



Sydney
Catholic
Schools

ANNUAL REPORT 2018

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Archbishop Anthony,

It is with pleasure and a sense of sadness that as Executive Director, I submit my final Annual Report of Sydney Catholic Schools (SCS) for the year ended 31 December 2018. This annual report will highlight the achievements and strategic directions undertaken by SCS during this year. The vision and mission of Sydney Catholic Schools remains aligned to the Archbishop's Charter and is lived out through the SCS strategic plan.

New Horizons: Inspiring Spirits and Minds 2018-2020 has guided us well as a strategic plan. Initial discussion and planning is being undertaken by the SCS Board and the Leadership Team about timelines and future directions for a new strategic plan (2021) to guide SCS forward in the years ahead.

All work undertaken for and on behalf of Sydney Catholic Schools in 2018, has been aligned to the five key strategic directions:

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

The theme in 2018 for Sydney Catholic Schools, 'Do not be afraid' challenged all of us to respond positively as a faith and education community in our various roles. The call to be courageous leaders, inspired by the Gospel message, has been evidenced in the work that has been undertaken.

The focus on student growth and achievement has been evidenced in many and various forms. Results from external sources such as NAPLAN and HSC have demonstrated that Sydney Catholic schools are performing positively within the expected range against the state mean in all domains.

The Religious Education Test in Years 6, 8 and 10 demonstrates strong growth in religious literacy across all year levels. Our challenge is to ensure that this understanding and demonstration of witness continues to grow in an ever-increasing secular world.

Further developments with the Newman Selective Gifted Education Program, Japanese Centres of Excellence and expansion of Sydney Catholic Early Childhood Services, have been part of the suite of learning opportunities aimed at supporting all students.

At a broader level, it has been a year of challenges in the context of funding for SCS at both a federal and state level. The elections in 2019, required focussing on key messages to both federal and State members of parliament, to ensure that all Catholic educational systems could continue to offer low-fee Catholic education to those who seek it. The agreement from the Federal Government to abandon the proposed Socio-Economic Status (SES) methodology of funding, has been welcomed by SCS and provides greater clarity for future provision and planning. Capital funding for provision of land from the State Government remains a priority as SCS grows and develops as a system into the future.

Two other influencing factors that have been part of the agenda in 2018 include:

- the response to the Royal Commission into Institutional Responses to Child Sexual Abuse
- the statement on religious freedom.

As we move into 2019, we will see a transition of Executive Director to lead SCS into the future with a sense of hope and a renewed focus on the creation of thriving Catholic communities where excellence in learning and teaching is clearly evident. It has been my privilege to lead this wonderful community of 152 schools, three Regional Offices as well as a Central Office in Leichhardt. Each day has brought abundant blessings, as together we have worked tirelessly to ensure that Catholic Education is accessible for all families, and that learning and achievement in a faith-filled environment remains the highest priority.

On behalf of the SCS Board and SCS Catholic schools, we thank the priests, principals and staff, families and carers who tirelessly devote their time and expertise in guiding our communities in striving to be the best they can.



Dr Dan White
Executive Director
Sydney Catholic Schools



Bishop Anthony Randazzo
Chair Sydney Catholic Schools Board



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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 Gospel values
- 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 2018 and Overview

The 2018 theme for the XXXIII 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”. This 2018 theme 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” (Luke 1:38), Mary’s hope-filled reply to the angel.



SYDNEY CATHOLIC SCHOOLS TRUST BOARD

The Sydney Archdiocesan Catholic Schools (SACS) Board (advisory in function) 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.

SCS Trust Board

In October 2017, the Archbishop of Sydney appointed 12 directors drawn from all sectors of the Catholic community, to the newly established SCS Trust Board. These directors bring to the SCS Trust Board a wide spectrum of interests and skill sets related to Catholic education. These include Canon Law, capital works development, financial audit, legal, educational pedagogy, industrial relations, risk and cyber-security. The full SCS Trust Board, as a legally incorporated entity, became effective 1st January 2018.

Directors of the SCS Trust Board

- Bishop Tony Randazzo (Chair)
- Fr Gerry Gleeson (Vicar General)
- Fr Michael McLean (Educational Vicar)
- Ms Clare Baxter
- Ms Yolanda Chorazyczewski
- Ms Anna Dickinson
- Mr Anthony Lane
- Mr Michael Digges
- Dr Dominic McLoughlin
- Ms Loretta Di Mento
- Mr Steven Newton
- Prof Hayden Ramsay
- Dr Dan White (Executive Director)

The SCS Trust Board is supported by Company Secretary: Mr Peter Ireland.



ROLE OF SYDNEY CATHOLIC SCHOOLS

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

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

In 2018, SCS' financial responsibilities extended to the administration of salaries for more than 9,500 staff members (ie 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 an authentic Catholic education. *New Horizons: Inspiring Spirits and Minds* focusses 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.

The Directors of Sydney Catholic Schools:

- Dr Dan White, Executive Director of Sydney Catholic Schools
- Mr Glenn McLachlan, Director of System Stewardship
- Mrs Genevieve Moss, 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
- Mrs Vicki Lavorato, Regional Director Southern Region

The Leadership Team is supported by five sub-committees:

- Parish School Relationships Working Party
- Authentic Learning
- System Improvement
- Financial Management
- School Planning and Development

SYDNEY CATHOLIC SCHOOLS STUDENT ACHIEVEMENT 2018

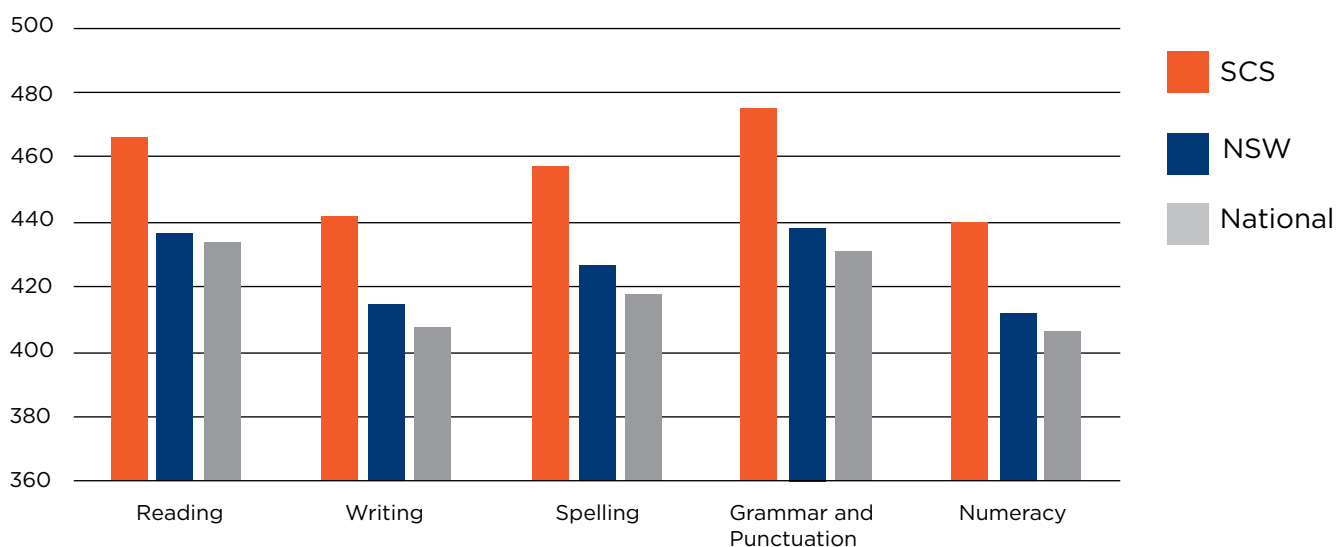
NAPLAN

All students nationally are required to undertake the NAPLAN assessment program. This occurs in Years 3, 5, 7 and 9. NAPLAN tests skills in reading, writing, spelling, grammar and punctuation, and numeracy. These skills are essential for every child to progress through school and life. The following charts, using standardised means, compare the performance of Sydney Catholic schools against the performance of all other schools at both the national and state level.

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.

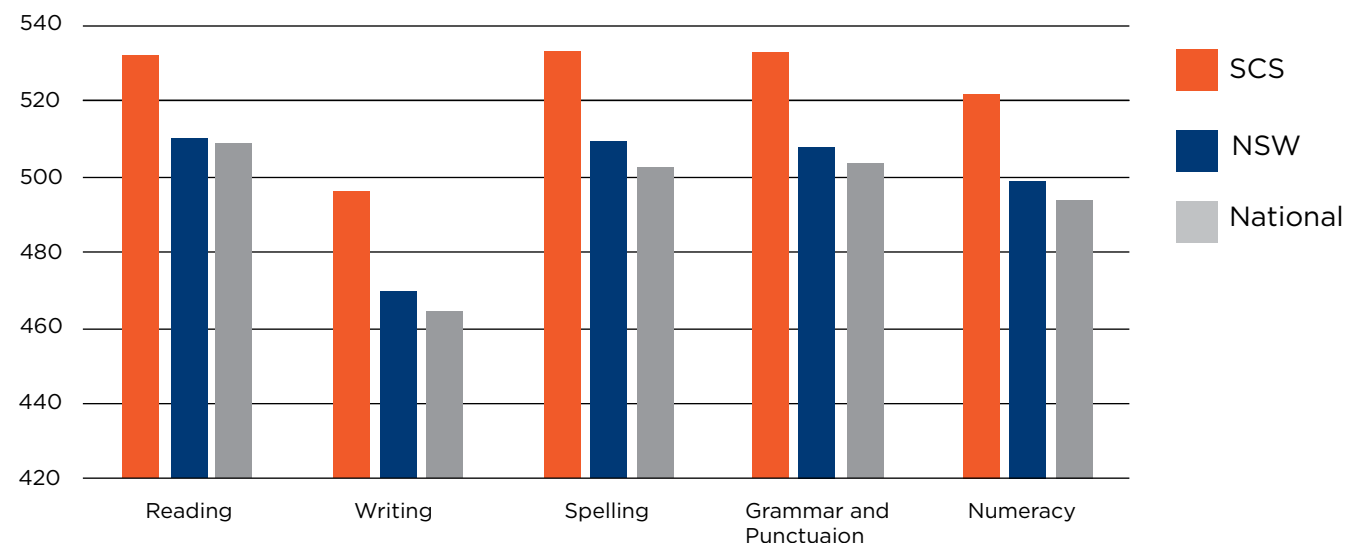
2018 Year 3 NAPLAN Means: SCS vs State vs National



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.

2018 Year 5 NAPLAN Means: SCS vs State vs National

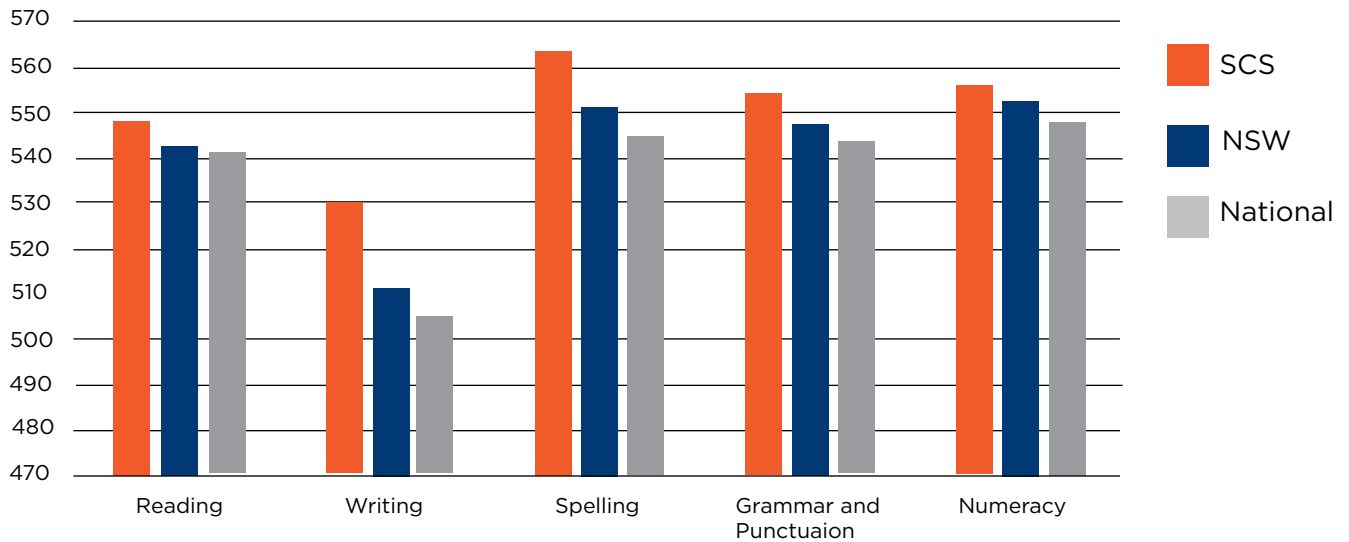




Year 7 - Standardised comparison to the state mean

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

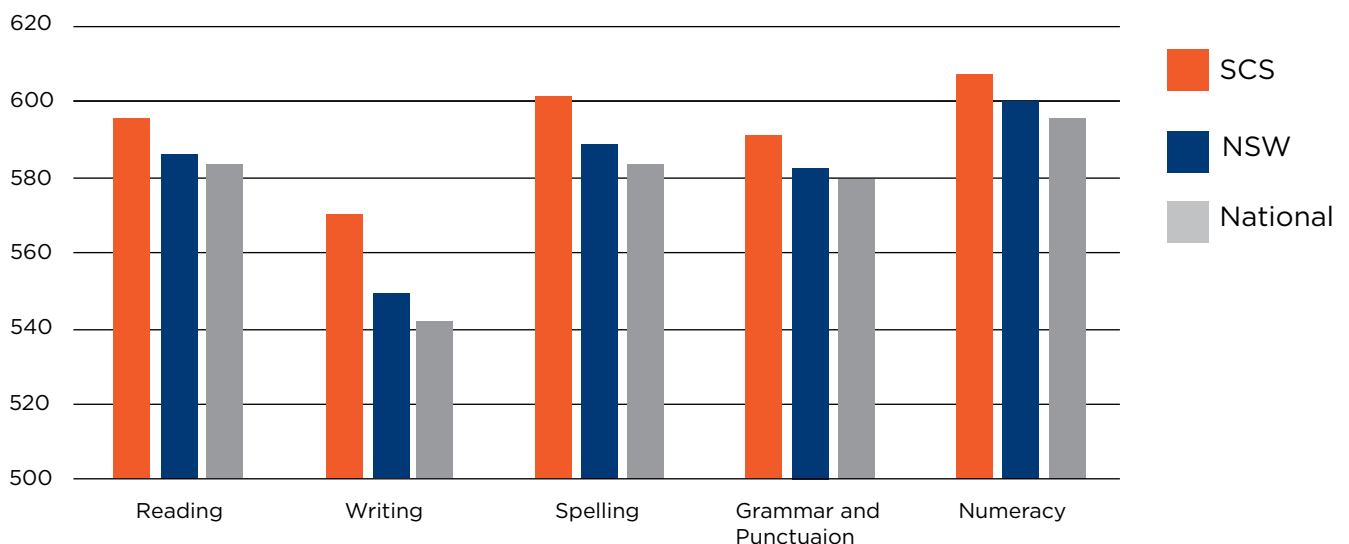
2018 Year 7 NAPLAN Means: SCS vs State vs National



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.

2018 Year 9 NAPLAN Means: SCS vs State vs National



Year 3	Difference from State	State Comparison
Reading	29.4	Well above
Writing	28.0	Well above
Spelling	30.5	Well above
Grammar and Punctuation	36.9	Well above
Numeracy	27.3	Well above

Year 5	Difference from State	State Comparison
Reading	22.0	Well above
Writing	25.6	Well above
Spelling	23.8	Well above
Grammar and Punctuation	25.4	Well above
Numeracy	22.4	Well above

Year 7	Difference from State	State Comparison
Reading	5.5	Slightly above
Writing	18.4	Well above
Spelling	12.2	Above
Grammar and Punctuation	6.6	Above
Numeracy	4.3	Slightly above

Year 9	Difference from State	State Comparison
Reading	9.2	Above
Writing	20.8	Well above
Spelling	12.2	Above
Grammar and Punctuation	8.7	Above
Numeracy	7.1	Above

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 show that the Sydney Archdiocesan students' religious literacy continued at or above the high levels evident in previous years, with the following averages: Year 6: 60.92% and Year 8: 56.84%. Year 10 RE tests were completed in 32 schools with an average of 59.02% in comparison to 56.1% in 2017, 55.3% in 2016 and 55.37% in 2015.



HIGHER SCHOOL CERTIFICATE

In 2018, the Higher School Certificate (HSC) performance data from the DeCourcy Report indicates a continuing positive trajectory for Sydney Catholic schools in terms of achievement. Given that all Sydney Catholic schools are fully comprehensive rather than selective, it is pleasing to note that our schools continue to add educational value. Eighty-one percent (81%) of the two unit courses sat by our students, achieved averages that are above the state mean, which is the highest percentage to date. The percentage of HSC extension courses sat by our students achieved averages that are above the state mean was 61%, which is the second highest to date. Notably the DeCourcy HSC data shows that the number of schools performing above what would typically be expected is one of the largest ever. These measures reveal strong growth and achievement within the system. Student growth in SCS should be celebrated, and schools and teachers should be congratulated for this success. Six schools were identified by Dr DeCourcy as having '*achievement above typical*', while the remainder of the schools were identified as having '*achievement in the typical range*'.

Four students were placed first in course in the 2018 HSC:

- English (Standard) – St Ursula’s College Kingsgrove
- Mathematics – St Patrick’s College Sutherland
- Community and Family Studies – Aquinas College Menai
- Business Services Examination – St Ursula’s College Kingsgrove

Sydney Catholic Schools were awarded fifth place in Studies of Religion II and tenth place in Studies of Religion I. One Sydney Catholic Schools student was awarded second place in Mathematics Extension I and eighth place in Mathematics Extension II.

Four of the top 20 places in English Standard were awarded to SCS students. English Standard has the second highest candidature in NSW at 31,111 students (NSW Education Standards Authority website). In comparison, two of the top 20 places in English Advanced were awarded to SCS students. English Advanced has a candidature of 26, 285. Both of these results indicate high quality teaching in those schools where places were awarded. Four of the top 20 places in Mathematics were awarded to SCS Students. Mathematics has a candidature of 18,127.

The Sydney Morning Herald ranking showed that 45% of Sydney Catholic secondary colleges were named in the top 150 schools in NSW. The highest ranked school based on Sydney Morning Herald data list is St Clare’s Waverley ranked 77 up from 167 in 2017. The second highest ranked school based on Sydney Morning Herald data list from SCS is Our Lady of the Sacred Heart Kensington ranked 82nd having moved up from 234th.

In 2018, SCS had the smallest percentage of students in the lowest two bands (3.1%) and (1.7%) respectively, suggesting that we are continuing to improve outcomes for all students.

For the twelfth year of the past thirteen, SCS Vocational Education and Training students have achieved first place in a Higher School Certificate examination. Of a total 5,635 Vocational Education and Training course enrolments in 2018 (increase 3.2%) 3,350 students were from SCS and a further 358 from Congregational schools. Across SCS, 71 students enrolled in Stage 5 Vocational Education and Training courses; 1,752 in Preliminary courses and 1,563 in the HSC.

At the conclusion of the HSC examinations, 53 students enrolled in 3 post-school Vocational Education and Training courses offered for students to complete their Certificate III which was not possible through their HSC study. All are on track to achieve:

- Business (13)
- Information, Digital Media and Technology (19)
- Early Childhood Education and Care (21).

SCS Information Technology students have been targeted by MEGT for a paid Certificate IV Microsoft Traineeship Program. The MEGT Institute is a Registered Training Organisation (RTO) and a specialist provider of nationally accredited courses. They will work with a host employer within the Microsoft Australia partner network which includes KPMG, ANZ, Commonwealth Bank.

More than half of our Early Childhood Education and Care, School Based Apprenticeships and Traineeships graduates, will immediately be enrolled into a paid Diploma program with their employers.

STRATEGIC PLANNING

‘New Horizons: Inspiring Spirits and Minds’ (2018 – 2020)

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:



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

Parish School Relationships Project

Sydney Catholic Schools, through the continued work of the Parish-School Relationships Working Party, progressed the project by continuing the aim of strengthening the working relationships between parish and school communities. After extensive consultation with stakeholders, it produced the document *Catholic Parishes and Schools: A Framework for Shared Mission* which was formally launched by Archbishop Fisher at the Archbishop's Conference with Clergy and Principals in June.

The Framework, which aims to help foster successful relationships between parishes and schools, includes 'Key Understandings' and 'Key Strategies' in the following areas:

- Governance and Parish schools
- Spiritual formation of children and their families
- Pastoral care
- Human resources
- Parish facilities and planning
- Sydney Catholic Schools office.





The process for creating a Memorandum of Understanding (MOU) between each parish and associated school was also formalised. Principals together with their parish priests were asked to complete an MOU using *Catholic Parishes and Schools: A Framework for Shared Mission*, so as to provide the opportunity of noting agreements in each local context, and allow the 'Framework' to be given practical expression. The MOU process also encourages the strengthening of relationships and aids in the formation and education of priests and SCS staff in dealing with the changing contexts of parishes and schools.

Faith Formation and Evangelisation

The year 2018, saw the continued overseeing and maintenance of Three-Year Faith Formation plans for all schools, primary and secondary by the Leaders of Learning Adult Faith Formation. As in previous years, Growing in Faith, 1st, 2nd and 3rd Year beginning teachers, principals, family educator, support staff, Indigenous and inner-city retreats were successfully conducted, incorporating the system theme of 'Do not be afraid.' New retreat experiences for middle managers and a Bondi to Bronte 'Emmaus' retreat were added and were well attended.

Pilgrimages and Immersions

Four overseas immersions/pilgrimages were conducted in 2018. These included eight staff travelling to the Philippines under the umbrella of Catholic Mission in January, 35 staff travelling with Bishop Richard Umbers to the Holy Land and Jordan in April, 12 staff travelling to work with the Missionaries of Charity in Kolkata, India and 30 staff travelling with Dr Dan White to Ireland. All four events were highly enriching faith formation experiences for participants. Large-scale recruitment was also conducted for WYD19 in Panama. Seventy-two staff were recruited and prepared before departure in January 2019.

Leading Liturgy in Catholic Schools

In September 2018 the Leading Liturgy in Catholic Schools professional development program was launched with its first and second modules. Each module was attended by over 75 staff, including assistant principals, religious education coordinators, classroom teachers and family educators. The 2018 cohort completed two days of the four day course in Phase One of the program, which includes professional development in applying the liturgical principles, foundations for the celebration of Mass, using the liturgical books to prepare a Mass and preparing prayer and Eucharistic Adoration experiences. It is expected that the overwhelming response to this professional development opportunity which will continue into 2019, will lead to an increased awareness of liturgical practices in our schools and an increase in teachers' liturgical knowledge and literacy.

Youth Ministers

Eight youth ministers worked in partnership with the principal, religious education coordinator and youth ministry coordinator in leading the school community in the evangelising mission of the Church. The eight schools were spread across the nine deaneries of the archdiocese that participated in the pilot. Through a range of initiatives and activities, each youth minister helped to strengthen the partnership between the school and local parishes and to engage young people in participating in the life, mission and work of the Catholic faith community. The program will continue to be rolled out to a number of other secondary schools in 2019.

Pope Francis Award Program

The Pope Francis Award is a service program that was offered to Year 6 students in 2018 across the Archdiocese of Sydney. The program aimed at encouraging the involvement of students in their local parish and to reflect and pray about the significance of volunteer service.

The Pope Francis Award is a significant response to Key Improvement 1.3: *"Foster the personal and spiritual growth of students, engaging them in the life and mission of the Catholic faith community"* as it required students to complete 10 hours of voluntary service both in their parish and school respectively (total of 20 hours). The program was also supported with a faith formation booklet, designed to enable students to deepen their understanding of the significance of their service and develop the practise of prayer throughout their experience.

A teacher in each school was nominated as a coordinator to liaise with the SCS Youth Ministry team and to mentor students through the faith formative experience. It was a successful program, with 476 students across 46 schools completing the award and recognised in formal regional ceremonies during November 2018.

Year of Youth

The Youth Ministry team used the declaration of the 'Year of Youth' as an opportunity to focus on young people, and how they are an integral part of the life and mission of the Catholic Church in Australia. A detailed brochure outlining all of the planned activities and events for the Year of Youth was produced and distributed to all our secondary schools.

Events for the start of the Year of Youth included the launch of WYD19 and recruitment and preparation of young teachers for the Philippines Immersion. Year of Youth activities remained a high priority for the Youth Ministry team throughout 2018 and included:

Year of Youth Connect: Schools conducted discussion groups on faith issues for young people using resources developed by the SCS Youth Ministry team. Young people related their perspectives of God and how they view the world.

Year of Youth Grants: Twenty four secondary schools were successful in receiving a \$2000 grant to develop initiatives or further support evangelisation events, youth gatherings and local programs in Youth Ministry.

Celebrat08: Bishop Tony Randazzo and Deacon Harold (US) delivered powerful keynote speeches to over 600 students who gathered to mark the success and fruits that were borne from WYD08. The 'Come Alive Youth Band' also performed on this occasion.

Year of Youth Engagement Forums: Taking place in the Regional Offices, these forums were attended by 300 staff and students, who met with SCS Executive Director Dr Dan White on the theme of 'Human Trafficking and Anti-Slavery'. Sister Noelene Simmons, President of ACRATH also presented a keynote speech on the theme.

Archdiocesan Primary Year of Youth Festival: Held at Liverpool Catholic Club, this festival involved 800 students and teachers from across our primary schools. The purpose of this Year of Youth event was to deepen students' understanding of the Church and to encourage them to consider how they might be more involved.

Beyond Horizons: Beginning with Mass at St Mary's Cathedral celebrated by Archbishop Anthony Fisher and Bishop Richard Umbers, this event concluded the Year of Youth. A concert for the students followed Mass and featured Genevieve Bryant, Gary Pinto, Fr Rob Galea and the SCS Youth Ministry Band.

IGNITE Conference: Ten teachers attended IGNITE in Brisbane during September in preparation for this conference coming to Sydney in 2019.

Evangelisation Events

Faith, Vocation & Journeying Together: This successful evangelisation day held for Years 9 and 10 was hosted at Mary Mackillop Catholic College Wakeley. Eight hundred students and staff participated, and featured key presenters including Jason Evert (US), Steve Angrisano (US), Fr Epeli (Archdiocesan Vocations Director), Sr John Mary (Immaculata Sisters) and Robert Haddad (Head of New Evangelisation SCS).

Spreading Joy: Over three days, Steve Angrisano performed with his singing, and gift of storytelling to over 800 primary students and staff in each of the three regions who were inspired to spread the joy of Christ.

Power Up!: Just over 700 staff and students attended this evangelisation day at Patrician Brothers Fairfield. Participants were encouraged in their faith and focussed on the themes of spiritual wellbeing, and their relationship with God and others. The day featured Brendan Malone - singer/songwriter/pro life speaker (NZ), John Nguyen (SCS) and Youth for Christ Ministry Band (Sydney). Local priests also offered the Sacrament of Reconciliation which was well attended.

Stage 6 Catholic Studies Project: Studies in Catholic Thought

The Stage 6 Catholic Studies Project is an initiative of the Province of Sydney which resulted in the development of a new Religious Education course for students in Stage 6 called Studies in Catholic Thought. This syllabus was submitted to NESA for approval as a School Developed Board Endorsed Course (meaning it is approved for credit on the HSC, however it does not contribute to a student's ATAR). Studies in Catholic Thought as 1 Unit and 2 Unit options was confirmed as a Board Endorsed course in June 2018.

Throughout 2018, SCS led the initial professional learning opportunities for NSW CSOs, RECs and RE teachers who will be responsible for implementing the course. The project allowed for an 18 month to two year transition to Studies in Catholic Thought in order to allow schools time to develop quality teaching and learning programs. Nineteen Sydney systemic schools committed to delivering the Year 11 course in 2019 and a total of 35 Catholic schools across NSW will offer Studies in Catholic Thought in 2019.



The Christmas Story Art Exhibition

In 2018, we celebrated the 13th year of 'The Christmas Story Art Exhibition and Competition'. For the first time, the exhibition was held in St Benedict's Hall, at the University of Notre Dame Australia. Also for the first time, 'The Catholic Weekly' printed the exhibition booklet, with 11,000 copies distributed across the NSW dioceses. 'The Christmas Story Art Exhibition and Competition' is a visual arts exhibition and competition for students in Years 5 and 6. This is an initiative to celebrate and explore children's creative, artistic and reflective ability in expressing understandings of the Christmas Story.



Family Educator Project

The rollout for allocating the position of family educator in 114 systemic Catholic primary schools in the Archdiocese of Sydney was completed in 2018. One hundred and three family educators continued to provide explicit faith formation and evangelisation opportunities to parents and families. With the growth of the Family Educator project in 2018, continued focus was placed on ensuring quality and effectiveness of the myriad of initiatives, events and activities shared within each community.

Parent feedback obtained from the 2018 family educator contract renewals reflected the effectiveness of the initiatives in developing the faith of parents, and increasing family engagement in the faith life of the school and parish. The contract renewal process for family educators was also reviewed and improved to ensure greater reflection and evaluation in the areas of effectiveness and required improvement.

Of particular impact was the Archdiocesan initiative, SNAPSHOTS: Discovering God in My Day, which reached close to 27,000 families across our schools and SCS office. Steeped in one of the principles of Ignatian Spirituality 'God in all things,' families were invited to reflect upon and record each day where they saw, heard or felt God in their day, and to pray together as a family.

The relationship between the Family Educator Project and Catholic agencies, in particular St Vincent de Paul and CatholicCare, remained strong in 2018. More family educators provided parents with outreach opportunities within the programs, services and events offered by outreach organisations such as those mentioned. Opportunities included, but were not limited to, volunteering to participate in Night Patrol and Brekky Van Services, food preparation afternoons to stock the van, the Behind The Scenes program, Christmas and Easter Hampers, toiletry and food drives, Crazy Hair Day, and knitting of blankets and scarves. Increased numbers of parents participating in these initiatives reflect parent desire to put their faith in action (John 3:16), even if they do not attend church weekly.

A preliminary trial of the family educator position in secondary schools was undertaken in Term 4, 2018. Parents were invited to engage with their child in outreach and in an initiative for Advent. This trial will continue in Term 1, 2019 with a proposed pilot beginning in Term 2, in six systemic Catholic secondary colleges across the archdiocese.

Professional development in the area of parent engagement was also a focus for 2018. This professional development resulted in a greater understanding of the impact parent engagement has on children's education, specifically in the development of their spirituality and faith. In addition, an increased awareness to include components for parent engagement within family and faith initiatives was achieved.

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" (John 10:10).

Students in Sydney Catholic schools will experience learning which is relevant, purposeful and engaging. This learning will also be 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:

Curriculum Development

- Development of teaching and learning programs, assessment and resources for the implementation of the new Stage 6 syllabuses in Mathematics and Science. The programs reflect greater emphasis on critical thinking and deep learning.
- Continued writing of HSC English, Modern History and Ancient History programs. Teacher support was developed through a variety of modes. Mathematics and Science courses were developed in consultation with teachers across the Archdiocese with strong collaboration in the writing of programs. Online learning modules were developed by central and regional offices.
- Regional clusters developed English, Modern History and Ancient History programs which were shared across all secondary schools via the Assessment website. Online professional learning opportunities proved to be popular with teachers. This highly effective collaboration has since generated additional benefits through the emergence of organic professional learning communities which have facilitated the sharing of knowledge and expertise across Sydney Catholic schools.
- Schools engaged in a system-wide familiarisation project of the new Science and Technology syllabus to be implemented in 2019.
- Teaching and Learning (primary team) has a coherent, sequenced plan for curriculum-based professional learning focussing on consistent teaching and learning expectations for all aspects of the English K-6 syllabus. The professional learning, within which evidence-based teaching practices are embedded, and to which authentic assessment practices are aligned, has been developed with reference to the English K-10 syllabus and SCS Literacy K-12 Directions and SCS Literacy Statement. This professional learning has been refined in collaboration with system leaders in literacy to provide a shared vision for literacy across Sydney Catholic Schools.



Catering for Diversity

Sydney Catholic Schools Diverse Learning teams continue the work of identifying and responding to the diverse learning needs of students. This comes with significant support for the professional learning requirements of teachers and leaders.

- Differentiated learning provision was driven by the development and implementation of Personalised Plans for 14,700 students with a disability and 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 58 students with a 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.
- Teaching capacity building for SCS specialist and classroom teachers was enhanced by the provision of 61 SCS postgraduate study places in programs related to Special Education and Autism studies. Twenty-four learning support officers successfully completed Certificate IV in Inclusive Education at various TAFE colleges across Sydney. Sydney Catholic Schools has continued partnering with Online Training UK, and in 2018, 297 school personnel as well as Central and Regional office personnel, engaged in a suite of blended learning experiences. These included Understanding Hearing Loss, Vision Impairment, Autism Spectrum Disorder and Speech Language and Communication Needs.
- In 2018, the flagship Newman Selective Gifted Education Program was operating in 48 Primary and Secondary schools across the Archdiocese. Teaching capacity building in gifted education was well supported by a wide suite of professional learning offerings from across SCS Diverse Learning personnel. Ninety-six primary and secondary schools' Leadership Teams have now participated in the Gifted Education Naturally Embedded (GENE) program. In 2018, 1649 teachers completed Gifted Education Online 1 program (GEO 1) and 488 teachers completed Gifted Education Online 2 (GEO 2). SCS Central Office supported postgraduate study opportunities for 48 teachers, school leaders and SCS staff in Certificate of Gifted Education (COGE) and Masters of Gifted Education.
- Students numbering 19,437 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 a disability in representative primary sport pathway events.

Mathematics and Numeracy

Mathematical Expertise and Excellence is a four year invitational project open to all SCS primary schools commencing from 2018. The purpose of the project is to provide the practical means for schools to enliven the SCS Numeracy Statement and achieve the intents of Numeracy Directions. As a project that focusses initially on developing expertise and excellence in the mathematics teaching of those who lead, or may step-up to lead, this important subject area, Mathematical Expertise and Excellence also draws upon and responds to the Leadership Framework. The phases of the project flow from:

- ensuring excellence in teaching through expertise in content, syllabus and pedagogy
- supporting colleagues in developing expertise and excellence in teaching Mathematics and then leading whole school practice in Mathematics.



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 students with complex social and emotional needs
- 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

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.

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

As part of a WHS major project initiative to enhance the culture of safety through school consultative committees, the WHS team provided training to 168 participants, most of whom have been allocated the role of WHS Chairperson for their site. The training provided an opportunity to build the capacity of each WHS Chairperson to lead school-wide initiatives. A WHS Chairpersons' forum has also been established, where individuals can post WHS questions to access collective knowledge from fellow peers and the expertise of the SCS WHS team.

The Student Wellbeing team gave leadership to the implementation of programs and strategies to enhance the mental health and wellbeing of students. This work is ongoing and is seen as a priority in schools, building on a long tradition of pastoral care in Sydney Catholic schools.

In 2018 we saw the implementation of the first stage of the school counselling model entitled, School Counsellors in school communities. The ratio of counsellors to students in primary and secondary schools is being substantially increased over a three year period so that by 2020 the minimum ratio will be 1:1,000 students. This increase is providing counsellors with the opportunity to offer evidence-based programs that address emerging mental health issues, as well as individual interventions. SCS has formed a partnership with CatholicCare who are filling most of the counselling positions, with SCS employed counsellors still supporting some schools. Counsellors are keen to involve parents in the counselling process as much as possible.

The Student Wellbeing team worked in collaboration with schools, NSW Health (School Link Program) and the Department of Education to improve mental health services for children and young people. Partnerships between child and adolescent mental health services and their local school communities were also enhanced.

The Student Wellbeing team promoted a range of evidence-based wellbeing initiatives





and increased the suite of teacher professional learning available across the Archdiocese. Over 200 staff were trained in Youth Mental Health First Aid; Mental Health First Aid for Non-suicidal Self Injury; Mental Health and Absenteeism. Additional training and support were provided for regional network days for school wellbeing coordinators and online training modules were offered for understanding and addressing behaviour.

Policies and guidelines for supporting students with complex needs were updated and central office wellbeing staff worked in partnership with the child protection team to support schools to address instances of anti-social behaviour such as bullying, threats of physical violence and other offensive behaviours. Wellbeing staff from the central office were involved in a number of statewide initiatives which looked at further enhancing the role of schools in teaching social and emotional skills for building resilient, active and mentally healthy young people.

In November 2018, the Australian government launched the Student Wellbeing Framework, with a suite of resources for students, parents and teachers. This framework is being widely implemented across SCS with assistance and training supported by student wellbeing staff.

A new role, Education Officer: Attendance was created to address educational risk associated with low student attendance. This role worked across directorates to ensure system alignment with legislative requirements.

Two Refugee and Community Liaison Officers have worked closely with government and other external agencies to provide opportunities for refugee students and their families that would not have been otherwise made available to them. These opportunities help students to engage with learning in their new environment and for their families to form supportive social connections.

The focus of the 2018 System Leadership professional learning days for SCS Leaders of Learning, was on Student Wellbeing with a particular focus on student voice and inclusion. These six days provided opportunities for leaders to engage with professionals in these areas as well as address their own learning through differentiated workshops.



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

Leadership Framework

The SCS Leadership Capability Framework was launched in March 2018 with clear links to the Australian Professional Standard for Principals (AITSL) and Australian Professional Standards for Teachers (NESA). The framework has become the foundation for professional learning around leadership development and formation.

Exploration of the Capability Framework for SCS service staff has led to an increased investment in the development of non teaching SCS personnel. The Capability Framework will inform PGiA, role descriptions and map potential opportunities for employees to grow in their work.

The role of Executive Principal: Leadership and Succession was created to bring an increased focus on leadership development and succession planning. The newly formed team in the People and Culture Unit (PCU) developed a revised K-12 model of service with a strong focus on implementation, founded on earlier work to develop innovative and high quality processes that support school strategic planning and teacher capacity building.

Pathways to Principalship was planned and co-constructed in 2018 with The Brown Collective. This program enhances the strategic and operational capability for the role of a school principal by providing contemporary, evidence-based models, tools and methodologies, underpinned by the core values of Sydney catholic education.

The Pathways to Principalship program will begin in November 2018 and will be delivered over a two year period. The program has been designed using best practice approaches to leadership development, with input and advice from key stakeholders within the Sydney Catholic Schools system and acknowledges global thought leaders, drawn from various fields relevant to a program of this nature. This is a significant investment in future leadership.

The middle leaders role description was recreated in consultation with principals, regional educational officers and school executive leaders from a K-12 perspective. This work recognises the great impact middle leaders have in change and improvement and brings an increased emphasis to leading self and others. The role description is aligned to the NESA standards, addresses K-12 and covers both curriculum and pastoral leadership.

The support of middle leadership continued into the creation of a Middle Leaders Program for the formations of high potential middle leaders.

Sydney Catholic Schools engaged QELLI in a new project that explores the early identification and formation of high potential leaders in our schools and offices





to ensure a strong and sustainable leadership culture at SCS. Consultations and discussions have taken place with central office and regional leaders around the identification of potential leaders and the side effects and considerations for our organisation.

'Lead Boldly', a program to support women in leadership roles across all levels of the workforce ran in two cohorts in 2018. The program seeks to build capability of women leaders and support the identification and removal of possible barriers to achieve gender equality. The program was extremely well endorsed with very positive outcomes.

In 2018, the SCS Succession Policy and guidelines were developed in consultation with regional directors, regional consultants, principals and key stakeholders. The policy seeks to build a cohesive approach to leadership development and formation across Sydney Catholic Schools.

Collaborative Expertise in Schools

In 2018, the Collaborative Expertise in Schools program continued, focussed on supporting schools to provide quality professional learning within school, enabled 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 their Annual Improvement Plan (AIP). It also provided opportunities for potential Highly Accomplished and Lead teachers to improve teacher practice by designing and facilitating NESA registered in-school professional learning.

Critical to this is a survey tool (PIVOT) which 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.

In 2018, the powerful aspects of the Collaborative Expertise Program were opened up to a larger number of schools. All schools were invited to seek support in the development of their AIPs linked to professional learning plans. The People and Culture team presented in all regions and followed up with individual school visits with increased support from regional teams. Fifty-three schools committed to the use of PIVOT in 2019.

The People and Culture team ensure the endorsement of applications for courses to achieve NESA registration. As all teachers are now required to maintain their accreditation, schools have started to register professional learning in greater numbers than before. Since 2016, the number of courses registered annually has trebled with almost 600 NESA registered courses being offered by SCS in 2018.

To support the desire for registered learning, the People and Culture team has developed professional learning to assist schools in the process of developing their courses. There is also a new Registered Professional Learning Site and application form, now in Google Docs format, to assist schools in this process.

For the first time in 2018, SCS was successful in achieving endorsement for two courses at Highly Accomplished Teacher level. This work will continue into 2019 to broaden the endorsement at Highly Accomplished and to extend it to Lead level. Many other schools are on track to achieve their accreditation in this way in 2019.

TAA Accreditation Processes in Schools

In 2018 it was a significant year for teachers as every teacher was required to become accredited in order to teach in NSW. Having completed an important process in 2017 to ensure that all pre-2004 teacher data was in place for the rollover of pre-2004 teachers, the People and Culture team were required to respond to ongoing systemic issues related to eTAMS.

Throughout 2018, the People and Culture team continued to provide quality professional learning for schools. A webinar series was created to provide learning for early career teachers and their supervisors, proficient teachers who are maintaining their proficiency, principals and casual teachers.

Two differentiated courses were developed to focus on developing the capacity of the supervisors of early career teachers. The first, a two-hour short course for supervisors, highlighted quality processes to support early career teachers. This course ran with seven cohorts. Developing early career teachers using a coaching model provided all of the content of Supervision 101, however, in addition, it provided theoretical input on coaching skills, neuroplasticity and teacher wellbeing. The design of the course is reflective of the 70:20:10 model of professional learning with more than half of the course's registered hours taking place in the school. The teacher accreditation submissions completed by the early career teachers following their supervisor's attendance at this course demonstrated high-quality processes and deep thinking.

In 2018, the People and Culture team were involved in rolling out the 2018 TAA Compliance in the area of onboarding and induction to TAA processes. Members of the team were also a part of a SCS Compliance review and began the process of reviewing each item for TAA Compliance to determine its relevance against the NES 2018 revision for compliance requirements. This will be ongoing to 2019.

Internship program targeting Mathematics and Science teachers

The 2018 Internship program continued to build on identifying quality Mathematics and Science teachers who are in their fourth year of study. The application and identification process was extensive including psychometric data, face-to-face interviewing and video reflections. As in 2017, there was an increase in the number of suitable applicants and the feedback from the schools in relation to the performance and professional growth of the interns in their schools, was positive. Feedback from all parties has led to further review of some identification and employment processes which have been implemented into the 2019 program with a focus on supporting quality learning and teaching for the intern, mentor, school and the students in the classroom.





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

- 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. During the year, the asset and facilities school survey program was developed to further inform future building works on school sites.
- The Regional Capital Works Committees with membership comprising Regional Director and consultants and Planning and Facilities staff, are continuing to be an effective forum to verify infrastructure needs in schools and identify appropriate and proportional capital responses. The effectiveness of the committees was reviewed and recommendations were implemented during the year.
- The Revitalisation program was completed, which involved the refurbishment or the creation of contemporary, innovative learning spaces, designed primarily to enhance learning and teaching in schools that might have otherwise been waiting many years for a major project.
- Refinement of the gateway process for capital works and its committees 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.
- Implementation of a new asset management module and contract administration processes for the upgraded financial management system.
- Sustainability management plans were developed for LED solar energy and lighting upgrades across the system, with implementation in pilot schools completed.

Bursaries

The City Link Mentor Program

The City Link Mentor Program, which commenced in 2016 with 28 students, assisted 69 students from Year 8 to Year 12 in 2018 with financial support and mentor visits. Mentors volunteer their time and financial assistance, meeting with students once a term to discuss progress at school. Of the 69 students, 14 are students from a refugee background having arrived in Australia since 2015. The City Link Mentor Program is an important part of the Catholic Education Foundation's goal of assisting students who might otherwise not be able to attend a Catholic school.



Refugees

Enrolments of Syrian and Iraqi refugee students in Sydney Catholic schools continued to increase during 2018. Three Catholic Intensive English Centres at Mary MacKillop Catholic College Wakeley and Patrician Brothers Fairfield operated at full capacity with enrolments consisting mainly of students from a refugee background. 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 with St Gertrude's Smithfield and All Saints Primary Liverpool experiencing large enrolments of refugee students.

Governance training

In 2018, the Governance and Policy team completed delivery of the remaining units of competency mandated by NESB for 'responsible persons'. This training was delivered through formal training programs, 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.

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 2018, Compass was deployed to 122 schools including all 114 primary schools. Following the successful implementation of CI anywhere in central and regional offices, two schools piloted the new finance system. 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 30,000 staff across 13 dioceses.





2018 FINANCIAL REPORT FOR THE YEAR ENDED 31 DEC 2018

SYSTEM STEWARDSHIP

In 2018, the System Stewardship team assisted in the implementation of the SCS vision and mission for Catholic schools by providing leadership in a range of professional and administrative services including:

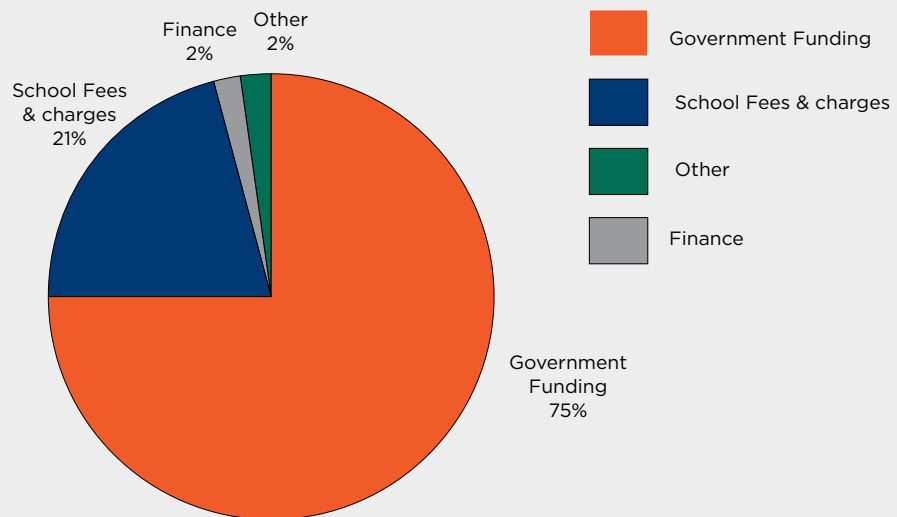
- financial management - system finances and accounting, schools internal and external audits, School Administration System (SAS/ONCE)
- financial administration
- ICT
- school facilities
- staffing, census and visa students
- school planning and provision

Sydney Catholic Schools total income for 2018 was \$1,024 million, including \$765 million in Commonwealth and State Government grants.

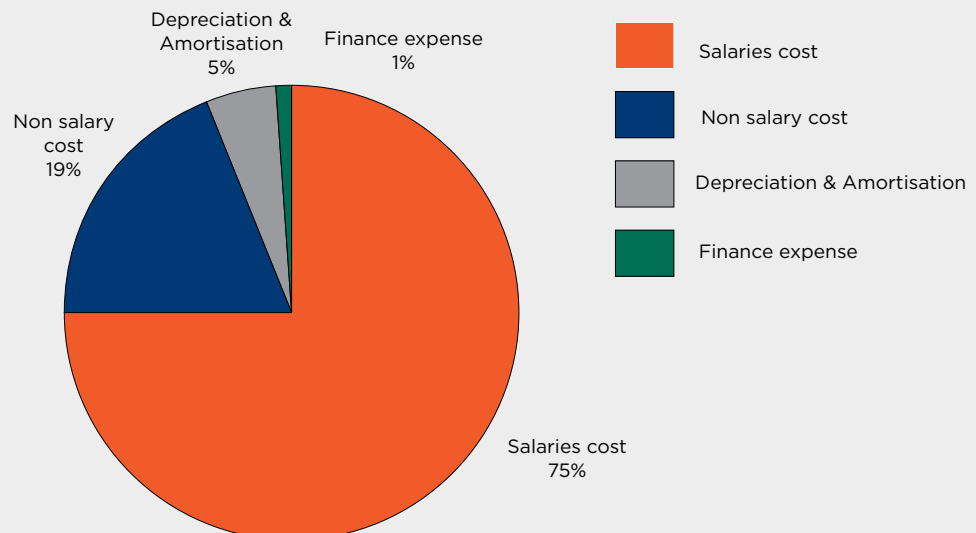
INCOME AND EXPENDITURE

Revenue Analysis 2018: Total Revenue \$1,024 million

INCOME 2018



EXPENDITURE ANALYSIS FOR 2018: TOTAL RECURRENT EXPENDITURE \$981 MILLION



PLANNING AND FACILITIES CONTRIBUTION

Capital Works

In 2018, SCS spent \$125.1 million on the acquisition of new school sites and the refurbishment and construction of new learning environments. Major school projects in 2018 included:

SCHOOL PROJECT	\$m
Bethlehem College, Ashfield	7.6
St Anthony of Padua Catholic Primary, Austral	3.4
St Brendan's Catholic Primary, Bankstown	2.8
All Hallows Catholic Primary School, Five Dock	4.3
St Catherine Laboure Catholic Primary, Gymea	5.0
St Patrick's Catholic Primary, Mortlake	1.7
Our Lady of the Assumption Catholic Primary, North Strathfield	10.6
St Mary's Catholic Primary, North Sydney	1.6
St Francis of Assisi Catholic Primary, Paddington	4.7
Marist College, Penshurst	10.1
De La Salle College, Revesby Heights	7.5
Clancy Catholic College, West Hoxton	3.3
Refurbishment of school facilities	37.9
Land acquired for schools	24.6
Total Capital works and Property Acquisitions	\$125.1





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Sydney
Catholic
Schools