



**CATHOLIC  
EDUCATION  
MELBOURNE**

# Annual Report 2016



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# Foreword

## **It is my great pleasure to present the 2016 Annual Report of Catholic Education Melbourne.**

The past few years have been a time of substantial growth for our Catholic school community. Over the past 12 months we've been working with local community steering committees on three primary school projects that are scheduled to open in 2018. At Wallan, Craigieburn West and Torquay North, we have moved from the planning to the construction phase and all projects are on track to open on time and on budget.

We have also been making steady progress on the rollout of ICON – our Integrated Catholic Online Network. ICON will provide a seamless digital link among all Catholic educational institutions in Victoria – our 492 schools and four diocesan Catholic Education Offices. It will allow us to pool learning resources in unprecedented ways that will foster improved student achievement. ICON will also help to streamline the administrative burden on our schools by providing system-wide solutions to compliance requirements. Eight schools have already joined ICON, with more to follow over the coming months.

But school buildings and computer networking, while essential, are only a means to an end. And 2016 has also been a year of innovation for Catholic Education Melbourne on its core business – pedagogy and student achievement.

We published *Horizons of Hope – an Education Framework for the Archdiocese of Melbourne*. *Horizons of Hope* is a pedagogical resource that will guide education in our Catholic schools in the years to come. A 'Google Plus' online community was established to facilitate its use throughout the Archdiocese, attracting over 600 members and inspiring teachers with innovative classroom resources and instructional ideas.

Over 100 of our students, teachers and proud parents participated in the 2016 CECV Languages Film Awards. The event featured a series of student-produced two-minute films in a variety of foreign languages, including Spanish, Italian and Indonesian. 2016 saw the creation of 34 science partnerships that linked Catholic schools with universities, zoos and marine research vessels, allowing students to learn about real world science from real world scientists.

This past year saw the first cohort of 50 educational leaders embark on a two-year Master of Education (Student Wellbeing) degree at the Australian Catholic University. This unique program – the first of its kind in Australia – reflects the seriousness with which the Catholic school community takes the issue of child safety and welfare. We also opened a joint program with the Berry Street Institute to strengthen the capacity of teachers and Student Wellbeing leaders in the latest best practice.

We do a good job of providing high-quality education to the children who attend our schools. But what sets us apart are the Catholic faith values that permeate everything we do. This past year we renewed our Religious Education Curriculum Framework – *Coming to Know, Worship and Love*. Drawing on principles espoused by the Second Vatican Council, this new Framework was developed in collaboration with schools, assisting teachers to present our Catholic faith in an engaging and uplifting manner. This is just a small sample of the initiatives and innovations we have introduced to Catholic Education Melbourne over the past year. And we look forward to taking Catholic Education Melbourne to an even higher level of achievement over the coming year.



Stephen Elder  
Executive Director, Catholic Education Melbourne

# Vision, Mission & Values

As a service organisation, commissioned by the Church through the Archbishop, our mission is to serve those in Catholic educational communities and contribute to the achievement of excellence and equity in schooling. The service role of Catholic Education Melbourne has as its source and inspiration the Gospel of Jesus Christ.

Through a range of direct services to Archdiocesan Catholic schools and parishes, Catholic Education Melbourne:

- advocates for and promotes Catholic schools as part of the Church and partners with parents in the Church's educational mission
- leads and supports Catholic schools in offering an outstanding education in faith and knowledge as schools of first choice for Catholic parents
- in partnership with Catholic schools is accountable to parents and governments for public expenditure and the performance of schools
- offers a range of services to school communities to support and strengthen religious education, leadership development, good governance, excellence and innovation in student learning and continuous school improvement
- is committed to the equitable distribution of resources, with a special solicitude towards poor and needy communities, individuals and families
- advocates for and promotes Catholic schools as public institutions contributing to the achievement of the public goals of excellence and equity.

## OUR VALUES

Each person is created in the image of God and called to communion with God. Therefore, all human life is sacred and every human being has an innate dignity. This understanding of the human person is at the heart of the values that underpin Catholic education.

### Compassion

We are inspired by Christian love and compassion in all our relationships with students, staff, parents and the community.

### Equity and justice

We seek to provide equitable access and opportunity for all with a preferential option for the poor and marginalised.

### Excellence

We continually strive for excellence in learning, teaching and all we do.

### Hope

We share a spirit of optimism and joy sustained by Faith.

### Inclusion

We foster a sense of community and belonging for all and are committed to welcome, partnership and service. We strive to develop the potential of each individual.

### Respect

We respect the dignity, diversity and contribution of each person.

### Stewardship

We are stewards of creation, treasuring, developing and conserving the gifts and resources that have been entrusted to us.

# Strategic Directions



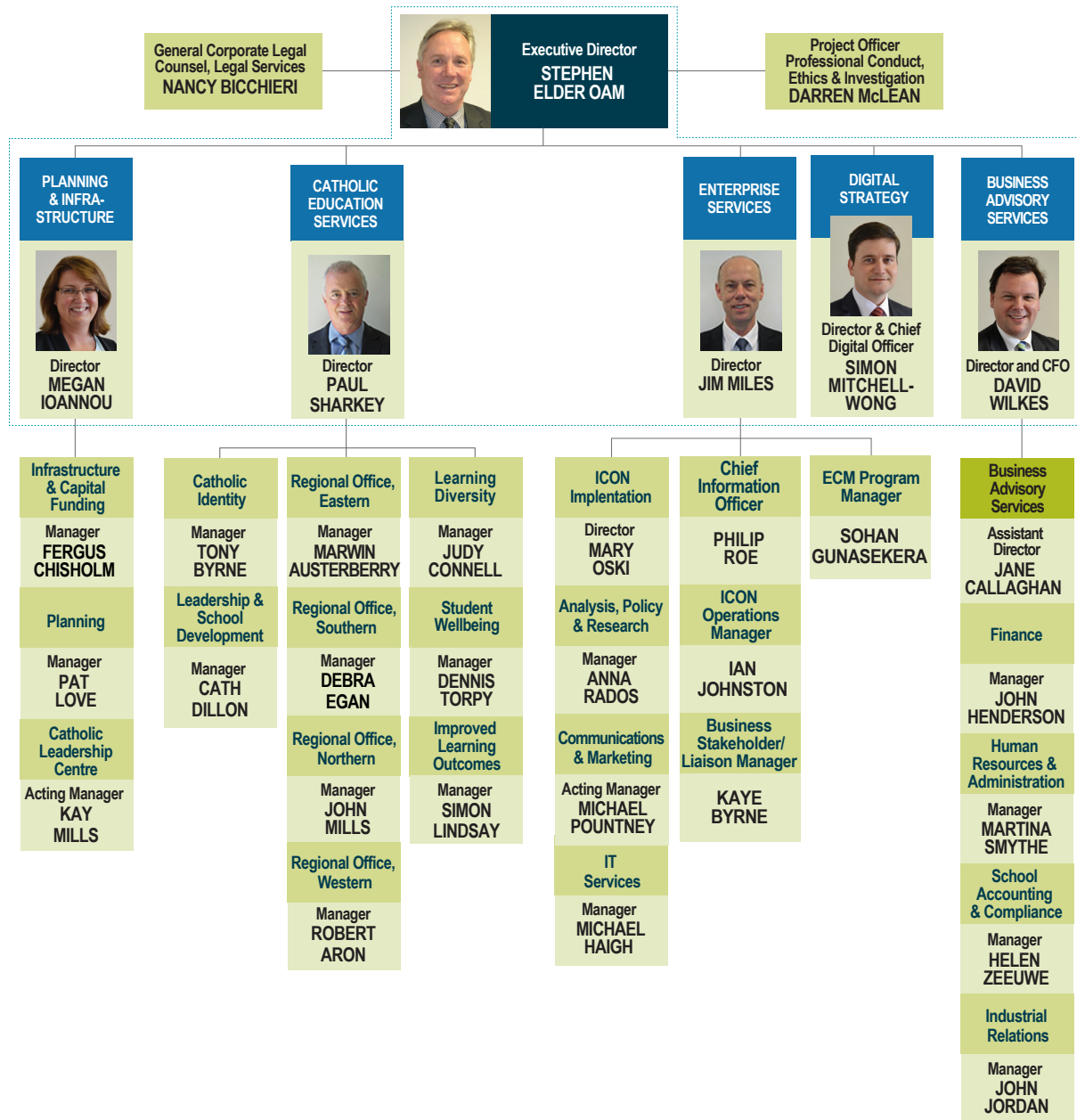
The Catholic Education Melbourne *Strategic Plan 2015–2019* outlines the vision, mission and values of Catholic schools today and the major objectives for Catholic education over the next five years.

Catholic schools in the Archdiocese of Melbourne have a commitment to excellence and equity and the Strategic Plan reaffirms the shared partnership between Catholic Education Melbourne, Catholic schools, parents, parishes and religious institutes in the important task of educating students.

Read more about the three priority areas:

- [Enhancing Catholic Identity](#)
- [Quality Teaching for all Learners](#)
- [Capability to Better Serve and Lead.](#)

# Organisational Structure



# Services Guide

## BUSINESS ADVISORY SERVICES

### Finance

**Manager: John Henderson**

- Budgets
- Electronic purchasing
- Goods and Services Tax (GST)
- Grant allocations and distributions
- Internal audits
- External audits
- Management of government funding
- Office accounting
- Online Staffing Records (OSR)
- Oversight of CECV financial statements and obligations

### School Accounting

**Manager: Helen Zeeuwe**

- External auditor management for primary schools
- Finance helpdesk
- School accounting services
- Finance support services/visits to principals
- Cluster training sessions for school administrative officers
- Goods and Services Tax (GST)
- Salary packaging and Fringe Benefits Tax (FBT)

### Human Resources and Administration

**Manager: Martina Smythe**

- Catering services
- Catholic Education Melbourne recruitment, employment and induction
- Catholic Education Melbourne human resources
- Catholic Education Melbourne leave administration
- Catholic Education Melbourne payroll
- Catholic Education Melbourne staff training and professional learning
- Catholic Education Melbourne travel administration
- Catholic Education Melbourne Organisational Chart
- Salary packaging
- Long service leave
- Mail and dispatch
- Reception
- Registry and archives
- Switchboard

## CATHOLIC EDUCATION SERVICES

### Catholic Identity

**Manager: Tony Byrne**

- Enhancing Catholic School Identity Project (ECSIP)
- Leadership in Faith
- Primary religious education leaders networks
- Religious Education: curriculum and pedagogy
- RE professional learning
- *RESource* website
- Secondary religious education coordinator networks
- Sponsored studies in RE and Theology
- Support for parish educators
- Teacher accreditation

### Learning Diversity

**Manager: Judy Connell**

- Abilities-Based Learning and Education Support (ABLES)
- Additional Learning Needs (ALN)
- Allied health services
- Autism spectrum support
- Behaviour support program
- Enhancing Early Reading Intervention Knowledge (ERIK)
- English as an Additional Language/Dialect, New Arrivals/Refugee Support
- Gifted and talented education
- Aboriginal and Torres Strait Islander (ATSI) educational support
- International students advice
- Personalised learning plans and program support strategy
- Learning support officer strategy
- Literacy intervention strategy
- Oral Language Program (OLSEL)
- Phonological Early Reading Instruction (PERI)
- Referral services
- Review of student services departments in schools
- School-Wide Positive Behaviour Support (SWPBS)
- Educational support

### Student Wellbeing

**Manager: Dennis Torpy**

- Child Safety (including mandatory reporting)
- Critical incident management
- Cybersafety
- Student Wellbeing Information Line: duty officer service
- Family–School Partnerships
- Mental health
- National Safe Schools Framework
- Restorative practices
- Social and Emotional Learning (SEL)
- Student attendance and engagement
- Student wellbeing leaders credentialled learning
- Student wellbeing leaders strategy
- Student voice



### Leadership and Professional Learning

**Manager: Cath Dillon**

- School reviewer training
- School reviews
- VRQA Minimum Standards Compliance Checks
- School Improvement Framework (SIF)
- School Improvement Reports (SIR)
- Principal recruitment, appointment and approvals
- Primary and secondary principal appraisal
- Principal induction professional learning program
- School leader and Catholic Education Services staff growth coaching training
- Principal coaching bank
- *Aspiring to Principalship* program
- Parish Education Board formation workshops
- Catholic Education Melbourne Graduate Teacher Welcome
- Professional learning activities (IPLS)
- Sponsored study support (MBAE, Master of Leadership)
- Victorian Institute of Teaching (VIT) mentor support
- Australian teacher performance and development framework

### Improved Learning Outcomes

**Manager: Simon Lindsay**

- Assessment and reporting
- Pedagogy
- Horizons of Hope framework
- Auspiced Training Industry Partnerships (ATIP)
- Victorian Curriculum
- Literacy
- Numeracy
- Catholic Education Week Visual Arts Exhibition
- Contemporary learning research
- Curriculum planning
- Time to Shine Gala Concert
- Languages P-12
- Pathways and transition support
- Strategic partnerships
- NAPLAN
- Digital learning
- Science P-12
- Strategic advice to schools and parents
- VCE and VCAL senior secondary certificates
- Vocational Education and Training in Schools (VETiS)
- Workplace learning

## PLANNING AND INFRASTRUCTURE

### Infrastructure and Capital Funding

**Manager: Fergus Chisholm**

- Capital Grants
- Catholic Education Melbourne building management
- Emergency management
- Relocatable classrooms
- School maintenance & asset management planning
- School master planning & design
- Supplementary Capital Fund (SCF)
- Trades skills centres

### Planning

**Manager: Pat Love (until 16 Dec 2016)**

- Enrolment mapping and parish boundaries
- Enrolment procedures and monitoring
- New school planning and site identification
- Planning profiles and demographics
- Strategic planning
- Town planning advice

### Catholic Leadership Centre

**Venue Manager: Kay Mills**

- Conferencing and Professional Learning Facilities
- Accommodation Suites

## ENTERPRISE SERVICES

### Analysis, Policy and Research

**Manager: Anna Rados**

- Business continuity management
- Catholic Education Melbourne corporate planning and strategy
- Policy governance
- Copyright advice
- Data analysis and reporting
- Research governance
- Risk management
- School compliance and registration
- Privacy

### Communications and Marketing

**Acting Manager: Michael Pountney**

- *Catholic Education Today* magazine
- Catholic Online Mail for Schools (COMS) and other school communications
- CEM, CECV and CEVN website management
- CEM and CECV publications
- CEM and CECV annual reports
- CEVN key events calendar
- Creating Google websites
- *Director's eNews*
- Events coordination
- Government relations and public affairs
- Graphic design and editing
- Marketing and promotions
- Media advice



### ICON

**Chief Program Officer: Philip Roe (from 6 Sept 2016)**

Implementation of an integrated student administration, HR and finance system that includes interfaces to support school based learning management systems.

### Industrial Relations

**Manager: John Jordan**

- Advocacy services
- Appointments & contracts of employment
- Conditions of service
- Enterprise bargaining
- Managing employment concerns
- Occupational health and safety
- Policies and guidelines
- Parental leave
- Principals' contracts
- Redundancies
- Salaries and rates of pay
- Salary assessment
- School holiday pay and leave loading
- *Victorian Catholic Education Multi Enterprise Agreement 2013* (VCEMEA)
- WorkCover

### IT Services

**Manager: Michael Haigh**

- CEM/CLC LAN management
- Corporate application support
- Data management
- Catholic Education Melbourne desktop support
- Disaster recovery
- Management of web services
- CEM email services
- CECV ICT helpdesk
- Security and web filtering for CEVN
- Network connectivity for CECV schools and diocesan offices

## LEGAL SERVICES

### Legal Counsel

**Nancy Bicchieri: General Corporate Legal Counsel**

- Contract management
- Executive Director's legal counsel
- General legal advice
- Oversight of all legal matters

# Regional Offices



Support to schools by Catholic Education Melbourne is organised into four regions – [Eastern](#), [Northern](#), [Southern](#) and [Western](#) – with a regional office in each of these locations.

These Regional Offices are staffed by multi-disciplinary teams with a strong focus on continuous school improvement through:

- the provision of contemporary, personalised approaches to learning and teaching
- building performance and development cultures characterised by high expectations and high-quality teaching responsive to individual student needs.

## Schools

There are 330 Catholic schools in the Archdiocese of Melbourne: 260 primary schools, 66 secondary schools and 4 special schools.

Visit the [Find a School](#) page to search for any school.



# School Awards

## 5Star ResourceSmart School

St Peter's School, Epping, was certified a 5Star ResourceSmart environmental school in 2016. St Peter's is one of only five Catholic schools in Victoria to have current 5Star Leadership Schools status, and one of only 26 schools across all sectors. About 230 Catholic schools have registered as ResourceSmart Schools in Victoria. In 2015 St Peter's School received the ResourceSmart Schools Award for Community Leadership Primary School of the Year and Emma Canning, St Peter's Environment and Sustainability Leader, was a finalist in the ResourceSmart Primary Teacher of the Year Award.

## Chelsea Fringe Festival 2016

St Joseph the Worker School, Reservoir, was invited to create a 'Pop-up Art Garden' for the Chelsea Fringe Festival at the Royal Botanic Gardens in June. The Year 4 Green Team and several interested Year 6 students created a bright, colourful flower display out of recycled and reusable material, such as old crutches – ex-hire ones that the local pharmacy was going to throw out – empty sauce and salt bottles and recycled plastic colanders. Bottle tops were used to create the leaves. The garden was created in a pop-up crate. The Chelsea Fringe Festival is hosted in various locations across London, and now worldwide including Melbourne. The festival refers to itself as 'The Alternative Garden Festival' and features a wonderful mix of horticultural events, community gatherings and public performances.



## Leading the Way in all Things Environmental

In June 2016, St Louis de Montfort's School, Aspendale, received the Environmental School Award in the United Nations Association of Australia (UNAA) World Environment Day Awards. St Louis de Montfort's won the award for their whole-school program, From Little Things, Big Things Grow. The school was also a finalist in the Environmental Education Award for their community program, Reaching Out. The UNAA recognises innovative and outstanding environmental programs and initiatives from across Australia and the important work of Australian environmental leaders through its pre-eminent national awards.

## 2015 VCAL Achievement Awards

Sacred Heart College, Geelong, received the VCAL Partner Achievement Award for VCAL Promotion with their partner, Samaritan House, Geelong. Senior VCAL students supported Samaritan House through a number of fundraising and practical activities, going well beyond what was required to achieve all their Personal Development Skills outcomes. A lasting bond has developed between the VCAL students, staff and Samaritan house. Current Intermediate students are keen to continue and strengthen the partnership.

## World Humanitarian Day

To mark World Humanitarian Day on 19 August 2016, students from Our Holy Redeemer School, Surrey Hills, attended a function for the Lowy Institute at the State Library of Victoria. The students had the opportunity to meet with Foreign Minister, the Hon. Julie Bishop, who delivered the keynote address. The Foreign Minister thanked our schools for the important role they have played in raising tens of thousands of dollars for humanitarian relief around the world.

### Three Time State Winners of Reading Challenge

For the third year in a row Antonine College, Pascoe Vale South, was the Victorian state winner of the *Read More In May* Challenge conducted by Scholastic, Inc. The school retained the perpetual shield for another year and received \$500 of books for the library. In addition, 16 students were among the state's most well read, each receiving \$100 book vouchers from Scholastic and the Year 6B class had the highest number of reading minutes for Victoria.

*The Read More In May Challenge was to get people to read much more than they usually would and record the number of minutes spent reading each day. At the end of the month the total minutes read during the whole month of May are added for the chance to win prizes. I applied myself by reading throughout all the spare time I had. I love reading because it gives me a chance to explore my imagination which I love doing. It is also very relaxing. Even though the challenge is over I still read every chance I get because reading is a big part of my life.*

Saad Abboud, 6B

### Anzac Day Schools' Awards

St Joseph's College Geelong, Newtown, and Clonard College, Herne Hill, were awarded the national prize for the [Anzac Day Schools' Awards](#). The awards are designed to encourage initiative and creativity in the way that schools commemorate Anzac Day, with an emphasis on inventiveness balanced with tradition.

On 22 April 2016, Year 9 students from St Joseph's and Clonard College came together for a full day of commemoration and learning to remember Anzac Day and the 50th Anniversary of the Battle of Long Tan.

Activities included a formal ceremony with a keynote address by a veteran who spoke about keeping the Anzac spirit alive and a choice of 22 workshops that offered a visit to a Royal Australian Air Force museum, packing duffle bags, organising rations, simulating a Kokoda trek, making Anzac biscuits and looking at wartime photography. As state winners, the two schools receive \$2000, plus an additional \$1000 for being awarded the national title.



Some of the St Joseph's students reflected on the event and the meaning behind it:

*To me, the spirit of ANZAC is more than just remembering the soldiers that died and fought in Gallipoli and all through the world wars. But it is about getting up at the crack of dawn, standing with a heap strangers you've never seen, thinking, we are safe. Thousands of people died, hundreds of families lost loved ones, and Australia's population plummeted, all so that Australians today are safe. That the future generations of Australia can live in a free country.*

Finn Dripps, Year 9.

*What I got out of the ANZAC commemoration day 2016 was a new understanding of war, peace and everything in-between, the life of being an ANZAC and how the families of deployed soldiers would have felt. I also found the difference between 'commemorating and celebrating'. Commemorating is the act of remembering or being reminded of the ANZACs. Celebrating is to have festivities and lots of fun. Although commemorating can be very fun, it is more about remembering our brave members of the defence force.*

Angus Wiese, Year 9.



# Teacher Awards



## Global Teacher Prize

Christian Williams, a teacher at St Michael's School, Ashburton, made it onto the shortlist for the prestigious \$1 million Global Teacher Prize. Christian was ranked in the top 40 out of 8000 entrants from 148 countries. Christian teaches mathematics through experience and activities. His students came up with an idea for a classroom coffee shop and created '56 shots' named after the number of parents who came in to learn about money with their children. The children have learned through trick-shot videos and Skyped with university physics professors about time machines. He even persuaded a professional NBA basketball player to make personalised learning cards for a struggling student. Christian works with students on individualised passion projects and extension work before and after school. The projects have contributed to valuable funding for several international schools in poverty-stricken areas. He also created an iPhone app and a cooking show, Cardio Christian, to teach students about healthy eating and exercise.

## Melbourne Teacher to Plan International Lasallian Liturgy

Ria Greene was selected to represent the Asia-Pacific region on an international committee planning for the 300th anniversary of the death of St John Baptiste de La Salle in 2019. The committee will meet in Rome in September. Ria has been a leader at two La Salle schools: St John's Regional College, Dandenong, and St Bede's College, Mentone, where she is currently Deputy Principal.

## Environmental Educator of the Year

Julie Wynne, Health, Wellbeing and Sustainability teacher at St Louis de Montfort's School in Aspendale, was named joint Victorian Environmental Educator of the Year by Environment Education Victoria (EEV). The EEV is the professional association for environmental and sustainability educators in Victoria.

'Julie's can-do approach has made significant impacts in her school, community and the broader Victorian educational community,' said the EEV judging panel. 'Her work is outstanding.'

Julie's initiatives included coordinating a 'Kitchen to Gardens' program teaching students and the community about everything from water treatment ponds and permaculture to solar pumps and cooking. She has also started a 'Friends of Aspendale Station' group and a 'School Litter Patrol', and has coordinated 'Steps to Sustainability' – a conference attended by 150 sustainability teachers from across Victoria.

## 2015 VCAL Achievement Awards

Narelle Dickson from Sacred Heart College, Geelong, was named VCAL Teacher of the Year. She was integral to the VCAL program development, promotion of the program within the college and in the community, and the development of community partnerships. As part of the program development, Narelle revamped the *Intermediate Work Related Skills* course to include the Certificate II in Business and a Social Enterprise partnership with fair-trade coffee importer, WithOneBean. Narelle also helped build the college's Senior Personal Development Skills unit through its partnership with Geelong's Samaritan House, a shelter for homeless men. She established the frameworks that enable the projects to be flexible and student-driven.





### Australia-first MBA Program for School Principals

As any school principal will attest to, their role in the modern school setting has moved beyond shaping curriculum and filling in for the absent teacher when there are no casual relief teachers around.

The principal is now a business manager, who shapes the organisational structure, mediates human resources issues, and oversees key financial decisions, among a myriad of responsibilities and pressures.

And while they are skilled educationalists and administrators, principals are keen to learn or upgrade the business skills and qualifications that will make them better managers.

To meet this need Catholic Education Melbourne and Australian Catholic University (ACU) Executive Education partnered to deliver an Australia-first program to provide school principals with the best knowledge and skills to manage the more than \$43 billion government spent on primary and secondary education annually. (Read [full story](#).)



### Siena College Principal Receives Award

Gaynor Robson-Garth, Principal at Siena College, Camberwell, strongly believes that staff professional development is central to the growth of the individual, the team and the school. She has invested much time in promoting professional development at Siena and has recently been recognised for these efforts by being awarded a [John Laing Award for Professional Development](#).

‘Our work as educators is a collaborative endeavour’, said Ms Robson-Garth. ‘I am honoured to receive the John Laing Award and acknowledge the many colleagues I have been privileged to work with at all levels, both within Siena College, at Board level, system level, across education sectors and in the associations and networks that I am a member of. I have learned much from them. As a Principal, I am also in a privileged position to be able to support and enable the leadership of others.’

The annual John Laing Awards for Professional Development acknowledge principals in every state and territory who demonstrate outstanding leadership in providing professional learning in schools. They celebrate the contribution of school leaders who have undertaken, and supported the professional learning of teachers and other school leaders.

# Student Awards

## Premier's 2016 Spirit of Anzac Prize

Two students at Catholic colleges in the Archdiocese of Melbourne were state winners of the Premier's Spirit of Anzac Prize for 2016 and participated in a study tour to significant sites in Australia's service history: Lemnos (Greece), Gallipoli and the Western Front. The students were Ruby Cowan from Star of the Sea College, Brighton, and Christian Santoro from St Bernard's College, Essendon.

## VCE Season of Excellence

Forty-six VCE students from 22 Catholic secondary colleges in the Archdiocese of Melbourne had work from 2015 selected for exhibition in the 2016 Victorian Season of Excellence. Three students from Melbourne Catholic colleges exhibited in Top Screen, seven students in Top Class – Dance, one student in Top Class – Music, seven students in Top Class – Drama, five students in Top Class – Theatre Studies, four students in Top Arts and 19 students in Top Designs.

## National Gifted Awareness Week Poetry Competition

Thomas Dillon of Whitefriars College, Donvale, was the national winner in the 13–17 Years category of the Gifted Awareness Week 2016 Poetry Competition. Entrants were asked to explore the theme, 'What Giftedness Means to Me'. Thomas's poem was titled *Amiss*.

## 2016 Father James Wall Bursary

Four students won the 2016 Father James Wall Bursary award: Aisha Buckle from the Academy of Mary Immaculate; Sophie Dowling from Sacred Heart College, Newtown; Piwainashe Kahonde from Our Lady of the Sacred Heart College, Bentleigh; and Isaac Traves-Hucker from St Joseph's College, Newtown. These bursaries reward leadership achievement in 2015 in Year 10 students who demonstrated a high degree of leadership and leadership potential both in the school and in the community, a commitment to be inclusive and collaborative and to make a difference, an



emphasis on helping others in a range of service areas, and overall academic excellence. The Father James Wall Bursary awards have been sponsored by the Catholic Development Fund since 2002. The bursaries provide assistance with school fees and other expenses incurred while studying Years 11 and 12 in a Catholic college in the Archdiocese of Melbourne or the Diocese of Sale.

The Most Reverend Denis Hart DD, Archbishop of the Catholic Archdiocese of Melbourne presented the certificates together with the bursaries to the successful students at a Presentation Ceremony held earlier this year.

## Visual Arts Exhibition

The Visual Arts Exhibition was once again an outstanding display of the creativity and talent of the students in our schools. Over 400 works were on display at the Catholic Leadership Centre, each one a credit not only to the young artist but to their teachers and school as well. While all the contributors are to be congratulated for being selected for the exhibition, the following students were recognised by the judges:

### Eileen Canty Award (Primary)

*Meet Stephen – A Self-portrait* – Stephen Trac, Prep, St Bernadette's School, Sunshine North

### Julia Flynn Memorial Award (Secondary)

*Self-portrait (Happy)* – Alicia Grasso, Year 12, St Monica's College, Epping

### Archbishop's Award for Religious Art (Primary)

*Condemnation* – Amy Do-Tran, Year 6, St Margaret's School, Maribyrnong

### Archbishop's Award for Religious Art (Secondary)

*James* – Alexandra Counsel, Year 9, Santa Maria College, Northcote

### Australian Catholic University Social Justice Award (Primary)

*A Bowl of Many Colours* – Joshua Vo, Year 3, Holy Eucharist School, St Albans South

### Australian Catholic University Award for Social Justice (Secondary)

*Untitled* – Thomas Grimshaw, Year 12, Xavier College, Kew

### Catholic Education Week Year 12 Award

*Subconscious* – Pam Jarmcharoen, Year 12, Presentation College Windsor, Windsor



## STUDENT AWARDS



### Executive Director's Acquisition Awards

- *Identity* – Bayley Mifsud, Year 11, Star of the Sea College, Brighton
- *Strength* – Isaac Dwyer, Year 12, Whitefriars College, Donvale

### Melbourne Catholic Magazine Award (Primary)

*Saviour* – Benjamin Nguyen, Year 6, St Margaret's School, Maribyrnong

### Melbourne Catholic Award (Secondary)

*Bowerbird* – Alexandra Scherrer, Year 12, Loreto Mandeville Hall Toorak, Toorak.

### Serra Club Portraiture Award (Primary)

*My Portrait* – Alyssa Brasier, Year 6, Holy Eucharist School, St Albans

### Serra Club Portraiture Award (Secondary)

*Troian Bellisario* – Alejandra Turcios, Year 10, Loyola College, Watsonia

### People's Choice Award (Primary)

*Black Saturday Fire* – Year 6 Class, St Bernadette's School, Sunshine

### People's Choice Award (Secondary)

*Strength* – Isaac Dwyer, Year 12, Whitefriars College, Donvale

### Visual Arts Exhibition Catalogue Cover Award

*Naomi* – Ruth Garcia, Year 12, St Monica's College, Epping

### Visual Arts Exhibition Committee Award (Primary)

*Pink Daisies* – Leah Ruthven, Year 6, St Joan of Arc School, Brighton

### Visual Arts Exhibition Committee Award (Secondary)

*New York Times Squared* – Jordan Nandan, Year 10, St James College, Bentleigh East

### ZART ART Award (Primary)

St Bernadette's School, Sunshine North

### ZART ART Award (Secondary)

Sacré Cœur, Glen Iris.

### CRC Sydenham hosts King of Sweden in Scouting Event

Gwen Lawrence, a Year 12 student and Venturer Scout from Catholic Regional College Sydenham, was recently selected by Scouts Australia as one of only five young people to host His Majesty King Carl XVI Gustaf of Sweden during his four-day visit to Australia. His Majesty, Honorary Chairman of the World Scout Foundation, attended Catholic Regional College Sydenham on 19 March. His visit included a lunch prepared by the Hospitality students, and attended by Father John O'Reilly, Parish Priest of St Albans and a Canonical Administrator of the college, Stephen Elder OAM, Executive Director of Catholic Education, and Principal Brendan J Watson OAM, Chief Commissioner of Scouts Victoria. Gwen was awarded a \$10,000 lifetime membership to the World Scout Foundation and will receive an invitation every year to join His Majesty at future scouting events around the world.



### Catholic Students Honoured with Premier's VCE Awards

Thirty-eight students in Victorian Catholic schools received a Premier's VCE Award (including five Top All-Round High Achievers and one of the Top Three International Students). Altogether 312 awards were presented across 83 subjects, including 283 Study Awards, 26 awards for Top All-Round High Achievers, and three Top International Student Awards. The Top All-Round High Achievers are students who gained study scores of 46 or higher in at least five subjects.

The 2016 Premier's VCE Awards were presented on Thursday 28 April at the Palladium at Crown. Among the 38 students from Victorian Catholic schools who received an award was Dylan Jape, recipient of a Study Award for Mathematical Methods.

## STUDENT AWARDS

Dylan is a graduate of Caroline Chisholm Catholic College, Braybrook, who shared his experience with 2016 students. 'If you had told me just a few years ago that I'd be the dux of 2015, I would have laughed in your face. In Year 10, I was struggling in English, just getting by in Science and nearly failing in Mathematics,' he said.

In a stunning turnaround, Dylan scored an ATAR of 99.6 and three perfect 50 study scores in Chemistry, Physics and Maths Methods, after he achieved another perfect score in Biology while in Year 11. He is currently studying medicine at Monash University.

Dylan thanked his teachers for helping him find his 'purpose', and supporting him strongly, particularly during VCE.

Nathan Cheng, who together with his twin brother Nicholas, was named joint dux for 2015 at Marcellin College, Bulleen, was awarded a Top All-Round VCE High Achiever Award (awarded to students who have achieved study scores of 46 or higher in at least five VCE studies).

### 2016 Victorian International School Student Awards

Ying (Winnie) Li, Year 12 student at Aquinas College, Ringwood, in 2015, received the Year 12 Academic Excellence Award in the 2016 Victorian International School Students Awards. In 2014 Winnie received the Deakin Shield Award and the Aquinas College Dux of Year 11. In 2015 she achieved an ATAR of 99.85 and is now studying Commerce at the University of Melbourne. Saran Kim of Mater Christi College, Belgrave, received the Year 11 Arts Achievement Award. Saran is a talented visual artist as well as an accomplished pianist, drummer and saxophonist. The awards recognise the 'unique, valuable and diverse contribution' these and 19 other international students have made to Victoria. The six categories of awards also include community engagement, global citizenship, sports achievement and student leadership.

### Top Arts People's Choice

Camille Thomas, a Year 12 student in 2015 at Presentation College Windsor in Windsor, received second prize in the People's Choice awards for Top Arts. Her work, *Be Confident in Yourself*, reflects 'the social and cultural pressures' Camilla felt during Year 12. Her intention was to document the experience of 'the best year of our lives' and the end of adolescence. Camille is currently studying Fine Art at RMIT.



### 2015 VCAL Achievement Awards

The Senior VCAL student team at Mount Lilydale Mercy College in Lilydale, received the VCAL Student Achievement Award for Senior Team Achievement. As part of their senior program, the students undertook to refurbish the Kinglake Memorial Reserve garden and plaque, which commemorated the emergency service workers from the 2009 Black Saturday bushfires. The students were self-directed in planning and implementing the refurbishment, including fundraising and seeking building materials, weeding and replanting the garden, refurbishing the plaque and constructing a new shelter to protect the plaque.



### The Voice! Australia Runner Up

Year 11 student from St Joseph's College, Ferntree Gully, Adam Ladell, came second in *The Voice! Australia*'s live finals on Sunday 10 July, with over 1 million Australians tuning in to watch the final show. The 17 year old received a lot of media coverage throughout his time on the show for having Tourette's Syndrome, and was applauded for the awareness he raised about the condition and the inspiration he offered to others worldwide. Roundly noted as the 'fan favourite', Adam was quoted in the *Herald Sun* prior to the final as saying that if he won he would have given the money to fellow contestant and eventual winner, Alfie Arcuri, because he didn't need the money and that wasn't why he had entered the competition.

### Victorian Students Head to Vietnam

Katelyn Charry from Assumption College, Kilmore, won a trip to Vietnam as part of a government-initiated study tour to mark the 50th anniversary of the Battle of Long Tan. There were ten students in all selected for the tour, also including Victorian Catholic students Angelina Clancy from Nagle College, Bairnsdale; and Harry Scott from Saint Mary Mackillop College, Swan Hill. The students were asked to submit projects exploring the topic of 'the controversial Vietnam War'.

### Gold, Gold, Gold!

Ellia Green, a former student at Star of the Sea College, Gardenvale, was part of the Australian rugby 7s team to win the first-ever Olympic gold medal in that sport. Ellia, who attended Star of the Sea from 2007–2010, scored with six minutes left to play in the game which, with Chloe Dalton's conversion, took the team to a 17–5 lead, winning at the final siren 24–17. Ellia was one of 12 players selected from the squad of 20 to go to Rio; Ellia's skills are particularly impressive considering she played her first game just four years ago at 19. Previously she had run in track events competitively, representing Australia at the World Junior Athletic Championships. Ellia gave up her nursing job in Melbourne to move to Sydney to train with the team. The Rio Olympics is the first time that rugby 7s has been a participating sport, and Australia went in as the gold medal favourite.

Annabelle Smith, a former student at Sacré Cœur, Glen Iris, also won a bronze medal in synchronised diving with teammate Maddison Keeney.



### St James College Team Reach TheatreSports State Final

Drama students from St James College, Bentleigh East, won the Senior Championship Shield at the Southern Independent Schools Theatresports Competition in July 2016. Year 10 students Matt, Fearnley, Kevin, Cooper and Nathan were able to take home the top prize despite competing against teams with Year 11 and 12 students.

### 2016 One Team, One Goal winner

Lisa Tran, a Year 11 student at Killester College, Springvale, was the secondary school winner of the 2016 *One Team, One Goal: Celebrating Diversity* competition. Entrants had to design a footy jumper that reflected Victoria's cultural diversity. Lisa described her design as 'defining true diversity in our community' and representing her sense of Australia as a welcoming country, a welcome experienced by her mother, who migrated to Australia from Vietnam.

### St Joseph's College Wins Herald Sun Shield

St Joseph's College, Newtown, won the Herald Sun Shield at the MCG by one point, ending the six-year dominance of St Patrick's College, Ballarat. The score was 7.17 (59) to 8.10 (58). St Joseph's made the final in 2007 and 2010 but was runner-up both times. Commentary on the game praised 'a team that did not have a weak link'. Congratulations also to team co-captain, Jack Blood, who won the Neale Daniher Medal for best player on ground. The Herald Sun Shield combines winners of the four school competitions: Ballarat, School Sports Victoria, Catholic Co-Ed Schools and Associated Catholic Schools.



### Vinnies Just Art Winners

Four students were awarded prizes in the St Vincent de Paul Society's Just Art competition:

- Shereen D'Costa, Sacred Heart Girls' College, Oakleigh: A Big Message in a Little Bottle – Winner, Visual Arts (Secondary School Age)
- Maria Nguyen, Our Lady of Mercy College, Heidelberg: Prospect – Winner, Media (Secondary School Age)
- Elizabeth Stockdale, St Anne's School, Sunbury: Leaving Home – Winner, Creative Writing (Primary School Age)
- Sylvia Smith, Hanna Lim, Lia Angouras & Alicia Mole, St Gregory the Great School, Doncaster: Escape – Winners, Performing Arts (Primary School Age).



## STUDENT AWARDS

### Hidden Others Short Film Competition

Tegan Joiner, a Year 11 student at Sacré Cœur, Glen Iris, was the Victorian winner of the Salvation Army's *Hidden Others* short film competition. The competition invites participants to create a short film that raises awareness of youth homelessness in Australia. Winning entries are selected from each participating state and winners receive the opportunity to participate in a filmmaking course.

*By Tegan Joiner, Year 11, Sacré Cœur, Glen Iris*

This year in Media one of our Assessment Tasks was to create a short film, focusing on the construction of a specific representation. Our teacher came across a short film competition run by the Salvation Army called *Hidden Others* (see below), in which young filmmakers explore the issue of Youth Homelessness, and aim to break existing stereotypes about homeless youth in Australia. The competition aligned really well with Sacré Cœur's focus goal of 2016, which is 'social awareness that impels to action'. (Read [full story](#).)

### National PESA Winner

Luke Macaronas, Year 12 student at St Kevin's College, Toorak, has won the national final of the Plain English Speaking Awards (PESA). Luke was the Victorian state winner a few weeks prior to the national final. He will travel to London in 2017 to compete at the English Speaking Union International Public Speaking Competition. Speakers from over 50 countries will compete to be named the best young English speaker in the world. Luke was awarded \$5000 from BBM Youth Support to help pay for his trip.



### NAIDOC Medal Winner

Year 6 student at Holy Name School, Reservoir, Areeba, received a Prime Minister's medal for the short story she entered in the NAIDOC week 2016 Short Story Competition. Only 25 medals were awarded in this category across Australia. Entrants had to write a fictional story with illustrations and photographs, entitled *The Day I Met My Indigenous Role Model*. Areeba's role model was Cathy Freeman.



### Junior Lord Mayor Award

School captain of St Louis de Montfort's School, Aspendale, Mason Dwyer, was named Junior Lord Mayor of Melbourne for 2016 with a long list of official duties including raiding the flag on Melbourne Day, cutting the official birthday cake, skipping the

*Enterprize* for a day with his class and other mayoral duties throughout the year. The judges said of Mason that he was, 'the outstanding candidate from six excellent finalists'.

When speaking of his plans as Junior Lord Mayor Mason said, 'I want to cure homelessness and make Melbourne a greener city full of grass and trees to make everyone happier, and make Melbourne a better place to live. I want to make the world a better place'.



Listen to Mason's [full radio interview](#) on 3AW with Denis Walter and Peter Hitchener.

### Fred Hollows Humanity Award

Ella Bater of St Louis de Montfort's School, Aspendale, was named the Fred Hollows Humanity Award Junior Ambassador for Victoria. The Award recognises Year 6 students who are making a positive difference in their community. As a Junior Ambassador, Ella will allocate \$5,000 from Specsavers to a Fred Hollows Foundation program of her choice.

The Premier of Victoria, [Daniel Andrews](#), said it was the highlight of his week to meet with Ella, 'Ella's done some pretty cool stuff to be nominated by St Louis de Montfort's Primary School: raising awareness on issues facing refugees, fundraising for the Cancer Council and lending a hand to Backpacks 4 VIC Kids. She's done incredible work to make her local community a better place. I'm sure Fred Hollows would be very proud'.

### National Karate Champion Learns Life Skills

*By Cassandra Banks, Mount Lilydale Mercy College*

My name is Cassandra Banks and I am 13 years old. I have been doing karate since I was four years old. I have been a member of the Victorian State Team since I was eight years old and in the Australian Team since 2011.

Recently I represented Victoria at the National Championships where I won gold. (Read [full story](#).)



## STUDENT AWARDS

### Space Camp USA

Two Catholic secondary students, Nathan Luke (Salesian College, Sunbury) and Caleb Neyenhuis (St Joseph's College, Newtown), who are both visually impaired, attended Space Camp in the USA. They were accompanied by two Catholic Education Melbourne placed teachers, Lisa Zarb and Odette Budge. (Read [full story](#).)



'I was so proud of how we engaged people with our designs and that we could share it with such a wide audience,' said Jade, Year 6.

Students took their revolutionary design to the World Intelligent Transport Systems Congress at the Melbourne Exhibition and Convention Centre where they received praise from industry leaders.

'We were able to see so many other revolutionary ideas that were so creative and inspiring,' said Aaron, Year 6.

By providing authentic learning experiences, students at St Lawrence have not only demonstrated their thirst for knowledge, but have looked at ways of making our world a better place.

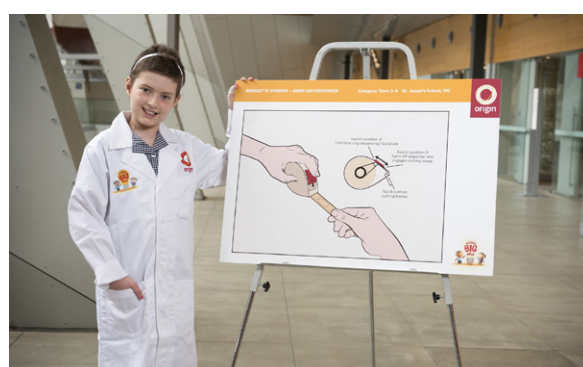
### St Anthony's RoboCup Team in National Competition

St Anthony's School, Noble Park, Specialist Enrichment Teacher, Ellis Warrenner, was proud to lead the school through to the final stages of the RoboCup National Competition.

The RoboCup Junior Dance Competition is an integration of Science, Technology and the Arts, where participants program their robots to dance to music. The competitors are encouraged to decorate their entries and to motorise robot limb movements, to give their robots real personality.

This year, St Anthony's Year 3/4 Robotics students took first and second place in the Regional RoboCup Dance Competition. It was very pleasing to see that great teaching, creativity, intelligence and problem solving can triumph over bigger budgets.

The team went on to compete at the RoboCup Junior Australian National Championships on 17 and 18 September in Sydney.



### Bridgette's Invention Wins her Trip to NASA

Bridgette Veneris, Grade 3, St Joseph's School, Chelsea, had a brilliant idea. While undergoing treatment for Leukaemia, she watched her mum (Sharon Armstrong who works at Catholic Education Melbourne) and nurses struggle with opening the many adhesive plasters (otherwise known as Band-Aids) she required.

'I thought, if no-one is going to do something about it, then this problem is just going to go on forever,' Bridgette said. So the 10 year old invented an easy-to-use adhesive bandage dispenser she calls 'Faster Aid'.

As part of her idea, the adhesive plasters would be a long roll similar to sticky tape, with perforated edges every 4cm, padding in the middle, and a protective plastic layer to keep them sterile. Users would simply pull the dispenser to the next perforated edge like sticky tape and tear off the adhesive plaster. The dispenser would close to keep them sterile.

She entered her invention in [Origin's littleBIGidea](#) competition for young inventors in which it was judged along with 950 other entries for its originality, creativity, practicality and imagination.

The judging panel selected Bridgette's idea as the winner. 'Bridgette's idea is brilliant in its simplicity,' said judge James O'Loughlin. 'It makes a common task simpler, reduces waste, and solves a problem that

### Taking Technology to the World

Students at St Lawrence School, Derrimut, took their ideas for reducing driver distraction out of the classroom and in front of world leaders in the transport field. In partnership with Scienceworks in Spotswood, the Year 6 students built on their inquiry-based learning to develop an idea to make Victorian roads safer, by integrating steering wheel sensors in a car and designing a phone app to stop drivers texting and making calls while the vehicle is moving.

## STUDENT AWARDS

many people have trying to open complex sanitised packaging when there is an immediate need for aid'.

Bridgette received the good news at school in front of her family and classmates. Her prize includes an innovation adventure to the USA featuring visits to NASA Kennedy Space Centre, Epcot Theme Park at Disneyworld and Ripley's Believe It or Not.

When asked about her invention Bridget said 'I definitely do hope that it does change lives'.

Bridgette's story has been featured on: [ABC news](#), [Ten Eyewitness News](#) and 7News. Watch the video presentation from Bridgette about her idea. [www.cem.edu.au/news-events/news/item/22650/](http://www.cem.edu.au/news-events/news/item/22650/)

### St Anthony's Wins Screen It Competition

Students from St Anthony's Primary School, Noble Park, won the Junior Live Action category for *Screen It* 2016. *Screen It* is Australia's national film, animation and game making competition for school-age students. The competition aims to encourage imagination and inventiveness in primary and secondary school students, by fostering a new generation of young moving image makers.

Michelle Quan, Royce D'mello, Sarah Siddig, Souze Mubarak and Tina Nguyen's entry, *Amazing Mums*, was the winner of the Junior Live Action category for *Screen It* 2016.

### First Lego League Champs

By Aisha Kristiansen, curriculum leader from Christ the King School in Newcomb.

Eight Year 5 and 6 students from Christ the King participated in the First Lego League Competition at Swinburne University last weekend. The students have been working on a project 'Animal Allies' for 8 weeks and presented their innovative work to the judges.



There are two main components to the competition with the first challenge of programming an EV3 machine to complete a series of missions related to animals. This section required the students to not only learn programming, but also redesign the EV3 machine. The second part of the challenge related to a research project and the students had to identify a problem in the community that they could solve. It had to be based on an animal, so the students contacted Phil at the Queenscliff Marine Biology Centre who discussed the problem of the Northern Pacific Seastar being brought into Corio Bay from Japan by cargo ships.

As a result of all their hard work, they were presented with the 'Research Award'. If this wasn't enough of a thrill, they were one of only three teams selected to represent Victoria at the National Championships in Sydney on the 10th of December. They competed against many top schools in Victoria, so this was an incredible result. There has been so much support along the way. A huge thank you to Matthew, Leanne, Naomi, Joseph and Johannes from Deakin University. Another big shout out to Mark Campbell from Ardoch who started us out on our First Lego League journey and who came up to support us on the day. I think their faces in the photo says it all! I couldn't be prouder of these amazing children.



# Celebrations

## Thomas Carr College 20th Anniversary

In March 2016, the community of Thomas Carr College, Tarneit, celebrated a Mass at St Patrick's Cathedral for the college's 20th anniversary. Bishop Peter Connors, Emeritus Bishop of Ballarat and the Auxiliary Bishop of Melbourne, Western Region, when Thomas Carr College was established, was the main celebrant. Present and past canonical administrators; the Vicar General, Mgr Greg Bennet; Foundation Principal of the college, Paul D'Astoli; and many other friends of the college were all in attendance. The day was a wonderful celebration of all that the college has brought to the students and families in the west of Melbourne and a fitting beginning to all it may achieve in the future.

## Catholic Education Week

### Mass of St Patrick

Catholic Education Week was held throughout the Archdiocese in March 2016. The year's theme was *Be the face of mercy*. The Mass of St Patrick for Schools began with a procession of school banners into St Patrick's Cathedral. The procession was led by Holy Rosary School, Kensington, celebrating its centenary, followed by St Bernard's School, Coburg East, and St Benedict's School, Burwood, celebrating their 75th anniversaries, and St Damian's School, Bundoora, celebrating 50 years. It was a joyful celebration with about 3,000 students from over 300 schools in the Archdiocese.



### Concert in Treasury Gardens

After the Mass the St Patrick's Day Concert was held once again in the Treasury Gardens. This was an opportunity to showcase the talents of students in our schools. Hundreds of primary and secondary school students were entertained by the Soul Band from Emmaus College, Vermont; the rock band, *Until August*, from Sacred Heart Girls College, Oakleigh; and Liam Jones from St Monica's School, Moonee Ponds. The games and fun activities organised by Penola College, Broadmeadows, were once again very popular.



## Young Speakers Colloquium

The Young Speakers Colloquium, held at the Catholic Leadership Centre, provided secondary students with the opportunity to listen to and learn from former and current students speaking about their life journeys. Bishop Mark Edwards chaired a discussion with students who had attended the Australian Catholic Youth Festival in Adelaide last December. Former students at Sacred Heart College, Newtown, Prue Kenny and Sophia Griffiths-Mark, spoke about their individual journeys from school all the way to the United Nations in New York. *Time to Shine* soloist Celine Torres thrilled students with a rousing performance of 'Defying Gravity'.

## Graduate Teachers Celebration

On Tuesday 19 April 2016, approximately 200 people, including graduate teachers, principals, principal association representatives and staff from Catholic Education Melbourne, gathered for the 2016 Graduate Teacher Welcome. This significant event is designed to welcome newly appointed graduate teachers from both primary and secondary schools in the Archdiocese of Melbourne and affirm their educational ministry. Archbishop Denis Hart DD celebrated Mass at St John the Evangelist Catholic Church in East Melbourne. Archbishop Hart personally welcomed each graduate teacher at the end of the Mass. Afterwards, graduates and other guests enjoyed each other's company during





## CELEBRATIONS

a high tea in the Catholic Leadership Centre dining hall. Catholic Education Melbourne Executive Director, Stephen Elder, formally welcomed the graduates to Catholic education.

### One Church

One Church pays witness to the role of Catholic schools in the Archdiocese of Melbourne in their work with other Catholic agencies to promote social justice across the broader church.

### St Martin's Celebrates Family Week

*By Anika Iyer and Lara Gagliano, School Leaders 2016, St Martin de Porres School, Avondale Heights*

Family Week at St Martin's Primary School is important because it reminds us of the importance of families, how different they all are, how much we love them and why we need to cherish each member.

The first activity during this wonderful week was a joyful Mother's Day Mass hosted by the Preps. During this Mass, the Preps presented special bookmarks to their mums and other mums and women in the parish who care so much for them. The Preps sang and put smiles on the faces of young and old. There were some very proud mums who felt that the song was sung just to them and no one else!

We also had a Mother's Day stall which allowed the students to buy gifts for their mothers, grandmothers, aunties and other special women in their lives. The funny thing about this stall was that the people who organised it were all mothers of children who go to this school.

Grandparents' Day helped us interact with family members who support us but don't get to spend enough time with us at school. We shared lunch with our grandparents and adopted grandparents (for the day) before collecting skipping ropes to show off our mad skipping skills. This was organised as part of Jump Rope for Heart's Jump Off. We saw many grandparents turning ropes and having a go of skipping as well! We enjoyed our week of special activities which helped us remember that families are special and play a very important role in our lives.



### Time to Shine

My name is Celine Torres and I was fortunate enough to be a returning cast member to the *Time to Shine* Catholic Schools' performing Arts Gala 2016, which was held at the prestigious Regent Theatre. There is no amount of words that can describe the feeling you get when you are up on that stage staring out and seeing almost three thousand people completely fixated and paying full attention to you and what you are doing. (Read [full story](#).)



### The Aquinas Long Walk for Reconciliation

*By Paul Morgan, Head Catholic Life*

The 2016 Aquinas Long Walk in support of Reconciliation with Indigenous Australians was significantly different to those from the past four years in which we had gathered to walk as a school community. After much planning and negotiation with the Long Walk Foundation, over twenty Catholic primary and secondary schools, Minaret Islamic College, Mount Scopus Memorial College and our neighbours, Great Ryrie Primary School joined with the Aquinas Community – and in 2016 our ideal of a Community Long Walk turned from vision to reality. (Read [full story](#).)



### Farewell for Bishop Long

Bishop Vincent Long OFM Conv was farewelled from the Archdiocese of Melbourne, as he prepared to take over as the fourth Bishop of Parramatta in June. In addition to serving as Auxiliary Bishop to the Western Region, Bishop Vincent's contribution to our schools as Chair of the Catholic Education Commission of Victoria Ltd since 2012 has been critical to our success

## CELEBRATIONS

as a sector. The celebrations of Bishop Vincent's work in the Archdiocese, both at St Patrick's and in the Western Region, have been well attended by our staff and school leaders, which I know he has appreciated. While we will miss the warmth and candour of his contribution to our lives in Melbourne and across Victoria, we can take great solace in knowing that he will continue to make a valuable contribution to the life of the Church.

### World Youth Day – Focusing on the Face of Mercy

*By Liam McCormack, Religious Education teacher, Marymede Catholic College, South Morang*

As a Religious Education teacher I have been humbled by young students openly sharing and experiencing a personal encounter with Jesus Christ.

On the 22 July I, along with many other school students and teachers from across Victoria including Clarissa a Year 11 student from Marymede Catholic College, left Melbourne airport destined for World Youth Day (WYD) 2016 held in the holy city of Kraków, Poland.

It was a truly memorable experience that I will never forget and was so fortunate to take part in. All the Victorian pilgrims were encouraged to keep a journal of their experience so that we could remember key events and messages, and bring them home to share to our school and parish communities. I thought sharing some of my journal entries would be the best way for others to get a glimpse of what we experienced in Poland. (Read [full story](#).)



### Marymede Celebrates 10 years

This year Marymede Day Mass was held at St Patrick's Cathedral led by Archbishop Denis J Hart DD, to celebrate the 10 year anniversary of Marymede Catholic College, South Morang. The mass saw over 1,700 students, 150 staff, special guests and all four principals (past and present) gather in celebration for what was a truly memorable event.

Paul Fumei was principal of Marymede from 2009 to 2011 and attended the celebration. 'The singing of the Marymede Anthem at the end of Mass at St Patrick's Cathedral on 12 August was very beautiful indeed.'

### World Teachers Day 2016

World Teachers Day was celebrated around Australia on 31 October 2016. Teachers at Catholic schools in the Archdiocese of Melbourne received a special message from students, highlighting the wonderful qualities of their teachers. Thank you to all of our teachers for the work you do in our schools, and a special thank you to the students from Galilee Regional Primary School (South Melbourne), Presentation College Windsor (Windsor) and Salesian College (Chadstone) for their help in the making of the film.

### Canonisation of St Teresa of Calcutta

The Canonisation of St Teresa of Calcutta took place in St Peter's Square, Vatican City, on Sunday 4 September 2016. Over 100,000 people from all over the world travelled to share in the day that made Mother a Saint. The Cuni family was lucky enough to be present that day, with daughter Julia, seven years old and a student at Corpus Christi School, Kingsville, offered a special role in the ceremony. Julia's mother, Tina, [reflects](#) on the trip.

### Annual Celebration of Principalship 2016

Retiring after 32 years as principal, Trish Taylor, Principal of St Joseph's School in Collingwood, was asked to give the Leaving Principal's Address at the 2016 Archdiocesan Celebration of Principalship on Wednesday 30 November.

*I consider it a great honour to be asked to speak to you this evening. I have decided to retire after 32 years of principalship in inner-city Catholic schools in the Archdiocese of Melbourne, in North Richmond and more recently in Collingwood. (Read [full story](#).)*

# Calendar of Events

## March

4–5	24 Hours for the Lord
6	World Day of Prayer
9	Term 1 edition of <i>Catholic Education Today</i>
12–20	Cultural Diversity Week
13–19	Gifted Awareness Week
13–20	Catholic Education Week
17	Mass of St Patrick for Schools and Concert, and Young Speakers Colloquium, and St Patrick's Day Dinner
15–19	Visual Arts Exhibition
18	National Day of Action against Bullying and Violence
19	CRC Sydenham hosts King of Sweden
27	Earth Hour Schools day

## April

8–17	National Youth Week
17	St Damian's School, Bundoora, Golden jubilee
19	Graduate Teacher Welcome Function
25	ANZAC day
28	Principal and Parish Priest Briefing
30	Time to Shine Performing Arts Gala

## May

8	World Communications Day
16	Launch of the new CECV website
16–22	CatholicCare Family Week
26	National Sorry Day
27 May – 3 June	National Reconciliation Week

## June

5	World Environment Day
19–25	Refugee Week
15–18 & 22	Student Wellbeing Festival
19–22	National Catholic Education Conference
20	Term 2 edition of <i>Catholic Education Today</i>

## July

3–5	Catholic Secondary Principals Australia (CaSPA) Conference
14–15	2016 Religious Education Conference – <i>Be Witnesses of God's Mercy</i>
25–31	World Youth Day in Krakow, Poland
25	Schools tree day
31	Melbourne Day

## August

3–9	National Student Volunteer Week
9	Launch of the new Graduate Certificate in Education: Safeguarding Children & Young People
13–21	National Science Week
25	Principal and Parish Priest Briefing
28	St Anthony's School, Dimbulah, Golden jubilee
	World Day of Migrants and Refugees

## September

1	Launch of <i>Education for Sustainability in the Archdiocese of Melbourne</i>
	World Day of Prayer for the Care of Creation
4	Canonisation of Mother Teresa
4–10	National Child Protection Week
5–9	National eSmart Week
6	Release of The Australian Catholic Social Justice Council (ACSIJ) Social Justice Statement
9	<i>Horizons of Hope</i> released to schools
12	Term 3 edition of <i>Catholic Education Today</i>
19	First rollout of ICON to St Joseph's Primary School, Boronia.
25	Social Justice Sunday

## October

	National Safe Work Month
	Mission Month
	Walk to School Month
4–10	Mental Health Week
11–17	Anti-poverty week
16–22	Anti-Poverty Week
	National Carers Week
28	World Teachers' Day
	Day for Daniel
24 Oct – 1 Nov	Children's Week

## November

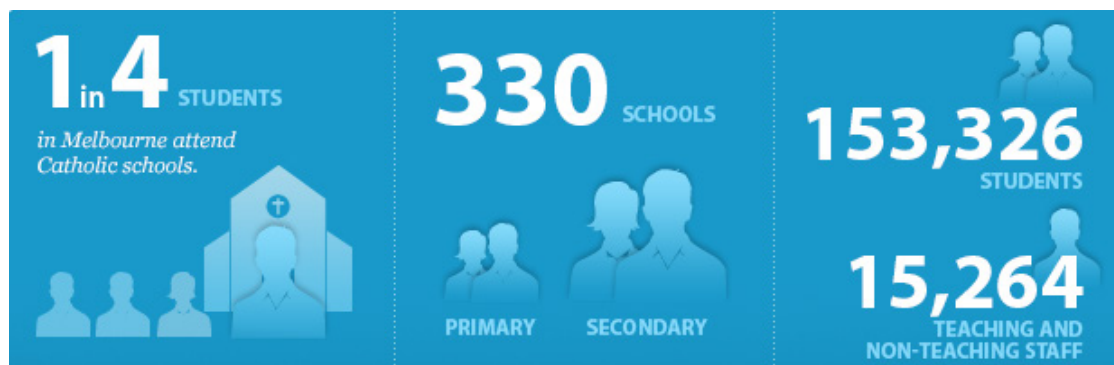
11	Remembrance Day
15	2016 Rerum Novarum Oration
20	Holy Year of Mercy ends
21	Term 4 edition of <i>Catholic Education Today</i>
30	Archdiocesan Celebration with Principals

## December

3–5	Australian Catholic Youth Festival
7	VCAL Showcases Geelong at Simonds Stadium, Geelong
9	Reading Recovery Graduation Ceremony
10	VCAL Showcases Benalla at the Benalla Bowls Club, Benalla
21–23	'Walk Through Bethlehem' at Epping

# Fast Facts

Catholic schools in the Archdiocese of Melbourne are vibrant communities of learning, faith and life, with a mission to educate the whole child. Catholic education cultivates academic excellence, quality interpersonal relationships and a strong sense of belonging. The parents of over 150,000 students have made the choice of an affordable, high-quality education in a Catholic school in the Archdiocese of Melbourne.



There is growing demand for places in Catholic schools in the Archdiocese of Melbourne. With significant rises in population in our city's growth corridors, there are 13 new schools planned for construction in the next decade.



Catholic education prepares students to be global citizens, equipped with self-confidence and engaged with social justice issues. Catholic schools in the Archdiocese of Melbourne hold a VCE median study score above the state average and have high Year 12 student retention and completion rates. Most students go on to further study or employment upon finishing their journey with Catholic education.





# Student Achievement

## NAPLAN RESULTS 2016

### National Assessment Program – Literacy and Numeracy (NAPLAN) Results 2016

The National Assessment Program – Literacy and Numeracy (NAPLAN) is an Australia-wide testing program of literacy and numeracy for students in Years 3, 5, 7 and 9.

NAPLAN provides data for calculating the proportions of students achieving results at or above the national minimum standard in each of five domains (Grammar and Punctuation, Numeracy, Reading, Spelling and Writing). In 2016, 96% or more of Catholic school students in the Archdiocese of Melbourne achieved results at or above the minimum standard in each of the domains.

## THE VICTORIAN CERTIFICATE OF EDUCATION (VCE) 2016

### Satisfactory Completion Rates

An important measure of schooling success is the rate of satisfactory completion of the Victorian Certificate of Education (VCE). In 2016, 42 Catholic schools in the Archdiocese of Melbourne (67.7%) had 100% of their eligible students satisfactorily complete the VCE. A total of 61 schools (98.4%) had completion rates of at least 98%. There was only one Catholic school with completion rates of less than 98%.

### Median Study Scores

The median study score is considered to be the best indicator of the overall level of VCE achievement in a school and it represents the 'typical' level of achievement of the school's students. The average median score is set at 30 for each study (with the maximum score being 50).

In 2016, the average median study score for Catholic schools in the Archdiocese of Melbourne was 30.6. A total of 46 Catholic schools (74.2%) were in the middle range of median scores of 28–32. Eleven Catholic schools (17.7%) had median study scores above 32, while only five schools (8.1%) were in the 'below average' category.

### VCE Study Scores of 40 or above.

A score of 40 or above in any study represents exceptional performance (among the top 8% in the state). In 2016 there were 14 Catholic schools in the Archdiocese of Melbourne (22.6%) with more than 10% of the students' study scores at 40 or above.

## VOCATIONAL EDUCATION AND TRAINING (VET) AND VICTORIAN CERTIFICATE OF APPLIED LEARNING (VCAL) 2016

Catholic schools are committed to maximising students' chances of completing Year 12 by providing an appropriate range of study options, including opportunities in the Victorian Certificate of Applied Learning (VCAL) and the Vocational Education and Training (VET).

### Participation

There continues to be evidence of strong student participation in VET and VCAL. From 2015 to 2016, the average number of VET certificates offered in Catholic schools in the Archdiocese of Melbourne remained steady at 20.8, however, the average number of VET enrolments per school rose from 118.3 to 132.8.

From 2015 to 2016, the number of Catholic schools offering VCAL rose from 62 to 79. The average number of Catholic school students enrolled in VCAL rose from 34.5 to 39.5.

### Achievement

In 2016, 42 Catholic schools in the Archdiocese of Melbourne (67.7%) had their students complete VET units of competency at rates better than 90%. Only two schools (3.2%) had rates lower than 80%.

Thirteen schools (25.0%) had their students complete 100% of their VCAL units in 2016. Conversely, nine schools (17.3%) had completion rates lower than 90%.

### Student Destination Post Year 12, 2015

As indicated in Table 1, over half (56.7%) of 2015 Year 12 leavers from Catholic schools who completed the *On Track* survey entered university. This percentage is down from the result in 2014 (59.2%), but is still well above the figure observed for all Victorian schools (50.2%). The Catholic school percentage has consistently been higher than the state figure; this year it has risen to be six and a half percentage points higher.

The incidence of Catholic school leavers enrolling in a TAFE/VET course is less than the state figure (12.5% compared to 15.2%) and there has been a general downward trend in TAFE/VET enrolments from Catholic school students between 2010 and 2015.

## STUDENT ACHIEVEMENT

The take-up of apprenticeships or traineeships increased slightly in the Victorian Catholic sector between 2013 and 2015. The Catholic figures were lower than those of all schools in the labour market destination categories, specifically in terms of employed (8.2% compared to 10.6%) and those looking for work (1.8% compared to 3.8%). The 'unemployed'

figure (i.e. the combined total of those either looking for work or not in the labour force, education or training) was 2.1% which is lower than the figures observed in the previous three years. The percentage of students who deferred from study (11.5%) was higher than the state figure (10.6%).

**Table 1. Destinations of students leaving Victorian schools after Year 12 (%), Victorian Catholic and all schools, 2010–2015.**

Destination	Victorian Catholic schools %						All Victorian schools %					
	2010	2011	2012	2013	2014	2015	2010	2011	2012	2013	2014	2015
University	54.4	56.9	58.3	58.8	59.2	56.7	49.4	52	53.2	54.9	53.2	50.2
TAFE / VET	16.8	15.8	14.2	14.5	13.8	12.5	18.2	17.1	15.8	15.8	16.3	15.2
Apprentice/ Trainee	8.1	7.7	8.2	7.6	7.9	8.9	7.9	7.4	7.1	6.9	7.5	9
Employed <sup>a</sup>	8.5	7.7	8.3	7.5	7.6	8.2	10.8	9.8	10.2	9	9.6	10.6
Looking for work <sup>a</sup>	1.8	1.6	2.1	2.1	2.1	1.8	3	3	3.6	3.5	3.6	3.8
Deferred	10.1	9.9	8.7	9.3	9.1	11.5	10.3	10.3	9.7	9.5	9.1	10.6
NILFET <sup>b</sup>	0.3	0.4	0.2	0.3	0.3	0.3	0.4	0.4	0.4	0.4	0.5	0.6
<b>Total <sup>c</sup></b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>

<sup>a</sup>. Figures exclude students who deferred.

<sup>b</sup>. Not in labour force, education or training.

<sup>c</sup>. Totals may not always equal exactly 100% due to rounding of individual percentages.

Source: On Track Survey Data 2015 (provided by the State of Victoria Department of Education and Training)



## THEME 1

# Catholic Identity



# Catholic Identity

## OVERVIEW

The Catholic Identity Team provides information, resources as well as strategic and collaborative support to assist leaders and teachers in their work of generating and maintaining in each school a visible Catholic symbolic culture, an engaging, creative and challenging educational climate as well as active sacramental and liturgical practices. Through the encounter with the curriculum and ethos of Catholic schools, students are invited to engage with the values, ideals and challenges of the Gospel, embodied in the person of Jesus Christ and the teachings and traditions of the Catholic Church. They are called to make sense and meaning of their everyday lives in the light of the teachings of Jesus Christ and the traditions of the Catholic Church. The Catholic Identity Unit seeks to work in a collaborative way with schools as they continuously reflect on their Catholic identity and mission and on how they articulate and express their distinctive identity in today's pluralist society.

## MAIN ACTIVITIES

### 2016 Religious Education Conference

The 2016 Catholic Education Melbourne Religious Education Conference was held on Thursday 14 and Friday 15 July 2016 at the Catholic Leadership Centre.

The theme of the conference was *Be witnesses of God's Mercy*, and over 300 delegates' attended. With two international keynote presentations and a selection of 40 workshops, organised in four streams – witness, spirituality, religious leadership, and learning and teaching – our delegates were well catered for.

Dr Maureen O'Connell, Chair of the Department of Religion at La Salle University in Philadelphia, skilfully set the tone for the conference presenting *To Witness is to Encounter* – Mercy and the Educator, which explored the significance of mercy in the Catholic tradition and gave participants the opportunity to reflect on ways that mercy shapes why they do what they do as teachers and how they do they work in both classrooms and school/parish communities.

Dr William Cavanaugh, Director of the Centre for World Catholicism and Intercultural Theology, and Professor of Catholic Studies at DePaul University, Chicago, presented *Encountering Christ in the Wounds of the World: The Church as Field Hospital*. Cavanaugh invited participants to walk with him, examining the wounds of Christ, what they are and what they might mean today.

Each keynote presentation was followed by a session of 'Guided Dialogue', where delegates were involved in facilitated discussion of, and deeper engagement in the key themes presented by the international speakers.

The main celebrant for the conference mass was Monsignor Greg Bennet. Genevieve Bryant's closing presentation, *Exploring Mercy in Music*, reflected on the conference theme and called participants to be witness to Mercy in their ongoing work.

### Intensive Program at the Catholic University, Leuven

Catholic Education Melbourne offered principals a number of formation programs designed to support them and on occasion senior leaders too, in normalising and strengthening the Catholic identity of their schools. The following Formation Programs for Principals were offered: three weeks at the Catholic University Leuven, Belgium; four weeks at All Hallows retreat centre, Ireland; and a one-week intensive in Adelaide, Australia. Principals and senior leaders returning from these formation programs spoke highly of the academic rigour, opportunities for new learning through dialogue and the expansion of ideas, made possible by each of these residential programs. Importantly, principals were able to refer to their participation in a formation program as catalyst for a strengthened Catholic identity, impacting a range of school undertakings e.g. curriculum and pedagogy, sacred spaces in and around the school, liturgy and prayer, and a renewed attention to dialogue, to name but a few.

The Enhancing Catholic School Identity survey was strongly supported, with 86 schools participating in the survey. Schools in the 2016 survey round were the first to have their data reported in the new Standard Report, which, among other things, compares results from previous and current surveys. Schools continue to be supported through professional learning activities

## THEME 1: CATHOLIC IDENTITY

in reading and interpreting data and setting goals for a strengthened Catholic identity. In general terms, data for school staff continues to indicate a strong desire for a Catholic identity where the social and religious context is well understood. In responding to the local context, what is particular to the Catholic tradition is made explicit through a pedagogy in which God and others are encountered in dialogue.

### Renewal of RE Curriculum Framework

A major project in 2016 was the renewal of the Religious Education Curriculum Framework, *Coming to Know, Worship and Love*. The renewed Religious Education Curriculum Framework draws from and incorporates the teachings and principles espoused in the *Catechism of the Catholic Church* and the teachings of the Second Vatican Council and post-conciliar documents. The Curriculum Framework for learning and teaching in Religious Education in Catholic primary and secondary schools has been developed in consultation and collaboration with schools by engaging with a number of schools in the Archdiocese in a focus-school project, while continuing to work with the Religious Education text, *To Know, Worship and Love*. The project provided the opportunity for teachers to contribute to the development of the document. The Framework seeks to address the recommendations of the Enhancing Catholic School Identity Project (ECSIP) and to assist teachers to provide an explicit presentation of the Catholic faith in an engaging way through a 'pedagogy of encounter'.

### Culture of Prayer Resource development

In 2016 the first full year of Daily Prayer for schools in the Archdiocese was developed and completed. Daily prayers were provided online to schools via the Catholic Education Victoria Network (CEVN) website for every day of the school year. In addition, a review and update of the materials and accessibility of Culture of Prayer Resources on the CEVN Religious Education Tab was initiated.

The Daily Prayer project was developed in response to the Culture of Prayer Report, presented to Archbishop Hart in 2015, and the recommendations of the ECSIP Steering Committee. The aim of the project was to develop Daily Prayer offerings linked to and expanding from the Sunday liturgy and reflecting the liturgical calendar and seasons of the Church and major feasts. A school survey revealed that the resource has been widely used and that those using the resource have been able to adapt it and to draw upon its liturgical structure and forms when developing their own prayers. This was presented at a workshop on the Daily Prayer and developing a Culture of Prayer at the Religious Education Conference in July.

### Accreditation and Sponsorship

**Accreditation** – In 2016 over 775 applications for Accreditation to Teach in a Catholic School and Accreditation to Teach Religious Education in a Catholic School were received, with over 80% of them approved.

Accreditation	Number of Applicants
Accreditation to Teach in a Catholic School	176
Accreditation to Teach Religious Education in a Catholic School	448

Over 320 applications were received from schools and another 240 applications for other institutions for approval of In-Service Accreditation as part of the completion of requirements of [Policy 1.6 for Accreditation to Teach in a Catholic School](#).

**Religious Education Sponsorship** – In 2016, 173 teachers were sponsored to undertake studies in Religious Education and Master of Religious Education/Theology at one of three tertiary Catholic institutions (Australian Catholic University, Catholic Theological College, and Yarra Theological Union).

Religious Education Sponsorship	Number of Accepted Applications		
	Primary	Secondary	Total
Sponsorship for studies towards Accreditation to Teach Religious Education in a Catholic School	122	27	149
Sponsorship for Further Studies in Theology and Religious Education	8	16	24

### Other Initiatives

- Liaison with archdiocesan agencies.
- Renewal of Catechist and Parish Educator Support.
- ECSIP surveys.
- Development of School Improvement Resources, and strategies.
- Resource development: Year of Mercy resources, support of development of *Horizons of Hope* resources – development of Religious Dimension Foundation Statement.

## PROFESSIONAL LEARNING

ACTIVITY / COURSE	PARTICIPANTS		
	Primary	Secondary	Total
Religious Leadership: Doing Theology		26	26
Religious Leadership: Not a Home-Brand Exercise		25	25
Religious Leadership: Context, issues and an improvement frame		11	11
Religious Education Conference 2016	215	65	280
Catholic Identity: Reading Your School's ECSIP Data	123	22	145
The RE teacher/ leader as Witness, Moderator, Specialist	27		27
Recontextualisation: A Master Class with Prof Dr Lieven Boeve	21	9	30
Sacraments Today	30		30
Inducting the REL in Religious Leadership	30		30
ACU Master's Unit: Enhancing Catholic Identity (THCT605) Religious Education Focus School Project	2	2	
Being a Catholic School Today	19	5	24
Prayer in the Classroom	24		24
Scripture in the Classroom	30		30
Secondary Religious Education Curriculum Leaders Network	23	23	
Secondary REL Network – Eastern and Southern Regions	47	47	
Sexuality Education – The Issues for Secondary Catholic Schools	32	32	
RE Curriculum Renewal – Focus school project	67	31	98
<b>Total</b>	<b>588</b>	<b>267</b>	<b>882</b>

THEME 2

# Quality Teaching for all Learners



# Improved Learning Outcomes

## OVERVIEW

The Improved Learning Outcomes Team provides services to schools, and policy direction, in the areas of:

- Literacy and Numeracy
- curriculum, pedagogy and assessment policy and strategy
- learning area strategies: Science and Languages
- sustainability
- strategic partnerships for learning
- reporting student achievement and progress
- vocational education and training in schools
- workplace learning.

## MAIN ACTIVITIES

### Horizons of Hope – An Education Framework for the Archdiocese of Melbourne

In 2016, Catholic Education Melbourne published the *Horizons of Hope – An Education Framework for the Archdiocese of Melbourne*. *Horizons of Hope* is the outcome of more than eighteen months of developmental work involving many teachers, leaders and educators across the Archdiocese, and is a resource that will guide the direction of education in Catholic schools. It consists of a *Vision and Context* statement as well as foundation statements in *Curriculum*, *Assessment* and *Pedagogy*, with more to follow. A Google + Community was developed in support of *Horizons of Hope*, gaining over 600 members, assisting teachers with classroom resources and implementation ideas.

### Languages

#### Credentialed study – Content Language Integrated Learning

In 2016, the Catholic Education Commission of Victoria Ltd (CECV) partnered with the University of Melbourne's Graduate School of Education to offer a Credentialed Study, the Graduate Certificate in Language Education – *Content Language Integrated Learning* (CLIL). In 2016, 12 teachers graduate from the CLIL course, and a further 24 teachers participated in an introduction to CLIL.

#### Leading Languages Professional Learning Program

Throughout 2016, 60 primary school languages teachers participated in a four-day professional learning program on using key strategies to develop reading, writing, listening and speaking skills in second language learners. The course focused on the effective use of target language by teacher and students to enable progression in languages.

#### Developing Autonomous Language Learners

Through a revised pedagogical approach, teachers of language aim to assist students to acquire functional classroom competency in the target language within the first semester of study. Teachers are introduced to new tools to measure oral language development to enable more autonomous learning, through setting targets, monitoring their own progress and expanding their personal learning strategies to ensure they achieve their objectives.

#### 2016 CECV Languages Film Awards

Over 100 students, teachers and proud parents attended the 2016 CECV Languages Film Awards held on Tuesday 12 July 2016 at the Catholic Leadership Centre. Primary and secondary students were invited to create a two-minute long film in a language other than English based around the theme of *Imagine and Re-imagine*.

Spanish-speaking students from St Monica's College, Epping; Indonesian-speaking students from St Lawrence School, Derrimut; Italian-speaking students from Our Lady of the Pines School, Donvale; and Indonesian-speaking students from St Joseph's School, Black Rock, were awarded the prize of a digital story-making workshop, held at Australian Centre for Moving Image (ACMI).



### Science

#### Science Partnerships

In 2016, 34 science partnerships were developed for archdiocesan schools, with students and teachers collaborating with scientists in universities, zoos, and marine research vessels. These partnerships enabled students to learn about science in the 'real world'.

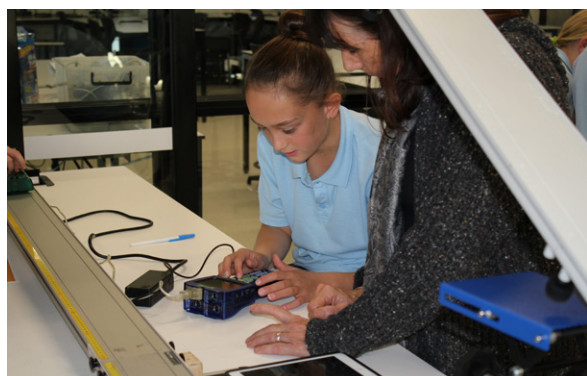
#### Emerging Pedagogical Leaders

Forty-one teachers from primary and secondary schools participated in a science action research project with Monash University to build their capacity in leading improvement in teaching and learning within their schools.

#### Fast Cars in Schools: Primary Design & Engineering Challenge

Catholic Education Melbourne partnered with CADET @ Deakin University to support six Catholic primary schools to undertake a year-long science and engineering challenge to design and race fast cars. The project targeted the development of STEM skills and capabilities of ethical thinking, critical & creative thinking, and collaboration for learning, as well as the technologies for learning and Literacy, Social & Emotional Learning underpinned the inquiry.

Friday 9 September was the culmination of the year's work with a race day against government and independent schools.



#### CECV Pathways and Transition Team

In 2016 the CECV Pathways and Transition Team supported Catholic schools in their commitment to maximising every student's ability to complete Year 12 or its equivalent, by providing schools with assistance to enable them to offer an appropriate range of study options for students through the following activities:

#### Providing Multiple Student Pathways

The team provided funding assistance to access Vocational Education and Training (VET) programs as part of their senior secondary certificate [the Victorian Certificate of Education (VCE) or the Victorian Certificate of Applied Learning (VCAL)], and managed the distribution of VET Band Funding and VCAL Coordination Funding to Victorian Catholic secondary schools.

#### Partnership Arrangements

The CECV Pathways and Transition Team worked collaboratively to develop strategic partnership arrangements to enhance senior secondary provision, including the Registered Training Organisations (RTOs).

#### Communication and Networking

The team provided relevant information and updates to support key personnel responsible for the coordination of Pathways and Transition, including the distribution of Supporting Pathways and Transition in Catholic Schools 2016 in booklet and electronic form to all secondary schools, and the production of the CECV Pathways and Transition eBulletin twice a term.

#### Advocacy

The Pathways and Transitions Team advocated for Victorian Catholic secondary schools on matters related to Pathways and Transition, and assisted with the coordination of input into sector, state and federal policies and initiatives.

#### Other initiatives

- WeSTEM partnership on STEM with ScienceWorks Museum involving Western Region schools
- Robogals robotic science challenge for girls in primary schools
- Developing Autonomous Language Learners (DALL) program.

### PROFESSIONAL LEARNING

ACTIVITY / COURSE	PARTICIPANTS		
	Primary	Secondary	Total
<b>LANGUAGES</b>			
Languages: Language Partnership Grants	45	13	58
Languages: Leading Languages Program	60	0	60
<b>SCIENCE</b>			
Science Partnership Projects	96	42	138
Science: Contemporary Approaches to Primary Science	37	-	37
Science: Fast Cars in Schools	18	-	18
Science: Emerging Pedagogical Leaders	25	16	41
Masters of Education (Mathematics Leadership)	16	6	22
Masters of Educational Leadership	26	17	43



### KEY EVENTS

#### **Fast Cars in Schools Event with Deakin University 9 September 2016**

- Six Catholic primary schools raced student-designed cars in the culmination of a year's engineering in partnership with Deakin University.

#### **Graduation in Curriculum leadership at CLC through University of Melbourne**

- Specialist Certificate in Curriculum Leadership
- Postgraduate Certificate in Curriculum Leadership
- Graduate Certificate in Language Education (CLIL).

#### **Graduation of 41 teachers through the Science Emerging Pedagogical Leaders Program 28 October 2016 at CLC**

- Primary and secondary teachers graduating from a two-year teacher-leadership project with Monash University.

#### **Trade Training Centre (TTC) Forum**

- In May 2016, as part of the Australian Government's Victorian Trade Training Centre (TTC) Forum, Catholic Regional College Sydenham hosted a site visit for a group of TCC Forum delegates. Industry training in Kitchen Operations, Picture Framing, Signage and Baking were on full display.

#### **School-based Apprenticeship and Traineeship (SBAT) Forum**

- VET practitioners from Victorian Catholic secondary schools were involved in a School-based Apprenticeship and Traineeship (SBAT) Forum where representative from the Victorian Curriculum and Assessment Authority (VCAA), Victorian Registration and Qualifications Authority (VRQA), Australian Apprenticeship Support Network members (AASN), employers and VET trainers provided insights on how to conduct a quality SBAT.

# Literacy

## OVERVIEW

In 2016, the Literacy Team, as part of the Improved Learning Outcomes Unit, at Catholic Education Melbourne continued to focus on the directions outlined in *To Serve and Lead: Strategic Plan 2015–2019*. In particular, the Literacy Team aimed to achieve the theme of quality teaching for all learners through strengthening school leadership capacity and teacher professional practice.

These services were intended to bring about continuous improvement in the literacy outcomes of all students by providing differentiated professional learning focused on building the capacity of leaders and teachers to:

- lead improvements in the teaching and assessment of literacy
- use assessment approaches to plan the next steps for learners, and monitor progress
- plan for and implement effective literacy teaching and learning
- engage with parents and communities to support children's literacy development.

## MAIN ACTIVITIES

### Collaborative Literacy Learning Communities (CLLC)

The CLLC project builds the capacity of leaders and teachers to influence and sustain effective change and improvement processes to promote quality literacy learning and teaching. It draws on the identified literacy learning needs of each school to shape professional learning both on and offsite. CLLC focuses on building the knowledge, skills and understandings of teachers to confidently implement pedagogies for contemporary literacy learning and teaching.

### Assessment Capabilities

The Assessment Capabilities service recognises that assessment is an integral component of curriculum design in a Catholic school, whereby the unique dignity of each learner is respected through assessment opportunities that are relevant, timely and rigorous and responsive to evidence of student achievement and growth. The fundamental purpose of this service is to establish where learners are in their learning in order for teachers to make informed decisions regarding their teaching.

### Mentoring

The Mentoring service supports literacy leaders build their capacity to implement evidence-based leadership practices identified as having a significant impact on learning. Emerging literacy leaders are assisted by established literacy leaders, to build leadership capacity to initiate, manage and sustain improvement in literacy teaching and learning within their school.

### Reading to Learn

The Reading to Learn program requires teachers of students in Years 5–8 to implement a specific literacy pedagogy designed to scaffold students in reading, writing, grammar and spelling in all types of curriculum texts and tasks. Teachers analyse mainstream curriculum texts, implement the Reading to Learn teaching cycle and track students' progress in reading and writing. While the Reading to Learn pedagogy improves literacy outcomes for all learners, its focus on explicit teaching makes it particularly effective for EAL students.

### Secondary Curriculum Literacies Network

This Network supports the work of literacy leaders with a focus on the Literacy Leadership Framework, which clearly defines and articulates agreed literacy leadership priorities and practices. It recognises that the literacy leader has responsibility for:

- leading whole-school literacy provision
- providing school-based professional learning for colleagues
- modelling approaches to teaching curriculum literacies
- improving literacy outcomes for all students.

### Other Initiatives

- School Improvement Literacy
- Reading Recovery
- New Leaders: Literacy and Mathematics

## PROFESSIONAL LEARNING

ACTIVITY / COURSE	PARTICIPANTS		
	Primary	Secondary	Total
Assessment Capabilities	106	-	106
Collaborative Literacy Learning Communities	48	-	48
Mentoring	16	-	16
New Leaders: Literacy and Mathematics	22	1	23
Reading Recovery	292	-	292
Reading to Learn	39	11	50
School Improvement Literacy	20	-	20
Secondary Curriculum Literacies Network	-	88	88

# Mathematics

## OVERVIEW

The Catholic Education Melbourne Mathematics Team, as part of the Improved Learning Outcomes Unit, aims to build system capacity to:

- develop learning experiences that commit to achieving the highest standards possible
- plan for and create the conditions for effective teaching and learning of mathematics
- effectively use assessment to plan the next steps for learners and monitor progress
- support the numeracy development of all students
- design innovative support for schools that focuses on student learning.

## MAIN ACTIVITIES

### Mathematics: Expert Teaching

Expert Teaching is a professional learning program that aims to deepen understanding of how children learn mathematics and how to implement effective programs. The program encourages teachers to connect the learning to their own classroom. A variety of assessment tools, including 'specific assessments that reveal thinking' (*smart*) were used. In 2016 two distinct versions of Expert Teaching were offered: Expert Teaching F–4 and Expert Teaching 5–8.

### Purposeful Teaching of Mathematics

Purposeful Teaching of Mathematics (PToM) is a collaborative partnership providing secondary schools with access to high-quality professional learning designed to target student understanding in mathematics. The program has multiple facets and in 2016 the program provided schools that had completed PToM in 2015 with an additional three days of offsite professional learning as well as onsite support for teachers to further develop capacity within schools. Teachers worked collaboratively to design and implement targeted teaching cycles and evaluate student outcomes as well as explore and use the *smart* website.

### Strategic Support Mathematics – Primary

Strategic support is a collaborative partnership between Catholic Education Melbourne and participating schools. In 2016 professional learning was focused on supporting the mathematics leader to

implement the Mathematics Annual Action Plans in each school. Onsite visits were customised, supporting the development of the specialised mathematics knowledge needed to address identified areas for improvement. Sixteen schools participated in this, the second year of the program.

### Number Intervention F–4

Number Intervention F–4 recognises the importance of the early years of schooling and the need to provide a solid foundation in arithmetical learning for future success in school. The training program is underpinned by the knowledge that all students can learn and is designed to support the identification and learning of students performing in the lower levels of achievement. In 2016, 16 teachers commenced training and 15 teachers completed the second year of training.

### Master of Education (Mathematics Leadership)

School-based mathematics leaders need a deep knowledge for leading mathematical learning as well as having a sound understanding of the specialised content knowledge and inclusive pedagogies for teaching and learning mathematics. In 2016 Catholic Education Melbourne supported 22 teachers to study for a Master of Education at Australian Catholic University.

### Other initiatives:

- New Leaders Year 2: Literacy and Mathematics
- Leading Mathematics Professional Learning Google site (update)

## PROFESSIONAL LEARNING

ACTIVITY / COURSE	PARTICIPANTS		
	Primary	Secondary	Total
Master of Education (Mathematics Leadership) – ACU	18	4	22
New Leaders Literacy and Mathematics	10	1	11
Mathematics: Expert Teaching F-4	101	0	101
Mathematics: Expert Teaching 5-8	64	30	94
Number intervention F-4: Training Year 1	16	0	16
Number intervention F-4: Training Year 2	15	0	15
Number intervention F-4: Ongoing	34	0	34
Sustaining Purposeful Teaching of Mathematics	0	36	36



# Learning Diversity

## OVERVIEW

The objective of the Students with Disabilities (SWD) program is to improve the learning outcomes of educationally disadvantaged students, particularly in literacy and numeracy, by contributing funding to support the student's teaching and learning program.

Eligible students are funded under the categories of chronic health impairment, physical disability, vision impairment, hearing impairment, severe language disorder, intellectual disability or social/emotional disorder.

In 2016, there were a total of 7,017 students eligible to receive funding in the Archdiocese of Melbourne. Of the 7,017 eligible students, 57.6% were primary and 42.4% were secondary students. Based on the total student population in the Archdiocese of Melbourne, 4.3% of students received funding.

Scope was contracted by Catholic Education Commission of Victoria Ltd (CECV) to deliver services and support to students with physical disabilities or chronic health impairments in Catholic primary and secondary schools across Melbourne and the whole of Victoria in 2016, there were 300 students eligible for therapy in Catholic schools in the Archdiocese of Melbourne.

In 2016, there has been a transition to have the eligibility and appraisal process completed by Assessments Australia. This has enabled the Catholic Education Melbourne Learning Diversity Team to offer more direct support to schools.

Requests for equipment are available for eligible students who are funded under the categories of physical disability, chronic health impairment, hearing impairment and vision impairment. In 2016, 68 students were provided with equipment that was considered integral to their access and participation at school.

## MAIN ACTIVITIES

### Nationally Consistent Collection of Data on School Student with Disabilities (NCCD)

In 2016, all Catholic schools in the Archdiocese of Melbourne participated in the Nationally Consistent Collection of Data (NCCD). This is an annual data collection that counts the number of school students with disability and the level of reasonable educational adjustment they are provided with. The aim of the national data collection is to collect further information about school students with disability in Australia.

The gathering of this information has heightened leaders and teachers' awareness of how they can provide effective supports and resources to benefit students with disability. The data collection assists schools to audit their practices to ensure that they are providing equitable access to high quality education for all students. The data to date has highlighted the value of the professional learning that has been provided to Catholic schools in this area.

### Learning Consultant Roles

In response to evidence and data gathered from schools the role of the Learning Consultants Additional Learning Needs has been reshaped to be responsive to school needs. Relevant personnel in schools expressed a need to have increased expertise, in relation to their referrals for support for students with challenging behaviours and increased expertise to analyse and respond to students' learning needs. This led to the appointment of one Learning Consultant Additional Learning Needs in each office and one Learning Consultant – Behaviour/ASD, which is a newly created role. The Learning Consultants Additional Learning Needs role is currently being reshaped to support and enable school capacity to analyse data to plan for effective adjustments to meet the needs of all learners.

### Inclusion Online

The introduction of Inclusion Online has seen a large number of teachers engage in this online learning space, to increase their knowledge and understanding of how to meet the diverse needs of the learners

## THEME 2: QUALITY TEACHING FOR ALL LEARNERS

in their schools. The Victorian Institute of Teaching (VIT) requires all teachers to complete 20 hours of professional learning annually and a component of this learning must be in relation to students with additional learning needs. In 2016, five online learning courses were offered:

- Understanding Dyslexia and Significant Difficulties in Reading
- Inclusion of Learners with Speech Language and Communication Needs
- Understanding Autism Spectrum Disorders
- Understanding Hearing Loss
- Understanding and Supporting Behaviour.

This learning has been well received and teachers have expressed how this new learning has developed greater understanding and confidence.

### Gifted Education

The Gifted Think Tank, a group of principals, middle leaders, teachers and Catholic Education Melbourne staff that meet together to plan and coordinate gifted education provision, continued to be a vital source of inspiration and were instrumental in developing a range of initiatives in the gifted area.

### Visible Learning

The Visible Learning Collaborative Impact Project was expanded in 2016 with the addition of another 20 primary and five secondary schools in the Archdiocese of Melbourne. This evidence-based program supports schools to embed practices that are known to have a significant impact on student outcomes. There is a strong focus on building assessment capable learners and to increase the visibility of the learning that is taking place through clear learning intentions, success criteria and the four levels of effective feedback.

## PROFESSIONAL LEARNING

2016 LEARNING DIVERSITY PROGRAMS	PARTICIPANTS		
	Primary	Secondary	Total
Visible Learning Evidence into Action for Teachers	90	2	92
Impact Coaches – Visible Learning	32	7	39
Visible Learning Showcase	44	3	47
New Student Support Coordinators	36	30	66
Gifted Education Action Research 2016	10	12	22
School Wide Positive Behaviour Support	127		127
Foundation Days	570	468	1038
Functional Behaviour and Positive Support	59	11	70
A Positive Approach to support Student Behaviour	114	4	118
Support students with Autism Spectrum Disorder (ASD)	126	6	132
Inclusion Online: Understanding Autism Spectrum Disorders (ASD)	26	13	39
Inclusion Online: Understanding and Managing Behaviour	39	35	74
Inclusion Online: Speech, Language and Communication Needs	31	22	53
Inclusion Online: Understanding Significant Reading Difficulties	27	12	39
Enhanced Reading Intervention Knowledge (ERIK)	44	2	48
Phonological Early Reading Instructions (PERI)	131		131
<b>TOTAL</b>	<b>1,142</b>	<b>156</b>	<b>1,298</b>

# Indigenous Education

## OVERVIEW

Educating Aboriginal and Torres Strait Islander students in Catholic schools is underpinned and supported by two key strategies:

1. The Catholic Education Melbourne Strategic Plan 2015–2019
2. National Aboriginal and Torres Strait Islander Education Strategy 2015.

The key priorities include:

- leadership, quality teaching and workforce development
- culture and identity
- partnerships
- attendance
- transition points including pathways to post-school options
- school and child readiness
- literacy and numeracy.

Cultural safety, mentor support, parent support and community connections featured highly as key factors that have led to successful outcomes.

### Aboriginal and Torres Strait Islander Student Data August 2016

- **Primary:** 304 students
- **Secondary:** 350 Students
- **Total:** 654 Students

## MAIN ACTIVITIES

### More Aboriginal and Torres Strait Islander Teacher Initiative (MATSITI) and Koorie Education Workers in Victorian Catholic Schools Professional Learning Program.

The 'More Aboriginal and Torres Strait Islander Teachers Initiative', also known as MATSITI, was a project established in 2011 to increase the number of Aboriginal and Torres Strait Islander people working as teachers in Australian schools.

This has included the implementation of several research projects, workshops and programs to support more enrolments in teaching degrees and retain teachers in the profession.

The intended outcomes of the project are:

- to provide Aboriginal and Torres Strait Islander teachers and Koorie Education Workers (project participants) with the opportunities and skills to apply for leadership positions in their schools
- that the project participants will encourage other Aboriginal and Torres Strait Islander teachers to aspire to leadership positions

- that the project participants will become promoters of teaching as career of choice
- being prepared to have a go and apologise if we/they get it wrong.

In 2016 the final stage of the MATSITI program saw participants joining with the Koorie Education Workers at a two-day conference where participants had an opportunity to work together on a number of areas:

- Treaty and Constitution and the practical implications for Aboriginal people and the nation – Janine Coombes from the Federation of Victorian Traditional Owner Corporations
- Child Safe Standards, Elina Raso, (Catholic Education Melbourne)
- *The Safety and Wellbeing of Aboriginal and Torres Strait Islander Students*, David Ellis – The Secretariat of National Aboriginal and Islander Child Care (SNAICC). Areas covered included the following:
  - impact of trauma on learning
  - approaches and strategies for educational staff to employ within their schools
  - difficult issues and the simple ways to approach them.

## THEME 2: QUALITY TEACHING FOR ALL LEARNERS

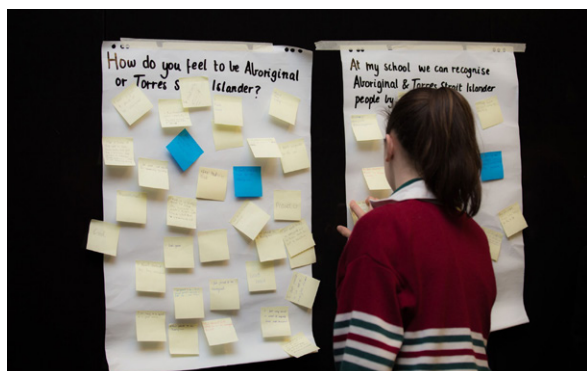
Selected schools then showcased their work in schools sharing initiatives and stories of what has assisted successful student outcomes. The final session reminded participants of why we do the work we do. They were privy to the voices of students from across Victoria sharing their thoughts about being an Aboriginal and/or Torres Strait Islander student in a Catholic school, as students candidly revealed their stories, challenges, hopes and dreams. It was a good note on which to end the program – young voices directing future learnings.

### Watta Watnanda Education & Cultural Day for Aboriginal and Torres Strait Islander Students in Catholic Secondary Schools

Our focus was the 2016 NAIDOC theme: *Songlines: The living narrative of our nation*.

The annual Watta Watnanda Education & Cultural Day for Aboriginal and Torres Strait Islander Secondary Students was held on Friday 22 July 2016 at the Korin Gamadji Institute at the Richmond Football Club, Punt Road, Richmond. One hundred and sixteen secondary students from the Archdiocese of Melbourne along with staff, parents, Koorie Education Workers and Aboriginal community members were given an opportunity to gather together and live the National NAIDOC theme of *Songlines: The living narrative of our nation*. Inspirational leaders like Wurundjeri Elder Uncle Bill Nicholson, who began the day with a Welcome to Country, and the Very Rev Father Joe Caddy, who shared stories that gave us a sense of their humanity and commitment to justice.

The success of the day was due to the collaborative efforts of the staff from Catholic Education Melbourne, Richmond Football Club's Korin Gamadji Institute, Australian Catholic University's Jim-baa-yer's Indigenous Unit, the Aboriginal Catholic Ministry of Victoria and the Mullum Mullum Elders Choir. They worked diligently to design a program that engaged and connected students with each other and the contemporary Aboriginal and Torres Strait Islander story of Melbourne.



*Sticky-notes conversations*

### Year 12 Graduation Dinner for Aboriginal and Torres Strait Islander Students:

The 2016 Year 12 Aboriginal and Torres Strait Islander Students Graduation dinner was held on Wednesday 16 September at the Catholic Leadership Centre, East Melbourne, in which 105 Aboriginal and Torres Strait Islander students graduated. The dioceses of Ballarat, Sale and Sandhurst were also included. The night commenced with a Welcome to Country by Aunty Di Kerr, Wurundjeri Elder, followed by a response from Dr Paul Sharkey, Director, Catholic Education Melbourne and Victorian Aboriginal Education Association Inc. (VAEAI) representative Ms Lowana Moore.

The night was well attended by approximately 150 family and friends. Guests included Catholic Education Commission of Victoria Ltd (CECV) staff, VAEAI staff and school personnel. When each student was presented with a Wathaurong glass plaque and certificate, it gave the opportunity for parents, guardian or staff member to speak about their child/student. The dinner is an acknowledgment from the CECV to congratulate the 105 Aboriginal and Torres Strait Islander students on a successful journey of their education and as they begin their cultural rite passage into the next phase of their life.



### Koorie Education Workers (KEWs)

Following is a list of KEWs and their schools:

- Trevor Gallagher – Santa Maria College, Northcote
- Susan Collins – St Joseph's College, Newtown
- Nakia Cadd – St Pius X School, Heidelberg West
- Kelly Koumalatsos – St Ignatius College, Drysdale.

### Other initiatives

- School-based PL
- School-based Student Engagement Programs
- Southern Region PL
- Caritas PL
- Healesville Sanctuary PL.

# New Arrivals (Refugees)

## OVERVIEW

The English as an Additional Language or Dialect (EAL/D) – New Arrivals program, with its related initiatives, provides targeted financial, consultancy and professional learning support. This support enhances teachers' capacity to ensure sustainable improvement in the learning outcomes of newly arrived students with EAL/D. Catholic Education Melbourne works together with schools to support learning and wellbeing with integrated support and strategies that are responsive to schools' needs to strengthen engagement and learning. In 2016, funding was sought for 340 new arrival students and 1216 recently enrolled refugee students in the Archdiocese of Melbourne.

## MAIN ACTIVITIES

### Refugee Support Strategies

Catholic Education Melbourne implemented a range of strategies to assist teachers to address the educational and trauma needs of the increasing number of refugee students in Catholic schools. Additional funding enabled schools to employ refugee support teachers, multicultural aides and release for teachers to participate in professional learning facilitated by the New Arrivals team.

### Professional Learning for teachers

A range of professional learning opportunities were provided for leadership teams and teachers working with EAL/New Arrival/Refugee students facilitated by the New Arrivals team.

### TEAL Project (Tools to Enhance Assessment Literacy (TEAL) for Teachers of English as an Additional Language)

The Department of Education and Training (DET), in partnership with the Catholic Education Commission of Victoria Ltd (CECV) and Independent Schools Victoria (ISV), commissioned the University of New South Wales to develop an e-based toolkit of assessment tools and advice. This will assist teachers in developing pedagogically sound and useful approaches for assessing the English language development of EAL/D students and providing reliable data to inform effective school-based monitoring and planning.

In 2016, the New Arrivals team supported teachers from Catholic primary and secondary schools in the provision of trialling and feedback of TEAL units of work. A 'train the trainer' model was implemented throughout 2016 in conjunction with DET and a number of teams from Catholic primary schools worked together to write units of work.

### EAL – New Arrivals Program

The Catholic Education Melbourne New Arrivals program was regionally based to allow Learning Consultants – New Arrivals (Refugees) to provide consultancy and professional learning support to schools to meet the settlement and educational needs of newly arrived students who have English as an Additional Language both from migrant and refugee backgrounds.

A grant allocation was made to primary schools, with eligible, newly arrived, EAL/D students to employ a teacher to work on a sessional basis with the students. Eligible students are entitled to the equivalent of 6 months for migrants and 12 months for refugees of intensive English language tuition in the mainstream school setting. Some students newly arrived from secondary schools were able to access the Department of Education and Training English Language Centres for intensive English language tuition if a place was made available. Many newly arrived students also accessed English language tuition directly at Catholic secondary schools and we were able to provide support enabling them to access tuition in the mainstream school setting.

Learning Consultants – New Arrivals (Refugees) also supported schools to meet the complex settlement and long-term educational needs of the growing number of recently enrolled refugee background students in Catholic schools. An additional allocation of funding was distributed by the CECV Grants Allocation Committees (Primary and Secondary) in 2016, per refugee student who had enrolled at the school in 2014, 2015 and 2016. This allocation was used to fund initiatives and programs in the school, which supported all refugee background students.



### **Mercy Connect Refugee Volunteer Thank You Celebration**

The New Arrivals (EAL) team hosted the Mercy Connect Refugee Volunteer Thank You Celebration on 6 December 2016. Aref Ramazani, recipient of the Ian McKenzie Endeavour Grant and student of media photography and film making at RMIT, spoke about his experiences as a refugee and his work in nurturing and training young people from migrant and refugee backgrounds.

Mercy Connect is a project of Mercy Works, which is a ministry of the Sisters of Mercy, Australia and PNG. The Mercy Connect Project, in partnership with Catholic Education Melbourne, uses the extensive educational experiences of trained volunteers to provide additional in-school support and mentoring to refugee/asylum seeker students as they settle into the Australian educational setting.

The program began in 2011 and now has over 150 volunteers working on a weekly basis in many Catholic primary and secondary schools with over 800 refugee students.

# Leadership & School Development

## OVERVIEW

The Leadership and School Development Team works within three streams of school engagement and system support. These streams are

- School Development and Improvement
- Leadership Capacity Building
- Governance and Compliance Support.

The team engaged with schools, parishes and Catholic Education Melbourne staff to strive to improve the outcomes of students in Catholic schools in the Archdiocese of Melbourne through the 2016 Catholic Education Services (CES) School Engagement Model. The five core engagement modes within that model are:

1. Brokerage of School Support
2. Collectives for School Improvement
3. Targeted Professional Learning Programs
4. Onsite Engagement with Schools
5. Leadership and Development Staff Networks.

In 2016 the team worked to determine and develop avenues for support for schools in the three core streams of responsibility listed above within the five modes of the CES School Engagement Model.

The team also supports school and Catholic Education Melbourne staff through the co-ordination and oversight of school reviews, VRQA Minimum Standards compliance, school governance training and documentation and principal appointment processes.

## MAIN ACTIVITIES

### School Reviews and VRQA Minimum Standards Compliance

The team was involved in the training of 20 school reviewers and coordinated 75 primary school reviews and 16 secondary school reviews and VRQA Minimum Standards Checks. This included the compliance requirements with respect to the Ministerial Order No. 870 Child Safe Standards. It also involved support of the VRQA Hot Review program and subsequent adaptation of processes and training.

### Principal Formation, Support, Appraisal and Recruitment

Initiatives to build capacity in senior school leaders involved coordination of sponsored study opportunities in three tertiary courses for 60 school leaders, sponsored training in coaching for 56 senior school leaders and aspirant principal formation for 28 deputy principals.

Support for current principals included the coordination of 22 principal appraisals, 32 sponsorships for access to professional leadership coaching and the sponsored opportunity for 12 principals to study for five weeks at All Hallows College, Dublin.

### School Governance: Training and Resource Development

Support for canonical administrators, school leadership teams and school board members included facilitation of workshops and development of resources on good governance for Catholic school leaders. This work included the support of school constitution review and renewals, the development of board charters, handbooks and induction materials.

### Launch of ACER National School Review Tool Pilot

Brokerage of service provision for an additional form of school review was negotiated with the Australian Council of Educational Research (ACER) using the National School Improvement Tool. The pilot program was oversubscribed with 18 schools being offered the opportunity to participate in 2017.

### Coordination of Sponsored Study for the Master of Business Administration – Executive, Master of Leadership and Master of Educational Leadership

Sponsorships for study with ACU in the Master of Business Administration – Executive (MBAE), Master of Leadership and Master of Educational Leadership were undertaken by 68 senior school leaders and Catholic

## THEME 2: QUALITY TEACHING FOR ALL LEARNERS

Education Melbourne staff. The first cohort of MBAE sponsored study participants (10 secondary principals and 14 primary principals) graduated in March.

### Other Initiatives

- Incorporation of the Victorian Child Safe Standards into principal recruitment processes and school reviewer training.
- Research into principal wellbeing and brokerage opportunities to address emerging needs
- Coordination of sponsored overseas religious leadership study immersion for senior school leaders (All Hallows College, Dublin).
- Accredited GROWTH Coaching training for school leaders and CES staff.
- Profiling and sponsorship of AITSL resources and tools for teachers and school leaders.

- Catholic Education Melbourne representation on statutory authority committees and boards: Victorian Curriculum and Assessment Authority (VCAA), Victorian Institute of Teaching (VIT) Accreditation Committee, CECV Review Body, AITSL Professional Growth Network, VUT College of Education Reference Group, DET Teacher Supply and Demand Reference Group.

### KEY EVENTS

- Graduate Teacher Welcome Mass and Dinner
- MBAE Graduation Ceremony
- Principal Induction Retreat
- Aspirant Principal Residential Program

## PROFESSIONAL LEARNING

Activity / Course	Participants				
	Primary	Secondary	Other	CEM Staff	Total
Principal Induction Program	39	7	1		47
Growth Coaching International Training	25	3		52	80
Aspiring to Principalship	21	7			28
Principal Appraisal	9	13			22
Coaching Bank for Principals	30	2			32
School Reviewer Training			33	13	46
Master of Business Administration – Executive	9	18	3	5	35
Master of Leadership	9	12			21
Master of Educational Leadership	6	6			12
Renewal Sabbatical Program for Senior School Leaders (All Hallows College, Dublin)	13				13
Parish Education Board Training	75			5	80

# Student Wellbeing

## OVERVIEW

The Student Wellbeing Unit is committed to supporting Catholic school communities to create safe, inclusive and welcoming learning environments where all young people are supported to flourish.

Initiatives delivered through the Student Wellbeing Unit seek to foster student engagement, build resilience, strengthen partnerships with families and enhance young people's sense of belonging to school and community. A positive sense of wellbeing supports a base for rich learning and enables young people to realise their unique potential.

Placing a central focus on building the knowledge and professional practice of staff, the Student Wellbeing Unit supports Catholic schools communities to promote the health, wellbeing and engagement of young people to develop as optimistic, resilient citizens, ready to be effective members of community, contributing to and enriching the world around them.

## MAIN ACTIVITIES

### Enable, Connect, Grow, Flourish: Four-part series delivered in partnership with Berry Street Childhood Institute

This four-day sequential professional learning series used the latest wellbeing and learning research to strengthen the capacity of primary and secondary school leaders, Student Wellbeing leaders and teachers to identify, plan and promote links between student engagement, learning and full flourishing.

The seminar series was delivered in partnership with the Berry Street Childhood Institute using a blended learning methodology including peer-collaboration and opportunities for participants to pilot strategies at a whole-school and classroom level.

The four-day series explored wellbeing and learning through five domains:

1. **Body:** Building school-wide rhythms and body-regulation through a focus on physical and emotional regulation of the stress response, de-escalation in school and classroom contexts, and mindfulness opportunities throughout the school day.
2. **Relationship:** Increasing relational capacities in staff, students and families through attachment and attunement principles with specific relationship strategies to engage vulnerable young people.
3. **Stamina:** Creating a strong culture of independence for academic tasks by nurturing resilience, emotional intelligence and a growth mindset.
4. **Engagement:** Employing engagement strategies that build confidence and empower students.

5. **Character:** Harnessing a values and character strengths approach to enable successful student self-knowledge, which leads to empowered future pathways.

This approach acknowledged the holistic development of young people and prepared schools to drive strategic practices across the Student Wellbeing and School Community spheres through four strategic themes that focused on:

1. building environments for learners and their communities that are safe, inclusive and healthy
2. fostering relationships and partnerships between families and communities that encourage students to connect, grow and flourish
3. developing engaged and resilient citizens who have a strong sense of self
4. promoting transformational learning that is meaningful for students and responds to both their interests and their cognitive, emotional, social, physical and spiritual needs.

### Student voice & VicSRC collaborative partnership

Catholic Education Melbourne continued its partnership with the Victorian Student Representative Council (VicSRC) to strengthen student voice, statewide networks and opportunities for student leadership and learning.

Victorian Catholic schools were well represented across a range of Vic SRC's initiatives including the hosting of regional conferences, delivery of the *Teach the Teacher* program and attending professional learning activities. Four Catholic schools were nominated for Vic SRC Recognition awards showcasing best practice in student voice, leadership and student-led action teams and two students were nominated for the Vic SRC Executive.

## THEME 2: QUALITY TEACHING FOR ALL LEARNERS

Teachers worked in partnership with Student Wellbeing Officers to deliver Student as Researchers, a pilot project seeking student feedback about their safety. The Student Voice Reference Group provided a sounding board and forum to consider strategies that enhance student voice and suggestions to increase opportunities for student representation.

### Fifteen Family–School Partnership Clusters with 60 schools engaged in 2016

Catholic Education Melbourne committed almost \$650,000 over 2016–2017 to extend funding to support Family–School Partnerships (FSP) clusters. This latest funding further enabled clusters and school communities to continue leading local action, joint practice and governance to build stronger family and community partnerships to improve student wellbeing and learning outcomes.

Catholic Education Melbourne's financial commitment for 2016 & 2017 was in addition to the strategic cluster support and a unified approach to professional learning delivered through the Wellbeing & Community Partnerships Unit.

### Master of Education (Student Wellbeing) – Partnership with Australian Catholic University

Catholic Education Melbourne offered 50 leaders and teachers in the Archdiocese of Melbourne the opportunity to complete sponsored study in a new, two-year Master of Education (Student Wellbeing) at Australian Catholic University (ACU).

This course is part of Catholic Education Melbourne's new partnership approach with ACU for delivery of all sponsored professional learning from 2016.

Sponsorship in the Master of Education (Student Wellbeing) reflects Catholic Education Melbourne's commitment to developing systemic and school leadership capacity in prevention and early intervention strategies that support improved student outcomes and strengthen young people's mental health, resiliency and social emotional wellbeing.

### National School Chaplaincy Programme

The National School Chaplaincy Programme (NSCP) is a four-year, Commonwealth-funded initiative which aims to support the emotional wellbeing of students through the provision of chaplains/pastoral care workers in Victorian schools. Under the NSCP government, Catholic and independent school sectors received grants of \$20,000 per annum to appoint chaplains/pastoral care workers.

A total of 59 Catholic primary and secondary schools in the Archdiocese of Melbourne successfully received funding in 2016.

### Other Initiatives

- Promotion of National Safe Schools Framework including cybersafety and responsible use of social media.
- Continued support of the eSmart initiative developed through the The Alannah and Madeline Foundation. eSmart is designed to help schools improve cybersafety and reduce cyberbullying and bullying.
- Catholic schools engagement in the National Day of Action (NDA) against Bullying and Violence in March.
- Partnership with the Victorian Catholic Schools Parent Body (VCSPB) to explore parent advocacy and engagement in Catholic school communities.
- Australian Catholic Religious Against Trafficking in Humans (ACRATH): professional learning for staff focusing on Catholic social teachings which emphasised the dignity of the human person, common good, justice, solidarity and working towards the elimination of human trafficking in Australia, Asia Pacific and globally.

## PROFESSIONAL LEARNING

ACTIVITY / COURSE	PARTICIPANTS		
	Primary	Secondary	Total
Enable, Connect, Grow, Flourish: Student Wellbeing Leaders (four-part series)	325	55	380
Family and community engagement in Catholic secondary school communities for the Victorian Secondary Deputy Principals Association		35	35
Master of Education (Student Wellbeing) ACU	19	17	36
Restorative Practices in Catholic School communities: New Teachers Induction	65	15	80
Restorative Practices – Advanced Skills Training	30	15	45

- *Student Wellbeing in Catholic school Communities*: ACU Master of Education (Student Wellbeing) cohort 2016
- *School, family & community engagement*: ACU Master of Education (Student Wellbeing) 2016 cohort
- *Sexuality education: The issues for secondary Catholic schools* (delivered in partnership with Catholic Identity Unit)
- Student Wellbeing Leaders Induction (newly appointed)
- Family-centred Classroom Practices.



# Child Safety

## OVERVIEW

Catholic Education Melbourne, through the Student Wellbeing Unit, led the implementation of the new Victorian Child safety reforms in Catholic schools. Initiatives were focused on cultural change and strategies to build awareness and the capacity of Catholic school communities to meet the specific requirements of Ministerial Order No. 870, gazetted on 7 January 2016, within a framework of student care and wellbeing.

Significant support was made available to schools from the beginning of 2016, including policy updates, briefings and workshops, resources and guidelines, website releases and the initiation of courses and pilot projects. The Catholic Education Melbourne Child Safety Working Party, with primary and secondary principal representation, was a critical sounding board and was heavily consulted throughout this period.

Catholic Education Melbourne also worked collaboratively with the diocesan offices, the Department of Education and Training (DET) and the Victorian Registration and Qualifications Authority (VRQA) to develop protocols, accountability arrangements and further resources to support schools to effectively implement the child safe standards.

## MAIN ACTIVITIES

### Partnerships

Catholic Education Melbourne formed statewide partnerships and school partnerships, working proactively with the diocesan offices, DET and the VRQA to strengthen school capacity to implement the child safe standards and build a culture where the protection of children is an organisational priority embedded in everyday practice.

In late 2015, the Executive Director established the Child Safety Working Party (CSWP) to provide advice and direction on initiatives, policies and practices to enable Catholic school communities to lead the way in the care, wellbeing and protection of children and young people.

Membership today includes primary and secondary principal representatives and key staff from teams within Catholic Education Melbourne. The Working Party met on six occasions throughout 2016 and advised on a communication plan to promote Catholic school awareness of and engagement with the child safety reforms, incorporating the minimum child-safe standards, while also providing leadership and advice on the support required by schools to effectively implement the child-safe reforms and the related strategies, approaches and resources required to build leader and teacher capacity.

At state level, the Cross-Sectoral Betrayal of Trust Implementation Working Group played a key role in providing high-level strategic direction and coordination for cross-sectoral implementation of the Victorian reforms. This key group draws its membership from key stakeholder groups including the Catholic sector and Independent Schools Victoria (ISV), the VRQA, the Department of Health and Human Services and the Victorian Institute of Teaching (VIT).

Key activities with the VRQA included:

- collaborative development of resources to support schools to effectively implement the child-safe standards (materials, including guides, checklists and videos were released to schools on the VRQA child safe standards website)
- trial and implementation of the VRQA Child Safe Readiness Tool in Catholic schools (February 2016) to provide schools with baseline information on their level of compliance with the Child Safe Standards and the gaps to be addressed
- the VRQA Child Safe Standards Information Sessions in May–June with a total of 204 (41%) of Catholic schools in attendance – three of the twelve sessions in Victoria were held at the Catholic Leadership Centre
- collaborative work with the VRQA to implement the 2016 Compliance and Attestation Process for Catholic schools.

### PROTECT – a new cross-sectoral protocol

In August 2016, a significant cross-sectoral project was realised with the development and release of a new protocol *PROTECT: Identifying & Responding to All Forms of Abuse in Schools*.

This protocol reflects a unified commitment between the CECV, DET and ISV to protect the wellbeing and safety of all children and young people.

The new protocol contains the following new documents:

- Identifying and Responding to All Forms of Abuse in Victorian Schools replaces the 2010 document Protecting the safety and wellbeing of children & young people.
- Four Critical Actions for Schools: Responding to incidents, disclosures and suspicions of child abuse, which replaces the 2010 document
- a step-by-step guide to making a report to child protection or child first.
- a new resource Responding to Suspected Child Abuse
- a template for all Victorian schools was developed to assist schools document any incident, disclosure or suspicion that a child has been or is at risk of being abused. This template is to be used in conjunction with the Four Critical Actions for Schools.

Catholic Education Melbourne Policy 2.19: Child protection – Reporting obligations and Policy 2.19a: Police & DHHS interview protocols were updated to reflect the new PROTECT protocol for responding to and reporting suspected child abuse, and schools were provided with an editable template for school-level policies.

### CEVN website design

Catholic Education Melbourne and CECV Child Safety Working Parties agreed on a new Victorian Catholic web page (on CEVN) as the entry point to Child Safety information and support. The page was designed as a 'one-stop shop for Catholic schools' at two levels, Victorian and diocesan. It was launched in late May 2016 and data shows that within one month, the Child Safety Home Page was ranked #15 overall on CEVN with 3770 views: 1706 unique views and 2064 users viewing more than once. The site has been progressively populated with templates and key sector resources and includes links to related websites including the DET and VRQA resources.

### Graduate Certificate in Safeguarding Children and Young People

Formally launched by the Executive Director and ACU on 9 August 2016, the Graduate Certificate in Education: Safeguarding Children & Young People at Australian Catholic University (ACU) is a unique course,

the first of its kind in Australia. It is a key professional learning initiative designed to further equip Catholic school leaders and senior staff with knowledge, skills and understanding of contemporary issues and responses to safeguarding children and young people within Catholic educational settings. The four units address:

- Unit 1: Working with children and young people: ethics, values and practices
- Unit 2: Theology of Childhood: close to the mystery of God
- Unit 3: Safeguarding children and young people: perspectives from law and welfare
- Unit 4: Safeguarding children and young people: implications for professional practice in education settings.

### Improved Staff Selection and Human Resource Practices Industrial Relations

The CECV and Catholic Education Melbourne Child Safe Working Parties worked in partnership with the CECV Industrial Relations Unit to address Child Safe Standard 4, concerned with school staff selection, supervision and management practices. The three following sets of Guidelines were released from July–September 2016 including processes and templates to support schools to aim towards best practice in recruitment and staff management.

- CECV Guidelines for [Employment of Staff in Catholic Schools](#)
- CECV Guidelines for [Engagement of Volunteers in Catholic Schools](#)
- CECV Guidelines on the [Engagement of Contractors](#).

Following dialogue with principals in Term 4, a new CEM FAQ Guide on engagement of volunteers was released to sit alongside the CECV Guidelines. The FAQ addresses questions raised by principals and assists schools to develop recruitment plans which reflect their school settings.

### Other Initiatives

- Release of CECV Commitment Statement on Child Safety and related poster
- Release of CECV Guide for Catholic Schools Developing a Child Safety Code of Conduct and template
- Release of Catholic Education Melbourne Guide to Developing a Child Safety Policy and related template
- Release of a new cross sectoral Guide to Identifying and Responding to Student Sexual Offending
- Principal Feedback – Child Safety Standards Implementation Survey
- Principal and Parish Priest Briefing – Professor Smallbone address.

## PROFESSIONAL LEARNING

ACTIVITY / COURSE	PARTICIPANTS		
	Primary	Secondary	Total
Child Safe Standards: A Guided Workshop (Primary – Southern and Eastern)	86	0	86
Child Safe Standards: A Guided Workshop (Primary – Northern and Western)	124	0	124
Child Safe Standards: A Guided Workshop (Secondary)	0	54	54
Inaugural Graduate Certificate in Safeguarding Children and Young People (Unit 1)	7	3	10 (+ 3 external)
Principal Network Briefings – Child Safety	235	55	290

## THEME 3

# Capability to Better Serve and Lead



# Communications and Marketing

## OVERVIEW

In 2016, the Communications and Marketing Unit provided key support to school leaders with the following materials:

- weekly Catholic Online Mail for Schools (COMS) emails on operational matters, leadership vacancies in Catholic schools, professional learning opportunities and related items
- fortnightly eNewsletter *Director's eNews* from the Executive Director including information on Catholic Identity, school best practice, curriculum matters, summary of media articles, Catholic education and Church news, professional reading and professional learning opportunities for principals and members of school leadership teams
- quarterly magazine for parents titled [Catholic Education Today](#)
- special emails for notification of urgent matters
- media releases on behalf of the sector.

## MAIN ACTIVITIES

### Public Affairs

The Public Affairs Team played an important role during the 2016 Federal Election. In addition to analysing the policy positions of the major parties, the Unit was responsible for developing materials for all schools to share with families. The re-election of the Coalition in July was to have locked in funding increases for Catholic schools at 3.56% in indexation, although events in 2017 have now made this seem unlikely. The Greens were critical of the role that Catholic education played during the election, and the Unit played a role in providing evidence in defence of the sector to the Australian Charities and Not-for-profits Commission (ACNC).

The Team increased its generation of school-focused content on the Catholic Education Melbourne website, and for use in *Catholic Education Today*. Recruitment and development of staff with video-making abilities has allowed for more accessible story-telling, allowing for content to be shared directly to social media channels.

### Websites

#### Catholic Education Victorian Network (CEVN)

To continue to improve delivery of COMS, *Director's eNews* and the range of other documents and materials to schools via the intranet, in 2016 a business analysis of the needs of principals, business managers, administrative staff and other key personnel was undertaken as the first step in a complete overhaul of the CEVN website, which will be rebuilt in 2017. The refurbished intranet will be built using responsive design, an approach that responds to the user's

behaviour and environment based on screen size, platform and orientation, improving usability on tablets, iPhones and other devices.

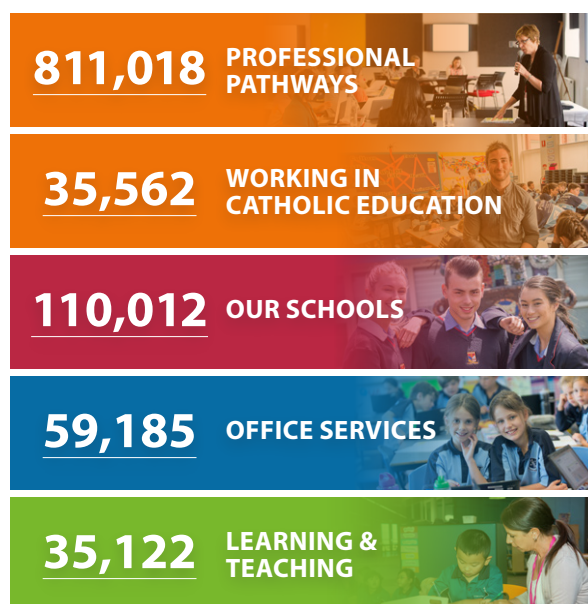
The site continues to be the main portal for the exchange of data and correspondence between Catholic Education Melbourne and Victorian Catholic schools. Teacher resources, weekly operational correspondence, policies, financial worksheets, emergency management, student attendance, federal and state government compliance requirements, together with over 400 professional learning activities, provide essential information for school personnel strengthening school accountability and operations. All employees within the Victorian Catholic education sector are able to access their personal service records within the CEVN site.

#### Catholic Education Websites

The Catholic Education Melbourne [website](#) promotes Catholic education in the Archdiocese of Melbourne. Content is constantly updated, along with the addition of new resources and initiatives, links, and fortnightly updates to staff and the services provided to schools. In 2016, 94 weekly news items focused on achievements, awards, stories and celebrations from the school community. The number of subscribers to the Positions Vacant alert, available via the [Find a Job](#) section, continued to increase.

In 2016, the [Catholic Education Commission of Victoria Ltd \(CECV\)](#) website was completely rebuilt with a contemporary look, streamlining content to a more targeted audience. Website visitors can also subscribe to updates whenever a page is changed.





Top hit sections on the Catholic Education Melbourne website

In addition, to maintaining and updating the Catholic Education Melbourne and the CECV website, Publications staff update the staff intranet *gabriel* on a daily basis.

### Email Correspondence

EMAILS FROM THE EXECUTIVE DIRECTOR	COMS	58,212
	Director's eNews	22,701
	Christmas Message	19,751
	Easter Message	19,723
	World Teacher's Day	19,751

Number of emails sent out from the Executive Director in 2016

### Catholic Online Mail for Schools

The Catholic Online Mail for Schools (COMS), a weekly email to school principals on a range of operational and educational matters linked to the CECV intranet, was distributed each Friday of the school term. Occasional special messages were required for extraordinary or urgent items.

Also distributed to all staff in Melbourne Catholic schools was an Easter message from the Archbishop, a World Teacher's Day message, and the annual Christmas message from the Executive Director.

### Director's eNews

*Director's eNews*, a fortnightly online newsletter, continued to be the leading communication with schools where the Executive Director imparted news to principals on:

- coming events in the Catholic and education community
- major educational policy directions
- stories on best practice in schools across the Archdiocese of Melbourne
- a summary of recent media reports on educational matters
- opportunities for professional learning
- a Catholic identity article as the lead article in each edition.

*Director's eNews* was also emailed to parish priests, leaders of religious congregations and Catholic Education Melbourne staff each fortnight.

### Publications

A wide variety of online and print publications were produced in 2016, including brochures, reports, statistical bulletins, flyers, Mass booklets, Catholic Education Week promotions, conference paraphernalia and invitations, and an update of the two parent handbooks which moved to a full online publication.

Four editions of *Catholic Education Today* were distributed to families via their child's school, with stories including Loreto College student attending Space School in Houston, De La Salle student Corey Lyons selecting in the AFL draft as well as achieving a high ATAR score during Year 12; Maree Tsotsos of Year 6 interviewing Missy Higgins; Bridgette Veneris in Grade 3 inventing an easy-to-use bandage dispenser and winning a trip to NASA Kennedy Space Centre; two visually impaired students attending Space Camp in the USA; Adam Ladell appearing on *The Voice* while dealing with the difficulties of Tourette's Syndrome; Mason Dwyer being named Junior Lord Mayor of Melbourne for 2016; 38 students receiving the Premier's VCE awards; and many stories of schools working in social justice to improve acceptance of refugees and their adjustment to life in Australia.

The stories of Catholic schools and students are endless, and *Catholic Education Today* is a small way to celebrate their journeys.

# Analysis, Policy and Research

## OVERVIEW

The Analysis, Policy and Research Unit undertakes a broad portfolio of work that supports Catholic Education Melbourne governance and strategic management processes including:

- Catholic Education Melbourne corporate planning and strategy
- data analysis and research
- governance, policy and compliance.

Team services include:

- strategic business planning and reporting
- data analysis and statistical reporting to inform organisational and school improvement strategies, and system-wide policy development and review
- policy and research governance
- analysis of research that provides new insights and an evidence base to assist in improvements in student outcomes and school effectiveness
- management of the Research in Schools program
- school registration, compliance and government reporting
- Catholic Education Melbourne Privacy Policy
- coordination of Catholic Education Melbourne risk-management and business-continuity programs.

## Governance, Compliance and Strategy

The Analysis, Policy and Research Unit coordinated and managed governance and compliance requirements on behalf of the Catholic Education Commission of Victoria Ltd (CECV) in relation to minimum standards for school registration and administration of schools' copyright agreements.

The team led the development and implementation of a range of initiatives to support good corporate governance processes for Catholic Education Melbourne and to ensure relevant and timely data and information was reported to management to support effective decision-making.

## Analysis and Reporting

In 2016, the Analysis, Policy and Research Unit analysed and reported data and information collected by Catholic Education Melbourne and the CECV to support organisational planning, school improvement efforts, the provision of services to Catholic schools, and the accountability requirements of government. The team also undertook analyses of data and prepared relevant reports, briefings and statistical bulletins.

## Research

The coordination and assessment of more than 100 requests from institutional researchers wishing to conduct research in Catholic schools in the

Archdiocese of Melbourne occurred in 2016. Research conducted in schools assists in the development and evaluation of school programs and provides an evidence base to assist planning for improvements in student outcomes and school effectiveness.

## Policy

The coordination of policy development and the provision information, advice and resources to schools about a range of legislative, regulatory and Canon Law requirements were ongoing projects for the Analysis, Policy and Research team in 2016.

## Main activities

Implementation of the Research Register took place in 2016, allowing researchers to submit, monitor and track progress of research applications via an online portal, resulting in a more streamlined and efficient process.

The Understanding School Engagement in Research (USER) project, which seeks to understand and meet the needs of schools in regard to their engagement in research projects; and engagement with research findings and evidence, was implemented.

Practical privacy policy guidance and updates were provided and a policy for handling grievances and complaints resolution was developed.

# ICON

## OVERVIEW

The Integrated Catholic Online Network (ICON) is a collaborative project of the Catholic Education Commission of Victoria Ltd (CECV) involving Victorian Catholic schools and the four diocesan Catholic Education Offices.

ICON will support enhanced student learning and enable school administrative processes to be more efficient and effective by providing a technology platform and support to enable school leaders, teachers and staff to collaborate and bring about new ways of working that optimise student learning outcomes, and optimise school administration.

## MAIN ACTIVITIES

### eAdmin

The ICON suite of eAdmin products (eHR/Payroll, eFin and eSis) was rolled out progressively to the following eight primary schools in Term 4, 2016:

- St Joseph's Primary School, Boronia
- St John Vianney's School, Mulgrave
- Emmaus Catholic Primary School, Sydenham
- St Jude the Apostle School, Scoresby
- St Louis de Montfort's School, Aspendale
- St Timothy's School, Vermont
- St Francis Xavier School, Frankston
- Siena Catholic Primary School, Lucas (Diocese of Ballarat, opening in 2017).

School leaders and staff started using the eAdmin applications to process payroll, pay accounts and manage student details.

### ePortal

An ePortal was developed for the rollout of ICON to the first group of schools. The portal provided school staff with single sign-on access to the eAdmin product suite and the school's G Suite for Education account.

### eLearn

There were 81 schools with 32,303 staff and student users in the Catholic Education Victoria (CEV) instance of G Suite for Education. Forty-nine schools in the CEV instance were also provided with access to the cloud-based learning management system Hapara.

Training workshops in Hapara were provided for school leaders. The workshops were held in Term 4 and were attended by more than 220 teachers and staff from 102 schools across Victoria.

Online courses in Google Drive, Chrome, Sites, Forms and Slides have been developed for leaders and teachers in schools. There were 893 registrations in My PL (IPLS) to undertake these courses.

### ICON Communications

In 2016 the following communication activities about the ICON project and rollout was provided to school leaders and diocesan staff:

- regular newsletter (five Project Update newsletters were published in 2016)
- ICON [Implementation Support](#) site with updated content, links to the newsletter, product resources, online training modules and product FAQs
- inbox for responding to ICON enquiries from school leaders and staff
- quick reference guides and user guides for eAdmin and the ePortal.

# Enterprise Content Management

## OVERVIEW

The Enterprise Content Management (ECM) program was initiated in 2015 to improve and holistically manage organisation knowledge, corporate information, documents and records in a centralised, coordinated manner. Information managed within the ECM system is to be secure, and available to all authorised staff at any given time from anywhere over a number of media, to be able to make corporate decisions quicker and more effectively.

## MAIN ACTIVITIES

In 2016, the ECM Unit developed an extensive requirements list to procure an appropriate system in line with Strategic Objective.

It conducted a thorough tender evaluation process, trialling each of the final two products for three weeks.

The Unit conducted an exhaustive negotiation process to ensure Catholic Education Melbourne gained

every possible benefit within the allocated budget and completed seven core Information Management and Records Management strategies that underpin the system configuration and form the organisational framework for Information Management.

ECM then entered into a five-year service contract to manage Corporate Information through a cloud-based Information Management System, to be implemented in 2017.

# Industrial Relations

## OVERVIEW

The Industrial Relations (IR) Unit of Catholic Education Melbourne provides dedicated expert workplace relations services that Catholic schools and Catholic Education Offices across the state choose to use and value. The IR Unit provides an industrial relations service to Catholic schools across Victoria, funded under a Service Level Agreement with the Catholic Education Commission of Victoria Ltd (CECV). It also provides services and advice to parish priests and school principals on industrial relations, Occupational Health and Safety (OHS), WorkCover and Equal Employment Opportunity (EEO).

## MAIN ACTIVITIES

In 2016, the IR Unit prepared for and commenced negotiations for the 2016 Enterprise Agreement. It also supported the Salary and Conditions Board in its review of the conditions of employment for secondary principals, specifically the development of motor vehicle guidelines for employers, and the review and update of the employment contract for secondary principals.

The *CECV Guidelines on the Employment of Staff*, *CECV Guidelines on the Engagement of Volunteers* and *CECV Guidelines on the Engagement of Contractors* in Victorian Catholic Schools were all developed and published by the IR Unit throughout 2016, working to support schools to meet the requirements of the Child Safe Standards and Ministerial Order No. 870 as introduced by the Victorian Government.

Updated Industrial Relations and OHS / WorkCover sections of the new CECV website were launched, providing schools with a fresh, user-friendly website together with updated resource information.

The Unit provided high-level support to schools in the areas of OHS and WorkCover, including 94 OHS school-safety assessments, 15 OHS risk-safety assessments, and 27 training sessions.

### Other initiatives

- Published a report into fixed-term employment and guidelines to support school employers and leaders in understanding the issues and the requirements of fixed-term employment in Catholic education.
- Produced an OHS animated video *10 Steps for Managing Chemicals in Schools*.
- Reviewed and updated OHS policies and procedures with a focus on practical support for principals for new website
- Prepared and distributed a *Guide to Workers' Compensation and Return to Work*.
- Prepared a *Guide to the Return to Work Process*.
- Held a trial webinar on *Conversations that Work*.
- Trialled and implemented the Polonious case management system
- Held over 55 trainings sessions and Enterprise Bargaining consultation meetings around Victoria.



## THEME 3: CAPABILITY TO BETTER SERVE AND LEAD

### Professional Learning

ACTIVITY / COURSE	PARTICIPANTS		
	Primary	Secondary	Total
OHS for School Leaders	57	23	80
Know Your Agreement – Education Support	3	5	8
Know Your Agreement – School Leaders	9	18	27
Managing Employment Concerns – School Leaders	3	12	15
OHS Basic Chemical Management	5	5	10
Redundancy & Introduction of Change	2	9	11
Return to Work Coordinator Training	53	8	51
VCEMEA Leave	1	10	11
Administration Officers Start-of-Year Forum			60
Workplace Behaviour and Conduct for Staff – Professional and Legal Expectations			160
Principal Induction			30
Principal Network Group – Eastern			15
Principal Network Group – Northern			15
EBA Consultation – Mercy Education			3
EBA Consultation – Eastern Region Education Support Network			50
EBA Consultation – Eastern Region Deputy Principal Network		30	30
EBA Consultation – North Western Principal Network			15
OHS Occupational Violence			25
EBA Consultation		3	3
Occupational Health and Safety		4	4
EBA Consultation – Outer Eastern Principal Network			20
EBA Consultation – PAVCSS Executive Network		15	15
CEBA Business Managers Network			50
EBA Consultation – CEBA Network			5
EBA Consultation – North-east Region Network			20
EBA Consultation – VACPSP	19		19
Behaviour in the Workplace: Professional and Legal Obligations	18		18
EBA Consultation			63
OHS Policy / Procedures – Eastern Region			6
New Principal Induction			18
Occupational Violence – Principal Network			22
Administration Conference			90
EB Consultation – Eastern Region			6
Child Safety – South Eastern Principal Network			20
Child Safety – Peninsula Principal Network			20
Child Safety / EBA Consultation – Western Principal Network			40
Child Safety – Geelong Principal Network			15
Child Safety – South-eastern Principal Network			25
Webinar – Conversations that Work			10
Child Safety – North-east Principal Network			25
Child Safety – Outer-east Principal Network			25
EBA Consultation – VACPSP	4		4
Managing Employment Concerns – Southern Principal Network			16
EBA Consultation – PAVCSS		10	10

# Information Technology Services

## OVERVIEW

Catholic Education Melbourne, through the Information Technology Services (ITS) Unit, assists Catholic schools in the management of email, bandwidth, internet traffic, security and school networks.

## MAIN ACTIVITIES

### IT Helpdesk

The IT Helpdesk provided dedicated IT services to schools and Catholic Education Melbourne staff from 8.00 am until 5.30 pm every day. The ICON and ITS Helpdesks merged at the end of 2016.

### IT Infrastructure

The ITS business unit provided dedicated IT services to Catholic Education Melbourne staff and schools. This included the operational management and security monitoring of the infrastructure for the Catholic Education Victoria Network (CEVN) website connecting all schools and Victorian Catholic Education Offices. It also included the provision of managed internet from Telstra and TPG, as well as free-peering content from Google and Apple. All access was managed by central devices and included filtering using Zscaler.

Managed infrastructure included the CISCO Videoconferencing end points, gateway and virtual meeting room hardware and the hosting systems for the CEVN and Catholic Education Melbourne websites, portals and related applications.

Other hardware included the Sharepoint infrastructure for parts of the Integrated Catholic Online Network (ICON) and *gabriel* (staff intranet) and the dedicated applications for Finance, Payroll and Records Management. Within the office, all the desktop, laptop and directors' tablet devices were managed by IT Services, along with the fleet of mobile phones. A managed print services solution using multifunction printer/scanner photocopiers has also been running across the whole of Catholic Education Melbourne's facilities.

### Applications

The ITS Unit provided oversight and maintenance of the CEVN and Catholic Education Melbourne applications including the Catholic Information System (CIS), Online Staffing Records (OSR), the Personnel

Record System (PRS) and the Long Service Leave (LSL) calculator, as well as the school Census functions. The Student Attendance System was introduced in 2013 and was extended in 2015 to cover Term 3 as well as Semester 1, 2016. For many schools, this system received automated student attendance data from their systems and stored the aggregated data centrally. Schools without compliant attendance systems aggregated the data manually and uploaded it directly to the CEVN website. Once the data was confirmed by the school it was automatically uploaded to the Australian Government Department of Education and Training for the *My School* website in 2017.

The Unit also provided support for the Students with Disability (SWD) funding application system and the School Improvement Planning (SIP) system.

The ITS Unit acted as a data custodian for much of the school and corporate data required for regulatory compliance and for strategic planning, which is contained within the CEVN and CEM applications. This includes systems that monitor usage of the Victorian Student Number (VSN) and registration of teachers with the Victorian Institute of Teachers (VIT) as well as the Working with Children Check for school and office staff.

Data was provided through various reporting services including Business Intelligence tools. The ITS unit also provided project management services to the CECV and Catholic Education Melbourne and offered IT advice to schools and other internal staff groups.

### Other Initiatives

Further upgraded more than 200 links to schools in 2016, effectively guaranteeing at least 250 kbps of bandwidth per student.

Denial of Services protection for internet feeds was implemented in June, following a number of attacks earlier in the year.

# Finance

## OVERVIEW

Finance, funding and accountability services are provided largely by the Finance Unit of Catholic Education Melbourne.

The internal Finance functions, including financial and management accounting, accounts payable/receivable, treasury and procurement are carried out by the Finance team. The Systems and Grants team manage the accounting system and the distribution of grant monies.

The administration of systemic funds and grants, and government accountability and reporting requirements, on behalf of Catholic Education Melbourne and the Catholic Education Commission of Victoria Ltd (CECV), involves the spending of funds for the purposes for which they are granted. Finance staff work closely with the Grants Allocation Committees (Primary and Secondary) and other managers to ensure that all financial and accountability requirements are adhered to and comprehensively and accurately completed within required timeframes. Another service is the financial administration of the Catholic Education Long Service Leave Scheme Victoria (LSL).

## MAIN ACTIVITIES

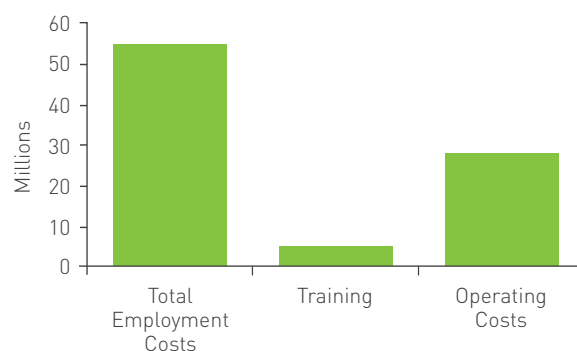
### School Funding and 2017 Budget

The Finance Unit, under the guidance of the Chief Financial Officer, provided financial parameters into the strategic planning framework for the 2017 budgets to address projected funding shortfall for the Catholic system due to low state government recurrent grant indexation and Multi-Enterprise-Agreement-driven salary increases. Following significant consultation with the Senior Leadership Team, the 2016 Budget was approved by the Executive Director and the final 2017 CECV budget completed for the approval by the CECV Board.

### 2016 Budget Allocations

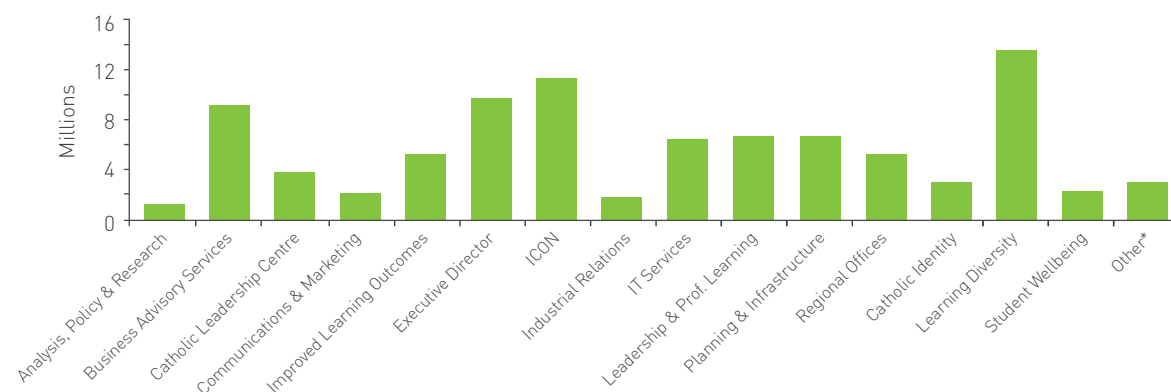
The Budget Allocations graph for 2016 highlights that the major cost of running the Office is employment

costs. The graph also shows the total budget commitment to training both school staff and Catholic Education Melbourne staff, and the final column shows the total budgeted operating costs of running all programs by the departments in 2016.



### 2016 Budgets of CEM Staff Groups and Units

The graph below represents the annual budgeted operation needs of Catholic Education Melbourne Staff Groups and Units for 2016.



\* SCF, Special Assistance Fund, Depreciation and Program charges & disbursements

### Internal Audit Program

During 2016 the Finance Unit reported to the Catholic Education Melbourne Audit and Risk Committee on internal audits for:

- contract management
- risk management
- OSR – Online Staffing Records
- follow-up audits.

It also reported to the CECV Audit and Risk Committee on internal audits for:

- contract management
- health and safety
- GAC(S) grants
- follow-up audits.

### ICON

The Finance and Systems Unit continued to work with the ICON project team towards the establishment of an optimal timetable for the implementation of eAdmin and eFin. Three staff members have been seconded to the ICON team; and the Applications Support Officer for the Online Staffing Records (OSR), had to implement changes for schools that have migrated to ICON.

### Australian Charities and Not-for-profit Commission (ACNC)

The Finance Unit continued to advise schools on Australian Charities and Not-for-profits Commission (ACNC) developments with governance and financial reporting through National Catholic Education Commission (NCEC) representation on the ACNC Working Party.

### Other Activities

- Release of a new car booking system, to a web-based system, to enhance the functionality and improve the fleet data captured.
- Updating the pool car fleet and all of the manager's cars in line with the motor vehicle benefit policy.

# School Accounting

## OVERVIEW

The School Accounting Unit provides assistance to parish priests, school principals, business managers and school administrative personnel with regards to financial and administrative accounting procedures, and government accountability and reporting requirements. A framework of supporting schools to ensure financial viability and promoting best practice is central to the services of the Unit.

School accounting services are provided by:

- regular visits to school principals by regional finance officers
- facilitation of school finance cluster meetings
- provision of targeted training programs
- access to the Finance Helpdesk.

The School Accounting Unit strives to serve and lead our Catholic schools in relation to sound financial management by upholding strong commitment to our School Service model. This model has been developed over time to respond to the changing needs of schools and the ever-changing landscape of education in Australia.

## MAIN ACTIVITIES

### Commitment to School Service Model

In 2016, Regional Finance Officers (RFOs) continued to meet on a one-on-one basis with principals with a view to enhancing principals' financial management skills and understanding of key financial information. RFOs have continued to identify primary schools that are considered to be 'at risk', which are given additional focus and attention. An 'at-risk schools' report has also been generated by the school accounting team, which is used as a tool to focus the attention of other internal departments.

Concurrently, School Finance Officers and a Finance Training Officer continued to deliver finance and administrative training under a cluster model to all eligible staff in primary schools. These finance cluster meetings have been well received as highlighted by an overwhelmingly positive survey response.

A new principal induction program was introduced during the year for newly appointed school principals. Attendance at these principal induction sessions was very high, with four one-day sessions held throughout the year, focusing on areas including financial accountability requirements, audit and internal controls, industrial relations and payroll, online staffing records, budgeting and cashflow management.

A new School Financial Dashboard report was also rolled out to schools in 2016. This report has been developed as a one-page graphical representation of a school's financial performance. The dashboard also provides relevant benchmark information, comparing a school's position to similar schools within the Archdiocese of Melbourne. School Financial Dashboard reports were presented throughout the year to school principals, parish priests and school boards.

### Administrative Officers Conference

The biennial School Administrative Officers Conference for 2016 was held at the Catholic Leadership Centre (CLC) on 6 and 7 September 2016. There were approximately 235 registrants at the conference from primary schools. Three representatives from Catholic Education Western Australia also attended to gain ideas about the conference and also network with the Melbourne staff.

A variety of elective workshops were held on the first day, with a conference dinner in the evening. The second day included a keynote address from Abdi Aden, a Somali refugee who migrated to Australia and the challenges that he has faced and how he overcame them. An ICON update was delivered by Mary Oski and a group activity was undertaken which assisted participants to understand different personality types and learn how to best work with different personality types in the workplace.

### Parents and Friends Associations

The *Financial Compliance Obligations Guide for Parents and Friends Associations* was developed to assist schools and Parents and Friends Associations (PFA) to understand and manage their financial compliance obligations through the provision of a decision framework and associated guidance. This guide acknowledges the varied structure of PFAs (school, parish or independently controlled) along with relevant financial and compliance requirements, and the potential benefits and risks for each structure.

This guide has been developed in response to the regulatory requirements of the Australian Charities and Not-for-Profits Commission (ACNC) and was incorporated into the School Service Model during 2016.

### Development of Long Service Leave (LSL) Calculator for schools

A new online LSL Reimbursement Request application was developed in 2016 to assist employers in the LSL reimbursement process. This new application replaced the previous LSL Taken Reimbursement form (Form EE), which was a Microsoft Excel-based form.

The new application pre-populates employee information such as salary, time fraction and school information from the appropriate Online Staffing Record and is accessible to all schools via the Catholic Education Victoria Network (CEVN) website.

It is envisaged that there will be significant efficiency gains in the administrative space as a result of the development of this new school application.

### ICON and Accrual Accounting

During 2016, seven Melbourne Catholic primary schools transitioned from their previous school finance software packages to the Integrated Catholic Online Network (ICON). At the same time these schools adopted accrual accounting and will report their Annual Financial Statement (AFS) for 2016 on this basis.

### Other Initiatives

- Secondary funding formula adoption and implementation.
- New policy for secondary school interest factor audits.
- School Administrative Officers Forum.

## PROFESSIONAL LEARNING

During 2016, School Accounting team members facilitated the successful delivery of 75 Administrative Officer Cluster meetings. While these meetings were predominantly focused on servicing the needs of school administration officers, there were also a number of principals and deputy principals in attendance throughout the year.

The overarching objective of these meetings is to enhance schools' understanding of finance and administration processes and procedures. Schools were combined into cluster groups on the basis of geographical location and meetings were held three times throughout the year for each of the 25 cluster groups.

The average number of school personnel in attendance at each of these meetings during 2016 was 7–8.

Administrative Officer Cluster Meetings	Participants
Total attendees in 2016	561
Average attendees per Cluster Meeting (75 meetings in 2016)	7.48

This cluster-based approach to school service was also supported by additionally available training as detailed below.

Training Activities	Participants
Primary School Administration Induction Program (five days over each semester)	16
Administrative Officers Forum (annual full-day forum)	38
Administrative Officers Conference (biennial conference)	235
Online Service Records Workshops (five regional workshops held in February 2016)	30
Fringe Benefits Tax / Salary Packaging / End-of-Year Processes Training	16



# Human Resources & Administration

## OVERVIEW

The Human Resources (HR) and Administration Unit at Catholic Education Melbourne is responsible for the provision of best practice HR strategy delivery, programs, support, payroll and administrative processes to all staff of Catholic Education Melbourne in supporting Catholic education in our schools.

In line with *To Serve and Lead: Strategic Plan 2015–2019*, to achieve a high level of capability to lead and serve, the HR and Administration Unit continues to partner with Catholic Education Melbourne management to deliver a diverse range of HR management services and processes to support the achievement of Catholic Education Melbourne's goals.

## MAIN ACTIVITIES

### Recruitment and Selection Strategy 2016

The Human Resources service model for recruitment and selection, in line with the Strategic Plan, focused on ensuring attraction of high-calibre candidates to fill vacant positions. The new Recruitment Policy saw the introduction of a centralised end-to-end recruitment for Catholic Education Melbourne. This has been particularly effective throughout the past 12 months due to the significant number of recruitment campaigns.

### Policy and Strategy

In 2016, Human Resources developed a new Annual Performance Appraisal Process with a focus on a well-structured and implemented performance management system, which provides a number of benefits to an organisation, management and employees. These benefits include:

- recognition for good work performance, which provides a sense of confidence, self-worth, job satisfaction, commitment and motivation for continued improvement
- an opportunity to reassess work goals and discussion of what has worked well and what needs improvement
- an opportunity to provide reasons for potential underperformance and discuss development points for improvement
- establishing group and individual performance objectives to ensure that performance is aligned with the organisation's strategic and operational objectives

- linking performance evaluation, employee development and recognition to motivate individuals
- assisting the organisation in improving its productivity and efficiency
- regular informal monitoring of progress toward achievement of performance objectives
- identification of specific training needs across the organisation
- improved communication and relationships between managers and employees
- improved guidance and assistance in developing the capabilities and potential of employees.

This process will have a focus on managers and their staff discussing organisational goals and setting measurable targets with a line of sight to our students.

### HR Strategic Business Partnerships

Working with allocated managers across the organisation, the HR Business Partnership Model provides one point of contact for each business unit. This ensures a proactive approach to assisting managers with their staffing issues ensuring consistency support and advice. This has been very effective when rolling out new processes, policies and tools.

### HR Online

Work in 2016 focused on the introduction of online leave application and reporting processes. This has ensured a more efficient administrative process and has freed staff and management time to focus on their core responsibilities.

### KEY EVENTS

#### **R U OK Day – Monday 12 September 2016**

*R U OK?* is a well-recognised Australian Mental Health initiative designed to encourage all people to regularly and meaningfully ask 'are you ok?' to support those struggling with life.

The HR Unit hosted an *R U OK?* morning tea based at JGH on level 5 with simultaneous video-conferencing broadcasts to each of the four regional offices.

This event incorporated a 15-minute guest speaker presentation (Mr Dale Eldridge, Relationship Manager ACCESS – EAP), *R U OK?* Posters and resources, plus information about the Employee Assistance Program and a catered morning tea.

This event was an opportunity for staff to be reminded about mental-health issues and was a platform to deliver information about the organisation's Employee Assistance Program.

#### **Planning for Retirement Income Lifestyle Mini Expo – 21 November 2017**

The Human Resources Unit organised an event aimed at providing staff with information and resources to plan for the future. This event targeted improvement of staff wellbeing. The Retirement Income Lifestyle Mini Expo was designed for anyone beginning to think about the transition from work to retirement. Staff of all ages were encouraged to attend, with presentations aimed at preparing financially and emotionally for retirement, as well as expo stands to provide information on what a retirement future might look like.

Held on Monday 21 November 2016, presentations were streamed live to the regional offices via video-conferencing. The Mini Expo included AccessEAP, Catholic Super, Flight Centre, University of the Third Age (U3A), COTA, and the Australian Catholic University (ACU) Melbourne Studio Gym. Free seven-minute health checks with were provided for staff by BizHealth.

Presentations included:

- Transitioning Towards Retirement
- COTA (the peak national body representing rights of older Australians)- Retirement Presentation
- Department of Human Services – Centrelink Payments and Concessions
- CatholicSuper – My Super My Retirement.

# Infrastructure and Capital Funding

## OVERVIEW

The Infrastructure and Capital Funding Team supports schools to undertake their capital development through a number of initiatives:

- Australian Government Capital Grants Programme
- Victorian Government Capital Funding Program
- Supplementary Capital Fund
- Master Planning Support
- Relocatable Classrooms
- Trade Training Centres in Schools
- Moonlight Head.

## MAIN ACTIVITIES

### Australian Government Capital Grants Programme

The Australian Government Capital Grants Programme (CGP) is available to assist schools in undertaking their capital development projects and operates on an annual basis. Schools submit their project proposals for consideration in December and the assessment and recommendations process is concluded by the following September. The government has extended this funding through to 2017.

Thirteen schools were successful in receiving funding support totalling **\$16,640,000** under the Capital Grants Programme (CGP). These projects are shown below:

School Name	Location	Project Description	Proposed Grant
St Joseph's School	Crib Point	Construction of new senior building including general learning areas, multipurpose spaces, student amenities and support spaces with outdoor learning. Demolition of relocatable buildings.	\$1,250,000
St Peter Chanel School	Deer Park	Refurbishment of Prep learning areas. Extension and refurbishment of administration facilities.	\$1,200,000
School of the Good Shepherd	Gladstone Park	Refurbishment of four general learning areas and associated works.	\$350,000
Nazareth School	Grovedale	Refurbishment of general learning areas.	\$1,290,000
St Kevin's School	Hampton Park	Construction of a new preparatory learning centre. Refurbishment and extension of the administration building, upgrade of associated facilities and the reorganisation of car park entrance.	\$1,700,000
Clonard College	Herne Hill	Construction of a library resource centre.	\$1,500,000
St Catherine's School	Lalor West	Construction of two general learning areas. Refurbishment to staff room and associated works. Demolition of relocatable buildings.	\$900,000
Christ the King School	Newcomb	Refurbish learning areas including converting corridors to provide breakout spaces, refurbish teacher work spaces and administration areas.	\$1,450,000

### THEME 3: CAPABILITY TO BETTER SERVE AND LEAD

School Name	Location	Project Description	Proposed Grant
St Brendan's School	Somerville	Relocation of relocatable buildings and the construction of four general learning classrooms and associated external works.	\$1,200,000
Marymede Catholic College	South Morang	Construction of two Science Laboratories and four general learning areas.	\$2,000,000
St Bernadette's School	Sunshine North	Construction of a discovery centre. Refurbishment of student amenities and administration spaces and general learning areas.	\$1,100,000
Marian College	Sunshine West	Construction of new science and VCAL centre and associated facilities. The demolition of existing science VCAL block.	\$2,000,000
Sacred Heart School	Yea	Construction of two general learning areas and associated works. Demolition of two relocatable buildings.	\$700,000
<b>TOTAL</b>			<b>\$16,640,000</b>

#### Victorian Government Capital Grants Program

The state government has committed \$84 million over four years to ensure that those Victorian Catholic schools with the greatest need are given the opportunity to seek funding to create contemporary educational spaces that meet their teaching and learning requirements.

Schools receiving funds under the VGCGP are expected to provide a minimum co-contribution equal to or greater than the grant received.

#### Round 1

School Name	Location	Project Description	Grant Amount
Oscar Romero School	Craigieburn West	Construction of Stage 1 facilities for a new Catholic primary school including general learning areas and associated areas, and site infrastructure.	\$2,500,000
St Mary of the Cross MacKillop Catholic Parish Primary School	Epping North	Construction of six general learning areas and associated areas. Extension to existing multipurpose hall and extension to carpark and external areas.	\$1,350,000
St Oliver Plunkett's School	Pascoe Vale	Demolish and rebuild multipurpose hall and associated areas.	\$1,000,000
St Francis of Assisi Catholic Primary School	Tarneit	Construction of six general learning areas and associated areas.	\$750,000
Lisieux Catholic Primary School	Torquay North	Construction of Stage 1 facilities for a new Catholic primary school including general learning areas and associated areas, and site infrastructure.	\$2,500,000
<b>TOTAL</b>			<b>\$8,100,000</b>

### THEME 3: CAPABILITY TO BETTER SERVE AND LEAD

#### Round 2

School Name	Location	Project Description	Grant Amount
Ave Maria College	Aberfeldie	Construction of library foyer. Refurbishment of 13 general learning areas, library and associated areas.	\$500,000
Mount St Joseph Girls' College	Altona	Partial demolition and construction of an extension to double storey buildings. Refurbishment of five general learning areas, amenities and associated areas.	\$500,000
St Louis de Montfort's School	Aspendale	Demolition and construction of 12 general learning areas, performing arts facility and associated spaces.	\$1,700,000
Our Lady of the Sacred Heart College	Bentleigh	Refurbishment of theatre and associated areas.	\$500,000
St Joseph's Primary School	Boronia	Partial demolition and construction of general learning areas and associated areas.	\$1,200,000
St Dominic's School	Broadmeadows	Reconstruction of two general learning areas and associated areas.	\$300,000
Catholic Regional College Caroline Springs	Caroline Springs	Construction of performing arts facility and associated areas.	\$500,000
Mercy College	Coburg	Refurbishment of four specialist spaces, 22 general learning areas and associated areas.	\$1,000,000
Sacred Heart School	Croydon	Construction of 12 general learning areas and associated spaces. Demolition of relocatable buildings.	\$1,200,000
Holy Child School	Dallas	Refurbishment of six general learning areas, administration area and associated spaces.	\$700,000
St Monica's College	Epping	Construction of nine general learning areas, administration spaces, student services, resource area and associated areas.	\$1,000,000
St Anthony's School	Melton South	Construction of four general learning areas and associated areas.	\$730,000
Kilbreda College	Mentone	Refurbishment and extension of theatre for multipurpose use.	\$500,000
Padua College	Mornington	Mornington Campus: Construction of 16 general learning areas and associated spaces.	\$2,000,000
Salesian College	Sunbury	Refurbishment of library and 11 general learning areas and associated areas.	\$500,000
<b>TOTAL</b>			<b>\$12,830,000</b>

## THEME 3: CAPABILITY TO BETTER SERVE AND LEAD

### Supplementary Capital Fund

The Supplementary Capital Fund (SCF) is serviced by a per-head capital levy on primary school students in the Archdiocese of Melbourne, to assist these schools with annual capital repayments for approved projects including the establishment of new schools. This program runs on an annual basis.

Under the Supplementary Capital Fund (SCF), 15 Catholic primary schools received just over \$12,900,864 in funding support for their capital projects, as shown in the table below:

School Name	Location	Project Description	Proposed Grant
St Joseph's Primary School	Boronia	Partial demolition and construction of general learning areas and associated areas.	\$860,210
St Aloysius' School	Caulfield	Refurbishment of general learning areas, corridors, administration spaces, hall, amenities and associated works.	\$30,916
St Mary Magdalen's School	Chadstone	Conversion of administration area to specialty learning spaces and construction of two general learning areas, administration and associated works.	\$1,666,270
Oscar Romero School	Craigieburn West	Construction of Stage 1 facilities for a new Catholic primary school including general learning areas and associated areas, and site infrastructure.	\$1,861,870
Sacred Heart School	Croydon	Construction of 12 general learning areas and associated spaces. Demolition of relocatable buildings.	\$679,690
Our Lady of the Pines School	Donvale	Demolition of relocatable building, refurbishment of eight general learning areas, resource centre and associated works.	\$547,510
Our Lady Help of Christians School	Eltham	Refurbishment and construction of administration area, two general learning areas and associated works.	\$890,640
St Mary of the Cross MacKillop Catholic Parish Primary School	Epping North	Construction of six general learning areas and associated areas. Extension to existing multipurpose hall and extension to carpark and external areas.	\$1,204,370
St John Vianney's School	Mulgrave	Refurbishment of administration block and Library/ICT space and associated site works.	\$486,540
Holy Cross Primary School	New Gisborne	Alterations to general learning areas and enclosure of verandahs.	\$108,620
St Oliver Plunkett's School	Pascoe Vale	Demolish and rebuild multipurpose hall and associated areas.	\$316,540
Sacred Heart School	Preston	Conversion of general learning areas into flexible learning areas.	\$278,098
St Francis of Assisi Catholic Primary School	Tarneit	Construction of six general learning areas and associated areas.	\$416,590
St Kevin's School	Templestowe Lower	Refurbishment of eight general learning areas and associated works.	\$1,553,000
Lisieux Catholic Primary School	Torquay North	Construction of Stage 1 facilities for a new Catholic primary school including general learning areas and associated areas, and site infrastructure.	\$2,000,000
<b>TOTAL</b>			<b>\$12,900,864</b>



### Master Planning Support

The master planning support for schools continues to be an important process in enabling schools to plan their capital and facility development, to reflect changes in pedagogical practice and enrolment changes that impact on the space required by a school for education purposes.

### Relocatable Classrooms

The modular relocatable classroom was introduced to Catholic Education Melbourne in the 1970s as a building that could be installed at schools with urgent short-term accommodation needs. In 2016, Catholic Education Melbourne administered a pool of 79 relocatable classrooms to assist schools with their short-term needs.

Relocatable classrooms are allocated by Catholic Education Melbourne on an annual needs basis. A school's enrolment profile and the amount of space available per student are assessed and taken into consideration. Master plans are seen as assisting schools in determining the type and location of permanent and relocatable facilities required to support schools, to respond to the changes in enrolment profiles.

The following table shows the Relocatable Classroom allocation for the Archdiocese of Melbourne in 2015:

Location	School	No. of Class-rooms
Ashburton	St Michael's School	2
Aspendale	St Louis de Montfort's School	5
Caroline Springs	Christ the Priest Catholic Primary School	1
Caroline Springs	St George Preca School	2
Crib Point	St Joseph's School	3
Dandenong	St Mary's School	1
Derrimut	St Lawrence School	4
Healesville	St Brigid's School	3
Hillside	Cana Catholic Primary School	4
Kilmore	St Patrick's Primary School	6
Lalor West	St Catherine's School	2
Lancefield	St Mary's School	2
Lara	St Anthony's School	3
Laverton	St Martin de Porres School	1
New Gisborne	Holy Cross Primary School	1

Location	School	No. of Class-rooms
Point Cook	Lumen Christi School	11
Point Cook West	Stella Maris Catholic Primary School	2
Roxburgh Park	Good Samaritan Catholic Primary School	10
South Morang	Marymede Catholic College	10
Sydenham	Emmaus Catholic Primary School	4
Tarneit West	St John the Apostle Catholic Primary School	2
<b>TOTAL</b>		<b>79</b>

### Trade Training Centres in Schools

The Trade Training Centres in Schools (TTC) program was introduced by the Australian Government in 2008 to support the development of school facilities to provide for vocational education and training. This program is now closed and funded schools are now moving to the operational phase of their TSC facility.

Under Round 5, Phase 1, of the Trade Training Centres in Schools program, the three projects in the Archdiocese that were successful in receiving funding support completed the construction phase of their projects with the expectation that they would be fully operational in 2016.

These projects are shown below:

School Name	Value of TTC funding
St Mary's College for the Deaf, Wantirna South – Lead School	\$1,400,000
Marymede Catholic College, South Morang – Cluster School	
Penola Catholic College, Broadmeadows	\$1,260,000
St Monica's College, Epping	\$1,000,000
<b>TOTAL</b>	<b>\$3,660,000</b>

### Moonlight Head

The Moonlight Head site is currently being developed by Catholic Education Melbourne to create a Rural Learning campus for the Catholic sector. The site is around 400 hectares of land located on the southern side of the Great Ocean Road at Wattle Hill, some 65 kilometres south-west of the Victorian coastal resort town of Apollo Bay. The Moonlight Head campus will provide a stimulating opportunity for students in a truly remote coastal environment.

In 2016 Catholic Education Melbourne continued with development of the property by undertaking the following key activities:

- finalised restoration of the historic Moonlight Head Hotel
- ongoing maintenance and site management incorporating:
  - repair of fencing for stock control and maintenance
  - improvement of internal farm tracks to improve all-weather access to the property
  - ongoing weed control, fire mitigation works and pasture management.
- completion of the refurbishment of the visitor lodges onsite
- appointment of a Project Reference Group to guide the development of an overall site master plan for the long-term development and management of the site.

### Emergency Management

#### Roles and Activities

Members of the Emergency Management Working Party (EMWP) provide policy advice, guidance and regular reports to the CECV Board on emergencies in schools and associated matters.

The EMWP met five times during 2016 giving all members an opportunity to share information and knowledge in regard to specific incidents and issues throughout the four Dioceses. Throughout 2016 the EMWP has continued to build strong relationships with the Department of Education and Training (DET), Emergency Management Division (EMD) and Emergency Management Victoria (EMV) in statewide planning and implementation of Emergency Management.

While each school has overall responsibility and control of emergency response and recovery activity, the CECV EMWP provides support, guidance and resources to schools on planning, response and recovery in emergencies through the respective diocesan Catholic Education Offices.

In 2016 the EMWP:

- received and issued 150 warnings and alerts notices to schools of which a low number required some ongoing support to minimise the threat or disruption to schools
- oversaw and effected the delivery of 1,255 incident warnings and alerts authorised by DET to Catholic schools
- oversaw and effected the delivery of Emergency Management Victoria (EMV) warnings and alerts to Catholic schools
- counselled and assisted schools in developing and drafting their Emergency Management Plans
- upgraded and reviewed the Emergency Management webpage on the CECV website
- worked with DET to identify schools to be placed on the Bushfire At-Risk Register
- circulated information bushfire season, bushfire preparedness, bomb and attack threats and hoaxes and Emergency Management workshops
- conducted training sessions at the Catholic Leadership Centre for school leaders and business managers on Emergency Management Planning
- hosted Dr John Bates, Director of Australia Institute of Disaster Resilience (AIDR), as a guest speaker at the CECV EMWP meeting on 20 October 2016.

# Planning

## OVERVIEW

The primary responsibility of the Planning Unit is the strategic provision of schooling across the Archdiocese of Melbourne. A large component of this work involves an understanding of demography and the impact of changing trends on school enrolments.

The scope of work undertaken by the Unit in 2016 was extensive and ranged from supporting existing schools to understand their catchments and maximise enrolments, to identifying the trigger points for establishing new schools in areas of key population growth.

Key performance indicators for the Unit included preparation of enrolment projections for all schools, planning for, and acquisition of sites, for new schools estimated timing of new schools, and identifying schools with declining numbers that may be threatened with closure if not effectively supported or restructured.

The Unit took a lead role in the establishment of new schools, and assisted parishes in investigating the feasibility of early learning facilities such as kindergartens.

Maintaining excellent relationships with key stakeholders was critical to the success of the Unit. Work involved forming and strengthening partnerships with schools, parishes, government education and planning authorities, such as the Victorian Planning Authority (VPA), municipal councils, developers and other Catholic agencies. Managing these relationships continues to be a high priority.

Fostering research into a variety of issues was another ongoing priority in 2016, and the Planning Unit currently partners with the Infrastructure and Capital Funding Unit and the LEARN Team at the University of Melbourne to evaluate the effectiveness of school learning environments.

## MAIN ACTIVITIES

After opening three new primary schools in the Archdiocese in 2015 – St Clare’s Catholic Primary School, Truganina; St John the Apostle Catholic Primary School Tarneit; and St Paul the Apostle, Doreen – the Unit worked through the process of supporting the delivery of three new schools in 2018.

Local steering committees for schools in Wallan, Craigieburn West and Torquay North were established and the process moved from the planning to the construction phase. The local steering committees worked to build community relationships and foster a sense of belonging and association between the new schools and their local communities. All projects are on time for new schools to open in 2018.

There was one school closure in 2016: special education school Larmenier, Hampton, closed in August.

In 2016, the Planning Unit commissioned an update to the *Inner City School Provision Study* first prepared in 2014. The original study considered the increased need for provision of Catholic schools in the inner parishes of Melbourne from a study area bounded by Brunswick to the north, Richmond to the east,

Balaclava and Elwood/St Kilda to the south, and Braybrook to the west. The updated study used newly released population projections to reaffirm the need for additional school provision in the Inner City and also identify new trends from the updated data.

In 2017, the Planning Unit will consider the next phase of work for the Inner City to prepare for projected population growth across the area but with specific focus on the parishes of Port Melbourne/Middle Park/Albert Park, Brunswick, Footscray and Kensington.

The Planning Unit is firmly embedded in the Precinct Structure Process undertaken by the Victorian Planning Authority (VPA) to prioritise land use and infrastructure in the Urban Growth Corridors on the urban fringe of Melbourne.

As an identified lead agency, Catholic Education Melbourne took a lead role in making submissions to the VPA to not only identify strategic locations for proposed Catholic schools but to establish those schools as part of broader community facilities precincts. This approach ensures shared and easy access for our students and families to active open space reserves and community facilities owned and operated by local councils.

In 2016, the Planning Unit implemented Phase Two of the School Planning and Infrastructure Data Analytics (SPIDA) software development program. SPIDA is designed to deliver more efficient and effective data analytic services to schools. It will provide holistic information support across the entire life cycle of educational spaces and reduce risks inherent in the legacy platform that it replaces. It will also integrate more effectively with the technology used in the Integrated Catholic Online Network (ICON) project.

Phase Two begins the implementation of modules for strategic planning, demographic analysis, enrolment forecasting, master planning, building project management, grant and funding administration, and facilities management. The software architecture is now embedded and the next phase of the project will see the legacy data and new information transferred to the SPIDA program and the development of end user interfaces to access and analyse the data.

### Other Initiatives

- Recognition of Catholic schools in the planning process.
- In 2016 the process established with the VPA sought to provide more certainty in the delivery of Catholic schools, delivered outstanding results with key person contacts established and strengthened to maintain the prominent role of Catholic Education Melbourne as a lead sector education provider.
- Designation of Catholic School Sites on Precinct Structure Plans.
- Securing sites and ensuring certainty of provision drove debate with government officials to have sites strategically justified for Catholic schools designated as 'Catholic' rather than as 'non-government' school on Precinct Structure Plans, to accommodate future population growth and development.
- Fostering research into a variety of issues to improve the effectiveness of our learning environments and learning outcomes for students.

### KEY EVENTS

- Hosted: Planning Profiles Training Session – 24 November 2016
- Hosted: LEARN TELE Project – Principal Forum – Presentation of Year 1 outcomes – 23 May 2016
- Participate: 2016 Learning Environments Australasia Conference – 30 May 2016 to 1 June 2016
- Participate: Master planning Information Session – 22 November 2016
- Geelong Social Infrastructure Technical Reference Working Group – throughout 2016.

# Catholic Leadership Centre

## OVERVIEW

The aim of the [Catholic Leadership Centre](#) (CLC) is to provide a facility where Catholic Education Melbourne can further educate educators: a place where principals, teachers and administrators can learn how to better serve Catholic schools and become exemplary leaders.

The CLC is a state-of-the-art, world class learning and conference centre that includes two large halls, 10 learning/conference spaces, a 350-seat dining room, and 45 accommodation rooms, all centrally located in East Melbourne.

Operated by Catholic Education Melbourne, the CLC hosts professional learning and leadership programs and executive courses and conferences that support Catholic education and Catholic agencies. The CLC provides purpose-built learning and conference spaces, including the latest in conferencing technology and is operated by a team of hospitality specialists.

## MAIN ACTIVITIES

The CLC continued to promote the Day Delegate package which was introduced in 2015. The package is designed to make it easier for facilitators and convenors to book venue spaces, catering and audio visual equipment, while providing a lower rate for Catholic education and Catholic agencies.

A variety of special package flyers promoting the CLC accommodation rooms were forwarded to schools and parishes in Melbourne and country Victoria for recreational and leisure bookings. The accommodation rooms are available to all staff and families within our Catholic community for recreational and leisure bookings, as well as being available to support events and functions. The accommodation rooms are 4.5-star quality and include secure parking, internet access and a continental breakfast.

The CLC's external signage on Victoria Parade was completed in 2016. This signage will enhance the identity and presence of the CLC. The signage includes the Archdiocese crest and the logo of Catholic Education Melbourne.

## KEY EVENTS

In addition to the regular professional learning programs and Catholic conferences, key Catholic Education Melbourne events held at the CLC in 2016 included:

- Executive MBAE (Catholic Education Melbourne and ACU residential program)
- Master of Leadership (Catholic Education Melbourne and ACU residential program)
- Catholic Education Week Visual Arts Exhibition
- Religious Education Conference
- Administrative Officers' Conference
- Parish Priests and Principals Briefings
- Staff Seminar days.



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