

CATHOLIC EDUCATION DIOCESE OF PARRAMATTA

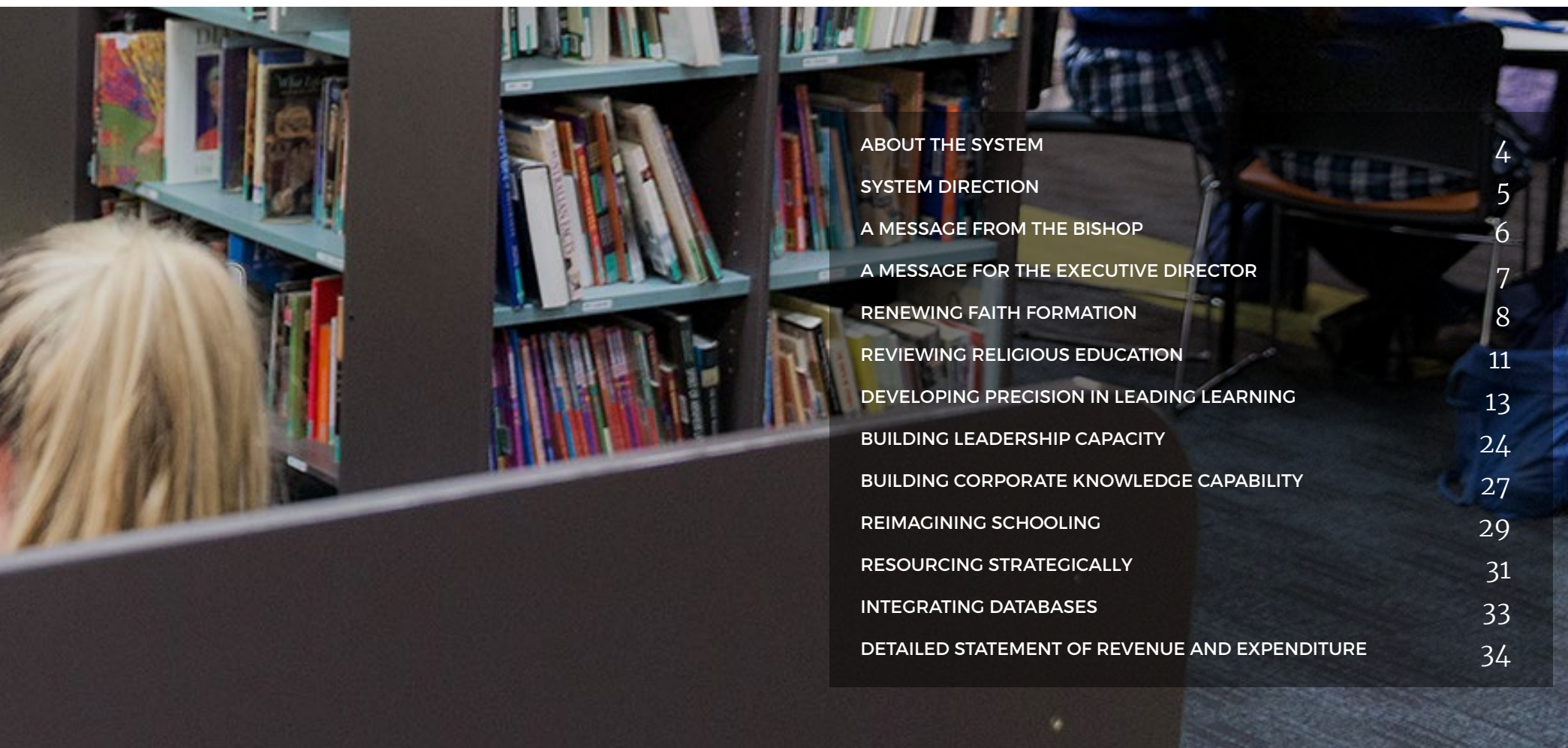
ANNUAL REPORT

2015



renew & adapt





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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 with two Catholic Trade Training Centres, four Catholic Early Learning Centres and 23 Catholic Out of Hours School Care Services, 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.





SYSTEM DIRECTION

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 endeavor 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 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 2015, the system focused on the following eight 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

This 2015 annual strategy report will detail the progress of these areas, including milestones from the last strategic planning period 2013 – 2015.





A MESSAGE FROM THE Bishop of Parramatta

It is my great pleasure to present the Catholic Education Diocese of Parramatta 2015 Annual Report. While I have just returned to the Diocese of Parramatta, I am well aware of the commitment of our parishes, schools and families to the evangelising mission of the Church in western Sydney and the Blue Mountains.

I acknowledge Very Rev Peter Williams VG, who served as Diocesan Administrator throughout 2015, for his leadership and stewardship of the Diocese. Under his pastoral leadership, Diocesan schools continued their work as an integral part of the one Church and Mission and focused on deepening the faith formation of students, staff and families.

Work continued on the implementation of the 11 recommendations of the Review of Religious Education in Catholic Systemic Schools and staff formation was a key focus in 2015. For the first time, Religious Education Coordinators participated in the Forming Intentional Disciples in Every School program, which combined professional learning days, a Holy Land pilgrimage and peer mentoring.

2015 also saw a continued focus on literacy and numeracy throughout all Diocesan schools, as well as programs to support flexible pathways for students and students with diverse needs.

The Catholic Church is called to be inclusive and to support those most in need and I am pleased to see that this is reflected in the both the academic, vocational and pastoral programs of our schools.

I commend Executive Director Greg Whitby for his leadership of Catholic Education and those on the Parramatta Diocesan Catholic Schools Council and its subcommittees for their guidance and advice. I would also like to thank all the teachers and staff for their dedication and their commitment to ensuring the best learning experiences for the students in their care.

I also acknowledge and thank all parents and families in the Diocese, as well as the Parent Representative Council. The partnership between schools and parents continues to be an integral component of Catholic Education.

I congratulate everyone on their efforts in 2015. May God continue to bless all involved in Catholic Education in the Diocese of Parramatta.

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



A MESSAGE FROM THE EXECUTIVE DIRECTOR

Throughout 2015, Catholic Education focused on renewing and adapting. One of the key aspects of our Catholic educational narrative is our commitment to reflection and renewal. It takes place at a personal level through our daily encounters with Christ and also at a professional level as we continue to refine and adapt our work on behalf of the Church.

Catholic Education has been building on a solid foundation and we know what works. 2015 was not about changing direction but taking time to reflect on our practice, renew our skills and passion, and adapt our practice to personalise and improve the learning outcomes of each student.

There were many highlights in 2015. Our faith continued to be at the heart of everything that we do. The Catholic Values Across the Curriculum project was implemented, with professional learning provided for teachers in a number of Key Learning Areas.

We continued our strong focus on literacy and numeracy and in 2015 a major system priority, to have at least one trained Reading Recovery teacher in each primary school, was achieved. Catholic Education continued to work with Professor Peter Sullivan and Associate Professor Ann Gervasoni to develop teacher capacity in numeracy and support programs such as English Mathematics Stage 4 and Extending Mathematical Understanding.

2015 saw the implementation of FACES, Catholic Education's Student Information System. FACES has allowed Catholic Education unprecedented access to student data for teachers and the system and has supported our strategy of 'Putting Faces on the Data'.

In the spirit of renewing and adapting, the 2016-2019 System Direction builds on our last strategic phase which focused on literacy, numeracy and formation and more recently the eight program areas that are the focus of this report.

A consultative process with a range of stakeholders was undertaken to shape our five priority areas for the next three years. As part of our commitment to renewing and adapting, we will continue to reflect on the evidence and refine this planning to ensure we are responsive to contemporary research and the changing needs of our students and communities.

2015 was another successful year for Catholic Education. I would like to thank the teachers, leaders, staff, clergy and parents for their continued commitment to and support of Catholic Education in the Diocese of Parramatta.

Gregory B Whitby – Executive Director



PRIORITY 1

RENEWING FAITH FORMATION

Over the past two years Catholic Education has focused its formative structures and programs on the *kerygma*: the fundamental proclamation of the Gospel with the aim of forming disciples of Jesus. All schools have a formation goal in addition to a literacy and numeracy goal as part of their action plans. In 2015 *Forming Intentional Disciples* by Sherry Weddell was used as the system leadership formation text and there was the development of the *Forming Intentional Disciples* in Every School (FIDES) pilgrimage and professional learning program for Religious Education Coordinators.

Professional learning programs for beginning teachers, included an overnight retreat for second year teachers and newly appointed leaders, presentations and workshops on the ongoing formation as a disciple of Jesus. A new focus on evangelisation within the school action plans underline the integration of the call to discipleship in the life of Catholic Education schools as we endeavour to be centres of the New Evangelisation.

FIDES LEADERSHIP PROGRAM FOR RELIGIOUS EDUCATION COORDINATORS

FIDES was a new leadership program for Religious Education Coordinators (RECs) that ran for the first time in 2015. Thirty five RECs have since graduated from the program.

FIDES combined professional learning days, a pilgrimage experience and peer mentoring to provide a unique opportunity for RECs. FIDES was designed to assist RECs to fulfill the challenge given by the NSW/ACT Bishops in *Catholic Schools at a Crossroads* (2007): to ensure our schools are 'centres of the new evangelisation' (p12). FIDES was designed to help RECs fulfill the call of *Crossroads*, that school leaders be 'faithful Catholics who are ready to embrace the mission of the Catholic school today and lead and inspire staff and parents accordingly' (p16).



CATHOLIC VALUES ACROSS THE CURRICULUM

Catholic Values Across the Curriculum is a Catholic Education Diocese of Parramatta project with the following aims:

STUDENT OUTCOMES

- all students learn the Catholic Church teachings and connected Catholic values in areas relevant to their subject area

TEACHER OUTCOMES

- all teachers learn the Catholic Church teachings and connected Catholic values in areas relevant to their subject area
- all teachers to be able to integrate a Catholic perspective and Catholic values in lessons for their subject areas

In 2015, Catholic Values Across the Curriculum professional learning was facilitated for coordinators and teachers across the diocese in PDHPE, Science and Technology, Mathematics, History and English. The nine professional learning days were led by members of the Evangelisation and Religious Education (ERE) team and actively supported by members of System Learning.

The Catholic Values Across the Curriculum website was developed and shared directly with teachers in schools, to support teachers in the embedding of Catholic values in learning and teaching classroom activities across the curriculum.



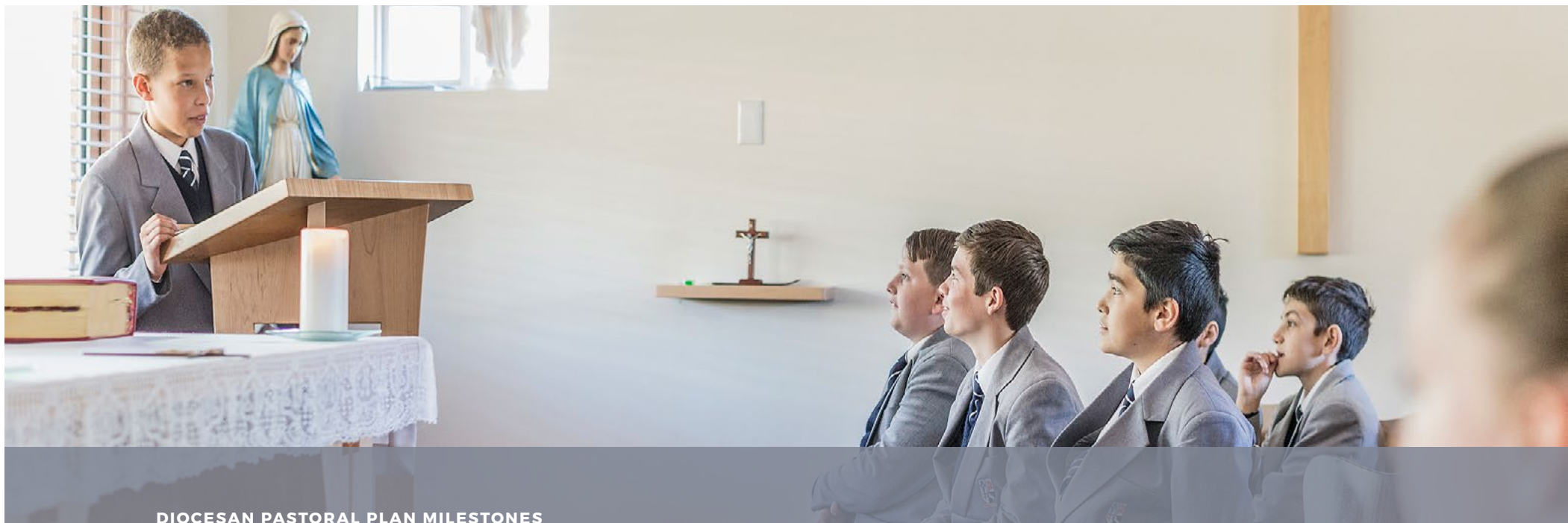
A number of teachers commented that the professional learning days had revealed to them the importance of identifying and teaching Catholic values, for example, 'understanding the connections between Science and Technology and Catholic Values was a big insight'.

Professional learning days will continue in 2016 with further development of the Catholic Values Across the Curriculum website.



STRATEGIC MILESTONES REACHED STRATEGIC 2013 - 2015

- No. 32 A *kerygmatic* approach to faith formation: reporting on the application of a *kerygmatic* approach in all system formation programs through a qualitative overview of witness experiences in schools
- No. 33 YouthConnect: monitoring of numbers of groups and numbers of students involved
- 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) to be published
- No. 104: Report on sacramental program pilot to leadership team
- No. 107: All-school annual report on the development of in-school formation days
- No. 113: Include Years 6 and 10 in Religious Literacy Assessment (RLA)
- No. 123: Report on participation rates in World Youth Day 2016 – involvement by all secondary and primary schools with a focus on secondary students and young teachers



DIOCESAN PASTORAL PLAN MILESTONES REACHED 2013 - 2015

- No. 110: Report to Diocesan Pastoral Office (DPO) annually on Quality Catholic Schooling data – monitor Catholicity and culture of our Catholic schools to gauge school culture and performance across staff, students and parents and to identify opportunities for evangelisation.
- No. 114: Expand RLA as a response to *Crossroads* to include Years 4, 6, 8 and 10 and report on progress
- No. 115: Increase involvement of CAPTIVATE in liturgy and other pastoral events throughout diocese and report on such involvement
- No. 118: Report on the implementation and outcomes of annual in-school formation days in implementation plans
- No. 119: Enhance, promote and report on diocesan-wide programs of formation including New Scheme Teachers, Emerging Leaders, Bishop's pilgrimage, Faith at the Fiddler and Priests/Principals/RECs forum
- No. 122: Continued implementation of the 2010 renewed accreditation scheme which includes a focus on formation and the new evangelisation. Catholic Education to explore opportunities for liaison with other diocesan agencies such as Confraternity of Christian Doctrine and Catholic Youth Parramatta wishing to access similar induction and formation opportunities for staff
- No. 134: Analyse Census Data to determine locations of unenrolled Catholic students and report on findings to DPO
- No. 137: Progress report to DPO 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



Principals' Pilgrimage to sacred sites in Australia strengthens school leadership

Principals from across the Diocese of Parramatta embarked on an Australian pilgrimage, visiting sacred sites and places of spiritual significance including Penola and Uluru in August. Pilgrimage Chaplain and Sacred Heart Parish Westmead Administrator Fr Walter Fogarty celebrated Mass at locations including Mary MacKillop Chapel in Adelaide and Kata Tjuta (Olgas) in Central Australia.



Principals' Pilgrimage Reflections

www.youtube.com/watch?v=K0rHYklbnrg&feature=youtu.be



Pilgrimage to the Holy Land

During November 2015, Catholic School principals from the Diocese of Parramatta participated in a pilgrimage to places of spiritual significance in Jordan, Israel, Assisi and Rome. The pilgrimage, led by then Delegate of the Diocesan Administrator Rev Christopher de Souza PP, also included the Executive Director Greg Whitby, Chancery representatives and Catholic Education senior leaders. Since 2012, all principals in the Diocese have been offered the opportunity to participate in the pilgrimage formation experience including pilgrimages in the Footsteps of St Paul and an Australian Pilgrimage focused on St Mary of the Cross MacKillop.



Diocese graduates 35 school disciples

On Monday 30 November 2015, 35 Religious Education Coordinators (RECs) graduated from the Forming Intentional Disciples in Every School (FIDES) Leadership Program. The event featured scripture, prayer and reflection on the pilgrimage experience. The ceremony was led by Director of Evangelisation and Religious Education Ian Smith who said the program was transformational. 'FIDES focuses on Christian discipleship, collaborative leadership, evangelisation, mentoring and formation,' Ian said.

PRIORITY 2

REVIEWING RELIGIOUS EDUCATION

Each network of schools in the Diocese is allocated a Teaching Educator (TE) whose role is to support the school leadership team and teachers in the core area of evangelisation and Religious Education.

The TEs work directly with school leadership teams and teachers building their capacity to employ sound practices for students' knowledge of God leading to building or deepening students' relationship with God.

The TEs advise school leadership teams in the planning and implementation of the annual evangelisation and religious education goal. TEs act as a critical friend in the action plan process, regularly meeting with school leaders to support them in the achievement of the goal.

The TEs work with teachers on ensuring that Religious Education is aligned with, and enhanced by system high yield strategies such as:

- learning intentions and success criteria
- instructional walks
- lesson warm ups that are relevant to Religious Education
- use of word walls to enhance student understanding of scripture and words of our tradition

TEs also work with teachers on embedding the teaching of scripture according to the 'Senses of Scripture' informed by the *Catechism of the Catholic Church*. Teachers are trained to teach scripture according to the:

- literal sense (understanding the context of scripture, including the key words, cultural and historical context)
- spiritual sense (how the passage connects to Christ, the moral teaching of the Church, eternal significance and the practice and tradition of the Church)



- application sense (how I apply my understanding of this scripture passage to my own life)

TEs focus on upskilling teachers in the theological underpinnings or background of scripture, Catholic practice, teachings and tradition to build their own confidence for the teaching of their students. For example, in the teaching of scripture, the understanding of scripture moves from the text to how it relates to Catholic practice and tradition and then how it relates to how the student lives his/her life.



STRATEGIC MILESTONES REACHED 2013-2015

- No. 35: Review of Church Teaching – published by May 2013
- No. 36: Review of methodology
- No. 37: Theological review of *Sharing our Story*
- No. 38: Surveys – completed by September, published by March 2014

DIOCESAN PASTORAL PLAN MILESTONES REACHED 2013 - 2015

- No. 39: Final Report to Bishop including recommendations
- No. 135: Report to Pastoral Office on extent of Catholic Education collaboration with University of Notre Dame Australia, Australian Catholic University, Catholic Institute of Sydney & Broken Bay Institute regarding theology and Religious Education qualifications for teachers areas



A deep dive into Formation

Across the Diocese of Parramatta, there is a clear focus on our system intent to improve learning outcomes for each student and to ensure teachers and staff have professional and rewarding working lives. Across the diocese, schools and parishes have partnered with diocesan agencies to focus on the evangelisation of youth and staff in an array of initiatives in Religious Education, putting faith into action, Catholic values explored across the curriculum, religious literacy and in the formation of young people.



Most Rev J. Michael Miller CSB
Archbishop of Vancouver

Archbishop of Vancouver challenges Catholic schools to be Church

<https://vimeo.com/136478933>

Clergy, Principals and Religious Education Coordinators (RECs) from the Diocese of Parramatta gathered for the annual Priests, Principals and RECs Forum on Thursday 6 August at Rosehill Gardens. The Archbishop of Vancouver Most Rev J. Michael Miller CSB was the keynote speaker for the forum titled *Educating for today and tomorrow: A renewing passion*. In his address, Archbishop Miller said Catholic schools play a vital role in the evangelising mission of the Church asking the question, 'is personal witness to the gospel evident in the life of a school?'.

Catholic schools lend a hand to Vinnies

From 15 - 19 June 2015, Catherine McAuley Westmead held their first ever Homelessness Awareness Week event, in support of the St Vincent de Paul Society Vinnies Van which provides friendship, compassion, hot drinks, snacks, blankets and referrals to those experiencing homelessness and social isolation in the Penrith and Parramatta areas.



PRIORITY 3

DEVELOPING PRECISION IN LEADING LEARNING

Catholic Education continued to provide relevant, engaging and personalised learning experiences targeted to the specific needs of each learner. Catholic Education continued to provide support and professional learning to build teacher capacity in literacy and numeracy. Additionally, Catholic Education helped to ensure it was meeting the needs of each learner, underpinned by the principles of Diversity is the Norm, through its flexible post school options, high needs classes and mental teen first aid.





LITERACY AND NUMERACY

ENGLISH MATHEMATICS STAGE 4 PROJECT (EM4)

The EM4 project that commenced in 2014 with 13 of the diocesan secondary schools was extended to include all secondary schools. The goal of the professional learning is to assist secondary English teachers to develop and implement current pedagogical practices aligned with the new English syllabus.

The teachers have responded and taken up the challenges of differentiating text, encouraging purposeful talk, providing descriptive feedback and monitoring student progress over time. There is also openness on the part of the teachers to receive feedback/feed-forward on their lessons.

Mathematics work with Professor Peter Sullivan focused on giving students more challenging tasks in Mathematics to encourage engagement and persistence. 2015 was the second year of Catholic Education’s engagement with Professor Sullivan as our academic partner.

Professor Sullivan also started to work with Stage 3 teachers from 16 schools in 2015. Research with Professor Sullivan and Stage 3 teachers from the diocese was presented at the Mathematics Education and Research Group of Australasia (MERGA) conference in 2016. Professor Sullivan’s work with Stage 3 and Stage 4 teachers is ongoing and will continue in 2016.



FOCUS 160
DIOCESAN LITERACY / NUMERACY STRATEGY

Focus 160, Catholic Education’s Literacy and Numeracy strategy, requires 100 minutes of literacy and 60 minutes of numeracy daily in each primary school. There is continued focused support and work with Kindergarten, Year 1 and Year 2 teachers, to ensure improved literacy learning outcomes for each student.

In 2015, professional learning was offered to schools in Reading and Writing for primary teachers (Kindergarten to Year 6) alongside in-situ support from the Teaching Educators (TEs) in key schools.

An exciting outcome is the organic development of Professional Learning Communities (PLCs) with primary schools coming together to learn. The principals have since initiated opportunities for three or four schools to come together after school or at a staff development days to learn and reflect on their literacy practice. There is genuine openness to learning and a willingness to share practice that impacts on student learning.





EXTENDING MATHEMATICAL UNDERSTANDING INTERVENTION PROGRAM

A substantial increase in funding for the Extending Mathematical Understanding (EMU) intervention program resulted in an increase in the number of teachers trained as specialist teachers and significantly larger numbers of students who were able to access the intervention program. For the first time, the Year 1 EMU program was available to all 56 primary schools in 2015.

In 2015 there was an additional Professional Learning Leader (PLL) trained to lead professional learning and conduct EMU school visits. Associate Professor Ann Gervasoni from Monash University continues to be the academic partner for EMU intervention.

In 2015 there were:

- over 400 Year 1 students participated in EMU intervention programs
- over 200 Middle Years (3 – 8) participated in EMU intervention programs
- 119 EMU specialist teachers (including 59 specialist teachers trained in 2015) running one or more EMU groups in Year 1
- 45 EMU specialist teachers (including 10 specialist teachers trained in 2015) running one or more Middle Years programs

- 35 EMU specialist teachers (including seven specialist teachers trained in 2015) running EMU Middle Years Programs in Years 7–8

The following professional learning was offered by the Diocese to support EMU in 2015:

- three EMU Year 1 Specialist Teacher Intervention Courses: six day course and field-based training
- two EMU Middle Years Specialist Teacher intervention courses (Years 3 – 8): six day course and field-based training
- 12 ongoing Professional Learning courses were offered to previously trained EMU specialist teachers running EMU groups in 2015. Each teacher was required to attend two of these days as part of his or her continued accreditation
- at the end of 2015, 130 teachers attended one of three data analysis days at which they discussed EMU data and reported on student progress for the year

During 2015 an EMU training room was established at Aengus Kavanagh Centre (AKC) Mt Druitt, which incorporates a 'Behind the Screen' facility that allows teachers involved in courses to observe an EMU lesson and discuss observations of



EARLY INTERVENTION READING RECOVERY

In 2015 a major initiative to have at least one trained Reading Recovery teacher in each primary school was achieved. Since 2010, Catholic Education has invested significantly in training Reading Recovery teachers to support vulnerable Year 1 literacy learners. Along with the teacher training, an allocation was provided to each school to accommodate the employment of teachers and ensure the needs of Year 1 literacy learners are addressed.

Reading Recovery is an internationally recognised early intervention for vulnerable Year 1 literacy learners. The goal of the intervention is to ensure that the learners have 12 to 20 weeks of intensive individual instruction to enable them to reach key benchmarks for Year 1 students.

The Early Years Assessment (EYA) data collected since 2008 demonstrates that Reading Recovery is having an impact on the vulnerable Year 1 students, as well as on Kindergarten, Year 1 and Year 2 teacher expectations and literacy teaching. The number of students reaching end of year benchmarks in Kindergarten, Year 1 and Year 2 is improving every year.



MEETING THE NEEDS OF EACH LEARNER

POST SCHOOL OPTIONS

In 2015 Catholic Education implemented the Grounds for Learning (GFL) program, a Post School Options course developed in collaboration with the Vocational Education and Training (VET) team, targeting students on a life skills program of study in Stage 6. Students attend the Aengus Kavanagh Centre one day per week throughout Years 11 and or 12. The course accounts for two units of study in the HSC.

The course is founded on developing skill sets to better prepare students for life post school: both industry based entry-level skills, and skills for independent living. Embedded in the course are skills from the Foundation Skills Training package – numeracy, reading, communication and using digital technology.

Learning takes place in both practical and theoretical platforms in a classroom setting and on the Bus (our simulated 'coffee shop' work environment). All students have had the opportunity to participate in work experience supported by a workplace trainer thus further developing retail and hospitality skills in an open employment setting. Some students in Year 12 are now accessing their second work experience with limited support required; one student has procured casual employment at Rydges Parramatta within the banquets department.



HIGH SUPPORT CLASS

A new high support class was established for students in the Diocese with moderate intellectual disability at St Patrick's Marist College, Dundas. This class commenced with five students and will grow in the coming years when a purpose-built learning space is opened in 2017.



TEEN MENTAL HEALTH FIRST AID

In 2015, Student Services began offering the Teen Mental Health First Aid program for students. Teen Mental Health First Aid is a practical course to assist students to identify when their peers, or they themselves, may be experiencing a mental health problem or a mental health crisis. The program also assists students in managing these situations in order to get the best outcomes for all.

Teen Mental Health First Aid is a well researched and evidence-based program. The program takes place over three sessions for students in Years 10, 11 or 12 delivered by key teaching staff that have been trained in Youth Mental Health First Aid. Students are taught to recognise a change in the pattern of thoughts, feelings and behaviour that may indicate a mental health problem may be present in either themselves or others.

In 2015, the Teen Mental Health First Aid course was provided to all Year 11 students at Nagle Catholic College, Blacktown as well as all Year 10 students at Marian Catholic College, Kenthurst. Students were provided with an informative and practical reference manual as well as a certificate of completion. The course was well received by students, and parents were provided with information about the course and their child's opportunity to participate.

The ultimate goal is to reduce the frequency, impact and duration of mental illnesses in our students by getting them to access social supports and appropriate professional help as needed. In this way, pastoral support structures and early intervention processes can maximise student wellbeing and allow them to reach their academic and social potential.



VOCATIONAL EDUCATION AND TRAINING

There continued to be strong participation in VET courses in 2015. Many teachers began upgrading their qualifications in 2015 due to multiple training package changes. Certificate III in Fitness was also added as an option for students this year.

Highlights included:

- a student from St Patrick's Marist College, Dundas won the Western Sydney Training Awards for VET in Schools and three other students and a teacher were finalists
- students competed in the World Skills regional competitions with outstanding results from students competing in the following competition categories: Hairdressing, Commercial Cookery Food and Beverage, Business Services, Entertainment and Construction. Three students placed first in the western Sydney region and in the Sydney Zone
- the first class of assistants in Nursing students graduated from their program at Auburn Hospital. Students completed 6 units of the HSC and studied HLT32512 Certificate III in Health Services Assistance
- a partnership was formed between NSW Health - Western Sydney, Notre Dame University and Catholic Education Diocese of Parramatta to offer students a pathway to the Bachelor of Nursing. Students that successfully completed the program and received a Band 4 in English are able to apply directly to Notre Dame University without their ATAR result. This program was also expanded to Nepean hospital with the first intake of Year 11 students

JARARA

In 2015 there were 324 Aboriginal and Torres Strait Islander students enrolled in primary and 265 enrolled in secondary school in the Diocese of Parramatta. 39 Year 12 Aboriginal students graduated and 15 were enrolled at Emerton Catholic Early Learning Centre.

Highlights included:

- over 135 Aboriginal students from Year 6 to 12 attended residential leadership workshops throughout the year
- a part of NAIDOC celebrations 'Animals of the Dreaming' visited 20 schools and held on community function at the Aengus Kavanagh Centre with over 12,000 students, staff and community members having the opportunity to participate in these celebrations
- the Gondwana and Jarara Indigenous Choir performed at Sydney Boys High and the City of Sydney Climate Change Talk
- two of the students from the Diocese of Parramatta system of schools were chosen to perform at the 2015 National Gondwana Indigenous Children's Choir - Business Council of Australia Dinner where the performance was seen by the Prime Minister of Australia and other important dignitaries with our students given the opportunity to perform with Gurrumul

CATHOLIC EARLY LEARNING CENTRES

Catholic Education continued to support early learning with 304 students enrolled in Catholic Early Learning Centres located at Emerton, Blacktown, Stanhope Gardens and Greystanes in 2015.

Highlights included:

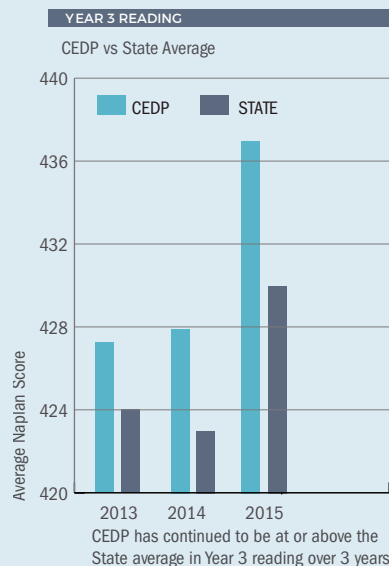
- St John XIII Parish Catholic Early Learning Centre, Glenwood-Stanhope Gardens underwent Assessment and Rating by the Department of Education achieving 'Exceeding the Standards' in all 7 quality areas
- 2 students who undertook a Certificate III through the Catholic Trade Training Centres are now employed in the system of Catholic Early Learning Centres as educators
- post-school options students also gained industry experience and mentoring through their participation in the work of the Catholic Early Learning Centres





NAPLAN

The analysis of Early Years Assessment (EYA) and NAPLAN data demonstrates that Catholic Education is reducing the number of vulnerable students in literacy as a result of the work of the teachers and their participation in professional learning. Additionally, Years 3 and 5 Writing results improved from 2014.



NAPLAN results for Year 3 students in numeracy have continued to improve since 2011. Results in 2015 NAPLAN showed that the Diocesan average for Year 3 numeracy scores were above the state average for the second consecutive year. In 2011 Year 3 students averaged 0.1 Standard Deviation below the state average. In 2015 the Year 3 the overall numeracy scores averaged 0.02 Standard Deviation above the state average

This improvement in average scores was marked in the Numbers and Algebra part of NAPLAN with Year 3 means increasing from an average of 0.1 Standard Deviation below the state average in 2011 to 0.07 Standard Deviation above the state average in 2015.

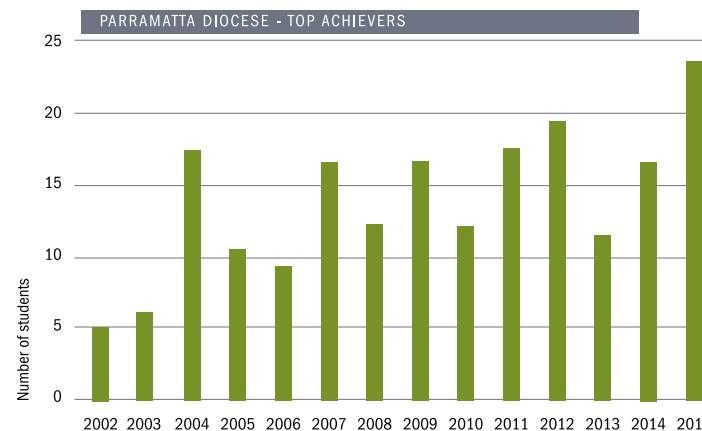
This has been a direct result of the professional learning in the number domains for classroom teachers, lead numeracy teachers and EMU specialist teachers.



HSC

There were 23 students on the Top Achievers in Course List, Catholic Education's best result to date. The Top Achievers in Course List shows the students in the top places in each course.

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. Between them, students achieved a total number of 993 Band 6 or Band E4 results in 2015. Most notably, Parramatta Marist High students achieved 162 Band 6 or Band E4 results, Gilroy Catholic College, Castle Hill students achieved 112, Cerdon College, Merrylands students achieved 109 and Catherine McAuley Westmead students achieved 108 Band 6 or Band E4 results.





STRATEGIC MILESTONES REACHED 2013-2015

- No. 18: A reduction in the percentage of students in the bottom two bands of NAPLAN in reading and numeracy equal or less than the state average
- No.19: Balanced literacy and numeracy block in K-2 of every primary school (Focus 160). QCS data will show an increase in the Professional Learning factor. Report showed an improvement in this area
- No. 21: Student behaviour will be the focus for 2015. Schools to develop action plans as an outcome of the 100 word stories
- No. 20: Leaders will evidence the use of data in informing the design of their school action plans
- No. 22: Individual learning plans will be in place for the most vulnerable students in each school (adjustments to 4,500 students)
- No. 126: Teacher Learning Plans for Accreditation
- No. 128: Publishing of Diversity is the Norm Guidelines





CAPTIVATE

CAPTIVATE enjoyed continued growth of student and school participation in the combined school music, dance and drama programs.

Forty primary and secondary schools were represented by more than 1,200 students in the CAPTIVATE performances at Nagle College, Blacktown with many then chosen for the 'Best Of' showcase at the Joan Sutherland Performing Arts Centre.

The CAPTIVATE immersion program continued in 2015 and saw 105 dance, music and drama secondary students from 32 schools come together for an intensive workshop program hosted over the course of one week in December by St Andrew's College, Marayong, Gilroy Catholic College, Castle Hill and Catherine McAuley Westmead. This culminated in a combined performance presentation at Nagle College, Blacktown.



Highlights included:

- CAPTIVATE continued its partnership with the Australian School of Performing Arts for a fifth year with 11 schools and 900 students developing a choral program in their school and performing to a 1000-strong audience in performances at St Dominic's College, Kingswood
- a new collaboration with Gondwana Choirs began in Term 2 which saw the creation of a western Sydney arm of the Gondwana National Indigenous Children's Choir being offered to students in Jarara
- CAPTIVATE received funding of \$100,000 over two years from the Crown Resorts/Packer Foundation to purchase larger brass, woodwind and string instruments to enable greater access to sustained instrumental music learning for students in lower SES demographics
- the Strings Program further refined its innovative use of learning media and technology to embed innovative learning resources in the way students learn to play an instrument. Quick Response (QR) codes, interactive media and virtual instruction combined with traditional specialist tutoring to provide unprecedented access to learning a string instrument in 15 schools
- eight schools participated in the band program in 2015, delivered in a variety of ways including whole classroom delivery in Years 5 and 6, small group lessons, extension opportunities through individual school bands and further extension in the combined schools' concert band
- the drama literacy program deepened its alignment with school literacy goals and 5 primary schools co-constructed deeper learning literacy projects mapped precisely to their students before sharing this ongoing work with each other in a series of practical workshops
- various CAPTIVATE ensembles continued to represent the diocese at external civic and corporate events, including the Royal Easter Show, the Blacktown Festival and the Short and Sweet Festival
- the partnership with Shaun Parker Company continued with the start of a new work 'Beat' and included the performance of an excerpt from 'The Yard' at the Premier's NSW Export Awards





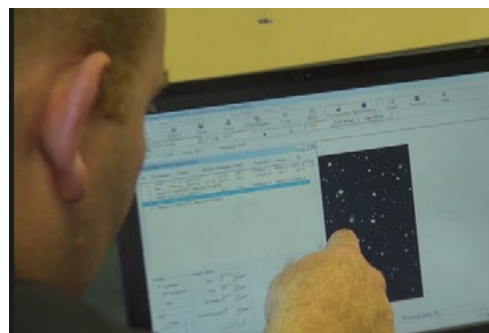
Reading Recovery teachers focus on improving students' oral language

On Thursday 27 August, 105 Reading Recovery teachers from across the Diocese of Parramatta joined experienced language and literacy educator, Associate Professor Janet Scull for a full day of professional learning. In December, a further 33 teachers completed their first year of training and 38 completed their second year and received their registration number, which allows a teacher to be employed as a Reading Recovery teacher in any education system around the world. Seven teachers also graduated with L2 qualifications (L2 is integrated with Year 2 comprehension and writing).



St Patrick's Marist student wins UNSW Women in Science 50:50 award

St Patrick's Marist College, Dundas Year 12 student In Hee (Christy) Baek won the University of New South Wales (UNSW) Women in Science 50:50 competition for 2015. Christy developed a filter mask and skin lotion which reduces the level of micro-dust penetration. The UNSW Women in Science 50:50 award meant Christy also received \$4,000.



Students from Xavier College, Llandilo show us science now

<https://vimeo.com/136798144>



St John Paul II students recognised for successfully completing university courses

On Wednesday 17 June, five students from St John Paul II Catholic College, Nirimba received awards and scholarship offers from the University of Western Sydney (UWS). The students attended the UWS Awards ceremony after successfully completing university courses during their Year 11 preliminary study in 2014.



First group of Year 12 students to receive Nursing Qualifications

On 2 September, 13 Year 12 students from nine schools across the Parramatta Diocese were the first group to graduate with a Certificate III in Health Services Assistance (Acute Care).

PRIORITY 4

BUILDING LEADERSHIP CAPACITY

Throughout 2015, Catholic Education continued to contribute to local, national and global educational change and leadership by providing support and expertise to other schools and educators.

Highlights included:

- Alberta Teachers Association Professional Development and School Leadership Executive Staff Officer Jeff Johnson, President of the Alberta Teachers' Association Mark Ramsankar, and Founder and CEO of LearnLabs Dr Simon Breakspear who met with Catholic Education Diocese of Parramatta Deputy Executive Director Sue Walsh and visited Parramatta Marist High School and St Monica's Primary, North Parramatta to discuss innovative education practice
- principal of a newly established middle school in New Zealand, Ormiston Junior College Luke Sumich visited the Diocese to gain insight into learning frameworks such as Project Based Learning. Other leading New Zealand principals, such as Shane Buckner Tumuaki, Principal of Wairakei School, Christchurch visited a number of schools for a similar purpose
- Queensland Department of Education and Training (QLD DET) Metropolitan Regional Director Mark Campling, QLD DET Director Teaching and Learning Sandy Scanes, QLD DET Metropolitan Secondary Schools Assistant Regional Director John Norfolk and QLD DET Assistant Regional Director, Metropolitan Primary Schools Helen Kenworthy, who were beginning work with Dr Lyn Sharratt, visited four Diocesan schools to look at the system's implementation of data walls, case management and instructional walks

The diocese has contributed to the national and global educational dialogue through presentations at a range of conferences and events including:

- Catholic Schools Leading Education Innovation Worldwide webinar presentation to Escuelas Catolicas, Spain – Greg Whitby
- The future is now presentation to New Zealand principals – Greg Whitby
- Webinar presentation to Singaporean Ministry of Education representatives – Greg Whitby
- Presentation on Project Based Learning to Ministry of Education representatives in Singapore – Brother Pat Howlett and Kurt Challinor
- Panel member, 'Curriculum for Australia, Learning Science Institute of Australia – Greg Whitby
- Business case for change, making schools relevant, theory of action, teacher development, taking innovation to scale presentation, Telstra Education Now conference – Greg Whitby
- System Wide Engagement for Student Learning Improvement presentation, ACEL conference – Greg Whitby and Sue Walsh
- Leading Innovation and Transforming Teaching presentation, Future Schools Conference – Greg Whitby
- Edtalk on interdisciplinary and student-centered learning at the Kappa Delta Pi three day convention, Orlando – Br Patrick Howlett
- Presentation at the Digital Education Show in Dubai and the Future Schools Expo in Sydney on the Delany Connective: transforming learning from a traditional to a connected learning environment – then Delany College, Granville Principal Peter Wade
- How do we sing the Lord's song in a strange land? A challenge to our Catholic imagination presentation, World Congress of Education, Rome – Greg Whitby
- Tomorrow begins today: changing DNA of schooling presentation, Netherlands education conference hosted by Exova – Greg Whitby





QUALITY CATHOLIC SCHOOLING

The Quality Catholic Schooling (QCS) survey in 2015 provided principals and leaders with information about practice and attitude to faith and organisational culture and climate.

2014–2015 growth:

- on average, Catholic Education schools have improved across all high level indicators
- the organisational and teaching climates in schools have continued their four year trend of improvement, and student wellbeing and community engagement have improved again after a small decline in 2014
- analysis shows that leaders who empower and support staff to take responsibility for school improvement, rather than lead improvement initiatives themselves, are more successful in achieving improvement

CATHOLIC CULTURE:

- parents, staff and students have seen improvements in the Catholic behaviour of staff and students. Staff and students are becoming more involved in their local Catholic parish and the importance that students place on attending a Catholic school has increased

CULTURAL STRENGTHS, CHALLENGES AND OPPORTUNITIES FOR IMPROVEMENT:

- cultural strengths include the focus on improvement and the engaging practice in the classrooms
- the empowerment of staff and feedback to staff are areas for cultural improvement across the diocese
- notwithstanding improvements in students' relationships with their teachers, this is the greatest opportunity for improvement in students' experience
- a challenge for schools is perceived work pressure on staff, which has increased over the last year

STRATEGIC MILESTONES REACHED 2013-2015

- No. 9: Improvement in the Mathematics Assessment Interview and Early Years Data – an increase of 10 per cent per annum in numbers of students reaching agreed benchmarks
- No. 10: The number of students in NAPLAN in the top two bands and the number of students in the bottom two bands in Years 3, 5, 7 and 9 will be increased and decreased respectively
- No. 11: Increased competitiveness and learning gains in HSC data
- No. 12: Improvement in the QCS data in factors of: Supportive Leadership, Role Clarity, Teamwork, Empowerment, Feedback/Recognition. Schools to provide a 100 word story at network meetings
- No. 21: Review and analysis of National Program for School Improvement (NPSI) for implementation
- No. 127: Principal Leadership Development Framework ready for trialling by start of Term 4
- No. 138: Support and development of potential leaders. List of high potential school leaders identified for development



Seismic shift in assessment needed to respond to changing nature of schooling

International expert on student assessment Emeritus Professor Patrick Griffin delivered the 16th Annual Catholic Education Ann D Clark Lecture on Tuesday 25 August to more than 450 educators, principals and staff at the Evan Theatre in Penrith. In his thought-provoking lecture titled, 'Time for a Seismic Shift in Systemic Assessments', Dr Griffin reflected on the changes in assessment over the last four decades and challenged the factory system of schooling to argue that standardised assessments like NAPLAN were inadequate for the needs of contemporary schooling.



Executive Director of Schools challenges Vatican Congress to make schools more relevant

On Friday 20 November, Executive Director of Schools Greg Whitby delivered a keynote address at the Congregation for Catholic Education Congress of Catholic Schools of the World in Rome. In his address titled, 'How do we sing the Lord's song in a strange land? A challenge to our Catholic imagination', Greg spoke about the need and urgency to transform Catholic Education in Australia.



Leading for Success at Principals' Masterclass

The annual Principals' Masterclass was held on 8 and 9 October at Rooty Hill RSL, giving school leaders a valuable opportunity to come together to share ideas and participate in professional learning. The two day event was attended by 78 primary and secondary principals and Catholic education leaders. 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 leaders can build capacity at every level of the school community.



Principals share their tips for 'Leading for Success'

<https://www.youtube.com/watch?v=JmHVAvkOnJc>



Teacher Brenton Gurney achieves Highly Accomplished accreditation

On Thursday 29 October, St Patrick's Marist College, Dundas' Brenton Gurney became accredited as Highly Accomplished through The Board of Studies, Teaching and Educational Standards (BOSTES).



Marian teacher awarded NSW Teachers Guild Award

On Saturday 5 September, second year Mathematics teacher at Marian Catholic College, Kenthurst Emma Morrow received the NSW Teachers Guild Award for 2015 Senior School winner of the Award for Excellence for a teacher in their early years of teaching.





PRIORITY 5

BUILDING CORPORATE KNOWLEDGE CAPABILITY

In 2015, consultation for the development of a new records management system commenced. Additionally, work continued on the development of new school content management systems with a number of schools piloting new websites.

Catholic Education implemented 'Wiki Gardeners' in 2015 to ensure that the information available on the internal content management system remained up to date and easily accessible.

COMPLIANCE

During 2015, Catholic Education implemented the new model of compliance which was approved by the Board of Studies, Teaching and Educational Standards (BOSTES). This included ongoing monitoring using the 247 Checklist and the school audit process using the Peer Review model. The compliance program continued to report on schooling outcomes through the Annual School Report and returns to the Catholic Education Commission (CEC).

All of the 78 schools in the Diocese were audited based on a pre-determined sample of the curriculum. The sample has been mapped out over the five year registration cycle (2015-2019). Primary schools are audited on one Stage and two KLAs. Secondary schools are audited on two Stages and two KLAs. Schools are grouped into their four networks with each network consisting of 19-21 schools.



The Board of Studies lead inspectors visited Catholic Education to review policies and procedures for two areas of Registration and Accreditation which were Attendance and the Educational and Financial Reporting. The inspectors visited one of our secondary schools' to review registration requirements in relation to Discipline and Attendance. This was all marked as compliant.

STRATEGIC MILESTONES REACHED 2013 - 2015

- No. 1: OscarPortal launch
- No. 2: OscarRecords initiation
- No. 3: Staffnet migration completion
- No. 4: Schools Node with roles
- No. 6: Public Calendars
- No. 7: OscarRecords available by OscarShare in Schools
- No. 8: Joint ownership of Oscar pages by teams and leadership



Catholic Education wins WSABE award for Excellence in Education

At a gala dinner on Friday 14 August, Catholic Education Diocese of Parramatta was recognised with a prestigious Western Sydney Awards for Business Excellence (WSABE) award for Excellence in Education. The award nomination highlighted the innovative and evidence-based practice that teachers and leaders have embraced, supported by the use of three high yield strategies - data walls, instructional walks and case management.



Delany students learn about careers at Telstra

On Friday 27 November, the Year 11 students at Delany College, Granville were given the opportunity to pick the brains of an executive team at Telstra. The team spoke about their roles and how they came to work at Telstra. Students were then able to ask questions about future careers. The session concluded with then Principal Peter Wade receiving his award for Award for Outstanding Contribution to Education, presented by the Asian Education Leadership Awards.





PRIORITY 6

REIMAGINING SCHOOLING

In 2015, Catholic Education partnered with Stephen Heppell, an international leader in education space and design, to begin work on St Luke's College, Marsden Park. Over two days directors, team leaders and teacher educators workshoped with Stephen Heppell the principles that will underpin St Luke's and inform its future learning and space design.

In addition to work commencing on the design of St Luke's, Catholic Education planned for the future provisioning of schools in the Diocese of Parramatta with a focus on:

Green field sites

- St Luke's Marsden Park
- Early learning to Year 12 learning community at Box Hill

Business partnerships

- Parramatta CBD Hub
- Sydney Science Park School

St Luke's Catholic College

<https://www.youtube.com/watch?v=G8xX1H24PKA>





STRATEGIC MILESTONES REACHED 2013 - 2015

- No. 23: Primary schooling demand
- No. 24: Existing provision and capacity
- No. 25: Secondary schooling demand
- No. 26: Catholic Education Enrolment: Policy, Procedures & Guidelines
- No. 27: New Models for Schooling
- No. 28: Diocese of Parramatta (DoP) and Catholic Education land and property usage
- No. 29: NSW Govt & LGA planning analysis
- No. 30: Draft provisioning plan to 2025
- No. 31: Report on the management of shortfalls in meeting Catholic demand – Enrolment Policy, Catholicity, Facilities
- No. 102: Unenrolled Catholic student analysis
- No. 139: Parramatta CBD Hub- high level scoping in conjunction with DoP, UWS, NDA

DIOCESAN PASTORAL PLAN MILESTONES REACHED 2013 - 2015

- No. 120: Development and implementation of new Enrolment policy, with a focus on the enrolment of Catholic students while promoting an increase in overall enrolments through promotion and collaboration with clergy, parishes and media
- No. 133: Directory listing of early years services, distribute to parishes and schools in Diocese



New learning spaces officially opened at Westmead Education Precinct

An opening and blessing ceremony was held on Thursday 19 February to officially open new learning and administration buildings at Parramatta Marist High and Mother Teresa Primary, Westmead co-located at the Westmead Education Precinct with Catherine McAuley Westmead. The school communities joined together for a moving liturgy led by Very Rev Peter G Williams, then Diocesan Administrator of Parramatta. Echoing the words of Winston Churchill, Fr Peter reminded students that 'we shape our buildings, and then our buildings shape us' and encouraged them to continue striving to meet their potential.



Catholic Education to create the future of schooling at Sydney Science Park

The NSW Minister for Planning, Rob Stokes MP, announced the first stage of approval for the building of an innovative Sydney Science Park in Luddenham which will include a new STEM (Science, Technology, Engineering and Mathematics) focused school established by Catholic Education Diocese of Parramatta. Catholic Education has signed a memorandum of understanding with the developer, Celestino, to open a 'first of its kind school' for students from early learning through to primary and secondary, school and post school.





PRIORITY 7

RESOURCING STRATEGICALLY

Catholic Education continued to advocate for the needs of schools with State and Federal governments. In particular, Catholic Education engaged with State candidates in the lead up to the 2015 NSW election.

Highlights included:

- Executive Director Greg Whitby, the Diocesan Administrator Very Rev Peter G. Williams and Parent Representative Council President met with Labor and Liberal western Sydney candidates in March with a focus on an increase in capital works funding for Catholic schools
- a number of school visits were organised to give local candidates the opportunity to see first hand the work Catholic schools
- an additional \$50 million in capital works funding for Catholic and Independent Schools was announced in the 2015-16 NSW Budget following NSW Catholic Education engagement with the NSW government

SCHOOL AUDIT PROGRAM

The School Audit Program consists of a comprehensive audit of all Parramatta

Diocesan systemic schools. The purpose of the audits are to provide the principal with:

- an opinion as to the standard of financial and related operations in their schools, including the operation of appropriate internal control systems
- an assurance the Catholic Education policies and procedures had been followed
- advice and assistance in improving the performance of their school's financial and related operations

In addition, the audits provide the Executive Director with an assurance regarding proper accountability for monies and application of administrative procedures in schools.

A total of 80 audits were completed on schedule in 2015. This included 78 scheduled audits and two follow-up audits. The 2015 School Audit Program has shown that Parramatta Diocesan systemic schools continued operating at a generally good standard in relation to financial and administrative management.



STRATEGIC MILESTONES REACHED 2013 - 2015

- No. 42: Model for new staffing process
- No. 43: Financial and budget model response for staffing
- No. 44: Development of sandpit version of calculator for school staffing

DIOCESAN PASTORAL PLAN MILESTONES REACHED 2013 - 2015

- No. 108: Prepare information booklet on Byallawah school fee co-contribution scheme for Aboriginal and Torres Strait Islander students and families and distribute to CatholicCare, Social Justice Office and other offices and report to Pastoral Office on take up of scheme
- No. 111: Report on extent of use of services (and outcomes) provided through Student Wellbeing Team (K-12) and Adolescent Team (7-12) with Catholic Education to provide specialised family counselling and support of the whole family particularly fathers; working collaboratively with mental health and social welfare agencies to improve family functioning; facilitating case management of complex family issues; making available family counselling in all schools, parenting courses and support group structures for families facing significant challenges
- No. 112: Report on the working of the Joint Committee SWT/CatholicCare
- No. 116: Increase support of refugee students on visas whose place in a Catholic school does not attract government funding and promote this support (note that all refugees now attract government funding)
- No. 121: Report to Pastoral office on initiative to strengthen the Bishop Manning Scholarship Fund to assist families with serious financial difficulties wishing to send their children to systemic schools in the diocese
- No. 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 and report to DOP on take up of scheme



ICT trainee ranked top 30 in the world

On 15 October Dylan Pedavoli, a Catholic Education Diocese of Parramatta Information Communication technology (ICT) trainee came fourth in the International Cisco NetRiders competition for the Asia Pacific and Japan region. This puts him in the top 30 in the world.



Former student Dr Chow returns to McAuley

On Tuesday 11 August Catherine McAuley Westmead was host to former student and Senior Research Scientist at the Commonwealth Scientific and Industrial Research Organisation (CSIRO), Dr Edith Chow, as part of the Scientists and Mathematicians in Schools (SMiS) national education program managed by the CSIRO.





PRIORITY 8

INTEGRATING DATABASES

In 2015 FACES implementation was completed. FACES is Catholic Education's Student Information System, a software application designed to manage student data across the entire enterprise.

FACES allows the system of 78 schools to store student demographic, medical, attendance, learning and wellbeing data. This allows flexible operational and analytical reports and insights to be accessed by authorised administration staff and teachers.

Since the implementation, there has been significant growth in data due to the enterprise wide nature of FACES. This includes data on:

- student attendance, performance, interventions and students with additional needs
- teacher professional learning and teacher experience
- school operations, audit, compliance, finance and administration

Catholic Education also began development of a data analytics strategy in 2015 for piloting in 2016.



STRATEGIC MILESTONES REACHED

2013 - 2015

- No. 13: FACES trial in 5 schools
- No. 14: FACES go-live in 5 schools
- No. 15: FACES second phase plan in place
- No. 16: Schools Node go-live
- No. 125: Replacement of School Financial Management System - select vendor
- No. 131: Agree System Architecture with CENet
- No. 132: Creation of Data Analytics Role within System Learning

DIOCESAN PASTORAL PLAN

MILESTONES REACHED 2013 - 2015

- No. 106: Report on progress of the development of the parent/community portal in FACES including consideration of the Rite of Christian Initiation of children and their families

**DETAILED STATEMENT OF REVENUE AND EXPENDITURE****NOTE:**

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

AUDITOR'S STATEMENT

'Catholic Education – Diocese of Parramatta (CEDP)' has prepared, for information purposes, the accompanying Detailed Statement of Revenue and Expenditure ('the Statement') for the financial year ended 31 December 2015.

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, 25 May 2016

OPERATING REVENUE

Commonwealth - General Recurrent Grants	334,680,863
State - General Recurrent Grants	101,272,748
Other Commonwealth & State Grants	5,005,547
Parents Contributions - School Fee *	66,528,839
Investment Revenue	10,617,700
Schools - Reimbursable Salaries	5,442,327
Other Revenue	3,707,765

TOTAL OPERATING REVENUE**527,255,789****OPERATING EXPENDITURE**

Salaries & Wages Costs	353,780,759
Salaries & Wages Oncosts (Super, LSL & W/Comp)	51,025,409
Depreciation	30,729,621
Schools - Direct Support & Equity Grant	20,858,384
Administration & Doubtful Debts	11,756,232
Resources & ICT Expenses	18,725,400
Insurance & Staff Development	7,212,994
Facility Occupancy & Maintenance Expenses	6,306,308
Grants & Levies to External Organisation	2,241,886

TOTAL OPERATING EXPENDITURE**502,636,993****SURPLUS FROM OPERATIONS BEFORE CAPITAL****24,618,796**



\$

SCHOOL BUILDING PROGRAM

CAPITAL REVENUE

Commonwealth & State Capital Grants	3,052,571
Diocesan School Building Fund Net Revenue	17,479,178
Interest Subsidy	4,450,112
Other Capital Revenue	2,317,422
CAPITAL REVENUE	27,299,283
Receipts from Borrowings	-

TOTAL CAPITAL REVENUE AND RECEIPTS

27,299,283

CAPITAL EXPENDITURE AND REPAYMENTS

Capital Expenditure	20,857,805
Interest Expense	5,087,246
Repayments of Borrowings	7,522,006

TOTAL CAPITAL EXPENDITURE AND REPAYMENTS

33,467,057

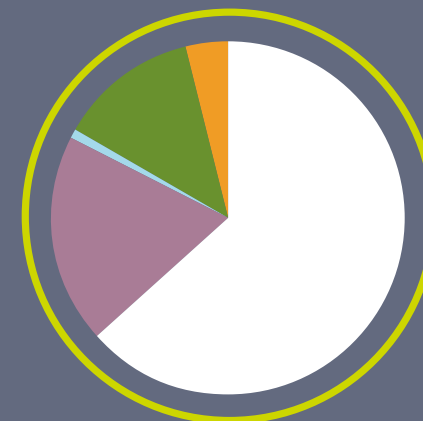
CAPITAL (DEFICIT) - SCHOOL BUILDING PROGRAM

(6,167,774)

OTHER CAPITAL EXPENDITURE

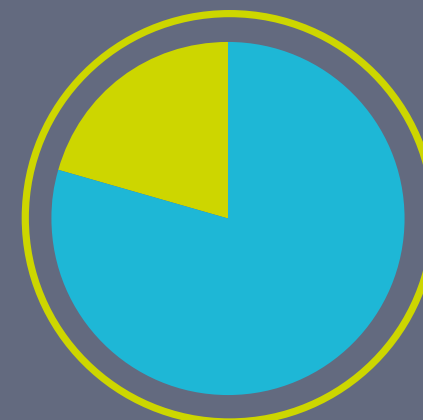
19,767,490

REVENUE \$527.3 MILLION



Commonwealth Recurrent Grants	\$334.7m	63.5%
State Recurrent Grants	\$101.3m	19.2%
Other Commonwealth & State Grants	\$5.0m	0.9%
Parents Contributions	\$66.5m	12.6%
Other Sources of Income	\$19.8m	3.8%

EXPENDITURE \$502.6 MILLION



Salaries and Wages	\$404.8m	80.5%
State Recurrent Grants	\$97.8m	19.5%



Catholic Education
Diocese of Parramatta

www.parra.catholic.edu.au