

CATHOLIC EDUCATION
DIOCESE OF PARRAMATTA



ST COLUMBA'S
CATHOLIC COLLEGE
ACT JUSTLY

Annual Report
2016



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About the system

The Diocese of Parramatta 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 79 systemic schools (57 primary and 22 secondary) with two Catholic Trade Training Centres and four Catholic Early Learning Centres, with over 43,000 students and 5,000 staff.

Parish priests and principals work collaboratively to ensure the evangelising mission of Catholic education in the Diocese is realised through Religious Education, formation, sacramental and liturgical celebrations, pastoral care, as well

as the shared management of school sites; and on matters relating to school reviews and enrolment processes, stewardship and appraisal, and employment of staff.

The Parramatta Diocesan Catholic School Council, under the Chair of the Bishop of Parramatta, assists and advises on matters pertaining to the strategic direction of systemic schools, evangelisation and Religious Education, stewardship and accountability.







System Direction

Our Purpose

Catholic education is a work of love, for the full human development of students, grounded in the person of Jesus Christ and at the service of society. All staff share in the evangelising mission of the Church as they work to bring about a synthesis of faith, life and culture in their communities.

The system of schools in the Diocese of Parramatta is a work of the Church, under the leadership of our Bishop and in collaboration with priests, parents, students and staff, to realise the mission of bringing the person of Jesus Christ into the lives of the young people in our care and their families.


Intent

The role of Catholic education in the Diocese of Parramatta is expressed through its strategic intent. This intent focuses the work of the system and is an ongoing commitment by every school to provide quality Catholic schooling through:

- 1 improving learning outcomes for all students; and
- 2 promoting a professional and rewarding working life for teachers.

Catholic Education Diocese of Parramatta (CEDP) promotes the work of the Church, the formation of the individual and the good of society through learning.





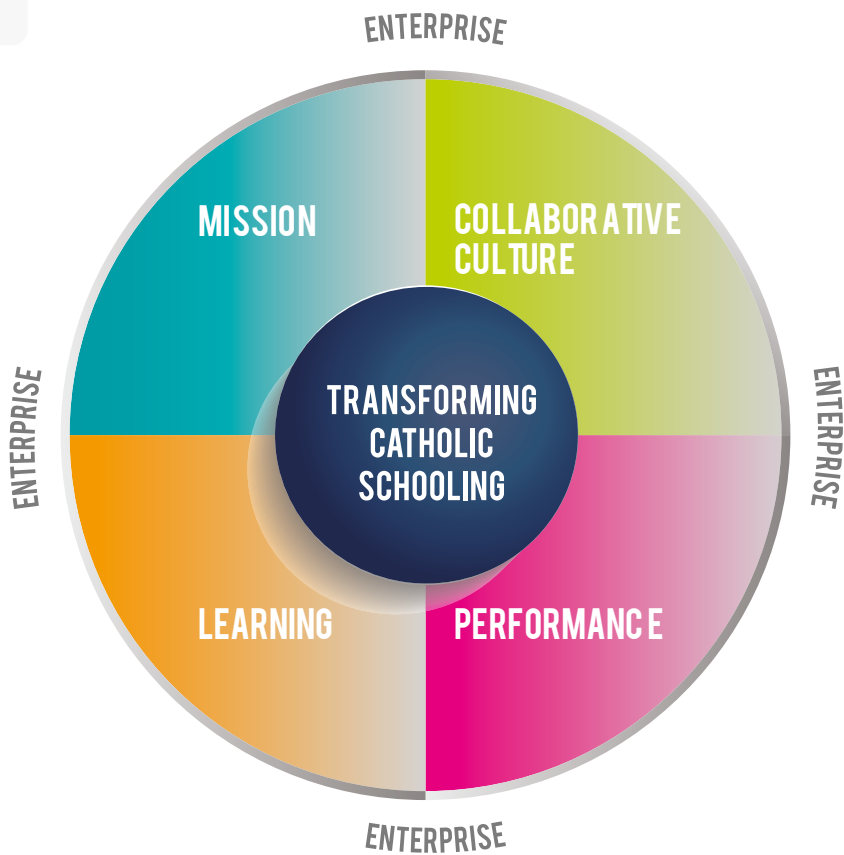
Learning is improved more by quality teaching than any other school-based factor. Learning together builds the capacity of teachers and directly contributes to improving their professional working lives.

CEDP's five priorities for the 2016-2019 period are:

- 1 Forming committed disciples
- 2 Focusing learning and teaching to meet the needs of all students
- 3 Building capacity to use data to inform teaching and system decision-making
- 4 Developing new ways to partner with parents and families
- 5 Developing innovative learning environments.

The 2016 Annual Report will focus on CEDP's four broad areas for transforming Catholic schools.







A message from the **Bishop of Parramatta**



Dear brothers and sisters

I was honoured to return to the Diocese of Parramatta this year as Bishop, and it is my pleasure to present the Annual Report for Catholic Education Diocese of Parramatta for 2016.

This year I challenged our school and system leaders at the annual Ann D Clark lecture to 'go out into the deep'. I spoke about Pope Francis and his emphasis on servant leadership. The question for us is how our Catholic schools can embody this call.

For me, one of the greatest challenges the Church faces today is to be inclusive, to be a 'big tent' church. Pope Francis urges us to be a Church where everyone can feel welcome, loved, forgiven and encouraged to live according to the Gospel.

My challenge to everyone who is part of Catholic education in the Diocese is to consider these questions: How can we respond to the challenge of being a Church at the margins today?

Where are the new 'peripheries' and new 'horizons' in Catholic schooling that we are called to be and to offer nearness and proximity? How can we be the merciful face of God to our school communities and families?

In my short time as Bishop of Parramatta, I have seen how our Catholic schools are embracing this call. However, the journey

is never complete, we never reach our destination. There is still much more to be done.

As we reflect on the work undertaken in 2016, I acknowledge our teachers, school leaders and office staff. I would like to highlight the significant logistical and preparation work that went into organising CEDP's pilgrimage to World Youth Day 2016 which saw more than 200 of our students and staff travel to Krakow, joining with three million other young people of faith. What an extraordinary experience for these young people.

I also extend my thanks and gratitude to the parents and families of our students who we know work tirelessly in partnership with our teachers to ensure the best learning outcomes and experiences for our students.

May God continue to bless all those who work in Catholic Education Diocese of Parramatta.

Most Reverend Vincent Long Van Nguyen OFM Conv DD
Bishop of Parramatta



A message from the Executive Director



Each year, our work has been inspired by a theme that serves as a touchstone for the work we do across our schools. In 2016, the theme was Everything's Connected, inspired by Pope Francis' encyclical *Laudato Si*. The encyclical challenges us all - the People of God - to walk in a radical new direction by 're-imagining' what it means to be human and connected in the context of our natural world.

CEDP is being challenged by Pope Francis to walk in radical new directions by 're-imagining' what it means to be a learner in the context of a connected world. As Francis says we are not 'living in an era of change but a change of era'. In conjunction with Bishop Long's challenge to us to 'go out into the deep', we are required to truly transform Catholic schooling in and for today's world.

We have continued this work in 2016, in particular through our ongoing engagement with Dr Lyn Sharratt with critical literacy and through establishing a new partnership with Steven Zipkus, a renowned US educator with extensive experience in Project Based Learning. Through this work, we are building a shared understanding of what it means to transform learning for our students, and what this looks like in our learning spaces throughout the Diocese.

We also continue to provide enterprise support to our schools, and this year we increased bandwidth and wireless access to ensure our students and teachers could connect both locally and globally. We are confident that our students will build on this sense of connection and transformation.

I was lucky to be able to join our young people on their pilgrimage to World Youth Day 2016 and it was my great pleasure to be able to share this journey with our young teachers and students, and to see them grow in their faith.

Over the past few years, our data has shown us that we are not only heading in the right direction but the work in schools is improving teaching practice and student learning. As always, there is much to celebrate but we go forward knowing there is still much to do.

I would like to thank all of our teachers, leaders and office staff for their hard work and dedication in 2016.

Greg Whitby
Executive Director

'I went into the Mission experience thinking I was going to help a small community of people rebuild their school after the devastation. Little did I know that they would help me re-ignite my faith...'

PILGRIM

mission



World Youth Day 2016

In July 2016 more than 300 pilgrims from the Diocese of Parramatta travelled to World Youth Day (WYD 2016) in Krakow, Poland. It was a wonderful success which brought together so many young people from the Diocese to share their faith with others from across the world. WYD 2016 was a significant milestone in both the Diocesan Pastoral Plan and as part of CEDP's Priority 1, Forming committed disciples of Jesus Christ.

All CEDP pilgrims participated in a mission immersion in the Philippines before travelling to Poland. The Diocese of Parramatta raised over \$150,000 to assist schools in the Diocese of Tagbilaran rebuild after the 2013 earthquake. During the week, pilgrims helped out wherever

‘We as the youth of the Catholic Church have to act now to spread the word of God and to be the face of Mercy.’

they could - painting walls, rebuilding fences or participating in classes. This experience had a powerful impact on pilgrims and was a significant part of their journey to WYD, where they were able to give back to a community in need and experience first-hand what it means to be an instrument of God's mercy. There are currently still six ongoing projects with the Diocese of Tagbilaran and CEDP continues to build on the relationships established with a number of schools in the Bohol Island and Cebu region.

CEDP's 300 pilgrims joined 3,000 other Australian pilgrims and two million young people from around the world for a festival of faith from 25 - 31 July 2016. Beginning with the Opening Mass on 26 July, pilgrims participated in daily catechesis with Bishops from across the world

as well as a Youth Festival and a Vocations Fair/ Centre over the following three days. Pilgrims also had the opportunity to pray and reflect at the Divine Mercy Shrine, a world renowned sacred site. After attending the Papal Welcome and Opening Ceremony on 28 July, pilgrims then gathered for the Way of the Cross the next evening. World Youth Day was held on Sunday 31 July and culminated in over 1 million young people participating in a vigil and final Mass with Pope Francis who urged pilgrims to not be afraid to say 'yes' to Jesus.

CEDP ensured pilgrims were well prepared for the pilgrimage through seven formation sessions. Following WYD 2016, pilgrims had multiple opportunities to reflect on their experiences - at a retreat day directly following WYD 2016 and subsequent reunions hosted in the Diocese of Parramatta. Teachers and students went back to their communities to spread the Good News and share with their communities how pilgrimage had changed their lives.

WYD 2016 presented an valuable formation opportunity for both staff and students. In a survey conducted after WYD, 99 per cent of pilgrims felt they had experienced growth in their relationship with God and had a greater understanding of their Christian identity as a result of their experiences of WYD.



Catholic Values

ACROSS THE CURRICULUM

Another major project in CEDP's Mission area was Catholic Values Across the Curriculum. Professional learning for teachers built on the work undertaken in 2015 and focused on supporting teachers to embed the Catholic perspective across all curriculum areas. The seven Catholic values that are a focus of this work are:

- 1 Positive view of life
- 2 Community and common good
- 3 Freedom from oppression
- 4 Search for truth and wisdom
- 5 Sacramentality or God's presence in the whole world
- 6 Reconciliation
- 7 Hope and resurrection

In 2016 professional learning targeted teachers of specific stages, beginning teachers and teachers new to the system, focusing on classroom pedagogy.

Embedding Catholic Values Across the Curriculum has been timed with the implementation of the new Australian curriculum for specific key learning areas. Face-to-face professional learning for teachers has been supported by a Catholic Values Across the Curriculum website that teachers can refer to and access at point of need. Every school has now been represented at a professional learning day.

2016 also saw the formation of a project team who, supported the work of the Mission team and school representatives to give insight, feedback and guidance on the implementation of the project.

As a result of this work, many secondary schools have embedded Catholic Values Across the Curriculum as part of their formation goal. CEDP has also worked with the NSW Catholic Education Commission to disseminate Catholic Values Across the Curriculum material for use in schools across NSW and the ACT.







Project Based Learning

In 2016, CEDP continued its transformational learning agenda. To support this work, CEDP established a partnership with Steve Zipkus, a highly respected US educator with extensive experience in the Project Based Learning (PBL) through work with the PBL New Tech Network. Steve was also the foundational Principal of Manor High School in Austin, Texas, and subsequently Cedar Academy, a new school he created.

In 2016, CEDP aimed to address inconsistencies in the implementation of contemporary learning frameworks in schools through adopting an enterprise approach. As a result, CEDP offered the opportunity for a teacher, middle leader and principal from 26 schools to undertake a three day Foundational Academy Course run by Steve Zipkus' Advanced Reasoning in Education Think Global Academy. In addition, over 50 staff from CEDP's Learning directorate also undertook this course. Through this professional learning, CEDP aimed to develop a shared belief and understanding of PBL across the Diocese.

After this course, staff were asked to develop and implement PBL in their own school, with the expectation that they would be halfway through the implementation of a project by mid-March 2017. Schools were given success criteria to measure the effectiveness of their projects. In March, Steve Zipkus' team visited these schools and provided coaching and feedback in relation to the implementation of their projects. Schools continue to collaborate and share best practice via a Google site where they can provide commentary and feedback to each other as part of a collaborative learning community.

Evaluation from participants evidenced strong support about the effectiveness of this professional learning and the instructional and leadership advice and support they were given. All participating schools have consistently demonstrated their enthusiasm and commitment to the work.



Critical Literacy

In 2016, CEDP also focused on developing and supporting critical literacy skills in Stage 3, with CEDP's learning partner Dr. Lyn Sharratt. Dr Lyn Sharratt is a world renowned educational leader with experience as teacher, curriculum consultant, teacher training, public education policy analyst and superintendent of schools. Dr Sharrett is author of *'Putting FACES on the Data: What Great Leaders Do!'*

144 teachers from 43 primary schools undertook a professional learning course on critical literacy with Dr Lyn Sharratt in 2016, and 480 teachers from all CEDP primary schools undertook another literacy professional learning course.

For each school involved, the principal, lead literacy teacher and at least one other Stage 3 teacher attended two professional learning days with Dr. Lyn Sharratt. Principals attended an extra day of professional learning in preparation, to ensure they came to the course as the

'knowledgeable other', ready to facilitate the learning of their teachers. The involvement and engagement of principals in this learning was an important strategy and equipped principals to facilitate implementation of the learning and ongoing learning within their school community.

During this professional learning, teachers learnt to identify the skills critical to literate learners and strategies of effective readers through the exploration of rich reading tasks that promote critical thinking. There was also a focus on effective learning spaces that support the development of literacy skills.

To support this work, CEDP's literacy team ran a four-day workshop focusing on Stage 3 reading. All Stage 3 learning spaces were equipped with digital technologies to promote collaboration. These workshops, together with additional professional learning in the use of the devices, equipped teachers with skills critical to the development of literacy.

Critical Literacy - The Key Messages

1

Literacy and numeracy learning transforms lives.

2

As active participants in the learning process, learners are required to question, examine or dispute information presented.

3

All students can learn with appropriate support.

4

All students can be motivated to learn when they are provided with challenging, interesting and meaningful texts and tasks.

5

Teachers continually assess the learning of their students to inform their individual learning program and goal.

6

All teachers continually learn through reflective practice and seeking of relevant pedagogy to facilitate student learning.





Dr. Sharratt also worked with a number of secondary schools in 2016 to further unpack assessment 'for' learning and 'as' learning, in response to the specific needs of the school leadership teams and teachers of these schools. These schools were Patrician Brothers College, Blacktown, McCarthy Catholic College, Emu Plains, St Andrews College, Marayong and Emmaus Catholic College, Kemps Creek. This work with Dr Sharratt gave school leadership teams the opportunity to make connections between research and their work. It had a critical focus on the use of the '14 parameters' as the tool to transform learning and teaching in schools.

14 parameters:

- 1** Shared beliefs and understandings among all staff
- 2** Designated staff member for literacy
- 3** Daily, sustained, focused literacy instruction
- 4** Principal as literacy leader and lead learner
- 5** Early and ongoing intervention
- 6** A case management approach to monitoring student progress
- 7** Job-embedded, ongoing professional learning
- 8** In-school grade/subject meetings
- 9** Centralised resources
- 10** Commitment of system and school budgets for literacy learning and resources
- 11** Action research and collaborative inquiry
- 12** Parental and community involvement
- 13** Cross-curricular connections
- 14** Shared responsibility and accountability

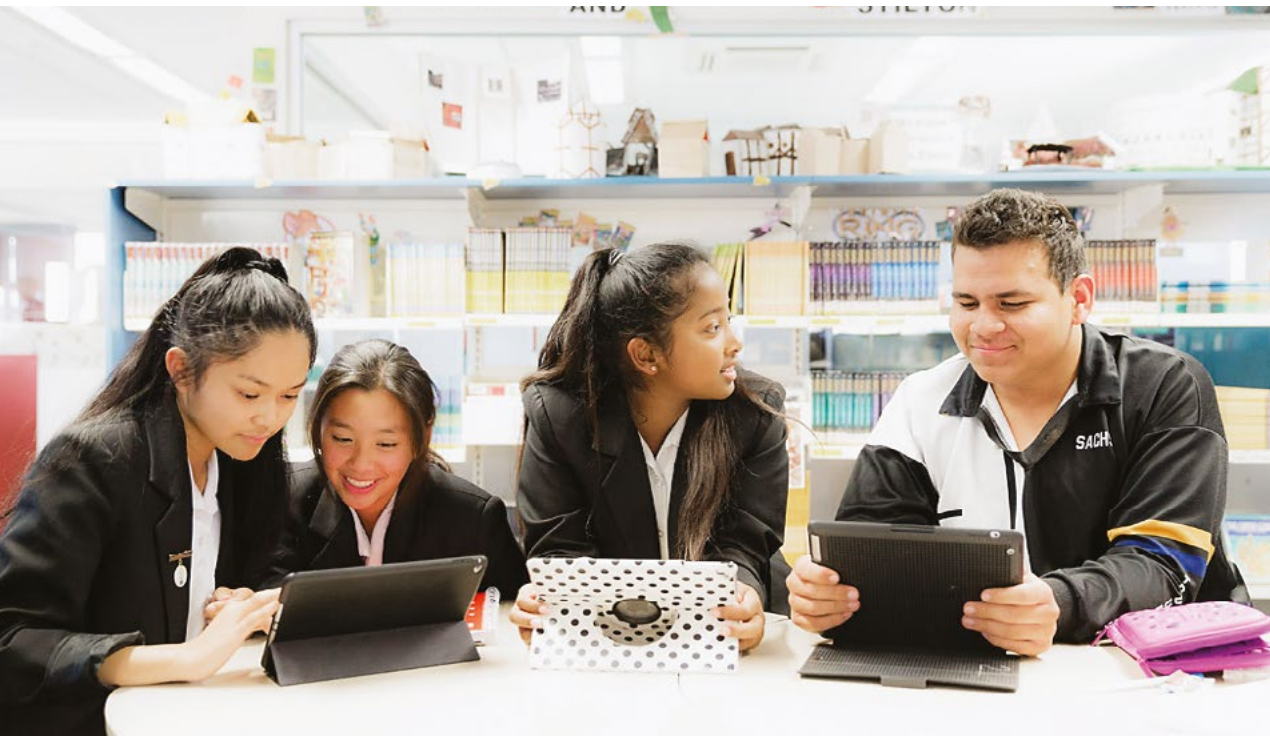


Increasing connectivity

CEDP schools connect locally and globally, physically and virtually. To support this, in 2016 CEDP undertook significant work to improve the connectivity of our schools, by increasing bandwidth and wireless access. This is part of CEDP's technology strategy which over the next few years will introduce analytics to ensure that the specific connectivity needs of schools are met.

CEDP increased the bandwidth of a large number of primary and secondary schools in 2016. CEDP also undertook significant work to increase wireless

access and density in schools. Throughout 2016, 50 kilometres of fibre links between buildings in schools and over 2,700 wireless access points were upgraded, and outdated switches were replaced and reduced from 900 to 690. These upgrades mean that new devices can be used to maximum potential - CEDP's network currently supports over 55,000 devices. This has also enabled CEDP to move to cloud-based storage, so teachers and students can access information 24/7, all year round.



enterprise

Data strategy

The implementation of data analytics strategy in 2016 has been widely acclaimed as innovative and leading edge, not only by Catholic schools in the Diocese of Parramatta, but also by other dioceses in NSW and across Australia. Over 100 interactive dashboards have been developed covering six lenses of analytics framework for school effectiveness:

- School performance
- Student performance
- Resourcing and regulatory
- Teacher development
- Family and religion
- Community and culture

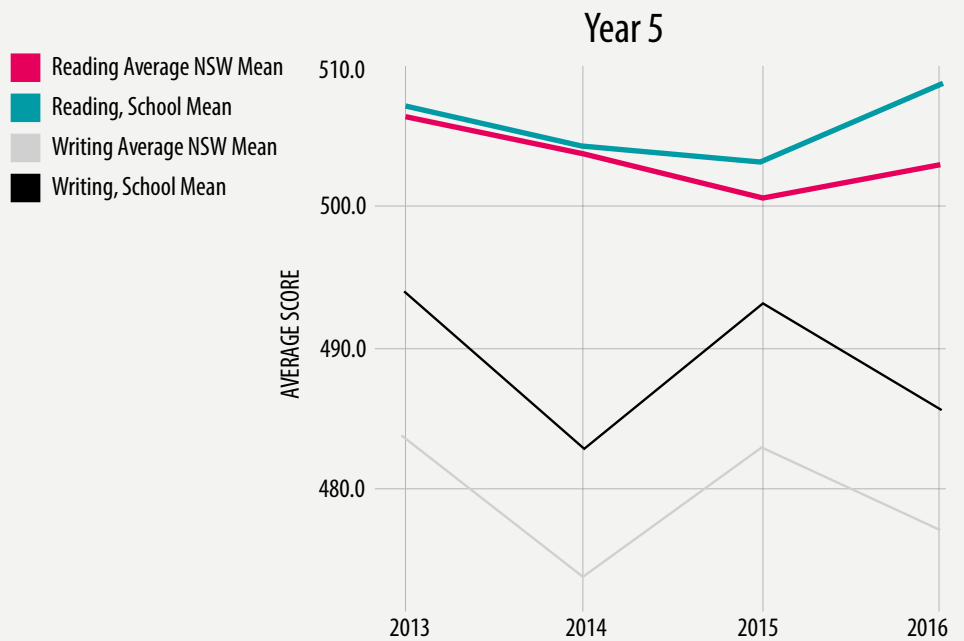
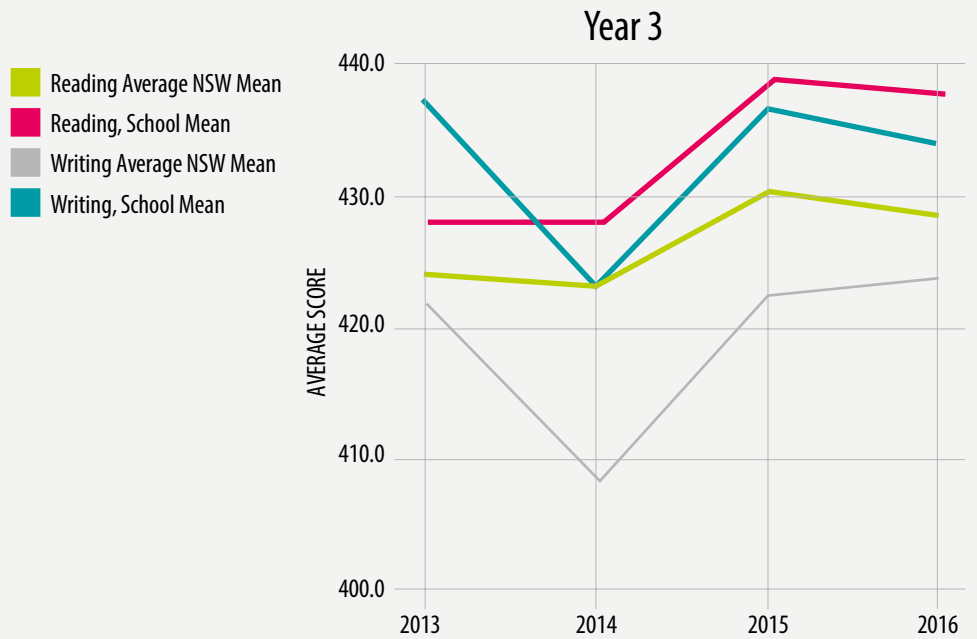
Significant successes include the student attendance dashboards that update data in real time, comparisons of school-based student assessment with NAPLAN, profiling students using NAPLAN, Progressive Assessment Achievement Tests in Reading (PAT R) and HSC results, and geo-spatial mapping of schools and students to identify trends in enrolments.

The dashboards can be accessed by both teaching and non-teaching staff, in addition to school leaders. In 2017, more visualisations will be made available in the areas of teacher professional learning, school resourcing, VET provision and priority schools interventions such as EMU and Reading Recovery.



Trends

- CEDP has focused on early intervention strategies, and the impact of this work is seen in primary school student achievement in NAPLAN
- Year 5 Reading saw its best average result in last four years
- Year 3 and 5 average Writing achievement continues to be consistently above the NSW state mean.



- From 2014, in Year 3 Writing, the number of students in the top three bands has increased, and there has been a reduction of students in the bottom three bands.

HSC

Key points:

- Between them, students achieved a total number of 1040 Band 6 or Band E4 results in 2016.
- **In terms of Band 6 results per 100 students, the following schools achieved their best results since 2001:**
 - Catherine McAuley Westmead
 - Emmaus Catholic College, Kemps Creek
 - Loyola Senior High School, Mt Druitt
 - Parramatta Marist High School, Westmead
 - St Mark's Catholic College, Stanhope Gardens.
- **The following schools achieved their best results in the past five years:**
 - Marian Catholic College, Kenthurst
 - St Andrews College, Marayong
 - St Columba's Catholic College, Springwood
 - St John Paul II Catholic College, Quakers Hill.
- **In 2016, there were 12 students who were Top Achievers (Top Achievers are students who achieve in the top places in each course including five students who gained first place in a course). One student from Bede Polding received a place in two different courses.**
- **In 2016, there were 21 All Rounders. (All Rounders are students who have achieved results in the top band possible for at least 10 units of HSC courses.)**
- **The following schools were above the state mean in all English courses in which students were enrolled:**
 - Gilroy Catholic College, Castle Hill
 - Marian Catholic College, Kenthurst
 - Parramatta Marist High School, Westmead
 - St Columba's Catholic College, Springwood
 - Xavier College, Llandilo.
- **The following schools were above state mean in all Science courses in which students were enrolled:**
 - Parramatta Marist High School, Westmead
 - St Mark's Catholic College, Stanhope Gardens
 - St Patrick's Marist College, Dundas.
- **The following schools were above state mean in both Studies of Religion I and II in which students were enrolled:**
 - Caroline Chisholm College, Glenmore Park
 - Catherine McAuley Westmead
 - Cerdon College, Merrylands
 - Parramatta Marist High School, Westmead
 - St Mark's Catholic College, Stanhope Gardens.

DETAILED STATEMENT OF REVENUE AND EXPENDITURE

CATHOLIC EDUCATION OFFICE 1 JANUARY 2016 TO 31 DECEMBER 2016

	\$
OPERATING REVENUE	
Commonwealth - General Recurrent Grants	338,161,344
State - General Recurrent Grants	100,363,254
Other Commonwealth & State Grants	3,881,270
Parents Contributions - School Fee *	78,780,691
Investment Revenue	9,591,829
Schools - Reimbursable Salaries	5,940,829
Other Revenue	3,574,383
TOTAL OPERATING REVENUE	<u>540,293,600</u>
OPERATING EXPENDITURE	
Salaries & Wages Costs	366,115,663
Salaries & Wages Oncosts (Super, LSL & W/Comp)	53,194,516
Depreciation	31,743,970
Schools - Direct Support & Equity Grant	28,787,179
Administration & Doubtful Debts	11,430,243
Resources & ICT Expenses	22,624,940
Insurance & Staff Development	7,361,256
Facility Occupancy & Maintenance Expenses	3,441,650
Grants & Levies to External Organisation	2,521,104
TOTAL OPERATING EXPENDITURE	<u>527,220,521</u>
SURPLUS FROM OPERATIONS BEFORE CAPITAL	<u>13,073,079</u>

financial

	\$
SCHOOL BUILDING PROGRAM	
Commonwealth & State Capital Grants	3,803,487
Diocesan School Building Fund Net Revenue	18,499,238
Interest Subsidy	3,595,567
Other Capital Revenue	539,282
CAPITAL REVENUE	<u>26,437,574</u>
Receipts from Borrowings	-
TOTAL CAPITAL REVENUE AND RECEIPTS	<u>26,437,574</u>
CAPITAL EXPENDITURE AND REPAYMENTS	
Capital Expenditure	29,972,357
Interest Expense	3,999,067
Repayments of Borrowings	7,261,387
TOTAL CAPITAL EXPENDITURE AND REPAYMENTS	<u>41,232,811</u>
CAPITAL (DEFICIT) - SCHOOL BUILDING PROGRAM	<u>(14,795,237)</u>
OTHER CAPITAL EXPENDITURE	<u>11,989,917</u>

Note:

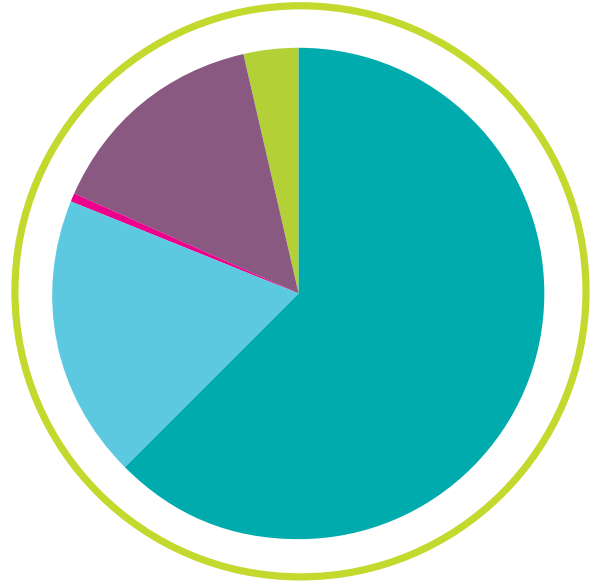
* These figures do not include local revenue raised from parish, P&F and school based charges and corresponding expenditure.

During 2016, 16 of 78 schools have transitioned from cash to accrual accounting, resulting in school based fees and its corresponding system transfer being included in these figures.

Auditor's Statement

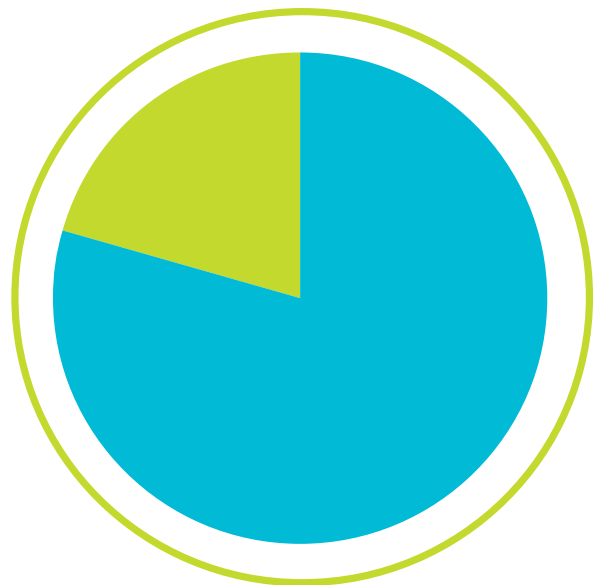
"The Catholic Education Office – Diocese of Parramatta ("CEO") has prepared, for information purposes, the accompanying Detailed Statement of Revenue and Expenditure ("the Statement") for the financial year ended 31 December 2016. We have agreed the items included in the Statement to the accounting records of CEO. To the extent permitted by law we do not accept liability for any loss or damage any person may suffer arising from any negligence on our part"

Deloitte Touche Tohmatsu
Stewart Thompson
Partner
Parramatta, 31 May 2017



REVENUE \$540.3 MILLION

Commonwealth Recurrent Grants	\$338.2m	62.6%
State Recurrent Grants	\$100.4m	18.6%
Other Commonwealth & State Grants	\$3.9m	0.7%
Parents Contributions	\$78.8m	14.6%
Other Sources of Income	\$19.0m	3.5%



EXPENDITURE \$527.2 MILLION

Salaries and Wages	\$419.3m	79.5%
Other Operating Expenses	\$107.9m	20.5%





Catholic Education
Diocese of Parramatta

www.parra.catholic.edu.au

