

2023

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Catherine McAuley Catholic College



## Message from key groups in our community

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### Principal's Message

2021 saw the commencement of Catherine McAuley Catholic College, Medowie (CMCC). A study in 2015-16 commissioned by the late Bishop Bill Wright highlighted the strong desire within the Port Stephens community for a co-educational, Years 7-12 Catholic secondary college on the peninsula. The Sisters

(Stage 5 Bespoke Elective program) which offers greater choice to Years 9 of both traditional and non-traditional courses. The College honours the uniqueness of each child as we commit to offering choice in the curriculum, and meeting individual passions, interests and needs.

Our 2023 college-wide priority was to develop writing skills and we witnessed significant student growth in this area. Assessment practices were updated to include a balance of formal and formative assessments, including Year 10 adhering to practices and processes similar to Stage 6.

During 2023, three committees were established to ensure thorough preparation for the commencement of Year 11 & Stage 6 studies: Curriculum, Wellbeing and Faith Life & Ministry. Year 10 students and their families met with members of the Senior Leadership Team to finalise Year 11 course selections, and students were fitted in new senior uniforms for 2024.

### Parent Body Message

Catherine McAuley Catholic College is firmly committed to engaging with our parents and carers to develop strong and effective partnerships with our families that empower confident, agile and reflective learners.

On 27 April 2021, the College held an Information Evening and presented information about the new 2020 P & F Constitution as well as the new Parent Engagement Group model (PEG) to parents and carers. A survey of families was then undertaken and overwhelmingly 95% of families who responded indicated their preference to adopt the Parent Engagement Group (PEG) model.

This PEG commenced in Term 3 2021 and continued to meet termly in 2023 for the purpose of connecting with the College Principal and school staff to build capacity to engage

Support of students is evident through the day-to-day care of staff, particularly the Leaders of Wellbeing and Engagement and the Wellbeing Team which consisted of a college psychologist 4 days per week in 2023. Additionally, the Learning Advisor is an important contact for families. In 2021 we held the inaugural Learner Led Conferences, overseen by the Learning Advisor, which places the student at the centre of their learning and replaces the traditional Parent Teacher Interviews. In 2023 we continued this practice in Term 4 but introduced Student-Parent-Teacher Conferences in Semester 1.

Student choice is evident through the curriculum with Leaders of Learning ensuring it is embedded within programming, comprising of traditional and non-traditional offerings in the College's bespoke Core+ program. Year 10 engaged in a comprehensive course selection process and each fortnight there was a timetabled Study Session, allowing staff to focus on key areas for the Stage 6 transition.

In 2023 CMCC continued to embed its unique House Structure with the completion of Watha Endeavour House (Stage 5, Years 9 & 10) and the appointment of its second Head of House.

In 2024, it will introduce Bathu Horizons House (Stage 6). This system is designed so that Houses are the foundation of learning and wellbeing, a place of identity and belonging, and a 'school within a school'.

The College continued discussions about student leadership, finalising a model for implementation in 2024. This structure will reflect a traditional and distributive model of leadership.

## School Features

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The kernel for the foundation of the College was a study Bishop Bill commissioned and which the Catholic Schools Office carried out in late-2015 early-2016. The study was an analysis of the provision of secondary education in the Diocese of Maitland-Newcastle. Historically, schools had been built where populations existed, but over the previous 30 years it was obvious that they had shifted. The Diocese needed a thorough analysis of what needs existed and how it would respond.

The study clearly identified a significant demographic need as well as the local communities' real desire for a Catholic school presence somewhere on the peninsula. Recommendation three of the study was formalised for implementation: to build a co-educational, Y



## Managing Student Non-Attendance

Regular attendance at school is essential if students are to realise their potential. The College, in partnership with parents, is responsible for promoting the regular attendance of students. While parents are legally responsible for the regular attendance of their children, College staff, as part of their duty of care, are responsible for addressing any part or whole day absence.

College staff, under the Principal's leadership, support the regular attendance of students by:

- providing a caring teaching and learning environment which fosters students' sense of wellbeing and belonging to the College community
- maintaining accurate records of student attendance
- recognising and rewarding excellent and improved student attendance
- implementing programs and practices to address attendance issues where necessary

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## Staffing Profile

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The following information describes the staffing profile for 2023:

Total number of staff	68
Number of full time teaching staff	46
Number of part time teaching staff	5
Number of non-teaching staff	17

### Total number of teaching staff by NESA category

Teachers at this College are either accredited as conditional, provisional or proficient as defined by the NSW Teacher Accreditation Act 2004. Accreditation at the levels of Highly Accomplished and Lead teacher are voluntary. The number of teachers within the Diocesan Schools System (systemic schools) at these levels is as follows:

- Conditional 107 teachers
- Provisional 69 teachers
- Proficient 1887 teachers
- 4 Highly Accomplished teacher
- 1 Lead teacher

Additionally, there are approximately 10 teachers who are currently actively engaged in the submission process at the higher levels of accreditation. Teacher status at individual schools can be sourced directly from the College.

### Professional Learning

The ongoing professional development of each staff member is highly valued. Professional learning can take many forms including whole school staff days, subject specific in services, meetings and conferences and a range of professional learning programs provided by the Catholic Schools Office (CSO). The College takes responsibility for planning, implementing, evaluating and tracking of its staff professional learning and individual staff members take responsibility for their ongoing professional development. All teachers have been involved in professional learning opportunities during the year related to improving student outcomes.



## Catholic Identity and Mission

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Catholic Schools in the Diocese of Maitland-Newcastle participate, under the leadership of the Bishop and in partnership with parents and parishes, in the mission of the Church to provide quality education in the context of

The College continued to prioritise Accreditation to Work Teach and Lead (AWTL) for staff, with significant percentage of staff engaging with CSO professional development.

2023 saw the introduction of a new Music and Ministry program in Term 3, titled PROCLAIM. PROCLAIM is a youth ministry initiative using praise and worship to foster personal spiritual awareness, promote opportunities for serving the community, develop musical gifts, and establish a group of missionary disciples. In PROCLAIM, a small group of student musicians gather regularly to deepen and refine their musical gifts, praise the Lord in song, and spread the Gospel through playing worship and liturgical music. This structure allows for musical selections that more clearly express the developing faith journey of each participant and their own musical taste. Through this, PROCLAIM provides opportunities to

## Curriculum, Learning and Teaching

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### Secondary Curriculum

The Secondary Curriculum follows the NSW Education Standards Authority (NESA) syllabus for each course offered as required for Registration and Accreditation under the Education Act 1990 (NSW) and implements the curriculum requirements of the Catholic Schools Office (CSO).

The Curriculum is structured around the outcomes and content for each learning area and general capabilities for learning across the curriculum including literacy, numeracy, information and communication technology, critical and creative thinking, ethical behaviour, personal and social competence and intercultural understanding.

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Catherine McAuley Catholic College ensures its students comprehensively meet mandatory NSW Education Standards Authority (NESA) requirements. Additionally, the College also provides students with individual choice, particularly in Watha Endeavour House (Stage 5), which is outlined in more detail in the myARC section of the website. We believe it is essential to support student passions, interests and strengths and the curriculum provides an excellent opportunity to do this.

In Years 7 and 8 (Stage 4) and Years 9 and 10 (Stage 5), all students study a common curriculum, which covers eight Key Learning Areas

In Years 9 and 10 (Stage 5), the College offers the Core + (Elective) program which provides students with choice, agency and ownership throughout their learning journey by giving them permission to explore and develop their strengths, passions and interests. These students tailor their course load to reflect their passions and future aspirations. They have numerous choices covering traditional subjects to bespoke College developed



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## Pastoral Care and Student Wellbeing

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### Pastoral Care Policy

The College's pastoral care and student wellbeing policies guidelines and procedures are informed by the [Student Wellbeing and Pastoral Care Policy](#).

The Student Wellbeing and Pastoral Care Policy 2022 aims to provide a framework for the policies, programs, resources and practices implemented at system and school level with the purpose of supporting and enhancing the wellbeing of students, and all within its school community. It refers to the overall climate of care that exists within a Catholic school.

The environment is designed to be safe and inclusive, one that promotes academic rigour. A high priority is given to building and maintaining positive and caring relationships between staff, students and parents, and the wellbeing of all.

### Behaviour Management and Student Discipline Policy

The College's policies and procedures for the management of student behaviour are aligned the CSO [Student Wellbeing and Pastoral Care Policy](#) and to the [Suspension, Exclusion and Expulsion Procedure](#). The dignity and responsibility of each person is promoted at all times along with positive student behaviours whilst ensuring respect for the rights of all students and staff. Corporal punishment is expressly prohibited in this College. The College does not sanction administration of corporal punishment by College persons and non-College persons, including parents, to enforce discipline in the College. Further information about this and other related policies may be obtained from the College's website.

### Anti-Bullying Policy

The Catholic Schools Office has established an [Anti-Bullying Policy](#) which is implemented by our school and all schools in the diocese. It provides a framework for school communities to work together to prevent and address issues of student bullying, in order to build respectful relationships that respond effectively and sensitively to the needs of each person. The CSO monitors the implementation of this policy.

The full text of the Anti-Bullying Policy may be accessed on the College's website, the administration office or at the CSO website.

## Complaints Handling Policy

The Diocese of Maitland-Newcastle has established a [Complaints Resolution Policy](#) which is implemented by our school and all systemic schools in the diocese. The rationale for the policy is that within the reality of the schooling experience, it is recognised that, from time to time, misunderstandings and differences of opinion will occur, and that these need to be resolved satisfactorily. Addressing such matters within a framework of dignity, respect and truth can provide powerful opportunities to model the love of Christ in the reality of our contemporary world. CSO monitors the implementation of this policy.

The full text of the [Complaints Resolution Policy](#) may be accessed on the College's website, the administration offt3v6b 50.75 70.87 714.41 Tm(The )JJETBT/0.

## School Improvement

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The College implements the system's review cycle of improvement which outlines the processes and benchmarks for creating the culture and practice of continuous improvement with students as the focus. Strategic Improvement Plans are future focused documents that map the College's directions, aimed specifically at improving educational and wellbeing outcomes for all students through the following areas:

- Catholic Identity and Catholic Curriculum
- Learning and Wellbeing

Each year, the College develops a





Each member of the Senior Leadership will oversee a priority in 2024. Additionally, the College continue to prioritise the developmen of students' writing skills and strategies will reflect the growth witnessed in 2023.



community. Next year, in 2024, a college priority is that of 'Leadership' with strategies designed to increase student voice, choice and agency.

### Teacher satisfaction

Each year the diocese surveys all staff from shared services and all schools. The SLT met with an external consultant to unpack our report and I recently presented this to our Leadership Team. This report helps leaders and employees better understand the quality of current work practices that affect employee engagement, wellbeing and organisational performance.

Our school-wide results were very affirming, with all areas rating higher than the diocese as a whole. Overall, CMCC represented the following in the 3 key areas listed above:

1. Engagement - 90% (12% higher than diocesan wide results)

Engagement represents the level of job satisfaction and staff commitment to your organisation.

2. Wellbeing - 62% (4% higher than diocesan wide results)

Wellbeing reflects the emotional wellness of staff at work, and their ability to successfully manage job stress.

3. Progress - 89% (24% higher than diocesan wide results)

Progress reflects staff perceptions about organisational performance.

Specific strengths clearly identified were:

- Recruitment (reflected in our quality staff team – as seen above where the College is 45% above the diocese)
- Onboarding of new staff
- Professional learning
- Workplace safety (respect for others – bullying & discrimination not tolerated, WHS)
- Risk reporting (encouraged to give feedback about things that concern me)
- Resourcing (access to right equipment)
- Technology (100% of staff noted that the school makes good use of technology & 97% noted that staff have good skills)
- Involvement (consultation about decisions that affect me – 19% above diocese)



- Recognition (contributions are recognised and we celebrate success)
- Career opportunities (opportunities for career progression)
- Teamwork
- Progress
- Innovation

The College onboarded over 20 new staff in 2023 and these staff members participated in a survey to seek feedback in relation to their transition to Catherine McAuley. Feedback was particularly positive, rating high in all categories across this group. A recurring theme is the appreciation for the staff culture, including high expectations underpinned by strong sense of welcome and belonging.

High staff satisfaction is reflected in retention of staff with 100% of staff continuing in 2024, as the College did not have any permanent staff members leave at the end of 2023.

Recurrent and Capital	
Commonwealth Recurrent Grants <sup>1</sup>	\$10,455,837
Government Capital Grants <sup>2</sup>	\$6,450,790
State Recurrent Grants <sup>3</sup>	\$2,789,777
Fees and Private Income <sup>4</sup>	

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