Cairns Diocese

SCHOOLS & COLLEGES, Diocese of Cairns

Northern Deanery
- Bentley Park St Therese’s School (P-7) 568
- Parramatta Park St Augustine’s College (All Boys 8-12, including boarders) 555
- Cairns City St Monica’s College (All Girls 8-12, including boarders) 524
- Earlville Our Lady of the Sacred Heart School (P-7) 504
- Gordonvale St Michael’s School (P-7) 176
- Manunda St Francis Xavier’s School (P-7) 595
- Mossman St Augustine’s School (P-7) 165
- North Cairns Mother of Good Counsel School (P-7) 291
- Parramatta Park St Joseph’s School (P-7) 350
- Redlynch St Andrew’s Catholic College (P-12, Reaches Y12 in 2009) 1277
- Smithfield Holy Cross School (P-7) 406
- Thursday Island Our Lady of the Sacred Heart School (P-7) 95
- Tully St Gerard Magella School (P-7) 448
- Woree St Mary’s Catholic College (8-12) 896

Southern Deanery
- Babinda St Rita’s School (P-7) 45
- Innisfail Good Counsel College (8-12) 566
- Innisfail Good Counsel Primary School (P-7) 330
- Silkwood St John’s School (P-7) 57
- South Johnstone St Rita’s School (P-7) 119
- Tully St Clare’s School (P-7) 182

Western Deanery
- Atherton St Joseph’s School (P-7) 205
- Dimbulah St Anthony’s School (P-7) 49
- Herberton Mount St Bernard College (8-12, including girl boarders) 179
- Mareeba St Stephen’s Catholic College (8-12, Reaches Y12 in 2010) 138
- Mareeba St Thomas’s School (P-7) 448
- Ravenshoe St Teresa’s School (P-7) 112

Total 9306

Catholic Education Services is an executive arm of the Diocese, delegated by the Bishop to undertake responsibilities which serve, support and advocate for all educational ministries. CES supports the 26 schools and colleges of the Cairns Diocese.

Catholic schools extend from Tully in the south, west to Dimbulah on the Atherton Tablelands, and north to Thursday Island in the Torres Strait. They serve the Cairns Diocese which extends north from Cardwell on the east coast, west to the Northern Territory border, and north to the Gulf country, Cape York Peninsula and Torres Strait Islands.
PART ONE

Introduction

This Catholic Education Services (CES) 2008 Annual Report draws together highlights of the 2008 calendar year and is presented as a statement of stewardship to Bishop James Foley, the Board of Governance (Education) and members of the Catholic community in the Diocese of Cairns.

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SCHOOLS & COLLEGES, Diocese of Cairns

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<td>Smithfield</td>
<td>Holy Cross School (P-7)</td>
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<td>Thursday Island</td>
<td>Our Lady of the Sacred Heart School (P-7)</td>
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<td>Hammond Island campus (P-3)</td>
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<td>Woree</td>
<td>St Gerard Majella School (P-7)</td>
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<td>Woree</td>
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<td>Mount St Bernard College (8-12, including girl boarders)</td>
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<td>Mareeba</td>
<td>St Stephen's Catholic College (8-12, Reaches Y12 in 2010)</td>
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<td>Mareeba</td>
<td>St Thomas's School (P-7)</td>
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<td>Ravenshoe</td>
<td>St Teresa's School (P-7)</td>
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Total 9306
Governance

CES operates within the overall parameters of the Catholic Education Board of Governance. The Board operates with the general pastoral and educational goals of the Diocese and aims to help Catholic Education identity take shape. It does this by developing and monitoring its educational Vision and Mission, its Strategic Initiatives (annual and longer term), and through its educational policy process. The Board cooperates with, and supports the Queensland Catholic Education Commission (QCEC), the National Catholic Education Commission (NCEC) and the Australian Bishops in furthering the ideals of Catholic Education in Australia.

Catholic Education Board of Governance members, Left to Right:
Fr Neil Muir, Ian Eccles (Ex-Officio member), Sr Faye Kelly, Paul Campbell (Chairperson), Bishop James Foley, Elaine Jesurasingham, Hugh O’Brien (Ex-Officio member), Dr Stephen Torre, Judy Collins, Dr Bill Sultmann (Ex-Officio member).

Sub-committee members:

**EDUCATION**
- Sr Faye Kelly (Chair)
- Mr Hugh O’Brien (Secretary)
- Ms Jenny Cable
- Ms Geraldine Norris
- Mr Tim Devlin
- Mr Paul Burnett
- Ms Ursula Elms

**FAITH**
- Bishop James Foley (Chair)
- Dr Bill Sultmann
- Ms Annette Rinaudo (Secretary)
- Mr Gavin Rick
- Mr Gus Lindsay
- Mr Hugh O’Brien
- Ms Jan Neumann
- Ms Lyn Willms

**FINANCE**
- Mr Ian Eccles (Chair)
- Mr Paul McArthur
- Dr Bill Sultmann
- Mr Hugh O’Brien
- Ms Jasmin Sheehan
- Fr Neil Muir
- Mr Paul Campbell
- Mr Tony Johnsson
Foundations

Vision

The vision of Catholic Education is to offer life-long and quality Catholic education so that each person may know and come to identify more fully with the living Spirit of Christ. This vision is encapsulated in CES’s motto: ‘Learning with Faith and Vision’.

Our Vision states:
Through their involvement in the Catholic faith community, students are able to reach their full potential through the enhancement of their educational, personal and spiritual dimensions. They and the communities in which they live and study are sustained and enriched by the life-giving relationships that they develop.

Mission

CES exists as part of the diocesan curia and assists the Bishop in directing pastoral action through educational administration and support.

Our Mission is:
We are a community of people who support the mission of the Church in the provision of quality, innovative education. We provide leadership, service, and stewardship to those involved in the life project of Catholic Education. We seek to be a positive influence in our work within the Church and in the broader community. In the spirit of Christ, we undertake our work through life-giving relationships founded on collaboration, communication, integrity and respect. We look to the future with enduring hope that the human potential for growth and goodness will be realised.

Defining Features

Catholic schools and colleges are central to the Church’s mission in education. Drawing from a broad consultative base, their defining features call them to:
• Be places of authentic evangelisation where faith and life are one
• Celebrate God’s abundant and abiding presence in all creation
• Be communities sustained by life giving relationships
• Be welcoming to all who seek to share their life
• Be centres of holistic learning
• Be places of self-renewal and agents of change
• Build constructive covenants with all partners

Strategic Priorities 2005-2009

Nurturing the defining characteristics of Catholic schools of the Diocese are the Strategic Priorities. The Catholic schools of the Diocese of Cairns, in partnership with Catholic Education Services, are committed to providing goals and strategies which:
• Enrich and promote our Catholic identity, tradition and ethos
• Enhance the quality of Religious Education and Faith Formation
• Maximise student learning through the provision of high quality teaching and curricula
• Address the diverse needs of students through a culture of inclusiveness
• Enhance the personal, professional, spiritual and technological development of staff
• Strengthen the capacity for effective, life-giving relationships and collaboration involving staff, parents, students, clergy, religious and the wider community
• Use existing and emerging information and communication technologies to enhance learning opportunities and administrative practices
• Ensure the efficient and equitable distribution of available resources
• Implement rigorous renewal and planning practices at individual, school and system level
• Implement accountability practices at individual, school and system level to monitor quality and standards, and to achieve responsible stewardship

Learning Framework

Central to CES is a view about learning, teaching and leadership that is authentic. Such a view is captured in a Kingdom vision which recognises processes of being and becoming for all God’s people. It is illustrated in the Diocesan Learning Framework:

ASPIRING TO BE AND BECOME
People of hope, joy, courage and wisdom
Communicators who are effective and creative
Learners who are inquiring and reflective, seeking truth
Participants and producers who are independent and interdependent
Citizens of the world who are responsible, ethical and resourceful
People enriched by a spiritual appreciation of self, God, neighbour and life
CES Ministry Design

Delegations
The Executive Director of Catholic Education Services is appointed by the Bishop to act on his behalf. It is out of this delegation and the associated responsibilities that the administrative relationships between CES, diocesan and parish schools, and agencies are formed.

Delegated responsibilities of the Executive Director and CES collectively are:
• To develop, establish and model the distinctive Catholic identity within schools and colleges
• To develop and monitor Strategic and Annual plans
• To provide Human Resources support to schools, colleges and CES
• To coordinate communication and collaboration within and beyond Catholic Education
• To provide oversight of the financial and physical resources of schools, colleges and CES
• To develop and maintain communication, decision making and associated management systems
• To act for and on behalf of the Diocese in all matters related to employment
• To support the professional development of all staff
• To represent and advocate for Catholic Education
• To be accountable to the Bishop, Vicar and Board of Governance through seeking authorisation, consulting and informing on matters of Catholic Education within the diocese.

Accountability
Within CES, policy accountability is to the Bishop through the Education Board of Governance. Matters of extraordinary administration and day to day support, specifically to the Executive Director, is provided by the Episcopal Vicar. Pastoral accountability is met through the development and review of strategic and operational activities. This occurs annually, is reflected in budget processes and arises from consultative practices. Annual planning is connected to a five year plan which is integrated with overall diocesan priorities.
Organisational Structure
The responsibilities delegated to the Executive Director and CES have given rise to an organisational design that includes service teams of:
- Executive Services
- School Development
- Corporate Services
- Learning and Teaching
- Faith and Religious Education

Each service team is made up of smaller and more focused team units, generally oversighted by a team manager.
PART TWO
Service Operations

Executive Services
It is again my privilege to introduce our 2008 Annual Report. In offering comment I am deeply conscious of the contributions of team leaders in reporting on our diverse ministry and more particularly to that wider group of people who more directly support staff, schools and communities.

Not Ours Alone
The 2008 report chronicles just some of the service that typically falls within operational (day-to-day) and strategic (new and developing) initiatives. In this context, our efforts are just part of the overall ministry of nurturing the wholistic development of students in light of the model and message of Christ. All in Catholic Education: Schools, Parishes and Diocesan services minister co-responsibly and inter-dependently. All contribute to Church mission in and through education.

Our Focus
The mission of CES is integral to Church mission in that service, community, teaching the faith through content and witness, along with ritual, serve to be and build the Kingdom that Jesus awakened. Clearly, sharing the Gospel to liberate students to their potential is our focus.

The detail of our 2008 report illustrates the breadth and depth of ministry. What it is not able to identify is the generous, professional and committed efforts of staff. To this end, I register my appreciation to all staff who throughout 2008 have been both sign and instrument of a sacred mission.

Strategic Engagement
Services of CES are blue printed around core delegations from the Bishop, themselves complementary to school and parish, and initiatives associated with the Strategic Plan 2005 - 2009. As the particular reports demonstrate, our efforts are both responsive to needs but systematic and planned. In this light I am delighted to report our structures, personnel and processes have nurtured service and themselves been nurtured through continuing renewal.

Key Principles
A number of key principles are driving the office in terms of its consolidation. These include:
1. Mission as central with all education agencies operating in a co-responsible interdependent fashion towards this end.
2. Clarification of delegations and associated priorities allow for sustained complementarity of effort.
3. Structures within the central office desirably parallel those structures within schools which serve mission. These are: RE and curriculum, administration, religious dimension.
4. Assistant Executive Directors (School Development) serve to primarily connect schools with schools and schools with the central office.
5. The CES exists in relationship to the Diocese and the community as a whole. Efforts to streamline relationships, build communion and offer transparency in process are also a priority.

Elevating Faith and RE
Considerable effort during 2008 has been given to consultation and reflection on how faith and religious education might be networked and elevated to a level of prominence. Given the centrality of faith and RE, restructuring has been formulated around delegations and strategic priorities.
Nurturing the Tradition and Building a Future

Analysis of our reserve funds provided an opportunity during 2008 to consolidate a tradition and to build a future. Approximately $2.87M was allocated to four significant projects.

- Land in the southern corridor of the Cairns region was purchased with a view to the establishment of a coeducational comprehensive Catholic school in forthcoming years.
- A wide area network with associated educational and hardware infrastructure was commenced in anticipation of developments within Catholic Network Australia.
- Capital facilities were substantially refurbished on Thursday Island thereby enabling the return of a religious community in the form of four Marist Brothers taking up residence.
- Also from reserves, funds were used to relocate some staff into more conducive work spaces.

Student Protection

Schools have continued to challenge and be challenged to prevent harm to students and to ensure an appropriate and supportive response where harm is caused or suspected. Among initiatives pursued in 2008 were:

- Development of student protection risk management strategies in all schools and colleges
- Inducting and training all new employees of Catholic Education in procedures associated with student protection
- Providing annual inservice for all staff in student protection issues
- Delivering professional development inservice to principals and school protection contacts in conjunction with Queensland Police and Department of Child safety
- Development and trialling a Protective Behaviour program for Indigenous students from Years 1 - 3

Grievances

A policy was developed in 2007 which provides a framework to raise concerns or complaints. In 2008, this process was enacted so that concerns and complaints were managed at Catholic Education Services more effectively, and in a fair and impartial manner.

Non-State School Accreditation Board (Legislative Compliance)

Catholic Schools and Colleges meet the criteria upon which their accreditation is based. The criteria address:

- Administration and governance arrangements
- Financial viability
- Educational program and student welfare
- Resources
- Improvement and renewal processes

2008 saw the conclusion of a five year cyclical review which enabled all schools and colleges to receive positive accreditation.

Communications

Communicating Catholic Education news and messages continued through the Diocesan newsletter Catholic News, general news media and the Catholic Education website. Marketing and promotional materials and their overall corporate branding were further refined and utilised to promote Catholic Education. Documents and publications were produced including ‘Stewardship’, ‘A Catholic School for your Child?’, a Prep brochure and CES’s inaugural ‘Annual Report’.

Another key promotional tool whereby the distinctive mission of Catholic Education was communicated, articulated and celebrated was Catholic Education week from July 27 to August 2. Building on World Youth Day momentum was the ‘Faith in our Youth’ theme. One of six state Spirit of Catholic Education Award winners was Terry Power, APRE at St Monica’s College, Cairns.

The 2008 Catholic Education Docemus Awards were announced on August 21.

Awardees were:

Primary Teacher Award
Kerry Yelavich
(St Joseph’s School, Parramatta Park);

Secondary Teacher Award
Noel Logan (St Mary’s Catholic College);

Leadership Award
Nigel Bird (Our Lady Help of Christians School, Earlville);

School Officer Award
Vera Sendra (St John’s School, Silkwood);

Volunteer Supporter Award
Chris Gillies (St Thomas’s School, Mareeba);

Lifelong Contribution Awards
Alwyn Webb (Good Counsel College, Innisfail) and Fr John Butcher (Malanda).
Finance program activity in 2008 was made up of core activities and initiatives.

Core or recurring activities completed include:
- Financial accountability requirements to State and Federal Governments were satisfied.
- The annual external audit of the 2007 year (in 2008) was again unqualified, therefore no issues were identified by the external auditors in the financial operations of Catholic Education Services.
- The numerous data collections required by State and Federal Governments were completed to fulfil funding conditions of grants.
- The School Fee Review Committee recommended the 2009 tuition fee increase to the Board and Council of Priests. The recommendation was accepted.
- Support to Primary Administration Officers and Secondary Business Managers in financial and administrative matters.
- Development and approval of the annual budget for the Primary System and Catholic Education Services.

Initiatives completed include:
- Conversion of the software used by Primary schools (Maze) to the latest version. This version uses an SQL service and allows schools to adopt accrual accounting and support from Catholic Education Services to be provided off site via the wide area network.
- Forward planning for the Land Fund following a cash and loan contribution towards the purchase of land at Mount Peter.
Capital Programs

BGA Projects

Twelve schools from the Diocese applied for Capital Grants through the Block Grant Authority process in 2008. Eight of the applications were successful or partly successful.

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<tr>
<th>School</th>
<th>BGA Grant</th>
<th>Towards Cost of:</th>
</tr>
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<tbody>
<tr>
<td>St Andrew’s Catholic College, Redlynch</td>
<td>$3,950,117</td>
<td>Stage 9</td>
</tr>
<tr>
<td>Mother of Good Counsel School, North Cairns</td>
<td>$247,211</td>
<td>Converting an undercroft to two new classrooms</td>
</tr>
<tr>
<td>Mount St Bernard College, Herberton</td>
<td>$156,467</td>
<td>Refurbishing student amenities</td>
</tr>
<tr>
<td>Our Lady of the Sacred Heart School, Thursday Is</td>
<td>$128,473</td>
<td>Building a new tuckshop</td>
</tr>
<tr>
<td>St Francis Xavier’s School, Manunda</td>
<td>$581,920</td>
<td>Constructing a covered court, equipment store and</td>
</tr>
<tr>
<td>St Joseph’s School, Atherton</td>
<td>$427,919</td>
<td>additional amenities</td>
</tr>
<tr>
<td>St Thomas’s School, Mareeba</td>
<td>$441,259</td>
<td>Constructing a covered court and relocating student amenities</td>
</tr>
<tr>
<td>St John’s School, Silkwood</td>
<td>$269,262</td>
<td>Refurbishing 4 classrooms</td>
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During the year work was completed on the successful 2006 BGA projects at St Stephen’s Catholic College, Mareeba; St Andrew’s Catholic College, Redlynch; St Clare’s School, Tully; and St Rita’s School, Sth Johnstone. The 2006 BGA project at St John’s School, Silkwood was revised and tendered in conjunction with the successful 2008 project in late 2008 and will commence in early 2009. Work was also completed on the successful 2007 projects at St Stephen’s Catholic College, Mareeba and St Thomas’s School, Mareeba. The successful 2007 project at St Theresa’s School, Ravenshoe was tendered in late 2008 and will commence in early 2009.

Investing in our Schools Program (IOSP)
The majority of our schools have now expended the grants received in the final round of the Australian Government’s Investing In Our Schools Program.

Capital Small Grants Program
During 2008, all of our schools expended grants that were allocated in 2007 as a result of the Queensland Catholic Education Commission (QCEC) receiving funds from both the Australian Government and the Queensland Government to distribute to Catholic schools throughout the State for small projects. These funds were combined into one pool to make up the Capital Small Grants Program.

The grants under this program allocated to the Diocese of Cairns totaled $823,343 and ranged from $28,100 to $42,606. The projects completed under this program included Information Technology upgrades, shade covers, tuition refurbishments, tuckshop refurbishments, and playground equipment.

Indigenous Boarding Infrastructure Program

During 2008 the two boarding schools of the Diocese, St Augustine’s College, Cairns and Mount St Bernard College, Herberton applied for grants from the Australian Government’s Indigenous Boarding Infrastructure Program to assist with improvement of facilities to promote the expansion and consolidation of boarding for Indigenous students. Mount St Bernard College, Herberton was successful in obtaining a grant of $4,146,193 towards the cost of refurbishing some existing boarding facilities providing 32 beds and the construction of a new 40 bed boarding house, supervisor’s residence, visitor facilities and boarding administration facilities.

Tomorrow’s Schools Cooling Subsidy
Five schools in the Diocese received grants towards the costs of completing air conditioning within the school in 2007. These projects were completed during 2008. The schools that received this funding were St Mary’s Catholic College, Woree; St Joseph’s School, Atherton; St Michael’s School, Gordonvale; St Rita’s School, Sth Johnstone; and St Rita’s School, Babinda.

Artist’s impressions of new boarding facilities to be constructed at Mount St Bernard College, Herberton, with grant funds from the Indigenous Boarding Infrastructure Program.
Corporate Services

Self Funded Projects

Schools throughout the Diocese commenced or completed a number of self funded Capital Projects during 2008. These projects included Science laboratory refurbishments, installation of lifts, tuckshop refurbishments, classroom refurbishments, Information Technology and infrastructure upgrades and installation of interactive whiteboards, shade structures and covered areas. Also refurbished was the Thursday Island Monastery for staff accommodation and existing staff accommodation on Thursday Island was painted.

School Master Plans

During 2008 Master Plans were completed or revised for Mount St Bernard College, Herberton; St Joseph’s School, Atherton; St Teresa’s School, Ravenshoe; St John’s School, Silkwood; Mother of Good Counsel School, North Cairns; and St Monica’s College, Cairns. Master Planning was commenced for St Therese’s School, Bentley Park; Our Lady Help of Christians School, Earlville; and St Augustine’s School, Mossman.

Human Resources

The Human Resources focus for 2008 was service to schools. 2008 was a successful year for HR if schools can say that they received quality service which was timely, meaningful and useful.

Specific projects to enhance HR service delivery included:

- Review of HR employee forms to simplify processes. This was complimented by training for administrative staff to enable greater understanding of the industrial environment of the HR forms.
- Graduate interviews were conducted to reduce the workload for schools during the staffing cycle. In all 44 graduates were interviewed.
- A variety of training opportunities were offered by HR including training...
for school officers and Outside School Hours Care staff, harassment training for school based staff and a range of team building and leadership activities for school management teams.

- Policy/procedural development continues to be a major on-going task in HR. In 2008 the following policies/procedures were drafted for completion and implementation in 2009: Code of Conduct for Employees in Catholic Education, Diocese of Cairns; Recruitment and selection procedures for leadership positions; Working from home procedures; Performance management procedures.
- A major review of contracts for leadership positions resulted in a new contract template.
- Principals’ sabbatical leave entitlements and procedures for accessing sabbatical leave have been reviewed for implementation early in 2009.
- EB5 actions completed including review of fixed term and continuing positions for school officers and teachers and the review of workload intensity.

### Information Technology

A major initiative in 2008 was the CEnet (Catholic Education Network) project which addressed three key priorities for all schools:

1. Connectivity and Interconnection with the upgrade of internet bandwidth services for all schools and integration into a managed Wide Area Network (WAN). This project delivered better internet connectivity, improved security and additional functionality for the management of school networks and associated infrastructure.

2. The deployment of the Editure Learning Management System to provide staff and students with access to secure online electronic learning portals. The use of a Learning Management System will enable Information Technology to be used and adapted to support the curriculum and personal learning for individuals and groups.

3. Improvements to the Maze school administrative system, including version upgrades, introduction of standard processes and data formatting. These upgrades will provide further system level opportunities, such as improved data validation and collection as well as better management of school administration functions.

The rollout of the CEnet project will continue into 2009 and is expected to be completed by mid year.

Information Technology was also involved in a number of other key improvement projects across schools during 2008, including:

- Infrastructure and Network Upgrades in a number of schools, including major upgrades at St Clare’s, Tully; St John’s, Silkwood; Mother of Good Counsel, North Cairns; St Stephen’s and St Thomas’s, Mareeba and numerous other smaller projects. Each of these projects included introduction of next generation data cabling and fibre optic network solutions in line with best practice standards.

- School based Local Area Network (LAN) planning and redesign, including Mount St Bernard College, Herberton where a more robust and flexible IT environment has been created for all users as well as ensuring a quality and secure environment. Many of the design elements of this upgrade will be used for other schools.

- A review of wireless networking and the selection of new standards and hardware to allow for the introduction of the new 802.11n wireless standard. Ratified in September 2008, this new standard provides faster and more reliable wireless networks.

- Future bandwidth strategies as part of the Catholic Network Australia initiative. This project aims to provide Fibre Optic network services to all Catholic Schools across Australia. This is expected to form part of a two year strategy for improved internet broadband services and will tie into the Federal Government’s Fibre Connections for Schools program.

Religious Dimension

The majority of the activities of the Faith and Religious Education Team in 2008 continued to focus on the overall preparedness of teachers to teach Religious Education. A combination of local and visiting presenters offered a variety of options to enable staff to continue their own faith journey and enhance their teaching in the Religious Education classroom. These included After-school RE Inservices, ‘Basics’ Courses, and the ‘Ancient Paths’ Program.

A record number of teachers studied either ‘Beginning Theology’ or ‘Foundations’ courses. The words of one participant sum up the value of these courses: “The longer I was involved with my group, the more I realised that my own spiritual development was the key to being a better teacher in a Catholic School”.

Post-graduate University study opportunities were offered via Brisbane College of Theology and Australian Catholic University and numbers of staff continued to pursue Certificates, Diplomas and Masters courses.

Dr Peter Vardy from Heythrop College at the University of London returned to the Diocese to present workshops for teachers and senior students on ‘Faith and Reason’. As always these talks were most engaging.

Assistant Principals Religious Education (APREs) from both Primary and Secondary schools gathered each term to discuss and share ideas relevant to the role. In third term this gathering took the form of a retreat facilitated by Br Bill Tarrant FMS. This was a valuable opportunity for APREs to take time out and seek spiritual refreshment.

The QCEC Policies on Accreditation to Teach in a Catholic School continued to be implemented. CES Faith & RE staff worked with schools to inservice teachers on the requirements and the Accreditation status of most teachers has been reviewed and updated accordingly.

After approval from Bishop James Foley the Brisbane Religious Education Program was adopted for the Cairns Diocese. More year levels at more schools began using the program ahead of intensive professional development which will form part of a staged rollout of the Program across the diocese in 2009/2010.

A restructuring within CES and elevation of Faith and RE within the organisational structure to more closely reflect school structures occurred in 2008 with the appointment of Assistant Executive Director Faith and Religious Education, Des Fitz-Gerald. This restructuring and appointment of new staff will increase the variety and scope of services the Faith and RE team can provide.

Living Relationships

Catholic Education Services is nurturing personal growth with its promotion of Living Relationships and the associated Social Emotional Learning (SEL) Strategy which embraces a practical and explicit approach to the integration of beliefs, values and skills in the advancement of relationships, wellbeing and learning. 2008 saw the emergence of the Living Relationships concept, which captures the key principles, practices and processes from the Diocese’s eight year SEL investment in school communities.

Successful initiatives in 2008:

- SEL Cluster Coordination
- SEL mentoring systems and training in more schools
- SEL Coordinators cluster gatherings
- Creation of audit instruments
- Completion of accreditation for and delivery of a university Masters’ level unit for school leadership in SEL
- SEL vision and rubric documents for leadership
- Resource matrix to cross reference quality SEL resources with developmentally sequenced objectives.
The Learning and Teaching Team was established at the start of 2008 under the leadership of John Mula and drew together four service areas which in turn have specialised services within each area of responsibility.

### Learning and Teaching Team

<table>
<thead>
<tr>
<th>Curriculum Services</th>
<th>Student Services</th>
<th>Information and Resource Services</th>
<th>Early Childhood Education and Care</th>
</tr>
</thead>
<tbody>
<tr>
<td>addresses the following areas</td>
<td>addresses the following areas</td>
<td>addresses the following areas</td>
<td>addresses the following areas</td>
</tr>
<tr>
<td>- General Curriculum (P-12)</td>
<td>- Learning Support</td>
<td>- Resource Centre</td>
<td>- Quality Assurance and Compliance of OSHCare</td>
</tr>
<tr>
<td>- Early Years Curriculum (P-3)</td>
<td>- Counsellors</td>
<td>- School Library Support</td>
<td>- Finance support for OSHCare</td>
</tr>
<tr>
<td>- Digital Learning (P-12)</td>
<td>- Indigenous Education</td>
<td>- Copyright</td>
<td></td>
</tr>
<tr>
<td>- Vocational Education (10-12)</td>
<td>- Therapy Services</td>
<td>- Information Literacy</td>
<td></td>
</tr>
</tbody>
</table>

During the course of 2008 the Learning and Teaching Team focused on building capacity within schools and supporting teachers to enhance the quality of learning and teaching within a contemporary learning framework.

### Curriculum Services

Curriculum Services staff assisted schools in making the transition from the current outcomes based syllabi to proposed new national curriculum. To that end, and after significant consultation, schools have been provided with a framework for planning, assessment and reporting through the publication of ‘Curriculum Planning in the Cairns Diocese - a Way Forward’. In addition to this, the ‘Way Forward’ document also addresses the challenges of establishing contemporary learning pedagogy through specific projects in the early years including pre-prep and digital learning.

#### General Curriculum

Underpinning initiatives in Curriculum Services is a strong emphasis on supporting Numeracy and Literacy, Science and Religious Education within the Diocese. Schools have engaged in a number of professional learning enterprises and projects in 2008 which have supported the continuing development and unpacking of a Continuum of Mathematics Program and classroom resources, including the production of the ‘Jump into Number’ DVD and problem solving kit. Both clusters and individual schools have undergone professional development in written literacy as part of their commitment to the ongoing provision of high quality classroom learning opportunities.

Primary school learning communities have also focused on school based Science leadership, with an aim to developing a quality science program which meets the needs of 21st century inquiry based learners.

#### Early Years

During 2008 Early Years teachers throughout the Diocese continued to embrace the Early Years Curriculum Guidelines (EYCG) and the rich investigative approach that it advocates. Teachers in Year 2 gathered during the year to share understandings about the Early Years and dialogue how incoming 2009 Year 2’s might be best accommodated given that they are the original prep cohort. Prep teachers have had opportunities to engage with the EYCG for a two year period and the Diocese looks towards guiding teachers in the development of consistent interpretations of the guidelines and building understandings about the links between the EYCG and the Essential Learnings.

#### Digital Learning

The provision of ‘myclasses’ lies at the core of our strategy in contemporary learning. ‘myclasses’ empowers both teachers and students, and facilitates communication, publication, sharing and collaboration - all key elements of any successful learning and teaching environment.

All CES staff attended “An Introduction to myclasses” session and some have completed the “myclasses for Beginners” course where they created their own ‘class’ pages for use by others. ‘myclasses’ is now
being used to share information between the school and CES. In-school administrators were trained to manage this environment and its users. It is anticipated that all secondary schools will complete their administrator training early in Term One, 2009. A variety of delivery methods have been used to begin familiarising school staff with how to access and create their own ‘class’ pages. Some have attended staff meetings, others have utilised part of a pupil free day and recent whole day sessions held in each of the regions have been well attended.

**Vocational Education**

Significant work has been done to expand the provision of vocational education in the Diocese. During 2008, there has been an expansion in the provision of VET courses and applications for enrolments in Certificate Courses for 2009 are strong. Secondary colleges have expanded RTO Scope of Registration and collectively these have seen a significant increase in the number of Certificate I and II courses being offered to students in Years 10 to 12. Student sign-ups to School-Based Apprenticeships/Traineeships have also increased. A significant number of VET staff upgraded their qualifications by completing a Certificate IV in workplace assessment.

During the course of 2008 significant discussion took place on the Diocese’s response to the development of Trade Training Centres as part of the Federal Government’s investment in vocational education and training.

**National Testing Results**

For the first time in 2008, students in Years 3, 5, 7 and 9 throughout Australia, sat national literacy and numeracy tests. Tests covered Language Conventions (testing spelling, grammar and punctuation), Writing and Reading and Numeracy. The aim of these tests is to provide a measure of how Australian schools and students are performing in the areas of reading, writing, spelling and numeracy.

The overall results from the 2008 NAPLAN assessments showed that students in years 3, 5, 7 and 9 from Catholic schools in the Diocese of Cairns performed exceptionally well, achieving higher scores than the Queensland mean and in some cases equal to or higher than the national mean. This was the case for overall literacy standards and numeracy. It is also worthy of note that the participation rate of students from years 3, 5, 7 and 9 were significantly higher than the rate of Queensland and Australia.

**SUCCESS CELEBRATED:**

John Mula and Year 3, 5, 7 and 9 students of 2008 celebrate Catholic schools in the Cairns Diocese ‘coming up roses’ in the inaugural national testing, with a posy resembling the Catholic Education logo.

Students are (at front) Chloe Cole (Our Lady Help of Christians School, Earlville), (and L to R) James Milaras (St Gerard Majella School, Woree), Aimee Chirio (St Therese’s School, Bentley Park) and Michael Gregory (St Augustine’s College, Cairns).
### Overall Literacy Results

(Language Conventions - spelling, grammar and punctuation, writing and reading)

<table>
<thead>
<tr>
<th>Year</th>
<th>Diocese of Cairns 1</th>
<th>All QLD schools 2</th>
<th>Australia 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 3</td>
<td>Mean 389</td>
<td>375</td>
<td>404</td>
</tr>
<tr>
<td></td>
<td>Participation rate 98.1%</td>
<td>95.5%</td>
<td>95.9</td>
</tr>
<tr>
<td>Year 5</td>
<td>Mean 482</td>
<td>468</td>
<td>488</td>
</tr>
<tr>
<td></td>
<td>Participation rate 98.5%</td>
<td>96.2%</td>
<td>96.5%</td>
</tr>
<tr>
<td>Year 7</td>
<td>Mean 534</td>
<td>524</td>
<td>534</td>
</tr>
<tr>
<td></td>
<td>Participation rate 97.9%</td>
<td>96%</td>
<td>95.9%</td>
</tr>
<tr>
<td>Year 9</td>
<td>Mean 580</td>
<td>563</td>
<td>573</td>
</tr>
<tr>
<td></td>
<td>Participation rate 98%</td>
<td>94.6%</td>
<td>93.4%</td>
</tr>
</tbody>
</table>

### Overall Numeracy Results

<table>
<thead>
<tr>
<th>Year</th>
<th>Diocese of Cairns 1</th>
<th>All QLD schools 2</th>
<th>Australia 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 3</td>
<td>Mean 384</td>
<td>367</td>
<td>397</td>
</tr>
<tr>
<td></td>
<td>Participation rate 97.6%</td>
<td>95.5%</td>
<td>95.9%</td>
</tr>
<tr>
<td>Year 5</td>
<td>Mean 474</td>
<td>458</td>
<td>476</td>
</tr>
<tr>
<td></td>
<td>Participation rate 98.1%</td>
<td>95.8%</td>
<td>96.2%</td>
</tr>
<tr>
<td>Year 7</td>
<td>Mean 547</td>
<td>539</td>
<td>545</td>
</tr>
<tr>
<td></td>
<td>Participation rate 97.9%</td>
<td>95.8%</td>
<td>95.8</td>
</tr>
<tr>
<td>Year 9</td>
<td>Mean 581</td>
<td>571</td>
<td>582</td>
</tr>
<tr>
<td></td>
<td>Participation rate 96.4%</td>
<td>94.3%</td>
<td>93.2%</td>
</tr>
</tbody>
</table>

Sources: 1 Cairns Catholic Education data 2 Data provided by Queensland Studies Authority 3 NAPLAN Summary Report

### 2008 Overall Position (OP) results

OPs are used in the selection of students for tertiary education courses. Students are eligible for an OP at the end of Year 12 provided they have completed a minimum of 20 semester units of Authority subjects, including at least three subjects for all four semesters, and sat for the QCS Test in that year.

Five colleges had Year 12 cohorts in 2008. They were St Augustine’s College, St Monica’s College, Mount St Bernard College, St Mary’s Catholic College and Good Counsel College. In 2009 St Andrew’s Catholic College will have its first Year 12 cohort and in 2010 St Stephen’s Catholic College will have its first Year 12 cohort.

In 2008, the five colleges had collective enrolment of 464 Year 12 students of which 71.6% were OP eligible. This is significantly higher than the State average for OP eligibility which approximates 63 % of all students undertaking Year 12 studies. Of the OP eligible students 18% received OP from 1 to 5, 39% received OP from 1 to 10 and 78% received OP from 1 to 15. As a comparison, approximately 68% of all students in the State received OP from 1 to 15 in 2007.

In 2008 the Queensland Certificate of Education (QCE) was awarded to students in Year 12. To be awarded a QCE, students must have at least 20 credits in a combination of academic and vocational studies, and fulfil literacy and numeracy requirements. 91% of all Year 12 students were awarded a QCE.
Learning and Teaching

Student Services

Student Services manages Diocesan funds as well as funds allocated by government to provide a range of services including counselling and mentoring, diagnostic and therapeutic services, Indigenous education support and learning and disability support.

School and Community Engagement has been a major priority for Indigenous Education in the Diocese of Cairns for 2008, through engaging families and communities with current educational practices to improve the success of their children.

The Parent Kit known as ‘TALKing Together Today,’ is an initiative that targets improving student outcomes, parental engagement and parent education in combination. The mathematical language that students experience in a Prep and Year One classroom is unpacked for parents using the kit so that the child is being exposed to mathematical language both in the classroom environment and at home.

Student Services staff provided a wide range of training and professional development opportunities to teachers, parents and school officers through the Disability Conference, workshops and school based training sessions. In addition, schools in the Diocese have received regular support from Student Counsellors to promote positive school environments that foster the personal development of all students. During the course of 2008, Student Services staff have worked closely with school staff and parents to ensure that across the Diocese, all students with disability are supported under the new Education Adjustment Program.

Shane Williams, State Manager, DEEWR (Department of Education, Employment and Workplace Relations) with CES’s School and Community Engagement Officer, Lillian Miller and Indigenous Education Officer, Antoinette Cole at the launch of the Maths parent kit during the ‘TALKing Together Today for Tomorrow’ conference co-hosted in Cairns by Catholic Education and Independent Schools Queensland as part of Literacy and Numeracy Week.
Information & Resource Services

The Diocesan Resource Centre collection provides valuable resources to schools and teachers in the areas of Religious Education, learning support, Indigenous education and counselling as well as general curriculum materials and audio visual resources.

Contemporary information services are crucial to learning and teaching in the 21st century. A number of initiatives introduced by Information and Resource Services are designed to enhance the capacity of those staff directly connected with information resources in schools but also addresses the needs of all teachers to be proficient in the use of contemporary information services.

Early Childhood Education and Care

The Early Childhood Education and Care Team currently supports schools in the provision of Outside Hours School Care (OSHCare). Fourteen schools provide a combination of before school, after school and vacation care for their respective communities. OSHCare services are validated every 2.5 years and receive spot checks in-between. Many OSHCare services have now gone through their second round of QA. All services are currently rating high in all 8 quality areas which is an exceptional result.

During 2008 a policy statement on Early Childhood Education and Care was approved by Board of Governance Education. The policy positions early childhood education as part of the mission of Catholic Education in the Diocese of Cairns. Proposed adjustments to the governance, policies and procedures and budgeting requirements for outside hours school care have been developed for implementation in 2009. These changes aim to improve the efficiency of individual services and compliance with the Childcare Act (2002). It is also intended that they lay the foundation for developments in the government’s agenda for early childhood education and care.

2009 promises to bring with it many changes to the sector, the introduction of the Early Years Learning Framework, the review of regulations examining where Quality Assurance and Licensing overlap and the delivery of the government’s promise to ensure that all children have access to high quality early childhood education programs in the year before they start school.

One of Catholic Education’s 14 OSHCare Services, St Michael’s at Gordonvale.
School Development

In 2008, the School Development Team (SDT) responded to the challenge of change. The restructuring of the Executive Leadership Team (ELT) saw the three members of the SDT renamed Assistant Executive Directors School Development (AED SD). Tim Devlin joined the previous members Hugh O'Brien and Jennifer Cable as they undertook the task of establishing a team to provide support to the 19 Primary Schools, 6 Secondary Colleges and one P-12 College. During the early part of 2008, Jennifer Cable took leave from the team eventually resigning her position in late 2008. We thank Jennifer for her four years of consistent work in support of schools, and wish her well in her future endeavours.

As a result of Jennifer’s absence, the need arose to induct two other members in ‘acting’ roles from Easter to the end of the year. Paul Cazzulino joined the team for Term 3, coming out of his Principal’s role at Holy Cross School, Trinity Park, with Wendy Manners joining the team from her role on the Learning & Teaching Team for Term 4. This resulted in considerable reflection about the team and its support role in schools. Both Wendy and Paul contributed generously, with energy and commitment, to the support of schools through a potentially difficult time.

2008 was a year for reflection and development for all the members of the SDT. Considerable work was done with external facilitation on the communication, planning and processing skills of individual team members and the team as a whole. Efforts to work collaboratively were encouraged within the team as a steep learning curve developed for all of the team members. Access to an external facilitator, positive leadership provided by the Executive Director, the wisdom and experience of Hugh O’Brien as the team’s link to the previous history and tradition of the Diocesan schools, the collaborative and pastoral values of the ELT, and the friendly, collegial ethos, so obvious in the CES environment, were all key elements in what was achieved by this team in 2008.

Leadership Support

Amongst the team’s goals, Leadership Support for schools is critical. This was evidenced in:

- Conducting a review of the Defining Features document, in co-operation with the Queensland Catholic Education Commission
- The review of Principal meeting structures to better meet the needs of key leaders
- Principal Cluster meeting processes
- The New Leaders Induction program which met needs of Assistant Principals and Principals
• Establishing a mentoring program for leaders and teachers
• The review of the provision of Catholic Education in the Innisfail area and its surrounds
• Management of the Selection and Appointment processes for Senior Administration positions. In 2008 new Principals were appointed to St Augustine’s School, Mossman; St Teresa’s School, Ravenshoe; Mount St Bernard College, Herberton; St Monica’s College, Cairns; Good Counsel College, Innisfail; with Acting Principals at St Francis Xavier’s School, Manunda and St Michael’s School, Gordonvale as well as many processes for APRE and APA positions both acting and continuing
• Support for the leadership of schools when crises occur

School Renewal Processes
School Renewal is a requirement of accountability to local communities as well as to government entities. This involved a wide range of supports:
• The development of a School Renewal checklist for schools, to sit alongside the relevant policy and procedures for School Renewal in the Diocese
• Support for Principals, both individually and through cluster meetings, to produce professional goals for Principals, APRE’s and APA’s
• Support for Principals/Administration Teams in the management of School Renewal processes, including the development of a 5 Year Strategic Renewal Plan
• Support for Principals in developing survey instruments to facilitate community engagement in School Renewal processes
• The development of an Annual School Plan to detail development activities to occur in 2008, based on the School Renewal Plan
• Assistance with the preparation of Annual Evaluation of and reporting to school communities around annual School Renewal activities
• Involvement in the on-going development of capital Master Plans and Maintenance Plans for our schools
• Involvement with schools and parish authorities in the development of building projects for submission to the Block Grant Authority for funding approval
• The completion of Compliance Audits and Validation processes in 11 Primary schools and 2 Secondary schools which brings to closure the 5 year cycle of School Renewal in these schools.

Community Engagement
Apart from these School Renewal activities, support was offered to schools by the team in the important area of governance. School leaders were encouraged to engage with their communities in a frank assessment of their governance capacity and to provide support for School Boards and the local Parents and Friends’ Association with the active involvement of members of the SDT. Many schools now have Boards which function according to the newly developed Board Constitution. In-service opportunities for School Boards were offered in the following areas:
1. Core Governance Functions - Mission and Purpose, Clarification of Values, Strategic Directions, Annual Management and Risk Management
2. Board Roles
3. Board Communication and Decision Making
4. Board Continuous Improvement

The team is grateful to external consultant, Michael Thornber, for his contribution to the work with School Boards. The team was available to work on request with Parents and Friends’ Associations and has identified this traditional and long-standing ‘tool’ for community engagement as an ongoing priority.

Staffing 2008
SDT members worked with the Workforce Planning Team and Principals in schools in a collaborative exercise to ensure the best possible outcomes to staff the schools of the Diocese for 2009. The Staffing Calculator, and the process for staffing developed by the Workforce Planning Team, became a major focus for School Principals and the SDT from July to December. The outcome clearly was to have most staffing issues resolved more equitably and more efficiently than in previous years. This positive outcome speaks volumes for the effectiveness of the collaborative approach and the need to continue to enhance and improve our staffing processes in 2009 through the Workforce Planning Team.

Development Projects
In 2008, the team was involved with the development of building projects requiring applications to the Block Grant Authority, and within the Diocese through the Planning and Development Committee:
• Mount St Bernard College at Herberton has been a significant focus.
### Income & Expenditure - Primary System & Catholic Education Services

<table>
<thead>
<tr>
<th>Income</th>
<th>$</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Private</td>
<td>2,484,484</td>
<td>6.72%</td>
</tr>
<tr>
<td>State Grants</td>
<td>8,171,876</td>
<td>22.10%</td>
</tr>
<tr>
<td>Federal Grants</td>
<td>26,314,272</td>
<td>71.18%</td>
</tr>
<tr>
<td><strong>Total Income</strong></td>
<td><strong>36,970,632</strong></td>
<td><strong>100.00%</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Expenditure</th>
<th>$</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Salaries</td>
<td>25,950,617</td>
<td>70.05%</td>
</tr>
<tr>
<td>Salary On Costs</td>
<td>3,448,411</td>
<td>9.31%</td>
</tr>
<tr>
<td>Targeted Grant Expenditure</td>
<td>3,376,513</td>
<td>9.11%</td>
</tr>
<tr>
<td>Other</td>
<td>4,172,027</td>
<td>11.26%</td>
</tr>
<tr>
<td>Cyclone Expenditure</td>
<td>58,268</td>
<td>0.16%</td>
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<tr>
<td>Land Fund</td>
<td>38,672</td>
<td>0.10%</td>
</tr>
<tr>
<td><strong>Total Expenditure</strong></td>
<td><strong>37,044,508</strong></td>
<td><strong>100.00%</strong></td>
</tr>
<tr>
<td><strong>Net Deficit</strong></td>
<td><strong>(73,876)</strong></td>
<td><strong>-0.20%</strong></td>
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### Block Grants Authority Assistance 2008

<table>
<thead>
<tr>
<th>School</th>
<th>Project</th>
<th>Project Cost</th>
<th>Assistance</th>
<th>School Contribution</th>
</tr>
</thead>
<tbody>
<tr>
<td>St Andrew’s Catholic College, Redlynch</td>
<td>Stage 10</td>
<td>$6,076,124</td>
<td>$5,498,750</td>
<td>$577,374</td>
</tr>
<tr>
<td>Mother of Good Counsel School, North Cairns</td>
<td>Convert undercroft to 2 GLA’s</td>
<td>$231,000</td>
<td>$131,000</td>
<td>$100,000</td>
</tr>
<tr>
<td>Mount St Bernard College, Herberton</td>
<td>Female amenities</td>
<td>$105,000</td>
<td>$85,000</td>
<td>$20,000</td>
</tr>
<tr>
<td>Our Lady of the Sacred Heart School, Thursday Island</td>
<td>Tuckshop refurbishment</td>
<td>$137,163</td>
<td>$127,163</td>
<td>$10,000</td>
</tr>
<tr>
<td>St Francis Xavier’s School, Manunda</td>
<td>Toilets, PE store, covered area</td>
<td>$824,250</td>
<td>$574,250</td>
<td>$250,000</td>
</tr>
<tr>
<td>St Joseph’s School, Atherton</td>
<td>PE covered area</td>
<td>$384,746</td>
<td>$184,746</td>
<td>$200,000</td>
</tr>
</tbody>
</table>
### Enrolment Trends

- **Primary**: 9,306 students in 2008
- **Secondary**: 9,094 students in 2008

### Students by classes 2008

- **Prep**: 730 students (Year 1: 535, Year 2: 757, Year 3: 778, Year 4: 803, Year 5: 818, Year 6: 729, Year 7: 758, Total: 5,908)
- **Year 8**: 826 students (Year 8: 754, Year 9: 718, Year 10: 633, Year 11: 467, Total: 3,398)

### Teachers Employed in Full-Time Equivalents (August 2008)

- **Primary**: Male 79.8, Female 312.5, Total 393.3
- **Secondary**: Male 108.6, Female 137.9, Total 246.5
- **Total**: Male 188.4, Female 450.4, Total 638.8

### Support staff employed in Full-Time Equivalents (August 2008)

- **Primary**: Male 15.8, Female 128.1, Total 143.9
- **Secondary**: Male 27.4, Female 74, Total 101.4
- **Total**: Male 43.2, Female 202.1, Total 245.3

### Student Groups (August 2008)

- **Indigenous**: Primary 373, Secondary 196, Total 569
- **ESL**: Primary 432, Secondary 145, Total 577
- **Students with Disabilities**: Primary 87, Secondary 50, Total 137
Catholic Education Services
Diocese of Cairns
Learning with Faith and Vision

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ABN 42 498 340 094