



ANNUAL REPORT 2019

At the heart of everything there is always Jesus Christ



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Acknowledgement of Country and Traditional Owners

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

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



At the heart of
everything there
is always
Jesus Christ



**FROM & FOR THE
COMMUNITY OF
FAITH**



**FROM & FOR
EXCELLENCE IN
LEARNING**



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

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

OUR FOCUS

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

OUR VALUES

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



I began last year's foreword to this report with these words, which I think bear repeating.

The most important things that happen in schools hardly ever attract attention. Day by day, students are learning, growing in confidence, making friendships that will last a lifetime, helping out, watching teachers and noting how the good ones do things, finding ways to express themselves, developing new interests, discovering talents, making mistakes and understanding the consequences of their choices. All of this is the routine of school and, while it may not be spectacular, it is what makes schools so important. As we read in this report of "developments", "new strategies" and the like, remember that the unsung and the unnoticed day-by-day routines are the true heart of education and the reason we run schools.

From our perspective now, in 2020, those thoughts acquire an extra resonance. With all the disruptions to normal school life owing to COVID-19, we look back to 2019 and previous years with enhanced appreciation of the contribution of "normal school life" to the whole-person development of our students. School staff, parents and maybe even students have an increased regard for the benefits of actually going to school and of the extraordinary ways that schools fill the days of their students with many more growth experiences than just classes in this or that. Obviously, though, it is next year's report that will focus on what has been learnt and achieved in 2020.

The great satisfaction in 2019 was surely that, after so much bureaucratic delay, we were finally able to gain approval for the construction of Catherine McAuley College in Medowie and to begin work

with just enough time for its opening in 2021. At the same time, work progressed on the next stage towards the completion of St Bede's Catholic College in Chisholm, which, in 2019, was already teaching Years 7 and 8.

Another development that gathered pace in 2019 was the roll-out, it might almost be called, of new St Nicholas Early Education Centres and OOSH operations, mostly co-located with existing schools, enabling our school families in particular to access those forms of childcare easily and with an added degree of continuity with their children's schooling. This development is on-going. Of particular note, also, is the vocational training in childcare that is now available to students in All Saints' College, Maitland, through the Maitland St Nick's, to the great benefit of both.



Message from Bishop Bill Wright

One of the important functions of our schools, perhaps less visible to general readers of this report, is the development of student leaders and, hence, future leaders in our community. For years now, I have gone away on retreat with our Year 12 student leaders and have met with them in their schools. I am always impressed by the quality of young people that our schools produce through their leadership programs. I think this is of great importance because, from more than 40 years' work with schools, I know what a difference good student leadership makes to the spirit and life of a school. In 2019, this was certainly the case. We also introduced a new form of the senior student leaders retreat. Instead of going off to a rural facility and focusing closely on the issues of leadership itself, we held the retreat in central Newcastle

where our leaders could get out and around some of the social justice works of CatholicCare and St Vincent de Paul and so on, bringing those experiences back to their discussions of what they might want to achieve as leaders in their schools. I think this was a good development, bringing an outward-looking, mission-focused element into the already good program of former retreats.

I thank the staff of the CSO who have prepared this report and all the staff of the CSO and the schools responsible for the achievements it chronicles. I commend the report to your attention.

Most Reverend William Wright
Bishop of Maitland-Newcastle



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A message from the Director of Schools

Enrolments and achievements

A unique feature of our Diocese is that we continue to attract students each year. Our annual growth of enrolments is in the order of 1.5%. As a system of schools, we are proud that we are well regarded by our parents. There is nothing more significant we do than the daily commitment to the formation and learning of each student. However, in 2019 we set benchmarks in six key areas and are increasingly acknowledged across NSW for these initiatives:

1. Program of Faith Formation
2. Staffing models
3. Successful Foundations (Early Learning)

4. ASPIRE (Performing Arts)
5. Gifted Education
6. Leadership Coaching

An important area we focused on over the year was the wellbeing of our principals. This year we trialed a format in our leadership meetings that focused on three pillars:

- ▶ Formation as Faith Leaders
- ▶ Formation as Instructional Leaders
- ▶ Attending to Principal Wellbeing

Faith Formation

An area of significant development over the last five years has been the development of a cohesive and comprehensive suite of faith formation programs for the staff of Catholic schools. The Religious Education and Spirituality Team, spearheaded by

Bernadette Gibson, has developed a theologically sound and sequential array of programs that richly respond to a core need in Catholic education – the deep formation of staff.

Enterprise Agreements

In 2019, we commenced renegotiation of the Enterprise Agreement for CSO employees. Also, as the NSW & ACT Catholic Systemic Schools Enterprise Agreement 2017 (the EA) expired this year, we entered the negotiation phase for the new agreement. Meetings were scheduled with representatives from primary and secondary principals, human resources and the CSO. The Catholic Commission for Employee Relations (CCER) negotiates on behalf of the eleven dioceses in the state with the IEU.



In 2019 we set benchmarks in six key areas and are increasingly acknowledged across NSW for these initiatives.

their responses to help shape the CSO Strategic Plan 2020-2022. Inviting all staff to participate was an important first for us and we were delighted and grateful for the feedback. Two strategic planning workshops were held on 4 and 5 July and representatives from each region were invited to attend. The final plan was made available in Term 4.

External Review of Aboriginal Education

As part of our process of continuous improvement, we reviewed our Aboriginal education strategy and policy; the way that it is enacted in schools and the way it is supported by the Catholic Schools Office. Indigenous education experts, Mark Crouch and Peter O'Beirne led this review. At the end of the consultation process with schools and CSO staff, a report was prepared in September outlining findings and recommendations.

Drought and Bushfires

In November, our region, in particular the Manning Valley, experienced the devastation of serious bushfires. I was indebted to the exemplary leaders who assisted in managing this crisis event. Our senior leaders and principals managed the evacuation of students and staff, and maintained communication with and support of staff, parents and

students. At the forefront of decisions was the safety and wellbeing of our school communities.

Leading Learning and System Collaboration

The Catholic Schools Office focused this year on professional collaboration to better service our schools, ensuring our professional learning community meetings had a spirit of common purpose and sharing of wisdom.

In September, an initial meeting was held to begin preparing for the process of introducing Pedagogical Mentors in schools. Discussion centred on the Pedagogical Mentor role; the need to implement the signature pedagogy in a systemic and strategic way, how to measure and evaluate the impact, and how professional learning will be rolled out.

As we prepared for 2020, the CSO Leading Learning Collaborative looked forward to working with Canadian Education Leader, Lyn Sharratt and are truly excited by the work we will engage in using the 14 Parameters developed by Lyn in her work, *Clarity*.

Director of Schools
Gerard Mowbray

St Laurence Flexible Learning Centre

In May 2019, our new St Laurence Flexible Learning Centre at Broadmeadow was blessed and opened. This school meets the needs of young people who struggle with mainstream schooling. The Centre provides a genuine option for students potentially at risk of not completing schooling. The Diocese has partnered with Edmund Rice Education Australia (EREA), who have a specialist expertise in operating 19 other Flexis across the country with 2,000 students in them. The Flexi, when fully operational, will enrol 90 young people.

Strategic Planning

In Term 2, all staff in the schools of the Diocese received a survey to gather

2019 Highlights





1. Catholic Schools Week 2019
2. Opening of St Laurence Flexible Learning Centre, Broadmeadow
3. First cohort of Year 12 students to graduate from St Mary's, Gateshead
4. ASPIRE 2019 – 365 Questions, Issues and Good Deeds
5. DioSounds
6. Opening of Josephite Learning Centre at St Clare's High School, Taree
7. Opening of Stage 2 works at St Joseph's High School, Aberdeen
8. Opening the new learning space at San Clemente High School, Mayfield
9. 2019 NSW Aboriginal Education Conference in the Hunter Valley
10. Construction under way at Catherine McCauley College, Medowie
11. Kesheni Kenya Immersion Experience
12. HSC OnStage and Encore Success
13. Holy Land pilgrimage
14. St James', Kotara South new playground opening



Catholic Identity

Catholic Formation for Mission and Identity

Significant staffing changes at the beginning of 2019 reshaped the Religious Education and Services Team with the movement of the Head of RE&S into a temporary role as an Assistant Director for the year. In addition, a long-term member of the team began a transition into retirement. This meant 1.5 new temporary Education Officers were appointed.

Continuum of School Improvement: COSI

Survey results across all schools from parents, students and staff demonstrated an overall awareness, appreciation and genuine commitment to an authentic Catholic culture and character, which includes, but goes beyond the visual. Survey results continue to highlight that the RE

Curriculum is content heavy and that a percentage of students struggle to engage positively with it. Significant work across all domains is focussing upon alignment of goals, with COSI recommendations, data, evidence, and strategic intent. Specific, explicit, and intentional follow up and support of schools is at the core of much of the work of Education Officers in RE.

Faith Accreditation

With the development the Wellsprings Framework, the RE&S team is now able to assist schools and individuals more specifically with ensuring that accreditation is achieved. One example of a change of priority has been a focus on ensuring that all staff have access to Category A, regardless of the status of their appointment i.e. permanent or casual. A hindrance in this process has been the dislocation of the pertinent data base from other associated

data bases. As a result, tracking of accreditation has become more difficult. Discussions are being held to remedy this. This was not achieved in 2019.

Bishops tour of secondary schools

For the first time, Bishop Bill or his representative, accompanied the Head of RE&S and the Education Officer Curriculum Secondary to all secondary schools. These visits were both pastoral and professional. Discussion included the progress of the strategic directions of the school, Religious Literacy results, how a leader ensures the priority of Religious Education in the school, staffing, timetabling of Religion, the introduction of Studies in Catholic Thought and the phasing out of Catholic Studies, the Faith Accreditation and qualifications of teachers delivering the Religious Education Curriculum. This was a powerful experience for



all involved, a clear witness of the Bishops commitment to the largest of its missionary arms and a message of high expectation. The visits resulted in increases of dedicated RE teachers in a number of secondary schools, a greater focus on accreditation, a commitment to the implementation of Studies in Catholic Thought across all secondary Stage 6 schools.

Senior Secondary Student Leaders Formation

The Secondary Student Leadership Formation program was redesigned to recognise the changing need for young people to understand the many ways that the church serves the world beyond the Church doors. To this end, the emphasis for this event has moved from 'retreat' to 'formation.' Students were able to visit the different missionary arms of the Church like the Seafarers

Mission, DARA, and Mums Cottage to see faith in action. This was extremely well received. It also promoted the Diocesan Pastoral Placement Program, and Teacher Scholarship programs encouraging young people to see that a future with the Church is not only plausible, but desirable.

Reporting on 2017-2019 Strategic Intentions

The focus of the three years was the following:

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

► Faith Formation of staff

1. At the conclusion of 2019, the two initial goals determined by the appointment of an Education Officer in Formation for Mission in 2015 were fulfilled:

(a) The development and embedding of a suite of programs addressing the diverse needs of the Diocese that provides regular, intentional purposeful Christ centred formation. These are a blend of internal, school based and external formation programs which are provided systemically:

Internal programs include:

Beginning Teachers: *Experienced Staff; aMeN caMiNo; Vision and Mission; MN learn modules; Indigenous Spirituality; Senior Leaders.*

School based formation

Significant work over the last three years has been done to assist schools in the development of Formation Frameworks which are carefully planned, designed to meet the needs and areas of priority identified by schools which are rich in scripture, prayer and practice. As a result, a number of linking programs have been developed: *Laudato Si; The Joy of the Gospel; Gaudete et Exsultate; Lumen Fidei; The joy of love; Seasons of the Church: Lent, Easter and Advent; Prayer forms; The Gospels; Charisms; Mary; Icons; Celtic Spirituality; Ignatian Spirituality; and Indigenous Spirituality.*

External programs include: Holy Land Pilgrimage; Theology of the Child; Studies in Catholic Thought.

All these programs have accreditation attached to them.

b) The development of a formal framework: [Wellsprings](#)

The Gospel Story of Jesus and the Woman of Samaria (John 4: 1-40) was discerned as the paradigm to explore a way forward for the future direction of formation planning and experiences. The RE and Spirituality team used the story in a Lectio Divina activity with groups of leaders and school staff to unpack the meaning of the story in relation to their formation of students, staff, and families. Using the feedback provided by schools and other key research, this paradigm will be further explored to finalise a framework and pathway for the continuing formation framework in the system. This was mapped on paper and the task to map it on an e-platform has begun. This will be completed in 2020.

Core Guiding Principles

Building on this, the RE and Spirituality Services team worked with groups of secondary Ministry Coordinators and other key school staff to determine a core set of principles gathered from scripture, Catholic social teaching, Catholic worldview principles, Church teaching and links to the current RE curriculum. These principles enabled schools to 'draw from the well' of a diocesan agreed Catholic underpinning principles that could be adapted by each school community to serve the formation needs of their students. The RE&S team provided a common framework proforma document and ongoing support to enable schools to develop their strategic planning of student formation in each school.

► High Quality Religious Education

Studies in Catholic thought

A major priority for secondary Religious Education has been working towards the implementation of the new NSW Studies in Catholic Thought course for Stage 6 students. It replaces the current diocesan Catholic Studies course.



The new course is based on a Catholic Liberal Arts approach which integrates the various disciplines of history, scripture and text, philosophy, art, music, science to lead into theology, thereby developing in students a holistic understanding of the Catholic Church.

The preliminary course has successfully piloted during the year at St Joseph's High School, Aberdeen. Teachers from other diocesan secondary schools have been busy preparing for the implementation of the course across secondary schools in 2020.

As part of their preparation, they spent two days workshoping the course with Professor Renee Kohler-Ryan from Notre Dame University in Sydney and attending in-service days that were hosted by the Sydney CEO on the different core modules.

The CSO will also be embarking on the revision of the current Stage 5 Religious Education course along the same lines as the new SICT course. A working party of RSCs has been established to begin this work and Stage 5 students and RE teachers have been surveyed as part of the process.

Secondary Religious Literacy

The processes associated with secondary Religious Literacy testing were revised in 2019. This included

a change to the way the results were reported and the establishment of a common standard for Religious Literacy instead of levels of achievement.

Another change was made to the processes of setting and marking the Religious Literacy test instruments through the establishment of separate groups of RSCs and teachers for each and the creation of new roles for overseeing both processes.

The aim of these changes was to both strengthen and streamline Religious Literacy testing in the diocese.

Feedback from all those involved in the new processes for both Years 8 and 10 Religious Literacy has been overwhelmingly positive.

RSCs and Secondary RE

The focus of the work with RSCs has been concentrated on continuing to develop high quality learning in RE and improving student achievement. The ongoing analysis of data from Religious Literacy testing and HSC results was part of this.

The RSC group also worked with Roisin McVeigh in Semester 1 as part of the development of their skills as middle leaders in curriculum.

Several RSC attended the BBI symposium in Sydney in Term 3 which

focused on Moving from Theory to Practice: Religious Education in the Classroom. The symposium provided thought provoking and inspirational presentations and workshops about the challenges of teaching RE today.

Several RSCs and teachers of SoR attended the annual ISRA Studies of Religion in Focus Day in Sydney.

► Leadership in Religious Education

Leadership: Newly appointed Assistant Principal's participated in the three year, 'We are Called, We are Challenged' program: Making Music; Sentinels; Prophets.

The above two programs are grounded in current research on leadership, teaching, theology, doctrine, spiritual and reflective practices and are formal modules for Accreditation E.

One Heart One Soul: In 2019, a framework for faith leadership was developed and began to be rolled out across all levels of educational leadership: The two domains of Proclaim and Encounter were written and delivered in 2019. The final three will continue to be provided across 2020-2022.

Role Statements of Ministry

Coordinators were revised and updated throughout 2019 to reflect the executive nature of their roles.



Quality Learning

A strategic approach to professional and collaborative learning engaged staff from the Catholic Schools Office (CSO) and our schools in 2019. Professional learning opportunities supporting the goals of the CSO 2019 System Annual Improvement Plan included:

- ▶ Evidence-based approaches to Gifted Education – Dr Karen Rogers – offered to all schools
- ▶ The Developing Brain: Translating Neuroscience to Practice – Nathan Wallis – offered to all primary schools
- ▶ Effective Writing – Sheena Cameron and Louise Dempsey – offered to all primary schools
- ▶ Introduction to Our Leading Learning Collaborative – Dr Lyn Sharratt – offered to CSO staff and school principals
- ▶ Growth Coaching Courses including the introduction of the “impact cycle”
- ▶ Transformative Collaboration: Five Commitments for Leading a Professional Learning Community – Gavin Grift – offered to all school leadership teams
- ▶ Making Connections in Mathematics – Katherin Cartwright (Sydney University)
- ▶ Number Talks – Fiona Foley (Maths Association of NSW) –
- ▶ Hosting the 2019 Aboriginal and Torres Strait Islander NSW Catholic Education State Conference, which more than 100 diocesan representatives attended.

CSO initiatives in 2019 to enhance school and teacher effectiveness in

meeting the needs of our students included:

- ▶ Expanding the number of Gifted Education Lead Schools (GELS)
- ▶ Expanding the Gifted Education Virtual Academy
- ▶ Implementing the Successful Foundations Action Research Project
- ▶ Completing an independent review of Aboriginal Education in the Diocese
- ▶ Engaging CSO staff, school leaders and Aboriginal Education staff in a range of diverse cultural and curriculum-focused learning at the diocesan-hosted 2019 Aboriginal and Torres Strait Islander NSW Catholic Education State Conference



- ▶ Commencing a strategic and consistent approach to school and system improvement, based on Dr Lyn Sharratt's research of the 14 parameters
- ▶ Ongoing commitment to the work of our Literacy and Numeracy Action Plan schools in;
 - o instructional leadership K-2
 - o diagnostic assessment K-2
 - o differentiated teaching and learning and tiered interventions K-2
 - o capacity building and professional learning.

Contemporary Learning

Throughout 2019, CSO staff, principals, assistant principals and school co-ordinators engaged in Michael McQueen's Teaching for Tomorrow professional learning sessions, and these presentations explored the following.

- ▶ The five megatrends that will dominate the coming decades:
 - o the age of automation
 - o the demise of driving
 - o a rethink of retailing
 - o a printable world
 - o the triumph of the tiny.

These megatrends are already resulting in disruption-prone professions and creating the jobs of the future

- ▶ The four capability gaps in today's students that may leave them ill-equipped for what lies ahead
 - o self-direction
 - o tenacity and optimism
 - o creativity and originality
 - o acuity including deep knowledge and discernment.

Discussions included:

- the importance of a growth mindset

- the impacts of fatigue, personal expectations and social media
- levels of distractibility and the relegation of imagination.

- ▶ The four key paradigm shifts educators will need to make to remain relevant in turbulent times
 - o content delivery vs capability building
 - o role driven vs relationship driven
 - o expounding learning vs experiencing learning
 - o self-esteem vs self-efficacy.

- ▶ Some of the challenges Mr McQueen presented were highlighted in the following quotes:

- o "Tell me and I forget, teach me and I remember, involve me and I learn." Benjamin Franklin
- o "We don't need schools that

make kids memorize the names of the planets. We need schools that inspire kids to find new planets.” Trish Flanagan

- o *“The most important shift is from students knowing the answer to knowing what to do when an answer isn’t apparent.” Arthur Costa and Bena Kallick*
- o *“The best teachers are those who show where to look but don’t tell you what to see.” Alexandra K. Trenfor*

Gifted Education

Gifted Education Lead Schools

Joining the 21 existing Gifted Education Lead Schools (GELS) in 2019, were:

Holy Spirit, Abermain; Holy Spirit, Kurri Kurri; St Joseph’s, Wingham; St John Vianney, Morisset; St Kevin’s, Cardiff; St Paul’s, Booragul; St Mary’s, Warners Bay; and St Joseph’s, Kilaben Bay. The Gifted Education committees from each of these schools participated in a two-day professional learning course. Gifted Education mentors were trained in understanding their role

and the administration and analysis of identification procedures including cognitive abilities test (CogAT).

Gifted Education Lead Schools Sharing Days 2019

The GELS were congratulated on the professional and powerful action research presentations they shared in November 2019. Schools effectively demonstrated a clear understanding of the system approach to gifted education and its development in their school context. The collation and analysis of a range of data was used to inform and evaluate the school focus for this year.

The light source of St Columba’s, Adamstown

Year 6 student Kai D’Arcy from St Columba’s Primary School, Adamstown, joined the Virtual Academy for the first time in 2019. The program commits to providing high-ability students with learning opportunities to realise their full potential.

As part of the academy’s patterns unit, Kai was asked to choose either a local or global problem and then come up with a solution to that problem using patterns. He chose the local community of his street.

“There are no lights in my neighbourhood,” said Kai. “You can barely see anything. I put out a survey to the people in my street and they all felt we needed a new light.

“This project relates to patterns with sleeping because a lot of people said that if the light was too bright, they wouldn’t be able to sleep.”

To make his street a safer environment and to ensure residents’ sleep was not disrupted, Kai came up with a solar-powered sensor-activated light.

“I designed a new light bulb that is eco-friendly,” said Kai. “It’s solar powered and it has a filter into a water turbine.”

Dubbed “the light source”, Kai’s solution would place a light and sensor on every second pole in his street. The sensor would be able to detect moving cars and turn on the light for 30 seconds.

Kai has found many enjoyable aspects in working as part of the Virtual Academy.

“I’ve learnt a lot more about my computer and how to use it, and how solar energy and hydro energy work,” he said. “Also, the fact that I can talk to other people, all the other students and my online teacher all on my computer. Being able to do this project has showed me that even though I’m only 12, I can make a change.”

Kai’s teacher at St Columba’s, Kate Buchanan Willis, acknowledged his motivation and dedication.

“I was really impressed with the way he surveyed his local street to deal with a local issue and it’s great that he can put all his learning into a local issue and something that he is passionate about and people in his street are passionate about too,” said Ms Buchanan Willis.

“He’s been so self-directed and motivated to solve this problem and to actually do something good for the local community. We’re actually going to send it off to the local council and see what it has to say about it.”

Ms Buchanan Willis has also noticed Kai’s growing confidence since participating in the Virtual Academy.

“He has been able to get in and solve the problem himself,” she said. “He displays self-direction, organisational skills and an ability to contact people to assist him in his learning if he needs to. He has been taking ownership of his learning and finding ways to improve on his own.”



Successful Foundations at St James' Primary School, Kotara South

The Successful Foundations Research Project was a chance to make a change. A chance to think differently and do things differently. It was a chance to challenge old practices and ask why. It was an opportunity to act on current research and put the child first. The Successful Foundations Action Research Project had an overwhelmingly positive impact on us as educators and on the students, who were transitioning from their prior-to-school settings.

St James' Primary School, Kotara South applied for the Successful Foundations Research Project towards the end of 2018. This then impacted the way we began to transition the 2019 cohort of students. We reflected on our practice and as a result took a more play-based approach with a focus on building relationships during this transition period.

At the start of the school year in 2019, we began following the Successful Foundations framework of one hour of play at the beginning of the day for the first five weeks of term. During this time, the children engaged in self-directed play. Teachers observed the children without judgment, while getting to know their interests and strengths as learners and individuals. This time allowed us to build strong connections with the children through viewing them as capable learners who had a lot to offer the class and school community.

Successful Foundations allowed the children to feel settled, happy and confident within the school setting in a shorter period of time. We believe this was achieved through the ability to create deeper connections and relationships.

As well as providing great professional development around play and the early learner for the Kindergarten teachers, Successful Foundations has had a wider and deeper impact. Outside the Kindergarten classroom, Successful Foundations opened the door to introducing play as a pedagogy to the whole staff, and opened dialogue with parents around the importance of developmentally appropriate practice.



It was great to see the schools at different stages of their journey so openly and transparently sharing their data and their learnings. This resulted in an authentic learning experience for everyone. Staff from non-GEL schools, and schools joining in 2020, attended the presentations and were inspired by the work. The system and school approach to gifted education is co-ordinated and evidence based, and is having a positive effect on all our students.

The learning gained will enhance and strengthen the system-wide approach to providing the educational opportunities that our gifted deserve.

It may take a village to raise a child with multiple exceptionalities. Internationally renowned authority on Gifted Education, Dr Karen Rogers, conducted a multi-faceted workshop for diocesan educators in Newcastle in February.

Dr Rogers, Professor of Gifted Studies in Special Education at the University of St Thomas, Minneapolis in the US, led a two-day masterclass on multiple exceptionalities as well as two days of workshops for primary and secondary teachers involved in gifted education.

The two-day masterclass on multiple exceptionalities supported the CSO's working party, which has been developing support documents for teaching staff on identifying and catering for gifted learners who also have a disability.



Dr Rogers' visit offered insights into various approaches to research-based educational decision-making for students with gifts and talents.

Virtual Academy

As part of the system-wide approach to gifted education, a Virtual Academy was established in 2018. The Virtual Academy is an online school program for highly gifted students. It provides innovative and advanced curricula with local, national and global perspectives, beyond the scope of the regular classroom. It allows gifted students to learn with autonomy and to engage with intellectual peers. The academy cohort comprises identified students in Stages 3 and 4 from GELS in the Diocese.

Students work on extended or advanced curriculum outcomes in place of part of their regular class work. The Virtual Academy provides appropriate and authentic learning designed to reflect the complexity of real-life settings, including complex tasks to be investigated over time, and opportunities for students to collaborate. The Virtual Academy students are provided with:

- ▶ part-time placement in a virtual class
- ▶ flexibility of pace in curriculum
- ▶ online, face-to-face group and individual learning sessions
- ▶ personal plans.

Two teachers, based at the CSO, work collaboratively with specialist support to develop units of work and online resources. Units are designed based on a concept and cover a combination of subjects. In December, the students gathered together to share their research and projects with peers, parents and staff. In 2020, another cohort of students will join the academy.

At the Virtual Academy presentation day in December, 50 students from the program presented their projects to panels of experts including Cr Loretta Baker, Mayor of Maitland; Danielle Brownlee, science teacher, All Saints' College, St Peter's Campus, Maitland; Natasha Burns, Children's University Project Officer, Newcastle; Amy Eccleston, HSIE Coordinator, St Pius X College, Adamstown; Bernadette Gibson, Head of Religious Education & Spirituality Services CSO; Paul

Greaves, Assistant Director CSO; Cath Garret-Jones, Professional Officer, Parent Liaison & Resources, CSO; Sandra Kinloch, Learning Technology co-ordinator, St Joseph's College, Lochinvar; Brian Lacey, Assistant Director, CSO; Gerard Mowbray, Director of Schools, CSO; Jessica Moulder, Primary co-ordinator and Gifted Education mentor, St Aloysius, Chisholm; Justin Mahoney, Virtual Academy Educator 2020; Michelle Maartensz, Learning and Audience Development Curator, Maitland Regional Art Gallery; Lisa Peel, HSIE Coordinator, St Joseph's College, Lochinvar; Robert Peers, Principal Coach, CSO 2019; Chris Quinn, Assistant Director, CSO; Christopher South, Visual Design, Visual Art and Photography teacher, All Saints' College, St Peter's Campus, Maitland; Sean Scanlon, Chief Executive Officer Diocese of Maitland-Newcastle; John Tobin, Assistant Director, CSO; and Benjamin van Trier, Senior Education Officer, Resource Link Learning Services, Brisbane Catholic Education.

Education Officer for Gifted Education, Sally Brock, said it was a day to acknowledge and celebrate these



PDHPE develops the knowledge, understanding, skills and attitudes important for students to take positive action to protect and enhance their own and others' health, safety and wellbeing

students as they took the opportunity to discuss their learning and their work with a group of very interested and knowledgeable adults.

From solutions for reducing greenhouse gases and plastic waste, to improving online safety, the care of horses and the accessibility of national sports events outside the major cities, the students all exuded passion and knowledge beyond their years.

Whilst a first for many students, it was a familiar platform for others who have taken every Virtual Academy opportunity to continue pushing their ideas closer to reality.

Virtual Academy educator Rebecca Heath was incredibly proud of the students and their "courage to stand up in front of peers and adults, share their wonderful ideas, overcome their fears, and showcase their gifts".

"The students have taught me so much this year," Ms Heath said. "They give me hope for a future where they are the leaders."

Early Learning

Successful Foundations Action Research Project – an early learning highlight in 2019

The Successful Foundations Action Research Project was launched and trialled with 11 schools across the Diocese. Kim Moroney, Education Officer (Early Learning), designed and wrote Successful Foundations with assistance from education consultant Dr Cathie Harrison to facilitate the implementation of the Early Learning Policy. It implements play as a pedagogy, and self-determined play, to support a positive transition to school for children and their families. Using a strengths-based approach, Successful Foundations supports children's active engagement in play and provides the foundation for innovative approaches to assessment during transition and the first year of school. In particular, it positions teachers as researchers and supports Kindergarten teachers to:



- ▶ build meaningful and responsive relationships with children and their families
- ▶ establish contexts for collaborative play, investigation and learning
- ▶ observe, listen to, document and analyse general capabilities, learning dispositions, skills and knowledge
- ▶ facilitate conversations with children, families and colleagues
- ▶ profile children's strengths, interests and learning needs
- ▶ plan collaboratively for learning.

Successful Foundations reflects the commitment of the CSO and the Diocese to early learners and their positive transition to school. It aligns with the system-wide teaching and learning principles and supports the qualities needed for learning in the 21st century such as curiosity, imagination, creativity, problem solving and collaboration. Successful Foundations is the CSO and Diocese's positive response to the growing evidence, both nationally and internationally, that the first years of life, play and the transition to school have significant impact on

education, wellbeing and subsequent life trajectories (Dockett & Perry, 2014). It is founded on genuine respect for the learner and authentic and respectful relationships between adults and children.

The 2019 Successful Foundations schools include: Holy Spirit, Abermain; St Columba's, Adamstown; Rosary Park, Branxton; St Patrick's, Cessnock; St Aloysius, Chisholm; St James', Kotara South; St Patrick's, Lochinvar; Holy Family, Merewether Beach; St Joseph's, Merewether; Our Lady of Victories, Shortland; and St Mary's, Warners Bay. The Kindergarten teachers at each school committed themselves to action research and collaboration with Ms Moroney as co-participant and co-researcher.

The outcomes of the project were overwhelmingly positive. In her full report of the trial, Dr Harrison wrote: "The Successful Foundations Action Research Project has been perhaps the most significant research project I have been involved in during the past 30 years. The results have far exceeded the scope of the project and surpassed expectations in range and depth.

"Successful Foundations Action Research was adopted at the end of 2019 as system direction for future years."

PDHPE Curriculum Initiatives

In 2019, all primary schools across the Diocese prepared for the implementation of the new NSW Personal Development, Health and Physical Education (PDHPE) K-6 syllabus in 2020.

PDHPE develops the knowledge, understanding, skills and attitudes important for students to take positive action to protect and enhance their own and others' health, safety and wellbeing in varied and changing contexts. Physical education is fundamental to the acquisition of movement skills and concepts to enable students to participate in a range of physical activities confidently, competently and creatively. (NSW Physical Education, Health and Personal Development K-6 Syllabus (2018) Rationale)

To support schools in preparing to teach from the new syllabus, the following professional learning opportunities and resource materials were offered to all primary schools in 2019.

Professional Learning Offered to Schools

- ▶ Unpacking the new Personal Development, Health and Physical Education syllabus, presented by Nadene Kennedy, curriculum writer and adviser for the NSW Education Standards Authority (NESA) and the Australian Curriculum Assessment and Reporting Authority (ACARA). All schools were represented at this professional learning.
- ▶ MNLearn NESA-accredited online course for teachers to work through to familiarise themselves with the key points of the Personal Development, Health and Physical Education K-6 Syllabus. This course was designed to be presented as a two-hour whole-staff professional learning opportunity.

Scope and Sequence and Unit Writing

As part of the implementation process, a team of 18 teachers from around the Diocese received further professional learning in developing scope and sequence and units of work. The team developed sample scope and sequence and units of work in Personal Development and Health and in Physical Education, which are available for all schools.

Resources Developed

- ▶ K-6 Personal Development, Health and Physical Education Sample KLA Policy and Procedure
- ▶ K-6 Personal Development, Health and Physical Education Sample Scope and Sequence
- ▶ K-6 Personal Development, Health and Physical Education Sample Units of Work





Quality Teaching

Early Career Teachers

Throughout 2019, education officers continued working with early career teachers (ECTs) towards accreditation at Proficient Teacher with NESAs. The CSO provides a high-quality growth and development program designed to help our ECTs thrive in their chosen profession. This program supports them as they continue developing a deeper understanding of the Australian Professional Standards for Teachers, and build the knowledge, skills and understanding expected as they move from graduate to competent and effective, proficient teachers. Dedicated CSO Education Officers Teacher Accreditation mentor and support the ECTs throughout the program.

In 2019, the CSO Growth and Development program comprised the following elements.

1. Orientation

Providing an orientation for ECTs to the CSO and teacher accreditation is an important step to ensure they have access to the information and support they need to commence work in our schools.

Orientation includes a one-day workshop at the CSO to familiarise ECTs with the key personnel working with schools, complete an online orientation to teacher accreditation and to gain an understanding of the Growth and Development Program.

2. Mentoring

Experienced teachers mentor the ECTs in school, which establishes a foundation of ongoing growth and development. This structured support assists the ECT to meet NSW Education Standards Authority requirements of accreditation at Proficient Teacher. Mentoring develops and refines teaching knowledge, skills and practice before the formal accreditation submission.

The provision of release time for the mentor and ECT makes an important statement about the value of this work and its significance. The mentor and ECT ensure effective use of this time. They draw up a program that matches the professional demands of the school year and priorities for development of



the ECT. The mentor is conscious of the developmental nature of this process, knowing when and what to address at a particular time. The allocation of 0.05 FTE (pro rata for part-time teachers) release is provided for each ECT in their initial year of service and 0.05 FTE (pro rata for part-time teachers) release is provided for each mentor.

3. Professional Learning

The CSO provides professional learning to support the school and the ECT. The focus for the professional learning for mentors is on mentor training at the beginning of each year. A mentor/mentee day later in the first year provides an in-depth look at the accreditation process and documentation.

For the ECTs, professional learning is delivered over a two-year period and covers topics such as behaviour management, pedagogy, planning and programming, health and well-being, working with parents, and the mentor/mentee day.

Professional Learning and Maintenance of Accreditation

Throughout 2019, the Education Officer (Teacher Accreditation) worked with schools to examine their professional learning plans for the year and identify activities that could be registered with NESAs. This practice provides valuable NESAs-registered professional development hours for the teachers and assists them in maintaining their teacher accreditation.



Mentoring develops and refines teaching knowledge, skills and practice before the formal accreditation submission.

Teacher Scholarships

Each year, the CSO offers up to five scholarships to current Year 12 students in our schools who intend to commence undergraduate courses in teacher training the following year.

Scholarships are awarded to Catholic students based on academic performance, including HSC results, suitability to be a quality professional in Catholic schools, and school recommendations. Further consideration may be given to a particular key learning area identified at the time, for example, Mathematics, Physics or Studies of Religion.

This scholarship provides a total benefit of up to \$7,000 per recipient, delivered in five lump-sum payments over the course of four years. Scholarship recipients also receive an internship in a targeted diocesan school, priority interviews for employment on completion of studies, support and advice with regard to Accreditation to Work, Teach and Lead (formerly Faith Accreditation), and professional assistance with writing applications to schools and preparing for interviews.

In 2019, a total of 25 students participated in the scholarship program. Eight scholarship students graduated from university. All eight students gained teaching positions in the Diocese for 2020. Four were chosen as targeted graduates and were given placements in our schools at St Joseph's Primary School, Merriwa; St Joseph's College, Lochinvar; and St Joseph's High School, Aberdeen.



NSW Aboriginal Education Conference

The Diocese of Maitland-Newcastle with Catholic Schools NSW hosted the 2019 NSW Aboriginal Catholic Education Conference at the Crowne Plaza, Hunter Valley, in September, with more than 500 delegates in attendance.

The theme “Punaal, Ponte-Boone, Baiamie – Spirit of Sun, Moon and Creator” was inspired by the stories of our beautiful region, which is rich in culture, ritual, ceremony, language and connection to country. Punaal the sun spirit symbolises life, energy, force, strength, power, and rebirth just as the yellow on our Aboriginal flag represents the sun – the giver of life. Ponto-Boone the moon spirit symbolises intuitive thinking as well as emotions – the moon is a soul mate to water. The moon is a divine matron of all sea creatures and nocturnal animals and also the queen of the night. Baiamie, our Creator Spirit “conveys stories of the creation of the landscape” (Wonnarua Elder, James Wilson-Miller). The Wonnarua believe Baiamie also created the spirit Kawal (eagle), who is thought to keep watch over them today. Mr Wilson-Miller describes Baiamie as the most significant of all for Wonnarua descendants. “Baiamie Cave represents the very beginning of all creation and spirituality, the very essence of our existence,” he said. “Baiamie lives in all of us.”

As Catholics, this echoes the words of Saint Paul: “You must know that your

body is a temple of the Holy Spirit who is within – the Spirit you have received from God.” (Corinthians 6:19).

Catholic Schools NSW is having a powerful impact on the educational outcomes of our Aboriginal and Torres Strait Islander students, as the numbers increase every year. The 2019 conference provided the ideal forum to celebrate these achievements, share innovation, and opportunities to further the background and understandings for this area. It also explored how to best support our students.

Director of Schools, Gerard Mowbray, set the agenda for the conference with his opening remarks about providing the best learning outcomes for indigenous students in Catholic schools.

“We must create a culture of high expectations and learning growth for Aboriginal and Torres Strait Islander students,” Mr Mowbray said. “The learning gap is still readily evident and confronts us to unlock solutions that will be relentlessly pursued. We are committed to building whole-school awareness of closing-the-gap initiatives. We continue to champion reconciliation.”

The Diocese of Maitland-Newcastle now has 57 schools and educates 19,600 students including 1301 Aboriginal and Torres Strait Islander students. While the state average indigenous population is 3.3 per cent, in our Diocese the average population in our schools is 6.2 per cent. Schools’ employees include more than 50 identified Aboriginal personnel, as well as 95 staff members specifically working in the area of Aboriginal education.





Student Wellbeing

With the new PDHPE syllabus being implemented, five of our secondary schools took up funding from Transport for NSW to embed road safety into their programs. The PDHPE faculties from San Clemente High School, Mayfield; St Mary's Catholic College, Gateshead; St Bede's Catholic College, Chis olm; St Catherine's Catholic College; Singleton and All Saints' College, St Peter's Campus, Maitland worked on the content strand "Healthy, Safe and Active Lifestyles" with a focus on road safety.

These units of work aim to develop and strengthen students' self-management skills to improve their ability to control their behaviour, manage and cope in stressful pedestrian and passenger situations and to take personal responsibility for their actions. Self-management skills include decision-making, problem-solving and help-seeking skills, which are important for managing healthy, safe and active lives. There is a particular focus on travel safety, for students to devise a plan to assume responsibility for their own road safety and to support the road safety of others. With land transport accidents the leading cause of death for

one-14-year-olds and second leading cause of death for 15-24-year-olds, road safety is an important part of the curriculum. Pedestrian casualties occur predominantly on school days but rarely in active school zones, so students need to strengthen their independent decision-making skills to empower them to make safe choices.

Sporting News Primary

The talent in our primary schools was highly evident again this year with more than 100 students being selected in the NSW Polding team. Almost every pathway sport had a Maitland-Newcastle representative in a Polding team. These students were successful in representing their school, region, Diocese and then the NSW Catholic Polding team, and were presented with a medal.

Some of these students continued to excel in their chosen sport and were rewarded with a place in the NSW PSSA team to go to School Sport Australia. These exceptionally talented athletes are the best in NSW for their age group:

- ▶ Samuel Govender – athletics (St Mary's, Warners Bay)
- ▶ Zachary Yurisich – AFL (St Mary's, Warners Bay)
- ▶ Phoebe Doran – cross-country (St Joseph's, Charlestown)
- ▶ Oscar Cockle – football (St Joseph's, Merewether)
- ▶ Eve Howard – football (St James', Muswellbrook)
- ▶ Angus Anson Smith – hockey (St James', Kotara South)
- ▶ Kathryn Stuart (teacher) – softball coach (Our Lady of Lourdes, Tarro).

Secondary

More than 100 talented secondary students from the Diocese were selected in NSW Combined Catholic College teams this year and they represented with pride and ability.

Further representative honours were achieved with an outstanding nine students named on the 2019 NSW All Schools Honour Roll. They include Kalani Bates for AFL (St Catherine's, Singleton), Michael Walker for basketball (St Pius X, Adamstown), Blake Archbold



for football (All Saints' College, Maitland), Pyper Hollis for golf (St Clare's, Taree), Grace Wrixon for softball (St Mary's, Gateshead), Charlie Hawke for swimming (St Francis Xavier's, Hamilton), Billy Moody also for swimming (St Catherine's, Singleton), Tyla Brown for touch (St Joseph's, Aberdeen) and Marnie Fullerton also for touch (All Saints' College, Maitland).

Impressive swimmer Charlie Hawke was also acknowledged for his leadership skills when he was named vice-captain for the 2019 NSW Schools Sports Association Swimming team at the School Sport Australia Swimming Championships in Melbourne.

Leroy Reid from St Francis Xavier's College, Hamilton and Liam Fairweather from All Saints' College, Maitland represented NSW as part of the state team at the 2019 Australian All Schools Track and Field Championships. Both performed superbly for NSW with Leroy winning silver in the U18 200m and in the medley relay. These boys are ones to watch in the future.

Rugby league has always been a strength in our region, and another talented Diocese student was honoured when Mitchell Black from St Mary's Catholic College, Gateshead was included on the Australian Representative 2019 Honour Roll. The talented hooker had an outstanding year in which he was selected in the Australian Schoolboys team after captaining NSW Combined Catholic Colleges at the Australian Championships. His talent and dedication to rugby league was further rewarded with selection in NSW Under 18s team, which was picked from the NRL's SG Ball competition. He played a pivotal role in NSW's game against Queensland in the curtain-raiser to State of Origin 1 in Brisbane.

Tyla Brown from St Joseph's High School, Aberdeen is another outstanding young athlete and she shone in the sport of touch football. Her skills were recognised with selection in the Australian 15 years side. After playing an instrumental role at the NSWCCC Championships, which the Diocese hosted at Nelson Bay, selectors recognised her talent

and she was named in the NSWCCC side to represent at NSW All Schools. Australian selection came after great displays in this very competitive environment.

Five of the most talented students from the Diocese were named to receive a prestigious NSW Blue Award. These awards celebrate and recognise the best sporting achievements of Catholic secondary students throughout NSW. Pyper Hollis from St Clare's, Taree, received hers for golf, Mitchell Black from St Mary's, Gateshead received his for rugby league, Charlie Hawke from St Francis Xavier's, Hamilton received his for swimming and we had two students receiving a bar award. Leroy Reid from St Francis Xavier's, Hamilton received a bar for athletics and Michael Walker from St Pius X, Adamstown received a Bar award for basketball. A Bar is awarded when the student has previously been awarded a Blue and has continued to excel in their sport. They attended a NSW Blue Award ceremony at Star of the Sea School in Wollongong at the start of the 2020 school year.



Yula-Punaal Trade Training Centre

An Aboriginal Education initiative, the Yula-Punaal Trade Training Centre (TTC) is situated in Morisset and operates in partnership with the CSO. In 2018, a number of Year 11 and 12 students from our diocesan secondary schools continued on the attainment of Vocational Education and Training (VET) competencies related to Certificate II in Conservation and Land Management.

Students attend Yula-Punaal for on-site practicals and theory. Given the location and staffing of the centre, students had the opportunity to connect to country – the cultural term used when talking about Aboriginal land – and develop deeper understandings of the land through their work on conservation and land-care management. As an added bonus, friendships and cultural connections flourished in this environment.

Conservation and land management are integral parts of Yula-Punaal, as is the traditional way the ancestors looked after country.

“We all have a responsibility and obligation to conserve and maintain places of significance. That’s what we want this place to be about – a place

of learning, culturally and educationally, preserving and conserving our environment and encouraging native flora and fauna.”

Concurrent with the Yula-Punaal VET program, students from Years 7 to 10 were able to regularly participate in a cultural immersion program. An example of this was the “Speaking in Colour” initiative, which introduces students to traditional land-management and cultural practices.

This not only provides students with the opportunity for a deeper understanding and appreciation of conservation and preservation of land management and all that it involves, but also provides students who may be struggling in mainstream classes with an opportunity to take time out and find their confidence.

Although students do not need to be of Aboriginal heritage to be a part of the Yula-Punaal program, cultural identity is a key element.

The CSO is planning to revitalise the program and hoping to employ a qualified Aboriginal and/or Torres Strait Islander person to oversee the course and program in 2021.



Vocational Education and Training (VET)



In 2019, 290 Year 12 students achieved nationally recognised qualifications in Vocational Education and Training courses delivered in our schools.

The following table outlines the detail of those qualifications. A Statement of Attainment is awarded to students who meet some of the unit of competency requirements for the course. The full qualification is awarded to students who meet all unit of competency requirements for the course. Note: NESAs has determined that in some courses the expected outcome will be a Statement of Attainment.

Nineteen of our students completed a school-based traineeship or apprenticeship (SBAT) as part of their HSC in qualifications such as Retail

Services, Rural Operations, Warehousing and Health Services Assistance. Students from our schools have been selected for a pilot SBAT program in Certificate III in Early Childhood Education and Care in partnership with St Nicholas Early Education and St Nicholas Pathways, commencing in 2020.

In 2019, two teachers sought VET training in Live Production and Services, enabling St Joseph's College, Lochinvar, to extend its VET offerings for 2020 to include Entertainment in Stage 6.

Two students from St Mary's Catholic College, Gateshead achieved recognition for winning a silver medal at the Australian Culinary Federation National Secondary Schools competition held in Canberra.

Closer links with the Training Services NSW Project Officer for Regional Industry Education Partnerships resulted in student involvement in a pilot program to immerse young people in aged care. It is part of an innovative work-experience program run in conjunction with Maroba Caring Communities in Waratah.

Course Name	Qualification achieved	
Business Services	Certificate II in Business	35
	Statement of Attainment towards Certificate II in Business	6
Construction	Certificate II in Construction Pathways	40
	Statement of Attainment towards Certificate II in Construction Pathways	19
Electrotechnology	Certificate II in Electrotechnology (Career Start)	5
	Statement of Attainment towards Certificate II in Electrotechnology (Career Start)	5
Entertainment Industry	Certificate III in Live Production and Services	6
	Statement of Attainment towards Certificate III in Live Production and Services	7
Hospitality	Certificate II in Kitchen Operations	87
	Statement of Attainment towards Certificate II in Kitchen Operations	17
Metal and Engineering	Certificate I in Engineering	5
	Statement of Attainment towards Certificate I in Engineering	2
Primary Industries	Certificate II in Agriculture	6
	Statement of Attainment towards Certificate II in Agriculture	2
Retail Services	Certificate III in Retail	1
	Statement of Attainment towards Certificate III in Retail	24
Sport Coaching	Certificate II in Sport Coaching	20
	Statement of Attainment towards Certificate II in Sport Coaching	3



Leadership Initiatives

The CSO strives to develop leadership capacities that will create and sustain vibrant and dynamic faith and learning communities. Leadership is a key component of the System Strategic Plan. This plan aims for positive, proactive and collaborative leadership that aligns with system priorities and leadership standards.

The 2019 portion of the 2017–19 System Strategic Plan, “Disciples, Learners and Leaders”, in the area of leadership included two main components that were evident throughout the cycle.

DOMAIN PRIORITY 1: Leader Capacity

- ▶ 3.1 Renewed leadership formation opportunities that enhance the capacity of school and system leaders.
 - ▶ 3.1.1 Implement opportunities for beginning and emerging leaders in faith and other leadership domains.
 - ▶ 3.1.2 Provide professional learning to develop, implement and enhance the use of PLC and coaching in and between schools in 2019.
 - ▶ 3.1.3 Formal evaluation of the impact of PLC and coaching in schools.

DOMAIN PRIORITY 2: Leader Wellbeing

Priority 2 in this domain involved the ongoing wellbeing needs of leaders:

- ▶ 3.2 A system-wide approach to principal wellbeing.
 - ▶ 3.2.1 Implement a suite of strategies to respond to the identified wellbeing needs of principals.

The CSO undertook several initiatives in 2019 to achieve these leadership goals for the system.

In 2019, the Faith Formation Program for system leaders was delivered at the Senior Leaders Retreats, which were well attended by principals and assistant principals and included:

- ▶ Phase 1 Making Music: Wednesday 11 September – Friday 13 September
- ▶ Phase 2 Sentinels: Wednesday 14 August – Friday 16 August
- ▶ Phase 3 Architects: Wednesday 4 September – Friday 6 September.

The Terms 2 and 3 Regional Executive Meetings in 2019 were held over two days in June and September. Solution Tree delivered these workshops to



Professional learning is delivered over a two-year period and covers topics such as behaviour management, pedagogy, planning and programming, health and wellbeing, working with parents, and the mentor/mentee day.



The group established leadership professional development offerings for 2020 onwards for support staff, teachers, middle leaders and senior leaders.

school executive teams and focused on ensuring all system schools had a common understanding around the “what” and “how” of professional learning community (PLC) processes. Schools participated in a PLC survey to assess their strengths and areas for growth and were supported in developing action plans aligned to their school improvement goals with a focus on “next steps”.

The Leadership Strategy Committee consisted of representatives from schools and the CSO and met twice a term to discuss succession in diocesan schools. The group established leadership professional development offerings for 2020 onwards for support staff, teachers, middle leaders and senior leaders. Findings from a survey conducted in 2018 that asked staff to identify further training they required for their roles informed these offerings.

The committee also began development of a Leadership Framework for the system, which uses levels to clarify expectations of roles and leadership behaviours. The Leadership Framework uses a common language for all CSO and system staff and provides a structure to support the professional growth and career paths of existing and aspiring leaders.

Through informing the design of professional development pathways, the Leadership Framework together with appropriate professional support will attract more staff to leadership roles and support conversations regarding effective leadership.

A web page outlining the Leadership Framework will be created in 2020 to guide staff in their selection of leadership pathways with links to professional learning appropriate to and reflective of career stage and experience.

Leadership Strategy Committee drives Leadership Coaching Program

Following on from the 2018 trial of part-time principal coaches, in 2019 our principals were supported by two full-time principal coaches and a full-time middle leadership coach. Our coaches aim to provide a cohesive approach across programs offered with a shared language and a uniform approach to supporting all leaders, ranging from those new to leadership to our most experienced.

At the core of the Leadership Coaching Program is the desire to further build the collective capacity and shared commitment of all school leaders in positively influencing student outcomes. Coaches serve as trusted colleagues and co-learners with principals and middle leaders. Coaches are highly proficient and experienced educational leaders who possess a high level of professional competency across a range of key areas and demonstrated record of excellence in leading school improvement.

Robert Peers joined the Diocese as principal coach from Our Lady Star of the Sea school in Terrigal, and Sidonie Coffey, a long-serving and deeply respected leader in our Diocese, mentored beginning principals while still serving as principal at Holy Family, Merewether Beach.

The principal coaches visited schools to meet principals and get to know their school context and to identify their opportunities and challenges.

The Good to Great Program for experienced principals, run by Mr Peers, aimed to support principals in delivering organisational effectiveness, quality teaching and in developing healthy, sustainable leadership practices.

Both Mr Peers and Ms Coffey delivered the Beginning Principals Program, helping to build the leadership capacity of all newly appointed principals in their first year of principalship, enabling them to explore strategies for self and school improvement.

In November 2019, a full-time position was advertised for the role of Principal Coach. This role aims to support principal wellbeing by assisting beginning principals to develop the mindset and capabilities that result in organisational effectiveness, quality teaching and healthy, sustainable leadership practices. The Principal Coach will also work with nominated principals to specifically focus on delivering the teaching and learning component of their strategic plan and to enhance their professional practices as identified in the Australian Standard for Principals. Three programs will be provided going forward including Beginning Principals, Good to Great (for experienced principals), and Leaders Shadowing Leaders, which helps link our beginning and experienced principals together and build collaboration and best practice across our system of schools.

The coaching model extends beyond senior leadership to aspiring leaders in the middle leadership domain with Roisin McVeigh as Middle Leader Coach continuing on the foundations established in the latter half of 2018.

In 2019, Ms McVeigh worked with beginning middle leaders including assistant principals and year co-ordinators to support their work as educational and pedagogical leaders, and also ran a whole-school leadership coaching program that included roles and responsibilities of leaders and teams, driving the school improvement plan and creating a culture of accountability and improvement.

Ms McVeigh is a great advocate of Alma Harris’s argument that “without question, middle leaders play a pivotal role in securing better learning outcomes for young people”. She has a keen interest in building the capacity of our middle leaders, many of whom will be our future principals.

The Middle Leadership programs developed for co-ordinators and assistant principals in 2019 included What is Leadership, Leading Authentic Learning, and Leading a Highly Effective Team.



Transparency and Accountability

Capital projects

The Catholic Schools Office (CSO) in the Diocese of Maitland-Newcastle is committed to providing high-quality Catholic education. The CSO recognises that school facilities must be monitored, maintained, upgraded, and expanded to enable the delivery of first-rate programs integral to this commitment. Thus, the need for capital works projects is a recurring one, either to provide additional infrastructure for increasing enrolments, or to upgrade, adapt or maintain existing facilities.

To meet the growing demand for Catholic education, the Diocese is investing in new schools and extending and refurbishing existing schools that are home to 11,136 primary and 8,373 senior students.

The projects align with the strategic direction of the Diocese to ensure our Catholic schools can boast facilities that are highly effective for student engagement and learning, as well as offer effective and aesthetically pleasing workspaces for staff.

The Diocese aims to provide modernised and environmentally sustainable infrastructure that assists with the ongoing delivery of contemporary curriculum, the management of schools including strategic planning and site acquisition, the ongoing maintenance of existing facilities, master planning, and attention to Work Health and Safety issues.

Expansion schools

St Joseph's College, Lochinvar

As a result of QOH Architects' master-planning exercise in 2018, it was determined a deficit of general learning areas (GLA) was contributing to the use of large portions of the resource centre as a default teaching space. An increase in student numbers in 2019 exacerbated this issue.

As an alternative to demountables, in Term 1 of 2019 a compressed

construction project co-located and refurbished several underused existing areas, creating additional spaces. This work commenced the implementation of the masterplan and avoided spending funds on temporary buildings.

The plan included refurbishment of existing facilities including the hall, the large GLA, the counsellor's office, the existing GLA, and teachers' amenities, to create 10 GLA spaces.

Works included structural alterations, new linings, lighting, AV, comms, security, air-conditioning, acoustic treatments, and upgrade of existing stairs to meet National Construction Code (NCC) requirements.

The design development commenced in October 2018 and construction was completed in January 2019.



Rosary Park Catholic School, Branxton – Stage 3

Rosary Park Catholic School is situated on the edge of Huntlee Estate, a new “village” that is home to an increasing number of our students and which continues to grow. On completion, the estate will comprise four residential villages covering a 200ha town centre and will be about the size of the town of Singleton.

Rosary Park became a K–6 school on the current site in 2011 when only a few buildings had been completed – administration, library, and four classrooms. Enrolments since 2011 have continued to grow and there are now more than 300 students in 13 classes.

The school will have two full classes for Kindergarten 2021 (with a wait list). Nine of the 13 classes will be housed in

demountables up until the completion of this project.

Eight new classrooms will be built simultaneously in two separate sites within the school with four classrooms on each of these sites. Landscaping between the two sites includes a stage area, seating, and a sandpit.

The project commenced in October 2019. These eight new classrooms will provide the school with modern spaces for varied contemporary learning opportunities.

St Bede’s Catholic College, Chisholm

The intention of the Pre-Stage 2 works was to provide facilities in temporary buildings to allow for the onsite delivery of the Year 9 curriculum. The project was needed due to a 12-month delay in the funding application and

development of Stage 2. The Stage 1 building was only intended to service Years 7 and 8 as part of the foundation of St Bede’s. Specialist teaching spaces were provided within Block B (second stage of construction).

Works included the installation of a temporary canteen building (including associated services), science laboratory (with science preparation and stores) and two practical TAS spaces, with associated storage and staff areas. Ancillary works included walkways, ramps, stairs, and landscaping.

Design works started in December 2018, focusing on the canteen space for use for Term 1, 2019. The works for science and TAS were undertaken throughout the year, with completion in July/August 2019.

The project provided specialist teaching facilities for students moving into Year 9,



as well as additional teaching areas for the Year 7 and 8 cohorts. The canteen project removed the need to rely on the neighbouring primary school's facilities.

The photo shows the inside of the TAS space.

Catherine McAuley Catholic College, Medowie

An Aboriginal archaeological survey commenced in August 2019 and was expected to be completed by December 2019. Site establishment and bulk earth works began on 28 November 2019.

All Saints College, St Mary's Campus, Maitland

The Learning Hub project involved creating a new, modern collaborative area that students and staff could use as a meeting, study, tutorial, performance, and/or social space. The school wanted to reactivate this

underused section of the site and create an adult learning space that catered for students preparing for their HSC.

The revitalised area has encouraged students to take advantage of a space that was previously not exploited. It allows for study, collaboration, and tutorials, putting an emphasis on St Mary's Campus being a young adult learning centre. The Learning Hub is also used for small group performances.

St Joseph's High School, Aberdeen – Stage 2

A project six years in the making was officially opened on Tuesday 11 June 2019 by Barnaby Joyce at a special ceremony and blessing to acknowledge the significant milestone. The venture is part of the Diocese's ongoing investment in the overhaul of existing Catholic schools to enhance the learning environment for students and staff.

The building program included extensions to the school's Moylan Hall to cater for increased student numbers. Other buildings updated and renovated include a new administration centre, staff offices, learning support, hospitality, technics and visual arts areas, as well as a new canteen.

School principal Robert Holstein paid tribute to the staff and students who now can finally see the reward for years of "carrying on as normal" while the major building works continued. He said the whole school community would benefit from the upgrade.

San Clemente High School, Mayfield

This project includes the construction of a new multipurpose hall and associated learning spaces as well as fitness classrooms, hall storage space, toilets, kitchen, and a lift to provide improved accessibility across this multi-level campus. This project will also involve the refurbishment of food technology space, staff work area and pupil facilities.

The Multipurpose Centre is designed and built to serve 21st century learning for students from Year 7 to Year 10. It provides a comprehensive multipurpose facility and associated learning spaces, allowing for more community/family involvement such as open evenings and information events. State-of-the-art technology and equipment have been incorporated as well as sound features to allow for CAPA performances.

The opening was held on Friday 22 November 2019 with special guest Senator Perin Davey.

Right: The new multipurpose centre at San Clemente High School, Mayfield

St Therese's Primary School, New Lambton

This project was proposed as a result of the school reaching its use-by date. Some of the more than 75-year-old buildings were in disrepair and filled with dry rot. There was also a great deal of asbestos throughout the buildings, and the toilets were in major need of repair.

The school had grown from 200 students in 2000 to more than 600 in 2018 and it was decided to rebuild to meet future demand.

Due to heritage issues, a new design had to be developed and approved. After a delay of three months, Stage 1 of the Building Project commenced in May 2019.

During Stage 1, grouting of the mines located throughout New Lambton was undertaken. This process took an extra seven weeks more than was anticipated and added \$400 000 to the cost.

Stage 1, consisting of nine learning areas, a new playground area, and the demolition of existing learning areas, was completed in December 2019.



St Patrick's Primary School, Lochinvar – Stage 2

The three-stage build at Lochinvar was to cater for increasing enrolment demand. Construction began in July 2019 and included the following scope of works:

- ▶ 3 x new pods for Years 2, 3 and 4
- ▶ demolition of the old Year 2 demountable block behind the hall
- ▶ demolition of the old demountable block between the hall and permanent classrooms
- ▶ demolition of library log cabin block
- ▶ refurbishment of the old administration block to repurpose as St Nicholas OOSH

- ▶ establishment of new outdoor creative play spaces and learning areas (three locations)
- ▶ extension of covered walkways
- ▶ a paved footpath connecting the hall carpark and the administration block
- ▶ re-establishment of paths
- ▶ extension of the visitor and short-term car park off the New England Highway
- ▶ establishment of turf/grass and gardens.

The project also provided a contemporary, flexible classroom spaces for three grades (nine classes).



Minor capital works and major maintenance projects

Throughout 2019, the diocesan Property and Facilities team had a significant log of work to ensure the demand for school upgrades and development of facilities were effectively maintained and developed. Projects included:

- ▶ St Columba's Primary School, Adamstown: demountable relocation, toilets refresh
- ▶ Rosary Park Primary School, Branxton: asset protection zone clearing
- ▶ St Laurence Flexible Learning Centre, Broadmeadow: copper piping replacement
- ▶ St Kevin's Primary School, Cardiff: roof re-sheet, toilets refresh
- ▶ St Aloysius Primary School, Chisholm: block E water leak
- ▶ St Joseph's Primary School, Denman: toilets refresh
- ▶ St Benedict's Primary School, Edgeworth: sewer in OOHS canteen
- ▶ Holy Name Primary School, Forster: tree lopping
- ▶ St Mary's College, Gateshead: switchboard upgrade
- ▶ St Joseph's Primary School, Gloucester: structural repairs to library
- ▶ St Francis Xavier's College, Hamilton: remedial science building, concrete cancer Block G
- ▶ Holy Spirit Primary School, Kurri Kurri: demountable relocation.

Student amenities refreshes/refurbishments/rebuilds

Scheduled in 2019:

- ▶ St Columba's Primary School, Adamstown
- ▶ St Paul's Primary School, Booragul
- ▶ St Joseph's Primary School, Bulahdelah
- ▶ St Joseph's Primary School, Gloucester
- ▶ St John's Primary School, Lambton
- ▶ St Dominic's Centre, Mayfield
- ▶ Our Lady of Lourdes Primary School, Tarro
- ▶ St Pius X Primary School, Windale

Risk Management

The CSO Leadership Team (CSOLT) continued to monitor and mitigate risk for the system and its schools. This was further developed and enhanced through continued work with the shared service Compliance, Legal and Risk.

Partnering with HR, in particular its Safety and Wellness Team, and in consultation with the Diocesan Complaints Manager, each CSOLT member managed and identified significant risk and implementation of a risk action plan as per the Mitigating Actions Dashboard.

The structured process of review of enterprise risks continued. Risk leaders monitored and reported to the CSOLT on emerging and current exposures and actions (risk treatments) proposed for implementation in the following year.

Updates to the CSO risk register occurred following CSOLT consideration including risk descriptions, accountabilities and risk review timetable, as appropriate. Risk record reports for each enterprise risk were completed with risk causes, consequences and strengths from the existing CSO risk register.

Review of enterprise risk informed 2020 strategic planning and resource prioritisation at organisation level.

Risk Committees

The CSO Risk Steering Committee met in the first half of 2019 and reported to the Governance and Risk Management Committee on risk matters in schools. The committees provided key recommendations for the CSOLT to consider and assisted in identifying key actions for the CSO LT in the management and mitigation of risk for the system.

Each quarter, the chair of the CSO Risk Steering Committee provides a Risk Report to the Diocese of Maitland-Newcastle Risk and Audit Committee. Reporting included data on complaints, significant risks, safety and wellness and WHS.

These committees worked with the new shared service for Legal, Compliance and Risk to do a needs analysis of the team's risk management going forward.

At the end of 2019, the decision was made to dissolve the CSO LT Risk Steering Committee and to amalgamate its functions into the CSO Governance and Risk Management Standing Committee.

Risk Management in Schools

The Policy and Compliance Officer, CSO, and later in the year the Risk Manager from the new Compliance, Legal and Risk shared service provided

one-on-one training for school-responsible persons as required, which built on previous risk training offered and included the required annual update of the school's risk register.

Schools also have regular engagement with the WHS team. New shared diocesan tools for WHS for reporting and monitoring were introduced and the WHS team worked with principals on the new matrix and on gaps identified by WHS audits.

The CSO Risk Steering Committee provided the CSNSW Schools Emergency Management Manual to schools and worked with the WHS team on creating awareness of the need for emergency management procedures in schools.

COSI: School Compliance and Improvement

NSW Education Standards Authority (NESA) monitors the Catholic Schools Office's registration and accreditation requirements, as per the Education Act 1990. The main purpose of registration is to ensure that the requirements of the Education Act are being, or will be, met. The main purpose of accreditation is to ensure that the requirements for the Record of School Achievement and/or the Higher School Certificate are being, or will be, met.





This will improve data quality and open opportunities relating to the access of student information.

The Continuum of School Improvement (COSI) is the Catholic school system's response to addressing the dual purposes of effectively satisfying the expectations of NESA, government and sector authorities, as well as providing a model by which schools may be actively driving school improvement in order to optimise high-quality student learning.

The great challenge in education is to have schools on continuously improving cycles. Our Continuum of School Improvement (COSI) cycle ensures the compliance demands on schools is met but that there is greater focus on evaluating the quality of learning and the emphasis on growth in students. This is enabled through a number of key components of COSI, namely the Curriculum Focus Day, Community Consultation and both the Self and External Review processes.

Aligned with COSI are our staff professional goals and the school's professional priorities, an outcome of the above plans. All of these elements provide a line of sight where they are seen as part of the one whole and ensure that schools operate from a position of great strength. Validation processes inform the continual momentum whereby a school builds and/or redefines its strategic direction published in its Strategic (three year) and School Improvement (one year) Plans.

Validation across the six-year COSI cycle occurs in diocesan schools in the areas of:

- ▶ **Catholic Formation and Mission** (primary and secondary)
- ▶ **Curriculum**, inclusive of RE (primary and secondary) – in 2019, secondary curriculum subjects validated were Modern History Stage 6, Engineering Stage 6,

English Stage 6, Chemistry Stage 6, PD/H/PE and Sports Studies Stage 4 and 5 and Visual Arts Stages 4, 5 and 6. In Primary, the KLA of English Stage 2 and Science and Technology Early Stage 1 were validated.

- ▶ **Non-Curriculum** (Safe and Supportive environment incorporating discipline, attendance, finance, staff, governance, child protection and building and facilities)
- ▶ **WHS** (the conclusion of the external audit and the introduction of the Safety and Wellness school calendar)

The system also has in place school visitation and informal monitoring outside phases of formal monitoring in the above areas that provides school advice, support and direction. This is complemented with additional professional learning and training in areas such as mandatory child protection obligations and ongoing professional development in school and system identified areas, inclusive of ACER leadership, curriculum development.

In 2019, the newly introduced online compliance management system, further refines and complements the above validation and review processes by reducing the red tape and aligning areas of school accountability, thereby avoiding duplication.

MNPeople Program

Following the Diocesan leadership group approval of the expanded program of work for the MNPay project, in 2019 it was rebranded to MNPeople. This program continues to be focused on the delivery of significant systemic efficiency related changes and upgrades to CSO Payroll and Human Resources

(HR) Management. It has defined a range of associated projects, starting with MNPay, MNTalent, MN Recruit, MNLearn and Online Timesheets/ Leave for Schools. In September 2019, the MNPay project successfully implemented the Empower CoreHR and Payroll system. This project was completed and is now in a consolidation phase before progressing to deliver Online Timesheets, Leave Management and Casual Relief functions across schools. The project team is currently focusing on delivery of a Safeguarding management and control solution which will provide greater visibility and reporting for regulatory compliance across all Diocesan agencies. The MNPeople program seeks the successful deployment of Diocesan Human Resource Management systems, to replace the wide range of existing manual and paper-based business processes. The team is also completing the MNTalent discovery work for selection of a modern Talent Management system for this purpose. Once approved, the project staff across HR, Payroll and IT are ready to engage and guide all impacted staff through the work required to accept and transition to these new products, beginning with an Online eRecruitment platform.

MNSIS

The MNSIS project progressed well in 2019, with our final school going live with Compass in May. Since then, schools have gradually taken up more and more functionality from the system. This is expected to continue for some time. Since May 2019, the project focus has been on the final phase – the implementation of FMS and Compass Ancestry. This next phase delivers a consolidated finance (TechnologyOne) and administration system for all MN schools. In addition, Compass Ancestry provides a single environment, with unique name records, for all schools in the CEnet membership. This database will improve data quality and open opportunities relating to the access of student information.

Seven pilot schools were planned for the implementation of FMS in the second half of 2020. The remaining schools will follow in 2021 through to the middle of 2022.



25 Years of Service to Catholic Education



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

- BISHOP BILL WRIGHT

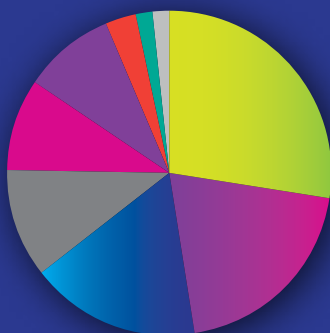
People can only provide long and excellent service because they are part of strong, nurturing communities united by a shared vision, values and mission. Each year, the Catholic Schools community gathers in response to the call to serve that each of you hears. We believe this call comes from God. We believe it is heard in your own heart, in your family, friends and the wider community who recognise in you the gifts and qualities that will enable you to be a good Catholic educator. The following have contributed 25 years of service to Catholic education.

Shane Abell	St Mary's, Gateshead
Tina Casolari	St Pius X, Windale
Pam Cillero	St Catherine's, Singleton
Sidonie Coffey	Holy Family, Merewether Beach
Judy Collins	St Joseph's, Merewether
Gerard Cushman	St Mary's, Gateshead
Therese Harris	Holy Name, Forster
Patricia Hogan	ASC, St Mary's
Jane Johansen	Rosary Park, Branxton
Colin Love	ASC, St Mary's
Emma McCarthy	San Clemente, Mayfield
Joy Nandan	St Joseph's, Lochinvar
Karen Nolan	St Joseph's, Charlestown
Cheryl Ogden	St Patrick's, Swansea
Cate Pennington	St Pius X, Windale
Lisa Ridgewell	St Joseph's, Charlestown
Peter Vanderpoel	ASC, St Mary's
Michelle Woloschyn	ASC, St Mary's

A Strong Social Media Identity

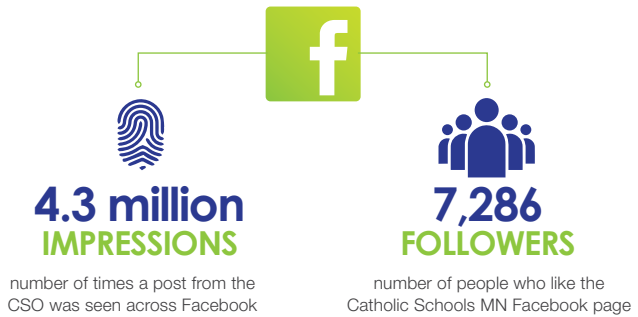
During 2019, the Diocesan Communications team launched a number of diverse digital projects across its various social media channels. During Catholic Schools Week, social media played a crucial role in attracting enrolments from potential families, as well as engaging our existing parent and teaching community. ASPIRE's 2019 production, 365 Questions, Issues and Good Deeds, allocated a significant portion of its marketing budget to digital spend, which ultimately contributed to the production achieving several sold-out shows. Social media also played a key role in the promotion of CSO employment opportunities and good news stories. As we enter an increasingly digital age, social media will continue to play an important part in the promotion of the CSO and diocesan schools.

LinkedIn Visitor demographics

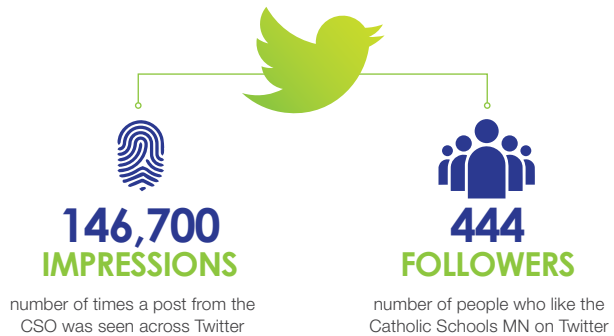


Business Development	27.69%
Education	20%
Military and Protective Services	16.92%
Human Resources	10.77%
Finance	9.23%
Operations	9.23%
Media and Communication	3.08%
Sales	1.54%
Support	1.54%

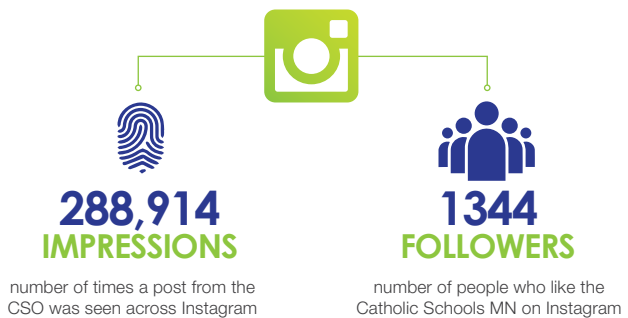
facebook.com/mncatholicschools



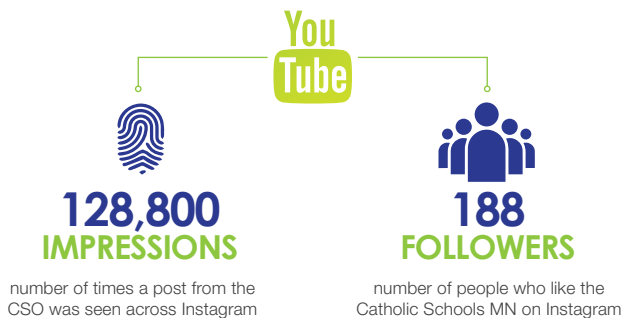
twitter.com/mncatholicschools



instagram.com/mncatholicschools



youtube.com/user/csodiocesemnnewcastle



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



Thirteen Years of DioSounds



Now in its 13th year, DioSounds this year included all our secondary schools showcasing their outstanding talents including those of relative newcomers St Bede's Catholic College, Chisholm, and St Dominic's Centre, Mayfield. DioSounds provides each secondary school with a segment in which to display their students' talents. Each year, our students provide wonderfully entertainment and have the rare opportunity to experience performing in one of the nation's iconic spaces, the Civic Theatre.

The DioSounds theme is always based around an era or a genre. This year the theme reflected Catholic Education in the Maitland-Newcastle Diocese. The theme chosen to exemplify our Catholic identity in 2019 was "open to change". Based on this theme, the music teachers in our schools began the careful process of choosing an appropriate repertoire. Some of the performances included *Don't Stop Believing* (St Joseph's, Lochinvar), *Change Your Life* (St Paul's, Booragul), *Changing* (St Francis Xavier's, Hamilton), *Freedom* (San Clemente, Mayfield), *We're All In This Together* (St Dominic's, Mayfield) and *Let's Get Loud* (St Pius X, Adamstown).

A unique addition to this year's performance was two combined ensembles consisting of exemplary student musicians from across all our schools. These students were nominated by their music teachers and performed as the opening and finale items. They opened with an amazing *One More Day* and finished with *That's Freedom* and *You're the Voice*. Our thanks to Alicia Paterson and Asha Lunarzewski for putting together these ensembles.

Thanks must go to the teams of staff in our schools that spend many hours working with and supporting our students. The production could not go ahead without the help of teachers backstage and the students of the crew and the MCs. A special thanks to Michelle Burgess (DioSounds director) and Louiza Mavros (stage manager) for their creative vision and organisational skills.





Eight Years of ASPIRE

With a large-scale production *365 Questions, Issues and Good Deeds*, a full program of in-school visits, and a host of smaller-scale performance opportunities for young people across the Diocese and across art forms, 2019 was ASPIRE's busiest year yet. The program continued to build on past success and create new opportunities for young creatives.

Our mission continues to be to promote the creative and performing arts across the Diocese through a range of opportunities for students and teachers. Our focus is on the young person as artist and our emphasis is on creating their own work and building confidence and creativity.

The production *365 Questions, Issues and Good Deeds* was incredibly well received by a total audience of 5,923 people. The production used contemporary technology to provide some truly excellent "wow" moments for its audiences as well as putting young people and their issues at the forefront of the narrative. Complementing the production was a competition for young people across the Diocese to be an ASPIRE Caped Crusader enacting small acts of kindness in their schools and local communities. Thirty-five young people were rewarded with free tickets and an exclusive backstage tour of the Civic Theatre where they met some of the cast and learnt about the theatrical magic they had seen in the performance.

ASPIRE ensured more than 6,000 students were able to engage in a creative or performing arts experience over the course of the year either as audience members for the production, through one of the 21 projects held at a diocesan school or as part of one of a host of extra-curricular projects and workshop opportunities. In addition to its suite of opportunities ASPIRE introduced two new programs in 2019: The Teacher as Artist Program and The Young Scriptwriters Program, both designed to extend teachers and students alike through a year-long process of learning.

The Young Scriptwriters Program offered 16 gifted writers from Years 5 to 8 the opportunity to learn from ASPIRE's artistic director Anna Kerrigan as well as collaborating with Australian Theatre for Young People on its latest commissioned script *April Aardvark*. The program culminated in a staged reading event where five young ASPIRE cast members performed the writers' short scripts in the Civic Playhouse. The group will continue their scriptwriting in 2020.

Eleven teachers took part in Teacher As Artist, a year-long professional development program that promotes an understanding of all arts area and ideas for cross-arts projects to provide students with a more sophisticated approach to arts education. The group worked with Ms Kerrigan and received specialist workshops in dance, lighting design and costume design.

As always, ASPIRE looks towards continually developing the program for the future and building on existing collaborations as well as creating new ones as we continue to offer quality arts experiences for our schools and students.







Dux of the Diocese

A thoughtful and moving acceptance speech from the Diocesan Dux was one of the highlights of the Academic Awards Ceremony, held in the Toohey Room, Cathedral House on 20 February 2019.

The awards again recognised all-round primary and secondary school performance as well as the individual efforts of top-flight students. But it was dux award winner Thomas Fairleigh who paid homage to the Catholic system.

Thomas attested to the advantage of his Catholic school education, having attended St Mary's at Warner's Bay and St Paul's at Booragul.

"After moving into the Catholic education system mid-primary school, almost instantly the environment allowed for me to pursue the things I enjoyed," Thomas said. "At both St Paul's and St Mary's, the teachers and the schools as a whole provided an

environment that I looked forward to going to each day. I can truly say that my experience in Catholic schools has defined me as a person today."

And now he's defined as Diocesan Dux.

The Diocese not only recognised Thomas's efforts through naming him dux, it also offered him a job when he completes his studies. He will continue his interest in STEM, studying for a Bachelor of Education (Mathematics major) at the University of Newcastle.

"It's a four-year program that I'm really looking forward to," he said. "I was lucky enough also to be offered a permanent job in the Maitland-Newcastle Diocese as a Maths teacher when I graduate."

Director of Catholic Schools, Gerard Mowbray, said Thomas combined his natural aptitude with absolute consistency and working closely with

his HSC teachers to understand the particular challenges of each subject.

And what of Thomas's advice for the current Year 12 cohort?

"Success is a personal endeavour," he said. "You define what success is for you. The key to success for me is to be organised and have a routine. With a routine, you develop a habit, and what may have taken three hours to study, may only take one hour.

"In the end, if you challenged yourself and did your best, then that's all that matters. One bit of advice I wish I had known in Year 12 is that when your ATAR is released the only person who knows what it is, is you. Not even your teachers know. So, when you leave school, remember that in terms of what result you received, the world is free of judgment."



Catholic Schools Week

Catholic Schools Week is an annual celebration of all schools across NSW and the ACT, including the 57 Catholic schools in the Diocese of Maitland-Newcastle, and marks the beginning of the 2019 enrolment period.

The 2019 theme, Learn, Serve, Belong, acknowledged the vision for Catholic schools in the Diocese – “At the heart of everything there is always Jesus Christ”. This vision is the foundation of the education Catholic schools offer and is the lens through which everything is viewed – the belief that informs and critiques all policies and decisions.

Learn, Serve, Belong celebrates the connection to the community, the diversity of learning and the supportive and inclusive environment that students experience as part of their Catholic education.

Throughout the week, schools hosted a variety of activities including open days and nights, open classrooms, in-school liturgies, morning teas and even a ninja challenge to celebrate their school community and raise awareness of the many opportunities that Catholic schools offer.



Catholic Schools Profile



19,509

STUDENTS ENROLLED

11,136
PRIMARY

8,373
SECONDARY



THE DIOCESE EMPLOYED
1,369 FULL TIME EQUIVALENT
TEACHERS AND **405.7 FULL TIME**
EQUIVALENT SUPPORT STAFF



AVERAGE PRIMARY CLASS SIZE

19.7 AVERAGE
SECONDARY
CLASS SIZE



7,149
FOLLOWERS



1,344
FOLLOWERS



444
FOLLOWERS



535
FOLLOWERS



188
FOLLOWERS



53// HSC SUBJECTS
WERE OFFERED IN 2019



1,015

STUDENTS SAT THE HSC

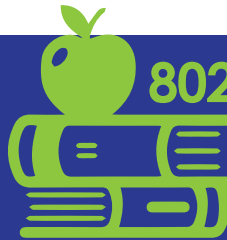
120// HSC
STUDENTS

DISTINGUISHED ACHIEVERS



2// HSC
STUDENTS

ACHIEVED ALL
ROUNDERS AWARD



802

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

2// HSC
STUDENTS

ACHIEVED TOP 10 IN
THEIR COURSE IN THE STATE



734 PRIMARY STUDENTS AND
515 SECONDARY STUDENTS
OF ABORIGINAL/TORRES STRAIT
ISLANDER DESCENT



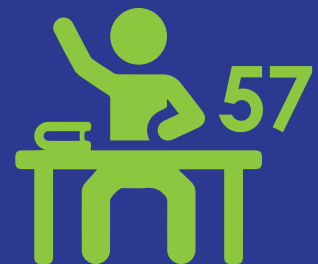
870

PRIMARY

388

SECONDARY

ENGLISH AS A SECOND LANGUAGE
ASSISTANCE WAS PROVIDED FOR



CATHOLIC SCHOOLS
IN THE DIOCESE OF
MAITLAND-NEWCASTLE

Diocesan Enrolments

School	Year level	Enrolment	School	Year level	Enrolment
ABERDEEN St Joseph's High School	7-12	655	MAITLAND All Saints' College, St Mary's Campus	11-12	445
ABERMAIN Holy Spirit Infants School	K-2	148	MAITLAND All Saints' College, St Peter's Campus	7-10	867
ADAMSTOWN St Columba's Primary School	K-6	228	MAITLAND St John the Baptist Primary School	K-6	316
ADAMSTOWN St Pius X High School	7-10	1,020	MAYFIELD San Clemente High School	7-10	712
BELMONT St Francis Xavier's Primary School	K-6	112	MAYFIELD St Columban's Primary School	K-6	140
BOORAGUL St Paul's Catholic College	7-12	861	MAYFIELD St Dominic's Centre	K-10	31
BRANXTON Rosary Park Catholic School	K-6	311.5	MEREWETHER BEACH Holy Family Primary School	K-6	263
BROADMEADOW St Laurence Flexible Learning Centre	9-10	35	MEREWETHER St Joseph's Primary School	K-6	388
BULAHDELAH St Joseph's Primary School	K-6	44	MERRIWA St Joseph's Primary School	K-6	53
CARDIFF St Kevin's Primary School	K-6	103	MORISSET St John Vianney Primary School	K-6	180
CESSNOCK St Patrick's Primary School	K-6	362	MUSWELLBROOK St James' Primary School	K-6	269
CHARLESTOWN St Joseph's Primary School	K-6	244	NELSON BAY St Michael's Primary School	K-6	267
CHISHOLM St Aloysius Catholic Primary School	K-6	566	NEW LAMBTON St Therese's Primary School	K-6	618
CHISHOLM, St Bede's Catholic College	7	236	RAYMOND TERRACE St Brigid's Primary School	K-6	389
DENMAN St Joseph's Primary School	K-6	101	RUTHERFORD St Paul's Primary School	K-6	391
DUNGOG St Joseph's Primary School	K-6	94	SCONE St Mary's Primary School	K-6	210
EAST MAITLAND St Joseph's Primary School	K-6	416	SHORTLAND Our Lady of Victories Primary School	K-6	108
EDGEWORTH St Benedict's Primary School	K-6	257	SINGLETON St Catherine's Catholic College	K-12	819
FORSTER Holy Name Primary School	K-6	276	STOCKTON St Peter's Primary School	K-6	171
GATESHEAD St Mary's Catholic College	7-12	835	SWANSEA St Patrick's Primary School	K-6	154
GATESHEAD St Paul's Primary School	K-6	285	TAREE St Clare's High School	7-12	570
GLENDALE Holy Cross Primary School	K-6	138	TAREE St Joseph's Primary School	K-6	332
GLOUCESTER St Joseph's Primary School	K-6	33	TARRO Our Lady of Lourdes Primary School	K-6	221
HAMILTON St Francis Xavier's College	11-12	937	WALLSEND St Patrick's Primary School	K-6	273
KILABEN BAY St Joseph's Primary School	K-6	210	WARATAH Corpus Christi Primary School	K-6	163
KOTARA SOUTH St James' Primary School	K-6	366	WARNERS BAY St Mary's Primary School	K-6	406
KURRI KURRI Holy Spirit Primary School	3-6	164	WINDALE St Pius X Primary School	K-6	58
LAMBTON St John's Primary School	K-6	183	WINGHAM St Joseph's Primary School	K-6	116
LOCHINVAR St Joseph's College	7-12	908			
LOCHINVAR St Patrick's Primary School	K-6	500			
			Grand Total		19,558.5



Primary NAPLAN Results 2019

All students in Years 3, 5, 7 and 9 are required to undertake the mandatory National Assessment Program in Literacy and Numeracy (NAPLAN) assessment program. NAPLAN tests the skills essential for every child to progress through school and measures student achievement across numeracy and four areas of literacy – reading, writing, spelling, and grammar and punctuation.

The assessments are held every year in the second week of May.

In 2019, all students in the Diocese completed the NAPLAN assessments online for the first time. With the use of the NAPLAN online platform students were also exposed to branched testing, allowing them to follow a pathway and answer questions based on their achievement. This also allowed students to achieve in bands higher than Band 6 in Year 3 and Band 8 in Year 5.

The CSO uses assessment information on student achievement to provide valuable information for learning and to support school improvement initiatives.

In 2019, 1,609 Year 3 students and 1,526 Year 5 students participated in NAPLAN.

Significant professional learning was conducted for primary schools across the Diocese in the interpretation and analysis of their data including performance against statistically similar schools in NSW, growth trends and individual student growth. School executives were provided with professional learning in the use of the Department of Education SCOUT Data Analysis Tool, CeD3 (the Catholic schools' network tool for data analysis) and the SSSR (the National Assessment Program School Statistical Summary Report). This proved beneficial in setting goals in school improvement plans.

The following tables, using standardised means, compare the performance of Maitland-Newcastle schools against the performance of other schools nationally. The charts show the percentage of students below, at, and above National Minimum Standard.

Year 3

Significant features of these results are:

The Year 3 cohort performed above the national average in reading, spelling, writing, grammar and punctuation, and numeracy.

- ▶ Year 3 results in reading were strong with a mean score of 442.5 compared to a national mean of 433 and state mean of 432.7; and 92.0% of the students achieved in the top three bands or above (Bands 4, 5 and 6). The trend has remained above state and national trends since 2010.
- ▶ Year 3 results in writing are above state and national trends with an average mean score of 433.6 compared to national mean score of 423.1 and an average state mean of 429.7; and 96.2% of students scored in the top 3 bands and above.
- ▶ Year 3 results in numeracy were also strong with 91.8% of students achieving in the above national averages and a diocesan mean score of 418.1 placing the result above the national average of 408.1 and state average of 413.7.
- ▶ In grammar and punctuation, 91.0% of students achieved in the top 3 bands and above with a mean score of 451.7, above the national average of 439.8 and state average of 446.8 mean scores. The trend has remained above state and national trends since 2010.

Table 1: NAPLAN Percentages in Skill Bands Year 3

	Percentage					
	Below National Minimum Standard		At National Minimum Standard		Above National Minimum Standard	
	Diocese	National	Diocese	National	Diocese	National
Reading	1.3	4.1	6.8	8.3	91.9	87.6
Writing	0.8	3.6	3.0	4.2	96.2	92.1
Spelling	3.5	6.8	5.7	8.1	90.8	85.1
Grammar & Punctuation	2.6	5.1	6.4	7.4	91.0	87.6
Numeracy	1.6	4.4	6.6	9.3	91.8	86.20



Year 5

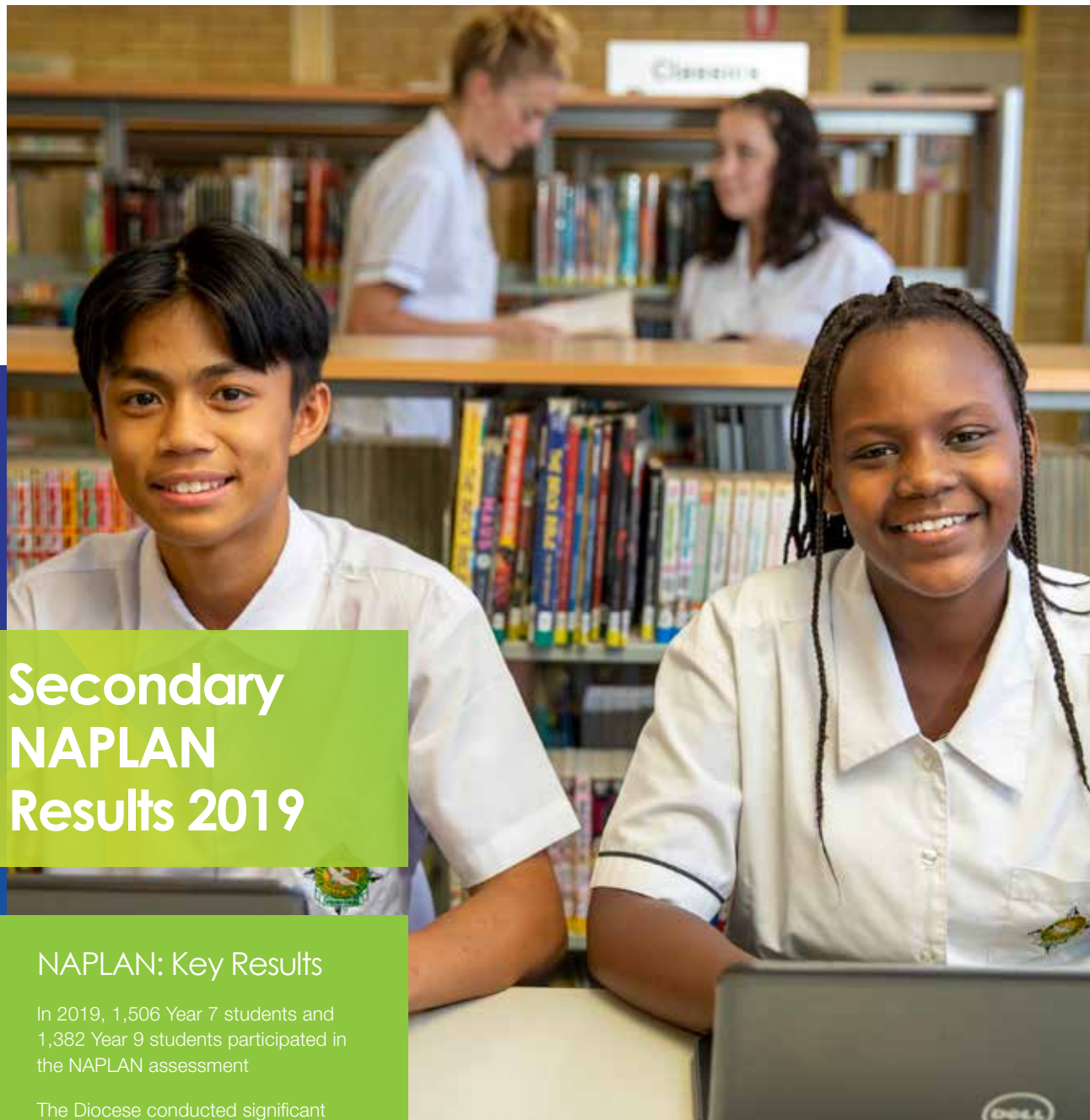
Significant features of these results are:

The Year 5 cohort performed above the national average in reading, writing, grammar and punctuation, and numeracy.

- ▶ Year 5 results in reading (513.1) were above the national mean of 506.0, and 90.3% of students scored in the top three bands and beyond compared to 86.0% at the national level. The trend from 2010 has remained above national and state trends.
- ▶ Results in writing were above national mean with an average mean score of 476.8 compared to the national average of 473.9, and 83.8% of students were in the top 3 bands and beyond compared to 79.3% at national level.
- ▶ Year 5 results (502.3) in grammar and punctuation were above national mean of 499.1, and 85.0% of students scored in the top 3 bands and beyond.
- ▶ Year 5 was above the mean score at national level (498.2) compared with a national average of 495.8 with 89.6% of students in the top 3 bands and beyond compared to 84.3% at a national level.

Table 2: NAPLAN Percentages in Skill Bands Year 5

	Percentage					
	Below National Minimum Standard		At National Minimum Standard		Above National Minimum Standard	
	Diocese	National	Diocese	National	Diocese	National
Reading	2.6	5.2	7.1	8.8	90.3	86.0
Writing	4.2	7.3	12.0	13.5	83.8	79.3
Spelling	3.6	6.0	9.2	9.3	87.2	84.7
Grammar & Punctuation	5.1	7.6	9.9	11.0	85.0	81.4
Numeracy	1.1	4.6	9.3	11.0	89.6	84.3



Secondary NAPLAN Results 2019

NAPLAN: Key Results

In 2019, 1,506 Year 7 students and 1,382 Year 9 students participated in the NAPLAN assessment

The Diocese conducted significant professional learning for secondary schools in the interpretation and analysis of their data, including performance against statistically similar schools in NSW, growth trends and individual student growth. Schools were provided with professional learning in the use of the Department of Education SCOUT Tool. This proved beneficial in setting goals in school improvement plans.

The following tables, using percentage of the cohort, compare the performance of Maitland-Newcastle schools against the performance of other schools in the nation. The charts show the percentage of students below, at, and above the National Minimum Standard.

Year 7

Features of these results are:

- ▶ Year 7 results in reading (544.0) were below the national mean (546.0)
- ▶ Year 7 results in writing (513.0) were just below the national mean (513.2)
- ▶ Year 7 results in spelling (542.8) were below the national mean (545.6)
- ▶ Year 7 results in grammar and punctuation (541.0) were just below the national mean (541.7)
- ▶ Year 7 results in numeracy (555.0) were above the national mean (554.1)
- ▶ Year 7 reading results showed a slight improvement on 2018 (542.7 to 544.0)
- ▶ Year 7 writing results showed a significant improvement on 2018 (506.1 to 513.0)
- ▶ Year 7 numeracy results showed a significant improvement on 2018 (547.4 to 555.0) and were also the best results for NAPLAN

Table 1: NAPLAN Percentages in Skill Bands Year 7

	Percentage					
	Below National Minimum Standard		At National Minimum Standard		Above National Minimum Standard	
	Diocese	National	Diocese	National	Diocese	National
Reading	5.1	5.5	10.8	11.3	84.2	83.2
Writing	7.3	10.6	18.3	18.8	74.4	70.6
Spelling	5.4	6.7	9.2	10.6	85.5	82.7
Grammar & Punctuation	5.9	7.8	13.8	12.8	80.3	79.4
Numeracy	3.3	5.7	8.5	11.0	88.2	83.3



Year 9

Features of these results included the Year 9 cohort performing above the national average in writing and spelling.

- ▶ Year 9 results in reading (578.3) were below the national mean (580.4)
- ▶ Year 9 results in writing (550.8) were above the national mean (548.9)
- ▶ Year 9 results in spelling (582.5) were above the national mean (582.3)
- ▶ Year 9 results in grammar and punctuation (572.2) were below the national mean (573.2)
- ▶ Year 9 results in numeracy (591.1) were below the national mean (592.0)
- ▶ Year 9 writing results showed a slight improvement on 2018 (548.7 to 550.8)
- ▶ Year 9 spelling results showed a slight improvement on 2018 (581.4 to 582.5)

Table 2: NAPLAN Percentages in Skill Bands Year 9

	Percentage					
	Below National Minimum Standard		At National Minimum Standard		Above National Minimum Standard	
	Diocese	National	Diocese	National	Diocese	National
Reading	7.5	8.2	11.5	14.0	81.0	77.8
Writing	13.3	17.6	21.3	21.9	65.4	60.5
Spelling	5.0	8.0	11.9	13.6	83.2	78.4
Grammar & Punctuation	7.4	9.9	17.5	16.4	75.0	73.7
Numeracy	1.4	4.0	11.8	14.0	86.8	82.0

Higher School Certificate 2019

In 2019, 1,015 students sat HSC tests in the Diocese. This consisted of 423 male and 592 female students. Schools achieved well in comparison with state performances.

Subjects in which students performed well compared to the state included Aboriginal Studies, Earth and Environmental Science, Business Studies, Design and Technology, Engineering Studies, Food Technology, Industrial Technology, Business Services, Construction, Hospitality, Primary Industries, Retail Services, Community and Family Studies and French Beginners. Of the 56 subjects studied in the Diocese, 51.6% of courses achieved above state average.

The Diocese had four outstanding HSC student performances. Stephanie Kelly (St Francis Xavier's College, Hamilton) placed in the top 10 in the state in the Business Services exam and Jessica Pelley (St Francis Xavier's College, Hamilton) placed in the top 10 in the state in Studies of Religion 1. Also, Gemma Hancock (All Saints' College, Maitland) and Jake Harborne (St Francis Xavier's College, Hamilton) achieved State All-Rounder Awards. There were 120 Distinguished Achievers among the 2019 cohort.

2018 HSC Diocesan Results	Percentage in Bands 4, 5 & 6	
	Diocese	State
Studies of Religion 1	58	79
Studies of Religion 2	69	80
English Standard	54	52
English Advanced	93	92
Mathematics Standard 2	54	57
Mathematics	63	79
Biology	58	60
Chemistry	60	67
Earth & Environmental Science	69	67
Physics	55	64
Ancient History	69	66
Legal Studies	60	66
Design & Technology	100	82
Engineering Studies	84	70
Food Technology	87	68
Industrial Technology	57	50
Business Services Exam	100	77
Construction Exam	92	67
Hospitality Exam	67	65
Primary Industries	100	74
Retail Services Exam	82	52
French Beginners	95	67
Community & Family Studies	83	70
PDHPE	63	62
Information Process & Technology	68	63
Drama	84	84
Music 1	86	91
Visual Arts	86	90

Building and Maintenance Projects

Completed projects as at the year ended 31 December 2019

School	Project	Construction Stage/ Forecast Completion	Government Grant	Local Contribution	Project Cost
ABERDEEN, St Joseph's High School	Stage 2 - Refurbishment of administration, Technical and Applied Studies (TAS), amenities and classrooms	Completed 2019	\$3,346,041	\$3,666,838	\$7,012,879
ABERDEEN, Lot 4 Abercairney Tce	Demolition of residence	Completed 2019	\$-	\$48,850	\$48,850
Broadmeadow, St Laurence Flexible Learning Centre	Refurbishment of purchased building for flexible learning centre	Completed 2019	\$-	\$898,321	\$898,321
CHISHOLM, St Aloysius Primary School	Stage 2 - Construction of administration, staff and classrooms areas	Completed 2019	\$2,038,911	\$5,114,942	\$7,153,853
CHISHOLM, St Bede's Catholic College	Stage 1 - Construction of new secondary school	Completed 2019	\$3,500,000	\$8,901,428	\$12,401,428
GATESHEAD, St Mary's Catholic College	Stage 1 - Upgrade of school facilities to accommodate Year 11 and 12 commencement	Completed 2019	\$-	\$7,830,699	\$7,830,699
GLOUCESTER, St Joseph's Primary School	Construction of Amenities Block	Completed 2019	\$-	\$318,865	\$318,865
KILABEN BAY, St Joseph's Primary School	Fencing of school	Completed 2019	\$-	\$75,480	\$75,480
LOCHINVAR, St Joseph's College	Upgrade of school facilities to accommodate additional Year 11 and 12	Completed 2019	\$-	\$882,693	\$882,693
MAITLAND, St Mary's High School	Refurbishment of existing space for Learning Hub	Completed 2019	\$-	\$632,203	\$632,203
MAYFIELD, San Clemente High School	Construction of hall, Technical Applied Studies (TAS), amenities and power consolidation	Completed 2019	\$3,180,001	\$5,467,844	\$8,647,845
MAYFIELD, San Clemente High School	Installation of lift	Completed 2019	\$-	\$202,961	\$202,961
MAYFIELD, 87-89 Crebert Street	Demolition of residence	Completed 2019	\$-	\$497,042	\$497,042

School	Project	Construction Stage/ Forecast Completion	Government Grant	Local Contribution	Project Cost
MORISSET, 115 Dora Street	Demolition of residence	Completed 2019	\$-	\$39,809	\$39,809
TAREE, St Clare's High School	Construction of new open plan learning centre attached to the library	Completed 2019	\$3,265,664	\$3,935,522	\$7,201,186
TAREE, St Clare's High School	Installation of lift	Completed 2019	\$-	\$123,030	\$123,030
TEMPORARY BUILDINGS	Demountable Classrooms - Abermain, Adamstown, Branxton, Denman, Forster, Gateshead PS, Gateshead HS, Morisset, Stockton, Swansea	Completed 2019	\$-	\$2,144,746	\$2,144,746
WALLSEND, 61 Tyrrell Street	Land Purchase	Completed 2019	\$-	\$680,540	\$680,540
				Total	\$56,792,430

Committed projects as at the year ended December 2019

School	Project	Construction Stage/ Forecast Completion	Approved government & * forecast grant	Local Contribution	Project Cost
ADAMSTOWN, St Columba's Primary School	Increase Classroom Size	Planning	\$-	\$242,000	\$242,000
BRANXTON, Rosary Park Catholic School	Stage 3 - construction of 8 GPLAs to facilitate full 2 stream primary school	Underway	\$950,969	\$2,524,031	\$3,475,000
CHISHOLM, St Aloysius Catholic Primary School	Stage 3 - Final stage of new primary school construction	In Design	\$944,952	\$3,905,048	\$4,850,000
CHISHOLM, St Bede's Catholic College	Pre Stage 2 - Temporary Classrooms	In Design	\$-	\$1,500,000	\$1,500,000
CHISHOLM, St Bede's Catholic College	Stage 2 - Construction of classrooms and learning areas	In Design	\$7,019,711	\$12,980,289	\$20,000,000
GATESHEAD, St Mary's Catholic College	Stage 2 - Upgrade of school facilities to accommodate Year 11 and 12 commencement	Underway	\$2,422,332	\$10,577,668	\$13,000,000
KOTARA SOUTH, St James Primary School	Redevelopment of expanding school	Planning	\$1,790,150	\$3,359,850	\$5,150,000
KURRI KURRI, Holy Spirit Primary School	Addition to Administration Area and new sports shed	Underway	\$-	\$120,000	\$120,000
LOCHINVAR, St Patrick's Primary School	Stage 2 - Construction of classrooms and learning areas	Underway	\$2,012,961	\$3,517,039	\$5,530,000
MAITLAND, St John the Baptist Primary School	Construction of Amenities Block	Underway	\$-	\$380,000	\$380,000



MAITLAND, St John the Baptist Primary School	Increase Number of Classrooms from 12 to 14	Planning	\$-	\$435,000	\$435,000
MAYFIELD, St Dominics Centre	Amenties Addition	Underway	\$-	\$261,000	\$261,000
MEDOWIE, Catherine McAuley Catholic College	Stage 1 - Construction of new secondary school	Underway	\$3,600,000	\$27,560,000	\$31,160,000
MEDOWIE, Catherine McAuley Catholic College	Construction of Chapel	Underway	\$-	\$7,000,000	\$7,000,000
MEDOWIE, Catherine McAuley Catholic College	Stage 2 - Construction of new secondary school	In Design	\$3,245,213	\$10,954,787	\$14,200,000
NELSON BAY, St Michael's Primary School	Construction of Administration Building and refurbishment of school	Planning	\$-	\$3,900,000	\$3,900,000
NEW LAMBTON, St Therese's Primary School	Construction of classrooms, library, staff and administration facilities	Underway	\$3,263,091	\$3,731,909	\$6,995,000
NEW LAMBTON, St Therese's Primary School	Administration Refurbishment	In Design	\$-	\$500,000	\$500,000
Various	Land acquisitions subject to due diligence	Progressing	\$-	\$7,350,000	\$7,350,000
Various	Other Uncommitted Pipeline	Planning	\$12,120,000 *	\$37,033,000	\$49,153,000
Temporary Buildings	Demountable classrooms - various locations	Ongoing	\$-	\$1,314,715	\$1,314,715
				Total	\$176,515,715

Income and Expenditure

INCOME 2019	
	\$000
School fees, excursions & trip income	45,564
Other private income	5,582
State Government recurrent grants	59,666
State Government interest subsidy	376
Commonwealth Government recurrent grants	202,069
Sub total Recurrent Income	313,257
Commonwealth Government capital grants	4,042
State Government capital grants	5,420
Fees/Levies - Private capital income	11,403
Sub Total Capital Income	20,865
Total Income	334,122

EXPENSES	
	\$000
Salaries & salary-related costs	237,057
Academic & extra-curricular expenses	11,555
Building & equipment maintenance & replacements	18,864
Interest expenses - capital loans	3,223
Depreciation expenses	9,179
Bad & doubtful debts expenses	1,709
Other operating expenses	24,832
Total Expenses	306,419

BALANCE SHEET	
	\$000
Total assets	529,124
Total liabilities	149,568
Total Equity	379,556
Restricted - employee entitlements	48,380
Unrestricted	331,176
Total Equity	379,556





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