

2023

ANNUAL SCHOOL REPORT

SERVICE | LEADERSHIP | JUSTICE

Together in Christ



St Catherine's Catholic College

30-40 Combo Lane, SINGLETON 2330

Principal: Lauren Carlson

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 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 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: Process of obtaining data regarding student and staff formational needs and to develop methods to analyse, and respond to, this data.

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: Calm Classrooms and Engaged Learning Environments: To ensure every student is known as a person and learner and demonstrates growth in their learning every year

Goal 5: Reading Comprehension: K-10 will focus on reading and comprehension strategies to improve overall literacy outcomes across all Key Learning Areas.

Goal 6: Teacher Skills and Knowledge toward Student Engagement: Continue with Clarity focus areas K-12 to provide holistic engagement and increase of skills and knowledge across KLAs

Learning Support:

In 2023, staff focused on Professional Learning on current practices in Behaviour Management including trauma informed practices and Non-Verbal Intervention.

Additionally, the College and P&F hosted a significantly successful 'Country Fair' fundraiser, as well as many community events culminating in 'Carols on the Green' which was a popular and successful event to finish the year out.

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

St Catherine's Parents & Friends 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. We aim to create a supportive environment where everyone feels valued and involved in shaping the school's success.

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

The executive elected for 2023 were:

- President – Lori Conley
- Vice President – Sean & Felicity Dyson
- Treasurer – Heidi Tanzer
- Secretary – Erica Ledbrook
- Federation Delegate – Kylie O'Connor

2023 was a busy year for our P&F and our team displayed lots of growth within our community of family & friends. The annual Mother's & Father's Day Stalls were a heart-warming and meaningful event that always brings so much joy and happiness to families within the school community. Watching all the students choose their special gift for their Parent or Carer is truly magical. We extend our sincere thanks to all students, parent volunteers, and staff who contributed to the success of the stalls and helped make them memorable experiences for everyone involved.

Our school discos were held in May & November. They are always a highly anticipated event that brings together students, parents, carers, and staff for an evening of fun and entertainment. The Fluro themed dress up disco in November was a dazzling and unforgettable event that showcased the creativity, enthusiasm, and spirit of the school community coming together to share in moments of joy and fun. The children from K-6 always enjoy the lively music, dancing, refreshments, sausage sizzle and various activities.

Year 12 Leaders and Students participated in the organizing and sale of glow products. We want to extend our gratitude and heartfelt thanks to each and everyone of you. 2023 also showcased our inaugural SCCC Country Fair and what an amazing event it was. The support and success of the Country Fair far exceeded the P&F subcommittee's expectations significantly! It was such a joy to see so many families and smiling faces enjoying themselves on the night and to bring our College and broader community together in such a fun and

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 given. This event, like all fundraising or College events, would not have been possible without our hard-working, dedicated team of parents within our College. It truly takes a village to organise, plan, coordinate and run these events. Thank you to all our volunteers who organised donations, decorations, sponsorship, set up, pack up, the list could go on! We truly thank you from the bottom of our hearts for whatever time or capacity you were able to contribute. The support shown from our school families, teacher's and broader community was also humbling. SCCC P&F were overwhelmed and proud to announce that with the support of local business's and the community we raised \$28,444. This money will go towards the improvement of College playground facilities in which we are presently liaising with the school executive. What an Amazing result!

Over the Christmas break the P&F in conjunction with the College, paid for and installed four covered table and bench seating units in the primary area, two of which have disability access. Already they have been well utilised as a learning area across our college and provide more seating during break times.

During 2023 we also partnered with the school helping with canteen facilities at our Primary Diocesan Athletics Carnival, The Hunter Schools MTB day & M@SC Music at St Catherine's Recital.

Our annual Night on the Green saw a change in 2023. After showcasing our talented co-curricular music students at the stage performance M@SC our P&F worked alongside our very dedicated music teachers to introduce a more informal and shorter event, rebranded as Carols on the Green and it was a huge success. School families and friends brought along their chairs, picnic blanket & baskets to enjoy the night. Primary year groups accompanied by senior music students all had the opportunity to showcase their chosen Christmas Carol. It was a great way to bring our school families, friends and teachers together to celebrate and close out the wonderful year that 2023 was.

To all our volunteers – you really are the unsung heroes of our school community and we want you to know your dedication and tireless efforts are truly appreciated. Your invaluable contributions not only enhance the quality of our educational and social experiences but also instil in us the importance of giving back to others. To all the Executive, Committee Members, Parent/Carer and Family Volunteers who give so generously of themselves, we extend our heartfelt gratitude for your unwavering support, dedication, and the invaluable impact you have on our school community.

We encourage parents to get involved with the Parents & Friends Association as it offers a wonderful opportunity to actively engage with the school community. Your involvement can make a significant difference in enhancing the educational experience for all students, fostering a sense of belonging, and building stronger connections between families, teachers,

and College Executive. Joining the P&F allows you to contribute your unique skills, ideas, and perspectives, creating a collaborative environment where everyone's input is valued and appreciated. We look forward to a prosperous 2024!

Student Body Message

As leaders at St Catherine's Catholic College, we understand the great honour and responsibility that comes with leading our unique K–12 school every single day. In our role, we actively engage with students, parents, staff, prospective students, and other members of the Diocese, embracing various activities within our school community. Whether it's organizing fundraising events, participating in campus projects, or delivering speeches at assemblies to promote well-being, we welcome the hands-on aspect of our involvement.

Our collaboration with Brother Damien in 2023 allowed us to deepen our relationships throughout the community and reflect critically on our leadership style. Furthermore, the introduction of house days in the same year brought our college community together to celebrate our house patrons, Francis Xavier, Catherine McAuley, and Caroline Chisholm. These events provided valuable opportunities for reflection, learning, and celebration, with engaging activities for students K-12.

Attending the Maitland/Newcastle Diocesan Leaders Retreat provided valuable insights and knowledge from respected leaders in the Diocese, enriching our leadership journey. We proudly represented the College at various community events, including the notable ANZAC day march, demonstrating our commitment to serving beyond the school boundaries.

Our active involvement in organising St. Catherine of Siena Day activities and contributing to fundraising efforts underscored our dedication to supporting meaningful causes within our community. Regular meetings with our school Assistant Principal facilitated constructive dialogue, leading to the implementation of several suggested improvements within the school.

We extend our gratitude to the executive staff for their unwavering support of our leadership. To all current and future students, we wish nothing but the best in your academic pursuits, and to the future College Leaders, we offer our best wishes as they continue the proud 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 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 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 2023: Additional information can be found on My School website.

Girls	Boys	LBOTE*	Total Students
475	480	38	955

* 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 2023 was 86.74%. 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
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 implemented
- documented plans are developed to address the needs of students whose attendance is identified as being of concern
- the 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 2021, 60% completed Year 12 in 2023.

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 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.

Staffing Profile

Staffing Profile

The following information describes the staffing profile for 2023:

Total number of staff	124
Number of full time teaching staff	59
Number of part time teaching staff	21
Number of non-teaching staff	44

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.

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 of our profession. Professional Learning Workshops and working in Professional Learning Teams assist us to hone our craft as educators. Our focus is on building collaboration and teamwork, concentrating on student outcomes and best practice pedagogy. PLW meetings held across the year included primary and faculty meetings, faith formation survey, RE units of work, Focus on Reading workshops, Gifted and High Potential Education, Tell Them From Me data review (NSIT Benchmarking), School Improvement Planning, Professional Planning and Development meetings, Personality profiles and adjusting style for effective communication, Students of Concern, Aboriginal Education, Artificial Intelligence.

Summary of contextual whole-staff professional learning:

Beginning of Year Induction, MN Response, K-10 Wellbeing PL, Spirituality Day with Br Damien, CPR/First Aid.

Summary of CSO-directed professional learning attended by staff:

Leading for Learning Impact, New Syllabus roll-outs, LIFT Literacy, AP Learning Tour, Verbal Intervention, System Formation - Rediscovering Joy in Religion, Advanced Safeguarding, Behaviour Management, Religious Literacy Marketing, HSC Marking, RE in Catholic Schools, Autism Workshop, Accidental Counselling, Middle Leaders Workshops, Tech Ed Conference, Cultivating Classrooms, Youth Mental Health, Early Careers Health and Wellbeing, Intro to Year 9 and Year 10 RE Curriculum, Orientation to Teacher Accreditation for Early Career Teachers and Supervisors, Year 7 RE working party, Stage 6 Introduction to Studies in Catholic Thought, LIFT Literacy and Numeracy, NAPLAN refresher, Kindergarten new curriculum, Explicit Teaching of Vocabulary K-6, Youth Mental Health, Aboriginal Pedagogy, and more.

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 example set by 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 Accreditation to Work, Teach and Lead, 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 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 (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.

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,

school library reading challenges, Chess Club and competitions, and the Diocesan Debating competition, which have provided further avenues for learning.

Students have experienced success in a range of sports and events. Our students excelled in school, local community, diocesan, state and national competitions, showcasing their determination, teamwork, and sportsmanship.

Extracurricular activities play a vital role in shaping a student's character, fostering personal growth, and providing a well-rounded education that extends beyond the classroom. Lunch time and after school activities including Mini Vinnies, Rota Kids, dance club, cattle club, Tae Kwon Do, Minecraft club, Lego club, games time, and cultural group.

Many events have showcased the students at St Catherine's Catholic College. The success of events such as the inaugural Country Fair, the M@SC Performance Night, Aspire, DioSounds and Carols on the Green highlighted the many talents of our students.

Our students gained a greater understanding of being global citizens. Throughout the year, St Catherine's students connected with students from Taiwan, via Zoom. Students were given the opportunity to learn about life and education for Primary students in another country, gaining an appreciation for different cultures.

The wellbeing of our students remains paramount. We have introduced new wellbeing initiatives into the College. Our classroom teachers and Wellbeing Team, including our Pastoral Care Worker, School Counsellors and Learning Support unit, have strived to create a nurturing and supportive environment where each child can flourish.

The dedication of teachers and support staff, including unwavering support, guidance, and passion for education, have made an everlasting impact on the students' lives. Their commitment has created an environment where every child feels valued and motivated to achieve.

Parents' partnership and trust have been invaluable. Their involvement in their child's education, whether it was through volunteering, attending events, or supporting their learning journey at home, has been instrumental in their success.

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 Secondary Curriculum incorporates the curricular guidelines that the Catholic Schools Office (CSO) has established. This curriculum framework is organised according to the goals and content of each subject area as well as developing skills such as critical thinking, ethical behaviour, information technology, literacy, numeracy, interpersonal and societal competencies, and cross-cultural 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 NESAs 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:

- Aboriginal Studies
- Child studies
- Drama
- Food Technology
- Agriculture
- STEM
- Music
- Industrial Technology (Timber and Metal)
- Physical Activity and Sports Studies

Students can choose to take two electives within their stage 5 studies equating to 200 hours within RoSA credentialling. Students have the opportunity to adjust their studies to gain further experiences with the transfer to 100-hour equivalents and engage with other elective courses, 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:

Science:

- Biology
- Chemistry

- 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 distance education: Engineering studies obtaining a Band 6.

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 2023 within the College with 4 teams of 3 students within Year 10 and Year 9 representing the Maitland-Newcastle Diocese at the National STEM MAD showcase in Melbourne both in person and digitally. These students obtained runner up positions in divisions they were entered into. 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. Many students undertaking the Electrotechnology course were successful in obtaining apprenticeships either prior to or at the completion of their academic studies of the subject. Primary Industries is offered through St Catherine's College and has achieved considerable success in the applications of the course. We offer Cattle Team experiences as well as Agriculture and have a strong Agricultural presence at the College, with experienced staff. 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. Cultural achievements in 2023 saw students once again participate in regular cultural activities. These included the annual diocesan performances, DioSounds in Term 2 and the ASPIRE production in Term 3 as well as the introduction of the junior theatre makers which provided younger students the opportunity to engage with performing arts and drama. 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 participated in the National Assessment Program Literacy and Numeracy (NAPLAN). The purpose of NAPLAN is to provide information to parents and teachers about the achievements of students in 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.

From 2023, NAPLAN results are reported against proficiency standards with 4 levels of achievement to give teachers, parents and carers clearer information on how students are performing:

- Exceeding: The student’s result exceeds expectations at the time of testing.
- Strong: The student’s result meets challenging but reasonable expectations at the time of testing.
- Developing: The student’s result indicates that they are working towards expectations at the time of testing.
- Needs additional support: The student’s result indicates that they are not achieving the learning outcomes expected at the time of testing. They are likely to need additional support to progress satisfactorily.

The percentage of student achieving at Exceeding and Strong proficiency standards in NAPLAN at St Catherine’s Catholic College for 2023 is reported in the table below.

NAPLAN RESULTS 2023		Percentage of students in the top 2 proficiency standards	
		School	Australia
Year 3	Grammar and Punctuation	63%	54%
	Reading	70%	67%
	Writing	90%	76%
	Spelling	64%	61%
	Numeracy	69%	65%

NAPLAN RESULTS 2023		Percentage of students in the top 2 proficiency standards	
		School	Australia
Year 5	Grammar and Punctuation	59%	64%
	Reading	65%	74%
	Writing	68%	66%
	Spelling	60%	69%
	Numeracy	56%	68%
NAPLAN RESULTS 2023		Percentage of students in the top 2 proficiency standards	
		School	Australia
Year 7	Grammar and Punctuation	55%	64%
	Reading	68%	68%
	Writing	58%	63%
	Spelling	63%	73%
	Numeracy	65%	67%
NAPLAN RESULTS 2023		Percentage of students in the top 2 proficiency standards	
		School	Australia
Year 9	Grammar and Punctuation	48%	56%
	Reading	39%	63%
	Writing	41%	58%
	Spelling	58%	71%
	Numeracy	46%	64%

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 2023 HSC cohort consisted of 39 students, a small cohort but demonstrated excellent results. From the Higher School Certificate, significant academic achievements included Agriculture, Software Design and Development, Music 1, Mathematics Standard 2, Society and Culture, and Engineering Studies which were notable by the Band 6s that were awarded. Notably, seven students made it to the distinguished Achievers list. Additionally, St Catherine's secured Diocesan Firsts in both Agriculture and Automotive studies.

Demonstrating academic excellence, we surpassed the state average in various subjects, such as Agriculture, Biology, Business Services, Business Studies, Community and Family Studies, Drama, Industrial Technology, Investigating Science, Music 1, PDHPE, and Society and Culture.

Notably, 65% of examinations resulted in Band 4, 5, or 6 scores, while 59% of students enrolled in Extension courses achieved E3 grades or greater. All student subject selections were catered for on resulting in a retainment of 90% from preliminary to HSC. Students that exited the College were as a result of taking on apprenticeships. 89% of students in 2023 cohort received offers to university prior to Higher School Certificate examinations. All students have had varying degrees of post school success with a majority undertaking further learning.

Top 3 ATARs: 94.35, 88.55, 86

1st in Diocese: Agriculture

1st in Distance Education for Engineering Studies

Subjects performing above state average but below the performance of students sitting other HSC courses within the school: Legal Studies.

Subjects performing above state average and above the performance of students sitting other HSC courses within the school: Agriculture, PDHPE, CAPA, Investigating Science, Information Technology, Biology, Religious Education

Subjects scoring below state performance and below the performance of students sitting other HSC courses within the school: Maths Standard 2, English Advanced, Maths Advanced

Subjects scoring below state performance in NSW schools but above the performance of students sitting other HSC courses within the school: Chemistry, English Standard, Maths Extension 1

Higher School Certificate	Percentage of students in the top 2 bands (Bands 5 and 6)					
	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 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 office or at the CSO website.

Initiatives promoting respect and responsibility

When the Acting Principal entered the College in June 2023, she observed the need for Tier 1 wellbeing supports to be consistently implemented from K-12, as well as a need for a system to monitor and collect data around Tier 2 supports and interventions, with a focus on having all students engaging within their classrooms as much as possible. Thus, a Triage system was formulated where a key LSA is now phoned if a student is unable to engage in the classroom. Following conversations with the teachers, the student is triaged to the relevant support person for intervention including Leader of Wellbeing and Engagement, Leader of Learning, Learning Support, Aboriginal Education, or executive. Supports are provided and data is recorded. Student data around disengagement is reviewed every morning by the middle leadership team and check-ins occur with every student who has had difficulty engaging the day before during Pastoral time, first thing in the morning, to ensure the student understands the need for calm classrooms and engaged learning environments, check they are on-track for a positive day, and offer support as needed.

Our school values guide our whole school approach to wellbeing. We want to encourage students to live our school values of *Harmony, Faith and Integrity* by engaging in all that our school has to offer. By implementing a whole school approach to wellbeing through a vertically-streamed, house based model of pastoral care, students have been able to understand and appreciate the experiences of students outside of their own cohort. They have fostered unique relationships with students from a wide age range, and gained skills that help them to grow into confident and resilient young adults.

As the House based structures continue into 2024, we should see them become part of the fabric of our school. We should encounter more positive behaviours and attitudes from students who are more confident in expressing the ways that they feel - on both the good and bad days.

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 a positive impact on student behaviour and engagement.

The outdoor area for staff was upgraded and made to be more sheltered to provide shade from the sun and elements, so staff have the opportunity to have their lunch break outside.

The primary climbing frame/netting known as "Harry's Climb" was upgraded with new ropes and tensioning to ensure safety for students, as well as replacement soft-fall underneath. As a result of the P&F fundraising efforts across the year, new aluminium picnic tables with colourbond shading were installed on new concrete slabs in primary and secondary areas.

As a result of the Learning Support department requiring a designated office space, the room F1 was painted and refurbished to provide a space for the Learning Support Coordinator and Teachers to work, which they are very grateful for.

In the secondary school, the Art Room was refurbished with new suitably-purposed seating and tables, as well as the dark room being upgraded to become usable again following a time of disuse due to lack of modern/working equipment.

A new tractor was purchased for the school farm. AFL posts were installed in the back field to provide a permanent AFL space which the students are enjoying. New backboards and basketball and netball rings and nets were installed onto the courts.

To aid in communications for students and families, large screens were installed outside the Cottage, Primary Library, and in the administration foyer, to showcase school events, student achievements, and advertise upcoming dates, news and events.

In late-2023, the administration foyer had a modernisation/refurbishment which has received positive feedback from the community. This include frames to showcase student work displayed in the foyer. The remainder of A-block including executive offices, boardroom, staff lunchroom and staff workroom will be completed in Stage 2 and 3 of this project in 2024.

Discussions and walk-arounds were conducted toward the 2024 upgrades to painting and aesthetics around the site in preparation for the 150-year anniversary in 2025. Further discussions will occur in 2024 toward an holistic playground redesign and redevelopment to occur in 2024-2025 across all outdoor areas of the College for the enjoyment of both primary and secondary students.

Priority Key Improvements for Next Year

SCCC is applying for major capital works to cater for the ongoing growth and educational and socio-emotional needs of the student and staff population. As well as the need to cater to the expanding educational requirements as a result of student enrolment growth, the infrastructure is required to be able to involve the wider school community in the College through the hosting of events on the grounds, rather than off-site at hired premises. According to 2022 TTFM survey data, parents feel excluded from the school. The upgrade to infrastructure will enable the College to be able to welcome families and the wider community into the College on a regular basis, rather than having to hold College events and ceremonies off-site which leads to a mutual exclusivity between families and the college.

A large project the school would like to work towards is a new multi-purpose building/hall which would house whole-school events, rather than off-site venues having to be hired. The hall would also allow for indoor sports, examination hall, liturgies, school musicals and presentations, etc. The building would also contain student changerooms, a facility the college does not currently have and thus we are unable to provide facilities for students working on the farm through the Trade Training Centre, students who engage in Agriculture lessons and cattle club, nor allow for students changing for PE/Sports as per other high schools.

SCCC has also applied for major works funding for a learning support hub, an upgraded (larger) COLA with reliable sound system that can cater for the whole-school population at once, and a designated and nicer space for Aboriginal education.

In regard to minor works, St Catherine's will celebrate its 150-year celebration/anniversary in 2025. In 2023 and also across 2024, planning and upgrades to facilities are occurring in preparation for this important event, including minor repairs and painting.

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 survey to be able to find specific focus areas for both primary and secondary school and how to improve our parent engagement, as they are such different contexts.

General feedback from the community to the school in the second half of 2023 is families are pleased with the focus on Calm Classrooms and Engaged Learning Environments (as per SIP). Families want visible evidence that school-based issues such as bullying are being addressed and positive feedback is being provided. The Period Positivity project was launched and female students now have access to free feminine hygiene products.

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 2023, 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

93 Primary students completed the Tell Them From Me survey in 2022. Regarding social-emotional outcomes, SCCC students participated in sports less than the norm; many more boys than girls being actively involved in sports. Similarly, 20% less of our students participated in extra-curricular activities when compared to the norm; more girls than boys in this case. This may be due to the nature of the rural community and lesser activities being offered. Sadly, students reported feeling less accepted and valued by their peers than the

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 the TTFM mean. Hopefully, with initiatives embedded across 2023 promoting well-being, these results will improve in the 2024 survey. Students feel they have positive relationships with peers at schools, being on par with the mean. Students are above the mean when it comes to finding their learning engaging and enjoyable, but are below the mean when they rate their own effort at school.

44% 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 44%. 11% of students were confident of their skills but did not find classes challenging. The TTFM norm for this category is 11%. 38% of students were not confident of their skills and found English, Maths or Science challenging. The TTFM norm for this category is 40%. 7% of students lacked confidence in their skills and did not feel they were challenged. The TTFM norm for this category is 6%.

One major change we are seeing across 2023-2024 is shifting to the updated syllabi, and a change in assessment focus for 7-10 toward formative assessments and using this data to plan for individualised learning. There is also an ongoing focus on targeted intervention and adjustments for students with additional learning needs. The 2024 TTFM secondary student data will be interesting to compare with the 2022 results following these major foci and evolutions in pedagogy, curriculum and assessment.

Teacher satisfaction

A staff engagement survey was conducted in August 2023, led by CSO.

High level results were in the areas of:

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