



ANNUAL REPORT 2015

Service - Leadership - Justice - Together in Christ



**Catholic
Schools Office**

DIOCESE OF MAITLAND-NEWCASTLE

www.mn.catholic.edu.au



Acknowledgement of Country and Traditional Owners

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

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



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2015 Highlights



► Official blessing and opening of St Aloysius, Chisholm



► ASPIRE



► ANZAC Centenary pilgrimage to Turkey



► St Peter's, Maitland, wins National Science & Engineering Competition



► Deaf Pride Mass



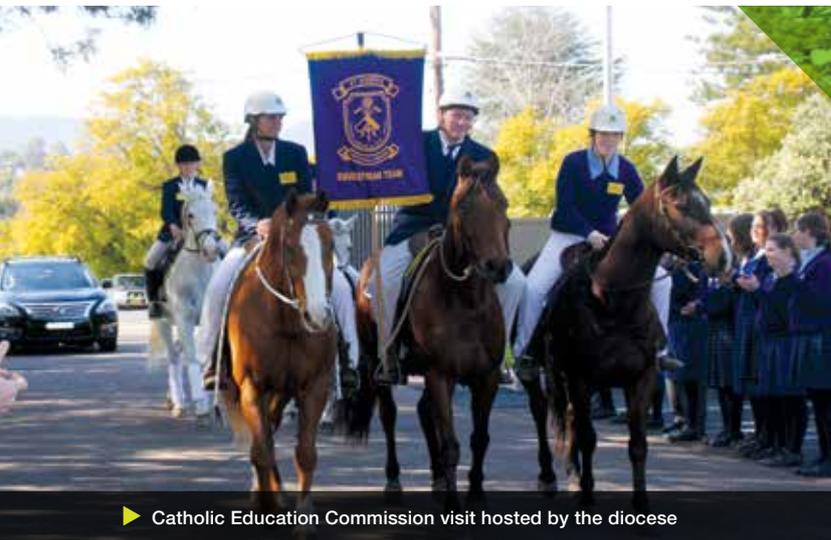
► DioSounds



▶ Australian Catholic Youth Festival in Adelaide



▶ 100 Years of St Joseph's, Denman



▶ Catholic Education Commission visit hosted by the diocese



▶ Provision of Secondary Education Recommendations



▶ Trade Training Centre Cluster Opening at St Francis Xavier's, Hamilton



▶ Blessing of the Damascus Centre at St Paul's, Booragul



Message from Bishop Bill Wright

Sharing our stories of civilisation

Many whom I encounter in schools and parishes and at diocesan events, and who read my *Aurora* columns, will know that I am something of a history enthusiast. So you can imagine that I have been anticipating the approaching sesquicentenary (150 years) anniversary of Bishop James Murray claiming St John's Church, Maitland, as his cathedral.

While I am but a small part of those 150 years, I believe strongly in knowing, celebrating and learning from our shared history, and it's the last that brings me to some reflections on schools and schooling. Where I live, in the Bishop's House in central Maitland, I am within walking distance of three schools: St Peter's and St Mary's Campuses of All Saints College, and St John's Primary, one of the oldest schools in the diocese.

The restoration of St John's Church, next door, continues to be a source of satisfaction and I hope the diocesan community, particularly the Maitland contingent, will feel a real connection to this part of our heritage.

What's this to do with schools and education? The diocesan Church encompasses parishes, schools and other agencies, and the stories that will I hope be shared during the sesquicentenary celebrations arise from one's experience as a member of these communities-within-communities.

It seems to me that one of the functions of schools is to share, in engaging and imaginative ways, the stories of civilisation. An additional function of Catholic schools is to share, in engaging and imaginative ways, the stories of faith in Jesus Christ. The history and heroes of the Church and the charism of the particular school are all rich story sources.

To me, advances in curriculum, in styles of teaching, in professional development, in technology and in classroom and school design – which this comprehensive report documents – all contribute to the effectiveness of the teacher in being a conduit of knowledge, understanding, wisdom and faith.

The bold plans to build two new schools and extend two existing secondary schools to Years 11 and 12 are signs of confidence in the Church and the community. I applaud, and gratefully acknowledge, the imagination, energy and faith these ventures embody. I recognise too the scope of planning, budgeting, resource development, staffing and most importantly, community-building, these projects demand.

One of the aspects of education Pope Francis has highlighted in recent times is education in the care of our common home, Earth. In his encyclical letter, *Laudato Si'*, he writes:

“Environmental education should facilitate making the leap towards the transcendent which gives ecological ethics its deepest meaning. It needs educators capable of developing an ethics of ecology, and helping people, through effective pedagogy, to grow in solidarity, responsibility and compassionate care.” #210.

I believe Pope Francis has succeeded in elevating the care of the Earth to an integral element of discipleship. One of the critical tasks facing all teachers in our Catholic schools is presenting the curriculum in ways which embrace the centrality of the gospel of Jesus Christ. You have my gratitude and support for all that this entails.

Most Reverend William Wright,
Bishop of Maitland-Newcastle



Ray Collins
Ray Collins,
Director of Schools

Message from the Director of Schools

Educating in myriad ways

2015 was a momentous year, involving major announcements regarding the growth of Catholic education in our region and significant achievements from students and staff in a variety of fields.

Inspired by the good news of Jesus Christ, school communities actively engaged in social justice initiatives and charitable causes. I am proud that our schools can provide an experience which not only educates students in a traditional sense, but also forms them in faith, integrity and wisdom.

St Aloysius Catholic Primary School, Chisholm, was opened and blessed by Bishop Bill Wright in Catholic Schools Week with foundation principal Suzanne Fern, parishioners, local members of parliament, students and families. The distinctiveness of Catholic schools was celebrated with the annual Catholic Schools Week Mass, featuring a choir comprising students from our ASPIRE Program and St Catherine's Catholic College, Singleton.

The Called to Serve Mass was a highlight as school staffs packed Sacred Heart Cathedral to be commissioned by Bishop Bill Wright to meet the daily challenge of providing Catholic education.

New facilities were opened and blessed, including the award-winning Sr Marie Centre at St Pius X High School, Adamstown and the Damascus Centre at St Paul's High School, Booragul. Catholic education was celebrated at St Brigid's Primary School, Raymond Terrace, as the community reflected on 165 years of Catholic schooling, while 100 years was marked at St Joseph's Denman.

One of the single biggest developments in the diocese's 150-year history was announced in 2015; we will build two new high schools and extend two existing high schools by 2020. The announcements were among 12 recommendations from a study commissioned by Bishop Bill Wright into the Provision of Secondary Education in the diocese. New Years 7-12 high schools will be built at Chisholm and Medowie, commencing in 2018 and 2020 respectively. In 2018, All Saints College, Lochinvar and St Mary's High School, Gateshead, will begin to offer senior schooling.

A visit by the Catholic Education Commission enabled members to witness the uniqueness of Catholic education, particularly in the welcome extended during school visits and their conversations with student leaders.

The Special Needs Mass at Forster and the Deaf Pride Mass at the Cathedral were occasions when the special needs of students were acknowledged by Bishop Bill and clergy. These were joyful celebrations and testaments to the staff in our schools who provide learning support to students with special needs.

At the Australian Catholic Youth Festival in Adelaide, I was inspired by the passion of our young people, teachers and students, in their commitment to their schools, their fellow students and their communities.

A highlight of the year was the success of our secondary schools in representing NSW in the final of the Science and Engineering Challenge held at the University of Newcastle. St Mary's, Gateshead, St Pius X, Adamstown and All Saints College, St Peter's Campus, Maitland, competed against schools from all states except Western Australia. St Peter's took out the title and is currently National Champion!

It is impossible not to reflect on the work of principals, teaching and support staff of our schools and the staff of the Catholic Schools Office. To have a vocation that impacts so strongly on the development of the young people in our care is an enormous privilege and our staff respond to this privilege with dedication and passion. We are supported by our Bishop, members of the clergy and religious congregations, the Federation of Parents and Friends Association and the various Parents and Friends Associations in schools.

I look forward to a successful and faith-filled 2016.



A. Benjamin
Anne Benjamin
Chair of the Catholic Schools Council

Catholic Schools Council Report

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.

In 2015, there were nine members of the council and three *ex officio* members – Bishop Bill Wright, Vice Chancellor Pastoral Ministries, Teresa Brierley and the Director of Schools, Ray Collins.

Catholic School Council Members 2015

- ▶ Mr Stephen Aitken
- ▶ Sr Laretta Baker sj
- ▶ Honorary Professor Anne Benjamin (Chair)
- ▶ Mr Peter Cunningham
- ▶ Professor Stephen Fityus
- ▶ Mrs Robyn Hope (Deputy Chair)
- ▶ Fr Tony Potts
- ▶ Mr Paul Smith
- ▶ Mr John Wakely

Significant agenda during 2015

The Council met five times during 2015. There is a regular cycle of agenda items relating to CSO Report of 2014 and System and School Improvement Plan for 2015, annual system budget, tuition fees, enrolment and census data and reports on Consultations with Stakeholders. During 2015, Stakeholder Consultations were conducted with senior students, primary principals, Council of Priests and the Independent Education Union. The Council also regularly attends to reports on implementation of significant ongoing initiatives (eg 2013 CSO Review, Faith Education Accreditation, 2014 parent complaints and exit poll surveys, Review of Teaching of Secondary Religious Education, Study into Provision of Secondary Schools)

Other significant agenda during 2015 included:

- ▶ Review of the Catholic Schools Vision, Mission and Values
- ▶ Implications of NSW legislation relating to governance of education
- ▶ Faith life of diocesan Catholic schools: places where students, staff and parents encounter Christ
- ▶ Student wellbeing
- ▶ Nexus between parishes and schools
- ▶ Child protection processes and practices update
- ▶ Educational brief for Chisholm secondary school
- ▶ Student leadership
- ▶ Professional and Performance Framework for new accreditation requirements and how this addresses the Catholic component.

Individual Council members attended a number of significant diocesan events during 2015, such as the Called to Serve Mass, an ASPIRE performance, school openings and the Pastor-Principal seminar with Ruth Powell. In addition, by way of deepening their understanding of diocesan schools, some councillors, due to the generosity of assistant directors, were able to visit schools across the diocese.



Prayer and formation

As customary for the Council, the first section of each meeting was set aside for prayer and formation. This was led at each Council meeting in turn by CSC members and included Catholic Identity and a reflection on parent vocation. Several sessions were based on various chapters from Bill Huebsch's *The Joy of the Gospel - A Group Reading Guide to Pope Francis' Evangelii Gaudium*.

Council Standing Committees

Governance Standing Committee (Chair: Robyn Hope)

This group continued to manage the business of the Council, with particular emphasis in 2015 on a mid-term self-review of Council, development of a policy on ongoing learning for Council members, Council's work plan for 2016, stakeholder consultations and membership succession.

Members of the Governance Committee in 2015 were Robyn Hope, Stephen Fityus, John Wakely, Peter Cunningham and Anne Benjamin.

Finance and Financial Risk Management Standing Committee (Chair: Sr Lauretta Baker)

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, governance requirements under state legislation, tuition fees and Diocesan Family and Schools Building Levy rates for 2016, draft budget 2015 and the 2014 external audit report.

Members of the FFRMSC in 2015 were Anne Benjamin (CSC), John Barker (external), Paul Murray (*ex officio*), Ray Collins (*ex officio*), Rick McCosker (external), Sr Lauretta Baker (CSC - Chair), Stephen Aitken (CSC), Steven Shaw (*ex officio*) and Vicki Sheriff (Executive Officer).

Invitation

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



Catholic Identity

Development of Early Stage 1 Religious Education Units

In 2015, the focus of Religious Education curriculum development was on the Early Stage 1 (kindergarten) units of work. Several expert teachers were invited to contribute to the development of the curriculum over a six-month period. The units were then trialled before implementation in 2016.

Work also took place on enhancing Studies of Religion and Catholic Studies for Stage 6 units as well as professional development of teachers and support in the understanding and implementation of the new units.

Head of RE & Spirituality Services, Brian Lacey, and the RE & Spirituality Team, continued to investigate the quality of religious education in our schools.

“Bishop Bill is very keen to ensure that our religious education program is rigorous and high quality. We have been ensuring that our schools treat Religious Education with equal status as Maths, English or Science. It is what makes us unique as a Catholic school and must be given equal standing,” said Mr Lacey.

RE & Spirituality Team Profile

A key focus in 2015 was raising the profile of the RE & Spirituality Team within schools.

The team includes three Education Officers whose role is to work with teachers to help them refine the quality of the Religious Education program they’re offering. While the core part of the syllabus doesn’t change much, with specific content elements that must be taught and outcomes that must be achieved,

teachers are empowered to employ individual strategies to meet the needs of the class.

“The way the units are taught in one school might be very different from how they’re taught in another. One class might come from a fairly strong Catholic background, where the children go to Mass, their parents are active and they talk a lot about it. Students in another class may not have that same exposure to faith and Church. The teachers can therefore adjust their strategies to meet the needs of the class, while still achieving the curriculum outcomes,” said Brian.

We need parents and students to be able to say, ‘I see Christ living in that community’ when they walk into our Catholic schools

The whole team has worked at executive level or higher, with three members past principals, demonstrating the importance and priority placed on RE & Spirituality in the Catholic Schools Office.

“We’re a support and service to the schools and we’re always available at the invitation of the principal. Our focus is to ensure the curriculum is of an exceptional standard, our teachers are well-trained and well-formed, that our schools are authentically Catholic and there is a strong relationship between the schools and the parish and diocesan community,” said Brian.



Development and implementation of spirituality and faith formation programs

In 2015, emphasis was placed on students' retreat experiences to ensure that these are an essential and vital part of young people's spiritual journeys. A good number of teachers who lead and facilitate retreats commenced training in 2015 to ensure that retreat programs are solid and enriching experiences for students.

"If young people remember their retreat experience and how this experience helped nurture and develop their faith and can fall back on that as they experience both good and bad times throughout their lives, then their retreat has fulfilled its promise of being an experience they draw on later in life as well as part of our faith and identity as a Catholic school," said Brian.

The RE&S Team sought feedback from teachers and students to help facilitate the development of retreat experiences into the future. Student feedback demonstrated that they expect a significant experience on retreat so that they have the guidance and support they need as Catholics when they leave school. The feedback gave the team the information needed to support, train and resource staff.

The retreat experience is essential in helping young people discover how God features in their lives, as well as how to live counter-culturally in a secular world.

"Retreats help young people discover the role God plays in their lives. Where is God going to fit into their relationships, career and life goals? In our individualistic world, our Catholic schools teach the value of outreach, mercy, forgiveness and understanding. Retreats help us teach young people the skills to respond to the challenge of being counter-cultural in a world that can so often be self-centered, materialistic and void of faith," said Brian.

Bernadette Gibson commenced in the role of Education Officer (Spirituality and Faith Formation) in 2015. Bernadette's role focuses on helping individual teachers, school communities and staff at the Catholic Schools Office in the development of spirituality and faith formation programs. In her first year Bernadette focused on Beatitudes, preparing for the Year of Mercy, the Sabbath and training retreat teachers.

Revision of the Catholic Identity and Mission Policy

After a few years of development, the Catholic Identity and Mission Policy will be available to schools in 2016.

The Catholic Identity and Mission Policy will assist schools to further develop and articulate how they authentically help the students, parents and staff have a relationship with the person of Jesus Christ. How is the school reaching to the marginalised and the poor? Is priority being given to social justice issues and the teaching of Religious Education? Is a climate of prayer and worship apparent? Does the school have a clear plan for mission, a collaborative partnership with the parish and is Eucharist central to its identity?

"We need parents and students to be able to say, 'I see Christ living in that community' when they walk into our Catholic schools," said Brian.

Other key achievements

- ▶ Testing of religious literacy in Years 6, 8 and 10
- ▶ The Australian Catholic Youth Festival in Adelaide
- ▶ Commencement of planning for diocesan pilgrimage to World Youth Day 2016 in Krakow, Poland.



The development and implementation of the Religious Education Curriculum Early Stage 1 was enthusiastically welcomed by St James' Muswellbrook Kindergarten teachers and Religious Education Co-ordinator in 2015.

After many years working with the previous units, teachers were ready to introduce 21st century pedagogy into RE. Having completed professional development in Term 3, the teachers planned their Term 4 units with the new curriculum. It was evident from the onset that the curriculum had greater focus on making RE more engaging and hands-on for students. Teachers note that there are more opportunities for diversification of teaching strategies and activities and welcome the new invigorated emphasis on gleaning personal spiritual and religious experiences from the children and assisting them to make sense of their world through the eyes of Jesus. In this transition year from home to school, the activities and opportunities are better designed to meet the needs of all learners and further student outcomes.

The RE & Spirituality Team has been invaluable to the ongoing spiritual formation of St James' staff. In 2015 we met each term for 'Spirituality at the Pub' and a member or members of the RE&S team would lead staff in an aspect of faith. We spent time discussing and sharing our understanding of the sacraments, the life and place of the church, our personal faith journey with the Beatitudes as well as taking the Year 6 RE test and testing our own knowledge. The work of the RE&S team was highly appreciated and the fact that its members came to us and met our needs was a tremendous advantage. Being in one of the more regional areas, we can be disadvantaged in terms of professional development and spiritual experiences. However, the professional development offered each term was as good or better than we've had elsewhere in the past.

Niamh Marzol

Principal, St James' Primary School, Muswellbrook



Quality Learning

Improved student achievement

Following targeted research in 2014 into the teaching of Mathematics, including lower than expected NAPLAN performance in Numeracy, Teaching and Learning Services implemented a number of recommendations during 2015.

Full scholarships were offered to primary teachers to complete post-graduate studies. Seven teachers accepted this offer to complete a Graduate Certificate in Mathematics Primary Education through the University of Western Sydney.

Head of Teaching and Learning Services, Kathryn Fox, is confident this will see an improvement in results over time throughout Catholic primary schools.

“We identified a need to improve numeracy results through our teaching of Mathematics. We have started small, but the number of teachers enrolled in this course will build each year. This eighteen-month online course enables teachers to deepen their understandings, update their skills as well as giving them insight into new methodologies in teaching maths,” said Kathryn.

Every primary school now has a ‘Leader of Maths’ who is committed to improving numeracy results in his or her school. Leading Teachers had already been successfully employed in several schools within the diocese under the NSW Government’s State Action Plan (SAP) in literacy and numeracy, so a similar model has been introduced in the area of maths with a Leader of Maths recommended for every primary school, irrespective of its NAPLAN results. Each of these Leaders of Maths participated in various professional learning opportunities throughout 2015 and will continue into 2016.

“Last year was the first year that we provided four specific professional development days for Leaders of Maths. We also allocated funds to schools to enable the release of these teachers so that they can implement specific, targeted strategies at their schools. For example, Leaders of Maths may run workshops

for parents on how Mathematics is taught in different grades, or investigate and purchase new Mathematics resources, as well as train other teachers in particular aspects of maths to address their school’s needs,” said Kathryn.

Professional learning was also offered throughout 2015 to primary and secondary teachers on the implementation of new syllabus, assessment, as well as fractions and problem solving.

In 2015, System Improvement Plan funds were provided so all schools could focus on three key areas to lift the performance of all students:

- ▶ Maths
- ▶ Writing
- ▶ Challenging high achievers.

In responding to these and other diocesan-wide priorities, Results Analysis Package (RAP) training days were held for teachers of Business Studies, Physics, Economics, Chemistry, Maths and Society and Culture.

“This was the first year we ran full analysis sessions of HSC results for teachers and it was a great success. Teachers came together to share successful strategies they had implemented to achieve some excellent results; these days also fitted well with the system emphasis on professional collaboration,” said Kathryn.

Supporting excellence in learning and teaching

During 2015, a system initiative to support the teaching of Music 2 to senior secondary students was introduced via mixed mode. Through this initiative, teacher at St Francis Xavier’s, Hamilton, Melissa Wattus works with a small number of students from three schools, St Clare’s, Taree, St Joseph’s, Aberdeen and St Francis Xavier’s College. Initial feedback is positive with hopes for this model of learning to continue.

After being involved in the visit of principals and leaders to the Lismore Diocese in October 2014, I jumped at the opportunity to see our own diocesan schools 'in action' via the first Intra-Diocesan visit in November 2015.

The focus was to experience learning in action in a variety of diocesan settings. These included small rural schools (St Joseph's, Merriwa) through to large senior colleges (St Francis Xavier's, Hamilton). The schools took great pride in showing us how learning looked, felt and sounded. As a principal it allowed me to steal ideas (many of which now exist at St Pius X, Windale), acknowledge great practice and encounter wonderful staff and students. Our current arrangement in K/1/2 was a product of the collaborative learning styles at a number of schools, particularly St Joseph's, Merriwa and St John Vianney, Morisset. Our planning and assessment practices have been enhanced through visits to St John's, Maitland, St Joseph's, Charlestown and St Therese's, New Lambton and our implementation of Professional Learning Communities was adapted from this experience. To witness the wonderful garden/cooking program at Holy Name,

Forster and the students' engagement of the local Aboriginal people encourages our work in a similar direction. Visiting our high schools, particularly St Joseph's, Lochinvar and St Francis Xavier's, Hamilton, allowed us to gain insights into the diversity and range of subjects offered to the students and how learning is brought to life.

Generally we were shown around schools by students. To listen to them talk about their learning and articulate what was happening was amazing. Just as enjoyable was the way they spoke with pride about their school and their staff. It continually reminded me of how we see and experience the face of God in our words and actions in all our Catholic schools.

Peter Bowen

Principal, St Pius X Primary School, Windale

Collaboration at system, regional and school level in 2015 has enriched the focus of improving learning outcomes for all students and has ensured that this is not limited by our own perspective.

A recent 'excursion' of diocesan principals to St Joseph's Primary School, Merriwa provided our teachers the opportunity to critically reflect on what learning looks like as it responds to our unique local context and to showcase this honestly to our visitors. Great learning was gained by hosts and visitors alike.

Working as a Professional Learning Community, teachers, support staff and leaders have articulated common goals for student learning across the school and creatively found ways to support each other in reaching these. The entire school community has been challenged to become collaborative learners and rewarded by the benefits of this synergy. Engagement with parents at a much deeper level in their children's learning has led to students

being supported practically at home and at school to achieve their individual learning goals.

Building teacher capacity to collect and analyse data about student learning has been valuable in directing learning experiences where they are most needed. Teachers from every Stage have analysed the NAPLAN data and traced this back to every learning experience that has gone before. Collaborative plans have been made to continue the practices that have brought about good results and to redesign those that have not been successful from Kindergarten to Year 6.

Helen Whale

Principal, St Joseph's Primary School, Merriwa

An extensive review was held into the Catholic Schools Office's ICT learning platforms MNLive and GATE21. Both platforms will be phased out during 2016 and the Catholic Education Network (CENet) with its various components of learning, communication, collaboration, data and information systems will be implemented over a two-year period.

2015 saw an emphasis on implementing new BOSTES syllabuses in Science and Maths and planning for new syllabuses in History and Geography.

"An important role for the Teaching and Learning Team is meeting with teachers to unpack the new syllabuses. CSO staff meet with teachers at their school or we hold training days centrally. We walk through the syllabus and look at what's new or different and what's familiar. There may just be a new emphasis. We have also invited guest speakers from BOSTES, experts from universities or syllabus writers to help us 'unpack'," said Kathryn.

Kathryn is keenly aware of the demands placed on teachers and the incredible skills they bring to pedagogy – how they teach.

"Our job is to support teachers in providing the optimum learning opportunities for their students, and suggest ways to provide for the range of students in their class," said Kathryn.

Collaboratively develop a learning framework

A Working Party was established in 2015 to develop a Learning Framework statement. What is the philosophy of learning in this diocese? What does learning look like, feel like and sound like in our primary and secondary schools?

An intra-diocesan excursion to nine schools (six primary and three secondary) allowed principals and Learning Framework committee members to experience the diversity and quality of teaching and learning in schools across the diocese.

"This was a very successful excursion that enabled participants to understand how learning needs to be contextualised and tailored to meet the needs of students and staff in their schools, how leadership for learning is critical and how shared leadership for learning among staff is articulated and demonstrated," said Kathryn.

Quality Teaching

Working with early career teachers

All teachers must meet the Board of Studies Teaching and Educational Standards (BOSTES) accreditation process. In 2015, focus was given to improving the induction process for early career teachers. All new teachers are invited to an induction day at the Catholic Schools Office (CSO) and this year extra support was offered with another professional development day covering core classroom behaviour management skills. This program, supporting early career teachers in their first years of teaching, runs over a two-year period.

The mentoring program, which was launched in this diocese a number of years ago, prior to its becoming a requirement in the enterprise agreement, continued in 2015. Funding allows release for more experienced teachers to mentor early career teachers in their first year of teaching.

Head of Employee Services, Garry Muirhead, is proud of the level of support offered to new teachers.

“There is a lot of pressure on new teachers and it can be really hard for them. Many of our employees are approaching retirement, so we are focusing on the needs of our young teachers to help them to avoid burnout and remain in the profession. The CSO

now has two full-time education officers whose role it is to support these teachers. We have had people from the Department of Education comment on the very high level of support we offer,” said Garry.

Teachers have three to six years to complete their accreditation upon graduation, depending on their employment status.

“To gain accreditation they have to work with their mentor to improve their knowledge, skill and practice, as well as meet all the descriptors of the proficient teacher level. They then have to document evidence of this and send this to their Teacher Accreditation Authority with a report from their supervisor,” said Garry.

In 2015, a number of teachers attended the information session on Highly Accomplished and Lead Teacher voluntary accreditation.

Professional Practice and Development Framework (PP & D)

The Australian Teacher and Performance Framework, endorsed nationally by Education Ministers in 2012, has been trialled in several schools over a number of years. In 2015, the CSO conducted the coaching accreditation program, and the



Introduction to the Professional Practice and Development Framework, for a second time in preparation for the implementation of this framework across all diocesan schools in 2016.

One of the premises of the framework is that teachers are entitled to feedback and professional development as it assists teachers to work collaboratively and gives structure to feedback conversations.

In 2015, executive staff worked with staff to set goals (individual, team and school goals) and develop an action plan, from which the professional development needs will be derived. The framework included a review process to evaluate the effectiveness of the process. Another part of the process is classroom observation.

Executive Performance Review

In 2015, the CSO began to look at the performance review process for principals and other leadership positions within schools. While traditionally these review processes were completed in hard copy, they are now done online, a more streamlined process for all involved.



To be a teacher is inevitably to be a learner and today, more than ever, teachers have regular opportunities to update their own knowledge and understanding in theory and practice.

The staff of Holy Name Primary School, Forster, have welcomed the opportunity to build a Professional Learning Community (PLC), to engage in Growth Coaching and to deepen their understanding of the art and science of teaching.

Mathematics has featured in our efforts as a staff, particularly because of the introduction of the new K-10 Maths Syllabus. Teachers reviewed the 2014 NAPLAN results and decided to focus their work on the data strand in Mathematics, reviewing the impact that one or two more correct responses in NAPLAN would have on the overall results. The creation of Stage-based Maths Scope and Sequence documents, supported by the CSO Curriculum Team, underpinned teacher knowledge in this process.

It hasn't all been about Maths however. Teachers have developed new Science and English policies and implemented new classroom units aligned with the respective curricula.

The continued professional development of the Leadership Team and teaching staff has been assured and Professional Learning Teams have been provided with time to meet regularly within school hours. Opportunities have also been provided for parents and support staff to develop an understanding of the Professional Learning Communities model and to support it.

Teachers have engaged willingly in the PLC model as they could see the huge benefit of working collaboratively with colleagues to plan, implement and evaluate teaching programs. The result has seen greater explicit teaching and an improvement in students' results in weekly assessment data, standardised testing and 2015 NAPLAN data.

The teachers continue to learn!

Chris Waters

Principal, Holy Name Primary School, Forster



Empowered School Leadership

Building leadership in schools

Planning for a new leadership framework document took place this year, with a committee established to implement this in 2016.

Another key focus was on building leadership capacity in our schools. The CSO facilitates professional learning opportunities for leaders in schools via a staged cycle over three years. These learning opportunities cover Executive Development, Faith Formation and Financial Leadership. This training is specifically for staff aspiring to leadership or those already in positions of leadership, for example, principals, assistant principals, co-ordinators and religious education co-ordinators.

The CSO Leadership Model includes Principal and Assistant Principal Leadership Days, as well as workshops and seminars offered through the CSO's Religious Education & Spirituality Team or the Teaching and Learning Team. There is also a school-based Executive Development course led by consultants. Over 90 staff are involved in this three-year course (three days per year for three years) that covers leadership skills and competencies, building teamwork and strategic planning.

The CSO also hosts a master level degree through the Australian Catholic University with some 80 staff involved in the leadership component. More than half the executive leaders in schools have either completed, or are working towards, this qualification.

Assistant Directors at the Catholic Schools Office, Barbara Myers and Chris Quinn, argue that collaboration is the key to building leadership in schools.

"Everything that we do builds leadership at a teacher level, an executive level and at a system level," said Chris.

"We are using coaching to build leadership across schools so that the culture is 'this is our class, rather than my class' and we're also focusing on building ownership within the school context which has been proven to assist leadership and create partnerships between schools," said Barbara.

Professional Learning Communities (PLC)

In 2015, priority was given to the creation of Professional Learning Communities (PLC) within all diocesan schools. PLC are a long-term priority and the CSO will continue to provide training to build on teachers' skills in collaboration, as research shows that collaboration lifts standards within schools and across the system.

Some schools created Professional Learning Teams, based around stage levels or key learning areas. These teams used NAPLAN results and other data to provide them with a goal to work towards. The teams measured results to improve outcomes and recorded evidence of interventions that were undertaken to achieve this.

Regional level meetings across the diocese provided opportunities for schools to share the outcomes and successes of their professional learning teams. There were also two regional executive meetings in 2015 and PLC were the focus of both. Leaders shared stories and some have formed partnerships with other schools as a direct result of their work in establishing PLC.

The collaborative model had been employed at many schools already, with the PLC model simply providing a template for formal implementation.

“This is not new stuff; it’s what good schools have been doing for a long time. The CSO has just formalised the process and given principals the resources to collaborate creatively. Principals can give their staff periods of release from teaching so they can meet in professional learning teams to discuss the evidence and the needs of the school and decide what they’re going to do to improve outcomes,” said Barbara.

“The vast majority of schools are taking advantage of the funding available to facilitate PLC as they recognise the benefits of working collaboratively,” said Chris.

Other key achievements

► **Increased collaboration across the CSO.**

Heads of services and assistant directors met regularly throughout 2015 to collaborate on key strategic outcomes and ensure that schools were given consistent advice from across the CSO.

► **Increased collaboration with Zimmerman Services.**

Assistant directors of the CSO and the Zimmerman Services team met every term throughout 2015 as part of a consultation process at senior level. Zimmerman Services staff provided information about child protection issues, including staff education, investigations and legislative changes. These meetings brought the assistant directors

and the Zimmerman Services team into the same space and enabled more effective communication.

“Before we only dealt with team members individually, now we’re all at the same table four times a year. Zimmerman Services has the child protection expertise and the assistant directors have the expertise with regard to individual schools. We now have a shared understanding and this is a really useful innovation,” said Barbara.

Everything that we do builds leadership at a teacher level, an executive level and at a system level.

► **Collaboration with the University of Newcastle.**

There was contact and liaison between some diocesan schools and the University of Newcastle throughout 2015. For example, psychologists utilised schools for practical training in understanding how they operate and St Therese’s, Primary School, New Lambton, hosted a lecturer from the Mathematics department.



The collaborative culture developed at St John’s Primary School, Maitland, through the emergence of a Professional Learning Community (PLC) has significantly raised the levels of achievement of students requiring intervention, core students and extension students.

Moving from teachers working in isolation to working as dedicated teams began with intensive professional development, purposeful follow-up and co-coaching strategies in buddy, stage and whole staff contexts, all with the specific goal of raising learning outcomes for every student.

Staff meetings became professional dialogues, with teachers working collaboratively to evaluate weekly Maths pre-tests, group students and plan appropriate learning activities for each level. Planning a program of work for Core (all) students, Tier 2 (Core and More) students and Tier 3 (Core and More and More) students became embedded into our weekly meeting with levels of teacher confidence and competence increasing as students’ levels of achievement improved.

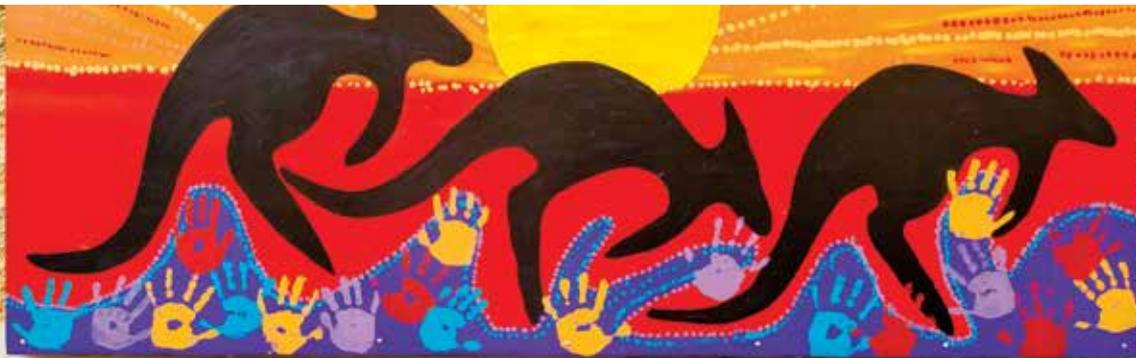
Learning Support Assistants, Library Assistants, Librarian and the Learning Support Teacher became essential to the facilitation of effective tiered classroom groups. All classes undertake English, Maths and Religion at the same time, every day, before lunch. Students are secure, confident and comfortable with this routine.

Classroom practices became transparent as teachers participated in peer observations designed to improve performance, became proficient in giving constructive feedback and volunteered to have sections of lessons videoed to demonstrate a skill or innovation to the staff. Any reticence was soon overcome as it became clear that this was a constructive form of professional development. Teachers were encouraged in a whole staff coaching context to share successes and difficulties and ask for others’ ideas or alternatives to their current practice.

Coaching, collaboration and the development of a PLC have been the keys to unlocking students’ learning potential, evident in improved outcomes for students ranging from intervention level to extension level.

Mandy Sanderson

Principal, St John the Baptist Primary School, Maitland



Meeting Student Needs

Contemporary high quality teaching and learning

The CSO continued its support to schools through Learning Support Packages for students with special needs. This support enables the employment of learning support teachers and co-ordinators in all primary and secondary schools, as well as allocation for resources to assist students with disabilities. Professional development days were held to build the capacity of the learning support staff within schools and allow them opportunities for collaboration and networking. There was also a continuation of support to schools from the Student Support Team at the CSO in helping them to identify students with disability and special needs.

Following the successful implementation of the Aboriginal and Torres Strait Islander Policy in 2014, a Standing Committee was formed to support the key directions of this Policy, with support provided to schools with resources and advice from Aboriginal Education Officer, Louise Campbell.

A Reconciliation Week Liturgy was held during the 2015 Reconciliation Week in Sacred Heart Cathedral, Hamilton, with 200 people from schools and the wider community in attendance. Head of Teaching and Learning Services, Kathryn Fox, is proud of the work achieved throughout 2015 in terms of implementing the Aboriginal Education Policy.

“A focus included the provision of cultural awareness training for staff at the Catholic Schools Office. We held a retreat visiting the sacred sites at Wollombi and Broke. All participants came away with deeper understanding of indigenous spirituality and connectedness to the land,” said Kathryn.

A similar retreat or cultural awareness experience will be offered to school staff during 2016.

Other achievements include:

- ▶ The continued implementation of teaching and learning activities with Aboriginal perspectives
- ▶ Continued funding for additional support to Aboriginal students in the areas of literacy, numeracy and the facilitation of cultural opportunities via the employment of support workers and Aboriginal education teachers.

There was a continued focus on quality practice and intervention strategies in the early years and at key transition periods in line with the NSW Government-funded State Action Plan (SAP) in literacy and numeracy. Particular schools had been identified as likely to benefit from a stronger focus on K-2 literacy and numeracy. Key milestones in relation to this included:

- ▶ Professional development for SAP Leading Teachers in data literacy
- ▶ Regular meetings to discuss strategies, resources and the collation of SAP data across the year and the analysis of this data with teachers to ensure students and schools are on track.

The CSO looked at the provision of vocational programs and courses to meet the needs of students in Stages 5 & 6 by establishing a Working Party to survey staff regarding the place of career education in secondary schools. An analysis of the survey results and recommendations was presented to principals in Term 3 with the major outcome being the continuation of the role of career advisors.

Kim Moroney was appointed as Chair of a new committee, the Early Learning Working Party. The committee is charged with unpacking and prioritising the recommendations of the Early Learning Paper which was developed in 2013. The Early Learning priority will be continued into 2016.

Another focus was the approach to gifted and talented education with a Mini Certificate of Gifted Education (COGE) through the University of NSW, run during the year with 20 participants. The Mini COGE has run successfully over several years to provide teachers with a deeper understanding of how to meet the needs of high achieving students. Some CSO staff and teachers attended a conference in Wollongong to investigate strategies this diocese might utilise for its gifted and talented students. Work in this area during 2015 led to the recommendation that 'gifted and talented' be a system priority in 2016.

Student support mechanisms that promote wellbeing and mental health

A key strategy for Teaching and Learning Services in 2015 was to provide support structures for schools to facilitate 'whole school' approaches to pastoral care, behaviour support and student wellbeing.

Work concluded on the drafting of a Serious Incident Policy replacing the previous Critical Incidents Policy, which was then published on the CSO website and discussed at Regional Executive Meetings. A training package for school leadership teams in relation to this Policy, and how it should be implemented in schools, was also developed; this will be rolled out to schools during 2016.

Work continued on the development of a policy for mental health and wellbeing based around the national framework. Student wellbeing is a current system priority and continues to be, as schools implement various programs and strategies to support the various wellbeing needs which supports the learning of students and their communities. The KidsMatter program has been implemented in many primary schools with staff of additional schools having attended a KidsMatter Network Day in Term 3. Secondary schools are trialling MindMatters and other appropriate programs in this area.

Support was provided to all schools with Stage 3 students on the implementation of the Road Safety resource. Funding was also provided to all secondary schools to provide road safety information through PDHPE or welfare programs.



The Aboriginal Education Policy at San Clemente High School, Mayfield, is implemented across a variety of areas.

These areas are determined through formal and informal meetings and conversations with staff, students, families and community members. There is a strong focus on improving academic outcomes, and this is often achieved by working towards increasing students' cultural awareness and self-identity.

We have recently been involved in an event where hundreds of Aboriginal people from across several traditional Nations met on Awabakal Country to celebrate Reconciliation Week. A liturgy was held at the Sacred Heart Cathedral, Hamilton and although proceedings were very far removed from a traditional Aboriginal gathering, the day provided a platform for students to connect with, and reignite interest in, cultural awareness activities.

San Clemente formed a group to provide songs and musical accompaniment for proceedings on the day. As a part of this group, we decided that we would make some good solid clapping sticks to provide a traditional sound and add authenticity. We contacted the Awabakal Local Aboriginal Land Council to discuss our plans and follow any protocols around making these objects. Groups of our Aboriginal boys then met on several occasions in wood technology classes to cut and carve raw pieces of timber into beautifully crafted and polished instruments. Conversations were had about the place and importance of music in traditional Aboriginal societies with both the boys involved and with other non-Aboriginal students in the class. The sticks were shown around the staff room in their various forms of development and this led to 'hands on' conversation with staff as well.

Being involved in this process, the boys were able to better understand and connect with their culture, be recognised by their teachers and peers as being involved in a meaningful and engaging undertaking and have their self-esteem and cultural worth greatly boosted. This made them feel more comfortable in the school setting and more willing and able to connect with other important educational undertakings.

Bryan Rowe

Aboriginal Education Teacher, San Clemente High School, Mayfield

Transparency and Accountability

ICT architecture, systems and services – steps to enhancing effectiveness

- ▶ **Completion of the 'Network Connectivity Upgrade' project.**
Schools have been provided with the internet bandwidth they need to access online learning resources and cloud-based collaboration tools, and to support school initiatives such as Bring Your Own Device.
- ▶ **Installation of video conferencing systems to primary schools.**
Installations in the Manning and Upper Hunter areas were completed by the end of 2015, with work in remaining schools to continue into 2016. This project enables gifted and talented students from across the diocese to access expertise in teaching specialised subjects.
- ▶ **Planning and design of Wireless Project.**
Planning and design were completed for the Primary School Wireless Project that aims to provide reliable, enterprise-grade wireless network connectivity to staff and students across all learning areas in every primary school. This project will be implemented in 2016.

Payroll and Human Resources

- ▶ A new Enterprise Agreement was approved by the Fair Work Ombudsman, commencing in September. All general employees (previously school support, cleaners and groundsmen) were re-classified. Teachers were also re-classified to a standards-based system that will come into effect in January 2016.
- ▶ A detailed analysis of payroll and human resources systems took place throughout 2015 with implementation to occur in 2016.

Facilities

2015 was a year of significant school planning and development with the engagement of an architect for the new secondary school at Chisholm. This will be the first new secondary school built in over 30 years. Preliminary planning commenced for a new high school at Medowie and several projects received capital grants through the Commonwealth and State Governments Capital funding program.

We want to ensure our schools are sustainable. We aim to build our financial position for current and future issues. Planning for new schools is ongoing and we have a roadmap to move forward.



Highlights included:

- ▶ The opening of St Aloysius Primary School, Chisholm
- ▶ The construction of a contemporary library and learning facility, the Damascus Centre, at St Paul's High School, Booragul. This innovative building won the Regional Institute of Architects award and the NSW Master Builders award for educational facilities
- ▶ Master planning commenced to consider the refurbishment and development required to accommodate St Mary's High School, Gateshead, developing to Years 7-12, beginning in 2018.



The Music 2 (Years 11 and 12) and Music Extension (Year 12) classes support the diocesan vision to provide for the music education of all students in the diocese entering Stage 6 for 2015.

Previously offered internally at St Francis Xavier's College, Hamilton (SFX), a new class was created with students from SFX, one from St Joseph's High School, Aberdeen (SJA) and two from St Clare's High School, Taree (SCT).

The Music 2 class is very different from a 'distance education' class. As an essential tool, video conferencing equipment was installed in my music classroom. The equipment has been most reliable, with special thanks to Ben Vine (Catholic Schools Office). Live lessons are taught to one, two or three schools during each week according to each school's timetable. This requires flexibility. Other methods of content delivery have been my own YouTube videos and the use of the virtual classroom on MNLive. Shannon Hall (ICT CSO) has been very helpful, ensuring that all five students are 'in the one virtual classroom'.

Students submit compositions and written work using emails and google docs. They also upload their own performance videos as video conferencing equipment is not available for the Taree and Aberdeen students in their own school's music rooms. Visits to SJA and SCT are essential with time devoted to aspects of the

course which benefit from my being present in the room with the students, as well as Performance Assessment Tasks.

The class demands a significant period of time every week outside the classroom. It is a two-year commitment to ensure that all five students receive the same information, have equal contact with me, feel part of the one class and have access to a teacher who is not physically there with them each day. I certainly support the structure of a diocesan class and truly believe the gifted and talented students I teach have been given an opportunity they would otherwise not have had.

Melissa Wattus

Music Teacher, St Francis Xavier's College, Hamilton





Changing the landscape significantly

The Study into the Provision of Secondary Education took place between 2013 and 2015 and it was the most significant and future-oriented study into Catholic secondary education in over 30 years. The study was not just about the need for new schools in certain areas, but a comprehensive look at the quality of what was being delivered as well. The recommendations that arose from this study were approved in 2015 with the implementation phase to take place over ten years.

Assistant Director at the Catholic Schools Office, Gerard Mowbray, describes the planned school development as “unparalleled in our diocesan history”.

“This is our biggest phase of planned expansion and is about well-planned, scientifically measured Catholic education. Our Catholic schools have been on a continuous upward spiral and demand grows every year by 1.5%. Increasingly, people want Catholic education and this rate of growth will develop due to our expansion,” said Gerard.

The study looked at Catholic Practice and Formation in secondary schools in terms of particular areas.

Emphasis is being placed on the delivery of a well-developed religious education curriculum by qualified staff with thorough assessment.

“We are developing teachers who are immersed in the teaching of RE and there have been great strides towards primacy of RE in the curriculum. All RE teachers, and all school leaders, are required to have qualifications in RE or Theology,” said Gerard.

We are beginning to bring our secondary context in line with what's happening at a tertiary level.

“The ideal is for secondary schools to develop as Eucharistic communities, with students having the opportunity to participate in the Eucharist regularly.”

Faith formation is not confined to the school years but our schools provide age-appropriate opportunities for students’ faith to develop and for real relationships with God to be fostered.

In 2015, work commenced on examining the Edmund Rice Foundation flexible learning centre model with the aim of establishing a similar CSO-run centre in Newcastle for between 60-90 vulnerable and at-risk children in 2018.

“We want to develop a flexible learning centre that supports young people with behavioural and mental health issues and at-risk children with backgrounds in domestic violence, family dysfunction and homelessness.” said Gerard.

A great deal of time was spent on consultation and preparation for the expansion of St Mary’s High School, Gateshead and All Saints College, St Joseph’s Campus, Lochinvar, with both moving to Year 11 in 2018. Work on preparing facilities, teachers and communities continues. We are also ensuring that the schools that remain junior and senior campuses work with seamless continuity and collaboration to ensure that students have a rich journey through high school despite a significant point of transition.

Regional schools without access to specialist teachers are beginning to benefit from the work on e-learning options that was done throughout 2015.

“Over the next decade, distance will be irrelevant to students’ learning and we may well have teachers in a variety of locations delivering different aspects of certain courses. We are beginning to bring our secondary context in line with what’s happening at a tertiary level,” said Gerard.

Strategic Roadmap for Growth and Development

The School Planning and Development Committee worked throughout 2015 to look at future schooling needs. This committee considers demographic data, potential land acquisition, planning and the framework for implementation of new schools.

“There are a number of emerging areas that may well require additional schooling. For example, a new family arrives every day in the Maitland local government area. Port Stephens, south western Lake Macquarie and Cessnock are also areas of great expansion,” said Gerard.

School Compliance and Improvement

All schools need to meet compliance from BOSTES, State and Federal Governments and the diocese. The Catholic Schools Office had a compliance model in place that tended to be inspectorial and in 2015 a new framework was developed.

The Continuum of School Improvement (COSI) framework was completed in 2015 for implementation in 2016.

“This is a much gentler, more regular model that looks at school compliance in small components, often. For example, we might look at a curriculum area which allows the school to attend to that area in a more focused, measured way. We are therefore looking at compliance in relationship with an ongoing improvement agenda,” said Gerard.



Investing in the future of St Mary's High School, Gateshead

During 2015, a number of parents and I joined the school executive of St Mary's High School, Gateshead and Catholic Schools Office representatives to begin planning for the Stage 6 transition. Being part of the Stage 6 Project Control Group has given me insight into the process that the CSO, principal, executive teachers and staff of St Mary's have taken to manage the changes ahead.

With the education of my three children riding on the success of the Stage 6 transition, my family's investment in this project is significant! What I witnessed during 2015 is a school that has a clear vision and mission for the students, and these inspire the staff and students to strive to succeed. St Mary's employs a collaborative approach which brings people along on the journey and builds community. Last but not least, St Mary's holds people accountable through a strong focus on restorative justice, which is crucial for student safety and personal development during their teen years. With these experiences I am confident that my investment is in safe hands.

What attracts me and my family to St Mary's, Gateshead, are the enormous learning and social opportunities that are being built upon as the school transitions to Stage 6 by 2018. These include new buildings and infrastructure, targeted professional development for teachers and new teaching resources. Significant social opportunities arise from a continuous connection with a community of children who have grown up together from Year 7 through to Year 12.

Steven Bernasconi

Parent, St Mary's High School, Gateshead

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

- | | |
|--------------------------|------------------------------|
| Gary Atherton | St Pius X, Adamstown |
| Colleen Atkins | St Joseph's, Dungog |
| Theresa Avery | St Clare's, Taree |
| Jo-Anne Brady | St Mary's, Scone |
| Carmel Brown | St Clare's, Taree |
| Christine Chapple | ASC, St Mary's, Maitland |
| Donna Chegwiddden | St John Vianney, Morisset |
| Peter Gabrysiak | St Pius X, Adamstown |
| Sue Hawke | St Patrick's, Lochinvar |
| Simone Kelly | St Pius X, Adamstown |
| Anne Larbalestier | St Clare's, Taree |
| Edward Leonard | San Clemente, Mayfield |
| Pamela Lincoln | ASC, St Joseph's, Lochinvar |
| Mary Parsons | St Brigid's, Raymond Terrace |
| Maria Paton | St Pius X, Adamstown |
| Donna Smith | St Clare's, Taree |
| Paul Smyth | St Pius X, Adamstown |
| Florence Suba | St John's, Lambton |
| Lyn Tilbrook | St Clare's, Taree |
| Jacqui Wilkinson | St Brigid's, Raymond Terrace |



Catholic Schools Profile



18,585

is the **total** number of
Catholic school students enrolled in 2015

10,269

enrolled in **primary**

8,316

enrolled in **secondary**

In 2015 there were

56

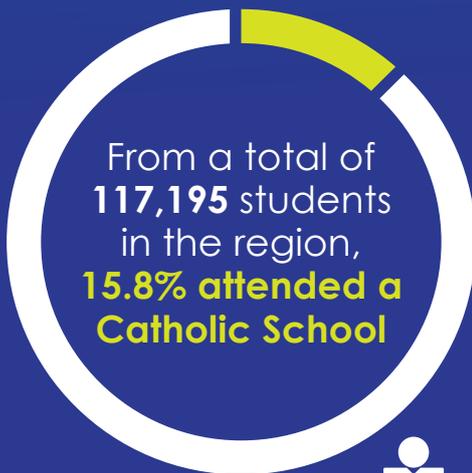
Catholic schools in
the Diocese of Maitland-
Newcastle

Category 12 funding
was provided for

676 primary
students &

417 secondary
students

with a disability



The diocese employed

1221.0

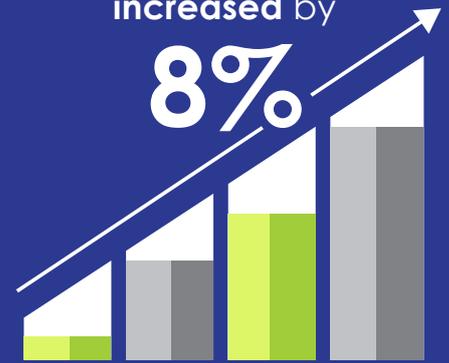
full time equivalent
teachers and

354.5

full time equivalent
support staff

In the last 10 years
enrolment numbers have
increased by

8%



The average primary
class size was

21.4

 students


In 2015 there were

561 primary
students &

373 secondary
students

of Aboriginal/Torres Strait
Islander descent



HSC subjects were
offered in 2015

The average secondary
class size was

21.1

 students


English as a second language assistance
was provided for

579 primary
students

229 secondary
students



Diocesan Enrolments

August Census 2015

SCHOOL	YEAR LEVEL	ENROLMENT
ABERDEEN St Joseph's High School	7-12	670
ABERMAIN Holy Spirit Infants School	K-2	99
ADAMSTOWN St Columba's Primary School	K-6	199
ADAMSTOWN St Pius X High School	7-10	1,015
BELMONT St Francis Xavier's Primary School	K-6	130
BOORAGUL St Paul's High School	7-12	954
BRANXTON Rosary Park Primary School	K-6	204
BULAHDELAH St Joseph's Primary School	K-6	44
CARDIFF St Kevin's Primary School	K-6	109
CESSNOCK St Patrick's Primary School	K-6	364
CHARLESTOWN St Joseph's Primary School	K-6	276
CHISHOLM St Aloysius Catholic Primary School	K-6	228
DENMAN St Joseph's Primary School	K-6	77
DUNGOG St Joseph's Primary School	K-6	86
EAST MAITLAND St Joseph's Primary School	K-6	407
EDGEWORTH St Benedict's Primary School	K-6	214
FORSTER Holy Name Primary School	K-6	316
GATESHEAD St Mary's High School	7-10	601
GATESHEAD St Paul's Primary School	K-6	246
GLENDALE Holy Cross Primary School	K-6	116
GLOUCESTER St Joseph's Primary School	K-6	39
HAMILTON St Francis Xavier's College	11-12	955
KILABEN BAY St Joseph's Primary School	K-6	302
KOTARA SOUTH St James' Primary School	K-6	247
KURRI KURRI Holy Spirit Primary School	3-6	105
LAMBTON St John's Primary School	K-6	184
LOCHINVAR All Saints College, St Joseph's Campus	7-10	725
LOCHINVAR St Patrick's Primary School	K-6	367
MAITLAND All Saints College, St Mary's Campus	11-12	578
MAITLAND All Saints College, St Peter's Campus	7-10	877
MAITLAND St John the Baptist Primary School	K-6	210
MAYFIELD San Clemente High School	7-10	722
MAYFIELD St Columban's Primary School	K-6	152
MAYFIELD St Dominic's Centre for Hearing Impaired Children	K-6	29
MEREWETHER BEACH Holy Family Primary School	K-6	213
MEREWETHER St Joseph's Primary School	K-6	357
MERRIWA St Joseph's Primary School	K-6	69
MORISSET St John Vianney Primary School	K-6	162
MUSWELLBROOK St James' Primary School	K-6	251
NELSON BAY St Michael's Primary School	K-6	293
NEW LAMBTON St Therese's Primary School	K-6	618
RAYMOND TERRACE St Brigid's Primary School	K-6	417
RUTHERFORD St Paul's Primary School	K-6	464
SCONE St Mary's Primary School	K-6	206
SHORTLAND Our Lady of Victories Primary School	K-6	129
SINGLETON St Catherine's Catholic College	K-12	966
STOCKTON St Peter's Primary School	K-6	82
SWANSEA St Patrick's Primary School	K-6	118
TAREE St Clare's High School	7-12	740
TAREE St Joseph's Primary School	K-6	425
TARRO Our Lady of Lourdes Primary School	K-6	271
WALLSEND St Patrick's Primary School	K-6	208
WARATAH Corpus Christi Primary School	K-6	173
WARNERS BAY St Mary's Primary School	K-6	401
WINDALE St Pius X Primary School	K-6	49
WINGHAM St Joseph's Primary School	K-6	126
Grand Total		18,585







Primary NAPLAN Results

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 441.2 compared with a national mean of 425.5. 76.0% 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 68% of students achieving in the top 3 bands and a diocesan mean score of 411.8 placing the result above the state average of 402.4 and the national average of 397.8
- ▶ 81% of students scored in the top three bands with a mean score of 426 in the Persuasive Writing task which was significantly above the national mean score average of 416.3

- ▶ An improved mean score was achieved in the spelling aspect of the tests with a student average of 416.3 compared with the national average of 408.8.
- ▶ In Grammar and Punctuation, 80.7% of students achieved in the top 3 bands with a mean score of 449.1, well above the national average of 433.2 and the state average of 439.6.
- ▶ Results for Year 3 Aboriginal students were well above state mean scores for Aboriginal students in all aspects of the NAPLAN test. Year 3 Aboriginal students were 10.0 above the state mean for Reading, 18.0 in Persuasive Writing, 30.0 above the state mean score in Spelling, 38.0 above the state mean in Grammar and Punctuation and 33.0 above the state mean for Numeracy for Aboriginal students.

NAPLAN Program 2015 - Year 3 Percentage in Skill Band

Band	Comparison	Reading	Spelling	Grammar & Punctuation	Writing	Numeracy
Bands 4, 5, 6 and above	Diocese	76.5	69	80.7	81.0	68
	National Performance	71.1	65.2	73.2	75.8	60.8
Band 3	Diocese	17.3	20.4	11.3	15.0	19.6
	National Performance	16.0	18.2	14.2	14.9	22.2
Band 2	Diocese	3.6	8.3	5.4	2.6	9.9
	National Performance	7.4	9.6	7.1	4.8	11.3
Band 1 (Includes exempt)	Diocese	4.0	3.0	4.0	2.0	3.0
	National Performance	5.5	7.1	5.5	4.5	5.5

TABLE 1 NAPLAN PERCENTAGES IN SKILL BANDS YEAR 3

Students who sat the 2015 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: Key Results

In 2015, 1457 Year 3 students and 1327 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 Catholic schools in NSW, growth trends, setting goals for school improvement and the functionality of SMART (School Measurement, Assessment and Reporting Toolkit).

Year 5

Significant features of these results are:

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

- ▶ Year 5 results in Reading (507.3) were above the national mean of 498.5. 64.7% of students scored in the top 3 bands compared with 57.9% at the national level.
- ▶ Results in Spelling were above the National average (498.1) with students in the diocesan average mean of 504.9.
- ▶ Year 5 results (511.4) in Grammar & Punctuation were above national mean of 503 and the state average of 509.0. 63% of students scored in the top 3 bands (Bands 6,7 and 8).
- ▶ Diocesan growth from Year 3 to Year 5 in Spelling, Writing and Grammar & Punctuation was above state growth with Reading on par with state and national average growth.



NAPLAN Program 2015 - Year 5 Percentage in Skill Band

Band	Comparison	Reading	Spelling	Grammar & Punctuation	Writing	Numeracy
Bands 6, 7, 8 and above	Diocese	64.7	64.3	63.3	49.9	57.3
	National Performance	57.9	60.8	60.9	52.4	55.8
Band 5	Diocese	20.6	24.0	23.9	39.8	27.8
	National Performance	22.1	22.0	20.6	28.3	26.5
Band 4	Diocese	11.7	9.9	8.7	7.1	13.2
	National Performance	13.2	10.6	11.4	11.7	12.7
Band 3 (Includes exempt)	Diocese	4.0	3.0	5.0	4.0	3.0
	National Performance	6.8	4.0	7.1	7.8	4.9

TABLE 2 NAPLAN PERCENTAGES IN SKILL BANDS YEAR 5

Students who sat the 2015 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

Secondary NAPLAN Results

Years 7 & 9

- ▶ In 2015, 1519 Year 7 students and 1452 Year 9 students participated in the National Assessment Program.
- ▶ Both Year 7 and Year 9 Reading and Spelling results are positive across diocesan schools.
- ▶ **Aboriginal and Torres Strait Islander students in the diocese continue to perform well above their state and national cohorts in all aspects of literacy and numeracy.**
- ▶ Writing and Numeracy are focus areas for the diocese.

NAPLAN Program 2015 - Year 7 Percentage in Skill Band

Band	Comparison	Reading	Spelling	Grammar & Punctuation	Writing	Numeracy
Bands 7, 8, 9 and above	Diocese	59.5	63.9	55.5	34.1	51.6
	National Performance	56.8	60.3	55.1	39.5	53.0
Band 6	Diocese	29.4	21.8	29.5	32.7	34.3
	National Performance	26.2	21.9	24.0	29.7	28.7
Band 5	Diocese	9.5	9.3	10.4	26.3	13.2
	National Performance	12.4	10.9	13.1	18.1	14.2
Band 4 and below	Diocese	1.6	5.0	4.5	6.9	0.9
	National Performance	2.9	5.2	6.1	11.0	2.4

TABLE 3 NAPLAN PERCENTAGES IN SKILL BANDS YEAR 7

Students who sat the 2015 NAPLAN tests in Year 7 achieved according to the following:

- Band 4** Below National Minimum Standard (includes exempt students)
- Band 5** At National Minimum Standard
- Band 6-9** Above National Minimum Standard

NAPLAN Program 2015 - Year 9 Percentage in Skill Band

Band	Comparison	Reading	Spelling	Grammar & Punctuation	Writing	Numeracy
Bands 8, 9 and 10	Diocese	51.2	56.6	43.6	36.9	52.9
	National Performance	47.4	50.9	40.4	33.6	51.1
Band 7	Diocese	27.0	25.1	26.1	24.8	34.5
	National Performance	27.8	25.2	28.8	25.4	29.7
Band 6	Diocese	18.1	11.0	22.8	21.7	11.7
	National Performance	17.1	14.1	19.7	21.5	14.8
Band 5 and below	Diocese	3.7	7.2	7.5	16.6	0.9
	National Performance	5.9	8.0	9.3	17.7	2.6

TABLE 4 NAPLAN PERCENTAGES IN SKILL BANDS YEAR 9

Students who sat the 2015 NAPLAN tests in Year 9 achieved according to the following:

- Band 5** Below National Minimum Standard (includes exempt students)
- Band 6** At National Minimum Standard
- Band 7-10** Above National Minimum Standard





Higher School Certificate Results

In 2015, 918 students sat HSC tests in the diocese. Schools performed very well in comparison with state performances.

Many subjects significantly exceeded state averages in Band 5 and 6. These were English Extension 1 and 2, Industrial Technology, French Beginners, PDHPE, Community and Family Studies, Music 1, Drama, Food Technology, Textiles & Design, Visual Arts and VET subjects Hospitality and Entertainment Industry.

In 2015, 84% of all subjects studied had fewer students in the bottom two bands than the comparative state percentages.



Building Projects 2015

School	Project	Construction Stage/ Forecast Completion	Government Grant	Local Contribution	Project Cost
ABERDEEN St Joseph's High School	Construction of car park.	Completed in 2015	-	\$382,039	\$382,039
ADAMSTOWN St Pius X High School	Stage 2 - Refurbishment of science, Technical and Applied Studies (TAS) classrooms.	Completed in 2015	\$1,583,189	\$1,640,692	\$3,223,881
ADAMSTOWN St Pius X High School	Replace Sr Marie Hall destroyed by fire.	Completed in 2015	-	\$949,590	\$949,590
ADAMSTOWN St Pius X High School	Stage 3 - Construction of staff amenities, refurbishment of classrooms and specialised learning library.	In design	\$1,460,370	\$1,539,630	\$3,000,000
BOORAGUL St Paul's High School	Construction of classrooms, specialised library area, administration and outdoor learning area.	Completed in 2015	\$2,691,850	\$2,914,622	\$5,606,472
BOORAGUL St Paul's High School	Stage 2 - Construction of general learning areas, administration, staff facilities and associated buildings.	In design	\$2,317,595	\$2,282,405	\$4,600,000
BRANXTON Rosary Park Catholic Primary School	Construction of covered outdoor learning area, canteen and amenities.	Under construction		\$700,000	\$700,000
CESSNOCK	Land and demolition.	Demolition underway	-	\$85,000	\$85,000
CHISHOLM St Aloysius Catholic Primary School	Stage 1 - Construction of new primary school.	Completed in 2015	\$3,015,341	\$4,758,796	\$7,774,137
CHISHOLM St Aloysius Catholic Primary School	Stage 2 - Construction of administration, staff and classroom areas.	In design	\$2,038,911	\$2,761,484	\$4,800,395
CHISHOLM Secondary School	Stage 1 - Construction of new secondary school.	In design	\$3,500,000	\$3,500,000	\$7,000,000
GATESHEAD St Mary's High School	Redesign of school frontage & Year 11/12 facilities upgrade.	In design	\$500,000	\$2,500,000	\$3,000,000
HAMILTON St Francis Xavier's College	Refurbishment of science laboratories and music areas.	Under construction	-	\$1,609,011	\$1,609,011
LOCHINVAR St Patrick's Primary School	Stage 1 - Construction of classrooms, administration and staff areas, enclosed and open travel areas.	In design	\$1,801,203	\$1,198,797	\$3,000,000
LOCHINVAR All Saints College, St Joseph's Campus	Stage 3 - Construction of multi-purpose hall and Technical and Applied Studies (TAS).	Under construction	\$2,432,896	\$2,567,104	\$5,000,000
LOCHINVAR All Saints College, St Joseph's Campus	Year 11/12 facilities upgrade.	In design	-	\$2,000,000	\$2,000,000
MAITLAND St John the Baptist Primary School	Installation of lift.	Under construction	-	\$250,000	\$250,000
MAITLAND All Saints College, St Mary's Campus	Construction of hall.	Under construction	\$1,131,372	\$484,873	\$1,616,245
WARNERS BAY St Mary's Primary School	Construction of covered walkways and covered outdoor learning area.	Completed in 2015	-	\$140,299	\$140,299
Temporary Buildings	Demountable classrooms - various locations.	Ongoing	-	\$1,061,533	\$1,061,533

Major Maintenance Projects

School	Project	Construction Stage/Forecast Completion	Project Cost/ Budget
ADAMSTOWN St Pius X High School	Reconstruction of car park and driveway.	Completed	\$488,998
CARDIFF St Kevin's Primary School	Refurbishment of classrooms.	Completed	\$277,399
DENMAN St Joseph's Primary School	Refurbishment of hall.	Completed	\$116,513
HAMILTON St Francis Xavier's College	Stage 1 - Refurbishment of music area.	Completed	\$232,521
MAITLAND All Saints College, St Peter's Campus	Refurbishment of amenities.	Completed	\$323,464
MAITLAND All Saints College, St Peter's Campus	Rectification of drainage.	Completed	\$284,497
MAYFIELD San Clemente High School	Repair to roof.	Completed	\$82,730
MAYFIELD St Columban's Primary School	Refurbishment of hall.	Completed	\$216,437
Various School	Water infrastructure amalgamation.	Continuing	\$103,971
Balance of Major Maintenance Projects	Various.	Completed/ continuing	\$1,062,667



Income and Expenditure

Income and Expenditure Statement for the year ended 31 December 2015

Income

Commonwealth - General Recurrent Grants	\$148,512,728
State - Per Capita Grants	\$44,955,184
Government Targeted Grants and Subsidies	\$2,789,800
Other Income Including Interest and Capital Income	\$8,562,149
CSO Administration Levy on Schools	\$7,248,150
TOTAL INCOME	\$212,068,011



▶ Commonwealth - General Recurrent Grants	70%
▶ State - Per Capita Grants	21%
▶ Other Income Including Interest and Capital Income	4%
▶ CSO Administration Levy on Schools	4%
▶ Government Targeted Grants and Subsidies	1%

Expenses

Salaries and Salary-Related Costs:

School Base Salaries	\$152,202,512
School Program Salaries	\$20,719,606
CSO Administration Salaries	\$6,179,440
Movement in Employee Entitlement Provisions	\$1,604,367
Education and School Support	\$17,019,408
Administrative and Support Services	\$1,503,620

TOTAL EXPENSES **\$199,228,953**

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 2015 for which an unqualified audit report was issued.



▶ School Base Salaries	76%
▶ School Program Salaries	10%
▶ Education and School Support	9%
▶ CSO Administration Salaries	3%
▶ Movement in Employee Entitlement Provisions	1%
▶ Administrative and Support Services	1%





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