



Annual Report 2021

AT THE HEART OF EVERYTHING THERE IS ALWAYS JESUS CHRIST

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.



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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



Message from Father Greg Barker

2021 – the great year that was, sort of! Partial lockdowns, welcome backs, isolation and encounters with what was becoming known as our new norm made 2021 memorable. Disruptions are never easy let alone manage and yet somehow, we did.

Education in 2021 did a lot more than limp along. We achieved.

As a system, we developed new ways of being and a greater sense of modern educational practices and IT uses. I believe we all learnt to value each other better: teachers their students, parents the teachers, students their teachers and parents.

Our schools' staffs deserve a round of applause and a congratulatory pat on the

back for the great work they continued to achieve through difficult times. No one found the year easy.

Parents you need to be congratulated too. You saw more of your kids, maybe learnt more of their gifts, talents, faults and failings! I know some families struggled and that there were issues for some, but I pray that many more had time to develop much closer ties as family. Some I know learnt to appreciate the school drop off each day, the kiss on the cheek and the 'I'll see you at pick-up' a lot more.

We did spend a lot more time on our mobile devices and computers but in a desperate bid to remain connected. I learnt again the value and need of relationships and the strengths that relationships are to a sense of safety and security. School communities learnt that too.

We became a lot more aware of our own inner strengths, our resilience and our coping mechanisms moved to the forefront of our thinking, we noticed our neighbours more wanting to engage them and identified ourselves much more, again maybe, as global citizens.

COVID taught us the need to be with our peers, sharing the journey physically together and the great sense of camaraderie that assists us in our wellbeing, sense of worth and values.

As I look back on our year the graphic images of the fall of Kabul come to mind. The worldwide response in support of women and children, families fleeing conflict, prayer vigils and candle lighting ceremonies were almost overwhelming. Many young Afghani women have been welcomed to safety in many counties and communities, ours included.



OUR SCHOOLS ARE WELL SET TO CONTINUE TO BE PLACES OF GREAT EXPECTATION FOR DEVELOPING LIFE LONG, FAITH FILLED LEARNERS WHO KNOW THEMSELVES NOT ONLY AS GLOBAL CITIZENS BUT AS AGENTS OF CHANGE FOR A BETTER WORLD.

As a Catholic community we remembered the privileged right that education is for everyone. Never to be taken for granted or wasted. I was moved that so many of our school communities joined me in lighting a candle for Afghanistan and spent time in solidarity and prayer with those affected.

Our Catholic Schools Office review continued throughout 2021. Many conversations were held with all stakeholders and we now await the outcomes. More conversations and collaborations will formulate an effective plan moving forward.

Stakeholder engagement across all sectors is important for the ongoing improvement of our educational processes and the effective development of programs for an inclusive and positive educational outcome for all our students. We all want the best for our students and their families, without whom there are no schools.

Every opportunity to engage parents in the educational journey of the child should be valued and taken. There are many opportunities for parents again to be active in the education of their children. I am pleased that during 2021 the system continued to reimagine what parent engagement, parents and friends and volunteer opportunities could look like.

I am excited by the growth in our school communities and the now well advertised ongoing development of our schools especially those growing from year 7 to year 12. A more comprehensive and streamlined educational process will help not only the education of our students but also the health and wellbeing.

2021 has set some strong foundations for 2022. With the lifting of restrictions and more freedoms our schools are well set to continue to be places of great

expectation for developing lifelong, faith filled learners who know themselves not only as global citizens but as agents of change for a better world.

Diocesan Administrator, the Diocese of Maitland-Newcastle.
Father Greg Barker



A message from the Director of Schools

As I reflect on the year, I do so from the perspective of seeing a strong, robust, future focused education system that has, in place, a strong and clear agenda and a quality culture supporting this agenda.

Systemness

At the basis of the system of schools is having a core set of priorities that the system is committed to. We are focused on the formation in faith, learning and wellbeing of every student. These are our core commitments and drive our everyday.

I am well reminded of the powerful words of two outstanding female leaders.

I formed the view that education changes lives and the only fair thing is for every child to get a great one (Julia Gillard)

I realised early on that school was where I started defining myself that an education was a thing worth fighting for, that it would help spring them forward in the world (Michelle Obama)

One Heart One Soul

Critical for our schools in retaining our identity as Catholic is the ongoing formation of staff in a theologically sound, sustained way.

The Religious Education & Spirituality Team delivers a rich and diverse suite of formation opportunities for staff to ensure their ongoing development as Catholic educators.

Formation Conversation

The Religious Education & Spirituality Team in collaboration with diocesan clergy have developed a rich alternate to the traditional priest reference when seeking employment as a Catholic.

The formation conversation between the preferred applicant, Principal and Parish Priest, or his delegate, explores the ongoing professional learning and formation that an employee may have with the parish and school. It has proven a very productive, relational and formative experience.

Learning Framework: the 14 Parameters

At the core of the system's learning agenda is the framework of the 14 parameters developed by Dr Lyn Sharratt.

This year all schools in the diocese are working with this framework and we are seeing the learning benefits emerging.

The sustained commitment to this framework is central to our future learning agenda.

Development of the Wellbeing Framework

Having engaged students taking an active participation in their learning emerges from our focus on their wellbeing. This stems from our reality of having a framework in place responsive to their needs and acknowledging the importance of their voice.

The framework will be completed this year and launched early 2022.

WHILE HIS STRENGTHS WERE MANY,
HIS SUPPORT AND ADVOCACY FOR
CATHOLIC EDUCATION WAS ONE
WE TRULY RECOGNISE IN HIM.

WE ARE INDEBTED TO BISHOP BILL.

Growth of the School System

The diocesan school system has a growth-oriented approach to enrolments and the location of schools.

Welcoming families who seek a Catholic education, for 15 years now, the school system has grown by about 1.5% per annum.

The provision of new schools has, also, been prominent in response to particular needs in areas. This has been St Aloysius, Chisholm, St Bede's, Chisholm, McAuley College, Medowie, with new primary schools scheduled for Medowie and Gillieston Heights.

Academic Achievers

Wen Yuan Lim Schneider: St Clares High School, Taree.

Olivia Greentree: All Saints' College, Maitland.

Charlotte Dever: St Francis Xavier's College, Hamilton.

AmyTheacos: St Francis Xavier's College, Hamilton.

Leah O'Hagan: St Francis Xavier's College, Hamilton.

Jacqueline Donan: St Francis Xavier's College, Hamilton.

Kadel Snaddon: St Francis Xavier's College, Hamilton.

Jacob Armit: St Mary's Catholic College, Gateshead

Isabella Derkenne: All Saints' College, Maitland.

Hannah Gearing: St Francis Xavier's College, Hamilton.

May Lowe: St Francis Xavier's College, Hamilton.

VET Student Of The Year

Krystal Porteous: All Saints' College, Maitland.

Within the Gates

A body of evidence has pointed to the value of a Case Manager (Social Worker) in schools and the valuable impact in supporting staff in the wellbeing of students.

The Case Manager is an embedded staff member who works in collaboration with staff.

We are partnering with our sister-agency CatholicCare in implementing a trial of five Case Managers in 2022 (three secondary schools and two primary schools). Should this prove an effective trial we anticipate an increased roll out for 2023.

The Pandemic- again!

2021 has seen the second year of the COVID Pandemic.

This has placed significant challenges in schools with protocols in place to prevent the spread of the virus, managing periods of lockdown and the associated home-based learning and staff shortages due to increased staff illness.

The overriding theme is, despite these significant challenges, how well our school leaders and staff have maintained a stable and effective environment.

There is, I believe, a new found respect for the education workforce.

The Educational Precinct

As we are able to develop new sites, it has been greatly valuable to develop an Early Learning Centre, Primary School and Secondary school on one site.

This provides great continuity of provision for staff and a one-stop shop for parents and carers.

Such sites as Chisholm and Medowie have allowed a wonderful model to be developed.

Death of Bishop Bill Wright

In November, 2021 we saw the death of Bishop Bill, who, through the year celebrated his tenth anniversary of Ordination as Bishop.

Bishop Bill was an immense supporter of Catholic schools, and he always had the highest expectations for what we provide to students. He loved his time speaking with senior school leaders and implemented a senior leaders program of retreat and reflection.

While his strengths were many, his support and advocacy for Catholic education was one we truly recognise in him.

We are indebted to Bishop Bill.

Director of Schools

Gerard Mowbray

2021 Highlights





1. Vinnies Sleep Out at St Joseph's High School, Aberdeen
2. First day at Catherine McAuley Catholic College, Medowie
3. First day at Catherine McAuley Catholic College, Medowie
4. ASPIRE Theatre Sports performance
5. Successful Foundations project launch at Holy Name Primary School, Forster and St Joseph's Primary School, Gloucester
6. Principal of Our Lady of Lourdes Primary School, Tarro, Cheryl Henderson, celebrates 50 years of teaching
7. Completed Administration at St Mary's Catholic College, Gateshead
8. Sea of Hands
9. ASPIRE Song Writing Competition and performance
10. Emmaus Awards celebrating staff in our Diocese
11. Staff Professional Development Day with Lyn Sharratt
12. National Sorry Day
13. Walk to School Day, St Mary's Primary School, Warners Bay



Religious Education and Spirituality Services

Religious Education: Encountering The Mystery Of God

In 2021, Fr Andrew Doohan, as Vicar General and at the request of Bishop Bill, signed off on the revision and rewriting of the Religious Education Curriculum for Maitland Newcastle. Working with critical friends Dr Dan White and Dr Peter Mudge to oversee its writing, the curriculum has the following aims:

- ▶ The effective and meaningful integration of the educational enterprise and missional aspects of RE in a Catholic school context.
- ▶ The development of students' knowledge and understandings of Christianity in the light of Jesus and the Gospel, and its unfolding story and diversity within contemporary

Australian and global society.

- ▶ To expand students' spiritual awareness and religious identity.
- ▶ Fostering student capacities and skills of discerning, interpreting, thinking critically, seeking truth and making meaning.
- ▶ To allow students to flourish and reach their full potential of becoming saints through an integration of religious knowledge, skills, behaviours and dispositions underpinned by a Catholic understanding of the human person.
- ▶ To ensure that by the end of their schooling students know the core teachings of our faith, our Scriptures, history, and tradition ('Catholic religious literacy') and how these are to be lived in the world. (Catholic Schools at a Crossroads 2007, p.14)

The curriculum uses a particular pedagogy to engage in a new way of learning:

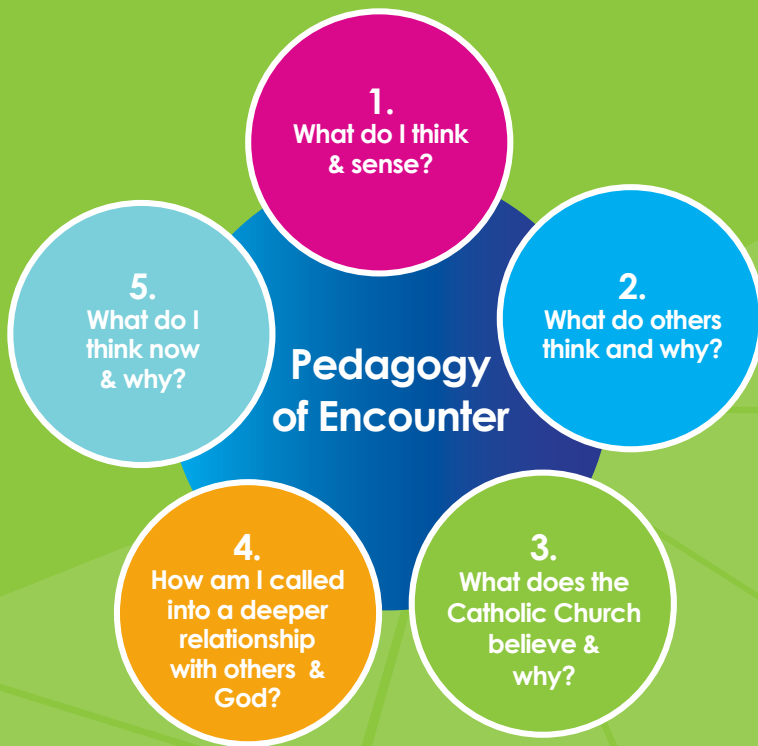
"Today's vast and rapid cultural changes demand that we constantly seek ways of expressing unchanging truths in a language which brings out their abiding newness."

(Pope Francis (2013), *Evangelii Gaudium*, n.41)

Exploring a specific pedagogy for the teaching of religion: The Pedagogy of Encounter

Encountering the mystery of God through a Pedagogy of Encounter.

- ▶ The Pedagogy of Encounter is about encountering the mystery of God through the mystery of everyday life.
- ▶ Students are invited to depth their own views on matters being studied and to engage with the perspectives of others and of the Catholic Church.
- ▶ The Pedagogy invites students to do more than just learn facts or



Pedagogy of Encounter Phases above
Catholic Education Melbourne, 2018

content about the topics being studied; it invites them to reflect on the meaning that those facts have for them and to attend to the significance of that meaning for their way of being in the world.

The Pedagogy challenges students to consider how the learning process has called them into action or into a new way of seeing and critiquing the world and a new way of being in it.

Writing and piloting of the new Religious Education Curriculum

A specialist curriculum writer for K-2 was seconded and with the Senior Education Officer (Secondary – Curriculum), the first units for the new curriculum throughout 2021 were written. Eight primary schools piloted the Kindergarten (Early Stage 1) and two secondary schools piloted Year 9 (Stage 5) units for evaluation and revision before being implemented across all schools in 2022. The PILOT was received with over whelming positivity.

The new RE curriculum in line with the revision of the NSW curriculum, has had a reduction in content, is based on inquiry, engages in a specific pedagogy, concentrates on big ideas and essential learning and provides space for student advocacy and voice. It also has a focus on differentiation based on the context of a plurality of faith stances:

a) CATECHESIS: For Catholic / Christian students to deepen and strengthen their connection to the faith tradition and their relationship with God.

b) NEW EVANGELISATION: For nominal Catholics / others to stimulate reflection on what it means to belong to belong to a faith tradition and to have a relationship with God.

c) EVANGELISATION: Non-Religious students to introduce them to the Catholic worldview/ tradition and a first encounter with God.

Teacher Formation to support the

new RE Curriculum.

In acknowledgement of the growing disaffiliation and dislocation from the Church from which teachers, are not exempt, the new curriculum has two wings: Curriculum and Formation. Teacher formation in the new curriculum is from K-12. It begins with formation exploring what it means to 'encounter the mystery of God'. The RE&S Formation team have developed formation specifically for teachers related to the units of work to provide them personally with the opportunity to encounter God, to deepen their theological knowledge of the essential learnings of each unit. It was the expectation of Bishop William Wright that all teachers would engage in their own personal formation as part of the development of the new RE curriculum. This has been well received by schools.

Formation Conversation

In 2020, a reference group convened by the Council of Priests discussed the quality, purpose and use of the Parish Priest Reference across the system. As a result of recommendations made, the FORMATION CONVERSATION was introduced in September 2021. This replaces PP references for secondary teachers of religion and primary school teachers. This process moved the PP conversation from the beginning of the merit selection process to the end. It aims to build relationships between the Parish Priest and the successful applicant in a school, to be a 'welcome to Parish', and to provide the opportunity for the school and the Parish Priest to consider the best formation pathway for the teachers entering the system. The introduction of the Formation Conversation has been well received by Principals and Parishes alike. It is also being considered in the future by other Diocese.

System Formation

System day/s:

a) The Catholic Educator

The day was researched, written and is now a formal part of the Accreditation Work teach Lead policy. It challenges complacency and commitment of middle leaders in Secondary schools to engage more fully in a vision of "Catholic" education. This was implemented in 2021 with great success. All of the sessions were fully booked, and the evaluations indicate a deepened



knowledge and commitment to an education which is Catholic in nature by those who have participated. This will continue to be provided into the future as a strategic formation intention to build the capacity of middle leaders, strengthening career pathways to senior leadership. As a result of these days, middle leaders have returned to their schools and have made recommendations to the Principals to have the day delivered to whole school groups. This has happened throughout 2021.

b) Michael Dennin

The RE & Spirituality team organised sessions for staff to spend time reflecting with Michael Dennin on the theology of faith and reason in 2021.

- ▶ **32** – Number of schools attended
- ▶ **513** – Number of staff attended
- ▶ **311**– Number of students attended
- ▶ **96%** of attendees agreed that the day achieved the formation intention.
- ▶ **93%** of attendees agreed that the day had appropriate structure and flow.

c) Immersion Pilgrimage to Moree

This pilgrimage was researched and prepared for trial and then implementation for 2022. The purpose of this immersion is to explore the realities of the Myall Creek Massacre and its implications for our understanding of Reconciliation. It identifies connections to our Diocese, develops partnerships with the Diocesan Council for Aboriginal and Torres Strait Islander peoples, in order to build a deeper appreciation for the need to be advocates for the Aboriginal and Torres Strait Islander children and families in our schools. Part of the purpose of this pilgrimage is a response to the need to Close the Gap in education and as civic members of our Australian society. It is a time of truth telling and metanoia. (Change of heart) It is also an encounter with an Australian experience of the Paschal Mystery.

System programs:

- ▶ Doorways
- ▶ We are Called, We are challenged.
- ▶ Bishop's Senior Secondary Leaders Retreat

The delivery of these significant formation programs were significantly impacted by COVID during 2021. Only

one third of each were able to run with any normalcy. The Bishop's retreat was reimagined into an online forum, which attempted to ensure students in Year 12 did not miss out on the opportunity to reflect on faith and leadership. Sam Clear was the guest speaker and was well received.

Religious Literacy

2021 saw improvements in Religious Literacy in the Year 7 Faith Story Witness unit which aims to lessen the gap between students coming in from non-Catholic Feeder Schools.

- ▶ **A case study (eg)** - St Joseph's Lochinvar had a 35% increase above the standard. Six out of seven Year 7 classes had results above the standard.

Online Religious Literacy Trial and Data Dashboard

Covid lockdown continued to impact on the delivery of RL testing, except for Year 8. RE&S used this time instead to develop a trial for an online RL test. Several schools offered to trial this in 2021 with the intention of this being the format in 2022. The RE Curriculum team also worked in consultation with Shared services to have RL placed into



a Data Dashboard. This includes all the following data:

1. Year 8 averages from 2013 – 2021 (NB no test in 2020 due to Covid.)
2. Year 8 section by section results of 2021 test.
3. Year 10 Religious Literacy averages from 2015-2019 (NO RL tests in 2020-2021) due to Covid)
4. Primary Year 6 RL Test averages 2015-2018 (Sydney Test Paper used)
5. Primary year 6 RL schools by school averages 2016- 2018 (Sydney Test)
6. Primary year 6 results data and averages 2019 (Diocesan Test) NB No Primary tests results in 2020 or 2021 due to COVID.

Year 8 Religious Literacy

General Trends:

- ▶ The overall average was a **Decrease** from the 2019 RL test results.
- ▶ **Two** out of nine schools improved their overall average compared with that of the 2019 test.
- ▶ **Seven** schools had a decrease in their results compared to 2019.

- ▶ Only one school had the majority of its students either at or above the required standard of 30.
- ▶ **Three** schools had a majority of students who achieved 25 or better in the test.
- ▶ There are a greater percentage of students at the minimum standard of 30 (25%) compared with 2019 (22.9%)
- ▶ **Six** schools results decreased from Yr. 7 test averages. Four schools improved.
- ▶ **One** school had one class that had an average of 40

This was not unexpected after the intervention of COVID. Recommendation has been made for 2022 by the RE&S Team, that a Case Management approach be implemented in 2022 with a sharp focus on explicit improvement over the coming three years. This aligns with a system approach to improvement: The Leading Learning Collaborative.

Accreditation Work Teach Lead Data Base

AWTL is a long established initiative signed off by the Bishops of NSW and ACT which establishes a priority of faith accreditation for all those who work in

Catholic Schools across the Diocese. It was communicated to the RE&S Department that work would begin on the development of a replacement data base to support the AWTL data which since the creation of Shared Services in 2017 has been disconnected. This has been kept up to date manually. This is a matter of great urgency, and we continue to look forward to its development.

Integral Ecology Network

This network seeks to bring together like-minded staff who are interested/involved in sustainability action in our schools in the spirit of Pope Francis' Laudato Si. Each school is to have one staff representative as part of the diocesan network for a Once-a-term Teams meeting and be the contact person for Integral Ecology matters for the school.

Action for sustainability/environment takes many different and inspiring forms in our schools already! The plan is to have a regular forum to share ideas and support what is happening around the diocese, as well as learn from leaders and doers in the Integral ecology space to build capacity and community buy-in. The need for action ongoing is in response to the ongoing climate crisis, but it is also a CSO system strategic plan goal and a CIIT Mission and Justice (Dimension #4) Benchmark. Pope Francis has also laid down the challenge for all Catholic organisations to meet the Laudato Si' goals as part of the Laudato Si Action Platform. This program in partnership with the new Diocesan sustainability Coordinator has provided more opportunities to help schools become more sustainable.

aMeN caMiNo

In 2021 the Catholic Schools Office handed over the aMeN caMiNo to the Diocese to broaden the opportunity for formation and evangelisation by the Diocese. Teachers will continue to attend the aMeN, however the management for the pilgrimage now rests within Pastoral Ministries. The purpose of this is to strengthen the bonds between Diocese Parish and schools, to provide a fusion of encounter beyond the school gate, a vehicle for evangelisation through the experience of a kinaesthetic spirituality, a means for the development of relationships in new ways between parishioners and school staff.



Teaching and Learning Services

Primary Curriculum

The Primary Curriculum Team, in collaboration with the DIAL Team, supported Primary Schools as they adopted NAPLAN as an online assessment for the first time in all schools.

The team was also working closely with schools, CSNSW and NESA as the state was reviewing syllabus documents and preparing to introduce new English and Maths syllabuses (K-2). A number of experts were engaged, including Jennifer Buckingham who provided with all Primary Principals on the research underpinning the new English K-2 syllabus. Best practice guides were created and shared with all Pedagogical Mentors, Leading Teachers and Assistant Principals for both Maths and English (K-2).

Due to COVID, the team pivoted to using the online medium to support Professional Learning. Online opportunities included:

- ▶ Acadience training – all teachers trained
- ▶ Series of professional learning

including; linking strands, big ideas and rich tasks in Maths

- ▶ Literacy and numeracy progressions PL for schools
- ▶ Christine Topler and Sheena Cameron – Writing and Spelling (morphology)
- ▶ Reading Fluency and Microsoft Teams online tool.

Secondary Curriculum

2021 was the first year of Secondary Ed Officers working with Pedagogical Mentors in secondary schools. In line with Lyn Sharratt's emphasis on improving literacy for all students, the PMs worked in creating cross-KLA initiatives to focus on literacy. The Secondary Ed Officers and five PMs undertook the LaTrobe Science of Reading – Secondary Short Course to further develop our understanding of language acquisition, and lack thereof, and the effect of this on secondary students.

The Team worked with PMs to become Knowledgeable Others, having each one participate in the Impact Cycle professional learning in order to coach teachers at their schools. 2021 saw

Data Walls appear in our secondary schools.

The Catholic Schools NSW HSC Data Analysis (John DeCourcy) for Education Officers was the first professional learning opportunity of the year. It outlined areas of strength and concern across the Catholic sector and specific diocese, highlighting a lower rate of participation from Catholic school students in Extension subjects. Studies of Religion was flagged as a subject of concern for the Catholic sector. We then worked with the Manager Research, Data & Analysis from CSNSW on data specific to the Diocese of Maitland-Newcastle. The knowledge gained from these data analysis sessions was summarised and shared with teachers at HSC Analysis days and Leaders of Learning at SKLANs.

Careers

In Careers, a number of secondary schools are piloting the Become program, incorporating career exploration activities in years 7 and 8. Additionally, a number of primary schools are commencing planning work to integrate this for delivery to years 5 and 6, a very exciting space for Careers education to be heading.

Vocational Education and Training

In 2021, 261 Year 12 students achieved nationally recognised qualifications in Vocational Education and Training courses delivered in our schools. 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.

COVID-19 impacted on many activities within VET in 2021, particularly hampering the participation of students in industry work placement and face to face teacher training which was suspended for much of the year.

A School based traineeship or apprenticeship (SBAT) was completed by 49 of our students as part of their HSC, in qualifications such as Retail Services, Health Services Assistance and Business Administration. Of these, 10 were from our schools completing an SBAT programme in Certificate III



in Early Childhood Education and Care in partnership with St Nicholas Early Education services across the diocese.

2021 saw the awarding of the inaugural Diocesan VET Student of the Year. Schools were asked to put forward a nomination of a Year 12 VET student who best embodied the characteristics of a work-ready, skilled practitioner in their chosen vocational field. Krystal Porteus from All Saints' College Maitland was the eventual awardee,

demonstrating commitment to a school-based traineeship in Business Services with Cessnock City Council and also completing Certificate II in Construction Pathways at school.

Anne O'Connor received the Emmaus Award for Excellence in VET teaching, in the first year of this award. Anne is the Hospitality teacher at St Joseph's Lochinvar and was rightly recognised for her dedication to her craft.

Course Name	Qualification achieved	
Business Services	Certificate II in Business	16
	Statement of Attainment towards Certificate II in Business	12
Construction	Certificate II in Construction Pathways	40
	Statement of Attainment towards Certificate II in Construction Pathways	29
Electrotechnology	Certificate II in Electrotechnology (Career Start)	6
	Statement of Attainment towards Certificate II in Electrotechnology (Career Start)	8
Entertainment Industry	Certificate III in Live Production and Services	0
	Statement of Attainment towards Certificate III in Live Production and Services	16
Hospitality	Certificate II in Kitchen Operations	66
	Statement of Attainment towards Certificate II in Kitchen Operations	36
	Certificate II in Hospitality	0
	Statement of Attainment towards Certificate II in hospitality	1
Manufacturing and Engineering Introduction	Certificate I in Engineering	0
	Statement of Attainment towards Certificate I in Engineering	8
	Statement of Attainment towards Certificate II in Engineering	4
Primary Industries	Certificate II in Agriculture	4
	Statement of Attainment towards Certificate II in Agriculture	0
Retail Services	Certificate III in Retail	5
	Statement of Attainment towards Certificate III in Retail	13



Early Learning

A major focus of Early Learning is the diocesan Successful Foundations Action Research Project. In its third year of implementation, the project sees play as a preferred 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; to establish contexts for collaborative play, investigation and learning; to observe, listen to, document and analyse general capabilities, learning dispositions, skills and knowledge; to facilitate conversations with children, families and colleagues; to profile children's strengths, interests and learning needs; and to 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.

Following a year of lockdown, in response to the global pandemic, 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.

Joining the 19 existing Successful Foundations Action Research schools in 2021 were:

- ▶ St Joseph's Primary School, Charlestown
- ▶ St Joseph's Primary School, Denman
- ▶ St Paul's Primary School, Gateshead
- ▶ Holy Cross Primary School, Glendale
- ▶ St Joseph's Primary School, Kilaben Bay
- ▶ St John's Primary School, Lambton
- ▶ St Columban's Primary School, Mayfield
- ▶ St Joseph's Primary School, Merriwa
- ▶ St John Vianney Primary School, Morisset
- ▶ St James' Primary School, Muswellbrook
- ▶ St Patrick's Primary School, Swansea
- ▶ Our Lady of Lourdes Primary School, Tarro



“AS AN EDUCATOR IT HAS MADE ME THINK MORE CREATIVELY WHEN PLANNING AND HAS ALSO ALLOWED ME TO FIND A NEW PASSION IN TEACHING.”
TEACHER

The Kindergarten teachers at each school committed themselves to action research and collaboration with Ms Moroney, Miss Stanger and Miss Stokes as co-participants and co-researchers. The outcomes of the project were overwhelmingly positive from all stakeholders.

“As an educator it has made me think more creatively when planning and has also allowed me to find a new passion in teaching.” – Teacher

“It has taught me that children bring so much prior learning with them to school, and they have already developed a preferred way to learn. By playing the children are less threatened when they arrive at school, they can explore and create.” – Principal

“The information provided was insightful and focused on her emotional development as well as her educational development. The communication was great and helped me have a better understanding of my child’s emotional and mental transition.” – Parent

Professional learning opportunities that supported the system’s direction for the implementation of the Successful Foundations Action Research Project by Dr Cathie Harrison, Kim Moroney (Education Officer – Early Learning), Taylor Stokes and Bridie Stanger (Project Officers – Early Learning) in 2021 were:

- ▶ Unpacking Successful Foundations, Going Deeper – 31 schools represented
- ▶ Sharing and Collaboration Day - Teachers across all Cohorts were given the chance to display their authentic data from the project and observe children in play at St Joseph’s Primary School Merewether – 31 schools represented
- ▶ Successful Foundations – Findings, Reflections and Celebrations – Presentation of Data from the 12 Cohort 3 schools
- ▶ Successful Foundations – Effective Pedagogy for Transition to School, Introducing the Principles of Successful Foundations – At the

end of 2021, the final 14 schools that make up Cohort 4 were welcomed to the project, meaning that for 2022, the system direction will be introduced across all Primary schools in the Maitland-Newcastle Diocese.



Sports

Primary

Even with Covid impacting on our sporting pathways, the talent shown in our primary schools was highly evident in 2021, with over 50 students being selected for a NSW Polding team. Almost every pathway of sport in 2021 included a Maitland-Newcastle representative in a Polding team. These students were successful in representing their school and the Diocese as a whole. Manish Anson-Smith from St James' Primary School, Kotara South continued to excel in his chosen sport of hockey and was rewarded with a place on the NSW PSSA team to go to School Sport Australia. Unfortunately, due to Covid, many NSW PSSA and School Sport Australia events were cancelled.

Secondary

Over 30 talented secondary students from across the diocese was selected for a NSW Combined Catholic Colleges

(NSWCCC) team this year and they represented the diocese with pride and ability. It proved difficult for further representative honours to be achieved due to cancellation of pathway sports, however, two students from the diocese received a prestigious NSW Blue or Bar Award. These awards celebrate and recognise the best sporting achievements of Catholic secondary students throughout New South Wales.

Michael Walker from St Francis Xavier's College Hamilton started playing basketball at 7 years of age and first represented the Newcastle Hunters at the age of 11, while representing our diocese at Polding for basketball, athletics and AFL. One could say that Michael – at 6 ft 7 and still growing – is well suited to the game of basketball; what has maintained his interest all these years is the fast-paced nature of the sport.

Michael received a NSWCCC Blue Award for basketball in 2019 when he

was just 16 years old. Michael was a significant player in the 2019 NSWCCC team. His offensive and defensive skills were noticed by the selectors and consequently he was chosen in the NSW All Schools Basketball Team.

Michael has been a Newcastle Hunters representative every year since 2014 and first represented NSW in 2017 when he was selected in the Under 16's NSW country team. Since then, he has been selected in the state team every year.

Michael has also been part of the State Performance Program since 2017 and graduated in 2020. Michael's talent as an Australian representative was recognised at a young age. He has attended multiple Australian developmental camps at the Australian Institute of Sport.

His major accomplishment to date was his selection for the Under 15's Australian team in 2018, which went on to win gold in the Oceania championship. Michael

Gifted Education

In 2021, nine diocesan schools joined the Gifted Education Lead Schools network. These schools included:

- ▶ St Francis Xavier's Primary School, Belmont
- ▶ St Joseph's Primary School, Charlestown
- ▶ St Mary's Catholic College, Gateshead
- ▶ St Paul's Primary School, Gateshead
- ▶ St Joseph's Primary School, Gloucester
- ▶ St Mary's Primary School, Scone
- ▶ St Patrick's Primary School, Swansea
- ▶ St Patrick's Primary School, Wallsend
- ▶ St Pius X Primary School, Windale

These schools embraced this journey through engagement with professional learning and administered school-wide cognitive abilities testing as the first step in identifying their high potential and gifted learners. The next steps for these schools will be to continue to investigate and implement best practice in differentiation for these students, with

support from Education Officers, Gifted Education.

The CogAT test continued to be a focus of data collection in 2021, with testing allowing schools to gain insight into the potential for academic success of cohorts and individual students. In 2021 the Gifted Education team was supported by the data & analytics team to further refine the dashboard through Microsoft PowerBi which triangulates CogAT, ACER PAT and NAPLAN data to allow gifted education mentors to compare student ability with their achievement. This represents a great step forward in accessing and analysing data with the intention of using it to inform instructional approaches.

During the period of home learning in 2021, schools were supported with the provision of gifted education extension projects, with many of our high potential and gifted learners thriving with the heightened level of challenge and independence. These projects were shared in live online meetings, allowing students from across the diocese to share their work.

In 2021, the Virtual Academy served the needs of just over 90 students in the diocese, engaging them in part-time placement in a virtual class where they are offered the opportunity to work beyond the scope of the regular classroom. The Virtual Academy staff and students engaged in a range of exciting events, both in person and online, throughout the year including Orientation Day, Presentation Skills Workshop, Digital Tools Workshop, and the culmination of their year's work: Presentation Day. The 2021 Presentation Day took place via Teams at the end of the year and was a large undertaking involving 93 students presenting their learning from the year in the Virtual Academy to panels of experts across 8 breakout rooms, supported by the DIAL team and other key CSO staff.

Looking ahead to 2022 we will welcome a further five schools into the Gifted Education Lead School network, we will be piloting a new staffing model, GEM Project Officer, to further strengthen the systemic approach to gifted education, and The Virtual Academy is set to expand again, looking to support the needs of over 120 students.

was then selected in the Under 16's team the following year and named in Under 17's squad which trained for the Under 18's World Championships in Lebanon. Unfortunately, the world championships were cancelled.

In 2021, Michael was selected in the Under 20's NSW state team that competed at the Australian Championships – a week-long tournament in Mackay. Along with this he also earned a place on the roster for the Newcastle Hunters championship men's team in his first year in the senior program.

Through the school pathway, Michael was selected in the NSWCCC team who competed at the tri-schools tournament, where he along with the team versed NSW CIS and NSW CHS. Throughout the day Michael put on display his versatility, playing in multiple positions, as well as his leadership skills.

Emily Foy from St Francis Xavier's College Hamilton received a NSWCCC Blue in the sport of basketball. Emily's talent was evident from a young age when she was selected for the Polding basketball team in Year 5 and then again Year 6.

Emily has played representative basketball with Newcastle Hunters since she was in Under 12's. She attended national club championships with Newcastle Hunters for two years in under 14's. She was selected to represent NSW at the national championships in Under 16's and Under 18's as both a bottom-age and top-age player and was named captain for two of these teams.

She has been a member of the BNSW state performance program for four years. In 2021, Emily represented NSWCCC at the NSW All Schools Championships where she was chosen for the NSW All Schools Merit Team.

Emily contributed impressive scoring numbers through her ability to shoot from the perimeter and attack the basket, making her a hard player to guard.

Her speed and strength give her the versatility to play multiple positions. Emily represented the Newcastle senior program both in the Women's Youth League and Championship teams. She was named in the BNSW Youth League All Star Five at the conclusion of the season as just a 17-year-old.



EAL/D Support (English as an Additional Language/ Dialect)

2021 saw many EAL/D teachers continuing to support students remotely, due to continuing COVID lockdowns.

EAL/D teachers engaged in collaborative learning with a focus on task moderation to assist in making agreed judgements about student language proficiency across the modes and Stages.

The second focus was on transitioning as many EAL/D teachers as possible toward COMPASS reporting for individual student reports for Term 2. Professional Learning opportunities were enacted via Zoom and Teams for EAL/D teachers to be upskilled with COMPASS reporting for Semesterly EAL/D student reporting.

Additional online meetings were conducted to share Professional

Learning about remote teaching and learning and special considerations, particularly for our vulnerable Refugee and non-English speaking families.

Information around COVID isolation rules and Vaccinations was shared via TEAMS in a variety of languages for EAL/D teachers to distribute to families. Some EAL/D teachers liaised with the Refugee Hub in Mayfield to provide eligible students with extra tuition at the HUB due to limited academic support opportunities in the home.

A number of referrals were made to outside agencies for targeted support (such as food hampers and COVID information in particular) for some vulnerable families in our schools.

Student Support Unit

The Student Support Unit (SSU) supports schools to meet the learning and wellbeing needs of students with

disability, through the provision of services to schools. In 2021 there were a total of 3,685 students with disability enrolled in our schools. This represents 18.3% of total school enrolments, which is an increase in enrolments of 1.5% from 2020.

During the year, support has been provided for students with developmental disabilities, learning difficulties, social-emotional difficulties, and speech, language, and communication needs. In 2021 the SSU Education Officers received, and responded to, a total of 741 individual student referrals from schools. SSU Education Officers also supported the enrolment and transition of 124 new students with disability, and provided 117 professional learning sessions, across 40 schools and on 17 occasions at the Catholic Schools Office (CSO).



A major focus during 2021 was the development of the Student Wellbeing and Pastoral Care Policy and Framework, as identified in the CSO Strategic Plan. This work was led by Renee Tyczynski (Education Officer: Wellbeing), with support from CSO and school personnel. Development of the policy and framework commenced with the completion of a literature review, and then draft documents were written by a group of staff from both the CSO and schools, who worked closely with the Religious Education and Spirituality Unit and clergy. Input was sought from parents and students. Key research, our Catholic social teaching, values and identity, and the needs of our Diocese guided the development of the documents. The draft policy and framework were presented for consultation and feedback to all staff within the CSO, and key staff within schools, including Principals, Assistant Principals, Leaders of Wellbeing and Engagement, School Counsellors, Pastoral Care Workers, Learning

Support staff, students and parents. The Diocesan Communications Team worked closely with the Education Officer: Wellbeing in developing a Wellbeing Framework booklet, and the CSO Leadership Team approved the policy and framework in Term 4 2021. The Wellbeing Policy and Framework will be formally launched in schools in 2022.

Digital Innovation and Learning (DIAL)

Technology continued to play a pivotal role in how we learn, communicate and work. Teachers continued to leverage digital tools to deliver meaningful learning opportunities, assess student achievement, give feedback, and communicate with parents. The Digital Innovation and Learning (DIAL) team engaged with teachers on a weekly basis through newsletters, webinars, and on demand videos, attracting several hundred views per week from teachers across the various formats. Various new digital tools were introduced throughout the year as needed. A major new offering was the introduction of the Seesaw learning platform for all junior classes to bridge the gap in access to digital classroom tools that existed for K-3 classes in 2021.

The DIAL team were involved in multiple projects throughout 2021 with two standouts. Firstly, all school portals (SharePoint landing pages) were refreshed to ensure a uniformed approach and easier to manage interface for teachers. This led to a larger diocesan project involving several departments and agencies which were able to benefit from a combined approach to this undertaking including COSI, Curriculum, Technology Services, Records Management, and WHS. Secondly, the introduction of a managed iPad project to setup and provide ongoing support for iPads in schools was undertaken as a combined project with Technology Services and the DIAL team. This project was able to provide a diocesan wide managed approach to the use of iPads in our schools and provides an ongoing opportunity for the DIAL team to engage with and provide professional development for teachers in the use of iPads as learning tools in the classroom.

In addition to major projects, the DIAL team also provided services as part of many professional development and learning experiences offered by various stakeholders including Gifted Education, Virtual Academy, Early Learning, Religious Education, Student Support and Parent Support units.

Compass

Changes introduced by the MN-SIS project represents a transformation in the way student information and school finances are administrated, utilised, and supported. In addition to procedural changes within our schools, the introduction of a single enterprise solution introduces new functions to the CSO.

The move to the Compass Ancestry platform creates an operating environment for schools that provides efficient, effective and sustainable systems for learning, teaching, operations and tactical / strategic decisions through:

- ▶ Information entered/captured once
- ▶ Single, authoritative point of truth
- ▶ Enhancement of student learning through aggregated, longitudinal, holistic information regarding students
- ▶ Efficiencies generated anywhere, anytime, on any device
- ▶ Consistency of business practices
- ▶ Fully integrated information to support tactical and strategic planning

Primary Student Reports

A Working Party was established to review students' semester reports (K-6), with the aim of improving the feedback to parents, creating consistency between schools and streamlining the time spent on reports for teachers. The review committee, consisting of Principals and CSO Education officers, have been working on a new format that will be more detailed and more student specific incorporating aspects of the Student/Parent/Teacher conferences. This work will continue in 2022.

ASPIRE: 2021

Another year of resilience, promise and creative endeavour

The year presented us with yet more challenges in bringing students together to perform; however, we started strong with a steady rehearsal schedule during Semester 1 of our 2021 original production *The Masked DJ*.

Drama, Vocal, Stage Band, Dance, Design and Production students came together each week to realise a story of hidden potential, friendships and family accompanied by an eclectic playlist of dance music. Despite several attempts to realise the production and again bring it to a live audience, *The Masked DJ* didn't make it to the stage due to Covid restrictions. This was deeply disappointing given the creative investment and the sense of community and belonging that ASPIRE engenders.

2021 saw the introduction of ASPIRE's first Musical Director, as well as the establishment of the first diocesan Concert Band. The Music Director was appointed to assist with the development of students and staff in their musical performances.

ASPIRE's In-School Program continued with nine schools writing their own productions and delivering them to their school communities. These productions pursued themes of their school's history, how things work, community, supporting each other and even outer space!

Dramafest for secondary students was also delivered with leading industry practitioners presenting workshops in clowning, mime, verbatim, voice, characterisation and individual performance. The workshops catered to 150 students and staff, furthering quality teaching and engagement in learning to complement and build on students' learning experiences in their elective courses.

The ASPIRE Senior Theatre Makers continued, culminating in an end-of-year production called '10 years of ASPIRE' at the Civic Playhouse, which was reflective of our history and asked, 'What makes an ASPIRE production special'?

Towards the end of 2021, ASPIRE was able to deliver its Young Scriptwriters Staged Reading Event, Junior Theatre Makers performances and Song Competition finals to both live and streamed audiences.

ASPIRE continued to attract acclaim at the annual CONDA Awards. ASPIRE was nominated in 8 categories and won 2, for Best Costume Design and Set Design.

ASPIRE also provided the drama elements for the Combined Schools Anzac Performance, which was based on the life of local veteran Alf Carpenter. It was wonderful to be asked to participate in this significant event in our community.

All ASPIRE initiatives marked an end to a huge year of learning and adapting where again, our wonderfully talented and engaged students demonstrated resilience, acceptance and a real celebration and engagement in the strength of the creative and performing arts in our diocese.







Transparency and Accountability

School Compliance and Improvement

Continuum of School Improvement – COSI – Monitoring and Validation

COSI is the CSO Maitland-Newcastle's framework that addresses the dual purposes of effectively satisfying the expectations of NESAs, government and sector authorities as well as providing a model by which schools may be actively driving school improvement, based on the expectations and outcomes of validation and monitoring, school review, community consultation with the view to optimising student learning and wellbeing.

Our COSI cycle ensures the compliance demands on schools are met to meet registration and that there is a focus on

evaluating the quality of teacher practice and student engagement in learning evidencing growth in student learning outcomes.

NESA monitors the Catholic Schools Office's registration and accreditation requirements, as per the *Education Act 1990*, against the evidence and monitoring outcomes from COSI.

In 2021 the following applications and recommendations were made for our schools for the 2022 school year.

- ▶ St Bede's Catholic College, Chisholm: application for Years 11 and 12 and HSC
- ▶ Catherine McAuley Catholic College, Medowie: application for Year 9 and initial application for Year 10

Stakeholder engagement occurs formally each year with a survey

instrument administered by The Learning Bar. Over time, this additional data will complement other data sources and provide both the schools and system with ongoing comparative data specifically targeting the quality of learning in each school.

Aligned with COSI are CSO strategic goals and a sharpening of a school's professional priorities that define its strategic direction published in its Strategic Improvement Plans. These plans direct a school's ongoing targeted and measurable goals each year, together with identified professional learning to realise these goals.

2021 saw the realisation of the School Portal Project, reorganising school portals for the purposes of continuity, consistency and clarity of practice. Primarily, meeting the compliance accountabilities of school



documentation and achieving good organisational management in every school.

Validation across the six-year COSI cycle occurred in diocesan schools in the areas of: Catholic Identity (primary and secondary) both peer and in-school validation; Curriculum, inclusive of Religious Education (primary and secondary) – guided peer validation together with in-school self-evaluation and assessment; the Non-Curriculum areas of Safe and Supportive Environment (incorporating Discipline, Attendance, Finance, Staff and Teacher Accreditation, Governance, Child Protection and Building, Premises, and Facilities). WHS continued with the Safety and Wellness Team Business partners, using the school portals as a point of communication and process documentation.

NB: In 2021, due to COVID-19, many COSI processes were conducted remotely over Zoom or consolidated through desk audits and other data sources e.g. Compass.

The system also has in place school visitation and informal monitoring outside the phases of formal monitoring to provide school advice, support, direction and improvement planning.

Annually, schools are asked to complete both a Compliance Audit (principal attestation) and an Annual School Report through the CSO Compliance and Reporting Tool (CART), an online platform. CART outlines system and diocesan requirements to meet the responsibilities of the Minister in relation to the registration of member non-government schools and ensures schools have the evidence to support these.

Completed Projects

Holy Spirit Infants School, Abermain

- ▶ Demountable Link to Classroom
- ▶ Additions to the Administration Area
- ▶ Completion of Stage 3 (and final stage) of the Primary School

St Paul's Catholic College, Booragul

- ▶ Increase of Electricity and Mechanical Supply

St Aloysius Catholic Primary School, Chisholm

- ▶ Stage 3: Final stage of the Primary School
- ▶ Learning Hub and School Hall Extensions

St Bede's Catholic College, Chisholm

- ▶ Stage 2: Construction of classrooms and learning areas
- ▶ Stage 2: Consists of the construction of Block B
- ▶ Stage 3: Construction of Learning Spaces

St Joseph's Primary School, Denman

- ▶ Additions to the Administration Area

St Mary's Catholic College, Gateshead

- ▶ Stage 2: Upgrade of the College Facilities to accommodate Years 11 and 12

St Joseph's Primary School, Gloucester

- ▶ Hall and Landscape Upgrades

St John's Primary School, Lambton

- ▶ Landscape Work

St Joseph's Catholic College, Lochinvar

- ▶ Construction of new student amenities



St Dominic's Centre, Mayfield

- ▶ Installation of Demountable

Catherine McAuley Catholic College, Medowie

The completion of:

- ▶ Stage One of the new Secondary School
- ▶ The College Chapel
- ▶ Stage Two: Blocks C and D

St Therese's Primary School, New Lambton

- ▶ Completion of new classrooms, library, staff and administration facilities

St Brigid's Primary School, Raymond Terrace

- ▶ Learning Support Centre and Learning Hub refurbishment

St Paul's Primary School, Rutherford

- ▶ Playground Landscape Upgrade

St Joseph's Primary School, Taree

- ▶ Library Refurbishment and new Learning Hub

Committed Projects

Holy Cross Primary School, Glendale

- ▶ New School Entrance and Landscaping

St Patrick's Primary School, Lochinvar

- ▶ Stage 3: Final Stage of School Construction

St John the Baptist Primary School, Maitland

- ▶ Construction of Shade Structure

Catherine McAuley Catholic College, Medowie

- ▶ Stage 3: Construction of Learning Spaces

Holy Family Primary School, Merewether Beach

- ▶ Construction of classrooms and COLA

St John Vianney Primary School, Morisset

- ▶ The Kindergarten classroom breakout space
- ▶ Construction of New Administration Building

St Pius X Primary School, Windale

- ▶ In Planning: Demountable Multipurpose Building
- ▶ Widen Entrance and Driveway Accessibility

Major Maintenance Projects Completed In 2021 (Incl Amenities)

School	Maintenance projects
BOORAGUL, St Paul's High School	Hall Stormwater Repairs
BRANXTON, Rosary Park Primary School	Repair Demountable Rust
BROADMEADOW, Flexible Learning Centre	New Fence
CHARLESTOWN, St Joseph's Primary School	Multi Purpose Room
DUNGOG, St Joseph's Primary School	Additional Classroom
EDGEWORTH, St Benedict's Primary School	Amenities Refresh
FORSTER, Holy Name Primary School	Amenities Refresh
FORSTER, Holy Name Primary School	Block A Roof Replacement
FORSTER, Holy Name Primary School	Boundary Fencing Replacnt
GATESHEAD, St Mary's Catholic College	45 Pacific Highway, Demolition
GATESHEAD, St Mary's High School	Storm Water Connection
GATESHEAD, St Mary's High School	Demountable Removal
GLENDALE, Holy Cross Primary School	Demolition
KILABEN BAY, St Joseph's Primary School	Landscape Works
KOTARA SOUTH, St James Primary School	Amenities Refresh
MAITLAND, All Saints' College, St Mary's Campus	Internal Chapel Repairs
MAITLAND, All Saints' College, St Mary's Campus	Stonework Investigation
MAITLAND, All Saints' College, St Mary's Campus	Amenities Refresh
MAYFIELD, St Columba's Primary School	Block A Structural
MEREWETHER BEACH, Holy Family Primary School	Amenities Refresh
MORISSET, St John Vianney Primary School	Yr1/K Roof Replace
MUSWELLBROOK, St James Primary School	2021 Amenities Refurb
MUSWELLBROOK, St James Primary School	2021 Block B&C Refurb
MUSWELLBROOK, St James Primary School	Amenities Refresh
NELSON BAY, St Michael's Primary School	Amenity Refresh
RUTHERFORD, St Paul's Primary School	Landscape Masterplan
SHORTLAND, Our Lady of Victories Primary School	Amenity Refresh
SINGLETON, St Catherine's Catholic College	Window Repairs
SWANSEA, St Patrick's Primary School	Amenity Refresh
SWANSEA, St Patrick's Primary School	Fencing Works
WARATAH, Corpus Christi Primary School	33 Bridge Street, Demolition
WINGHAM, St Joseph's Primary School	Amenity Refresh
WINGHAM, St Joseph's Primary School	Admin Annexe Repairs



25 Years of Service to Catholic Education

Archer Kristen	CESSNOCK, St Patrick's
Boslem Sonya	BELMONT, SFX
Burgess Bernard	MAYFIELD, San Clemente
Byrne Michael	MAYFIELD, San Clemente
Cinello Tracee	LOCHINVAR, St Patrick's
Collins Michelle	EDGEWORTH, St Benedict's
Cumming Kerry	BELMONT, SFX
Dart Paul	LOCHINVAR, St Joseph's
Duggan Bernadette	CSO
Fanning Louise	HAMILTON, SFX
Greene Anne-Marie	FORSTER, Holy Name
Hassett Valerie	RUTHERFORD, St Paul's
Henderson Louise	GATESHEAD, St Mary's
Kevin Louise	BRANXTON, Rosary Park
Lane Lisa	SINGLETON, St Catherine's
McCann Adam	GLOUCESTER, St Joseph's
McGinlay Karen	MEREWETHER, St Joseph's
Mead Helen	RAYMOND TERRACE, St Brigid's
Middleton Andrew	HAMILTON, SFX
Morse Bronwyn	FORSTER, Holy Name
Mulhearn Julie	WARATAH, Corpus Christi
Neal John	MAITLAND, ASC St Mary's
Nolan Therese	BELMONT, SFX
Peel Lisa	LOCHINVAR, St Joseph's
Peart Felicity	MEREWETHER, St Joseph's
Ratcliffe Louise	HAMILTON, SFX
Ryan Belinda	RUTHERFORD, St Paul's
Sheridan-Wilkinson Rosemary	HAMILTON, SFX
Threlfo Paula	RUTHERFORD, St Paul's
Tierney Emma	MAYFIELD, San Clemente
Walmsley Maryanne	HAMILTON, SFX
Walsh Martina	RAYMOND TERRACE, St Brigid's
Walters Sonia	CHISHOLM, St Aloysius
Ward Michael	HAMILTON, SFX
Wilson Mark	RAYMOND TERRACE, St Brigid's

Higher School Certificate 2021

In 2021, 1,051 students sat HSC tests in the Diocese. Schools achieved well in comparison with state performances. 62 students achieved ATAR's 90 or above, with students coming from all Stage 6 secondary schools across the Diocese. This result represented the third consecutive year of growth in students achieving an ATAR of 90 or above. The continued improvement in the number of students who achieve a Band 5 of 6 is particularly encouraging with the growth in data culture beginning to show results with data analysis being translated into growth strategies, especially in regards to target setting.

There was 266 Distinguished Achievers among the 2021 cohort, which continues to increase in number year-on-year.

The Diocese had five outstanding HSC student performances. This included Caleb Baker from St Paul's College, Booragul who placed first in the state in the Retail Services exam.

There were also 336 Students who achieved VET Qualifications. The VET Student of the Year was Krystal Porteous from All Saints' College, Maitland. There were 38 School Based Apprenticeships and Traineeships completed.

ACADEMIC ACHIEVERS

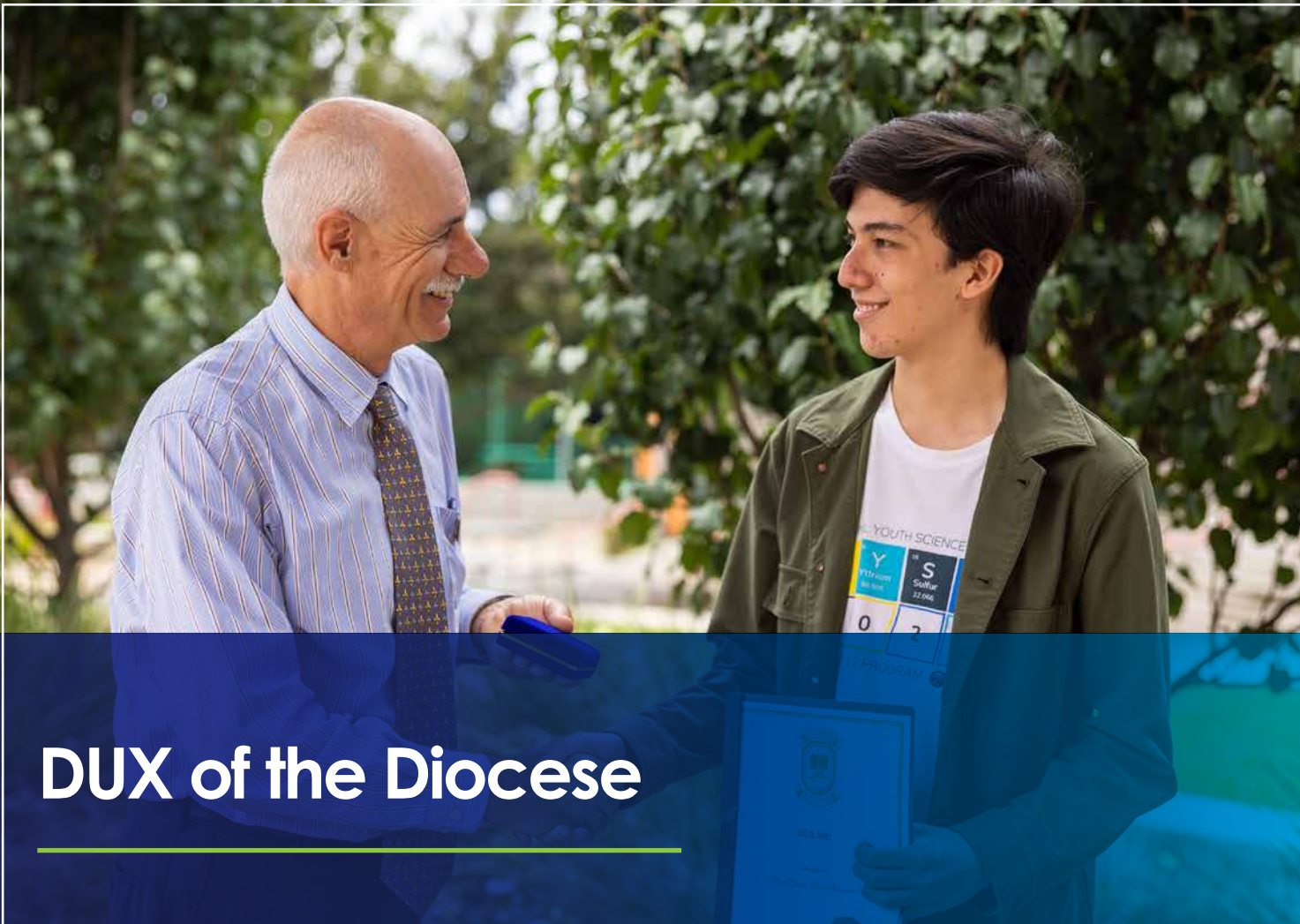
	School	Score
Wen Yuan Lim Schneider	St Clare's High School, Taree	99.25
Olivia Greentree	All Saints' College, Maitland	98.25
Charlotte Dever	St Francis Xavier's College, Hamilton	98.25
Amy Theacos	St Francis Xavier's College, Hamilton	97.80
Leah O'Hagan	St Francis Xavier's College, Hamilton	97.75
Jacqueline Donan	St Francis Xavier's College, Hamilton	97.75
Kadel Snaddon	St Francis Xavier's College, Hamilton	97.50
Jacob Armit	St Mary's Catholic College, Gateshead	96.60
Isabella Derkenne	All Saints' College, Maitland	96.20
Hannah Gearing	St Francis Xavier's College, Hamilton	96.10
May Lowe	St Francis Xavier's College, Hamilton	96.00

2021 DIOCESAN RESULTS – PERCENTAGE IN BANDS

Bands 5 & 6	27%
Bands 4, 5 & 6	63.40%
Bands 1 & 2	9.9%

TOP ACHIEVERS 5 STUDENTS

	School	State
Caleb Baker, Retail Services Exam	St Paul's Booragul	1st
Ava Gidley, Community & Family Studies	St Francis Xavier's College, Hamilton	5th
Krystal Power, Construction	All Saints' College, Maitland	7th
Bridget Power, Visual Arts	All Saints' College, Maitland	7th
Sam Lynch, Engineering Studies	All Saints' College, Maitland	7th



DUX of the Diocese

Despite the challenges of COVID-19, members of the Diocesan Leadership Group were able to gather to celebrate the Diocesan 2020 Higher School Certificate Outstanding Academic Achievers on 9 February 2022 at the Victor Peters Suite Hamilton.

The awards recognise the individual efforts of top-flight students who were a living testament to the qualities of resilience, determination, intellect, courage and faith. From remote learning to delayed exams, it was a tough year for the class of 2021. For one such student, all the hard work paid off – St Clare’s High School, Taree student WenYuan LimSchneider who stood out from the rest as the Dux of the Diocese.

WenYuan achieved an ATAR of 99.25, scoring in the top band in 10 or more units of study.

In spite of the challenges students faced due to the pandemic, WenYuan was grateful that he and his peers were

able to rally and achieve when it really mattered. “Despite all that happened in the last few years, I think I was able to pull through pretty nicely and yeah, I’m just really happy with how I went,” he said.

WenYuan said that it was the experiences he shared with his peers and the opportunities provided by St Clare’s allowed him to thrive and grow as a person. “Being involved in all the extra-curricular activities such as the Sustainability Group and a student exchange trip to Japan allowed me to grow as a person, and learn about other cultures,” he said.

Ultimately, WenYuan maintains that following his passion was the key to his success and is the advice that he would pass on to any student completing their HSC. “Stay on top of your work and homework, always ask questions and be curious about what you are doing. Do the subjects you are passionate about,” he said.

WenYuan’s outstanding result was one of many at St Clare’s, Taree with many students from his year group scoring an ATAR above 90. “It’s fantastic for the students, their parents and the teachers all have worked hard to get the students where they want to go,” St Clare’s High School Principal, Peter Nicholls added.

As for the future, WenYuan’s achievement, coupled with his passion for science and how things work, has led to an acceptance into the University of New South Wales (UNSW) to study a Bachelor of Engineering and Advanced Science. With a strong interest in humanitarian engineering and renewable energy sources the university acceptance was a great way to cap off WenYaun’s senior years of schooling.

Naplan

After Naplan had been cancelled in 2020, due to COVID, re-engagement with NAPLAN in a digital format meant working closely with all schools to ensure NAPLAN continued to be implemented with integrity. In 2021, 6592 students in Years 3, 5, 7 and 9, from all schools in the diocese, sat for NAPLAN assessments in Reading, Writing, Spelling, Grammar & Punctuation and Numeracy.

Naplan Results

Year 3 - mean scores

	Reading	Writing	Spelling	Grammar & Punctuation	Numeracy
Diocesan Average	439.9	429.9	417.4	436.1	408.5
State Average	442.6	433.8	433.1	442.5	411.5
National Average	437.3	425.4	421	433.2	403.4

Year 5 - mean scores

	Reading	Writing	Spelling	Grammar & Punctuation	Numeracy
Diocesan Average	512.5	484.2	506.1	498.4	491.8
State Average	514.4	488.4	514.2	509.4	502.8
National Average	511.6	480	504.5	502.8	495.2

Year 7 - mean scores

	Reading	Writing	Spelling	Grammar & Punctuation	Numeracy
Diocesan Average	533.0	522.3	540.6	529.5	545.1
State Average	543.9	528.5	555.4	538.3	556.6
National Average	542.4	522.2	548.7	533.4	550.6

Year 9 - mean scores

	Reading	Writing	Spelling	Grammar & Punctuation	Numeracy
Diocesan Average	577.04	549.32	573.30	570.74	589.70
State Average	577.9	554.5	584.2	575.4	592.6
National Average	577.5	550.7	580.1	570.9	587.9

Catholic Schools Week


The Diocese of Maitland-Newcastle celebrated Catholic Schools Week from May 3 – May 9. Catholic Schools Week is an opportunity to recognise the students, staff and families that make up our caring and supportive Catholic communities.

As a special addition, our Diocese joined Catholic School communities across Australia in celebrating 200 years of Catholic education in our country; a fitting time to acknowledge all those who contributed to the success of Catholic education here in the Maitland-Newcastle Diocese.

The 2021 theme was *Faith in the Future*, which focused on strengthening relationships between students and their Catholic faith by ensuring that all students - with support from family, teachers and parish communities - have every opportunity of realising their future potential.

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





AS A SPECIAL ADDITION, OUR
DIOCESE JOINED CATHOLIC
SCHOOL COMMUNITIES ACROSS
AUSTRALIA IN CELEBRATING 200
YEARS OF CATHOLIC EDUCATION
IN OUR COUNTRY.

Catholic Schools Profile



20,107

STUDENTS ENROLLED

11,205 **8,902**
PRIMARY SECONDARY



THE DIOCESE EMPLOYED
1,491.3 FULL TIME EQUIVALENT
TEACHERS AND **439 FULL TIME**
EQUIVALENT SUPPORT STAFF



AVERAGE PRIMARY CLASS SIZE

21.4 AVERAGE
SECONDARY
CLASS SIZE

f **9.3** MILLION
IMPRESSIONS
9,210 FOLLOWERS

i **69,194**
IMPRESSIONS
1,662 FOLLOWERS

YouTube **160,145**
IMPRESSIONS
338 FOLLOWERS

in **45,317**
IMPRESSIONS
1,186 FOLLOWERS



58// HSC SUBJECTS
WERE OFFERED IN 2021

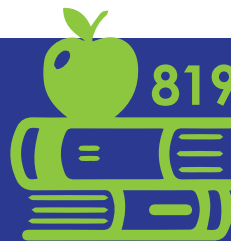


1,089
STUDENTS SAT THE HSC

266// HSC
STUDENTS
DISTINGUISHED ACHIEVERS



2// HSC
STUDENTS
ACHIEVED ALL
ROUNDERS AWARD



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

5// HSC
STUDENTS

ACHIEVED TOP 10 IN
THEIR COURSE IN THE STATE

1 HSC STUDENT ACHIEVED 1ST
IN THEIR COURSE IN THE STATE



940 PRIMARY STUDENTS AND
625 SECONDARY STUDENTS
OF ABORIGINAL/TORRES STRAIT
ISLANDER DESCENT



932 **416**
PRIMARY 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	631	MAITLAND, All Saints' College, St Peter's Campus	7-10	923
ABERMAIN, Holy Spirit Infants School	K-2	144	MAITLAND, St John the Baptist Primary School	K-6	366
ADAMSTOWN, St Columba's Primary School	K-6	230	MAYFIELD, San Clemente High School	7-10	632
ADAMSTOWN, St Pius X High School	7-10	1,003	MAYFIELD, St Columban's Primary School	K-6	159
BELMONT, St Francis Xavier's Primary School	K-6	107	MAYFIELD, St Dominic's Centre	K-10	38
BOORAGUL, St Paul's Catholic College	7-12	764	MEDOWIE, Catherine McAuley College	7	269
BRANXTON, Rosary Park Catholic School	K-6	322	MEREWETHER BEACH, Holy Family Primary School	K-6	241
BROADMEADOW, St Laurence Flexible Learning Centre	9-10	46	MEREWETHER, St Joseph's Primary School	K-6	400
BULAHDELAH, St Joseph's Primary School	K-6	30	MERRIWA, St Joseph's Primary School	K-6	47
CARDIFF, St Kevin's Primary School	K-6	122	MORISSET, St John Vianney Primary School	K-6	159
CESSNOCK, St Patrick's Primary School	K-6	335	MUSWELLBROOK, St James' Primary School	K-6	272
CHARLESTOWN, St Joseph's Primary School	K-6	255	NELSON BAY, St Michael's Primary School	K-6	235
CHISHOLM, St Aloysius Catholic Primary School	K-6	601	NEW LAMBTON, St Therese's Primary School	K-6	562
CHISHOLM, St Bede's Catholic College	7-10	520	RAYMOND TERRACE, St Brigid's Primary School	K-6	394
DENMAN, St Joseph's Primary School	K-6	76	RUTHERFORD, St Paul's Primary School	K-6	369
DUNGOG, St Joseph's Primary School	K-6	115	SCONE, St Mary's Primary School	K-6	163
EAST MAITLAND, St Joseph's Primary School	K-6	435	SHORTLAND Our Lady of Victories Primary School	K-6	127
EDGEWORTH, St Benedict's Primary School	K-6	326	SINGLETON, St Catherine's Catholic College	K-12	903
FORSTER, Holy Name Primary School	K-6	261	STOCKTON, St Peter's Primary School	K-6	163
GATESHEAD, St Mary's Catholic College	7-12	883	SWANSEA, St Patrick's Primary School	K-6	141
GATESHEAD, St Paul's Primary School	K-6	288	TAREE, St Clare's High School	7-12	559
GLENDALE, Holy Cross Primary School	K-6	135	TAREE, St Joseph's Primary School	K-6	283
GLOUCESTER, St Joseph's Primary School	K-6	23	TARRO, Our Lady of Lourdes Primary School	K-6	216
HAMILTON, St Francis Xavier's College	11-12	918	WALLSEND, St Patrick's Primary School	K-6	302
KILABEN BAY, St Joseph's Primary School	K-6	209	WARATAH, Corpus Christi Primary School	K-6	176
KOTARA SOUTH, St James' Primary School	K-6	375	WARNERS BAY, St Mary's Primary School	K-6	390
KURRI KURRI, Holy Spirit Primary School	3-6	189	WINDALE, St Pius X Primary School	K-6	49
LAMBTON, St John's Primary School	K-6	195	WINGHAM, St Joseph's Primary School	K-6	109
LOCHINVAR, St Joseph's College	7-12	931			
LOCHINVAR, St Patrick's Primary School	K-6	545			
MAITLAND, All Saints' College, St Mary's Campus	11-12	446			
			Grand Total		20,107.0

Building and Maintenance Projects

Completed projects as at the year ended 31 December 2021

School	Project	Construction Stage/ Forecast Completion	Government Grant	Local Contribution	Project Cost
CHISHOLM, St Aloysius Catholic Primary School	Stage 3 - Final stage of new primary school construction	2021	\$944,952	\$3,397,939	\$4,342,891
CHISHOLM, St Bede's Catholic College	Stage 2 - Construction of classrooms and learning areas	2021	\$7,019,711	\$12,444,558	\$19,464,269
DENMAN, St Joseph's Primary School	Additions to Administration Area	2021		\$440,250	\$440,250
GATESHEAD, St Mary's Catholic College	Stage 2 - Upgrade of school facilities to accommodate Year 11 and 12 commencement	2021	\$2,422,332	\$10,967,343	\$13,389,675
MAYFIELD, St Dominic's Centre	Installation of Demountables	2021		\$466,379	\$466,379
MEDOWIE, Catherine McAuley Catholic College	Stage 1 - Construction of new secondary school	2021	\$3,600,000	\$25,761,619	\$29,361,619
MEDOWIE, Catherine McAuley Catholic College	Construction of Chapel	2021		\$6,261,092	\$6,261,092
MEDOWIE, Catherine McAuley Catholic College	Stage 2 - Construction of new secondary school	2021	\$3,245,213	\$7,702,293	\$10,947,506
NEW LAMBTON, St Therese's Primary School	Construction of classrooms, library, staff and administration facilities	2021	\$3,263,091	\$3,685,571	\$6,948,662
TAREE, St Joseph's Primary School	Library Refurbishment	2021		\$883,542	\$883,542
Total					\$92,505,885

Committed projects as at the year ended December 2021

School	Project	Construction Stage/ Forecast Completion	Approved Government & * Forecast Grant	Local Contribution	Project Cost/ Budget
ABERMAIN, Holy Spirit Infants School	Demountable Link to Classrooms	In Progress		\$198,000	\$198,000
BOORAGUL, St Paul's Catholic College	Increase of Electricity & Mechanical Supply	Planning		\$745,000	\$745,000
CHISHOLM, St Aloysius Catholic Primary School	Learning Hub extension	Planning		\$167,230	\$167,230
CHISHOLM, St Aloysius Catholic Primary School	School Hall Extension	Planning		\$1,550,000	\$1,550,000
CHISHOLM, St Bede's Catholic College	Pre Stage 3 - Construction of learning spaces	In Progress		\$2,100,000	\$2,100,000
CHISHOLM, St Bede's Catholic College	Stage 3 - Construction of learning spaces	Planning	\$6,094,676	\$8,488,467	\$14,583,143
GLENDALE, Holy Cross Primary School	New School Entrance & Landscaping	Planning		\$540,000	\$540,000
GLOUCESTER, St Joseph's Primary School	Hall & Landscape Upgrades	In Progress		\$279,000	\$279,000
KILABEN BAY, St Joseph's Primary School	Improve School Entrance & Administration	Planning		\$650,000	\$650,000
LAMBTON, St John's Primary School	Landscape Works	Planning		\$145,000	\$145,000
LOCHINVAR, St Joseph's Catholic College	Construction of new student amenities	Planning		\$875,000	\$875,000
LOCHINVAR, St Patrick's Primary School	Stage 3 Final Stage of School Construction	Planning	\$1,151,646	\$5,498,354	\$6,650,000
MAITLAND, St John the Baptist Primary School	Construction of Shade Structure	In Progress		\$315,000	\$315,000
MEDOWIE, Catherine McAuley Catholic College	Stage 3 Construction of learning spaces	Planning	\$4,139,328	\$12,810,672	\$16,950,000
MEREWETHER BEACH, Holy Family Primary School	Construction of classrooms and COLA	Planning		\$2,949,118	\$2,949,118
MORISSET, St John Vianney Primary School	Kinder Classroom Breakout Space	Planning		\$380,000	\$380,000
MORISSET, St John Vianney Primary School	Construction of New Administration Building	Planning		\$1,203,000	\$1,203,000
NELSON BAY, St Michael's Primary School	Construction of Administration Building and refurbishment of school	Planning	\$1,800,617	\$7,199,383	\$9,000,000
RAYMOND TERRACE, St Brigid's Primary School	Learning Support Centre Refurbishment	In Progress		\$1,303,900	\$1,303,900
RUTHERFORD, St Paul's Primary School	Playground Landscape Upgrade	Planning		\$490,000	\$490,000
TEMPORARY BUILDINGS	Demountable classrooms - various locations	Ongoing		\$1,000,000	\$1,000,000
VARIOUS	Land acquisitions subject to due diligence	Progressing		\$14,600,000	\$14,600,000
VARIOUS	Other Uncommitted Pipeline	Planning	19,623,193	\$98,084,662	\$117,707,855
WINDALE, St Pius X Primary School	Demountable Multi Purpose Building	Planning		\$555,000	\$555,000
WINDALE, St Pius X Primary School	Widen entrance driveway & Accessibility	In Progress		\$255,000	\$255,000
Total					\$380,203,016

Income and Expenditure

INCOME 2021	
	\$000
School fees, excursions & trip income	44,569
Other private income	3,650
State Government recurrent grants	68,456
State Government interest subsidy	226
Commonwealth Government recurrent grants	237,719
Sub total Recurrent Income	354,620
Commonwealth Government capital grants	661
State Government capital grants	8,185
Fees/Levies - Private capital income	16,020
Sub Total Capital Income	24,866
Total Income	343,592

EXPENSES	
	\$000
Salaries & salary-related costs	265,751
Academic & extra-curricular expenses	8,907
Building & equipment maintenance & replacements	22,761
Interest expenses - capital loans	4,386
Depreciation expenses	11,704
Bad & doubtful debts expenses	2,471
Other operating expenses	23,803
Total Expenses	339,782

BALANCE SHEET	
	\$000
Total assets	661,828
Total liabilities	218,325
Total Equity	443,503
Restricted - employee entitlements	55,244
Unrestricted	388,259
Total Equity	443,503





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