



EDMUND RICE EDUCATION  
AUSTRALIA

20 20

annual report





**EDMUND RICE EDUCATION  
AUSTRALIA**



## Contents

|  |    |
|--|----|
| From the EREA President – Graham Goerke .....            | 4  |
| From the EREA Board Chair – Bobby Court .....            | 6  |
| From the EREA Executive Director – Dr Wayne Tinsey ..... | 8  |
| Strategic Directions .....                               | 10 |
| Finance Report .....                                     | 16 |
| Our Schools .....  | 18 |

Cover picture: New St Mary's College students. In 2020, it was announced that CBC St Kilda will become St Mary's College, East St Kilda.

We acknowledge the Aboriginal Peoples as the Traditional Owners of each of the Country/s on which our schools and offices are located. We acknowledge the Torres Strait Islander Peoples who are the Traditional Owners of the Torres Strait Islands.

We are honoured to have the world's oldest living and surviving cultures. We pay our respect to Ancestors, Elders, and leaders of the future who have the spiritual connectedness and relatedness to Country and all living systems.





“

We have realised that we are on the same boat,  
all of us fragile and disoriented, but at the same time important and needed,  
all of us called to row together, each of us in need of comforting the other.

”

Pope Francis reflecting on the pandemic, 2020



# EREA President

Graham Goerke

**2020 heralded the most profound global health crisis since the end of World War 1. This global pandemic was compounded by volatile political contexts and natural disasters within Australia and resulted in social and financial crises worldwide.**

Within Australia, in an unprecedented situation since Federation in 1901, closed state borders were experienced, online schooling for extended periods of time in some locations was required, churches were closed, and financial and social hardship was experienced across all contexts. We witnessed what was referred to by some as a reversal of globalisation and a tsunami of technology and digitalisation that required us to re-examine every aspect of who and how we are as a society within Australia and internationally. This was indeed true for the Edmund Rice Education community across Australia in every aspect.

Throughout the challenges of 2020, both within and beyond EREA, the Touchstones inspired leadership and staff across all layers of governance and schooling. The needs of the students, both their academic and, more importantly, their wellbeing during this period of extended disruption, continued to be a focus for school leaders, staff and EREA national leaders. Liberating Education was provided by school staff who reached out to students and families during online learning, especially within the Flexible Learning School settings and in Victoria, which experienced the longest period of 'lockdown'. Teachers continued to differentiate the learning opportunities for students and to ensure continuing connection and relationship whilst being 'socially distant'. The resilience and dedication of all, including outreach to Edmund Rice Education Beyond Borders, are witness to the living charisma of Blessed Edmund.

Accountability at all levels of the operation of EREA continues to be a key focus for governance, both during 2020 and continuing into 2021. Accountability to governments, federal, state and within the Church, has increased appropriately in all aspects of schooling, both educational and financial, with explicit relevance to child safety. This has led to a complete examination and external analysis of the governance responsibilities for the EREA Council, Board and the National Executive to meet the external statutory requirements but, most importantly, to ensure that students and families continue to be served. This is timely as EREA was established in 2007 and, as the largest national association of Catholic schools in Australia with 55 schools operating in every state and territory, this is an exacting process but with a strong and unequivocal commitment.

This external analysis has led to the confirmation of the EREA Board as being directly responsible for the governance of schools and charged with a direct working relationship with the Executive Director and EREA National Executive. The Council expresses its deep gratitude to the EREA Board

and Chair for its skill, integrity and steadfastness in meeting the many challenges of 2020 within the changed and increasingly complex regulatory environment. The untiring commitment and professionalism of the National Executive within this process are both acknowledged and lauded.

The EREA Council operates as the Trustees for EREA and has clear accountabilities within the Church and for the mission and property of EREA. Each year the Council must submit a report to Rome and specifically to the Vatican's Congregation for Institutes of Consecrated Life and Societies of Apostolic Life, accounting for the fulfilment of the mission of Catholic education within EREA schools across Australia. The Council must also maintain clear and ongoing relationships with the Bishops of each of the 16 dioceses in which EREA schools operate. EREA Council members contribute actively to the Association of Ministerial Public Juridic Persons (AMPJP) and to the National Committee for Catholic School Authorities.

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**Within this increasingly complex context and regulatory environment, it is the mission that continues to inspire and capture the spirit of those engaged in governing, leading and choosing a Catholic education in the tradition of Edmund Rice.**

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The Touchstones of Inclusive Community and Justice and Solidarity have shone through during 2020. Paradoxically, whilst being confined and in 'lockdown' across the world, Edmund Rice Education Beyond Borders webinars connected leaders, staff and students across many nations on each continent to share messages of hope and heroic action amidst profound human suffering.

Our schools continue to witness to being Inclusive Communities and beacons of hope for students and families – our leaders do not walk away from challenging situations. Leaders and staff continue to embody the values of Blessed Edmund who reached out to those in most need and offered the liberation that

education can offer. During these unpredictable times, when senior students were denied the usual 'rites of passage' into an uncertain future, EREA schools across Australia drew on the wisdom and imperatives of the charism of Blessed Edmund and lived Gospel Spirituality so that young people could enjoy 'life to the full' (Jn 10:10).

Amidst the many challenges, EREA experienced its greatest period of transition with the retirement of Br Paul Oakley as EREA President, Dr Wayne Tinsey as Executive Director and Mr Geoff Doyle as Director of Stewardship, at the end of 2020. These men were founding members of EREA and embodied the vision and energy that enabled its birth and growth. EREA is deeply grateful for the steady hand and uncompromising vision of Br Paul who tirelessly forged new pathways for Catholic education in the tradition of Blessed Edmund. Br Paul attended to the relationships both within EREA and beyond, ensuring structures and processes that are sustainable and emblematic of what the mission needs to be in the 21st Century. Wayne Tinsey inspired schools and leaders to grasp the mission with courage and self-belief, whilst Geoff Doyle was the faithful steward who ensured that the fulfilment of the EREA Touchstones was enabled through prudent, ethical and equitable management of the resources.

EREA expresses its deep gratitude to these founding leaders.

The future is a time of great opportunity and renewed hope for EREA. It is a call to growth through adversity and a period of transition as the pioneers of EREA have retired and passed the baton - 'see I am doing a new thing' (Isaiah 43: 19). We are called to reflect and see with fresh

eyes, and to have the humility, courage and commitment to the mission to do so. We are committed to ongoing partnerships across education and within the communities we serve.

We express gratitude for our blessings as a country, for the EREA schools and school leaders, the EREA National Office, the EREA Board and for the many staff who continue Edmund's commitment to reach out and care for those who are marginalised. We move forward with hope that enables courage and steadfastness which we continue to witness in our First Nations brothers and sisters, with whom we walk in solidarity.

In the words of Kevin Kearney in an excerpt from a Creed for Edmund's People (Feast Day 2020):

*We believe we are called to keep our hearts and minds open and attentive to God's will.*

*We believe we are called to witness by prophetic action to our option to the poor, the oppressed and people at the margins.*

*We believe we are called to immerse ourselves in the culture in which we live and work ... we believe it is in facing our own fragility that we can accompany others in theirs.*



# EREA Board Chair

Bobby Court

**The Board met on six occasions in 2020 during an extraordinary year in the life of our country and our world. Commencing with a two-day shared Retreat with Council in February, our second and final meetings took place in Richmond, whilst all other meetings were held online, via Zoom, as we navigated the COVID-19 pandemic.**

From an initial period of disorientation, EREA, inclusive of our National Office and our school communities, navigated the challenges of COVID-19 with resolve and strategic intent, ensuring that we were present to one another, despite the obstacles presented, working in solidarity with our school leaders and communities. The greatest education experiment in recent history resulted in a momentous achievement of learning continuity across our 55 schools. This work continues.

At the end of 2020, Board member, Vicki Clark, concluded her term of six years on the Board. As a Muthi Muthi and Wadi Wadi woman from the Lake Mungo area, Vicki brought great insight and wisdom to the Board's understanding of Aboriginal and Torres Strait Islander Education and cultural practices. Her deep commitment to this work was exemplified in her contribution to Victorian Aboriginal Catholic Ministry and the legislation process for a Treaty in Victoria. Her extraordinary gifts led to the design of the EREA Aboriginal Touchstones, the Fire Carrier movement and the EREA Aboriginal and Torres Strait Islander Education Policy. This foundational work set the context for the development of the EREA National Office Reconciliation Action Plan.

Fleur Hannen also retired as a Board member at the end of 2020. Fleur's contribution to the story of EREA has been significant, firstly as a member and Chair of the St Dominic's Penrith School Advisory Council and more recently as a member of the EREA Board, and the inaugural Chair of the EREA Board Governance, Risk and Compliance Committee. Fleur was also a valued member of the Stewardship and Resources Committee, as well as the Sustainability Committee.

Our Board members have continued to work tirelessly in their preparation, contribution and decision making in 2020. Each has been actively involved in a variety of committees of the Board and in working groups for special projects. Participating in the Board meetings and this related work, on top of the reading and travel time, requires a considerable effort and personal commitment. EREA has again been well served this year by each member of the Board, who brings outstanding expertise, wisdom and knowledge to their governance responsibility. The thoroughness of this work and generous investment of time are deeply appreciated.

In 2020 the Board continued its focus on its own formation, making the Board and Council Retreat in February a priority. The Retreat proved an opportunity for Council, Board and Executive to reflect on our Voice in the Church, particularly addressing the question: *Around which issues and challenges do we need to create safe spaces for our leaders, staff and young people to raise their voice in the Church?*

## EREA Governance

- > 2020 presented EREA with significant challenges as a result of increased scrutiny of our governance practices. EREA has responded by demonstrating our commitment to establishing processes and maintaining a culture of continuous improvement in response to legal, fiduciary, child safe and moral responsibilities, and the robust challenge of overseeing the operation of each EREA School.
- > A review of key Governance documents has been undertaken, clarifying roles internally and communicating these to our stakeholders. EREA has undertaken an extensive review of its Risk Management Framework and Child Safeguarding policies, procedures and reporting, demonstrating our commitment to strategic leadership of a safe environment at all EREA Schools.
- > 2020 saw us engaging with numerous stakeholders as we worked towards embedding improvements in structure, capability and culture.

## Enrolment Growth and Diversity

The 2020 Census data continues to highlight growth across the EREA network, especially when one factors in the challenges faced in 2020 due to COVID-19. At the August 2020 census, the total enrolment for EREA schools (both Colleges and Flexi schools) stood at 38,900 (Colleges: 36,672; Flexi schools: 2,228). The 2020 Community Profile Report again reinforces the diversity in the EREA network of schools in relation to the following:

- > The gender balance of teachers in our Colleges is closer than previous years (F 43% / M 57%).
- > The percentage of female teaching staff in Flexi schools is higher than in our Colleges (55%).
- > In our Colleges, 13 teachers (FTE) and 23.3 non-teaching staff (FTE) identify as Aboriginal or Torres Strait Islander.

- > In the Flexi schools, 11.6 teachers (FTE) identify as Aboriginal or Torres Strait Islander and an additional 38.9 (FTE) non-teaching staff identify as Aboriginal or Torres Strait Islander.
- > Aboriginal and Torres Strait Islander staffing figures are all increases on the 2019 figures.
- > There has been an increase of 579 students across the network from 2019. While pleasing, it is a -0.4% differential on total budgeted enrolment figures for 2020 across all EREA schools.
- > Female enrolments rose 15% in our co-educational Colleges. Female enrolments in the Flexi School Network remained steady at 45% of the total Flexi student enrolment.
- > Aboriginal & Torres Strait Islander young people make up 4.3% of the total enrolment in EREA schools in 2020 (2.8% of total mainstream enrolments / 28.9% of total Flexi school enrolments).
- > In our Colleges, 65.5% of students identify as Catholics, 16.5% as 'Other Christian' and 18% as 'Other'. The total percentage of students identifying as Catholic has fallen from 70% in 2019.

## Hope and Gratitude

2020 is a truly remarkable chapter in the story of EREA, taking place amidst the global disruption of the COVID-19 pandemic. This disruption to our global community has brought with it loss of life and livelihood, separation of families, restrictions on travel and added strain on people's wellbeing. These effects have been amplified in countries and communities adversely affected by poverty, disadvantage and inadequate government responses. Whilst it is easy to focus on the ways in which the disruption has affected communities negatively around the globe, it is also important to look for positive aspects of this disruption.

Communities have come together to support one another, people and organisations have found new ways to connect despite restrictions, and our Common Home has been spared much of the damage caused by transport and travel as people have remained closer to home.

It has been an opportunity to change direction and work together towards a brighter future. The language and actions of hope can overcome the language and actions of fear.

In reflecting on the challenges confronting the EREA community in 2020, we are particularly conscious of the diversity of experiences across Australia and across the globe. It is important to recognise that our journeys through COVID-19 are not over yet. As we continue this journey, with its ups and downs, we look for signs of hope; we acknowledge the many challenges facing our global community; we celebrate creativity, resilience and generosity, and remember the importance of care and empathy in our relationships.

2020 was the year when we expressed our gratitude to Dr Wayne Tinsey, Mr Geoff Doyle and Brother Paul Oakley for their inspirational leadership as foundational Executive Director, National Director Stewardship and President of Council. The impact of these foundational pioneers has been inestimable, and characterised by dedication, care and strong pastoral oversight. This year we welcomed our new Executive Director, Dr Craig Wattam and our new National Director of Stewardship, Jennifer Scott. Mindful of the great achievements of the past 13 years, we look forward with great confidence to a new era of leadership.

Deep gratitude is extended to everyone who is part of the EREA community, especially our school principals, staff and School Advisory Councils. Thank you for all you have done throughout 2020 to ensure the safety and wellbeing, and the learning and formation, of the children and young people in our care. Particular appreciation is sincerely extended to all our national and regional office staff, to Dr Wayne Tinsey and the Executive Team, Graham Goerke and the members of the Council for their dedicated contribution, leadership, support and devotion to our mission throughout 2020.

# EREA Executive Director

Dr Wayne Tinsey

## Dear Friends of Edmund Rice Education Australia.

It is an honour and privilege for me to contribute to this Annual Report for Edmund Rice Education Australia. As I do so, I am aware that it is the last contribution that I will make, as I have finished my time as Executive Director.

It would be an understatement to say 2020 was a challenging year for all. As COVID-19 was ravaging our world, our efforts to maintain good education and care for our students were so important and necessary.

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We can be very proud of everyone in our Edmund Rice Education community, for the ways in which they handled the most difficult of situations. All, from our leaders to our students and their families, showed extraordinary commitment to each other and to the wellbeing of our young people.

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Our leaders, both within our schools and our EREA structures, were extraordinary in the way that they led during 2020. They maintained regular contact with and support for one another, and shared ideas and resources in very challenging situations, going the extra mile to help families who were struggling most in the face of changed employment and financial situations. I think our national community distinguished itself in its commitment to support for families. EREA also



“

History will show that such extraordinary innovation, in such a short time, that scarcely would have been thought possible, was embraced with distinction.

”

was a leader in the support of our global Edmund Rice family through our Taskforce and the work with Edmund Rice Education Beyond Borders.

Staff in our schools were extraordinary in the way that they adapted to the challenging circumstances of remote learning and teaching. History will show that such extraordinary innovation, in such a short time, that scarcely would have been thought possible, was embraced with distinction. Our students faced a variety of challenges in their efforts to maintain their learning and we all should be so grateful for their resilience and achievements.

Although the first part of 2021 has been somewhat better in terms of the continuity of face-to-face education, we are reminded by snap lockdowns and border closures that we still have a long way to go in this new reality. I have been amazed at the solidarity and support that has been forthcoming from all regions of our national community for those in Victoria and other places where these lockdowns have hit the hardest.

And so, to finish this last contribution to EREA’s annual reporting process, I wish to express my gratitude to and deep admiration for our whole community. I thank you for

the last 13 years; for accepting me, trusting me and allowing me to make a contribution to the vision of Edmund Rice Education and the future of our young people.

I am confident that, under the leadership of Craig Wattam, Bobby Court and Graham Goerke, together with the wonderful teams that they have around them, EREA will go from strength to strength and continue to be a national and global leader in Catholic education and care for our young.

May God bless you all and thank you for the privileges that I have enjoyed.



# Strategic Directions

The following were some of the significant projects of 2020

The EREA Strategic Directions 2020-2024 provide the new horizons for our mission in education. In the context of the Gospel, our Catholic Tradition, the charism of Edmund Rice, our Charter and Touchstones, the wisdom of Aboriginal and Torres Strait Islander Peoples, our 2018 Congress, and faithful to our school communities, Edmund Rice Education Australia envisions its future through the framework of Our Voices, Paradigm Shifts and Enablers.

## VOICES

In building a better world for all, EREA will raise its collective voice in relation to the following strategic domains:

### LEARNING

The nature of learning, the student at the centre of liberating teaching and learning practice, ensuring wellbeing, safety and student voice underpin our educational vision.

### LEADERSHIP

The qualities, dimensions and challenges of leadership that are central to our work as liberating educators.

### CHURCH

An experience of church which recognises the divine in every person's search for meaning, models equality and listens and responds to those experiencing powerlessness.

### WORLD

The interdependence and fragility of life on earth and the need for life-giving connections which foster solidarity, justice and peace in the world.

## LEARNING – PROJECTS 2020

- > Learning Executive Reference Group
- > Liberating Education Research Project
- > Leaders of Learning National Conference – Learning Continuity
- > Life Without Barriers
- > Education for Justice and Peace
- > School Renewal and Strategy Processes
- > Australian Research Council Partnerships
- > COVID-19 Learning Continuity Project
- > EREA Early Learning Reference Group – Learning Statement
- > Peace Education Project

## LEADERSHIP – PROJECTS 2020

- > EREA Young Leaders' Conference – Reconciliation / Ecology
- > Restructure of Flexible Education Leadership
- > EREA Core Formation Programs
- > Core Formation Online Modules for Beginning Teachers
- > EREA Leadership Programs
- > Aspiring Leaders' Shadowing Program
- > EREA Leaders' Conferences and Forums
- > EREBB Leadership Certificate
- > Performance Review Processes (PIVOT 360)
- > Charter Leadership Awards

## CHURCH – PROJECTS 2020

- > EREA Council – Board – Executive Retreat
- > Australian Church Plenary Engagement
- > Association of Ministerial PjPs Engagement
- > Deputy Principals' Conference: Our Voice in the Church
- > Formation, Professional Learning & Leadership Development Framework
- > Systems Agreements Engagement
- > ERA for Change Initiative
- > EREA Global Edmund Rice Day Celebration

## WORLD – PROJECTS 2020

- > EREBB COVID-19 Global Education Taskforce
- > EREBB Strategic Priorities 2021-2023
- > Edmund Rice Education Beyond Borders Initiatives
- > EREBB Secretariat Projects
- > EREBB International Bilingual Zoominars
- > EREA Local-Global "Connecting Classrooms"
- > Best Foot Forward ERFA
- > EREBB Leadership Forums



# Strategic Directions

## PARADIGM SHIFTS

Inspired by the Spirit in urgently responding to current realities and alternative futures, EREA commits to the following strategic domains:

### RECONCILIATION

A movement for Reconciliation, walking together for mutual liberation, valuing Aboriginal and Torres Strait Islander Knowings and recognising Australia's shared histories, cultures and achievements.

### ECOLOGY

An ecological movement towards new ways of thinking and acting about human beings, life, society, the earth and our relationship with creation.

### DIVERSITY

A movement towards freedom where diversity in all its forms is sought and celebrated as a gift, so that the unique behaviours, aspirations and needs of all are valued equally.

### LANGUAGE

An evolution in language which allows us to give expression to our stories, listen to others, re-imagine our rituals, create new meanings and facilitate transformation.

## RECONCILIATION – Projects 2020

- > Reconciliation Executive Reference Group Meetings
- > Reconciliation Australia Engagement
- > Young Leaders’ Walking on Country
- > RAP Career and Employment Strategy
- > Waterhole Exercise Delivery / Training
- > EREA Cultural Practice Guidelines
- > Aust Curriculum Priorities Project (Indigenous)
- > Innovate RAP to Stretch RAP Processes
- > ACU Indigenous Scholarships Partnership
- > Two Ways Education (Alice Springs)
- > AITSL Indigenous Cultural Competency Paper

## ECOLOGY – Projects 2020

- > Ecology Committee of the Board Meetings
- > Principals’ Sustainability Statement Projects
- > Integral Ecology Project
- > Interim Climate Crisis Statement
- > EChO Across Australia Initiatives
- > School Renewal Report Inclusion
- > Australian Curriculum Priorities Project (Sustainability)
- > Laudato Si Decision-Making Model

## DIVERSITY – Projects 2020

- > Diversity Executive Reference Group
- > EREA Gender Equality Strategy
- > Safe and Inclusive Communities Online Module
- > Enabling Female Leaders Initiative
- > Enabling Principals Initiative
- > Policy and Practice Initiatives
- > EREA Communication and Media Strategy
- > Mercer Leadership Project

## LANGUAGE – Projects 2020

- > Interfaith Dialogue Representation
- > Identity Leaders’ Forum: Evolution in Language
- > Young Leaders’ Imagination Declaration
- > Ricean COVID-19: Language & Actions of Hope
- > Deputy Principals & Heads of Campus Conference: Creating New Meanings
- > Language of Assessment / Success (New Metrics)
- > Touchstones App Development



# Strategic Directions

## ENABLERS

So that our schools are empowered to achieve their transformation goals, and guided by the principle of subsidiarity, EREA commits to:

### GOVERNANCE AND COMPLIANCE

A high standard of clarity and support in relation to governance, compliance, risk and the wellbeing of our students and staff.

### RELATIONSHIPS & COMMUNICATION

Respectful relationships within our workplaces and learning environments, professional processes and communication, and collaborative partnerships within the community.

### RESOURCES

The prudent stewardship of financial performance, strategic management of the resources entrusted to us and transparency in our operations as we support the mission of Catholic Education in the Edmund Rice tradition.

### SUSTAINABILITY

Contemporary, innovative and sustainable growth in response to ever-changing educational and social landscapes, extending the reach of the charism of Edmund Rice.

## GOVERNANCE & COMPLIANCE – Projects 2020

- > Governance, Risk and Compliance Committee Meetings
- > GRaCE Initiative
- > EREA Safeguarding Standards
- > EREA WWCC Audit
- > Risk Profile
- > Training Programs – CompliLearn Modules
- > Review of School Advisory Council Design
- > Systems Agreements Projects
- > Critical Incident Responses
- > Line of Sight Governance Project
- > School Advisory Council Formation Induction Module
- > Whistleblower Strategy and Training

## RELATIONSHIPS & COMMUNICATION – Projects 2020

- > Relationships Statement Review
- > Governance Structures Supporting Relationships
- > Leadership Transition Processes
- > EREA Communications Strategy
- > Church and Wider Community Engagement Plan
- > EREA COVID-19 School Communication Plan
- > Strategic Media Support
- > New EREA Website
- > Ricean Language and Actions of Hope Project

## RESOURCES – Projects 2020

- > Stewardship and Resources Committee Meetings
- > Budgets – Parent Entity Reports
- > Capital Expenditure
- > Management / Statutory Financial Reporting
- > Income Generation / Funding
- > Transparency
- > Policy Development
- > Mission Sustainability Reviews
- > Internal Audit

## SUSTAINABILITY – Projects 2020

- > Diocesan School Development Partnerships
- > Research into Models of Education
- > Review of Growth / Sustainability Vision
- > CBC St Kilda – St Mary’s College Melbourne
- > Mt Atkinson Educational Precinct
- > New Adelaide Campus of Oscar Romero FSN
- > St Gabriel’s School Castle Hill Secondary Campus
- > St Edmund’s College Canberra Initiatives



# Finance Report

31 December 2020



**Total income \$961.0 million**

- C'wealth Grants \$386.5 million, 39% - ■
- State Grants \$117.9 million, 12% - ■
- Capital Grants/Income \$66.2 million, 6% - ■
- Student Income \$372.6 million, 37% - ■
- Other Income \$57.3 million, 6% - ■



**Total expenditure \$935.2 million**

- Salary Costs \$609.1 million, 63% - ■
- Education & School Support \$140.7 million, 15% - ■
- Capital Expenditure \$213.9 million, 22% - ■

**The consolidated financial report of EREA for the year ended 31 December 2020 showed that the operating surplus, once adjusted for exceptional items was in line with budget forecasts.**

The consolidated financial report was prepared on an accrual basis and in line with the Australian equivalents of the International Financial Reporting Standards (IFRS). The recurrent operating results were in line with the Key Performance Indicators (KPIs) set by the Board to ensure EREA continued to be a sustainable entity.

The attached report is an extract from the audited consolidated financial report and refers to the flow of income and expenditure from a cash perspective. It is pleasing to note that EREA as a combined entity performed exceptionally well during this financial year. This strong performance facilitated further investment in capital works with an excess of \$110 million being re-invested in projects throughout 2020.

The Profit and Loss account delivered income growth of 3% and a surplus before depreciation of 7% with surplus after depreciation being flat over previous year. Included within these figures is an 8% grant increase and the continued pressure on salary and wages growth, up 6%. The margin before depreciation was 14% and after was 6%.

EREA is blessed with a healthy Balance Sheet, with \$2.1 billion net assets, of which the school's land and buildings comprised 96% of the total value. The Liquidity Ratio (current assets over current liabilities) is 1.6, which is high by commercial standards.

From a cash perspective, as at 31 December 2020 EREA held \$81 million in net cash, an increase of \$11 million on the previous year.

There are a number of key items to note:

The transition from SES to DMI has changed the grant funding for our Colleges and Flexible Learning Centres. 2020 and 2021 are transition years whereby the schools receive the higher of the two.

- Flexible Learning Centres benefit greatly and combined with NCCD funding they have moved into surplus with positive cash reserves. Each of the centres are preparing Capital Master Plans and their cash reserves will be used solely for the development of appropriate learning facilities.
- Some of our Colleges are the beneficiaries of improved funding under the new DMI model, including St James College, Brisbane and St Brendan's College, Yeppoon.



c) St Joseph's Gregory Terrace, Waverley and St Pius X are all negatively impacted by the move to DMI. A price elasticity model will be run as part of the Gregory Terrace Mission Sustainability Review (MSR). This will provide data that supports a broader recommendation to support our schools as they adjust to their new grant funding and the pressure on their fees.

Throughout 2020, due to COVID-19, \$42 million of concessions were granted to families in need, a \$9 million increase on 2019.

Total Enrolments increased from 38,522 in 2019 to 38,900 in 2020.

We celebrate the growth of our Colleges, Flexible Learning Centres, and Early Learning Centres. We have active plans in place to manage our schools with declining enrolments.

Business Managers and their teams require our gratitude for their work during this difficult COVID-19 year. They dealt with many challenges including the delicate balance of receiving fees and granting concessions to parents in need. Their practical, can-do attitude provides the quiet backbone for our schools.

Our IT Managers are to be congratulated for keeping the digital lights on at our schools during the suddenly dark periods of lockdown.

Finally, we are very lucky to have had Geoff Doyle EREA's first National Director of Stewardship. He has set up a strong and disciplined finance and stewardship culture. We wish him all the best in his retirement.

**Jennifer Scott** – National Director Stewardship

## FINANCIAL REPORT

This is an extract from the audited accounts which shows income and expenditure, from a cash perspective, for Edmund Rice Education Australia for the year ended 31 December 2020

| <b>INCOME</b>                    |   | \$          | \$                   |
|----------------------------------|---|-------------|----------------------|
| Commonwealth Government Grants   | Recurrent   | 375,567,670 |                      |
|                                  | Other   | 10,466,315  | 386,033,984          |
| State Government Grants          | Recurrent   | 109,702,793 |                      |
|                                  | Other   | 8,233,288   | 117,936,081          |
| Capital Income                   | Commonwealth grants   | 829,652     |                      |
|                                  | State grants  | 931,929     |                      |
|                                  | Donations capital   | 4,632,909   |                      |
|                                  | Loan proceeds   | 59,787,061  | 66,181,551           |
| Student Income                   | Tuition   | 359,080,026 |                      |
|                                  | Other   | 13,511,125  | 372,591,150          |
| Other Income                     | Donations - Operating   | 1,257,293   |                      |
|                                  | Building levies   | 9,599,269   |                      |
|                                  | Investments   | 4,087,619   |                      |
|                                  | Trading activities  | 22,550,544  |                      |
|                                  | Other   | 19,779,278  | 57,274,002           |
| <b>TOTAL INCOME</b>              |   |             | <b>1,000,016,769</b> |
| <b>EXPENDITURE</b>               |   |             |                      |
| Total Salary Costs               | Salaries  | 514,946,104 |                      |
|                                  | Superannuation  | 53,851,574  |                      |
|                                  | Long service leave and provisions                               | 13,292,821  | 609,090,498          |
| Education and School Support     | Faculties and co-curricular expenses                            | 41,896,536  |                      |
|                                  | Boarding expenses   | 7,355,374   |                      |
|                                  | Trading activities  | 14,698,179  |                      |
|                                  | Administration  | 56,816,468  |                      |
|                                  | Insurance   | 10,213,374  |                      |
|                                  | National and Regional costs including co-responsibility support | 9,755,335   | 140,735,265          |
|                                  |   |             |                      |
| Capital Expenditure              | Net payments for property, buildings, plant & equipment         | 110,838,805 |                      |
|                                  | Maintenance   | 46,846,746  |                      |
|                                  | Debt servicing (principal & interest)                           | 54,838,053  |                      |
|                                  | Leasing costs   | 473,789     | 212,997,392          |
| <b>TOTAL EXPENDITURE</b>         |   |             | <b>962,823,155</b>   |
| <b>NET INCREASE IN CASH HELD</b> |   |             | <b>37,193,613</b>    |

# Our Schools

Across Australia, Catholic Schools in the Edmund Rice tradition have been educating young Australians in every state and territory since 1872. All our schools aim to offer a Liberating Education, based on a Gospel Spirituality, within an Inclusive Community committed to Justice and Solidarity. Our schools are diverse, including primary and secondary, co-educational, boys, regional/rural, boarding, early learning centres and flexible education.

## EREA SCHOOLS REGIONS

### NORTHERN

Ambrose Treacy College  
Indooroopilly

Ignatius Park College  
Townsville

Indooroopilly Montessori  
Childrens' House

St Brendan's College  
Yeppoon

St Edmund's College  
Ipswich

St James College  
Brisbane

St Joseph's College Gregory  
Terrace Brisbane

St Joseph's Nudgee College  
Boondall

St Laurence's College  
South Brisbane

St Patrick's College  
Shorncliffe

### EASTERN

Christian Brothers' High School  
Lewisham

Edmund Rice College  
Wollongong

St Dominic's College  
Penrith

St Edmund's College  
Canberra

St Edmund's College  
Wahroonga

St Edward's College  
Gosford

St Gabriel's School  
Castle Hill

St Patrick's College  
Strathfield

St Pius X College  
Chatswood

Waverley College  
Waverley

### SOUTHERN

Christian Brothers' College  
St Kilda

Parade College  
Bundoora and Preston

St Bernard's College  
Essendon

St Joseph's College  
Geelong

St Kevin's College  
Toorak

St Patrick's College  
Ballarat

St Virgil's College  
Hobart

### WESTERN

Aquinas College  
Salter Point

Christian Brothers' College  
Adelaide

Christian Brothers' College  
Fremantle

Edmund Rice College  
Bindoon

Rostrevor College  
Woodforde

St Paul's College  
Gilles Plains

Trinity College  
East Perth



## FLEXIBLE SCHOOLS NETWORKS

### CENTRAL WEST

FAME  
(South Australia)

Northern Flexi School  
(South Australia)

Geraldton and Canarvon  
(Western Australia)

St Joseph's Catholic FLC  
Alice Springs (NT)

### MARLENE MOORE

Deception Bay  
(Queensland)

Gympie  
(Queensland)

Hemmant  
(Queensland)

Noosa  
(Queensland)

### NANO NAGLE

St Francis FLC Hobart  
(Tasmania)

St Joseph's FLC  
Melb and Geelong (Victoria)

### EASTERN

St Mary's FLC  
(New South Wales)

Wollongong FLC  
(New South Wales)

St Laurence FLC  
(Newcastle, New South Wales)

Pambula Beach FLC  
(New South Wales)

### WOLLEMI

Albert Park FLC  
(Queensland)

Mount Isa FLC  
(Queensland)

Rockhampton FLC  
(Queensland)

Southport FLC  
(Queensland)

### XAVIER

The Centre Education Program  
(Queensland)

Inala FLC  
(Queensland)

Ipswich FLC  
(Queensland)

Townsville FLC  
(Queensland)



55 Schools



38,900 Students



4,500 Staff

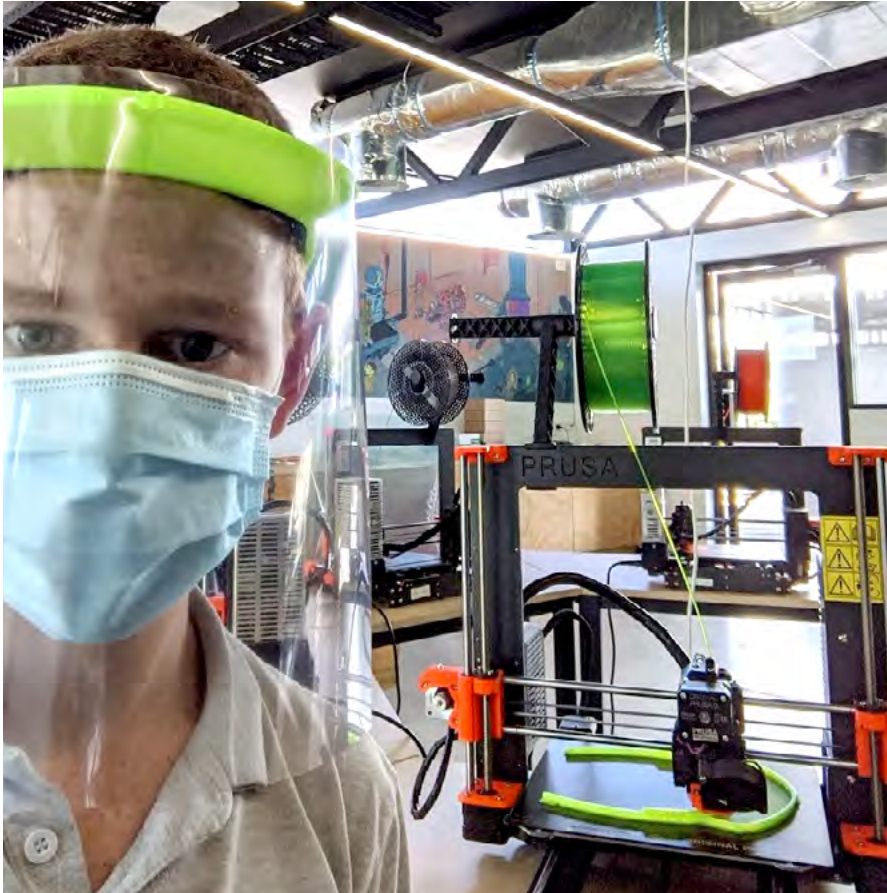


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EDMUND RICE EDUCATION  
AUSTRALIA







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*Edmund Rice Education Australia  
offers a liberating education, based on a gospel spirituality,  
within an inclusive community  
committed to justice and solidarity*

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