



*annual
report*

2010

tasmanian catholic education office



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*tasmanian catholic
education commmission*



Report of the affairs and activities of the Tasmanian Catholic Education Commission for the 2010 calendar year.

TCEC Review of Secondary Catholic Education in Tasmania

The Review was commissioned by His Grace, Archbishop Doyle, to occur in 2010. The Commission appointed a Steering Committee to oversee the review process and a Reference Group consisting of all Principals of Catholic secondary schools and colleges to assist by providing data and feedback from schools, colleges, governing bodies, boards, teachers, parents/families, students and the wider community.

A Review Team consisting of Mr Allan Dooley, past Director of the South Australian Catholic Education Office and currently attached to the Catholic Education Office Melbourne; Mr Anthony O'Byrne, Principal of Aquinas College Ringwood, Victoria; Mrs Jill Morgan, Secondary School Services and Ms Ann Daley, Executive Officer TCEO were appointed to carry out the Review.

The Commission received an interim report at the November 2010 meeting with the final Review report due mid-2011.

TCEC Bursary/Scholarship Working Party

In 2010 the Commission acknowledged the pressure on Catholic schools to offer scholarships and bursaries to help retain students in the Catholic System. In response, the Commission appointed a TCEC Bursary/Scholarship Working Party to consider the issues with a view to a policy being formulated. Following the recommendation of the Working Party, the Commission adopted in principle that selected scholarships would become available in the Catholic system. The Working Party is involved in a consultation process regarding the development of a Scholarship Policy.

TCEC Demographic Trends Working Party

The Demographic Trends Working Party concluded in 2010. The report provided to the Commission highlighted that the most important conclusion was that the number of students in Tasmanian Catholic schools continued to grow despite the contraction of the age cohort. The Commission will continue to review and monitor this issue.

Funding Principles for Catholic Schools

The Commission and the Tasmanian Catholic Education Office worked with the National Catholic Education Commission (NCEC) in developing Funding Principles for Catholic Schools and the NCEC's submission to the Commonwealth School Funding Review.

State Government Funding for Education

In 2010 the Commission and the Tasmanian Catholic Education Office continued negotiations with the Tasmanian Government regarding the calculation of the Government's agreed contribution to the cost of educating students in non-Government schools. The Commission had undertaken this process in partnership with Independent Schools Tasmania. It is anticipated that the outstanding matters in relation to previous years underpayments will be resolved in 2011 and a new agreement implemented for the future.

Archdiocesan Vision and Mission Statement

In 2010 the Archdiocese of Tasmania launched a new Vision and Mission Statement for all Church agencies. The Commission adopted the Vision and Mission Statement as an overarching document and encouraged all Catholic Schools and Colleges to adopt it as a key document for the system. The Vision and Mission Statement will assist schools with the implementation of major documents such as the Sustainable Education Curriculum as it mandates work on sustainability.

Conclusion

Sincere appreciation is expressed to TCEC Members, Tasmanian Catholic Education Office staff, and those who have contributed to the work of the Tasmanian Catholic Education Commission in 2010.

Rod Scurrah

Chair

Tasmanian Catholic Education Commission

TCEC Membership

Archbishop Adrian Doyle confirmed the following membership as at 15 February 2010:

Mr Rod Scurrah	Chair
Dr Trish Hindmarsh	Executive Officer
Mr Peter Cusick	Archbishop's Representative

Commissioners

Mr Craig Coleman
Mr Tom Dorey
Mr Paul Gadomski
Mrs Carolyn Gutteridge
Mr Michael Hangan
Mr John Kenny
Mrs Julia Kramer
Mr Don Ryan
Mrs Helen Williams

Mr Stuart Elliss	Executive Secretary
Miss Mary Preston	Secretary

Newly appointed members to the Commission:

Mr Paul Gadomski
Mr Michael Hangan
Mrs Julia Kramer

The contribution of retiring members is acknowledged – Mrs Catrina Boon, Dr Natalie Brown and Mrs Gordana Crowe.

The Commission met on eight occasions during 2010.

TCEC Recognition Awards

The following were recognised and acknowledged in 2010 for their contribution to Catholic Education.

Exemplary Contribution to
Tasmanian Catholic Education
Mr William Button
Mrs Judith Kile

Outstanding Service as an
Employee within Catholic
Education

Mrs Jean Doran
Mrs Rosemary Dwyer
Mrs Elizabeth James
Sr Joseph McVilly PBVM
Mr Philip Scanlon
Mrs Christine Szyzman

Friend of the School
Dr Michael Doyle
Mr Brian James
Sr Janet Sexton PBVM
Mrs Kerry Zasadny

Development and Publication of TCEC Policies

Policies Approved and Major Documents Adopted	Policies Under Review
Archdiocesan Vision and Mission Statement	Accreditation Policy
Remote Areas Staffing Policy	Critical Incident Policy
Selection of Archdiocesan School Principals Policy	Cyber Bullying Policy
	Equity Policy
	Pastoral Care Policy
	Remote Areas Incentives Policy
	Taking Care Policy

Committees and Working Parties

The following Committees and Working Parties were active in 2010:

Committee	Chair/Representative
TCEC Executive Committee	Mr Rod Scurrah
TCEC Finance Committee	Mr Tom Dorey
TCEC Government Funding Working Party	Mr Rod Scurrah
TCEC Recognition Awards Committee	Sr Gabrielle Morgan
TCEC Review of Secondary Catholic Education in Tasmania Steering Committee	Mr Rod Scurrah
TCEC Review of Secondary Catholic Education in Tasmania Team	Mr Allan Dooley
TCEC Demographic Trends Working Party	Dr Natalie Brown
TCEC Bursary/Scholarship Working Party	Mr John Kenny
TCEC Capital Projects Committee	Mr John Bloomfield
Long Service Leave Centralised Fund Committee	Mr John Mazengarb
NCEC Parent Committee	Mr Michael Hangan Mrs Carolyn Gutteridge





*from the
director*

*2010 was another year filled
with blessings and challenges for
Catholic Education Tasmania.*

In my first full year as Director, there was so much to learn and experience regarding the culture and structure of our system of schools and colleges. This was an exciting journey. The presence once again during 2010 of Archbishop Adrian and his influence within the life of schools and colleges was inspirational and encouraging.

Collaboration with the new Archdiocesan Vision and Mission Statement, of which education is one expression, was an outstanding feature of 2010. Offices and schools have found ways to link *the Archbishop's Charter for Catholic Schools* with this Statement in their own parish/school context.

Religious Education and spiritual formation were high priorities in 2010 with multiple opportunities available for professional and personal growth, including the pilgrimage to Israel, which was available once again for several of our key teachers of Religious Education.

The resilience, creative energy, collaboration and patience that characterised the school communities as they planned for the beginning or completion of new and refurbished school buildings, grounds, trade training centres and ICT provision, was evident throughout 2010. School Boards worked with Principals to make it possible to exercise both local autonomy and cooperation with the system of schools to achieve the best possible outcome for each project. Catholic Education Tasmania was recognised by the Department of Education, Employment and Workplace Relations (DEEWR) as one of the national systems that achieved maximum value for money on each square metre of facility funded from public money.

During 2010 school staff worked with the TCEO Educational Services Team to plan how the new facilities, together with the Australian Curriculum rollout, will make a difference to the quality of learning and teaching. A renewed pedagogy was explored, characterised by collaborative planning, co-teaching, independence and initiative for learners, access to ICT and resources, and was increasingly evident in schools during 2010.



During 2010, we sought new ways to enhance leadership development for our present and future leaders of learning, including new opportunities for studies at Graduate Diploma and Masters levels in Catholicity, spirituality and leadership for learning through the Australian Catholic University, the University of Tasmania, the University of Newcastle, and the Broken Bay Institute.

A Review of Secondary Catholic Education in Tasmania was initiated and research undertaken during 2010, continuing into 2011. Its findings will help to guide and shape directions in secondary education into the future to ensure viability and effectiveness.

Issues surrounding the implementation of the new Education Agreement were successfully negotiated including the increased number of face-to-face teaching days for students and increased teacher salaries. This required skillful negotiation, good will and cooperation between the employer, employees and the Independent Education Union to bring about desired outcomes for students and staff.

Financial Services were placed on a more comprehensive and contemporary professional footing during 2010, with increased transparency of reporting and contemporary best practice implemented in our budgeting processes, both at TCEO and school level. In addition, the increased demands for public accountability by DEEWR through the My School and National Partnerships models have been fully addressed. Professional learning was made available for business managers and school finance secretaries in a number of areas.

Dr Patricia Hindmarsh
Director



*regional
offices*

The following reports detail the work of the three Regional Teams.

Southern Region

The Southern Regional Office continued to operate out of the D'Arcy Centre in New Town providing support to schools in the areas of Equity, Curriculum, Pastoral Care, Religious Education, Aboriginal Culture and Leadership.

2010 was a defining year in the area of construction in all of Southern Tasmanian Catholic Schools under the BER program. This program enabled the provision of state of the art 21st century classrooms for the use of teachers and students. A great challenge for the Southern Team was providing the necessary support and professional learning to maximise the use of these spaces.

This challenge, along with the introduction of the Australian Curriculum, was the emphasis of the new initiative of Teacher Networks implemented in 2010. These forums proved to be very successful with teachers from across the South linking together to explore, share and learn from each other in these exciting initiatives. The Networks were initially led by Southern Team members, with the expectation that teachers would eventually take ownership of the conduct and construct of the Networks.

Some important educational programs continued in 2010 with the ACTION Maths program running across many schools in the region. The Birth to Four Years Program was extended to include John Paul II Catholic School Rokeby and continued very successfully at St Paul's Catholic School Bridgewater. St James Catholic College Cygnet was successful in its application for a Stephanie Alexander Grant to establish a kitchen garden program.

Religious Education

Our Religious Education Officer spent part of 2010 on extended leave and due to this developed an independent platform for Schools and Colleges to continue with their exploration of the Good News for Living Units. This process proved to be both successful and popular, and brought about a sense of ownership from the staff involved.

Testing

Another important initiative was the systematic use of Progressive Achievement Tests in Reading (PAT-R) and Progressive Achievement Tests Maths (PAT-M) by the Australian Council for Educational Research

(ACER) with data being collected and stored centrally aiding both schools and the region oversee specific areas of need.

Early Childhood Literacy

Another initiative was the highly successful program Letters and Sounds in the Early Childhood classes. This program achieved some outstanding results and was adopted by most of the schools in the Southern Region to assist the Literacy area of their programs. The very successful Multi-Lit program has been included in several more schools and colleges, and continues to assist students with reading and general comprehension.

Leaders for the Future

Once again the Leaders for the Future Program was conducted with fourteen participants from schools and colleges in the region. The program continued to develop the leadership density among younger teachers in the system and was often a catalyst for further tertiary study in the leadership area.

The Southern Team initiated an Action Plan for Schools in 2011 that will involve utilising available resources to best suit the diverse needs of the schools in the region incorporating:

- Project Schools
- Catering for School Service Agreements
- Assisting to service Systemic imperatives

On the whole, the second year of regionalisation was very successful in the South with both schools and the Regional Team understanding their complex relationship. It also brought about, in partnership, some outstanding educational and pastoral outcomes in all of the Southern schools and colleges.

Northern Region

The Northern Regional Office, located adjacent to St Anthony's Catholic Primary School Riverside, completed its second year of providing targeted professional learning and support to the seven systemic northern Tasmanian schools in 2010.

The Northern Regional Team comprises a Regional Director, Education Officer Curriculum, Education Officer Equity, part time Education Officers in Pastoral Care, Religious Education and Vision Impairment, Project Manager Capital Works and Compliance. An Administration Officer supports the team.

Support at a Regional Level

In 2010 the Northern Regional Team's goal was to increase the professional conversations, problem solving and networking across the region – all aimed at improving practice. Initiatives included:

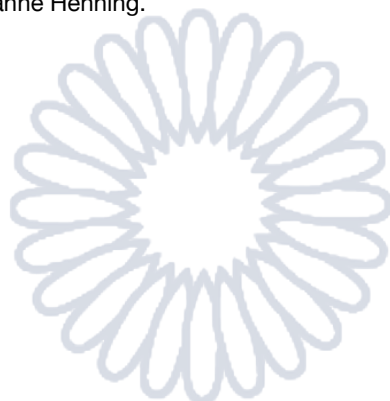
- Eight Regional Leadership Team meetings where Principals and the Regional Director collaboratively discerned regional needs, and planned and implemented appropriate responses;
- Four, whole-day grade level Teacher Network Meetings, lead by a member of the Regional Team, facilitating professional learning, discussion and collegial sharing around targeted curriculum and teaching foci.
- Regular network meetings of school coordinators in particular areas, e.g. the School Special Education Coordinators met regularly with the Education Officer Equity. They worked on implementing a 'whole school approach' in Equity, and improved structures and practices in all schools to support children with special needs.

The success of these initiatives in increasing a sense of working together as a region, sharing resources and good practice, is evident in the very positive feedback provided by Principals and teachers and their expressed desire to continue these meetings in the future.

Leadership Support

Support was provided for Principals through regular coaching and goal setting sessions with the Regional Director. Ongoing School Improvement and school management issues were key areas discussed in these professional conversations. A number of schools have accessed formative Leadership Team support and worked on their team culture and strategic thinking and planning.

Five emerging leaders completed the 2010 *Leaders of the Future* professional learning in the North. This year the program was supplemented by an external consultant, Mrs Dianne Henning.



In School Support

Classroom

Another aim of the Regional Team was to provide 'at the elbow' support to teachers and teacher assistants for the ongoing improvement of teaching to positively impact student learning.

In organising the Regional Team to meet diverse school needs, the Regional Director and Principal of each school negotiated Service Agreements late in 2009. The agreements identified the type and level of support each school needed to achieve the goals outlined in the school's 2010 Annual Plan. The agreement balanced school context and priorities with the capacity of the Regional Team to provide the desired professional learning and support. Consultation with personnel in the Hobart office of the TCEO ensured cohesion with the central TCEO strategic direction.

During 2010, targeted school-based and classroom focused support was provided in Mathematics, Literacy, Religious Education, Special Needs, and classroom and playground Positive Behaviour Management.

Whole school

Education Officers and the Regional Director also worked with Principals and School Leadership Teams assisting them to develop structures and protocols to support a sustainable, ongoing whole school approach across the broad spectrum of the school. Examples include:

- A whole school approach to positive behaviours, including the development of Behaviour Action Plans where appropriate;
- Regular, formal case conferences for all involved in educating Special Needs students. A key element of a whole school approach to effective provision;
- Implementation of a Lesson Study strategy where the Education Officer Curriculum and clusters of teachers planned, delivered and evaluated specific lessons for classes, providing each other with feedback for improvement;
- Whole school spiritual formation in Prayer and in good pedagogy via Religious Education;



- Stimulating and innovative ways of incorporating ICT into classroom practice;
- A whole school approach to evaluating and making evidence-based decisions to improve school performance across the five domains of the School Improvement Framework;
- The ACTION Maths project continued in three schools. Two of these schools matched or exceeded Australian NAPLAN (National Assessment Program - Literacy and Numeracy) results.

All *Building the Education Revolution* Projects in the North were delivered on budget and the innovative, yet practical, facilities were greatly appreciated by the school communities concerned. An engaging P-2 playground was created at one K-10 college and careful preservation of Heritage Buildings was achieved.

Overall, evaluation demonstrated that the school and classroom support provided by the Northern Team was highly valued and appreciated by all Principals.

There is increasing connectedness and a sense of unity among schools in the Northern Region. Teachers enthusiastically participated in network meetings; an increasing number of teachers conducted focused inter-school classroom 'visits'; Principals were keen to continue and expand the professional sharing and learning opportunities in the Regional Leadership Team meetings, and between staff and schools.

The large number of staff members from all schools who attended the Northern Catholic Education Week Celebrations in 2010 is testament to this growing sense of belonging and of being part of a wider community providing Catholic education to students in the North.

North West Region

The Tenison Woods Centre located in the grounds of Sacred Heart Catholic School Ulverstone provided support to Catholic schools and colleges across the northwest and west coasts of Tasmania.

The team comprises a Regional Director, Education Officer Curriculum, Education Officer Equity, Education Officer Religious Education, Education Officer Aboriginal Education, Social Worker, IT Technicians, and an Administrative Assistant.

The following report responds to some of the related goals from the 2010 Office Improvement Plan.

Service Agreements negotiated between North West systemic schools and their regional team defined the basis of work for 2010. For the first time individual school support was complemented with a regional focus to implementing the Australian Curriculum. This involved regular meetings with Assistant Principals and a deep exploration of Purposeful Planning and Authentic Assessment. This professional learning was then provided in schools, sensitive to local contexts. Principal professional learning focused on the same area.

Education Officers worked with whole staff, leadership teams and individual teachers in classrooms to build the capacity of teachers and leaders to enhance quality teaching. The major focus during 2010 was school readiness for the implementation of the Australian Curriculum in 2011. Teacher understanding of the pedagogy underpinning the Australian Curriculum, especially backward design and inquiry, was emphasised. The interpretation and use of student data, such as NAPLAN, is a continuing priority for teachers to inform their planning for student success.

Support for students with disabilities was significantly progressed through Education Officer involvement in Individual Education Plan meetings and the provision of professional learning through network meetings. Of particular focus was the transition of students between primary and secondary sectors, and within primary schools across year levels. These cooperative efforts between teachers are enhancing the continuum of learning from the beginning to the end of formal schooling.

All domains of the Leadership framework were provided for through professional learning opportunities for teachers and leaders in schools. Catholic Education Tasmania is in the process of embedding the coaching model of leadership.

Support for emerging leaders was provided in the North West region. Eight young leaders from the region successfully completed the *Leaders for the Future* program during 2010. Subsidies were provided for those wishing to pursue post-graduate studies in leadership. The University of Tasmania and the Broken Bay Institute will be the tertiary providers of upcoming leadership programs.



*educational
services*



During 2010, the emphasis of Educational Services was on delivery of services to schools through the Regional Offices in the North West, North and South, with close connection to shared educational policies and structure that applied to all schools.

Educational Services provides support for schools and colleges in the following areas:

- Mission and Religious Education
- Curriculum K-12, including the introduction of the Australian Curriculum and ACTION Maths
- Equity, including Special Learning Needs, Support for Humanitarian Entrants, Indigenous Education, LOTE, Pastoral and Counselling Support
- Information and Communication Technology in Schools



The introduction of the Australian Curriculum through subject and year level network meetings was the major thrust of the year's work in professional learning for teachers. Service agreements negotiated between Regional Directors and individual Principals identified areas to target for each school's development during 2010, based on evidence of student achievement in Literacy and Maths through 2009 NAPLAN results and on school-based assessment.

The new and refurbished facilities provided under the Building the Education Revolution funding during 2010 challenged schools to enrich their pedagogy and deliver teaching and learning programs that ensured students would learn more effectively in the new facilities. As Mr Cameron Brown, Principal at St Paul's Catholic School Bridgewater explained at the blessing and opening of their new classrooms, library and multipurpose hall:

....we have intended to create spaces that are open and generous, but not overwhelming for the students. This has been particularly reflected in our glazed panels between the classrooms. A lively and engaging environment can be created, and friendships can be developed when students can see their team of teachers collaborating. Teachers individually, and as a team, can observe and interact with students in a variety of contexts, leading to deeper and richer relationships. Visual connections between classrooms enables one teacher to be wholly occupied with a group of students in a direct instructions session, while the other teacher facilitates where needed... The students are encouraged to develop independence and self-management in a number of ways, including access to personal storage within learning spaces and furnishings which provide ease of access to resources, as well as providing pathways for ease of movement.

Mission and Religious Education

During 2010, the Mission and Religious Education Team continued to support religious educators through the production of major resources and seminal documents; support system-wide events, curriculum development and professional learning; advance the mission of Catholic schooling in Tasmania; and build the knowledge and skills of religious educators and the spirituality of all who work within Catholic Education Tasmania.

St Mary's Cathedral Virtual Tour

6 July 2010 saw the launch of a major project to support the work of the St Mary's Cathedral Restoration Committee. The aim to produce an online resource for schools resulted in an interactive website including a virtual tour of the Cathedral. This resource was made possible through a partnership between the TCEO and the Restoration Committee with Patrick Nisbet of Creative Ministry Resources making a significant contribution by building the website.

Archdiocesan Vision and Mission Statement

Sr Gabrielle Morgan PBVM and Mr Carey McIver participated in a working party to bring the Mission and Vision Statement to completion. They also assisted with the launch of the document across Tasmania.

TCEO Spirituality Plan

In October, the TCEO launched a Spirituality Policy and Plan for the Office, the purpose of which was to build understandings about the work of Catholic Education within the Office and to provide access to personal spiritual formation. Three spirituality days were held for staff in 2010 providing opportunities to reflect on *the Archbishop's Charter for Catholic Schools* and the new Archdiocesan Mission and Vision Statement.

Family/School/Parish Partnership Framework

Work continued during 2010 on the Family/School/Parish Partnership Framework: a collaboration between priests and parish personnel, school personnel and TCEO staff. Its purpose is to be a companion document to *the Archbishop's Charter* and assist in building stronger links between families, parishes and schools. It is due for completion in 2011.

Catholic Education Week: 8-13 August

The theme for Catholic Education Week in 2010 was *We are Church* giving schools an opportunity to use the new St Mary's Cathedral Virtual Tour and also incorporate their celebrations of the canonisation of Blessed Mary MacKillop.

On Tuesday 10 August, Mass was celebrated in St Mary's Cathedral for students from primary schools in the South and the TCEC Recognition Awards were presented at the Tasmanian Catholic Education Office. Wednesday 11 August saw primary students from the North gather for Mass at Larmenier Catholic School St Leonards after which a BBQ lunch was served for students and staff. TCEC Recognition Awards were then presented at the new Josephite Hall at St Thomas More's Catholic School Newstead.

On Thursday 12 August Stella Maris Catholic School Burnie students celebrated Mass, with other North West schools conducting similar ceremonies. TCEC Recognition Awards were presented at Marist Regional College Burnie. The Archbishop made pastoral visits in conjunction with the celebrations.

Southern Mass With Grade Six Students

Another successful celebration was held in 2010 with a great deal of involvement by Grade Six teachers. Students, teachers and the clergy always appreciate this Mass as a fitting culmination to the primary years of schooling.

Graduate Certificate in RE

The Graduate Certificate in Religious Education program continued in 2010 with excellent attendance. Both new and experienced teachers were part of the cohort. Lecturers included Dr Tony Lennard, Mrs Helen Healy, Mr Eamonn Pollard and Dr Drasko Dizdar.

2010 also saw the renegotiation of the tertiary provider from Australian Catholic University to Broken Bay Institute in order to take advantage of University of Tasmania HECS-free Masters Courses in Education and Leadership. The Graduate Certificate in Religious Education is a high priority for the initial training and ongoing professional learning of religious educators. By moving to a new provider it is hoped that more religious educators will take the opportunity to engage in theological and religious studies at a higher post-graduate level. The TCEO supported all religious education teachers who undertook further studies with a 90% scholarship towards university fees.

Colloquia on the Archbishop's Charter

All Catholic schools and colleges have participated in a TCEO-conducted Colloquium on *the Archbishop's Charter for Catholic Schools*. The following schools have completed this formal process and been officially mandated to operate as a Catholic School under the Charter for the following six years:

- Sacred Heart Catholic School Geeveston
- St Paul's Catholic School Bridgewater
- St Anthony's Catholic School Riverside
- St Thomas More's Catholic School Newstead
- St Brigid's Catholic School New Norfolk
- St Patrick's College Launceston

All remaining schools and colleges will prepare to be mandated by the Archbishop in a formal ritual.

The final two Colloquia were held at St Aloysius Catholic College Huntingfield, 22-23 April and at the Catholic Church Community Hall Ulverstone 29-30 July. Schools from across both regions attended, joined by the Archbishop, Priests and Sisters.

Other Professional Learning Programs

The MRE Team facilitated Networks for Assistant Principals of Religious Education (AP:REs) and Secondary RE Leaders; participated in teacher networks across the state; and offered a full range of Professional Learning opportunities. Programs included:

- AP:RE support: Retreat and Networks
- Beginnings in RE
- Christian Meditation for Students
- The Courage to Be: One and Two-Day Retreats
- Early Career Teachers
- The Hero Journey and Religious Education
- Induction
- Making Jesus Real
- Rainbows Facilitator Training
- Teaching Ethics with Fr Kevin McGovern
- Theology with Drasko Dizdar
- Thriving as an RE Teacher
- Working in Catholic Education

Dr Drasko Dizdar also worked closely with a number of schools in the areas of theology and spirituality, including planning spirituality programs on an individual basis to suit local needs.

School-based Professional Learning

Sr Margaret Henderson worked with teachers in the South and with all schools and colleges participating in the 2010 RE Project offering on campus professional learning for RE teachers. Each session was facilitated by the school AP:RE. The sessions indicated that schools came to have a better knowledge and understanding of the Resource Banks among teachers. This led to a capacity to feel at ease with planning and responding to the needs of students at particular grade levels. The St Mary's Cathedral Virtual Tour and resources related to the canonisation of Mary MacKillop were very useful in these sessions.

Dr Tony Lennard continued to provide school-centered professional learning in the Northern region during 2010. Teachers continued to work in collaborative professional learning communities. In certain schools, extra professional learning opportunities were provided. Focus areas included using good pedagogy in teaching Religious Education, different forms of prayer, and understanding The Hero Journey and its relevance to life.

Mrs Gwenda Gregson facilitated professional learning in Religious Education in the North West Region. Working with the Regional Director, Gwenda organised school support, in particular working with those schools where Religious Education teachers had most need.



Bachelor of Education Course at the University of Tasmania

In 2010 the MRE team taught two courses within the Bachelor of Education program at UTAS in Launceston in Semester One and in Burnie in Semester Two. The partnership between Catholic Education Tasmania and the University of Tasmania continues to evolve. The thirteen-week Teaching Religious Education course, co-ordinated and run by the Tasmanian Catholic Education Office, was well received. The program is eligible for Strand One Accreditation and assists new teachers who enter the system be better prepared for teaching Religious Education.

Pilgrimages and Other Colloquia

In addition to the professional learning program, the TCEO was able to offer two pilgrimage experiences: one to Israel and one to Mary MacKillop's Canonisation in Rome. Six educators from Tasmania participated in the program *In the Footsteps of Jesus* during September/October. The group comprised three primary and two secondary teachers accompanied by Dr Tony Lennard from the TCEO. Homo Institute in Jerusalem gave participants an experience of living in the old city of Jerusalem within walking distance of the major sites of Christian devotion. The program deepened the knowledge of Scripture, and gave a historical and cultural experience of the Holy Land to the attendees.

Mrs Cathy Sandric from MacKillop Catholic College Mornington represented Catholic Education Tasmania at the Canonisation of Mary MacKillop in October. Cathy was privileged to join a group from Sydney to attend the ceremony in Rome and discover some of the historical places associated with Saint Mary of the Cross.

Colloquia, St Mary of the Cross

During 2010, the TCEO funded three staff from Tasmanian Catholic schools to attend a Josephite Colloquium at Mary MacKillop Place in North Sydney. The Josephite Mission and History Centre in Tasmania, held the inaugural Exploring the Heartland: Continuing the Josephite Story. This culminated in a pilgrimage to places of significance to the Josephite charism around Tasmania. The TCEO advertised the program (suitable for Accreditation) and encouraged teachers to attend.

Australian Curriculum and Religious Education

The implementation of an Australian Curriculum over the next few years will have an impact on Religious Education as an area of learning. As part of a national response from the Catholic sector, the National Catholic Education Commission has commissioned a paper to be considered by the Australian Bishops.

Moderation

During 2010 the third successful Moderation process was undertaken in Religious Education. The teaching focus for the year was Christian Prayer resulting in a variety of excellent examples of student learning being shared by teachers.

The moderation process showed that there is a need to provide support for teachers in the area of assessment in Religious Education.

Fr John Wall Community Library

The Fr John Wall Community Library located at St Aloysius Catholic College Huntingfield provided ongoing support for a range of Religious Education and catechetical programs in schools and parishes throughout 2010. The collection supports the aims of *the Archbishop's Charter for Catholic Schools*.



To make the library more accessible to clients, items can be dropped off and collected at the Tasmanian Catholic Education Office at New Town. Borrowings were organised by contacting Mr Ed Sianski, Resource Centre Officer.

The move to Huntingfield brought a significant increase in the efficiency of the Centre through technology. Most of the 15,000 resources are related to Religious Education but, thanks to Fr John Wall, Archbishop Guilford Young and St John Fisher College donations, there are now excellent resources available in such diverse areas as English Literature, Drama, Architecture, Art, History, Poetry and Philosophy.

In 2010 most of the borrowing came from religious educators across Tasmania and students enrolled in the Graduate Certificate of Religious Education with the College hosting some lectures to enable ease of access to the collection.

Secondary Services

The major focus of support for Secondary Colleges in 2010 was through the various leaders and subject network meetings. The networks, with participants from all colleges and based on curriculum areas, met one day per term. Their purpose was to provide opportunities for collaboration and mentoring; sharing ideas and resources; professional learning; developing a shared approach to the implementation of curriculum initiatives (e.g. Australian Curriculum, middle years pedagogy); and developing a process of moderation and support in Years 7 to 10.

The focus of the Curriculum Co-ordinators Network was primarily on the development and implementation of the Australian Curriculum, Vocational Education and Training, moderation, middle years pedagogy, professional learning and the sharing of best practice. The group extended their scope to develop a common approach to assessment and reporting based on the Australian Curriculum, resulting in a set of principles to be adopted by all colleges.

The group worked very well together, with openness to learning from each other, sharing resources and valuing input on national and state issues.

The English Co-ordinators focused on sharing best practice, organisation of the subject, Australian Curriculum, assessment, the use of portfolios, moderation, leadership of subject departments, professional learning, and sharing of ideas and resources. An overview of novels was developed to provide opportunities for sharing resources across colleges. There was an openness to work together on the implementation of the Australian Curriculum, which will lead to a clear process of moderation based on the Achievement Standards.

The Pathways Co-ordinators focused on the development of a shared understanding of Pathways and a common approach to its delivery. Various models, professional learning on career development, transition of students with disabilities, Australian Curriculum (particularly on capabilities), and programs, ideas and resources were shared. The group was extended to include Pathways co-ordinators from Independent Schools Tasmania.

The network developed a model looking at Pathways through four intertwined lenses: Personal Pathways, Learning Pathways, Community/Outreach Pathways and Future Pathways (Careers).

The Pathways Co-ordinators began the process of writing a global statement to inform Pathways Planning in Catholic secondary colleges. It is recognised that pathways programs reflect individual school contexts and demographics, and specific content needs to be developed on a school-by-school basis. A set of guiding principles for optimum success in the delivery of Pathways programs was developed.

The Middle Years Focus Group continued to meet to discuss the principles and practices of the middle years. The group shared various models of practice, particularly in cross-disciplinary approaches to curriculum and collaborative planning. Several members of this group attended the Middle Years of Schooling Association conference which provided a stimulus for professional learning.

The Mathematics Co-ordinators focused on the issue of ability grouping, with research papers forming the basis of debate. The group resolved that ability grouping was a complex matter that required considerable thought before enacting organisational structures.





All secondary networks focused on the implementation of the Australian Curriculum. Regular updates were provided and forums for discussion on the rationale, content and achievement standards were held. The general capabilities and cross-curricular priorities provided much interest and stimulated rich discussion.

The Smarter Schools National Partnerships provided funding for strategies to improve literacy and numeracy outcomes in three networks – two in the South and one in the North, involving seven primary and secondary schools. Two secondary colleges received funding through the Low SES National Partnership to develop strategies to improve student aspiration and retention. Strategies were school-based and proved to be successful in improved student engagement and outcomes.

Professional Learning on 21st century pedagogy was a priority for secondary colleges in 2010. A significant number of teachers from across the State participated in workshops with Professor Erica McWilliam and Dr Thomas Neilsen, and a group of 35 teachers worked with the Australian National Schools Network on a learning framework *Dimensions of Learning* which formed the basis of a common understanding of learning and teaching.

Equity

Continuing Response to the Equity Review

Following a recommendation for greater clarity and transparency of funding allocations from the Equity Review conducted in 2007, a trial was set up to place all disabilities, and their impact on the ongoing education of the student, as well as the supportive needs that each student requires to access education at a mainstream school, onto a more equitable rating scale. This trial was successful and will be an ongoing process for 2011. A moderation process will be undertaken each year to ensure that all students are treated equitably. A team including a Principal, a senior Special Learning Needs Coordinator, the Regional Education Officer Equity and also the Manager Equity conduct this process.

Also with growth in the funding allocation from the Commonwealth Government and an increase in State Government funding, the allocations per student for Students with Disabilities increased significantly in 2010.

Students with Disabilities

In 2010 there were 246 students eligible to receive funding under the Students with Disabilities Targeted Program. These students were distributed across four levels of funding as follows:

Level	Need	Students
One	Minimum	78
Two	Moderate	112
Three	High	41
Four	Very High	15

A further nine students in Kindergarten were supported through Support Services Funding.

Students with diagnosed disabilities also received additional funding allocations from State Funding for Special Learning Needs and systemic school students received additional funding from the system.

The three Education Officers: Equity worked with schools across all three regions in both an advisory and assessment capacity. This ensured needs were met and provided an opportunity to share knowledge. Provision of professional development for teachers and teacher assistants also formed a very important part of their work. Network meetings were held each term for all Special Learning Needs Coordinators. Some of the topics covered were understanding the Wechsler Intelligence Scale for Children (WISC IV), vision needs of students, planning for students with Autism, and understanding the funding allocations for students.

In 2010 the TCEO employed a part time Vision Consultant to provide specialist support for students with a vision impairment. Government support of vision impaired students in schools had been reduced over the past two years due to budget constrictions and the time was right to offer this support from within the system.

Students who almost met the criteria for Intellectual Disability were supported through the additional State Funding granted to the TCEO. In 2010 there were 77 students in this category which allowed extra support for these students to work towards success in their endeavours.



Autism

Two cross-sectoral professional development opportunities were offered to Catholic school teachers in the area of Autism in both the South and North of the state. The Positive Partnership program was offered by the Commonwealth Government to improve knowledge and understanding at a school level for students who have a diagnosis of Autism. There were 18 participants including three Principals. The final workshop will be offered in 2011 in the North West.

In the south, an Autism Consultant from the Tasmanian Department of Education provided whole school professional development opportunities in nine schools and colleges to raise the awareness and responsibility of all staff within a school setting in supporting the needs of students with Autism.

Literacy and Numeracy

During 2010, many schools across Tasmania participated in the MultiLit program which provided an explicit teaching program for those early years readers who were not at an expected level of reading. Education Officers worked to support schools in working towards goals for enabling reading success. Explicit teaching programs such as Letters and Sounds were trialled in three schools and another three schools also developed a scope and sequence in spelling aligned with the Australian Curriculum. All schools received grants to enable them to resource their literacy and numeracy programs.

Humanitarian Entrant Program / English as Another Language (EAL)

In 2010, the statewide Project Officer's hours were increased to enable greater support to schools. This allowed schools in the north to have face-to-face time with the Project Officer at least once per month providing classroom support for teachers who had students with difficulties in English as this was not their first language.

A Professional Development course was also offered to all classroom teachers to assist them in gaining a greater understanding of students who came from different cultural and language backgrounds, and the impact this has on their learning in an Australian classroom. The nine-module course offered not only enabled participants to gain greater understanding but has accreditation at University level for those who may wish to further their studies.

A review process of the whole area of the EAL program in Catholic schools was also commenced.

Aboriginal Education Program

Another program of cultural education was offered at the Tasmanian Museum and Art Gallery with support from Auntie Verna Nichols. Aboriginal students from southern schools had the opportunity to attend to further their cultural knowledge.

Many schools across Tasmania organised opportunities for students to gain a greater understanding of Aboriginal culture. Excursions and activities organised included an Aboriginal speaker giving greater knowledge building for students in this area. Many schools also worked on scope and sequence that will embed the Aboriginal perspective within their schools. This perspective is one of the priorities in the new Australian Curriculum. The system is very grateful for the support of the Aboriginal community in working with schools.

In Term Two, a concert was held at St Mary's College Hobart during NAIDOC (National Aborigines and Islanders Day Observance Committee) week. This concert featured Dewayne Everettsmith, a well known local Aboriginal singer and songwriter. His performance was very well received and an opportunity to showcase what students can achieve.

Australian Early Development Index

2010 saw the conclusion of the survey process for gathering information regarding the readiness for school of all five year olds. The results of the Australia wide survey will be made available in early 2011. Although information was gathered through schools, the data collected is likely to have a much wider community impact especially on those services providing pre-school support.

NAPLAN / PIPS / PAT Tests

All students in Prep participated in the PIPS (Primary Indicators in Primary Schools) assessment held early in Term One and completed in Term Three. This was an assessment of the progress of Prep students, providing valuable data in the areas where students are achieving or underachieving in literacy and numeracy, and as a predictor of future performance allowing schools to provide intervention support for those students in need.

Grades 3, 5, 7 and 9 participated in NAPLAN (National Assessment Program – Literacy and Numeracy) testing. Results showed Tasmanian Catholic schools generally performing at or above the Australian average. Schools also use these results together with their own evaluations for school planning, and provide intervention support for those who may be struggling.

In 2010 seven schools participated in the National Civics and Citizenship Assessment that is held every three years.

For the first time in 2010, 32 Catholic schools participated in PAT (Performance Achievement Testing) Reading and PAT Maths Standardised tests from grades 2 to 9. This testing gave schools an idea of how students were performing against the standard in each of these grades. These results not only gave schools planning tools, but will also be used by the system to support future planning.

Pastoral Care

In 2010 each region had an Education Officer: Pastoral Care to assist with specialist support of students who have mental health and social issues. This support was invaluable for schools and class teachers. Schools were encouraged to build a support base in this area.

Nine schools in Tasmania have signed on as KidsMatter schools (a Government initiative) with ten schools preparing to work through School Wide Positive Behaviour Support (SWPBS) in 2011. By developing a whole school approach to social and mental health issues, schools can provide greater support and understanding to students and their families when issues arise in this area.

Information & Communication Technology

2010 was the first year of a three year ICT Strategic Plan for systemic schools aiming to make ICT integral to teaching and learning practice.

Infrastructure

New wireless network infrastructure was installed in 23 schools with the remainder scheduled for completion in 2011.

A Private Data Network now supports 22 sites with the remaining systemic schools scheduled to be connected during 2011.

This network supports a range of technical functions, provides secure data access and enables TCEO staff to directly assist schools with their financial systems and ICT needs.

The infrastructure rollout is expected to be completed on budget and has already delivered significant efficiencies.

The systemic technicians have been pivotal in the success of this project.

Laptops

The ICT Strategic Plan allocated \$450,000 per annum from 2010-2012 towards the purchase of mobile devices that will make effective use of the school wireless networks for teaching and learning. Schools were required to add a further \$225,000 per annum to this amount.

In total over 550 new laptops were added to systemic schools in 2010.

The introduction of laptops on this scale significantly altered ICT practice providing better integration into daily classroom practice.

iPads were trialled in various configurations in all Tasmanian Catholic schools in 2010 and these trials will be expanded in 2011.

ICT Co-ordinators

Under the ICT Strategic Plan, an ICT Coordinator was funded in each school for a specific number of release days to work with teaching staff and attend external workshops.

This approach was well received by schools, with only some local issues such as lack of suitable candidates.

All planned workshops and in-school sessions were conducted in 2010, including a statewide Cybersafety seminar in June.

Technology Aides

Technology Aides were funded in each school at an average of eight hours per week.

This initiative was highly successful in virtually all schools with an unexpected pool of talent emerging from families and the local community.

The result was the timely and effective coverage of many day-to-day technical support needs in each school. Problems were escalated to the system technicians when required.

Without this community support it would not have been possible to implement the infrastructure rollout and laptop program.

National Broadband Network (NBN)

St Peter Chanel Catholic School Smithton was the first Catholic school in Australia, and the second overall, to connect to the NBN. This milestone was marked on November 25 with a launch by the Premier and received extensive media coverage. Features included a virtual video class accompanying a diver on the Barrier Reef, a link to the Tiwi Islands and access to eKids, an online science resource for rural students.

The NBN link also brings much greater speed and allows many simultaneous high volume connections at a price no greater than the previous service.

Aggregated Student Database

Work commenced in 2010 on a central database containing specific student information that will be collected from school administration systems and updated several times a year. The data is required by authorities such as State and Federal Government and the National Catholic Education Commission.

The project is run in partnership with the company Data Organisation and will continue through 2011.

The centralised salaries and personnel database was also continuously updated to provide added functionality.

Connected - Any Student Any School (CASAS)

This was a joint project between the Tasmanian Department of Education, Catholic Education Tasmania and Independent Schools Tasmania.

It will provide a suite of online resources for students and families including a Virtual Learning Environment, videoconferencing and Tasmanian content.

The project received \$5 million in Federal funding for the period 2010-2012, with matching in-kind contributions from the participants.

For the TCEO, these contributions were mostly covered by the activities of the ICT Strategic Plan.

Curriculum Initiatives

Tiwi Islands Collaboration

An online shared curriculum between Sacred Heart Catholic School Geeveston and Pularumpi School on Melville Island resulted in a dramatic improvement in Oral Literacy for the Tiwi students and a much deeper cultural understanding between the two communities.

Students from the two schools presented at the first Australian *Be Very Afraid* conference in Melbourne during October.

ACTION Maths

A series of school-based workshops were conducted jointly with Maths coordinators.

Cross Curriculum

ICT Education Officers conducted Professional Learning sessions throughout 2010 encompassing all curriculum areas.

Cybersafety

ICT Coordinators attended a statewide Cybersafety seminar in June and subsequently conducted a workshop with their school staff.

The TCEO released a system Cybersafety policy and individual schools are developing their own local document.

A number of resources for schools are in development at state and national level. It is anticipated that Cybersafety will become part of the curriculum for all grades.

Building Connections Conference

A well-attended two-day conference was held in March with international ICT luminary Professor Stephen Heppell presenting.

SOFOS

The online Gifted and Talented program, Sofos, continued to be a success with over 78 students from schools statewide involved. The program caters for those students who need extension, and focuses on philosophy, mathematical and literacy challenges. Students are encouraged to interact with each other via the Sofos Ning site, a secure social network.



*corporate
services*

Corporate Services includes the Capital and Planning, Human and Executive Services, System Finance and TCEO Finance Teams.

Human & Executive Services

During 2010, the Human and Executive Services Team undertook a number of significant projects linked to the goals of the TCEO Strategic Plan.

Promotions

A wide range of initiatives were undertaken to promote the achievements and elevate the profiles of the TCEO and Tasmanian Catholic schools during 2010. Key among these initiatives were a major revamp of the TCEO *Connections* magazine, the development of a 'package' of promotional materials for a number of individual school communities, and the significant foundational work completed in preparation towards upgrading the TCEO website.

Data gathered from a questionnaire completed by Principals in 2009 confirmed widely held views that the *Connections* magazine produced by the TCEO each school term was not achieving its purpose. Few students, families, teachers and other targeted audiences were reading it. Henceforth, a completely new approach to the content and appearance of *Connections* took place from Term One of 2010 and all indications at this stage are that it has achieved a much greater degree of success.

In response to requests from Principals for assistance in the development of promotional materials for their schools, the TCEO Promotions Team, working with an external graphic designer, facilitated the development of a range of 'mix and match' folders, brochures and other documents and handouts.

Performance Management

A Performance Development and Review (PDR) process, developed by the Human Resources Team, was adopted by the TCEO Leadership Team for the year 2010.

This annual PDR process incorporates a structure for individual employees and their immediate line managers to meet on a regular basis, both formally and informally, to discuss progress against previously agreed work and goal setting plans for the year. A key aspect of these plans is their alignment with relevant

Service Team plans, as well as the TCEO Strategic Improvement Plan.

Mandatory PDR training sessions were conducted for all managers across the TCEO. Information about the PDR process was provided for all employees and information sessions were offered to all employees seeking further information or clarification regarding the process.

The improvement of performance appraisal processes for senior members of TCEO staff commenced in 2010 and remains a work in progress.

Education Agreement

The commencement of 2010 saw the implementation phase of a new Tasmanian Catholic Education Agreement for 2010-2012.

Briefings to Principals on the industrial agreement took place early in the school year. The Independent Education Union (IEU) also briefed their members. The relevant employers and the Union addressed any issues arising from differing interpretations of new elements of the Agreement. On two occasions these differences were addressed through the vehicle of conciliation conferences at Fair Work Australia.

Another significant area of strategic work undertaken by the Human and Executive Services Team incorporated Occupational Health and Safety Compliance.

The TCEO conducted a review and evaluation of existing workplace risk management processes and compliance with regards to OH&S statutory requirements in line with the pending harmonisation of State and Territory laws.

An external company was commissioned to undertake the evaluation process in Term Three. The process incorporated site visits to a selected number of schools in each of the three regions of the state (South, North, North West) and all systemic schools completing an online questionnaire.

A report with clearly detailed areas of commendation and recommendation was sent to the TCEO.

System Finance

During 2010 the System Finance Team provided service in the following areas:

- Receipt, payment and acquittal of Commonwealth Recurrent Grants, State Per Capita Grants, and Program Grants for Systemic Schools and Colleges and Association Colleges;
- The implementation of improved budgeting and financial reporting processes;
- The approval and monitoring of Systemic Schools and Colleges' Budgets and the associated audit, financial reporting and acquittal processes;
- The continued development of procedures for standardised accounting and reporting, and the investigation of internal audit processes to ensure financial compliance;
- Professional Development and induction for school financial staff including Systemic Finance Officers and College Business Managers, and the provision of ongoing information on financial policy and process to Principals; and
- The continued improvement of the Centralised Payroll service to Systemic Schools and Colleges.

Specific major tasks undertaken by the System Finance Team during the year were as follows:

Policies and Handbooks

The Systemic Schools and Colleges' budget preparation process and documentation were further refined to make the process more efficient and easier to complete. Continued development of the Financial Management Manual occurred during the year with a number of draft sections being provided to School Finance Officers for comment. The Manual is due to be completed and implemented during 2011. The Audit Instructions document for Systemic Schools and Colleges was updated and presented to School Finance Officers at workshops in November 2010.

Internal Audit Process

Planning for the Systemic Schools and Colleges internal audit process commenced during the year with a view to implementation in 2011 after the completion of the Financial Management Manual.

Financial Performance Indicators

Systemic Colleges and Schools were provided with improved individual school and systemwide performance indicators and benchmark data to enable comparison. These indicators will be further developed in 2011 to align with those provided to Association Colleges, and also to incorporate the relevant Financial Health Assessment Framework indicators.

Staff Development

Regional workshops for Principals and Finance Officers were held throughout the year in the areas of budgeting, financial reporting, school audits and specific Excel training. Leadership courses were also conducted in the areas of School Financial Management and the Budget and Reporting process for schools.

Centralised Payroll System

Continued refinement of the Centralised Payroll System for Systemic Schools and Colleges occurred during 2010. The Payroll Team conducted regular visits to all Systemic Schools and Colleges throughout the year to provide training, advice and support. A significant amount of work was done on the development of a 'classing' structure that will enable comprehensive reporting on payroll costs for Systemic Schools and Colleges and the TCEO. This classing process will be implemented during 2011.

Budgeting and Financial Reporting

The development and implementation of upgraded budgeting and financial reporting processes for Commonwealth Recurrent Grants, State Per Capita Grants, Program Grants and Systemic Finances occurred during the year. This formed part of a comprehensive upgrade of these processes across the Office and provided efficient and timely consolidated financial reporting.

The System Finance Team collated and submitted all required financial information for Systemic Colleges and Schools and Association Colleges to ACARA for publishing on the Federal Government's My School website, in addition to the annual completion of the Financial Questionnaire for Systemic Schools and Colleges.



TCEO Finance

The TCEO Finance Team is responsible for the financial and office administration of the Tasmanian Catholic Education Office (TCEO).

It is also responsible for the management of the TCEO budget and the provision of financial reports to the TCEO Leadership Team, Tasmanian Catholic Education Commission (TCEC) and the Diocesan Financial Council.

Strategic priorities for 2010 included the continued development of TCEO financial reporting processes to provide appropriate accountability to relevant parties. In particular, new consolidated financial reports were developed which provide an overview of all the funds managed by the TCEO.

The TCEO Finance Team continued to provide financial management of the significant amount of funds that were received from the Federal Government under its *Building the Education Revolution* initiative. As a result of the many new capital developments in Tasmanian Catholic schools and colleges, the accounting requirements have meant the introduction of detailed financial arrangements to ensure that accountability, particularly according to the Federal Government's guidelines, were being fully met. Stringent timelines were also established to ensure that financial reporting requirements were being met in a timely manner according to governance expectations.

The Finance Team were also diligently involved with the introduction of cost saving initiatives within the budget of the TCEO. The TCEC introduced this initiative during 2009 as a result of the Review of the System Levies and Charges to Tasmanian Catholic schools and colleges.

In July 2010, Mr Philip Scanlon retired as Director of Finance after 24 years service. We thank Phil for the very significant contribution he made to Catholic Education in Tasmania.

Capital and Planning

Building the Education Revolution (BER)

Early in 2009, the Commonwealth Government announced its Economic Stimulus plan, which included the *Building the Education* program. The BER goal was to have a major impact on national and local economies through the building of new infrastructure and the refurbishment of existing aging infrastructure.

This welcome injection of funding has seen the development of new libraries, multipurpose halls, learning areas, science and language centres, as well as major and minor refurbishments of existing facilities and an upgrade of ICT infrastructure. A diverse range of BER projects are being delivered and the changes are delivering multiple benefits to students, school staff and communities.



Summary of BER Allocations

BER Element	Value of Grants	Value of Sector Contribution	Number of Projects
NSP	\$5,375,000	\$1,588,636	37
P21	\$59,650,000	\$1,883,571	47
SLC	8,880,000	\$1,418,595	5

Progress as of 31 December 2010

BER Element	Schools	Project Value	Total Projects	Projects Completed	Projects Incomplete	% Completed
NSP	37	\$6,963,636	37	37	0	100%
P21	32	\$61,533,571	47	33	14	70%
SLC	5	\$10,298,595	5	3	2	60%

Trade Training Centres

During 2010, Guilford Young College, Hobart, as the lead school for the Southern Tasmanian Catholic Colleges Trade Training Centre consortium, progressed the establishment of vocational education offerings and trade training facilities at each of the southern Catholic college sites.

Facilities and equipment to support high quality trade training in the areas of hospitality, construction, engineering, automotive and horticulture were provided.

The hairdressing salon at St Brendan-Shaw College, Devonport became operational from Term One, 2010. Students from Leighland Christian School and Marist Regional College, Burnie joined with St Brendan-Shaw College students to complete Vocational Education Training (VET) competencies in this area.

An electro-technology facility at Star of the Sea Catholic College, George Town was completed in 2010 and will become operational from Term One, 2011.

Marist Regional College, Burnie successfully applied for Round 3 Trade Training Centre funding. The College will use the funding to refurbish an existing building to accommodate a kitchen with bakery, pastry cooking and commercial kitchen equipment together with café, bar and restaurant fittings and equipment. It is planned that the facility will become operational from Term One, 2012.

Digital Education Revolution

The aim of the *Digital Education Revolution* (DER) is to provide for new information and communication technology (ICT) equipment for all secondary schools with students in years 9 to 12 through the National Secondary School Computer Fund (NSSCF). The funding is also directed at supporting the development of high-quality digital tools, resources and infrastructure to support student learning and parent participation in their child's education.

Under the NSSCF Rounds One and Two, the Tasmanian Catholic Block Grant Authority administered \$1,180,000 to twelve secondary colleges. 100 per cent of the schools have reached the required computer to student target ratio of 1:2.

Under the DER 1:1 component, the twelve colleges are working towards achieving the required computer to student target ratio of 1:1 by December 2011.

At several colleges, audits of teacher competencies to work in the digital environment were conducted to assist with planning for professional learning.

The DER program has provided significant improvement to the infrastructure capability of schools. The colleges recognised the importance of wireless connectivity in a 1:1 program and most have either installed wireless or upgraded their current arrangements.

The engagement of school leadership in leading a digital environment together with the long-term financial impact of sustaining the 1:1 computer to student ratio are emerging challenges.

Capital Grants Program – 2010 Schedule

Tasmanian Catholic Schools submit a single application for Archdiocesan Building approval and funding under the Australian Government, State Government and Systemic Debt Servicing Grant Programs.

Sacred Heart College, New Town successfully applied for Federal Government capital funding to convert a science laboratory into a general purpose learning area and to establish an Intensive English Language Learning Centre.

MacKillop Catholic College, Mornington successfully applied for Federal Government capital funding to extend its multipurpose hall.

St Brigid's Catholic School, New Norfolk successfully applied for State Government Capital Grant Assistance to refurbish its Kindergarten, Preparatory and Grade 5/6 learning areas.

Star of the Sea Catholic College, George Town, St Brigid's Catholic School, Wynyard and St Thomas More's Catholic School, Newstead will each upgrade teaching and learning areas with support from the Systemic Schools Capital Debt Servicing Fund. Star of the Sea Catholic College will also self-fund an upgrade of its staff facilities.

St Brendan-Shaw College will self-fund a covered seating area link to its gymnasium as well as provide upgraded amenities and office spaces.

Summary of Capital Grant Applications for 2010 Round

Total Number of Schools	37
Total Number of Applications	11
Number of Grant Recommended Projects	3
Number of System/School Supported Projects	5
Value of Recommended Projects	\$5,380,000
Total Federal Government Grants	\$971,679
Total State Government Grants	\$305,000
Total Systemic Schools Capital Debt Servicing Fund Supported Projects	\$1,775,000
Total School Funded Projects	\$2,328,321

Minor Capital Grants – 2010 Schedule

Fifteen applications for minor capital grants (i.e. less than \$100,000) were considered by the Capital Projects Committee in 2010. One project was subsequently withdrawn to be incorporated into a future major project. Six projects were recommended for funding through the Systemic Schools Capital Debt Servicing Fund. Three projects were recommended for self-funding by applicant schools.

The approved projects will see upgrades of services (e.g. fire, water), playgrounds and shade areas, as well as minor classroom refurbishments.

Property Acquisitions and Disposals

Archdiocesan approval was sought for the following property purchases and sales:

- Purchase of 63 Stewart Street, Devonport, adjacent to Our Lady of Lourdes Catholic School (will enable an outdoor learning space to be extended and support access and escape paths to and from the site).
- Sale of land at Dodges Ferry (surplus to needs).
- Sale of residence, 2 Howard Street, Rosebery (in an unviable state of disrepair).

Building Connections Conference – 29 & 30 March 2010

A cross-sectoral conference featuring Professor Stephen Heppell and with a focus on innovative education was held in March 2010. The stimulating and diverse project offered included a showcase of student work. Several Tasmanian Catholic school projects were referred to as examples of best practice.





governance

Governance Structure

Systemic Catholic Schools and Colleges - Governing Body: Systemic Catholic Schools Governing Council and as delegated the Director of Catholic Education who is directly responsible for overall leadership of the system of Catholic schools and colleges.

School	Principal
Corpus Christi Catholic School Bellerive	Mrs Mary Turnock
Holy Rosary Catholic School Claremont	Mrs Kate O'Driscoll
John Paul II Catholic School Clarendon Vale	Mr Jim Ireland
Larmenier Catholic School St Leonards	Mr Peter Douglas
Our Lady of Lourdes Catholic School Devonport	Mrs Trish Cashman*
Our Lady of Mercy Catholic School Deloraine	Mrs Josephine Craddock
Sacred Heart Catholic School Geeveston	Mr Stuart Kelly
Sacred Heart Catholic School Launceston	Mrs Julia Kramer
Sacred Heart Catholic School Ulverstone	Mr Kevin Browning
St Aloysius Catholic College Kingston & Huntingfield	Mrs Elaine Doran
St Anthony's Catholic School Riverside	Mr Mark Workman
St Brigid's Catholic School New Norfolk	Ms Joy Matar
St Brigid's Catholic School Wynyard	Mrs Elaine Barranger
St Cuthbert's Catholic School Lindisfarne	Mrs Elizabeth McDougall
St Finn Barr's Catholic School Invermay	Mr Anthony Healey
St James Catholic College Cygnet	Mrs Anne Foale
St John's Catholic School Richmond	Ms Denise Long
St Joseph's Catholic School Queenstown	Mr Rod Linhart
St Joseph's Catholic School Rosebery	Mr Peter McBain
St Patrick's Catholic School Latrobe	Mrs Michelle Wootton
St Paul's Catholic School Bridgewater	Mr Cameron Brown
St Peter Chanel Catholic School Smithton	Mr Clynton Scharvi
St Therese's Catholic School Moonah	Mr Gerard Cronly
St Thomas More's Catholic School Newstead	Mr Brent Wilson
Star of the Sea Catholic College George Town	Mrs Tricia Phillips
Stella Maris Catholic School Burnie	Mrs Sandra Harvey

2010 saw a very successful Governance Conference conducted at Holy Rosary Catholic School Claremont with over 30 participants. The conference theme was 'Towards an understanding of Governance'. It included a paper explaining the three different types of Governance operating in schools and colleges within Tasmania.

The program included a Keynote Address by Archbishop Adrian Doyle, which was well received by all participants. Delegates were also briefed on the role of the Tasmanian Catholic Education Office by the Director Dr Trish Hindmarsh, the role of the Tasmanian Catholic Education Commission by Chair Mr Rod Scurrah, and Financial Governance by the Head of System Finance Mrs Anne Rybak.

The conference concluded with a Question and Answer panel, which enabled participants to seek further clarification of any matters that were raised on the day. It is anticipated that a similar conference will be held every two years.

Governing Council/Order-Based Colleges

College	Principal	Governing Body
Dominic College Glenorchy	Ms Beth Gilligan	Salesians of Don Bosco
Guilford Young College Hobart & Glenorchy	Mrs Bobby Court	Archdiocesan Governing Council
MacKillop Catholic College Mornington	Mrs Sally Towns	Archdiocesan Governing Council
Marist Regional College Burnie	Mrs Susan Chen	Archdiocesan Governing Council
Mount Carmel College Sandy Bay	Mrs Laurie Wolfe	Archdiocesan Governing Council
Sacred Heart College New Town & Immaculate Heart of Mary Catholic School Lenah Valley	Mr Craig Deayton	Sisters of St Joseph
St Brendan-Shaw College Devonport	Mr Frank Pisano*	Archdiocesan Governing Council
St Mary's College Hobart	Mr Tom Dorey	Presentation Sisters
St Patrick's College Prospect	Mr Simon Cobiac	Archdiocesan Governing Council
St Virgil's College Austins Ferry	Mr Damian Messer*	Christian Brothers

*Acting



financial statements



Statement by Director

The Officers of the Tasmanian Catholic Education Office have determined that the Office is not a reporting entity and that the concise financial report is a special purpose financial report which has been prepared in accordance with Note 1 to the concise financial report.

I, Patricia Hindmarsh, being the person responsible for the preparation of the concise financial report of the Tasmanian Catholic Education Office, state that:

- a) The concise financial report is an extract from the full financial report for the year ended 31 December 2010 and has been derived from, and is consistent with, the full financial report of the Tasmanian Catholic Education Office;
- b) The Income and Expenditure Statement for the year ended 31 December 2010 is drawn up so as to give a true and fair view of the surplus/(deficit) of the Tasmanian Catholic Education Office;
- c) The Balance Sheet is drawn up so as to give a true and fair view of the financial position of the Tasmanian Catholic Education Office as at 31 December 2010; and
- d) There are reasonable grounds to believe that the Tasmanian Catholic Education Office will be able to pay its debts when and as they fall due.



Dr Patricia Hindmarsh
Director
Tasmanian Catholic Education Office
Hobart

Dated this 21st day of April 2011

The TCEO would like to acknowledge and thank those staff who left the Office during 2010: Thibaut Carrabin from the Main Office and Nicola Hunt from the Northern Regional Office.

A farewell was held for Mr Philip Scanlon who retired from the TCEO after many dedicated years of service. Mr Scanlon was a longtime, valued employee of the Office community; contributing his many gifts and talents to the Finance area.



Report on the Concise Financial Report

We have audited the accompanying concise financial statements, being special purpose financial statements, of the Tasmanian Catholic Education Office, which comprises the balance sheet as at 31 December 2010, the income and expenditure statement, and for the year then ended, a summary of significant accounting policies, other explanatory notes and the Statement by the Director for the Tasmanian Catholic Education Office.

The Archbishop's Responsibility for the Concise Financial Report

The Officers of the Tasmanian Catholic Education Office, on behalf of the Archbishop of Hobart, are responsible for the preparation and fair presentation of the concise financial statements and has determined that the accounting policies described in Note 1 to the financial statements, which form part of the financial report, are appropriate to meet the requirements of the members and are appropriate to meet the needs of the Archbishop of Hobart. The Officers' responsibility also includes designing, implementing and maintaining internal control relevant to the preparation and fair presentation of the financial report that is free from material misstatement, whether due to fraud or error; selecting and applying appropriate accounting policies; and making accounting estimates that are reasonable in the circumstances.

Auditor's Responsibility

Our responsibility is to express an opinion on the concise financial report based on our audit. No opinion is expressed as to whether the accounting policies used, as described in Note 1, are appropriate to meet the needs of the Archbishop of Hobart. We conducted our audit in accordance with Australian Auditing Standards. These Auditing Standards require that we comply with relevant ethical requirements relating to audit engagements and plan and perform the audit to obtain reasonable assurance whether the financial report is free from material misstatement.

Our procedures in respect of the concise financial report included testing that the information in the concise financial report is derived from, and consistent with, the financial report for the year.

The financial statements have been prepared for distribution to the Archbishop of Hobart for the purpose of fulfilling the Officers' financial reporting responsibilities. We disclaim any assumption of responsibility for any reliance on this report or on the financial statements to which it relates to any person other than the Archbishop of Hobart, or for any purpose other than that for which it was prepared.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

Independence

In conducting our review, we have complied with the independence requirements of Australian professional ethical pronouncements.

Audit Opinion

In our opinion the concise financial statements is an extract from the full financial statements for the year ended 31 December 2010 and has been derived from, and is consistent with, the full financial report of the Tasmanian Catholic Education Office. In our independent report on the full financial report dated 28 April 2011 we expressed the opinion that; the financial report of the Tasmanian Catholic Education Office presents fairly, in all material respects the financial position of Catholic Education Office as at 31 December 2010 and of its performance for the year then ended in accordance with the accounting policies described in Note 1 to the financial statements.

Basis of Accounting

Without modifying our opinion, we draw attention to Note 1 to the financial statements, which describe the basis of accounting. The financial report has been prepared for the purpose of fulfilling the officer's financial reporting responsibilities. As a result, the financial report may not be suitable for another purpose.

WHK



Alison Flakemore
Audit Partner

Dated this 28th day of April 2011

Tasmanian Catholic Education Office - Concise Financial Report

Income and Expenditure Statement - Year Ended 31 December 2010

	Notes	Jan - Dec 10	Jan - Dec 09
Income			
Administration Charges	2	1,847,345	1,768,238
Grants			
Brought forward from prior year		21,426,005	2,778,501
Carried forward to next year		(16,045,890)	(21,426,005)
Recurrent - Commonwealth		81,190,529	74,169,825
Recurrent - State		31,150,380	25,791,972
Programs - Commonwealth		5,622,662	5,153,293
Programs - State		2,896,604	2,130,940
Capital - Commonwealth		44,986,254	42,591,602
Capital - State		578,263	516,788
Total Grants		171,804,809	131,706,916
Investment			
Interest		1,734,006	1,124,440
Total Investment		1,734,006	1,124,440
Operational			
Levies from Schools		3,295,228	3,152,432
Other		461,449	299,464
Total Operational		3,756,677	3,451,896
Total Income		179,142,837	138,051,491
Expense			
Administration Expenses		533,181	543,786
Depreciation		318,524	276,040
Equipment & Premises Expenses		54,345	56,567
Finance Expenses		2,823,477	2,578,985
Grants Allocated		163,120,372	125,722,420
Operational Expenses		1,853,217	2,213,717
Professional Development		408,044	339,345
Service Delivery Expenses		328,925	265,556
Transfer to Funds Held in Trust for Schools		3,277,544	935,387
Wages Salaries & On Costs		6,168,906	5,295,354
Total Expense		178,886,536	138,227,157
Net Operating Surplus (Deficit)		256,301	(175,666)
Transfers From & To Reserves			
Transfer From Reserve		0	0
Transfer To Reserve		(5,913)	(8,045)
Net Transfers From & To Reserves		(5,913)	(8,045)
Net Surplus/(Deficit) after Transfers From & To Reserves		250,388	(183,711)

Tasmanian Catholic Education Office - Concise Financial Report

Balance Sheet - As at 31 December 2010

	Notes	2010	2009
ASSETS			
Current Assets			
Cash		30,718,853	29,314,186
Receivables		136,026	1,239,932
Prepayments and Undeposited Funds		117,906	29,514
Total Current Assets		30,972,785	30,583,631
Fixed Assets			
Furniture and Equipment		339,884	334,353
Land and Buildings		3,599,659	3,472,730
Library		190,786	190,599
Motor Vehicles		554,589	630,022
Total Fixed Assets		4,684,918	4,627,703
TOTAL ASSETS		35,657,702	35,211,334
LIABILITIES			
Current Liabilities			
Accounts Payable		2,590,172	507,030
Other Liabilities		629,962	346,525
Other Current Liabilities			
Funds Held in Trust for Schools	2	11,205,643	7,928,099
Unspent Committed Funds	3	16,045,890	21,426,005
Total Current Liabilities		30,471,667	30,207,660
Long Term Liabilities			
Equipment and Property Held in Trust		195,906	178,288
Borrowings	4	773,836	865,394
Total Long Term Liabilities		969,742	1,043,682
TOTAL LIABILITIES		31,441,409	31,251,342
NET ASSETS		4,216,293	3,959,992
Equity			
Reserves		1,224,961	1,219,049
Retained Earnings		2,991,332	2,740,943
TOTAL EQUITY		4,216,293	3,959,992

Notes to the Concise Financial Reports - For the Year Ended 31 December 2010

Note 1: Basis of Preparation of the concise Financial Report

The concise financial report is an extract from the full financial report for the year ended 31 December 2010. The concise financial report is a special purpose financial report prepared for distribution to the Tasmanian Catholic Education Commission and the Archbishop of Hobart. The Tasmanian Catholic Education Commission and the Archbishop of Hobart have determined that the Tasmanian Catholic Education Office is not a reporting entity.

The financial report has been prepared on an accruals basis, is based on historical costs and does not take into account changing money values or current valuations of non-current assets.

The financial report has been prepared in accordance with the following Australian Accounting Standards and other mandatory professional reporting requirements:

AASB 110	Events after the Reporting Period
AASB 1031	Materiality

Note 2: Funds Held in Trust for Schools

'Funds Held in Trust for Schools' refers to amounts that are levied at the consensus agreement of schools for the purposes stipulated. These funds belong to schools and are held in trust pending expenditure either by the System Authority on behalf of schools or by allocation to, and expenditure by, schools themselves. These funds have been assigned, in the main, to areas identified by the System Strategic Plan in accordance with the School Improvement Framework being implemented within schools. These funds may be sourced from Government Grants, School generated income or through investment income from the Catholic Development Fund.

	2010	2009
Total Funds Held in Trust for Schools	\$11,205,643	\$7,928,099

	2010	2009
Capital Debt Servicing Fund	2,925,619	2,416,874
CEO MARS Funds	603,446	591,331
Compliance Funds	99,262	107,161
Curriculum Based Funds	71,241	115,642
ICT Strategic Plan Funds	1,309,945	1,503,233
Sick Leave	19,858	107,410
State per Capita Grant Funds	1,231,296	—
School Improvement Funds	1,550,639	1,550,639
System Budget Surplus	1,997,869	—
System Initiatives Funds	921,477	1,060,818
Systemic Salary Provision	474,991	474,991
Total	\$11,205,643	\$7,928,099

Note 3: Unspent Committed Grant Funds

These funds constitute Grant Funds unspent as at 31 December 2010. It is a requirement of Government Funding Agreements that the funds are spent in the following year for the purpose defined by the Grant Provider or returned as unspent. These funds have been committed for expenditure in the year ended 31 December 2011.

	2010	2009
Total Unspent Committed Grant Funds	\$16,045,890	\$21,426,005

Note 4: Loans

(a) The Catholic Development Fund loan on the Professional Learning Centre 'Benincasa' property totalled \$174,028 as at 31 December 2010.

(b) The Catholic Development Fund loan on the Emmett Place property totalled \$599,808 at 31 December 2010.

	2010	2009
Loans	\$773,836	\$865,394



5 Emmett Place, New Town, Tasmania, 7008

PO Box 102, North Hobart, 7002

TEL: (03) 6210 8888 FAX: (03) 6210 8844

ceo@catholic.tas.edu.au www.catholic.tas.edu.au