The Tasmanian Catholic Education Commission’s ‘Vision and Mission Statement’ calls upon all members of Catholic school communities to be ‘authentic and committed Catholic communities; schools have a call to live out their Baptismal commitment and to witness ‘faith in action’ within the context of the Catholic tradition.’

We do this by drawing strength from our Catholic tradition, while simultaneously providing a rich, relevant and meaningful learning environment that promotes and sustains a culture of lifelong learning for all.

Through my pastoral visits to parishes and schools, I am continually reminded of the important contribution that our Catholic schools make to the Church’s mission within the Archdiocese of Hobart. I am personally inspired by the quality of our schools in staff and students.

2015 saw further work to understand and enhance the Catholic identity of our schools, both at system and school level. I am heartened by what has been achieved in the development of the Catholic curriculum, improvements to the quality of learning and student outcomes and the development of programs to enhance school leadership.

I acknowledge that the achievements of schools and individual staff members are made possible in partnership with and with the support of parish priests and parish communities and parents.

Finally I wish to acknowledge and am grateful for the active support of the priests, religious and lay communities in the provision of Catholic education in our Archdiocese. I would like to commend the Tasmanian Catholic Education Commission, its sub-committees and the Tasmanian Catholic Education Office for their stewardship of our Catholic schools and their commitment to the mission of Catholic education.

May God continue to grant to all those involved in Catholic education the faith, hope and love to continue to witness to the mission of the church in the Archdiocese of Hobart.
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TASMANIAN CATHOLIC EDUCATION COMMISSION

Report of the affairs and activities of the Tasmanian Catholic Education Commission for the 2015 calendar year.

The Tasmanian Catholic Education Commission (TCEC) met on eight occasions between March and December during 2015 to undertake its work as the delegated authority to receive, monitor and distribute Commonwealth and State funding; manage policy development for the Tasmanian Catholic schools and colleges; and monitor the operations of the Tasmanian Catholic Education Office. 2015 was a year of assisting schools and colleges with the implementation of the new universal enrolment process; focus on State and Federal education funding; and significant work on developing a Child Safe Framework and suite of Child Safe policies.

The Commission welcomed the opportunity to work with Mr John Mula, the new Director of Catholic Education Tasmania, from the beginning of 2015. Late in 2015 the Commission sadly farewelled its Chair, Mr Greg McNamara who passed away after a short illness. In acknowledging his passing the TCEC were mindful of the loss of his presence in the Catholic Education community. Mrs Sue Gourlay, Deputy Chair, served out the remainder of 2015 as Acting Chair for the Commission. The conclusion of 2015 saw the retirement of one Commission member, Dr Terry McCarthy, whose contribution to the Commission’s work on behalf of Catholic Education in Tasmania was greatly appreciated.

Government Funding
The Commission continued its work on both State and Federal funding. At the beginning of 2015 the Commission forwarded a submission to the State Government for the State Budget 2015-2016 for consideration focussing on three key areas: recurrent funding certainty for Tasmanian Catholic schools, funding for students with disability that follows need and capital funding needs for Tasmanian Catholic schools. Throughout the year, the Commission provided information to the National Catholic Education Commission to assist with their work lobbying the Federal Government regarding future funding arrangements post-2017.

Policy
Significant work occurred during 2015 on Commission policies, guidelines and procedures. The following policies were approved in 2015: the Working with Vulnerable Persons Policy, Privacy Policy, Student Equity Policy, Academic Research Policy and Academic Research Application for Catholic Education Tasmania. The following guidelines were approved in 2015: Moderation Guidelines, Individual Education Plan Guidelines, Narrative Guidelines and Students with Disabilities Guidelines. It was noted that the Archdiocese of Hobart had developed and implemented a new Archdiocesan Fraud and Corruption Policy.


Universal Enrolment Process
The Commission’s Executive Secretary worked with the schools and colleges to individualise their new Enrolment Forms and all schools and colleges across the Archdiocese implemented the new universal enrolment process. The Commission sought feedback from schools and colleges on the new enrolment process from October until December in 2015 and any adjustments to the process and documents will be forwarded to the schools and colleges in 2016.

Flexible Learning Centre
The TCEC Flexible Learning Centre Working Party progressed its work throughout 2015 with leasing the old Mount Faulkner School site at Chigwell to use for the proposed Flexible Learning Centre. Seeking and obtaining support and approval of...
the Schools Registration Board and the Tasmanian Minister for Education for the establishment of a Flexible Learning Centre in Hobart. It was agreed that the Flexible Learning Centre would be run under the same governance arrangements as St Virgil’s College, run by Edmund Rice Education Australia (EREA) but still coming under the authority of the Tasmanian Catholic Education Commission as a Catholic school in the Archdiocese of Hobart. It is anticipated that the Flexible Learning Centre will open for operation early to mid 2016.

Governance Conference
The bi-annual Governance Conference was reinstated in 2015 and was held on 29 August at St Patrick’s College Launceston. The Conference was attended by His Grace, Archbishop Julian Porteous, members from the various Governing Councils, TCEC members, school and college Principals, school and college Board members, and TCEO staff. The day produced productive conversations, and useful feedback and consideration is being given to running the next conference in 2017 across a couple of venues through video conferencing for people unable to attend the central venue.

Catholic Education Week
Catholic Education Week was held 9 August to 15 August 2015 with a variety of regional events and masses across the state. The theme for 2015 was ‘All Creation is Made New in Christ’. Regional celebrations were held for the recipients of the 2015 TCEC Recognition Awards and 25 Years of Service Awards with colleagues, family and friends of all the recipients. Catholic Education Week also marked the beginning of annual fundraising by Catholic schools and colleges for the Samaritan Projects, a charitable foundation established in 2002 by Archbishop Adrian Doyle to respond to Tasmanians in need. For 2015 Tasmanian Catholic schools and colleges raised $11,262.46 for the Samaritan Projects.

Mrs Sue Gourlay
Acting Chair
Tasmanian Catholic Education Commission

TCEC Membership
Archbishop Julian Porteous confirmed the following membership for 2015:

Mr Greg McNamara Chair
Mr John Mula Chief Executive Officer
Mr Ron Ward Archbishop’s Representative

Commissioners:
Mrs Mary Turnock
Mrs Sue Gourlay
Ms Joy Matar
Mr Terry Blizard
Mr Andrew Mazengarb
Dr Terry McCarthy
Mr Ric De Santi
Ms Helen Spencer

Miss Mary Preston Executive Secretary

TCEC Recognition Awards
The following were recognised and acknowledged in 2015 for their contribution to Catholic Education.

Outstanding Service as an Employee within Catholic Education
Mrs Donna Miller
Mrs Mary Grundy
Mr Rodney Steele

Outstanding Contribution as a Friend in Catholic Schools
Mr David Bracken and Mrs Mary Bracken
## Committees and Working Parties

The following Committees and Working Parties were active in 2015:

<table>
<thead>
<tr>
<th>Committee</th>
<th>Chair</th>
</tr>
</thead>
<tbody>
<tr>
<td>TCEC Executive Committee</td>
<td>Mr Greg McNamara</td>
</tr>
<tr>
<td>TCEC Finance Committee</td>
<td>Mr Ric De Santi</td>
</tr>
<tr>
<td>TCEC Recognition Awards Committee</td>
<td>Sr Gabrielle Morgan</td>
</tr>
<tr>
<td>TCEC Capital Projects Committee</td>
<td>Mr Rod Street</td>
</tr>
<tr>
<td>Long Service Leave Centralised Fund Committee</td>
<td>Mr John Mazengarb</td>
</tr>
<tr>
<td>TCEC Policy Working Party</td>
<td>Mrs Sue Gourlay</td>
</tr>
<tr>
<td>TCEC Flexible Learning Centre Working Party</td>
<td>Mr Seán Gill</td>
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</tbody>
</table>

The TCEC had the following representation on National Catholic Education Commission Committees:

<table>
<thead>
<tr>
<th>National Catholic Education Commission</th>
<th>Mr John Mula</th>
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</thead>
<tbody>
<tr>
<td><strong>Standing Committees</strong></td>
<td></td>
</tr>
<tr>
<td>Operations</td>
<td>Mr John Mula</td>
</tr>
<tr>
<td>Faith Formation and RE</td>
<td>Mrs Sandra Harvey</td>
</tr>
<tr>
<td><strong>Working Parties</strong></td>
<td></td>
</tr>
<tr>
<td>Data Strategy</td>
<td>Mr John Hills</td>
</tr>
<tr>
<td>Online Assessment</td>
<td>Mrs Sandra Harvey</td>
</tr>
<tr>
<td></td>
<td>Mrs Chris Butterworth</td>
</tr>
<tr>
<td>SWD Funding</td>
<td>Mrs Anne Rybak</td>
</tr>
<tr>
<td><strong>Networks</strong></td>
<td></td>
</tr>
<tr>
<td>Assessment and Reporting</td>
<td>Mrs Donna Bucher</td>
</tr>
<tr>
<td>ATSI</td>
<td>Mrs Andrea Brumby</td>
</tr>
<tr>
<td>Block Grant Authorities</td>
<td>Mrs Karen Harris</td>
</tr>
<tr>
<td>Copyright</td>
<td>Mr Seán Gill</td>
</tr>
<tr>
<td></td>
<td>Mr Vince Summers</td>
</tr>
<tr>
<td>Curriculum</td>
<td>Mrs Donna Bucher</td>
</tr>
<tr>
<td>Early Childhood</td>
<td>Mrs Annie Nolan</td>
</tr>
<tr>
<td></td>
<td>Miss Bobbi-Jo Bailey</td>
</tr>
<tr>
<td>Employee Relations</td>
<td>Mr Paul Adams</td>
</tr>
<tr>
<td>ICT</td>
<td>Mr Vince Summers</td>
</tr>
<tr>
<td>National Communications Officer</td>
<td>Mr Mark Franklin</td>
</tr>
<tr>
<td>Privacy</td>
<td>Mr Paul Adams</td>
</tr>
<tr>
<td>Research and Evaluation</td>
<td>Mr Seán Gill</td>
</tr>
<tr>
<td>Senior Finance Officers</td>
<td>Mrs Anne Rybak</td>
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<td></td>
<td>Mr John Hills</td>
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<td></td>
<td>Mr Steve Denniss</td>
</tr>
<tr>
<td>Students with Disability</td>
<td>Mrs Andrea Brumby</td>
</tr>
<tr>
<td>Vocational Education</td>
<td>Mrs Sandra Harvey</td>
</tr>
<tr>
<td>Yarn Up:Teaching Catholic (previously MATSITI)</td>
<td>Mrs Andrea Brumby</td>
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<td>Mr John Munnings</td>
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</table>
It is my privilege to present the Directorate Report for the year ending 31 December 2015 after my first year as Director of Tasmanian Catholic Education. In introducing this annual report I am deeply conscious of the contribution made by the Tasmanian Catholic Education Office team in reporting on our educational ministry and more particularly to the wider group of people who more directly support staff, schools and communities.

This annual report represents just some of the service that typically falls within the operational (day-to-day) and strategic priorities of Tasmanian Catholic Education. In this context, our efforts are just part of the overall ministry of nurturing the holistic development of students guided by the gospel and the message of Christ. All in Catholic education: Parishes, colleges and schools minister co-responsibly and interdependently. All contribute to the Church mission in and through education of our children and young people.

During the course of 2015, the TCEO continued the implementation of Strategic Directions: Towards 2016 One in Heart and Mind. The TCEO service team reports will provide a detailed account of the work undertaken to support One in Heart and Mind during the course of the year.

Within the Directorate there were a number of projects undertaken and finalised. These included:

- A refresh of the Archbishop’s Charter for Catholic Schools which was undertaken in consultation with the Archbishop and the Leadership Team working with the aim to better align the Archbishop’s Charter with the Archdiocesan Vision and Mission Statement, Archdiocesan Pastoral Plan, Tasmanian Catholic Education Commission (TCEC) Vision and Mission Statement and strategic priorities, and the TCEO organisational structure.
- Advocating for amendments to State Anti-Discrimination legislation to allow faith-based schools to give preference to families seeking enrolment on the basis of their religious beliefs. The amendment to the legislation will allow Tasmanian Catholic Education greater flexibility and discretion in their admissions process.
- Reaching agreement on the key terms and conditions for a new Tasmanian Catholic Education Single Enterprise Agreement.
- Support for the Tasmanian Qualifications Authority Amendment Bill 2015 and the subsequent formation of the Office of the Tasmanian Accreditation, Standards and Certification (TASC).
- Consultations in relation to the review of the State Education Act and provisions particularly relating to non-government education including a systems of schools registration process, the sharing of information between and across school sectors, and the provision of early years and senior years education.
- A TCEC submission to the 2015-16 Tasmanian budget focusing on recurrent funding, capital support and support for students with additional needs.
- Working with Edmund Rice Education Australia and YouthPlus to finalise a proposal for a Flexible Learning Centre to be established in the northern suburbs of Hobart. The Flexible Learning Centre will support the education of young people at the margins of society.
- Supporting the Australian Catholic Bishops Conference through the distribution of the pastoral letter Don’t Mess with Marriage to help people better understand the Church’s teaching on marriage.

During 2015 a number of reviews were commissioned to Catholic Education Tasmania (CET) operations. These included:

- Commissioning a Catholic Identity Consultation process to provide baseline data on current practice and provide the basis for future planning especially in light of the refresh being undertaken of the Archbishop’s Charter.
- Continuing the Governance Review work commenced in 2013 reviewing the governance and business operations of CET, primarily with a view to determining greater clarity with respect to the roles and activities of the governance groups (TCEC, Governing Councils and School Boards), and the roles and activities of the TCEO, and identifying business process and efficiency opportunities that may exist within operations of CET.
- An Information and Communication Technology (ICT) review that resulted in the TCEO and systemic schools joining the Catholic Education Network, to support a program of improved internet connectivity and an plan to improve
corporate applications to support school and office operations.

- Undertaking a Principalship Review to investigate, review and analyse the current and future requirements for principalship within the Tasmanian Catholic Education System and to formulate a set of recommendations to support and enhance principalship in the Archdiocese.

In September the TCEC and the TCEO hosted a two-day National Catholic Education Commission meeting in Hobart. Sadly, shortly after, we celebrated the life of TCEC Chair, Mr Greg McNamara, who passed away in late October after a brief illness. Over many years, Mr McNamara made a significant and lasting contribution to Catholic education in Tasmania. He will be sadly missed. In the interim Deputy Chair, Mrs Sue Gourlay, was acting Chair of the Commission.

During the course of 2015 Mrs Jill Morgan, Executive Officer for the Archdiocesan Schools and Colleges Governing Councils, tendered her resignation from this position. For the remainder of the year I acted in this position supported by Executive Assistant, Mary Preston. This transition period was used to take into account the increasing level of compliance and accountability reporting required at governance level and to facilitate a closer working relationship with the TCEC and the Director as the Chief Executive Officer of the Commission.

As a result a new position, Executive Officer: Directorate and Governing Councils, was created to commence in 2016 with the aim to further integrate the position into the day-to-day operations of Tasmanian Catholic education.

During the course of 2015 the decision was taken to appoint to the TCEO Leadership Team the position of Deputy Director for the commencement of the 2016 school year. The role of Deputy Director of Catholic Education in Tasmania will assist the Director with the coordination and development of all aspects of the Catholic education system and will act with delegated authority on behalf of the Director.

Promotions
A major focus for the year was a statewide enrolment campaign focused on increasing enrolments across Kindergarten and Year 7. This month long campaign featured students from schools and colleges across Tasmania and was broadcast on radio, television, print and social media. The campaign was positively received by school communities. Support was also provided to schools and colleges via the regional teams to further regional based advertising initiatives.

Communication channels to schools and parishes were broadened with the introduction of the From the Director e-newsletter. This e-newsletter was distributed weekly during term time to staffs across the Archdiocese and included religious content along with updates on current educational issues. Forming part of an increase in electronic communication, From the Director complemented the weekly Communiqué which continued to provide schools and colleges with operational information.

Dedicated support was provided to service teams to increase adherence to branding guidelines including the development of a branded suite of documents for the 2015 Governance Conference. Graphic design services were also provided to update physical spaces in the Office as part of an ongoing refurbishment.

In conclusion, I wish to express my thanks to our Principals, teachers and TCEO staff and school support staff for their commitment and passion in delivering quality Catholic education in the Archdiocese of Hobart. I wish to also acknowledge the families and students who contribute to the life of our school communities and to the Governing Councils, School Boards and Parents and Friends Associations. With their continued contribution and energy our schools and colleges will continue to be vibrant learning places across the Archdiocese.

I also wish to acknowledge the support of the Leadership Team and the Directorate staff for their efforts over the months prior to my arrival and since taking up the position; they continue to be a great source of support and advice.
My sincere appreciation to His Grace, Archbishop Porteous, Archdiocesan Business Manager Ron Ward and the members of the Tasmanian Catholic Education Commission on whose support we rely to meet the ongoing challenge of developing and maintaining schools and colleges that are courageous enough to be authentically Catholic and focused on making a difference in the lives of children and young people.

John M. Mula
Director
School Services
Northern Region

The beginning of the 2015 school year saw three newly appointed Principals take up their roles: Mrs Christina Gretton at St Joseph’s Catholic School Queenstown, Mrs Annette McCulloch at St Brigid’s Catholic School Wynyard (taking up full time Principalship) and Mrs Anita Cunningham at St Anthony’s Catholic School Riverside. Other movements included Dr Rod Linhart at St Patrick’s Catholic School Latrobe and Mrs Michelle Wootton at Sacred Heart Catholic School Ulverstone.

Digital Technologies were the focus of a teacher in-service in the North and North West at the beginning of Term One, which featured Professor Tim Bell from Canterbury University (NZ), Associate Professor Katrina Faulkner from Adelaide University and newly appointed Director of Catholic Education Mr John Mula as principal speakers.

As part of their service agreements, five schools in the North and three in the North West committed to sustained professional learning in oral language. The strategy, rolled out by Curriculum Education Officers, used a model borrowed from School Wide Positive Behaviour Support. This involved establishing a literacy team in each school, having the school’s Principal as a core member of that team and appointing a literacy key teacher. This team then worked with the regional Curriculum Education Officer who provided support and expertise. The team’s learning was then delivered to staff. Primary schools in the strategy received $25,000 and systemic colleges received $60,000. All other schools had mutually agreed priorities and also received additional funds to support their initiatives.

There were several major capital works planned for Northern schools: Sacred Heart Catholic School Ulverstone (completed December 2015); Our Lady of Lourdes Catholic School Devonport (completed March 2015); and Sacred Heart Catholic School Launceston (commencing 2016). These works were funded by the capital levies program.

A video-conferencing facility was installed at Sacred Heart Catholic School Launceston and obviated the need for driving to Hobart for short meetings. A further video-conferencing facility was installed at Our Lady of Mercy Catholic School Deloraine. With the National Broadband Network (NBN) reaching Riverside it is expected that the camera at Sacred Heart Catholic School will be re-sited at the MacKillop Centre in early 2016.

Education Officers in both the North and North West prepared for and presented an excellent series of year level, Special Learning Needs (SLN), Information and Communication Technology (ICT) and early careers workshops and network meetings. Additionally, newly appointed Principals Anita Cunningham and Christina Gretton attended Principal induction days in Hobart and Launceston. Under a new initiative Gregg Sharman (St Peter Chanel Catholic School), Annette McCulloch (St Brigid’s Catholic School Wynyard), Carol Seagar (St Thomas More’s Catholic School), and Adrian Drane (Marist Regional College) attended a series of Principal mentoring workshops at Campbell Town, accompanied by their mentors (Julia Kramer, Michelle Wootton, Matt Jones and Tom Dorey respectively). Other professional learning that was offered (and well attended) included Leading School Improvement and Protective Handling.

The provision of support to schools by Education Officers continued throughout the year with constant references to Response to Intervention (RTI), formative assessment, and oral language being rolled out and embedded in schools across the North and North West. Schools that do not have oral language were provided with support in numeracy, sustainability or Catholic identity.

Schools accessed the services of the Northern Well-being and Pastoral Care Education Officer to assist with student behaviour observations, writing behaviour action plans, introducing or refreshing circle time solutions and Tuning into Kids and Tuning into Teens.

At a digital technology level, schools were offered cyber safety workshops, introduced Code Clubs and Information and Communication Technology Teacher Assistant days.

Learning support team members were rostered across schools and were responsive to the needs of school communities in providing timely assessments and advice. The Education Officer Student Support’s expertise in Attention deficit hyperactivity disorder (ADHD) and autism were evident in the workshops offered to school staffs.

A regular regime of school visits by the Head of School Services North continued throughout the year, during which Principal goal setting and school plans were reviewed and refreshed. The May Catholic College of Educational Leaders (CCEL) meeting was held at St Patrick’s Catholic School.
Latrobe for the first time in many years and visitors to the school were warmly received by staff and senior students.

At the end of Term Two, Mrs Josephine Craddock resigned from her Principalship at Our Lady of Mercy Catholic School Deloraine. It was also acknowledged that Mrs Tricia Phillips’ contract at Star of the Sea Catholic College George Town would be completed at the year’s end.

The Director appointed Mrs Mary Wall as Acting Principal for Our Lady of Mercy Catholic School for Terms Three and Four. Upon advertisement Mrs Wall was successful in her application for Principal of Our Lady of Mercy. Mr Richard Chapman was appointed as Deputy Principal (Pastoral Care) at St Brendan-Shaw College Devonport.

A major recruitment program took place in August/September as Northern schools recruited staff for 2016. Over 50 teacher vacancies were advertised and successfully filled by the beginning of October.

Three Northern ICT technicians continued their valuable work for the two Offices and 15 schools. They were tasked with maintaining the infrastructure and hardware, and to provide practical advice to staff.

Southern Region

The pivotal role of the Southern Regional Team continued to be providing assistance to schools in achieving their educational goals in line with the educational goals of Catholic education in Tasmania, with a view to continue to improve student learning outcomes throughout the region.

During the year the following Principals undertook Renewal Leave, attending an International Principal’s Conference in Finland as well as undertaking some other spiritual and personal activities during their term off:

Stuart Kelly - St Paul’s Catholic School Bridgewater
Cameron Brown - St Therese’s Catholic School Moonah
Mary Turnock - Corpus Christi Catholic School Bellerive

Due to the above Principals being on Renewal Leave it was necessary to appoint Acting Principals in these three Schools for Term Three. They were:

Jo Jordan (Education Officer with the Southern Regional Office) to St Paul’s Catholic School Bridgewater.

Matt Kean (Education Officer with the Southern Regional Office) to St Therese’s Catholic School Moonah.

Rachel Kelly (Assistant Principal at Corpus Christi) to Corpus Christi Catholic School Bellerive.

Fran Bearman continued to act in the role of Principal at John Paul II Catholic School for 2015 whilst Jim Ireland was on secondment in the Wilcannia-Forbes Diocese. Late in 2015 Jim Ireland was appointed to the position of Special Projects Officer within the Tasmanian Catholic Education Office (TCEO) and Fran Bearman was successful in the ensuing Principal vacancy at John Paul II Catholic School. We would like to take this opportunity to thank Jim for his sterling service as a Principal throughout the State and look forward to working with him in his new role.

In 2015 the Southern Region once again framed their goals around the domains of the TCEO strategic directions document One in Heart and Mind.
Religious Education
• Improve the use of Good News for Living as a teaching program – in particular the Theological Conversations; and develop a process to ensure that religious education remains a primary focus in each school.

Curriculum & Pedagogy
• Improve Literacy results - in particular Oral Language in 2015.
• Support schools in the analysis of data and support goals towards improving student learning outcomes.
• Strengthen the Early Years – high quality instruction.
• Improve the quality of teaching in our schools.
• Focus on the Information and Communication Technology (ICT) Capability.
• Continue the implementation of the Australian Curriculum.

Student Support
• Encourage excellence and meet the needs of high performing students.
• Implement elements of the National Safe Schools Framework.
• Provide inclusive education to meet the needs of individual students and identify those at risk.
• Develop a Well-Being strategy for St Paul’s Catholic School and John Paul II Catholic School to address their particular needs.

Leadership
• Support leadership at all levels, including aspiring leadership development, support early career teachers and collegial support of Principals.
• Provide professional learning to schools on aligning focus with identified school goals (determined by data).

Stewardship
• Unity – further develop team relationships, enhance collaboration and strengthen communication practices within the team and across all education teams within the TCEO.

School Improvement
The School Improvement process was redeveloped in 2015. Mr Damian Brennan, an educational consultant from Queensland, was appointed to lead this process. Damian works with several dioceses across Australia in this area. With the new Education Act due in 2016 it is hoped that a Systems approach to School Registration will be developed and this independent validation process is important in a transparent process.

Due to this new process validations scheduled for 2015 were postponed until 2016.

School Registration
The following schools engaged in the Registration process in 2015:
• St Therese’s Catholic School Moonah
• St Cuthbert’s Catholic School Lindisfarne

Both schools were successful in their review and were complimented on the presentation and engagement.

Catholic Education Week Celebrations
Catholic Education Week was celebrated across the Southern region with schools and colleges in the South converging at St Mary’s Cathedral in Hobart on 13 August for a Mass concelebrated by Archbishop Julian Porteous and priests from the Southern Deanery.

The Tasmanian Catholic Education Commission (TCEC) presentation of awards took place later in the afternoon at the Guilford Young College Hobart Campus. The awardees were invited to the stage by TCEC Chair, Greg McNamara, and presented their awards by the Archbishop.

During Term Four the Head of School Services: South, Seán Gill, was appointed as Deputy Director commencing in 2016 with Denise Long being appointed as Acting Head of School Services: South for 2016.

2015 once again proved to be a very stimulating and successful year for the Southern Region with all schools improving their results in respect to student learning outcomes. Schools and colleges continued to be dynamic places of learning and accomplishment. The ongoing and expansive work of the members of the Southern Team continued to provide Catholic schools and colleges throughout Southern Tasmania with valuable support in their core business of educating students.
Mission and Education Services
Mission and Religious Education

The goals for Mission and Religious Education (MRE) in 2015 were to strengthen the quality of Religious Education, to enhance the Catholicity of Catholic Education Tasmania, and to innovate with the strategy of the ‘Catholic Curriculum’.

The quality of Religious Education (RE) in Tasmanian Catholic schools was strengthened by promoting and supporting the use of the Good News for Living online RE Curriculum, supporting RE pedagogical planning and formative assessment in schools, and piloting a RE Literacy Assessment trial.

The expressed Catholicity of schools and colleges was enhanced by providing retreats and reflection opportunities through the Formation Strategy, leading an Accreditation Reform consultation proposing that Catholicity is the core operating principle for a new employee and teacher accreditation system, advancing a Laudato Si’ Strategy in response to the Holy Father’s published encyclical in June, and partnering with Broken Bay Institute to encourage theological study.

The ‘Catholic Curriculum’ strategy was supported by reimagining the Make Jesus Real values education project and refreshing its resources in partnership with Garratt Publishing, proposing digital and video resources with school involvement, and extending the General Capability of Wisdom and embedding it in the RE curriculum.

The Mission and Religious Education Team also collaborated closely with the other three service teams: Curriculum & Pedagogy, Student Support Services and Well-being & Pastoral Care. Three goals were pursued:

- co-planning the 2016 Catholic Education Conference, 20 – 21 May
- co-planning and delivering the Early Career Induction and Orientation of new employees
- co-prioritising support for more socially disadvantaged and remote schools.

Religious Education Curriculum

The Good News for Living Religious Education Curriculum

- Good News for Living was re-published in an online format. (curriculum.catholic.tas.edu.au);
- There was an emphasis on ensuring alignment with the TCEO Curriculum & Pedagogy Team’s curriculum planning and formative assessment methodologies in addition to embedding the Theological Conversations as integral to the Good News for Living Curriculum delivering eight integrated theological Elements.
- The K-10 Achievement Standards were written, following a consultation process.

The Catholic Curriculum

An action research project that commenced in 2014 and brought seven schools into dialogue about, ‘the Catholic Curriculum’ (including the explicit curriculum of all learning areas and the implicit curriculum of a Catholic school's identity and culture) was maintained. These school project reports are available online and describe innovations which include whole school and subject area approaches.

Catholic Identity

Fr John Wall Community Library

Located next to the Southern Regional Office of the Tasmanian Catholic Education Office, the Fr John Wall Community Library strives to support schools and parishes and individuals throughout the Archdiocese. In 2015 a new online catalogue (called Infiniti) was launched available through the TCEO website.

Catholic Education Week

The theme chosen for Catholic Education Week (CEW) in 2015 was ‘All creation is made new in Christ’. To commence the celebration the CEW Committee recommended that schools collaborate with their parishes in mass or prayer. Various celebrations were held throughout the Archdiocese. The Committee provided a suitable petition for the Universal Prayer at all Masses.

Evangelisation

Induction and Orientation

More than 120 staff new to Catholic Education in Tasmania attended the Induction days in early 2015, based in Hobart and Launceston. Programs were tailored for Religious Education Teachers in their first two years of their career as well as orientation programs for new Religious Education coordinators in both primary and secondary schools and colleges.
Make Jesus Real (MJR)
The MJR project is a values education project conducted in every primary school in Tasmania. Its purpose is to develop and nurture a student’s relationship with Jesus, encouraging them to see Jesus in the everyday, in the way they ‘greet, treat and speak’ and in an ‘attitude of gratitude’ to life. The project founded by Peter Mitchell, who retired at the conclusion of the 2015 school year, will continue in 2016 under the leadership of Project Officer Marty Ogle. Peter Mitchell and Tony Brennan worked closely with Garratt Publishing to develop a new Make Jesus Real Student Journal to be published early in 2016.

Interstate MJR Conferences have been conducted for seven years. Two were held in 2015 attracting almost 50 participants from Queensland, New South Wales, the Northern Territory and Western Australia.

Partnerships
A parish collaboration continued with the Cathedral Parish in activating the Family, School, Parish Partnership with Twilight Conversations based at the new Parish Centre and attended by parishioners from various parishes and teachers seeking formation and accreditation. Topics covered in 2015 were ‘Mark’s Gospel’, ‘It’s Just Human Nature’, and ‘Pope Francis’ new Encyclical on the Planet and the Poor’.

Partnerships continued in 2015 with the Archdiocesan Office of Church Life and Mission (OCLAM) in regard to sacramental preparation, Rite of Christian Initiation of Adults (RCIA) and liturgy. Catholic Youth Ministry was a close partner in College networks.

Partnerships were extended with youth social welfare agencies such as the Society of St Vincent de Paul, the Justice Action Network and Edmund Rice Inc. on new strategies to engage young people in youth ministry. Volunteers at the TCEO joined an Australian Catholic University (ACU)/University of Tasmania (UTAS) initiative called Clemente providing mentoring of students seeking transition to tertiary studies and support for people with multiple disadvantages (e.g., refugee status, interrupted schooling, mental health challenges).

Ecological Sustainability
The Joint Partnership continued between the TCEO, the Tasmanian Department of Education, Independent Schools Tasmania, Greening Australia and the Commonwealth Scientific and Research Organisation (CSIRO) to support the Sustainability Learning Centre at Mount Nelson.

In conjunction with Catholic Earthcare, an Intensive ASSISI (A Strategic Systems-based Integrated Sustainability Initiative) Formation of Animators for Sustainability program was offered in 2015 with 12 participants from the TCEO, Catholic schools and Catholic Education Offices interstate. A number of schools participated in a pilot project to extend the learning into school-based sustainability projects.

In October 2015 Sacred Heart Catholic School Geeveston, in conjunction with Catholic Earthcare Australia, piloted a three-day program called ‘Growing Eco-Sustainability’. This professional learning opportunity included utility officers, teachers and leaders in learning the practice and theory of permaculture and ecological transformation. Sacred Heart Geeveston is beginning to establish itself as a lighthouse school for the integration of curriculum, eco-sustainability and aboriginal education.

Professional Learning
MRE team members offered a variety of professional learning programs for teachers of Religious Education, regionally, centrally and school-based. These included ‘Courage to Be’, ‘RE Classroom Thrival’, ‘RE Pedagogy’, ‘Godly Play’, ‘Icons as Windows on God’, ‘Wisdom Pedagogy’ and ‘What do Catholics Believe?’ The team was also involved in maintaining networks for leaders and teachers of Religious Education and Ministry, both primary and secondary.

The ‘Working in Catholic Education’ program was again offered to early career teachers in 2015. The program enabled teachers to explore Church documents related to teaching in a Catholic School, The Archbishop’s Charter for Catholic Schools, basic Catholic beliefs, practices and symbols.

The Graduate Certificate in Religious Education and Masters of Theology were offered on a scholarships basis through the Broken Bay Institute (University of Newcastle). UTAS offered a Teaching Religious Education elective. This was a popular online course with scripture and theology inclusions for student teachers considering a career in Catholic Education.

Catholic Identity Review
At the end of 2015 John Mula announced the appointment of Seán Gill to the position of Deputy Director and with it the responsibility for Catholic Identity and Mission including the oversight of the Mission and RE Team. Archbishop Porteous
Following consultation with various stakeholders in 2014 working parties were established to identify staff needs within Catholic education. Programs were identified and grouped into target audiences associated with roles and experience. The Formation Program will be fully developed over the next few years.

In 2015 the Formation programs that were offered were invitational and catered for staff at various career stages, whole schools, and specific groups i.e. Early Career, REC’s.

The Program are divided into two areas: Retreat Programs and Leadership Programs.

To further develop the Programs, partnerships were made with the Australian Catholic University, and the National Centre for Teacher Quality and Leadership

**Leadership Programs**

**Early Career Teacher Programs**
Research was conducted on Early Career Programs across various jurisdictions within Australia. In addition to this, the Australian Institute for Teaching and School Leadership (AITSL) early career information was explored.

A working party of Education Officers was established to further develop programs for 2015 based on ‘best practice’. It became increasingly evident that a ‘whole of state’ approach was needed as practices had developed within the Northern and Southern regions that were equally valid but yet held no commonalities, understandings or philosophies. Much discussion also centered on the need to align these programs with the AITSL Standards.

**Principal Mentor Program**
In partnership with the ACU and the Director of the National Center for Teacher Quality and Leadership, a Mentor program to support Principal’s in their first contract period was developed and delivered. The program included three face-to-face meetings followed by ongoing meetings with mentors. Group coaching sessions organised by the Head of School Services within regions delivered ongoing support.

The identified benefits to the mentees included the provision of emotional and psychological support, reduced feelings of isolation, increased confidence and self-esteem, professional growth, improved self-reflection and problem solving capacity.

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**Formation and Leadership**

The goals for formation and leadership in 2015 were:
- To further develop the Framework for ‘Called and Sent’.
- Continue the development of Leadership Programs
  1. Develop programs for Early Career teachers.
  2. Implement the Induction and Mentor Program for Early Career Principals.
  3. Implementation of the resilience/wellbeing programme for Principals.
  4. Further investigate ‘leadership programs’ for Principals at the various career stages and professional learning opportunities for the Catholic College of Educational Leaders (CCEL).
  5. Investigate the opportunities to develop the Theological elements of Good News for Living into school-based professional learning (formation opportunities linked to the Catholic Curriculum).
- Begin the review of the TCEO accreditation process
  1. Work with Human Services to review the accreditation process.
  2. Investigate accreditation processes from other jurisdictions.
  3. Recommend a ‘way forward’ for Catholic Education Tasmania.

**Called and Sent**
Called and Sent is the TCEO Leadership and Formation Program directed towards all staff working in Catholic Education.
The notion of a mentor and mentee working together changed the isolation that is often felt by those working in education. Together, both the mentor and mentee had the opportunity to share their challenges and success; they receive support and learnt from one another, and gained the confidence to change.

Principal Well-being and Resilience Program
The Principal Well-being and Resilience Program workshops, titled Understanding, Living and Thriving, included three separate face-to-face workshop days and two online Collegial Learning Team meetings. The program was designed and facilitated by the Centre for Teacher Quality and Leadership, Australian Catholic University and the TCEO.

Visiting research fellow at ACU, Pat Maslin-Ostrowski lead the second workshop. Pat is Professor of the school leaders’ graduate program of educational leadership and coordinator of the higher education leadership program at Florida Atlantic University’s College of Education, and co-author of The Wounded Leader: How Real Leadership Emerges in Times of Crisis.

Retreat/Spirituality Programs
TCEO personnel were involved in supporting and delivering various programs. The ‘Courage to Be’ program was well attended and schools were supported in developing ‘Spirituality Days and Evenings’ for their school staff. These programs included developing opportunities to use the Theological Reflections as developed for Good News for Living.

Accreditation
A working party was established to begin the work of revising the TCEO’s Accreditation procedure. Various models were researched. Work included developing workshops for Principal and Teacher consultation and collaboration. A ‘draft’ model was completed towards the end of 2015. This will require further consultation in 2016.

School Improvement
School Improvement goals for 2015 included finalising and implementing the Leading Learning Communities for School Improvement model and program, implementation of the School Improvement ‘practices’ model and redeveloping school validation to align the processes of validation, Archbishop’s mandate and registration.

Professional Learning
Professional Learning for School Improvement included designing workshops that brought together the concepts from learning communities, school improvement and the leadership framework. It combined an inquiry approach with current input on quality practice and the support of collaborative practices to assist Principals and Leadership teams in successfully leading a particular learning priority within their school community.

Validation
Following further research in 2014 a new model for validation was designed. This model will be trialed in 2016. Whilst there is alignment to the model that was previously employed by the TCEO, the new model includes appointing a chair not employed within Catholic Education Tasmania. It was
decided that the appointed chair, would also act as a moderator.

Further work was completed in developing alignment of Validation to the Mandate in response to the Archbishop’s Charter. This process will also be trialed in 2016.

**Pastoral Care and Well-being**

The Pastoral Care and Well-being goals for 2015 included establishing a service of Pastoral Care and Well-being, developing a Team Leader Pastoral Care and Well-being, and processes, systems and structures to support the pastoral care, safety and well-being of all students.

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The service area of Pastoral Care and Well-being had in previous years been incorporated in Student Support. At the end of 2014 Denise Long was appointed Team Leader: Pastoral Care and Well-being within the TCEO. The main work of this team for 2015 was to establish the team within the TCEO systems and processes, and incorporate into the team the strategic practices and planning to support the pastoral care, safety and well-being of all students within Catholic Schools.

The main areas of development for 2015 included:

**National School Chaplaincy Program**

The National School Chaplaincy Program (NSCP) is currently being implemented in Tasmanian Catholic Schools. The Tasmanian Catholic Education Office has entered into a Memorandum of Understanding with the Department of Education around the NSCP and will act as the provider in the Program.

Catholic Schools were invited to apply to be part of the NSCP in November 2014. In total six colleges and 14 primary schools across the state were successful in their applications under the NSCP guidelines.

There was an even spread of Chaplaincy positions approved across the State. Seven Catholic schools were already a part of the NSCP and were eligible to continue to employ their existing Chaplains under the NSCP guidelines. The TCEO adapted the NSCP Guidelines to support the management of the program in Catholic colleges and schools.

The TCEO provided opportunities for Chaplains in each region for networking, information and professional learning.

**Tuning into Kids**

Tuning into Kids, an emotion-coaching model, was offered to 20 participants over three days. Completion of this program enabled School Chaplains and Well-being staff within schools to facilitate this six-week course for parents.

Two staff members from the Pastoral Care & Well-being team attended the newly piloted ‘Tuning for Dads Training’ in Melbourne in November 2015. This training will be offered to interested fathers in Catholic schools in 2016.

**RULER Approach to Emotional Literacy**

Seven staff from Catholic schools attended the four-day professional learning course called the RULER Approach to Social Emotional Learning in Schools. This enabled two schools to train staff and begin to implement this approach in their schools. This professional learning opportunity will be offered to other interested schools in 2016.

**School Wide Positive Behaviour Support**

The School Wide Positive Behaviour Support (SWPBS) Framework continued to be implemented in 27 schools across the state. This support included team training days, one held in each term. Sessions were held in the North and South of the State. In addition to this, the SWPBS coordinators supported school coaches at fortnightly team meetings and staff professional learning sessions.

**Team Teach – Protective Handling**

Members of the Pastoral Care & Well-being team participated in the Team Teach Protective Handling Training ‘Train the Trainer Professional Learning’. It is envisaged that the training will be made available to all school staff in 2016 and beyond.

**SAFEMinds**

The Pastoral Care & Well-being team participated in a training day to assess the possibility of the adoption of the SAFEMinds learning and resource package. SAFEMinds is a professional learning and resource package for schools and families that aims to:

- enhance early intervention and mental health support for children and young people in schools; specifically regarding mild mood disorders (anxiety and depression) and self harm
- increase engagement of parents and carers with schools to more effectively support their child’s mental health; and
• develop clear and effective referral pathways between schools and community youth and mental health services.

The resource provides a suite of online materials for the whole school community, including teachers, school support staff and parents and carers, as well as a range of targeted face-to-face professional learning opportunities. The package is underpinned by an early intervention approach, ‘NIP it in the bud’.

It is envisaged that this Professional Learning be offered to staff of Catholic schools in 2016.

Safe Homes, Safe Families
Tasmania’s Family Violence Action Plan 2015-2020 was announced in late 2015.

The State Government has allocated an additional $25.57 million to new and direct actions over the next four years to reduce family violence.

Meetings were held with Department of Premier and Cabinet, and Independent Schools Tasmania and Department of Education representatives to examine the Background Paper: Action 7 of this paper outlines the allocation of $500,000 to support students affected by family violence in non-Government schools.

It was agreed to work cross-sectorally to achieve the very best outcomes for those students affected by family violence. The Action Plan is available on the Department of Premier and Cabinet website.

Student Support Services

Students with Special Learning Needs
Several guidelines were developed by the Student Support Services team including: Enrolling Students with Disability Guidelines, Engagement and Transition Guidelines, Narrative Reporting Guidelines and the K to 12 Individual Education Plan (IEP) Guidelines including an annotated IEP exemplar. These guidelines were developed to assist school staff to plan for and make the necessary adjustments that enable access and participation for students with additional needs. This suite of documents is consistent with the requirements of the Disability Discrimination Act and the Disability Standards of Education and aligns with the requirements of the Nationally Consistent Collection of Data (NCCD) for Students with Disabilities (SWD).

2015 saw an increase in the number of identified and funded SWD across Tasmanian Catholic Education. The TCEO reported that approximately 12.5% of the student population had a disability, according to the NCCD definition.

A calendar was developed for the Special Learning Coordinators within schools. The calendar outlined the timeline, deadlines, and key deliverables for each month across the year and assisted with forward planning. It is envisaged that this will be updated and re-circulated annually.

There were several opportunities provided for coordinators, teachers and teacher assistants to increase their professional knowledge through a variety of training opportunities and network days. The Online Learning Training (OLT) was utilised on a statewide basis, with Education Officers offering a range of cohorts to respond to their regional contexts.

English as Another Language (EAL)
The Project Officers in the north and south were actively connecting with local schools, providing enrolment support, seeking resources and offering professional support as requested throughout the year.

There were a number of new enrolments into Launceston and Hobart. It was noted that students tended to enrol in colleges where there was already a significant number of students forming an EAL community. Generally across Tasmania there was a reduction in the number of new arrivals and it remains unclear if there will be an impact with the long awaited arrival of the Syrian refugees into Australia.

The EAL TCEO funding model was overhauled and modified in 2015 to see the development and introduction of a needs based funding model utilising a rubric to determine level of need for additional funding. This model was trialled, was very well received and has informed the EAL funding to schools for 2016. The EAL Learning Progression was embedded in the rubric and replaced the English as a Second Language (ESL) Scales as the instrument to measure progress and assist with teacher planning to meet the needs of each student.

The statewide EAL Key Teacher day was a well attended, inspiring day. Participants were fortunate to access professional learning from the Phoenix Centre about trauma, local settlement packages and the
experiences of new arrivals into Tasmania. Teachers explored the TCEO EAL planning rubric that was developed by combining the ESL scales and the Australian Curriculum learning progression to assist teacher planning.

**Aboriginal and Torres Strait Islander Programs (ATSI)**
The National ATSI Education Strategy was finalised and released in 2015. The seven key priorities in the strategy underpin the structure of the newly developed and implemented 2015 TCEO ATSI funding and planning model. ATSI programs provided an opportunity for all students and staff to deepen their knowledge of Australia by engaging with the world’s oldest living culture. The model also provided an additional opportunity to target the needs of ATSI students.

School communities were supported by their regional Education Officer; to construct, review and assist with the implementation of their ATSI funding submission and annual plan. The ATSI annual plan will inform the Education Officer's work in each school during 2016 and will be included in the school improvement process.

The More Aboriginal and Torres Strait Islander Teachers Initiative (MATSITI) continued into 2015. The TCEO was successful in accessing a grant to employ a MATSITI Project Officer, who was successful in helping raise the aspirations of several ATSI students. Catholic Education Tasmania had the highest number of students attend the mid-year UTAS camp and approximately nine students enrolled in university with the majority on pathways to pursue teaching careers, hopefully within Catholic Education.

**Gifted Education**
2015 was the first year that Gifted Education was a part of a service that reported to a Team Leader. This assisted the team to raise awareness of gifted education generally, but more importantly the needs of gifted students within Tasmanian Catholic schools and colleges.

Identifying Students for SOFOS Guidelines were developed to assist teachers to work through an authentic and rigorous process of ensuring that gifted students were offered enrolment positions. The student numbers participating in the SOFOS online learning environment increased significantly and the students continued to provide positive and interesting feedback that has enabled further targeted planning for 2016.

**Curriculum and Pedagogy**

**Australian Curriculum**
The team leader Curriculum and Pedagogy represented the TCEO at the ACARA Curriculum Director’s Meetings in Sydney. Areas of significance included the Australian Curriculum Review, the revised Health and Social Sciences curriculum for Years Foundation to Grade 6, Digital Technologies and a growing spotlight on STEM (Science, Technology, Engineering and Maths) Education.

The Review of the Australian Curriculum Final Report was released in October 2014. In March 2015 leaders from Tasmanian Catholic primary schools and the TCEO participated in an ACARA lead forum responding to the Review of the Australian Curriculum Final Report recommendations with regard to the overcrowded F-6 curriculum.

On 18 September 2015 all Education Ministers endorsed the Foundation to Year 10 Australian Curriculum, including all learning areas and changes to the curriculum that were made following the Review of the Australian Curriculum. Australian education ministers have endorsed the Foundation – Year 10 Australian Curriculum, releasing Version 8, which includes all the changes. For a period of time, there will be two versions of the Australian Curriculum. States, Territories and jurisdictions will determine when, over the next twelve months, schools will transition to the newer, improved curriculum. Catholic Education Tasmania made the decision to move to the new version at the commencement of the 2016 school year.

**Geography and Health and Physical Education (HPE)**
Following implementation of the Geography and HPE curriculums in 2014, all schools were expected to assess and report to the Australian Curriculum Achievement Standards in 2015.

To support teachers in the process of assessment and reporting HPE engaged in statewide moderation. There was also a focus, through the networks, on tools and strategies for gathering assessment data and developing assessment portfolios.
Information and Communication Technology, Digital Technologies and STEM

The 2015 school year commenced with an Information and Communication Technology (ICT) and Computational Thinking professional learning day in each of the regions. This day for all primary teachers supported the incorporation of the ICT Capabilities in daily classroom practice and the Computational Thinking component of Digital Technologies (DT) across the curriculum. Professor Tim Bell from Canterbury University NZ, and Associate Professor Katrina Falkner and Dr Rebecca Vivian from the University of Adelaide presented the Introductory Sessions. Guest presenters included Julie King from ACARA, Josephine Scalone and Gary Brown from the Parramatta Diocese and Ngaire Antrobus, a Victorian Apple Distinguished Educator. Completing the lineup for a very successful and engaging day were Education Officers from the TCEO.

The ICT and Digital Technologies Primary and Secondary Network Days explored the draft Digital Technologies curriculum with links made to other curriculum areas. Through the work of the Education Officers ICT/DT there was a big uptake of schools introducing programming (coding), with Tasmania having the most clubs of any state in Australia and many schools participating in The Hour of Code and other coding activities. The successful application for a $6,000 grant from Google supported Digital Technologies workshops in the north and south of the state and a STEM conference and workshops for 110 people at the Baha’i Centre in August.

A large number of schools embraced one-to-one iPads or were ready to implement iPads in 2016. Almost all Catholic schools in Tasmania supported some form of one-to-one digital device program. A growing number of primary schools adopted SeeSaw or Educa to create opportunities for parents to see and comment on what students are doing in class, especially in the early years.

Secondary Networks and Arts Conversations

The Education Officer: Secondary facilitated or co-facilitated eight statewide secondary networks. The purpose of the secondary networks continued to be to support secondary leaders in the implementation of the Australian Curriculum with a focus on the designing of quality learning and assessment tasks. Quality assessment and moderation were an ongoing focus for all secondary networks. An aspect of all secondary meetings and conversations was the ICT capability and the use of ICT to enhance both teaching and learning.

A new initiative in 2015 was three one-day conversations focusing on the Arts: Music, Drama and Visual Arts. These days included an overview of the curriculum, assessing to achievement standards, consideration of what portfolios may look like and the use of ICTs to support portfolios, and also a moderation taster. Unfortunately, the Drama day had to be cancelled. Consultation ensured a more conducive date for 2016.

Primary Teacher Networks

The first regional 2015 network day for primary teachers focused on thinking formatively in Mathematics and English and using ICTs to elicit evidence of student learning. The second day included a focus on thinking computationally across the curriculum and interschool moderation. The Primary Teacher Network Days were developed and delivered collaboratively by Education Officers from the Curriculum and Pedagogy Team.

Early Years

Birth to Four

Birth to four programs, aimed at supporting parents to support their children in the years before school, were offered at an increased number of schools across the state. Schools explored different ways to run the program to meet the needs of their communities. The first gathering of birth to four leaders saw excellent collaboration and communication between both existing and potential program providers.

Early Years Learning Framework

Schools have continued to implement the Early Years Learning Framework for Australia (EYLF) in Kindergarten and to explore the integration of the Principles and Practices of the Framework with the Australian Curriculum. Network meetings from Kinder to Year Two were used to explore the implications of the EYLF and the manner in which teachers can be both explicit in their teaching and responsive to the nature of the early learners in their care.

Across the state schools are developing their learning environments, both indoors and out, to meet the needs of early learning and learners. Schools are utilising Education Officer resources to support teachers new to Early Years as they seek to provide high quality early learning appropriate to the age and stage of development.
National Quality Standards for Early Childhood Education and Care
Schools continue to work toward meeting the qualification requirements under the National Quality Standards for Early Childhood Education and Care. Teachers are showing great willingness to undertake post-graduate study however the practicum requirements of the current course are prohibitive. The Education Officer: Early Years continued to work with the Department of Education (DoE) and Independent Schools Tasmania (IST) to explore the implications of the National Quality Standards for schools in this state as part of the Stakeholder Reference Group and the Early Years Reference Group.

Australian Early Development Census (AEDC) 2015 was an Australian Early Development Census collection year. Prep teachers participated in the collection of data for their children, which contributed to a national collection informing policy and spending at Federal, State and Local Government levels. Data for individual schools was available in November with the national release scheduled for early 2016.

Literacy Strategy

All schools received funding to support teacher release, professional learning and resourcing aligned to the schools’ literacy plan. Online resources were developed for each of the modules and made available to schools. Regional Education Officers were also available to support schools in the development and implementation of a school based literacy plan.

Assessment, Reporting and Moderation

Assessment
Formative Assessment continued to be a key pedagogical focus for 2015 with a number of

schools across the state participating in the Leading Formative Assessment workshops held one each term in each region. The 2015 workshop content was a continuation of the 2014 workshops. The focus for 2015 was self-assessment, peer assessment and implementing a school wide approach.

Student Achievement Reporting
In 2014 the Tasmanian Catholic Education Commission (TCEC) endorsed a common report format for all Tasmanian Catholic primary schools and colleges. In 2015 it was expected that Tasmanian Catholic schools and colleges would use the common format to report student achievement aligned to the Australian Curriculum achievement standards for English, Mathematics, Science, History, Geography, and Health and Physical Education (HPE).

The TCEO common report format meets federal government requirements for reporting student achievement. Schools should no longer be reporting to school-based criteria. This also includes Religious Education.

Moderation
In 2015 interschool moderation was facilitated through teacher networks for both primary and secondary teachers. The two key functions of interschool moderation were quality assurance and quality enhancement. Quality assurance sought to ensure the comparability of assessment decisions based on the Australian Curriculum achievement standards across classes and schools, while quality enhancement provided feedback to teachers that could be used to improve the quality of the teaching and learning programs. Quality task design was a focus for both primary and secondary moderation sessions.
Facilities

The Facilities Section is a small team providing the following services to schools and colleges statewide:

- Educational facilities planning and design;
- Liaison with internal and external stakeholders and governments;
- Capital works programming and co-ordination;
- Project management of capital works projects;
- Facility management – maintenance planning, programming, statutory maintenance compliance, facility risk management and compliance upgrades;
- Development and maintenance of asset information; and
- Technical building advice.

Many of the initiatives commenced in recent years were ongoing in 2015, including the rollout of new capital works projects and renewal of the maintenance program for systemic schools.

Major Capital Works

Capital Grants Program

The Capital Grants Program, administered through the Tasmanian Catholic Block Grant Authority and Capital Projects Committee (CPC), provides Commonwealth and State Capital Assistance funding for capital works in schools and colleges.

The following projects were undertaken in 2015:
1. Dominic College - Redevelopment of general learning areas (GLAs) in the Bosco Wing, student amenities and a covered link between buildings;
2. St Aloysius Catholic College – Provision of a facility for art, materials, design and construction (MDT);
3. St James Catholic College - Redevelopment of secondary learning areas and associated staff accommodation;
4. St Patrick’s College - Redevelopment of the middle school; and
5. St Virgil’s College - Redevelopment of the general learning areas in the Galvin Wing.

The following projects were approved and funding forward-committed for 2016 to 2018:
1. Dominic College - $450,000 towards redevelopment of the music and visual arts areas;
2. Sacred Heart College - $275,000 towards construction of new general learning areas (GLAs) and ancillary spaces in the gymnasium;
3. St Mary’s College - $500,000 towards the redevelopment of kindergarten learning areas and playground, music and drama areas, reconfiguration of primary GLAs and relocation of home economics;
4. St Peter Chanel Catholic School - $500,000 towards enlargement of existing GLAs, redevelopment of administration and learning support areas, and provision of a suitable multipurpose hall; and
5. St Virgil’s College - $475,000 towards redevelopment of the general learning areas in the Dwyer Wing.

Systemic Schools Debt Servicing Fund

Following the completion of the Building the Education Revolution (BER) Program in 2011, a new Forward Capital Works Program was developed for all systemic schools. The aim of the program was to address current and foreseeable facilities needs and priorities over the next five years (2012 to 2016), with funding through the Capital Debt Servicing Fund.

To date, 28 projects have been undertaken between 2012 and 2015. Most of these projects have been completed, and others will continue in 2016.

The following projects were commenced in 2015:
1. Larmenier Catholic School - Refurbishment of Larmenier House - $350,000;
2. St Aloysius Catholic College - Provision of a facility for art, materials, design and construction (MDT) - $1,120,000 (including the above-mentioned government funds);
3. St James Catholic College - Redevelopment of secondary learning areas and associated staff accommodation - $3,176,000 (including the above-mentioned government funds);
4. Sacred Heart Catholic School Launceston - Redevelopment of GLAs, student amenities and external works - $1,000,000; and
5. St Peter Chanel Catholic School - Roof alterations - $175,000.

Archdiocesan Projects

Archdiocesan projects are typically fully funded by schools and colleges.

The following projects were approved in 2015:
1. MacKillop Catholic College - Minor redevelopment of Year 7 GLAs - $198,000;
2. Mount Carmel College - Development of a Middle School - $3,710,000;
3. St Brendan-Shaw College - Redevelopment of student amenities - $250,000;
4. St Brendan-Shaw College - Extension of existing senior secondary learning areas - $502,000; and
5. St Patrick’s College - Car park reconfiguration and extension - $470,000.

Other Projects
Alterations to the TCEO’s D’Arcy Centre in New Town commenced in 2015, and included improved accommodation for reception staff and alterations to the Directorate area.

Minor Capital Works
The following projects were approved and commenced in 2015:
1. Holy Rosary Catholic School - Interconnection of GLAs - $28,000;
2. Holy Rosary Catholic School - Extension of external play court - $45,000;
3. Immaculate Heart of Mary Catholic School - Addition to retaining wall above external play court - $50,000;
4. Our Lady of Lourdes Catholic School - Stair climber - $25,000;
5. Our Lady of Mercy Catholic School - Playground - $24,000
7. Sacred Heart Catholic School Launceston - Repair of damp issues in GLAs - $60,000; and
8. St Joseph’s Catholic School Queenstown - Demolition of old parish hall - $38,000

Property Acquisitions & Disposals
A Memorandum of Understanding was established between the Moonah-Lutana Parish and St Therese’s Catholic School for the acquisition of the St Therese’s Tennis Club site.

Facility Management

Maintenance
In 2014, the Facilities Section completed an audit of all systemic schools and identified repairs and ongoing maintenance needs. The audit formed the basis of the new maintenance program for systemic schools.

Stage 1 of the program was undertaken in 2015, and consisted of approximately 950 repair items across 28 sites, with a total value of approximately $2.3 million.

Stage 2, to be rolled out in 2016, will be the programming of ongoing routine and preventative maintenance over the next 10-15 years.

Electricity Supply
Tasmania joined the national electricity market in 2005, enabling retail electricity suppliers to compete for business in Tasmania. Tasmanian schools and colleges are now able to choose who they purchase electricity from.

In 2015, the Facilities Section co-ordinated a tender process to assist schools and colleges to renew their electricity contracts, resulting in savings in energy unit costs compared to previous years. The group of schools, colleges and TCEO buildings is being continually aggregated as existing contracts expire, to optimise the purchasing power of Catholic Education Tasmania as a whole.

Arborist Reports
In 2012, the Facilities Section commissioned an arborist to undertake a risk assessment of the condition and safety of large trees at a number of systemic schools around the state. Medium and high risks were then addressed through a program of works undertaken by local contractors around the state.

This program has helped to minimise the number of unforeseen incidents such as tree falls and dropping of deadwood.

The second cycle of this program commenced in 2015, with schools that were assessed in 2012 being re-assessed. Work will continue in 2016 and beyond as a rolling three-year program.
Finance
The following Key Result Areas, taken from the Strategic Improvement Action Plan for the TCEO Finance Team, were the focus of the work of the team in 2015.

Respond to the Commonwealth and State Funding Agendas
Senior members of the Finance Team kept abreast of the Students First Funding Model by travelling to National Catholic Education Commission Funding Group meetings that, at times, included briefings from the Commonwealth Department of Education and Training. Early decisions made on the distribution of grants under the new government funding model placed Catholic Education Tasmania in a good position with regard to accounting for Federal and State funding paid on a needs basis. Loadings received for Students with a Disability, Indigenous Students and Students with low English Language Proficiency were segregated from General Recurrent funding and paid on a ‘per student’ basis according to need. Loadings for Low Socio-Economic Status (SES), Location and Size were included in the funding models for systemic schools and colleges.

Work will continue in 2016 to ensure the ongoing viability of Tasmanian Catholic Schools post 2017, when annual growth in funding is still not entirely certain.

Review of Funding Models for Systemic Schools and Colleges
A major review of the Grants Allocation Committee funding distribution to Association Colleges was undertaken in 2014. The new funding model commenced in 2015. Colleges were paid their base funding plus Low SES, Location and Size loadings according to the Gonski principles. The one departure from this was that the transition points were altered so that all Colleges will be at the same percentage of full funding at the conclusion of the current four year forward estimates for funding by the Commonwealth Government.

In 2014 a review of professional staffing was undertaken within the systemic schools budget model. The changes resulted in a significant increase in teacher staffing in 2015. In 2015 a review of ancillary staffing was carried out with significant increases made in this area in 2016. In addition, work continued on a reallocation of budget model percentages to accommodate requirements in Information and Communication Technology (ICT) and debt servicing.

Financial Projections, Modelling and Benchmarking
A major piece of work was undertaken by business management consultants KPMG in the early months of 2015 to produce five year financial projections of Catholic Education Tasmania for the Enterprise Agreement negotiations. This financial model was adopted by the TCEO and work continued to ensure reliability and accurate predictability into the forward projections. There is further work to be done within the TCEO Finance Team to incorporate our particular funding methodologies into this platform and this will increase the functionality of the model and allow capture of various pieces of information down to individual school level. Work has also continued in projecting enrolment numbers for all Tasmanian Catholic schools. The combination of these two pieces of work will inform tasks to be undertaken on financial sustainability, class size factors and new schooling provision in the future.

Financial Management and Reporting
Audited financial reports for systemic schools for 2014 were signed off by school Principals and the Director of Catholic Education in April 2015 and were used to complete Financial Questionnaires provided to the Commonwealth Department of Education. This information was also used to provide information to the Australian Curriculum, Assessment and Reporting Authority (ACARA) for the My School website. In addition, information from the financial reports produced financial indicators for systemic schools. This information is provided to the Systemic Schools Budget Committee and the Systemic Catholic Schools Governing Council with key indicators examined and highlighted where future monitoring by the System Finance Team may be required.

The Association Colleges provided their Financial Reports for 2014 to the TCEO Finance Team in March. From these reports resource indicators were prepared for the information of the Grants Allocation Committee and for each college. These indicators report key financial information on an individual college basis and also give comparative information relative to other colleges within the system. The Commonwealth Department of Education Financial Questionnaires were checked for Association Colleges and My School data provided to ACARA was also scrutinised to ensure accuracy.

Reporting to the Australian Charities and Not-for-Profit Commission was completed for all systemic schools in respect of the calendar year ended 31
December 2014. Non-Government Schools are currently not required to submit financial reports and data is extracted from the Commonwealth Financial Questionnaire for reporting on the Australian Charities and Not-for-profits Commission (ACNC) website.

At the TCEO further refinement of budget development and monthly reporting was implemented and the responsibility of managers to report on monthly budget outcomes was given priority at Education and Corporate Services meetings. Reporting to the Tasmanian Catholic Education Commission Finance Committee and the Diocesan Finance Council continued with consolidated reports provided on a quarterly basis.

Financial Governance Strategies and Policies
Work continued in 2015 on implementation of the procedures and policies contained in the Financial Management Manual for Systemic Schools. Members of the Finance Team visited schools and reviewed their financial and administrative processes and provided guidance to Finance Officers on correct procedures.

Regional and statewide workshops and meetings for Principals and Finance Officers were held throughout the year in the areas of budgeting, financial reporting, school audits and specific payroll and finance training. The Finance Manager attended Board meetings when requested to explain the financial governance of Catholic Education Tasmania and the methodologies of grant distribution to systemic schools and colleges. Individual school financial indicators were also explained and any significant variances investigated.

In addition to these Strategic Improvement Action Plan goals the following initiatives were also actioned during 2015.

Collection and Dissemination of Data
The System Finance Team undertook the task of collection of preliminary enrolment data, March TCEO census data collection and August Commonwealth Government census data collection.

Centralised Payroll and Data Collection System
Continued refinement of the Centralised Payroll System for systemic colleges and schools continued during 2015. The Payroll Team conducted regular visits to all systemic colleges and schools throughout the year to provide training, advice and support.

Data collection of personnel information continued and was further expanded in Association Colleges. The personnel data held centrally was used as a reference for Industrial Relations purposes and also as information for the Long Service Leave Centralised Fund actuarial report and calculations.

The Payroll Team implemented the changes that were brought about as a consequence of the new Agreement.

In addition, the Finance Team provided service in the following areas:

- Financial and other reports were provided to the Tasmanian Catholic Education Commission (TCEC) Finance Committee, the TCEC, the Systemic Schools Budget Committee and the Systemic Catholic Schools Governing Council, the Grants Allocation Committee and the Association of Catholic Colleges in Tasmania, the Diocesan Finance Council and the Capital Projects Committee.
- Receipt, payment and acquittal of Commonwealth Grants, both recurrent and capital, and State Grants for Systemic Schools and Association Colleges.
- The approval and monitoring of systemic schools’ budgets and the associated audit, financial reporting and acquittal processes.
- 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.
Human Services
The TCEO Human Services team covers a wide range of human resource and workplace health and safety functions, supporting both systemic schools and colleges in managing their people-related organisational needs. Key details of the major sector-wide functions carried out by the Human Services team may be found below.

Child Safety
The year saw the introduction of the new Working with Vulnerable People (WWVP) Legislation online registration process (managed by the Department of Justice) for all non-teaching staff and volunteers which was successfully implemented by the deadline of October 2015. The Tasmanian Catholic Education Commission (TCEC) Working with Vulnerable People Policy and process documents described the rationale for requirements that are designed as a significant component of child protection. Teaching staff were exempt until August 2016 and the interaction between the WWVP registration and Teachers Registration Board processes remained an outstanding issue for resolution.

An exciting strategic development was the conceptualisation and formation of a new Child Safe Organisation framework, which was subsequently developed into a TCEC Policy for consultation during 2016. This leading edge framework describes the critical elements in creating a holistic child safe environment and is anticipated to guide our strategic child safety focus for the future. This was evident through a number of revised policies, including the Code of Conduct, Mandatory Reporting and Workplace Behaviour that commenced redevelopment in 2015.

Work Health and Safety
The TCEO, systemic schools and non-systemic colleges continued to work methodically to address the sector’s duties and obligations of the commencement of the Work Health and Safety (WHS) Act (2013). During 2015, there was a strong emphasis on collaboration with Independent Schools Tasmania and the Catholic Church Insurance (CCI) Risk Services group in the pursuit of improved approaches and compliance.

Improvements were made across all schools for the systemic management of WHS duties and risks, particularly focussed on excursions, utility/cleaning staff, critical incident procedures, contractor engagement and protective handling training.

Every systemic school received ongoing implementation support for the comprehensive WHS Management System. This support and leadership enabled schools to update their Worker Compensation Management Procedures; prepare for lockdown scenarios; continue roll-out of the Risk and Adventure in Outdoor Learning Policy; instigate detailed Risk Management to improve First Aid methods; instigate a State-wide inducted contractor register; and participate in key training and e-Learning.

Close coordination and cooperation between the TCEO and all non-systemic Catholic colleges continued with a new WHS working party established in September 2015. Two meetings enabled this group to ensure greater consistency in Excursion Risk Management across all Catholic Education Tasmania (CET) schools and colleges. This collaboration also enabled a significant workshop to be held with Independent Schools on Outdoor Education Risk Management run by the University of Sunshine Coast in November 2015.

External audits of systemic Catholic schools continued in 2015 with three audits being conducted to the Australian Standard 4801 Safety Management Systems. These audits, conducted by CCI New South Wales, showed an 86% compliance rate for two schools and 67% for the TCEO. These showed a significant improvement over the last audits of this type from 2011.

Industrial Relations
After averting another break down in the Enterprise Agreement negotiations that again threatened in late 2014, the ‘fresh eyes’ provided by new leadership and a revised Enterprise Agreement Steering Committee structure, assisted in reframing a range of perspectives in February and provided an impetus to move the process forward.

Resolution of the outstanding matters saw the Tasmanian Catholic Education Single Enterprise Agreement 2015 notionally agreed between the parties in May 2015. Upon being put to the vote, 96.8% of staff voted in favour of the agreement bringing to a close a lengthy negotiation process. The new Tasmanian Catholic Education Single Enterprise Agreement 2015 was ratified on 7 July 2015 and came into effect on 14 July 2015, with a nominal expiry on 31 July 2017.

The shift to implementation was immediately commenced for a number of significant undertakings.
agreed, particularly changes to the teachers salary scales, increases in support staff minimum engagements, changes in pastoral care provisions, the integration of all utility staff into the Enterprise Agreement coverage and a major review of non-teaching staff classification structures. Significant effort was invested into building a common approach across all schools and colleges with regards to the implementation of the agreement clauses, in many cases dealing with historical anomalies.

Human Resources
Recruitment support for staff in both schools and the TCEO continued to be a major service delivery. Over 300 vacancies were advertised in 2015, (up from 250 in 2014) which included leadership, teaching and support positions, and the tenure of these positions included ongoing, limited tenure, replacement and maternity leave.

A review of current and future service requirements resulted in a realignment of roles within the Human Services team to focus on critical service delivery functions for Work Health and Safety, Employee Relations, staffing and a newly created Organisational Development role. This resulted in improvements in Human Resources staff personal development, improved customer service responsiveness, increased program facilitation, the delivery of significant policy reviews, and increased support in key organisational projects, including a major review of Principalship with important strategic implications.

Information and Communication Technology

Information and Communication Technology Review
A system-wide review of Information and Communication Technology (ICT) services was carried out in July and August by an external consultant. Major items addressed include bandwidth requirements, data handling, infrastructure renewal and additional cloud services for curriculum and administrative applications. An ICT Steering Committee was established to progress the recommendations of the review.

Cloud services would be delivered through Catholic Network Australia (CEnet), a cooperative grouping of fifteen dioceses in NSW and Queensland. The process of applying for membership of CEnet was commenced in December.

Infrastructure
A rollout of a new local network configuration in schools was commenced after development and trialing. CEnet requirements were added to the configuration scheme following the ICT Review described above. The new configuration was needed to cater for the increasing number of devices in schools, particularly tablets. New firewalls were
installed in each school to replace six year old devices, and wireless capacity was expanded. iPad setup and management continued to be resource intensive. Server upgrades were carried out in the TCEO.

**Student Online Reports**
Twenty schools moved to the new online student reports system, including secondary students at St Aloysius Catholic College and St James Catholic College. The feedback from teachers and administration staff was highly positive. Close to half a million items were entered by over 350 teachers during this process. The remaining schools have indicated their intention to move to the Online Reporting system in 2016.

**Student Database**
The online reports are part of the new version of the student administration database that was developed over 2014-15 using Empowering Local Schools funding. The new database was also used for all schools to process student absence records into the new report format mandated by the Australian Curriculum Assessment and Reporting Authority (ACARA) for August and October 2015. Some schools intend to migrate to the new database in 2016 for all student administration. Others will wait for an indication of the likely timeline for introduction of a new CEnet administration system.

**Data Collection**
A number of data collections are undertaken each year for ACARA, the state and national Departments of Education, National Catholic Education Commission (NCEC) and other authorities. The collection is electronic and relatively seamless for systemic schools but is dependent on the response of individual administration staff in the colleges.

**Bandwidth**
Bandwidth limitations became increasingly evident in non-National Broadband Network (NBN) schools during 2015. There are currently nine systemic sites connected to the NBN with six more in zones that are under construction but with variable completion dates. In Term 3 investigations were undertaken by an external consultant to identify a viable alternative for the other schools. In December a provider was contracted to install broadband to all possible systemic sites using NBN fibre or microwave. West Coast schools do not have a broadband option at this stage.

**Equipment**
There was a steady increase in the number of iPads used in schools and these are now the main device for ICT practice. There is a mix of ownership models including school owned, parent purchase and parent lease. The fleet of laptops is aging, with one third over five years old and only a limited number of replacements being made.

The technical support model for systemic schools remained as regional technicians operating in conjunction with a Technology Aide in each school. There are two regional technicians in the North-West, two in the South and one in the North. This model continued to work well and was supported by schools, but the steady increase in the number of devices is creating a corresponding increase in support requirements.
Governance
# Governance

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.

<table>
<thead>
<tr>
<th>School</th>
<th>Principal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Corpus Christi Catholic School Bellerive</td>
<td>Mrs Mary Turnock</td>
</tr>
<tr>
<td>Holy Rosary Catholic School Claremont</td>
<td>Ms Bernadette Brooks</td>
</tr>
<tr>
<td>Immaculate Heart of Mary Catholic School Lenah Valley</td>
<td>Mr Nick McGann</td>
</tr>
<tr>
<td>John Paul II Catholic School Clarendon Vale</td>
<td>Mrs Fran Bearman*</td>
</tr>
<tr>
<td>Larmenier Catholic School St Leonards</td>
<td>Mr Brent Wilson</td>
</tr>
<tr>
<td>Our Lady of Lourdes Catholic School Devonport</td>
<td>Mr Clynton Scharvi</td>
</tr>
<tr>
<td>Our Lady of Mercy Catholic School Deloraine</td>
<td>Mrs Mary Wall*</td>
</tr>
<tr>
<td>Sacred Heart Catholic School Geeveston</td>
<td>Mr Luch Brighella</td>
</tr>
<tr>
<td>Sacred Heart Catholic School Launceston</td>
<td>Mr Matt Jones</td>
</tr>
<tr>
<td>Sacred Heart Catholic School Ulverstone</td>
<td>Mrs Michelle Wootten</td>
</tr>
<tr>
<td>St Aloysius Catholic College Kingston &amp; Huntingfield</td>
<td>Mrs Elaine Doran</td>
</tr>
<tr>
<td>St Anthony’s Catholic School Riverside</td>
<td>Mrs Anita Cunningham</td>
</tr>
<tr>
<td>St Brigid’s Catholic School New Norfolk</td>
<td>Ms Joy Matar</td>
</tr>
<tr>
<td>St Brigid’s Catholic School Wynyard</td>
<td>Mrs Annette McCulloch</td>
</tr>
<tr>
<td>St Cuthbert’s Catholic School Lindisfarne</td>
<td>Mrs Elizabeth McDougall</td>
</tr>
<tr>
<td>St Finn Barr’s Catholic School Invermay</td>
<td>Mr Anthony Healey</td>
</tr>
<tr>
<td>St James Catholic College Cygnet</td>
<td>Mrs Anne Foale</td>
</tr>
<tr>
<td>St John’s Catholic School Richmond</td>
<td>Mr Marcus Donnelly</td>
</tr>
<tr>
<td>St Joseph’s Catholic School Queenstown</td>
<td>Mrs Christina Gretton</td>
</tr>
<tr>
<td>St Joseph’s Catholic School Rosebery</td>
<td>Mr Peter McBain</td>
</tr>
<tr>
<td>St Patrick’s Catholic School Latrobe</td>
<td>Dr Rodney Linhart</td>
</tr>
<tr>
<td>St Paul’s Catholic School Bridgewater</td>
<td>Mr Stuart Kelly</td>
</tr>
<tr>
<td>St Peter Chanel Catholic School Smithton</td>
<td>Mr Gregg Sharman</td>
</tr>
<tr>
<td>St Therese’s Catholic School Moonah</td>
<td>Mr Cameron Brown</td>
</tr>
<tr>
<td>St Thomas More’s Catholic School Newstead</td>
<td>Mrs Carol Seagar</td>
</tr>
<tr>
<td>Star of the Sea Catholic College George Town</td>
<td>Mrs Tricia Phillips</td>
</tr>
<tr>
<td>Stella Maris Catholic School Burnie</td>
<td>Mrs Julia Kramer</td>
</tr>
</tbody>
</table>

*Acting

## Governing Council/Order-Based Colleges

<table>
<thead>
<tr>
<th>College</th>
<th>Principal</th>
<th>Governing Body</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dominic College Glenorchy</td>
<td>Ms Beth Gilligan</td>
<td>Salesians of Don Bosco</td>
</tr>
<tr>
<td>Guilford Young College Hobart &amp; Glenorchy</td>
<td>Mrs Bobby Court</td>
<td>Archdiocesan Governing Council</td>
</tr>
<tr>
<td>MacKillop Catholic College Mornington</td>
<td>Dr Sally Towns/Mrs Sue Howard*</td>
<td>Archdiocesan Governing Council</td>
</tr>
<tr>
<td>Marist Regional College Burnie</td>
<td>Mr Adrian Drane</td>
<td>Archdiocesan Governing Council</td>
</tr>
<tr>
<td>Mount Carmel College Sandy Bay</td>
<td>Mrs Susan Ryan</td>
<td>Archdiocesan Governing Council</td>
</tr>
<tr>
<td>Sacred Heart College New Town</td>
<td>Mr Craig Deayton</td>
<td>Archdiocesan Governing Council</td>
</tr>
<tr>
<td>St Brendan-Shaw College Devonport</td>
<td>Mr Frank Pisano</td>
<td>Archdiocesan Governing Council</td>
</tr>
<tr>
<td>St Mary’s College Hobart</td>
<td>Mr Tom Dorey</td>
<td>Archdiocesan Governing Council</td>
</tr>
<tr>
<td>St Patrick’s College Prospect</td>
<td>Mr Simon Cobiac</td>
<td>Archdiocesan Governing Council</td>
</tr>
<tr>
<td>St Virgil’s College Austins Ferry &amp; Hobart</td>
<td>Mr Damian Messer</td>
<td>Edmund Rice Education Australia</td>
</tr>
</tbody>
</table>

*Acting
System Overview
Enrolment Information

2015 Enrolments by Segment
- Kindergarten
- Primary
- Secondary
- Senior Secondary

2015 Enrolments by School and College
- Systemic Schools and Colleges
- Archdiocesan Colleges
- Association Colleges

TCEO Census Data

Indigenous Students

Students with Disability

TCEO Census Data

TCEO Student Support Database

Tasmanian Catholic Education Office
## Financial Information

**Tasmanian Catholic Education Office - Financial Report**  
**Income and Expenditure Statement - Year Ended 31 December 2015**

<table>
<thead>
<tr>
<th></th>
<th>2015</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>INCOME</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Administration Charges</td>
<td>716,723</td>
<td>626,189</td>
</tr>
<tr>
<td>Students First - Commonwealth</td>
<td>126,002,286</td>
<td>117,406,197</td>
</tr>
<tr>
<td>Students First - State</td>
<td>36,975,542</td>
<td>35,644,984</td>
</tr>
<tr>
<td>Programs</td>
<td>2,032,425</td>
<td>2,704,743</td>
</tr>
<tr>
<td>Capital</td>
<td>2,308,335</td>
<td>2,277,837</td>
</tr>
<tr>
<td>Levies from Schools</td>
<td>6,265,412</td>
<td>5,719,479</td>
</tr>
<tr>
<td>Interest Received</td>
<td>1,162,019</td>
<td>1,148,883</td>
</tr>
<tr>
<td>Other Income</td>
<td>479,352</td>
<td>460,817</td>
</tr>
<tr>
<td><strong>TOTAL INCOME</strong></td>
<td>175,942,094</td>
<td>165,989,129</td>
</tr>
<tr>
<td><strong>EXPENSES</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Administration Expenses</td>
<td>1,245,746</td>
<td>1,745,077</td>
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<tr>
<td>Depreciation &amp; Amortisation</td>
<td>466,717</td>
<td>469,354</td>
</tr>
<tr>
<td>Debt Servicing Expenses - Systemic Schools</td>
<td>5,147,928</td>
<td>4,648,252</td>
</tr>
<tr>
<td>Grants to Schools &amp; Colleges</td>
<td>156,431,488</td>
<td>144,806,192</td>
</tr>
<tr>
<td>Operational Expenses</td>
<td>1,119,998</td>
<td>1,321,506</td>
</tr>
<tr>
<td>Program &amp; School Specific Expenses</td>
<td>3,008,346</td>
<td>4,806,603</td>
</tr>
<tr>
<td>Wages Salaries &amp; On Costs</td>
<td>7,661,487</td>
<td>8,037,987</td>
</tr>
<tr>
<td><strong>TOTAL EXPENSES</strong></td>
<td>175,081,709</td>
<td>165,834,972</td>
</tr>
<tr>
<td><strong>NET OPERATING SURPLUS</strong></td>
<td>860,385</td>
<td>154,157</td>
</tr>
</tbody>
</table>
NAPLAN Results

SYSTEM OVERVIEW

Year 3

Numeracy

Reading

Year 5

Numeracy

Reading

Year 7

Numeracy

Reading

Year 9

Numeracy

Reading

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Mean