Bishop Bird,

We are pleased to present you with the combined Annual Reports of the Ballarat Diocesan Schools Advisory Council (BDSAC) and the Catholic Education Office Ballarat (CEOB) for 2015.

During 2015, the BDSAC continued to provide advice to you in relation to all matters pertaining to Catholic education in the diocese and to recommend policies for implementation across the schools of the diocese, striving always to keep in mind the needs of students, families, school staffs and parish communities (Ref: BDSAC Procedures 2012).

This report outlines how the BDSAC and CEOB have continued to focus on leading the sixty-four schools of the diocese through setting policy direction, enhancing Catholic identity, building leadership capacity and supporting student learning and engagement.

Thank you, Bishop Paul, for your ongoing dialogue with and support for the BDSAC, the CEOB and the schools of the diocese. We continue now to look to the future of Catholic education in the Diocese of Ballarat with renewed confidence and faith in every student and every school community.

Rev Peter Sherman  
Chair, BDSAC

Ms Audrey Brown  
Director of Catholic Education

Chair, BDSAC    Director of Catholic Education
The Ballarat Diocesan Schools Advisory Council (BDSAC) met on five occasions in 2015 to undertake its work as the education advisory council to the Bishop of Ballarat, to manage policy development for Ballarat Diocesan Catholic schools and colleges and monitor operations of the Catholic Education Office.

**POLICY**

Policy development and review is a core business for the BDSAC. In 2015, the following policies were recommended to the Bishop of Ballarat for ratification following review and/or development and consultation with school communities:

- Child Protection
- Diocesan Protocol for Allegations of Abuse
- School Improvement
- Recognising Leadership and Achievement Protocol
- School Fraud Prevention and Reporting
- External Financial Audit
- Primary School Motor Vehicle.

**CATHOLIC EDUCATION WEEK**

During Catholic Education Week, from May 11 to May 15, schools across the diocese celebrated around the theme “Living Justly in the World”. This prompted our schools to consider their engagement around social justice, peace and human rights alongside consideration of environmental sustainability.

The week provided an opportunity for our diocesan education community to express our gratitude to staff our schools and present certificates to those who have served for 30 years.

**SCHOOL VISITS**

As part of being informed about the work of Catholic schools, the BDSAC visited various school communities during our meetings around the diocese. Through these visits we met staff and students in staff rooms and classrooms and saw first hand the great initiatives and education programmes that are happening in our schools. The classroom is a good place for our kids to be.

Many thanks to the following schools that welcomed us:
- St Michael’s Primary School, Daylesford
- St Augustine’s Primary School, Creswick
- All Saints Primary School, Portland
- St Joseph’s Primary School, Coleraine
- Sacred Heart Primary School, Casterton
- St Mary’s Primary School, Sea Lake
- St Joseph’s Primary School, Hopetoun
- St Mary’s Primary School, Warracknabeal
- St Patrick’s College, Ballarat
- Emmaus Primary School, Mt Clear.

With each out of town meeting the Council took the opportunity to share a meal with the advisory council members to introduce ourselves, outline the work of the Council and to express our gratitude for the work of these parents and volunteers in supporting Catholic education and its leaders.

**COMMITTEES AND WORKING PARTIES**

The following Standing Committees and Working Parties were active in 2015:

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<tr>
<th>COMMITTEE</th>
<th>CHAIR</th>
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<td>BDSAC Finance Standing Committee</td>
<td>Mr Tim O’Farrell</td>
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<tr>
<td>BDSAC Governance Working Party</td>
<td>Mr Chris Roberts</td>
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<tr>
<td>BDSAC Enhancing Catholic School Identity Working Party</td>
<td>Ms Jo-Anne Bond</td>
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These committees and working parties continued to provide detailed advice based on their terms of reference.

Again this year agendas for BDSAC were full, with significant discussion and discernment occurring around the following key decision areas:

- Review of Religious Education
- Updated BDSAC Charter
- Enhancing Catholic School Identity Project
- Review of the School Improvement Framework
- Child safety
- Risk Management
- Enrolment report
- Catholic school funding

**IN BRIEF**

- The BDSAC welcomed new members for 2015, Ms Rhonda Hinchcliffe (Parent) and Mr John Meneely (Deputy Director of Catholic Education)
- Retiring members Ms Diane Santori (parent) and Mr Tim O’Farrell (principal) were thanked for their significant contributions to the Council over the past three years.

Many thanks, as Chair, to all those who have contributed to the work of the BDSAC in 2015. It is an honour to serve the diocesan community with such a committed and professional group of people. As a council, we are committed to our vision and mission and will work together to realise the possibilities that are set before us. As we “pursue fullness of life for all”, we realise that it has been life giving for us too. We are blessed.

**Rev Peter Sherman**

Chair, BDSAC

**Membership of Ballarat Diocesan Schools Advisory Council 2015**

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<thead>
<tr>
<th>Bishop Paul Bird CSsR DD</th>
<th>Ms Audrey Brown</th>
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<tr>
<td>Bishop of Ballarat</td>
<td>Director of Catholic Education</td>
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<tr>
<th>Ms Jo-Anne Bond</th>
<th>Mrs Cathy Dunbar</th>
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<td>Primary Principal</td>
<td>Administration Officer</td>
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<th>Dr Joe Fleming</th>
<th>Mr Andrew Hayes</th>
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<td>Campus Dean:</td>
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<td>Australian Catholic</td>
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<td>University Ballarat</td>
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<tr>
<th>Ms Rose Henry</th>
<th>Ms Rhonda Hinchcliffe</th>
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<td>Parent</td>
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<th>Mr Peter Kerwan</th>
<th>Mr John Meneely</th>
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<tr>
<td>Manager: HR &amp; ICON</td>
<td>Deputy Director of</td>
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<td>Catholic Education</td>
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<tr>
<th>Mr Tim O’Farrell</th>
<th>Ms Diane Santori</th>
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<td>Secondary Principal</td>
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<th>Fr Peter Sherman</th>
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<td>Parish Priest and Chair</td>
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CONTEXT
In 2012 the schools and colleges of the diocese collaboratively set about establishing a vision to guide the Catholic education community now and into the future. Our schools operate in a diverse and geographically extensive diocese which covers the west of Victoria, extending from the Murray River in the North to the Southern Ocean in the South. The Diocese of Ballarat is a place of natural, communal and economic diversity.

Catholic education in the Diocese of Ballarat occurs in interwoven communities of learners gathered in Jesus’ name. It has its foundation in communities of believers who have made their education system a place of welcome to reach out to nurture all God’s people. Generations of diocesan clergy, religious congregations and lay people have endeavoured to establish the flourishing educational communities that exist today, with each school an expression of our foundational belief that we are all created in the image and likeness of a loving God.

VISION
As partners in Catholic education and open to God’s presence, we pursue fullness of life for all.

MISSION
We journey towards this vision through:

» proclaiming and witnessing to the Good News of Jesus Christ
» ensuring quality learning that promotes excellence and fosters the authentic human development of all
» living justly in the world, in relationship with each other and in harmony with God’s creation
» exploring, deepening and expressing our Catholic identity in diverse ways
» enabling each one of us to reflect more fully the image of God

BDSAC Governance Working Party

Membership of Governance Working Party

- Audrey Brown: Director of Catholic Education (Executive Officer)
- Chris Roberts: Educational Consultant (Chair)
- Peter Sherman PP: BDSAC Chair
- Andrew Hayes PP: Council of Priests
- Tracey O’Neill: Parent Representative
- Michael Gray: Primary Principal - Southern Zone
- Mark Hogbin: Primary Principal - Central Zone
- Cynthia Maiden: Primary Principal - Northern Zone
- Darren Egberts: Secondary Principal

Key decisions/discernment
The Governance Working Party was established by the Ballarat Diocesan Schools Advisory Council in 2012 to lead future work and dialogue about governance in Catholic parish and diocesan schools. In 2015, the Working Party continued to address its terms of reference giving attention to the following:

- Ongoing research into governance models appropriate to Catholic schools in Australia
- Consultation with an appropriate authority around the implications of Canon Law on the work of governance and consideration of the subsequent advice
- Individual dialogue with each of the priests of the diocese with governing responsibility
- The refinement of two core documents:
  » a discussion paper exploring what the Church asks of those who co-operate in the governance of the schools of the diocese and outlines alternate governance models for consideration by governing authorities, principals, Catholic Education Office Ballarat and school advisory councils
  » a statement that sets out to define the work of governance and governing in the Catholic schools and the role of all those who co-operate in this work.

Both of these documents will form the basis of the Governance Forum to be held early in 2016.
BDSAC ECSI Working Party

Membership of the BDSAC Enhancing Catholic School Identity Working Party

Jo-Anne Bond        Primary Principal (Chair)
John Meneely        Deputy Director of Catholic Education (Executive Officer)
Gina Bernasconi     Education Officer RE: Secondary
Geoff Brodie        Parent Representative
Audrey Brown        Director of Catholic Education
Darren Egberts      Secondary Principal
Tony Finn           Secondary REL
Tony Perkins         Education Consultant: Primary
Barry Ryan PP        Priest Representative
Paul Williams       EREA Representative
Karen Watson        Minute Secretary

Key decisions/discernment

The Enhancing Catholic School Identity Working Party has been established by the Ballarat Diocesan Schools Advisory Council to oversee the diocesan response to the Enhancing Catholic School Identity Research Project which was commissioned to Katholieke Universiteit in Leuven (KU Leuven) in 2006. The formal contract with KU Leuven will conclude in August 2016 at which stage the Catholic Education Office Ballarat will assume increased responsibility for responding to the project recommendations.

The Role of the ECSI Working Party is to:

1. Develop an ECSI strategy for CEOB and schools in the Diocese of Ballarat
2. With the Director of Catholic Education, ensure provision of appropriately trained staff to analyse and interpret ECSI reports with schools and take on management of ECSI website following handover by KUL
3. Identify opportunities for the use of Practical Theological Instruments across CEOB and schools
4. Make links between ECSI research, ECSI data, renewal of Religious Education curriculum, school improvement and leadership formation
5. Identify formation needs for diocesan teachers and leaders to ensure appropriate preparation for religious leadership in the diocese
6. Make recommendations to CEOB regarding provision of service and leadership in relation to Catholic school identity

BDSAC Finance Standing Committee

Membership of Finance Standing Committee

Tim O’Farrell        Secondary Principal (Chair)
Audrey Brown        Director of Catholic Education
Theresa Browning    Administration Officer
Julie Duynhoven      Assistant Director: Finance and Administration
Kevin Maloney PP    Parish Priest
Frank McGrath       Primary Principal - Northern Zone
Eugene McKinnon PP  Parish Priest
Maree Roach         Primary Principal - Central Zone
Ben van de Camp     Primary Principal - Southern Zone
Aileen Loader       Minute Secretary

Key decisions/discernment

Much of the work of the Committee in 2015 was taken up in reviewing aspects of the primary school funding components and the implications of recurrent grant funding changes for Catholic secondary schools. Areas of review and discussion included:

- Capacity to contribute guidelines
- Current and future land purchase and capital funding protocols
- General Recurrent Grants Distribution Procedures – Primary Schools
- Recommended fee bands
- School enrolments
- Supplementary Capital Fund distributions
- Remote schools
- ICSEA / Low SES Analysis
- Parent Occupation Data
- Family Fee Assistance Scheme Review
- Portable classrooms
- BDSAC Finance Standing Committee Terms of Reference
- Camps, Sports & Excursion Fund
- Financial Needs Assessments
- State Government Capital Program
- New GAC(S) Funding Formula
- Commit to Spend (Forward Funding)

Additionally, a working party of school and CEO members updated or reviewed the suite of BDSAC Finance Policies, which were subsequently recommended to the BDSAC for ratification. These included:

- BDSAC External Financial Audit Policy
- BDSAC School Fraud Prevention and Reporting Policy
- BDSAC Primary School Motor Vehicle Policy
A message from the Director of Catholic Education, Ms Audrey Brown...

At the start of 2015, Pope Francis marked the conclusion of the Week of Prayer for Christian Unity saying that more than “theoretical discussions”, what unites Christians is encounter and a willingness to “challenge one another”. “Christian unity will not be the fruit of subtle theoretical discussions in which each party tries to convince the other of the soundness of their opinions,” he said.

“To plumb the depths of the mystery of God, we need one another, we need to encounter one another and to challenge one another under the guidance of the Holy Spirit, who harmonizes diversities and overcomes conflicts”. Francis could easily have been speaking to each one of us who serves in the ministry of Catholic education. Referencing Jesus’ encounter with the Samaritan woman at the well in John’s Gospel, Francis reminded us that Jesus’ “attitude tells us that encounter with those who are different from ourselves can make us grow,” and that the thirst of Jesus is both physical and “a thirst for encounter, a desire to enter into dialogue with that woman and to invite her to make a journey of interior conversion.”

(continued next page...)

CEOB Leaders
We welcomed John Meneely into a newly-created role as Deputy Director of Catholic Education and farewelled Mary Lovelock, who concluded her formal employment in Catholic education at the end of 2015.

Principals
We welcomed new, returning, “acting” and transferring principals Anne Anderson (St Mary’s School Donald), Carmel Barker (Marian College Ararat), Chris Brouwers (Our Lady of the Sacred Heart School Morhei), John Crowley (St Patrick’s College Ballarat), Gabrielle Driscoll (St Brigid’s School Ballan), Mark Gibson (St Joseph’s School Red Cliffs), Evan Wrobel (Sacred Heart School Casterton) and Joe Caruana (St Aloysius School Redan, commencing Semester 2).

We thanked and farewelled valued colleagues Maree Roache (St Aloysius School Redan), Brian Lynch (St James’ School Sebastopol) and Anthony Banks (St Joseph’s College Mildura).

Committees and Working Parties
The following CEOB Standing Committees and Working Parties were active in 2015:

- CEOB Child Protection Working Party Ms Audrey Brown
- CEOB Leadership Formation Working Party Dr Mary Lovelock
- CEOB Principal Wellbeing Working Party Mr Lee Schlooz

See full reports from these later in this report.

Royal Commission into Institutional Responses to Child Sexual Abuse
In May, speaking at the leadership colloquium in Ballarat, I quoted Bishop Geoffrey Robinson (2012), himself quoting Henry Newman:

“There is nothing on this earth so ugly as the Catholic Church, and nothing so beautiful.”

Despite all the ugliness, there is also great beauty, and I would never wish to abandon that beauty. Coming away from numerous days at Commission Hearings, it occurs to me that looking to the beauty within our Church community – and especially the great beauty and hope-full-ness within Catholic education - will give us the courage as a faith community to address the ugliness. This is particularly so as we commence this Jubilee Year of Mercy in which Francis invites us to “journey with an open heart, to receive the indulgence of God, to receive the mercy of God”.

World Congress for Catholic Education
I was privileged to be in Rome in November to attend the World Congress for Catholic Education, Educating Today and Tomorrow: A renewing passion. Pope Francis conducted a question and answer session on the final morning in which he encouraged all of us in Catholic education to have courage and to continue the good work, with a particular focus on inviting our students to experience God’s presence in their lives.

“Transcendence,” Francis said, “is what is wanting – for me, the greatest crisis in education, in order that it be [truly, authentically] Christian, is this closure to transcendence.” He went on to say, “to prepare hearts, that the Lord might manifest Himself,” is the true mission of the teacher and the goal of all education worthy of the name.

To me, it is clear that our shared ministry in Catholic education is very much about the “preparation of hearts”. The dedicated service and daily witness of principals and staff in partnership with parishes, priests, governors and CEOB creates the opportunity every day for the children and young people in our schools to experience the transcendent and to encounter the other in a setting of inclusion and welcome. May this ever be the case.

Ms Audrey Brown
Director of Catholic Education
VISION

With Jesus Christ as our source, the Catholic Education Office Ballarat strives through service and leadership:

- to nurture respectful and trusting relationships
- to facilitate learning that builds capacity and promotes flourishing
- to enable effective stewardship

STRATEGIC INTENTS

In seeking to bring this vision to life, our strategic intents for 2013 to 2015 are:

1. Catholic Identity is promoted, enhanced and nurtured in our education community
2. Student learning and engagement are maximized by skilled practitioners who use data effectively
3. Leaders at all levels are encouraged and grow in the ministry of Catholic educational leadership

Enhancing Catholic Identity

The Enhancing Catholic School Identity (ECSI) strategy was a key driver for the Catholic Education Office in 2015. The intent was to make this “project” an integral strategic element of the commitment to school improvement. Educational consultants in collaboration with the Deputy Director and Religious Education advisors oversaw the analysis of ECSI data as a means by which strategic planning in this area could be articulated within school communities.

In July, the Diocese of Ballarat was honoured to host Professor Didier Pollefeyt for a day of learning and conversation. This was an important opportunity for theological formation on Enhancing Catholic School Identity with a world-class scholar as well as dialogue with colleagues around the learnings/implications for leadership.

The BDSAC ECSI Working Party was established to oversee the diocesan response to the Enhancing Catholic School Identity Research Project and to develop an ECSI strategy for CEOB and schools in the Diocese of Ballarat.

Religious Education

During 2015 a review of the Awakenings RE Curriculum under the direction of Ms Phil Billington, former Director of Catholic Education in the Sandhurst Diocese, was carried out across the diocese. Awakenings was mandated in 2005 as the Religious Education Curriculum for the primary and secondary schools in the Diocese of Ballarat.

While the initial phase of implementation had been successful, there is a clear ongoing need to support teachers in deepening their understanding of the content and methodology of the curriculum and in developing a more effective Religious Education pedagogy.

During the first half of the year, the review gathered data through on-line surveys, school focus groups, interviews and consultation meetings with Principals, Parish Priests, RECs and Advisory Council representatives in each zone. The review was supported and critiqued by a Reference Group who met regularly to oversee the process.

A final report which included recommendations for future directions was presented to Bishop Paul Bird and Audrey Brown, Director of Catholic Education, in December.

Leadership Formation

The promotion of leadership formation opportunities at all levels in schools and system was a priority for CEOB in 2015. To this end, a Leadership Formation Working Party was established under the direction of Dr Mary Lovelock to critique existing pathways for leadership and explore new directions that would promote opportunities for leadership development. This Working Party in collaboration with the School Improvement Working Party developed Guidelines for the Selection of Leaders and identified five capabilities that would enhance leadership capacity within the Catholic school setting.

John Meneely
Deputy Director of Catholic Education
The Educational Services Team provides two key streams of service to the schools in the Ballarat Diocese. In a nutshell, the Student Services stream support all students to access the full school curriculum and the Curriculum Service stream supports all schools to develop a quality and inclusive learning and teaching program for all students.

The notion of all students has at times created a level of division and debate that often generated a list of exclusions from the concept of All. According to Buffum, Mattos and Weber, 2011, is all students that we can reasonably expect to live an independent life as adults. Williams and Hierck, the authors of Starting a Movement, take this notion a step further when they advocate that a school culture of collective responsibility for all students is based on two fundamental beliefs:

1. We, as educators, must accept responsibility to ensure high levels of learning for every student. While parental, societal, and economic forces impact student learning, the actions of educators will ultimately determine each student’s success in school.
2. We believe all students can learn at high levels – secondary school plus – meaning every student will graduate from secondary school with the skills and knowledge required to continue to learn.

(Williams & Hierck, Starting a Movement, 2015, p.38)

It will only be through the acceptance and actioning of these two fundamental beliefs that we will ever be able to realize our Diocesan Education Vision which proclaims – “As partners in Catholic education and open to God’s presence, we pursue fullness of life for all”.

Fullness of life for all is the key motivator for school improvement and any improvement requires a level of consensus around the change that is being proposed. In response to building consensus, Buffum, Mattos and Weber in Simplifying Response to Intervention suggest that the following six questions provide a process or framework upon which to bring about whole school change and improvement:

1. How will we provide a compelling case for change? For someone to change, he or she must see a compelling reason to change. Raising test scores or meeting government compliance and mandates hardly makes a compelling case. Instead, paint a picture of what adulthood could look like for students who don’t succeed in school.
2. What must we do differently? Besides a compelling reason to change, we must also have a doable plan for change. The noblest cause is useless if staff members see the changes required as unrealistic. They want a clear picture of exactly what changes are necessary to achieve learning for all students,
3. How do we know our changes will work? Having experienced the pendulum of school change, educators are understandably skeptical of it. What evidence demonstrates the validity of the recommended changes?
4. What concerns do we expect, especially from staff members who often oppose change? The school leadership team should brainstorm to anticipate staff concerns regarding the recommended changes. What will the leadership response to these concerns be?
5. What is the best setting or structure for the conversations needed to create consensus? One of the school leadership’s greatest leverage points is its ability to determine the location, structure, and timing of the conversations to create staff consensus. All stakeholders must have a voice in the process, but not necessarily in the same meeting. Sometimes the aggressive opinions of a loud resistant minority can drown out the feelings of the silent majority. Consider a series of meetings with teams, grade levels or departments. Also set clear norms for the meetings; professional, respectful dialogue is essential.
6. How will we know if we have reached consensus? Remember, that it does not take 100 percent approval to get started; it takes consensus. Consensus is reached when all stakeholders have had a say and the will of the group has emerged and is evident, even to those who most oppose it. Consider how many key people will need to reach the tipping point necessary for consensus.

(Buffum, Mattos & Weber, Simplifying Response to Intervention, 2011, pp. 27-28)

It is within the context of ‘fullness of life for all’ that the Educational Services Team strives to partner with schools in the joint pursuit of improving learning outcomes for all students through planned school improvement. Throughout 2015 the Educational Services Team continued to reflect and audit our current service provision with the view that effective ongoing service to schools requires continual professional learning, new ways of connecting, working, thinking and talking about professional practice. Collectively the Educational Services Team provided professional learning activities across the areas of leadership, coaching, Professional Learning connecting, working, thinking and talking about professional practice. Collectively the Educational Services Team continued to reflect and audit our current service provision with the view that effective ongoing service to schools requires continual professional learning, new ways of connecting, working, thinking and talking about professional practice. Collectively the Educational Services Team provided professional learning activities across the areas of leadership, coaching, Professional Learning connecting, working, thinking and talking about professional practice.
Literacy

The delivery of professional learning continued to be a key role of the work of our Education Officers. The work included school closure days, requested school support, school based coaching, regional workshops and the production of support material. Specific program support was available in OLSEL, Essential Literacy – Reading and Writing, ERIK and Reading Recovery. This support was made available through staff meetings, video conferencing, attendance at and facilitation of professional learning team meetings and the coordination of days conducted by internal and external facilitators.

Numeracy

Mathematical understanding and school based numeracy data analysis were the main foci of all work undertaken in the diocese in 2015. It is a working understanding of the skills and concepts covered in the Mathematics Domain and the student’s ability to deploy these skills that will ultimately lead to greater student achievement. Education Officers spent considerable time supporting schools to unpack their own students’ numeracy outcome data. Through this work they were able to support schools in identifying areas of strength and points for areas which needed to be further developed and included in school based annual action plans. Education Officers also supported Professional Learning Community schools to map out a guaranteed and viable curriculum that could be tracked from Foundation through to Year 6.

Once again the provision of professional development activities continued to be the main work of our Numeracy Education Officers. Throughout 2015 this work covered whole school closure days, priority school support, professional learning team meetings, numeracy leader development through video conferencing, the preparation of in-school material and one on one support in classrooms across the diocese. Numeracy Leaders across the diocese were encouraged to participate in diocesan based educational leadership and coaching programs to further their capacity and effectiveness in supporting the development of mathematics in their schools.

The diocese continued to provide ongoing sponsorship for diocesan teachers to undergo Extending Mathematical Understanding (EMU) training through ACU Aquinas Campus. The content and skills covered through the EMU program has significantly increased the mathematical capacity of teachers who have completed the program and provided Tier 3 intervention support to our most vulnerable students.

Information and Communication Technologies (ICT)

The effective use of Technology in our diocesan schools continues to be an area of focus. Living in a digital world is a reality for all of our students and ensuring that they have access to contemporary learning that engages through the use of twenty-first century technology is imperative to improving student outcomes. Over the course of 2015 ongoing support was provided to twenty-eight schools with many of these schools moving towards a one to one device environment for their students.

The use of video conferencing continues to increase across the diocese. The primary purpose of video conferencing in the area of Technology was the continuation of teacher training in Google Apps for Education.

In addition, professional support was available for school website design, product information, technical support and web based resources that were developed for school use.

Proposed changes to the Victorian technology curriculum in 2016 will see students as creators of technology that engages through the use of twenty-first century technology is imperative to improving student outcomes.

Languages

The provision of Languages in the Ballarat Diocese continues to be a year to year challenge for many schools. During 2015 the implementation of the CECV Language Initiative continued to be rolled out across the Ballarat Diocese. During the year three regional language leaders positions were created and filled and all operate under the guidance and direction of Bernadette Brouwers our Diocesan Language Coach.

Under the Language Initiative a number of our schools also benefitted from grants designed to further enhance the school’s language provision. Languages are very reliant on maintaining a supply of appropriately qualified teachers who are often working in isolation as sole providers in the areas in which they are employed. During 2015 these language teachers were supported through a number of regional professional learning activities that were presented by internal and external facilitators.

English as an Additional Language

In recognition of the increased number of English as an Additional Language students enrolled in our diocesan Catholic schools, Caitlin Jamieson was employed during the 2015 school year. Caitlin’s role was to provide system wide training around the areas of student and family induction, curriculum development, reporting and wellbeing for students identified as new arrivals and students with a refugee status. A part of the work in this area also included the establishment of networks and partnerships with external government and independent agencies aligned to community inclusion and transition.
Visiting Teacher Services
Physical/Health Impaired/Hearing/Vision Impaired

Visiting Teachers continue to spend the majority of their time addressing individual student needs. This support included assisting students to access the curriculum while using each student’s individual strengths to enhance their learning profile and providing direct teaching to improve their learning challenges. Guidance and instruction around the issue of advocacy are a particular focus, as is support to students, families and schools during key transition points.

Visiting Teacher Service activities within a Response to Intervention framework included:
• Working with team members and service providers to set realistic goals, design appropriate instructional strategies through input into Individual Learning Plans at Program Support Groups (PSGs) implement progress monitoring procedures and evaluate student progress using data. Assistance with assessments to inform data is also provided
• Consulting with teachers and parents regarding early intervention activities in the classroom and at home. RTI approaches emphasize early intervention and improved Core 1 (Tier 1) teaching practices; visiting teachers may spend more time and effort at this stage than they did under traditional models. Demonstrating (and training) progress monitoring strategies as part of the individual student intervention plan and assisting staff in interpreting data as part of the ongoing decision-making process. Building capacity within students and amongst school personnel is fundamental.
• Providing a range of services to the students from consultancy to weekly visits. Visiting Teacher’s work in the classroom with the students or work on the individual goals as outlined in Individual Learning Plans. Reliance is placed on Learning Support Officers and teachers to implement what is necessary between visits
• More Support for Students with Disabilities (MSSD) National Partnerships has provided the opportunity for students to receive assistive technologies, as well as for professional learning to advance their skills in the use of assistive technology.

Psychology Services

Support from CEOB psychologists to schools continues to be mainly individual intervention in the form of:
• Psychometric assessments
• Behavioural Intervention
• Counselling of students and staff
• Critical Incident management and support
• Consultancy service and psycho education to staff and parents.

The CEOB psychologists acknowledge the benefit of working within an RTI framework that emphasises primary and early intervention. The vehicles through which a preventative framework are being implemented by the psychologists are KidsMatter, School Wide Positive Behaviour Support (SWPBS) and assisting schools to put in place protocols and processes that ensure preparedness in dealing with complex issues such as a critical incident.

KidsMatter is the first national mental health promotion, prevention and early intervention initiative specifically developed for primary schools. It involves the people who have a significant influence on children’s lives – parents, families, care-givers, teachers and community groups – in making a positive difference for children’s mental health during this important developmental period. The challenge for the CEOB psychologists, as with any initiative, is to sustain and maintain momentum within schools. As for SWPBS, regional psychologists have developed a three-year implementation model to support the training of school personnel and the establishment of SWPBS in schools. The number of schools involved in this initiative remains small (77 in total), which enables the CEOB psychologists to support schools sustainably whilst developing their own skills to provide the necessary guidance.

The development of a diocesan-wide Critical Incident Strategy remained a priority for CEOB psychologists. The purpose of the strategy is to ensure schools have the required skills to respond appropriately to a critical incident. During 2015 the CEOB psychologists reviewed and updated the Diocesan Critical Incident Manual. Skill specific training focused on the provision of Psychological First Aid training for school critical incident teams.

Speech Pathology Services

The speech pathology service provides support to schools to enhance learning outcomes for all students including those with additional communication needs. The speech pathology service supports students with difficulties in the following areas:

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<th>Area</th>
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<tr>
<td>Oral Language</td>
<td>This area refers to both the comprehension (receptive language) and expression (expressive language) of oral language. Receptive language includes the ability to follow instructions, understand sentences and individual words and their meanings; while expressive language skills include grammar, sentence construction, and the ability to tell stories.</td>
</tr>
<tr>
<td>Articulation</td>
<td>This area refers to speech sound production. Speech difficulties may range from one speech sound error through to unintelligible speech which may require an alternative communication system.</td>
</tr>
<tr>
<td>Stuttering (Fluency)</td>
<td>Stuttering interrupts communicative interaction (the ability to speak smoothly). Specialised techniques need to be taught to students experiencing dysfluent speech.</td>
</tr>
<tr>
<td>Voice</td>
<td>This area refers to students who have abnormal voice qualities such as huskiness, changes in voice tone, nasal sounding speech and loss of voice.</td>
</tr>
<tr>
<td>Pragmatics</td>
<td>This area refers to the way in which language is used to communicate in a social context, for example: greetings, asking for help, protesting, taking turns, engaging in a conversation, maintaining a topic, understanding jokes.</td>
</tr>
</tbody>
</table>

The Speech Pathologist’s role is to:
• provide assessments of oral language, articulation, fluency (stuttering) and voice, including assessment for Severe Language Disorder
• recommend adjustments which address the impact that communication difficulties may have on student learning
• provide support to teachers in curriculum planning and development of Personalised Learning Plans (PLP) for students with additional communication needs
• provide speech pathology support to students with additional communication needs through an Agent Training Service Delivery Model.

Key initiatives of the of the Speech Pathology service stream for 2015 included:
• Oral Language Supporting Early Literacy – Ballarat (OLSEL-B)
• Intervention Frameworks
• English as an Additional Language/Dialect (EAL/D).

Mr Leigh Mitchell
Assistant Director - Educational Services
2015 saw an enrolment of 170 Aboriginal and Torres Strait Islander primary school students and 148 secondary college students across 46 Catholic schools in the Ballarat diocese. The support provided by schools, families, community organisations and CEOB remained at a high level. It was encouraging to see that, once again, there was an increase in the number of schools who applied for supplementary financial assistance under the Aboriginal and Torres Strait Islander Education GRG Funding (provided by GAC Primary and Secondary) – Project Funding and/or received additional funding based on their enrolment numbers. This additional financial support, whilst supplementary, enables schools to provide strategic support within the areas of learning and teaching, wellbeing and through the employment of Aboriginal and Torres Strait Islander Education Workers.

Highlights in 2015

- In late April, staff from the Evonne Goolagong Foundation ran an Indigenous Tennis Come and Try Day at the Ballarat Regional Tennis Centre as part of the Australian Government’s Learn Earn Legend! Initiative. The initiative aims to “encourage and support young Indigenous Australians to stay at school, get that job and be a legend for themselves, their family and their community” and whilst it has been run in other parts of the diocese in the past, this was the first time for Ballarat. It was a wonderful opportunity for over seventy Aboriginal and Torres Strait Islander children, aged five to fifteen, to participate in sport and interact with students from other schools. Representatives from CEOB, Independent Schools Victoria and the Department of Education and Training warmly thanked Evonne and the foundation staff for being generous with their time and expertise.

- The first joint celebratory Year 12 graduate dinner, hosted by the four Victorian dioceses at the Catholic Leadership Centre, Melbourne was held mid-September. Eleven of the seventeen eligible students from the Ballarat Diocese attended on the night, each receiving a certificate, an engraved glass plaque and a round of applause for their achievements.

- In 2015, the four Victorian dioceses were able to offer strategic professional learning for Aboriginal and Torres Strait Islander teaching and support staff through funding provided by the More Aboriginal and Torres Strait Islander Teacher Initiative. The CECV MATSIIT Program was aimed at supporting participants to develop their leadership skills and aspirations, whilst encouraging them to reflect upon their personal and professional journeys. The program was a great opportunity for Aboriginal and Torres Strait Islander school staff to engage in leadership training and develop their skill set in a culturally appropriate way.

Significant Conferences 2015

- Yapaneyeypuk: Walking Together to Make a Difference Symposium was held in Melbourne. This symposium was well attended by national and international participants, and provided many opportunities for educators who work with First Nation students to share their knowledge on best practices and initiatives.

- National Aboriginal and Torres Strait Islander Education Conference, also held in Melbourne. The conference, both of whom reported on the myriad of opportunities they had to participate in lectures, workshops, as well as networking.

Ms Jeanette Morris
Education Officer - Indigenous Education

Preparing Secondary Students for Work (2014) sets out a framework for vocational education and training (VET) delivered to secondary students, and was developed by a working group of the Education Council. The group was chaired by the Australian Government, with broad representation and stakeholder consultation and input informing the shaping of the framework. The framework acknowledges that ‘schools must equip students to make informed work and study choices throughout their lives. Career development, work exploration and work-related curriculum are vital so that students can explore career options and understand the nature and expectations of different jobs and industries. Interested students also need to be able to begin acquiring workplace skills while still at school, through nationally recognised training that provides a clear line of sight to a job’.

Vocational Education and Training (VET) and the Victorian Certificate of Applied Learning (VCAL)

In 2015 the Diocese of Ballarat had 1736 students across Years 9-12 levels access VET as part of their school program or senior certificate. This represents an additional 430 student enrolments from 2014. VCAL enrolments across Years 10-12 in the same period increased from 400 to 424 student enrolments.

Students had access to an average of 27 VET certificates to select from. This broad choice of certificates available to students is a key factor in both the acquisition of general capabilities, work related skills and work readiness as well as the retention and engagement of students.

Recognition of Excellence

Students from diocesan schools were again represented in both the State-wide VCAL Awards and the Australian Vocational Student Prize.

Implementing Career Action Plans

Schools have continued to be proactive in ensuring that their students were involved in developing Career Action Plans (CAPs) and there was a high level of interest from teachers and coordinators in the Strengthening Pathways Planning for Young People with Disabilities resources and strategies.

Professional Learning

The CECV Pathways and Transition Team, in partnership with the Department of Education and Early Childhood (DEECD), conducted four VCAL Showcases across the state, two of which were held in Warrnambool and Horsham. The VCAL Coordinators from St Brigid’s College and Emmanuel College played a significant role in developing and supporting the showcases. A number of individuals and teams of VCAL teachers from schools participated in the Showcases conducted in Horsham, Warrnambool and Geelong.

VET Coordinators and teachers availed themselves of the CECV funding available to ensure that their qualification to teach VET (TAE40108) was updated, a critical component of a school’s quality assurance when delivering VET. Additional changes to the qualification will require continued updated by current holders of the qualification in 2017.

Participation in the VOTES Documentation forum, the New to Pathways and Transition forum and the Pathways and Transition Regional Seminar from staff involved in either the coordination or delivery of VET, VCAL and Career Development was strong across the diocese.

Auspiced Training and Industry Partnership (ATIP)

All of the secondary colleges in the diocese accessed some of their VET delivery through the ATIP Partnership in 2015. This CECV sponsored partnership with five Registered Training Organisations (RTOs) enables schools to deliver VET onsite (up to and including Certificate III). It provides more accessible accredited training options for students (including at Years 9 & 10 level). Participating schools have access to 49 VET certificates through this partnership.

ATIP continues to enhance training in schools who have a Trade Training Centre in Schools (TTCIS)/Trade Skills Centre and plays a significant role in meeting funding requirements of TTCIS.

Ms Carmel Hempenstall
Pathways and Transition
Throughout the year a working party comprised of members of the Catholic Education Office and representatives from schools across the diocese, worked upon the development of the new Education for Environmental Sustainability Framework: *Stewards of Creation: A Change of Heart*.

From the original Education for Sustainability Think Tank and through follow up meetings of the then established Working Party, both face to face and video conferencing, the group developed a framework aimed at assisting schools and the Catholic Education Office to focus on educating students and staff in environmental sustainability.

With the publication of *“Laudato Si’: on care for our common home”* (2015), the group found that our work became more Catholic based as much of the thinking surrounding the framework was validated and then further informed by Pope Francis’ encyclical, as well as the various education for sustainability documents from both government and Catholic education sources. Members of the working party attended Environmental Sustainability conferences, workshops and colloquiums to gather further knowledge, understanding and expertise in the area.

One of the major reasons for developing the framework was to link the work schools currently implement as part of the Victorian Curriculum and the *ResourceSmart Schools*’ program, with the Ballarat Diocese’s Religious Education Curriculum: *Awakenings* and the Catholic belief that we are indeed responsible for caring for the earth.

It is anticipated that there will be three focus areas in the Framework:-

- Respect for Earth,
- Respect for People and
- Respectful Distribution

and that the Working Party will endeavour to link actions for each of our Aspects for School Improvement to these focus areas. The foci and actions will be elaborated upon in the framework document.

It is anticipated that the framework *Stewards of Creation: A Change of Heart* will be launched early in 2016 and that the group will continue to develop resources and units of work to assist schools in implementing the Framework.

*Dr Susan Crowe*

Executive Officer - Special Projects

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**Wellbeing**
The CEOB Child Protection Working Party was established by the Director of Catholic Education in 2014 to facilitate the review, update, implementation and monitoring of all matters pertaining to child protection in Catholic schools in the Diocese of Ballarat.

The role of the Working Party is to:
1. identify all the documentation/requirements that are currently in place for CEOB and schools with regards to Child Protection matters. This needs to be compiled in one place and include reference/links to legislation that dictates policy/process.
2. examine the recommendations from the Parliamentary Inquiry and identify gaps/risks for CEOB and schools in current practice
3. propose updates to current diocesan/CEOB policies and procedures
4. contribute to the CECV review of procedures and policy
5. provide a report to CEOB Leadership Team on areas requiring action, professional learning, etc
6. identify professional learning needs in relation to child protection
7. oversee the implementation and monitoring of any new/continuing policy/process.

Membership of the working party during 2015 included:
- Audrey Brown Director of Catholic Education (Chair)
- Mary Lovelock Assistant Director & Child Protection Officer
- Lee Schlooz Educational Consultant
- Allan Hutchinson Senior Psychologist
- Susan Renn Youth Services
- Michael Myers Diocesan Professional Standards Coordinator
- Cathy Dunbar Administration Support

In 2015, the key achievements of the working party included:
- Development of a BDSAC Child Protection Policy
- Review of CEOB advice on Working With Children Checks
- Advice to the Diocesan Professional Standards Coordinator on the Diocesan Code of Conduct Working With Children
- Review of research reports published by the Royal Commission into Institutional Responses to Child Sexual Abuse
- Preliminary preparation for introduction of the Victorian Child Safe Standards
- Advice to school on changes to child protection legislation.

A principal wellbeing “thinktank” led by Lee Schlooz (CEOB Educational Consultant) met in June 2015 to begin attending to concerns raised about the wellbeing of principals in the Diocese of Ballarat. The thinktank was informed by longitudinal research conducted by Philip Riley (ACU), research by the Australian Psychological Society, local data collected by Allan Hutchison (CEOB Senior Psychologist) and the experience and wisdom of thinktank members.

Membership of the thinktank included:
- Allan Hutchison CEOB Senior Psychologist
- Anthony Clifford Former principal
- Audrey Brown Director of Catholic Education
- Danielle Victor Industrial Officer: Catholic Education Melbourne
- Fr Michael O’Toole PP Employer and Governing Authority
- Frank McGrath Principal (Northern Zone)
- Lee Schlooz CEOB Educational Consultant
- Mark Hogbin Principal (Central Zone)
- Matthew Byrne Principal (Secondary)
- Maureen Shembrey Independent Education Union Vic Tas
- Peter McElnonn Principal (Southern Zone)
- Susan Renn CEOB Education Officer Student Wellbeing and Youth Services

A statement of intent for Catholic education in the Diocese of Ballarat around principal wellbeing was developed:

The Diocese of Ballarat recognises the significant ministry of principalship in our schools and values those who serve in this role. Research (Riley, 2014) clearly indicates that high levels of stress are related to increased complexity, high demands and workloads associated with principalship. This directly impacts on the personal wellbeing of principals.

We are committed to work in partnership with all relevant stakeholders in Catholic Education to implement effective and sustainable models of leadership practice, where all principals are adequately resourced and supported, in order to allow them completely to fulfill their ministry and bring about heightened levels of personal wellbeing.

Consultation with principal networks then sought to identify the range of supports available to principals, to encourage understanding about the research and to put principal wellbeing on the table as a priority area which requires individual, collegial and system response.

A preliminary list of system-wide principal wellbeing support strategies was drafted for further development by CEOB during 2016.

Audrey Brown
Director of Catholic Education
Healthy, respectful relationships lay the groundwork for positive engagement and connection of students with the school, which leads to success in academic and social and emotional areas of development. The frameworks and programs promoted by Student Wellbeing and Youth Services align with best practice and should assist in understanding students’ needs and in improving the positive relationships with teachers and therefore reduce the possibility of student disconnection from the school. Ultimately the aim of Student Wellbeing practices is to enhance connection and to improve the conditions for successful learning of all students. All of the programs and processes advocated by Student Wellbeing and Youth Services enhance the mission and values of Catholic schools and aim to increase compassion, understanding and inclusivity of all students, including those who are vulnerable.

Many secondary schools are taking the opportunity to refresh their knowledge of Restorative Practices and, in at least one school, to align this training with classroom practice. The introduction of Positive Behaviour Support assists schools to teach the behavioural skills needed to operate successfully in a classroom. PBS complements Restorative Practice by providing methods to teach explicit skills to all students while allowing Restorative Practice as a framework to assist schools to deal with higher level incidents while repairing relationships and maintaining students’ connection to school.

During 2014, the CEOB provided five scholarships for teachers who are leaders of wellbeing in their schools, to attend the Masters of Student Wellbeing course at Melbourne University. These teachers, four secondary and one primary, started their course at the beginning of the academic year in 2015. It is gratifying and exciting to witness the strengthening of processes and practices in student wellbeing in schools where teachers have either completed or are undergoing this study.

A Secondary Leaders in Student Wellbeing network was formed in 2013 to strengthen the relationships between Student Wellbeing and Youth Services personnel in secondary schools in the Ballarat Diocese. This network enables teachers and leaders to share practice and procedures and to ensure young people in our schools are recipients of best practice whole school prevention and quality interventions when necessary. The network provides an opportunity for wellbeing co-ordinators, deputy principals and counsellors to liaise with support personnel from organisations such as MindMatters, Headspace, Child/Adolescent Mental Health Services, Department of Human Services and other agencies as required. This network continues in 2015 and has settled into a routine of three meetings per year with meetings now to be held on various school sites to further promote the sharing of practices and processes among the group. Increasingly individual members of the network are making presentations to share specific knowledge or learnings from useful training.

Work continues in the area of the Out of Home Care Partnering Agreement with schools being more familiar with the provisions and responsibilities of the Agreement. Training has been provided to schools on Understanding Trauma, Calmer Classrooms, with emphasis on how trauma affects classroom behaviour and learning and how teachers can manage such a student. Mandatory Reporting training has been accessed online by schools and individual teachers and additional training may be accessed through Student Wellbeing.

Ms Susan Renn
Education Officer - Youth Services
LEADERSHIP & SCHOOL IMPROVEMENT

School leadership has become a priority in education policy agendas across OECD and partner countries (including Australia). It plays a key role in improving school outcomes by influencing the motivations and capacities of teachers, as well as the environment in which they work. At the interface between classrooms, individual schools and the outside world, school leadership is essential to improve the efficiency and equity of schooling. As countries are seeking to adapt their educational systems to the needs of contemporary society, the expectations for schools and school leaders have changed profoundly. The role of school leaders has been evolving in response to shifting expectations for schools and educational policies that stress decentralisation, autonomy and accountability, as well as new understandings of teaching and learning.


The Diocese of Ballarat continued to support school principals during 2015, in their role as educational leaders. This occurred through principal briefings, principal networks and opportunities for learning through a variety of professional development options. The focus was on performance and development culture, enhancing the Catholic identity of the school and school improvement. Professional learning included building skills in giving and receiving feedback, performance management, using data to identify critical actions to improve student outcomes and the Catholic identity of the school.

School Improvement

Over past years, educational research has concentrated on the improvement of learning outcomes for students. There has been an emphasis on pedagogy, which also takes into account the individual learning needs of students, standards and relationships and improved assessment and reporting practices. This research has called attention to the importance of accountability being considered from the perspectives of school effectiveness and school improvement.

School Improvement Framework (SIF)

The School Improvement Framework (SIF) was introduced in 2007. It is a systemic approach to ensuring continuous improvement. In 2014 the CEOB published a School Improvement Discussion Paper that outlined key features of the SIF, achievements and a number of issues for future consideration. It drew on recent research findings highlighting the importance of strong leadership and an evidence-based approach to school improvement.

The review of SIF in 2014 indicated that processes for school improvement as set out in SIF documents aligned with their planning and implementation processes, have enabled the use of a “common language” by teachers and provide a structure for effecting evidence-based changes to school programs and practices. It identified that schools, as a result of rigorous self-reflection, should identify no more than three evidence-based key priorities (rather than one for every key aspect of schooling) for driving improvement over the four year improvement cycle. Consequently the SIF has been revised in 2015 to reflect the Recommendations of the Review.

The School Improvement Framework Reference Group was established to revise SIF and included the following:

- Mary Lovelock
- Susan Crowe
- Bill Slatter
- Tony Perkins
- Chris Robarts
- Lee Schlooz
- Ross Kimber
- Daren Egberts
- Stephen Russell
- Tom Hogan
- Joshua McElgunn
- Assistant Director: School Operations (Chair) (CEOB) Project Support
- Educational Consultant: Secondary Schools
- Educational Consultant: Central Zone
- Educational Consultant: Northern Zone
- Educational Consultant: Southern Zone
- (RFK Consultancy) External Expert
- Principal, Mercy Regional College Camperdown
- Principal, Our Lady Help of Christians Wendouree
- Principal, St Mary's Ararat
- Principal, St Joseph's Coleraine

Throughout 2015, the School Improvement Framework Reference Group was guided by the Recommendations of the Review. Consequently SIF 2016-19 has the following features:

- The five key aspects of schooling are: Catholic School Culture; Community Engagement; Leadership and Stewardship; Learning and Teaching and; Wellbeing
- The five key aspects continue to be a useful frame for schools in developing their school improvement priorities for the next four years. The priorities are limited to three which are linked to one or more key aspects of schooling
- The four-year improvement cycle and the components of self-reflection, school review, school improvement plan and annual action plans and annual reports are retained and strengthened. Each of these components has been refined
- The resource, Characteristics of a Highly Effective Catholic School (CHECS), has been developed in consultation with schools and CEOB. It describes in each of the key aspects of schooling the characteristics and suggested indicators of a highly effective Catholic school. Schools use the document to monitor progress in their school and participate in an online survey for the reflection report
- The School Reflection Report includes a data profile and includes the result of the CHECS survey
- The Review and Validation of a school, that occurs every four years, is overseen by a Review and validation Panel. The panel consists of an approved external reviewer, a representative of the CEOB (usually an educational consultant) and a peer nominated by the principal undertaking the review and validation. The external school reviewers continue to lead the Review and Validation process
- Resources are available for school leaders to assist in leading and managing SIF processes and procedures on CEVN. This includes sample templates for the Annual Action Plan and CHECS Self Assessment Tool
- CEOB has developed a “whole-of-office” approach to the development of strategies for differentiated support to schools through the establishment of the School Services Executive
- The CEOB is developing strategies for working with schools who show no improvement in performance or a decline in performance over the four years of the SIF cycle. Criteria and processes for intervention/targeted support will be developed for use in those schools where it is deemed that intensive support is required to improve school performance.
Leadership Formation Working Party (LFWP)

Membership of the LFWP:

Michael McKenzie
Principal St Patrick’s Camperdown

Eileen Rice
Principal St Alipius Ballarat East

Chris Brouwers
Principal St Joseph’s Red Cliffs

Rosa Tocchet
Principal St Thomas More Alfredton

Anne Doody
CEOB

Mary Lovelock
CEOB (Chair)

Susan Crowe
(CEOB)

Bill Statter
(CEOB)

Kevin Maloney PP
Governing Authority, Redan, Sebastopol and Delacombe

The focus of the LFWP is to:

1. Explore evidence-based strategies for succession planning
2. Identify evidence-based strategies for formation of leaders across the leadership continuum
3. Develop a strategic plan for leadership formation that aligns with CEOB vision and the leadership continuum
4. Develop strategies for celebrating leadership.

In 2015 the LFWP completed the Guidelines for Developing and Selecting Leaders in Catholic Schools. The overall response to the guidelines was positive. The LFWP also identified strategies for identifying and celebrating leadership and provided recommendations to BDSAC.

Change2 ICON

Change2 ICON is a strategic initiative of the Catholic Education Commission of Victoria Ltd (CECV) in partnership with Dame Professor Pat Collabone of Creating Tomorrow Ltd.

Change2 provides a school-designed pathway to support ICON implementation and achieve a number of important outcomes:

1. Build the strategic leadership capabilities of principals and leadership teams to lead and manage change
2. Improve system performance by building each principal’s commitment to colleagues and sense of responsibility for the system as a whole rather than each individual school
3. Deliver an Implementation Plan to improve student learning outcomes

The principal identifies a critical challenge and establishes a change team. It is important that the change team establishes a strong vision, a compelling case and direction for change and an implementation plan that includes milestones and strategies. Throughout the process the change team is responsible for communicating to all stakeholders in the community on their progress and gaining community feedback. The process is led by a facilitator over a series of four workshops. Facilitator training in 2015 included twenty-three teachers from thirteen schools.

Dr Mary Lovelock
Assistant Director - School Operations

School Review

In 2015 twelve primary and three secondary schools in the diocese participated in the review element of the School Improvement Framework. Members of staff, students and parents completed the School Improvement Survey that measured the organisational health of the school. The collated and analysed data from this survey, along with other data sets, formed the basis for a School Review report.

External reviewers were invited into the schools and used these reports, plus the visit to the schools and interviews with members of the school community, to complete the School Review report. The Review validates the school’s achievements and challenges in the areas of:

- Catholic School Culture
- Community Engagement
- Leadership and Stewardship
- Learning and Teaching
- Wellbeing

The specific program for each review visit was negotiated with the school and included meetings with relevant representatives of the school community. These included the school’s Leadership Team, focus groups made up of parents, teachers and students and the governing authority of the school.

As a result of these meetings and in order to guide the school community upon their path of School Improvement, a Focus Group Meeting chaired by the School Reviewer with a school panel comprising the principal, and other school community members such as the deputy principal, governing authority, parent representative, teacher representative and the education consultant was held on the second day of the review process. It was in these meetings that the goals for school improvement over the next four years were initiated.

Formal reports were provided by the external reviewers and based on these reports and the outcomes from the Focus Group Meeting, the schools created a four year School Improvement Plan which they presented to the Director and Deputy Director of Catholic Education during their visit to the school.

Review of Minimum Standards

Each of the review schools also had a review of the school’s compliance with the minimum standards as determined by the Victorian Registration and Qualifications Authority (VRQA). The educational consultant for each school checked compliance requirements in the areas of governance, enrolments, curriculum and student learning, student welfare, employment of staff and school infrastructure. All Review Schools met the minimum requirements.

Principal Induction

In 2015 the Diocese of Ballarat welcomed two new principals to take up leadership in our Primary and secondary schools: Evan Wrobel (Sacred Heart Casterton), and Carmel Barker (Marian College Ararat).

The new principals were blessed and welcomed to the Diocese of Ballarat by Bishop Paul Bird and were presented with a crucifix.

The Principal Induction Program, for principals in their first three years of principalship, focused on Catholic leadership and stewardship.

Principal Changes

We also said farewell at the end of 2015 to the following principals:

- Maree Roache (St Aloysius Redan)
- Brian Lynch (St James Sebastopol) and
- Anthony Banks (St Joseph’s Mildura)
Professional Dialogue for Ballarat Diocesan Principals and School Leaders

Diocesan primary and secondary school principals and school leaders gathered in Ballarat on March 5 and 6, to collaborate on the development of a revised School Improvement Framework that embraces Catholic Identity within the framework of a Performance and Development Culture. The two days consisted of a number of workshops facilitated by the Director of Catholic Education, the Director of Religious Education and educational consultants. In addition participants were given the opportunity to hear input from independent educational consultant Mr Ross Kimber and international educator and author Dr Anthony Muhammad.

Dr Anthony Muhammad is one of the most sought-after educational consultants in North America. As a practitioner for nearly twenty years, Dr Muhammad has served as a middle school teacher, an assistant principal, a middle school principal and a high school principal. His tenure as a practitioner has earned him several awards as both a teacher and a principal. His most notable accomplishment came as principal at Levey Middle School in Southfield, Michigan, a National School of Excellence, where student proficiency on state assessments more than doubled in five years. Dr Muhammad and the staff at Levey used the Professional Learning Communities at Work model of school improvement, and the school has been recognized in several videos and articles as a model high-performing PLC. Dr Muhammad is recognized as one of the field’s leading experts in the areas of school culture and organizational climate. His work has allowed him to work with schools in all 50 U.S. states, 10 Canadian provinces, the Caribbean, South America, Europe, Australia and New Zealand.

Dr Muhammad is a best-selling author. He is the author of the books The Will to Lead and the Skill to Teach: Transforming Schools at Every Level (2011); Transforming School Culture: How to Overcome Staff Division (2009); and a contributing author to the book The Collaborative Administrator: Working Together as a Professional Learning Community (2008).

**Mr Leigh Mitchell**
Assistant Director - Educational Services

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Mr Bill Slatter
Education Consultant - Secondary

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There are eleven secondary schools in the diocese with the addition of St Mary’s Robinvale providing secondary education to the Year 8 level. With the schools spread across the whole diocese, geographic separation can be an issue with many schools having their nearest Catholic secondary school over 100km away. The network of the Ballarat Diocese Secondary Principals is a strong one and helps to address this geographic isolation.

Each of the schools draws students from a catchment that is typically a fifty kilometre radius and in some cases students can travel up to 100km by bus to attend school. Mildura, Robinvale and Swan Hill even have students travelling interstate to attend school. The two boarding schools – Monivae College in Hamilton and St Patrick’s College in Ballarat - provide the opportunity for even more remote students to attend Catholic secondary education.

The diocese has a mixture of population growth and population decline. The far south west, west and north are seeing the population in their rural based communities gradually decline while Ballarat, Mildura and Warrnambool are seeing the opposite. In the face of this, the student numbers in our secondary schools continue to be reasonably stable.

All of the schools make a very valuable contribution to their local communities. They provide a secondary education that is able to meet the various educational pathways of their diverse student communities. All of the schools offer a significant number of vocational subjects in partnership with other educational providers that enables them to provide a range of subjects to complement the VCE or to form the core of VCAL. Several of the schools have been fortunate to have Trade Skills Centres funded under the Australian Government’s initiatives.

The secondary schools continue to flourish and in so doing, allow their students also to flourish.
Primary School Allocations

From the systemic pool, the Grant Allocation Committee (Primary) funds central costs including: Long Service Leave, Copyright, Recurrent Needs in Technology, Indigenous Education Support and the Demountable Program (recurrent costs only) and funds each of the dioceses for their Consultancy Programs.

The balance of the pool is then available for distribution to schools. Each diocese in Victoria is allocated a Diocesan Share. The resultant Ballarat Diocesan Share was approximately 9% of the pool. The Diocesan Share was distributed to the Catholic Education Office and to diocesan primary schools in accordance with the General Recurrent Grant Distribution Policy and the General Recurrent Grant Distribution Procedures 2015. The Ballarat Diocesan Share for 2015 was $83.4m. The allocation to the Catholic Education Office was $1.8m. The allocations to Diocesan primary schools totaled $81.6m; the percentage distribution for each expenditure category was as follows:

Secondary School Allocations

The Grants Allocation Committee Secondary GAC(S) distributes recurrent grants to secondary schools (through CECV) according to a needs based formula on the basis of each school's individual data. The grants received by our diocesan secondary schools in 2015 were $104.9m: $24.8m from the State Government and $80.1m from the Australian Government.

Private Income (Capacity to Contribute)

The balance of income required to meet recurrent and capital expenditure costs must be provided from private income. The major source of private income is tuition fees and these are set at a local level. Other sources of income include: fundraising (P&F), parish grants, interest earned, donations and other private income.
Capital Funding

Capital income in our schools totaled $17.5m of which $1m was received from Commonwealth Capital Grants. Borrowings from the Catholic Development Fund totaled $8.7m. The balance of approximately $7.8m was funded from local funding sources including capital fees and donations.

2015 Australian Government Capital Grants Program

The following schools received approval for capital funding under the Australian Government Capital Grants Program. These Government funds are made available through the Victorian Catholic Block Grants Authority – Catholic Capital Grants (Vic) Ltd. This funding program continues to be a key source of capital funding for schools undertaking major capital projects.

<table>
<thead>
<tr>
<th>Location</th>
<th>School</th>
<th>Project Description</th>
<th>Grant Amount</th>
<th>Project Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Warrnambool East</td>
<td>OLHC School</td>
<td>Construction of general learning areas, breakout spaces, amenities and refurbishment of general learning areas</td>
<td>$1,300,000</td>
<td>$1,910,000</td>
</tr>
<tr>
<td>Ararat</td>
<td>Marian College</td>
<td>Construction of a general learning areas and the demolition of demountable buildings</td>
<td>$1,600,000</td>
<td>$1,650,000</td>
</tr>
</tbody>
</table>

Supplementary Capital Fund Annual Report 2015

Purposes of Fund

The Supplementary Capital Fund was established in 1988 to assist schools with capital building needs, for which a part or full Commonwealth/State Capital Grant is not available, and the total cost of which is beyond the financial capacity of the school/parish.

Method of Assistance

Schools seeking assistance through the Supplementary Capital Fund should refer to the Ballarat Diocesan Schools Advisory Council Supplementary Capital Fund Policy.

While recognising that each school has different local factors, the following has been adopted as the preliminary financial feasibility framework for determining a school’s maximum contribution to a capital project. These school contributions may be either:

- Cash reserves
- Borrowings, or
- A combination of both.

1. School Contribution from Cash Reserves

Schools with reserves (including provision accounts) with amounts exceeding 20% of the General Recurrent Grant salary allocation will be required to use the excess amount as a cash contribution component to the project.

2. School Contribution from Borrowings

The preferred minimum benchmark for a school’s total borrowing capacity is 20% of total recurrent school fees collected and 100% of capital fees collected per annum. This figure is the minimum amount that schools are required to be paying in total capital repayments each year. If a school is currently paying less than 20% of school fees plus 100% of capital fees each year in capital repayments, then the difference between the actual amount and the above benchmark may determine the size of the loan that will be expected for the project. When assessing borrowing capacity, technology and equipment/plant loans will be excluded.

A uniform approach to the assessment of local contributions to capital projects is the best way to ensure that scarce capital funds are spread across as many schools as possible throughout the Ballarat Diocese.

Funds are provided to schools annually to assist with repayments on capital loans obtained to complete projects.

Sources of Funds

Schools are levied annually on a per pupil basis, to provide the necessary funds (2015 levy $75.00 per pupil). Interest earned on accumulated funds adds to the available pool.

Support to Schools

Total borrowings since establishment of the Supplementary Capital Fund have aggregated $21,211,261 across 105 projects with total capital repayments of $12,123,668.

Successful Applications for Assistance Processed During 2015

<table>
<thead>
<tr>
<th>School</th>
<th>Minimum Viable Project (MVP)</th>
<th>MVP Estimated Cost</th>
<th>SCF Funding Support</th>
</tr>
</thead>
<tbody>
<tr>
<td>St Patrick’s School Swallow</td>
<td>Upgrade to provide secure entry to school. Upgrade to provide five new general learning areas and associated outdoor learning spaces</td>
<td>$1,000,000</td>
<td>$76,500</td>
</tr>
<tr>
<td>St Malachy’s School Edenhope</td>
<td>Construction of a new disabled compliant entry to the school. Conversion to provide new office and administration areas. Fencing to create a secure and supervised entry to the school</td>
<td>$300,000</td>
<td>$127,000</td>
</tr>
<tr>
<td>St Columba’s School Ballarat North</td>
<td>Conversion and refurbishment to provide flexible learning environments in 3/4 learning spaces. Construction of new toilets</td>
<td>$900,000</td>
<td>$479,400</td>
</tr>
<tr>
<td>St Joseph’s School Chariton</td>
<td>Construction and conversion to provide new entry to school including staff amenities, administration and staff rooms. Conversion to provide library resource centre (additional support)</td>
<td>$62,521</td>
<td>$11,000</td>
</tr>
<tr>
<td>St Alipius School Ballarat East</td>
<td>Purchase of neighbouring property that will be converted to a music centre</td>
<td>$350,000</td>
<td>$150,000</td>
</tr>
</tbody>
</table>

Total Supplementary Capital Fund Support 2015: $843,900
Opening Balance
$5,209,535
$4,390,979

Plus Receipts
Levies received from Schools $719,100 $663,873
Portable Classroom Rental $231,250 $225,000
Proceeds from Portable Classroom Sales $10,000 $0
Interest Earnings $133,170 $153,122
Transfer from Operating Account $0 $500,000
Total Receipts $1,093,520 $1,541,995

Less School Distributions $954,286 $723,439

Movement in Supplementary Capital Fund Account $139,234 $818,556

Closing Balance $5,348,769 $5,209,535

Funds are with the Ballarat Catholic Development Fund

Finance and Administrative Services School Support

Undoubtedly the highlight of the 2015 school year was the Quadrennial Leaders in Regional Conference. The conference was the culmination of 2 years planning and involved the coming together of 220 school administrative staff from the Ballarat, Sale and Sandhurst Dioceses.

Along with the truly inspiring reflections from both Moira Kelly and Jacqueline (Gillespie) Pascarl and many workshops aimed at both professional development and personal wellbeing, conference attendees were privy to their first exposure to the functionality, features and aesthetics of the soon to be implemented ICON platform.

2016 will provide no respite as we push on with the ICON implementation and transition from a cash accounting reporting system to accrual accounting in our primary schools.

Ms Julie Duynhoven
Assistant Director : Finance & Administration
In December, the Catholic Education Office Ballarat (CEO) farewelled Dr Mary Lovelock, Assistant Director: School Operations after seven years in the Diocese of Ballarat.

Mary, an educator for almost forty years, commenced her time at CEO in a dual role as Central Zone Educational Consultant and Assistant Director: School Operations. In the former role, she sought to model a style of consultancy based on subsidiarity and commitment to building the capability of each principal for leadership. As Assistant Director, Mary implemented, monitored and reviewed the School Improvement Framework, the Change 2 Project, the school Performance and Development Culture project and the draft Diocesan Leadership Framework. She was an advocate for and manager of the Supported Playgroups project, a campaigner for the improvement of parent and community engagement and the CEOB Child Protection Officer.

Director of Catholic Education, Audrey Brown, said that Mary’s “quiet leadership, her willingness to challenge the status quo and her capacity to ensure that system protocols and policies were in place both for CEOB and for parish and diocesan schools” had been valued.

Prior to joining CEOB, Mary held positions as a Team Leader Learning and Teaching at CEO Melbourne, Project Manager P-10 Curriculum at the Victorian Curriculum and Assessment Authority, Principal of St Anne’s Parish School in Sunbury and classroom teacher in both Catholic and government schools.

Farewelling Mary at the CEOB function, Audrey Brown thanked her for her “significant and generous service” to Catholic education and to the Diocese of Ballarat and wished her every blessing for the years ahead.
The main focus in 2015 for the Victorian Catholic School Parent Body (VCSPB) was to continue to work closely with the Catholic Schools Parents Australia (CSPA) and to lobby both federal and state government politicians to ensure the continuity of funding for Catholic education.

The VCSPB Executive met with Senator Scott Ryan, Parliamentary Secretary for Education, regarding disability funding to lobby to ensure the Catholic sector received equal funding in the disability area. The VCSPB presented a submission to the Senate Inquiry to give parents and students with disability a voice. The main point of the submission was focused on the development of an information booklet to be given to all parents setting out in plain English their rights and responsibilities.

The VCSPB also met with the Federal Education Minister, Mr Christopher Pyne, regarding the Australian Institute for Teaching and School Leadership professional standards for teachers.

The VCSPB and the Catholic Schools Parents Australia (CSPA) continued to work together on reimagining Catholic Education. CSPA worked with the National Catholic Education Commission on the funding message, but also looked at ways to promote Catholic education and to demonstrate its value.

Another focus area of the VCSPB has been on their strategic plan. An external facilitator was used to guide the process to develop and finalise the plan. One area identified for improvement was better connection with parents and to enable the VCSPB to have confidence that they are on the same page as parents in making submissions to the relevant federal and state bodies on education issues.

The VCSPB engaged regularly with the three diocesan directors and with the Executive Director of Catholic Education Melbourne on strategic planning and to review what has been achieved and where the VCSPB needs to focus its efforts in the next two to three years.

**Mr Peter Kerwan**
Manager : HR & ICON

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**Sr Marie Davey** - Damascus College: An outstanding contribution to Catholic Education in the Diocese of Ballarat on the completion of her 50th year of service

**Mr Bernard Dunn** - St Joseph’s Primary, Warnambool: In recognition of many years of outstanding service to Catholic Education as a valued staff member of St Joseph’s Parish Primary School Community

**Ms Bernadette Bullock** - St Joseph’s Primary, Warnambool: In recognition of many years of outstanding service to Catholic Education as a valued staff member of St Mary’s Primary School, Hamilton and St Joseph’s Primary School, Warnambool

**Ms Rebeka Walker** - 10 year parent volunteer helper, St Michael’s Primary School, Daylesford

**Fr Lawrence O’Toole** - for his provision of chaplaincy work for Emmanuel College for 15 years plus and also for his support as a college Governor and to staff and parents
Community Engagement

Community engagement is focused on enhancing the capacity of families to be engaged in learning and strengthening school-community/business partnerships to maximise learning opportunities and outcomes to extend schools. Effective schools have high levels of family and community involvement. Community engagement aims to enhance opportunities for students to be engaged in learning in both school and home environments.

Connecting Schools and Communities- Supported Playgroups

This partnership between the Catholic Education Office Ballarat, City of Ballarat, Australian Catholic University (ACU) Ballarat, the Department of Education and Training and Playgroup Victoria. The project aims to improve outcomes for children, their families and communities by exploring the concept of school based supported playgroups. This involves two government schools and Lumen Christi Delacombe, St Aloysius Redan and Our lady Help of Christians Wendouree. In 2015 the playgroups were supported by the coordinator, Louise Buckle-Smith (CEOB), who worked with the schools, families and the university students from ACU who assisted in the sessions. The ACU students were studying Early Childhood Teaching and their involvement in the playgroups was part of their studies.

ACU has conducted research on the impact of the supported playgroups in schools. The research indicated that school based play groups assisted families in being familiar in the school environment and children in the transition to school. Supported playgroups also were a valuable learning experience for early childhood teaching students who became more proficient in engaging with children and their families.

Community Engagement Resource

Community engagement involves partnerships between schools, family and the wider community in student learning. The partnership with Families: Foundation program is organised around 6 modules based on six keys of the Masterkey for Successful Family Partnerships that schools can use to develop their understanding of community engagement in learning. The six keys are: parenting; communicating, volunteering; learning at home; decision-making and; working with the community. Each module has speaker notes and additional resources to assist schools in:

- understanding the importance of partnering with families and communities to improve children and young people’s life and learning outcomes
- identifying where they are working on the partnership continuum and where they want to work
- developing practical strategies to more effectively work with families and a variety of community stakeholders with a focus on improving children and young people’s learning and life outcomes.

Dr Mary Lovelock
Assistant Director: School Operations

The annual 30 Years of Service Award Dinner was held at St Patrick’s College Pavilion on Friday evening, August 7. Guests gathered to celebrate and acknowledge staff who have contributed thirty years of service to Catholic Education. A Mass of Thanksgiving was celebrated prior to the dinner in the St Patrick’s College Chapel with Bishop Paul Bird presiding.

Nineteen staff were recognised this year for their significant contributions. Audrey Brown, in acknowledging the awardees, said “the celebration was such a great way to acknowledge all those who have given extensive service to Catholic education over the last thirty years. Those who were presented with awards truly do inspire with their ongoing commitment to our Church, through their relationships with children, young people, families and colleagues. They continue to live the Diocesan Education Vision – As partners in Catholic education, and open to God’s presence, we pursue fullness of life for all.”

The dinner provided guests with an opportunity to share in great company and to catch up with colleagues, some they may have studied with thirty years ago. Master of Ceremonies was John Meneely, Deputy Director of Catholic Education while Fr Peter Sherman, Chairperson of the Ballarat Diocesan Schools Advisory Council, welcomed all to the evening. Students from Damascus College, Loreto College and St Patrick’s College entertained guests with accomplished musical performances. We thank Hannah Armstrong, Charlotte Crowley, Gemma Ford, Sean O’Beirne and James McKinnon for sharing the evening with us.

Guests were privileged to be addressed by guest speaker Lachlan Ryan, a former student of Sacred Heart Primary and Trinity College, Colac. Lachlan’s address demonstrated some wonderful insights into the life of a film producer and the pressures experienced working with tight deadlines. Lachlan was able to share his experiences and the background in his decision to go down the path of film production. Lachlan also shared his school experiences at Trinity College and gave an insight into his time at Sacred Heart Primary School.

Many would agree our guest speakers are an integral part of the evening and provide a perspective of how their school experiences influence their career choices. We are certainly blessed to have ex-students willing to speak about their Catholic education and post education experiences. Once again we thank St Patrick’s College for their outstanding hospitality during the dinner.

Peter Kerwan
Manager: HR & ICON

Manager: HR & ICON
In the first few months of this year I had the opportunity to join a number of school communities for special celebrations. There was an assembly in the multi-purpose centre at Marian College in Ararat that brought together students and staff and parents and friends of the college to mark the start of the school year. There was a Mass in the parish church in Hopetoun to celebrate the 60th anniversary of St Joseph’s Primary School and the opening of extensions to the school.

Such occasions provide us with an opportunity to reflect on the values that we cherish in our school communities – values such as respect for each person, honesty in our dealings with one another, special care for those with special needs. Such are the values we seek to communicate through Catholic education, in Ararat and Hopetoun and in all the other places where we have Catholic schools throughout the diocese.

Many of these values are linked with the virtue of justice by which we give to each person what is their due. Justice calls us to recognise the dignity of every person, whether they are members of our family at home or students or staff at school or whether they come from other places in Australia or countries overseas.

I was very pleased to see that the theme for this year’s Catholic Education Week is one of justice: “Living Justly in the World”. I hope that all our school communities will grow in our understanding of what justice requires and that we will find ways to promote justice in the way we live day by day.

A good example in this regard is the initiative of our Diocesan Social Justice Commission on the question of justice for refugees. The Commission is inviting all schools in our diocese to create displays promoting our support for refugees in the lead up to Refugee Week, June 14-20, 2015. The displays could take many forms, such as posters or bookmarks or sculptures or t-shirts, but each is to carry the message “Let’s Fully Welcome Refugees”.

I pray that all our schools will continue to promote justice – for refugees and for each person in our world.

Bishop Paul Bird CSSR
Bishop of Ballarat

Catholic Education Week 2015

Catholic Education Week 2015 provided a valuable opportunity for our sixty-four Catholic school communities to celebrate all that they contribute to their many communities across our diocese. Our theme was “Living justly in the world”. This prompted our schools to consider their engagement around social justice, peace and human rights alongside consideration of environmental sustainability.

Catholic Christianity has a scriptural and foundational commitment to social justice. We seek to build a commitment to co-responsibility and co-accountability for our actions and for the way we live in the world. Thus, our schools seek always to engage students in learning that builds a sense of personal and community responsibility for action, inspires a passion for justice in Church and society, helps them to live justly in the world and encourages the use of the earth’s gifts with “great respect and gratitude” (Pope Francis, 2013).

As part of the Catholic Education Week celebrations, the Diocesan Schools’ Advisory Council hosted the 30 Year Awards dinner where those staff who have given dedicated service to Catholic education were acknowledged. After Mass with the 30 Year recipients and guests at St Patrick’s College Chapel, we were delighted that Lachlan Ryan, past student of Trinity College Colac and current movie producer, could take many forms, such as posters or bookmarks or sculptures or t-shirts, but each is to carry the message “Let’s Fully Welcome Refugees”. I pray that all our schools will continue to promote justice – for refugees and for each person in our world.

Bishop Paul Bird CSSR
Bishop of Ballarat

30 YEARS OF SERVICE AWARD RECIPIENTS 2015

- Helen Atwood, St Joseph’s College, Warrnambool
- David Boadle, Loreto College, Ballarat
- Sr Caroline Coyle, Sacred Heart School, Colac
- Gabrielle Driscoll, St Brigid’s School, Ballan
- Cathy Dunbar, Catholic Education Office Ballarat
- Carolyn Fraser, Sacred Heart School, Colac
- Patricia Grady, St Patrick’s School, Port Fairy
- Megan Grant, Damascus College, Mt Clear
- Pamela Hacking, Trinity College Colac Inc., Colac
- Stephen Hill, St Patrick’s College, Ballarat
- Kate Lawry, Catholic Education Office Ballarat
- Jack Lenaghan, Sacred Heart School, Colac
- Jo-Anne Macdonald, St Francis Xavier School, Ballarat
- Murray Macdonald, Lumen Christi School, Delacombe
- Nancy Meiklejohn, Damascus College, Mt Clear
- Linda Mulraney, St Michael’s School, Daylesford
- Anthony O’Connor, St Joseph’s College, Mildura
- Josephine Pangrazio, St Joseph’s School, Warrnambool
- Susan Paulka, St Patrick’s School, Port Fairy
- Maureen Payne, St Malachy’s School, Edenhope
- Susan Purves, St Aloysius’ School, Redan
- Kate Quin, St Mary’s School, Swan Hill
- Anna Roberston, St Michael & St John’s, Horsham
- Michael Saunders, St Patrick’s School, Camperdown
- Neale Thompson, Damascus College, Mt Clear
- Gerard Viccars, Loreto College, Ballarat
- Bernadette Zagame, St Joseph’s School, Charlton

“Living justly in the World”
The process for establishing a new Catholic School in Lucas, Ballarat has commenced. In 2014 Integra signed a contract with the Catholic Education Office Ballarat (CEOB) and St Patrick’s Cathedral Parish for a three hectare site in Lucas’ education precinct, five minutes’ walk from all households.

The new school will be designed to accommodate a long term enrolment of approximately 350-400 students. This school will be Prep/Foundation to Year 6 with consideration for early childhood into the future. Subject to further consultation and capital funding approval, the proposed date for the new school to be operational on the Lucas site is 2017.

This new Catholic Primary School will provide families of Lucas and the surrounding communities with contemporary facilities to meet the needs of residents seeking a Catholic education during this time of enormous growth in Ballarat West.

Audrey Brown, Director of Catholic Education for the Diocese of Ballarat said it was important there was a Catholic school in the growing regional area of Lucas. “Catholic education has been part of the Ballarat story since the goldfields. Continuing the tradition of faith-based education in partnership with families in the Lucas area is a natural next step for us.”

Father Justin Driscoll, Administrator of St Patrick’s Cathedral Parish agrees. “The parish will work closely with existing Catholic school communities, potential families, the developer and our funding sources to determine in which year the new school will open,” he said.

COMMUNITY CONSULTATION EVENINGS

The Lucas Steering Committee has held two Community Consultation Evenings to date. These meetings have encouraged potential families and the community to engage in an open dialogue and come together to shape our new school.

ARCHITECT APPOINTMENT

In December 2015 we announced the appointment of Y2 Architecture for the preparation of the facility master plan for the new Catholic Primary School in Lucas. Y2 Architecture brings a wealth of experience in educational architecture as well as experience from a number of recent greenfield Catholic school developments. Garry Thompson, a Director of Y2 Architecture and a former Ballarat resident, will be the key representative for Y2 Architecture throughout the preparation of the facility master plan. This is an exciting time for the school as the facility master plan will start to create the vision for the building and landscape on the new school site.

As a part of our ongoing commitment to enter into dialogue with our new school community, feedback from our community consultation and information evenings has been provided to Y2 Architecture to start the preparation of the master plan. Meetings with land developer Integra and the City Of Ballarat have also continued to gather key information in relation to the land and planning requirements for the school site.

FOUNDATION PRINCIPAL POSITION

In December we began advertising for the foundation principal or co-principals with applications closing on 12 February 2016. An appointment will be made towards the end of Term 1, 2016. It is envisaged a further community consultation will be held prior to Easter to provide the community with an opportunity to meet the principal or principals elect. This community consultation will also be an opportunity to review and provide feedback on the developing facility master plan.

2016 promises to be an exciting year as our plans for Lucas Catholic Primary School move to a reality.

Ms Carmel Hempenstall
Pathways and Transition
**2015 CEOB STAFF LIST continued...**

Pierce Andjelkovic SIMON Programmer
Leesa Battistello Education Officer RE: Primary (Maternity Leave)
Gina Bernasconi Education Officer RE: Secondary
Helen Bettes Reading Recovery Tutor
Anne Bone Education Officer: Literacy
David Bourke IT Manager
Kevin Brodie SIMON General Manager
Bernadette Brouwers Languages Coach
Audrey Brown Director of Catholic Education Ballarat
Louise Buckle-Smith Playgroup Coordinator
Brad Carr Manager: Planning, Risk & Infrastructure
Teresa Cavoallo Education Officer: Psychologist
Robyn Cranage Education Officer: Speech Pathologist
Susan Crowe Executive Officer: Special Projects
Kevin Cummins Education Officer: ICT
Liam Davison Director of Religious Education (Retired March 2015)
Anne Doody Education Officer: Secondary Curriculum
Pauline Doran Placed Teacher
Cathy Dunbar Executive Assistant to the Director
Justine Duncan Education Officer: Psychologist
Julie Duynhoven Assistant Director: Finance & Administration
Pauline Fahey Visiting Teacher
Teresa Hadden Education Officer: Numeracy
Chelsea Harris Education Officer: Speech Pathologist
Jen Hawkins Education Officer: Speech Pathologist
Carmel Hempenstall Education Officer: Pathways and Transition
Jillian Hogbin Visiting Teacher
Allan Hutchison Education Officer: Senior Psychologist
Caitlin Jamieson English Additional Languages Coach
Peter Kerwan Manager: HR & ICON
Cass Klain Publications & Communications/Administration Assistant
Felicity Lane Education Officer: Learning and Teaching
Kate Lawry Resource Officer
Aileen Loader Finance & Administration Assistant
Mary Lovelock Assistant Director: School Operations (Retired end 2015)
Matt Macdonald Finance & Administration Officer
Sarah Macdonald Education Officer: Speech Pathologist

Donna Mason Finance Officer
Jesse McCluskey Education Officer: Speech Pathologist
Carmel McCormick Education Officer RE: Primary
Margaret McDonald Education Officer: Learning and Teaching
Haiden McClachlan IT Support Officer/Database Administrator
John Meneely Deputy Director of Catholic Education
Chris Mitchell Education Officer: Learning and Teaching
Leigh Mitchell Assistant Director: Educational Services
Wendy Morley Visiting Teacher
Jeanette Morris Education Officer: Indigenous Education
Gabrielle O’Brien Administrative Assistant
Matthew O’Brien Education Officer: Learning and Teaching
Tony Perkins Education Consultant: Primary
Danielle Peters ICT/Social Justice
Dean Pidgeon Finance & Administration Officer
Maxine Pope Administration Assistant
Stephanie Porter SIMON Administration Officer/Helpdesk
Lesley Price Education Officer: Psychologist
Victor Ramananakas SIMON Programmer
Susan Rampling Education Officer: Special Education
Shoni Reimert Education Officer: Psychologist
Susan Renn Education Officer: Student Wellbeing & Youth Services
Chris Roberts Educational Consultant: Primary
Micky Roberts Administration Assistant
Monique Ryan Visiting Teacher
Lee Schlooz Educational Consultant: Primary
Kathleen Sherriff Education Officer: Special Education
Bill Slater Educational Consultant: Secondary
Debbie Stabek Administration Assistant
Kathie Turkenberg Education Officer: Numeracy
Jo-anne Van der Voort Education Officer RE: Primary
Mandy Veal Education Officer: Special Education
Jim Waight Education Officer RE: Primary
Karen Watson Administration Assistant
Andrew Weir SIMON Customer Relations Manager
Andrea Welsh Education Officer: Special Education
Mark Vanderkley SIMON Senior Database Architect