



# ANNUAL REPORT 2016

At the heart of everything there is always Jesus Christ



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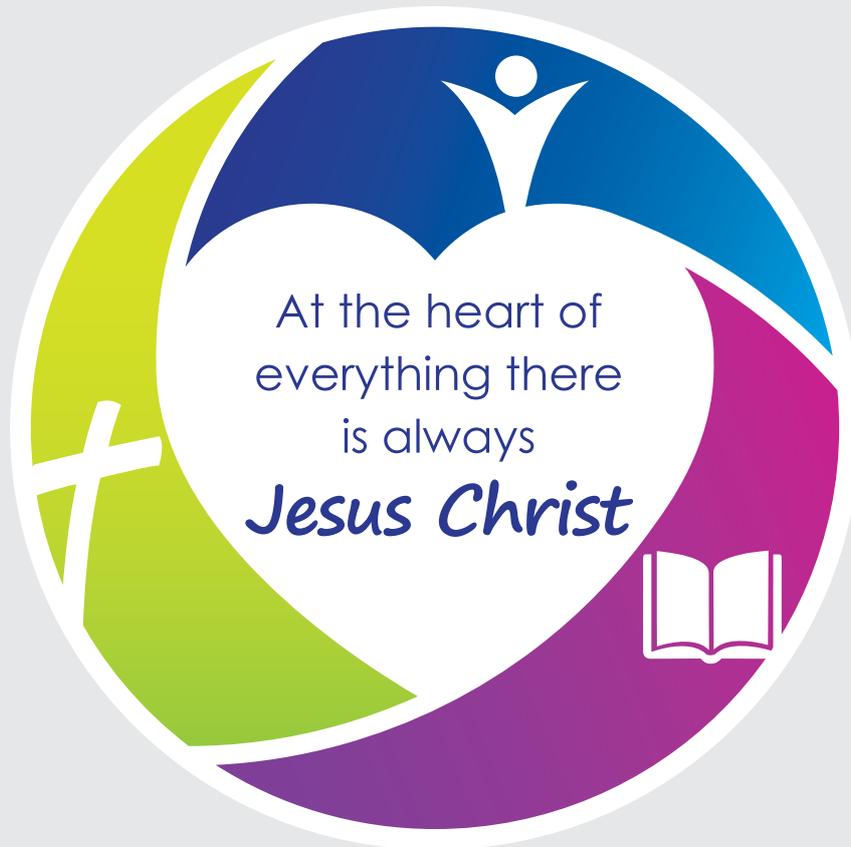


## ACKNOWLEDGEMENT OF COUNTRY AND TRADITIONAL OWNERS

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

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

# CATHOLIC SCHOOLS VISION & VALUES



## FROM & FOR THE COMMUNITY OF FAITH

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



## FROM & FOR EXCELLENCE IN LEARNING

### OUR FOCUS

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

### OUR VALUES

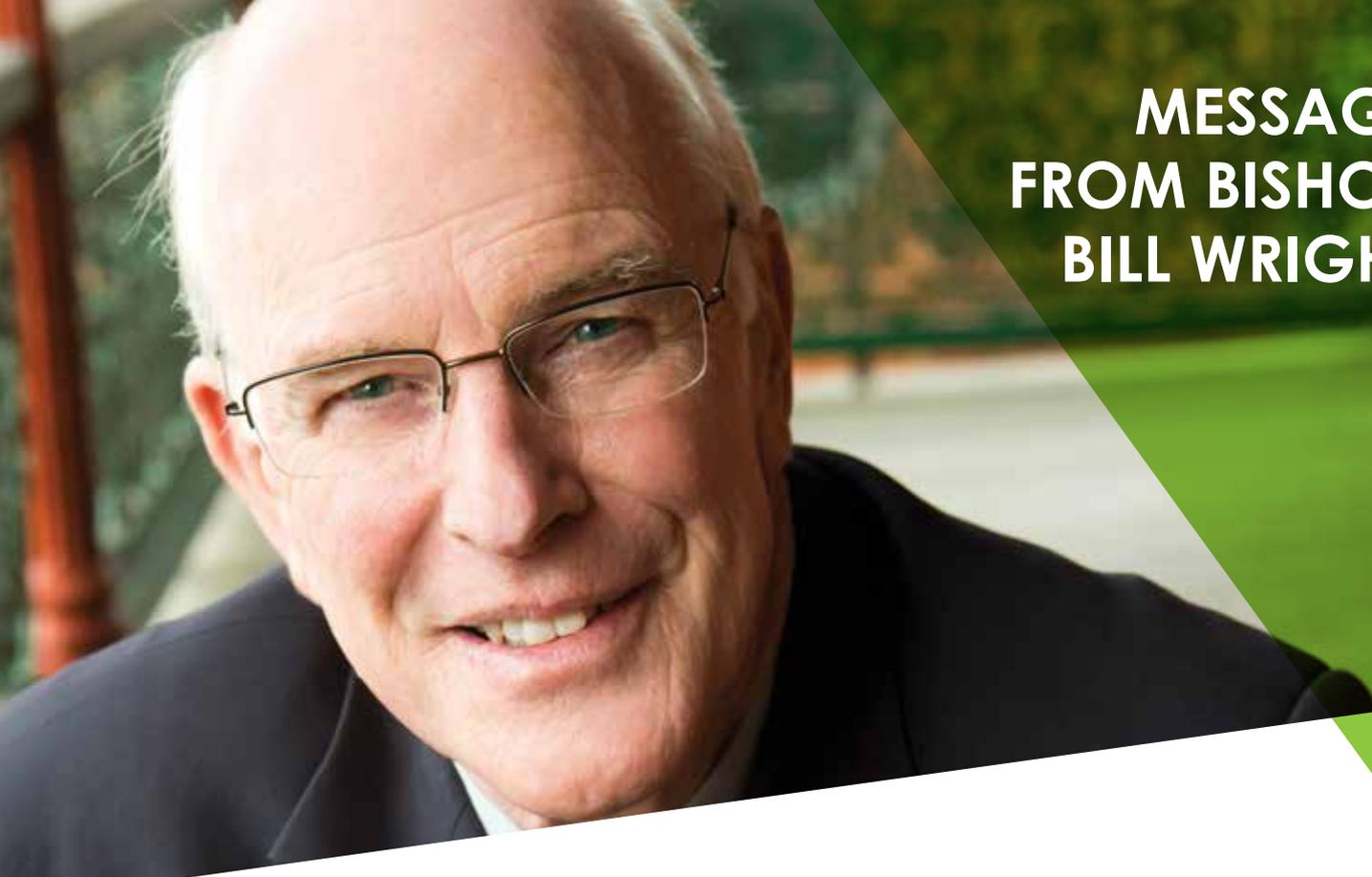
- ▶ Justice & Equality
- ▶ Quality & Excellence
- ▶ Professionalism



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

- ▶ Collaboration
- ▶ Openness to Change
- ▶ Respect for All
- ▶ Hope in the Future

# MESSAGE FROM BISHOP BILL WRIGHT



... there is every opportunity for our students to learn and grow within communities that are nurturing, resilient and hope-filled.

The growth and development of our schools continue apace. As I write, St Joseph's College, Lochinvar, and St Mary's Catholic College, Gateshead, are preparing for their first group of Year 11 students, with considerable new facilities for the purpose. The new St Bede's Catholic College, Chisholm, will welcome its first cohort in 2018, and planning for Catherine McAuley Catholic College at Medowie, an exciting addition to the Port Stephens region, is on track.

The success of a Catholic school system, however, has to be judged by more than growth in enrolments and burgeoning new schools. The lives of our students are the primary concern. Will they be better, more rounded people for their time with us? Will they have a greater sense of life as a gift and a call to service of others? Our vision for our schools has it that "At the heart of everything there is always Jesus Christ." Will that be the experience of our students and their families, that their relationship with Christ, and the joy and hope that accompany their faith, will be at the heart of who they are and of the people they are becoming? In our world these are challenging questions.

It is ten years since the bishops of NSW wondered openly, in their booklet "Catholic Schools at the Crossroads", whether our school systems could still fulfil their mission. Given the changing nature of the Catholic community itself, changed patterns of enrolment, the various demands of state authorities and so on, could our schools actually be Catholic? The bishops of the day decided that we had to ensure that schools were able to fulfil their Christian

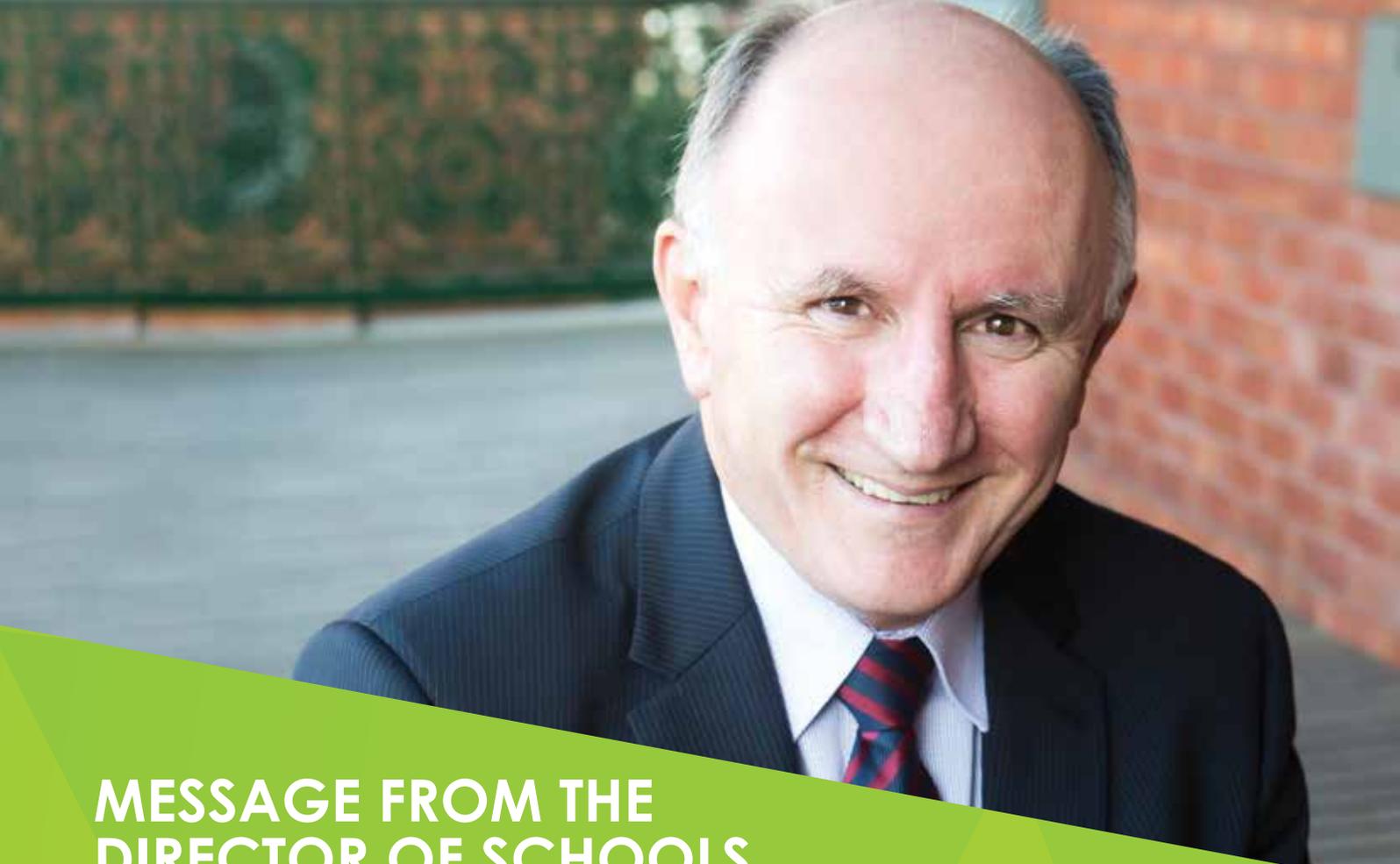
mission, that it was far too important to be let go, or to be left to fate or good luck. Ten years on, the challenge remains.

This annual report provides evidence of the efforts of principals and teachers, supported by the Catholic Schools Office, to provide every opportunity for our students to learn and grow, within communities that are nurturing, resilient and hope-filled. I have had the opportunity to spend time with at least some of our senior students, particularly the leaders among them. They are impressive young people and evidence themselves of what our schools can, and do, achieve. We can be proud of that. As impressive, intelligent young people who do care about the quality and honesty of things, of course, they are also ready to tell me where we could do better! It would be disappointing if they did not.

So, yes, there are real challenges in schools and education these days. Real achievements, unimaginable a few decades ago, and real and new challenges. I thank the members of school and CSO staff for their dedication and constant efforts to rise to all that is possible, and I thank the parents who entrust their children to the care of Catholic schools.

I commend to you all this annual report.

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



## MESSAGE FROM THE DIRECTOR OF SCHOOLS



**2016 has been a marvellous year in which so much has been achieved in Catholic school education.**

The year 2016 will certainly be remembered as a very significant one with major announcements being made about Catholic secondary schools, students excelling in academic, cultural and sporting pursuits, celebrations of our Catholic faith being highlights of the year and the school system joining the diocese in the celebration of 150 years since the arrival of the first resident Bishop of Maitland, Dr James Murray.

The celebrations of Bishop Murray's arrival have included a focus on his commitment to developing a system of schools to provide a Catholic education for those who sought it; a system that would make its mark in the education of young people across the vast distances his diocese then covered.

2016 was also the Year of Mercy and our schools were involved in parish and diocesan celebrations of this call from Pope Francis to reflect upon the Mercy of God as taught and lived through Jesus Christ.

In 2016, Bishop William Wright announced the names of two new Catholic secondary

schools to be built in Chisholm and Medowie. St Bede's Catholic College, Chisholm, will commence in 2018 and Catherine McAuley Catholic College, Medowie, will open in 2020. As well, two existing schools, St Mary's High School, Gateshead, and All Saints College, St Joseph's Campus, Lochinvar, will be expanded to incorporate Years 11 and 12 in 2018. Both schools were renamed this year as St Mary's Catholic College, Gateshead, and St Joseph's College, Lochinvar (its original name when established by the Sisters of St Joseph in 1883).

2016 was a year of special celebrations beginning with the annual Called to Serve Mass. Sacred Heart Cathedral was filled as Bishop Bill commissioned the staff of our schools and the Catholic Schools Office and the members of the Catholic Schools Council for their work for the Church. In Catholic Schools Week students, staff and parents gathered to celebrate the purpose and achievements of Catholic schools.

The National Reconciliation Week liturgy

celebrated the theme, "Our History, Our Story, Our Future". The presence of so many students, teachers, support staff and families spoke strongly of the significant growth of Indigenous students in Catholic schools.

The Annual Special Needs Mass was held in the Upper Hunter for the first time and the parish community of Muswellbrook joined with the Upper Hunter schools to celebrate with Bishop Bill and the local clergy the special gifts that students with disabilities bring to the life of a school. An enthusiastic congregation of students, parents, school and CSO staff witnessed to the challenges these students face every day and how well they meet them.

In the academic life of our schools the achievements of so many students were highlighted when we were informed that two students had achieved 'first in the state' in a subject studied for the Higher School Certificate. Hannah O'Callaghan from All Saints College, St Mary's Campus, Maitland, topped the state in the Studies of Religion (1 Unit) examination whilst Thomas Dormor of St Clare's High School, Taree, achieved the top mark in the state in English Extension 2. Sam Williams of St Francis Xavier's College, Hamilton, achieved the highest ATAR, becoming the Diocesan Dux with a ranking of 99.5. Each of our Stage 6 schools had students in the Top Achievers list which includes all students who achieve a mark of 90 or more in at least 10 units of work.

St Mary's High School, Gateshead, won the National Science and Engineering Challenge at the National Finals held in Hobart. A few weeks later, the school's Year 7 debating team won the NSW Combined Catholic Colleges Debating Championship.

June saw St Francis Xavier's College, Hamilton, student, Olivia March, named as one of only 15 secondary students selected as Australasian delegates for Harvard Model United Nations in January 2017. Olivia impressed the judges with her application which included two essays addressing the role that Edith Wilson played in the running of the US government, and an essay on child soldiers in Syria and the UN's involvement in helping to address this concern.

In the cultural domain DioSounds excelled with all 11 secondary schools thrilling the audience at the Civic Theatre with their interpretation of Music Through the Decades. The achievement of so many young people demonstrating their talent in the performing arts was a delight to witness.

The fifth ASPIRE production, *There's Something Strange About Marvin McRae*, was something to behold. The quality of the production had to be seen to be believed and it was no surprise that the performing arts community of Newcastle awarded the production the CONDA for Best Special Theatrical Event. The acting, singing, dancing and instrumental music were of the highest standard.

In the sporting domain, St Joseph's Primary School, Taree, won the NSW Open Primary Rugby League Championships held in Penrith. The Diocese of Maitland-Newcastle hosted the Polding Athletic Trials at the Hunter Sports Centre with thousands of parents and students travelling from as far away as Deniliquin, Bourke and Tweed Heads to participate in this outstanding event.

In May, schools celebrated being 'Vivid Everyday' with our region's first promotional campaign. The aim of the campaign was to showcase to

the community what Catholic schools stand for, celebrate what we nurture and achieve in students and affirm the choice of schooling for the thousands of families and staff currently within Catholic schools. Students, teachers, staff, parents, principals and parishioners featured in the campaign which appeared across a variety of media including television, radio, digital and print advertisements, buses and billboards.

The Catholic Schools Office, with the involvement of school staff, parents, Catholic Schools Council members and clergy, reviewed the vision statement for Catholic Schools and the new statement was launched on 17 August. The words, "At the heart of everything is Jesus Christ" are at the centre of this vision statement. All our schools aspire to be communities focused on Jesus.

In the social justice domain our schools continued their strong support for Caritas and Catholic Mission with large sums being raised to support the work of the Church in the developing world. Staff from schools and the CSO continued their generosity towards the Teachers Helping Teachers Fund which helps support education initiatives in India, Cambodia, Vietnam and Tonga. We were delighted to host a visit from Mr Soane Vahe, the Director of Schools from the Diocese of Tonga and Nuie. Soane gave a firsthand account of the difficulties faced by Catholic schools in these developing nations. Other social justice initiatives included the St Vincent de Paul CEO Sleepout, Mini Vinnies in our schools and support of the work of CatholicCare's Refugee Service.

2016 has been a marvellous year in which so much has been achieved in Catholic school education. I recommend this report to you.



**Ray Collins,**  
Director of Schools





Principals  
Australia  
Life  
Learning.



CATHERINE MCAULEY MEDOWIE REVEALED



ASPIRE CELEBRATES FIVE YEARS



ST MARY'S GATESHEAD WINS SCIENCE & ENGINEERING CHALLENGE FOR FIFTH TIME

# 2016 HIGHLIGHTS



VIVID PROMOTION CAMPAIGN LAUNCH

RAY COLLINS' FAREWELL

ST BEDE'S CHISHOLM REVEALED

10 YEARS OF DIOSOUNDS

VISION STATEMENT LAUNCH

Vision for Catholic Schools  
Diocese of Adelaide - New Adelaide

the heart of  
everything there  
is always  
**Jesus Christ**



Catholic schools educate:

Faith

# CATHOLIC SCHOOLS COUNCIL REPORT



*A. Benjamin*

**Anne Benjamin**  
Chair of the  
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.

In 2016, there were eleven members of the council and three *ex officio* members – Bishop Bill, Vice Chancellor Pastoral Ministries, Teresa Brierley, and the Director of Catholic Schools, Ray Collins.

## CATHOLIC SCHOOL COUNCIL MEMBERS 2016

- ▶ Mr Stephen Aitken (deceased 23 November 2016)
- ▶ Sr Laretta Baker rsj
- ▶ Fr Greg Barker (from April)
- ▶ Associate Professor Charles Burford (from September)
- ▶ Honorary Professor Anne Benjamin (Chair)
- ▶ Mr Peter Cunningham
- ▶ Professor Stephen Fityus
- ▶ Michael Healy (from April)
- ▶ Mrs Robyn Hope (Deputy Chair)
- ▶ Paul Smith
- ▶ Mr John Wakely.

## SIGNIFICANT AGENDA DURING 2016

The Council met five times during 2016. There is a regular cycle of agenda items relating to system strategic planning, annual system budget, tuition fees, enrolment and census data and reports on consultations with stakeholders. During 2016, Stakeholder Consultations were conducted with senior students and primary and secondary principals. The Council also regularly attends to reports on implementation of significant ongoing initiatives (eg, Review of teaching of Secondary Religious Education, Study into the Provision of Secondary Schools).

A major project for the CSC in 2016 was the convening of a small taskforce, chaired by Sr Laretta, to evaluate critically the current FEA policy against current practice. Data was collected through survey, interviews of key stakeholders and focus groups and informed by extensive research. Members endorsed the five recommendations included in the completed report and proposed it be passed to the Bishop for further consideration, with advice to be offered for implementation to the new Director of Schools.

## Other significant agenda during 2016 included:

- ▶ New vision for Catholic Schools
- ▶ The development of the new Learning Framework
- ▶ Review of the CSO response to stronger governance and compliance requirements



- ▶ Discussion and review of the final report and recommendations into the work and effectiveness of the Schools Planning and Development Committee (SPDC)
- ▶ Recruitment of a new Director of Schools
- ▶ Exploration of alternative school settings for those students at risk of being marginalised
- ▶ Discernment of underlying principles for management of fee payments
- ▶ Gifted and Talented Report recommendations.

Individual Council members attended a number of significant diocesan events during 2016, such as the 'Called to Serve' and Catholic Schools Week Masses, performing arts productions and school openings. In addition, by way of deepening their understanding of diocesan schools, a number of 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 by CSC members as well as Fr Richard Shortall sj, the Diocesan Missionary of Mercy. Formation included a focus on spirituality for Catholic educators and families in the Year of Mercy, key education messages of Pope Francis and what does "Catholic School" mean today. Members also reflected and celebrated the life of Stephen Aitken, a very active, passionate and much loved member of the CSC who died in November 2016.

## COUNCIL STANDING COMMITTEES

### Governance Standing Committee (Chair: Robyn Hope)

This group continued to manage the business of the Council, with particular emphasis in 2016 on the development of a policy on professional learning, updates to the role descriptions for Chair and Deputy Chair, stakeholder consultations and membership and

chair succession.

Members of the Governance Committee in 2016 were: Robyn Hope, Stephen Fityus, John Wakely and Anne Benjamin.

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

This group met regularly with CSO Finance Team to analyse financial and compliance performance and review and discuss strategic financial management. Meetings also focused on the funding and resourcing of Catholic schools in NSW, response to legislative changes (NSWEA, AEA & ACNC), Diocesan Schools Tuition Fees and Diocesan Family & Schools Building Levy rates for 2017, CSO Audit Committee Report and progress updates on the Fees Management Policy.

Members of the FFRMSC in 2015 were Sr Lauretta Baker (CSC - Chair), Anne Benjamin (CSC), Stephen Aitken (CSC), Peter Cunningham (CSC) Rick McCosker (external), John Barker (external), Ray Collins (*ex officio*), Stephen Shaw (*ex officio*), Paul Murray (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](http://www.mn.catholic.edu.au) for consideration by the Bishop.





## CATHOLIC IDENTITY

### WRITING OF THE STAGE 1 AND STAGE 2 RELIGIOUS EDUCATION UNITS

With the completion of the Early Stage 1 Religious Education Units of Work in 2015, the decision was made to condense the timeline for the writing of the Stage 1 and Stage 2 units of work from 2017 to 2016. This placed an ambitious and challenging agenda on the work plan for Religious Education and Spirituality Services team with the goal now to have all the Units of Work for Early Stage 1 through to Stage 5 completed by the end of 2016. Under the leadership of the RE and Spirituality Team Education Officers, and with support from expert practitioners in schools, the goal was realised with the writing of all the units completed during Term 4 in 2016.

Following consultation and feedback from schools, the RE & Spirituality Team continued to revise and edit all units so that they are models of best practice for schools and the diocese.

While recognising the importance of providing quality and sustained programs that support the ongoing formation of staff involved in the teaching of religion, it was decided, in light of the writing of the Units of Work, to refocus formation towards the early career and experienced staff for 2016 only. This priority will be reconsidered in 2017 and 2018.

### IMPLEMENT DIVERSE HIGH QUALITY SPIRITUAL FAITH FORMATION PROGRAMS

The 2012 review of the Teaching of Religion in Secondary Schools conducted by Associate Professor Michael Bezzina identified the need for an additional member to be appointed to the RE and Spirituality Services team with the potential of becoming a specialist spirituality resource for the system. At the beginning

of 2015 a new member was appointed to the team in the role of Education Officer – Spirituality and Faith Formation. As this was a new position for the system, the newly appointed Education Officer used 2015 to become familiar with the formation and spiritual needs of the system, in particular the needs of school staff and the CSO. Through extensive conversations with school principals and members of the CSO Leadership Team, the Education Officer was able to define a potential plan for the development and implementation of formation programs that would support individual teachers, staff groups, school leaders and CSO staff.

During 2016, RE and Spirituality Services developed and implemented a number of spirituality and faith formation programs that could be designed for after school staff meetings or Staff Spirituality Days. These programs include the sessions that reflect on the Pope's encyclical *Laudato Si'* along with scripture-based and liturgical season initiatives like the Beatitudes, the Sabbath and Unwind with Me programs. These programs have been well subscribed by schools and school leaders.

With the appointment of the Education Officer – Spirituality and Faith Formation, it was always a desire of the CSO Leadership Team to develop and implement formation programs that would connect with the spiritual needs of teachers in the early stages of their careers and for school staff who have been engaged with Catholic education over a long period of time. During 2016, RE and Spirituality Services developed and implemented for the first time, the 'Doorways: Come and See Program' for the newly appointed and early career teachers and the 'Return to the Heart' program for experienced teachers. Both these programs were offered for the first time during 2016 and will continue to be enhanced and offered in subsequent years.

In 2016 the RE and Spirituality Services team continued to offer the 'Secondary Retreat Training Program' for staff in secondary schools who are involved in leading school retreats for secondary students, in particular Year 11 and Year 12 retreats. A large number of school staff has been involved in this program since its introduction in 2015.

## REVIEW OF FAITH EDUCATION ACCREDITATION POLICY

Following a request from Bishop Bill and the Catholic Schools Council, the RE and Spirituality Services team was actively involved in a review of the Faith Education Accreditation (FEA) Policy during 2016. This review was chaired by Dr Lauretta Baker rsj from the Catholic Schools Council (CSC) and involved representatives from the Council, school leaders and clergy. This comprehensive review was conducted during Terms 1 to 3 with a final report tabled at the December meeting of the Catholic Schools Council. It is expected Bishop Bill will make a determination during 2017 as to the status of the recommendations from this review.

## COMMITMENT TO THE NATURE AND PURPOSE OF CATHOLIC SCHOOLS

### Review and renew the Vision Statement for Catholic Schools

Following almost eighteen months of consultation with principals, teachers, parish priests, the Catholic Schools Council, parents and system staff, a new Vision Statement for Catholic Schools was completed by a representative committee and launched on 17 August 2016. Its theme, *At the heart of everything there is always Jesus Christ...* was accompanied by a resources booklet which was published and distributed to schools and parishes to unpack the Vision Statement; as well as a song written and recorded with John Burland of Sydney CEO and posters depicting the theme, some designed by Sr Dorothy Woodward rsj. Around 200 school staff, students and guests attended the launch in August.

Visit [youtube.com/catholicsschoolsoffice](https://www.youtube.com/catholicsschoolsoffice) to view the Vision Statement Launch song performed by ASPIRE



## OTHER KEY ACHIEVEMENTS IN 2016

- ▶ Diocesan Pilgrimage to World Youth Day 2016 in Kraków, Poland
- ▶ Testing of Religious Literacy in Year 8 and Year 10.

## IN THE FOOTSTEPS OF SAINTS – WORLD YOUTH DAY

A significant focus for the Religious Education and Spirituality Services team was the Diocesan Pilgrimage to Kraków, Poland, for the Catholic Church's World Youth Day. World Youth Day is an opportunity to gather alongside young people of Catholic faith in the presence of the Holy Father, Pope Francis. It is something to be experienced, with hundreds of thousands of people from across the globe gathering to celebrate their faith.

Under the direction of pilgrim leaders, Brian and Sue Lacey, and Chaplain Fr Greg Barker, the Diocese of Maitland-Newcastle offered an intergenerational World Youth Day pilgrimage titled, *In the Footsteps of Saints*. This was an opportunity for many Catholic Schools Office staff, teachers, support staff and students to experience a pilgrimage, a journey of faith. This pilgrimage was much more than a trip to attend World Youth Day in Poland, it also journeyed through Italy, Slovakia and Austria. Pilgrims, ranging from the ages of 14 to over 70, were able to experience places of great significance to our Church. It was an invitation for pilgrims to be renewed in faith by encountering the stories, teachings and homes of some of the Church's greatest saints.

The theme for World Youth Day was *Blessed are the merciful, for they will receive mercy* from St Matthew's Gospel. Throughout World Youth Day week in Krakow, pilgrims attended catechesis sessions which featured very impressive talks by Cardinals and Archbishops from around the world. With music, dance and sharing it was a wonderful experience to be with people from all around the world and share our Catholic faith.

At the Papal Mass on Sunday, before a crowd of close to 3 million people, Pope Francis inspired his hearers by saying, "God awaits you, He wants something from you. The world with you can be different, the world cannot change without you. Our times do not need any more couch potatoes. He calls us to leave our mark on the world today." This powerful message, along with the experience of the pilgrimage, offered pilgrims a chance to connect with the past and in doing so create renewal and inspiration to transform the future.

- RENATA POWELL  
ST JOSEPH'S PRIMARY SCHOOL, MEREWETHER





**Opportunities for professional learning and development were offered throughout 2016 to teachers in our diocese.**

## QUALITY LEARNING

### IMPROVED STUDENT ACHIEVEMENT IN LITERACY AND NUMERACY

The direction for ongoing improvement in literacy and numeracy in diocesan schools was continued in 2016, with the provision of a range of professional learning opportunities, formal study and system support.

Full scholarships were offered to primary teachers to complete post-graduate studies for the 2016 year. Seven teachers accepted this offer and completed a Graduate Certificate in Mathematics (Primary Education) through the University of Western Sydney. Targeted days were held for Leaders of Maths in primary schools at which the scholarship holders shared learnings from their study.

In 2016, System Improvement Plan (SIP) funds were provided to all schools to support improvement, growth and development to lift the performance of all students in the following areas:

- ▶ Mathematics
- ▶ Writing

- ▶ Challenging high achievers, and other key areas that schools needed to target as part of their strategic improvement planning.

Building on the success of the 2015 days, Results Analysis Package (RAP) training days were again held for teachers of each HSC course including Business Studies, Physics, Economics, Chemistry, English, Maths, and Society and Culture to analyse and critique 2015 HSC results and plan strategies for 2016. The days once again proved a great success.

Professional learning was offered throughout 2016 to primary and secondary teachers on the implementation of new syllabuses in History and Geography. Various speakers, including Dr Kay Carroll from the Australian Catholic University, inspectors from the NSW Board of Studies (BOSTES) and system personnel, presented workshops focusing on unpacking and implementing the syllabuses to primary and secondary teachers. Presentations on embedding Aboriginal and Torres Strait Islander perspectives in syllabuses featured during



## ST THERESE'S LIBRARY PRIORITY

When you enter St Therese's Library, expect to find students chatting excitedly around a mobile tablet device, discussing information for a research task, recording podcasts or videos in the soundproof booth, using puppets to perform stories or coding Sphero to roll around a set maze. It is a community space that encourages creativity and thinking from Kindergarten to Year 6.

Learning opportunities are designed within a framework that focuses on knowledge construction, collaboration, real-world problem solving, skilful communication and self-regulation, with the development of information processing skills being core to the Library program.

Through collaboration with teachers, we

select content for learning that is relevant to, and supportive of, class outcomes across all Key Learning Areas.

At times, technology will be at the heart of Library learning with mobile devices, microphones, cameras and apps being used by students of all ages to create, collaborate and communicate. On other occasions, technology will be used simply to connect students to a world of information outside the walls of the school Library.

Lunchtime in the Library can be busy with students from different grades working together thinking, building and socialising as part of the

Minecraft and Coding Club. It is also a place for students to escape into the wonderful, imaginative worlds of stories. Quality literature for enjoyment and learning remains an essential component of the Library and maintaining a collection that is current and vibrant is a priority.

Through our diverse and engaging curriculum, students at St Therese's receive a holistic Catholic education that aims to develop each child to his/her potential, centred in Christ.

**Our Library space, and the programs that we offer, support this and underpin our belief that Technology + Creativity + Empathy = Wonder.**

**- LYNETTE BARKER  
ST THERESE'S PRIMARY SCHOOL, NEW LAMBTON**

these days. History Writing workshops took place in Semester Two, where units of work were developed by teachers, for teachers, to begin implementing immediately with their students. These workshops provided excellent opportunities for professional collaboration, networking and sharing of resources among teachers across the diocese.

### CONTEMPORARY HIGH QUALITY TEACHING AND LEARNING

#### The role of the Library

One of the system priorities in 2016 was to review the role of the school library and teacher librarians within the context of contemporary teaching and learning. A committee comprising school and system personnel, aided by personnel and research from the University of Newcastle and other systems and sectors, began its work by gathering data about the current purpose, use and space of the school library as it relates to contemporary teaching and learning. A set of recommendations about the role, space and language in relation to school libraries was developed and tabled for teacher librarians, principals and system leaders at the end of term 4. The committee will continue its work in implementing the recommendations during 2017.

#### Teaching and Learning Conference

A highlight of the 2016 year was the staging of a conference in July for primary and secondary teachers around the theme, "Reframing Learning". Held at Newcastle University, with keynote speaker, Professor John Fischetti, (Head of School of Education), over 600

teachers engaged in a productive day with various workshops including STEM, contemporary learning using technology, early learning, gifted education, leading change in and for learning, learning support and wellbeing. The day proved a huge success for all, enabling the sharing of best practice teaching and learning, ideas, research and resources. Another conference will be considered for 2018.

### AGREED DIOCESAN LEARNING FRAMEWORK

A Working Party was established in 2015 to develop a Learning Framework statement that responded to the question, '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?

During 2016, work continued on the development of the Learning Framework. The Framework comprises of five areas that provide definitions, resources, examples, research and links for school staff:

- ▶ Continual focus on leading learning
- ▶ Cultures built on collaborative learning
- ▶ Rich and purposeful personalised learning
- ▶ Creating the conditions for supportive learning
- ▶ Building capacity through professional learning.

A website was created to complement the Learning Framework, allowing teachers to explore these various components and help them to provide a range of learning opportunities for their students. The Learning Framework is expected to be finalised in 2017, with a launch of the Framework to take place in the early part of the year.

# QUALITY TEACHING

## CONTRACT RENEWAL PROCESSES

The National Education Reform Agreement (NERA) requires school systems to develop and implement a Performance and Development Framework to support principals' learning and growth as school leaders, empowering them to develop and support teaching that maximises impact on student learning.

In Term 3 of 2016, a working party was formed to align the CSOMN Professional Practice and Development (PP&D) Framework with the Australian Professional Standard for Principals to address our NERA obligations. The working party comprised representatives of secondary and primary principals, assistant directors and heads of service from Religious Education & Spirituality and Employee Services. Additional support and advice was provided by ACU and other Catholic Education Offices.

The first action was to articulate a new role description for CSOMN principals encompassing the professional practices of Catholic leaders based on the Australian Professional Standard for Principals (APSP). This role description was informed by current research on Catholic educational leadership and future-focused to incorporate emerging trends in Catholic educational leadership and aligned to the APSP Leadership Profiles.

The leadership profiles assist school leaders and others in understanding and using the Standard with greater precision and detail. They are able to identify the practices, actions, beliefs and qualities required for continuous leadership growth and to improve the quality of performance and development conversations by bringing a more specific, targeted and personal focus which can be used as a tool for senior leaders, school leadership teams and the system to develop future professional learning programs.

The next phases for the working party will be to identify data sources that may be utilised to inform professional growth and development processes from within already existing school and CSO processes and to devise evaluative tools that will enable school leaders, principals and assistant principals to place their leadership behaviours within a national framework. This rigour and consistency will improve the quality of performance and development conversations by bringing a more specific, targeted and personal focus to provide a basis for agreement between the system and school leader about where their performance is located on the continuum. This will make the contract renewal process more objective and less idiosyncratic through a shared, common language for describing the actions, behaviours and orientations characteristic of high-performing school leaders.

## MANAGING DEFICIENCIES

With the introduction of the new NSW and ACT Catholic Systemic Schools Enterprise Agreement 2015 and the publication of the Best Practice Guide Managing Underperformance by the Fair Work Ombudsman, it was a timely opportunity to revise the CSO's Addressing Unsatisfactory Teacher Performance processes.



Given the ever evolving nature of the work involved in the provision of high quality teaching and learning, from time to time individuals may experience difficulties in demonstrating professional conduct and the delivery of effective learning opportunities for students.

The updated policy and procedure documents are an acknowledgement that the Catholic Schools Office, along with principals in schools, are obliged to support teachers who wish to address their own performance issues. It also acknowledges that from time to time staff may not recognise that they have professional difficulties and will need to be consulted about their performance.

The process for addressing unsatisfactory teacher performance ensures that matters will be undertaken in a highly professional and respectful manner. This may involve industrial intervention. It is recognised that addressing issues of teaching performance and professional conduct is a sensitive process and employees have the right to a fair and transparent process.

## PROFESSIONAL PRACTICE AND DEVELOPMENT IMPLEMENTATION

The Professional Practice and Development (PP&D) Framework was implemented in schools throughout 2016. PP&D is a framework to assist staff to engage in a continuous cycle of professional improvement. It provides a direct link from a school's operational and improvement actions and the professional goals and improvement in practice of individual members of staff. The PP&D process has a clear focus on



improving teaching as a powerful means of improving student outcomes. It requires that teachers know what is expected of them, engage in professional conversations about their teaching and have the opportunity to access high quality support to improve their practice.

The essential elements of the process are to:

- ▶ Identify priorities and goals for teachers to support their professional growth
- ▶ Develop a SMART Goal Action Plan based on these identified priorities
- ▶ Gather evidence of attainment of goals and improved student outcomes (including two formal observations of classroom practice by their PP&D Leader)
- ▶ Reflect on and evaluate their achievements.

At the end of 2015, School Improvement funding was made available to support the implementation of the PP&D process within each school's context. This additional SIP funding enabled school communities to align the PP&D process with existing school processes and to support the training of PP&D leaders. Throughout 2016, education officers from Employee Services, at the request of schools, worked with executive teams and staff to plan and deliver the process in their schools. Additional support processes included presentations in staff meetings on completing the PP&D cycle, conducting classroom observations and collecting evidence. External training in coaching and facilitation of performance conversations was provided by

## PROFESSIONAL PRACTICE AND DEVELOPMENT AT ST JOSEPH'S

In 2016, St Joseph's Primary School, Merewether, embarked on a journey of Professional Practice and Development aligned with the diocesan plan for professional growth in teaching practice and the School Improvement Plan.

The teaching staff at St Joseph's began by implementing the CSO PP&D Annual Planning Tool, which was then embedded into our specific School Improvement Plan. The process we undertook involved an introduction to the new process and an overview of what it was all about. At all times the mantra was clearly stated, 'We are all learning together.'

Next, appointments were made and release time provided for initial conversations between staff and the principal, outlining the School's Improvement Plan for teachers; identifying needs for the school and suggesting professional development to address these needs.

We were supported by CSO staff who gave a clear overview of the process and we were able to interpret that and make it specific for St Joseph's. Our school then invested in all teachers undertaking coaching in PP&D and some staff also completed accredited training as coaches. This effectively set up all staff to be able to develop their own coaching skills in real life settings as they completed their action plan and identified professional goals for themselves. The process of planning for, undertaking and providing feedback on lesson observations ran smoothly as the teachers were able to choose with whom to work in partnership.

There was a mid-cycle check-in with teachers to gain positive feedback about the process and to determine whether their original goal was to remain the focus or whether they felt empowered to develop a new goal for second semester. The process was repeated effortlessly during Term 3.

In Term 4, each teacher met with his/her executive coach to share reflections about the journey and to gain affirmation and encouragement for the future. The response from teachers was that the process had been rewarding and had helped their professional growth.

Our teachers have embraced this process willingly and openly and will continue to implement professional practice and development for many years to come. The common language of smart goals, data collection, evidence, impact, school-wide planning and APST have a place in the daily dialogue of our school.

**- DIANE MURPHY  
ST JOSEPH'S PRIMARY SCHOOL, MEREWETHER**

Growth Coaching International. A reference library of materials was also uploaded to MNWorks incorporating system and AITSL online resources.

### PROFESSIONAL LEARNING WORKING PARTY

The Professional Learning Working Party was postponed due to the delay in the rollout of the new Payroll and HR System, which incorporates a Professional Learning and Development module. The initial work of this group will involve researching and analysing professional learning structures, alignment, course management, learning paths and delivery.



# EMPOWERED SCHOOL LEADERSHIP

## PRINCIPALS AS LEADERS OF LEARNING

Recent research has strongly identified the significant growth in the pressure principals face. Issues such as an increased focus on regulatory requirements, managing challenging community members and regional principals facing the increased demands of being seen as Church and community leaders, mean the core business of leading schools and promoting the learning and wellbeing of students may not always have the focus it deserves. Dialogue with principals is occurring regarding greater attention to their wellbeing as leaders. The actions that have emerged highlight two priorities:

- ▶ The Catholic Schools Office is exploring the implementation of a role similar to a Business Manager. Such a role would have the advantage of placing many of the more administrative functions of a principal in the hands of another organisational and financial administrator.
- ▶ Professional, clinical supervision is provided to principals. This is to assist at times of significant demand and pressure to support better our educational leaders in managing the many stressors they daily manage.

It is hoped that the outcome of these and other measures will allow our key leaders to maintain a greater balance and focus in the substantial demands of their roles.

## CONTEMPORARY LEADERSHIP CAPACITY FRAMEWORK

The CSO Leadership Framework aims to implement leadership development opportunities over the cycle of the System Strategic Plan. This development involves close links to the Australian Leadership Standard developed by the Australian Institute for Teaching and School Leadership (AITSL) and is fully reflected in the opportunities provided.

The Framework is a tool to support the system in growing and refining leadership concepts and skills. It is a resource to support a range of system processes and professional learning opportunities that enhance effectiveness and build leadership capacity. It also underpins and supports the school leadership role descriptions that are informed by the Catholic Schools Office Vision and Learning Framework Statements and focus on the leadership development of existing and aspiring leaders across the areas of:

- ▶ Leading teaching and learning
- ▶ Developing self and others
- ▶ Leading improvement, innovation and change
- ▶ Leading the management of the school
- ▶ Engaging and working with the community.

The 2017-19 System Strategic Plan was developed during 2016 and has informed the priorities for Leadership Development of the Framework. In the next three years, these priorities may also be part of school plans given the cohesion between system and school plans.

During 2016, the committee has been working to prepare for the coming cycle and to revisit the scope and terms of reference for the committee. Those Leadership priorities that will continue from 2016 or have been developed during 2016 for implementation in 2017 and beyond are:

- ▶ Faith leadership
- ▶ Executive Development Leadership Training
- ▶ Financial leadership
- ▶ Collaborative community leadership/coaching/mentoring
- ▶ Principal wellbeing



## 2016 PROVED A SIGNIFICANT YEAR FOR CORPUS CHRISTI, WARATAH

Not only was our school one of those scheduled to complete an external review of COSI in the first year of its implementation, I was in my first year as a principal. To say that the name COSI stirred up some trepidation is an understatement. However, I then began to look at the National School Improvement Tools (NSIT) and the newly introduced Catholic Identity Improvement Tool (CIIT) as working documents upon which our school's improvement agenda could be set and the external review be built.

We spent time as a staff examining the domains as they applied to the school. Given that I was new to the community, I relied just as much on the staff feedback within each domain as I did my own view of what I understood to be happening. It was a frank and open opportunity for staff to identify and direct their own priorities to improve the school. The honest evaluation of the school's performance within each domain was a testimony to the staff's motivation and commitment to improvement. In further validation of the staff's perceptions, the data we received from the community survey could be drawn from the same domains identified by staff, almost without exception.

We then set about setting small achievable goals, implementing initiatives and working towards the 'next steps' to improve our school within the chosen domains. The beauty of these strategies was that they were outlined within the tool. As staff, we quickly understood that what we were about to do was embark on a journey, not reach a destination. The value of the NSIT and CIIT documentation was that it provided a map for that journey. It was our 'where to next' as well as a reflection to where we were and are now. It certainly had the same beneficial effect for me as a newly appointed principal in a new school. Instead of flailing in the dark lacking the confidence to aspire for improvement, I had a clear direction that I was able to drive with the support of our executive and staff. The external review COSI process provided a perfect platform for the whole community to reflect, prioritise and plan an agenda for improvement together. We continue the journey this year.

The annual schedule for validation to ensure our school's ongoing compliance in the multitude of areas actually enables the external review conversation to be about the school's improvement journey. It allows us to tell the story without the pressure of compliance. I am grateful that I have realised the benefits of an external review in this way because there is no doubt that the annual cycle of COSI compliance can be draining to resources and morale. However, I hope to keep focused on the bigger priority of school improvement that overarches the demands of compliance. Having said that, the response from the compliance elements of COSI has not been dire. If we are missing something, it is simply recommendations to take us forward.

**- JULIE MULHEARN  
CORPUS CHRISTI PRIMARY SCHOOL, WARATAH**

- ▶ Ongoing post graduate formation leadership opportunities or those developed from service areas or as part of ongoing system processes.

During 2016 the promotion and development of ongoing leadership development continued. Examples were:

1. Close liaison with the Australian Catholic University and the Broken Bay Institute through the provision of units of study hosted at CSO in the area of Educational Leadership, Theology and Religious Education
2. Regional Executive Meetings (REM) that facilitate each executive coming together during Term 2 and 3 to work in areas of system priority indicated in the 2016 System Plan and by school executives. During 2016 Professional Learning Communities (development of collaborative processes in schools using evidence to drive the learning) and management of critical incidents in schools were those key areas.
3. Continuation of the 3 stage Executive Development Training course which provide intensive and specific training to participants in the areas of Managing Self, Leading People and Leading Teams and Understanding Systems
4. Opportunities to develop skills in coaching and mentoring
5. Opportunities to develop understanding and skills in leading the Continuum of School Improvement (COSI)
6. Participation in and development of the System Strategic Plan 2017-19 at gatherings where principal feedback and discussion assisted in planning and streamlining system priorities for the next three years
7. Director/Principal days – ongoing information and discussion regarding system's current processes and procedures
8. Development by Leadership Framework Committee of three key staged courses for 2017-19 (stage 1) in areas of Faith Leadership, Financial Leadership, Executive Training (ongoing).





## MEETING STUDENT NEEDS

### CONTEMPORARY HIGH QUALITY TEACHING AND LEARNING

#### A system-wide approach to gifted education

In response to the System Strategic Plan, a working party was established in 2015 comprising school and system personnel with the task of developing a position paper mapping a strategic, system-wide approach to supporting gifted education in the diocese.

In November 2016, the working party presented the position paper to the CSO Leadership Team. Analysed data from staff surveys, Year 6 Leavers' surveys, NAPLAN and HSC were used to complete a gap analysis and a planning tool that led to a series of recommendations included in the position paper. The Gifted Education K-12 Policy and Procedure documents were rewritten. The policy and recommendations were accepted by the CSO Leadership Team and now form the framework for gifted education in all diocesan schools. The recommendations included:

- ▶ Implementation of the 2017 Gifted Education K-12 Policy and Gifted Education Procedure
- ▶ Appointment of an Education Officer (Gifted Education)
- ▶ Establishment of a CSO Gifted Education Committee. The standing committee will be a representative body comprising primary and secondary school personnel and system

personnel, with responsibility for activating and implementing system initiatives for gifted education in diocesan schools

- ▶ Establishment of Gifted Education Lead Schools (GELS). Selected secondary and associated primary schools will work collaboratively, and with CSO support, to strengthen their capacity to provide meaningful opportunities for students to excel, engage and exceed expectations in their learning. These Gifted Education Lead Schools will work with the Education Officer (Gifted Education) to embed research-based practices within their school as a model for all schools in the diocese
- ▶ Development of a package of identification processes, procedures and resources to assist schools
- ▶ Planning for a Virtual Academy. It is hoped that during 2017, planning will begin for an online school program for highly and profoundly gifted students. It will provide curriculum differentiation, extension and acceleration options for identified students and may include online, team and individual work, face-to-face, and project-based learning with mentoring support
- ▶ Professional Learning Opportunities. A range of professional learning opportunities is planned for 2017 for staff across the diocese.

## POSITIVE EDUCATION AT SAN CLEMENTE

San Clemente is a unique school community and the only Positive Education School in the diocese. Positive Education aims to incorporate the traditional skills of wellbeing to enhance student achievement through focusing on a Solutions-Focused approach to all areas of school life. A whole school approach was adopted several years ago with a focus on Wellbeing but has now been adapted to teaching and learning, faith formation and community building.

Student wellbeing is central to academic achievement at San Clemente and as a result we have implemented the Five Ways to Wellbeing model as the basis for Positive Education in our community: Connect, Be Active, Take Notice, Keep Learning and Give. This is an evidence-based, solution-focused approach, providing a framework and common language for the school. The school aims to build skills and capabilities in all students, developing the whole person to enable him/her to thrive in a rapidly changing world.

Positive Education strategies are taught fortnightly in Homeroom and reinforced at Year meetings, assemblies, in the classroom and throughout all areas of the school. It is hoped that these messages reach beyond the gates of San Clemente to enhance skills and lead to a

thriving and flourishing community. The common language of the 5 Ways to Wellbeing provides a framework to enhance all areas of life:

**CONNECT** At San Clemente we pride ourselves on community, one of the four pillars of Dominican life, along with Prayer, Service and Study.

**BE ACTIVE** Students are encouraged to get involved, be proactive rather than reactive, make plans and set goals. Physical activity and positive, pro-social interaction can be enhanced.

**TAKE NOTICE** Be aware of the positive moments life has provided, practise gratitude and be mindful.

**KEEP LEARNING** Learning new skills can give a sense of achievement and confidence. There is an emphasis on utilising our personal character strengths for achievement.

**GIVE** Service to others is an essential part of being a member of a Catholic community. From the smallest act of a smile, to larger, community-focused volunteering, giving to others is proven to enhance wellbeing.

- NATHAN BECKETT  
SAN CLEMENTE HIGH SCHOOL, MAYFIELD



In 2016, professional learning opportunities for teachers were provided including the Mini Certificate of Gifted Education (COGE) through the University of NSW, and a two-day Gifted Education Mathematics course. A course titled 'The role of Leadership in providing for Gifted and Talented Students' was provided for every Principal and Assistant Principal, the CSO Leadership Team, Education Officers and the Counselling Team. Members of the Gifted Education Working Party also attended the UNSW Gifted Education Conference.

This strategic, systemic approach to gifted education across the continuum will make a significant difference to the educational outcomes for gifted students in our schools. This is a very exciting direction for gifted education in our diocese and we look forward to working with all teaching staff as these key priorities are implemented.

### STUDENT SUPPORT MECHANISMS THAT PROMOTE WELLBEING AND MENTAL HEALTH

Another priority for Teaching and Learning Services in 2016 was to provide support structures for schools to facilitate 'whole school' approaches to pastoral care, behaviour support and student wellbeing. Work continued on the development of a policy for mental health and wellbeing based around the National Safe Schools Framework. Student wellbeing is a current system priority

and continues to be, as schools implement various programs and strategies, to support the wellbeing needs of student learning and school communities. The KidsMatter program is implemented in many primary schools, with secondary schools trialling programs such as MindMatters and Positive Education. The Wellbeing and Pastoral Care Policy should be finalised during 2017.

### POSITIVE DIRECTIONS FOR EARLY LEARNING SUCCESS

Following a recommendation from the diocesan Early Learning Position Paper (2013) and under system priority of positive directions for building Early Learning success, Project Officer Early Learning, Kim Moroney, began work in a seconded position (2016-17) to develop an Early Learning Policy aligned to the diocesan Learning Framework. Throughout the year, a variety of professional learning opportunities provided primary schools with contemporary understandings about Early Learning including philosophy, theory, pedagogy and best practice, culminating in an Early Learning Summit attended by over 100 delegates. A process of strategic identification and planning was initiated with schools to ensure a focus on quality practice to improve outcomes for the Early Learner. Early Learning elements such as use of data, play as pedagogy, environments and transitions will be further explored in 2017.

# TRANSPARENCY & ACCOUNTABILITY

## ENSURING QUALITY AND ACCOUNTABILITY IN OUR SCHOOLS

The national education agenda has very much focused on schools attending to a cycle of school improvement. The National School Improvement Tool (Australian Council for Educational Research, 2012) brings together findings from international research into the practices of highly effective schools and “focuses on those practices that are most directly related to school-wide improvements, and thus outcomes for students” (p.1). The diocese’s response in ensuring schools attend to matters of compliance and are addressing a school improvement strategy has been the development of the Continuum of School Improvement (COSI). The philosophy of COSI emerges from the National School Improvement Tool, in requiring school leaders and staff members to have their school’s planning on a cycle that targets improvements. COSI regularises components of validation that inform the improvement targets that can be met.

Validation of curriculum and Catholic identity occurs with groups of schools meeting in clusters. This form of validation allows significant professional networking and has brought many staff, other than executive members, into this process. Non-curriculum validation is staggered across a six-year cycle that allows a focus each year on a particular area; this includes attendance, staff and governance, buildings and facilities, child protection, finance, safe and supportive

environment (pastoral care). There is also an audit of a school in the domain of Work, Health and Safety provided by an external auditor expert in school safety standards.

There are two key points of school review across the six-year COSI cycle. At Year 3 and Year 6 we ask schools to engage in a review process to consider their improvement journey in the preceding period. This is not generalised, but asks schools to focus on particular domains from the National School Improvement Tool, such as the effective analysis and use of data in student learning and the Catholic Identity Improvement Tool, which might consider spiritual formation programs and processes in the school. The focus is to consider the improvement journey made in specific areas, and to plan how the school might engage in further improvement in the next three-year period. This, of course, is then tested in the next three years, and thus, the cycle is never ending.

The continuum is still in its infancy and it has been important to evaluate with stakeholders how the process might, indeed, be continually enhanced. That is the essence of COSI. It has provided school communities with an effective tool to ensure that they always address matters of compliance and, more importantly, are taking incremental steps to improve student learning and wellbeing.

## PLANNING FOR GROWTH AND ORGANISATION OF SCHOOLS

Following an extensive study into the Provision of Secondary Schooling over 2014-2015, the Catholic school system is in a significant phase of growth and expansion. This growth is both human and physical. The Diocese of Maitland-Newcastle is one of only two of the eleven dioceses in NSW that is continuing to experience an annual growth of student enrolments. This growth is about 1% annually, with 2017 experiencing growth in the order of 3%. Currently there are 19,280 students enrolled in 56 schools across the diocese.



The growth and expansion of Catholic schooling continues to remain a strong theme for the immediate future.

The physical growth of the system is across both primary and secondary schools. There is currently planning for an expansion of primary schools in areas of high demographic need. The next five years will see a significant transformation of the current secondary school sector. There are currently 11 secondary schools across the diocese which will soon become 13. 2018 will be a date of significance in secondary education in the diocese. Year 7 students will enter St Bede's, Chisholm, while senior students will move into St Joseph's College, Lochinvar, and St Mary's Catholic College, Gateshead. It is anticipated that the diocese's initial Flexible Learning Centre will open to support young people disengaged from education. All Saints College will enter a new era that will see stronger links developed between its two campuses, St Peter's and St Mary's, as it builds a future based on a new enrolment strategy. Similarly, in Newcastle significant new linkages are being developed between St Francis Xavier's, Hamilton, St Pius X, Adamstown and San Clemente, Mayfield. Catherine McAuley Catholic College, Medowie, will open to students across the peninsula and the Myall area in 2020. Further, multi-modal curriculum offerings continue to expand, allowing students across the diocese to engage in a new environment that will blend online learning, teleconference connectivity and face-to-face teaching.



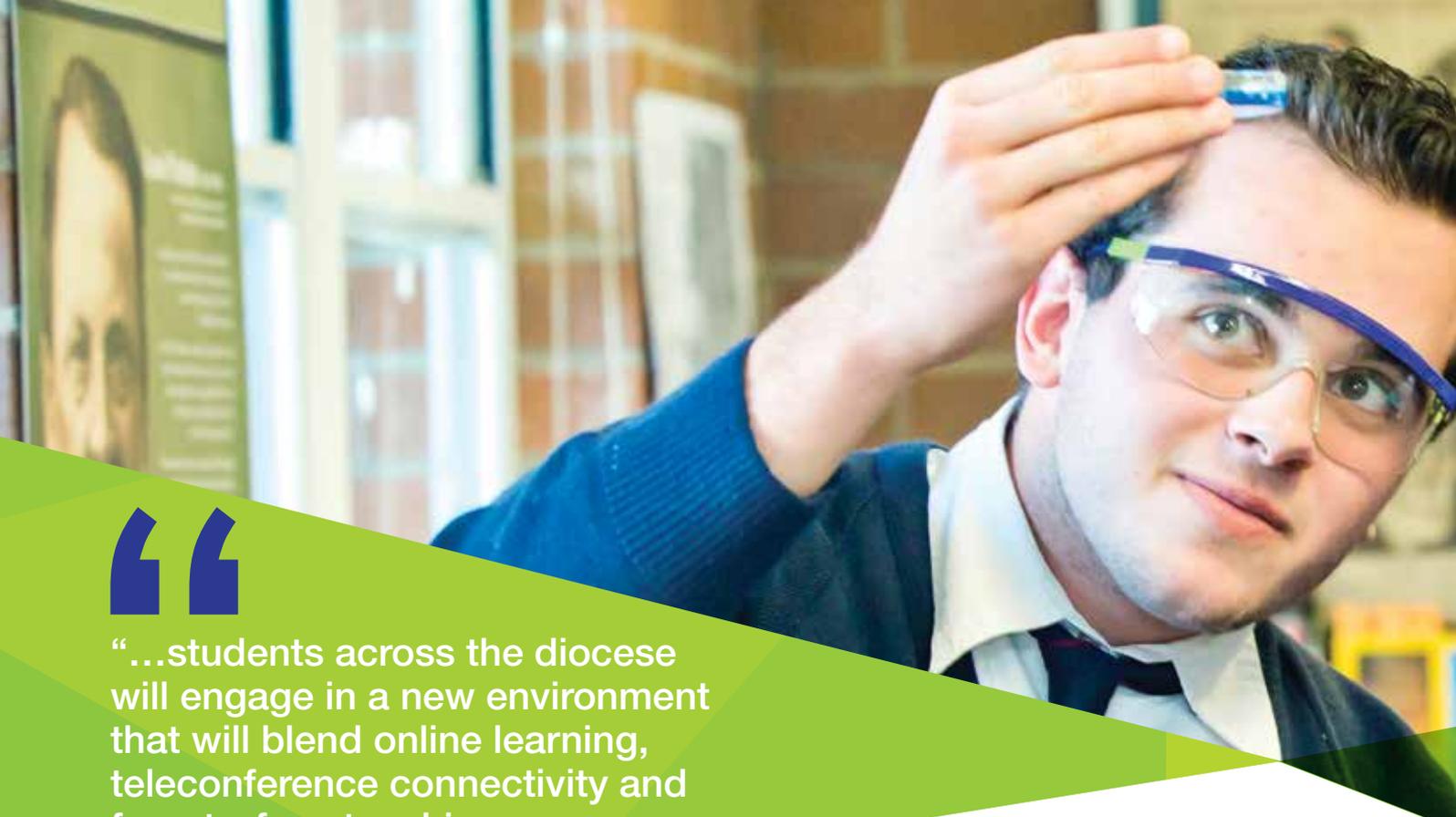
## FUTURE STUDENTS OF ST BEDE'S

In 2016, the official name of the Hunter's newest secondary school was announced. St Bede's Catholic College, Chisholm, will cater for the increased demand for Catholic education in the Maitland region. During the announcement, Bishop Bill Wright unveiled a foundation stone and plaque to reveal the name as well as the first architectural concepts. Parent and student representatives from two local Catholic primary schools, Our Lady of Lourdes Primary School, Tarro and St Aloysius Catholic Primary School, Chisholm, were present at the unveiling. These students will belong to the first Year 7 cohort in 2018.

The decision to build a new co-educational Years 7-12 secondary school at Chisholm was one of 12 recommendations from the Study into the Provision of Secondary Education announced last year. Information sessions were conducted throughout the year to keep prospective families and parishioners well-informed about developments regarding St Bede's. The school will officially commence in 2018 and cater for approximately 1,100 students along with state of the art buildings, facilities and recreation areas.

"Being the first year enrolled at St Bede's is extremely special to me because my friends and I are making history. We will be leaders the whole way through our high school journey and become role models for the next generation for many years to come," said Year 6 student, Alana Jones from St Aloysius, Chisholm. Year 6 student, Erica West from Our Lady of Lourdes, Tarro, said, "I am looking forward to seeing the school develop over time. As a foundation student, I have the opportunity to experience first-hand the transformation of the College and the growth of students throughout our final years of schooling."





“...students across the diocese will engage in a new environment that will blend online learning, teleconference connectivity and face-to-face teaching.

### **ICT ARCHITECTURE, SYSTEMS AND SERVICES THAT ENHANCE STUDENT LEARNING AND OPERATIONAL EFFECTIVENESS**

▶ **Development of ICT Infrastructure Refreshes Strategic Blueprint**

A blueprint to guide the effective delivery and cyclic renewal of ICT infrastructure was developed during 2016. Recommendations arising from this process provide guidance on school connectivity, server and storage infrastructure, cloud service delivery and further alignment with partner organisations such as CEnet.

▶ **Primary School Wireless Project**

A reliable, enterprise-grade wireless network was installed across all primary school learning areas. This project built upon the existing wireless network in place in secondary schools and provides opportunities for flexible learning that leverages contemporary devices such as laptops, tablets and other mobile hardware.

▶ **Windows 10/Office 2016 upgrade project**

Commencing Term 3 2016 and continuing into 2017 this project provides support and resources to schools to upgrade to the latest software and productivity tools on all school-owned computers.

▶ **Implementation of new communication and collaboration system**

During 2016 all staff and student email services were transitioned to Microsoft's Office 365 cloud-based platform. This formed part of a wider project to address the communication and collaboration requirements of schools known as 'MNConnect'

### **NEW PAYROLL AND HUMAN RESOURCES SYSTEMS (MNPAY)**

The MNPay project aims to replace the current payroll and stand-alone HR systems with an integrated Human Resource/Payroll solution that meets contemporary functional requirements and provides reporting, management and governance outcomes. HR modules will include Casual Relief, Learning & Development, WHS, e-Recruitment and Performance Management, with an employee and manager self-service component for real time access to transaction activities. The project commenced in 2015 and has been working towards mid-2017 'go-live' of core payroll functionality. Extended payroll/HR modules are to come online after the initial implementation.

**Milestone achievements in 2016 include:**

- ▶ High level planning
- ▶ The establishment of the project steering committee and project team
- ▶ Development of the communication plan
- ▶ Completion of the scoping document
- ▶ Configuration of the payroll system in preparation for user testing
- ▶ Cleansing and translation of data, along with user acceptance testing and 1st parallel run was completed in November
- ▶ Testing cycles flagged functionality issues requiring additional development work.

### **PLANNING FOR SIS AND FMS ROLLOUT (MNSIS)**

A comprehensive IT platform for schools that provides efficient, effective and sustainable systems for learning, teaching, operations, financial management and tactical/strategic decisions was planned in 2016. An extensive review of CEnet Diocese requirements and needs was carried out to select the most appropriate system.



The following systems were selected:

- ▶ COMPASS will deliver on the Catholic Education School Information System (CeSIS)
- ▶ TechOne will deliver on the Catholic Education Financial Management System (CeFMS)

MNSIS is an enterprise solution that provides the following modular services:

- ▶ Learner profiles
- ▶ Class profiles
- ▶ Learner Management including: enrolment; learner information; learner exit; year roll-over; Alumni
- ▶ Wellbeing including: health and safety management; custody and access management; disability support; special learning programs; career planning; counselling services; students at risk; incident management
- ▶ Calendars
- ▶ Attendance
- ▶ Assessment of learning - reporting of student achievement
- ▶ Financial management including: financial activities; fees management; treasury management; asset management; inventory management
- ▶ Program partnership management
- ▶ Parent and student portals.

**Milestone achievements in 2016 include:**

**FMS (Tech1)**

- ▶ The completion of the initiation and planning project phases and commencement of execution project phase for implementing Tech1 at the CSO
- ▶ The completion of the CSO FMS requirements: gathering, provisioning of the Tech1 environment, configuring the Tech1 system and user testing.

**SIS (Compass)**

- ▶ The completion of the initiation project phase and commencement of the planning phase for the implementation of Compass at all schools
- ▶ High level planning
- ▶ The establishment of the project steering committee
- ▶ Project team
- ▶ Communication plan.

## 2016 COMPLETED CAPITAL PROJECTS

### Rosary Park Catholic School, Branxton

A long awaited shelter and new school canteen and toilets were completed at Rosary Park Catholic School in Branxton during 2016. The project was designed as part of the original new school development, which commenced in 2011 with government funding provided by the Building Education Revolution (BER) funding. As enrolments in the school continue to grow, we are hopeful of receiving further grant funding to continue the development of new school classrooms and other facilities on the site.

### St Francis Xavier's College, Hamilton

Another stage of major classroom refurbishment was completed at St Francis Xavier's College with a significant upgrade of the school's oldest remaining science laboratories. These original 1970s classrooms have been completely stripped and revitalised with the latest equipment, including new fume cupboards, safety showers and eye wash, chemical resistant benches and improved lighting and ventilation. This recent project completes significant refurbishment at SFX over the last several years.

### St John the Baptist Primary School, Maitland

A small yet important refurbishment project was undertaken at St John the Baptist Primary School in Maitland during 2016. A lift was installed to provide accessibility to all upper levels of the current school facilities and two older classrooms were given a major facelift to accommodate the school's growing enrolments and provide new and exciting contemporary learning space. Other classrooms will continue to be refurbished as enrolments slowly increase.

### St Mary's Campus, All Saints College, Maitland

After its third consecutive year of seeking a capital grant to construct the final stage of the Trade Training Hospitality Centre, the school received the very welcome news from the Minister that the new multi-purpose gathering space was approved. The project delivered a 600sqm multi-purpose space which had been previously designed to connect to the hospitality and café teaching facilities. The large air-conditioned and carpeted gathering space finally provides an opportunity for full school gatherings and a range of functions supported by the adjacent hospitality kitchen areas. The space overlooks the school playing fields and opens out to a raised terrace area that can be used for informal gatherings or overflow seating for larger gatherings.

### Land purchases

During 2016 various parcels of land were purchased by the diocese and funded through the Diocesan Schools Building Fund (DSBF). The school site of St Joseph's Lochinvar was purchased from the Sisters of St Joseph, a greenfield site was purchased in the Cessnock region for possible future educational development and an adjoining residential property was also purchased next to Corpus Christi Primary School, Waratah, to provide much needed additional playground space.





## 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

**John Allan** | St Catherine's, Singleton

**Danny Antonini** | Our Lady of Lourdes, Tarro

**Diana Brodie** | St Patrick's, Wallsend

**Susan Campbell** | St Paul's, Rutherford

**Cathy Crockett** | Our Lady of Lourdes, Tarro

**Caroline Daniel** | St Pius X, Adamstown

**Jennifer Davidson** | St Brigid's, Raymond Terrace

**Deborah Docherty** | Holy Family, Merewether Beach

**Patricia Dunn** | St Mary's, Scone

**Nicki Graham** | St Patrick's, Swansea

**Jane McDonald** | ASC St Mary's, Maitland

**Stephen McGrath** | St Mary's, Gateshead

**Jane Mosman** | St Patrick's, Lochinvar

**Maryanne Murray** | St Mary's, Gateshead

**Karlene Newman** | St Pius X, Adamstown

**Christine Quinn** | St Pius X, Adamstown

**Margaret Rabbitt** | Holy Family, Merewether Beach

**Louise Russell** | St Joseph's, Charlestown

**Lisa Sansom** | Our Lady of Lourdes, Tarro

**Bernadette Searl** | St Columba's, Adamstown

**Joyce Smith** | St Catherine's, Singleton

**David Treloar** | Our Lady of Lourdes, Tarro

**Anton Van Zeeland** | St Michael's, Nelson Bay

**Lizabeth Walker** | St Patrick's, Swansea

**Margaret Walker** | St Paul's, Booragul

**Kerrie Wallace** | Holy Family, Merewether Beach

**Carmel Wright** | St Pius X, Adamstown



## PROMOTING OUR CATHOLIC SCHOOLS

### CATHOLIC SCHOOLS ARE VIVID EVERYDAY

In 2016, for the very first time, a region-wide campaign to celebrate the schools within our diocese, 'Vivid Everyday', was launched.

Running from May to December, the campaign showcased Catholic schools and was built around Catholic schools as being 'Vivid Everyday'. The campaign was also designed to confirm the choice of thousands of families and staff currently within the system of schools.

'Vivid' captured the nature of the schools as being authentic, bold and spirited, and yet every day dependable and consistent. It also captured that Catholic schools offer a place where passionate teachers inspire confidence and facilitate academic excellence, where faith in God is lived in community, where partnerships with parents are nourished and where contemporary learning opens minds to a vivid future.

#### Why promote Catholic schools?

To showcase what Catholic schools stand for and celebrate what we nurture and achieve in students; to have the thousands of families and staff currently within Catholic schools confirmed in their choice of schooling; to promote the qualities and values of Catholic education to families considering their choices in education and more broadly, to highlight the reasons a growing number of families is choosing a Catholic education for their children.

### What did the campaign entail?

#### Part 1 – Branding

From May to August, the Vivid Everyday campaign was spread across a wide range of media including TV, radio, roadside billboards, buses, print and online newspapers and social media and featured teachers, students and parents from across the diocese to highlight the varied aspects of Catholic schools. The campaign captured the relationships, the learning, the community, the excellence, the range of opportunities, the values, the pathways to the future, the faith life – all grounded in a close relationship with God. It also highlighted the phase of significant development and expansion.

#### Part 2 – 2017 Enrolments

From September to December, a comprehensive four-month campaign followed Vivid's branding message with key messages of "enrol now for 2017" and "last chance to enrol for 2017". Unlike the branding campaign, the second part of Vivid predominantly utilised digital channels – Facebook, Instagram, Google and YouTube to achieve its goals. A comprehensive suite of 15 second, 30 second and one minute testimonial videos and images was created, allowing those featured in Part 1 to share their "real" stories and highlight the authenticity of the campaign.

## A STRONG SOCIAL MEDIA IDENTITY

In line with May's Vivid campaign, the CSO also launched a social media presence in the same month. The CSO's presence on Facebook, Twitter, Instagram, Google+ and LinkedIn has led to enhanced brand awareness of our diocese's Catholic school system and has enabled the quick and easy distribution of good news stories from across the diocese. From May to December, over 250 stories, photos and videos about office initiatives, achievements, our schools – stories and open days and high achiever graduates have helped to grow a highly engaged community. This has also enabled a number of schools to benefit from focused Facebook marketing campaigns to help support their enrolment efforts.

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

**1,034,980**   **2,868** followers

**impressions**

Number of times a post from the CSO was seen across Facebook

Number of people who like the Catholic Schools MN Facebook page

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

**793**   **146** followers

**impressions**

Number of times a post from the CSO was seen across Twitter

Number of people who like Catholic Schools MN on Twitter

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

**13,347**   **341** followers

**impressions**

Number of times a post from the CSO was seen across Instagram

Number of people who like Catholic Schools MN on Instagram

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

**Visitor demographics**   **40** followers

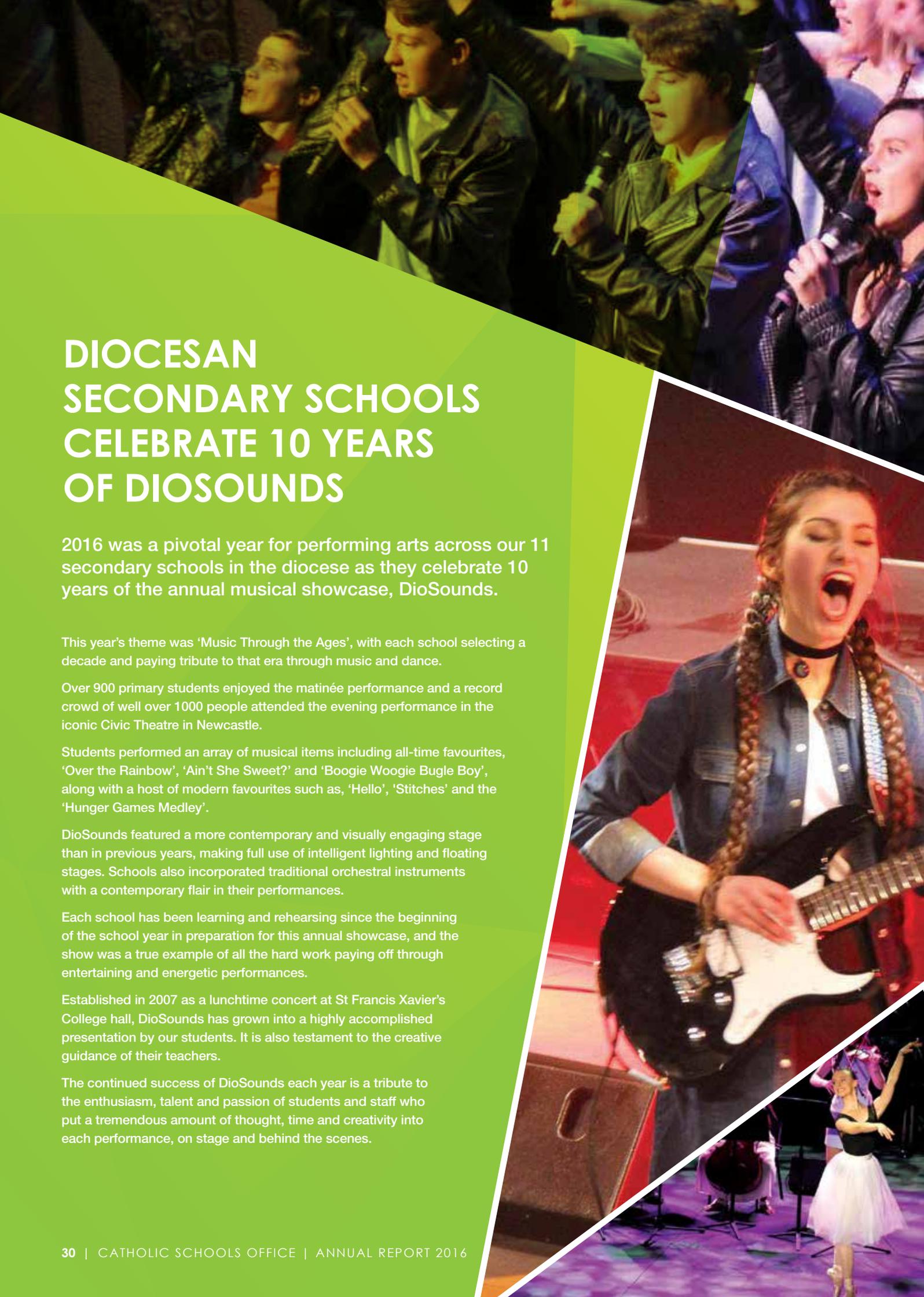
Level within business of people interacting with LinkedIn page

Number of people who like the CSO on LinkedIn

▶ Entry	<div style="width: 46.3%;"></div>	46.3%
▶ Senior	<div style="width: 27.3%;"></div>	27.3%
▶ Manager	<div style="width: 17.4%;"></div>	17.4%
▶ CSO	<div style="width: 3.3%;"></div>	3.3%
▶ Director	<div style="width: 3.3%;"></div>	3.3%



**IN 2018, GROWING THE PROFILE OF CATHOLIC SCHOOLS THROUGHOUT THE REGION AND CONTINUING TO GROW AN ENGAGED ONLINE COMMUNITY WILL REMAIN A KEY FOCUS FOR THE CSO COMMUNICATIONS AND MARKETING TEAM.**



# DIOCESAN SECONDARY SCHOOLS CELEBRATE 10 YEARS OF DIOSOUNDS

2016 was a pivotal year for performing arts across our 11 secondary schools in the diocese as they celebrate 10 years of the annual musical showcase, DioSounds.

This year's theme was 'Music Through the Ages', with each school selecting a decade and paying tribute to that era through music and dance.

Over 900 primary students enjoyed the matinée performance and a record crowd of well over 1000 people attended the evening performance in the iconic Civic Theatre in Newcastle.

Students performed an array of musical items including all-time favourites, 'Over the Rainbow', 'Ain't She Sweet?' and 'Boogie Woogie Bugle Boy', along with a host of modern favourites such as, 'Hello', 'Stitches' and the 'Hunger Games Medley'.

DioSounds featured a more contemporary and visually engaging stage than in previous years, making full use of intelligent lighting and floating stages. Schools also incorporated traditional orchestral instruments with a contemporary flair in their performances.

Each school has been learning and rehearsing since the beginning of the school year in preparation for this annual showcase, and the show was a true example of all the hard work paying off through entertaining and energetic performances.

Established in 2007 as a lunchtime concert at St Francis Xavier's College hall, DioSounds has grown into a highly accomplished presentation by our students. It is also testament to the creative guidance of their teachers.

The continued success of DioSounds each year is a tribute to the enthusiasm, talent and passion of students and staff who put a tremendous amount of thought, time and creativity into each performance, on stage and behind the scenes.





# DIOCESAN SCHOOLS CELEBRATE FIVE YEARS OF ASPIRE

2016 marked the fifth year for the performing arts production, ASPIRE, with 125 dedicated young performers taking to the stage to perform in the original ASPIRE production, *There's something strange about Marvin McRae*.

Representing 26 Catholic schools in the Diocese of Maitland-Newcastle, the talented performers were joined by a crowd of over 4,500 people who filled the Civic Theatre in Newcastle.

Led by Artistic Director and the show's creator, Anna Kerrigan, ASPIRE invites talented students in Years 5 to 12 from across the diocese to showcase their vocal, instrumental, drama and dance performance skills.

This year, ASPIRE was awarded 'Best Special Theatrical Event' at the City of Newcastle Drama Awards (CONDA) for its hit production.

The audition-based ASPIRE boasts the biggest cast to date and a completely original story and script punctuated by a host of popular tracks ranging from Pat Benatar's classic anthem, "Love is a Battlefield" to Coldplay's beautifully haunting "Shiver", all performed by the ASPIRE band and vocal ensemble comprised solely of young musicians.

The story centres on Marvin, a young boy who is going to high school next year who is obsessed with the fact that he is weird and wonders if his imaginary friend Gus might be part of the problem. When disaster strikes, Marvin wonders if a heroic act could bring everyone to accept him.

The inspiration for the story came from Anna's experiences with students and her own quest to be normal and "cool" during her years at school.

"Students are often ready and comfortable to share what it is that makes them different and embrace their quirks, which is fabulous, however there are still many students who try to hide their idiosyncrasies for fear of ridicule.

This rather existential notion of aspiring to be normal is at the heart of the script and with it the overarching theme of acceptance both of each other and of ourselves."

Anna is an advocate for making one's own theatre and relishes the number of students who have contributed to this year's production, directly and indirectly.

"Making your own theatre empowers those who are involved in the writing and gives an opportunity to comment on the world around us," says Ms Kerrigan.

"I believe it is a very important tool, particularly for young people to decipher the world around them."

ASPIRE first began in 2012 and has continued to grow into a compelling theatrical production each year.



# CATHOLIC SCHOOLS PROFILE

In 2016  
there were

# 56

Catholic schools  
in the Diocese  
of Maitland-  
Newcastle



In 2016

# 285

HSC students were  
distinguished achievers

YouTube

In 2016, the  
CSO Facebook  
page reached  
2868 followers,  
341 followers on  
Instagram, 146  
followers on Twitter  
and 25,006 views on  
YouTube.



# 18,783

is the total number of  
Catholic school students  
enrolled in 2016

# 10,533

enrolled in primary

# 8,250

enrolled in secondary



The average primary  
class size was **24.2** students

The average secondary  
class size was **21.1** students

# 59

HSC subjects  
were offered  
in 2016

In 2016 there were **637**  
primary students and **388**  
secondary students of  
Aboriginal/Torres Strait  
Islander descent

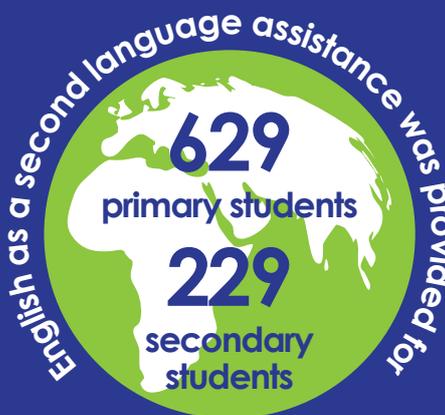
The diocese employed

# 1221.9

full time equivalent  
teachers and

# 338.5

full time equivalent  
support staff



In 2016, **49.2%** students were above state  
average in standard HSC courses studied and  
**43.5%** were above state average in  
extension courses.



# DIOCESAN ENROLMENTS

Diocesan Enrolments August Census 2016

SCHOOL	YEAR LEVEL	ENROLMENT
ABERDEEN St Joseph's High School	7-12	649
ABERMAIN Holy Spirit Infants School	K-2	107
ADAMSTOWN St Columba's Primary School	K-6	193
ADAMSTOWN St Pius X High School	7-10	1,044
BELMONT St Francis Xavier's Primary School	K-6	128
BOORAGUL St Paul's High School	7-12	930
BRANXTON Rosary Park Catholic School	K-6	233
BULAHDELAH St Joseph's Primary School	K-6	36
CARDIFF St Kevin's Primary School	K-6	92
CESSNOCK St Patrick's Primary School	K-6	374
CHARLESTOWN St Joseph's Primary School	K-6	271
CHISHOLM St Aloysius Catholic Primary School	K-6	339
DENMAN St Joseph's Primary School	K-6	80
DUNGOG St Joseph's Primary School	K-6	84
EAST MAITLAND St Joseph's Primary School	K-6	410
EDGEWORTH St Benedict's Primary School	K-6	218
FORSTER Holy Name Primary School	K-6	332
GATESHEAD St Mary's Catholic College	7-10	616
GATESHEAD St Paul's Primary School	K-6	247
GLENDALE Holy Cross Primary School	K-6	119
GLOUCESTER St Joseph's Primary School	K-6	45
HAMILTON St Francis Xavier's College	11-12	951
KILABEN BAY St Joseph's Primary School	K-6	277
KOTARA SOUTH St James' Primary School	K-6	300
KURRI KURRI Holy Spirit Primary School	3-6	106
LAMBTON St John's Primary School	K-6	178
LOCHINVAR, St Joseph's College	7-10	749
LOCHINVAR St Patrick's Primary School	K-6	400
MAITLAND All Saints College, St Mary's Campus	11-12	560
MAITLAND All Saints College, St Peter's Campus	7-10	868
MAITLAND St John the Baptist Primary School	K-6	229
MAYFIELD San Clemente High School	7-10	724
MAYFIELD St Columban's Primary School	K-6	160
MAYFIELD St Dominic's Centre	K-6	27
MEREWETHER BEACH Holy Family Primary School	K-6	223
MEREWETHER St Joseph's Primary School	K-6	359
MERRIWA St Joseph's Primary School	K-6	63
MORISSET St John Vianney Primary School	K-6	159
MUSWELLBROOK St James' Primary School	K-6	269
NELSON BAY St Michael's Primary School	K-6	309
NEW LAMBTON St Therese's Primary School	K-6	612
RAYMOND TERRACE St Brigid's Primary School	K-6	410
RUTHERFORD St Paul's Primary School	K-6	440
SCONE St Mary's Primary School	K-6	221
SHORTLAND Our Lady of Victories Primary School	K-6	110
SINGLETON St Catherine's Catholic College	K-12	934
STOCKTON St Peter's Primary School	K-6	105
SWANSEA St Patrick's Primary School	K-6	124
TAREE St Clare's High School	7-12	716
TAREE St Joseph's Primary School	K-6	411
TARRO Our Lady of Lourdes Primary School	K-6	271
WALLSEND St Patrick's Primary School	K-6	235
WARATAH Corpus Christi Primary School	K-6	150
WARNERS BAY St Mary's Primary School	K-6	410
WINDALE St Pius X Primary School	K-6	48
WINGHAM St Joseph's Primary School	K-6	138
<b>TOTAL</b>		<b>18,783</b>



The total number of teaching and non-teaching staff who have served in Catholic education for more than 25 years is

722





# 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 & Punctuation and Numeracy.

- ▶ Year 3 results in Reading were strong with a mean score of 436.8 compared with a national mean of 425.6. 75.0% 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 40% of students achieving in the top 2 bands and a diocesan mean score of 410.6 placing the result above the national average of 402.0.
- ▶ 81% of students scored in the top three bands with a mean score of 422.8 in the Persuasive Writing task.

- ▶ An improved mean score was achieved in Spelling with a student average of 429.4 compared with the national average of 419.8. 78.5% of students achieved in the top three bands.
- ▶ In Grammar and Punctuation 75.6% of students achieved in the top 3 bands with a mean score of 448.7, well above the national average of 435.8 and the state average of 441.5.
- ▶ 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 22.9 above the state mean for Reading, 12.0 in Persuasive Writing, 22.1 above the state mean in Spelling, 21.8 above the state mean in Grammar and Punctuation and 18.7 above the state mean for Numeracy for Aboriginal students.

**NAPLAN PROGRAM 2016 - YEAR 3 PERCENTAGE IN SKILL BAND**

Band	Comparison	Reading	Spelling	Grammar & Punctuation	Writing	Numeracy
Bands 4, 5, 6 and above	<b>Diocese</b>	<b>74.5</b>	<b>78.4</b>	<b>75.6</b>	<b>80.8</b>	<b>63.6</b>
	National Performance	70.8	69.9	73.7	79.5	62.5
Band 3	<b>Diocese</b>	<b>16.1</b>	<b>12.9</b>	<b>19.1</b>	<b>15.4</b>	<b>26.5</b>
	National Performance	15.8	15.7	14.8	12.4	22.4
Band 2	<b>Diocese</b>	<b>6.9</b>	<b>6.8</b>	<b>3.9</b>	<b>3.4</b>	<b>7.8</b>
	National Performance	8.4	8.2	6.9	4.4	10.7
Band 1 (includes exempt)	<b>Diocese</b>	<b>2.0</b>	<b>1.8</b>	<b>1.3</b>	<b>0.4</b>	<b>2.0</b>
	National Performance	4.9	6.0	4.5	3.7	4.5

**TABLE 1 NAPLAN PERCENTAGES IN SKILL BANDS YEAR 3**

Students who sat the 2016 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

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 2016, 1,427 Year 3 students and 1,184 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.

## 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. It performed above the NSW cohort in Reading, Writing and Grammar & Punctuation

- ▶ Year 5 results in Reading (511.2) were above the national mean of 501.5. 67.4% of students scored in the top 3 bands compared with 62% at the national level.
- ▶ Results in Spelling were above the National Average (493.9) with students in the diocesan average mean of 494.
- ▶ Year 5 results (516.6) in Grammar & Punctuation were above national mean of 504.9 and the state average of 512.2. 67.7% 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.
- ▶ Results for Year 5 Aboriginal students were well above state mean scores for Aboriginal students in all aspects of the NAPLAN test.



### NAPLAN PROGRAM 2016 – YEAR 5 PERCENTAGE IN SKILL BAND

Band	Comparison	Reading	Spelling	Grammar & Punctuation	Writing	Numeracy
Bands 6, 7, 8 and above	<b>Diocese</b>	<b>67.4</b>	<b>61.2</b>	<b>67.7</b>	<b>50.3</b>	<b>60.1</b>
	National Performance	62.0	57.9	62.5	48.5	56.4
Band 5	<b>Diocese</b>	<b>17.9</b>	<b>24.7</b>	<b>21.5</b>	<b>35.5</b>	<b>25.9</b>
	National Performance	20.7	23.2	20.8	31.5	25.3
Band 4	<b>Diocese</b>	<b>10.8</b>	<b>10.8</b>	<b>8.0</b>	<b>9.6</b>	<b>11.3</b>
	National Performance	10.3	11.7	10.4	13.1	12.6
Band 3 (includes exempt)	<b>Diocese</b>	<b>3.9</b>	<b>3.3</b>	<b>5.0</b>	<b>4.5</b>	<b>2.8</b>
	National Performance	7.0	7.3	6.4	6.8	5.7

TABLE 2 NAPLAN PERCENTAGES IN SKILL BANDS YEAR 5

Students who sat the 2016 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 2016, 1,475 Year 7 students and 1,388 Year 9 students participated in the National Assessment Program.
- ▶ In Year 7, Spelling, Grammar & Punctuation and Numeracy results were positive. Writing has been steadily improving since 2014. Girls in particular have improved as a cohort in both Grammar & Punctuation and Numeracy.
- ▶ In Year 9, Aboriginal and Torres Strait Islander students have improved in Reading, Writing and Grammar & Punctuation.
- ▶ Literacy and Numeracy are focus areas for the diocese.

### NAPLAN PROGRAM 2016 – YEAR 7 PERCENTAGE IN SKILL BAND

Band	Comparison	Reading	Spelling	Grammar & Punctuation	Writing	Numeracy
Bands 7, 8, 9 and above	<b>Diocese</b>	<b>52.1</b>	<b>58.5</b>	<b>56.6</b>	<b>38.3</b>	<b>61.0</b>
	National Performance	54.5	56.4	53.8	40.6	58.9
Band 6	<b>Diocese</b>	<b>30.7</b>	<b>24.3</b>	<b>22.2</b>	<b>36.6</b>	<b>26.0</b>
	National Performance	26.5	24.4	24.8	30.8	24.3
Band 5	<b>Diocese</b>	<b>13.4</b>	<b>12.5</b>	<b>16.4</b>	<b>18.2</b>	<b>11.1</b>
	National Performance	13.5	12.3	14.1	18.3	12.3
Band 4 and below (includes exempt)	<b>Diocese</b>	<b>3.8</b>	<b>4.6</b>	<b>4.8</b>	<b>6.9</b>	<b>2.0</b>
	National Performance	5.4	6.9	7.4	10.3	4.5

TABLE 3 NAPLAN PERCENTAGES IN SKILL BANDS YEAR 7

Students who sat the 2016 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 2016 – YEAR 9 PERCENTAGE IN SKILL BAND

Band	Comparison	Reading	Spelling	Grammar & Punctuation	Writing	Numeracy
Bands 8, 9, 10 and above	<b>Diocese</b>	<b>50.4</b>	<b>46.3</b>	<b>37.7</b>	<b>30.0</b>	<b>47.5</b>
	National Performance	47.8	48.6	40.7	32.6	49.7
Band 7	<b>Diocese</b>	<b>30.9</b>	<b>30.5</b>	<b>37.1</b>	<b>30.3</b>	<b>38.7</b>
	National Performance	29.0	26.8	30.4	27.9	30.9
Band 6	<b>Diocese</b>	<b>15.8</b>	<b>15.3</b>	<b>17.9</b>	<b>24.2</b>	<b>12.7</b>
	National Performance	16.1	15.0	19.5	22.5	14.5
Band 5 and below (includes exempt)	<b>Diocese</b>	<b>2.9</b>	<b>7.9</b>	<b>7.2</b>	<b>15.5</b>	<b>1.1</b>
	National Performance	7.1	9.6	9.4	17.0	4.8

TABLE 4 NAPLAN PERCENTAGES IN SKILL BANDS YEAR 9

Students who sat the 2016 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



## HIGHER SCHOOL CERTIFICATE RESULTS

In 2016, 1,008 students sat HSC tests in the diocese. Many schools and subjects performed very well in comparison with state performances.

These were all English subjects, General Mathematics, Biology, Earth & Environmental Science, Senior Science, Legal Studies, Food Technology, Industrial Technology, Community & Family Studies, PDHPE, Music and all VET subjects.

Of the 59 subjects studied by students in the diocese, 82% had fewer students in the bottom two bands than the comparative state percentages.

In the 2016 HSC, the diocese had five outstanding student performances. Hannah O'Callaghan achieved 1st place in the state in Studies of Religion 1, Thomas Dormer achieved 1st place in Extension 2 English, Brielle Bellamy achieved 2nd place in Chinese Beginners, Jack Scollay achieved 7th place in Industrial Technology and Mikaela Tilse achieved 10th place in Agriculture.

# MAJOR MAINTENANCE PROJECTS

SCHOOL	PROJECT	CONSTRUCTION STAGE/ FORECAST COMPLETION	PROJECT COST/ BUDGET
BOORAGUL, St Paul's High School	Water infrastructure amalgamation	Completed	\$21,050
CARDIFF, St Kevin's Primary School	Repairs to burst water main	Completed	\$18,609
DENMAN, St Joseph's Primary School	Replacement of hall floor	Completed	\$47,629
GLOUCESTER, St Joseph's Primary School	Repairs to library structure and drainage	Completed	\$61,353
KOTARA, St James' Primary School	Refurbishment of library computer room	Completed	\$24,569
LOCHINVAR, St Joseph's College	Stage 1 & 2 - window replacement	Completed	\$38,706
MAITLAND, St John the Baptist Primary School	Roof replacement	Completed	\$119,525
MAITLAND, St John the Baptist Primary School	Refurbishment of classrooms	Completed	\$338,092
MAITLAND, All Saints College, St Mary's Campus	Roof repairs	Completed	\$30,844
MAYFIELD, St Columban's Primary School	Car park sealing	Completed	\$28,083
MUSWELLBROOK, St James' Primary School	Replacement of administration building roof	Completed	\$67,647
RUTHERFORD, St Paul's Primary School	Refurbishment of amenities	Completed	\$274,929
STOCKTON, St Peter's Primary School	Drainage infrastructure	Completed	\$20,226
WARATAH, Corpus Christi Primary School	Replacement of balustrade	Completed	\$16,044
WINGHAM, St Joseph's Primary School	Repairs to library roof and verandah	Completed	\$6,481
Various Schools	Water infrastructure amalgamation	Completed	\$155,068
Balance of Major Maintenance Projects	Various	Completed	\$1,884,721
<b>TOTAL SPENT ON MAJOR MAINTENANCE PROJECTS IN 2016</b>			<b>\$3,153,575</b>

## BUILDING PROJECTS 2016

### COMPLETED PROJECTS AS AT THE YEAR ENDED 31 DECEMBER 2016

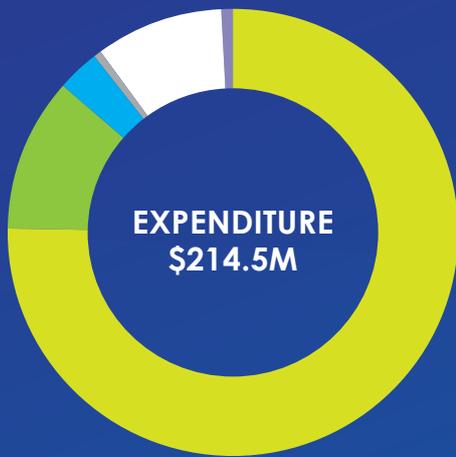
SCHOOL	PROJECT	CONSTRUCTION STAGE/ FORECAST COMPLETION	GOVERNMENT GRANT	LOCAL CONTRIBUTION	PROJECT COST
BRANXTON, Rosary Park Catholic School	Construction of covered outdoor learning area, canteen and amenities	Completed in 2016	\$-	\$564,389	\$564,389
BRANXTON, Rosary Park Catholic School	Demountables	Completed in 2016	\$-	\$139,578	\$139,578
CESSNOCK, St Patrick's Primary School	Convent demolition	Completed in 2016	\$-	\$98,588	\$98,588
CESSNOCK, 16 Dover Street	Land acquisition	Completed in 2016	\$-	\$600,000	\$600,000
CESSNOCK, 6 Wine Country Drive	Land acquisition	Completed in 2016	\$-	\$4,253,865	\$4,253,865
HAMILTON, St Francis Xavier's College	Refurbishment of science laboratories and music area	Completed in 2016	\$-	\$1,494,164	\$1,494,164
LOCHINVAR, Sisters of St Joseph Convent Precinct	Building acquisition	Completed in 2016	\$-	\$2,848,250	\$2,848,250
LOCHINVAR, Sisters of St Joseph Convent Precinct	Land acquisition	Completed in 2016	\$-	\$2,151,750	\$2,151,750
MAITLAND, St John the Baptist Primary School	Installation of lift	Completed in 2016	\$-	\$110,775	\$110,775
MAITLAND, All Saints College, St Mary's Campus	Construction of hall and walkways	Completed in 2016	\$1,131,372	\$761,708	\$1,893,080
NULKABA, Lot 10 & 16 Wine Country Drive	Land acquisition	Completed in 2016	\$-	\$315,320	\$315,320
WARATAH, 24 Alfred Street	Land acquisition	Completed in 2016	\$-	\$410,000	\$410,000
<b>TOTAL</b>					<b>\$14,879,759</b>

## COMMITTED PROJECTS AS AT THE YEAR ENDED DECEMBER 2016

SCHOOL	PROJECT	CONSTRUCTION STAGE/ FORECAST COMPLETION	APPROVED GOVERNMENT & * FORECAST GRANT	LOCAL CONTRIBUTION	PROJECT COST
ABERDEEN, St Joseph's High School	Stage 2 - Refurbishment of administration, Technical and Applied Studies (TAS), amenities and classrooms	In design	\$3,346,041	\$2,653,959	\$6,000,000
ABERMAIN, Holy Spirit Infants School	Construction of new classrooms	Under construction	\$-	\$100,000	\$100,000
ADAMSTOWN, St Pius X High School	Stage 3 - Construction of new library learning centre	In design	\$1,460,370	\$1,839,630	\$3,300,000
ADAMSTOWN, St Pius X High School	Relocation of staff amenities to north end of Block E	Under construction	\$-	\$1,235,490	\$1,235,490
BOORAGUL, St Paul's High School	Stage 2 - Construction of general learning areas, administration, staff facilities and associated buildings	Under construction	\$2,317,595	\$2,392,505	\$4,710,100
CHISHOLM, St Aloysius Catholic Primary School	Stage 2 - Construction of administration, staff and classrooms areas	Under construction	\$2,038,911	\$5,230,384	\$7,269,295
CHISHOLM, St Bede's Catholic College	Stage 1 - Construction of new secondary school	Early works under construction	\$3,500,000	\$8,500,000	\$12,000,000
CHISHOLM, St Bede's Catholic College	Construction of Chapel	In design	\$-	\$1,000,000	\$1,000,000
GATESHEAD, St Mary's Catholic College	Stage 1 - Upgrade of school facilities to accommodate Year 11 and 12 commencement	In design	\$500,000 *	\$2,500,000	\$3,000,000
GATESHEAD, St Mary's Catholic College	Stage 2 - Upgrade of school facilities to accommodate Year 11 and 12 commencement	In design	\$2,500,000 *	\$2,500,000	\$5,000,000
LOCHINVAR, St Patrick's Primary School	Stage 1 - Construction of new classrooms, administration and staff areas	Under construction	\$1,801,203	\$2,020,872	\$3,822,075
LOCHINVAR, St Joseph's College	Stage 3 - Construction of multi-purpose hall and Food Technology and Hospitality classrooms	Under construction	\$2,432,896	\$4,144,149	\$6,577,045
LOCHINVAR, St Joseph's College	Upgrade of school facilities to accommodate Year 11 and 12 commencement	In design	\$-	\$1,000,000	\$1,000,000
MAITLAND, All Saints College, St Peter's Campus	Construction of multi-purpose hall and associated hospitality learning space	In concept design	\$3,000,000 *	\$3,355,065	\$6,355,065
MAITLAND, All Saints College, St Peter's Campus	Refurbishment classrooms in The Manse	Under construction	\$-	\$458,100	\$458,100
MAYFIELD, San Clemente High School	Construction of hall, Technical Applied Studies (TAS) and amenities	In design	\$3,256,973	\$3,243,027	\$6,500,000
MEDOWIE, Catherine McAuley Catholic College	Stage 1 - Construction of new secondary school	In concept design	\$3,500,000*	\$8,500,000	\$12,000,000
NELSON BAY, St Michael's Primary School	Construction of new administration and staff facilities, and refurbishment of classrooms	In design	\$1,675,000 *	\$1,525,000	\$3,200,000
SINGLETON, St Catherine's Catholic College	Installation of lift to provide more accessibility between buildings	Under construction	\$-	\$711,650	\$711,650
SINGLETON, St Catherine's Catholic College	Stage 4 - Construction of multi-purpose hall and refurbishment of classrooms	In concept design	\$3,000,000 *	\$2,000,000	\$5,000,000
STOCKTON, St Peter's Primary School	Refurbishment of hall to create an additional classroom	Under construction		\$120,000	\$120,000
TAREE, St Clare's High School	Construction of new open plan learning centre attached to the library	In design	\$3,423,587	\$2,426,413	\$5,850,000
WINGHAM, St Joseph's Primary School	Construction of a new classroom	Under construction	\$-	\$250,000	\$250,000
Various	Land acquisitions subject to due diligence	Progressing	\$-	\$5,410,000	\$5,410,000
Temporary buildings	Demountable classrooms - various locations	Ongoing	\$-	\$500,000	\$500,000
<b>TOTAL</b>					<b>\$101,368,820</b>



▶ Commonwealth - General Recurrent Grants	70.3%
▶ State - Per capita Grants	20.9%
▶ Government Targeted Grants & Subsidies	1.1%
▶ Other Income Including Interest & Capital Income	4.6%
▶ CSO Admin Levy on Schools	3.1%



<b>SALARIES &amp; SALARY RELATED COSTS:</b>	
▶ School Base Salaries	75.4%
▶ School Program Salaries	11.0%
▶ CSO Administration Salaries	3.2%
▶ Movement in Employee Entitlement Provisions	0.6%
▶ Education & School Support	9.1%
▶ Administrative & Support Services	0.7%

# INCOME AND EXPENDITURE

## CATHOLIC SCHOOLS OFFICE

Income and Expenditure Statement for the year ending 31 December 2016

### INCOME

Commonwealth - General Recurrent Grants	162,207,741
State - Per capita Grants	48,144,739
Government Targeted Grants & Subsidies	2,439,083
Other Income Including Interest & Capital Income	10,696,002
CSO Admin Levy on Schools	7,241,128
<b>TOTAL INCOME</b>	<b>230,728,693</b>

### EXPENSES

#### SALARIES & SALARY RELATED COSTS:

School Base Salaries	161,654,729
School Program Salaries	23,552,074
CSO Administration Salaries	6,943,067
Movement in Employee Entitlement Provisions	1,167,816
Education & School Support	19,556,721
Administrative & Support Services	1,578,625
<b>TOTAL EXPENSES</b>	<b>214,453,032</b>





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