
Choice and Affordability Fund

Annual Report 2022

**South Australian Commission for Catholic Schools
(SACCS)**

Summary of 2022

The South Australian Commission for Catholic Schools (SACCS) has oversight of education, sets directions, allocates resources and develops policies for Catholic schools in South Australia.

The Commission and its four Standing Committees are supported by a number of permanent committees and working parties. Catholic Education SA (CESA) through its schools, colleges and centres, implements SACCS' decisions and policies.

The Catholic Education Office SA (CEO) has been delegated with authority from SACCS to develop, implement and report on the Choice and Affordability Fund.

SACCS has agreed to allocate Choice and Affordability Funding to the following three national priorities:

- **Priority B – Transition Assistance**

Direct grants will be provided to schools, with priority given to regional and remote schools, to assist in their transition to the Direct Measure of Income capacity to contribute model for recurrent funding.

The purpose of this funding is to ensure schools can, at the very minimum, cover annual increases in operating costs. Funding will be monitored and adjusted annually by the CEO to take into account any changes to each school's Direct Measure of Income score.

- **Priority C – Special Circumstances Funding**

Supports schools and students impacted by special circumstances or in priority areas such as rural, regional and remote locations and areas affected by drought or other natural disasters.

- **Priority D – Strengthening outcomes for schools and educationally disadvantaged schools and students - *CESA Leaders of Learning initiative (2021 -2029)***

All CESA schools have been invited to participate in the *CESA Leaders of Learning* initiative. Direct grants are provided to schools to help support the appointment/nomination of a school-based Leader of Learning.

Leaders of Learning work in collaboration with the CEO to deliver a coherent and coordinated system-wide approach to strengthening student outcomes within their schools in the areas of student identity, literacy numeracy and pastoral care and wellbeing, aligned with CESA's key strategy documents.

A background to SACCS' activities for the Fund can be found in the SACCS Choice and Affordability Fund Agreement - Deed of Variation (signed 20 December 2021) which can be located on the Department's website.

Major achievements for 2022:

- CESA provided Regional Transition Assistance funding to 6 regional and remote schools.
- 100 schools nominated a 2022 Leader of Learning and received a direct grant to support this engagement. 2 schools did not elect to participate.
- Despite the continued disruption of COVID-19 on school communities, particularly in Semester 1, appointed *Leaders of Learning* worked in collaboration with CEO staff to improve their knowledge to be able to support staff within their own schools to deliver a coherent and coordinated system-wide approach to strengthening student outcomes.

Overarching Risk Management

Risk and Stakeholder Engagement	How the risk will be managed
<p>CESA has a single program – the ‘Leaders of Learning’ initiative. The key stakeholders for this program are all CESA schools who are invited and agree to participate.</p> <p>The main risk to this program are restrictions placed upon the education sector by State Government health authorities in relation to COVID-19. Namely the increased pressure on schools in being able to deliver professional development to improve student learning and wellbeing. In Semester 1, 2022 issues included staff and student absenteeism and density restrictions.</p> <p>In 2023 restrictions in South Australia have markedly eased however, with new variants possible, this is a space we will continue to monitor.</p>	<p>The Catholic Education Office has established a Critical Incident Response Team (CIRT) composed of the most senior leaders within the system. The purpose of this team is to meet regularly to assess and report on any critical incidents/issues/matters including COVID-19 and their associated impacts.</p> <p>The team communicate and take advice/feedback from internal, external or cross sector parties i.e. principals, government departments etc, to determine and recommend appropriate courses of action.</p> <p>Recommendations or directives are communicated to school principals and CEO staff via regular written circulars, webinars and electronic updates.</p> <p>This team is well equipped to manage any risks that may affect the CAF Leaders of Learning initiative.</p>

Financial Report

2022 Budgeted Funding and Actual Expenditure

Expenditure for 2022 by activity is outlined in the table below. Expenditure for 2022 by school is outlined in *Attachment A – CAF 2022 School Level Data Report*.

Activities/Initiatives	Expenditure type	Budgeted for 2022	Actual Spend in 2022
<u>A – Choice and Affordability</u>			
N/A	Centralised	\$0	\$0
	Distributed	\$0	\$0
<u>B – Transition Assistance</u>			
Regional Transition Assistance	Centralised	\$0	\$0
	Distributed	\$602,969	\$422,078
Metro Transition Assistance	Centralised	\$0	\$0
	Distributed	\$0	\$0
Total for Priority B	Centralised	\$0	\$0
	Distributed	\$602,969	\$422,078
<u>C – Special Circumstances Funding¹</u>			
Special Circumstances (Provision)	Centralised	\$100,000	\$0
	Distributed	\$0	\$0
<u>D – Strengthening outcomes for schools and educationally disadvantaged schools and students</u>			
East Adelaide Pilot Project 2020-2021 ²	Centralised	\$0	\$0
	Distributed	\$35,551	\$35,551
Leaders of Learning	Centralised	\$0	\$0
	Distributed	\$3,125,000	\$3,164,662
Total for Priority D	Centralised	\$0	\$0
	Distributed	\$3,160,551	\$3,200,213
<u>E – Student wellbeing and support</u>			
N/A	Centralised	\$0	\$0
	Distributed	\$0	\$0
Administrative costs		\$74,015	\$45,018
Total expenditure		\$3,937,535	\$3,667,309
Deferred funding		\$334,039	\$607,099

Schools' Use of Distributed CAF Funding

As per Section 49 – Choice and Affordability Guidelines 2020-2029, SACCS confirms that schools who received funding in 2022 have certified that distributed funding has been used for the purposes it was provided.

¹ Please note that in 2022 there were no calls for support from schools under Priority C Special Circumstances.

² The East Adelaide pilot project officially concluded in 2021. The actual expenditure reflected for this project in 2022 reflects a final grant payment made to one of the pilot schools to facilitate the extension of a key learning activity that was delayed due to COVID-19.

Expenditure Profile for 2023–2029

This table reflects the NGRB’s planned expenditure over 2023 to 2029 consistent with its CAF Agreement and, where applicable, its CAF Work Plan, with any variations outlined below.

	2023	2024	2025	2026*	2027*	2028*	2029*
NGRB’s total estimated funding allocation as advised by the department	\$4,421,079	\$4,553,711	\$4,690,323	\$4,831,032	\$4,975,963	\$5,125,242	\$5,278,999
NGRB’s estimated Regional Transition Assistance funding allocation as advised by the department	\$665,183	\$681,941	\$702,399	\$723,471	\$745,175	\$767,531	\$790,557
Accrued deferred funding from 2020, 2021 and 2022, to be carried forward to 2023	\$2,424,555						
Accrued interest earned on funds held in 2020, 2021 and 2022, to be carried forward to 2023	\$0						
NGRB’s planned expenditure for the relevant year	\$4,604,412	\$4,744,325	\$4,898,541	\$5,056,537	\$5,244,730	\$5,397,911	\$6,354,448
NGRB’s planned regional transition assistance expenditure for the relevant year	\$1,280,000	\$1,320,000	\$1,360,000	\$1,400,000	\$1,440,000	\$1,480,000	\$1,819,981
NGRB’s planned deferred funding for the relevant year to be spent in a future year	\$100,000	\$100,000	\$100,000	\$0	\$0	\$0	
Accrued deferred funding from the relevant year and previous years to be spent in a future year	\$2,241,222	\$2,050,608	\$1,842,390	\$1,616,885	\$1,348,118	\$1,075,449	

Reason for variations to Expenditure Profile

Two variations from previous expenditure profiles submitted include:

1. The amount of accrued deferred funding from 2020, 2021 and 2022 to be carried forward to 2023 is slightly higher than previously estimated. This is due to a decision to further defer a percentage of the Category B funding received in 2022 to future years. The distribution of Regional Transition Assistance Funding will be monitored and adjusted annually to take into account any changes to each school’s Direct Measure of Income score and Recurrent Funding to ensure these schools are adequately supported.
2. Subsequently, for the row titled ‘*NGRB’s planned regional transition assistance expenditure for the relevant year*’ there is an increase to the minimum amounts specified by the Department. The CEO has determined that the amount of financial support required by our regional and remote schools to transition to the Direct Measure of Income is significantly more than the minimum amounts provided by the Department from the Choice and Affordability Fund and has such, has adjusted the amounts to ensure these schools are adequately supported.

Activity Report

Activity/Initiative	Regional Transition Assistance
Priority	B – Transition Assistance

Activity Description

6 CESA remote and regional schools received Regional Transition Assistance to support their transition to the Direct Measure of Income for capacity to contribute.

Outcomes Achieved

Outcomes	Indicators of success
Remote and regional schools will be provided with clear communication and support from the Catholic Education Office in respect of the DMI capacity to contribute funding model.	Direct assistance in the form of distributed CAF grants provided to 6 remote and regional schools along with communication and support from the CEO School Funding Finance team.

Activity/Initiative	Leaders of Learning Initiative
Priority	D – Strengthening outcomes for schools and educationally disadvantaged schools and students

Activity Description

The Leaders of Learning initiative (2021 -2029) will support CESA schools to nominate/appoint a School-based *Leader of Learning* to work within their school to strengthen student identity, literacy numeracy and pastoral care and wellbeing. Leaders of Learning work closely with other members of the School Quality and Performance team to support the Principal and the staff to deliver a coherent and coordinated approach to strengthening student outcomes.

They engage with research-based learning about pedagogy and language that promotes high quality teaching and learning and builds a culture of high expectations for learners.

The Leaders of Learning assist in the collection and use of assessment and other data to develop strategies to strengthen student identity, literacy, numeracy and pastoral care and wellbeing.

School-based Leaders of Learning act as a key liaison point between a school's learning agenda and system strategic priorities with respect to learning. Catholic Education Office (CEO) System Coaches work directly with Leaders of Learning individually and as a group.

The school-based Leader of Learning provides in-situ professional learning for school staff.

Outcomes Achieved

Leaders of Learning Expected Outcomes 2021-2029	Indicators of success
<p>95 or more CESA schools continue to participate in the Leaders of Learning Project and will continue to receive funding from the Fund to allow for teacher release to deliver system wide literacy, numeracy and wellbeing strategies.</p> <p>Leaders of Learning will work closely with other members of the South Australian Catholic Education Office to support school staff to deliver a coherent and co-ordinated system wide approach to strengthening student outcomes.</p> <p>The Leaders of Learning will:</p> <ul style="list-style-type: none"> ○ Assist in the collection and use of assessment and other data to develop strategies to strengthen student identity, literacy, numeracy and pastoral care and wellbeing. ○ Provide in-school professional learning for school staff. <p>This professional learning will continue to focus on:</p> <ul style="list-style-type: none"> ○ Strengthening a student-centred culture in each school. ○ Building teacher capacity and skills in strengthening student identity, literacy, numeracy and belonging. 	<p>95 or more SACCS schools have a nominated Leader of Learning operating within their school and have had professional development in the system wide approach to literacy and numeracy.</p> <p>All Leaders of Learning are:</p> <ul style="list-style-type: none"> ○ Engaged in delivering the system wide literacy, numeracy and wellbeing strategies within their schools. ○ Supporting teachers in classrooms to build their capacity. <p>All schools will have a Quality and Performance Team operating in their school that is focused on meeting the current 2024 SACCS targets which will be renewed post 2024.</p> <p>Indicators Achieved for 2022</p> <p>In 2022, 100 CESA schools nominated a Leader of Learning and received a direct grant to support this engagement.</p> <p>Due to COVID-19 heavily impacting schools in Semester 1, professional learning opportunities were put on hold and recommenced in Semester 2.</p> <p>A snapshot of learning activities offered, delivered in both metropolitan and regional areas included:</p> <ul style="list-style-type: none"> ✓ Student and School Summary Report (SSSR) NAPLAN data interpretation ✓ Student <i>LearnWell</i> Wellbeing program ✓ Nationally Consistent Collection of Data (NCCD) moderation and resources ✓ Clarity Learning Suite (Dr Lyn Sharratt) Leaders Forum at the Adelaide Convention Centre with a focus on Literacy and Numeracy ✓ Australian Curriculum Familiarisation ✓ First Years of School Literacy and Numeracy Assessment (FYOSLA and FYONA) ✓ Purposes and Principles of Assessment ✓ PAT Data Analysis ✓ Performance Standards Development ✓ SEQTA (teaching and learning Customer Relationship Management (CRM) system and enterprise tool) <p>All schools have a Quality and Performance Team who engaged and met with system School Performance Leaders and Coaches in the latter half of the year.</p>

NGRB Annual Report Sign Off

This annual report is submitted in fulfillment of the annual report requirements in sections 50, 51 and 52 of the CAF Guidelines.

Name and Position of the person signing off on behalf of the NGRB: Dr Neil McGoran
Director

Date: 30 June 2023

CHOICE AND AFFORDABILITY FUND

Financial Performance Statement
For the Period 1 January to 31 December

	2021	2022
<i>INCOME</i>		
Prior income b/f	1,942,983	1,817,455
Grant income	4,147,158	4,271,574
Interest income	3,875	2,834
TOTAL INCOME	6,094,016	6,091,863
<i>EXPENSES</i>		
Audit fees	10,793	5,923
Consulting	39,259	0
Grant payments	3,965,400	3,622,291
Meetings and conferences	10,018	0
Promotional material	3,204	0
Resources	18,457	0
Staff costs	227,708	39,095
Telephone expenses	1,722	0
TOTAL EXPENSES	4,276,561	3,667,309
FUNDS CARRIED FORWARD	1,817,455	2,424,554

Note 1 Basis of preparation

The following paragraphs outline the basis of preparation for this Financial Performance Statement:

(a) Basis of Accounting:

The Financial Performance Statement (the Statement) has been 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 Choice and Affordability 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 presents fairly the funding received and expended in relation to the funding provided by the Commonwealth of Australia from the Choice and Affordability Fund under the requirements of the Choice and Affordability Fund Guidelines.

I certify that all funding received was expended in accordance with the Choice and Affordability Fund Guidelines.



Dr Neil McGoran
DIRECTOR, Catholic Education South Australia

Jun 22, 2023

Date



Independent Auditor's Report

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

Opinion

We have audited the Financial Statement of the funding provided by the by the Australian Government (the Commonwealth) under section 70, Part 5, Division 4 of the Australian Education Act 2013 (Cth) (the Act) to the South Australian Commission for Catholic Schools Inc (the Association).

In our opinion, the accompanying Financial Statement for the South Australian Commission for Catholic Schools Inc for the year ended 31 December 2022 is prepared, in all material respects, in accordance with the:

- i. Basis of preparation in Note 1; and
- ii. Choice Affordability Fund Guidelines (the Guidelines).

The *Financial Statement* comprises:

- i. Financial Performance Statement for the year ended 31 December 2022;
- ii. Note 1 on basis of preparation; 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 these requirements.

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 of Catholic Schools Inc. 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 and the Department of Education (the Department) and should not be used by or distributed to any other party.

We disclaim any assumption of responsibility for any reliance on this Auditor's Report, or on the Financial Statement to which it relates to any person other than the Association's committee members of the Association and the Department. Our opinion is not modified in respect of this matter.



Responsibilities of the Management for the Financial Statement

The Management of the Association is 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 Notes 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 of the Association 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

26 June 2023