

2022

ANNUAL SCHOOL REPORT

SERVICE | LEADERSHIP | JUSTICE

Together in Christ



St Catherine's Catholic College

30-40 Combo Lane, SINGLETON 2330

Principal: Niamh Marzol

Web: <http://www.singleton.catholic.edu.au>

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 CSO as the 'approved authority' for the diocesan registration system formed under Section 39 of the NSW Education Act (1990), is responsible for monitoring the compliance of member schools in the manner that has been approved by the Minister of Education. 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 2022 Annual School Report to you. The 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 2021 which the staff ratified for implementation in 2022.

The School Improvement goals were based in three domains as follows:

Catholic Culture and Mission:

Goal 1: Catholic Culture and Mission: To nurture sacramental Catholic School communities which are joyful expressions of Christ's love, witnessed as faith in action

Goal 2: Formation: To offer systemic quality faith formation that builds staff capacity and inspires students, staff and families to have a deeper relationship with Christ

Goal 3: Religious Education: To ensure that schools are places which provide high quality religious education that engages students meaningfully in their faith journey

Learning:

Goal 4: Student Centred: To ensure every student is known as a person and learner and demonstrates growth in their learning every year

Goal 5: Build Capacity: To build the capacity of every teacher, every leader and every school through collaborative professionalism and relevant, contemporary professional learning

Goal 6: Adaptive and Innovative: To nurture a culture of learning that is adaptive, innovative and continuously improving

Learning Support:

In 2022, staff will participate in Professional Learning on current practices in Behaviour Management including trauma informed practices. Staff will implement practices within the school environment.

Additionally the College put on a K-12 Musical - The Power of Magic. The show was a huge success and had three sold out performances. We also had a very successful Night on the Green event to culminate the year in the Creative Arts space.

The year was filled with curricula and extra curricula events across the College, generously supported by the staff and parents.

Parent Body Message

St Catherine's P & F Committee are a small but dedicated group of parents who strive to support our College in providing exceptional educational facilities and experiences for our children.

The P & F association provides many opportunities for parents and carers to become involved with their child's education.

Parents and families play an important role in supporting their child's education. We take this opportunity to thank each and every helper that volunteered their time to assist us in providing and facilitating P&F projects and activities.

The executive elected for 2022 were:

President: Erica Janssen

Vice Presidents: Sarah Dunn and Lisa Thomas

Treasurers: Lori Conley

Secretary: Malinda McLachlan

Federation Delegate: Kylie O' Connor

2022 was a busy year with a range of activities held for the first time since COVID.

Our Mother's Day and Father's Day Stalls were again very popular. The children took great delight in purchasing a carefully selected gift to bring home, and the committee and helpers loved seeing their excited faces.

Our Annual Primary Disco was as always a hit, with students having a great time interacting with the DJ and playing music games on the dance floor. Thank you to the Senior students that helped out on the night with the BBQ and glow stick stall.

The P & F in conjunction with the College, paid for and installed four covered table and bench seating units, two of which have disabled access, as well as three covered grandstands. These have been well utilised by many students during PE classes and at

break time. We anticipate that 4 additional units will be installed by the end of 2023 as well as refurbishments to the basketball court surfaces.

Our Primary iSTEM team were keen to promote and facilitate recycling within the school grounds. The P & F will co-fund recycling bins for this cause and are happy to support their initiative.

The Night on the Green held in December 2022 was a huge success, with the night showcasing a range of musical talents and co-curricular activities. This event had been on hold for 2 years with some changes in discussion for 2023. It is the perfect opportunity for us to come together as a school community to celebrate the year and be in each others company.

I would like to take this opportunity to thank the hard working Executive and Committee members, for their unseen work and their dedication to providing activities and projects that enrich our students school lives.

I would like to encourage all Parents and Carers to attend a P & F meeting, to offer suggestions and become an active member of their child's school journey. It is where you will find out what is going on within our school and provides you an opportunity to positively collaborate with the school executive.

Many hands make light work. Together we can share the journey.

Student Body Message

As College Leaders of a unique K-12 school, it is a great responsibility and honour that we lead our school every day. In our position, we have great opportunities to be involved hands-on in our College community and interact with students, future students, parents, staff, other members and leaders of the Diocese in several ways, from fundraising activities and projects around the campus to addressing the student body at assemblies and encouraging good wellbeing. As College Leaders, we are a part of the Student Representative Council, who have formed a Rotary Interact group working closely with the Rotary Club and our school Principal to achieve our goals in improving the lives of others and our College community.

We are privileged to have attended the Maitland/Newcastle Diocesan Leaders Retreat, where we gained valuable insight and further knowledge from respected leaders in the Diocese including Diocesan Administrator Fr Greg Barker. As leaders we have assisted with the organisation of St Catherine of Siena Day activities and made a valuable contribution to the funds raised on this day with the "tape a teacher" activity. We met regularly with our school Principal and many of our suggestions for improvement were actioned by the school.

We would like to give our appreciation to the executive staff for their continuous support of our leadership, and wish all students, current and future, the best outcomes with their studies. We also wish future College Leaders success in carrying on the legacy of College Leadership.

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 Coglan 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 2022 the College had an enrolment of 945 students and is looking toward 2023 with excitement for an increase to 965 with our second year of a four stream Year 7 cohort.

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 of students coming from the Rutherford, Greta, Branxton and Belford areas. Singleton is approximately 73 kilometres from Newcastle.

Student Profile

Student Enrolment

The College caters for students in Years K – 12. Students attending this College come from a variety of backgrounds and nationalities. The following information describes the student profile for 2022: Additional information can be found on My School website.

Girls	Boys	LBOTE*	Total Students
461	465	44	926

* Language Background Other than English

Enrolment Policy

The [Enrolment Policy](#) applies to all school enrolments within the Maitland-Newcastle Diocese. School authorities manage local enrolment processes and procedures in a manner consistent with the rationale and guiding principles articulated in this Enrolment Policy and accompanying [Enrolment Procedures](#). It aims to:

- Set direction for school procedures and practices for enrolling students into Catholic primary and secondary schools within the Diocese of Maitland-Newcastle.
- Establish a common, consistent approach in enrolment practices.
- Assist the system of Catholic schools to:
 - provide schooling, where possible, for children of Catholic families who seek enrolment
 - cater for the individual needs of each child equitably within the constraints of the available teaching and material resources
 - encourage parents enrolling their children in Catholic schools to give support to parish and school life, especially in education in faith.

Student Attendance Rates

The average student attendance rate for 2022 was 83.86%. Attendance rates disaggregated by Year group are shown in the following table.

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
87.44	87.22	86.18	85.50	85.19	84.44	83.35	84.05	80.73	81.33	76.22	84.40	84.16

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 implemented
- documented plans are developed to address the needs of students whose attendance is identified as being of concern
- the Regional Directors of Catholic Schools Office (CSO) or designated CSO officer is provided with regular information about students for whom chronic non-attendance is an issue and for whom the College's strategies have failed to restore regular attendance.

Student Retention Rate

Of the students who completed Year 10 in 2020, 96% completed Year 12 in 2022.

Senior Secondary Outcomes

The table below sets out the percentages of students undertaking vocational training in their senior years as well as those attaining the award of Higher School Certificate (or equivalent vocational education and training qualifications).

Senior secondary outcomes 2022	
% of students undertaking vocational training or training in a trade during the senior years of schooling	25 %
% of students attaining the award of Higher School Certificate or equivalent vocational education and training qualification	100 %

Post School Destinations

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

The majority of the Year 12 cohort were offered early entry to Universities and were offered their first preferences. The following courses are being undertaken:

Bachelor of Accountancy

Bachelor of Aerospace Engineering

Bachelor of Chemical Engineering

Bachelor of Electrical Engineering

Bachelor of Mechanical Engineering

Bachelor of Law and Communications

Bachelor of Nuclear Medicine

Bachelor of Nursing

Bachelor of Veterinary Nursing

Bachelor of Arts and Journalism

A number of students were successful in gaining electrical and mechanical apprenticeships with local mining companies, and beauty apprenticeships with local industry.

The remaining students found meaningful employment in local companies and industry.

Staffing Profile

Staffing Profile

The following information describes the staffing profile for 2022:

Total number of staff	117
Number of full time teaching staff	52
Number of part time teaching staff	23
Number of non-teaching staff	42

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 101 teachers
- Provisional 50 teachers
- Proficient 1862 teachers
- 1 Highly Accomplished teacher
- 1 Lead teacher

Additionally, there are approximately 4 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.

Summary of professional learning at this school

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Summary of professional learning

April 4 - April 6 Clarity Workshops for core team with Lyn Sharratt

April 26 Whole Staff PL on Clarity.

October 26 - October 28 "Learning Fair"

College staff had the opportunity to deepen their understanding of the fourteen parameters and work on Shared Understandings and the value of Learning Walks and Talks. We had visitors from other schools conduct walks and talks at our school and staff were able to workshop their experiences and learning from the last two years at the Diocesan Learning Fair. St Catherine's provided a dance troupe to provide a cultural experience for the delegates.

The core Clarity team, brought this shared understanding and knowledge to the staff through regular Staff PLWs in the quest to improve student outcomes for the community of St Catherine's Catholic College.

July 18 - Visible Wellbeing - Where there's a Will - SEARCH framework continued

The entire Education Community of Singleton and surrounds - 11 schools in total, committed to a Visible Wellbeing journey with Melbourne University's Professor Lea Waters. This was a 2 year venture which was interrupted by COVID. We began in 2019 with a whole day of professional development working through the SEARCH framework and providing content around the teaching of the first element - character strengths. The cost of the project has been sponsored by Yancoal. all areas of the acronym SEARCH have now been explored by the staff and student roll out of wellbeing activities has been the responsibility of the LOWEs and the LOLWE/Pastoral teachers during assemblies in Secondary and through Bounce Back activities in Primary.

August 5 - Spirituality Day - Sr Mary Coloe (Cancelled due to Sr Mary being unwell) The day was given as a gift of time.

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.

Catholic schools educate:

- From and for the community of faith
- From and for excellence in learning
- In a rigorous, creative and critical pursuit of truth

(Adapted from: The Catholic School's Office Diocesan Vision Statement, 2016)

As St Catherine's Catholic College, we follow in the footsteps of Jesus and are inspired by the life of St Catherine of Siena.

We accept and nurture the unique dignity and creativity of each person. We foster life-long learning as responsible and informed stewards of creation.

St Catherine's Catholic College is a Christ-centred community inspired by faith to live in harmony, to act with integrity and to pursue academic excellence.

During 2019, a committee of staff members worked to review the College Vision and Mission Statements. This review was based upon recommendations made at the conclusion of the 2018 External Review process (November 2018) and the 2019 School Improvement Plan. After consultation with the college community, recommendations were presented to the Executive Leadership Team for further review and ratification.

On the 26 July 2019, the College undertook the Catholic Identity Day COSI process. Strengths were highlighted in the areas of Faith Life, Catholic Ethos, Spirituality -Formation and Mission, quality of Catholic Identity and many aspects of Religious Education. Areas for continued attention included updating of staff Work, Teach and Lead accreditation and the maintenance of prioritised Religious Education in secondary timetabling. A designated

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 develop Staff formation. This will be the renewed focus for 2023.

Curriculum, Learning and Teaching

Primary Curriculum

The College provides an educational program based on and taught in accordance with the NSW Education Standards Authority (NESA) 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.

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The new English K-2 Syllabus and Mathematics K-2 Syllabus were implemented in the Infants classrooms in 2022. Teacher professional development centred around their implementation and teaching and learning. Our K-2 classrooms continued the implementation of the InitialLit program. Teacher professional development also focused on the inclusion of rich, open-ended, engaging tasks in Primary Mathematics lessons. Open-ended tasks and questioning encourage students to think of different methods while linking content across a number of mathematical concepts. Whilst following procedures is still a part of the classroom in Mathematics, the focus has shifted from students performing operations to thinking about what they are doing and why. Our aim is for students to develop a deeper understanding of mathematical concepts in their lives.

Opportunities for students to extend their learning were given through the Virtual Academy and Children's University programs. Curriculum was also enhanced through a variety of excursions and incursions. These included visits to Hunter Valley Zoo, Singleton Historical Museum, Canberra, Healthy Harold, Singleton Council Recycling In-schools program, Great Aussie Bush Camp, Tocal and the Blue Gum Hills educational facility. Competitions provided to students include the Newcastle Permanent Maths Competition, the University of Sydney iSTEM Challenge, Australian Virtual Astronaut Challenge, and Maths Olympiad.

St Catherine's Catholic College continued the work with Clarity, a Diocesan project our school commenced in 2021. This project provided professional development and current research to all school staff by Canadian professor Dr Lyn Sharratt. Dr Sharratt states that there are 14 Parameters that focus on professional collaboration in schools that leads to increased students' growth and achievement. Professional development and student learning focused on how we, as a staff, can continue to work collaboratively to improve teaching and learning in each classroom.

St Catherine's Catholic College's journey with Professor Lea Waters' and the Visible Wellbeing framework continued in 2022. This work assisted us in helping students and staff to more clearly see their own and other's wellbeing, helping students and staff to more systematically build wellbeing using the SEARCH framework and facilitates learning through the visible wellbeing classroom process.

The College focuses on the growth of each student - academically, socially, emotionally and spiritually. There were many wonderful opportunities afforded to the students at St Catherine's Catholic College in 2022. The range of activities have been organised by staff and well-supported by our parent community, showcasing the strong sense of community at St Catherine's Catholic College. It was evident throughout the year that learning takes place inside and outside the classroom and all whilst having fun!

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.

The CSO's Statement on Authentic Learning outlines our beliefs about how students learn. It provides a foundation for teachers, school leaders and system leaders as they aspire to enable learning which engages and empowers students to become lifelong learners, who contribute to society, and the wider world. Secondary students are timetabled 5 one-hour period days with a fortnightly rotation. All mandatory hours are adhered to, and NESA requirements are covered. St Catherine's offers a wide range of course options in addition to the mandatory curriculum.

The elective courses available to Stage 5 students include subjects such as Drama, Food Technology, Agriculture, STEM, Music, Industrial Technology, and Physical Activity and Sports Studies. Students can choose to take two electives each year, depending on their

interests and career aspirations. These courses allow them to explore and develop their skills in areas outside the core curriculum, and can also prepare them for future studies or careers in related fields.

In Stage 6, students have the option to select from a range of programs of study according to their interests and career goals. These programs offer a more specialised and in-depth focus in a particular subject area, and can include subjects such as Business Studies, Legal Studies, Biology, Chemistry, Physics, Modern History, and Visual Arts. Students can also choose to study VET (Vocational Education and Training) courses, which can provide them with industry-specific skills and qualifications.

For courses unable to be offered face to face at St Catherine's, students can enrol in distance education programs such as Engineering Studies or other courses offered by the NSW Department of Education. Additionally, St Catherine's offers a range of co-curricular activities that complement the academic program and provide students with opportunities to develop their interests and skills outside the classroom. These activities include sports, music, drama, debating, public speaking, and community service programs. In all events the students represent the school admirably.

Science Technology Engineering and Mathematics (STEM) also has a strong presence in 2022 within the College with students in Year 9 representing the Maitland-Newcastle Diocese at the National STEM MAD showcase in Melbourne. These students also won the national Data in Science Award at this showcase. Students also engage in regional competitions involving STEM which include the Science and Engineering Challenge.

The Singleton Trade Training College continued to offer placement in Electrotechnology through the ACC, Hospitality and Automotive through SHS, and Construction through Singleton TAFE. Primary Industries is offered through St Catherine's College. We offer Cattle Team experiences as well as Agriculture. We have a strong Agricultural presence at the College, with experienced staff, one of whom was nominated for the Robert Beggs and Peter Hilder Award. Students have access to excursions run within Agriculture that include: shearing workshops, Beef Bonanza, Tocal judging, Wingham beef week as well as various shows including Sydney Royal Easter, Singleton, and Merriwa shows.

The Creative Arts program is supported by the Upper Hunter Conservatorium and various peripatetic music teachers. Students can access lessons in most instruments and in voice. Lessons are affordable and the timetable is rotational. Students performed in a K-12 musical in 2022 called 'The Power of Magic'. The 'Night on the Green' was also a well-attended event by both students and community members that displayed students' performance abilities.

Students at St Catherine's also partake in a number of representative and internal sporting opportunities that showcase students' abilities and achievements within specific fields. These have included girls and boys Rugby League and Touch Football, Netball, Frisbee, Cricket and Swimming. All students represent the College to an exceptional standard with many

students receiving top awards in these areas. Within the classroom students also have access to sporting opportunities such as Surf Camps which align directly with learning outcomes.

Student Performance in Tests and Examinations

NAPLAN

Students in Years 3, 5, 7 and 9 across Australia participate in the National Assessment program Literacy and Numeracy (NAPLAN). The purpose of this test is to provide information to parents and teachers about the achievements of students in aspects of Literacy and Numeracy. The test provides a measure of the student's performance against established standards and against other students in Australia. Each year the results are analysed by the school to inform teaching with a view to improving student performance.

The Commonwealth Government sets minimum acceptable standards for literacy, numeracy, reading, writing, grammar, punctuation and spelling at particular ages. These are referred to as national minimum standards. Student performance in NAPLAN in our school is compared to these standards.

NAPLAN RESULTS 2022		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 3	Grammar and Punctuation	50%	52%	9%	12%
	Reading	55%	54%	4%	11%
	Writing	55%	50%	4%	7%
	Spelling	37%	48%	8%	15%
	Numeracy	40%	34%	10%	15%
NAPLAN RESULTS 2022		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 5	Grammar and Punctuation	30%	31%	14%	14%
	Reading	30%	39%	6%	11%
	Writing	22%	25%	13%	18%
	Spelling	32%	37%	8%	14%
	Numeracy	18%	25%	6%	16%

NAPLAN RESULTS 2022		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 7	Grammar and Punctuation	14%	24%	27%	21%
	Reading	22%	27%	20%	15%
	Writing	22%	24%	22%	22%
	Spelling	22%	33%	16%	17%
	Numeracy	32%	32%	18%	19%
NAPLAN RESULTS 2022		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 9	Grammar and Punctuation	13%	22%	25%	28%
	Reading	15%	21%	29%	24%
	Writing	15%	17%	33%	33%
	Spelling	15%	17%	21%	21%
	Numeracy	13%	20%	16%	19%

Higher School Certificate (HSC) Diocese

The results of the College's Higher School Certificate (HSC) candidature are reported for particular subjects. The table provided shows the percentage of students who achieved in the top two bands and shows comparison with results from previous years.

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 2022 HSC cohort was diminished by a large number of students seeking enrolment in a Senior school setting in another Catholic School in the Diocese. Unfortunately, the then new Principal of that school was not aware of the zoning and the agreement that Catholic Schools had in place, not to poach or accept enrolments from Singleton as diminished numbers could see a decrease in subject choices for Stage 6 students. Fortunately, the Diocese were very proactive and supportive and we were able to staff all subject choices and have a full range of subjects available.

The students that we lost in this situation were mostly high achieving students, however, our highest achieving students remained with SCCC and went on to do very well in their HSC receiving 90+ ATARs.

The Cohort of 28 completed their studies with most receiving offers for University prior to sitting the HSC. Some students left school to take up apprenticeships whilst others sought apprenticeships for Post HSC study and were successful. All students have had post school success and most are in further learning.

One student received a First in Course in the Diocese for Extension Science and has gone on to study Nuclear Medicine at University. A Year 11 Student also received a First in course in Automotive Exam. This student is completing the HSC in 2023.

Higher School Certificate	Percentage of students in the top 2 bands (Bands 5 and 6)					
	2020		2021		2022	
	School	State	School	State	School	State
Chemistry	40 %	43 %	33 %	40 %	50 %	33 %
English (Advanced)	47 %	63 %	40 %	69 %	67 %	67 %
English Extension 2	83 %	82 %	-	-	100 %	85 %
Industrial Technology	50 %	24 %	22 %	25 %	100 %	22 %
Legal Studies	57 %	40 %	-	-	100 %	41 %
Mathematics Extension 1	80 %	75 %	50 %	74 %	57 %	74 %
Physics	40 %	41 %	50 %	41 %	75 %	41 %
Primary Industries Exam	-	-	43 %	27 %	100 %	29 %
Science Extension	-	-	-	-	100 %	79 %
Studies of Religion II	0 %	44 %	33 %	46 %	100 %	46 %

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 2022, the number of students issued with a RoSA was 80.

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 priority is given to building and maintaining positive and caring relationships between staff, students and parents, and the wellbeing of all.

There were changes to the policy in 2022.

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 office or at the CSO website.

Initiatives promoting respect and responsibility

During the 2022 year we embarked on a STEM project that concentrated on the Environment and Sustainability. Students and their teachers across the Primary sector were engaged in a year long project that saw them work on a recycling system for the school as well as other environmental workshops and initiatives. The students were involved in Community service activities across the school campus and encouraged the Secondary students to participate also.

The Rota Kids and Mini Vinnie groups were involved in social justice issues in the local community and assisted in raising funds for the most vulnerable in our towns. The school also supported the Winter Appeal and the CEO Sleepout by raising funds during PJ Day as well as donating baskets of goods and blankets for the Winter Appeal.

Interact students assisted with a Dream Cricket Day for students with disabilities as well as managed a tree planting program and a Peace Pole.

The school celebrated NAIDOC day with our Puwampi Unti Kunarr dance troupe performing for our school and regional schools and events. Mitch Tambo visited our school and spoke about respect and gender issues during a highly energetic performance.

'Sista' group had it's inaugural gathering in 2022 followed by regular meeting and an excursion to Maitland Art gallery. This group celebrates women, in particular Aboriginal women and is working on a film to be completed by NAIDOC Day 2023.

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 Culture and Mission
- Learning

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

The 2022 school year saw many improvements in plant and equipment across the College. We had no capital works or major maintenance projects approved by the DSCP so all works completed were at school cost.

The Secondary library was completely refurbished with new carpets and furniture and fittings. The new space is much more inviting and conducive to practising innovative and current pedagogy. Students use the library for class work as well as study and small group research.

The construction of data walls for the tracking of student performance was undertaken by Secondary. The Primary data walls were relocated and updated each term.

Learning K-12 Focus on Data to inform practice. Continued to improve data walls and focus on students 12 months or more above or below cohort. Using the assessment waterfall structure to differentiate teaching strategies across the curriculum. Continue to use HOTS to differentiate work and access LS for assistance. Use evidence-based teaching strategies (including General Capabilities, High Impact Teaching Strategies and Higher Order Thinking Strategies) embedded in every teaching program K-12.

Catholic Formation and Mission - we used the 4 Pillars of Mission to encourage greater engagement with College Life and MJR and engaged Ryan Gato to reengage staff in the TWTL process. Reengage students in prayer life through morning prayer at pastoral and review of the placement of Mercy Minutes.

Leadership Culture - engaged with Middle Leadership Coach Eli Simpson to build leadership capacity across the College. Fortnightly workshops in Term 2.

Wellbeing - engaged in Visible Wellbeing Initiatives and the SEARCH framework to teach coping strategies and habits and goals. Reignited the Visible Wellbeing Team headed by the Leader of Wellbeing to lead staff and student learning in Wellbeing.

Priority Key Improvements for Next Year

The Key Improvements for 2023 are as follows:

Continuation of the use of data walls - update Yr 12 wall

Secondary Teachers to increase use of Formative tasks 7-10

Major Maintenance works: Drainage, Welding Bay construction, Chemical store construction and heritage building windows.

Classroom refurbishments.

Hall repaint

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

In 2022, the College was fortunately able to welcome parents back onto College grounds. Parent satisfaction can be gauged by parents' willingness to attend college and community events throughout the year.

Parents were invited to complete the Tell Them From Me survey. The feedback showed that parents felt St Catherine's is a welcoming and supportive environment where the emotional and academic needs of students are catered for.

The College maintains a strong relationship with the P&F Executive and parents. This is evidence of a productive, trusting relationship with all stakeholders working collaboratively for the good of all students.

In 2022, student enrolments increased, as did the student retention rate, which is evidence of parent satisfaction and the benefits of a K-12 setting.

Student satisfaction

Student satisfaction was measured from the Tell Them From Me survey, which highlighted areas of satisfaction in both Primary and Secondary. Students showed particular appreciation for teacher feedback and the school award system, where they expressed an understanding of how they can achieve and improve in all areas of school life.

The College provides numerous extracurricular activities such as sporting teams and pathways sports, instrument and vocal lessons, afternoon homework centres and lunchtime clubs, excursions and incursions. These contribute to student satisfaction, as evidenced by the Tell Them From Me Survey responses and in student attendance at these activities.

Parents have commented that due to the K-12 nature of the College, this has made for a smooth transition from Year 6 to Year 7. This year our Year 7 cohort has expanded to four streams, signalling hearty satisfaction from the perspective of students.

Yr 12 Leaders wrote in the year book - "We are so grateful for the support we've received from the staff, teachers and our peers at St Catherine's Catholic College over the year in our roles. Throughout our time in our role, we saw just how many people were involved in managing our school so that it may do its best for our students, and we are so blessed that we could take part in this. Through our weekly meetings with Mrs Marzol and collaboration with the staff and peers we were able to develop initiatives to create change within the College to enrich our community."

Teacher satisfaction

Through our work in Lyn Sharratt's Clarity, teachers have felt supported in establishing challenging and visible learning goals and setting high expectations for students.

Teachers have expressed their satisfaction in the amount of time and opportunities given to them and to work colleagues discussing behaviour management, programming and assessment.

Teachers were surveyed regarding their satisfaction working in their stages or teams with most complimenting the way staff work together and support each other as positives. When asked what they loved about St Catherine's these were 34 responses as follows:

- The kids the people
- Co-operating and helping staff.
- The fun supportive environment
- Great family school
- The great staff I work with and the students. I love our community spirit. Very caring and supportive.
- As an ambassadors of Christ, striving to bring faith,harmony and integrity by our actions, pedagogy and by reaching out community through various charity programs.
- Caring and helpful staff, country kids, the space, Christian atmosphere.
- Inclusive & everyone is friendly.
- The mix of ages, abilities, history, interests and patience.
- The sense of community between students, staff and parents. The dedication of teaching staff across K-12 to best support students in all areas of their growth.
- The students, my colleagues, the fact that I love going to work and teaching. I am excited to send my own children here when they are old enough - I want them to be a part of the same community I love.
- It is a beautiful place to work in and the staff are so supportive of each other and the children are so friendly and respectful.
- The K-12 cohort, the school farm, the colleagues that I teach with, the very efficient admin staff and the beautiful facilities.
- Community spirit. Being listened to and supported.
- The school community of a K-12 school.

- The friendly atmosphere and great learning opportunities.
- Staff support, really bright students in top classes, own farm that students take pride in, proximity to church that strengthens the religious component.
- Good community environment :)
- The variety of opportunities offered to students - academic, cultural, sporting, community ... the list goes on.
- The atmosphere and the acceptance that people struggle.
- As a brand new RFF music teacher, I have thoroughly appreciated the support I have had from the primary classroom teachers. Many have offered ideas and suggestions to help me with classroom management which have helped greatly. I am grateful for the instrument resources available to the students. As a peripatetic instrumental teacher, I am always thankful that the classroom teachers are so accommodating of students leaving the classroom for their lessons.
- I appreciate being able to call directly to the classroom when students haven't arrived.
- The unique K-12 educational setting.
- I love that staff have been so welcoming and willing to help when I have a problem. As a new staff member in 2022 it was a bit overwhelming to work in such a big campus with so many new staff members starting at the same time as me. I also like how we are so giving to the community around us. I also like how well we have worked as a team through all the challenges that have come with this year like covid and floods.
- The community. The majority of the students are beautiful. The people I work with are supportive and passionate.
- I have enjoyed the return to face to face learning this year.
- I love the kids! Each child brings something special and unique to our school family. Their parents are supportive of us. I love the staff. Especially in Primary, we always look after each other and share a laugh. That is important.
- The people I work with, the school grounds, the Catholic traditions and the students I teach
K-12 integration and following students through their education Leadership based on respect, support, and betterment of students and staff.
- Building positive relationships with students through both being in the classroom and out on sport days and activities with them. The friendships I have built with the staff throughout the year.
- The friendly staff and collective desire to be our best and seek improvement.
- The staff ethos - very caring, compassionate, and generous individuals who are always willing to help each other out.
- The supportive team and friendly environment.
- The ability to provide many opportunities for our students in a variety of fields.
- Friendly environment, everyone steps up to help where needed, many approachable people

When asked to rate their year out of 5 the average score was 4.26. This Average Rating shows a high level of satisfaction among staff.

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 2022 year is detailed below:

Recurrent and Capital Income 2022	
Commonwealth Recurrent Grants ¹	\$10,136,451
Government Capital Grants ²	\$0
State Recurrent Grants ³	\$3,006,710
Fees and Private Income ⁴	\$2,748,365
Interest Subsidy Grants	\$18,382
Other Capital Income ⁵	\$779,955
Total Income	\$16,689,863

Recurrent and Capital Expenditure 2022	
Capital Expenditure ⁶	\$45,725
Salaries and Related Expenses ⁷	\$11,884,880
Non-Salary Expenses ⁸	\$4,085,387
Total Expenditure	\$16,015,992

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 2022 REPORT