	3,767	40,024
	Male	26,645	3,424	4,596	2,963	3,900	41,527
Secondary	<b>Total</b>	<b>48,722</b>	<b>4,863</b>	<b>9,237</b>	<b>4,675</b>	<b>6,780</b>	<b>74,277</b>
	Female	23,650	2,467	4,555	2,342	3,543	36,557
	Male	25,056	2,396	4,682	2,333	3,237	37,704
	Other	16					16
<b>Total Students</b>		<b>100,817</b>	<b>11,571</b>	<b>18,486</b>	<b>10,508</b>	<b>14,447</b>	<b>155,828</b>



# CATHOLIC SCHOOL STATISTICS 2021

**Table 8: Number of Students in Edmund Rice Education and Religious Institute Schools in 2021 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>	1,532	8,961	<b>10,493</b>	5	12	<b>17</b>	1,477	12,879	<b>14,356</b>
Rockhampton		2	<b>2</b>		856	<b>856</b>		1	<b>1</b>		481	<b>481</b>
Toowoomba							1	2	<b>3</b>	105	1,268	<b>1,373</b>
Townsville		3	<b>3</b>		1,131	<b>1,131</b>		1	<b>1</b>		575	<b>575</b>
<b>Total 2021</b>	<b>6</b>	<b>21</b>	<b>27</b>	<b>1,532</b>	<b>10,948</b>	<b>12,480</b>	<b>6</b>	<b>16</b>	<b>22</b>	1,582	<b>15,203</b>	<b>16,785</b>

**Table 9: Number of Aboriginal and Torres Strait Islander Students 2021 by Diocese and Level of Schooling (FTE)**

Student FTE	Brisbane	Cairns	Rockhampton	Toowoomba	Townsville	QLD
Primary	1,533	680	585	446	795	4,039
Secondary	1,409	543	683	323	922	3,880
<b>Total 2021</b>	<b>2,941</b>	<b>1,223</b>	<b>1,268</b>	<b>769</b>	<b>1,717</b>	<b>7,919</b>

# CATHOLIC SCHOOL STATISTICS 2021

**Table 10: Number of Full Fee Payment Overseas Students 2021 by Diocese and Level of Schooling (FTE)**

Student FTE	Brisbane	Cairns	Rockhampton	Toowoomba	Townsville	QLD
Primary	30		1	2	3	36
Secondary	118	3	2	3	3	129
<b>Total 2021</b>	<b>148</b>	<b>3</b>	<b>3</b>	<b>5</b>	<b>6</b>	<b>165</b>

**Table 11: Number of Students with Disabilities (NCCD) 2021 by Diocese and Level of Schooling (FTE)**

Student FTE	Brisbane	Cairns	Rockhampton	Toowoomba	Townsville	QLD
Primary	7,743	890	1,807	1,302	1,723	13,465
Secondary	8,486	559	1,697	928	1,155	12,826
<b>Total 2021</b>	<b>16,229</b>	<b>1,449</b>	<b>3,504</b>	<b>2,230</b>	<b>2,878</b>	<b>26,291</b>

**Table 12: Number of Boarding Students 2021 by Diocese and Level of Schooling (FTE)**

Student FTE	Brisbane	Cairns	Rockhampton	Toowoomba	Townsville	QLD
Primary	3			2	1	6
Secondary	553	291	489	276	307	1,916
<b>Total 2021</b>	<b>556</b>	<b>291</b>	<b>489</b>	<b>278</b>	<b>308</b>	<b>1,922</b>



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