

2020

ANNUAL SCHOOL REPORT

SERVICE.LEADERSHIP.JUSTICE

Together in Christ



St Catherine's Catholic College

30-40 Combo Lane, SINGLETON 2330

Principal: Niamh Marzol

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



www.mn.catholic.edu.au

About this report

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

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

Message from key groups in our community

Principal's Message

Dear Readers,

I commend St Catherine's Catholic College 2020 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. In consultation with the staff of the school, the Executive Staff drafted the annual School Improvement Plan in Dec 2019 which the staff ratified and worked on bringing to fruition in 2020.

The School Improvement goals were based on four domains as follows:

1. Catholic Formation and Mission which prioritised Catholic Formation and Mission and sought to nurture a Sacramental Catholic school community that is a joyful expression of Christ's love witnessed as faith in action.

a) The RSC work with College Prefects to review the 4 Pillars of Mission and associated scope of works. Stewardship, Making Jesus Real, Liturgy and Social Justice.

b) To ensure that the school is a place which provide high quality religious education that engages students meaningfully in their faith journey.

c) Review the Liturgy of Light Ceremony and the Yr12 Graduation presentation to include a K-12 perspective.

2. Learning which prioritised a shared K-12 focus on the collection and auditing of data and developing agreed practices.

a) K-12 collection and audit of student data.

Professional Learning to upskill on the collection, analysis and use of data to inform practice

b) Triangulate teacher assessment and anecdotal data with NAPLAN, PAT and LS to create data walls for students who are 2 or more years below grade level, 1 year below, at risk or 2 or more years above grade level.

c) Timely reporting and increased feedback to parents regarding their child's learning progression

d) CogAT test to be administered to all students in Years 3-9 to identify gifted students.

e) GEMs to work with identified gifted students to ascertain their area of giftedness. GEMs work with CSO to enact the GEL program.

- f) Professional Learning to support teachers' ability to use effective High Impact Teaching Strategies and Higher Order Thinking Strategies (HITS and HOTS) as well as focusing on syllabus embedded General Capabilities (GC) to deliver Quality Differentiated Teaching and Learning experiences.
 - g) Create contemporary learning spaces that reflect effective pedagogical practices.
 - h) K-12 audit of teaching Programs – General Capabilities (GC), High Impact and Higher Order Teachers Strategies.
 - i) Time allocated to allow teachers to observe and provide feedback on best practice through PP&D.
 - j) PLT groups to continue to investigate Differentiated Teaching and Learning Strategies and monitor their use of the HITS HOTS and GC.
3. Leadership which prioritised supporting succession through identifying and nurturing the growth of potential in the current leaders across the school.
- a) Engage in Middle Leader PL provided by Roisin Mc Veigh
 - b) Leaders will engage with their staff to improve pedagogy and student outcomes.
4. Wellbeing as prioritised by Investigating current researched -based teaching practices in Wellbeing and provide a scope and sequence and skeleton lesson Plans to staff.
- a) To actively engage with Visible Wellbeing initiatives and professional learning as provided by Professor Lea Waters and associates.

The goals of the SIP were met through Professional Learning Workshops held each fortnight based on Higher order thinking, High Impact Teaching Strategies and Wellbeing. We also engaged middle leader coach Roisin Mc Veigh to work with coordinators.

The staff was also divided up into cross sector Professional Learning Teams to work on policy review and to discuss professional readings.

Parent Body Message

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

The P & F association in conjunction with the school 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. Research has shown that when schools and families work together, children do better, stay in school longer, are more engaged with their schoolwork, go to school more regularly, behave better, and have better social skills. Parent engagement also results in longer term economic, social and emotional benefits.

We take this opportunity to thank every volunteer for their time in assisting us to provide and facilitate the projects and activities.

The executive elected for 2019-2020:

President: Sarah Dunn

Vice President: Brianne Leggett

Treasurer: Erica Janssen

Secretary: Melinda Mc Donald

Federation Delegate: Danielle Jones

2020 has been a busy year despite COVID restrictions. P&F were still able to provide a range of activities across the school year.

Our Mother's Day and Father's Day stalls were again very popular, even though they were virtual and managed through QKR. The children took great delight in purchasing a carefully selected gift to bring home, and the committee and helpers loved the drive by pick-ups.

During the school restricted period of Term 1 and Term 2 the P&F in conjunction with the school undertook a playground beautification project. There were many areas to work on and over a 22-week period we managed to work on the main playground area, the Infant's classroom break out spaces and the eating area for K-2. Artificial turf was laid, glued and staked down, covered in sand, brushed in and completed ready for use. A fairy garden was built by a master builder with assistance from staff, students and P&F parents. Giant coloured pencils were made, painted and installed in the new art garden area. A tee pee was made by the local Men's Shed and installed in the newly created Reading garden.

The P & F in conjunction with the school paid for and installed another 4 covered table and chair seating units. The school paid for the concrete pads for the area. These seats have been well utilised by many students at break time and has meant they have not had to sit on cold or damp concrete/grass.

At the end of the year we organised with great success our third Colour Run that entailed several obstacles and 5 colours. As COVID restrictions were still in place the Yr 12 students

ran the event on their last day. This was enjoyed by all students and staff, and judging by the smiles, squeals of excitement and the amount of colour in the air and on clothing was a brilliant day that was well received.

We have also contributed further to the enhancement of resources of our ISTEM department, allowing our budding scientists, engineers and IT students to develop their practical skills.

The Night on the Green held in December 2019 as a virtual show. The music teachers recorded the classes and small groups and the event was held with huge success, online over a weekend . The event showcased a range of musical talents and co-curricular activities. The P&F provided take home hampers for families to enjoy their 'night on the green' by screen, at home.

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

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

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

Student Body Message

As College Leaders of a unique K-12 school, it is a great honour to lead our school and represent the staff and students at special events. In our position during 2020 we were limited in the events that we could attend due to COVID cancellations and restrictions. However, we attended virtual events and met with the principal on a weekly basis to discuss our progress, wellbeing, and the general direction of the school. We endeavoured to provide students and staff with the highest quality of leadership as we completed our HSC. We were often presented with challenges, both big and small, which inspired us to create a better future of the College. We had many opportunities to be involved hands-on in our College community and interact with stakeholders of the College. As College Leaders, we are a part of the Student Representative Council, who we work closely with to achieve our goals as Leaders to improve the life of the overall College community.

We would like to give our sincerest appreciation to the executive staff for their selection of our role and their continuous support of our leadership, and wish all students, current and future,

the best of luck with their studies. We also wish future College Leaders luck and success in partaking and carrying the legacy of College Leadership.

School Features

History of the School

Between 1845 and 1874, Catholic Education in Singleton began. The initial schools were staffed by lay teachers, notably Cornelius Coglan and his wife. From 1875-1974, the Sisters of Mercy developed and built up many of the traditions and buildings that have come to be associated with St Catherine's Catholic College and what was to become 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 leased from the Sisters.

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

At the beginning of 2012 the old junior site was closed and all students and staff from Kinder to Year 4 moved into classrooms on the Combo Lane site where the dream of a K-12 Catholic College being located on one site was realised. At the end of 2019 the College had an enrolment of 903 students and is looking toward 2020 with excitement for future success.

Location/Drawing Area

St Catherine's Catholic College is located in the Upper Hunter town of Singleton, which is located on the New England Highway. St Catherine's Catholic College draws its students from the Singleton local Government Area with a small number of students coming from the Rutherford, Greta, Branxton and Belford areas. Singleton is approximately 73 kilometres from Newcastle.

Student Profile

Student Enrolment

The College caters for students in Years K – 12. Students attending this College come from a variety of backgrounds and nationalities. The following information describes the student profile for 2020: Additional information can be found on My School website.

Girls	Boys	LBOTE*	Total Students
415	490	38	905

* 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 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 2020 was 89.66%. Attendance rates disaggregated by Year group are shown in the following table.

Attendance rates by Year group												
Kindergarten	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
92.18	92.68	92.74	91.52	91.79	90.69	89.23	88.61	87.43	88.79	83.31	88.37	88.28

Managing Student Non-Attendance

Regular attendance at school is essential if students are to maximise their potential. The College, in partnership with parents, is responsible for promoting the regular attendance of students. While parents are legally responsible for the regular attendance of their children, College staff, as part of their duty of care, monitor part or whole day absences.

College staff, under the Principal's leadership, support the regular attendance of students by:

- providing a caring teaching and learning environment which fosters students' sense of wellbeing and belonging to the College community
- maintaining accurate records of student attendance
- recognising and rewarding excellent and improved student attendance
- implementing programs and practices to address attendance issues when they arise.

The Principal is responsible for supporting the regular attendance of students by ensuring that:

- parents and students are regularly informed of attendance requirements and the consequences of unsatisfactory attendance
- all cases of unsatisfactory attendance and part or full day absences from school are investigated promptly and that appropriate intervention strategies are implemented
- documented plans are developed to address the needs of students whose attendance is identified as being of concern
- the Regional Directors of Catholic Schools Office (CSO) or designated CSO officer is provided with regular information about students for whom chronic non-attendance is an issue and for whom the College's strategies have failed to restore regular attendance.

Student Retention Rate

Of the students who completed Year 10 in 2018, 58%% completed Year 12 in 2020.

Senior Secondary Outcomes

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

Senior secondary outcomes 2020	
% of students undertaking vocational training or training in a trade during the senior years of schooling	23% %
% of students attaining the award of Higher School Certificate or equivalent vocational education and training qualification	100% %

Post School Destinations

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

Two students got apprenticeships, one in construction and one as an electrician. One student is having a gap year with the RAAF and is hoping to join at the end of the year instead of taking up her deferred university position in Communications. Twenty students have begun their university placements in courses ranging from Nursing, Communications, and Business/ Economics to Linguistics, Teaching and Aerospace Engineering. A small number of students have deferred their further study and are working at local businesses.

Students are studying mainly at the University of Newcastle but are also attending Universities in Sydney, Wollongong, Armidale and Adelaide.

Staffing Profile

Staffing Profile

The following information describes the staffing profile for 2020:

Total number of staff	99
Number of full time teaching staff	44
Number of part time teaching staff	31
Number of non-teaching staff	24

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 260 teachers
- Provisional 136 teachers
- Proficient 2060 teachers

Additionally, there are approximately 3 teachers who are currently actively engaged in the submission process at the higher levels of accreditation. Teacher status at individual schools can be sourced directly from the College.

Professional Learning

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

Summary of professional learning at this school

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Monday 27 April and Monday 20 July - Visible Wellbeing - 'Where there's a Will' - Zoom to school

The entire Education Community of Singleton and surrounds - 11 schools in total, committed to a Visible Wellbeing journey with Melbourne University's Professor Lea Waters. This is a 3 year venture which began with a whole day of professional development working through the SEARCH framework and providing content around the teaching of the first element - character strengths. The cost of the project has been sponsored by Yancoal.

Staff and student activities were heavily impacted by COVID restrictions. We continued to focus on character strengths.

Monday 12 October - Moodle PLW

All staff K-12 were involved in a day of training in learning to use the Moodle Platform. This day was facilitated by expert teachers from St Catherine's who use Moodle in their everyday teaching and learning activities. The day was well received and a number of teachers experimented with the platform in Semester 2.

Friday 13 November - Spirituality Day

All staff were invited to reflect and renew their spirit through participation in a variety of organised activities that included, art, music, cooking, craft, walking, meditation, gardening and praying. Staff reported that this was 'just what they needed' and 'one of the best Spirituality days they have attended'.

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 aspire to be:

“Communities of living faith where the heart of all we do is Jesus Christ.”

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

As such, they are to:

Be truly Catholic in their identity and life;

Be centres of the 'new evangelisation';

Enable students to achieve high levels of 'Catholic religious literacy'; and

Be led and staffed by people who will contribute to these goals.

(Catholic Schools at a Crossroads, 2007)

At St Catherine's we pride ourselves on having a strong Vision and Mission. In 2020 we introduced our revised Mission and Vision statements and our aspirations for the years ahead.

In the words of St Catherine of Siena, "with endurance comes greatness" and in 2020 we have seen, heard and felt and experienced greatness in many forms.

As a Catholic school community we have maintained a place of welcome for our students, parents and staff where we strive to do our best, respond to the needs of those around us and live lives founded on the teachings of Jesus and the Gospel values that He espoused.

Vision Statement:

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

Mission Statement:

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

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

Aspiration:

St Catherine's Catholic College strives to be a Catholic community that fosters a culture of learning and continuous improvement.

Curriculum, Learning and Teaching

Primary Curriculum

The College provides an educational program based on, and taught in accordance with the NSW Education Standards Authority (NESA) syllabuses for Primary Education. The Key Learning Areas (KLAs) are English, Mathematics, Science and Technology, Human Society and its Environment, Creative Arts and Personal Development, Health and Physical Education. The Catholic Schools' Office Learning Framework is brings together structures that relate to quality learning and experiences in schools across the Diocese.

The Learning Framework provides a context for the development of learning and its key components, informed by research, are built around five essential elements:

- Continual focus on Leading Learning
- Cultures built on Collaborative Learning
- Rich and purposeful Personalised Learning
- Creating the conditions for Supportive Learning
- Building capacity through Professional Learning

2020 has been a year of great challenges and change. At the beginning of the year, as I commenced my first role of Assistant Principal, I did not envision the effects of COVID-19 and its impact on the school community. The staff dealt with the challenge of providing education for students in a situation that had never been before them. Their positive attitude, ability to adapt and their care and concern for the students is testament to their professionalism and commitment to educating the students in their class.

Ninety-five students were welcomed at St Catherine's this year and it was the first time that we have had four Kindergarten classes. It was also a first for the Kindergarten program, Successful Foundations for Success for the Early Years. This transition program was supported by the Catholic Schools Office and recognises the importance of the holistic development of a child's social, emotional, cognitive and physical needs in order to build a solid and broad foundation of lifelong learning and wellbeing.

We were fortunate to have our Japanese exchange students visit for two weeks earlier in the year. The Primary students were excited to be given lessons from the Japanese students that taught them the Japanese language, writing, arts and culture.

During COVID lockdown, the students embraced learning in a home environment. Many students used their skills and talents in the home by participating in activities such as cooking, gardening and creating a variety of learning scenarios at home. The creativity and effort displayed was amazing. Whilst this time was a difficult one for teachers, I would like to acknowledge the difficulty parents faced when having to assist students with home learning.

Thank you to the parents and carers for their support and commitment during this difficult time.

The InitialLit program was introduced into Year 1 and our school appreciated the many hours that parents put into covering the students' new decodable readers. Students attended the Hunter Life Education Van to see Harold and hear the messages of healthy habits and healthy living. Year 3 - Year 6 participated in the Maths Olympiad and Year 5 and Year 6 students entered the Newcastle Permanent Mathematics Competition. Our school achieved outstanding results in both competitions. All Primary students have been taught Music from specialist music teachers as part of each teacher's Release from Face-to-Face.

Our Primary students have had many opportunities to work with staff in the High School. Year 6 students worked closely with Primary teachers and our school's Careers Advisor as part of the Become Me Program. Our school's Agriculture teacher coordinated Year 6 to design and paint a fibreglass koala as part of the Archibull Prize Competition. Lunchtime clubs were put on hold due to COVID restrictions, but we were able to hold an in-class gardening club through the senior school's HSIE department.

Visible Wellbeing is a whole school evidence-based approach to developing and sustaining student, staff and community wellbeing. Our Visible Wellbeing team has implemented a number of activities and programs throughout the year to link wellbeing and learning and support the students to fulfil their potential and flourish.

Our Gifted Education Mentors have had a busy year organising our school's Gifted Education program across the Primary School. This work will continue into next year.

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 CSO's Statement on Authentic Learning outlines our beliefs about how students learn. It provides a foundation for teachers, school leaders and system leaders as they aspire to enable learning which engages and empowers students to become lifelong learners, who contribute to society, and the wider world, as active and discerning citizens.

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to enable learning which engages and empowers students to become lifelong learners, who contribute to society, and the wider world, as active and discerning citizens.

Secondary students are timetabled 6 period days with a fortnightly rotation. All mandatory hours are adhered to and NESA requirements are covered.

Students are offered Japanese as a language to study and have cultural exchange with our sister school Wakayama Chiben High School in Wakayama Prefecture, Osaka. A cohort of

12 Japanese students visited our school in February and were immersed in language, culture and the Australian lifestyle as they were billeted by families.

The Trade Training College continued to offer placement in Electrotechnology through the ACC, Hospitality through SHS, Automotive and Construction through Singleton TAFE and Primary Industries through St Catherine's College. We offer Cattle Team experiences as well as Agriculture as we have a working farm and a very dedicated staff. Participation at most shows planned for the year was impacted by COVID restrictions. Students did get to the Maitland Show in February and enjoyed success with cattle showing and Junior Judging competitions.

We have a strong Creative Arts program supported by the Upper Hunter Conservatorium and various peripatetic music teachers. Students can access lessons in most instruments and in voice. Lessons are affordable and the timetable is rotational. Drama performances in 2020 were impacted by COVID and students were only able to participate in practical workshops, looking at new and creative ways to make theatre without an audience. In 2020, despite the challenges thrown up by COVID, three students were selected to perform in ASPIRE.

In HSIE, incursions such as Medieval Day, Law Week and Mock Trial were suspended and students were encouraged to participate in on-line environments in ways that inspired them to become more fully immersed in their core activities. Online learning environments were used to engage students in activities such as tracking their water usage, making rain gauges, gardening sessions and archaeological skills.

Students were unable to participate in sporting competitions due to COVID restrictions. Similarly, debating and public speaking competitions at a Diocesan level were all put on hold. However, the creativity allowed by the use of digital platforms was explored by English teachers in all classrooms.

Student Performance in Tests and Examinations

The National Assessment Program Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 3, 5, 7 and 9. NAPLAN assessment results provide valuable information about student achievements in literacy and numeracy. An analysis of these results assists the School's planning and is used to support teaching and learning programs.

Due to the impact of Covid-19 this year, the Education Ministers agreed that NAPLAN would not proceed in 2020. This decision was taken to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, including potential online and remote learning.

Higher School Certificate (HSC) Diocese

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

NB: A number of new syllabuses were implemented this year which means there was a change in either subject name and/or course number. For this reason, results from previous years may appear as 0%. Some courses no longer run and therefore will show as 0%.

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HSC Accomplishments include:

BAND 6

Music 1.X 4

Mathematics Advanced X4

Mathematics Extension 1 X 2

Mathematics Standard 2 X 1

Mathematics Standard 1 X 1

English Extension 2 X1

Industrial Technology X1

Legal Studies X2

Other achievements by Year 12 students:

- Music 1 – all students achieved Band 5 or Band 6 results
- Drama = all students achieved Band 5 results
- Visual Arts = all students achieved Band 5 results
- Retail Services = all students achieved Band 5 results

Above state average results in:

Music 1, Visual Arts, English Standard, Modern History, Legal Studies, Mathematics Standard 2, PDHPE, Studies of Religion 1, Biology, Chemistry, Physics,

The overview of ‘Overall School Result’ identifies the school to be in the **Zooming Quadrant** with students performing above the State Average and having a Higher Comparative Learning Gain than similar students.

Higher School Certificate	Percentage of students in the top 2 bands (Bands 5 and 6)					
	2018		2019		2020	
	School	State	School	State	School	State
Auto Exam Mech Tech	-	-	-	-	0 %	14 %
Biology	17 %	37 %	0 %	32 %	11 %	31 %
Business Studies	43 %	37 %	0 %	33 %	25 %	35 %
Chemistry	17 %	42 %	0 %	46 %	40 %	43 %
Community & Family Studie	38 %	29 %	100 %	37 %	67 %	34 %
Dance	100 %	55 %	-	-	56 %	58 %
Design and Technology	50 %	47 %	50 %	47 %	50 %	47 %
Drama	50 %	42 %	0 %	44 %	100 %	47 %
Electrotechnology Exam	22 %	11 %	0 %	15 %	22 %	18 %
Engineering Studies	0 %	36 %	-	-	50 %	34 %
English (Advanced)	42 %	63 %	0 %	62 %	47 %	63 %
English (Standard)	0 %	15 %	0 %	12 %	0 %	12 %
English Extension 1	100 %	96 %	100 %	94 %	100 %	93 %
English Extension 2	-	-	0 %	80 %	83 %	82 %
Hosp Exam Kitch Op & Cook	-	-	-	-	0 %	36 %
Industrial Technology	100 %	23 %	-	-	50 %	24 %
Investigating Science	-	-	-	-	67 %	28 %
Japanese Continuers	-	-	-	-	0 %	56 %
Legal Studies	38 %	45 %	40 %	42 %	57 %	40 %
Mathematics Advanced	-	-	-	-	88 %	53 %
Mathematics Extension 1	100 %	80 %	0 %	80 %	80 %	75 %
Mathematics Standard 1 ex	-	-	-	-	100 %	16 %
Mathematics Standard 2	-	-	23 %	24 %	38 %	25 %
Modern History	50 %	42 %	0 %	40 %	33 %	37 %
Music 1	67 %	65 %	100 %	66 %	100 %	64 %
Personal Dev,Health & PE	50 %	33 %	0 %	32 %	50 %	34 %
Physics	0 %	34 %	0 %	37 %	40 %	41 %
Retail Services Exam	-	-	-	-	100 %	8 %
Software Design & Develop	0 %	37 %	0 %	45 %	0 %	38 %

Studies of Religion I	40 %	37 %	0 %	46 %	50 %	44 %
Studies of Religion II	42 %	41 %	0 %	45 %	0 %	44 %
Tourism Travel Events Exm	-	-	-	-	0 %	20 %
Visual Arts	50 %	53 %	67 %	63 %	100 %	65 %

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 2020, the number of students issued with a RoSA was 2.

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 Well being and Pastoral Care Policy.

The Wellbeing and Pastoral Care Policy 2017, 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.

The Pastoral Care and Wellbeing Policy for Students can be found at www.mn.catholic.edu.au/about/policies

There were no changes to the policy in 2020.

Behaviour Management and Student Discipline Policy

The College's policies and procedures for the management of student behaviour are aligned the CSO [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 at this link.

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 at this link.

Initiatives promoting respect and responsibility

The journey is never easy, as so often the values promoted and seen as acceptable within the community overall promote materialism, consumerism and personal status determined by wealth. The College is very keen to promote the values of respect and responsibility. We encourage the students to be aware of the plight of others. In 2020 we supported Caritas, Project Compassion, St Vincent de Paul, Red Cross, Red Shield, Bush Fire Appeal, Flood Appeal and Legacy.

During 2020, the Welfare and Pastoral Care program focused on relationships, digital citizenship, anti-bullying, leadership development and acknowledgement of the good in ourselves and in others. Character strengths were highlighted as a tool to promote wellbeing and as a strategy to flourish. Wellbeing experiences were encouraged throughout the year to focus on the wellness of peers.

College Assemblies have also been used to celebrate the achievements of students and further reinforce messages of wellbeing.

The College supports the work of the St Vincent de Paul Society with an active Mini-Vinnies group of Yr 5 and 6 students. These students meet fortnightly and coordinate Easter raffles, Winter Soup and Blanket Appeals and Christmas Hamper Appeals with generous support from the College community. The College also participates in the Vinnies Winter CEO Sleep-Out by hosting a PJ Day and donating funds to the cause.

St Patrick's Parish Singleton and Fr Thomas Chirackal, students and parishioners formed a parish-college Social Justice group, the Hope Tree Group in 2019. This group aimed to support the needs of people and projects within and beyond the community through prayer and action, including financial support for designated charitable projects. The group's activities were restricted due to COVID.

Year 11 were unable to fulfill their Christian service responsibilities due to COVID.

School Improvement

The College implements the systems 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 Plans and School Improvement Plans are future focused documents that map the College's directions, aimed specifically at improving educational and pastoral outcomes for all students through the following areas:

- Catholic Formation and Mission
- Learning and Teaching
- Leadership
- Wellbeing and Partnerships

Each year, the College develops an Annual Improvement Plan indicating the intended key improvements for student learning outcomes. A copy of the Strategic Improvement Plan and the Annual Improvement Plan may be obtained from the College administrative office.

Key Improvements Achieved

The College implements the systems 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 Plans and School Improvement Plans are future focused documents that map the College's directions, aimed specifically at improving educational and pastoral outcomes for all students through the following areas:

- Catholic Formation and Mission
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- Wellbeing and Partnerships

Each year, the College develops an Annual Improvement Plan indicating the intended key improvements for student learning outcomes. A copy of the Strategic Improvement Plan and the Annual Improvement Plan may be obtained from the College administrative office.

Promoting Catholic ethos and culture by acting on recommendations/suggestions by development of a Liturgy team and reviewing the Pastoral Care Policy. Reworking the Policy and Procedures to launch a K-12 framework for behaviour management.

K-12 focus on Writing with teachers participating in NAPLAN Marking Simulations. Students to complete Writing tasks to pre- and post-assess using common criteria. The development of agreed learning practices with teachers displaying and using 'Learning Intentions' and 'Success Criteria' in every lesson/session.

Ensure a stable and functional model of College Leadership with clear role statements for all members. All teachers to engage in PP&D process, including documentation with launch to staff with electronic copy.

Register PL as appropriate via NESAs, develop Middle Leadership capacity.

The College Mission Statement with a clear link to our Vision Statement was rewritten with a draft given to staff and parents for comment and endorsement.

Our school grounds have had a major makeover throughout 2020 and it has been wonderful to see the students lying on the new synthetic grass or sitting in the new areas of the playground whilst playing games together. A fairy garden has been very popular with students from Kindergarten through to Year 6. We have had mud kitchens installed, a dry riverbed constructed, new cricket nets built, Harry's Climb and the tunnel have been improved, and new playground games and equipment introduced. A big thank you must go to all those involved including Mrs Marzol, Mr Sharkey, the P&F, staff, parents, students and volunteers. The playground is a daily reminder of what a wonderful school we have and what can be achieved when we work together here at St Catherine's.

Priority Key Improvements for Next Year

Learning

K-12 Focus on Data to inform practice. Collaborative construction of Data Walls.

Differentiated teaching strategies across the curriculum.

Evidence-based teaching strategies that embed the watermark - High Expectations in every teaching program K-12.

The implementation of Walk Throughs and Data walls supporting the College's involvement in the work of Lyn Sharratt's Clarity.

Catholic Formation and Mission

Review the 4 Pillars of Mission to encourage greater engagement with College Life and MJR

Review the Liturgy of Light to include K-12 participation.

Leadership Culture

To engage with Middle Leadership to build leadership capacity across the College through Strategic Improvement Team and Leaders of Learning/Coordinator meetings

Wellbeing

To fully engage in Visible Wellbeing Initiatives.

The Visible Wellbeing Team headed by the Leader of Wellbeing to lead staff and student learning in Wellbeing over the next three years.

To establish a consistent approach to wellbeing that is understood by staff, families and students.

Community Satisfaction

The opinions and ideas of parents, students and teachers are valued and sought. Their suggestions are incorporated into planning for and achieving 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. At the beginning of each review phase school's undertakes extensive surveying of all stakeholder groups. This data is shared with the school community and contributes to the priorities for future planning.

Parent satisfaction

For such a tough year with lock downs, restrictions, and changes to everyday lives, our 2020 P&F committee did their absolute best to bring some relief, normality and fun to our school with so many positive additions.

Parent satisfaction is high. We have an active P&F body, that provide much support to our school by assisting us to provide exceptional educational experiences and resources through fundraising and friend raising.

"There is lots of joy to be found in seeing the P&F projects and activities come to life. It is an opportunity to positively collaborate with the school executive".

"Thank you for the wonderful support you have given to my child this year. They have flourished at St Catherine's".

"We couldn't be happier, our children love coming to school."

As Principal I attend the monthly P&F meetings and I glean from those meetings that the level of parent satisfaction is high.

The "Tell from me survey" also gave us positive data that confirmed parent and student satisfaction.

"Despite the challenges, it has been a year of great achievement. Our students have been given many opportunities to learn and to flourish. This has been achieved by the support of many people, working together to provide quality education for each child. Thank you to the teachers, support staff and administration staff. The care, professionalism and enthusiasm that each person brings to the College each day is valued. Thank you to the Primary Leaders and House Leaders for their leadership and the way they have performed their role."

"Thank you to the P&F and parent community. Your support and assistance are appreciated. Thank you to the St Patrick's Parish community, Father Thomas and Father Anthony, for their support throughout the year. Thank you to the College Executive and Catholic Schools Office."

Student satisfaction

Students reported a high level of satisfaction through anecdotal evidence and the Tell them From Me survey.

Student quotes:

"This year at St Cath's was great! I made new friends, learned new things and met cool teachers."

"I enjoyed Science week activities and sport."

"Something I enjoyed this year was all the different sports we play. It always feels great to get outside."

" A favourite memory is making a whole heap of new friends."

" Something I have enjoyed this year is getting to learn new things and meet new people. I have also had great fun and have made meany memories with my friends and teachers."

Teacher satisfaction

Teacher level of satisfaction is high.

Teacher quotes:

"I enjoy the sense of community and knowing that we are all here for each other."

"I loved having the children come back into the classroom after home schooling."

"I enjoyed the challenge of learning a digital platform and a new pedagogy to interact with my students."

"I loved the extra support and appreciation the parents showed to teachers during COVID lock down."

"I appreciated the time taken by the executive and school community to foster staff wellbeing - evident through the Term 4 Spirituality Day."

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 2020 year is detailed below:

Recurrent and Capital Income 2020	
Commonwealth Recurrent Grants ¹	\$9,475,956
Government Capital Grants ²	\$0
State Recurrent Grants ³	\$2,749,821
Fees and Private Income ⁴	\$2,202,290
Interest Subsidy Grants	\$19,949
Other Capital Income ⁵	\$646,923
Total Income	\$15,094,939

Recurrent and Capital Expenditure 2020	
Capital Expenditure ⁶	\$60,426
Salaries and Related Expenses ⁷	\$10,360,998
Non-Salary Expenses ⁸	\$3,905,570
Total Expenditure	\$14,326,994

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 2020 REPORT