The Parramatta Diocese is located in one of the fastest growing areas of New South Wales. The diocese is west of Sydney and reaches from Dundas Valley, west to Katoomba, south to Luddenham, and north to Richmond.

There are 76 systemic schools in the diocese (54 primary and 22 secondary) with a population of more than 41,000 students and 4,000 staff. There are also six congregational schools within the diocese.

Parish priests and principals work collaboratively to ensure the mission of Catholic education in the diocese is realised and on matters relating to school reviews and enrolment processes, stewardship and appraisal, employment of staff, pastoral care, sacramental and liturgical celebrations as well as the shared management of school sites.

The Parramatta Diocesan Catholic Schools Council, under the Chair of the Bishop assists and advises on matters pertaining to the administration and conduct of systemic diocesan schools and Religious Education. Its core functions include stewardship, accountability and providing strategic direction.

The Catholic Education Office provides professional and administrative support to schools. The Strategic Plan Focus for the Future 2005-2007 is a practical framework to assist the implementation of the system’s vision over a three-year period.

In response to the changing educational environment, the system is guided by two strategic goals: strengthening the Catholic identity of schools and improving students’ learning outcomes. These goals are supported by eight strategic directions and 17 key performance indicators.

This report highlights the system initiatives undertaken in 2006 to meet the plan’s eight strategic directions.
The Catholic school is a privileged place for evangelisation, the spreading of the Good News of Jesus Christ. The transmission of the faith is of paramount importance in the Catholic school.

Increasingly, some parents find themselves less able to play their full part in the transmission of the faith, and more falls to the Catholic school and staff. I thank the teachers and schools staffs for their commitment to this important work of the Catholic school system.

During the year, the Catholic Education Office has been restructured so that more resources are directed to schools. This has taken some time to bring about, and I am grateful to all concerned for their patience and understanding.

World Youth Day is already upon us: we officially welcomed the World Youth Day Cross and Icon to the diocese in July. Many of our school students and teachers are joining with other young people in the diocese to participate in this important spiritual preparation for WYD 2008.

In commending this report to you, I thank all, too numerous to list, who have contributed to the transmission of faith and the education of the whole person in our schools.

Most Reverend Kevin Manning
Bishop of Parramatta
First and foremost, a good Catholic school needs to be a good school by ensuring the best learning outcomes for all students in its care. However, Catholic schools are a particular kind of school – they serve the mission of the church by bringing the gospel to life in the world.

In order to realise this mission, we need to ensure the Catholicity of our schools by inextricably linking the mission and work of the school, with the mission and work of its local parish and the diocese it serves.

Everything that happens in a Catholic school should be a recognisably Catholic experience... from the quality of the learning and teaching in and beyond the classroom, to the liturgical and spiritual opportunities made available to staff and students. Our relationships must reflect the gospel values of our Catholic faith and foster a deeper and more meaningful relationship with Christ.

In this annual report, I can see that much work has been done across our system to meet our two strategic goals – to strengthen the Catholic identity of our schools and to improve students’ learning outcomes.

Throughout the year, we have been responding to the Catholic Education Office review conducted in 2005 and implementing its recommendations to more effectively serve our students. The office has been restructured to ensure that learning is at the centre of our endeavours and to enhance collaboration and communication within, and between, schools and the office. This implementation is ongoing as we embed these changes in our learning framework and organisational culture.

It has been a challenging year for our staff, particularly in the CEO, and I would like thank them for the professionalism and dedication they have brought to their work during this time of change. I would also like to acknowledge the hard work of our students and their families in joining us on this learning venture.

There is more work to do, but I am excited by the journey ahead.

Gregory B Whitby
Executive Director of Schools
IN OUR SCHOOLS AS EVIDENCED BY:
• participation in masses and liturgies with local parishes
• parent reflection days and information nights for the Sacraments of Initiation
• school partnerships with local parishes in Sacramental programs and liturgical celebrations
• preparations for World Youth Day 2008 (WYD08) with diocesan agencies focused on opportunities for the evangelisation of youth by revitalising the partnership between secondary schools and parishes
• active collaboration between principals, Religious Education coordinators, parish priests and the Bishop’s office to strengthen school and parish partnerships
• enrolment and active support of students and families who are poor, marginalised and in need

ACROSS THE SYSTEM AS DEMONSTRATED BY:
• ongoing diocesan consultation on the nature and purpose of Catholic schools
• participation of system representatives on the World Youth Day diocesan committee

Planning reference groups
• Planning reference groups include the local parish priest, diocesan pastoral consultant, principal, architect, executive director of schools, head of school services for the relevant network and other CEO staff. These reference groups play a critical role in the planning and coordination of capital works projects with a focus on ensuring the needs of the school and wider parish community are best served. Other focus groups are consulted for input as the planning process progresses

DURING 2008 PLANNING REFERENCE GROUPS WERE ACTIVE FOR:
• St Patrick’s Primary, Blacktown
• Corpus Christi Primary, Cranebrook
• St Patrick’s Marist College, Dundas
• Holy Family Primary, Emerton
• McCarthy College, Emu Plains
• Our Lady of the Way Primary, Emu Plains
• Xavier College, Llandilo
• St Margaret Mary’s Primary, Merrylands
• Sacred Heart Primary, Mount Druitt
• St Monica’s Primary, North Parramatta
• Mary MacKillop Primary, Penrith South
• St Agnes Catholic High School, Rooty Hill
• St Aidan’s Primary, Rooty Hill
• St Columba’s High School, Springwood
• St Mark’s Catholic College, Stanhope Gardens
IN OUR SCHOOLS AS EVIDENCED BY:
• active involvement in mission work and outreach programs supporting church and charitable organisations locally and globally
• prayer and liturgical activities within the school and parish communities to provide opportunities for all families to participate in the spiritual life of the school

ACROSS THE SYSTEM AS DEMONSTRATED BY:
• combined meeting of parish priests and principals with the Bishop and CEO senior staff in June to explore the Work Choices legislation
• implementation of the 2005 Catholic Education Office review recommendations to ensure the culture, purpose and structure of the office more effectively serve the evangelising mission of Catholic education
• ongoing consideration of issues impacting on the Catholic identity and mission of our schools including enrolments, staff formation, and school and parish partnerships

9.30am

strategic direction 1.2 develop a visionary direction for the evangelising mission of our schools within the local church
IN OUR SCHOOLS AS EVIDENCED BY:

- a commitment to teaching the diocesan Religious Education program *Sharing Our Story* with conviction and faith
- whole-school staff participation in spiritual formation programs
- regular opportunities for school communities to come together to pray and celebrate their shared faith
- retreats and reflection days for students

ACROSS THE SYSTEM AS DEMONSTRATED BY:

**Adult religious education and spiritual formation**

- 125 teachers participated, and 55 staff graduated from the Certificate of Religious Education (NSW) course enabling them to meet diocesan accreditation requirements to teach the Religious Education syllabus
- 25 Religious Education coordinators and teachers continued studies in the Masters of Religious Education course, a joint Australian Catholic University/CEO initiative
- 170 staff participated in the annual CEO staff renewal day focusing on a Catholic view of the world and how it informs the work of CEO staff and Catholic schools
- 11 school and CEO staff participated in a 17-day pilgrimage and study tour of sacred sites in Italy including Padua, Assisi and Rome during Holy Week and Easter
- 22 secondary and primary school teachers participated in the three-module *Touching the Heart of Teaching* program, focusing on community building and enhancing student learning
- 10 schools participated in structured programs for leadership teams and staff
- eight diocesan personnel followed the *Retreat in Everyday Life*
- 24 principals participated in a spiritual reading program
- interdiocesan *Courage to Be* events were held including a facilitator training session for those wishing to run retreats, which was attended by 20 people from eight dioceses
IN OUR SCHOOLS AS EVIDENCED BY:

- initiatives to help those in need through fundraising for Caritas Australia, St Vincent de Paul Society, Catholic Mission, Red Cross, Salvation Army, CanTeen and other charitable and Church organisations
- schools actively engaged students across the diocese to increase their awareness of local and global issues and encouraged them in their commitment to practically support human rights and charity organisations

ACROSS THE SYSTEM AS DEMONSTRATED BY:

Social justice

- 347 students and their teachers from more than 22 primary schools in the diocese attended the Primary Justice Day in June around the theme ‘Celebrating Diversity’
- 97 students from 10 schools in the diocese attended the Secondary Justice Day in October with a focus on ‘Village Space’ organised by Catholic Mission
- the diocesan new arrivals program provided ongoing support for Sudanese students, their families and teachers by providing itinerant teachers for literacy and numeracy support; professional learning activities for English as a Second Language (ESL) teachers; and networking opportunities

Values Education in Catholic schools

- K-12 Values Education Symposia for school executive teams
- guidance and support for schools in responding to Commonwealth accountabilities under the School’s Assistance Act (drug and values forums, raising the Australian flag, display of National Safe Schools Framework and Values for Australian Schooling posters)
- development and distribution of the Connecting the Dots multimedia resource to promote discussion about Values Education in a Catholic school context participation in the revision of the Sydney CEO 7-12 curriculum resource, Sense of the Sacred
- Storyfest – an integrated RE and English curriculum project for Year 5 students
- development of the school-based Values Education professional development program, Values that Matter
- development of a staff intranet containing websites, multimedia and print materials that provide teacher references and resources for values teaching and learning

Safe school and work environments

- continued action against bullying in schools and offices using resources within the diocesan Anti-Bullying Policy (2005) and website, and the Maintaining Right Relations Policy (2003)
- ongoing staff development in these resources throughout the year

strategic direction 1.4 implement strategies to better integrate faith and life in the community, culture and curriculum of our schools
a day in the life

a day in the life
IN OUR SCHOOLS AS EVIDENCED BY:
• differentiated practices, activities and assessment tasks to cater for students with a wide range of abilities
• introduction of the Five Big Ideas in Reading, research-based information on literacy development and teaching, mirroring the findings of the Nelson Report
• system-wide tracking and evaluation of student outcomes and results

ACROSS THE SYSTEM AS DEMONSTRATED BY:

E to A reporting
• a set of diocesan directions was established to assist with the introduction of E to A reporting in all schools for Years 1 to 12
• a professional learning process called ‘Hitting the Target’ was developed to support the improvement of assessment and reporting practice. Quality draft-report criteria was developed by best practice teachers to support consistent reporting practices across the system

Religious Education
• 10 primary and 5 secondary schools took part in a diocesan assessment project to assess the learning outcomes of Religious Education
• 1,596 students and 60 teachers in Years 2, 4 and 6 and 1,326 students and 45 teachers in Years 8 and 10 were involved in the project
• 150 Studies of Religion students participated in full day workshops aimed at assisting gifted and talented students in their studies for the HSC

School Compliance Audit Pilot
• in 2005 the Catholic Education Office examined its school review process as a result of legislative changes in the Education Amendment Act (NSW) 2004 and the revised Registration Systems and Member Non-government Schools (NSW) Manual (2005). These changes introduced new requirements for accountability, compliance, registration, accreditation and public reporting. Additionally, the Federal Government introduced additional requirements for funding under the Schools Assistance (Learning Together-Achievement Through Choice and Opportunity) Act 2004
• the review determined that compliance monitoring would be separated from the quality development aspect of school review for 2006

Focus on Learning Projects
• 52 schools completed 85 projects in the Focus on Learning (FOL) grants program using $522,810 from the CEO and the Australian Government Quality Teacher Program (AGQTP). The program provided funding for school-based projects to enhance teachers’ knowledge, understanding and abilities in identifying the needs of learners, researching, designing and evaluating educational programs to meet those needs

Statewide testing outcomes
• In the 2006 Higher School Certificate, average results for students in the diocese were ahead of state average, and had improved against state average for each of the last four years
• In the 2006 School Certificate, results in English-literacy are both ahead of state average and improving over previous years
• Year 7 ELLA (literacy) and SNAP (numeracy) results for 2006 were ahead of state average; in literacy, this has been the trend for the past seven years. Literacy results have moved further ahead of state average in 2006
• In 2006 Years 3 and 5 literacy results in the Basic Skills Test were ahead of state average on both overall literacy and on each of the three sub-scales of reading, language and writing. They have further improved over the 2005 results. In particular, writing results in Years 3 and 5 (like those in Year 7) are the highest above state average. State average comparisons are not available for the numeracy sub-scales in Year 3. In year 5, there has been improvement since 2005 in each of the sub-scales of numeracy
a day in the life
IN OUR SCHOOLS AS EVIDENCED BY:

- professional learning opportunities for staff and staff development days on core learning and teaching issues
- teachers enrolled in post-graduate courses to enhance and update knowledge, skills and qualifications

ACROSS THE SYSTEM AS DEMONSTRATED BY:

**Special education**

- special education teachers and class teachers attended the two days of workshops on the Dynamic Indicators of Basic Early Literacy
- over 100 special education teachers explored research-based evidence on the efficacy of repetition of a school year, which indicated that repetition was usually an ineffective strategy for students behind expectations in their work
- over 50 teachers of students with Autism Spectrum Disorders attended professional development in teaching students with this disorder

**Religious Education**

- 62 teachers were conditionally accredited and 145 unconditionally accredited as teachers of Religious Education (unconditional accreditation completed at least four tertiary units in Scripture, Theology and Religious Education)
- 160 teachers attended Studies of Religion workshops focused on an introduction to the new syllabus, the nature of religion, Christianity, Buddhism, Islam, Judaism and Aboriginal beliefs

**Professional learning**

- 7,782 participants were involved in professional learning across the diocese, ranging from short courses to comprehensive programs and networks
- 450 professional learning programs were offered by the diocese, with a major focus on curriculum, literacy and numeracy, integration of ITC, emerging technologies and programs to enhance learning

- 92 teachers participated in primary literacy programs (Literacy in the Early Years and Middle Years)
- 115 teachers shared teaching strategies to enhance learning in secondary schools through the Project to Enhance Effective Learning (PEEL)
- in its fifth year, the Leadership Development Program had 143 participants enrolled in modules aimed at current and future school leaders
- the diocesan Leadership Development Committee worked on a draft leadership framework
- the Masters in Educational Leadership cohort consisted of 30 teachers who completed three units during the year
- two three-day workshops in the Quality Teaching Framework were attended by teachers from 11 primary and six secondary schools
- the Quality Teaching program was followed up in six schools in the diocese
- Middle Leaders Matter, a course for beginning secondary coordinators, was completed by eight pastoral and 16 Key Learning Area (KLA) coordinators who participated in a four-day program and online work

**Orientation and induction programs**

- 66 primary and 62 secondary teachers attended beginning teachers programs throughout the year, exploring teaching strategies, teaching in a Catholic school, Sharing our Story, programming, assessment, reporting and parent interviews
- 19 second-year secondary teachers attended early career sessions
- two half-day NSW Institute of Teachers workshops were held for supervisors of New Scheme Teachers
- 80 beginning Religious Education (RE) teachers and RE coordinators participated in induction programs familiarising them with the curriculum and to support them in their new roles
a day in the life
IN OUR SCHOOLS AND ACROSS OUR SYSTEM AS EVIDENCED BY:

CEO Review
- 2005-2006 review of the structure, purpose and nature of the Catholic Education Office (CEO) where CEO staff, school staff, principals, parish priests, parent representatives and diocesan staff participated in the review process
- 2006 implementation of review recommendations to ensure the culture, purpose and structure of the office more effectively serve the evangelising mission of Catholic education
- new CEO organisational structure, ongoing reculturing and realigning of framework for Religious Education and Learning Services

Religious Education
- resource kits, including two videos on Baptism and Celebrating the Mass, and two podcasts on Creation and the parables of Jesus, were developed and trialed
- the student text series To Know, Worship and Love was trialed in 14 primary schools and five secondary schools
- inservice of staff on the use of the resource and its links to Sharing Our Story

Special education
- 260 students with special needs participated in the Transition program which encourages inclusion in schools and society through a planned curriculum, external courses and work experience opportunities
- 111 Year 10 students participated in supervised work experience for 181 placements in 126 worksites
- 356 students participated in specialist training courses
- 149 students attended work orientation days
- 117 students participated in the Fast Track work preparation week
- over 500 parents attended parent forums to gain an understanding of options for post school placements for students with disabilities
- over 1,600 students with diagnosed disabilities were supported
- 14 students with moderate intellectual disabilities attended classes at Xavier College, Llandilo providing individualised planning and teaching
- 87 per cent of young people who accessed secondary Transition programs were actively employed or in further studies 6-18 months after leaving school

Aboriginal education program
- 385 students (207 in primary and 178 in secondary schools) were involved in the Aboriginal education program
- 22 students participated in the Bridging the Gap literacy program
- 74 students from Years 6-12 were involved in residential workshops
- three students participated in the Lighthouse program for workplace mentoring
- eight school assistants worked with a total of 257 students
- 18 students were involved in the Literacy Pathways Program for students in Years 1-2
- one student from the program took part in the Premier’s Reading Challenge

Enterprise Education
- over 1,000 students from six secondary schools participated in phase one of the enterprise education initiative focusing on developing employability skills (communication, teamwork and enterprise)
- 60 mentor teachers from six schools have been trained in assessing students’ acquired skills
- 13 students from Emmaus Catholic College, Kemps Creek completed Phase 2, Applied Enterprise Studies, and undertook innovative projects with local community organisations

Information technology
- completion of a rollout of wireless access points to cover all learning and administrative spaces within the diocese
- schools acquired an additional 2,500 new computers, half of which were laptops
more than 350 staff took advantage of the salary-sacrifice staff laptop program, which provided them with a powerful, wireless-enabled, multimedia teaching tool
CEnet, a 24/7 Virtual Learning Environment (VLE) for staff and students, was piloted in 20 schools before its wider implementation across the diocese
20 primary schools piloted an online system-wide E to A reporting system
each school utilised the services of an LIT trainee to assist with the day-to-day technical support of ICT, allowing greater teaching time for teachers
a project was initiated to develop unique digital identities for all students to facilitate access to a range of services and systems e.g. library, and to identify appropriate learning strategies as students move between schools

**Behavioural support**
over 150 teachers received professional development in the Positive Behavioural Support (PBS) program - two secondary and 11 primary PBS pilot schools counsellors worked with close to 1,000 primary school students
teacher consultants and family counsellors worked with 120 at-risk secondary school students (more than 80 per cent of students remained at school)
400 primary students participated in 51 small-group counselling programs
the Intensive Behavioural Intervention Service (IBIS) worked with 47 primary students and families and 11 groups involving 60 primary students

**Transition**
38 per cent of primary schools were involved in the DET/Families First Transition to School Project
participation in the working party to facilitate the rollout of Kindergarten surveys in the Mt Druitt area for the Australian Early Development Index
the Kids on the Move project was developed to assist children with high support needs to make a successful transition to school
25 schools were involved with Building Bridges from Both Sides Transition to Kindergarten program

**Parent education**
750 parents participated in various workshops and programs including positive parenting courses three Triple P programs, Beginning the School Journey workshops, monthly parent drop-in mornings with a school counselor, parent reflection day and Starting School Workshop at pre-schools

**Occupational health and safety**
22 secondary schools had Occupational Health and Safety (OHS) audits conducted in science areas
comprehensive OHS reports were developed for all secondary schools identifying issues and recommendations for improvements
compliance reviews were conducted in 25 schools verifying that an OHS management system had been established and was being implemented effectively

**School and office safety**
the creation of educational programs that promote and respond to child protection education including development of a positive class climate, health promotion, negotiated curriculum, development of skills for forming and maintaining positive, non-coercive relationships and the development of self-esteem
training for all staff in the Protective Behaviors Program
compulsory training for new staff and new volunteers
a minimum of one hour child protection training for existing employees
child protection briefing every second year for existing volunteers
providing training in the use of the Anti-Bullying policy and website and the Maintaining Right Relations policy
Financial risk assessment
- 75 audits across the diocese revealed a good standard of finance and administration achieved by schools
- of note were the ongoing fee collection, improved budgeting processes, the general standard of record keeping, and improved standards in the implementation of internal control frameworks
- aspects of the Board of Studies compliance were successfully incorporated into the school audit program, including the standards required in relation to student attendance, enrolment and leaving student records and standards of financial management

School facilities and maintenance
- maintenance work carried out for 176 projects with a total expenditure of $6,184,410
- the capital works program included expenditure of $15 million
IN OUR SCHOOLS AS EVIDENCED BY:

- 17 special education teachers completed their Certificate in Inclusive Practices with Charles Sturt University and 11 proceeded to Masters qualification
- over 85 per cent of students with disabilities had individual plans in place for learning
- professional development opportunities for teachers with a focus on how students learn and how teachers can provide additional classroom support

ACROSS THE SYSTEM AS DEMONSTRATED BY:

- the development of a revised statement on the expectations of the teacher in the Catholic school
- the full implementation of whole school programming across the system
- the continuation of the Managing Home and Work Responsibilities policy to support employees in balancing their work and home life responsibilities
- a wide-ranging consultation process was conducted which involved parish priests, principals, Religious Education coordinators, members of the Catholic Schools Identity committee and members of the Religious Education team was initiated to update the role statement for Religious Education coordinators

Institute of Teachers

- at the end of 2006, the first teacher in the Parramatta Diocese received a Certificate of Accreditation of Professional Competence from the Institute of Teachers which was enacted in 2005 to enhance the standing of the teaching profession

Special education support staff training

- during 2006 the CEO negotiated training for 25 teacher assistants to support students with disabilities
- four staff participated in the Certificate III, in School Support Services - Administration
- 11 staff participated in the Certificate III, School Support Services - Laboratory Assistant
- eight staff participated in the Certificate IV, Information Technology
- nine staff participated in the Certificate III, School Support Services - Kitchen Assistant
- 18 staff participated in the Certificate III, School Support Services - Classroom General
- 15 trainees graduated in the Certificate III, Teacher Aide (Special) course
- 11 teacher assistants commenced the Certificate III, School Support Services - Classroom Special course
- 18 staff participated in the Certificate III, Information Technology - Network Administration

Teacher recruitment

- Nine graduate recruits were placed in diocesan schools following a rigorous recruitment process
- two trainee secondary teachers studying at the ACU were awarded Technological and Applied Studies (TAS) scholarships
- four scholarships were awarded to HSC graduates as part of the Parramatta Partners program to encourage young people into teaching
- 26 students participated in the Step Up into Teaching program where students in Year 12 were offered the opportunity to commence university studies to encourage them to consider a career in teaching
- 19 students undertaking teacher training participated in the school liaison program providing an opportunity to experience aspects of school life
National Awards for Quality Schooling
Delany College, Granville, St John Vianney’s Primary, Doonside, and the Catholic Education Office Transition team were among the 15 NSW recipients of the National Awards for Quality Schooling in 2006 which recognise outstanding achievements by Australian schools, teachers, principals and school support staff.

St John Vianney’s won an award for Outstanding National Achievement in School Improvement for its creation of a teaching and learning culture which enables students to improve their literacy and numeracy. The project was the foundation of a marked improvement in student learning outcomes in these areas through implementation of programs over the past five years.

Delany College won a Highly Commended National Achievement in School Improvement award for its whole school improvement in literacy. The school created and implemented a Literacy Plan and Policy, which offers a whole school approach to learning and the professional development of teachers.

The Catholic Education Office (CEO) received a Highly Commended National Achievement in School Improvement award for its Transition Education program, ‘Through school to community’. This program successfully enables students with special needs to settle into the community and the workplace.

Each winner of a National Award for Quality Schooling received a Federal Government grant to help fund professional collaboration and development.

Award for Excellence in Staff Training and Development
The CEO was one of 12 organisations and businesses in the greater western Sydney region to win a prestigious 2006 Suncorp Parramatta Regional Award for Business Excellence in the category of Staff Training and Development in September 2006. The award recognised the CEO’s commitment to providing professional learning opportunities for nearly 6,000 participants from the Parramatta Diocese and other Catholic dioceses throughout Australia during 2005.

Catholic Education wins National Safety award
In September, Catholic Education in the Diocese of Parramatta won the National Safety Council of Australia Award for Best Occupational Health and Safety (OHS) Training Program in a joint submission with ITE Services. The training resource provides students with information about machinery, and then assesses students’ knowledge using an online exam that generates a Safety Certificate if they achieve 100 per cent. It is part of the OHS in Secondary KLAS project which has completed auditing and training in TAS including woodwork, metalwork, textiles, food technology, design, creative arts and agriculture, and Science.

Inaugural Staff Recognition Awards
The inaugural Parramatta Diocesan Catholic Schools Staff Recognition Awards were presented in October to mark World Teachers’ Day.

The award winners were:
- Toni Sillis, Holy Family Primary, Luddenham
  For Catholic School Leadership through Service
- Carol Cividin, Our Lady of Lourdes Primary, Seven Hills
  For Innovation in Learning and Teaching

Both recipients were presented with a $3,000 account towards professional learning thanks to the generous sponsorship of the Diocesan Development Fund, Parramatta. The calibre of award nominees was extremely high, with each of them having made an excellent contribution to learning and teaching and to the spiritual life of their school communities.
New executive director, principals and beginning teachers commissioned
The Parramatta Diocese’s Executive Director of Catholic Schools, Greg Whitby, nine principals and over 120 beginning teachers were commissioned into their roles of service in the Parramatta Diocese on 29 March at St Patrick’s Church, Blacktown.

800 people from schools across the diocese and the Catholic Education Office attended the commissioning ceremony and mass celebrated by Bishop Kevin Manning and clergy from the diocese.

The commissioning ceremony and mass, held during Catholic Schools Week, was an opportunity for experienced and new staff to come together to celebrate their work and achievements in Catholic schools.

Catholic Schools Week
Catholic schools in the greater Sydney region celebrated the inaugural Catholic Schools Week from 7 – 13 May. The week, with the theme “Faith in their Future – Learning for Life”, was a celebration of the distinctiveness of Catholic schools. It was also an opportunity to showcase the great things taking place in Catholic schools every day. Schools held a wide variety of events and activities to celebrate, including masses, open days, concerts, barbeques, breakfasts and morning teas. Catholic Schools Week will be an annual celebration.

Openings and blessings
The following schools celebrated the opening and blessing of new school facilities in 2006:
- 28 March St Angela’s Primary, Castle Hill
- 7 April Xavier College, Llandilo
- 25 July St Patrick’s Primary, Parramatta
- 12 December Loyola Senior High School, Mt Druitt

ADC lecture
This challenge of developing strong leadership teams to respond to the needs of modern-day learners was explored by over 150 educators at the 6th annual Ann D Clark lecture held on 7 September 2006.

Presented by Judy Petch, Acting Assistant General Manager for Leadership and Teacher Development in the Office of School Education, Department of Education and Training, Victoria, the lecture, Learning to Lead, was based on the ambitious reform agenda undertaken by the Victorian Government to improve outcomes for all students in the state’s 1,600 schools.

The Ann D Clark lecture is an annual event held to honour the memory of the founding Executive Director of Schools in the Parramatta Diocese, Ann Clark.
## INCOME AND EXPENDITURE, CATHOLIC EDUCATION DIOCESE OF PARRAMATTA
CATHOLIC EDUCATION OFFICE, 1 FEBRUARY 2006 TO 31 JANUARY 2007

### INCOME

<table>
<thead>
<tr>
<th>Category</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Government Recurrent Grants</strong></td>
<td></td>
</tr>
<tr>
<td>Commonwealth - General Recurrent Grants</td>
<td></td>
</tr>
<tr>
<td>• Primary</td>
<td>$94,071,343</td>
</tr>
<tr>
<td>• Secondary</td>
<td>$98,391,173</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>$192,462,516</td>
</tr>
<tr>
<td><strong>State - Per Capita Grants</strong></td>
<td></td>
</tr>
<tr>
<td>• Primary</td>
<td>$34,626,225</td>
</tr>
<tr>
<td>• Secondary</td>
<td>$38,492,375</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>$73,118,600</td>
</tr>
<tr>
<td><strong>Government &amp; State Grants &amp; Subsidies</strong></td>
<td></td>
</tr>
<tr>
<td>Commonwealth - Specific Purpose Grants</td>
<td>$8,676,792</td>
</tr>
<tr>
<td>Commonwealth - Capital Grants</td>
<td>$2,330,031</td>
</tr>
<tr>
<td>State - Interest Subsidy</td>
<td>$6,699,433</td>
</tr>
<tr>
<td>State - Special Purpose Grants</td>
<td>$472,788</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>$18,179,044</td>
</tr>
<tr>
<td><strong>Parents Contributions</strong></td>
<td></td>
</tr>
<tr>
<td>Diocesan School Fees</td>
<td>$39,125,019</td>
</tr>
<tr>
<td>Diocesan School Building Levy</td>
<td>$9,404,078</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>$48,529,097</td>
</tr>
<tr>
<td><strong>Other Sources of Income</strong></td>
<td></td>
</tr>
<tr>
<td>Investment Income</td>
<td>$10,466,201</td>
</tr>
<tr>
<td>Other Income</td>
<td>$2,657,178</td>
</tr>
<tr>
<td>Reimbursable Salaries</td>
<td>$5,008,024</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>$18,131,403</td>
</tr>
<tr>
<td><strong>TOTAL INCOME</strong></td>
<td>$350,420,660</td>
</tr>
</tbody>
</table>

### EXPENDITURE

<table>
<thead>
<tr>
<th>Category</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Salary Costs</strong></td>
<td></td>
</tr>
<tr>
<td>Salaries Schools</td>
<td>$208,114,520</td>
</tr>
<tr>
<td>Salaries CEO Support</td>
<td>$12,056,893</td>
</tr>
<tr>
<td>Superannuation</td>
<td>$21,079,584</td>
</tr>
<tr>
<td>Long Service Leave and Provision</td>
<td>$7,808,186</td>
</tr>
<tr>
<td>Annual Leave and Provision</td>
<td>$19,123,873</td>
</tr>
<tr>
<td>Workers Compensation Insurance</td>
<td>$3,358,963</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>$271,542,019</td>
</tr>
<tr>
<td><strong>Education and School Support</strong></td>
<td></td>
</tr>
<tr>
<td>Administration Expenses</td>
<td>$5,335,068</td>
</tr>
<tr>
<td>Insurance Premium Expenses</td>
<td>$4,151,429</td>
</tr>
<tr>
<td>Information Tech and Communication Exp</td>
<td>$2,878,398</td>
</tr>
<tr>
<td>Facility Occupancy Expenses</td>
<td>$1,436,372</td>
</tr>
<tr>
<td>Staff Development and Welfare Exp</td>
<td>$1,955,128</td>
</tr>
<tr>
<td>Resources Expenses</td>
<td>$1,568,716</td>
</tr>
<tr>
<td>Maintenance Expenses</td>
<td>$6,184,410</td>
</tr>
<tr>
<td>Schools - Equity Grant Distribution</td>
<td>$75,000</td>
</tr>
<tr>
<td>Schools - Direct Support</td>
<td>$16,913,246</td>
</tr>
<tr>
<td>Grant &amp; Levies to External Organisation</td>
<td>$2,218,396</td>
</tr>
<tr>
<td>Interest Expense</td>
<td>$9,303,007</td>
</tr>
<tr>
<td>Debtors - Doubtful Debts Expense</td>
<td>$8,737,656</td>
</tr>
<tr>
<td>Depreciation</td>
<td>$14,272,242</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>$347,246,085</td>
</tr>
</tbody>
</table>

### SURPLUS

<table>
<thead>
<tr>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>$3,174,575</td>
</tr>
</tbody>
</table>

### NOTES:

1. Total expenditure in respect of Government & State Grants & Subsidies is well in excess of the level of grant funding received.
2. These figures do not include local income raised from parish, P&F and school based charges and corresponding expenditure.
3. The surplus is used to service debt repayment for the school building program (2006: $6.7m)

### AUDITORS STATEMENT

"We have performed an independent audit on the financial report of the Catholic Education Office, Diocese of Parramatta for the year ended 31 January 2007, to which an unqualified opinion was issued by us. The attached detailed statement of income and expenditure is based on the audited financial report, and has been prepared by the officials of the Catholic Education Office, Diocese of Parramatta.

Moore Stephens Sydney Chartered Accountants
R. W. Webster
Partner"
INCOME $350.4 million

- Commonwealth Grants $203.5m - 58.1%
- State Grants $80.3m - 22.9%
- Parents Contributions $48.5m - 13.8%
- Other sources of income $18.1m - 5.2%

EXPENDITURE $347.3 million

- Salaries Schools $259.5m - 74.7%
- Salaries CEO Support $12.1m - 3.5%
- Education & School Support $75.7m - 21.8%
- Salaries CEO Support $12.1m - 3.5%
- Other sources of income $18.1m - 5.2%