



Annual Report

08

for the

Tasmanian Catholic

Education Office



TASMANIAN
CATHOLIC
education office



Contents

<i>Tasmanian Catholic Education Commission</i>	<i>1</i>
<i>Directorate</i>	<i>2</i>
<i>Mission and Religious Education</i>	<i>6</i>
<i>Learning and Teaching</i>	<i>9</i>
<i>Finance and Administration</i>	<i>12</i>
<i>School Improvement</i>	<i>14</i>
<i>Leadership</i>	<i>16</i>
<i>Human Services</i>	<i>17</i>
<i>Equity</i>	<i>19</i>
<i>Capital Works</i>	<i>22</i>
<i>Promotions</i>	<i>25</i>
<i>Appendices</i>	
<i>- Financial Statements</i>	<i>27</i>
<i>- Statistics</i>	<i>30</i>
<i>- Governing Structure: Schools</i>	<i>32</i>
<i>- Archdiocesan Strategic Plan 2008</i>	<i>33</i>



your Grace

It is with great pleasure that I present the 2008 Annual Report for Catholic Education Tasmania (CET). The past year has once again seen the Catholic Education sector continue to thrive and grow right across the state. In line with the trend of recent years the number of Tasmanian families seeking to access Catholic Schools has continued to grow. In 2008, the number of students placed in the care of Archdiocesan school communities exceeded 15,000 children for the first time in the history of our state. Enrolments within the primary sector increased by 23 students (or 0.3%), whilst growth in the secondary sector was strong with an increase of 101 students (or 1.5%).

The 2008 Annual Report has been written within the context of the Tasmanian Catholic Education Commission's (TCEC) overarching Strategic Improvement Plan. The year 2008 marked the conclusion of the five-year planning cycle that was formally commenced in 2004. Processes are currently in place to formulate the Strategic Improvement Plan for 2009 and beyond.

Dr Dan White
Director

Tasmanian Catholic Education Commission

All Catholic schools in Tasmania operate under the leadership, and ultimate authority, of the Archbishop of Hobart. To support the Archbishop in exercising his educational mandate, a number of governance structures have been established for the purposes of strategic support, system management and accountability. Overall, the leadership and management of individual Catholic schools has been entrusted to the school Principals and their respective Boards.

The Tasmanian Catholic Education Commission has the overall responsibility for discerning the direction and policy for Catholic Education. The Commission met on eight occasions during 2008. Mr Rod Scurrah was Chair, Dr Dan White Executive Officer and Mr Peter Cusick, the Archbishop's Representative.

The Commissioners were Mrs Catharina Boon, Dr Natalie Brown, Mrs Susan Chen, Mrs Carolyn Gutteridge, Mrs Gordana Crowe, Fr Phillip Gleeson, Mr Craig Coleman, Mr Tom Dorey, Mr Seán Gill, and the Secretariat was Mr Stuart Ellis, Executive Secretary, and Miss Mary Preston, Secretary.

Develop, revise and republish current TCEC policies (#5.1)

An extensive policy review was undertaken during 2008. A number of policies have been updated, superseded, or rescinded.

Policies Approved and Major Documents Adopted

- The Archbishop's Charter for Catholic Schools
- Enrolment Policy
- Accreditation Policy
- TCEC Constitution

Policies in Progress and Consultation

- TCEC Fraud Control Policy
- Recruitment, Selection and Appointment of Staff Policy

Recognition of outstanding contributions (#4.2)

The TCEC Recognition Awards 2008 recognised and acknowledged for their exemplary contribution to Tasmanian Catholic Education Mrs Susan Gourlay and Fr Phillip Gleeson SDB; and for outstanding service as an Employee within

Catholic Education Mrs Doreen Davey, Mrs Patricia Mason, Mr Eamonn Pollard, and Mr Robert Thomas; and as a Friend of the School - Mr Peter Williams.

Plan for increased access to, and demand for, Catholic Schools (#6.6)

St Aloysius Catholic College – Huntingfield Campus

The dream of a Catholic Secondary College in the Kingborough area will become a reality and welcome its first intake of students in 2009. The Commission acknowledges the dedication and commitment of the many Committees who have taken the responsibility of progressing the plans and supervising the Constitution of this wonderful extension to Catholic Education in Tasmania.

Launceston

The Commission considered the provision of additional Catholic Secondary Education in Launceston and accepted the recommendation of a special review committee "that the provision of Secondary Catholic Education in Launceston not be with a second college but with the provision of additional facilities at St Patrick's College, Launceston".

Sincere appreciation is expressed to the TCEC Members, the Tasmanian Catholic Education Office staff, and the many who have contributed to the work of the Tasmanian Catholic Education Commission in 2008.

**Rod Scurrah, Chair
Tasmanian Catholic Education
Commission**

Sub-Committees and Working Parties during 2008.

Committee	Chair
TCEC Executive Committee	Mr Rod Scurrah
TCEC Finance Committee	Mr Craig Coleman
TCEC Government Funding Working Party	Mr Rod Scurrah
TCEC Recognition Awards Committee	Mrs Catharina Boon
Capital Projects Committee	Mr John Bloomfield
Long Service Leave Centralised Fund Committee	Mr John Mazengarb
Call to New Evangelisation TCEC Reference Team/TCEO Working Party	TCEO Representative – Mr Rod Scurrah
NCEC Parent Committee	TCEO Representatives – Mr Bill Button & Mrs Gordana Crowe





Directorate

The 2005 – 2008 TCEO Strategic Improvement Plan has underpinned the strategic orientation being built at the TCEO over the past few years. From the perspective of the Directorate a number of major initiatives were undertaken or completed during 2008.

TCEO Improvement Process and External Validation Report

At the request of the Archbishop of Hobart, a comprehensive evaluation was conducted during 2008 of the work of the Tasmanian Catholic Education Office (TCEO) and its effectiveness in achieving the strategic goals outlined in the TCEC's Strategic Improvement Plan.

Based upon the model for sustained School Improvement utilised in all Archdiocesan schools, personnel at the TCEO engaged in a comprehensive process of data gathering and analysis, under the guidance of Dr Susan O'Donnell, which was subsequently presented to an External Validation Team, chaired by Mr Chris Barrett, a senior leader and expert in strategic planning and evaluation from the Archdiocese of Sydney.

The External Validation Panel were warm in their praise and acknowledgment of the developments in Catholic Education over the past six years, and provided

some excellent feedback on the emerging goals identified through the Improvement Process.

Many of the specific developments summarised in this report were noted and affirmed, particularly with respect to:

- financial management and accountability,
- adoption of an integrated knowledge management system to efficiently access and process educational, personnel and management data,
- compliance and risk management systems,
- provision of Regional Office support to schools and colleges, and
- the role of Information Communication Technology as an enabling domain.

In accordance with the principles of the TCEC School Improvement Process, Validation occurred at a critical point in the next cycle of Strategic Improvement Planning. The Validation Report is currently being carefully analysed and integrated with the substantive work that had already been developed by various teams at the TCEO.

It is anticipated that a series of community consultations, particularly with School Principals and Boards, will take place early in 2009 as the new sector-wide Strategic Improvement Plan is developed by the TCEC.

In association with the overall Validation Report, three additional external review reports were commissioned and received by the TCEC. The reports focused on the delivery of services in the areas of Special Education, Aboriginal Education and Financial Reporting.

Launch of the Archbishop's Charter for Catholic Schools (#1.1)

During Catholic Education Week (August 11 – 17), Archbishop Doyle launched his Charter for Catholic Schools. This seminal document was developed by the Archbishop in association with the Call to New Evangelisation Working Party and is designed to assist Catholic schools to reflect upon, and critically evaluate, their identity and mission as Catholic school communities.

Over the coming years, each school community will be asked to incorporate a reflection on the Charter within their School Improvement Planning processes and develop a comprehensive response to the Charter for the Archbishop and their respective governing bodies.

After consideration of the response to the Charter, it is the intention of the Archbishop to formally 'commission' each school as an institute of Catholic Education.

New Evangelisation Working Party (#1.6)

In 2006, Archbishop Doyle initiated a series of discussion days titled 'Day of Discernment' with Priests, Principals and senior leaders in Catholic Education. Amongst a myriad of issues that were discussed, the following four questions were specifically identified for action and response by the TCEC:

- What are some of the specific hallmarks of a Catholic school that should continue to be proclaimed and celebrated within the Tasmanian community?
- What is the nature and balance of the enrolment profile of Catholic schools?
- How can Catholic schools more proactively reach out to all Catholic families who have lost contact with their faith community, with a particular emphasis on those who are marginalised and/or disadvantaged?
- What formation strategies will help ensure staff employed in Catholic schools continue to have a deep understanding and commitment to their changing ministry?

In response to these challenges, the TCEC established a Call to New Evangelisation Working Party, committed to developing practical strategies aimed at addressing the above questions. Notable achievements by the group over the past twelve months include:

- The development of a comprehensive staff formation program in Catholic spirituality. Over 100 teachers have enrolled in, or completed, a four unit post-graduate certificate in Religious Education. An extensive retreat program for teachers, *Courage to Be*, has also been initiated.

- A revision of the Archdiocesan enrolment processes to work towards an enrolment target of 75% of Catholic families in Catholic schools, with a particular emphasis on encouraging the nearly 50% of Catholic families in Tasmania not accessing Catholic schools to consider the option of a Catholic education.
- The introduction of a Catholic Education Foundation that will enable parish communities to provide bursary assistance to very low-income families to access Catholic schools.
- Strengthening the formal assessment of Religious Education through the introduction of state-wide common assessment tasks and moderation of student learning outcomes, combined with the planned introduction of a 'religious knowledge' test for Year 4 and 8 students over the next two years.
- The commitment of Catholic schools to tangibly support the Archdiocesan Youth Ministry and World Youth Day 08.
- The piloting of a Parish-School Pastoral Associate to build links between school and parish communities.
- The establishment of working parties to further explore and strengthen the relationships between schools, parishes and families.

Re-badging of Catholic Education (#4.2)

The TCEC decided to clarify and re-badge a number of Catholic services and agencies. In particular, from 2009 the entire Catholic Education community in Tasmania (i.e. schools, colleges, Catholic Education Offices, the Resource Centre and the TCEC) will be collectively referred to as Catholic Education Tasmania (CET).

Similarly, the Catholic Education Office, in order to reflect its state wide perspective, was renamed the Tasmanian Catholic Education Office (TCEO).

In direct response to the launch of the Archbishop's Charter, a number of Governing Councils further enhanced the Catholic identity of their school communities by explicitly incorporating the title 'Catholic' either directly in the School or College's name (e.g. St Aloysius Catholic College) or as a sub-title linked to the school's name (e.g. St Virgil's College: a Catholic College for Boys).

Lift in Educational Outcomes (#2.8)

Analysis of the data from the National Assessment Program – Literacy and Numeracy (NAPLAN) tests for Tasmanian Catholic schools indicated a number of pleasing trends. Catholic Education Tasmania worked in partnership with the Department of Education in the administration of the tests, whereby students were assessed nationally against common standards for the first time.

Parent response to the tests was positive with a national survey of parents recommending no major changes to the reporting formats. The NAPLAN results informed teachers of student progress and contributed to the overall judgment of student success.

Across the entire range of testing categories, Tasmanian Catholic students performed above the national benchmark standard in 18 out of 20 categories. Of even greater significance, Catholic students equalled or bettered the national average in the top two achievement bands on 15 occasions.

Tasmanian Catholic students not only met the minimum standards but were consistently over represented at the upper achievement levels when compared to their Australian wide peers.

The results for Year 3 were especially meritorious with 44% of students placed in the top two achievement bands across all Literacy categories (compared to 40% nationally); 37% of Year 3 students were similarly placed in Numeracy (compared to the national average of 33%).

The Year 7 data was also extremely strong, with significantly above average performances in Reading (30% compared to 25%); Writing (31% compared to 25%); and Grammar and Punctuation (31% compared to 23%) at the top two levels. The solid achievements in Literacy were also evident in Year 9 where 24% of Catholic students scored in the top achievement bands compared to 20% of their National counterparts.

Whilst recognising and celebrating the achievements, teachers and TCEO staff have also analysed the data to discern directions for the future. For example, in comparison to the strong performance in Literacy, the Numeracy data placed Catholic schools at, or just marginally below, the national average from Year 5 upwards.

From 2009, 11 Catholic schools will be involved in an intensive professional development program (ACTION) in Mathematics, supported by a \$300,000 grant from the Federal Government. The data also indicated a need to investigate more fully a system-wide approach to spelling with a view to discerning areas for future improvement.

Establishment of Regional Offices (#2.7)

In light of the TCEO's Office Improvement Process, the TCEC formally approved the regionalisation of TCEO services from the commencement of 2009.

The move to regionalisation was premised on improving Student Learning Outcomes by locating key TCEO support personnel within closer proximity to school communities, enhancing availability to classroom teachers and students.

In association with the structured reorganisation, a new model of TCEO Service Delivery has been developed that will focus on supporting schools in their implementation of individual School Improvement Plans in a focused and systematic manner via negotiated 'service agreements'.

In particular, the work of regional Education Officers will focus on delivering school based Professional Learning and supporting teachers through regular in-class mentoring and coaching programs. Regional centres, under the leadership of Regional Directors, have been established in Launceston (adjacent St Anthony's Catholic School), Ulverstone (adjacent Sacred Heart Catholic School) and within the current Hobart office of the TCEO.

In order to honour the centenary of Mary MacKillop's death, it was decided to name the Regional Office North The MacKillop Centre and the Regional Office North West after Tenison Woods.

Expansion of Capital Infrastructure (#6.6)

Whilst a more detailed overview of the Archdiocesan Capital Works program is contained later in the Annual Report, from a Directorate perspective three major strategic initiatives were undertaken in 2008.

(i) Review of Secondary Provision in the Launceston Region.

Following unprecedented and sustained demand for secondary education placements in the Launceston region, the TCEC commissioned a formal review of the provision of secondary education.

The outcomes of the review suggested that whilst strong demand will continue for the foreseeable future, the demographic profile of the region could not support another fully-fledged Catholic secondary college.

The review supported the further innovative, staged expansion of St Patrick's College over the coming years, especially with regards to potentially establishing a Year 9 sub-campus, along with redevelopments to accommodate Middle School (Years 7 and 8) placements and upgrading the Senior Secondary facilities.

(ii) Australian Technical College

Following an extensive process of negotiation, Catholic Education Tasmanian (CET) has accepted governance

responsibility for the Australian Technical College Northern Tasmania in light of changes in Federal Government funding policies. Spread across two newly constructed campuses at Launceston and Burnie, the Australian Technical College has been at the forefront of developing innovative and industry specific training packages for students in Years 11 and 12 who wish to focus on gaining an apprenticeship or obtaining extensive practical workplace experience whilst still having the opportunity of obtaining a Tasmanian Certificate of Education (TCE).

(iii) St Aloysius Catholic College

The construction of the middle school campus as Stage One of the expanded St Aloysius Catholic College was completed in 2008. With over fifty enrolments in Year Seven for 2009, the commencement of the new school year will mark the beginning of Catholic secondary education within the Kingston-Channel Parish community.

Strengthening of Governance Structures (#4.3) (#4.4)

Throughout 2008, the process of updating and clarifying the governance of Archdiocesan Schools was extended to the Systemic Parish schools. Chaired by Archbishop Doyle, the Systemic Catholic Schools Governing Council was formally constituted and commenced operation.

With representatives of the founding orders and experienced Board members and educators from across all three regional areas, the Governing Council has the ultimate responsibility for overseeing the spiritual and educational well-being of the 26 parish schools across the Archdiocese.

In association with the revised governance model, extensive consultation was undertaken with respect to the development of a Systemic Catholic Schools Board Handbook that will be officially launched early in 2009.

The TCEO was also responsible for organising the second annual conference for members of School Boards.

The guest presenter, Ms Beth Gilligan, delivered two insightful papers – the first on the Call to Leadership as Stewardship followed by a session on Making Stewardship Decisions – Faith and Courage.

Vale and Farewell

2008 marked a significant milestone in the history of Catholic Education in Tasmania. After over 160 years of leadership provided by religious congregations across the state, the departure of Fr Phil Gleeson (Dominic College, Glenorchy) and Br Geoff Whitefield (John Paul II Catholic School, Bridgewater) marked the end of an era of religious men and women fulfilling the role of Principalship in Catholic schools.

It was with a sense of gratitude and enduring respect that CET farewelled both Fr Phil and Br Geoff, both for what they personally contributed to the Tasmanian Catholic community and also for the countless religious leaders they symbolically represented in their ministry.

The year also marked the retirement of a number of influential and committed lay leaders across the system. It was with great affection and recognition that the Catholic Education community affirmed the contributions of Mr John Butterworth (TCEO), Mr Neville Behrens (TCEO) and Mr George Toepfer (St Paul's Catholic School, Bridgewater).

Sadly, Catholic Education Tasmania also farewelled a great leader and friend: Br Denis Phillips who passed away in November after a long illness. Br Denis' contribution to the educational vision and direction of Tasmanian Catholic schools will long be treasured and remembered by all who were privileged to have known him.



Conclusion

After six years as Director of Catholic Education Tasmania it is with a sense of pride and achievement that I present my final Annual Report prior to assuming the role of Executive Director of Catholic Schools in the Archdiocese of Sydney.

I would like to take this opportunity to express my sincere appreciation to Archbishop Doyle for the trust and confidence he has placed in my leadership as together we have endeavoured to respond to the educational and spiritual needs of the children who have been entrusted to Catholic schools in Tasmania.

I would also like to publicly acknowledge and affirm my colleagues at the Tasmanian Catholic Education Office who have

so capably and competently embraced the vision and mission for our system of schools, and have worked tirelessly to ensure each and every child has the support necessary to achieve their full God given potential.

Finally I would like to thank the marvellous teachers and staff across all 37 Archdiocesan schools, led so capably by an array of talented and committed Principals who have produced such outstanding educational outcomes for our students. It has been a privilege and an honour to serve such a wonderful community.

Dr Dan White
Director



Mission and Religious Education

The work of the Mission and Religious Education Team has continued to offer excellence in Religious Education curriculum development and implementation, and sound support for teacher development. The following report provides a summation of key initiatives during the year:

Religious Education Curriculum and Teacher Learning Framework Development (#1.4)

During 2008, development continued on the Archdiocesan Framework for Religious Education, *Good News for Living*. All Content Strands have now been reviewed and Standards Frameworks developed to enable teachers to plan more effectively for student learning. In 2009, the Religion and Society Strand will be replaced by a Faith and Philosophy Strand. This will allow Colleges to plan an appropriate pathway for the pre-tertiary course 'Senior Secondary Curriculum: Religion and Philosophy'.

The strategy of collaborative construction and redevelopment has occurred over three years and involved many teachers, (in addition to the work of the Team in the Office). Dr Drasko Dizdar gave inspirational theological guidance to the Project. Learning and teaching materials to complement the content of *Good News for Living* have also been revised and published on the TCEO website.

Moderation in Religious Education (#1.2)

2008 saw the introduction of Moderation in Religious Education. Teachers were involved in planning, implementing and assessing student learning in the area of Scripture by moderating a task and making professional judgments according to prepared Assessment Criteria. This pilot program will continue in 2009 whereby teachers will extend their skills by moderating a wider selection of tasks. This will assist in the planning of precise active learning experiences for students in Religious Education.

Introduction of Christian Meditation for Students (#1.6)

Early in 2008, selected school and TCEO staff attended a two-day Retreat on Christian Meditation for Children in Townsville. Also well attended was a one-day Workshop in Melbourne. Since that time, a number of schools have introduced Christian Meditation for Kindergarten students through to higher secondary grades, as well as staff members.

Regional meetings were held as follow-ups to the interstate activities, giving all those involved the opportunity to share their experiences and network with one another. The resource *Coming Home* (Catholic Education Office, Townsville) was

purchased for each school and College in the Archdiocese of Hobart. Based on the Christian Meditation process developed by Fr John Main OSB and Fr Lawrence Freeman OSB, *Coming Home* is the result of work done by the Diocese of Townsville to effectively teach meditation to young people.

Godly Play (#1.6)

Six sessions for Godly Play were held during the year and were attended by a total of 64 teachers and teacher's aides. A number of Kindergarten and Preparatory teachers are moving into this process and value the approach as a way to enhance children's understanding and appreciation of the Scriptures.

Christian Values Education (Making Jesus Real) (#1.6)

Peter Mitchell, Education Officer: Christian Values Education, has continued to work throughout the state running the Making Jesus Real program and providing resources and expertise in assisting with the Being Good News and Raise the Bar secondary school programs.

Peter ran sessions with over 1000 Grade 5/6 students, visiting 30 primary schools two to three times throughout the year. Response to this program continues to be very strong, both in Tasmania and

interstate. In 2008, 3000 booklets were distributed for use in the Making Jesus Real program, whilst orders for 2009 already number 4500, a remarkable increase of 50%. Fortnightly messages and posters have been distributed to schools throughout Australia with over 100 schools participating during 2008.

Conferences held for interstate teachers and Principals were well attended and it is anticipated that the number of schools running the program on the mainland will increase dramatically in 2009.

There are plans for two large conferences in Perth, and sessions will also be undertaken in Cairns as the diocese have 15 schools interested in running the program. Peter Mitchell will also be addressing Principals from the Mornington Peninsula area about the program in May 2009.

The response from both parents and students was the most positive aspect of 2008. Parents said they appreciated the values espoused in the program and had noticed a change in their children's actions. The students themselves are given the chance to comment on the program and the responses have been overwhelmingly positive.

As the students finish off their Primary years, the attitudes and values they exhibit are impressive. The end product of the primary schooling years is something people can be proud of and is a great indicator of the importance of having Catholic schools available to educate children.

Professional Learning for Religious Educators (#1.5)

The Mission and Religious Education Team provided a variety of Professional Learning opportunities for teachers of Religious Education to gain and maintain their Accreditation qualifications. The ongoing goal is to have highly qualified Religious Education teachers who all have the skills, knowledge and disposition to teach well, and are supported spiritually as witnesses to faith.

Good News for Living Curriculum Implementation (#1.5)

All Southern schools and the majority of Northern and North-Western schools participated in school-based Professional Learning, working with and implementing the Religious Education Curriculum, Good News for Living.

The work centred on how to plan, teach and evaluate their Religious Education lessons using available resources and good teaching practices. Good News for Living continued to form the basis of teacher planning but has been supported by increased use of improved teaching pedagogies.

Through these improvements, students have been more responsive to the Religious Education program and teachers are more able to judge the effectiveness of their work.

School-based Professional Learning, supported by Education Officers, enabled teachers to identify and address particular challenges involved in teaching Religious Education.

The development of teacher knowledge resulted in greater creative confidence and, as a result, there was an increased use of Information Technology, and short films and animations by students to enhance their learning of RE. This was particularly important for visual learners.

Tertiary Programs for New and Current Staff in Religious Education (#1.4)

The Graduate Certificate in Religious Education continued to draw strong numbers. In Semester One 2008, 56 students completed the unit and 38 completed Semester Two.

Some students enrolled to do the course as an Audit Only course, whereby they attended sessions but did not complete assignments. Under license from the Australian Catholic University, participants increased their knowledge and skills, and this was reflected not only in their classroom teaching practices but also

their own faith development. It was also an efficient way for teachers to become familiar with the Mission and RE Team at the TCEO, and vice versa, enabling the Team to better serve the students and teachers of Tasmanian Catholic schools.

During 2008 Catholic Education Tasmania and the University of Tasmania discussed allowing Catholic Education Tasmania to implement and run an accredited elective unit entitled Teaching Religious Education in the Bachelor of Education program at the Launceston Campus for 2009.

This unit will allow second year teaching students to receive specific instruction in how to teach Religious Education as part of the school curriculum. UTAS was also keen to involve Catholic Education Tasmania in further discussions regarding assisting trainee teachers be more effective in the teaching of Religious Education, and assisting in the formation of leaders in Catholic schools.

Spirituality Initiatives - System-wide Opportunities (#1.3)

Seven 'Courage To Be' – one-day retreats for School/College staff were held over the year and the schools and colleges involved were: Sacred Heart Catholic School, Geeveston, St Brigid's Catholic School, New Norfolk, Stella Maris Catholic School, Burnie (this was co-facilitated), St Joseph's Catholic School, Rosebery, and Guilford Young College, Hobart.

Participants responded positively to the processes offered and were appreciative of the opportunity to discuss issues of importance, pray and spend time together as a staff.

Five 'Courage To Be' - two-day residential staff retreats were attended by a total of 67 people at both the Emmanuel Centre, Launceston and Maryknoll, Blackmans Bay. Attending each of these Retreats was a person from Centacare in Launceston.

Participants appreciated having Sr Liz Callen RSM as a co-facilitator of two of the Retreats.



School-based Spirituality Initiatives (#1.6)

Dr Drasko Dizdar conducted 25 workshops, seminars and retreats for individual schools across the state. Sr Gabrielle Morgan pbvm facilitated school based Adult Formation at St Patrick's College, Launceston to develop understandings of Catholic Ethos.

St Aloysius Catholic College – Twilight Retreat (#1.6)

On 18 November, Pastoral Associate, Mrs Leanne Prichard invited parents, school staff and parishioners to come together for a Twilight Retreat at Maryknoll, Blackmans Bay. The opportunity was there for people to come and go for any or all sessions, which included an evening meal and was attended by 20 participants.

Tasmanian Catholic Education Office Spirituality (#1.6)

The Tasmanian Catholic Education Office Spirituality Plan was developed during 2008. The plan involved a number of initiatives to foster a stronger awareness of Catholic ethos and spirituality in the Office staff in order to assist them in their role in Catholic Education. Staff gathered in April, at Maryknoll, Blackmans Bay.

The primary focus for the day was taking time out to 'come and rest with me awhile' as Jesus invited his disciples in one of the Gospel passages.

Various members of the TCEO led different sessions, the highlight for many being a presentation on Kakuma Refugee Camp led by Education Officer Sarah Lackey. People felt their awareness raised and expressed a desire for more, as well as feeling that they wanted to take some appropriate action to offer assistance where they could.

The Archbishop's Charter For Catholic Schools Colloquium (#1.1)

Following the launch of the Charter, the first of a number of Colloquia was held at the Mercure Hotel Hobart, in November. Attended by 29 members of school

Leadership Teams from eight schools in the Archdiocese, it was addressed by Archbishop Doyle and Dr Drasko Dizdar, and provided the opportunity for deeper theological reflection on the principles underlying the Charter.

Rainbows (#1.3)

Sr Margaret Henderson RSM and Mrs Gwenda Gregson trained 20 new facilitators in this program in three venues. 12 members of St James College, Cygnet were trained during two after school sessions. National issues were dealt with, as well as the production of a national newsletter.

Day of Discernment (#1.6)

The Archbishop's third and final 'Day of Discernment' was held at Holy Rosary on 15 October 2008, attended by 75 Principals, priests and TCEO personnel. The focus of the day was Catholic Identity and the need to strengthen the links between schools and parishes.

Mr Kevin Treston (a private consultant from Queensland) and Ms Annette Loughlin-Smith (Communications Unit, Parramatta CEO) addressed the meeting on the 'Theological and Philosophical Framework for Teaching and Learning in Catholic School Communities' and 'Are we Bold Enough to be Catholic?' respectively.

Pastoral Resource Centre (#1.3)

As part of Mission and Religious Education services, the Tasmanian Pastoral Resource Centre continued to support schools and parishes throughout the Archdiocese in 2008. The Good News for Living Religious Education Program was supported by some \$10,000 worth of books and audiovisuals that were added to the growing collection.

Borrowers checked out items via telephone, personal contact, email and fax. Many items were returned by post or by TCEO personnel returning from visits to schools/parishes. The TCEO website provided lists of resources – with a brief description of each one - under a variety

of useful headings. There were even some interstate inquiries about items that were listed on the web.

The annual National Catholic Resource Centres' Network Conference was held in Bendigo and provided a three-day opportunity to share ideas and resources with other dioceses. The lectures and workshops provided a wealth of information as well as offering challenges to participants to tender better services to clients.

November 17 saw the Resource Centre packed and moved to a warehouse at Huntingfield in preparation for the completion of the new Fr John Wall Community Library at St Aloysius Catholic College, Huntingfield.

As well as the current Resource Centre collection, the warehouse held over 240 boxes of books from the collections of Fr John Wall, Archbishop Guilford Young and St John Fisher College.

Rare books dating from the fifteenth and sixteenth centuries were the cream of a most comprehensive collection of books covering the disciplines of theology, English, history, the arts, architecture, botany and music.

The Resource Centre, as the new Fr John Wall Community Library, will continue to play a central part in the implementation of the Archbishop's Charter by providing schools and parishes with necessary resources.



Learning and Teaching

Service provision to schools in the area of Learning and Teaching saw an important shift in 2008. Support across the state continued in the areas of Mathematics and Information Communication Technology. In October, a regional-based Education Officer was employed in preparation for the new, regionalised Service Delivery Model.

National Curriculum (#2.8)

Work towards the development of a National Curriculum began in mid 2008. The first stage resulted in the development of the Melbourne Declaration on Educational Goals for Young Australians.

The educational goal of Catholic Education is to provide the highest quality holistic curriculum that caters for all students' needs. In the past two years the agreed Mathematics curriculum has been the New South Wales Curriculum.

In 2008, a major item was to decide the best course of action for the sector with regard to curriculum in other key areas. An extensive review of the Tasmanian English Curriculum was undertaken in Term One 2008.

However, two major Government-driven initiatives making an important impact on

curriculum and service delivery to schools influencing curriculum initiatives were National Testing and National Curriculum.

The development of a National Curriculum will have a great impact on curriculum in Tasmanian Catholic schools. Early in 2008, it was agreed that we would continue to use the NSW Mathematics Curriculum and work with the Tasmanian curriculum in other subject areas until the national initiative is more fully known and can be implemented.

This leaves schools with clear direction in a time of significant change and will ensure the quality of teaching and learning in the interim period.

Focus on Assessment: Moderation (#2.8)

During 2008, all Tasmanian Catholic Primary Schools participated in a Moderation Pilot Program in which student work in the areas of Religious Education and Mathematics was moderated.

This Pilot Program culminated in a state-wide meeting attended by Assistant Principals (Religious Education, and Learning and Teaching) from each primary

school to moderate student work. This produced high levels of professional dialogue among participants and provided important feedback on the future development of the TCEO Moderation Program.

Significant progress has been made on developing materials for the 2009 Moderation Program including a timeline, draft tasks and standards, and provision for ongoing consultation with teachers and school leaders.

Moderation is an effective strategy to enhance teacher professional judgment and collaboration. Positive responses to the process were received. The long-term goal of this initiative is to build consistency and cohesion in curriculum expectations around the state. Areas of the curriculum moderated included Mathematics: Multiplication and Division and Religious Education: Scripture

The Mathematics moderation for 2009 will focus on length measurement to complement the work of the school-based Numeracy project: ACTION, also including length measurement in one-on-one interviews with students from Prep to Grade 6. In Religious Education, the moderation tasks will focus on the Sacraments.



First Steps: Measurement (#2.4)

In September 2008 three TCEO personnel were trained as First Steps – Measurement facilitators. The five-day course was funded by the Australian Government Quality Teaching Project (AGQTP) and enabled teachers in Catholic schools and colleges to access quality Professional Learning.

Postgraduate Certificate in Education (Mathematics Education) (#2.4)

A number of teachers successfully completed a Post Graduate Certificate in Education (Mathematics) through the Australian Catholic University. The course, established in February 2007, consisted of four units and was conducted in Hobart.

Completion of a full Postgraduate Certificate course gave credit toward 50% of a Master of Education. In February 2009, a total of 23 teachers from Catholic schools will begin the course.

Accelerating Catholic Tasmanian Schools to Improve Outcomes in Numeracy (ACTION) (#2.4)

This project, focused on mathematics teaching and learning, was piloted in Tasmania in 2008 by four Catholic primary schools; St Finn Barr's Catholic School, Invermay; Star of the Sea Catholic College, George Town; Mount Carmel College, Sandy Bay and St Therese's Catholic School, Moonah.

Qualitative data from teacher surveys in December 2008 clearly showed improved teacher attitudes towards teaching mathematics.

A successful submission to the Federal Government in August 2008 for a further \$300,000 from the Literacy/Numeracy Pilot funds has enabled a further seven schools to participate in 2009/2010.

Schools with low Socio-Economic Status (SES) scores were invited to participate and the following schools accepting the invitation: John Paul II Catholic School, Rokeby; Sacred Heart Catholic School,

Geeveston; St Paul's Catholic School, Bridgewater; St James Catholic College, Cygnet; St Brigid's Catholic School, New Norfolk; St John's Catholic School, Richmond and Our Lady of Mercy Catholic School, Deloraine.

This Federal Government (DEEWR) funded initiative was designed to sustain and build improvement in Numeracy outcomes for primary students in Catholic schools.

Based on the internationally recognised Hill, Crevola and Fullan (2006) model, the key elements of this research based project included:

- Monitoring and Assessment,
- Leadership and Coordination,
- Home/School Community Partnerships,
- Professional Learning Teams, and
- Professional Learning.

The success of the project will be measured from data gathered from a variety of sources. These include pre- and post- parent surveys, individual student interviews, NAPLAN data, teacher pedagogical content knowledge surveys and student attitude questionnaires.

Information Communication Technology Integration (#2.7)

In 2008 the emphasis on the integration of Information Communication Technology (ICT) continued with many more teachers accepting that ICT is part of, not additional to, the total learning environment.

This was also apparent in schools where banks of laptops were moved from room to room rather than computers being centralised in one room.

Whilst not all schools were ready to embrace this model, the acceptance of the Tasmanian Information and Communications Technology Framework as the model to drive future use of ICT ensures that computers, laptops and other mobile devices need to be accessible at all times.

The Tied Funding Agreement, agreed to by Principals at the end of 2007, had a condition that to receive IT funding, a Student Free Day (or equivalent twilight sessions) was to be held for staff with a focus on ICT.

These were organised internally or through negotiation with the Education Officer: ICT and resulted in the Education Officer conducting twenty-one sessions throughout the state.

The focus for these days was co-planned with the ICT Coordinators to meet specific needs - ranging from ICT in Mathematics, Religious Education, Literacy and more generalised curriculum.

The Education Officer: ICT spent 47 days working in classrooms, alongside teachers or in a modelling capacity, in 23 schools. Professional Learning workshops were conducted after school in 18 schools - 13 choosing to have more than one workshop.

Three schools requested the Education Officer: ICT to conduct Parent Information Nights on Internet Safety. The interest from these parents was excellent.

The main message relayed to parents and guardians was the need and importance for parents to have open communication with their children and to ensure that the computer in the home is placed in a public area.

The Education Officer: ICT also attended an AGQTP day run by Net Alert to further inform in this area.

The online Gifted and Talented Program, SOFOS, was again coordinated by the Education Officer: ICT and administered by Mrs Erica Halley from Corpus Christi Catholic School, Bellerive.

Workshops were held in the North and South for the SOFOS mentors and students involved in the program. 52 students around the state benefited from involvement in the program and, because of its success, the program will be expanded to two days in 2009.

ICT Coordinators met in each region three times during the year with the TCEO ICT Manager, the two Education Officers: ICT and the Regional Technician.

At the Term Two meeting, the ICT Coordinators were given a brief overview of the Tasmanian Information and Communications Technology Framework resulting in a very positive response.

The framework moves ICT from a focus on skill acquisition (Operating with ICT) to a further three strands:

- Creating with ICT,
- Communicating with ICT, and
- Inquiring with ICT.

The Student Acting Ethically with ICT is incorporated in all these strands.

The Education Officer: ICT conducted a session during the Teacher Assistant Days at the commencement of 2008, catering for over 150 Teacher Assistants.

Thirty-three teachers attended the Skill sessions offered in each area of the state for teachers in the June and September holiday breaks, with requests for these to take place again in 2009.

Service Delivery (#2.7)

The Learning and Teaching area is poised to make a significant difference to students through a new regionalised model of service delivery.

Three regionally based Education Officers were appointed in 2008 in preparation for this restructuring. Information Communication Technology and Mathematics were the two key curriculum areas for service delivery state wide.

The new model of school support began in the North-West Region in October.

School Support in the North-West Region: a Snapshot of a New Service Delivery Model (#2.7)

The Education Officer: Curriculum has provided continuous support to schools and their stakeholders in student education by regular school visits and

- working alongside teachers in classrooms to provide mentoring and feedback,
- working with groups of students to support learning,
- delivering demonstration lessons,
- working collaboratively with teachers to assist with planning and assessment,
- delivering Professional Learning sessions based on identified school needs and priorities,
- providing Professional Learning and support for Teacher Assistants,
- delivering information sessions and workshops for families and the school community,
- assisting with the development and purchase of appropriate resources, and
- meeting with school Leadership Teams to determine school needs and priorities, and develop strategic plans for addressing these.

This ongoing support resulted in successful relationships being established with teachers and school leaders across all schools serviced. The key has been the flexibility of the support provided in order to meet the changing priorities of individual schools and educators.

Professional Learning (#2.4)

Professional Learning has been provided at school and regional levels. Regional Professional Learning was conducted on the topic of Guided Reading, attended by 40 enthusiastic participants from five schools, including secondary education.

Student Free Day were utilised to establish effective classroom literacy programs. Professional Learning successfully developed important networks with secondary teachers, and assisted with building collaboration between primary and secondary sectors.

Vocational Education and Training (#4.9)

2008 was the final year of the current funding model for Vocational Education and Training (VET). Almost \$112,000 was distributed to Colleges with senior

secondary years to enable programs to be developed and supported.

During 2008 the VET in Schools Program saw involvement with the Department of Education, Skills Tasmania, and the Association of Independent Schools Tasmania in the following areas:

- the implementation of policy across all school sectors,
- cooperation with local business and industry, through individual schools and participation in clusters and community partnerships,
- continued work with other State Associations, and representation on national bodies, to provide input to policy development,
- continued work to expand recognition of student success in VET programs including applications in state and national awards,
- the investigation of effective marketing strategies to raise awareness of VET programs within Colleges,
- the expansion of student programs in a wide range of industries such as hairdressing, sport and recreation, automotive, electro-technology, construction, tourism, hospitality, business, and community services.

The acquisition of the Australian Technical College campuses in Inveresk and Burnie, as well as funding for the establishment of Trade Training Centres in each region, has placed the Catholic Education sector in a good position to offer broader Vocational Education and Training alongside the academic curriculum.



Finance and Administration

During 2008, the Finance and Administration Team assisted with the introduction of the Governance structure for Systemic Schools and further developed capital planning processes.

The School Support Team continued its important role in providing on-going support and professional training for school staff in the area of Financial Administration.

Further to the TCEO Office Improvement Process and Validation Report, a review of Financial Reporting Structures was conducted in December 2008.

The resultant report contained recommendations to assist with financial reporting and the communication of activities between the TCEO and the associated Catholic authorities.

The recommended actions included the development of a Memorandum of Understanding that will ensure financial reporting requirements are understood and agreed by all parties.

During 2008, the Systemic Catholic Schools Governing Council met to consider a number of important strategic and policy matters. They are as follows:

Consideration and acceptance of the New Funding Methodology for Systemic Schools (#6.1)

The New Funding Methodology was developed in consultation with Catholic Systemic Schools in Tasmania.

Out of the three models considered, the agreed 'Supported Model' was formula based and ensured a fair and equitable distribution of funds to all System schools.

Under this model, a tiered committee structure was introduced with the following committees established to assist with effective and equitable planning initiatives and the allocation of system funds:

- Systemic Schools Budget Committee
- Systemic Schools Capital Planning Committee
- Systemic Schools Staffing Committee
- Systemic Schools Financial and Facilities Compliance Committee

The implementation of Systemic School Fee Bands (#5.1)

This policy was developed to provide an equitable arrangement for parents with children in Catholic schools to ensure that

fees would be at a comparable level with regard to the socio-economic status of the feeder population.

The allocation of Contingency Funds for Systemic Schools (#6.1)

The new funding model included a provision for the creation of a contingency fund that schools could access for particular needs and emergency situations.

The introduction of the Systemic Debt Servicing Fund/Minor Works Program (#6.2)

The establishment of this Fund has seen the consolidation of debt servicing income and expenditure across the system.

This has generated additional funds to allow for capital development to be planned and implemented in a structured manner.

In addition, it was recognised that there is a clear need for schools to undertake minor capital works including classroom refurbishment, major maintenance projects, urgent Occupational Health and Safety needs, and grounds development.

The Debt Servicing Fund provides the means for these minor works in Systemic schools.

Improved Financial Management of Schools (#6.1)

The School Budget process was revised and new budget documents were designed to assist Principals and School Finance Officers understand budgeting.

Regional workshops were held to support the implementation of the new model. Professional Development sessions were conducted on the Financial Reporting System used in Systemic Schools with a view to increasing the knowledge of all staff involved in this process.

The budget model for 2009, based on specific financial reporting structures and standardised reporting formats, will be developed further.

Regional workshops were held to assist schools in their preparation for the 2008 Audit. Meetings were held with school auditors to familiarise them with the rationale behind the policies adopted in school-produced financial statements.

A draft Financial Management Manual was developed and this will form the basis for future policies, systems and procedures that will eventually be the subject of internal audits for Systemic Schools.

The Systemic Schools Financial and Facilities Compliance Committee developed generic documents for schools.

Integrated Payroll/Data Management System (#6.5)

The Centralised Payroll System is now operating at the TCEO and 17 Systemic Schools. The rollout will continue during 2009 with the remaining nine schools introduced progressively for a completion date of October 2009.



School Improvement

The School Improvement Framework and related processes were well received across Catholic Education in Tasmania.

“School Improvement has enabled our school to work through a rigorous process that looked at every aspect of our school. It was an opportunity to affirm our school community for all that they are doing well. School Improvement has enabled us to develop strategic goals from real evidence.”

Principal

There were significant developments in the capacity of school communities to engage in the challenging and comprehensive process of self-evaluation. In addition, productive and effective follow-throughs were conducted in individual schools in relation to the identification of goals.

These formed the basis of each school's unique long-term strategic response to its areas for development.

“Staff have really valued being able to contribute to the school improvement process in our data gathering sessions and the validation visit. This model of school improvement really empowers staff as each person has a voice in critically examining our school practice and making suggestions for enhancement.”

It also makes decision making with the school more transparent and collaborative as opposed to a top-down approach. The validation process was a great experience. Having an external validator triangulate our findings from the data was really uplifting. It really made us feel as though we were making progress.”

Staff member

Introduction of Appropriate Models of School Improvement (#2.3)

Twelve systemic primary schools participated in the School Improvement Framework process in 2008.

Half of these also engaged in the formal External Validation process conducted by panels whose members were drawn from school and TCEO staff.

The success of this important contribution to schools and the system must go to those professionals who have undergone validator training; 19 in 2008, joining the 26 trained in 2007. In particular, thanks go to those who have given up three days from their schools to serve on Validation Panels across the State.

“It has been a wonderful and enriching professional learning experience for all involved in the panel process. I

have learnt much from the experience about the wisdom of my professional colleagues, about their dedication and professionalism and about the wonderful work that is being done in our Catholic schools by Principals and their staffs.”

I am convinced that the School Improvement model we have operating in our system of schools is the right one for this moment in our history and must be nurtured, not lost because of a lack of understanding or commitment to it from those who ultimately make decisions about its future.

School external validation experience has proven without any shadow of doubt that the model works and bears great fruit.”

Member of a validation panel

During 2008 External Validations were conducted for:

- Our Lady of Lourdes Catholic School, Devonport
- St Paul's Catholic School, Bridgewater
- St Brigid's Catholic School, New Norfolk
- St John's Catholic School, Richmond
- Sacred Heart Catholic School, Launceston
- St Thomas More's Catholic School, Launceston

Sacred Heart Catholic School, Geeveston and St Patrick's Catholic School, Latrobe continue to successfully work through the later stages of the Framework and have produced highly commendable long-term School Improvement Plans.

St Mary's College, Hobart has continued its self-evaluation process during 2008 and made significant progress towards identifying improvement goals for the next strategic cycle.

Validation has been conducted in a college context for the first time at St Patrick's College, Launceston.

A further three colleges have commenced implementation this year and anticipate Validation in 2009.

“A very worthwhile process that has enabled the staff to be genuinely engaged in dialogue around improved educational outcomes for students.

The staff feel valued for their opinion. Parents and students have had input at various levels of the process and will be invited to form focus groups in 2009. The process has been invaluable. The validation panel process added depth and rigor providing confirmation of what the data was suggesting.

The process worked well due largely to the support from our Senior School Consultant, the appointment of two outstanding school improvement coordinators and the support and commitment of the leadership team and the staff.”

Principal

“In doing this work, our school has been setting goals by studying what quality looks like, assessing what we are already doing and then identifying what needs to be done to improve our practice. This has been a valuable exercise for all staff members. Teachers have worked efficiently and effectively in teams to identify ways to improve our school.”

Principal



Leadership

Leadership formation and development (#3.1)

Support for the formation of leaders continued throughout 2008. 15 central Professional Learning courses assisted experienced and emerging leaders to extend their understanding and build capability across the five dimensions of the Catholic Education Tasmania Leadership Framework: Spiritual, Educational, Cultural, Pastoral, and Administrative.

The courses also provided the opportunity to gain Accreditation points for Leadership in a Catholic School and Senior Leadership in a Catholic School.

At a regional level, Senior School Consultants worked with School Leadership Teams and staff supporting them in change management, building internal school capacity and implementing the Catholic Education Tasmania School Improvement Process.

Support for further academic studies regarding leadership of a Catholic school was provided for 10 school leaders to engage in the Masters of Educational Leadership offered by the Australian Catholic University.

The focus on coaching as a strategic priority was extended through courses offered in partnership with Australian

Growth Coaching including Individual Leadership Coaching and Team Coaching. Subsequently, a number of coaching networks were set up by participants to practice new skills, and build connection and support.

Sustainability of Leadership (#3.2)

Leadership succession remains an area of concern for Principals and senior Tasmanian Catholic Education Office staff. The Principals and Senior School Consultants created a very successful development program for 11 primary and secondary emerging leaders, to address particular needs in the North of the state.

The program involved school-based action learning, focused networks and individual coaching. The response to this program was very positive, with a number of participants putting themselves forward for leadership roles in their schools, and expressing a desire to continue and extend the initiative.



Human Services

During 2008, the Human Services Team undertook a number of significant projects, including projects directly linked to the Strategic Directions for Catholic Schools (2004-2008) document.

Review Archdiocesan Religious Education Accreditation Policy (#2.6)

The TCEC approved a new Accreditation Policy that further strengthened the January 2006 version through the addition of Provisional Accreditation.

This enabled teachers and other staff to achieve the necessary number of points to satisfy the Accreditation Policy requirements, the Archbishop's mandate for working in a Catholic school, and also to teach Religious Education or exercise Catholic school leadership.

Under this updated policy, all employees to be granted Provisional Accreditation would be required to commit to working towards full Accreditation over a specified period of time.

Teachers of Religious Education and those in formal leadership positions who had not yet achieved full Accreditation could submit to their Principal an individual plan of action for working towards this goal.

The plan would then be endorsed and forwarded then on to the Tasmanian

Catholic Education Office for final approval.

A further initiative of the TCEC was to grant two Accreditation points for each year of service (up to 15 years) teaching Religious Education to staff who had yet to achieve full Accreditation.

By the end of the school year, a significant number of teachers had applied for Provisional Accreditation and submitted their individual action plans to achieve full Accreditation, and a large number of Religious Education teachers had applied for their two points per year of Religious Education teaching service.

Provide opportunities for the induction of all staff within the Catholic education system (#3.3)

All employees new to Catholic Education Tasmania (CET) in 2008 were required to attend a one-day Induction Program conducted by senior TCEO staff.

Induction Programs were conducted regionally in Hobart, Launceston and Burnie during February and, for those unable to attend these initial sessions, further sessions were offered in May. Significant numbers of new employees attended these sessions.

The content covered in these sessions included:

- an overview of the size, structure and governance of CET,
- the TCEC Mission and Vision, and
- the legal responsibilities of all employees.

Further to the above, the TCEO (including individual teams) and schools were required to conduct their own individual induction and orientation processes to facilitate the transitional phase of employees into their new workplace settings.

Develop models for the performance management of staff (#3.4)

A model for the performance management of staff based on sound Human Resource principles was established in 2008.

The model incorporated a system of annual goal-setting and work planning for TCEO Staff. It provided opportunities for a greater focus on the achievement of more effective individual and team outcomes through the strengthening of workplace relationships. It was a model that was designed for all employees, including the Director:

It is intended that in 2009 the model will be fine-tuned with the intention of a rollout to schools across the Archdiocese of Hobart.

Provide varied professional placements and experiences for staff within Catholic education (#3.5)

This strategic project will be held over till 2009.

Review and revise, where appropriate, the Terms and Conditions of Employment for Catholic school personnel (#5.3)

Though considerable work has been done in reviewing and revising current practices, documentation, contracts and policies, the major focus has been the preparation for, and management of, negotiations between Catholic school employers and the Independent Education Union (IEU) towards the development of a new Catholic Education Agreement (2009-2011).

In August of 2008, the IEU submitted their 'Log of Claims' and the TCEO submitted their 'List of Items' for negotiation.

Negotiations between the TCEO and the IEU commenced with a view to extending and varying the existing Agreement (a State Preserved Agreement) and by late in the year considerable gains had been made. The IEU chose then to initiate a change in direction and move forward under the new Federal Government's legislation to seek a new Collective Agreement.

Review personnel selection processes (#5.4)

A review of the TCEO and school personnel recruitment and selection processes continued in 2008 and a draft stimulus paper was presented to the TCEO Leadership Team and the Catholic College of Educational Leaders (Principals' regional and state meetings). Processes developed centred on selection on the basis of merit and transparency. A draft Recruitment and Selection Manual was developed for release in 2009.



Equity

During 2007/2008 a review of educational programs was conducted in all areas pertaining to Equity. Areas reviewed included Special Learning for students with disabilities, students with needs in Literacy and Numeracy and programs in Aboriginal Education. Humanitarian Entrants and students who are newly arrived to Tasmania were also included. Following this, a process began to ensure equitable access for all students in Tasmanian Catholic schools.

Appointment of an Equity Manager (#2.9)

An Equity Manager to, firstly, take responsibility for monitoring Tied Funding Programs. Recommendations were ordered by priority and submission applications were streamlined ensuring all student information was received and all responsible stakeholders had been part of the application.

Increased awareness of funding distribution (#2.9)

One recommendation of the Equity Review was to make schools aware of how funds are distributed to meet student need. The process began with the Deputy Director, Equity Manager and an Equity Education Officer visiting interstate Catholic Education Offices in Broken Bay and Melbourne. Discussions were

held regarding processes for allocation of funding and the changes necessary for transparency. The information gained will support ongoing discussions of the Equity Review recommendations.

In 2008, 218 students with disabilities were eligible to receive funding. These were made up of 49 students with minimum resource need levels, 112 with moderate needs, 52 with high needs, and five with very high resource need levels. An additional six kindergarten students received disability funding from the Support Services Program. Students with disabilities in systemic schools have been supported by a further 50% in grants from the Tasmanian Catholic Education Office.

It was encouraging to note that an increasing number of schools were inviting Special Learning Needs Education Officers to attend Individual Educational Plan (IEP) meetings and Transition meetings, particularly when students were transferring from early learning to a formal school setting.

All students with disabilities were allocated an additional 25% from State Funding. Also, a further 30 students who almost reached criteria for disability, received an allocation from State Funding. In total the number of students receiving disability funding in 2008 was 254.

Individual Educational Assessments (#2.7)

The majority of schools continued to request Individual Educational Assessments for students who demonstrated significant difficulties in Literacy and/or Numeracy. In 2008, 170 assessments across Tasmanian Catholic schools were administered and reported. Follow up sessions with teachers and parents continued to be part of this process. Providing guidance to schools regarding accommodating change for classroom and support teachers formed a large part of the Equity Education Officer's role.

Networking (#2.7)

Each term in 2008, networking sessions for teachers of students with Special Learning Needs were facilitated in both the North and South of the State. All schools were well represented at these meetings.

Some of the Professional Learning sessions offered in 2008 encompassed: responding to the Equity Review, Attention-Deficit/Hyperactivity Disorder (ADHD), Occupational Therapy, Individual Education Plans, Health and Well-Being Curriculum, assisting students with disabilities to make the transition to life beyond school, and responding to the Disability Discrimination Act Standards.

Australian Association of Special Education (AASE) (#2.7)

The Tasmanian Catholic Education Office collaborated with the Australian Association of Special Education (AASE), holding meetings each month in response to the National Agenda on Special Education.

Where appropriate, topics of interest were organised where teachers could register to attend. Two sessions that received over-whelming responses were presentations from MacKillop Catholic College on their Whole School Approach to Literacy and from a psychologist addressing issues with students with Oppositional Defiant Disorder.

Disability Services – Post School Options (#2.7)

Strong links were forged with both the North and South Disability Coordinators. There were regular network meetings in the South where post-school options for students with disabilities were explored. Both coordinators presented sessions at the secondary network meetings.

NAPLAN Data (#2.8)

In 2008, the introduction of the National Assessment Program – Literacy and Numeracy commenced a new method of reporting student achievement to parents. This was the first time all students in Australia from Years 3, 5, 7 and 9 were tested for aspects of Literacy and Numeracy using the same tests for each year level.

The TCEO worked in partnership with the Tasmanian Department of Education to ensure all results following the testing were available to schools.

A number of Special Learning Needs Education Officers assisted schools with the whole school and class data. Trends and gaps in data analysis were identified to ensure the content of curriculum was covered.

Country Areas (#2.7)

In 2008, five schools received funds from the Country Areas Program - two remote and three rural. The purpose of this funding was to address issues specific to students living in geographically isolated areas who may have less access to educational opportunities than their metropolitan counterparts.

Some of the projects funded included:

- employing specialist art teachers,
- cultural experiences,
- excursions and camps to larger metropolitan areas,
- technology,
- futures pathway planning for secondary students, and
- Professional Learning for teachers.

English as a Second Language/English as Another Language (#2.7)

In 2008, there were 20 New Arrivals to Tasmanian Catholic Education, 18 of which were Humanitarian Entrants. This year there was an increase in Humanitarian Entrant funding, doubling to \$11,536. The increased funding provided an intensive English language program for these newly arrived students.

A further 83 students were funded for ongoing support, which can be maintained for up to three years on a sliding scale responding to need. ESL Funds are sectioned from the Australian Government Literacy and Numeracy Grant to further support these students.

Support Services (#2.9)

Speech pathology assessments and programs continued to be the area of greatest need. In 2008, there were 62 speech assessments and ten psychological assessments. A total of 105 students received funding for speech and language intervention programs. Generally, the majority of funds were directed towards early years students i.e. Prep and Grade One.

A Physiotherapist and Occupational Therapist from the Early Intervention Service liaised with schools during the year with access provided through Non Schools Support Cross-Sectoral Funding.

In addition, the North West Regional Office provided pastoral welfare in the form of a Social Worker. It is anticipated that the North and South Regional Offices will also provide this service in 2009.

Professional Learning (#2.7)

The Special Learning Needs Education Officers were involved in a number of Professional Learning sessions in schools across Tasmania. The sessions covered running records, spelling (including developing a scope and sequence), Literacy blocks, diagnostic tests and administration, Literacy intervention, and developing phonological and phonemic awareness.

Professional Learning undertaken by Special Learning Needs Education Officers included the Curriculum Corporation Conference – C21st Learning: Acting Inter/Nationally, Assistive Technology, Down Syndrome Association, Mathematics and Autism.

Professional Learning was provided for 140 teacher assistants across the three regions of the state in February 2008. Sessions focused on learning difficulties, gross and fine motor skills, and Information Technology. The response indicated that there was a need to plan Professional Learning for teacher assistants.

There continues to be a need for Languages Other Than English (LOTE) to be reviewed. A report to the Department of Education, Employment and Workplace Relations (DEEWR) highlighted the many challenges faced by a small sector within a small state regarding the provision of Languages across all grades.

Areas requiring attention include teacher training and supply, school time tabling restraints, and recognition of the value of language learning, particularly as the National Language Plan gained momentum. This will be a priority in 2009.

Aboriginal Education Program (#2.7)

Two Education Officers continued to work across all Catholic Schools in Tasmania. The focus for this work was to raise the cultural awareness of Tasmanian Aboriginals among all students in Tasmanian Catholic schools.

In the South, an Education Officer, together with Aboriginal Elder Auntie Verna Nichols, worked closely on Sense of Place sculptural projects with each school. The theme of family stories enabled Aboriginal students to have a greater understanding of their culture. In Northern schools, an Aboriginal Teacher Assistant worked with an Education Officer using story telling to assist all students to come to know, and have greater understanding of, the Tasmanian Aboriginal Culture.

Opportunities were offered to schools through the Aboriginal Key Teachers Meetings held in both the North and the South. These meetings were seen as a means of sharing knowledge and information, and also providing a networking opportunity for teachers to share what was occurring in their schools.

Key southern teachers visited the Tasmanian Museum and Art Gallery and the Aboriginal Resource Library at Elizabeth College, Hobart to discover the availability of support for Aboriginal Education Perspectives Programs in schools. In the North, Aboriginal Speakers who worked within the Northern Schools conducted a weaving workshop and a visit to the Launceston Cataract Gorge.

In 2008, 72 Aboriginal students (15% of all Aboriginal students in Catholic Schools) were supported in the areas of Literacy and Numeracy. A further 23 Aboriginal students with a disability received a further grant in support of their needs under the In Class Tuition Program for failed National Benchmark Testing, and 22 students accessed Tutorial Support through the ITAS Program.

Education Officers and the Northern Secondary Schools Aboriginal Tutors

were led by a Northern Aboriginal Elder on a cultural experience to explore the Sacred Sites of the Far North West Coast of Tasmania. By visiting and gaining knowledge, teachers could then plan to include this experience in their programs for Aboriginal students. Ten students and two teachers from the South visited these areas as an end of year experience for their Aboriginal students.

Both TCEO Aboriginal Perspectives Education Officers attended the World Indigenous Peoples Conference on Education in Melbourne in December.

Much work has been completed by the Education Officers in liaising with the Aboriginal Community. Assisting schools with their particular programs has been a very important component, including speakers, cultural experiences, and Welcome to Country for special events. With the opening of the Ningennah Tunapry exhibition at the Tasmanian Museum and Art Gallery, liaison with the Museum and updating a review of the use by schools has been maintained. This feedback, both to the Museum and schools, was very important.

The Education Officers supported several schools access funding for projects to create Murals and Reconciliation Gardens, along with the Big Tree Project in the Huon Valley.

Humanitarian Entrant Program (#2.9)

In 2008, a commitment to support all Humanitarian Entrants in Catholic Schools was created when the Association of Catholic Colleges Tasmania, the Tasmanian Catholic Education Office and Systemic Schools agreed to commit \$150,000 in total to support schools and students, including appointing a part time Project Officer and a part time Liaison Officer. Students received targeted program funding from the Commonwealth Government under the ESL – New Arrivals program. The TCEO will support these students for a further three years.

During 2008, a five-year Strategic Plan was developed to guide the work to be

done by these Officers. An investigatory visit was made to the CEO Sydney to explore their Intensive Language Centres. Connecting with outside agencies to assist students made up a significant part of the roles of both the Liaison and Project Officer. Developing an interpreter pool, working on presentations which aid schools come to understand the particular needs of Humanitarian students, and working closely with Centrecare, the Migrant Resource Centre, and St Vincent de Paul were all part of the work in this area.

Regular network gatherings were held for English as Another Language (EAL) teachers. This allowed teachers to come together for regular assistance in their role. Attendance at the Cultural Diversity Conference at the University of Tasmania created even more networks for both families and staff.

An information booklet was compiled and distributed to all Principals for their use. This package contained information related to enrolment, assistance available, use of interpreters, etc., providing basic information should a Humanitarian Entrant family seek enrolment in a Catholic school.

The Liaison Officer worked closely with agencies and schools in the initial enrolment phase, and the ongoing pastoral needs of the students. Regular meetings with support agencies make up a significant part of the role.

The Project Officer worked closely with schools and classroom teachers who are supporting Humanitarian Entrant students. During 2008, a New Arrivals Kit of Resources was developed as an aid to schools. The Project Officer also worked closely with schools to provide an understanding of the ESL scales, and working with the transition of students from primary school to secondary school. Working one to one for short-term need has also been provided.



Capital Works

In 2008, the Tasmanian Catholic sector was involved in building programs totalling around \$20 million.

The building, maintenance and redevelopment of schools was funded through a combination of school fees and ongoing Government funding including special capital grants. Of the \$20 million expended on Tasmanian Catholic school building programs, the Federal Government contributed \$2.6 million, and the State Government \$0.5 million. Schools, through their own fund raising efforts, and with support of the Systemic Capital Debt Servicing Fund and the Catholic Development Fund low-interest loans, contributed the remaining \$16.9 million.

St Aloysius Catholic College (#6.6)

A major achievement in 2008 was the completion of Stage One of the St Aloysius Catholic Secondary Campus at Huntingfield. This was the culmination of a significant system initiative that involved a co-ordinated effort by the St Aloysius Catholic School and Parish community, TCEO staff, consultants and contractors. Completed on time and budget, it included comprehensive site infrastructure (services, car-parking, establishment of playing fields) and innovative facilities for teaching and learning, a community chapel, administration, and a resource centre including the Father John Wall Community Library. This is the first major secondary College (Government or non-Government) built in Tasmania in recent years.

Systemic Schools Master Plan and Program Development (#6.1)

A system-wide asset needs assessment and master-planning exercise was initiated early in 2008 and resulted in the development of up-to-date master plans for over half of the systemic colleges and schools, with work underway on the remainder. This led to the development of a draft Systemic Schools Capital Investment Program. This work enabled the evaluation of the needs of individual schools against set criteria, and an assessment and prioritisation of their needs compared to other schools within the system. This exercise will be completed in 2009 and the resultant Strategic Capital Program will provide a blueprint for the application of available capital resources for the next five years.

The following facilities were officially blessed and opened in 2008.

St Virgil's College, Hobart	Construction of two classrooms and student toilets	\$800,000
St Mary's College, Hobart	Construction of a multipurpose facility	\$2,800,000
Star of the Sea Catholic College, George Town	Refurbish science area and classrooms	\$735,648
MacKillop Catholic College, Mornington	Administration and science redevelopments	\$1,578,000

The following facilities were substantially completed in 2008 and will be blessed in 2009.

Guilford Young College, Hobart	Catering suite and classrooms	\$2,058,655
Sacred Heart College, New Town	Redevelopment and expansion of existing library, and construction of a general purpose hall.	\$2,295,000
St Aloysius Catholic College, Huntingfield	Stage One	\$8,200,000

As well as these major works, with the assistance of Federal Government Funding (Investing in Our Schools Program) and the introduction of the Systemic Capital Debt Servicing Fund, a number of minor capital projects were also funded.

Larmenier Catholic School, St Leonards	Replace hard court	\$66,498
Sacred Heart Catholic School, Launceston	Playground	\$65,600
St Brigid's Catholic School, New Norfolk	Renovate oval and courtyard resurface	\$52,372
St Finn Barr's Catholic School, Invermay	Playgrounds	\$75,000
St Therese's Catholic School, Moonah	Quadrangle renovation	\$67,929
Corpus Christi Catholic School, Bellerive	Classroom connection	\$31,540
Dominic College, Glenorchy	Shade structures	\$73,175
Marist Regional College, Burnie	Audio visual learning equipment	\$51,300
Our Lady of Mercy, Deloraine	Play equipment	\$11,267
Guilford Young College, Hobart	Stairs, handrails and a boundary fence.	\$75,000
Our Lady of Mercy Catholic School, Deloraine	Shade and shelter structure	\$48,834
Sacred Heart College, New Town	Outdoor basketball surface	\$62,748
Sacred Heart Catholic School, Geeveston	Improved vehicular and pedestrian movement	\$52,600
St Brendan-Shaw College, Devonport	Heating and cooling of classrooms	\$62,760
St Thomas More's Catholic School, Newstead	Drainage works	\$35,863
Stella Maris Catholic School, Burnie	Toilet upgrade	\$23,600
Stella Maris Catholic School, Burnie	Heating and cooling to classrooms	\$67,112
St Brigid's Catholic School, New Norfolk	Erect a safety fence. Re-roof and externally paint administration block.	\$68,992
John Paul II Catholic School, Richmond	Carpark redevelopment	\$58,113
St Patrick's Catholic School, Latrobe	Terrapin conversion. Carpark upgrade.	\$48,034
St Paul's Catholic School, Bridgewater	Turf renovation and sprinkler system. Kindergarten playground equipment.	\$62,883
St Anthony's Catholic School, Riverside	Playing field resurface	\$70,110

The following projects approved in 2008 will be completed in 2009.

St Joseph's Catholic School, Queenstown	Double classroom, student amenities, staff room.	\$974,810
Guilford Young College, Hobart	Redevelopment of classroom block	\$939,840
Mount Carmel College, Sandy Bay	Redevelopment of music and drama facilities	\$552,500
St Joseph's Catholic School, Rosebery	Two classrooms, covered area, storage.	\$887,640

The Capital Projects Team, in association with the Tasmanian Catholic Block Grant Authority, also assisted the following schools to gain formal approval for projects that will be developed in 2009 and beyond.

St Thomas More's Catholic School, Newstead	Stage One - early childhood facility	\$978,000
St Aloysius Catholic College, Huntingfield	Learning centre, seminar rooms and staff amenities	\$3,500,000
St Virgil's College, Austins Ferry	Library, classrooms and science refurbishment.	\$1,000,000
St Brendan-Shaw Catholic College, Devonport	Redevelop performing arts facility	\$1,400,000
Holy Rosary Catholic School, Claremont	Two classrooms and redeveloped staff facilities	\$750,000
Immaculate Heart of Mary Catholic School, Lenah Valley	Redeveloped general purpose hall	\$148,000
St Finn Barr's Catholic School, Invermay	Classroom	\$300,000
Stella Maris Catholic School, Burnie	Redeveloped staff facilities	\$645,000
Sacred Heart College, New Town	Redeveloped library and general purpose hall	\$2,300,000
Marist Regional College, Burnie	Refurbished and upgraded staff studies and amenities	\$400,000

Local Schools Working Together (LSWT) - Sustainability Learning Centre (#4.9)

Catholic Education Tasmania, together with the Department of Education and the Association of Independent Schools, were successful in their cross-sector application for a Sustainability Learning Centre. A grant of \$2.5 million will enable construction of an interactive building on the Hobart College site at Mount Nelson. The grant will provide a purpose built education facility for the delivery of sustainability and climate change programs to all Tasmanian schools and their students. The CSIROSEC and Greening Australia groups will also be located in the facility, which should be available mid 2010.

Trade Training Centres in Schools – DEEWR Program (#2.7)

Three applications involving Catholic colleges were submitted in Round Two.

\$8.58 million was sought to establish a Southern Tasmanian Catholic Colleges Trade Training Centre. This application placed Guilford Young College, Hobart and Glenorchy as lead school, with each of the other seven secondary Colleges participating as cluster representatives, together with Friends School as a consortium member. This significant proposal develops further on the original Stage One, Phase One application and, if successful, will constitute a real boon for the Catholic Secondary Sector in Southern Tasmania.

The establishment of a George Town Trade Training Centre with State Polytechnic as lead school, and the State Port Dalrymple School and Star of the Sea Catholic College, George Town being the two cluster schools. It proposes the intended establishment of facilities on both school sites, accessible by students from both schools. The total value of the application is \$3 million, of which it is proposed to spend \$588,500 at Star of the Sea Catholic College. This strong application has high-level support from the Bell Bay Industry Group.

The establishment of a North West Hair and Beauty Training Centre at St Brendan-Shaw College, Devonport. The application

was for \$1.44 million and proposed a new stand-alone building adjacent to the gymnasium that will provide dedicated facilities for the planned Trade Training Centre. The proposal, led by St Brendan-Shaw College, proposed consortium involvement from Marist Regional College, Burnie and Leighland Christian School.

Australian Technical College Northern Tasmania (#2.7)

The Australian Technical College Northern Tasmania will become part of the Catholic system of schools and colleges in 2009, following an agreement in 2008 between the Federal and Tasmanian State Governments, and the Tasmanian Catholic Education Office. The move comes as a result of the decision by the Federal Minister for Education, Ms Julia Gillard, to transfer Australian Technical Colleges nationally to either state or independent education sectors.

The transfer of the purpose built Trade Training Centres at South Burnie and Inveresk will provide current and future students with opportunities to access trade training that is relevant to industry and provides nationally recognised qualifications through School-based Apprenticeships. All students will continue to be provided with academic, vocational and technical education that is relevant to trade careers and leads to a Year 12 Certificate.

Solar Schools Program (#6.1)

The Rudd Government has allocated \$480 million to the National Solar Schools Program to help Australian schools take practical action to tackle climate change. Grants of up to \$50,000 (GST exclusive) are being offered to schools to install solar power systems, rainwater tanks, and a range of renewable energy and energy efficient measures. The program will operate from July 2008 until 30 June 2015.

MacKillop Catholic College, Mornington have already installed multiple water tanks and a solar hot water system with energy management control. Importantly, these initiatives will be linked to the education program.

Approval was granted for energy audits to be conducted in all Systemic colleges and schools, Benincasa, the TCEO and associated Regional Offices.

National Secondary School Computer Fund – Round One (#6.1)

Introduced in 2008, the purpose of this Federal Government funded program was to ensure every secondary school in Australia be equipped with the digital educational tools of the 21st Century.

The objective of Round One was to take schools with a computer to student ratio of equal to or less than one to eight, to a desired ratio of one to two. The major focus of the Fund was for schools to purchase laptop computers, desktop computers and thin clients with virtual desktops. Residual funds could then be used for the effective deployment of the computers or the purchase of other ICT equipment such as electronic whiteboards, data projectors, digital cameras and network infrastructure.

Mount Carmel College, Sandy Bay; Sacred Heart College, New Town; St Virgil's College, Hobart and Star of the Sea Catholic College, George Town successfully applied for Round One funding in 2008. All other Colleges applied for Round Two funding with a decision pending early in 2009.

Staff Changes

After more than ten years of exceptional service to Catholic Education at both a State and National level, Mr Neville Behrens announced his decision to retire at the end of 2008. Neville will be greatly missed.



Promotions

Promote Catholic Education within the Tasmanian Community (#4.2)

The Media and Promotions area saw a few changes in 2008. The media component of the role was assigned to the new Archdiocesan appointee to Media, Mr Phil Pyke. This allowed a united approach to all agencies under the auspices of the Archdiocese of Hobart.

Term One saw the Office run television advertising to complement a print and advertorial campaign. This proved to be rewarding for all involved, with script and visual images endeavouring to convey the essence of Catholic education and its ethos. Participating schools were very gracious in giving their time and feedback has been very positive.

Print advertorials were run in all three major Tasmanian newspapers with the aim of highlighting school and student success and to encourage enquiries for enrolment. In addition to advertising, the continued publication of Connections in Terms One, Two and Three again continued to showcase the great work and initiatives occurring at both the local school and system level, as well as extensively covering World Youth Day 08.

The Archbishop's Charter for Catholic Schools was published and launched during Catholic Education Week with

enthusiasm by all. This seminal framework for staff and schools will set the standard for Catholic education in Tasmania. The layout of the document was formal but imbued with a sense of community and faith.

A professional photographer was employed to begin a 'file' on Catholic schools of publishable, quality photographs that can be utilised in all promotional materials. Six schools were part of this process, with more schools expected to take part in 2009.

Assistance and advice to individual schools has been a focus for Promotions in 2008, in particular, the branding and professional imaging of schools. For example, Sacred Heart Catholic School, Geeveston had put a great deal of effort into the School Improvement Process and assessed that the impetus be on a new logo and corporate makeover. The results were most pleasing and it is wonderful to see how the commitment to a professional and cohesive image by a school can truly transform and inspire staff, students and the community. Other schools, such as Holy Rosary Catholic School, Claremont and St Brigid's Catholic School, New Norfolk were also embarking upon new promotional materials that will publicise their school and convey a more modern and fresh approach to all outreach communication.

Thanks and best wishes to Lisa Byrne who completed her work as Promotions Officer during the year. The position will be reviewed in 2009.



Appendices

Financial Statements

STATEMENT OF GRANT INCOME AND EXPENDITURE CATHOLIC EDUCATION TASMANIA 1 January 2008 to 31 December 2008

GRANT INCOME	Notes	\$	\$	\$
Commonwealth Recurrent Grants	1			72,110,393
State Recurrent Grants	2			25,376,920
Commonwealth and State Capital Grants	3			3,552,308
Other Commonwealth and State Grants	4			4,856,048
TOTAL GRANT INCOME				105,895,669
GRANT EXPENDITURE		\$	\$	\$
Commonwealth Recurrent Grants				
Association Colleges				
Grants Allocated		41,436,735		
Administration Fees paid to TCEO	7	<u>103,198</u>	41,539,933	
Systemic Schools				
Grants Allocated		24,690,734		
Capital Debt Servicing Fund	5	2,301,648		
Equity and School Improvement Grants		1,090,841		
School Based Salaries		977,376		
Levies for System Initiatives	6	741,760		
Levies and Administration Fees paid to TCEO	7	<u>768,101</u>	<u>30,570,460</u>	
Total Commonwealth Recurrent Grants				72,110,393
State Recurrent Grants				
Association Colleges			15,348,317	
Systemic Schools				
Grants Allocated		9,526,831		
Levies and Administration Fees paid to TCEO	7	<u>501,772</u>	<u>10,028,603</u>	
Total State Recurrent Grants				25,376,920
Commonwealth and State Capital Grants	3			3,552,308
Other Commonwealth and State Grants	4			4,856,048
TOTAL GRANT EXPENDITURE				105,895,669

NOTES APPLICABLE TO GRANT INCOME AND EXPENDITURE

- Commonwealth Recurrent Grants include Remote Funding as follows:

Association Colleges	\$260,792
Systemic Schools	\$642,936
- State Recurrent Grants include Support Services and Kindergarten funding for Association Colleges and Systemic Schools.
- Commonwealth and State Capital Grants include Block Grant Authority (BGA), Investing in Our Schools Program (IOSP) and State Capital Grants allocated to Association Colleges and Systemic Schools.
- Other Commonwealth and State Grants include 'Equity' grants paid to schools for Special Learning Needs and Indigenous students and for other support within particular areas of the curriculum.
- The Capital Debt Servicing Fund amount paid by Systemic Schools is levied to meet the cost of servicing approved loans for the system.
- Levies for System initiatives include amounts levied in respect of Maintenance and Repairs (CEOMARS), Copyright Levies, Youth Ministry, Refugee Strategy, Catholic Education Foundation and other programs administered centrally.
- Levies and administration fees paid to the TCEO represent that portion of funds taken from grants, to support the work of the TCEO in schools. It does not include the amounts invoiced to schools and colleges for TCEO levies.

GRANT EXPENDITURE \$105.9 MILLION

Commonwealth Grants - Colleges	\$41.4m	39.1%
Commonwealth Grants - System	\$24.7m	23.3%
State Grants - Colleges	\$15.3m	14.5%
State Grants - System	\$9.5m	9.0%
Capital Grants	\$3.6m	3.4%
Other Grants	\$4.9m	4.6%
Debt Servicing - System	\$2.3m	2.2%
Grants and System Initiatives including Equity Grants, Salaries and System Initiatives	\$2.8m	2.6%
Administration Fees to TCEO	\$1.4m	1.3%

STATEMENT OF INCOME AND EXPENDITURE TASMANIAN CATHOLIC EDUCATION OFFICE
1 January 2008 to 31 December 2008

	Notes	2008	2007
Income			
Administration charges and levies		3,320,801	3,166,743
Operational Income		582,800	729,515
Investment Income		168,675	163,535
Total Income		<u>4,072,276</u>	<u>4,059,793</u>
Expense			
Administration Expenses		427,695	393,510
Depreciation		160,241	140,040
Equipment / Premises Costs		67,412	51,630
Finance Costs		73,251	71,192
Operational Expenses		624,454	583,266
Professional Development		149,347	271,549
Service Delivery Costs		261,444	185,821
Wages Salaries & On Costs		2,454,275	2,315,424
Total Expense		<u>4,218,119</u>	<u>4,012,432</u>
Net Operating Surplus / Deficit		-145,842	47,361
Other Income			
Transfer from Capital Fund	1	240,000	0
Net Surplus / Deficit after Other Income		<u>94,158</u>	<u>47,361</u>
Transfers From and To Reserves			
Transfer from Reserve	2	345,224	173,363
Transfer to Reserve		0	-42,158
Net Transfers From and To Reserves		<u>345,224</u>	<u>131,205</u>
Net Surplus / Deficit after Transfers		<u>439,382</u>	<u>178,566</u>

NOTES APPLICABLE TO THE INCOME AND EXPENDITURE STATEMENT

1. Transfer from the Capital Fund relates to the purchase of the Northern Regional Office.
2. Transfer from Reserve included monies transferred from Salary and Capital Reserves previously set aside from operating profits of the Catholic Education Office.

BALANCE SHEET TASMANIAN CATHOLIC EDUCATION OFFICE
as at 31 December 2008

	Notes	2008	2007
ASSETS			
Current Assets			
Cash		11,339,298	10,301,061
Receivables		619,672	670,051
Prepayments and Undeposited Funds		97,071	18,874
Total Current Assets		<u>12,056,041</u>	<u>10,989,986</u>
Fixed Assets			
Furniture and Equipment		261,296	226,575
Land & Buildings at Valuation		3,286,720	2,958,387
Library		194,862	195,046
Motor Vehicles		426,301	378,420
Total Fixed Assets		<u>4,169,179</u>	<u>3,758,428</u>
TOTAL ASSETS		<u>16,225,220</u>	<u>14,748,414</u>
LIABILITIES			
Current Liabilities			
Accounts Payable		1,053,858	1,139,320
Other Liabilities		303,152	203,563
Other Current Liabilities			
Funds Held in Trust for Schools	1	6,983,051	6,618,378
Unspent Committed Funds	2	2,788,163	1,747,529
Total Current Liabilities		<u>11,128,224</u>	<u>9,708,790</u>
Long Term Liabilities			
Borrowings	3	961,338	1,032,823
Total Long Term Liabilities		<u>961,338</u>	<u>1,032,823</u>
TOTAL LIABILITIES		<u>12,089,562</u>	<u>10,741,613</u>
NET ASSETS		<u>4,135,658</u>	<u>4,006,801</u>
EQUITY			
Reserves		1,211,004	1,530,107
Retained Earnings		2,924,654	2,476,694
TOTAL EQUITY		<u>4,135,658</u>	<u>4,006,801</u>

NOTES APPLICABLE TO THE BALANCE SHEET

1. Funds Held in Trust for Schools include:

	\$
Capital Debt Servicing Fund	2,211,417
CEO MARS Funds	591,331
Compliance Funds	107,161
Computer Replacement Funds	1,242,730
Curriculum based funds	129,109
Sick Leave	103,799
School Improvement Funds	1,550,639
System Initiatives Funds	862,951
Systemic Salary Provision	183,914
2. Unspent Committed Funds constitute grant funds unspent as at 31 December 2008. These funds have been committed for expenditure in the 2009 school year. The majority of the funds are Capital grants, allocated to schools for projects that will be completed in 2009.
3. Long Term Borrowings represent loans applicable to the TCEO Emmett Place property.

Number of Tasmanian Catholic schools

Year	Type of school			
	Primary	Combined	Secondary	Total
2008	25	7	5	37

Source: Catholic Education Office, March Census Report 2008.

SES Scores of Tasmanian Catholic schools

SES Scores	Systemic schools and colleges	Association and Independent colleges	Total
<105		1	1
101-105	2	1	3
96-100	5	5	10
91-95	5	2	7
86-90	13	1	14
81-85	1		1
<80	1		1
Total	27	10	37

Source: SES scores are published by the DEETYA and are available from its website.

Almost half of Catholic systemic schools and colleges have an SES score in the range 86-90 and, as shown in the following table, 20 out of the 27 have scores below 96. Scores for Association and Independent Catholic colleges are higher and half are in the range 96-100.

Sectoral enrolment trends in Tasmanian Catholic schools

Year	Kindergarten	Primary	Secondary 7-10	Secondary 11-12	Total
2008	997	7333	5121	1641	15092
1998-2008		+1.9%	+15.9%	+1.5%	+6.5%

Source: Catholic Education Office, March Census Reports

Annual change in enrolment in Tasmanian Catholic schools

Sector	2007	2008	Change	% change
Kindergarten	987	997	+10	+1.0%
Primary (P-6)	7320	7333	+13	+0.2%
Secondary (7-10)	5029	5121	+92	+1.8%
Secondary (11-12)	1632	1641	+9	+0.6%
(Total secondary)	(6661)	(6762)	(+101)	(+1.5%)
Total	14,968	15,092	+124	(+0.8%)

Source: Catholic Education Office, March Census Reports

Aboriginal and Torres Strait Islander students in Tasmanian Catholic schools

Year	Item	Tasmania
2008	Number	522
	% of all students	3.45%

Source: Catholic Education Office, March Census Reports

Students with a disability in Tasmanian Catholic schools

Year	Tasmania
2008	217 1.44%

Source: National Catholic Education Commission, Australian Catholic Education Statistics Working Group, Catholic School Enrolment Trends 2007 (February 2008), pp.14-15.

Staffing trends in Tasmanian Catholic schools (Full-time Equivalent)

Year	Teachers	Other staff					Total
		Admin	Prof Support	Tech Assistants	Utility	Subtotal	
2008	903.8	113.0	16.0	156.0	92.9	377.9	1281.7
1998-2008	+14.9%	+23.2%	-31.9%	+125.4%	+29.0%	+47.3%	+22.9%

Source: Catholic Education Office. March Census Report 2008.

Definitions of the sub-categories of "Other staff" are not given in the source publication and have changed over the period. The number of teachers excludes kindergarten teachers as numbers in 1998 were not available.

Number of teachers in Tasmanian Catholic schools (Full-time Equivalent)

Year	Primary	Secondary	Total
2008	395	509	904

Source: Catholic Education Office. March Census Report 2008.

The table shows FTE teaching staff. Kindergarten teachers are not included - there are 23 FTE kindergarten teachers in 2008 but the number in earlier years is not available.

Governance Structure: Schools

Systemic Parish-Based Schools and Colleges - Overall Governance: Tasmanian Catholic Education Office – 2008

School	Principal
Corpus Christi Catholic School Bellerive	Mr Seán Gill
Holy Rosary Catholic School Claremont	Mrs Kate O'Driscoll
St Aloysius Catholic College Kingston	Mrs Elaine Doran
St Cuthbert's Catholic School Lindisfarne	Mr Jim Ireland
St Paul's Catholic School Bridgewater	Mr George Toepfer
John Paul II Catholic School Clarendon Vale	Br Geoff Whitefield
St Therese's Catholic School Moonah	Mr Gerard Cronly
Larmenier Catholic School St Leonards	Mrs Ellie McGinness
St Anthony's Catholic School Riverside	Mr Mark Workman
St Finn Barr's Catholic School Mowbray	Mr Anthony Healey
St Thomas More's Catholic School Newstead	Mr Brent Wilson
Sacred Heart Catholic School Launceston	Mrs Julia Kramer
Our Lady of Lourdes Catholic School Devonport	Mr Matt Jones
Sacred Heart Catholic School Ulverstone	Mr Kevin Browning
St Peter Chanel Catholic School Smithton	Mrs Angela Healy
St Brigid's Catholic School New Norfolk	Mr Peter McBain
St Brigid's Catholic School Wynyard	Mrs Elaine Barrenger
St John's Catholic School Richmond	Mrs Denise Long
St Joseph's Catholic School Queenstown	Mrs Joy Matar
St Joseph's Catholic School Rosebery	Mrs Trish Cashman
St Patrick's Catholic School Latrobe	Mr Peter Douglas
Stella Maris Catholic School Burnie	Mrs Sandra Harvey
Our Lady of Mercy Catholic School Deloraine	Mr Jim FitzGerald
St James College Cygnet	Mrs Anne Foale
Sacred Heart Catholic School Geeveston	Mrs Stuart Kelly
Star of the Sea Catholic College George Town	Mrs Tricia Phillips

Governing Council/Order-Based Colleges

College	Principal	Governing Body
Mount Carmel College Sandy Bay	Mrs Laurie Wolfe	Archdiocesan Governing Council
Sacred Heart College New Town and Immaculate Heart of Mary Primary School Lenah Valley	Mrs Jill Morgan	Sisters of St Joseph
St Mary's College Hobart	Mr Tom Dorey	Presentation Sisters
Dominic College Glenorchy	Fr Phillip Gleeson	Salesians of Don Bosco
MacKillop Catholic College Mornington	Mr Craig Deayton	Archdiocesan Governing Council
Marist Regional College Burnie	Mrs Sue Chen	Archdiocesan Governing Council
St Brendan-Shaw College Devonport	Mr Frank Rice	Archdiocesan Governing Council
St Virgil's College Austin's Ferry	Mr Chris Smith	Christian Brothers
St Patrick's College Prospect	Mr Simon Cobiac	Archdiocesan Governing Council
Guilford Young College Glenorchy and Hobart	Mrs Bobby Court	Archdiocesan Governing Council

Archdiocesan Catholic Education Strategic Plan

Each year since 2004, the Archdiocesan Catholic Education Strategic Plan has been revised and updated to respond to the changing needs of Catholic education across Tasmania. Listed in this Annual Report are many of the specific projects that were the focus of the Strategic Plan in 2008. Throughout the Report, references are made to the Plan by cross-referencing the project number (e.g. - #2.2)

1.0 Building a Catholic Faith Community

- 1.1 Articulate a Vision/Mission Statement for Catholic Education in Tasmania
- 1.2 Develop an Archdiocesan Religious Education Curriculum
- 1.3 Nurture the spirituality of staff in Catholic schools
- 1.4 Develop appropriate tertiary programs for new and current staff in RE
- 1.5 Deliver a comprehensive program of Professional Learning in RE
- 1.6 Engage collaboratively in evangelisation initiatives within parishes, Catholic and state schools.

2.0 Fostering a Learning Community

- 2.1 Publish and promote the Catholic Education Learning and Teaching Document (CELT)
- 2.2 Formulate a Professional Learning plan to support schools in responding to reporting requirements
- 2.3 Introduce appropriate models of School Improvement
- 2.4 Formulate professional development projects in Numeracy and Literacy
- 2.5 Develop an ongoing ICT resourcing and infrastructure strategic plan
- 2.6 Review Archdiocesan Religious Education Accreditation Policy
- 2.7 Develop initiatives to enhance and extend the performance outcomes of all students
- 2.8 Utilise educational data to inform planning and school improvement
- 2.9 Initiate strategies to respond to disengaged students and those with challenging behaviours and high pastoral needs

3.0 Supporting Professional Formation

- 3.1 Promote leadership formation and development
- 3.2 Provide for sustainability of leadership within schools
- 3.3 Provide opportunities for the induction of all staff within the Catholic education system
- 3.4 Develop models for the performance management of staff
- 3.5 Provide varied professional placements and experiences for staff within Catholic education
- 3.6 Professional formation

4.0 Creating Partnerships With Our Community

- 4.1 Support families in the faith development of young people – in conjunction with other Archdiocesan Agencies
- 4.2 Promote Catholic Education within the Tasmanian community
- 4.3 Collaborate with other agencies in the development of Systemic Governance
- 4.4 Facilitate the formation and training of School Boards
- 4.5 Foster relationships with other Archdiocesan agencies
- 4.6 Investigate the provision of Child Care/Outside School Hours Care within school facilities
- 4.7 Facilitate parental understanding of the Religious Education program
- 4.8 Support the family based, parish centred, school supported Archdiocesan Sacramental Initiatives
- 4.9 Collaborate with other educational providers on joint projects

5.0 Developing System Policies

- 5.1 Develop, revise and re-publish current TCEC policies
- 5.2 Revise and publish current CEO policies/procedures
- 5.3 Review and revise, where appropriate, the Terms and Conditions of Employment for Catholic school personnel
- 5.4 Review personnel selection processes

6.0 Coordinating System Management

- 6.1 Financial Management of Schools
- 6.2 Extend Capital Funding
- 6.3 Explore the need for a Staffing Policy and a new staffing model
- 6.4 Extend system-wide School Safety and Compliance Programs
- 6.5 Introduce Integrated Payroll/Data Management System
- 6.6 Plan for increased access to, and demand for, Catholic schools
- 6.7 Review and monitor system schools' maintenance plan
- 6.8 Data collection, compliance of school planning

