



2021

CATHOLIC EDUCATION

DIOCESE OF PARRAMATTA

annual report

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*learning
& faith*

about

CATHOLIC EDUCATION

Diocese of Parramatta

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

There are 58 primary schools and 22 secondary schools, two trade pathway campuses, six Catholic Early Learning Centres and 41 Out of School Hours Care (OSHC) Centres in the Diocese catering to 43,500 students. With almost 5,000 staff, we are one of the largest employers in Western Sydney and the Blue Mountains.

CEDP is a leader in Vocational Education and Training through our highly successful trade training programs including at CathWest Innovation College, vocational education and training programs across 26 sites and our virtual school School of Now. CEDP uses innovation and new thinking to connect students with 'real world' opportunities. Our VET offering was named the 2021 'Training Provider of the Year' at the NSW Training Awards, an honour previously achieved in 2019, and was a finalist for the 2021 'Small Training Provider of the Year' at the Australian Training Awards.

Parish and school communities work together to provide faith-filled, welcoming and caring environments that nurture young people to grow in learning and faith.

Under the pastoral leadership of the Bishop of Parramatta, the Most Reverend Vincent Long Van Nguyen OFM Conv DD, students and staff are encouraged to reach out to those most in need.



system direction

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OUR PURPOSE

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

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

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OUR INTENT

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

CEDP's four principles that lead to our intent are:

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

In June 2021, the structure of the Executive Team was transformed in response to Bishop Vincent's call for a 'synodal' church at every level, with everyone listening to each other, learning from each other and taking responsibility for proclaiming the Gospel.

Feedback from schools, as well as recommendations received from a Learning Health Check conducted between 2020 and the beginning of 2021, were also part of this move towards a system that leads in a synodal way.

With listening, inclusion and collaboration at its core, this is a model of leading that reflects CEDP's service culture: to make all members of our community feel welcomed, valued and confident.

The new model did not involve a staffing restructure, but rather a reimagining of current areas of responsibility to more strongly support our purpose and intent, which included:

- the formation of two new Directorates: Wellbeing to lead student and staff wellbeing, and Strategic Delivery to coordinate and implement major system projects and initiatives
- removal of the two existing Director Performance roles, with this work to be captured in different ways through the work of all Directors
- renaming of the Enterprise Directorate as Capital Resourcing to better reflect the focus on equity and sustainability.

Former Director Performance, Christine Howe OAM, was named Deputy Executive Director and Director Strategic Delivery and two new Directors were appointed to the leadership team in the second half of 2021: Sarah Alder, Director Capital Resourcing and Dr Greg Elliott, former Principal of Caroline Chisholm College Glenmore Park, as Director Wellbeing.

During this transition, a "learning together" project was formed to involve schools and the central office in a better way to work and co-construct to ensure CEDP was actively listening and working together.



equity is
the norm



CATHOLIC EDUCATION DIOCESE OF PARRAMATTA (CEDP) GOVERNANCE

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

CEDP's governance structure sets out the decision-making and accountability processes relating to particular roles in the organisation.

In conjunction with its Charter of Delegations, the governance structure supports the respective authority, role and responsibilities of all positions relating to the management of schools and the system.

CEDP EXECUTIVE TEAM

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

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

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

The Executive Team Governance Meetings are the primary channel for strategic decision-making and governance of the organisation and are held three to four times a term. Weekly meetings are also held to ensure open and constant discussion, consistency on operational matters and dealing promptly with pressing issues.

In addition to regular Executive Team Meetings, each individual Director meets regularly with the Executive Director and there were four strategic planning days for the Directors during the year.

As mentioned above, a new model for the Executive Team was implemented in June 2021, with the revised team made up of: Executive Director, Director Learning, Director Capital Resourcing, Director Mission, Director Wellbeing, Director Strategic Delivery and Director Data Intelligence. The work of the Executive Team is supported by the Office of the Executive Director.



During 2021, CEDP continued to work in a flexible and agile way to manage the challenges of the COVID-19 pandemic. CEDP Directors, Heads, Chiefs, Learning Leaders, Senior Managers and school Principals participated in six virtual system leadership breakfast meetings as well as one full-day strategic meeting and two half-day system leadership experiences. These meetings provided opportunities for collaboration between central office and school leaders.



CEDP SCHOOLS COUNCIL

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

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

The voting members of The Council in 2021 included:

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

In 2021, for the first time, The Council had a member representing the Aboriginal and Torres Strait Islander community.

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

The work of The Council is supported by three subcommittees - Mission, Learning and Enterprise.

Subcommittee members include independent and CEDP representatives with a variety of skills. Each representative provides expertise and an understanding of the issues discussed. Subcommittees also meet four times a year. Members of The Council and subcommittees are appointed for a term of three years, with a maximum of two consecutive terms.

*mission, learning
& enterprise.*





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message from

THE BISHOP OF PARRAMATTA

Dear Friends

These words of St Paul were particularly pertinent to us as a Christian community as we endured the “second wave” of the COVID-19 pandemic in 2021.

During the long months of necessary lockdown, all the members of our community rose to the challenge of sustaining one another through times of great isolation, loneliness and grief in an impressive variety of ways, spiritual, emotional and practical.

I thank all of you for bearing these things with patience and for promoting the common good so responsibly. I especially thank all who worked valiantly in our schools, facing unforeseen demands and meeting them with characteristic professionalism, a sense of duty and dedication.

The pandemic has caused much uncertainty, pain and suffering to the whole world. Let us pray, however, that it can be an opportunity for renewal and transformation for the human Family.

Let’s all take special care to recover a sense of sacred time when we start to emerge from this pandemic. May we all, as the People of God in the Diocese of Parramatta, recommit ourselves to awaken in people a grateful love for the gift of the Eucharist.

In the words of Pope Francis, we are to be a Church that is like a field hospital, which heals the wounded, strengthens the weak and lifts the lowly. May we continue to experience the love and presence of God in our work and service to the children and young people of Western Sydney and the Blue Mountains through Catholic education.

Bishop Vincent Long OFM Conv DD
Bishop of Parramatta

“For I am convinced that neither death, nor life, nor angels, nor rulers, nor things present, nor things to come, nor powers, nor height, nor depth, nor anything else in all creation, will be able to separate us from the love of God in Christ Jesus our Lord.”

[Romans 8:38-39]

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MESSAGE FROM *the executive team*

ON BEHALF OF CATHOLIC EDUCATION DIOCESE OF PARRAMATTA

A new leadership model introduced in mid-2021 (see Our Intent on page 8) was a shift in thinking about how to lead by developing a stronger connection between schools, and between schools and the central office. Implementing 'synodal leadership' across the organisation was a further step in embedding our service culture - making everyone feel welcomed, valued and confident - as well as supporting the flexible and agile ways of working that have become important during the global pandemic.

We continued our strong focus on working together to respond to COVID-19, in particular during an extended period of lockdown in the second half of the year. The high-quality work done during the first lockdown in 2020 provided a strong foundation for this shift back to remote learning for our schools, staff and communities.

Despite the interruptions to learning, as well as the challenges of amended timelines for HSC trials, exams and results, Year 12 students showed incredible resilience, achieving excellent results including several students attaining First in Course (see details on page 25).

To assist with ensuring a COVID-safe return to school in late 2021, CEDP purchased and distributed air purifiers across our 80 schools. These air purifiers will be placed in classrooms, library/resource spaces and staff rooms. Each school was also issued with a portable CO2 air monitor to test the quality of the air in learning and workspaces, especially those with poor natural ventilation.

Fortunately, most major projects were able to continue with minimal delays or disruptions due to the pandemic. CEDP's newest school, Santa Sophia Catholic College Gables (Box Hill), welcomed its first students in November as schools returned to face-to-face teaching post-lockdown. This \$150 million coeducational school spans six storeys filled with learning areas, creative and performance hubs, open space, sporting facilities and on-site childcare to service this fast-growing area of Sydney's Northwest (see pages 29 and 33).

St Luke's Catholic College Marsden Park celebrated the opening of St Luke's Arrunga School at the beginning of the year. This high support learning setting welcomes students with a diagnosis of moderate intellectual disability as a primary disability and low adaptive functioning (see page 29).

As part of its commitment to justice for Australia's Aboriginal and Torres Strait Islander people, CEDP finalised its first Reconciliation Action Plan (RAP) through Reconciliation Australia. The CEDP 'Reflect' RAP identifies areas for improvement across the organisation and school communities. It will be officially launched in early 2022 and ongoing dialogue with elders will continue to support its implementation.



The rollout of a new online Enrolment Tracking System allows school enrolment officers to record enrolment expressions of interest and lodgement of enrolment forms as they are submitted by parents. This was supported by revised enrolment documentation: Enrolment Policy, Procedures and Guidelines. CEDP also moved the Student Information System from Faces to Compass. Extensive training and support were provided to schools on how to use and get the best out of the new system, which will become the 'single source of truth' for all student information, including enrolments.

CEDP's Vocational Education and Training (VET) offering was named the 2021 'Training Provider of the Year' at the NSW Training Awards, an honour previously achieved in 2019, and was a finalist for the 'Small Training Provider of the Year' at the 2021 Australian Training Awards. Students from our schools were also named '2021 VET in Schools Student of the Year' at the NSW Training Awards, and '2021 School-Based Apprentice of the Year' at the regional NSW Training Awards (Western Sydney and Blue Mountains).

After being put on hold due to the first wave of COVID-19 in 2020, the official launch of the Bicentenary of Catholic Education in Australia was finally able to take place in February 2021. As Australia's oldest schools are in the Parramatta area, the Diocese of Parramatta played a significant role in the celebrations. A major part of the national celebrations was the simultaneous holding of a Mass of Celebration at cathedrals in each of the nation's capital cities in May. For the Parramatta Catholic community, this took place at St Patrick's Cathedral, Parramatta under COVID-19 restrictions. A civic reception was also held at historic Old Government House, Parramatta featuring a Welcome to Country and Smoking Ceremony with Darug Traditional Owners. Guests included members of the Diocese of Parramatta Curia, Aboriginal elders, elected representatives, community representatives, members of religious congregations, Diocesan, State and National Catholic education leaders as well as those from universities, business representatives, the Parent Representative Council, and school and system staff.

To enable schools to focus more on supporting our communities, students and teachers and less on finance processes, the Finance Transformation project is transitioning the accounts payable processes for schools to being managed by a central office-based shared services team and standardising cashless operations in schools.

In August, a decision was made to pause the engagement and implementation of the draft new Religious Education curriculum in our schools to allow more time to consider all of the feedback received on the draft before determining the next steps. As a result, the Mission team's structure and focus have been revised for 2022 (see page 26).

The two-year development of a new website for CEDP was nearing completion at the end of the year. Ensuring that prospective parents and carers can explore what a Catholic education has to offer their child was a primary driver for the way that the website was built. Once the system site is launched in early 2022, attention will turn to building new sites for each of the 80 CEDP schools using the same design principles.

The Executive Team on behalf of Catholic Education Diocese of Parramatta.

student achievement

NAPLAN

NAPLAN is one of the many sources of information used by schools to inform them about student learning progress and apply the necessary learning interventions to best support students to develop as learners.

In 2020, NAPLAN was cancelled due to the COVID-19 pandemic. NAPLAN went ahead as normal in 2021 with the NAPLAN 2021 National Report showing no drop in student performance at a national and state/territory level between 2019 and 2021. This was despite the disruptions caused by the pandemic.

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CEDP students in Years 3, 5 and 9 remained above State results in 2021 with Year 7 remaining marginally below State but maintaining the trend over the last five years of narrowing the gap to State levels. Year 3 widened the gap to State with a strong improvement in mean score while Year 9 also widened the gap to State despite a small decline in mean scores.

The distribution of NAPLAN bands has remained largely consistent although there is evidence of increasing proportions of CEDP students in the higher bands since 2018, particularly in Years 3, 7 and 9. Since 2016, there has been a decrease in the proportion of CEDP students at or below the National Minimum Standard with a corresponding increase in the proportion of students in the middle band range - a pleasing outcome.

In numeracy, mean scores for Years 5, 7 and 9 were consistent with scores from recent years, with notable improvement for Year 7 since 2016. Year 7 showed a significant increase in the proportion of students in the higher bands in 2019 and maintained in 2021 with Year 9 retaining consistent proportions in the top bands.

Schools with Literacy and Numeracy Action Plans (LNAP) demonstrated a higher rate of learning growth than other schools/groups, with Writing and Year 3 Reading particularly noteworthy. In Year 3 Numeracy, LNAP schools were the only ones to show improvement in mean score over 2019.



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achievement



2021 HSC STUDENTS OVERCOME CHALLENGES OF COVID - 19

The following CEDP students achieved HSC 'First in Course' awards:

- **Sophie Vo:** Cerdon College Merrylands student - Business Services Examination
- **Cedric Castellino:** Parramatta Marist High School student - Mathematics Standard 2
- **Emma Watson:** St Columba's Catholic College Springwood student - Primary Industries Examination
- **Trisha Shaileshbhai Pathak:** St Andrews College Marayong student - Information and Digital Technology
- **Lovisha Gangwani:** Nagle College Blacktown student - Punjabi Continuers (completed through Secondary College of Languages, The Hills Sport Campus)

Despite the challenges of COVID-19, students produced strong results at schools across the Diocese, including those in hard lockdown in "LGAs (Local Government Areas) of concern". Students living in LGAs of concern actually achieved higher Australian Tertiary Admission Ranks (ATARs) than in previous years, and the ATARs of those living outside them were lower. This was despite these students having tighter restrictions on their movements than those in other areas for most of Term 3 of Year 12.

EARLY OFFERS

A significant number of CEDP students secured tertiary education places for 2022 before 2021 HSC results were released, taking advantage of universities' early offer programs.

In some schools, more than 80 per cent of students received early offers of entry into university. Many students had multiple early offers.

While the ATAR is still a significant selection tool used by most universities, early offer programs have increased in recent years, giving students opportunities to demonstrate their readiness for tertiary study. With disruptions to learning and exams due to the global pandemic, these early offers provided a welcome pressure release for many Year 12 students.

Most CEDP secondary schools also offer students other credentials that provide early access into university or partial accreditation once at university, including Vocational Education and Training (VET).

mission

CURRICULUM DEVELOPMENT

In the first half of the year, work continued on the refinement and development of CEDP's Draft New Curriculum for Religious Education. Additional resourcing was provided to all schools and support for staff was tailored to the specific needs of each learning community.

In August, Bishop Vincent Long requested a pause of schools' engagement and participation in the Draft Religious Education Curriculum so that further research, development and refinement could be undertaken. The Mission Team refocused its activity on supporting schools in reconnecting with Sharing Our Story, the previous Religious Education Curriculum. This has allowed schools to use the formation and professional learning of recent years to continue the design of inquiry learning in Religious Education through Sharing Our Story.

The team also partnered strongly with schools during the extended period of COVID-19 lockdown, ensuring students and staff were able to continue to undertake activities and access resources for formation and reflection.

MISSION IN A SYNODAL WORLD

Resources and professional development opportunities were selectively curated for schools and formed the basis of a refreshed Mission intranet site, providing valuable support for our learning communities during the challenges of remote learning.

During the latter part of the year, the Mission Team was reformed as a new model made up of the current Director Mission, Head Mission and Executive Assistant, as well as six Mission Partners in a new smaller, agile team. The newly-created Mission Partner roles reflect a synodal approach to the work of the team and build on the rich growth of recent years.



FORMATION OF STAFF

A range of quality formation opportunities was offered to staff across the Diocese despite the limitations of COVID-19, with online engagements designed for participants who were unable to attend in person. This included:

- Two-day retreat programs for Principals, Assistant Principals and Religious Education Coordinators
- A theological formation series for Learning Leaders
- A Staff Renewal Week for all central office staff that focused on the Australian Catholic Bishops' Social Justice Statement, *To Live Life to the Full: Mental health in Australia today*. Follow up formation sessions to this week of renewal were offered to office-based teams.



THE SPIRIT OF COLLABORATION AND THE RESILIENCE OF TEACHING STAFF AND STUDENTS WAS AGAIN EVIDENT AS SCHOOLS CALLED UPON THEIR EXPERIENCES FROM THE 2020 COVID-19 LOCKDOWN TO TRANSITION BACK TO AN ONLINE LEARNING ENVIRONMENT FOR AN EXTENDED PERIOD IN 2021.

Learning

GREAT SCHOOLS DESIGNED FOR LEARNING

Santa Sophia Catholic College welcomed students and staff to its new site at Gables (Box Hill) in November 2021. Santa Sophia has been designed around a pre-school to 'beyond Year 12' model of schooling with learning hubs (schools-within-schools), connected by terraced learning spaces, maximising opportunities for outdoor learning and play space in courtyards, on roof spaces and in between buildings.

It features specialist learning areas including advanced STEM (Science, Technology, Engineering and Maths) facilities, an industry-standard creative and performing arts centre, cafe-style canteen and commercial kitchens, and play equipment allowing students to move between floors by slippery dip or climbing nets.

As a Catholic community where students learn how to think creatively and critically, how to communicate and work collaboratively, and how to become responsible global citizens, Santa Sophia Catholic College focuses on learning and teaching best practice within relevant, modern learning environments.

ARRUNGA HIGH SUPPORT LEARNING SETTING

At the beginning of the 2021 school year, St Luke's Catholic College Marsden Park celebrated the opening of St Luke's Arrunga School, an onsite high support learning setting.

Arrunga welcomes students with a diagnosis of moderate intellectual disability as a primary disability and low adaptive functioning. Founded in 2017, St Luke's Catholic College continues to serve the growing community of Marsden Park in Sydney's thriving North West Growth Area.

This learning environment promotes a personalised approach to the needs and adjustments that these students require, with a focus on developing life skills. Students are supported to maximise their potential.

Parents of Arrunga students appreciate that siblings can be part of the same learning community if they have a child who is a student at St Luke's Catholic College.

With just a small number of students from Kindergarten to Year 6 when it opened, Arrunga will serve students from Kindergarten to Year 8 in 2022. This important service will grow over time to meet the needs of more secondary students. Similar high support learning settings located at St Patrick's Marist College Dundas (Wiyanga) and Xavier Catholic College Llandilo (Kirinari) enrol students from Years 7-12.

strategic delivery

RESPONDING TO COVID-19

The health, safety and wellbeing of our communities were the priorities as we continued to support our schools to respond to the ongoing challenges of COVID-19. With many schools located in Local Government Areas that experienced high case numbers and significant restrictions, staff and students continued to be impacted including through an extended period of learning from home as a result of the lockdown.

Outside of the months when all our schools were locked down, 41 schools needed to close for short periods in 2021. Some schools were closed for multiple days.

A central office team led the coordination of CEDP's COVID-19 response. This included liaison with government agencies, other regulatory authorities and schools. The team provided support and specialist advice to school and system leaders to ensure they were able to effectively respond at the local level to their communities' needs. COVID-19 restrictions and requirements were often communicated to the public and CEDP at the same time via the media, creating challenges for school communities. School leaders and students became strong voices in the public discussion of the experiences of people in Western Sydney during the pandemic.

CEDP's response to supporting student learning during COVID-19 was to ensure that each student had the best learning opportunities available to them. A multi-layered approach to COVID-safe measures was introduced and reviewed regularly to ensure the safest possible environment was provided for students and staff. This included physical distancing, mask-wearing, remote and onsite learning, staff vaccination requirements, ventilation and air purifiers, enhanced hygiene and cleaning, QR code check-ins, contact tracing, and minimising visitors and others onsite. These measures assisted in minimising the spread of COVID-19 in schools.



EARLY CAREER TEACHERS SURVEY

In 2021, CEDP expanded its stakeholder experience surveys to include early career teachers. The surveys contribute to a wider system initiative to attract and retain high-quality early career teachers. Recognising that early career teachers are integral members of its learning communities, CEDP seeks to better understand their experiences and support their professional development.

During Term 4 2021, teachers in their first or second year of teaching were asked to provide feedback on areas such as induction, mentoring, accreditation and progression, professional learning opportunities and leadership pathways. Ninety-one early career teachers responded to the survey.

The survey responses reveal that most early career teachers working in CEDP are graduates of the Australian Catholic University. Almost 95 per cent of first year teachers had a positive experience of working within a CEDP school while more than 75 percent of second year teachers had a positive experience. Areas for improvement suggested by the respondents



included providing more assistance in the teacher accreditation process and networking opportunities for early career teachers. Opportunities for face-to-face networking were obviously difficult while we were living through COVID-19. The feedback will better inform how CEDP supports its early career teachers. The survey will be distributed again in Term 4 2022.

RECRUITMENT TEAM STRATEGY

A new operating model implemented in 2021 enhanced the capacity of CEDP's Talent Acquisition Team to attract and retain high-quality staff in our schools.

The team came together in the latter part of 2021 and aims to grow the talent acquisition service to schools throughout the 2022 school year. In addition to writing and placing advertisements across a wide range of channels and screening candidates, the team is using a full suite of attraction and retention approaches such as developing CEDP's Employee Value Proposition (EVP) and recruitment messages, and creating candidate talent pools. A graduate recruitment strategy will also be implemented to attract more candidates just starting out on their career journey in education.

capital resourcing

MEETING SCHOOLING NEEDS IN WESTERN SYDNEY AND THE BLUE MOUNTAINS

CEDP is committed to the delivery of educational infrastructure and refurbishment aligned to learning and teaching in today's world. In 2021, construction of new contemporary learning spaces commenced at Our Lady Queen of Peace Primary Greystanes, St Joseph's Primary Schofields, St Francis of Assisi Primary Glendenning and St Columba's Catholic College Springwood, and works continued at St Luke's Catholic College Marsden Park.

These projects are in addition to CEDP's existing provisioning program, preparing new places and new schools to meet the growing need for schooling in Western Sydney and the Blue Mountains. In November 2021, CEDP delivered Santa Sophia at Gables (Box Hill), a co-educational school located within a new masterplanned suburb that can accommodate up to 1,860 students from preschool to Year 12, inclusive of an early learning centre for 60 children. Provision will also be made for providing 'post-school' learning opportunities for students. After three years of planning, an innovative building strategy enabled a construction time of just 16 months, with minimal delays due to COVID-19.

Based on the latest educational research and located in what will eventually be the heart of the town centre, Santa Sophia Catholic College is built for contemporary learning and teaching. This project will inform future school provisioning projects.

STEWARDSHIP OF FINANCIAL RESOURCES

In 2021, CEDP introduced new financial management initiatives and shared services. The development and implementation of modern financial practices, such as cashless operations, centralisation of Accounts Payable, financial reporting dashboards, digital workflows and approvals are giving staff more time to focus on meeting the needs of their local school communities. Shared services and centralised support with procurement activities, fee collection and financial advice are providing further support to schools.

CEDP successfully assessed the likely financial implications of COVID-19 to ensure ongoing sustainability and minimise operational impact. In 2021, school fees were held at 2020 levels to ease the financial burden on families in our communities. In addition, the School Fee Liaison Unit provided support to families facing financial difficulties so that they were able to continue to access a high-quality Catholic education.

technology and information services

LISTENING TO OUR SCHOOLS AND THEIR COMMUNITIES

The annual Tell Them From Me (TTFM) survey has become an important listening mechanism for CEDP and its schools to gain feedback from parents, students and teachers. TTFM is an internationally recognised online survey designed to give all members of school communities the opportunity to comment on their experiences of their school, focusing on student engagement, wellbeing, teacher collaboration and parent feedback.

Response rates have increased over time, with more than 84 per cent of primary students, 72 per cent of secondary students, 60 per cent of teachers and 43 per cent of parents completing the survey in 2021. CEDP added one new area of 'listening' to the survey this year: Safeguarding.

Data from the survey is incorporated into CEDP's visual analytics platform, allowing schools to more easily track the responses from their respective communities. This helps schools to identify what is working well for them and what areas can be improved further. One Principal described TTFM as "a vital element of our school landscape and important for ongoing dialogue and partnership with parents".

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DATA LITERACY IN SCHOOLS

CEDP continues to strengthen its data-informed approach for teaching, learning and organisational decision-making to support schools in developing their data literacy capabilities.

In 2021, the Data Intelligence team showcased student and school data in our schools, conducted familiarity sessions with staff accessing data and visual analytic platforms across the CEDP system, and worked with school leadership teams examining school and systems data to generate insights to improve learning and teaching.

The awareness of data to inform and improve student learning outcomes is growing, for example: data involving student and school performance was accessed in over 50,000 instances by schools and central office staff, attendance data was accessed in over 14,000 cases, HSC analysis had more than 5,000 instances of use and interrogation, and NAPLAN was used in over 9,000 cases.



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cyber security

The protection of both organisational and personal information continues to be a major focus at CEDP. According to the Australian Cyber Security Centre, the Education and Training sector is in the top five sectors targeted by cybercriminals.

Cyber security initiatives actioned and completed in 2021 included:

- a cyber security audit by an independent consulting firm
- a review and update of CEDP's policies relating to privacy, passwords and information security
- implementation of a cyber security awareness program for office staff to minimise exposure to cyber threats
- implementation of multi-factor authentication to critical digital assets and related systems
- cyber security assessments prior to the introduction of applications into the CEDP technology ecosystem
- expansion of the coverage of security intelligence monitoring using sophisticated tools.

These initiatives have yielded:

- 480 central office staff completing approximately 1,500 hours of cyber security training
- close to tenfold improvement in staff avoiding phishing emails and related threats
- 25 requests for application security assessments
- increased visibility of potential threats within our technology ecosystem.

While the cyber security landscape is constantly changing, these initiatives have reduced the overall cyber security risk at CEDP. Work will continue with industry organisations and government agencies to further enhance CEDP's cyber security practices.

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wellbeing

A NEW DIRECTORATE TO RESPOND TO A CRITICAL NEED

In October 2021 CEDP launched the Wellbeing Directorate as a strategic response to the needs of our 43,500 students and close to 5,000 staff. Public discourse, research data and the experience across the 80 CEDP schools have pointed to the need to focus on how to make learning communities places where both students and staff can flourish, feel safe and respond to the challenges that are part of learning and of modern life. This report is about the first 10 weeks of this directorate.

The first task of the new directorate has been to refresh our wellbeing policies and the CEDP Student Wellbeing Framework which will shape the way we ensure every school is a safe and healthy place where students can learn how to manage their mental health, learn skills to respond to the challenges of school and life and, ultimately, become their best selves.

An estimated 1 in 7 Australians and 1 in 4 teenagers are experiencing poor mental health. The new Wellbeing Directorate will build the capacity of our system and our schools to identify and support people who are not experiencing good mental health. Services to schools have been expanded with the recruitment of an additional 25 counsellors and specialists with backgrounds in psychology and social work. Every school in the Diocese is served by at least one and, in many cases, multiple wellbeing counsellors. These professional clinicians work with students and their families and build the professional capacity of teachers and other staff to respond to the needs of their students.

MARIST LEARNING ZONE

Marist Learning Zone (MLZ) is an alternative education site at Mt Druitt catering for students who are struggling to thrive in a mainstream school. A new coordinator, teachers and a teachers' aide have been employed in 2021. This is a partnership between CEDP and Marist Education. Marist Education supports this important service by providing staff, including volunteer teachers from Brazil and Spain.

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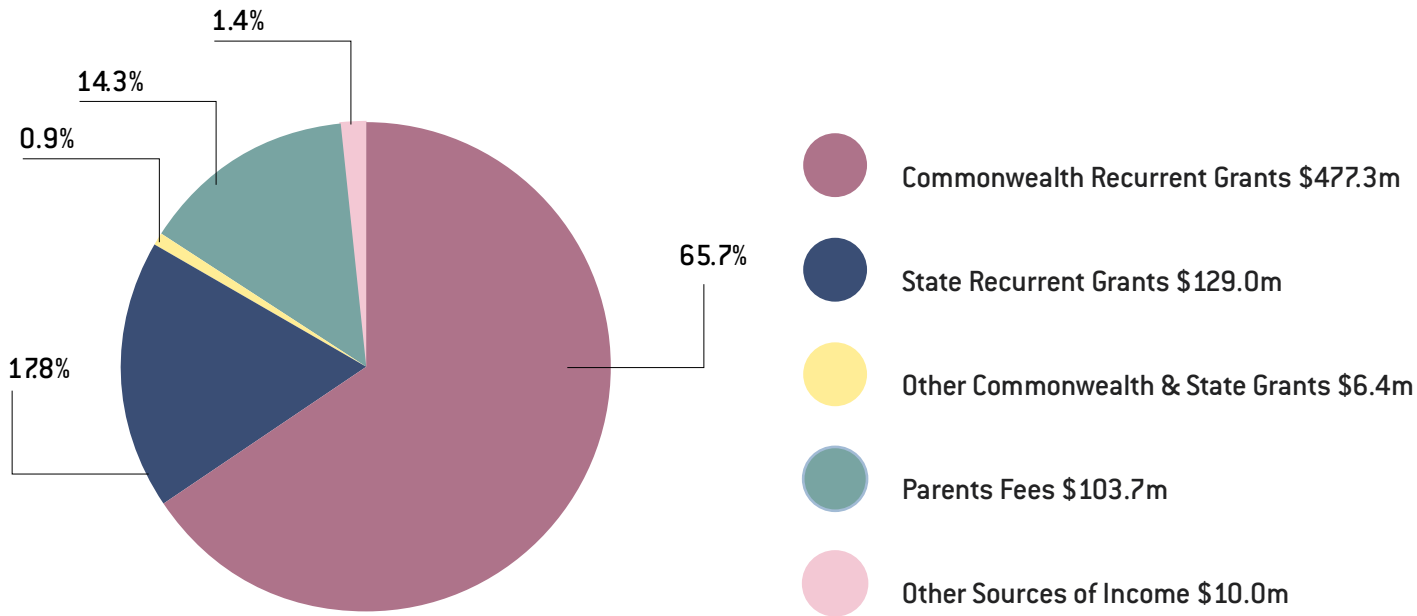
DETAILED STATEMENT OF REVENUE
AND EXPENDITURE

CATHOLIC EDUCATION DIOCESE OF PARRAMATTA, 1 JANUARY 2021 TO 31 DECEMBER 2021

	\$ '000
OPERATING REVENUE	
Commonwealth - General Recurrent Grants	477,291
State - General Recurrent Grants	129,019
Other Commonwealth & State Grants	6,432
Parent Fees	103,687
Investment Revenue	1,686
Other Revenue	8,347
TOTAL OPERATING REVENUE	726,462
OPERATING EXPENDITURE	
Salaries & Wages Costs	407,545
Salaries & Wages Oncosts (Super, AL, LSL & W/Comp)	115,355
Depreciation	46,424
Administration & Doubtful Debts	43,694
Resources & ICT Expenses	46,940
Insurance & Staff Development	9,704
Facility Occupancy & Maintenance Expenses	24,920
TOTAL OPERATING EXPENDITURE	694,582
SURPLUS FROM OPERATIONS BEFORE CAPITAL	31,880

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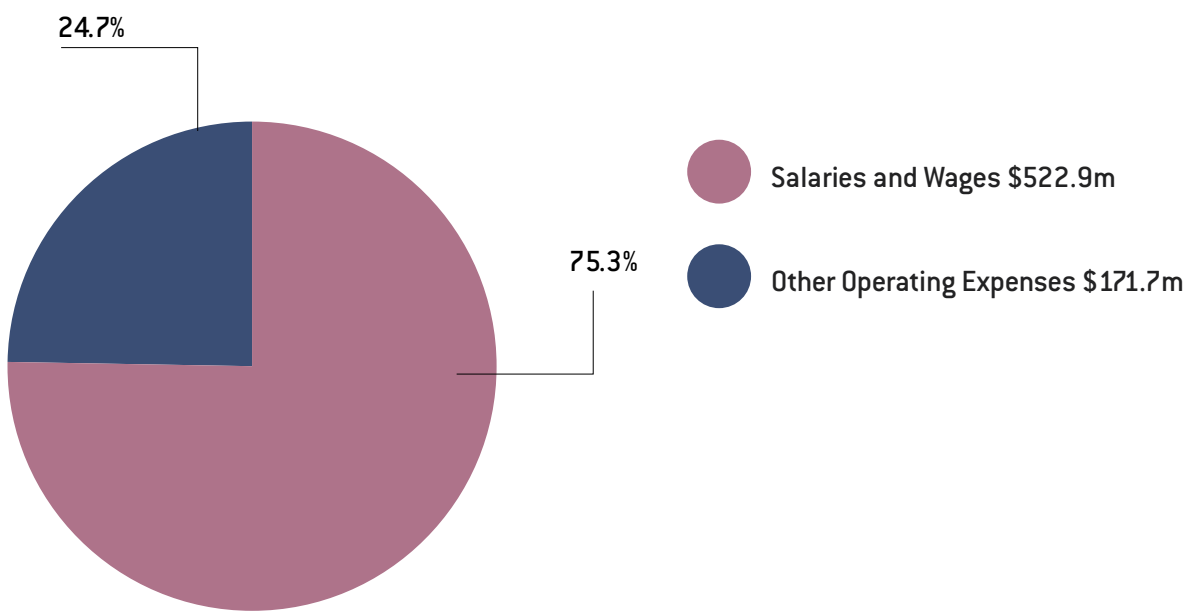
REVENUE \$726.4 MILLION



	\$ '000
SCHOOL BUILDING PROGRAM	
CAPITAL REVENUE	
Commonwealth & State Capital Grants	3,390
Diocesan School Building Fund Net Revenue	19,872
Interest Subsidy	991
TOTAL CAPITAL REVENUE	24,253
CAPITAL EXPENDITURE AND REPAYMENTS	
Capital Expenditure	171,694
Interest Expense	12,865
Repayments of Borrowings	12,313
TOTAL CAPITAL EXPENDITURE AND REPAYMENTS	196,872
NET CAPITAL OUTFLOWS	172,619
OTHER CAPITAL EXPENDITURE	
	15,927
Net Surplus	43,268

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EXPENDITURE \$694.6 MILLION





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