

ANNUAL REPORT 2012





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A Message From Bishop Bill Wright

At the time of writing, the Years of Grace and Faith have just come to a close, but hopefully the injunction to “Start afresh from Christ” has not drawn to a close.

During the Year of Grace, which began at Pentecost 2012, we prayed often:

“Attune our hearts and minds to the presence of your Holy Spirit, that our Church may be transformed, our relationships healed, and our nation grow in compassion and justice.”

Reading this comprehensive annual report, I see much evidence of the presence of the Holy Spirit, of



transformation, of opportunities for the healing of relationships, of acts of compassion and the promotion of justice in our 55 schools.

As well as curriculum development, provision of high quality facilities and accountability for available resources, there are indications of communities gathering together to celebrate, of needs being met generously, of a world view beyond school, parish, region and even nation being encouraged.

It's often said that 'Charity (another word for love) begins at home'. That can be taken to mean, crudely, 'Look after number one', but in fact, it means

that charity is demonstrated and learned at home, in order that it might go beyond. I believe that charity is beginning at school too.

Schools are places of great activity, of constant change, of innovation and of competing priorities. This report tells me that our local Catholic schools are also places of compassion, of transformation, of healing and of striving to do better.

For that I am profoundly grateful and I acknowledge all involved in the great enterprise that is Catholic education in the Diocese of Maitland-Newcastle.

A handwritten signature in black ink, appearing to read "William Wright".

BISHOP WILLIAM WRIGHT,
DIOCESE OF MAITLAND-NEWCASTLE



Director's Message

The year 2012 was a significant one in the life of the Catholic Schools Office, as it brought to a close the three year Strategic Plan for the system of schools, "Living Waters". This plan had formed not only the strategic pathway for the CSO but also for individual schools in the system.

The plan had been developed in a consultative way with input from the CSO Leadership Team, the Catholic Schools Council, the Principals and CSO staff.

Towards the end of 2012, Bishop Bill

Wright received a report on a major study undertaken by Associate Professor Michael Bezzina into the Teaching of Religion in Secondary Schools in the Diocese of Maitland-Newcastle.

The significance of this report goes beyond its contents in that it highlights the development of the Catholic Schools Office and its relationships with the Catholic Schools Council, the staff, students and parents involved in our schools and the clergy in our various parishes. The review arose from a consultation process initiated

by the Catholic Schools Council inviting Years 11 and 12 students to reflect on their experience of Catholic schools.

The very positive response from this survey also highlighted issues that needed to be addressed in the teaching of Religion in our secondary schools and the Bezzina report has provided a number of recommendations that will influence how the teaching of Religion is coordinated across the diocese. These recommendations will be implemented in 2013.

The CSO continues to work closely with the Catholic Schools Council, the Diocesan Executive, Principals and schools and the various diocesan agencies that help support the provision of quality teaching and learning in diocesan schools.

Assisting in providing high quality learning



experiences for the students in our schools has been the availability of a number of National Partnership programs funded by the Australian Government which have focused on students from low SES schools, students who are struggling with their learning and on the development of proactive leadership in our schools.

The provision of high quality facilities and resources continued with the effects of the Building the Education Revolution, the Government's Capital Grants scheme and the Digital Education Revolution all combining to enable the CSO to provide new and upgraded facilities in schools as well as the provision of one to one ratio of computers for students from Years 9 to Year 12.

The CSO staff continue to provide a high level of support to the schools, their Principals and teaching and non-teaching staff.

This report provides an accurate outline of what has been achieved during 2012, particularly from the dimension of "Living Waters" and from the examples provided of how the various Key Performance Indicators have been addressed.

I express my sincere thanks to all our staff for the way in which they have initiated strategies to ensure that our Strategic Plan and the three Annual Plans from 2010-2012 have had a significant impact on the schools, staff and students in our care.

I commend this annual report to you.

RAY COLLINS,
DIRECTOR OF SCHOOLS

Photo

Director of Schools, Ray Collins, with three students of St Francis Xavier's College who were presented with awards for their academic achievements in the 2012 Higher School Certificate.

(L-R) Diocesan Dux for 2012, Belinda Serafin (ATAR 99.4), Mickaela Mate (ATAR 99.25), Director of Schools, Ray Collins and Maighan Hassett (ATAR 98.95).



CSC report: 2012

The first meeting of the Council in 2012 recorded Bishop Bill's ratification of the revised Diocesan Schools Enrolment Policy (2012). This Policy revision is in keeping with the directions offered by the ACT and NSW Bishops in their statement titled *Catholic Schools at a Crossroads*. It also reflects the *2011 Diocesan Nature and Purpose of Catholic Schools*. Both revised documents (2011 and 2012) were initially formed by CSC Working Parties and later modified after a consultation process with all major stakeholders – the faith community – as directed by the CSC Constitution.

Formation and structure of the Diocesan Schools Planning and Development Committee (DSPDC) was also ratified in early 2012. This new framework for governance and management of the planning responsibilities of the Catholic Schools Office (CSO), as well as the process for final decision-making, will give direction and decision making transparency for all diocesan schools. This Committee has the authority to second 'specialist' members to report on particular areas of interest or concern, e.g. demographic studies of population trends. Again, stakeholder representatives are involved in all deliberations of the DSPDC.

As well as presenting the 2012 CSO Strategic Plan for review and discussion by the Council, Director of Schools, Ray Collins, has continued to inform the Council of the implications of the funding - linked Gonski Report. Any suggestion of variation to current funding systems creates uncertainty and real challenges to effective management. Mr Collins continues to represent our diocesan interests to the NSW Catholic Education Commission as it engages in negotiations with the Federal and State Governments. The CSC Finance and Financial Risk Management Standing Committee (FFRMSC) works closely with the CSO Finance Team to facilitate best practice in all areas of financial management.

During the year the CSC was advised on special programs operating in schools, in particular, the areas of special education and student welfare. National Partnership funding has continued to support improved literacy and numeracy outcomes and the Council is informed annually of NAPLAN and HSC results and trends. Council members were supportive of the newly created CSO position of Co-ordinator, Student Welfare and of the work done on revising the Student Anti-Bullying Policy, all working towards offering the best possible Catholic

education to students and their families.

Additional agenda items have included: review of secondary Religious Education; school exit survey results, SEVDEV parent survey; school fees restructure; enrolment patterns and trends; stakeholder consultation; CSO 2013 review process; CSO Director's five year performance review; matters relating to the BER and DF&SBL and the CSO Complaints and Grievance Policy.

As part of the planned rotation of members, Dr Anne Benjamin joined the Council in 2012 and her experience in, and commitment to, Catholic education is already benefiting the work of the CSC. Professor Terry Lovat has offered a similar quality of service over the last five years and he is thanked, as he finishes his term, for his generous and valued contribution over that time. If you are able to offer similar service to Catholic school education please consider nominating for Council membership by visiting www.mn.catholic.edu.au.

Christine Tyler

CHRISTINE TYLER
CHAIR 2007-2012



Vision

Catholic schools in the Diocese of Maitland-Newcastle aspire to:

- Be centred on the person of Jesus Christ and grounded in the Scriptures, in the teachings, traditions of faith and prayer in the Catholic Church and the witness of its past and present saints and scholars
- Be an integral part of the evangelising mission of the Church, and reflect Gospel values of justice, truth, peace, forgiveness, love, reconciliation and service of one another
- Promote the active partnership of home, parish and school and recognise the family as the primary focus of the education process
- Recognise the individuality and dignity of each young person, and foster the development of each one's unique potential and spirituality
- Develop a challenging, authentic and inclusive educational environment that encourages lifelong learning
- Be enlivened by staff, both teaching and non-teaching, who are dedicated, committed and generous in their efforts on behalf of young people
- Acknowledge our responsibility to be stewards of our earth and all of God's creation.

Key Strategic Areas for 2012

1. Catholic Identity
2. Quality Teaching
3. Quality Learning
4. Leadership
5. Community and Partnerships
6. Stewardship of Resources
7. Human Resources.



Catholic Identity

As a Catholic school system in the Diocese of Maitland-Newcastle, we aspire to be centred on the person of Jesus Christ, the scriptures and the teachings of the Catholic Church.

Outcomes and Achievements

Offering students, staff and families the opportunity to express their faith through the Catholic community by involvement in prayer, liturgy and social justice.

A number of liturgies, Masses and prayer celebrations were hosted in 2012 at both a diocesan and school-based level, to promote community involvement in prayer, liturgy and significant events for students, staff and their families.

Called to Serve Mass

Bishop Bill Wright celebrated the annual Called to Serve Mass in our diocese for the first time this year. Along with a number of priests, we again had the opportunity to welcome new staff to the diocese, acknowledge and congratulate those who have been involved for 25 years in Catholic education and those who received the Monsignor Frank Coolahan

Award in various categories. Twenty-six staff were acknowledged for their 25 years service and St James' Primary, South Kotara, was the winner of the School Community Award. Reflecting the face of God in our work was the main theme for the Mass and the use of Mark Raue's song 'Face of God' interspersed with the awards was a moving and reflective experience.

Catholic Schools Week Mass

The Catholic Schools Week Mass was celebrated in May in Term 2 at the Sacred Heart Cathedral, Hamilton. Again this was the first time Bishop Bill had celebrated this liturgy with our diocese. The theme, Faith in Every Student, reminded us that within each person there is a gift given to us by God to proclaim and live out the Good News of the Gospel. The 'Acknowledgement of Country' by students from St Catherine's College Singleton, the 'Gospel Mime'

by students from All Saints College, St Peter's Campus, Maitland, the 'Reflective Movement' by students from St Kevin's Primary, Cardiff, and the singing led by the choir from St Columban's and San Clemente at Mayfield all contributed to a memorable celebration and reflection of us as children of God.

Palm Sunday Ecumenical Way of the Cross

The annual Ecumenical Way of the Cross was celebrated at Kilaben Bay on the Sunday before Palm Sunday this year as the students who lead each station were on vacation for the two weeks that included Holy Week. The readings, liquid pictures and reflective prayers of intercession provided a moving and prayerful retelling of the Passion of Christ.

This year 14 schools, both primary and secondary, provided the dramatization and choir for each Station of the Cross.



As well as the schools involved in the reflections there was a number of diocesan schools represented by school leaders and principals and members of staff.

Young Leaders Day

In Term 1, 2012, St Patrick's Primary, Lochinvar hosted the diocese's Young Leaders Day. More than 28 primary schools including 128 students and their teachers, participated in a day facilitated by the RE Team. The day began with a liturgy and students worked in groups and mixed well. Activities and workshops were held that inspired Catholic Leadership of Service, Prayer and Hospitality all wrapped up with the person of Jesus showing us the way to live as relational human beings.

Mission Masses

Catholic Mission continued its valuable partnership with the schools of the diocese by assisting the faith

development of students throughout the year in a variety of ways:

Catholic Mission conducted two school Mission Masses in October in celebration of World Mission Month. The first Mass was held on Wednesday 24th October at St Philip's, Kotara, with Bishop Bill and Parish Priest, Fr Greg Arnold presiding. The reflection after the Gospel was provided by Mr. Bruce Dynan who is a photographer and video maker.

The second Mass was held at St Patrick's Church, Singleton on Wednesday 31st October and was hosted by St Catherine's College. Fr George Mullappallil presided, with Fr Kevin Corrigan, who spoke to students after the Gospel about his recent visit to Cambodia.

Richard Cootes again continued his wonderful mission ministry for the primary schools of the diocese with his

presentation of gospel stories and music.

All Saints College, St Mary's Campus Maitland, participated in Catholic Mission's Global Immersion Program and visited the remote Aboriginal community of Warralong in the Pilbara region of Western Australia.

Visit by Jill Gowdie

The Principal Education Officer in Evangelisation and Spiritual Formation within the Brisbane Catholic Education Centre, Dr Jill Gowdie, was invited by the RE and Spirituality Team to spend three days in the diocese during September 2012. The three venues that hosted Jill in the diocese were Our Lady of Victories Shortland, the Therry Centre East Maitland and St Joseph's Primary Taree. In total, Dr Gowdie provided input, sharing opportunities and reflection around the theme of Head, Hearts and Hands: Growing a Prayerful Community

to 12 primary schools and 1 secondary school.

With Dr Gowdie's expertise, knowledge and honest approach in her presentation, staff reflected that they had indeed been part of an excellent and worthwhile experience. Evaluations supported new insights and personal challenges not only of the place of prayer in the school context, but in personal lives as well.

Making Jesus Real (MJR)

Though not part of the RE and Spirituality's strategic plan for 2012, Making Jesus Real (MJR) has been supported as a fledging program in a few of our primary schools. Technically not a program, but a way of life, MJR offers schools the possibility of creating a renewed and vibrant Catholic culture within its community. If not changing the culture, it can support what is already happening, even giving a 'Catholic' language to already established secular programs, e.g. Positive Behaviour Learning (PBL). Students are taught to reflect on their day and identify 'God Moments' or where the Spirit of Jesus was in people, places and events in their day.

A number of staff from a couple of schools attended a two-day conference

at the beginning of 2012 in Hobart where the founder, driver and enthusiast of MJR in all primary schools in Tasmania, Peter Mitchell, demonstrated how easy it is to incorporate the values, language and thinking of MJR into a Year 5 and 6 classroom which then filters into the wider school community.

Nurture staff in their faith and spirituality

Faith Education Accreditation

During 2012 the Catholic Schools Office Faith Education Accreditation program was formally aligned with a standardised policy of requirements for faith formation and qualifications for all teachers in NSW and the ACT.

To ensure our teachers undertake the required faith formation modules and meet the faith education accreditation in accord with the position they hold in the school, some remodelling was required and will be implemented in 2013. The formal qualifications have not changed with all teachers of religion required to complete four post-graduate subjects in a Graduate Certificate course in RE or Theology or to have completed six undergraduate subjects in RE/Theology.

For senior leaders at level five, the requirement is to hold a Masters Degree with at least four additional units in RE/Theology.

In addition, adjustments have been made to the formation modules offered by the CSO to ensure suitable faith formation units meet the new standardised FEA Guidelines. An additional unit has been designed to provide formation for leaders (primary coordinators, student coordinators) which is entitled Servant Leadership.

The former faith modules 'The Catholic School' and 'The Spirituality of the Teacher' have been combined under the title: 'The Spirituality of a Teacher in a Catholic School'.

REC/MC/RSC Retreat

The Biannual REC/MC/REC retreat was held at the Marist Hermitage at Mittagong in Term 4 2012. The retreat was facilitated by Br. Bill Tarrant FMS and Liturgy and Prayer sessions were presided over by Fr. Brian Mascord. All participants were appreciative of the workshops and spent time with personal reflection and collegial celebrations.



Provide a system of schools committed to the gospel and participating in the broader life of the Church

Annual Dialogue between students and Bishop

After the Catholic Schools Week Mass each year it has become customary that the leaders from our secondary schools meet, over a light lunch, with the Bishop to discuss 'Catholic schooling'. This year the students met with Bishop Bill for the first time. Open and frank discussion is encouraged, with the Bishop taking note for future discernment.

Year of Grace

The Year of Grace is an invitation from the Australian Catholic Bishops to all Catholics to refocus on Jesus and to contemplate Christ so that we might 'start afresh from Christ' in all things. The primary aim is that we might know Jesus more than know about him. It invites us to ask of everything, 'What does this have to do with Jesus?'

Since the beginning of 2012 the Catholic Schools Office has done much to promote the Year of Grace and to extend

the Bishops' invitation to all personnel and school communities.

Priests/Principals Day

The annual Priests/Principals Day provided an opportunity for Bishop Bill Wright and all the priests in the diocese to come together and talk with our 55 school principals, CSO Leadership Team, Catholic Schools Council, RE and Spirituality Team and also a parent representative.

The theme for the day was 'Inspiring a radical minority: staff faith formation in Catholic schools'. The day included a presentation from the Executive Director of Schools in the Archdiocese of Sydney, Dr Dan White, and an open forum where Bishop Bill, Director of Schools Ray Collins and a parish priest and principal, responded to questions from participants on issues raised during the day.

Pastoral Care Workers Report

The CEC Guidelines for Pastoral Care in Catholic Schools define pastoral care as a concept that underpins the Catholic school ethos. Pastoral care is concerned with the total wellbeing of the students and with the development of the whole person.

The recent acquisition of seven additional schools under the National Schools Chaplaincy and Student Welfare Program (NSCSWP) has provided additional pastoral support to students in our Catholic schools, enhancing service leadership and a much-needed presence of the face of Christ to those who are experiencing spiritual, physical or emotional hardship.

In 2012 the revised NSCSWP funding agreement commenced. The Trustees of the Diocese of Maitland-Newcastle now boast twenty-seven schools which utilise the services of a Pastoral Care Worker (PCW).

In 2012, nine of the existing PCWs were required to upgrade their qualifications by completing two units of study from the Certificate IV in Pastoral Care. All participants found these qualification updates valuable and enriching for their work in Pastoral Care.

With the additional funding and support outlined above and the Religious Order support in seventeen schools, the Diocese of Maitland-Newcastle is securely placed to realise the goal of St John Baptist De La Salle, the Patron Saint of Teachers, when he encouraged teachers to 'touch hearts' and relate to



students as individuals; helping each student feel they are noticed and matter.

Catholic Schools: Centres of the New Evangelisation

During 2012 two major inter-diocesan gatherings were held to explore the theme of the New Evangelisation. The initial gathering, held at Rosehill Gardens, was sponsored by the Parramatta Diocese and had Archbishop Jean-Louis Bruges (Secretary for the Congregation for Catholic Education in Rome) as the keynote presenter. Archbishop Bruges, who is a Professor of Moral Theology, proclaimed with much vigour and enthusiasm the belief that Catholic education is truly embarked on a 'sense of adventure' to evangelise in an increasingly secular context. He added that the pursuit of 'professional excellence' as the specificity of Catholic Schools.

The support address at the Rosehill gathering was by Professor Richard Rymarz. He addressed four key aspects of a renewed approach in addressing the New Evangelisation:

1. Offering an answer to the big questions of meaning and the transcendent;
2. A content-driven Religious Education program that is systematic, ordered and engaging for students;
3. A focus on pedagogy where the focus of teaching is integrated, focused and systematic;
4. The teacher of Religious Education must be passionate, enthusiastic and a skilled professional who is a witness.

Early in 2012 another gathering was convened at Polding House by the Archdiocese of Sydney.

The purpose of the gathering was for each diocese to conduct an audit of the various targets outlined in the Catholic Bishop's 2007 Document, "Catholic Schools at the Crossroads" and to present to the gathering special initiatives each diocese is undertaking that highlight the spirit of the New Evangelisation.

Mrs Bernadette Gibson was invited to share the New Evangelisation initiatives undertaken by the youth of the Maitland-Newcastle Diocese including Camp Thread, Seven at Sacred Heart, Theology on Tap, Divine Conversations and Activ8.

All these initiatives have emerged from

the inspiration of the youth of our local parishes, including young teachers in Catholic schools, who have been inspired by the call to evangelise the culture and their fellow youth. Their work is not supported by a budget and is voluntary in nature, time and purpose. These initiatives are authentic in their response to a need at the grassroots level and espouse the defining principles of the New Evangelisation. The audience gathered at this Conference was overwhelmingly impressed with the array of initiatives where youth minister to youth. There is, however, careful shepherding of these young people by Mrs Gibson and other committed adults which should not go unrecognised.

A Contemporary Catholic religion curriculum that is differentiated, accessible, challenging and relevant

K-12 Syllabus and Units of Work – Primary and Secondary

The updating of units of work in both primary and secondary has continued in 2012. These updates are designed to enhance the teaching of Religion and to better support the current diocesan RE syllabus by providing a more up-to-date approach to pedagogy and supporting the development of Catholic religious literacy.

Stage 4 RE units have been trialled across all diocesan secondary schools this year and will be implemented fully in 2013.

Work has also been undertaken this year to complete the new Year 9 units for implementation in 2013 as well. Work on Year 10 RE units will follow in 2014.

The RE team has begun the revamp of the primary RE units this year as well. Work has been done to update the Stage 3 units and these will be trialled in diocesan primary schools in 2013.

Writing and Editing teams made up of primary RECs, teachers and members of the RE team have been working on this project throughout the year.

Religious Literacy Assessment

After a successful 'pilot' among eight primary schools in 2011, 42 primary schools participated in the Year 4 Common Planned Assessment (CPA).

Secondary schools in the diocese continued with Religious Literacy assessment in both

Years 8 and 10 in 2012. Year 8 students completed an assessment-style task based on the unit "Called to Act Justly". Year 10 completed a test based on the content of the Stage 5 course.

Professor Graham Rossiter and Dr Kate O'Brien Assembly Days

In support of our new units of work being developed across Stages 3, 4, and 5, it was important that we had some significant conversations around the theory and practice of quality teaching/learning in Religious Education. To assist in consolidating a united understanding of what good Religious Education encompasses, we employed the services of Professor Graham Rossiter and Dr Kate O'Brien.

Professor Rossiter from the Australian Catholic University is without a doubt one of the leading writers and innovative thinkers when it comes to the theory of Religious Education. He has written many textbooks and journal articles on the subject with two notable texts being *Missionaries to a Teenage Culture* and *Reasons for Living*. This day of lectures provided a valuable overview of the challenges posed by the popular culture and the inherent difficulties Religious Educators face in a secularised, materialistic and pluralistic society. A way forward was proposed based on the premise that Catholicism provides answers to young people's search for meaning and this can be most credibly achieved via the provision of a program of study that is academic in rigour and engaging in its pedagogy.

Dr Kate O'Brien provided a quality inservice on contemporary pedagogies for the Religious Education classroom. Dr O'Brien is currently Assistant Director: Teaching and Learning for the Archdiocese of Sydney. The day of workshops provided teachers with a practical insight into the nature of the learner. An exploration of the different modes and styles of learning and the link to Whole Brain Theory provided our teachers with some valuable insights into their own learning styles and the participants were given an array of strategies that they could use in their classroom teaching. Dr O'Brien is the co-author of six educational resource books and as part of the approach adopted in our new units of work across K-12, we will be employing these strategies to enliven classroom learning and heighten the engagement of our students.



Quality Teaching

As a Catholic school system in the Diocese of Maitland-Newcastle, we aspire to a contemporary, reflective and dynamic pedagogy within an inclusive educational environment.

A priority goal for the Catholic Schools Office is to focus on achieving quality educational outcomes for all students. During 2012 Teaching & Learning Services committed to, and implemented, a system-wide approach by providing schools with a range of professional learning opportunities and support services to address and respond to this goal. The two key areas for the work of Teaching & Learning Services in 2012 focused on Quality Teaching and Quality Learning.

Outcomes and Achievements
Pedagogy that is informed by Catholic perspectives, contemporary and research-based

Focus on pedagogy and leadership & integrating Learning Technology

The rollout of GATEWAY21 or GATE21 to primary schools continued in 2012. The aim for GATE21 is to provide a broad and secure ICT platform that will enable teachers and students to share resources and collaborate in quality teaching and student learning in school and across the system. A further 12 schools embarked on their GATE21 journey during the year. The committees overseeing this project focused on professional development and training for the schools participating in the rollout, as well as looking to future developments in programming, a student information centre, and the ongoing building of the infrastructure.

Towards the end of 2012, two primary schools were identified to showcase

contemporary pedagogy utilising ICT capabilities. St Mary's Warners Bay and St Therese's New Lambton will prepare for the implementation of ICT-rich environments in 2013 that will enable a range of teaching and learning opportunities and demonstrate 1:1 pedagogy. Professional development for targeted staff and students, re-organisation of class spaces and furniture and teaching methodology as well as parent information will take place early in 2013.

Work also continued with secondary schools in the use of MNLive as their contemporary ICT teaching and learning platform. Professional development for the learning technology coordinator in each secondary school took place with additional days held to build capacity for those key drivers in secondary schools. In addition, secondary schools were invited to apply for Commonwealth funding



under the Digital Education Revolution (DER) to further their knowledge in the application and integration of ICT in their daily practice. Schools submitted 'contemporary learning' projects to be implemented in 2013; some of that focus will include engaging experts in the ICT field for support and attending professional learning opportunities.

Learning technology forums showcasing quality workshops utilising technology and presented by colleagues as well as invited speakers were again held for both primary and secondary staff with more than 100 staff attending each forum. The forums provide the opportunity for teachers to engage in workshops that show the application and integration of ICT into daily teaching and learning opportunities.

Professional learning that focuses on strengthening student outcomes and building capacity in staff

Analysis and Use of NAPLAN Data

A range of professional development opportunities was provided by CSO staff to schools to engage with their NAPLAN data in the analysis and use, and to better inform teaching and learning programs. Schools identified under National Partnerships initiatives must identify and set specific percentage targets for improvements.

Principal and other executive member assembly days in 2012 focused on 'leading learning' instructional leadership strategies, as did secondary key learning area networks (SKLANs).

Teachers Leading Teachers

An additional pupil-free day was attended by all secondary staff under the theme, Teachers Leading Teachers in Term 3. The day provided opportunities for keynote presentations and a variety of workshops. Dr Brian Croke, CEC and John DeCoursey, Parramatta CEO, gave thought-provoking sessions about the direction for education in Australia

and using student data. Workshops in each learning area were provided by teachers. They ranged from teaching Extension English and Maths, virtual classrooms, engaging boys and teaching film to science, PE and the environment. Evaluations from the day indicated it was most successful and will be repeated in future years.

Schools that demonstrate a culture of continuous improvement

National Partnerships

As part of the Commonwealth Government's Education Revolution, funds were made available again during 2012 for identified schools to participate in the National Partnerships (NPs) initiative aimed at improving student outcomes across a range of specified areas:

- Literacy and Numeracy
- Low SES
- Teacher Quality

School selection was based on student

need, NAPLAN results and demographic status.

During 2012, St Pius X PS Windale and St Peter's PS Stockton continued their participation in the Low SES NP. Each of these schools has benefited from the appointment of a Teacher Educator in a 0.2 - 0.4 capacity to work with the staff on their projects to improve student learning in literacy, numeracy and teaching effectiveness. St Columban's PS Mayfield continued its improvement program in the Literacy & Numeracy NP as an additional school during 2012. All these primary schools have benefited from their participation in Focus on Reading 3-6, a professional development framework of reading and comprehension strategies.

A further six schools were identified to receive funding, beginning in 2012, for a four-year project under the National Partnerships Low SES project: St Joseph's Merriwa, St Joseph's Wingham, St Joseph's Taree, St Joseph's Bulahdelah, St Joseph's Gloucester and St Patrick's Cessnock. Each school's individual project will also focus on improving student outcomes and building teacher capacity. A CSO education officer was employed in a fulltime capacity to coordinate these projects for 2 years.

In the latter half of 2012, a new National Partnership utilising the rewards funds from the original Literacy and Numeracy NP began. Ten diocesan primary schools were identified from their 2010-2012 NAPLAN data to join this project which aims to improve literacy results. Originally begun as an 18-month project, the State Action Plan in Literacy and Numeracy (SAP) will continue for another four years. Each of these schools has benefited from the appointment of a Leading Teacher to work with principal and staff to improve student learning in literacy, numeracy and teaching effectiveness. A CSO education officer was employed in a fulltime capacity to coordinate the work of these schools until the end of 2013.

The other NP, Teacher Quality, provided two secondary schools and one primary school in 2012 with the opportunity to focus on areas of student and teacher need. St Paul's Booragul and St Joseph's Aberdeen, as well as Holy Family PS Merewether Beach, have benefited from this NP in providing more support to resourcing the school in various areas. These particular projects, funded

under Teacher Quality, conclude at the end of 2012.

Most secondary schools have had video-conferencing facilities installed with the funding from the TQ NP. Currently a range of meetings has been enabled and in the future, lessons will be broadcast with the aid of the VC facility.

Each school involved in a National Partnership program has placed its National Partnership plan which targets and specifies goals to raise student achievement on the school website for information for its school community.

During 2012 National Partnerships Teacher Quality funding was provided in the form of teacher education scholarships to assist up to 12 school leavers to study at University in 2012. Each scholarship consisted of \$500 paid per semester over the four years of study. Over 40 applications were received from Year 12 students in schools across the diocese and ten students were successful. This initiative will again be offered in 2013.

Australian Curriculum

Four information meetings were held around the diocese late in 2012 in relation to the introduction of the new curriculum in English, Science, Mathematics and History. More than 450 primary and secondary teachers attended the meetings conducted by CSO staff which provided information about the timeline for implementation. The NSW Board of Studies has incorporated the Australian Curriculum into four new syllabuses K-10. Primary schools will prepare for the implementation of English in 2013-2014 and secondary schools will prepare for all four new syllabuses to be introduced in Years 7 and 9 in 2014 and Years 8 and 10 in 2015. Professional development in key aspects of the syllabuses, with an additional pupil-free day for each school, will take place from 2013. Board of Studies Liaison Officer, Ian West, presented information about the new curriculum at a principals' forum mid-year.

A co-ordinated approach to building student achievement in Literacy and Numeracy K-12

Best Start Assessment

During the latter part of 2011, the training of 10 school and CSO personnel with staff from other dioceses took place in the administration of the Department of

Education's Best Start Assessment. Over 70 Kindergarten teachers were provided with training in the administration of the assessment for those children due to start school in 2012.

In 2012, teachers new to Kindergarten were provided with training in Best Start as well. The Best Start Assessment provides teachers with the tools to identify the literacy and numeracy knowledge and skills that each child brings as they enter Kindergarten. In addition to this initial training, all teachers of Kindergarten were provided with two professional development days to discuss the implementation of the Assessment and be trained in the use of Literacy and Numeracy Learning Continuums which guide their teaching and learning programs. Information about Best Start was also presented to principals and learning support staff.

Literacy & Numeracy

To continue the system focus on literacy and numeracy, professional development opportunities were provided for primary and secondary staff. Workshops in persuasive writing, spelling and reading 3-6 were held, along with workshops conducted by Professor Martin Westwall from Flinders University and Anita Chin, with over 120 teachers attending Maths workshops. Count Me In Too and Best Start Assessment training days were held for teachers of Kinder to Year 2.

Schools were also supported by funds from the Australian Government Quality Teacher Program (AGQTP) to continue their own school planning and focus on literacy and numeracy. Some engaged the expertise of external consultants to work in specific areas of spelling and writing.

Targeted workshops and staff meetings were conducted by CSO staff for primary and secondary school staff to analyse results from National Assessment Program Literacy and Numeracy (NAPLAN) data to inform teaching and learning programs and target specific areas of need.

Quality Learning

As a Catholic school system in the Diocese of Maitland-Newcastle, we aspire to enhance student focused learning environments that foster the development of each one's unique potential.

Outcomes and Achievements

Schools which are responsive to the different needs of students and provide opportunities for all students to achieve excellence and school processes and procedures which build capacity and respect the right of all to learn and grow

Learning Support

The CSO allocated its Learning Support Packages to schools for 2012 to assist students with special needs. These packages comprise teaching staff allocations: learning support teachers for primary schools; learning support coordinators as well as teachers for secondary schools, and an allocation for students with disabilities that allows the employment of learning support assistants to support students as needed within class. The Certificate of Inclusive Practices was conducted for secondary staff to build their capacity in catering for the different needs of students, and implementation of a case management protocol was trialled at four secondary schools and one primary school for students at risk. The Mini Certificate in Gifted Education conducted by the UNSW took place over two days with up to 20 school personnel in attendance.

Positive Behaviour Support

A further seven schools, primary and secondary, undertook training and professional development in 2012 to support the implementation of restorative practices within a framework for positive behaviours and student wellbeing. Specific training days, conducted by CSO staff, were held for staff to implement the various strategies for PBS in their schools. Twenty-one schools are now participants in the positive behaviour support initiatives.

Kidsmatter

Ten schools are in the process of completing training in the Kidsmatter mental health initiatives for primary schools. Training is conducted by CSO staff. Additional schools will be invited to join training for this initiative in 2013.

More Support for Students with Disabilities (MSSD)

In 2011, the Commonwealth Government announced funding for a new national partnership agreement for schools across Australia, More Support for Students with Disabilities (MSSD). The funds for MSSD over two years, 2012 – 2013, will be provided to schools to focus on ways to strengthen the capacity of teachers to support students with disabilities. This initiative provides one-off funding in addition to funds already provided by the Commonwealth Government to all sectors across Australia. The plan for our diocese focuses on transition to post-school options; transition to school and from primary to secondary school; curriculum differentiation; assessment, programming and reporting; Life Skills; assistive technology; mental health disorders and their impact on learning and development of Mental Health Care Plans. To enable this initiative and implement the project, three part-time project officers were appointed in Teaching and Learning Services for 2012 and 2013. During 2012, professional development opportunities were provided for primary and secondary schools in each of the targeted areas.

Supporting Indigenous Education

To support the education of Aboriginal students in our schools, funds are made available to our diocese from the Catholic Education Commission. More than 40 schools were provided with funds for additional support to Aboriginal students

in the areas of literacy and numeracy and to facilitate cultural opportunities. The majority of school funds goes towards the employment of support officers and Aboriginal Education Workers. St Joseph's Primary School Taree will conclude its Focus School, Closing the Gap in Literacy and Numeracy initiatives for underachieving Indigenous students in early 2013. With its two year involvement, St Joseph's has successfully implemented an earlybirds/ transition program for its pre-Kindergarten students and has conducted cultural awareness programs for staff among other initiatives. St Pius X Windale also received funds under the Focus Schools program in the latter half of 2012; the school concludes its project in 2013.

Asian Languages in Schools

A pilot in 10 primary schools teaching Japanese, which was funded under the Commonwealth Government's NALSSP program, concluded in 2012; further investigation of the planned Australian Curriculum in Languages will take place once the directions of the new curriculum are finalised.

Pro-active intervention and support to raising student achievement based on achievement data

Meetings were held with CSO staff and primary and secondary school staff specifically to analyse student data and standardised assessments and set goals which were documented in strategic plans.

Video-conferencing facilities enabled networks to be set up between secondary schools with the intention of modelling lessons and demonstrations.

Professional development days focusing on the target areas of Physics, Chemistry and History for teachers of Stage 6 were very successfully conducted during 2012.



Leadership

As a Catholic school system in the Diocese of Maitland-Newcastle we aspire to high quality leadership which is integral to the evangelising mission of the church, and reflects Gospel values of justice, truth, peace, forgiveness, love, reconciliation and service of one another.

The CSO Leadership Framework Program, Leading Improvement and Change, aims to provide leadership development opportunities for staff in leadership roles or those aspiring to school leadership in the future. Programs seek to build the capacity of leaders through research-based and competency-based professional learning opportunities.

Outcomes and Achievements

A planned and sustained approach to leadership

The framework for 2012 incorporated the following strategic intent statements:

- A planned and sustained approach to leadership (4.1)

- Leadership that models and supports strategic planning (4.2)
- Revise process for performance appraisal of leaders (4.3)

As this is the final year of the 'Living Waters' strategic planning cycle, the Leadership Framework committee endeavoured to provide opportunities to complete a cycle of professional learning or build on programs already in process.

Leadership in the quality teaching framework program facilitated by the Head of the Education faculty at Newcastle University, Professor Jenny Gore, concluded after three years. The importance of school leaders as the leaders of learning is reflected strongly in contemporary research and this

program gave practical and evidence-based insights into the provision of quality teaching pedagogy and assessment practice.

The 7 Habits of Highly Effective People course was again well supported in its second year. Participants spoke highly of the personnel and professional congruence of the course.

The committee began planning for a proposed three-year Executive Development for Leaders training program and have this competency-based course ready for the 2013-2015 strategic cycle. In this course, three cohorts of present or aspiring leaders will participate in a 3 day x 3 year course.

The system continues to support the



professional accreditation of leaders and hosted cohorts for the Australian Catholic University (Masters of Educational Leadership) and Broken Bay Institute (Graduate Certificate in Theology – Religious Education).

Mathematics education was the focus during 2012 for Regional Executive Meetings. These meetings bring CSO and school executive staff together on a regional basis at twilight meetings and professional input is shared and followed by a meal. The committee received feedback from school executives from which our 2013 REM agendas will be based. As a result, the focus for these meetings will be to provide input and workshops to build a better understanding of

NSW Institute of Teachers and AITSL matters including the Australian Professional Standards for Teachers across Graduate, Proficient, Highly Accomplished and Head Teacher level.

The Building Leadership mentoring program continued with a cohort of participants working with their principals. The program provides for professional discussion and offers the opportunity for participants to critique and respond to school scenarios and contemporary educational articles, has a cohort workshop afternoon and also offers personal professional reflection in relation to leadership best practice.

Leadership that models and supports strategic planning

Diocesan Strategic Planning

This year marks the end of the Catholic Schools Office's initial Strategic Planning Cycle following the model being implemented in 2010. From a systemic perspective this process has been highly successful and we have gained important insights along the way. While measured and systematic planning across the Key Areas has enhanced positive systems outcomes, it was recognised early in the cycle that the plan encompassed expectations outside reasonable limits for completion. Vivianne Robinson's 'less is more' philosophy has enabled a more realistic approach for the 2013-2015 cycle.

Community & Partnership

As a Catholic school system there is a commitment to develop and maintain a network of relationships with many varied elements of the wider community.

Outcomes and Achievements

Partnerships that provide for consultation and engagement with parents and families.

Parents, Carers and Families

The school system recognises the primacy of parents and carers in the education and development of their children, and the central relationship that school and home play. Central to this in 2012 has been the commitment to the role of Parent-Liaison Officer in the operations of the school system and the appointment of a new officer in Mrs Cath Garrett-Jones. This role fulfils a vital conduit between families and the school system. The prominence of the Federation of Parents and Friends has been sustained and communication has been enacted with principals and P&F organisations, particularly around the agenda of how schools can more flexibly engage parents, carers and families in school life. The system is committed to the full participation of parents in decision-making and commits to parent involvement on appointment panels, on working parties, in policy development and review. Particularly in this past year the review of Complaints Management Procedures and future school planning has engaged parent perspectives.

Effective management and alliances with church, community and professional organisations and sectors.

As with the relationship with families and carers, how our continued relationships with parishes is manifested is central. The annual Priest/Principal Dinner and Conference critically explores how to foster school and parish links. The conference this year featured input from Sydney Archdiocesan Executive Director, Dr Dan White, with a focus on the spiritual formation of staff.

Key links have also been sustained with Newcastle University and the Australian Catholic University. With Newcastle University, professional links have been deepened with the meeting of leaders from the CSO and the Education Faculty to examine our mutual support. This has been particularly evident with the relationship built with the University with regard to CSO Teacher Education Scholarship recipients and internship placements. A significant number of staff employed in Catholic schools is also studying theology at the university, in conjunction with the Broken Bay Institute, as a dimension of their professional accreditation to teach Religion and lead in Catholic schools. The long-standing relationship with ACU has been sustained by the ongoing commitment to provide programs on the diocesan Leadership Framework, especially through the Masters of Educational Leadership, which in the last year had forty staff from our schools. The links have been extended by the development of a number of action research projects that are linking ACU researchers and academics and school leaders.

A key feature initiated by the Director has been regular meetings with State and Federal Members of Parliament that have provided a forum for system and school leaders to meet with their local parliamentary representatives to ensure the perspectives important to Catholic education are to the fore. The presence of these parliamentarians and local government representatives across a range of school openings and activities is also noted.

The relationship with the Indigenous community on behalf of the development of Indigenous students in Catholic schools has been highlighted by a range of priorities this year. Prominent to this has been the implementation of


two teacher education scholarships, specifically targeting Indigenous students, the continued support of Aboriginal Education officers in schools, Closing the Gap funding at St Joseph's, Taree (which hosts one of the largest proportions of Indigenous students in a Catholic primary school in the state), and the ongoing relationship with the Yula Punaal Centre, Mandalong, which has Trade Training Centre funding to build a learning environment specialising in horticulture.

Increased options for student learning through partnering with business and the wider community.

The system particularly applauds the innovation in secondary schools of Careers Advisers. This critical role in the advice, support and development of students has been evident in the learning options students have in the wider community. Such options allow students to explore fields such as hairdressing, automotive studies and electrotechnology, as well as professional awareness in areas such as the study of engineering. These options are further enhanced by the large numbers of students who engage in work experience and work placement (with Vocational Education and Training courses) hosted by businesses and workplaces throughout the region.

An enhanced sense of community and belonging for CSO staff.

A sharper focus on the formation of community has been evident during 2012. Key developments that incorporate Staff Retreat, the Bishop's Staff Development Days, involvement in processes for the CSO review and the work of the CSO Social Committee highlight the efforts made to enhance the sense of collegiality at the Catholic Schools Office.



Stewardship Of Resources

As a Catholic school system in the Diocese of Maitland-Newcastle we aspire to the responsible and strategic management of resources and the environment – human, financial and physical.

Catholic schools in the Diocese of Maitland-Newcastle fulfil parents' rights in a free society to choose the schooling for their children which reflects their own values, beliefs and hopes. In offering this choice to parents, resources are strategically managed to provide accessible and affordable schools for their children, supported by innovative learning technologies and contemporary educational resources and facilities.

Outcomes & Achievements

A culture that demonstrates stewardship and accountability for resources and the environment.

Policies and Practices

In response to the increasing volume and extent of financial reporting to Government, and the benefits of strong financial management in schools, the CSO continues to focus on and strengthen financial policies and practices.

During 2012 this focus included finalisation and implementation of policies and practices for accrual accounting and internal audit in schools, and ongoing enhancements to administration and financial information systems.

School Cluster Accountants (two positions) were appointed in late 2012 to provide direct financial and management accounting support to school finance staff and school principals.

Recent years have seen a strengthening of financial reserves across schools and CSO to provide for risk, growth and development, and replacement or update of capital assets. The purpose and required levels of financial reserves are part of the evolving policy development for strategic resourcing of the school system.

Schools that are resourced adequately and equitably.

Funding Models

The schools and system recognise the need to support structural difficulties due to socio-economic difficulties in school communities and school size. An intra-system funding model continues to be updated and implemented with specific financial allocations reported to all stakeholders.

Consistent with the principle of subsidiarity the CSO provides support to schools and principals in the financial management of their respective schools. Support includes direct assistance with budgets, optimising income and expenditure and management reporting on financial performance.

Accessible and Affordable Schools

The CSO continues to analyse data and provide models for the determination of system and school-based fees. Whilst



there is general confidence in the current models, following requests from parents, the Federation of Parents and Friends Association and the Catholic Schools Council, the CSO has enhanced the discount process from 2013 to be applied to families with more than one child attending a Catholic school.

Key benefits to families with this approach include – attracted discount that recognises all children in the family attending diocesan Catholic schools from Kindergarten to Year 12, uniform discounting of fees for oldest and youngest children in the family, and a more equitable recognition of family costs over each child's whole schooling. The change will represent a significant financial saving for a large number of families in 2013 compared with costs for 2012.

Facilities that cater for the needs of Catholic schooling in the 21st Century

BER, TTC and CBGA Funding Regimes

The volume and value of capital works projects across the school system have been significant in recent years. Please refer to the schedule on page 32 of projects completed, underway or in planning across the different funding sources in 2012.

During 2012, the CSO continued high voltage power upgrades in secondary schools, updating of school facilities plans, review of fire/essential services, maintenance planning and the establishment of temporary facilities for enrolment growth in schools.

A comprehensive booklet is being developed to summarise the capital works projects undertaken in Catholic Schools in the diocese for the last decade.

Strategic Facilities Planning

Responding to the enrolment demand and need for future planning, the work of the Schools Planning & Development Committee (SPDC) included the development of a detailed audit of facilities, comprehensive demographic study and report on schools in the All Saints (Maitland) Region. A report 'Strategic Planning for Schools in the All Saints Region 2012 – 2026' was presented to the Catholic Schools Council and Bishop Bill Wright. Key recommendations were endorsed including the development of a new primary school at Chisholm to open in 2015.

The work of the SPDC in 2013 will include coordinating similar studies across the remaining diocesan schools

with the development of a strategic facilities management plan.

Contemporary and Sustainable ICT Infrastructure & Information Systems

The CSO continues to manage and maintain a significant technology infrastructure that provides network and information system services for student learning and operational requirements. Significant enhancements and additions to the infrastructure in 2012 included completion of wireless and video conferencing projects, development and launch of new CSO website, GATE21 & MNLive Learning Management system projects and updates to email and system network services.

The next stage of the Australian Government Digital Education Revolution (DER) plans were finalised for the deployment of laptop computers in Years 10 to 12. The related ICT infrastructure and laptop projects have been very successful, with elements to continue into 2013.

An ICT Steering Group has been formed and an externally facilitated process has commenced to develop a new ICT Strategic Road Map for the next major upgrade of network and systems architecture to commence in 2015.

Human Resources

As a Catholic school system in the Diocese of Maitland-Newcastle we aspire to the formation of an enlivened staff who are dedicated, committed and generous in their efforts on behalf of young people.

The purpose of Employee Services is to provide support, advice and direction to the system as a whole in the broad range of Human Resources functions. These functions are similar to most large organisations. However in our situation, these functions are founded on the principles of justice and respect for all. During 2012 we have supported, affirmed and, where appropriate, challenged staff so that the students in their care are offered the highest possible level of education.

Outcomes & Achievements

High quality staff

A critical and ongoing aspect of Employee Services is ensuring that schools are staffed with competent and dedicated individuals. As in previous years the staffing team was kept busy during 2012. This year was particularly challenging as it saw a review of the structure of the staffing team and the appointment of new staff. The new structure has enabled a closer working relationship between Staffing Officers, Assistant Directors, Principals and schools in general.

A number of senior positions was advertised across our schools. In primary there were seven Principal, five Assistant Principal, six Religious Education Coordinator, and one Coordinator positions advertised. In addition there were also thirty-eight permanent and seventy-six temporary teaching positions, and eight permanent and nine temporary non-teaching positions advertised. In secondary there was only one Principal position, seven Assistant Principal, three Religious Studies Coordinator, one Ministry, and twenty-nine Coordinator positions advertised. There were also thirty-nine permanent and fifty-four temporary teaching positions, and five permanent and eight temporary non-teaching positions advertised in 2012.

During 2012 there was a range of professional development activities offered to all categories of staff. Some of the areas covered included faith accreditation,

leadership, curriculum and special needs. There was also a great deal of support offered to assist teachers to satisfy the requirements of the New South Wales Institute of Teachers.

Scholarships were again offered to graduating Year 12 students to undertake teacher training. These scholarships are offered under the National Partnerships Teacher Quality funding.

Workplace practices based on the dignity of the individual and procedural fairness

With the establishment of a new staffing team, a number of staffing processes was streamlined and reviewed to ensure consistency across the diocese. This included better record management, more consultation and clearer advice to staff. As a result the level of service to schools has increased. The processes around leave management were also reviewed as part of the new arrangements.

With the assistance of the Diocese of Maitland-Newcastle's Child Protection Unit, Zimmerman Services, further support was given to staff in the area of child protection and professional standards. Throughout the year the Keep Them Safe program was implemented and staff were offered training and guidance.

In collaboration with the diocese's welfare agency, CatholicCare Social Services Hunter-Manning, there was a review of the Employee Assistance Program known as ACCESS. The scheme was promoted in conjunction with the Keep Them Safe training.

Equal Employment Opportunities (EEO)

Regular communication with the NSW Independent Education Union ensured that the new Enterprise Agreements were being applied in a fair and just way for all staff. A working party was established

to review some of the aspects of filling vacancies. A key component was a review of the support available to current staff in applying for positions. In particular, the issues facing staff in more remote schools were considered. As a result new processes will be introduced during 2013.

A workplace culture that develops, supports, affirms and challenges staff

With the introduction of the new procedures for dealing with underperforming staff, there has been a number of cases where principals and the CSO have worked together to assist staff who are having difficulties in their role. As a result, a number of staff has improved their performance and the level of instruction to students has been raised.

During 2012 performance reviews were conducted for nine Principals, seven Assistant Principals, and forty-six Coordinators.

With the introduction of the new Work Health and Safety Act, it became necessary to review how health and safety was managed across the diocese. A number of senior staff attended a WHS Harmonisation and Officer presentation to gain a greater understanding of the implications of the new legislation. A range of documentation was identified as requiring updating to ensure it complies with the new legislation. The WHS Working Party met on six occasions during the year. Topics discussed included the new legislation, training for principals and chemical safety. A survey was also undertaken to identify areas for further development and training.

During 2012 the Return to Work Coordinator assisted a number of staff and their respective school communities, in dealing with situations where staff suffered an injury or illness. This resulted in a timely, safe and durable return to work which has achieved a positive outcome for all concerned.



Primary Results

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 2012, 1,328 Year 3 students and 1,283 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 features of these results are:

Year 3

- Year 3 results in Reading were strong with a mean score of 432.6 compared with a National Mean of 419.6. 69% 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 74.3% of students achieving in the top 3 bands.
- Year 3 results in Writing were above National Means. The diocesan mean was 421.7 compared with National Mean of 415.8.
- In the Grammar and Punctuation aspect of NAPLAN 2012, 77.0% of students achieved in the top 3 bands.
- Results for Year 3 Indigenous students were well above State Mean scores for Indigenous students. Year 3 Indigenous students were 20 above the State Mean for Reading, 17.0 above the State Mean in Grammar and Punctuation and 17 above the state mean for Numeracy.

- In relation to students below National Minimum standard the diocese was below National Results.

Year 5

- Year 5 results in Reading were also strong with a mean score of 505.9 compared with a National Mean of 493.6.
- Year 5 Spelling results were above the National Mean score with 497.3 compared with the National Mean of 494.9 and 63.4% of students in the top 3 bands.
- Year 5 Grammar and Punctuation was above National Mean with 499.1 compared with the National Mean of 491.0.
- Results for Year 5 Indigenous students were well above State Mean scores for Indigenous students. In reading, the mean score for the diocese was 510.0 compared with 495.6 for the state.

Table 1 NAPLAN Percentages in Skill Bands Year 3

Students who sat the 2012 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.

NAPLAN Program 2012 - Year 3						
		Reading	Spelling	Grammar & Punctuation	Writing	Numeracy
Bands 4, 5, 6 and above	Diocese	74.3	74.0	77.0	68.1	68.1
	National Performance	68.5	66.7	71.1	76.7	60.9
Band 3	Diocese	14.7	15.8	12.5	12.5	21.6
	National Performance	15.7	17.4	14.1	13.5	21.7
Band 2	Diocese	9.0	7.9	6.0	6.0	8.1
	National Performance	9.4	8.9	8.0	5.0	11.3
Band 1 (Includes exempt)	Diocese	2.0	2.3	4.4	1.3	2.3
	National Performance	4.4	4.0	5.1	2.7	4.2

Table 2 NAPLAN Percentages in Skill Bands Year 5

Students who sat the 2012 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.

NAPLAN Program 2012 - Year 5 Percentage in Skill Band						
		Reading	Spelling	Grammar & Punctuation	Writing	Numeracy
Bands 6, 7, 8 and above	Diocese	63.9	63.4	59.1	50.3	56.7
	National Performance	67.0	54.0	50.4	53.6	53.1
Band 5	Diocese	22.4	20.8	22.9	39.2	28.0
	National Performance	23.2	24.7	20.5	26.5	27.8
Band 4	Diocese	8.4	13.3	12.4	6.3	11.4
	National Performance	13.8	12.7	11.0	11.9	13.5
Band 3	Diocese	5.2	2.6	5.7	4.2	3.9
	(Includes Exempt)	9.5	8.6	8.1	7.9	5.6



Secondary Results Naplan: Key Results

In 2012, 1441 Year 7 students (760 boys and 683 girls) and 1359 Year 9 students (675 boys and 684 girls) participated in the National Assessment Program.

- The Year 7 Reading Diocesan mean is above State Mean and all aspects of Literacy and Numeracy except Writing are above National Means. Year 7 growth is healthy in both Reading and Spelling.
- In Year 9 all aspects of Literacy and Numeracy are above National Means. Reading, Writing and Grammar and Punctuation are above State Means.
- In Year 7, 55 A&TSI students participated in the testing program and in Year 9, 42 students participated. Results were significantly above State Means in all aspects of Literacy and Numeracy.

Table 1 NAPLAN Percentages in Skill Bands Year 7

Students who sat the 2012 NAPLAN test in Year 7 achieved according to the following:

Band 4: Below the National Minimum Standard (includes exempt students)

Band 5: At National Minimum Standard

Bands 6-9: Above National Minimum Standard

NAPLAN Program 2012 – Year 7 Percentages in Skill Bands						
		Reading	Writing	Spelling	Grammar and Punctuation	Numeracy
Bands 7, 8, 9 and above	Diocese	66.0	41.6	63.3	61.2	52.5
	National Performance	55.9	42.0	58.1	58.2	50.6
Band 6	Diocese	22.7	30.0	23.0	27.6	30.2
	National Performance	24.8	29.4	23.7	24.8	27.0
Band 5	Diocese	8.6	24.4	9.2	9.2	14.9
	National Performance	13.4	18.5	11.4	12.1	16.2
Band 4 and below	Diocese	2.8	6.2	4.6	2.3	2.7
	National Performance	5.9	10.1	6.9	4.9	6.2

NAPLAN Percentages in Skill Bands Year 9

Students who sat the 2012 NAPLAN test in Year 9 achieved according to the following:

Band 5: Below the National Minimum Standard (includes exempt students)

Band 6: At National Minimum Standard

Bands 7-10: Above National Minimum Standard

NAPLAN Program 2012 – Year 9 Percentages in Skill Bands						
		Reading	Writing	Spelling	Grammar and Punctuation	Numeracy
Bands 8, 9 and 10	Diocese	52.6	39.6	55.8	50.8	51.8
	National Performance	44.8	36.3	47.7	43.6	46.8
Band 7	Diocese	29.8	24.0	26.0	25.0	29.6
	National Performance	28.8	23.9	26.0	28.1	28.5
Band 6	Diocese	13.3	22.5	11.5	18.4	16.2
	National Performance	17.8	21.4	16.0	18.5	18.5
Band 5 and below	Diocese	4.5	14.0	7.0	5.9	2.6
	National Performance	8.6	18.4	10.4	9.8	6.3

Higher School Certificate 2012

At the end of 2012, 1037 students sat for the Higher School Certificate in the diocese. This comprised 54% girls and 46% boys.

Students in the diocese excelled in English Standard, General Mathematics, Legal Studies, Industrial Technology, Community and Family Studies and French Beginners.

Students also performed very well in English Extension 2, Senior Science, Ancient History, Business Studies, Society and Culture, Food Technology, Software Design and Development, Textiles and Design, PDHPE and Visual Arts. VET subjects were also very popular and many students gain credit through the exam process. Students performed particularly well in Metals and Engineering and Business Services.



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Catholic School Profile 2012

Total Students by Classes 2012

Primary							TOTAL
Kinder	1	2	3	4	5	6	
1,516	1,480	1,387	1,369	1,479	1,342	1,363	9,936
Secondary							
7	8	9	10	11	12		
1,481	1,422	1,415	1,386	1,206	1,018		7,928
TOTAL							17,864

Number of Catholic Schools

K-2	K-6	K-12	3-6	7-10	7-12	11-12	TOTAL
1	42	1	1	5	3	2	55

Enrolment Trends

Year	Primary	Secondary	TOTAL
2005	9,561	7,638	17,199
2006	9,444	7,744	17,188
2007	9,492	7,783	17,275
2008	9,505	7,839	17,344
2009	9,452	7,826	17,278
2010	9,520	7,923	17,443
2011	9,704	7,926	17,630

Students of Aboriginal/Torres Strait Islander Descent

Primary	Secondary	Total
412	227	639

Students with Disabilities (Category 12 funded)

Primary	Secondary	Total
583	329	912

Students Receiving ESL Assistance

Primary	Secondary	Total
422	192	614

Teachers employed in Diocese Full-Time Equivalents (August 2012)

	Male	Female	TOTAL
Primary	96.0	404.9	500.9
Secondary	243.5	365.5	609.0
TOTAL	339.5	770.4	1109.9

Support staff employed in Diocese Full-Time Equivalents (August 2010)

	Male	Female	TOTAL
TOTAL	39.9	315.4	355.3



Diocesan Enrolments August Census 2012

Primary Schools	Total Enrolments
ABERMAIN	83
ADAMSTOWN	191
BELMONT	127
BRANXTON	196
BULAHDELAH	57
CARDIFF	93
CESSNOCK	352
CHARLESTOWN	280
DENMAN	85
DUNGOG	99
EAST MAITLAND	412
EDGEWORTH	255

FORSTER	323
GATESHEAD	229
GLENDALE	96
GLOUCESTER	40
KILABEN BAY	335
KOTARA SOUTH	238
KURRI KURRI	97
LAMBTON	186
LOCHINVAR	276
MAITLAND	258
MAYFIELD - St Columban's	158
MAYFIELD - CHIC	23
MEREWETHER	362
MEREWETHER BEACH	239
MERRIWA	66
MORISSET	137
MUSWELLBROOK	293
NELSON BAY	295
NEW LAMBTON	560
RAYMOND TERRACE	407
RUTHERFORD	443
SCONE	188
SHORTLAND	123
SINGLETON	433
STOCKTON	80
SWANSEA	107
TAREE	397
TARRO	307
WALLSEND	217
WARATAH	192
WARNERS BAY	420
WINDALE	38
WINGHAM	143
Total Primary Schools	9936

Secondary Schools	Total Enrolments
ABERDEEN	588
ADAMSTOWN	1004
BOORAGUL	935
GATESHEAD	516
HAMILTON	933
LOCHINVAR	691
MAITLAND - St Mary's	658
MAITLAND - St Peter's	831
MAYFIELD	720
SINGLETON	392
TAREE	660
Total Secondary Schools	7928

Total Enrolments	17864
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Building Projects 2012

General Capital Grant Projects

School	Project	Stage	Government Grant	Local Contribution	Project Cost/Budget
ABERDEEN, St Joseph's High School	TAS, Creative and Performing Arts, Staff Work Areas, General GLA Refurbishment	In Design	\$3,500,000	\$3,400,000	\$6,900,000
ADAMSTOWN, St Pius X High School	Stage 1, Refurbishment of Classrooms, Administration & Multi – Purpose Hall	Under Construction	\$2,488,706	\$3,093,889	\$5,582,595
ADAMSTOWN, St Pius X High School	Stage 2, Refurbishment Science & TAS Classrooms	In Design	\$1,583,189	\$2,000,000	\$3,583,189
BOORAGUL St Paul's High School	Construction of Learning Centre & Classrooms	In Design	\$2,691,850	\$1,900,000	\$4,591,850
LOCHINVAR, St Joseph's Campus	Construction of new Library, Administration, Staff, Classrooms, TAS Workshops & Refurbishment of Science, High Power upgrade and Sewerage works	Under Construction	\$5,012,012	\$4,911,354	\$9,923,366
MAITLAND, St Peter's Campus	Stage 2 – Construction & Refurbishment of Music, TAS, Administration, Staff & Classrooms	Under Construction	\$3,295,738	\$3,450,000	\$6,745,738
TAREE St Clare's High School	TAS and General Refurbishment	Commenced 2012	\$714,347	\$870,000	\$1,584,347
TOTAL FUNDING			\$19,285,842	17,725,243	\$36,141,085

Trade Training Centre Projects

School	Project	Stage	Government Grant	Local Contribution	Project Cost/Budget
MAITLAND ALL SAINTS CLUSTER	Trade Training Facility As listed below		\$4,281,400 Cluster Total		
MAITLAND, St Peter's Campus	Furnishing and Construction	Under Construction	\$675,000	Nil	\$673,840
MAITLAND, St Mary's Campus	Hospitality & Electro technology / Metal	Under Construction	\$2,931,400	\$350,601	\$3,282,001
LOCHINVAR, St Joseph's Campus	Hospitality & Electro technology / Metal	Under Construction	\$675,000	Nil	\$674,935

Trade Training Centre Projects

School	Project	Stage	Government Grant	Local Contribution	Project Cost/Budget
NEWCASTLE CLUSTER	Trade Training Facility As listed below		\$3,139,909 Cluster Total		
ADAMSTOWN, St Pius X High School	Hairdressing Salon & Hospitality Commercial Kitchen	Completed 2012	\$600,000	Nil	\$599,378
COORANBONG, Yula Panaal Education & Healing Centre	Land care, Classrooms, Tractor Shed, COLA	In Design	\$345,000	Nil	\$345,000
HAMILTON, St Francis Xavier's College	Construction & Hospitality Centre with Commercial Kitchens	Completed 2012	\$2,194,909	\$104,087	\$2,298,996
Total Funding			\$7,421,309	\$454,688	7,498,306

BER Primary Schools for the 21st Century (P21) Projects

School	Project	Stage	Government Grant	Local Contribution	Project Cost/Budget
CESSNOCK, St Patrick's Primary School	Refurbishment of Library & Construction of Multi-Purpose Hall	Completed 2012	\$1,984,132	\$2,242	\$1,986,374
MAITLAND, St John the Baptist Primary School	Construction of Library, Administration, Amenities & Multi-Purpose Hall	Completed 2012	\$4,443,012	Nil	\$4,443,012
MEREWETHER, St Joseph's Primary School	Refurbishment of Multi-Purpose Hall & Refurbishment of Classrooms	Completed 2012	\$1,796,833	Nil	\$1,796,833
MUSWELLBROOK, St James' Primary School	Refurbishment of Library & Construction of Multi-Purpose Hall	Completed 2012	\$2,503,167	\$151,962	\$2,655,129
WALLSEND, St Patrick's Primary School	Refurbishment of Multi-Purpose Hall & Refurbishment of Classrooms	Completed 2012	\$1,500,000	\$16,776	\$1,516,776
TOTAL FUNDING			\$12,227,144	\$170,980	\$12,398,124

Notes:

1. Government Grant includes the allocation and appropriate accrued interest.
2. Local Contribution can represent parish, DFS&BL, school system or a combination of these.
3. BER Funding for St Brigid's Primary School, Branxton & St Mary's Infants School, Greta was combined to establish the new school Rosary Park Catholic School, Branxton opened in Term 3, 2011.



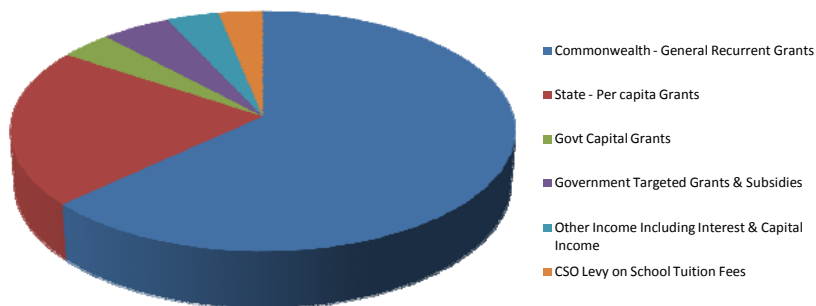
Income & Expenditure

For the year ending 31 December 2012

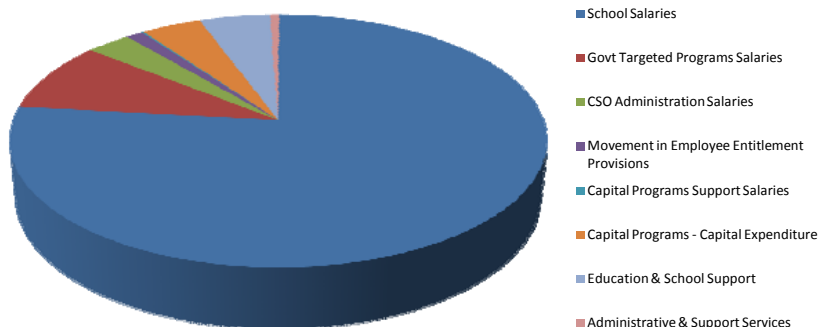
Income	
Commonwealth - General Recurrent Grants	117,226,486
State - Per capita Grants	39,539,123
Government Capital Grants	6,956,742
Government Targeted Grants & Subsidies	9,264,542
Other Income Including Interest & Capital Income	6,990,388
CSO Levy on School Tuition Fees	5,907,219
TOTAL INCOME	185,884,500

Expenses	
Salaries & Salary Related Costs:	
School Salaries	133,919,130
Government Targeted Programs Salaries	15,648,853
CSO Administration Salaries	5,434,765
Movement in Employee Entitlement Provisions	2,055,932
Capital Programs Support Salaries	257,398
Capital Programs - Capital Expenditure	7,332,861
Education & School Support	8,648,998
Administrative & Support Services	1,108,303
TOTAL EXPENSES	174,406,240

Income \$185.9m



Expenses \$174.4m



Notes:

- These figures do not include Commonwealth General Capital Grants and local income raised from Parish, P&F and school-based charges and corresponding expenditure.
- The Statement of Income and Expenditure is a correct summary based on the Statement of Income and Expenditure of the Catholic Schools Office, Diocese of Maitland-Newcastle for the year ended 31 December 2012 to which an unqualified audit report was issued.

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