Catholic Education Services - Diocese of Cairns
Learning with Faith and Vision

welcoming & affordable

more than academic...
caring, safe & disciplined

2009 Annual Report
This Catholic Education Services (CES) 2009 Annual Report draws together highlights of the 2009 calendar year and is presented to Bishop James Foley, the Board of Governance (Education) and members of the Catholic community in the Diocese of Cairns. It is a component of our accountability to the Catholic and wider community of the Diocese.

Catholic Education Services is an executive arm of the Diocese, delegated to undertake responsibilities which serve, support and advocate for all educational ministries. These ministries are directed to be a whole of life outreach and incorporate non-school and school based apostolates.

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.

Non-school services support catechetical formation in State schools, adult education, pre-service formation, early education and child care and theological and ecclesial resource support.

All services engage in ministry which seeks to be responsive to the times, respectful of the Tradition and centred in the person and message of Christ.

### Schools and Colleges

#### Northern Deanery Cluster

<table>
<thead>
<tr>
<th>School</th>
<th>Grade</th>
<th>Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bentley Park</td>
<td>P-7</td>
<td>623</td>
</tr>
<tr>
<td>Parramatta Park</td>
<td>P-7</td>
<td>572</td>
</tr>
<tr>
<td>Cairns City</td>
<td>P-7</td>
<td>527</td>
</tr>
<tr>
<td>Earlville</td>
<td>P-7</td>
<td>503</td>
</tr>
<tr>
<td>Gordonvale</td>
<td>P-7</td>
<td>182</td>
</tr>
<tr>
<td>Manunda</td>
<td>P-7</td>
<td>631</td>
</tr>
<tr>
<td>Mossman</td>
<td>P-7</td>
<td>153</td>
</tr>
<tr>
<td>North Cairns</td>
<td>P-7</td>
<td>318</td>
</tr>
<tr>
<td>Parramatta Park</td>
<td>P-7</td>
<td>379</td>
</tr>
<tr>
<td>Redlynch</td>
<td>P-12</td>
<td>1451</td>
</tr>
<tr>
<td>Trinity Park</td>
<td>P-7</td>
<td>406</td>
</tr>
<tr>
<td>Woree</td>
<td>P-7</td>
<td>444</td>
</tr>
<tr>
<td>Woree</td>
<td>B-12</td>
<td>876</td>
</tr>
</tbody>
</table>

#### Southern Deanery Cluster

<table>
<thead>
<tr>
<th>School</th>
<th>Grade</th>
<th>Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Babinda</td>
<td>P-7</td>
<td>44</td>
</tr>
<tr>
<td>Innisfail</td>
<td>B-12</td>
<td>568</td>
</tr>
<tr>
<td>Innisfail</td>
<td>P-7</td>
<td>331</td>
</tr>
<tr>
<td>Silkwood</td>
<td>P-7</td>
<td>63</td>
</tr>
<tr>
<td>South Johnstone</td>
<td>P-7</td>
<td>115</td>
</tr>
<tr>
<td>Tully</td>
<td>P-7</td>
<td>198</td>
</tr>
</tbody>
</table>

#### Western Deanery Cluster

<table>
<thead>
<tr>
<th>School</th>
<th>Grade</th>
<th>Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Atherton</td>
<td>P-7</td>
<td>192</td>
</tr>
<tr>
<td>Dimbulah</td>
<td>P-7</td>
<td>60</td>
</tr>
<tr>
<td>Herberton</td>
<td>B-12,</td>
<td>138</td>
</tr>
<tr>
<td>Mareeba</td>
<td>B-12,</td>
<td>194</td>
</tr>
<tr>
<td>Mareeba</td>
<td>P-7</td>
<td>480</td>
</tr>
<tr>
<td>Ravenshoe</td>
<td>P-7</td>
<td>123</td>
</tr>
<tr>
<td>Thursday Island</td>
<td>P-7</td>
<td>90</td>
</tr>
<tr>
<td>Hammond Island campus</td>
<td>P-3</td>
<td>16</td>
</tr>
</tbody>
</table>

**Total** 9677
CES operates within the overall governance parameters of the Catholic Education Diocesan Board, appointed by the Bishop. The Board of Governance aims to help Catholic Education identity take shape within the life of the Diocese. It does this by developing and monitoring its educational Vision and Mission Statements, 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.

Sub-committee members

**EDUCATION**
- Dr Stephen Torre (Chair)
- Ms Ursula Elms (Deputy Chair)
- Ms Anne-Maree Thomas
- Dr Maree Dinan Thompson
- Dr Susan O’Donnell
- Mrs Debbie Kearney
- Mr John Mula (Executive Officer)

**FINANCE**
- Fr Neil Muir (Chair)
- Ms Elaine Jerurasingham (Deputy Chair)
- Mr Paul Campbell
- Dr Bill Sultmann
- Mr Hugh O’Brien
- Ms Jasmin Sheehan
- Mr Todd Kelly
- Mr Ian Eccles
- Mr Paul McArthur (Executive Officer)

**FAITH**
- Sr Faye Kelly rsm (Chair)
- Mrs Trish Nash (Deputy Chair)
- Mrs Christine Cross
- Fr Martin Kenny
- Mrs Cathy Spencer
- Ms Lyn Wilms
- Br Michael Green fms
- Mrs Santina Keenan
- Mr Des Fitz-Gerald (Executive Officer)
Vision (Learning with Faith & 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.

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.

Strategic Priorities 2005-2009
Nurturing the core cultural characteristics of Catholic schools of the Diocese are the Strategic Priorities.
• 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
SERVICE DESIGN

Delegations

The complexities of education necessitate that at diocesan level, responsibilities for Catholic Education are delegated to an education office. The Executive Director of Catholic Education Services is appointed by the Bishop as the delegate 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. The work of the Board reflects diocesan pastoral priorities. 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

Diocesan Governance

Board of Governance
- Education

Board of Governance
- Sub-Committees
  - Education
  - Faith
  - Finance

Executive Services

Corporate Services
- Facilities
- Finance
- Information Technology
- Employees Services
- Information & Resource Services
- Workforce Services and Outreach
- Occasions Services
- Early Childhood Education and Care

Learning & Teaching
- Religious Education
- State School RE
- Adult Faith Education
- Life Skills Relationships

Faith & Religious Education

School Development

Supporting ELT operations in a service capacity:
- Manager Administration & Professional Services
  - Paul Daglish
Executive Leadership

The Diocese calls all to Christian leadership in the Tradition of the Catholic Church and in the Spirit of Christ. For some, specifically within the Central Office, this call is to executive leadership; leadership which is demonstrated in service and communion with others.

The Executive Leadership Team (ELT) meets regularly to act collegially in support of the general directions of the ‘office’ arising from its delegations. Corporate Services, Faith and Religious Education, Learning and Teaching, School Development are integral to supporting school operations, building quality central services and engaging partnerships for vision and mission. The vision is that of the Kingdom of God and the mission of the Church to live and share the Gospel (evangelium) through educational experiences that liberate all to authentic development. The model is one of interdependence and co-responsibility with the central, shared and unifying dimensions of vision and mission.

The ELT for 2009 undertook its responsibilities in circumstances of continuing developmental change and some personnel adjustment. At the end of the year, ELT farewelled Mr Des Fitz-Gerald (Assistant Executive Director - Faith & Religious Education), Mrs Wendy Manners acting in the role of Assistant Executive Director – School Development and Mr John Mula (Assistant Executive Director – Learning and Teaching) who was appointed to the Diocese of Armidale. We are grateful to John, Wendy and Des for their quality leadership and wish them every blessing in their new positions.

The ELT pursued its continuing review of the Strategic Plan and with the support of Michael Thornber and Associates made preparation for a year of review and reflection in 2010. At the closure of the year the Manager of Administrative Services (Paul Daglish) accepted a new position within Employee Services and the adjustment to the Executive Director’s Team was made via the creation of an ‘Executive Officer’ position.

My personal thanks goes to all team members for their attentiveness to a shared leadership approach, a high degree of personal commitment and an unceasing focus on vision and mission as compass and challenge in an educational environment of incredible change.

Administrative Services

Student Protection

The safety of students in Catholic Schools remains a high priority. Throughout the year, Catholic Education Services continued to acknowledge its obligation to have in place proactive and interventionary policies and procedures which:

- Provide students with a safe school environment;
- Ensure that all principals, teachers, school officers and other school based staff have the knowledge and skills they need to promote such a safe environment; and
- Provide a prompt and supportive response to an allegation of harm of any kind.

In 2009, the following was advanced:

- All new employees in Catholic Education received a five hour induction in student protection. This covers staff responsibilities outlined in the Catholic Education Services manual for student protection, identifying, preventing and responding to harm that students may experience and what reporting processes are in place.
- Annual student protection review for all employees in Catholic Education
- Introduction of Train the Trainer in Protective Behaviours
- Annual audits of school based policies and procedures in student protection
- Introduction of parent and volunteer workshops for those assisting regularly in schools
- Revision of Diocesan Student Protection Risk Management Strategy for schools and colleges

International Education

The Diocese of Cairns has seven schools and colleges eligible to enrol overseas students on a fulltime basis. The enrolment of overseas students continues to be a highly regulated area. Catholic Education in Cairns is well supported by the Queensland Non-Government Schools International Education Co-operative. Furthermore, as Catholic Education in Cairns is one of the high profile stakeholders in International Education, its involvement in ‘Study Cairns’ remains paramount. 2009 saw the introduction of a Diocese of Cairns International Education Policy and appropriate procedures.
Communications

Major projects for the communications department were the consolidation of branding for Catholic Education in the Diocese of Cairns, including television, radio, bus and billboard advertising; a major rebranding and marketing campaign for Mount St Bernard College at Herberton; marketing and promotional work for St Stephen’s Catholic College at Mareeba; and communications relating to the outbreak of Influenza H1N109 (Human Swine Flu) and subsequent temporary closure of some schools.

Major promotional events included exhibits at the inaugural NQ Baby and Children’s Expo and the Cairns Show, Catholic Education Week (CEW) and the annual Docemus Awards.

The Cairns Diocese’s CEW ‘Spirit of Catholic Education’ award winner was St Andrew’s Catholic College teacher, Virginia O’Dea who was presented by Her Excellency the Governor of Queensland Ms Penny Wensley AO.

Our Cairns Diocese Docemus Award winners were:

**Primary Teacher Award**
Doris Cuda, St Therese’s School, Bentley Park

**Secondary Teacher Award**
Virginia O’Dea, St Andrew’s Catholic College, Redlynch

**Leadership Award**
Vita Mews, Good Counsel College

**School Officer Award**
Debbie Parker, Our Lady Help of Christians School, Earlville

**Volunteer Award**
Dr Nerina Caltabiano, St Monica’s College

**Lifelong Contribution**
Sisters of Mercy

Four issues of the quarterly Diocesan news bulletin, Catholic News was produced and inserted into The Cairns Post and distributed to school families and parish churches.

Office Management

A refurbishment of the Catholic Education Services reception area incorporated new furniture and the installation of a sacred area. To complement the refurbishment, new Docemus honour boards were designed and placed adjacent to the foyer.

A prayer area was also created in an area originally used as the Choir Loft during the years the building was used as St Monica’s Cathedral.

Extensive work was completed in the area of record management with the transfer of all archives from the North Cairns Presbytery to Catholic Education Services.
Finance

Achievements of the Catholic Education Services Finance Program for the year were:

- Financial accountability requirements to State and Federal Governments for the various recurrent and capital grants received by the 26 schools and colleges in the Diocese were fulfilled.
- Numerous data collections required by State and Federal Governments were completed to fulfill grant conditions.
- The Federal Government requirement that all schools in receipt of recurrent grants receive an unqualified external audit opinion was satisfied.
- The primary system budget (made up of 18 primary schools) was managed with a 2009 result consistent to budget.
- Support and professional development opportunities were provided to College Business Managers and Primary Administration Officers.
- First level of support was provided for users of the school administration software ‘Maze’.

School Capital Grant Projects

- **St Teresa’s School, Ravenshoe** $835,688 New Administration building, enhanced Learning Support facilities
- **Mother of Good Counsel School, North Cairns** $765,939 New classroom, tuckshop, toilets and Administration
- **Mount St Bernard College, Herberton** $1,718,067 New Library, Computer Labs, temporary Administration, new bathroom for boarders
- **St Stephen’s Catholic College, Mareeba** $630,782 Extending HPE covered area, Administration and commercial kitchen
- **St Michael’s School, Gordonvale** $875,840 Three new classrooms, additional Prep, Learning Support and car parking
- **St Augustine’s School, Mossman** $141,430 Refurbishing student amenities
- **St Therese’s School, Bentley Park** $2,072,917 New classrooms, new Prep, new Administration and car parking
- **St Augustine’s College, Parramatta Park** $200,306 Relocating infirmary
- **Our Lady Help of Christian’s School, Earlville** $3,217,396 New Administration, new tuckshop, 7 new classrooms, new toilets, new Prep and car parking.

Capital

**Block Grants Authority Projects**

Nine Schools from the diocese applied for Capital Grants through the Block Grant Authority (BGA) process in 2008. All of the applications were successful or part successful, receiving a total of $11.4 M in grants with local contributions of $.935 M.

The 2006 BGA project at St John’s School, Silkwood was revised and tendered in conjunction with the successful 2008 project and was completed during 2009. St Theresa’s School, Ravenshoo 2007 BGA project was delayed, to be constructed in conjunction with the Building the Education Revolution (BER) funding and the 2009 BGA project. The remaining 2008 BGA projects have been combined with BER funded projects.

**Building the Education Revolution (BER)**

The BER program is the largest single education infrastructure program ever rolled out in Australia. The program consisted of three elements: National School Pride program (NSP), Primary Schools for the 21st Century program (P21); and, Science and Language Centre Program (SLC). Under the three programs schools in the Cairns Diocese have received a total of $48,117,890 in funding. Most of the NSP projects were completed in 2009. All SLC projects commenced in January 2010 and the P21 projects are being rolled out with commencements up until July 2010.
Indigenous Boarding Infrastructure Program

Construction of new and refurbished boarding facilities at Mount St Bernard College, Herberton commenced in June 2009 and this project will be completed by April 2010. The $5.2 M grant, augmented by a Diocesan contribution of $1 M will provide welcome and quality residential facilities for an iconic College of the Diocese.

Information Technology (IT)

Major projects undertaken by the Information Technology department were:

• Successful rollout of a Technology Wide Area Network, providing all schools with affordable, quality and secure network services.
• Delivery of a diocesan-wide learning management system and associated resources tools for staff and student use, effectively providing a 24/7 learning management environment.
• Improvements and upgrades to administrative systems and operations, resulting in the delivery of a central reporting system for student reports.
• Revision of technology cabling and network infrastructure standards, resulting in planned upgrades and improvement of core infrastructure to the majority of schools. This has been made possible through internal and government funded projects such as Block Grants Authority (BGA), Digital Education Revolution, National School Pride and Building the Education Revolution (BER).
• Negotiation of a new Telecommunications contract for delivery of technology services to schools for the next 5 years, with a focus on improved broadband internet access.

2010 will see a move for Catholic Education Services IT to focus on organisation-wide systems including improvements to student reporting, central staff portal services as well as improvement to administrative practices across all schools. This is expected to provide greater efficiencies as well as more cost effective services. There will also be a continuation of the BER Science and Language and several other large capital projects which all have a significant component of technology delivery.

Employee Services (formerly Human Resources)

Catholic Education Services employs a diverse group of people across a range of professions to deliver on its ultimate purpose of providing excellent Catholic education in the Far North. Employee Services aims to achieve excellence in practices and service to attract and retain quality staff.

Workforce Profile

<table>
<thead>
<tr>
<th>Category</th>
<th>Total</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total employees:</td>
<td>1753</td>
<td></td>
</tr>
<tr>
<td>Teaching staff:</td>
<td>1026</td>
<td>(59%)</td>
</tr>
<tr>
<td>Non-teaching employees:</td>
<td>727</td>
<td>(41%)</td>
</tr>
<tr>
<td>Female employees:</td>
<td>1396</td>
<td>(78%)</td>
</tr>
<tr>
<td>Male employees:</td>
<td>384</td>
<td>(22%)</td>
</tr>
<tr>
<td>Permanent employees:</td>
<td>1275</td>
<td>(73%)</td>
</tr>
<tr>
<td>New permanent employees in 2009</td>
<td>82</td>
<td>(62 teachers)</td>
</tr>
<tr>
<td>Resignations:</td>
<td>148</td>
<td></td>
</tr>
<tr>
<td>Parental Leave (started in 2009)</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>Sick Leave (Teachers):</td>
<td>2227 days ($760 009)</td>
<td></td>
</tr>
<tr>
<td>Sick Leave (Non- Teaching):</td>
<td>1163 days ($71 476)</td>
<td></td>
</tr>
</tbody>
</table>

Achievements

• Code of Conduct finalised and launched
• Leave Handbook developed (adapted from Brisbane Catholic education) and provided to schools
• Welcome pack for new employees developed
• Information pack for teachers on Thursday Island developed
• New formats and processes for advertisements developed
• All third year graduates and transfer requests were able to be accommodated in the 2009 staffing cycle
• Memorandum of Understanding (MOU)’s negotiated between CES and providers of counseling through Employee Assistance Program
The Faith and Religious Education Department was involved in a broad variety of teaching and learning experiences and faith and spirituality formation across the Diocese in 2009. These experiences ranged from the organisation of Catholic Education Week masses in all the deaneries to the production of the Early Years Learning Framework and APRE Support Manual. The team worked consistently to implement the QCEC policy on Accreditation to Teach and Accreditation to Teach Religious Education in all schools across the diocese with all teachers in the diocese now accredited. The team worked extensively and effectively within the areas of Religious Education Curriculum (Religious Literacy), Faith and Spirituality Formation (Religious life of the school), Social and Emotional Learning (SEL) Strategy, Adult Faith Education and with the State School Apostolate.

Religious Education Curriculum

This year has been a very exciting and rewarding experience in the area of Religious Education Curriculum. In January 2009 the Brisbane Guidelines were unpacked and all schools in-serviced on the full implementation of the guidelines. Throughout 2009 all schools in the diocese worked towards becoming fully compliant with the guidelines. Writing panels made up of teachers of Religious Education convened in Terms Two and Three to engage in the writing of units of work based on the modules from the Brisbane Guidelines. These units of work are drawn from a mixture of modules but represent all levels of the programme. All completed and verified units of work can be accessed on myclasses and teachers have access to these resources. Other useful digital learning resources have also been placed on the intra-diocesan network for use by all RE teachers. This digital toolbox is a live ongoing project. It is envisioned that this work will continue in 2010 and provide much needed resources for the RE teachers in the classroom.

Other Religious Literacy formation days occurred during the year with the support of the Faith and RE department. A panel of teachers drawn from schools across the diocese engaged in the writing of a ‘Framework for Religious Education in the Early Years’ which will be trialled in 2010 for full implementation in 2011. Earlier this year, Louise Vella-Cox, Study of Religion NQ Panel Chair visited the diocese to workshop with teachers of Study of Religion in the areas of assessment and unit writing. Teachers gave readily of their time and expert knowledge to provide pedagogical materials for all teachers.

Faith and Spirituality Formation

The religious life of the school has primarily been supported through the development of lived faith experiences offered to all staff. Many schools had retreat and reflection days throughout the year. The Faith and RE team also offered a variety of retreat experiences which included ‘Christian Meditation’, ‘The Courage to Be’, SONG retreats and the Principals’ Formation Day. The APRE conference was held in Townsville and gave all APREs the opportunity to join with their Townsville counterparts to attend the ‘Light for the Journey’ Conference.

Ancient Paths which is a longitudinal retreat experience happened over four weekends (one per term). These retreats were hosted at the very restful ‘Seville Mercy Centre’; in Term 1 with Fr Elio Capra SDB, in Term 2 with Margaret Trevethan, in Term 3 with Christine Ritchie and in Term 4 with Maria Forde.

Social and Emotional Learning (SEL)

As concern increases about the health, wellbeing and educational achievement of young Australians it becomes an educational imperative to explore new pathways and models to supporting people towards fullness of life (The Catholic School on the
Threshold of the Third Millennium 1999). The SEL Strategy, approaching development completion, is recognised as a sound vehicle for optimising the learning and wellbeing of young people by influencing educational landscapes to support development more holistically. Using a practical approach to the integration of beliefs, values and skills in the advancement of relationships, wellbeing and learning, the strategy provides an opportunity for the school community to engage a common focus. More significantly, the initiative serves to reignite the position of the whole person (student, staff and parents), central to the effective learning and teaching process. Diocesan policy development and formation support for leadership were significant activities of the SEL Strategy for 2009.

The SEL policy entered its final stages of consultation and development at year’s end. The policy is an intentional and systemic approach to invigorating learning, nurturing wellbeing, building relationship quality and strengthening the effectiveness of the processes, procedures and practices of the systems within which people work, learn and live. It is anticipated that the policy, in its final form, will become active in the early stages of 2010.

After a year of research, consultation and development the inaugural Formation for Pastoral Leadership in Catholic Schools course was launched. This thirty-hour course, with assessment equating to one unit of a Masters Degree of Education accreditation with QUT, also enjoys cross-accreditation with ACU. The aim of the unit, being offered again in 2010, is to enhance leadership capacity within pedagogies and relationships across a range of educational contexts. It targets Social and Emotional Learning understanding, skill development and application for school leadership.

**Adult Faith Education**

Adult Faith incorporates the Certificate IV Foundations programme which is offered from CES to all teachers and others who would like to gain knowledge and expertise in their faith development. A Graduate Certificate and Graduate Diploma as well as a Masters program in Religious Education from the Australian Catholic University are also offered and fully supported by CES. Professor of Religious Education, Peta Goldberg from the Australian Catholic University visited the Diocese in November to meet with existing and prospective post-graduate students. This was a most successful initiative in that thirty-four teachers were involved in the workshop.

This year saw the advent of the E-conference offered by the Broken Bay Institute. The St Paul E- Conference was offered on June 30. Sr Rita O’Malley hosted the conference and technical support was supplied by the IT department. The three venues involved throughout the Diocese were St Rita’s School, South Johnstone, Our Lady of the Sacred Heart School, Thursday Island and the CES office. This first conference was seen to be so successful that a second conference was organised for November 4 on St Luke which was also very well attended and deemed to be most worthwhile. Further conferences are planned for 2010.

During the year nearly 50 teachers commenced or completed The Institute of Faith Education (IFE), Brisbane, Certificates IV (Foundations) and III (Beginning Theology) in Theology and Ministry that have continued to be offered as pathways for accreditation to teach RE in Catholic Schools. A number of teachers commented the cluster meetings gave them a valuable opportunity to engage in ‘conversations not often had in the staff room’ around the various topics raised by the courses.

Following a QCEC directive early in 2009, Beginning Theology will no longer be offered as part-pathway for accreditation to teach RE after 2009.

**The State School Apostolate**

The State School Apostolate has grown and developed over the 2009 period. Christine Cross was appointed in March as the new state school coordinator for the Northern Deanery. Regular meetings occurred with all three coordinators coming together to plan and develop resources for catechists in state schools, resulting in the decision to implement a new state school programme for use right across the Diocese in 2010. This programme is called ‘Christ our Light and Life’ and is the work of the Archdiocese of Sydney.

Initiatives this year included the bulk purchase of Bibles for catechists to use in schools and the purchase and distribution of “A Child’s Prayerbook” to all students in state school religious education classes.

An in-service for catechists by Mark Davidson in August was attended by over 30. Mark gave an inspirational workshop on student management and provided helpful information on classroom techniques. Mark also supplied a DVD kit which was purchased and distributed to catechists for follow-up in-service.

Michelle Price, Southern Deanery coordinator, Janice Hunt, Western Deanery and Christine Cross, Northern Deanery all contributed material for the State School Apostolate newsletter which was distributed to all parishes in December 2009.
The overarching goal of the Learning and Teaching team is to support schools in building current and future capacity to meet the challenges of enhancing the quality of learning and teaching in Catholic schools in the Diocese of Cairns.

The Learning and Teaching Team, in its second year of operation under the leadership of John Mula, has four services areas which in turn have specialised services within that area of responsibility.

The Learning and Teaching Team is supported by the Education Sub-Committee of the Board of Governance which reviewed and ratified the following documents:

- Professional Development and Planning Days position statement
- LOTE and Cultural Languages and Literacies position statement
- Early Childhood Education and Care Induction, Principals and Parent Handbooks (OSHC editions)
- Opening, Modification and Closing of School Facilities guidelines
- Diocesan Reporting guidelines
- Social Networking position statement
- Guidelines for Ethically Using Web 2.0

The Learning and Teaching Team continued to focus 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 engaged in assisting schools in developing school based curriculum programs in Mathematics or Science, through school, regional cluster and whole diocese professional development sessions. This process of developing subject specific whole school curriculum documents will assist in the transition to the new Australian Curriculum due for implementation from 2013.

Implementation of the On-Track Reporting system resulted in all primary teachers in the diocese reporting student achievement through the new web based reporting software. This new reporting format ensures compliance with government regulations regarding data and provides the diocese with a means of analysing student results across our primary schools. The format of the report was developed through Principals consulting with their staff and providing feedback to a representative committee.

Projects

General Curriculum: Underpinning initiatives in Curriculum Services is a strong emphasis on supporting Numeracy and Literacy and Science within the diocese. Ten primary schools engaged in a Numeracy ‘Closing the Gap’ project which assisted teachers with the design and implementation of effective Mathematics pedagogy with respect to fractions and place value and creating appropriate resources to assist in the implementation of effective programs. This innovative community of practice shares a focus of closing the gap, through a range of strategies that transfer their ways of working and development of new pedagogical approaches through a digital online learning space.

Literacy and Numeracy National Partnership: Two Literacy Enrichment Teachers (LET’s) were appointed with numeracy and literacy national partnership funding on a two-year contract to work with targeted schools. These teachers and identified CES curriculum staff undertook First Steps Reading facilitator training in December.

Early Years: Early Years teachers throughout the diocese continued to embrace the Early Years Curriculum Guidelines (EYCG) and the rich investigative approach that it advocates. The diocese looks now to guide Prep teachers who have been engaged with the EYCG for the past three years, in the development of consistent interpretations of the guidelines and further build understandings about the links between the EYCG and the Essential Learnings. A small group of Early Years teachers were involved in an Early Years Learning Project during 2009 that focused on the development of teaching and learning pedagogy and programs that provide multimodal learning opportunities for students.
Digital Learning: The Team continues to address the challenges posed by the desire to achieve 21st century contemporary learning across the diocese. The provision of the myclasses learning management system lies at the core of diocesan strategy in contemporary learning. Uptake in the use of myclasses by teaching staff has been significant during the course of 2009.

Teachers from several schools participated in a project to develop models of contemporary learning to be showcased when the new Catholic Network Australia (CNA) portal is released in 2010. This initiative was funded through the Australian Government Quality Teaching Programme (AGQTP).

Many dioceses from across Australia participated in an Apple iTunes U podcasting showcase which saw the creation of a special site within iTunes for the publication of Australian Catholic content. Cairns was the only Queensland diocese to contribute content. This showcase will continue in 2010.

Another project saw lessons being delivered to Yr 9 students from Mount St Bernard College by a teacher based in Toowoomba, using video conferencing technology and a shared workspace through an interactive whiteboard. The project aimed to identify the potential of this mode of delivery to expand curriculum offerings in rural and remote areas. This project was funded by the Australian Government Clever Networks project.

Vocational Education: Significant work was done to expand the provision of vocational education in the diocese. St Andrew’s Catholic College received trade training centre funding. Diocesan colleges expanded RTO Scope of Registration and collectively this saw a significant increase in the number of Certificate I and II courses offered to students in Years 10 to 12. A significant number of VET staff upgraded their qualifications by completing a Certificate IV in workplace assessment.

1009 students undertook Certificate level courses with 195 by outside school providers. Student sign-ups to School-Based Apprenticeships/Traineeships declined as a consequence of the impact of the Global Financial Crisis.
During the course of 2009 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. Late in the year, the Colleges agreed to submit a joint Expression of Interest to DEEWR for $9 million to develop a Vocational Education and Trade Training Centre (VETTC) on a new site within the Cairns central city as well as school-based annexes in Innisfail, the Tablelands and Cairns city.

National Assessment Results

Despite ongoing validity concerns the overall results from the 2009 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 was significantly higher than the rate of Queensland and Australia. The diocese has low levels of exemptions and high levels of participation (i.e. low % of students were absent or withdrawn) with more than 97% of students completing the NAPLAN tests.

Overall Literacy Results (Language Conventions - spelling, grammar and punctuation, Writing and Reading)

On average the diocese had at least 90% of students at or above the national benchmark in all grades with an improvement of 3.8% in literacy and 3.9% in numeracy.
In late 2009, Catholic Education Services in association with Dr Judy Smeed from QUT engaged in a project to assist colleges in the analysis of their NAPLAN and QCS data. QUT is the leading University in the application of school data in Queensland and has a very good reputation in the schools in which it has worked.

The project has the specific propose of addressing the understanding and use of educational data in schools and building each school’s capacity to use this data to enhance its specific outcomes for learning and teaching. The project gives each college the opportunity to work with a project team which has had proven success throughout other areas in Queensland.

**Overall Position (OP) Results**

Another indicator of student performance in the diocese is the Overall Position (OP) results. Overall Positions (OPs) provide a statewide rank order of students from 1 (highest) to 25 (lowest) based on students’ achievement in Authority subjects studied for the Queensland Senior Certificate. A student’s OP shows how well that student has performed in their senior studies when compared with the performances of all other OP-eligible students in Queensland.

OPs are used in the selection of students for tertiary education courses. They are used by tertiary institutions as one basis for selecting applicants for a course when there are more eligible applicants than quota places for that course. 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. To be awarded a Queensland Certificate of Education (QCE), students must have at least 20 credits in a combination of academic and vocational studies, and fulfil literacy and numeracy requirements.

Six of the Diocese’s seven colleges had Year 12 cohorts in 2009, including St Andrew’s Catholic College which had its first Year 12 cohort this year. In 2010 St Stephen’s Catholic College will have its first Year 12 cohort.

The colleges of the Cairns Diocese had collective enrolment of 582 Year 12 students in 2009 of which 73% were OP eligible. This is significantly higher than the State average of approximately 59% for OP eligibility of all students undertaking Year 12 studies.

Of the OP eligible students, 76% of Cairns Diocese students received an OP from 1 to 15, compared to 73% of all OP eligible students in the State. 85% of all Year 12 students in the Cairns Diocese were awarded a QCE in 2009.

<table>
<thead>
<tr>
<th>OP Scores</th>
<th>Number of students in Year 12</th>
<th>582</th>
</tr>
</thead>
<tbody>
<tr>
<td>Received a QCE</td>
<td>497</td>
<td>85%</td>
</tr>
<tr>
<td>Eligible for an OP</td>
<td>425</td>
<td>73%</td>
</tr>
<tr>
<td>OP 1 - 5</td>
<td>69</td>
<td>16%</td>
</tr>
<tr>
<td>OP 1 - 10</td>
<td>196</td>
<td>46%</td>
</tr>
<tr>
<td>OP 1 - 15</td>
<td>321</td>
<td>76%</td>
</tr>
</tbody>
</table>

**Student Services**

The Student Services Team continued to provide a range of valuable services to all schools within the diocese. As well as providing direct services to schools, Student Services staff were involved in providing a wide range of professional development opportunities for teachers, parents and school officers to empower personnel to meet the needs of all within Catholic Education’s care. The range of training opportunities varied from the Disability Conference held in March, to workshops, professional development days and school based training sessions. Involvement in the Positive Partnership initiative throughout 2009 provided valuable training to staff and parents in the area of Autism.

Successful submissions for Commonwealth funding supported Therapy Services across the diocese and there was an extension of services to the Tableland. Trials were undertaken with new approaches to technology for high school literacy difficulties, and therapists provided a lead role in alternative communication devices for students with disabilities. Ongoing early intervention programs to develop oral language and literacy skills in younger students were highly valued.

The formation of the Gifted and Talented Reference Group was a valuable focus to promote this area in schools. Continuing collaboration between Learning Support and Curriculum Teams led to an increase in the participation and achievement of all students in the areas of literacy and numeracy.
Among attendees of the Indigenous Summit were Minister for Local Government and Aboriginal and Torres Strait Islander Partnerships, the Honourable Desley Boyle; keynote speakers Catherine O’Sullivan, State Manager of Department of Education, Employment and Workplace Relations (DEEWR); and Joan Hendriks, a descendant of the Ngugi people, Moreton Bay.

The Indigenous Summit held on August 20 & 21 was a great success with delegates attending from other regional dioceses in Queensland, Northern Territory, Western Australia and New South Wales.

The support from QCEC was greatly valued, as was Bishop Foley’s promotion and personal support of the summit.

Speakers and facilitators included Aunty Joan Hendriks, Catherine O’Sullivan from DEEWR and Sue McGinty, who shared their thoughts and vision for Indigenous education.

The delegates shared knowledge and practices in Indigenous Education from their dioceses. The Summit had specific aims of addressing Indigenous education in a 21st century context, sharing knowledge and practices in Indigenous education from the dioceses, and developing a way forward through policy development.

T.A.L.K.I.N.G Kits, which are a Mathematics resource for use in homes by parents and carers of Indigenous students in Prep and Year 1, were successfully trialled and supported with home visits by CES Staff.

Student Services team members were proactive in updating their skills to ensure high standards of contemporary practice. The engagement of school staff and parents in feedback and shared sessions reflected the positive energy within school communities. The efforts of Student Services team members contributed across the diocese to a positive educational journey inclusive of all.

Information and Resource Services

Information and Resource Services has the ongoing task of maintaining the services offered by the Diocesan Resource Centre. Information and Resources Services also provides support for the various initiatives of professional staff of Catholic Education Services. The Diocesan Resource Centre collection provides valuable resources for teachers in the areas of Religious Education, Learning Support, Indigenous education and counseling as well as general curriculum materials and audio visual resources. The Resource Centre increased its service to include capacity in its Reference Section for the integration of Centacare resources.

Contemporary Information Services are crucial to learning and teaching in the 21st century. During the year, Information and Resource Services sponsored an in-service by Dr Ross Todd, an Associate Professor in the School of Communication, Information and Library Studies at Rutgers, the State University of New Jersey, USA. Dr Todd has a school and library teaching background and his research focuses on the impact of implementing an inquiry-based approach to learning. He has worked closely with educators throughout the world to provide practical strategies to develop students as active learners and creators of new knowledge. Over 100 schools leaders and teachers from Catholic Education and Education Queensland, and the Independent Sector attended...
the workshop. Further opportunities to follow up on practical implications of the key messages delivered at this inservice will be provided for at the 2010 Curriculum Conference and other events being currently planned.

During the year, Information and Resource Services staff worked in cooperation with planning and development personnel and principals in the roll out of the Building Education Revolution Funding focused on the provision of ‘contemporary libraries’. A contemporary library checklist was developed to help principals and planning and development personnel assess the design of these facilities in terms of the contemporary learning space. Work is currently being undertaken on a business case for the introduction of teacher librarians in primary schools to complement the resources of these new facilities.

**Early Childhood Education and Care**

The Australian Government committed a significant amount of funding towards the improvement of Early Childhood Education and Child care. As a result of this initiative the Early Childhood Education and Care staff established a sound platform for the developments in early childhood education and care in the diocese.

In response to these issues, Catholic Education Services provided clarification and documentation to support OSHC provision in five key areas: Governance, Operations and Quality Assurance, Capital Development of Facilities, Finance and Administration, Staffing and Educational Programming, and Curriculum. This documentation will in turn support the diocese’s move into Kindergarten and selected Long Day Care facilities with the support of State and Federal Government funding. The Early Childhood Education and Care team provided significant support to the development of an Early Learning and Care Centre (ELCC) at St Andrew’s Catholic College Redlynch, scheduled to open by the end of 2010.
The School Development team is a key service delivery team within Catholic Education Services, Cairns. The purpose of this team is to support the continuous development of the twenty-six schools/colleges in the diocese and to provide a direct link between those schools/colleges and the Executive Leadership Team of Catholic Education Services, Cairns. Its Key Performance areas include:

• Leadership Support
• School Renewal
• Community Engagement
• Critical Incident Support and Complaints Management

Team Membership

The team is comprised of three members: Deputy Executive Director, Mr Hugh O’Brian (Chair) and Assistant Executive Director School Development, Mr Tim Devlin. The third member, Ms Wendy Manners was appointed in an acting capacity in the last quarter of 2008, continuing in this position throughout 2009. Mr Paul Cazzulino was subsequently appointed to the team in a continuing capacity, effective from January 25, 2010. During 2009, Mr Max Quirk and Mr Terry Grant, both current principals of schools in the diocese, joined the team for short periods and brought to the team their rich and current experience at the ‘coalface’.

Leadership Support

Leadership Support is a key focus of the School Development Team. In 2009, this was achieved by:

• Principals’ meetings planned and delivered each term, with agenda developed collaboratively
• The provision of a reflection day for principals around Environmental Sustainability
• Cluster meetings of principals which occurred each term, focused on local issues and allowing collegial support for them
• Co-leadership meetings which allowed senior leadership within CES to meet with the key leaders in schools to share information and insights around current issues.
• Involvement in the delivery of a Master’s level program for leaders in Catholic schools
• The team’s commitment to the development of a Leadership Framework for the diocese
• Support for the development of effective leadership teams within schools, by bringing leadership teams together around a focus issue: Sustainability
• Leadership of the five year summative Principal’s Performance Appraisal process. In 2009, these appraisals occurred at Bentley Park, Trinity Park and Dimbulah.

School Renewal

On-going School Renewal is policy within the diocese and something for which schools are also accountable to government. The School Development team supported schools in delivering school renewal within their school communities by:

• Regular visits to schools to monitor process. A team member scheduled one visit to each school each term.
• Engagement with principals and leadership team in the development and revue of the school Strategic Renewal Plan (3-5 years), its Annual Plan and the individual goals for leadership team personnel.
• Involvement in validation of School Renewal which occurs in each school once in the five year cycle. The cycle of validation concluded in 2009 with no schools scheduled for validation in the fifth year.
• Working with principals and leadership teams to complete the Compliance Audit which complements the School Renewal validation process.

Community Engagement

The relationships of each school with its student/parent community, the local Church community (parish) and the wider community in which the school exists are all important for outcomes of students. The School Development team supported this in 2009 by working with school boards and the Parents and Friends Associations. This has included:

• Working with the principal and board on the development of meeting processes and board structures, where such boards are functioning.
• Providing support for school communities interested in the development of a school board.
• Providing inservice for new and existing board members when requested. This has been provided centrally for the Western Deanery Cluster, the Northern Deanery Cluster and individually for many individual boards.
• Responding to a request from the Diocesan Parents & Friends Council to make support available to individual school’s P & F groups. The team wrote to each association offering the support of the team at their request. Meetings at Atherton, Gordonvale and Thursday Island followed.
• Involvement with school communities at the local level in the process to appoint principals and other leadership positions. For the appointment of a new principal this always involves a community consultation around local needs. New principals were appointed at Bentley Park, Trinity Park, Gordonvale, Babinda, Manunda and Tully.
Critical Incident Response and Complaints Management

The School Development team provides support to principals and leadership teams in times of crisis. The team also places an emphasis on preventative training to avoid a potential crisis. Inevitably complaints from families, individuals, even staff need to be managed in a way that is just, compassionate, legal and timely. The School Development team provided this support by:

- Ensuring that policies, procedures and statutory requirements are available to and used by principals and others in leadership positions. Principals’ meetings, cluster meetings and school visits all provided such opportunities.
- Team members are available to assist schools manage critical incidents. In 2009, team members assisted with an asbestos incident at Ravenshoe, a physical assault on a teacher in another school, the outbreak of influenza H1N109 (human swine flu), and the tragic deaths of a P & F office bearer in one school and a student in another.
- Team members worked with the Complaints Manager to resolve issues directed to the central office, appropriately.
- Team members worked with the Manager Employee Services to investigate a range of incidents in schools in compliance with statutory requirements.
- Team members worked with principals on performance processes with staff.

New Deanery Cluster Structures Trial for 2020

In 2009, the School Development Team was asked to develop plans for a trial of a new way of clustering schools on the Tablelands in 2010 which might address issues including:

- Transition issues from primary to secondary schools in a geographical area
- Promotion of Catholic Education across the region
- Involvement with local Church on a deanery level
- Primary and secondary schools to address local issues collaboratively

The existing City Cluster of primary schools (11) expands to include the secondary colleges and is renamed as the Northern Deanery Cluster. The six schools/colleges on the Tablelands (with Thursday Island added) becomes the Western Deanery Cluster whilst the five primary schools from Babinda to Tully join with Good Counsel College to become the Southern Deanery Cluster.

One of the School Development team members becomes the ‘first point of contact’ for each Deanery Cluster with the larger City cluster divided in two, on geographical lines, between two members of the team.

The School Development team is committed to a team approach in their support roles in schools which will be crucial to the outcome of this trial. “Share the load – share the skills” is the way ahead for members of the School Development Team.
PART THREE - STATISTICS & FINANCIALS

2009 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>2,414,594</td>
<td>6.06%</td>
</tr>
<tr>
<td>State Grants</td>
<td>9,020,409</td>
<td>22.65%</td>
</tr>
<tr>
<td>Federal Grants</td>
<td>28,393,698</td>
<td>71.29%</td>
</tr>
<tr>
<td><strong>Total Income</strong></td>
<td><strong>39,828,701</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>27,682,268</td>
<td>69.21%</td>
</tr>
<tr>
<td>Salary On Costs</td>
<td>3,488,206</td>
<td>8.72%</td>
</tr>
<tr>
<td>Targeted Grant</td>
<td>3612927</td>
<td>9.03%</td>
</tr>
<tr>
<td>Other</td>
<td>5,190,141</td>
<td>12.98%</td>
</tr>
<tr>
<td>Cyclone Expend.</td>
<td>14,998</td>
<td>0.04%</td>
</tr>
<tr>
<td>Land Fund</td>
<td>11,794</td>
<td>0.03%</td>
</tr>
<tr>
<td><strong>Total Expenditure</strong></td>
<td><strong>40,000,334</strong></td>
<td><strong>100.00%</strong></td>
</tr>
<tr>
<td><strong>Net Deficit</strong></td>
<td>(171,633)</td>
<td>-0.43%</td>
</tr>
</tbody>
</table>

*Based on 2009 final audited financial statements*

Enrolment Trends

<table>
<thead>
<tr>
<th>Year</th>
<th>Primary</th>
<th>Secondary</th>
</tr>
</thead>
<tbody>
<tr>
<td>1999</td>
<td>4933</td>
<td>7809</td>
</tr>
<tr>
<td>2000</td>
<td>5156</td>
<td>7902</td>
</tr>
<tr>
<td>2001</td>
<td>5178</td>
<td>7818</td>
</tr>
<tr>
<td>2002</td>
<td>5328</td>
<td>7745</td>
</tr>
<tr>
<td>2003</td>
<td>5311</td>
<td>7935</td>
</tr>
</tbody>
</table>
Students by classes 2009

<table>
<thead>
<tr>
<th>Year</th>
<th>Prep</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
<th>Year 6</th>
<th>Year 7</th>
<th>Total Primary</th>
</tr>
</thead>
<tbody>
<tr>
<td>2004</td>
<td>786</td>
<td>741</td>
<td>570</td>
<td>776</td>
<td>785</td>
<td>829</td>
<td>824</td>
<td>749</td>
<td>6060</td>
</tr>
<tr>
<td>Year 8</td>
<td>768</td>
<td>812</td>
<td>715</td>
<td>651</td>
<td>597</td>
<td></td>
<td></td>
<td></td>
<td>3543</td>
</tr>
<tr>
<td>Total</td>
<td>9603</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Student Groups (August 2009)

<table>
<thead>
<tr>
<th></th>
<th>Primary</th>
<th>Secondary</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Indigenous</td>
<td>404</td>
<td>206</td>
<td>610</td>
</tr>
<tr>
<td>ESL</td>
<td>432</td>
<td>145</td>
<td>577</td>
</tr>
<tr>
<td>Students with disabilities</td>
<td>97</td>
<td>53</td>
<td>150</td>
</tr>
</tbody>
</table>
Catholic Education Services
Diocese of Cairns
Learning with Faith and Vision

130 Lake Street
PO Box 5296, Cairns Q 4870
Tel: (07) 4050 9700
Fax: (07) 4051 2859
Email: office@cns.catholic.edu.au
Web: www.cns.catholic.edu.au
ABN 42 498 340 094

The Roman Catholic Trust Corporation for the Diocese of Cairns