

CCMS Annual Report

2002-2003

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1. INTRODUCTION

1.1 This annual report is the third and final report relating to the 2000-2003 Corporate Plan. In that Corporate Plan the Council set a number of challenging targets under the themes of Curriculum, Leadership, Partnership, Catholic Education and Inclusiveness and Equality. The details which follow reflect the priorities which the Council has addressed during the 2002-2003 year reported through the Council's principal areas of responsibility.

1.2 Every year presents unanticipated situations, some external to the organisation others internal. Changes in staffing are inevitable in every organisation. Several senior Council officers have moved on to new challenges and new officers have joined or returned and they are beginning to exert their influence within the Council.

1.3 The first CCMS "Customer Survey" was carried out and this indicated, through a strong response, a very positive view of the services provided by the Council, particularly with respect to policy formulation and development support in a range of areas and in school performance. The survey also generated a range of information about the Catholic Maintained Sector and its characteristics.

1.4 The Council continued to play a vigorous role as advocate for the Catholic Maintained Sector in educational, social and other contexts. The Council's response to the public consultation on the Burns Report "Education for the 21st Century" emerged after significant debate within the Council and its partners and gave a very clear endorsement of a new way forward for Catholic Education. The Council at several levels has sought to contribute to the Common Good of Society particularly in enhancing the role of Governors, building a consensus within Catholic Education and in promoting reconciliation in areas of social tension. The Council has also contributed to a number of consultations or working parties on issues such as the Independent Inquiry into Teacher Pay and Conditions of Service, Special Needs provision, equality, community relations, the Common Formula for LMS and the review of the Northern Ireland Curriculum.

1.5 Officers have served on a wide range of statutory and voluntary bodies to contribute to the common good and to promote the views and interests of the Catholic Maintained Sector.

1.6 The Council has made a major contribution to the whole range of initiatives connected to the promotion of the interests of teachers. Its role on Management Side has been to proactively

encourage a climate of mutual respect and co-operation with teacher unions in the interests of children. The Council has made several submissions to the Independent Inquiry into teacher pay, terms and conditions of service and it has promoted the development of initiatives committed to the outcome of the Northern Ireland Teacher Health and Well-being Survey. The Council gave clear and direct advice to Boards of Governors to allow for the prompt payment of Principal and Vice Principal differentials.

1.7 The Council has continued to support the Professional Qualification for Headship (P.Q.H.) programme through its encouragement of teachers to apply and its commitment to the selection process. The Council has now proposed changes to its criteria for the appointment to prescribed posts which will give recognition to the P.Q.H. qualification.

1.8 The high quality of Catholic Education is inextricably linked to the calibre of the teaching force and the Council has maintained and enhanced its links with St Mary's University College through its collaboration in the promotion of an RTU Summer School programme on "Leadership issues within Catholic Education".

1.9 Officers have worked to provide training for Chairpersons and Principals of Catholic Maintained Schools under the title "Catholic Education - Roles and Challenges" which also included contributions from guest speakers at several venues across the region. The Council has collaborated with the Education and Library Boards to ensure the continued training of governors to enhance their professionalism in carrying out their roles and discharging their responsibilities.

1.10 Officers continue to respond to issues raised by governors, principals, teachers and parents with respect to the quality of Catholic Maintained Schools. It is reassuring to note that Governors and Principals are increasingly aware of the need to monitor and evaluate all aspects of their provision to raise and maintain standards, a theme reflected in the inspection process.

1.11 The past year has been extremely active in the area of Building and Development. The Council has consolidated its role in managing, on behalf of trustees, the minor works programme; a significant number of schemes were prepared for consideration under the New Opportunities Fund Sports programme, targets were met with respect to the identification of schemes for inclusion under the Reform and Reinvest Initiative aimed at replacing temporary classrooms with permanent accommodation. Significant progress has been made in identifying and promoting major capital schemes. The number actively approved in this year suggested an imbalance in resource allocation, however the preparatory work should show a significant number of schemes gaining approval in 2003/2004

under conventional procurement, Design and Build and Public Private Partnership.

1.12 The Council and the Trustees, in recognition of the principles embodied within 'Building Peace Shaping the Future', have entered into discussions with community, church groupings and other interested parties regarding the development of pre-school provision. Consequently agreement has been reached leading to the creation of a number of community nursery schools in which management arrangements reflect broader church and community interests. One example of this partnership is the Seaview Nursery in Warrenpoint.

1.13 A review of the organisation of the Council was completed and the implementation of its proposals is underway. Change needs to be planned and phased and the impact will be noticeable over time rather than immediately. It is hoped that the Council's partners will begin to notice positive developments over the next year, not just in what the Council does but in how it does it.

1.14 The past year has seen the rollout of a new Information Technology Strategy within the Council. This is a significant support to the effectiveness of the organisation and will allow for the development and introduction of new systems to enhance the service provided by the Council. Part of this included the commissioning of a website design and an online recruitment system which should be ready for the 2003/2004 school year.

1.15 The external environment was complicated by the move from devolved Government to direct rule, which undoubtedly slowed developments on a number of fronts. The changed situation may have impacted on overall progress particularly with respect to the post primary review, recognition of diversity and promotion of reconciliation and in the re-organisation of administration. The Council has sought to ensure continued progress in its priorities and wishes to acknowledge some notable successes during the past year.

1.16 The Council and its committees have played a major role in driving and scrutinizing the work of the Council. Individual members have served on internal working groups and represented the Council externally. Members' contributions have influenced policy as well as operational effectiveness including raising the status of the Council through involvement with the "Insight" magazine prepared in collaboration with schools.

1.17 The Diocesan Education Committees have experienced a change in their structure with the creation of a number of sub committees to allow them to discharge their roles more effectively. The skill and expertise of members as Chairpersons of appointment panels for prescribed posts has maintained the high standards of leadership within the Catholic Maintained Sector.

2.0 EDUCATION – RAISING STANDARDS

2.1 INTRODUCTION

2.1.1. The notion of change in the Curriculum, in Post Primary Provision and in the approaches to learning and teaching through the potential of Information Communication Technology (I.C.T.) has dominated the education agenda over the past year.

2.1.2. The Council, after extensive consultation, responded to the Burns' Report "Education for the 21st Century". The Council called for an end to Selection and for the creation of local solutions. These solutions might be in the form of 'Campus' arrangements based on an agreed policy framework which would reflect equity of access to high quality provision and to a reasonable choice of educational routes, subjects and courses. The increasing demographic decline reinforced the position that the status quo is not an option and that there is immediacy to seeking agreement on a way forward.

2.1.3 The consultation on the shape of the new Northern Ireland Curriculum continued with broad agreement emerging on the approach and content of Foundation and Key Stage 1, 2 and 4. There was less agreement on Key Stage 3 and Council shared some of the concerns expressed by Teachers. Officers continued to work with CCEA to revise the proposals and to review the strategy for assessment and accreditation. The emerging shape of the curriculum, which emphasises skills with a minimum of statutory prescribed content, is seen as a means of ensuring a better breadth and balance to the curriculum by making room for personal and social development, work related learning and citizenship.

2.1.4 The potential of I.C.T. as a support for learning was increased through the National Opportunities Fund (N.O.F.) training programmes for teachers in the use of I.C.T. in the curriculum, as well as administration. Council fully supported this and looks forward to a greater degree of confidence by teachers in creating a broader range of learning opportunities for pupils.

2.1.5 The raising of standards occurs at many levels, not just the strategic and the following paragraphs give some insight into the work of the Council in this area.

2.2 PERFORMANCE MANAGEMENT

2.2.1 One of the core activities of the Council is the raising and maintaining of performance within the Catholic Maintained Sector.

Much of this work is based on advocacy with the major education partners in terms of policy, resources and needs of local support. Other aspects include advice and guidance to principals and/or governors sometimes linked to the Inspection process but often of a general nature or linked to specific initiatives. The range of Council publications described in the last Annual Report reflect good practice in terms of leadership and management including the setting of appropriate, realistic and achievable targets, and strategies to maintain and evaluate outcomes. This approach by the Council has been enhanced by the publication by the Inspectorate of "Together Towards Improvement" which reinforces much of the advice offered by CCMS over recent years.

2.2.2 It is by setting a context for the management of school improvement at a strategic level that the critical role of Boards of Governors in policy setting, leadership and in operational effectiveness that Catholic Maintained Schools have continued, in general, to show progress against previous performance on a range of measures. Some of these are set out in succeeding paragraphs.

2.2.3 The effects of industrial action in relation to the Inspection process has constrained the full picture but there is sufficient evidence to be assured that progress continues.

2.2.4 The broader question of the appropriateness of the statutory curriculum has exercised the officers over the past year and contributions have been made to this debate at every level. Officers have also worked with schools to encourage innovation throughout the phases of education.

2.2.5 The "Enriched Curriculum" in the early years of education has been effectively promoted in the primary sector while imaginative and often co-operative arrangements have been encouraged at Key Stage 4 through the replacement of some traditional elements of the curriculum with relevant and motivating provision sometimes delivered off-site.

2.3 INSPECTION PROCESSES

2.3.1 The Council regards the inspection process as a positive and formative part of the self evaluating school. It is disappointing that in a considerable number of cases during the past year, schools have had to cancel scheduled inspections because of industrial action which the Council is working to end. It is hoped that normal inspection activity can resume as soon as possible since the outcomes contribute to the process of raising standards.

2.3.2 In spite of the necessary curtailment in the number of inspections, however, there has been inspection activity in a total of

72 Catholic Maintained Schools during the period 01 April 2002 – 31 March 2003. While this total includes a number of surveys e.g. on science/technology and provision for health education, there were, nevertheless, twenty nine focused inspections carried out. One quality assurance inspection was carried out and the Council hopes that this type of “critical reflection” will be extended to other schools during the coming year following the publication by the E.T.I. of “Together Towards Improvement” which gives advice on the process of self-evaluation. The Council has continued, through meetings with Principals and Chairpersons, to promote the use of its “Partnership for Quality” document as a means of facilitating schools in this type of reflective exercise.

2.3.3 During the year the Council has updated its guidance to schools on the inspection process itself and on the role of Council officers in supporting schools and their Boards of Governors in addressing any issues arising from inspections.

2.3.4 Officers continue to liaise with the E.T.I. to consider approaches to raising standards in Catholic Maintained Schools.

2.4 KEY STAGE 1/2/3

2.4.1 The Education Sector has established specific targets in respect of performance at the various Key Stages. Statistics are collated annually by the Department of Education and published in Statistical Bulletins. Due to industrial action approximately ten percent (10%) did not submit KS1 results and around nine per cent (9%) of schools did not submit KS2 results. When the performance data which is available is contextualised in terms of the significantly higher levels of social deprivation and other such factors in Catholic Maintained Schools there is evidence to suggest that Catholic Maintained Schools are continuing to make progress in terms of increased pupil attainment in English and Mathematics against the Northern Ireland targets in all three key stages in comparison with previous years data and in relation to schools at Key Stage 3.

2001/2002 PERFORMANCE

		2001/02		2001/02
		All Schools		Catholic Maintained Schools
Key	<i>Level 2 or above</i>			
Stage One	English	94.6		94.7
	Mathematics	94.9		94.9
	<i>Level 3 or above</i>			

	English Mathematics	36.5 42.8		35.1 29.7
Key	Level 4 or above			
Stage Two	English Mathematics	73.9 77.0		72.5 75.9
	Level 5 or above			
	English Mathematics	20.8 38.1		19.6 36.6
		2001/02		2001/02
			ALL non grammar schools	
Key	Level 5 or above			
Stage Three	English Mathematics Science		59.3 59.8 51.8	58.5 57.6 49.0
	Level 6 or above			
	English Mathematics Science		26.4 23.3. 17.5	24.9 21.8 15.9

2.5 KEY STAGE 4

2.5.1 Data on examination performance must always be treated with a certain degree of caution and it is important to contextualise the information in order to obtain a true picture of the value-added. Nevertheless, the overall performance of pupils in Catholic Maintained Schools at the end of Key Stage 4 is very encouraging, given the higher levels of social deprivation.

2.5.2 The percentage of pupils achieving Grades A* - C in five or more GCSEs has risen to thirty eight percent (38%) from thirty seven percent (37%) last year which is higher than the overall non-grammar figure for Northern Ireland of thirty seven percent (37%). There remains a concern, however, that eight percent (8%) of pupils left school in summer 2002 without any GCSEs or equivalent qualifications. Officers continue to work with schools to expand the range of quality accreditation to meet the needs of pupils and employers.

2.5.3 The involvement of schools in the Key Stage 4 Flexibility Initiative has continued with a total of twenty eight (28) Catholic Maintained Schools involved in 2002/2002 rising to thirty eight (38)

in September 2002. The Council is pleased that this initiative has been very successful in developing work-related learning, particularly for those pupils who are often hard to help and who see little purpose in school-based education.

2.5.4 A recent report on the initiative published by ETI in January 2003 found that there were many positive features in terms of pupil motivation, improved behaviour and improved pupil attendance. In the majority of schools involved there has been an improvement in the percentage of pupils transferring to further study or training at post-16, or to employment. While it is too early to say that the initiative will promote parity of esteem between school-based vocational and academic programmes, it has certainly demonstrated much promise to date.

2.6 CURRICULUM INITIATIVES

2.6.1 The Council provides advice on a number of Curriculum initiatives and gives direct support to Governors and principals on issues connected to leadership, management, behaviour management and a range of community development initiatives.

2.6.2 Officers have worked to improve general standards through their contributions to bodies such as the Literacy and Numeracy strategy groups, the School Support Programmes, Steering groups, behaviour management working groups and the overarching School Improvement Programme group. During the year a major review has been initiated by the Department of the School Improvement Programme and officers have been involved at every level. A new group has been formed to provide strategic leadership in the main areas of curriculum development and related fields under the nomenclature "Performance in Classroom Strategy Group". CCMS continues to contribute to this policy group in order to encourage the raising of standards generally and specifically within the Catholic Maintained Sector.

2.6.3 Schools within the 'School Support Programme' have continued to progress despite the challenging circumstances including civil unrest in which many operate. It is particularly pleasing to note the achievements of the three schools designated as "Group One" within the 'School Support Programme' all of which had very encouraging inspection reports to which schools have responded to in the past year. In general the majority of Catholic Maintained Schools involved in the School Support Programme have shown sufficient improvement to exit. Those few which have remained in the programme beyond the standard time have also shown improvement but many face multiple difficulties which require the continued support of the programme to overcome.

2.6.4 The Inspectorate carried out a progress report on the School Support Programme and indications are that progress has been

made. The predominant impacts of the Programme have been with respect to effective leadership and management, the production of clear action plans based on the School Development Plan and linked to rational monitoring and evaluation strategies and in the broad area of learning and teaching.

2.6.5 In 2002/2003 the following were the movements within the Catholic Maintained Sector.

	PRIMARY	POST PRIMARY
Exited June 2002	9	3
Entered September 2003	3	1

ISS

UES IN CATHOLIC MAINTAINED SCHOOLS

2.7 SPECIAL NEEDS PROVISION AND RELATED

2.7.1 The Council continues with its commitment to working in partnership with DE, ELBs and other statutory services on behalf of the Trustees and Governors to ensure that the special educational needs of children from the Catholic Maintained sector are addressed.

2.7.2 Implicit in the values of Catholic education is the notion that each child's worth is celebrated and indeed the teaching of the Church gives Boards of Governors of Catholic Schools particular responsibility for providing for children with special education needs and their parents. As part of this commitment officers of Council are involved in regular communication with school principals, Governors and ELB staff to ensure that the needs of the sector are identified and met. In addition officers continually review provision and liaise with Trustees, schools and ELBs to identify future provision and bring forward proposals for consideration.

2.7.3 To ensure access for children with specific accessibility requirements Council officers are involved in processing an ongoing program of Minor Works schemes on behalf of the Trustees to enhance accessibility at schools where parents have expressed a preference to have their child educated – such projects are therefore identified on a request basis and given a high

priority. In addition officers involved in processing other capital projects, ensure that Trustees, in making decisions about the projects, give consideration to accessibility issues so that potential future need can be met within the scope of the scheme.

2.7.4 Council is also involved in informing and influencing policy and responds to any related consultation documents. During the year Council provided a response to the Proposed Special Educational Needs and Disability Bill. In addition, Council officers made written responses to DE guidance on Medical Needs and on the proposed Centre of Excellence for Autism.

3.0 CATHOLIC EDUCATION

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3.1 The Council engaged in a close working relationship with the Northern Bishops to promote two seminal documents which underpin the philosophy and rationale for Catholic Education within a pluralist Northern Ireland society.

3.2 These documents 'Building Peace Shaping the Future' and "Proclaiming the Mission' which were launched at St. Mary's University College in 2001 were highlighted at the fourteen training seminars for Chairpersons and Principals across all dioceses during October and November 2002. The seminars were prepared in conjunction with the Regional Training Unit and funded by the Curriculum Advice and Support Services of the five Education and Library Boards.

3.3 The seminars, which were extremely well attended, focussed upon the promotion of its distinctive ethos, the nature of Catholic Education and the roles and responsibilities of Trustees, Governors and Principals in Catholic schools. The seminars have since been modified to become free standing courses which will be offered in future Regional Training Unit Summer School programmes.

3.4 The Fourteenth Annual Catholic Schools' Week was celebrated in December where many schools planned and delivered innovative programmes to highlight the importance of the tripartite home, school and parish relationship. The concept of a Catholic Schools' Week was initiated by CCMS at its inception. The principal aim is to promote the values of Catholic Education in local parish communities. Feedback from schools indicates that it is timely to reflect on and re-evaluate the format of the celebration.

3.5 The promotion of Catholic Education is implicit within the Council's statutory role outlined in the Education Reform (NI) Order 1989. The Council has a responsibility to provide an upper tier of management for the Catholic Maintained Sector and to raise standards of achievement and performance in Catholic Maintained

Schools through the provision of management support and advise to Trustees, Governors and Principles in the Catholic Maintained Sector. This work continues to be at the heart of the Council's work.

3.6 The creation of a Catholic Education Forum, the Consultative Group for Catholic Education, extends the base of Catholic education and provides a means of promotion and enhancement across all of the main elements of Catholic Education. It is clear that whilst a Catholic Schools' Week has value it needs to be placed within an overarching strategy for promoting and celebrating Catholic Education. The continuing dialogue with the Council of Northern Bishops and St Mary's University College, Belfast following the publication of 'Building Peace Shaping the Future' and 'Proclaiming the Mission' will ultimately result in the production of such a strategy.

3.7 The Council recognises its role in contributing to the Common Good through the promotion of the distinctive ethos of Catholic Maintained Schools. This is particularly in areas of social unrest or where there is a higher incidence of social deprivation or inclusion.

4.0 BUILDING & DEVELOPMENT

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4.1 The work of the Building and Development Section was once again underpinned by a focus on excellence. As part of its support function Council committed resources to the provision of advice to Trustees and schools and to the generation of quality management data in order to facilitate decision making.

New Provision

4.2 This year saw the opening of three new primary schools serving a pupil population of some 700 pupils

Ballymacward Primary School

New school catering for 116-145 pupils. New school in the parish of Hannahstown to replace a school which was housed entirely in temporary accommodation.

St. Mary's Primary School, Killyclogher

New school to replace substandard accommodation catering for 410 pupils.

Blessed Patrick O'Loughran

New school to replace Castlecaufield Primary School which had very substandard accommodation. The new school caters for 86-115 pupils

New Starts Programme 2002/03

4.3 Eight future projects were approved with a value of approximately £48 million.

Millquarter Primary School, Toomebridge Parish. New school for 86-115 pupils to replace substandard accommodation

St. Patrick's College, Dungannon. New school for 600 pupils to replace sub-standard accommodation. The former St. Patrick's Boys' and Girls' schools amalgamated in 1989 on a split site which are over a mile apart.

La Salle Boys' School, Belfast. New school for 1100 pupils to replace substandard accommodation. School currently operates on a split site.

St. Fanchea's College, Enniskillen. New school for 450 pupils to replace sub-standard accommodation.

St. Ninnidh's Primary School, Derrylin. New school for 115-145 pupils to replace substandard accommodation.

St. Eugene's Primary School, Derry. Extension and refurbishment of existing buildings to accommodate 240 pupils.

St. Mary's Primary School, Portglenone. New school for 230 pupils to replace substandard accommodation to be advanced through PPP route.

St. Joseph's Primary School, Carryduff. New school for 525 pupils to replace sub-standard accommodation to be advanced through the PPP route.

4.4 Project Management

4.4.1 During the period April 2002-March 2003 Project Management Services were extended to the following Major Capital Projects.

Little Flower Girls' School, Belfast	Possible new school
St. Columbanus' College, Bangor	Possible new school
Edendork Primary School, Dungannon	Possible new school

St. Macnissus' Primary School, Tannaghmore	New school
St. Colman's Primary School, Lambeg	Possible new school
St. Patrick's & St. Brigid's Primary School, Ballycastle	New school
St. Mary's Primary School, Glenview	Possible new school
Ballymena Parish	Rationalisation of primary provision
Dean Maguirc College, Carrickmore	Possible new school
St. Columbkille's Primary School, Carrickmore	Possible new school
Anahorish Primary School, Toomebridge	New school
Ballymacrickett Primary School, Glenavy	New school
Rostrevor Parish	Rationalisation of primary provision
St. Oliver Plunkett Primary School, Forkhill	New school
Dromintee Primary School, Newry	New school
St. Conor's Primary School, Omagh	Extension
Bunscoil Cholmcille Primary School, Derry	New school

4.4.2 This represents a 65% increase over the number of Major projects moved forward in 2001/02. A conservative estimate of the likely value of these projects would be £75 million.

4.5 Public Private Partnership (P.P.P.)

4.5.1 As part of the ongoing programme of PPP Procurement the Council worked to provide support to the Trustees of the Diocese of Derry in advancing the procurement of the Derry Diocesan PPP Bundle.

4.5.2 In addition, the Council developed a Project management support structure to provide a service to the Trustees and Schools in the Down and Connor, De La Salle Congregation, CCMS Cross Authority Cluster which was announced in March 2002. This PPP Cluster involves two CCMS Primary Schools, St. Joseph's PS Carryduff and St. Mary's PS Portglenone along with Our Lady and St. Patrick's College, Belfast and St. Patrick's Grammar, Downpatrick and will provide new facilities to some 2,500 pupils.

4.5.3 Council also worked closely with the Department of Education to establish the management structure for the PPP Co-ordination Group, and seconded a CCMS officer full time to the

group so as to provide an additional avenue of operational support to PPP Projects within the Maintained Sector.

4.6 Reform and Reinvestment Initiative

4.6.1 Following the announcement of this new avenue of Capital funding in July 2002, Council worked closely with the Diocesan teams and the Diocesan Education Committees to identify schools and projects to avail of this funding over the next two financial years. A particular feature of this funding was that it was targeted at small rural schools and at the replacement of temporary teaching accommodation by permanent build. A notable feature of this latter criteria was the large number of Council's schools which, due to demographic declines and the extent of surplus capacity, were unable to avail of this avenue of funding.

4.7 Irish Medium

4.7.1 Council continued to work in close cooperation with Trustees to explore opportunities to provide Irish Medium Education provision for parents who wish their children to be educated through the Irish Language. The period of this report saw the establishment of an Irish Medium Primary Unit in St. Patrick's Primary School, Gortin and also in St. Canice's Primary School, Dungiven. A post primary unit also opened in St. Catherine's College, Armagh.

4.7.2 Council officers continued to work in close co-operation with the Officers of the Comhairle na Gaelscolaíochta and contributed to the development of the Comhairle Strategic Plan which seeks to manage the Development of Irish Medium Provision in an effective and efficient manner.

4.8 New Opportunities Funding (N.O.F.)

4.8.1 Out of School Hours Learning

Council provided support to its schools engaged in NOF Funded Out of School Hours Learning programmes. Council also carried out close monitoring and evaluation of those programmes to ensure adherence to agreed programme outcomes.

4.8.2 NOF PE and Sport

Council officers worked closely with the ELB Area Partnerships in the development of an agreed Stage One Portfolio for each Partnership. This has resulted in a large number of Maintained School Projects being successful in meeting the requirements for Stage One. Approximately 94 Maintained schools have gone

forward under Stage One and this represents a potential Capital Investment in new and improved sports facilities of approximately £12.5 million.

4.8.3 CCMS also worked closely with NOF at a strategic level to develop a model for delivery of Stage Two schemes acceptable to Trustees and to secure sufficient resources to deliver the model in a cost effective and efficient way.

4.9 Class Size Policy 2002/03

4.9.1 A total of 94 schools applied for assistance with funding for additional teachers and accommodation to facilitate the Government policy on Class Size at Key Stage 1. This represented a reduction of only one on the previous year. Council officers were successful in negotiating on behalf of schools 49.5 additional teaching posts, equating to an additional level of funding of approximately £1.25 million. Funding for additional accommodation at three schools was also secured.

4.10 Pre School Expansion Programme 2002/03

4.10.1 The Council Officers continued their work representing the Catholic Maintained School sector on the Pre School Advisory Groups, which contributed directly to the opening of 18 new nurseries/nursery units across all five dioceses.

CLOGHER	St. Paul's Community Nursery, Irvinestown
ARMAGH	Holy Family Primary School, Magherafelt Little Flower Nursery School, Clonoe Primate Dixon Primary School Coalisland St. John's Primary School Middletown St Mary's Primary School Granemore
DERRY	St. Mary's Primary School, Killyclogher St. Mary's Primary School, Bellaghy St. Malachy's Primary School, Castlewellan St, Mary's Primary School, Portaferry
DOWN AND CONNOR	Our Lady Queen of Peace Primary School, Kilwee St. Bernard's Primary School. Newtownabbey St. Malachy's Primary School, Castlwellan

DROMORE	Drumnamoe Nursery School, Lurgan Seaview Nursery School, Warrenpoint
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4.11 Minor Works 2002/03

4.11.1 The Council is now responsible for the management on behalf of the Trustees of applications for Minor Works up to a value of £300 000 in Catholic Maintained Schools.

4.11.2 The number of applications for Minor Works across the Catholic Maintained School sector processed by the Building and Development Section rose to 513 representing an increase of 66% on the 2001/02 year.

The breakdown by Diocese was:

ARMAGH	122
CLOGHER	63
DOWN AND CONNOR	182
DERRY	114
DROMORE	42

The number of school visits made by Building and Development staff in relation to minor works was 122.

4.12 Open Enrolment

4.12.1 A total of 75 applications in the primary sector requesting revision in the admissions and enrolments numbers were processed by the Building and Development Section in consultation with the Council's Education Advisers and Management Officers. The corresponding number in the Secondary sector was 49.

4.13 Health and Safety

4.13.1 The Health and Safety Officer continued to provide a service to schools both through a Helpdesk facility and school visits. Council also provided School Safety presentations to a range of schools.

4.13.2 Council has also participated in the working group on Safety in Educational Visits and continues to provide input into further developments in the Safety Advisor's Forum and the Schools' Safety Forum.

5. PERSONNEL

5.1 Introduction

5.1.1 The quality of the teaching force is the foundation on which CCMS relies for the raising and maintaining of standards within the Catholic Maintained sector. Council Officers have worked diligently to manage the system and improve it. The most significant work however is done by those Governors who contribute to the appointments process at every level.

5.1.2 This section reflects the scale of the appointment task as well as those activities which contribute to improving the quality of applicants and the general well being of teachers.

5.1.3 The Council has taken a lead in the development of teacher welfare issues and has played a significant role in implementing the recommendations of the Interim report of the Independent Inquiry into Teacher working conditions.

5.2 Scheme for the Awarding of Management Allowances (January 2002)

5.2.1 The Council following consultation with the recognised Trade Unions issued Guidance to Boards of Governors on the awarding of management allowances. It is hoped that the guidance which includes sample documentation will assist Boards of Governors in complying with best practice and legislative requirements when awarding management allowances.

5.3 Independent Inquiry into Teachers Pay & Conditions of Service

5.3.1 The Council assisted Boards of Governors in implementing the first interim report of the Independent Inquiry into the salaries of Principals and Vice-Principals. A complex exercise which saw over 85% of Principals and Vice-Principals receive an uplift as a result of inquiry's recommendations was completed in March 2003.

5.3.2 The Council also made further submissions to the inquiry team in relation to the conditions of service of teachers and looks forward to consulting further with the inquiry following the publishing of its final report.

5.4 PQH:

5.4.1 The year saw Cohort 4 of the PQH programme. Whilst the number of applicants represented a small decrease from Cohort 3,

the Council is encouraged by the number of applicants deemed eligible for Stage II of the selection process.

5.4.2 The Council will continue to actively support the programme and is currently in the process of reviewing the criteria for Principals and Vice-Principal posts with a view to exploring how PQH may be included in the criteria for such posts.

5.5 Redundancies:

5.5.1 The total number of redundancies in the year remained similar to last years with 157.6 reductions being made in the Catholic Maintained Sector. Just over 4% of the redundancies were on a compulsory basis which reflects the efforts of Senior Management Officers and Management Officers, 82% were on a voluntary and 13% as a result of a transferred redundancy.

5.6 Appointments April 2002 – March 2003

5.6.1 The year saw some 600 posts ratified, a small downturn from last year's position.

5.7 Principal & Vice-Principal Appointments

5.7.1 A total of 91 appointments were made during the period with 511 applications received. Details of the gender breakdown of these applicants and appointees are shown below:

Table 1 Principal and Vice-Principal Appointments by Gender

	TOTAL	F	M
APPOINTMENTS	91	46.15%	53.85%
APPLICANTS	511	44.42%	55.58%

5.8 Principal Appointments

5.8.1 Overall in the period under review there were 55 principal appointments from a total of 327 applicants, a healthy average of six applicants for each post. The calibre of the applicants was also high with around 90% of all applicants being short listed. Once short listed, females who comprised 40% of all short listed applicants were successful in 45% of the recruitment exercises. The bulk of the recruitment exercise was in the primary sector and just over 50% of all appointees were male; in the secondary sector however this number rose to 60%.

Table 2 Principal Appointments by Applicant status by Gender

	F	%	M	%	GRAND TOTAL
APPOINTED	25	45.45	30	54.55	55
SHORTLISTED	121	40.74	176	59.26	297
NOT SHORTLISTED	20	66.67	10	33.33	30
TOTAL No OF APPLICANTS	141	43.12	186	56.88	327

5.8.2 The data reflects the increasing number of female applicants for Principal posts, particularly in the primary sector. However in both the primary and post-primary sector a higher proportion of male applicants than female applicants were short listed and ultimately successful in gaining Principal positions.

5.9 Vice-Principal Appointments

5.9.1 A total of 184 applications were received from which 36 appointments were made representing an average of 5 applicants per post. A short listing rate of 100% for both male and female demonstrates the very high calibre of applicants. Once short listed females who comprised 46% of all short-listed applicants were successful in just over 47% of all appointments. Once again the majority of appointments came in the Primary Sector where just over 52% of all appointees were male; in the Secondary Sector a similar pattern emerged with just over 53% of all appointees male.

Table 3 Vice-Principal Appointments by Applicant Status

	F	%	M	%	GRAND TOTAL
APPOINTED	17	47.22	19	52.78	36
SHORTLISTED	73	46.80	83	53.20	156
NOT SHORTLISTED	13	46.43	15	53.57	28
TOTAL No OF APPLICANTS	86	46.74	98	53.26	184

5.9.2 The data indicates some interesting differences between the Primary and Secondary Sectors including whilst 100% of both male and female applicants were short-listed, the success rate of female applicants was significantly higher at 30.00% compared to that of male applicants where only 19.44% were successful.

5.10 TEACHER APPOINTMENTS

5.10.1 During the period 509 appointments made from 5200 applications representing an average of just over 10 applicants per post. Females who comprised just over 82% of applicants accounted for just over 79% of successful candidates. Interestingly the bulk of the

recruitment exercises were in the secondary sector with 271 appointments made from 1761 applications.

Table 4 Teacher Appointments by Applicant Status & Gender

	F	%	M	%	GRAND TOTAL
APPOINTED	404	79.37	105	20.63	509
SHORTLISTED	2116	77.42	617	22.58	2733
NOT SHORTLISTED	2042	82.77	425	17.23	2467
TOTAL No OF APPLICANTS	4158	79.96	1042	20.04	5200

5.10.2 Of the 509 appointments made 359 were permanent and 150 temporary. In relation to temporary appointments, it is pleasing to note that the number continue to decrease with 29.43% of all appointments made on a temporary basis. Of all appointments made in the Primary Sector 30.25 % were temporary compared to 28.78% in the Secondary Sector.

Table 5 Temporary Teacher Appointments by Applicant Status by Gender

	F	%	M	%	GRAND TOTAL
APPOINTED	122	81.33	28	18.67	150
SHORTLISTED	624	79.09	165	20.91	789
NOT SHORTLISTED	479	82.87	99	17.13	578
TOTAL No OF APPLICANTS	1103	80.69	264	19.31	1367

5.10.3 Among teacher appointments 86 were newly qualified teachers (NQT). This represented 16.90% of all teacher appointments made. The following tables give a breakdown of these appointments by gender against sector and contract type.

Table 6 Newly Qualified Teacher Appointments: Primary

Primary Schools

	F	%	M	%	GRAND TOTAL
PERMANENT	7	63.64	4	36.36	11
TEMPORARY	8	72.73	3	27.27	11
TOTAL No OF APPOINTEES	15	68.18	7	31.82	22

Table 7 Newly Qualified Teacher Appointments: Secondary

Secondary Schools

	F	%	M	%	GRAND TOTAL
PERMANENT	33	73.33	12	26.67	45
TEMPORARY	14	73.68	5	26.32	19
TOTAL No OF APPOINTEES	47	73.44	17	26.56	64

5.10.4 The data indicates significant differences between the Primary and Secondary Sectors. In the primary sector 50.00 % of NQT appointments were permanent compared to 65.22% in the Secondary Sector. In terms of overall permanent appointments 15.60% were newly qualified teachers.

5.11 Industrial Tribunal Cases:

5.11.1 Table A shows the level of activity during the period associated with the Personnel Sections' work in managing the caseload arising from litigation and formal complaints against Boards of Governors and the Council.

5.11.2 During the year a total of 15 industrial tribunal cases were brought to a conclusion and the Personnel Section continued to provide advice, information and support to Boards of Governors in defending such actions.

5.12 Equality Issues:

5.12.1 The year saw the production of the first Annual Progress Report to the Equality Commission on the Council's implementation of the Statutory Equality Duties Arising from Section 75 of the Northern Ireland Act.

5.12.2 The report highlighted the work the Council had undertaken in compliance with the legislation including:-

- Policy Screening and Equality Impact Assessment
- Communication and Training
- Provision of Information
- Consultation with Public and Voluntary Sector Organisations

5.12.3 The Council communicated its commitment to the statutory equality duties to its staff through a programme of Equality Awareness Training conducted at the beginning of the year. The programme was the result of collaboration between the Council and the Staff Commission for Education and Library Boards.

5.12.4 The Council continues to work in conjunction with the Department of Education and the other partners in the education sector, through the Equality Liaison Committee.

5.12.5 The Council continues to seek to secure adequate resources in order to develop its ability to pro-actively address the mainstreaming of equality issues into its core business.

6. TEACHER WELFARE SERVICE

6.1 The Teacher Welfare Service is now entering its sixth year and continues to develop and enhance the wide range of services available to principals, teachers and Board of Governors. Crucially it has continued to influence at a strategic level and to lobby on issues of importance. Staff changes during the year did impact on the range of work undertaken but this reinforced the need for the service. Below is an overview of the key strategic issues with which the service has dealt during the past year.

6.2 The Northern Ireland Teacher's Health and Wellbeing Survey

6.2.1 This major research project was initiated by the CCMS Teacher Welfare Service with the support of all of the partners in education. The long awaited report has now been published and contains a wealth of information relating to the health and wellbeing of teachers. The findings within the report will undoubtedly heavily influence the work of the service. The main focus for the team has been the three areas identified by teachers as priorities to enhance health and wellbeing i.e., stress reduction and healthier lifestyle courses, an annual review of overall health and well being and staff welfare and Occupational Health Service. A number of these sessions have been carried out this year mainly in schools during exceptional closure days and have been very successful. These will continue in the coming year and will be further developed and extended.

6.3 Health and Welfare Issues of Teaching Principals

6.3.1 The team has continued to follow up those areas previously identified as critical to the maintenance of a healthy profession particularly in relation to Teaching Principals. Following the very successful meeting with the Education Minister the team continues to highlight the difficulties experienced by teaching principals and seeks to influence policy in this area.

6.4 General Health and Wellbeing Issues

6.4.1 Various crises have arisen in schools throughout the year and the team, whilst not always in a position to solve the difficulties, has continued to offer practical support and/or referral to more appropriate agencies.

6.4.2 There were in the region of one hundred and sixty (160) new referrals this year and thirty five (35) cases carried forward from

previous years. Of the new referrals the vast majority were self referrals (80%). In the latter part of the year a large number of referrals have been as a direct result of teachers being referred to occupational health to assess fitness for work. It is anticipated that the number of such referrals will rise dramatically as a result of the Northern Ireland Audit Report into Teacher Absence. An increasing number of teachers are also seeking advice in relation to alternative careers having decided that they may not have made the appropriate choice. Relationship issues remain the most common cause of concern. Alcohol related concerns remain at a similar level although most are not initially self referred.

6.5 The consultation process on the management of Alcohol related issues has been completed and the policy has now been circulated to schools.

6.6 There have been a number of referrals due to bereavement in tragic circumstances and these continue to challenge all concerned. The bereavement pro-forma is working well and consequently all officers are informed at an early stage of bereavements and are able to make contact with bereaved families at a much earlier stage.

6.7 Apart from the day to day response to crises and welfare issues the team continues to be actively involved in facilitating planning for retirement. To this end the number and venues of retirement seminars has been extended. A total of eight seminars were facilitated throughout the year, these proved beneficial and enjoyable to all who attended.

6.7.1 This year in response to requests from teachers the team facilitated mid career seminars. Four seminars were piloted, one in Down and Connor and three in Armagh. These were also found to be very useful and practical by all who attended.

6.8 *Management of Community Development*

6.8.1. It is regrettable that community strife continues to impact on the provision of education. CCMS and its officers have addressed this issue at a number of levels over the past year, sometimes in conjunction with other education partners.

6.8.2 Senior officers met with a variety of bodies and individuals across the region to help ameliorate the impact of sectarian attacks or threats while individual support of a welfare and curriculum nature was provided directly to teachers, governors and on occasions to parents and pupils.

6.8.3 In recognition that the seminal purpose of education is to promote peace and reconciliation the Northern Bishops, assisted by

CCMS, developed "Building Peace Shaping the Future". This document challenges Catholic Maintained Schools to seek ways to further contribute towards the development of a culture of tolerance.

6.8.4 The principles enunciated in "Building Peace Shaping the Future" provide a foundation for helping school communities not only in responding to immediate threatening situations but also to reach out to form positive relationships between schools and communities in sensitive areas. CCMS, on behalf of the Northern Bishops has made representation to the Secretary of State in relation to providing resources to disseminate the positive messages of "Building Peach Shaping the Future". Officers have also made representation to the Department to develop a strategy to support schools in conflict areas.

6.8.5 The worst excesses of the North Belfast situation were not in evidence during the past year but there were constant reminders of the scourge of sectarianism from both communities. Teachers and parents deserve great credit for their commitment to their children and to their schools. It is heartening to note that even in the most difficult contexts cross community activity has continued to be promoted and supported.

7.0 FINANCE AND ADMINISTRATION

7.1 Introduction

7.1.1. The impact of CCMS on its core areas of responsibility is clearly influenced by its own internal effectiveness and its management and administration systems. These are, in turn, influenced by the financial resources available to the Council and by the decision taken in relation to the establishment of priorities.

7.1.2 The advent of a new Corporate Planning cycle and a closer alignment between this and the Department of Education's Business Plans has allowed both the Council and the Department or consider how CCMS is resourced and managed. Internally the Organisation Review was linked to the Council's core business and this has provided a context in which the future needs for the Council to deliver its services can be assessed.

7.1.3 This part of the report highlights some of the main areas of activity in the general area of Financial and Administration over the past year.

7.2 Accommodation

7.2.1 Council looked at its Headquarters' accommodation needs having completed its planned revitalisation of CCMS Diocesan Offices. An independent report by surveyors confirmed that whilst the premises were generally in good condition there were a number of Health, Safety, and Fire issues to be addressed and that the building was not wholly suitable for disabled staff or visitors. The costs of remedying these deficiencies together with Council's growing accommodation and storage needs led to a full economic appraisal of the options open to Council. The economic appraisal will be completed in conjunction with the Department of Education.

7.3 Human Resources

7.3.1. Council wishes to record its gratitude to staff who have left its employment and extends a warm welcome to new colleagues. Generally the costs of external recruitment continued to rise and existing procedures were reviewed resulting in a small but significant reduction in advertising costs. The Organisation Review identified a need for a dedicated internal personnel officer to look after CCMS staff issues including training and development.

7.4 Structural Review

In consultation with staff, senior Council officers completed a structural review of the organisation, and the Deputy Chief Executive was tasked with change managing and driving forward the recommendations. The recommendations focused upon revised internal management structures to facilitate effective policy development, revised Diocesan management and staffing structures to facilitate effective service delivery, the introduction of performance appraisal, and the introduction of ongoing staff training and development programmes.

7.5 Budget

7.5.1. In the course of the aforementioned structural review, zero budgeting was used as an analytical tool to fully cost the current activities of Council. Council also appraised its current fiscal circumstances and other resources at its disposal. The analysis revealed a budget deficit which significantly inhibited Council from carrying out effectively the full range of its remit. In light of this Council felt duty bound, to make representations to the Department for a re-appraisal of Council's resourcing.

7.6 Insurance

7.6.1 Preliminary work began on the renewal of insurance services within the Catholic Maintained Sector. This was against the background of increasing claims activity of around 7½ % per annum and increased re-insurance costs generally in an insurance market place which is facing severe difficulties. A further cause for concern was proposals, which may add additional costs to settlements; these include the inclusion of hospital costs in claim settlements where appropriate.

7.7 ICT

7.7.1 Council successfully implemented the first phase of its ICT strategy and all offices benefited from high speed electronic links to other offices and the wider electronic community. Council also investigated the potential impact of using electronic communication in the publishing and dissemination of information in particular using the Internet.

7.7.2 The second phase of the ICT strategy will deliver a fully interactive Council website and intranet. A further development saw agreement to introduce on-line recruitment for teachers in the Catholic maintained sector and for Council staff. At the time of writing the second phase of the strategy was nearing completion.

7.7.3 Council also sought to further develop its knowledge base about the Catholic maintained sector and as a first step reviewed its current data streams and as a second step decided to appoint a Data Research and Systems Officer to further exploit potentially rich seams of data.

7.8 Financial Memorandum and Management Statement

7.8.1 Council, having agreed and adopted a revised financial memorandum and management statement, set about raising awareness of its contents amongst staff and ensuring compliance in all aspects. Both internal and external auditors reported no adverse comments during the period and the Statement on the Systems of Internal Financial Control to the Department reflected the above. Work also began on the compilation of a risk register which required training in risk evaluation, analysis and control. The Corporate plan and other high level business plans were accordingly risk assessed.

7.9 Publications

7.9.1 In addition to its corporate literature, Council reprinted several key publications which between them contextualised the school within the ethos of Catholic education in Northern Ireland. The publications have proven to be both popular and influential. The documents were “Life to the Full”, “Proclaiming the Mission”, and “Building Peace, Shaping the Future”.

7.9.2 For the first time Council outsourced the production of its annual magazine to post sixteen students and they together with teachers or Council members and CCMS officers re-launched and re-branded CCMS Insight. In addition to successfully targeting its audience of governors, principals and teachers in the maintained sector and other education partners. Insight proved to be a very successful curriculum enhancing project.

ANNUAL SUMMARY OF LEGAL CASES

1 APRIL 2002 - 31 MARCH 2003

Overall Summary:

	<i>Sex Discrimination</i>	<i>Unfair Discrimination</i>	<i>Victimisation</i>	<i>Disability Discrimination</i>	<i>Race Discrimination</i>	<i>Breach of Contract</i>	<i>Unlawful Deduction of Wages</i>	<i>Trade Union Duties</i>	<i>TOTALS</i>
Claims Lodged During the Period	6	-	-	1	-	-	1	-	8
Claims Heard By Industrial Tribunal and Dismissed	1	-	1	-	-	-	-	-	2
Claims Heard by Industrial Tribunal and Upheld	1	-	-	-	-	-	-	-	1
Claims Part Heard by Industrial Tribunal Adjourned Pending Settlement	-	-	-	1	-	-	-	-	1
Claims Settled	3	-	-	-	1	1	-	-	5
Claims Withdrawn	4	-	-	1	1	-	-	-	6
Claims in Progress (including those lodged)	10	1	1	3	-	-	1	1	17

this year)									
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