



Catholic
Schools Office

DIOCESE OF MAITLAND-NEWCASTLE

ANNUAL REPORT 2014



Service - Leadership - Justice - Together in Christ

Acknowledgement of country and traditional owners

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

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



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Front cover image: Students at St Patrick's, Wallsend.



Director of Schools, Ray Collins with Principal Linden Jones-Drzyzga and Bishop Bill Wright

A Message from the Director of Schools



Bishop Bill Wright,

It is with pleasure that we present to you the 2014 Annual Report for Catholic Schools in the Diocese of Maitland-Newcastle.

The 2014 school year was a very busy, yet exciting year for schools across our diocese. As always there was a number of special celebrations during the year, some very significant achievements by our students and memorable events in our schools.

Listed below are just some of the special aspects of 2014, reflecting the diverse nature of the teaching and learning programs provided in our schools.

This is just a snapshot of what has happened in the busy schedule in which our schools are involved. 2014 was a memorable year with many great achievements by our staff and students. I extend grateful thanks to you, Bishop Bill, and the clergy for the wonderful support you have shown to our schools and to the staff, students and parents who help make our schools what they are.

I commend this report to you.

Ray Collins



Director's Message

CALLED TO SERVE MASS

Our annual Called to Serve Mass is always a highlight of our year. Once again the Sacred Heart Cathedral, Hamilton, was filled to capacity as principals, teachers and support staff from across the diocese gathered to celebrate this special Mass with our Bishop, William Wright. It is at this Mass each year that Bishop Bill commissions the staff to undertake their mission of service to the young people enrolled in our Catholic schools.

What was evident to me as I participated in this year's Mass, was that I was celebrating with a congregation that is totally committed to the mission of the Church in educating young people in their faith.

The Monsignor Coolahan Awards presented at the conclusion of the Mass always add a special dimension to the occasion and I congratulate the recipients of these awards for 2014. As the various citations indicated, they have brought great dedication and professionalism to their roles in Catholic schools.

ASQA AUDIT

An audit by the Australian Skills Quality Authority (ASQA) of the CSO's Registered Training Organisation (RTO), which coordinates Vocational Education and Training courses within secondary schools occurred from 17-19 March. This is a major and daunting undertaking as ASQA has significant

powers and the authority to suspend a course for 12 months if it is deemed non-compliant. The audit of the RTO was considered exemplary by the panel with no improvements needed. The audit panel was high in its praise of the organisation of courses provided by diocesan schools.

CATHOLIC SCHOOLS WEEK

Catholic Schools Week (CSW) 2014 with the theme *More than a Great Education* was well celebrated in schools through a range of activities that attracted large numbers of parents, grandparents, parishioners and community members who witnessed the quality of Catholic education that takes place every day.

A special feature of Catholic Schools Week was the Diocesan Schools Mass on 11 March concelebrated by Bishop Bill and a number of the diocesan clergy.

The 2014 CSW Mass provided the opportunity for Bishop Bill, supported by the Federation of Parents and Friends Associations, to award scholarships to students from Catholic schools who play an active role in their local parishes. The scholarships entitle the recipient to a year's paid tuition in a Catholic secondary school. Six scholarships were awarded.

At the conclusion of the Mass the book, *Our Catholic Schools, A Decade*

of *Growth and Change* was launched. The book records the co-operative undertaking by the Catholic Schools Office, schools, parishes and diocese, particularly over the last ten years, highlighting construction and maintenance work. Much of this work was funded through Building the Education Revolution (BER), Australian and NSW Government grants and the Diocesan Family and School Building Levy (DF&SBL).

NSW COMBINED CATHOLIC COLLEGES DEBATING CHAMPIONSHIPS

Two of our schools, St Pius X High School, Adamstown and St Clare's High School, Taree, achieved outstanding success in the NSW Combined Catholic Colleges Debating Championships when they won the Year 7 and Year 8 debating finals in Sydney. To reach the finals they first had to win the 'country' schools category and then match their skills against the winners of the 'city-based' schools.

In the finals St Pius X debated against St Ignatius College, Riverview and emerged triumphant, whilst the team from St Clare's defeated The Cathedral College, Sydney in its final. It is certainly a great achievement for two schools from one country diocese to take out two of the five categories in the debating championships.

NSW COMBINED CATHOLIC COLLEGES BLUES AWARDS

The Annual NSW Combined Catholic Colleges Blues Awards were very special this year as three of our athletes, Matthew Pender, Riley Ayre and Matthew George received Blues for the sports of swimming, cricket and tennis respectively whilst Meg Bailey received a Bar to her Blue, awarded in 2013. Meg was then presented with the Vince Villa Award for the most outstanding female athlete of the year, a very worthy acknowledgement not only of her swimming prowess but also of her contribution to the life of her school.

NATIONAL CATHOLIC CAPITAL AND FACILITY PLANNING CONFERENCE

The CSO hosted the National Catholic Capital and Facility Planning Conference, the first time the conference has been held outside a capital city. It was a very successful conference with presentations from various dioceses and industry experts. Keynote addresses included those from Dr Michael Bezzina, Director, Teaching and Learning at the CEO in Sydney and Mr Ross Fox, Executive Director of the National Catholic Education Commission. Those attending the conference had the opportunity to visit local diocesan schools including St James', Kotara South, St Brigid's, Raymond Terrace, St Peter's Campus, Maitland and St Joseph's Campus, Lochinvar. The conference dinner was held in the Factory Wing of St Pius X High School, Adamstown.

OPENING AND LAND ACQUISITION HANDOVER AT YULA PUNAAL

Yula Punaal became an integral part of the Newcastle Catholic Schools Trade Training Centre Cluster in providing specialised support for Indigenous students in our Catholic schools. The official opening and

land acquisition handover took place in November 2014. The opening of this facility supports the wonderful work and service that Yula Punaal provides around culture, heritage, conservation and land management.

PERFORMING ARTS EVENTS

DioSounds

On 11 June, 450 secondary students from the region's 11 Catholic secondary schools came together at the Civic Theatre for the annual DioSounds concert. The 2014 event included 24 separate performances, ranging from contemporary rock to musical theatre. There was plenty of colour, movement and fun which kept the large audiences thoroughly entertained. Now in its eighth year, DioSounds provides an opportunity for students to hone their talents and take part in a professional production.

ASPIRE

The 2014 production of *A Night in the Forest* clearly demonstrated the success of the ASPIRE performing arts program. The talents of so many students were given full expression in a creative adaptation of Shakespeare's *A Midsummer Night's Dream*. The dancing, acting, singing and music combined in a spectacularly colourful presentation enthralling the audience.

PRINCIPALS' CONFERENCE

Our Principals' Associations combined with the Diocese of Bathurst Principals' Association to host a very informative conference in Bathurst. The two dioceses have a long shared history, particularly in relation to the establishment of the Catholic school systems in each diocese. The first bishops to take up residence in each diocese, Bishop Murray (Maitland) and Bishop Quinn (Bathurst), were cousins and shared resources and ideas in developing the schools that still serve the respective dioceses.

The conference enabled a great degree of sharing between the two Principal Associations as well as having the benefit of high quality input.

SCHOOL LEADERS' RETREAT

The annual School Leaders' retreat was held at Riverwood Downs. This gathering of Stage 6 student leaders from our schools is a highlight of my year and, once again, I was privileged to meet and engage with this large group of outstanding young people who will lead their schools with distinction in 2015. This retreat was coordinated by staff from St Catherine's Catholic College (K-12), Singleton with the support of Fr Brian Mascord, the Vicar General and staff of other schools. This retreat reminds me every year that the future of our country is in very good hands because of the qualities of these young leaders who will go on to make a great contribution to our society.



CSC Members

Catholic Schools Council

The Catholic Schools Council (CSC) was formed in 2007 to “explore, discern and provide advice and recommendations to the Bishop of Maitland-Newcastle for the purpose of providing the best possible Catholic education for students”. The CSC provides leadership in all areas that relate to the nature and purpose of Catholic schools with a particular emphasis on their Catholic mission and ethos.

Members of the council are appointed by Bishop Bill and are drawn from the wider Catholic community. Members bring to the council a broad spectrum of expertise and experience. In 2014, there were ten members of the council. Three ex-officio members – Bishop Bill, Vice Chancellor Pastoral Ministries, Teresa Brierley and the Director of Catholic Schools, Ray Collins - also attend meetings.

MEMBERS OF THE COUNCIL

1. Mr Stephen Aitken
2. Adjunct Professor Anne Benjamin CHAIR
3. Sr Laretta Baker rsj
4. Mr Peter Cunningham
5. Mr Bernard Cumming
6. Mr Michael Gore
7. Mrs Robyn Hope
8. Fr Tony Potts
9. Mr Paul Smith
10. Professor Stephen Fityus

SIGNIFICANT FOCUS AREAS DISCUSSED IN 2014

Student Achievement Data and System Improvement Plan for 2014

- The CSO Teaching & Learning Team briefed the CSC about diocesan academic results in 2013. The presentation and discussion focused on an overview of results, trends and growth data for NAPLAN and the HSC. There was also information and discussion about the Australian Early Development Index (AEDI) that informs NAPLAN and ultimately the HSC.
- The CSO Strategic and System Improvement Plan presentation and discussion had a focus on key priorities for 2014 and how these might tie in with CSC priorities.

CSO Progress Update on the Review of the 'Teaching of Religion in Secondary Schools' Report

The actions and conclusion of the working party, established to respond to the review recommendations, were outlined. Members also discussed the 2014 working party recommendation to consider the adoption or adaption of a religion program from the Archdiocese of Brisbane or Sydney. The guidelines for principals in the formation of a specialist faculty in Religious Education in secondary schools were also discussed.



Bishop Bill Wright meeting with the 2014 Secondary School leaders and CSC member Mr Michael Gore

Schools Planning and Development Committee Recommendations on Demographic and Facilities Study of Schools in Lakes, Central and North Regions

The presentation and discussion focused on the 2013 demographic analysis and facilities assessments on schools in the Lakes, Central and North Regions and the subsequent SPDC report on key issues and recommendations to Bishop Bill and the CSC.

SEVDEV Themes and Trends and Recommended Changes to Process

The CSC discussed themes and trends in the School Evaluation and Development (SEVDEV) report as well as suggested future changes to the SEVDEV process as recommended in the 2013 CSO Review. A shift in focus from 'an event' to a 'continuum of school improvement with streamlined processes and practices' was endorsed.

Faith Education Accreditation Report and Issues Relating to the Teaching of Religious Education

Members engaged in a wide discussion of the report and the accompanying data, including the implications for expected levels of staff/leadership qualifications; methods of encouraging compliance by individuals and schools and the quality and range of professional development.

Study Into The Provision Of Secondary Education

Members of the Steering Group presented the Study into the Provision of Secondary Schooling draft report for comments and discussion of the implications. The final report, with recommendations for endorsement, was sent to Bishop Bill in November.

Challenges, Strengths and Hopes for Teachers

CSC members had an opportunity for discussion and questions about the Director's perspective on issues, challenges and strategies for building teacher capacity and commitment.

COUNCIL STANDING COMMITTEES

Governance Standing Committee

This group continued to manage the business of the council, with particular emphasis in 2014 on the development of a CSC Governance Handbook, updating of website information, role descriptions for chair and deputy chair, stakeholder consultations and membership succession.

Finance and Financial Risk Management Standing Committee

This group met regularly with the CSO Finance Team to analyse financial performance and review and discuss strategic financial management. Meetings also focused on the NSW CEC Funding Distribution Model, the updated Retained Earnings Policy, Diocesan Schools Tuition Fees and Diocesan Family and Schools Building Levy rates for 2015 and progress updates on the Fees Management Policy.

About the 2014 System Annual Plan

The 2014 Annual System Plan has a significant emphasis on 'improvement' and looks different from previous plans and the overall Strategic Plan 2013-2015. This has come about for several important reasons:

1. The Commonwealth Government Agenda for School Improvement

Introduced in 2013, The Australian Education Act for all Australian schools has an aspirational reform agenda containing a number of specific goals. This agenda is to position Australia to be ranked, by 2025, as one of the top five highest performing countries based on the performance of students in Reading, Mathematics and Science, and rated as a high quality and equity schooling system by the Program of International Assessments (PISA).

A key component of this reform agenda is to achieve sustained school improvement through five specific areas, through which the educational outcomes of students will be addressed:

- Quality Teaching
- Quality Learning
- Empowered School Leadership
- Meeting Student Needs
- Transparency and Accountability

In addition to these five areas is Catholic Identity which leads the structure of the System Plan.

The 2014 Annual Plan has been renamed the 2014 System Improvement Plan to reflect the requirements of the Education Act and the aspirations for overall student improvement.

2. CSO Review

During 2013 the Catholic Schools Office underwent an external review of its function and services to identify the extent to which the CSO realises its vision and mission and to critique the effectiveness of the current provision of services to its school communities. The review made a series of recommendations designed to enhance the services offered by the CSO to schools within the overarching mission of the Church.

Following a discernment process with the CSO staff and school leaders, a set of recommendations for 2014 has been prioritised for action. These are evident in the 2014 System Improvement Plan.

Alignment of existing Strategic Plan with 2014 Plan

As a result of the Commonwealth Government requirements and the CSO Review, the existing Strategic Plan and intended 2014 Annual Plan have been re-worked. Both School and System Annual Plans are now known as School and System Improvement Plans 2014. This Plan reflects these requirements.



Bishop Bill addressing new teachers in 2014



Catholic Schools Week Mass 2014

Catholic Identity

High quality delivery of a contemporary and relevant religion curriculum (K-12)

Implement the recommendations of the Review into the Teaching of Religion in Secondary Schools and the CSO Review Report

The recommendations of this study continued to be addressed in 2014.

A working party, established to consider the adoption or adaptation of a religion program from a larger diocese, met with representatives of the Archdioceses of Brisbane and Sydney to investigate the religion courses they provide from Kindergarten to Year 12. Following the demonstrations, the working party decided to continue with the development and implementation of units/programs of work to support the diocesan Religious Education Syllabus. The development of units/programs of work will be supported by the provision of appropriate personnel and teaching/learning resources with priority for the professional development of staff, to ensure skilled delivery of content via contemporary pedagogies. The process of developing units/programs of work will include close consultation and collaboration with teachers to utilise the expertise of

practitioners within diocesan schools. In Term 4 the RE syllabus was updated and Stage 3 Units that were introduced in 2013 were finalised.

Another significant recommendation of this review was that schools try to build a specialist RE faculty, with a strong core of specialist, well qualified and committed teachers. Secondary principals have been provided with a set of guidelines for the formation of a specialist faculty in RE. The rationale for these guidelines proposes that the diocese needs 'a rigorous and quality teaching program' as well as 'teachers who are theologically developed, pedagogically aware and credible witnesses.' Some secondary principals have indicated that there will be a reduction in the number of teachers teaching RE programs in 2015 in line with this recommendation.

In further addressing the recommendations of the review in the area of Professional Learning during 2014, the following goals, strategies and key areas were targeted:

Goals:

- To develop teacher knowledge and confidence about the content of the newly developed units of work across Years 7 – 12 Religious Education
- To improve students' religious literacy results by reviewing and redeveloping Religious Literacy assessment in Years 8 & 10
- To improve Studies of Religion (SoR) HSC results by developing teacher knowledge and understanding of marking and assessment
- To develop more engaging learning opportunities across Stage 6 RE courses
- To develop better assessment processes and tasks in secondary RE as part of the classroom teaching of religion
- To provide regular opportunities for professional learning for Religious Studies Coordinators (RSC).

Professional Development (PD) Focus: 2014

- Catholic Religious Literacy (Years 8 & 10)
- Assessment in RE
- The classroom teaching of RE: Years 7-12
- Stage 6 SoR – improving HSC results
- Inclusion of professional learning at RSC meetings.

Summary of Types of PD Offerings:

- A diocesan secondary RE day involving workshops on various topics related to the classroom teaching of RE by local and outside presenters.
- Video conferencing inservices every term on the content and strategies from the new sample programs of work across Years 7 – 12 RE.
- An SoR teachers marking day took place involving workshoping sample answers and reviewing HSC marking processes in order to better understand and apply the standard. This was facilitated by senior HSC markers from within the diocese and from other dioceses.
- Assessment workshops in each term in 2014
- Religious Literacy workshops in Term 2 & 3
- Promotion and advertising of external PD opportunities
- Professional learning at RE faculty meetings in each school.

Quality professional development in the teaching of Religious Education in primary schools

The focus in 2014 was targeting schools which had undergone School Evaluation and Development (SEVDEV) in the 2013-2014 cycle. The nature of PD offered to each school was determined by the individual needs identified. This involved collaborative planning with school executives, staff meetings, whole day teacher instruction, planning and development. Other professional development opportunities offered in 2014 included:

- Contemporary Pedagogy in Religion
- Assessment and Reporting in Religion
- Teaching and learning strategies to incorporate the affective, cognitive and spiritual domain in the classroom teaching of Religion
- Programming and Planning in Religion
- Faith Education Accreditation module K-12 Syllabus
- Diocesan-wide whole day PD opportunity with guest speaker Dr Brendan Hyde ACU. Topic: Understanding Children's Spirituality
- Liturgical music and licensing
- Christian Meditation.

COHESIVE AND INTEGRATED APPROACH TO STAFF SPIRITUAL AND THEOLOGICAL FORMATION

During 2014, the recruitment of an Education Officer to head Spiritual/Faith Formation programs was successful. This position arose from the recommendations from the Report into the Teaching of Religion in Secondary Schools. It adds an additional Education Officer to the RE and Spirituality team. The new member of the RE & Spirituality Services Team is responsible for the development of a systematic and comprehensive set of formation programs to meet the spiritual and faith formation needs of teachers, leaders, coordinators and CSO staff at the various stages of their teaching careers.



Students from St Patricks, Wallsend

Quality Learning

PROACTIVE APPROACH TO RAISING STUDENT LEVELS OF ACHIEVEMENT

A range of professional development opportunities was provided by CSO staff to schools to engage with their NAPLAN data in the analysis and use, and to better inform teaching and learning programs. Targeted workshops and staff meetings were conducted by CSO staff for primary and secondary school staff to analyse results from NAPLAN and other student data to inform teaching and learning programs, targeting specific areas of need.

Schools were encouraged to identify key areas for development in literacy and numeracy in their Annual School Plans, and set realistic, tight targets and track and monitor these throughout the year. This is an area that needs to be monitored more closely and principals will again be encouraged to set specific targets in their 2015 plans.

Fifteen primary schools were identified from Reading and Numeracy NAPLAN results to participate in the NSW State Government-funded Action Plan in Literacy (SAP). Some of these schools had previously participated in national partnerships programs to raise their overall achievement in

literacy and numeracy. The primary schools that participated in the 2014 State Action Plan were:

- St Patrick's, Wallsend
- Holy Spirit, Abermain
- St Pius X, Windale
- St Joseph's, Denman
- St Columban's, Mayfield
- St Joseph's, Merriwa
- St Joseph's, Taree
- St Joseph's, Bulahdelah
- St Brigid's, Raymond Terrace
- Rosary Park, Branxton
- St James', Muswellbrook
- St Joseph's, Dungog
- Holy Cross, Glendale
- Our Lady of Lourdes, Tarro
- St Joseph's, Charlestown.

The goal for this project is to focus on improving student outcomes in literacy and/or numeracy in Years Kindergarten to Year 2 and to build instructional leadership and teacher capacity and overall development in teaching strategies. Each of these schools has benefited from the appointment of a leading teacher to work with the principal and staff to analyse student data including Best Start and NAPLAN results in literacy and numeracy. One CSO Education Officer was employed in a fulltime capacity to coordinate this project for the 15 schools.

With lower than expected results in Mathematics in recent years in diocesan primary and secondary schools, an investigation into the teaching of Mathematics was instigated. A Project Officer was appointed for the twelve-month project to conduct a survey, visit schools and conduct discussions with teachers, subject coordinators and school leadership teams as to the reasons for poor performance in this key learning area. The main recommendations centred on:

- The provision of more specialised teachers of Maths, particularly in primary schools.
- Support to be provided for teachers for further study in the teaching of Maths (scholarships).
- Planning time for staff to focus on quality Maths teaching as priority.
- Professional learning in Maths to be targeted to those areas of specific need, derived from diocesan NAPLAN results and trend data.

These recommendations will be implemented during 2015.

IMPROVED STUDENT ACHIEVEMENT IN LITERACY AND NUMERACY

With the conclusion of government targeted grants and special purpose programs such as National Partnerships, system funds were pooled to provide overall support to all primary and secondary schools as a strategic focus on 'improvement of student performance'. Each school received funds to develop its school improvement plans (SIP funds) with a focus on student learning in literacy and numeracy; to set goals, specific actions and evaluative measures that indicate progress in student learning. Two components comprised this allocation: a base allocation to each school, plus an additional allocation to each school based on school enrolment bands. To direct their approach to improvement and use their SIP funds, schools were recommended to:

- Appoint a leading teacher or group of leading teachers to help drive the school focus: these are specific roles in the school to assist students in targeted interventions based on their needs.
- Embark on whole-school professional learning, based on a framework for Professional Learning Communities: eg allocate a portion of funds to release teachers to plan together and collaborate on targeting the proposed area of improvement in relation to student learning.
- Allocate funds to strategically plan for the purchase of resources to complement a focus on student learning.
- Provide training for staff to upskill in the areas of identified need to improve student learning.
- Provide funds for professional learning for school leadership teams to deepen their understanding of leading the learning agenda and, in particular, in the identified area of need in student learning.

The theme of 'school improvement and leading learning' continued at principal and other executive member assembly days in 2014 as well as at secondary key learning area networks (SKLANs).

EFFECTIVE IMPLEMENTATION OF THE NATIONAL EDUCATION AGENDA: IMPLEMENTATION OF NSW SYLLABUSES

The NSW Board of Studies has incorporated the Australian Curriculum developed by the Australian Curriculum, Assessment and Reporting Authority (ACARA) into 4 new syllabuses: K-10 in English, Mathematics, Science and History. Preparation for the implementation of these new syllabuses took place in 2013 with full implementation of the English Syllabus in all primary schools taking place in 2014 and implementation of all four syllabuses in years 7-10. Groups of key primary resource teachers in English, Science and Maths, Curriculum Support Teachers (CSTs), supported the system directions in providing professional learning in each of these KLAs in preparation for the 2015 implementation of those syllabuses. A series of regional afternoon workshops in Mathematics and Science also took place for primary teachers.

Secondary schools participated in PD through secondary key learning area networks (SKLANs) and externally conducted Mathematics PD in preparing for the implementation of all new syllabuses introduced in years 7 and 9 in 2014 and years 8 and 10 in 2015.

Quality Teaching

Contemporary Approaches in Strategic Recruitment and Performance Review

IMPROVE EFFICIENCY AND EFFECTIVENESS OF HUMAN RESOURCE PRACTICES AND PROCEDURES

Partnership with the University of Newcastle School of Education - Faculty Education & Arts

The CSO brokered a Memorandum of Understanding (MOU) Master of Teaching Partnership Agreement for diocesan schools to host Master of Teaching (primary and secondary) students for their internships. The university is seeking to address identified areas of need for specialist STEM: Science, Technology, Engineering & Mathematics teachers, through the establishment of the specialised Masters of Teaching Degree.

The CSO hosted an afternoon workshop with leadership teams from 14 schools (primary and secondary) interested in nominating for involvement in the second cycle commencing with the 2016 cohort of students.

Scholarships

Four cohorts of scholarship students were within the CSO Maitland-Newcastle scholarship scheme in 2014. Each student is in receipt of \$500 per semester, reflecting a total of \$2000 over the course of eight semesters of study. In 2014 the makeup of our cohorts consisted of:

Initial year of study	Number of students
2011	10
2012	8
2013	5
2014	7

Employment of Scholarship Recipients in 2015 cohort of Early Career Teachers

From the 2011 cohort of ten scholarship recipients, five are currently engaged in employment in diocesan schools in permanent or temporary placements. This demonstrates a return rate of 50% of employment by graduates from the scholarship program into diocesan schools.

INTEGRATE PERFORMANCE MANAGEMENT PROCESSES IN SCHOOLS WITH ANNUAL GOAL SETTING AND REVIEW

Professional Practice and Development (PP&D)

The Australian Government Empowering Local Schools Project concluded in 2013. The continuation of this work was incorporated within the requirements of the National Education Reform Agreement (NERA) Funding to create a culture of performance and development in all schools. This is captured in the Australian Teacher Performance & Development Framework (AITSL) which is focused on a culture of ongoing learning and growth for all. Our initial pilot schools continued their work with a number of other schools to embed the findings from our pilot study. These findings have informed, and are now the basis for, the CSOMN Professional Practice & Development (PP&D) Framework which includes; annual goal setting, developing an action plan, teacher observation, identified and targeted professional learning and collaborative feedback processes into schools.

Schools also had the opportunity to explore a number of additional options to assist in building capacity, knowledge acquisition and skill development in order to implement the PP&D process effectively. Schools were also offered the opportunity to explore operating as authentic professional learning communities with a focus on the high performance of all stakeholders.

Coaching

Involvement in the GROWTH Coaching programs assisted teachers and educational leaders to develop a solid platform of practical skills, knowledge, models and tools for effective coaching to assist in implementing the CSOMN Professional Practice & Development Framework within the context of their own professional practice.

Through engagement with the coaching programs, staff learned about the solutions-focused infused GROWTH coaching approach and were able to apply the model within their schools

and personal contexts. They were able to practise the core skills of coaching to improve their own professional practice and that of their peers. The capacity building entailed in the coaching programs ensures that teachers have the skills, knowledge and motivation to engage in deconstructing their work in the classroom: pedagogy design, delivery and assessment, through collaborative conversation built around the GROWTH model which enables participants to evaluate practice in a non-judgemental manner in order to enable participants to see opportunities for professional growth and development.

In 2014, 172 school-based personnel took advantage of coaching which included:

Co-Coaching - 98 classroom-based teachers engaged in Co-Coaching or Peer to Peer Coaching. The program is designed for teachers who seek to engage collaboratively with peers to become “learners of their own teaching” (John Hattie).

Coaching Accreditation Program (CAP) - 24 principals and assistant principals engaged school leaders in building their own capacity as leaders of learning working with their staff.



Kindergarten's first day of school at Holy Cross, Glendale.



Scott Donohoe from San Clemente, Mayfield

Empowered School Leadership

Contemporary framework for leadership that builds capacity

PRINCIPAL PERFORMANCE REVIEW

Contract renewal surveys for Principal and Assistant Principal Performance Reviews were trialled in an online format at the conclusion of the 2014 school year. The survey was aligned to the existing position descriptions for Principal and Assistant Principals ready for the online rollout in 2015. Ongoing work continues to align the performance review for the purpose of contract renewal as a component of CSOMN Professional Practice & Development Process for all staff under contract. This is to ensure ongoing professional growth in leadership based on reflective practice, collaboration and inquiry-based use of rich data which inform and assist the process.

Updating position descriptions to be reflective of our Maitland-Newcastle Catholic Identity and Culture and alignment to the Australian Professional Standard for Principals will be the future focus as we await the development of the CSOMN Leadership Framework.

PARTNERSHIPS THAT PROVIDE FOR CONSULTATION AND ENGAGEMENT WITH PARENTS AND FAMILIES

During 2014, Dr John Irvine, one of Australia's most prominent child psychologists, visited a number of diocesan schools to present 'Anxiety K-12: Red flags and what parents can do to support their children'. These presentations were highly successful and the presence of almost 500 parents, principals, teachers, counsellors and learning support staff at St Pius X High School, demonstrated the level of interest.

A Special Needs Expo was conducted by The Federation of Parents and Friends Association in 2014. Parents of students with disabilities were invited to hear about the levels of support provided by the CSO and schools. It was held at St James' Primary School Hall at Kotara and there was a large gathering of parents. Providers of support for people with disabilities set up stalls to disseminate information and resources to the parents.

This expo was also provided for families in the Manning region with an increased number of parents and carers attending. The Federation of Parents and Friends Associations will continue to explore strategies to support the needs of families in the Upper Hunter who have children with special or additional needs.

Meeting Student Needs

CONTEMPORARY HIGH QUALITY TEACHING AND LEARNING

In 2012, the Commonwealth Government-funded National Partnership, *More Support for Students with Disabilities* (MSSD) for schools across Australia was announced. This allowed schools to focus on ways to strengthen the capacity of teachers to support students with disabilities. This initiative continued into 2014, focusing on curriculum differentiation, assessment, programming, reporting and language, speech and communication disorders. During 2014, education officers appointed to work in this project provided professional development opportunities for primary and secondary schools in each of the targeted areas. No further government funding was made available under MSSD at the end of 2014 and the projects concluded.

A focus in 2014 continued from 2013 on the 'early years of learning'. Teachers new to Kindergarten were provided with training in the Best Start Assessment which provides teachers with the tools to identify the literacy and numeracy knowledge and skills that each child brings to school as he or she enters Kindergarten. In addition, all teachers of Kindergarten were provided with professional development days in which to discuss the implementation of the assessment and to be trained in the use of the Department of Education (DEC) Literacy and Numeracy Learning Continuums which guide the tracking of students' progress. Recommendations from the Early Learning Paper were considered during 2014 with fuller discernment to take place in 2015 through a working group.

The CSO allocated its Learning Support Packages to schools for 2014 to assist students with special needs. These packages comprise teaching staff allocations: learning support teachers for primary schools, and learning support coordinators as well as teachers for secondary schools; and an allocation for students with disabilities that allows the employment of learning support assistants and resources funds to support students as needed within class. Professional development days were provided for the Learning Support staff to gather and network as well as be updated with the latest information regarding support of students in their schools.

In 2014, the implementation of the new Aboriginal and Torres Strait Islander Policy took place with schools focusing on key goals including:

- Develop school policies based on the key messages from the diocesan policy
- Display signs, symbols and acknowledgement of celebrations
- Implement teaching and learning activities with Aboriginal perspectives
- Participate in networks within the local community
- Ensure key roles devoted to this area support the aims of the policy.

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

STUDENT SUPPORT MECHANISMS THAT PROMOTE WELLBEING AND MENTAL HEALTH

'KidsMatter' is a mental health and wellbeing framework for primary schools and is proven to make a positive difference to the lives of Australian children. It provides the methods, tools and support to help schools work with parents and carers, health services and the wider community, to nurture happy, balanced kids. During 2014 diocesan schools already participating in KidsMatter undertook further training and were supported in their implementation by CSO staff.

A revision of the Critical Incidents Policy continued with a final draft to be tabled in early 2015. This new policy, renamed Serious Incidents, sets a new direction in strengthening system and school processes in responding to various incidents. In 2015, after the finalisation of the policy and launch, it is intended for a training package to be developed and made available to all school and system leaders and other relevant school personnel.

St Dominic's Centre, Mayfield





Students from Rosary Park Catholic School, Branxton

Transparency & Accountability

PRINCIPALS AS PARTNERS WITH THE CSO IN THE MISSION OF CATHOLIC SCHOOLING

Engage in a process of reconceptualising the CSO's relationship with schools

Following the review of the Catholic Schools Office, key stakeholders embarked upon a process of reconceptualising the relationship of the CSO with schools. Principals were surveyed and focus groups were convened to tease out how to best foster positive, mutually accountable relationships. The results of the survey and focus group data were tested and discussed at a Director/Principals day in June 2014. This day provided a rich opportunity to meet more effectively the needs of schools working with the CSO. Future Director/Principals days encouraged closer consultation with schools to ensure dialogue was open, transparent and targeted to schools' needs. Similarly, System Leadership Team meetings were utilised as another forum for promoting open dialogue.

Professional Learning Communities

Professional Learning Communities (PLCs) have been promoted in the diocese, both at system and school levels as a catalyst for reconceptualising the relationship between the CSO and schools and to support the process of continuous school improvement. This initiative was financially supported through the CSO, with schools encouraged to engage with the notion of developing professional learning teams at various levels in their work.

Schools with an interest in further developing and working with the professional learning community process were able to access additional funding to be utilised throughout the remainder of 2014 and into 2015 as a component of their school improvement plan. Twenty-nine schools took up the option of exploring a focus on improving learning through PLCs.



ENSURING QUALITY AND ACCOUNTABILITY IN OUR SCHOOLS

Continuum of School Improvement (COSI)

In 2014 a Working Party was formed to review the school evaluation and development process. The SEVDEV Working Party completed the initial phase of its deliberations with the completion of a conceptual framework, 'Continuum of School Improvement' (COSI).

The modifications being recommended are an enhanced Annual Compliance Report completed each year, with an external team continuing to provide a validation process once in a six-year school improvement cycle. Validation of curriculum and non-curriculum domains will be addressed on a more regular cycle with curriculum areas being validated each year of a school's cycle and the non-curriculum domains mapped across the six year school improvement cycle and monitored in a more focused manner.

The Continuum of School Improvement is seen as offering significant benefits from the earlier school evaluation and development process as it emphasises three key components – the emphasis is on a continuum as distinct from an event, it focuses on sustained improvement and it is school-driven. The

nine components provide quite a distinctly different landscape in which schools address matters of compliance and prioritise school improvement as a recurring theme.

The model has received enthusiastic endorsement from principals and is seen as being a far more effective framework for school improvement and compliance. The next phase of development is to refine associated documentation and to have in place clear planning cycles for all schools, 2016-2021.

IMPLEMENTING A CONTEMPORARY AND INTEGRATED HUMAN RESOURCES MANAGEMENT SYSTEM

In 2014 investigations to replace the current Edupay/Wintegrate payroll system and disparate HR databases with an integrated, contemporary Payroll/HR system commenced. BDO (Accountancy and Advisory Services Company) was engaged to facilitate the process and a steering committee was formed. A current state analysis and report were completed in October 2014 after consultation with school and CSO staff. Following the development of guiding principles, analysis to improve and reconceptualise some business processes and workshops with school and CSO staff, the desired Future State report was completed in December.

PLANNING FOR GROWTH AND ORGANISATION OF SCHOOLS

Develop a strategic roadmap for the growth and development of new and existing schools

In 2014 the CSO, through the Schools Planning & Development Committee (SPDC), continued to work on a program to renew and improve school facilities, considering demographic data and key indicators for future provisioning of schools in the diocese. Elements of this study included small scale plans of all schools, facilities and condition audits, updated demographic study, data modelling and associated conclusions.

Demographic and facilities assessment reports for schools in the All Saints, Lakes, Central and North Regions have been completed. A synopsis report has been compiled by the SPDC titled 'Strategic School Facilities Planning – Lakes, Central & North Regions 2013-2021' and presented to Bishop Bill and the Catholic Schools Council. Similar processes and studies were finalised for schools in the Upper Hunter and Manning regions in Term 4.

In response to the studies and subsequent recommendations, the diocese is constructing the new St Aloysius Catholic Primary School, Chisholm to open in 2015, acquiring land and planning for proposed new secondary schools at both Chisholm and Medowie.

Study into the Provision of Catholic Secondary Education

The Study into the Provision of Secondary Education commenced in June 2013. Consultations were held in all secondary schools and included meetings with staff, parents and students. In 2014 the Study focused on the implementation and analysis of the online survey and the collation of over 40 written submissions.

Overall, the survey results showed an excellent response, with 4562 respondents completing the online survey. These results formed the basis for discussion between the Steering Committee and the Expert Reference Group in June. This meeting also considered a summary of the submissions and the Listening Assemblies data as well as CSO policy documents to discern the most appropriate future directions for secondary education. Follow-up meetings and workshops with secondary principals were also held.

The steering committee presented the final report, including recommendations to the Bishop and Catholic Schools Council in November 2014.

INFORMATION TECHNOLOGY ARCHITECTURE, SYSTEMS AND SERVICES THAT ENHANCE OPERATIONAL EFFECTIVENESS

During 2014 work commenced on several major projects identified in the ICT Strategic Roadmap. The most significant of these activities, the 'Network Connectivity Upgrade' project, greatly enhanced network speed and reliability between schools and the internet. Fibre-optic and wireless broadband technologies will provide a minimum synchronous connection of 100Mbps to secondary schools and 20Mbps to primary schools. Synchronous 1000Mbps connections are being provided to schools in the Maitland and Newcastle metropolitan areas (where financially viable). This project will provide the bandwidth all schools need to access contemporary online learning resources, cloud-based collaboration tools and will support local school initiatives such as Bring Your Own Device (BYOD).

Additional ICT activities during 2014 provided greater alignment between diocesan schools and Catholic Education Network (CEnet). CEnet, a not-for-profit ICT services company, connects and supports Australian Catholic school communities across NSW, QLD, NT and ACT. Projects completed during 2014 in conjunction with CEnet included Identity and Access Management, zScaler Web Content Filtering and Email antivirus/SPAM filtering.

EQUITABLE, EFFECTIVE AND EFFICIENT FINANCIAL SYSTEMS AND PRACTICES

In 2014 the CSO continued to analyse data and provide models for the determination of system and school-based fees. Following the introduction of a more equitable family discounting structure for school fee billing, the CSO commenced a review into fee management to ensure as many children as possible can receive a Catholic education.

From 2014 funding changes to the Australian Education Act require more of a needs-based funding approach. The CSO continued to research the most effective and efficient frameworks in anticipation of modifying school distribution and allowances models.

Recently appointed school cluster accountants have improved the level of financial management support offered to school principals and support staff. They have enhanced financial literacy and ensured continued financial resources are available for quality educational outcomes.

Catholic School Profile

Total Students by Classes 2014

PRIMARY							TOTAL
Kinder	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	
1510	1468	1512	1479	1357	1359	1482	10167
SECONDARY							TOTAL
Year 7	Year 8	Year 9	Year 10	Year 11	Year 12		
1517	1526	1478	1373	1250	1094		8238
Total							18405

Number of Catholic Schools

K-2	K-6	K-12	3-6	7-10	7-12	11-12	TOTAL
1	42	1	1	5	3	2	55

Enrolment Trends

YEAR	PRIMARY	SECONDARY	TOTAL
2005	9,561	7,638	17,199
2006	9,444	7,744	17,188
2007	9,492	7,783	17,275
2008	9,505	7,839	17,344
2009	9,452	7,826	17,278
2010	9,520	7,923	17,443
2011	9,704	7,926	17,664
2012	9,936	7,928	17,864
2013	10,062	8,104	18,166
2014	10,167	8,238	18,405

Students of Aboriginal/Torres Strait Islander Descent

PRIMARY	SECONDARY	TOTAL
541	332	873

Students with Disabilities (Category 12 funded)

PRIMARY	SECONDARY	TOTAL
648	425	1073

Students Receiving ESL Assistance

PRIMARY	SECONDARY	TOTAL
445	134	579

Teachers employed in Diocese Full-Time Equivalents (August 2014)

	MALE	FEMALE	TOTAL
Primary	96.4	441.8	538.2
Secondary	241.6	384.1	625.6
Total	338	825.9	1163.8

Support staff employed in Diocese Full-Time Equivalents (August 2014)

	MALE	FEMALE	TOTAL
Total	46.6	286.6	333.2

DIOCESAN ENROLMENTS AUGUST CENSUS 2014

SCHOOL	YEAR LEVEL	ENROLMENT
ABERDEEN St Joseph's High School	7-12	660
ABERMAIN Holy Spirit Infants School	K-2	88
ADAMSTOWN St Columba's Primary School	K-6	191
ADAMSTOWN St Pius X High School	7-10	1020
BELMONT St Francis Xavier's Primary School	K-6	132
BOORAGUL St Paul's High School	7-12	942
BRANXTON Rosary Park Primary School	K-6	194
BULAHDELAH St Joseph's Primary School	K-6	40
CARDIFF St Kevin's Primary School	K-6	106
CESSNOCK St Patrick's Primary School	K-6	359
CHARLESTOWN St Joseph's Primary School	K-6	280
DENMAN St Joseph's Primary School	K-6	86
DUNGOG St Joseph's Primary School	K-6	86
EAST MAITLAND St Joseph's Primary School	K-6	425
EDGEWORTH St Benedict's Primary School	K-6	223
FORSTER Holy Name Primary School	K-6	340
GATESHEAD St Mary's High School	7-10	536
GATESHEAD St Paul's Primary School	K-6	236
GLENDALE Holy Cross Primary School	K-6	117
GLOUCESTER St Joseph's Primary School	K-6	37
HAMILTON St Francis Xavier's College	11-12	986
KILABEN BAY St Joseph's Primary School	K-6	321
KOTARA SOUTH St James' Primary School	K-6	265
KURRI KURRI Holy Spirit Primary School	3-6	108
LAMBTON St John's Primary School	K-6	189
LOCHINVAR All Saints College, St Joseph's Campus	7-10	662
LOCHINVAR St Patrick's Primary School	K-6	327
MAITLAND All Saints College, St Mary's Campus	11-12	637
MAITLAND All Saints College, St Peter's Campus	7-10	892
MAITLAND St John the Baptist Primary School	K-6	210
MAYFIELD San Clemente High School	7-10	718
MAYFIELD St Columban's Primary School	K-6	153
MAYFIELD St Dominic's Centre	K-6	33
MEREWETHER BEACH Holy Family Primary School	K-6	241
MEREWETHER St Joseph's Primary School	K-6	349
MERRIWA St Joseph's Primary School	K-6	74
MORISSET St John Vianney Primary School	K-6	153
MUSWELLBROOK St James' Primary School	K-6	247
NELSON BAY St Michael's Primary School	K-6	314
NEW LAMBTON St Therese's Primary School	K-6	601
RAYMOND TERRACE St Brigid's Primary School	K-6	410
RUTHERFORD St Paul's Primary School	K-6	456
SCONE St Mary's Primary School	K-6	224
SHORTLAND Our Lady of Victories Primary School	K-6	127
SINGLETON St Catherine's Catholic College	K-12	928
STOCKTON St Peter's Primary School	K-6	86
SWANSEA St Patrick's Primary School	K-6	120
TAREE St Clare's High School	7-12	731
TAREE St Joseph's Primary School	K-6	415
TARRO Our Lady of Lourdes Primary School	K-6	340
WALLSEND St Patrick's Primary School	K-6	200
WARATAH Corpus Christi Primary School	K-6	183
WARNERS BAY St Mary's Primary School	K-6	432
WINDALE St Pius X Primary School	K-6	52
WINGHAM St Joseph's Primary School	K-6	123
Grand Total		18405

Primary Results NAPLAN 2014

NAPLAN: KEY RESULTS

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

In 2014, 1422 Year 3 students and 1323 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 measured 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 Catholic schools in NSW, growth trends, setting goals for school improvement and the functionality of The School Measurement Assessment and Reporting Toolkit (SMART).

YEAR 3

Significant features of these results are:

- The Year 3 cohort performed above the national average in Reading, Spelling, Writing, Grammar and Punctuation.
- Year 3 results in Reading were strong with a mean score of 427.2 compared with a national mean of 418.31. 75% 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 72% of students achieving in the top three bands.
- 70% of students scored in the top three bands in the Persuasive Writing task.
- In the Grammar and Punctuation aspect, 79% of students achieved in the top three bands.
- Results for Year 3 Indigenous students were well above the state mean scores for Indigenous students. Year 3 Indigenous students were 34.0 above the state mean for Reading, 21.0 in Persuasive Writing, 19.0 above the state mean in Grammar and Punctuation and 23.0 above the state mean for Numeracy.
- In relation to students below national minimum standard, the diocese was below national results in all aspects of Literacy and Numeracy.

Table 1 NAPLAN Percentages in Skill Bands Year 3

Students who sat the 2014 NAPLAN tests in Year 3 achieved according to the following:

Band 1 Below National Minimum Standard (includes exempt)

Band 2 At National Minimum Standard

Band 3-6 Above National Minimum Standard

NAPLAN PROGRAM 2014 - YEAR 3 PERCENTAGE IN SKILL BAND						
Band	Comparison	Reading	Spelling	Grammar & Punctuation	Writing	Numeracy
Bands 4, 5, 6 and above	Diocese	74.1	71.3	76.2	76.9	71.0
	National Performance	75.4	67.4	73.3	69.3	62.0
Band 3	Diocese	15.7	20.2	13.6	17.1	20.8
	National Performance	17.3	17.2	14.8	14.3	23.9
Band 2	Diocese	8.3	4.9	6.9	4.2	6.2
	National Performance	8.7	9.2	7.2	5.2	9.9
Band 1 (Includes exempt)	Diocese	1.8	2.3	3.3	1.8	2.0
	National Performance	4.7	3.6	4.7	5.0	4.2



St Peter's, Stockton

YEAR 5

Significant features of these results are:

- The Year 5 cohort performed above the national average in Reading, Writing, Spelling, Grammar & Punctuation and Numeracy. They performed above the NSW cohort in Reading, Writing, Spelling, Grammar & Punctuation and Numeracy.
- Year 5 results in Reading (515.7) were well above the national mean of 500.6. 67% of students scored in the top three bands. Reading results have continuously improved over the period 2010-2014.
- Year 5 results (520.8) in Grammar & Punctuation were well above the National mean of 503.8. 72% of students scored in the top three bands (bands 6, 7 and 8).
- In Numeracy, Year 5 results improved significantly from the period 2010 to 2014 with a mean score above the state mean for the first time.
- Diocesan growth from Year 3 to Year 5 in Reading, Spelling, Writing and Grammar & Punctuation was above State growth with Numeracy on par with state and national average growth.

Table 2 NAPLAN Percentages in Skill Bands Year 5

Students who sat the 2014 NAPLAN tests in Year 5 achieved according to the following:

Band 3 Below National Minimum Standard (includes exempt)

Band 4 At National Minimum Standard

Band 5-8 Above National Minimum Standard

NAPLAN PROGRAM 2014 - YEAR 5 PERCENTAGE IN SKILL BAND						
Band	Comparison	Reading	Spelling	Grammar & Punctuation	Writing	Numeracy
Bands 6, 7, 8 and above	Diocese	67.3	70.5	72.3	52.4	61.7
	National Performance	60.9	48.9	61.7	45.5	51.7
Band 5	Diocese	20.4	17.9	15.9	37.5	24.1
	National Performance	21.3	20.8	20.1	31.1	26.4
Band 4	Diocese	8.8	8.5	8.8	6.3	11.8
	National Performance	11.2	11.1	10.9	13.7	13.5
Band 3 (Includes exempt)	Diocese	3.5	3.1	3.1	3.1	2.4
	National Performance	5.1	5.3	5.2	7.7	4.6

Secondary Results NAPLAN 2014

NAPLAN: YEARS 7 AND 9

- In 2014, 1366 Year 7 students and 1410 Year 9 students participated in the National Assessment Program.
- Both Year 7 and Year 9 Reading results are positive across diocesan schools.
- Aboriginal and Torres Strait Islander students continue to perform well above their state cohort in all aspects of literacy and numeracy in the diocese.
- Writing and Numeracy are focus areas for the diocese.

Table 3 NAPLAN Percentages in Skill Bands Year 7

Students who sat the 2014 NAPLAN tests in Year 7 achieved according to the following:

Band 4 Below National Minimum Standard
(includes exempt)

Band 5 At National Minimum Standard

Band 6-9 Above National Minimum Standard

NAPLAN PROGRAM 2014 - YEAR 7 PERCENTAGE IN SKILL BAND						
Band	Comparison	Reading	Spelling	Grammar & Punctuation	Writing	Numeracy
Bands 7, 8, 9 and above	Diocese	59.5	60.3	59.5	33.6	54.4
	National Performance	57.3	59.0	55.4	39.0	54.8
Band 5	Diocese	28.6	22.2	20.6	34.6	30.7
	National Performance	25.0	22.0	23.8	30.5	26.2
Band 5	Diocese	9.9	12.7	15.5	24.5	13.4
	National Performance	12.6	11.4	13.7	18.9	14.2
Band 4 (includes exempt)	Diocese	1.9	4.8	4.4	7.3	1.5
	National Performance	5.1	7.6	7.0	11.5	4.9

Table 4 NAPLAN Percentages in Skill Bands Year 9

Students who sat the 2014 NAPLAN tests in Year 9 achieved according to the following:

Band 5 Below National Minimum Standard
(includes exempt)

Band 6 At National Minimum Standard

Band 7-10 Above National Minimum Standard

NAPLAN PROGRAM 2014 - YEAR 9 PERCENTAGE IN SKILL BAND						
Band	Comparison	Reading	Spelling	Grammar & Punctuation	Writing	Numeracy
Bands 7, 8, 9 and above	Diocese	52.1	48.4	40.4	34.0	52.4
	National Performance	48.0	50.7	44.5	35.0	49.2
Band 5	Diocese	27.4	31.9	32.9	24.4	30.4
	National Performance	27.3	25.2	26.9	25.3	28.4
Band 5	Diocese	15.2	12.9	18.9	23.9	15.7
	National Performance	16.6	13.9	18.1	21.5	16.6
Band 4 (includes exempt)	Diocese	5.3	6.8	7.7	17.7	1.4
	National Performance	7.9	10.3	10.5	18.3	5.9



St Francis Xavier's College, Hamilton, Year 12 students Kyle Croese, Brenna Hill, Lauren Fuller, Amelia Cork, Jordan Wood after their HSC English exam.

Higher School Certificate results 2014

In 2014, 950 students sat HSC tests in the diocese. Schools performed very well in comparison with state performances.

Many subjects significantly exceeded state averages in Bands 5 and 6. These were English Extension 1 and 2, Senior Science, Legal Studies, Society and Culture, Agriculture, Industrial Technology, Community and Family Studies, Music 1, Drama and VET subjects, Business Services, Construction, Hospitality, Metals and Engineering and Retail Services.

In 2014, 84% of all subjects studied had fewer students in the bottom two bands than the comparative state percentages.

Building Projects 2014

SCHOOL	PROJECT	CONSTRUCTION STAGE/ FORECAST COMPLETION	GOVERNMENT GRANT	LOCAL CONTRIBUTION	PROJECT COST/ BUDGET
ABERDEEN, St Joseph's High School	Technical and applied studies, creative and performing arts, staff work areas, general learning areas. Construction of library, classrooms and staff facilities.	Completed in 2014	\$3,500,000	\$3,661,354	\$7,161,354
ABERDEEN, St Joseph's High School	Construction of car park.	Under construction	-	\$360,000	\$360,000
ADAMSTOWN, St Pius X High School	Stage 2 - Refurbishment of science, technical and applied studies classrooms.	Under construction	\$1,583,189	\$2,000,000	\$3,583,189
ADAMSTOWN, St Pius X High School	Replace Sr Marie Hall destroyed by fire.	Under construction	-	\$980,132	\$980,132
BOORAGUL, St Paul's High School	Construction of classrooms, specialised library area, administration and outdoor learning area.	Under construction	\$2,691,850	\$2,884,934	\$5,576,784
CESSNOCK	Land purchases.	Completed in 2014	-	\$560,000	\$560,000
CHISHOLM, St Aloysius Catholic Primary School	Land purchases.	Completed in 2014	-	\$3,820,180	\$3,820,180
CHISHOLM, St Aloysius Catholic Primary School	Stage 1 - Construction of new primary school.	Under construction	\$3,015,341	\$5,045,766	\$8,061,107
CHISHOLM, St Aloysius Catholic Primary School	Stage 2 - Construction of administration, staff and classrooms.	In design	\$2,500,000	\$2,547,190	\$5,047,190
COORANBONG, Yula Panaal Education & Healing Centre	Landcare, classrooms, tractor shed, covered outdoor learning area.	Completed in 2014	\$345,000	-	\$342,616
GATESHEAD, St Mary's High School	Installation of lift - accessibility requirement.	Completed in 2014	\$158,000	\$88,773	\$246,773
HAMILTON, St Francis Xavier's College	Refurbishment of science laboratories, music area.	Under construction	-	\$1,000,000	\$1,000,000
LOCHINVAR, All Saints College - St Joseph's Campus	Stage 3 - Construction of multi-purpose hall and technical and applied studies facilities.	In design	\$2,432,896	\$1,621,931	\$4,054,827
MAITLAND, 33-36 Free Church Street	Demolition costs.	Completed in 2014	-	\$59,648	\$59,648
MAITLAND, All Saints College - St Mary's Campus	Trade Training Centre - Hospitality and electro technology/metal.	Completed in 2014	\$346,575	\$4,281,400	\$4,627,975
MAITLAND, All Saints College - St Mary's Campus	Construction of hall.	In design	\$1,131,372	\$484,873	\$1,616,245

MAITLAND, All Saints College - St Peter's Campus	Stage 2 - Construction and refurbishment of music, technical and applied studies, administration, staff and classrooms.	Completed in 2014	\$3,295,738	\$2,926,320	\$6,222,058
MEDOWIE	Land purchases.	Completed in 2014	-	\$2,719,342	\$2,719,342
TARRO, Our Lady of Lourdes Primary School	Land purchases.	Completed in 2014	-	\$219,116	\$219,116
Temporary Buildings	Demountable classrooms - various locations.	Ongoing	-	\$1,061,533	\$1,061,533

Notes:

1. Government grant includes the allocation and appropriate accrued interest.
2. Local contribution can represent parish, Diocesan School Building Fund, school system or a combination of these.



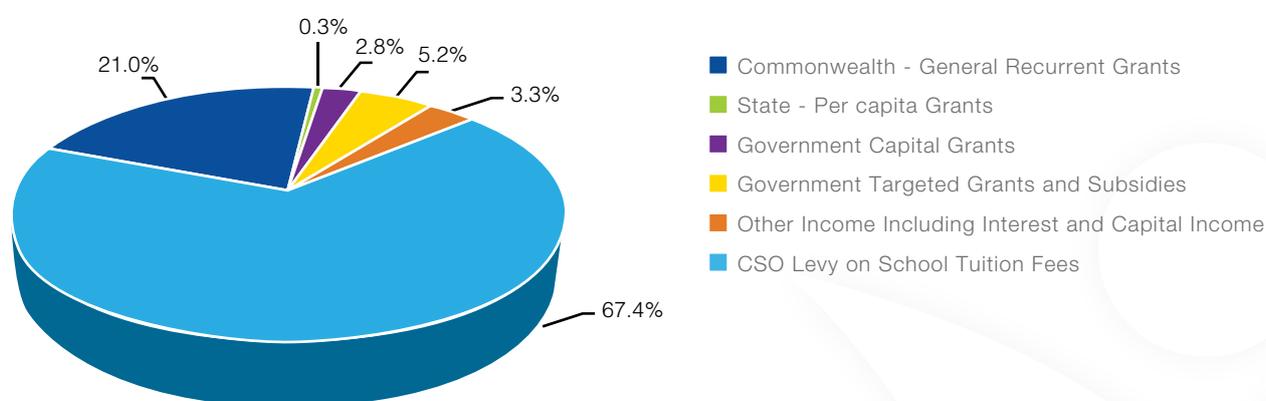
New library at St Joseph's, Aberdeen

Income and Expenditure

Income and Expenditure Statement for the year ended 31st December 2014

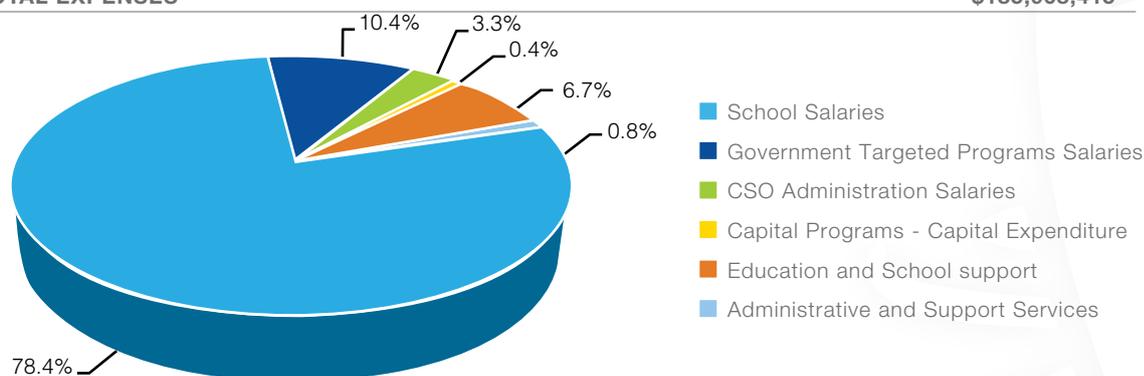
Income

Commonwealth - General Recurrent Grants	\$136,849,536
State - Per capita Grants	\$42,689,543
Government Capital Grants	\$670,866
Government Targeted Grants and Subsidies	\$5,596,285
Other Income Including Interest and Capital Income	\$10,583,085
CSO Levy on School Tuition Fees	\$6,624,742
TOTAL INCOME	\$203,014,057



Expenditure

Salaries & Salary-Related Costs:	
School Salaries	\$145,823,764
Government Targeted Programs Salaries	\$19,378,747
CSO Administration Salaries	\$6,083,053
Movement in Employee Entitlement Provisions	\$-39,038
Capital Programs - Capital Expenditure	\$722,570
Education and School support	\$12,511,981
Administrative and Support Services	\$1,487,338
TOTAL EXPENSES	\$185,968,415



Notes:

- These figures do not include Commonwealth General Capital Grants and local income raised from Parish, P&F and school-based charges and corresponding expenditure.
- The Statement of Income and Expenditure is a correct summary based on the Statement of Income and Expenditure of the Catholic Schools Office, Diocese of Maitland-Newcastle to the year ended 31 December 2014 for which an unqualified audit report was issued.



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