



Catholic
Schools Office

DIOCESE OF MAITLAND-NEWCASTLE

ANNUAL REPORT 2013



Acknowledgement of country and traditional owners

We acknowledge and pay our respects to the traditional custodians, past and present, of this land who long before us lived, loved and raised their children on this land. We also acknowledge all of the Aboriginal and Torres Strait Islander families in our community and acknowledge their deep physical and spiritual connections to their land.





Contents

Acknowledgement of country and traditional owners	2
SECTION ONE	
A message from Bishop Bill Wright	4
A message from the Director	5
Catholic School Council 2013 Report	6
Context and Vision	7
Key Strategic Areas for 2013	8
Quality Teaching and Learning	12
Leadership	16
Community and Partnerships	18
Strategic Resourcing	20

SECTION TWO

Catholic School Profile	23
Results	25
Building Projects 2013	29
Income and Expenditure	31



A message from Bishop Bill Wright

Recently I heard the question asked, “What did we do before Pope Francis and *Evangelii Gaudium*?” It’s true that the Pope’s Apostolic Exhortation, “The Joy of the Gospel” has found a receptive audience and is oft-quoted. No doubt many of our principals and members of school staffs have at least dipped into the document.

When I read it initially, I was thrilled, and I’m sure it’s a document we will be mining for years to come. A line that jumped out at me is “Evangelisers must never look like someone who has just come back from a funeral! Let us recover and deepen our enthusiasm...” (#10). It’s a line that came back to me while perusing this report, because it captures so much of the joy and enthusiasm I see reflected in these pages, and more importantly, on my regular visits to schools.

We adults can do ‘compulsory fun’ when required but not young people. With them, it’s real or it’s not there. Of course, school life and education cannot all be ‘fun’, but I believe the joy Pope Francis both writes about and exudes is a far deeper and more lasting experience. It’s *this* joy that I see in our diocesan schools, more often than not.

This report provides much evidence of occasions for students to experience the joy of gaining knowledge and understanding, mastering new skills, and seeing their world with new eyes. All this is clearly underpinned by the opportunity to grow in relationship with Jesus. In fact, Pope Francis quoted Pope Emeritus Benedict

when he wrote, “Being a Christian is not the result of an ethical choice or a lofty idea, but the encounter with an event, a person, which gives life a new horizon and a decisive direction.” (#7)

One test of a Christian community is how it stands with and supports those who are bowed down by grief, by poverty, by a loss of hope. The openness of our schools to the poor, and our school communities’ readiness to keep faith with those at their lowest ebb, provide evidence of the place of relationship, with the primary relationship being that with Jesus.

This report – and my own experience – offers many examples of the ways in which our schools can reflect and share the joy of the Gospel, a great gift to offer everyone who arrives at their gates.

I commend this annual report and acknowledge with gratitude all that our schools achieve, every day.

Most Reverend William Wright
Bishop of Maitland-Newcastle



Director's Message

The Year 2103 was a significant one for the Catholic Schools Office. As well as its usual busy day to day operations an External Review was undertaken to measure how the provision of services offered by the Catholic Schools Office enhanced the value of Catholic Schooling within the diocese. The year also saw the implementation of the recommendations from the 2012 Bezzina report into the Review of the Teaching of Religion in Secondary Schools in the Diocese of Maitland-Newcastle and the introduction of a major study into the provision of secondary education in the diocese.

These three initiatives had a major impact on the focus for staff throughout 2013.

The recommendations of the review of the teaching of Religion have been largely addressed through 2013 but have also continued into 2014. These include work towards developing specialist Religion faculties in schools, increasing the support for teachers undertaking studies in Religious Education and Theology, reviewing the CSO's Religion support documents and increasing the support of the RE and Spirituality Team through the addition of an Education Officer to specialise in developing and implementing spirituality and faith formation programs for staff.

The CSO Review was undertaken by Adjunct Professor Anne Benjamin from the Australian Catholic University, Ms Dianne Hearn, Mr Seamus O'Grady and Mr Bill Walsh. As previously mentioned, the key question to be answered by the review panel was: "How does the provision of services offered by the Catholic Schools Office enhance the value of Catholic schooling"?

The staff of the CSO were involved in a process of self-review which was then validated by the external panel through analysis of CSO policies, consultation with principals and key diocesan personnel and a wide ranging survey of stakeholders including clergy, principals, assistant principals, CSO staff, parents and teaching and support staff in schools.

The review highlighted the many strengths of the CSO as well as providing direction for the future development of the system of schools within the diocese. We are grateful to the review panel for their affirmations of the CSO team and for their recommendations, to the CSO leadership team, on ways to develop and enhance our diocesan school system

The Study into the Provision of Secondary Schools in the Diocese of Maitland-Newcastle commenced midway through 2013 and will conclude in September 2014. The study had its origins in the All Saint's region due to the enrolment stress being experienced

in the Catholic Secondary schools of that region along with recent changes in secondary education including the abolition of the School Certificate, the increase in the compulsory leaving age to 17 years, the introduction and expansion of vocational education in both Stages 5 and 6, together with the need to embrace new and emerging ways of teaching.

The study commenced with a series of Listening Assemblies involving secondary school staff, parents of students in both primary and secondary schools and senior students in secondary schools. Listening Assemblies in Primary Schools at Swansea, Cessnock and Nelson Bay enabled the difficulties faced by students having to travel long distances to be considered in the study. A survey of key stakeholders will be undertaken in 2014 and the findings of the listening assemblies and surveys will be discussed with an expert reference group consisting of leading educators in NSW as well as the principals of the diocese.

As well as the busyness of daily life in a system of schools other significant events to occur throughout the year were the Called to Serve Mass, the Catholic Schools Week Mass and the Way of the Cross. We also celebrated with our 2012 HSC students who had achieved outstanding HSC results in their examinations and marvelled at the talents of our students who participated in Dio Sounds and the ASPIRE production "Treasured" at the Civic Theatre.

We farewelled Pope Benedict XVI and welcomed the first Pope to be called Francis, who chose St Francis of Assisi as his inspiration for the work he was to undertake.

We also celebrated the 130th anniversary of the Sisters of St Joseph of Lochinvar whose contribution to the education of young people in our diocese has been outstanding.

In the midst of all this the staff of the CSO continued to provide quality service to our schools and their staff and students through the work of our Religious Education and Spirituality, Teaching and Learning, Finance and Employee Services teams and through the direct support of Principals and their staff by the Assistant Directors of Schools. Much of their work is outlined in this report and I recommend it to you.

Ray Collins, Director of Schools

Catholic Schools Council 2013 Report

Anne Benjamin Chair, Catholic Schools Council 2014

The Diocesan Catholic Schools Council (CSC) met on five occasions during 2013. Each Council meeting agenda is organised around one or two matters of significance to the diocesan school system.

Significant focus areas discussed in 2013:

- CSO Strategic and Annual Plan presentation and key priorities for 2013
- Historical context of secondary schools in the diocese, presented by Sr Marie Hughes rsj. Of particular note were the lessons learnt from the reforms and the rationalizations which took place in the 1980s.
- Report on the Review of the Teaching of Religion in Secondary Schools, presented by Dr Michael Bezzina (formerly of ACU). Discussion focused on the CSO response strategy to issues such as staffing of RE classes, RE syllabus and support materials, effectiveness of senior RE and appropriate support for RE in secondary schools.
- Study into the Provision of Secondary Education, with a briefing by Ellen Davis-Meehan, Project Facilitator. Discussion focused on the Council's aspirations for the study.
- Retained Earnings draft policy, presented by the Head of Financial Services. The CSC recommended the policy to Bishop Bill.
- 2013 CSO Review Report, with a briefing from Review Panel Chair, Anne Benjamin. Discussion focused on key findings across the five areas of Catholic Identity, Teaching and Learning, CSO Leadership, Community and Partnerships and Strategic Resourcing.

Additional agenda items included:

- Review of 2012 CSC activities and continuing priorities in 2013
- Complaints and Grievances Resolution Policy completion
- Revised Diocesan Enrolment Policy
- Enrolment and census data including Catholic, non-Catholic and student diversity data
- Stakeholder consultations with principals, parents, senior students, Independent Education Union
- School Planning and Development reports
- New Catholic Primary School at Chisholm
- New family school fee billing model
- Student Leavers and Arrivals Analysis

- Links to CatholicCare
- Position of Parish-Family Liaison Officer
- Gonski reforms and funding issues
- Aboriginal and Torres Strait Islander Education Policy
- Staff faith formation in Catholic schools
- NAPLAN and HSC results.

Council Standing Committees

The *Governance Standing Committee* met regularly with particular emphasis in 2013 on the Director of Schools' Performance Review, stakeholder consultations and recruitment of new members as members' terms are completed.

The *Finance and Financial Risk Management Standing Committee* met with the CSO Finance Team to analyse financial and compliance performance and review and discuss strategic financial management. Meetings also focused on changes to the Diocesan School Building Fund, the draft retained earnings policy, school fees and the Gonski funding formula.

Prayer and formation

This was led at each Council meeting in turn by CSC members and included Gospel values as articulated by St Paul and how the school system strives to demonstrate these values; the nature of "busyness" and the value of saying 'no' to something that is not important by choosing to say 'yes' to the really important things that God has in mind for us; "Call to Community", a scriptural reading (1 Corinthians 12:14-26, and the good that the church rarely tells anyone; the historical journey of the Church in its mission to schools in the light of Genesis 32; parish-school partnerships.

Personnel

As part of the planned rotation of members, the founding Chair of CSC, Mrs Christine Tyler, concluded her second term as a member of the Council at the end of 2012. Mrs Tyler's active leadership from 2007-2012 significantly shaped the Council and its operation and her contribution is acknowledged with appreciation. During 2013, the role of Chair was rotated around Council members with the current Chair being appointed to the role late in the year.

If you are able to offer service to Catholic school education as a member of the Council, please consider nominating for membership www.mn.catholic.edu.au for consideration by the Bishop.

Key Strategic Areas for 2013

In the Diocese of Maitland-Newcastle the Catholic Schools Office works in harmony with a number of key partners. These partners help to shape our ongoing understanding of faith and tradition, inform our learning as an educational organisation and guide our strategic thinking.

We are an arm of the Church and her works in the diocese and as such, our Plans are interwoven with the aspirations of the diocesan Church through its Vision Statement and Stewardship Plan. We therefore take care to ensure that those aspirations are enacted through the work of the Catholic Schools Office and that they are reflected in the System Strategic Plan.

We subscribe to the Nature and Purpose of the Catholic School statement as detailed by the Catholic Schools Council and we commit ourselves to our core CSO focus of service, leadership and justice through a deepening relationship with Christ. The Catholic Schools Office serves as a key ministry of the Church to parishes and the diocese and provides families with opportunities for an excellent education for young people. This educational endeavour is twofold: to bring the Good News of Jesus Christ to our students in an atmosphere where their faith is nurtured and developed, and to offer all students an excellent academic education. Combined, our energies promote a holistic experience that will prepare students to become active citizens for the world.

The strategic planning process for the system of Catholic schools in the Diocese of Maitland-Newcastle is therefore informed by:

- The Vision Statement for the Diocese of Maitland-Newcastle
- The Diocesan Stewardship Plan
- The Nature and Purpose of the Catholic School
- The Focus of the Catholic Schools Office
- The Education Acts of both Commonwealth and State Governments
- The educational climate, best practice and global 'drivers'/ initiatives of the day.

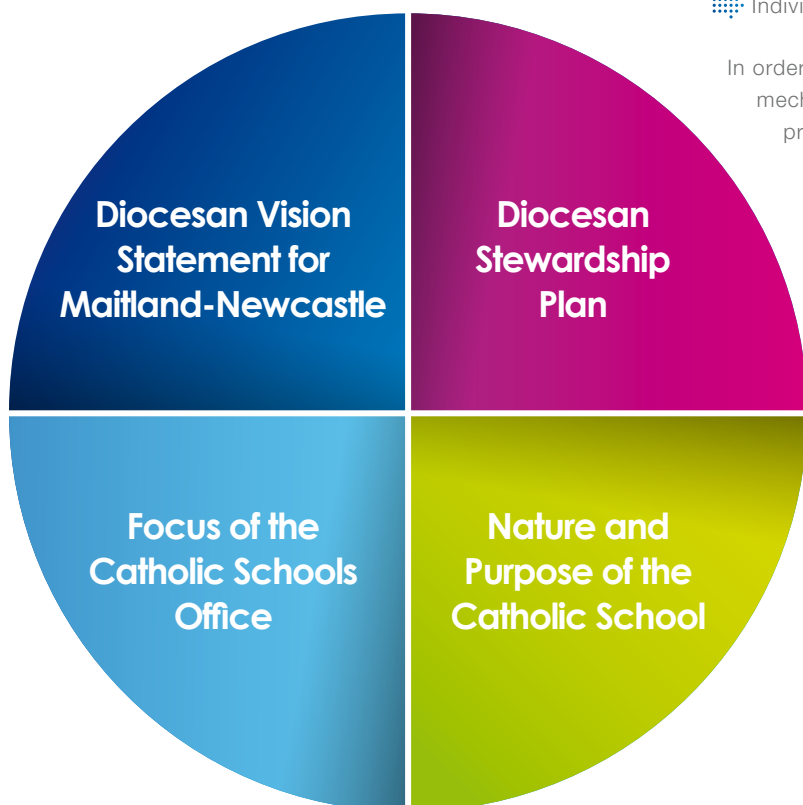
The formulation of our current Strategic Plan "Forming Catholic Minds and Hearts" outlines the endeavours of our system for the years 2013-2015 and is complemented by:

- The system annual improvement plans for each year of this three-year cycle
- CSO Service Area Plans
- Individual School Improvement Plans.

In order to promote appropriate accountability and checking mechanisms, we engage in an annual cycle of review and produce an annual report to Governments, the diocese and the Catholic Schools Council.

Key strategic areas

1. Catholic Identity
2. Quality Teaching and Learning
3. Leadership
4. Community and Partnerships
5. Strategic Resourcing





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 Church locates the project of Catholic Education within the overall mission of evangelisation. The RE and Spirituality Services team has endeavoured to enhance the characteristics of the Catholic school in the realisation of this mission via the various strategic intents which in turn are supported by an array of initiatives to realise a system of schools that is truly Catholic in identity.

Offering student, staff and families a dynamic and harmonious relationship among Catholic schools, parishes and pastoral regions

Called to Serve and Catholic Schools Week Masses

The Called to Serve Mass was a meaningful liturgical celebration with the Bishop commenting on the moving nature of the occasion. The evening was highlighted by some truly humble servants of education receiving Monsignor Coolahan Awards. The awards acknowledged people involved in education at the grass roots who have made a difference to the lives of young people in a most inspirational manner.

The Catholic Schools Week Mass was an equally uplifting celebration of the Catholic School community's witness to the person of Christ in our midst. The Director welcomed the large congregation to the celebration based on the theme 'Every Child Counts'.

New Evangelisation initiatives: Faith Leadership and the Review of the Role of the REC

In 2013 the Heads of RE and Directors of Catholic Education gathered to advance the initiatives proposed from a review of the Catholic Schools at a Crossroads to be centres of the New Evangelisation. A major issue addressed at this gathering was the Role of the REC. A survey tool gathered valuable information on the role of REC. The context of the review was to explore the increasing complexity of the role, the changes in parish life, the increased numbers of "unchurched" families and the challenges of the New Evangelisation.

The findings of this review and the findings from the feedback given at the REC Assembly Day in Term 3 revealed an

extremely complex set of tasks associated with the role and demonstrated the multifaceted nature of Religious Leadership in a Catholic school.

High Quality Delivery of a Contemporary and Relevant RE Curriculum

Secondary Review of the Teaching of Religious Education Working Party

Throughout 2013 substantive dialogue has been entered into in relation to the report recommendations, namely: matters relating to the staffing of RE and matters relating to the RE syllabus and support materials; the effectiveness of senior RE and the nature and composition of the RE and Spirituality Services Team.

A set of guidelines for the development of a specialist faculty in RE supported by a rigorous quality teaching program has been proposed for implementation. The provision of a vision for an RE faculty that is highly committed, theologically developed and pedagogically competent is the goal of this recommendation. To support the advancement of this goal, the diocese is committed to increasing the financial assistance to 50% of the cost of a unit of post-graduate study in RE/Theology. The development of specialist faculties in RE will be further advanced by recognising RE as a pathway to leadership along with priority offerings for engagement in professional development, locally and state-wide.

New Secondary Units of Work Stage 5

New secondary units of work for Stage 5 were implemented in Year 9. Life Skills courses for Stages 4, 5 & 6 Catholic Studies were also made available to schools and submitted to the Board of Studies for endorsement along with the mainstream courses for both Stage 5 Religion and Stage 6 Catholic Studies. These courses will be available for students as part of their ROSA credentialling from 2014.

Professional development in the form of video conferencing was provided for all secondary schools on the content of the units each term.

Both Year 8 and Year 10 students had Religious Literacy assessment again this year. The Yr 8 unit: "Called to Act Justly" was the focus of a two-part task for Year 8 while Year 10 completed a multiple choice test based on the Stage 5 curriculum. A working party of teachers from various diocesan secondary schools assisted in setting and marking the Year 8 task. Schools were then given feedback from both tasks designed to assist RE teachers in identifying areas for further development in the classroom teaching of Religion.

2013 also saw the trialling of Stage 3 units of work in all schools. This was supported by workshops conducted by Primary Education Officers from the RE/Spirituality Team for all Stage 3 teachers, to develop greater understanding of the content in these units.

Religious Literacy Primary

The Year 6 cohort in all primary schools participated in the Multi-Choice RE Test in Term 3 2013. With 1288 students participating from 43 primary schools. There was an overall improvement with average means increasing from the previous three years' results. The test continues to provide relevant information regarding areas of improvement across the primary cohort. Significant improvement was achieved in sections on Church, Scripture and Sacraments.

Catholic Mission:

This year the focus for Catholic Mission activities in October was Mongolia and we were very blessed to have the Bishop of Mongolia, Bishop Wens Padilla, visit this diocese for two days as part of the preparation for Mission Month. Bishop Wens was hosted by St Joseph's College, Lochinvar and San Clemente High School, Mayfield and presented informative and engaging stories of the situation facing children in Mongolia. Bishop Wens appreciated the hospitality of both schools.

Pastoral Care Workers: LAP Training

During 2013 the Pastoral Care Workers received training in the Learning Assistance Program (LAP). This program is a one-to-one mentoring program which utilises the untapped volunteer workforce in our communities, to help students who need assistance.

Cohesive and Integrated Approach to Staff Spiritual and Theological Formation

The RE and Spirituality Services Team continued in its endeavour to nurture faith development and spiritual growth; inviting staff into a personal encounter with the person of Jesus Christ through a variety of faith formation opportunities.

The second year of an initiative to offer opportunities for staff to attend Spiritual Formation Workshops with support to individual participants to the value of \$1000 has received interest and a positive response. Teachers were supported to access additional formation programs, for example, Making Jesus Real and the National Mission Conference. Peter Mitchell, the coordinator of MJR, presented spirituality days at Glendale and Singleton for primary staffs or individual teachers to attend. Peter's workshops were well received with an increasing number of primary schools taking up the MJR way of being in their school community.

Laurence Freeman Meditation Inservice

On 5 November 2013 a number of our teachers and CSO Education Officers attended a reflection day presented by Fr Laurence Freeman OSB, a monk of the Olivetan Benedictine Congregation of Monte Oliveto Maggiore and Director of The World Community for Christian Meditation.

Fr Laurence encouraged all Catholic schools to practise the Christian Contemplative Tradition, for "children and young people it is appropriate to talk about being present to God and in the stillness and silence we can experience God's presence within us."

Godly Play Inservice

In 2013, three Early Stage One teachers and the RE Education Officer Primary attended a three-day training course aimed at assisting teachers to understand and teach using the Godly Play method. Godly Play is a Montessori Method of telling Bible stories, developed by Jerome Berryman, using parables, sacred stories and liturgical lessons about religious traditions using simple materials. The process is used for both adults and children in many settings and invites the listener to connect faith stories with personal experience through wondering questions and open-ended response. Follow-up inservices related to understanding children's spirituality will be provided in 2014.

Retreat and Formation Experiences

The Religious Education and Spirituality Team conducted a number of one-day retreat/reflection days for staff in the various schools throughout the diocese.

These included specific requests from Staff and Professional Associations:-

- Faith Education Accreditation Module presentations
- Spirituality of Teaching
- What is Catholic Spirituality?
- Spirituality in Today's World – Mary MacKillop
- Mercy Ethos and your School
- The Faith Community - building Catholic Community
- We are all in this Together
- Leadership ; - Young Leaders Day
- Living out Gospel Values
- Catholic Leadership – Year 5 Cohort preparation for Year 6
- A Story Teller's Approach to the Spiritual Journey – "Follow the Yellow Brick Road"
- "The Eighth Day"- Awakening to the Gift of Creation through Art
- "Image and Insight"- Breathing Life into Religious Education through Arts and Media
- Open Hearts, Thin Places
- Celtic Spirituality
- Benedictine Spirituality - Leading Community
- Searching for Meaning through the Scriptures.

Secondary Teachers Religious Education and Spirituality Day

15 July 2013 marked an historic event. All secondary school teachers in the Diocese of Maitland-Newcastle either attended a spirituality day at St Francis Xavier's College: The Catholic School - My Contribution; or if they were a teacher of Religious Education they attended an RE day at St Pius X High School: Inspiring New Directions in the Teaching of RE. The variety of spirituality workshops offered at SFX was highly affirmed. Teachers commented on the new spiritual insights gleaned from the workshops and valued the inspirational ideas gained from the quality presentations that would assist them in contributing to the ethos of a Catholic school.

All RE secondary teachers were offered a number of workshops on various aspects related to secondary RE curriculum at St Pius X. Teachers had the choice of some of the best people in the field from across Australia. Presenters such as Professor Peta Goldberg from ACU, Mark Elliott from Brisbane, Dr Kate O'Brien from Sydney and Dr Peter Mudge from BBI facilitated workshops throughout the day, with various expert local presenters. One of the highlights of the day was the keynote address from Dr Dan White, Director of Schools in the Sydney Archdiocese.

Retreat Experience for Pastoral Care Workers

On 14-15 November the Pastoral Care Workers were guided in a retreat experience by Fr Dom Carrigan, a Redemptorist. The work of the Redemptorists in spreading the Good News via mission work is a treasured legacy in parishes and Catholic schools throughout Australia.

Fr Dom followed along these strong traditions leading the group in a spirit-filled experience, carefully choosing scriptures that challenged those in pastoral ministry.

World Youth Day Experience Rio 2013

World Youth Day 2013 was a meaningful experience for the 27 young people from the diocese who attended as well as those who co-ordinated the event. The exceptional joy and excitement displayed by the World's Catholic youth coupled with the added dimension of welcoming a new pope, brought all involved closely together.

The group's experiences were three-fold. Initially after flying into Buenos Aires, Argentina, the group participated in a week of retreat and community service in an area of extreme poverty. The group was enriched by the direction of the liturgies due to excellent planning of leaders, the strong camaraderie of all and the sheer excitement of being able to provide a service to the community.

The experiences of World Youth Day in Rio made a lasting impression on the spiritual and faith lives of all three and a half million young people. The lectures were vibrant and challenging, the social experiences enlivening and the final Mass on Copacabana Beach something we will all remember.

The strong financial, organisational and pastoral support of the diocese and the Catholic Schools Office enabled

such a successful and meaningful event to touch the lives of these young women and men. The direction and support of Bernadette Gibson and the young leaders was also much appreciated. God was certainly present on this wonderful journey.

Australian Catholic Youth Festival Melbourne 5-8 December

A strong contingent of 80 youth travelled to Melbourne for the inaugural Australian Catholic Bishops Conference Youth Festival. Bishop Bill accompanied the pilgrims who equipped themselves most admirably, experiencing a gathering of youth truly inspired by the Holy Spirit. The Plenary Sessions at Festival Hall were electric with energetic and joy-filled involvement by all the participants. Participants couldn't but help sense the vibrancy and enthusiasm of those gathered.

The program offered a wide variety of experiences for the youth gathered including prayer experiences (Taizé, Lectio Divina, labyrinth); live music, catechesis, workshops on topics relating to social justice, conversations with Catholics, pilgrim walks and a variety of conversation corners.

The highlight of the gathering was the presence of the Bishops. Bishop Bill was part of an open forum and the youth of the Hunter spoke proudly of his insightful reflections on the experience of attending such a life-giving, spirit-filled gathering.

All this would not have been possible without the hard work and ongoing dedication of two outstanding young people who coordinated the event. Maryanne Hacker and James Elliott worked tirelessly to ensure all bases were covered in the organisation of the gathering along with the provision for the safety and security of all our young people. We all owe a debt of gratitude to Maryanne and James for their selfless commitment to the success of the gathering.

The Annual Ecumenical Way of the Cross

Since the "Days in the Diocese" event of 2008 (Overture for Sydney World Youth Day 08, the Annual Ecumenical Way of the Cross has been held at Kilaben Bay Conference site. This event has had significant impact on our schools who were involved in the Days in the Diocese and Sydney World Youth Day. The diocesan replica World Youth Day Cross has been carried by students and young adults at this event for the past seven years. Our schools, university students and past students have enacted each of the 14 Stations of the Cross and led with reflections and music. The families and adults from parishes throughout the diocese have really affirmed the schools' involvement in this event. It is always wonderful to see schools and parish communities coming together in preparation for Holy Week and Easter.





Quality Teaching & Learning

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. As part of the System Strategic Plan, *Forming Hearts and Minds 2013*, Teaching & Learning Services planned 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 2013 focused on the identified priorities in the System Strategic Plan Quality Teaching and Quality Learning.

Quality Teaching Outcomes and Achievements

Contemporary and high quality teaching and learning

The rollout of GATE21 to primary schools continued in 2013 with the final number of schools participating in professional learning and readying themselves for implementing GATE21. Features of GATE21 allow and assist schools to record relevant information in a student information centre area, document and share programs and teaching ideas. GATE21 provides a broad, 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.

During 2013, two primary schools showcased their contemporary learning utilising ICT capabilities. St Mary's Warners Bay and St Therese's New Lambton introduced technology devices to their Year 5 classes that enabled their students to focus on their learning differently. Professional development continued for staff and classrooms were re-organised to allow this to occur. 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 secondary schools took place with a focus on opportunities including OneNote and Collaborating in the Classroom. 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. Some schools took the opportunity to investigate research about contemporary learning by attending the EduTech Conference. Some schools engaged experts in the ICT field for support and attending other professional learning opportunities. Learning technology forums showcasing quality workshops utilising technology and presented by colleague teachers as well as invited speakers were again held for both primary and secondary staff with over 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 were encouraged to identify from the data key areas for development in their Annual School Plans to be tracked and monitored throughout the year. Schools identified under National Partnerships initiatives must identify and set specific percentage targets for improvements and these were evident in their respective school plans with plans available on school websites.

The theme of 'leading learning' with a focus on the use of data to drive and inform teaching and learning and instructional leadership strategies, continued at Principal and other executive member assembly days in 2013 as well as at secondary key learning area networks (SKLANs).

Schools that demonstrate a culture of continuous improvement

National Partnerships

As part of the Commonwealth Government's Education reforms, funds were made available again during 2013 for identified schools to participate in the National Partnerships (NPs) initiative aimed at improving student outcomes across a range of specified areas. For 2013 these included:

• Literacy and Numeracy 2013

• Low SES

And

• NSW-government Funded Action Plan in Literacy (SAP)

School selection for all programs was based on student need, NAPLAN results and demographic status.

The schools participating in 2013 in a National Partnership or State-funded program were:

• Holy Spirit Abermain

• Rosary Park Branxton

• St Joseph's Bulahdelah

• St Joseph's Denman

• St Joseph's Dungog

• Holy Cross Glendale

• St Joseph's Gloucester

• Holy Spirit Kurri Kurri

• St Columban's Mayfield

• San Clemente Mayfield

• St Joseph's Merriwa

• St John Vianney's Morisset

• St James' Muswellbrook

• St Brigid's Raymond Terrace

• St Paul's Rutherford

• St Mary's Scone

• St Catherine's Catholic College Singleton

• St Joseph's Taree

• Our Lady of Lourdes Tarro

• St Patrick's Wallsend

• Corpus Christi Waratah

• St Pius X Windale

• St Joseph's Wingham

The goal for each project is to focus on improving student outcomes in literacy or numeracy and to build teacher capacity in their teaching and overall development. Each of these schools has benefited from the appointment of a Leading Teacher to work with the principal and staff to analyse student data including NAPLAN results and growth over the years in literacy and numeracy. Two CSO education officers were employed in a full-time capacity to coordinate these projects.

During 2013 National Partnerships *Teacher Quality* funding was again provided in the form of teacher education scholarships to assist up to 10 school leavers in their University studies. Each scholarship consists of \$500 paid per semester over the 4 years of study. Over 30 applications were received from Year 12 students from schools across the diocese with 10 successful recipients. This initiative has proved to be very successful and is proposed for 2014.

Preparation for the Implementation of NSW Syllabuses

The NSW Board of Studies has incorporated the Australian Curriculum developed by The Australian Curriculum and Assessment Authority (ACARA) into 4 new syllabuses K-10. Preparation for the implementation of these new syllabuses in English, Mathematics, Science and History for primary

and secondary schools was underway in earnest in 2013. An additional pupil-free day was provided for each school to have time to familiarise itself with the direction and content of the new syllabuses. For primary schools, preparation to teach English in 2014 took the form of focused professional development to introduce the syllabus. Dr Lorraine McDonald from the Australian Catholic University, provided an overview of the syllabus through the lens of rich language, cross-the-curriculum priorities and general capabilities. These days were followed by a series of regional inservice days where the syllabus was broken open and studied at a deeper level. A support model for primary schools by utilising the interest and expertise of primary staff was also introduced in the form of Curriculum Support Teachers (CSTs) who assisted CSO staff in their work with schools. Secondary schools participated in PD through secondary key learning area networks (SKLANs) in preparing for the implementation of all 4 new syllabuses to be introduced in Years 7 and 9 in 2014 and Years 8 and 10 in 2015.

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

Early Learning

In 2013, teachers new to Kindergarten were provided with training in the Best Start Assessment which provides teachers with the tools to identify the literacy and numeracy knowledge and skills each child brings to school as he or she enters Kindergarten. In addition to this initial training, all teachers of Kindergarten were provided with professional development days in which to discuss the implementation of the Assessment and to be trained in the use of the Department of Education (DEC) Literacy and Numeracy Learning Continuums which guide the tracking of students' progress.

A focus in 2013 was also on the early years of learning. A project officer was appointed for one day a week to investigate the various practices that exist in our schools regarding orientation, transition, the use of play, early literacy and early numeracy, as well as an investigation into the latest research regarding early learning. Surveys of schools, school visits within the diocese and to other dioceses took place with a position paper developed as a result. Recommendations from the paper were tabled at CSO Leadership Team meetings with consideration during 2014.

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, grammar, a balanced literacy block, reading 3–6 were held, along with workshops in Minilit, Count Me In Too and Best Start Assessment held for teachers of Kinder to Year 2. Primary and secondary numeracy workshops were conducted by Anita Chin and Dr Catherine Attard from the University of Western Sydney. In-school support was provided throughout the year by CSO staff to address specific school needs in these areas.

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 Outcomes and Achievements

Learning Support

The CSO allocated its *Learning Support Packages* to schools for 2013 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 and resources to support students as needed within class. Professional development days were provided for the Learning Support staff to gather and network as well as receive the latest information regarding support of students in their schools.

Positive Behaviour Support

Additional primary and secondary schools undertook training and professional development in *Positive Behaviour Support (PBS)* 2013 to support the implementation of restorative practices within a framework for positive behaviours and student wellbeing. Specific training and refresher days, conducted by CSO staff, were held for staff to implement the various strategies for PBS in their schools. More than 21 schools are now participants in the positive behaviour support initiatives.

Student Mental Health and Wellbeing

KidsMatter is a mental health and wellbeing framework for primary schools and is proven to make a positive difference to the lives of Australian children. It provides methods, tools and support to help schools work with parents and carers, health services and the wider community, to nurture happy, balanced students. During 2013 diocesan schools already participating in Kidsmatter undertook further training and were supported in their implementation by CSO staff.

A revision of the *Critical Incidents Policy* was begun; this will be finalised with a new direction in strengthening system and school processes in responding to a critical incident during 2014.

More Support for Students with Disabilities (MSSD)

In 2012, the Commonwealth Government-funded National Partnership, *More Support for Students with Disabilities (MSSD)* for schools across Australia was announced, allowing schools to focus on ways to strengthen the capacity of teachers to support students with disabilities. The initiative began in 2012



and continued into 2013, focusing 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. Three part-time project officers continued their appointments in T&L Services in 2013 to implement the project. During 2013, professional development opportunities were provided for primary and secondary schools in each of the targeted areas, including in Inclusive Education for students with a moderate disability and work on life skills resources, as well as embedding Individual Plans (IPs) into teaching programs.

Supporting Indigenous Education

During 2012 a revision of the *Aboriginal Education Policy* began. A committee comprising representatives from schools, Aboriginal Education Workers and the Catholic Schools Office began the task of reviewing the 2002 Policy and to redevelop

it, taking into account the current situation, government directions and school enrolments. In 2013 consultation around the draft policy concluded with the policy being finalised by the Committee and then launched by Bishop Bill Wright and the Director of Schools, Ray Collins, at a colourful and moving ceremony at Shortland Wetlands. The launch included participation from local elders, all schools, and a performance by Aboriginal students. The policy was available from the middle of the year for schools to look for opportunities to focus on implementing its new directions.

To support the education of Aboriginal students in our schools, funds are made available to our diocese from the Catholic Education Commission. Over 40 schools were provided with funds for additional support to Aboriginal students in the areas of literacy, numeracy and to facilitate cultural opportunities. The majority of school funds goes towards the employment of support officers and Aboriginal Education Workers.



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 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.

Outcomes and Achievements

Catholic Schools Office that is focused on effectiveness, performance and improvement

During 2013 the Catholic Schools Office underwent a full review of its operations. This review was conducted by an external review team of distinguished educators and professionals from across New South Wales. A small committee led the preparation of appropriate documentation and assisted in the facilitation of the review process. This review represents a timely response to examining the leadership, service and accountabilities for which the CSO is responsible.

The outcomes and recommendations from the CSO Review will be systematically processed and responded to in 2014 and beyond.

Ensuring quality and accountability in our schools

During 2013 the Leadership Team developed some agreed practices with respect to early identification of schools at risk. Indications of risk will be identified through SEVDEV process, performance review reports of senior leaders, NAPLAN and HSC results, enrolment decline, financial health of schools as well as information gleaned from complaints and grievances process and school visits. Schools identified as “at risk” will be monitored by Leadership Team members and appropriate supports and interventions instituted.

Regional Executive Meetings, assembly days and Director/Principal days had a focus on improving practice, with high performing schools provided with opportunities to showcase their work in school improvement, with a particular emphasis on high quality learning.

Principals as leaders of learning

A key theme for the 2013 year has been affirming the primacy of the principal as the leading learner and head teacher in the school. Leading the learning agenda at each school has been an area for ongoing professional dialogue at principals’

meetings throughout the year. A sharper focus on achieving specific targets for improved student academic outcomes as detailed in annual and strategic plans has been communicated to schools. The specificity of goals in respect to student achievement has been a clear expectation. These goals must be accompanied by specific strategies to ensure these targets are realistic and achievable.

A contemporary framework for leadership that builds capacity

Through the work of Empowering Local Schools National Partnership begun in 2012, a Performance and Development Framework was completed. This framework is aligned with AITSL standards and details a diocesan approach to quality teacher performance. Six pilot schools have done extensive work in the process of becoming professional learning communities. The interest that this has sparked in other schools had led the CSO to further explore possibilities for 2014.

Leadership Development has been a clear focus in 2013 with the first cohort of the three year Executive Development Program. It has a three-stage, three-year sequence for each cohort of leaders. In 2013 three stage 1 cohorts began the program. It is envisaged that (a) further group(s) will commence in 2014. Over forty school staff members have either begun or continue a Master of Educational Leadership degree facilitated by the Australian Catholic University and held at the Catholic Schools Office over four weekends during the year.

In addition to these a variety of leadership opportunities was provided through the Leadership Framework. 'The 7 Habits of Highly Effective People' program has been facilitated by Assistant Directors over the past four years and has provided over 120 school leaders with advanced leadership skills development. The program concluded in 2012. Aspiring and/or inexperienced leaders from our schools have been participants in the 'Building Leadership Project' program facilitated by members of the Leadership Framework. This program also

concluded in 2013 after five years of benefit to those seeking or reflecting upon more formal leadership opportunities within their school or the system. The E.L.I.M. program continued during 2013 with the CSO sponsoring a number of principals. This program includes principals from all over Australia and at two live-in conferences during the year examines contemporary leadership theory and practice.

The correlation of all leadership development opportunities to the Australian Institute for Teacher and School Leadership (AITSL) has become an important element of system planning. The development of the future focus areas will continue to provide strong and explicit links to the Institute and its work.

The annual 'Women's gathering' is a dynamic aspect of the Workplace Gender Equity Agency (formerly E.E.O.) committee's work and seeks to support and involve all members of diocesan schools. This year the gathering was held in the Manning region.

Following the completion of programs held over the last strategic planning cycle and the leadership development opportunities becoming more available across the different CSO Service Areas, it has been decided to continue with programs still in process and to review the framework and the committee structure during 2014. This will become part of the 2014 System Improvement plan and will seek to build further cohesion and links between service areas in relation to the development of school and system leaders.

System Strategic Plan

In 2013 the new strategic plan "Forming Catholic Minds and Hearts" was launched. This three year plan outlines our aspirations for 2013-2015. The plan represents a leaner approach with fewer intent statements and a reduction to five areas in the plan: Catholic Identity, Teaching and Learning, Leadership, Community and Partnerships and Strategic Resourcing.





Community and Partnerships

As a Catholic school system in the Diocese of Maitland-Newcastle we recognise the family as the primary focus of the educational process and aspire to promoting the active partnership of home, parish, school, diocese and wider community.

Outcomes and Achievements

Partnerships that provide for consultation and engagement with parents and families

The Catholic Schools Office is committed to partnering with parents to enhance outcomes for all children. Central to this is the establishment of relationships with parents through school P & F Associations. Regular visits by the Parent Liaison and Resources Officer to P & F meetings across the diocese occurred throughout the year to assist and encourage engagement of parents and carers in school activities.

Information to support parents and carers who have children with special or additional needs was available at three Special Needs Information Days and Expos held in Newcastle, Singleton and Taree. These events included the provision of additional information from organisations and agencies in the broader community that provide additional support to children with special needs and their families.

A survey, conducted through the Catholic Schools Office website, gathered data and identified interest from parents in learning about ways they can support their secondary children with time management and study skills. As a result, parent education sessions were conducted in Taree and Singleton as well as parent meetings to share programs such as “The Resilience Doughnut” and strategies to support the development of resilience in children.

A further substantial component of parent engagement was a study undertaken by the Catholic Schools Office into the Future Provision of Secondary Education in the diocese. There have been many significant changes in secondary education over the last ten years and there are continual demographic shifts in population.

In response to such factors, the study is looking at the future needs for secondary schools. The initial phase of the study involved listening assemblies for parents of both upper primary and secondary students, held in each of our secondary schools,

as well as at Nelson Bay, Cessnock and Swansea. This provided an opportunity for direct parent input into their hopes and aspirations for secondary education. The study will conclude its work in 2014.

Effective engagement and alliances with church, community and professional organisations

The Catholic Schools Office continues to foster close links with the University of Newcastle and the Australian Catholic University. The Director of Schools is a regular participant in graduations and alumni dinners. Significant collaboration has also occurred with the placement of recipients of Catholic Schools Office Teacher Education scholarships as interns. There is ongoing exploration as to how the two organisations can optimise their relationship. The links with the Australian Catholic University focus on the provision of a range of professional development opportunities, especially through the Masters of Educational Leadership program.

The close bond between system, schools and clergy is maintained by an annual dinner and conference, which supports links and relationships within the diocese.

The Director continues to explore all avenues to maintain regular links with State and Federal parliamentarians. Especially in the current context in which educational funding is in a period of redefinition, it is vital that the capacity to maintain the priority of support for the Catholic education sector is preserved.

The new Aboriginal Education Policy was the culmination of two years work involving much community consultation. The policy

was launched in June with a celebration attended by Aboriginal community leaders and members of the parish, school and wider communities.

The Trade Training Centre at the Yula Punaal Centre, Manadalong, has been completed and this will provide a unique learning environment for indigenous as well as non-indigenous students, especially in the domain of land management.

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

The substantial growth of participation rates in Vocational Education and Training (VET) courses has highlighted the priority of fostering links with the trade and business sector. VET students are involved in work placement and we have a range of students involved in traineeships, and an engagement with particular sectors promoting future employment; for example, in science, mathematics and engineering.

An enhanced sense of community and belonging for CSO and school staff

The Bishop's Staff Day was well attended by staff from the CSO as well as other diocesan agencies. The CSO Social Committee provided many opportunities throughout the year for social and liturgical gatherings, which showcased the collegial nature of the community. The CSO Review report identified the need to focus more clearly on the development of the CSO staff as a faith community with needs at many different levels. This has been incorporated in the System Improvement Plan as a priority for the coming year.





Strategic Resourcing

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

As part of the System Strategic Plan, Forming Hearts and Minds 2013, Financial Services and Employee Services continued to plan and implement a system-wide approach to responsible stewardship so that resources of all kinds are used wisely and sustainably for the benefit of students now and into the future.

Outcomes and Achievements

High quality staff to deliver identified strategic priorities

A substantial component of the CSO budget is wages. It is critical that appropriate and contemporary staffing procedures are in place for all schools. In line with this, a review of the documentation and processes for determining the staffing of secondary schools was completed and introduced. A significant component of the review was a realigning of coordinator points. As a result schools now have greater flexibility in determining use of their allocated points. In addition, the pupil- teacher ratios for each school were also examined. Following the review a new Secondary Staffing document was distributed to principals as part of the staffing process.

A contemporary and integrated approach to risk management and compliance.

Acknowledging the benefits of a whole-of-diocese approach to risk management, facilitated by the Chancery Office, the CSO worked with other diocesan agencies in the development of a risk management framework. In March 2013 the CSO held a WHS Training Day for principals, members of the leadership team, and others involved in assisting staff to meet their legislative obligations. An external speaker was engaged to present information on the duty of 'Officers' under the Act. Other topics included Bullying & Harassment, Building Maintenance and Injury Management.

In addition a comprehensive range of resources has been made available to staff through the CSO Web site. The development and implementation of a school and CSO WHS system will be further enhanced in 2014 by a more detailed assessment of risks and mitigation strategies for the school system.

A contemporary and integrated human resources management system

The CSO commenced a formal due diligence process to assess the suitability of an integrated human resource management system implemented in the Archdiocese of Sydney CEO. This

study will inform the choice of system and project plan for implementation of a new system to commence late in 2014.

Effective and efficient human resource practices and procedures

A review of the Merit Selection Processes was completed. This review involved CSO staff, principals and the Independent Education Union. As a result, the new Merit Selection Procedures document was developed. Some of the changes included variations to the panel composition for certain positions, guaranteed interviews for individuals who satisfy certain requirements and the collection of additional data for reporting requirements. The new document was released in October and implemented immediately.

The documentation used in the employment process was reviewed and updated to meet current and future needs. Application forms were reformatted to allow completion and submission electronically. Changes to Child Protection checks impacted on this review. As a result it is still necessary for part of the registration process to be undertaken in person.

Contemporary and consistent approaches to performance appraisal for school and CSO staff

During 2013 a Professional Practice and Development framework was piloted through the Empowering Local Schools National Partnerships. The pilot schools were required to align their process with common elements as per the Board of Studies, Teaching and Educational Standards (BOSTES) requirements.

Substantial funding was provided to assist the participating schools to develop and trial a framework to use with teaching

staff to guide the documentation of policy regarding the following education reform elements:

- Formation
- Professional development planning
- Performance management

Participants engaged in developing, implementing and evaluating a performance and development framework in their school.

As a result, the following documents were developed:

- Teacher position description as a baseline of the expectations of a teacher in a Catholic School in the Diocese of Maitland-Newcastle
- Draft of Professional Practice and Development Framework
- Surveys for Executive teams and participating teachers

Planning for growth and organisation of schools

Having completed facilities and demographic studies on schools in the All Saints Region, the Schools Planning and Development Committee (SPDC) progressed the strategic planning for the growth and development of schools in the Lakes, Central and North regions. This report will be finalised and recommended to Bishop Bill Wright early in 2014. To complete the approach for all diocesan schools, similar studies will be made of schools in the Manning and Upper Hunter regions.



In June 2013 the Catholic Schools Office commenced the Study into the Provision of Secondary Education. A number of key factors prompted this study. The ongoing high demand for enrolments in the All Saints region and continued population growth in the area placed strain on our ability to meet the demand for a Catholic education. Recent changes in secondary education including the abolition of the School Certificate, the increase in the compulsory leaving age to 17 years, the introduction and expansion of vocational education in both Stages 5 and 6, together with the need to embrace new and emerging ways of teaching (including the integrated use of technologies) all led to the re-examination of the diocesan provision of secondary schooling. It is important to ensure that we have the best systems and structures to continue to deliver excellent student outcomes well into the future. In 2013 extensive community consultation took place in the form of stakeholder engagement meetings, held in various schools around the diocese.

Through the funding support of the Diocesan Schools Building Fund, Government Capital Grants and other sources, there is an ongoing program of capital works. Please refer to tables on pages 29-30 of projects completed, underway or in planning in 2013.

Ongoing discussion and developments are occurring to integrate facility and infrastructure planning for the creation of sustainable learning spaces. The design and development of the new St Aloysius Catholic Primary school is an example of a new approach to learning spaces in schools.

Equitable, effective, and efficient financial systems and practices

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

is general assurance 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 Kinder 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 represents a significant financial saving for a large number of families in 2013 when compared with costs for 2012.

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. After a positive review in 2013 by schools, these positions will continue in 2014.

Information technology architecture, systems and services that enhance student learning and operational effectiveness

A renewed Draft ICT Roadmap was developed in 2013 to align to a contemporary approach to technology architecture, shared and local services. This roadmap will be finalised in 2014 to inform direction on technology infrastructure, management and service provision.

Stewardship of the natural and built environment

Studies and actions were completed in 2013 on needs and management of water, electricity and maintenance in schools. This is a rolling program of work to continue in 2014.



Catholic School Profile

Total Students by Classes 2013

PRIMARY							TOTAL
Kinder	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	
1,473	1,524	1,493	1,376	1,375	1,484	1,337	10,062
SECONDARY							TOTAL
Year 7	Year 8	Year 9	Year 10	Year 11	Year 12		
1,512	1,486	1,393	1,409	1,225	1,079		8,104
TOTAL							18,166

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	17,664
2012	9,936	7,928	17,864
2013	10,062	8,104	18,166

Students of Aboriginal/Torres Strait Islander Descent

PRIMARY	SECONDARY	TOTAL
496	273	769

Students with Disabilities (Category 12 funded)

PRIMARY	SECONDARY	TOTAL
620	367	987

Students Receiving ESL Assistance

PRIMARY	SECONDARY	TOTAL
432	159	591

Teachers employed in Diocese Full-Time Equivalents (August 2013)

	MALE	FEMALE	TOTAL
Primary	97.1	426.3	523.4
Secondary	244.9	376.4	621.3
Total	342.0	802.7	1144.7

Support staff employed in Diocese Full-Time Equivalents (August 2013)

	MALE	FEMALE	TOTAL
Total	38.4	267.0	305.4

Diocesan Enrolments August Census 2013

SCHOOL	YEAR LEVEL	ENROLMENT
ABERDEEN St Joseph's High School	7-12	600
ABERMAIN Holy Spirit Infants School	K-2	85
ADAMSTOWN St Columba's Primary School	K-6	190
ADAMSTOWN St Pius X High School	7-10	1013
BELMONT St Francis Xavier's Primary School	K-6	121
BOORAGUL St Paul's High School	7-12	954
BRANXTON Rosary Park Primary School	K-6	202
BULAHDELAH St Joseph's Primary School	K-6	46
CARDIFF St Kevin's Primary School	K-6	96
CESSNOCK St Patrick's Primary School	K-6	349
CHARLESTOWN St Joseph's Primary School	K-6	276
DENMAN St Joseph's Primary School	K-6	85
DUNGOG St Joseph's Primary School	K-6	87
EAST MAITLAND St Joseph's Primary School	K-6	406
EDGEWORTH St Benedict's Primary School	K-6	242
FORSTER Holy Name Primary School	K-6	341
GATESHEAD St Mary's High School	7-10	543
GATESHEAD St Paul's Primary School	K-6	220
GLENDALE Holy Cross Primary School	K-6	98
GLOUCESTER St Joseph's Primary School	K-6	34
HAMILTON St Francis Xavier's College	11-12	961
KILABEN BAY St Joseph's Primary School	K-6	331
KOTARA SOUTH St James' Primary School	K-6	252
KURRI KURRI Holy Spirit Primary School	3-6	105
LAMBTON St John's Primary School	K-6	190
LOCHINVAR All Saints College, St Joseph's Campus	7-10	669
LOCHINVAR St Patrick's Primary School	K-6	306
MAITLAND All Saints College, St Mary's Campus	11-12	656
MAITLAND All Saints College, St Peter's Campus	7-10	866
MAITLAND St John the Baptist Primary School	K-6	231
MAYFIELD San Clemente High School	7-10	716
MAYFIELD St Columban's Primary School	K-6	157
MAYFIELD St Dominic's Centre for Hearing Impaired Children	K-6	27
MEREWETHER BEACH Holy Family Primary School	K-6	240
MEREWETHER St Joseph's Primary School	K-6	353
MERRIWA St Joseph's Primary School	K-6	66
MORISSET St John Vianney Primary School	K-6	142
MUSWELLBROOK St James' Primary School	K-6	293
NELSON BAY St Michael's Primary School	K-6	285
NEW LAMBTON St Therese's Primary School	K-6	588
RAYMOND TERRACE St Brigid's Primary School	K-6	409
RUTHERFORD St Paul's Primary School	K-6	471
SCONE St Mary's Primary School	K-6	191
SHORTLAND Our Lady of Victories Primary School	K-6	139
SINGLETON St Catherine's Catholic College	K-12	876
STOCKTON St Peter's Primary School	K-6	79
SWANSEA St Patrick's Primary School	K-6	116
TAREE St Clare's High School	7-12	697
TAREE St Joseph's Primary School	K-6	409
TARRO Our Lady of Lourdes Primary School	K-6	337
WALLSEND St Patrick's Primary School	K-6	217
WARATAH Corpus Christi Primary School	K-6	191
WARNERS BAY St Mary's Primary School	K-6	422
WINDALE St Pius X Primary School	K-6	58
WINGHAM St Joseph's Primary School	K-6	132
Grand Total		18166

Primary Results NAPLAN 2013

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 2013, 1 320 Year 3 students and 1 423 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.

Year 3

Significant features of these results are:

- The Year 3 cohort performed above the National average in Reading, Spelling, Grammar and Punctuation and Numeracy. They performed above the NSW cohort in Reading, Grammar and Punctuation and below in Writing and Spelling. The difference however was not significant.
- Year 3 results in Reading were strong with a mean score of 429.4 compared to a National Mean of 424.1. 74% 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 71% of students achieving in the top 3 bands.

- 77% of students scored in the top three bands in the persuasive writing task.
- In the Grammar and Punctuation aspect of NAPLAN 2013 76% 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 35 above the State Mean for Reading, 20.0 above the State Mean in Grammar and Punctuation and 26 above the State Mean for Numeracy
- In relation to students below National Minimum standard the Diocese achieved significantly better results than the National results.

Table 1 NAPLAN Percentages in Skill Bands Year 3

Students who sat the 2013 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 2013 - YEAR 3 PERCENTAGE IN SKILL BAND						
Band	Comparison	Reading	Spelling	Grammar & Punctuation	Writing	Numeracy
Bands 4, 5, 6 and above	Diocese	74.1	71.3	76.2	76.9	71.0
	National Performance	75.4	67.4	73.3	69.3	62.0
Band 3	Diocese	15.7	20.2	13.6	17.1	20.8
	National Performance	17.3	17.2	14.8	14.3	23.9
Band 2	Diocese	8.3	4.9	6.9	4.2	6.2
	National Performance	8.7	9.2	7.2	5.2	9.9
Band 1 (Includes exempt)	Diocese	1.8	2.3	3.3	1.8	2.0
	National Performance	4.7	3.6	4.7	5.0	4.2



Year 5

Significant features of these results are:

- The Year 5 cohort performed above the National average in Reading, Writing, Spelling, Grammar & Punctuation and Numeracy. They performed above the NSW cohort in Reading, Writing and Grammar & Punctuation and below in Spelling and Numeracy. The difference however was not significant.
- Year 5 results in reading were above with a mean score of 511.1 compared to National Mean of 502.2
- Year 5 Grammar and Punctuation 67% of students scored in the top 3 bands (Bands 6,7 and 8)
- Results for Year 5 Indigenous students were well above State mean scores for Indigenous students. In Reading the mean score for the Diocese was 498.5 compared to 457.0 for the state.

- Diocesan growth form Year 3 to Year 5 in Reading, Spelling, Grammar & Punctuation and Numeracy was above State and National average growth.

Table 2 NAPLAN Percentages in Skill Bands Year 5

Students who sat the 2013 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 2013 - YEAR 5 PERCENTAGE IN SKILL BAND						
Band	Comparison	Reading	Spelling	Grammar & Punctuation	Writing	Numeracy
Bands 6, 7, 8 and above	Diocese	70.9	62.7	67.6	52.4	54.0
	National Performance	62.8	58.3	61.5	51.9	51.7
Band 5	Diocese	21.2	26.2	22.0	37.5	31.5
	National Performance	23.4	23.1	22.7	28.1	26.4
Band 4	Diocese	6.9	7.8	7.9	6.3	11.6
	National Performance	9.9	11.7	10.5	11.8	15.4
Band 3 (Includes exempt)	Diocese	1.1	3.2	2.5	3.1	2.8
	National Performance	2.8	6.9	5.2	8.3	6.6

Secondary Results NAPLAN 2013

NAPLAN: Years 7 and 9

■ In 2013, 1461 Year 7 students and 1322 Year 9 students participated in the National Assessment Program.

■ Both Year 7 and Year 9 Reading results are strong across Diocesan schools.

■ Trends for Year 7 are positive in all Literacy and Numeracy areas.

■ There has been impressive improvement in Year 7 in Spelling, Writing and Numeracy and in Reading in Year 9.

■ Aboriginal and Torres Strait Islander students continue to perform well above their state cohort in all aspects of literacy and numeracy in the Diocese.

■ Writing and Numeracy are focus areas for the Diocese.

Table 1 NAPLAN Percentages in Skill Bands Year 7

Students who sat the 2013 NAPLAN tests in Year 7 achieved according to the following:

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

NAPLAN PROGRAM 2013 - YEAR 7 PERCENTAGE IN SKILL BAND						
Band	Comparison	Reading	Spelling	Grammar & Punctuation	Writing	Numeracy
Bands 7,8, 9 and above	Diocese	59.5	66.0	60.3	42.0	55.8
	National Performance	56.0	61.7	52.0	42.2	52.6
Band 5	Diocese	27.5	21.3	20.2	32.3	29.6
	National Performance	25.6	21.8	24.3	29.9	27.7
Band 5	Diocese	10.5	8.3	12.0	19.6	13.0
	National Performance	12.7	10.2	14.4	17.1	14.7
Band 4 (Includes exempt)	Diocese	2.5	4.4	7.4	6.2	1.5
	National Performance	5.8	6.3	9.2	10.7	5.0

Table 2 NAPLAN Percentages in Skill Bands Year 9

Students who sat the 2013 NAPLAN tests in Year 9 achieved according to the following:

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

NAPLAN PROGRAM 2013 - YEAR 9 PERCENTAGE IN SKILL BAND						
Band	Comparison	Reading	Spelling	Grammar & Punctuation	Writing	Numeracy
Bands 7,8, 9 and above	Diocese	52.8	54.5	44.6	36.7	49.3
	National Performance	48.0	50.5	44.7	36.8	46.7
Band 5	Diocese	30.2	31.1	33.6	24.9	28.7
	National Performance	29.0	28.1	25.2	25.0	25.5
Band 5	Diocese	13.9	9.2	14.6	21.9	17.5
	National Performance	16.4	13.5	18.0	20.8	18.3
Band 4 (Includes exempt)	Diocese	3.0	5.1	7.5	16.6	4.5
	National Performance	6.6	7.8	12.1	17.3	9.4

Higher School Certificate results 2013

In 2013, 1136 sat HSC examinations in the Diocese. Schools performed very well in comparison with state performances.

Student results in many subjects significantly exceeded state averages in Band 5 and 6. These were English Standard, English Extension 1 and 2, Legal Studies, History Extension, Agriculture, Food Technology, Industrial Technology, Community and Family Studies, PDHPE, French Beginners, Music 1, Drama, Visual Arts, Information Process and Technology, Software Design & Development and VET subjects Electrotechnology, Hospitality, Primary Industry and Retail Services.

In particular, English Standard and Extension 2, French Beginners, Agriculture, Industrial Technology, Information Process and Technology, Drama, History Extension, Primary Industry and Retail Services exceeded state percentages in these two top bands by more than 10%.

In 2013, 81% of all subjects studied had fewer students in the bottom two bands than the comparative state percentages.





Building Projects 2013

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.	Under Construction	\$3,500,000	\$3,400,000	\$6,900,000
ADAMSTOWN, St Pius X High School	Stage 2 -Refurbishment of Science & TAS Classrooms	Under Construction	\$1,583,189	\$2,000,000	\$3,583,189
BOORAGUL, St Paul's High School	Construction of Library & Classrooms	In Design	\$2,691,850	\$2,584,934 plus School Contribution \$300,000	\$5,576,784
CHISHOLM, Stage 1 St Aloysius Primary School	Construction of New Primary School	In Design	\$3,015,341	\$4,675,000	\$7,690,341
LOCHINVAR, St Joseph's Campus	Construction of new Library, Administration, Staff, Classrooms, TAS Workshops & Refurbishment of Science, high power upgrade & sewerage works	Completed 2013	\$5,012,012	\$4,990,389	\$10,002,401
MAITLAND, St Peter's Campus	Stage 2 – Construction & Refurbishment of Music, TAS, Administration, Staff & Classrooms	Under Construction	\$3,295,738	\$2,926,320	\$6,222,058
TAREE, St Clare's High School	TAS and General Refurbishment	Completed 2013	\$714,347	\$481,287	\$1,195,634
TOTAL FUNDING			\$19,812,477	\$21,307,930	\$41,120,407



Trade Training Centre Projects

SCHOOL	PROJECT	STAGE	GOVERNMENT GRANT	LOCAL CONTRIBUTION	PROJECT COST /BUDGET
MAITLAND ALL SAINTS CLUSTER	Trade Training Facility – As below		\$4,281,400 Cluster Total		
MAITLAND, St Peter's Campus	Furnishing & Construction	Completed 2013	\$675,000	Nil	\$675,000
MAITLAND, St Mary's Campus	Hospitality & Electro technology/ Metal	Completed 2013	\$2,931,400	\$346,575	\$3,277,975
LOCHINVAR, St Joseph's Campus	Hospitality & Electro technology/ Metal	Completed 2013	\$675,000	Nil	\$675,000
NEWCASTLE CLUSTER	Trade Training Facility-As below		\$6,815,909 Cluster Total		
ADAMSTOWN, St Pius X High School	Hairdressing salon & Hospitality Commercial Kitchen	Completed 2012	\$600,000		\$599,378
BOORAGUL, St Paul's High School	Construction & Hospitality Commercial Kitchens	Completed 2011	\$3,176,000		\$3,013,191
COORANBONG, Yula Panaal Education & Healing Centre	Landcare, Classrooms, Tractor Shed, COLA	Under Construction	\$345,000		\$342,616
GATESHEAD, St Mary's High School	Dust Control & Fume Extraction & Agricultural Equipment	Completed 2011	\$100,000		\$50,751
HAMILTON, St Francis Xavier's College	Construction & Hospitality Centre with Commercial Kitchens	Completed 2012	\$2,194,909	\$114,618	\$2,309,527
MAYFIELD, San Clemente High School	Hospitality Commercial Kitchen	Completed 2011	\$400,000		\$376,054
Total Funding			\$11,097,309	\$461,193	\$11,319,492

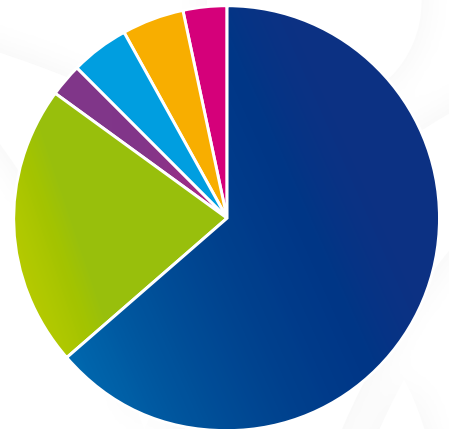
Notes:

1. Government Grant includes the allocation and appropriate accrued interest.
2. Local Contribution can represent parish, DSBF, school system or a combination of these.



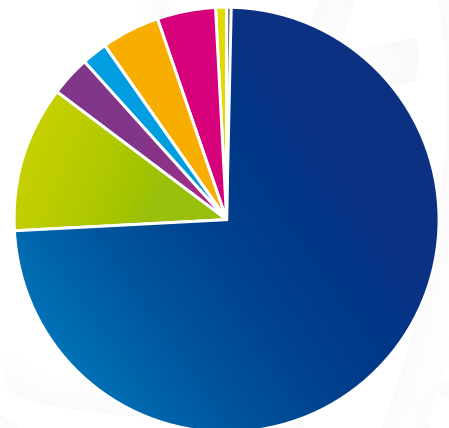
Income \$195.4m

INCOME	AMOUNT	% OF TOTAL
Commonwealth - General Recurrent Grants	\$124,439,727	63.7%
State - Per capita Grants	\$41,975,567	21.5%
Govt Capital Grants	\$4,581,091	2.3%
Government Targeted Grants & Subsidies	\$8,900,335	4.6%
Other Income Including Interest & Capital Income	\$9,078,761	4.6%
CSO Levy on School Tuition Fees	\$6,383,228	3.3%
Total Income	\$195,358,710	100.0%



Expenditure \$182.1m

EXPENSES	AMOUNT	% OF TOTAL
Salaries & Salary Related Costs:		
School Salaries	\$135,116,651	74.2%
Govt Targeted Programs Salaries	\$20,035,471	11.0%
CSO Administration Salaries	\$5,845,104	3.2%
Movement in Employee Entitlement Provision	\$3,511,305	1.9%
Capital Programs Support Salaries	\$129,942	0.1%
Capital Programs - Capital Expenditure	\$8,274,512	4.5%
Education & School support	\$7,853,112	4.3%
Administrative & Support Services	\$1,304,373	0.7%
Total Expenses	\$182,070,469	100.0%



Notes:

1. These figures do not include Commonwealth General Capital Grants and local income raised from Parish, P&F and school-based charges and corresponding expenditure.
2. 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 2013 to which an unqualified audit report was issued.



**Catholic
Schools Office**

DIOCESE OF MAITLAND-NEWCASTLE

841 Hunter Street Newcastle West 2302

Phone 02 4979 1200 **Fax** 02 4979 1209

Visit us online www.mn.catholic.edu.au

Email info@mn.catholic.edu.au

