

2022

ANNUAL SCHOOL REPORT

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Together in Christ



**Catherine McAuley
Catholic College**
MEDOWIE

Catherine McAuley Catholic College

Medowie Road, MEDOWIE 2318

Principal: Scott Donohoe

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About this report

Catherine McAuley 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

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

Commencing with Years 7 and 8 in 2021, the College will grow by 2025 to support young people through to Year 12. There has been significant enrolment interest in the College, commencing 2021 with 180 Year 7 students and 90 Year 8 students, with waiting lists for both cohorts. In 2022, the student population increased to 470 students across Years 7-9. The College Moral Imperative is to empower a community of confident, agile, reflective learners and our Mission is to co-create a learning environment where faith, purpose, fulfilment and joy are experienced by all. At the heart of the College are our values: Hospitality, Compassion, Courage and Faith in Action, inspiring our McAuley graduates to lead purposeful lives and contribute to a changing world.

Our college is being equipped with state-of-the-art facilities, including in 2021 the addition of Stage 2 works comprising of the Discovery Wing (Science), the Endeavour Wing (TAS), 2 sporting hardcourts and an oval. In 2022, Stages 3 and 4 of building works commenced which includes four buildings and the common courtyard area that will be the major centre for student recreation.

Included within these stages are two, 2 story buildings which house the College Library, Learning Support Centre and Senior Study. Stage 4 includes the construction of a purpose built TAS facility with a focus on Stage 6 courses of study and additional art and PDHPE spaces.

The common recreational area will provide students with a number of well-designed spaces to not only enjoy during break times but will also form outdoor class spaces which can be utilised throughout the day.

As a new school, the College continues to reimagine education to best prepare our young people to be both life-ready and career-ready. Our unique House structure (stage based), along with the learning framework underpinned by the New Pedagogies for Learning (NPD) global competencies, promotes greater learner engagement.

Additionally, the College has continued to embed 100 minute learning sessions, allowing time for deeper learning experiences, along with bespoke programs such as Learning by Design (based on design thinking principles), Learning Advisor, Year 9 Leadership and the Core+

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

Parent Body Message

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

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

This PEG commenced in Term 3 2021 and continued to meet termly in 2022 for the purpose of connecting with the College Principal and school staff to build capacity to engage in students' learning. Each meeting features a Principal's report, an opportunity for questions with notice as well as an educative component on a topic relevant to a child's learning at CMCC.

Catherine McAuley continues to offer a range of effective communication modes for parents through their use of Compass, the College Newsletter 'The Nest' and Facebook site, email communication, Zoom information sessions and livestreaming events in the Chapel such as the end of year liturgy and assembly. In 2022 the College initiated termly parent workshops which targeted core areas of the learning framework which were well attended by parents and their children who worked collaboratively together during these events.

Student Body Message

Catherine McAuley Catholic College is committed to empowering a Mercy inspired community of confident, agile and reflective learners. Key to its Mission is building a sense of agency in learners where co-creation and choice is encouraged and promoted by staff.

Support of students is evident through the day-to-day care of staff, particularly the Leaders of Wellbeing and Engagement and the Wellbeing Team which consists of a college psychologist. Additionally, the Learning Advisor is an important contact for families. In 2021 we held the inaugural Learner Led Conferences, overseen by the Learning Advisor, which places the student at the centre of their learning and replaces the traditional Parent Teacher Interviews.

Student choice is evident through the curriculum with Leaders of Learning ensuring it is embedded within programming. Surveys, such as the 'Think Big' survey in Year 8 helped

inform Year 9 (Stage 5) Elective choices, comprising of traditional and non-traditional offerings in the College's bespoke Core+ program.

In 2022 CMCC continued to embed its unique House Structure with the introduction of Watha Endeavour House (Stage 5, Years 9 & 10) and the appointment of its second Head of House. As the College grows, it will introduce Bathu Horizons House (Stage 6) in 2024. This system is designed so that Houses are the foundation of learning and wellbeing, a place of identity and belonging, and a 'school within a school'.

The College continued discussions about student leadership with a priority being to ensure all students have the opportunity to lead. In 2023 it will continue to look more deeply into leadership and its structure across the school.

School Features

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

The study clearly identified a significant demographic need as well as the local communities' real desire for a Catholic school presence somewhere on the peninsula. Recommendation three of the study was formalised for implementation: to build a co-educational, Years 7–12 secondary school at Medowie. A suitable block of land was purchased on Medowie Road and the particular vision of Bishop Bill for a precinct was realised. The land purchased would accommodate a St Nicholas Early Learning Centre, a primary school, a secondary school and a chapel to serve the educational communities and local parish community. An educational brief was developed, and this informed the design of the college.

The naming of the college was then the critical component. Given the historical roots of Irish Catholic families on the peninsula, the very strong presence of the Mercy congregation at St Brigid's, Raymond Terrace, St Michael's, Nelson Bay and St Peter's, Stockton, there was a strong argument for naming the college after Blessed Catherine McAuley. This Irishwoman, who founded the Mercy nuns, could speak strongly to the young people of today with her deep sense of social justice and her commitment to the education and healthcare of poor communities in Dublin.

When Bishop Bill officially unveiled a foundation stone and plaque to reveal the new school name on Friday 28 October 2016, the Year of Mercy, he stated: "We are building on the tradition of the Sisters of Mercy in their educational work in the area when we bestow on this newest Catholic college in our Diocese the name of Catherine McAuley Catholic College."

Student Profile

Student Enrolment

The College caters for students in Years 7-8. 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
239	221	24	460

* 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 83.18%. Attendance rates disaggregated by Year group are shown in the following table.

Attendance rates by Year group			
Year 7	Year 8	Year 9	Year 10
84.84	82.36	82.34	0.00

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.

Staffing Profile

Staffing Profile

The following information describes the staffing profile for 2022:

Total number of staff	49
Number of full time teaching staff	33
Number of part time teaching staff	3
Number of non-teaching staff	13

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

Staff Development Days in 2022 consisted of:

Wednesday 28 January: CMCC Mission, Vision & Values and College Strategic Plan 'Towards 2025' and CMCC Learning Framework

Thursday 29 January: External Facilitator New Pedagogies for Deep Learning (NPDL) and global competencies.

Friday 30 January: Compliance, accreditation and CSO PP&D process, Bespoke CMCC programs and faculty programming.

Friday 25 March: CMCC Staff Formation Day with external facilitator Anne Ferguson on the Mercy Charism and Catherine McAuley story.

Friday 23 September: Leadership development day with external facilitator Michael Elphick and Key Learning Area (subject) programming and planning for teaching staff.

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)

Catherine McAuley Catholic College's Mission is to co-create learning environments where faith, purpose, fulfilment and joy are experienced by all. When Bishop Bill officially unveiled a foundation stone and plaque to reveal the new school name on Friday 28 October 2016, the Year of Mercy, he stated: "We are building on the tradition of the Sisters of Mercy in their educational work in the area when we bestow on this newest Catholic College in our Diocese the name of Catherine McAuley Catholic College."

The Sisters of Mercy was founded in post-penal Dublin, Ireland, in 1831 by an heiress Catherine McAuley. Catherine was a woman of bold vision and courage, immense practicality, heartfelt compassion, humour and exceptional hospitality and a person of deep faith. The College has adopted the motto 'United in Mercy' with the values of Hospitality, Compassion, Courage and Faith in Action.

The College was appointed a Chaplain in 2021, Fr James Odoh, who played a key role in faith life and was an active presence in the community. In 2022, Fr Anthony Coloma was appointed as the new College Chaplain. Catherine McAuley continued with staff and student Mercy Action Groups. Prayer was embedded as a part of daily life at CMCC at the commencement at the start of the first class each day and for teachers became a routine at the start of lessons. There was a significant focus during the year on staff formation with the College Leader of Ministry preparing quality sessions to support staff in the faith life.

Liturgies were held in the Chapel with student and staff participation with some being streamed live to families. Faith Formation Fridays continued which were regularly attended by staff with a noticeable increase in participation relative to 2021. In 2022 the College introduced class and cohort masses.

Curriculum, Learning and Teaching

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.

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

In Years 7 and 8 (Stage 4) and Years 9 and 10 (Stage 5), all students study a common curriculum, which covers eight Key Learning Areas (KLAs) as detailed below. An outline of each of these Key Learning Areas is also located on the NESA Website.

In 2022 Years 7 & 8, students participated in a Learning by Design course once per cycle which is based on design thinking principles and supports the College Learning Framework underpinned by global competencies. Year 9 also engaged in a unique Leadership course once per fortnight.

In Years 9 and 10 (Stage 5), the College offers the Core + (Elective) program which provides students with choice, agency and ownership throughout their learning journey by giving them permission to explore and develop their strengths, passions and interests. These students tailor their course load to reflect their passions and future aspirations. They have numerous choices covering traditional subjects to bespoke College developed courses and online learning opportunities. Core + is a genuine point of difference for our community and one which we are excited for each student to experience.

Students in Stage 5 can choose over 2 years: 2 x 200-hour courses

- 1 x 200-hour course & 2 x 100-hour courses
- 4 x 100-hour courses

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 7	Grammar and Punctuation	18%	24%	19%	21%
	Reading	22%	27%	20%	15%
	Writing	21%	24%	27%	22%
	Spelling	29%	33%	20%	17%
	Numeracy	20%	32%	22%	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	11%	22%	25%	28%
	Reading	18%	21%	18%	24%
	Writing	15%	17%	30%	33%
	Spelling	7%	17%	22%	21%
	Numeracy	12%	20%	15%	19%

Record of School Achievement (RoSA)

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

The College had a significant focus in its opening year of ensuring all students felt a strong sense of safety, wellbeing and belonging and continued this in 2022. Leaders of Wellbeing for Years 7-9 were points of contact for students, families and staff. Additionally, the Head of House worked closely with the Leaders of Wellbeing, Assistant Principal, psychologist and Aboriginal Education Worker to ensure the best level of care for students.

The Learning Advisor session increased to weekly classes. Students met with a Learning Advisor Teacher every week in a 100-minute class targeted at developing skills, and strengths and building the confidence of each individual.

Assemblies and liturgies focussed on promoting Christian values with a particular emphasis on the College values of Hospitality, Courage, Compassion and Faith in Action. The student Mercy Action Group also continued with a focus on social justice and local initiatives.

The College held camps for both Year 7 and Year 8. The decision was made to hold a camp for Year 8 based on the fact that these students missed this extra-curricular opportunity in Year 7 due to Covid-19 regulations. Additionally, the College held a very successful Year 9 Reflection Day at Dixon Park Surf Club with well-known facilitator Chris Doyle.

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

Priorities for 2022 included the successful on boarding of 24 new staff members.

This College Annual Improvement Plan supported the Maitland-Newcastle Catholic Schools Office plan with the four domains consisting of:

Domain 1: To create opportunities for all in the community to encounter Christ and deepen values of courage, compassion, hospitality and faith in action. There was a focus on ensuring all staff complete the CSO Faith, Story, Witness program. Additionally, the provision of quality formation experiences for staff, along with deepening understanding about Catherine McAuley and our Catholic identity, particularly through the Mercy charism was made.

Domain 2: To ensure students and teachers are partners in their learning. Students can articulate the how and why of their learning and how to move forward as measured by termly review of data, such as that gained by Learning Walks and Talks. Targeted professional learning focused on the support of the system priority (Leading Learning Collaborative - Lyn Sharratt), such as learning intentions and success criteria. Staff professional learning modelled evolving practice to prioritise collaboration and experiential learning with a focus on core practices of formative assessment, anecdotal data walls and formative assessment.

The additional school identified area of the annual Improvement Plan ensured the implementation of a whole school literacy approach with the support of the appointment of a Pedagogical Mentor.

Priority Key Improvements for Next Year

The College Strategic Annual Improvement Plan for 2023 was based on two domains;

1. Catholic Identity and Catholic Curriculum

2. Learning

The College priority for Domain 1 is: The faith formation of school community members is a Christ centred, intentional, ongoing, and reflective process. The SMART goal to achieve this is:

- By the end of 2023, a range of Christ centred formation opportunities will be developed and implemented for staff and students, demonstrating evidence of growth in participant spiritual awareness.

The College priority for Domain 2 is: Writing - Specific areas: Develop sophisticated paragraph and sentence structure. The SMART goal to achieve this is: By the end of 2024, students identified in the year 7 'middle bands' will show growth in writing, as evidenced by internal and external data.

A range of evidence, including internal and external data, was used to inform these chosen priorities. The Annual Improvement Plan includes a variety of well-considered strategies to achieve these goals with listed evidence sources to demonstrate growth and achievement.

The Annual Improvement Plan includes details of a comprehensive Staff Professional Learning Plan for 2023, including staff development days and staff meetings.

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 all parents and carers had the opportunity to participate in the annual Tell Them From Me (TTFM) survey. This survey is facilitated by the Catholic Schools Office in the Maitland Newcastle Diocese. Additionally, the College engaged in an External Review, a system-wide process that is a summative point in a school's developmental cycle. External review provides schools both with the opportunity to share their improvement journey, as well as being an accountability mechanism to ensure that responsibilities to the system and to statutory bodies are met.

Parent feedback played a key role in this process which involved both individual and group interviews with an external panel, including members from the Catholic Schools Office and an external secondary Principal.

Feedback from both the TTFM Survey and External Review has been influential in assisting the College in shaping future goals, specifically through the development of the 2023 Strategic Annual Improvement Plan. A central theme of the review was parent satisfaction in relation to the quality of relationships that have evolved in the College community and the general happiness of their children at school.

Student satisfaction

Student feedback is gained regularly through weekly timetabled Learning Advisor Sessions. This feedback assists staff in continuing to develop the program so it better meets student needs with a focus on their overall wellbeing.

The TTFM Survey, along with the External Review, were significant tools used to provided valuable feedback that has assisted future planning, particularly in relation to the 2023 Strategic Annual Improvement Plan. The External Review process included a group interview to seek feedback across key areas of school life. Student feedback has indicated a strong sense of belonging and connectedness to the College with particular affirmation of school staff and the relationships that exist within the community.

Teacher satisfaction

All staff were asked to provide feedback in the TTFM survey. Additionally, the External Review process included staff interviews, with a representation of clerical, teaching staff and leadership.

The College onboarded 24 new staff in 2022 and these staff members participated in a survey to seek feedback in relation to their transition to Catherine McAuley. Feedback was particularly positive, rating high in all categories across this group. A recurring theme is the appreciation for the staff culture, including high expectations underpinned by strong sense of welcome and belonging.

High staff satisfaction is reflected in retention with 100% of staff continuing in 2023, as the College did not have any permanent staff members leave at the end of 2022.

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	\$7,268,401
Government Capital Grants ²	\$1,684,521
State Recurrent Grants ³	\$1,937,841
Fees and Private Income ⁴	\$1,594,755
Interest Subsidy Grants	\$0
Other Capital Income ⁵	\$527,002
Total Income	\$13,012,520

Recurrent and Capital Expenditure 2022	
Capital Expenditure ⁶	\$9,070,653
Salaries and Related Expenses ⁷	\$6,227,369
Non-Salary Expenses ⁸	\$4,977,214
Total Expenditure	\$20,275,236

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