

# 2018 ANNUAL REPORT

CATHOLIC EDUCATION  
DIOCESE OF PARRAMATTA



# ABOUT

CATHOLIC EDUCATION  
DIOCESE OF PARRAMATTA





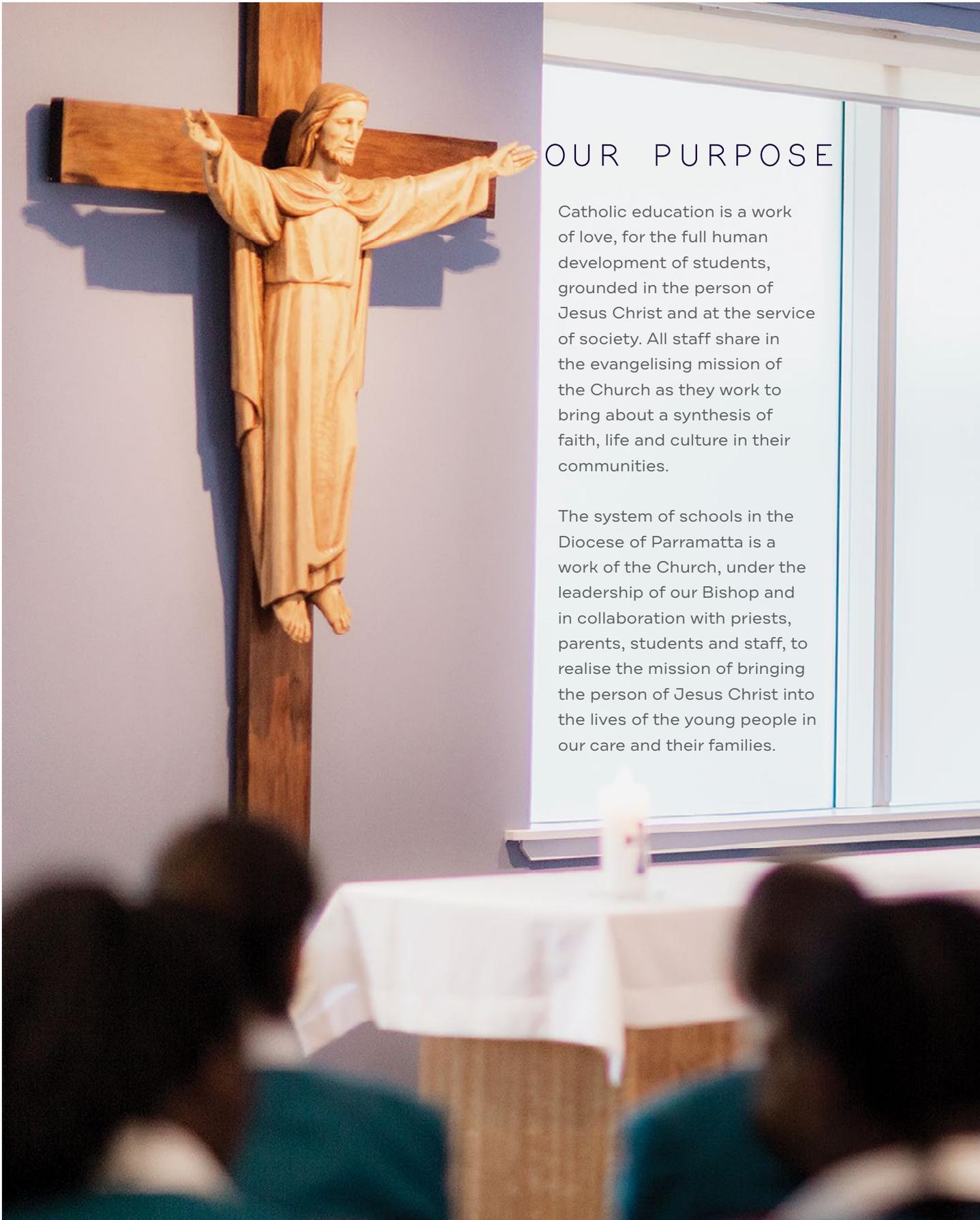
Located in the heart of Western Sydney and in one of the fastest growing areas of New South Wales, Catholic Education Diocese of Parramatta serves 80 vibrant and dynamic school communities that stretch from Dundas Valley east of Parramatta, north to Richmond, west to Katoomba and south to Luddenham.

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There are 58 primary schools and 22 secondary schools, two Catholic Trade Training Centres, five Catholic Early Learning Centres and 23 Catholic Out of School Hours Care Centres. There are more than 43,000 students and almost 5,000 staff. The Diocese is committed to responding to the needs of all students in a world that is changing rapidly.

Parish priests, principals and school communities work together to provide faith-filled, welcoming and caring environments that allow young people to grow in learning and faith. Under the pastoral leadership of the Bishop of Parramatta, the Most Reverend Vincent Long Van Nguyen OFM Conv DD, students and staff are encouraged to reach out to the those most in need.

# 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.



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## INTENT

Our intent is to provide quality Catholic schooling by strengthening the professional lives of staff, to improve the learning outcomes for each student, within a Catholic faith community.

Catholic Education Diocese of Parramatta 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.



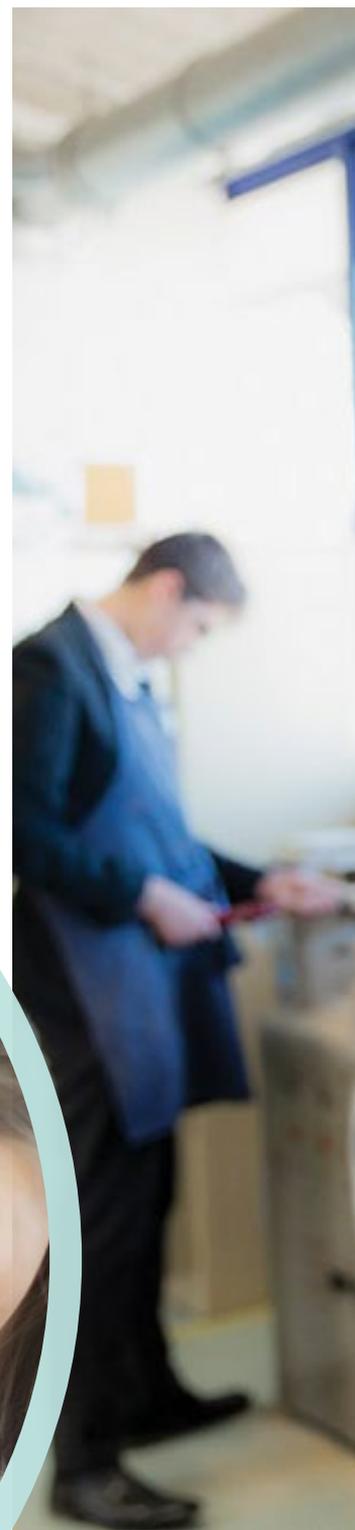


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## CATHOLIC EDUCATION DIOCESE OF PARRAMATTA (CEDP) GOVERNANCE

CEDP is committed to following standards of good corporate governance and business practices that are appropriate for its size, charity purpose and organisation's intent. It is also committed to complying with Australian laws and all requirements for its operations.

CEDP's governance structure sets out the decision-making and accountability processes relating to particular roles in the organisation. In conjunction with its Charter of Delegations, the governance structure supports the respective authority, role and responsibilities of all positions relating to the management of schools and the system.





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## CEDP EXECUTIVE TEAM

The Executive Director has a team of Directors to assist in the governance and oversight of CEDP. The Executive Team is responsible for the development and execution of the CEDP system strategy in relation to:

- Mission and Purpose (Our Catholic Narrative)
- Strategic Intent
- Alignment
- Stewardship and Accountability

The responsibilities of the Directors through the Executive Team meetings are set out in the Executive Team Charter.

The Executive Team meetings are the primary channel for strategic decision-making and governance of the organisation and are held weekly.

The Executive Team is comprised of six directors: Executive Director, Deputy Executive Director and Director Learning, Director Enterprise, Director Mission and two Directors Performance. The work of the Executive Team is supported by the Office of the Executive Director.

CEDP Directors, Heads, Chiefs, Learning Leaders and school Principals participate in eight system leadership meetings each year as well as in four full-day strategic meetings and a two-day system leadership experience. These meetings provide opportunities for collaborative engagement between CEDP and school leaders.

In addition to regular Executive Team Meetings, each individual Director meets with the Executive Director twice a term in a formal capacity.





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## CEDP SCHOOLS COUNCIL

The CEDP Schools Council (The Council) is an advisory body that supports the strategic work of CEDP and provides advice to the Bishop of Parramatta on matters of Mission, Learning and Enterprise for CEDP.

The priorities of The Council are the Catholic mission and identity of CEDP schools, provisioning of Catholic schooling in the Diocese and growing enrolments, contemporary and relevant learning frameworks, financial performance, financial provisioning, enterprise risk management and performance and accountability of schools and the system.

The voting members of The Council in 2018 included:

- the Bishop of Parramatta (ex officio)
- the Episcopal Vicar for Education and Formation (Chair)
- the Executive Director Catholic Education Diocese of Parramatta (ex officio)
- 8 additional members.

The Council membership reflects expertise in diverse areas including education, commerce and mission. Subject matter experts may attend meetings to provide detailed knowledge in specific areas. The Council meets a minimum of four times a year.

The work of The Council is supported by three subcommittees - Mission, Learning and Enterprise. Subcommittee members include independent and CEDP representatives with a variety of skills. Each provides expertise and an understanding of the topics discussed. Subcommittees also meet a minimum of four times a year.

Members of The Council and subcommittees are appointed for a term of three years, with a maximum of two consecutive terms.





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**MESSAGE FROM  
THE BISHOP OF PARRAMATTA**

Pope Francis recently inspired us in *Christus vivit* ('Christ is Alive') with the reminder that Catholic schools remain essential places for the evangelization of the young (C.V:22).

That task is so challenging in today's Australia, where in Pope Francis's words: "Many young people today feel that they have inherited the failed dreams of their parents and grandparents, dreams betrayed by injustice, social violence, selfishness and lack of concern for others. In a word, they feel uprooted." (C.V:216).

He asks us all, including here in the Diocese of Parramatta, to heal any wounds in our precious young people. We are called to create attractive and fraternal environments where the young can live with a sense of purpose.

Pope Francis, above all, wants us all to promote a culture of encounter in our educational communities, by reaching out, especially to those with special needs and to those 'on the margins'.

Studying this year's Catholic Education Diocese of Parramatta Annual Report, which I gratefully commend to you, I am heartened by the extraordinary 'ocean of goodness', as Pope Francis puts it, recorded here.

Pope Francis wisely reminds us that one of the greatest joys that any educator can have is to see a student turn into a strong, well-integrated person, a leader and someone prepared to give (CV 221). In this report we see that dream becoming a reality.

Our students, teachers, parents, educational leaders and parish communities are living out the Gospel in the spirit of 'Every learner, every day: transforming lives'.

Let's continue the journey with hope, courage and joy!



Most Reverend Vincent Long Van Nguyen OFM Conv DD

# Transforming lives



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## MESSAGE FROM THE EXECUTIVE TEAM

At the System Leadership Day on 25 January 2018, Parramatta Bishop Vincent Long shared his vision for Catholic education with more than 500 school and system leaders.

Bishop Vincent called us to step out of our comfort zone: 'I dream of a Church that dares to break new ground with a view to being radically faithful to the inclusive vision of Jesus.' He reminded all present of our shared Mission '...to transform our schools into a refuge for the poor, an oasis for the weary and a hospital for the wounded.'

This message was inspiration for our 2018 theme: 'Every learner, every day: transforming lives'. Like the always wondering Alice in Lewis Carroll's 'Alice's Adventures in Wonderland', we needed to be more curious and ask different questions to make learning and the experience of school more meaningful for the young people of Western Sydney.

Embracing these challenges, there have been major investments in schools supporting the highest numbers of students at significant risk with their learning. Building on a focus on student attendance over previous years, additional resources were directed to supporting initiatives that encouraged vulnerable students to improve their attendance at school in 2018.

Our data strategy is about harnessing the power of data so that we can make evidence-based decisions. The survey platform Tell Them From Me was used for the first time, providing real-time feedback on issues of importance to students, parents and teachers. Customer service survey tool Qualtrics, visualisation tool Tableau and finance platform Technology One continued to support our work in schools.

At the beginning of 2018, CEDP's newest school, Santa Sophia Catholic College, opened at its temporary site in the grounds of John Paul II Catholic College, Schofields. Santa Sophia began the year with a cohort of secondary students, with Kindergarten students to follow in 2019. The college will eventually accommodate up to 1900 students from pre-school through to Year 12 and beyond. A decision was also made in 2018 to change the profile of Loyola Senior High,

St Clare's Catholic High, Hassall Grove and St Agnes Catholic High, Rooty Hill, to ensure that students in the



Greater Mount Druitt area are provided with the best possible learning opportunities. Major upgrades to many existing schools were also commissioned.

With compliance and accountability a high priority for all school systems, CEDP continued to strengthen its governance processes in 2018. We have an obligation to ensure that government funding for Catholic schools is used efficiently and effectively and for the benefit of all students, according to need.

2018 was a year of many accomplishments. Thank you to the students, staff, parents and carers who made it so.

Gregory B Whitby AM, KSG  
Executive Director, on behalf of the CEDP Executive Team  
Catholic Education Diocese of Parramatta



# WORLD YOUTH DAY 2019

## PANAMA PILGRIMAGE PREPARATIONS

Comfy walking shoes, suncream, drink bottles, sleeping bags, pillows, first aid kits, mini Australian flags, bibles, phone chargers, and don't forget the rosaries! That's just the beginning of the preparations for 171 young pilgrims to journey to Panama for World Youth Day (WYD) 2019. WYD provides an extraordinary opportunity for CEDP students to experience pilgrimage and faith formation with millions of young Catholics worldwide.

Throughout 2018, preparations for the 2019 WYD pilgrimage continued. A rigorous process for the selection of group leaders was put in place with applications from February 2018. To ensure that pilgrims were well supported in their faith journey, the task of developing and reviewing the formation programs was a key focus for CEDP, Catholic Youth Parramatta (CYP) staff and clergy.

The Formation of Group Leaders and Chaplains was conducted over eleven sessions and held at the Institute for Mission, Blacktown. The program was extensive in its coverage of various topics to prepare the leaders who are integral to the overall success of the pilgrimage. One highlight of the program was the sharing by experienced Group Leaders and Chaplains, an opportunity to listen to the real-life experiences of the successes and challenges from the different group leaders who had been on pilgrimage before.

The formation of pilgrims commenced at Patrician Brothers' College, Blacktown in August. The first task was for the pilgrims to form their groups for pilgrimage. To cater for the various needs of pilgrims, the remaining nine formation sessions were then offered on

either Monday at Sacred Heart Primary School, Mt Druitt South or Wednesday at St Patrick's Primary School, Blacktown.

The program included practical advice regarding what to expect and what to bring on pilgrimage. The pilgrims appreciated time in their group, having time to journal and having praise and worship at each session. In the pre pilgrimage survey, over 90% of pilgrims agreed "having praise and worship each session helped my personal prayer journey" and 97% of pilgrims agreed they "felt a strong sense of community within their small group".

After extensive consultation with the parish youth and students in the Diocese, the artwork for the pilgrimage clothing was finalised in May. A prominent feature of the artwork was an image of Mary consistent with the theme of WYD "I am the servant of the Lord, may it be done to me according to your Word" (Luke 1:38). Pilgrims collected their merchandise prior to participating in the WYD Commissioning Mass held on the 9 December at St Patrick's Cathedral with Bishop Vincent Long Van Nguyen the main celebrant.





*Lifted*

## WORKING WITH CATHOLIC YOUTH PARRAMATTA

The close collaboration between CEDP and CYP is integral to offering opportunities for youth of the Diocese to be connected to and participate in the Church.

‘Over the last year we’ve re-thought some of our programs to ensure that we’re making them as easily accessible to young people in our school communities. The Year of Youth was an incredible opportunity to give this shape through our LIFTED events with national artists like Fr Rob Galea and Genevieve Bryant being featured. CEDP’s support of our Holy Week initiatives on Palm Sunday and Good Friday now means we’re helping hundreds of school students and young teachers to experience the vibrancy of our broader local Church,’ said James Camden, Director of Catholic Youth Parramatta.

One highlight of the year was the annual Lifted Live event held during October at St Patrick’s Cathedral Precinct, Parramatta. CEDP students enjoyed a program consisting of live music, singers and dancers including performers from CEDP schools. The popular event also featured rides, amusements and food stalls.



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# STRATEGIC SUPPORT

FOR LITERACY AND NUMERACY  
LEARNING AND TEACHING



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Research demonstrates that leadership to improve learning and teaching has a significant impact on student achievement. In 2018, CEDP Teaching Educators worked side-by-side with school leaders and teachers to develop their expertise in literacy and numeracy to meet student needs.

16 Teaching Educators supported schools through a combination of face-to-face and online professional learning opportunities to enhance teaching and action research. In addition to these professional development opportunities, CEDP invested heavily in building teacher capacity to support learners identified for intervention.

The following programs were a particular focus across the Diocese:

### **EXTENDING MATHEMATICAL UNDERSTANDING (EMU)**

*The Extending Mathematical Understanding (EMU) Intervention Program* is a research-based intervention program developed by Associate Professor Ann Gervasoni from Monash University. It targets small groups of mathematically vulnerable students working intensively with trained EMU specialist teachers.

The EMU program is now embedded in all CEDP schools. In 2018, 170 EMU specialist teachers worked with students in EMU groups. Over 400 students participated in EMU intervention in Year 1 and over 320 in EMU Years 3 to 8. 32 new EMU Early Years specialist teachers and 18 new Middle Years 3 to 8 teachers participated in 6 days of face-to-face, spaced professional learning and in-situ feedback, supported by two CEDP EMU Professional Learning Leaders.

### **READING RECOVERY**

Reading Recovery is an early literacy intervention that provides one-to-one teaching for children who need greater assistance in learning to read and write following their first year of school. A daily, individualised intervention delivered by a specialist teacher, Reading Recovery engages children in reading books and writing their own stories.

In 2018, Reading Recovery was in its fourth year of full implementation across CEDP's 58 primary schools. 94 teachers (22 training and 72 trained) taught Reading Recovery and attended professional learning throughout the year, which enabled 712 individual students to access the intervention.

### **REFRAMING READERS RESOURCEFULLY (R3)**

Reframing Readers Resourcefully (R3) is a CEDP - developed intervention, which aims to provide at-risk Stage 3 and Stage 4 students with the knowledge and skills that will enable them to read strategically, and to successfully comprehend age-appropriate quality texts across the curriculum. R3 also strengthens the repertoire of practice for Stage 3 and Stage 4 teachers. In 2018, the third year of development of the intervention, 49 teachers led R3 intervention groups across 34 schools, with thirty of these teachers being in their training year.





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## NEW PARTNERSHIPS TO SERVE DISENGAGED STUDENTS

A groundbreaking new partnership between CEDP and Lavalla Marist Community saw the establishment of the Marist Learning Zone (MLZ) in 2018. Located at the Aengus Kavanagh Centre Mt Druitt, this intervention and learning pathway is for disengaged young people enrolled in CEDP secondary schools who are keen to re-engage in their education in an alternate smaller setting.

MLZ connects young people back into learning, building their resilience, communication, collaboration and general life skills. MLZ teachers, CEDP specialist staff and other professionals work with the young people on personalised pathways and learning plans with the intention of returning to school and/or new learning pathways such as TAFE or employment. With an initial intake of 22 students, MLZ is set to make a significant difference to the lives and learning of many young people.

## PERSONALISED PLANNING FOR STUDENTS WITH A DISABILITY

CEDP's commitment to equity includes a strong focus on personalised planning for students with a disability. There are currently 7,646 CEDP students who have a personalised plan in place.

Parents, students and CEDP staff collaborate to determine the adjustments required for the full inclusion of students with a disability. The personal learning growth of each child is imperative in this work and this is monitored regularly. Schools provide a range of adjustments for students in the areas of curriculum, communication, personal care, mobility, social engagement and safety in order to ensure equitable access to learning and participation for all students.

Adjustments in resourcing to support students with a disability are currently made for 17.2% of all CEDP students.



ACTIVITY

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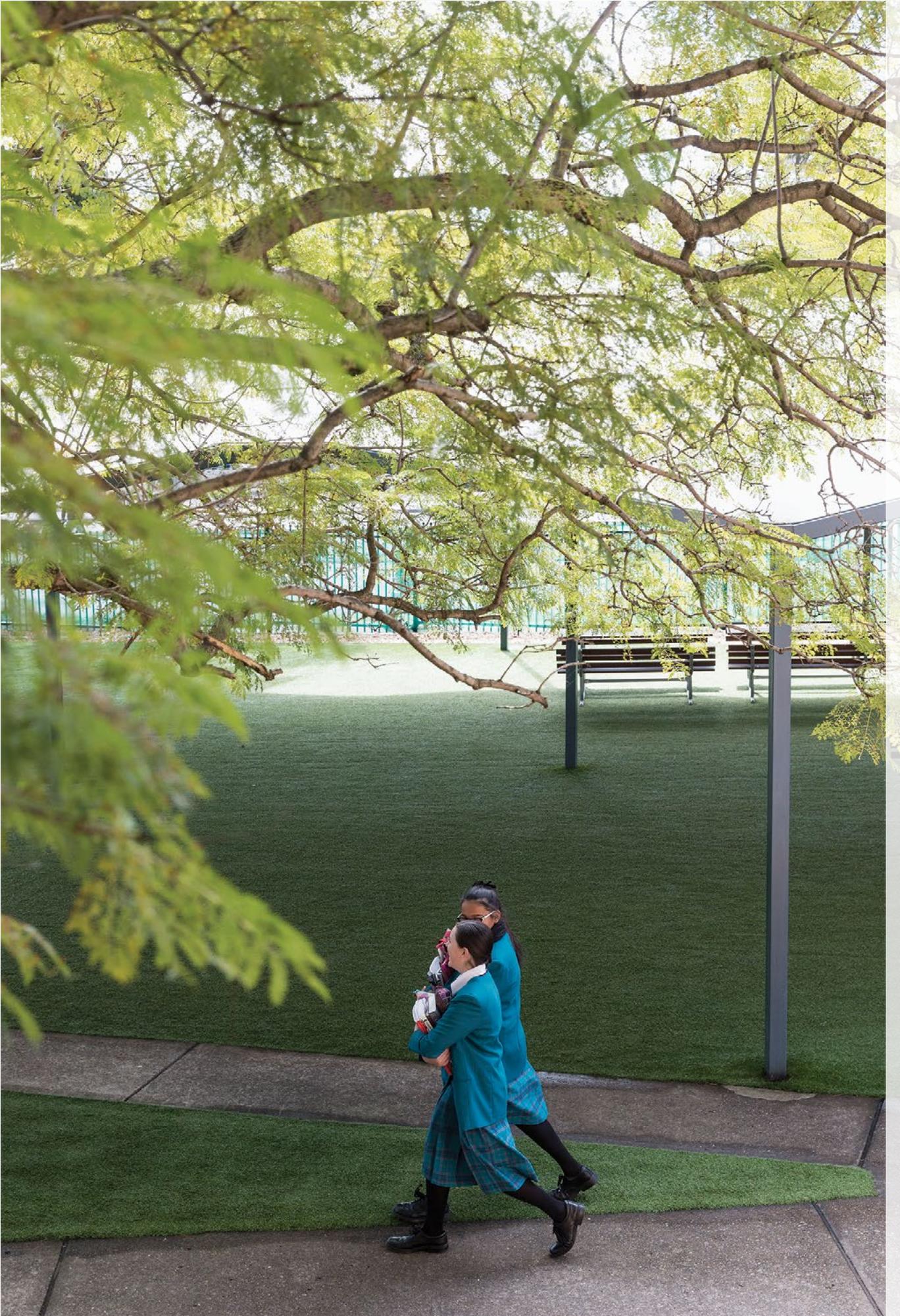
PASSION

CONNECTION



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CEDP schools demonstrated significant learning growth through the 2018 HSC results. Though HSC success is just one measure of student achievement, CEDP was particularly proud of the following highlights:

## HSC Highlights

- three students achieved 'First in Course' recognition strong results in the 'All Rounders' and 'Distinguished Achievers' lists
- Parramatta Marist High was the top performing Catholic systemic school in NSW
- St Patrick's Marist College, Dundas made significant gains jumping 61 places in the Statewide rankings
- a higher proportion of Bands 5 and 6 results than in 2017
- a substantial decrease in the number of students who received results in the lower two bands.

## SPOTLIGHT ON...

### Distinguished Achievers

In 2018, there were 9 Distinguished Achievers from 7 schools (Distinguished Achievers are students who achieve in the highest band in each course).

### First in Course

- Cerdon College, Merrylands student Annamaria Subramaniam came first in NSW in Hospitality Examination (Food and Beverage).
- Two students from St Mark's Catholic College within the Catholic Learning Community of St John XXIII, Stanhope Gardens placed first in NSW in a subject:
- Riya Soni who studied Hindi Continuers through the community languages program and Alan Gariban who came first in Mathematics General.

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### HSC All Rounders

In 2018, there were 15 'All Rounders' (All Rounders are students who achieve results in the top band possible for at least 10 units of HSC courses). These were from 9 schools:

- Catherine McAuley, Westmead
- Gilroy Catholic College, Castle Hill
- Nagle College, Blacktown
- Parramatta Marist High, Westmead
- St Columba's Catholic College, Springwood
- St John Paul II Catholic College, Schofields and Nirimba
- St Mark's Catholic College, Stanhope Gardens
- St Patrick's Marist College, Dundas
- Xavier College, Llandilo

# design for learning



# DESIGN FOR LEARNING

CEDP's approach to the design of schools and classrooms is focused on student wellbeing and learning. Schools are designed to be safe, welcoming and friendly. Children learn differently at each stage of their lives so this is considered in our planning and design, as well as the best way for a teacher to deliver that learning for each age group.

Flexible learning spaces support tailored delivery of learning for the individual child, small groups of children and when larger groups are together. One classroom can be used in many different ways and even the furniture is carefully selected so that the right pieces can be easily moved around and used for different purposes.

A smart approach to school and classroom design includes lighting, ventilation, access to outside spaces, the right level of technology and even floor coverings. Kindergarten children sit on the floor a lot, so carpet with a thick soft underlay supports their learning. Senior students will have chairs and tables on wheels that are easily moved as they work in different project groups, and share their learning with each other. Their floor coverings are harder so the wheels don't get stuck!

All classrooms have spaces where children can demonstrate their learning, an important skill they develop for use throughout their lives. Multiple spaces support students to share learning with just a few other people, a large group of their classmates or even their parents. This level of attention to detail ensures that each new space is truly providing the ultimate learning environment for each child.



# CEDP ENTERPRISE ECOSYSTEM

Like every other industry, school education is increasingly relying on new technologies to serve students, parents, staff and schools in more effective ways. Over the last five years, CEDP has selected and implemented several leading software programs for common and consistent use by all our schools.

This technology supports ease of use and information sharing in teaching and learning, finance, administration, project management, Work Health and Safety, compliance and many other areas. For example, the information technology systems CEDP uses for school websites, student learning and administration, school finances and purchases, communication with parents, teacher professional learning, service desk for school support, and data visualisations are the same for all staff, bringing benefits in user experience, efficiency and service levels. Schools no longer worry about licensing and maintaining their own separate systems. This support allows for an even greater focus on learning and teaching.

# DETAILED STATEMENT OF REVENUE AND EXPENDITURE

CATHOLIC EDUCATION DIOCESE OF PARRAMATTA 1 JANUARY 2018 TO 31 DECEMBER 2018

\$000

## OPERATING REVENUE

Commonwealth - General Recurrent Grants	377,337
State - General Recurrent Grants	109,108
Other Commonwealth & State Grants	6,329
Parent Fees	109,297
Investment Revenue	11,180
Other Revenue	12,694
<b>TOTAL OPERATING REVENUE</b>	<b>625,945</b>

## OPERATING EXPENDITURE

Salaries & Wages Costs	389,296
Salaries & Wages Oncosts (Super, LSL & W/Comp)	61,720
Depreciation	32,991
Administration & Doubtful Debts	25,081
Resources & ICT Expenses	50,126
Insurance & Staff Development	11,032
Facility Occupancy & Maintenance Expenses	22,355
<b>TOTAL OPERATING EXPENDITURE</b>	<b>592,601</b>

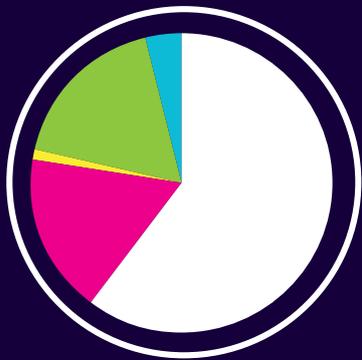
<b>SURPLUS FROM OPERATIONS BEFORE CAPITAL</b>	<b>33,344</b>
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## AUDITOR'S STATEMENT

"Catholic Education Diocese of Parramatta ("CEDP") has prepared, for information purposes, the accompanying Detailed Statement of Revenue and Expenditure ("the Statement") for the financial year ended 31 December 2018. We have agreed the items included in the Statement to the accounting records of CEDP. 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"

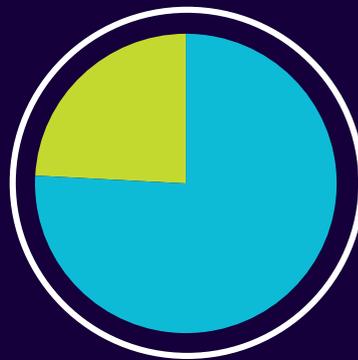
Deloitte Touche Tohmatsu  
Stewart Thompson  
Partner  
Parramatta, 21 June 2019

	\$000
<b>SCHOOL BUILDING PROGRAM</b>	
<b>CAPITAL REVENUE</b>	
Commonwealth & State Capital Grants	6,948
Diocesan School Building Fund Net Revenue	18,700
Interest Subsidy	2,160
<b>TOTAL CAPITAL REVENUE</b>	<u>27,808</u>
<b>CAPITAL EXPENDITURE AND REPAYMENTS</b>	
Capital Expenditure	82,475
Interest Expense	2,212
Repayments of Borrowings	7,154
<b>TOTAL CAPITAL EXPENDITURE AND REPAYMENTS</b>	<u>91,841</u>
<b>NET CAPITAL OUTFLOWS</b>	<u>64,032</u>
<b>OTHER CAPITAL EXPENDITURE</b>	<u>14,675</u>



## REVENUE \$625.9 MILLION

Commonwealth Recurrent Grants	\$377.3m	60.3%
State Recurrent Grants	\$109.1m	17.4%
Other Commonwealth & State Grants	\$6.3m	1.0%
Parent Fees	\$109.3m	17.5%
Other Sources of Income	\$23.9m	3.8%



## EXPENDITURE \$592.6 MILLION

Salaries and Wages	\$451.0m	76.1%
Other Operating Expenses	\$141.6m	23.9%



Catholic Education  
Diocese of Parramatta

**[www.parra.catholic.edu.au](http://www.parra.catholic.edu.au)**