



Annual Report 2020

At the heart of everything there is always Jesus Christ



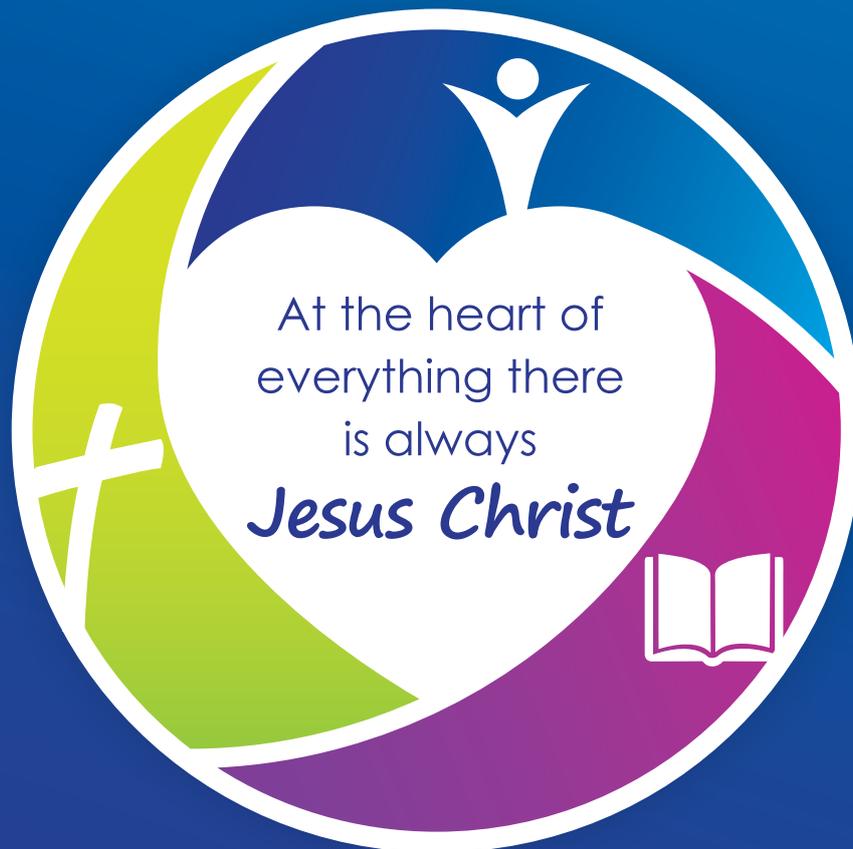
Acknowledgement of Country and Traditional Owners

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

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

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FROM & FOR THE
COMMUNITY OF
FAITH



FROM & FOR
EXCELLENCE IN
LEARNING



IN A RIGOROUS,
CREATIVE & CRITICAL
PURSUIT OF TRUTH

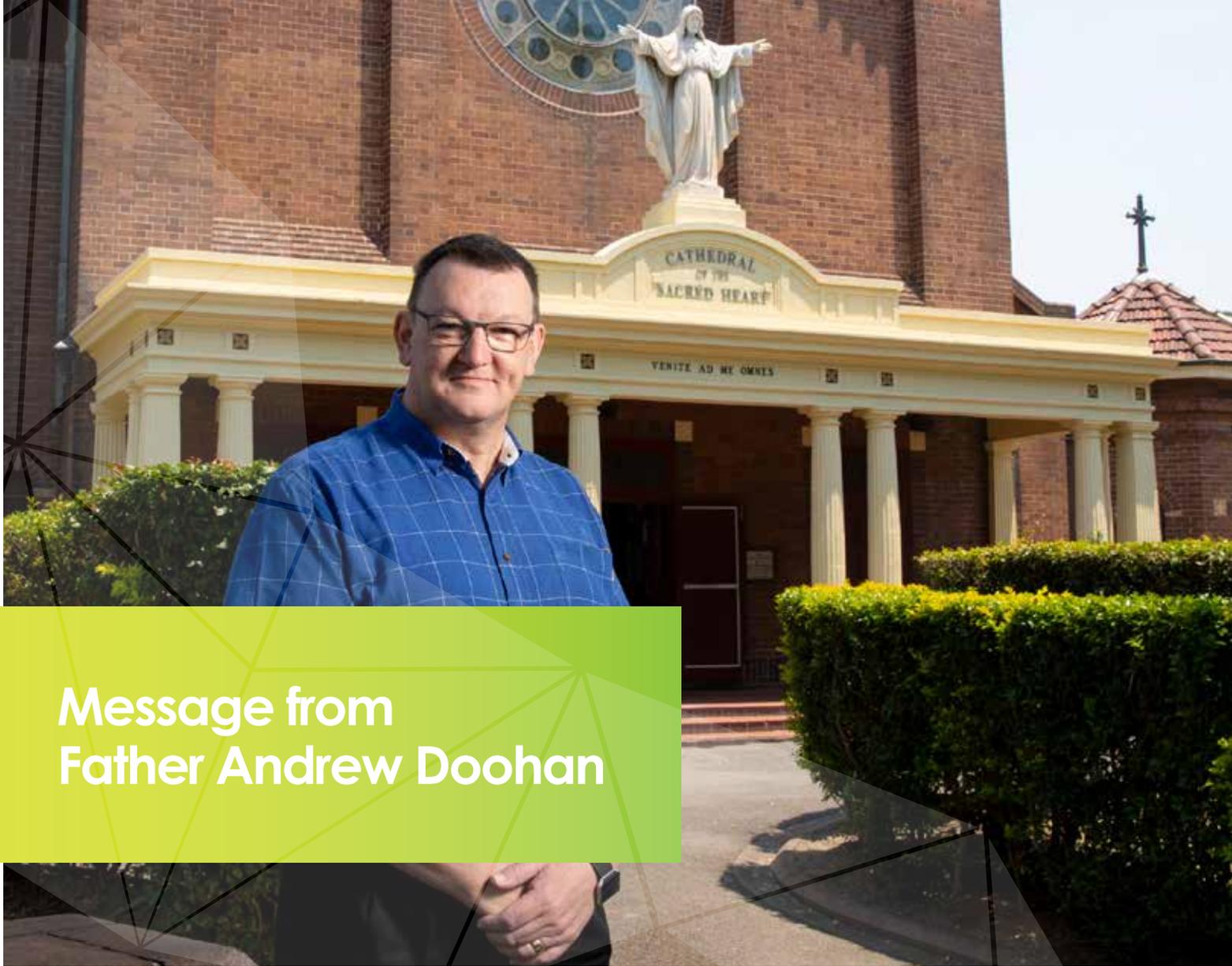
Catholic schools educate from and for vibrant, welcoming and diverse communities with a particular commitment to the poor; for justice, integrity and peace; and with hope for the future.

OUR FOCUS

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

OUR VALUES

- ▶ Justice & Equality
- ▶ Quality & Excellence
- ▶ Professionalism
- ▶ Collaboration
- ▶ Openness to Change
- ▶ Respect for All
- ▶ Hope in the Future



Message from Father Andrew Doohan

The year 2020 was one to remember. Adversity and resilience, reconciliation and social justice, sacrifice and hope came in waves upon us all throughout the year.

At the start of 2020, I was concerned for our students, families and educators impacted by a shocking summer of bushfires and drought. Little did any of us realise that bigger tests of resilience were just around the corner.

The COVID-19 pandemic has taken—and continues to take—a toll on us all. We have all had to sacrifice and forgo in response to health advice so we can combat the pandemic and avoid destructive consequences.

Our world has changed dramatically, and our students, families and educators continue to face challenges for which no

one could have prepared us. Yet despite the never-ending stream of negative news, I am heartened by the continual demonstration of those in our system of Catholic Schools who show great resilience and strength, giving us great hope.

Reading through this annual report, I see evidence of transformation through the presence of the Holy Spirit, the gaining of wisdom, the building of relationships, of understanding for those less fortunate, with compassion and the promotion of social justice in our Catholic schools.

During my conversations with the community of our schools, I see many occasions of students seeing their world with new eyes, mastering new skills, learning new ways, experiencing the joy of gaining knowledge and understanding.

The spiritual path indicated by the Holy Father coherently follows a reflection that

is similar to our own synodal process, in particular with the apostolic exhortation *Christus Vivit*. In this document Pope Francis quotes a passage from Luke 7:14 as he encourages young people to allow themselves to be touched by the power of the risen Lord and to recover “your inner vitality, your dreams, your enthusiasm, your optimism and your generosity”, traits that are characteristic of young people.

I believe the enthusiasm Pope Francis both writes about and exudes is a far deeper and more lasting experience and can be brought back to the joy that I see in our diocesan schools. Whilst reading through this annual report, the content captures so much the enthusiasm I see upon my interactions with those involved in Catholic Schools.

It inspires me that our Catholic schools, as faith-filled communities, are places of



“

We are not the same people we were when 2020 began, either individually or collectively. In navigating the new normal we have managed life's challenges and come through with such distinction. This extends to our schools where our students are more prepared and equipped than ever to graduate as young men and women to make an active, worthwhile contribution to the world in which they live.

great hope for our children inspired by the opportunity to grow in relationship with Jesus Christ. Our Catholic schools live out a distinctive educational vision supported by the Catholic community, where students and their families are welcomed into a faith-filled educational and formative experience. In fact, Pope Francis has been quoted “children are the future of the human family: it is up to all of us to foster their growth, health and serenity.”

With the provision of high-quality teaching, modern learning environments, growing facilities and transparency for available resources, our school communities gather to celebrate, of needs being met, generosity, and a view of the world beyond one's school, parish, region and nation being fortified.

Special mention must go to our educators who have the greatest privilege and most significant

responsibility with our next generation of children, to support and to care for. You all ensure our schools are full of compassion and of support. Our schools are places of great hope, where students have every opportunity to achieve excellence their future learning potential in an atmosphere characterised by care.

“We are not the same people we were when 2020 began, either individually or collectively. In navigating the new normal we have managed life's challenges and come through with such distinction. This extends to our schools where our students are more prepared and equipped than ever to graduate as young men and women to make an active, worthwhile contribution to the world in which they live.

Having the support of our faith allows us to see things through a different lens. Where others see despair, we see

hope. Where others are cynical, we are optimistic. Where others see difficulties and obstacles, we see opportunities for change. This new hope characterised 2020.

As I reflect upon this report, above all it reminds me that our local Catholic schools are places of learning and continual development, of compassion, of transformation, of healing and of striving to do better.

For that I am profoundly grateful, and on behalf of Bishop Bill, I wish to acknowledge all involved in Catholic education in the Diocese of Maitland-Newcastle.

Vicar General

Father Andrew Doohan



A message from the Director of Schools

One Heart One Soul

One of the most significant investments we make is the formation of staff in the identity of our schools as Catholic and working in a Catholic school. The Religious Education & Spirituality Team have developed a platform of formation for staff. The platform is comprehensive and varied, theologically sound and deeply researched. It provides an ideal avenue for staff formation and is critical in ensuring the strength of our schools as Catholic.

Lyn Sharratt's 14 parameters

In 2020, 38 diocesan schools engaged in working with Canadian educator Lyn Sharratt. Dr Sharratt has a framework for effective learning encapsulated in her 14 parameters. This framework has put a learning agenda to the forefront

of our schools that provides a common language and model. In 2021, all diocesan schools will be engaged with Dr Sharratt's framework.

This framework is transforming the learning agenda in our schools and providing data-driven improvement.

Wellbeing framework

School counsellor Renee Tyczynski has developed a Student Wellbeing Framework that will reach its completion in 2021. It is important we have a contemporary framework that systemically provides all students with a holistic, balanced life experience and ensures the appropriate functioning of cognitive, emotional, social, physical, and spiritual wellbeing.

Continued growth of the school system

Parents and carers continue to choose our low-fee, inclusive system of schools. We again grew in 2020 by 1.5 per cent in our overall enrolments with almost 20,000 students in our schools.

We prepared over 2019 and 2020 for the opening, in January 2021, of our newest Catholic school, Catherine McAuley Catholic College, Medowie. Along with Year 7 and 8 students, who will commence in the new school facilities, the College Chapel and the St Nicholas Early Learning Centre will also open. Eventually the entire site will include the Early Learning, Primary School, 7-12 College and Chapel.



I remind myself of the resilience and adaptability of school staff, students, and families. In the midst of great challenge our school communities responded with robust energy and great support of our students.

Capital investment in schools

Of great significance is our substantial investment in the quality of facilities for our young people. In 2020 no less than \$97 million is invested in our schools. This is inclusive of many projects in our established schools in need of ensuring facilities are updated. It is equipping schools such as St Mary's Catholic College, Gateshead, which is experiencing structural change with the addition of Years 11 and 12, as well as facilities for our new colleges at St Bede's Catholic College, Chisholm, and Catherine McAuley Catholic College, Medowie. We have a substantial long-term commitment for the delivery of contemporary facilities to every school.

The Learning Bar

Consultation with our students, parents, and staff has been a key annual commitment as the feedback from our key stakeholders helps shape our commitment to constant improvement.

The Learning Bar is a consultation instrument that seeks feedback on a range of issues that strongly align to our strategic priorities.

All parents, all staff, and students from Years 5-12 are annually invited to provide feedback. Such engagement is a key source of our strategic development.

National Catholic Safeguarding Standards

A key component of our priorities this year is to meet the requirements of these standards. All Catholic agencies across the country are required to meet these standards as a sign of our absolute commitment to the protection and support of our young people.

Catholic schools have the utmost commitment to ensuring our schools meet these standards.

Linkages with early learning and OOSH

Catholic schools are forging strong partnerships with St Nicholas Early Learning Centres and OOSHs. We recognise that such partnerships provide a seamless Catholic school experience for families.

We look forward to consolidating such partnerships.

Continued roll-out of Gifted Education and Successful Foundations

We continue to roll out our Gifted Education across an additional cohort of schools and expand the enrolments in the Virtual Academy for students in Years 5-8.

Our strategic commitment to the education of our gifted students is addressing a great need in our schools and the success of the program is closing an important gap for our capable students.

Successful Foundations, similarly, is having a profound impact on our students beginning their formal schooling journey. It creates powerful outcomes from the play-based approach to learning.

Parent Engagement Group

Significant new life is being found with regard to an alternative model for parent engagement in our schools. Through the innovative thinking of Parent Engagement Officer, Catherine Garrett-Jones, parents can attend forums that relate to key issues in their young people's development. Should schools wish to maintain the current form of Parents & Friends Association they are most welcome to do so; however, there is a positive alternative that presents

greater flexibility and a sharper focus on key student issues that has been developed through the course of this year.

2020 – the year of the pandemic

We will always reflect on 2020 as the year of COVID-19. In the face of this substantial health crisis, I remind myself of the resilience and adaptability of school staff, students, and families. In the midst of a great challenge our school communities responded with robust energy and great support of our students.

HSC 2020

With overall enhanced outcomes in HSC performance, we recognise the academic achievers of the Diocese.

Diocesan Dux

Josephine Witherdin: St Joseph's College, Lochinvar.

Top Four Outstanding Academic Achievers in the Diocese

Connor O'Neill: St Paul's Catholic College, Booragul and formerly St Joseph's Primary School, Kilaben Bay.

Ronan Walker: St Mary's Catholic College, Gateshead and formerly St Mary's Primary School, Warners Bay.

Max Moser-Finch: St Francis Xavier's College, Hamilton.

Michelle Cornelia: All Saints' College, Maitland and formerly Pelita Kasih Primary School, Jakarta.

Director of Schools

Gerard Mowbray

2020 Highlights





1. ASPIRE received a CONDA award for best 18 and under ensemble
2. St Mary's, Scone new playground received a highly commended gong by Kidsafe Australia
3. St Therese's, New Lambton opened its Catherine McAuley Learning Centre
4. St Joseph's, Merewether officially opened new outdoor play space
5. Strong continuation of Mini Vinnies program across schools
6. The colourful project: rainbows for the pandemic
7. St Clare's, Taree receive onstage nominations
8. Rollout of Successful Foundations to 11 additional schools
9. St Mary's, Gateshead environmental recognition
10. Growth of Beyond the Gates Program
11. ASPIRE Pecking Order production
12. Catherine McAuley, Medowie launch visual identity
13. Holy Name, Forster partnered with Forster Parish and CatholicCare to deliver Forster Community Kitchen
14. St Francis Xavier's, Belmont Artist in Residence program



Religious Education and Spirituality Services

Re-shaping the team

The position of Head of RE&S was vacated and filled.

Shared common belief document

A statement of belief was developed in response to the COVID-19 pandemic, providing an anchor in uncertain times. Based on Catholic social teaching and Catholic anthropology, the statement aimed to assist schools with a reminder of our beliefs and values as they discerned their course of action in supporting home learning, staff, student, family wellbeing and their ongoing formation in faith during that critical time.

COVID-19 impact on formation

The COVID-19 pandemic, lockdown and learning-from-home period resulted in most events being cancelled,

postponed, or reinvented. International speaker, Professor Michael Dennin, was unable to travel to Australia. It forced schools to find alternative formation experiences. School staff formation experiences were presented online over Zoom, or education officers pre-prepared them for self-delivery.

Formation for Mission

The Catholic Formation for Mission site became available for school staff as the online presence of the RE&S team. It displayed content relating to formation, RE curriculum, prayer, and liturgy as well as social justice and integral ecology. Initially it was an opportunity to provide a link between the AWTL policy and the formation opportunities available to assist staff in their formation journey. During COVID-19, The Learning Continuity site provided school and class prayer, online liturgy, and staff faith formation. Survey feedback confirms its success.

Online opportunities

A new podcast series “Drawing from the Well” was launched. Two podcast interviews were conducted: with Alice Carwardine from Overturn the Tables; and Anne-Maree Higgins, a nationally known Catholic singer/songwriter. “Living Spirituality” webinars with Dr Peter Mudge were hosted.

Module A from Accreditation to Work Teach and Lead – Faith, Story, Witness – was developed and placed on the MN Learn platform. About 200 staff took the opportunity to complete the module online. The sacraments online course series was also completed, with limited engagement.

The online Formation for Mission framework walks schools through the process of using executive teams. This is a compliance item for the Continuum of School Improvement (COSI) and has a growing audience.



Bishop's secondary student retreat program

Student leaders attended a reimagined program based on formation and training sessions in leadership and Catholic social justice teaching. This involved opportunities for prayer, liturgy and community building including Mass with Bishop Bill in the Cathedral and a formal dinner. Students visited diocesan social justice agencies exploring the Church's missionary arm in practice. Guest speaker Sam Clear presented unique perspectives on faith and leadership through his "Walk for One" around the world. This was a catch-up from the previous year due to the bushfire crisis. The pandemic meant the opportunity for 2020 leaders had to be postponed until 2021.

Student formation

Secondary schools moved towards completing their student formation

frameworks aligning retreats, reflection days and other experiences to a set of common Catholic principles – scripture, Church teaching, Catholic social teaching, and Catholic anthropology.

Ministry co-ordinators also explored student formation models and opportunities. One of these has included supporting the implementation of Young Christian Students as a model of faith formation.

Formation to underpin a new curriculum

Research supports the need for teacher formation to underpin RE. It was decided to develop and implement that formation for RE teachers in 2021, preparing them to deliver a new RE curriculum. A second formation education officer role was advertised and filled to support this, changing the shape of the RE&S team.

Studies in Catholic thought

All diocesan secondary schools implemented the SICT preliminary course and St Joseph's at Aberdeen had its first HSC cohort in SICT. Teachers gathered early in Term 1 to give feedback, share ideas and work on programming. COVID-19 prevented further face-to-face in-servicing, however, groups of teachers accessed webinars provided by the Sydney and Wollongong dioceses. Evidence of greater student engagement is emerging.

Religious literacy

The priority of religious literacy is a key area of the CSO's strategic agenda. All religious literacy testing was cancelled due to COVID-19. Instead, the RE team used data from previous tests to collate and create a data wall responding to the LLC initiative. A project involving selected schools that will target strategies for improvement and will track progress in achieving co-constructed and specific goals have emerged.

Staffing of RE in secondary schools.

The priority of RE staffing is linked to the current strategic intent to provide high-quality instruction. Annual RE staffing data trends showed a 10 per cent reduction in the number of teachers allocated to RE classes in secondary schools in 2020 and an increase in the number of those teachers with a majority of their teaching load in the subject. Specialist RE teacher positions were advertised and filled across a number of schools. These trends are part of achieving the benchmarks set out in the bishop's guidelines for secondary RE staffing (2014). Bishop Bill engaged in discussions around staffing with the leadership teams of all diocesan high schools as part of our annual school visits.



Secondary RSCs

This group met during the year via Zoom, engaging in essential professional discussion around priorities. This included examining ways of implementing Clarity and the LLC project in secondary RE. There were some changes to positions including the appointment of an RSC for Medowie. The impact of COVID-19 resulted in RSCs and secondary RE teachers working hard to meet the needs of online and remote learning for their students and maintaining focus on this core subject.

Curriculum K-10 review

Stage 3 and Stage 5 were due for revision. After extensive research and discernment, it was decided to develop a new curriculum across K-10. Surveys were conducted in stages 3 and 5 obtaining staff and student feedback. A reference group was set up in partnership with the diocesan Council of Priests to develop a framing paper. This was presented successfully to both Bishop Bill and the CSO Leadership

Team. The new curriculum aims to facilitate the meaningful integration of the educational enterprise and missional aspects of RE in a Catholic school context in a contemporary way. It will centre around a pedagogy of encounter, with a new structure and new modules. A Stage 5 Working Party was formed. Preparation for new modules for Years 9 and 10 began. The decision was made, and a PIP was developed, for the acquisition of a K-2 curriculum writer for 2021. This position was advertised and filled. A timeline has been developed.

Primary-rich learning experiences

The COVID-19 lockdown required an agile response. The RE&S team redeveloped the K-6 RE Scope and Sequence of learning as well as an online Rich Learning Experiences that would support students, families, and teachers. These were provided through the online Continuous Learning Site. RECs and teachers were significant users.

Zoom and Teams

During the pandemic the RE&S team upskilled using Zoom, Teams and SharePoint. All meetings and assembly days went online, using the “breakout room” facility for our schools to assist quality interaction.

CIIT

The Catholic Identity Improvement Tool (CIIT) was reviewed as the bishop requested. Issues identified included a lack of alignment across the benchmarks with CID documentation, language and the NSIT. There was an imbalance between the dimensions. The tool was too big and required separation. It also required more scope for improvement.

NCEC Frameworks and Catholic schools informed the review of the tool at a Crossroads. The CIIT was separated into five dimensions – faith life, Catholic culture, formation, mission and justice, and religious education. Guidelines were developed to help schools unpack the CIIT and assist them to identify where they sit in the standards. This was completed.



Clarity

RE&S has embraced Clarity. The team aligned our work with Clarity, implementing the 14 parameters into all work meetings including REC, MC & RSC assembly days; shared beliefs and understandings; shared responsibility and accountability. Sharratt's five questions were amended for teachers to provide an RE context. These were printed. The RE&S data wall is one of two in the CSO. The team also developed Catholic Clarity and has embedded Sharratt into the One Heart One Soul leadership framework.

Pastoral care workers

All PCWs (religious and chaplaincy program) were aligned under one role statement. Assembly days continued online providing a quality PD program: student and staff wellbeing; Seasons for Growth; exposure to other projects; and mandatory training through CSNSW. Hard-to-staff schools continue to struggle to acquire PCWs.

Parish priest reference

Conversations with a reference group discussed the quality, purpose and use of the PP reference across the system. Recommendations will be presented to the Council of Priests.



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Teaching and Learning

Early Learning

The continued evolution of the Successful Foundations Action Research Project – an Early Learning highlight in 2020

Following a report Dr Cathie Harrison completed on the overwhelming positive outcomes of the 2019 trial of the Successful Foundations Action Research Project, the program achieved system direction.

Successful Foundations continued to grow and evolve in 2020 with eight more schools joining the original 11 schools across the Diocese. 2020 Successful Foundations schools included St Francis Xavier's at Belmont, St Kevin's at Cardiff, Holy Name at Forster, St John the Baptist at Maitland, St Therese's at New Lambton, St Mary's at Scone, St Catherine's at Singleton, and St Joseph's at Wingham.

The Kindergarten teachers at each school committed themselves to

action research and collaboration with Education Officer Kim Moroney as co-participant and co-researcher. In 2020, project officer Bridie Stanger joined Successful Foundations as another co-researcher working alongside children and teachers.

Successful Foundations continues to develop innovative ways of communicating with families, highlighting the importance of play for learning and wellbeing as well as child development and neuroscience. The creativity, curiosity, wonderings, reflections, and discoveries of children raise the image of the child and celebrate their many capabilities and strengths.

As the project evolved, practices such as play reflection through play sharing and play stories became more sophisticated. Play reflections create a climate of thinking, documenting, exploring and supporting metacognition.

The implementation of Successful Foundations in 2020 was complete before the challenges of COVID-19 began to affect schools and communities. The challenges of COVID-19 throughout 2020 provoked an even more creative and intentional approach to transition to school for children and their families. Schools reached out to families with innovation, making connections and building relationships.

Early Learning philosophy, pedagogy and practice was instrumental in supporting school communities throughout 2020. This walks hand in hand with our Catholic faith, our commitment to re-imagining childhood and our understanding of transition to school as a time of establishing connections and relationships to eventually develop a sense of belonging for each child and the child's family.



Gifted Education Lead Schools

The roll-out of the gifted education initiative began in 2017 with nominated secondary and associated primary schools forming clusters as Gifted Education Lead Schools (GELS). These schools are implementing identification processes and appropriate educational interventions. Each of the GELS has a gifted education mentor (GEM) appointed to support teachers and the gifted education committees in providing appropriate strategies to assist students.

In 2020, 36 schools worked in clusters with a strong K-12 system approach supporting students as they enter and transition through the grades. As part of the continuous cycle of evaluation of gifted education in our system, our lead schools had the opportunity to display their action research during a two-day summit held in November. This enabled diocesan educators to gain insights into customising gifted education to meet the requirements of their own schools and link with individual school strategic plans.

Gifted Education Summit

The gifted education summit highlighted a variety of action research questions, reflections on the year, and plans for 2021. Schools are clearly following the system approach to gifted education and embedding the policy and procedures. The action research questions had a distinct and specific focus and were linked with system and school goals. Strategic planning was evident. Decision making and evaluation were based on qualitative and quantitative data. This ongoing evaluation and reflection will ensure sustainability. The schools were open to sharing their context and data to aid other schools in the system. Each school provided useful information and learning to improve the academic and social-emotional needs of our students. This evidence of impact was shared in realistic and measurable ways with many schools showing effective tracking and evaluation of student growth.

The principles of the Gifted Education Lead School focus on leadership, data literacy, building capacity of staff, and a school and system approach were clear. Collaboration was consistently evident within the school and across some clusters and the presentations highlighted that the work is valued, important and having a significant impact. From a system perspective the summit provided a great evaluation of our gifted education work and will assist in our planning.

Virtual Academy Presentation Day

The Virtual Academy is an online class for students in Years 5–8 that provides innovative and advanced curriculums. The local, national, and global perspectives are beyond the scope of the regular classroom, allowing highly and profoundly gifted students to learn with autonomy, and engage with intellectual peers and expert mentors.

On 2 December, 65 students in the Virtual Academy presented their research to panels of education and community leaders. During the day we acknowledged and celebrated our students and provided them with the opportunity to discuss their learning and their work with a group of interested and knowledgeable adults.

Virtual Art Gallery

Students from across our Diocese contributed to a new shared creative space – the Maitland-Newcastle Virtual Art Gallery. In Term 3 the gallery was a showcase for the artistic talent of our students who were encouraged to reflect on the people who mean the most to them and the experiences that have shaped their lives. Through their art, students shared their thoughts and feelings using a variety of techniques and styles. Some of their thought-provoking works reflected the beauty and fragility of their natural surroundings. In Term 4 the gallery displayed responses to the Diocesan Minecraft Challenge.

Gifted Education Parent

An information session via Zoom was held for all parents in the Diocese on Wednesday 26 August. During this workshop, Sally Brock, Education Officer – Gifted Education outlined the work being done in our schools. This included:

- ▶ an explanation of giftedness and talent
- ▶ processes for identifying academically gifted learners
- ▶ the system approach to gifted education including
- ▶ policy and procedures
- ▶ Gifted Education Lead Schools (GELS)
- ▶ the Virtual Academy.



Digital Innovation And Learning

Digital Innovation And Learning

Technology played a significant role throughout 2020 as schools moved from face-to-face teaching to an online environment then back again.

Teachers had the opportunity to rethink communication strategies with students and families, deliver meaningful learning opportunities, assess progress, provide feedback, look after the pastoral needs of students, and collaborate as professionals. Many schools required support to build the capacity of teachers and other staff to use technology throughout 2020. The Digital Innovation And Learning (DIAL) team were heavily drawn upon to assist in building the capacity of teachers and CSO staff to successfully work in the ever-changing environment that was 2020.

Examples of DIAL work throughout 2020 include:

- ▶ professional learning in the use of
 - o Microsoft Teams for Education
 - o Zoom
 - o SharePoint
 - o Teams to broadcast live events
- ▶ set up of the Continuity of Learning SharePoint site
- ▶ online and on-demand PL each week focusing on a variety of relevant tools and skills.

One of the biggest impacts felt throughout 2020 was the way in which schools were able to interact with their communities amid the COVID-19 restrictions. While students returned to face-to-face learning, schools needed to reimagine their events that community members previously attended. They

again turned to technology to create the bridge, and broadcasting and live-streaming enabled them to attend.

The DIAL team compiled the following case study on live streaming.

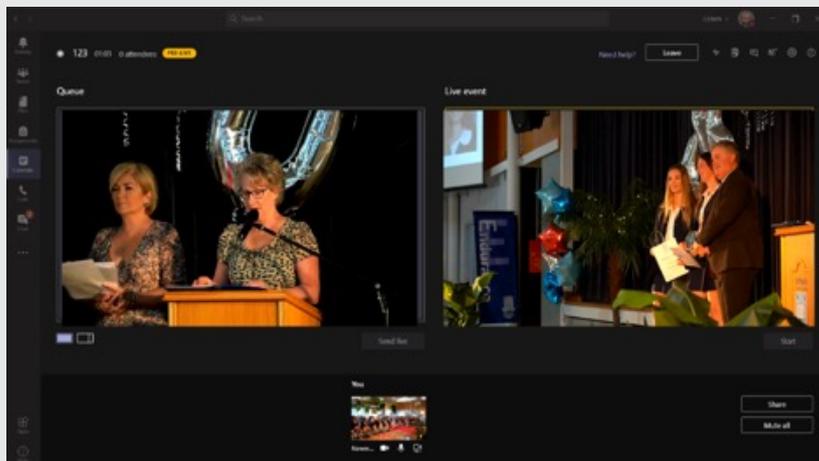


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Case Study Live Streaming – Diocese of Maitland-Newcastle

The Diocese of Maitland Newcastle uses Microsoft365 as its cloud solution. Within Microsoft Teams there is the capacity to live stream using Live Events.

Live Streaming – St Paul's Catholic College, Booragul (Maitland-Newcastle) – Year 12 end-of-year ceremonies



Platforms Used

St Paul's Catholic College, Booragul streamed its end-of-Year 12 ceremonies over four days using Microsoft Teams Live Events. Due to COVID-19 restrictions at the time, students could not assemble for more than 15 minutes, therefore they streamed for 15 minutes a day over four days. The first streams were the award ceremonies and the last the final graduation ceremony. The stream could be re-watched within 24 hours before it was disabled.

Our hardware

- ▶ 2 x DSLR cameras connected to a laptop each using USB video capture devices. Both cameras could stream a clean feed via the HDMI to the USB capture card.
- ▶ 1 x Sony Handy Cam connected to a laptop using a USB video capture device.
- ▶ 3 x HDMI to USB Capture cards – from eBay.
- ▶ 4 x Windows 10 laptops with teachers assigned as producer/presenter in Live Events logged into Teams.
- ▶ The Sony Handy Cam microphone captured audio near a PA speaker and picked up crowd clapping.

The two DSLR cameras were borrowed from the community and of high quality. Both cameras had the ability to run a clean feed.

Issuing invitations and ensuring closed system

The organiser has three options for who can view the Live Event (see below). For this live event, St Paul's chose Public as family members needed to view without a diocesan sign-in. Producers/presenters had to sign into Teams.

After the live event was created organisers logged at the event and copied the attendee link. This was sent to families via Compass Notifications.

Families using a web browser on a device could watch the live stream. IOS and Android devices required parents to download Teams on their device and sign in with any Microsoft account.



Vocational Education and Training (VET)

In 2020, 318 Year 12 students achieved nationally recognised qualifications in Vocational Education and Training (VET) courses delivered in our schools.

The following table outlines the detail of those qualifications. A Statement of Attainment is awarded to students who meet some of the Unit of competency requirements for the course. The full qualification is awarded to students who meet all Unit of Competency requirements for the course. Note that NSW Education Standards Authority (NESA) has determined that in some courses the expected outcome will be a Statement of Attainment.

A School based traineeship or apprenticeship (SBAT) was completed by 18 of our students as part of their HSC, in qualifications such as Retail Services, Health Services Assistance and Business Administration. Students from our schools commenced the pilot SBAT programme in Certificate III in Early Childhood Education and Care in partnership with St Nicholas Early Education services across the Diocese and St Nicholas Pathways.

COVID-19 impacted many activities within VET in 2020, particularly hampering the participation of students in industry work placement and face to face teacher training which was suspended for much of the year. In 2020 three teachers sought to upgrade their Sports coaching training online to deliver a Certificate III level qualification, with delivery to students commencing in 2021.

St Joseph's College, Lochinvar commenced delivering Stage 6 Entertainment with a year 11 cohort. St Joseph's College, Lochinvar and St Joseph's, Aberdeen also commenced delivering the new NESA course Manufacturing and Engineering Introduction in Year 11. This new course will allow students to experience the full Certificate I in Engineering and a selection of competencies from the Certificate II in Engineering Pathways.

HSC results in VET examinations continued to be strong, with St Joseph's College, Lochinvar students featuring with diocesan best band six results in Hospitality and Construction and

St Francis Xavier's College, Hamilton topping the Diocese achieving band 6s in Entertainment and Business Services.

We were fortunate to have two teachers as finalists for the Robert Beggs Memorial Award for Excellence in VET Teaching: Bernard Frize, construction teacher from St Joseph's College, Lochinvar, and Allan Perry who delivers Electrotechnology as part of the Singleton Trade Training Centre. Allan was the recipient of the award, a recognition of the terrific role he plays, delivering training to secondary students from all school sectors in Singleton.

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



Students from our schools commenced the pilot SBAT programme in Certificate III in Early Childhood Education and Care in partnership with St Nicholas Early Education services across the Diocese and St Nicholas Pathways.

| Course Name | Qualification achieved | |
|------------------------|--|----|
| Business Services | Certificate II in Business | 17 |
| | Statement of Attainment towards Certificate II in Business | 5 |
| Construction | Certificate II in Construction Pathways | 53 |
| | Statement of Attainment towards Certificate II in Construction Pathways | 20 |
| Electrotechnology | Certificate II in Electrotechnology (Career Start) | 5 |
| | Statement of Attainment towards Certificate II in Electrotechnology (Career Start) | 18 |
| Entertainment Industry | Certificate III in Live Production and Services | 9 |
| | Statement of Attainment towards Certificate III in Live Production and Services | 4 |
| Hospitality | Certificate II in Kitchen Operations | 78 |
| | Statement of Attainment towards Certificate II in Kitchen Operations | 24 |
| | Certificate II in Hospitality | 4 |
| | Statement of Attainment towards Certificate II in hospitality | 2 |
| Metal and Engineering | Certificate I in Engineering | 7 |
| | Statement of Attainment towards Certificate I in Engineering | 9 |
| Primary Industries | Certificate II in Agriculture | 5 |
| | Statement of Attainment towards Certificate II in Agriculture | 2 |
| Retail Services | Certificate III in Retail | 0 |
| | Statement of Attainment towards Certificate III in Retail | 22 |
| Sport Coaching | Certificate II in Sport Coaching | 17 |
| | Statement of Attainment towards Certificate II in Sport Coaching | 4 |



Aboriginal Education

Our Diocesan schools are located on numerous traditional lands and we acknowledge that we work, learn, and educate alongside elders past, present and emerging and that they are the keepers of their traditions and knowledge.

2020 was a challenging year for everyone commencing with the impact of the 2019 natural disasters of droughts, fires, and floods. The emerging threat of COVID-19 quickly became our focus and brought exceptional new ways of knowing and doing. Building on the momentum of the 2019 NSW Aboriginal Catholic Education Conference, 2020 saw the launch of a new CSO Strategic Plan and marked the beginning of a new focus and energy in Aboriginal Education across all our schools. We welcomed a second Education Officer – Aboriginal Education, Craig Duncan to support Louise Campbell in leading this work.

The CSO's Aboriginal education team provided advice on all matters relative to education and training representing the Aboriginal & Torres Strait Islander

viewpoint. Our team promotes respect, empowerment and self-determination and believes the process of collaborative consultation is integral to equal partnerships and is fundamental to the achievement and equitable outcomes for our Aboriginal and Torres Strait Islander students. Our team also advocates cultural affirmation, integrity, and the pursuit of equity to ensure that the unique and diverse identity of Aboriginal and Torres Strait Islander students are recognised and valued.

The Diocese of Maitland-Newcastle now has 58 schools and educates 20,855 students including 1,616 Aboriginal and Torres Strait Islander students. While the state average indigenous population is 3.3 per cent, in our Diocese the average population in our schools is 7.75 per cent. Schools' employees include more than 50 identified Aboriginal personnel, as well as 95 staff members specifically working in the area of Aboriginal education.

The focus of initiatives in Aboriginal Education closely aligned with the three learning goals in the CSO Strategic Plan:

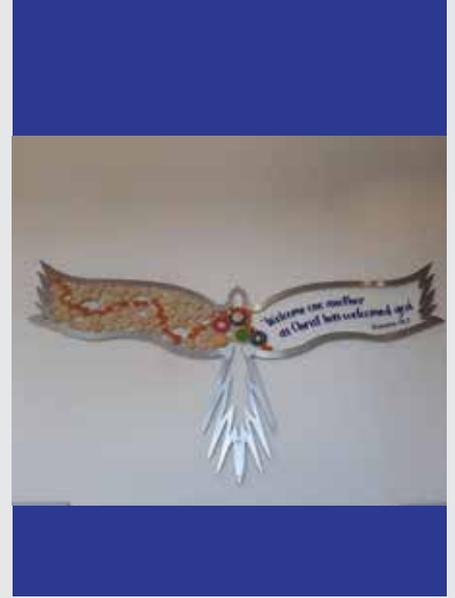
- ▶ to ensure every student is known as a person and learner and demonstrates growth in their learning every year
- ▶ to build the capacity of every teacher, every leader and every school through collaborative professionalism and relevant, contemporary professional learning
- ▶ to nurture a culture of learning that is adaptive, innovative and continuously improving

40 of our schools became part of the Leading Learning Collaborative in 2020 with a clear focus on ensuring that the faces and data about learners becomes the driver for decision making and that no sub-group of learners is achieving less than others. This focus has highlighted the need for all school staff to know who our Aboriginal and Torres Strait Islander students are and how they are achieving. There has been a marked increase in data-led conversations across and between our schools about the needs, progress and challenges for our Aboriginal and Torres Strait Islander students to ensure both their academic and wellbeing needs are being met.



Success story

One of our Success stories has been at St Paul's College Booragul where our Aboriginal Education Worker Astro Stewart worked with students to create a powerful symbolic display of Reconciliation. The image below show Biraban as an Eagle connecting Catholic Ethos and the Aboriginal Spiritual heritage of the land and people of our school community. The project was named Biraban after an Awabakal leader and this image can be seen in the foyer at the college.



their learning. They also used these technologies to reach out to our Aboriginal and Torres Strait Islander parents facing the challenges of home schooling.

An important focus of Aboriginal Education is building the knowledge and understanding of all members of our school communities about Aboriginal culture and history. This needs to become integral and embedded as part of the learning culture of each school. It was recognised that there was inequity of access to local Aboriginal resources and knowledge across our schools. To address this, a major focus of 2020 was to develop a digital resource available to all.

During 2020 it was important that we utilised the creative minds and special gifts and skills of colleagues to meet the challenges of working effectively in this new digital world. This enabled us to safeguard many of the traditional stories, our Elders' knowledge and local Aboriginal resources in digital formats to ensure Aboriginal ways of learning could continue to be shared. We were thankful for the timely professional learning that built the skills and knowledge of all staff working in Aboriginal Education and enabled us to work and learn in new ways.

Despite those compelling challenges, 2020 saw a significant increase in support and resources in Aboriginal Education across all schools that enabled better provision of support for our Aboriginal students, families, and their communities. This report celebrates the commitment and achievements of students and staff members who are striving to meet the CSO Strategic goals. Through the commitment of all educators,

connections made with parents and community members continue to improve. These connections, in turn, are instrumental in improving the success and the personal well-being of all Diocesan students.

As the Diocesan Catholic Schools Office strives to eliminate the educational achievement gap between Aboriginal and non-Aboriginal learners, effective strategies, and interventions within our system of schools will continue to be implemented in enhancing academic success, social-emotional learning, and opportunities to access Aboriginal language and learning about Aboriginal culture.

2021 Plans

- ▶ Professional Learning – Cultural Competency Standards Framework, 8 Ways Learning Preliminary Research, PL for Aboriginal Education Teachers and Workers and committed to increase knowledge and understanding of the histories, cultures, and experiences of the First Peoples of Australia.
- ▶ proceed to establish an Aboriginal and Torres Strait Islander Advisory group represent Aboriginal voice and advocacy, as well as to foster a culture of inclusion and acceptance.
- ▶ explore the establishment of a Diocesan Aboriginal and Torres Strait Islander Student Leadership Council for Aboriginal learners.
- ▶ increasing the profile of Aboriginal and Torres Strait Islander Education in the Diocese

A highlight of 2020 was the increase in the number of qualified teachers supporting our Aboriginal and Torres Strait Islander students as well as an increase in the number who identify as Aboriginal or Torres Strait Islander – a significant movement towards higher employment equity. This led to a need to increase both networking and professional learning opportunities for our Aboriginal and Torres Strait Islander staff. Whilst the challenges of 2020 limited what was physically possible, much effort went into developing new ways of meeting and communicating via technology.

Our Aboriginal Education Team, like many of the CSO's teams and colleagues had to embrace the use of new digital learning and technologies to hold meetings and maintain communication in a variety of ways including - online learning, webinars, conferences and virtual gatherings. Our network of Aboriginal Education Teachers and Workers took on these new ways of learning and knowing to run Zoom classes and meetings for our Aboriginal and Torres Strait Islander students to keep them socially connected and connected to



Sport in the Diocese

Charlie Hawke was well on the way to completing his domination of school swimming events in his final year at St Francis Xavier's, Hamilton. But he was left stranded in the fast lane when all school sporting pathways came to a shuddering halt as a result of COVID-19. Charlie and many other primary and secondary swimmers competed successfully at their school, regional and then diocesan carnivals and gained a place to represent our Diocese at the NSWCCPS and NSWCCC Championships.

But in March, not long after our diocesan swimming carnivals, School Sport Australia cancelled all events for 2020 and then the Department of Education followed suit and cancelled the rest of Term 1 and Term 2 sporting events. CSNSW followed suit. Students who had secured a diocesan spot to attend Polding or NSWCCC events in touch, league and swimming were devastated, as were those students whose sports were yet to have their school, regional and diocesan trial. Some talented students had already been selected to represent Polding in basketball, cricket and tennis but that was not to be either.

For some students, it meant missing their first opportunity to represent the Diocese. For others, their final chance to put on the emerald green top was gone. Parents and children understood that everyone was putting health and safety as a priority, but they couldn't mask their dismay. Many hoped the events would be rescheduled, but as pools, tracks, courts and stadiums closed, it became evident it would not be possible to catch up on the backlog of the pathway.

Participation in physical activity is critical to a child's health, development and psychosocial wellbeing. With the increasing sedentary behaviour associated with screen-based activities, sport and physical activity at any level becomes more important. During a pandemic, teachers understood the importance of encouraging the students to be physically active and did a great job in adapting their weekly programs to include more non-contact sports.

Good health influences the way in which children feel and go about their daily lives, so including an hour of physical

activity every day is important. We know only one-quarter of students did this before COVID-19. Therefore, during COVID-19, teachers knew they had to provide links to physical activity for those at home.

School sport co-ordinators said many senior students were finding their stress levels were much higher because they no longer had the physical outlet, especially with increased pressure during the HSC and preliminary courses. Other elite athletes and students vying for representative teams and positions struggled with the cancellation of trials. Sport co-ordinators witnessed many students struggle to find a release away from the pressures and stresses of the health situation.

In an astounding effort in 2019, Charlie Hawke competed in 11 events at the NSWCCC, collecting gold in the 100m, 200m and 400m freestyle and 50m butterfly, silver in the 200m individual medley and 100m butterfly and bronze in the 100m backstroke. He set NSWCCC records for the 200m and 400m freestyle. He followed this up with another commanding performance



Participation in physical activity is critical to a child's health, development and psychosocial wellbeing.

at the NSW All Schools where he won the 100m free, 200m free, 400m IM and 200m 'fly, and placed second in the 50m 'fly and 200 IM. He was predictably rewarded with selection in the NSW team and appointed one of the leaders. At the School Sport Australia Championships in Melbourne, Charlie finished second in the 50m 'fly, 100m free, 200m free, 200m IM, 200 'fly and 400 IM, and third in the 100m 'fly and 400m free.

In 2020, Charlie was at it again at our SSSA diocesan swimming when he broke records in the 17+ 50m butterfly and 200 IM. He received a Blue for swimming in 2019, and a letter from Swimming Australia eased the disappointment of missing the 2020 championships. Swimming Australia recognised that "through Charlie's performances in swimming in the past year, he would in every likelihood have achieved qualifying standards to represent Australia at the now cancelled 2020 Junior Pan Pacific Championships in Hawaii". Charlie verbally accepted a full swimming scholarship to the University of Alabama, in the US.

Leroy Reid, a talented athlete from St Francis Xavier's College, Hamilton, received a Bar award in 2019, presented to students who already have a Blue and have continued to excel in their sport. Leroy represented our Diocese in athletics from 2015-2019. He holds the diocesan record in the 400m, and at the NSWCCC Championships in 2019 he won gold in the 200m and 400m, silver in the 100m, and was named 17 years age champion.

At the 2019 NSW All Schools, Leroy ran a personal best in the 200m to win a gold medal. He followed that with a silver in the 100m and fifth in the long jump. As a result, he was selected to represent NSW at the Australian All Schools Championships. He continued his outstanding form, securing silver medals in the 200m and 4x100m relay, and a personal best in the 100m.

With no awards in 2020, Leroy was thankful he achieved a Blue and a Bar before Covid struck. He started back at the NSW Target Talent Program at Sydney Olympic Park. Selectors were also watching Leroy for selection in the U20s training squad for World Juniors.

Michael Walker from St Pius at Adamstown received a Blue in 2019 for basketball. He was a significant player in the 2019 NSWCCC team and was subsequently chosen in the NSW All Schools team. He had to pull out of All Schools due to an injury but recovered and 2020 was going to be his year. Michael had been selected in the Australian U16 team to travel to Bulgaria, and the NSW Country U18 team to compete in the national championships in Ballarat, but again, COVID-19 halted all competition and travel.

Michael is hoping to trial for the NSW U20 team in 2021.

Some diocesan sport recommenced in Term 4 of 2020 and things are looking positive for 2021. I hope all students are keeping active and with a positive mindset.

Bernadette Duggan is Education Officer of Sport for the Diocese of Maitland-Newcastle



Quality teaching

Leadership initiatives

The CSO strives to develop leadership capacities that will create and sustain vibrant and dynamic faith and learning communities. Leadership is embedded through all domains of the System Strategic Plan 2020-2022.

A key goal within our plan is to build the capacity of every teacher, every leader and every school through collaborative professionalism and relevant, contemporary professional learning.

Leading learning collaborative

In 2020, the system commenced working with global educational expert Lyn Sharratt to focus on building teacher and leader capacity to increase student growth. Thirty-eight of our schools joined professional learning sessions in March 2020 and began the

journey to implement 14 parameters for school improvement. All schools provided an update on their progress via Zoom in October 2020.

While COVID-19 presented challenges, it also supported the system in embedding the use of collaborative technologies including Zoom and Teams. The system embarked on meeting regularly with groups of schools via Zoom to discuss and share collective learnings and this has supported a culture of collaboration. Many schools have developed new partnerships and are sharing resources online. It was a positive shift in the development of shared beliefs and understandings among all system staff.

As part of our work with Ms Sharratt and our strategic focus, the system introduced the new role of pedagogical

mentor within primary schools. The pedagogical mentor collaborates with the principal and school leadership team to contribute to improved student literacy and numeracy learning outcomes. This role has been instrumental in helping teachers develop and refine their practice and through modelling high-quality teaching within and across our schools.

Domain Three of our Strategic Plan focuses specifically on leadership culture and supporting succession through identifying and nurturing the growth of potential and current leaders across the system. Our work with Ms Sharratt and the introduction of the role of pedagogical mentor have been instrumental in building leaders and in providing our teachers with opportunities to share their knowledge and expertise across schools and within their own school.



Role clarity

A key priority within our current strategic plan is to continue to review all school and CSO role descriptions to ensure they meet contemporary schooling needs and clearly articulate system expectations around our shared responsibilities and accountabilities. Much work was undertaken in 2020 to review the roles of middle leaders in secondary schools and to work with primary and secondary teacher librarians to contemporise and support their key role in our schools.

Leadership coaching program

Coaches continued to work across our schools to support principals, assistant principals, and middle leaders during a particularly challenging year. While many of our programs could not run

face to face, the team connected with colleagues via Zoom and phone to ensure continued support. Much work was undertaken to support leaders in the areas of strategic planning and leadership of staff and parent engagement, particularly during the pandemic. A major area of focus involved implementing Ms Sharratt's 14 Parameters.

Our coaches' role is twofold: first, to support leaders in developing the mindset and capabilities that result in organisational effectiveness, quality teaching and healthy, sustainable leadership practices; and second, to support leaders implement

strategies that inform positive well-being practices to manage the complex demands of their role.

We aim is to provide a cohesive approach across all professional learning programs offered with a shared language and a uniform approach to supporting all leaders, ranging from those new to leadership to our most experienced leaders.

At the core of the Leadership Coaching Program is the desire to further build the collective capacity and shared commitment of all school leaders in positively influencing student outcomes. Coaches serve as trusted colleagues and co-learners with principals, assistant principals, and middle leaders. Coaches are highly proficient and experienced educational leaders who possess a high level of professional competency across a range of key areas and demonstrated a record of excellence in leading school improvement.

Early career teachers

Throughout 2020, education officers worked with early career teachers (ECTs) towards NESA accreditation at proficient teacher. The CSO provides a high-quality growth and development program designed to help our ECTs thrive in their chosen profession. Due to the pandemic, this program was modified throughout 2020 to accommodate changes to face-to-face professional learning. We conducted the Orientation to Teacher Accreditation and the Mentoring for Effective Teaching in February as in previous years. The remaining ECT professional development courses were either run via Zoom or postponed until 2021. These courses assist the ECTs as they continue to develop a deeper understanding of the Australian Professional Standards for Teachers, and build the knowledge, skills and understanding expected as they move from graduate to competent and effective, proficient teachers. Dedicated CSO education officers – teacher accreditation, mentor and support the ECTs throughout the program. During 2020, the education officers conducted meetings with ECTs and their mentors via Zoom when required and resumed school visits for face-to-face meetings later in the year when it was safe to do so. This support ensured teachers were able to continue working towards proficient teacher accreditation throughout the year despite the change to regular school routines in 2020.

ASPIRE: 2020

A year of creative thinking

COVID-19 ensured an interesting 2020 for ASPIRE, but it was by no means less creative than previous years. In fact, the pandemic challenged us to find new ways to provide arts opportunities to young people in the Diocese and empower them to develop as artists.

The Pecking Order, our original production for 2020, was to be staged at the Civic Theatre in August. But it was reimagined and instead filmed over a week in the January 2021 holidays. The well-received production explored leadership, community, and people's opportunities to offer told through the eyes of young people at a camp and the eclectic flock of birds that surrounded it. Rehearsals via Zoom, the reimagining of the delivery of the production and all the other challenges involved along the way, only served to strengthen the resolve of cast and crew to tell the story. The production reached a massive amount of people. Two screenings at the Civic Theatre drew a combined audience of 1,200, and it was also presented across the Diocese in more than 600 smaller events in school halls and classrooms.

ASPIRE's In-School program continued to adapt during the coronavirus year with four schools writing their own productions and delivering them in a filmed capacity to student families. Two of the productions took their theme as the pandemic; a great example of real-life experiences inspiring theatre. Dramafest for secondary students was also delivered via Zoom with six leading industry practitioners presenting workshops in clowning, mime, verbatim, voice, characterisation, and individual performance. The workshops catered to 181 students and staff with great learning around Zoom delivery and engaging students effectively in the online forum.

The ASPIRE senior theatre makers also worked in an online capacity to create *I Hope: Thoughts on a Pandemic*. They put out a call for submissions from students across the Diocese to send diary entries about their COVID-19 experiences to ASPIRE. The group then used this material as well as interviews with family members, press conferences with political leaders and newspaper articles to create their verbatim piece. It was performed live to a reduced audience at the Civic Playhouse as well as being live-streamed. It also won the 2020 CONDA (City of Newcastle Drama Award) for Best under-18 ensemble, and was nominated for best new play.

Towards the end of the year, ASPIRE was able to deliver its Young Scriptwriters Staged Reading event, Junior Theatre Makers Performances and Song Competition finals to live and streamed audiences. These performances marked an end to a huge year of learning and adapting and were a real celebration of the resilience of the students involved.







Transparency and Accountability

Improving educational outcomes of students in all our schools is a high strategic priority for the Diocese of Maitland-Newcastle and the Catholic Schools Office. Planning for the construction and consolidation of Catholic School's Office supports the church's mission. Educational research shows that well-designed and well-maintained facilities improve student learning outcomes.

Over the last 5 years, there has been significant investment by the Diocese in school infrastructure. This has included new works and maintenance of existing assets.

The Catholic Schools Office aims to support the provision of modern and environmentally sustainable infrastructure which supports the ongoing delivery of contemporary curriculum and reduces the risk associated with the building deterioration.

Due to the age of the facilities and the ever-evolving teaching and learning, refurbishing our schools can be challenging. However, during 2020, the Diocese continued its mission to upgrade and refurbish school learning areas, transforming learning spaces into vibrant, lively, efficient, and contemporary spaces that encourage students to thrive.

The Catholic Schools Office recognises that school facilities must be monitored, maintained, upgraded, and expanded to enable the delivery of high-quality educational programs integral to their commitment to provide high quality Catholic Education across the Diocese.

The Catholic Schools Office continues to work with all stakeholders to deliver high-quality capital works projects and refurbishments that provide the opportunity to create new facilities which make a dramatic difference by transforming spaces or adding to the school's infrastructure.



Completed projects

St Columba's Primary School, Adamstown

Increase size of Year 1 classroom

An increase in the size of the Year 1 classroom, including the refurbishment of the existing room and the provision of two new administration offices.

The new learning space allowed various modes and groupings in learning, including presentation space, break-out and collaboration areas.

Rosary Park Catholic Primary School, Branxton

Stage 3 Construction of classrooms

Construction of these works represents Stage 3 of a larger site masterplan comprising:

- ▶ single-storey classroom buildings/ General Purpose Learning Areas (GPLAs)
- ▶ general Learning Areas (GLAs) per building
- ▶ new toilet facilities and hard and soft landscaping.

Stage 3 works included the construction of 8 general purpose classrooms.

St Bede's Catholic College, Chisholm

Pre-Stage 2: Additional Demountable Classrooms

Additional temporary demountable buildings to create learning spaces for Science, Technology and Applied Studies.

Purchase of land

21 Schroder Avenue, Gateshead

Purchase of land to discharge the school's storm water to Kennedy Creek.

Holy Spirit Primary School, Kurri Kurri

Addition to the Administration Building

An infill of the verandah area, adding much needed space to the Administration area, providing additional teacher workspace, additional amenities, collaboration/meeting area.

Included in this project was the construction of a new sports shed required as an outcome of the refurbishment of the amenities upgrade.

St Patrick's Primary School, Lochinvar

Stage 2: Construction of three GLAs classroom pods.

The works represent Stage 2 of a larger site masterplan which was developed to ensure a cohesive campus is developed that balances the changing needs of the school community, including current and future teaching and learning pedagogy.

Stage 2 work included the construction of three single-storey General Learning Clusters, each with three flexible learning areas, breakout and collaborative spaces, Covered Outdoor Learning Area (COLA), student amenities, staff resource space, landscaping and creative, and creative and active outdoor play areas.

St John the Baptist Primary School, Maitland

Construction of a new amenity block

The demolition of the outdated toilet block and construction of a new state-of-art amenity block, to include uniform storage and a storeroom.

Project included a contemporary design, an increase in the number of toilets, installation of new fixtures and fittings and bubblers.

Refurbishment of Classrooms

The works included:

- ▶ relocation of the interview rooms and resource room
- ▶ reconfiguration, and refurbishment of both Year 2 rooms, connecting rooms by sliding glass doors



- ▶ relocating the uniform store, and
- ▶ refurbishment of classrooms to allow for collaborative learning and the use of inquiry-based pedagogy, and interaction between learning spaces.

St Dominic's Centre, Mayfield

Additional Student Amenities

Construction of Additional Student Amenity (internal). The works included the installation of two new accessible bathrooms, including disabled compliant shower, toilet, change room, and lifting hoist.

Temporary Buildings

Approximately two million dollars was allocated to the purchase of, or relocation of, temporary buildings (demountable classrooms).

Projects included the installation of associated decking, footpaths, covered walkway footings, piers, retaining walls, services, fences, new cladding, carpet, Autex and air conditioning.

Locations Included:

- ▶ St Columba's Primary School, Adamstown

- ▶ St Benedict's Primary School, Edgeworth
- ▶ St Paul's Primary School, Gateshead
- ▶ St James Primary School, Kotara South
- ▶ Our Lady of Lourdes Primary School, Tarro
- ▶ St Patrick's Primary School, Wallsend.

For St Bede's Catholic College, Chisholm: Commenced during 2019 TAS and Science demountable facilities, as part of the pre-Stage 2 works were completed by the beginning of the school year. Included in the project:

- ▶ science Lab and Prep Storerooms
- ▶ TAS Workshops and Store
- ▶ civil works: Paths/footings/ pedestrian bridge
- ▶ electrical works and hydraulic installation e.g., gas
- ▶ data works
- ▶ major equipment, fixed loose furniture, dust extraction and fume cupboards.

Committed projects

Holy Spirit Infants School, Abermain

Demountable Link to Classroom

Planning underway: To install a new covered pathway linking the demountable buildings to the COLA area and student toilet block, landscaping and sandstone retaining walls along the playing field.

Project delayed until 2021 due to COVID-19.

Additions to the Administration Area

Commencement of the construction of Stage 3 (and final stage) of the new Primary School. This includes:

- ▶ refurbishment of existing Block F undercroft area
- ▶ construction of Block G with COLA incorporating classrooms, withdrawal spaces, common area, practical activities outdoor areas, landscaped outdoor learning spaces, multi-purpose sports court
- ▶ associated landscaping and structure works, pathways and access ramp



- ▶ covered verandah for relocated demountable classrooms
- ▶ removal of three demountable classrooms.

Completion of the project is expected to be September 2021.

St Bede's Catholic College, Chisholm

Stage 2

Commenced the construction of Stage 2 of the masterplan for St Bede's.

Stage 2 consists of the construction of Block B encompassing:

- ▶ science labs
- ▶ science preparation and learning areas
- ▶ apparatus and zoology stores
- ▶ Cluster, presentation and collaboration zones
- ▶ hospitality areas (preparation, domestic and commercial)
- ▶ storerooms
- ▶ visual art and GLAs
- ▶ canteen
- ▶ addition "Peregrine Trail" linking Block B to Block C

- ▶ associated works, extension of the carpark, services infrastructure, and hard and soft landscaping.

Anticipated completion of Stage 2 is June 2021.

St Joseph's Primary School, Denman

Refurbishment and redesign of the Administration

Planning commenced for the design, refurbishment and additions to the Administration area which includes:

- ▶ a multi-purpose room for learning support and meeting room to cater for intervention programs
- ▶ a separate staff resource room and storage
- ▶ extension of the existing staff common room
- ▶ refurbishment of the entrance and reception area to improve security
- ▶ additional staff toilet facilities.

Due to the review of the Diocesan projects resulting from COVID-19 pandemic, this project will be completed mid-2021.

St Mary's Catholic College, Gateshead

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

Stage 2 of the St Mary's Catholic College re-development and upgrade continued during 2020.

Stage 2 of the 5 planned stages of transforming St Mary's to cater for Year 11 and 12 and the increase in student enrolments, included:

- ▶ demolishing and reconstructing the College's main administration and staff centre;
- ▶ construction of Administration facilities, staff study, staff room, staff facilities;
- ▶ the construction of additional car parking and the internal road works;
- ▶ landscapes, including drainage access to the creek;
- ▶ the refurbishing of GLAs to create a new Learning Support Centre and Careers/VET Office spaces.

Towards the end of Term 4, 2020 staff commenced moving into the new spaces.

Completion of the Stage 2 project, including external landscaping will occur before the commencement of Term 1, 2021.

St Joseph's Primary School, Kilaben Bay

Landscaping and redevelopment of the outdoor play area.

Planning for the refurbishment of a secure Outdoor Play Area has commenced.

Expected works, estimated to be \$160,000, are intended to provide a safe and supportive outdoor learning environment in a bush setting.

The scope includes:

- ▶ an enclosed outdoor play area
- ▶ associated landscape work and
- ▶ the extension of the boundary fencing.
- ▶ refurbishment and improvements to the school front entrance and Administration area.

Planning is also underway for a second approved capital works project for St Joseph's, Kilaben Bay.

The design is for a redevelopment of the front entrance and refurbishment of the administration building. Driven by the Strategic Vision, the scope of works is to create a level, functional and welcoming entrance and administration space. It is to incorporate a reconfigured staff area with collaboration spaces, interview and meeting room, and landscaping of the entrance area.

St James Primary School, Kotara South

Redevelopment of an expanding School.

The Development Application was submitted to Newcastle Council in August 2019.

The Catholic Block Grant Authority has been approved; however, DA remains in negotiations with Council.



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

Preliminary concept design and planning commenced on the relocation of the library to a more central and accessible location adjacent to the recently completed Student Learning Hub.

The project is to enclose, refurbish and construct within the existing undercroft, to create a contemporary learning hub that as a space enhances student engagement and learning.

This state-of-the-art educational facility will include collaboration spaces and the creation of an adult learning environment, providing the best resources for the completion of Stage 6 learning.

The project will also incorporate the refurbishment of the canteen and include break out spaces off the learning hub.

St John the Baptist Primary School, Maitland

Construction of a COLA.

This project was submitted for consideration in the 2019/2020 SPDC process and is in the planning phase.

This project will see the construction of a COLA consisting of a series of Shade sails, a raised platform for assemblies, lunch-time seating, and landscaping, including planter boxes.

Catherine McAuley Catholic College, Medowie

Construction of:

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

With Early Works commencing in 2019, Stage One Construction continued throughout 2020, with an anticipated completion date during the Christmas vocation, in readiness to accept the first intake of Year 7 and Year 8 enrolments.

The College is being constructed in six stages.

The \$42 million Stage One comprises the Chapel, St Nicholas Early Education Centre and the two-storey main building – Coolock House.

Stage One

Block A: Two-storey Administration Building comprising of music,

drama, and hospitality spaces. The administration building, or Coolock House, provides interim learning spaces until future stages are constructed.

Block B: The College Chapel

Block C: St Nicholas Early Learning Centre

Interim road intersection into the College is underway and expected to be completed for the Term 1 opening.

The final intersection is planned to open late 2022.

Stage Two

Consists of the design and construction of Block C and Block D along with the infrastructure and landscaping works.

Stage 2 tender was awarded in July 2020 and is anticipated to be open July 2021.

The design of the College allows for the effective delivery of contemporary curriculum in a flexible range of indoor and outdoor learning spaces.

Associated works include a section of covered path linking Block C to existing Block A, car parking, services



infrastructure and hard and soft landscaping.

Block C, Science and Block D, TAS incorporate woodwork workshops and learning spaces, Visual art, and digital design learn spaces; digital production space including a 3D printer, laser cutters and robotics.

St John Vianney Primary School, Morisset

The Kindergarten classroom breakout space.

In planning: The refurbishment of the Kindergarten classroom and the breakout space including a new access ramp.

This involves the renovation of the room with the intention to provide a compliant learning environment for the students and a learning environment which reflects high expectations and fosters play-based education.

Holy Family Primary School, Merewether Beach

In planning: Construction of a new classroom block for Kindergarten,

refurbishing Block D to upgrade the canteen, storeroom, sports room and upgrade the COLA and connection to the main block.

St Therese's Primary School, New Lambton

Construction of new facilities.

Construction of comprehensive upgrade of facilities commenced in 2019.

The first stage comprising the demolition of two timber classrooms and the construction of three single-storey buildings each containing three classrooms.

The GLAs are of contemporary design. The classrooms have operable sliding glass doors to foster a collaborative approach to learning.

Completed in 2020, the second stage comprised of:

- ▶ the demolition of the remaining timber classroom;
- ▶ construction of the covered outdoor learning area;
- ▶ a new canteen and adjoining shade area,

- ▶ new toilet blocks.
- ▶ construction of the Learning Centre/Library and adjacent breakout rooms and verandah.

St Brigid's Primary School, Raymond Terrace

Learning Support Centre and Learning Hub refurbishment.

Planning underway: Commencement of the design and planning for the re-development of the Learning Hub, and former Computer room to create a Learning Support Centre. The Support Centre will cater for the needs of students who require a nurturing environment that fosters emotional support and regulation; and a learning space with learning pods.

The new space will support the implementation of the "Zones of Regulation" program and enhance individual learning and wellbeing of students. The project will include meeting spaces for staff, parents and Allied Health Professionals and Counsellors.

St Joseph's Primary School, Taree

Library Refurbishment/new Learning Hub.

Underway in 2020: Refurbishment of the library and creation of a new contemporary learning hub to cater for the creativity and innovative learning of students, meeting the needs of the students and staff in the 21st Century.

The library refurbishment will transform the existing building to become a learning hub, a new flexible contemporary learning space for student and staff. These spaces will be connected through sliding doors to the external outdoor environment.

This contemporary environment will assist staff to deliver effective learning programs and support contemporary pedagogies. It will nurture a culture of high expectations in learning, enhanced wellbeing, and a sense of belonging, while promoting closer partnerships with the families, parish, and the wider community. The construction is expected to be completed in March 2021.



The projects outlined align with the strategic direction of the Diocese to ensure that all our Catholic Schools can boast facilities that are highly effective for student engagement and learning; are highly maintained and compliant; offer effective and aesthetically pleasing workspaces for staff; and are modernised and environmentally sustainable infrastructures which not only assist with the ongoing delivery of contemporary curriculum, but also offer access to the local community high quality facilities.

Student Amenities upgrades: 2020

There is a growing amount of research suggesting the importance of maintaining contemporary and suitable bathroom/washroom facilities within schools. Since 2014, the upgrade of school amenities have been a high priority.

The quality of a schools' facilities is often regarded as a high indicator of the respect in which children are held in the school.

In the past seven years major maintenance funding has transformed 42 school toilet facilities, making them more appealing and sending a powerful message to students that they matter, and they have access to high quality hygiene facilities at school.

Beside is a summary of the amenities works carried out during 2020:

| School | Status |
|--|--|
| ABERMAIN, Holy Spirit Infants School | Completed |
| BRANXTON, Rosary Park Catholic School | Refreshed – Part of Capital Works. |
| CHARLESTOWN, St Joseph's Primary School | Completed |
| DUNGOG, St Joseph's Primary School | Completed |
| EAST MAITLAND, St Joseph's Primary School | Completed |
| KILABEN BAY, St Joseph's Primary School | Completed |
| KURRI KURRI, Holy Spirit Primary School | Completed |
| LOCHINVAR, St Patrick's Primary School | Refreshed – Part of Capital Works. |
| MAITLAND, St John the Baptist Primary School | Completed |
| NEW LAMBTON, St Therese's Primary School | Capital – Part of Capital Works |
| RAYMOND TERRACE, St Brigid's Primary School | Under Construction. To be completed in 2021. |
| SINGLETON, St Catherine's Catholic College | Completed – Secondary Toilet Block. |
| STOCKTON, St Peter's Primary School | Completed |
| TAREE, St Joseph's Primary School | Completed |
| WARATAH, Corpus Christi Primary School | Completed |
| WARNERS BAY, St Mary's Primary School | Completed |

Major Maintenance Projects Summary

| School | Maintenance projects |
|---|---|
| ABERDEEN, St Joseph's High School | Storm water issues |
| ABERMAIN, Holy Spirits Infants School | Toilet refresh |
| ADAMSTOWN, St Columba's Primary School | Toilet refresh |
| BELMONT, St Francis Xavier's Primary School | Playground Equipment upgrade |
| BELMONT, St Francis Xavier's Primary School | Structural Issues and Retaining |
| BOORAGUL, St Paul's High School | Toilet refresh |
| CARDIFF, St Kevin's Primary School | Brick wall movement/storm water issue rectified/ window lintels |
| CHARLESTOWN, St Joseph's Primary School | Toilet refresh |
| DUNGOG, St Joseph's Primary School | Toilet refresh |
| EAST MAITLAND, St Joseph's Primary School | Passenger lift structure rectified |
| EAST MAITLAND, St Joseph's Primary School | Refurbishments |
| EAST MAITLAND, St Joseph's Primary School | Toilet refresh |
| EDGEWORTH, St Benedict's Primary School | New Sub Board |
| FORSTER, Holy Name Primary School | BCA Audit Report – Demo of kitchen |
| GLENDALE, Holy Cross Primary School | Replace Boundary Fence |
| KILABEN BAY, St Joseph's Primary School | Toilet refresh |
| KURRI KURRI, Holy Spirit Primary School | Toilet refresh |
| LAMBTON, St John's Primary School | Amenities |
| LAMBTON, St John's Primary School | Concrete Cancer repairs |
| LOCHINVAR, St Joseph's Catholic College, | 2020 Present Maintenance of Convent area |
| LOCHINVAR, St Patrick's Primary School | Demolition of 9 Classrooms |
| MAITLAND, All Saints' College, St Mary's Campus | Internal Chapel repairs |
| MAITLAND, All Saints' College, St Mary's Campus | Conversion of storeroom/disability toilet, accessible bathroom and fixtures |
| MAITLAND, All Saints' College, St Mary's Campus | Heritage repair Stg 2 Under pinning |
| MERRIWA, St Joseph's Primary School | Bell tower repair |
| MAYFIELD, San Clemente High School | Sandstone parapet repair |
| MORISSET, St John Vianney Primary School | Fence replacement |
| MORISSET, St John Vianney Primary School | Mould and structural rectification |
| NEW LAMBTON, St Therese's Primary School | Stormwater/ Sewer Upgrade |
| RAYMOND TERRACE, St Brigid's Primary School | Toilet Refresh |
| RAYMOND TERRACE, St Brigid's Primary School | Infants Classroom Movement – crack repairs |
| RUTHERFORD, St Paul's Primary School | Interim Playground Barricading |
| SCONE, St Mary's Primary School | Asbestos Removal |
| SINGLETON, St Catherine's Catholic College | Toilet Refresh |
| STOCKTON, St Peter's Primary School | Toilet Refresh |
| SWANSEA, St Patrick's Primary School | Concrete cancer inspection |
| TAREE, St Joseph's Primary School, | Toilet Refresh |
| TARRO, Our Lady of Lourdes Primary School | Toilet Refresh |
| WALLSEND, St Patricks Primary School | Conversion of the Kindergarten room |
| WARATAH, Corpus Christi Primary School | Toilet Refresh |
| WARNERS BAY, St Mary's Primary School | Toilet Refresh |

Governance

School governance is grounded in understanding the identity of Catholic schools within the mission of the diocesan church, the broader Australian church and state and federal legislation.

The Trustees of the Roman Catholic Church for the Diocese of Maitland-Newcastle act as the registered proprietor of the system of Catholic schools under the Education Act 1990 NSW, and as the Approved Authority for the Diocese of Maitland-Newcastle. Our governance structures and processes recognise and respect the role/s of the appropriate and legitimate authorities, and exercise responsible decision making in collaboration with the school and parish communities for development and oversight of the schools' fidelity to mission and academic excellence.

In 2020, the system continued its commitment to comply with governance requirements that were strengthened in section 83c of the NSW Education Act 1990, to ensure eligibility for government funding.

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

- ▶ Australian Education Act and

Regulations 2013, section 75, and section 78

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

Responsible persons

Each person defined under the Education Act as a "responsible person" is a fit and proper person concerned in management of Schools in the Catholic Diocese of Maitland-Newcastle. The bishop, trustees of the Diocese, the CSO leadership team, Diocese chief executive officer and school principals are viewed as responsible persons for this purpose.

Each year, responsible persons sign a fit and proper statutory declaration, declare any conflicts of interest, and are made aware of the limits of their delegation. As well, responsible persons commit to ongoing professional learning in the areas of Strategic, Operations, Finance and Risk management. Records of all requirements are lodged with Compliance, Legal and Risk to

meet all statutory requirements.

The CSO is registered with NESA as an approved governance training provider for responsible persons in the following.

- ▶ Diocesan governance structures and processes
- ▶ governance case studies
- ▶ risk management
- ▶ financial governance
- ▶ responsible person induction
- ▶ good governance annual refresher training
- ▶ annual risk profiling
- ▶ annual financial performance
- ▶ reputational risk standards, compliance and quality assurance

Policies and procedures

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

New policy documents and those reviewed in 2020 include:



- ▶ attendance K-12 Policy
- ▶ HSC Marking Policy.

Policies for schools and their communities are on the CSO website (<https://www.mn.catholic.edu.au/>) and all policy documents are in the CSO Policy Suite on the Continuum of School Improvement website (<https://cosi.mn.catholic.edu.au/secure/document-section/cso-policy-suite/>).

Risk management

The CSO Leadership Team (CSOLT) continued to monitor and mitigate risk for the system and its schools. Continuing work with the shared service Compliance, Legal and Risk Team further developed and enhanced this.

The CSOLT is responsible for monitoring risks that may impact the agency and schools. This is undertaken in close partnership with HR, in particular its Safety and Wellness Team and in consultation with the Diocesan Complaints Manager. Each CSOLT member, as a risk leader, managed an identified significant risk and implementation of a risk action plan as per the Mitigating Actions Dashboard.

The structured process of review of enterprise risks continued. Risk leaders monitor and report annually to the CSOLT on emerging and current exposures and actions proposed for implementation in the following year.

Updates to the CSO risk register occurred following CSOLT consideration including risk descriptions, accountabilities and risk review timetable, as appropriate. Risk record reports for each enterprise risk were completed with risk causes, consequences and strengths from the existing CSO risk register.

Review of enterprise risk informed 2020 strategic planning and resource prioritisation at organisation level.

Risk committees

The CSOLT risk steering committee was a subcommittee of the Governance and Risk Management Standing Committee (GRMSC). The risk committee was retired in June 2020 and its role and purpose amalgamated into the GRMSC, which will now sit within Shared Services.

Risk management in schools

The diocesan Shared Services Team supports risk management in schools, which also have regular engagement with the WHS team. New shared diocesan tools for WHS for reporting and monitoring was introduced and the WHS team worked with principals on the new matrix and on gaps WHS audits identified.

COSI: School compliance and improvement

Continuum of School Improvement - COSI – Monitoring and validation

NESA monitors the Catholic Schools Office's registration and accreditation requirements, as per the Education Act 1990.

COSI is the Catholic school system's response to addressing the dual purposes of effectively satisfying the expectations of NESA, government and sector authorities, as well as providing a model by which schools may be actively driving school improvement, based on the expectations and outcomes of monitoring, to optimise high quality student learning.

Our COSI cycle ensures the compliance demands on schools are met and that there is a greater focus on evaluating the quality of learning and growth in student learning outcomes.

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

Validation across the six-year COSI cycle occurs in diocesan schools in the areas of:

- ▶ Catholic Identity (primary and secondary) both peer and in school validation
- ▶ curriculum, inclusive of RE (primary and secondary) – guided peer validation together with in school Self Evaluation and Assessment.
- ▶ non-Curriculum (safe and supportive

environment incorporating discipline, attendance, finance, staff, governance, child protection and building, premises, and facilities)

- ▶ WHS (continuing and online monitoring with the Safety and Wellness Team Business partners)

NB: in 2020 due to COVID-19 many COSI processes were conducted remotely over Zoom.

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

Annually schools are asked to complete both a Compliance Audit and an Annual School Report through the CSO Compliance and Reporting Tool (CART), an online platform. CART outlines System and Diocesan requirements to meet the responsibilities of the Minister in relation to the registration of member Non – Government schools and ensures schools have the evidence to support these.

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

MNSIS

It was a big year in 2020 with MNSIS commencing the final stage of the project. This stage involves the implementation of FMS. More specifically, the implementation of our Finance and Administration systems, TechnologyOne and Compass Ancestry. This completes the solution and enables many new functions and exciting opportunities. At the end of 2020, seven of our schools were live, including two secondary and five primaries. The success of these schools allowed us to commence the extended roll-out for our remaining schools through 2021 and into 2022.



25 Years of Service to Catholic Education



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

| | |
|-----------------------------|---------------------------|
| Shayne Coxon | CESSNOCK, St Patrick's |
| Catherine Edman | ADAMSTOWN, St Pius X |
| Vicki Finlayson | HAMILTON, SFX |
| Tony Fraser | ADAMSTOWN, St Pius |
| Jane Fuller Thatcher | ABERDEEN, St Joseph's |
| Cherie Geary-Brown | MAITLAND, ASC St Mary's |
| Jan Harte | MAYFIELD, San Clemente |
| Lynne Kauter | CESSNOCK, St Patrick's |
| Janice Lawrence | GATESHEAD, St Mary's |
| Sharon MacFarlane | RUTHERFORD, St Paul's |
| Anna Matthews | GATESHEAD, St Mary's |
| Veronica McLoughlin | |
| Stacey Mullin | RUTHERFORD, St Paul's |
| Felicity Pearce | SINGLETON, St Catherine's |
| Anne Marie Peebles | MERRIWA, St Joseph's |
| Leonie Potter | DUNGOG, St Joseph's |
| Carol Saul | WINGHAM, St Joseph's |
| Jane Scott | MEREWETHER, St Joseph's |
| Kerrie Sellers | ADAMSTOWN, St Pius X |
| Rosemary Sheridan-Wilkinson | HAMILTON, SFX |
| Rosanne Sinclair Sr | WALLSEND, St Patrick's |
| Rhonda Stitt | TAREE, St Clare's |
| Lyn Tilbrook | TAREE, St Clare's |
| Naomi Venables | NEW LAMBTON, St Therese's |

Higher School Certificate 2020

In 2020, 1,109 students sat HSC tests in the Diocese. This consisted of 611 female and 498 male students.

Schools performed well in comparison with the state, as evidenced in the breakdown of subjects. English Standard, English Extension 1, Earth & Environmental Science, Investigating Science, Design & Technology, Ancient History, Geography, Legal Studies, Society & Culture, Food Technology, Engineering Studies, Industrial Technology, Business Services, Construction, Hospitality, Community & Family Studies, Information Process & Technology and Visual Arts all performed well above the state average. Of the 56 subjects our students in the Diocese studied, 57.3 per cent of courses achieved above-state average.

In the 2020 HSC, the Diocese had four outstanding student performances. Josephine Witherdin (Mathematics Standard 2) and Jorja-Louise Howard (Industrial Technology) from St Joseph's College, Lochinvar, Julia Pitt (Studies of Religion 1) from St Mary's Catholic College, Gateshead and Tristan Antonini (Industrial Technology) from St Francis Xavier's College, Hamilton achieved Top Achiever awards and were placed in the top 10 in the state for their subjects. Also, Josephine Witherdin (St Joseph's College, Lochinvar) and Will Hunter (St Paul's Catholic College, Booragul) achieved State All-Rounder awards. There were 267 Distinguished Achievers among the 2020 cohort.

| 2020 HSC Diocesan Results | Percentage in Bands 4, 5 & 6 | |
|----------------------------------|------------------------------|-------|
| | Diocese | State |
| Studies of Religion 1 | 68 | 77 |
| Studies of Religion 2 | 70 | 74 |
| English Standard | 70 | 58 |
| English Advanced | 95 | 95 |
| Mathematics Standard 2 | 53 | 50 |
| Mathematics | 80 | 81 |
| Biology | 60 | 63 |
| Chemistry | 61 | 70 |
| Earth & Environmental Science | 69 | 61 |
| Investigating Science | 74 | 58 |
| Physics | 67 | 67 |
| Ancient History | 70 | 63 |
| Legal Studies | 73 | 66 |
| Society & Culture | 87 | 80 |
| Engineering Studies | 76 | 68 |
| Food Technology | 74 | 60 |
| Industrial Technology | 67 | 53 |
| Business Services Exam | 83 | 62 |
| Construction Exam | 100 | 78 |
| Hospitality Exam | 90 | 73 |
| Community & Family Studies | 90 | 70 |
| PDHPE | 68 | 61 |
| Information Process & Technology | 93 | 59 |
| Drama | 95 | 90 |
| Music 1 | 96 | 91 |
| Visual Arts | 97 | 90 |



Dux of the Diocese

Despite the challenges of COVID-19, members of the Diocesan Leadership Group were able to gather to celebrate the Diocesan 2020 Higher School Certificate Outstanding Academic Achievers on 15 February 2021 at the Victor Peters Suite Hamilton.

The awards recognised the individual efforts of top-flight students who were a living testament to the qualities of resilience, determination, intellect, courage and faith. Despite a very disrupted HSC year where uncertainty was the only certainty, these students demonstrated their agility as learners!

Josephine Witherdin from St Joseph's College, Lochinvar was the Dux of the Diocese with an ATAR of 99.3. Josie asked her Principal, Mrs Patricia Hales to speak on her behalf at the ceremony, and to reflect Josephine's experience not just of her HSC achievements, but the experience of a continuum of learning.

Josephine started her education at her local primary school but decided to seek enrolment at St Joseph's Lochinvar for her secondary education. Josephine brought to secondary school her love of learning, the desire to understand the complexities of the world and the drive

to be the best she could be – it was this 'growth mindset' that Josie's teachers nurtured in a wide variety of ways.

As St Joseph's moved to a 7-12 secondary school in 2019, Josie knew that she had the option to move to other schools for her senior years or remain at St Joseph's, but knew in her heart that there was only one choice – to remain in the place where in her words she "had developed trusting, supportive relationships with teachers who had known her since age 12 – people who knew her as a learner, who understood her anxieties, her strengths and who would support her to follow her passions, but who also knew her strong will."

This strong will was needed in the HSC year, not only because of COVID-19, but, because tragically Josephine's father passed away unexpectedly and in another state at a time when border restrictions and lockdowns were in place. Josephine said that "those relationships with her teachers became more important than ever – and the strength, faith and hope articulated so strongly in the school became her anchor".

Josephine undertook a rigorous pattern of study, including the completion of a major project. Josephine's Body of Work in Visuals Arts: "Threads of you; unravel and fray" explored the deeply personal experience of grief and memory and the many things that trigger connection and human experience.

Her highly sophisticated work intertwined film, photography and sound, carefully curated – displaying infinite and meticulous detail, with her love of literature demonstrated in the poem included in the work. The strength and insight of her work was evident to anyone viewing her creation, including the HSC markers. Additionally, Josephine maintained outstanding results in her study of English Advanced, English Extension 1; Mathematics Standard 2, Studies of Religion I unit, Modern History.

Josephine wanted to say to all learners – 'learn your own strengths and harness them to your advantage – what works for others may not work for you and what works for you may not work for others; form positive relationships with your peers – those who walk beside you every day and push you to be your best'.

A Strong Social Media Identity

During 2020, the communications team had to become more reliant than ever on their digital strategy as the world adapted to the new 'normal'. Social media became vital to nurturing our relationships with our parents, students and staff as well as building new relationships founded on trust in this new world of online interactions. With Catholic Schools Week squeezing in before the word COVID-19 become part of everyday conversation, our digital platforms played a crucial role in attracting enrolments from new families, as well as engaging our existing parent and teaching community.

COVID-19 challenged ASPIRE's 2020 production, Pecking Order. The delivery was reimagined from a staged production to filmed production. A significant portion of its marketing activity focused on shining a light on the resilience and aptitude of its crew and cast who continued to persevere and pull off a show in new ways. Social media also played a key role in the promotion of CSO employment opportunities and good news stories. As we continue to navigate this new normal, social media will continue to play an important part in the promotion of the CSO and Diocesan schools.

LinkedIn Visitor demographics



| | |
|-------------------------------|--------|
| Business Development | 12.31% |
| Education | 23.61% |
| Community and Social Services | 3.23% |
| Human Resources | 12.06% |
| Administrative | 9.23% |
| Operations | 7.01% |
| Marketing | 3.94% |
| Sales | 8.22% |
| Support | 4.39% |
| Information Technology | 4.44% |

facebook.com/mncatholicschools



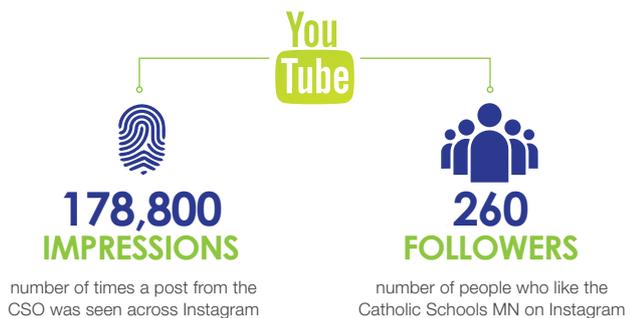
twitter.com/mncatholicschools



instagram.com/mncatholicschools



youtube.com/user/csodiocesemnnewcastle



linkedin.com/company/catholic-schools-office-of-maitland-newcastle



Catholic Schools Week

The Diocese of Maitland-Newcastle celebrated Catholic Schools Week from 1 March to 6 March. This marked a time of celebration and joy for the lives and learning of 20,000 young people enrolled from Kindergarten to Year 12 across 58 Catholic schools.

The 2020 theme was Drawing from the Well. Catholic schools draw their inspiration and hope from the Jesus of the Gospels. This nurtures a deep commitment to, and underpins our understanding of, why we do what we do.

All aspects of school life are drawn from a well of faith — faith in the goodness of life, faith in the ability of humanity to seek to be its best and faith in every child's ability to learn and excel.

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



Catholic Schools Profile



19,822

STUDENTS ENROLLED

11,217 **8,605**
PRIMARY SECONDARY



THE DIOCESE EMPLOYED
1,416.7 FULL TIME EQUIVALENT
TEACHERS AND **399.4 FULL TIME**
EQUIVALENT SUPPORT STAFF



AVERAGE PRIMARY CLASS SIZE

19.62 AVERAGE
SECONDARY
CLASS SIZE

8,188
FOLLOWERS

1,544
FOLLOWERS

530
FOLLOWERS

669
FOLLOWERS

260
FOLLOWERS



52// HSC SUBJECTS
WERE OFFERED IN 2020



1,109

STUDENTS SAT THE HSC

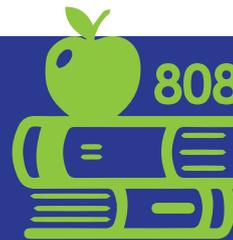
267// HSC
STUDENTS

DISTINGUISHED ACHIEVERS



2// HSC
STUDENTS

ACHIEVED ALL
ROUNDERS AWARD



808

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

4// HSC
STUDENTS

ACHIEVED TOP 10 IN
THEIR COURSE IN THE STATE



881 PRIMARY STUDENTS AND
583 SECONDARY STUDENTS
OF ABORIGINAL/TORRES STRAIT
ISLANDER DESCENT



791

PRIMARY

305

SECONDARY

ENGLISH AS A SECOND LANGUAGE
ASSISTANCE WAS PROVIDED FOR



CATHOLIC SCHOOLS
IN THE DIOCESE OF
MAITLAND-NEWCASTLE

Diocesan Enrolments

| School | Year level | Enrolment | School | Year level | Enrolment |
|---|------------|-----------|--|------------|-----------------|
| ABERDEEN, St Joseph's High School | 7-12 | 631 | MAITLAND, All Saints' College, St Mary's Campus | 11-12 | 470 |
| ABERMAIN, Holy Spirit Infants School | K-2 | 144 | MAITLAND, All Saints' College, St Peter's Campus | 7-10 | 902 |
| ADAMSTOWN, St Columba's Primary School | K-6 | 222 | MAITLAND, St John the Baptist Primary School | K-6 | 341 |
| ADAMSTOWN, St Pius X High School | 7-10 | 1,012 | MAYFIELD, San Clemente High School | 7-10 | 705 |
| BELMONT, St Francis Xavier's Primary School | K-6 | 101 | MAYFIELD, St Columban's Primary School | K-6 | 151 |
| BOORAGUL, St Paul's Catholic College | 7-12 | 848 | MAYFIELD, St Dominic's Centre | K-10 | 34 |
| BRANXTON, Rosary Park Catholic School | K-6 | 307 | MEREWETHER BEACH, Holy Family Primary School | K-6 | 238 |
| BROADMEADOW, St Laurence Flexible Learning Centre | 9-10 | 42 | MEREWETHER, St Joseph's Primary School | K-6 | 391 |
| BULAHDELAH, St Joseph's Primary School | K-6 | 35 | MERRIWA, St Joseph's Primary School | K-6 | 48 |
| CARDIFF, St Kevin's Primary School | K-6 | 108 | MORISSET, St John Vianney Primary School | K-6 | 174 |
| CESSNOCK, St Patrick's Primary School | K-6 | 332 | MUSWELLBROOK, St James' Primary School | K-6 | 269 |
| CHARLESTOWN, St Joseph's Primary School | K-6 | 241 | NELSON BAY, St Michael's Primary School | K-6 | 271 |
| CHISHOLM, St Aloysius Catholic Primary School | K-6 | 587 | NEW LAMBTON, St Therese's Primary School | K-6 | 603 |
| CHISHOLM, St Bede's Catholic College | 7 | 358 | RAYMOND TERRACE, St Brigid's Primary School | K-6 | 381 |
| DENMAN, St Joseph's Primary School | K-6 | 98 | RUTHERFORD, St Paul's Primary School | K-6 | 384 |
| DUNGOG, St Joseph's Primary School | K-6 | 108 | SCONE, St Mary's Primary School | K-6 | 205 |
| EAST MAITLAND, St Joseph's Primary School | K-6 | 434 | SHORTLAND Our Lady of Victories Primary School | K-6 | 108 |
| EDGEWORTH, St Benedict's Primary School | K-6 | 302 | SINGLETON, St Catherine's Catholic College | K-12 | 905 |
| FORSTER, Holy Name Primary School | K-6 | 259 | STOCKTON, St Peter's Primary School | K-6 | 153 |
| GATESHEAD, St Mary's Catholic College | 7-12 | 857 | SWANSEA, St Patrick's Primary School | K-6 | 141 |
| GATESHEAD, St Paul's Primary School | K-6 | 289 | TAREE, St Clare's High School | 7-12 | 566 |
| GLENDALE, Holy Cross Primary School | K-6 | 150 | TAREE, St Joseph's Primary School | K-6 | 303 |
| GLOUCESTER, St Joseph's Primary School | K-6 | 25 | TARRO, Our Lady of Lourdes Primary School | K-6 | 212 |
| HAMILTON, St Francis Xavier's College | 11-12 | 938 | WALLSEND, St Patrick's Primary School | K-6 | 300 |
| KILABEN BAY, St Joseph's Primary School | K-6 | 206 | WARATAH, Corpus Christi Primary School | K-6 | 174 |
| KOTARA SOUTH, St James' Primary School | K-6 | 391 | WARNERS BAY, St Mary's Primary School | K-6 | 391 |
| KURRI KURRI, Holy Spirit Primary School | 3-6 | 190 | WINDALE, St Pius X Primary School | K-6 | 53 |
| LAMBTON, St John's Primary School | K-6 | 193 | WINGHAM, St Joseph's Primary School | K-6 | 117 |
| LOCHINVAR, St Joseph's College | 7-12 | 902 | | | |
| LOCHINVAR, St Patrick's Primary School | K-6 | 519 | | | |
| | | | Grand Total | | 19,819.0 |

Building and Maintenance Projects

Completed projects as at the year ended 31 December 2020

| Project Name | Completion | Grant | Loan Funded | CSO Capital Cont'n | Levy in Advance | CSO Op Cont'n | Schl Capital/Op Cont'n | Total |
|---|------------|--------------------|--------------------|--------------------|--------------------|------------------|------------------------|---------------------|
| St Bede's Chisholm Pre Stage 2 | Jan-20 | | \$ 864,539 | | | \$183,648 | | \$1,048,187 |
| Land Purchase - 21a Schroder Ave, Gateshead | Jan-20 | | | | \$150,614 | | | \$150,614 |
| Relocation of Demountable to Wallsend | Mar-20 | | | | \$252,390 | | | \$252,390 |
| St Paul's PS Gateshead - Installation of Demountable | Mar-20 | | | | \$194,440 | | | \$194,440 |
| St Columba's PS Adamstown Demountable | Mar-20 | | | | \$208,274 | | | \$208,274 |
| St John the Baptist PS, Maitland - Amenity Refresh | Mar-20 | | | | \$375,380 | | | \$375,380 |
| Holy Spirit PS Kurri Kurri - Administration Addition | May-20 | | | | \$132,263 | | | \$132,263 |
| St James PS Kotara South - 3 Demountable Relocations | May-20 | | | | \$390,359 | | | \$390,359 |
| Our Lady of Lourdes Tarro - Demountables | Jun-20 | | | | \$432,968 | | | \$432,968 |
| St Dominic's PS Mayfield - Amenities Addition | Jul-20 | | | | \$189,678 | | | \$189,678 |
| St Patrick's Lochinvar Stg 2 | Aug-20 | \$2,012,961 | \$3,068,603 | | | | \$182,313 | \$5,263,878 |
| Rosary Park Branxton Stg 3 | Aug-20 | \$950,969 | \$2,391,026 | | | | | \$3,341,995 |
| St Benedict's Edgeworth - Demountables | Aug-20 | | | | \$370,973 | | | \$370,973 |
| St Columba's Adamstown - Increase Year 1 Classroom Size | Dec-20 | | | | \$120,912 | | | \$120,912 |
| St John the Baptist, Maitland - Classroom Additions | Dec-20 | | | | \$353,336 | | | \$353,336 |
| Totals | | \$2,963,930 | \$6,324,168 | \$0 | \$3,171,587 | \$183,648 | \$182,313 | \$12,825,647 |

Income and Expenditure

| INCOME 2020 | |
|--|----------------|
| | \$000 |
| School fees, excursions & trip income | 41,377 |
| Other private income | 3,968 |
| State Government recurrent grants | 63,321 |
| State Government interest subsidy | 266 |
| Commonwealth Government recurrent grants | 214,660 |
| Sub total Recurrent Income | 323,593 |
| Commonwealth Government capital grants | 2,963 |
| State Government capital grants | 2,706 |
| Fees/Levies - Private capital income | 14,330 |
| Sub Total Capital Income | 19,999 |
| Total Income | 343,592 |

| EXPENSES | |
|---|----------------|
| | \$000 |
| Salaries & salary-related costs | 250,500 |
| Academic & extra-curricular expenses | 7,054 |
| Building & equipment maintenance & replacements | 21,966 |
| Interest expenses - capital loans | 4,459 |
| Depreciation expenses | 10,415 |
| Bad & doubtful debts expenses | 2,094 |
| Other operating expenses | 22,860 |
| Total Expenses | 319,348 |

| BALANCE SHEET | |
|------------------------------------|----------------|
| | \$000 |
| Total assets | 561,917 |
| Total liabilities | 158,117 |
| Total Equity | 403,800 |
| Restricted - employee entitlements | 51,268 |
| Unrestricted | 352,532 |
| Total Equity | 403,800 |





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