

2023



St Catherine's Catholic College

About this report

St Catherine's Catholic College (the 'College') is registered by the NSW Education Standards Authority (NESA) and managed by the Catholic Schools Office (CSO), Maitland-Newcastle. The Annual School Report (the 'Report'), provides parents and the wider community with fair, accurate and objective information about various aspects of school performance and development. Additionally, the Report complements and is supplementary to other forms of regular communication to the College community regarding initiatives, activities and programs which support the learning and wellbeing of its students.

Detailed information about the College's improvement journey is documented in the Strategic Improvement Plan (SIP) which is developed, implemented and evaluated in consultation with key stakeholders. Further information about the contents of this Report may be obtained by contacting the College directly or by visiting the College's website. Information can be also be obtained from the My School website.

Message from key groups in our community

Principal's Message

Dear Readers,

I commend St Catherine's Catholic College 2023 Annual School Report to you. This report highlights the aspirations and achievements of the College as well as the major events that took place in the life of the College. The Executive Staff drafted the annual School Improvement Plan in Dec 2022 which the staff ratified for implementation from 2023.

The year was filled with numerous curricular, co-curricular and extra-curricular events across the College, generously supported by the students, staff, families and wider community.

Parent Body Message

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enjoyable way. Local businesses partnered with the SCCC P&F providing us with sponsorship which enabled us to make this night the success that it was and we are so grateful for their generosity. The SCCC P&F are elated with the money raised and support they were

School Features

History of the School

Between 1845 and 1874, Catholic Education in Singleton began. The initial schools were staffed by lay teachers, notably Cornelius Coglean and his wife. From 1875-1974, the Sisters of Mercy developed and built up many of the traditions and buildings that have come to be associated with St Catherine's Catholic College and what was once St Francis Xavier's Primary and Infants School. In 1974 the boarding school closed and the College became a coeducational secondary school. Since 1975 it has been run by the Maitland-Newcastle Diocese Director of Schools, the building originally leased from the Sisters.

In 2000 we commenced an exciting new phase with the development of the three separate schools combining into a united K-12 College, operating in partnership with the St Patrick's Parish. In 2002 the site was purchased from the Sisters of Mercy.

At the beginning of 2012 the old junior site was closed and all students and staff from Kinder to Year 4 moved into classrooms on the Combo Lane site where the dream of a K-12 Catholic College being located on one site was realised. At the end of 2023, the College had an enrolment of 905 students and is looking toward 2024 with continual organic increase in enrolments, with a Year 7 cohort capped at 4-stream with a waiting list, Year 10 capped at 3-stream with a waiting list, Kindergarten capped at 2-stream with a waiting list, and good numbers across all grades. Year 8 and 9 will also be 4-stream in 2024.

Location/Drawing Area

St Catherine's Catholic College is located in the Upper Hunter town of Singleton, which is located on the New England Highway. St Catherine's Catholic College draws its students from the Singleton local Government Area with a small number



| Attendance rates by Year group | | | | | | | | | | | | |
|--------------------------------|--------|--------|--------|--------|--------|--------|--------|--------|--------|---------|---------|---------|
| Kindergarten | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 | Year 7 | Year 8 | Year 9 | Year 10 | Year 11 | Year 12 |
| 91.94 | 90.59 | 91.18 | 89.96 | 87.56 | 88.59 | 85.74 | 84.71 | 84.74 | 82.10 | 83.42 | 79.10 | 88.02 |

Managing Student Non-Attendance

Regular attendance at school is essential if students are to maximise 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, monitor part or whole day absences.

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 when they arise.

The Principal is responsible for supporting the regular attendance of students by ensuring that:

- parents and students are regularly informed of attendance requirements and the consequences of unsatisfactory attendance
- all cases of unsatisfactory attendance and part or full day absences from school are investigated promptly and that appropriate intervention strategies are
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| Senior secondary outcomes 2023 | |
|--|--------|
| % of students undertaking vocational training or training in a trade during the senior years of schooling | 22.5 % |
| % of students attaining the award of Higher School Certificate or equivalent vocational education and training qualification | 97.5 % |

Post School Destinations

Each year the College collects destination data relating to the Year 12 student cohort.

The majority of the Year 12, 2023 cohort were offered early entry to Universities and were offered their first preferences. The following courses are being undertaken from January 2024 by our 2023, Year 12, cohort:

Bachelor degrees in: Psychology, Communications, Vet Science, Animal Science, Nursing, Primary Education, Commerce, Sports Science, Aerospace Engineering/Mechatronics Engineering, Business, and Secondary Education; at the following Universities: Newcastle, Charles Sturt University, and University of New England.

Mechanical and Electrical Apprenticeships were offered by Glencore, Ausgrid, AGL, Yancoal and Harris Electrical.

The remaining students found meaningful part-time and full-time employment in local companies and industry, and/or are exploring an alternate pathway to entering University.

Summary of professional learning at this school

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

Team meetings are a requirement

Catholic Identity and Mission

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 a living Catholic Christian tradition. Within this context, Catholic schools in the Diocese of Maitland-Newcastle educate from and for vibrant, welcoming and diverse communities with a particular commitment to the poor; for justice, integrity and peace; and with hope for the future.:

At the heart of everything there is always Jesus Christ.

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Religious Literacy Improvement Plan was developed in 2022 with improved results evident in Years 8 & 10.

During 2022, further COSI review in the area of RE and Spirituality highlighted the need to further plan for and develop staff and student formation. This was renewed focus for 2023 and continues to be a significant focus into 2024. During 2023, significant growth was observed in student learning within the RE faculty, including two of our students receiving first place in the Diocese for Year 10 Religious Literacy.

An updated survey on faith formation needs of staff will be distributed in early 2024, as designed by the LoL RE, MC and REC. This simplified survey will further hone in on focus areas and needs of staff, whilst reviewing three different staff cohorts and their individual needs - primary teachers, secondary teachers, and Learning Support Assistants.

Curriculum, Learning and Teaching

Primary Curriculum

The College provides an educational program based on and taught in accordance with the NSW Education Standards Authority (NESAs) syllabuses for Primary Education. The Key Learning Areas (KLAs) are English, Mathematics, Science and Technology, Human Society and its Environment, Creative Arts and Personal Development, Health and Physical Education.

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.

Across 2023, the primary classrooms have been places filled with laughter and learning. The students' curiosity, enthusiasm, and creativity have truly made the classrooms vibrant learning spaces.

Our Catholic identity serves as a guiding light, influencing every aspect of school life. Through engaging lessons and celebrations, our students have deepened their understanding of Catholic teachings, values, and traditions. They've learned about compassion, kindness, and empathy, embracing these virtues in their interactions with others. Events and activities held during the year showed students' service to others, a fundamental aspect of our Catholic mission. This has been evident when reaching out to those in need within our local community.

At St. Catherine's Catholic College, our focus has always been the holistic development of our students, nurturing their minds, bodies, and spirits. Throughout this year, we've seen students strive for improvement and academic excellence. Our students have shown an enthusiasm and commitment towards school life, and it has been heartwarming to witness their passion for learning. Students have embraced the values of harmony, faith and integrity, which are at the core of our Catholic faith.

As teachers keep abreast of the latest research and changes in education, students have experienced new methods of learning using a range of contemporary resources. Our students have had opportunities to flourish not only in the classroom but with initiatives such as the Diocesan Virtual Academy, Successful Foundations, University of Newcastle Children's University, Newcastle Permanent Mathematics Competition, School and Diocesan Maths and Spelling bees, Juicy Words weekly competition, Public Speaking competition,

- Physics
- Investigating Science
- Extension Science

HSIE:

- Business Studies
- Legal Studies
- Modern History
- Society and Culture
- Geography

Creative and Performing Arts:

- Visual Arts
- Drama
- Music
- Dance

Technology and Applied Studies:

- Industrial Technology – Timber and Furniture

PDHPE:

- Personal Development Physical Education
- Community and Family Studies
- Exploring Early Childhood
- Sport Lifestyle and Recreation

In 2023, we observed our first cohort undergoing acceleration within the HSC Biology course, where students sat for the HSC examination while concurrently completing preliminary courses in other subjects.

Students can also choose to study VET (Vocational Education and Training) courses, which can provide them with industry-specific skills and qualifications.

For subjects that cannot be conducted in-person at St Catherine's or to allow for the flexibility within the timetable and align with students aspirations and career pathways, students have the option to enrol in distance education programs which are conducted via a combination of online tutorials and face-to-face teaching. These programs may include subjects like Engineering Studies, Japanese, or other courses provided by the NSW Department of Education. In 2023 St Catherine's obtained exceptional results in 67 Tf0.75 0 0 0.75 320.6 176.04 Tr

Additionally, St Catherine's offers a range of



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| NAPLAN RESULTS 2023 | | | |
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NB: A number of new syllabuses were implemented this year which means there was a change in either subject name and/or course number. For this reason, results from previous years may appear as 0%. Some courses no longer run and therefore will show as 0%.

The 2023 HSC cohort consisted of 39 students, a small cohort but demonstrated excellent results. From the Higher School Certificate (will) JETBT/F3 14.677.6

| Higher School Certificate | <i>Percentage of students in the top 2 bands (Bands 5 and 6)</i> | | | | | |
|---------------------------|--|-------|--------|-------|--------|-------|
| | 2021 | | 2022 | | 2023 | |
| | School | State | School | State | School | State |
| Agriculture | 25 % | 34 % | 0 % | 26 % | 50 % | 31 % |
| Community & Family Studie | 75 % | 32 % | - | - | 40 % | 36 % |
| Engineering Studies | - | - | 0 % | 30 % | 100 % | 29 % |
| English Extension 1 | 100 % | 94 % | 0 % | 93 % | 100 % | 94 % |
| English Extension 2 | - | - | 100 % | 85 % | 100 % | 86 % |
| Investigating Science | 67 % | 41 % | 0 % | 25 % | 58 % | 34 % |
| Music 1 | 100 % | 64 % | - | - | 100 % | 69 % |
| Personal Dev,Health & PE | 0 % | 31 % | 0 % | 26 % | 50 % | 31 % |
| Science Extension | - | - | 100 % | 79 % | 100 % | 78 % |
| Society and Culture | - | - | - | - | 60 % | 45 % |
| Studies of Religion I | 13 % | 42 % | 31 % | 41 % | 50 % | 49 % |
| Visual Arts | 40 % | 63 % | - | - | 100 % | 66 % |

Record of School Achievement (RoSA)

Eligible students who leave school before receiving their Higher School Certificate will receive the NSW Record of School Achievement (RoSA). The RoSA has been designed to provide grades for all Stage 5 (Year 10) and Stage 6 (Preliminary) courses completed during secondary education. In 2023, the number of students issued with a RoSA was 81.

Pastoral Care and Student Wellbeing

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

Each term, each house hosts house day/s. This provides opportunity to share knowledge about the values of each Patron Saint and house through liturgical celebration and whole school activities. Students participate in acts of service, running stalls to fundraise for selected charities, so that they can understand that by doing good and helping those in need, we feel good.

In summary, St Catherine's values and hosts House Based pastoral care, House Days, Wellbeing micro-lessons every day, Term based wellbeing activities, Recognition of the Charism of House Patrons in Liturgies and Assemblies, and regular student Assemblies focusing on the embodiment of our school values.

Staff attended the PESA State Conference at Knox Grammar, Year 11 students attended the Student-led Leadership Summit at Knox Grammar, Year 5 were funded by *Where There's A Will* to attend 'Burn Bright' Leadership days, and students and staff raised money for charities close to home and through our Catholic Mission partners on House Days.

School Improvement

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 Strategic Improvement Plan indicating the intended key improvements for student learning outcomes. A copy of the school's Strategic Improvement Plan may be obtained from the College administrative office.

Key Improvements Achieved

Many minor key improvements were made to the school across 2023. Much of these were for WHS reasons identified.

The sandpit was identified as a hazard in it's original placement and position, as well as the discovery of sand-wasps nesting in it. The sand-pit was moved to a new location and made smaller. The sand-wasps were eradicated and the gaps they were nesting in following the original installment were in-filled to prevent this from happening again. The primary students were ecstatic when their upgraded sand-pit re-opened for play.

As part of the CSO-wide project, all fluorescent lights were upgraded to LED lights in every room across the College, to provide a less-harsh lighting which should also have

In the secondary school, the Art Room

Community Satisfaction

Consultation with parents, students and teachers is valued and sought. Their feedback contributes to the planning and the achievement of improved outcomes for students. This year, the College has used a variety of processes to gain information about the level of satisfaction with the College from parents, students and teachers. The school undertakes extensive surveying of all stakeholder groups annually. This data is shared with the school community and contributes to the priorities for future planning.

Parent satisfaction

Tell Them From Me data is collected bi-annually. It was collected in 2022, and will be again during 2024. Main feedback from the 2022 data is summarised below:

The area of parent satisfaction and community engagement has been a focus area since receipt of the 2022 TTFM Parent survey data. Only 79 respondents completed the survey, thus not the most valid and reliable data set. Feedback has been taken on board and initiatives implemented across 2023 to address.

Across the seven main areas surveyed, results indicate the area 'parents support learning' scored about the region mean. However, the other six areas of 'Parents feel welcome', 'parents are informed', 'inclusive school', 'safety at school', 'school supports positive behaviour', and 'school supports learning', all scored below the region mean.

Interestingly, parent ratings had a wide spread and did not follow the typical bell-curve as per the region data with a larger cohort. The parents reported feeling welcomed when they enter the school however, the school rated poorly on scheduling event at times which they were able to attend. Parents gave good feedback around being able to understand the school reports in lay-terms however, wish for more information in specific areas such as progress in particular subjects, options for their child's future, and being informed about academic and socio-emotional development and progress. The school scored low in this area when compared to Diocesan results.

Parents report that teachers do contact them about their child however, 16% have never attending parent-teacher conferences, and only 9% are involved in school committees. Parents feel they encourage their child to do well at school, but could improve in talking about the importance of schoolwork. Students aren't spending much time on homework, and most parent would like more homework. The school can improve in the area of supporting learning when it comes to parent perceptions around the school supporting learning, as we scored at the bottom of the Diocese.

Parents report that teachers need to take into account each child's needs, abilities, interests, and have higher expectations for success. They also felt behaviour issues were not dealt with in a timely manner. Again, behaviour expectations and management fell at the bottom of the Diocese range of scores, providing much feedback to focus on in regard to parent perspectives. Prevalence of bullying scored moderate-high, with verbal and social bullying being cited as the main issue from parents.

Unfortunately, parents aren't positive about the school's expectations for positive behaviour and feel that needs to improve. These expectations have been specifically addressed across 2023 in the whole-school initiatives to embed our SIP Goal of Calm Classrooms and Engaged Learning Environments. Neither were perceptions of being an inclusive school, where parents don't believe opportunities are being made for students with additional needs. Across 2023, this has been addressed by a review and streamline of the Learning Support department and their role.

The P&F model is changing across 2024 to become the CSO-led FACE model from 2025. Hopefully this will encourage wider parent and community participation and engagement with the College.

The difficulty of the TTFM data is, being a K-12 school, it would be helpful to be able to run a K-6 and 7-12

norm. Hopefully, following whole school initiatives being implemented following the survey across 2023, these results increase in the 2024 survey. Generally, students felt positive about their relationships and engagement at school, but less feel positive about engaging with homework when compared to the norm. Students feel positive about their behaviour at school however, are less interested, motivated, and feel they give less effort when compared with the norm.

32% of students in the school had scores that placed them in the desirable quadrant with high skills and high challenge. The TTFM norm for this category is 43%. 35% of students were confident of their skills but did not find classes challenging. The TTFM norm for this category is 23%. 23% of students were not confident of their skills and found English or Maths challenging. The TTFM norm for this category is 27%. 10% of students lacked confidence in their skills and did not feel they were challenged. The TTFM norm for this category is 6%.

171 Secondary students completed the Tell Them From Me survey in 2022. Secondary students participating in sports was above the mean, but participation in extra-curricular activities and students with a positive sense of belonging was below BT/F3 14.67 Tf0.75 0 0 0.75 371.9

Engagement: 76% of staff experienced job satisfaction and commitment, an increase of 16% on the 2022 staff result, just 2% lower than Diocese-wide results.

Wellbeing: emotional wellness of staff at work and ability to successfully manage job stress – 61% scored favourably, +26% on the previous years' result, showing moderate satisfaction, as well as being +2% on Diocesan results.

Progress: Progress reflects staff perceptions about organisational performance. Survey data shows that progress for this group is low, with 46% of survey respondents indicating they are satisfied with the organisation's progress and success in delivering outcomes. The College's progress results are 17% higher than 2022 results however, are 19% lower than the organisation wide results.

A summary of result across various areas of performance indicates that Teamwork scored high (>80%), Engagement and Wellbeing scored in the moderate range (50-<80%), but progress scored low (<50%).

The top 5 results within the context compared to the organisation showed positive feedback and improvement in the areas of Flexibility, Workload, Values and Vision. The bottom 5 results when compared to CSO were in the areas of Progress, and Performance Feedback (Review).

Overall, there was a positive increase in scores across the majority of areas.

Financial Statement

This School Financial Information is based on the detailed information provided to the Commonwealth Government in the Commonwealth Financial Questionnaire.

School Financial Information for the 2023 year is detailed below:

| Recurrent and Capital Income 2023 | |
|--|---------------------|
| Commonwealth Recurrent Grants ¹ | \$12,004,401 |
| Government Capital Grants ² | \$0 |
| State Recurrent Grants ³ | \$3,359,141 |
| Fees and Private Income ⁴ | \$3,131,467 |
| Interest Subsidy Grants | \$20,508 |
| Other Capital Income ⁵ | \$855,123 |
| Total Income | \$19,370,640 |

| Recurrent and Capital Expenditure 2023 | |
|--|---------------------|
| Capital Expenditure ⁶ | \$126,422 |
| Salaries and Related Expenses ⁷ | \$13,676,877 |
| Non-Salary Expenses ⁸ | \$5,792,231 |
| Total Expenditure | \$19,595,530 |

Notes

1. Commonwealth Recurrent Grants includes recurrent per capita grants and special purpose grants.
2. Government Capital Grants includes all capital grants received from the Commonwealth and State Governments.
3. State Recurrent Grants includes recurrent grants per capita, special purpose grants and interest subsidy grants.
4. Fees and Private Income include Archdiocesan and school based fees, excursions and other private income.
5. Other Capital Income includes building levy fees and capital donations used to fund Capital Expenditure.
6. Capital Expenditure includes expenditure on School Buildings, and Furniture and Equipment.
7. Salaries and Related Expenditure includes all salaries, allowances and related expenses such as superannuation and workers compensation insurance.
8. Non-Salary Expenses include all other Non-Salary Recurrent Expenditure covering resources, administration, operational expenses, utilities, repairs and maintenance.

END OF 2023 REPORT