



ANNUAL REPORT 2017

At the heart of everything there is always Jesus Christ



Contents

Acknowledgement of Country and Traditional Owners	1	Transparency and Accountability	24
Catholic Schools Office Vision and Values	2	25 Years of Service to Catholic Education	29
Message from Bishop Bill Wright	3	Promoting our Catholic Schools	34
Message from the Director of Schools, Dr Michael Slattery	4	11 Years of DioSounds	32
2017 Highlights	6	Six Years of ASPIRE	34
Catholic Schools Council Report	8	Student Achievements	36
Catholic Identity	10	Catholic Schools Profile	38
Quality Learning	13	Diocesan Enrolments	39
Quality Teaching	16	Primary NAPLAN Results 2017	40
Learning Framework	18	Secondary NAPLAN Results 2017	42
Student Wellbeing	19	Higher School Certificate Results 2017	44
Yula-Punaal Trade Training Centre	20	Building and Maintenance Projects 2017	46
Good News	21	Income and Expenditure	48
Leadership Initiatives	22		



Acknowledgement of Country and Traditional Owners

We acknowledge and pay our respects to the traditional custodians, past and present, of this land who, long before us, lived, loved and raised their children on this land.

We also acknowledge the Aboriginal and Torres Strait Islander families in our community and their deep physical and spiritual connections to their land.



**FROM & FOR THE
COMMUNITY OF
FAITH**



**FROM & FOR
EXCELLENCE IN
LEARNING**



**IN A RIGOROUS,
CREATIVE & CRITICAL
PURSUIT OF TRUTH**

Catholic schools educate from and for vibrant, welcoming and diverse communities with a particular commitment to the poor; for justice, integrity and peace; and with hope for the future.

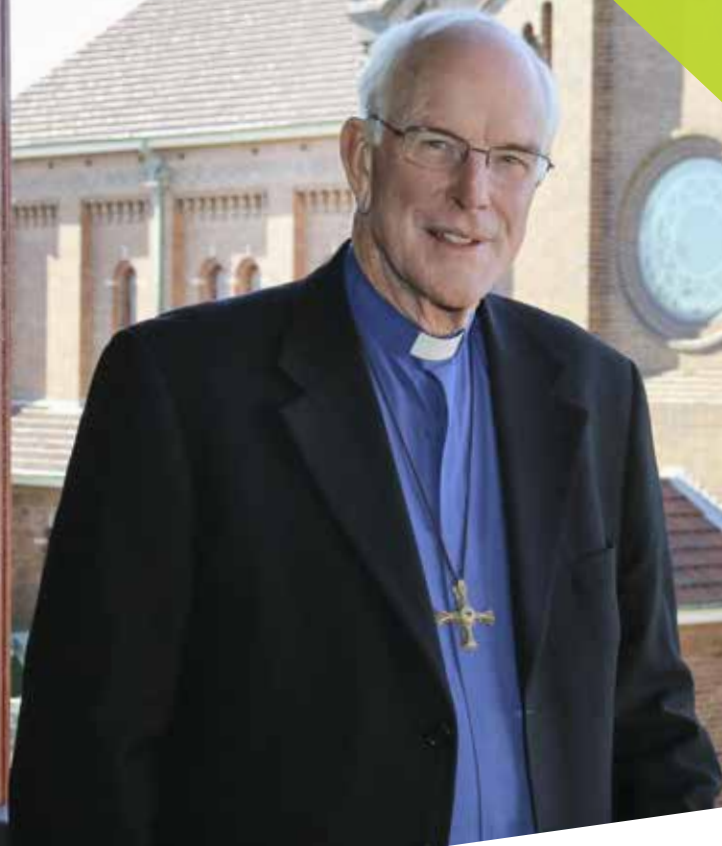
OUR FOCUS

Service to Schools
Leadership in Learning
Justice for All... together in Christ

OUR VALUES

- ▶ Justice & Equality
- ▶ Quality & Excellence
- ▶ Professionalism
- ▶ Collaboration
- ▶ Openness to Change
- ▶ Respect for All
- ▶ Hope in the Future

Message from Bishop Bill Wright



discernment is a grace.... Ultimately, discernment leads to the wellspring of undying life; to know the Father... and the one whom he has sent, Jesus Christ. It requires no special abilities, nor is it only for the more intelligent or better educated. The Father readily reveals himself to the lowly.

In his latest apostolic exhortation, *Gaudete et Exsultate*, Pope Francis has many wise words, these among them:

“All of us, but especially the young, are immersed in a culture of zapping. We can navigate simultaneously on two or more screens and interact at the same time with two or three virtual scenarios. Without the wisdom of discernment, we can easily become prey to every passing trend.” (n167)

None of us – at least in the western world – is immune from the “culture of zapping” and indeed, online learning plays a significant part in education today. Do students (or Mums and Dads?) still cover exercise books I wonder?

This report demonstrates recognition of the virtual world in which students increasingly live – and it’s my belief that parents expect our schools to keep abreast of developments in this world. More importantly, however, it also provides evidence of a strong commitment to challenging students to developing the very Ignatian skill of discernment. The word “discernment” may not be used, but the idea of stepping back to reflect, to pray and to maintain a sense of balance amid the competing demands of the media, peers, a consumerist society and an uncertain future is integral to Catholic education.

In these pages I see evidence of careful development of facilities and resources (including the “zapping” kind); attention to curriculum development, teaching and learning strategies and professional development; balance of the academic, physical, spiritual, social and affective dimensions of education; and underlying all, a commitment to the Gospel.

Within the course of the year I have visited many schools. Everyone’s entitled to a bad day occasionally, but in the main, the students, teachers and parents I meet seem to be happy. When I was a boy, if a visiting Bishop asked how you were, you would automatically say, “Well thank you, my Lord” – even if you were dying. Today’s young people are far more able to tell it like it is, and I much prefer that to rote civility.

We’re establishing several new schools, and at Lochinvar and Gateshead senior cohorts are making their mark. It’s gratifying to see grand designs take shape and communities form, with the latest of everything. I have to admit, though, just as I prefer “small” to “big” liturgies, I have a soft spot for the schools that are smaller, older, even a little down at heel in parts. They tell our story most effectively and I’m a big believer in the importance of telling our story well.

The times are not easy for churches, but

our school communities keep us focused on the future and promise so much.

I will let Pope Francis have the last word:

“...discernment is a grace.... Ultimately, discernment leads to the wellspring of undying life; to know the Father... and the one whom he has sent, Jesus Christ. It requires no special abilities, nor is it only for the more intelligent or better educated. The Father readily reveals himself to the lowly.” (n170)

And the Father will not be limited by a culture of zapping!

Most Reverend William Wright
Bishop of Maitland-Newcastle



Message from the Director of Schools, Dr Michael Slattery

The success of the Catholic system of schools is reflected in the 2017 calendar, which illustrates an array of educational and religious experiences on offer for the young people in our Catholic school communities. This Annual Report provides us with highlights of the year, together with important information regarding our Catholic identity, commitment to school improvement and quality teaching and learning. It also demonstrates our commitment to leadership, academic results, transparency and fiscal responsibility.

The year began with the Called to Serve Mass where Bishop Bill blessed and commissioned our staff to go forth and complete their vocation and ministry within the Church. The various Opening School Masses and liturgies saw communities pray for their schools and give thanks to the Lord for all the blessings bestowed upon them. The annual Special Needs Mass was another highlight, with staff and

clergy gathering to ensure that our students with disabilities were celebrated for the wonderful gifts they bring to our schools.

Whilst we strive for excellence in each of our school communities and place emphasis upon school improvement, it is vital that we continue to ensure each community challenges its young people to see the world through the eyes of Jesus. This vision must be tempered with the privilege of a Catholic school education and the responsibility that comes with it. Each person – students, staff and parents – is charged with the responsibility to ensure they use their gifts and talents for a better world, a better community and the common good. In a world of competing agenda including “individualism”, our students need to live just lives, being countercultural and refusing to accept the societal pressures of racism, sexism or violence towards women.

Catholic Schools Week saw our communities engage in several celebrations

with parish priests to thank God for our school communities. Professor Massimo Faggioli addressed several diocesan groups on Vatican II and its history, relevance and impact on society and the Catholic Church. Diocesan staff experienced several retreats including Doorway to the Heart, Return to the Heart, Holy Land Pilgrimage and the Aussie Camino. The Senior Student Retreat was designed for young people and service leadership, and the Australian Catholic Youth Festival was attended by over 350 young men and women from our secondary schools.

Each of our learning communities strives for improvement in all theatres of school life. The students are expected to give their personal best to become the best person they can be. The approach to education in Maitland-Newcastle is comprehensive. Thus it is important that each person strives for improvement in class work, personal development, spiritual awareness, social justice outreach, sporting involvement



Each of our learning communities strives for improvement in all theatres of school life.

and cultural activities. Learning forms the basis of attitudes and action and in this way teachers deliver lessons that engage students in rich pedagogical practice, infused with appropriate use of 21st century technology. The System Improvement Agenda has a targeted focus on improving Mathematics, identifying gifted students and lifting their performance, as well as the collection and use of student data for improved performance. It saw the implementation of a Gifted Education K–12 Policy, establishment of Gifted Education Lead Schools and professional learning opportunities for all teachers.

Our academic results were publicly listed in the NAPLAN and Higher School Certificate scores. The results were pleasing, with several communities celebrating improvement in literacy and numeracy. Top place-getters in the 2017 Higher School Certificate included Lachlan Davies from All Saints' College, Maitland, who placed 3rd in Construction; Thomas Howlett from St Francis Xavier's College, Hamilton, who placed 5th in Industrial Technology; and Lachlan Tolomeo from St Francis Xavier's College, who placed 4th in Mathematics General.

The performing arts are alive and well in our schools with several wonderful concerts showcasing student talent in acting, musicianship, set and costume design, ensemble work, choirs and an array of

other performance talents. DioSounds saw students entertaining capacity audiences at the Civic Theatre with their outstanding talents in singing, dancing and musical performance. The sixth ASPIRE production *The Hoarders Next Door* saw actors, dancers, vocalists and musicians entertain large audiences at every show.

In terms of sporting highlights, St Paul's Catholic College, Manly, hosted the 20th Blue Award Presentation. The strong sporting talent from the Diocese of Maitland-Newcastle was on show in 2017 with seven of our students receiving a Blue Award. Amelia Hodgson from All Saints' College, St Peter's Campus, Maitland, received hers for water polo; Jacob Foy from St Francis Xavier's College, Hamilton, received his for basketball; Sam Mudford from St Clare's High School, Taree, received his for hockey; Harrison O'Brien from All Saints' College, St Mary's Campus, Maitland, received his for touch football; Shakera Reilly also from All Saints' College, St Mary's Campus, Maitland, received hers for basketball; Liam Wood from St Pius X High School, Adamstown, received his for diving; and Dominic Moore from All Saints' College, St Mary's Campus, Maitland, received his for cross country.

Service to the community has always been central to Catholic education. The school communities have responded to the call of Caritas and Catholic Mission with

generosity of spirit. The Social Justice, St Vincent de Paul, Minnie Vinnies and other outreach groups have been outstanding in their leadership and service. Likewise, the staff from the Catholic Schools Office and our schools have continued to support the Teachers Helping Teachers Fund, which supports educational programs in India, Cambodia, Vietnam and Tonga.

This year we saw the appointment of Mr John Murphy as Foundation Principal for St Bede's Catholic College in Chisholm, which will open in 2018. Planning for Catherine McAuley Catholic College in Medowie is also well underway, with an expected opening in 2020, and the St Laurence Centre Flexible Learning Centre will open in 2019 in Broadmeadow.

The success of our schools can be attributed to those who ensure they remain vibrant, authentic and Christ-centric. I thank the members of the Catholic Schools Office, Catholic Schools Council, Catholic Development Fund, Parents Federation, clergy, staff of our schools and the parents for their continued support in maintaining a healthy and vibrant Catholic schools system.

Director of Schools
Michael Slattery



ASPIRE
celebrates six years



#CSWMN17
Catholic Schools Week
Diocese of Maitland-Newcastle



**ST JOSEPH'S
LOCHINVAR**
new facilities



2018 Highlights



DIOCESAN SECONDARY

Public Speaking Competition

VIVID EVERYDAY
CAMPAIGN



11 years of DIOSOUNDS



EARLY LEARNING UNVEILS NEW PLAYGROUNDS



Professor Stephen Fityus
Chair of the catholic Schools Council

Catholic Schools Council Report

The Catholic Schools Council was very supportive of its mission to provide the best possible Catholic education for students in the Maitland-Newcastle Diocese. The Catholic Schools Council was formed in 2007 and provides leadership in all areas that relate to the nature and purpose of Catholic schools, with a particular emphasis upon their Catholic mission and ethos. Members are appointed by Bishop Bill Wright and are drawn from the wider Catholic community. They bring a wealth of knowledge and experience to the role.

Catholic School Council Members 2017

- Bishop Bill Wright
- Professor Stephen Fityus (Chair)
- Sr Laretta Baker rsj
- Fr Greg Barker
- Associate Professor Dr Charles Burford
- Mr Peter Cunningham
- Mrs Jennifer Hayes
- Mr Michael Healey
- Mrs Robyn Hope
- Mr John Wakely
- Mrs Teresa Brierley (Ex Officio)
- Dr Michael Slattery (Ex Officio)
- Mrs Vicki Sheriff (Executive Officer)
- Ms Brid Corrigan (Executive Officer following departure of Vicki Sheriff)



The Catholic Schools Council was formed in 2007 and provides leadership in all areas that relate to the nature and purpose of Catholic schools ...

In 2017 the Council met on six occasions and dealt with agenda items such as the Framework for Mission in Catholic education, the System Improvement Agenda, Gifted Education, the Flexible Learning Centre, the Student Wellbeing Project, annual budget, enrolments, census data, tuition fees and reports on consultations with stakeholders. The Council also attended to reports on significant system initiatives such as the provision of Religious Education and the provision of secondary schools in the diocese.

Council members attended several Diocesan events throughout the year including the Called to Serve Mass, Special Needs Mass, DioSounds, ASPIRE, school openings, graduations and prize-giving evenings. They also made visits to several diocesan schools as part of their commitment to the school system.

Formation is a central part of the work of the Catholic Schools Council and each meeting was led with a focus on personal spirituality and the mission of our Church. All members participated actively in the discussion and discernment that followed each prayer and formation session.

Council Standing Committees

Governance Standing Committee

This group managed the agenda and working business of the Council and met regularly to discuss policy, strategic planning, stakeholder consultation on special needs, fees, gifted and talented and the Shared Services implementation.

Members of the Governance Standing Committee in 2017 were: Robyn Hope, John Wakely, Stephen Fityus and Charles Burford.

Finance and Financial Risk Management Standing Committee

This group was expertly led by Sr Laretta Baker as Chair and systematically analysed the financial and compliance performance of the school system. It focused on the funding and resourcing of NSW Catholic schools, tuition fees, Building Levy and the CSO Audit Committee Report on Fees Management.

Members of the FFRMSC in 2017 were: Laretta Baker (Chair), Brid Corrigan, Jennifer Hayes, Rick McCosker, Steven Shaw, Michael Slattery, Karen Stathis and Paul Murray (prior to his departure in July 2017).



Catholic Identity

With the development and implementation of the Catholic Schools Office 2017–2019 Strategic Plan, *Disciples, Learners and Leaders*, a critical task of the Religious Education and Spirituality Services team was to establish processes, opportunities and programs that would lead to the achievement of the objectives of the Strategic Plan.



The Plan outlined three key areas of focus for 2017:

- i) Faith Formation of Staff
- ii) Quality Teaching of Religious Education
- iii) Leadership in Religious Education

The Religious Education and Spirituality Services team is very aware that in order to make our schools places where Catholic formation and mission are real and lived, resources and programs must be given priority to enable the three objectives listed above to be embedded into the life of each school community.



The Student Leaders Retreat and Formation Program affirms the relationship these young leaders have not only with their school but also with their parish and wider diocesan communities.

Faith Formation of Staff

During 2017, Religious Education and Spirituality Services continued to implement quality formation opportunities through retreats, pilgrimages and professional development. These opportunities enable leaders and staff in schools to be authentic witnesses of Jesus Christ and the Gospel story to their community. During 2017, school and CSO staff had the opportunity to participate in a number of formal retreat programs including the Beginning Teachers Retreat, the Experienced Teachers Retreat, Senior Leaders Retreat and the Aussie Camino from Portland to Penola. Members of the Religious Education and Spirituality Services team also provided numerous formation and professional development sessions through staff meetings, staff formation days stage/grade meetings and twilight seminars. These opportunities affirm the critical role all staff in Catholic schools play in bringing the kingdom of God to students and their parents.

In 2017 the Religious Education and Spiritual Services team also supported Bishop Bill and Vicar General Fr Brian Mascord (now Bishop Brian) in the ongoing development and implementation of the Student Leader Retreat and Formation Program for Year 12 Student Leaders. This program expanded to include a dinner and conversation with Bishop Bill and the Director of Schools held in June, along with a Commissioning Mass for the students held at Our Lady of Lourdes Primary School, Tarro, at the end of September before the students started their HSC exams. The Student Leaders Retreat and Formation Program affirms the relationship these young leaders have not only with their school but also with their parish and wider diocesan communities.

In response to a growing need to support and nurture the formation of senior school and system leaders, the Catholic Schools Office, in consultation and collaboration with the Bishop's Office, facilitated a pilgrimage to the Holy Land. Led by Vicar General Fr Brian Mascord, the 32 pilgrims travelled through Jordan and Israel, walking in the steps of Jesus Christ. Planning is also underway for the initial McAuley Pilgrimage to Ireland in 2018 where participants will walk the footsteps of the foundress of the Sisters of Mercy – Mother Catherine McAuley.

It is through the ongoing provision of quality formation that those involved in Catholic education have an understanding of their role as co-contributors to the building of God's church. It is through the relationship with the wider parish and diocesan community that students, parents and staff will be led to have a genuine encounter with Jesus Christ.

Quality Teaching of Religious Education

The Religious Education and Spirituality Services team has been in a process of ongoing development, implementation and renewal of the Religious Education curriculum that is currently being taught in all diocesan schools. The key objective during the course of the current Strategic Plan is to ensure the continued high quality teaching of Religious Education. In 2017, members of the team worked closely with religious education coordinators (RECs) and religious studies coordinators (RSCs) to ensure the syllabus is being taught to a high standard. This has involved the education officers working with school staff focusing on quality pedagogy, resourcing and assessment in Religious Education. Members of the team also implemented a package of staff and professional development programs aimed at ensuring Catholic principles are evident across all the key learning areas of the curriculum.

During 2017, secondary RSCs have been preparing for the implementation of the Stage 6: Studies in Catholic Thought course to be implemented in Year 11 from of 2020.

Leadership in Religious Education

At the commencement of 2017 all primary RECs were involved in a process of consultation about their role. Previously, the role of the REC was aligned with that of the primary coordinator, which also included performance review processes. With the development of a revised draft role description for RECs, there emerged an opportunity to further explore what the role needs in a contemporary

Catholic community. This redrafted role description invites the REC to have a greater leadership role within the school and parish community. Previous role descriptions have required the REC to be something of a manager of curriculum, liturgy and formation, whereas this redrafted role description invites the REC to be a significant leader of Catholic life, identity and mission for the school. The REC is now required to work closely with the principal and school executive team to ensure Catholic formation and mission has the priority fitting for a Catholic school.

Framework and Formation

In March 2017 the Australian Catholic Bishops Conference through the National Catholic Education Commission published *A Framework for Formation for Mission in Catholic Education*. This framework is a resource for educational leaders with responsibility for staff faith formation for the mission of Catholic education. The framework offers guidance for the evaluation of current practice and strategic enhancement of formation for mission of leaders and staff in Australian Catholic schools and systems. As there is a formative dimension to every aspect of Catholic schooling, the document not only provides a framework for formation but an orientation for the whole life of a Catholic educational community.

The Religious Education and Spirituality Services team will use this framework to monitor and assess formation programs that are developed and implemented by the CSO. It will also be used for those that are created by outside agencies and used by schools that may be unique to a particular charism or school context.

As April turned into May, 15 Maitland-



Australian Catholic Youth Festival

Over 100 students and staff from Catholic schools joined with Bishop Bill, youth and leaders from across the Diocese to participate in the Australian Catholic Youth Festival in Sydney from Thursday 7 December to Sunday 10 December 2017. The Sydney Australian Catholic Youth Festival was a significant event for the Church in Australia as it marked the beginning of the Australian Catholic Bishops Conference (ACBC) Year of Youth. The Year of Youth will be celebrated during 2018 and will acknowledge 10 years since World Youth Day came to Sydney back in 2008.

The Diocese of Maitland-Newcastle's delegation to the Australian Catholic Youth Festival participated in a number of plenary and group sessions which included topics such as mission in the modern world, the sacredness of people with special needs and the role of LGTB people and their voice in the Church. The delegates also experienced a wide variety of prayer opportunities including exposition and witnessed music by world-renowned artists including Matt Maher, Steve Angrisano and Australia's own Fr Rob Galea. The Maitland-Newcastle delegates also participated in the closing Mass at the Domain, the largest gathering of people for a Mass since World Youth Day, with over 15,000 people in attendance.

During the year many young people from across the Diocese gathered with representatives from the Diocesan Council for Ministry with Young People (DCMYP) to participate in a consultation and dialogue process that would feed into the Synod on Young People, Vocational Discernment and Faith to be held in Rome in October 2018. Material and feedback gathered from this process will be combined with that from young people in other dioceses and will be sent to Rome as part of the submission from the Young Church of Australia. It is expected some of this material will also be used to help inform a dialogue for the Church in preparation for the Plenary in 2020.

Brian Lacey

Head of Religious Education & Spirituality Services

Aussie Camino – Journey of the Soul

Newcastle school staff stepped out in faith to follow the footsteps of Blessed Mary MacKillop with fellow pilgrims from across Australia.

The Aussie Camino journeys from Portland in Victoria to Penola in South Australia. Boasting a distance of 217 km, this is a very new national venture.

Mary MacKillop captured the imagination of our nation and is significant because of her foundational links to education and the many Josephite schools in our diocese. As a woman of integrity and courage, she committed selfless acts for the marginalised and was prepared to stick to her principles in the face of great opposition. She was also a woman of great heart and forgiveness and love of her Church, in spite of its arrogance. Mary was a pioneer, and we became, briefly, pioneer pilgrims, traversing the frontiers of our endurance, spirit and heart.

Pilgrimage is designed to take people out of their comfort zones and into liminality: the place where heaven meets earth, the place where Jesus waits. It strips you, at each

stage, of pieces of unnecessary baggage to help us walk more gently through life. None went unchallenged; our fellowship ranged from atheist to Monsignor, from support person to principal. Uniquely Australian, this pilgrimage is young, raw, tough and it forces you to dig deep into your psyche and soul. Mary says: "Courage, courage, trust in God who helps you in all things."

Resultant values of this pilgrimage for our educators included: the immersion in an ascetic and physical spirituality, engagement in apologetics, the discomfort of public witness, deep contemplative time, a deepened understanding of the charisma of the Josephites and personal reconnections with faith.

The impacts of the journey included the development of retreat programs to encounter Christ through Charism, personal public faith testimonies and annotated points of evangelisation.

Bernadette Gibson

Education Officer
(Spirituality and Faith Formation)



Quality Learning

Diocesan Strategy: Implementing a System-Wide Approach to Gifted Education

In 2017 a series of recommendations were implemented to support the System Strategic Plan to improve academic performance, with a system-wide approach to the education of gifted students.

The strategies included:

- ▶ the implementation of a new Gifted Education K–12 Policy. The policy was presented to principals, assistant principals, coordinators and staff groups
- ▶ the appointment of an Education Officer (Gifted Education). This role began in Term 2, 2017
- ▶ the CSO Gifted Education Committee was established to assist with implementing system initiatives for gifted education in diocesan schools
- ▶ an identification resource was developed and shared with schools, providing research-based processes, procedures and resources to assist schools to identify gifted learners
- ▶ virtual Academy: Planning began for an online school program for highly and profoundly gifted students. It will provide curriculum differentiation, extension and acceleration options for identified students and may include online, team and individual work, face-to-face and project-based learning with mentoring support
- ▶ professional learning opportunities: A range of professional learning opportunities were offered to staff across the diocese including a Gifted Mathematics two-day course, a Gifted Education K–12 two-day course, a Gifted Education Masterclass, scholarships for postgraduate study at UNSW, staff meetings and school-based professional learning on data analysis and characteristics of gifted learners.



The CSO Gifted Education Committee was established to assist with implementing system initiatives for gifted education in diocesan schools.

Gifted Education Lead Schools (GELS)

Fifteen schools from four regions began working collaboratively, with CSO support, to strengthen their capacity to provide meaningful opportunities for students to excel, engage and exceed expectations in their learning. The schools worked in clusters, with secondary and associated primary schools working together. Each GEL school appointed a Gifted Education Mentor (GEM) to assist the Principal in leading gifted education in the school. These GEL schools worked with the Education Officer (Gifted Education) to identify and cater for gifted students. They established and worked collaboratively with school and cluster committees, identified gifted students, participated in professional learning and completed small action research. In November, they participated in a sharing day where each school's Principal and GEM outlined their school strategy and the results of their action research.

Gifted Education Lead Schools (GELS) Clusters 2017

EAST MAITLAND St Joseph's Primary School
MAITLAND St John The Baptist Primary School
MAITLAND All Saints' College, St Mary's Campus
MAITLAND All Saints' College, St Peter's Campus
KOTARA SOUTH St James' Primary School
LAMBTON St John's Primary School
MEREWETHER BEACH Holy Family Primary School
MEREWETHER St Joseph's Primary School
NEW LAMBTON St Therese's Primary School
ADAMSTOWN St Pius X High School
FORSTER Holy Name Primary School
TAREE St Clare's High School
MAYFIELD St Columban's Primary School
WARATAH Corpus Christi Primary School
MAYFIELD San Clemente High School

This strategic, systemic approach to gifted education across the continuum will make a significant difference to the educational outcomes for gifted students in our schools. This is a very exciting direction for gifted education in our diocese and the CSO looks forward to working with all teaching staff as these key priorities are implemented.

Positive Directions for Early Learning Success: A System-Wide Approach to Early Learning

Early learning remained a system priority in 2017. An Early Learning Working Party, established at the end of 2015 to develop an Early Learning Policy, continued to follow the recommendations from the diocesan Early Learning Position Paper (2013) and finalised the Early Learning Policy in December 2017. The Early Learning Working Party, comprising school and system personnel and aided by personnel from the University of Newcastle and other early learning sectors, was led by the seconded Early Learning Project Officer.

The Early Learning Policy and accompanying Early Learning Procedure is committed to implementing and resourcing a

cohesive, system-wide approach to early learning based on agreed philosophy, pedagogy, best practice and current research in the field.

The Early Learning Policy aims to:

- ▶ raise school and system awareness of the importance of the early years to learning for all students
- ▶ build staff knowledge, understanding, skills and capabilities that enable best practice in early learning
- ▶ provide advice and guidelines to school and system personnel in the development and implementation of early learning initiatives.

Early learning was recognised as such an important priority in mid-2017 that an Education Officer (Early Learning) position was established. Throughout the year, a variety of professional learning opportunities provided primary schools with contemporary understandings about early learning. The focus of professional learning opportunities in early learning for 2017 was how play and environment meet the curriculum. The interest and demand for this professional development resulted in three days being offered over three terms. A process of strategic identification and planning in early learning continued in schools across the diocese, focusing on quality practice to improve learning and wellbeing outcomes for the early learner.

Throughout 2017, schools continued to demonstrate great interest in early learning. Many schools invested time and resources in working with the Education Officer (Early Learning) to research how to reimagine indoor and outdoor environments to support the rights, needs and capabilities of the Early Learner. Other areas of interest included play as a pedagogy, self-determined play, rewriting units of work using an early learning lens, the important role of transitions to school and through school, documentation, assessment, evaluation and reflection.

The Early Learning Policy will be launched in 2018.

State Literacy and Numeracy Action Plan

The Diocese of Maitland-Newcastle has an ongoing commitment to its partnership with the NSW Government in the implementation of the NSW Literacy and Numeracy Action Plan. Thirteen schools in the diocese are currently part of the State Government initiative.

Number of Students Targeted in the 2017 Literacy and Numeracy Plan

K-2 students in Catholic schools assisted under the Action Plan in 2017

Number of schools	13
FTE allocation	9.5
Kindergarten students	395
Year 1 students	379
Year 2 students	342
Total students	116

This 2017 Progress Report describes activities undertaken to achieve the priorities outlined in the Diocesan 2017 Implementation Plan.

The three education officers in Primary Curriculum worked closely with leading teachers and principals throughout the year, focusing on the project priorities of instructional leadership, diagnostic assessment, differentiated instruction and tiered intervention.

Instructional leaders were provided with professional development on the structure of the English Block. Modelled reading and the constrained skills of phonemic awareness, phonic instruction and concepts of print were a focus of the professional learning activities. The structure of the Numeracy Block will be a focus of 2018 professional learning.

A key priority of Phase 2 of the Action Plan is to increase teachers' skill and confidence in differentiating instruction with precision on a daily basis and forms part of the discussion and planning at Professional Learning Team meetings at a school level. It also involves instructional leaders working with specialist teachers (Learning Support) with a focus on gifted education, planned for 2018.

No specific student outcomes data was reported at state level for 2017 as common diagnostic assessment and reporting tools were not available. The Diocese established processes to ensure K-2 students' progress was monitored during the year. This included continued monitoring of students on the four aspects of the Literacy and Numeracy Continua (Reading, Comprehension, Writing and the Early Arithmetic Strategies). This data, held at school and diocesan levels, has been the focus of meetings with teachers and school leadership teams during 2017.

With the introduction of the Literacy and Numeracy Learning Progressions, professional learning opportunities were provided, including a professional development day and Adobe Connect Sessions attended by principals and Years



K-2 and 3-6 instructional leaders. These will continue to be provided at diocesan and school level in 2018.

Minilit is the focus of the Tier 2 Literacy Intervention with a consistent procedure established in 13 schools on gathering data and delivering the Tier 2 Intervention. The Numeracy Intervention using SENA will be further rolled out in 2018 to provide targeted intervention.

The implementation of the Literacy and Numeracy Action Plan is based on the premise that both student learning outcomes and teacher effectiveness can be enhanced through collaborating and working side-by-side in classrooms. A continued focus on the capacity-building of teachers in the knowledge of content, skills and pedagogy to improve professional capacity in literacy and numeracy teaching in K-2 will be a priority on the Phase 2 Literacy and Numeracy Action Plan.

Gifted Education Policy and Procedures as a Gifted Education Lead School

The All Saints' College Gifted Education Program (established by the Catholic Schools Office through the GEL program) has allowed teachers to gain a deeper understanding of the students they teach as soon as they enter our care from Year 7. As a result, it has given rise to a review of the way in which we program and therefore teach our students.

We have been strategic in the implementation of the Catholic Schools Office policy, first by identifying our students and then by selecting Year 7 as our target year for structural change to foster a culture for learning. However, more than anything, our focus has been on developing staff capacity, as this is our greatest asset in creating change for our learners. We have gathered data on more than 600 students, analysed that data, trained staff to program conceptually and accordingly initiated a change in teaching practice, clustered all Year 7 classes and programmed differentiated units of work for those clustered classes. The units focus on structured, core and extension activities catering for the various levels of learning and are conceptually based. These programs allow students to have choice in their learning and take up the challenge of more difficult work in an environment that is supported.

Students are also offered opportunities within various Key Learning Areas (KLAs) to participate in enrichment days that allow them to learn with like-minded peers and expert teachers and presenters. These days include LitFest, Tournament of the Minds and Science and Engineering. Finally, the Virtual Academy will offer our highly to profoundly-gifted students a way of working with specialised teachers alongside peers to enhance engagement and provide more challenge in their learning.

By building staff capacity and initiating a change in teaching practice, we aim to re-engage our students to become lifelong learners who are not afraid of failure and aim high.

Sarah Elliott

English Teacher and Gifted Education Mentor, All Saints' College, St Peter's Campus, Maitland



Students are also offered opportunities within various KLAs to participate in enrichment days that allow them to learn with like-minded peers and expert teachers and presenters.



Quality Teaching

National School Improvement Tool

As part of our overall system improvement agenda, we have been fortunate to secure the services of personnel from the Australian Council for Educational Research (ACER), Robert Marshall and Regina Acton, to conduct a three-day training program on the use of the National School Improvement Tool (NSIT). The tool is part of a deep, reflective evaluation process that schools undertake during the relevant cycles of Continuum of School Improvement (COSI). When we hosted Professor Geoff Masters, CEO of ACER, in 2015 he identified two key characteristics of rapidly improving schools, and schools that produce very good outcomes given their student intakes and circumstances: *they know what they want to see improve and know how they will monitor progress and recognise success.*

Professional learning for leadership teams of our schools interrogated all nine NSIT domains:

- ▶ an explicit improvement agenda

- ▶ analysis and discussion of data
- ▶ a culture that promotes learning
- ▶ targeted use of school resources
- ▶ an expert teaching team
- ▶ systematic curriculum delivery
- ▶ differentiated teaching and learning
- ▶ effective pedagogical practices
- ▶ school community partnerships.

Improved Student Achievement in Literacy and Numeracy

The direction for ongoing improvement in literacy and numeracy in diocesan schools was continued in 2017, with the provision of a range of professional learning opportunities, formal study and system support.

Full scholarships were offered to primary teachers to complete postgraduate studies for the 2017 year. Seven teachers accepted this offer and completed a Graduate Certificate in Mathematics

Primary Education through the University of Western Sydney. Targeted days were held for Leaders of Maths in primary schools at which the scholarship holders shared learnings from their study.

In 2017, System Improvement Plan (SIP) funds were provided to all schools to support the areas of improvement, growth and development to lift the performance of all students in the following areas:

- ▶ improving Mathematics K–12
- ▶ identifying gifted students and lifting the performance of all students
- ▶ an identified school need from a collection of student data, e.g. writing, attendance etc.

Building on the successes of 2016, Results Analysis Package (RAP) training days were again held for teachers for each HSC course including Business Studies, Physics, Economics, Chemistry, English, Maths and Society and Culture, to analyse and critique 2016 HSC results and plan strategies for 2017. The days once again proved a great success.

Primary Professional Development

As the focus of strategic planning in 2017 was to provide specific professional learning opportunities in literacy informed by research and best practices, professional development in writing, spelling and reading was provided. Dr Alison Davis, whose research area is the process of learning to write, conducted a two-day course called Effective Writing Practices, which was attended by 65 teachers from across the Diocese. Dr Tessa Daffern provided professional development in the teaching of spelling with a focus on teaching word knowledge. Both opportunities will be offered again in 2018. The Focus On Reading three-day course was offered again for the sixth year in a row, with many schools taking the opportunity to further upskill early career teachers.

The Implementation of the NSW Syllabus for HSIE continued during 2017. Two days of professional development focusing on History and Geography were provided for primary schools using the expertise of secondary HSIE teachers.

Following requests from principals, two writing teams were formulated to write units of work in History and Geography for each stage under the guidance of the primary education officers.

As Creative Arts was a focus of the Continuum of School Improvement (COSI) curriculum cycle, professional development was provided to primary teachers focusing on each strand of the Creative Arts Syllabus.

Key policies that were released during the year include:

- ▶ assessment
- ▶ reporting
- ▶ learning Support and role statements
- ▶ learning Hub and Teacher Librarian role statements
- ▶ wellbeing and Pastoral Care
- ▶ gifted Education Identification Resources.

The Role of the Library

Another of the system priorities in 2017 was to review the role of the school library and teacher librarians within the context of contemporary teaching and learning. A

committee comprising school and system personnel, aided by personnel and research from the University of Newcastle and other systems and sectors, continued its work in implementing the set of recommendations, including the roles of teacher librarians and library assistants, as well as the re-imagining of school libraries as Learning Hubs.

A Learning Hub is a contemporary learning space that is innovative in design and/or look; it deliberately feels very different from the standard classroom. It is a dynamic part of the school; a space that is welcoming, aesthetically appealing and functional in design. The Learning Hub includes spaces for independent and small group teaching and learning, class and other collaborative groupings; for staff and parent meetings, workshops; for social activities and communal gatherings.

A Learning Hub ideally is:

- ▶ an active learning environment
- ▶ situated in the physical centre, and is considered the “heart” of the school
- ▶ accessible to and utilises different spaces for learning: interview rooms, small teaching areas, pods, study and independent research and reading areas, spaces for students and staff to interact with a flexible layout and furniture, and enabling opportunities for making and designing.

Pedagogical “Game Plan” at St Mary’s, Gateshead

Quality teaching at St Mary’s Catholic College, Gateshead, is a product of deliberately creating the pre-conditions for continuous school improvement.

There is a collective belief, within the teaching staff, that prioritising the welfare and wellbeing of students by creating a safe and caring environment, and establishing quality student–teacher relationships are the first and necessary preconditions for quality teaching.

This is supported by a shared belief that each teacher must be a learner and that they learn best by breaking out of “silo teaching”, opening their classroom doors and collaborating to improve students’ learning beyond what any one of them is able to achieve alone.

Teachers are also committed to nurturing a culture of continuous learning; deepening their sense of team; setting

high expectations for their students and consistently enforcing them; exercising increasing precision in the use of digital technology; and employing high impact teaching strategies in all classrooms.

Furthermore, they are striving to minimise the variance in educational achievement between classrooms by deepening alignment in the teaching–learning process across all key learning areas, and by deepening coherence. That is, by collaborating to deepen their shared understanding of their common work.

This is evidenced by teachers adopting an authoritative pedagogy:

- ▶ visible Learning, Visible Teaching and implementing strategies relating to that pedagogy
- ▶ exercising collaborative and evaluative mindsets
- ▶ building their collaborative expertise by learning in teams and learning from shared reflection on their classroom practice
- ▶ talking the same language – a language of learning, growth, optimism and hope
- ▶ valuing the same things and sharing common behaviours and providing challenges that stretch students in their learning
- ▶ working in teams and aligning their teamwork across all KLAs; for example, promoting non-fiction writing in all classrooms and valuing failure and error as opportunities for learning and growing.

Staff also adhere to agreed codes and norms of behaviour, such as ensuring that key elements are integral to all lessons – learning intentions, success criteria, effective questioning, feedback and feeding forward, formative assessment and student self-assessment.

Quality teaching at St Mary’s is a consequence of the professionalism and commitment of the teaching staff taking increased responsibility and accountability for nurturing a collaborative culture of continuous improvement that builds in teacher learning and student learning every day.

Larry Keating

Principal, St Mary’s Catholic College, Gateshead



Learning Framework

Contemporary High Quality Teaching and Learning

The culmination of over two years of planning and consultation about what “learning” means and looks like for our Catholic schools came about on Thursday, 27 April 2017, with the launch of a Learning Framework. Captured in the Learning Framework is our diocesan philosophy of learning:

“Catholic schools in the Diocese of Maitland-Newcastle are communities of learning characterised by high expectations for learners to achieve excellence, academic rigour, innovation and purpose within environments that engage, empower and enable.”

The launch, presided over by Vicar General Fr Brian Mascord and Director of Schools Dr Michael Slattery, was held at St Joseph’s College, Lochinvar, in the school’s new multi-purpose facility.

Attended by over 200 people from our school and diocesan communities, it was a truly memorable occasion for schools in the diocese. The keynote address was delivered by Professor Stephen Dinham.

Why a Learning Framework?

The Learning Framework is a foundational, unifying set of content and resources about learning for Catholic schools in the Diocese of Maitland-Newcastle. It is an “umbrella” that brings together and makes connections with existing and future policies, statements and structures that relate to quality learning and experiences in schools across the diocese. The Learning Framework makes relevant links to the Australian Council for Educational Research (ACER), National School Improvement Tool (NSIT), the NSW Education Standards Authority (NESA) and professional bodies for teachers and school leaders such as the Australian Professional Standards for Teachers (APST).

The Learning Framework includes five essential elements for quality learning that are informed by significant literature and research and reflect the consultation survey data that was gathered from almost a thousand teachers in our diocese. These areas include:

- 1 Continual focus on leading learning
- 2 Cultures built on collaborative learning
- 3 Rich and purposeful personalised learning
- 4 Creating the conditions for supportive learning
- 5 Building capacity through professional learning.

A website was built to complement the Learning Framework, allowing teachers to explore and interact with the elements of learning. Each element is supported with illustrations, examples, links, policies and research. The website is updated systematically and strategically to reflect and support our diocesan philosophy of learning.



Student Wellbeing

Student Wellbeing Policy and Procedures

Over recent months a new system policy addressing issues of student wellbeing and pastoral care has been developed. In its 2010 statement on a safe schools strategy, the then Commonwealth Government recognised that “schools play a vital role in promoting the social and emotional development and wellbeing of young Australians. Student resilience and wellbeing are essential for both academic and social development and these things are optimised by the provision of safe, supportive and respectful learning environments.... all Australian schools are safe, supportive and respectful teaching and learning communities that promote student wellbeing.” – National Safe Schools Framework

Our approach to Wellbeing and Pastoral Care fits within and is complemented by the Diocesan Learning Framework, *Creating the Conditions for Supportive Learning*, in the sense that “the school is driven by a deep belief that every student is capable of successful learning. The environment is designed to be safe and inclusive, one that promotes academic rigour. A high priority is given to building and maintaining positive and caring relationships between staff, students and parents and the wellbeing of all.”

As well as this, and central to the Wellbeing and Pastoral Care Policy, is the Catholic identity and mission of a school. It places emphasis on developing the whole person – attending to his or her spiritual, social, emotional, cognitive and physical needs – and establishes a solid and broad foundation for lifelong learning and wellbeing.

This is illustrated well in Toni Noble's definition of wellbeing: “Wellbeing is understood as a sustainable state characterised by positive relationships at school, positive attitudes, resilience, being able to maximise strengths and high levels of satisfaction with learning experiences. Wellbeing is best promoted in a safe and supportive school.” – Noble & Wyatt 2008

Our new policy emphasises student wellbeing as its focus within a Catholic school context through the lens of three interconnecting areas – successful learning, safe and inclusive environment and positive and caring relationships, and through the nine areas of the National Safe Schools Framework (NSSF).

Successful Student Wellbeing Initiatives at St Pius X

Students have an enormous capacity to learn; however, not every student arrives at school ready to maximise this potential. It is fabulous to see students walking through the front gate with smiles on their faces and happy to be here. Unfortunately, that is not the case with every student and we have found a few ways at St Pius X Primary School, Windale, to support our students' wellbeing to help improve their capacity to learn.

There are times, through no fault of their own, that a student cannot get to school. We now have an Assisted Transport Program where parents can request a pick-up or drop-off for their children. Once they are at school, we have a Breakfast Program which ensures every student starts the day with fuel for learning. Our Breakfast Program is run by our teaching staff and supplied to us through Red Cross. St Vincent de Paul also supplies us with fruit each week so the students have a healthy

choice during their fruit break. Healthy food is a common theme here at St Pius X and on a recent school excursion to the Reptile Park, the staff made lunches for all the students, making sure no-one missed out.

The appointment of our Pastoral Care, Intervention and Community Support person, Tracie Booth, has allowed us to support families, and in particular our students, in a multitude of ways. Tracie's regular contact with families allows us to know what support is needed. The school, through Tracie and Principal Peter Bowen, also assists families with medical appointments, NDIS requirements and financial needs. This helps to take away some of the stress and anxiety which often impacts on the students.

Our Positive Behaviour Scheme is one tool all staff use to reaffirm the wonderful work and behaviour we witness on a regular basis at St Pius X. The students are awarded Dojos which they can then spend at the “PBS Shop” to buy books, toys, a day in the teacher's chair or even a fishing trip with Mr Bowen. These are just a few examples of what they can earn.

Creative play spaces are also helping students find different avenues for playing at lunch and recess. The new deck area with additional cubbies/shops plus the larger sandpit and woodpit are just a few spaces the students love to explore whilst utilising their creative ideas.

Not every student can have the best start in life, but what we are doing at St Pius X is providing opportunities for students to gain confidence in themselves and their ability to face life's challenges.

Peter Bowen

Principal,
St Pius X Primary School, Windale



Yula-Punaal Trade Training Centre

During 2017, the Yula-Punaal Trade Training Centre (TTC) entered its second year with a cohort of 12 students from St Pius X High School, Adamstown, St Paul's Catholic College, Booragul and St Mary's Catholic College, Gateshead. The program of Land Care Management operated every Tuesday in Terms 2, 3 and 4.

The program gave students the opportunity to connect on country and develop a deeper understanding of the land through conservation and preservation of land care management. In addition, the program gave the students the opportunity to form new friendships through cultural connections.

Term 4 saw the students designing and building a campsite area with a fire pit. They were all successfully inducted into operating the ride-on mower and other associated heavy machinery. The final Tuesday of 2017 (5 December) included a formal presentation of certificates for all students who were successful in completing the Land Care Management course. This occasion was celebrated with a sleepover at Yula-Punaal that evening.

From the 2017 cohort, eight students

plan to complete their Certificate II in Conservation and Land Management at Yula-Punaal in 2018. These students will be the first to complete the course.

In addition, Ms Cherie Johnson (Director of Speaking in Colour) will offer a program titled Cultural Immersion and Traditional

Practices to the students not completing their Certificate II. This course is about traditional land management and cultural practices through harvesting traditional plants and grasses and the processes required to create cultural tools and artefacts.





Good News

Get Outside - Early Learning at St Columba's Primary School, Adamstown

In 2016 St Columba's Primary School, Adamstown, opened their outdoor natural play space.

The project has continued to attract a lot of interest due to its colourful and interesting design. The space incorporates natural elements as well as structures such as cubbies and platforms. All of the features are designed to promote and encourage play, exploration and discovery, with the idea that natural and challenging spaces help students learn to recognise, assess and negotiate risk and build confidence and competence.

Some of the features are:

- ▶ a giant sandstone block sandpit for sensory, symbolic and physical play
- ▶ an outdoor library
- ▶ a mud kitchen for sensory and imaginative play
- ▶ gravel pits – one filled with pebbles and the other with smooth river rocks for fine motor and imaginative play
- ▶ timber and pipes for use in play
- ▶ an outdoor classroom
- ▶ shopfronts
- ▶ cubby houses and slides
- ▶ platforms for drama and imaginative play.

Inspiration for the project came when staff noticed how many of the students were

building huts and playing games in amongst the hedges around the perimeter of the school playground.

The students were using bits and pieces of things they had brought from home or found discarded in the classroom. As these structures became more complex, the poor plants began to suffer so the teachers knew they had to find a solution to natural play in the schoolyard.

When they designed the outdoor play space, they looked at areas where the students were not playing and how to better utilise these spaces. They did not do this alone. Kim Moroney, Education Officer (Early Learning) from the Catholic Schools Office was integral to the venture's success. Kim's passion for early learning and for outdoor learning spaces helped staff work with parents and outside providers to design an interesting and stimulating physical space for students to play. As she told parents at a Parents and Friends meeting early on in the planning stages, "For children, play is learning! Serious, deep, rich learning!" The St Columba's Parents and Friends Association was enthusiastic from the start and donated an amazing \$15,000 to get the project off the ground.

There was also plenty of discussion and inspiration from students through every phase. When the outdoor play area was new, staff included lots of props to promote interaction and play. There were baskets of toy food, play money, dress-ups, old computers and cooking equipment. As time went on and these items went to the graveyard they decided not to replace them, giving students the opportunity to make their own.

School staff firmly believe that the project has engaged the students, who are less bored and more ready to learn after each break. They also believe that there is less conflict and fewer accidents in the playground given that there are now more play options for students.

Two years on, the outdoor play area is still loved and used by St Columba's students. The school is planning to extend the area to include other aspects that students have requested such as a fairy garden, a fort, a tunnel, climbing wall, a puppet theatre and stage, as well as a car track mound for toy car enthusiasts.

It's all about getting physical, using imagination and learning how to get along with the world. Happy playing, everyone!

Justin Hutchens

Principal at St Columba's Primary School, Adamstown





Strategic Plan 2017–2019

This year saw the beginning of the Catholic Schools Office Strategic Plan 2017–2019, which encompasses the focus and direction for the CSO system and all systemic schools. The extensive and professional consultation and collaboration throughout the six months of the planning phase has ensured cohesion and shared purpose. During this planning process, all system and school staff were consulted and their priority needs were heard and shared across the organisation. As a result, regular updates and reviews were held and modifications were made to the planning drafts.

School principals came together to have substantial input into the Strategic Plan, so that common priorities could be agreed upon and appropriate resource allocations provided. There was an excellent collaborative approach which ensured shared ownership and transparency of direction. The development of the Strategic Plan 2017–2019 has been a professional development opportunity for all leaders in schools. It ensured that all executive teams' skills and capabilities in relation to school planning were further challenged and developed.

The Strategic Plan 2017–2019 has become a focal document for system and school improvement. From the document, annual or school improvement plans (SIP) are developed, with annual detail funnelling to grassroots actions being planned and enacted.

Leadership Initiatives

Leadership Strategies

In the area of Leadership, the following strategies were enacted during 2017:

Faith formation retreat for senior leaders: This is a staged program whereby participants spend three days each year receiving and providing insight into faith leadership in schools. Personal faith stories, facilitator input, reflection time and discernment of professional goals for the future are all part of each stage. Stage One was held this year (*We are Called and We are Challenged*) and was positively received by participants and will be built upon in 2018 during the second stage of the program.

"I was extremely impressed with the total commitment to the depth of conversations and processes from

the leaders who attended. I am very excited reading some of the reflections by the participants at just how much they have been invigorated. They have also been challenged to look at the leadership of their school and the mindful development of a shared moral purpose which transforms all we do because it is grounded in the encounter of the person of Christ."

– Facilitator

Professional learning and coaching: The second priority for 2017 was to provide professional learning to develop, implement and enhance the use of Professional Learning Communities (PLC) and coaching in and between schools. Professional learning in both areas was

Association of Catholic School Principals State Conference 2017

Catholic school principals from across NSW came together in the Hunter Valley from 24 to 26 May 2017 for the biennial Association of Catholic School Principals (ACSP) State Conference.

The Maitland-Newcastle Catholic Schools Office hosted this major conference, which was held at the Crowne Plaza in Pokolbin. Over 500 delegates, presenters and administrative staff were in attendance for this incredibly successful event.

The conference theme was 'Encounter New Horizons', which was based on a hope that through the event, principals would explore a challenge set out for us by Pope Francis in his encyclical *Laudato Si, Care for Our Common Home*. In paragraph 215, Pope Francis says, "Our efforts at education will be inadequate and ineffectual unless we strive to promote a new way of thinking about human beings, life, society and our relationship with nature."

A wide range of keynote speakers and workshop presenters were engaged to open up this theme for our delegates, which included principals, education officers and many directors of education

from our NSW dioceses. It was hoped that these influential educators would be inspired to take on the challenge of extending the focus of the conference from new horizons in "how" they educate, to new ways of thinking about "why" they educate, to develop a deeper sense of purpose with the concurrent need to develop better practices to support this.

Cardinal John Dew of New Zealand offered the opening address at the conference with a powerful message about establishing the role of Catholic schools in the mission of the Church and how, as educators, we are critical in this ongoing "re-creation" of our world.

One of the conference's keynote and masterclass presenters was Dr Pasi Sahlberg, currently a Professor at Harvard University. A world-renowned Finnish educator with great expertise in educational leadership and teacher education as well as being the former Director General of CIMO – Finland's Ministry of Education and Culture, – Dr Sahlberg offered delegates deep insight into the high performing Finnish education system. His challenge to us as educators in Australia was that, while elements of excellence in other education systems from around the world may be useful to us, our own brand of excellence will necessarily emerge from our own expertise, experience, context and culture.

Joining Dr Sahlberg at the conference as keynote speakers and masterclass presenters were Bishop Mark Edwards from Melbourne, Cardinal John Dewand, Dr PakTee Ng from Singapore, Professor Stephen Dinham from Melbourne University, Professor Chris Sarra, founder of the Stronger Smarter Institute and Professor Louise Stoll from University College London. These experts all were influential in opening up 'New Horizons' in education for delegates.

Conference convenors from the Diocese of Maitland-Newcastle, Paul Greaves and Peter Treloar, concluded conference proceedings by offering their thanks to the many delegates for their attendance and enthusiastic participation, as well as to all who played a role in organising and administering the event. Of particular note was the critical role played by our conference host, Dr Michael Bezzina. Michael's expertise in synthesising and contextualising the input of our presenters, as well as his own expertise in education, enabled a coherence and flow which allowed the conference to work so well and aided our attempts to see over the horizon of possibilities in the future of education.

Paul Greaves
Assistant Director,
Catholic Schools Office

provided at either an executive team level or individually by external providers. The capacity of leaders in systemic schools has been enriched by these opportunities and has been a catalyst for growth at both school and system levels.

School leader wellbeing: The wellbeing of contemporary leaders has become the focus of intensive research in recent years. The pressures and scope of such a role has increased and as a result, planning to provide support and assistance to senior leaders is our priority. At a system level, under strategy 3.2.1, the senior leaders' role has been examined so that additional support may be provided to ensure their primary role of being leaders of learning is not diminished. This process continues to address specific needs of school leadership.

Teacher accreditation: The accreditation of staff under objective 3.3 and strategy 3.3.1 and 3.3.2 addresses how best the system and schools may work with teachers to not only support their continued accreditation but also develop their skills and capacity.

PP&D: The Professional Practice and Development (PP&D) process has become a mandatory requirement in our schools to provide all teachers and school leaders with professional support as they grow in their roles as teachers and school leaders. The PP&D Action Plan now stimulates active discussion and practice around key individual, team and school goals. This goal setting practice, which includes observation and feedback using the Australian Professional Standards for Teachers (and

Principals) documents as source material, has been the catalyst to the ongoing professional development of all teachers/principals.

The Leadership component of the Strategic Plan 2017–2019 has provided clear purpose and targeted direction to ensure the ongoing development of leadership in the CSO system and schools. It has allowed for schools to work with system priorities and also their own individual needs. The Leadership domain of the 2017 System Annual Improvement Plan (SAIP) has also carefully enacted these objectives and strategies from the Strategic Plan 2017–2019.



Transparency and Accountability

Disciples, Learners and Leaders System

Strategic Plan 2017–2019

The naming of the Disciples, Learners and Leaders System Strategic Plan 2017–2019 is taken from Psalm 25.5, “lead me in your truth and teach me”. This will be the third cycle for strategic planning across the Maitland-Newcastle system of schools with our two previous plans entitled:

- ▶ System Strategic Plan 2010–2012 Living Waters
- ▶ System Strategic Plan 2013–2016 Forming Catholic Hearts and Minds

The 2010–2012 and 2013–2016 Strategic Plans provided solid foundations for system and school strategic and annual planning. Strong feedback from evaluations of past plans has indicated significant success in offering system and schools a framework that has provided focus, direction, support and success.

The 2017–2019 System Strategic Plan strives to develop significant improvement across all diocesan schools and also

provides for creativity and scope for them to pursue important contextual endeavours by:

- ▶ articulating and integrating the new vision for the Catholic Schools Statement across all strategic areas
- ▶ setting a small number of ambitious goals directly related to student achievement and wellbeing
- ▶ fostering collaborative cultures focused on faith formation and institutional improvements across all schools, as well as between schools across the system
- ▶ improving learning at all levels of the system
- ▶ building a financially secure and strategic approach to the development of new and existing schools
- ▶ providing an overarching and well maintained governance and accountability framework.

The 2017–2019 plan will ensure a holistic structure by delivering to schools both an aspirational three-year System Strategic Plan combined with System Annual Improvement Plan (SAIP) priority areas and strategies for success over each year of the cycle. The areas for strategic engagement and intent have been articulated in the plan across the following four key domains:

- 1 Catholic Formation and Mission (formerly Catholic Identity)
- 2 Learning (formerly Quality Teaching, Quality Learning meeting students’ needs)
- 3 Leadership (formerly Empowered School Leadership)
- 4 Service and Governance (formerly Transparency & Accountability)

Work will commence in 2018 to develop the 2020–2022 Strategic Plan.



St Bede's Catholic College, Chisholm

The opening of the first new secondary school in the Diocese since 1984 is keenly anticipated for 2018. The development of St Bede's is a direct response of diocesan planning to the significant demographic growth in the Maitland LGA, the largest growth in New South Wales. The school will be co-educational and provide for Years 7–12, with the first HSC class in 2023.

Foundation Principal John Murphy was appointed at the beginning of 2017, and along with other staff appointed in Term 4, 2017, will see the development of enrolments, the appointment of staff, the creation of curriculum planning and the associated resourcing as well as the all-important creation of a St Bede's community.

The initial Year 7 cohort, which will come from feeder primary communities at Our Lady of Lourdes, Tarro, and St Aloysius, Chisholm, as well as other primary schools of the region, will number 110. Subsequent

cohorts are anticipated to be in the order of 150–180. Students will move into Stage One of the building project in 2018, which will provide outstanding contemporary learning spaces. The subsequent three stages will be developed for the initial Year 7 cohort.

Catherine McAuley Catholic College, Medowie

The Port Stephens LGA currently has three Catholic primary schools but no local secondary school. Students at St Joseph's, Bulahdelah, St Brigid's, Raymond Terrace, and St Michael's, Nelson Bay, should they choose a Catholic secondary school, must make the significant journey south to Newcastle or north to Taree. Subsequently, participation in local Catholic primary schools and secondary education has suffered.

The region has significant current and projected school-aged students and is a significantly growing economic region, spearheaded by the RAAF Base and the



The opening of the first new secondary school in the diocese since 1984 is keenly anticipated for 2018.

Williamstown Aerospace Centre, as well as the global manufacturing sector at Tomago. Major commercial centres exist at Raymond Terrace, Nelson Bay and Salamander Bay. The development of Catholic secondary education will create enhanced participation in Catholic primary schooling and provide for the provision of Catholic secondary education within the local region.

In 2018 the CSO will apply for Catholic Block Grant Authority funding to construct Stage One of the secondary school in 2019 and the appointment of the foundation principal to commence in January 2019. The diocese has plans to establish a St Nicholas Early Learning Centre and a chapel on-site from 2020, with future plans to include the development of a primary school.



Expansion Schools – St Mary’s Catholic College, Gateshead and St Joseph’s College, Lochinvar

The expanded provision of secondary schooling across the Diocese will see the commencement of senior students at Gateshead and the recommencement of senior students at Lochinvar. Year 11 students will enter these colleges in 2018 with the inaugural HSC being in 2019. These moves have been in response to continued demographic demand and community needs for the comprehensive provision of secondary education across Years 7–12 in a more immediately accessible school. Over 2015–2017, both schools engaged in a comprehensive plan for the effective delivery of senior courses. A particular priority was placed on the professional development of staff, the acquisition of educational resources and the development of discrete capital facilities for senior courses.

A key focus at St Mary’s, Gateshead and St Joseph’s, Lochinvar has been the intense

professional preparation of staff and the employment of additional staff for the effective delivery of the Stage 6 curriculum. A great deal of work has been done on staff professional learning, resource acquisition, student leadership, rites of passage, transition processes into Year 11 inclusive of course offerings and subject selection, learning support, wellbeing framework, parent engagement and policy adaptations inclusive of seniors.

Lochinvar has been blessed with a significant renewal of facilities over the past five years with plans underway to transform current facilities at Gateshead over the next three years.

St Laurence Flexible Learning Centre, Broadmeadow

Planning for the St Laurence Flexible Learning Centre continued throughout 2017 and the centre will be operational in 2019. The centre, which will be a systemic school, will cater for a group of students significantly at risk of not engaging in or

completing mainstream education due to some form of trauma or disadvantage in their lives. In developing educational solutions to meet this need, the Diocese has recognised the benefits of flexible learning centres, which specifically cater for the needs of such students through small class sizes, specialist support, vocational courses and a pedagogical approach by staff.

Planning is well advanced to open the Diocese’s first flexible learning centre in 2019. The diocese has invited Edmund Rice Education Australia (EREA) to operate the centre on behalf of the diocese. The centre is registered by the Diocese with the NSW Educational Standards Authority (NESA) and will have EREA as the educational provider. EREA has significant expertise and experience in operating such centres, currently having 19 across Australia accommodating 2,000 students. The former St Laurence O’Toole Centre, a primary school that closed in 1978 and became a diocesan training facility and resource centre, has been purchased from St Benedict’s Parish and will be redeveloped in 2018 for a student intake at the outset of 2019.



The second year of the current six-year cycle was completed as all diocesan schools were validated in their designated curriculum and non-curriculum areas.

Capital Projects/Major Maintenance Projects

The Diocesan Assets, Property Services team has a significant log of work to ensure the demand for school upgrades and development of facilities is effectively maintained each year. Projects of significance in 2017 have included:

- ▶ Stage One of St Mary's Catholic College, Gateshead – Hospitality and Construction facilities
- ▶ St Pius X High School, Adamstown – Learning Hub
- ▶ Stage Two of learning spaces at St Aloysius Catholic Primary School, Chisholm
- ▶ a school hall and learning spaces at San Clemente High School, Mayfield
- ▶ learning spaces at St Joseph's High School, Aberdeen
- ▶ stage One of learning spaces and school administration at St Bede's Catholic College, Chisholm
- ▶ a new wing for contemporary learning spaces at St Clare's High School, Taree.

Continuum of School Improvement (COSI) 2017

The second year of the current six-year cycle was completed as all diocesan schools were validated in their designated curriculum and non-curriculum areas.

All schools attended Curriculum Focus Days (CFD) with positive feedback from evaluations acknowledging the model of the CFD as a valued vehicle for curriculum monitoring and improvement, staff networking and the sharing of program implementation across our schools.

Overall there was a high standard of curriculum compliance and quality of organisation and detail provided by schools.

Primary schools were validated in Kindergarten to Year 6 Creative Arts, PDHPE and Religious Education (Group 1 schools). Secondary schools were validated in History Stage 4 and 5, Mathematics Stage 6, PDHPE Stage 6, Computing subjects Stage 5 and 6 and Senior Science Stage 6. Catholic Identity was validated in primary (Group 3 schools) and two secondary senior colleges.

Schools were also validated in the non-curriculum areas of safe and supportive environment, child protection, attendance, governance and staff, finance and buildings and facilities. Work Health and Safety (WHS) joined this cycle in 2017 and audits began with Minerva Consulting across a third of our schools. The audit provided a detailed report together with an Action Plan and follow-up for future planning in schools' development of their WHS management systems.

NESA monitoring occurred in the areas of curriculum and policy, with positive outcomes and feedback resulting in Maitland-Newcastle demonstrating a benchmark practice to be shared with department schools in 2018.

The Compliance Management Tool (CMT) component of COSI saw implementation postponed for 2017, with a transition to full implementation in 2018/19. Two core modules involved the NSW Education Standards Authority (NESA) incorporating Teacher Accreditation Authorities (TAA) (inclusive of all registration requirements) and a system identified module for Catholic Identity. The CMT will be used as a school repository for all required accountabilities.

All schools completed an Annual School Report; these are publically available on both the CSO and individual school websites.

In 2017, 20 school communities were surveyed. The University of Newcastle (UoN) administered the survey through SurveyMonkey, revealing a high level of satisfaction from parents and students. This community data is interrogated as

part of review processes and is available to all schools and CSO officers on the COSI website. A comprehensive set of analysis and recommendations are provided to the CSO by the UoN and are detailed in the 2017 COSI Annual Report.

A third of all diocesan schools engaged in a self-review or external review using the National School Improvement Tool (NSIT) and Catholic Identity Improvement Tool (CIIT) as benchmarks of improvement and performance. All schools engaged well with the tools and the process of review.

Principals who participated as panel members during the review were provided clarity and the opportunity for collegiality and professional development. Presentations to review panels were of a high quality and schools felt the review was both fruitful and revealing as to future school strategic planning and their improvement focus.

The association with the Australian Council for Educational Research (ACER) was again strengthened with all schools having engaged in training in the NSIT and its alignment with the Teaching Standards.

ICT Architecture, Systems and Services: Enhancing Student Learning and Operational Effectiveness

Entering a new phase for MNSIS

The Maitland-Newcastle Student Information System project is expected to deliver a central software solution for Student Information (SIS) and Finance Management (FMS). This enterprise solution comprises two products: Compass and TechnologyOne. The project has now delivered Compass to the majority of schools and TechnologyOne is operational at the CSO. The next phase will be to deliver the design and acceptance of the final SIS/FMS solution ready for the third and final portion of the project.

Milestone achievements include:

FMS (Tech1)

The Technology1 finance solution is now in operation at the Catholic Schools Office. This solution has been well accepted, with expert knowledge now established within the team. Our experts have moved forward and are now evaluating the final solution, joining Compass Billing and Technology1. This evaluation covers the software and architectural design and ensuring process requirements are met successfully.

SIS (Compass)

The Compass Solution is operating in 30 schools across the diocese. The remaining schools will implement in the second half of 2018 and into early 2019.

Teaching and Learning Report

Maitland-Newcastle Student Information System: Compass

The Maitland-Newcastle Catholic Schools Office, in conjunction with the Catholic Education Network, is currently implementing a Student Information System called Compass across all diocesan schools. The Strategic Plan 2017–2019 identified the need to implement quality ICLT systems and services that align with other strategic priorities to improve student outcomes and staff/school wellbeing.

The Compass project is supported by a project team which works to implement and support schools in the following areas:

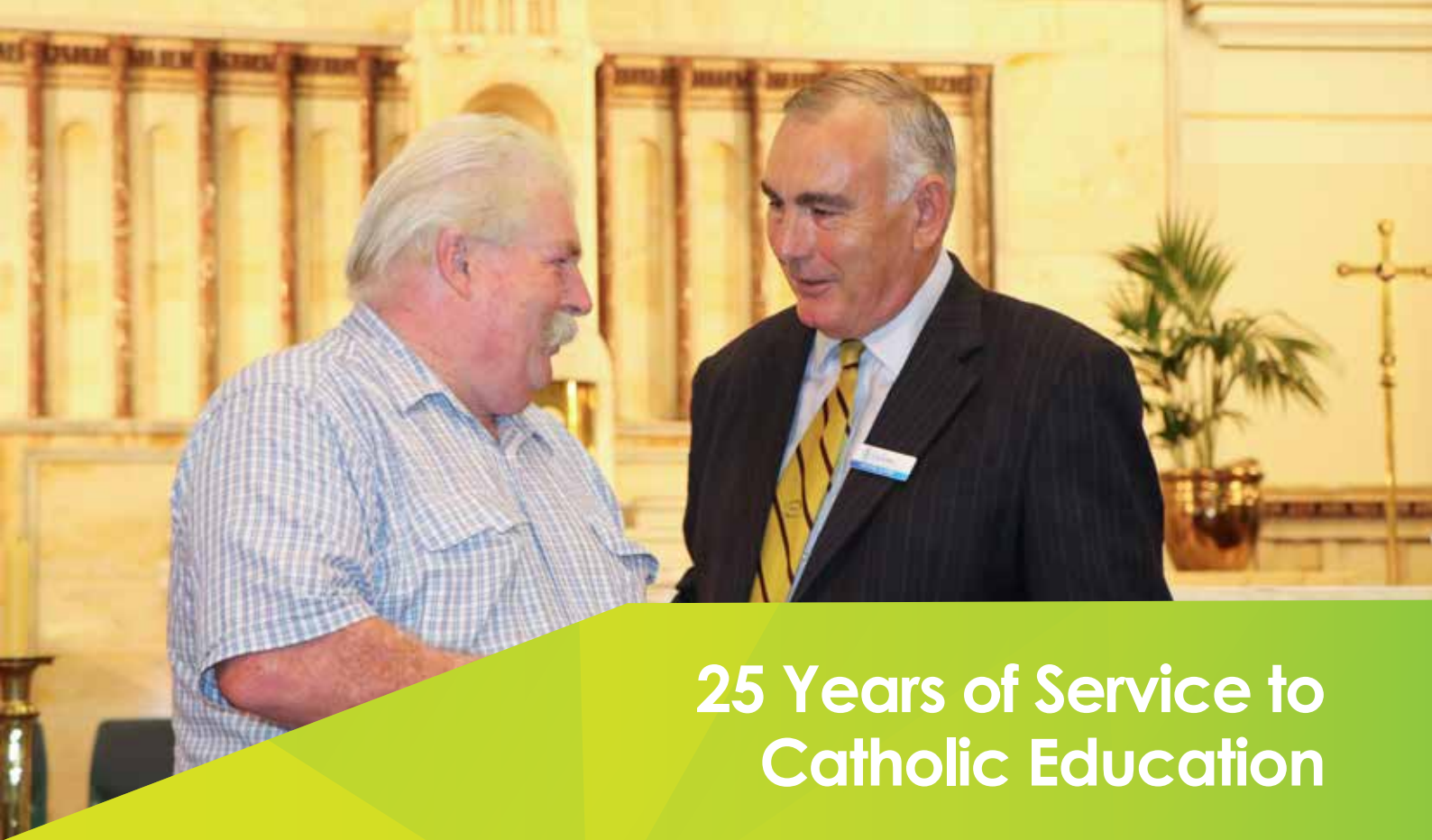
- ▶ Attendance – including in-time alerts for parents regarding unexplained absences through SMS services.
- ▶ Chronicle – a holistic student wellbeing module looking to define longitudinal consistency of data.
- ▶ Events – an electronic excursion management system and distribution tool.
- ▶ Calendar Management – for layered audience distribution.
- ▶ Academic Reporting – 29 schools

have completed a round of Compass Academic Reporting with an updated format across all school sites and electronic distribution.

- ▶ Learning Tasks – three secondary schools have utilised the Learning Task module to distribute, grade and provide feedback to students on summative assessment tasks.
- ▶ Conferences – many schools have utilised the Parent/Student/Teacher booking system. To date, 5814 interviews have been booked through Compass across 10 schools.
- ▶ Parent Portal and Communication – parent portals have been launched on many school sites to improve communication with families regarding the teaching and learning cycle.

The Compass project continues to streamline many existing practices within our schools to allow just, in-time access for staff in a range of areas. To date, over 600 teaching and support staff have been trained in the Compass toolkit with many more to come in the next nine months.





25 Years of Service to Catholic Education



People can only provide long and excellent service because they are part of strong, nurturing communities united by a shared vision, values and mission. Each year the Catholic Schools community gathers in response to the call to serve that each of you hears. We believe this call comes from God. We believe it is heard in your own heart, in your family, friends and the wider community who recognise in you the gifts and qualities that will enable you to be a good Catholic educator.

Together you are the living stones which shape the ministry of Catholic school education. And so at the beginning of this new year, as Bishop, I call you to serve the mission of God in the ministry of Catholic school education.

- Bishop Bill Wright

Daniel Ariel	St Catherine's Singleton	John McLoughlin	St Pius X Adamstown
Maria Armitage	Holy Name Forster	Maureen Nankivell	St John Vianney Morisset
Lesley Baines	St Paul's Booragul	Bettina O'Heir	St Patrick's Lochinvar
Carolynn Brown	St Paul's Gateshead	Greg Ptolemy	St Paul's Booragul
Pam Extrem	Holy Name Forster	Veronica Rolfe	St Joseph's Aberdeen
Wendy Fahey	Holy Name Forster	Ann-Maree Ryan	St Peter's Stockton
Michelle Greaves	St Benedict's Edgeworth	Ruth Smith	St Clare's Taree
Michelle Harris	St James Muswellbrook	Lynne Staley	St Mary's Gateshead
Damian Hartigan	St Columba's Adamstown	Peter Tavener	St Paul's Booragul
Rose Jones	St Peter's Stockton	Maryanne Weber	Holy Name Forster
Michael Kelly	St Paul's Booragul	Genevieve Williamson	Holy Name Forster
Jenny King	St Mary's Gateshead	Lisa Wilson	St James Muswellbrook
Wayne McDougall	St Clare's Taree		
Wayne McGrath	St Clare's Taree		



Promoting Our Catholic Schools

Catholic Schools Are Vivid Every Day

In 2017, the region-wide Vivid Everyday campaign continued to develop Catholic education as a strong brand within the community.

The aim of the Vivid campaign in 2017 was to:

- ▶ continue to reaffirm the choice of those currently in the system and to retain them in our system, including families, students and teachers
- ▶ grow the system of schools and increase the overall market share by attracting new families to consider and choose a catholic school education
- ▶ attract non-catholics to encourage welcoming and diverse communities
- ▶ attract new teachers to support learning initiatives
- ▶ retain current expert staff to allow the delivery of these education/learning outcomes and ultimately to boost enrolments for 2018.

'Vivid' captured the nature of the schools as being authentic, bold and spirited, and yet every day dependable and consistent. It also captured that Catholic schools offer a place where passionate teachers inspire confidence and facilitate academic excellence, where faith in God is lived in community, where partnerships with parents are nurtured and where contemporary learning opens minds to a vivid future.

What did the 2017 campaign entail?

Part 1 – Showcase

From May to August, the Vivid Everyday campaign was spread across a wide range of mediums including TV, radio, buses, print and online newspapers and social media. It featured teachers, students and parents from across the diocese to highlight the varied aspects of Catholic schools. The campaign captured the relationships, the learning, the community, the excellence, the range of opportunities, the values, the pathways to the future, the faith life – all grounded in a close relationship with God. It also highlighted the phase of significant development and expansion.

Part 2 – 2018 Enrolments

From July to December, a comprehensive four-month campaign followed Vivid's branding message with key messages of "enrol now for 2018" and "last chance to enrol for 2018". Unlike the branding campaign, the second part of Vivid predominately utilised digital channels – Facebook, Instagram, Google and YouTube – to achieve its goals. A comprehensive suite of 15-second, 30-second and one minute testimonial videos and images were created, allowing those featured in Part 1 to share their "real" stories and highlight the authenticity of the campaign.

A Strong Social Media Identity

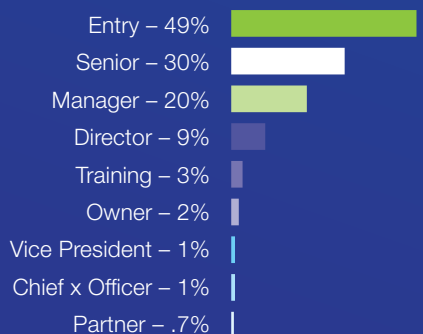
What has been achieved

Having established a branded social media presence in 2016, 2017 was used to grow the profile of Catholic schools throughout the region. Activating a supportive and loyal community saw campaigns such as *Vivid* and *ASPIRE's Hoarders Next Door* have the most impact on increasing brand awareness. Additional foundational support was introduced during the calendar year to assist individual schools in building an effective online presence, supported by social media training and policies developed to guide, protect and empower staff and students. The story told through the data validates the strength of the community in the Diocese of Maitland-Newcastle school system and the community's increasing reliance on communication via digital channels.

Where we are going

To better establish the unique selling points of each individual school, the focus for 2018 will be to further establish each school's digital footprint within its local community and provide a more cohesive user experience for community members through the integration of Compass, social channels and newsletters. Social media will be used not only to attract student enrolments but also to promote the Catholic Schools Office as an employer of choice with a supportive and forward-thinking work culture, so as to attract quality teachers to the Diocese to support sustainable, projected growth.

LinkedIn Visitor demographics



facebook.com/mncatholicschools



twitter.com/mncatholicschools



instagram.com/mncatholicschools



linkedin.com/company/catholic-schools-office-of-maitland-newcastle



Diocesan Secondary Schools Celebrate 11 Years of DioSounds

On 8 June 2017 at the Civic Theatre in Newcastle, the talent of students and teachers from our 11 secondary schools in the Diocese of Maitland-Newcastle was highlighted at DioSounds.

Music and performance have been central features of Catholic schools in the diocese since its inception and we continued that tradition with the recent performances of 'Broadway Melodies and Hollywood Harmonies'.

The 450 participants in this event were not just the elite performers. Each school has been learning and rehearsing since the start of the school year in preparation for this annual showcase and the show was a true example of all their hard work paying off through entertaining and energetic performances. It was an opportunity for our students to work closely with their teachers to showcase their music and performing arts talent. We experienced the beautiful voices of our choirs, high performance in contemporary dance, superb musicianship, singing and exciting young bands. Students were also responsible for stage support, much of the choreography and hosting the ceremony.

We acknowledge the music teachers and students for the degree of thought, time and creativity that went on behind the scenes and contributed to the production of such a polished show. Our thanks also goes to Mrs Carmel Tapley from the Catholic Schools Office, who has worked tirelessly to ensure DioSounds 2017 was a successful event.





Diocesan Schools Celebrate Six Years of ASPIRE

Actors, dancers, vocalists and musicians from 29 primary and secondary schools in the Diocese of Maitland-Newcastle performed in the sixth annual ASPIRE production of *The Hoarders Next Door* at Civic Theatre from 2 to 5 August 2017.

The compelling theatrical production exploring people and their possessions, neighbourhoods and community was a massive undertaking and required dedicated and patient adults to work with over 130 enthusiastic young people. It was a marvellous script and the young cast demonstrated leadership and passion as they worked collaboratively to entertain large audiences. Students were involved in every aspect of the production, from the backstage crew and set design, to the music, singing, acting and dancing. Congratulations to every person involved in the stunning show.

It is inspiring to see the array of talent from the students in our schools in creating such a production. It was certainly a performance of high quality with each of the five performances enjoyed by large audiences.

One of the strengths of the ASPIRE program is collaboration – collaborating with teachers to ensure we provide programs that support curriculum and engage students, collaborating with professional practice to ensure high quality outcomes and collaborating with students and empowering them to create their own work, tell their stories and share their ideas.

We offer thanks to Artistic Director Anna Kerrigan for her determination, artistic creativity and passion for bringing young people together. We also thank each of the Ensemble Directors and the ASPIRE Committee, led by Tony Kelly, for their commitment in ensuring our talented performing arts students have the opportunity to give expression to their talents.



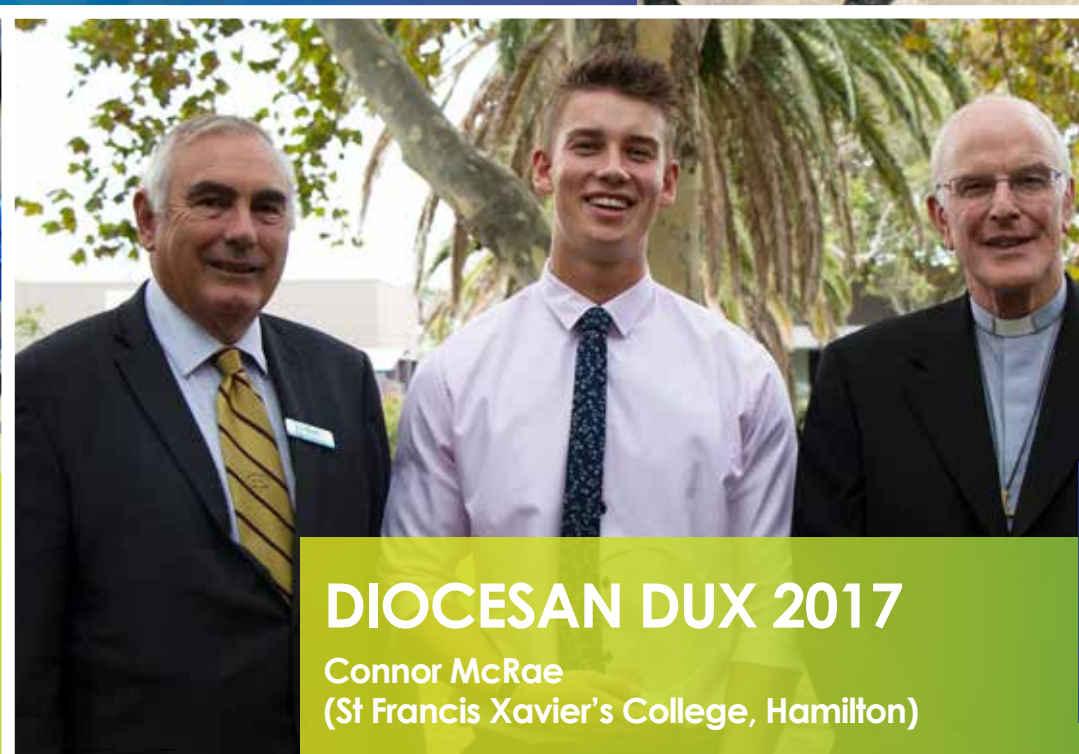




DAVINCI DECATHLON
 St Mary's Catholic College, Gateshead,
 students take out the DaVinci Decathlon



BEEF BONANZA
 St Joseph's Primary School,
 Denman, win first place
 ribbons at the Upper Hunter
 Beef Bonanza.



DIOCESAN DUX 2017
 Connor McRae
 (St Francis Xavier's College, Hamilton)

GOLD MEDALS
 Larnie Chapman, Chloe
 Hollingsworth and Kate Lloyd (St
 Joseph's High School, Aberdeen)
 win gold at Australian All Schools
 Triathlon Festival



**Student
 Achievements**



HANNAH GEE

(St Joseph's High School, Aberdeen) raises \$700 for the World's Greatest Shave



NICOLA OWEN

(St Pius X High School, Adamstown) win the silver medal at the Nutri-Grain Ironwoman Challenge



STAR OF THE MONTH

Caleb Faragher (St Francis Xavier's College, Hamilton) awarded Star of the Month by Top Coach



MEGAN NAY

(St Dominic's Centre, Mayfield) receives five medals at the Special Olympics, Junior National Games



Catholic Schools Profile



19,074

STUDENTS ENROLLED

10,802 **8,272**
PRIMARY SECONDARY



THE DIOCESE EMPLOYED
1261 FULL TIME EQUIVALENT
TEACHERS AND **350.1 FULL TIME**
EQUIVALENT SUPPORT STAFF



AVERAGE PRIMARY CLASS SIZE

18.6 AVERAGE
SECONDARY
CLASS SIZE



5059
FOLLOWERS



683
FOLLOWERS



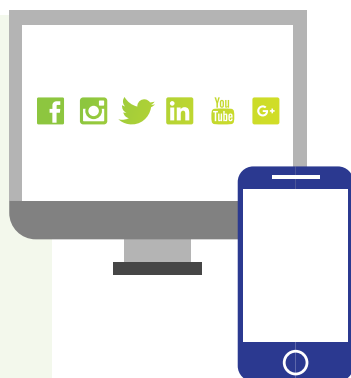
299
FOLLOWERS



146
FOLLOWERS



64,800
FOLLOWERS



59// HSC
SUBJECTS
WERE OFFERED IN 2017



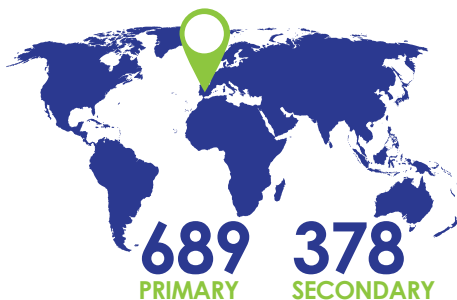
113// HSC
STUDENTS
DISTINGUISHED ACHIEVERS



734
THE TOTAL NUMBER OF
TEACHING STAFF WHO
HAVE SERVED IN CATHOLIC
EDUCATION FOR MORE
THAN 20 YEARS



683 PRIMARY STUDENTS AND
416 SECONDARY STUDENTS
OF ABORIGINAL/TORRES STRAIT
ISLANDER DESCENT.



689 **378**
PRIMARY SECONDARY

ENGLISH AS A SECOND LANGUAGE
ASSISTANCE WAS PROVIDED FOR



56
CATHOLIC SCHOOLS
IN THE DIOCESE OF
MAITLAND-NEWCASTLE

Diocesan Enrolments

Diocesan Enrolments August Census 2017

School	Year Level	Enrolment	School	Year Level	Enrolment
ABERDEEN St Joseph's High School	7-12	632	MAITLAND All Saints' College, St Mary's Campus	11-12	595
ABERMAIN Holy Spirit Infants School	K-2	120	MAITLAND All Saints' College, St Peter's Campus	7-10	861
ADAMSTOWN St Columba's Primary School	K-6	222	MAITLAND St John the Baptist Primary School	K-6	253
ADAMSTOWN St Pius X High School	7-10	1,036	MAYFIELD San Clemente High School	7-10	743
BELMONT St Francis Xavier's Primary School	K-6	127	MAYFIELD St Columban's Primary School	K-6	157
BOORAGUL St Paul's Catholic College	7-12	939	MAYFIELD St Dominic's Centre	K-6	18
BRANXTON Rosary Park Catholic School	K-6	247	MEREWETHER BEACH Holy Family Primary School	K-6	243
BULAHDELAH St Joseph's Primary School	K-6	35	MEREWETHER St Joseph's Primary School	K-6	373
CARDIFF St Kevin's Primary School	K-6	95	MERRIWA St Joseph's Primary School	K-6	56
CESSNOCK St Patrick's Primary School	K-6	379	MORISSET St John Vianney Primary School	K-6	165
CHARLESTOWN St Joseph's Primary School	K-6	273	MUSWELLBROOK St James' Primary School	K-6	277
CHISHOLM St Aloysius Catholic Primary School	K-6	409	NELSON BAY St Michael's Primary School	K-6	282
DENMAN St Joseph's Primary School	K-6	93	NEW LAMBTON St Therese's Primary School	K-6	614
DUNGOG St Joseph's Primary School	K-6	85	RAYMOND TERRACE St Brigid's Primary School	K-6	416
EAST MAITLAND St Joseph's Primary School	K-6	416	RUTHERFORD St Paul's Primary School	K-6	428
EDGEWORTH St Benedict's Primary School	K-6	231	SCONE St Mary's Primary School	K-6	221
FORSTER Holy Name Primary School	K-6	311	SHORTLAND Our Lady of Victories Primary School	K-6	111
GATESHEAD St Mary's Catholic College	7-10	663	SINGLETON St Catherine's Catholic College	K-12	853
GATESHEAD St Paul's Primary School	K-6	233	STOCKTON St Peter's Primary School	K-6	135
GLENDALE Holy Cross Primary School	K-6	125	SWANSEA St Patrick's Primary School	K-6	153
GLOUCESTER St Joseph's Primary School	K-6	41	TAREE St Clare's High School	7-12	705
HAMILTON St Francis Xavier's College	11-12	973	TAREE St Joseph's Primary School	K-6	390
KILABEN BAY St Joseph's Primary School	K-6	262	TARRO Our Lady of Lourdes Primary School	K-6	259
KOTARA SOUTH St James' Primary School	K-6	328	WALLSEND St Patrick's Primary School	K-6	252
KURRI KURRI Holy Spirit Primary School	3-6	108	WARATAH Corpus Christi Primary School	K-6	146
LAMBTON St John's Primary School	K-6	176	WARNERS BAY St Mary's Primary School	K-6	407
LOCHINVAR St Joseph's College	7-10	762	WINDALE St Pius X Primary School	K-6	54
LOCHINVAR St Patrick's Primary School	K-6	455	WINGHAM St Joseph's Primary School	K-6	132
			Grand Total		19,074



Primary NAPLAN Results 2017

NAPLAN: Key Results

Assessment information on student achievement is utilised by the Catholic Schools Office to provide valuable information for professional development and to support school improvement initiatives.

In 2017, 1,470 Year 3 students and 1,499 Year 5 students participated in the National Assessment Program in Literacy and Numeracy (NAPLAN). The NAPLAN test measured student achievement across four areas of Literacy. These areas included Reading, Writing, Spelling and Grammar and Punctuation. The program also measures student achievement in Numeracy.

Significant professional learning conducted for primary schools across the Diocese in the interpretation and analysis of their data, including performance against Catholic schools in NSW, growth trends and individual student growth, proved beneficial in setting goals in school improvement plans.

Year 3

Significant features of these results are:

The Year 3 cohort performed above the National Average in Reading, Spelling, Writing, Grammar and Punctuation and Numeracy.

- ▶ Year 3 results in Reading were strong with a mean score of 436.8 compared with a national mean of 431 and state mean of 436. 77.0% of the students achieved in the top three bands or above (Bands 4, 5 and 6).
- ▶ Year 3 results in Numeracy were also strong with 43% of students achieving in the top two bands and a diocesan mean score of 420.4, placing the result above the national average of 409.4 and state average of 416.
- ▶ 77% of students scored in the top three bands with a mean score of 419.1 in the Persuasive Writing task.
- ▶ An above average mean score was achieved in the Spelling aspect of the tests, with a student average of 420.9 compared with the National Average of 416.1. 74.2% of students achieved in the top three bands.
- ▶ In the Grammar and Punctuation aspect, 79.9% of students achieved in the top three bands with a mean score of 450.4, well above the national average of 439.2.
- ▶ Results for Aboriginal students in all aspects of the NAPLAN test were above state averages. Year 3 Aboriginal students were 28 above the state mean for Reading, 26.7 above the state mean in Persuasive Writing, 40.6 above the state mean in Spelling, 45 above the state mean in Grammar and Punctuation and 33 above the state mean for Numeracy for Aboriginal students.

NAPLAN Program 2017 – Year 3 Percentage in Skill Band

Band		Reading	Spelling	Grammar & Punctuation	Writing	Numeracy
Bands 4, 5, 6 and Above	Diocese	77.0	74.2	79.9	77.7	75.6
	National Performance	73.9	68.8	75.0	73.9	67.1
Band 3	Diocese	14.9	15.6	9.8	18.2	17.1
	National Performance	14.2	16.1	12.6	16.1	19.7
Band 2	Diocese	5.3	8.3	6.2	3.2	6.5
	National Performance	6.9	8.5	6.8	5.0	8.7
Band 1	Diocese	2.7	1.8	4.1	0.9	0.8
	National Performance	3.1	4.6	3.7	2.5	2.7

TABLE 1

NAPLAN PERCENTAGES IN SKILL BANDS YEAR 3

Students who sat the 2017 NAPLAN tests in Year 3 achieved according to the following:

Band 1	Below National Minimum Standard (Includes Exempt)
Band 2	At National Minimum Standard
Band 3-6	Above National Minimum Standard



Year 5

Significant features of these results are:

The Year 5 cohort performed above the National Average in Reading, Writing, Spelling, Grammar and Punctuation and Numeracy. They also performed above the NSW cohort in Reading, Writing and Grammar and Punctuation.

- ▶ Year 5 results in Reading (506.9) were above the National Mean of 505. 69.1% of students scored in the top three bands compared with 63% at the National level.
- ▶ Results in Spelling were above the National Average (500.8) with students in the diocese achieving an average mean of 506.9.
- ▶ Year 5 results (507.3) in Grammar and Punctuation were above the National Mean of 499.3. 63.7% of students scored in the top three bands (Bands 6, 7 and 8).
- ▶ Results for EALD students were above the state average for EALD students in Reading, Writing, Spelling and Numeracy.
- ▶ Results for Year 5 Aboriginal students were well above state mean scores for Aboriginal students in all aspects of the NAPLAN test.

NAPLAN Program 2017 – Year 5 Percentage in Skill Band

Band		Reading	Spelling	Grammar & Punctuation	Writing	Numeracy
Bands 6, 7, 8 and Above	Diocese	69.1	68.7	63.7	44.3	54.5
	National Performance	63.0	68.4	59.5	47.9	57.6
Band 5	Diocese	17.9	19.5	16.2	41.3	25.2
	National Performance	20.6	19.4	21.1	30.7	26.0
Band 4	Diocese	10.1	8.1	15.5	9.6	8.5
	National Performance	10.4	8.0	11.6	13.0	11.8
Band 3	Diocese	2.9	3.7	4.5	4.8	1.4
	National Performance	4.2	2.9	5.9	6.4	2.8

TABLE 2

NAPLAN PERCENTAGES IN SKILL BANDS YEAR 5

Students who sat the 2017 NAPLAN tests in Year 5 achieved according to the following:

Band 3	Below National Minimum Standard (Includes Exempt)
Band 4	At National Minimum Standard
Band 5-8	Above National Minimum Standard



Secondary NAPLAN Results 2017

NAPLAN: Key Results

Assessment information on student achievement is utilised by the Catholic Schools Office to provide valuable information for professional development and to support school improvement initiatives.

In 2017, 1,509 Year 7 students and 1,474 Year 9 students participated in the National Assessment Program in Literacy and Numeracy (NAPLAN). The NAPLAN Test measured student achievement across four areas of Literacy. These areas included Reading, Writing, Spelling and Grammar and Punctuation. The program also measures student achievement in Numeracy.

Significant professional learning was conducted for schools across the diocese in the interpretation and analysis of their data including performance against Catholic schools in NSW, growth trends and setting goals for school improvement.



Year 7

Significant features of these results are:

- ▶ the Year 7 cohort performed above the National Average in Reading, Spelling, Writing, Grammar and Punctuation and Numeracy. The Year 7 cohort was also above the state mean in Reading.
- ▶ 87 Aboriginal students from Year 7 participated in the testing program. Their results in all areas were significantly above state means for Aboriginal students.
- ▶ girls significantly outperformed boys in all literacy aspects of the tests, but equalled boys in Numeracy.
- ▶ diocesan growth from Year 5 to Year 7 in Numeracy was above state average.

NAPLAN Program 2017 – Year 7 Percentage in Skill Band

Band		Reading	Spelling	Grammar & Punctuation	Writing	Numeracy
Bands 7, 8, 9 and Above	Diocese	63.6	66.6	59.4	40.4	66.6
	National Performance	57.8	61.3	55.9	40.2	67.1
Band 6	Diocese	24.5	20.1	25.6	31.3	22.1
	National Performance	24.3	21.4	23.5	29.7	23.1
Band 5	Diocese	8.5	9.8	9.7	21.6	10.3
	National Performance	11.9	10.4	12.8	18.0	11.0
Band 4	Diocese	3.4	3.5	5.3	6.8	1.0
	National Performance	4.3	5.1	6.0	10.4	2.9

TABLE 3

NAPLAN PERCENTAGES IN SKILL BANDS YEAR 7

Students who sat the 2017 NAPLAN tests in Year 7 achieved according to the following:

- Band 4** Below National Minimum Standard (Includes Exempt)
- Band 5** At National Minimum Standard
- Band 6-9** Above National Minimum Standard



Year 9

Significant features of these results are:

The Year 9 cohort performed above the National Average in Reading, Spelling, Writing, Grammar and Punctuation and Numeracy. The Year 9 cohort was also above the state mean in Reading and Writing.

- ▶ 75 Aboriginal students from Year 9 participated in the testing program. Their results in all areas were significantly above state means for Aboriginal students.
- ▶ 84 LBOTE students from Year 9 participated in the testing program and performed better in Reading compared with other LBOTE students in the state.
- ▶ diocesan growth from Year 7 to Year 9 in Reading, Writing, Grammar and Punctuation and Numeracy was above state average.

NAPLAN Program 2017 – Year 9 Percentage in Skill Band

Band		Reading	Spelling	Grammar & Punctuation	Writing	Numeracy
Bands 8, 9 and 10	Diocese	60.0	48.3	50.0	43.1	60.9
	National Performance	50.4	49.8	45.4	36.6	53.1
Band 7	Diocese	24.1	34.3	27.6	24.0	29.9
	National Performance	26.4	26.5	27.3	24.6	29.0
Band 6	Diocese	13.4	12.8	16.0	20.8	8.8
	National Performance	14.9	14.2	16.7	20.4	13.7
Band 5	Diocese	2.5	4.6	6.4	12.0	0.4
	National Performance	6.4	7.5	8.7	16.4	2.3

TABLE 4

NAPLAN PERCENTAGES IN SKILL BANDS YEAR 9

Students who sat the 2017 NAPLAN tests in Year 9 achieved according to the following:

- Band 5** Below National Minimum Standard (Includes Exempt)
- Band 6** At National Minimum Standard
- Band 7-10** Above National Minimum Standard

Higher School Certificate Results 2017

2017 HSC Diocesan Results		Percentage in Bands 4, 5 & 6
Studies of Religion 1	Diocese	65.3
	State	82.2
Studies of Religion II	Diocese	69.6
	State	77.7
Standard English	Diocese	70.0
	State	55.1
Advanced English	Diocese	92.8
	State	91.8
English Ext 1 E3 & E4	Diocese	97.0
	State	93.5
English Ext 2 E3 & E4	Diocese	92.9
	State	77.6
General Mathematics	Diocese	54.9
	State	50.7
Mathematics	Diocese	69.2
	State	75.2
Mathematics Ext 1 E3 & E4	Diocese	72.1
	State	81.9
Mathematics Ext 2 E3 & E4	Diocese	64.7
	State	84.1
Biology	Diocese	69.4
	State	68.7
Chemistry	Diocese	58.0
	State	71.4
Earth & Environmental Science	Diocese	82.1
	State	74.3
Physics	Diocese	65.7
	State	67.5
Senior Science	Diocese	74.8
	State	60.2
Ancient History	Diocese	68.8
	State	61.9
Legal Studies	Diocese	76.5
	State	75.1
Society & Culture	Diocese	84.4
	State	79.5

2017 HSC Diocesan Results		Percentage in Bands 4, 5 & 6
Agriculture	Diocese	71.4
	State	58.3
Engineering Studies	Diocese	69.6
	State	66.4
Food Technology	Diocese	70.0
	State	59.9
Industrial Technology	Diocese	70.1
	State	47.4
Business Services	Diocese	94.1
	State	76.1
Construction	Diocese	76.0
	State	63.1
Electrotechnology	Diocese	68.8
	State	50.7
Hospitality	Diocese	81.6
	State	70.3
Metals & Engineering	Diocese	40.0
	State	37.3
Primary Industries	Diocese	100
	State	70.5
Retail Services	Diocese	82.4
	State	57.3
French Beginners	Diocese	85.0
	State	72.5
Community & Family Studies	Diocese	81.2
	State	68.0
PDHPE	Diocese	61.9
	State	59.8
Information Process and Technology	Diocese	75.0
	State	65.8
Software Design and Development	Diocese	80.6
	State	65.8
Music 1	Diocese	89.8
	State	89.7
Visual Arts	Diocese	92.6
	State	90.3

In 2017, 1,043 students sat HSC exams in the diocese. Schools performed well in comparison with state performances.

Many subjects performed very well compared with the state. In particular Standard English, Extension 2 English, Earth and Environmental Science, Senior Science, Ancient History, Society and Culture, Agriculture, Food

Technology, Industrial Technology, French Beginners, Community and Family Studies, Information Process and Technology, Software Design and Development and all VET examination subjects performed creditably.

Of the 50 subjects studied by students in the Diocese, 90% had fewer students in the bottom two bands than the comparative state percentages.

In the 2017 HSC, the Diocese had three outstanding student performances. Lachlan Davies (All Saints' College, Maitland) placed third in the state in the Construction exam. Lachlan Tolomeo (St Francis Xavier's, Hamilton) placed fourth in Mathematics General and Thomas Howlett (St Francis Xavier's, Hamilton) placed fifth in Industrial Technology.

Building and Maintenance Projects 2017

School	Project	Construction Stage/ Forecast Completion	Government Grant	Local Contribution	Project Cost
ABERDEEN, 63 Segenhoe Street	Land acquisition.	Completed 2017		\$460,000	\$460,000
ABERMAIN, Holy Spirit Infant School	Construction of new classrooms.	Completed 2017		\$158,861	\$158,861
ADAMSTOWN, St Pius X High School	Relocation of staff amenities to North end of Block E.	Completed 2017		\$1,196,690	\$1,196,690
GILLIESTON HEIGHTS, Cessnock Road	Land acquisition.	Completed 2017		\$2,777,656	\$2,777,656
GLENDALE, 328 Lake Road	Land acquisition.	Completed 2017		\$370,000	\$370,000
THE JUNCTION, 17 Farquhar Street	Land acquisition.	Completed 2017		\$1,290,000	\$1,290,000
LOCHINVAR, St Patrick's Primary School	Stage 1 - Construction of new classrooms, administration and staff areas.	Completed 2017	\$1,801,203	\$1,788,351	\$3,589,554
LOCHINVAR, St Joseph's College	Stage 3 - Construction of multi-purpose hall and Food Technology and Hospitality classrooms.	Completed 2017	\$2,432,896	\$4,005,011	\$6,437,907
MAITLAND, St John the Baptist Primary School	Modifications of a capital nature required at school for a special needs student.	Completed 2017		\$386,812	\$386,812
MAITLAND, All Saints College St Peter's Campus	Refurbishment classrooms in The Manse.	Completed 2017		\$557,215	\$557,215
SINGLETON, St Catherine's Catholic College	Installation of lift to provide more accessibility between buildings.	Completed 2017		\$624,631	\$624,631
STOCKTON, St Peter's Primary School	Refurbishment of hall to create an additional classroom.	Completed 2017		\$111,560	\$111,560
WARATAH, 3 Smart Street	Land acquisition.	Completed 2017		\$650,000	\$650,000
WARATAH, 5 Smart Street	Land acquisition.	Completed 2017		\$585,000	\$585,000
WINGHAM, St Joseph's Primary School	Construction of a new classroom.	Completed 2017		\$319,484	\$319,484
Total					\$19,515,370

Committed projects as at the year ended December 2017

School	Project	Construction Stage/ Forecast Completion	Approved Government & * Forecast Grant	Local Contribution	Project Cost/ Budget
ABERDEEN, St Joseph's High School	Stage 2 - Refurbishment of administration, Technical and Applied Studies (TAS), amenities and classrooms.	In Design	\$3,346,041	\$2,453,959	\$5,800,000
ADAMSTOWN, St Pius X High School	Stage 3 - Construction of new library learning centre.	In Design	\$1,460,370	\$2,945,384	\$4,405,754
BOORAGUL, St Paul's High School	Stage 2 - Construction of general learning areas, administration, staff facilities and associated buildings.	Under Construction	\$2,317,595	\$2,392,505	\$4,710,100
BRANXTON, Rosary Park Catholic School	Stage 3 - construction of 8 GPLAs to facilitate full 2 stream primary school.	In Concept Design	\$950,969	\$1,049,031	\$2,000,000
CESSNOCK, St Patrick's Primary School	Installation of lift.	Under Construction	\$ -	\$ 245,000	\$245,000
CHISHOLM, St Aloysius Catholic Primary School	Stage 2 - Construction of administration, staff and classrooms areas.	Under Construction	\$2,038,911	\$4,874,884	\$6,913,795
CHISHOLM, St Bede's Catholic College	Stage 1 - Construction of new secondary school.	Under Construction	\$3,500,000	\$8,528,750	\$12,028,750
CHISHOLM, St Bede's Catholic College	Construction of Flexible Learning Village.	Under Construction		\$1,500,000	\$1,500,000
CHISHOLM, St Bede's Catholic College	Construction of new Chapel.	In Design	\$ -	\$1,000,000	\$1,000,000
GATESHEAD, St Mary's Catholic College	Stage 1 - Upgrade of school facilities to accommodate Year 11 and 12 commencement.	In Design		\$5,664,822	\$5,664,822
GATESHEAD, St Mary's Catholic College	Stage 2 - Upgrade of school facilities to accommodate Year 11 and 12 commencement.	In Design	\$2,671,724	\$4,328,276	\$7,000,000
LOCHINVAR, St Joseph's College	Upgrade of school facilities to accommodate Year 11 and 12 commencement.	In Design	\$ -	\$2,000,000	\$2,000,000
MAYFIELD, San Clemente High School	Construction of hall, Technical Applied Studies (TAS) and amenities.	In Design	\$3,256,973	\$3,894,027	\$7,151,000
MAYFIELD, San Clemente High School	Installation of lift.	Under Construction		\$600,000	\$600,000
MEDOWIE, Catherine McAuley Catholic College	Stage 1 -Construction of new secondary school.	In Concept Design	\$3,500,000 *	\$8,500,000	\$12,000,000
NELSON BAY, St Michael's Primary School	Construction of new administration and staff facilities, and refurbishment of classrooms.	In Design		\$3,200,000	\$3,200,000
NEW LAMBTON, St Therese's Primary School	Construction of classrooms, library, staff and administration facilities.	In Design	\$3,375,222	\$2,624,778	\$6,000,000
SINGLETON, St Catherine's Catholic College	Stage 4 - Construction of multi-purpose hall and refurbishment of classrooms.	In Concept Design	\$2,100,000 *	\$2,900,000	\$5,000,000
TAREE, St Clare's High School	Construction of new open plan learning centre attached to the library.	In Design	\$3,423,587	\$2,426,413	\$5,850,000
TAREE, St Clare's High School	Installation of lift.	Under Construction		\$600,000	\$600,000
WARATAH, 24 Alfred St	Demolition of residence for additional playground space	Demolition underway		\$50,000	\$50,000
WARATAH, 5 Smart St	Demolition of residence for additional playground space	Demolition underway		\$60,000	\$60,000
Various	Land acquisitions subject to due diligence.	Progressing	\$ -	\$5,410,000	\$5,410,000
Temporary Buildings	Demountable classrooms - various locations.	Ongoing	\$ -	\$500,000	\$500,000
Total					\$99,689,221

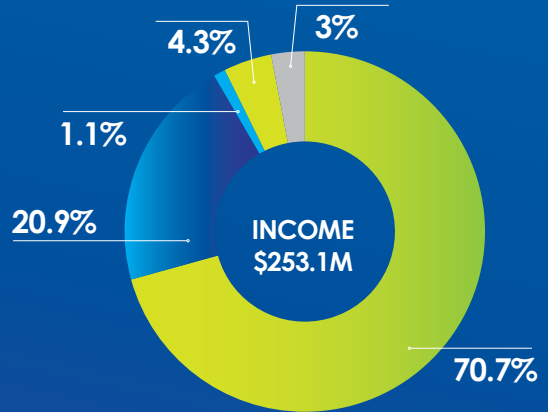
Income and Expenditure

Catholic Schools Office

Income and Expenditure Statement for the year ending 31 December 2017

Income

Commonwealth – General Recurrent Grants	178,977,220
State – Per capita Grants	52,932,810
Government Targeted Grants & Subsidies	2,692,265
Other Income Including Interest & Capital Income	10,939,554
CSO Admin Levy on Schools	7,615,232
TOTAL INCOME	253,157,081

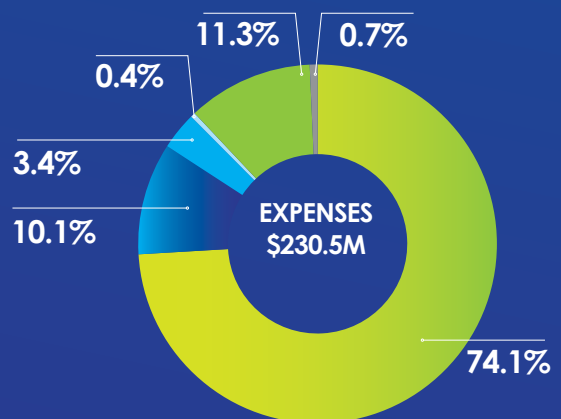


- Commonwealth – General Recurrent Grants
- State – Per capita Grants
- Government Targeted Grants & Subsidies
- Other Income Including Interest & Capital Income
- CSO Admin Levy on Schools

Expenses

Salaries and Salary Related Costs

School Base Salaries	170,754,465
School Program Salaries	23,261,238
CSO Administration Salaries	7,797,414
Movement in Employee Entitlement Provisions	993,471
Education & School Support	26,083,154
Administrative & Support Services	1,636,609
TOTAL EXPENSES	230,526,351



- School Base Salaries
- School Program Salaries
- CSO Administration Salaries
- Movement in Employee Entitlement Provisions
- Education & School Support
- Administrative & Support Services



EST: 1883
ST JOSEPH'S PRIMARY SCHOOL
PARISH OF ST ANNE'S





02 4979 1200
841 Hunter Street
Newcastle West 2300
NSW Australia
www.mn.catholic.edu.au