

ANNUAL REPORT 2011





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A Message From Bishop Bill Wright

At the time of writing I have been Bishop of Maitland-Newcastle for almost a year – and what a year it's been!

There have been so many people, places, events, traditions, expectations and hopes to take on board, not all of which fall into place when you don the mitre.

I guess schools, and education generally, are aspects of the role that come more easily to me than some. In Sydney I was Chair of the Archdiocesan Catholic Schools Board, which kept me more in touch with school and school matters than I might otherwise have been. I mention this only because it forms the basis for the main observation I want to make: I am almost uniformly impressed by what I see!



I have visited many schools, primary and secondary, and felt welcome on every occasion. While the most common reason for visiting has been to bless brand new 'Building the Education Revolution' facilities, I have also had plenty of opportunities to chat to principals, members of staff, parents and most importantly, students. Where I can, I have tried to engage with what's engaging students – this has included a drumming lesson, some dabbling in new computer programs and a few games of tennis.

I have seen students proudly show off their school and their school work; worship through music, dance and Word; beam with delight because Mum and Dad (and maybe Nan and Pa) have come to school, and address large gatherings with confidence, maturity and most importantly, substance.

One significant criterion for effective schools is the level of support offered to children with special needs. In my travels I see evidence that these needs are acknowledged and attention is paid to them.

Bishop of Port Pirie, Greg O'Kelly SJ, wrote recently about what the Father-General of the Jesuits, Fr Adolfo Nicolas SJ, calls "the globalisation of superficiality": "In a world of massive and instant communications and distractions, it is possible never to go beneath the surface, never to go in to those deeper places where our humanity registers."

Continuing "to go beneath" is a daily challenge for our schools and I commend their daily efforts in this regard.

BISHOP WILLIAM WRIGHT,
DIOCESE OF MAITLAND-NEWCASTLE



Director's Message

For the 2011 Annual Report I have decided to focus on the major event in the diocesan calendar and then to reflect on one week in the school year that very much captures the beauty of Catholic Education.

The major event was the Ordination of the eighth Bishop of Maitland-Newcastle, William Wright, on a wet and cold June evening in Sacred Heart Cathedral, Hamilton. The presence of so many Bishops and Archbishops from across Australia made this a very special occasion in the life of the diocesan church. The liturgy which occurred that evening was the result of a great deal of planning and preparation undertaken by the Diocesan Liturgy Council, Chancery and Catholic Schools Office staff. Catholic schools were given a prominent place in the cathedral through the presence of a Principal and two student leaders from every diocesan school. We warmly welcome Bishop Bill who has already demonstrated his desire to work in and with our schools.

Prior to Bishop Bill's Ordination, the diocesan community gathered to farewell Bishop Michael Malone who retired from his role as Bishop after 16 years of service. This was a particularly moving celebration as Bishop Michael was acknowledged by church and civic leaders as a man of great integrity, courage and vision. The Catholic school community also had the opportunity to farewell Bishop Michael at the annual Called to Serve Mass held in the Cathedral in February. The words of Mrs Elizabeth Cornwall, Principal of All Saints College, St Mary's Campus Maitland,

and Laura Chapman, School Captain of St John's Primary School Lambton, on behalf of all principals, staff and students of Catholic schools in the diocese, were a fitting farewell to a Bishop who has supported Catholic schools strongly during his term as Bishop. We wish Bishop Michael a restful and well earned retirement.

This Annual Report features many of the activities which are undertaken in Catholic schools every day. I would like to highlight three days I experienced towards the end of 2011 as I believe they touch on some of the key messages instilled in our school students; gratitude, respect, excellence, generosity and dedication.

In the space of three days I saw absolutely glowing examples of these attributes present in the life of our schools.

I was shown a framed letter, accompanied by two photographs of a former student of one of our primary schools. One photo depicted him in his mid primary years while the second showed him with his proud parents as he graduated with Honours in a Bachelor of Electrical Engineering degree at the University of Newcastle. In the letter, his father described the school and its staff as "the rock" on which his son's love of learning and application to study were founded. It is an incredibly moving letter.

That same day I visited a secondary school where I witnessed the beautiful art and design work which had been developed by the school's Year 12 class

of 2011. As I marvelled at the quality of work and the skill and creativity demonstrated, I was struck by one particular project, a handmade quilt. A number of years ago, I had listened to a Student Co-ordinator tell the story of a quilt that Year 12 students had made on their retreat so I took particular interest in this young lady's work. Her portfolio particularly impressed me, with the aims of her quilt-making clearly expressed. It focused on the healing of those with serious illnesses and the role of community in a project such as quilt-making. As I left that particular work I was approached by her mother who shared with me the impact of the school on her daughter's life. She spoke of how welcomed her child and family had felt and how the staff, the Principal, Assistant Principals and particularly the Learning Support Co-ordinator had developed such confidence and independence in her daughter that she was embracing her future with excitement and expectation. This young woman went on to attain 4th place in the state in Design and Technology in the 2011 Higher School Certificate.

Later that evening I attended the launch of ASPIRE, an audition-based program for talented Performing Arts students. The launch was a wonderful success due to the careful planning and creativity of the ASPIRE co-ordinating committee. It involved a number of present and former students of diocesan Catholic schools giving expression to their incredible talents before an audience of parents and staff. Even before the launch was over I was approached by a number of parents who expressed their appreciation to the



CAMBODIAN IMMERSION EXCURSION

school system for initiating this program. I have no doubt that, as this program develops, the appreciation of parents and students will only increase.

The next day I sat with one of our principals and marvelled at the words of parents and staff indicating how much his vision and leadership had impacted on the school and its students. I have often said that no one can affirm a principal like a grateful parent. This belief was echoed throughout the year as I have studied the performance reviews of a number of principals and assistant principals.

On the third day I attended the Building the Education Revolution Blessing and Opening of one of our smallest and poorest schools. Again, the appreciation of the staff of that school was central to the celebrations that took place. It would have been impossible to walk away from that function without a deeper

appreciation of the role of Catholic schools and the difference they can make to children and their families.

Later that evening I witnessed an incredibly moving speech by a father. He spoke of the journey his son had made to that stage of his life as he graduated with his Year 12 colleagues. The speech was an outstanding affirmation of this young man's school, his principal, Student Co-ordinator and other staff. A special feature was the father's appreciation of those who had taught his son Religious Education, supporting the faith life of his family.

2011 finished with some outstanding Higher School Certificate results. Kristy Everett from St Clare's Taree (pictured on page 4 with her family, her Principal Jim Dempsey and myself) attained first place in the state in 2 Unit Studies of Religion as well as 6th Place in Visual Arts. Her

ATAR score of 99.65 was the highest achieved in the diocese but a number of students achieved scores in the high 90s.

What each of these events highlighted for me is that, individually and collectively, our schools make an enormous contribution to the lives of those who are placed in their care. This report gives expression to the many initiatives undertaken in Catholic Schools to ensure a high quality, faith based education for each of our students.

I commend this report to you.

RAY COLLINS,
DIRECTOR OF CATHOLIC SCHOOLS



CSC report: 2011

The final line of the Catholic Schools Council (CSC) Vision Statement states that the CSC proclaims the liberating message of the Good News through a renewed Catholic Schools system. In 2007, the Bishops of ACT and NSW addressed the reasons for, and means to, achieve such a renewal in their Pastoral Letter titled *Catholic Schools at a Crossroads*.

In the spirit of renewal, the Catholic Schools Council sought feedback in 2011 from senior secondary students about their experience of Catholic schooling. The survey, aligned with the 2012 Diocesan Nature and Purpose Statement, asked students for feedback about their Catholic schooling experience in the following areas:

- Catholic identity and formation
 - Respect for the individual
 - Service opportunities and the promotion of justice and peace
 - Teaching and learning
 - Partnerships with the wider community.
- Students were also invited to identify the

best features of Catholic schooling and to offer their suggestions for change that could facilitate renewal.

In total, 1658 students responded. They identified what they valued most about their Catholic schooling as high educational standards; the supportive school environment, the personal/spiritual and faith development opportunities, the relationship with teachers and the quality of teaching and teachers.

Students also asked questions and expressed preferences relating to current educational practice in Catholic faith development and spiritual formation, as well as the secondary Religious Education curriculum.

The CSC is appreciative of the sincere way students responded to the survey and also to the school principals for their co-operation in encouraging students to take part in, and influence, the renewal of our Catholic schools.

The 2011 CSC agenda has also included review of, and input into, the CSO Strategic Plan, the revised Schools

Enrolment Policy, the Complaints Management Policy and tuition fees for 2012. Council members are also involved in Stakeholder Consultation and Standing Committees/Working Parties covering such topics as CSO financial management and planning and development.

Council members wish to acknowledge Bishop Michael's role in establishing the CSC and his openness to, and action on, recommendations made to him by this advisory Council. Next year will mark the fifth year of the CSC and a planned process of membership rotation will begin. The work and commitment of inaugural members Sister Carmel, Ann Young and Bernard Goldman have been greatly valued and their contribution will be missed.

The Australian Catholic Bishops have proclaimed 2012 a Year of Grace. The CSC will step out together with all involved in Catholic Education in openness to where the Spirit might lead us. The Year of Grace reinforces the call of the Bishops in *Crossroads* to a renewal of the Catholic school system.

We are all invited to reflect, to take time, to pause, to be aware; this will happen as we particularly consider the input of the senior students.

The Catholic Schools Council looks forward to working with Bishop Bill in this special year for all involved in Catholic Education as we start afresh from Christ.

Christine Tyler

CHRISTINE TYLER
CHAIR, CATHOLIC SCHOOLS COUNCIL



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 educational 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 2011

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.

The truth of Jesus Christ is revealed in a way of life. The first followers of Jesus were known as people of 'the way', because they exemplified the good news of Jesus and the values of the Kingdom (Gal 2: 15).

The goal of the school system of the Diocese of Maitland-Newcastle is to promote the Church's mission of evangelisation to bring the Gospel of Jesus to all who enrol in the parish school communities. The Religious Education and Spirituality Team at the Catholic Schools Office makes a significant contribution to the spiritual formation of staff and the religious education needs of the students. This includes faith formation in seeking integral formation of the whole person through a synthesis of culture, faith and life.

The RE Team was instrumental in supporting staff across all schools to ensure the teaching and learning in Religious Education is reflective of a sound pedagogy, with support for a community which integrates the reign of God into the beliefs, practices and activities of the school.

Outcomes and Achievements

Offering students, staff and families expression to 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 2011 at both a diocesan and school-based level, to promote community involvement in prayer, liturgy and in significant events for students, staff and their families.

Called to Serve and Catholic Schools Week Masses

The annual Called to Serve Mass (celebrated by Vicar General of the Diocese, Fr Barry Tunks, in the absence

of Bishop Malone) and Catholic Schools Week Mass (celebrated by Bishop Malone) were held in Sacred Heart Cathedral. These Eucharistic Celebrations were strongly supported by the students and staff from across the diocese.

The Called to Serve Mass provided a wonderful opportunity to recognise those in education who have been nominated by their peers for the Monsignor Frank Coolahan Awards and the 25 Year Service awards. Some 39 staff were presented with 25 Year Service awards. Nine staff, both teaching and non-teaching, were recognised for their special contribution to education and St Mary's Infants School Greta received the School Community Award.

Catholic Schools Week Mass for 2011 was celebrated on 3 May with its theme being "A Learning Adventure – A Journey of Faith". Of particular significance this year was that it was the final celebration of the Catholic Schools Week Mass by Bishop Michael as the Bishop of Maitland-Newcastle.

Palm Sunday Ecumenical Way of the Cross

The annual Ecumenical Way of the Cross was celebrated at Kilaben Bay on Palm Sunday. The readings, dramatisation and reflective prayers of intercession provided a moving and prayerful retelling of the Passion of Christ.

In 2011, 14 schools (both primary and secondary) provided the dramatisation and choir for each station of the cross. As well as the schools involved in the reflections, several diocesan schools were represented by school leaders, principals and members of staff.

Priests/Principals' Day

This annual meeting was an opportunity for the priests and principals of the diocese to meet with our Bishop, members of the CSO Leadership Team, the RE and Spirituality Team, members of the Catholic Schools Council and a parent representative.

Bishop Bill had the opportunity to express his thoughts on Catholic Schools. He displayed insights into, and identified challenges for, our Catholic School system that will be explored in 2012.

Associate Professor Michael Bezzina facilitated a process of the review of the Catholic Schools Council Survey on the Nature and Purpose of Catholic Schools' Statement. A comment which reflected the spirit of the day was: "A great day to engage with priests and principals, outside my usual circle, to discuss what really matters in our Catholic schools and share our plans for the future."

Nurture staff in their faith and spirituality

During the year, opportunities were provided for nurturing staff in faith and spirituality.

Rina Wintour and Carol Danby from "Faith and Life" in the Archdiocese of Brisbane facilitated a Religious Education and Ministry Co-ordinators day on 3 June 2011 in Kotara Parish Hall.

Two E-Conferences 'Holy Spirit' and 'Gospel of Matthew' sponsored by The Broken Bay Institute, drew the support of staff and parents in our diocesan school system.



Other opportunities for Ministry Co-ordinators and Primary RECs to enhance their professional knowledge were provided in both Terms 3 and 4. Well known musician liturgists Michael Mangan and Anne Frawley-Mangan presented a workshop on 2 September on Music in Liturgy.

Sr Carmel Pilcher RSJ and Fr David Orr OSB led a day on the new Roman Missal and its use in school based liturgies and Eucharist.

Spirit Dream Conference

Monica Brown facilitated a National Spirit Dream Conference in Sydney from 27-29 May. The gathering was born out of a desire to provide an inclusive, informed and creative forum for all involved in Catholic school communities; to come together to celebrate the spirit and heart of our Catholic identity.

It was pleasing to see the staff of St Joseph's Lochinvar and Our Lady of Lourdes Tarro take advantage of the opportunity to attend day one of the conference.

National Catholic Education Convention

The National Catholic Education Commission (NCEC) adopted as its theme for the 2011 Convention in Adelaide from 21-23 September: 'Inspiration and Identity: Catholic Education in Australian Society'. The keynote speakers included Mr Bernard Salt, Professor Anne Hunt, Archbishop Claudio Maria Celli, Professor Didier Pollefeyt, Dr Gemma Simmonds and Bishop Greg O'Kelly SJ.

Principal Retreats and Spirituality Days for all diocesan teachers and staff

A variety of spiritual experiences was on offer for leaders and staff in the diocese throughout 2011. The principals were fortunate to have some high quality scripture reflection led by Fr Michael Fallon MSC at the Mudgee Inter-Diocesan Leaders Gathering early in the year. The secondary principals also participated in a two day retreat at Fingal Bay facilitated by the RE and Spirituality

Services Team. Themes explored in this gathering included theological reflection, inculturation and Catholic Social Teaching.

A variety of experiences was on offer for staff in the various regions of the diocese. The co-ordination of these compulsory days is at times, organised on a regional basis or in some circumstances, at the local school level.

CSO Retreat Day Pilgrimage

On 8 July 2011, staff at the Catholic Schools Office embarked on a pilgrimage to explore the charisms of the Dominicans at Maitland, the Josephites at Lochinvar, the Redemptorists' Foundation at Singleton and the Sisters of Mercy at Singleton. An orientation to the religious founders of the Diocese of Maitland-Newcastle forms the basis of an introductory Faith, Story, Witness Module offered for new employees.

School Communities committed to Social Justice

Bishop Malone addressed a large



gathering at the launch of Project Compassion at St Francis Xavier's College, Hamilton on Shrove Tuesday. Project Compassion is the largest Catholic charitable event in Australia each year and provides much needed assistance to the poor and disadvantaged within Australia and overseas.

A Caritas dinner was held in the Victor Peters Suite Newcastle as part of the promotion of Project Compassion across the diocese during the season of Lent. The guest speaker at the dinner was Fr Silas Bogati, a priest from Nepal. He spoke of the work of Caritas Australia in Nepal and its outreach to poor farmers, enabling them to learn new and more productive forms of agriculture.

Catholic Mission's "Village Space"

On behalf of Catholic Mission, a dramatic presentation "Village Space" was offered to a number of schools in the diocese. The presentations touched on the themes of Indigenous issues and water conservation. Students were invited to be part of the drama presentation providing hands on practical involvement.

This diocese has a proud record of committing to, and supporting, the missionary work of the Church and over recent years has held the position of the highest fundraising school community in support of Catholic Mission of all dioceses nationally. Last year our schools raised a record sum of just over \$64,000.

This is in addition to the support that many teachers provide to a number of specific projects via payroll deductions to the Teachers Helping Teachers program.

The CSO and Catholic Mission have also partnered in a program of teacher immersions with a group of 13 having experienced Vietnam and Cambodia in September/October 2011.

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

Parish school initiatives: Family Faith Forum

A Family Faith Forum was facilitated by the RE and Spirituality Team in collaboration with the Diocesan

Children's Ministries Team on 2 June at the Therry Centre in East Maitland. The forum was attended by primary and secondary staff and included a number of SRE teachers. The forum consisted of a panel of three: Rina Wintour and Carole Danby from "Faith and Life" in the Archdiocese of Brisbane and Maria Chapple from Kurri Kurri Parish. The forum focused on ministering to parents through their children.

These initiatives are in line with the request from the Catholic Conference of Religious Educators in State Schools (CCRESS) which called on parish communities to provide co-operative efforts in addressing the challenges of the 'New Evangelisation'.

Pastoral Care Workers and School Chaplaincy Program

During 2011 the Government announced another \$222 million in funding for an expansion of the Chaplaincy Program under the National School Chaplaincy and Student Welfare Program (NSCSWP).

We are very fortunate to have a dedicated group of Pastoral Care Workers (PCWs) who make an invaluable contribution to the pastoral needs of students in our Catholic schools. These pastoral workers are dedicated, caring, compassionate and motivated individuals whose generosity is unsurpassed.

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

Faith Education Accreditation

The revised Accreditation Policy was released to schools in November 2011 and outlined the requirements for all who work in Catholic schools from the commencement of 2012. The Maitland-Newcastle Diocese has been a leader in the accreditation initiative by responding to the need for formal qualifications and formation of Catholic educators to address the challenge to provide quality education that is truly Catholic and led by

staff who will contribute to this goal.

In response to the Directors of Catholic Education, all dioceses in NSW and the ACT have adopted a minimum set of requirements for accreditation as proposed in an initial framework. This agreement provides common recognition of accreditation across dioceses ensuring portability when transferring or applying for promotion positions and a standardised recognition enabling equity and security for the achievement of professional standards.

K-12 RE Syllabus and Units of Work

The K-12 Syllabus and the units of work which support the teaching of Religious Education were identified as being in need of an update. The course content within the syllabus was restructured and re-sequenced with new programs commenced to replace the earlier resource units.

RE curriculum, methodologies, texts, and other resources will be chosen to ensure that by the end of their schooling, students know the core teachings of our faith, our Scriptures, history and tradition (Catholic Religious Literacy) and how these are lived in the world.

Secondary teachers have begun the writing process this year and primary teachers will continue the process in 2012.

Religious Literacy Assessment

The Diocese of Maitland-Newcastle has taken seriously the Bishops' call for religious literacy testing as outlined in *Catholic Schools at a Crossroads*. Systematic and phase developed religious literacy testing which targets students from Stage Two through to Stage Five of their schooling has been trialled with a view towards consolidation in 2012.

In Term 2, 2011, Year 6 completed a standardised multi-choice test developed by the Sydney Archdiocese. This enabled

our students to be measured against all schools participating in this common assessment task.

Year 4 piloted a Common Planned Assessment Task based on Unit 8 'Called to Serve Others'. A team of Religious Education Co-ordinators rewrote the 'Called to Serve' Unit of work and developed a comprehensive program of work with digital support materials. The writing team also created an assessment task that was both formative and summative and also provided a differentiated/modified response sheet catering for students with special needs.

Year 8 students completed an externally set assessment task of the unit 'Secrets, Songs and Silence' and Year Ten piloted a multi-choice test. Thorough evaluation of all these assessment tasks in religious literacy has been undertaken with recommendations adhered to and necessary adjustments made, to ensure the development of a high quality tool which will assist in improving the teaching and learning in Religious Education.



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 high quality educational outcomes for all students. During 2011 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. In 2011 Teaching & Learning Services 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

A presentation by Professor John Hattie, University of Auckland, who has researched what works in schools to improve learning, was held for more than 220 personnel. Later in the year Professor Viviane Robinson continued this theme in relation to her research,

and presented to most school leadership teams on the leadership factors that contribute to student success. Schools were encouraged to incorporate this research into their school plans to focus on the key indicators for school improvement.

During 2011 the development of a broad, secure framework took shape. Known as GATE21, it will enable primary schools to work together in the provision of high quality teaching and learning. Two committees were established to oversee this project that will facilitate 21st century learning opportunities for students and the sharing of, and collaboration in, quality teaching and student learning. It will also provide teachers and students with a facility to collaborate in school and across the system. St Therese's New Lambton, St Mary's Warners Bay, St Patrick's Lochinvar and St Joseph's Bulahdelah are involved in piloting GATE21.

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

Integrating Learning Technology

Learning Technology Forums for both primary and secondary staff were very successful during 2011 and the days were attended by more than 150 teachers each time. Teachers and invited speakers presented a variety of workshops aimed at providing ideas and information for the application and integration of ICT into daily teaching and learning opportunities.

Another aspect of this area in 2011 for Teaching and Learning Services was to oversee the progressive rollout of the 1:1 computer program for Years 9-12, funded under the Federal Government's Digital Education Revolution (DER) initiative. By the end of the year, all secondary schools were well on the way to installing the requisite numbers of computers. The secondary learning gateway project, titled 'MNLive', was

progressively rolled out to all secondary schools to support the 1:1 initiative. Professional development focusing on leadership and pedagogy were provided to secondary school staff generally, with specific opportunities organised for all new Learning Technology Co-ordinators and Subject Co-ordinators.

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 and to better inform teaching and learning programs. These workshops connected well with the John Hattie presentation in linking the evidence-based research and schools' data, and the development of plans and programs that target specific areas of need.

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 2011 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 Socio-economic Status (SES)
- Teacher Quality

School selection was based on student need, results and demographic status. Holy Spirit Primary School, Kurri Kurri, concluded its involvement in the Literacy & Numeracy NP with some overall improvements evident in 2011 NAPLAN results; all teachers participated in training in the Focus on Reading professional development. St Pius X Primary School, Windale and St Peter's Primary School, Stockton continued their participation in the Low SES NP. St Columban's Primary School, Mayfield continued its improvement program in the Literacy & Numeracy NP as an additional school for another year, to participate in the various professional

learning opportunities that the National Partnerships program offers schools. These primary schools have benefited from their participation in Focus on Reading 3-6, a suite of professional development strategies which has been the model for Low SES and Literacy and Numeracy National Partnerships, as well as through the appointments of Teacher Educators at the schools.

Towards the end of 2011, notice was received that a further six primary schools would receive funding from 2012 under the National Partnerships Low SES project. They are 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. Their individual projects will also focus on improving student outcomes and building teacher capacity.

The other NP, Teacher Quality, provided two secondary schools and one primary school, the opportunity to focus on areas of student and teacher need during 2011. St Paul's High School, Booragul and St Joseph's High School, Aberdeen, as well as Holy Family Primary School, Merewether Beach have benefited from this NP by providing more support to resourcing the school in various areas. These projects will continue into 2012 and over a period of four years.

Each school involved in a National Partnership program has placed its National Partnership Plan, which targets and specifies goals to raise student achievement, on its school website.

During 2011, National Partnerships Teacher Quality funding was provided in the form of teacher education scholarships to assist up to 12 school leavers study at university in 2012. Each scholarship consists of \$500.00 paid per semester over the four years of study. Over 40 applications were received from Year 12 students across the diocese with 10 successful recipients. This initiative will again be offered in 2012.

Australian Curriculum

During 2011 consultations with the NSW Board of Studies and schools continued in relation to the development of syllabuses for NSW schools in English, Science, Mathematics and History that incorporate the Australian Curriculum. Principals received information from the CEO NSW Board of Studies, Carol Taylor, regarding the implementation timeframe for the new Curriculum which will be released in 2012. Implementation is due to begin from 2014 in all NSW schools. Planning will take place in more detail during 2012 once the Curriculum has been released.

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

Literacy & Numeracy

To continue the system focus on literacy and numeracy in 2011, a series of four workshops on the teaching of Mathematics, led by Professor John Pegg from the University of New England, was held for primary and secondary schools.

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, targeting 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 Learning Support Packages to schools for 2011 to assist students with special needs. These packages comprise teaching staff allocations, learning support teachers for primary schools and learning support co-ordinators as well as teachers for secondary schools, an allocation for students with disabilities which allows the employment of learning support assistants to support students in class. The Mini Certificate in Special Needs was conducted for primary and secondary staff for teachers to build their capacity in catering for the different needs of students, as was the Mini Certificate in Gifted Education conducted by the University of NSW which focused on providing teachers with the skills to better differentiate the curriculum for all students.

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 and Training's Best Start Assessment. More than 70 Kindergarten teachers were provided with training in the administration of the assessment to be given to Kindergarten children at the start of 2012. Best Start provides teachers with the tools to identify the literacy and numeracy knowledge and skills that each child brings to school as they enter Kindergarten. This informs the development of quality teaching and learning programs. Best Start provides teachers with a starting point for their teaching and learning programs.

Positive Behaviour Support (PBS)

Fourteen schools have undertaken professional development 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 in 2010 and 2011 for staff to implement the various strategies for PBS in their schools.

Kidsmatter

10 schools are in the process of completing training in the Kidsmatter mental health initiatives for primary schools. Training is conducted by CSO staff.

Supporting Indigenous Education

To support the education of Aboriginal students in our schools, funds are made available to our diocese from the Commonwealth Government. 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 go towards the employment of support officers and Aboriginal Education Workers. St Joseph's Primary School, Taree began its Commonwealth Government funded Closing the Gap in Literacy and Numeracy initiatives for underachieving Indigenous students with the introduction of its 'earlybirds' program for pre-Kindergarten students in Term 3 and 4. This initiative received very positive feedback from parents, students and staff for this key transition point. Dr Wendy Hanlen presented her research to



principals on Aboriginal Literacy practices to improve Indigenous students' achievement at a special meeting during the year. She will also act as a critical friend/adviser to St Joseph's Taree during its 'Closing the Gap' project.

Asian Languages in Schools

The introduction of the new Australian Curriculum in Languages from 2014 has necessitated a review of the provision of languages in primary schools, in particular, to investigate the teaching of an Asian language as recommended by the Federal Government's National

Asian Languages Program (NALSSP). A pilot in ten primary schools teaching Japanese continued with the support of two trained teachers of Japanese. An evaluation of the pilot will take place in 2012, with further discussions regarding any rollout across the diocese dependent on Commonwealth funding.

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

A special presentation by Professor John Hattie of the University of Auckland

was held for school leadership teams early in 2011 around his research into what works in schools to improve learning. More than 220 Principals and executive staff attended. Professor Viviane Robinson continued along this theme later in the year with her research, presented on the leadership factors that contribute to student success. Schools were encouraged to incorporate this research into their school plans for 2011 to focus on the key indicators for school improvement.



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.

Leadership

The CSO Leadership Framework Program aims to provide leadership development opportunities for staff either already in leadership roles or those aspiring to school leadership in the future.

All programs provide practical support to 'Living Waters', the Diocesan Strategic Planning Cycle 2010 – 2012 and links to the Dimensions of Leadership integral to the performance review process for executive staff.

Other priorities of this Key Area include strategic planning, school evaluation, analysis and planning for new schools or structural changes to existing schools and the analysis of data in relation to enrolments.

Outcomes and Achievements

A planned and sustained approach to leadership

The framework during 2011 implemented strategies of providing opportunities for the formation and development of leaders through the sharing of wisdom, setting of agendas and informing the process of leadership formation. These opportunities were structured to enhance and embed the process of leadership succession planning into the framework.

To this end there was a clear intent to heighten the development of school leaders, as those who lead learning, lead a spiritual culture and who lead improvement, innovation and change.

During the year both CSO and externally co-ordinated programs were provided to build leadership capabilities. From an external perspective, the partnership with the ACU continues with more than 30 school leaders pursuing Masters degrees in Leadership or Religious Education. The ELIM leadership course, hosted by the Parramatta Diocese, enabled three principals to participate with colleagues from around NSW in this residential program. Our own Diocesan Principals Conference was held in Mudgee and included principals from other dioceses. The NSW Institute of Teachers continues to provide direction in relation to leadership and management in professional teaching standards.

CSO co-ordinated programs included executive development days for school executive staff, Regional Executive Meetings during terms 2 and 3 focusing on building effective school leadership, the continued partnership with The University of Newcastle in a three year 'Leading in Quality Teaching' workshops for school leaders, implementation of two Covey Institute programs, '7 Habits of Highly Effective People' and leadership workshops at each level of executive assembly days.

Leadership that models and supports strategic planning

Diocesan strategic planning

processes across all schools have continued to develop both positive methodologies and outcomes. A more efficient and effective planning process has provided leaders and their staff a transparent and explicit framework from which clear visioning and the sequential backward mapping of structured strategies can emerge. The process has provided an effective tool by which leaders have selectively and collaboratively planned for focused intervention in areas of perceived school need. In many cases school plans have been linked to system plans, enhancing a consistent and shared approach. Assistant Directors and principals use these key school documents to enhance school growth and development. There is a heightened sense of collaboration between school and system. As a result, staff members have expressed a more explicit ownership in relation to setting directions and goals for school development. Meaningful evaluation of school and system plans is developing and will continue as an area of focus in next year's strategic plan.

The continuation of Regional Executive Meetings during Terms 2 and 3 has enabled leadership development of school teams which has been positively received and acknowledged as professionally responding to school developmental needs.

The use of videoconferencing across regions has been carried over to the

2012 annual plan as infrastructure requirements are only now being implemented. This will lead to exciting new opportunities for our system and school leaders to work more collaboratively in serving student and staff needs.

Revised processes for performance appraisal of leaders

Performance Reviews

All the policies regarding the performance review of executive staff were finalised and implemented during the year. Assistant Directors and Heads of Service are now included in the survey process and this data is used to inform and broaden previous report content. Each policy has been modified to include an annual goal setting developmental process. This is to enhance the opportunities of all executive staff in relation to their professional development forward planning. The principal will work with his or her Assistant Director to assist their goal setting process. Initial feedback has reflected perceived benefit from principals.

A system wide approach to school development and improvement

School Evaluation and Development

School Evaluation and Development (SEVDEV) was refined and developed under the reviewed leadership and management process and structure implemented during 2010. During the year, eleven schools took part in the SEVDEV program. The positive feedback from teachers and school leaders is indicative of a perception of shared ownership during the process. Participants have reported the current approach as a more collaborative and inclusive one. A variation to survey data feedback for staff and parents using a simplified analysis and graphing methodology of the data has provided a heightened awareness and understanding of community perceptions. There is a sense that both the developmental nature and focus evident from validators has been of benefit to schools. Schools report a clear understanding of priority

actions and the processes by which these actions will be supported. This has provided an improved partnership between school and system in relation to the maintenance of school continuous development. Priority actions are signed off after completion which has clarified consistency around professional accountability and planning expectations.

The SEVDEV co-ordinator role has developed and broadened. The success achieved is recognised and validated by participating schools. Regular SEVDEV focus group meetings have enabled further refinement and improvement.

The annual compliance audit of schools has been fully implemented. Professional dialogue between leaders and their Assistant Directors of schools has been encouraged by schools forwarding with their compliance audit a policy for critique. This ensures regular and specific review of school policies and procedures. The SEVDEV co-ordinator's role has been extended to involve the collation of all schools' audit details into a single document for easy access and annual in-school consultation.

A vital and viable Catholic School System

Schools Planning and Development Committee

The revision of the Schools Planning and Development Committee (SPDC) has been completed and a co-ordinated approach to a meeting schedule has been implemented. A subcommittee of the diocesan group has also been formed for support in a planning and advisory capacity. This committee, the All Saints Cluster Planning Committee, will provide a strategic response, after an investigative process, to the needs of this region's schools given the enrolment pressures experienced at both primary and secondary level.

During the year the development of an exit survey for families has taken place and provided feedback to the system in relation to students leaving our schools. The data is provided to Assistant Directors for analysis and future planning purposes.



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

A well-established culture and practice of consultation and partnership with key stakeholders

Communicating with Parents and Carers

Communication occurs with all families via "Parent News", which keeps all parents and carers abreast of a range of issues. One prominent feature has been cybersafety.

To address the emerging concerns of parents about the safety of their children when using the World Wide Web, a series of workshops on cybersafety was offered and taken up by high schools. Statistics and trends in cyberbullying and online activities were discussed with parents and an in-depth look at how to properly use Facebook and other social media provided parents with the tools to educate themselves and their children about the dangers of the internet and how to safely navigate their way.

Special Needs Mass

The Special Needs Working Party of the Federation of Parents & Friends

partnered with Our Lady of Lourdes Primary, Tarro and the parish community to host the 14th Annual Special Needs Mass, celebrated for the first time by Bishop Bill. Parent Liaison Officer Linda McNeil worked closely with school staff and parish volunteers to prepare the liturgy. The parish community provided an exceptional example of school and parish seamlessly merging to provide a wonderful opportunity for parents from Our Lady of Lourdes Primary and others from around the diocese to join together in a celebration of our families of children with special needs. Bishop Bill was moved by the warm gathering and commented on the appropriateness of this Mass taking place at Our Lady of Lourdes which was of special significance especially for those with illnesses, disabilities or spiritual fatigue.

Links between schools, CSO and P&F Federation

Parent participation on the CSO's Development and Planning Committee was invited and welcomed.

There was also the development and launch of the Parents and Friends' website on the CSO website. This is a

dedicated site for parents featuring the activities and upcoming events of the Federation along with resources for P&F associations, schools and parents. The Federation also launched a Facebook page to broaden its reach into the parent population.

The inaugural Family Fun Day was co-ordinated by the Federation of P&Fs and hosted by St James' Primary School and St Philip's Kotara parish group. In 2010 parents expressed to the Federation General Meeting a desire for an 'informal' fun day for families to have the opportunity to meet the Bishop and Director and engage with them in a social setting. On a very, very hot day in February, parents from the Kotara school and parish joined with families from the corners of the diocese for a day of entertainment and games. The day began with a marvellous display of the musical talent of St Pius' students followed by the main event which was a Master Chef style cook-off with contestants preparing and cooking their own recipe for rissoles. Judges Bishop Michael, Director Ray Collins and 'celebrity chef' Bart Connors were measured and discerning in their

judgement of the array of culinary delights placed before them. Finally the honour was given to an ex-student of St James' for his original and unusual concoction. This was followed by fun and games for everyone and as Director Ray Collins commented, the day was such a success that he hoped to see it become an annual event. It is fitting that the strong link between the school and parish community of St James'/St Philip's was recognised with the Community Award at the Catholic Schools Week Mass.

The highlight of 2011 for the Federation of Parents and Friends was the celebration of 30 years of parent involvement in this diocese at the 'Pearls of Wisdom' conference at Shoal Bay in July. Due to the hard work of Federation Council members, CSO staff and executives, schools staff who presented workshops and parents, the conference was a rich and fruitful experience.

Complaints Management

Parent Liaison Officer Linda McNeil presented workshops to Principals, Assistant Principals and teachers on the complaints management process. She outlined the changing nature of parents, generational contexts, complaints process and trends and tips for better conflict resolution with parents and students.

Civic Leaders

The Catholic Schools Office acknowledged the close relationship it shares with local, state and national political leaders. Maintaining an open and positive relationship is important in educational dialogue. It is fostered by the availability and welcome afforded by members at all levels of the political spectrum. It has been especially noteworthy with the active participation of local members in the development and associated openings of the Building the Education Revolution (BER) facilities, the generous participation of our mayors, shire presidents and parliamentarians in myriad school activities. The openness to engage with school activities and educational dialogue is valued.

Universities

The CSO is especially indebted to links with three universities in particular. There is a range of professional relationships with the Australian Catholic University (Sydney Campus), especially via the Centre for Creative & Authentic Leadership which offers a range of services that the CSO accesses. The University of New England in conjunction with Hunter New England Health is involved in a longitudinal study, "Healthy Schools, Healthy Futures" with several diocesan schools promoting resilience and a proactive approach to healthy lifestyles.

Links with the University of Newcastle are especially evident through the Theology course offered in conjunction with the Broken Bay Institute which many teachers access as a component of their accreditation to teach religion and also through the teacher education scholarship program.

Industry Links

School curricula have undergone significant transformation with the development of Vocational Education & Training courses and more recently, with the building of Trade Training Centres. These have created a range of more vocationally oriented, industry related courses in secondary schools. A range of initiatives promotes student awareness of certain career areas, such as in the engineering sector. Such programs and developments have very closely aligned schools and industries in work placement and industry awareness, as well as directly engaging in a range of school based traineeships. For many students, the school week is not confined to the traditional classroom, but may be linked to a trade facility at school or integrated directly at an industry level.

Schools that are actively contributing to local and wider community well-being

Schools exhibit strong links with their local, and increasingly the wider, community. The CSO encourages and supports schools in having a vibrant and supportive community relationship. Catholic schools actively support myriad

community events. None is more evident than the outstanding presence of students and staff at public ANZAC Day marches, perhaps best capturing the quality of the local community relationship. Catholic schools are at the heart of community support in times of need or crisis. Winter sleep outs, St Vincent de Paul initiatives, including Mini Vinnies, clothing and food drives, and outstanding support for Caritas and Catholic Mission exemplify this support. Schools are increasingly at the forefront of environmental consciousness and initiatives that link with wider community groups. There is also a growing trend for schools to link with their wider national and international communities. Student immersion experiences in the Kimberley, Vietnam and Cambodia are emerging from a deep sense of cultural awareness and community service.

Strengthened engagement with the Indigenous community

The enrolment and retention of a greater percentage of Indigenous students in Catholic schools is evident. Such a trend has been an obvious springboard for a strengthening of ties with the Indigenous community.

The relationship has been more strongly evident in a range of professional opportunities for school leaders to be more culturally aware of Indigenous learning issues through such speakers as Ian Nebauer and Wendy Hanlon; in the review of the Diocesan Aboriginal Education Policy; in the support of Aboriginal Education Workers in schools; in the offering of two teacher education scholarships to Indigenous students and in the relationship the diocese has developed with the Yula Punaal Healing Centre at Mandalong, in building a Trade Training Centre (TTC) at this site. The TTC will commence offering Land Management courses in 2013 and will be an alternative educational setting for Indigenous students.

Stewardship Of Resources

As a Catholic school system in the Diocese of Maitland-Newcastle we aspire to 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 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 and 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 2011 this focus included the completion of standard financial operating procedures, stronger budget planning and monitoring, an internal audit program, planning for transition to accrual accounting in schools and ongoing enhancements to administration and financial information systems.

Recent years have seen a strengthening of financial reserves across schools and the 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 strategically resourcing 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 differences 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 principals in the financial management of their 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. There is general assurance in the current models but aspects of local school fees and possible movement towards a whole family discount from Kinder to Year 12 are still under consideration.

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 provided an opportunity to review and enhance processes for engaging consultants on projects. In addition, the CSO continues to strengthen procedures and record systems for planning and building projects.

During 2011 the CSO instigated an

updated hazardous material audit of schools, commenced a process of high voltage power upgrades to most secondary schools and a review of fire/essential services in schools.

By the end of 2011, the CSO had effectively managed 39 BER-P21 projects, 12 Trade Training Centres in Schools projects, 10 General Capital Grant Program projects, and \$1,219,636 worth of major maintenance or related projects.

Please refer to the Building Projects 2011 tables on page 29.

Contemporary and Sustainable ICT Infrastructure & Information Systems

The CSO continues to manage and maintain a significant technology infrastructure which provides network and information system services for student learning and operational requirements. Significant enhancements and additions to the infrastructure in 2011 included the installation of commercial grade wireless systems in all secondary schools to support the increased network demand for the 1:1 take home laptop program for Years 10-12, GATE21 & MNLive Learning Management system projects and updates to email and network services.

In 2011, as an initiative of the Australian Government Digital Education Revolution (DER), plans were finalised for the deployment of laptop computers in Years 10 to 12 across all diocesan Catholic schools. Based on the success of the pilot program completed in Term 4 2011, 2,679 students will have laptop computers in 2012.

Preliminary scoping and formation have also commenced for the development of 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.

Outcomes and Achievements

High quality staff

Staffing of schools is an ongoing and critical component of the role of Employee Services. During 2011 in Primary schools one Principal, two Assistant Principal, six Religious Education Co-ordinator and five Co-ordinator positions were filled. There were also 42 permanent and 57 temporary teacher positions, 12 permanent and 22 temporary non-teaching positions filled. In secondary schools, while there were no Principal or Assistant Principal positions to be filled, there were 35 co-ordinator positions, 23 permanent and 55 temporary positions, and two permanent and four temporary non-teaching positions filled.

2010 also saw the implementation of procedures to assist in the recruitment and retention of teachers in the hard-to-staff schools.

Through the National Partnerships Teacher Quality funding, ten scholarships were offered to graduating Year 12 students. These scholarships were for students who undertake teacher training.

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

Catholic Systemic Schools in NSW moved to the Federal Industrial Relations System. As a result new Federal Enterprise Agreements were developed. The Agreements were discussed with staff and following a voted process they were approved. These Agreements were based on the previous State Awards.

An extensive review took place into the co-ordinator structures in secondary schools. As a result there were variations to the co-ordinator positions for IT, Vocational Education and large single subject areas in secondary schools.

The CSO and CatholicCare collaborated to gather information on the process of becoming an Employer of Choice. Discussions also occurred with the NSW Independent Education Union's Women in Education Convenor.

Investigations took place into the possibility of part time female managers being employed in the CSO and schools.

A review took place into the calculating of leave entitlements for certain School Support Staff following the discovery of a computer system error. Balances were adjusted where appropriate and staff advised. New systems were introduced to manage the calculations for this group.

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

Discussions took place with the NSW Independent Education Union in relation to performance reviews. It was decided that a small working party would be established. A review of procedures for Principals, Assistant Principals and Co-ordinators took place.

Discussions took place with ACCESS Counselling and as a result new brochures were developed and distributed to all employees.

The OH&S Management System Framework was launched. A new OH&S Working Party was established to support the management of OH&S. Training was provided to staff in relation to On-Guard Safety Training to assist them in the management of OH&S in their schools.

In addition to the above OH&S strategies, further enhancement of the return-to-work procedures took place. This included extensive discussions with Catholic Church Insurances. As a result workers compensation claims are better managed and employees are returning to work more quickly. This has also reduced the cost of claims.

New procedures for managing under-performing staff were finalised and implemented.



Primary Results

Year 3

In 2011, 1394 Year 3 students and 1298 Year 5 students participated in the National Assessment Program in Literacy and Numeracy (NAPLAN). The NAPLAN Test measures student achievement across the areas of Literacy, Reading, Writing, Spelling, 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 425.5 compared with a National Mean of 416.2.
- In Year 3 results 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 65.6% of students achieving in the top 3 bands.
- Year 3 results in Writing were above

National Means. The Diocesan Mean was 423.9 compared with a National Mean of 418.6. 81.5% of students achieved in the top 3 bands compared with 75% at a national level.

- In Grammar and Punctuation during 2011, 79.7% of students achieved in the top 3 bands compared with 69% nationally.
- Results for Year 3 Indigenous students were well above State Mean scores for Indigenous students. Year 3 Indigenous students were 50 above the State Mean for Reading, 27.6 above the State Mean in Writing, 32.9 above the State Mean for Spelling, 52.5 above the State Mean for Grammar and Punctuation and 18.7 above the State Mean for Numeracy.
- Language Backgrounds Other Than English (LBOTE) Mean Scores were well above State LBOTE Means in Reading. The Diocesan Mean score was 434.9 compared with the State mean of 421.4.

Year 5

- Year 5 results in Reading were also strong with a mean score of 502.2 compared with a National Mean of 488.4. Year 5 results in Reading were strong with 60.8% of students achieving in the top 3 bands (Band 6, 7 and 8).
- Year 5 Spelling results were above National Mean score with 491.8 compared with the National mean of 484.3 and 60% of students in the top 3 bands.
- Year 5 Grammar and Punctuation results were well above National Mean with 512.5 compared with the National Mean of 499.7.
- Results for Year 5 Indigenous students were well above State Mean scores for Indigenous students. Year 5 Indigenous students were 24.5 above the State Mean in Writing.

Table 1 NAPLAN Percentages in Skill Bands Year 3

Students who sat the 2011 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 2011 - Year 3						
		Reading	Spelling	Grammar & Punctuation	Writing	Numeracy
Bands 4, 5, 6 and above	Diocese	69.0	71.1	79.7	81.5	65.6
	National Performance	66.2	65.4	69.3	75.2	60.5
Band 3	Diocese	19.8	21.1	15.2	12.7	22.4
	National Performance	17.3	17.7	15.0	14.5	23.8
Band 2	Diocese	8.7	8.3	6.6	3.7	10.4
	National Performance	10.4	9.7	9.2	5.4	11.4
Band 1 (Includes exempt)	Diocese	3.4	3.9	4.7	2.3	3.3
	National Performance	6.1	7.2	7.0	5.0	4.3

Table 2 NAPLAN Percentages in Skill Bands Year 5

Students who sat the 2011 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 2011 - Year 5 Percentage in Skill Band						
		Reading	Spelling	Grammar & Punctuation	Writing	Numeracy
Bands 6, 7, 8 and above	Diocese	60.8	60.0	67.2	57.7	59.5
	National Performance	67.0	54.0	50.4	53.6	53.1
Band 5	Diocese	24.7	27.8	20.9	32.3	27.3
	National Performance	23.2	24.7	20.5	26.5	27.8
Band 4	Diocese	9.6	8.1	7.2	6.7	10.9
	National Performance	13.8	12.7	11.0	11.9	13.5
Band 3	Diocese	5.7	5.0	5.4	4.2	3.5
	(Includes Exempt)	9.5	8.6	8.1	7.9	5.6

Secondary Results

NAPLAN: Years 7 and 9

In 2011, 1389 Year 7 students and 1372 Year 9 students participated in the National Assessment Program.

- Year 7 Grammar and Punctuation results were above National and State Means. The Diocesan Mean Grammar and Punctuation score was 539.8 compared with a National Mean of 533.0.
- Year 9 Reading results were above National and State means. The Diocesan Mean Reading score was 590.6 compared with a National Mean

of 579.6.

- Year 9 Writing results were above National and State means. The Diocesan Mean Writing score was 568.3 compared with a National Mean of 567.7.
- Year 9 Grammar and Punctuation results were above National and State Means. The Diocesan Mean Grammar and Punctuation score was 582.5 compared with a National Mean of 572.8.
- Indigenous students in Year 7 were 18.8 above the State Mean for

Reading, 30.9 above the State Mean for Writing, 22.1 above the State Mean for Spelling, 31.4 above the State Mean for Grammar and Punctuation and 16.8 above the State Mean for Numeracy.

- Indigenous students in Year 9 were 34.0 above the State Mean for Reading, 54.1 above the State Mean for Writing, 27.4 above the State Mean for Spelling, 35.2 above the State Mean for Grammar and Punctuation and 26.1 above the State Mean for Numeracy.

Table 1 NAPLAN Percentages in Skill Bands Year 3

Students who sat the 2011 NAPLAN tests in Year 7 achieved according to the following:

Band 4 - Below National Minimum Standard (includes exempt students)

Band 5 - At National Minimum Standard

Band 6-9 - Above National Minimum Standard.

NAPLAN Program 2011 - Year 7 Percentage in Skill Band						
		Reading	Spelling	Grammar & Punctuation	Writing	Numeracy
Bands 7, 8, 9 and above	Diocese	56.6	60.9	52.6	45.3	54.9
	National Performance	54.4	55.1	40.9	48.5	54.6
Band 6	Diocese	27.7	24.1	31.9	31.3	28.0
	National Performance	25.6	24.5	26.8	27.4	25.6
Band 5	Diocese	13.9	11.3	11.3	18.9	14.7
	National Performance	14.7	12.9	15.0	14.9	14.1
Band 4 and below	Diocese	1.8	3.6	4.3	4.4	2.4
		5.3	7.6	7.4	9.3	5.6

NAPLAN Percentages in Skill Bands Year 9

Students who sat the 2011 NAPLAN tests in Year 9 achieved according to the following:

Band 5 - Below National Minimum Standard (includes exempt students)

Band 6 - At National Minimum Standard

Bands 7-10 - Above National Minimum Standard.

NAPLAN Program 2011 - Year 9 Percentage in Skill Band						
		Reading	Spelling	Grammar & Punctuation	Writing	Numeracy
Bands 7, 8, 9 and above	Diocese	56.6	60.9	52.6	45.3	54.9
	National Performance	54.4	55.1	40.9	48.5	54.6
Band 6	Diocese	27.7	24.1	31.9	31.3	28.0
	National Performance	25.6	24.5	26.8	27.4	25.6
Band 5	Diocese	13.9	11.3	11.3	18.9	14.7
	National Performance	14.7	12.9	15.0	14.9	14.1
Band 4 and below	Diocese	1.8	3.6	4.3	4.4	2.4
		5.3	7.6	7.4	9.3	5.6

2011 School Certificate Results

In 2011, 1408 students in the diocese sat the English Literacy test for the School Certificate.

Students performed well in English Literacy, Science, Australian History and Australian Geography in comparison with the state in the higher bands.

SUBJECT		Percentage in Bands 4, 5 & 6
English	Diocese	91.4
	State	87.2
Mathematics	Diocese	49.7
	State	49.2
Science	Diocese	77.3
	State	71.5
Australian History	Diocese	63.6
	State	59.6
Australian Geography	Diocese	69.0
	State	59.4
Computer Skills Highly Competent	Diocese	56.9
	State	59.0

Higher School Certificate Results

In 2011, 985 sat compulsory English tests in the HSC in the diocese. Schools performed very well in comparison with state performances.

Results in many subjects significantly exceeded state averages in Band 5 and 6. These were English Standard, English Extension 2, General Mathematics, Senior Science, Legal Studies, Agriculture, French Beginners, Music 1, Design &

Technology, Business Services, Information technology and Metals & Engineering.

In particular, French Beginners, Senior Science, Legal Studies and Agriculture exceeded state percentages in these two top bands by more than 10%.



Section Two

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Catholic School Profile 2011

Total Students by Classes 2011

Primary							TOTAL
Kinder	1	2	3	4	5	6	
1,450	1,368	1,353	1,443	1,357	1,348	1,385	9,704
Secondary							
7	8	9	10	11	12		
1,427	1,453	1,399	1,445	1,137	1,065		7,926
TOTAL							17,630

Number of Catholic Schools

K-2	K-6	K-12	3-6	7-10	7-12	11-12	TOTAL
2	41	1	2	5	3	2	56

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

Year	Primary	Secondary
397	217	614

Students with Disabilities (Category 12 funded)

Year	Primary	Secondary
535	265	800

Students Receiving ESL Assistance

Year	Primary	Secondary
443	218	661

Teachers employed in Diocese Full-Time Equivalents (August 2011)

	Male	Female	TOTAL
Primary	99.3	391.7	491.0
Secondary	252.5	356.4	608.9
TOTAL	351.8	748.1	1099.9

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

	Male	Female	TOTAL
TOTAL	36.8	319.2	356.0



Diocesan Enrolments August Census 2011

School	Year Level	Enrolment
ABERDEEN St Joseph's High School	7-12	628
ABERMAIN Holy Spirit Infants School	K-2	77
ADAMSTOWN St Columba's Primary School	K-6	190
ADAMSTOWN St Pius X High School	7-10	1001
BELMONT St Francis Xavier's Primary School	K-6	130
BOORAGUL St Paul's High School	7-12	908
BRANXTON St Brigid's Primary School	3-6	115
BULAHDELAH St Joseph's Primary School	K-6	39
CARDIFF St Kevin's Primary School	K-6	101
CESSNOCK St Patrick's Primary School	K-6	344

CHARLESTOWN St Joseph's Primary School	K-6	255
DENMAN St Joseph's Primary School	K-6	76
DUNGOG St Joseph's Primary School	K-6	82
EAST MAITLAND St Joseph's Primary School	K-6	401
EDGEWORTH St Benedict's Primary School	K-6	281
FORSTER Holy Name Primary School	K-6	312
GATESHEAD St Mary's High School	7-10	532
GATESHEAD St Paul's Primary School	K-6	224
GLENDALE Holy Cross Primary School	K-6	101
GLOUCESTER St Joseph's Primary School	K-6	46
GRETA St Mary's Infants School	K-2	86
HAMILTON St Francis Xavier's College	11-12	939
KILABEN BAY St Joseph's Primary School	K-6	317
KOTARA SOUTH St James' Primary School	K-6	226
KURRI KURRI Holy Spirit Primary School	3-6	105
LAMBTON St John's Primary School	K-6	181
LOCHINVAR All Saints College, St Joseph's Campus	7-10	702
LOCHINVAR St Patrick's Primary School	K-6	234
MAITLAND All Saints College, St Mary's Campus	11-12	632
MAITLAND All Saints College, St Peter's Campus	7-10	863
MAITLAND St John the Baptist Primary School	K-6	255
MAYFIELD San Clemente High School	7-10	716
MAYFIELD St Columban's Primary School	K-6	162
MAYFIELD St Dominic's Centre for Hearing Impaired Children	K-6	24
MEREWETHER BEACH Holy Family Primary School	K-6	237
MEREWETHER St Joseph's Primary School	K-6	343
MERRIWA St Joseph's Primary School	K-6	64
MORISSET St John Vianney Primary School	K-6	121
MUSWELLBROOK St James' Primary School	K-6	296
NELSON BAY St Michael's Primary School	K-6	299
NEW LAMBTON St Therese's Primary School	K-6	531
RAYMOND TERRACE St Brigid's Primary School	K-6	404
RUTHERFORD St Paul's Primary School	K-6	434
SCONE St Mary's Primary School	K-6	168
SHORTLAND Our Lady of Victories Primary School	K-6	117
SINGLETON St Catherine's Catholic College	K-12	836
STOCKTON St Peter's Primary School	K-6	73
SWANSEA St Patrick's Primary School	K-6	105
TAREE St Clare's High School	7-12	608
TAREE St Joseph's Primary School	K-6	401
TARRO Our Lady of Lourdes Primary School	K-6	308
WALLSEND St Patrick's Primary School	K-6	225
WARATAH Corpus Christi Primary School	K-6	197
WARNERS BAY St Mary's Primary School	K-6	415
WINDALE St Pius X Primary School	K-6	37
WINGHAM St Joseph's Primary School	K-6	126
GRAND TOTAL		17630

Building Projects 2011

General Capital Grant Projects

School	Project	Stage	Government Grant	Local Contribution	Project Cost/Budget
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 of Science & TAS Classrooms	Funding received	\$1,583,189	\$2,000,000	\$3,583,189
GATESHEAD, St Mary's High School	Science Laboratory Refurbishment	Completed during 2011	NIL	\$625,000	\$625,000
LOCHINVAR, St Joseph's Campus	Construction of new Library, Administration, Staff, Classrooms, TAS Workshops & Refurbishment of Science, high power upgrade & sewerage works	In design	\$5,012,012	\$4,911,354	\$9,923,366
MAITLAND, St Peter's Campus	Stage 1 – Construction of Library & Refurbishment of Science Laboratories	Completed during 2011	\$3,200,000	\$1,941,176	\$5,141,176
MAITLAND, St Peter's Campus	Stage 2 – Construction & Refurbishment of Music, TAS, Administration, Staff & Classrooms	In design	\$3,295,738	\$3,450,000	\$6,745,738
TOTAL FUNDING			\$15,579,645	\$16,021,419	\$31,601,064

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 & Construction	In design	\$675,000		\$673,840
MAITLAND, St Mary's Campus	Hospitality & Electro technology/Metal	In design	\$2,931,400		\$2,926,047
LOCHINVAR, St Joseph's Campus	Hospitality & Electro technology/Metal	In design	\$675,000		\$674,934

Trade Training Centre Projects

School	Project	Stage	Government Grant	Local Contribution	Project Cost/Budget
NEWCASTLE CLUSTER	Trade Training Facility- As listed below		\$6,815,909 Cluster Total		
ADAMSTOWN, St Pius X High School	Hairdressing Salon & Hospitality Commercial Kitchen	Under construction	\$600,000		\$600,000
BOORAGUL, St Paul's High School	Construction & Hospitality Commercial Kitchens	Completed 2011	\$3,176,000		\$3,154,427
COORANBONG, Yula Panaal Education & Healing Centre	Landcare, Classrooms, Tractor Shed, COLA	In design	\$345,000		\$325,110
GATESHEAD, St Mary's High School	Dust Control & Fume Extraction & Agricultural Equipment	Completed 2011	\$100,000		\$62,830
HAMILTON, St Francis Xavier's College	Construction & Hospitality Centre with Commercial Kitchens	Under construction	\$2,194,909		\$2,308,352
MAYFIELD, San Clemente High School	Hospitality Commercial Kitchen	Completed 2011	\$400,000		\$376,054
TAREE, St Clare's High School	Trade Training Facility – Hospitality & Construction	Completed during 2011	\$1,363,635	\$75,127	\$1,438,762
ABERDEEN St Joseph's High School	Trade Training Facility – Metal and Engineering and Construction	Completed during 2011	\$1,236,714	\$280,558	\$1,517,272
Total Funding			\$13,697,658	\$355,685	\$14,057,628

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

School	Project	Stage	Government Grant	Local Contribution	Project Cost/Budget
ADAMSTOWN, St Columba's Primary School	Refurbishment of Multi-Purpose Hall, new Student Amenities & Classrooms	Completed during 2011	\$1,439,532	\$19,880	\$1,459,412
BRANXTON, St Brigid's Primary School	Construction of Library, Classrooms, Administration, Amenities & Multi-Purpose Hall	Completed during 2011	\$4,809,485 *	\$508,125	\$5,317,610
CARDIFF, St Kevin's Primary School	Refurbishment of Library & Construction of Multi-Purpose Hall	Completed during 2011	\$851,049	\$4,491	\$855,540
CESSNOCK, St Patrick's Primary School	Refurbishment of Library & Construction of Multi-Purpose Hall	Under construction	\$1,984,132	\$2,242	\$1,986,374
CHARLESTOWN, St Joseph's Primary School	Construction of Library and refurbishment of Administration and Classrooms	Completed during 2011	\$2,000,000	\$29,349	\$2,029,349
DENMAN, St Joseph's Primary School	Construction of Library, Administration, Amenities and refurbishment of Classrooms	Completed during 2011	\$750,000	\$284,923	\$1,034,923
EAST MAITLAND, St Joseph's Primary School	Refurbishment of Library and other school facilities	Completed during 2011	\$1,500,000	NIL	\$1,500,000



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

School	Project	Stage	Government Grant	Local Contribution	Project Cost/Budget
EDGEWORTH, St Benedict's Primary School	Construction of Multi-Purpose Hall & Classrooms	Completed during 2011	\$2,001,595	\$26,573	\$2,028,168
FORSTER, Holy Name Primary School	Refurbishment of Library & Construction of Classrooms	Completed during 2011	\$1,500,000	NIL	\$1,500,000
GATESHEAD, St Paul's Primary School	Refurbishment of Library & Construction of Multi-Purpose Hall	Completed during 2011	\$2,500,000	\$17,937	\$2,517,937
GLENDALE, Holy Cross Primary School	Construction of Library, Administration, Amenities and Classrooms	Completed during 2011	\$3,420,000	\$7,832	\$3,427,832
GRETA, St Mary's Infants School	Funds transferred to New School Facilities at Rosary Park, Branxton	N/A	See Branxton	See Branxton	See Branxton
KURRI KURRI, Holy Spirit Primary School	Refurbishment of Library, Amenities & external play areas	Completed during 2011	\$578,794	NIL	\$578,794
LAMBTON, St John's Primary School	Refurbishment of Multi-Purpose Hall & Construction of Classrooms	Completed during 2011	\$584,749	\$395,871	\$980,620
MAITLAND, St John the Baptist Primary School	Construction of Library, Classrooms, Administration, Amenities & Multi-Purpose Hall	Under construction	\$4,443,012	NIL	\$4,443,012

School	Project	Stage	Government Grant	Local Contribution	Project Cost/Budget
MAYFIELD, St Columban's Primary School	Construction of Library & Refurbishment of Administration & Classrooms	Completed during 2011	\$1,500,000	\$580	\$1,500,580
MEREWETHER BEACH, Holy Family Primary School	Construction of Library, Administration & Classrooms & Refurbishment of Multi-Purpose Hall	Completed during 2011	\$3,200,000	\$48,811	\$3,248,811
MEREWETHER, St Joseph's Primary School	Refurbishment of Multi-Purpose Hall & Refurbishment of Classrooms	Under construction	\$1,796,833	NIL	\$1,796,833
MUSWELLBROOK, St James' Primary School	Refurbishment of Library & Construction of Multi-Purpose Hall	Under construction	\$2,503,167 *	\$151,962	\$2,655,129
NELSON BAY, St Michael's Primary School	Construction of Multi-Purpose Hall & Classrooms	Completed during 2011	\$3,000,000	\$62,522	\$3,062,522
NEW LAMBTON, St Therese's Primary School	Construction of Multi-Purpose Hall & Classrooms	Completed during 2011	\$4,500,000	\$931	\$4,500,931
RAYMOND TERRACE, St Brigid's Primary School	Construction of Multi-Purpose Hall & Refurbishment of Classrooms	Completed during 2011	\$2,931,793	NIL	\$2,931,793
RUTHERFORD, St Paul's Primary School	Construction of Library & Classrooms	Completed during 2011	\$1,963,708	NIL	\$1,963,708
SCONE, St Mary's Primary School	Construction of Multi-Purpose Hall & Classrooms	Completed during 2011	\$2,000,127	NIL	\$2,000,127
SHORTLAND, Our Lady of Victories Primary School	Construction of Multi-Purpose Hall & Refurbishment of Classrooms	Completed during 2011	\$1,051,509	\$3,375	\$1,054,884
SINGLETON, St Catherine's Primary School	Construction & Refurbishment of Classrooms	Completed during 2011	\$3,935,372 *	NIL	\$3,935,372
TAREE, St Joseph's Primary School	Refurbishment of Multi-Purpose Hall & Construction of Classrooms	Completed during 2011	\$2,696,465	NIL	\$2,696,465
TARRO, Our Lady of Lourdes Primary School	Refurbishment of Multi-Purpose Hall & Construction of Amenities	Completed during 2011	\$848,060	NIL	\$848,060
WALLSEND, St Patrick's Primary School	Refurbishment of Multi-Purpose Hall & Construction of Amenities	Under construction	\$1,500,000	NIL	\$1,500,000
WARATAH, Corpus Christi Primary School	Refurbishment of Multi-Purpose Hall & Library	Completed during 2011	\$1,467,191	NIL	\$1,467,191
WINDALE, St Pius X Primary School	Construction of Multi-Purpose Hall & Library	Completed during 2011	\$800,000	\$68,455	\$868,455
TOTAL FUNDING			\$64,056,573	\$1,633,859	\$65,690,432

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.

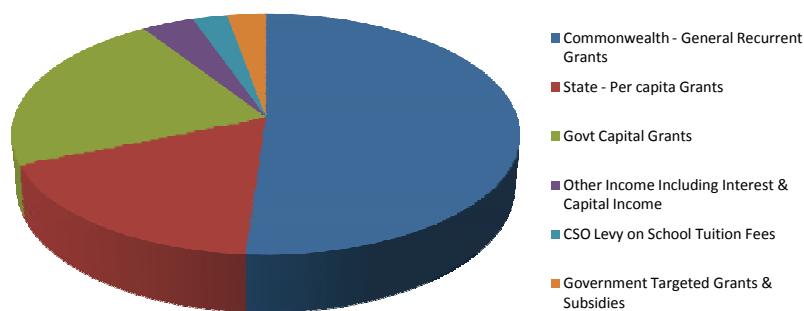
Income & Expenditure

For the year ended 31 December 2011

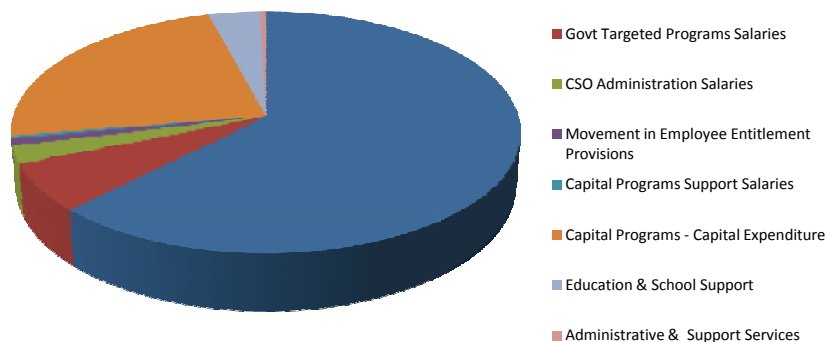
Income	
Commonwealth - General Recurrent Grants	110,222,487
State - Per capita Grants	38,194,244
Government Capital Grants	47,522,058
Other Income Including Interest & Capital Income	8,232,809
CSO Levy on School Tuition Fees	5,466,162
Government Targeted Grants & Subsidies	6,049,718
TOTAL INCOME	215,687,478

Expenses	
Salaries & Salary Related Costs:	
School Salaries	128,859,071
Government Targeted Programs Salaries	13,465,535
CSO Administration Salaries	4,944,268
Movement in Employee Entitlement Provisions	1,980,019
Capital Programs Support Salaries	702,859
Capital Programs - Capital Expenditure	48,175,177
Education & School Support	7,683,041
Administrative & Support Services	899,353
TOTAL EXPENSES	206,709,323

Income \$215.7m



Expenses \$206.7m



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 2011 to which an unqualified audit report was issued.

SERVICE LEADERSHIP JUSTICE

TOGETHER IN CHRIST

