ANNUAL REPORT OF
SYDNEY CATHOLIC
SCHOOLS

FOR THE YEAR ENDED
31 DECEMBER 2017
Archbishop Anthony,

It is with pleasure that we submit the Annual Report of Sydney Catholic Schools (SCS) for the year ended 31 December 2017. This annual report includes a summary of strategic developments and achievements. The strategic priorities have been developed to take forward the vision and mission for Sydney Catholic Schools and are aligned with the Archbishop’s Charter for Catholic Schools.

The strategic plan, *New Horizons: Inspiring Spirits and Minds* 2016 -2018 renews our commitment in guiding the young people in our schools to achieve their dreams, and signals a clear determination to inspire the spirits and minds of all in the faith community. *New Horizons: Inspiring spirits and Minds* is organised under five main strategic priorities:

1. Catholic Identity and Mission
2. Learning and Teaching
3. Student and Staff Wellbeing
4. Capacity Building
5. Stewardship of Resources

The overarching theme for 2017 was for Sydney Catholic schools to be called to ‘Give praise and thanks to God always’, our action step in response to the first of three Marian themes in preparation for World Youth Day 2019. In supporting those of our faith community we give praise to God and Mary our Mother for the wonderful privilege we have in inspiring young spirits and minds.

The year culminated in a wonderful celebration for our youth with the Australian Catholic Youth Festival held at Homebush Bay. The event was a national gathering of young people established by the Australian Catholic Bishops Conference (ACBC). The Archdiocese of Sydney hosted the event from 7-9 December 2017 on behalf of the ACBC. For SCS, it was a vital opportunity for the engagement of staff and students in the life and mission of the Church, offering high quality evangelisation, catechesis, justice and prayer opportunities that also form the official launch of the Year of Youth 2018.

In 2017, students in our Archdiocesan systemic schools again excelled, realising extremely pleasing results in all facets of their education. These levels of achievement reflected high-quality teaching in Religious Education and all curriculum areas across the system of schools.

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

In 2017 77.6% of curriculum performed above the state average. This performance represented a 4.8% improvement in courses performing above the state average from 2016 and a 16.8% improvement since 2008.

In the Higher School Certificate there was significant growth in performance in Band 6/E4 with a 9.5% increase compared with Band 6/E4 achievement in 2016. This pleasing performance was accompanied by a 10.1% increase in students appearing in the 2017 NESA “All Rounders” lists.
The 2017 school year saw the implementation of the Governance Transition Project which was to transition from the current governance structure of SCS, to a new entity (a Charitable Trust of which the trustee is a company limited by guarantee - SCS Ltd), to be operational from 1 January 2018.

The change in governance structure was supported by the Governance and Policy Unit, established in 2014 in response to Federal and State Government’s governance obligations and the 2013 amendment to the Education Act (1990). The Act outlined a number of new governance requirements including Section 83c (Financial oversight) and Section 47b (NESA: “Responsible Persons” compliance expectations). It is the first Diocesan Education Authority in the State to allocate resources to this priority.

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

**DR DAN WHITE**
EXECUTIVE DIRECTOR,
SYDNEY CATHOLIC SCHOOLS

**REV FR MICHAEL MCELAN**
(JANUARY TO SEPTEMBER)
CHAIR, SYDNEY ARCHDIOCESAN CATHOLIC SCHOOLS BOARD

**BISHOP ANTHONY (TONY) RANDAZZO**
(FROM OCTOBER)
CONTENTS

VISION AND MISSION
Our Vision 6
Our Mission 6
Theme for 2017 and Overview 6

GOVERNANCE 2017
Sydney Archdiocesan Catholic Schools (SACS) Board 7
Audit and Risk Subcommittee 8
Catholic Identity and Mission 8

OPERATIONS 2017
SYDNEY CATHOLIC SCHOOLS 10

STUDENT ACHIEVEMENT 2017
Year 6, Year 8 and Year 10 Religious Education Tests 12
NAPLAN 12
Higher School Certificate 16

STRATEGIC PLANNING
New Horizons: Inspiring Spirits and Minds (2016 - 2018) 17
Strategic Priority 1: Catholic Identity and Mission 19
Strategic Priority 2: Learning and Teaching 22
Strategic Priority 3: Student and Staff Wellbeing 24
Strategic Priority 4: Capacity Building 25
Strategic Priority 5: Stewardship of Resources 28

2017 FINANCIAL REPORT
For the year ended 31 December 2017 30
VISION AND MISSION

OUR VISION
As partners in Catholic education, we commit ourselves to developing authentic Catholic schools that:

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

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

- celebrating being Catholic in Australia
- ensuring quality teaching and learning
- making a difference in our world.

THEME FOR 2017 AND OVERVIEW

The Mighty One has done great things for me, and holy is His Name (Lk 1:49).

The 2017 theme for the XXXII World Youth Day was delivered by Pope Francis in Krakow, where he explained “young people will continue to press forward, not only cherishing the memory of the past, but also with courage in the present and hope for the future. These attitudes were certainly present in the young Mary of Nazareth and are clearly expressed in the themes chosen for the three coming World Youth Days”. The 2018 theme – “Do not be afraid, Mary, for you have found favour with God” (Lk 1:30) – will lead us to meditate on the courageous charity with which the Virgin welcomed the message of the angel. The 2019 World Youth Day will be inspired by the words “I am the servant of the Lord. May it be done to me according to your word” (Lk 1:38), Mary’s hope-filled reply to the angel.

All schools received bulk copies of a bookmark containing the Sydney Catholic Schools 2017 action theme; “Give praise and thanks to God always”. On the reverse was Mary’s song of praise; The Magnificat. These bookmarks were distributed to students in years 5-12, helping connect the Marian theme to the spiritual journey of the next World Youth Day.

This theme provided the focal point for the three Regional Community Masses at the beginning of the school year, and guided our actions throughout 2017.
SYDNEY ARCHDIOCESAN CATHOLIC SCHOOLS (SACS) BOARD

The SACS Board was established in 1983 by the Archbishop of Sydney to advise and assist him in educational matters pertaining to the Catholic schools of the Sydney Archdiocese.

Members of the Board are appointed by the Archbishop of Sydney, and are drawn from all sectors of the Catholic community. They bring to the Board a broad spectrum of interests and talents related to Catholic education. In 2017 there were five members of the Board and two ex-officio members. The SACS Board was supported by the Audit and Risk and Identity and Mission subcommittees.

Members of the SACS Board - UNTIL OCT 2017

- Rev Fr Michael McLean (Chair), Episcopal-Vicar for School Education; Parish Priest, Drummoyne
- Dr Dan White (Executive Officio), Executive Director of Sydney Catholic Schools
- Mrs Linda Carseldine, CFO, CGI Australia
- Ms Anna Dickinson, Principal, Loreto Kirribilli
- Mr Michael Digges, Business Manager, Archdiocese of Sydney
- Fr Martin Maunsell, Parish Priest, Eastwood
- Mr Peter Ireland, Head: Governance and Policy (Executive Officer), Sydney Catholic Schools

Members of the SCS Board NOV-DEC 2017

- Bishop Anthony Randazzo (Chair)
- Rev Fr Michael McLean (Educational Vicar)
- Rev Fr Gerry Gleeson (Vicar General)
- Ms Clare Baxter
- Ms Loretta Di Mento
- Ms Yolanda Chora
- Ms Anne Dickinson
- Ms Linda Carseldine
- Mr Anthony Lane
- Dr Dominic McLoughlin
- Prof Hayden Ramsay
- Mr Michael Digges
- Mr Stephen Newton

Report of Proceedings

Board meetings held in 2017, addressed the following items:

- Child-safe Communities Framework
- Charter for Catholic Preschools
- Catholic Education Foundation financials
- Survey of Religious Attitudes and Practices
- Reports from the two subcommittees
- Progress of the SCS incorporation
- K-12 Structure for All Saints Liverpool was endorsed
- Audited financial results
- Received quarterly accountability reports including Finance; Legal Safety and Professional Services, School Planning and Development, Risk Management and Executive Director’s Report, Governance Report

The SACS Board endorsed the following policies and their related documents:

- Child-related Employment Policy
- Gender Dysphoria Policy

September 13 was the final meeting and formal wind up of the SACS board. The board was not in the possession of any funds nor any outstanding creditors.
AUDIT AND RISK SUBCOMMITTEE

The Audit and Risk Committee is a subcommittee of the SACS Board whose primary purpose is to assist the Board to fulfil its responsibilities in risk management, compliance, financial reporting, internal and external audit. Audit and Risk Committee members are not remunerated.

Members:
Br Tony Whelan (Interim Chair) (resigned December 2017)
Mr Peter Ireland (Executive Officer), Head: Governance and Policy, Sydney Catholic Schools
Mrs Linda Carseldine, CFO, CGI Australia (resigned October 2017)
Ms Rosan Santangelo, Partner, HBA Legal
Mr Michael Moore, Financial Controller, Archdiocese of Sydney
Mr Peter Pannowitz, Executive Manager Business Delivery and Risk, Commonwealth Bank
Mr Justin Trentini, Director, Trentini Consulting

Report of Proceedings
Seven meetings were held in 2017. Oversight and discussions encompassed Enterprise Risk Management, system financial planning including policies, investment distribution, progress of the transition to International Financial Reporting Standards, SCS insurances, progress of the SCS governance transition, external and internal audit results and plans, and compliance with data breach legislative change.

CATHOLIC IDENTITY AND MISSION

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

The subcommittee met three times in 2017, reviewing and responding to various issues which arose relating to some of the priorities of the Sydney Catholic Schools Strategic Plan: New Horizons. It gave recommendations responding to data from the 2016 Survey of Religious Attitudes and Practices, it reviewed the literature on Parish-School Relationships and consulted on developing strategic responses to the challenges which were identified throughout the consultation processes with key stakeholders. The subcommittee also responded to the SCS Gender Dysphoria Policy.
SYDNEY CATHOLIC SCHOOLS

Role of Sydney Catholic Schools

Sydney Catholic Schools is responsible for the leadership, efficient operation and management of the 152 systemic schools which educate over 70,000 students in the Archdiocese of Sydney. It also liaises with the 18 schools owned and operated by religious institutes (congregational schools) which educate another 16,500 students. SCS is charged with the implementation and management of policies and the allocation and administration of the funds provided by government and private sources for the operation of Catholic schools.

The Strategic Improvement Plan, *New Horizons: Inspiring Spirits and Minds* provides the key strategic direction for Sydney Catholic Schools.

In 2017, SCS’s financial responsibilities extended to the administration of salaries for more than 9,500 staff members (i.e. permanent, temporary and casual) employed in its schools and offices.

SCS, through its central and three regional offices, provides to schools a wide range of services and resources, which have been developed in consultation with principals and teachers.

The main focus is to provide services and support for schools to assist every student to receive a superior Catholic education. ‘New Horizons’ focuses the work of SCS on the strategic priorities essential for the development and maintenance of an extremely effective system of Catholic schools, delivering high-quality teaching and learning.

The Executive Director of Sydney Catholic Schools is the chief executive officer of SCS. The Executive Director is assisted by a Leadership Team consisting of the regional and central directors and the Chief Financial Officer. Mr Peter Ireland. Head: Governance and Policy supports the operation of the Leadership Team as the Executive Officer.

Organisational Structure

The Leadership Team:

- Dr Dan White, Executive Director of Sydney Catholic Schools
- Mr Glenn McLachlan, Director of System Stewardship
- Dr Michael Bezzina, Director of Teaching and Learning
- Mr Anthony Cleary, Director of Religious Education and Evangelisation
- Dr Jane Comensoli, Director of Human Resources
- Mr Michael Krawec, Regional Director, Inner Western Region
- Mrs Elizabeth O’Carrigan, Regional Director, Eastern Region
- Dr Mark Turkington, Regional Director, Southern Region
- Mr Anthony Smith, Chief Financial Officer
The Leadership Team is supported by five sub-committees:

- Church Engagement
- Authentic Learning
- System Improvement
- Financial Management
- School Planning and Development
YEAR 6, YEAR 8 AND YEAR 10 RELIGIOUS EDUCATION TESTS
The Religious Education (RE) tests measure students’ knowledge, skills and understanding across the key strands within the RE curriculum. Students from a number of other dioceses in NSW also participated in these tests. The tests were developed in partnership with Educational Assessment Australia (EAA). These tests showed that the Sydney Archdiocesan students’ religious literacy continued at or above the high levels evident in previous years, with the following averages: Year 6: 65.5% and Year 8: 59.06%. Year 10 RE tests were completed in 31 schools with an average of 56.1% (55.3% in 2016 and 55.37% in 2015).

NAPLAN
All students in Years 3, 5, 7 and 9 are required to undertake the mandatory NAPLAN assessment program. NAPLAN tests the skills that are essential for every child to progress through school and life, such as reading, writing, spelling and numeracy. The assessments are undertaken nationwide, every year in the second week in May. The following charts, using standardised means, compare the performance of Sydney Catholic Schools against the performance of all other schools in the state. The charts show that Sydney Archdiocesan Catholic schools performed above or at the NSW mean in all of the 20 NAPLAN domains.

Year 3 - Standardised comparison to the state mean
The following chart shows that Sydney Catholic Schools are well above the state mean in all domains.

2017 Year 3 NAPLAN Means: SCS vs State vs National
Year 5 - Standardised comparison to the state mean
The following chart shows that Sydney Catholic Schools are well above the state mean in all domains.

2017 Year 5 NAPLAN Means: SCS vs State vs National

Year 7 - Standardised comparison to the state mean
The following chart shows that Sydney Catholic Schools are performing positively within the expected range against the state mean in all domains.

2017 Year 7 NAPLAN Means: SCS vs State vs National
Year 9 - Standardised comparison to the state mean

The following chart shows that Sydney Catholic Schools are performing positively within the expected range against the state mean in all domains.

2017 Year 9 NAPLAN Means: SCS vs State vs National

The chart compares the reading, writing, spelling, grammar and punctuation, and numeracy scores of Sydney Catholic Schools (SCS), NSW state, and national averages. Sydney Catholic Schools are performing positively within the expected range against the state mean in all domains.
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HIGHER SCHOOL CERTIFICATE

In 2017 77.6% of Higher School Certificate courses performed above the state average. This performance represented a 4.8% improvement in courses performing above the state average from 2016 and a 16.8% improvement since 2008.

There was significant growth in performance in Band 6/E4 with a 9.5% increase compared with Band 6/E4 achievement in 2016. This pleasing performance was accompanied by a 10.1% increase in students appearing in the 2017 NESA “All Rounders” lists.

In 2017 SCS achieved 48% of results in Bands 5 and 6 compared with 38% for the State. This represents a 2% improvement on performance in 2016 and an 11% improvement on this measure since 2008.

It is pleasing that performance in the lowest two Bands continue to decline with SCS achieving 3.6% achievement in these two Bands that compares favourably to the State performance of 11.8% in these Bands.

Four students achieved First Place in course with SCS students achieving first place in Studies of Religion I and in Studies of Religion II. Students achieved first place in the following courses:

- Business Services - Champagnat College, Pagewood
- Economics - Brigidine College, Randwick
- Studies of Religion I - Holy Spirit, Lakemba
- Studies of Religion II - Marist College, Kogarah

Forty-five places in course were achieved in 2017 which is a substantial increase on the twenty-four places in course achieved in 2016.

The number of students undertaking a School Based Apprenticeship and Training Scheme (SBATS) grew by 21% in 2017. The number of students undertaking a VET course grew by 5.2% from 2016 and since 2008 there has been an increase of 65% in the number of VET courses undertaken.

The ‘New Horizons’ Strategic Improvement Plan outlines the direction of Sydney Catholic Schools for the next three years. It informs all directorate and school strategic and annual improvement plans.

The Looking Forward - Sydney Catholic Schools section of the strategic plan outlines the cultural shifts that will increasingly see students and schools as the centre of the system of Sydney Catholic Schools. These shifts are embedded in the vision and mission of Catholic education and the Archbishop’s Charter for Catholic Schools. They are centred on the preparation of students as creative learners with Catholic values in a future Australian society. These shifts will be monitored through the system’s cultural surveys and through evaluations of key improvements throughout the plan.

The next three years will see the Sydney Catholic Schools community move towards:

Our Students
• Continued improvement in student literacy and numeracy across our schools
• A personalised and inclusive approach to student learning through further diversification of teaching practice
• Broadening the measures of learning success
• Proactively responding to emerging student wellbeing needs
• Fostering personal and spiritual growth, Mass attendance and deeper engagement with their faith communities.

Our Staff
• Strengthening professional and respectful relationships informed by Catholic truths and values
• More effective collaborative professional learning networks
• A systematic approach to leadership and teacher formation informed by national professional standards
• Further commitment to the wellbeing of staff
• Strengthening faith formation and religious leadership opportunities for staff.

Our Schools
• Recognising students and schools as the centre of our system
• A commitment to innovation in response to the changing needs of students

Our Families
• Affirming and supporting parents as the primary educators of their children
• Responding to students’ diverse pastoral needs
• Deepening the culture of partnership between families and school
• Strengthening family evangelisation.
Our System

- More effective and personal communication between schools, regional and central offices
- Greater awareness and moderation of the contemporary demands on schools and staff
- A more strategic, inclusive and collaborative approach to decision-making, change management and project development

Our Parishes and Diocese

- Strengthening commitment to the evangelising and catechising mission of the Church
- Strengthening understanding of and commitment to the school-parish and school-diocese relationship
- Affirming and supporting parish priests as leaders of the local faith community
- Deepening Archdiocesan identity and engagement

Strategic Priorities

The ‘New Horizons’ Strategic Improvement Plan outlines five strategic priorities each with its own vision and areas of Key Improvement:

- Strategic Priority 1: Catholic Identity and Mission
- Strategic Priority 2: Learning and Teaching
- Strategic Priority 3: Student and Staff Wellbeing
- Strategic Priority 4: Capacity Building
- Strategic Priority 5: Stewardship of Resources

These have been identified as the essential elements of strategic growth and continued success as a system of schools. These priorities are recognised as the ‘core business’ and are the responsibilities of all.
**STRATEGIC PRIORITY 1: CATHOLIC IDENTITY AND MISSION**

**Vision**

Jesus is at the heart of our Catholic identity, and the ongoing proclamation of the Kingdom of God in word and action is the mission of Sydney Catholic Schools. Our Catholic schools derive their identity from the person of Jesus Christ. As faith communities, they exist in the hope that all members will have a personal encounter with Jesus, ‘the way, the truth and the life’, and be empowered in their Christian witness and discipleship.

Our Catholic schools actively contribute to the evangelising and catechising mission of the Church and seek to draw people into active participation in the life, mission and work of the Catholic faith community. Our challenging cultural context calls us to a missionary discipleship characterised by new approaches, vitality and enthusiasm – a ‘new evangelisation’.

Animated by the spirit of the Gospel, our Catholic schools are places of welcome, hospitality and service, where the seminal truths and values of a Christian worldview are celebrated and shared.

Drawing people together from diverse backgrounds and with different sets of beliefs, Catholic schools are commonly regarded as “meeting places for those who wish to express Christian values in education” (The Catholic School, p.53).

Working in partnership with families and local parish communities, Catholic schools seek to foster the personal and spiritual growth of each member so that he or she may have and experience ‘fullness of life’.

**Our Key Improvements**

To achieve this vision, the Sydney Catholic Schools community will:

1.1 Strengthen the understanding of and commitment to the role of the Catholic School within the Church community

1.2 Enhance and diversify the faith formation and religious leadership opportunities for staff

1.3 Foster the personal and spiritual growth of students, engaging them in the life and mission of the Catholic faith community

1.4 Nurture and deepen students’ knowledge and understanding of the Catholic tradition

1.5 Strengthen approaches to family evangelisation.

Examples of achievements in this area are:

**Faith Formation and Evangelisation**

2017 saw the finalisation of the roll-out of Three-Year Faith Formation plans for all schools, primary and secondary. As per previous years, Growing in Faith, 1st and 3rd Year Beginning Teacher, Family Educator, Support Staff Retreats were successfully conducted, incorporating the System theme of “Giving thanks and praise to God always.” A new retreat for Principals was successfully conducted. The new ‘Inner-City’ pilgrimages were highly popular and successful. The two ‘Same-Sex Pastoral Care Seminars’ were highly attended. Over 200 second year beginning teachers were formally prepared and sent to the Australian Catholic Youth Festival in lieu of the traditional beginning teacher retreat.

**Pilgrimages and Immersions**

Two overseas immersions/pilgrimages were conducted in 2017: the first involved six staff travelling to Timor Leste under the umbrella of PALMS in July; the second, thirty staff travelling with Archbishop Anthony Fisher OP to the Holy Land and Italy in September/October. As per the tradition of previous years, both events were highly enriching faith formation experiences.
Youth Ministry: Youth Minister pilot program

Youth Ministry explored some initiatives starting a pilot project of Youth Ministers to work in partnership with the Principal, Religious Education Coordinator and Youth Ministry Coordinator in leading the school community in the evangelising mission of the Church. There are eight schools across the nine deaneries that have the Youth Ministers. The Youth Minister has a particular responsibility to help take forward the Catholic Life of the school by further strengthening the partnership between the school and local parishes and for engaging young people into responsible participation in the life, mission and work of the Catholic faith community through a range of initiatives and activities.

It is a flexible, non-teaching role of two days per week that will enable the Youth Minister to personally invite students to youth ministry events in the wider church and attend with them where appropriate.

Youth Ministry: Australian Catholic Youth Festival (ACYF) Sydney 2017

The ACYF was a major investment by SCS and across the system we prepared, formed and sent over 9,000 participants of students and staff. The ACYF was a vital opportunity for the engagement of staff and students in the life and mission of the church – a key strategic priority of Sydney Catholic Schools;

1.2 Enhance and diversify the faith formation and religious leadership opportunities for staff.

1.3 Foster the personal and spiritual growth of students, engaging them in the life and mission of the Catholic faith community.

Youth Ministry: Pope Francis Award pilot program

The Pope Francis Award pilot program is a service program that will be offered to Year 6 students in 2018 in a range of primary schools across the Archdiocese of Sydney. The program is aimed to encourage the involvement of students in their local parish and to encourage students to reflect and pray about the significance of volunteer service. In doing so it is a significant response to New Horizons “1.3: Foster the personal and spiritual growth of students, engaging them in the life and mission of the Catholic faith community.” The program essentially involves students completing;

- 20 hours of voluntary service in their parish (10) and school (10)
- Faith Formation booklet designed to enable students to deepen their understanding of the significance of their service and embed a practice of prayer within their service

A teacher in each school will be nominated as a coordinator to liaise with the Sydney Catholic Schools Youth Ministry team and be a mentor to students through the faith formative experience.

A successful program with 222 students across 17 schools in Years 5/6 completing the award and recognised in a formal ceremony in December 2017.

Family Educators

With the continued growth of the Family Educator project in 2017, focus was placed on ensuring quality and effectiveness of parent/family faith formation and evangelisation opportunities being offered across the Archdiocese. Three Regional Showcase Days and the production of a showcase book provided principals, priests, SCS Office Staff (and Family Educators themselves) the time to see a myriad of successful initiatives first hand. Parent feedback obtained from 2017 Family Educator Contract Renewals show continued growth in the level of engagement parents have with the faith life of the school and parish and on their own personal faith. This reflects the success of the quality, relevance and appropriateness of initiatives and activities implemented by the Family Educator to meet the needs of each of their unique communities.

The relationship with the St Vincent de Paul Society continued to grow in 2017 with more Family Educators providing parents with outreach opportunities within the great programs and services offered by the Society. Such opportunities include but are not limited to, volunteering to do Night Patrol and Brekky Van Services, sandwich, fruit salad and soup making afternoons to stock the van, the Behind The Scenes program, Christmas and Easter Hampers, toiletry and food drives, Crazy Sock Day, and knitting of blankets and scarves. Increased numbers of parents participating in these initiatives reflect parent desire to put their faith into action, even if they do not attend church weekly.
The Year of Youth

A detailed brochure outlining all planned activities and initiatives celebrating the planned Year of Youth was produced in conjunction with the Youth Ministry team and distributed to all secondary schools. Initiatives for Term 4 2017 included the formal launch of WYD19 and recruitment and preparation of young teachers for the Philippines Immersion. Year of Youth activities will remain a high priority for the Youth Ministry team throughout 2018.

Parish and School Relationships project

Following the request of Archbishop Anthony Fisher OP to clarify and strengthen the working relationship between parish and school communities, the development of an ‘Archbishop’s Charter for Parish-School Relationships’ was identified as a priority within the Strategic Plan of Sydney Catholic Schools, and in conjunction with the Archdiocese. Providing this support in the form of a common document for parish priests and school leadership teams, is most important, in light of the changing contexts and responsibilities in parishes and schools.

Sydney Catholic Schools has formerly produced a document which outlines the partnership between SCS primary schools and the Clergy called Partners in Faith, Hope and Love (Sydney: 1992). It is noted that Brisbane Diocese has also created a joint policy between clergy and Catholic schools titled Collaborating for Mission: The Parish and the Catholic School (Brisbane: 2014).

From 2016, various opportunities for consultation with clergy and principals within the Archdiocese have taken place in the form of face to face interviews, surveys and meetings. The data collected from this consultation indicated that, while there is much to be celebrated about the relationships between parishes and schools, there are also a number of overarching issues that would benefit from more attention. This has driven the need to create an (Archbishop’s) Framework for Shared Ministry that includes guiding principles which address the following:

- improving communication between, and providing clarity around roles and responsibilities of clergy and principals
- understanding the changes in legal and governance responsibilities for Sydney Catholic Schools
- understanding the changing nature of the resourcing of schools and parishes
- providing increased formation opportunities for principals/ leadership teams and parish priests
- recognising the changing nature of parish ministries
- assessing the changing nature of school’s populations

The establishment of the Parish-School Relationships Working Party in 2017 has continued to develop ways in which the relationships between parishes and schools may be strengthened. It worked to produce a support document to the Framework for use by priests and school leadership teams, which will include guiding principles and critical indicators for a successful relationship between parish and school communities. The document is also intended to support the formation and education of priests and SCS staff in dealing with the changing contexts of parishes and schools.

Stage 6 Catholic Studies Project

The Stage 6 Catholic Studies Project is an initiative of the NSW-ACT Bishops to develop and implement a new common course for religious education for students in catholic schools in NSW. The course, to be known as Studies in Catholic Thought, had contributions from each of the 11 dioceses of NSW. Each diocese appointed writers to prepare the content of modules for the new course. These writing teams met at various points throughout 2017. At the conclusion of 2017, the Reference Committee responsible for the project, presented Bishops with a complete course for consideration and endorsement. Studies in Catholic Thought was accepted by the Bishops and referred to Rev Fr Gerard Kelly to review as Project censor. In December 2017 Studies in Catholic Thought was declared to be free of doctrinal error.
STRATEGIC PRIORITY 2: LEARNING AND TEACHING

Vision

Authentic Learning is at the very heart of the work of the Catholic school, reflecting Jesus’ own desire that humanity “would have life, and have it to the full”.

Students in Sydney Catholic Schools will experience learning which is relevant, purposeful and engaging. This learning is rigorous and empowering. It is learning that enables students to realise their full potential, develop their social consciences and live lives of promise and meaning in a rapidly changing world.

Students will engage in learning which connects to their experiences, enabling them to become lifelong learners who will contribute to society and the wider world as active and discerning citizens.

Our Key Improvements

To achieve this vision, the Sydney Catholic Schools community will:

2.1 Provide experiences of learning which engage, challenge, extend and empower students through alignment with the principles of Authentic Learning

2.2 Strengthen a culture of improvement through a systematic, reflective and evidence-based approach to learning and teaching

2.3 Nurture innovation as a key means of enlivening and enriching learning and fostering growth across Sydney Catholic Schools

2.4 Support and challenge teachers to improve their practice against professional standards to enhance student outcomes

2.5 Further enhance the provision of and support for students with diverse learning needs such as special learning and gifted and talented needs

Examples of achievement in this area are:

• In 2017 there was a whole of system collaboration in the development of teaching and learning programs, assessment and resources for the implementation of the new Stage 6 syllabuses in English, Mathematics, Science and History. This process was supported by work in developing more than fifty hours of online professional learning materials which proved to be a valuable resource that has been popular with teachers. Additional benefits of this process has been the emergence of organic professional learning communities which have facilitated the sharing of knowledge and expertise across Sydney Catholic Schools.

• A consistent assessment instrument has been developed to closely monitor the numeracy development and learning gain of students in K-2. The development process has included implementation and comparison studies by Sydney University, the provision of resources for teachers to use when assessing students, professional learning courses across SCS for K-2 teachers. The popularity of the interview has led to the design and implementation of a continuous interview to monitor the progress of students beyond Year 2 where closer monitoring is required. The accessibility and usability of the data is reflected in the collection of over 40,000 sets of student numeracy data that can readily be transformed into learning and teaching strategies. The assessments, data, teaching and learning strategies and resources are available to all teachers via the SCS Numeracy site.

• Identifying and responding to the diverse learning needs of students and directly supporting the professional learning requirements of teachers and Leadership Teams is the key work focus of SCS Central and Regional Diverse Learning Teams. In 2017 evidence based, differentiated learning provision was driven by the development and implementation of Personalised Plans for 14,700 students with disability, additional learning needs and students with complex social and emotional needs. The plans also fulfilled SCS obligations in relation to the mandatory submission of data for the Commonwealth Government’s Nationally Consistent Collection of Data for school students with disability (NCCD).
• The Arrowsmith Program for 70 students with complex learning disability was delivered in three school locations. Sacred Heart Mosman and Holy Innocents Croydon have full-time programs for Primary students. Casimir College at Marrickville offers a full-time program for Secondary students and is the venue for an after-hours program for both Primary and Secondary students.

• Capacity building for SCS specialist and classroom teachers was enhanced by the provision of 61 SCS supported postgraduate study places in programs related to Special Education and Autism studies. 24 Learning Support Officers successfully completed Certificate IV in Inclusive Education at various TAFE colleges across Sydney. SCS has also partnered with Online Training UK to enable 260 teachers to participate in a range of blended learning programs such as, Understanding Vision and Hearing Loss, Understanding Autism Spectrum Disorder and Speech Language and Communication Disorders.

• The flagship Newman Selective Gifted Education Program is now operating in 48 Primary and Secondary schools across the Archdiocese.

• 2017 saw the beginning of a two year pilot program to explore the expansion of the Newman Selective Gifted Education program. This involved working with a small group of pilot Primary and Secondary schools in the Eastern Sutherland Shire and the Liverpool areas to facilitate the introduction of a systematic, uniform selection process for 69 students wishing to enter Year 7 Newman classes. The application and selection process involved the submission of student portfolios containing both parent and Primary school nominations and a range of diagnostic evidence to support placement in Newman Selective Gifted Education Programs. In partnership with the Australian Council for Educational Research students were also invited to participate in a Higher Ability Selection Test (HAST) that assessed students’ capacity in Verbal Reasoning, Written Expression, Quantitative Reasoning and Abstract Reasoning. The results of this test were added to the students’ application portfolio and teams of teachers, school leaders and moderation groups from SCS Central Office, collaboratively selected students for the Year 7 Newman classes. 2018 will see the pilot widening to include 54 Primary and Secondary schools.

• Capacity building in Gifted Education was well supported by a wide suite of professional learning offerings from Central and Regional SCS Office Diverse Learning personnel. 96 Primary and Secondary schools’ Leadership Teams have now participated in the Gifted Education Naturally Embedded (GENE) program. This is an entree program to the Newman Selective Gifted Education Program. Additionally, during 2017, 422 teachers completed Gifted Education Online 1 program (GEO 1) and 49 teachers piloted the newly developed Gifted Education Online 2 (GEO 2). SCS Central Office also provided supported postgraduate study opportunities for 24 teachers, school leaders and SCS staff.

• 19,602 students from 120 SCS affiliated Primary schools participated in elite, representative sport at Cluster, Regional, NSW Catholic Primary Schools (CPS) MacKillop, NSW Primary Schools Association (PSSA) and School Sport Australian (SSA) levels. Multiclass events were facilitated to ensure the inclusion of students with disability at Primary Sport representative level.
STRATEGIC PRIORITY 3: STUDENT AND STAFF WELLBEING

Vision

Our work is founded on the person of Jesus Christ and we seek to model his care and compassion for others. We believe in the dignity of every person created in the image of God and redeemed by Christ.

We commit to providing safe and supportive environments that nurture the physical, spiritual, intellectual, moral, social and emotional wellbeing of all students and staff in our community. We hold firmly to the belief that all students and staff have a right to be safe, respected and valued in an inclusive environment.

Relationships and support systems for members of Sydney Catholic Schools will reflect Catholic truths and values and we recognise that all have a responsibility for the care of others.

Our Key Improvements

To achieve this vision, the Sydney Catholic Schools community will:

3.1 Strengthen safe and supportive school environments
3.2 Resource and support programs which promote mental health and resilience
3.3 Equip and support school staff with skills and strategies to effectively manage challenging student behaviour
3.4 Support vulnerable and marginalised students and their families
3.5 Create more supportive environments and resources to promote staff wellbeing

Examples of achievement in this area are:

The Legal, Staff Wellbeing and Professional Services (LSWAPS) team worked closely with schools, the Office of Children’s Guardian, the NSW Ombudsman and the NSW Police towards creating safe and supportive school environments for students.

A total of 147 employees consisting of Primary Senior School Support Officers and College Business Managers completed two half-day WHS training sessions in 2017. This training has proved extremely effective in helping schools with their WHS requirements and developing a positive safety culture.

The Staff Wellbeing and Injury Management team promoted a range of wellbeing initiatives which included the free flu vaccination program, the inaugural Step Challenge, building workplace resilience workshops as well as provided a number of associated resources for use in both SCS offices and schools.

Mental Health First Aid Training was provided for primary and secondary school staff. This evidence based training equipped staff to identify students who may be struggling and connect them and their families with the most appropriate support.

Supporting Students with Complex Social and Emotional Needs Policy and Guidelines were implemented across the system of schools. These provided preventative strategies and then a strategic response when these complex needs lead to challenging behaviours.

A re-imagined model of school counselling. A major achievement in 2017 was the forming of a genuine partnership between Sydney Catholic Schools and Catholic Care to provide a substantial increase in school counselling support, through a reimagined model following an external review. The support included a raft of services, developed through the partnership, to provide families with appropriate guidance and direction. A plan was developed to increase the counsellor / student ratio over a period of three years. Early indications are that this partnership is proving to be highly effective.
STRATEGIC PRIORITY 4: CAPACITY BUILDING

Vision

Our people are our greatest gift and their formation and performance is critical to our success in ensuring quality Catholic schooling for all students. We recognise and value the contribution of each person to the vision and mission of Sydney Catholic Schools.

We embed high-quality practice in our work within a culture of reflection and continual improvement.

We encourage all staff to seek and engage in opportunities for professional growth to build the capacity of individuals and the system of Sydney Catholic Schools.

Our Key Improvements

To achieve this vision the Sydney Catholic Schools community will:

4.1 Increase the capacity of teachers and learning support staff to respond to the holistic needs of all students
4.2 Develop future Catholic school leaders and strengthen current leadership in our schools
4.3 Enable a collective approach to building system capacity.

Examples of achievement in this area are:

Leadership Framework

In 2017 the SCS Senior Leadership team asked the People and Culture Unit to lead a process to develop a leadership framework that would enhance leadership and succession planning by:

a. Developing a common language and understanding of what leadership is
b. Supporting and facilitating leadership growth

The PCU team invited staff from across the system to contribute by creating a SCS Leadership Framework Team that used an iterative approach to co-construct the SCS Leadership Framework.

The collaboration involved regular meetings of the team, ongoing consultation with as many stakeholders as possible, including the Archbishop, the Vicar of Education, the Curia, system directorate teams and leaders, Archdiocesan Principal and Assistant Principals groups, consultation committees, individual staff, team leaders and academic advisors. An audit of current leadership learning practices was also conducted by the team.

By the end of 2017 the SCS Leadership Framework Team delivered the SCS Leadership Framework which include:

- SCS Leadership Lenses
- Catholic Identity and Mission Domains
- Mapping of the framework to the Australian Professional Standards for Teachers, the Australian Professional Standard for Principals and Leadership Profiles and the SCS Operations Staff Capability Framework
- SCS Leadership Learning Statement
- Resources
- Implementation Plan
- Recommendations for 2018 and onwards

The SCS Leadership Framework was endorsed by the Senior Leadership Team on 9 November, 2017 and will be fine-tuned in 2018 based on its use.
Collaborative Expertise in Schools

In 2017 the Collaborative Expertise in Schools program was established to focus the work of the People and Culture team on supporting schools to provide quality professional learning within school that enables opportunities for teachers to operate at Highly Accomplished and Lead teacher levels. This involved the PCU team working with schools to support their development of a Professional Learning Plan aligned to the areas of focus in their Annual Improvement Plan (AIP) that identifies opportunities for potential Highly Accomplished and Lead teachers to improve teacher practice by designing and facilitating NESA registered in-school professional learning. School meeting time is reallocated to whole courses for teachers to achieve their proficient teacher maintenance hours when evidence of change in practice is demonstrated.

A survey tool (PIVOT) is used as a strategic improvement tool to provide baseline data about the student experience of the teacher’s pedagogy. Students can then be re-surveyed each year as a demonstration of change to the baseline data.

As a result of working in this way the PCU has seen two teachers in a school achieve Highly Accomplished Teacher and Lead Teacher accreditation. Many other schools are on track to achieve their accreditation in this way in 2018/19.

Performance Growth in Action

The Performance Growth in Action (PGiA) website was developed in 2017 to support schools, regional and central offices to use the PGiA process to develop the performance of staff. The website analytics report strong use of the framework in key times of the year i.e. term 4 and early term 1, as it is used by individual staff to align their Performance Growth Plans to the school or department Annual Improvement Plan.

TAA Accreditation Processes in Schools

In 2017, the PCU has continued to provide webinars for schools to support school leaders in their understanding of quality processes that should be in place in schools to achieve TAA compliance. The webinars have been expanded to offer advice to new teachers on achievement of proficiency and for existing teachers and proficient teacher on maintaining their accreditation at proficient.

In 2017 a great deal of PCU time was spent on preparation for Teacher Accreditation Authority (TAA) audit by NESA on TAA governance processes in schools. The PCU team created supporting resources for schools hosted on a TAA compliance website to ensure schools are creating quality processes to support the accreditation and development of teachers aligned to the Australian Professional Standards for Teachers. In addition a number of workshops were run for Principals and School Leaders to support them in developing the correct school structures and to comply with the Teacher Accreditation Act 2004 in the three key areas of compliance; Orientation to TAA processes, Assessment of Teachers for Accreditation and School Decisions on the Maintenance of Accreditation for Proficient teachers.

Internship Program targeting Maths and Science teachers

In 2017, the internship program targeting science and maths teachers continued to roll-out and saw an increase in the number of suitable applicants as well as an increase in the number of schools welcoming interns into their community. In addition, positive feedback from the schools in regards to the performance of successful applicants has seen Sydney Catholic Schools continue the program into 2018.
Governance

In 2017, SCS consolidated their obligations under the Education Act with another round of governance training for responsible persons in line with the professional development requirements of the act. The 2017 focus was the practical operation of governance requirements and processes and integration of a culture of good governance across the organisation. This was enhanced by some significant work in the area of risk. Following publication of the risk policy and framework, workshops were conducted across the organisation’s central and regional teams addressing strategic risk management and the formulation of a systemic approach to risk management at an enterprise level.

School review and improvement processes contribute to the culture of continuous improvement across the system. School resources were developed to support schools in the review process. An external and internal review of the 2016/2017 school Inquiry and Review pilot process was undertaken.

The development and implementation of project methodology supports the development of the strategic plan. A comprehensive framework for project methodology was created inclusive of support documentation and website.
**STRATEGIC PRIORITY 5: STEWARDSHIP OF RESOURCES**

**Vision**

We are committed to the responsible management, monitoring and equitable allocation of resources to respond to the needs of students and to enable Sydney Catholic Schools to continually improve.

The ongoing sustainability and management of resources is strengthened by effective financial practice across Sydney Catholic Schools.

Stewardship is a responsibility shared between Sydney Catholic Schools, parish communities and parents.

**Our Key Improvements**

To achieve this vision, the Sydney Catholic Schools community will:

5.1 Provide vibrant and innovative learning spaces that enhance learning and teaching

5.2 Ensure that financial management practices across the system are robust, consistent and compliant

5.3 Develop flexible and contextualised school-level staffing and resourcing decisions

5.4 Adapt systems and ICT infrastructure to support contemporary learning and teaching into the future

5.5 Support the pastoral outreach of parish communities and respond to family needs

Examples of achievement in this area:

- The Regional Capital Works committees with membership comprising Principals, Regional Director and Consultants and Planning and Facilities staff, are continuing to be an effective forum to verify infrastructure need in schools and identification of appropriate and proportional capital responses.

- The Revitalisation program in selected schools continued with welcome minor capital works projects involving refurbishment or the creation of contemporary, innovative learning spaces that are designed primarily to enhance learning and teaching in schools that might have otherwise been waiting many years for a major project.

- The first stage of two new schools were opened in 2017; St Anthony of Padua Catholic Primary, Austral and St Patrick’s Catholic Primary, Mortlake. Following significant collaboration, each school has been designed to offer students state-of-the-art learning experiences.

- The incorporation of the five-year Capital Works Master Plan into the 10-year Financial Plan.

- Capital works plans that have been developed for each school are continually reviewed in response to fluid population trends and local educational needs. These plans are continually reviewed, refined and endorsed by the Regional Capital Works Committees.

- Development of the gateway process for capital works with respect to the allocation of finite resources for the continual improvement of school infrastructure. This framework aims to improve the validation, transparency, communication, collaboration and prioritisation for capital works.

- Development of a new asset management module and contract administration processes for the upgraded financial management system.

- Seventy-five schools undergoing audits in 2017 by Deloitte’s as part of their Internal Audit program Fifty schools were audited as part of KPMG’s external audit of the SCS Annual accounts.

**Bursaries**

The Catholic Education Foundation continues to be well received by the school community, reducing the financial burden of education for students from disadvantaged backgrounds. The total active bursaries in 2017 are 3883, with strong growth in the Refugee Bursary category. Due to the significant financial barriers experienced by refugees, the program is designed to assist refugee students in obtaining formal qualifications, aiding with their integration in the Australian community.
Refugees

A significant increase in the number of Syrian and Iraqi refugee students enrolled in Sydney Catholic Schools during 2017-18. Additional funding was provided to establish two new Catholic Intensive English Centres at Mary MacKillop Catholic College, Wakeley and Patrician Brother, Fairfield. Funding for additional specialist EAL/D teachers and New Arrivals teacher support was allocated across a number of primary schools in the Fairfield-Liverpool area.

Governance training

In 2017, the Governance and Policy team continued to support sound financial practices formally through the governance training and informally through school and Principal support. Professional Development for school finance staff and business managers integrated case studies for the analysis of financial practices and processes through a lens of good governance.

Sydney Catholic Early Childhood Services

A service agreement was established to support the development and operation of Sydney Catholic Early Childhood Services (SCECS). With this support SCECS opened its first outside school hours care service at St Joseph the Worker, Auburn South and purchased land for the development of early childhood centres at Sadlier Miller and Auburn.

ONCE Project

The ONCE Project, which commenced in 2016, continued the rollout of a comprehensive student information system (Compass) and financial management system (CI Anywhere) across all Sydney Catholic Schools and offices to support administration, reporting and the core business of learning and teaching. During 2017 ONCE systems were implemented in 61 schools. The ONCE Project is part of a broader strategy to improve information and financial processes in 740 catholic primary and secondary schools, reaching 330,000 students and 20,000 staff across 13 Diocese.
SYSTEM STEWARDSHIP

The System Stewardship Directorate is composed of nine key sub-teams:

- **School Financial Shared Services**:
  - School admin support
  - Accounts payable
  - School fee liaison
  - School bursaries (Catholic Education Foundation)

- **School Financial Accounting and Reporting**

- **School Financial Planning and Analysis**

- **Census, Staffing and Visas**

- **ONCE Project Team**

- **Purchasing Team**

- **Information and Communication Technologies and ICT Support**

- **Planning and Facilities**

- **Sydney Catholic Early Childhood Services.**

The Financial information is for the Combined Funds of Sydney Catholic Schools, Archdiocese of Sydney (SCS).

The SCS Combined Funds (also referred to as the Central Office) include the:

- Operating Fund
- Capital Fund
- School Building Fund
- School fee bursary fund
- Endowment Fund
- Catholic Education Foundation.

The Central Office receives government grants and manages the distribution of resources to schools based on staffing formulas and identified needs which is assessed on metrics of student ratios and in consultation with individual schools. The Central Office manages key functions on behalf of the system of schools within the Catholic Archdiocese of Sydney (the Archdiocese) including:

- Governance and System Leadership
- Teaching and Learning
- Financial Management of assets and resources
- Human Resources and Payroll
- Capital Works and Maintenance Programs
- Legal Services
- Work Health and Safety.
### Key Ratios

<table>
<thead>
<tr>
<th></th>
<th>2017</th>
<th>2016</th>
<th>Change %</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Student numbers (August census)</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Primary</td>
<td>39,413</td>
<td>39,228</td>
<td>0.5%</td>
</tr>
<tr>
<td>Secondary</td>
<td>30,699</td>
<td>30,611</td>
<td>0.3%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>70,112</strong></td>
<td><strong>69,839</strong></td>
<td><strong>0.4%</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>% Catholic</th>
<th>% Orthodox</th>
<th>% Total Catholic &amp; Orthodox</th>
<th>% Catholic</th>
<th>% Orthodox</th>
<th>% Total Catholic &amp; Orthodox</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Primary</strong></td>
<td>78.6</td>
<td>9.4</td>
<td>88.0</td>
<td>79.8</td>
<td>9.1</td>
<td>88.9</td>
</tr>
<tr>
<td><strong>Secondary</strong></td>
<td>73.1</td>
<td>11.4</td>
<td>84.5</td>
<td>73.3</td>
<td>11.0</td>
<td>84.3</td>
</tr>
<tr>
<td><strong>Primary &amp; Secondary</strong></td>
<td><strong>76.2</strong></td>
<td><strong>10.3</strong></td>
<td><strong>86.5</strong></td>
<td><strong>76.9</strong></td>
<td><strong>9.9</strong></td>
<td><strong>86.8</strong></td>
</tr>
</tbody>
</table>

|                          |            |            |                         |            |            |                         |
| **Number of schools**    |            |            |                         |            |            |                         |
| Primary                 | 114        | 114        | 0                        |            |            |                         |
| Secondary               | 38         | 38         | 0                        |            |            |                         |
| **Total**               | **152**    | **152**    | **0**                    |            |            |                         |

|                          |            |            |                         |            |            |                         |
| **Staff numbers**        |            |            |                         |            |            |                         |
| School Based staff       |            |            |                         |            |            |                         |
| Full time                | 4,062      | 4,069      | -0.2%                    |            |            |                         |
| Part time                | 3,291      | 3,358      | -2.0%                    |            |            |                         |
| **Total**                | **7,353**  | **7,427**  | **-1.0%**                |            |            |                         |

|                          |            |            |                         |            |            |                         |
| Central Office staff     |            |            |                         |            |            |                         |
| Full time                | 316        | 325        | -2.8%                    |            |            |                         |
| Part time                | 99         | 91         | 8.8%                     |            |            |                         |
| **Total**                | **415**    | **416**    | **0.0%**                 |            |            |                         |

|                          |            |            |                         |            |            |                         |
| **Total staff**          |            |            |                         |            |            |                         |
| Full time                | 4,378      | 4,394      | -0.4%                    |            |            |                         |
| Part time                | 3,390      | 3,449      | -1.7%                    |            |            |                         |
| **Total**                | **7,768**  | **7,843**  | **-1.0%**                |            |            |                         |
Financial Highlights

SCS provides financial support to families experiencing financial difficulties to support students to gain a Catholic education:

<table>
<thead>
<tr>
<th>Financial Assistance</th>
<th>2017</th>
<th>2016</th>
<th>Change %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of bursaries</td>
<td>3,883</td>
<td>3,931</td>
<td>-1.2%</td>
</tr>
</tbody>
</table>

The annual value of the financial assistance provided by SCS to families receiving student bursaries is equivalent to $12 million in school fees and charges.

Revenue Analysis For 2017: Total Revenue $887m

Expenditure Analysis For 2017: Total Recurrent Expenditure $825m
SCS total income in 2017 was $886.9 million and $856.3 million in 2016. Included in total income was $746.6 million (2016 - $731.0 million) in Commonwealth and State Government Grants.

The Central Office also received $116 million in tuition fees, building levies and ICT levies collected from parents, carers and supporters of students to contribute to the cost of staffing our schools and for providing modern, contemporary learning spaces for our students.

The major costs for the Central Office are the costs of providing teachers and support staff for schools was $665.6 million for 2017 and $657.9 million in 2016. Salary costs are 81% of the total value of recurring grants received from Government in 2017 and 90% in 2016.

Capital Works

In 2017 SCS spent $158.9M (2016 - $137.6M) on the acquisition of new school sites, refurbishment and construction of new learning environments. Major school projects in 2017 included:

<table>
<thead>
<tr>
<th>School Project</th>
<th>$000</th>
</tr>
</thead>
<tbody>
<tr>
<td>ASHFIELD, Bethlehem College</td>
<td>6,400</td>
</tr>
<tr>
<td>AUSTRAL, St Anthony of Padua Catholic Primary</td>
<td>6,000</td>
</tr>
<tr>
<td>KINGSGROVE, St Ursula’s College</td>
<td>7,400</td>
</tr>
<tr>
<td>MORTLAKE, St Patrick’s Catholic Primary</td>
<td>8,700</td>
</tr>
<tr>
<td>NORTH STRATHFIELD, Our Lady of the Assumption Catholic Primary</td>
<td>8,300</td>
</tr>
<tr>
<td>NORTH SYDNEY, St Mary’s Catholic Primary</td>
<td>5,500</td>
</tr>
<tr>
<td>PADDINGTON, St Francis of Assisi Catholic Primary</td>
<td>2,000</td>
</tr>
<tr>
<td>PANANIA, St Christopher’s Catholic Primary</td>
<td>5,000</td>
</tr>
<tr>
<td>PENSHURST, Marist Catholic College</td>
<td>5,400</td>
</tr>
<tr>
<td>WEST HOXTON, Clancy Catholic College</td>
<td>7,200</td>
</tr>
<tr>
<td>Revitalisation and school upgrades</td>
<td>32,614</td>
</tr>
<tr>
<td>Land acquired for schools</td>
<td>64,433</td>
</tr>
<tr>
<td><strong>Total investment in schools during the period</strong></td>
<td><strong>158,947</strong></td>
</tr>
</tbody>
</table>
CENTRAL OFFICE
Sydney Archdiocesan Catholic Schools Board and Sydney Catholic Schools Central Office
38 Renwick St
PO Box 217
Leichhardt NSW 2040
T: (02) 9569 6111

REGIONAL OFFICES

Eastern Region
33 Banks Avenue
Daceyville NSW 2032
T: (02) 8344 3000
Fax: (02) 8344 3097

Inner Western Region
Catholic Centre
3 Keating Street
Lidcombe NSW 2141
Locked Bag 83, 1825
T: (02) 9643 3600
Fax: (02) 9643 3609

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

READING RECOVERY CENTRE
St Fiacre’s Primary
98 Catherine Street
Leichhardt NSW 2040
T: (02) 9550 0612
Fax: (02) 9569 0483
INSPIRING SPIRITS AND MINDS