The Catholic School is an educating community with Christ as its centre and inspiration. It educates for service in faith, hope and love.
As part of the evangelising mission of the Church, Catholic Education invites, nourishes and continually challenges all to live with, in and through Christ.

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A very significant event in 2009 for the Diocese of Ballarat has been the introduction of the “Building the Education Revolution” programme.

Every school in the Diocese is benefitting from a grant from the Federal Government for capital works that will improve the facilities for the all important work of Catholic Education.

We accept the challenge to ensure that the quality of education in our schools will also improve in the coming years.

Along with the members of the Diocesan Schools Board, I have visited several schools in the Diocese while attending meetings of the Board in various locations.

I am always impressed by the commitment of the teachers, their engagement with the students and the obvious enjoyment of the learning process experienced by the students.

It is also pleasing to note that the local priests value their involvement in the life of the school community and that they are generous in providing support for the School Principals.

I wish to recognise and applaud the efforts of Dr Liam Davison and his staff in the Religious Education Centre to ensure that the Awakenings program develops every year. The formation of the next generation of faithful disciples of Jesus Christ is of supreme importance and is the fundamental reason for the existence of our Catholic School system.

An indication of the vitality of Catholic Education in the Diocese is planning for the future. The growth in population in some regions of the Diocese and the development of programmes for the support of teachers are matters of concern for the Ballarat Diocesan Schools Board.

Once again I thank most sincerely Father Adrian McInerney, the Chair of the Board, and the members of the Board for their generous and wholehearted contribution to the work of the Board throughout the year.

Mr Larry Burn, the Director of Catholic Education, has regularly consulted with me throughout the year. I am grateful for the manner in which he promotes the cause of Catholic Education not only in the Diocese but throughout Victoria. To him and to his staff, I wish to express my appreciation for the outstanding service that they provide for the teachers and the students in our Catholic Schools.

Bishop Peter Connors
Bishop of the Diocese of Ballarat
Bishop Peter,

The Ballarat Diocesan Schools’ Board (BDSB) has completed another successful year and I am pleased to present this report of the year 2009 on behalf of its members.

Continuing its policy of holding meetings in various parts of the diocese, in 2009 the Board met in Ballan, Camperdown and Hamilton. This was in addition to meetings in Ballarat. In each of the parishes beyond Ballarat, the BDSB hosted a dinner for members of School Boards in the parishes in the vicinity of the towns in which the Board met. The purpose of these dinners was to acknowledge the contribution to Catholic education made by such Boards, to offer support and encouragement, and to advertise the existence and work of the BDSB.

Each meeting of the BDSB includes visits to the schools of the area so that members meet with staff and children and inspect the facilities. The Board believes that these visits foster better understanding and cooperation on the part of both the local parishes and the BDSB.

We are aware that 2009 visits were in the southern part of the diocese. Visits in the North are scheduled for 2010.

A major task for the BDSB in 2009 has been the restructuring of the Finance Committee and the establishment of the Audit and Risk Committee of the Catholic Education Office. This is intended to establish clearer lines of communication, understanding and responsibility for finance as it pertains to Catholic education and the operations of the Catholic Education Office.

The Promotions Working Party has continued to meet and work hard. It has prepared a new advertising campaign due for release in 2010. In a similar vein, the Teacher Employment and Retention Working Party has continued to deal with the issue of increasing difficulty in the recruitment and retention of teachers in the Catholic system, particularly in the more remote rural areas. It is proposing several strategies for dealing with this issue.

The BDSB is also involved in the committee looking at future provision of Catholic education in the Warrnambool area.

Membership of the BDSB is for a definite time and so there is a changeover each year. In 2009 we saw Andrew Watson and Jane Collins leave us to be replaced by Corrie Conway Weel and Jennifer Tippet. We thank Andrew and Jane for their contributions and look forward with anticipation to working with Corrie and Jennifer. We also bid farewell to Dr Anne Hunt who accepted another position at ACU and in her place welcomed Dr Sue McNamara.

Bishop Peter, it is with pride that, on behalf of the members of the Ballarat Diocesan Schools Board, I present this report to you and the people of the diocese of Ballarat.

Fr Adrian McInerney
Chairperson Ballarat Diocesan Schools Board
As part of the evangelising mission of the Church, Catholic Education invites, nourishes and continually challenges all to live with, in and through Christ.
The 2009 school year brought many changes to the Catholic Education Office, Ballarat. The Office was established in the early 1970’s with a relatively clearly defined role. Catholic Education Offices were established around Australia in response to the dramatic increase in the volume of funding from government and the consequent need to distribute that funding across dioceses according to need.

The intervening thirty or so years have seen that role become more complex as governments have required ever greater levels of accountability for the funds it distributes to school systems and schools.

A further development has been the increasing role of government in developing educational policy and driving change through requiring schools and systems to implement government policy as a condition of funding.

In addition to these developments, state commissions and individual dioceses have moved beyond their traditional role of providing advice and service to schools to become developers and implementers of educational policies and programs in their own right. Examples of such developments have been the CLASS Early Years Literacy Program and Catholic Network Australia.

In more recent times we have experienced in Catholic education the growth of legal and regulatory requirements which at times threaten to almost totally occupy the time and energy of principals and administrators to the near exclusion of the central role of schools as places of teaching and learning.

These changes in education have become ever more pervasive and the pace of change seems to quicken each year. My own working life has been spent in Catholic schools and my career goes back to 1971 when I began teaching at Mazenod College in Mulgrave, an outer Melbourne suburb. In those years I attended one staff meeting per term and rarely had a meeting after school. The life of the school was almost completely self contained and we were inward-looking rather than focused outwards. The school certainly saw itself as accountable to the parents of our students, but not significantly to anyone else.

What a change has come in these 40 years! While I believe that change in education has been gradual over that period of time, there is no doubt that the pace of change has intensified since I was appointed Director here in Ballarat in 1999.

2009 saw the introduction of two new positions in the Office and a new structure to support the work of the Office in this new environment. We welcomed a new Assistant Director – School Operations, Dr Mary Lovelock while the position of Head of Educational Services became Assistant Director – Educational Services.

Two new committees were created with the intention of streamlining the capacity of the office to provide educational leadership in the Diocese. These are the Catholic Education Office Executive and the School Operations Committee.

While the Catholic Education Office continues to see the provision of advice and support as a major part of its mission, it now finds itself called upon to provide educational leadership to schools and to assist them in the on-going process of educational improvement.

The office also has a role in implementing a range of government programs such as National Partnerships and monitoring the various state and national testing regimes which have recently been introduced. In addition, the office is responsible to the Catholic Education Commission of Victoria for compliance with the requirements of the Victorian Registration and Qualifications Authority including cyclical school reviews.

Finally, the office is moving to develop its capacity in the area of Corporate Services. There is a particular need for Catholic education in the Diocese to be proactive in the areas of human resource management, occupational health and safety, statutory compliance and risk management. It is clear that schools cannot provide these services from within their own
resources without considerable assistance. Hence in 2009, the office began planning to expand its activities in these areas.

Towards the end of 2009, Bishop Peter Connors began planning for a review of operations in the Catholic Education Office to be held in 2010 for the purpose of examining the structural arrangements of the office in the light of these and other emerging trends. The review report and recommendations will be important for the future development of the office in 2011 and beyond.

At the same time, the Bishop also approved the development of a Statement of Roles and Responsibilities for the Catholic Education Office. This document will clarify the roles and responsibilities for all who work in the office and for all who interact with it in the Diocese. This document will be developed during 2010 and, before taking its final shape, will be the subject of consultation throughout the Diocese.

Recognition and Thanks
The Catholic Education Office relies on the collaboration of a large number of people and groups in order to do its work.

First among these is the leadership, support and friendship of the Bishop of the Diocese, Bishop Peter Connors. Bishop Peter is a constant presence in the Office, leading us in Eucharist and prayer on many occasions during the year. He is the source of wise counsel as we seek to provide leadership to our school communities throughout the Diocese. We appreciate his gentle call to us as part of the Diocese to deepen our commitment to Christ, especially through our work in Catholic education.

Fr. Adrian McInerney is the Chair of the Ballarat Diocesan Schools Board. His involvement in education in the Diocese goes beyond this important role. He constantly makes himself available for other work in the Office, in particular our committee and working party work. During 2009, Fr Adrian was a co-leader of the Diocesan Principals Study Tour and a member of the group researching governance in the dioceses of the northern states. Fr Adrian does this work in addition to his work as parish priest of St Alipius Parish and his role of governor of three Catholic schools in Ballarat.

The work of the Catholic Education Office flourishes under the leadership of the Office Executive comprising Dr Liam Davison, Director of Religious Education and Deputy Director, Assistant Directors Dr Mary Lovelock and Leigh Mitchell and the Manager of Finance and Administration, Julie Duynhoven. These people, along with the entire staff of the Office provide a staggering range of services for and on behalf of the schools of the Diocese. Many of them travel around the Diocese on a regular basis providing much “on the ground” encouragement and support.

Finally I want to recognize the work of the Parish Priests who are the Canonical Administrators of the schools, the principals and staffs of the schools and members of school boards. These people bring so much faith, energy, commitment and hard work to the mission of Catholic education in the Ballarat Diocese. We are all the richer for their presence and activity among us.

With best wishes to all involved in Catholic education

Larry Burn
Director of Catholic Education

“I am always impressed by the commitment of the teachers, their engagement with the students and the obvious enjoyment of the learning process experienced by the students.”
Catholic Education in the Diocese of Ballarat focuses on promoting, enhancing and nurturing the spiritual journey within the Church tradition.
One of the main responsibilities of the Religious Education Centre is to support the work of principals and teachers in providing classroom-based Religious Education in the primary and secondary schools of the diocese. The work of implementing the ‘Awakenings’ Religious Education Curriculum has continued apace during the past twelve months. In last year’s report, I wrote about the introduction of an Online Curriculum Planning tool to assist teachers to plan effective Religious Education units of work for the classroom. I’m pleased to advise that the planning tool has lived up to its promise of providing a rich, comprehensive and current set of resources for teachers. The planning tool has also ensured fidelity to the Awakenings Curriculum. One of the very positive features of the planning tool has been the degree of teamwork and collaboration it has generated in schools. During 2009, a Religious Education Review of Schools has been developed. This is the final element in the full implementation of Awakenings and is designed to assist schools in enhancing their current practice of Religious Education. A number of schools have agreed to pilot the Religious Education Review in early 2010.

**Staff professional learning**

The Religious Education Centre has continued its support of the professional learning of teachers in theology and Religious Education. This need quickly emerged after the introduction of the Awakenings RE Curriculum with its strong focus on the content of Religious Education. Many teachers realised that they had a need to continually deepen and update their own knowledge and understanding of the Catholic Tradition (doctrine), especially in relation to key areas such as scripture and sacraments. It isn’t just a matter of knowing doctrinal content. As the Core Document attests; “Evangelisation happens when Christian people express and communicate both who they are (witness of life) and what they do (ministries of word and service) because of their conscious relationship with Jesus Christ in a community of faith.” (Awakenings Core Document p35) This is an ongoing challenge both for the staff of the Religious Education Centre and the schools.

**Catholic School Identity Research Project**

This project has been undertaken by the Catholic Education Commission of Victoria in partnership with the Catholic University of Leuven. It seeks to help schools come to a clearer understanding of their Catholic identity and how they might enhance this Catholic identity further. During 2008, a number of primary and secondary schools across the diocese took part in a major trial of a number of online questionnaires associated with the research project. Early in 2009 the data from approx. 80 schools across Victoria was collated and reported back to participating schools during the early months of 2009. Participating Ballarat diocesan schools received reports at this time. One of the very positive outcomes of the trial was that it did indeed generate rich data about the Catholic identity of schools in such a way that schools could assess their own current situation and take active steps to address areas of growth and development indicated. The project is due to conclude in mid-2011 when the research findings will be published in a major academic report for the Catholic Education Commission of Victoria.

There is every hope that the various elements of the research project – the online questionnaires and supporting interpretative documents - will contribute significantly to the capacity of our schools to strengthen their Catholic identity in a culture and world where the significance of ‘organised religion’ seems to be declining. If attendance at a Catholic school means anything for our students, it must surely equip them to ‘interpret’ their own lives by reference to a Faith tradition that is practised and experienced in their school.

**Dr Liam Davison**

Director of Religious Education
Catholic Education communities are Christ centred where life giving relationships form the basis for nurturing joyful and hope filled learning and teaching.
Towards the end of 2009 the final report of the Cambridge Primary Review was published. The Cambridge Primary Review is now recognised as possibly the most extensive review ever undertaken of an educational system producing 608 pages of research, 78 formal conclusions and 75 recommendations that will help shape the future of education in England. The review focussed on areas such as educational disadvantage, government meddling in education reform, education for the 21st Century, centralised government assessment, empowering children, respecting childhood, national curriculum, school improvement, educational funding, citizenship, teacher training, community engagement and the need for innovation in education. While the review was primary and not secondary based in England, not Australia, it would appear that the challenges faced are universal and therefore I wish to share two findings from the report.

‘Good Teachers: What they have in common..

• Secure knowledge of what is to be taught and learned
• Command of a broad repertoire of teaching strategies and skills
• Understandings of the evidence in which the repertoire is grounded
• Broad principles of effective learning and teaching derived from the above
• Judgement to weigh up needs and situations, apply the principles and deploy the repertoire appropriately
• A framework of educational aims and values to steer and sustain the whole

…. and what children say
Children, as revealed by the Review’s 87 regional consultations are interested in pedagogy. They said that good teachers are those who:

• ‘Really know their stuff’ – what researchers refer to as pedagogical content knowledge
• ‘Explain things in advance so you know what the lesson is about’ – advance cognitive organisation
• ‘Make sure it’s not in too bigger steps’ – graduated instruction
• ‘Give us records of what we learn’ – formative feedback

With respect to school leadership the report offers this insight which I’m sure will resonate with all of our Diocesan school leaders.

‘In the past 20 years there has been a radical transformation in the working environment of primary schools. Yet still the solitary occupant of the headteacher’s office bears the burden of a proliferating range of responsibilities and accountabilities. Too often headteachers’ mental and physical health suffers under the pressure. It is no longer tenable for one person to assume such a complex portfolio of tasks. Hence the Review recommends that heads are given time and support to do what is their most important job – leading learning. Leadership should also be shared in order to develop other teachers’ talents and allow schools to focus on their core task and their relationship to their community.’

The Cambridge Primary Review 2009

The primary role of the Catholic Education Office Ballarat is to provide a quality service to all schools in the Ballarat Diocese and support schools to provide all students with a quality education program that all can access. It is in this light that the focus of the Educational Service Staff Group has been to work as a multi-disciplinary team bringing together a range of knowledge, skills and expertise to respond to the needs and expectations of Diocesan schools and their students.

Throughout 2009 the Educational Services Staff Group has responded to school requests and provided support through individual intervention, modelling best practice, coaching, data analysis and professional learning at a class, school, cluster, regional and diocesan level. The continued roll-out of the School Improvement Framework and the increased focus on school based data has assisted schools in developing clearly articulated action plans that address and prioritise school needs. The unique nature of these school based needs has required a move away from the ‘one size fits all’ approach to professional learning and instigating a refocussing on providing relevant and timely support on site.

From a curriculum perspective this was evident in the Priority School Support Program where 47 diocesan schools received support in the development of literacy, numeracy, ICT and integrated curriculum. The support provided focussed on the objectives of individual schools and the work undertaken aimed to build the capacity of individual teachers, teaching teams, whole school staffs and school leaders.


**Literacy**

The 2009 school year was dedicated to the development of writing skills. Throughout the course of the year professional learning opportunities, utilising internal and external facilitators, presented a range of classroom strategies and processes to address student writing needs and the resources necessary for schools to respond in a strategic and developmental manner.

The delivery of Professional Learning continued to be a key role of the work of our Diocesan Literacy Education Officers. The work included school closure days, priority school support, individual teacher modelling and coaching, regional workshops, the production of online support material and specific program support – OLSEL, SELL, Reading Recovery – staff meetings, attendance at and facilitation of Professional Learning Team Meetings, coordination of days conducted by external facilitators and literacy leaders support days. While all of these areas are of significant importance it is the continued development of our schools literacy leaders that is paramount. In 2009 the Diocese supported our literacy leaders through the introduction of peer coaching skills, school based data analysis, support material for in-school delivery and training in a variety of assessment tools including the trialling of PAT Reading in 6 primary schools.

The role and continued development of our literacy leaders is pivotal in ensuring that all schools in the Diocese have the internal capacity to maintain and expand the improvements that have been made in literacy over recent years. To this end it is critical that schools continue to value the work undertaken by their leaders, ensure that they have sufficient time to continually build on our current classroom practice, enhance the effectiveness of our professional learning teams and continually reflect on the data trends that each school is generating.

**Numeracy**

Mathematical understanding was the cornerstone of all work undertaken in the Diocese in 2009. 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. Diocesan Numeracy Education Officers spent considerable time supporting schools in analysing and unpacking their students’ numeracy data. Through this work they were able to support schools in identifying areas of strength and provide starting points for areas which needed to be further developed.

While the assessment data helps to substantiate school and diocesan trends, its first importance is how the information is used in the classrooms from which it was collected. The annual implementation of the numeracy interview provides a starting point for classroom instruction and the establishment of classroom student groupings. As the numeracy interview is developmental in its content and structure it provides the perfect launching point for all instruction and is far more than just an assessment tool. Throughout the year schools were continually encouraged to go back and look at their numeracy interview data with the view to tracking their students’ progress as the year unfolded.

The broad content of the VELS Mathematics Domain continues to be a challenge. The content diversity requires all teachers to have a proficient understanding of Mathematics. The extended content has led to an increase in content related professional development at a school level as all teachers need to have a clear knowledge of how we can teach mathematics with students really understanding what they are learning. This places a significant professional challenge on all of our diocesan teachers but it is essential if we are to realize any real growth in student attainment.
Once again the provision of professional development activities continued to be the main work of our Numeracy Education Officers. Throughout 2009 this work covered whole school closure days, priority support, professional learning team meetings, numeracy leader development, the preparation of in-school material, regional meetings and one on one support in classrooms across the Diocese.

The Diocese continued to provide sponsorship for Diocesan teachers to undergo Extending Mathematical Understanding 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.

Integrated Curriculum
The use of inquiry learning through an integrated curriculum is now well entrenched as our best mechanism for covering the content and scaffolding the myriad of skills that our students are required to attain. Throughout the 2009 school year 11 Diocesan schools were supported to develop their skills in inquiry learning through the Priority Schools Support Program. The work covered in these schools included unit development support, classroom modelling, coaching, individual feedback, whole school professional development through closure days and professional learning team meetings.

At a Diocesan level days were organized for school curriculum leaders designed to not only increase their knowledge and skills but, more importantly, their ability to impart this knowledge through the implementation of effective learning and teaching strategies and processes at a school level.

Support to schools in the area of integrated curriculum included facilitation of school based planning sessions, development of and publication of inquiry units, facilitation of pupil free days and coaching of individual teachers and school based curriculum leaders.

Information Communication Technology
2009 saw the return of diocesan support in the area of Information Communication Technology. The support for the year was offered to schools through a series of modules that focussed on maximising the use of technology across the school curricula, the use of technology to enhance sound pedagogy and the use of ‘smartboard’ technology. This level of support was made available to 18 schools around the Ballarat Diocese.

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

Languages Other Than English
The provision of LOTE in the Ballarat Diocese continues to be a year to year challenge for many schools. LOTE is 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. Added to the shortage of skilled professionals is the need for schools to annually top-up the level of funding made available through the federally funded targeted program for LOTE provision and the difficulties associated with changing languages as LOTE staff exit and enter the school.

Throughout 2009 support was offered to the LOTE teachers through web based support material, professional learning opportunities, school visits and the annual LOTE conference. In particular 2009 support focussed on the reporting of LOTE, moderation of LOTE assessments and the use of VCAA LOTE support material.

Special Education
After two years of careful planning, research and extensive facilitation training, diocesan staff delivered the world’s first three day ‘All Kinds of Minds’ training module to teachers from 16 diocesan schools. ‘All Kinds of Minds’ is a non-profit institute founded in 1995 by world renowned paediatrician Dr Mel Levine to translate the latest research on how children learn into programs, products and services that help students struggling in school become successful learners. ‘All Kinds of Minds’ unique philosophy and methods emphasize team collaboration by parents, students, educators, and clinicians to better understand and nurture children’s individual learning profiles of strengths and weaknesses.
Through participation in the ‘All Kinds of Minds’ training modules teachers will be able to:

- Recognise and accept inherent differences in learning
- Understand the guiding principle of ‘All Kinds of Minds’
- Understand the neurodevelopmental framework and its application to children’s learning
- Apply understanding of principles and framework to school related demands to support children as learners
- Accumulate and personalise management strategies to help children become more successful in school and at home
- Gain the knowledge and language to converse with children and educators about learning
- Identify resources for learning more about children as learners

While the program run in 2009 was a world first, ‘All Kinds of Minds’ training will be available in 2010 through one, three and five day programs.

The Special Education Officers throughout the Diocese have continued to undertake individual educational assessments, assist in the modification of classroom programs, facilitate the development of professional learning opportunities, support schools in their development of individual learning plans, assist in Parent Support Group meetings and oversee the program for students with disabilities – LNSLN. The professional learning work undertaken by the staff with special education coordinators and school based integration aids has really lifted the overall effectiveness of schools’ work with their special needs students, not to mention the professional confidence of those involved.

During the 2009 school year special education coordinators continued to receive training in the implementation and interpretation of the CELF 4 Screener and the K-BIT. The ongoing use of these two student screening tools will significantly add value to the quality of student referrals and enable schools to expand on the quality of in-school assessments.

**Psychological Services**

Support to schools in the form of assistance with behavioural intervention, psychometric assessments, trauma support and the support of emotional needs of staff and students was the main focus of the four Diocesan psychologists during 2009.

While their work in the area of intervention dominates their time, there is a real emphasis on the need to grow their involvement in the areas of primary and early intervention strategies. Their work in these areas led to school and regional workshops, support in the role out of PATHS and All Kinds of Minds, up-skilling in the area of autism diagnosis and school support and work with individual teachers.

Throughout 2009 the psychologists were instrumental in the development and training of regional critical incident teams and the setting up of protocols to deal with these incidents should they occur. Their expertise and shared knowledge has placed the Diocese in a sound position to minimise the impact of critical incidents on school communities across the Diocese.

**Speech Pathology**

The demand for speech pathology services across the Diocese continues to increase. During the 2009 school year all student referrals were assessed and where appropriate a report and school program prepared. In some instances students were outsourced to private practitioners in order to meet demand in a timely and efficient manner.

In addition to meeting the needs of individual students through assessment and intervention in schools, the four Diocesan speech pathologists facilitated a number of projects designed to equip schools with the skills in implementing targeted programs at a classroom based level and through a primary prevention model.

Throughout the 2009 school year the speech pathologists teamed up with other educational officers to deliver school based, regional and whole diocese professional learning activities, making explicit the connection between speech development and the development of literacy skills.
Towards the end of the 2009 school year the speech pathologists released the ‘Mastering Meaning’ resource kit in both the Northern and Southern Zones. This resource has been wholly developed by the diocesan speech pathologists and it is designed to support infant teachers to develop the strategies to respond to the individual data collected through the ‘record of oral language’.

**Visiting Teacher**

During the 2009 school year a total of forty-six hearing and visually impaired students were supported through the visiting teacher service throughout the Ballarat Diocese. The level of service provided to these students encompassed both technical and teaching and learning support. The support provided requires a great deal of expertise and the Diocese was well served by our two part time visiting teachers.

Due to the vast location spread of these students throughout the Diocese the students were serviced based on need and as a result were seen either fortnightly or on a termly basis.

**Youth Services**

The development of safe schools is paramount to the overall development and success of all students enrolled in diocesan primary and secondary schools. While safe schools is dependent upon policies, processes and procedures being in place in all of our schools, a particular focus on whole school wellbeing was the main emphasis for 2009. In order to support this focus the CEO Youth Services Officer facilitated a process of intense support to assist schools to evaluate their health and wellbeing and in response to these findings supported the development of school based wellbeing strategic plans. The wellbeing strategic plan addresses the National Safe Schools Framework, supports the VELS Domains of Personal Learning, Interpersonal Development and Thinking Process and the Principles of Learning and Teaching.

In addition to this work support to schools was offered through workshops in ‘Restorative Practice’, ‘Mindmatters’ and ‘Kidsmatter’ in a number of our primary and secondary schools. Support was also offered to school wellbeing coordinators through the annual conference, regional meetings and individual support at a school level.

Leigh Mitchell
Assistant Director – Educational Services
Across the Diocese of Ballarat both Performing and Visual Arts are alive and well. Students and schools are supported through the employment by CEOB, of Education Officers in the Ballarat Art Gallery and Warrnambool Art Gallery. These officers provide a range of professional learning experiences for teachers, as well as taking groups of school children on guided tours of the Gallery. At the end of these tours there will usually be an Art activity to assist the students in their learning of and through Visual Art.

The Education Officers have developed ‘learning trails’ for teachers in our Catholic schools who implement an integrated or inquiry based learning structure. Students are able to use the Art works to explore historical events, famous Australians and/or concepts such as Diversity in our Communities or The Discovery of Gold.

The education officer at the Ballarat Gallery has also worked with the education officer at CEOB responsible for performing arts to devise a number of programs where the Art works at the gallery are the springboard for Dance and/or Drama. Many of the Ballarat schools attended the Gallery for these days during the year.

CEOB has employed an education officer responsible for performing arts for a number of years. Over this time there has been a gradual development of skills in both Dance and Drama in students around the Diocese. The introduction of Dance at VCE level during 2009 at one of our schools and the continuing interest at a number of Secondary schools in Dance and Drama demonstrates that many of our schools see the importance of Arts in the lives of their students. Secondary schools across the Diocese are producing high quality theatrical productions which showcase some of the very talented students in our schools.

The Performing Arts Officer has worked with a number of primary schools during 2009, as research shows that the arts can assume a particular significance in the Primary school as learning can be both in and through the arts. The arts can give greater relevance and meaning to other learning as they permeate all areas of the curriculum. The Arts programs developed in schools visited assist in the development of positive relationships and co-operative work environments. Often they can give students alternative ways of solving problems and give many children an opportunity to succeed.

The education officer has worked with the schools in their preparation of the annual school concert. The improvement of those students who are given the opportunity to perform each year is obvious. This improvement is not only in the Arts skills and techniques, but also in their interpersonal skills and the responsibility each student takes on to learn and perform each concert item.
Graduate Teachers (Primary)
In 2009 the Diocese of Ballarat had twenty five Provisionally Registered Teachers (PRT) in Primary Schools. Each PRT was given a copy of the Diocesan Induction Folder which contains a number of articles, checklists as well as the Induction document. The teachers participated in six days of professional learning specifically aimed at teachers new to the role. The first day was Literacy and Numeracy based, followed a week later by a Religious Education day where they were introduced to the Diocesan Religious Education document Awakenings. The other four days were held across the terms and had a number of topics aimed at assisting the new teachers to get settled into their classrooms, offer quality teaching and deal with the many events and activities which happen in the classroom and school.

On our first day we investigated the importance of “Setting the Climate for Learning”. Classroom environment both physical and relational were the two important sessions for the day. Time was also spent on the Victorian Institute of Teaching (VIT) Registration process and the need to establish a time line to ensure that everything would flow smoothly.

The next time our PRTs gathered was for a two day meeting held at Hall’s Gap. The teachers revisited Literacy and Numeracy on these days particularly the linking of Literacy to the Integrated Curriculum or Inquiry Planning that we implement in the diocese. “The Building of Relationships – with Students, Parents and Colleagues” was the focus of the second day, presented by the Diocesan Youth Services Officer. A guest presenter at the dinner which celebrated their ‘survival’ of the first six months, was a Psychologist who outlined the very great need of “Caring for yourself as a Teacher”. The PRTs were also offered time to explore “The Catholic Culture” of our schools an important aspect of Catholic Education. This session was presented by one of our Parish Priests who had just returned from a study tour overseas exploring the same topic. The highlight of this gathering was the celebration of the Eucharist in this wonderful setting at Hall’s Gap.

Our final day with the PRTs was held in October and was based on “Knowing your Students”. Speech Pathologists talked to them about caring for their own voice in the classroom, as well as assisting students in their classrooms with Oral Literacy. The important topics of “Mandatory Reporting” and “Teachers, Students and the Law” were presented to the group. Much discussion came out of the presentations as the teachers had a greater understanding, due to having experience in the classroom. The importance of knowing their children so that they would be aware of how they behaved and why they behaved in certain ways was highlighted in these sessions. A final session on gaining full registration was held, as we explored the role of the Panel in the process.

At all of these meetings we ensured that the teachers had time for discussion and sharing of ideas, strategies and concerns. The collegial dialogue and networking make the effort of organising and planning these days more than worthwhile.

2nd Year Graduates (Primary)
Our 2nd Year Graduates gathered for two days this year. The first day was presented by the Youth Services Officer on “Restorative Practices”. The Teachers participated in a number of activities and it is hoped they will now feel more confident about implementing these strategies in their classrooms. It was decided that this topic was important as many of the schools in the Diocese now utilise this method of dealing with unacceptable behaviour in our schools and the Graduate teachers need to understand the concepts. For their second day, we took the opportunity of further developing the 2nd Year Graduate Teacher skills and strategies in implementing “Differentiated Learning”. The Education Officer responsible for Gifted and Talented Learning in the Diocese and the Diocesan Consultant with an interest in Special Needs Education were responsible for organising the day.

Graduate Teachers (Secondary)
The Secondary Teachers have not gathered as a group this year as the time planned for the gathering was cancelled due to industrial action. As the teachers are widely dispersed across the Diocese, and the Secondary Schools find it difficult to release the Graduate Teachers to allow them to come together, it was too difficult to reschedule the meeting. However, each graduate has been sent a CD with relevant information and the Secondary Curriculum Advisor has visited each PRT in his/her school at least once each term to assist with full registration with VIT. It is anticipated that in 2010 we will be able to bring these Graduate teachers together to meet and establish collegial networks.

Dr Susan Crowe
Education Officer Special Projects
In 2009 the Ballarat diocese offered two AGQTP Activities through a number of sub-activities. Professional learning was delivered through Learning to Learn: Expanding Pedagogical Practice. In 2009 multi-day professional learning programs aimed at improving teaching in a number of areas (e.g. use of interactive whiteboards, literacy and numeracy, ICT, restorative practices) were offered to teachers in the diocese.

The mix of participants in this Activity changed over time as the professional learning targeted teachers and school leaders in more rural and remote schools. The gender balance shifted from even numbers of males and females to around 70% female. The 2009 Activity had a high proportion of new teachers with more than one third of participants having up to five years experience. A number of school leaders were involved in the Activity in 2009.

The Activity had a significant impact on participants, evidenced through both the outcome ratings of participants and their eagerness to provide significant qualitative feedback on their professional learning experience. In particular, the opportunity for graduates and teachers from small rurally isolated schools to access high quality professional learning was very much appreciated.

The Learning to Learn: Expanding Pedagogical Practice targeted three outcomes. Around 80% of participants reported that the Activity had to a ‘great’ or ‘large’ extent strengthened the currency and depth of their pedagogical knowledge and skills (Outcome 1). Many participants stressed that the Activity had been valuable as it reinforced or reconfirmed their existing understandings, but gave them new strategies to provide more engaging learning environments for their students and bring about culture change in their school (Outcome 11). They thought their teaching was now more focused, more relevant, noted their awareness of how teaching occurs at a primary level, which ‘gives us a huge leap in what is going on and how we can help’, (Table 1)

Teachers commented on their increased enthusiasm and motivation following the workshops and the sharing of ideas with other teachers, and that they often returned to school keen to immediately try out some of the hands-on activities with their students – including a mix of individual and integrated literacy, numeracy and ICT related activities.

<table>
<thead>
<tr>
<th>Table 1</th>
<th>% participants rating the professional learning impact as ‘great’ or ‘large’</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2007</td>
</tr>
<tr>
<td>Outcome 1</td>
<td>80%</td>
</tr>
<tr>
<td>Outcome 10</td>
<td>60%</td>
</tr>
<tr>
<td>Outcome 11</td>
<td>40%</td>
</tr>
</tbody>
</table>

Australian Government Quality Teacher Program
In 2009, the second activity with a number of sub-activities, was entitled Inclusive Schools: Developing Inclusive Teaching Practices. Workshops were offered for teachers and aides on a range of inclusive teaching practices related to Aspergers/Autism Spectrum Disorder (ASD), and gifted and talented students.

The 2009 Activities had a strong emphasis on ASD, so there were higher proportions of teaching aides, most of whom were female and many of which had six to ten years experience.

The results for these six Activities varied. Participant feedback on the Small Schools program and eLearning Conference were very positive, with at least 80% of participants rating the impact against each targeted outcome as ‘great’ or ‘large’. The Special Education and Essential Learning programs had a more modest impact on teachers’ knowledge, skills and individual and collaborative practice.

From 2007 to 2009 the Inclusive Schools: Developing Inclusive Teaching Practices AGQTP Activity had a positive impact on participants’ knowledge, skills and practice (outcome 3). The proportion of participants rating the impact on both the currency and depth of their pedagogical knowledge and skills (Outcome 1) and their capacity to provide inclusive learning environments for students (Outcome 7) ranged from around 70% in 2007 and 2008, up to 83% in 2009. There was also an increase over time in the proportion of participants with strengthened professional capacity to make connections across learning areas (from 59% ‘great’ or ‘large’ in 2007 to 75% in 2009). (Table 2)

In 2009, DEEWR required that AGQTP Activities have greater emphasis on building the capacity of teachers to use and support student use of ICT in the classroom, (Outcome 10) was included as an additional target.

Participants enjoyed the speakers’ presentations and felt that they had increased their knowledge of students’ different learning styles and behaviours. Participants valued greater awareness of key indicators and skills, help to organise knowledge and observations, clarification of specific terminology and details of disorders, and useful strategies that they could apply with their students. Practical tips for creating more inclusive learning environments were noted, such as giving students a voice, giving students’ time for feedback, targeting their interests, reducing classroom noise and using more visual cues. Greater understanding of differentiated curriculum and increased access to resources and frameworks that could be used in the classroom were valued. Understanding of how students use what they have learned across learning areas illustrated ways in which teachers could also help to carry learnings across different areas.

<table>
<thead>
<tr>
<th>Outcome 1</th>
<th>Outcome 3</th>
<th>Outcome 7</th>
<th>Outcome 10</th>
</tr>
</thead>
<tbody>
<tr>
<td>0%</td>
<td>0%</td>
<td>0%</td>
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</tbody>
</table>

Table 2 % participants rating the professional learning impact as ‘great’ or ‘large’
Catholic Education is committed to innovation and excellence and the cultivation of a positive and sustainable future for our world.
The Diocesan Strategic Plan for 2009-2011 was developed and completed by the middle of the year after extensive consultation with school personnel throughout the Diocese.

The first of two brainstorming sessions occurred in Halls Gap in Term 1, 2008 with a gathering of key school leaders and Catholic Education Office, Ballarat (CEOB) staff. It was facilitated by Fr Justin Driscoll who took the group through a process to identify the key goals of a strategic plan across the Diocese. The group then proceeded through a series of workshops to develop the specific aspects of each of these goals.

The second session was held three months later and involved building on the earlier work and more consultation with the stakeholders across the Diocese. The result of these two sessions was the development of the five focus areas of

- Encounter with Christ;
- Spirituality;
- Relationships;
- Commitment and
- Future.

These areas were then aligned with the five key aspects of schooling of the Ballarat Diocesan School Improvement Framework. A working party comprising CEOB and diocesan school leaders, after reflecting upon all of the ideas, developed each of the goals in the Strategic Plan.

A detailed draft form of the Strategic Plan was sent to all schools across the Diocese for further input and comment over the next six months. The draft plan was also discussed at the Ballarat Diocesan Schools Board over this time and with the suggestions from the school personnel, was gradually modified to its current format.

The final version of the Diocesan Strategic Plan 2009 – 2011, was approved at the Board meeting in November 2008, ensuring it could be launched and be ready for distribution to schools at the commencement of the 2009 school year. All future planning for the 2009 – 2011 school years by CEOB will take into account the Strategic Plan as the Diocese continues to educate students for the 21st Century. Schools were invited to use the Diocesan Strategic Plan as a guiding document for building their own school strategic plans.
Educational research over past years has focused on the improvement of learning outcomes for students through an emphasis on pedagogy, standards, relationships, taking account of individual learning needs and improved assessment and reporting practices. This research has highlighted the importance of seeing accountability from the perspectives of school improvement and school effectiveness.

In the Catholic Diocese of Ballarat, school improvement is underpinned by the values of love, service, faith, hope, justice, integrity, stewardship and respect. Accordingly school review must be based upon the principles of efficiency, excellence, procedural fairness, transparency, and effectiveness.

In 2009 eleven primary and one secondary school in the Diocese participated in the Review element of the School Improvement process. 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 collections formed the base for a School Self-Reflection report. Using these reports, plus visits to the schools and interviews with members of the school community, external reviewers were invited into the schools to complete the Review process.

The specific program for the 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 Parish Priest/Canonical Administrator of the school.

Dr Mary Lovelock
Assistant Director – School Operations

As a result of these meetings and 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, Parish Priest/Canonical Administrator, 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 of Catholic Education, Ballarat during his visit to the school.
Leadership Programs

The Diocese of Ballarat and the Catholic Education Office are aware of the need to foster growth in our leaders’ understanding of the role of the Catholic School. We want to promote authentic leadership styles which value the importance of building relationships at all levels. To this end, there are a number of Leadership Programs offered within the Diocese. From the Study Tour for current Principals, to Covey: the Seven Habits of Highly Effective People for our Deputy Principals and the Country Leadership Program for aspiring leaders. An extensive variety of structured and unstructured leadership development opportunities are offered through Principal and Deputy Principal Network meetings. Teachers with the role of co-ordinator in Literacy or Numeracy are brought together each term to explore how they can be leading teachers in their respective areas and offer guidance and support to their colleagues.
In early May 2009, thirteen Primary Principals from various parts of the Ballarat Diocese, two of our Parish Priests and four Catholic Education Office leaders were privileged to participate in the Second Ballarat Diocesan Principals’ Study Tour. This Study Tour is offered by the Diocese to our principals every two years to visit educational settings overseas.

The focus of the 2009 tour was Catholic Identity and visits were made to schools in Singapore, England and Scotland as well as structured opportunities to meet and share with Catholic Education Office Staff, Catholic University academics and Ministries of Education.

The final part of the Study Tour was a visit to Rome where we were privileged to share our pilgrimage with Bishop Peter Connors. Before leaving for Rome, Fr. Peter Sherman had commissioned each of us as pilgrims.

One of the main aims of the tour was to provide principals in the Ballarat diocese with an opportunity to deepen their understanding of the Catholic identity of Catholic schools in an increasingly secular environment. By visiting Catholic schools in settings which were both very similar and very different to our own school settings and by meeting principals of Catholic schools in these places, participants were well placed to do some serious reflecting on their own school, its Catholic identity and their own role as principal, especially in relation to that central element of their work. Participants also heard from a number of eminent commentators on Catholic education, including Prof John Sullivan, Prof James Conroy and Archbishop Jean Luis Brugues OP.

On returning to the Diocese principals reflected on their experiences, insights and learning’s over the three weeks away. The following is a glimpse into the insights gleaned by the leaders of our Diocesan Schools and is a reminder to all of us of the ‘gift’ we have in our Catholic School Principals in the Ballarat Diocese.

**The Singapore Education System**

“Probably the thing that had the biggest impact on me was at Beacon School in the way they used technology as a ‘seamless’ tool of learning – technology was such a big part of the way the children learnt. I also found it fascinating the outward pride the staff and students had, not only in their school, but in their country too.”

The principal “spoke easily and engagingly about a vision that she was proud to be part of – and she wasn’t doing it on her own. The leadership team members each spoke about their area of expertise as part of a whole, the teachers confidently handed over their students to explain what they were learning (as one teacher said ‘the students can tell you, they are the experts here’).”

“Where we see education as a vehicle to attain our own personal life goals, the Singaporeans see education as a vehicle to improve and meet societal needs. Therefore children are directed into pathways not necessarily of their own choosing.”

**The England Experience**

“In England, the focus was on Catholic education. I found, after listening to our hosts at St. Mary’s University and at the Diocesan office in Crawley, that the Catholic education system in England, though different in some ways, was very similar to that in Australia and faced many of the same opportunities and challenges that we faced. The issues of dropping numbers of enrolments of Catholic students in schools, the recruitment of Catholic teachers and the lack of number of these teachers willing to take on senior leadership roles were common to us both. What I was quite surprised by was the fact that the English did not seem to think that being fully government funded had a negative impact on the Catholic identity of their schools. I had not anticipated this at all.”

“Spending a day at St. John the Baptist, Brighton was extremely rewarding. It was fascinating to talk with the children and to share a little of their life in England and, in turn, our life in Australia. I was amazed at the small size of the classrooms, especially considering all grades had 30 children. Sitting down to a school dinner was certainly an experience – one I could probably do without every day. I wasn’t particularly inspired by the approach to curriculum; however I was inspired by the way the staff, particularly the Head Teacher, outwardly expressed the Catholic faith. This was apparent not only in the way she spoke to the children individually and as a group at a school assembly, but also in the way she lead prayer and in the religious displays scattered around the school. There was certainly no mistaking the fact that I was in a Catholic school and one that was very proud of this fact.”

**Study Tour Group at Arundel Castle**

“Arriving at the Education Office in the Diocese of Arundel and Brighton it was quickly evident to me that building a community of colleagues is something that Director Mary Reynolds does brilliantly. She connected with people and created spaces in which people connected with each other. She gathered around her people who knew their jobs and could share the vision. Her level of hospitality was embracing and her interpersonal skills highly developed.”

At Liverpool Hope University, John Sullivan Professor of Christian Education held us all spell bound as he shared with us his hopes and challenges for our Catholic Schools.

“Professor Sullivan spoke of the Catholic nature of the school mediated by its geographical location, gender balance, class composition, academic intake, curriculum mix, ethnic nature, particular position within the spectrum of Catholic tradition.
We need to have Catholic schools for all children. I was quite challenged by the statement - What gift do I display/emphasise in my work? Also closely related to this is the following - How do I rate here?"

"I became aware that I can’t expect to have faith on my terms – I’m in or I’m not. John Sullivan said that ‘the Church inspires, guides, nourishes but also is difficult, obstructive, making life hard for educators in Catholic schools.’ This is so true. Too many layers or filters or blockers can get in the way, mostly human, some imposed, some self-generated, to block access to the spirit. To be open to the spirit is to be open to my faith, is to answer the call to vocation. Am I someone who does prayer or someone who prays? Am I attempting to generate the ‘powerhouse of prayer?’ in my life, through my daily interactions, in my job? This is part of the struggle in being open to the spirit. As a Catholic educator, I must be aware of this and try to give life to a stronger, more overt expression of my faith, to answer the call to vocation. Am I someone who prays or someone who does prayer? Am I attempting to generate the ‘powerhouse of prayer?’ - in my life, through my daily interactions, in my job? This is part of the struggle in being open to the spirit. As a Catholic educator, I must be aware of this and try to give life to a stronger, more overt expression of my faith. To try, as John Sullivan again said, “to put the Gospel into action from the start to the end of the day.”

The Scottish Experience
Professor James Conroy at the University of Glasgow was a brilliant introduction to our time in Scotland. His topic "Leadership in a multi-faith setting" stimulated all and lead us to deepen our understanding and to dialogue at length about our faith and Catholic Schools in today’s world.

‘James Conroy not only spoke about the difference between nostalgia and tradition, but the fact that Catholic schools need to be places that are invitational and hospitable to all – Catholics and non-Catholics alike. He spoke of the importance of welcome, not conversion of the other to our way of thinking, living, believing and behaving and the need to find ways of having ‘real’ conversations (with an attentive ear), moving beyond acceptance and tolerance of the ‘other’ to true understanding. A question that I have been pondering – “How do we be hospitable to ‘others’ and let them be ‘themselves’ without apologising for our Catholic beliefs and traditions?”

The principals and myself were very fortunate to spend a wonderful two days in schools in Glasgow and its surrounds being hosted by a wonderfully hospitable group of Scottish Principals.

"I thought I would be shadowing the Principal for two days when I arrived by train at St Joseph’s School Stepps, a suburb of Glasgow. I was a little anxious but I needn’t have been concerned. Liz was warm and welcoming and it took all of five minutes before we were sitting over a cup of tea sharing our hopes, dreams, frustrations and fears. I didn’t follow Liz, we walked together through two days of shared animated dialogue. There was so much that was different about our experiences, our life-stories, our schools and at the same time there was a common bond, a common language and a common commitment to place the gospel at the centre of all we do."

“The school I was invited to attend is in the poorest part of Glasgow and to say I was shocked by what I found would be an understatement in the extreme. This school has a very poor socio-economic standing and added to this has a high enrolment of students who have fled from war-torn countries. Many of these children do not speak English as a first language and this presents the teachers with huge challenges. The school in itself is in disrepair and needs a major refurbishment. One fantastic program that the school has put in place is the recess time “Drop In Centre” A number of child school leaders have been trained to facilitate the programs in the centre. They are available to fellow students who need someone to talk to about a whole range of issues. The centre is monitored by an adult, but on the whole it is the children who are responsible. Students who are looking after students was just great to see... It was uplifting for the soul to see the leadership and Christian mission within these children. There may be possibilities for developing our own students in this peer to peer program...As a leader in Catholic education I found this school visit the most humbling. We really do live in a lucky country!”
And so to Our Pilgrimage...Rome

“Being commissioned as a pilgrim by Father Peter Sherman and Father Adrian McInerney was a significant step in the study tour. In a sense I shed one set of footwear for another, trying to walk in the millions of footsteps that have preceded me. In Rome I experienced a deeper tangible/physical connection with my faith and the church. This really surprised me. I thought that my feelings / experiences in UK were as much as I’d feel. I wrote in my journal at the time, “The story of the Catholic faith is one of struggle / arrogance / opulence / poverty / death / salvation but it is in me to make sense of all of this, to sieve it and have it resonate in me.”

“Fr.Peter talked of pilgrimage as being a journey inwards as well as an outward journey. This was certainly the case for me. I found my time in Rome to be quite emotional and certainly a time of spiritual re-awakening. I found that I felt very connected to the Catholic Church - a Church with a rich history and strong traditions. In Rome and in Assisi we had the opportunity to meet God in so many different ways; through the magnificent art works and architecture, through the many varied experiences of Eucharist we shared and through the wonderful people we met. The contrasts were immense; the grandeur of St. Peters and the simplicity of the Chapel of Peace in Assisi... The sense of peace that I felt and the realisation that I am truly loved by God was very powerful. My challenge is to hold onto those feelings and that experience in the busyness of my everyday life.”

“And then ...to meet with Congregation for Catholic Education Archbishop Jean Louis Brugues OP at the Vatican who was anxious to engage us in conversation and to explore this principal question: In our multicultural society, what is a Catholic school? I did not expect to feel so welcomed into the Vatican. I suppose I rather like the feeling that we are a bit removed from Rome in Australia and that perhaps gives us a little breathing space from what I perceived would be Vatican rigidity. In the Congregation for Catholic Education I felt appreciated for the work I do and affirmed in the role I play in the Church. His Excellency clearly stated an open approach to Catholic schooling as being truly universal and challenged us to ensure that our schools were places of creativity, excellence in education and an openness to the myriad ways in which individuals learn. He gently insisted that we have a commitment to the Catholic faith and a connection with the faith community and identified the need for principals to have the freedom to choose teachers and the responsibility to form teachers in faith.”

Celebrations

“Prof John Sullivan’s statement: We don’t care about what you know until we know that you care. Teachers are not there for their own jobs. We are there for the children. As a principal this makes me even more committed to addressing the needs of these families and children.”

“The shared wisdom of the group enabled us to reflect on where we’d come from, discern where we are and plot or chart a way forwards. I will always value the time I spent with the rest of the study tour and I feel blest to have travelled with each of you. There was a tangible sense of community, highlighted for me by our sharing of the Eucharist and our commissioning as pilgrims. Along the way we had a lot of fun, many serious educational discussions, sharing of our own personal stories and helped each other out when things went wrong. I feel that we, for a short while, echoed strongly the words of Acts, “All who believed were together and has all things in common. Day by day, as they spent time together, they broke bread and ate their food with glad and generous hearts.” Acts 2:44, 46.”

“Too soon our trip and our pilgrimage was over. Of all I learnt and all I experienced I think the spirit of the trip was summed up for me by Father Farrucio at St Ignatius in Rome when he said: ‘If you don’t love children, go and dig potatoes’. And now, as I try and make sense of it all, I remember the words of St Francis of Assisi who said, ‘Go and preach the Gospel – if necessary use words’. ”

Dianne Westbrook

...with grateful thanks to our Principals for their amazing insights.
2009 saw a strengthening of the whole of diocesan approach to developing aspirant leadership through the support of the Diocesan Deputy and Assistant Principals Association (DAPA). Support of this group is seen as a way of providing opportunities aimed at developing the leadership understanding and capacity of senior school leaders.

In 2009, twenty five Deputy Principals came together as a Diocesan group on two occasions for two day workshops. Both gatherings were supported by the consultant group. This model was very successful in 2008 and continued to be so in 2009.

In 2009, the focus of professional learning was more focussed and concentrated on group cohesion and team well-being.

- Staff and Team Wellbeing (Allan Hutchison)
- The Fish! Philosophy (Chris Robarts)
- Covey: The Seven Habits of Highly Effective People (Vin Dillon and Justin Driscoll)

In addition, members of the group made presentations related to exemplary practices in their schools.

All of these workshops addressed Victorian Institute of Teaching Standards of Professional Practice.

The Diocesan Deputy and Assistant Principals Association is a vibrant and committed group offering much hope and promise for our Diocese.

Chris Robarts
On behalf of the Diocesan Educational Consultants
In 2009 the Country Diocesan Leadership Program was in its 11th year. This program is a joint venture of the three country dioceses – Ballarat, Sale and Sandhurst - and designed to meet the needs of emerging school leaders. It is typically targeted at the leaders at or below the level of Deputy Principal.

Each diocese can have up to ten attendees and in 2009 we had 27 people participate in the Program. The Program is a residential one and is in two sessions over eight days. In 2009 the Program was held at Woodend.

The Program makes use of the CECV Leadership Framework. And explores what it means to be a leader in a Catholic school. The topics covered in the 2009 Program were:

- Context for leadership in a contemporary Catholic School
- The Catholic Church context for schools
- Responding to the challenges
- Leadership theories and research
- Leading change
- Leading staff learning
- Leadership for mission
- Leading liturgies
- Creating a performance culture
- Personal and staff wellbeing
- Education law

The Program is very practical and hands on, but to make it even more relevant, the participants undertake an action research project back in their schools to put their learnings into practice.

The 2009 Program was a great success and the participants gained a great deal from their involvement. Their schools will also have gained from their new understanding of and commitment to, leadership in a Catholic school. Two of last year’s participants have gone on to Principalship this year.

Bill Slatter  
Education Consultant Secondary
The Ballarat Diocesan Schools Board Finance Working Party approves and monitors the Diocesan Office Budget and allocations to schools from the Supplementary Capital Fund and Grants Allocation Committee (Primary).

**Grant Distribution 2009**

In 1974, systemic funding was introduced for Commonwealth Recurrent Grants. All grant monies are paid to the Catholic Education Commission of Victoria and distributed as needs-based funding to schools by the Grant Allocation Committee, Primary - GAC(P) and by the Grant Allocation Committee, Secondary - GAC(S).

From the systemic pool, Grant Allocation Committee (P) allocates funds to each of the Diocese for their Consultancy Programs. Other programs funded by GAC(P) include: Long Service Leave, Copyright, Recurrent Needs in Technology, Literacy Numeracy, Special Learning Needs, Indigenous Education Support, Enrichment Leave and the Demountable Program (recurrent costs only).

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 is approximately 9% of the pool.

The Diocesan Share is 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 2009. The Ballarat Diocese distribution for 2009 was $51.84m. The allocation to the Catholic Education Office was $1.25m. The allocations to Diocesan primary schools totaled $50.59m; the percentage distribution was as follows:

**Diocesan School Distribution**

- **82%** Salaries & Related Costs
- **2%** Fee Assistance
- **10%** Other Recurrent Costs
- **3%** CEO Levies
- **3%** School Initiatives
The Grants Allocation Committee Secondary GAC(S) distributes grants to 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 2009 were $66.5m: $14.2m from the State Government and $52.3 from the Australian Government.

**Capital Funding**

Capital income in our schools totaled $48.7m of which $27.9m was received from Commonwealth Capital Grants and $2.6m from the State Government. The Supplementary Capital Fund contributed $.46m with the balance of approximately $17.8m from local funding sources including capital fees, donations and loans.
Capital Grants Projects
2009 was an unprecedented year for schools throughout the Diocese of Ballarat with the announcement of the Australian Government’s stimulus package, Building the Education Revolution (BER). In addition to the BER, schools continued to invest in capital projects with the assistance of the Australian Government’s Capital Grant Program and the Victorian Government Needs Based Program.

All three programs administered by Catholic Capital Grants (Vic) Ltd provided schools with much needed capital to undertake projects which have allowed schools to improve contemporary teaching and learning environments within the Diocese.

2009 Australian Government Capital Grants Program
The following schools received approval for capital funding for projects under the Australian Government Capital Grants Program. This program is the main source of capital funding for schools undertaking major capital works.

<table>
<thead>
<tr>
<th>School Location</th>
<th>School Name</th>
<th>Project Description</th>
<th>Project Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hamilton</td>
<td>St Mary’s School</td>
<td>Construction of staff and administration areas, general learning areas, student amenities and associated spaces</td>
<td>$1,500,000</td>
</tr>
<tr>
<td>Warrnambool</td>
<td>Emmanuel College</td>
<td>Construction of general learning areas and associated areas</td>
<td>$1,900,000</td>
</tr>
<tr>
<td>Ballarat</td>
<td>Damascus College</td>
<td>Construction of new science and technology areas</td>
<td>$2,300,000</td>
</tr>
<tr>
<td>Ballarat</td>
<td>St Patrick’s College</td>
<td>Refurbishment of classrooms, staff offices and associated spaces</td>
<td>$2,000,000</td>
</tr>
</tbody>
</table>
2009 Victorian Government Needs Based Capital Assistance Funding

The following schools received approval for capital funding under the Victorian Government Needs Based Capital Assistance. This program provided schools identified under the Victorian Governments Needs Based assessment model with the opportunity for grants of $100,000 to $350,000 for capital projects.

<table>
<thead>
<tr>
<th>School Location</th>
<th>School Name</th>
<th>Project Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ballarat</td>
<td>Damascus College</td>
<td>Provide for a contemporary Performing Arts Centre by refurbishing the existing facility and the construction of a new entry foyer to improve access for students and the community</td>
</tr>
<tr>
<td>Colac</td>
<td>Trinity College</td>
<td>Construction of Stage 1 of Administration Centre to improve interaction with students</td>
</tr>
<tr>
<td>Sebastopol</td>
<td>St James’ School</td>
<td>To improve student engagement and access by the construction of an early years centre with an outdoor learning space to improve access.</td>
</tr>
<tr>
<td>Warracknabeal</td>
<td>St Mary’s School</td>
<td>Upgrade of playground areas including synthetic grass surfaces to provide year round activity areas for students and the community</td>
</tr>
</tbody>
</table>

Building the Education Revolution (BER)

The Australian Government’s stimulus package Building the Education Revolution provided schools in the Diocese of Ballarat with two main grant programs.

The National Schools Pride grants were available to both primary and secondary schools throughout the Diocese with grants of $50,000 - $200,000 based on the full time enrolments at the school. These grants allowed schools to undertake projects such as, outdoor learning areas, shade structures, upgrades of classrooms and upgrades of playground areas.

The Primary Schools for the 21st Century grants were targeted at all primary schools throughout the Diocese with grants of $250,000 - $3,000,000 based on the full time enrolments at the school. This program prioritized multi-purpose halls, libraries and classroom construction projects. This program allowed primary schools to undertake much needed capital projects which were a pipe dream.

Once considered The Australian Government announced a total commitment for the Building the Education Revolution of $74,500,000 to Primary and Secondary Schools in the Diocese.
Catholic Education Office Income and Expenditure Report 2009

Administration undertaken by the Diocesan, Victorian and national Catholic Education Offices are funded by the application of a levy on schools. In 2009, these levies were $175.00 per pupil at primary level and $110.00 at secondary level.

There are a number of Targeted Programs administered through the Catholic Education Office. These include Student Support Services, Indigenous Education, Technology, Asian Studies, Professional Development, Youth Services, Literacy & Numeracy, Education Consultancy, Administrative Services Consultants, Placed Teacher Program, and Adviser Program. Total Government Grants for these targeted programs amounted to $5,383,037 – 57% of Total Income.

Total cost of the Ballarat Diocese Catholic Education Office, Targeted Programs and allocations to Catholic Education Commission of Victoria and National Catholic Education Commission amounted to $9,036,848.

Operating Income

- 37% School Levies $3,472,146
- 57% Targeted Program Grants $5,383,037
- 4% Interest on Investments $323,208
- 2% Other Income $221,209

Operating Expenditure

- 61% Salaried & Related Costs $5,491,180
- 8% Staff Resources & Expenses $703,804
- 5% School Professional Development $472,030
- 11% Administration & Occupancy Expenses $1,043,643
- 2% Levies to System Authorities $248,372
- 6% School Distributions $515,937
- 6% Depreciation $561,882
Supplementary Capital Fund Annual Report 2009

PURPOSE OF FUND:
The Supplementary Capital Fund was established in 1988 to assist primary 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 Board 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 10% of their total annual recurrent income are expected to use the excess amount as a cash contribution component to the project. Total recurrent income includes all Government grants and sources of private income.

2. School Contribution from Borrowings
The preferred minimum benchmark for a school’s total borrowing capacity is 20% of total school fees collected (recurrent and capital) per annum. This figure is the minimum amount that schools are expected to be paying in total capital repayments each year. If a school is currently paying less than 20% of total school fees each year in capital repayments then the difference between the actual amount and the 20% benchmark may determine the size of the loan that will be expected for the project.

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 on a per pupil basis, to provide the necessary funds (2009 levy $50.00 per pupil). Interest earned on accumulated funds adds to the available pool.

SOURCE OF FUNDS:
Initial borrowings since establishment have aggregated $11,485,840 across 87 projects with final cost to the Fund of $8,148,468.

Applications For Assistance Processed During 2009

<table>
<thead>
<tr>
<th>School Name</th>
<th>Project Description</th>
<th>Project Cost</th>
<th>Assistance sought</th>
<th>Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>BALLARAT EAST, St Alipius</td>
<td>- The original project cost did not allow for air conditioners therefore additional support of $30,000 is requested. - Refurbishment of classrooms</td>
<td>$930,000</td>
<td>$30,000</td>
<td>Additional support on borrowings of $140,000 approved with cost to Fund over 10 years being $100,000.</td>
</tr>
<tr>
<td>DENNINGTON, St John’s</td>
<td>The construction of stage one works including administration area, staff areas, student amenities, library and 4 GPLA’s and associated site works.</td>
<td>$4,400,000</td>
<td>$500,000</td>
<td>Support on borrowings of $540,000 approved with cost to Fund over 10 years being $500,000.</td>
</tr>
<tr>
<td>HORSHAM, Ss Michael &amp; John’s</td>
<td>The construction of six classrooms, library, resources area, student amenities and associated areas.</td>
<td>$4,200,000</td>
<td>$500,000</td>
<td>Support on borrowings of $760,000 approved with cost to Fund over 10 years being $500,000.</td>
</tr>
<tr>
<td>MORTLAKE, St Colman’s</td>
<td>Removal of asbestos.</td>
<td>$40,000</td>
<td>$26,000</td>
<td>Support on borrowings of $40,000 approved with cost to Fund over 10 years being $26,000.</td>
</tr>
</tbody>
</table>
SCF FINANCE REPORT
AS AT 31 DECEMBER 2009

Operating Account 2009

<table>
<thead>
<tr>
<th>Receipts</th>
<th>Cr</th>
<th>$3,030,969.69</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parish Primary Schools Levies - 8478.6 students at $50.00</td>
<td></td>
<td>$423,930.00</td>
</tr>
<tr>
<td>Interest</td>
<td></td>
<td>$115,776.29</td>
</tr>
<tr>
<td>Demountable Account Rental</td>
<td></td>
<td>$307,500.00</td>
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</table>

<table>
<thead>
<tr>
<th>Payments</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>School Grants</td>
<td>$458,975.00</td>
</tr>
</tbody>
</table>

BALANCE AS AT 31/12/09

<table>
<thead>
<tr>
<th>Cr</th>
<th>$3,878,175.98</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parish Primary Schools Levies - 8478.6 students at $50.00</td>
<td></td>
</tr>
<tr>
<td>School Grants</td>
<td>$458,975.00</td>
</tr>
</tbody>
</table>

$3,419,200.98

Funds are held with the Catholic Development Fund.

All accounts of the Catholic Education Office, including that of the Supplementary Capital Fund, are audited annually by WHK Western Victoria Audit Partnership.

Demountable Classroom Allocations 2009

The Catholic Education Office manages a number of demountable classrooms for placement at schools experiencing pressure on available space due to enrolment growth or to provide temporary accommodation during a building project. The demountable classroom provision for 2009 is outlined in the table below:

<table>
<thead>
<tr>
<th>School Location</th>
<th>School Name</th>
<th>No of Classrooms</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alfredton</td>
<td>St Thomas More</td>
<td>6</td>
</tr>
<tr>
<td>Ballarat east</td>
<td>St Alipius Primary</td>
<td>2</td>
</tr>
<tr>
<td>Colac</td>
<td>Trinity College</td>
<td>2</td>
</tr>
<tr>
<td>Colac</td>
<td>St Mary’s Primary School</td>
<td>2</td>
</tr>
<tr>
<td>Delacombe</td>
<td>Lumen Christi Primary</td>
<td>4</td>
</tr>
<tr>
<td>Gordon</td>
<td>St Patrick’s Primary</td>
<td>2</td>
</tr>
<tr>
<td>Horsham</td>
<td>St Michael &amp; John’s Primary</td>
<td>8</td>
</tr>
<tr>
<td>Mt Clear</td>
<td>Emmaus Catholic Primary</td>
<td>2</td>
</tr>
<tr>
<td>Portland south</td>
<td>Mary Mackillop Primary</td>
<td>7</td>
</tr>
<tr>
<td>Swan hill</td>
<td>St Mary’s Primary</td>
<td>12</td>
</tr>
<tr>
<td>Warrnambool</td>
<td>Emmanuel College</td>
<td>2</td>
</tr>
<tr>
<td>Warrnambool east</td>
<td>Our Lady Help of Christians</td>
<td>2</td>
</tr>
<tr>
<td>Warrnambool west</td>
<td>St Pius X Primary School</td>
<td>2</td>
</tr>
<tr>
<td>Wendouree</td>
<td>Our Lady Help of Christians</td>
<td>1</td>
</tr>
</tbody>
</table>

TOTAL 54

Julie Duynhoven
Manager: Finance & Administration
The Good News challenges us to a passionate commitment to our Church’s educational mission, through living our faith, serving and celebrating.
Throughout 2009, the Promotions Working Party (PWP) of the Ballarat Diocesan Schools Board (BDSB) continued to develop and implement a number of important promotional initiatives. These have included:

• Television proves to be a successful and affordable medium for the Diocese to provide a blanket advertising campaign across the Diocese. In 2009 the PWP aired an existing television commercial during Catholic Education Week with the view to maintain a strong identity as a key education provider and option for families in the Diocese.

As an ongoing commitment to provide new and captivating promotional activities the PWP developed a new Television Commercial. The PWP developed a brief to provide local media outlets with the opportunity to pitch a concept. The PWP then worked closely with the successful firm to further develop the television commercial for the proposed launch in 2010. Input and consultation with membership of the PWP and BDSB proved the commercial should be a real success. The concept of the commercial looks at the 13 year journey of Catholic Education from Prep through to Year 12 in the Diocese. It is proposed the commercial will be a keystone for additional materials made available to schools during the proposed 2010 campaign.

• Media Awareness Training which is sponsored by the PWP again proved to be a successful initiative for participants. In 2009 the training was extended to new principals, deputy principals and executive staff of the CEO. Media Awareness training provides participants with an understanding of the media and the media’s reactions, in particular during a crisis situation. Although not limited to crisis situations the training looks at ways in which to best deal with the media as well as how to make contact with the media. It is intended this training will continue on a needs basis as it is an important professional development tool.

• The production of an information/promotions flyer, Ballarat Diocesan Schools At a Glance 2009 was produced by the PWP. This target initiative is directed at prospective families looking at Catholic Education, with information including locations of schools, enrolment numbers and teacher numbers. The flyer is distributed to schools throughout the Diocese with the aim to include the flyer as a part of schools promotions material.

• The 30 Year Service to Catholic Education Dinner is annually organised around Catholic Education Week. The Dinner and 30 Year Awards recognition continues to be a feature of Catholic Education Week with Mass being celebrated by Bishop Peter Connors at St Patrick’s Cathedral, Ballarat to begin proceedings. The guest speaker at the dinner, Sr Sylvia Williams a former long standing principal in the Diocese provided the audience with a fine presentation. In 2009, 24 staff members inclusive of 5 members from Australian Catholic University Ballarat Campus were recognised for their 30 year service to Catholic Education.

The PWP will again continue with its commitment to provide the Diocese with innovative and practical initiatives during 2010 to promote what is on offer from Catholic Education in the Diocese of Ballarat. Finally the PWP would like to thank Maree Roache for her long standing and most valuable commitment to the working party for the duration of her tenure. Even though Maree has finished her role with the PWP, her ongoing support to the promotion of Catholic Education is sure to continue.
Again in 2009, advisory boards continued to play an important role in supporting the operation of our Catholic primary schools and secondary colleges. While each group defines its role in varying ways, the core functions of our boards remain:

- providing informed advice to the school authority
- assisting with planning for the present and future operation of the school/college
- disseminating information about catholic education
- formulating, ratifying and revising school policy
- overseeing school finances

Education consultants have supported the work of Boards through attendance at board meetings and through the conduct of formation workshops. In 2009, some boards from similar geographical areas came together to participate in cluster workshops. They worked with the local educational consultant, further exploring their role in planning for school improvement and school promotion and marketing.

The make-up and function of boards is continually evolving, with different school communities exploring different, more effective ways of engaging their parent communities and inviting them to assist with the overall school operation. This is especially true in some smaller schools, where there are fewer persons to take on the various parent roles. This evolution will most certainly continue in 2010.

Chris Robarts
For the Educational Consultants
We provide a curriculum which is stimulating and challenging.
We celebrate Catholic beliefs, values, practices and traditions

We nurture development of the whole person
## Schools in The Catholic Diocese of Ballarat

<table>
<thead>
<tr>
<th>Location</th>
<th>Primary Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ararat</td>
<td>St Mary’s School</td>
</tr>
<tr>
<td>Ballan</td>
<td>St Brigid’s School</td>
</tr>
<tr>
<td>Ballarat</td>
<td>St Patrick’s School</td>
</tr>
<tr>
<td>Ballarat - Alfredton</td>
<td>St Thomas More School</td>
</tr>
<tr>
<td>Ballarat - Delacombe</td>
<td>Lumen Christi School</td>
</tr>
<tr>
<td>Ballarat - Mt. Clear</td>
<td>Emmaus Catholic Primary School</td>
</tr>
<tr>
<td>Ballarat - Redan</td>
<td>St Aloysius’ School</td>
</tr>
<tr>
<td>Ballarat - Sebastopol</td>
<td>St James’ School</td>
</tr>
<tr>
<td>Ballarat - Wendouree</td>
<td>Our Lady Help of Christians</td>
</tr>
<tr>
<td>Ballarat East</td>
<td>St Alipius’ School</td>
</tr>
<tr>
<td>Ballarat East</td>
<td>St Francis Xavier School</td>
</tr>
<tr>
<td>Ballarat North</td>
<td>St Columba’s School</td>
</tr>
<tr>
<td>Camperdown</td>
<td>St Patrick’s School</td>
</tr>
<tr>
<td>Casterton</td>
<td>Sacred Heart School</td>
</tr>
<tr>
<td>Charlton</td>
<td>St Joseph’s School</td>
</tr>
<tr>
<td>Clarkes Hill</td>
<td>St Mary’s School</td>
</tr>
<tr>
<td>Colac</td>
<td>St Mary’s School</td>
</tr>
<tr>
<td>Colac</td>
<td>Sacred Heart School</td>
</tr>
<tr>
<td>Coleraine</td>
<td>St Joseph’s School</td>
</tr>
<tr>
<td>Coragulac</td>
<td>St Brendan’s School</td>
</tr>
<tr>
<td>Creswick</td>
<td>St Augustine’s School</td>
</tr>
<tr>
<td>Daylesford</td>
<td>St Michael’s School</td>
</tr>
<tr>
<td>Dennington</td>
<td>St John’s School</td>
</tr>
<tr>
<td>Donald</td>
<td>St Mary’s School</td>
</tr>
<tr>
<td>Dunnstown</td>
<td>St Brendan’s School</td>
</tr>
<tr>
<td>Edenhope</td>
<td>St Malachy’s School</td>
</tr>
<tr>
<td>Gordon</td>
<td>St Patrick’s School</td>
</tr>
<tr>
<td>Hamilton</td>
<td>St Mary’s School</td>
</tr>
<tr>
<td>Hopetoun</td>
<td>St Joseph’s School</td>
</tr>
<tr>
<td>Horsham</td>
<td>SS Michael &amp; John’s School</td>
</tr>
<tr>
<td>Koroit</td>
<td>St Patrick’s School</td>
</tr>
<tr>
<td>Maryborough</td>
<td>St Augustine’s School</td>
</tr>
<tr>
<td>Merbein</td>
<td>Our Lady of the Sacred Heart School</td>
</tr>
<tr>
<td>Mildura</td>
<td>Sacred Heart School</td>
</tr>
<tr>
<td>Mildura</td>
<td>St Paul’s School</td>
</tr>
<tr>
<td>Mortlake</td>
<td>St Colman’s School</td>
</tr>
<tr>
<td>Murtoa</td>
<td>Our Lady Help of Christians</td>
</tr>
<tr>
<td>Nhill</td>
<td>St Patrick’s School</td>
</tr>
<tr>
<td>Penshurst</td>
<td>St Joseph’s School</td>
</tr>
<tr>
<td>Port Fairy</td>
<td>St Patrick’s School</td>
</tr>
<tr>
<td>Portland South</td>
<td>All Saints Parish School</td>
</tr>
<tr>
<td>Red Cliffs</td>
<td>St Joseph’s School</td>
</tr>
<tr>
<td>Robinvale</td>
<td>St Mary’s School (P - 8)</td>
</tr>
<tr>
<td>Sea Lake</td>
<td>St Mary’s School</td>
</tr>
<tr>
<td>Springbank</td>
<td>St Michael’s School</td>
</tr>
<tr>
<td>St Arnaud</td>
<td>St Patrick’s School</td>
</tr>
<tr>
<td>Stawell</td>
<td>St Patrick’s School</td>
</tr>
<tr>
<td>Swan Hill</td>
<td>St Mary’s School</td>
</tr>
<tr>
<td>Terang</td>
<td>St Thomas’ School</td>
</tr>
<tr>
<td>Warracknabeal</td>
<td>St Mary’s School</td>
</tr>
<tr>
<td>Warrnambool</td>
<td>St Joseph’s School</td>
</tr>
<tr>
<td>Warrnambool East</td>
<td>Our Lady Help of Christians</td>
</tr>
<tr>
<td>Warrnambool West</td>
<td>St Pius X School</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Location</th>
<th>Secondary Colleges</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ararat</td>
<td>Marian College</td>
</tr>
<tr>
<td>Ballarat</td>
<td>Damascus College</td>
</tr>
<tr>
<td>Ballarat</td>
<td>Loreto College</td>
</tr>
<tr>
<td>Ballarat</td>
<td>St Patrick’s College</td>
</tr>
<tr>
<td>Camperdown</td>
<td>Mercy Regional College</td>
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<tr>
<td>Colac</td>
<td>Trinity College</td>
</tr>
<tr>
<td>Hamilton</td>
<td>Monivae College</td>
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<tr>
<td>Horsham</td>
<td>St Brigid’s College</td>
</tr>
<tr>
<td>Mildura</td>
<td>St Joseph’s College</td>
</tr>
<tr>
<td>Swan Hill</td>
<td>MacKillop College</td>
</tr>
<tr>
<td>Warrnambool</td>
<td>Emmanuel College</td>
</tr>
</tbody>
</table>

...
learning for the 21st century