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St Catherine's Catholic College (the 'College') is registered by the NSW Education Standards Authority (NESA) and managed by the Catholic Schools Office (CSO), Maitland-Newcastle. The CSO as the 'approved authority' for the diocesan registration system formed under Section 39 of the NSW Education Act (1990), is responsible for monitoring the compliance of member schools in the manner that has been approved by the Minister of Education. The Annual School Report (the 'Report'), provides parents and the wider community with fair, accurate and objective information about various aspects of school performance and development. Additionally, the Report complements and is supplementary to other forms of regular communication to the College community regarding initiatives, activities and programs which support the learning and wellbeing of its students.

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

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Dear Readers,

I commend St Catherine's Catholic College 2022 Annual School Report to you. The report highlights the aspirations and achievements of the College as well as the major events that took place in the life of the College. The Executive Staff drafted the annual School Improvement Plan in Dec 2021 which the staff ratified for implementation in 2022.

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

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

Goal 2: Formation: To offer systemic quality faith formation that builds staff capacity and inspires students, staff and

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

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

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

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

The executive elected for 2022 were:

President: Erica Janssen

Vice Presidents: Sarah

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

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

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

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

I would like to encourage all Parents and Carers

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

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## History of the School

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

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

At the beginning of 2012 the old junior site was closed and

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

461	465	44	926

\* Language Background Other than English

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

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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
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The following information describes the staffing profile for 2022:

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

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.

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.







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

During 2022 further COSI review in the area of RE and Spirituality highlighted the need to further develop Staff formation. This will be the renewed focus for 2023.

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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.

St Catherine's Catholic 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 Catholic Schools' Office Learning Framework is brings together structures that relate to quality learning and experiences in schools across the Diocese.

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

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



St Catherine's Catholic College continued the work with Clarity, a Diocesan project our school commenced in 2021. This project provided professional development and current research to all school staff by Canadian professor Dr Lyn Sharratt. Dr Sharratt states that there are 14 Parameters that focus on professional

interests and career aspirations. These courses allow them to explore and develop their skills in areas

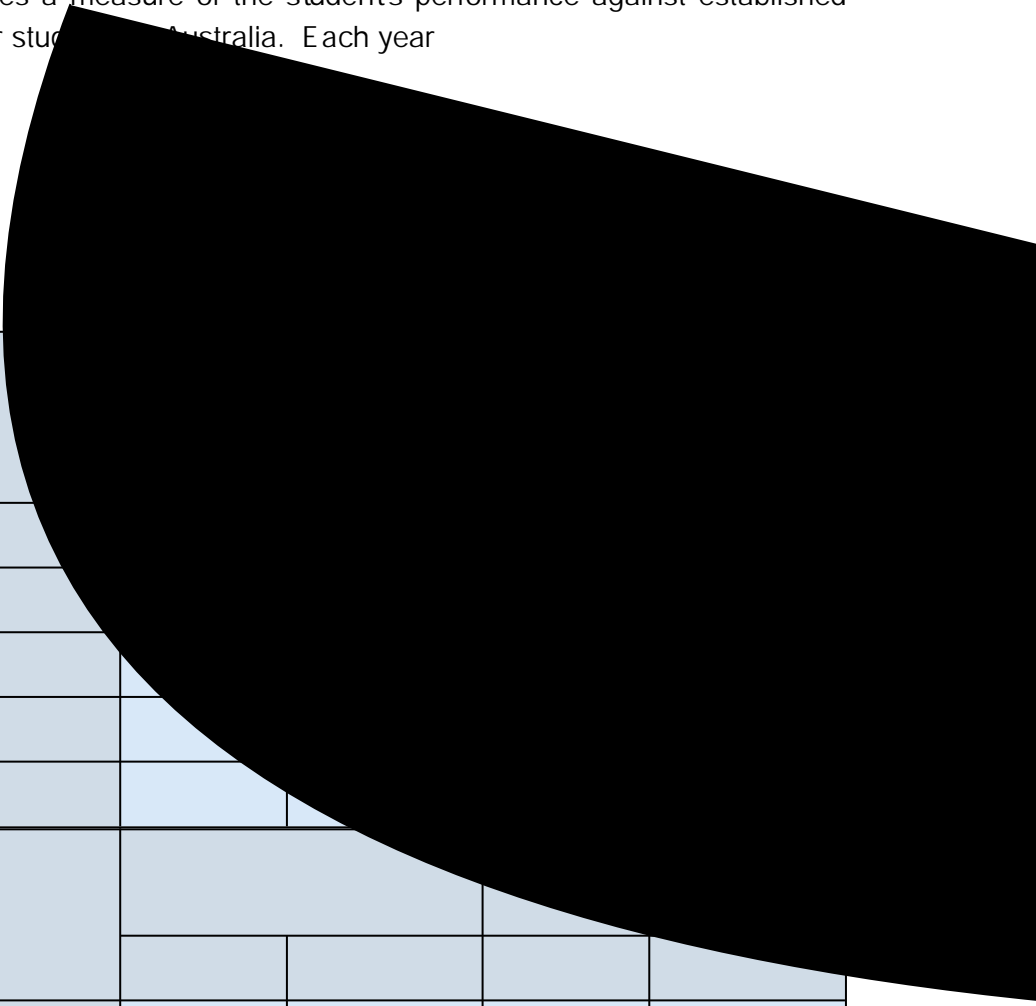
students receiving top awards in these areas. Within the classroom students also have access to sporting opportunities such as Surf Camps which align directly with learning outcomes.

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

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

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


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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

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, fromemic





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

The Key Improvements for 2023 are as follows:

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

Secondary Teachers to increase use of Formative tasks 7-10

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

Classroom refurbishments.

Hall repaint

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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.

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

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

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

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

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

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

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

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

Through our work in Lyn K... challenging and visible learning

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

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



END OF 2022 REPORT