

Diocese of Townsville

Catholic
Education



ANNUAL REPORT 2022

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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

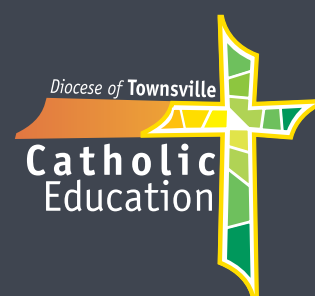
Ingham	
Our Lady of Lourdes Primary School	P
Gilroy Santa Maria College	S
Halifax	
St Peter's Catholic School	P
Abergowrie	
St Teresa's College	S (B)

SOUTHERN REGION

Ayr	
St Francis School	P
Burdekin Catholic High School	S
Home Hill	
St Colman's School	P
Bowen	
St Mary's Catholic School	P
Proserpine	
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
Mount Isa	
St Kieran's Catholic School	P
St Joseph's Catholic School	P
Good Shepherd Catholic College	S



EXECUTIVE DIRECTOR'S REPORT

The 2022 school year was delayed due to increasing COVID-19 concerns, however our schools were soon filled with staff and students ready to embark on their Catholic Education experience.

Our system of schools once again recorded increases in enrolments across the Diocese. This is a testament to the dedication and professionalism of our staff in ensuring our students are receiving a quality education in a safe and welcoming environment.

Of the 12,893 enrolments, 1427 identify as Aboriginal and Torres Strait Islander students, and Townsville Catholic Education continues to be committed to providing Indigenous education of the highest standard to our families.

In June, the Townsville Diocese hosted a visit by Archbishop Charles Balvo, the Apostolic Nuncio to Australia, and this allowed an opportunity for Archbishop Balvo to share Pope Francis' vision for Catholic Education whilst also demonstrating the delivery of Catholic Education.

During the six-day visit, Archbishop Balvo attended the blessing and opening of Benedictine Place at St Margaret Mary's College, Hyde Park, shared in the 140 Year celebrations at Columba Catholic College, Charters Towers and visited Palm Island and St Michael's Catholic School. Archbishop Balvo also attended the Townsville Catholic Education office where he blessed the library of former Bishop Michael Putney.

Our school communities once again celebrated Catholic Education Week with Mass at the Sacred Heart Cathedral and recognised and celebrated our Deus Caritas Est Award recipients for their commitment to the ways of Jesus Christ through words and action. We also recognised our nominees and recipients of Spirit of Catholic Education Awards. These awards acknowledge staff and volunteers who have made an outstanding contribution to Catholic Education in our Diocese.

Almost 800 students and teachers from Catholic schools throughout the Townsville Diocese participated in the Mulkadee workshops in July, which culminated in a variety performance titled, 'Into the Unknown', held at the Townsville Entertainment and Convention Centre. Our students and staff continue to be positive about their experiences in Mulkadee which provides an opportunity to work with arts professionals.

In September our 2022 Aboriginal and Torres Strait Islander graduates were celebrated at the Graduation Liturgy. This rite of passage for our Indigenous Secondary students provides an opportunity to recognise their achievements at school and marks the beginning of the next stage of their lives.

In October, 150 staff partook in the School Law Conference, focusing on integral legal issues relating to schools. With industry professionals and experts sharing their knowledge on topics including Family Court Orders; current Disability Discrimination issues and managing student related health risks, to name a few, the conference proved very



informative for all staff who attended.

I would like to thank Bishop Tim and all of our Diocesan priests for the ongoing support given to our schools and staff throughout 2022. 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.

Throughout the year, I have had the privilege to visit our schools and meet with many of our staff. Our Diocese is blessed with schools that are both unique in their spirit and united in their expression of Catholic identity. I thank all of our staff who demonstrate their passion for learning and teaching and for their dedication to providing a fulfilling Catholic education to our students.

JACQUI FRANCIS
EXECUTIVE DIRECTOR



Bishop Timothy Harris, Jacqui Francis and Archbishop Charles Balvo

BISHOP'S REPORT

I again wish to express my thanks for all that Townsville Catholic Education has achieved over the years. I am conscious that in 2023, TCE will in fact celebrate 150 years of service and witness in and to the Catholic community and beyond.

Townsville Catholic Education is here for the long haul, and I want it to be all that it can be. TCE only exists because of Jesus Christ. It is built on Christ. He must remain the heart and soul of our Catholic schools. Of course, Jesus lived his life seeking to build the Kingdom of God as he went. That kingdom, espoused in the Beatitudes, or the teaching of Jesus, serves as a manifesto for Kingdom life and the Beatitudes portray for us a Kingdom culture.

A Kingdom culture is evident in our Catholic schools and for that I pay tribute to leadership and a sense of community for bringing this to fruition. Today's world sometimes can be very harsh and even contrary to a Beatitude culture. Our schools strive to provide a holistic education that embraces all whilst respecting the inherent dignity of all.

A Kingdom culture does stand for something: the poor in spirit, the meek, those who mourn, those who hunger and thirst for justice, those who are merciful, those with a clean heart, the peacemakers, those who suffer - all these can be found in our schools amongst our students, staff and parents. TCE is different for these reasons and proudly so, for respect and empathy should always inform our engagement with one another.



In many ways, our Catholic schools are called to be counter-cultural and indeed stand for 'something'. TCE stands with and for Christ as it continues to play its part in helping to produce good and vital citizens of the world; citizens who have been well grounded in the values of the Kingdom of God.

With every best wish and blessing,

MOST REV. TIMOTHY J HARRIS
BISHOP OF TOWNSVILLE



TABLE OF SCHOOLS

PRIMARY ENROLMENTS (PREP TO YEAR 6)

SCHOOL	Total Students	SCHOOL	Total Students
Holy Spirit Catholic School, Cranbrook	633	St Francis Catholic School, Ayr	233
Good Shepherd Catholic School, Rasmussen	394	St John Bosco Catholic School, Collinsville	49
St Mary's Catholic School, Bowen	147	St Joseph's Catholic School, The Strand	383
Marian Catholic School, Currajong	350	St Peter's Catholic School, Halifax	34
St Colman's Catholic School, Home Hill	77	St Francis Catholic School, Hughenden	41
Our Lady of Lourdes Catholic School, Ingham	348	St Joseph's Catholic School, Mount Isa	314
St Kieran's Catholic School, Mount Isa	144	St Joseph's Catholic School, Mundingburra	360
St Michael's Catholic School, Palm Island	130	St Patrick's Catholic School, Winton	31
St Clare's Catholic School, Burdell	720	St Benedict's Catholic School, Shaw	476

SECONDARY ENROLMENTS (YEARS 7 TO 12)

SCHOOL	Total Students	SCHOOL	Total Students
St Teresa's College, Abergowrie	90	Burdekin Catholic High School, Ayr	318
Gilroy Santa Maria College, Ingham	337	St Margaret Mary's College, Hyde Park	683
Good Shepherd Catholic College, Mount Isa	413		

PREP TO YEAR 12 ENROLMENT

SCHOOL	PRIMARY	SECONDARY	TOTAL
St Anthony's Catholic College, Deeragun	751	755	1506
Ryan Catholic College, Kirwan	774	1232	2006
St Catherine's College, The Whitsundays	260	342	602
St Joseph's Catholic School, Cloncurry (Prep - Year 9)	136	35	171
Columba Catholic College, Charters Towers	169	319	488
Southern Cross Catholic College, Annandale	707	708	1415

TOTAL STUDENTS 12,893

PRIMARY 7,661

SECONDARY 5,232

SCHOOL CYCLICAL REVIEW 2022

St Benedict's Catholic School, Shaw	2022 Validation
Holy Spirit Catholic School, Cranbrook	2022 Validation
Burdekin Catholic High School, Ayr	2022 Validation
St Catherine's Catholic School, Proserpine	2022 Validation
St Peter's Catholic School, Halifax	2022 Validation
St Kieran's Catholic School, Mount Isa	2022 Validation

2022 APPROVED CAPITAL PROJECTS

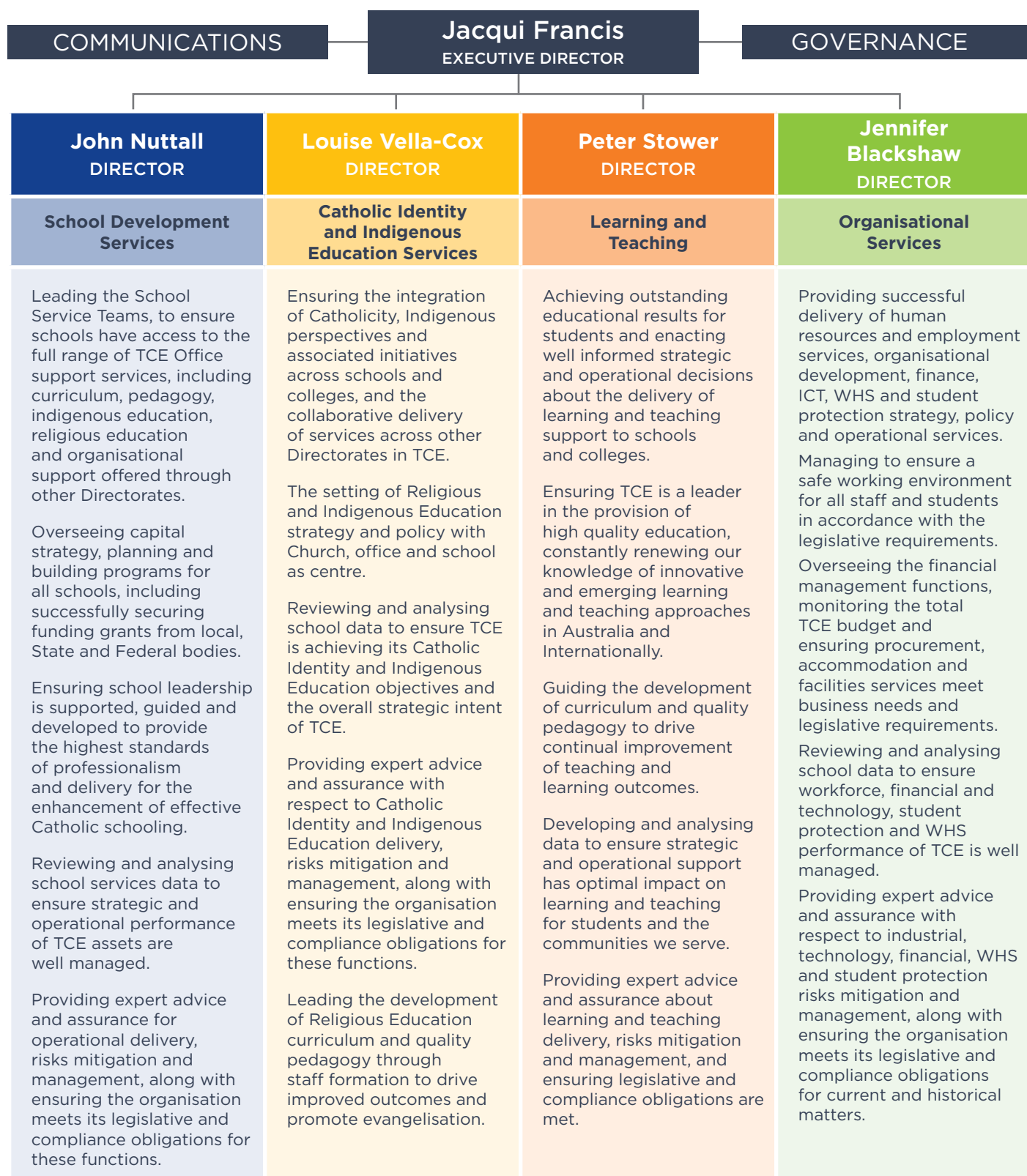
St Benedict's Catholic School, Shaw	Construction of 6 GLA's, verandahs, 1 multipurpose room & verandah, student amenities, learning support, book hire, admin, uniform shop & covered lunch area. Road widening
St Joseph's Catholic School, Cloncurry	Demolition of existing Admin, 4 GLA's, prep room, lunch covered area & Uniform shop. Construction of Admin, 3 GLA's, 1 multipurpose room, uniform shop, covered lunch eating area and bookstore
Good Shepherd Catholic College, Mount Isa	New Library Building, Convert existing Library to 3 GLA's + Uniform/Bookhire shop, Demolish E Block, New junior & senior toilets
Our Lady of Lourdes, Ingham	Demolition of 8 GLA's and 2 prep rooms, tuckshop, learning support & student amenities & construction of 8 GLA's and 2 prep rooms, tuckshop & student amenities

2022 APPROVED SELF FUNDED PROJECTS

Holy Spirit Catholic School, Cranbrook	Library Refurb & Tuckshop and Learning Hub	\$3,196,213.00
Ryan Catholic College, Kirwan	Emmaus Hall Air Conditioning	\$1,591,500.00
Ryan Catholic College, Kirwan	Design Technology Centre	\$4,315,800.00
Ryan Catholic College, Kirwan	I Block Toilet Refurbishment	\$271,629.00
Ryan Catholic College, Kirwan	Covered Basketball Courts	\$2,709,904.00
St Benedict's Catholic School, Shaw	Senior School Playground	\$250,547.00
Good Shepherd Catholic School, Rasmussen	Upgrade I Block and add new classroom	\$400,000.00
St Anthony's Catholic College, Deeragun	Carpark	\$1,250,000.00
St Joseph's Catholic School, Mundingburra	Refurbishment of C Block	\$327,340.00
St Margaret Catholic College, Hyde Park	Refurbishment of Senior Toilet Block	\$218,698.00
Columba Catholic College, Charters Towers	Upgrade of Amenities block at the Comerford Residence in boy's boarding on the Mt Carmel Campus	\$303,399.00

ORGANISATIONAL STRUCTURE

Townsville Catholic Education (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.



STAFF PROFILE AT A GLANCE

TOTAL STAFF	
SCHOOL STAFF HEADCOUNT	
Teaching Staff	1,364
Non-Teaching Staff	1,302
Boarding Staff	42
SCHOOL STAFF FTE	
Teaching Staff	1038.81
Non-Teaching Staff	788.89
Boarding Staff	32.28

SCHOOL STAFF		
SCHOOL STAFF		
TOTAL	Female	2,210
2,708	Male	498
TEACHING STAFF		
TOTAL	Female	1,108
1,364	Male	256
NON TEACHING STAFF		
TOTAL	Female	1,081
1,302	Male	221
STAFF IN SENIOR LEADERSHIP ROLES (PRINCIPAL, DP, APRE, AP)		
TOTAL	Female	75
101	Male	26

2022 SAW THE IMPLEMENTATION OF TCE STRATEGIC DIRECTIONS FOR 2022 TO 2026.

Strategic Directions 2022 to 2026

Through collaboration, co-responsibility, diversity and on-going renewal of mission and purpose, our Catholic schools will plan for a future that is hope-filled and sustainable.

STRATEGIC INTENTION

Systemic Catholic schools in the Townsville Diocese strive to ensure that each student can experience the joy of learning and achieve success as a learner, guided by teachers who are inspired by Jesus Christ. This vision for systemic Catholic schooling will build on our traditions and expertise and embrace new possibilities.

SIX FOCAL POINTS WILL DRIVE THE STRATEGIC DIRECTIONS FOR THE FIVE YEAR PERIOD INCLUDING:

Learning and Teaching

which inspires each student's high expectations.

An experience of Faith and Mission

which enriches student's lives and futures.

Authentic Faith Leadership

which inspires all to witness the Mission.

Diversity and Wellbeing

practices which prioritise care and dignity for all.

Strengthening Capabilities and Partnerships

to foster community.

Governance and Sustainability

to manage stewardship of resources.

The outcome of the Strategic Directions is an enriching Catholic school experience for our students.

HIGHLIGHTS



Archbishop Charles Balvo, the Apostolic Nuncio's visit included the opening of Benedictine Hall at St Margaret Mary's College, Hyde Park



Blak Excellence



The Writing Project



St Vincent de Paul Sleep Out



Catholic Education Week Mass



Good Shepherd Catholic School, Rasmussen's Remembrance Day activities



Columba Catholic College, Charters Towers 140 Year Celebrations



Townsville Catholic Education Staff Development Day

HIGHLIGHTS



NAIDOC Week Celebrations at St Teresa's College, Abergowrie



School Law Conference



Indigenous students' Graduation Liturgy



Eco Warriors



Emerging Leaders Showcase



Gilroy Santa Maria College, Ingham's Anzac Day activities



Emerging Leaders 'Mental Health Wellbeing' Roadshow

OUR PERFORMANCE

1 > LEARNING AND TEACHING > *Learning and Teaching which inspires each student's high expectations.*

IT'S ABOUT:

- Enhancing and celebrating our Catholic identity.
- Encouraging dialogue between our students' personal context and what the Catholic Church believes, celebrates, lives and prays.
- Educating and forming students who are challenged to live the gospel of Jesus and become literate in the broader Christian tradition.

Writing Project

During 2022, seven schools across the Diocese participated in the TCE Writing Project. The project provides professional development to build the capacity of teachers and curriculum leaders to learn and implement effective strategies and engage in the skills and knowledge to improve students' writing. The schools made a two year commitment to the project which will allow them to develop professional knowledge, embed practices within the school context and gather data to assess impact on student learning.

At a celebration of writing event held at the end of the year, teachers from each of the schools shared the progress they had seen in their students' writing and their own confidence to use these strategies in their classrooms.



Professional Development in Mathematics

Throughout 2022, five schools across the Diocese participated in professional development in Mathematics. This involved the teachers identifying an aspect of their year level mathematics program where they required professional development to improve their practice, and then observing Dr Harnett teach the area. This enabled teachers the opportunity to incorporate the strategies they had learnt into their future lessons. Dr Harnett has continued this process with the schools to build their knowledge and practice in effective strategies for teaching concepts in Mathematics.



The WIRE (Writing In RE) Program

The WIRE Program was initiated in 2022 as a strategy to assist teachers to deepen their students' understanding of Religion, and provide opportunity for the application of these concepts to life. For students, the program allowed regular opportunities to engage with the writing process and practise skills whilst developing the religious education content area. The program showed marked increases in the quantity and quality of intensive writing happening within religious education and will continue to be developed in 2023.

Disability Standards in Education

A strategic priority for TCE is to build the knowledge and understanding of all teachers as to the legal requirements under the Disability Standards for Education. To assist in delivering this priority, teachers participated in professional development sessions to broaden their understanding of inclusive practices and how they could be incorporated in their classrooms to uphold the rights of all students to an education.



OUR PERFORMANCE

1 > LEARNING AND TEACHING

Learning and Teaching which inspires each student's high expectations.

Schooling Delivery Innovation Project

In 2022, two schools in the Diocese initiated a blended learning delivery model as a way to respond to providing students with access to some subjects. Throughout semester one, Year 11 and 12 physics students from Columba Catholic College, Charters Towers were taught remotely by staff from St Anthony's Catholic College, Deeragun. The students participated in various learning experiences through recorded lessons, video conferencing and a face-to-face workshop. This arrangement led to the development of a project to capture learnings from this blended delivery model. TCE will embark on a further project to expand the blended learning model for senior students across the Diocese in the future.



Early Career Teachers

Early Career Teachers gathered in March for two days of professional learning to meet leadership staff from TCE, hear about the process to move to full registration with the Queensland College of Teachers and find out about the key initiatives in learning and teaching. Further professional development days for Early Career Teachers were held in Term 2, 3 and 4.

TCE introduced a designated role to support Early Career Teachers and all other stages of career progression in 2022.

This role focused on developing the mentor role and supporting the mentors with effective strategies and has enabled targeted support to be provided to teachers as they start their careers with TCE.



SMART Indigenous Education Data Project

The SMART Indigenous Education Data Project commenced in 2022 to build school level awareness, accountability and accessibility to IE specific data sets. Internal and external stakeholders were consulted to collate data into a usable platform that met the needs of the system and schools to access multiple data sets.

The refined approach to data collection has been developed to assist TCE's awareness of IE specific data analysis and trends to make informed decisions for broader programs and initiatives.

Senior Education and Training (SET) Planning processes

TCE developed and implemented guidelines during 2022 that supported secondary colleges to audit their SET planning processes, ensuring best practice is occurring within their schools. This enabled the establishment of an effective process to review SET planning for students which advises them in selecting subjects for study in their senior years.



OUR PERFORMANCE

1 › LEARNING AND TEACHING ›

Learning and Teaching which inspires each student's high expectations.

National ACEL (Australian Council for Educational Leaders) Leadership Award

TCE received a national award for the design, development and implementation of its Emerging Leaders Incentive Scheme. This was recognised at the National ACEL Conference held in Sydney on September 28th 2022.

The Emerging Leaders Incentive scheme focuses on addressing educational disadvantages for Aboriginal and Torres Strait Islander students and is designed to provide a more equitable system of Indigenous Advancement Strategy (IAS) funds disbursement to students in our system. The program rewards our students based on their effort throughout the year regarding attendance, academic achievement and engagement in the school and wider community. The program outlines firm but fair standards it expects of all students, and works actively with schools to achieve them. In 2022 the program supported over 580 students across TCE's 11 secondary schools, including two boarding schools.

RTO/VET

At the end of 2022, 78% of the Year 12 cohort completed at least one VET qualification, including 62 students who finished a school-based apprenticeship or traineeship. The percentage of students selecting a vocational pathway was 44.6% which equates to 307 students out of a cohort of 689. In 2022, 765 students were enrolled in the TCE RTO across Years 10-12, with 561 students graduating with a qualification.

Numerous graduates of the Certificate III in Early Childhood Education and Care and the Certificate in School Based Education Support have been successful in securing full time positions in Childcare centres in Townsville and in our Catholic schools as School Officers.



OUR PERFORMANCE

2 > FAITH AND MISSION >

An experience of Faith and Mission which enriches student's lives and futures.

IT'S ABOUT:

- Enhancing and celebrating our Catholic identity.
- Encouraging dialogue between our students' personal context and what the Catholic Church believes, celebrates, lives and prays.
- Educating and forming students who are challenged to live the gospel of Jesus and become literate in the broader Christian tradition.

Spirituality Retreat Program

TCE continued to offer staff members opportunities to experience spirituality retreats across seven themes that engage staff in the mission of the Church. Participants reflected on their experience of connectedness with self, community and God and how the learning will impact positively on classroom pedagogy. The programs have enabled staff to maintain accreditation to teach in Catholic schools and understand what it means to be human and Christian in community.



Accreditation to Teach Religious Education in Catholic Schools Professional Learning Program

To ensure our staff are able to maintain their Accreditation to Teach Religious Education within our schools, a number of relevant professional learning opportunities supporting a rigorous and robust curriculum were delivered across the year. The professional learning program targeted areas where teachers felt their learning could be strengthened through presentations reflecting various religious education perspectives.



Religious curriculum and corresponding assessment

The religious curriculum and corresponding assessment was implemented to empower learners to enrich the quality of life in the community by living out the Gospel of Jesus Christ. TCE has developed this assessment to enable students to articulate their faith and live as witnesses to the mission of Jesus and become agents of cultural change in the world. The schools have planned and implemented a curriculum that has direct correspondence between learning and teaching in Religious Education and other curriculum areas.



Enhancing Catholic School Identity Project

The work on the Enhancing Catholic School Identity Project continued in 2022 with intensive professional development sessions facilitated for Principals and APREs to improve their understanding of ECSI data. In addition, a number of Principals and APREs joined TCE staff at the Australian Catholic University Enhancing Catholic School Identity intensive in Brisbane in October.



OUR PERFORMANCE

2 > FAITH AND MISSION >

An experience of Faith and Mission which enriches student's lives and futures.

Mission in Action Program

Mission in Action Program, a Youth Ministry through Catholic Social Teaching, commenced in 2022. It aims to advance the position of schools in the evangelisation of young people and strengthen partnerships between our school communities and the Diocesan Youth Ministry Team.

A number of staff participated in Australian Catholic University's Spiritus Program. It provided them with faith formation and leadership development in evangelisation, and the skills and understanding to be able to apply this practically in Catholic schools and Church ministry contexts.

The Leading Evangelisation in Catholic Schools Program also upskilled staff facilitating and leading formation and retreat experiences, as well as ministry and mission outreach and immersion experiences.



3 > AUTHENTIC FAITH LEADERSHIP >

Authentic Faith Leadership which inspires all to witness the Mission.

IT'S ABOUT:

- Creating meaningful pathways and formation for leadership.
- Deepening the spiritual, scriptural and theological capacity of our staff in leadership roles.
- Recognising and developing leaders in professional practice.

Leadership - Growing Dialogical Schools

Helping schools to become Recontextualised Dialogical Schools is key to enhancing a systemic Catholic identity that responds to contemporary times and sustains an authentic religious education. With this in mind, the focus for 2022 was to ensure senior leaders were formed in understanding their schools Enhancing Catholic School Identity data and able to practically apply the data to their Annual School Improvement Plans.

This has enabled schools to deliver and engage with transformative educational, spiritual and occupational experiences that enrich a personal relationship with Jesus and promote a Catholic worldview.

Senior Leader Professional Learning

In 2022, Principals participated in the Driving School Improvement professional development in which the importance of leadership was emphasised. The framework for school improvement includes the foundations required to build staff capability and embed school improvement practices.

Data collated from the leadership appraisal surveys identified key topics senior leaders were interested to develop. This determined the professional development topics that would be offered in 2023.



OUR PERFORMANCE

3 > AUTHENTIC FAITH LEADERSHIP >

Authentic Faith Leadership which inspires all to witness the Mission.

Leading from Within

The 'Leading from Within' program acknowledges the importance of identifying, supporting and developing leaders. The program is available to teachers who have positions of responsibility and/or high performing classroom teachers aspiring to leadership roles within their individual school settings.

TCE has facilitated this program since 2021 with approximately 30 participants involved in the program each year.

Aspirant Leaders Program

The Aspirant Leaders Program was held in Mount Isa over three days to enhance potential future leaders' insight about the expectations, challenges and rewards of senior leadership. The program provides information about what is required to attain senior leadership positions and assists aspirant leaders to identify the knowledge, skills and capabilities they need to develop to be a successful Catholic school leader in the future. Since 2020, 25% of participants have been successful in attaining permanent or acting senior leader roles.



OUR PERFORMANCE

4 > DIVERSITY AND WELLBEING >

Diversity and Wellbeing practices which prioritise care and dignity for all.

IT'S ABOUT:

- Creating safe, collaborative, inclusive and welcoming learning environments.
- Connecting with key health and wellbeing agencies to enable a proactive, coordinated and impactful response to manage risk and increase wellbeing.
- Supporting Aboriginal and Torres Strait Islander learners to reach their full potential.

Resilience Tracker

The Resilience Tracker project was implemented as part of the TCE Workforce Strategic Plan 2022 - 2024 which sets out a key focus on the sustainable wellbeing of our staff. The tool provides schools with an assessment of workforce resilience, defined as sustainable wellbeing and performance at work, and support to respond to this data.

Ten schools voluntarily participated as a pilot group which saw them measure their school across eight wellbeing measures. The schools gained valuable insights and were competitive with national benchmark averages in many of the areas.

Wellbeing Framework

The first Wellbeing Framework for the organisation was successfully developed and implemented. TCE has determined strategies for ensuring wellbeing remains a relevant and important consideration in TCE workplaces.

Student Wellbeing and Pastoral Services

A review of Student Support Services was completed in 2022 to better understand, identify and evaluate different ways of delivering improved pastoral services in our schools. From this review, school leaders and Guidance Counsellors identified the enhanced need for counselling and wellbeing support within our school communities. A roadmap was approved and commenced in late 2022.

Emerging Leaders

In November 2022, funding from the Australian Government was secured to extend the Emerging Leaders program to the end of 2024. This extension will enable engagement with programs from James Cook University and implement a sponsored Vocational Education Training program that focuses on Years 10 - 12 Aboriginal and Torres Strait Islander students. The Emerging Leaders program has continued to provide successful outcomes for our Indigenous students with 90.6% of students within the program attaining a Queensland Certificate of Education. The program was acknowledged in 2022, achieving an 'Outstanding' rating assessment for the National Indigenous Australians Agency scholarship program for the reporting period.



OUR PERFORMANCE

4 > DIVERSITY AND WELLBEING >

Diversity and Wellbeing practices which prioritise care and dignity for all.

Indigenous Cross-Curriculum Priorities

The Australian Curriculum is working towards addressing two distinct needs in Aboriginal and Torres Strait Islander education through the Aboriginal and Torres Strait Islander Histories and Cultures Cross-Curriculum Priority (CCP).

TCE identified a need in our system and schools to enhance teacher knowledge around CCPs - what they are, and why it is important to prioritise improving understanding of Indigenous knowledge and cultural awareness. To assist in this, professional development opportunities were developed and facilitated for school personnel through workshops and events in 2022.



Student Protection Training

In 2022, TCE implemented an online Student Protection compliance training package which required all staff to participate in online sessions. This training was in direct response to the Education (General Provisions) Act 2006, which states all staff must undergo annual Student Protection training.

The introduction of an online Student Protection compliance package resulted in a consistent approach across the organisation. In addition, all schools were mandated and participated in at least one additional Student Protection training session during the year.

The safety and wellbeing of our students remains a key priority for TCE and the importance of training and understanding of our duty of care will continue to be prioritised across the organisation.



National School Chaplaincy Program

The Federal Government's funding of the National School Chaplaincy Program continued in 2022. This funding is to assist schools in providing a service that supports students, with a particular focus on social/emotional aspects and wellbeing.

TCE managed the Chaplains' accreditation attainment and training to improve the capacity and confidence of Chaplains in their roles across the Diocese. Networking days and professional development opportunities were held at the House of Prayer three times across the year with the Diocesan Youth Ministry Team members invited to engage with the Chaplains. This resulted in partnerships that promote and facilitate programs and retreat formation for students in our schools.



OUR PERFORMANCE

5 › CAPABILITIES AND PARTNERSHIPS ›

Strengthening Capabilities and Partnerships to foster community.

IT'S ABOUT:

- Developing a talented, committed and high performance culture through attracting, supporting and retaining high-achieving employees.
- Building the capability of all staff to achieve supportive, professional relationships.
- Providing safe, welcoming and collaborative working environments.

Performance Appraisal Framework review

TCE reviewed the Senior Leadership Appraisal Process to improve its alignment with the Senior Leadership Framework which is modelled on the Australian Institute of Teaching and School Leadership (AITSL) Standards.

From this review, it was determined that a new process be implemented to appraise senior leaders across all the dimensions of leadership. This new process requires all senior leaders to complete a survey in which they reflect on their performance across all leadership dimensions.

Senior leaders received a report that identified areas for commendation and growth. The aggregated data also identified areas for leadership growth and shaping future professional development opportunities for individuals and collectively.

Workforce Strategy Builder Project

To assist Principals in their strategic workforce planning processes, TCE implemented the Workforce Strategy Builder project. The Workforce Strategy Builder allows Principals to identify key priority areas, initiatives and success measures and utilises insights gained from the Resilience Tracker tool. The tool has assisted Principals and their leadership teams to achieve their vision for their school through the development of their own Workforce Strategic plan.

Data Informed practices

In 2022, TCE progressed its dashboard initiative which will include relevant and up to date student learning data enabling staff to understand whether students are making progress in their learning. Work centred around developing the pathways for the collection of the student data from a number of sources and consideration of how to display the data.



OUR PERFORMANCE

5 › CAPABILITIES AND PARTNERSHIPS ›

Strengthening Capabilities and Partnerships to foster community.

Teacher Attraction

TCE remains committed to attracting talented teachers, consistent with our Mission to provide services to our Catholic school communities. During 2022, a number of initiatives were implemented to assist with attracting teachers to the Diocese.

1. TCE worked with Australian Catholic University students in their 3rd or 4th year of their teaching degree to support their professional teaching placement in a Catholic school in the diocese, especially in the rural and remote schools.
2. The TCE scholarship program attracted current students at school and those already enrolled in a teaching degree or Master of Teaching degree, to consider accepting a teaching position within the Diocese.
3. TCE hosted an Education Employment Expo to showcase the opportunities and benefits that are available within our system and to promote recruitment and career pathways.



School Law Conference

TCE held the School Law Conference in October 2022 to assist staff understanding of legal issues related to schools.

The conference provided information about Family Court Orders; current Disability Discrimination issues; managing people through illness; vaping, sexting and other student offences; Blue Card Services; and managing health risks, consent, external providers and students with a disability.

Up to 150 delegates attended the conference and feedback from the day was overwhelmingly positive.



OUR PERFORMANCE

6 > GOVERNANCE AND SUSTAINABILITY >

Governance and Sustainability to manage stewardship of resources.

IT'S ABOUT:

- Striving for system-wide initiatives and improvements that align with best practice.
- Strengthening responsibility mechanisms through accountable and transparent measures.
- Using resources sustainably by caring for our natural and built environment.

TCE Strategic Planning

TCE continued to develop and implement three-year strategic plans to enact and achieve the objectives outlined in the organisation's Strategic Directions 2022-2026. Thirteen strategic plans included roadmaps to guide cross-directorate communication, delivery of initiatives supporting accountability and resourcing for individual and team actions. The achievements of the first year of implementation will be reviewed in early 2023, and plans will roll forward where applicable.

Student Safety reporting systems

Systems and processes were enhanced to enable improved information management regarding student behaviours. This allowed for a joint focus on the safety of all students and staff in the school environment and highlighted opportunities for earlier intervention. Through developing the reporting systems, TCE enabled a greater understanding of the experiences of staff in the current context and has been able to ensure collaborative approaches across internal expertise to respond to complex matters.

TCE Risk Management Process

All TCE schools and departments prepared risk registers and mitigation plans for 2022. The TCE Risk Management Framework documents the process of identifying and dealing with risks, with a focus on continual review and action to address high risks. At school level, leadership teams and school boards, as key consultative bodies, were invited to contribute to the development of local risk management plans.

Policy Review Process

During 2022, nine systemic policies were reviewed as part of an ongoing process to ensure compliance with legislation and adherence to the teachings of the Church. The policy review process is consultative and invites school communities and key stakeholders to provide input and advice.



OUR PERFORMANCE

6 > GOVERNANCE AND SUSTAINABILITY >

Governance and Sustainability to manage stewardship of resources.

TCE Online Compliance Modules

At the beginning of 2022, all TCE staff completed seven online mandatory compliance training modules, which provided information on areas such as Work Health and Safety, Student Protection and privacy. A further two modules were developed during the year, to outline expectations of integrity and professionalism, and the obligations of staff in relation to the disability standards for education.

Solar Project

In 2022 the majority of school sites across the Diocese completed the installation of solar panels and batteries under the Solar Stage 3 Project. Since July 2022 solar panels across the Diocese have produced more than 2.3M kilowatt hours of electricity which equates to the annual electricity consumption of 417 residential houses or the annual carbon capture of 84,000 trees.



FINANCIAL REPORT

This report is provided to give Townsville Catholic Education's community, employees and partners a better understanding of TCE's financial performance and position as at 31 December 2022.

The Income Statement is a summary of TCE'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 a measure of consumption 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 TCE's performance is the operating surplus or deficit (operating result) which is equivalent to operating revenue less operating expenses.

OPERATING RESULT

COVID-19 continued to impact TCEO school communities throughout 2022. TCE responded to these impacts by continuing to provide increased levels of financial support through fee relief to ensure families have access to a Catholic education. The operating result for 2022 was a modest surplus of \$14.9M.

Operating surpluses are reinvested back into school infrastructure to ensure provision of contemporary learning spaces.

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 TCE.

EXPENSES

Expenses include employee costs, teaching resources, materials and services, property costs, and depreciation to deliver education.

Income Statement For The Year Ended 31 December 2022

	2022 \$	2021 \$
Operating Revenue		
Recurrent State Grant	41,702,616	42,374,153
Recurrent Commonwealth Grant	192,699,772	181,806,967
Tuition Fees and Levies	40,767,677	35,939,472
Trading activity Income	5,395,128	5,267,058
Other Income	3,985,019	3,718,086
Total Revenue	284,550,212	269,105,736
Operating Expenditure		
Property occupancy and utilities expenses	14,302,675	13,539,912
Employee benefits expense	199,361,857	188,007,747
Depreciation and amortisation expense	14,959,463	13,998,402
Other expenses	8,077,257	7,489,742
Insurance	3,279,821	3,073,671
Consultants and professional fees	1,476,184	1,625,011
Trading activity expenses	3,808,553	3,664,638
Boarding expenses	1,627,735	1,380,382
Licences, levies and memberships	3,789,713	2,700,688
Plant and equipment expenses	3,698,605	3,243,414
Teaching material expenses	13,916,936	11,737,903
Financial Costs	1,398,825	1,286,849
Total Expenditure	269,697,624	251,748,359
Operating Surplus/(Deficit)	14,852,588	17,911,250



Defining Features

of our Catholic Schools

Catholic schools of the future:

- 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.