

CATHOLIC EDUCATION DIOCESE OF PARRAMATTA

ANNUAL REPORT



THE DNA OF CATHOLIC SCHOOLING

2011

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 78 systemic schools (56 primary and 22 secondary) and 4 preschools in the diocese serving 42,000 students and employing 4,500 staff.

Parish priests and principals work collaboratively to ensure the mission of Catholic education in the diocese is realised through pastoral care, sacramental and liturgical celebrations 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 Schools Council, under the Chair of the Bishop, assists and advises on matters pertaining to the operation and conduct of systemic diocesan schools and Religious Education. Its core functions include providing strategic direction, stewardship and accountability.

Strategic planning

The system leadership, comprising the leadership teams of all schools and the leadership team of the Catholic Education Office (CEO), has the responsibility under the Bishop and the Parramatta Diocesan Catholic Schools Council for affecting the strategic intent, which is to provide quality Catholic schooling by:

- improving learning outcomes for all students
- promoting a professional and rewarding working life for teachers

There are four domains of activity which bear upon quality Catholic schooling. These are recognised in the learning framework – learning and teaching, learning environment, leading learning and community of learners.

During 2011, the system focused on four priorities, building on the work from 2007 – 2009.

These priorities were:

- 1 improving literacy from Kindergarten to Year 12
- 2 improving numeracy from Kindergarten to Year 12
- 3 enhancing formation
- 4 further developing teacher capacity by building leadership capabilities



MESSAGE FROM BISHOP ANTHONY FISHER OF

My dear friends,

2011 marked the Silver Jubilee of the formation of the Diocese of Parramatta and although the education office was not officially formed until the following year, the last quarter of a century has seen enormous growth and expansion of our parish communities and the provision of Catholic education as a distinct diocese.

Of course, Catholic schools have existed in the western Sydney region for over 190 years with the very first Catholic school in the colony established by Fr John Terry in Hunter Street right here in Parramatta in 1820.

As I commented in my homily for the Thanksgiving Mass for our jubilee celebrations, we have been very fortunate to have had well over 50 religious congregations who have laboured in the region over these years, including Mercies, Marists and more. St Mary MacKillop personally established the primary schools of St Nicholas of Myra, Penrith and Our Lady of the Rosary, St Marys and we are grateful to her and the Sisters of St Joseph, and to all our religious brothers and sisters, who have left a vital legacy of Catholic schools as part of the Church's evangelising mission.

As the most multicultural diocese in the world and with our population projected to double in the next quarter of a century, the Diocese of Parramatta will undoubtedly continue its spiritual, pastoral and educational work to meet the needs of this very diverse community.

Each year I am pleased to have the opportunity to speak with our school leaders and teachers including our beginning teachers at the annual Education Mass. On these occasions I try to impress upon all those who work in our schools the importance of their work in the formation of our young people. If the Catholic school exists only for the purpose of academic learning then it is just a school. In the Catholic school, each of us is charged with the responsibility of bringing about the encounter with Christ and His Gospel in as many ways as possible.

World Youth Day in Madrid and the preceding pilgrimage to the Holy Land held in 2011 provided such an encounter for some young people of our communities. It was in the quiet moments of pilgrimage; in prayer and the celebration of the sacraments; in helping each other and discussing their impressions – that I was privileged to witness within our young people a desire to be enveloped by divine grace and to see their faith burning brightly.

I pray these moments of transformation – opening the hearts and minds of our young people to Christ and His Church – are a regular feature of our school and parish liturgical celebrations and the day-to-day life of our communities.

Throughout the year, I had the opportunity to visit many of our schools with completed renovations and building developments as part of the Australian Government's Building the Education Revolution program. I've lost count of the number of blessing ceremonies I celebrated, which is a wonderful problem to have when resources for school works have been limited over many decades. I am very thankful to our federal and state governments who provide both financial and political support of the endeavour of Catholic schooling in Australia. We are uniquely blessed to have this assistance.

Within these school buildings, there have been many 'building' projects of the human kind, to raise the standards of our learning and teaching particularly in the fundamental areas of literacy and numeracy. Our teachers and leaders are focused on their own professional development to improve their practice for the benefit of the students in our schools. There are many exciting and innovative initiatives and I am proud of the breadth and quality of our offering to families.

In commending this report to you, I would like to thank the Parramatta Diocesan Catholic Schools Council with its sub-committees and the Parent Representative Council, Mr Whitby and the Catholic Education Office team, the leaders, staff and families of each and every one of our schools, our parish priests and parishes, for their ongoing work and commitment.

May God continue to bless all involved in Catholic education in the Diocese of Parramatta.

Yours sincerely in Christ

Most Reverend Anthony Fisher OF
Bishop of Parramatta



MESSAGE FROM THE EXECUTIVE DIRECTOR OF SCHOOLS

Dear parents and colleagues,

At the start of each year our system leadership team, comprising both school and education office leaders, meet to renew our focus and frame our efforts for the year ahead.

The Congregation of Catholic Education's letter, 'The Catholic School on the Threshold of the Third Millennium' provided the impetus for our efforts throughout 2011.

In the Catholic school's educational project there is no separation between time for learning and time for formation, between acquiring notions and growing in wisdom. The various school subjects do not present only knowledge to be attained, but also values to be acquired and truths to be discovered.(15)

This is what I refer to as the DNA of Catholic schooling – the interlinked and inseparable strands of the Catholic school – faith and learning.

In 2011, we looked at our work through the lens of formation; exploring how Catholic school leaders can build stronger communities of faith, while working to improve both learning and teaching.

In addressing our system leaders, Bishop Anthony explored the concept of formation being 'oriented towards enabling and sustaining a life-changing encounter with Christ'. He encouraged us to be committed to life-long growth in knowledge and understanding of the Catholic faith. Later in the year, our Episcopal Vicar for Education, Fr Chris de Souza, explored the elements of formation – human, spiritual, intellectual and pastoral – drawing upon Blessed Pope John Paul II's Apostolic Exhortation, 'I shall give you shepherds'.

In April, the Diocese of Parramatta marked its silver jubilee. As a young, but rapidly growing diocese, there have been many opportunities for the development of new parish and school communities particularly in the north west sector. Throughout 2011, a number of key developments, including the completion of our Building the Education Revolution building projects, allowed us to cater to growing demand for Catholic schooling and modernise many existing learning facilities to better meet the needs of today's learners.

World Youth Day was a major highlight with Bishop Anthony leading a diocesan pilgrimage throughout the Holy Land and onto Madrid for World Youth Day week. I joined 80 students and 40 staff as part of a 288-strong contingent from the diocese. Bishop Anthony's leadership throughout the pilgrimage was spiritually enriching for both our young people and those accompanying them. For me personally, one of the most profound moments of the pilgrimage was Bishop Anthony's teaching on his 'ten commandments' for evangelisation.

We continued to work with our academic partners and a range of leading educationalists, from here and overseas. It is invaluable to work with, and learn from, colleagues who share our vision and desire for quality learning and teaching, including: Professor Stephen Dinham OAM, the chair of teacher education and director of learning and teaching at the Melbourne Graduate School of Education (MGSE) who presented the 2011 Ann D Clarke lecture; and Michael Fullan, a world-class leader in education, who worked with teachers and leaders on the 'moral imperative' of schooling – to raise the bar and close the gap to provide quality teaching to every student.

While the broad range of system and school initiatives are presented in the following pages, I would like to highlight the significant work of the Literacy Inquiry Project in partnership with the University of Auckland and the Extending Mathematical Understanding project with Australian Catholic University. Both of these initiatives are focused on our priorities to improve literacy and numeracy and are creating new models for improvement for the schools involved.

Two other impressive areas of growth have been in our creative and performing arts initiative, CAPTIVATE, where we are collaborating with industry professionals to provide a range of learning and performance opportunities for students across the diocese; and our Catholic Trade Training Centres offering students trade qualifications while completing their schooling. Both are catering to the diverse needs of our students and are ensuring schooling is relevant to the young people in our care.

These are just some of many examples within our diocese and I commend our teachers and staff, who, with our pastors and families, are working extremely hard to bring the two strands of faith and learning to life in our Catholic school communities.

We are living in a great time for Catholic schooling. We have a clear direction and a fundamental responsibility to ensure our schools are centres of the New Evangelisation. Our leaders and staff, with the support of our parishes and the guidance of Bishop Anthony, are committed to providing a formative and relevant Catholic education for the young people in our care.

I congratulate all those involved in the work of our schools.

Gregory B Whitby
Executive director of schools
Diocese of Parramatta

ENHANCING FORMATION



IN 2011, THE EVANGELISATION AND RELIGIOUS EDUCATION (ERE) SERVICE AREA WAS ESTABLISHED IN THE CATHOLIC EDUCATION OFFICE (CEO) TO SUPPORT SCHOOL LEADERSHIP TEAMS AND STAFF IN THE THREE KEY AREAS OF RELIGIOUS EDUCATION (RE), FORMATION AND NEW EVANGELISATION.

The four themes – Catholic identity and life, new evangelisation, Catholic religious literacy and the provision and formation of teachers and school leaders – continued to be the basis for the work in RE and ongoing professional learning.

In his address to system leaders in January 2011, Bishop Anthony Fisher OP strengthened the system focus on enhancing formation of

students and staff outlining that formation for all involved in Catholic education should be oriented towards enabling and sustaining a life-changing encounter with Christ; serve their life-long growth in knowledge and understanding of the faith; motivate and enable them to live as witnesses to that faith; build up the school as a community of faith and help build up the broader Church; and lead to an appreciation of the vocation of teaching as a kind of 'intellectual charity'.

Catholic Identity and Life

- the formation and participation of 83 students and 41 teachers as pilgrims to the Holy Land and Madrid as part of the diocesan World Youth Day (WYD) pilgrimage
- retreat day for each school leadership team and education office staff renewal days – both held under the spiritual direction of a priest of the diocese
- pilgrimages for school and education office staff
- continued support and response to the needs of Timor L'Este

New Evangelisation

- involvement on the diocesan WYD committee and the development of WYD2011 pilgrim resources for use in Madrid
- 2 major diocesan celebrations – 'Firm in the Faith,' a local celebration of WYD Madrid and 'Planted and Built Up in Jesus Christ', a post-WYD celebration with Bishop Anthony
- the establishment of 'Faith at the Fiddler', an evangelisation initiative where young teachers gather socially to discuss issues of Catholic faith led by guest speakers
- a continued focus on the new evangelisation through professional learning with the development and provision of units in the new scheme teacher (NST), emerging leaders and newly appointed leaders programs

Religious Education and Literacy

- the implementation and evaluation of an online assessment for all Year 4 and Year 8 students across all diocesan schools
- workshops for teachers on religious literacy assessment
- support to schools in the form of planning and implementation of formation goals, strategic resourcing, programming and assessment, and guidance on compliance
- rewriting individual curriculum units in *Sharing Our Story*

- the renewal of Studies of Religion and Catholic Studies courses through the NSW Board of Studies
- support for the introduction of the new English translation of the Roman Missal
- a full day workshop with guidance for RECs and music teachers on the effective use of the 'Together at One Altar' website
- planning and conducting 'Exploring Scripture' training for teachers
- accreditation or commencement of accreditation in RE as follows:
 - 21 teachers graduated with the Certificate of RE from the Institute for Mission
 - 5 teachers graduated from Australian Catholic University with a Masters in RE
 - 1 teacher graduated from the University of Notre Dame with an MA (Theology)
 - 27 teachers were enrolled in a Masters of RE and/or Theology
 - 102 teachers were granted unconditional accreditation to teach RE

Leadership

- establishment of an ERE sub-committee of the Parramatta Diocese Catholic Schools Council chaired by Sr Judith Sippel RSJ
- appointment of a director and a team leader in the ERE service area
- realignment of RE advisor role to teaching educator to provide support for each school network, especially in the planning and implementation of formation goals
- incorporation of formation goals into school implementation plans
- system leadership days focused on the enhancing formation theme
- induction and support of beginning and existing RE teachers and mentoring for new RE coordinators
- partnership with the University of Notre Dame for Certificate of RE and Master of Arts (Theological Studies) allowing lectures to be conducted for teachers in Parramatta



World Youth Day Madrid

WYD Madrid, Spain was held from 16 – 21 August 2011 with the theme, 'Planted and built up in Jesus Christ, firm in faith' and involved a week long series of events, led by the Pope Benedict XVI and hundreds of thousands of young people from around the world.

In the Diocese of Parramatta, 80 students and 41 school and education office staff accompanied by Bishop Anthony, travelled throughout the Holy Land including Cairo;

the Pyramids at Giza; Mt Sinai; The Dead Sea; Jerusalem; Bethlehem and then onto Madrid for WYD.

A post World Youth Day celebration was held at St Patrick's Cathedral, Parramatta to welcome back the pilgrims and provide an opportunity for them to reflect on their experience. Bishop Anthony also established a post WYD committee to work on a range of initiatives to strengthen youth participation in the diocese and prepare for WYD 2013 in Rio.

'It is hard to describe in words, the awesomeness of meeting other young Catholics from around the world. My personal relationship with God deepened in a way I could not have imagined happening back home. Overall it was an unforgettable experience and will have a profound, positive effect on my life.'

Joseph Park, Year 11 student Patrician Brothers' College, Blacktown

IMPROVING LEARNING OUTCOMES



LEARNING AND TEACHING IS THE CORE WORK OF OUR SYSTEM OF SCHOOLS. DIRECT SUPPORT IS PROVIDED AT THE SCHOOL LEVEL THROUGH THE SYSTEM LEARNING TEAM OF TEACHING EDUCATORS, LED BY TEAM LEADERS ACROSS A RANGE OF SUPPORT AREAS.

Throughout 2011, in response to the system priorities, schools participated in a number of learning and teaching programs and initiatives including the Australian Government's Smarter Schools National Partnerships (SSNP) program; the Literacy Inquiry Project (LIP), Reading Recovery and the Extending Mathematical Understanding (EMU) program.

System initiatives, including the Trade Training in Schools program and CAPTIVATE, provided innovative opportunities for students in vocational education and creative and performing arts. A range of support services were also delivered to accommodate the diverse needs of students and further support the strategic intent of improving the learning outcomes for all students.

Literacy

In 2011, a key focus of the work in literacy was through the Literacy Inquiry Project (LIP) in partnership with the University of Auckland. LIP is designed so that each school community can engage in an inquiry that comes directly from an identification and analysis of their literacy data (both student and teacher). LIP is a personalised professional learning inquiry allowing schools to build on each other's knowledge and understanding. There are 14 schools (10 primary and 4 secondary) participating in the project that have come together over five days to learn the processes to engage in the inquiry and deepen pedagogical content knowledge in literacy.

Early literacy intervention through the Reading Recovery program was delivered by 29 specially-trained teachers in 18 schools – one third of the primary schools in the diocese – providing support for over 200 Year 1 students not achieving as expected in literacy; 164 students successfully completed their series of lessons; while 29 students who made progress in literacy learning, continued in the program for further assessment and ongoing support.



Improving literacy at St Nicholas of Myra

St Nicholas of Myra Primary, Penrith commenced their 'early bird' literacy program funded under the Australian Government's National Partnership on Literacy.

The program was introduced in 2010 and aims to raise student literacy levels by increasing the volume of daily reading by students; providing access to suitable books; offering support to meet students'

literacy needs; and providing appropriate reading lessons and activities.

'We identify students who may find reading difficult and buddy them up, one on one, with an older student. This helps both the volunteer students' reading skills as well as the student being supported.'

Anne Hines, principal St Nicholas of Myra Primary, Penrith

Numeracy

The commitment to develop instructional capability in the teaching of numeracy has continued with the inclusion of an additional 19 schools into the Leading Mathematics Learning and Teaching program with academic partner, Dr Ann Gervasoni from Australian Catholic University. Over 70 leaders, including primary and secondary principals and lead teachers, have participated in the program focusing on the Mathematics Assessment Interview, identification of vulnerable learners, teaching intervention, tracking and monitoring of student learning and whole school implementation planning.

In order to accommodate the increased number of schools in the Extending Mathematical Understanding (EMU) program, the team of numeracy teaching educators increased providing weekly in-school support, working in-situ with school leaders and teachers to build teacher expertise. In response to the need to ensure sustainable system capability, a teaching educator has been appointed to commence training to become the professional learning leader for the EMU specialist intervention program providing regular in-school support, training and coordination of EMU specialist teachers currently working with the most mathematically vulnerable learners in Year 1 and the monitoring of student data.





Parents help improve numeracy

On 21 November 2011, over 100 parents from Mary MacKillop Primary, Penrith South participated in a numeracy workshop aimed at helping them to support their children with numeracy at home. As part of the school's involvement in the Extending Mathematical Understanding (EMU) program, Mary MacKillop ran a workshop for parents to develop a deep understanding of mathematical concepts and numeracy skills by offering demonstrations and techniques to reinforce learning in the classroom. Parents were also given maths activity

bags containing counting beads and other resources they could use with their children at home.

'The way we teach Mathematics now is quite different to the way many of our parents were taught. By explaining learning tasks and helping parents to understand what their children are learning, they can offer real support at home.'

Marina Hardy, then acting principal Mary MacKillop Primary, Penrith South

National and Statewide Testing

In the 2011 Higher School Certificate (HSC), 2,705 students from diocesan systemic schools presented for examination, an increase of 149 on the previous year. The overall results for diocesan schools improved considerably when compared to the state average with the 2011 results being the best performance on this scale since the introduction of the new HSC format in 2001.

Two Parramatta diocesan students achieved first in course, with one student making history by achieving first in course in two subjects (see story below). Fifteen students were placed on the official place-getters listing and 16 were placed on the top all-round achievers list for achieving 10 or more units at Band 6 level.

3,412 students presented for School Certificate examination for the final time (the NSW Government announced the discontinuation of the

certificate in August 2011), an increase of 29 students in comparison to the previous year. Almost all students presented for examination in all five subjects with 29.3% of the results achieving in the top two bands (5 and 6); an increase of 1.7% on the 2010 figure.

Students in Years 3, 5, 7 and 9 sat the National Assessment Program Literacy and Numeracy (NAPLAN) in May 2011 with results released in September. There are six measures of assessment for each student: reading, writing, spelling, grammar/punctuation, overall literacy and numeracy.

On all 24 measures (4 year groups x 6 measures) the percentage of students in diocesan schools at or above minimum standard is greater than the same percentage for both NSW and for the whole of Australia.



History making HSC results

Catholic schools in the Parramatta diocese achieved their highest results in the 2011 Higher School Certificate (HSC) including three first in state awards. St Pauls Catholic College, Greystanes student, Thomas Grainger, became the first student ever to achieve the top honour in the state for two HSC subjects – Business Studies and Ancient History. He also placed third for Studies of Religion II.

Loyola Senior High School, Mount Druitt excelled in Filipino Continuers with student Kristine Samson achieving first in course; the fifth time in 10 years for the school. Valerie Cortes placed second; Arianne Capule, third and Emma Paceleb, fifth in the state.

Parramatta Marist High School, Westmead ranked in the *Sydney Morning Herald's* top 100 schools for HSC results and had three students named on the all-rounders list: Alessandro Cowley, Gaby Elsusu and Joe Nassif. Student Joshua Dona achieved 12th in the English (Standard) course.

'Congratulations to these students for their outstanding success and to all our students who have worked hard and achieved terrific outcomes in their HSC after 13 years of schooling. We know that their hard work is supported by our dedicated teachers who continue to focus on improving the quality of their teaching for the students in their care.'

Greg Whitby, executive director of schools

Student support

In 2011, six senior counsellors began working in both primary and secondary schools to provide additional counselling support to schools and ensure accountability across the system. Counsellors in primary schools worked individually with more than 900 students; the intensive behaviour and family counselling teams supported more than 190 students and their families; while educational and clinical psychologists conducted 330 cognitive assessments and more than 30 autism assessments.

Specialist itinerant teachers and speech pathologists supported students with additional hearing, vision and communication needs, and their teachers; and speech and language assessments were conducted with 815 students across K-12.

More than 400 assistive technology items were provided to assist students with disabilities and significant additional needs to access the curriculum more effectively. Planning commenced to enable the use of the Screen of Communication Skills assessment tool to assess the speech and communication needs of Kindergarten students early in 2012.

In response to the Australian Government's More Support for Students with Disabilities project, the Making Diversity the Norm plan was submitted to the Catholic Education Commission, designed to build teacher capacity to better meet the needs of students with disabilities in diocesan schools.



iPad aids learning for students with additional needs

Fourteen iPads were donated for students with additional needs by St Finbar's Primary, Glenbrook principal, Kevin Etherington, as a result of his charity walk in Spain in September 2009. The iPads have been used to support students with a range of needs such as dyslexia, autism, communication disorders, mobility issues and vision and hearing impairment. Year 4 student from St Thomas Aquinas Primary, Springwood Jenna Jones, who has severe vision impairment, has been one of the many students with

additional needs across Catholic schools in the Parramatta diocese using iPads to aid them in their learning.

'The use of the iPads have enabled Jenna and other students with additional needs to access the visual, agenda, songs and videos that we have in school assemblies in order for them to fully participate.'

Sergio Rosato, principal St Thomas Aquinas Primary, Springwood

Indigenous Education

In 2011, ongoing consultation and partnership with the local Aboriginal and Torres Strait Islander community continued in the diocese through 'Yarn Up' discussions. From the Yarn Ups, the Byallawa school fee co-contribution scheme – a strategy to respond equitably to the needs of Aboriginal and Torres Strait Islander families – commenced in 2011. A number of well-established programs were continued for both primary and secondary students including Lighthouse, leadership workshops, literacy programs (Pause, Prompt and Praise, Literacy Pathways and Bridging the Gap), as well as support for homework, assessment tasks and access to technology via Jarara's after school learning centre.

In conjunction with these programs, new programs were developed and implemented including the Young Ambassadors program designed to involve former Year 12 students who have commenced University

studies as role models within the Aboriginal and wider community. The ambassadors provide support and mentoring for Aboriginal and Torres Strait Islander students; represent the Aboriginal community at events through the Acknowledgement of Country; as well as act as spokespersons sharing their life experiences as Aboriginal people.

Two Aboriginal itinerant teachers were trained in the areas of literacy (Reading Recovery) and numeracy (EMU), which provided improved educational outcomes for students and professional development for Aboriginal education assistants and community members. Over the past decade (2001–2011) enrolment of Aboriginal and Torres Strait Islander students into diocesan primary and secondary schools had increased by 182% and retention of Aboriginal and Torres Strait Islander students to Year 12 increased by over 420%.



NAIDOC Week celebrations at Jarara

Catholic Education's Jarara Indigenous Unit hosted NAIDOC week celebrations at the Aengus Kavanagh Centre, Mount Druitt with staff and members from the local Aboriginal community participating in activities showcasing the history, culture and achievements of Aboriginal and Torres Strait Islander peoples.

'It was great to be able to spend some time together, to celebrate and speak to each other about our aspirations going forward.'

Margaret Harrison, Jarara's Indigenous education support officer



VET and Catholic Trade Training Centres

Throughout 2011, vocational education and training (VET) continued to grow in the diocese providing students studying a VET course with a different learning and assessment style, through competency-based progression and dual qualifications towards the HSC and vocational training. VET delivers education and training to provide life skills and knowledge while enhancing employment related skills and qualifications across a wide range of occupations.

The Trade Training in Schools program delivered by McCarthy and Loyola Catholic Trade Training Centres (CTTC) provides students with a unique opportunity to complete school while achieving the first year of an apprenticeship through substantial on and off-the-job training. Industry partnerships continued to be a focus to ensure that students develop the knowledge and skills relevant to current industry practice. Through these links many CTTC students secure employment opportunities in either full time or part time positions.

Key highlights:

- 2,604 students participated in VET classes delivered in schools
- 156 students participated in courses delivered by TAFE and other providers

- McCarthy Catholic College, Emu Plains, in its second year of operation as a Catholic Trade Training Centre, took its first enrolments in Brick and Block Laying and saw 92% of the first graduating cohort secure full-time apprenticeships
- Parramatta diocese's second CTTC located at Loyola Senior High School opened offering trade training in Hairdressing, Hospitality and Electrotechnology
- 80 Emmaus Catholic College students who commenced stage 6 early completed the course in Year 11 had more time to take an extension course or additional study time for other subjects
- 150 stage 5 students from St Agnes High School and St Clare Catholic High School participated in Certificate I VET Business Services or Information Technology courses
- traineeship pathways for students in Business Services, Retail and Hospitality saw Loyola Senior High School students working in local Catholic primary schools, parish offices and the Rooty Hill RSL
- the numbers of school based apprentices and trainees continued to grow in many schools, particularly in CTTCs with over 70% of students engaged in school based apprenticeships
- 17 students applied for the Australian Vocational Student Prize for 2011 with results announced in 2012



Gilroy Catholic College student wins NSW VET Student of the Year award

Year 12 student Brooke McCann from Gilroy Catholic College, Castle Hill was announced as the 2011 New South Wales VET in Schools Student of the Year – Western Region, awarded annually by the NSW Department of Education and Training (DET).

Brooke was nominated for outstanding application in both her studies in the Certificate II Business Services course, as well as in her workplace skills.

'I think that achieving the award for the Western Region is an amazing opportunity and I am very honoured and proud to be recognised in this way. I have been studying for a Business Services traineeship over the last 18 months and have thoroughly enjoyed the experience.'

Brooke McCann Gilroy Catholic College, Castle Hill



Lighthouse

Lighthouse is an 18-week industry based mentoring program designed to develop eight key employability skills in students. In 2011, the Lighthouse program supported 65 students across 22 Parramatta diocesan secondary schools. The delivery of Certificate I in Workplace Preparation increased by 20%. Mentors sourced from the broader community complete a TAFE accreditation course in Mentoring in the Community, delivered by the Western Sydney Institute of TAFE in Mount Druitt, prior to supporting students in the workplace.

Students complete a weekly log book to record skills acquisition in consultation with their mentor and workplace trainers who visit the workplace fortnightly to record progress and provide support. The Lighthouse team report back to the school community and this process, along with two days at TAFE, allows all students to attain a Statement of Achievement in Workplace Skills.

Through Lighthouse, students reengage with schooling and develop career aspirations. Their achievement was celebrated in October at an awards ceremony where students received their final portfolio highlighting their attainment of the eight key employability skills.

Transition

Transition helps Year 9 and 10 students learn by providing vocational opportunities for students with additional learning needs. Over a two year period students participate in competency based learning, pre-vocational courses delivered and work experience supported by a workplace trainer.

Transition offers flexible delivery so that assessment can be undertaken in a variety of learning environments leading towards a nationally recognised qualification, Certificate I in Work Preparation (Community Services).

Key highlights:

- 544 students from 22 secondary schools participated in a range of short courses including work orientation, effective communication, work preparation, financial literacy, social skills training and trade specific taster courses e.g. café skills, brick and block laying and OHS induction
- 152 students participated in work experience aiming to build employability skills





CAPTIVATE

In 2011, participation in CAPTIVATE, the creative and performing arts initiative for Catholic schools in the Diocese of Parramatta, continued to grow. New programs in choral music, dance and visual arts were launched and engaged more than 1,000 additional students across 10 secondary and 17 primary schools, with 30 primary schools participating in the 2011 Performing Arts Expo across 6 showcases.

The annual Captivate Showcases in June comprised a number of performances at Riverside Theatre, Parramatta and the Joan Sutherland Performing Arts Centre (JSPAC), Penrith.

Key highlights:

- 475 students from 14 primary and 9 secondary schools performed in the music showcase; 110 representative performers from 7 schools performed in a separate specialist strings program; while 148 students from 14 schools presented in separate dance ensembles drama presented a sophisticated season of Absurdist Theatre at JSPAC with 15 secondary students from 4 schools
- an ensemble of 37 students from 6 secondary schools collaborated with Australian dance practitioner, Shaun Parker, to present a season of his dance theatre work, 'The Yard' at The Seymour Centre
- 'The Yard' ensemble was invited by ACARA to represent schools at National Arts Curriculum launch at NIDA by Minister for School Education, Peter Garrett, where the collaboration with Shaun Parker was acknowledged as a model for future learning possibilities in the arts
- collaboration with the Melbourne-based a3-Australian Arts Alive led to teachers' skills development through mentorship in choral work and the production of two concerts at the Hills Centre performed by a 700-strong student choir from 12 primary schools
- collaboration with the Sydney Theatre Company and Sydney University linked 2 primary schools with a program using drama to deepen student comprehension and literacy skills
- collaboration with choreographers, Lisa Griffiths and Craig Bary, composer Adam Synnott, and senior contemporary dance students began work on a commissioned dance scheduled for public performance in early 2012
- teacher and commercial artist, Johnny Romeo, commenced a teacher/artist-in-residence program in 2 primary schools to build teacher capacity in teaching arts
- music industry specialists led an extended workshop on digital tools and music making in 6 secondary schools
- 30 students from 10 schools participated in the inaugural 'Captivate's Got Talent' competition where a panel of industry specialists provide feedback on student performances; the finalists win ongoing mentoring sessions with professionals in their field
- 430 students across 6 schools (both primary and secondary) participated in beginning band instrumental programs and close to 1,000 students in 9 schools participated in the strings instrumental program



Catholic schools join Lurline Chamber Orchestra in concert showcase

On 16 June 2011, 30 students from 9 primary and secondary Catholic schools in the Parramatta diocese performed in the CAPTIVATE Strings Orchestra as part of the Lurline Chamber Orchestra's concert at St Andrew's Primary, Blacktown.

Students from St Andrew's Primary, Blacktown; St Michael's Primary, Blacktown South; St Finbar's Primary, Glenbrook; Mary MacKillop Primary, Penrith South; John XXIII Catholic Primary, Stanhope Gardens; Delany College, Granville; St Paul's Catholic

College, Greystanes; Nagle College, Blacktown South and Parramatta Marist High School, Westmead performed in the concert.

'I have been able to develop my confidence and also build social skills such as teamwork. I love the opportunity to be part of an orchestra and working with others.'

Daniel Katafono, Year 9 student
Delany College, Granville



PROFESSIONAL & REWARDING WORKING LIVES



TEACHER LEARNING IS MOST POWERFUL WHEN THE SCHOOL LEADERSHIP IS DEEPLY INVOLVED. CATHOLIC EDUCATION SUPPORTS SCHOOL LEADERS IN LEADING TEACHER LEARNING WITHIN THEIR SCHOOL CONTEXT, WITH 56 SCHOOLS RECEIVING INTENSIVE IN-SCHOOL SUPPORT DURING 2011.

Building Instructional Leadership Capability

This work of leading learning addresses both elements of the diocese's strategic intent – improving learning outcomes for all students and promoting a professional and rewarding working life for teachers. In 2011, in collaboration with colleagues from the Diocese of Broken Bay, 15 principals, ranging from those in the early stages of their career to more experienced leaders, made up the first cohort of the Principal's Coaching and Mentoring initiative, facilitated by David Eddy from Centre for Leadership, University of Auckland.

The focus of the initiative is the development of instructional leadership including goal setting, strategic resourcing, improving teacher quality, professional learning and ensuring safe and orderly environments and

is based on the research of Viviane Robinson et al in *Best Evidence Synthesis Iterative on School Leadership for Student Outcomes (2009)*.

The initiative runs over two years for each cohort with the first year developing skills in relational trust building, complex problem solving and relevant knowledge application, while the second year focuses on the spiritual formation of leaders, including a spiritual pilgrimage led by Bishop Anthony.

A strategy has been developed to provide access over time to all principals within the diocese, with a new cohort of principals commencing in 2012.



Renowned educator leads principals mentor coaching program

In October, 27 principals from the Parramatta and Broken Bay Dioceses officially completed their 'leading learning' mentor coaching programs with internationally renowned educator, Professor David Eddy from the University of Auckland. The program aims to develop the knowledge, skills and capabilities of beginning principals by matching them with an experienced principal as mentor.

'We know that good leaders make a difference to teacher quality and student learning.'

Professor David Eddy, University of Auckland

Learning Exchange

The Learning Exchange (LEX) operates physical and virtual learning spaces to promote and demonstrate quality teaching within the diocese. Established in 2010 and continued in 2011, LEX provides access to quality resources, mentoring, ongoing professional learning; assists more experienced teachers achieve voluntary accreditation at Professional Accomplishment and/or Professional Leadership levels with the NSW Institute of Teachers and supports a range of professional learning communities (PLCs).

Key highlights:

- staff participated in more than 1,100 hours of professional learning on a range of topics such as use of social media, iPads, ebooks, copyright and effective use of agile learning spaces
- schools engaged with the learning educator program with positive feedback from teachers and school leaders
- LEX extended its successful movie teams initiative hosting 3 full day movie making overview and pre-production workshops; 3 production workshops including 2 with guest cinematographer Peter de Vries as facilitator; 15 x 2-hour 'Know Your Camera' workshops at schools and 15 x 2-hour 'Music in film' workshops at schools; 3 teacher skills workshops; 6 teacher video conferences; 3 teacher video conferences; and 8 full-day 'post production' workshops at schools
- finished projects were showcased over 2 nights with more than 300 parents and students in attendance

LEX also maintains a library and virtual resource repository tailored to cater for staff learning with 4,928 physical resources such as books, journals and audio-visual materials borrowed in 2011; 178 books downloaded from the Electronic Book Library (EBL) while 525 books were browsed or read completely online; and 35,919 searches were made in the EBSCOHost databases with 7,872 full text articles accessed.



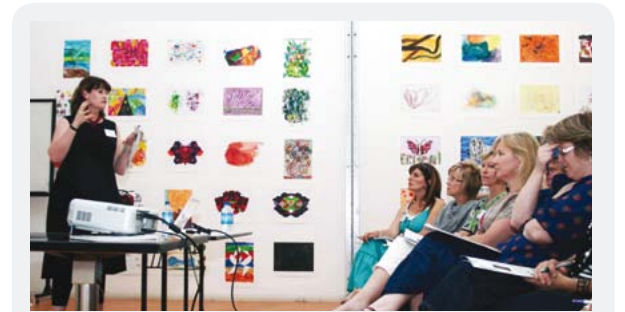


Recruitment and Orientation

Recognising the influence classroom teachers and their leaders have on students' learning, support is provided for teachers and leaders through the newly appointed leaders program and the accreditation process for new scheme teachers (NST).

Key highlights:

- 34 new principals, assistant principals and Religious Education coordinators took part in the newly appointed leaders program, completing modules on the 4 domains of the leadership framework
- 119 beginning or returning teachers were supported through the mandatory accreditation process and were duly accredited with professional competence, bringing the total NST accredited teachers in the diocese to 30%
- the first cohort of teachers with professional competence accreditation, completed maintenance of accreditation reports and professional development (PD) requirements including 100 hours of institute registered and teacher identified PD; in line with the NSW Institute of Teachers Act to ensure consistent teaching practice – these teachers must now fulfil maintenance of accreditation requirements for the rest of their teaching careers
- a number of workshops to support schools and teachers in achieving accreditation at professional competence and understanding the requirements for the maintenance of accreditation period were held throughout the diocese in 2011



100 Mile Art to enhance visual arts in schools

Visual Arts teachers from around the Parramatta diocese, gathered at the Penrith Regional Gallery on 15 November to form a professional learning community around a project called 100 Mile Art.

The 100 Mile Art project enables Visual Arts teachers to focus on local cultures and groups and explore broader issues such as sustainability of the environment, local ecologies and social engagement in local communities. Some of the connections already made include the Australian Catholic University (ACU), regional art galleries in Penrith, Blacktown, Hawkesbury and McGlade Gallery at ACU. It is hoped that these partnerships will enhance the 100 Mile Project and provide opportunities to identify other potential national or international projects that are also looking to develop artistic responses within the local community.

'Collaboration is a great resource for teachers. It is about setting up conversations with our Visual Arts colleagues and making connections with local communities that are relevant and authentic.'

Karen King, Visual Arts coordinator
Caroline Chisholm College, Glenmore Park

THE LEARNING ENVIRONMENT



THE LEARNING ENVIRONMENT IS AN IMPORTANT ELEMENT OF THE QUALITY CATHOLIC SCHOOLING FRAMEWORK AND SUPPORTS THE SYSTEM STRATEGIC INTENT. CAPITAL WORKS PROJECTS IN THE DIOCESE AIM TO MAXIMISE EDUCATIONAL BENEFITS FOR ALL STUDENTS TO MAKE THE BEST USE OF AVAILABLE FUNDING.

Planning reference groups ensure construction projects are aligned with the strategic intent and are comprised of the parish priest, school principal and director system performance and representatives of facilities, system learning and the wider school community.

In 2011, \$41.3 million was spent on the capital works program which continued the significant investment in school infrastructure in the diocese including:

- projects completed at the Westmead Catholic Education Precinct including completion of stage one of Mother Teresa Primary and construction of new specialist learning facilities at Catherine McAuley Westmead
- continued construction at Stanhope Gardens including permanent refurbishment of facilities for Blessed John XXIII Catholic Early Learning Centre; the completion of new construction at John XXIII Primary and St Mark's Secondary College; establishing this as a Preschool to Year 12 site
- new construction and refurbishment to consolidate on one site the Infants and Primary grades at Our Lady of the Rosary Primary, St Marys
- completion of stage two of the Catholic Trade Training Centre (CTTC) at Loyola Senior High School, Mount Druitt
- completion of construction at Good Shepherd Primary, Plumpton; Marian College, Kenthurst and Cerdon College, Merrylands
- significant new construction and refurbishment works commenced at St Columba's High School, Springwood

Project Genesis: Building the Education Revolution (BER)

Project Genesis is the Diocese of Parramatta's response to the Australian Government's Building the Education Revolution (BER) program. The diocese has been noted for its successful implementation of the (BER) program through engagement at a local level benefiting from the insights and expertise of parish school communities, the Bishop's Office, Catholic Education Diocese of Parramatta, specialist consultants, builders and relevant authorities.

In 2011, the \$166 million BER program delivered:

- completion of the final 13 projects funded under Primary Schools for the 21st Century (P21) delivering new or refurbished libraries, multi-purpose centres and learning spaces to 54 primary schools
- completion of enhanced learning environments at 4 secondary schools funded under Science and Language Centres for 21st Century Secondary Schools
- completion of minor capital, maintenance and refurbishment works at all schools within the diocese funded under National School Pride

School Facilities and Maintenance

Maintenance plans for all schools ensure preventative measures are taken to preserve built environments including ongoing maintenance of school buildings and associated outdoor areas which are prioritised to ensure optimum learning environments. System support is provided for maintenance work beyond the funding capacity of local communities.

Environmental Sustainability

Committed to environmental sustainability, the diocese took advantage of the Australian Government initiative for eligible schools to take practical action to address climate change. Under this initiative, schools installed a range of renewable energy efficient measures including:

- solar power systems installed at 31 schools, making a total power saving in excess of 136 kilowatts
- water tanks installed at 14 schools, capturing a total volume of 365,000 litres of water
- 1,191 energy efficient light fittings changed in 9 schools

ICT and Learning Technology

The improvement of technological infrastructure and resources available to students and teachers is a significant way in which the diocese achieves the system strategic intent.

There were several major initiatives throughout 2011 including:

- continuation of the Australian Government's Digital Education Revolution (DER) providing 1 to 1 laptop access for all students in years 9 to 12 by the end of 2011
- completion of the wireless network enabling greater access and increased bandwidth capability to secondary and primary schools and providing state of the art access to education content using a wide range of mobile devices, including laptops, iPods and iPads
- commencement of new content filtering solutions in partnership with Catholic Network Australia to provide a safe and secure environment for students and staff

OHS and Return to Work

Schools have continued to maintain safe and healthy workplaces for their communities. During 2011, a proactive and focused approach was taken to ensure that the diocese was prepared for the new Work Health and Safety (WHS) legislation which would come into effect on 1 January 2012.



Loyola Catholic Trade Training Centre

Key highlights:

- 19 whole school occupational health and safety (OHS) reviews and 78 internal audits were conducted
- 6 OHS audits conducted in schools by an external auditor awarded a high rate of compliance
- awarded status as a training provider and ranked number one corporate user of the online mandatory OHS training program
- 7 schools within the diocese were in the top 30 users in Australia
- 66 senior first aid training certificates awarded in the 3 courses conducted
- OHS Online was migrated to Catholic Education Diocese of Parramatta's knowledge management system, OSCAR

The return to work team continued its proactive injury management of the premium impacting workers compensation claims to ensure a positive result on the workers compensation premium and in offering services to non-workers compensation related matters.



Executive director part of government's expert advisory group on digital education

In July 2011, executive director of schools, Greg Whitby, was asked to join the Australian Government's new expert advisory group on digital education. The Digital Education Advisory Group (DEAG), is made up of leading education and IT experts and has been established to provide the Australian Government with advice on the next steps towards transforming learning and teaching through technology.

Announced at the Australasian Association of Distance Education Schools National Conference in Hobart, Minister for School Education, Peter Garrett, said DEAG will be a valuable source of advice on the latest ICT developments and their use in the classroom.

'The world is rapidly changing particularly in relation to technology creating opportunities for learning and teaching previously thought impossible. We need to make sure we put good tools into the hands of good teachers in order to provide relevant and engaging learning and to equip students with the critical skills they need to live and work in today's world.'

Greg Whitby, executive director of schools

SUPPORT & SERVICES FOR FAMILIES



THE DIOCESE OF PARRAMATTA HAS INTRODUCED AND MAINTAINED A NUMBER OF INITIATIVES TO PROVIDE ADDITIONAL SERVICES AND SUPPORT FOR FAMILIES WITH CHILDREN ENROLLED IN CATHOLIC SCHOOLS.

These services aim to provide accessibility to Catholic Education including early learning, particularly for Aboriginal and Torres Strait Islander families and those families experiencing financial hardship.

Catholic Early Learning Centres

Catholic Early Learning Centres (CELCs) at Emerton, Glenwood-Stanhope Gardens and Greystanes parishes provide early childhood/

preschool education services to their parish communities, with close to 500 places offered per week across the 3 centres. A fourth CELC was planned in 2011 at St Michael's Primary, Blacktown South to commence in 2012 increasing early learning places in the diocese to 700.



Catholic Out of School Hours Care (COSHC) Services

In January 2011 five Catholic Out of School Hours Care (COSHC) services opened at primary schools in the parishes of Quakers Hill, Plumpton, Mt Druitt, Glenmore Park and Castle Hill with two further services opened later in 2011 in Schofields and Blacktown. A further six COSHC services were planned to commence in January of 2012 in the parishes of Westmead, Windsor, Penrith, Dundas Valley and Emu Plains. These services will provide more than 3,000 out of school hours care places per week, and is the largest COSHC service managed and run by a Catholic diocese in Australia. The new services provide additional value to families with children enrolled in Catholic primary schools in the Parramatta diocese.

Bishop Manning Scholarship Fund

Established by the Diocese of Parramatta in 2007, the Bishop Manning Scholarship Fund has to date, provided scholarships with benefits exceeding \$325,000 to more than 100 students from financially

disadvantaged families across the diocese. This educational initiative aims to make Catholic education accessible to all families while providing an avenue for the community to make donations to help those most in need of assistance with education costs. The fund allocates 100% of all donations to scholarships to cover the costs of local school fees, excursions and a uniform allowance to help students in need of financial assistance to attend our schools. Diocesan tuition fees are also waived for scholarship recipients.

Byallawa co-contribution scheme

Following extensive consultation with Aboriginal and Torres Strait Islander families, a co-contribution scheme was established in 2011 for eligible families to contribute what they can afford towards their educational costs, with the schools picking up the balance. Byallawa, meaning 'yarn up' or 'speaking together', responds equitably to the needs of Aboriginal and Torres Strait Islander communities in Catholic schools in the diocese.



AWARDS, CEREMONIES, CELEBRATIONS, VISITS

Education union representatives visit schools

In 2011, NSW Independent Education Union (IEU) representatives including then assistant secretary, John Quessy, and Cumberland branch representatives, Pam Smith and Greg McKinney, visited Our Lady Queen of Peace Primary (OLQP), Greystanes, St Oliver's Primary, Harris Park and Holy Trinity Primary, Granville as part of a visit in the Parramatta diocese to talk to teachers about working in agile learning spaces. As part of the school visits, the IEU were taken on a tour of learning spaces at the three schools and were able to speak with staff. Staff were also invited to meet with the IEU representatives to discuss a range of issues at the end of the school day.



'We are looking at how the nature of teachers' work has changed as a result of these spaces and whether or not the skills, facilities and professional development have been provided and are effective from a staff perspective.'

John Quessy, NSW Independent Education Union



NSW Education Minister speaks with Catholic school principals

On 20 October, 10 principals from Catholic schools in the Parramatta diocese had the opportunity to meet with the NSW Minister for Education, Adrian Piccoli MP to engage in an informal discussion about educational issues for schools in western Sydney. Mr Piccoli met with primary and secondary principals and executive director of schools, Greg Whitby, at St Monica's Primary, North Parramatta. The meeting was one of many Mr Piccoli held at Catholic and government schools across NSW to gain a deeper understanding of the issues schools believe are important.

Emmaus teacher recognised in national awards for excellence

On 13 October, Emmaus Catholic College, Kemps Creek Mathematics teacher, Karen Ryce, attended the Australian Awards for Outstanding Teaching and School Leadership as a finalist in the Australian Secondary Teacher of the Year category. The NSW Catholic Education Commission (CEC) selected Karen as the NSW finalist for the Australian Secondary Teacher of the Year category following several evaluations including observing Karen's teaching in action and a number of interviews with students and staff.



'This acknowledgement sums up the great working relationship of the Emmaus staff and the real support we give each other. Hard work, persistence and passion are key to developing positive learning environments.'

Karen Ryce, Emmaus Catholic College, Kemp Creek



Teachers salaries a 19th century artefact says 2011 ADC speaker

On 4 August, Professor Stephen Dinham OAM delivered the 2011 Catholic Education Ann D Clark lecture to more than 800 educators on improving teacher quality and the need to link teacher professional standards with salary structures. Professor Dinham, who is the foundation chair of teacher education and director of learning and teaching at the University of Melbourne, said teachers salaries were a '19th century artefact' and needed to be aligned with levels of accomplishment in order to drive teacher quality and improve students' learning outcomes.

'A quality teacher in every classroom is the ultimate aim, but how to achieve this is the big challenge. Assessing teacher performance is far more complex than people realise.'

Professor Stephen Dinham

An adventure of learning during Catholic Schools Week

Catholic schools across the Parramatta diocese celebrated the fifth annual Catholic Schools Week (CSW) from 1 – 7 May with a range of enriching learning activities such as a Readers Theatre, a visit to Parliament House, connecting with other schools through Skype, a storyfest and a numeracy workshop. Celebrated across Catholic schools in NSW and the ACT with the theme, *A Learning Adventure, a Journey of Faith*, CSW focused on the key objectives of Catholic schools; to provide quality learning experiences for all students that allows them to thrive and grow in life and in faith.



St Paul's award winning sports safety program

St Pauls Catholic College, Greystanes have been recognised by the NSW Government's Sporting Injuries Committee for their comprehensive sports safety initiatives, such as safe play guidelines, first aid training and equipment, and accredited trainers for contact sports. With a focus in sports as a means of developing student mental, social and physical health, St Paul's Catholic College are front-runners in their management of sport injury prevention. St Pauls were awarded the 2010 silver trophy and \$1000 voucher for sports equipment under the NSW Sports Safety Awards, coordinated by the New South Wales government to recognise outstanding achievement in the research and prevention of sports related injuries and the adoption of safe sport practices.

'The work the PDHPE staff has given to the preparation and implementation of procedures for preventing, minimising or dealing with sports injury is just outstanding.'

David Bourne, principal St Pauls Catholic College, Greystanes





Openings and Blessings

The following schools celebrated the opening and blessing of new facilities in 2011:

11 March	St Patrick's Primary, Parramatta
1 April	McCarthy Catholic Trade Training Centre, Emu Plains
1 April	Our Lady of the Way Primary, Emu Plains
6 April	St Paul the Apostle Primary, Winston Hills
5 May	St Aidan's Primary, Rooty Hill
3 June	St Clare's Catholic High School, Hassall Grove
8 June	Holy Spirit Primary, St Clair
9 June	St Pauls Catholic College, Greystanes
10 June	Patrician Brothers' College, Blacktown
24 June	Corpus Christi Primary, Cranebrook
28 June	St Margaret Mary's Primary, Merrylands
30 June	St Michael's Primary, Baulkham Hills
1 July	St Bernadette's Primary, Dundas
22 July	St Matthew's Primary, Windsor
4 August	St Francis of Assisi Primary, Glendenning
9 August	Our Lady of Lourdes Primary, Seven Hills
19 August	Our Lady of Mount Carmel Primary, Wentworthville
5 September	John XXIII Catholic Primary, Stanhope Gardens (blessing only)
7 September	Holy Family Primary, Granville East
7 September	St Oliver's Primary, Harris Park
8 September	Cerdon College, Merrylands
9 September	Chisholm Primary, Bligh Park (blessing only)
23 September	St Finbar's Primary, Glenbrook
23 September	St Michael's Primary, Blacktown
4 November	Our Lady of the Rosary Primary, St Mary's
11 November	Sacred Heart Primary, Westmead
25 November	St Anthony's Primary, Girraween

School anniversaries

The following schools celebrated significant anniversaries in 2011:

125 years	Holy Trinity Primary, Granville
110 years	St Canice's Primary, Katoomba
90 years	St Thomas Aquinas Primary, Springwood
55 years	Sacred Heart Primary, Westmead
55 years	St Bernadette's Primary, Castle Hill
45 years	Catherine McAuley Westmead
40 years	St Michael's Primary, Baulkham Hills
25 years	Bede Polding College, Windsor South
25 years	McCarthy Catholic College, Emu Plains
25 years	St John Vianney's Primary, Doonside
20 years	St Francis of Assisi Primary, Glendenning
15 years	Bethany Catholic Primary, Glenmore Park
15 years	Terra Sancta College, Quakers Hill and Schofields

COMPLIANCE & FINANCIAL INFORMATION



DURING 2011, THE COMPLIANCE PROGRAM CONTINUED TO EMBED ONGOING SELF-MONITORING COMPLIANCE IN SCHOOLS; CONDUCT EXTERNAL SCHOOL AUDIT VISITS FOR SELECTED SCHOOLS; REFINE PROCESSES FOR SUPPORT OF SCHOOLS AND REPORT ON SCHOOLING OUTCOMES THROUGH THE ANNUAL SCHOOL REPORT AND RETURNS TO THE NSW CATHOLIC EDUCATION COMMISSION.

Key highlights:

- 13 primary schools and 5 secondary schools successfully undertook external compliance audits with the remaining 59 schools completing self-monitoring using the compliance audit tool
- all issues identified within the external and self-monitoring audits were satisfactorily resolved
- a primary and secondary school undertook a curriculum-only compliance audit to monitor the addition of new years of schooling and also completed self-monitoring of compliance to ensure that they continued to meet non-curriculum aspects of compliance

- a new primary school, opened in 2012, was audited in late 2011 to ensure that it met NSW Board of Studies requirements for initial registration as a new school

In September 2011, the NSW Board of Studies conducted an inspection of system processes, with a focus on the processes for opening new schools. The 2011 school internal audit program of 77 audits was completed and demonstrated that Parramatta diocesan schools continue to operate generally at a good standard in relation to financial and administrative management.

DETAILED STATEMENT OF REVENUE AND EXPENDITURE
CATHOLIC EDUCATION OFFICE, FOR THE FINANCIAL YEAR ENDED 31 DECEMBER 2011

	\$
OPERATING REVENUE	
Commonwealth - General Recurrent Grants	255,387,292
State - General Recurrent Grants	87,883,418
Other Commonwealth & State Grants	17,222,211
Parent Contributions - School Fee *	54,268,342
Investment Revenue	13,954,552
Schools - Reimbursable Salaries	4,525,919
Other Revenue	3,155,223
TOTAL OPERATING REVENUE	<u>436,396,957</u>
OPERATING EXPENDITURE	
Salaries & Wages Costs	301,923,850
Salaries & Wages Oncosts (Super, LSL & W/Comp)	39,820,370
Depreciation	25,269,241
Schools - Direct Support & Equity Grant	20,034,905
Administration & Doubtful Debts	12,704,286
Resources & ICT Expenses	11,699,110
Insurance & Staff Development	6,005,033
Facility Occupancy & Maintenance Expenses	4,364,268
Grants & Levies to External Organisation	1,979,002
TOTAL OPERATING EXPENDITURE	<u>423,800,065</u>
SURPLUS FROM OPERATIONS BEFORE CAPITAL	<u>12,596,892</u>

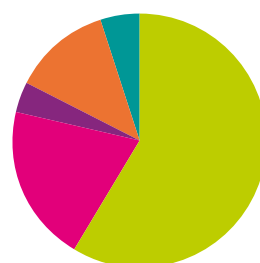
Note:

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

OPERATING REVENUE AND EXPENDITURE CHARTS

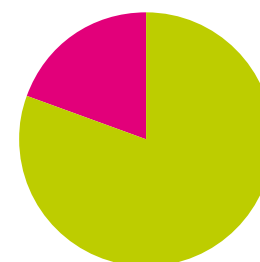
REVENUE \$436.4 MILLION

● Commonwealth Recurrent Grants	\$255.4m	58.5%
● State Recurrent Grants	\$87.9m	20.2%
● Other Commonwealth & State Grants	\$17.2m	3.9%
● Parents Contributions	\$54.3m	12.4%
● Other sources of income	\$21.6m	5.0%



EXPENDITURE \$423.8 MILLION

● Salaries and Wages Costs	\$341.7m	80.6%
● Other Operating Expenses	\$82.1m	19.4%



	\$
SCHOOL BUILDING PROGRAM	
CAPITAL REVENUE	
Commonwealth Capital Grants	30,362,502
Diocesan School Building Fund Net Revenue	13,887,733
Interest Subsidy	7,807,026
Other Capital Revenue	2,204,041
CAPITAL REVENUE	<u>54,261,302</u>
Receipts from Borrowings	2,985,537
TOTAL CAPITAL REVENUE AND RECEIPTS	<u>57,246,839</u>
CAPITAL EXPENDITURE AND REPAYMENT	
Capital Expenditure	60,959,444
Interest Expense	9,241,412
Repayments of Borrowings	8,352,956
TOTAL CAPITAL EXPENDITURE AND REPAYMENTS	<u>78,553,812</u>
CAPITAL DEFICIT - SCHOOL BUILDING PROGRAM	(21,306,973)

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 2011. 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

Helen Hamilton-James

Partner

Dated in Sydney, this 19th Day of June 2012

