ANNUAL REPORT
2010

Faith … Learning … Growth
As a group, we continue to look to the future of Catholic Education, devoting considerable time to explore ways of further developing our schools and facilities to cope with the demands of offering a relevant and engaging curriculum in a Catholic setting for all students entrusted into our care. We continue to monitor recent initiatives outlined by the Commonwealth Government which reflect a distinct change in direction for education, introducing accountabilities for educators the like of which we haven’t seen before.

Members of the DOSSPA team are very aware that Catholic secondary education is facing a period of considerable challenges. We believe there are great opportunities to be gained if we continue working together for the good of Catholic Education with the support of the Catholic Education Office and the Bishop. We look to the future with a sense of great hope and a determination to ensure our young people are provided with the best education possible.

Rob Brennan
Chairperson, DOSSPA

Dear Bishop Christopher

It is with pleasure that I present to you the Annual Report of the Catholic Education Office for the 2010 year.

It goes without saying that it has again been an extremely busy year, but one on which I look back with a degree of pride and excitement. It has been a time of enormous change and growth, not only in numbers but in educational endeavour across a wide spectrum of activity.

Student numbers continue to increase at a healthy rate. While most of the growth is in the metropolitan end of the diocese, schools in rural areas are more than holding their own. This certainly reflects the community seeing Catholic schools as being quality institutions, offering a high class of education.

Of course, one of the major focuses of the work of the Office is in Religious Education and the faith formation of young people. There has been ongoing professional development offered to staff and this has been taken up widely across the diocese. I point, too, to the increased endeavours to ensure that staff are accredited, not only to teach in a Catholic school, but also to teach Religious Education. This matter continues to engage us and we are pursuing offering the accreditation program through the Gippsland campus of Monash University.

A high point of 2010, of course, was the canonisation of Saint Mary of the Cross MacKillop. Our schools and personnel in the Office were actively involved in celebrating this important occasion for the Catholic Church in Australia.

Among many other highlights was the Diocesan Students’ Mass in the Cathedral as part of Catholic Education Week. This was the first time such an activity had been conducted and the occasion was clearly very successful. Students participated in a very prayerful manner and we were able to see, through that Eucharistic celebration, the very best of Catholic schools and Catholic education.

On a more pragmatic level, one of our major achievements has been the launching of the new Catholic Education Office website. This has taken significant time and resources to develop. Already, we have received a great many positive comments from individuals and organisations that have used the website. It is our intention to maintain it as a “live” website providing information to the wider world about the exciting things that are happening in Catholic education in the diocese.

One of the major activities that has taken time, effort and energy over this last period has been the Commonwealth Government’s National Partnerships initiative. This has impacted on all schools and particularly on the work of staff in the Catholic Education Office. It represented a new approach to so many things, with our schools being challenged to align their goals with other Catholic schools across the diocese, across the state and with schools in both the Department of Education and Early Childhood Development and the Independent sector. This has been a major challenge but one to which our staff have risen with professional enthusiasm and commitment.
The National Partnerships is but one element of our challenge to respond continually to an increasingly interventionist government agenda. The launch of the My School website is another example. While our schools have performed creditably in the academic areas, the way the website is used remains problematic. It will require ongoing attention and education, not only of school personnel but of parents as well.

These changes have challenged this Office to change its approach and even, in fact, part of its raison d’être. The Office, while remaining very much a service organisation, is being required constantly to assume a greater role in leadership and a greater role in accountability. Placing the Office in such a regulatory framework must, of necessity, change the relationship the Office has with schools. This has been a challenging exercise for all of us, both in schools and in the Office, and will require continual development over coming years.

A welcome intervention of Federal Government into the life of Catholic schools emerged through the Building the Education Revolution program. This provided an unexpected windfall for schools and Office personnel who have worked assiduously to support schools in providing excellent facilities from this program. Catholic education, particularly in Victoria, has been widely praised for the use of these funds. A visit to any of our primary schools, in particular, will show the enormous benefit that has been derived. It is now up to schools to ensure that these new facilities do not remain mere shells, but add to the life of the Christian communities they serve.

One of the major elements of the National Partnerships initiative, mentioned above, has been the Family School Partnership program. This has involved the appointment of part time specialist staff to work in our four lowest socio-economically rated schools. This has been an enormous success and will continue into 2011. It provides the opportunity for parents to relate to schools in a new and ever more meaningful way.

The Integrated Catholic Online Network (ICON) initiative has been another major event for us. While it had only its roots in 2010, the energy required to facilitate the successful implementation of this will continue for many years. When it is successfully implemented it will provide a very powerful platform for schools to integrate information technology not only into the administrative side of school life but also, and more importantly, into successful 21st century learning and teaching.

2010 saw the last group move through the Scalan program. While this has been extremely successful and valuable over a number of years, it has proven increasingly difficult to find potential participants and also been extremely expensive. It was decided with some regret to discontinue the program after 2010. I do acknowledge my predecessor, Dr Therese D’Orsa, whose initiative this was. It has made a significant difference to many in our schools.

Another important initiative of Dr D’Orsa’s was the introduction of the Biblical program at Ecce Homo Convent in Jerusalem. This continues to go from strength to strength. Another group participated in 2010 and once again all have returned full of enthusiasm and a new spirit and appreciation of our Holy Scriptures.

The ability of our system to continue to develop powerful leadership in our schools remains a challenge. In 2010 the Country Dioceses Leadership Program was well

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**DOSSPA Report**

**Diocese of Sale Secondary Principals’ Association**

The Diocese of Sale Secondary Principals’ Association (DOSSPA) continues to be one of the great strengths of secondary education in the Sale Diocese. The DOSSPA network is made up of the Principals from the seven secondary colleges across Gippsland. This network is an integral part of our professional life and the work we do for Catholic Education and the Church.

DOSSPA once again enjoyed a very successful year in 2010, working in partnership with the Catholic Education Office, the Bishop and with our Primary Principal colleagues to ensure Catholic Education in Gippsland remains at the forefront of education.

Membership of DOSSPA for 2010 comprised:

- Erica Pegorer, Lavalla College, Traralgon and Newborough
- Br Paul Kane, Catholic College Sale
- Michael Delaney, Mary MacKillop College, Leongatha
- Tim Hogan St Peter’s College, Cranbourne
- Peter Houlihan, Marist-Sion College, Warragul
- Robert Brennan, Nagle College, Bairnsdale
- Paul Desmond, St Francis Xavier College, Berwick and Beaconsfield

Sadly, at the end of 2010 we had to farewell Br Paul Kane who was asked by his provincial to take up a new role in Melbourne for the 2011 school year. Paul’s friendliness and intellect will be missed by all the members of DOSSPA. In his place, Chris Randell has been appointed Principal of Catholic College Sale. We look forward to working with Chris in 2011.

DOSSPA members met formally four times throughout the year to discuss a variety of issues related to the delivery of a contemporary Catholic Education. The agendas for the meetings were driven by national agendas, state issues and diocesan issues as well as each member bringing to the table local issues and different educational needs from his or her school.

Meetings continued to be used to network and seek advice, collegiality and guidance from each other. The meetings also provided a great opportunity to meet with personnel from the Catholic Education Office who provide support and direction for us all.

Some of the major agenda items for 2010 included: school performance and development; Catholic Education Week, in particular the Catholic Education Leadership Mass and the RE resources used by schools in Catholic Education Week; the diocesan secondary RE curriculum; the new missal; contemporary curriculum delivery including a second Wollongong trip; staff performance management; the Gifted and Talented Teachers’ Network; Indigenous programs and early school leavers.

The Association enjoys great support from Peter Ryan—Director of Catholic Education—and his secretary Bernadette Myors, Bishop Christopher Prowse and the various Catholic Education Office personnel who oversee secondary support services including Sr Rose Duffy, Rosemary Copeland, Barry Soraghan and Sam Franzni.
Gippsland Country Primary Principals’ Association

After a successful conference at Banfields early on in the year (which included a session with Cath Walker on developmental learning and a learning culture session with Jo Osler), a decision was made to continue to use the expertise of Jo Osler from the Learning Pathways Team at the Catholic Education Office to help build a learning culture around the use of our own expertise and what is actually happening and needing to happen in our schools.

In canvassing needs, the following list was established: integration, personalised learning, effective teaching and learning, resources and finance, assessment, ICT, political advocacy, governance, employment of teachers, GCPPA as a learning / pastoral community, student reporting, POL structures and complaint resolution procedures. It was resolved to work regularly at our meetings to untangle and explore some of these issues.

GCPPA members participated in a regional opening of Catholic Education Week in Pakenham, in the west of the diocese.

The Association felt it suffered during the course of 2010 from a lack of identity. This was in part due to the decision to reduce the number of our meetings and give up one per term in favour of CEOSale briefing sessions. These briefings were nevertheless seen to be important to the group as they introduced us to such vital issues as ICON.

The decision to revert to two meetings per term for 2011 and overhaul the structure and placement of meetings was therefore made. In 2011, all meetings will be placed in GCPPA member schools. The structure of meetings will include three sections: professional development; questions and issues; and reports.

The decision to attend the Lorne VACPSP conference as a group in 2011 was made as well as some of the plethora of other conferences available around Australia. There will therefore be no GCPPA conference in 2011.

During the year, the Association was consulted on a number of significant futures:

- The Diocesan Directions ‘Towards Courageous Renewal’
- Theological Competence of Beginning Teachers from ACU
- Monash University Gippsland in relation to pre-service teachers
- Catholic Primary School Principal Appraisal
- NAPLAN and the My School website

Mick O’Brien
Chairperson, GCPPA
Our Mission in Overview

Mission Direction 1
Enhancing the Catholic Nature of Our Schools

Mission Direction 2
Promoting Effective Teaching and Learning

Mission Direction 3
Developing the Community Nature of Our Schools

Mission Direction 4
Strengthening the Leadership of Our Schools

Mission Direction 5
Exercising Stewardship as Service

Auditor's Report

INDEPENDENT AUDITOR'S REPORT
TO THE MEMBERS OF THE
CATHOLIC EDUCATION OFFICE DIOCESE OF SALE

Scope
We have audited the summarised financial report of the Catholic Education Office, Diocese of Sale for the year ended 31 December 2010 comprising:


2) Statement of Comprehensive Income, Statement of Financial Position, and Statement of Cash Flows of the Diocesan Supplementary Capital Fund; and


In our opinion, the information reported in the summarised financial report is consistent with the financial reports from which it is derived and upon which we expressed unqualified audit opinions. In our reports to the members dated 21 April 2011.

Patison Partners
Certified Practising Accountants

Karlina Maguire
Partner

Dated this 21st day of April 2011
Statement of Cash Flows for the Year Ended 31 December 2010

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<thead>
<tr>
<th></th>
<th>2010</th>
<th>2009</th>
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</thead>
<tbody>
<tr>
<td>Cash Flows from Operating Activities</td>
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<tr>
<td>Receipts from customers</td>
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<td>Cash Flow from Investing Activities</td>
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<td>-</td>
</tr>
<tr>
<td>Cash Flows from Financing Activities</td>
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<td>-</td>
</tr>
<tr>
<td>Net increase (decrease) in Cash held</td>
<td>167,807</td>
<td>192,149</td>
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<td>488,841</td>
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<tr>
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<td>680,990</td>
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1.1 Promote the ongoing faith formation of staff

Professional Development: Prayer

In 2010, primary school teachers gathered in ten different venues across the diocese for a special day conducted by Rina Wintour (*Just Imagine* series) and Carole Danby from Brisbane. These inspiring presenters provided teachers with ideas and insight into ways to enhance and renew the prayer life in their schools. Links were made to the liturgical seasons with particular focus on praying Scripture using reflective and meditative prayer strategies.

The ideas presented had a visible impact on prayer in the classroom in nearly every school, with teachers stating that they tried new ideas and found that students responded well and were more engaged. The evaluation comments show that Rina and Carole’s sessions have been some of the best received in recent years.

Primary and Secondary Religious Education Coordinators’ Annual Meeting

The Primary and Secondary Religious Education Coordinators gathered in Term One for their annual meeting. Bishop Christopher Prowse led the REC in Lectio Divina which participants found to be a reflective and prayerful experience. This was followed by a commissioning ceremony to welcome new REC and a renewal of commitment by those continuing in the role. Bishop Peter Elliot and Bernard Daffey conducted a brief session on the *To Know Worship and Love* series, which is a key resource for our Religious Education curriculum *Journeying Together in Hope*.

Primary REC Conference

In Term Three, Primary Religious Education Coordinators gathered at Rawson for their annual conference. The focus for Day One was the Gospel of Mark. The presenter was Jim Quillinan who conducted informative, reflective and inspiring sessions entitled *Preparing the Way – Out of the Wilderness, Restoring the Vision, Signs and Wonders and What Now, Where to from Here?*

On Day Two, Dr Rose Duffy csb from the Catholic Education Office provided information about the new Missal and the resources being developed to support its implementation. Teachers were also given the opportunity to read and discuss the diocesan Catholic Education in Sexuality Policy. The conference concluded with a session conducted by Sr Doreen Dagge rsj about St Mary MacKillop and Catholic Education. Sr Doreen’s commitment to the Josephite charism, her knowledge of St Mary MacKillop and her down to earth presentation and sense of humour made this a fitting end to the two-day conference.

Secondary REC Conference

Secondary Religious Education Coordinators held their annual conference at Rawson. Bishop Christopher Prowse led a Lectio Divina session and also an introduction to the diocesan Catholic Education in Sexuality Policy. The teaching of Scripture was also a focus. Robyn Lewry from the Catholic Education Office outlined the work of teachers and the Primary Religious Education team on electronic Scripture resources. The planning of events and resources related to the canonisation of St Mary MacKillop was also discussed.
Ecce Homo

A Primary Principal, four primary teachers and two secondary teachers received diocesan scholarships to study Scripture at the Sion Sisters' convent, Ecce Homo, in Jerusalem in June. The course focused on Matthew's Gospel. As well as lectures, the students went on excursions and were immersed in the culture of the Holy Land. On their return, participants have borne witness to this life changing experience in their daily interactions and in the life of the school. All participants encouraged others to apply for the scholarship in 2011.

Accreditation Courses at the Catholic Education Office

Over 50 teachers participated in courses for accreditation to teach in a Catholic school and accreditation to teach Religious Education. Four units were taught across the year: Religious Education, The Scriptures, Jesus Christ and Liturgy. During the year, the format changed from Friday and Saturday classes once each term to Fridays only. Twilight sessions were also offered at St Francis Xavier College.

1.2 Maintain and enhance the Catholic identity of schools

The Canonisation of St Mary MacKillop

This was the central focus for the maintenance and enhancement of Catholic identity in schools in 2010. The Catholic Education Office Religious Education team developed several resource bulletins, conducted an art competition for the design of a commemorative t-shirt and calendar and prepared and led secondary student representatives to the canonisation itself. The team also supported schools in their efforts to appropriately celebrate this milestone in the spiritual life of the Church in Australia.

Enhancing Catholic Schools Identity Project

The Catholic Education Office Religious Education Team and members of the Leadership team—together with representatives from all other Victorian dioceses—attended in-service days led by Professor Didier Pollefyet and Jan Bouwens from Katholieke Universiteit Leuven, Belgium. The Religious Education Team continued to work with the other Victorian dioceses on the further development and implementation of this project. The team also assisted schools with their understanding of the surveys and the interpretation of the data findings.

Diocesan Education Council Policy Development

Under the authority and leadership of the Bishop of Sale, the Diocesan Education Council exercises spiritual, pastoral and Catholic educational leadership for schools and their communities in the Diocese of Sale by providing policy and planning advice to the Bishop on educational matters to guide the operation of the schools and the Catholic Education Office in the Diocese of Sale.

In 2010, the Diocesan Education Council engaged in consultation with School Principals and School Boards in a process of review of the Catholic Schools’ Enrolment Policy. The revised document was forwarded to Bishop Christopher Prowse for approval and was officially promulgated on 8 December.

DIOCESAN SECONDARY LAND FUND

STATEMENT OF COMPREHENSIVE INCOME FOR YEAR ENDED 31 DECEMBER 2010

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<td>$</td>
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<td>Levies - Secondary Colleges</td>
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<td>Levies – Other</td>
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<td>Expenses</td>
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<td>Operating Surplus/(Deficit)</td>
<td>259,196</td>
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STATEMENT OF FINANCIAL POSITION AS AT 31 DECEMBER 2010

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<tr>
<th>2010</th>
<th>2009</th>
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</thead>
<tbody>
<tr>
<td>$</td>
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<tr>
<td>Cash Assets</td>
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<td>Accruals</td>
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<td>Total Current Liabilities</td>
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<td>NET ASSETS</td>
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<td>EQUITY</td>
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<td>Current Year Surplus</td>
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<td>TOTAL EQUITY</td>
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</tr>
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### STATEMENT OF CASH FLOWS FOR THE YEAR ENDED 31 DECEMBER 2010

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<thead>
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<th>2009</th>
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<tbody>
<tr>
<td>$</td>
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<tr>
<td><strong>Cash flows from operating activities</strong></td>
<td><strong>Cash flows from operating activities</strong></td>
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<td>Interest received</td>
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<td></td>
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<tr>
<td><strong>Cash flow from investing activities</strong></td>
<td><strong>Cash flow from investing activities</strong></td>
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<td></td>
<td>-</td>
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<tr>
<td><strong>Cash flows from financing activities</strong></td>
<td><strong>Cash flows from financing activities</strong></td>
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<tr>
<td></td>
<td>-</td>
</tr>
<tr>
<td><strong>Net increase (decrease) in cash held</strong></td>
<td><strong>Net increase (decrease) in cash held</strong></td>
</tr>
<tr>
<td></td>
<td>(401,828)</td>
</tr>
<tr>
<td><strong>Cash at beginning of the financial year</strong></td>
<td><strong>Cash at beginning of the financial year</strong></td>
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<tr>
<td></td>
<td>1,980,159</td>
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<tr>
<td><strong>Cash at end of the financial year</strong></td>
<td><strong>Cash at end of the financial year</strong></td>
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<td>1,578,331</td>
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### Mission Direction 1

#### 1.3 Develop and implement a quality curriculum in Religious Education

**School Support**

Teachers have been kept informed about new information uploaded to the CEVN site, including planning proformas, updated units of work, prayers, resources and useful website links. Information was disseminated via the Religious Education Coordinator network as well as through school-based meetings with individuals and groups of teachers.

The on-going professional learning provided by the Religious Education team at the Catholic Education Office supported the work of Principals, RECs and teachers. It emphasised the importance of providing all students in our schools with learning that meets the broad range of faith knowledge and learning styles.

#### 1.4 Provide an education in faith and opportunities for faith development that enrich the spirituality of the young

**Diocesan Students’ Mass**

More than two hundred students gathered at St Mary’s Cathedral in Sale on Friday 30 April to celebrate the launch of Catholic Education Week.

The inaugural Diocesan Students’ Mass drew representatives from most Catholic primary and secondary schools across the Sale Diocese. Many students travelled between two and three hours to attend the special Mass, celebrated by the Bishop of Sale, Most Rev. Christopher Prowse.

The Mass featured the Lavalla Catholic College choir, a procession of students carrying their school banners and student involvement in the readings and offertory procession. Lunch was provided afterwards by parents from St Mary’s Primary School in Sale.

**Justice Camp for Year 10 students**

Ten students from each of the secondary colleges in the Diocese of Sale were invited to attend this camp, held at Rawson. Workshops were led by Mary-Anne Collins (Caritas), Diocesan Youth Leaders Kelly Lucas and Jess Denethy, Sr Doreen Dagge rsj and Robyn Lawry from the Catholic Education Office.

Dr Rose Duffy csb from the Catholic Education Office was responsible for the organisation of the camp and gave an overview as to the purpose of the gathering. Mary-Anne Collins was the facilitator of the camp and John Ryan from Mary MacKillop Catholic Regional College, Leongatha was the convenor.

Students from each school group gave presentations on the work that the school was currently undertaking in the area of Social Justice. It was a great success and inspired all participants to greater commitment to working for social justice in the footsteps of Jesus Christ.
Year 10 Youth Gathering

Twenty-five students from each secondary college in the Diocese of Sale were invited to attend this gathering which focused on St Mary MacKillop and her relevance for us today. The three Year 11 leaders from each school included some students who were to attend the Canonisation in Rome. They, and their fellow Year 10 pilgrims, gave presentations on one aspect of Mary MacKillop’s life, what their school was doing to celebrate her canonisation and what it meant to them to be chosen to attend.

Presentations were also given by Dr Rose Duffy csb from the Catholic Education Office and the Diocesan Youth Team. A highlight of the day was the Prayer Service led by Catholic Education Office staff and held in St Mary’s Cathedral during which the Year 11 leaders presented each student with a Mary MacKillop medallion.

Canonisation of Mary MacKillop Pilgrimage

The preparation of students for this pilgrimage and the pilgrimage itself was a life changing experience for all participants.

As one student wrote:

From Thursday 14th October to Saturday 23rd October I attend the pilgrimage to Rome for the Canonisation of Saint Mary of the Cross MacKillop. During the pilgrimage we attended many events including the Canonisation ceremony, the Australian Thanksgiving Mass and an Audience with the Pope. These events were a once in a lifetime experience for me and my fellow pilgrims. I feel really honoured to have been given the opportunity to be in attendance and go to Rome.

From the pilgrimage I have gained many things, one of these being the experience. To be sixteen years old and go to Rome on a pilgrimage is an amazing and unusual experience. In Rome I had many different experiences and these have added up to a major one that will never leave me. Another thing I have gained is that I have been able to deepen and enhance my faith and spirituality. The experiences I had and the events and places I attended have all had an effect on me and have changed me as a person. I have also gained many new and lifelong friends from all over Victoria.

I feel really privileged and honored to have represented my community, school, diocese, family and parish in Rome for the Canonisation of Australia’s first saint. The pilgrimage has been an amazing experience that has changed me deeply and I will never forget the experiences, events, feelings and friends I have made. I would like to thank the Diocese, Lavalla Catholic College and the Catholic Education Office, as well as Sister Rose Duffy and Mr John Ryan for the amazing, once-in-a-lifetime journey.

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DIOCESAN SUPPLEMENTARY CAPITAL FUND

STATEMENT OF COMPREHENSIVE INCOME FOR YEAR ENDED 31 DECEMBER 2010

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<tr>
<td>Expenses from ordinary activities</td>
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<tr>
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<td>Operating surplus/(deficit)</td>
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<td>(231,566)</td>
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STATEMENT OF FINANCIAL POSITION AS AT 31 DECEMBER 2010

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<tr>
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<th>2010</th>
<th>2009</th>
</tr>
</thead>
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<tr>
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EQUITY

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<tr>
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<tr>
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<td>1,979,512</td>
</tr>
</tbody>
</table>
CATHOLIC EDUCATION OFFICE, DIOCESE OF SALE

STATEMENT OF FINANCIAL POSITION AS AT 31 DECEMBER 2010

<table>
<thead>
<tr>
<th></th>
<th>2010</th>
<th>2009</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Current assets</strong></td>
<td>$</td>
<td>$</td>
</tr>
<tr>
<td>Cash assets</td>
<td>1,242,251</td>
<td>598,976</td>
</tr>
<tr>
<td>Trade and other receivables</td>
<td>193,100</td>
<td>291,588</td>
</tr>
<tr>
<td>Investments</td>
<td>1,074,000</td>
<td>550,000</td>
</tr>
<tr>
<td>Other</td>
<td>215,564</td>
<td>97,989</td>
</tr>
<tr>
<td><strong>Total current assets</strong></td>
<td>2,724,915</td>
<td>1,538,553</td>
</tr>
<tr>
<td><strong>Non-current assets</strong></td>
<td>$</td>
<td>$</td>
</tr>
<tr>
<td>Property, plant and equipment</td>
<td>3,235,157</td>
<td>3,359,740</td>
</tr>
<tr>
<td><strong>Total non-current assets</strong></td>
<td>3,235,157</td>
<td>3,359,740</td>
</tr>
<tr>
<td><strong>TOTAL ASSETS</strong></td>
<td>5,960,072</td>
<td>4,898,293</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>2010</th>
<th>2009</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Current liabilities</strong></td>
<td>$</td>
<td>$</td>
</tr>
<tr>
<td>Payables</td>
<td>405,110</td>
<td>665,225</td>
</tr>
<tr>
<td>Borrowings</td>
<td>61,164</td>
<td>61,164</td>
</tr>
<tr>
<td>Provisions</td>
<td>307,820</td>
<td>296,124</td>
</tr>
<tr>
<td>Other</td>
<td>624,439</td>
<td>-</td>
</tr>
<tr>
<td><strong>Total current liabilities</strong></td>
<td>1,396,533</td>
<td>1,022,513</td>
</tr>
<tr>
<td><strong>Non-current liabilities</strong></td>
<td>$</td>
<td>$</td>
</tr>
<tr>
<td>Borrowings</td>
<td>163,934</td>
<td>227,098</td>
</tr>
<tr>
<td><strong>Total non-current liabilities</strong></td>
<td>163,934</td>
<td>227,098</td>
</tr>
<tr>
<td><strong>TOTAL LIABILITIES</strong></td>
<td>1,562,467</td>
<td>1,249,611</td>
</tr>
<tr>
<td><strong>NET ASSETS</strong></td>
<td>4,397,605</td>
<td>3,648,682</td>
</tr>
</tbody>
</table>

| **EQUITY**               | $      | $      |
| Asset revaluation reserve | 39,466  | 39,466  |
| Accumulated surplus      | 4,358,139 | 3,609,216 |
| **TOTAL EQUITY**         | 4,397,605 | 3,648,682 |

1.5 Build partnerships with families and parishes

CEOSale Website

The new website for the Catholic Education Office was launched in January. A consultative group from the Catholic Education Office worked in conjunction with Fraynework Multimedia to design and build a dynamic and engaging site to meet contemporary communication needs between school communities, the Catholic Education Office and wider community. The site can be viewed at [www.ceosale.catholic.edu.au](http://www.ceosale.catholic.edu.au)

Support for Sacramental Process

Most parishes are incorporating parent-child workshops into sacrament preparation and involving families through take-home material to supplement the work done in school and catechist programs. The process, whereby families, parishes and schools work together, is being warmly received by parents as families, clergy, sacrament coordinators, parishioners, teachers and catechists take an active role in the sacrament preparation of the students.

Scripture Workshops

Fr Brendan Byrne SJ, an internationally recognised Scripture scholar, gave workshops on the Gospels of Matthew and Mark that were well attended by teachers, catechists and parishioners from across the diocese.
2.1 Promote creative and engaging teaching and learning practices

EMU Pilot Project

In 2010, twelve schools continued their participation in the DEEWR Bridging the Numeracy Gap Pilot project. This was a collaborative project between the Victorian Dioceses of Sale, Sandhurst, Ballarat and the Western Australian Dioceses of Perth and Broome.

The Extending Mathematical Understanding (EMU) Specialist Teachers in the Diocese of Sale, who have participated in the project, have facilitated 28 EMU groups, provided mathematics intervention for 78 students.

As can be seen in the graph above, the average improvement of EMU students’ numeracy growth points has exceeded that of students from the Early Numeracy Research Trial schools.

The pilot will conclude at the beginning of 2011 with the collection of mathematics assessment interview data from participating schools and analysis of the research information. The data of 2010 indicates a positive outcome.

National Partnerships Professional Learning for Teachers (3-5)

Extending Mathematical Understanding (EMU)

Nine primary schools who nominated Numeracy as their National Partnership School Improvement focus took part in a four-day EMU 3-5 project involving their Year 3-5 teaching teams.

Over three days at the start of 2010, the team of teachers from each school took part in sessions on analysing mathematics assessment data and developing effective teaching and learning. Each school team then developed an action plan for implementation in their classrooms to embed the professional learning.

Schools returned on the fourth day to present their work and the learning from their project so far. The fourth day was very well received by participants. Topics reported included using growth points to plan teaching, developing mathematical language and helping
## School Funding and CEO Finances

**CATHOLIC EDUCATION OFFICE, DIOCESE OF SALE**

**OVERVIEW OF OPERATING RESULTS FOR YEAR ENDED 31 DECEMBER 2010**

<table>
<thead>
<tr>
<th></th>
<th>2010</th>
<th>2009</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Income</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Primary and secondary levies</td>
<td>2,365,116</td>
<td>2,341,220</td>
</tr>
<tr>
<td>Demountable classroom rent</td>
<td>323,942</td>
<td>128,000</td>
</tr>
<tr>
<td>Diocesan Secondary Land Fund</td>
<td>237,217</td>
<td>90,025</td>
</tr>
<tr>
<td>Consultancy allocations</td>
<td>1,224,614</td>
<td>1,297,693</td>
</tr>
<tr>
<td>Diocesan share allocations</td>
<td>3,309,997</td>
<td>2,967,938</td>
</tr>
<tr>
<td>Targeted programs</td>
<td>2,383,173</td>
<td>1,657,447</td>
</tr>
<tr>
<td>Investment income</td>
<td>192,797</td>
<td>106,962</td>
</tr>
<tr>
<td>Transfers from schools</td>
<td>211,916</td>
<td>194,835</td>
</tr>
<tr>
<td>Other income</td>
<td>236,407</td>
<td>334,431</td>
</tr>
<tr>
<td>Profit/(Loss) on sale of assets</td>
<td>1,898</td>
<td>(7,191)</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
<td>10,487,077</td>
<td>9,111,360</td>
</tr>
</tbody>
</table>

|                        |          |          |
| **Expenditure**        |          |          |
| Administration expenses | 360,972  | 368,875  |
| Depreciation property, plant and equipment | 486,807  | 449,004  |
| Borrowing expenses     | 16,870   | 11,187   |
| Motor vehicles expenses| 126,546  | 120,230  |
| Employment expenses    | 4,912,507| 4,901,234|
| Overheads              | 164,328  | 165,957  |
| Levies                 | 283,777  | 271,314  |
| Professional Development – schools | 537,119  | 403,117  |
| Grants to schools & school cost paid centrally | 2,176,348| 2,321,649|
| Demountable classroom relocation and maint. costs | 423,669  | 423,310  |
| Remuneration of auditor| 2,950    | 3,176    |
| Diocesan Secondary Land Fund | 246,260  | 190,025  |
| Loss on Investment in DOSEEA | -        | 32,173   |
| **Total expenditure**   | 9,738,153| 9,661,251|

|                        | 2010     | 2009     |
| **Operating surplus/(deficit)** | 748,924  | (549,891)|

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**Mission Direction 2**

students to articulate their thinking. Many schools will continue their explorations into 2011 and will continue to be supported through coaching by Catholic Education Office staff.

**Oral Language Supporting Middle Years Learning (OLSMYL)**

A number of schools identified through the Smarter Schools National Partnerships undertook four days’ extended professional learning to focus on Dr John Munro’s ICPALER model to enhance the literacy skills of students with a focus on oral language. (ICPALER stands for Ideas, Conventions, Purposes, Ability to Learn and Expressive and Receptive Language). The four days were facilitated by Dr Munro and Hugh McCusker. The days focused on teacher practice and teacher knowledge about oral language to enhance student literacy learning outcomes. Many schools will continue their learning into 2011 and will continue to be supported through the coaching by Catholic Education Office staff.

**Promoting Opportunities to Recruit Aboriginal Teachers**

Given that teacher quality is the single greatest influence on student engagement and achievement, the recruitment of Aboriginal teachers is key to improving progression rates for Aboriginal students to further education, skills and professional occupations. One of the initiatives of 2010 was to provide an opportunity for all Aboriginal students from Grade 6 to Year 12 to consider a teaching career.

Indigenous Hip Hop dancers led a workshop titled Deadly Dreamin’ that was held in East Gippsland and then repeated at the Catholic Education Office in Warragul. The Indigenous dancers connected and inspired the students through dance to consider their future. Students and their parents/guardians then toured the facilities of Monash University (Gippsland) and heard from inspiring guest speakers who shared the opportunities that inspired them to pursue a career as a teacher.

The Catholic Education Office worked in partnership with Monash University (Gippsland) Indigenous staff on this initiative.

**Academic / Life Coach for Indigenous Workers**

Glenda Arthur has been appointed through the Catholic Education Commission Victoria, as an Academic/Life Coach to support Koori Education Workers who are completing Associate Diplomas in Indigenous Education at Australian Catholic University. Three Koori Education Workers across Victoria have commenced this study, with the support of the life coach. Feedback to date indicates that this is a positive initiative. We envisage that Sale will be represented in this group in 2011.

**Oral Language Supporting Early Literacy (OLSEL) Pilot Project**

The OLSEL research project involved teams of early years teachers attending a series of professional learning days over a two year period. The OLSEL Lead Teacher for each school was offered sponsorship to complete an academic subject at the University of Melbourne titled ‘Oral Language Learning: The Primary Years.’ School-based support was provided at each school site by the project officer and Catholic Education Office staff to facilitate implementation of strategies and support changed practice.
The goal of the professional learning program was to increase teacher capacity to effectively plan and implement strategies which specifically target the development of oral language skills in the early years of schooling with a particular focus on the first year of schooling. Specific aims for the project were that teachers would:

- implement increasingly targeted teaching strategies to facilitate oral language and early literacy development
- utilise an evidence-based, action research approach to classroom implementation.
- work in teams to further analyse the needs of students and plan evidence-based interventions to be delivered both through the general curriculum provision as well as targeted activities
- explore strategies for increased community participation and support through the provision of oral language and literacy activities adapted for use in the home context.

Two schools from the Diocese of Sale engaged in the project over its two years: St Agatha’s, Cranbourne and St Vincent de Paul, Morwell East. The results of the project are overwhelmingly positive and currently being analysed, with a report being prepared for the Department of Education, Employment and Workplace Relations.

Indigenous World of Works (WOW) Program

In 2010, 15 Indigenous secondary students were invited to attend the World of Works program. This program gives students experiences that utilise a range of innovative pedagogies including experiential learning, reflective practice, action research, visualisation, role play and the use of meta-cognitive tools. The program takes students on a journey that broadens their view on what it means to be effective in the changing world of work. This increased students’ awareness and gave them the ability to access opportunities in life and to work outside their local environment. It also provided students with new experiences and connections to explore and helped expand their definitions of success in life and work. The program developed students’ capacity to identify and utilise their skills and strengths to create their own pathways and to achieve their future aspirations.

Promoting and Modelling the Use of Contemporary Tools in Teaching & Learning

In 2010, an additional six Master Trainers were accredited through the Teach Essentials Elements (INTEL) course resulting in approximately 90 Intel Teach Essentials participants. As teachers progress through this course, they collaborate with other teachers and discuss ideas for both introducing and using technology in the classroom. Participating teachers develop a specific unit plan based upon material they are teaching. The goal is for each teacher to leave the course prepared to effectively implement a technology-rich Unit Portfolio that engages students in effective use of technology to achieve standards. The result is students engaged in standards-aligned, technology-supported projects that promote the use of 21st century skills.

2.2 Provide challenging and relevant curriculum

Vocational Education & Training (VET)

In 2010, the Catholic Education Office supported the development of a new VET course – the Certificate III in Allied Health Assistance (HLT32407) - that was taken up by two...
School Funding and CEO Finances

- Reimbursement from diocesan share of Australian Government and State
- Grants for centrally paid and other school costs
- Levies collected on behalf of the Diocesan Secondary Land Fund and other agencies.

Expenditure

Recurrent expenditure totalled $9.7 million. Of this, 42.9% was paid out either directly or indirectly for or on behalf of schools. These expenditures included:

- Student support services (psychological assessment & counselling, hearing and speech services, etc)
- Special Education (learning disabilities / gifted and talented)
- Grants/allocations to schools for Indigenous Education, Languages other than English, Literacy, Wellbeing and Quality Teacher Programs
- Essential services audits in primary schools
- Demountable classroom transport and relocation costs
- Demountable classroom maintenance
- Depreciation on stock of demountable classrooms
- Provision for Diocesan Supplementary Capital Fund
- Provision for Diocesan Secondary Land Fund
- Schools’ levies paid to National Catholic Education Commission (NCEC), Catholic Education Commission of Victoria (CECV) and the Bishops’ grant to the Australian Catholic University
- Study assistance and bursaries paid to primary and secondary teachers
- Primary Principal recruitment costs
- Professional development of teachers, principals and administration staff
- Family Life Education Program for school communities
- Religious Education Program for school communities
- Interest on loans to purchase demountable classrooms
- Relocation costs of graduate teachers.

Salaries, administration expenses, motor vehicle expenses, and other overheads required to support the programs and services provided to schools accounted for 57.1% of total expenditure.

Capital Expenditure

Loan capital repayments totalling $61,164 were made during this period. Other capital expenditure included the following purchases:

- Improvements to property $7,986
- Computers $142,131
- Furniture and fixtures $3,355
- Motor vehicles (net after trade-ins) $209,830
- Plant and equipment $11,484

Total $374,786

Mission Direction 2

Secondary colleges - Mary MacKillop Catholic Regional College and Lavalla Catholic College. This course is a great way for students to get started in a career in the health industry. The certificate is an industry recognised qualification providing the following options for students. It is a head start into:

- further study in health courses at Certificate IV and then Diploma level
- jobs in health at hospitals or community based health services, private practices or aged care facilities
- further study to become an enrolled nurse (5 units are embedded in the course) or a health services assistant / assistant in nursing (11 units embedded in course)
- a health-related Australian Apprenticeship for example, working towards a Certificate IV in Allied Health Assistance (HLT42507).

The Certificate III in Allied Health is designed for the work role of providing assistance to allied health professionals, including podiatry, physiotherapy, speech pathology, aged care, dental and occupational therapy.

Secondary schools in the diocese have continued to pick up VET courses provided by the Auspice Training Industry Program (ATIP) model of delivery. In 2010, six secondary schools offered VET courses through the ATIP model with the most popular ones being Building and Construction Certificate II, Outdoor Sport & Recreation Certificate III and Hospitality Certificate II. The ATIP funding model allows schools to offer more diverse VET pathways and in turn, build the schools’ capacity to deliver these in partnership and provide industry-focused professional development for teachers. The strength of this model is that it enables these students to remain in their secondary schools to complete their education in an age-specific environment that is respectful of their developmental needs.

Victorian Certificate of Applied Learning (VCAL)

VCAL continues to grow in the diocese as another pathway for students to receive their senior certificate. One of the secondary schools in the Diocese of Sale – Lavalla Catholic College – received State honour through a VCAL Achievement Award recognising for the outstanding achievements of young people who participated in their VCAL program in 2010.

Studies in VCAL consist of five strands: literacy and numeracy skills, industry specific skills, work related skills and personal development skills. While the VCE has its limitations as a program suited to the entire cohort at upper secondary level, the VCAL offers strong links between course work completed and employment and therefore appeals to a number of applied learners in the senior years.

Trade Training Centres

Trade Training Centres are being established to help increase the proportion of students achieving Year 12 or an equivalent qualification and help address skill shortages in traditional trades and emerging industries.

2010 has seen the completion of Round Three of the application process. In this round, the West Gippsland Alliance was given just over $11 million to develop a state-of-the-art ICT platform that will link all schools, registered training organisations and workplace settings to allow all students to participate regardless of location and access to traditional training.
settings. Existing training facilities in Warragul will be upgraded and expanded to accommodate the anticipated increase in training demand and the growth of these industries. Funding will be used to develop multi-site regional skills hub in Warragul, which will include nine schools, one of which is Marist-Sion College.

Ongoing Professional Learning

EMU Specialist Teachers

EMU Specialist Teachers were provided with four ongoing professional learning sessions in 2010. Focus topics included multiplication and division, EMU assessment and the use of bead strings. EMU Teachers reported that the opportunity to view lessons and discuss strategies for developing students’ mathematical knowledge is valuable and enriches their teaching.

Reading Recovery Teachers

The importance of ongoing professional learning for teachers has always been recognised in Reading Recovery. Teachers who are implementing Reading Recovery attend a minimum of 6 ongoing sessions per year. These sessions are conducted along the lines of a Professional Learning Team meeting where student learning and student data are used to link theory and practice and to improve teaching and learning.

In 2010, there was an attendance rate of 97% at all sessions. Our aim is for continuous improvement of students and through these sessions we are able to share this with the educational community. It is pleasing to note that over the last four years the percentage of children who have been successfully discontinued from Reading Recovery has risen from 62% to 87%.

The Australian Curriculum

The development of the Australian Curriculum is guided by the Melbourne Declaration on Educational Goals for Young Australians, adopted by the Ministerial Council in December 2008. The Melbourne Declaration emphasises the importance of knowledge, skills and understanding of learning areas, general capabilities and cross-curriculum priorities as the basis for a curriculum designed to support 21st century learning.

In 2010, the Catholic Education Office supported and promoted the development of the Australian Curriculum through the facilitation of briefing sessions and consultation sessions and through the participation of two trial schools. St Catherine’s Primary School, Berwick, and St Francis Xavier College, Berwick / Beaconsfield, undertook intensive review of the draft curriculum through the trialling of content in classroom delivery over three months. The aim of Australian Curriculum and Assessment Reporting Authority (ACARA) trial school consultation was to gain feedback on the draft curriculum through short term intensive activities with teachers and schools using the draft Australian Curriculum materials. This consultation process included intensive engagement by schools with the draft curriculum materials.

Second Wave Intervention: Literacy

Second Wave Intervention is designed to raise the literacy levels of Year 1 students who have been identified as vulnerable. This is up to 20% of the Grade 1 cohort in every school.

Victorian Government Capital Assistance was approved to the following schools:

- Sacred Heart Primary School, Morwell $345,000
- St Vincent de Paul Primary School, Morwell East $323,056
- St Mary’s Primary School, Yarram $100,000
- St Peter’s Secondary College, Cranbourne $345,000

$1,113,056

School Loans

School loan balances as at 31 December 2010 were:

<table>
<thead>
<tr>
<th>Loan Balances</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Primary Sector Long Term Loans</td>
<td>$ 7,931,668</td>
</tr>
<tr>
<td>Secondary Sector Long Term Loans</td>
<td>$ 19,982,846</td>
</tr>
<tr>
<td>Total Loans</td>
<td>$ 27,914,514</td>
</tr>
</tbody>
</table>

All parish primary school loans and 86% of secondary school loans were provided by the Diocese of Sale Catholic Development Fund.

Catholic Education Office Financial Statements

A summarised financial report, based on the audited financial statements for the financial year ended 31 December 2010, is provided on the following pages. The result for the year was a surplus of $748,924. This surplus can be attributed to a change in professional learning methods due to the National Partnerships program and coaching methodology. A larger than expected supplementation payment has also contributed to this surplus.

The Audited Financial Statements of the Catholic Education Office of the Diocese of Sale, prepared in accordance with relevant Australian Accounting Standards, are provided to Bishop Christopher Prowse through the Chair of the Diocese of Sale Education Finance and Audit Committee. The Catholic Education Office also accounts for its expenditure of program funds through the CECV.

Annual budgets for the Catholic Education Office and school-based costs paid centrally, approved by the Diocese of Sale Education Finance and Audit Committee, are submitted to Bishop Christopher Prowse for approval.

Income

Income generated from all sources totalled $10.5 million for the year ended 31 December 2010. Sources included:

- Primary and secondary levies
- CECV consultancy budget
- Australian Government targeted programs
- Invested income
- Rent for demountable classrooms
School Funding and CEO Finances

**School Fees**

While school authorities are always conscious of keeping fees and charges at a level affordable to parents, it is essential that these be increased at least in line with CPI movements.

In the Diocese of Sale, the Grants Allocation Committee (Primary) formula for the 2010 school year assumed that primary schools raised on average, a minimum of $599 per student, depending on the socio-economic status score (SES) of the school. It is expected that schools raise this local contribution through a combination of school fees and fundraising.

**Needs-based Funding**

State and Australian Government grants are allocated to Catholic systemic schools in Victoria on a needs-based formulae basis.

**Accountability for Funding**

Schools and Colleges provide audited Annual Financial Statements detailing income, expenditure and bank balances to the Catholic Education Commission of Victoria (CECV). The CECV in turn provides accountability to the Australian and State Governments for the grants disbursed to the Catholic Education system.

**Business Services**

The administrative and financial work of schools is supported by the CEO in the following ways:

- Assistance with financial accountability
- Assistance with school staffing allocations
- Assistance with compliance of relevant Australian taxation laws
- Professional development of school staff
- Assistance with program and capital grant financial accountability
- Conduct of budget and annual financial statement preparation days
- Collection of census data, annual surveys and online staffing records
- Assistance with school budgets and accounting
- Demountable classroom program
- Assistance with industrial relations, salary, superannuation, long service leave and Workcover issues
- Implementation of administrative technologies
- Assistance with the Building the Education Revolution capital grants program.

**Capital Grants Program**

Major capital works continued to be a feature of Catholic Education in the Diocese. In 2010 the Australian Government approved the following Capital Grants:

- **Lumen Christi Primary School, Churchill** $100,000

Mission Direction 2

The link between Second Wave Intervention and the classroom is vital for continued improvement. As each child’s learning needs change, the Reading Recovery teacher changes the teaching to support these needs. These changes should be reflected in the classroom.

One of the roles of the Reading Recovery Teacher is to share these understandings with the classroom teachers. This is often done within Professional Learning Teams (PLTs). Over the course of 2010, there has been a significant move for Reading Recovery Teachers to be part of the PLTs with the classroom teachers, to share knowledge, communicate information about children and to provide insights into literacy teaching and learning approaches. As the specialist literacy teacher in the school, this is an increasingly important role.

In 2010, Reading Recovery Teachers also supported the implementation of other literacy intervention strategies, including Rainbow Reading and Bridges.

**2.4 Build effective learning communities**

**Ongoing professional learning: EMU**

School requests for professional information related to their identified action plans were met. This included a series of modules on arithmetic processes in mathematics, a focus on multiplication and division and developing teaching related to the growth points.

**Second Wave Intervention Training**

**EMU – Extending Mathematical Understanding Specialist Teacher Training**

Six teachers completed their EMU intervention training in 2010, with one additional teacher to complete the teaching component in 2011. In addition to providing a support program for students in the school, teachers bring a further dimension to the school’s numeracy professional learning through their experience and insights.

**Reading Recovery Teacher Training**

Four new teachers completed their Reading Recovery intervention training in 2010. The intensity of the Reading Recovery professional learning program supports teachers to build a rich understanding of students’ literacy development. The inclusion of four additional Reading Recovery Teachers across the diocesan network of Literacy Specialist Teachers enhances the ability of four additional schools to meet the needs of young literacy learners.

**Performance and Development Culture**

In 2010, eleven primary schools and two secondary schools were involved in the Performance and Development Culture (PDC) initiative. Through PDC, schools have developed an approach to whole school improvement with a focus on the building of a learning culture. The schools have identified learning themes that guide improvement and encourage them to deepen their understandings of effective learning. The themes provide a stimulus for leaders and staff to explore their practice in new ways.

PDC focuses on growth at a number of levels in order to improve student learning: whole school vision (learning theme), leadership and staff learning. Schools are encouraged to
Mission Direction 2

explore a range of learning tools and strategies, possible structures and processes to support and encourage change and learning frameworks.

An action-research model is developed to support the change process, encouraging schools to pose their own inquiry questions, develop a process to support exploration and provide points of consolidation for reflection, framing of new knowledge and sharing of new learning.

Building Cross-Sectoral Partnerships

In May 2010, a cross-sectoral Reading Recovery Teacher forum was held in Traralgon. This was the first time that Reading Recovery teachers from the Department of Education and Early Childhood Development (DEECD) and the Catholic Education Office had come together as a professional learning team. Forty-two DEECD teachers and all 37 CEOSale Reading Recovery Teachers attended. The focus of the day was supporting the development of oral language through the Reading Recovery lesson. This was an area of study that had been requested by the teachers.

Ideas and understandings from this day have been incorporated into lessons. As a result of the success of this day, a second cross-sectoral professional learning day will be planned for 2011.

2010 Secondary Catholic Curriculum Conference

The Secondary Catholic Curriculum Conference in 2010 was titled ‘Colouring the Future: the Australian National Curriculum and Catholic Education.’ This conference focused on the need of curriculum and professional learning coordinators in Catholic secondary schools in Victoria to lead the evolution of the Victorian Essential Learning Standards (VELS) into the Australian National Curriculum.

The conference successfully promoted an understanding of the philosophical underpinning of the Australian Curriculum and examined the Victorian Catholic context for its implementation. The conference supported leaders in the implementation process by providing strategies to implement change. While senior curriculum and professional learning leaders in Catholic secondary schools were the primary target audience, some learning subject leaders, particularly in the areas of Mathematics, Science, English and History, also attended.

Secondary Special Education Coordinators’ Meeting

Michelle Hutchinson was the guest presenter at the first Secondary Special Education Coordinators’ Meeting for 2010. Michelle worked with the dedicated group of coordinators, listening to how they worked in the secondary schools across the diocese.

From there, she provided them with a wide range of targeted and research-based strategies as the group explored ways to meet the diverse needs of the students within diocesan secondary schools, including those on the Literacy and Numeracy Special Learning Needs (LNSLN) program. It was a wonderful and insightful professional development that was very well received.
Business Services

A summary of Income and Expenditure for Primary and Secondary Schools is presented in graphical form below.

Primary Schools Total Income for 2010: $118,246,746
- State General Recurrent Grant, $13,039,631
- School Fees & Levies, $7,228,430
- Australian Government Capital Grants, $43,359,501
- Other Australian Government Grants, $2,923,249
- Other State Grants, $815,475
- Other Income, $7,314,832

Primary Schools Total Expenditure for 2010: $115,974,167
- Salaries, Stipends & Other Employment Related Expenses, $49,997,314
- Land & Building Expenses, $39,950,231
- Other Capital Expenses, $4,117,286
- Loan Repayments, $6,094,256
- Other Recurrent Expenses, $12,823,262
- Curriculum Expenses, $2,992,019

Secondary Graduates’ Conference

In Term One, Catholic Education Office staff members Helen Lenten, Anne Wilson and Julie Keeble participated in the Secondary Graduates’ Conference at Rawson where they led discussion and provided input around the diverse learning needs of the students they will encounter in their first year of teaching. The LNSLN program and the funding certain eligible students will attract was explained to the graduates. They were informed that support for students who struggle to access the curriculum is available through the Catholic Education Office.

Each school in the diocese has an allocated Special Education Advisor who is keen to support the graduate and provide advice, assessment and strategies appropriate to individual situations.

Professional Development: Autism Spectrum

Four diocesan primary schools (Lumen Christi in Churchill, Trinity in Narre Warren South, St Joseph’s in Orbost and St Patrick’s in Pakenham) and two secondary schools (St Peter’s in Cranbourne and Catholic College Sale) participated in ‘Positive Partnerships Supporting School Aged Students on the Autism Spectrum.’ This was an intensive four-day Professional Development held in Traralgon, which involved participants designing a school-based project.

The high standard of this intensive and research-based professional development ensured the growth in knowledge, skills and confidence of each participant. Catholic Education Office staff Helen Lenten and Julie Keeble, as ‘Key Learning Professionals’ were able to provide financial and professional support for each participant to ensure that the planned projects were able to be successfully implemented in each participating school community. Each secondary school in the diocese has been given an excellent resource to support teachers to cater for students within their mainstream classes who are on the autism spectrum.

Secondary Special Education Network Field Visit

Every year, as part of the Secondary Special Education Network, a visit to a school offering best practice in the area of special needs is organised. In Term Four, the network spent the day at St James College in Bentleigh where members were overwhelmed by the generosity, hospitality and sharing of information that they received. Welcomed by the Principal, the group met the support team at St James who were keen to share their expertise and outline their individual roles in supporting all students at the school, in particular those with additional needs and those who learn differently.

The team, consisting of the Special Education Coordinator, Integration Aides, Wellbeing Coordinator, Careers Coordinator and Level Coordinators modelled the need to work collaboratively to effectively support and nurture these students and prepare them for successful transition into their future pursuits. Amongst other resources, they provided network members with their St James College ‘Resource Booklet for Teaching Students with Special Needs.’
Mission Direction 2

Professional Development

Catholic Education Office Special Education personnel participated in the following:

- **Positive Partnerships** (supporting school aged students on the autism spectrum). Julie Keeble, Helen Lenten and Sarah Fiddes participated in this wonderful professional development opportunity.

- **Learning Difficulties Australia Conference**
  Julie Keeble participated in this conference entitled ‘At the Heart of the Matter: School and Classroom Leadership.’ The conference – held in Darwin in June - centred on instructional leadership in Special Education, curriculum assessment and reporting and ICT for students with additional needs. Julie’s participation in the conference enhanced her ability to build capacity in diocesan schools which was a focus for the Catholic Education Office in 2010. Julie brought back some excellent resources and papers written by internationally recognised Special Educators.

- **Learning Difficulties Teacher Training Course (SPELD Victoria)** Facilitated by Dr Daryl Greaves and Michelle Hutchison, this course was hosted by the Catholic Education Office Special Education Team on 15, 16, 18 and 19 January. Twenty-five participants from Catholic education participated in this comprehensive four-day teacher training course on learning difficulties. Topics included testing, understanding, teaching and practical strategies to help primary students who are experiencing learning difficulties. All Special Education personnel participated in this professional development opportunity.

- **Teaching Handwriting, Reading and Spelling Skills (THRASS)** This professional development was hosted by the Catholic Education Office and facilitated by Michelle Hutchison in September. Thirty-six teachers from Catholic schools participated in this training.

- **Spelfabet (Phonic Awareness Program)**
  Two sessions - organised by Anne Wilson and facilitated by Speech Pathologist Andrea Hewit – were held for Integration Aides in the eastern region. The sessions enabled participants to implement their new skills and strategies with their students and then return to discuss student progress and struggles through the use of the program.

- **Strategies to Support Teachers Working with Students with Learning Difficulties.**
  This two-day program was facilitated by Michelle Hutchison in Warragul and repeated in Sale to enable personnel in the east greater access to professional development.

- **Special Education Days**
  The Special Education Team facilitated a day for primary and secondary Integration Aides / Teacher Assistants and a day to support teachers to write more effective Individual Learning Plans for students.

Mission Direction 5

Diocesan Photography Project

All schools were invited to participate in the fourth annual Diocesan Photography Project whereby the Catholic Education Office provided funding for a professional photographer to visit schools to take photos for publicity purposes.

Thirty-four schools (82%) took up the offer. Each will receive a CD of photos in early 2011.

Publications

Two copies of the colour magazine Around Catholic Schools were produced: one in June and one in December. This magazine showcases the great things happening in Catholic schools and is distributed to all school staff, parishes and religious in the Diocese of Sale.

A resource to assist schools with their celebration of Catholic Education Week was distributed in early April.

School Promotion

Schools received continued support from Catholic Education Office staff member Kirsty Pitman with their promotional materials and Catholic Education Week newspaper advertising.
5.1 Ensure diocesan Catholic communities continue to be well served through Catholic schooling

Building the Education Revolution

2010 saw the completion of major building projects in diocesan primary and secondary schools as a result of Building the Education Revolution funding. Some minor landscaping and furniture projects will be finished in 2011.

Many schools have had their official openings and are now fully using their new facilities, be it a hall, library or new classrooms.

New Campuses

During 2010, St Peter’s College in Cranbourne planned the development and commencement of their new campus for 2011. Principal Tim Hogan and his planning team should be congratulated on their work with this exciting project. Delays caused by weather may well see the new intake (approximately 50) Year 7s commence at the main campus of St Peter’s College in 2011.

St Francis Xavier College, Beaconsfield and Berwick, purchased land in the Officer area and developed plans for the establishment of a third campus. Principal Paul Desmond and his planning team are excited about this new campus which will provide Catholic education for families in the growth corridor at the western end of the Diocese of Sale from 2012.

Catholic School Renewal

2010 saw the completion of Catholic School Renewal processes in both the primary and secondary sector for a number of schools. This process satisfies the requirements for the Victorian Registration and Qualifications Authority (VRQA) compliance as well as processes and outcomes for the diocese.

Adopting a team approach, staff from the Catholic Education Office worked with schools’ Renewal teams in the areas of Catholic identity, teaching and learning, pastoral care, professional development and the strengthening of the school community.

Staff, students, parents and Catholic Education Office staff provided data input through surveys and interviews. Renewal processes focused more strongly on data analysis as one of the ways of analysing teaching and learning, with a view to identifying areas for future development.

As a result of this exhaustive process, schools have been able to produce their Five Year Strategic Plan and commence development of the Annual Improvement Plan.

The Director of Catholic Education meets with each Principal to discuss the outcome and plans for the future of the school.
Catholic Network Australia (CNA)

Installation of Internet connections at all diocesan schools was completed during 2010.

Video conferencing

A video conferencing trial was completed successfully, with the technology now being used by Catholic Education Office staff. Plans were made to pilot video conferencing across ICON trial schools so that school staff who are more than one hour away from a video conferencing unit, as well as all Principals, will have a video conferencing client on their laptops. This will dramatically reduce travel costs, free up time for Principals and school staff and assist schools to achieve teaching and learning goals.

ICT Strategy

The audit report prepared by ttpartners for the Diocese of Sale shows that the strategy implemented by the Catholic Education Office has had a major positive effect on ICT in schools. The cost of repairs has dropped dramatically. The implementation of Framework for Information Technology Support (FITS) in the Catholic Education Office and schools has dramatically improved IT systems' reliability.

In the CECV ICT Annual Report 2010 it is reported:

A strong example of this is the CEO Sale Diocese, who in the past two years have focused on the ICT management and service delivery aspects of ICT. The CEO Sale Diocese recently recruited a dedicated ICT Manager for the Diocese and structured the role to have very close contact with the schools and technicians. The ICT Manager is FITS certified and experienced in ICT service delivery, and provides the critical conduit between the school Principals and the ICT industry.

Currently, the Diocese of Sale is gradually implementing the basic FITS principles in schools with some excellent tangible results already achieved. The average cost of technical support per school to rectify all outstanding technical issues has more than halved in the past two years, from close to $25,000 per school down to $11,000 per school.

As of 2011, all secondary schools in the diocese will be undertaking the audit every year.

By the end of 2010, every Reading Recovery Teacher is collecting data in this manner. As a result, schools have a clear picture and understanding of student outcomes and teachers have a consistent way to determine program effectiveness and identify areas of concern. At the system level it has provided an accurate picture of Reading Recovery across the diocese. This data is also used as a basis for discussion during Tutor visits to the schools.

EMU

Collection of Extending Mathematical Understanding (EMU) program data for schools was trialled in a number of forms. EMU pilot schools submitted term reviews and some teachers submitted monthly progress. All teachers were asked to submit an annual review with student beginning and end of program outcomes. These processes will be reviewed and streamlined for 2011.

At the end of 2010, the most comprehensive overview of EMU implementation - since the beginning of EMU in the diocese - was completed.
decisions and services to schools. The system of online data collection was started in 2009.

initiative, all Reading Recovery data is now online and is used to inform teaching, school Recovery Teachers. In line with the Catholic Education Office's Transforming Pedagogy Analysing and using data to improve student outcomes is a major focus for Reading Recovery Online Data Collection Systems expertise with teams at their school.

The whole school. Many EMU Specialist Teachers are being called upon to share their work with continuing EMU Teachers supports their role in the approach to numeracy within 2010. Training teachers are supported through regular in

Leader has enabled the Diocese of Sale to provide its first local EMU intervention course in Diocesan EMU Professional Learning Leader

principals from the Diocese of Sale have also joined the program for 2011. Leadership Program participants completed their first year in 2010. Seven new deputy principals from the Diocese of Sale have also joined the program for 2011.

Aspiring to Principalship

Aspiring to Principalship is a new leadership initiative offered under the National Partnership Smarter Schools Program aimed at supporting those within Catholic Education who are considering or may consider applying for principalship within the next five years. This initiative involved seventeen deputy principals from both primary and secondary schools.

Feedback has been very encouraging with participants reporting that the data and experience they receive through this initiative is of significant benefit in equipping them with the skills necessary for their development as effective school leaders. The Aspiring to Leadership Program participants completed their first year in 2010. Seven new deputy principals from the Diocese of Sale have also joined the program for 2011.

Diocesan EMU Professional Learning Leader

The provision of a diocesan Extending Mathematical Understanding Professional Learning Leader has enabled the Diocese of Sale to provide its first local EMU intervention course in 2010. Training teachers are supported through regular in-school mentoring visits. Ongoing work with continuing EMU Teachers supports their role in the approach to numeracy within the whole school. Many EMU Specialist Teachers are being called upon to share their expertise with teams at their school.

Online Data Collection Systems

Reading Recovery

Analysing and using data to improve student outcomes is a major focus for Reading Recovery Teachers. In line with the Catholic Education Office's Transforming Pedagogy initiative, all Reading Recovery data is now online and is used to inform teaching, school decisions and services to schools. The system of online data collection was started in 2009.

3.2 Care for the wellbeing of students, parents and staff

School Boards

In 2010, Catholic Education Office staff supported a number of school communities as they investigated the implications and process of establishing a school board. As a result of an expression of interest and subsequent community meetings, interim boards were established by St Joseph’s Primary School in Korumburra and St Gabriel’s Primary School in Traralgon. These committees will work through the necessary administrative process such as developing a constitution and intend to formalise the operations of a board at an AGM in 2011. A new board has also been established at St Michael’s Heyfield.

Promotion of School Community Wellbeing

A major focus for 2010 was to further enhance the profile of Wellbeing and to make strong connections between Wellbeing and aspects of school life. The centrality of Wellbeing to learning and of learning to wellbeing was a much discussed topic. Through individual visits to schools, members of the Catholic Education Office Wellbeing Team were able to assist in the development of whole-school approaches to the wellbeing of students, staff and families.

Professional Development

The Wellbeing Team hosted four professional learning days targeted at Wellbeing Coordinators. Team members also facilitated professional learning opportunities for school staff during various school-based meetings and workshops.

A variety of topics were of explored in 2010, including student leadership, engagement with community agencies, social emotional learning, wellbeing planning, Indigenous perspectives, critical incident management and restorative practices.

Staff wellbeing was a focus towards the end of 2010 with two workshops offered in conjunction with MindMatters Victoria. Both were well attended and follow up is planned for 2011.

Specific Strategies

Specific strategies employed by the Wellbeing Team during 2010 include:

- incorporation of Wellbeing in the Annual School Improvement Plan
- collaboration with schools and other School Services Team members in the development of the Annual School Improvement Plan
- collaboration with schools and other School Services Team members in the Catholic School Renewal Process
- facilitation of professional learning opportunities
- participation and input into interdiocesan, interagency and cross-sectoral meetings
- strategic conversations with key school leaders and staff
- individual support provided to Wellbeing Coordinators and school leaders
- participation in working party on Sexuality Education curriculum
- provision of case management services in primary schools.
Priorities for 2011

- Positive Wellbeing is embedded in the school culture.
- Wellbeing is understood as essential for all members of the community.
- Wellbeing is understood as central to learning.
- Partnerships are formed and strengthened with families, schools and the community.

Family School Partnerships (FSP) project

In 2010, the Catholic Education Commission Victoria (CECV) introduced the Family School Partnerships (FSP) project as one response to the Smarter School National Partnerships initiative. This initiative has been implemented in four schools in the Diocese of Sale (St Kieran’s in Moe, St Joseph’s in Orbost, Sacred Heart in Morwell and St Vincent de Paul in Morwell East). Each school has taken up the opportunity to work with a Family School Partnership Convenor (FSPC). The Convenors are employees of the Catholic Education Office and are placed in the school. The FSPCs have community development and engagement skills and are supported by regular professional development provided through the Catholic Education Office.

The focus of the FSP initiative is to build the capacity of schools and school leaders. The initiative is community focused and aims to strengthen links and partnerships with families and the broader community. The initiative is also process-focused, enabling school communities to build on their existing strengths and approaches to focus on improved student learning.

The initiative brings together decades of both research and practice that show that when parents engage with their children’s learning, learning outcomes improve and schools perform better. This is irrespective of parental income or student background. Furthermore, families play a significant role in learning for children and young people of all ages, including adolescents.

The Family School Partnerships (FSP) project is focused on the student by empowering schools to build strategies to:

- connect with families in their own environment
- strengthen the welcoming nature of school communities
- engage families from diverse backgrounds.

4.1 Develop the quality of leadership in our schools and the Catholic Education Office

Scalan Program

Leaders in Catholic schools are charged with responsibility for the spiritual and faith leadership of the school community. The Catholic Education Office initiated the Scalan Program in 2005 to provide leaders from across the Diocese of Sale with quality time to undertake theological study and spiritual and faith leadership formation in a supportive and collegial setting. Since its inception, 34 participants have completed the Scalan Program and attained the Graduate Certificate in Arts (Theological Studies). In addition, participants engaged in a retreat experience and regular prayer and reflection as opportunities for spiritual nurturing and personal development.

The Scalan Program concluded in 2010 with the final three participants – Paul Mulqueen, Rosa Mitchell and Dave Gulavin – completing Introduction to the New Testament which was presented by Father Hugh Brown and Christology presented by Jim Quillinan.

Masters of Educational Leadership

The Diocese of Sale strives to offer school leaders opportunities to develop their leadership capacities within the Catholic context of education. Units of study available through the ACU Masters of Educational Leadership program have thus assisted to equip leaders, and future leaders, to meet the challenges and celebrations involved in witnessing their vocations in Catholic school communities. Two units of study were offered in the Diocese of Sale in 2010 – Authentic Leadership and Leading the Catholic School.

Primary Principal Performance Appraisal

The Principal Performance Appraisal Program is a process which provides regular structured opportunities for school leaders to reflect upon the strengths of their leadership, to be affirmed in their work and to grow in areas requiring further development. The process also provides accountability by the Principal for the leadership and stewardship with which they are entrusted. In 2010, eleven Primary Principals from across the diocese participated in Primary Principal Performance Appraisal.

Country Diocesan Leadership Program

The Country Diocesan Leadership Program continued to gain support and momentum throughout 2010. The program aims to build leadership capacity of those in leadership positions in our schools as well as promote strong liaison with other country dioceses. After changing the focus from senior leaders to supporting the leadership skills of those new to leadership, the program has attracted considerable interest from all three country dioceses.

In 2010, seventeen new leaders from both primary and secondary schools in the Diocese of Sale were participants in this comprehensive program. The program was conducted over two sessions of three days at Cammeray Waters near Woodend and was led by staff from each of the country diocesan education offices.