

it's about good
teaching going deep

CATHOLIC EDUCATION
DIOCESE OF PARRAMATTA

2014 ANNUAL REPORT



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ABOUT THE SYSTEM

THE DIOCESE OF PARRAMATTA IS LOCATED IN ONE OF THE FASTEST GROWING AREAS OF NEW SOUTH WALES. THE DIOCESE IS WEST OF SYDNEY AND REACHES FROM DUNDAS VALLEY, WEST TO KATOOMBA, SOUTH TO LUDDENHAM AND NORTH TO RICHMOND.



There are 78 systemic schools (56 primary and 22 secondary) with two Catholic Trade Training Centres and four Catholic Early Learning Centres, with over 43,000 students and employing 5,000 teachers and staff.

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

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

OUR PURPOSE

Catholic schooling 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.

The system of schools in the Diocese of Parramatta is a work of the Church under the leadership of our Bishop in collaboration with priests, parents, students and staff to realise the mission of new evangelisation.





INTENT

The role of Catholic education in the Diocese of Parramatta is expressed through the Strategic Intent. The Intent focuses the work of the system and is an ongoing commitment by every school to provide Quality Catholic Schooling through:

- 1 Improving learning outcomes for all students
- 2 Promoting a professional and rewarding working life for teachers

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

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

During 2014, the system focused on the following eight priority areas, driven by the Intent:

- Renewing Faith Formation
- Reviewing Religious Education
- Developing Precision in Leading Learning
- Building Leadership Capacity
- Building Corporate Knowledge Capability
- Reimagining Schooling
- Resourcing Strategically
- Integrating Databases

The 2014 annual strategy report outlines the progress of these priority areas.

A MESSAGE FROM THE DIOCESAN ADMINISTRATOR



Very Rev Peter G. Williams

Dear brothers and sisters

2014 was a year of change and renewal for the Diocese of Parramatta. The Most Rev Anthony Fisher OP was appointed by Pope Francis as the 9th Archbishop of Sydney, and his significant contribution to the Diocese of Parramatta was recognised by Church, government, community and business leaders at his farewell on 5 November 2014.

Archbishop Anthony's leadership saw the introduction of the Diocesan Pastoral Plan, *Faith in our Future*, calling on us all to grow in and share our faith. *Faith in our Future* demonstrates our Diocese's commitment to increased collaboration and the fresh expression of the Church's mission.

For Catholic Education Diocese of Parramatta, this meant a renewed commitment to ensuring that all our schools are 'centres of the new evangelisation'. The system strategic direction of Catholic Education is aligned with *Faith in Our Future*, and schools work as part of the Diocese and Church to support the five focus areas:

- Supporting our families
- Connecting better with the young
- Building upon our ethnic diversity
- Supporting our vocations
- New evangelisation

Faith in our Future calls on us all to share our faith and become intentional disciples and this has been supported through the work of Catholic Education this year.

The Review of the Religious Education in Catholic Systemic Schools was presented to Bishop Anthony Fisher in February 2014. The report made 11 ambitious recommendations that will guide the development of Religious Education in Diocese of Parramatta in the future.

School leaders, teachers and staff are central to the mission of the Church. I thank them for all their hard work throughout 2014. At the heart of their work is to both deepen students' understanding of the Gospel and support their relationship with Jesus Christ, and to model, through witness and action, what it means to be a disciple.

This report acknowledges another year of fine work by our school and parish communities, our students and their parents, our teachers and leaders, our Council and committees, the Parent Representative Council, Mr Whitby and the team at the Catholic Education Office. I congratulate everyone on their efforts. May God continue to bless all involved in Catholic education in the Diocese of Parramatta.

A handwritten signature in black ink, appearing to read 'Peter Williams', with a stylized flourish at the end.

Very Rev Peter G. Williams
Diocesan Administrator



A MESSAGE FROM THE EXECUTIVE DIRECTOR OF SCHOOLS



Greg Whitby

It's about good teaching: going deep

Dear colleagues

Many of our schools bear the names of saints and the story of each saint brings God a little closer to us. As Archbishop Anthony OP said, 'In saints we see human beings fulfilled'. Our schools are full of potential saints in the making and they enrich our school communities with their own unique stories.

Just as we are invited to get to know the story of our saints, as educators we are called to respond to the stories of our learners. We do this by seeing the faces behind the data, personalising learning and nurturing the search for knowledge and wisdom in an ever-changing world.

We also recognise that in order to 'make saints for the world' our Catholic schools must first of all be good schools; places where Christ is not only visible, but where learning and teaching is also visible in every single learning space. By making learning and teaching visible, we give students the maximum opportunity to lead happy, productive and meaningful lives.

When we began this journey several years ago, we recognised that to improve the learning outcomes of each student our work had to be influenced by evidence and best practice, and strengthened by continuous inquiry. This is how schools (and systems) move from 'good to great'.

Laying the groundwork has, at times, been challenging but each year we have taken the work forward step-by-step and increasingly shoulder-to-shoulder, and 2014 has been no exception.

This year we added another outstanding book to our educational canon, to be used by school leaders and teachers to guide their continual professional learning. John Hattie's *Visible Learning for Teachers* presents a way of thinking about the role of the teacher and their impact on student learning. The greatest effects on student learning, according to Hattie, occur when teachers learn about their own practice and students become their own teachers.



In 2014, we saw many improvements in student learning. Greater numbers of students are reaching benchmark reading texts in K to 2 and fewer students are entering Reading Recovery due to our literacy and numeracy program, Focus 160, which was expanded across all primary school years in 2014. Year 3 NAPLAN data also showed in particular more students above the state average and significantly less students in the lower two bands.

We continued to share and build on our collective knowledge this year. This shift from 'me' to 'we' and from 'I know' to 'we learn' has been evident in a number of areas, such as the continued use of school implementation plans, school goals, and principal and teacher learning plans. 2014 also saw the pilot of the leadership development framework for principals.

Our faith will always be at the heart of our schools and we ensured that in 2014 authentic faith formation opportunities were provided for students and staff. Staff formation was supported by the formation text, *Forming Intentional Disciples*, by Sherry Weddell and an online user guide was developed for use by school leadership teams. The Quality Catholic Schooling (QCS) survey demonstrated further growth in areas relating to staff formation and attitude to faith. The Religious Literacy Assessment showed system wide cohort improvement for both Year 6 and Year 10 in 2014.

With our focus on enterprise systems to support the work of schools we commenced planning for a new schools' financial management system and continued the deployment of the new student information system, FACES, this year.

2014 has been a successful year for Catholic Education Diocese of Parramatta. I thank our teachers, leaders, staff and families for their continued support of our students.

Gregory B Whitby
Executive Director of Schools

RENEWING FAITH FORMATION

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The 2014 system leadership formation text was *Forming Intentional Disciples* by American Catholic evangeliser, Sherry Weddell. Weddell outlines the immense challenge and opportunity of being a religious leader in a Catholic institution today. Weddell seeks to help Church leaders, school leaders, parish staff and all Catholics to transform parish life from within.

The *Forming Intentional Disciples* Online User Guide was developed for use by school leadership teams to assist them in engaging in the ideas presented by Weddell in 2014. It consisted of an opening prayer, scripture reflection, set of discussion questions and closing prayer for each chapter. This was used by many schools as a resource in their formation implementation plan.

In November 2014, Sherry Weddell facilitated professional learning with school leaders and other teachers on the ideas presented in *Forming Intentional Disciples*. This included facilitating a session with the principals of the Diocese, sharing her own conversion story with a large audience of mainly young teachers at Faith at the Fiddler and facilitating two sessions at a formation day for Religious Education Coordinators.

Weddell offers a vision and framework for the transformation of Catholic parishes and institutions. She argues that Catholic institutions should be led by leaders who are in a deep personal relationship with Jesus Christ and who can talk about this relationship with others. Weddell believes that Catholics should be engaged in telling the 'great story of Jesus'. The centrepiece of Weddell's thinking is a framework for how evangelisation should take place called 'the thresholds of conversion'. The thresholds provide great insight into how leaders can approach the faith formation of students and staff. The person being evangelised moves from initial trust with a friend, colleague or teacher, through to spiritual curiosity, openness, seeking, on the way to intentional discipleship.

Weddell has offered our school leadership teams a plan for how we might go about our central mission of being 'centres

for the new evangelisation’ - supporting our students and staff in nurturing a deep relationship with Jesus Christ. This work will continue to be a focus in 2015.

2014 also saw a continuation of the Religious Literacy Assessment (RLA). The assessment was conducted across all students in Years 4, 6, 8 and 10. This was the second year Years 6 and 10 participated in RLA and the fourth year for Years 4 and 8.

A new ‘user friendly’ interface was introduced in 2014 along with the use of Cloud based technology to improve ease of use.

Significant developments in 2014 included:

- the writing of additional RLA questions for each year group, bringing the minimum number of questions in each strand in each year group up to 25
- the pre-testing of questions being undertaken by a number of schools in the Diocese; pre-testing ensures that all the questions in the RLA have been statistically validated; these new questions were pre-tested by Years 5, 7, 9 and 11 to ensure no advantage was gained by Years 4, 6, 8 and 10 in the pre-testing schools
- Introduction of ‘*Improving Religious Literacy in your School*’ professional learning days to assist schools in understanding the concept of religious literacy and the way in which religious literacy can be used to improve teaching and learning in Religious Education

RLA shows that there is system wide cohort improvement across all year levels, where cohort improvement data is available: Year 6 2014 and Year 10 2014.



Strategic milestones reached in 2014

- No. 34: Accreditation to work, teach and lead in a Catholic School: formulation of guidelines for *Accreditation to Teach Religious Education and Accreditation for Senior Leadership* (Levels D and E) published
- No 104: Sacramental program pilot

Diocesan Pastoral Plan Milestones reached in 2014:

- No. 42: Analyse census data to determine location of unenrolled Catholic students and report on funding to Pastoral Office
- No. 44: Expand Religious Literacy Assessment as a response to *Catholic Schools at a Crossroads* to include Years 4, 6, 8 and 10
- No. 45: Increase involvement of CAPTIVATE in liturgy and other pastoral events throughout the Diocese and report on involvement
- No. 142: Report on the implementation and outcomes of annual in-school formation days in implementations plans
- No. 143: Progress report to Diocesan Pastoral Office on formation provided for youth and staff through school implementation plans such as scripture or prayer, distribution of resources to nurture and support faith, traditional practices of prayer and building teacher capacity in their understanding of faith
- No. 144: Enhance, promote and report on Diocesan-wide programs of formation including new scheme teachers, emerging leaders, Bishop’s pilgrimage, Faith at the Fiddler, Priests, Principals and RECs forum
- No. 145: Report to Diocesan Pastoral Office annually on Quality Catholic Schooling (QCS) data - monitor Catholicity and culture of Catholic schools to gauge school culture and performance across staff, students and parents and to identify opportunities for evangelisation





CATHOLIC SCHOOLS WEEK CALLS FOR A CELEBRATION



ACROSS THE DIOCESE, SCHOOLS CELEBRATED CATHOLIC SCHOOLS WEEK WITH A VARIETY OF EVENTS IN EARLY MARCH. THE 2014 THEME FOR CATHOLIC SCHOOLS WEEK WAS 'MORE THAN A GREAT EDUCATION', AND CATHOLIC SCHOOLS CELEBRATED THROUGHOUT THE WEEK WITH SPECIAL LITURGIES AND MASSES, EVENTS, OPEN CLASSROOMS, SCHOOL TOURS AND A WHOLE HOST OF ACTIVITIES.

Federal member for Greenway, Michelle Rowland MP visited a number of schools in the Diocese of Parramatta to celebrate Catholic Schools week. Ms Rowland joined with parents and teachers throughout the week to watch student performances at St Mark's College, Stanhope Gardens, St Anthony's Primary School, Girraween, Our Lady of Lourdes Primary School, Seven Hills and Mary Immaculate Primary, Quakers Hill.

At St Paul the Apostle Primary, Winston Hills Executive Director of Schools, Greg Whitby, joined Year 3 students for a special event. Greg brought in his favourite book, *Hooray for Diffendoofer Day*, by Dr Seuss which he read to a group of Year 3 students.

Xavier College, Llandilo opened its doors to the community to celebrate Catholic Schools Week. Around 700 visitors experienced hands-on learning with interactive and creative displays representing all subject areas.

Students and parents from St Finbar's Primary, Glenbrook got up early during Catholic Schools Week to tell local commuters about their annual Open Day. Students handed out water bottles with invitations to delighted commuters at Blaxland station.

McCarthy Catholic College, Emu Plains, hosted the first Hotel Management Institute (HMI) Challenge. Hospitality students from five schools came together to compete in three challenges over the day – a cook off, HMI presentation and a problem-solving activity based on a hotel management issue.

The event was hosted at McCarthy Catholic College to start the celebrations for Catholic Schools Week. Students from Caroline Chisholm College, Glenmore Park, Loyola Senior High School, Mount Druitt, Kingswood High School and Glenmore Park High School joined students in the commercial kitchen at McCarthy Catholic College to compete against each other for the first time.





Principal Pilgrimage strengthens faith formation of schools

In September, 22 principals from schools across the Diocese joined then Episcopal Vicar for Education, Rev Chris de Souza and Executive Director of Schools, Greg Whitby for a 14-day pilgrimage to places of biblical significance in Greece, Turkey and Italy to deepen their understanding and experience of faith as Catholic school leaders.



Schools support the Diocesan Works Fund Appeal

In May, schools in the Parramatta Diocese were asked to take part in the Diocesan Works Fund (DWF) Faith@Work Appeal raising more than \$44,000. The DWF appeal in schools program provided opportunities to deepen the understanding of Catholic social teaching for students, families and staff, as well as provide much-needed funds for these essential ministries of the Catholic Church.



Education Mass Commissions 12 new principals and 120 teachers in the Diocese of Parramatta

Twelve principals and 120 beginning teachers were commissioned into their roles of leadership and service in the Diocese of Parramatta at the annual Education Mass held at St Patrick's Church in Blacktown on Thursday 6 March 2014.

School staff encouraged to have a cuppa for students in needs

In Term 3, school staff were invited to have a cuppa and donate to the Bishop Manning Scholarship Fund appeal. Madura Tea generously donated tea bags to school and parish staff to have a cuppa. By donating the cost of a cup of tea or coffee each pay (\$4.00), staff contributed to the cost of a student's Catholic education. In 2014, there were 37 new scholarships, 101 continuing scholarships and two transfers of scholarships for 140 students. Over 170 Scholarships have been awarded since 2007, providing direct cash benefits exceeding \$700,000 to families in the Diocese of Parramatta.



Bishop Manning Scholarship Fund

The Bishop Manning Scholarship Fund has been established to help families in serious financial need who would like a Catholic education for their children.

Have a cuppa on us...

Tea bag generously donated by Madura Tea

 Bishop Manning Scholarship Fund
0800 559 600 136



REVIEWING RELIGIOUS EDUCATION





On 5 June 2014, then Bishop of Parramatta, Most Rev Anthony Fisher OP formally adopted the 11 recommendations of the Review of Religious Education conducted for Catholic Education Diocese of Parramatta in 2013-2014. The review was facilitated and authored by the University of Notre Dame Australia. Data for the review was collected in three ways – through a survey questionnaire, through interview and by classroom observation. The review was wide ranging with eight distinct groups consulted: school principals, parish priests, RECs, teachers, students in Years 5 and 6, 9 and 11, parents and alumni.

A 492 page final report was published as well as a 55 page summary report. The report was presented in 4 volumes:

- a literary review informing the study
- a review of the current Religious Education curriculum
- a report on the empirical research
- the overall findings and recommendations

The Review of Religious Education made 11 overall recommendations:

- 1 Religious Education 'needs to be and needs to be seen to be' a priority in the Catholic community at every level: parishes, schools, families and systemic authorities. Structures and support need to be in place commensurate with this belief.
- 2 A deep personal relationship with Christ is to be encouraged in Religious Education teachers and coordinators, as authenticity is crucial to the effective delivery of a Religious Education curriculum. Resources need to be prioritised to enable this, beginning with the proclamation of the *kerygma**.
- 3 A collaboration of genuine substance between the school and parish should be developed. The Parish Priest necessarily plays an indispensable role that must be emphasised and broadened. The vocation of priests places them at the heart of Religious Education.

- 4 The demands of religious leadership exercised by the Principal, Assistant Principal and Religious Education coordinator should be examined and clarified. The structure of the school does not support the role of the Religious Education coordinator.
- 5 Professional learning for all staff should be a systematic program that makes explicit the contribution of each member of staff to the mission of Catholic schooling. Resources, including time for professional development and spiritual formation, need to be prioritised to enable this.
- 6 Additional work will be needed to accurately assess what is meant by the term 'religious literacy' and how it manifests in the student population. The diverse interpretations of the term 'religious literacy' made this a difficult area to assess given the scope of the study. If religious literacy is taken to mean an understanding of the Catholic faith in the context of broad social and cultural frameworks, the religious literacy of students was less than respondents expected.
- 7 The Religious Education curriculum should cater for diverse learning needs of students irrespective of religious affiliation. In this way, Religious Education will be both evangelistic and catechetical.
- 8 The present Religious Education curriculum is 'unit-based' where content is organised around themes. In keeping with contemporary curriculum theory, where student learning is connected to 'real life' experiences, consideration should be given to a 'spiral' curriculum developing key themes with increasing rigour over time.
- 9 *Sharing Our Story* does not adequately embody the sacramental emphases of recent Popes. Solutions should be investigated which offer a religious education curriculum that proceeds from the foundation of sacramental / liturgical *mystagogy**.

**Kerygma*: the preaching or proclamation of the Gospel of Jesus Christ.

**Mystagogy*: a lifelong journey of growing closer to God and deepening understanding and practice of the Catholic faith.

10 *Sharing Our Story* does not appear to have been particularly successful in helping students to develop their own ongoing commitment to the Catholic faith. Careful consideration needs to be given to ways which enhance religious literacy, personal commitment and meaningful participation in the Eucharist.

11 Contemporary pedagogical practice indicates there is more than one way to teach Religious Education. When implementing the aims and content of Religious Education outlined in magisterial documents, the integration of research-based best practice and specifically developed approaches to learning in Religious Education should be undertaken.

Diocesan Pastoral Plan Milestones reached in 2014:

- No. 140: Final Report to Bishop including recommendations
- No. 141: Report to Diocesan Pastoral Office on the extent of Catholic Education's collaboration with University of Notre Dame Australia, Australian Catholic University, Catholic Institute of Sydney and Broken Bay Institute Regarding theology and Religious Education qualifications for teachers



Strategic milestones in 2014 included:

- No. 37: Theological review of *Sharing our Story*
- No. 38: Surveys - published March 2014





Catholic schools across the Diocese observe Ash Wednesday

On Wednesday 5 March, school communities across the Diocese of Parramatta observed the beginning of Lent with Ash Wednesday liturgies and services. Students at St Joseph's Primary, Schofields, welcomed parents to a morning liturgy led by Religious Education Coordinator, Joanna DelVecchio. Principal Cheryl Brown said Lent is an important time for young students developing faith and this extends beyond the classroom setting.



Mary MacKillop feast day celebrations

Events were held across the Diocese of Parramatta on Friday 8 August in honour of the feast day of St Mary of the Cross MacKillop. Canonised by Pope Benedict XVI on 17 October, St Mary MacKillop's feast day was marked with liturgies, family events and social justice fundraisers at many schools in the Diocese. Our Lady of the Rosary Primary, St Marys, was founded by Mary MacKillop and the Sisters of St Joseph of the Sacred Heart in 1880. Students celebrated a moving liturgy where the letters written by Mary MacKillop were brought to life. Students were encouraged to learn from her example by working, learning together and caring for others particularly those in need.



2014 HSC student gives thanks for Catholic schooling

Students from the HSC Class of 2014 reflected on what their Catholic schooling meant to them; what they have learned and how they will continue to live out their Catholic faith in the future. Lachlan Hallab from St Pauls Catholic College, Greystanes said that a Catholic education allowed him to combine his faith and his schooling, which was an enriching experience. 'I take away a lot of values like compassion, love, respect for one another, integrity, trying to be a leader like Jesus or St Paul and being an active member of the community.'



Rosary Day celebrations at Our Lady of the Angels Primary

Students at Our Lady of the Angels Primary, Rouse Hill celebrated National Rosary Day on Monday 13 October. Students, staff and parents gathered in the shape of rosary beads and prayed the Glorious Mysteries together. Each child received their own set of rosary beads which were blessed by Parish Priest Fr Joby Kadambattuparambi Ittira.

DEVELOPING PRECISION IN LEADING LEARNING





High yield strategies

Catholic Education continued to implement three high yield strategies - data walls, instructional walks and case management - across all schools in 2014, based on the work of Dr Lyn Sharratt and Professor Michael Fullan from the Ontario Institute of Education Studies at the University of Toronto. All three strategies work together to support teachers to address the specific learning needs of each student.

Data walls make visible the personalised data and information needed to help progress learning for each student.

Instructional walks are used by principals to gather 'living' data about student learning and teacher practice and their leadership of this. It is a focused walk where principals inquire, learn, reflect and collaborate with teachers about teaching practices whilst looking for specific learning outcomes in line with school implementation plans.

Case management is a capacity building process where interventions for students who are not progressing or presenting as instructional challenges are discussed, with the focus on instruction and strategies for the teacher to implement.

The implementation of these three high yield strategies will continue throughout 2015: the three strategies provide opportunities for ongoing inquiry, with a sustained focus on student learning and teacher practice. The implementation of these high yield strategies is being closely tracked.





Literacy and Numeracy

Literacy and numeracy programs across the Diocese continued to focus on providing personalised learning opportunities that were challenging for all students.

The success of the Focus 160 program in Kindergarten to Year 2 led to further requests for support to take the learning to scale across the whole school in 2014. Primary school leaders used success criteria available through Oscar to expand Focus 160 to Year 3 to 6, and the following professional learning was also offered:

- Literacy for Leaders Reading Kindergarten Year 2 (continued)
- Literacy for Leaders Writing Kindergarten to Year 2 (New to 2014)
- Literacy for Leaders Reading Year 3 to 6 (New to 2014)
- Leading Mathematics Learning and Teaching Course for Principals and Numeracy Lead Teachers in partnership with Dr Ann Gervasoni (ACU Ballarat)
- Numeracy Block Year K to 2
- Numeracy Block Year 3 to 6
- Space and Measurement two day course
- Implementation of new Mathematics Syllabus K to 6

This was supported by the in situ work of literacy and numeracy teaching educators in schools working alongside teachers in the classroom.

Data is showing that Focus 160 is improving student learning, with greater numbers of students reaching benchmark reading texts K to 2 and fewer students entering Reading

Recovery (Year 1 literacy intervention) on Level 0 to Level 2 texts. NAPLAN writing data for Year 3 was better on average than state schools and all NSW Diocesan schools. There was also a significant improvement in numeracy results. Year 3 NAPLAN data in particular show more students above the state average and significantly less students in the lower two bands.

The Extending Mathematical Understanding (EMU) program continued to be implemented throughout the Diocese, with 47 primary schools having EMU specialist teachers implementing Year 1 EMU groups and 15 primary schools implementing EMU Middle Years Years 3 to 6. EMU was also implemented for Years 7 and 8 in 15 schools in 2014.

The EMU program is designed to enable all students to learn Mathematics successfully. It involves small groups of students identified as mathematically-vulnerable working with a trained EMU specialist teacher for 30 minutes a day, five days a week for between 10 and 20 weeks to accelerate their mathematical understanding so they are able to access the classroom Mathematics program. The students are then tracked and monitored throughout the primary school years to ensure sustained progress. It is underpinned by the philosophy that all students can learn successfully given opportunities to engage in high quality Mathematics programs and instruction designed to meet each student's particular learning needs.





The following professional learning was offered by the Diocese to support EMU in 2014:

- EMU Year 1 Specialist Teacher Intervention Course - six day course and field-based training run by EMU Professional Learning Leader (PLL)
- EMU middle years specialist teacher intervention course - six day course and field-based training facilitated by EMU PLL

In 2014 there were:

- 88 EMU Specialist Teachers running one or more EMU groups in Year 1 and/or Middle Years 3 to 6
- 24 additional EMU specialist teachers working in learning spaces K to 6
- 24 EMU specialist teachers running EMU middle years programs in Years 7 to 8

Approximately 300 children participated in EMU groups in Year 1 in 47 schools, and 200 students participated in EMU middle years programs in Years 3 to 8 in 25 schools.

A new initiative, EM4 (English Mathematics Stage 4) was also developed and implemented in 2014, with 13 secondary schools involved. Professional learning was provided to all secondary leaders and teachers in English and Mathematics faculties across the Diocese, supported by Catholic Education's partnership with Dr Lyn Sharratt from the University of Toronto (English) and Professor Peter Sullivan from Monash University (Mathematics). Professional learning opportunities were supported by the in situ work of the teaching educators.





Diversity is the Norm

The 'Diversity is the Norm: personalising learning and getting results for each student' framework was launched at the 2014 System Leaders Day. This framework demonstrated the Diocese's commitment to meeting the needs of all students within an inclusive framework. It underlined that the student's regular teacher is pivotal in improving their learning outcomes, whatever the student's learning needs might be. Rather than separating students from their teachers and peers, learning takes place, as much as possible, within the student's learning space and school. This framework outlined structures for a whole system response to the needs of students with disabilities.

Approximately 6,000 personalised plans for students with a disability were collaboratively developed outlining the adjustments these students require to access and participate in their learning. The Targeted Learning Partnership was also implemented as a third wave reading intervention.

Jarara

The number of Aboriginal and Torres Strait Islander students in the Diocese of Parramatta continued to rise in 2014 with 335 students enrolled in primary and 346 students enrolled in secondary. 55 Year 12 Aboriginal students graduated and 20 enrolled at Emerton Catholic Early Learning Centre.

Highlights included:

- over 100 Aboriginal students from Year 6 to 12 attended residential leadership workshops throughout the year
- a part of NAIDOC celebrations 'Animals of the Dreaming' visited 21 schools and held a community function at the Aengus Kavanagh Centre with over 10,000 students, staff and community members having the opportunity to participate in these celebrations
- two Jarara staff represented the Diocese at the World Indigenous Conference

Vocational Education and Training

In 2014 the number of students selecting one or more Vocational Education and Training (VET) courses remained consistent to that of previous years. Catholic Trade Training Centres experienced a steady growth of approximately 5 per cent, with more students recognising the value of commencing a trade qualification and the potential opportunities it brings, alongside the achievement of the Higher School Certificate.

Highlights included:

- Eight student were awarded the Australian Vocational Student Prize recognising outstanding skills in VET in senior secondary years: Alexandra Akillas Emmaus Catholic College, Kemps Creek, Geraldine Duhau St Andrews College, Marayong, Ashleigh Fulwood Loyola Senior High School Trade Training Centre, Mount Druitt, Mary George Cerdon Catholic College, Merrylands, Laura Rosato St Columbas Catholic College, Springwood, Sarah Simmons Caroline Chisholm College, Glenmore Park, Alexandra Vassallo Loyola Senior High School Trade Training Centre, Mount Druitt, Youstina Youssif St Andrews College, Marayong
- an increase in the growth of Stage 5/Certificate I qualifications, due to the pathway into higher qualifications and the nature of the learning environment
- school based apprenticeship and traineeship students increased by approximately 10 per cent, predominantly in Retail, Business Services and Information Technology
- a partnership with Sydney Area Health Services Auburn was established to deliver Nursing, Certificate III in Health Services Assistance, to 21 students
- planning and initial implementation of 'Grounds for Learning', for students with special needs, a course focuses on units of competency in both the Hospitality and Retail training packages
- development of assessment tools and validation processes



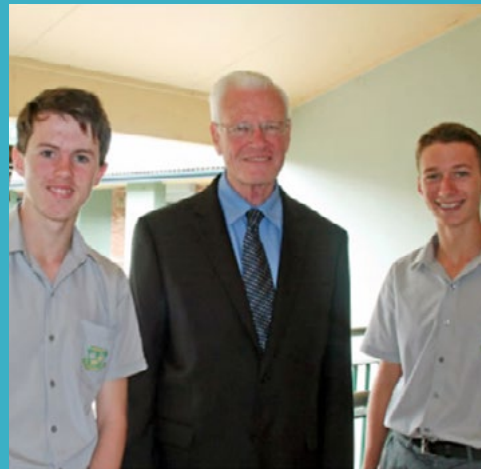
New model of schooling launched at Delany College

Catholic Education Diocese of Parramatta has partnered with Telstra to create a 'connected classroom' to support a new approach to learning and teaching at Delany College, Granville. The Delany Connective is delivering a new model of schooling to meet the needs of today's learners and equip them with the skills and knowledge to thrive in a connected, global world.



Year 2 reach for the stars in Mathematics

Students from St Matthew's Primary, Windsor marked the start of Literacy and Numeracy Week with a 'Reach for the Stars' activity. Year 2 completed a numeracy activity that focused on the theme of water. Students were challenged with investigating how many water bottles were being used in Year 2. Assistant Principal Joanne Digwood said the activity helped students to apply numeracy to real world problems. 'The students used problem-solving skills to collect, represent and analyse data and then predict future data, dependent on different situations,' said Joanne.



International recognition for Br Pat Howlett

Br Pat Howlett FMS, Principal of Parramatta Marist High School received the Master Teacher of Honor Award from Kappa Delta Pi (KDP), International Honor Society in Education. As the only award recipient of 2014, he joined a select group of educators who have been recognised with this prestigious honour.



St Mary's student recognised with NAIDOC Medal of Excellence

Sienna Perovich from St Mary's Primary, Rydalmere was recognised as one of just 25 students across the country to receive the Prime Minister's NAIDOC Medal of Excellence, for an artwork she completed as part of the school's NAIDOC Week studies of Aboriginal and Torres Strait Islander culture. Lord Mayor of Parramatta, Scott Lloyd and NAIDOC Executive Director, Dylan Williams, visited St Mary's on 18 November to present Sienna with her medal.

Higher School Certificate achievement

More than 2,800 students from the Diocese sat the 2014 Higher School Certificate (HSC) from 76,679 across NSW. Catholic schools in the Diocese of Parramatta saw some exceptional results, with a number of schools making significant improvements in their overall results.

All Rounders

The All Rounders are the students who have achieved results in the top band possible for at least 10 units of HSC courses. In 2014 CEDP had 20 All Rounders. There has been a steady increase in the number of All Rounder students in the Diocese since 2002.

Top Achievers in Course

The Top Achievers in Course list shows the students in the top places in each course, provided they have also achieved Band 6 or Band E4, as appropriate. In 2014, CEDP had 16 students in the Top Achievers in Course list.

Distinguished Achievers

The Distinguished Achievers list includes all students whose results place them in the top band of a HSC course, a Band 6 or Band E4 for extension courses. As with all HSC results, their final mark is based on a combination of results from class-based assessment tasks and the Board's final exams. Between them, students achieved a total number of 1092 Band 6 or Band E4 results in 2014. Most notably, Parramatta Marist High School students achieved 208 Band 6 or Band E4 results; Cerdon College, Merrylands students achieved 137 Band 6 or Band E4 results; and Gilroy Catholic College, Castle Hill students achieved 103 Band 6 or Band E4 results. There has been a steady increase in the number of awards in the top band since 2002.



Strategic milestones reached in 2014

- No. 19: Balanced literacy and numeracy block in K to 2 of every primary school (Focus160)
- No. 126: Teacher Learning Plans for Accreditation
- No. 129: Case Management, instructional walks, data walls - evidence of use in all schools



Students top of the state in HSC courses

The HSC results have seen three students from our Catholic schools achieve first in the state for their subjects. Jessica Hasbany, Katie Abela and Sonia Szarycz were recognised at an awards ceremony on 16 December for their achievement.



‘Best ever’ HSC results for innovative Parramatta Marist

The third cohort of students to complete the HSC under the innovative Project Based Learning (PBL) model at Parramatta Marist High School, have produced outstanding results. Parramatta Marist saw their highest number of students achieve Band 6 results in a course with 96 students being named on the HSC Distinguished Achievers list seeing the school listed at 42 in the Sydney Morning Herald’s top 100 schools in the state for the HSC.



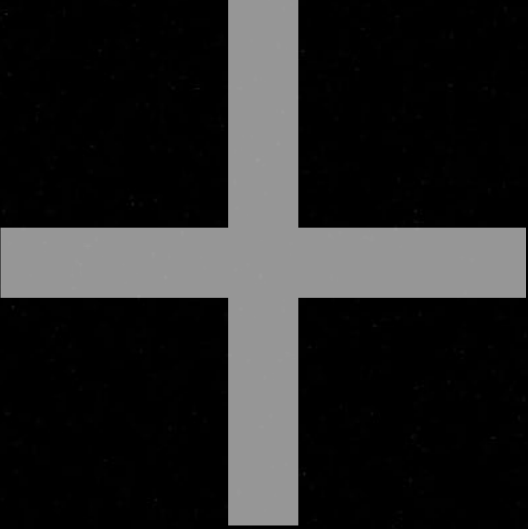
First highly accomplished teacher recognised in the Diocese

Science teacher Melissa Royal from Marian College, Kenthurst was the first teacher in the Diocese of Parramatta to meet the requirements of the NSW Institute of Teachers to be accredited as a ‘Highly Accomplished’ teacher. Executive Director of Schools, Greg Whitby, presented Melissa with her certificate and congratulated her on achieving accreditation.



‘Big Day Out’ for school leaders focused on good teaching

Over 400 school leaders and educators from Catholic schools in the Diocese of Parramatta gathered during the last week of the January school holidays for a system leadership day with the theme, ‘It’s about good teaching – going deep’. In Professor Geoff Masters’ address, he underlined the need for schools to embrace a ‘growth mindset’.





CAPTIVATE

CAPTIVATE enjoyed continued growth of student and school participation in the combined school music, dance and drama programs. 38 primary and secondary schools were represented by more than 1,000 students in the CAPTIVATE performances at Nagle College with many then chosen for the 'Best Of' showcase at the Joan Sutherland Performing Arts Centre. CAPTIVATE and Shaun Parker Company's Dance Theatre co-production, 'The Yard' toured mid-year with 22 students to regional New South Wales and the Victorian Arts Centre in Melbourne where they enjoyed a sold out season and broke the venue's all-time record for online interactive website hits.

The CAPTIVATE immersion program was launched in 2014, and this saw 85 dance, music and drama secondary students from 11 schools come together for an intensive workshop program hosted over the course of one week in November by Catherine McAuley Westmead, Parramatta Marist High School and St Patrick's Marist College, Dundas. This culminated in a combined performance presentation at the Morley Centre Westmead.

Other highlights included:

- Students from 5 secondary schools professionally recorded an album as part of the Kool Skools competition and were nominated for Annual State Awards. St Andrews College, Marayong took out the 2014 major award for Best Album NSW.
- Mario Sukkar from Delany College, Granville won the 2014 Young Archie portrait competition with his 'Caught Eating in the Night' portrait of his younger brother. Mario was mentored through the teaching artist in residence program.

Diocesan Pastoral Plan Milestones 2014:

- No. 2 (133): Produce directory listing of early years services, distribute to Parishes and schools in Diocese



Strategic milestones reached in 2014

- No. 102: Unenrolled Catholic student analysis
- No. 27: New models for schooling
- No. 30: Draft Provisioning Plan to 2025



BUILDING LEADERSHIP CAPACITY

School implementation plans continued to be used in 2014, with each school developing their plan at the beginning of the year. The plan is developed by the school leadership team in conjunction with the school community to define, on an annual basis, the goals that the school is setting itself in order to achieve the strategic intent. It is the core tool for planning for school improvement in literacy, numeracy and formation. Principals and teachers also continued to use individual learning plans, to link their professional learning needs with the literacy, numeracy and formation goals of their school.

In 2014, the Leadership Development Framework was piloted. Four principals took part in the pilot program and in 2015 it will be expanded to include 16 principals (four from each network). The Leadership Development Framework is a peer review process which validates principals across all areas of leadership based on the Australian Institute for Teaching and School Leadership (AITSL) professional standards with an additional dimension relating to religious leadership.

Principal network days were held each term to support the ongoing development of principals. This is an opportunity for principals from different schools to come together, learn and collaborate with each other.

Delivering Quality Catholic Schooling

The development of formation goals in school implementation plans continued to be informed by the Quality Catholic Schooling survey in 2014, which provided principals with information about practice and attitude to faith.

The following indicators for staff improved significantly in 2012-2013 and were sustained and improved further in 2014:

- the extent to which staff felt that working at a Catholic school is important to them
- the extent to which staff believe there is sufficient opportunity for them to practice their faith at school

- the extent to which staff believe that staff and students behave in a way that is consistent with the Catholic faith

The most significant improvement between 2012 and 2014 was in the following areas:

- staff experience of their school's focus on social justice activities
- staff and student behaviour being consistent with the Catholic faith

Peer Review

In 2014 a new model of compliance, Peer Review, was piloted. 13 primary schools and 11 secondary schools participated and an application to BOSTES was made to allow Catholic Education to adopt the new model for the next Registration period (2015-2019). The BOSTES Lead Inspector was present for one secondary Peer Review involving three secondary schools to observe the model in operation and provide feedback to assist the successful implementation. The model was formally approved by BOSTES after presentation to the BOSTES Executive Committee.

Seven primary and secondary schools were also involved in the development of the 247 checklist. This online tool enables schools to manage their compliance as it is reflective of all areas of the BOSTES Registration manual. The BOSTES Lead Inspector gave positive feedback about the ability for this resource to assist schools in self-managing their compliance status in an accurate and effective manner.

Catholic Education will implement and monitor the compliance of its schools through both Peer Review and the 247 checklist from 2015. All principals and assistant principals engaged in training for the new model of compliance in preparation for implementation. The new model was received positively as it provides an opportunity for schools to openly demonstrate their compliance and to build capacity of staff through the provision of a professional learning forum.





First Aid Mental Health

The First Aid Mental Health program was implemented in 2014 in all secondary schools, in response to the growing mental health needs of adolescents. This program aims to build the capacity of teachers and leaders to provide an initial 'first aid' response to mental health issues before students are connected with professional services. Due to the success of this program, a Teen First Aid Mental Health program will be implemented, where students will learn about mental health needs so they too can support their peers.



Strategic milestones reached in 2014

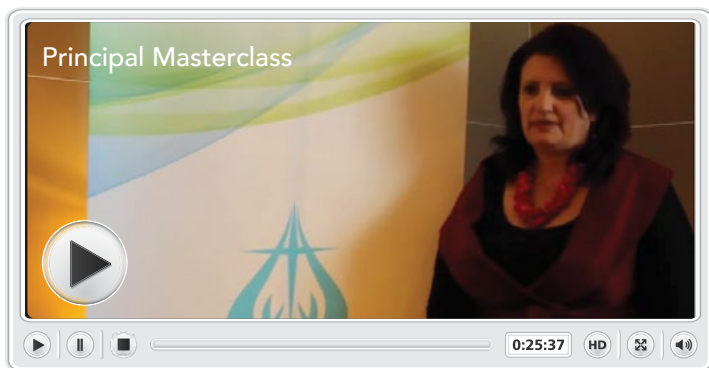
- No. 11: Increased learning gains in HSC data with significant achievement by Parramatta Marist High School, Cerdon College and Gilroy College
- No. 41: Review and analysis of National Program for School Improvement for implementation
- No. 9: Improvement in MAI and Early Years Data - analysis of 0-3 benchmarks in running records showed a decrease from 38 per cent in vulnerable students to 16 per cent in 2014
- No. 127: Principal Leadership Development Framework ready for trialing by start of Term 4 (evaluation in Term 1 2015 before broader roll out and planning)

BUILDING CORPORATE KNOWLEDGE CAPACITY



Catholic Education continued to develop its corporate knowledge capability to support collaboration across learning spaces, schools and the system. OSCARWiki continued to provide a platform for collaboration and co-creation of knowledge. Collaboration in learning and in teacher practice continued to be supported by a variety of platforms utilised across the Diocese including Google Drive, Docs, Hangouts and Chats, Classm8, Scootle and Moodle.

Catholic Education's use of key collaboration platforms will be further developed in 2015 through the integration of these enterprise systems to ensure increased efficiency and effectiveness in practice. Integration and improvement of these enterprise systems for 2015 and beyond will provide a unified set of tools, technologies and solutions for communication, collaboration and knowledge management that supports the enhanced learning of students and teachers.



Strategic milestones reached in 2014

- No. 8: Joint ownership of OSCAR pages by teams and leadership - 'Wiki gardeners' appointed





Going deeper at Principals' Masterclass

The annual Principals' Masterclass was held on 13 and 14 August at the Rooty Hill RSL, giving school leaders a valuable opportunity to come together to share ideas and participate in professional learning. The Masterclass brings together good theory, good educational practice and reflection on learning and is the primary professional learning for principals each year. Built into the Masterclass is a sharing of expertise and the collaboration that demonstrates how you can build capacity at every level of the school community. This is also an opportunity to farewell retiring principals and acknowledge the contribution they have made.



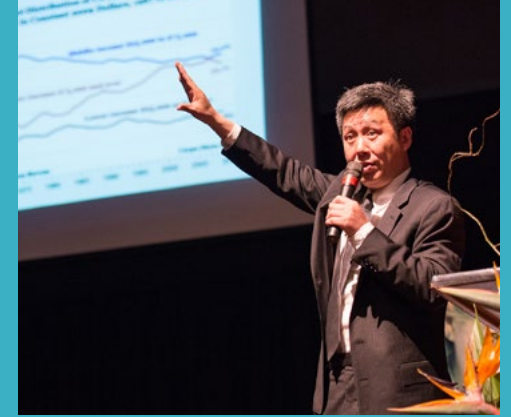
Mentors help students form scientific inquiry skills

Year 5 and 6 students from Our Lady of Lourdes Primary, Seven Hills, presented a range of interesting science projects after working collaboratively with an experienced science mentor over the last six weeks. The My Science Program developed by Year 5/6 teacher, Sally Biskupic, sees qualified scientists and researchers come into the classroom for one hour each week to work with students and develop their understanding of scientific method.



St Margaret Mary's Primary student named NSW Maths Champions

Year 3 to 6 students from St Margaret Mary's Primary, Merrylands, won the week-long NSW Maths challenge via mangahigh.com - an online teaching resource for maths. The competition included primary and secondary schools from around the state and students scored an impressive 2,655 points. As a result, the school was awarded a \$1,000 voucher, medals and a celebratory treat for the top class.



Ann D Clark Lecture, June 2014

International scholar and innovative educationist Dr Yong Zhao delivered the 15th Annual Catholic Education Ann D Clark Lecture on 3 June to almost 600 educators at the Joan Sutherland Performing Art Centre in Penrith. In his provocative lecture titled, 'Fixing the Past or Inventing the Future: The Necessity of a Paradigm Shift', Dr Zhao called for teachers to be pioneers in creating a new model of schooling to teach young people to be creative and entrepreneurial – not just capable of passing tests.

REIMAGINING SCHOOLING



In 2014 Catholic Education undertook extensive planning for new schools across the Diocese. A masterplan was developed for a new school in Marsden Park, which will cater for 2,000 students from preschool to Year 12, and include out of school care facilities. The design captures the most modern global research on design principles aimed at maximising learning opportunities for each child. Construction is planned to commence in 2016 and the school is planned to open from Kindergarten to Year 9 in 2017.

Capital works projects demonstrating best practice in learning environments were completed during 2014 at Parramatta Marist High School and Mother Teresa Primary Westmead; St John Paul II Catholic College, Schofields; St Michael's Primary, Baulkham Hills (stage one) and St Michael's Primary, Blacktown South.

Gilroy Catholic College, Castle Hill and Patrician Brothers' College, Blacktown commenced

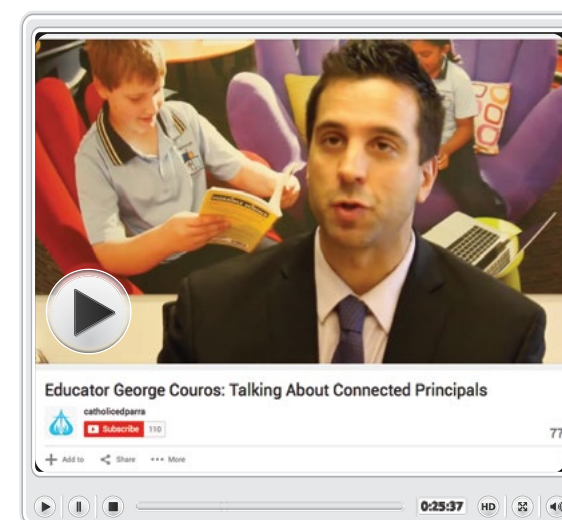


Marsden Park draft plan - subject to approval

construction with completion anticipated in 2015. St Madeleine's Primary, Kenthurst and St Michael's Primary, Baulkham Hills (stage two) were in the planning stages.

Planning is also underway for new facilities at Box Hill and a new school in the Parramatta CBD. The Diocese is exploring how the Parramatta CBD school may become a 'learning hub' that brings together partners from Church, business and community sectors to benefit from and share resources and space. Catholic Education also continues to engage closely with the Western Sydney Business Council in its planned provisioning of schools, to ensure that all are schools are embedded as part of the wider western Sydney community.

An extensive capital development plan is also in place to modernise existing schools across the Diocese.



Educator George Couras Talking About Connected Principals

RESOURCING STRATEGICALLY



Catholic Education continues to build strong partnerships with the communities it serves through regular engagement with local, state and federal government representatives in 2014 to ensure the interests of Catholic schools in the western Sydney community are represented and to contribute to policy settings and legislative developments.

A major deficiency in current funding models is the inadequacy of government support for developments of new schools in the fastest growing population area of NSW in which Catholic Education is located. In 2014, Catholic Education continued to develop partners to ensure that alternative funding sources were acquired to ease this financial burden.

School Audit Program

The School Audit Program consists of a comprehensive audit of all Parramatta Diocesan systemic schools. A total of 80 audits were completed on schedule in 2014. This included 78 scheduled audits and two follow-up audits. The 2014 School Audit Program has shown that Parramatta Diocesan systemic schools continued operating at a generally good standard in relation to financial and administrative management.

There was one Parramatta Diocesan Systemic school that was externally audited as part of the Section 21A compliance program conducted on behalf of NSW Department of Education and Communities. This audit was rated as satisfactory.

Diocesan Pastoral Plan Milestones reached 2014

- No. 83 (108): Prepare information booklet on Byallawa school fee co-contribution scheme for Aboriginal and Torres Strait Islander students and families and distribute to CatholicCare, Social Justice Office and other agencies
- No. 84 (136): Provide for a concession on school fees for students from families with acute need (including refugee families) and prepare information booklet and distribute to CatholicCare, Social Justice office and other agencies



Strategic milestones reached in 2014

- No. 44: Development and trial of sandpit version of calculator for school staffing and based on feedback determined not to proceed
- No. 43: Financial and budget model response for staffing model and based on feedback determined not to proceed



St Michael's Primary celebrated the opening and blessing of their new learning spaces

An opening and blessing ceremony was held in June at St Michael's Primary, Blacktown South to officially open their \$4 million newly constructed Nano Learning Centre and refurbished learning areas. Representing Bishop Anthony Fisher OP, the spaces were blessed by the then Vicar General, Rev Chris de Souza and officially opened by State Member for Riverstone, Kevin Conolly MP, and Executive Director of Schools, Greg Whitby.



Students get advice from Australia's top CEOs at the 'Big Conversation'

Nine students from five secondary schools participated in the Big Conversation with the Business Council of Australia, held in Sydney on 28 March. The students were invited to take part in the event following their participation in the Work Inspiration program with VISA in 2013. The event provided the students with a wonderful opportunity to speak directly to CEOs about what they can do to support young people in their transition from school to further education or work.



Shadow Minister for Education impressed by 21st century approach

The then Shadow Minister for Education and Member for Keira, Ryan Park, and Executive Director of the Catholic Commission for Employment Relations, Anthony Farley joined Executive Director of Schools, Greg Whitby, to visit three schools in the Diocese of Parramatta on Monday 24 November. The visit was an opportunity to see 21st century learning and teaching first hand and speak to principals, teachers and students about the impact of innovative practices at the Delany Connective, Parramatta Marist High School and St Monica's Primary.



Construction students take out sustainable building challenge

Year 11 and 12 Vocational Education and Training construction students from Xavier College, Llandilo, won the Sustain Community Housing School Building Challenge in 2014. The students competed in an intense one-day challenge as part of the Penrith CBD Festival. Student teams were required to build and style a one square metre sustainable home. Teams were provided with set materials and had a limited budget to complete the challenge. VET construction teacher from Xavier College, Joel Budd, said the challenge required careful planning, teamwork and communication.



INTEGRATING DATABASES





A new school Financial Management System (FMS) was developed throughout 2014. It will replace individual installations of the legacy eSchool program in 78 schools with one enterprise level FMS. This will enable enterprise processes and technologies to deliver cost savings and other associated benefits.

The project was formally initiated with a tender process in May 2014 and a scoping study was carried out with the successful vendor, Technology One, during June. A design phase was started to produce a solution design document for the start of 2015.

2014 also saw the deployment of a new student information system, FACES, which is on track for completion by the end of June 2015. In conjunction with CENet, the Diocese is working towards the creation of a new data warehouse and business intelligence tool to be introduced late 2016 that will enable the analysis of large amounts of data captured through FACES and other systems.

Data continued to be central to the work of the system and schools continued to implement data walls in 2014. Each individual school's data walls are diverse and dynamic: constantly being updated to identify the progress and needs of students in particular learning areas. The data walls help to identify students who are 'stuck' in their learning and provides a framework for mapping learning and teaching goals. Data walls show significant indicators of student learning such as where students are below expected achievement level or where students might be exceeding and require further challenge.



Strategic milestones reached in 2014

- No. 14: SIS go-live in five schools - February 2014
- No. 125: Replacement of School FMS - select Vendor
- No 131: Align System Architecture with CENet - have articulated a current state, interim state and target state for ICT architecture and design
- No. 132: Creation of data analytics role within System Learning - appointment made August 2014



Leading educator George Couros encourages social media in schools

Leading Canadian educator George Couros presented his 'Networked Leader' workshops to teachers and leaders in 2014. In his workshops, George focused on some of the reasons schools need to become networked. He spoke of the need to use tools such as Twitter and blogs to help create an open learning environment within our schools that could lead to effective use of these technologies for learning by staff, ultimately creating great opportunities for students.



Holy Family Primary teachers present at ACER Conference

Holy Family Primary, East Granville, was recognised for their innovative 'Jump Up' program at the Australian Council for Educational Research's Excellence in Professional Practice Conference held in May 2014. The first presentation, 'Knowing our kids from day one: data driven early intervention', outlined Holy Family's approach to Kindergarten orientation and their innovative 'Jump up' program that helped smooth the transition to Kindergarten for a number of students. The second presentation, 'English as an Additional Language, when EAL pedagogy is not enough', outlined the process of identifying the specific language needs of Kindergarten children and the choices about teaching and learning that teachers make based on that information.



Visible Data: St Agnes Catholic High School, Rooty Hill

St Agnes Catholic High, Rooty Hill has created a data wall including information and photographs of their 750 students across Years 7 to 10. Concentrating on mapping literacy and numeracy, Principal Peter Brogan said it was a case of trial and error as to what data and information would provide the right benchmark that could be tracked over time. First and foremost, St Agnes wanted the information to be visible.



Holy Cross Primary, Glenwood's data wall

At Holy Cross Primary, Glenwood, teachers use both the whole school and portable grade data walls to discuss individual students and problem solve and plan their learning needs. Principal Marina Hardy said the data highlights students who are stuck at a particular growth point. 'Teachers were asked, "What do we do differently for these students who are stuck?"', Marina said. 'Our next step focused on teachers being able to design rich open-ended tasks that were differentiated and providing the opportunity for all students to learn.'

OPERATING REVENUE

| | |
|---|--------------------|
| Commonwealth - General Recurrent Grants | 317,150,666 |
| State - General Recurrent Grants | 98,841,583 |
| Other Commonwealth & State Grants | 8,972,509 |
| Parents Contributions - School Fee * | 61,101,122 |
| Investment Revenue | 11,498,470 |
| Schools - Reimbursable Salaries | 4,844,723 |
| Other Revenue | 4,712,969 |
| TOTAL OPERATING REVENUE | 507,122,042 |

OPERATING EXPENDITURE

| | |
|--|--------------------|
| Salaries & Wages Costs | 335,843,451 |
| Salaries & Wages Oncosts (Super, LSL & W/Comp) | 44,614,993 |
| Depreciation | 30,404,375 |
| Schools - Direct Support & Equity Grant | 22,748,766 |
| Administration & Doubtful Debts | 10,152,167 |
| Resources & ICT Expenses | 17,692,935 |
| Insurance & Staff Development | 7,129,145 |
| Facility Occupancy & Maintenance Expenses | 7,440,543 |
| Grants & Levies to External Organisation | 2,380,785 |
| TOTAL OPERATING EXPENDITURE | 478,407,160 |

SURPLUS FROM OPERATIONS BEFORE CAPITAL

28,714,882

SCHOOL BUILDING PROGRAM

| | |
|---|-------------------|
| CAPITAL REVENUE | |
| Commonwealth & State Capital Grants | 1,947,274 |
| Diocesan School Building Fund Net Revenue | 16,795,132 |
| Interest Subsidy | 5,149,231 |
| Other Capital Revenue | 6,849,707 |
| CAPITAL REVENUE | 30,741,344 |
| Receipts from Borrowings | - |
| TOTAL CAPITAL REVENUE AND RECEIPTS | 30,741,344 |

CAPITAL EXPENDITURE AND REPAYMENTS

| | |
|---|-------------------|
| Capital Expenditure | 12,405,246 |
| Interest Expense | 5,920,950 |
| Repayments of Borrowings | 7,591,183 |
| TOTAL CAPITAL EXPENDITURE AND REPAYMENTS | 25,917,379 |

CAPITAL SURPLUS - SCHOOL BUILDING PROGRAM 4,823,965

OTHER CAPITAL EXPENDITURE (6,867,154)

NOTE:

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

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 2014. We have agreed the items included in the Statement to the accounting records of CEO. To the extent permitted by law we do not accept liability for any loss or damage any person may suffer arising from any negligence on our part"

Deloitte Touche Tohmatsu

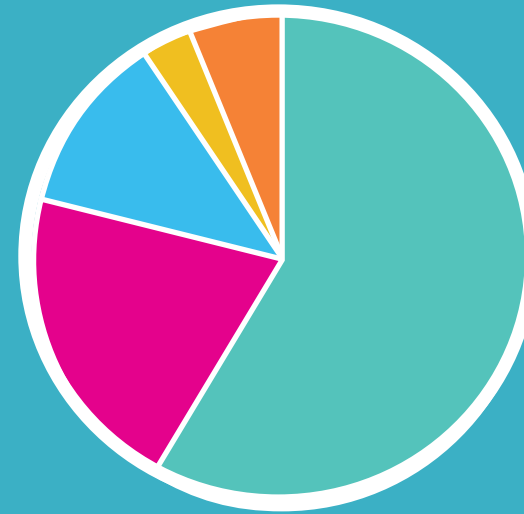
Stewart Thompson

Partner

Parramatta, 22 May 2015

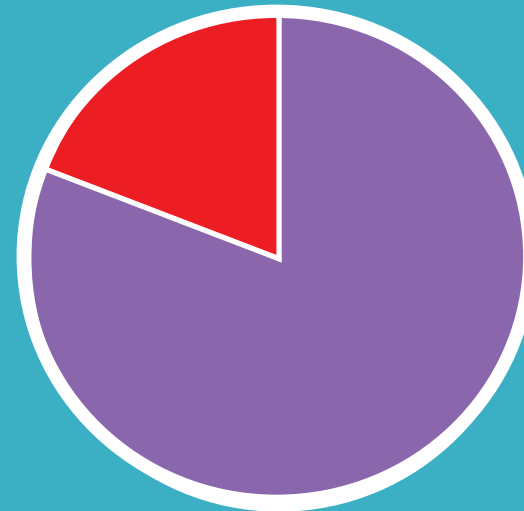
OPERATING REVENUE \$507.1 MILLION

| | | |
|-----------------------------------|----------|-------|
| Commonwealth Recurrent Grants | \$317.2m | 62.6% |
| State Recurrent Grants | \$98.8m | 19.5% |
| Other Commonwealth & State Grants | \$9.0m | 1.8% |
| Parents Contributions | \$61.1m | 12.0% |
| Other Sources of Income | \$21.0m | 4.1% |



OPERATING EXPENDITURE \$478.4 MILLION

| | | |
|--------------------------|----------|-------|
| Salaries and Wages | \$380.5m | 79.5% |
| Other Operating Expenses | \$97.9m | 20.5% |





Catholic Education
Diocese of Parramatta
www.parra.catholic.edu.au

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