

2023

ANNUAL SCHOOL REPORT

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Together in Christ



**Catherine McAuley
Catholic College**
MEDOWIE

Catherine McAuley Catholic College

Medowie Road, MEDOWIE 2318

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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 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.

There continues to be significant enrolment interest in the College, with an Expression of List for Year 7 2023 exceeding 300 families at the time of enrolment this year. In 2023, the student population increased to 630 students across Years 7-10.

The College Moral Imperative is to empower a community of confident, agile, reflective learners and our Mission is to co-create 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 continues to be equipped with state-of-the-art facilities, including in 2023 the addition of Stages 3 and 4 of building works, comprising four buildings and the common courtyard area that is the major centre for student recreation. Also included within these stages are two, 2 story buildings which house the College Ursula Frayne Library, Learning Support Centre (McAuley Hub), Senior Study and Senior Outdoor Recreation space adjacent to the library. Stage 4 includes the construction of a purpose built TAS facility with a focus on Stage 6 courses of study and additional Visual Arts and PDHPE spaces.

Additionally, the new Staff Common Room was completed on Level 1 of Coolock House and the College Hall opened late Term 4, allowing its use for key end of year events. The common recreational area provides students with a number of well-designed spaces to not only enjoy during break times but will also form outdoor class spaces which are 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 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+

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

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

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

Parent Body Message

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

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

This PEG commenced in Term 3 2021 and continued to meet termly in 2023 for the purpose of connecting with the College Principal and school staff to build capacity to engage in students' learning. Each meeting features a Senior Leadership 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 and Zoom information sessions.

In 2023, the College held an event for Mother's Day and Father's Day, Year 9 Elective Evening, Year 11 Course Information Evening and Year 6 Information Evenings, including a student orientation.

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

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

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

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

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

School Features

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 7-10. 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
301	329	25	630

* 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 87.55%. 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
87.28	88.33	86.93	87.66

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.

Staffing Profile

Staffing Profile

The following information describes the staffing profile for 2023:

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

Total number of teaching staff by NESA category

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

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

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

Professional Learning

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

Summary of professional learning at this school

Staff Development Days in 2023 consisted of:

Friday 27 January: CMCC Mission, Vision & Values and College Strategic Plan 'Towards 2025', CMCC Learning Framework & 2023 Writing Priority.

Monday 30 January: Compliance, accreditation and CSO PP&D process, Bespoke CMCC Programs, Learning Support and faculty programming.

Tuesday 31 January: CPR/Anaphylaxis and First Aid training and faculty programming and planning.

Thursday 6 April: Building staff capacity in developing students' writing skills.

Friday 30 June: CMCC Staff Formation Day with external facilitator Anne Ferguson on the Mercy Charism and Catherine McAuley story.

Friday 22 September: 2024 planning - development of 7-10 programs and scopes and sequences.

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.

In 2023, Fr Anthony Coloma continued as College Chaplain. Prayer remained an important part of daily life at CMCC at the commencement at the start of the first class each day. 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. A new staff formation offering in 2023, "Praisin' Toast". This was a book club, meeting once a term for breakfast (provided by Year 10 Food Technology students), socialisation, and faith discussion. The group read and discussed the book "Jesus: A Pilgrimage" by Fr James Martin.

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

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

Liturgies were held in the Chapel for the College community and Faith Formation Fridays continued which were regularly attended by staff. Years 8-10 had a Reflection Day, including Year 10 being led by facilitators Emmanuel Worship from Queensland. This group also worked for a day with PROCLAIM music students.

Alpha Youth was a 9-week program that created a space where students engaged in conversations about faith. These meetings were open to all as optional formation opportunities and were well attended.

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.

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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 2023 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 and Year 10 a Study Session (study skills and preparation for Stage 6) 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 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 Catherine McAuley 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 7	Grammar and Punctuation	68%	64%
	Reading	67%	68%
	Writing	61%	63%
	Spelling	75%	73%
	Numeracy	77%	67%

NAPLAN RESULTS 2023		Percentage of students in the top 2 proficiency standards	
		School	Australia
Year 9	Grammar and Punctuation	63%	56%
	Reading	67%	63%
	Writing	53%	58%
	Spelling	64%	71%
	Numeracy	73%	64%

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 99.

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

Leaders of Wellbeing for Years 7-10 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 external agencies to ensure the best level of care for students.

The Learning Advisor session continued as a timetabled class once per week. Students met with a Learning Advisor Teacher with a program targeted at developing skills, and strengths and building the confidence of each individual. The introduction of a new initiative, 'Pulse Checks', through regular student surveys identified specific areas of need which informed the program. Each cohort had a staff working party that was provided time to develop explicit comprehensive and sequential programs to meet the contextual needs of students at the College.

Every Monday, at the start of the Learning Advisor class, students meet with their Leader of Wellbeing and Engagement or Head of House. These assemblies celebrate student success and emphasise care for each other and build community.

Liturgies focused on promoting Christian values with a particular emphasis on the College values of Hospitality, Courage, Compassion and Faith in Action. The College held a camp for Year 7 and Reflection Days for Years 8-10.

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

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

"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 focus in Domain 1: Catholic Identity and Catholic Curriculum has centred on Formation, intending to create a culture of ongoing growth within the college. Initiatives have included:

- Br Damien Price Staff Meeting building capacity in leading student retreats. There was also a Service Learning workshop for key staff.
- Staff Spirituality Day with an external facilitator with a focus on increased knowledge of the Mercy charism.
- 'Praisin' Toast staff book club
- 100 AWTL days completed between January 2022 and December 2023.
- Fortnightly Faith Formation Meetings for staff.

Responding to an ongoing need to encounter staff at their point of experience, particularly noting the varied backgrounds of recruited employees, has been an ongoing effort so far in 2023. The 2022 Catholic Identity Validation process affirmed the work that has been done to date in this space, while the 2022 External Review provided a recommendation that formation opportunities are explicitly Christ centred. The above points were instrumental in shaping the SIP goal for Domain 1 over the next three years.

The process of staff formation and preparation for Reflection Days, including a preparatory session approximately six weeks prior, has been well received and has assisted staff in understanding the purpose and content of the day. While the quantitative data collected from Year 8 students did not demonstrate significant growth in their spiritual awareness, the qualitative responses to what students took out of the day demonstrated some of the desired outcomes. If this trend is repeated across years and deliveries of the program, it should be reviewed more closely for its effectiveness.

The student Alpha Youth program has been a great success, with 30 students from Wati Discovery House participating (approximately 8% of the house). Staff and student feedback (anecdotally collected) has shown great value in the conversations and reflective opportunity inherent in this program.

A new Music and Ministry program commenced in Term 3. PROCLAIM is a youth ministry initiative using praise and worship to foster personal spiritual awareness, promote opportunities for serving the community, develop musical gifts, and establish a group of missionary disciples. In PROCLAIM, a small group of student musicians gather regularly to deepen and refine their musical gifts, praise the Lord in song, and spread the Gospel through playing worship and liturgical music. This structure allows for musical selections that more clearly express the developing faith journey of each participant and their own musical taste. Through this, PROCLAIM provided opportunities to move our school community towards a deeper understanding of the truth, beauty, and goodness of God's eternal love.

The College priority for Domain 2 was: 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. "Whole staff professional learning focussed on building the capacity of both teaching and marking writing. To support this, and to serve as an internal point of data, a CMCC Writing Continuum was developed to mark learner work samples against 5 key elements of writing.

Professional learning was provided to support staff to engage with and use the continuum. This included the collection of students writing samples from each faculty across the year and the creation of collaborative marking teams to use the continuum to measure learner growth. A physical and digital data wall was established to visually measure this growth, and

termly Communication Awards awarded to those students who had demonstrated growth in their writing.

To support the teaching of literacy across all KLAs, a number of resources and processes were established to embed writing instruction as part of the College culture. Processes such as 'Literacy Sprints' were facilitated during Monday morning briefings, presented by a range of teaching staff to both demonstrate pedagogical strategies for the teaching of writing and showcase quality, subject-specific literacy instruction happening around the College. Case Management Meetings (CMM) were introduced in Term 4. A focus group of nine learners were identified from the group of middle-band learners after a detailed triangulation of both wellbeing and academic data.

Both qualitative and quantitative data indicates the success of the 2023 learning priority of improving writing. In a recent survey, 85% of staff indicated they had observed an improvement in student writing in their KLA across 2023. Further evidence on the impact of writing at CMCC was presented at the Lift Literacy Professional Learning days during Term 4 by the English, HSIE, and Science faculties are evidence of the cross-College impact the focus on improving writing has had. These observations are further affirmed by the internal data collected and presented in the digital and physical data walls at the College.

Priority Key Improvements for Next Year

The College has identified the following priorities for 2024. These priorities were identified through Senior Leadership reflections and one on one conversations with every staff member, and they support the CMCC Strategic Plan 'Towards 2025'.

CATHOLIC FORMATION & MISSION (Explicit Focus = Formation). Goal 2: 'To engage our community in quality faith formation opportunities' (cont'd staff practices with more explicit focus on students & families).

LEARNING (Explicit Focus = Learner Engagement). Goal 4: 'To ensure students and teachers are partners in the learning.' Consistency in classroom management practices and processes that focus on what teachers can do to create quality learning environments with their students, demonstrating effective instructional strategies that engage students in their learning, as well as having the skills to respond positively to low-level disruptive behaviours. Goal 7: 'Establish and embed NPD L framework within the College.' (develop cohesive whole school approach).

LEADERSHIP (Explicit Focus = Increased opportunity for authentic student leadership). Goal 9: 'To ensure an authentic culture of leadership through learner choice, voice & agency'.

PARTNERSHIPS Goal 12: 'To develop strong links with the tertiary education sector, local and global industry & community groups/individuals.'

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

Community 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

Last year all parents and carers had the opportunity to participate in the annual Tell Them From Me (TTFM) survey which will again take place next year, in 2024. This survey is facilitated by the Catholic Schools Office in the Maitland Newcastle Diocese. Additionally, the College engaged in an External Review in 2022, 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.

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. As a result of this feedback, the College has made some changes to assessment practices and parent teacher conferences that have been well received this year.

The termly Parent Engagement Group meetings have provided a good platform for parent feedback in 2023 and a central theme has been 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 addition of a periodic student survey this year, 'Pulse Checks' has provided valuable information regarding wellbeing and satisfaction.

Leaders of Learning regularly seek student feedback through surveys in their subject areas. 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. Next year, in 2024, a college priority is that of 'Leadership' with strategies designed to increase student voice, choice and agency.

Teacher satisfaction

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

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

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

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

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

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

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

Progress reflects staff perceptions about organisational performance.

Specific strengths clearly identified were:

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

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

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

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

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	\$10,455,837
Government Capital Grants ²	\$6,450,790
State Recurrent Grants ³	\$2,789,777
Fees and Private Income ⁴	\$2,355,676
Interest Subsidy Grants	\$0
Other Capital Income ⁵	\$704,651
Total Income	\$22,756,731

Recurrent and Capital Expenditure 2023	
Capital Expenditure ⁶	\$25,810,020
Salaries and Related Expenses ⁷	\$9,229,256
Non-Salary Expenses ⁸	\$7,600,132
Total Expenditure	\$42,639,408

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