

Queensland Catholic Education Commission





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LETTER OF TRANSMITTAL

The Corporation of the Roman Catholic Bishops of Queensland and Delegating Authorities

In accordance with *Section 10.3* of the *Constitution of the Queensland Catholic Education Commission (QCEC)*, I am pleased to present the 2018 Annual Report of the Commission for your consideration.

In line with its delegated responsibilities, QCEC has supported Catholic school authorities throughout Queensland to deliver and enhance Catholic education in 304 schools spread from Thursday Island to Coolangatta and west to Mt Isa and Quilpie.

In 2018 QCEC advocated for Catholic schools in the vital federal funding debate and supported the efforts of the National Catholic Education Commission in securing a fair funding deal for all school sectors. Implementing the recommendations of the Royal Commission into Institutional Responses to Child Sexual Abuse has also been an important component of QCEC's work in 2018. This report reflects these efforts and the broad array of work carried out by QCEC through its Secretariat and committees to support students and staff in Catholic schools.

I am grateful to my fellow Commission members for their support in my first year as the Independent Chair of QCEC. We move into 2019 confident that our Catholic schools are offering high quality education based in our Catholic faith and committed to ensuring that the young people in our care achieve the best possible outcomes.

I commend the report to you.

Hon. Margaret White AO

Chair, Queensland Catholic Education Commission





MESSAGE FROM THE CHAIR



In March 2018 I was pleased to accept the invitation of the Bishops of Queensland to take on the role of Independent Chair of the Queensland Catholic Education Commission. This followed the retirement in February of the Honourable Leneen Forde AC. The Commission acknowledges and thanks Leneen for her substantial contribution to Catholic education during her time as Chair of the Commission.

In a year of significant change for the Commission, four other members also retired in 2018. Dr Cathy Day OAM retired from the Commission when she retired as Executive Director, Catholic Education Office, Diocese of Townsville. We were very pleased to welcome the new Executive Director, Townsville, Jacqui Francis. Representative of the Rockhampton Diocesan Education Council, Professor Bobby Harreveld completed her term on the Commission and was replaced by Dr Jim Hanley. At the end of the year, Br Neville Solomon FMS, representing Catholic Religious Australia and Dr Judith Mulholland, representing the Catholic Education Council of the Brisbane Archdiocese retired from the Commission. Their replacements will be named in 2019.

My thanks to these retired members for their important contribution to the work of the Commission. They will be greatly missed. The Commission is pleased to welcome its new members and looks forward to their fruitful participation in its deliberations. I extend my thanks to all who have served on the Commission in 2018 and who will continue to do so in 2019, for their important contribution to the work of Catholic schools in Queensland.

My first year as Chair has provided me with considerable insight into the wonderful work done in more than 300 Catholic schools throughout the state, the energy and spirit of our school communities, the dedication of staff and the striving of our students to achieve all that they can. It has also deepened my knowledge of the complex issues involved in delivering Catholic education. In many ways, the most pressing of these issues during 2018 was government funding for Catholic schools, because without that funding our schools could not continue to operate. The Commission has been resolute in seeking a fair funding deal for all schools. Negotiations with the Federal Government were finally concluded in September with the announcement of funding changes that addressed many of the concerns voiced by the Catholic sector. The Queensland Government signed a bi-lateral agreement with the Federal Government in December that allowed funding to flow under the new arrangements from 2019.

A number of the Commission staff were instrumental in informing the discussion on funding at the federal level and to them, not only must this Commission be grateful but Australian Catholic education generally.

While funding has been in the limelight throughout the year, there have been many other important issues considered by the Commission in 2018. One of the most significant has been the implementation of the findings of the *Royal Commission into Institutional Responses to Child Sexual Abuse*. The final report of the Royal Commission included more than 400 recommendations. The safety and wellbeing of students in Catholic schools is our paramount concern and we continue to strengthen our already robust student protection measures to ensure Catholic schools provide a secure environment where students can learn freely.

We have ensured that the voice of the Queensland Catholic education sector continues to be heard in many forums at the national and state level. My thanks to all those who have represented the Commission in any way during 2018. The National Catholic Education Commission, the Australian Curriculum, Assessment and Reporting Authority, the Queensland Curriculum and Assessment Authority and the Queensland College of Teachers are just some of the organisations where our representatives have made a strong, positive contribution to education.

The Commission marked a significant moment in May when, after many years of discussion and debate and a major refurbishment project, the Secretariat moved to new premises within Penola Place. Congratulations to all who were involved in the planning and development of this new and very attractive heritage workspace and thanks to the Secretariat staff who worked together to facilitate a smooth move to the new office.

I particularly wish to thank Dr Lee-Anne Perry for generously devoting her precious time and the resources of her leadership team and other staff in inducting me into an understanding of the role of the Commission. It has been both a privilege and a delight to work with Dr Perry and her staff.

I look forward to continuing to work with the members of the Commission as we strive to support and guide Queensland Catholic education into the future. Our schools are for many families their main interface with the Catholic Church and we will continue to do our best to develop, protect and promote this important ministry that provides our young people with a path to academic, personal and spiritual growth.

Hon. Margaret White AO

Chair, Queensland Catholic Education Commission



MEMBERS OF THE QUEENSLAND CATHOLIC EDUCATION COMMISSION



Hon. Margaret White AO
*Independent Chair
(from March 2018)*



Dr Lee-Anne Perry AM
Executive Director



Mrs Carmel Nash OAM
*Catholic School Parents
Queensland – Deputy Chair*



**Most Rev James Foley
DD DPh (Leuven)**
Bishops of Queensland



Br Neville Solomon FMS
*Catholic Religious Australia
(retired Dec 2018)*



Dr Kerrie Tuite
Catholic Religious Australia



Ms Pam Betts
*Executive Director, Catholic
Education, Archdiocese of
Brisbane*



Dr Judith Mulholland
*Catholic Education Council,
Archdiocese of Brisbane
(retired Dec 2018)*



Mr Patrick Coughlan
*Executive Director, Catholic
Schools, Diocese of Toowoomba*



Ms Leesa Jeffcoat AM
*Director, Catholic Education,
Diocese of Rockhampton*



Dr James (Jim) Hanley
*Diocesan Education Council,
Diocese of Rockhampton*



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



Mr Len Horner
*Diocesan Education Council,
Diocese of Townsville*



Mr Bill Dixon
*Executive Director, Catholic
Education Services,
Diocese of Cairns*



Mr Kevin Garland
*Diocesan Education Board of
Governance, Diocese of Cairns*



Vacant
*Catholic Education Board,
Diocese of Toowoomba*

RETIRED DURING 2018



Hon Leneen Forde AC
*Independent Chair
(to Feb 2018)*

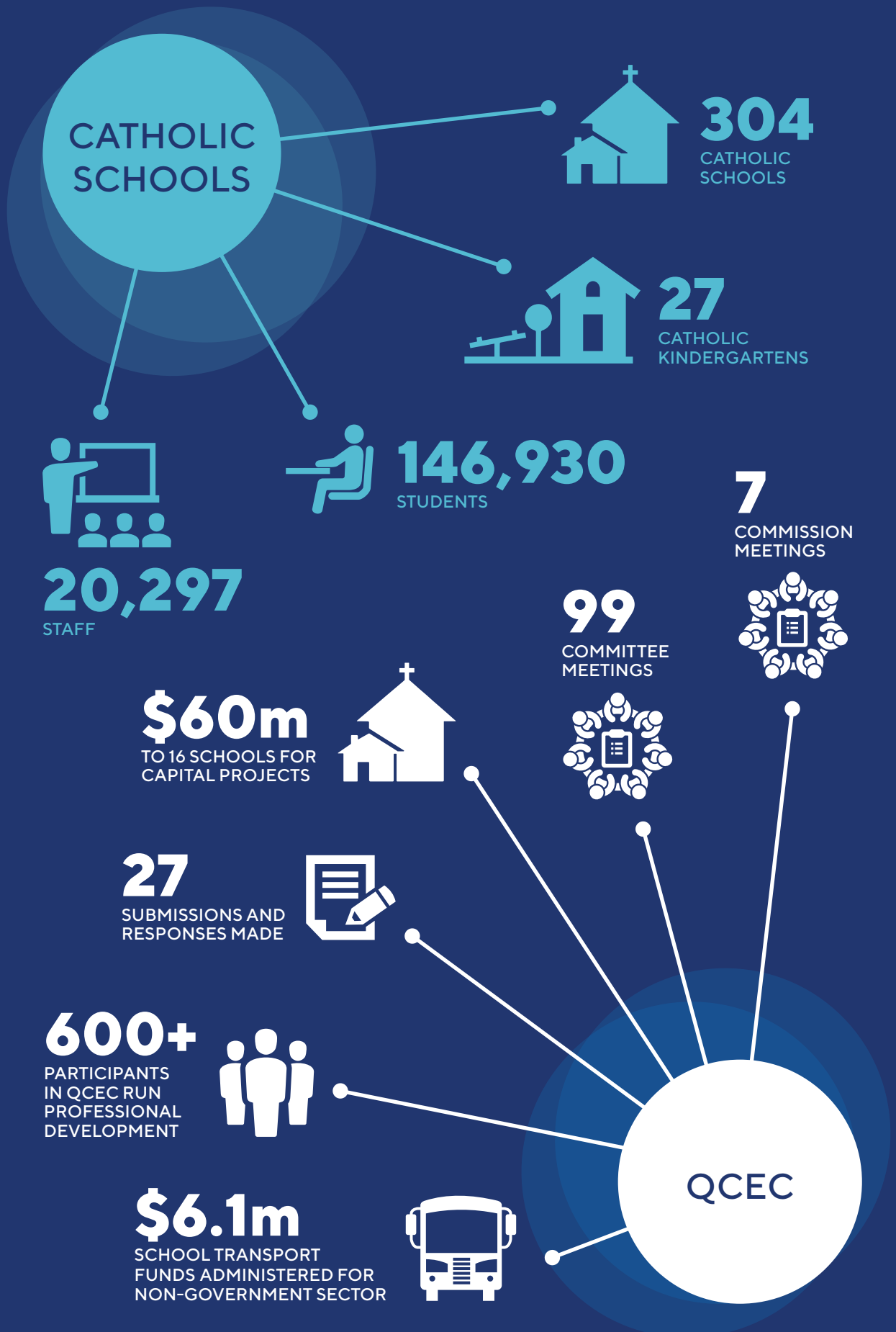


Dr Cathy Day
*Executive Director, Catholic
Education Office, Diocese of
Townsville (to Apr 2018)*



Prof Bobby Harrevelde
*Diocesan Education Council,
Diocese of Rockhampton
(to Jun 2018)*

HIGHLIGHTS 2018



REPORT FROM THE EXECUTIVE DIRECTOR



In 2018 QCEC's advocacy for Catholic education delved into many of the big issues facing not just education, but our society as a whole.

How to fairly slice the government funding pie, how to best protect our young people from harm, how to ensure religious freedom in our communities, how to have the best teachers delivering the best outcomes for students, are all issues that have presented themselves in various ways over the last year. Catholic education in Queensland continued to expand its reach in 2018 with the opening of St Benedict's Catholic School at Shaw in the Townsville Diocese, bringing the total number of Catholic schools in the state to 304. It has been a year for Catholic schools to celebrate their unique place in the education landscape and to forge new paths while always remaining focused on nurturing strong faith communities giving witness to our Catholic mission and values.

The successful completion of negotiations with the Federal Government over school funding in September brought to a close more than a year of intense lobbying and discussion. QCEC has been involved throughout this process in conjunction with the National Catholic Education Commission and other state and territory bodies.

The report from the National School Resourcing Board's *Review of socio-economic status score methodology* in June 2018 vindicated many of the arguments QCEC had been making about funding inequities and led to positive changes in the federal funding arrangements. These changes support the continuation of Queensland Catholic schools as a quality, faith-based low fee option for families. I particularly acknowledge the work done by QCEC's financial data management team who provided invaluable support to the sector nationally as we sought a fair funding outcome for all schools. I also thank Federal Education Ministers Simon Birmingham and Dan Tehan for their willingness to listen and address our concerns.

The protection and wellbeing of the 146,930 students in our 304 Catholic schools is always of the highest importance. The recommendations contained in the final report of the *Royal Commission into Institutional Responses to Child Sexual Abuse* delivered at the end of 2017 provided the impetus for even greater efforts to ensure no harm comes to the students in our care. In 2018 QCEC put in place a Royal Commission Implementation Taskforce which continues to work with Catholic School Authorities to ensure that the Inquiry's recommendations are implemented in our schools.

The State Government also turned increased attention to the safety and wellbeing of young people with a focus on online bullying. I served on the Premier's Anti-Cyberbullying Taskforce which looked at ways to address the complex issues that contribute to cyberbullying. After considerable public consultation and research, the Taskforce delivered its report to the Government in September. I look forward to our schools making use of the recommendations contained in the [*Adjust our Settings*](#) report to augment the good work already being done in this area.

As we strive to ensure improved wellbeing for our students, we equally strive to maximise their learning opportunities and outcomes. QCEC continued its significant work with all stakeholders involved in implementation of the new Queensland Senior Assessment and Tertiary Entrance system which comes into effect for Year 11 in 2019. Catholic School Authorities are well prepared for this significant change to senior education. At the other end of schooling, QCEC facilitated a Year 1 Phonics Check trial in Term 4 to explore whether it might produce useful

additional data to enhance the targeted literacy strategies implemented by our teachers which are so critical in these early years. The trial is being evaluated by Flinders University with results due in early 2019. NAPLAN testing was undertaken online for the first time in Queensland with 53 Catholic schools participating. This was the largest number of schools from any sector undertaking the test online in Queensland.

An important accomplishment in 2018 has been the addition of Highly Accomplished and Lead Teacher to the available teacher classifications. Considerable work has been done in the Secretariat to set up the systems necessary for the assessment and certification of teachers wishing to be certified at these new levels. These new classifications will provide additional ways to recognise and reward our outstanding classroom practitioners.

Fundamental to the operation of our Catholic schools is our freedom to teach the tenets of our faith but this is coming under significant challenge in some sectors of the Australian community. This was brought into sharp focus in 2018 in public debate generated by government inquiries into religious freedom and the exemptions contained within some anti-discrimination legislation. I participated in a hearing conducted by the Expert Panel undertaking the Religious Freedom Review for the Federal Government and reiterated the view expressed by Archbishop Coleridge that, despite suggestions to the contrary, "...Catholic schools welcome staff and students from all backgrounds who are willing to accept the declared mission and values of the school community." Proposed changes to the anti-discrimination legislation were held over at the end of the year and we await more information in 2019 about how Catholic schools may be affected.

The Commission has reviewed a number of its governance measures during 2018 to ensure the effective functioning of its committees, networks and working groups. Work in this area has been strengthened by the establishment of a Governance Network. Important changes were also made during the year to the assessment of requests for funding capital projects in schools. The introduction of an independent Capital Assistance Assessment Committee and the implementation of a new framework for assessing capital requests has ensured we

continue to apply contemporary standards of governance and rigour to decision making when distributing capital funds.

The work of the Secretariat has been greatly enhanced in 2018 by our move to new premises on Level 3 of Penola Place at 143 Edward Street. I thank all those involved in the development of these premises and those who worked hard to facilitate the move to our new offices in May. These premises offer greater opportunities for us to work collaboratively and in new ways not possible in our previous offices.

There were several significant farewells during the year including the retirement of Commission Chair the Hon. Leneen Forde AC, our Director – Education Mandy Anderson, Professional Assistant to the Executive Director Anna Ehler and Workplace Relations Manager Phil Whitehouse. My thanks to Leneen for her time as Chair and the generous way in which she shared her time for the benefit of Catholic schools. Mandy, Anna and Phil have provided wonderful service to the Secretariat and, in the case of Mandy and Anna, to Catholic education more broadly over many years. I thank them for sharing their wisdom and insight and making such important contributions to the work of Catholic schools.

Many representatives of church, government and education sectors provide invaluable support for the work of the Commission in various forums, and I thank them for this. We are indeed fortunate that there is a very strong collaborative spirit among all involved in education in Queensland which facilitates the ongoing enhancement of excellent education provision across the state. Finally, my thanks to Commission Chair Hon. Margaret White AO, Deputy Chair and Executive Director of Catholic School Parents Queensland Carmel Nash OAM, fellow Commission members and the staff of the Secretariat for their contribution during 2018. Their work has enabled QCEC to be a strong advocate and support for Catholic education in Queensland in a year that has brought many challenges. The result has been a strong Catholic education sector that offers quality, affordable education, faithful to its traditions and responsive to the needs and challenges of our contemporary Australian society.

Dr Lee-Anne Perry AM
Executive Director

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 Catholic School Parents Queensland 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.

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.



QCEC SECRETARIAT

Our leadership team



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

Dr Lee-Anne Perry AM is the Executive Director of the Queensland Catholic Education Commission, a role she took on in mid-2015. Prior to that, Dr Perry has held a number of leadership roles including Principal of All Hallows' School, Brisbane, Mt Alvernia College, Kedron and Mt Carmel College, Wynnum. Her teaching career has spanned State and Catholic schools in New South Wales and Queensland.

Dr Perry has served as a member of various state and national associations and committees concerned with education, including currently the National Catholic Education Commission, the Queensland University of Technology Council, the Non-State Schools Accreditation Board and the Queensland Curriculum and Assessment Authority. She was a member of the panel chaired by David Gonski which recently delivered the *Through Growth to Achievement Report* from the Review to Achieve Educational Excellence in Australian Schools.



**Mandy Anderson,
Director - Education**

Mandy became Director - Education in 2010 after having worked in the Secretariat since 2004 as an Executive Officer dealing with curriculum, senior schooling issues, education legislation, reviews of education and education authorities.

Prior to joining QCEC, Mandy was Principal at St John Fisher College, Bracken Ridge and Our Lady's College, Annerley.

Mandy retired from QCEC in December 2018.



**Chris Woolley, Director
- Governance, Strategy
and Corporate Services**

Chris Woolley took up to role of QCEC's inaugural Director of Governance, Strategy and Corporate Services in 2016. He has more than 20 years professional experience in law, strategic policy and communications management in senior roles in both the private and public sectors. As a lawyer he has worked with some of the largest corporations in Australia in the areas of areas of risk management and dispute resolution.

Prior to working in law, Chris worked in senior roles in government, strategic policy, advocacy, communications and issues management. Chris has worked for a wide variety of organisations, including State and Commonwealth Ministers, the Queensland Government, and the Law Council of Australia.



**Steven Jeffery,
Chief Financial Officer**

Steven has been the Chief Financial Officer of the Queensland Catholic Education Commission since 2011. This has been a dynamic period of change in school funding and Steven has been at the forefront of these negotiations.

Steven has a degree in economics, a Masters in Accounting and an MBA. He is a fellow of CPA Australia, an Associate Fellow of the Institute of Managers and Leaders, a graduate of the Australian Institute of Company Directors and a member of the Sydney Roosters.

QCEC SECRETARIAT ORGANISATIONAL CHART





VISION, MISSION AND VALUES

Vision

Shaping the future through prophetic leadership in Catholic education.

Mission

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

Values

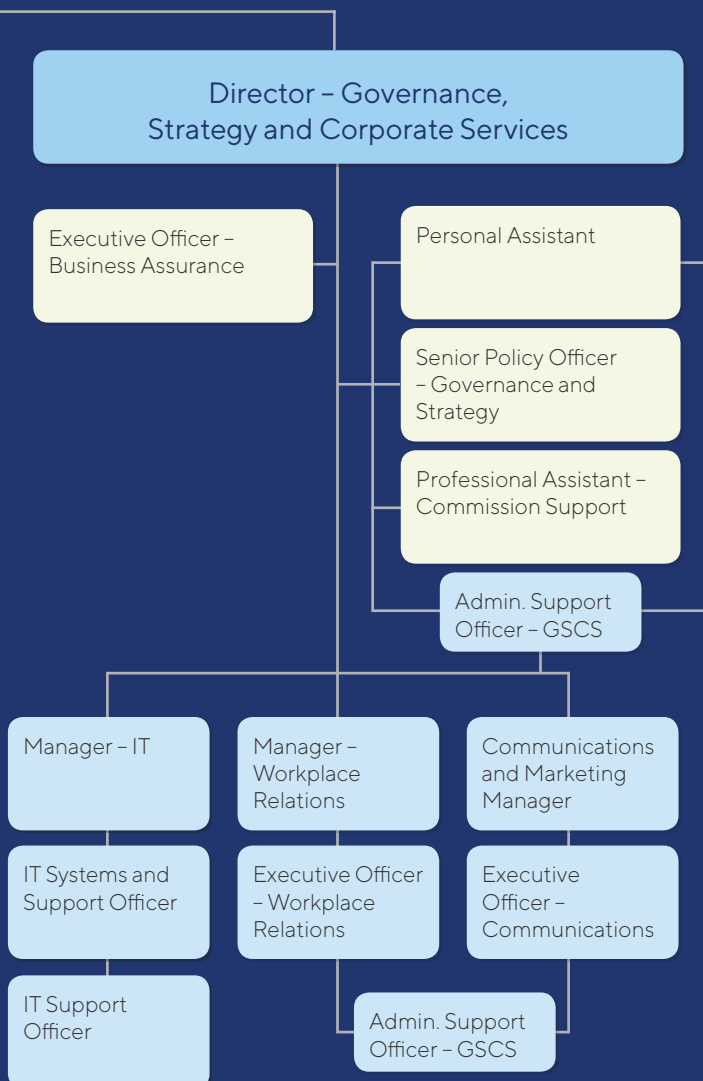
Integrity we value discernment and faithful stewardship of our responsibilities.

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

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

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

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



OUR STRATEGIC PRIORITIES

1.

Effective engagement and collaboration with key stakeholders to support the delivery of quality Catholic education in Queensland

2.

Representation and advocacy with respect to funding, policy and legislation

3.

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

OUR KEY FOCUS AREAS

Curriculum, assessment and reporting at national and state levels

Senior Assessment and Tertiary Entrance Processes

New senior assessment and tertiary entrance processes will be introduced in all Queensland schools from Year 11 2019. During 2018 QCEC continued to work with Catholic School Authorities as represented through the Senior Assessment and Tertiary Entrance Taskforce to liaise and consult in preparation for these significant changes. QCEC was represented in key state-wide consultation groups including the Senior Secondary Assessment Ministerial Taskforce, various QCAA groups and QTAC discussions.

The introduction of the new system is the culmination of work that began in 2013 with a government review of senior schooling.

During 2018 key leaders from QCAA and QTAC attended taskforce meetings to share key updates and developments of the new QCE system. The taskforce's feedback was used by QCAA to inform design and development of resources to support schools, guidelines in the QCE Handbook and the new student management system.

The taskforce also provided input and feedback to QTAC to inform their communication strategy for ATAR and the design of their booklet explaining subject scaling for ATAR.

NAPLAN including NAPLAN Online

Students from 53 Queensland Catholic schools participated in the first NAPLAN Online assessment in May, making the Catholic sector the largest sector in Queensland to participate in the online test in 2018. QCEC collaborated with key stakeholders through the QCEC National Online Assessment Taskforce (NOAT), the Queensland Online Assessment Working Group (Q-OAWG) and the Education Council's Online Assessment Working Group (OAWG) to deliver the assessment program.

NAPLAN Online is aligned to the Australian Curriculum and enabled schools to access their results through the online platform via the new School and Student Summary Report (SSSR).

2018 NAPLAN results for both paper and online were forwarded to diocesan Catholic Education Offices for their schools when they became available to QCEC for distribution.

Schools reported positive experiences overall with higher levels of student engagement whilst also noting some transitional challenges associated with the comparability of online and paper results.

QCEC also provided support for 114 schools to undertake School Readiness Test (SRT) preparation activities for 2019. Education Ministers have agreed that all schools across Australia will transition to NAPLAN Online over the period 2018 – 2020.

Phonics check

Twenty Catholic primary schools from throughout the state participated in a trial of the UK Phonics Screening Checklist (PSC) in the latter part of 2018. Flinders University was engaged by QCEC to conduct an independent evaluation of the trial which will analyse student responses and leader/teacher feedback about the value of the PSC.

On 14 September over 40 Year 1 teachers attended a training day delivered by Dr Nicole Todd, from the University of Southern Queensland, who provided research about the reading process and instructions for the administration of the Check. Early in Term 4 teachers administered the Check, returned their completed class template to QCEC and responded to an online survey. A sample of school principal/leaders and teachers participated in follow-up telephone interviews.

The final evaluation report is due to be delivered to QCEC early 2019.



TTC Forum participants on a site visit

Vocational Education and Training in schools

The Vocational Education and Training (VET) and Vocational Learning Network provided feedback for the *Skills for Queensland* discussion paper and Terms of Reference for the federal review of the Australian Qualifications Framework (AQF), reviewed further updates to the QCAA's QCE and QCIA Handbook VET sections and advised on implications of changes to the delivery of VET in schools to international students.

In responding to the *Skills for Queensland* discussion paper, QCEC acknowledged the importance of industry engagement to identify skills and training needed for changing workforce needs and to ensure delivery of quality VET qualifications. The submission advocated for adequate funding to support access to VET, including for students in rural, remote and regional areas who may incur travel and accommodation costs. The submission also asserted the need for funding to support school VET administration.

QCEC hosted a two-day Trade Training Centre (TTC) Forum and a two-day VET Symposium in Brisbane. The TTC Forum's theme was *Engaging students and building industry partnerships* and included industry visits and presentations and workshops from key industry and government bodies. More than 60 people were registered from Catholic secondary schools associated with TTC and Trade Skills Centres (TSC) across Queensland.

The theme for the VET Symposium was *New systems, new opportunities for students*. The 100 participants from Catholic secondary schools across Queensland heard from key industry, government and organisation leaders regarding the latest employment growth and requirements, VET pathway opportunities and implications of the new senior systems.

The key message from the VET Symposium in 2018 was that young people who undertake vocational education and training courses that develop skills in practice and provide experience in the workplace have an advantage in gaining employment.

TTC Forum participants engaged in professional conversations with industry representatives regarding partnerships, employer requirements and student career opportunities and entry. VET leaders and teachers heard from industry leaders about the diversity of jobs in their industries and the transferability of skills across jobs. A key message from industry was the importance of young people developing both personal and enterprise skills.

Kindergartens and early childhood education

The increasing awareness of the importance of early childhood education in laying the critical foundation for successful school and life outcomes, is reflected in reports such as the [Lifting Our Game Report](#) released in December 2017, and acknowledged in the [Through Growth to Achievement Report](#). These influential reports acknowledged the importance of significant and growing early years brain research and its impact on learning trajectories. The QCEC Kindergarten Working Group identified a child's transition to school as a priority area and investigated ways to effectively communicate key messages to kindergartens and schools. This was partly achieved through the implementation of the QCEC Kindergarten Communications Strategy with the publication of two factsheets with embedded videos and presentations to principal groups.

Over two days in May/June 2018 QCEC hosted the National Catholic Education Commission (NCEC) Early Childhood Education and Care (ECEC) Network meeting with participants representing dioceses across all states and territories. The meeting addressed the topics: the impact of early learning on brain development, relationships and learning (Dr Lynda Knight) and spirituality's contribution to children's healing, hope and wholeness (Dr Jan Graczzonek).

NCEC Early Childhood Education and Care Network meeting

QCEC, as an approved Central Governing Body (CGB), distributed Queensland Kindergarten Funding Scheme (QKFS) funding to 27 Catholic kindergartens. These standalone kindergartens deliver an educational program based on the Queensland Kindergarten Learning Guideline (QKLK) and reflective of our [Framework for Early Years Spiritual Development](#), to children in the year prior to Prep.

Improving opportunities for access to kindergarten is a policy focus for QCEC moving forward. Political parties at both state and federal levels have committed to universal access to kindergarten and Catholic School Authorities have identified up to 80 sites in Queensland where kindergartens could be constructed to expand the current Catholic education offering.

One of the barriers to expanding kindergarten capacity is the current funding arrangement that prevents capital funding from being used to construct kindergartens. QCEC is exploring the possibilities of simplifying the funding arrangements and making kindergartens more easily integrated into Catholic schools in future.





Funding policy, allocations, agreements and distribution

Funding policy

2018 was a year of considerable public debate around government funding for non-state schools. The QCEC Secretariat was deeply involved in the negotiations between the Catholic sector and the Australian Government

The Australian Government calculates the level of federal funding to provide to schools using a base + needs model, with the methodology prescribed in the Australian Education Act and Regulation.

A key parameter in this model is the Socio-Economic Status (SES) that determines the proportion of base funding to be contributed by the Government (with the balance to be funded by private income).

The National Schools Resourcing Board (NSRB) conducted a review of the SES score methodology and delivered their report to Government in June 2018. They made six recommendations including the continuation of interim arrangements in 2019 and the adoption of a new Personal Income Tax (PIT) score methodology from 2020.

On 20 September 2018 the Prime Minister announced the Government's response to the NSRB report and accepted all six recommendations. The new arrangements reflect positive outcomes from the prolonged advocacy by Catholic education for a more equitable funding model.

Independent Capital Assessment Committee

In early 2018 the Commission appointed a new Capital Assistance Assessment Committee. Continuing with a plan to improve the governance of the capital program the Commission established a fully independent committee and appointed six members with no affiliation to any Catholic School Authority in Queensland.

New capital assessment arrangements

For the 2018 Capital round the Commission implemented a new scoring model to rank all projects to determine the projects that would receive government grant funding.

In February 2018, the Commission engaged Dr Robert Lake and Professor Gabrielle Matters to review QCEC's capital assessment scoring processes. The Reviewers recommended a new scoring model that the Commission adopted. The new scoring model satisfies the overarching requirements of fairness, equity and consistency.

School Transport

The Non State Schools Transport Assistance Scheme (NSSTAS) is a joint initiative of QCEC and Independent Schools Queensland (ISQ). This Scheme is administered by QCEC on behalf of all non-state schools in Queensland and applications are invited via SchoolTransport.com.au. More than \$6.1 million in funding was provided by the Queensland Government with the assistance of the Department of Education. Over 97% of eligible parent applications were paid within one week of the semester close. More than 7,400 student applications across 264 school communities were funded by the Scheme in 2018.

Advocacy continues in promoting a just outcome in funding for NSSTAS's Students with Disability (SWD) who are transitioning to the National Disability Insurance Scheme (NDIS) – as well as continuity of support under NSSTAS for SWD who are ineligible for NDIS support.



Faith formation, identity and mission

Mission of Catholic schools in Queensland

The Faith Formation and Religious Education (FFRE) network provided guidance in the development of a [Mission statement](#) in 2018 that clearly defines and provides a consistent understanding of the mission of Catholic schools in Queensland. The endorsed document provides a reference point for other Catholic position statements, policies and strategic documents.

The document highlights the holistic nature of education in Catholic schools which is carried out in partnership with parents and according to Gospel values. It calls on Catholic schools to be welcoming, inclusive and hopeful places where learning takes place in a safe and caring environment.

Religious Education in the senior years

The Mission statement formed the foundation for the FFRE network discussion and exploration of the nature and role of Religious Education in the senior years of schooling to ensure all students have access to Religious Education as described in the statement. The introduction of the new QCE system for Year 11 students in 2019 was the stimulus to share feedback from school authorities on school subject developments; accreditation of Religious Education course options; and ensuring the subject is taught by appropriately accredited teachers.

Review and update of the QCEC social justice document

With emerging issues around *orphanage tourism* and *volunteering*, the FFRE network reviewed the QCEC document: *Social Justice in Catholic Schools: A document to assist reflection on present practice or in the introduction of a new program* to assist Catholic schools when planning social justice activities and visits overseas. The updated document is to be considered by the Commission in 2019.



Student protection and wellbeing

Student Protection Reference Group

During 2018, the Student Protection Reference Group has continued to support and coordinate student protection work across Catholic School Authorities. Major issues dealt with include:

- Responding to the recommendations from the Royal Commission into Institutional Responses to Child Sexual Abuse.
- Working with Catholic Professional Standards Limited to foster a culture of safety and care for children and vulnerable adults by developing the National Catholic Safeguarding Standards.
- The implementation of the recommendations of the Queensland Government Review of the Blue Card Review System.
- Consistent student protection training and the development of a training resources portal.

The 2018 QCEC Student Protection Inservice Day addressed the theme of *Schools as Child Safe Organisations*. Commissioner Bob Atkinson AO APM provided valuable insight into the work of the Royal Commission, with other speakers addressing the issues of the perspective of children on child safe organisations and responding to harmful student behaviour.

Royal Commission Implementation Taskforce

In 2018, the Commission established a Royal Commission Implementation Taskforce to assess and coordinate responses to Royal Commission recommendations. A key recommendation of the Royal Commission was the implementation of the *Child Safe Standards* by all institutions dealing with children, including schools. Additionally, in line with these standards, Catholic Professional Standards Limited has developed the *National Catholic Safeguarding Standards*.

To assist Catholic School Authorities in relation to these two sets of standards, the Taskforce has published an implementation plan providing guidance on how compliance with the standards can be achieved and documented within a school specific context. As the standards are subject to

further adjustment and development, additional revisions of the implementation plan and assist will be provided to Catholic School Authorities as needed.

Cybersafety

In February the Queensland Government established the Queensland Anti-Cyberbullying Taskforce. The Executive Director Dr Lee-Anne Perry was appointed as a member of the Taskforce. The Taskforce members travelled throughout the state consulting with communities on ways to eradicate cyberbullying and support the health and happiness of young Queenslanders.

In September the Taskforce delivered its report [Adjust our Settings: A community approach to address cyberbullying among children and young people in Queensland](#) and the State Government subsequently released its [response to the report](#). These documents were considered by QCEC's Student Wellbeing Network and the implications for Catholic schools continue to be assessed.

QCEC also collaborated with the Office of the eSafety Commissioner and the Catholic Network Australia Digital Learning Network to promote the delivery of Cybersafety Virtual Classroom sessions for students in Catholic schools across Australia. These sessions provided the opportunity for students and teachers at Catholic schools, regardless of location, to engage first-hand with cybersafety issues and learn strategies to better protect themselves online.

Equity

LGBTI Students and Staff

During the year, two Federal Government inquiries sparked considerable community discussion of the way in which faith-based schools treat LGBTI students and staff. QCEC's Executive Director joined other delegates representing the Australian Catholic Bishops Conference to give evidence to the Expert Panel of the Ruddock Review of Religious Freedom in Australia. The Commission also followed with interest the Senate inquiry into the exemptions



for faith-based schools under Anti-Discrimination legislation. Legislative changes flagged for late 2018 as a result of this inquiry did not proceed and are likely to be revisited in 2019.

Equity in education for same sex attracted, intersex and gender diverse students and the implications for Catholic schools were also issues considered during the year by the Student Wellbeing Network.

Indigenous education

The Aboriginal and Torres Strait Islander Education Network discussed key issues such as strategies for retention, engagement, attendance, the induction of boarders and secondary students studying away from home. The focus for these discussions emerged from: *The power of education: From surviving to thriving Educational opportunities for Aboriginal and Torres Strait Islander students* (December 2017), *Positive Partnerships*, *Emerging Leaders Incentive Scheme*, *Walk on country*, the post school pathways and career plans (*Jumplt Program*) and priorities from *Deadly Kids*, *Deadly Futures*.

The network continues to examine issues fundamental to Aboriginal and Torres Strait Islander student success and actively seek to raise the profile of Indigenous teachers and students. Other key areas of focus include pathways/ scholarships, Aboriginal and Torres Strait Islander Histories and Cultures cross-curriculum priority content elaborations, and other education opportunities for Aboriginal and Torres Strait Islander Students, and national and state education strategies impacting on Aboriginal and Torres Strait Islander students and their communities.

Transition Support for Indigenous Students

The Transition Initiative Governance Group (TIGG) was established by the Queensland Department of Education in September 2018, tasked to provide strategic advice and guidance on the direction, issues and risks in transitioning remote students to boarding schools. The Catholic school sector as a key stakeholder is a representative member of the TIGG. In 2018 the TIGG developed a draft Statement of Intent and Terms of Reference which,

once agreed, provided a framework for the scope and work of the group. This work will continue throughout 2019 and QCEC will consult across the network to ensure Catholic school views and needs inform decision-making.

Alcohol and Drug education

Funding of approximately \$54,000 p.a. from the State Government for alcohol and drug education has been used by QCEC to develop the [Blurred minds](#) resource in partnership with Griffith University and the Centre for Youth Substance Abuse Research at the University of Queensland. In 2018 an online program that will allow for ongoing program delivery for both students and their parents commenced development. The project makes best use of a relatively small allocation for drug and alcohol education by delivering resources available to all schools. The resources developed fill a gap in available relevant, effective, evidence-based resources for teachers to use in Health and Physical Education and pastoral care programs.

Chaplaincy

The current Chaplaincy and School Welfare Worker (SWW) agreements expired at the end of 2018, however, given the Australian Government's delay in progressing the new agreement, the Federal Minister for Education has advised that in order to assist with preparations for the 2019 school year, current arrangements will be rolled over for the 16 Catholic schools receiving support for employing Student Welfare Workers and the 67 Catholic schools employing a Chaplain.

Throughout 2018, QCEC continued its advocacy at the federal and state level for more equitable prioritisation of schools by adopting per capita funding distribution across the three sectors based on FTE student numbers and widening of the selection criteria to enable admission of new schools into the program. QCEC is pleased that in 2019, all Queensland schools will be invited to apply for Chaplaincy and Student Welfare Worker funding for the 2020–2022 school years through an online process. The selection process for schools will be developed by a cross sector panel.

Industrial and workplace relations

Advice to Catholic School Authorities

Scheduled meetings of the Workplace Relations Network (WRN) and the Workplace Relations Committee (WRC) have been held throughout 2018 to provide strategic and operational advice to all Catholic School Authorities (CSAs) about workplace relations issues. Planning for EB9 was progressed in the context of these processes.

Teacher Classification Review

In the early part of the year the Teacher Classification Review, led by QCEC, was completed and from 1 July a new classroom teacher classification system was implemented in Catholic schools in Queensland. The new structure ranging from Graduate to Proficient 8 aligns the classification structure with the career stages of the Australian Professional Standards for Teachers (APST).

The new structure also included the introduction of Highly Accomplished Teacher and Lead Teacher (HALT) classifications which have not previously been available to teachers in Catholic schools. Higher remuneration is available for highly-skilled and knowledgeable teachers who gain professional certification through an evidence-based process. HALT certification was made available to Catholic school teachers in Queensland from 1 July 2018.

The first group of QCEC assessors for Highly Accomplished and Lead Teachers (HALT) undertook training delivered by the Queensland College of Teachers (QCT) and have been accredited as assessors by the Australian Institute for Teaching and School Leadership. The QCT will act as the certifying authority for HALTs, using QCEC assessors, and successful applicants in the 2019 round will be certified by the end of the 2019 calendar year.

Reporting, accountability and compliance requirements

Throughout the year, QCEC complied with all State and Federal Government reporting requirements. These included both financial and non-financial outcomes, with specific reporting obligations attached to funding and program initiatives. This reporting supports QCEC's accountability for public funds administered on behalf of government.

Research and data analysis

NAPLAN

High level analysis of performance (achievement and growth) and participation drawn from NAPLAN aggregated data was presented to QCEC and various relevant QCEC consultation groups. Catholic School Authorities (CSAs) indicated that it was valuable to undertake comparative data analysis across the Queensland Catholic, state-wide and non-Catholic sectors. A number of CSAs used the analysis to support evaluation of their strategic priorities.

Year 12 Outcomes

High level analysis of Year 12 Outcomes was presented to QCEC and various relevant QCEC consultation groups and Catholic School Authority network meetings. The high-levels analysis enabled Catholic School Authorities (CSAs) to compare Queensland Catholic Year 12 outcomes with state-wide and state non-Catholic sectors to identify performance strengths and areas for improvement at a strategic level.

Nationally Consistent Collection of Data (NCCD) Coordination Project

In recognition of concerns about data consistency and potential financial impacts of underreporting of students in the 2017 NCCD, QCEC coordinated a project aimed at providing consistent NCCD professional development and moderation of NCCD student document sets across all Catholic School Authorities in Queensland. Feedback from participants and School Authorities was positive and the more equitable funding outcomes delivered assistance to students most in need.



Public relations and communications with stakeholders

Political engagement

Throughout the year QCEC engaged with State and Federal Governments on key issues affecting the Catholic education sector.

At the federal level, as outlined elsewhere in this report, achieving agreement on an equitable school funding model was a major focus. Discussions with the Federal Minister for Education, MPs and Senators continued throughout the year. During the funding negotiations QCEC ensured MPs had a strong understanding of the issues for Catholic schools nationally but also in Queensland-specific terms. MPs were made aware of the pros and cons of various funding options, particularly as they affected the high number of regional and remote schools in Queensland.

Following the Catholic sector's agreement with the Federal Government on school funding, QCEC provided input into the formation of the State Government's bilateral agreement with the Federal Government on funding. QCEC was successful in including in the agreement a range of initiatives including supporting governance, school leadership and school improvements and strategies to enhance data literacy among Catholic school leaders and teachers.

At the state level, QCEC engaged with Government and Opposition MPs on a wide variety of issues. This included work to enable the Queensland College of Teachers (QCT) to act as the certifying authority for Highly Accomplished and Lead teachers in Queensland Catholic schools.

Regular meetings with the Minister for Education, ministerial advisors and the Shadow Minister for Education provided opportunities to canvass many other issues affecting Catholic schools. The planned changes to Senior Assessment and Tertiary Entrance due to begin in Year 11 2019 were a major topic of discussion and QCEC continued to have input into the processes and procedures being implemented as part of this new system.

Water safety

QCEC participated on the Ministerial Roundtable on Water Safety which resulted in the signing of the Water Safety Pledge, whereby the Roundtable members confirmed their commitment to do all they can to ensure that every Queensland child has the skills and knowledge they need to be safe in and around water.

Cross-sector engagement

Across 2018 QCEC contributed to the AITSL-led Certifying Authorities (CAN) Network in its capacity as a sector stakeholder. The Network consists of teacher certifying authorities and schools sector representatives across Australia.

A key focus in 2018 was consideration of the certification of highly accomplished and lead teachers and analysis of the process in different sectors and states/territories. This work is intended to inform action to uphold integrity of certification and promote consistency across the different certification processes.

QCEC also used CAN to explore the different certification processes in other jurisdictions to inform the development of the HALT assessment process for Queensland Catholic school teachers.



Catholic Education Week

Catholic Education Week 2018 was held from 29 July – 4 August 2018 with the theme *Discovering New Horizons*. Catholic Education Week provides the opportunity for schools across Queensland to reflect on and celebrate the unique mission and ethos of Catholic schools. Schools celebrated their community achievements in many ways including morning teas, assemblies, grandparents' days, art shows, fundraising and social justice activities.

The official launch of Catholic Education Week was held on Tuesday 31 July at St Anthony's Catholic College in Deeragun, Diocese of Townsville. The event involved over 500 students representing Catholic schools within the diocese. Mass was celebrated by Most Rev. Tim Harris, Bishop of Townsville and the event was attended by local and intrastate dignitaries including Ms Brittany Lauga MP, Assistant Minister for Education.

The launch event included the presentation of the *Spirit of Catholic Education Awards* to seven recipients from all over the state, who are making an outstanding contribution to Catholic education communities.

The 2018 recipients were, pictured above L-R with Brittany Lauga MP (far right):

- Rosemarie Dwyer, St Augustine's College, Springfield – *Aunty Joan Hendriks Reconciliation Award*
- Annette Campbell, St Patrick's College, Shorncliffe, Edmund Rice Education Australia
- Cecily Fitzpatrick, Mater Dei Primary School, Diocese of Toowoomba
- Gail Jamieson, Our Lady of the Sacred Heart, Springsure, Diocese of Rockhampton
- Yvonne McDonald, St Joseph's Catholic School, Mount Isa, Diocese of Townsville
- Ann Barr, Catholic Education Services, Cairns
- Jon Sorohan, St Paul's Catholic Primary School, Woodridge, Archdiocese of Brisbane.

The Commission is grateful to the sponsors of Catholic Education Week 2018 – RACQ Bank, Australian Catholic Superannuation Retirement Fund and the Australian Catholic University – for their generous support.

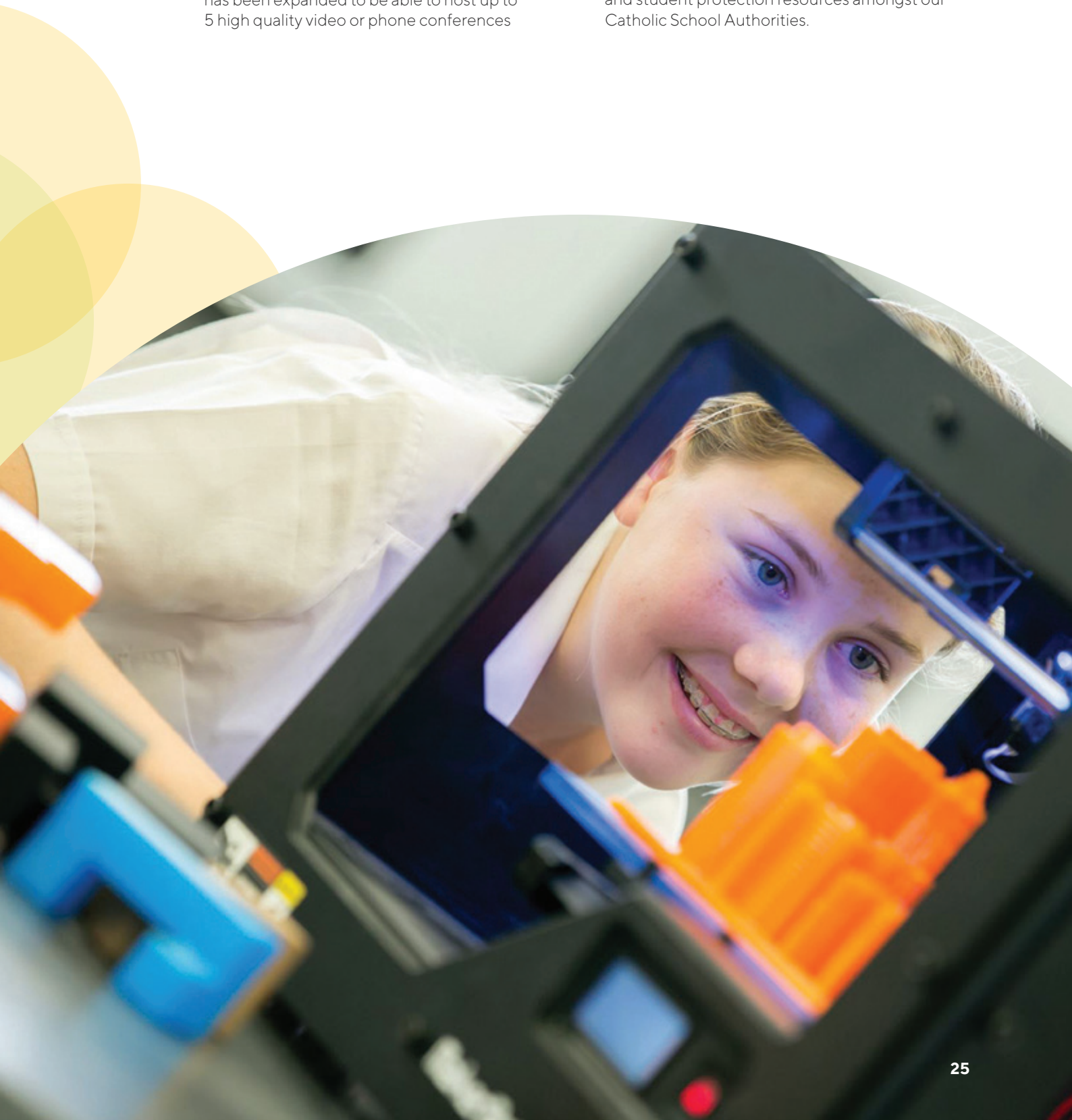
Enabling communications with stakeholders

Several enhancements supporting QCEC's communications with stakeholders were made over the course of 2018, most notably implementation of SharePoint document management system and the relocation of the QCEC offices to refurbished premises.

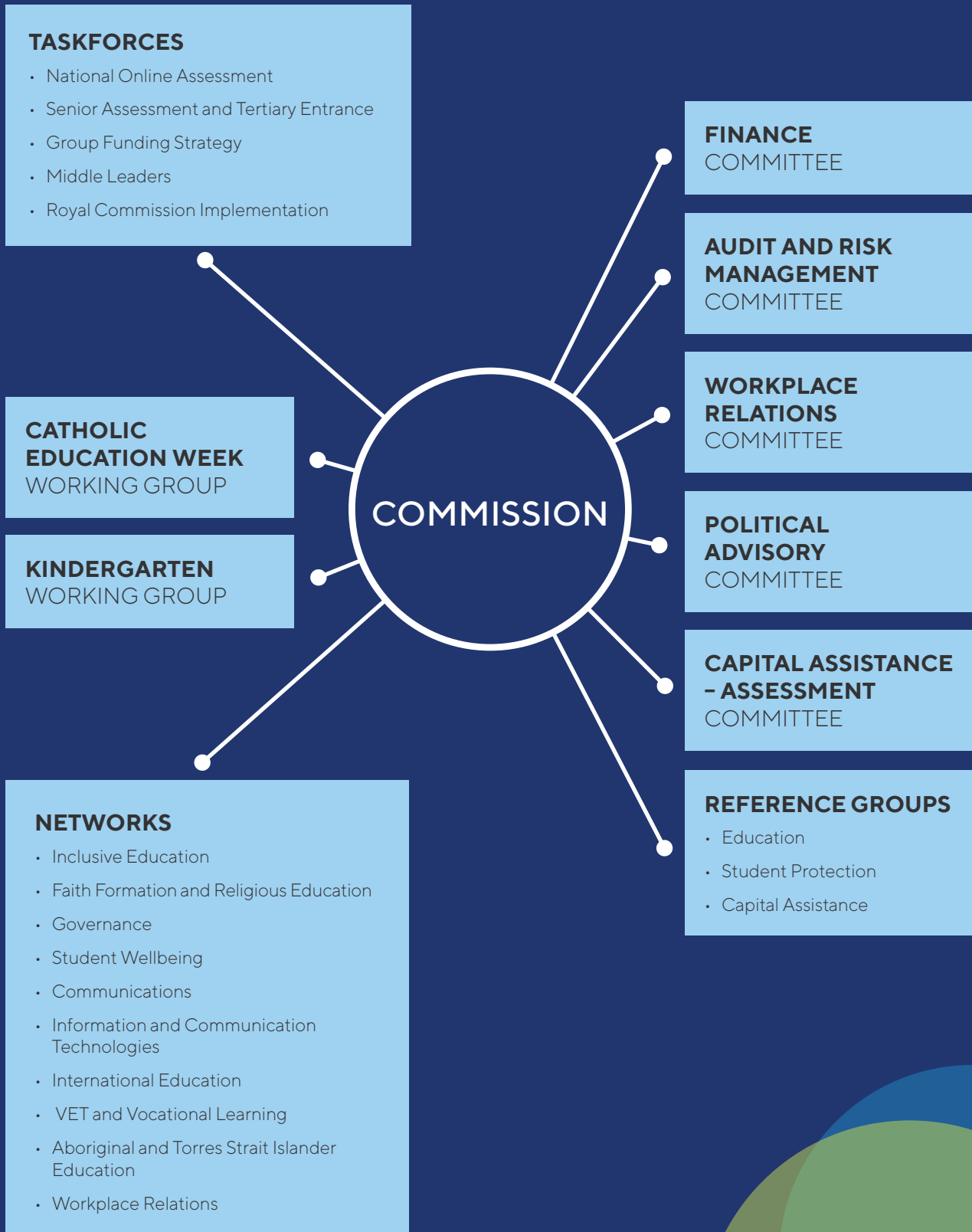
QCEC's offices now have increased capacity for hosting meetings, whether face to face or utilising video or phone conferencing. Following the successful implementation of the Zoom conferencing system last year, use of Zoom has been expanded to be able to host up to 5 high quality video or phone conferences

simultaneously, with attendees able to use almost any internet connected device to participate.

The introduction of SharePoint has dramatically improved capability and the way QCEC shares and collaborates on documents with our external stakeholders. Using SharePoint and Office 365, staff can share information outside the secretariat quickly, easily and securely. The use of SharePoint has also been further extended to facilitate the Capital Programs functions across our stakeholders, architects and project managers, replacement of the Member web site early in 2019 and to facilitate the sharing of governance and student protection resources amongst our Catholic School Authorities.



COMMITTEE STRUCTURE





FINANCIAL STATEMENT

Statement of Profit or Loss and Other Comprehensive Income for the Year Ended 31 December 2018

	2018 \$	2017 \$
REVENUE		
Revenue – Levies	6,618,649	7,523,330
Other Income	4,277,554	2,225,903
Gross Income for the Year	10,896,203	9,749,233
EXPENDITURE		
Salaries and Related Expenses	5,650,901	5,518,171
Administration Expenses	2,161,044	1,236,168
Projects and Initiatives Expenses	1,043,229	475,993
Travel and Meeting Costs	136,277	119,645
Motor Vehicle Expenses	46,579	41,570
Sponsorships	15,149	17,500
Total Expenditure for the Year	9,053,179	7,409,047
Surplus/(Deficit) before Income Tax	1,843,024	2,340,186
Income Tax Expense	–	–
Surplus/(Deficit) after Income Tax	1,843,024	2,340,186
Other Comprehensive Income, Net of Tax	–	–
Total Other Comprehensive Income for the Year Attributable to the Members of Queensland Catholic Education Commission	1,843,024	2,340,186

Statement of Financial Position as at 31 December 2018

	2018	2017
	\$	\$
ASSETS		
CURRENT ASSETS		
Government Grant Program Funds – Assets	73,596,247	82,631,219
Cash and Cash Equivalents	5,629,601	13,686,733
Other Assets	1,386,911	347,120
Total Current Assets	80,612,759	96,665,072
NON CURRENT ASSETS		
Property, Plant and Equipment	3,162,742	1,255,041
Total Non Current Assets	3,162,742	1,255,041
Total Assets	83,775,501	97,920,113
LIABILITIES		
CURRENT LIABILITIES		
Government Grant Program Funds – Liability	73,596,247	82,901,722
Payables and Accruals	2,554,817	1,984,730
Provisions	905,852	1,073,441
Total Current Liabilities	77,056,916	85,959,893
NON-CURRENT LIABILITIES		
Provisions Non Current	120,986	165,645
Total Non Current Liabilities	120,986	165,645
Total Liabilities	77,177,902	86,125,538
Net Assets	6,597,599	11,794,575
EQUITY		
Reserve	831,989	11,794,575
Accumulated Funds	5,765,610	-
Total Equity	6,597,599	11,794,575

QUEENSLAND CATHOLIC SCHOOLS STATISTICS 2018

Table 1: Number of Queensland Catholic Schools and Campuses in 2018 by Diocese and Type

	Brisbane		Cairns		Rockhampton		Toowoomba		Townsville		QLD	
	Sch	Cam	Sch	Cam	Sch	Cam	Sch	Cam	Sch	Cam	Sch	Cam
Combined	19	22	1	1			7	7	6	9	33	39
Primary	105	106	21	22	31	31	21	22	18	18	196	199
Secondary	43	43	7	8	11	12	5	5	9	9	75	77
Total 2018	167	171	29	31	42	43	33	34	33	36	304	315

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

Table 2: Number of staff in Queensland Catholic schools in 2018 by staff level and employment status (Headcount)

	Combined	Primary	Secondary	QLD
Full Time	1,561	4,118	6,112	11,791
Part Time	688	5,219	2,599	8,506
Total 2018	2,249	9,337	8,711	20,297

Table 3: Number of Teaching Staff in Queensland Catholic Education in 2018 by Diocese, Staff Level and Employment Status (Headcount)

		Brisbane	Cairns	Rockhampton	Toowoomba	Townsville	QLD
Combined	Total	211	22		53	25	311
	Full Time	177	19		40	17	253
	Part Time	34	3		13	8	58
Primary	Total	3,556	504	627	410	488	5,585
	Full Time	2,391	348	449	271	361	3,820
	Part Time	1,165	156	178	139	127	1,765
Secondary	Total	3,608	408	650	380	626	5,672
	Full Time	3,194	343	577	325	540	4,979
	Part Time	414	65	73	55	86	693
	Total 2018	7,375	934	1,277	843	1,139	11,568

Table 4: Number of Teaching Staff in Queensland Catholic education in 2018 by Diocese, Staff Level and Gender (Headcount)

		Brisbane	Cairns	Rockhampton	Toowoomba	Townsville	QLD
Combined	Total	211	22		53	25	311
	Female	125	12		36	19	192
	Male	86	10		17	6	119
Primary	Total	3,556	504	627	410	488	5,585
	Female	3,003	450	575	365	442	4,835
	Male	553	54	52	45	46	750
Secondary	Total	3,608	408	650	380	626	5,672
	Female	2,188	248	392	218	390	3,436
	Male	1,420	160	258	162	236	2,236
	Total 2018	7,375	934	1,277	843	1,139	11,568

Table 5: Number of Principals in Queensland Catholic Education in 2018 by Diocese, Staff Level and Gender (Headcount)

		Brisbane	Cairns	Rockhampton	Toowoomba	Townsville	QLD
Combined	Total	19	1		7	4	31
	Female	3			1	2	6
	Male	16	1		6	2	25
Primary	Total	107	22	31	22	21	203
	Female	38	15	17	13	14	97
	Male	69	7	14	9	7	106
Secondary	Total	44	8	12	5	11	80
	Female	17	5	3	2	3	30
	Male	27	3	9	3	8	50
	Total 2018	170	31	43	34	36	314

QUEENSLAND CATHOLIC SCHOOLS STATISTICS 2018

Table 6: Number of Students in Queensland Catholic Schools in 2018 by Year and Level of Schooling (FTE)

Year	Primary	Secondary	Total
2018	78,997	67,934	146,930

Table 7: Number of Students in 2018 by Diocese, Level of Schooling and Gender (FTE)

		Brisbane	Cairns	Rockhampton	Toowoomba	Townsville	QLD
Primary	Total	50,387.0	6,670.0	8,837.2	5,831.0	7,271.4	78,996.6
	Female	24,802.4	3,327.0	4,435.2	2,897.0	3,576.2	39,037.8
	Male	25,583.6	3,343.0	4,402.0	2,934.0	3,695.2	39,957.8
	Other	1.0					1.0
Secondary	Total	44,698.2	4,387.0	8,160.0	4,252.4	6,435.9	67,933.5
	Female	21,648.4	2,190.0	3,926.0	2,039.0	3,231.0	33,034.4
	Male	23,049.8	2,197.0	4,234.0	2,213.4	3,204.9	34,899.1
Total Students		95,085.2	11,057.0	16,997.2	10,083.4	13,707.3	146,930.1

Table 8: Number of Students in Edmund Rice Education and Religious Institute Schools in 2018 by Diocese and Level of Schooling (FTE)

	Edmund Rice Education Australia						Religious Institute					
	Number of Schools			Enrolments (FTE)			Number of Schools			Enrolments (FTE)		
	Primary	Secondary	Total	Primary	Secondary	Total	Primary	Secondary	Total	Primary	Secondary	Total
Brisbane	5	16	21	1,475	8,277	9,752	5	12	17	1,397	12,207	13,604
Rockhampton		2	2		688	688		1	1		393	393
Toowoomba							1	2	3	66	1,299	1,365
Townsville		3	3		1,250	1,250		1	1		407	407
Total	5	21	26	1,475	10,216	11,691	6	16	22	1,463	14,306	15,769



Table 9: Number of Aboriginal and Torres Strait Islander Students 2018 by Diocese and Level of Schooling (FTE)

Student FTE	Brisbane	Cairns	Rockhampton	Toowoomba	Townsville	QLD
Primary	1,220	662	470	368	556	3,277
Secondary	1,231	416	590	254	929	3,420
Total 2018	2,451	1,078	1,060	622	1,485	6,696

Table 10: Number of Full Fee Payment Overseas Students 2018 by Diocese and Level of Schooling (FTE)

Student FTE	Brisbane	Cairns	Rockhampton	Toowoomba	Townsville	QLD
Primary	29	2	1	1	2	35
Secondary	238	11	2	15	16	282
Total 2018	267	13	3	16	18	317

Table 11: Number of Students with Disabilities (NCCD) 2018 by Diocese and Level of Schooling (FTE)

Student FTE	Brisbane	Cairns	Rockhampton	Toowoomba	Townsville	QLD
Primary	6,756	969	1,437	1,026	910	11,098
Secondary	6,704	620	1,265	668	919	10,176
Total 2018	13,460	1,589	2,702	1,694	1,829	21,274

Table 12: Number of Boarding Students 2018 by Diocese and Level of Schooling (FTE)

Student FTE	Brisbane	Cairns	Rockhampton	Toowoomba	Townsville	Queensland
Primary	6			3	6	15
Secondary	585	287	421	274	407	1,974
Total 2018	591	287	421	277	413	1,989



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