



2020

CATHOLIC EDUCATION
DIOCESE OF PARRAMATTA

Annual Report





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About

CATHOLIC EDUCATION
DIOCESE OF PARRAMATTA

With 80 schools across Western Sydney and the Blue Mountains, Catholic Education Diocese of Parramatta (CEDP) serves one of the fastest growing areas of NSW, stretching from Dundas Valley east of Parramatta, north to Richmond, west to Katoomba and south to Luddenham.

Through our highly successful trade training programs including at CathWest Innovation College, vocational education and training programs across 26 sites or our virtual school School of Now, CEDP uses innovation and new thinking to connect students with 'real world' opportunities.

There are 58 primary schools and 22 secondary schools, two trade pathway campuses, five Catholic Early Learning Centres and 27 Catholic Out of School Hours Care Centres in the Diocese catering to 43000 students.

CEDP is a leader in Vocational Education and Training, including through CathWest Innovation College, and was named 2019 Small Provider of the Year at the Australian Training Awards.

With almost 5000 staff, we are one of the largest employers in Western Sydney and the Blue Mountains.

Parish and school communities work together to provide faith-filled, welcoming and caring environments that nurture 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, students and staff are encouraged to reach out to those most in need.



System Direction



Our purpose

Catholic Education is integral to the evangelising mission of the Catholic Church in the Diocese of Parramatta under the leadership of the Bishop. It is through learning and teaching that Catholic Education promotes the work of the Church, the formation of the individual and the good of society.

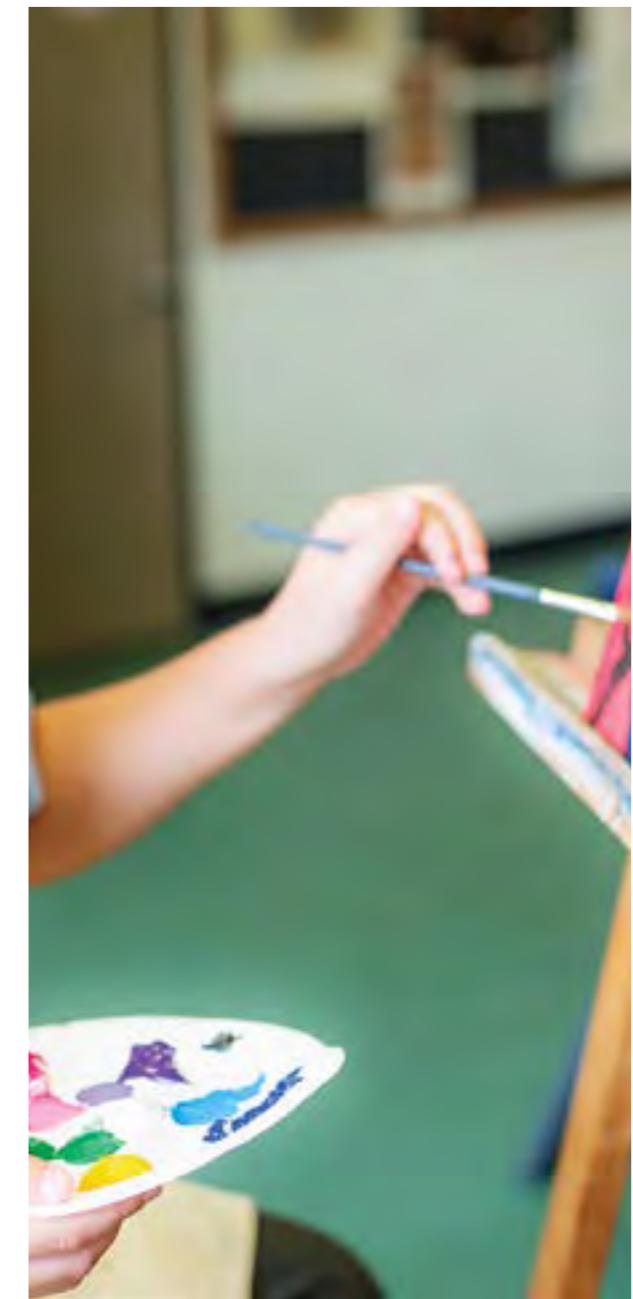
Catholic education is a work of love, for the full human development of students, grounded in the person of Jesus Christ and at the service of society. All staff share in the evangelising mission of the Church as they endeavour to accomplish a synthesis of faith, life and culture in their communities.

Our intent

Our intent is to transform the learning of each student and enrich the professional lives of staff within a Catholic learning community.

CEDP's four priorities for the 2020-2025 period are:

- Mission is counter-cultural
- Learning is owned by the learner
- Equity is the norm
- Everyone is a leader





CATHOLIC EDUCATION
DIOCESE OF PARRAMATTA

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.



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 performance of the Executive Team is regularly reviewed via self-assessment.

The Executive Team Governance Meetings are the primary channel for strategic decision-making and

governance of the organisation and are held three to four times a term. Weekly meetings are also held to ensure open and constant discussion, consistency on operational matters and dealing promptly with pressing issues.

The Executive Team comprises seven Directors: Executive Director, Director Learning, Director Enterprise, Director Mission, two Directors Performance and Director Data Intelligence. The work of the Executive Team is supported by the Office of the Executive Director.

During 2020, even though we experienced the first challenges of the COVID-19 pandemic, CEDP Directors, Heads, Chiefs, Learning Leaders, Senior Managers and school Principals participated in four

virtual system leadership meetings as well as in one full-day strategic meeting and one half-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 regularly with the Executive Director and there were four strategic planning days for the Directors during the year.



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 2020 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 attend certain meetings to provide detailed knowledge in specific areas. The Council meets a minimum of four to a maximum of five 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 representative provides expertise and an understanding of the issues 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.





mission
learning
enterprise





MESSAGE FROM THE BISHOP OF PARRAMATTA

Dear Friends

I thank God for the ministry of Catholic education in the Diocese of Parramatta throughout 2020.

This was a year of many challenges as we responded to a global pandemic. We are living in a time of great crisis locally and globally and many of us feel powerless.

As people of faith we are called to place our trust in our God who promises to be present with us even in these times of great suffering and sickness. United, we worked even harder to ensure that this crisis did not prevent us from delivering on our promises as Catholic educators to ensure quality and nurturing education for all the students in our Diocese.

I commend each and every one of the staff in our schools and in our Catholic Education Office in Parramatta for the ways in which you went above and beyond, supported and learned from each other during this time of unprecedented change.

I have such respect also for the families who supported their children's learning and wellbeing in partnership with schools during the period of remote learning.

In the darkest of times, the light of hope, of faith and love shines through and gives us the strength to continue on our path. It is not the time to look after ourselves only but to care for others, through our prayers, acts of kindness and deep communion with others and reach out to the most vulnerable members of our communities.

May these days of suffering draw us ever closer to Christ.

**Bishop Vincent Long OFM Conv
Bishop of Parramatta**



CATHOLIC EDUCATION DIOCESE OF PARRAMATTA ON BEHALF OF THE **THE EXECUTIVE TEAM**

The strategic intent of CEDP is to transform the learning of each student and enrich the professional lives of staff within a Catholic learning community. Our staff, whether school or office-based, share this responsibility, driven by a strong commitment to justice and equity in Christ. This includes a culture of service where everyone is welcomed, valued and confident.

As in previous years, the 2020 school year was launched with a gathering of more than 500 school and office leaders at System Leaders Day on 24 January. In addition to setting the learning agenda for the coming year and revisiting achievements and areas for improvement from 2019, this event marked the beginning of celebrations of 200 Years of Catholic Education in Australia.

Soon after, CEDP – and the rest of the world – was faced with the unparalleled challenges of the COVID-19 pandemic. As we entered a lockdown for a significant period of time, schools and Catholic Education Office staff needed to reimagine the way we work, the way we deliver educational experiences to students and the way we maintain our sense of community.

It is our strong belief that COVID-19 didn't create the need for change – it just accelerated it. Our experiences in 2020 demonstrated that transformational change is possible at scale.

New systems and infrastructure were leveraged, opportunities negotiated, families without access to technology and connectivity were supported, and we found different ways to communicate and collaborate.

We gave our school principals the autonomy to make local decisions. The role of office staff and senior leaders was to support those decisions with robust processes, frameworks and problem-solving. With a strong focus on learning from this experience, our Learning Directorate led 'Disruptive Voices', an opportunity for staff to share good practice and learning from the experience of working together to respond to COVID-19 through remote and blended learning.

Many of our significant projects were able to continue, albeit in different ways than originally planned. The work of updating the way that we share the Catholic faith with children and young people continued, including 270 teachers, 496 parents and 4573 students from across the system providing feedback on a 'test run' of the revised learning cycles of a Draft New Curriculum for Religious Education. This document was released for further community feedback in late 2020.

With campuses in Mt Druitt and Emu Plains, the new CathWest Innovation College opened as planned early in the year, offering a highly-successful trades training pathway as well as a new inquiry pathway.



Billed as ‘school done differently’, this exciting new offering is an exemplar of our commitment to transforming learning.

Building work on the new Santa Sophia Catholic College in Gables (formerly Box Hill) is on track for this fantastic new education facility to open in Term 4 of 2021. We also completed major refurbishment of a number of schools across the Diocese.

With open days and onsite school visits by prospective parents unable to proceed for much of the year, we worked with schools to create virtual tours to showcase their facilities and learning offerings online.

Unfortunately, the uncertainty around the COVID-19 situation meant that some activities could not go ahead at all, even remotely. Celebrating 200 Years of Catholic Education in Australia was a major example, with commemorations postponed until 2021.

Many of our families were significantly impacted financially due to the pandemic and we helped more than 3000 families with fee relief in 2020. Our focus on providing assistance to those most in need led us to review other financial commitments, in particular large-scale projects. As a result, we made the difficult decision to put the development of the Westmead

Catholic Community – a partnership of four Westmead Catholic schools: Sacred Heart Primary, Mother Teresa Primary, Catherine McAuley Westmead and Parramatta Marist High School – on hold for 12 months.

We thank everyone who has contributed to the mission of Catholic education in the Diocese of Parramatta during 2020.

**Catholic Education Diocese of Parramatta
on behalf of the CEDP Executive Team**

mission



SUPPORTING STUDENTS TO GROW IN FAITH AND LEARNING

The work of supporting children and young people to grow in faith and learning through Religious Education was strongly led by new Director Mission Monica Officer. Ongoing refinement and development of CEDP's Draft New Curriculum for Religious Education continued supported by the expertise of the Mission Team Teaching Educators, Religious Education Coordinators, Principals, teachers of Religious Education and specialists in Scripture, Theology and Religious Education.

Drawing on contemporary learning principles and the rich living Tradition of our Catholic faith, CEDP schools aspire to educate the whole person: Head, Heart and Hands. CEDP provided all schools with additional resourcing, enabling teachers to engage in formation, professional development and the planning of quality learning experiences. CEDP's Mission Team Teaching Educators have accompanied staff through support tailored to the specific needs of the learning community. This has been and will continue to be a collaborative project, formed through rigorous community consultation and expert input.

New opportunities for professional development

The year also saw the beginning of the first Graduate Certificate: Teaching for Mission in CEDP. This two-year subsidised study program for staff, developed in collaboration with the Australian Catholic University

(ACU), draws on the theoretical and methodological framework that underpins the Enhancing Catholic Schools Identity Project (ECSI). The program supports personal transformation and witness in the service of Catholic Identity and Mission. Participants who successfully complete this program will receive the Graduate Certificate in Religious Education from ACU which can be used for Category D Accreditation to Teach Religious Education and be counted toward further Masters study in Religious Education, Theology of Educational Leadership.

We are committed to accompanying our students and staff through listening and dialogue as we work to transform learning across all our caring, faith-filled school communities.





learning

PIVOT TO REMOTE LEARNING

During the period of COVID-19 disruption in 2020, schools showed great agility in their moves to support students learning remotely, transition back to face-to-face learning and manage the ongoing challenges that the pandemic brought to their communities.

While many schools, teachers and students were already well-placed with their virtual classrooms, others faced a steep learning curve as they moved learning online. The power of the collaboration and the resilience of our teachers was spectacular during this period of exponential learning as the fundamental nature of teachers' work changed dramatically.

As the schools began to return to a face-to-face environment, the System undertook a series of 'Disruptive Voices' forums led by new Director Learning Maura Manning to capture the learning of over 250 teachers and leaders from across CEDP schools. Held in the final two weeks of Term 2, 2020, the forums sought to discover the bright ideas and promising practices that emerged from our schools.



While there were hundreds of key learnings highlighted in these sessions, eight enduring insights emerged:

- relationships are key – trust at all levels was required to get the best results for the students
- flexibility liberates agency – students liked choice about how, when and what they learnt
- technology enables – technology enabled schools to move quickly to remote learning and maintained relationships between teachers, students and families
- free our time, the rest will follow – time that would have been spent attending external meetings or professional learning sessions was reinvested in schools and classrooms
- the power of the team – team teaching spontaneously emerged, decisions were team based involving as many people as possible
- the life changing magic of decluttering – teachers were able to put their time and creativity into the things that really mattered
- untapped potential lies within – COVID-19 provided opportunities for staff who did not hold formal leadership roles to step up and lead
- authentic professional learning is powerful – when teachers were challenged by the unknown, they found they could learn anything.

These key learnings were captured and shared to ensure, as we returned to a more familiar environment, we did not lose the promising new practices.



JARARA INDIGENOUS EDUCATION UNIT: SHARING CULTURE, SUPPORTING LEARNING

Despite the impact of the global pandemic, the team at the Jarara Indigenous Education Unit maintained their momentum. This work included support for schools to create learning environments where Aboriginal culture, perspectives, identity and diversity are valued, respected and promoted.

Throughout the year, the Jarara team actively worked with schools to incorporate key concepts of Aboriginal and Torres Strait Islander Histories and Cultures as set out in the Australian Curriculum: Country/Place, Peoples and Cultures.

Jarara oversaw the development of a culturally inclusive mural at Chisholm Catholic Primary Bligh Park. This project began in December 2019 with students engaged in open discussion around identity, Dreamings, local custodians and the significance of country and place.

After learning about different artistic techniques and symbols, students worked with students from Bede

Polding Catholic College South Windsor to draw their ideas of what they wanted to highlight about Chisholm in the mural and the types of important symbols. This included the school as a meeting place, the Hawkesbury river connecting the students and community, the school's motto of *faith, family and future* and their logo about family. They also discussed the importance of Hawkesbury wildlife.

Jarara Cultural Officer Josh Sly, a Birapi, Warami and Wiradjuri artist, was able to take the students' ideas and create a design based on what was important to the Chisholm school community.

This project reflected the work of embedding Aboriginal cultural perspectives into daily best practice in our schools. Jarara's caring team of Aboriginal Education specialists also prepare personalised learning plans for Indigenous students to support great outcomes for these young people at school.





OPENING OF CATHWEST INNOVATION COLLEGE

Opening at the beginning of 2020, CathWest Innovation College is school ‘done differently’, delivering vocational and inquiry pathways for students in Western Sydney.

CathWest Innovation College caters to students from Year 10 to Year 12, offering learning pathways tailored to the unique needs, interests and passions of each student.

The CathWest Innovation College learning environment is more reflective of a contemporary workplace than a school. Students are granted access to professional mentoring, exciting industry partnerships, work placements and industry recognised qualifications while still being able to attain their HSC.

Operating across two campuses (Mt Druitt and Emu Plains) the college supports industry training and vocational education qualifications for students and also provides opportunities to develop a ‘passion project’ with the support of a mentor teacher and industry partners. This new approach to schooling sees teachers and industry experts working alongside students and tackling real world learning projects.

The college has a state-of-the-art multimedia space, a cafe which is open to students and staff throughout the day, as well as a hairdressing salon and childcare facility available to the general public, all of which are operated by students.

performance

LEARNING HEALTH CHECK

Drawing on the success of the Disruptive Voices conversations, and in response to a request from CEDP principals for a formal opportunity to reflect on the current services provided by the Learning team, a Learning Health Check was commenced. The Learning Health Check is a transparent and collaborative reflection on and renewal of the services provided to schools.

The purpose of the health check was to:

- enable ongoing improvements to the services provided
- guide decisions about resourcing and services provided
- identify emerging needs, gaps or priorities
- collect baseline data for use in future ongoing evaluation
- provide transparency and accountability
- test key assumptions (e.g. Theory of Action)
- assess effectiveness of program components and processes
- identify barriers to progress and ways they can be overcome

There were more than 1041 responses to the invitation to contribute to the Learning Health Check, 971 from school personnel.

The Learning Health Check identified three areas needing further investigation and discussion:

- there is a need for better alignment between schools and the system office
- more work is needed to better address the issues of equity and diversity in our schools
- we require a more systematic approach to learning transformation.

A system response to the findings of the Learning Health Check will continue in 2021.

Class of 2020

Catholic Education Diocese of Parramatta celebrated the dedication of Year 12 students during the pandemic with a certificate recognising their resilience and persistence as a member of the Year 12 ‘Class of 2020’.

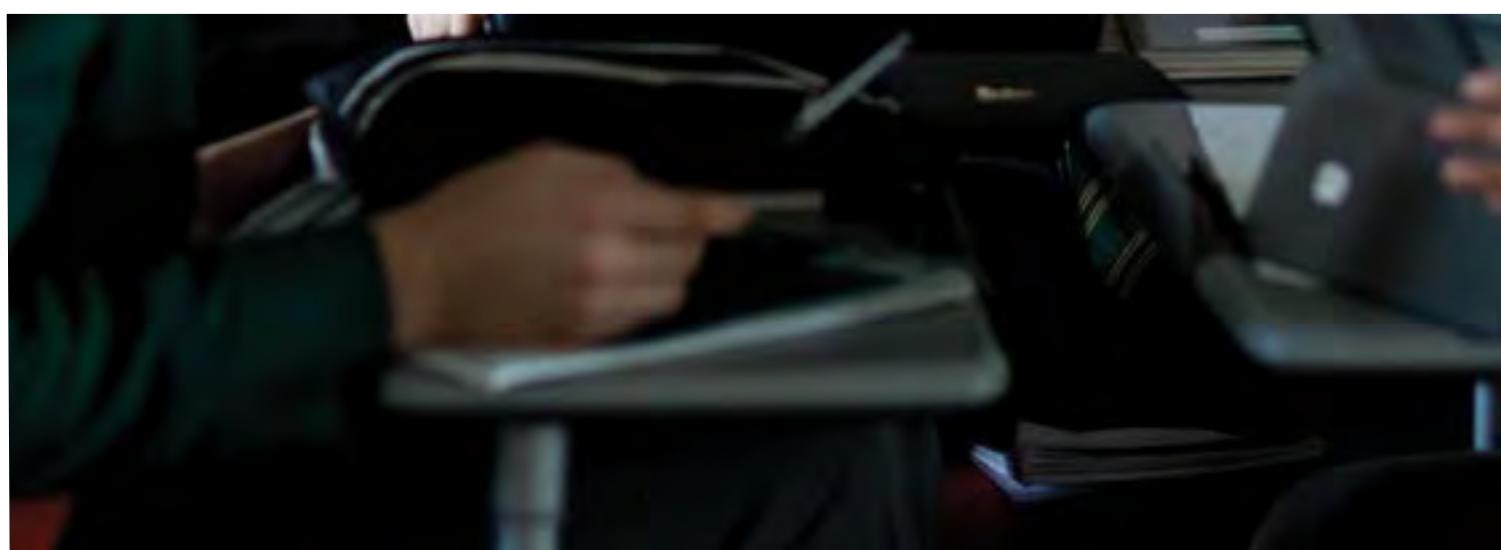
The certificate read: ‘Education is about preparing for life’s challenges, and this year has certainly been a challenge. There have been lessons for all of us – many of them tough ones. Despite this, you stood up, and stood strong.’

HSC 2020 First in Course

Following on from the challenge of completing their studies during the COVID-19 crisis, Catholic Education Diocese of Parramatta students achieved ‘First in Course’ in three HSC subjects. Students’ persistence under difficult circumstances produced strong results at local Catholic schools across Western Sydney and the Blue Mountains.

The students who achieved ‘First in Course’ were:

- **Paula Kahwajy:** Cerdon College Merrylands student - Drama
- **Dean Jacobson:** Parramatta Marist High School student - Studies in Religion I
- **Sarah Sharp:** St Columba’s Catholic College Springwood student - Earth and Environmental Science



BUILDING FOR THE FUTURE

During 2020, great progress was made on determining CEDP's capital investment prioritisation for the next 15 to 20 year period, including prioritising new educational infrastructure and refurbishment of 20 schools based on need. Concept designs and business cases for major capital projects at five schools were developed and are now being evaluated. The introduction of a program based approach to capital delivery will make a significant difference to the construction of contemporary learning infrastructure to meet the needs of children and young people across Western Sydney.

An official sod turning ceremony in June 2020 marked the commencement of an ambitious construction program for Santa Sophia Catholic College Gables. CEDP's 80th school will commence on-site learning in late 2021 providing opportunities for students in the rapidly expanding North West Sydney Growth Area. The \$150 million project will serve approximately 1800 students and includes plans for a four to six-storey building with learning areas, creative and performance hubs, open space and sporting facilities, as well as an on-site childcare centre for 60 children.

The construction of contemporary learning spaces also commenced at Gilroy Catholic College Castle Hill, Our Lady Queen of Peace Primary Greystanes and St Joseph's Primary Schofields. CEDP is committed to continuing to meet the growing need for schooling in Western Sydney.

STREAMLINING SERVICES TO SUPPORT OUR COMMUNITIES

CEDP is implementing contemporary financial management practices with a move towards cashless operations, centralisation of Accounts Payable and development of financial reporting dashboards. The COVID-19 pandemic provided a catalyst for successful changes to digital workflows and approvals and there was an expansion of the Primary School Business Managers network to provide further value-adding support to schools.

Key features of this new approach include improved stewardship of resources and shared services. The combination of initiatives will create efficiency gains at schools, allowing staff to invest more time to focus on learning and teaching and in meeting the needs of their local school communities.

SUPPORTING FAMILIES IN NEED

Throughout 2020, CEDP worked hard to support families in our communities who were struggling financially as a result of COVID-19. Guided by the long standing principle that "no child will be disadvantaged because of a family's financial circumstances", CEDP helped more than 3000 families with COVID-19 fee relief. This initiative was in addition to the hardship support that the School Fee Liaison Unit provides on a regular basis to support community access to a high-quality Catholic education.



data intelligence

Supporting schools with enrolment

CEDP introduced an Enrolment Tracking System (ETS) to share the opportunity of a high-quality Catholic education with more children and young people. This simple but powerful system tracks the status of enrolment applications, allowing schools to communicate more effectively with parents and providing oversight of enrolment capacity and trends. It also provides an opportunity for families who had been unable to gain a place in their first school of choice because of high demand to secure an enrolment in another local Catholic school.

This centralised system has now replaced local systems previously being used by schools to manage enrolment and waitlist data. With its powerful analytics and reporting features, this has allowed schools to understand key enrolment data, generate insights and project future year enrolments.

Besides aiming to maximise enrolment opportunities, ETS also provides more support for families and schools by standardising and digitising the processes for tracking enrolments.

This new approach has so far identified more than 1000 opportunities for new enrolments in 2022 and generated more than 2000 personalised recommendations. This is a practical example of CEDP's service culture in action, making our community welcomed, valued and confident. From the opportunities identified, CEDP has made personal contact with more than 500 parents who were unsuccessful in enrolling at their preferred school, which alone has led to at least 35 confirmed new enrolments for CEDP in 2022.

Keeping disadvantaged students connected

In response to COVID-19, CEDP schools moved to remote learning for a time during 2020. To support families who did not have the internet access required for their children to learn from home, in partnership with Telstra, CEDP supplied modems. These also featured web content filtering to protect students while learning online. Nearly 300 families made use of this technology support for internet connectivity. Students were able to use Google Classroom, Zoom sessions and related collaboration tools to interact with teachers and other students.





DETAILED STATEMENT OF REVENUE AND EXPENDITURE

CATHOLIC EDUCATION DIOCESE OF PARRAMATTA, 1 JANUARY 2020 TO 31 DECEMBER 2020

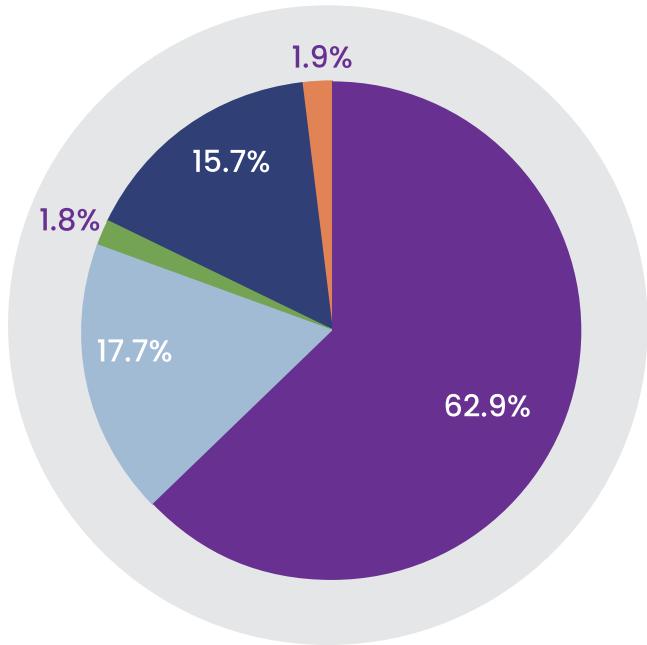
	\$'000		\$'000
OPERATING REVENUE		SCHOOL BUILDING PROGRAM	
Commonwealth - General Recurrent Grants	430,513	CAPITAL REVENUE	
State - General Recurrent Grants	121,385	Commonwealth & State Capital Grants	7,890
Other Commonwealth & State Grants	12,254	Diocesan School Building Fund Net Revenue	18,677
Parent Fees	107,144	Interest Subsidy	1,282
Investment Revenue	3,322		
Other Revenue	9,448		
TOTAL OPERATING REVENUE	684,066	TOTAL CAPITAL REVENUE	27,849
OPERATING EXPENDITURE		CAPITAL EXPENDITURE AND REPAYMENTS	
Salaries & Wages Costs	396,635	Capital Expenditure	191,424
Salaries & Wages Oncosts (Super, LSL & W/Comp)	122,993	Interest Expense	6,035
Depreciation	44,983	Repayments of Borrowings	8,450
Administration & Doubtful Debts	26,028	TOTAL CAPITAL EXPENDITURE AND REPAYMENTS	205,909
Resources & ICT Expenses	45,144		
Insurance & Staff Development	10,329	NET CAPITAL OUTFLOWS	178,060
Facility Occupancy & Maintenance Expenses	25,561		
TOTAL OPERATING EXPENDITURE	671,673	OTHER CAPITAL EXPENDITURE	17,174
SURPLUS FROM OPERATIONS BEFORE CAPITAL	12,393	Net Surplus	34,207

OPERATING REVENUE AND EXPENDITURE CHARTS

DETAILED STATEMENT OF REVENUE AND EXPENDITURE

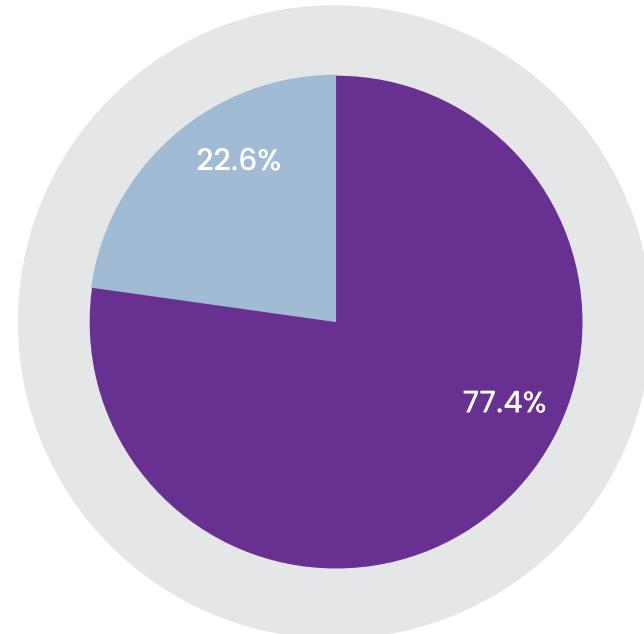
CATHOLIC EDUCATION DIOCESE OF PARRAMATTA, 1 JANUARY 2020 TO 31 DECEMBER 2020

REVENUE \$684.1 MILLION



Commonwealth Recurrent Grants	\$430.5m	62.9%
State Recurrent Grants	\$121.4m	17.7%
Other Commonwealth & State Grants	\$12.3m	1.8%
Parent Fees	\$107.1m	15.7%
Other Sources of Income	\$12.8m	1.9%

EXPENDITURE \$671.6 MILLION



Salaries & Wages	\$519.6m	77.4%
Other Operating Expenses	\$152.0m	22.6%



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