



# Annual Report 2011

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Catholic Education Commission  
Catholic Education Office



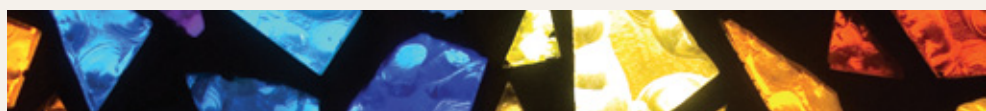
CATHOLIC EDUCATION COMMISSION  
ARCHDIOCESE OF CANBERRA AND GOULBURN



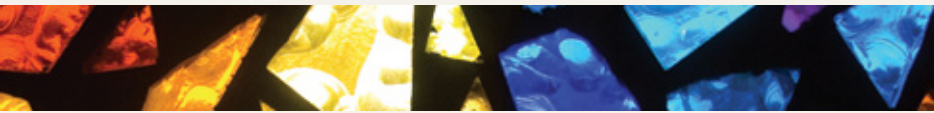
Archdiocese of Canberra and Goulburn  
CATHOLIC EDUCATION OFFICE

# 2011 Annual Report

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## CEO Mission Statement

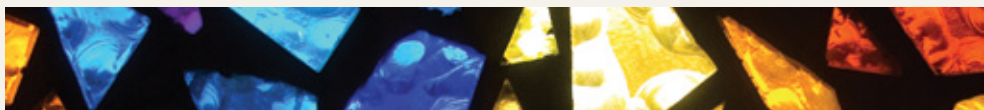
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***“As an inclusive and welcoming community the Catholic Education Office gives witness to the values of Jesus Christ through leadership, support and services to Catholic schools in the Archdiocese”.***



# Highlights

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This year saw the final year of the 2009-2012 Strategic Plan. An evaluation day held in May considered the success of the Plan in shaping the progress of the last three years. It was also instrumental in determining the priorities for 2012-2014.

The theme for Catholic Education in 2011 commemorated the work of St Mary MacKillop and inspired CEO staff and schools to emulate her philosophy: 'Do all you can with the means at your disposal and leave the rest calmly to God.'

## **Building the Education Revolution (BER)**

Almost all remaining BER projects were completed and opened during 2011 to the delight of their school communities. New libraries, halls, refurbished classrooms and administration areas, early learning centres and multi-purpose areas are being used.

## **Catholic Education in Gungahlin**

Planning for the new Catholic secondary school continued and the name, John Paul College, was chosen by the parish and school community representatives and announced in November.

## **Early Learning Centres (ELC)**

Three new Early Learning Centres were opened in Canberra. ELCs at St Joseph's O'Connor, Holy Trinity Curtin and St Thomas Aquinas, West Belconnen opened their doors to 148 four-year old children in February.

## **Consolidation of Trinity Catholic College, Goulburn**

Trinity Catholic College commenced on one campus at the beginning of the school year. The move of Years 10, 11 and 12 from the Marian Campus to the St Patrick's Campus meant that the school is now an integrated Year 7-12 community.

## **Closure of St Joseph's Primary School, Eden**

After 120 years serving the primary education needs of the community of Eden, St Joseph's closed its doors in December. A number of thanksgiving and farewell ceremonies were held to honour the staff, students and families, who had been part of the school over its long history.

## **Siloam**

All Archdiocesan Principals have participated in a spirituality and leadership program called Siloam. Archdiocesan priests have been generous in giving their input to sessions held in each of Terms Two, Three and Four.

## **Review of the Principals Support and Development Program**

Mrs Helen Cannon from the Diocese of Broken Bay facilitated a review of this program. The revised program will commence in 2012.





### **Positive Enrolment Numbers**

The breaking of the decade-long drought saw a resurgence of enrolments in the NSW section of the Archdiocese. Increased numbers meant that improved economies of scale could be achieved and, for the first time in many years, a positive financial outcome.

### **Australian Curriculum implemented in ACT schools**

All ACT schools engaged with the new Mathematics and English Curricula during 2011. An additional pupil-free day was held in August to assist teachers to familiarise themselves with the new programs.

### **ACU/St Mary MacKillop College Secondary Graduate Diploma Partnership**

An exciting new program commenced at St Mary MacKillop College in February, when part of the delivery of the secondary Graduate Diploma in Education was relocated to the College. This has been an exciting project which has meant greater opportunities for pre-service teachers to participate in the life of a school while undertaking their studies.

### **Review of Payroll**

A review of the Catholic Education Office Payroll section was undertaken in September and the Catholic Education Office accepted the recommendations of the consulting firm, Protiviti. Implementation of the recommendations commenced in November.

### **Review of CEO Policies**

All CEO Service Areas participated in a review of all policies during a two day intensive workshop in July. The rewriting and publishing will continue in 2012.

### **Religious Education Accreditation**

As a response to the Bishops of the ACT and NSW document *Catholic Schools at a Crossroads*, the Diocesan Directors agreed to introduce a common RE Accreditation Framework across all eleven NSW/ACT Dioceses.



**Catholic Education Commission Members 2011:**

Mr Bob Brady, Mr Daryl Smeaton (Chair)

Mr Shawn van der Linden, Mr Brendan Egan, Mr Peter Fullagar

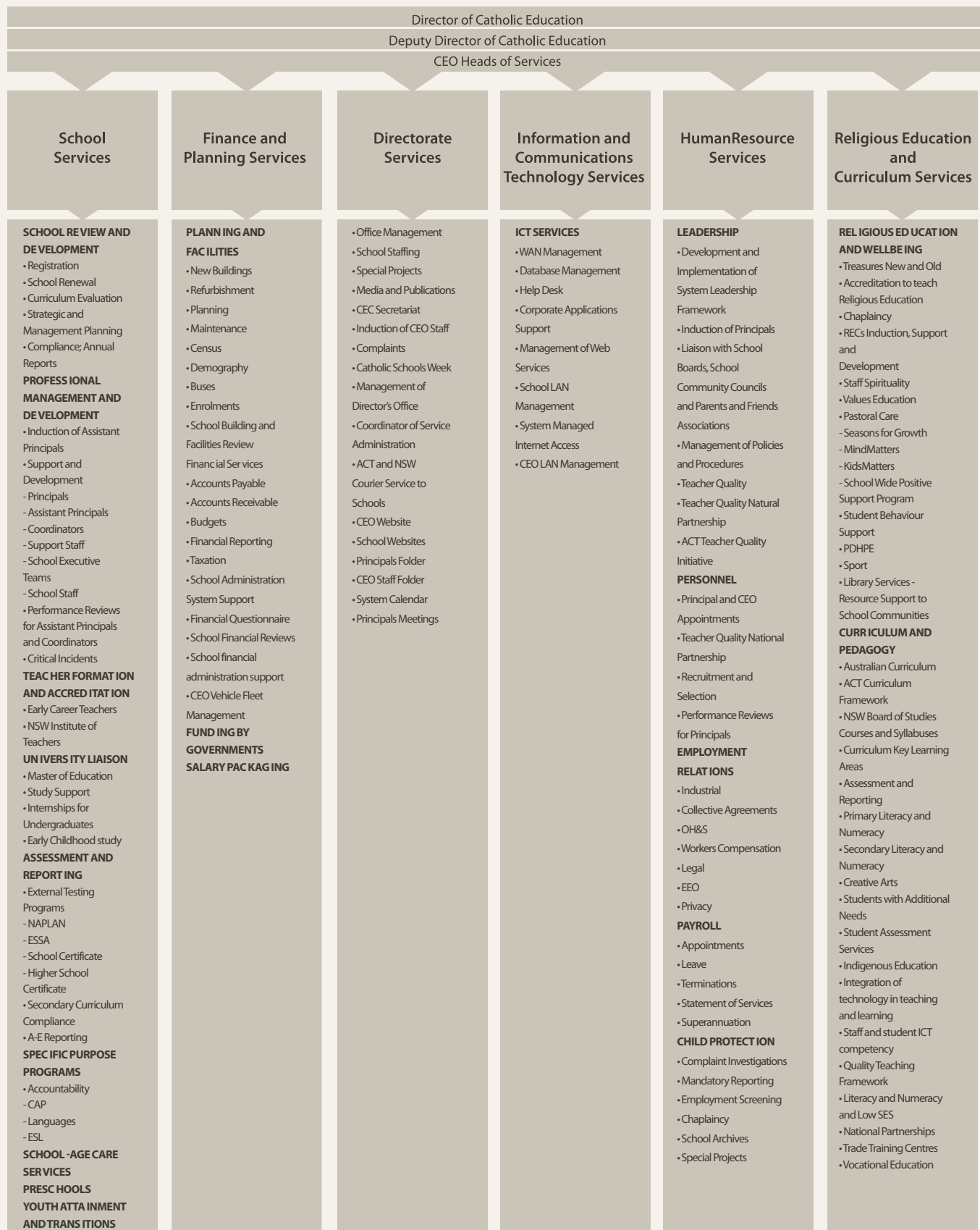
Dr Patrick McArdle, Mr Mark Hogan

Mrs Ann Lovell, Ms Claire Frazer

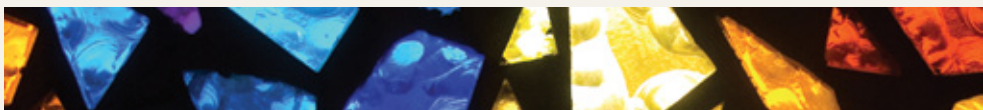
Mrs Catherine Rey (Deputy Chair), Mr Greg Walker

Father Warrick Tonkin, Mrs Moira Najdecki (Executive Officer), Archbishop Mark Coleridge (President)

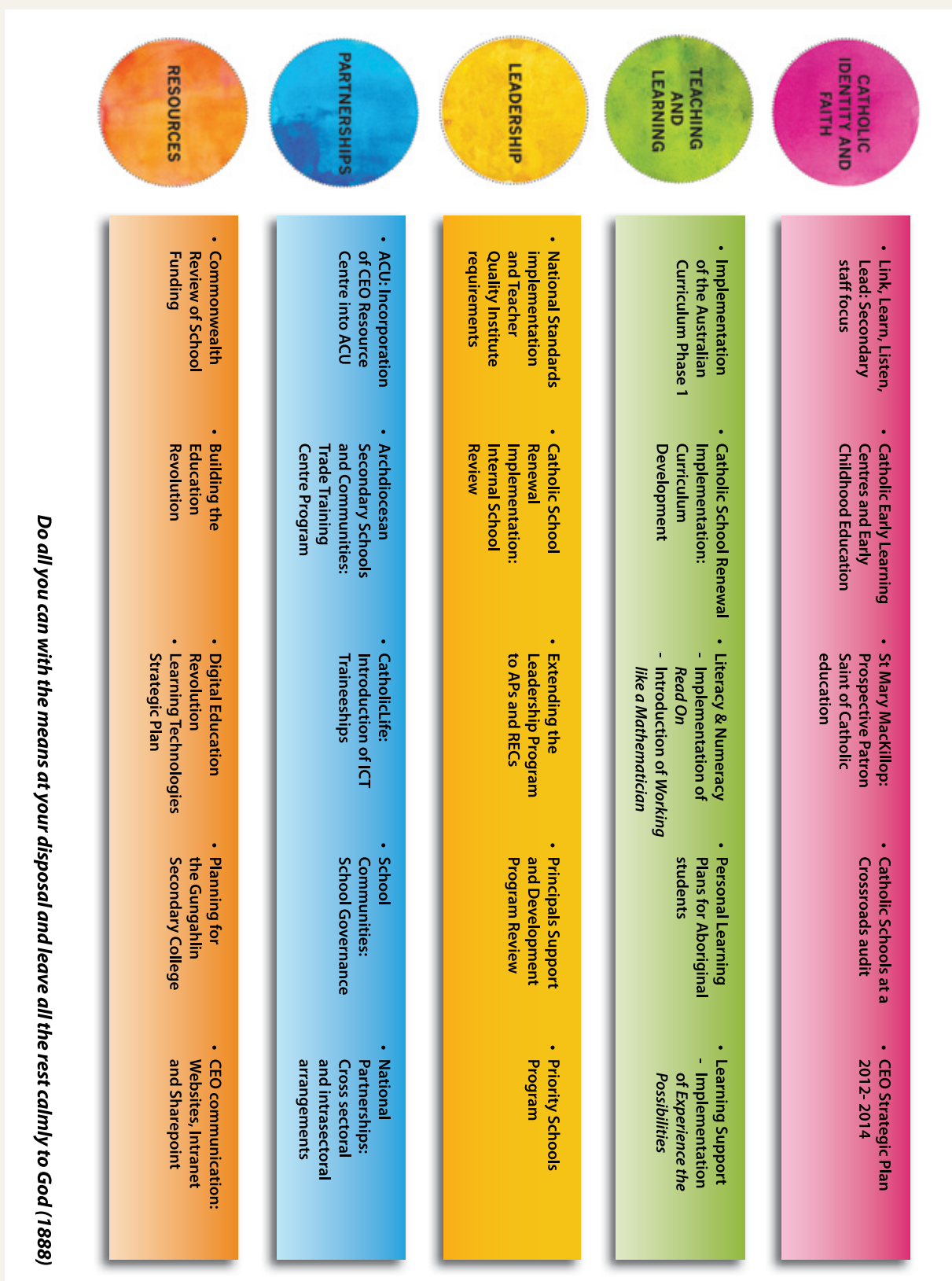
# CEO Internal Structure



# System Priorities 2011



In 2011, the System Priorities were







The following pages report against the 2011 System Priorities under the following key themes.

Promote Catholic Identity and Faith	10
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# Promote Catholic Identity and Faith



## Link, Listen, Learn, Lead

Link, Listen, Learn, Lead is a spiritual formation program that is designed to equip participants to be leaders in staff spiritual formation.

- The program provides opportunities to deepen the personal spirituality of each participant through reflective engagement with Scripture and the Catholic Tradition.
- Through a prayerful process participants are led to explore and develop their own personal relationship with God and to reflect on the meaning and application of spirituality in relation to authentic leadership in a Catholic School.
- Participation in the Link, Listen, Learn, Lead program involves four intensive live-in three-day retreat experiences during the course of one year.
- The four Link, Listen, Learn, Lead experiences are based around the four content strands of the Archdiocesan Religious Education Curriculum Treasures New and Old:
  - God and God's Creation
  - Jesus and Discipleship
  - Church and the World
  - Prayer and Celebration
- Twenty staff members from schools across the Archdiocese enrolled in the Link, Listen, Learn, Lead Experience in 2011 including eight teachers from Archdiocesan Secondary Colleges.

## Catholic Early Learning Centres and Early Childhood Education

In 2011 three new regional Catholic Early Learning Centres (ELCs) were established in Canberra, located at St Joseph's School O'Connor, St Thomas Aquinas School West Belconnen and Holy Trinity School Curtin. The two existing Early Learning Centres – Holy Family ELC Gowrie and Mother Teresa ELC Harrison continued to develop as centres of excellence in the provision of early childhood education for preschool children. Achievements include:

- successful implementation of the Early Years Learning Framework
- Holy Family ELC assessed at the highest level through the National Childcare Accreditation Council
- developing an understanding of the new National Quality Framework, associated review and improvement processes and their role in assessment and ratings of the early childhood education services
- significant increases in enrolments in the ELCs and into Kindergarten classes
- quality professional development in curriculum provided to teachers
- Holy Family and Mother Teresa ELCs declared debt free.

## St Mary MacKillop: Prospective Patron Saint of Catholic Education.

A patron saint of Catholic education in Australia has not yet been announced, however schools have been very active in promoting the role that St Mary MacKillop and the Josephite nuns had in advancing Catholic education. One school in the Archdiocese, St Mary MacKillop College, Tuggeranong, was renamed in 2011 in honour of Mary's canonisation.

### Catholic Schools At A Crossroads Audit

In 2010 the Catholic Education Commission (NSW) asked each diocese to report on the implementation of *Catholic Schools at a Crossroads*. This report was submitted to the Bishops of NSW and ACT.

The Bishops have requested an updated report for 2012.





## Implementation of the Australian Curriculum

Implementation of Phase 1 subjects was undertaken by ACT schools, commencing at the beginning of the 2011 school year. Implementation in NSW was delayed by the NSW Board of Studies and rescheduled for 2014 at the direction of the Minister. Support for schools included:

- programming and planning workshops
- professional learning in Phase 1 subjects
- inquiry Learning Professional learning and Programming
- analysis of Achievement Standards and their links to the Curriculum
- showcase of the journey of implementation in English (Primary)
- unit writing in English (Secondary)

## Catholic School Renewal Implementation: Curriculum Development

A new process for curriculum development was introduced to schools at the commencement of the 2011 school year. This revised process encourages the Catholic school to reflect on its endeavours in the light of the mission of Jesus. It aligns the energy and expertise within its community more closely with its purpose of providing the best possible Catholic education for its students through:

- Intensive inservicing on Understanding By Design (UBD)
- Unit writing using UbD in English

## Literacy and Numeracy

- Delivery of Tactical Teaching Reading and First Steps Reading and Writing
- Implementation of **READ ON** - Archdiocesan developed resource for teachers
- School based support by CEO Officers on the implementation on the Gradual Release of Responsibility Model

In 2011 all Archdiocesan schools were offered the opportunity to participate in the professional development program **Working Like a Mathematician**.

- This program identifies the need for students to be actively engaged in learning mathematics through investigation, problem solving and communication
- Participating schools identified Mathematics as priority and formulated strategies to implement **Working Like A Mathematician** across the school. They selected two teachers to attend the training, with smaller schools partnering up to provide peer support on the learning journey
- 39 teachers from 7 secondary, 4 central and 10 primary schools completed the six day program
- Teachers were supported with a range of resources and strategies to introduce mathematical investigations into their classrooms and to facilitate sharing with their colleagues.





## Aboriginal Education

In 2011, the Archdiocese continued its commitment to improving the educational achievements of Aboriginal and Torres Strait islander students in schools and to enhancing the knowledge and understanding of all Archdiocesan students about the history, heritage and cultures of Aboriginal Australians. Schools were supported to develop:

- Personal Learning Plans written for all Aboriginal and Torres Strait Islander students Year 1 to Year 10 in Archdiocesan schools. These PLPs provide schools with a strong vehicle to engage students, parents and school staff in a conversation that consolidate the aims of the school, the strengths and aspirations of the student and the support of parents/caregivers and community.
- Cultural Immersion Programs designed to build the professional capacity of teachers as well as building and strengthening relationships with Aboriginal parents and the local Aboriginal community.

## Learning Support

One of the key issues around the inclusion of students with disabilities and those with additional needs is the development of teachers and schools as a whole. Therefore building teacher capacity for inclusive practice and social inclusion remains a continuing priority within the Archdiocese of Canberra and Goulburn. The following initiatives supported this focus in 2011:

- implementation of *Experience the Possibilities* - Strategic Plan for Students with Disability - Canberra and Goulburn Archdiocese, funded by the Australian Government
- development of plan and organisation of program for More Support for Students with Disabilities (MSSD)
- pilot Program of Intensive work in schools by Learning Support Officers established





## **National Standards implementation and Teacher Quality Institute Requirements**

In 2011, the introduction and implementation of National Standards and involvement in the Teacher Quality Institute requirements was advanced through the following:

- Enterprise Bargaining negotiations for the inclusion of an additional teacher classification for ACT teachers above the current classroom teacher salary scale for the equivalent of Highly Accomplished Teacher in the National Professional Standards for Teachers
- induction and support programs for new teachers and early career teachers were reviewed and enhanced to reflect key areas of need and to include national priority areas
- development and implementation of a coach training program for senior principals
- participation in ACT cross sectoral principals forums focusing on:
  - the requirements of teacher registration with the ACT Teacher Quality Institute
  - the National Professional Standard for Principals
  - the pilot program facilitated between ACU, UC and selected schools for the implementation of the Graduate level of National Professional Standards for Teachers.

## **Catholic School Renewal Implementation – Internal School Review**

Implementation of the newly developed process for school review and improvement continued in all schools across the Archdiocese. It has been recognised that an ongoing program of professional development is needed to continue to embed Internal School Review in the process of planning and development of our schools. To assist this:

- staff meetings to assist individual schools identify and implement key areas were held
- professional development continued to identify the nexus between Internal School Review and strategic planning for the future

## **Extending the Leadership Program**

The Leadership Program was extended in 2011 to Assistant Principals, Religious Education Coordinators and Coordinators in Schools through:

- Leading Catholic Schools Professional Development Series
- Leading Future Schools Residential Program
- Capability Development workshops
- Regional Co-Ordinators Cluster Network
- Direct support of individual Leadership Teams.

## **Principal Support and Development Program**

This component of the Leadership Framework for School Leaders was reviewed by Dr Helen Cannon, Head of Human Resources at the Diocese of Broken Bay Catholic Schools Office. Feedback on the program of support and review for Principals in the initial two years of their first appointment, or in the first year of a subsequent appointment, was sought from Principals and CEO senior staff. Recommendations from the review include:

- review the program to ensure clarity of purpose
- extend the program to all principals for the duration of their contract period
- reconfigure the program as a formative, on-going goal setting process
- develop a more integrated approach to principal development
- reschedule the Development Centre and 360° Feedback and develop a process for using the feedback from the Development Centre and 360° Feedback in a more meaningful way
- link the Principals Professional Development Program to the other programs.

The recommendations will be implemented from 2012 through a revised Principal Support and Development Program.

### **Priority Schools Program**

In 2011 thirteen schools across the ACT and NSW sections of the Archdiocese were identified as Priority Schools. Each of the schools was deemed for a variety of reasons to require targeted resources and support from CEO personnel. Some of the priorities of the program included.

- strategic planning within the schools to meet changing needs
- support for Literacy and Numeracy programs within the schools
- diminishing enrolments and the impact on school morale
- increasing enrolments and associated needs
- significant building projects
- support and development of Leadership teams

This grouping of schools changes from year to year according to individual school needs. At the end of 2011 seven schools were identified as no longer requiring specific support and five schools were included for 2012.



# Build Effective and Productive Partnerships

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## **ACU: Incorporation of the CEO Resource Library into ACU**

During 2010 a review was undertaken of the demand for a CEO resource library. The decision to close the Library at the Rheinberger Centre at Yarralumla was made after discussion with CEO staff and the ACU.

- The library fittings and extraneous resources were distributed to archdiocesan schools and the bulk of the print resources were transferred to the Signadou Campus of ACU. The CEO library closed in January 2011 and CEO staff were able to access resources from the ACU library by the end of Term 1.
- A Memorandum of Understanding between the CEO and ACU ensures that staff in our schools continue to have access to contemporary resources to assist with teaching and learning.
- The CEO continues to contribute to the operation of the library on the Signadou Campus.

## **Archdiocesan Secondary Schools and Communities: Trade Training Centre Program**

- Trinity Catholic College Goulburn was successful in obtaining a Trade Training Centre Program Round 4 grant to establish a Trade Training Centre for the delivery of Certificate II in Agriculture, Certificate II in Rural Operations and Statement of Attainment towards Certificate III in Agriculture. The Trinity Trade Training Centre, to be constructed in 2012, includes a partnership with TAFE NSW Illawarra campus for planned pathways into TAFE courses post school.
- The Canberra Region Pathway Trade Training Centre has seen a unique and formal partnership established between all four ACT Secondary Colleges within the Catholic Education Office system and the Canberra Institute of Technology. The partnership with CIT has given our students planned pathways into CIT courses post school, and an opportunity to accelerate their learning and fast track their qualifications and entry into the workforce.
- Students of the four ACT colleges participating in the TTC programs will have the opportunity to complete their senior secondary studies with a Year 12 Certificate and Certificate III level qualifications in Hospitality. All colleges have, or are in the process of constructing a commercial kitchen for the delivery of trade level hospitality qualifications. The kitchens are linked to a restaurant facility so that the students can have access to real life experiences by catering for community functions, using state of the art and industry level facilities.
- Students from St Mary MacKillop College and St Francis Xavier College can participate in an advanced pathway into Certificate III in Carpentry and Joinery. Facilities for the delivery of Construction qualifications have been built at these schools.
- The four ACT Colleges have an established network of relationships with local businesses and industry to ensure VET courses are delivered and assessed in line with current industry practices. This is enhanced with the engagement of students in structured workplace learning as students undertake placements with industry to develop workplace skills.

## **School Communities: School Governance**

The Catholic Education Office supported all School Community Boards and Councils in 2011 through:

- regional training programs
- individual meetings
- development of Administrative Guidelines and Resource booklets





## National Partnerships

The Smarter Schools National Partnership in Literacy and Numeracy is a joint initiative between the Australian, state and territory governments. During 2011, participation in this National Partnership has provided teachers and school executive opportunities to embed improvement practices that have further developed their teaching of reading and numeracy. The Partnership has focused on three areas:

- high quality teaching
- strong leadership
- effective use of student performance information

To achieve sustained improvement individual students who have experienced difficulty in reading or numeracy have accessed specific intervention programs. Teachers have engaged in professional learning focused on accelerating whole class improvement. Intensive work in schools mentoring teachers has been a major focus of the National Partnership.

Whole school, Leadership and Intervention processes have been implemented:

### Whole School

- The whole school focus has been on the implementation of the Gradual Release of Responsibility Model (GRRM) in Reading and Numeracy. First Steps Reading and Count Me In Too (CMIT) have been the whole school approaches implemented through the Quality Teaching Framework.

### Leadership

- The ***Team Leadership for School Improvement Program*** has provided school teams with a framework and strategies to plan and implement improvement, identifying high leverage strategies to achieve continuous improvement

### Intervention

- Reading Recovery has been implemented as the intensive early intervention program with the aim of reducing the number of students struggling with reading and writing. Ongoing professional training and support has been provided to the Reading Recovery teacher who works directly with up to six students on a daily basis.
- Numeracy Intervention Program (NIP) is an intensive support program which involved one-to-one tutoring for students whose numeracy achievement in Numeracy is at risk. NIP lessons are highly structured targeted at the students point of need and administered four days per week for 12-13 weeks.

National Partnership program targets have been met and reward funding will become available in 2012.

## Target Resources

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### Commonwealth Review of School Funding

The long anticipated final report on the Federal Government's Review of Funding for Schooling chaired by Mr David Gonski was released in December 2011 concurrently with the Government's initial response to the Report. While the National Catholic Education Commission (NCEC) is committed to fully participate in the analysis of Report recommendations, it identified that there is much detailed work to be done. The proposed funding model has significant implications for the future funding of schooling and particularly for ACT Catholic schools. The Catholic Education Office has:

- worked closely with the NCEC in the development of national submissions to the Funding Review and analysis of preliminary reports released by the Review Panel
- submitted its own submission to the Review and met with members of the Review Panel to outline the specific funding issues for ACT Catholic schools and the need for equitable government funding support
- begun, with the NCEC and other State/Territory Catholic Education Commissions, the work of unpacking the implications of the Review recommendations for school funding.

### Building the Education Revolution

During 2011, the final 19 schools in the Archdiocese completed projects funded under the BER Program. Total expenditure for these projects to the end of 2011 was \$47,505,855. Projects included:

- new or refurbished libraries
- new or refurbished multi-purpose halls
- replacement of transportable buildings with permanent construction
- construction of new early learning centres.

The Catholic Education Office is very appreciative of the funding provided by the Federal Government under the BER Program and is proud of the way the program has been delivered within the Archdiocese.

Details of 2011 projects by school are included in the appendix.

### Learning Technologies Strategic Plan

The Learning Technologies Strategic Plan (2011-2015) was developed to reflect the growing emphasis on learning technologies in contemporary education.

Five key areas were identified in alignment with the CEO Strategic Plan, with an overarching goal established for each area.

- Catholic Identity and Faith: Enrich and promote ethical digital citizenship through the Mission and Vision of Catholic Education.
- Teaching and Learning: Provide teachers with the opportunity to increase their knowledge, pedagogical understanding, skill and capabilities in the use of learning technologies.
- Leadership: Promote strong engagement and leadership in learning technologies through strategic planning and targeted professional learning.
- Partnerships: Develop a consistent and planned approach to communication and build partnerships within and beyond the Archdiocese.



- Resourcing (eSourcing): Provide budget management, quality information and advice that promotes the use of learning technologies.

The major focus on professional learning for schools was the implementation of a Learning Management System – initially Connected Learning Communities and subsequently upgraded to LIFE in the latter part of the year. Twenty four Primary and Central schools were connected during 2011.

### **Planning for the Catholic Secondary College in Gungahlin**

2011 saw extensive consultation and planning for the new secondary school to be opened in Gungahlin in January 2013. Unfortunately, significant setbacks and delays were experienced due to environmental issues associated with the confirmation of release of land on the designated site at Throsby.

- Because these delays extended well past the middle of the year, the likelihood of commencing building in order to meet the opening date became more unlikely.
- The decision to bring forward extensions to Mother Teresa Primary School in order to accommodate the first secondary cohort for the new school in time for the planned opening resulted in a successful BGA application.
- Mother Teresa Primary School at Harrison will serve as the temporary location for secondary staff and students during 2013.
- In November, Archbishop Mark Coleridge announced that the new College would be named John Paul College.

### **CEO Communication: Websites, Intranet and Sharepoint**

CEO web based communication is in two forms:

- CEO website - <http://www.ceocg.catholic.edu.au>
- CEO Intranet – <https://intranet.cg.catholic.edu.au>

SharePOINT is the software that is used to develop both the CEO website and the CEO Intranet. It has considerable functionality that can be utilised to expand and improve communication opportunities . The CEO Intranet utilises SharePOINT's mature security and permissions structure. This means that CEO and school staff can have confidence in the security of the content and data.

### **Intranet Development**

Substantial progress has been made over 2011 in the provision of access to information for schools and CEO staff via the CEO Intranet. Significantly, the following areas have been developed:

- Educational Measurement and Reporting: schools now have access to information related to semester reporting grade distributions and NAPLAN analysis, as well as demographic and financial data. These areas will be developed throughout 2012 to encompass comprehensive information for CEO staff, Principals, Leadership Teams and Teachers to promote effective, evidence-based decision-making.
- System Staffing: Principals have been provided with ready access to up-to-date enrolment and staffing data for their schools upon which to base strategic decisions. Such information will be developed throughout 2012 to include web-based forms to streamline processes between schools and the CEO, as well as staffing/payroll information to provide current data for workforce planning.



## 1. NAPLAN Testing

NAPLAN tests are administered to students in Years 3, 5, 7 and 9 across Australia to ascertain levels of achievement in several aspects of literacy and numeracy. The results for 2011 show that:

- Large differences in NAPLAN Mean scores between schools and the state have occurred in NSW in Years 3 and 5.
- CEO schools have achieved notable growth between Years 5 and 7 and between Years 7 and 9 in most aspects of literacy and numeracy. This is especially the case for NSW students. However, as in previous years, student growth between Years 3 and 5 in ACT schools was somewhat below the territory average growth; growth for Archdiocesan schools in NSW was well below that for all of NSW.
- One of the causes of this pattern is a general under-representation of students in the top achievement bands of the NAPLAN tests in several year cohorts, and a clustering of students around the middle bands. This affects not only Mean scores, but also student gain and school growth.
- Even though overall cohort growth is around, or above, the state/territory average in many cases, differential growth is occurring within the same cohort at some schools – primarily between students at the top end and those at the bottom. This could indicate a lack of challenge for the top students and/or that different approaches to pedagogy may be warranted. In some cases there may be significant differences evident when comparing gain of boys and girls.

## 2. School-based Assessment and Reporting

- In the Primary years across the Archdiocese, significant inconsistencies continue to exist in the distribution of grades across different year levels and learning areas. Of particular importance is the distribution of 'A' grades across year levels, and the different pattern for English and Mathematics compared with other Learning Areas.
- These patterns indicate, in some cases, the need for whole-school re-appraisal of approaches to assessment and reporting, as well as teachers' (and leaders') understanding of the design and implementation of tasks to provide accurate information on student learning.
- As a System, greater consistency of teacher judgement is suggested by the data to align teacher expectations of the reporting standards with approaches to the design and implementation of assessment programs that allow students to demonstrate their abilities against these standards.

## 3. Kindergarten Assessment

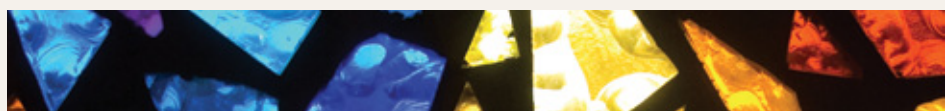
Data on performance of Kindergarten students are obtained through a series of instruments centred on literacy and numeracy. These provide the basis on which to make decisions about student achievement before formal national testing through NAPLAN from Year 3.

- Literacy: Results from the Kindergarten Assessment Program indicate that, at the end of the school year, 57% of students reached the minimum Archdiocesan benchmark for reading, as measured by Running Record levels. However, of the 43% of students below this benchmark, 19% achieved in the lowest levels. This has significant implications for support for these students in the current year and beyond.
- Numeracy: In most aspects of Numeracy, a large proportion of students have achieved the Archdiocesan benchmarks, although some follow-up work is indicated for Backward Number Sequencing.





# ACT Enrolments August Census 2011



Suburb	School	Principal	Year Level	Pre School	Primary	Secondary
Amaroo	Good Shepherd	Mr Graham Pollard	K-6		578	
Aranda	St Vincent's	Mrs Margaret Koenen	K-6		147	
Braddon	Merici College	Mrs Catherine Rey	7-12			1001
Calwell	St Francis of Assisi	Mr David Austin	K-6		485	
Campbell	St Thomas More's	Mrs Margaret Pollard	K-6		161	
Conder	St Clare of Assisi	Mr Greg Walker	K-6		693	
Curtin	Holy Trinity	Mrs Judy Spence	P-6	26	244	
Evatt	St Monica's	Ms Carmel Maguire	K-6		460	
Florey	St John the Apostle	Ms Helen Currie	K-6		384	
	St Francis Xavier College	Mr Angus Tulley	7-12			1199
Garran	Sts Peter and Paul	Mr John Vance	K-6		330	
Gowrie	Holy Family	Mrs Anne-Marie Marek	P-6	57	605	
Griffith	St Clare's College	Mrs Alison Jeffries	7-12			1195
Harrison	Mother Teresa	Mr Michael Lowe	P-2	99	162	
Holder	St Jude's	Mr Peter Galvin	K-6		279	
Isabella Plains	St Mary MacKillop College	Mr Michael Lee	7-12			1684
Wanniassa						
Kaleen	St Michael's	Mrs Judy Walsh	K-6		207	
Kambah	St Thomas The Apostle	Mr David Thiele	K-6		290	
Narrabundah	St Benedict's	Mrs Anne Staines	K-6		165	
Nicholls	Holy Spirit	Mr Paul Russell	K-6		506	
O'Connor	St Joseph's	Mrs Sue Dempsey	P-6	20	169	
Page	St Matthew's	Ms Brenda Foley	K-6		329	
Pearce	Sacred Heart	Mr Brad Gaynor	K-6		368	
Red Hill	St Bede's	Mr Doug Hodgson	K-6		182	
Wanniassa	St Anthony's	Mr Tim Elliott	K-6		421	
Waramanga	St John Vianney's	Mrs Vicky van der Sanden	K-6		260	
Watson	Rosary	Mrs Maureen Doszpot	K-6		369	
West Belconnen	St Thomas Aquinas	Mr John Bourke	P-6	36	191	





### Congregational Schools

	School	Principal	Year Level	Pre School	Primary	Secondary
Dickson	Daramalan College	Ms Rita Daniels	7-12			1478
Griffith	St Edmund's College	Mr Peter Fullagar	7-12			873
		Ms Patricia Doyle	4-6		240	
Pearce	Marist College	Mr Richard Sidorko	7-12			1202
		Mr Matthew Egan-Richards	4-6		390	

<b>Total Archdiocesan Schools</b>			<b>238</b>	<b>7985</b>	<b>5079</b>
<b>Total Congregational Schools</b>				<b>630</b>	<b>3553</b>
<b>Total ACT Enrolments 2010</b>			<b>17,485</b>		



# NSW Enrolments August Census 2011



Town	School	Principal	Year Level	Pre School	Primary	Secondary
Adelong	St Joseph's	Mr Mark Birks	K-6		31	
Batemans Bay	St Bernard's	Mr David Casey	K-6		340	
Batlow	St Mary's	Ms Chris Baron (Acting)	K-6		47	
Bega	St Patrick's	Mr Gerard Hergenhan	K-6		189	
Bombala	St Joseph's	Mrs Patricia Smith	K-6		23	
Boorowa	St Joseph's	Mr Paul Corcoran (Acting)	K-6		60	
Braidwood	St Bede's	Mr Gerard Galvin	K-6		99	
Broulee	Carroll College	Mrs Ann Lovell	7-12			469
Cooma	St Patrick's	Mr Phillip Stubbs	K-10		221	162
Cootamundra	Sacred Heart Central	Mr Wayne Smith (Terms 1 & 2)	K-10		202	148
		Ms Nicky Trinder (Terms 3 & 4) (Acting)				
Crookwell	St Mary's	Mr Paul McKay (Acting)	K-6		145	
Eden	St Joseph's	Mrs Anne Maddock	K-6		36	
Goulburn	Ss Peter & Paul	Mrs Maree Wilsmore	K-6		284	
Goulburn	Trinity Catholic College	Mrs Mary-Jane Carroll-Fajarda	7-12			660
Goulburn Nth	St Joseph's	Mrs Sue-Ellen Nell (Acting)	K-6		263	
Grenfell	St Joseph's	Mr Peter Stephens	K-6		71	
Gundagai	St Patrick's	Ms Mary Quinane	K-6		122	
Lake Cargelligo	St Francis Xavier	Mrs Florence Ross	K-6		66	
Moruya	St Mary's	Mrs Jacqueline Heffernan	K-6		189	
Murrumburrah	Trinity Primary	Mrs Katrina McGrath	K-6		104	
Pambula	Lumen Christi Catholic College	Mr Paul Carroll	7-12			527
Queanbeyan	St Gregory's	Ms Claire Frazer	K-6		640	
Temora	St Anne's Central	Mr Dennis Sleigh	K-10		178	92
Tumut	McAuley Central	Mr Michael Philpot (Acting)	K-10		146	115
West Wyalong	St Mary's	Mrs Robyn Akehurst	K-6		83	
Yass	Mt Carmel Central	Mrs Gaye McManus (Acting)	K-10		306	94
Young	St Mary's Primary	Mr Peter Hughes (Acting)	K-6		339	
Young	Hennessy Catholic College	Dr Peter Webster	7-12			497

<b>Total Archdiocesan Schools</b>	<b>4184</b>	<b>2764</b>
<b>Total NSW Enrolment 2011</b>	<b>6948</b>	



## Catholic Schools - Archdiocese of Canberra/Goulburn (Taken from August 2011 Census)

ACT Catholic Schools							
Archdiocesan Schools		Total	Congregational Schools		Total	ACT Schools	
Preschools: 5			Secondary: 1	Primary/Secondary: 2	3	Prim.	Sec
Primary: 23	Secondary: 4	27	ACT Preschools		Total 5		Prim/Sec.
						23	5
						2	30

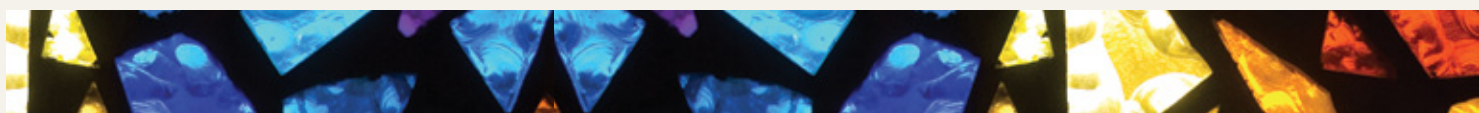
NSW Catholic Schools			
Primary: 19	Central: 5	Secondary (7-12): 4	Total Schools: 28

Number of Students					
ACT	Archdiocesan	Congregational	TOTAL	NSW Archdiocesan	TOTAL (All schools)
Pre School	238	0	238	0	238
Primary	7985	630	8615	4184	12799
Secondary	5079	3553	8632	2764	11396
TOTAL	13302	4183	17485	6948	24433

## Total Students by Classes (Archdiocesan Schools Only)

ACT Schools								
Primary (2011) Class	P	K	1	2	3	4	5	6
TOTAL	238	1189	1171	1246	1225	1006	1074	1074
Secondary (2011) Year	7	8	9	10	11	12		
TOTAL	961	956	916	892	728	626		

NSW Schools								
Primary (2011) Class	P	K	1	2	3	4	5	6
TOTAL		590	581	552	5	624	607	647
Secondary (2011) Year	7	8	9	10	11	12		
TOTAL	602	515	505	536	329	277		



#### Students of Aboriginal/Torres Strait Islander Descent (Archdiocesan Schools Only)

Primary	Secondary	TOTAL
260	148	408

#### Students with Disabilities (Archdiocesan Schools Only)

Primary	Secondary	TOTAL
295	160	455

#### Teachers employed in ACT (Archdiocesan Schools Only) Full Time Equivalent (August 2011)

	Lay Teachers	Religious Teachers	TOTAL
Primary	515.2		515.2
Secondary	348.7		348.7
<b>Total</b>	<b>863.9</b>		<b>863.9</b>

#### Teachers employed in NSW (Archdiocesan Schools Only) Full Time Equivalents (August 2011)

	Lay Teachers	Religious Teachers	TOTAL
Primary	258.2	0.5	258.7
Secondary	230.8		230.8
<b>Total</b>	<b>489.0</b>	<b>0.5</b>	<b>489.5</b>

#### Total ACT and NSW Teaching Staff

	1352.9	0.5	1353.4
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#### Support Staff employed in ACT (Archdiocesan Schools Only) Full Time Equivalents (August 2011)

	Lay	Religious	TOTAL
Primary	91.3	0.8	92.1
Secondary	133.4	1.0	134.4
<b>Total</b>	<b>224.7</b>	<b>1.8</b>	<b>226.5</b>

#### Support Staff employed in NSW (Archdiocesan Schools Only) Full Time Equivalents (August 2011)

	Lay	Religious	TOTAL
Primary	59.4		59.4
Secondary	61.1		61.1
<b>Total</b>	<b>120.5</b>		<b>120.5</b>

#### Total ACT and NSW Support Staff

	345.2	1.8	347.0
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These figures include FTE's for teachers and support staff in special programs as well as those funded from general recurrent funds.



# Block Grant Authority Applications

## NSW Catholic Block Grant Authority Applications

In 2011, on behalf of its NSW Schools, the Archdiocese submitted two applications with an estimated total cost of \$3,170,732. The amount of funding sought by Australian Government Grants through the NSW Block Grant Authority was \$2,219,512.

2011 Funding Round Approved Projects			
School	Australian Government Grants	Local/System/CCSBF Contributions	TOTAL Project Costs
Broulee - Carroll College, Construction of new Hall	\$1,437,588	\$616,109	<b>\$2,053,698</b>
Pambula Beach - Lumen Christi, Construction of Primary School	\$781,924	\$335,110	<b>\$1,117,034</b>

## ACT Block Grant Authority Applications

In 2011 the Archdiocese submitted four applications on behalf of its ACT Schools with an estimated total cost of \$7,870,382. The amount of funding sought by Australian Government Grants through the ACT Block Grant Authority was \$3,032,061.

The following project applications were successful and will be constructed during 2012:

2011 Funding Round Approved Projects			
School	Australian Government Grants	Local/System/CCSBF Contributions	TOTAL Project Costs
Florey - St Francis Xavier College Fitout of canteen, classroom, offices, cafeteria and student hub	\$532,061	\$59,939	<b>\$592,000</b>
Florey - St Francis Xavier College Extension of student services hub	\$700,000	\$1,721,937	<b>\$2,421,937</b>
Harrison - Mother Teresa Construction of classrooms and associated spaces	\$900,000	\$3,018,500	<b>\$3,918,500</b>

## ACT School Projects commenced or completed during 2011

School	Australian Government Grants	Local Contribution	CCSBF/System Contribution	TOTAL Project Costs
Florey - St Francis Xavier College	\$617,003	\$2,168,771	\$240,974	\$3,029,748
Wanniassa- MacKillop Catholic College. Construction of Science Laboratories	\$954,560	\$572,736	\$63,637	\$1,590,933

## NSW School Projects commenced or completed during 2011

School	Australian Government Grants	School Contribution	TOTAL Project Costs
Goulburn - Trinity Catholic College Refurbishment of facilities	\$1,765,241	\$472,737	\$2,237,978
Pambula Beach - Lumen Christi College - Construction of new Hall	\$1,208,718	\$493,882	\$1,702,600

# BER Statistical Information

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During 2011, the final 19 schools completed their BER projects. These projects included:

- new or refurbished Libraries
- new or refurbished Multi-purpose Halls
- replacement of transportable buildings with permanent classrooms
- construction of Early Learning Centres
- construction or refurbishment of Administration Areas

The total expenditure for these completed projects to the end of 2011 is \$47,505,855.







## BER Projects Completed In 2011

### ACT Schools

Suburb	Project Description
Calwell	Refurbishment of classrooms Construction of Library
Campbell	Construction of Multi purpose Hall
Conder	Construction and refurbishment of classroom blocks
Evatt	Construction of Multi Purpose Hall Refurbishment of existing hall to classrooms
Harrison	Construction of Multi Purpose Hall Construction of Library

Suburb	Project Description
Holder	Refurbishment of library & associated spaces Refurbishment of classrooms
Nicholls	Refurbishment of existing classrooms Construction of administrative block
O'Connor	Construction of Early Learning Centre Construction of library
Page	Refurbishment of multi purpose hall Extension & Refurbishment of existing Library
Wanniassa	Replacement of existing transportable buildings

## BER Projects Completed In 2011

### NSW Schools

Town	Project Description
Bega	Construction of Multi Purpose Hall Refurbishment of existing Library
Cootamundra	Construction of Administration Block Construction of Library
Gundagai	Refurbishment of existing Library Refurbishment of existing Hall
Queanbeyan	Construction of Multi Purpose Hall
Temora	Construction of Student Amenities Refurbishment of Library

Town	Project Description
Tumut	Construction of Multi Purpose Hall Construction of servery and storerooms
West Wyalong	Refurbishment of existing hall Refurbishment of student amenities
Yass	Relocation of library and associated spaces
Young	Construction new library Construction of Administration Block



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### Independent Auditor's Report to the trustee of the Archdiocese of Canberra and Goulburn Catholic Schools System and the Catholic Education Commission

We have audited the accompanying financial statements of the Archdiocese of Canberra and Goulburn Catholic Schools System (the 'System'), which comprises the statement of financial position as at 31 December 2011, the statement of comprehensive income - normal operations, statement of comprehensive income - special purpose and other grants and the statement of changes in equity for the year ended on that date, notes comprising a summary of significant accounting policies and other explanatory information, and the statement by officers as set out on pages 1 to 13.

#### The Officer's Responsibility for the Financial Statements

The Officers are responsible for the preparation and fair presentation of financial statements and have determined that the basis of accounting described in Note 1 is appropriate to meet the financial reporting requirements and needs of the trustees of the Archdiocese of Canberra and Goulburn Catholic Schools System and the Catholic Education Commission. The Officer's responsibility also includes such internal control as the Officers determine is necessary to enable the preparation of the financial statements that is free from material misstatement, whether due to fraud or error.

#### Auditor's Responsibility

Our responsibility is to express an opinion on the financial statements based on our audit. We conducted our audit in accordance with Australian Auditing Standards. These standards require that we comply with relevant ethical requirements relating to audit engagements and plan and perform the audit to obtain reasonable assurance whether the financial statements are free from material misstatement.

As audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements, the procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the System's preparation and fair presentation of the financial statements, in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the System's internal control. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of accounting estimates made by management of the System, as well as evaluating the overall presentation of the financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

Liability limited by a scheme approved under Professional Standards Legislation.  
Member of Deloitte Touche Tohmatsu Limited

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**Deloitte.**

#### Opinion

In our opinion, the financial statements presents fairly, in all material respects, the financial position of the Archdiocese of Canberra and Goulburn Catholic Schools System as at 31 December 2011 and of its financial performance for the year ended in accordance with the financial reporting requirements of the Officers as described in note 1.

#### Basis of Accounting and Restriction on Distribution and Use

Without modifying our opinion, we draw attention to Note 1 to the financial statements, which describes the basis of accounting. The financial statements have been prepared to assist the Archdiocese of Canberra and Goulburn Catholic Schools System and the Catholic Education Commission to meet the financial reporting requirements of the officers. As a result, the financial statements may not be suitable for another purpose. Our report is intended solely for the trustee and should not be distributed to or used by parties other than the trustee and the Catholic Education Commission.

*Deloitte Touche Tohmatsu*  
DELOITTE TOUCHE TOHMATSU

*Alexandra Spark*  
Partner  
Chartered Accountants  
Canberra, 17 May 2012

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**Deloitte.**

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### Independent Auditor's Report to the trustees of the Archdiocese of Canberra and Goulburn Canberra Catholic Schools Building Fund Trust and the Catholic Education Commission

We have audited the accompanying financial statements of the Archdiocese of Canberra and Goulburn Canberra Catholic Schools Building Fund Trust (the 'Trust'), which comprises the statement of financial position as at 31 December 2011, the statement of comprehensive income - normal operations for the year ended on that date, notes comprising a summary of significant accounting policies and other explanatory information, and the statement by officers as set out on pages 1 to 8.

#### The Officer's Responsibility for the Financial Statements

The Officers are responsible for the preparation and fair presentation of financial statements and have determined that the basis of accounting described in Note 1 is appropriate to meet the financial reporting requirements and needs of the trustees of the Archdiocese of Canberra and Goulburn Canberra Catholic Schools Building Fund Trust and the Catholic Education Commission. The Officer's responsibility also includes such internal control as the Officers determine is necessary to enable the preparation of the financial statements that is free from material misstatement, whether due to fraud or error.

#### Auditor's Responsibility

Our responsibility is to express an opinion on the financial statements based on our audit. We conducted our audit in accordance with Australian Auditing Standards. These standards require that we comply with relevant ethical requirements relating to audit engagements and plan and perform the audit to obtain reasonable assurance whether the financial statements are free from material misstatement.

As audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements, the procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the Trust's preparation and fair presentation of the financial statements, in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the Trust's internal control. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of accounting estimates made by management of the Trust, as well as evaluating the overall presentation of the financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

Liability limited by a scheme approved under Professional Standards Legislation.  
Member of Deloitte Touche Tohmatsu Limited

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**Deloitte.**

#### Opinion

In our opinion, the financial statements presents fairly, in all material respects, the financial position of the Archdiocese of Canberra and Goulburn Canberra Catholic Schools Building Fund Trust as at 31 December 2011 and of its financial performance for the year ended in accordance with the financial reporting requirements of the Officers as described in note 1.

#### Basis of Accounting and Restriction on Distribution and Use

Without modifying our opinion, we draw attention to Note 1 to the financial statements, which describes the basis of accounting. The financial statements have been prepared to assist the Archdiocese of Canberra and Goulburn Canberra Catholic Schools Building Fund Trust and the Catholic Education Commission to meet the financial reporting requirements of the officers. As a result, the financial statements may not be suitable for another purpose. Our report is intended solely for the trustee and should not be distributed to or used by parties other than the trustee and the Catholic Education Commission.

*Deloitte Touche Tohmatsu*  
DELOITTE TOUCHE TOHMATSU

*Alexandra Spark*  
Partner  
Chartered Accountants  
Canberra, 17 May 2012

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**CATHOLIC SCHOOLS SYSTEM  
INCOME STATEMENT FOR THE YEAR ENDED 31 DECEMBER 2011**

	2011		2010	
	ACT \$	NSW \$	ACT \$	NSW \$
<b>OPERATING INCOME</b>				
Government Grants				
Australian Government Recurrent	70,745,528	44,707,382	66,856,970	42,357,967
State / Territory Recurrent	22,851,425	15,220,116	22,154,696	14,826,231
School Fees	5,618,315	4,341,786	5,517,014	4,257,657
Other Income	7,854,885	1,846,063	8,055,254	1,568,774
Transfer From Reserves	5,126,987	0	874,441	0
<b>TOTAL OPERATING INCOME</b>	<b>112,197,139</b>	<b>66,115,346</b>	<b>103,458,375</b>	<b>63,010,629</b>
<b>OPERATING EXPENDITURE</b>				
Salaries and Related Costs	92,100,040	57,504,868	89,878,954	57,470,836
Administration & Program Expenditure	9,835,396	6,244,964	9,812,863	6,181,433
"Special" Projects	5,128,210	273,680	874,451	384,496
Transfer To Reserves	5,000,000	0	2,850,000	0
<b>TOTAL OPERATING EXPENDITURE</b>	<b>112,063,645</b>	<b>64,023,513</b>	<b>103,416,268</b>	<b>64,036,765</b>
<b>EXCESS OF INCOME OVER OPERATING EXPENDITURE FOR THE YEAR CARRIED FORWARD TO SCHOOL SYSTEM EQUITY</b>	<b>133,494</b>	<b>2,091,834</b>	<b>42,107</b>	<b>(1,026,136)</b>

**NOTES:**

"School Tuition Fees" does not include local levies and charges collected by all schools or Tuition Fees collected by ACT Catholic System Colleges. The total additional fees in 2011 is \$28.1 million (2010: \$27.5 million) in the ACT and \$7.6 million (2010: \$5.8 million) in the NSW.

**CATHOLIC SCHOOLS SYSTEM GOVERNMENT FUNDED SPECIFIC PROGRAMS  
INCOME STATEMENT FOR THE YEAR ENDED 31 DECEMBER 2011**

	2011		2010	
	ACT \$	NSW \$	ACT \$	NSW \$
<b>INCOME</b>				
Grants	3,490,843	3,178,161	5,340,495	3,485,617
Other Income	41,316	0	64,756	23,052
Funds Brought Forward	2,738,832	1,342,508	2,629,334	1,777,782
<b>TOTAL INCOME</b>	<b>6,270,991</b>	<b>4,520,669</b>	<b>8,034,585</b>	<b>5,286,451</b>
<b>EXPENDITURE</b>				
Salaries and Related Costs	1,956,349	2,629,172	2,197,822	2,516,125
Other	2,568,586	982,050	3,097,931	1,427,818
Funds Carried Forward	1,746,056	909,447	2,738,832	1,342,508
<b>TOTAL EXPENDITURE</b>	<b>6,270,991</b>	<b>4,520,669</b>	<b>8,034,585</b>	<b>5,286,451</b>

**CATHOLIC SCHOOLS SYSTEM BUILDING FUND TRUST**  
**INCOME STATEMENT FOR THE YEAR ENDED 31 DECEMBER 2011**

	<b>2011</b>	<b>2010</b>
	<b>\$</b>	<b>\$</b>
<b><u>OPERATING ACTIVITIES</u></b>		
<b>OPERATING INCOME</b>		
Government Interest Subsidies	139,605	150,739
Upgrading Grants / Local Contributions	335,901	0
Parish and Parent Donations	3,591,295	3,447,740
Other Income	103,662	51,955
<b>TOTAL OPERATING INCOME</b>	<b>4,170,463</b>	<b>3,650,434</b>
<b>OPERATING EXPENDITURE</b>		
Interest on Loans	263,973	287,318
Building Maintenance	1,675,202	1,444,288
Other Expenditure	830,170	811,572
Transfer to Capital Account (1)	457,220	470,985
<b>TOTAL OPERATING EXPENDITURE</b>	<b>3,226,565</b>	<b>3,014,163</b>
<b><u>CAPITAL ACTIVITIES</u></b>		
<b>CAPITAL INCOME</b>		
Australian Government Capital Grants	1,978,390	180,328
Loan Drawings	0	0
School Loan Reimbursements	251,928	251,928
School Contribution	1,196,828	115,143
Transfer from Operating Account (1)	457,220	470,985
<b>TOTAL CAPITAL INCOME</b>	<b>3,884,365</b>	<b>1,018,384</b>
<b>CAPITAL EXPENDITURE</b>		
Loan Payments - Principal	765,163	765,163
Building Projects	3,119,202	253,221
<b>TOTAL CAPITAL EXPENDITURE</b>	<b>3,884,365</b>	<b>1,018,384</b>
<b>EXCESS OF INCOME OVER OPERATING EXPENDITURE FOR THE YEAR CARRIED FORWARD TO BUILDING FUND TRUST EQUITY</b>	<b>(2) 943,897</b>	<b>636,271</b>

**NOTES:**

- (1) This \$457,220 in 2011 represents the internal transfer within the CCSBF accounts from the operational section to the capital section of offset the excess of capital expenditure over capital income.
- (2) This \$943,897 in 2011 represents the excess of income over expenditure for the year carried forward into equity.







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CATHOLIC EDUCATION COMMISSION  
ARCHDIOCESE OF CANBERRA AND GOULBURN



Archdiocese of Canberra and Goulburn  
CATHOLIC EDUCATION OFFICE