

Non-Government Reform Support Fund

2020 ANNUAL REPORT

South Australian Commission for Catholic Schools Inc

Executive Summary

The SA Commission for Catholic Schools Inc (SACCS) is the Approved Authority for 99 of 101 Catholic schools across two dioceses to deliver a high-quality education to approximately 20% of all school students in South Australia.

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

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

Due to the impact of COVID-19 on school communities and the travel restrictions imposed by local and interstate authorities, some 2020 scheduled activities were unable to proceed, whilst others were deferred until 2021. The funds that supported these activities have been committed to be spent in 2021.

CESA Objectives and the Strategic Plan

The CESA objectives as outlined in the CESA Reform Support Fund Strategic Plan are summarised as follows:

- Improve student learning, achievement and wellbeing
- Strengthen the provision of Catholic Education B-12
- Optimise the use of resources
- Grow the reputation of Catholic Education SA
- Develop a collaborative culture across schools and the system.

Key Directions

The objectives span the three reform directions included in the CESA Reform Support Workplans (and outlined below) and are also reflected in the CESA projects and initiatives undertaken over the life of the Fund.

- Supporting students, student learning and student achievement
- Supporting teaching, school leadership and school improvement
- Enhancing evidence for improvement

Major achievements for 2020 and progress against the CESA Strategic Plan and Key Directions:

- As part of the R-12 Literacy and Numeracy Learning Initiatives, consultants worked with schools to strengthen the capacity of the system to improve literacy and numeracy outcomes for all young people so they experience success across the curriculum.
- The launch of the two new Performance Standards – the Living Learning Leading Standard and the Leadership Standard. Both Standards provide performance benchmarks against which schools and school leaders can review, analyse, assess and monitor their systems and processes and identify long and short-term key improvement goals. The outcomes of each school's performance outcomes are then reported to the system via the Balanced Score Card. Each Performance Standard is supported by an Evidence Guide.

- The development of the system-wide data tool – now known as the Living Learning Leading Survey by Curtin University (NSI Partnerships). The first component of this – the teacher survey – was trialled in 28 schools involving 628 teachers.
- Ongoing success of the Financial Management for Principals mentoring and coaching program which provides support to newly appointed principals to build their financial knowledge, capacity and confidence.
- Completion of the Students with Disability Review the purpose of which was to strengthen the inclusion, learning and wellbeing of students with disabilities. The Review analysed the effectiveness of the relationship between NCCD and Students with Disability processes at the school and system levels and recommended immediate and ongoing improvements.

Collaboration with State Government

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

- a. shared oversight of the transition to NAPLAN Online
- b. developing a narrative for all sectors and the South Australian Certificate of Education (SACE) Board about the critical role of the development of general capabilities
- c. Initial Teacher Education, working with providers on programs across six focus areas:
 1. Program entry
 2. Literacy and numeracy
 3. Program content
 4. Program structure
 5. Professional experience
 6. Mentoring and supervision
- d. Earning and Learning Pathways – considering a collaborative, cross-sector approach to further developing an understanding of the pathways through secondary school to further education, training and employment
- e. Cross-sector groups on COVID, curriculum, child protection and emergency planning
- f. National certification of highly accomplished and lead teachers – to develop capacity to establish environments that improve student educational achievement and growth.

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

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

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

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

- a. School improvement strategy – to build a world-class education system that improves outcomes for all students
- b. Aboriginal education strategy – to improve outcomes and contribute to closing the gap, including through consultation with communities and supporting Aboriginal governance
- c. STEM strategy – to enable students to develop knowledge, skills and understanding in science, technology, engineering and mathematics
- d. Literacy and numeracy programs – to improve the core foundation skills in literacy and numeracy
- e. Early career teacher programs – to support teacher development in the early years of their career
- f. Supporting teacher development – including providing appropriate professional development for teachers and leaders
- g. Entrepreneurial education – to provide students the opportunity to acquire the skills needed to become successful entrepreneurs.

Summary of 2020 achievements

Project title	Project description and activities	Expected outcomes/ Overall achievements	Indicators of success By 2022	List any additional activities or variations to agreed activities and/or any additional information on outcomes or achievements
KEY DIRECTION 1 Supporting students, student learning and student achievement	<p>IDEAS (Innovative Designs for Enhancing Achievements in Schools) is a whole school, two-year revitalisation project developed by the members of the Leadership Research International (LRI) located at the University of Southern Queensland. Based on extensive research in school improvement, this project has developed over the last 19 years in conjunction with teachers, school administrators and school systems. The project aims to enhance school success through enabling school communities to work together to clarify direction, develop a shared pedagogy and attain school alignment. IDEAS has been implemented in schools throughout Australia and internationally.</p> <p>The key features that distinguish IDEAS from most other school development approaches are:</p> <ul style="list-style-type: none"> • the Research-Based Framework for Enhancing School Outcomes • the IDEAS process • parallel leadership • three-dimensional pedagogy 	<ul style="list-style-type: none"> • Two rural schools will have completed the second year of the IDEAS program to develop a school-wide pedagogy in partnership with University of Southern Qld. The School-wide Pedagogy will be documented and shared with staff and school community. <p>Achieved</p>		

Project title	Project description and activities	Expected outcomes/ Overall achievements	Indicators of success By 2022	List any additional activities or variations to agreed activities and/or any additional information on outcomes or achievements
	<p><i>CESA STEM Learning Initiative</i> The implementation of the CESA STEM Learning Initiative has been designed to extend over the life of the Reform Support Fund program as outlined in the CESA Reform Support Strategic Plan. The projects for 2020 are aligned with the key actions of the CESA STEM Learning Initiative namely:</p> <p>Key Action 1: Build System Capacity Build system excellence to increase student and teacher ability, engagement, participation and aspiration in STEM. Broaden student participation through provision of specialised, out-of-school STEM programs with partners. Provide opportunities - through partnerships- for student and teacher participation in collaborative based programs which focus on student agency, co-construction of learning.</p> <p>Key Action 2: Build Leader and Teacher Capacity Build leader and teacher capability to transform STEM learning that animates the CESA Living Learning Leading Framework. Provide high quality STEM professional learning based on real world inquiry and integrated interdisciplinary approaches. Commence a series of prototype school based collaborative inquiry projects.</p>		<ul style="list-style-type: none"> • Increase in students meeting the expected standard in NAPLAN • Increase in students completing Year 12 or equivalent • Increase in students with a positive opinion about their school's safe and orderly learning environment • Increased equity in learning outcomes for targeted groups <p>On target to achieve all Indicators of Success by 2022</p>	<p>NAPLAN testing did not occur in 2020 due to COVID-19.</p>

Project title	Project description and activities	Expected outcomes/ Overall achievements	Indicators of success By 2022	List any additional activities or variations to agreed activities and/or any additional information on outcomes or achievements
	<p>Key Action 3: Build Dynamic and Sustainable Partnerships Facilitate effective partnerships and networks with industry, universities and education service providers to enhance STEM learning and participation. Develop effective partnerships and networks with industry, universities and other education providers. Collaborate with industry, universities and other education service providers in research activity, trials and program evaluations that build evidence of effective practice.</p>	<ul style="list-style-type: none"> Continued partnerships with University of SA, and Flinders University. Achieved Continued industry partnerships with Future Ready, Education Changemakers, Future Anything, Bureau of Meteorology, Microsoft. Achieved Development of new partnerships with University of Newcastle, SA Science Teachers Association, Technology for Education (TFE). Partially Achieved 		<p>CESA established a new partnership with TFE in 2020 delivering Virtual Reality learning experiences for 500 students. During COVID-19, Lumination were able to pivot and provide both online and remote learning opportunities for students and support teachers. Partnerships with University of Newcastle and SASTA did not progress due to COVID-19 restrictions.</p>

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	<p>STEM Projects 2020:</p> <p>Early Years: Early Years and STEM Project (Flinders University)</p> <p>Years 6-9: Designing Powerful STEM Inquiries R-9; Minecraft R-9; St Teresa’s Network R-6 NO TOSH; McAuley Community School Project; STEM X VR 6-9 (UniSA School of Education); CESA Extended Reality Project: TFE; Community Problem Based STEM;</p> <p>Years 7-12: 7 -11 Future Anything: Activate Community Problem Based STEM</p>	<ul style="list-style-type: none"> • 2019 participation numbers as outlined below to be maintained and/or increased in 2020: <ul style="list-style-type: none"> ○ Number of schools: 86 ○ Number of students: 350 participated in STEM programs ○ Number of teachers: 1132 <p>Partially Achieved</p> <p>Achieved</p> <p>Achieved</p> <p>Achieved</p>		<p>Whilst a number of projects were cancelled due to COVID-19, CESA was still able to reach a significant number of schools, teachers and students to improve STEM outcomes aligned to the CESA STEM initiative.</p> <p>2020 numbers were:</p> <ul style="list-style-type: none"> • No of schools: 65 • No of students: 930 • No of teachers: 473

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	Think, Design Make R-9; Weather Station Challenge 6-9 (Bureau of Meteorology); STEM Sista; 10 -12 STEM FastTrack; Virtual Reality Unity Pilot; STEM Video Game Challenge; Brain STEM; Other: Optimising Industry Support for STEM Project; STEM Forum	Not Achieved		Due to the impact of COVID-19 on school communities, these activities and the CESA STEM Forum were unable to proceed as they were not able to meet State COVID-19 guidelines.
	<p><i>Student support, achievement and wellbeing</i></p> <p><i>Preventing Bullying</i></p> <p>Building on the SA Bullying Prevention Strategy, 10-15 CESA schools will engage with Flinders University and Professor Phillip Slee in the P.E.A.C.E. Pack (Preparation, Education, Action, Coping, Evaluation) initiative and research.</p> <p>The PEACE Pack initiative includes professional learning for staff, pre-and post- surveys for students and staff, a series of focused lessons and focus group feedback meetings with students and staff.</p> <p>Data analysis and reports are provided to each school and CESA.</p>	<ul style="list-style-type: none"> Continued development in 10-15 schools. <p style="text-align: center;">Partially Achieved</p>		In 2020 10 schools applied to engage with the P.E.A.C.E Pack initiative however, the impact of COVID led to a decision by Flinders University and the participating schools to defer the program to 2021.

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	<p><i>Student support, achievement and wellbeing</i></p> <p><i>Making Space for Learning</i> This program is an ongoing partnership between CESA and the Australian Childhood Foundation. The schools will have all staff attend 2 days of trauma informed practice training, form a project team at the school, develop an inquiry question with support from the Australian Childhood Foundation and CESA Consultants, collect student behaviour and learning data, use trauma-informed practices utilising the Mind Up Curriculum to produce higher levels of student engagement and emotional regulation.</p> <p>Staff will collect progress data and will share their findings with other schools at a mid-point forum and at the end of the inquiry with their findings and changes in whole school practice.</p>	<ul style="list-style-type: none"> 5 CESA schools will undertake an 18-month inquiry into trauma, its effects on a child’s developing brain and how trauma affects learning. Achieved 		
	<p><i>Student support, achievement and wellbeing</i></p> <p><i>CESA Aboriginal Education Strategy</i> CESA is partnering with Carclew Arts Program to bring Aboriginal cultural artists into regional Catholic schools. The program will continue to identify appropriate local community Aboriginal artists</p>	<ul style="list-style-type: none"> Schools in 5 regional areas will engage with the program over the duration of the Initiative. Partially Achieved 		<p>The Aboriginal Artists in Schools (AAIS) program commenced face to face delivery in Term 4 2020, made possible by the easing of government COVID-19 restrictions in South Australia. However on 18</p>

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	<p>to work in country schools to bring Aboriginal stories, art and cultural understanding to a school-based program. Carclew Arts Program works with local Aboriginal elders to identify artists and stories that are appropriate and have permission to be included in the program.</p> <p>Carclew is South Australia's only multi-art form and cultural organisation dedicated to artistic outcomes by and for people aged 26 and under. It connects artists with South Australian schools, teachers and students.</p> <p>CESA and Carclew staff will provide training and support for the artists. CESA staff engage with a network of schools to share good practice and to further develop curriculum knowledge and understanding. The project promotes an authentic relationship between all children at the school and the Aboriginal artists and aligns with the Australian Curriculum Cross Curricula Priorities (Aboriginal and Torres Strait Islander Histories and Culture), Australian History and Social Sciences Learning Areas and CESA's Reconciliation Action Plan.</p> <p>The program adds value to the current CESA Artists in Residence Program, by enabling regional schools to participate. It is expected that schools will engage in an ongoing way with local artists.</p>	<ul style="list-style-type: none"> A local community engagement partnership will have been established between Carclew and CESA providing opportunities for Catholic schools to focus on an aboriginal arts and culture programs. Achieved 		<p>November 2020 South Australia went into another brief stage of lockdown and as a result Carclew made the decision to postpone programs for the remainder of the year.</p>

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	<p><i>CESA Improved Literacy and Numeracy Project</i></p> <p>The Literacy and Numeracy R-9 Network supports school leaders and teachers to develop strategic goals relating to curriculum and pedagogical reform and targeted strategies to address local school needs and achieve improved outcomes in literacy and numeracy. The purpose of the network is to build the capacity of a school’s designated pedagogical leader(s) to lead continuous improvement in <i>CIF Domain 5 High Quality Teaching and Learning</i> - through whole school inquiry into high quality teaching and learning in literacy and/or numeracy.</p> <p>This Network focuses on:</p> <ul style="list-style-type: none"> • the process of leading improvement in schools • building the capacity of pedagogical leader(s) to lead professional learning in literacy and/or numeracy • exploring contemporary research and the implementation of evidence based strategies that positively impact on the teaching and learning of these core areas • building understanding of the general capabilities as a vehicle for adding depth and richness to learning. 	<ul style="list-style-type: none"> • Processes and practices in place for sustainable whole school continuous improvement CIF, Domain 5. Achieved • Well-developed culture of professional learning with all staff actively collaborating and engaging in contemporary research and reflective practice. Achieved • Designated pedagogical leader(s) confidently working with others to develop deep pedagogical content knowledge in literacy and/or numeracy. Achieved • Schools see themselves as places of research and knowledge building, generating, analysing and using evidence to identify effective practices. Achieved • Development of a system wide literacy and numeracy strategy using school research and learning. Achieved 		

Project title	Project description and activities	Expected outcomes/ Overall achievements	Indicators of success By 2022	List any additional activities or variations to agreed activities and/or any additional information on outcomes or achievements
	<p>Leading Learning consultants will support and work alongside designated pedagogical leader(s) to plan strategic directions, lead inquiry learning in the school, create structures for teachers to collaboratively learn together, analyse evidence of effectiveness, and identify pedagogical practices that contribute to the improvement of learning outcomes and those that do not. The Network will cater for initiatives R – 9, and will group into specialised areas for literacy and numeracy in Early, Primary and Middle years as required.</p>	<ul style="list-style-type: none"> • Build partnerships with external agencies, across sectors and within schools to strengthen schools’ capacity to provide high quality literacy teaching and learning. Achieved • Implementation of the Action Priorities of the Literacy and Numeracy Initiative Papers that were published in Term 3 2019. Achieved 		

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KEY DIRECTION 2 Supporting teaching, school leadership and school improvement	<p>The CESA Living Learning Leading Standard and the CESA Leadership Standard will be implemented across the system in 2020. The <i>Continuous Improvement Framework (2014)</i> reviewed to support the implementation of these Standards.</p>	<ul style="list-style-type: none"> Leadership Standard and Living Learning Leading Standard will be published and distributed to all schools. Achieved Catholic schools will have commenced implementation of the Leadership Standard and the Living Learning Leading Standard. Achieved 	<ul style="list-style-type: none"> Increased staff capacity to use data and feedback effectively Increase in staff reporting high levels of collaborative practice Increase in number of Principals with greater capacity for financial management Increase in number of schools with documented school-wide pedagogy built on evidence-based pedagogical practices <p>On target to achieve all Indicators of Success by 2022</p>	<p>Evidence Guides to support implementation of both Standards were developed and distributed to all schools.</p>

Project title	Project description and activities	Expected outcomes/ Overall achievements	Indicators of success By 2022	List any additional activities or variations to agreed activities and/or any additional information on outcomes or achievements
	<p>NSI Partnerships/Curtin University with CESA- <i>Developing Collaborative Cultures and Collective Efficacy through the use of the Classroom Climate Questionnaire</i> - The CCQ examines students' perceptions of their learning environment. It is administered twice a year (once as a pre-test and once as a post-test) to one class of students per teacher. Each teacher receives a feedback report that then allows them to reflect, plan an intervention, implement, and then assess impact. There is no limit on the number of teachers who can take part.</p>	<ul style="list-style-type: none"> Up to 20 schools and 100 classroom teachers will have participated in the Classroom Climate Questionnaire and received student feedback to improve classroom practice and performance. Achieved 		
	<p>Financial Management for Principals For this project, a consultant works with an identified group of recently appointed substantive and longer-term acting principals to build their financial knowledge, capacity and confidence. The areas of work addressed include annual budgets, staffing, enrolment data, financial statements and projections including cash flow, and Annual/5 year/Master Plans.</p>	<ul style="list-style-type: none"> Approximately 15 Principals/Acting Principals will have participated in a financial management for schools mentoring program. Achieved 		
	<p>Deputy/Assistant Principal Leadership Professional Learning Program and Women in Leadership</p>	<ul style="list-style-type: none"> Up to 40 Deputy and Assistant Principals will have completed the second year of a two-year professional learning program with a strong focus on innovation, change, coaching and mentoring. Not Achieved 		<p>Deferred to 2021 due to COVID-19.</p>

Project title	Project description and activities	Expected outcomes/ Overall achievements	Indicators of success By 2022	List any additional activities or variations to agreed activities and/or any additional information on outcomes or achievements
		<ul style="list-style-type: none"> Up to 30 female aspiring leaders will have commenced (or be continuing) Women in Leadership programs. <p>Achieved</p>		
<p>KEY DIRECTION 3 Enhancing evidence for improvement</p>	<p>Enhancing the Use of Data for Classroom and School Improvement. NSI partnerships/Curtin University with CESA. This project offers a practical, evidence-based program for school improvement where schools collect quantitative data from staff, parents/caregivers and students. Schools undertake 3 research and evidence-based surveys:</p> <ul style="list-style-type: none"> <i>What's Happening in this School Survey (WHITS)</i> – for students <i>School Organisational Climate Survey (SOCS)</i> – for staff <i>Parent and Caregiver Survey</i> – for parents and caregivers <p>The program is supported by 3 days of professional learning led by Associate Professor Jill Aldridge, Curtin University. Schools receive comprehensive reports of all data for analysis and future planning. An aggregated system report is provided to CESA.</p>	<ul style="list-style-type: none"> Up to 15 schools will have completed the first year of a two year project with CESA/NSI Partnerships to collect, analyse and reflect on School Climate data and have used that data to plan future school improvement strategies. <p>Achieved</p>	<ul style="list-style-type: none"> Increased capacity in schools to use data effectively to identify strengths and areas for improvement 100% of schools will use the system data tool to measure and report improvement Increased number of reform initiatives formally evaluated <p>On target to achieve all Indicators of Success by 2022</p>	

Project title	Project description and activities	Expected outcomes/ Overall achievements	Indicators of success By 2022	List any additional activities or variations to agreed activities and/or any additional information on outcomes or achievements
	<p>Development of System-Wide Data Tool will continue in collaboration with Curtin University. In 2019 a contract was established between Curtin University and CESA for the <i>Development, Validation and Use of a System-wide Survey to examine the understanding of the vision and extent to which CESA's Living Learning Leading Framework is taking place in schools: Principal, Leadership Teams and Teachers' perceptions</i>. In 2020 the draft survey will be uploaded to the survey portal. The survey will be administered to a sample of Catholic school (n=10). The survey data will be analysed to examine the internal consistency, reliability discriminant validity and predictive validity of the survey. Access to the survey will be provided to all principals and deputy principals over a period of 4 weeks after which the survey will be closed.</p>	<ul style="list-style-type: none"> • Survey administered to 10 trial schools. Achieved • Aggregated Feedback Report based on responses to the system wide survey provided to CESA. Achieved 		<p>System-wide data tool now to be known as the Living Learning Leading Survey.</p>

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

	2019 '000's	2020 '000's
FUNDS CARRIED FORWARD FROM PRIOR YEAR	428	373
INCOME		
Grant Income	1,390	1,390
Interest Income	12	4
Recoverable Expenses	-	2
TOTAL INCOME	1,402	1,396
EXPENSES		
Staff Costs	279	57
Grant Payments	373	85
Consultants	667	930
Resources	95	39
Meetings & Conferences	43	31
TOTAL EXPENSES	1,456	1,142
COMMITTED FUNDS		
Staff Costs	-	-
Grant Payments	248	455
Consultants	62	132
Resources	50	35
Meetings & Conferences	13	6
TOTAL COMMITTED FUNDS	373	628

Note 1 Basis of preparation

(a) Basis of Accounting:

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

(b) Summary of significant accounting policies

Income:

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

Expenditure:

Expenditure is recognised on an accrual basis when the Commission becomes obliged to make payments resulting from the purchase of goods and services.

GST:

The figures presented are GST exclusive.

Management Declaration.

In my opinion this Financial Performance Statement and the accompanying schedule presents fairly the funding received, expended and committed in relation to the funding provided by the Commonwealth of Australia from the Non-Government Reform Support Fund under the requirements of the Non-Government Support Fund Guidelines.

I certify that all funding received was expended in accordance with the Non-Government Reform Support Fund Guidelines and the Act.

 Dr Neil McGoran
 DIRECTOR, Catholic Education South Australia

 25/06/2021
 Date



Independent Auditor's Report

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

Opinion

We have audited the attached **Financial Statement** of the Commonwealth of Australia Non-Government Reform Support Fund for the South Australian Commission for Catholic Schools Inc (the Association).

In our opinion, the accompanying **Financial Statement** of the Commonwealth of Australia Non-Government Reform Support Fund for the year ended 31 December 2020 is prepared, in all material respects, in accordance with the:

- i. Basis of preparation in Note 1; and
- ii. Non-Government Reform Support Fund Guidelines 2020 with the Department of Education and Training (the Guidelines).

The **Financial Statement** comprises:

- i. Financial Performance Statement for the year ended 31 December 2020;
- ii. Notes including a summary of significant accounting policies; and
- iii. Management declaration.

Basis for opinion

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

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

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

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

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

The Financial Statement has been prepared by the Association's committee members of the South Australian Commission for Catholic Schools Inc (the Association) for the purpose of meeting the Association's reporting requirements of the Guidelines. As a result, the Financial Statement and this Auditor's Report may not be suitable for another purpose.

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



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

The Association's committee members of the Association are responsible for:

- i. Preparing a fairly presented Financial Statement in accordance with the Guidelines to the extent described in Note 1;
- ii. Determining that the basis of preparation described in Note 1 to the Financial Statement is appropriate to meet the requirements of the Guidelines. The basis of preparation is also appropriate to meet the needs of the Association's committee members and the Department;
- iii. Implementing necessary internal control to enable the preparation of a Financial Statement that is presented fairly and is free from material misstatement, whether due to fraud or error; and
- iv. Assessing the Association's ability to continue as a going concern and whether the use of the going concern basis of accounting is appropriate. This includes disclosing, as applicable, matters related to going concern and using the going concern basis of accounting unless they either intend to liquidate the Association or to cease operations or have no realistic alternative but to do so.

Auditor's responsibilities for the audit of the Financial Statement

Our objective is:

- i. To obtain reasonable assurance about whether the Financial Statement as a whole is free from material misstatement, whether due to fraud or error; and
- ii. To issue an Auditor's Report that includes our opinion.

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

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

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

KPMG

Adelaide

25 June 2021