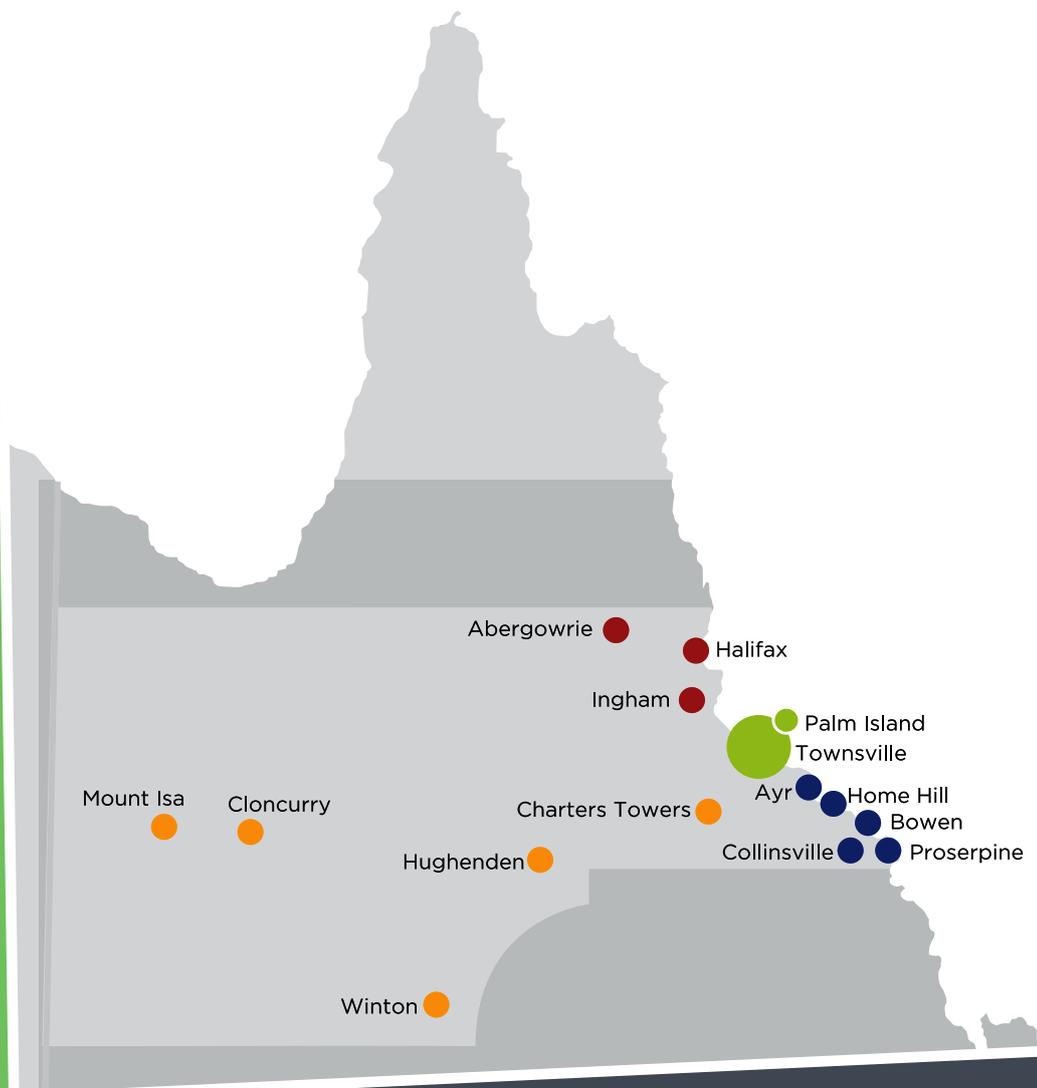


2020 Annual Report

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Diocesan SCHOOLS

P = Primary School
 S = Secondary School
 P-12 = Prep to Year 12
 B = Boarding Facilities

TOWNSVILLE

| | |
|---------------------------------|------|
| North Ward | |
| St Joseph's Catholic School | P |
| Hyde Park | |
| St Margaret Mary's College | S |
| Mundingburra | |
| St Joseph's Catholic School | P |
| Currajong | |
| Marian Catholic School | P |
| Annandale | |
| Southern Cross Catholic College | P-12 |

| | |
|-------------------------------|------|
| Cranbrook | |
| Holy Spirit Catholic School | P |
| Kirwan | |
| Ryan Catholic College | P-12 |
| Rasmussen | |
| Good Shepherd Catholic School | P |

| | |
|-------------------------------|------|
| Deeragun | |
| St Anthony's Catholic College | P-12 |
| Burdell | |
| St Clare's Catholic School | P |
| Shaw | |
| St Benedict's Catholic School | P |
| Palm Island | |
| St Michael's Catholic School | P |

NORTHERN REGION

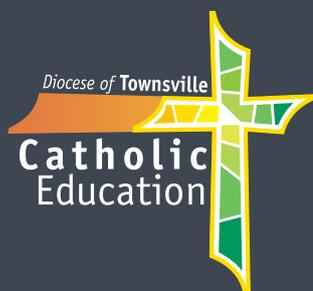
| | |
|------------------------------------|-------|
| Ingham | |
| Our Lady of Lourdes Primary School | P |
| Gilroy Santa Maria College | S |
| Halifax | |
| St Peter's Catholic School | P |
| Abergowrie | |
| St Teresa's College | S (B) |

SOUTHERN REGION

| | |
|---------------------------------|------|
| St Francis School | P |
| Burdekin Catholic High School | S |
| Home Hill | |
| St Colman's School | P |
| Bowen | |
| St Mary's Catholic School | P |
| The Whitsundays | |
| St Catherine's Catholic College | P-12 |
| Collinsville | |
| St John Bosco Catholic School | P |

WESTERN REGION

| | |
|--------------------------------|----------|
| Charters Towers | |
| Columba Catholic College | P-12 (B) |
| Hughenden | |
| St Francis Catholic School | P |
| Winton | |
| St Patrick's Catholic School | P |
| Cloncurry | |
| St Joseph's Catholic School | P+S |
| Mount Isa | |
| St Kieran's Catholic School | P |
| St Joseph's Catholic School | P |
| Good Shepherd Catholic College | S |





Executive Director's REPORT

The 2020 school year challenged us to be innovative and resilient in our response to the COVID-19 pandemic as we implemented new ways of delivering education and supported students, staff and families across our communities.

During this time our schools showed such professionalism in their response to the pandemic, communicating with our families and endeavouring to stay connected to students' learning.

It was a challenging time, but I commend our school leaders for their strength in leadership and to their staff for being resilient and putting student learning first. Our office and support staff assisted our schools to adjust to the new form of education and I commend them also, as well as the parents and carers who embraced the home-based learning approach. COVID-19 has opened the door to some great discussions about how we learn and stay connected with our families.

Our promise to students to deliver quality education in a safe environment which places value on the development of each student, ensured we met the challenges that arose with innovative solutions and professionalism.

TCE experienced increased numbers of children enrolling in our schools across the Diocese, including approximately 1,360 Aboriginal and Torres Strait Islander students enrolled in our schools. We feel blessed every day that families continue to recognise the Catholic school difference of support for each child.

As we moved through the year we were able to continue to celebrate key milestones within our calendar, albeit differently.

Key highlights included celebrating Catholic Education Week and awarding our Deus Caritas Est recipients, students from across the Diocese who show commitment to the ways of Jesus Christ through words and action.

We acknowledged our Spirit of Catholic Education Award recipients who are recognised for their outstanding contribution to Catholic Education, acknowledged our staff on World Teachers' Day, recognised our Indigenous students who had

completed their 13 years of education and of course were able to join the schools in congratulating their 2020 seniors at award ceremonies, formals and graduations.

I would like to thank Bishop Tim and all of our Diocesan priests for the ongoing support given to our schools and staff throughout 2020. We are fortunate to have such a great partnership that ensures our Catholic traditions and teachings are our focus and are lived out in each of our schools.

I'm grateful that I was able to continue to have the pleasure of visiting our schools and meeting with many of our wonderful staff. It is our school communities that inspire our students through patience and kindness and fostering belief. It is lovely to see our dedicated educators teach students the importance of the Catholic values in their day to day actions and to view the world with empathy and compassion.

Catholic Identity is at the heart of who we are and our faith helps us overcome whatever challenge is imposed on us. The past year has demonstrated this and has shown what a supportive and resilient Catholic community we are.

Jacqui Francis
EXECUTIVE DIRECTOR



Bishop's REPORT

In my 2019 message, I referred to our devastated city and region as a result of the floods. Then, 2020 brought COVID-19 and many lives were lost. Humanity has been wounded in ways I did not see coming. The COVID-19 pandemic continues.

We all are affected with the various challenges that come our way within the course of a year. Life presents good days and not-so-good days; the human condition is subject to ups and downs.

In terms of the Catholic school system, my hope is that it helps prepare our children and families for

what lies ahead. Catholic schools can help build a world that cares and is in touch with the common good.

Jesus Christ cared as he walked this earth and he is our inspiration and guide, and our Church must never forget that we are built upon Him. He is our foundation stone.

I would like to think that this “foundation stone” helps highlight the Catholic school difference. In practice, our every word and work must reflect a sense that “we” are in this world together, and essentially we are here to accompany each other with an end goal very much in our focus.

The Catholic school difference, if it is to be experienced at all, is our reassurance that no one needs to journey alone – that everyone matters and we embrace all in an inclusive and caring way.

Our schools are growing and for this fact, I am delighted. It means overall that they are valued by those who experience them.

I congratulate our Catholic school leadership and staff for what they are doing to promote the Catholic school difference. Jacqui Francis, the Executive Director of Catholic Education, is a tireless advocate for the schools she has been delegated to oversee on my behalf.

The Catholic Diocese of Townsville, through its schools, only wants the best for those we serve and my prayer is that we continue to play our part in the education endeavour in a particularly Catholic Christian way – the way that Jesus intended.

Most Rev. Timothy J Harris
BISHOP OF TOWNVILLE



Bishop Tim Harris and Jacqui Francis with 2020 Deus Caritas Est award recipients.

Table of Schools

Primary Enrolments (Prep to Year 6)

| School | Total Students | School | Total Students |
|--|----------------|---|----------------|
| Holy Spirit Catholic School, Cranbrook | 670 | St Francis School, Ayr | 255 |
| Good Shepherd Catholic School, Rasmussen | 380 | St John Bosco Catholic School, Collinsville | 60 |
| St Mary's Catholic School, Bowen | 154 | St Joseph's Catholic School, The Strand | 380 |
| Marian Catholic School, Currajong | 348 | St Peter's Catholic School, Halifax | 46 |
| St Colman's School, Home Hill | 71 | St Francis Catholic School, Hughenden | 46 |
| Our Lady of Lourdes Primary School, Ingham | 305 | St Joseph's Catholic School, Mount Isa | 310 |
| St Kieran's Catholic School, Mount Isa | 155 | St Joseph's Catholic School, Mundingburra | 359 |
| St Michael's Catholic School, Palm Island | 144 | St Patrick's Catholic School, Winton | 10 |
| St Clare's Catholic School, Burdell | 707 | St Benedict's Catholic School, Shaw | 311 |

Secondary Enrolments (Years 7 to 12)

| School | Total Students | School | Total Students |
|---|----------------|---------------------------------------|----------------|
| St Teresa's College, Abergowrie | 143 | Burdekin Catholic High School, Ayr | 395 |
| Gilroy Santa Maria College, Ingham | 320 | St Margaret Mary's College, Hyde Park | 712 |
| Good Shepherd Catholic College, Mount Isa | 462 | | |

Prep to Year 12 Enrolment

| School | Primary | Secondary | Total Students |
|--|---------|-----------|----------------|
| St Anthony's Catholic College, Deeragun | 725 | 676 | 1,401 |
| Ryan Catholic College, Kirwan | 793 | 1174 | 1,967 |
| St Catherine's College, The Whitsundays | 276 | 303 | 579 |
| St Joseph's Catholic School, Cloncurry (Prep - Year 9) | 117 | 22 | 139 |
| Columba Catholic College, Charters Towers | 169 | 310 | 479 |
| Southern Cross Catholic College, Annandale | 720 | 598 | 1,318 |

Total Students 12,626

Primary 7,511

Secondary 5,115

School Cyclical Review 2020

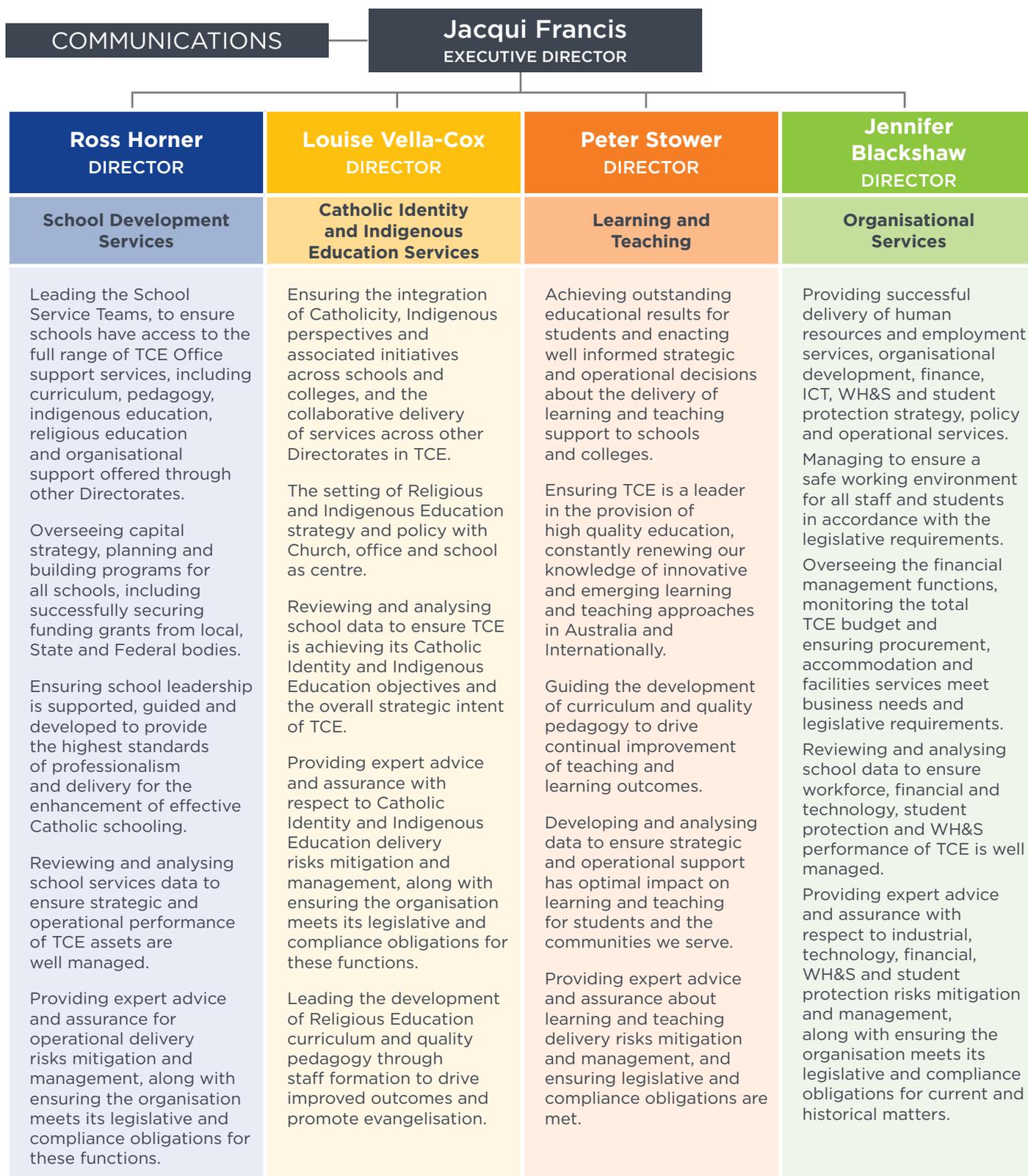
| | |
|---|-----------------|
| Good Shepherd Catholic School, Rasmussen | 2020 Validation |
| St Anthony's Catholic College, Deeragun | 2020 Validation |
| St Colman's School, Home Hill | 2020 Validation |
| St John Bosco Catholic School, Collinsville | 2020 Validation |
| St Joseph's Catholic School, Mount Isa | 2020 Validation |
| St Patrick's Catholic School, Winton | 2020 Validation |
| St Teresa's College, Abergowrie | 2020 Validation |

2020 Approved Capital Projects

| | |
|-------------------------------------|------------------------------------|
| St Benedict's Catholic School, Shaw | Stage 3 of Master Plan \$3,987,846 |
|-------------------------------------|------------------------------------|

Organisation Structure 2020

TCE Directors provide expert and strategic input and leadership, particularly with regard to services to schools in their portfolio areas. They collaborate to develop strategy and policy for school improvement and best practice, ensuring the relationship between the Diocese Executive Team and the TCE Strategic Leadership Team is vibrant, contemporary and connected to the successful achievement of strategic objectives.



Townsville Catholic Education Office

Staff Profile At A Glance

| Total Staff | |
|-------------------------------|--------|
| School Staff Headcount | |
| Teaching Staff | 1,088 |
| Non-Teaching Staff | 1,013 |
| Boarding Staff | 55 |
| School Staff FTE | |
| Teaching Staff | 992.49 |
| Non-Teaching Staff | 740.25 |
| Boarding Staff | 50.53 |

| School Staff | | |
|---|--------|-------|
| School Staff | | |
| Total 2,458 | Female | 2,000 |
| | Male | 458 |
| Teaching Staff | | |
| Total 1,152 | Female | 954 |
| | Male | 198 |
| Non Teaching Staff | | |
| Total 1,212 | Female | 981 |
| | Male | 231 |
| Staff in Senior Leadership Roles (Principal, DP, APRE, AP) | | |
| Total 94 | Female | 65 |
| | Male | 29 |

* Decrease to overall staff from 2019 figures reflect the transfer of Kindergarten and OSHC staff out of TCE.



Townsville Catholic Education Strategic Leadership Team - Ross Horner, Louise Vella-Cox, Jacqui Francis, Jennifer Blackshaw and Peter Stower.



1 Gilroy Santa Maria College, Ingham students, Joshua Spina, Alicia Galipo, Patrick Bortolanza and Emily Firth participated in the Lions Youth of the Year Contest.

2 St Francis School, Ayr were awarded a grant enabling them to upgrade their robotics for coding club.

3 St John Bosco Catholic School, Collinsville introduced the role of School Chaplain to assist in providing pastoral support to school students and their families.

4 23 students from Good Shepherd Catholic College, Mount Isa attended the Australian Catholic Youth Festival in Perth, Western Australia.

5 St Joseph's Catholic School, Mount Isa officially blessed and opened their new school buildings and community spaces with a special celebration that included Catholic and Indigenous blessings, Welcome to Country and a smoking ceremony.

6 St Mary's Catholic School, Bowen organised a virtual ANZAC Day Liturgy to include students and families who were learning from home.

7 To assist students to understand the changes brought on by COVID-19, Learning & Teaching Adviser - Early Years, Nyree Buchanan wrote, Nothing is Normal. The book allowed teachers to support the wellbeing of students as they transitioned back to school.

2020 Highlights Reel



8 Good Shepherd Catholic School, Rasmussen celebrated their annual feast day of the Good Shepherd with an all school Rainbow Run.

9 As a way to connect the school to students and families at home, St Joseph's Catholic School, Mundingburra introduced an online radio platform called "Joey's Live" to broadcast assemblies, weekly messages from each classroom teacher, weekly meditation and online playlists for students at home.

10 Year 1 students from Our Lady of Lourdes Primary School, Ingham celebrated Aboriginal and Torres Strait Islander Children's Day through learning the Aboriginal and Torres Strait Islander technique of weaving.

11 With restrictions limiting students to return to boarding school at St Teresa's College, Abergowrie, the teaching staff created integrated units and distributed 'Learning from Home' packs each week.

12 Year 12 students from across the Diocese attended the annual Townsville Catholic Education Aboriginal & Torres Strait Islander Graduation Recognition Liturgy acknowledging the students' schooling achievements.

13 Missing the opportunity to visit their neighbours at Brooklea Retirement Village, Year 6 students at Holy Spirit Catholic School, Cranbrook joined the 1000 Hearts kindness project making hearts to give to the residents to remind them that they are not alone.

14 St Benedict's Catholic School, Shaw was awarded the Townsville Catholic Education Sustainability Award for their whole school approach to environmental education.

15 St Margaret Mary's College, Hyde Park student Aleisha Knack was awarded the prestigious 2020 Peter Doherty Award for Outstanding Aboriginal and Torres Strait Islander Senior STEM Student.

1 Education

We are committed to learning across our organisation.

It's about:

- Expert teaching teams
- Dynamic places of learning
- Student engagement and achievement
- A love of learning
- Inclusive practices
- Responsive professional practice.



Pedagogical practices

Throughout 2020, teachers across the Diocese continued to implement effective pedagogy using the gradual release of responsibility approach, and focusing on five key aspects of the learning and teaching cycle in their planning. Principals worked with their staff to develop a collaborative culture where teachers could reflect on their teaching practice and identify what worked in improving students' learning.

Townsville Catholic Education (TCE) engaged in a number of action research projects to develop a planning process that is responsive to the learning needs of the students. Schools will undertake this responsive planning process in 2021.

Learning in an online environment

Due to the impact of the COVID-19 pandemic, learning for all students across the Diocese was delivered in an online environment. Over the last five years, TCE has invested in training teachers in the use of Google Classroom. This enabled an easy transition for many teachers to deliver learning online in a safe, secure platform. While the delivery of online learning was not without its challenges, our Principals and teachers were great problem solvers. Laptops were loaned out to students to ensure children had access to a device. Teachers regularly contacted parents and students to check on their learning and wellbeing. New skills were learnt to enable teachers to deliver instructions and strategies via videos. The use of Google Hangout and Zoom became a regular means of communicating with parents and students at home, as well as with

colleagues across the Diocese. Teachers shared that there were opportunities to collaborate more with their colleagues and that stronger relationships were formed through regular contact with the students' parents.

TCE's priority during this time was to consider what schools across the Diocese would need in order to make the successful transition to an online learning environment. Once a framework was established, the team set about gathering quality online resources and other material that would be helpful to teachers and parents. TCE established the Continuity of Learning site to house guidelines on how to make effective use of video conferencing and strategies to support students as they learned from home. The site had three sections, providing advice for teachers, students and parents.

Queensland Certificate of Education

The COVID-19 pandemic also interrupted the implementation of the new Queensland Certificate of Education (QCE) for our senior students. These students were the first to experience the changes to the QCE with the introduction of an Australian Tertiary Admission Rank (ATAR) score and external exams. The students' resilience and the commitment of their teachers enabled them to deal with these challenges. In 2020, there were 665 graduating students, of whom 96% were awarded a QCE. Further, 369 students received an ATAR score and 747 VET qualifications were gained.



1 Education



Inclusive education

A whole school approach to valuing the uniqueness and diversity of all students continued to be a focus in 2020. TCE provided a safe and supportive environment that responded to individual needs ensuring all students could engage with the curriculum.

Support was given to schools to meet their obligations under the Disability Discrimination Act 1992 and the Disability Standards for Education 2005. This ensured that all students with disability were able to participate in the Australian Curriculum on the same basis as their peers through rigorous, meaningful and dignified learning opportunities. Schools provided adjustments in curriculum, communication, personal care, mobility, social engagement and safety to ensure equitable access to learning and participation for all students. Adjustments in resourcing to support students with a disability were made through the Inclusive School Funding for 19% of all TCE students.

Support was also provided for schools with high numbers of newly arrived and refugee students with a focus on collaborating to provide specialised advice to assist and to demonstrate the full extent of their learning against relevant learning areas and/or subject achievement standards. This promoted quality teaching and learning practices to ensure that all English language learners in TCE schools had the opportunity to access, participate and engage, achieving high level outcomes across the curriculum.

The first draft of the Nationally Consistent Collection of Data (NCCD) was submitted by all schools and colleges. Schools generally showed an increased awareness, provision and evidence for the modifications and adjustments to student learning. In 2019, there were 1,525 students identified amounting to 14.3% of the student population. In 2020 there were 2,364 students representing 19.0% of the student population. Queensland Catholic schools sat at 14.0% with all Queensland schools at 17.0%. Nationally, 19.9% of students were identified.

Indigenous education improvement map

Indigenous education was formalised with a strategic mapping approach that supports Principals to better plan for, program, implement and track Indigenous Supplementary Assistance (ISA) funding towards successful outcomes. TCE signed off on ISA applications for initiatives and resources as part of their Indigenous Education Mapping process. Funds will be earmarked for exciting initiatives such as the Stronger Smarter Leadership Program, community connections and engagement opportunities, online cultural competence courses, cultural activities, Walk on Country experiences, Elder and Traditional Owner engagement, breakfast programs, cultural rooms, Indigenous homeroom programs as well as professional development for cross-curriculum priorities, culturally responsive pedagogy and spirituality.



2 Catholic Identity

We are witnesses to our faith.

It's about:

- The centrality of Jesus Christ
- Evangelisation
- Contemplative practices
- Enhancing and celebrating our Catholic identity
- Living our diversity.



Faith Leadership and Formation

In January 2020, Professional Development Week saw schools in the Burdekin, Townsville and Mount Isa engage with Melbourne University's Luke Mandouit on renewing skills and embedding concepts around surface to deep learning in Religious Education (RE) curriculum and assessment. Teachers of RE across Prep to Year 10 also focused on using Learning Intentions and Success Criteria to support high level teaching and learning in our schools.

During the year TCE continued to focus on engaging school leaders and their staff in professional learning that aimed to build teacher capacity in RE and the Religious Life of the School, support schools in accessing and engaging in faith leadership, and provide professional development opportunities that supported employee goal setting. The professional learning opportunities focused on enhancing skills that modelled best practice and cultivated reflective leadership as a manner by which to lead.

The inability to have face to face gatherings due to COVID-19 significantly impacted staff formation and student events. Home-based learning challenged some RE teachers who were required to assist parents that may not have a theological background, however the situation did encourage students to learn independently. Feedback indicated that liturgies and opportunities for communal prayer via online platforms were very successful and it was

interesting to see what schools could do in a different context. Many schools saw a renewed interest in spiritual activities from staff and students. Learning from home also allowed creativity with prayer/meditation.

Spirituality Retreat Program

Due to COVID-19, a number of the retreats on offer in 2020 were cancelled. This included the Mission in Action retreat that had been scheduled to take place in Mount Isa. Fortunately, TCE's Spirituality Retreat Program still played an integral role in supporting teachers to reach and sustain their compliance requirements for Accreditation to Teach in a Catholic School with the majority of teaching staff accredited practitioners. The programs that were able to be delivered were enthusiastically received.

Higher education partnerships

TCE renewed the strong professional partnerships with Australian Catholic University and the Institute of Faith Education and continued to offer a Graduate Certificate in Religious Education (GCRE) and a Diploma in Christian Ministry and Theology (Foundations). These qualifications support our schools and teaching staff regarding their Accreditation to Teach Religious Education.



2 Catholic Identity



Professional learning and accreditation to teach religious education

The RE Team developed and delivered a five-hour Early Career Teacher Professional Learning session. On the premise that the Catholic school is an educational community where learning, culture, faith and life find a meeting place, the challenge for our Early Career Teachers is to make this meeting place meaningful for their students in a way that encourages them to understand and embrace the Catholic Identity of the school. Good formation in this area, early in a teacher's career, is foundational to them being able to become literate in the Catholic and broader Christian tradition and participate critically, authentically and fully in faith contexts in our schools and wider society.

Tracking our teaching staff accreditation to teach RE in a Catholic school was a focus for 2020. All schools worked towards ensuring they provided a minimum of five hours accredited training, with TCE providing an additional five hours as an optional uptake by schools. The COVID-19 pandemic resulted in the cancellation of all Semester 1 retreat programs and therefore, a loss of opportunity

for teachers. In response, TCE made arrangements with the House of Prayer to prepare and deliver online and intensive Retreat programs in Semester 2 for teachers who needed accreditation hours by the end of 2020. TCE reached its goal of ensuring the majority of teachers obtained accreditation hours before the start of 2021.

Religion curriculum scope and sequence

In 2020, TCE staff implemented the revised Religion Curriculum. The development of the exemplar Religion Scope and Sequence and auditing tool for school use was key in re-engaging Principals, APREs and their staff with a Religion Curriculum of high quality. A 'high quality' curriculum is one that is faithful to the Catholic tradition, responds to contemporary times and is relevant for all students. This, coupled with a renewed focus on the Enhancing Catholic School Identity (ECSI) project and its use as an analytical tool enabled schools to prioritise their engagement with the ECSI program and data as part of strategic planning towards school improvement.

Enhancing Catholic School Identity

TCE commenced a review and refocus on how schools in our Diocese are Enhancing Catholic School Identity (ECSI). Seven schools engaged in the ECSI Project in 2020 as part of their school renewal (Validation) process. These schools included: St Kieran's Catholic School, Mount Isa; St Peter's Catholic School, Halifax; Holy Spirit Catholic School, Cranbrook; St Michael's Catholic School, Palm Island; Burdekin Catholic High School, Ayr; St Benedict's Catholic School, Shaw; St Catherine's Catholic College, The Whitsundays.

Townsville Catholic Education's commitment continued to a partnership with the Catholic University of Leuven, Belgium. The 2020 KU Leuven Intensive for Queensland Dioceses was cancelled due to the COVID-19 pandemic. However, our schools have committed to forming their own school-based ECSI teams to manage the implementation of school improvement initiatives that ultimately aim to enhance their respective school's Catholic identity.



3 Community

We value our people who build our communities.

It's about:

- Creating opportunities to contribute
- Positive workforce culture
- Transformational leadership
- True partnerships with parents, parishes and our communities.



Australian Council for Educational Leaders Award

Indigenous Education Advisers were awarded the Australian Council for Educational Leaders Emerging Leaders Award for 2020. This award recognised the Advisers as a leadership team that draws on cultural knowledge, community connections and understanding of student learning needs to create experiences that build respect for Aboriginal and Torres Strait Islander histories and cultures.

Student support expands remote services

Student Support Services worked with schools to expand the provision of their services remotely throughout 2020 and were able to provide a range of professional development sessions for staff, students and families online. These included opportunities for peer support, sharing resources online and strategies to minimise the impact on mental health and wellbeing. Student Support Services staff also continued to assist and support those students who did attend schools during the lockdown.

Positive behaviour learning project a positive start

In late 2019 and into 2020, four schools commenced a Positive Behaviour for Learning Project funded through the QCEC Advanced Teaching & Learning Funding. The four schools involved in this project included Our Lady of Lourdes Primary School, Ingham, St Peter's Catholic School, Halifax, St Teresa's College, Abergowrie and Good Shepherd Catholic School, Rasmussen. Principals presented their findings at a 2020 Principal's Meeting. The project's aim was to develop a whole-school approach to implementing positive behaviour practices. Following a tiered approach to interventions in schools, the four schools reviewed their practise and evidence to improve overall processes to promote positive behaviours in their students. This project will continue into 2021.

Strengthening pastoral responses

In 2020, seven schools commenced Peer Skills projects with Year 7 students to promote transition into secondary school and peer support. Staff undertook training in late 2019, before implementing their own school-specific projects to suit their context. Peer Skills Facilitation Training was delivered by UnitingCare and Lifeline Services and professional support was provided to staff as they implemented the projects. Some post-Monsoon Flood project funding has been accessed via UnitingCare for this. This project will continue into 2021.

In late 2020, the agency Good Grief commenced work with a number of dioceses to broaden the training and application of a range of programs into our schools. The Townsville Diocese was nominated and many staff in our schools embraced an opportunity to be trained in the Companion Program – Seasons for Growth for Young People – and also Stormbirds training (post-natural disaster). A number of training commitments will extend into 2021.

TCE also facilitated the rollout of a number of professional development opportunities for school staff across the year. This has included programs to enhance pastoral care responses such as: Youth Mental Health First Aid; Circle Solutions; Zones of Regulation; Suicide Post-Ventation Planning; and LoveBites.

Working with vulnerable and at-risk students

During COVID-19, TCE's Student Protection, Student Support Services and Inclusive Education staff worked together to promote the monitoring and support of vulnerable and at-risk students across all the schools. Schools were encouraged to identify and track these students over the learning-at-home period to ensure students and families were supported over this difficult time. Upon the return of students from home learning, additional support was directed to assist students to transition back to the classroom.



4 Stewardship

We share a personal and collective responsibility for our system priorities.

It's about:

- Student and staff wellbeing and pastoral care
- Caring for our built and natural environment
- Co-responsibility
- System-wide initiatives and improvements.



Workforce preparedness and partnerships

This year saw a review of recommendations from the 2016 report regarding TCE's Human Resources function. The outcome of this review will see the implementation of a new structure in 2021 to better meet the needs of our schools and ensure TCE has the appropriate expertise to respond to current and future challenges.

TCE also forged a partnership with PeopleBench, which is collecting data across schools from all over Australia in order to better understand how workforce factors influence educational outcomes. This research enables TCE to better understand matters that impact our schools including the supply and attraction of teachers, recruitment and onboarding, turnover and absenteeism, and the retention of staff. Schools are able to benchmark against comparable peer groups and national averages. This project has enabled TCE to better inform decision-making regarding workforce matters.

Technology for teaching and learning

In 2020, TCE's Information Technology Services (ITS) demonstrated significant savings, provided critical advice on a variety of projects and continued to enhance IT services to schools. The adoption of a Project Delivery Framework in 2019 was adapted more broadly across TCE and investment in training team members in modern IT skills continues to be a priority.

Planning continued in 2020 with regard to replacing manual reporting with automated reporting, in order to improve accuracy and efficiency when completing government reporting tasks. Service Desk Plus was replaced with a new staff portal, Service Now which enables staff to raise IT Support tickets, request IT Catalogue items and access help. Service Now allows for better management of requests and support for schools.

TCE's Student Information system, Compass, was implemented across all schools in the Townsville Diocese allowing TCE to apply future improvements, expansions and changes diocese-wide and analyse data for digital transformation work.

Continued focus on safety and wellbeing

TCE remains committed to the provision of a safe and supportive work environment for all students, employees, visitors and contractors within all work sites, consistent with its duties under the Work Health and Safety Act 2011. As a priority for 2020, we engendered a high-importance commitment to continuous improvement and associated practices to promote a safe work environment.

TCE maintained an ongoing focus and commitment to increasing employee wellbeing profile through a Wellbeing Framework. In 2019, TCE developed a Wellbeing Committee which was formally established in 2020 and drove this wellbeing agenda. The work from this group progressed to a comprehensive framework that will launch in 2021. During 2020, TCE facilitated a number of free staff wellbeing workshops that were exceptionally popular. These workshops provided practical strategies for staff to consider adopting in their professional and personal lives to enhance resilience and wellbeing.

Also in 2020, TCE commenced the pilot roll out of an online Incident Management system that allows for accurate reporting both at the school level and at an organisational risk level. This system, to be made available to all schools throughout 2021, will be managed by TCE safety delegates centrally and utilised for monitoring and reporting safety obligations including safety and risk management, incident management, hazard management and injury management.



4 Stewardship



Student protection

TCE maintained focus on student safety through building knowledge and capability in our staff regarding responsibilities around student safety and reporting. The Student Protection team provided expert advice on a wide range of issues confronting students including cybersafety, sexting, alcohol and other drugs, family conflict and mental health. The team also regularly provided training in schools for staff, students and parents. They ensured changes to legislation were communicated as they occurred. In particular, they undertook a comprehensive implementation of training around new Failure to Report and Failure to Protect legislation which will have a significant impact for all school communities.

Online volunteer induction

The mandatory volunteer induction was enhanced in 2020 with a comprehensive online training package developed and implemented via every school website. The package covers volunteer rights and responsibilities, volunteer code of conduct, communication with students, student protection, duty of care/duty to report, WHS, site induction, confidentiality and privacy, complaints and grievances, photography/video permissions and dress code.

Governance

Improving governance systems and processes remained a priority for TCE in 2020. System leaders improved their knowledge and documenting of directorate risks through a comprehensive Risk Management process, which will be rolled out to schools in 2021. The process identified and mitigated a number of management risks, and informed a corporate risk register which the Diocesan Education Council reviewed and endorsed. Compliance training moved online with the creation of three modules and a compliance monitoring system to ensure staff were fully engaged with important workplace information. A two-year review of all policies, procedures and guidelines pertaining to systemic schools was finalised with a platform to ensure all staff had ease of access to key documents.

Capital grants to expand and improve our schools

Three schools received capital grants from the 2019 Block Grant Authority (BGA) Capital Round and commenced construction in 2020.

St Francis School, Ayr received \$4,661,278 of Australian Government Funding to construct six general learning areas, student amenities, library and administration areas. The school contribution was \$444,731.

Gilroy Santa Maria College, Ingham received \$1,928,782 of Australian Government Funding and \$949,472 of Queensland Government Funding to construct a new library, learning support area, two general learning areas, a science room, covered areas and significant administration areas. The school contribution was \$1,239,326.

Holy Spirit Catholic School, Cranbrook received \$1,508,686 of Queensland Government Funding to construct an extension to the school's administration building and other significant site works. The school contribution was \$643,773.

One of our schools was successful in gaining a capital grant from the 2020 BGA Capital Grant round. St Benedict's Catholic School, Shaw will commence Stage 3 of their master plan in 2021, where they will construct a library, learning support and multi-purpose facilities. They received \$3,381,174 from the Queensland Government and will contribute \$443,604 towards the project.

Solar Energy Project

TCE's solar project continued with the aim to maximise energy generation from renewable sources and reduce running costs by investing in more solar panels, battery storage and investigating the purchase of green energy from the national electricity market.

Stage 3 implemented a thorough tender process to secure a solar provider for schools, with Gem Energy awarded the contract in 2020. Installment commenced with 3,936kW of solar panels across 14 sites in conjunction with 30 Tesla Power Pack batteries (6,960kWh of storage) at the end of 2020.

A mix of solar panels and Tesla batteries will continue to be installed across 17 sites within the Diocese during 2021. The project goal is to have 100% of TCE's office and schools' energy consumption sourced from renewable sources.

TCEO Financial Report

This report is provided to give Townsville Catholic Education Office's community, employees and partners a better understanding of TCEO's financial performance and position as at 31 December 2020.

The Income Statement is a summary of TCEO's financial performance for the year listing all income earned and expenses incurred in delivering Catholic Education.

Operating Revenue includes revenue from operating activities and does not include revenue from capital grants. Operating Expenses includes expenses incurred from operating activities and does not include capital purchases for new or renewal of TCEO assets. Operating expenses include depreciation and amortisation which is an allocation of assets across their expected lives.

This statement is prepared on an accrual basis and includes both cash and non-cash items. The key indicator to assess TCEO's performance is the operating surplus or deficit (operating result) which is equivalent to operating revenue less operating expenses.

Operating Result

The most significant impact on TCEO school communities in 2020 was COVID-19. TCEO responded to these impacts through increased levels of financial support through fee relief to ensure families continued to have access to a Catholic education. The operating result for 2020 was a modest surplus of \$2.4M.

Revenue

Revenue includes money received through state and Commonwealth grants, diocesan tuition fees, interest on cash reserves and other contributions.

Government grants continue to be the major sources of income for TCEO.

Total operating revenue increased by 8% from 2019, reflecting increasing enrolments and increased per student rates of Commonwealth funding.

Expenses

Expenses include employee costs, distributions to schools, materials and services, property costs, and depreciation to deliver education.

Total operating expenses increased by 5% from 2019 due to increased staffing costs (a reflection of increasing enrolments) and increased investment in information technology.

Income Statement For The Year Ended 31 December 2020

| | 2020 \$ | 2019 \$ |
|--|--------------------|--------------------|
| Operating Revenue | | |
| Recurrent State Grant | 36,011,317 | 34,837,165 |
| Recurrent Commonwealth Grant | 167,679,768 | 152,489,231 |
| Contribution from School Tuition Fees | 5,814,426 | 5,699,373 |
| Sale of non-current assets | 212,431 | 253,474 |
| Other Private Income | 2,153,018 | 2,705,961 |
| Total Revenue | 211,870,960 | 195,985,204 |
| Operating Expenditure | | |
| Employee Benefits Expense | 160,509,842 | 148,306,059 |
| Property Expenses | 2,635,874 | 2,863,040 |
| Distribution to Schools | 33,993,845 | 34,154,366 |
| Depreciation and Amortisation Expenses | 682,956 | 696,737 |
| Other expenses | 11,467,395 | 10,155,299 |
| Carrying amount of non-current assets sold | 216,947 | 199,280 |
| Total Expenses | 209,506,859 | 196,374,781 |
| Operating Surplus/(Deficit) | 2,364,101 | -389,577 |

Note: The operating deficit in 2019 reflects Townsville Catholic Education Office's continued strategy to support educational outcomes through increased distributions to schools funded by cash reserves.



Defining Features of our Catholic Schools

Catholic schools of the future will:

- Have a consistent commitment to Gospel values;
 - Play an integral role in the evangelising mission of the Church;
 - Model God's love for all by being a renewing community where all are valued, affirmed and empowered;
 - Be staffed by qualified, competent people who give witness to Gospel values;
 - Be communities of learning that provide quality, relevant, and holistic education;
 - Be sacred places where the spiritual life is nurtured; and
 - Be welcoming and open to all who seek a Catholic education.
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