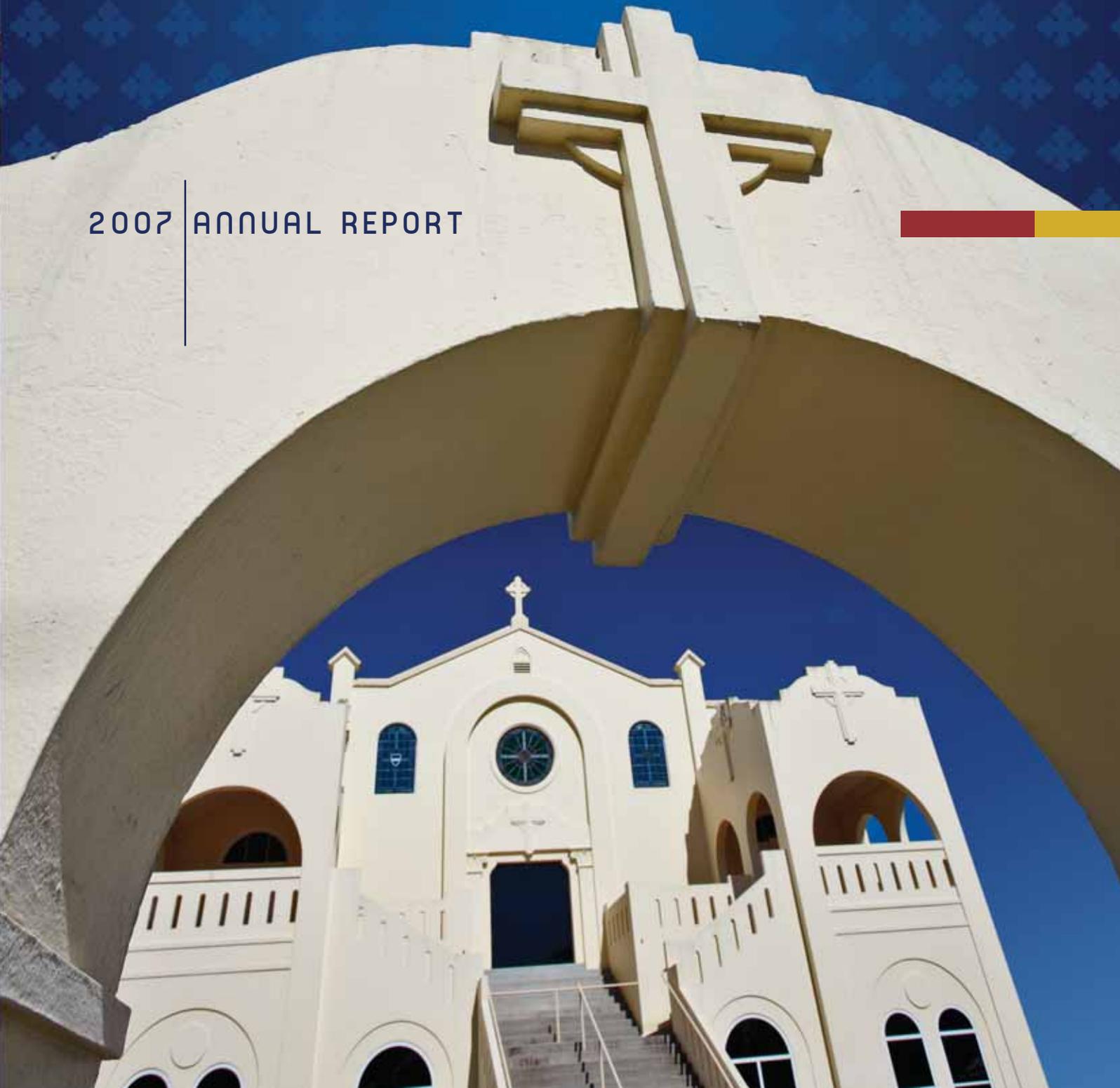




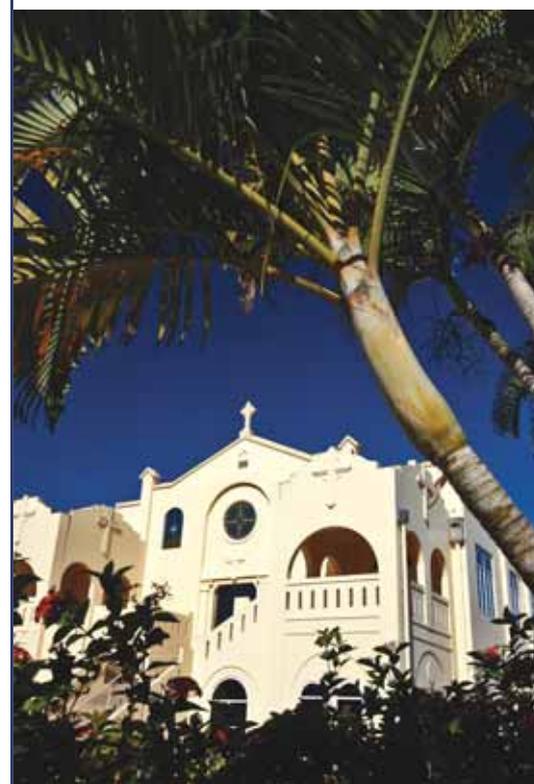
Catholic Education Services - Diocese of Cairns  
*Learning with Faith and Vision*

2007 | ANNUAL REPORT



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## About our Report

This Report is presented to Bishop James Foley, the Board of Governance (Education) and members of the Catholic community in the Diocese of Cairns. In fulfilling this responsibility it draws together the highlights and activities of Catholic Education Services (CES) for the 2007 calendar year. As the inaugural Annual Report, one of its objectives is to provide insight into the stewardship of CES and be a major tool of accountability.

## About Us

Catholic Education in the Cairns Diocese in 2007 was responsible for the care and education of over 9000 students - approximately 6,000 primary and 3,000 secondary - in nineteen primary schools, six secondary colleges and one P-12 college. Cairns Diocese consists of all of Queensland north of a line drawn from Cardwell on the east coast, west to the Northern Territory border. This includes the Gulf country, Cape York Peninsula and Torres Strait Islands.

The mandate of Catholic Education Services (CES) draws from the mission of the Church in proclaiming and living God's Kingdom. As an executive arm of the Diocese, the Service is delegated to undertake responsibilities which serve, support and advocate for all educational ministries. CES complements other services and operates within the overall governance parameters of the Catholic Education Diocesan Board. With these structures as its guide, CES continues a tradition of bringing faith and vision into life, in being and building the Kingdom of God.

## SCHOOLS & COLLEGES, Diocese of Cairns

### Northern Deanery

Bentley Park	St Therese's School	(P-7)	550
Parramatta Park	St Augustine's College	(All Boys 8-12, including boarders)	546
Cairns City	St Monica's College	(All Girls 8-12, including boarders)	518
Earlville	Our Lady Help of Christians School	(P-7)	486
Gordonvale	St Michael's School	(P-7)	168
Manunda	St Francis Xavier's School	(P-7)	604
Mossman	St Augustine's School	(P-7)	175
North Cairns	Mother of Good Counsel School	(P-7)	278
Parramatta Park	St Joseph's School	(P-7)	337
Redlynch	St Andrew's Catholic College	(P-12, Reaches Y12 in 2009)	1090
Smithfield	Holy Cross School	(P-7)	411
Thursday Island	Our Lady of the Sacred Heart School	(P-7)	116
	Hammond Island campus	(P-3)	12
Woree	St Gerard Majella School	(P-7)	452
Woree	St Mary's Catholic College	(8-12)	913

### Southern Deanery

Babinda	St Rita's School	(P-7)	59
Innisfail	Good Counsel College	(8-12)	594
Innisfail	Good Counsel Primary School	(P-7)	352
Silkwood	St John's School	(P-7)	57
South Johnstone	St Rita's School	(P-7)	117
Tully	St Clare's School	(P-7)	188

### Western Deanery

Atherton	St Joseph's School	(P-7)	219
Dimbulah	St Anthony's School	(P-7)	53
Herberton	Mt St Bernard College	(8-12, including girl boarders)	159
Mareeba	St Stephen's Catholic College	(8-12, Reaches Y12 in 2010)	78
Mareeba	St Thomas's School	(P-7)	468
Ravenshoe	St Teresa's School	(P-7)	94

### Total

9094

# Stewards

Governance



***Catholic Education Board of Governance members, Left to Right:***

***Fr Neil Muir*** (Episcopal Vicar for Education), ***Ian Eccles*** (Executive Director Finance and Administration, Diocese of Cairns), ***Sr Faye Kelly*** (Sisters of Mercy Congregation Leader), ***Paul Campbell*** (Chairperson), ***Bishop James Foley*** (Bishop of Cairns), ***Elaine Jesurasingham*** (Partner, Miller Harris Lawyers), ***Hugh O'Brien*** (Deputy Executive Director, Catholic Education Services), ***Dr Stephen Torre*** (Senior Lecturer and Academic Advisor, James Cook University), ***Judy Collins*** (Barrister, Director of Public Prosecutions, Cairns), ***Dr Bill Sultmann*** (Executive Director, Catholic Education Services).

### **Schools, Parishes, Agencies and Commissions**

Schools, Parishes, Educational Agencies and Commissions constitute an interdependent community of schools and services drawing support and ownership within parish and local community, but also operating in communion with one another, under the Bishop. CES acts in partnership with priests, parents, school staff and parish communities. CES also works collaboratively with schools supported by Religious Institutes with Diocesan Councils (eg Priests' Council, Parents & Friends, Ministry for Pastoral Vision, Finance Council, etc) and with community services in the promotion of a common vision and shared responsibility for the good of the whole diocese.

## Bishop, Vicar and Clergy

As the chief pastor of the diocese, the diocesan Bishop governs the particular Church in legislative (policy), executive and judicial terms. While holding executive authority himself, executive or operational authority is exercised through an Episcopal Vicar. The Episcopal Vicar, by law, has the same executive power as that of the diocesan Bishop (canon 479). In broad terms, within the Diocese of Cairns, the Vicar carries the executive (operational) responsibilities of the Bishop, while the Bishop has a particular focus on legislative and judicial aspects of governance.

The pastoral care of the community of Christ's faithful within a parish is entrusted to the parish priest. In all Catholic parish educational matters, Catholic Education Services (CES) operates in partnership with the parish Priest who is called to share in the ministry of the Bishop in teaching, sanctifying and governing with the cooperation of others, in accordance with Canon law. The nature of this partnership arrangement calls for an understanding of respective diocesan and parish responsibilities and a commitment to interdependence and co-responsibility for mission.

## Board of Governance

Appointed by the Bishop, the Catholic Education Board of Governance operates within the general pastoral and educational goals of the diocese. The aim of the Board is 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's role in policy development is visionary, developmental, coordinative and evaluative. 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.

### Members of the Catholic Education Board of Governance in the Diocese of Cairns are:

- Mr Paul Campbell (Chair)
- Bishop James Foley
- Fr Neil Muir
- Dr Bill Sultmann (Executive Officer, replaces Ms Carmel Ross)
- Mr Ian Eccles
- Hugh O'Brien
- Sr Faye Kelly
- Dr Stephen Torre
- Ms Judy Collins (replaces Ms Diana O'Brien)
- Ms Elaine Jesurasingham (replaces Ms Linda Barbagallo)
- Ms Margaret Torrisi (Secretary)

### The three sub-committees of Board with their respective members are:

EDUCATION	FAITH	FINANCE
Sr Faye Kelly (Chair)	Bishop James Foley (Chair)	Mr Ian Eccles (chair)
Mr Hugh O'Brien (Secretary)	Dr Bill Sultmann	Mr Paul McArthur
Ms Jenny Cable	(replaces Ms Carmel Ross)	Dr Bill Sultmann
Ms Geraldine Norris	Ms Annette Rinaudo (Secretary)	(replaces Ms Carmel Ross)
Mr Tim Devlin	Mr Duncan Angus	Mr Hugh O'Brien
(replaces Mr Mike Quinn)	Mr Gavin Rick	Ms Jasmin Sheehan
Mr Paul Burnett	Mr Gus Lindsay	Fr Neil Muir
Ms Ursula Elms	Mr Hugh O'Brien	Mr Paul Campbell
	Ms Jan Neumann	Mr Tony Johnsson
	Fr John Flynn	
	Ms Lyn Willms	



# Stewards 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.

### **Our Vision states:**

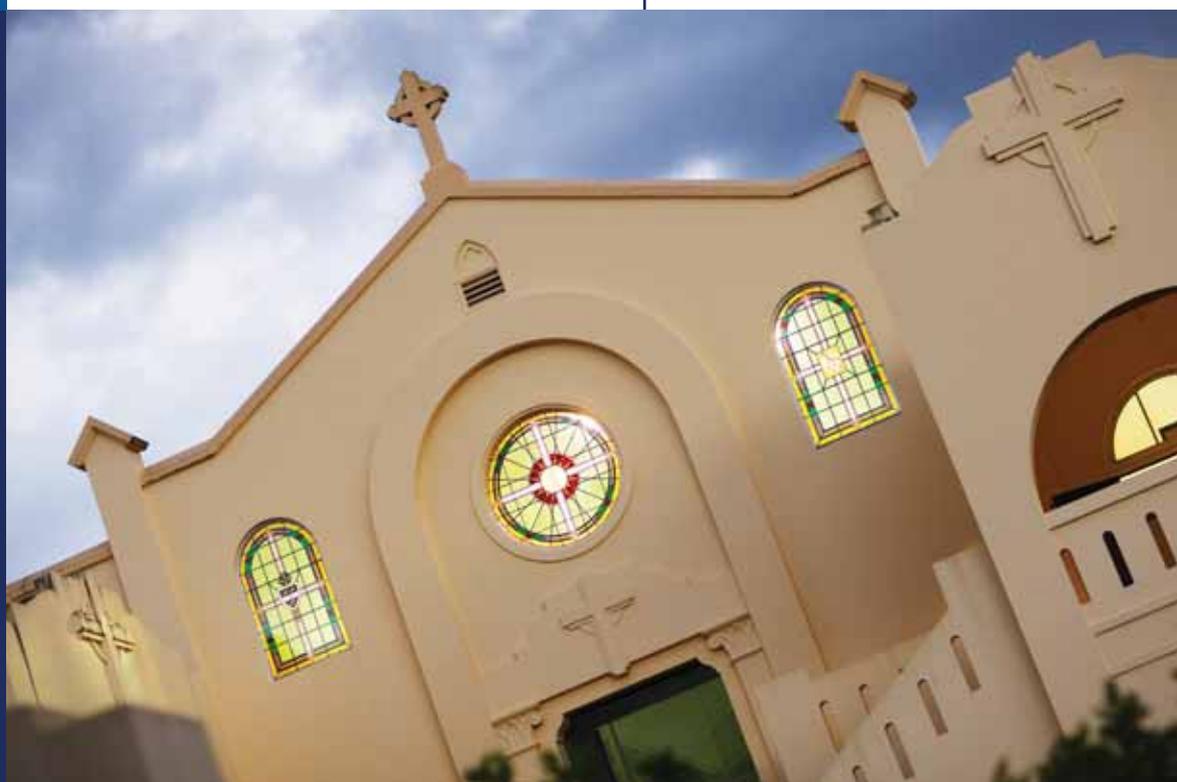
*Through their involvement in the Catholic faith community, students are able to reach their full potential through the enhancement of their educational, personal and spiritual dimensions. They and the communities in which they live and study are sustained and enriched by the life-giving relationships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



Stained glass windows, old Cathedral - home of CES since 2000

## Defining Features

Catholic schools and colleges are central to the Church's mission in education. Drawing from a broad consultative base, their key cultural defining goals seek to:

- **Be places of authentic evangelisation where faith and life are one**  
Our faith is a gift which enhances our capacity to live rich and meaningful lives.
- **Celebrate God's abundant and abiding presence in all creation**  
We are co-creators of our world which God's love continues to entrust to us.
- **Be communities sustained by life giving relationships**  
Our schools are genuine communities founded on relationships which are based on shared beliefs and common goals.
- **Be welcoming to all who seek to share their life**  
Our schools will engage with people wherever they are in their lives and faith journeys.
- **Be centres of holistic learning**  
Our schools will remain ever new by engaging in self evaluation and self renewal, beginning with the individual and extending to the community and all society.
- **Be places of self-renewal and agents of change**  
A focus on the holistic growth of individual people is the prime educational purpose of the Catholic school.
- **Build constructive covenants with all partners**  
Cairns Catholic schools will actively engage with the communities of which they are a part.

## Strategic Priorities 2005-2009

Nurturing the core cultural 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 a quality education for our students by developing annual 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



# Stewards

## CES Ministry Design

### Delegations

Central to Catholic Education Services are its people, their delegated responsibilities and the particular duties that emerge from these. At a diocesan level, the professional needs and organisational complexity within Catholic Education necessitate the appointment, by the Bishop, of a delegate to act on his behalf. This delegation is made to the person holding the position of Executive Director. It is out of this delegation, and the responsibilities associated with it, that the administrative relationships between CES, diocesan and parish schools, and agencies take shape. While the detail of these relationships will vary from time to time, the following current delegated responsibilities apply:

- 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 the CES, policy accountability is to the Bishop of the diocese through the Education Board of Governance. The work of the Board reflects diocesan pastoral priorities and is carried out in collaboration and co-operation with the Diocesan Finance Council. 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.

### Structure

CES staff form one community, commit to a shared vision and exercise a common set of responsibilities for all members. These include a commitment to community, support for policy, appropriate representation and the alignment of skills to serve the overall mission.

The responsibilities delegated to CES have given rise to an organisational structure responsive to diocesan tradition and service development needs. This organisational design includes service teams of: Executive Services; School Development; Corporate Services; Learning & Teaching; Faith & Religious Education. As well, smaller and more focused team units constitute each of these functional groups. Each of the smaller units is generally oversighted by a team manager, who in association with other senior staff, form the wider team. The incoming organisational structure is shown on the following page.



**Left to Right:**

**Fr Neil Muir;**

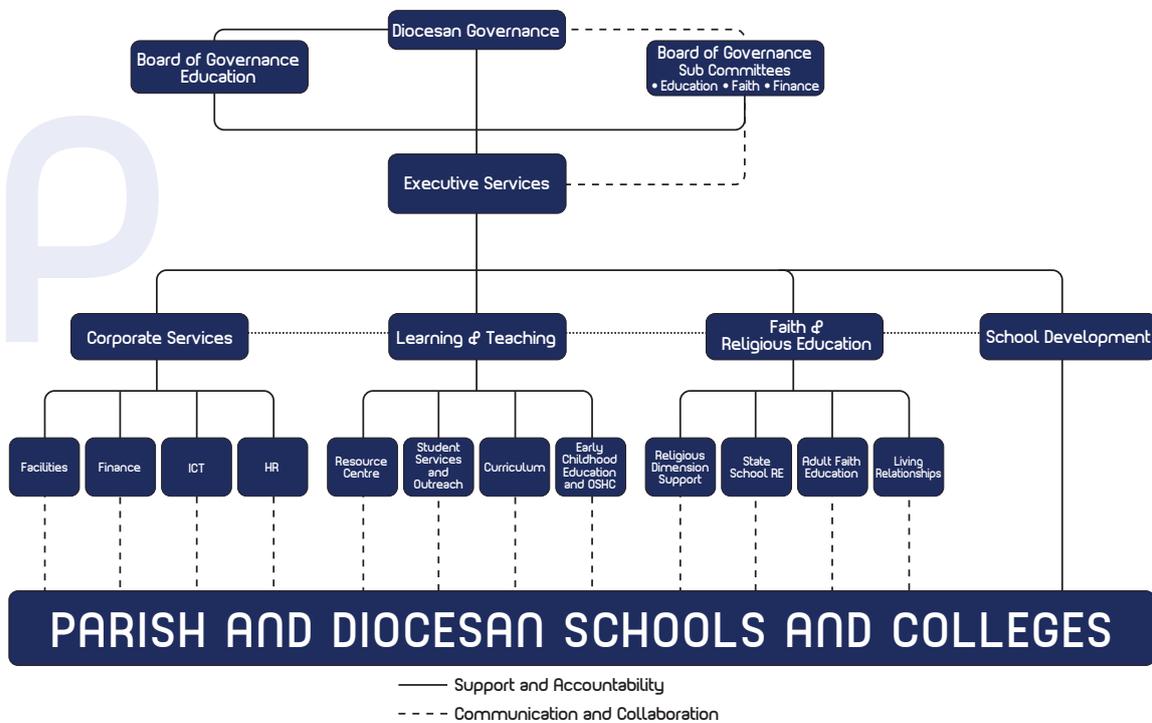
*Episcopal Vicar for Education,*

**Bishop James Foley;**

*Bishop of Cairns,*

**Dr Bill Sultmann;**

*Executive Director of Catholic Education Services.*



### Executive Leadership Team

July 2007 saw the appointment of Executive Director, Dr Bill Sultmann, following the completion of Carmel Ross's 5 year term as Director in April. Deputy Executive Director, Hugh O'Brien acted in the position in the interim. In the latter half of the year, considerable effort went into discernment around the Executive Leadership Team (ELT). Participation, responsibilities, structure and representation were debated extensively, supported in the journey by external consultant, Michael Thornber. Appointments were made at the end of the year, for commencement in 2008. Personnel now supporting Dr Bill Sultmann in executive operations are Hugh O'Brien, John Mula, Paul McArthur, Tim Devlin and Jenny Cable. Supporting ELT operations in a service capacity is the Manager Administration & Professional Services, Paul Daghish.

**Left to right (Back Row):**

**Tim Devlin,**  
 Assistant to Executive Director  
 School Development;  
**Jenny Cable,**  
 Assistant to Executive Director  
 School Development;  
**Paul McArthur,**  
 Assistant to Executive Director  
 Corporate Services;  
**Paul Daghish,**  
 Manager Administration and  
 Professional Services.

**(Front Row):**

**Hugh O'Brien,**  
 Deputy Executive Director;  
**Dr Bill Sultmann,**  
 Executive Director;  
**John Mula,**  
 Assistant to Executive Director  
 Learning and Teaching.



# Executive Services

*Executive Director  
Dr Bill Sultmann*



Executive Director. Personnel changes, leadership team representation and maintenance of operational priorities were given considerable attention. Moreover, being proactive in capital needs, ICT, early childhood and pastoral clarification assumed importance. In this process I came to appreciate the confidence of the Bishop, the constancy of support from the Episcopal Vicar and the availability and wisdom of the Chair and the Board of Governance.

Catholic Education within the Diocese is hallmarked by pastoral and collaborative practises. The operational reality for Catholic Education is the high quality of schooling, the support of parents, exceptional leadership and the excellence of support services. Learning communities function very authentically in a climate of continuous improvement. The essence of this report reflects a commitment to a vision and mission that is sacred; one that is a sign of God's Kingdom in this place of Far North Queensland. My hope is that the themes of pastoral ministry that follow offer a window into the breadth of this commitment and thereby affirm what has been achieved and give confidence to ministry which continues to unfold.

## Executive Director's Report

2007 was an eventful year. Carmel Ross, Director (January 2002 - April 2007), completed a remarkable period of leadership encapsulating considerable system, administrative and capital development change. As I reflect on her contributions, I am conscious not only of outcomes but the magnificent generosity and commitment that accompanied her service to the diocese.

Consolidation, re-focussing, relationship building, addressing strategic needs, teaming, and revisiting delegations became early priorities for the new

### *Docemus Award Winners, Left to Right:*

**Mike Graham** accepting award for **Chris Leete**,  
St Mary's Catholic College, Woree  
(Secondary Teacher Award);

**Mary Dall'Alba**,  
St Michael's Primary School,  
Gordonvale (Voluntary Supporter Award);

**Colleen Sheppard**,  
St Thomas' Primary School, Mareeba  
(Primary Teacher Award);

**Rev Fr John Flynn**,  
Our Lady Help of Christians Parish,  
Earlville; (Life-Long Contribution Award)

**Margaret Doolan  
with Maureen Worthy**,  
St Francis Xavier Primary School,  
Manunda (School Officer Award);

**Sr Therese Masterson**,  
St Monica's College, Cairns  
(Leadership - Position of Added  
Responsibility Award).



Manager  
Administration  
& Professional  
Services  
Paul Daghish



## Administrative Services

As an inclusive and accountable office, Catholic Education Services has continuously adapted and responded to the needs of schools administratively. Through careful planning and goal setting, CES has maintained resiliency, flexibility, compliance and demonstrated best practice wherever possible.

In particular, administrative services and information has been provided in the following areas:

- Continued training and inservicing of all new employees of Catholic Education in student protection
- Development of student protection risk management strategy
- Development of grievance policy and procedures for Catholic Education Services and schools.

- Monitoring of changes and developments in all relevant areas of educational administration and government initiatives, including Non-State Schools Accreditation Board.
- Review of Catholic Education Services administration handbook.
- Monitoring of Workplace Health and Safety audits in our schools.
- Representation on all Queensland Catholic Education Commission committees

Representation on other peak bodies such as *Study Cairns*, *James Cook University* and *Priority Country Area Program (PCAP)*

## Communications

Enriching and promoting our Catholic identity, tradition and ethos is a priority for CES as it continues to engage its communities within the Catholic education system and reach out to the wider community.

Relationship building was enhanced through the annual **Docemus Awards** which were founded in 2002 in recognition of the outstanding contribution to Catholic Education by Tom Doolan, a former Deputy Director of Catholic Education. The annual Catholic Education **Christmas card competition** again brought schools

together as a community and involved the wider community which was able to purchase the winning designs through competition sponsor, The Good Guys.

Schools collectively celebrated **Catholic Education Week** from July 22-28 to promote and market Catholic schools as 'Communities to believe in' and places of quality learning in a Christian environment. The Cairns Diocese provided two of the seven 'Spirit of Catholic Education Award' winners; an annual state-wide award initiated by the Queensland Catholic Education Commission on behalf of Catholic education employing authorities in Queensland. Sr Rita O'Malley and Mr Kent Beavon were presented their awards by the Governor of Queensland, Ms Quentin Bryce at the state launch of Catholic Education Week in Brisbane on July 23.

The good news and developments in our schools were promoted and shared with our own and wider communities via the full colour 12 page quarterly Diocesan newsletter '**Catholic News**', which is distributed to all school families and parishes in the Diocese and inserted into The Cairns Post.

Parents of students in our six **Tableland schools** were surveyed, and a newspaper and radio marketing campaign developed and implemented to provide feedback and address survey outcomes. A booklet was distributed to parents of upper primary children to assist with the selection of a secondary school for their child and promote a Catholic education pathway on the Tablelands. A similar booklet is planned in 2008 for parents of children across all regions to assist with selection of a Catholic school for their child.

The **promotion and branding** of Catholic Education in the Cairns Diocese was further developed through a variety of promotional items, advertising and visual displays, including an information booth at the Cairns Show in July. The focus will turn in 2008 to assisting individual schools with their branding and 'corporate look', predominantly via stationery and other printed communications.

A collection of **foundation documents** on CES and Catholic Education will be produced, and includes this inaugural annual report.



At the Education Minister's reception for Catholic Education Week in Brisbane:

**Michael Harnischfeger**,  
Cairns Diocese parent representative;

**Mike Byrne**,  
Queensland Catholic Education  
Commission Executive Director;

**Sr Rita O'Malley**,  
(Adult Faith Education Co-ordinator,  
Cairns CES)  
Spirit of Catholic Education Award winner;

**Kent Beavon**,  
(Parent/volunteer, Good Counsel College,  
Innisfail)  
Spirit of Catholic Education Award winner;

**Dr Bill Sultmann**,  
Executive Director of Catholic Education Services  
Diocese of Cairns.

# Faith & Religious Education

# Service of Faith



Diocesan Faith &  
Religious Education  
Coordinator  
Annette Rinaudo

## Religious Dimension

The focus of the Faith and Religious Education team was on the overall preparedness of teachers to teach Religious Education. Teachers and other staff were helped in their faith and teaching journey.

**Beginning Theology and Foundations courses** were run by Catholic Education Services through the Institute of Faith in Brisbane. Thirty teachers participated in groups in Innisfail, Cairns and the Tablelands to ultimately achieve a Certificate III (*Beginning Theology*) or Certificate IV (*Foundations*) in Systematic Theology.

Other **post-graduate study opportunities** were offered and numbers of staff continued to pursue Certificates, Diplomas and Masters courses through the Brisbane College of Theology and Australian Catholic University, with CES providing financial and other support.

**Professional Development and Faith Formation** activities were offered to all staff, particularly those teaching Religious Education. After-school RE Inservices, *Basics* Courses, the *Ancient Paths* Program and other professional development days were facilitated by local and 'imported' presenters.

All staff from Catholic Education in the diocese gathered at the Convention Centre in February for the biennial **Diocesan Day**. The theme: *In Giving We Receive*, focussed on Social Justice issues and presenters Sandi Cornish from Loyola Institute, Jenifer Byrne (Caritas) and Michelle Hillman (Rosies) touched, engaged and challenged participants.

Primary and Secondary APREs gathered each term to discuss and share ideas relevant to the role. Third term's gathering was a conference held at Mission Beach: **Standing on Holy**

Sr Rita O'Malley (standing)  
facilitating Adult Faith Education  
theology courses.



### **Ground: Developing Ecological Practice for Catholic Schools in our Diocese.**

Paul Lucas from Townsville Diocese, a member of Catholic Earthcare and author of 'On Holy Ground' guided the APREs in discussion of environmental issues from both theological and curriculum perspectives, the completion of an 'Environmental Audit' of their schools and strategies for using the materials provided. The three **State School Religious Education Coordinators** were supported in their deanery based roles, in turn supporting the valuable work of Catechists in the State schools.

A one year trial was conducted across six primary schools to determine the suitability of the **Brisbane Archdiocesan Religious Education Program** for use in the diocese. Meetings occurred throughout the year between teachers, APREs, CES staff and members of the review committee. A recommendation from this group is currently with the Bishop and the process will continue in 2008 pending the outcome. Much has been achieved in 2007 towards nurturing the faith of our staff and providing them with appropriate professional development to confidently witness and teach that faith in the religious education classroom. Much remains to be done.



*Social Emotional Learning Officer  
Kerry Bird*

### **Living Relationships**

Social and emotional wellbeing is fundamental to the Spirit and practice of Catholic Education. It is core to our identity; situated within the context of the mission of pastoral care. Living Relationships is an initiative delivered over seven years within the Diocese of Cairns which encompasses beliefs, values, skills, relationships and wellbeing elements of student learning. 2007, like 2006, continued to be a consolidating year for Social Emotional Learning (SEL) coordinators and their learning communities. The outcomes of the diocesan-wide SEL Forum of 2005 continued to impact as coordinators worked to triumph over the challenges of translating recommended practices of research into infrastructure and actions within their learning communities. Fruits of their labours and commitment included:

- Most schools have now updated their social and emotional programs

- Preparatory work for inclusion of SEL standards and Values in planning and teaching of Key Learning Areas.
- Several schools have implemented mentoring of social and emotional competences as an essential and systematised service for those young people in need of intensive coaching of the internal attributes for learning.
- Cluster meetings have been held for some SEL coordinators for professional dialogue and resource sharing with the view to creating cluster opportunities for all SEL coordinators.
- Ongoing professional development for classroom teachers to enable whole school responsibility for implementation of SEL.
- Preparation for prioritising opportunities for strengthening parent capacity and families in 2008.

CES leadership is firmly committed to maximising SEL's capacity to impact most powerfully on holistic outcomes for all learners. A priority for 2008 is to develop a systemic approach which supports whole learning communities to strategically build on established foundations to embed and institutionalise SEL. This progression will maximise the potential of SEL in providing a leaven effect on all other learning.



# School Development

In 2008, the school development component of the former School Development Officer positions rolls into the newly restructured positions of Assistant to Executive Director School Development. Jenny Cable makes the transition to the new position and Tim Devlin replaces Mike Quinn. Hugh O'Brien continues to provide this support to Secondary Colleges.

A focus of the School Development role was to assist school communities in collaboratively defining and implementing school improvement processes by:

- Refining the 'Whole of School-Improvement Model' to establish connections between Government/ Church/ Community expectations and requirements
- Developing materials/resources to assist school communities in collaboratively defining and implementing Catholic School Renewal and Improvement

## Strategic Renewal Process

The Policy & Procedure for Catholic School Strategic Renewal has been under review since 2005 and a new Policy & Process was approved by the Board of Governance Education in 2007 following dissemination with principals. Work has been

on-going in the areas of strategic renewal planning, development and implementation of annual renewal plans, aligning components of renewal including professional development, goal setting, and specific school projects. Validations and compliance audits were also on-going.

## School and Community Partnership

Throughout the year School Development Officers sought opportunities to initiate a trial of the Parent Engagement Project. Although in early stages this project is seeking to engage appropriate participation and wider responsibility by establishing whole of school approaches for building strong communities. An initial project resulted in the involvement of Catholic Education in an intersystemic pilot project which focused on Health Promotion. This will broaden in 2008 and invite wider school participation. This project has created a strong partnership between the participating secondary and primary schools from Catholic Education and Education Queensland, and Queensland Health.

A review of the School Board constitution was completed and a copy of the new constitution will be forwarded

*Assistant Executive  
Director  
School Development  
Tim Devlin*



*Assistant to Executive  
Director  
School Development  
Jenny Cable*



to schools in 2008. This will be supported with a process for clarifying governance issues.

We also welcomed the opportunity in 2007 to work with members of the P&F Federation secretariat in a number of schools to provide workshops on the role and responsibilities of P&F Associations.

Resources to enhance life-giving relationships in our schools and communities will be a focus in 2008.

### Leadership Development

Focus on Leadership Development continued under a variety of approaches:

- (a) Exploration of models for the provision of professional learning that enhance leadership and professional growth of staff through professional learning communities and communities of practice.
  - Establishing an understanding of Professional Learning Communities and leadership models that enhance the professionalism of staff
  - Providing opportunities for the implementation of “Communities of Practice”
  - Exploring QCT standards for professional practice.
- (b) Continue research and exploration of Leadership Succession project.

- Development of a leadership framework for the Diocese
- (c) Roles and responsibilities within School Leadership Teams were also reviewed to enhance approaches to leadership support and development, including:
  - Function and role of school leadership teams
  - Role of the curriculum support teacher
  - Support for APA and APRE in their roles
  - Leading teacher identification
  - Staff goal setting and performance management
  - Teacher mentoring and coaching
  - Principal, APRE, APA appraisals and performance reviews

### Staffing

School Development Officers worked in collaboration with personnel from Human Resources and Finance to review and implement processes for interviewing and appointing teaching staff. A collaborative approach was further evidenced in recruitment processes in which the Manager Administration & Professional Services and Diocesan Faith and Religious Education Co-ordinator maintained CES’s connection with universities to establish relationships with graduate teachers.

The staffing calculator was revised to provide a tool for principals in making whole

of school staffing decisions that support the strategic planning of the school community. It is anticipated that further refinement of the calculator will provide principals and leadership teams with a reflective tool to support learning and teaching directions and decision making.

Interviews and appointments of School Leadership Team members were conducted by School Development Officers throughout the year. New principals were appointed to St Joseph’s School Atherton, St John’s School Silkwood, St Augustine’s School Mossman, Our Lady of the Sacred Heart Thursday Island, Mother of Good Counsel School North Cairns, and an Acting Principal was appointed to St Teresa’s School Ravenshoe. New APREs were appointed to St Augustine’s and St John’s.

### Induction Processes

Professional learning days for Beginning and Early Years Teachers were conducted by SDOs and the ASM. Principals played a valuable role in the presentation of these days and assisted in the production of a handbook / resource document that can be used and referred to throughout the year. A formal mentoring program for these teachers will be explored in 2008.

Beginning and Early Years Principals continued to engage in learning days that targeted skill development in identified areas within the Role of the Principal.

### Safe Schools Framework

Aspects of ‘Supportive Learning Environments’ were explored with schools. This included an examination of pastoral care, student welfare practices and behaviour policies.



Deputy Executive Director  
(School Development)  
Hugh O'Brien



# Service of Learning and Teaching

*Assistant to Executive  
Director  
Learning and Teaching  
John Mula*



In 2008 the new Learning and Teaching service team comes into existence under the auspice of John Mula who fills the new position of Assistant to Executive Director Learning and Teaching. This team comprises Curriculum, Prep and early years, Student Services, Childcare and Outside School Hours Care, and Library and Information Resources.

## Curriculum

As a result of the restructure within CES the

Curriculum team now sits within the Learning and Teaching service team. Prior to this organisational change the responsibility for curriculum was a significant responsibility of the School Development Officers (SDO's) who worked in cooperation with Education Officers in the Curriculum team. While this report focuses on 2007 and looks forward to the future, it acknowledges the substantial contribution that SDO's have made to curriculum in the Cairns Diocese.

The Curriculum team's focus has been and continues to be student centred learning through the provision of high quality curricula and high quality teaching.

In early 2007 the Diocesan Learning Framework (DLF) was launched after substantial contributions from staff of CES, principals and teachers. The DLF is Cairns Catholic Education's defining statement on learning. There is a clear expectation that curriculum leaders and teachers in schools and colleges and CES staff will engage with this learning framework. CES staff provided support packages and processes to assist principals in the work of implementing the important document.

In later 2007 and into 2008, school staffs with support from Assistants to Executive Director School Development and Curriculum team personnel, began the process of implementing the DLF through the preparation of individual School Curriculum Frameworks. These frameworks will provide a basis for internal school discussion on the review and enhancement of quality curricula.

During 2007 the Curriculum team supported schools in the preparation of numeracy and literacy plans and whole of school intervention plans, providing a range of strategies and in-service events for teachers with a focus on developing a culture of assessment and inquiry. These included strategies for teaching Mathematics and aligning teaching, learning, assessment and reporting. Specific attention was directed towards



the Prep/Early Years Curriculum and the Middle Years curriculum, particularly in the Key Learning Areas of Languages other than English (LOTE) and the Arts.

In 2008 the Curriculum team will appoint two additional Education Officers, one with a focus on digital learning and the other in secondary curriculum. This signifies two key future directions for CES as it expands its support to schools and colleges.

The Curriculum team will continue to provide support to schools in a range of special projects, including advice in relation to specific government imperatives. The Queensland Government is advancing its QCAR framework for curriculum, assessment and reporting and will release its much anticipated Prep to Year 12 Framework and Syllabus. Nationally, the Federal Government begins to implement its "Education Revolution" with a raft of new funding initiatives including the rollout of computers to secondary schools, Trade Training Centres, National Curriculum, National Asian Languages Studies and National Assessment programs. The Curriculum team looks forward to an exciting and demanding 2008 and beyond as it provides support, advice and direction for learning and teaching in our schools.

Early Years  
Education Officer  
Wendy Manners



### Prep and Early Years

The first year of Preparatory schooling in all Queensland schools (Prep) was successfully introduced in our 20 primary schools, with 475 enrolments. The adjusted entry age requirements in the initial year attributed to a 'half capacity' intake, with over 700 Prep enrolments anticipated for 2008.

Teachers in Prep and Year One came together on a number of occasions to discuss and share best practices in relation to the Early Years Curriculum Guidelines. Workshops by Lane Clarke gave teachers valuable insight into incorporating inquiry into their teaching methods. All teachers in the Early Years were trained in the diagnostic probes, to assist in determining student learning needs.

Principal information sessions at both school and Central Office level were held to assist in scaffolding the various tasks to be completed during the phase in year.

Information sessions and brochures for Prep parents helped to build understanding about the Prep Program, its implementation, and how parents as partners can contribute to their child's journey as they commence full time schooling.

Facility development was monitored and reviewed and in some instances building programmes were completed during the year to accommodate the full cohort of Preparatory students in 2008.

The philosophy of the Early Years Curriculum Guidelines and its impact on whole school curriculum design was communicated and outlined to school communities.



# Service of Learning and Teaching

*Outside School Hours  
Care Project Officer  
Irene Goodrich*



## Outside School Hours Care

Three new Outside School Hours Care (OSHCare) services were opened in 2007 - at St Michael's, Gordonvale; St Francis Xavier's, Manunda; and Good Counsel Primary, Innisfail - totalling 14 services operated by Catholic Education in the diocese. Some services operate for as many as 50 weeks a year, with the smallest catering to the needs of 6 children and the largest to 100 children. Inner city services have waiting lists for after school care, while before school care and vacation care are becoming

increasing popular. Although our services vary in size and dynamics, they all share the same goals and aspirations; to provide quality childcare in an environment that supports autonomy, social affiliation and creative exploration and expression.

## Staff

Equipping staff with skills, knowledge and confidence remains a key factor in maintaining a cohesive and strong team environment. Our child care traineeship and apprenticeship numbers continue to increase with 9 trainees completing their Certificate III in Children's Services, 3 moving on to apprenticeships and 7 new Certificate III sign-ups. In the continued promotion and support of professional development, childcare staff received training in food handling and hygiene, child protection, Social and Emotional Learning, and Workplace Health and Safety including manual handling and emergency response.

To highlight the importance of developing effective partnerships and ensure complete consultation processes, the OSHCare Project Officer, OSHCare Coordinator, parents and school principal meet regularly, with sharing of facilities and staffing issues generally the main items on the agenda.

## Licensing and Accreditation

The Child Care Act 2001, which came into effect on 1 September 2003 provided for the licensing of all of OSHCare programs; the 5 year transition period coming to a close on 31 August 2008. Our services are yet to comply with the building standards, however the introduction of traineeships and apprenticeships have assisted in complying with the qualifying of our staff.

With two services requiring a second validation visit before being awarded a certificate of accreditation, the Quality Assurance process highlighted the need to review our document management system and improve the way our information is stored and accessed. This made sharing and searching information, documents and other data easier and assisted internal communications. The complexities that underpin the child care industry continue to challenge effective, high-quality service delivery; however our services are operating at a high



standard and should be commended for their professionalism and commitment to the industry.

### **Active After School Communities program**

Active After-school Communities (AASC) is an Australian government funded program aimed at giving primary school aged children access to free, structured physical activity programs in the after-school timeslot. Funding is used to bring community coaches in to run programs as well as allowing sites to purchase much needed sports equipment. AASC ran in eight of our OSHCare services in the Cairns and Tablelands region, with total funding of \$48,520. Activities included traditional sports such as rugby league, soccer, netball and basketball but also incorporated dance, circus skills, martial arts and dodgeball. Activities being offered continue to grow and in 2008 skateboarding, bootcamp, lawn bowls and surf lifesaving will be delivered through AASC programs. Funding for the AASC has been extended to the end of 2010.

### **Priorities for 2008**

Priorities for 2008 include reviewing operational procedures, standardising policies and procedures, quality control of documentation, Qikkids software network, reviewing budgets, increasing service visits and networking between services, and ongoing professional development.



### **Student Services**

Within the Cairns Diocese, Catholic Education supports a culture of inclusiveness in all schools. The Student Services team supports students to achieve to their potential by providing direct services to students and developing the capacity of school personnel to cater for the diverse cultural and learning needs within our school communities.

During 2007 students with disabilities were supported via regular visits from Advisory Visiting Teachers, the Speech Pathologist and Occupational Therapist. Our students and teachers worked together with Outreach services such as Autism Queensland and Cerebral Palsy League to seek a high quality of educational programming for all in our care. Student Services staff facilitated professional development opportunities for staff and parents throughout the year. Over 150 educational staff attended our annual conference 'Steps Towards Inclusion' that aimed to increase the level of awareness, skills and confidence of classroom teachers for the education of students with disability in our schools.

Learning Support teachers are employed in each school and are pivotal in supporting the range of learning needs in every school. The newly appointed Advisory Visiting Teacher- Learning Support worked in partnership with schools to assist Learning Support Teachers in the skills they need to support all of our students who learn differently.

Eight educational staff were supported in attending the Brisbane conference 'Assess and Assist' which was coordinated by SPELD (Special Education for Learning Difficulties).

Students who have English as a second language were assisted by specialised teaching and the provision of selected resources to improve their English skills and develop skills and confidence in their school lives.

To ensure students with learning needs are identified early and provided with support, all Year 2 students in the diocese participated in the Year 2 Net. Where concerns were identified, students were provided with targeted interventions to improve their numeracy and literacy skills. It was pleasing to see a significant improvement in diocesan results in comparison to 2006.

The appointment of an Education Officer - Indigenous Education in Term 2 has provided a welcome focus on raising our appreciation of Aboriginal and Torres Strait Islander culture as a vibrant part of our shared heritage and ensuring that links are made with all groups within our community.

Early in Term 3, a group of Learning Support teachers undertook an extensive four day inservice on effective teaching and learning strategies for Indigenous learners. The participants were able to apply the strategies to assist Indigenous learners to move from Home Language to Standard Australian English.

In September, a group of 17 delegates from our Cairns Diocese attended the inspirational 4th Queensland Indigenous Catholic Education Conference, 'Our Children, Our Spirit, Our Journey', at the Gold Coast. CES personnel presented 'You and I we Talk' at the conference, highlighting the importance of phonological awareness with Indigenous learners.

With the development of guidelines and policy for the provision of student counsellors in schools across the diocese, the majority of our schools now have access to student counsellors on a regular basis. This service has been increasingly used by all sections of the school community as our counsellors assist students, families and teachers to support the mental wellbeing of all students in our schools. They are also very active in assisting schools develop programs that build the resilience of our students to meet the challenges that individuals and families face at difficult times in their life journey.

# Service

## Learning and Teaching

Resource Centre  
Manager  
Fran Hughes



### Library and Information Resources

#### Diocesan Resource Centre

The Diocesan Resource Centre (DRC) supports the work of Catholic Education Services (CES) in its provision and promotion of Catholic education throughout the Diocese of Cairns. The (DRC) provides the Cairns diocesan community of schools and parishes with high quality religious education resources and Christian reading materials through a free lending service. The main foci of the collection are religious education for primary and secondary schools, theology and general reading materials for adult faith education, a liturgical music collection and children's literature that also supports religious education programs used in schools. A secondary strand to the collection is an Education collection, specialising in Indigenous education and artefacts, English as a second language (ESL), Languages other than English (LOTE), Social and Emotional Learning (SEL), General Curriculum, music and children's literature.

During 2007 the resource centre acquired approximately 700 new resources including cds, books, DVDs and periodicals. New resources are promoted via regular flyers; a service acknowledged and appreciated by schools. The online catalogue available at <http://ces.cmeweb.libcode.com.au> makes searching

for and reservation of resources for borrowing available 24 hours a day, seven days a week. Use of the diocesan courier service for the delivery and return of resources is an invaluable service taken up by many of our patrons. Other services offered by the DRC for schools, catechists and professional staff at CES include laminating and equipment loans such as data projectors, overhead projectors, and screens. Individual and small study groups seeking a quiet space to read, work or study are always welcome to utilize the DRC conference area.

#### School Library Resource Centres

For technical school library expertise, schools access the qualified library staff of the Resource Centre. School library personnel network once per term, providing opportunities for sharing and upgrading of skills and knowledge. 2007 has continued to involve extensive redevelopment for some of our school libraries as a result of damage to collections in 2006 during Cyclone Larry and later a fire in our newest library at St Stephen's Catholic College, Mareeba. Planning and in some cases construction, is underway for a number of new school libraries in the diocese including St Rita's, South Johnstone; St Clare's, Tully and St Stephen's in Mareeba. Library projects for South Johnstone and Tully are set for completion in 2008.

#### Digital Resources

The availability of digital resources for use in education is a rapidly growing area. Schools are also offered support with use of online resources including the Curriculum Exchange, and online catalogues. Workshops are offered to assist teachers in using the library and online resources in a process of guided inquiry (research).

#### Copyright

Copyright is undeniably complex. The DRC teacher-librarian readily assists schools and CES professional staff with copyright queries and is available to support school principals in their effort to inform their school communities of their obligations under the Copyright Act.



# Corporate Services

Assistant to  
Executive Director  
Corporate Services  
Paul McArthur



A newly created Corporate Services team comes into existence in 2008 as part of the restructure of Catholic Education Services. In 2007 the managers of Human Resources, Work Place Health & Safety, Capital Quality Assurance & Risk, Information Communication Technology and Finance Administration either reported directly to the Executive Director or a School Development Officer. In 2008 managers of these professional teams will report to the new position of Assistant to Executive Director Corporate Services.

The grouping of professional teams into Corporate Services will result in improved communication and co-ordination, leading to improved delivery of these services to schools.

## Finance

The 'highlights' of the Finance Program in 2007 were:

- An annual surplus was achieved to consolidate the sound financial position of CES. This is significant considering the potential negative impact Cyclone Larry could have had on finances. Cyclone expenses were funded four ways:
  - Catholic Church Insurances
  - Federal Government - Short Term Emergency Assistance
  - CES - cash reserves
  - Individuals, other schools, other dioceses
- The annual external audit of the 2006 year (in 2007) was again unqualified, therefore no issues were identified by the external auditors.
- An Excel budget development tool for system primary schools was developed. A training day was held for Principals and Administration Officers in term 3. Further training and assistance was delivered at schools.
- Financial accountability requirements to State and Federal Governments were satisfied.
- The many data collections to State and Federal Governments were completed to fulfil funding conditions.
- The School Fee Review Committee recommended the 2008 tuition fee increase to the Board and Council of Priests. The recommendation was accepted.



*Cyclone Larry rebuilding; before and after at Good Counsel Primary School, Innisfail*

# Service

## Corporate Services

*Capital, QA and  
Risk Manager  
Bill Dixon*



### Facilities

#### BGA Projects

Seven schools from the diocese applied for capital grants through the Block Grant Authority process. Three of the applications were successful. St Stephen's Catholic College, Mareeba received a grant of \$3,213,991 towards the costs of Stage 3; St Thomas's School, Mareeba received a grant of \$198,261 towards the costs of refurbishing four classrooms; and St Teresa's School, Ravenshoe received a grant of \$252,073 towards constructing a

covered court and equipment storage. During the year work progressed 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, South Johnstone. Planning for the 2006 BGA project at St John's School, Silkwood is progressing with a revision of the School Master Plan.

#### Tomorrow's Schools Cooling Subsidy

Five schools in the diocese received grants towards the costs of completing air conditioning within the school. These projects will now complete the air conditioning of all schools in the Cairns Diocese, except for Mount St Bernard College. At Mount St Bernard's alternative cooling options that take advantage of the ambient climate and reduce running costs are being explored. The schools that received funding were: St Mary's Catholic College, Woree, \$283,054; St Joseph's School, Atherton, \$41,731; St Michael's School, Gordonvale, \$8,114; St Rita's School, South Johnstone, \$10,304; and St Rita's School, Babinda, \$6,955.



### **Investing in our Schools Program (IOSP)**

Six schools received funding in the final round of the Australian Government's Investing in Our Schools Program. These schools were the last of the schools to receive funding in the diocese and had not received their allocation in previous rounds. The schools that received funding were: St Joseph's School, Atherton; St Monica's College, Cairns; Holy Cross School, Smithfield; St Francis Xavier's School, Manunda; Mother of Good Counsel School, North Cairns; and St Andrew's Catholic College, Redlynch.

### **Capital Small Grants Program**

The Queensland Catholic Education Commission (QCEC) received 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 of funds to make up the Capital Small Grants Program.

Every school and college in the Diocese of Cairns received funds under this program. The grant allocations were based on a formula developed by QCEC which took into account enrolment numbers, socio

economic status, and isolation factors. The grants under this program allocated to the Diocese of Cairns totalled \$823,343 and ranged from \$28,100 to \$42,606, for projects including information technology upgrades, shade covers, tuition refurbishments, tuckshop refurbishments, and playground equipment.

### **Self Funded Projects**

Schools throughout the diocese commenced or completed a number of self-funded capital projects during 2007. These projects included science laboratory refurbishments, installation of lifts, tuckshop refurbishments, classroom refurbishments, information technology upgrades and installation of interactive whiteboards, shade structures and covered areas.

### **School Master Plans**

During 2007 Master Plans were completed for Mount St Bernard's College, Herberton; St Joseph's School, Atherton; St Teresa's School, Ravenshoe; and master planning was commenced for St John's School, Silkwood and Mother of Good Counsel School, North Cairns.

### **New Schools**

During 2007 demographic studies for Cairns Catholic Education were further refined. These studies indicated an urgent need to purchase land in the southern corridor between Edmonton and Gordonvale to meet short to medium term demand for Catholic education in that area. Land has been identified in the corridor to commence a new school in 2011 or soon after. Negotiations have been taking place to purchase this land.

The studies also suggested that steps would need to be taken to accommodate medium term growth on the Atherton Tablelands, the Northern Beaches, and in the longer term the Tully/Mission Beach area. Over time our existing schools will be expanded to accommodate this growth.

Our studies have also highlighted the need to enhance retention of students from our 'inner city' primary schools: Mother of Good Counsel, North Cairns; St Francis Xavier's, Manunda; and St Joseph's, Parramatta Park in their transition from Year 7 to Year 8. In 2007, 64% of the 2006 Year 7 students from these primary schools were enrolled at Catholic Colleges for Year 8, compared to rates of up to 94% from the other Catholic primary schools in the Cairns area.



# Service of

## Corporate Services



*Information Systems  
Manager  
Michael Norman*

### Information Communication Technology

The journey for technology in 2007 focused on reviewing the current systems in use across the diocese and dealing with ongoing system problems to provide a more stable environment to build on. A considerable amount of time has been invested in planning for the future technology needs for Education and much of this investment and planning will come to fruition starting in 2008 and extending into 2009.

The focus of this work deals with three key areas: Connectedness, Curriculum and Administrative process. The effectiveness and operation of current technology solutions was assessed and the information used to develop a business case for:

- **Connectedness:** A Wide Area Network interconnecting all schools of the diocese to a single network. This not only provides for better management of network solutions, but opens up collaboration and networking opportunities between schools not presently available.
- **Curriculum:** A Learning Management System is seen as an additional tool for teachers and students to better utilise technology and enrich the learning experiences.
- **Administrative Systems:** To improve the efficiency of data collection and allow more timely and accurate reporting on the operations of schools and progress of our students. Improvements to administrative systems will provide significant benefits to schools, students and parents as we adopt



more modern business like approaches to operation of our schools. Much of the planning work orientated around the foundation levels of technology and maintains a strong equity focus for all schools. All schools have a strong presence and dependence on technology and what is in place is being used effectively. The areas of improvement are dealing with managing existing costs, finding new and more efficient ways to use systems and responding to the ever increasing needs for technology.

Some of the specific project activities conducted by ICT in 2007 include:

- Deployment of a new content filtering product GetBusi, which offered a greater level of integration, management and reporting over previous solutions.
- Redesign of the CES network to stabilise existing systems, consolidate and reduce overall infrastructure and provide a solid foundation to building new systems.
- Adoption of structured cabling solutions for all capital projects with focus on ensuring technology infrastructure life is maximised by using latest solutions and quality installations.
- Continued rollout of data projectors as well as interactive whiteboards in most schools.
- Bulk procurement through preferred supplier agreements offering reduced cost equipment and services.

The efforts of the ICT Department in 2007 have provided a clear and succinct direction for technology into 2008. The focus for 2008 remains the implementation of a Wide Area Network, Learning Management System and Administrative System Improvements. These initiatives along with the continual changes in the ICT sector will allow a more focused program of work for 2008, which will see additional resourcing and further refinement of the strategies for progressing technology across the Cairns Diocese.



## Human Resources

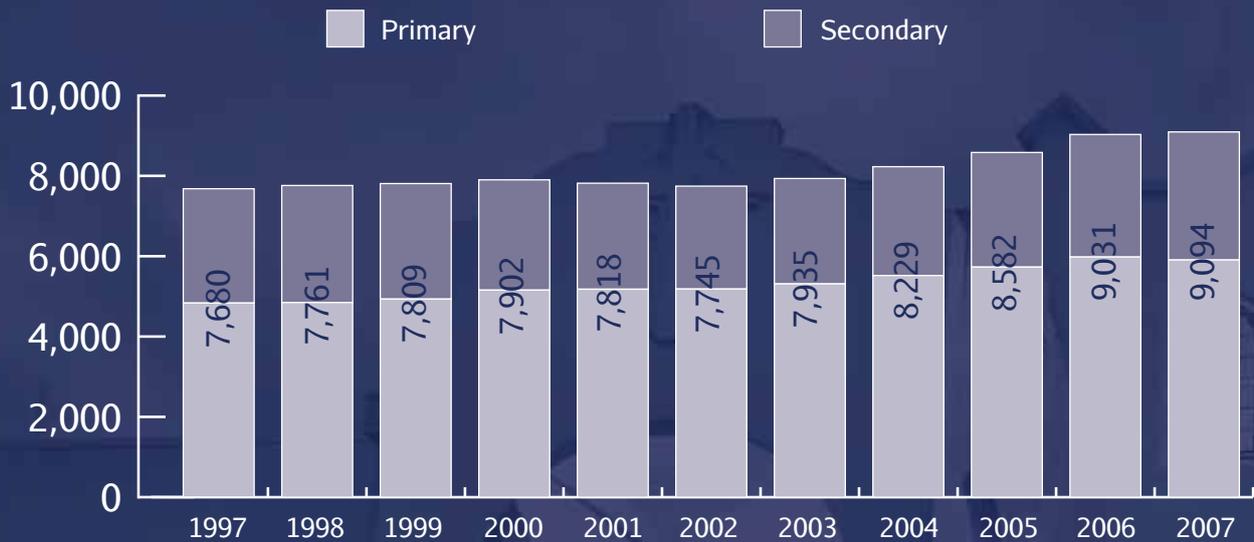
Core activities continued to be provided with excellent service delivery despite staff shortages for much of the year. Although the volume of transactional processing increased, continued efficiency ensured only infrequent, minor delays in staff receiving their benefits. The HR team focused on providing services across the areas of recruitment and selection, employment contracts, remuneration and benefit coordination, wage and salary administration, records management, workforce planning and policy development, industrial relations and legislative compliance.

- The relief teacher register was maintained in terms of currency and quality.
- The professional development database is up and running enabling better data capture. We are continuing to experiment with ways to make this data useful and accessible to schools.
- Experimentation with using Preceda reports to inform HR decisions in schools is continuing and we are looking to expand on this throughout 2008.
- Leave policy and guidelines have been drafted, to be published for school use in 2008.



# Statistics & Financials

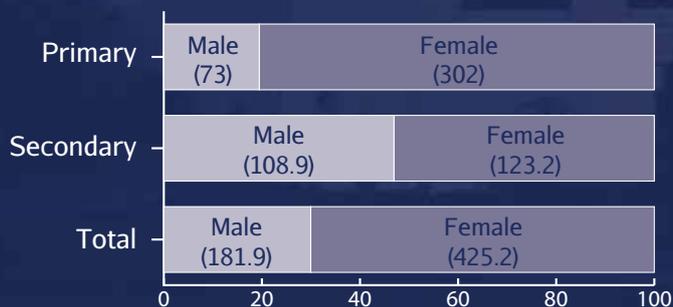
## Enrolment Trends



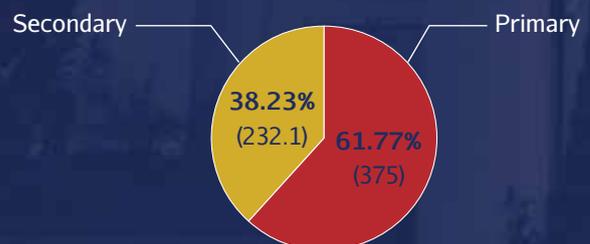
## Students by classes 2007

Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Total Primary
475	758	763	783	803	726	763	835	5906
Year 8	Year 9	Year 10	Year 11	Year 12				Total Secondary
752	729	679	532	496				3188
<b>TOTAL ALL</b>								<b>9094</b>

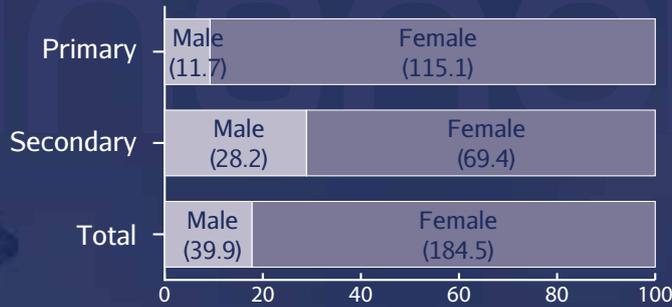
## Teachers Employed in Full-Time Equivalents (August 2007)



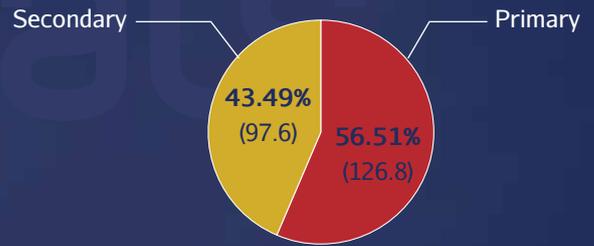
## Total of teachers employed Full time



### Support staff employed in Full-Time Equivalents (August 2007)



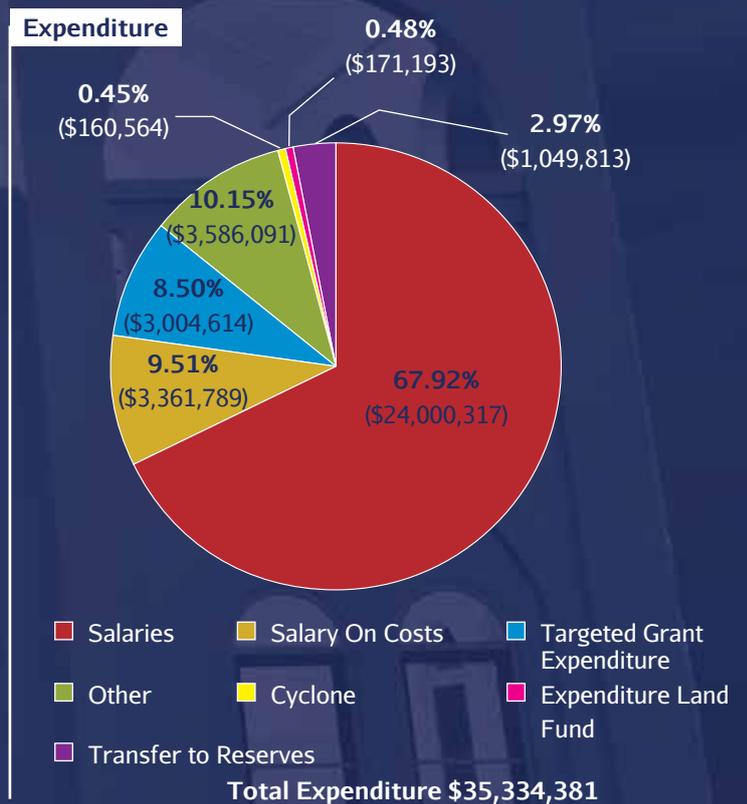
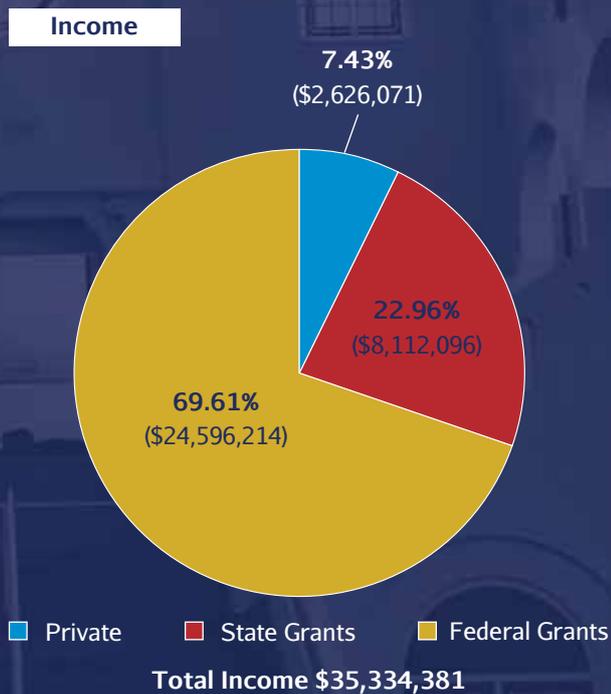
### Total of support staff employed Full -Time



### Student Groups (August 2007)

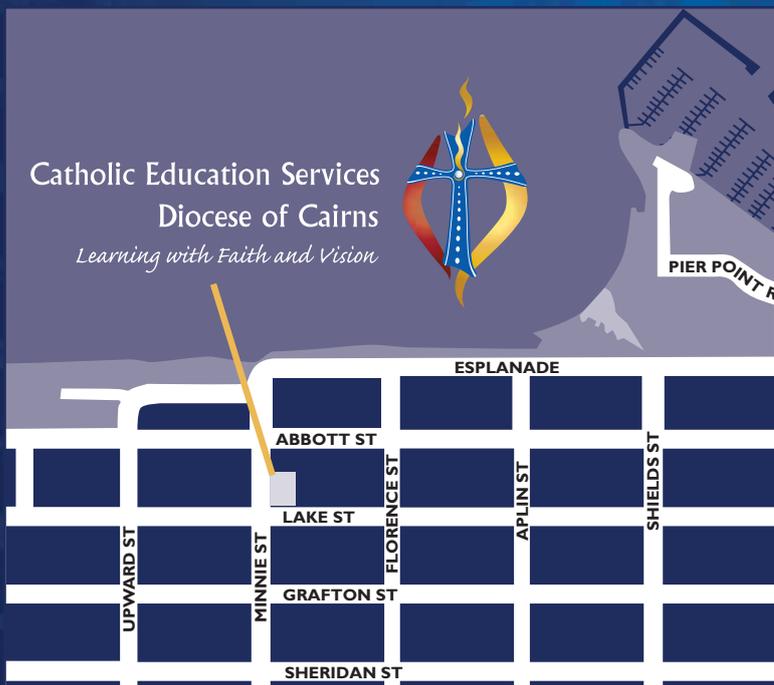
	Primary	%	Secondary	%	Total	%
Indigenous	366	(6.16%)	176	(5.52%)	542	(5.96%)
ESL	595	(10.02%)	249	(7.81%)	844	(9%)
Students with Disabilities	87	(1.47%)	42	(1.32%)	129	(1.42%)

### Income & Expenditure



### Block Grants Authority Assistance

School	Project	Project Cost	Assistance	School Contribution
St Thomas's, Mareeba	Refurbish 4 Classrooms	\$398,261	\$198,261 (State)	\$200,000
St Teresa's, Ravenshoe	New PE covered area and PE equipment store	\$297,073	\$252,073 (State)	\$45,000
St Stephen's, Mareeba	Stage Three	\$3,999,290	\$3,213,991 (Federal)	\$785,299



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The Roman Catholic Trust Corporation for the Diocese of Cairns