

2021

ANNUAL SCHOOL REPORT

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**Catherine McAuley
Catholic College**
MEDOWIE

Catherine McAuley Catholic College

Medowie Road, MEDOWIE 2318

Principal: Scott Donohoe

Web: <https://www.medowiecmcc.catholic.edu.au/>

About this report

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

Detailed information about the College's improvement journey is documented in the 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

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

Commencing with Years 7 and 8 in 2021, the College will grow by 2025 to support young people through to Year 12. There has been significant enrolment interest in the College, commencing 2021 with 180 Year 7 students and 90 Year 8 students, with waiting lists for both cohorts. Our 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 is being equipped with state-of-the-art facilities, including in 2021 the addition of Stage 2 works comprising of the Discovery Wing (Science), the Endeavour Wing (TAS), 2 sporting hardcourts and an oval. As a new school, the College has reimagined 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 (NPDL) global competencies, promotes greater learner engagement.

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

Parent Body Message

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

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

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

Catherine McAuley implemented a range of effective communication modes for parents through their use of Compass, the College Newsletter 'The Nest' and Facebook site, email communication, Zoom information sessions and livestreaming events in the Chapel such as the end of year liturgy and assembly. When restrictions were eased, CMCC hosted families onsite for college tours and information sessions.

While the Covid lockdown presented some challenges, the College provided regular updates to families and sought feedback from parents via surveys. Staff contacted families through email and personal phone calls when necessary to check on students, particularly those of concern highlighted through daily monitoring of attendance and engagement.

Catherine McAuley will further develop opportunities for parent and family engagement and looks forward to hosting families onsite more regularly in 2022. It is planning on offering termly information sessions and parent workshops which will target core areas of the learning framework.

Student Body Message

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

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

Student choice is seen through the curriculum with Leaders of Learning ensuring it is embedded within programming. Student voice was activated through the development of 'Focus Groups' where feedback was sought in relation to different areas of college life. Surveys were also conducted, such as the 'Think Big' survey in Year 8 which helped inform

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

CMCC commenced its unique House Structure with the introduction of Wati Discovery House (Stage 4, Years 7 & 8) and the appointment of its first Head of House which is a new position in the diocese. As the College grows, it will introduce both Watha Endeavour House (Stage 5) and 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 commenced discussions about student leadership with a priority being to ensure all students have the opportunity to lead. In 2022 it will continue to look more deeply into leadership with the introduction of a specific leadership program in Year 9 in the curriculum.

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 the it would respond.

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

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

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

Student Profile

Student Enrolment

The College caters for students in Years 7-8. Students attending this College come from a variety of backgrounds and nationalities. The following information describes the student profile for 2021: Additional information can be found on My School website.

Girls	Boys	LBOTE*	Total Students
129	140	15	269

* 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 2021 was 90.00%. 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
90.26	89.74	0.00	0.00

Managing Student Non-Attendance

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

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

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

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

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

Staffing Profile

Staffing Profile

The following information describes the staffing profile for 2021:

Total number of staff	30
Number of full time teaching staff	20
Number of part time teaching staff	1
Number of non-teaching staff	9

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

Staff Development Days in 2021 consisted of:

Wednesday 27 January: CMCC Mission, Vision & Values and College Strategic Plan 'Towards 2025'

Thursday 28 January: CMCC Learning Framework - New Pedagogies for Deep Learning (NPDL) with external facilitator and NPDL co-founder Max Drummy (via Zoom)

Friday 29 January: Compliance, accreditation and CSO PP&D process, Bespoke CMCC programs & Learner Led Conferences at CMCC

Thursday 1 April: Office of Safeguarding Child Protection Training

Monday 30 August/ Tuesday 31 August: CMCC Strengths, Weaknesses, Opportunities, Threats (SWOT) process with external facilitator Michael Elphick. 2 x 3 hr sessions for all staff during home learning period.

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)

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

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

The College was appointed a Chaplain, Fr James Odoh, who played a key role in faith life and was an active presence in the community. In 2021, Catherine McAuley commenced staff and student Mercy Action Groups. While Covid disrupted the regularity of these meetings, the College will ensure these groups are scheduled to gather in 2022. Prayer was a part of daily life at CMCC at the commencement at the start of the first class each day and for many teachers, it became routine at the start of lessons.

Liturgies were held in the Chapel with student and staff participation and during home learning, they were conducted online weekly with an invitation to staff, students and parents.

At the end of the year, liturgies were live streamed to all families for Years 7 & 8. The Leader of Ministry initiated Faith Formation Fridays in the Chapel which were regularly attended by staff and open to students. In 2022 the College will endeavour to introduce class masses and continue to hold whole school liturgies.

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 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.

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 Bathu 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.

2021 Curriculum Stage 4 Wati Discovery House (Stage 4, Years 7 & 8)

Year 7:

- English
- Mathematics
- Science
- Religious Studies
- Human Society in its Environment (HSIE)
- Personal Development, Health & Physical Education (PDHPE)
- Languages
- Visual Arts

Year 8:

- English
- Mathematics
- Science
- Religious Studies
- Human Society in its Environment (HSIE)
- Personal Development, Health & Physical Education (PDHPE)
- Languages
- Music

In addition to the mandatory curriculum courses, CMCC also implemented bespoke courses in both Years 7 & 8 of Learning by Design (based on design thinking principles) and Learning Advisor. The Learning Advisor program allowed students to meet with their learning advisor teacher and develop skills such as feedback, self-assessment and discuss where they are at in their learning. Students developed study skills and had the opportunity to further develop the NPDL competencies such as character, collaboration and citizenship. Learning advisors also work one-on-one with the students to prepare them for their learner led conferences.

Learning Support at CMCC

Catherine McAuley Catholic College believes that a strong partnership between parents, students, staff and external specialists is essential to ensure the best care and education for its students. There has been a focus on the use of language in establishing Learning Support at the College, with the term Inclusive Pedagogies being adopted, along with the title McAuley Hub.

While the primary focus is to support students with disabilities, care was provided for students with a diverse range of needs, including learning difficulties and mental health / social-emotional needs.

The support that students receive is mostly based on their individual level of need and they are integrated into mainstream classes with the necessary support. This level of support is determined through a collaborative planning process involving parents/families, learning support staff and advice from external specialists and the Catholic Schools Office.

In 2021, there were a number of students in Years 7 and 8 who had Individual Learning Plans (ILPs) developed to support them, overseen by allocated staff Case Managers. In-class and external support was offered at individual and group levels.

Student Performance in Tests and Examinations

NAPLAN

Students in Years 3, 5, 7 and 9 across Australia participate in the National Assessment program Literacy and Numeracy (NAPLAN). The purpose of this test is to provide information to parents and teachers about the achievements of students in aspects of Literacy and Numeracy. The test provides a measure of the student's performance against established standards and against other students in Australia. Each year the results are analysed by the school to inform teaching with a view to improving student performance.

The Commonwealth Government sets minimum acceptable standards for literacy, numeracy, reading, writing, grammar, punctuation and spelling at particular ages. These are referred to as national minimum standards. Student performance in NAPLAN in our school is compared to these standards.

NAPLAN RESULTS 2021		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 7	Grammar and Punctuation	22%	26%	22%	22%
	Reading	25%	28%	18%	17%
	Writing	20%	20%	27%	25%
	Spelling	24%	32%	16%	15%
	Numeracy	30%	33%	15%	17%

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 2021.

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 College had a significant focus in its opening year of ensuring all students felt a strong sense of safety, wellbeing and belonging. Years 7 & 8, as the first students at the College, were allocated two Leaders of Wellbeing who were key points of contact for students, families and staff. Additionally, a new leadership role in the diocese was introduced at Catherine McAuley which was that of Head of House. The Head of House worked closely with the Leaders of Wellbeing, Assistant Principal, psychologist and Aboriginal Education Worker to ensure the best level of care for students.

Student Focus Groups met throughout the year with the principal, Assistant Principal and Head of House to seek feedback from students in relation to their wellbeing and learning. Additionally, students met with a Learning Advisor Teacher every fortnight in a 100-minute class targeted at developing skills, and strengths and building the confidence of each individual.

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

Unfortunately the Year 7 camp was cancelled due to Covid. During the period of home learning, attendance and wellbeing was carefully monitored and daily phone calls were made to families where there were some identified concerns. The College Facebook site ran daily 'Shout Outs' from staff members which were lighthearted in nature, aimed at increasing the morale of students, and were very well received by families.

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

As a new school, the Leadership Team developed the College Strategic Plan in Term 4 of 2020. This Strategic Plan supports the Maitland-Newcastle Catholic Schools Office plan and was titled 'Towards 2025' which will see the graduation of the College's first Year12 cohort. The four domains consisted of:

Domain 1 - Catholic Formation & Mission

Aspiration for Domain 1: Nurture a Mercy-inspired community that cultivates our values of hospitality, compassion, courage and faith in action.

Domain 2 - Learning

Aspiration for Domain 2: Co-create a joyful learning experience that honours, empowers and celebrates all learners.

Domain 3 - Leadership

Aspiration for Domain 3: To inspire and achieve learning excellence that nurtures reflective leadership.

Domain 4 - Partnerships

Aspiration for Domain 4: To strategically foster sustainable and reciprocal community/industry partnerships.

Underpinning all domains is Wellbeing which is enhanced through a strengths-based approach where members of our community experience meaningful participation. Our co-created learning experiences purposefully aims to maximise access and opportunities for all.

Key achievements include the introduction of longer high quality 100-minute learning sessions with a variety of pedagogical practices embedded, evident and visible in each classroom. Formative assessment practices were embedded in Stage 4 with the successful introduction of Anecdotal Data Walls and Common Moderation. A clear and consistent approach to deconstructed Learning Intentions and co-constructed Success Criteria was adopted by teachers. Additionally, there was a strong focus on learner agency with the successful introduction of Student Led Conferences replacing the traditional Parent Teacher Interviews. Underpinning the Learning Framework was the adopting of New Pedagogies for Deep Learning (NPDL) with the embedding of the 6 global competencies (Character, Collaboration, Citizenship, Creativity, Communication & Critical Thinking) in learning programs. There was an explicit focus on Character for Year 7 and Collaboration for Year 8.

Priority Key Improvements for Next Year

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

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

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

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

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

Parents were surveyed throughout the year with a very positive response rate, particularly in relation to the welcoming and inclusive nature of the school. During home learning, weekly surveys indicated a high satisfaction rate from parents. Additionally, during this period of time, staff members, notably Leaders of Wellbeing, regularly contacted home to check in on students of concern.

The College engaged the services of the Family Liaison Officer from the CSO, to meet with parents to discuss family engagement at CMCC through either a P & F model or Parent Engagement model (PEG). Parents opted for the PEG model which commenced in Term 3 with another meeting in Term 4. Both meetings were very well attended with positive participation and contributions.

Next year the College will participate in an External Review which will allow for more comprehensive feedback across all areas of college life.

Student satisfaction

Regular student Focus Groups were facilitated to receive feedback about key areas of school life, particularly wellbeing and learning. The data highlighted that there was a strong affirmation of -

- teachers and their classroom practice
- the introduction of longer learning sessions (daily 3 x 100 minutes)
- relationships within the College community, particularly between staff and students
- the pride students take in their new school
- the new facilities

Teacher satisfaction

The College conducted a SWOT (Strengths, Weaknesses, Opportunities, Threats) analysis later in Term 3 with all staff facilitated by external consultant, Michael Elphick. This process clearly demonstrated a very high level of satisfaction of teachers with school culture noted as a strength. Culture was also noted as a threat with the on boarding of a large number of new staff in 2022.

Teacher feedback about key learning practices was very positive. This included longer learning sessions (3 x 100-minutes) and formative assessment practices, along with the introduction of Student Led Conferences which were designed to empower learners.

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 2021 year is detailed below:

Recurrent and Capital Income 2021	
Commonwealth Recurrent Grants ¹	\$4,740,843
Government Capital Grants ²	\$2,920,692
State Recurrent Grants ³	\$1,297,042
Fees and Private Income ⁴	\$783,881
Interest Subsidy Grants	\$0
Other Capital Income ⁵	\$284,992
Total Income	\$10,027,450

Recurrent and Capital Expenditure 2021	
Capital Expenditure ⁶	\$12,706,701
Salaries and Related Expenses ⁷	\$3,455,029
Non-Salary Expenses ⁸	\$3,549,683
Total Expenditure	\$19,711,413

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 2021 REPORT