ARCHBISHOP ANTHONY FISHER OP
ARCHBISHOP OF SYDNEY

It is with pleasure that we submit the Annual Report of the Sydney Archdiocesan Catholic Schools (SACS) Board and Catholic Education Office for the year ended 31 December 2015.

This is the last Annual Report under the name of Catholic Education Office. From 1 January 2016, the system of schools changed names to Sydney Catholic Schools, better reflecting the emphasis of the core business in schools, rather than an office.

2015 was also the final year of implementation of the Strategic Improvement Plan Building on Strength: Future Directions for Sydney Catholic Schools. This annual report includes a summary of the strategic developments and achievements in the eight Key Areas that underpin the plan. Significant work was completed in 2015 on the development of the 2016-2018 Strategic Improvement Plan, New Horizons.

In 2015, students in our Archdiocesan systemic schools again excelled, achieving extremely high levels in all facets of their education. These levels of achievement reflected high-quality teaching in Religious Education and all curriculum areas across the system of schools.

Archdiocesan literacy and numeracy results in statewide testing have shown continual improvement over the past decade. As in previous years, literacy and numeracy were assessed nationally under the mandatory National Assessment Program for Literacy and Numeracy (NAPLAN). NSW as a whole rated very highly on these external examinations when compared with other States. The Archdiocese of Sydney Catholic Primary and Secondary Catholic school students have continued to perform above the NSW State average.

The results of the Year 6, Year 8 and Year 10 Religious Education Tests show that students’ religious literacy continues to be at, or above, the high levels evidenced in previous test results.

Student achievement in the Higher School Certificate (HSC) maintained a standard of excellence that has been a characteristic of the Catholic education system in recent years. It showed that 73.4% of all HSC courses attained achievement above the state mean.

The rejuvenation in our Church with Pope Francis’ message of justice and equality for all marginalised and disadvantaged people continues to re-energise and inspire Catholics across the world. It is our hope that our system of Catholic schools in the Archdiocese of Sydney is assisting with this rejuvenation in our own Archdiocese. We are particularly proud of the Jump Up and Down for Kids initiative in highlighting the plight of refugee children.

Our efforts in assisting students who experience a learning difficulty, or other challenge, continue to be strengthened with programs such as the Arrowsmith Program, Reading Recovery, the Eileen O’Connor Catholic College development and an emphasis on student wellbeing. Similarly, the education of our gifted and talented students is increasingly being accommodated through the Newman Gifted Education Program and the wonderful work of our Catholic Schools Performing Arts Program (CaSPA).

In 2014 our theme was ‘Giving a voice to the cry of the poor’. In 2015, our over-arching theme of ‘Open your hearts to the great adventure of the Gospel’ became a point of focus and reflection in our schools and offices and was used to help the faith formation of staff and students. Catholic schools continued to strengthen the awareness of Catholic social teaching through a variety of approaches. Youth Ministry Coordinator and Family Educator initiatives continued to make a difference in the lives of our students and families in the Archdiocese of Sydney.

The introduction of the Catholic Education Foundation as a source of support for our most financially disadvantaged families continues to grow in strength, with 706 students being awarded bursaries in 2015.

On behalf of the SACS Board and Sydney Catholic Schools we thank the parents, priests, Principals and staff in each of our school communities for their commitment towards achieving an authentic expression of the Gospel, thereby offering a real and affordable choice for Catholic families seeking a Catholic education for their children.

May the Holy Spirit work through our efforts and in the hearts of all involved in this work.
OUR VISION
As partners in Catholic education, we commit ourselves to developing authentic Catholic schools that:

- are founded on the person of Jesus Christ and enlivened by the Gospel
- highlight the relevance of our faith to life and contemporary culture
- are embedded within the Catholic community of believers, and share in the evangelising mission of the Church
- are committed to the development of the whole person.

OUR MISSION
As partners in Catholic education, we commit ourselves to our students by:

- celebrating being Catholic in Australia
- ensuring quality teaching and learning
- making a difference in our world.
“Blessed are the pure in heart, for they will see God.”
MATTHEW 5:8

Our theme for 2015 reflected on the sixth Beatitude: “Blessed are the pure in heart, for they will see God” (Matthew 5:8). Pope Francis highlighted the need for people to “seek true happiness in this modern world, turning away from deceptive worldly promises and searching for a treasure, which can satisfy their thirst for the infinite.”

Our action statement for 2015 was “Open your hearts to the great adventure of the Gospel.” Archbishop Anthony Fisher OP encourages us all to open our hearts to the Gospel with energy and idealism. This theme provided the focal point for the three regional community Masses at the beginning of the school year, and governed our actions throughout 2015.

Pope Francis initiated The Jubilee of Mercy when he opened the Holy Door of St Peter’s Basilica on 8 December 2015. In this extraordinary Jubilee Year of Mercy, Pope Francis calls us to conversion in our own lives, so that we can be and bring the face of God’s mercy to the world. The theme of mercy was a focal point towards the end of the year, and will be a major focus in 2016.
The SACS Board was established in 1983 by the Archbishop of Sydney to advise and assist him in educational matters pertaining to the Catholic schools of the Archdiocese of Sydney.

Members of the Board are appointed by the Archbishop of Sydney, and are drawn from all sections of the Catholic community. They bring to the board a broad spectrum of interests and talents related to Catholic education. In 2015 there were 12 members of the Board.

MEMBERS OF THE SACS BOARD

- Rev Michael McLean, (Chairman)
- EV Education, Parish Priest, Drummoyne
- Dr Dan White (Executive Officer), Executive Director of Catholic Schools
- Fr Paul Monkerud, Parish Priest, Ryde (resigned May 2015)
- Mr Michael Austin, Director, CatholicCare
- Mrs Carolyn Bosch, parent, Policy and Human Resources
- Mr Anthony Cleary, Director of Religious Education and Evangelisation
- Mr Anthony Farley, Director, Catholic Commission for Employment Relations
- Mrs Anne-Marie Foord, parent, Legal Counsel
- Mr Michael Digges, Archdiocesan Business Manager, Catholic Commission for Employment Relations
- Prof Marea Nicholson, Associate Vice Chancellor, Australian Catholic University
- Dr Mark Turkington, Regional Director
- Mr Peter Ireland, Assistant Executive Officer
REPORT OF PROCEEDINGS

Meetings of the SACS Board in 2015 considered:

- examination of the Leadership Team’s three strategic goals: church engagement, authentic learning, and strategic planning
- approval of 2016-2018 Strategic Plan New Horizons – Inspiring Hearts and Minds with implementation plan
- introduction of new Governance and Policy department based in the Central Office Leichhardt, which will operate within the Executive Directorate
- confirmation of the change of name from Catholic Education Office (CEO) to Sydney Catholic Schools (SCS) Archdiocese of Sydney, to be rolled out in 2016
- development of three pilot not for profit early childhood centres was endorsed on the basis of establishing a steering committee and engaging a consultant to manage the project
- discussion of 2016 model of differentiated school fees structure
- confirmation that De La Salle Catholic College, Bankstown will commence co-education from 2016
- confirmation of the development of a new school site at Austral for opening in 2017
- implementation and inclusion of Parent Partnership Agreement in Parent Enrolment Packs
- confirmation that Eileen O’Connor Catholic College will open as a Secondary college initially in 2016, to cater for students with moderate special needs
- implementation of and subsequent reports from the SACS Board Audit and Risk Committee
- implementation of, and subsequent reports from the SACS Board Catholic Identity and Mission Committee
- examination of the 2015 annual accounts and quarterly combined funds reports
- examination of 2015 Audited Annual Accounts by Moore Stephens
- school fee reduction and collection guidelines established by Director of Financial, Corporate and ICT Services
- reports for each of the three leadership team subcommittees which were provided to the SACS Board throughout 2015 (these sessions also provided Board members with the opportunity to interrogate the research being conducted as well as the strategic direction of each group)
- discussion of the Capital Works Master Plan (CWMP) which coincides with the release of New Horizons.

The SACS Board endorsed the following policies:

- Staff and Wellbeing
- Banned Substances
- Financial Stewardship
- Aboriginal and Torres Strait Islander Education.

The SACS Board was briefed on the following matters:

- Catholic Education Foundation
- Enterprise Agreement
- PHRIS Program Report
- Quality Teaching Overview
- Parent Charter

AUDIT AND RISK COMMITTEE

MEMBERS
Br Tony Whelan (Chair)
Mr Peter Ireland (Executive Officer)
Mr Edmund Larkin
Ms Linda Carseldine
Mr Peter Panowitz
Mrs Lynda Ugarte

REPORT OF PROCEEDINGS

There were six meetings this year that focused on accrual accounts, auditor reports, Canon Law, governance structures and delegations.

CATHOLIC IDENTITY AND MISSION COMMITTEE

MEMBERS
Mr Anthony Cleary (Chair), Director of Religious Education and Evangelisation, Catholic Education Office, Sydney
Robert Haddad, Head: New Evangelisation, Catholic Education Office, Sydney
Mr Anthony Farley, Executive Director, Catholic Commission for Employment Relations
Mr Frank Malloy, Regional Director, Marist Schools Australia
Mrs Marita Winters
Fr Anthony Casamento csma, Director of Identity & Mission, Australian Catholic University
Ms Anne Anderson, Principal, Marist Sisters’ College Woolwich
Dr Michael Casey, Senior Advisor, Australian Catholic University
Selina Hasham, Communications Manager; Catholic Communications, Polding Centre Sydney
Fr Peter Kwak, Chaplain, University of New South Wales
Dr Sandra Lynch, Director: Centre of Faith Ethics and Society, University of Notre Dame Australia
Mrs Josephine Charbel, Social Justice Community Engagement Manager, St Vincent de Paul, Sydney Archdiocese

REPORT OF PROCEEDINGS

The Committee met three times during 2015. A key focus of the group’s work was the development of a detailed strategic response to the New Horizons Inspiring Spirits and Minds. In addition to the articulation of Key Performance Indicators (KPIs), the committee mapped a three-year implementation plan, including several key research projects.

Areas reviewed in 2015 included the Family Educator Project and the Beginning Teacher Retreats.
ROLE OF THE CATHOLIC EDUCATION OFFICE SYDNEY

The Catholic Education Office, Sydney (CEO) is responsible for the leadership, efficient operation and management of the 150 systemic schools which educate over 70,000 students in the Archdiocese of Sydney. It also liaises with the 18 schools owned and operated by religious institutions (congregational schools), which educate another 16,500 students. The CEO is charged with the implementation and management of policies and the allocation and administration of the funds provided by government and private sources for the operation of Catholic schools.

The Building on Strength: Strategic Improvement Plan, the School Review and Improvement Framework, How Effective is our Catholic School? and How Effective is our Catholic Education Office? provide the strategic direction for Catholic systemic schools and the CEO.

In 2015 the CEO’s financial responsibilities extended to the administration of salaries for more than 9,500 staff (permanent, temporary and casual) employed in Archdiocesan systemic schools and the CEO.

The CEO, through its Central and three Regional Offices, provides to schools a wide range of services and resources, which have been developed in consultation with Principals and teachers.

The CEO’s main focus is to provide services and support for schools to assist every student to receive a high quality Catholic education. Building on Strength focuses the work of the CEO on the strategic priorities essential for the development and maintenance of a highly effective system of Catholic schools, delivering high-quality teaching and learning as well as faith formation.

The Executive Director of Catholic Schools is the approved authority of the CEO. He is assisted in his responsibilities by the members of the Leadership Team. The Head of Governance and Policy acts as the Executive Officer of the Leadership Team.
ORGANISATIONAL STRUCTURE

THE LEADERSHIP TEAM
Dr Dan White, Executive Director of Catholic Schools
Dr Doug Ashleigh, Director of Financial, Corporate and ICT Services (resigned December 2015)
Dr Michael Bezzina, Director of Teaching and Learning
Mr Anthony Cleary, Director of Religious Education and Evangelisation
Dr Jane Comensoli, Director of Human Resources
Mr Michael Krawec, Regional Director, Inner Western Region
Mrs Elizabeth O’Carrigan, Regional Director, Eastern Region
Dr Mark Turkington, Regional Director, Southern Region
Mr Peter Ireland, Head: Governance and Policy (Executive Officer)

2015 COMMITTEES OF THE CEO
Office of the Executive Director of CEO schools
Leadership Team
Primary Principals’ Planning Committee
Secondary Principals’ Consultative Committee
Catholic Education Foundation Committee
Schools Planning and Development Committee
System Accountability Committee
Teaching and Learning Directorate
Vocational Education Advisory Committee
Archdiocesan Aboriginal Education Advisory Committee
Archdiocesan Reading and Mathematics (RAMP) Project Operational Group
Archdiocesan Student Wellbeing Committee
Archdiocesan Reading Recovery Advisory Committee
Human Resources Directorate
Workplace Equity Committee
School Support Staff Consultative Committee
Leadership Learning and Succession Steering Committee
Financial Services
Archdiocesan Schools Staffing Committee
School Planning and Facilities Committee
Financial Management Committee
Religious Education and Evangelisation
Archdiocesan Religious Education Committee
Life Committee
World Youth Day Committee

SYDNEY ARCHDIOCESAN PRIORITY COMMITTEE FOR CAPITAL GRANT PROJECTS

COMMITTEE MEMBERS
Sr Jennifer Fahey, rsc, Manager, Special Projects, St Vincent’s Hospital (Chair)
Dr Doug Ashleigh, Director of Financial, Corporate and ICT Services
Mr Ray Martin, Principal, Holy Spirit College, Lakemba
Mrs Elizabeth O’Carrigan, Regional Director
Mr Anthony Smith, Assistant Director, Financial Services
Fr Paul Hilder, Dean, St Mary’s Cathedral, Sydney
Br Jeff Regan, Education Officer, Edmund Rice Education Australia
Mr Michael Krawec, Regional Director
Dr Mark Turkington, Regional Director
Mr Peter Clarke, Head, Planning and Facilities (Executive Officer)
Mr Warren Loy, Principal, St Gertrude’s Catholic Primary School Smithfield

SYDNEY ARCHDIOCESAN PRIORITY COMMITTEE FOR CAPITAL GRANT PROJECTS

CAPITAL PROJECTS 2015
PROJECTS ATTRACTING FEDERAL GOVERNMENT FUNDING

New Places
Marist Catholic College Penshurst $2.45m
St Christopher’s Catholic Primary School Panania $1.63m

Existing Places
Bethlehem College Ashfield $3.5m
St Ursula’s College Kingsgrove $2.25
Clancy Catholic College West Hoxton $2.76m

Our Lady of the Assumption Catholic Primary School welcomed its first 55 students at the beginning of the school year in 2015. The official opening of the new facilities was on 1 May 2015.

Planning commenced for two new Catholic Primary Schools, one at Austral and one at Mortlake, both to be opened in 2017.

There were no schools closed in 2015.
STUDENT ACHIEVEMENT 2015

THE YEAR 6, YEAR 8 AND YEAR 10 RELIGIOUS EDUCATION TESTS

The Religious Education (RE) Tests measure students’ knowledge, skills and understanding across the key strands within the RE Curriculum. Students from a number of other dioceses in NSW also participated in these tests. The tests were developed in partnership with Educational Assessment Australia.

These tests showed that the Sydney Archdiocese students’ religious literacy continued at or above the high levels evident in previous years with the following averages: Year 6: 77.0% and Year 8: 58%.

Year 10 RE tests were completed in 24 schools with an average of 55.7% (55.66% in 2014 and 55.24% in 2013).

NAPLAN

The National Assessment Program – Literacy and Numeracy (NAPLAN) is a mandatory annual assessment for students in Years 3, 5, 7 and 9. It has been a part of the school calendar since 2008.

NAPLAN tests the skills that are essential for every child to progress through school and life, such as reading, writing, spelling and numeracy. The assessments are undertaken nationwide, every year in the second full week in May. The table (below) demonstrates that Sydney Archdiocesan Catholic schools performed significantly above the NSW average on all but one of the 20 test measures.

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The ‘Building on Strength’ Strategic Improvement Plan maintained a clear focus on improvements to be achieved across the Archdiocesan system of schools. The structure of the Strategic Improvement Plan (SIP) was:

**KEY AREAS**

The fundamental priorities structure the Plan based on the ‘core business’ of the Archdiocesan system of schools. There are eight Key Areas, and the CEO team structure is aligned to them.

**STRATEGIC INTENT STATEMENTS**

Strategic Intent Statements are clear statements of ‘big picture’ intentions for continuous and sustainable improvement, and have the greatest potential to deliver results. They are reviewed annually by the CEO Leadership Team. Each statement begins with the stem sentence: ‘The system of Sydney Catholic schools achieving/improving/making progress towards…’.

**SYSTEM LEVEL KEY PERFORMANCE INDICATORS**

These indicators define and provide the means for measurement of outcomes and/or progress towards achievement of the Strategic Intent.

**MAJOR PROJECTS**

A major project is a focused endeavour, having a defined beginning and end, undertaken to meet specific priorities as indicated in Strategic Intent Statements.

This section of the 2015 Annual Report describes some of the evidence of implementation of the Plan - outcomes, results, benefits and improvements - for each of the eight Key Areas comprising ‘Building on Strength’. Strategic Intent Statements and related Key Performance Indicators (KPIs) are reviewed and revised annually by the CEO Leadership Team to reflect changes in the operational environment of the Archdiocesan system of schools.

Each Key Area Leader is responsible for providing a report to the CEO Sydney Leadership Team on the specific Key Area and how the system of Sydney Archdiocesan Catholic schools is achieving/improving/making progress towards the Strategic Intent Statements. What follows is a summary report.

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**HIGHER SCHOOL CERTIFICATE**

- The 73.4% of courses performing above the state average in 2015 represent the second best performance in this measure by Sydney Archdiocesan Catholic schools and represents a 13.3% improvement since 2007.
- In 2015 performance in Bands 5 and 6 was 43% which represented a 1.4% decline from 2014. It is noteworthy that this decline occurred at a time when Band 6 performance grew by 0.8%.
- Achievement in Band 6 and E4 in 2015 was 9.9%, which represents a 0.8% improvement on the 2014 performance in this measure. Performance in the top Band is consistent with the six-year average of 9.7%.
- Three students achieved first place in a course:
  - Good Samaritan Catholic College Hinchinbrook: Business Services
  - Bethany Catholic College Hurstville: Dance
  - Our Lady of the Sacred Heart College Kensington: Society and Culture
- Performance in Bands 1 and 2 continue to decline and in 2015 there was a 0.6% decline from the 2014 performance. This represents a 4.2% decline since 2007.
- In 2015 there was a total of 4910 VET course enrolments across Sydney Archdiocesan Catholic schools which is an increase of 48% since 2009.
- 30.1% of Preliminary Course students and 28.8% of HSC Course students undertook at least one VET Course.
- The number of School-Based Apprenticeships and Traineeships (SBATs) increased by 15.7% in 2015 with students from 30 schools across 18 qualifications.
1.1 Vision and Mission Statements which explicitly articulate the nature and purpose of Catholic schooling

Professional learning and development days were facilitated throughout 2015 for school communities and leadership teams to reflect upon the nature and purpose of Catholic schooling and to consider how this is reflected in their vision and mission statements. For many schools, this coincided with the formal presentation of the Archbishop’s Charter Recognition Certificate.

On Wednesday, 5 August, 150 leaders from 41 schools participated in a one-day workshop titled “Unpacking the Archbishop’s Charter”. The day was designed to assist in the formation of school leaders and emerging leaders in relation to the Catholic identity of their communities, and to specifically consider the implications and implementation of the Charter in the context of Cyclic Review. The keynote speaker for the day was Archbishop J Michael Miller (Vancouver), former Secretary to the Congregation for Catholic Education, and author of *The Holy See’s Teaching on Catholic Schools*.

The School Review and Improvement (SRI) processes were used to monitor local implementation of the Charter, thus providing a form of quality control of vision and mission statements.

1.2 Policies, programs and practices that strengthen Catholic identity and recognise the place of Catholic schools within the evangelising mission of the Church

A range of initiatives were developed, progressed and implemented for the purpose of strengthening understanding of Catholic identity and the place of Catholic schools in the Church’s evangelising mission. Many of these initiatives were driven and overseen by the work of the Identity and Mission subcommittee of the SACS.
Board and the Church Engagement goal group of the CEO Leadership Team. Particular attention was given to the strengthening of:

- relationships between schools and parishes
- school leaders’ sense of ‘working in an ecclesial context’, and
- youth ministry programs and approaches to the faith formation of staff.

An aspect of Catholic identity deemed of particular importance and need, especially in regards to the strengthening of awareness and commitment, was the ‘dignity of human life’. To this end, the RE & E team established a Life Committee. This committee oversaw a range of initiatives in 2015, including:

- the establishment of ‘life week’, in which seminars, competitions and activities were conducted with and in schools
- the development of guiding principles regarding the selection and use of teaching and learning resources, and
- the promotion of key Archdiocesan initiatives, e.g. the Euthanasia Debate, the Mass for the Unborn.

Throughout 2015, particular attention was given to the enhancement of the system’s Archdiocesan identity. This was principally led by His Grace, Archbishop Anthony Fisher OP, who met with Principals and priests (24 March), RECs and YMCs (18 May) and student leaders (2 December). The Archbishop provided a clear overview of his vision for the Archdiocese and his priorities for Catholic schools. This helped inform the focus and direction of the new Strategic Improvement Plan: New Horizons: Inspiring Spirits and Minds.

Particular attention was also given to the contribution of religious orders to Catholic schools throughout Australia, and events were held to recognize and express gratitude for the great legacy each has left. A highlight of the year was the visit of Cardinal Joao Braz de Aviz, Prefect of the Congregation for Institutes of Consecrated Life and Societies of Apostolic Life. The Cardinal met with students, teachers, religious brothers and sisters and discussed the relevance of consecrated life in contemporary society.

Amidst the wide range of practices aimed at strengthening the Catholic cultural capital of staff, students and parents, 2015 saw the system-wide introduction of the praying of the Angelus. This initiative was adopted in all school and office communities and was very well received.

1.3 A culture of informed understanding of and practical response to Catholic Social Teaching

Throughout 2015 Catholic schools sought to engage their communities more effectively in their response to the Catholic Social Teaching Framework. Many schools based their staff faith formation/spirituality day on the framework, with a particular focus on refugees, poverty and homelessness. This often involved participating in a ‘street retreat experience’. Schools frequently used their staff meetings as a time of professional learning to unpack the framework.

The CEO worked with a number of Church agencies to provide immersion experiences for teachers, namely a partnership with PALMS (East Timor) and Catholic Mission (Northern Territory). All participants were engaged in significant pre and post activities.

Catholic schools continued to strengthen the awareness of their communities in Catholic Social Teaching through a variety of approaches, none the least of which was the effective teaching of the Religious Education curriculum. Additionally, schools supported and worked in partnership with a range of Church organisations including: Caritas, Catholic Mission, the St Vincent de Paul Society, the Columban Mission Institute and agencies of the Archdiocesan Charitable Works Fund (CWF).

The Annual Social Justice Day was held on Wednesday 18 November and attended by over 400 students and teachers from across the Archdiocese. Participants were given an opportunity to reflect on the practical implications of the 2015-16 Social Justice Statement of the Australian Catholic Bishops Conference: “For those who come across the Seas - Justice for refugees and asylum seekers”. The cause of refugees was also taken forward by the work of the CEO’s Refugee Working Party, which regularly informed school and office communities of the principal issues and established practical and sustainable responses.

The papal encyclical, Laudato Si, was a focal point of the system’s promotion of and education in Catholic Social Teaching during 2015. Schools were provided with a range of resource materials to support engagement with the document and relevant links were made to the Religious Education curriculum. Senior school leaders were engaged in a range of professional learning opportunities about the encyclical, which was also the principal focus of the regional youth forums.

1.4 A cohesive and integrated framework for the faith formation of staff

The Faith Formation Framework, Head, Heart, Hands was adopted and implemented by more archdiocesan schools in 2015. This was evidenced in the increased number of schools offering overnight retreat experiences to their teachers. Many of the retreats focused on the charism of the school.

As well as school-based retreats a range of opportunities were afforded to specific target groups including: Beginning Teachers (1st, 2nd, 3rd year), Assistant Principals, Principals, support staff, and Family Educators.
Complementing the diverse range of targeted and local programs, the system provided five significant immersion experiences:

- Encountering the Abrahamic Faiths Pilgrimage in partnership with Harvest Tours (January: 44 participants)
- Timor Leste Immersion in partnership with PALMS AUSTRALIA (July: seven participants)
- Indigenous Immersion in partnership with Catholic Mission (September: eight participants)
- El Camino Pilgrimage in partnership with Harvest Tours (September: 20 participants)
- Saints of Ireland Pilgrimage in partnership with Harvest Tours (September: 30 participants)

1.5 A shared understanding of and practical responses to the New Evangelisation

Throughout 2015 understanding of the ‘New Evangelisation’ was deepened to develop and implement practical responses. Much of this activity arose from the work of the Goal 1 Sub-Committee of the CEO’s Leadership Team, which had as its principal objective, to strengthen student and staff engagement in the life of the Church. While students and staff remained at the forefront of efforts in this area (see 1.4, 1.7 & 1.8), greater attention was given to family evangelisation in 2015.

A research project conducted by the University of Notre Dame found that the Family Educator project was highly effective in strengthening links between schools and parishes and had ‘huge potential to re-engage Catholic parents to their faith’. Empirical evidence attested to the fact that the religious attitudes and practices of some parents were strengthened by their engagement in activities facilitated by the Family Educator.

In 2015, Family Educators had the opportunity to be involved in two highly significant events:
- National Catholic Education Association (NCEA) Convention in Florida
- World Congress of Families in Philadelphia in September.

Both gatherings provided the Family Educators with an opportunity to deepen their understanding of how family evangelisation is at the heart of the ‘new evangelisation’ and to become aware of a range of contemporary approaches to this task.

During 2015 school communities were given considerable support in helping them engage their parents in regards to matters of faith. Two particular approaches were adopted, the establishment of day pilgrimages and the establishment of Bible study groups.

New evangelisation is premised on the notion of responding to religious nominalism. During 2015, Catholic schools were invited to participate in a pilot program aimed at actively engaging young people into the life of the Catholic faith community. The Pope Francis Award, underpinned by the national framework for youth ministry, Anointed and Sent, was established to encourage and nurture the faith journey of young people by providing opportunities for direct involvement in parish life, supported by opportunities for service learning. Six schools adopted the pilot program, which will continue in 2016.

1.6 A Religious Education curriculum that promotes deep knowledge, understanding and celebration of the Catholic tradition through pedagogical practices

The review and refinement of the Secondary Religious Education Curriculum continued in 2015, with a particular focus on Stage 5. Professional development days were
conducted for each of the revised Year 9 units. Positive feedback was received for these days and for the Stage 6 professional development days for teachers of Catholic Studies. Many of the professional development opportunities were recorded and the key-presentations made available as videos on RE Online.

During the year, updates were made to the Primary Religious Education Curriculum. These modifications were in response to feedback from the Regional Leaders of Learning (RE) and RECs. Efforts were made to ensure that RECs and teachers of Religious Education were cognizant of the Authentic Learning Statement, embedding the core principles within their teaching and learning programs.

During the year, the practice of Christian Meditation continued to flourish in Archdiocesan Primary schools. Five schools participated in a research project on the effects of Christian meditation as a prayer experience, and its influence on the religious and spiritual development of children. Involvement in the research project resulted in a range of professional development and formation opportunities being afforded to staff at each of the participating schools.

1.7 A cohesive and integrated framework for the professional development and ongoing formation of staff in Religious Education and Theological Studies

During 2015 the CEO conducted a review of the Accreditation Policy, To Work, Teach and Lead in Catholic Schools. This review involved extensive consultation with key stakeholders. The review affirmed the principal directions of the policy and identified:

- a significant increase in the accreditation status of all employees, especially level D, accreditation to teach Religious Education, and

- a significant increase in the number of teachers undertaking postgraduate studies. Over 400 employees undertook postgraduate studies in Religious Education/Theology, with approximately $700,000 reimbursed.

These two trends contributed in part to the development and implementation of the Staff Study Policy.

During 2015 the RE & E team continued to support system teachers and leaders in meeting their accreditation and currency requirements. This was evidenced in the wide range of professional learning, retreat and immersion experiences afforded to them. Of particular note was PEARL, a Program for Emerging and Aspiring Religious Leaders. Participants who completed all facets of PEARL gained Level C Accreditation as per the Work, Teach, Lead in a Catholic School framework, and were able to use their hours of professional development for the purposes of currency.

1.8 Youth Ministry initiatives and approaches that actively engage young people in the life of the Church

The youth ministries were strengthened and diversified throughout 2015 with greater cohesion between local, regional and Archdiocesan strategies. Youth Ministry Grants were provided to 13 Secondary schools (totaling $56,000). These grants enabled each of the school communities to develop local responses to the key priorities of the national youth ministry framework, Anointed and Sent. The initiatives included:

- the development of an RCIA program
- the conduct of indigenous and outreach immersion programs
- the development of a Christian Mission Service program
- support of parish youth groups
- the development of music ministry, and
- the development of a range of training and formation programs.
These local approaches were complemented by the regional evangelization days. In 2015 these days were modelled on some of the key elements of World Youth Day – animation, catechesis and worship, and featured the prominent American Christian songwriter, Steve Angrisano. On Friday 22 May, 420 students (Years 10-12) attended an evening with Mr Angrisano, which combined both music and testimony. This model of large student gatherings has proven to be very popular with students in recent years. This is borne out in the system’s participation in the Australian Youth Festival. In December, 330 students and teachers attended the Australian Catholic Youth Festival in Adelaide. This festival was a celebration of youth and faith with over 3,000 young people from across Australia in attendance. As an immersion into Catholic life and culture, it offered workshops and plenary sessions on a wide range of social, moral and religious issues, as well individual and communal prayer and liturgical experiences. Feedback from the event was extremely positive and will help shape the system’s participation in future events. A key focus of Youth Ministry in 2015 was preparation for participation in World Youth Day XXXI in Krakow 2016. This involved extensive collaboration with the Archdiocese, especially Catholic Youth Services so as to align the activities of school-aged and adult pilgrims.

All Youth Ministry initiatives have had as their principal objective, the strengthening of young people’s active engagement in the life of the Church. While most projects targeted Secondary students, especially those aged 16-18 years, a number of activities undertaken in 2015 were specifically aimed at younger students, including those in Primary schools. These included, but were not limited to, the regional evangelization days for Stage Three students and the Twoby2 concerts (15 schools).

1.9 A strengthened relationship with parishes, Church agencies and community organisations on matters of mutual interest and endeavour

Throughout 2015 the CEO worked in partnership with the Archdiocese of Sydney on a number of significant projects, including:
- preparations for World Youth Day
- preparations for the Year of Mercy, and
- the management of the Benedict XVI Retreat Centre.

The partnership with the Archdiocese has also been strengthened by the presence of CEO personnel on various commissions (Ecumenism & Interfaith Relations, Liturgical, Justice & Peace), advisory boards and steering committees.

A range of initiatives was also conducted with various parishes, Archdiocesan agencies and Church organisations. These included:
- the seminarians in schools program with the Seminary of the Good Shepherd
- student catechist program with the Confraternity of Christian Doctrine
- parish youth groups with parish clusters
- professional development programs with staff from the Catholic Institute of Sydney, Australian Catholic University and University of Notre Dame Australia
- Extra-ordinary Ministers of Holy Communion program with the Archdiocesan Liturgy Office
- Certificate of Faith Education intensive courses with the Catholic Adult Education Centre, and
- ‘Initiate’ with the Archdiocesan Catechumenate Office.

Many Church agencies and organisations, especially those involved in social outreach, were supported through financial contribution, volunteerism and active promotion. Students primarily learned about their work through the Religious Education curriculum, while teachers and parents had the opportunity to work with them in joint projects.

A relationship of particular importance is that which exists with the local parish and the parish priest. During the year this relationship with clergy was encouraged and maintained by their engagement in employment processes, professional development programs, faith formation experiences including retreats, pilgrimages and immersions, and youth ministry initiatives. Research was conducted during the year to evaluate the effectiveness of parish-school youth ministry links.
STUDENTS AND LEARNING

2.1 Strengthened student engagement in learning through the provision of personalised pathways tailored to meet individual needs and abilities

A personalised approach to instruction continues to be a key element of the system’s approach to learning. This approach finds a place in the individualised planning for students with particular learning needs, including gifted students, students with disabilities, as well as Aboriginal and Torres Strait Islander students. Special programs that reflect this priority include:

- The Arrowsmith Program - this program of rigorous, graduated cognitive exercises enables students to strengthen a number of capacities that may underlie specific learning difficulties. The program is in its third year at Casimir College, and in 2015 a Primary class was established at Holy Innocents Catholic Primary School, Croydon. Twenty-two students accessed the Arrowsmith Program. Five Year 5 students who undertook NAPLAN experienced exponential growth in Literacy and Numeracy results.
- Planning continued for the 2016 opening of Eileen O’Connor Catholic College, Lewisham with an enrolment of 20 likely in Stage 4.
- Plans were put in place in the eventuality of an influx of new arrivals who are fleeing from Syria.
- In partnership with Autism Spectrum Australia (ASPECT), the CEO hosted 20 satellite classes over 10 school sites, providing educational support to students who have a diagnosis of Autism Spectrum Disorder.

2.2 The development of an integrated and cohesive research-based framework for supporting and promoting student wellbeing

The promotion and support of student wellbeing continued in 2015 with the inclusion of student wellbeing as a major element for the 2016 - 2018 ‘New Horizons’ Strategic Plan’. During 2015, the Head of Student Wellbeing and Pastoral Care worked with the regions to implement the Student Wellbeing and Pastoral Care policy. Other significant outcomes that occurred were:

- A commitment to use KidsMatter, and Mind Matters as foundational programs in wellbeing
• Four new positions were created to support significant issues in challenging behaviours - three in the regions and one centrally
• Processes for dealing with challenging behaviours are being refined, including a review of the Managing Challenging Behaviours Guidelines (Primary and Secondary)
• Planning commenced for a review of the counselling support provided in CEO schools.

2.3 Re-imagined and sustainable designs for the learning of students with special learning needs

Initial implementation of recommendations emerging from three reviews of service provision (The Eileen O’Connor Centre, the Sensory Impairment Program and the Archdiocesan Special Education function) included:
• Formation of the Central Office Diverse Learning Team and Diverse Learning Team Leaders’ group
• Establishment of the Regional Diverse Learning Teams in each Region. Each team is comprised of Leaders of Learning - Special Education (Primary and Secondary), Leaders of Learning - Hearing and Vision, Speech Pathologists, Education Officers - Gifted Education and a Project Officer facilitating the National Collection of Data for Students with Disability
• Building of teacher and school capacity in all aspects of Diverse Learning, embracing a shared understanding that many students have disability, significant ability or both all day, every day
• Sixteen tutors facilitated OnLine training UK-based courses for teachers and school leaders in Understanding Hearing Loss and Understanding Vision Loss. Fourteen tutors trained in the Understanding Autism course to be rolled out early 2016
• Consolidated schools’ engagement in developing Personalised Plans for students with disability across 150 schools, totalling 8500 plans
• Specific support for students with complex communication disorders K-2
• Continued assistance for students preparing to exit school, by way of the Transition to Work Program for students with disability.

2.4 Reconceptualising the interrelated provision of resources and structures to support effective approaches for ESL students

The Australian Curriculum, Assessment and Reporting Authority’s (ACARA) English as an Additional Language or Dialect (EAL/D - the new national designation for ESL) Learning Progression is a key resource for the Literacy and Numeracy Directions documents which have now been finalised and endorsed by the Leadership Team. During 2015, an updated EAL/D K-12 position paper and accompanying resources were successfully implemented to guide EAL/D provision in schools.

2.5 Increased enrolment, retention and sustainable provision for gifted and talented students

• Fifteen schools who entered the Newman Gifted Program during 2012/13 undertook a stringent accreditation process to demonstrate the extent to which they are making provision for gifted students. After being accredited, schools are awarded Newman Gifted Program branding and ongoing resourcing in acknowledgement of meeting program standards at the highest level
• Five new schools entered the Newman Gifted Program
• A new professional learning program, Gifted Education Naturally Embedded Program (GENE), course was delivered to 12 schools
• Successful trialling took place of the new CEO developed Gifted Education Online (GEO) course with 143 participants.
2.6 Curriculum for students in the early years reshaped to maximise opportunities for engagement and provide a foundation for further learning

Scoping and feasibility work was completed regarding the provision of early childhood services prior to school with plans in place for a pilot offering. Twenty seven schools were trained staff in the administration and analysis of the Kindergarten Assessment Resource - *Getting to Know You*.

2.7 Challenging, engaging and rewarding prgrams responsive to students’ developmental and learning needs in the middle years

The Reading and Mathematics Project (RAMP) concluded at the end of 2015. This was a four-year project that focused on Reading and Mathematics in Stages Three and Four. One hundred and eight Primary schools (96.43%) and 25) secondary schools (67.57%) engaged in RAMP to utilise six interrelated processes to lead and implement change. A formal evaluation has been conducted and will be shared with senior leaders and those involved in the development and implementation of RAMP.

2.8 Expanded student access to, and opportunities for, Vocational Education and Training (VET) for Years 9-12

In March 2015, the CEO successfully completed an audit with the Australian Skills Quality Authority (ASQA) and gained registration as a Registered Training Organisation (RTO) for a further five years until December 2019. As there were no non-compliance issues identified at audit, CEO Sydney has been recognised as a “high performing” RTO and offered status as an “ASQA delegate”. This enables a degree of self-regulation and the ability to maintain our own scope of registration. Currently we offer VET qualifications in 20 industry areas.

Trade Training Centres have continued to provide students with expanded opportunities to access a broad range of courses. St Joseph Trades Skills Centre commenced its first year of operation at Good Samaritan Catholic College Hinchinbrook with 237 enrolments in seven courses: Business, Construction, Early Childhood, Electrotechnology, Fitness, Hairdressing and Hospitality.

The CEO was successful in gaining a Smart and Skilled contract with NSW State Training Services and the first cohort of 18 students has completed post-school training at Southern Cross Catholic Vocational College. This has enabled students to finish off qualifications they started for the HSC and gain Certificate III level qualifications in Business or Information, Digital Media and Technology. Through a partnership with University of Notre Dame Australia successful students are guaranteed a place in the first year of a Bachelor of Business, without an ATAR.

There has been a steady increase in Stage 5 VET participation, with De La Salle Catholic College Ashfield offering Hospitality classes to fifty-five (55) students in Years 9 or 10 for the first time. Year 10 students will complete the course as early commencement of the HSC. The program is designed to engage students who are at risk of leaving school early and prepare them for school-based apprenticeships.

2.9 Student engagement with environmental sustainability strengthened through teaching and learning

Many schools and directorates engaged actively with deepening their appreciation of Pope Francis’ encyclical, *Laudato Si*. For example, the Teaching and Learning Directorate devoted a spirituality day to this, with a view to strengthening the ways in which the environmental message might be embedded across the curriculum.
3.1 Teaching practices K-12 informed and characterised by the principles of contemporary learning

The CEO continued to invest considerable time and resources in deepening both the understanding of, and skill in, the facilitation of learning. Some of the highlights in relation to contemporary learning included:

- The Authentic Learning Statement was launched formally. The website has been continually updated, and physical resources provided.
- TeachMeet seminars were run each term, attended by up to 50 teachers each time. Thirty teachers across the Archdiocese presented at the TeachMeets.
- Informed by the principles of the Authentic Learning Statement, Literacy and Numeracy Directions documents were developed.
- New position papers on Primary Reporting and Assessment K-12 were developed. These will inform the new Student Information System and our use of system wide data.
- The Eileen O’Connor Catholic College has adapted the Authentic Learning statement in developing the college Authentic Learning for Life (ALL) pedagogy that addresses the needs of students with moderate intellectual disability and other complex learning needs.
3.2 A creative and effective implementation of the Australian Curriculum which enhances classroom practice

During 2015 support for the History and Geography syllabuses took the form of online, individual courses rather than the previous staff meeting modules. The History Online course was released in Week 10 of Term 3 with approximately 1 020 teachers engaged with the History Online Course to varying degrees, with approximately 500 having completed the course. Many have engaged with the online learning materials as a staff but not individually completed the course.

The Geography Online course was released in Week 6 of Term 4. Approximately 120 teachers engaged in varying degrees with the Geography Online Course by the end of 2015 with approximately 60 having completed the course.

3.3 Improved data literacy informing and shaping teaching practice

In 2015 Dr Lyn Sharratt continued to provide professional learning across regions and Central Office teams in the effective use of data and the development of system literacy and numeracy practice.

The system response to the Nationally Consistent Collection of Data for students with a disability was completed, with over 8 500 student data sets entered, along with the individual plans developed in response to these. Personal Learning Plans have now also been put in place for approximately 80% of our Aboriginal and Torres Strait Islander students.

Discussions have taken place towards a revised approach to the analysis and reporting of HSC and NAPLAN results, placing renewed emphasis on learning gain.

3.4 Enhance literacy standards within and across the curriculum

The major national and system-wide indicator of literacy performance is NAPLAN data. Results for Years 3, 5 and 9 from CEO schools represent performance significantly above the NSW average on all but one of the 20 test measures (See page 10-11).

A working party for Literacy was established to develop a ‘Directions’ document for Literacy and EAL/D K-12 with particular emphasis in the document given to suggested strategies to enhance leader and teacher understandings of the literacy and language requirements for each KLA.

3.5 Strengthened teacher capacity in Mathematics K-12

A working party for Numeracy was established to develop a Directions document for Numeracy K-12. Particular emphasis has been given in the document to suggested strategies for schools as a means of increasing the capacity of teachers and leaders to develop numerate students.

The Teaching and Learning Directorate was represented on the internship committee to develop an internship program. This was designed to target high performing pre-service teachers with strengths in Mathematics education in both Primary and Secondary schools for 2016.

2015 NAPLAN data indicated that 66% of the students in Year 5, 67% of the students in Year 7 and 72% of the students in Year 9 achieved above expected gain in Numeracy. However, there was negative gain by 2% of students in Year 5, 9% of students in Year 7 and 6% of students in Year 9.
4.1 A comprehensive approach to staff wellbeing and development

Staff wellbeing and development continues to be a priority for the CEO with the following key highlights recognised for 2015:

WORKPLACE HEALTH AND SAFETY

Staff Health and Wellbeing Policy:
This policy was launched in Term 3. The policy recognises that employees spend a significant amount of time at work, and demonstrates the CEO commitment to provision of a professional environment that ensures the wellbeing of each of its employees. It incorporates a range of new and existing initiatives into one document. This policy recognises:
• for many within the organisation, their faith is intertwined with their work and is a vocation
• staff wellbeing is more than just work health and safety and includes environmental issues, such as ergonomics, physical hazards and air quality
• the organisation has a commitment to supporting voluntary health practices and programs that may reduce the risk of staff illness.

Students with Complex Care Needs Policy (Medical Assistance):
This policy was launched in Term 3. It was designed to assist schools with the management and support of students requiring specialised medical assistance.

WorkCover Issues:
In 2015 the CEO had one major issue that involved WorkCover. In July, two students fell through a railing at Marist College, Eastwood. Both boys were taken to hospital. One was released the following day with no major injury and the other spent two days in hospital suffering arm and shoulder breaks. WorkCover issued the CEO with four improvement notices which were met. Both boys recovered and were able to return to school.

Employee Assistance Program (EAP):
The Employee Assistance Program is a pastoral benefit for permanent and temporary staff in the system. It is a free, confidential and professional service provided by ACCESS Counselling.

The counselling utilisation rate across 9,000 employees was 0.44%. Organisational services focused on conflict resolution, mediation, supervision, and program management.

Staff Flu Vaccination Program:
The staff influenza (‘flu) vaccination program was carried out throughout the system in Term 2. The total number of staff vaccinated was 2,795 (approximately 31% of all CEO Sydney employees).
Use of independent counsellors: Trinity Psychologists are the preferred independent counsellors for the CEO, used specifically in matters that involve senior leaders, whole staff or significant sensitive issues.

New Enterprise Agreement:
Following an extensive period of negotiations, an agreement was reached with the Independent Education Union (IEU) for all systemic schools in NSW. The agreement was approved by the Fair Work Commission on 8 September 2015. A new agreement for CEO Principals was negotiated and came into effect from the commencement of the 2016 school year.

4.2 A vision for and model of leadership at school and system level that is supported by a comprehensive framework and underpinned by the Catholic ethos

The Change2 methodology has been piloted in 10 schools (seven Primary, three Secondary) to assist in implementing aspects of Performance Growth in Action. Whilst the Change2 process works with change teams to generate a plan to implement, a number of unexpected outcomes emerged. Most notably, these were in developing strategic leadership in Principals and distributing leadership within the school. A number of the pilots have been captured as Change Stories.

Leadership Learning for First-Time Assistant Principals and Principals:
The Leadership Learning for first-time Assistant Principals and Principals is a two-year program that sits within the concept of onboarding i.e. orientation, induction and development into the role. The Performance Growth in Action framework informed the model of learning. Fifty eight Principals and Assistant Principals participated.

Performance Growth in Action (PGiA):
Understanding and use of the Performance Growth in Action Framework continued to be developed in different contexts. Several of the Change2 pilot schools have focused on the observation of practice and feedback aspects of the framework. The framework has been the focus of regional Principal and Assistant Principal meetings with a focus on developing growth mindsets. There has also continued to be strong engagement with AITSL through the National Professional Growth network which the Head of People and Culture participates in as the NSW Catholic sector representation. The model has been shared with NSW BOSTES officers as a framework that links Performance and Development with Professional Learning within a cohesive framework.

4.3 Personnel and information systems effective in improving capacity to respond to need

A significant change management process continues in relation to PHRIS with a particular focus on improving the user experience, particularly in schools. In 2015 HR achieved the following:

A decision was been made by the PHRIS Federation (Dioceses of Sydney, Broken Bay and Wagga Wagga) to move from a fully supported approach with an external provider (NEC) to insourcing for PHRIS.
An internal team has been established and will commence operation from 1 March 2016. The internal team is comprised of staff from Broken Bay and Sydney, with a number of senior positions to be recruited externally.

4.4 A collaborative approach to implementing national agendas and industrial relations processes that support school and system priorities

There were several major changes to industrial relations frameworks resulting from Enterprise Agreement negotiations, and other changes directed from Government requirements. These included:

*Enterprise Agreement:*
   Introduction to the new Enterprise Agreement creating consistent approach for Teachers, School Support Officers, Maintenance Staff and Cleaners across all 11 New South Wales (NSW) and Australian Capital Territory (ACT) Systemic Schools. The CEO was instrumental in the drafting of the agreement, and in subsequent communications and planning documents for the other 11 NSW and ACT CEOs and CSOs.

*Recognition of Existing Teachers:*
   Updates on the requirements for the Recognition of Existing Teachers were provided to Principals and to the SACS Board. The CEO has been proactive in engaging with BOSTES regarding the requirements. The process will apply to the pre-2004 teaching workforce. The intent is to bring all non-accredited teachers under the requirements of the NSW Teachers Act 2004. The implications for recognition will see all the pre-2004 teachers having to maintain their accreditation from 1 January 2018.

*Child Safe School Approach - Phase in of the Working With Children Check (WWC)*
   As part of its child safe school approach, CEO launched its Child Safe School intranet site in Term 2. The site provides user friendly and efficient access to relevant procedures and documents required by school and CEO leadership to keep children safe. This site continues to evolve.

One aspect of CEO’s child safe school approach is ensuring compliance with legal obligations around the new WWCC. A project began to prepare for the phase-in of a new WWCC scheme for those in the education sector.

Effective from April 2016, the education sector will start to phase in (commencing with Secondary schools) the new WWCC. This will mean that all employees employed prior to 15 June 2013, and all contractors and volunteers engaged in child-related work, will be required to have the new WWCC (unless an exemption applies).

4.5 Sustainable school staffing processes and models consistent with the requirements for highly effective learning environments

Human Resources Team Leaders continued to support Principals on a daily basis in staffing, flexible working arrangements, temporary/permanent staffing and recruitment processes to ensure Principals are able to lead schools effectively and are well-supported.

A two Assistant Principal trial was implemented at Freeman Catholic College, Bonnyrigg. An external review of these arrangements indicated effectiveness at a number of levels including distributive leadership and ensuring the Assistant Principal role was experienced as a Leader of Educational Leadership and Faith Leadership in the school.

The Internships Program commenced with the main purpose of attracting and maintaining quality teachers to our schools especially for areas identified with a critical shortage throughout the system including:

- Secondary Mathematics or Science
- Primary, with a focus on mathematics and/or numeracy
- Aboriginal and Torres Strait Islander (Primary/Secondary).
5.1 Resourcing levels and allocations that are planned to deliver best learning outcomes for students

A review of staffing levels for both equity purposes and for VET was conducted during 2015. The VET review has made a number of recommendations to be implemented in 2017, whilst the Equity Staffing review is being expanded to cover a more comprehensive review of all staffing during 2016.

5.2 Increased resources for student learning through partnering with business and the wider community

The work in partnering remains in an early stage as a draft Sponsorship policy is developed.

5.3 A strengthened, proactive focus on system financial planning and accountability

The Regional Finance Managers have proved very successful in providing schools with direct assistance in improving their financial literacy and expertise.

The CEO 10 Year Strategic Financial Plan was refined and presented to the SACS Board in 2015.

5.4 A more equitable and efficient use of resources across the dioceses of NSW

During 2015 it was decided to exit from the PHRIS outsourcing arrangement with NEC and to bring this support service in-house. Contributions were also made to the review of NSW Catholic Education that is being undertaken for the NSW Catholic Bishops’ Conference by Ms Kathryn Greiner.
5.5 Contemporary teaching and learning supported by appropriate school structure and building designs

Designs for the refurbishment and construction of contemporary learning environments continued and collaborative master planning and design was undertaken with a range of stakeholders.

Expenditure on capital works projects in 2015 was $66 million, an increase of 57% on the 2014 expenditure on $42 million. Capital works in progress at the end of 2015 amounted to $69 million.

Major projects completed in 2015 included:
- EASTWOOD – Marist Catholic College – multipurpose hall and GLAs;
- FAIRFIELD – Patrician Brothers Catholic College – new TAS facilities;
- HINCHINBROOK – Good Samaritan Catholic College – Trade Training Centre;
- KINGSGROVE – St Ursula’s Catholic College – new library and science block;
- LEICHHARDT – St Columba’s Catholic Primary School – replace existing school buildings;
- LEWISHAM – Eileen O’Connor Catholic College – new special school Stage 1;
- MENAI – Aquinas Catholic College – new admin facilities and classrooms;
- STRATHFIELD NORTH – Our Lady of the Assumption Catholic Primary School – new school – Stage 1;
- PENSHURST – Marist Catholic College – conversion to co-ed 7-12 college – Stage 1;
- RANDWICK – Marcellin Catholic College – new GLAs;
- RYDE – Holy Cross Catholic College – new Science GLAs;
- SADLIER-MILLER – St Therese Catholic Primary School – new GLAs.

Construction works underway at the end of 2015 were:
- BANKSTOWN – La Salle Catholic College – conversion to co-ed college;
- BURRANEER – Our Lady of Mercy College – refurbishment of teaching spaces;
- CABRAMATTA – Sacred Heart Catholic Primary School – replace parish hall with classrooms;
- ENGADINE – St John Bosco Catholic College – new multipurpose hall and TAS facilities;
- KINGSGROVE – St Ursula’s Catholic College – refurbishment of teaching spaces - Stage 2;
- KOGARAH – Marist Catholic College – Visual arts, GLAs, PDHPE;
- LIVERPOOL – All Saints Catholic College – combining former Boys and Girls Colleges;
- STRATHFIELD NORTH – Our Lady of the Assumption Catholic Primary School – new school – Stage 2;
- PENSHURST – Marist Catholic College – conversion to co-ed 7-12 college – Stage 2.

5.6 New models of capital works planning for the growth and development of school infrastructure in the post-BER period

A ten-year Capital Works Strategic Plan was completed and approved by the Leadership Team and SACS Board. This plan focuses on both growth of existing schools and new schools, as well as a systematic approach to school enhancement and refurbishment. The plan was communicated to schools and forms the basis for ongoing prioritisation discussions at the newly formed Regional Capital Works Committees.
KEY AREA SIX

PARENTS, PARTNERSHIPS, CONSULTATION AND COMMUNICATION

6.1 Sustained partnerships and collaboration with clergy which develop and nurture authentic Catholic schools within a parish context

The CEO maintained a strong partnership and worked in collaboration with clergy to further develop and nurture authentic Catholic schools within a parish context. A number of activities and services were provided to support the clergy’s involvement in the spiritual and strategic direction of schools and the Sydney Archdiocesan Catholic school system.

In 2015 three regional Pastor/Principal and REC days were held in Term 3. They provided an opportunity for school leaders, staff and parish priests to celebrate in prayer and to disseminate information about Catholic education.

Seventy-one Family Educators were allocated to schools in 2015.

To support seminarians in their pastoral ministries, the CEO continued to engage in a Seminarian School Placement. The program resulted in 10 seminarians from the Seminary of the Good Shepherd in Strathfield being placed a number of different Primary schools during 2015 in Terms 2, 3 and 4. The seminarians engaged in regular school activities including visiting classes, meeting with staff and undertaking playground duties.
6.2 A strengthened partnership of consultation and decision-making between Principals and CEO leaders

A system of highly effective formal and informal consultation processes between CEO Leaders and Principals form the basis of decision-making and policy development in the CEO.

The cornerstone of the formal consultation processes is the quarterly meetings between the CEO leaders and Primary and Secondary Principals. In 2015, a particular focus of these consultations was the development and implementation of the 2016-2018 Strategic Improvement Plan "New Horizons Inspiring Spirits and Minds". There was also extensive consultation on the development of a School Fee Reduction and Collection policy.

Complementary structures that allowed for further consultation with Principals on key strategic issues were the Primary Principals’ Planning Committee (PPPC) and Secondary Principals’ Planning Committee (SPPC). These committees met four times with the Executive Director and other Directors and Heads of Service as required.

The Executive Director made approximately 30 school visits for a range of purposes, including inspections, school blessings and openings, presentation of the Archbishop’s Charter Recognition Certificates and concerts. These visits provide an opportunity for the Executive Director to meet staff and students in both formal and informal settings which further strengthen the partnership between CEO leaders and school operations.

6.3 A culture and practice of meaningful consultation and engagement with parents

The Archbishop’s Charter for Catholic Schools, Archdiocese of Sydney recognises parents as a child’s primary educators. Sydney Catholic schools have a responsibility to develop initiatives that encourage parent's commitment to their faith as well as providing the support that families need to involve them in their child’s learning journey.

The CEO's approach to parent and community engagement is changing to develop a greater focus on how schools, parents, parishes and communities can work together to enhance student learning and faith development. To strengthen and improve the approach to consultation and engagement with parents, a Parent Charter was developed and launched for implementation in CEO schools. This Charter provides parents with the principles and expectations that underpin the partnership between parents and schools. It is an important touchstone for all partners in Catholic education, to help build school communities based on the enduring values of faith, hope and love.

Three Regional Parent Forums, ‘A conversation with the Executive Director’, were held in Term 3. These provided vital links between the Executive Director, Regional Director and parents. Approximately 80 parents attended the three forums where a range of issues was raised, including the provision of resources for special needs and the management of challenging behaviours.

The CEO continues to be an active part of the Council of Catholic School Parents. One Sydney Archdiocesan parent is a representative on the CCSP.

Parents are offered representative opportunities in formal CEO governance structures. There are four parent representatives on the Sydney Archdiocesan (SACS) Board and others on the Board’s sub-committees. Parents were also invited to be part of interview panels for senior school staff.

6.4 Archdiocesan and Regional structures empowering the voices of students

The CEO encouraged and facilitated students to provide their input and views in a range of Archdiocesan and Regional forums e.g. forums on Laudate Si.

6.5 Strengthened and diversified communication of key messages about Catholic education and the broader education agenda

The vision and values of Catholic education were represented to the local and wider community through a diverse range of communications.

Strategic communications to key stakeholders, including the distribution of media releases and the quarterly About Catholic Schools magazine to parents of students at CEO schools as well as their local parishes and communities.

Catholic Schools Week was held from 8-14 March 2015 and was supported through media stories, press releases, online information, posters, banners and shopping centre advertising. The theme for 2015 was Educating for Today and Tomorrow, which tied in with the 50th anniversary of Gravissimum Educationos, the declaration on Christian Education from the Second Vatican Council.

Parent complaints were responded to in a timely and effective way and in accordance with the Resolution of Complaints policy. Monthly and Quarterly reports were provided to the Leadership Team and the SACS Board.
7.1 A research culture critically informing policy, innovation and future planning

The CEO strongly supports academic research by its staff and interested community members. A substantial body of research was undertaken in 2015. There were 23 doctoral students at various stages of study. Publications included journal articles, historical research, doctoral theses, books and conference keynote addresses.

The CEO Sydney received 38 applications from research institutes, university researchers and students pursuing higher degrees to undertake research in Sydney systemic Catholic schools in 2015. A total of 28 applications were approved. The significant criterion for approval is that the proposed research studies have the potential to advance teaching and learning. A condition of approval is that the CEO Sydney receives a summary of the research findings upon completion of the study.

The CEO’s commitment to research projects that support the system’s Strategic Plan continued through the following ongoing initiatives:

- the Arrowsmith Program
- the Newman Research and Development Program for gifted students
- the provision of an Archdiocesan Special Needs School
- Before and After School Care around the Archdiocese
- early childhood education and pre-schools.
7.2 Further identifying and encouraging Catholic families to enrol their children in Catholic schools

The Catholic Education Foundation was established to provide financial support to families to ensure that no child should be denied a Catholic education due to genuine financial hardship. In 2013, the Foundation issued its first bursary and now in 2015, has 1292 active bursaries across the Bursary Program which includes Financial Hardship, Aboriginal and Torres Strait Islander and Refugee Bursaries.

In 2015 the preparation for the first enrolments at Eileen O’Connor Catholic College was a focus to expand the educational opportunities for Catholic families of students with a moderate intellectual disability and other complex learning needs. The preparations for this important service in Catholic education included site preparation, enrolment, recruitment of staff and development of holistic educational opportunities.

In 2015, detailed planning for infrastructure and buildings commenced and began implementation. This included the engagement of relevant teachers and support staff for new schools open in 2015 and planning for those to be opened in 2016.

7.3 Fully integrating roles, functions and service provisions across the system of schools

The restructuring of directorates and portfolios which commenced in 2014 became operational in 2015. These included changes to SACS sub-committees and the Human Resources, Financial and Administrative Services and Governance and Policy areas.

Invaluable feedback and relationship building has been gained through the regular “Cluster Dinners” hosted by the Executive Director for small groups of Primary and Secondary Principals. Summary Reports covering the issues and solutions raised at the dinners have been provided to the Leadership Team.

The integration of roles and functions has been strengthened in regards to finance with the appointment of regional finance managers and school fee liaison officers who support schools in their collection of school fees and the satisfaction of financial obligations.

The integration of service provisions was exemplified in the decision to exit from the PHRIS outsourcing arrangement with NEC and to bring this support service in-house.

7.4 Identifying and forming new strategic alliances and partnerships to facilitate effective responses to changing educational and ecclesiastical contexts.

There has been a continuing commitment to the Bishop’s Committee on Shared Services by the Executive Director. As this engagement continues it is anticipated that increasing economies of scale will be gained in the purchase of school equipment, office supplies, furnishings and utilities. Research into the strengthening of partnerships within CeNet especially in regards to major projects as Data Warehousing and Student Information Systems has continued for the integration of these key administrative functions and facilities.

7.5 Embedding the culture and practice of continuous improvement within all schools and the CEO

For the first time in a few years, the CEO ran an internal survey of staff culture which looked at staff satisfaction and areas of strength and improvement for the operation and service delivery of the office. The survey was administered across the three regional offices and the Central Office, with results delivered to staff highlighting areas of potential growth. Directors were provided with their individual directorate results to aid planning and staff engagement specific to their teams.

The survey lead to the formation of the Staff Consultative Committee to workshop some of the areas for development. This group met across the year submitting recommendations to the Leadership Team through the committee chair.

The culture of continuous improvement across the system was enhanced by an extensive consultation and collaboration on the new strategic plan for implementation in 2016. In 2015, the strategic planning subcommittee of the Leadership Team turned its attention to the key improvements and foci for the emergent strategic plan. This document, launched in October 2015, will form the basis for future reporting and clearly reflects a consistent commitment to reflective practice and continuous improvement.

7.6 Identifying the impact of the size and complexity of the classroom on student learning outcomes

This was addressed in previous years.

7.7 Influencing government policy on sustainable financial assistance for Catholic schools

The CEO maintains an open and constructive dialogue with politicians from a range of political parties to present the CEO’s position on a number of issues, including the sustainable financial assistance for Catholic schools. Changes to funding patterns was reflected in the 2015 progression to a differentiated fee structure.

In 2015 the NSW Bishop’s Conference established the Greiner Review into NSW Catholic Education funding and governance with the findings to be delivered in 2016.
8.1 A Catholic perspective shaping the policies, values, standards and ethical use of ICT

Knowledge Management and ICT (KMICT) had a renewed energy around updating and writing relevant policy documents in 2015. In KMICT a number of significant policy and related documents were reviewed and or developed in 2015 to reinforce and highlight values, standards and ethical practice consistent with Catholic teachings. These included:

- Student Acceptable Use of Technology Agreement
- Staff use of Social Media in Sydney Catholic Schools
- Bring Your Own Device Policy
- ICT Device Requirements.

Accompanying these documents a further set of resources included:

- Why would I buy my child a tablet device for school?
- CEO Digital Citizenship Parent Resources
- Cloudshare In-School Support Website
- ICT Considerations
- Warranty Frequently Asked Questions.
8.2 A coherent system-wide vision and design for eLearning

All initiatives within ICT and eLearning continued to be aligned to the three main strategies identified as CloudShare, Mobile Learning and Video Conferencing. The objective was to align these three strategies within Authentic Learning and the implementation of the NSW BOSTES K-10 Syllabus. Clear and concise communication to schools about these strategies was a hallmark of the directorate. The KMICT Update published each term was an important and successful avenue for sharing relevant information with schools.

CloudShare or Google Apps for Education was one of the most successful projects rolled out in the Archdiocese of Sydney. More than 70,000 students and 10,000 staff moved across to Gmail and subsequently to the whole suite of available Google Apps. This unprecedented shift has opened up a world of communication, collaboration and cooperation across the Archdiocese. Sydney schools are considered lead schools in Australia with the utilisation of Google Apps. While in 2015 there was great work achieved on this front, 2016 will provide the opportunity to take CloudShare and the use of Google Apps in Sydney Catholic Schools to a new and exciting level.

2015 was a year of consolidation and an opportunity for deeper integration of the CloudShare principles.

8.3 An increase in the capacity of teachers to use ICT

CloudShare In-School Support Officers

The initial success of the CloudShare In-School Officer position in 2014 encouraged eLearning to again offer schools the opportunity for in-school professional development in 2015. A second position was created in 2015 to incorporate a Secondary In-School Support officer. Therefore, in 2015 we offered in-school support for both Primary and Secondary schools. In 2015, the CloudShare In-School Support Professional Development was approved as BOSTES accredited Professional Development.

The In-School Support Officers negotiated with schools their CloudShare Professional Development needs. This included the integration of the Google suite of tools into classroom practice, explicit links to the NSW BOSTES Syllabus outcomes, identification and development of activities for utilising the ICT General Capabilities and the use of Teacher Dashboard.

In 2015 there were 166 visits to 104 schools. The CloudShare In-School Support Officers visited 66.2% of all schools in the system.

Teacher Dashboard (TD) Training Opportunities

The CEO eLearning Team provided comprehensive Teacher Training Sessions for all schools that implemented TD.

8.4 Professional development for all schools and CEO staff to increase the capacity for integrating ICT into contemporary learning and office systems

BYOD Support Program

Bring Your Own Device (BYOD) Support Program was developed in 2014 to support schools making the move to a BYOD model in 2014/2015. This was a direct result of the feedback received from the 2012 Pilot schools. This BYOD initiative was designed to not only support the schools in developing a vision and rationale for moving to BYOD but also for developing appropriate PD for staff. Sixty-eight Primary Schools and 10 Secondary schools participated in the three-day BYOD Support Program. All schools who have participated in the program have had successful roll outs of a BYOD Program.

BYOD Study Tour

During 2015 a BYOD Study tour was conducted in Melbourne and Geelong. The tour, involving 45 Secondary school leaders was focused on Secondary
mobile devices and successful large scale BYOD deployments in a range of school environments, including low SES communities. The discussion from Principals suggested a desire for a local tour of schools that are exploring the use of contemporary learning spaces within the Archdiocese of Sydney.

Archdiocesan eLearning Day
A nationally recognised eLearning leader Kate Fogarty was engaged to provide a series of Professional Development sessions focusing on professional social networks and eLearning throughout the Archdiocese.

Google Apps for Education (GAFE) Summit
On 16 and 17 April 2015 over 345 teachers from all education sectors attended the GAFE Summit at Southern Cross Catholic Vocational College Burwood. One-hundred and thirty-three were from CEO schools. This high intensity two-day event focused on deploying, integrating and using Google Apps for Education to promote student learning in schools. The EdtechTeam GAFE Summit 2015 provided the opportunity for educators to attend sessions from overseas experts such as Juan DeLuca, Holly Clark and Jim Sill as well as from local teachers including a number of Sydney Catholic school teachers.

Teacher Support VC Sessions - Teacher Dashboard and Workspace
There were a number of Video Conference support sessions for both TD and Hapara Workspace. These sessions included three video conference PD opportunities per term for both Teacher Dashboard and Workspaces as well as weekly webinars hosted by Hapara. Customised teacher training sessions were also delivered.

8.5 Schools supported to provide contemporary and reliable physical and virtual learning spaces which enhance teaching and learning

Learning Spaces
eLearning staff work in collaboration with Facilities, ICT and schools in planning for, designing and implementing contemporary learning spaces. The Facilities Team continued to invite eLearning personnel into the conversation from the beginning of the planning process to make the connections between the physical space, integration of technology and the pedagogy. The result was the development of a more contemporary pedagogy.

Accompanying this process was the development of a Revitalisation Website which will be updated. This resource is available for all schools within the system to support the revisioning of learning spaces and is research-based with both examples of possible solutions as well as documented case studies of what CEO schools have already successfully implemented. Not only will schools have access to research already identified but they will be invited to submit research that highlights how learning spaces can enhance students educational outcomes. This site will provide a comprehensive scaffold for schools engaging their communities in this change management process. Part of the resources collated within the website will be examples of best practice, as well Australian architects, furniture-suppliers already working within this space.

Teacher Dashboard
TD continued to add value to the CloudShare virtual learning environment. It provides teachers with easy management of student applications (in particular Gmail and Drive) and automated delivery of content to students by the class teacher.

Trusted Domain
In 2015 Google was able to implement ‘trusted domains’ thus allowing the CEO to identify the student domain as a trusted domain. This much anticipated announcement has already seen over 500 Google Classrooms instigated by teaching staff to
improve collaboration and communication with their students.

This has been further enhanced by the rollout of two new CloudShare tools to assist teachers and students with managing assessment workflow in the classroom: Hapara Workspace and Google Classroom.

Hapara Workspace is the new assessment management platform in Teacher Dashboard. It allows teachers and students to create highly personalised learning experiences that deepen collaboration and differentiation throughout the learning cycle. For teachers already using Teacher Dashboard, Workspace is a natural extension of the ‘Smart Share’ feature that streamlines the workflow for student assessment tasks.

Google Classroom is designed to help teachers create and collect paperless assignments, including time-saving features like the ability to electronically distribute work to students. Teachers can quickly see who has completed the work, and provide direct, real-time feedback and grades. Students can submit work online and keep track of what tasks are due across their subjects.

Synergyse
Synergyse is another online tool that was made available to staff. Synergy is a Chrome App which a user self-installs in their Chrome browser. It is particularly helpful to support staff, administration staff and teaching staff new to the CloudShare environment. Self-paced, contextual and just-in-time the training material further supported staff interested in improving use of the CloudShare suite.

8.6 Expanded provision of online resources and applications for student learning

The Google Drive structure
The drive structure that started as an initiative by the Secondary partnership schools is now being implemented for all Primary schools. This is being done in consultation with a number of Primary Principals, the Regional School Support Officers, Regional Leaders of Learning for eLearning and the Regional compliance representatives.

Psyberfest
Thirty-six schools participated in the third year of this digital citizenship initiative. Students participated in six video conference sessions in the lead up to the Film Festival Day.

Parent Digital Citizenship Resources
As a response to the Regional Parent Forums, the eLearning team constructed a web site for communication to parents called the CEO Parent Digital Citizenship Resource Centre.

The site was trialled by parents attending the forum with positive feedback. The site was designed to allow parents to enter a search term and have any related links to that term presented. The following subject matter areas were identified by parents at the forums as being of particular interest, and resources on these issues have been included in the Parent Digital Citizenship Resource Centre:

• Gaming
• Time usage - appropriate limits
• Approved or recommended apps
• Examples of Youtube how to parent videos - i.e. changing security settings
• Impact on sleep patterns of extensive usage of a device
• Texting language
• Mobile phone controls
• Parent controls.

8.7 A contemporary and reliable knowledge management system

The CEO intranet continued to be used as the space for all school communication with the News Portal providing access to information for staff in schools and offices. In 2015 work commenced using Yellowfin as a business intelligence tool to extract data from the CED3 database which is managed by CeNet.

8.8 A fully integrated system of infrastructure that ensures access and equity across all schools in line with system benchmarks

In 2015 discussions took place with a plan for the CEO to implement a four-year renewal project of schools infrastructure covering cabled and wireless networking increasing schools capabilities in a 21st century environment.

Significant work was undertaken to support the network, wireless and server infrastructure in all Primary schools and to ensure their consistency and standardisation across the system.

8.9 The provision and delivery of a range of reliable and sustainable ICT support services

The delivery of ICT services and support of these services was maintained at a high level in 2015. The ICT Services team achieved above their Service Level Agreement (SLA) targets whilst exceeding their KPIs.
FINANCIAL SERVICES

In 2015 the Financial Services Team assisted in the implementation of the Archdiocesan Vision and Mission for Catholic schools by providing leadership in a range of professional and administrative services including:

- financial management - system finances and accounting; schools internal and external audits, School Administration System (SAS)
- financial administration
- payroll services
- schools facilities
- staffing, census and visa students and school planning and provision.

INCOME AND EXPENDITURE

STUDENT ENROLMENTS

In 2015, 69,971 students were enrolled in systemic Catholic schools in the Archdiocese of Sydney (February census). Of these, 39,251 students were enrolled in Primary schools, and 30,720 in Secondary colleges. In addition, over 16,000 students were enrolled in congregational schools in the Archdiocese, creating a combined total of over 85,000 students.

STAFF EMPLOYMENT

In 2015, SCS employed 6,181 full time employees. This is a 12% increase on 2014, which reported 5,449 employees.

DATA – ENROLMENT/FINANCE

2015 Income

- Government Grants $718,596
- Tuition Fees $75,904
- Other $26,505
- Total: $821,005

2015 Expenditure

- Salaries (Teachers & Support Staff) $618,318
- Schools Operating costs $56,834
- Depreciation $37,031
- Administration $35,156
- Other $2,165
- Total: $749,504

Government Grants 88%
Tuition Fees 9%
Other 3%

Salaries (Teachers & Support Staff) 83%
Depreciation 5%
Other 0%
Schools Operating Costs 8%
Administration 5%

2015 INCOME

2015 EXPENDITURE
ENQUIRIES

CENTRAL OFFICE
Sydney Archdiocesan Catholic Schools Board
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38 Renwick St
PO Box 217
Leichhardt, NSW 2040
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REGIONAL OFFICES
Eastern Region
33 Banks Avenue
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Phone: (02) 8344 3000
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Inner West Region
Catholic Centre
3 Keating Street
Lidcombe, NSW 2141
Locked Bag 83, 1825
Phone: (02) 9643 3600
Fax: (02) 9643 3609

Southern Region
300 The River Road
Revesby, NSW 2212
Phone: (02) 9772 7000
Fax: (02) 9772 7009

Reading Recovery Centre
St Fiacre’s Primary
98 Catherine Street
Leichhardt, NSW 2040
Phone: (02) 9550 0612
Fax: (02) 9569 0483