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.
2010 has seen the “Building the Education Revolution” bring a new appearance to the majority of Primary Schools in our Diocese. We are indebted to all who have co-operated in ensuring that the best possible use was made of the funds provided by the Federal Government.

It is also pleasing to note that the projects provided employment for many local tradesmen at a time of financial uncertainty in the building industry.

Our young people are taking pride in their schools and are generous in sharing their facilities with the wider community. A sense of optimism about the future of Catholic Education in the Diocese is indicated by the increase in enrolments in our schools.

I have attended all meetings of the Ballarat Diocesan Schools Board during 2010. This has made it possible for me to visit a significant number of schools around the Diocese and to participate in gatherings with those who are members of School Boards. The impression that I have formed is that there is a great spirit of collaboration between all who are involved in Catholic Education at the local level.

Under the skilled and dedicated leadership of Father Adrian McInerney, the Chair of the Diocesan Schools Board, several issues associated with the welfare of our Catholic Schools have been examined. The Board has produced policies and procedures which will enhance the quality of Catholic Education in the coming years.

I also applaud the work of the Promotions Standing Committee which arranged for the successful celebration of Catholic Education Week.

My regular meetings with Mr Larry Burn, the Director of Catholic Education and Dr Liam Davison, the Director of Religious Education assure me that close attention is being given to the Catholic Identity of our Schools. These meetings also convince me that the skilled staffs of the Catholic Education Office and the Religious Education Centre are dedicated to their ministry of service to all who work in our Schools.

I thank God for all that has been achieved in Catholic Education in 2010 and pray that the Holy Spirit will guide and inspire all who are associated with me in proclaiming the Good News to the next generation of bearers of the Light of Christ.

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

The Ballarat Diocesan Schools Board has completed another successful and productive year of operation. We continued our practice of meeting in different parts of the diocese with meetings in the past year at Charlton, Mildura and Warracknabeal, in addition to two meetings in Ballarat. The concentration was more on places in the centre and north of the diocese and meant that in all we visited thirteen schools and colleges.

Visiting schools and meeting with the Principals and Staffs of those schools has allowed us to develop a deep appreciation for the dedication and professionalism of our Catholic teachers as well as the commitment to Catholic education and faith on the part, not only of the teachers, but also of School Board members and the parent community. It has been instructive to witness first hand the quality of teaching and in particular to see some of the developments in matters such as Inquiry Learning and more open classroom structures.

In Charlton, Mildura and Warracknabeal we continued the practice of hosting a dinner for the members of school boards in those areas. These dinners are primarily for the purpose of acknowledging the work of the boards and thanking the members. They have the added advantage of allowing the Diocesan Board to get to know the people of the diocese and to hear their concerns.

Our visits during the past year had the added benefit of allowing us to view, and sometimes experience, what has been achieved with the influx of Building the Education Revolution money. A great deal of thought, discussion and energy has evidently been expended in achieving what has been most needed in each community. Our communities, and in particular our Principals, are to be commended on their achievements. One outstanding feature in each school has been the obvious effort to ensure that people entering the buildings will be aware immediately that they are entering a Catholic school.

The changing demography of the diocese and the lack of a resident priest in some parishes has ensured that the question of the governance of our schools has been at the forefront of our deliberations. It will no doubt continue to be so since it is a vexed issue not readily solved.

Working Parties have continued the business end of the Board. The Working Party ‘Promotions’ has been hard at work to endure that our schools are known as places of quality learning and Catholic Tradition. They once again organised the dinner to acknowledge those who have given thirty years to Catholic education, as well as the Mass to mark Catholic Education Week.

The Working Party which has been evaluating the Principal Review process has continued to work well in conjunction with the Victorian Independent Education Union. Its conclusions and recommendations will be presented in the near future. It should be noted that there has been a change in name from ‘Review Process’ to ‘Development Process’ to reflect better the nature and object of the activity.

In presenting this report, I take the opportunity of thanking you for the confidence which you place in the members of the board and for the effort you make to ensure that you are present at meetings. I thank, too, the board members for their continued dedication to the cause of Catholic education in 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.
It is with much pride and pleasure that I write the Director’s report as part of the Diocese of Ballarat Catholic Education Report for 2010. The report itself provides an overview of the scope of the work of the Office for and on behalf of the Catholic schools of the Diocese. In this Director’s report I wish to highlight some aspects of the work of the Office which are particularly noteworthy and which need to be acknowledged for their significance for the work of Catholic education in the Diocese over the past year.

**Catholic Education first choice for Catholic Families**

Some years ago, this slogan was chosen by the Catholic Education Commission of Victoria to focus the attention of those responsible for Catholic education in Victoria to work to ensure that as far as possible Catholic families across all parts of Victoria would be able to choose a Catholic primary or secondary school for their children.

The first requirement to achieve this goal is that Catholic education is affordable to as many Catholic families as possible. In 2010 the Ballarat Diocesan Schools Board recommended to Bishop Connors the adoption of the Family Fee Assistance Scheme. This scheme makes a place at a Catholic school available to families in receipt of the Education Maintenance Allowance for $10 per week. Bishop Connors has now promulgated the scheme across the Diocese.

The effective management of the financial resources available to our schools, including tuition fees paid by families ensures that costs to families are kept as low as possible. The finance and administration officers in our schools constantly manage resources in a highly efficient way. They are supported in their work by a dedicated and able team of support staff in the Catholic Education Office, both those based in the Office and those who travel around to schools.

This year has also seen the establishment of the Audit and Risk Committee at the Catholic Education Office. Once again the purpose of this committee is to ensure that we are accountable for the way in which we use financial resources across the Diocese.

**Diocese of Ballarat contribution to Catholic Education in Victoria**

Catholic education in Victoria enjoys a high level of collaboration between the four dioceses. Many staff of the CEOB regularly participate in cross-diocesan committees and commissions. Most notable among these are the various committees and working parties of the Catholic Education Commission of Victoria. The four Victorian Directors meet regularly as Directors of the CECV and as part of Catholic Schools Victoria. We also chair a number of committees and working parties for the whole state.

The result is that Catholic education in Victoria works together and shares resources on an equitable basis. We work with the State Government and statutory bodies as one and we have achieved an excellent reputation for our level of collaboration as a significant education sector.

I want to recognize the generosity of many staff of the CEOB for their tireless contribution to this important work.

**Capital Works**

Without doubt, the major commitment for the year has been the implementation of the Building the Education Revolution program in the primary schools of the Diocese. Some $69million was received from the Australian Government for a project in every primary school in the Diocese. The result has been the completion of facilities in the schools which could only have been a dream prior to this program. Most of the projects were either complete or nearing completion by the end of the year and schools are already enjoying the benefits of their new facilities.

The project substantially increased the workload of school-based people, most notably principals and school officers along with the planning and finance staff of the CEOB. I am confident that all concerned believe that the work was worthwhile when they see the tremendous results in the schools.
Our thanks go to the Australian Government for directing such substantial resources to the education sector in the face of the Global Financial Crisis.

2010 has also seen the planning and building of new schools in four locations throughout the Diocese.

• Further work was done on Emmaus Catholic Primary School, Mt Clear bringing Stage 2 to completion.

• Work began on the relocated schools of St John’s Dennington and St Mary’s Hamilton as they both prepared to move out of their cramped and inadequate sites to new greenfields sites.

• St Michael and St John’s Horsham was rebuilt on its current site after the old school building was found to be structurally unsound.

The financing and building of these schools has been made possible through a partnership between the local parishes, the Supplementary Capital Fund of the Diocese, the Catholic Development Fund of the Diocese and the Australian Government through the Building the Education Revolution and the Capital Grants Program.

We congratulate the local authorities, parish priests and school boards, the architects and builders and especially the principals and staff of the schools for the way in which they have worked together to bring these brand new schools to reality.

**Improving Educational Outcomes for All**

The central reason for conducting a school is to support and encourage the learning of the students. Improving the educational outcomes for all students in our schools remains our preoccupation.

The **School Improvement Framework** is the main strategy for school improvement for the Diocese. This program is now in its fourth year. A key part of the program is the external school review which occurs once in a four year cycle. At this time, a school community receives a report from an external panel which provided both affirmation and recommendations for improvement. The review is followed by a formal visit by the Director, Director of Religious Education and the Assistant Director – School Operations. A key outcome of the review and the visit is the action plan which is drawn up and which guides the work of the school for the ensuing three years.

In addition to this program, schools are being encouraged to make constructive use of the ever widening range of performance data available. Properly understood and applied, this data can be an invaluable tool in improving understanding of the strengths and weaknesses in the educational program and be of significant assistance in establishing goals for improving student learning outcomes.

The CEOB has over the past two years provided targeted support to schools in identified areas of need. Once again this support is targeted to school improvement and in particular, improving student learning outcomes.

**Looking to the Future**

Much of the work of the Catholic Education Office is future oriented. Three particular areas were given prominence during 2010.

Two future provision working parties were established to look at future needs in primary and secondary education in Ballarat and Warrnambool respectively. The working parties were made up of parents and others, along with the staffs of the schools. Recommendations have been presented to the BDSB and are now in the implementation phase.

The future governance of Catholic schools has continued to be an issue of concern in 2010. Of particular concern have been the five schools under the canonical administration of the Vicar General. Bishop Peter has approved a trial process whereby some governance functions will be delegated through the Bishop to the Director of Catholic Education.

Mr David Hutton, Director of Catholic Education in Brisbane and Ms Kathy McEvoy, Director of Catholic Education in Port Pirie have, at the invitation of Bishop Connors, conducted a review of the Catholic Education Office. The report of this review was scheduled to be presented to Bishop Connors early in 2011.

**Congratulations and Thanks to CEOB Staff**

The work of the CEOB has become very complex and demanding during my twelve years as Director. The staff of the Office are an experienced, committed and hard-working team who are tireless in their support for schools. Many of them travel vast distances across the Diocese and beyond while others are based in the various offices and, while staying at their base, provide invaluable support to the work of Catholic education in our Diocese.

I thank all staff of the Office for their contribution to the work of Catholic education in the Diocese of Ballarat.

**Larry Burn**
Director of Catholic Education
Catholic Education Office, Ballarat

BISHOP
Bishop Peter Connors

CATHOLIC EDUCATION OFFICE
DIRECTOR
Larry Burn

RELIGIOUS EDUCATION
Liam Davison
(Deputy Director - Director RE )

Gina Bernasconi
(EO RE S)
Bernadette Lynch
(EO RE P)
Noreen McLeish
(EO RE P)
Martin Ryan
(EO RE P)
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Robyn Cranage
(Speech Pathologist)
Anne Doody
(EO Secondary Curriculum)
Pauline Doran
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Jessica Drummond
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Cathy Dunbar
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Pauline Fahey
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Julie Duynhoven
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(Secretary)
Matt MacDonald
(ASC)
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(ASC)
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(Secretary)

OFFICE OF THE DIRECTOR
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(Professional Assistant to the Director)
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(Executive Secretary)
Brad Carr
(Planning & Promotions)
David Bourke
(Technology Officer)
Sandeep Dhawan
(Technology Officer)
Debbie Stabek
(Secretary)

KEY:
ASC Administrative Services Consultant
EO Education Officer
CA Curriculum Adviser
RE Religious Education
P Primary
S Secondary
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 is an ongoing process. In previous years’ reports, I referred to the development 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 continues to provide a rich, comprehensive and current set of resources for teachers which is faithful to the spirit and content of the Awakenings Curriculum.

As teachers have gained confidence in their capacity to plan Religious Education units, it is now time to attend to a deeper level of knowledge and understanding of the methodology of Shared Christian Praxis. Teaching is known to be a ‘conservative’ profession and teachers, unsurprisingly, are reluctant to give up the tried-and-true methods and approaches with which they are familiar until they are persuaded that new approaches are better. This has been a factor in the uptake of Shared Christian Praxis as the methodology used in Awakenings and emphasis is currently being given to the provision of appropriate professional development in this regard.

The Religious Education Review of Schools piloted during 2010 will be gradually introduced across the diocese and will become a significant contributing element of the School Improvement Framework.

**Staff professional learning**

The Religious Education Centre has continued its support of the professional learning of teachers in theology and Religious Education. Previously, professional development for RE has focussed on the doctrinal content of the curriculum. Now the focus is shifting to the process of RE, the methodology. The Awakenings Curriculum is based on an adaptation of the methodology of Shared Christian Praxis and this is the main thrust of the current year.

Another significant professional development initiative in 2010 has been the development of REAP (Religious Education and Pedagogy). This has come about as a response to the identified need in the secondary schools for teachers of Religious Education who are fully qualified and accredited in RE and theology and who have the potential to take up leadership roles in Religious Education in the diocese. The course is based on a partnership between the secondary schools, Catholic Education Ballarat and Australian Catholic University to provide the Graduate Certificate of Catholic Studies in a series of residential modules. Academic studies are complemented by a program of formation for service. The first cohort is due to commence in 2011.

**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. Trialling of online survey instruments has continued in 2010. The next major phase of the project is to ‘normalise’ the surveys to allow schools to use the data generated to inform the School Improvement Framework process.

As reported in last year’s comments, 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.
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 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 2010 the Educational Services Staff Group have 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 refocusing on providing relevant and timely support on site.

2010 saw the full implementation of the Smarter Schools National Partnerships which were a set of agreements between the Commonwealth Government and all States and Territories with the aim to improve the quality of Australian schooling and student outcomes. The specific focuses of the Smarter Schools National Partnerships were spread across three key areas;

1. The Literacy and Numeracy NP will deliver sustained improvement in literacy and numeracy outcomes for all students, especially those who are falling behind

2. The Low Socioeconomic Status School Communities NP aims to address the diverse educational needs of students in Low SES School Communities and to support sustained improvement in the educational outcomes.

3. The Teacher Quality NP will deliver system-wide reforms to attract, train and develop, and retain quality teachers and school leaders.

Within the Literacy and Numeracy NP priority areas for reform centred on effective and evidence-based teaching of literacy and numeracy, strong school leadership and whole school engagement with literacy and numeracy and monitoring student/ school literacy and numeracy performance were identified in order to offer support where it was most needed. Coaching, both internal and external, was identified as one of the most effective and evidence-based means of building teacher capacity. During 2010 all diocesan primary schools were provided regular access to external coaches in literacy, numeracy, or teaching and learning. These external coaches were all employees of the Catholic Education Office Ballarat and worked in conjunction with schools in the implementation of their annual action plans.

In order to build school capacity to deliver their own school based teacher coaching program four training modules were delivered in the Ballarat Diocese during 2010. Participants from thirty-nine of our diocesan primary schools attended these four day modules that addressed the theory and practice underpinning effective instructional coaching models that were deliverable within our schools. For schools identified under the National Partnerships the costs associated with the coaching training modules were funded through the program.

‘Instructional coaching can provide the support and professional development necessary to advance teaching skills. One research study conducted by the University of Kansas Centre for Research on Learning evaluated a group of 87 teachers from different schools. The results of the study indicate that 85% of those teachers who receive ongoing support from instructional coaches implement newly learned instructional methods, a factor that enhances teacher quality. In another study conducted by the same group, research indicates that teachers who do not receive such support implement newly learned strategies at only a rate of 10% (Joyce and Showers, 2002)’.

Literacy

The 2010 school year was dedicated to the development of reading comprehension. 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 comprehension 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 2010 the Diocese supported our literacy leaders through the introduction of coaching skills, school based data analysis, support material for in-school delivery and training in a variety of assessment tools including the full implementation of PAT Reading in all 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 current classroom practice, enhance the effectiveness of professional learning teams and continually reflect on the data trends that each school is generating.

**Numeracy**

Mathematical understanding and content were the main focus of all work undertaken in the Diocese in 2010. 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 2010 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 2010 school year Diocesan primary schools were supported to develop their skills in inquiry learning. 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.

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 2010 support was offered to the LOTE teachers through web based support material, professional learning opportunities and school visits. In particular 2010 support focussed on the reporting of LOTE, moderation of LOTE assessments and the use of VCAA LOTE support material.

Special Education

We can all think of a time when we struggled in school to learn a particular skill or content area. Why did we struggle? What occurred to eventually help us overcome our obstacle to learning? In the vast majority of cases, we were helped by a teacher who identified our instructional needs and then implemented one or more interventions to which we successfully responded. The result of that instruction and intervention was that we were able to improve our academic performance.

The key to helping all children learn is to believe in their ability to learn and then to explicitly guide their learning through systematic and intentional instruction and intervention. This approach combines continuous, ‘on-the-spot’ evaluation of a learner’s needs and his or her response to the implementation of evidence based intervention strategies. If no change in learning occurs, the teacher needs to further study the child and the initial intervention, instructional delivery, and materials. Based on new insights, the teacher can then plan a different strategy or intervention targeted to meet the child’s needs.

In addition, professional support was available for school website design, product information, technical support and web based resources that were developed for school use.
is supported by ever-evolving performance data. This response to instruction and intervention (RTI) system is designed to change learner performance as a function of targeted instruction. The use of the RTI model is desperately needed to ensure that equal access to learning is available for every child in the Ballarat Diocese. The use of the RTI model was initiated in a number of schools as a response to individual learning needs in the diocese during the 2010 school year.

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 2010 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 2010.

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 2010 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. There 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 2010 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 2010 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.

Visiting Teacher
During the 2010 school year a total of forty-eight 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 2010. In order to support this focus the CEO Youth Service 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
Overall, there was much to celebrate within Indigenous Education in 2010. The year saw families, schools, communities and the Ballarat Catholic Education Office strive together to improve the educational and wellbeing outcomes for the 196 Indigenous students enrolled in Catholic schools throughout the Diocese. One of the support personnel assisting in this process was the Indigenous Education Officer, whose main responsibilities include student and family support, curriculum development, facilitation of projects, assisting in the management of funding programs, co-ordination of internal and external assistance and representation of CEOB at relevant meetings.

Some of the highlights of the year included schools and communities celebrating commemorative days such as Harmony Day/Multicultural Week, Reconciliation Week and NAIDOC Week. Many regions invited guest speakers, artists, musicians and dancers to participate in performances, gatherings, lunches, cultural activities or masses to celebrate these events.

Once again, staff within our schools have played a major role in improving the outcomes for Indigenous students, as well as raising awareness of the issues facing Indigenous peoples today. There has been much interest from schools across the Diocese in incorporating Indigenous Perspectives throughout the curriculum. Some of the topics explored have included Spirituality, the merging of religious beliefs, changes within Indigenous Education, working towards a united Australia, literature, cultures, histories and contemporary societies. This work undertaken by schools also holds them in good stead for when the Australian Curriculum is fully implemented through AusVELS in the coming years. As well as the aforementioned, there were many opportunities within the wider communities to promote the outstanding work being undertaken by school and CEOB staff, both from a curriculum and a wellbeing perspective.

The imperative support offered by external organisations such as Aboriginal Co-operatives, health and education centres, Religious Orders and Local Aboriginal Education Consultative Groups has been instrumental in providing a holistic service for Indigenous families. In particular, the phenomenal support offered by the Aboriginal Catholic Ministry Melbourne and the Opening the Doors Foundation has assisted many Indigenous students in our schools with spiritual, educational and financial matters. Likewise, the partnerships that have formed between CEOB and Department of Education and Early Childhood Development staff over the past decade, strengthened during the year and provided wonderful opportunities for students and staff to take part in joint projects and programs.

In October the four Victorian Catholic Dioceses offered twenty Year 10 Indigenous students a chance to participate in “Worlds of Work”, a week-long residential activity designed to prepare and motivate them in their future professional lives. The program was based in Melbourne and was administered by the Foundation for Young Australians. The students undertook a myriad of activities aimed at strengthening existing skills and developing new ones. The week was a huge success and it is envisaged that it will continue for many years to come.

As part of the Bridging the Numeracy Gap for Students in Low SES and Aboriginal and Torres Strait Islander Communities project, the Ballarat CEO Extending Mathematical Understandings Team organised a Deadly and Solid Maths Night, the aim of which was to provide participants with opportunities to strengthen their understanding of mathematics through the playing of maths games with each other and their parents. This inaugural event saw 24 Indigenous primary school students, along with their families and CEOB staff participate in the night’s activities and share dinner. Each child who attended received a maths kit bag and each family also received a 2011 calendar which included photos from the night. Further nights have been planned within the Diocese and include literacy, oral storytelling and wellbeing activities.

Jeanette Morris
Education Officer – Indigenous Education
As a new initiative, promotional material was designed and sent out to schools, both Primary and Secondary, reminding them of the importance of supporting Graduate Teachers. This should be implemented by providing trained Mentors and allowing time for the Mentors to meet with the PRT.

**1st Year Graduates (Primary)**

Primary schools across the Diocese of Ballarat employed twenty five Provisionally Registered Teachers in 2010. At the start of the year each PRT was given a copy of the Diocesan Induction Folder which contains a number of articles, checklists as well as the Induction document. Copies of the Mentor section of this document were sent to each mentor in our schools and a special Principal package was forwarded to the Principals. The principal package was explained at Principal Network meetings early in the year.

The graduate teachers participated in a number of days of professional learning specifically aimed at teachers new to the role. As part of the specialised graduate program the teachers were presented with a number of topics aimed at assisting the new teacher to get settled into the classroom. Quality teaching was the focus of the professional learning, particularly in the areas of Literacy, Numeracy, Religious Education and Inquiry Learning. Staff from the Catholic Education Office Ballarat, offered strategies to the graduate teachers to assist them in managing the many events and activities which happen in the classroom and school.

A representative from VIT outlined the Registration process highlighting the need to establish a time line to ensure that everything would flow smoothly. He answered the many questions that the Provisionally Registered Teachers (PRTs) had as they were concerned about the “presumed” difficulty of the process. The group also investigated the importance of “Setting the Climate for Learning” where it was maintained that the classroom environment both physical and relational were important aspects to be planned and implemented at the beginning of the year and should continue throughout, if learning was to occur in the classroom.

During term two our PRTs gathered for a two day meeting in 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. They were given opportunities to experiment with another of the strategies we utilise in our Diocese called Godly Play. “The Building of Relationships – with Students, Parents and Colleagues” was the focus of another session, presented by the Diocesan Youth Services Officer. She gave the PRTs a number of strategies and resources that they can utilise in their classes. The PRTs were also offered time to explore “The Catholic Culture” of our schools an important aspect of Catholic Education. This is a topic that is being explored throughout our Diocese as we review education in the Diocese of Ballarat. The session was presented by one of our Parish Priests and gave the PRTs a great opportunity to discuss why our schools are different. The group had the opportunity to celebrate the Eucharist as part of our time together.

On our final day with the PRTs, Speech Pathologists talked to them about assisting students in their classrooms with Oral Literacy and how important it is to give young students many opportunities to talk. They were also told about caring for their own voice in the classroom, as this is the tool they will need for their whole teaching career. Mandatory Reporting and Teachers, Students and the Law were presented by CEOB staff and much discussion followed. 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.

At all of these gatherings 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 again gathered for two days – once in term one and again in term four. On the first day we took the opportunity of further developing the 2nd Year Graduate Teacher skills and strategies in implementing “Differentiated Curriculum”. An Education Officer from CEOB planned and implemented the day – giving the graduates many chances to discuss, plan for the future and share ideas they had tried in their classrooms.

For their second day, the Youth Services Officer from the diocese presented on Restorative Practices. The Teachers participated in a number of activities including Method of...
Shared Concern; the No Blame Approach; Restorative Chat
and No Blame Classroom Conference. It is hoped they will now
feel more confident about implementing these strategies in their
classrooms/schools.

3rd Year Graduates (Primary)
The 3rd Year Graduates gathered for one day and were
given an introduction to the e5 Framework. We are fortunate
to currently have as a staff member with CEOB one of the
teachers involved in the early stages of development of the
framework and the 3rd Years were eager to absorb all she had
to offer. By the end of the day the teachers had some plans in
place to try to evaluate their teaching based on the framework.

Secondary Graduate Teachers in 2010
Secondary Graduates gathered in Ballarat for a Graduate
Forum. At this Forum the Graduates were introduced to
staff from CEOB who would be available to work with them
throughout the year. The majority of work with Graduate
teachers in the Secondary Colleges of the Ballarat Diocese
has been in a one-on-one coaching style. These sessions have
come about through:

- Requests from Principals who have indicated that a particular
  graduate teacher is experiencing some challenges in
  the classroom.
- Graduates hearing that the Education Officer Secondary,
  is coaching other staff in their colleges and the ask if they
  could meet with her – this leads to observing classes and
  then coaching conversations.

The orientation for these coaching sessions is achieved
through providing the graduates with copies of the VIT
standards, PoLT statements and e5 Framework documents.
The basic process followed is to:

- Identify the challenge being experienced
- Review what is currently the ‘reality’ – including how would
  the students & other teachers comment, if invited?
- Look at the possibilities of strategies that could be trialled in
  response to the challenge
- Decide upon one strategy to try, and agree on what support
  the graduate is asking of the coach, including the protocols
  for observing in class and giving feedback.

Like everything, these sessions require the building of
a relationship between the individual graduate teacher and
the Education Officer. It takes time, and is only beneficial
when ongoing visits and conversations can be scheduled.
School timetables, special events such as camps and other
events have to be worked around, and it seems to become
increasingly difficult to schedule towards the latter parts of
the school year.

An event to which Graduate teachers, Primary and Secondary,
were invited was the Country Education Project Graduate
Teacher Forum held in Melbourne. This was another
opportunity to hear of, and learn from, the experiences of
first year teachers in 2010. It impressed upon Diocesan staff
that continued efforts are required to meet the needs of these
valuable new additions to our profession, and therefore we
hope and plan to continue our Graduate Teacher program
in 2011.

Dr Susan Crowe
Executive Assistant – Office of Director
Catholic Education, Ballarat

Anne Doody
Education Officer
(Secondary Curriculum)
**2010 Post-compulsory Pathways and Transition**

**Vocational Education and Training in schools (VETiS)**

Student enrolments in VET in the VCE and VET Block Credit programs in Victorian Catholic schools have grown across a broad range of industry areas from 2,200 enrolments in 1997, to over 13,000 enrolments in 2010. The largest numbers of enrolments were in Hospitality; Building and Construction, Interactive Digital Media (IDM), Sport and Recreation and Business (Office Administration). Other popular industry areas include Music Industry, Community Services and Automotive.

In the Diocese of Ballarat 1257 students are enrolled in VET with the breakdown shown in the graph below.

**2010 Ballarat Diocese VET Enrolments**

<table>
<thead>
<tr>
<th>NAP</th>
<th>VET (including VET in the VCE and Block Credit)</th>
<th>VCAL Funding</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>NAP Total</td>
<td>VET Total</td>
</tr>
<tr>
<td></td>
<td>YR10</td>
<td>YR11</td>
</tr>
<tr>
<td></td>
<td>8</td>
<td>5</td>
</tr>
</tbody>
</table>

**NAP**: School-based Apprenticeships and Traineeships  
**VES**: VET in VCE  
**VFE**: Block Credit

**VET (including VET in the VCE and Block Credit) and the Victorian Certificate of Applied Learning (VCAL) Funding**

In 2010 the Catholic Education Commission of Victoria Ltd (CECV) Grants Allocation Committee (Secondary) provided a budget of $3.6m from the General Recurrent Grants (Secondary) to support VETiS and the coordination of VCAL in Catholic secondary schools.

CECV funding was used to supplement the VET funding the Catholic sector receives from the Commonwealth ($1.2m), and the VCAL funding received from the Victorian State Government (550k).

**Victorian Certificate of Applied Learning (VCAL)**

The VCAL is designed to develop and improve pathway options for young people into apprenticeships, traineeships, employment, further education and training. Successful completion of the VCAL enables students to extend their areas of learning through enrolment in further VET Certificates and/or qualifications based on nationally recognised training packages.

Ten Ballarat diocesan schools offered VCAL as a formal part of their curriculum in 2010 (See graph below). Overall, seventy four Catholic schools across Victoria offered this option to students. A notable aspect of the student enrolment increase was the number of students continuing into Senior VCAL.

**2010 VCAL Enrolments**

<table>
<thead>
<tr>
<th>Diocese of Ballarat</th>
<th>Foundation</th>
<th>Intermediate</th>
<th>Senior</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hamilton</td>
<td>40</td>
<td>112</td>
<td>83</td>
<td>235</td>
</tr>
</tbody>
</table>
Community Partnerships
During 2010, nine Ballarat diocesan schools delivering VCAL were funded to offer students Community-based learning experiences outside the conventional classroom setting. Through the Community Partnership Program students were given the opportunity to acquire new skills, meet new people and broaden their experience of the adult world. They experienced working in teams where they were provided with a challenging program that helped develop communication and project management skills. Through involvement in the program, schools, young people and community organisations developed networks and relationships while achieving shared goals.

The purpose of these community partnerships was to enable VCAL students to be involved in their local community and emphasise the importance volunteering plays in society, as well as to offer students the opportunity to complete learning outcomes in their Personal Development (PDS) and their Work Related Skills (WRS) strands. Some VCAL programs were integrated, enabling literacy and numeracy to be incorporate literacy into Community Partnerships.

VET/Pathways Initiatives and Strategy
As part of the CECV targeted VET/pathways funding strategy, a number of initiatives have continued to facilitate leadership at different levels and in different areas of VET planning and management across the Ballarat Diocese. The purpose of these initiatives is:

• to ensure appropriate and timely succession of key VET leadership positions
• to offer professional development opportunities for career advisors and staff working in VET, VCAL and other post-compulsory schooling initiatives
• to assist schools to investigate different modes of Registered Training Organisation (RTO) delivery that they may wish to utilise.

Auspiced Partnerships
Auspiced Training Industry Partnership (ATIP) is a CECV training arrangement where schools are encouraged to deliver skills creation VET onsite (up to and including Certificate II programs).

2010 student participation rate in ATIP increased significantly to include over 3,500 enrolments from 48 schools across all dioceses. Students are able to access over fifty different VET training packages. Nine of the schools were in the Ballarat diocese.
School Libraries

The school library contributes actively and effectively to quality teaching and learning outcomes in the school. The primary purpose of a library service is to provide information through books and other media on all matters which are appropriate to the community in which the library is established. Well-resourced libraries are critical to developing information-literate students and life-long learners.

Across the Diocese of Ballarat sixteen schools received funding to build new, or refurbish well-loved libraries, or resource centres, as a result of the Building the Education Revolution funding. These buildings are the central point of many of our schools, as the school library and information programs and services offered, are integral to the goals of the school and aims of the school curriculum.

One community member stated “A library is a warm, welcoming place to meet and connect with other people - whether it’s a quiet couch to read, taking the kids to a story-time session, completing a school assignment, joining the chess club, filling out an online job application, or hearing a free talk by a visiting author.”

As part of their role librarians in our schools ensure that resources are relevant and adequate for the teaching and learning aims of those in the school. They cater for the different needs of the students, teachers and school community through the acquisition and maintenance of resources. They plan, teach and evaluate collaboratively with teachers in the schools to ensure the effective integration of information resources and technologies into student learning. A high priority of our Library staff is the maintenance of literacy through the engagement of students in reading, viewing and listening for understanding and enjoyment.

To this end Library staff across our Diocese - be they teacher librarians or library technicians, ensure that they maintain currency through attending conferences, professional learning days and network meetings. In 2010 Library staff from both Secondary and Primary schools attended the bi-annual Diocesan conference which was held in Melbourne in conjunction with the Annual Writer’s Festival. The days also included visits to the Immigration Museum and the Victorian State Library.
The growth in enrolments in the secondary schools in the Ballarat Diocese continues the upwards trend that has been present for all of this decade. We began the decade (2001) with just over 6000 secondary students enrolled, however in 2010 there were just on 8000 students enrolled in our eleven secondary schools. This enrolment growth has been more rapid in some parts of the Diocese than in others, but all schools have experienced growth in enrolments this year.

Each of the eleven schools has to determine how large it wishes to grow. There has been a steady amount of building development in all of the schools to cope with the growth in enrolments and several of the schools have reached the position where they now have waiting lists for enrolment at the Year 7 entry level. This has placed school leaders in the difficult position of selecting who is going to be offered a place in the school.

The growth in enrolments has meant that schools have had to look at ways of ensuring that the learning and pastoral care needs of all of the students are met. Systems and structures that worked when the enrolments were much smaller may no longer work in a much larger school. Several of the schools have implemented a pastoral care program based on a model seen working in some Canadian schools that school leaders visited in 2008. This model tries to have a teacher look after the pastoral needs of students over the full 6 years of their journey through the school.

During 2010 the Australian Government’s Digital Education Revolution program moved to its final phase. Schools are being funded to purchase “computer” technology so that there is one computer for every student in years 9 to 12. This 1:1 rollout has forced schools to have a careful look at what computer technologies they will put in place. Schools are investigating a variety of options that include having more computer labs, placing pods of computers in more classrooms, having trolleys of laptop computers, to providing each student with their own device – a laptop or some other portable computing device. The big challenge is to ensure that these are creatively used in the curriculum to make the best possible use of these new learning technologies.

During 2010 the schools continued to prepare for the introduction of the new Australian Curriculum while investigating how to ensure that there is a quality teaching and learning program in the school that meets the learning needs of all students and enables the students to be better engaged in their own learning. These are exciting, if challenging times, for the direction of contemporary teaching and learning.

Bill Slatter
Education Consultant – Secondary
Catholic Education is committed to innovation and excellence and the cultivation of a positive and sustainable future for our world.
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 2010 fifteen primary and three secondary schools 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.

As a result of these meetings and in order to guide the school community upon their path of School Improvement, a Focus Group Meeting chaired by the School Reviewer with a school panel comprising the Principal, and other school community members such as the Deputy Principal, 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.

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

Dr Mary Lovelock
Assistant Director – School Operations
In 2010 the Diocese of Ballarat welcomed five new principals: Darren Stanbury (Sacred Heart, Casterton); Chris Kavanagh (St Brendan’s, Dunnstown & St Mary’s Clarkes Hill); Kylie Smith (St Patrick’s Stawell); Tim O’Farrell (Trinity College, Colac) and Mark McGinnity (Monivae College, Hamilton). In addition, there were three acting principals: Kate Nunn (St Mary’s Sea Lake) and Sr Marie Davey and Matthew Byrne (Damascus College, Ballarat).

Mark Maloney (St Patrick’s, Koroit) participated in an international exchange program and spent 2010 in St Mary’s in Trim, Ireland. Collin O’Coigligh the principal from St Mary’s spent the year at St Patrick’s.

Each new principal attended a welcome day in which Bishop Connors presented each principal with a copy of the Awakenings Core Document and a crucifix.

The five new principals, three acting principals and Collin, participated in the Induction Program along with principals in their second and third year of principalship. This program in 2010 focused on spiritual leadership and financial management.
After twelve months of consultation, meetings and discussion with all of the key stakeholder groups, a new policy on Principal End of Contract Summative Review was approved by the Ballarat Diocesan Schools Board in March.

This policy applies to Principals who are in their third contract at their current school. The procedure will be instigated in the penultimate year of Principalship and will involve a seven week process of meetings, focus groups and Principal reflection based upon the five aspects of Catholic schooling as outlined in the School Improvement Framework:

1. The Principal and Catholic School Culture
2. The Principal and Learning and Teaching
3. The Principal and Student Wellbeing
4. The Principal and Leadership and Management
5. The Principal and School Community.

The final report is to be presented to the Church Authority and to the Director of Catholic Education.

During the year the Working Party also gathered to investigate the current process of Principal Appraisal during their term of contract. It was decided that this form of appraisal is no longer appropriate for the Principals who will now participate in Principal Formative Development. The model will honour existing practice and provide a negotiated structure that scaffolds and facilitates Principal reflection and goal setting.

A key aspect of the model is to provide direction and developmental goals for the Principal as a result of consultation with their communities and their employer.

The Principal Formative Development Process is intended to be supportive, encouraging and nurturing to the Principal and is designed to provide the opportunity for the Principal to

- reflect on their current practice as school leader
- engage in a critical evaluation with an external leader
- set goals and develop an action plan to inform their ongoing growth and development
- provide another opportunity for dialogue with their Canonical Administrator

The process has been developed following an extensive consultation and will be piloted during 2011.
In 2010 Ballarat participated in the Smarter Schools National Partnerships. The Smarter Schools National Partnerships are a set of agreements between the Commonwealth government and all States and Territories which aim to improve the quality of Australian schooling and student outcomes.

They focus on three key areas:

1. The Literacy and Numeracy Smarter Schools National Partnerships. This focuses on improving literacy and numeracy outcomes for all students, especially those who are falling behind. Eighteen primary schools and one secondary school participated in this partnership. Schools were provided support from CEOB in literacy and numeracy coaches, professional development and additional funding to assist with resourcing the literacy and numeracy program.

2. The Low Socio-economic status School Communities Smarter Schools National Partnerships. This focuses on addressing diverse educational needs of students in Low SES School Communities and to support sustained improvement in their educational outcomes. Three primary schools participated in this partnership. This partnership included CEOB support team that assisted the school in meeting the educational needs and social and emotional learning needs of students, professional development in wellbeing and inclusive education, leadership and literacy and numeracy coaching as well as additional funding to assist with resourcing of the literacy and numeracy program. The schools were also assisted by the CEOB School/Family Partnership Convenor to engage family and community in student learning.

3. The Teacher Quality Smarter Schools National Partnerships. This focuses on delivering system-wide reforms to attract, train, and develop, and retain quality teachers and school leaders. Nineteen principals participated in principal coaching. School leadership teams participated in professional development on using data to inform school improvement. Seven aspirant leaders were provided with sponsorship for the Master in Educational Leadership and one participated in the rethink Aspiring to Principalship program.
The CDLP is an initiative of the three country dioceses and aims to increase the pool of leaders available in our schools.

The program is a seven day residential program with four days in April and a further three days in August. The program uses the leadership development framework produced by the Catholic Education Commission of Victoria called “Leadership in Catholic Schools” as its basis. The format of the program is structured around a variety of experienced leaders providing their insights into the various dimensions of leadership in Catholic schools.

Current theories around leadership are blended with hard learned experiences to provide the participants with a better understanding of the complexities of leadership in today’s Catholic schools. As part of the Program, participants conduct an Action Research project in their schools. The project has the participants investigating a change option for their schools while learning some of the challenges of being a leader of a change process.

The Program had forty participants in 2010 spread across the three dioceses and fairly equally from the primary and secondary sectors. Participants gathered at Cammeray Waters Conference Centre Woodend for each of the modules. The program is aimed at those layers of leadership in the school below the Deputy Principal level although some deputies were involved. It provides some great learnings for those just commencing their leadership journey in Catholic schools.
The Audit & Risk Committee approves and monitors the Diocesan Office Budget and the Ballarat Diocesan Schools Board Finance Standing Committee monitors the allocations to schools from the Supplementary Capital Fund and Grants Allocation Committee (Primary).

**Grant Distribution 2010**

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 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 2010. The Ballarat Diocese distribution for 2010 was $56.82m. The allocation to the Catholic Education Office was $1.34m. The allocations to Diocesan primary schools totaled $55.48m; the percentage distribution was as follows:

<table>
<thead>
<tr>
<th>Category</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Financial Services</td>
<td>83%</td>
</tr>
<tr>
<td>Salaries &amp; Related Costs</td>
<td>8%</td>
</tr>
<tr>
<td>Other Recurrent Costs</td>
<td>2%</td>
</tr>
<tr>
<td>Interest Subsidy</td>
<td>1%</td>
</tr>
<tr>
<td>Family Fee Assistance</td>
<td>3%</td>
</tr>
<tr>
<td>Levy Allocation</td>
<td>3%</td>
</tr>
<tr>
<td>School Initiatives</td>
<td>3%</td>
</tr>
</tbody>
</table>
The Grants Allocation Committee Secondary GAC(S) distributes grants to Secondary schools (through CECV) according to a needs based formula on the basis of each school’s individual data. The grants received by our Diocesan secondary schools in 2010 were $72.3m: $15.2m from the State Government and $57.1m from the Australian Government.

**Capital Funding**

Capital income in our schools totaled $66.40m of which $47.69m was received from Commonwealth Capital Grants and $.94m from the State Government. The Supplementary Capital Fund contributed $.54m with the balance of approximately $17.23m from local funding sources including capital fees, donations and loans.
Capital Grants Projects
2010 continued to see schools completing large scale capital developments throughout the Diocese. This was largely a result of the Federal Governments Building the Education Revolution (BER) Program. The BER program injected $74.5 million of capital to Primary and Secondary schools in the Diocese with schools being able to realize large scale projects including libraries, multi-purpose halls and contemporary learning areas as well as smaller scale projects including outdoor learning areas, upgrades of classrooms and upgrades of playgrounds.

In addition to the BER, Catholic Capital Grants (Vic) Ltd administered the Australian Government’s Capital Grant Program as well as the Victorian State Government Needs Based Capital Assistance Program which provided schools in the Diocese with much needed capital for infrastructure.

2010 Australian Government Capital Grants Program
The following schools received approval for capital funding for projects under the Australian Governments Capital Grants Program. This funding program remains the best source of capital funding for schools wishing to undertake 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>Ararat</td>
<td>Marian College</td>
<td>Construction of a multi-purpose hall and associated areas</td>
<td>$1,575,000</td>
</tr>
<tr>
<td>Delacombe</td>
<td>Lumen Christi School</td>
<td>Refurbishment of administration, staff and student amenities</td>
<td>$850,000</td>
</tr>
<tr>
<td>Mount Clear</td>
<td>Emmaus School</td>
<td>Construction of general learning areas for senior students and associated internal and external spaces</td>
<td>$1,450,000</td>
</tr>
</tbody>
</table>
**2010 Victorian Government Needs Based Assistance Program**

The following received approval under the Victorian Government Needs Based Capital Assistance Program. The program provided schools identified under the Victorian Government’s assessment model with the opportunity for grants between $100,000 and $350,000 for capital projects.

<table>
<thead>
<tr>
<th>School Location</th>
<th>School Name</th>
<th>Project Description</th>
<th>Project Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Swan Hill</td>
<td>MacKillop College</td>
<td>Construct a new electrical substation and mains kiosk, new service vehicle entry, walkways, covered areas and associated site works</td>
<td>$370,000</td>
</tr>
<tr>
<td>Mortlake</td>
<td>St Colman’s School</td>
<td>Provide disabled access and refurbishment of art room, staff areas and toilet facilities</td>
<td>$180,000</td>
</tr>
<tr>
<td>Hamilton</td>
<td>Monivae College</td>
<td>Refurbishment of five classrooms and conversion to provide student learning areas and a resource centre</td>
<td>$400,000</td>
</tr>
</tbody>
</table>
PURPOSE OF FUND:
The Supplementary Capital Fund was established in 1988 to assist schools with capital building needs, for which a part or full Commonwealth/State Capital Grant is not available, and the total cost of which is beyond the financial capacity of the school/parish.

METHOD OF ASSISTANCE:
Schools seeking assistance through the Supplementary Capital Fund should refer to the Ballarat Diocesan Schools 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 to assist with repayments on capital loans obtained to complete projects.

SOURCE OF FUNDS:
Schools are levied 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.

SUPPORT TO SCHOOLS:
Initial borrowings since establishment have aggregated $12,851,190 across 91 projects with final cost to the Fund of $8,824,818.

### Applications For Assistance Processed During 2010

<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>ALFREDDTON, St Thomas More</td>
<td>Classroom reconfiguration and administration refurbishment</td>
<td>$870,000</td>
<td>$370,000</td>
<td>Support on borrowings of $870,000 approved with cost to Fund over 10 years being $370,000.</td>
</tr>
<tr>
<td>BALLARAT NORTH, St Columba’s</td>
<td>Playground, disabled access and specialist teaching areas.</td>
<td>$239,000</td>
<td>$50,000</td>
<td>Support on borrowings of $239,000 approved with cost to Fund over 10 years being $50,000.</td>
</tr>
<tr>
<td>HORSHAM, Ss Michael &amp; John’s</td>
<td>Playground development</td>
<td>$225,000</td>
<td>$225,000</td>
<td>Support on borrowings of $225,000 approved with cost to Fund over 10 years being $225,000.</td>
</tr>
<tr>
<td>NHILL, St Patrick’s’s</td>
<td>Removal of asbestos</td>
<td>$31,350</td>
<td>$31,350</td>
<td>Support on borrowings of $31,350 approved with cost to Fund over 10 years being $31,350.</td>
</tr>
</tbody>
</table>
SUPPLEMENTARY CAPITAL FUND FINANCE REPORT
AS AT 31 DECEMBER 2010

Operating Account 2010 $3,220,131

Receipts
Parish Primary Schools Levies $429,580
Interest $171,268
Demountable Rent $235,000 $835,848

Payments
School Distributions $541,910
Demountable depreciation $88,885 $630,795

BALANCE AS AT 31/12/10 $3,425,184

Funds are 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 2010 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 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 52

Julie Duynhoven
Manager: Finance & Administration
Catholic Education Office Income and Expenditure Report 2010

Administration undertaken by the Diocesan, Victorian and national Catholic Education Offices are funded by the application of a levy on schools. In 2010, these levies were $180.20 per pupil at primary level and $113.00 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 $6,289,273 - 58% 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 $10,894,306.
The Good News challenges us to a passionate commitment to our Church’s educational mission, through living our faith, serving and celebrating.
The Promotions Standing Committee of the Ballarat Diocesan Schools Board provides schools with a number of important promotional initiatives and activities to assist with the broader approach of promoting Catholic Education in the Diocese.

2010 saw the launch of the newly developed television commercial across the Diocese. The concept of the advertisement was to concentrate on the 13 year journey of Catholic Education from Prep to Year 12. The television commercial was developed by the promotions committee with the intention of attracting new families to Catholic Education with the target audience being families with young children. The advertisement was a blanket campaign across the Diocese which provided schools with opportunities to tie in local campaigns and promotional initiatives to maximize their exposure. The committee also created templates branded similar to the television commercial which allowed schools to use the template for promotional activities using print mediums. Several schools used the templates to create lift outs in their local newspapers with excellent results.

Catholic Education Week celebrations continue to be a focus for the promotions committee. In 2010 Catholic Education week commenced with mass at St Patrick’s Cathedral. Mass was celebrated by Bishop Peter Connors with staff, students and parents from throughout the Diocese attending. The promotions committee has committed to providing the Diocese with a stronger focus around Catholic Education week going forward with the intention of providing activities which can incorporate the whole Diocese. In 2010 the promotions committee initiated a Diocesan Art Show which will be launched in Catholic Education Week 2011. It is intended the Art Show would create Diocesan wide exposure with all schools given the chance to participate.

The 30 Years of Service to Catholic Education Dinner continues to be a well received initiative within the Diocese. This dinner provides staff with a night to recognize their service to Catholic Education. In 2010 the promotions committee moved the 30 Years of Service Dinner to St Patrick’s College Ballarat using their Pavilion for the function venue. Seventeen staff from throughout the Diocese received awards for 30 years of service. The night was capped off by an outstanding key note address from Elizabeth Lacey a former Loreto student. Elizabeth provided the guests with a great insight into her life after Catholic Education but the one thing which stood out was how her Catholic Education influenced her career and life choices.
The Resource Centre is located on the ground floor of the Ballarat Diocesan Offices and provides a centralised resource service for the total faith formation of the Ballarat Diocese.

The Centre provides access to a collection of some 10,000 books, periodicals, DVDs and CDs which are all available for borrowing. Areas covered by the Collection are Bible studies, moral choices, comparative religions, Church and religious history and issues such as the environment, refugees, stolen generation and reconciliation. In 2010, the Collection grew by some 500 items.

Staffed by a teacher-librarian (4 days a week) and a Library Assistant (1 day a week) the use of the Centre continues to experience obvious growth. This year the Resource Centre issued some five thousand items to Patrons throughout the Diocese. The number of patrons grew by an additional 288 names and saw us celebrate the advent of our two thousandth Patron. While many of our Patrons call in to browse and select their own items, the majority of requests come via the on-line Reservation system found on the e-library catalogue, or via e-mail.

The Resource Centre continues to work closely with the Religious Education team especially in the implementation and on-going design and editing of the Diocesan Religious Education Guidelines – “Awakenings”. Statistics show that in 2010 all schools in the Diocese made contact with the Centre. In selecting new resources, consideration is always given to the on-going support of teachers (Primary and Secondary), catechists, pastoral workers, priests, religious, tertiary students (ACU-Aquinas) and to the wider Catholic community.

Emerging trends for the year have been the obvious need for support of teachers undertaking study to gain accreditation; catechists and other parishioners working in various ministries within their own Parishes; and the need to participate in the rapidly changing world of technology.

Jenny Kingston
Resource Centre
The Smarter Schools National Partnership Low SES Communities reform began in the Diocese of Ballarat in early 2010. The Family School Partnerships Convenors role assists in facilitating the building of connections between school, families and broader communities including agencies and services. The convenor provides support to initiate and implement projects and processes that engage and support families and community in their learning.

The project schools in Ballarat Diocese

- Our Lady Help of Christians Primary School Wendouree
- St Patrick’s Primary School St Arnaud
- St Augustine’s Primary School Maryborough.

Each school participating in the project has a unique identity and geographic location. The schools have varying degrees of family and community participation, with individual families having differing needs. Data gathering gave a clearer understanding of the needs of each school and the community in which it was located. Community agencies and support services were investigated in each area and contacted to extend opportunities for assistance and potential partnerships in each of the schools and to raise awareness of the initiative. The Family School Partnership Convenor was actively involved in many networks and groups in each local government area (LGA) where schools are located. This provided opportunities to partner on projects and to find out about funding and other supports available.

Community Conversations with George Otero

To extend the schools’ knowledge and further support their understanding of building community, Dr. George Otero began working with schools in the Ballarat diocese during 2010. George Otero is the founder and co-president of the Center For Relational Learning in Santa Fe, New Mexico. George has worked extensively with both Government and Catholic Schools across Australia.

Schools conducted community conversations and staff professional development sessions facilitated by George Otero. The objective was to create discussion as to the possibilities and benefits that can be achieved with school, family and community partnerships. The community conversations involved teachers, principals, families and community agencies coming together to begin this dialogue about building strong communities and how to best support families. The impact of this work has been significant and will continue in 2011.

Study Tour

In September/October the Assistant Director, School Operations and the Family School Partnerships Convenor attended the Better Together Study Tour in partnership with the CEO, conducted by Dr George Otero in the USA. The study tour visited schools and community groups in Los Angeles and New Mexico, USA.

Learnings from the study tour have had an impact on the direction of the initiative. Examples of Low SES schools with parental participation were visited on the study tour and gave an insight into the various models used in the US and the strengths/issues and viability of these initiatives.

Planning for 2011

Work in building community and valuing families in schools will continue to occur via projects in schools and continued work with George Otero who will continue to assist us to facilitate this process in 2011.
The Family Fee Assistance Scheme was developed and ratified by the Diocese of Ballarat at the end of 2010.

In all Ballarat Diocesan Catholic Primary Schools, tuition fee discounts will be made available to families eligible for the Education Maintenance Allowance (EMA). The scheme offers tuition fee discounts to both Catholic and non-Catholic families; new and current students. Although a family may be eligible to receive fee discount, families may choose not to apply for the fee discount and pay the full school fee.

The fee covers tuition and capital fees only. It will not cover additional charges such as camps, book hire, subject levies; however parents may approach the Principal as it may be possible to have these additional charges discounted. If you receive the Family Fee Assistance tuition fee discount, your child will be able to take part in school activities, trips and excursions. However, you may be requested to pay for activities which require additional payment.

To access the scheme families will need to go through the school’s normal enrolment procedures in order to gain a place for each child at the school. Once a position has been confirmed, you will be informed that Family Fee discounts are available; and to access the discount, parents/guardians will need to show a valid card and complete a simple application form.

It is expected that the scheme will continue to operate for the length of the child’s enrolment at the school whilst a family is eligible for the EMA.

The Family Fee Assistance Scheme will be fully implemented across all Diocesan schools from the beginning of 2011.

During 2010, the journey of Mary MacKillop from founding the Josephite Order to Sainthood, unified schools and communities in the Ballarat diocese. Having lived briefly in Portland in the 1860’s with her family and becoming a teacher at the Portland Denominational Catholic School in 1963, Mary’s links to education and our Diocese are clear. In 1867 she moved back to Penola becoming a Religious Sister and co-establishing the Josephite Order. Mary had a dream which led her to opening schools where there was no class distinction.

The Sisters of St Joseph first came to the Diocese in 1891, but before that Mother Mary was present around the Diocese. The Sisters opened a number of schools in the Diocese of Ballarat and at a Mass to celebrate the canonisation of Mary MacKillop, in St Patrick’s Cathedral in 2010, these schools were recognised. Representatives from the school communities of Ballan, Coleraine, Creswick, Dunnstown, Hopetoun, Gordon, Nhill, Portland, Springbank and Swan Hill were presented with a plaque to be taken back and displayed in each school.

Parish Communities where schools had originally been established- Dunolly, Ouyen, Bungaree - were also presented with a plaque

The music at the celebration was led by students from ACU, Loreto College, St Patrick’s College and Damascus College, with Damascus students also participating in a liturgical movement during the reading of the Gospel. Primary school students filled the Cathedral with song as they gathered and sang the opening hymn.

At the conclusion of the Mass, Bishop Connors blessed and installed a sculpture of Mary MacKillop in the North Transept of the Cathedral. The bronze life-size bust of Saint Mary MacKillop was created by sculptor Louis Laumen of Melbourne. Following the installation of the sculpture the Bishop presented a Mary MacKillop balloon to all the children who led the opening hymn. They then processed out with the Bishop and celebrants at the conclusion of the Mass.
## 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>Clarks 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>
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<tr>
<td>Merbein</td>
<td>Our Lady of the Sacred Heart School</td>
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<tr>
<td>Mildura</td>
<td>Sacred Heart School</td>
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<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>
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<tr>
<td>Portland South</td>
<td>All Saints Parish School</td>
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<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>

## Location Primary Schools

<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>
</tr>
<tr>
<td>Colac</td>
<td>Trinity College</td>
</tr>
<tr>
<td>Hamilton</td>
<td>Monivae College</td>
</tr>
<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