



# Annual Report 2023



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

# From the Diocesan Administrator



## Very Reverend Kerry Crowley PP

One of the joys in my role as Administrator of the Diocese of Cairns is the opportunity to experience the vibrance of life I see constantly in our Catholic schools. The young people who attend our schools inspire me with their enthusiasm, curiosity and concern for each other.

I also enjoy meeting their parents, understanding that it is the parent who is the very first educator of their child. Our schools then work in partnership with them to provide all of our students with an education which prepares and equips them for the world and its many challenges.

In many ways, students today face an ever-growing series of pressures and obstacles that those of us who are slightly older did not have to navigate during such formative years. I see our Catholic schools rising to meet those challenges, too, so that the young men and women who graduate from our schools are able to go into the wider world with confidence and a sense of purpose. They are able to do this because of the support and guidance they receive from their parents and teachers. I am in awe of the great work our school and office staff do, day in and day out, for the benefit of our students. In so many ways, they are doing the Lord's work right here and right now. I thank them for their dedication.

2023 was a year of continuing growth for Catholic schools in our Diocese. With student numbers topping 12,000 for the first time and welcoming people of all faiths and cultures, our schools are places of learning, safety and community. They are at the forefront of the Catholic Church's mission in the modern world.

I congratulate our students on their achievements and commend the leadership and staff of Catholic Education in the Diocese of Cairns. I look forward to the continuing development of this most important ministry.

## SNAPSHOT OF AUSTRALIAN CATHOLIC EDUCATION



**38%** of Australia's **1,756** Catholic Schools are in regional and remote areas

**804,761** students attend Catholic schools



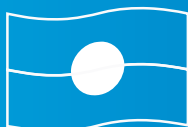
Over **109,000** staff work in Catholic education



**1 in 5** Australian students attend a Catholic school

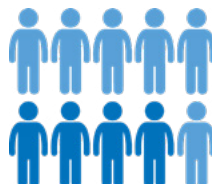


Students with disability make up **20.6%** of student population in Catholic schools



Since 2000 the number of Aboriginal and Torres Strait Islander students in Catholic schools has increased by **195.2%**

**42.1%** of Catholic school students are funded for socio-educational disadvantage



**91%** of Catholic schools are co-educational  
**3%** are boarding schools



# Contents

The Year in Review - Executive Director .....	4
Board of Governance .....	8
Our Schools, Students and Staff .....	9
Governance .....	11
Strategic Directions .....	13
Encounter Catholic Identity.....	16
First Nations Perspectives.....	18
Engagement Wellbeing & Learning .....	19
Capability.....	21
Enablers.....	23
Finance .....	24

# The Year in Review - Executive Director



**Bill Dixon**  
**Executive Director**

2023 brought many highlights for Catholic Education Diocese of Cairns (CEDC). It was again my honour to lead a team of more than 2,000 professionals whose work makes a daily difference to the lives of our students and their families.

I believe we can look back at 2023 as being a year of continuing achievement for Catholic Education in our Diocese. I thank all of those who have contributed – staff, students, parents, community leaders, partners and supporters.

Working together, we are making a real and very tangible difference to the lives of young people across Far North Queensland, and putting into practice our Mission of offering every student, in every school, a world class education enriched by their lived encounter with the Catholic faith.

## Enrolments

Enrolments increased to 12,007 students across 30 schools and colleges – the first time that our student numbers have exceeded 12,000. This significant achievement resulted in positive local news coverage across Far North Queensland.

Our student numbers have continued to trend upwards over the past decade, with the 2023 numbers an increase of 20.22% over the past 10 years.



Cairns Post 28 March 2023

## Oustanding student outcomes

Our core business of learning and teaching is at the forefront of everything that we do, comprising learning in academic, vocational, spiritual, cultural or social spheres. Outcomes in 2023 reflected the hard work put in by our staff and the 655 Year 12 students.

**95.7%** of our Year 12 students received a OCE or QCIA.

**65.6%** 430 students were awarded a VET qualification (include Certificates I, II, III or IV, Diploma or Advanced Diploma).

**61.2%** Of these, 263 students attained a VET Certificate III or higher.

## First Nations Education

A particularly significant move was the establishment of the First Nations Education directorate, created to provide additional focus on the provision of world class education to students from First Nations backgrounds. The inaugural Director of First Nations Education, Kylie Agale, commenced in the role at the beginning of Term 1, bringing a wealth of experience in First Nations education to our community of schools.

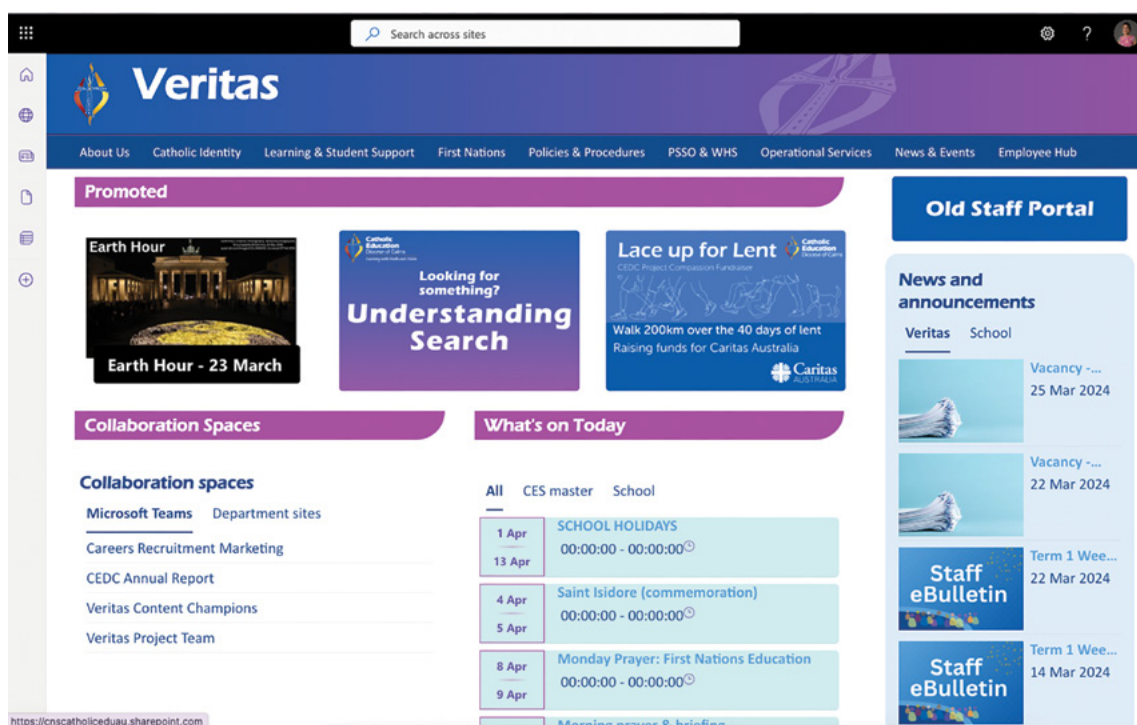
## Veritas

A completely new SharePoint-based intranet for staff was developed and launched, as the “sole point-of-truth” for all CEDC information, policies, procedures, events and updates. This has been very well received by our staff, who have quickly adapted to the structure.

## Catholic Education Week and Docemus Awards

Catholic Education Week was held from 23-29 July, emphasising that Catholic schools are communities of faith, hope and love.

The highlight of Catholic Education Week was the presentation of the 2023 Docemus Awards. Founded by former Catholic Education Diocese of Cairns Director Tom Doolan and meaning ‘to teach’, the awards acknowledge and recognise the unwavering commitment, achievements and exceptional contribution to Catholic Education by staff, volunteers and supporters.



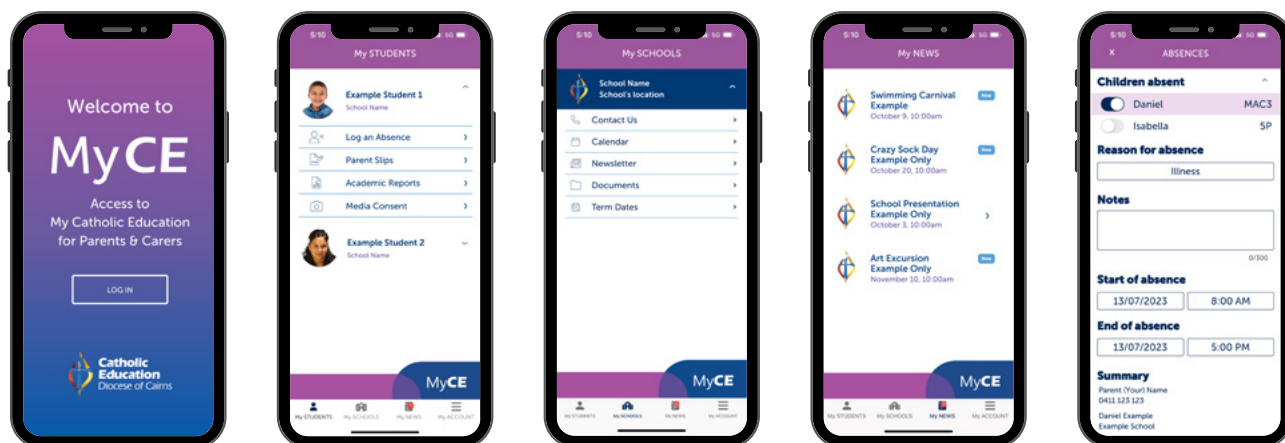
## The 2023 Docemus Award recipients

Primary Teacher	Elizabeth Chapman	Holy Cross School, Trinity Park
Secondary Teacher	Dwayne Miller	St Stephen's Catholic College, Mareeba
Early Career Teacher	Nathan Zahra	St Andrew's Catholic College, Redlynch
School Officer	Brent Van Dam	St Mary's Catholic College, Woree
Volunteer	Riona Thistlethwaite	St Andrew's Catholic College, Redlynch
Leadership	Larissa Nolan	St Monica's College, Cairns
Lifelong Contribution	Eileen Bressington	St Monica's College, Cairns

## MyCE app developed and trialled

A new app for parents in all CEDC schools was developed and trialled during Semester 2. MyCE (an acronym for My Catholic Education) is a custom-designed app which streamlines communication between schools and their families.

Parents are able to notify schools of student absences, submit permission slips, make contact with staff members, see student reports and timetables for each of their children, and find a world of school information. After a successful pilot rollout to three schools, the MyCE app will be rolled out across the system from the beginning of 2024.



## CEDC named as host of 2025 Australian Catholic Education Conference

Catholic Education Diocese of Cairns was named as the host of the next Australian Catholic Education Conference at the Cairns Convention Centre from 20-22 August, 2025.

Under the theme, 'Hope, Anchored in Faith', which is connected to the 2025 Jubilee Year theme, 'Pilgrims of Hope', the conference branding features the artwork of local First Nations artist Susan Reys, and reflects the Aboriginal and Torres Strait Islander people in Far North Queensland.

Executive Director of the National Catholic Education Commission, Jacinta Collins, made the trip north so that we could together announce that Cairns had been selected as the host city.

A specially-commissioned piece of artwork – *Tenacious Dreaming* by local artist Susan Reys – was unveiled and will serve as the visual icon for the conference.




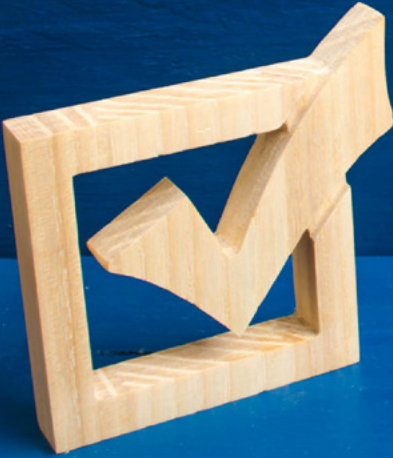
Jacinta Collins and Bill Dixon, at the 2025 Australian Catholic Education Conference announcement.



## New Enterprise Agreement 2023-2026

The process of arriving at a new Enterprise Agreement was conducted for much of the year. After two ballots of staff, agreement was reached on a proposal which saw total remuneration for staff increase by 8.75% in the first year of the agreement – including an unprecedented 3% cost-of-living payment, in recognition of the level of inflation within the Australian economy.





### THE PACKAGE INCLUDES:

- ✓ 4% pay rise this year
- ✓ Additional 3% cost-of-living payment this year
- ✓ Increase of 1.75% superannuation payment (to 12.75%)
- ✓ New classification structure for school officers
- ✓ Process of consultation to address workload issues

## Cyclone Jasper and resultant flooding

The year concluded with an unexpected crisis – Tropical Cyclone Jasper, which crossed the coast between Cooktown and Port Douglas in the week before Christmas. The cyclone dumped record rainfall over the Cairns regional catchment area, leading to the worst floods for more than a century.

Two of our primary schools – St Augustine's in Mossman and St John's in Silkwood – suffered significant damage, with the repair bill totalling more than \$2 million. With the support of CEDC's Building and Planning team, arrangements were put in place immediately to clean the affected facilities and obtain replacement resources and equipment, allowing school to commence on site for 2024 with minimal disruption.



The Prep classroom at St Augustine's School, Mossman – before and after the clean-up.

# Board of Governance

The Board continues to perform well utilising the varied skill sets, professional knowledge and shared common goal of the betterment of educational outcomes for the students in our Diocese. Whilst there is a good balance of gender and some ethnic diversity, the inclusion of a First Nations member is still a goal to achieve.

We look forward to another year of providing support and advice to the Executive Leadership Group, offering stability during the coming period of possible positional changes and the ongoing search for our next Bishop.



The Board currently consists of four ordinary members, the Bishop's representative, secretary and the three invited Executive Leadership Group members.



There were six meetings held across the year.



Meetings generally run around two hours, followed by an informal shared dinner.



The format of the meetings is well defined and follows an agenda set out by the Executive Leadership Group with agenda input from members when submitted.



Three or four guest presenters attend each meeting reporting on their various directorate bodies and / or programs.



The Board has been briefed by every directorate (including all departments within each one) over the course of our six meetings.



We are currently looking to appoint a new chair to the Finance subcommittee, who in turn will be on the Board adding to our ordinary members.



Meetings are always well attended, presentations professional and very informative, with the member discussion and questioning often varied and lengthy.



The "Board Effect" platform was used for the first time. This has been a very successful and environmentally responsible tool in regards to our meeting papers and correspondence now being available electronically. Papers and agenda notes can reach over 300 pages regularly for each meeting.

## Board Members

Mr Warren Dunn - Chair

Ms Marie Leonie Sequeira - Deputy Chair

Mr Vince Mesumeci

Prof Maree Dinan-Thompson

Mr Bill Dixon (ex-officio)

Mr Ian Davis (ex-officio)

Dr Andrea O'Brien (ex-officio)

Fr Kerry Crowley (ex-officio)



# Our Schools, Students and Staff

Catholic Education in the Diocese of Cairns is a dynamic and growing organisation that actively invites co-creation, enabling a system of schools that are places of rich learning for now and into the 22nd Century.

Our vision is to offer every student in every school a world class education enriched by their lived encounter with the Catholic Faith.

Catholic Education Diocese of Cairns is committed to this vision through co-leadership with schools to build communities of learning that provide a safe, nurturing and academically challenging environment. Our schools are places where we create opportunities for every student and every staff member so that they are inspired to contribute to our society, innovate, explore possibilities, and achieve excellence.



## Our Staff

2120

Teaching & non-teaching staff (Headcount - excluding Relief & Casual)

150

Staff (headcount) per 1000 students

54%

Staff identify as Catholic

91%

Retention of teaching staff

86%

Retention of non-teaching staff

72

First Nations staff

## Our Schools



**30**  
Schools



**8**  
Secondary colleges



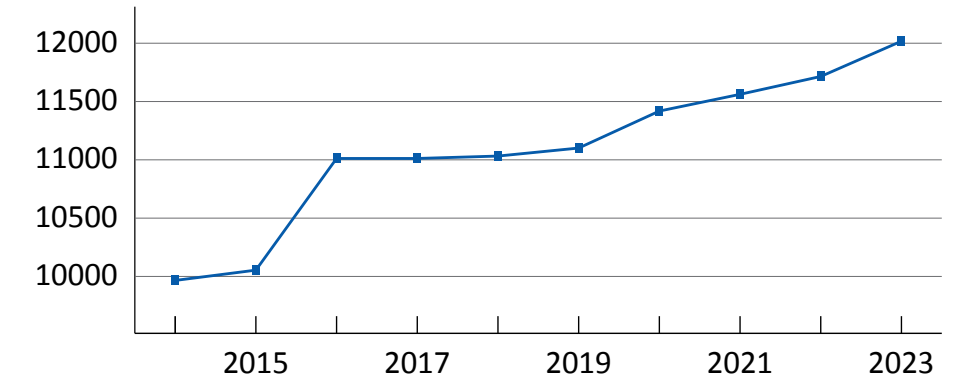
**20**  
Primary schools



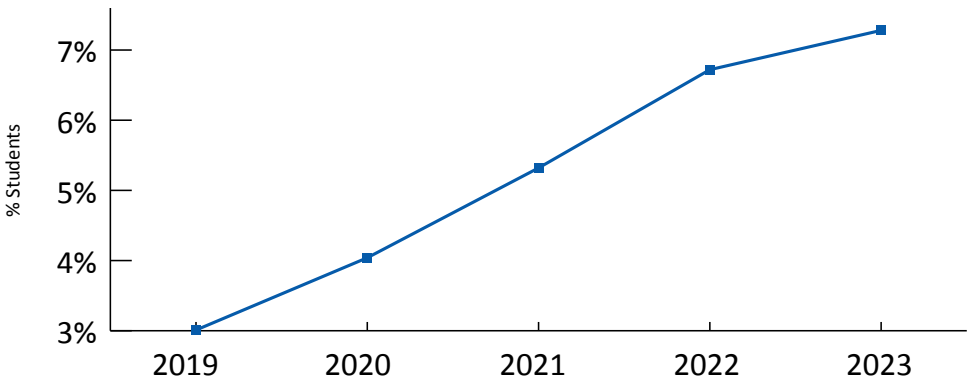
**2**  
P-12 schools

# Our Students in 2023:

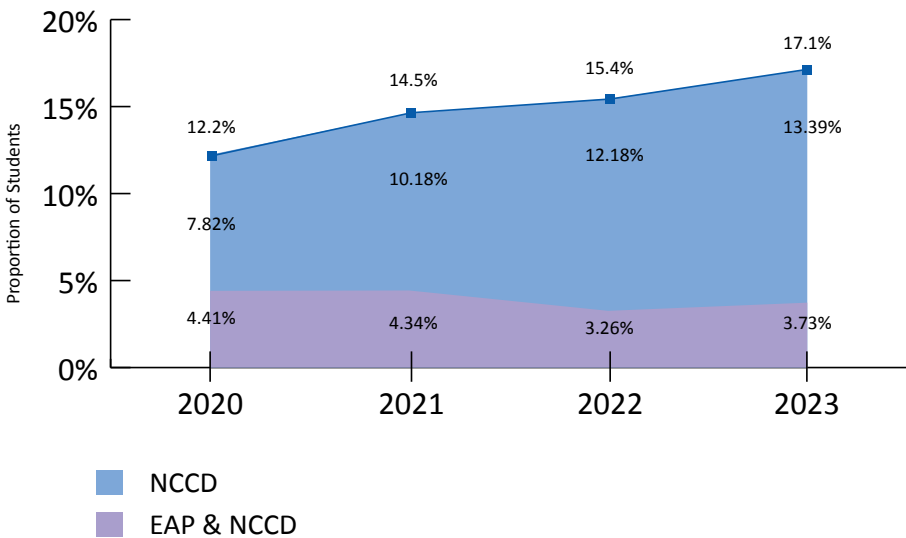
CEDC Enrolment Growth for the Past 10 Years



Percentage of Students with English as an Additional Language



Student with an Educational Adjustment Program (EAP)/ Nationally Consistent Collection of Data (NCCD)



50.8%

identify as Catholic

12.4%

identify as First Nations

13.8:1

students to each teacher

95%

average apparent student retention

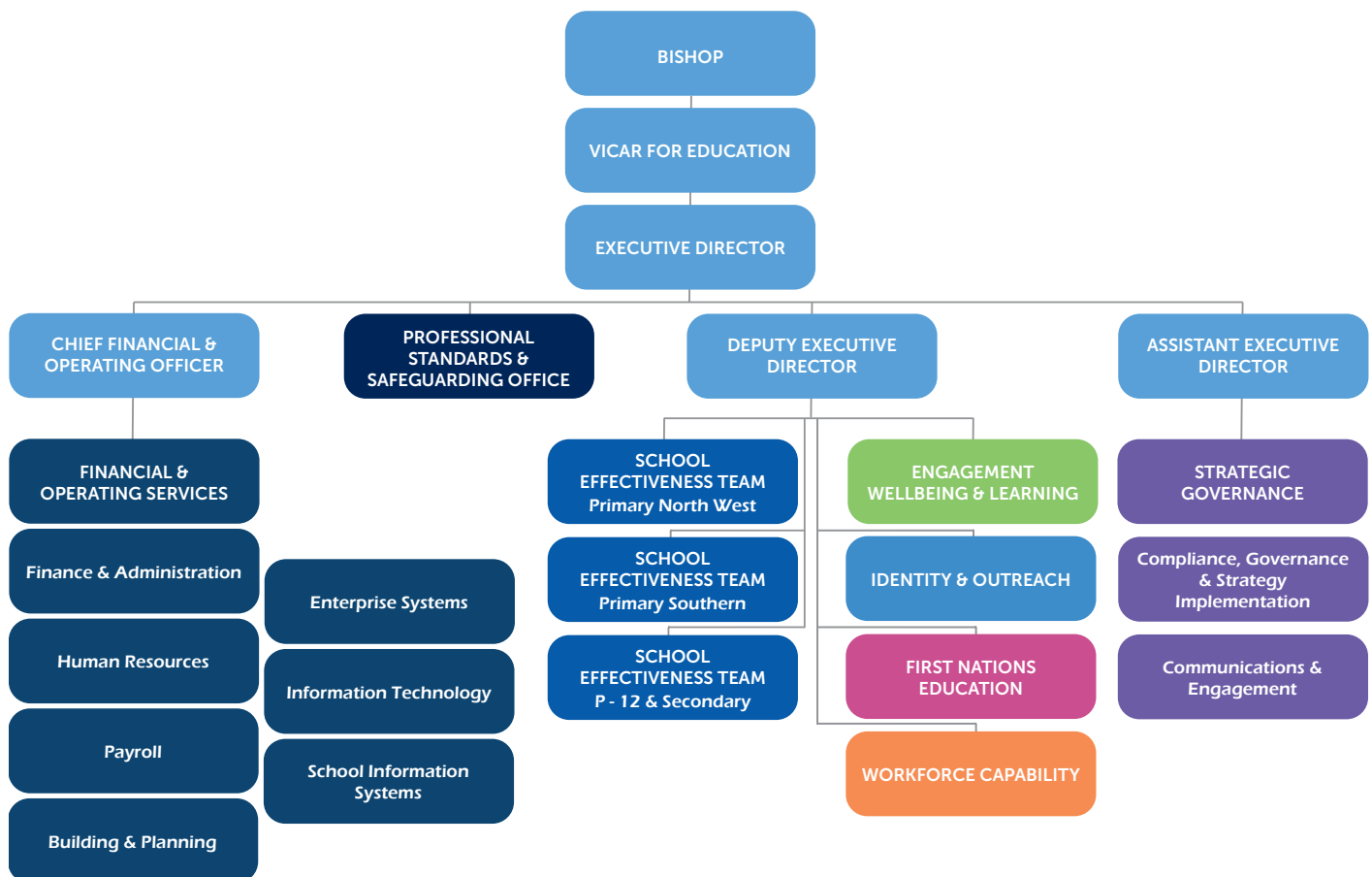
# Governance

Leadership and strategic management of Catholic Education Diocese of Cairns is the responsibility of the Executive Director of Catholic Education Diocese of Cairns. Through a team of professionals, and in co-leadership with principals, the Executive Director manages and facilitates a number of significant delegations which include:

- Support of the mission of the Church as delivered through Catholic Education.
- Support of schools by providing services that strengthen school capacity.
- Provision of leadership and forward planning to develop organisational capability.
- Distribution to schools of government allocated funds and their accountability.
- Monitoring quality of schools and compliance/accountability with requirements of governments, Church, and parents.
- Within limits, provision of some centralised, specialised student services, where this is the most effective and efficient approach.

Our staff are supported to experience success and satisfaction in their vital roles.

## CEDC Organisational Structure





## Executive Leadership Group



**Fr Kerry Crowley**  
Diocesan  
Administrator



**William Dixon**  
Executive Director



**Ian Davis**  
Deputy Executive  
Director



**Dr Andrea O'Brien**  
Assistant Executive  
Director



**Paul McArthur**  
Chief Financial &  
Operating Officer



**William Dixon**  
Executive Director



**Ian Davis**  
Deputy Executive Director



**Dr Andrea O'Brien**  
Assistant Executive Director



**Paul McArthur**  
Chief Financial &  
Operating Officer



**Wayne Wood**  
Director School  
Effectiveness  
P-12 & Secondary

### Strategic Leadership

The broader Strategic Leadership Team (SLT) provides support and advice to the Executive Leadership Group across all Directorates and is strengthened by co-leadership meetings which include Principals.



**Lea Martin**  
Director School  
Effectiveness Primary



**Sr Ann-Maree Nicholls**  
Director School  
Effectiveness Primary



**Kylie Agale**  
Director First  
Nations Education



**Marissa Clark**  
Director Workforce  
Capability



**Brooke Daniels**  
Director Engagement  
Wellbeing & Learning



**Rachel McLean**  
Director Identity  
& Outreach

# Strategic Directions

2023 is the mid-point of our current Strategic Directions 2021-2025. Strategies to achieve our goals are expressed in the 2023 Catholic Education Services Annual Improvement Plan (CESAIP) across the four themes of: Encounter – Catholic Identity, Engagement – Wellbeing & Learning, First Nations Perspectives, and Workforce Capability, and are supported by explicit Enablers.

## Our four focus areas:

### Encounter - Catholic Identity

The formation of staff and students through a Catholic lens and furthering our understanding of First Nations cultures and ways of knowing, being and doing.

### First Nations Perspectives

Understand the cultures of the First Nations peoples and provide learning environments which are culturally safe and embrace culturally responsive and high impact pedagogies, with a strong emphasis on engagement, wellbeing and success.

### Engagement - Wellbeing & Learning

Consistent planning and teaching that is responsive to students and the context in which they live and learn.

### Capability

Recruitment, retention, development and professional learning to build an inspiring, engaged and highly effective professional staff.



# CES Annual Improvement Plan 2023

## ***Encounter – Catholic Identity***

### ***Strategies***

- Publish and communicate *Encounter* Catholic Identity Document Road map *Encounter* Catholic Identity & Religious Education Shape Paper and Glossary and *Encounter* Catholic Matrix and Review Process.
- Develop and facilitate new formation experiences that invite members of CCEC, all staff, students and parents into an experience of *Encounter* Catholic Identity Framework.
- Develop the Religious and Theological Literacy of teachers and leaders.
- Develop an engaging, contemporary, personally relevant religious education curriculum.
- Co-create and collaborate with Traditional Owners on formation opportunities that build awareness of healing and reconciliation.

## ***Engagement – Wellbeing & Learning***

### ***Strategies***

- Develop consistent planning, assessing and teaching using the revised Australian Curriculum and embedded clarity strategies and HITS.
- Explore and develop progressive reporting options.
- Embed system-wide data protocols and apply cycle of review for system data tools.
- Implement a multi-tiered system of support.
- Develop a system-wide approach to differentiation.
- Investigate and track data profiles of Rural & Remote schools.
- Continue to embed and refine Virtual Education (Project Alpha – Part B).
- Implement attendance processes.
- Develop an implementation plan for Mental Health First Aid.

## ***First Nations Perspectives***

### ***Strategies***

- Develop and consult around protocols and guidelines focusing on engagement with First Nation's Elders and communities.
- Finalise Review and update First Nations Student Wellbeing and Education Policy.
- Develop and support a strong and effective ILO Network.
- Develop a suite of resources to enhance staff cultural capability.

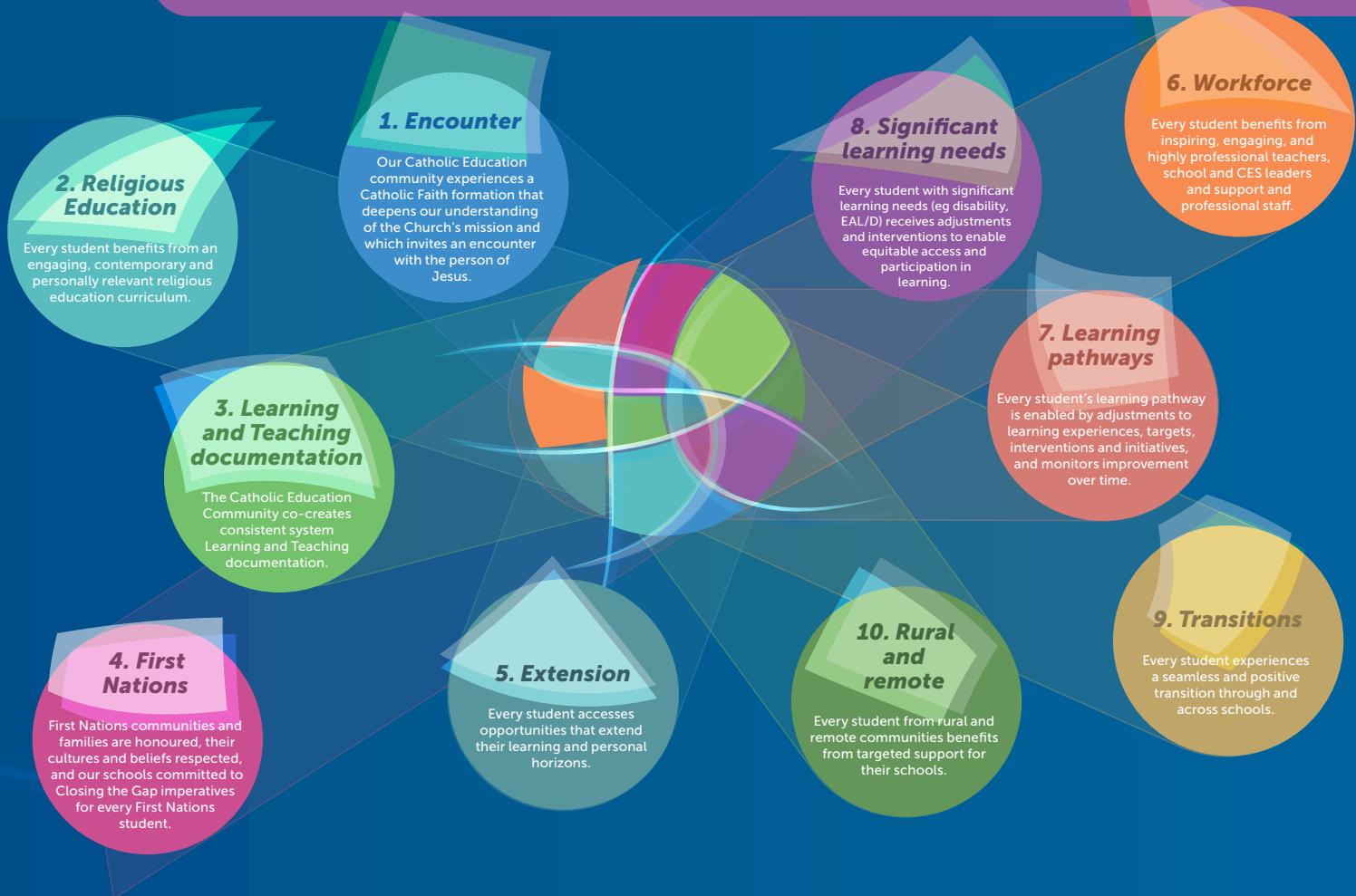
## ***Capability***

### ***Strategies***

- Focus on attraction & recruitment through the CCE Scholarship Program and School and University partnerships.
- Focus on retention, development, and engagement through: Network development, iCAT online professional learning catalogue, leadership programs, professional debrief programs and a focus on High Performing Teams.



## Our 10 Priorities



## Enablers

### Strategies

- Revise compliant policies and procedures including alignment of governance documentation.
- Enhance partnerships through consultation with parent and community groups.
- Continue development & implementation of safe practices: systems, training and facilities.
- Align Strategic Planning to schools' planning & review.
- Prepare data and build bespoke dashboards for monitoring & reporting.
- Build and migrate to a bespoke Catholic Education Staff Portal (Veritas) responsive to context and deploy a parent mobile application.
- Develop and enact an Employee Growth & Development Process.
- Review surveys scope and purpose, and develop and enact solution.
- Embed reporting & review processes.

# Encounter Catholic Identity

## Introduction

Five areas of focus are outlined in the Encounter Catholic Identity Strategic Direction for 2023, with leaders in CEDC, sharing the responsibility for implementation and evaluation.

## Publish and share the Encounter Catholic Matrix and Review Process

A key qualitative measure of Catholic Identity in CEDC was the launch of the Encounter Catholic Identity fifth year element of the School Effectiveness Framework cycle. Through the SEF Spiritual Conversation schools demonstrate what it means to be a member of CEDC and operate as a synodal community.

## Develop and facilitate new Encounter formation experiences for CEDC members

With a particular focus on parent formation, through the creation and publication of parent and family prayer resources (such as [Prayers and Reflections for Families](#)) and the offering of a parent retreat. This work was co-created and co-facilitated by members of the Identity & Outreach Directorate, CEDC and school staff.

## Encourage and support the Religious and Theological Literacy of teachers and leaders

Through the continued growth of the CEDC sponsored Graduate Certificate in Religious Education and the hosting of an inaugural Religious Education Conference.

## Australian Catholic University Graduate Certificate Religious Education - Enrolment and Graduate Data

### Program Highlights:

**1. Enrolment Trends:** There has been consistent enrolment over the years, with a total of 97 teachers actively participating in the GCRE since 2020. Nineteen of these participants have utilised subject transfers from other institutions to aid in their completion of their GCRE.

**2. Graduation Success:** At the end of 2023, 53 teachers have successfully graduated the GCRE.

**3. Leadership Development:** Fifteen GCRE graduates have assumed senior leadership positions within CEDC schools.

Year	Number Enrolled Semester 1	Number Enrolled Semester 2	Number Graduated
2020	26	31	4
2021	29	24	25
2022	25	19	4
2023	35	27	20

### Graduate Certificate Religious Education

Consistent enrolment in the GCRE course with a total of 97 teachers enrolled in at least one subject since 2020.

### Inaugural Religious Education Conference, February 2023

1. 26 schools attending
2. Feedback of a Net promotor score of 94 by attendees

## Develop an engaging, contemporary, personally relevant religious education curriculum.

This year's survey confirmed that:

- 94% Parents agree prayer is an important part of the school life.
- 90% Parents agree the school lives out the Gospel values in words and actions.
- 88% Agreed students feel interested in how Jesus' teachings are relevant in our world.

The work by the Encounter Catholic Identity Team has been supported by the continuous gathering of diverse data. Besides the students' survey, a parents' survey has confirmed a 91% parent agreeance on the combined positioning of Catholic Identity in CEDC across seven areas; a staff survey has indicated a strong agreeance with how Catholic Identity is animated at CEDC (92%). Further, the data presented in the Workforce Capability and Identity & Outreach Directorates collaboration, stresses the need for specific formation and professional learning related to Catholic dialogue.

## Collaboration with Traditional Owners

In 2023, eight On Country experiences were offered on Gimuy country (Cairns) as a way of collaborating with Traditional Owners to create formation opportunities that build awareness of healing and reconciliation.



16 March with Elders, Gomborra Park



# First Nations Perspectives

We reflect on 2023 with the establishment of the Directorate of First Nations Education, the progress made and the challenges faced in advancing Catholic Education to be a culturally resilient system.

Throughout the past year, our efforts have been centred on creating spaces that are culturally responsive, equitable and inclusive, with a focus on nurturing and growing the genius of First Nations students.

## Key highlights

### Our work

- ▶▶▶ We created a vision and ways of working
- ▶▶▶ Ideated 3 key focus areas with sub foci

Culturally  
Resilient  
Catholic Education  
system

School  
Effectiveness

Culturally  
Nourishing  
Learning  
environments

## Indigenous Liaison Officer network

4  
Sessions  
Held



Working group  
established to create

## Case study

Binaaj Barnnga Kaziw Ngurpay



Hearing



Knowledge



Children learning

## National School Improvement Colloquium



- Team attendance
- Two team members presenting

## Community lunch

Acknowledging the work undertaken by Elders and Indigenous Liaison Officers in schools across the Diocese.



## First Nations Students

1352

enrolled across  
the Diocese

42

graduated  
year 12

443

in years  
P-3

186

in  
boarding

# Engagement Wellbeing & Learning

## Executive Summary

This report provides an overview of the Engagement, Wellbeing & Learning Directorate's service delivery outputs, key initiatives, and achievements for 2023. The work has been broken down into the following key initiatives:

1. Engagement - Student behaviour support, multi-tiered systems of support for engagement (MTSS-E), student attendance.
2. Wellbeing – Student Wellbeing Survey, Youth/Teen Mental Health First Aid.
3. Learning - Version 9 Curriculum implementation, Literacy, Numeracy, Differentiation, Project Alpha.

To achieve the organisation's vision, the EWL Directorate value proposition is to "enhance educator capability, through the provision of evidence-informed specialist knowledge and practices, so that every student can realise their potential."

## Engagement

Student engagement can be assessed via student attendance rates, behaviour incidents and (at a school level) formative assessment techniques. From a systemic perspective, the EWL Directorate aims to partner with schools through evidence-informed systems and practices for attendance and behaviour. Systemic work on quality assessment continues with CEDC partnership with QCAA on assessment literacy.

In 2023, Multi-tiered Systems of Support - Engagement (MTSS-E) provided schools with the framework, professional development and coaching support required to embed data-informed whole schools systems and practices aimed at improving student engagement. In 2023, MTSS-E achieved:

- Whole School Behaviour Plan support through a system-wide template.
- Introduction of behaviour support governance through Policy Student Behaviour Support, Procedure Student Behaviour Support, Policy Restrictive Practices, Procedure Restrictive Practices.
- Production of Individual Behaviour Plan process and template, Risk Assessment for Wellbeing & Behaviour, Safety Plan process and template to help schools address challenging behaviours.
- 27 schools engaged in MTSS-E: 10 schools (Cohort 1) began in 2022, 11 School (Cohort 2) began in 2023, 6

Schools (Cohort 3) have expressed interest to begin in 2024.

- MTSS-E professional development included: 21 Tier 1 videos, 10 Tier 2 videos, four face to face professional development days in partnership with University of Queensland, and consultant support for each school.
- Introduction of accredited de-escalation training, to support staff to respond and minimise student aggressive behaviours.
- Increase in reporting student behavioural incidents across the Diocese, positively impacting data-informed decision-making at both system and school level.
- Publication of Student Attendance Policy and Procedures, providing guidance to support and respond to student absenteeism.
- Diocese of Cairns reported higher student attendance rates compared to the national and state averages (including QLD Catholic average).

## Wellbeing

CEDC is the only Diocese that collates system-wide Student Wellbeing data on an annual basis, involving student voice. The Student Wellbeing Survey is conducted in September each year:

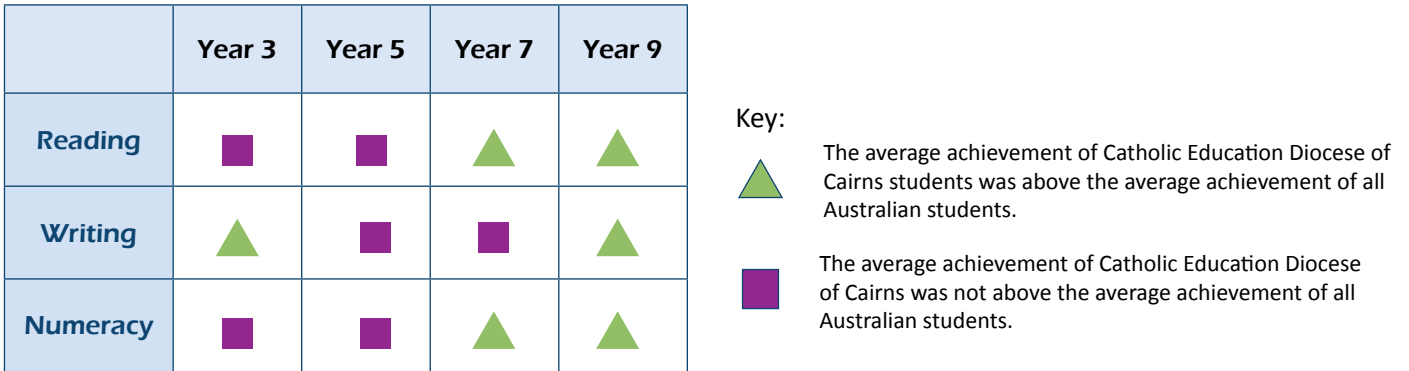
- 100% of CEDC schools collate student wellbeing data through the survey. School Counsellors from each of the 30 schools are supported to analyse and respond to the data.
- Clinical supervision and professional learning provided to 100% of School Counsellors on a termly basis.
- Youth Mental Health First Aid has been delivered to 100% of colleges, Teen Mental Health First Aid has been delivered to 50% of colleges and Mental Health First Aid to staff is offered annually to all Catholic Education Services staff, helping staff to identify and reasonably respond to identified mental health risks.
- Pastoral Leaders Network established with 100% of colleges engaged, supporting middle leaders to support and respond to student wellbeing.

Learning

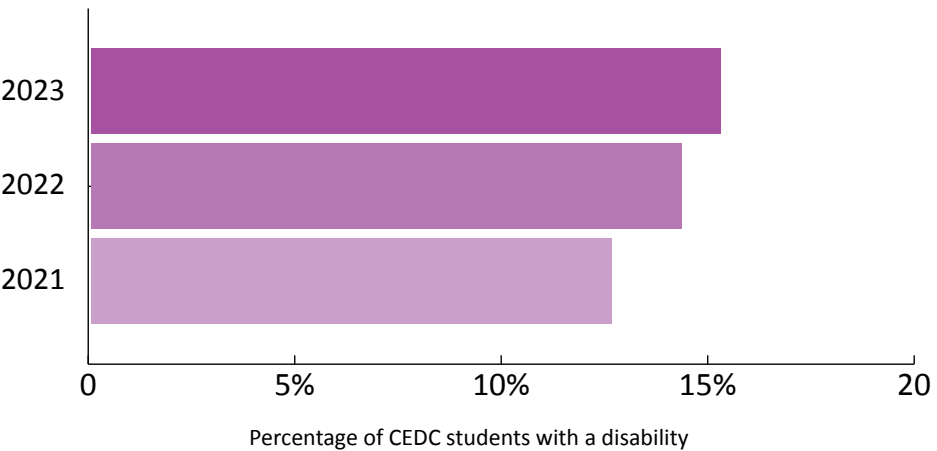
**Literacy and Numeracy:** In 2023 the Diocese achieved results above the national average in literacy and numeracy for Year 9. Year 7 results for reading and numeracy are also above the national mean score. Below outlines the 2023 NAPLAN results in comparison to the national average. From these results, a focus on early years literacy and numeracy has been established in line with the organisation’s strategic agenda. In response to this data the EWL Directorate has:

- Partnered with Monash University to draft Scope and Sequence for Mathematics, P-6, to support the implementaiton of the V9 curriculum.
- Partnered with Australian Catholic University (ACU) to provide numeracy/mathematical professional development for Leaders of Learning & Teaching in 100% of primary schools in the Diocese.
- Partnered with Grattan Institute, La Trobe University, Edith Cowan University and ACU to scope what an *evidence-informed learning to read* approach looks like through a mutli-tiered system of support.
- 100% of schools and colleges engaged and completed a 2 year journey of school improvement with international partner, Lyn Sharratt.

2023 NAPLAN Achievement



**Supporting diverse learners:** in 2023, the proportion of students with a disability increased to 15.24%. This number is significantly lower than the national Catholic average of 19.50% for the same period. In response, 100% of schools were contacted to offer professional development and moderation support throughout the four phases of NCCD.



Students with cognitive or social emotional disabilities constitute more than 90% of students on the Nationally Consistent Collection of Data register. This is consistent over time. Supports and professional development are aimed at adjustments for characteristics that fall within these categories.

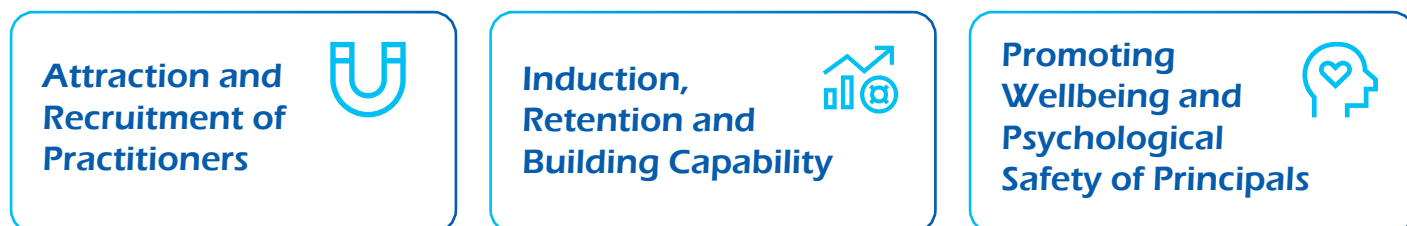


# Capability

**“Every student benefits from inspiring, engaging, and highly professional teachers, school and CES leaders and support and professional staff”.**

(Strategic Directions 2021-2025).

The three main focus areas for 2023 were:



## Attraction and Recruitment of Practitioners

Initiatives implemented include:

**Aspire to Teach** - a program that encourages Year 10 students to explore teaching as a profession. Seventy-five students took part in the program, which benefited from the support by CEDC primary and secondary schools, as well as James Cook University.

**Scholarships.** In 2023 CES invested in many scholarships for diverse target audiences, which included:

- 20 year 12 students (Year 12 Education Scholarship Program) who were starting a full-time, four-year Bachelor of Education degree and,
- James Cook University students (Final Year Scholarships) on two campuses.

The Final Year Scholarship initiative has resulted in 90% of scholarship recipients beginning careers as graduate teachers in CEDC schools.

The ACU Scholarship Program, in partnership with ACU, has allowed students from Brisbane to experience a regional/ rural placement, which has attracted graduates to CEDC's schools.

Finally, the Career Change Scholarships have been made available for post-graduates seeking a career change into teaching, through a Master of Teaching & Learning.

## Capability Pathway

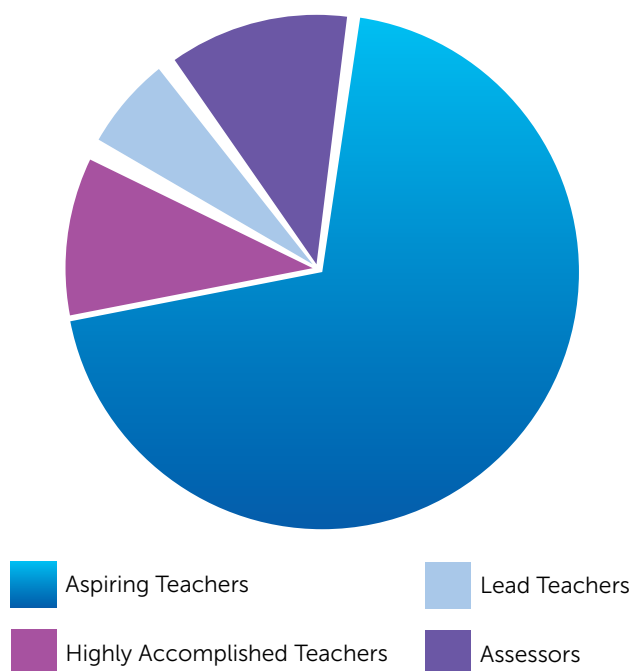


## Induction, Retention and Building Capability

To build capability in CEDC teachers, the Workforce Capability Team fostered many diverse initiatives and programs, at different levels including:

- Providing support to first- and second-year teachers, in the context of our Early Career Teachers Induction Program, through network days each term, mentoring, individualised observations, feedback and coaching, and school visits.
- Acknowledging and valuing the expertise of Highly Accomplished and Lead Teacher, (HATs and LEADs), the number of whom is growing in the Diocese, and including them in various initiatives aimed at supporting the teaching profession.
- Leading for Impact Program, in partnership with Griffith University, to enable participants to engage in a formal assessment pathway leading to the recognition of one unit of a Master of Educational Leadership program and acceptance into a CEDC-supported post-graduate scholarship commencing in 2024.

Highly Accomplished and Lead Teachers (HALT) in the Cairns Diocese



## Promoting Wellbeing and Psychological Safety of Principals

In 2023 the Workforce Capability Team introduced two significant wellbeing initiatives for Principals:

- In partnership with Ford Health, 88% of CEDC principals experienced a health and wellbeing assessment and report, individual coaching, and goal setting. A system report provided insights into wellbeing trends to inform future practices. The principals were very appreciative as seen by several comments including: 'At the end of my career, I want to engage in an adventurous and full retirement. I realise I can plan for that now by looking after my health, and my family is grateful for that, too.'
- Principal Debriefing, in small groups, facilitated by a psychologist.

88% Assessment Participation

↳ 75% EA Consult Participation (ongoing)

54 avg. Age



65% Female



35% Male

37 Participants

PROGRAM 1 SUMMARY | Sept 2022 - Sept 2023  
Adapted from Ford Health Program Summary

## Professional Learning Initiatives

January 2023 saw the launch of iCat, an online professional learning catalogue for CEDC staff.



iCat to look → iLearn to book

CEDC Professional Learning Catalogue

# Enablers

**Our Enablers** are the foundations from which work on the 10 Priorities is built. System Enablers require rigour and structure to scaffold the ongoing development of strategies towards the achievement of the Strategic Directions.

The Enablers have strong linkages/cross-over, and this interaction ensures that work is clear, aligned and outcomes focussed.

## Outcomes Achieved to Improve Systems and Structures During 2023

Designed and implemented Veritas – the new staff portal solution.

Aligned budgeting processes and procedures to Strategic Directions imperatives.

Revised compliant policies and procedures including alignment of governance documentation.

Continued development & implementation of safeguarding student practices: systems, training, and facilities.

Aligned Strategic Planning to schools' planning & review.

Prepared data and built bespoke dashboards for monitoring & reporting.

Built and tested a parent mobile application to enhance communication with school communities.

Established a Data Strategy Group to highlight school leaders' perspectives in the development of data strategy and analytic solutions.

Reviewed satisfaction surveys scope and purpose, and developed and enacted the Feedback Survey solution.

Embedded reporting & review processes.

Launched D-365 finance solution for both the office and schools.

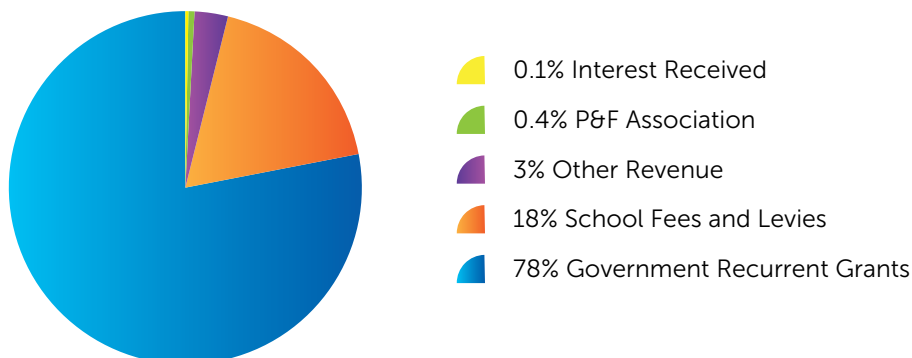
Established a Risk and Compliance Management Framework and built in accountability structures.

Recruited a dedicated Researcher to provide clear evidence-bases for decision making.

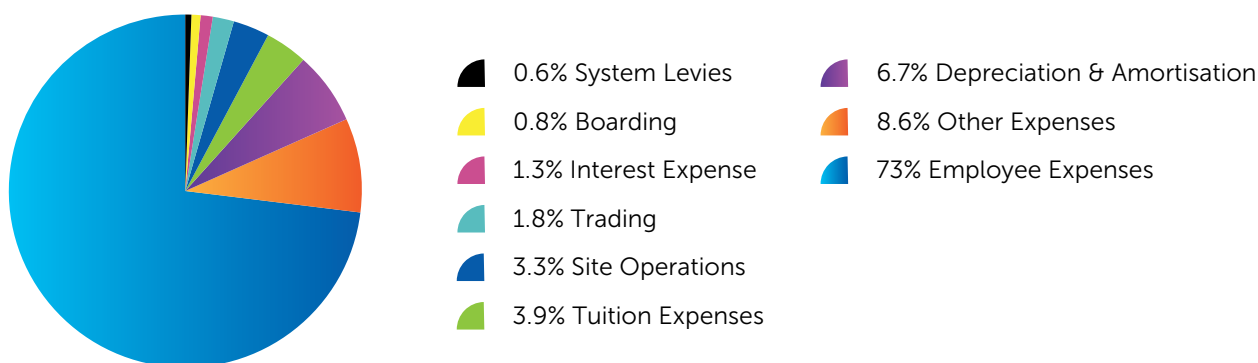
Audited external IT and data security, and piloted Zscaler firewall.



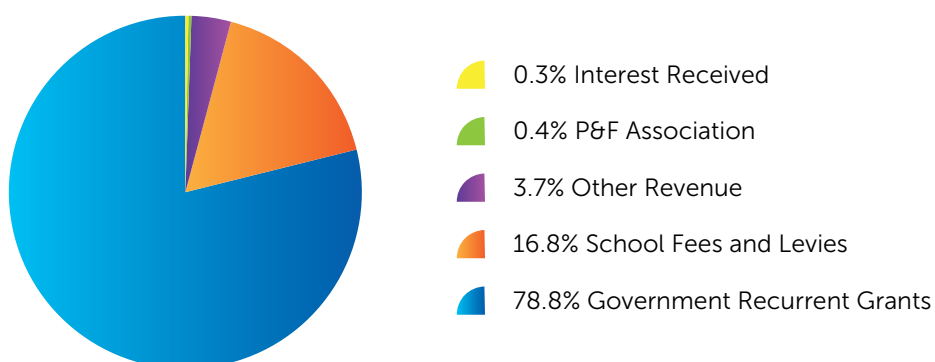
## Total Revenue for 2022 - \$ 262,479,403



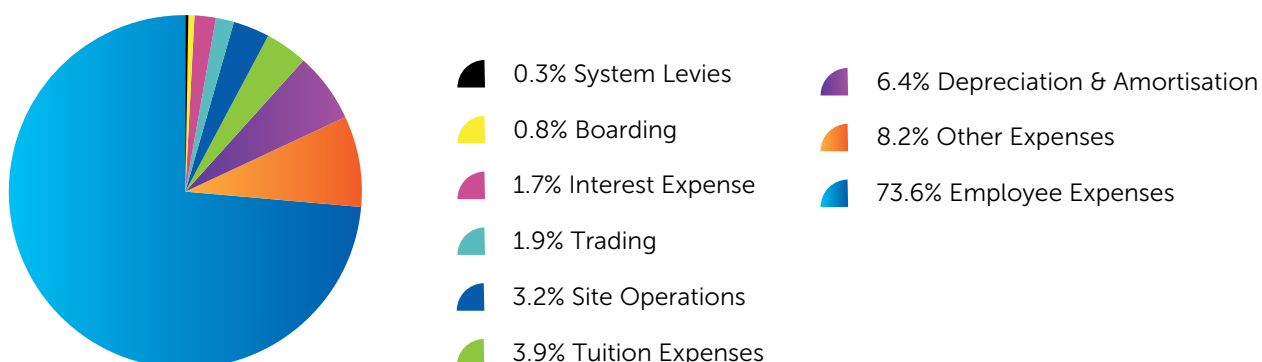
## Total Expenses for 2022 - \$ 258,894,945



## Total Revenue for 2023 - \$ 300,152,692



## Total Expenses for 2023 - \$ 291,181,928





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