

2021

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>

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 2021 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 2020 which the staff ratified and worked on in 2021.

During the year the School Improvement team worked on the COSI self review. The three areas of focus were Catholic Culture benchmarks, an Implicit Improvement Agenda and Effective Pedagogical practices.

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

1. Catholic Formation and Mission which prioritised working with the College leaders to review the 4 Pillars of Mission. Establishment of Rota Kids, and the continuation of Mini Vinnies to continue the work in social justice was also prioritised.
2. Learning which prioritised a shared K-12 focus on data and triangulation of NAPLAN, PAT and CogAT data. Putting faces on the data and using case management meetings to discuss student progress. Clarity parameters #1, #6 & #14 were highlighted as PLW opportunities. A continued focus on High Impact teaching strategies and Higher Order Thinking was documented.
3. Wellbeing which documented the need to create a scope and sequence and implement specific learning goals and content. Our association with VWB and Professor Lea Waters continued in a COVID manner during the year.

The goals of the SIP were met through Professional Learning Workshops held each fortnight based on the 14 Parameters and the SEARCH framework for Visible Wellbeing.

The staff mainly worked in a K-12 capacity as all of the PL was applicable to the whole school. Our journey towards becoming a Professional Learning Community was reignited after a COVID 2020 year. Unfortunately 2021 was also plagued with lock downs and staff illness and absence. The journey will continue in 2022.

Parent Body Message

St Catherine's P & F Committee are a small but dedicated group of parents who are striving 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 each 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 school work, 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 each and every helper that volunteered their time to assist us in providing and facilitating these projects and activities.

The executive elected for 2020-2021:

President: Sarah Dunn

Vice President: Lisa Winter Treasurer: Erica Janssen Secretary: Malinda McLoughlin

Federation Delegate: Kylie O'Connor

2021 was a busy year with a range of activities held.

Our Mothers Day and Fathers Day Hampers were very popular. The families took great delight in purchasing a carefully selected gift to bring home, and the committee and helpers loved hearing the positive feedback from mums and dads.

Our Annual Primary Disco was unable to be held due to COVID restrictions.

The P & F in conjunction with a grant and the school paid for and built 3 covered grandstands. These have been well utilised by many students at break time and has meant they haven't had to sit on cold or damp concrete/grass. We anticipate that installation onto concrete pads will be completed by mid 2022.

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 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 responsibility and honour that we lead our school every day in our school community. In our position, we strive to provide students and staff with the highest quality of leadership as we complete our HSC. We are often presented with challenges, both big or small, which not only drive us to do our part, but also to inspire ourselves for a better future of the College. We have great opportunities to be involved hands-on in our College community and interact with students, future students, parents, staff, other members and leaders of the Diocese in several ways, from fundraising activities and projects around the campus to addressing the student body at assemblies and encouraging good wellbeing. 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.

The five of us worked closely with the College Principal Mrs Marzol and the five prefects to bring about positive change to the school environment. Due to the COVID lock down and restrictions our final year was greatly disrupted and lengthened. We would like to thank our teachers and mentors for looking after us during this stressful time.

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 2021 the College had an enrolment of 920 students and is looking toward 2022 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 2021: Additional information can be found on My School website.

Girls	Boys	LBOTE*	Total Students
422	481	37	903

* 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 87.96%. 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
91.93	91.49	91.24	89.96	90.38	88.70	88.94	88.06	87.19	84.75	84.65	83.86	82.35

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 2019, 100% completed Year 12 in 2021.

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 2021	
% of students undertaking vocational training or training in a trade during the senior years of schooling	4 %
% 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.

All students who applied for early entry to university were offered a place. Most of these students took up the opportunity and are now studying. A small number deferred their courses and are on a gap year, travelling or working in local business. A small number of students took on an apprenticeship based further education opportunity to become a trades person, mainly in electrical and construction. Other students are working for local business. Universities include Port Macquarie, Newcastle, Sydney, doing degrees in Engineering, Nursing, Nutrition, IT and various other fields.

Staffing Profile

Staffing Profile

The following information describes the staffing profile for 2021:

Total number of staff	101
Number of full time teaching staff	49
Number of part time teaching staff	25
Number of non-teaching staff	27

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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College staff had the opportunity to deepen their understanding of Science and Religion/Spirituality through the College 2021 Staff Spirituality Day. A Diocesan zoom with a renowned scientist, theologian and author Micheal Dennin. Faith reason and Miracles was the title of his keynote and address. The Science and Math faculties were highly engaged with his work, whilst many others struggled with the content. As a college community, we continue to commit ourselves to growing in knowledge and understanding through formation in spirituality. We bring this to the student body and to the family and faith community of St Catherine's Catholic College.

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. 2021 was the second year of a three year venture which continued with whole and half days of professional development through zoom working through the SEARCH framework and providing content around the teaching of the elements. The cost of the project has been sponsored by Yancoal.

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)

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.

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.

During 2021, staff members reviewed the College Vision and Mission Statements. This review was in preparation for the COSI Self Review process. After consultation with the college community, no recommendations for change were made.

The College undertook the COSI Self Review highlighting the strengths and areas for improvement in the area of Catholic Culture Benchmarks. Strengths were highlighted in the areas of:

- Ethos and Charism
- Mission and Vision statements
- Authentic witness and connectivity to community

and the

- Commitment of the school principal and exec to address the needs of the staff and be explicit about their core objectives.

Areas for continued attention included updating of staff Work, Teach and Lead accreditation and the maintenance of prioritised Religious Education in secondary timetabling. Teachers are encouraged to use curriculum content to draw connections with Catholic culture and faith using Catholic principles. Leaders are also to be given the opportunity to lead social justice initiatives both local, national and international.

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

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- 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
- The Primary classrooms were flexible learning environments during 2021. There were many activities and events organised for students from Kindergarten to Year 6, focusing on the Key Learning Areas. With COVID lock down and restrictions, students and teachers were engaged in a period of online learning. Illness, both staff and student had a negative impact on the content covered and the outcomes achieved. The curriculum was pared back to the most essential components whilst maximising engagement.

In the latter part of 2020, Year 2 teachers were trained the InitialLit program, an evidence-based whole-class literacy program. This program was implemented in Kindergarten classrooms at the beginning of 2019, Year 1 in 2020 and Year 2 in 2021. With this, the school purchased a substantial amount of decodable readers to be used both in the classroom and as part of the College's Home Reading program.

Our Learning Support Team assisted students to access the curriculum and work towards achieving their learning goals. A number of intervention programs were implemented at St Catherine's across the Primary classrooms. These included MiniLit, MacqLit, the Tall and Rex Expressive and Receptive language program, Zones of Regulation, Reading Tutor, Colourful Semantics, Getting Started and Lexia. Some of these programs were not utilised to full capacity due to the nature of the COVID pandemic.

Curriculum would normally have been enhanced by students experiencing a variety of excursions. These would have included visits to the zoo, Canberra, Great Aussie Bush Camp, Tocal and the Singleton Army Barracks. Primary students interested in iSTEM participated in a Sydney University Challenge and made headway with projects regarding recycling and rubbish reduction, giving the students insights to sustainability and design.

As part of the provision of designated release time for all teachers, students have had regular Music tuition provided by our specialist Music teachers in readiness for our College Musical, which unfortunately had to be postponed until 2022, due to COVID restrictions. In 2021, the pathway sports were again available – Swimming, Athletics, Cross Country – as well as limited opportunities for participation and competition in specialist and team sports due to restrictions. Intensive Swimming lessons were provided for all students in Kindergarten and proved to be very beneficial. Many other sporting events were postponed due to COVID.

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.

Secondary students are timetabled 5 one hour 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.

Unfortunately, in 2021 there was no cultural exchange between school due to COVID. It is anticipated we will resume this in 2024.

The Singleton Trade Training College continued to offer placement in Electrotechnology through the ACC, Hospitality and Automotive through SHS, and Construction through Singleton TAFE. Primary Industries is offered 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 the Sydney Royal Easter show was cancelled due to COVID. Other shows were run virtually where we saw placements in the cattle arena and judging sections.

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. Students prepared for a K-12 musical called 'The Power of Magic', which will be presented in 2022. The Night on the Green was also postponed due to COVID restrictions. Students involved in Aspire had their performances rescheduled many times and in the end it was recorded and streamed to schools.

As the year came to a close, many sporting events were opened up with students performing admirably in these competitions.

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 3	Grammar and Punctuation	52%	54%	14%	11%
	Reading	53%	55%	9%	10%
	Writing	65%	53%	3%	7%
	Spelling	38%	50%	13%	13%
	Numeracy	36%	37%	9%	13%
NAPLAN RESULTS 2021		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 5	Grammar and Punctuation	24%	35%	25%	14%
	Reading	35%	41%	11%	11%
	Writing	13%	20%	14%	18%
	Spelling	34%	38%	14%	14%
	Numeracy	19%	29%	14%	14%

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	12%	26%	40%	22%
	Reading	11%	28%	28%	17%
	Writing	10%	20%	39%	25%
	Spelling	11%	32%	29%	15%
	Numeracy	28%	33%	23%	17%
NAPLAN RESULTS 2021		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 9	Grammar and Punctuation	10%	19%	38%	27%
	Reading	9%	21%	40%	24%
	Writing	11%	14%	53%	36%
	Spelling	11%	21%	32%	22%
	Numeracy	8%	22%	25%	18%

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%.

HSC Accomplishments include:

- Our School Dux earned an ATAR of 94.95 with 3 Band 6 results.
- Band 6 was achieved in the following subjects:
 - Band 6 in Maths Ext 1
 - Band 6 in Maths Ext 2
 - Band 6 in Music 1
 - 3x Band 6 in Community and Family Studies
 - Band 6 in Investigating Science - with the student earning a First in Diocese award.

- Seven students in Year 10 achieved a Diocesan High Achievement Award.

Higher School Certificate	Percentage of students in the top 2 bands (Bands 5 and 6)					
	2019		2020		2021	
	School	State	School	State	School	State
Agriculture	-	-	-	-	25 %	34 %
Biology	0 %	32 %	11 %	31 %	0 %	31 %
Business Studies	0 %	33 %	25 %	35 %	29 %	36 %
Chemistry	0 %	46 %	40 %	43 %	33 %	40 %
Community & Family Studie	100 %	37 %	67 %	34 %	75 %	32 %
Drama	0 %	44 %	100 %	47 %	0 %	46 %
Electrotechnology Exam	0 %	15 %	22 %	18 %	0 %	11 %
English (Advanced)	0 %	62 %	47 %	63 %	40 %	69 %
English (Standard)	0 %	12 %	0 %	12 %	8 %	17 %
English Extension 1	100 %	94 %	100 %	93 %	100 %	94 %
Food Technology	-	-	-	-	40 %	36 %
Industrial Technology	-	-	50 %	24 %	22 %	25 %
Investigating Science	-	-	67 %	28 %	67 %	41 %
Mathematics Advanced	-	-	88 %	53 %	20 %	50 %
Mathematics Extension 1	0 %	80 %	80 %	75 %	50 %	74 %
Mathematics Extension 2	0 %	86 %	-	-	100 %	87 %
Mathematics Standard 2	23 %	24 %	38 %	25 %	7 %	25 %
Music 1	100 %	66 %	100 %	64 %	100 %	64 %
Personal Dev,Health & PE	0 %	32 %	50 %	34 %	0 %	31 %
Physics	0 %	37 %	40 %	41 %	50 %	41 %
Primary Industries Exam	0 %	25 %	-	-	43 %	27 %
Software Design & Develop	0 %	45 %	0 %	38 %	50 %	36 %
Studies of Religion I	0 %	46 %	50 %	44 %	13 %	42 %
Studies of Religion II	0 %	45 %	0 %	44 %	33 %	46 %
Visual Arts	67 %	63 %	100 %	65 %	40 %	63 %

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 2021, the number of students issued with a RoSA was 100.

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.

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Initiatives promoting respect and responsibility

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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.

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 2021 we supported Caritas, Project Compassion, St Vincent de Paul, Red Cross, Red Shield, Flood Appeal, and Legacy.

During 2021, the Welfare and Pastoral Care program has focused on relationships, digital citizenship, anti-bullying, leadership development and acknowledgement of the good in ourselves and in others. Well-being days were held and encouraged throughout the year to focus on the wellness of our peers.

College Assemblies were held when possible and were used to celebrate the achievements of students and further reinforce the messages contained in Pastoral Care programs and our Positive Behaviours 4 Learning and Visible Wellbeing scope and sequence .

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

Key Improvements Achieved

Promoting Catholic Culture Benchmarks by being committed to and explicit about core objectives of assisting parents and parishes in their educational, evangelical and catechetical mission. By introducing programs and strategies to identify and address the needs of the staff, students and families in terms of enculturation.

Reworking the Policy and Procedures to re-launch a K-12 PB4L framework for behaviour management. The relaunch was necessary due to COVID disruption and staff turnover.

K-12 focus on current pedagogy and the 14 parameters of Lyn Sharrat's Clarity research. The development of agreed learning practices with teachers displaying and using 'Learning Intentions' and 'Success Criteria' in every lesson/session. Putting faces on the data.

Ensure a stable and functional model of College Leadership with clear role statements for all members. All teachers to engage in PP&D process, mentored by an exec leader.

Developed teachers' capacity to teach and lead through Visible Wellbeing and Clarity Professional Learning.

Priority Key Improvements for Next Year

Learning

K-12 Focus on Data to inform practice. Continue to improve data walls and focus on students 12 months or more above or below cohort.

Using the assessment waterfall structure to differentiate teaching strategies across the curriculum. Continue to use HOTS to differentiate work and access LS for assistance.

Evidence-based teaching strategies (including General Capabilities, High Impact Teaching Strategies and Higher Order Thinking Strategies) embedded in every teaching program K-12.

Catholic Formation and Mission

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

Engage Ryan Gato to reengage staff in the TWTL process.

Reengage students in prayer life through morning prayer at pastoral and review of the placement of Mercy Minutes.

Leadership Culture

To engage with Middle Leadership Coach Eli Simpson to build leadership capacity across the College. Fortnightly workshops in Term 2.

Wellbeing

To fully engage in Visible Wellbeing Initiatives and the SEARCH framework to teach coping strategies and habits and goals.

To reignite the Visible Wellbeing Team headed by the Leader of Wellbeing to lead staff and student learning in Wellbeing.

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

Parent satisfaction is gauged in many ways with constructive feedback being most important. The Tell them from me survey provided opportunity for parents to show their satisfaction with St Catherine's. Many parents took up this opportunity and their feedback was invaluable to the COSI self review procedure. There was great satisfaction with the pastoral care and variety of opportunities afforded to students.

The increasing number of enrolments and the increasing retention rate of students is evidence of parent satisfaction. Our school numbers increased significantly in 2021 across all grades from Kindergarten through to Year 12.

The relationship between the school and parent community has continued to grow with the stability of the leadership team. Unfortunately we were unable to have parents on site for the majority of the year where we would normally have school and community events well attended by parents. The strong relationship between the P&F Executive and parents, Principal and staff is evidence of a working, trusting relationship with all stakeholders working together for the good of all students.

Student satisfaction

Student satisfaction was measured by the "Tell Them From Me" survey which highlighted areas of satisfaction in both Primary and Secondary. The work of dedicated teachers and staff saw predicted increased enrollment numbers for 2022 remaining strong as student satisfaction is maintained through a renewed positive approach in behaviour management - PB4L.

Students continue to be engaged in community service activities and show a willingness to participate by giving back. School leaders provide sound modelling to others and expresses their sense of belonging to the school community by their actions. This renewed sense of

belonging saw many students remain at St Catherine's for their senior years and supports the model of the K-12 family.

Strong retention in Year 6 and new enrollments into Year 7 for 2022, increasing the year 7 cohort to 4 streams also signals a healthy local satisfaction from the perspective of the students.

Student leaders always speak well of the school and their experiences at St Catherine's College at retreats and pastoral days.

Teacher satisfaction

St Catherine's Catholic College staff operate in a unique K-12 setting.

Staff is recognised for their willingness to be involved in a range of activities across the College environment. Events range from those that focus on the Primary section of the College, for example Grandparents' Liturgy to whole school inclusion in Anzac, Reconciliation, CSW, and K-12 artistic productions.

Support staff are acknowledged for the assistance and guidance offered on a regular basis. Regular recognition of birthdays, personal events and staff 'catch-ups' mean that staff morale and collegiality at the College remain high. Staff room discourse is positive and reflects the mixture of youth and experience among teachers further demonstrating the dynamics of the space.

Unfortunately, staff wellbeing dropped significantly during the COVID pandemic with teachers feeling very overwhelmed with the rate of change and the fear of the unknown. For two years teachers have been on the front foot with curriculum delivery innovation and the management of new behaviour challenges, and it is taking its toll. Teachers are not so much dissatisfied with St Catherine's but with teaching and the demands of the job.

Through the "Tell Them From Me" survey it was identified that teachers feel supported during stressful times but are requiring greater assistance with improving their teaching through observation and feedback. Walk-throughs will become common place in Semester 2 2022.

Financial Statement

This School Financial Information is based on the detailed information provided to the Commonwealth Government in the Commonwealth Financial Questionnaire.

School Financial Information for the 2021 year is detailed below:

Recurrent and Capital Income 2021	
Commonwealth Recurrent Grants ¹	\$10,219,241
Government Capital Grants ²	\$0
State Recurrent Grants ³	\$2,923,033
Fees and Private Income ⁴	\$2,345,627
Interest Subsidy Grants	\$17,019
Other Capital Income ⁵	\$709,938
Total Income	\$16,214,858

Recurrent and Capital Expenditure 2021	
Capital Expenditure ⁶	\$327,127
Salaries and Related Expenses ⁷	\$11,105,402
Non-Salary Expenses ⁸	\$3,756,947
Total Expenditure	\$15,189,476

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