

Queensland Catholic Education Commission

Annual Report 2017



CONTENTS

MESSAGE FROM THE CHAIR	2
ABOUT THE COMMISSION	4
Key Functions	4
Vision, Mission and Values	5
Members	6
REPORT FROM THE EXECUTIVE DIRECTOR	7
STRATEGIC PRIORITIES 2015 – 2017	9
STRATEGIC OBJECTIVES 2017	9
REPORT ON STRATEGIC OBJECTIVES 2017	
Supporting and coordinating the provision of quality Catholic education by school authorities	10
Community engagement, representation and advocacy	18
Stewardship of resources	22
FINANCIAL STATEMENT	28
Appendix 1: QCEC Secretariat Organisational Chart	30
Appendix 2: Queensland Catholic Schools Statistics 2017	32





MESSAGE FROM THE CHAIR



In accordance with its delegated responsibilities, in 2017 the Queensland Catholic Education Commission (QCEC) addressed a wide range of matters across its Strategic Priorities 2015-2017: *Supporting and coordinating the provision of quality Catholic education by school authorities; Community engagement, representation and advocacy; and Stewardship of resources.*

With the retirement of Bishop Joseph Oudeman OFMCap in March, we welcomed Bishop James Foley DD DPh (Leuven) to his first Commission meeting in May as the representative of the Bishops of Queensland. The Commission acknowledged the generous contribution to the work of the Commission of both Bishop Joseph and Dr Joan Conway, who completed her term as the representative of the Catholic Education Board, Diocese of Toowoomba in February. In December, Marie Radford was farewelled as the representative of the Townsville Diocesan Education Council. Marie was acknowledged for her longstanding contribution, not only to the Commission, but to Catholic education in Queensland.

The first half of the year saw intense public scrutiny on the funding of schools, with QCEC supporting the National Catholic Education Commission's negotiations with the Federal Government on its future funding policy.

The *Australian Education Amendment Bill 2017* was passed in June, with new funding arrangements to take effect from 1 January 2018. The National Catholic Education Commission (NCEC) worked with the Federal Department of Education and Training on a range of implementation matters, and QCEC played a key role as part of the NCEC negotiation team and in supporting data analysis.

In light of the new Federal funding arrangements, a review of group funding arrangements was completed by the QCEC Group Funding Strategic Taskforce. In October, the Commission endorsed the recommendations of the review report for group funding arrangements for 2018 and beyond.

In August, the Federal Government established a panel to undertake the *Review to Achieve Educational Excellence in Australian Schools*. The Panel, chaired by Mr David Gonski AC, was commissioned to examine evidence and make recommendations on how school funding should be used to improve school performance and student outcomes. This involved consultations with peak bodies across Australia and consideration of submissions from all interested parties. The final report is due to be provided to the Government by March 2018. QCEC has contributed strongly to the Review submission prepared by NCEC on behalf of all Catholic schools.

The Parliamentary Reception hosted by the Commission in May, provided an excellent opportunity for engagement with elected representatives on a wide range of issues. The reception was well attended by State Members of Parliament and Catholic education sector representatives, with both the Premier and the Minister for Education addressing the gathering.

Throughout the year, the Commission proactively promoted the position of the Catholic education sector with an emphasis on the unique qualities a Catholic education offers, as well as the importance of providing choice for parents. A number of resources to assist in stakeholder engagement were developed, including a brochure outlining QCEC's key priorities for the State election which was called in late October for 25

November, and resulted in the re-election of the Labor Government.

The Commission continued to build on existing policies and procedures and develop proactive approaches to student protection and wellbeing. Following the Non-State Schools Accreditation Board's endorsement of the *QCEC Model Student Protection Processes and Guidelines* in November 2016, QCEC provided Catholic School Authorities with practical assistance with documentation and training where requested.

In consultation with the QCEC Student Protection Reference Group, the Commission provided a submission to the Queensland Family and Child Commission Review of the Queensland Blue Card System. QCEC will continue to monitor the progression of recommendations of the Review Report relating to schools, Catholic School Authorities and registered teachers.

Throughout the year, the Commission provided 40 submissions on a range of issues in response to requests from the State and Australian Governments, and other government agencies and education authorities.

As part of the cyclic review of policy and position statements, in April, the *QCEC Aboriginal and Torres Strait Islander Education Policy* was reviewed and endorsed as a position statement. Following a review process completed in 2016, the Corporation of the Roman Catholic Bishops of Queensland formally approved the Commission's revised Constitution in March. Late in the year, the Commission endorsed its *Strategic Plan 2018-2020*. The Strategic Priorities and focus areas which reflect the Commission's delegated responsibilities under its Constitution, will guide the work of the Commission and Secretariat over the next three years.

I wish to express my sincere gratitude to my fellow Commission members, past and present, for their support and generous gift of time and talent in progressing this important ministry of the Catholic Church.

Hon Leneen Forde AC
Chair



ABOUT THE COMMISSION

The Queensland Catholic Education Commission (QCEC), is the peak body representing the interests of Catholic education in Queensland. QCEC holds a state-wide strategic role, focused on the coordination and advancement of Catholic education in Queensland.

Led by an independent Chairperson, the Commission consists of 16 members including the QCEC Executive Director, the Directors of the five Diocesan school authorities, and representatives of the Bishops of Queensland, the Leaders of Religious Institutes and other incorporated bodies with schools in Queensland, the Queensland Parents and Friends Federation and the Diocesan Catholic education councils and boards.

The Commission is supported by a Secretariat and draws on the wisdom and expertise within the sector through a series of committees, networks and working groups.

Catholic schools in Queensland are administered by five Diocesan School Authorities and 17 Religious Institutes and other incorporated bodies with schools in Queensland.



Key Functions

The Bishops of Queensland and the Leaders of Religious Institutes and other incorporated bodies with schools in Queensland, have delegated a number of responsibilities to QCEC including the following key functions:

- negotiate and distribute government funding to Catholic schools
- advocate and promote the position of Catholic education
- liaise with state and federal governments, partners and peak bodies, including the representative body for parents
- communicate and respond to state-wide issues
- provide advice on industrial relations matters, conduct independent investigations and lead enterprise bargaining processes in conjunction with and on behalf of Queensland Catholic school employing authorities
- facilitate state-wide collaboration in areas such as curriculum, information and communication technologies, Indigenous education, Religious Education outside Catholic schools, education for ministry and social justice matters
- research, collect and manage statistical, financial and educational information and data.



VISION, MISSION AND VALUES

Vision

Shaping the future through prophetic leadership in Catholic education.

Mission

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

Values

Integrity we value discernment and faithful stewardship of our responsibilities.

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

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

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

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

MEMBERS OF THE QUEENSLAND CATHOLIC EDUCATION COMMISSION



Hon Leneen Ford AC

Independent Chair



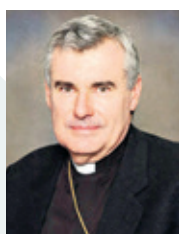
Dr Lee-Anne Perry AM

Executive Director



Mrs Carmel Nash

*Queensland Parents and Friends Federation
Deputy Chair*



Most Rev James Foley DD DPh (Leuven)

Bishops of Queensland



Br Neville Solomon FMS

Catholic Religious Australia (Queensland)



Dr Kerrie Tuite

Catholic Religious Australia (Queensland)



Ms Pam Betts

*Executive Director
Catholic Education, Archdiocese of Brisbane*



Dr Judith Mulholland

Catholic Education Council, Archdiocese of Brisbane



Dr Patrick Coughlan

*Executive Director
Catholic Schools, Diocese of Toowoomba*



Ms Leesa Jeffcoat AM

*Director
Catholic Education, Diocese of Rockhampton*



Professor Bobby Harreveld

Diocesan Education Council, Diocese of Rockhampton



Dr Catherine Day

*Executive Director
Catholic Education Office, Diocese of Townsville*



Ms Marie Radford OAM

Diocesan Education Council, Diocese of Townsville



Mr Bill Dixon

*Executive Director
Catholic Education, Diocese of Cairns*



Mr Kevin Garland

Diocesan Education Board of Governance, Diocese of Cairns

Vacant

Catholic Education Board, Diocese of Toowoomba

REPORT FROM THE EXECUTIVE DIRECTOR



In 2017, Catholic schooling in Queensland continued to expand, with the opening of St Clare's Primary School and kindergarten, Yarrabilba, and McAuley College, Beaudesert. The total number of children being educated in Queensland Catholic Schools in 2017 increased to 147,178, including 11,304 new students in Prep, which from 2017 is a compulsory full-time year of schooling. 19,000 teachers and staff also commenced the year at one of 302 Catholic schools across the State.

While future school funding was a key consideration for all education sectors, throughout the year the Commission also addressed a wide range of ongoing and emerging matters across the education landscape, including senior assessment and tertiary entrance, as preparations continued for the introduction of the new assessment and tertiary entrance system for Year 11 students in 2019. QCEC also worked collaboratively at the national, state and sector level to participate in the transition to NAPLAN Online.

A number of business assurance projects and matters were also addressed in relation to the

capital program, including the completion of the capital post-occupancy review process and changes to the governance of the program.

A more detailed account of the Commission's considerations of these and other significant matters is provided in the following sections of this report.

Extensive consultation and collaboration with Catholic School Authorities and key stakeholders continued through the Commission's 25 committees, subcommittees, taskforces, reference groups, working groups and networks. The efficiency and flexibility for participation in these meetings was enhanced through the increased use of advanced video conferencing systems.

QCEC also supported Catholic School Authorities in providing quality Catholic education through a number of workshops, forums and symposia focusing on a broad range of topics including High Potential Learners; Vocational Education and Training; Early Childhood Spirituality for Kindergarten Teachers; Nationally Consistent Collection of Data; NAPLAN Online; Trade Training Centres; Teacher Capability; Cybersafety and Student Wellbeing; Student Protection; Payroll; and Enterprise Bargaining matters. These gatherings were well received, with high participation rates from across the State.

In late July, this year's Catholic Education Week theme, *Sharing the Journey*, resonated in Catholic education communities throughout the State. For the first time, the official launch was held outside Brisbane, at St Andrew's Catholic College, Redlynch in the Cairns Diocese. This was a wonderful occasion to highlight the opportunities Catholic education provides, and to acknowledge the recipients of the Spirit of Catholic Education Awards.

As the year came to a close, work commenced on the relocation and refurbishment of the Commission's Secretariat office to the third floor of Penola Place at 143 Edward Street. The project, due for completion in May 2018 will provide Secretariat staff with a modern and more flexible work environment.

Many representatives of church, government and education sectors provide invaluable support for the work of the Commission in various forums, and for this I am most grateful. In particular, I thank Archbishop Mark Coleridge, the Bishops of Queensland and the Leaders of Religious Institutes



and other incorporated bodies with schools in Queensland; the Hon Anastacia Palaszczuk MP, Premier of Queensland; the Federal and State Ministers for Education the Hon Simon Birmingham and the Hon Kate Jones and the Shadow Minister for Education Ms Tracy Davis; Dr Jim Watterston, Director-General Department of Education and Training; Ms Patrea Walton, Deputy Director-General, State Schools; and Mr David Robertson, Executive Director Independent Schools Queensland. I look forward to working with the new Minister for Education, the Hon Grace Grace in 2018.

I am also grateful for the support and collegiality of those with whom I work most closely in the Catholic education sector, the Hon Greg Crafter

AO, Chair and members of the National Catholic Education Commission; Diocesan Directors of Catholic education in Queensland; and Mrs Carmel Nash, Executive Director Queensland Federation of Parents and Friends.

Finally, my sincere thanks to Commission Chair, the Hon Leneen Forde AC, fellow Commission members and the QCEC Secretariat staff, for the loyalty, hard work and professionalism they bring to their roles, to ensure quality and equitable outcomes for the students in our schools.

Dr Lee-Anne Perry AM
Executive Director

STRATEGIC PRIORITIES 2015 – 2017

Strategic Priority	Strategic Objectives 2017
 <p data-bbox="331 842 624 1014">Supporting and coordinating the provision of quality Catholic education by school authorities</p>	<ul data-bbox="831 622 1422 1126" style="list-style-type: none">• To implement and respond to the developments in curriculum at national and state level, including assessment and reporting• To support the development of a national Religious Education framework and the integration of Religious Education, faith formation and a Catholic perspective across the general curriculum• To support the implementation of best practice in student protection and wellbeing• To facilitate appropriate access to data and analytical tools for the purposes of accountability and the support of school authorities• To work for and promote equitable access, development and utilisation of technologies to support learning, teaching and collaboration
 <p data-bbox="331 1413 536 1552">Community engagement, representation and advocacy</p>	<ul data-bbox="831 1193 1406 1686" style="list-style-type: none">• To articulate and communicate the evangelising mission of the Catholic school in an ever changing societal, governmental and Church context• To engage with stakeholders to provide strategic leadership, research and advocacy to enhance educational provision and explore new models of schooling for young people, especially those in emerging or at risk educational contexts• To facilitate ongoing dialogue between QCEC and school authorities to monitor, support and respond to the emergence of new governance and advisory structures for schools• To develop a position on the place of kindergarten and childcare within the Queensland Catholic educational environment
 <p data-bbox="331 1962 504 2022">Stewardship of resources</p>	<ul data-bbox="831 1753 1414 1984" style="list-style-type: none">• To identify the resourcing needs of stakeholders to promote the equitable and just distribution of funds• To work strategically with government to maximise resourcing for current and future needs including new school provision• To collaborate in the formation and development of a workforce for Catholic education

REPORT ON STRATEGIC OBJECTIVES 2017





Strategic Priority 1: Supporting and coordinating the provision of quality Catholic education by school authorities

To implement and respond to the developments in curriculum at national and state level, including assessment and reporting

Australian Curriculum

Catholic School Authorities taught, assessed and reported on the key learning areas of the F-10 Australian Curriculum according to their implementation plans. The Queensland Curriculum and Assessment Authority (QCAA) K-6 Curriculum and Assessment Committee provided the avenue for state level discussion of topics including review of QCAA's K-12 Understanding Assessment document; professional learning to support implementation of Technologies, The Arts and Health & Physical Education curriculum; and NAPLAN Online activities. The Australian Curriculum, Assessment and Reporting Authority (ACARA) Curriculum Directors meetings enabled jurisdictional input at the national level on the Australian Curriculum. ACARA trialled National Literacy and Numeracy Learning Progressions in 2017. Eight Catholic schools in Queensland participated in the trial which required undertaking two school-based tasks and providing feedback.

QCEC submitted a Monitoring the F-10 Australian Curriculum report based on feedback from Catholic School Authorities on the areas of student diversity and cross-curriculum priorities.

QCEC supported the implementation of the Australian Curriculum: Technologies with associated resources and activities from the national and state level including the Digital Literacy School Grants program, Digital Technologies Hub and the Premier's coding competition.

Senior Assessment and Tertiary Entrance Processes

QCEC was represented on key state-wide consultation groups including the Senior Secondary Assessment Ministerial Taskforce.

The QCAA Year 7 - 12 Curriculum Assessment and Certification Committee provided the formal

QCAA channel for consultation on changes to syllabuses and assessment. The QCEC Senior Assessment and Tertiary Entrance (SATE) Taskforce, convened to proactively and reactively advise the Commission on matters associated with the implementation of the new system, met on six occasions in 2017 with two face-to-face full day meetings where input was provided by the Queensland Curriculum and Assessment Authority (QCAA) and the Queensland Tertiary Admissions Centre (QTAC) representatives. Members considered topics on syllabus development; the development of the Queensland Certificate of Education (QCE) and the Queensland Certificate of Individual Achievement (QCIA) Handbook; the provision of professional learning by QCAA; and resource development by both QCAA and individual Catholic School Authorities. The SATE Taskforce provided feedback to QCAA on various sections of the QCE and QCIA Handbook and QCEC coordinated responses to QCAA consultations on senior syllabus documents. QCEC also developed and distributed Senior Assessment and Tertiary Entrance updates to Catholic School Authorities.

The QCEC representatives on the QCAA Learning Area Reference Groups (LARGs) participated in regular teleconferences and were an effective conduit of information in the QCAA syllabus development process.

QCEC coordinated Catholic school representatives for the QCAA Senior Assessment and Tertiary Entrance (SATE) ICT School Reference Group.

Vocational Education and Training

The QCEC Vocational Education and Training (VET) and Vocational Learning Network met on five occasions. Feedback was provided to the Australian government's Career Education Strategy, the Queensland government's Advancing Skills for the Future Strategy and the VET section of the QCAA's QCE and QCIA Handbook.

Research, resources and practices in relation to planning for new senior systems and new VET audit model were shared, planning for the VET Symposium and Trade Training Centre (TTC) Forum was undertaken, and advice on the VET in School budget elements and distribution was provided.

The two-day 2017 VET Symposium centred around the theme *VET and vocational learning for student success* and was attended by around 90 delegates. In keeping with the theme, presentations and

workshops focused on latest research and evidence-based practice. Delegates had the opportunity to hear the latest developments in VET and related education reforms from the State and Commonwealth governments, Queensland Tertiary Admissions Centre (ATAR calculations) and Queensland Curriculum and Assessment Authority (QCAA). Principals, Careers Advisor and University representative led panel discussions and delegates were able to build on their networks.

The 2017 Trade Training Centre Forum was held over two days and was attended by almost 60 delegates. The theme of the forum was *Sharing Practice and Moving Forward*. Day One of the Forum incorporated keynote presentations that provided data and the most recent research and thinking around skills-based training. Workshop choices enabled delegates to work in small group settings to build networks and future opportunities for collaborative actions. Day Two provided opportunities for participants to visit industry or training sites with a focus on the impact of technology and future trends in skills delivery.

Science, Technology, Engineering and Mathematics

The Science, Technology, Engineering and Mathematics (STEM) Cross-Sector Reference Group was set up by the Queensland Department of Education and Training to provide assistance, direction and support to promote STEM initiatives in schools, and support and promote the aims of the STEM strategy. There is increasing international, national and state attention on STEM which has resulted in a wide range of initiatives being offered from many different sources.

There were four meetings during the year. Activities and events concentrating on STEM promotion, resourcing and professional development for teachers and students were shared at these meetings by various industry, school sector and university representatives. These activities and events were communicated to Catholic School Authorities through QCEC Education Updates and the QCEC ICT Network. Many Catholic schools across Queensland took advantage of opportunities for teachers and students to participate in STEM related competitions and events.

QCEC provided support for a range of STEM related initiatives such as Commonwealth Scientific



and Industrial Research Organisation (CSIRO) STEM workshops and the Australian Digital Technologies Challenges. The Queensland Catholic sector also accessed the Digital Technologies Massive Open Online Courses and participated in the Digital Literacy School Grants programs. QCEC participated in the Australian Computer Society Queensland Education Round Table event that focused on current challenges to Queensland and Australian ICT skills pipeline, implementation of the new Digital Technologies curriculum and how to encourage students to choose IT subjects.

NAPLAN Implementation

The QCEC National Online Assessment Taskforce coordinated a range of activities associated with NAPLAN Online, including the identification of transitioning schools and access to cross-sectoral training sessions on the use of the platform delivered by the Queensland Curriculum and Assessment Authority. In addition, 54 Catholic schools were involved in the School Readiness Test and three Catholic schools were involved in the Platform Readiness Test during the year. QCEC also provided support for the development of the national non-government NAPLAN Online Privacy Undertaking and related Privacy Compliance Manual updates through the National Catholic Education Commission. QCEC engaged in project activities with various working groups at the national and state level including the Queensland Online Assessment Working Group.

To support the development of a national Religious Education framework and the integration of Religious Education, faith formation and a Catholic perspective across the general curriculum

Religious Education and Faith Formation

The QCEC Faith Formation and Religious Education (FFRE) Network provided feedback to the National Catholic Education Commission (NCEC) Faith Formation and Religious Education Standing Committee on the draft Framing Paper: *Religious Education in Australian Catholic Schools*. The QCEC network also provided feedback on a comparison of NCEC's *A Framework for Formation for Mission in Catholic Education* with QCEC documents for Commission noting. The comparison showed good alignment between existing QCEC documents on formation and the NCEC document.

A draft *Mission of Catholic schools in Queensland* document was developed using feedback from the last two QCEC colloquiums and the FFRE Network. The document was prepared for consideration by the Commission for endorsement in 2018. The document is intended to provide a resource to aid review and reflection on the purpose of Catholic education and its difference from other types of schooling in Queensland. The document is also of assistance in clarifying the purpose of Catholic education to other bodies with whom the Commission relates, as well as being a touchstone for Catholic School Authorities.

The FFRE and the QCEC Student Wellbeing Networks are sharing information on how to respond to relationships, sexuality and diversity with a Catholic perspective to support teachers in their implementation of the curriculum.

To support the implementation of best practice in student protection and wellbeing

Student Protection

During 2017, a key priority was the broad adoption of the QCEC Model Student Protection Processes and Guidelines by Catholic School Authorities. The model processes set out the requirements for mandatory student protection reporting in schools and how to comply with these. The processes were endorsed by the Non-State Schools Accreditation Board as aligning with legislative requirements, and their implementation will promote increased clarity of understanding and approach, as well as consistency in fulfilling all reporting obligations in the area of student protection.

The QCEC Student Protection Reference Group continued to operate throughout 2017 as a forum and conduit for the development, coordination and dissemination of student protection information and policy across Catholic School Authorities. Issues addressed during 2017 included:

- Blue Card and Foster Care Review
- Interviews of Students on School Premises
- Consultation on a Reportable Conduct Scheme
- School Facilities Design for Safety
- Child Protection Legislation Amendments
- Trauma Aware Schooling

- Changes to Queensland College of Teachers Discipline Requirements
- Student Protection Data Collection
- Integrated Online Reporting Systems.

The annual Student Protection In-Service Day was held on 19 May, with the theme *Student Protection in Practice*. Speakers from the Berry Street Childhood Institute, Queensland Police Service, Family and Child Connect, Catholic Education and the Department of Communities, Child Safety and Disability Services provided attendees with constructive and realistic advice and input on the practicalities and complexities of child protection in action.

Throughout 2017, QCEC continued to proactively engage with a range of stakeholders and issues, including participating in the Department of Education and Training Student Protection Working Group, the Joint Agency Steering Committee chaired by the Queensland Family and Child Commission, and via the provision of written submissions addressing proposed legislation changes and government policy initiatives.

Royal Commission

A significant aspect of the work in the areas of governance and student protection in 2017 was monitoring and responding to developments arising from the Royal Commission into Institutional Responses to Child Sexual Abuse. As the Royal Commission published particular discussion or position papers, summary briefs were prepared for the Commission and circulated to Catholic School Authorities via the Student Protection Reference Group.

The final report of the Royal Commission was handed down on 15 December 2017 and included a range of recommendations impacting on school operations. These include principles for making institutions safer for children, oversight from school accrediting bodies, increased coordination of teacher registration processes and a greater focus on safety in boarding schools. A number of these recommendations will require further actions by Federal and State Governments, and QCEC will continue to work cooperatively to ensure the successful implementation of proposed changes. Informed by the recommendation of the Royal Commission, work will continue throughout 2018 to further enhance the Commission's approach to student protection and the relevant governance arrangements which support this.



Cyber Safety and Student Wellbeing

With the assistance of funding provided through the Office of the eSafety Commissioner, QCEC presented two days of coordinated professional learning in the areas of cybersafety and child and adolescent mental health and wellbeing. The professional learning included eight hours of funded online safety program accredited by the eSafety Commissioner and delivered by Brett Lee, interspersed with related issues of student wellbeing, brain development and image development delivered by Professor Donna Cross (Winthrop Professor at the University of Western Australia).

The program included sessions on Embracing the Online World – Understanding and Managing Risk, Student Wellbeing – Getting the Right Balance, Strategies to Address Sexting, Engaging the Parent Community, as well as sessions tailored specially to primary and secondary schools.

More than 85 delegates from Catholic and Independent Schools attended the two-day forum.

In addition to the 26 Catholic schools represented at the QCEC Cybersafety and wellbeing forum, four schools from the Toowoomba Diocese elected to run individual eSafety programs in their school.

To facilitate appropriate access to data and analytical tools for the purposes of accountability and the support of school authorities

Data Collection and Management

NAPLAN

All available 2017 NAPLAN data for the schools in each Diocesan education office was distributed to nominated contacts in a timely manner for their analysis.

Nationally Consistent Collection of Data on Students with Disability

Catholic School Authorities submitted student numbers for the national data collection. Analysis of the data and the impact on Federal funding in 2018 was shared with Catholic School Authorities through the Inclusive Education Network and the R/PIJ schools network.

VET Strategies and Outcomes

Schools submitted VET strategies and outcomes, and work experience survey data for inclusion in the yearly VET Report of Outcomes of Strategic Priorities, for the VET in Schools Funding received from the Queensland Department of Education.

Year 12 Outcomes

Provisional and final Year 12 Outcomes data was distributed to nominated contacts in a timely manner. High level analysis of these outcomes was presented to QCEC and various relevant Catholic School Authority network meetings.

Next Step Destination

Catholic sector and Diocesan reports for the Next Step Destination 2016 survey were distributed to Catholic School Authorities for their analysis.

CEnet

QCEC facilitated support for participating regional Queensland dioceses to access selected datasets provided by QCEC through the CEnet data warehouse.

To work for and promote equitable access, development and utilisation of technologies to support learning, teaching and collaboration

QCEC ICT Infrastructure

A number of IT initiatives were undertaken by QCEC to broaden its collaboration capabilities with Catholic School Authorities and other stakeholders, and to improve accessibility and the ease of use of these tools. For example, a new video conferencing solution, 'Zoom', allows virtually any internet connected device to participate in a conference without requiring specialised equipment.

QCEC has also completed works to migrate email and financial systems to cloud based services such as Microsoft Office 365, and will complete a project to implement a cloud based document management system early in 2018. Not only does this reduce operational risk, it also provides a solid and accessible platform for sharing documents and other files to work on collaboratively with external stakeholders.

Digital Education Initiatives

QCEC supports the Catholic sector in leveraging digital education initiatives and utilising resources from a broad range of organisational entities. This includes access to ICT hardware and software agreements, National Broadband Network (NBN) school site connections, online digital curriculum resources as well as data exchange mechanisms through the National Schools Interoperability Program.



REPORT ON STRATEGIC OBJECTIVES 2017





Strategic Priority 2: Community engagement, representation and advocacy

To articulate and communicate the evangelising mission of the Catholic school in an ever changing societal, governmental and Church context

Communications and Public Relations

Media

Three key issues dominated QCEC's media activity in 2017:

- concerns around the implementation of NAPLAN Online testing
- Federal school funding proposals and the subsequent impact on fees in Catholic schools
- education priorities in the Queensland State election campaign.

Media statements and interviews covered these issues, and materials were also developed to support Catholic School Authorities in dealing with local media on these topics.

The QCEC Secretariat provided media advice and support to a number of individual schools during the year to deal with emergent issues.

Social Media

QCEC continues to develop its presence in social media and during 2017 focused on Facebook and Twitter with the aim of engaging new audiences. Facebook, in particular, has demonstrated steady growth through 2017 and has supported information campaigns around school funding and the State election.

Catholic Education Week

Catholic Education Week 2017 was held from 23 to 29 July with the theme *Sharing the Journey*.

For the first time, the launch of Catholic Education Week was held outside Brisbane, hosted by the Diocese of Cairns at St Andrew's Catholic College, Redlynch. The event provided an exciting opportunity to involve more than 800 students representing all schools in the Diocese. The launch was centred on the celebration of Mass led by Archbishop Mark Coleridge, highlighting the pivotal place of faith in Catholic schools.

The launch event also provided a showcase for those who make an outstanding contribution to Catholic education. The Spirit of Catholic Education awards were presented to seven recipients from across the State. The 2017 recipients were:

- Dr Peter Webb, Chisholm Catholic College, Cornubia
- Ben Smith, Mount St Bernard College, Herberton
- Sr Lyn Freestone, St Joseph's Catholic School, Cloncurry
- Sr Mary Stallard, Catholic Parish of Bundaberg (now deceased)
- Fr Ray Crowley, St Saviour's, St Mary's and St Joseph's Colleges, Toowoomba
- Anthony Young, St Laurence's College, South Brisbane
- Coral Way, Catholic Education Office, Diocese of Rockhampton (Aunty Joan Hendriks Reconciliation Award)

Catholic Education Week provided an opportunity for schools across Queensland to reflect on the unique mission and ethos of Catholic schools. Schools celebrated their achievements but also reached out to their communities through a range of activities including Parents and Grandparents Days, community picnics, visits to aged care facilities and fundraising activities to help those in need.

The Commission is grateful to the sponsors of Catholic Education Week—QT Mutual Bank, Australian Catholic Superannuation Retirement Fund, and the Australian Catholic University—for their generous support.

To engage with stakeholders to provide strategic leadership, research and advocacy to enhance educational provision and explore new models of schooling for young people, especially those in emerging or at risk educational contexts

Vocational Education and Training and Vocational Learning

A number of scholarships and assistance programs were promoted to Catholic School Authorities including the Australian Government's Rural and Regional Enterprise Scholarship Program and Beyond School Study Guide, providing government assistance information and Country Education Foundation of Australia 2018 Scholarship Guide.

The VET Pathways Cross-Sector Reference Group met four times during the year to focus on opportunities for Aboriginal and Torres Strait Islander students and students in remote and regional areas.

The Queensland Government's Gateway to Industry Schools Program (GISP) has provided

opportunities for schools in remote and regional areas to connect and partner with various industry groups.

Nationally Consistent Collection of Data on Students with Disability

In May, 44 staff from Diocesan authorities and Religious Institute/PJP schools across Queensland participated in the Day Towards Consistency of Data for NCCD at the ACU Leadership Centre with presenter Claire Menage. Claire is a Learning Support Coordinator in a large multi-campus regional Victorian Catholic secondary college and a research assistant with a team of academics developing NCCD moderation resources for Australian schools.

The moderation process (understanding moderation and key principles) was explored with participants before exposing them to an NCCD moderation which could easily be adapted in schools using sample case studies. Participants provided positive feedback and suggestions for future forums.

National Disability Insurance Scheme

QCEC continues to participate in cross-sector discussions around the roll out of the National Disability Insurance Scheme (NDIS) and the potential impact for schools. The NDIS continued to be rolled out across the State, with three main areas of concern for the school education sector – personal care, transport and specialist access to students during school hours. Maintaining good communications with parents and the local community was noted as essential to a smooth transition.

Inclusive Education Network

The QCEC Inclusive Education Network was initiated to facilitate collaboration and provide expert input and advice on meeting the diverse needs of students, especially those with disability. The Network convened via videoconference four times during 2017 and provided advice and support to the Commission in preparing submissions, feedback and reports on inclusive practices. The main areas of focus included the Nationally Consistent Collection of Data, the National Disability Insurance Scheme implementation, and the State Government review of the State School Students with Disability program.

High Potential Learners

The High Potential Learners Forum hosted by QCEC in April, provided an opportunity for staff in schools and Diocesan offices to share their experiences and develop a clearer understanding of the nature of high potential learners and how best to support them in schools.

There were 49 participants in attendance on the day, and another 30 participants joined via video conferencing for the guest speaker's address in the first session. Very positive feedback was received in response to the day.

Aboriginal and Torres Strait Islander Education

In October, QCEC provided a briefing and submission to the Parliamentary Committee Inquiry into measures to support the retention of Aboriginal and Torres Strait Islander students to Year 12, and students' attainment of a Queensland Certificate of Education. This Committee was dissolved shortly thereafter when the government went into caretaker mode pending elections.

The QCEC Aboriginal and Torres Strait Islander Network facilitates collaboration between Catholic School Authorities on matters related to Aboriginal and Torres Strait Islander education and provides expert input into QCEC submissions. The Network met four times via videoconference during the year, to focus on issues in Aboriginal and Torres Strait Islander education, including Deadly Kids Deadly Futures action plan, pending review of the National Aboriginal and Torres Strait Islander Strategy, and the parliamentary consultation on remote Indigenous secondary students' access to boarding schools.

To facilitate ongoing dialogue between QCEC and school authorities to monitor support and respond to the emergence of new governance and advisory structures for schools

Governance

Working through the QCEC Governance Network, a broad range of school governance issues and developments were addressed throughout 2017. The year saw significant legislative and regulatory changes and given the strategic importance of achieving thorough compliance and accountability, appropriate school governance arrangements remain a priority.

Particular issues dealt with by the Governance Network in 2017 included:

- Mandatory Data Breach Notification
- QCEC Risk Management Framework
- changes to the NCEC Privacy Manual and School Collection Notices
- government funding and accountability
- enactment of and amendments to relevant state and federal Legislation
- updates on the Royal Commission into Institutional Responses to Child Sexual Abuse
- changes to school accreditation processes from 2018
- complaints management
- governance and compliance policy library.



To develop a position on the place of kindergarten and childcare within the Queensland Catholic educational environment

Early Childhood Education and Care (Kindergartens)

The QCEC Kindergarten Working Group's key purpose is to assist the Commission in its role as a Central Governing Body for Kindergartens on Catholic school sites. The Group met four times in 2017, with one special purpose face-to-face meeting. Discussions occurred on a range of matters pertaining to the operation of kindergartens, including legislative changes, assessment and ratings processes, support for children with additional needs, and continuity of learning across settings. A professional learning session on spirituality in the early years was presented to kindergarten teachers working in three delegated Catholic agencies.

A review of kindergarten transition statements provided a catalyst to examine the relationship between kindergartens and Catholic schools. A presentation to the Queensland Catholic Primary Principals Association on the governance, funding, curriculum and legislation of kindergarten led to the development of a Kindergarten Communications Strategy. A planning day for members of the Kindergarten Working Group, facilitated by Maree Lacey (QCEC, Communications and Marketing Manager), resulted in the development of five key messages to help build stronger relationships between the kindergarten and school setting, and support Catholic principals to proactively engage with early childhood education services in their communities.

REPORT ON STRATEGIC OBJECTIVES 2017



3.



Strategic Priority 3: Stewardship of resources

To identify the resourcing needs of stakeholders to promote the equitable and just distribution of funds

Australian Government Funding

The Australian Government provided \$1.296B in recurrent funding to Queensland Catholic schools in 2017 through three different funding programs.

The majority of Australian Government funding is provided through the *Australian Education Act 2013*. In May 2017, the Government introduced an amendment to the Act that changed transitional arrangements and some parameters used in calculating Australian Government funding.

The Queensland Catholic system will receive an average per student general recurrent funding growth of 3.5% per annum over the next six years to 2023.

Queensland Government Funding

The Queensland Government provided \$414M in recurrent funding to Queensland Catholic schools in 2017 through 16 different funding programs.

Group Funding

Commencing in 2001, Group Funding facilitates the state-wide distribution of Australian Government general recurrent funding to Queensland Catholic schools.

The 2017 review of Group Funding instigated by the Commission, focused on a strategic review of the current Group Funding practices. The review was conducted by the Group Funding Strategy Taskforce established by the Commission.

The Taskforce made recommendations to the Commission for the period 2018-2023 which were accepted, with the new Group Funding Guidelines approved for use from 2018-2023.

Under the Group Funding Guidelines 2018-2023, every school will transition from their 2017 Australian Government funding level, to 80% of the Schooling Resource Standard for that school by 2023.

Capital Programs

The Commission recommended 24 schools to the respective Education Ministers seeking funding

assistance for the 2017 capital round. The total value of grants recommended was \$83.95M. The relevant Ministers subsequently approved the recommendations.

Capital Review

Both the Australian and State governments provide significant capital funds to assist Catholic schools deliver educational facilities. This funding comes with accounting and governance requirements. In order to be satisfied with current procedures, the consulting firm Bentleys was commissioned to undertake a review. The review confirmed that the QCEC was meeting its legislative accountabilities. However, it also recommended improvements in some areas of governance be considered by the Commission.

The Commission endorsed all recommendations and is progressively addressing each recommendation.



Business Assurance

Capital Post Occupancy Reviews

The Queensland Government requested that QCEC conduct post-occupancy reviews of all projects approved in the five years from 2010 to 2014 inclusive, to ensure that these projects were completed or are proceeding as approved.

Over the last five years, approval was granted for 237 capital projects at 170 schools or kindergartens. To assess the compliance of these projects, QCEC developed and documented a formal post-occupancy review process. This process was itself reviewed and endorsed by PKF Hacketts Audit.

QCEC then developed a two-year audit schedule, taking into account the size of the approved projects, overall cost, complexity and location.

QCEC has now completed post-occupancy reviews at all schools and kindergartens for all 237 projects. The post-occupancy reviews have identified that, with a very small number of exceptions, our Catholic schools complied with the project description for each of the projects completed.

As part of our commitment to continual improvement, QCEC is confident that enhanced processes now in place, including the review and approval of plans prior to releasing such plans for tender, the review of supporting documentation prior to the release of payments and similar annual audits of capital grants to be performed as part of future projects, will minimise the risk of non-compliance errors occurring.

Audit and Risk Management

During 2017, three meetings of the Audit and Risk Management Committee (ARMC) were held. One of the major achievements in 2017 was the development of QCEC's Risk Management Framework and associated policies and procedures. This was made possible through expert advice and input of ARMC members into the development of this significant piece of work.

School Transport Reference Committee

The Non State Schools Transport Assistance Scheme (NSSTAS) is a joint initiative of Independent Schools Queensland and the Queensland Catholic Education Commission. This Scheme is administered by QCEC on behalf of all non-state schools in Queensland. It is acknowledged that over \$5.9 million in funding



was provided by the Queensland Government with the assistance of the Department of Education and Training.

For NSSTAS, QCEC has implemented a major computer systems upgrade, enabling a more streamlined payment process for parents as well as schools who apply on behalf of parents. Over 96% of eligible parent applications were paid within one week of the semester close. More than 7,000 student applications were funded by the Scheme in 2017.

To work strategically with government to maximise resourcing for current and future needs including new school provision

Political Advocacy

Working closely with the Political Advisory Committee, in 2017 the Commission undertook a number of strategic communications and advocacy activities to best position Catholic education in terms of future resourcing and funding needs, with particular focus on the State election.

Parliamentary Reception

QCEC held a Parliamentary reception in May to facilitate engagement with State Members of Parliament about Catholic education. The event was attended by the Premier, Education Minister, Opposition Leader and Shadow Education Minister, as well as numerous State MPs, school

principals, clergy and staff from education authorities.

The event also provided an occasion for the launch of a short video produced by the QCEC Secretariat to highlight the key features of Catholic education and point towards some of the key issues going forward.

Political meetings

The Executive Director meets regularly with the Minister and Shadow Minister, but during 2017 further strategic meetings with Members of Parliament, including those on the cross-bench, were held to inform them about issues of concern to the sector. Meetings were held with members from all parts of the State and from all parties represented in the Parliament.

Queensland Election Campaign

The Secretariat developed a series of campaign materials highlighting key issues for Catholic education in the election context. Issues including capital and recurrent funding, kindergarten access and improving teacher capability were highlighted through videos, newsletter inserts, brochures and social media posts. QCEC also engaged directly with candidates. Three rounds of mail and email information were sent to just under 400 candidates. QCEC Facebook posts reached 10,250 people over the four weeks of the campaign and videos had more than 1,400 views.



To collaborate in the formation and development of a workforce for Catholic education

Teacher Capability

The present State government initiative Teacher Capability that promotes excellence in teaching and supports the development of a high achieving workforce comes to an end in 2017-18. Catholic School Authorities used this significant funding opportunity to make a difference to student learning.

The 2017 Catholic School Authorities' plans focussed on gathering evidence that demonstrated impact of their implemented projects on student learning. Decisions about how to measure impact and the processes to be implemented to achieve impact have been vital to achieving successful outcomes that are sustainable and transferable.

The QCEC Evidence Informed Action symposium provided an opportunity for 62 leaders of learning and teaching and professional development to come together to learn from a range of presenters across initiatives, schools and sectors. The day examined the question: *Is what we are doing having a significant impact on student learning and how do we know?*

Tanya Vaughan from Social Ventures Australia led a keynote session on how to build and share evidence with the Teaching and Learning Toolkit and the use of the Impact Evaluation Cycle and resources developed in partnership with the Australian Institute for Teaching and School Leadership, to help educators implement a whole-school approach to effective feedback.

Participants chose four workshops from 13 "sharing practice" presentations, as well as hearing from the other education sectors in Queensland: *Accelerating School Improvement*

- Education Queensland presented by Leanne Nixon, Assistant Director General (State Schools - Performance) and *Evaluating the impact of professional learning* presented by Independent Schools Queensland, Josephine Wise, Director (Education Services) and Suzanne Jessen, Manager, (Teacher Quality).

Workplace Relations

The QCEC Workplace Relations Team continued to provide operational and strategic industrial relations, employee relations and HR services to Queensland Catholic School Authorities during 2017.

The implementation of initiatives negotiated during the EB8 process were a key focus and included:

- negotiation of a new Teacher Classification structure
- negotiation of working conditions providing greater flexibility for employees and employers in Flexible Learning Centres
- development of protocols for school-related electronic communication
- Transition to E5 and E6 levels of the Teacher classification structure.

The Workplace Relations Team provided advocacy services while representing Catholic School Authorities in Fair Work Commission conferences and hearings, as well as during dispute resolution, workplace restructuring and workplace investigations.

The establishment of the QCEC Workplace Relations Network and the QCEC Workplace Relations Committee during 2017, provided an overarching governance framework that informed operational and strategic Workplace Relations policy within Queensland Catholic schools.

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FINANCIAL STATEMENT

Statement of Profit or Loss and other Comprehensive Income for the period ended 31 December 2017

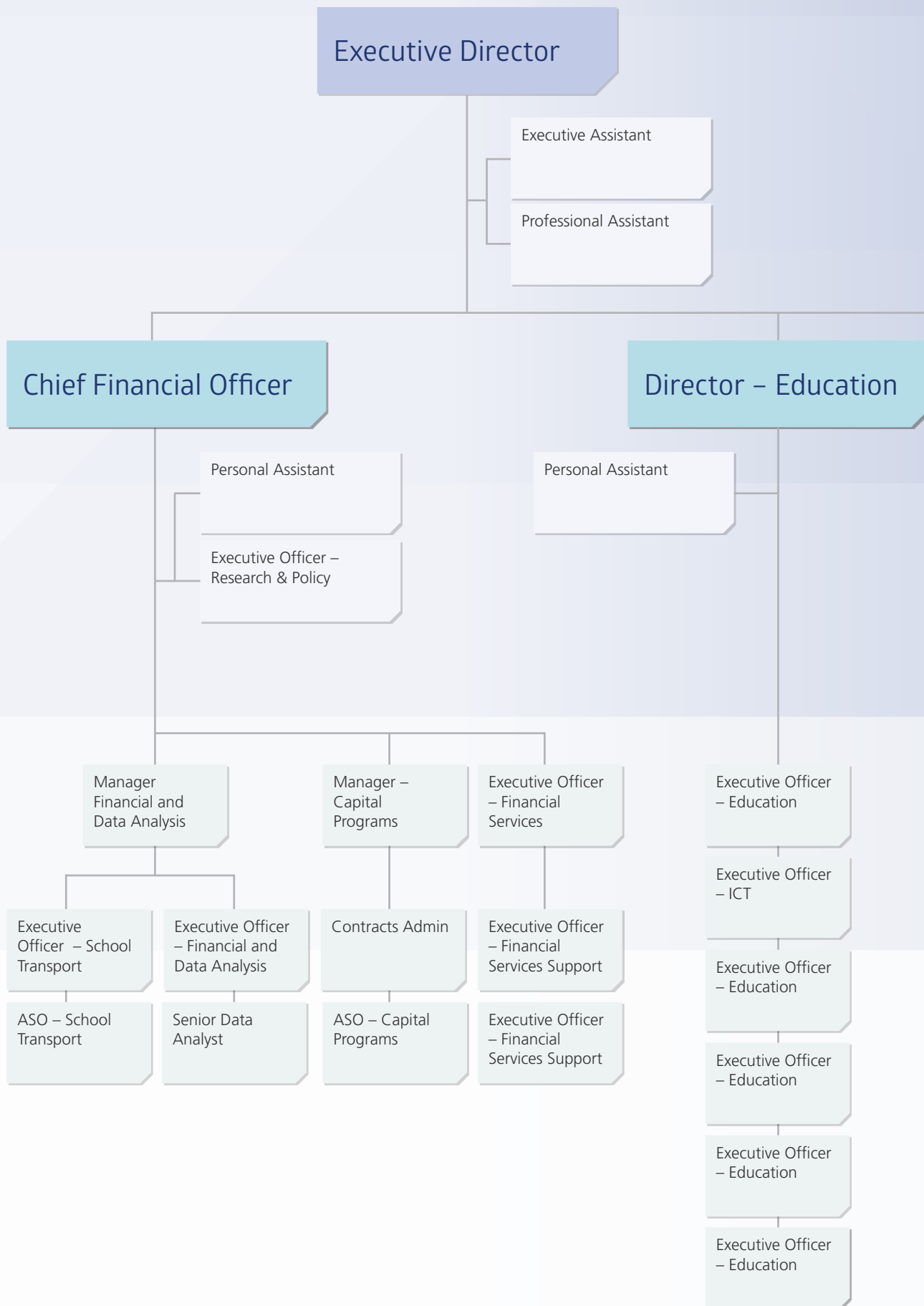
	2017 \$	2016 \$
REVENUE		
Revenue - Levies	7,523,330	6,515,722
Other Income	2,225,903	2,458,399
Gross Income for the Year	9,749,233	8,974,121
EXPENDITURE		
Salaries & Related Expenses	5,518,171	6,228,497
Travel and Meeting Costs	119,645	251,731
Motor Vehicle Expenses	41,570	39,568
Sponsorships	17,500	23,500
Projects & Initiatives Expenses	475,993	380,028
Administration Expenses	1,236,168	2,128,906
Total Expenditure for the Year	7,409,047	9,052,230
Surplus/(Deficit) before Income Tax	2,340,186	(78,109)
Income Tax Expense	—	—
Surplus/(Deficit) after Income Tax	2,340,186	(78,109)
Other Comprehensive Income, Net of Tax	—	—
Total Other Comprehensive Income for the Year Attributable to the Members of Queensland Catholic Education Commission	2,340,186	(78,109)

Statement of Financial Position as at 31 December 2017

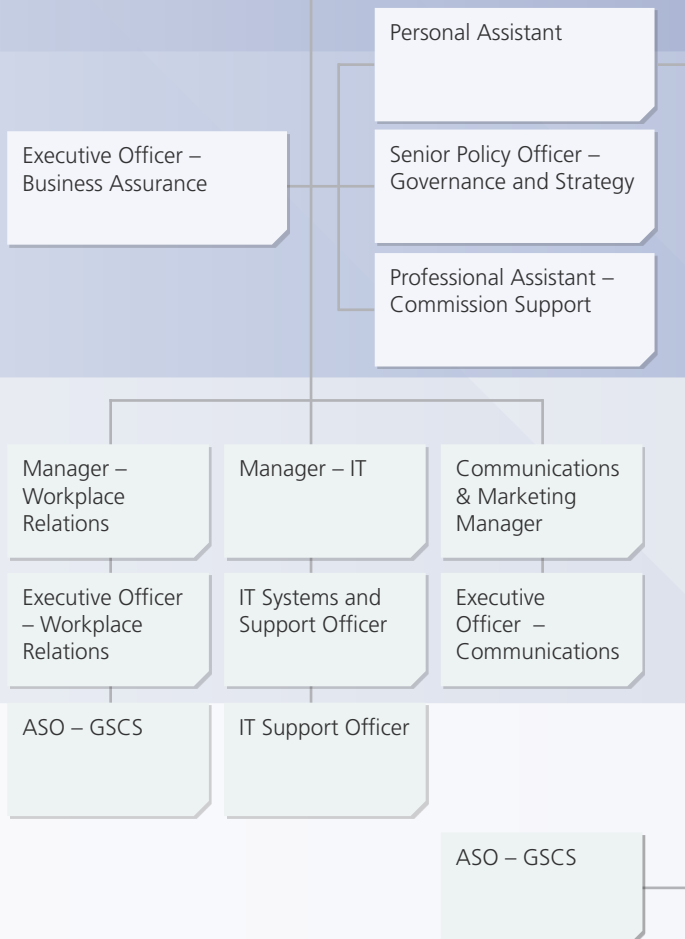
	2017 \$	2016 \$
ASSETS		
CURRENT ASSETS		
Cash and Cash Equivalents	13,686,733	10,248,901
Government Grant Program Funds	82,631,219	90,469,578
Other Assets	347,120	513,339
Total Current Assets	96,665,072	101,231,818
NON-CURRENT ASSETS		
Property, Plant & Equipment	1,255,041	999,026
Intangible Assets	-	24,920
Total Non-Current Assets	1,255,041	1,023,946
Total Assets	97,920,113	102,255,764
LIABILITIES		
CURRENT LIABILITIES		
Payables & Accruals	1,984,730	946,401
Government Grant Program Funds	82,901,722	90,469,578
Provisions	1,073,441	1,217,612
Total Current Liabilities	85,959,893	92,633,591
NON-CURRENT LIABILITIES		
Provisions Non Current	165,645	167,784
Total Non-Current Liabilities	165,645	167,784
Total Liabilities	86,125,538	92,801,375
Net Assets	11,794,575	9,454,389
EQUITY		
Accumulated Funds	-	2,082,400
Reserve	11,794,575	7,371,989
Total Equity	11,794,575	9,454,389

APPENDIX 1

QCEC Secretariat Organisational Chart



Director – Governance, Strategy and Corporate Services



APPENDIX 2 Queensland Catholic Schools Statistics 2017

Table 1: Number of Queensland Catholic Schools and Campuses in 2017 by Diocese and Type

	Brisbane		Cairns		Rockhampton		Toowoomba		Townsville		QLD	
	Sch	Cam	Sch	Cam	Sch	Cam	Sch	Cam	Sch	Cam	Sch	Cam
Combined (Primary & Secondary)	19	22	1	1			7	7	4	5	31	35
Primary Only	105	106	21	22	31	31	21	22	18	19	196	200
Secondary Only	42	43	7	8	11	12	5	5	10	11	75	79
Total 2017	166	171	29	31	42	43	33	34	32	35	302	314

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

Table 2: Number of staff in Queensland Catholic schools in 2017 by staff level and employment status (Headcount)

	Combined	Primary	Secondary	QLD
Full Time	1,520	4,017	5,954	11,491
Part Time	687	5,074	2,580	8,341
Total 2017	2,207	9,091	8,534	19,832

Table 3: Number of Teaching Staff in Queensland Catholic Education in 2017 by Diocese, Staff Level and Employment Status (Headcount)

		Brisbane	Cairns	Rockhampton	Toowoomba	Townsville	QLD
Combined (Primary & Secondary)	Total	210	68	1	45	14	338
	Full Time	173	59		31	9	272
	Part Time	37	9	1	14	5	66
Primary Only	Total	3,515	465	633	417	477	5,507
	Full Time	2,363	314	448	266	358	3,749
	Part Time	1,152	151	185	151	119	1,758
Secondary Only	Total	3,573	356	642	385	601	5,557
	Full Time	3,132	308	559	332	512	4,843
	Part Time	441	48	83	53	89	714
Total 2017		7,298	889	1,276	847	1,092	11,402

Table 4: Number of Teaching Staff in Queensland Catholic Education in 2017 by Diocese, Staff Level and Gender (Headcount)

		Brisbane	Cairns	Rockhampton	Toowoomba	Townsville	QLD
Combined (Primary & Secondary)	Total	210	68	1	45	14	338
	Female	119	39	1	33	9	201
	Male	91	29		12	5	137
Primary Only	Total	3,515	465	633	417	477	5,507
	Female	2,965	405	577	373	429	4,749
	Male	550	60	56	44	48	758
Secondary Only	Total	3,573	356	642	385	601	5,557
	Female	2,144	217	391	229	383	3,364
	Male	1,429	139	251	156	218	2,193
Total 2017		7,298	889	1,276	847	1,092	11,402

Table 5: Number of Principals in Queensland Catholic Education in 2017 by Diocese, Staff Level and Gender (Headcount)

		Brisbane	Cairns	Rockhampton	Toowoomba	Townsville	QLD
Combined (Primary & Secondary)	Total	18	1		7	3	29
	Female	4			2	1	7
	Male	14	1		5	2	22
Primary Only	Total	105	22	31	22	20	200
	Female	37	11	15	12	12	87
	Male	68	11	16	10	8	113
Secondary Only	Total	45	8	12	5	12	82
	Female	17	4	5	2	2	30
	Male	28	4	7	3	10	52
Total 2017		168	31	43	34	35	311

Queensland Catholic Schools Statistics 2017

Table 6: Number of Students in Queensland Catholic Schools in 2017 by Year and Level of Schooling (FTE)

Year	Primary	Secondary	Total
2017	78,863	67,551	146,414

Table 7: Number of Students in 2017 by Diocese, Level of Schooling and Gender (FTE)

		Brisbane	Cairns	Rockhampton	Toowoomba	Townsville	QLD
Primary	Total	50,428.6	6,588.8	8,819.0	5,844.0	7,182.3	78,862.7
	Female	24,858.4	3,341.0	4,428.0	2,907.0	3,595.0	39,129.4
	Male	25,570.2	3,247.8	4,391.0	2,937.0	3,587.3	39,733.3
Secondary	Total	44,362.2	4,421.0	8,152.6	4,296.4	6,318.9	67,551.1
	Female	21,493.2	2,203.0	3,887.0	2,102.0	3,135.0	32,820.2
	Male	22,869.0	2,218.0	4,265.6	2,194.4	3,183.9	34,730.9
Total Students		94,790.8	11,009.8	16,971.6	10,140.4	13,501.2	146,413.8

Table 8: Number of Students in Edmund Rice Education and Religious Institute Schools in 2017 by Diocese and Level of Schooling (FTE)

	Edmund Rice Education						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	5	24	29	1,427	8,047	9,474	5	12	17	1,359	12,173	13,532
Rockhampton		3	3		672	672		1	1		390	390
Toowoomba							2	3	5	42	1,360	1,402
Townsville		5	5		1,275	1,275		1	1		384	384
Total	5	32	37	1,427	9,994	11,421	7	17	24	1,401	14,307	15,708

Table 9: Number of Aboriginal & Torres Strait Islander Students 2017 by Diocese and Level of Schooling (FTE)

Student FTE	Brisbane	Cairns	Rockhampton	Toowoomba	Townsville	QLD
Primary	1,154	575	423	358	516	3,026
Secondary	1,196	454	550	252	876	3,328
Total	2,350	1,029	973	610	1,392	6,354

Table 10: Number of Full Fee Payment Overseas Students 2017 by Diocese and Level of Schooling (FTE)

Student FTE	Brisbane	Cairns	Rockhampton	Toowoomba	Townsville	QLD
Primary	24	2			4	30
Secondary	224	13	3	25	22	287
Total	248	15	3	25	26	317

Table 11: Number of Students with Disabilities 2017 by Diocese and Level of Schooling (FTE)

Student FTE	Brisbane	Cairns	Rockhampton	Toowoomba	Townsville	QLD
Primary	2,319	222	441	259	318	3,559
Secondary	2,126	121	397	187	281	3,112
Total	4,445	343	838	446	599	6,671

Table 12: Number of Boarding Students 2017 by Diocese and Level of Schooling (FTE)

Student FTE	Brisbane	Cairns	Rockhampton	Toowoomba	Townsville	Queensland
Primary	5			3	2	10
Secondary	576	314	426	286	439	2,041
Total	581	314	426	289	441	2,051





Queensland Catholic Education Commission
143 Edward Street, GPO Box 2441, Brisbane QLD 4001
Phone: +61 3316 5800 Fax: +61 3316 5880
Email: enquiries@qcec.catholic.edu.au