



# ANNUAL REPORT 2018

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.



**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



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 what we run schools for.

Among the things that I noted with some satisfaction in 2018, I would mention first the arrangement of matters that enabled the commencement of the St Laurence Flexible Learning Centre

in 2019. The schools of this diocese have, I believe, a distinguished record of providing for students with special needs in our regular schools and St Dominic's Centre serves students with a range of disabilities, but there was a gap in the system when it came to providing for those who just do not flourish in a regular school setting. Finally, in co-operation with Edmund Rice Education Australia, that gap is beginning to be filled.

We also saw the first Year 11 classes at St Mary's Catholic College, Gateshead and St Joseph's College, Lochinvar. I have spent some time with the senior student leaders in both places and I am very impressed with the way they and their schools are developing. The same can be said for the initial years of St Aloysius Primary School and St Bede's Catholic College in Chisholm. These newly built facilities have catered for new approaches in the classroom, and that seems to be working well.

However, as everyone knows and every new study confirms, the most important factor in education is not the clever building or the high-tech gear but still the teacher. In that respect, and in terms of the mission of the Catholic school, I am pleased to note the beefing-up of the role of the Religious Education and Spirituality team in the CSO. Initiatives in providing days of reflection, retreats and spiritual renewal for senior teachers and for those just beginning have, I know, been well received. Some degree of induction for new teachers into what they are doing in specifically Catholic education is no doubt useful too.

Not everything is rosy of course. CSO leadership teams and school principals are used to my grumbling when I find that elements of the religious development programs proposed in *Catholic Schools at Crossroads* back in 2007 still haven't been introduced. The engagement of specialist Religious Education teachers and the formation



## Message from Bishop Bill Wright

of proper RE Departments, based on the recommendations of our own study some years ago, has proceeded too slowly for my liking. I regret that, between the pressures on our priests and the complexities of school timetables, there is often not much sacramental life in our high schools in particular. All of these things are works in progress and 2018 saw some progress.

It is probably bad form to end these remarks with a comment on the great frustration of 2018, but I can't not mention it. We have had to delay the construction of Catherine McAuley Catholic College at Medowie and put back its opening to 2021. This is largely due to the difficulty of getting timely responses from one government department. This is very disappointing; both to the diocese and to the families who hoped to enrol children in 2020. We are also incurring additional costs all the time, so government grants will

not be building much of this school. It was a very tough decision to defer the opening, but we cannot open a school if we cannot get it built on time.

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

**Most Reverend William Wright**  
Bishop of Maitland-Newcastle



All of this is the routine of school and, while it may not be spectacular, it is what makes schools so important.



There were many significant milestones in Catholic education in 2018.

Reversing a state-wide trend that is seeing a decline in enrolments in Catholic schools, the Diocese of Maitland-Newcastle revealed sustained enrolment growth over the last decade with an annual average growth of 1.5%. In 2021, there will be in excess of 20,000 students in Catholic schools across the diocese.

It is a substantial priority of our system of schools to be continually providing facilities of excellence for our students' learning. This not only implies an expansion of the current network of schools we have but also the cyclic upgrading of current facilities. In 2018, we have seen the first senior students enter St Mary's Catholic College, Gateshead and St Joseph's College, Lochinvar, while St Bede's Catholic

College, Chisholm commenced its life with Year 7 and the two campuses of All Saints' College, St Peter's (7–10) and St Mary's (11–12) commenced its life as a single college. Planning is well developed to open Catherine McAuley Catholic College, Medowie (7–12) in 2021, and the St Laurence Flexible Learning Centre opened in 2019.

We have an important process in place that prioritises schools for capital works upgrade. Four schools will submit projects for government funding in 2019. St Paul's, Gateshead, St James', Kotara South, Catherine McAuley College, Medowie and St Bede's, Chisholm. Beyond this, we then prioritise the funding of school projects for which schools would not receive government funding. Holy Family Primary School, Merewether Beach will have a new canteen and two

new learning spaces, while St Joseph's Primary School, Gloucester will have extensive modification and upgrade of its outdoor spaces; these are examples of internally funded projects.

A foundational priority, which our Religious Education & Spirituality Team drive, in conjunction with school leaders, is a sustained and systematic program of formation for school students and programs within this. The programs, key driver is to sustain and deepen the identity of our schools as truly Catholic.

It is often commented in schools that the curriculum is overcrowded and this is quite accurate. It is imperative in our Catholic schools that we maintain a focus on our core business, our three pillars for the students we serve: Formation in Faith, Quality Learning



## Message from the Acting Director of Schools

and Student Wellbeing. These must remain as central to our purpose and commitment.

Apart from this focus on our core business, there are particular programs that are transforming learning in our schools. The continued roll-out of our Gifted Education program and the growing buy-in to the work in Early Learning is truly having a deep impact on our students. Further, our programs in the creative and performing arts, such as ASPIRE and DioSounds, provide outstanding avenues for our students to showcase their considerable and unique talents.

**Acting Director of Schools**  
Gerard Mowbray



It is a substantial priority of our system of schools to be continually providing facilities of excellence for our students learning.

# 2018 Highlights







1. Catholic Schools Week
2. Kesheni immersion trip
3. DioSounds
4. ASPIRE
5. Corpus Christi, Waratah playground opening
6. St Pius X, Adamstown library official opening
7. Schools across the diocese raise funds for farmers
8. St Bede's Chisholm first day



## Catholic Identity

### Catholic Identity and Mission

In April 2008, Pope Benedict XVI was addressing a group of educators in Washington, DC. He spoke about the value and status of Catholic education declaring, 'education is integral to the mission of the Church to proclaim the Good News. First and foremost, every Catholic educational institution is a place to encounter the living God, who in Jesus Christ reveals his transforming love and truth.'

In 2014, Pope Francis, through his *Instrumentum Laboris Educating Today and Tomorrow*, reaffirmed this commitment stating that 'at the heart of Catholic education there is always Jesus Christ: everything that happens in Catholic schools and universities should lead to an encounter with the living Christ.'

During 2018, the Religious Education and Spirituality Services team continued the work of assisting staff in Catholic schools to be witnesses of a living

Christ. Through the implementation of a high quality religious education program, ongoing and meaningful formation and the continued development of quality leaders they are able to enable Catholic schools to be places where students, parents and staff have an 'encounter with the living God'.

With all the Religious Education units written and fully implemented in schools, the task of the Religious Education and Spirituality Services team during 2018 was the ongoing development and refinement of these units for teachers. Professional learning opportunities were developed and implemented for individual, small and whole staff groups that enabled teachers to further explore the richness of the Religious Education program. It is through the ongoing development and understanding of the units that teachers further engage with the content, scripture and theology of our faith that in turn has relevance and meaning for the students and their families.

In 2018, the Religious Education and Spirituality Services team, through the

continued efforts of the primary and secondary education officers, continued to assist teachers in their understanding of Catholic principles across the curriculum, and quality assessment and evaluation in religious education, along with a greater awareness of the impact and effectiveness of rich scripture, prayer and liturgy for students.

### Stage 6: Studies in Catholic Thought

In 2018, the NSW and ACT Bishops launched the Stage 6: Studies in Catholic Thought syllabus that will be implemented in all Catholic secondary schools with Stage 6 to replace the six versions and iterations of the current Stage 6 Catholic Studies Board-endorsed course. This new syllabus is based on a Catholic liberal arts approach to the teaching and understanding of religious education for senior students. This syllabus will be trialled at St Joseph's High School, Aberdeen in 2019 with full implementation across the diocese in 2020.



## Religious Education in Catholic Schools – NCEC Framing Paper

In 2018, the National Catholic Education Commission released its *Framing Paper: Religious Education in Australian Catholic Schools*. Religious education is a learning area with a formal curriculum for the classroom learning and teaching of religion. The teaching of Religious Education (RE) is a distinct learning area with the same rigour and demands as other learning areas like English and Maths. RE is distinct from, but also complements, faith formation. This Framing Paper situates the Religious Education learning area within the overall mission of the Catholic school. This Framing Paper will be used by the Religious Education and Spirituality Services team to assess and guide the continuing development of the RE curriculum for the diocese.

## Faith Education Accreditation (FEA) Policy renamed Accreditation to Work, Teach and Lead

As a result of the 2016 review of the implementation of the FEA Policy, the decision was made to change the name of the FEA Policy to Accreditation to Work, Teach and Lead in keeping with the name and implementation of the policy in other diocese, across the state. While the key elements of the policy remain unchanged, there was a renewed focus to assist school leaders and senior CSO staff in the achievement of Category E: Accreditation for Senior Leadership. Professional learning and formation provided by the Religious Education and Spirituality Services team during 2018 was specifically aimed at supporting leaders and staff to achieve accreditation at Category E.

## COSI - Religious Education and Catholic Identity

The Religious Education curriculum and the Catholic identity and mission

The identification of a formative need and a response to this which is intentional is crucial to accompanying people on a journey of faith and the development of deep knowledge to deliver an effective Religious Education Curriculum.

of the school is very much part of the COSI process. For 2018, following consultation with school principals, it was agreed to move the Catholic Identity validation from a centralised model to a more school-based, collaborative process where the principal with the REC or MC could dialogue about how the Catholic culture and mission of the school is developed and affirmed. It is clear from conversations with principals that schools valued this 'in-school' validation process.

## Faith Formation of Staff

For Catholic schools to achieve their objectives, they need people who are committed to education that is unapologetically Catholic in inspiration and nature. Formation is essential to the education of the whole person and, through this, we recognise that every aspect of human knowledge and activity reveals something of the mystery of God and of God's creative intention in the world.

To this end, in 2018 the Religious Education and Spirituality Services team continued to build on existing programs and to initiate programs which assist our staff to understand, participate and contribute to the mission of the Church in the world through education.

These programs were resource and tradition rich, delivering across a range of targeted areas, from teachers in the early stages of their career, support staff and senior student retreat programs to the formation of senior executive leaders. The programs take a variety of forms including formation days, seminars/lectures by visiting theologians, pilgrimages and immersions, to staff meetings and twilight opportunities.

The focus areas of these opportunities

include Church Vatican documents on education, scripture, exploration of Charisms, papal letters and encyclicals, Catholic social teaching, prayer, liturgy, biblical studies, the saints, Indigenous spirituality, making Jesus real, seasons of the Church, faith leadership and more.

In addition, schools are being assisted to plan Christ-centred, systematic, regular and relevant formation opportunities over a three-year cycle. The identification of a formative need and a response to this which is intentional is crucial to accompanying people on a journey of faith and the development of deep knowledge to deliver an effective Religious Education Curriculum.

A further development in 2018 has been the establishment of a working party to begin the development of *A Framework for Formation* across Catholic schools to capture the purpose and focus for formation. It has also involved work by ministry co-ordinators in the development of Secondary Retreat Scope and Sequence, centred on the exposure to and encounter of agreed key theological principles, Catholic social teaching and scripture linking to relevant curriculum. Ongoing work and resourcing is taking place over a period of years to align secondary formation programs to this scope and sequence.

## Following Catherine McAuley and the Tradition of Mercy

On 27 September 2018, 39 representatives from the diocese set out on a pilgrimage to Ireland to discover more about Catherine McAuley and the Tradition of Mercy.

On day one of our pilgrimage we went to Coolock House, Georges Hill and

later to Mercy International House on Baggot Street. Here we discovered that Catherine McAuley's desire to serve the poor was grounded in her reading of the Gospels and her desire to imitate Jesus Christ.

Our pilgrimage continued on to the holy town of Glendalough – Valley of the Two Lakes. This was the site of the monastic settlement founded in the 6th century by St Kevin. This visit was made very special for our group as we had Mass, *On the Run*, celebrated by Fr Peter Rodgers and our own chaplain, Fr Andrew Doohan. All the pilgrims were very moved by this experience and the beauty of Glendalough.

The pilgrimage continued through Wicklow, birthplace of Bishop Murray, via Kildare, where we visited the healing well of St Brigid and St Brigid's Cathedral. Later we travelled to Waterford, home of the world-famous crystal and the place where the Christian Brothers began.

Continuing on, we arrived at the Rock of Cashel, an impressive great rock rising abruptly from the plain of the Golden Vale, on which stands Ireland's first Romanesque Church.

The following day we visited the city of Limerick and the 12th century St Mary's Cathedral, among other sites. En route we travelled through Ennis, another town springing from monastic origins and the location of our Sisters of Mercy Singleton foundation.

We then travelled along the Clare Coast, along the majestic 668-foot Cliffs of Moher, a five-mile stretch of the darkest sandstone draping sheer to the tempestuous Atlantic Ocean. Then on through the floral wonders of Burren to Galway, the City of Tribes.

From Galway, we travelled north to Knock. On arrival, we celebrated Mass at the Marian Shrine in the Church of Apparition where Our Lady appeared in 1879.

After travelling across into Northern Ireland, we arrived in Derry and embarked on a walking tour of the Derry city walls. Moving on to Belfast, we were given a greater understanding of the troubles of Northern Ireland.

On our final night of the pilgrimage, we enjoyed a special celebration dinner with all pilgrims, expressing a deep gratitude



for being on pilgrimage.

As we journeyed together, we took time to pray, reflect and care for one another. The spirit of Mercy, compassion, respect, justice, reconciliation, hospitality service and courage were reflected upon each day in our journeying together.

#### **Bernadette Gibson**

Head of Religious Education and Spirituality Services

### **Visit to the Diocese by Professor Richard Gaillardetz**

In recent years, the Religious Education and Spirituality Services team, in partnership with the Diocesan Adult Faith Formation Co-ordinator, have

invited international and local experts to assist in the ongoing formation of diocesan and CSO staff to be active participants in the mission of the Church in our diocese. In August, the diocese was honoured to welcome Professor Richard Gaillardetz, who is the Joseph Professor of Systematic Theology and current Chair of the Theology Department from Boston College in the United States. Richard's topic for his visit to the diocese was *Wrestling with the Tradition: from Vatican II to Pope Francis*, building on the work of Massimo Faggioli in 2017, as to how the teachers and staff of our diocese can be a 'missionary' option for the Church in a time of uncertainty and crisis.

#### **Brian Lacey**

Assistant Director



## Quality Learning

### Contemporary Learning

During Term 4, many educators in the diocese were challenged by Mark Treadwell's workshops and research on *The Future of Learning*. This publication begins with the quote, 'The object of education is to prepare the young to educate themselves throughout their lives.' Lev Vygotsky (1930)

Mark acknowledges that the old pedagogy of 'read, remember, regurgitate', the overcrowded curriculum and overwhelmed teachers has resulted in lower levels of student engagement and less deep learning and understanding. The purpose of Mark's work over the past 12 years and the resources he has developed is to ensure 'that the educational experience all learners receive empowers them with the capability to satisfy their innate curiosity via their ability to learn efficiently and effectively'.

Mark emphasises the need for building a language of learning and teaching students how to learn. The time needed to explicitly teach these learning dispositions and the process of learning can only be found by compacting the curriculum.

His work also emphasises the need to provide students with increased agency over their learning. Student agency is a concept already at the heart of the Early Learning frameworks. The competencies or capabilities students need to develop in order to learn more efficiently and effectively include:

- ▶ their sense of identity
- ▶ their ability to ask different types of questions
- ▶ self-awareness
- ▶ collaboration skills
- ▶ self-reflection skills
- ▶ language to talk about their learning.

Many of our schools are taking up this challenge in reimagining how teaching and learning looks in their school.

### Gifted Education - 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 Gifted Education Lead Schools 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 Catholic Schools Office, 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 2019, another cohort of students will join the academy.

## Science and Technology Curriculum Initiatives

In 2018, all primary schools across the diocese prepared for the implementation of the new NSW Science and Technology K–6 syllabus in 2019.

Science and Technology K–6 is an integrated discipline that fosters in students a sense of wonder and curiosity about the world around them and how it works. Science and Technology K–6 encourages students to embrace new concepts, the unexpected and to learn through trialling, testing and refining ideas. The study of science and technology develops the building blocks of inquiry and students' abilities to solve problems. (NSW Science and Technology K–6 Syllabus (2017) Rationale, p.12)

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 2018.

### Professional Learning Offered to Schools

- ▶ Digital technologies and the NSW Syllabus presented by Meredith Ebb, - NSW Project Officer for the University of Adelaide.
- ▶ Unpacking the new Science and Technology syllabus presented by Dr Simon Crook - Sydney University.
- ▶ Regional opportunities presented by the members of the Learning Technology team, with a focus on the difference between ICT general capability and Digital Technologies (the new strand in the new Science and Technology K–6 Syllabus).
- ▶ MNLearn NESAs accredited online course for teachers to work through to familiarise themselves with the key points of the K–6 Science and Technology Syllabus.



Science and Technology K–6 is an integrated discipline that fosters in students a sense of wonder and curiosity about the world around them and how it works.

for teachers, modelled lessons and opportunities to explore the use of Beebots and Edison robots in primary classes.

Following an initial pilot at St Therese's Primary School, New Lambton, six schools from Denman, Scone, Raymond Terrace, Warners Bay, Swansea and Kilaben Bay were chosen to participate in the trial. These schools are willing to share their professional learnings and the student learning outcomes achieved through participation in this project with other diocesan schools.

Additionally, our primary schools at Stockton, Branxton and Dungog engaged Geoff independently. This followed initial feedback from participating schools.

The aim of the project was to develop confidence in teachers to use coding and computational thinking through the use of robotics in the classroom.

Analysis of data from the teacher survey about initial feedback has been very positive so far.

- ▶ Teacher confidence grew significantly across the areas of coding and computational thinking. They felt that they could undertake robotics sessions in their classrooms with all of their students no matter the perceived ability of each student.
- ▶ Many teachers found that using the robots was possible across most areas of the curriculum and would like to work with peers and/or Geoff to look at further connections with the syllabus.
- ▶ They indicated that Geoff's modelling with students and his use of easy-to-understand explanations significantly increased

their confidence to use the robots with their classes. His quick follow-up to email requests was also appreciated.

- ▶ The introduction of a Scratch-based version of the software for the Edison robot was seen as a significant plus for their use in Mathematics and Science.
- ▶ Students self-differentiated their learning.
- ▶ Perhaps the 'best comments' from teachers were that when using the Beebots or Edisons 'all of their students were fully involved with high level learning' while they tried to solve the challenges given to them.

Teachers believed that the use of the robots was highly beneficial to the students. They indicated that students developed:

- ▶ better co-operative learning skills
- ▶ their initiative and responsibility
- ▶ their problem solving, precision and creativity whilst developing solutions to challenges given to them
- ▶ more of a liking towards STEM subjects.

Overall, the project has reinforced that the use of affordable robots increased student involvement through hands-on work/play with robots. They discovered that by using the robot their initial perceived mathematical solutions were not always successful. External factors like friction affected their results. They needed to experiment like scientists to discover why it was so. Could they be like an engineer and redesign their solution to minimise the external factors? During all of this, they were using various computer technologies to operate and code their robots. Thus in each challenge they were indeed using STEM!

## Resources Developed

- ▶ K–6 Science and Technology Sample KLA Policy and Procedure
- ▶ K–6 Science and Technology Sample Scope and Sequence
- ▶ K–6 Science and Technology Units of Work

We have continued to focus on providing teachers with support in the Digital Technologies strand through regional professional learning opportunities.

## Primary Schools Science and Technology Project: Joint Venture with Mclver Edubots

The Catholic Schools Office developed a partnership with Geoff Mclver of Mclver Edubots to trial the use of robotics to support schools in implementing some aspects of the new K–6 Science and Technology Syllabus (due for implementation in 2019). This approach involved professional development



## Gifted Education at Holy Name Primary School, Forster

In 2017, Holy Name successfully applied to be part of the Gifted Education Lead Schools project to provide high achieving and gifted students with opportunities for further development in their education. Our feeder high school, St Clare's, Taree, was also successful in its application and together we began a journey of collaboration to build the focus on Gifted Education across the Manning Region.

Since then, the culture of learning at Holy Name has shifted dramatically, with the work of our staff supported by Sally Brock, Education Officer for Gifted Education within the Catholic Schools Office.

The first step in our journey was to determine the beliefs and attitudes of

students, parents and staff to Gifted Education in general, and also to our capacity to meet the needs of gifted learners. This important step established our baseline for the project, communicated our intention to prioritise this subject within our school and identified the professional learning required for positive change.

With the support of Sally, our staff participated in professional learning to build staff commitment and understand options for identification and theories and models of support.

Another important early layer of support was the addition of a Gifted Education Mentor (GEM) role to collaborate with Sally, other GEMs and staff to lead the work of this project.

All students from Kindergarten to Year 6 participated in a group cognitive ability test called CogAT, with the results presented at staff meetings. This

opportunity for staff to have hard data of the existence of 'gifted' students within our school was pivotal in shifting beliefs and building support.

In 2018, a team of teachers met fortnightly to drive the decisions and planning. We began experimenting with the 'Cluster Grouping' model across the school and realised the benefit of working as a whole staff to build greater commitment to the project work. The feedback through our first year with Cluster Grouping provided the platform for some important changes to the process for our second year. Communicating with parents through the P&F, newsletters and at whole school gatherings has been an important step to ensure their support of, and belief in, our work.

With the knowledge of the students and the model for grouping in place, we focused on building teacher capacity





to deliver differentiated programs in class. We were also fortunate to have a student accepted into the Virtual Academy and to work under the tutelage of external teachers on challenging and engaging projects, as well as the opportunity to connect with like-minded peers across the diocese. Our GEM developed projects for groups of students within our school and met with them once a week to monitor their progress.

As we grouped students in classes, it became clear that a capacity to differentiate learning was foundational to our future success. A decision to focus on differentiation saw the transition of our work in Gifted Education from a project to an embedded part of our strategic plan across the school.

We have planned layers of learning for the leadership and teachers within the project. Our GEM and principal

attended professional learning days with Karen Rogers and all teachers have access to the online module in 'Differentiated Learning' and are learning how to 'tier' experiences for students in units of work in Mathematics. This work includes a review of our assessment strategies to ensure they provide the information teachers need to develop tiered experiences.

Our work in differentiation will continue to be a focus for the coming years. We plan to introduce resources that support teachers in increasing or decreasing the levels of complexity of tasks and broaden their strategies for differentiating across different subject areas to cater for all learners at Holy Name. We believe that our strategic focus in Gifted Education has been the catalyst in our school for pedagogical change that will have a definite and positive impact on student learning.



A decision to focus on differentiation saw the transition of our work in Gifted Education from a project to an embedded part of our strategic plan across the school.



# Quality Teaching

## Policies and Procedures

The CSO's Pastoral Care Policy suite includes the following documents, which are all available on the CSO website.

- ▶ Anti-Bullying Policy for Students and Anti-Bullying Policy Resources and Implementation Guidelines
- ▶ Complaints and Grievances Resolution Policy and Complaints and Grievances Resolution Procedures for Primary and Secondary Schools
- ▶ Pastoral Care Policy
- ▶ School Community Code of Conduct
- ▶ Suspension, Expulsion and Exclusion
- ▶ Wellbeing and Pastoral Care for Students Policy and Procedure

In addition, the following policies and supporting documents aim to provide guidelines for students on the safe use of the internet and social media:

- ▶ Social Media Acceptable Community Use and Content Policy
- ▶ Workplace Internet, Email and

Network Usage Policy and Support Documents

In 2018, the following policy documents were updated:

- ▶ The Complaints Resolution Policy for Parents/Carers and Complaints Resolution Procedure were published in November 2018. These documents were revised to ensure currency, transition towards a system policy, reduce the amount of policy drafting work undertaken in schools and provide template procedures for schools where appropriate.
- ▶ A School Community Code of Conduct was written in 2018 to provide members of Catholic school communities in the Diocese of Maitland-Newcastle, including students, clear guidance on expectations of behaviour, rights and responsibilities.
- ▶ An extensive process of review and discussion was undertaken to revise the Suspension, Expulsion and Exclusion Procedure. This update aimed to address:

- clarity/consistency around the grounds on which a principal can suspend or expel, including clear criteria supporting the decision for immediate suspension;
- when the policy and procedures apply e.g. cyberbullying outside school grounds;
- steps and documentation required to justify the process, including procedural fairness;
- avoidance of conflict of interest issues during an appeal processes;
- support for principals with a consistent, standardised set of proformas and templates.

## Attendance

Schools in the Diocese of Maitland-Newcastle implement the clearly communicated strategies in the Attendance K-12 Policy, the accompanying Guidelines for the Management of Student Attendance and the Diocese of Maitland-Newcastle and the supplement Managing Habitual Non-Attendance when dealing with student non-attendance. In most

instances, principals and school staff, in consultation with students and their parents, will be able to resolve problems of non-attendance within the established structures and procedures.

For students who are identified by schools as chronic non-attenders, plans are implemented by the school for the improvement of attendance and the Senior Education Officer COSI and Assistant Director are provided with regular information about students for whom chronic non-attendance is an issue and for whom school strategies have failed to restore regular attendance. This is rigorously monitored through the newly introduced Compass platform across all diocesan schools from Term 2, 2019.

Parents are responsible for explaining to the school the absences of their children promptly and within seven days, taking measures to resolve attendance issues involving their children. Absentees must be followed up promptly to ensure that the school's procedures for managing non-attendance are implemented.

The principal is responsible for ensuring that programs and practices are implemented to address attendance issues when they arise and clear information is provided to students and parents regarding attendance. Attendance records are maintained in a diocesan-approved format and are an accurate record of the attendance of students. All attendance records, including details of transfers and exemptions, are accessible to the Director of Schools or designated CSO officer and to CSNSW. Documented plans are developed to address the needs of students whose attendance is identified as being of concern.

Resolution of attendance difficulties may require a range of additional school based strategies including student and parent interviews, reviewing the appropriateness of the student's educational program, development of a school-based attendance improvement plan, referral to the school counsellor or outside agency and additional support from school based personnel.

## Enrolment Policy

### Purpose

This policy provides guidance for families seeking a Catholic education in the Diocese of Maitland-Newcastle on the enrolment processes. It aims to:

- ▶ Set direction for school procedures and practices for enrolling students into Catholic primary and secondary schools within the Diocese of Maitland-Newcastle.
- ▶ Establish a common, consistent approach in enrolment practices.
- ▶ Assist the system of Catholic schools to:
  - provide schooling, where possible, for children of Catholic families who seek enrolment.
  - cater for the individual needs of each child equitably within the constraints of the available teaching and material resources.
  - encourage parents enrolling their children in Catholic schools to give support to parish and school life, especially in education in faith.

### Policy Statement

This policy applies to all school enrolments within the Maitland-Newcastle Diocese. School authorities manage local enrolment processes and procedures in a manner consistent with the rationale and guiding principles articulated in this Enrolment Policy and accompanying procedures.

### Definitions

For the purpose of this document:

**Catholic families** are defined as families in which at least one parent/guardian is a practising Catholic who is involved in the life of their parish.

**Catholic school** is one which operates with the consent of the diocesan Bishop and is one where formation and education are based on the principles of Catholic doctrine.

**Disability** has the meaning as described under the New South Wales *Anti-Discrimination Act 1977* and the *Commonwealth Disability Discrimination Act 1992*.

**Enrolment Panel** means an advisory committee comprising the School Principal/s or their nominees, and the Parish Priest or their nominee. This panel is convened if required, to meet and consider enrolment issues in the Parish and applications for consideration of special circumstances.

**Parish** is the local parish as defined by its geographical boundaries.

Required information includes:

- ▶ Birth certificate or identity documents
- ▶ Baptismal certificate (if Catholic – not required if the student is enrolled in a diocesan school)
- ▶ Evidence of student's residential address
- ▶ Immunisation certificate (required for students enrolling in Kindergarten, and students enrolling in a primary or secondary school in the diocese for the first time)
- ▶ Copies of any family law or other relevant court orders (if applicable)
- ▶ Signed acceptance of Conditions of Enrolment and the School Community Code of Conduct
- ▶ All specialist assessments or reports relevant to special needs of student enrolling

If the child is not a permanent resident:

- ▶ Passport or travel documentation
- ▶ Current visa and previous visas (if applicable)

In addition if the child is a temporary visa holder:

- ▶ Authority to enrol issued by the Temporary Visa Holders Program
- ▶ Evidence of the visa the student has applied for (if the student holds a bridging visa)

'Those with the greatest need' May include those students who are socially, financially, emotionally and/or spiritually disadvantaged and/or at the margins of society.



## Guiding Principles

1. Catholic schools, inspired by the person and teachings of Jesus Christ, strive to be centres of excellence and authentically Catholic.
2. Catholic school communities work to create strong partnerships with the parish/parishes they serve.
3. Catholic schools will ensure that the enrolment process is a welcoming manifestation of Gospel values.
4. In choosing a Catholic school, parents and guardians agree to respect and support the Catholic identity of the school, its role in the parish and to acknowledge the importance of Religious Education for their children. Students are required to participate in Religious Education classes, liturgies and retreats that will support the Catholic culture and life of the school.
5. Catholic schools have a particular responsibility to provide a Catholic education to children of Catholic families and to support parents in honouring the commitments that they made on behalf of their children at Baptism.
6. The Catholic school, whilst established to educate children from Catholic families, will accept enrolments from families who are prepared to support Catholic ideals, principles and practices.
7. Catholic schools recognise and accept the responsibility to welcome and support those who are poor, marginalised and those with the greatest need.
8. Catholic schools are committed to the inclusion of children with special needs through the processes set out in the Guidelines for Enrolment and Transition of Students with Disabilities and Additional Needs.
9. No child will be denied a Catholic education because of a family's genuine inability to pay school fees.
10. Our diocese aims to provide the choice of Catholic schooling to all those seeking a Catholic education for their children. Enrolment of a child into a Catholic school, however, cannot be guaranteed. A fair clear and transparent process to determine the priority of enrolment will be implemented.

### 1. Enrolment Categories

#### 1.1 Kindergarten enrolments

- ▶ There is one intake into Kindergarten each year and this is at the

beginning of the year.

- ▶ To be eligible for Kindergarten enrolment in diocesan schools, pupils must celebrate their fifth birthday on or before 31 May of the year in which their parents seek enrolment for them. This varies from NSW government advice which states that the minimum starting age for a child to be enrolled in a NSW school is four years and six months, i.e. a child must turn five by 31 July in the year of starting school.
- ▶ By law, all children must be enrolled in school by their sixth birthday.

#### 1.2 Early age in kindergarten

- ▶ The enrolment of students under the minimum starting age is not recommended. In those situations where, a parent seeks enrolment of a child under the minimum starting age; and the principal agrees to enrolling the child in the school, the approval of the designated Assistant Director is required, before enrolment under the minimum starting age can occur.
- ▶ An application for Early Age Entry to School will need to be submitted to the Assistant Director by the principal for approval to be sought. Supporting documentation from appropriate health or educational professionals detailing substantive reasons for early school entry must

be attached to the application, as well as a letter from the parent(s) requesting an exemption from the policy. It is the responsibility of the parent/caregiver to provide all appropriate documentation to the principal for submission to the Director for consideration.

- ▶ Approval for early age enrolment will only be granted in exceptional circumstances.

### 1.3 Early age in primary or secondary

- ▶ The principal has the discretion to process an early age enrolment (Primary or accelerated Secondary school entry) only if special circumstances exist.
- ▶ Parents must be informed by the principal or delegate that the school will assess the child's readiness and learning after consultation with the Senior Education Officer (Student Support) at the time of the enrolment application.
- ▶ For individual cases (primary and secondary school entry) where it is believed that the readiness of a child would warrant his or her enrolment at an earlier age than usual, the Principal must consult with the Senior Education Officer (Student Support) to arrange for an individual assessment of the child's readiness and learning needs.
- ▶ Before agreeing to the early enrolment of the child the Principal must seek written approval from their Assistant Director.

### 1.4 Secondary enrolments

- ▶ Primary principals must pass on to secondary principals all relevant academic and financial information of the student. Indebtedness in prior schools needs to be considered to ensure satisfactory arrangements are in place for the management of outstanding fees. Privacy and confidentiality guidelines are to be followed.
- ▶ Ordinarily, children of Catholic families who have completed their primary education in Catholic schools will have priority of entry into

Catholic secondary schools.

- ▶ Students having enrolled in a Catholic primary school should generally have the opportunity to extend their post primary education to a secondary school within the diocese and where the family has supported the Catholic ethos of the school. Whilst it is highly desirable that all children who have received a Catholic education in the primary grades have access to a Catholic secondary school, this continuity of enrolment cannot be guaranteed in all circumstances.
- ▶ Special arrangements may be introduced from time to time to assist the maximum provision of enrolments in the diocese.

### 1.5 Students with disabilities

- ▶ Provided the school has adequate facilities and resources, no child will be denied Catholic schooling because of a disability. A Student Support Officer from the Catholic Schools Office will be contacted for advice during consideration of an enrolment application for students with special needs.
- ▶ Principals must refer to the *Disability Discrimination Act* and the Guidelines for the Enrolment and Transition of Students with Disabilities and/or Additional Needs – see the flowchart in the Enrolment Procedure.
- ▶ Student Support Officer in Student Services must be contacted for advice during consideration of an enrolment application for a student with disabilities.

### 1.6 Overseas students

- ▶ Given the current complex regulations which govern the conditions under which students holding visas may seek enrolment into Australian schools, Principals are to refer all applications to their Assistant Director. Enrolments must not be approved until this is done.
- ▶ In making such referrals principals must sight the applicant's passport and visa and forward a copy

identifying the visa status of the student concerned. The time period specified on a visa is critical and if the student is successfully enrolled the expiry date needs to be tagged on the school administrative system. When this period expires the student may no longer be eligible for education and/or State and Commonwealth recurrent funding. If a student's visa expires the Principal should immediately contact their Assistant Director.

- ▶ Students seeking enrolment who hold a student visa (500 visa subclass) will not be offered education in a Diocese of Maitland-Newcastle school. These students are not eligible for State or Commonwealth recurrent funding and are liable for both local fees and for the recovery of government per capita grant subsidy as well as ESL tuition that may be required. Students holding this visa subclass come to Australia expressly to access education and not due to family relocation.
- ▶ Principals may not guarantee enrolment of a student holding a visa until advice has been provided by the Catholic Schools Office.
- ▶ For ESL costs and/or support to families contact 'Teaching and Learning Services' at the Catholic Schools Office.

### 1.7 Students with a history of violence

- ▶ The Catholic Schools Office has a responsibility to assess and manage any risk of harm to its staff and students. Section 5A of the NSW Education Act places responsibility on principals to ascertain whether there is anything in a student's history or circumstances which might pose a risk to the student, other students or staff.
- ▶ If there are reasonable grounds to suspect that the student has a history of behaviour that gives rise to a risk at school, principals should ensure the Request for student background information and documents form is forwarded

to any previous school. 'Reasonable grounds' may include, among other things, responses provided on the application form or by the parents or student in discussion with the school, or information provided by reputable sources such as previous principals, school counsellors, staff with previous experience of the student, or staff of other government agencies with first-hand knowledge of the student. From the information provided the principal needs to ascertain if a Risk Management Assessment is needed. This is not intended for all students or as an avenue to prevent a student from enrolling.

### 1.8 Conditional enrolment

- ▶ The Principal may, in discussion with the student, parents, parish priest, staff and CSO personnel, enrol a student on a conditional basis in light of the student's particular situation and/or needs at the time of or during the student's enrolment. Conditional enrolment may be considered where all 'Required Documentation' has not been submitted.

## 2. Cancellation of Enrolment

- ▶ Failure to support the implementation of the Catholic philosophy, values and aims of the school and/or failure to abide by the School Community Code of Conduct may lead to cancellation of enrolment following a procedurally fair process.
- ▶ A student enrolment from another Catholic primary school can only be accepted if fees have been fully paid at the previous school. This is also the case for students attending Catholic secondary colleges in the Diocese of Maitland-Newcastle.
- ▶ Once a student has been enrolled, any consideration of enrolment cancellation is subject to the Suspension, Expulsion and Exclusion Support Document.



## 3. Exemption from Enrolment at School

- ▶ By law, all children must be enrolled in school by their sixth birthday. In the case of parents of children of compulsory school age seeking authority not to enrol, this must be considered as an application for exemption from school enrolment. Certificates of Exemption from the compulsory education requirements of Section 25 of the Education Act 1990 may be granted by the Director of Schools when it has been clearly demonstrated by the applicant that an exemption is in the student's best interests in the short and long term and that alternatives to exemption have been considered. For further information refer to the Guidelines for Exemption from Attendance at NSW Catholic Systemic Schools.
- ▶ Diocesan Directors may grant such

exemptions due to:

- age, where a child turns six years on or after 1 October or later in a school year and is engaged in:
  - o full time preschool education at an accredited preschool for the remainder of that school year
  - o participation in full or part-time accredited preschool programs for students with disabilities leading to enrolment and full time attendance at a government or registered non-government school not later than six months after the child's sixth birthday
- ▶ the health or disability of a child necessitating the continuation of an individual program supported by medical specialists not longer than six months after the child's sixth birthday.



#### 4. Appeals and Disputes

- ▶ Appeals against the decision shall be made firstly to the Principal, then to the appropriate Assistant Director at the Catholic Schools Office.
- ▶ Procedures and processes in the Complaints and Grievances Resolution Policy (2013) will be followed.

#### Budget

The Catholic Schools Office will fund diocesan advertisements for the opening of school enrolments each year.

Schools need to allocate funds for their own documentation and individual publicity costs.

#### Legislative/Professional Guidelines

The following legislation is relevant:

*Child Protection (Working with Children) Act 2012*

*Children and Young Persons (Care and Protection) Act 1998*

*Disability Discrimination Act 1992 (Cth)*

*Disability Inclusion Act 2014*

*Disability Standards for Education 2005 (Cth)*

*Education Act 1990 (NSW)*

*Education Act 2013 (Cth)*

*Racial Discrimination Act 1975 (Cth)*

*Sex Discrimination Act 1984 (Cth)*

*Teacher Accreditation Act 2004 (NSW)*

## Contemporary Learning at St Bede's Catholic College, Chisholm

Every year, St Bede's Catholic College, Chisholm holds a Student Showcase event to highlight the learning and gifts of the student community.

The evening sees staff and students organise displays, exhibitions, performances and tutorials that exemplify student work from each Key Learning Area (KLA).

With musical items, art displays, live scientific experiments and robotic demonstrations, poetry recitals, literature exercises and more, the community not only gets a chance to see the commitment each student has to their learning but they also get to experience the newly opened Benedict Building that features a unique and flexible learning design.



# Teaching and Learning Conference

## Wellbeing for Successful Learning

Teaching and Learning Services of the Catholic Schools Office, Diocese of Maitland-Newcastle, held its biennial Teaching and Learning Conference on Monday 23 July 2018 at the University of Newcastle. Around 750 primary and secondary teachers attended the day, with the theme of the conference being 'Wellbeing for Successful Learning'. Key elements focused on included successful learning, safe and inclusive environments and positive and caring relationships.

The theme was chosen for 2018 as a result of increasing research and understanding about the impact wellbeing has on academic success and the critical role schools play in providing supportive environments for students and teachers. As a result of this conference, school leaders and teachers were equipped with many opportunities to become advocates in their own schools to promote and implement evidence-based practices in order to improve wellbeing for all students and young people.

Keynote speakers for the conference were the NSW Advocate for Children

and Young People, Mr Andrew Johnson and Dr Toni Noble, Adjunct Professor from the Institute of Positive Psychology and Education, Australian Catholic University.

Mr Johnson presented the NSW Strategic Plan for Children and Young People, which will help ensure children and young people in NSW have opportunities to thrive, get the services they need and have their voice heard.

Dr Toni Noble's keynote, *PROSPER—A Roadmap for Well-being for Successful Learning*, builds on current research and provides a roadmap for positive schools to build student wellbeing and engagement in learning. The PROSPER acronym stands for Positivity, Relationships, Outcomes, Strengths, Purpose, Engagement and Resilience. Dr Noble argues the more PROSPER components a student is able to access at school, the better their education and the higher their level of wellbeing and achievement is likely to be. Through her research (some of which was conducted in our Catholic schools in the Maitland-Newcastle Diocese), Dr Noble demonstrated that sustainable student wellbeing is seen as an outcome of the school policies, structures and practices that are organised under the PROSPER framework.

Following the keynote speeches, teachers were able to choose from over thirty workshops including building student resilience, supporting students in creating positive online presence, the importance of the creative arts and physical activity in supporting student wellbeing, as well as flexible learning based on relational pedagogy.

The key component of workshops was teacher wellbeing, such as maintaining teacher mental health and wellbeing, protective behaviours for school leaders and social media and teacher wellbeing.

Another key component of the workshops was the inclusion of Aboriginal perspectives in education to improve wellbeing outcomes, including 'Narragunnawali: Reconciliation in Schools and Aboriginal Perspectives in Science and Technology'. Finally, with a key aspect of Catholic education being spiritual growth and understanding, workshops also included information around the relationship between spiritual wellbeing and wellbeing in general.

The day proved a resounding success, with strong positive feedback from participants.





## Principal Coaches

During 2018, in response to the increasing need to support principal wellbeing, the Catholic Schools Office commenced a pilot project trialling the role of two part-time Principal Coaches, with the goal of supporting and enhancing principals' capacity as instructional leaders.

As part of this pilot, two experienced principals, Luanna Fletcher and Sue Dietrich, were appointed to the roles. Roisin McVeigh, Assistant Principal at St Paul's, Booragul was seconded to the full-time role of Middle Leadership Coach.

The Principal Coaching Program has been developed to provide school leaders with on-the-ground guidance in their work as Catholic educators. Our diocese is leading the way in responding to the myriad of demands and expectations on school leaders as they try to navigate the many obstacles that can often distract from our core purpose as educators.

At the core of the Coaching Program is the desire to further build the collective capacity and shared commitment of all school leaders in positively influencing student outcomes. Principal Coaches

serve as trusted colleagues and co-learners with principals, especially in the growing demands of school principalship.

Our principals will be supported in 2019 by a Principal and Middle Leadership Coach, who are still very present in their school communities. They 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.



## Student Wellbeing

### Drug Education

All secondary schools were in attendance to hear informative, up-to-date drug education information and strategies from Paul Dillon, one of Australia's leading presenters on this topic. Not only was the presentation on target for the new PDHPE syllabus but it was even more so for whole school pastoral care approaches to this area.

Paul last presented in the diocese in 2009 to both teachers and parents. Paul is an author, education consultant, social commentator and the founder of Drug & Alcohol Research & Training Australia (DARTA).

In the lead-up to the 2000 Olympics, Paul worked with the Australian Institute of Sport to develop training programs on the importance of responsible partying for the coaches. Since then, he has worked with a number of sporting organisations including the

Australian Cricketers Association, Rugby Union Players Association and Football Federation Australia. He has also assisted in developing alcohol policies for the sports themselves and is regarded as a key social commentator with interviews on programs like *Sunrise*, *Today* and *The Project*.

Paul has been a Project Officer for the Speedwise Speedsafe campaign, Stay in Control campaign and written an instruction manual for the NSW Police Force on alcohol and violence.

Paul was also previously a teacher. He understands what is needed in schools and this was evident throughout the whole workshop. He provided teachers with current resources to impact on student learning and behaviours and used a strength-based approach when presenting facts around drug use. For example, while 2.4% of 12 to 17 year olds have tried amphetamines, the focus is on the 97.6 % of students who

have never tried them. It is clear from the statistics that the vast majority of Australian secondary school students have never used illicit drugs.

### Sporting News

#### Primary

The talent in our primary schools was highly evident this year, with over 100 students being selected in a NSW Polding team. Almost every pathway of 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. Each of these talented students were presented with a medal for representing NSW Polding at a NSW PSSA sporting event.

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:

- ▶ Saffron Shiels – Basketball (St Paul’s, Gateshead)
- ▶ Hannah Chicken – Basketball, Netball, Touch Football (St Joseph’s, Taree)
- ▶ Aurelia Russell – Cross Country (St Patrick’s, Lochinvar)
- ▶ Oscar Archbold - Football (St Patrick’s, Cessnock)
- ▶ Janni Rafti – Football (St Joseph’s, Merewether)
- ▶ Josie Allen – Football (St Joseph’s, Charlestown)
- ▶ Hope White – Netball (St John the Baptist, Maitland)

### Secondary

Over 100 talented secondary students from the diocese were selected in a NSW Combined Catholic Colleges team this year and they represented NSWCCC with pride and ability.

Further representative honours were achieved, with five students named on the 2018 NSW All Schools Honour Roll. They include Alex Clinton and Rosanna Jennings (St Francis Xavier’s College, Hamilton) for basketball, Liam Dixon (All Saints’ College, Maitland) for cross country, Harry Wade (St Clare’s, Taree) for hockey and Emma Preece (San

Clemente, Mayfield) for water polo.

Rugby league has always been a strength in our region and this year the diocese was proud to have three incredibly talented boys named on the Australian Representative 2018 Honour Roll. They were Jock Madden and Timana Alexander from All Saints’ College, Maitland and Jonah Pezet from St Mary’s Catholic College, Gateshead.

Six students from the diocese received a prestigious NSW Blue Award. These awards celebrate and recognise the best sporting achievements of Catholic secondary students throughout NSW. Alexander Clinton from St Francis Xavier’s College, Hamilton received his for basketball, Leroy Reid from St Mary’s Catholic College, Gateshead received his for athletics, Jock Madden from All Saints’ College, Maitland received his for rugby league and Connor Edwards from All Saints’ College received his for touch football. Dakota Thomas from St Paul’s, Booragul and Corey Lamb from St Joseph’s College, Lochinvar both received a Bar Award; Dakota for netball and Corey for golf. A Bar Award is presented when the student has previously received a Blue Award and has continued to excel in their sport. They will attend a ceremony at Wollongong at the start of the 2019 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 Catholic Schools Office. 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 attended Yula-Punaal on Tuesdays in Terms 2, 3 and 4. Given the location and staffing of the centre, students had the opportunity to connect to Country and develop deeper understandings of the land through their work on conservation and land care management. As an added bonus, friendships and cultural connections have also flourished in this environment.

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 introduced students to traditional land management and cultural practices.





## Vocational Education and Training (VET)

In 2018, the Catholic Schools Office was required to apply for re-registration as a Registered Training Organisation (RTO) through the Australian Quality Skills Authority (ASQA). ASQA is charged with the role of determining the suitability of RTOs to continue delivering qualifications within the RTO's scope of delivery. This application had the potential to trigger a very comprehensive site audit process, involving any or all qualifications across all of our delivering school sites. This had been our experience of an ASQA audit in 2013.

Consequently, continued demonstrated compliance with the Standards for Registered Training Organisations (RTOs) 2015 was the focus of the

nine secondary schools delivering VET in our diocese. Network days were held with VET Co-ordinators and teachers delivering all VET courses across the diocese, with a focus on common delivery and assessment and best practice in VET administration at a school level. Demonstrated industry engagement is a feature of the Standards, so external industry representatives were called upon to provide feedback on the full range of assessment processes for every vocational course.

A further requirement of the Standards is to ensure all VET teachers delivering these qualifications in our schools hold a current Certificate IV in Training and Assessment. This Certificate IV

qualification has been upgraded, so the majority of our teachers (56 in total) attended workshops delivered in partnership with Gerard Delany of Catholic Schools NSW to facilitate the completion of this new qualification through TAFE online.

The Catholic Schools Office was fortunate to have its application for RTO re-registration accepted in late 2018 without requiring a site audit, and the RTO's registration is current until December 2025. Compliance with the Standards and best practice in delivery continues to be a focus for the Vocational Education and Training personnel in schools.

# Early Learning

## Launch of the Early Years Policy at Holy Family, Merewether Beach

The Early Learning Policy for Catholic schools in the Diocese of Maitland-Newcastle was ratified in December 2017 and officially launched at a special event on 7 March 2018 at Holy Family Primary School, Merewether Beach.

The Early Learning Policy articulates a system-wide commitment to Early Learning, which supports diocesan schools to implement agreed philosophy and pedagogy. It acknowledges current research and best practice in the field, which respects the rights, capabilities and needs of the Early Learner to achieve success and build the successful foundations to flourish in their learning and wellbeing.

Principal and teacher representatives from schools across the diocese, as well

as members of the Catholic Schools Office (CSO) Leadership Team and other CSO personnel were present. Professor John Fischetti and Dr I-Fang Lee from the University of Newcastle, Dr Cathie Harrison from Australian Catholic University, Franceyn O'Connor from the Catholic Schools Office, Sydney and Sally Harrison from the Catholic Schools Office, Broken Bay attended the launch, as well as representatives from a variety of prior-to-school services and leaders in the Early Learning landscape.

The day began with a Welcome, Acknowledgment, Smoking Ceremony and Prayer in an outdoor environment, which set the tone for the day.

Throughout the day, the Early Learning Policy and accompanying Procedure document was unpacked and attendees:

- ▶ were inspired by a variety of provocations set up in the hall.
- ▶ observed children through the lens

of the Declarations of the Early Learning Policy in the Kindergarten classroom as well as in outdoor spaces including the physical play space, the passive play space and the natural play space.

- ▶ interacted with colleagues through collegial dialogue.
- ▶ engaged in an supportive environments which invited them to journey toward a deeper knowledge and understanding of Early Learning in the early years of school.
- ▶ viewed a visual snapshot of the Early Learning journey over the previous two years.
- ▶ immersed in the wonder, joy and importance of transition, play and the environment.

The Early Learning Policy Launch was certainly a highlight on the calendar for 2018.

## Early Learning at St Patrick's, Lochinvar

Stage 1 of the building project at St Patrick's Primary School, Lochinvar encompasses new administration facilities and architecturally designed learning spaces for Kindergarten and Year 1 students. The design of each 'pod' enhances learning flexibility, features adaptable furniture and utilises the space to engage students and promote collaboration and engagement. Of significance is the communal learning space, which effectively connects to the undercover outdoor area for practical activities. These spaces expand the potential for learning, using different instructional approaches and varied teaching and learning procedures. The spaces are flexible and engaging, with manoeuvrable furniture options promoting choice and collaboration in small groups.

This project also included two breakout spaces in each pod, designed for specific purposes. The 'Teachers Hub' is a purpose-built room within the pod, providing a designated space for teachers to meet, plan, program, collaborate and work. This space includes significant storage for resources, and both individual and group workspaces for teachers. The 'Think Tank' is integral to

the Stage 1 pod design, providing a welcome withdrawal space for small group instruction, extension, one-on-one intensive support and intervention. This space also provides a haven for students with sensory needs.

As part of the worked master plan (Stage 2 and 3 construction), it is anticipated that the Think Tank will also act as a learning hub for groups to undertake design tasks and engage with learning technology (video/ audio recording).

The considered placement of the pods in the master plan and relationship to the landscape and playground facilities is also viewed positively. The overall design contains wood panel features which reflect the original, traditional log-cabin buildings in their outlook, acting as a means for connecting the old to the new and respecting the past.

### Jacqueline Wilkinson

Principal of St Patrick's, Lochinvar

# Leadership Initiatives

The 2018 portion of the 2017–19 System Strategic Plan in the area of leadership included three main components that have and will be evident throughout the cycle.

In relation to the building of leadership capacity (3.1.1 and 3.1.3 – Priority 1) the following were areas of focus during 2018:

### **3.1.1 Implement opportunities for beginning and emerging leaders in faith and other leadership domains.**

There has been strong evidence of success in this area. The senior leaders faith formation program of retreats, which uses a three-year staged approach, has received excellent feedback and formal evaluations from participants. At this stage of the cycle it has been strongly recommended as becoming a normal part of the process of leadership development. Another element of this strategy has been the continuation of the Executive Development Training provided for all new senior leaders and emerging leaders, which is another three-year program. This skills-based program has been carefully adapted to our Diocesan schools' needs and continues to be a powerful capacity-building program.

### **3.1.2 Provide professional learning to develop, implement and enhance the use of Professional Learning Communities (PLC) and coaching in and between schools.**

The cycle continues to provide school leaders and their schools with excellent collaboration building tools that promote positive curriculum and pedagogical outcomes in schools. This process utilises evidence from student's work to inform the classroom planning process. The focus for 2018 has been to support and consolidate the developing processes in schools and work towards formal evaluation in 2019. The outcomes at this time are very positive, with continuing work required to further develop PLCs at the school level for highest impact for student learning.

Leadership coaching skills, both formal and informal, have continued as key elements to the ongoing support of middle and senior leaders. The provision of an external provider in this area has been an effective and high impact initiative. The feedback from schools has been positive, with a number making further contact with the provider for further support.

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

### **3.2.1 Implement a suite of strategies to respond to the identified wellbeing needs of senior leaders.**

The contemporary research in this area has prompted a number of initiatives pertaining to principal professional learning, the new staffing pilot in primary and secondary schools and the implementation of the professional practice and development process for school leaders. There are other links across this domain that provide ongoing support and development to principals and senior leaders which include faith formation, school planning, immersion experiences, understanding and best practice regarding teacher accreditation and student learning, as well as maintaining strong connections to the Continuum of School Improvement process.

The final Leadership priority focused on teacher and leader accreditation processes in schools:

### **3.3.3 Prepare teachers to meet NESA accreditation requirements by providing information sessions and other professional learning activities.**

At the commencement of 2018, all existing teachers were accredited at Proficient Teacher level with NESA. Information on the Maintenance of Accreditation was given to Principals at the Director/Principal Day. A number of staff meetings were conducted in schools by the Education Officers (Teacher Accreditation) on the Maintenance of Accreditation.

## Strategic Plan 2017–2019

### **System Annual Improvement Plan 2018**

The 2018 portion of the Strategic Planning cycle built on 2017 strategies and will culminate in 2019 to provide strategic improvement goals, as evidenced in the plan. The planning methodology was enhanced during the year by reviewing the processes being utilised in schools during Regional Executive Meetings, which were developed as part of the Leadership Framework program. During these meetings, the focus was to further develop the process schools implement during the formation of School Improvement Plans (SIP). The coherence between school SIP's ongoing priorities in each school plan domain, professional learning and Professional Practices and Development were clear objectives for the Regional Executive Meetings. The impact was profound, with very positive feedback from school executives. The draft 2019 documents formulated by the end of 2018 displayed clear evidence of success in this initiative.

The System and School Planning Process has become a focal document for system and school improvement. It essentially involves a combination of a small number of goals being relentlessly pursued, being vigilant about reducing distractors, helping with professional capacity building, using student and other data transparently, building in strategies for implementers to learn from each other on an ongoing basis and making progress with lots of feedback and supportive intervention.

With this in mind a 'systemness' develops, which the research clearly articulates will improve both process and outcomes for all.

The 2018 System Annual Improvement Plan was reviewed at the end of each term by the CSO Leadership Team and required discussions and/or modifications to be made to improve its implementation.

# Transparency and Accountability

## Capital Projects

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

The diocese is investing in meeting the growing demand for Catholic education by building new schools and extending (and refurbishing) existing schools, which are home to more than 8,400 primary and 11,200 senior students.

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

The diocese aims to support the provision of modernised and environmentally sustainable infrastructure, which 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 Mary's Catholic College, Gateshead and St Joseph's, College Lochinvar**

The expanded provision of secondary schooling across the diocese saw the commencement of senior students at St Mary's Catholic College, Gateshead and the recommencement of senior students at St Joseph's College, Lochinvar.

This change is among 12 recommendations to emerge from the 2013 study commissioned by Bishop Bill Wright into the provision of secondary education in the Diocese of Maitland-Newcastle to ensure that the Diocese will be able to meet the future needs of students.

St Mary's and St Joseph's signal a renewed vision for their school communities, which from the beginning of 2018 operated as Year 7 to 12 schools. These moves have been in response to continued demographic demand and community needs for

comprehensive secondary education.

To accommodate this growth and additional educational offerings, the schools have undergone rejuvenation and building programs, which have seen their appearance change significantly with new buildings and contemporary learning spaces.

January marked the beginning of great changes for St Mary's with a new school name, crest and senior cohort to see in the new school year. During 2018, the Stage 1 building project saw the demolition of old learning spaces and completion of the Café, Technology and Applied Studies facilities and the addition of a STEM room. The Stage 1 project will continue into 2019, with the commencement of the Stage 2 project later in that year.

At St Joseph's, ten new contemporary classrooms were built, which saw the conversion of the original library, staffroom and classrooms into contemporary learning spaces.





### **St Bede's Catholic, College Chisholm**

Set within the new estate of Waterford County and the rapidly growing suburb of Chisholm, St Bede's Catholic College officially opened on 2 February 2018, with 107 Year 7 students and 11 full time teachers and support staff. This day marked a historical event for the college, it became the 58th school and the 12th secondary school in the Maitland-Newcastle Diocese.

The first semester was based in the Flexible Learning Village (demountable buildings with an open plan design) while the first stage of construction occurred. Replicating the modern contemporary spaces designed for the completed St Bede's campus, the Flexible Learning Village was equipped with contemporary furniture.

The first day of semester two (Tuesday 24 July) marked the move into the completed Stage 1 building, the Benedict Building, with the building officially opened on Monday 28 October.

The Benedict Building caters for up to 420 students, has contemporary, flexible, open, innovative and aesthetically pleasing learning spaces which can be adapted and changed to meet the needs of students and accommodate changes to pedagogies and teaching practices. The design connects the indoor and outdoor teaching areas and creates a range of different learning spaces.

The college's future includes constructing an additional three interconnecting contemporary designed buildings which will be opened in subsequent years. It is anticipated that the Dominic Building (Stage 2) will be opened in 2021.

### **Catherine McAuley Catholic College, Medowie**

The provision of a school in the Medowie area responds to a number of factors including the current lack of Catholic secondary schools on the Northern Peninsula, enrolment pressure on the inner city Newcastle Catholic

schools and the growing demographic in the Raymond Terrace and Medowie areas.

The possibility of a Catholic college in Medowie has been the subject of social research in the local community for many years. Local families have persisted in their request for a local high school, to be able to raise their children in the faith and minimise stress on family life that regular long commutes to Newcastle Catholic schools creates.

The Catherine McAuley site sits adjacent to major economic and social drives including the RAAF base, airport and the Williamstown Aerospace centre.

Medowie will eventually deliver a unique precinct providing an Early Education Centre, a primary school, secondary school and a chapel. The linkages in learning and between school and Church will provide unique advantages for the schools, parish and families.

The design principles for the college's learning environment zones include:

- ▶ a strong sense of faith, culture and academic community
- ▶ agile, stimulating and comfortable learner-centred environments that enable collaboration and support pedagogical practices
- ▶ connected, communal and transparent educational spaces
- ▶ a central campus hub
- ▶ cutting edge teaching spaces
- ▶ innovative furniture solutions.

In June 2018, the diocese appointed Scott Donohoe as Foundation Principal of the college. He will begin his role in January 2019. Catherine McAuley Catholic College, the Hunter's newest school, will open in 2021.

### **St Pius, High School, Adamstown: Stage 3 – Library Learning Centre**

Stage 3 at St Pius, High School, Adamstown comprised the refurbishment and construction of a library, plaza forecourt, amphitheatre, administration, teaching spaces, storerooms, lift, associated services and surrounding landscape works.

The contemporary learning space is not only an important investment in the education of the students but will be a cultural hub for a variety of social, professional, creative and recreational activities.

This will provide students the opportunity to connect with other students around shared interests and provide a welcoming and inclusive environment where students know they can go and always feel supported.

### **St Joseph's High School, Aberdeen - Stage 2**

At St Joseph's High School, Aberdeen the second stage of a two-phase project, including the renovation, alteration and additions to facilities, occurred. It included the refurbishing of the vacated library to provide an improved school entry, a new administration facility, staff facilities and learning support rooms. It also included the refurbishment of the Technical and Applied Technology areas, Hospitality, Art and Food Technology facilities and student amenities.

A new canteen and refurbishment and extension of the Moylan Hall multipurpose facility was also a part of these works.

This Stage 2 project has significantly transformed components of the school, thus delivering outstanding facilities to enhance the learning process and environment.

### **St Aloysius Primary School, Chisholm – Stage 2**

On Wednesday 21 November, St Aloysius Primary School, Chisholm opened Stage 2 facilities including purpose-built contemporary 21st Century learning and play spaces.

The development was officially blessed by Father Andrew Doohan, Vicar-General of the Diocese of Maitland-Newcastle, and opened by Senator Jim Molan, Gerard Mowbray, Acting Director of Schools and Grant Diggins, Principal of St Aloysius.

Designed around a central courtyard and playground the new facilities include:

- ▶ a new administration block;
- ▶ a two-storey building with ten classrooms and three learning commons for Year 1, 3 and 4 students;
- ▶ additional play space and equipment;
- ▶ the refurbishment of the existing administration building, transforming it into the Learning Hub/Library; and
- ▶ duplicating the staff car park and associated landscaping.

St Aloysius has been architecturally designed to incorporate the natural landscape and integrate inside and outside learning opportunities.

St Aloysius provides a contemporary curriculum and utilises purpose-built flexible learning spaces and contemporary technology to empower students with the knowledge, skills and capabilities to respond creatively to the changing and challenging world.

### **St Clare's High School, Taree**

Construction of a multimillion-dollar upgrade of the learning environments and redevelopment commenced at St

Clare's in 2018.

Comprising 11 new classrooms, a revamped library, new basketball courts and a large amphitheatre, the project combines state-of-the-art technology with innovative internal and external spaces designed to encourage a collaborative approach to learning.

The design features a cluster of vibrant classrooms and outdoor learning areas that can accommodate a range of pedagogical approaches. The inclusion of easy-to-use sliding doors allows connectivity between classrooms.

The new Learning Centre is designed to create a contemporary learning space where students can collaborate, learn and be creative.

This project will influence and revitalise the greater campus of the school and additional landscape works will provide an array of active and passive elements for students.

## **Minor Capital Works and Major Maintenance Projects**

Throughout 2018, 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 Joseph's Primary School, East Maitland: refresh of General-Purpose Learning Area
- ▶ St Columban's Primary School, Mayfield: Stage 1 re-roofing of Infants School
- ▶ St Peter's Primary School, Stockton: Stage 1 completion and retro-fit of brick tiles and rendering of external block A-B
- ▶ St Joseph's College, Lochinvar: window replacement (Stage 4);
- ▶ St Dominic's Centre, Mayfield: modification of door entry and front gate
- ▶ St Pius X Primary School, Windale: administration entry/school façade.



## Student Amenities Refreshes/ Refurbishments/Rebuilds

Scheduled in 2018:

- ▶ St Kevin’s Primary School, Cardiff
- ▶ St Joseph’s Primary School, Denman
- ▶ St Columban’s Primary School, Mayfield
- ▶ St Joseph’s Primary School, Merewether
- ▶ St Joseph’s Primary School, Merriwa
- ▶ St John Vianney Primary School, Morisset
- ▶ St Mary’s Primary School, Scone
- ▶ St Joseph’s High School, Aberdeen
- ▶ St Mary’s Catholic College, Gateshead
- ▶ San Clemente High School, Mayfield
- ▶ St Clare’s High School, Taree.

## Governance and Accountability

Governance within Catholic schools in the Diocese of Maitland-Newcastle is grounded in understanding the identity of Catholic schools within the mission of the diocesan church, the broader Australian church and state and federal legislation.

The Trustees of the Roman Catholic Church for the Diocese of Maitland-Newcastle act as the registered

proprietor of the system of Catholic schools under the *Education Act 1990* NSW, and as the Approved Authority for the Diocese of Maitland-Newcastle.

Our governance structures and processes recognise and respect the role/s of the appropriate and legitimate authorities, and exercise responsible decision making in collaboration with the school and parish communities for development and oversight of the schools’ fidelity to mission and academic excellence.

In 2018, the system continued its commitment to complying with governance requirements that were strengthened in section 83c of the NSW *Education Act 1990*, to ensure eligibility for government funding.

The system and its schools also met ongoing compliance requirements according to:

- ▶ *Australian Education Act and Regulations 2013*, section 75 and section 78;
- ▶ ACNC, the independent national regulator for charities, which has requirements for governance and accountability to determine not-for-profit status;
- ▶ NESA, which has key responsibility for registration and accreditation of schools (section 47, Registration Requirements) to comply with the

*Education Act.*

Section 5.9 of NESA’s *Registration Systems and Member Non-Government Schools (NSW) Manual* covers ‘Management and Operation of the School’ and addresses general requirements for governance, accountability and transparency.

The Governance and Risk Management Standing Committee meets twice a term. The Committee aims to provide advice, direction and support to assist the Catholic Schools Office Leadership Team (CSOLT) members as Responsible Persons in fulfilling their legal, ethical, and functional responsibilities in relation to risk and governance of the Maitland-Newcastle diocesan system of schools.

To meet the criteria of transparency and accountability of governance compliance the Governance and Risk Management Standing Committee received periodic updates by way of the Governance Scorecard. This forum along with the Scorecard ensures that organisational Responsible Persons conduct ongoing compliance.

### Responsible persons

Responsible Persons of schools (as per the NESA manual) include the Bishop, Trustees, the CSO Leadership Team and Principals. In 2018, Responsible Persons completed annual declarations in regards to being a ‘fit and proper person’, code of conduct, conflict of



interest and delegations. Professional learning and induction were offered to Responsible Persons and was recorded in the Responsible Persons Register.

### Policies and Procedures

Responsible Persons implement policies and procedures for proper governance of schools in relation to matters such as delegated authority, code of conduct for responsible persons, records of governance decisions, conflict of interest, gifts and benefits, related party transactions, risk management, induction and ongoing professional learning for responsible persons and independent and external audit of annual financial statements.

Policies under review in 2018 included:

- ▶ Code of Conduct for Employees
- ▶ Complaints Resolution Policy and Procedures
- ▶ Conflict of Interest Policy and Procedure
- ▶ Enrolment Policy and Procedure
- ▶ Privacy Policy and Procedures
- ▶ Related Party Transactions Policy and Procedure
- ▶ Teacher Accreditation Authority Policy and Procedure

### Risk Management

The CSO's approach to monitoring and mitigating risk for the system and its schools was improved in 2018. The Risk Steering Committee met twice a term, reporting to the Governance and Risk Management Standing Committee with a focus on:

- ▶ Complaints
- ▶ CSO Risk Register
- ▶ emergency management
- ▶ Enterprise Risk Records
- ▶ Responsible Person risk training
- ▶ School Risk Registers
- ▶ WHS.

Processes were established to enable:

- ▶ Regular review of the risk management policy and framework, key principals in managing risk and progress to align risk management with strategy and operations of the CSO.
- ▶ Regular review of CSO current and emerging risks and review of the CSO risk register to ensure there is a transparent understanding and accountability for the current areas of risk and associated risk plans.
- ▶ Regular reporting to the CSO Leadership Team on high/extreme risk treatment plans.
- ▶ Development of a schools' risk management strategy to enable risk management practices within a common framework and compliance with NESA requirements.

### Risk Training

The Policy and Compliance Officer provided one-on-one training for school Responsible Persons, which built on previous risk training offered and included an update of the school's risk register. Responsible Persons were also required to complete the CSNSW online governance Module 7 – Risk Management.

### CSO Risk Register and Enterprise Risk Schedule

Each CSOLT member, as a risk leader, was allocated accountabilities for risks. A structured process of review of enterprise risks was established, comprising monitoring and annual reporting to the CSOLT by risk leaders on emerging and current exposures and actions (risk treatments) proposed for implementation in the following year.

The Policy and Compliance Officer worked with risk leaders to complete the revised risk register and review the timetable ahead of seeking formal CSOLT endorsement.

The Risk Steering Committee reviews the CSO risk register after each Leadership Team meeting. Updates to the CSO risk register occur following CSOLT consideration including risk descriptions, accountabilities and risk review timetable, as appropriate.

Risk record reports for each enterprise risk are completed with risk causes, consequences and strengths from the existing CSO risk register. Risk leaders facilitate the completion of the risk record, identifying current and emerging weaknesses and actions proposed for implementation in the coming year, noting these are required for discussion at the CSO Leadership team in line with the proposed timetable.

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

# 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.

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.

Aligned with COSI are our staff professional goals, a school's professional priorities and a school's annual and three year planning. When these are seen as part of the one whole, 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 Identity** (primary and secondary)
- ▶ **Curriculum**, inclusive of RE (primary and secondary) – in 2018, secondary curriculum subjects validated were Business Studies Stage 6, Science Stages 4/5, Industrial Technology Stage 6, Economics Stage 6, Commerce/ Marine Science Stage 5, Agriculture Stage 5. In Primary, the KLA of HSIE, Stage 3 and Stage PD/H/PE Stage 1 were validated.
- ▶ **Non-Curriculum** (safe and supportive environment incorporating discipline, attendance, finance, staff, governance, child protection and building and facilities)
- ▶ **WHS** (external audit)

The system also has in place school visitation and informal monitoring outside phases of formal monitoring to provide school advice, support and direction. This is complemented with additional professional learning in areas such as mandatory training in child protection obligations and ongoing professional development in school review processes with ACER, curriculum management and refinement and furthered by engagement in the newly introduced online compliance management system.

**COSI**

### 6 YEAR COSI CYCLE

Position in the 6 Year School Improvement Cycle for 2018

- External Audits will occur twice in the 6 year COSI cycle for each school.
- The WHS Audit Report will indicate the Action Plan items for compliance before the next Audit.

YEAR 1 OF THE CYCLE	YEAR 2 OF THE CYCLE	YEAR 3 OF THE CYCLE SELF REVIEW	YEAR 4 OF THE CYCLE	YEAR 5 OF THE CYCLE	YEAR 6 OF THE CYCLE EXTERNAL REVIEW
St Joseph's Charlestown Holy Family Newcastle Beach St Columba's Adamston St Joseph's Darling St Joseph's Gloucester St John's Lambton St Dominic's Maitland St Michael's Nelson Bay	Holy Name Forster St Joseph's Maitland Bay St Elizabeth's Maitland St James' Murrumbidgee Copus Christ Warrah St Joseph's Wingham St Kevin's Cardiff	St Peter's Broken Hill St Mary's Scone St Theresa's New Lambton St John the Baptist Maitland St Patrick's Luchanvar St James Kotara South St Joseph's East Maitland	St Paul's Stanthorpe St King's Raymond Terrace Our Lady of Lourdes Taree St Joseph's Taree Holy Cross Standale St Joseph's Merriwa St Patrick's Cassino St Joseph's Bulbincham	St Paul's Ruthurst St Mary's Murrumbidgee St Francis Xavier's Belmont St Bernard's Edgecliff Our Lady of Victories Shortland St Patrick's Scone St Anselm's Chatham	St Joseph's Newcastle St John's Sydney Holy Spirit Murrumbidgee Rosary Park Singleton St Joseph's Denman Holy Spirit Kurri Kurri St Patrick's Maitland St Paul's Windsor
All Saints College Maitland St Lawrence's Flexible Learning Gates	St Francis Xavier's Hamilton St Bede's Chisholm	St Joseph's Luchanvar St Joseph's Aberdeen Catherine McAuley Murrumbidgee	St Paul's Adamston St Clemente Maitland St Clare's Taree	St Paul's Bourke St Clare's Taree	St Catherine's Singleton St Mary's Stanthorpe
PRIMARY AND SECONDARY CURRICULUM FOCUS AREAS AS PER COSI SCHEDULES ACROSS 6 YEARS/ CYCLES					
Safe and Supportive Environment		Staff and Governance	Attendance	Buildings Premises and Facilities	Child Protection
Finance					
WHS External Audit *		WHS External Audit *			
Catholic Identity Validation Year separate for schools to be validated in 2018					
Compliance Management Tool: Secondary schools full implementation in 2018. Primary schools in 2019					

**COSI**

### Non Curriculum 6 year cycle

Position in the 6 Year School Improvement Cycle for 2018

- External Audits will occur twice in the 6 year COSI cycle for each school.
- The WHS Audit Report will indicate the Action Plan items for compliance before the next Audit.

YEAR 1 OF THE CYCLE	YEAR 2 OF THE CYCLE	YEAR 3 OF THE CYCLE SELF REVIEW	YEAR 4 OF THE CYCLE	YEAR 5 OF THE CYCLE	YEAR 6 OF THE CYCLE EXTERNAL REVIEW
St Joseph's Charlestown Holy Family Newcastle Beach St Columba's Adamston St Joseph's Darling St Joseph's Gloucester St John's Lambton St Dominic's Maitland St Michael's Nelson Bay	Holy Name Forster St Joseph's Maitland Bay St Elizabeth's Maitland St James' Murrumbidgee Copus Christ Warrah St Joseph's Wingham St Kevin's Cardiff	St Peter's Broken Hill St Mary's Scone St Theresa's New Lambton St John the Baptist Maitland St Patrick's Luchanvar St James Kotara South St Joseph's East Maitland	St Paul's Stanthorpe St King's Raymond Terrace Our Lady of Lourdes Taree St Joseph's Taree Holy Cross Standale St Joseph's Merriwa St Patrick's Cassino St Joseph's Bulbincham	St Paul's Ruthurst St Mary's Murrumbidgee St Francis Xavier's Belmont St Bernard's Edgecliff Our Lady of Victories Shortland St Patrick's Scone St Anselm's Chatham	St Joseph's Newcastle St John's Sydney Holy Spirit Murrumbidgee Rosary Park Singleton St Joseph's Denman Holy Spirit Kurri Kurri St Patrick's Maitland St Paul's Windsor
St Peter's Maitland St Mary's Maitland	St Francis Xavier's Hamilton St Bede's Catholic College Chisholm	St Joseph's Luchanvar St Joseph's Aberdeen Catherine McAuley Catholic College Murrumbidgee	St Paul's Adamston St Clemente Maitland St Clare's Taree	St Paul's Bourke St Clare's Taree	St Catherine's Singleton St Mary's Stanthorpe
NON CURRICULUM AREAS					
Safe and Supportive Environment		Staff and Governance	Attendance	Buildings Premises and Facilities	Child Protection
Finance					
WHS External Audit *		WHS External Audit *			
Compliance effortbook No WHS component		Compliance effortbook	Compliance effortbook	Compliance effortbook No WHS component	Compliance effortbook



## MNPay

The MNPay project is focussed on the delivery of significant systemic efficiency related changes and upgrades to CSO Payroll and Human Resources (HR) Management. In 2018, the transfer of these functions to a Diocesan Shared Services model has led to changes in project leadership and management responsive to the new environment. This has resulted in renewed levels of understanding, ownership and resource commitment from all impacted business units in the Diocese and CSO.

In December 2018, the diocesan Leadership Group approved an expanded program of work for the MNPay project. This 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 cornerstone for the program, EmpowerHR, is to be implemented in mid-2019, which will see

existing CSO payroll functions transition to this new environment.

In 2018, a full-time Project Manager was appointed to guide the implementation of MNPay. Along with a team of Business Analysts, the Project Manager will work with the MNPay Steering Committee and business groups to engage and guide all impacted staff through the work required to accept and transition to these new products.

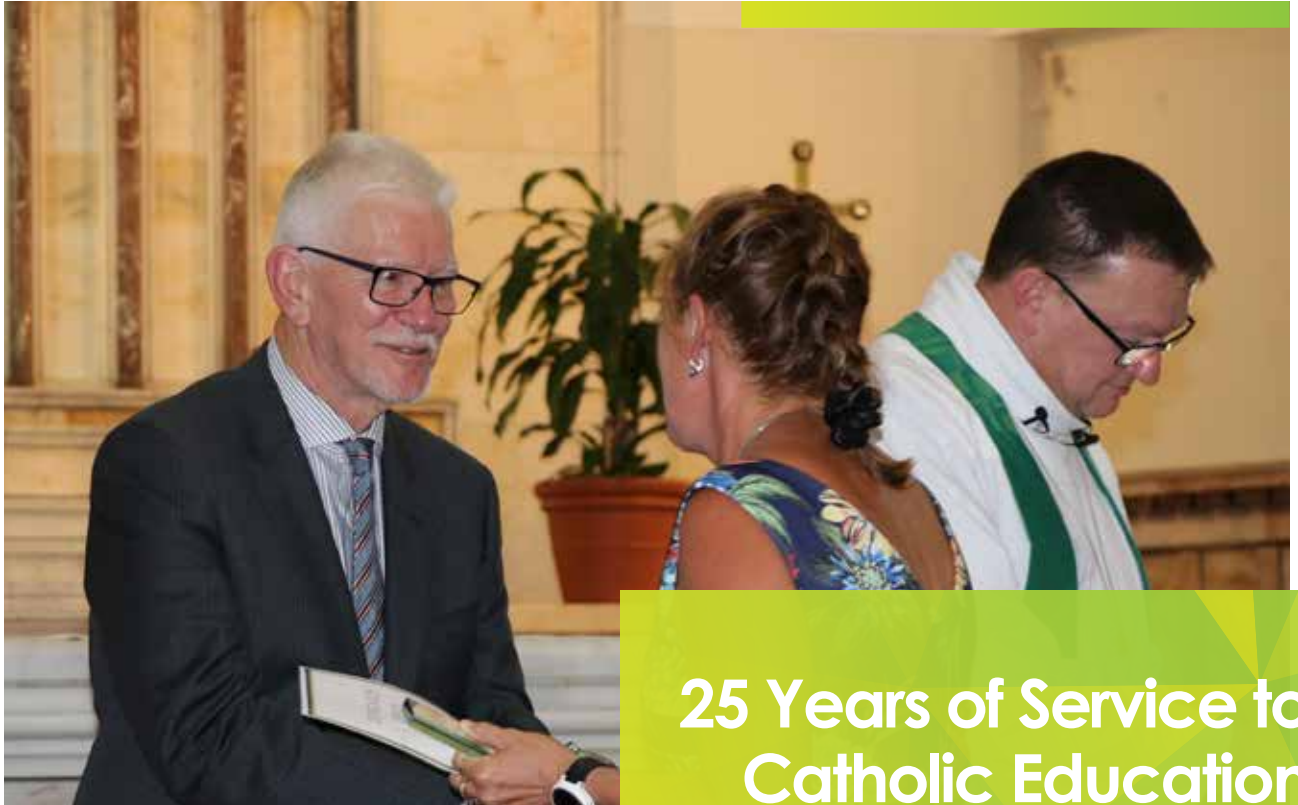
## MNSIS

Guided by the MNSIS Steering Committee, the MNSIS Project is the supply, design and implementation of a whole Student Information and Finance Management System (FMS) for the CSO and schools of the Maitland–Newcastle Diocese. The Catholic Education network (CENet), in partnership with vendors Compass and TechnologyOne, provides this software solution to us and to the majority of diocesan

school systems on the Australian eastern seaboard. To support the implementation of MNSIS in our diocese, a Project Manager and Business Analyst were appointed in early 2018.

In 2018, the Student Information System (Compass) was implemented in a majority of our schools. By the end of 2018, 50 schools had been transitioned and the remainder were scheduled for the beginning of 2019. This will bring to an end the first major phase of MNSIS.

During 2018, planning has been consolidated for the next phase of MNSIS which involves the implementation of the TechnologyOne FMS. To enable this phase, it has been necessary in 2018 for extensive stakeholder consultation regarding the future financial operating model for our schools and CSO. In early 2019, work will continue to finalise this model prior to engaging pilot schools for initial implementation. Transitioning of schools to TechnologyOne will then occur throughout 2019 and 2020.



# 25 Years of Service to Catholic Education

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.



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

De-Anna Addicoat	St Mary's, Gateshead
Catherine Anderson	St Michael's, Nelson Bay
Lesley Bartlett	St Peter's, Maitland
Particia Breiner	St Paul's, Rutherford
Douglas Garnett	St Paul's, Rutherford
Jenny Harrison	St John's, Lambton
Sr Anita Litwin	St Paul's, Rutherford
Donna McMillan	St Joseph's, Merewether
Stephen McTaggart	St James', Kotara
Niamh Marzol	St James', Muswellbrook
Damian Norris	St Mary's, Maitland
Lola Romanelli	St Mary's, Gateshead
Julie Saperas	St Joseph's, Kilaben Bay
Deborah Sivyer	St Peter's, Maitland
Jane Stuart	St Michael's, Nelson Bay
Julianne Thompson	St Catherine's, Singleton
Allison Treloar	Our Lady of Lourdes, Tarro
Catherine Wallace	St Joseph's, East Maitland



## Promoting Our Catholic Schools

During 2018, a particular focus was placed on regions and schools in need of enrolment boosts, with campaigns aimed at specific regions and schools.

This approach gave schools the opportunity to build their own brand on a local level, engaging the relevant communities that their enrolments feed from.

Enrolment campaigns comprised a mix of mediums including television, cinema advertising, billboards, fence banners, print and online newspapers, Instagram, Facebook, YouTube and Google AdWords.

The aim of this campaigning in 2018 was to:

- ▶ grow the system of schools and increase the overall market share by attracting new families to consider and choose a Catholic school education
- ▶ allow each school the opportunity to build their own brand locally
- ▶ attract non-Catholics to encourage welcoming and diverse communities
- ▶ attract new teachers to support learning initiatives
- ▶ retain current expert staff to allow the delivery of these education/learning outcomes and ultimately boost enrolments for 2019.

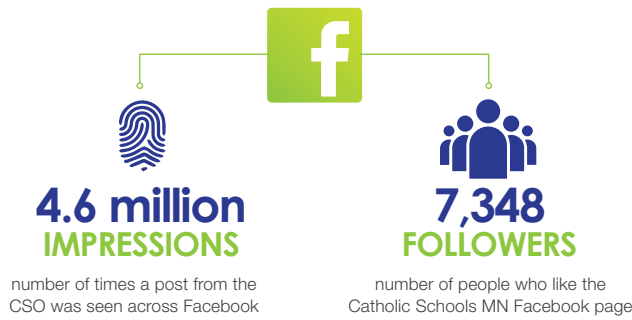
Each school was given the opportunity to showcase and profile their diverse curriculum offerings, with special focus on Early Learning, Gifted Education, Robotics, VET and STEM.

Twenty-two new school websites were designed and developed to update and renew outdated information, with more to be developed in 2019.





[facebook.com/mncatholicschools](https://facebook.com/mncatholicschools)



[twitter.com/mncatholicschools](https://twitter.com/mncatholicschools)



[instagram.com/mncatholicschools](https://instagram.com/mncatholicschools)



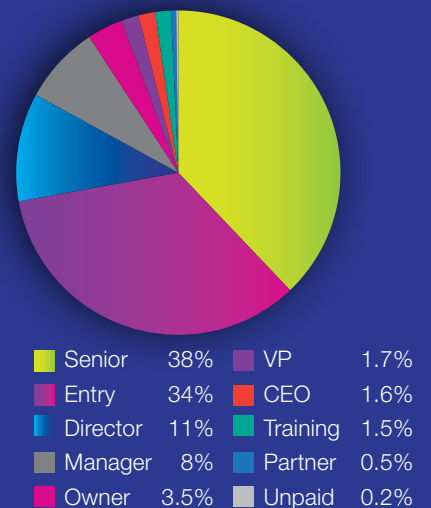
[linkedin.com/company/catholic-schools-office-of-maitland-newcastle](https://linkedin.com/company/catholic-schools-office-of-maitland-newcastle)



## A Strong Social Media Identity

During 2018, the Communications team launched a number of diverse digital projects. The team looked at utilising social media to provide a seamless customer experience for parents, students and staff to connect with the Catholic Schools Office in a variety of ways and a large percentage of the marketing budget was allocated to digital campaigns. For events like *ASPIRE'S Dark Matter*, an increase in digital spend across all channels led to a number of sell-out shows. Utilising social media to promote employment opportunities, enrolments and good news across the schools within proved successful throughout the year, the diocese reaching both internal and external stakeholders. Social media will continue to play an increasingly important role in communication for schools in 2019.

### LinkedIn Visitor demographics



# Diocesan Secondary Schools Celebrate 12 Years of DioSounds



DioSounds, now in its 12th year, showcases the outstanding talents of each of our secondary schools, including relative newcomers St Bede's, Chisholm and St Dominic's, Mayfield.

DioSounds provides each secondary school with a segment in which to showcase the students' talents and the coming together in community to perform. Each year, our students have the rare opportunity to experience performing in one of the nation's iconic performing arts spaces, the Civic Theatre, and each year always proves to be wonderfully entertaining.

We thank the teams of staff in each school who, so thoroughly, support the abilities of our students. We acknowledge the commitment of Mrs Carmel Tapley, who facilitates this project every year and we recognise the wonderful contribution of staff who support Carmel in this production especially Michelle Burgess and Louisa Mavros. Lastly, of course, we applaud the talents of our students who embrace their skills to bring us so much joy.





# Diocesan Schools Celebrate Seven Years of ASPIRE

Each year, the ASPIRE team produces an original, self-devised theatrical work with students from the six ensembles – instrumental, vocal, dance, drama, design and production – which is performed at the Civic Theatre. Under the direction and guidance of the Artistic Director, students write an original script for the performance. The narrative focuses on the human spirit with the recurring themes of community, family, hope, identity, challenge, acceptance, culture and adversity. The production for 2018 was titled *Dark Matter* and was the best-attended production in the seven-year history of ASPIRE.

ASPIRE doesn't just focus on an annual production; the team also works with schools across the diocese to support the programming of Creative Arts in primary schools and the sharpening of skills and content areas in secondary schools. The aim is for ASPIRE to provide direct instruction and content that supports the school's scope and sequence of learning across the breadth of the Creative Arts syllabus.

During 2018, ASPIRE offered several extracurricular programs for students. These are open to all students in diocesan schools not just those in the ASPIRE production. These included the Songwriting Competition, Junior Theatre Makers Ensembles, Senior Theatre Makers Ensemble, September Holiday Workshops, Create Choreographic Project and Dramafest.

In 2018, 676 students auditioned for ASPIRE. From this group, 167 were selected for the production program. In 2018, a total of 5,974 seats to the five performances were sold, with the Saturday evening show a complete sell-out. Due to the increased interest in the ASPIRE production, an extra matinee has been organised for the 2019 program.

The 2018 ASPIRE program was an outstanding success. *Dark Matter* received ten nominations at the annual CONDAs (City of Newcastle Drama Awards) and was the winner in three categories.

Finally, ASPIRE was proud to work with the Hunter Melanoma Foundation to create an original script for a student cast to present to local high schools on sun safety.







## Dux of the Diocese

With an ATAR of 99.50, former St Francis Xavier's College, Hamilton student Jasmine Sullivan has been awarded Dux of the Diocese for 2018.

Despite the fact that it was 'pretty full on and intense', Jasmine found her last year of school the most enjoyable.

'In Year 11, I was more consumed with study to a point that it was a bit ridiculous and then in Year 12 things shifted into perspective and I think I ended up doing more socialising than in my other years,' said Jasmine.

'I did really enjoy it though despite everything and I do miss school a bit now.'

Jasmine credits her continual hard work and outstanding results to a combination of self-motivation and supportive teachers.

'I've always been quite self-motivated even since early junior high school and I think I established almost a precedent for myself, so I did it for me rather than anyone else.

'I think my English teacher was amazing but also all my subject teachers were really great as they provided a lot of personal and emotional support, as well as giving us the actual subject material. I think if it wasn't for those teachers and how supportive they were it would have been a lot harder.'

Jasmine began her education at Our Lady of Lourdes Primary School in Tarro until Year 2 and continued her Catholic education throughout her high school years, attending San Clemente High School in Mayfield before completing her final years at St Francis Xavier's College.

While school may now be behind her, Jasmine is continuing her educational journey at the University of Newcastle, beginning a Psychology degree this year.

'I was tossing up a bunch of different options last year and was going back and forth. But in the end I decided to start a Psychology degree at Newcastle University.

'I did also have Medicine on the table but I didn't end up sitting the UMAT. So I think I will sit that this year and see if I get in then I'll transfer across at the end of this year. If not, then I think I'll stick with Psychology and see how that goes.'

Good luck and all the best to Jasmine and her future endeavours.



# 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.

This year's theme, *'Learn, Serve, Belong'*, acknowledges 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



**19,318**

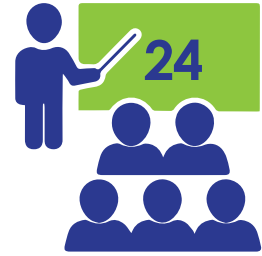
STUDENTS ENROLLED

**11,069**  
PRIMARY

**8,272**  
SECONDARY



THE DIOCESE EMPLOYED  
**1291.9 FULL TIME EQUIVALENT**  
TEACHERS AND **392.7 FULL TIME**  
EQUIVALENT SUPPORT STAFF



AVERAGE PRIMARY CLASS SIZE

**19.7** AVERAGE  
SECONDARY  
CLASS SIZE



**7,348**  
FOLLOWERS



**1,078**  
FOLLOWERS



**403**  
FOLLOWERS



**231**  
FOLLOWERS



**105,832**  
FOLLOWERS



**53// HSC SUBJECTS**  
WERE OFFERED IN 2018

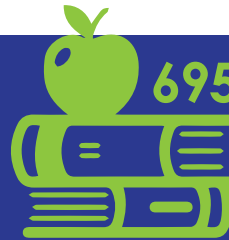


**1,097**  
STUDENTS SAT THE HSC

**298// HSC**  
STUDENTS  
DISTINGUISHED ACHIEVERS



**7// HSC**  
STUDENTS  
ACHIEVED ALL  
ROUNDERS AWARD



**695**

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

**6// HSC**  
STUDENTS

ACHIEVED TOP 10 IN  
THEIR COURSE IN THE STATE



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



**769**

PRIMARY

**363**

SECONDARY

ENGLISH AS A SECOND LANGUAGE  
ASSISTANCE WAS PROVIDED FOR



**57**

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	627	MAITLAND All Saints' College, St Peter's Campus	7-10	824
ABERMAIN Holy Spirit Infants School	K-2	131	MAITLAND St John the Baptist Primary School	K-6	276
ADAMSTOWN St Columba's Primary School	K-6	237	MAYFIELD San Clemente High School	7-10	744
ADAMSTOWN St Pius X High School	7-10	1,012	MAYFIELD St Columban's Primary School	K-6	145
BELMONT St Francis Xavier's Primary School	K-6	130	MAYFIELD St Dominic's Centre	K-10	21
BOORAGUL St Paul's Catholic College	7-12	906	MEREWETHER BEACH Holy Family Primary School	K-6	250
BRANXTON Rosary Park Catholic School	K-6	286	MEREWETHER St Joseph's Primary School	K-6	382
BULAHDELAH St Joseph's Primary School	K-6	47	MERRIWA St Joseph's Primary School	K-6	63
CARDIFF St Kevin's Primary School	K-6	107	MORISSET St John Vianney Primary School	K-6	176
CESSNOCK St Patrick's Primary School	K-6	385	MUSWELLBROOK St James' Primary School	K-6	294
CHARLESTOWN St Joseph's Primary School	K-6	264	NELSON BAY St Michael's Primary School	K-6	271
CHISHOLM St Aloysius Catholic Primary School	K-6	508	NEW LAMBTON St Therese's Primary School	K-6	622
CHISHOLM, St Bede's Catholic College	7	107	RAYMOND TERRACE St Brigid's Primary School	K-6	407
DENMAN St Joseph's Primary School	K-6	106	RUTHERFORD St Paul's Primary School	K-6	419
DUNGOG St Joseph's Primary School	K-6	84	SCONE St Mary's Primary School	K-6	217
EAST MAITLAND St Joseph's Primary School	K-6	416	SHORTLAND Our Lady of Victories Primary School	K-6	110
EDGEWORTH St Benedict's Primary School	K-6	239	SINGLETON St Catherine's Catholic College	K-12	801
FORSTER Holy Name Primary School	K-6	279	STOCKTON St Peter's Primary School	K-6	154
GATESHEAD St Mary's Catholic College	7-12	749	SWANSEA St Patrick's Primary School	K-6	148
GATESHEAD St Paul's Primary School	K-6	258	TAREE St Clare's High School	7-12	595
GLENDALE Holy Cross Primary School	K-6	136	TAREE St Joseph's Primary School	K-6	347
GLOUCESTER St Joseph's Primary School	K-6	45	TARRO Our Lady of Lourdes Primary School	K-6	233
HAMILTON St Francis Xavier's College	11-12	964	WALLSEND St Patrick's Primary School	K-6	260
KILABEN BAY St Joseph's Primary School	K-6	252	WARATAH Corpus Christi Primary School	K-6	148
KOTARA SOUTH St James' Primary School	K-6	367	WARNERS BAY St Mary's Primary School	K-6	392
KURRI KURRI Holy Spirit Primary School	3-6	143	WINDALE St Pius X Primary School	K-6	58
LAMBTON St John's Primary School	K-6	185	WINGHAM St Joseph's Primary School	K-6	128
LOCHINVAR St Joseph's College	7-12	844			
LOCHINVAR St Patrick's Primary School	K-6	467			
MAITLAND All Saints' College, St Mary's Campus	11-12	551			
			<b>Grand Total</b>		<b>19,317</b>



## Primary NAPLAN Results 2018

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 that are essential for every student to progress through school including reading, writing, spelling and numeracy. The assessments are held every year in the second week of May.

Assessment information on student achievement is utilised by the Catholic Schools Office to provide valuable information for learning and to support school improvement initiatives.

### NAPLAN: Key Results

In 2018, 1,472 Year 3 students and 1,414 Year 5 students participated in the National Assessment Program in Literacy and Numeracy (NAPLAN). The NAPLAN test measured student achievement across four areas of Literacy. These areas included Reading, Writing, Spelling and Grammar and Punctuation. The program also measures student achievement in Numeracy.

Significant 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. Schools were provided with professional learning in the use of the Department of Education SCOUT Tool, which was in use for the first time as a data analysis tool. 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 in the state. The charts show the percentage of students below, at and above National Minimum Standard and at Proficiency Level (Top Two Bands).

### 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 443.7 compared to a national mean of 433 and state mean of 436.7. 92.0% of the students achieved in the top three bands or above (Bands 4, 5 and 6).
- ▶ Year 3 results in Numeracy were also strong, with 45% of students achieving in the top two bands and a diocesan mean score of 418.8, placing the result above the national average of 407.7 and state average of 412.6.
- ▶ 77% of students scored in the top three bands, with a mean score of 415.4 in the Persuasive Writing task.
- ▶ An above average mean score was achieved in Spelling, with a student average of X compared the National Average of 417.8. 89.6% of students achieved in the top three bands.
- ▶ In the Grammar and Punctuation aspect, 89.7% of students achieved in the top 3 bands, with a mean score of 437.1, above the national average of 431.7.

## NAPLAN Program 2018 - Year 3 Percentage in Skill Band

Band		Reading	Writing	Spelling	Grammar & Punctuation	Numeracy
Proficiency <b>Bands 5 and 6 and Above</b>	<b>Diocese</b>	<b>57.5</b>	<b>48.9</b>	<b>51.8</b>	<b>50.7</b>	<b>45.4</b>
	<i>National Performance</i>	53.2	41.5	46.6	53.1	39.2
Middle <b>Band 4</b>	<b>Diocese</b>	<b>34.9</b>	<b>15.6</b>	<b>37.8</b>	<b>39.0</b>	<b>45.4</b>
	<i>National Performance</i>	22.7	29.6	23.0	20.3	27.6
At/Below <b>Bands 1,2 and 3</b>	<b>Diocese</b>	<b>7.6</b>	<b>8.3</b>	<b>10.3</b>	<b>10.3</b>	<b>9.3</b>
	<i>National Performance</i>	24.2	28.5	30.6	12.8	40.8

## NAPLAN percentages in skill bands Year 3

Students who sat the 2018 NAPLAN tests in Year 3 achieved according to the following:

### Band 1-3

At and Below National Minimum Standard (Includes Exempt)

### Band 4

Middle Above National Minimum Standard

### Band 5-6

Proficiency



## Year 5

Significant features of these results are:

The Year 5 cohort performed above the National average in Reading, Writing, Spelling, Grammar and Punctuation and Numeracy. They performed above the NSW cohort in Reading, Writing and Grammar and Punctuation.

- ▶ Year 5 results in Reading (520.3) were above the National Mean of 509.0, with 87.9% of students scoring in the top three bands, compared to 65.7% at the National level.
- ▶ Results in Writing were above State and National mean, with 83.2% of students in the top three bands compared with 43.6% at national level.
- ▶ Results in Spelling were above the National Average (502.5), with students in the Diocesan average mean of 507.9.
- ▶ Year 5 results (509.9) in Grammar and Punctuation were above National mean of 503.6, with 88.4% students scoring in the top three bands (Bands 6, 7 and 8).
- ▶ Year 5 were above the mean score at state and national level, with 89.4% of students in the top three bands compared to 57.5 at a national level.

## NAPLAN Program 2018 - Year 5 Percentage in Skill Band

Band		Reading	Writing	Spelling	Grammar & Punctuation	Numeracy
Proficiency <b>Bands 7 and 8 and Above</b>	<b>Diocese</b>	<b>42.7</b>	<b>13.6</b>	<b>34.1</b>	<b>36.7</b>	<b>33.3</b>
	<i>National Performance</i>	38.6	13.7	34.5	35.5	27.6
Middle <b>Band 6</b>	<b>Diocese</b>	<b>45.2</b>	<b>69.6</b>	<b>56.0</b>	<b>51.7</b>	<b>56.1</b>
	<i>National Performance</i>	27.1	29.9	29.4	28.6	29.9
At/Below <b>Bands 3,4 and 5</b>	<b>Diocese</b>	<b>12.1</b>	<b>16.9</b>	<b>9.9</b>	<b>11.6</b>	<b>10.5</b>
	<i>National Performance</i>	34.2	56.5	36.2	35.8	42.4

## NAPLAN percentages in skill bands Year 5

Students who sat the 2018 NAPLAN tests in Year 5 achieved according to the following:

### 3,4 and 5

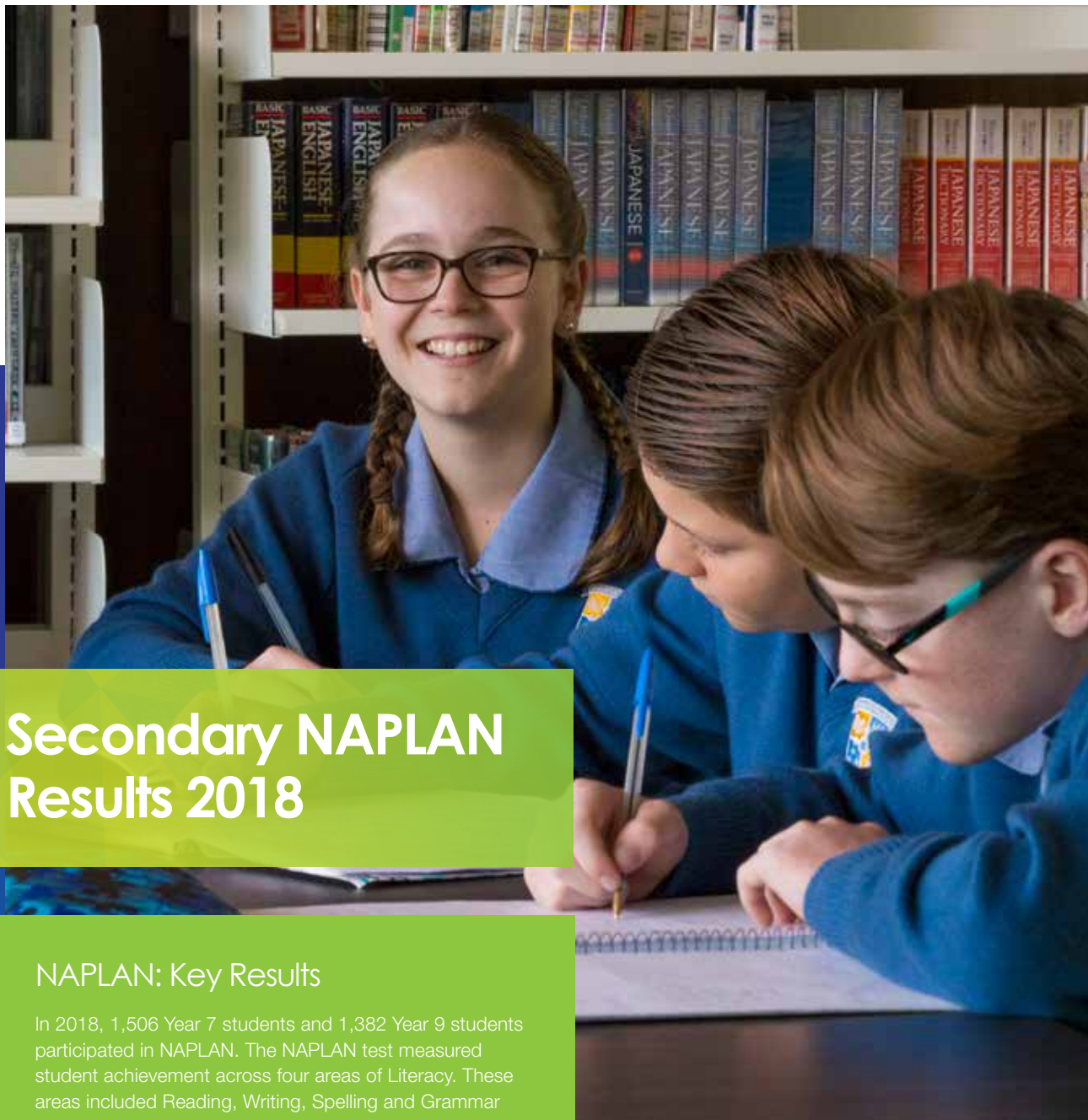
At and Below National Minimum Standard (Includes Exempt)

### Band 4

Middle Above National Minimum Standard

### Band 5-8 and above

Proficiency



## Secondary NAPLAN Results 2018

### NAPLAN: Key Results

In 2018, 1,506 Year 7 students and 1,382 Year 9 students participated in NAPLAN. The NAPLAN test measured student achievement across four areas of Literacy. These areas included Reading, Writing, Spelling and Grammar and Punctuation. The program also measures student achievement in Numeracy.

Significant professional learning was conducted for secondary 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. Schools were provided with professional learning in the use of the Department of Education SCOUT Tool, which was in use for the first time as a data analysis tool. 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 in the state. The charts show the percentage of students below, at and above the National Minimum Standard, and at Proficiency Level (Top Two Bands).

### Year 7

Significant features of these results are:

The Year 7 cohort performed above the National Average in Reading and Writing.

- ▶ Year 7 results in Reading (542.7) were above the National mean (542.2), with 59.8% of the Year 7 cohort achieving in the top three bands.
- ▶ Year 7 results in Writing (506.1) were above the National mean (505.3), with 34.2% of the Year 7 cohort achieving in the top three bands.
- ▶ In Spelling, 57.4% of the Year 7 cohort achieved in the top three bands.
- ▶ In Grammar and Punctuation, 55.6% of the Year 7 cohort achieved in the top three bands and in Numeracy, 60.1%.

## NAPLAN Program 2018 - Year 7 Percentage in Skill Band

Band		Reading	Writing	Spelling	Grammar & Punctuation	Numeracy
Proficiency	<b>Diocese</b>	<b>27.7</b>	<b>13.7</b>	<b>28.9</b>	<b>25.0</b>	<b>26.5</b>
<b>Bands 8-9 and above</b>	<i>National Performance</i>	26.9	13.5	30.3	29.1	28.9
Middle	<b>Diocese</b>	<b>58.0</b>	<b>51.8</b>	<b>56.8</b>	<b>57.0</b>	<b>61.9</b>
<b>Band 6-7</b>	<i>National Performance</i>	55.1	52.9	51.3	51.7	54.9
At/Below	<b>Diocese</b>	<b>14.3</b>	<b>34.5</b>	<b>14.3</b>	<b>18.0</b>	<b>11.6</b>
<b>Bands 4,5 and below</b>	<i>National Performance</i>	18.0	33.7	18.4	19.2	16.2

## NAPLAN percentages in skill bands Year 7

Students who sat the 2018 NAPLAN tests in Year 7 achieved according to the following:

### Band 5-4

At and Below National Minimum Standard (Includes Exempt)

### Band 7-6

Middle Above National Minimum Standard

### Band 8-9 and above

Proficiency



## Year 9

Significant features of these results are:

The Year 9 cohort performed above the National Average in Reading, Writing, Grammar and Punctuation and Numeracy. They performed above the NSW cohort in Grammar & Punctuation.

- ▶ Year 9 results in Reading (584.3) were above the National mean (584.1), with 51.1% of the Year 9 cohort achieving in the top three bands.
- ▶ Year 9 results in Writing (548.7) were above the National mean (542.4), with 36.9% of the Year 9 cohort achieving in the top three bands.
- ▶ Year 9 results in Grammar and Punctuation (582.9) were above the National mean (580.5), with 56.7% of the Year 9 cohort achieving in the top three bands.
- ▶ Year 9 results in Numeracy (596.6) were above the National mean (595.7), with 53.7% of the Year 9 cohort achieving in the top three bands.

## NAPLAN Program 2018 - Year 9 Percentage in Skill Band

Band		Reading	Writing	Spelling	Grammar & Punctuation	Numeracy
Proficiency	<b>Diocese</b>	<b>18.9</b>	<b>14.3</b>	<b>19.9</b>	<b>24.3</b>	<b>23.5</b>
<b>Bands 9 and 10</b>	<i>National Performance</i>	20.9	11.7	23.7	20.2	25.8
Middle	<b>Diocese</b>	<b>63.9</b>	<b>44.2</b>	<b>59.3</b>	<b>51.7</b>	<b>63.2</b>
<b>Band 7 and 8</b>	<i>National Performance</i>	58.6	45.3	52.9	57.4	57.6
At/Below	<b>Diocese</b>	<b>17.2</b>	<b>41.5</b>	<b>20.8</b>	<b>24.1</b>	<b>13.3</b>
<b>Bands 5,6 and below</b>	<i>National Performance</i>	20.4	43.1	23.4	22.5	16.7

## NAPLAN percentages in skill bands year 9

Students who sat the 2018 NAPLAN tests in Year 9 achieved according to the following:

### 3,4 and 5

At and Below National Minimum Standard (Includes Exempt)

### Band 4

Middle Above National Minimum Standard

### Band 5-8 and Above

Proficiency

# Higher School Certificate Results 2018

In 2018, 1,097 students sat HSC tests in the diocese. This consisted of 514 male and 583 female students. Schools performed well in comparison with state performances.

Many subjects performed very well compared to the state. In particular Standard English, Advanced English, Extension 1 and 2 English, Physics, Aboriginal Studies, Ancient History, Business Studies, Design and Technology, Engineering Studies, Food Technology, Business Services, Retail Services, Community & Family Studies, Drama and Music 1.

Of the 56 subjects studied by students in the diocese, 51.6% of courses achieved above state average.

In the 2018 HSC, the diocese had six outstanding student performances. Clayton Carlon (All Saints' College, Maitland) placed first in the state in Industrial Technology. Alex Dylan (St Catherine's Catholic College, Singleton) placed fifth and Matthew Parvin (St Clare's, Taree) placed ninth in Industrial Technology. Bradley Montroy (All Saints' College, Maitland) achieved second place in Engineering Studies, Sophia Derkenne (All Saints' College, Maitland) achieved fifth place in English Extension 2 and Sydney Slade achieved eighth place in Geography. There were 298 Distinguished Achievers amongst the 2018 cohort, including seven *All Rounders*.

2018 HSC Diocesan Results		Percentage in Bands 4, 5 & 6
Studies of Religion 1	<b>Diocese</b>	54.8
	State	70.5
Studies of Religion II	<b>Diocese</b>	61.5
	State	71.0
Standard English	<b>Diocese</b>	61.5
	State	50.6
Advanced English	<b>Diocese</b>	94.0
	State	90.5
English Ext I E3 & E4	<b>Diocese</b>	100
	State	95.7
English Ext 2 E3 & E4	<b>Diocese</b>	100
	State	71.4
General Mathematics	<b>Diocese</b>	52.2
	State	53.1
Mathematics	<b>Diocese</b>	66.1
	State	77.9
Biology	<b>Diocese</b>	70.6
	State	70.2
Physics	<b>Diocese</b>	66.4
	State	65.2
Aboriginal Studies	<b>Diocese</b>	72.2
	State	44.0
Ancient History	<b>Diocese</b>	70.5
	State	63.3
Business Studies	<b>Diocese</b>	70.0
	State	65.1
Geography	<b>Diocese</b>	76.2
	State	74.1
History Extension E3 & E4	<b>Diocese</b>	81.2
	State	78.9
Legal Studies	<b>Diocese</b>	73.6
	State	73.0
Modern History	<b>Diocese</b>	74.0
	State	71.6
Design & Technology	<b>Diocese</b>	100
	State	83.6
Engineering Studies	<b>Diocese</b>	76.7
	State	71.4
Food Technology	<b>Diocese</b>	81.5
	State	62.8
Business Services	<b>Diocese</b>	78.3
	State	72.2
Retail Services	<b>Diocese</b>	84.2
	State	54.0
Community & Family Studies	<b>Diocese</b>	78.0
	State	62.8
Drama	<b>Diocese</b>	91.9
	State	82.2
Music 1	<b>Diocese</b>	96.1
	State	90.3

# Building and Maintenance Projects

Completed projects as at the year ended 31 December 2018

School	Project	Construction Stage/ Forecast Completion	Government Grant	Local Contribution	Project Cost
ABERDEEN, Lot 4 Abercairney Tce	Land Purchase	Completed 2018		\$128,000	\$128,000
ADAMSTOWN, St Pius X High School	Stage 3 - Construction of new library learning centre	Completed 2018	\$1,460,370	\$2,864,337	\$4,324,707
BOORAGUL, St Paul's High School	4 Demountable Classrooms	Completed 2018		\$168,470	\$168,470
BOORAGUL, St Paul's High School	Stage 2 - Construction of general learning areas, administration, staff facilities and associated buildings	Completed 2018	\$2,317,595	\$2,546,118	\$4,863,713
BROADMEADOW, 127-137 Broadmeadow Road	Building Purchase	Completed 2018		\$150,000	\$150,000
BROADMEADOW, 127-137 Broadmeadow Road	Land Purchase	Completed 2018		\$1,400,000	\$1,400,000
CHISHOLM, St Bede's Catholic College	Flexible Learning Village	Completed 2018		\$914,004	\$914,004
CESSNOCK, St Patrick's Primary School	Installation of lift	Completed 2018		\$315,629	\$315,629
LOCHINVAR, St Joseph's College	Upgrade of school facilities to accommodate Year 11 and 12 commencement.	Completed 2018		\$2,112,259	\$2,112,259
MAITLAND, All Saints, College St Mary's Campus	7 Victoria Street - Building Purchase	Completed 2018		\$480,000	\$480,000
MAITLAND, All Saints, College St Mary's Campus	7 Victoria Street - Land Purchase	Completed 2018		\$300,000	\$300,000
MAITLAND, 266 High Street	Land Purchase	Completed 2018		\$850,000	\$850,000
MAITLAND, Carrington Street	Land Purchase	Completed 2018		\$398,000	\$398,000
MAYFIELD, 87-89 Crebert Street	Land Purchase	Completed 2018		\$3,750,000	\$3,750,000
MORISSET, 115 Dora Street	Land Purchase	Completed 2018		\$900,000	\$900,000

School	Project	Construction Stage/ Forecast Completion	Government Grant	Local Contribution	Project Cost
TEMPORARY BUILDINGS	Demountable classrooms - Adamstown, Branxton, Gateshead, Kotara South	Completed 2018		\$550,325	\$550,325
WARATAH, 24 Alfred St	Demolition of residence for additional playground space	Completed 2018		\$217,512	\$217,512
WARATAH, 5 Smart St	Demolition of residence for additional playground space	Completed 2018		\$127,500	\$127,500
				<b>Total</b>	<b>\$21,950,119</b>

## Committed projects as at the year ended December 2017

School	Project	Construction Stage/ Forecast Completion	Approved government & * forecast grant	Local Contribution	Project Cost
ABERDEEN, St Joseph's High School	Stage 2 - Refurbishment of administration, Technical and Applied Studies (TAS), amenities and classrooms	Under Construction	\$3,346,041	\$4,609,959	\$7,956,000
ABERDEEN, Lot 4 Abercairney Tce	Demolition of residence	Planning	\$ -	\$72,000	\$72,000
BRANXTON, Rosary Park Catholic School	Stage 3 - construction of 8 GPLAs to facilitate full 2 stream primary school	In Design	\$950,969	\$1,949,031	\$2,900,000
Broadmeadow, St Laurence Flexible Learning Centre	Refurbishment of purchased building for flexible learning centre	Under Construction	\$ -	\$970,000	\$970,000
CHISHOLM, St Aloysius Catholic Primary School	Stage 2 - Construction of administration, staff and classrooms areas	Under Construction	\$2,038,911	\$5,528,089	\$7,567,000
CHISHOLM, St Aloysius Catholic Primary School	Stage 3 - Final stage of new primary school construction	In Design	\$944,952	\$3,055,048	\$4,000,000
CHISHOLM, St Bede's Catholic College	Stage 1 - Construction of new secondary school	Under Construction	\$3,500,000	\$9,100,000	\$12,600,000
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	\$3,600,000 *	\$14,400,000	\$18,000,000
GATESHEAD, St Mary's Catholic College	Stage 1 - Upgrade of school facilities to accommodate Year 11 and 12 commencement	Under Construction	\$ -	\$8,851,000	\$8,851,000





GATESHEAD, St Mary's Catholic College	Stage 2 - Upgrade of school facilities to accommodate Year 11 and 12 commencement	Underway	\$2,671,724	\$10,078,276	\$12,750,000
LOCHINVAR, St Joseph's College	Upgrade of school facilities to accommodate additional Year 11 and 12	In Design	\$ -	\$1,400,000	\$1,400,000
LOCHINVAR, St Patrick's Primary School	Stage 2 - Construction of classrooms and learning areas	In Design	\$2,012,961	\$2,487,039	\$4,500,000
MAYFIELD, San Clemente High School	Construction of hall, Technical Applied Studies (TAS) and amenities	Under Construction	\$3,180,001	\$6,127,999	\$9,308,000
MAYFIELD, San Clemente High School	Installation of lift	Under Construction	\$ -	\$600,000	\$600,000
MEDOWIE, Catherine McAuley Catholic College	Stage 1 - Construction of new secondary school	In Design	\$3,600,000	\$16,400,000	\$20,000,000
MEDOWIE, Catherine McAuley Catholic College	Construction of Chapel	In Design	\$ -	\$4,500,000	\$4,500,000
TAREE, St Clare's High School	Construction of new open plan learning centre attached to the library	Under Construction	\$3,265,664	\$4,174,836	\$7,440,500
TAREE, St Clare's High School	Installation of lift	Under Construction	\$ -	\$600,000	\$600,000
Various	Land acquisitions subject to due diligence	Progressing	\$ -	\$8,072,000	\$8,072,000
Temporary Buildings	Demountable classrooms - various locations	Ongoing	\$ -	\$1,168,610	\$1,168,610
				<b>Total</b>	<b>\$134,755,110</b>

# Income and Expenditure

INCOME 2018	
	\$000
School fees, excursions & trip income	44,373
Other private income	8,235
State Government recurrent grants	57,317
State Government interest subsidy	479
Commonwealth Government recurrent grants	189,669
<b>Sub total Recurrent Income</b>	<b>300,072</b>
Commonwealth Government capital grants	9,322
State Government capital grants	412
Fees/Levies - Private capital income	5,610
<b>Sub Total Capital Income</b>	<b>15,344</b>
<b>Total Income</b>	<b>315,417</b>

EXPENSES	
	\$000
Salaries & salary-related costs	223,456
Academic & extra-curricular expenses	11,588
Building & equipment maintenance & replacements	18,530
Interest expenses - capital loans	2,720
Depreciation expenses	9,025
Bad & doubtful debts expenses	1,162
Other operating expenses	28,947
<b>Total Expenses</b>	<b>295,428</b>

BALANCE SHEET	
	\$000
Total assets	478,897
Total liabilities	127,392
<b>Total Equity</b>	<b>351,506</b>
Restricted - employee entitlements	43,234
Unrestricted	308,272
<b>Total Equity</b>	<b>351,506</b>



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