

2024

Annual School Report

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TOGETHER IN CHRIST



St Catherine's Catholic College

30-40 Combo Lane, SINGLETON 2330

Principal: David Crawford

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 Diocese of Maitland-Newcastle (CDMN). The Annual School Report (the 'Report'), provides parents and the wider community with fair, accurate and objective information about various aspects of school performance and development. Additionally, the Report complements and is supplementary to other forms of regular communication to the College community regarding initiatives, activities and programs which support the learning and wellbeing of its students.

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

Message from key groups in our community

Principal's Message

Welcome to the annual school report for St Catherine's Catholic College, Singleton. This 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 2023 which the staff ratified for implementation from 2024.

The school improvement goals were as follows:

Catholic Culture and Mission

Goal 1: For all leaders and staff to grow in their preparedness, confidence, and capacity to share in God's mission leading to full active participation in the Catholic life of the school

Goal 2: For teachers to develop high levels of efficacy in Religious Education to improve student learning outcomes.

Learning and Wellbeing

Goal 3: For each learner to understand where, when and how they work best, and be empowered to participate in decision-making about their learning and wellbeing.

Goal 4: To build the capacity of educators to ensure that all students are known, their strengths are recognised and accommodated, diversity is celebrated, and each learner demonstrates growth.

Goal 5: To equip learners with the analytical, cognitive, digital, and social competencies that enables them to fully engage with and contribute to our changing world.

Goal 6: To build a cohesive culture that is inclusive of all students, with transparent academic and wellbeing structures that support and inspire their resilience and self-awareness.

Parent Body Message

The Parents and Friends Association would like to take this opportunity to reflect on the incredible achievements we've made together and extend our heartfelt thanks to all who have contributed to our success.

This year has truly been one of unity, perseverance, and growth, and we couldn't have done it without the ongoing support and dedication of our school community. From the students, teachers, and staff who work tirelessly to inspire and educate, to the parents, grandparents and friends who volunteer at events, or simply offering encouragement and friendship, you

have made a significant impact. It is through this strong partnership between home and school that we can create a positive and supportive environment for our children to thrive.

We have been actively engaged in fostering a vibrant and supportive school environment while playing a vital role in supporting the school in many meaningful ways.

These events not only enrich the school experience but also strengthen the bonds between families, staff, and students. It's clear the community spirit is thriving!

A big thank you to Glencore Ravensworth Operations and Glencore Coal Assets Australia for their generous grants and support this year! These contributions have played a significant role in making many of the projects and improvements above possible. We appreciate you supporting education and fostering growth within our community. Your contributions have made a lasting impact on our school and the lives of our students. Thank you for helping us create an inspiring and enriching environment!

A special note of gratitude goes to our generous sponsors, whose support has played a crucial role in helping us bring our initiatives to life. We would like to thank JMG Maintenance & Fabrication, Morgan Engineering, Kirkwood Produce, Hunter Valley Windscreen & Glass, Bowers Heavy Haulage, Lancaster Motor Group, MJR Excavations, Pirtek, Bubbly Balloon Lab Hype Dance Hunter Valley, ABC Jumping Castles, Tutt Bryant, Roberts Meats & Complete Parts and Equipment Solutions.

As we look toward to the future, we are excited about the opportunities that lie ahead and are committed to continuing our collaborative efforts. We encourage all families to remain involved, whether through volunteering, attending events, or simply staying engaged in the life of the school. Together, we can ensure that every child's experience here is a positive and fulfilling one. We are deeply grateful for the ongoing friendships, support and dedication of everyone involved, and we look forward to another year of building connections, creating memories, and making a difference in the lives of our children.

Student Body Message

As students of St Catherine's Catholic College each of us have had the opportunity to build connections with other students and teachers, make lifetime friendships and learnt things that will be carried through life., The St Catherine's community has guided us through our schooling years, allowing us to begin the scary but exciting new chapters in life.

St Catherine's leaders had the opportunity to partake in a leadership retreat. The retreat consistent of keynote speakers, group bonding, sharing school visions, dinners and charitable moments.

Throughout the year we have helped with fundraisers such as helping with the country fair, swimming carnival, sausage sizzles, mother's and father's day breakfasts, liturgies and events hosted by the school. These events have allowed us to fund raise for our Year 12 gift

to the school, along with the great help from our P&F. This included two ping pong tables that will be stationed outside permanently as an extra lunchtime activity and for PDHPE classes. We hope all students and staff enjoy these for years to come.

We have all enjoyed being leaders for St Catherine's and hope our roles as leaders have impacted the school in a positive way.

Thank-you to everyone who has influenced, supported and guided us throughout our time at St Catherine's. We truly appreciate the school community's love, kindness, acceptance and welcoming nature, that will continue to shape those who belong to St Catherine's.

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 Cogan and his wife. From 1875-1974, the Sisters of Mercy developed and built up many of the traditions and buildings that have come to be associated with St Catherine's Catholic College and what was once St Francis Xavier's Primary and Infants School. In 1974 the boarding school closed and the College became a coeducational secondary school. Since 1975 it has been run by the Maitland-Newcastle Diocese Director of Schools, the building originally leased from the Sisters. In 2000 we commenced an exciting new phase with the development of the three separate schools combining into a united K-12 College, operating in partnership with the St Patrick's Parish. In 2002 the site was purchased from the Sisters of Mercy. At the beginning of 2012 the old junior site was closed and 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 2024, the College had an enrolment of 1021 students and is looking toward 2025 with continual organic increase in enrolments, with a Year 8 cohort capped at 4-stream with a waiting list, Kindergarten capped at 3 -stream with a waiting list, and good numbers across all grades.

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 2024: Additional information can be found on My School website.

Girls	Boys	LBOTE*	Total Students
483	480	43	963

* Language Background Other than English

Enrolment Policy

The [Enrolment Policy](#) applies to all school enrolments within the Maitland-Newcastle Diocese. School authorities manage local enrolment processes and procedures in a manner consistent with the rationale and guiding principles articulated in this Enrolment Policy and accompanying [Enrolment Procedures](#). It aims to:

- Set direction for school procedures and practices for enrolling students into Catholic primary and secondary schools within the Diocese of Maitland-Newcastle.
- Establish a common, consistent approach in enrolment practices.
- Assist the system of Catholic schools to:
 - provide schooling, where possible, for children of Catholic families who seek enrolment
 - cater for the individual needs of each child equitably within the constraints of the available teaching and material resources
 - encourage parents enrolling their children in Catholic schools to give support to parish and school life, especially in education in faith.

Student Attendance Rates

The average student attendance rate for 2024 was 86.44%. 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
90.96	90.68	90.53	89.51	89.69	85.91	87.82	83.80	81.97	83.13	80.27	83.59	85.82

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 Professional Officer for School Enrolment 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.

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 2024	
% of students undertaking vocational training or training in a trade during the senior years of schooling	30 %
% 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.

- B.Medical Radiation Science
- B.Primary Ed.
- B.Pharmacy(Hons)
- B.Primary Education
- B.Media & Communications
- B.Exercise & Sports Science
- B.Psychological & Social Sciences
- B.Nursing
- B.Electrical Engineering
- B.Media & Design
- B.Agriculture
- Carpentry, Electrical Apprenticeships
- Early Education Traineeships

Staffing Profile

Staffing Profile

The following information describes the staffing profile for 2024:

Total number of staff	122
Number of full time teaching staff	53
Number of part time teaching staff	28
Number of non-teaching staff	41

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 155 teachers
- Provisional 71 teachers
- Proficient 1953 teachers
- 4 Highly Accomplished teacher

Additionally, there are a number of 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.

Catholic Identity and Mission

Catholic Schools in the Diocese of Maitland-Newcastle participate, under the leadership of the Bishop and in partnership with parents and parishes, in the mission of the Church to provide quality education in the context of a living Catholic Christian tradition. Within this context, Catholic schools in the Diocese of Maitland-Newcastle educate from and for vibrant, welcoming and diverse communities with a particular commitment to the poor; for justice, integrity and peace; and with hope for the future.

At the heart of everything there is always Jesus Christ.

Catholic schools educate:

- From and for the community of faith
- From and for excellence in learning
- In a rigorous, creative and critical pursuit of truth

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

As St Catherine's Catholic College, we follow in the footsteps of Jesus and are inspired by the example set by 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 2019, a committee of staff members worked to review the College Vision and Mission Statements. This review was based upon recommendations made at the conclusion of the 2018 External Review process (November 2018) and the 2019 School Improvement Plan. After consultation with the college community, recommendations were presented to the Executive Leadership Team for further review and ratification. On the 26 July 2019, the College undertook the Catholic Identity Day COSI process. Strengths were highlighted in the areas of Faith Life, Catholic Ethos, Spirituality -Formation and Mission, quality of Catholic Identity and many aspects of Religious Education. Areas for continued attention included updating of staff Accreditation to Work, Teach and Lead, and the maintenance of prioritised Religious Education in secondary timetabling. A designated Page 13 of 35 Annual School Report to the Community 2023 Religious Literacy Improvement Plan was developed in 2022 with improved results evident in Years 8 & 10. During 2022, further COSI review in the area of RE and Spirituality highlighted the need to further plan for and develop staff and student formation. This was renewed focus for 2023 and continues to be a significant focus into 2024. During 2023, significant growth was observed in student learning within the RE faculty, including two of our students receiving first place in the Diocese for Year 10 Religious Literacy. An updated survey on faith formation needs of staff was undertaken in early 2024, as designed by the LoL RE, MC and REC. This simplified survey further honed in on focus areas and needs of

staff, whilst reviewing three different staff cohorts and their individual needs - primary teachers, secondary teachers, and Learning Support Assistants.

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 and Languages.

The Curriculum is structured around the outcomes and content for each KLA and provide multiple opportunities for students to demonstrate their understanding through assessment. The curriculum incorporates a focus on capabilities and priorities, including literacy, numeracy, digital literacy, critical and creative thinking, ethical understanding, intercultural understanding, and personal and social capability.

Across 2024, the primary classrooms have been places filled with laughter and learning. The students' curiosity, enthusiasm, and creativity have truly made the classrooms vibrant learning spaces. Our Catholic identity serves as a guiding light, influencing every aspect of school life. Through engaging lessons and celebrations, our students have deepened their understanding of Catholic teachings, values, and traditions. They've learned about compassion, kindness, and empathy, embracing these virtues in their interactions with others. Events and activities held during the year showed students' service to others, a fundamental aspect of our Catholic mission. This has been evident when reaching out to those in need within our local community. At St. Catherine's Catholic College, our focus has always been the holistic development of our students, nurturing their minds, bodies, and spirits. Throughout this year, we've seen students strive for improvement and academic excellence. Our students have shown an enthusiasm and commitment towards school life, and it has been heartwarming to witness their passion for learning. Students have embraced the values of harmony, faith and integrity, which are at the core of our Catholic faith. As teachers keep abreast of the latest research and changes in education, students have experienced new methods of learning using a range of contemporary resources. Our students have had opportunities to flourish not only in the classroom but with initiatives such as the Diocesan Virtual Academy, Successful Foundations, University of Newcastle Children's University, Newcastle Permanent Mathematics Competition, School and Diocesan Maths and Spelling bees, Juicy Words weekly competition, Public Speaking competition, school library reading challenges, Chess Club and competitions, and the Diocesan Debating competition, which have provided further avenues for learning. Students have experienced success in a range of sports and events. Our students excelled in school, local community, diocesan, state and national competitions, showcasing their determination, teamwork, and sportsmanship. Extracurricular activities play a vital role in shaping a student's character,

fostering personal growth, and providing a well-rounded education that extends beyond the classroom. Lunch time and after school activities including Mini Vinnies, Rota Kids, dance club, cattle club, Tae Kwon Do, Minecraft club, Lego club, games time, and cultural group. Many events have showcased the students at St Catherine's Catholic College. The success of events such as the M@SC Performance Night, Aspire, DioSounds and Flicks Flames and Fireworks highlighted the many talents of our students. Our students gained a greater understanding of being global citizens.

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 Key Learning Areas (KLAs) are English, Mathematics, Science, Technological and Applied Studies, Human Society and its Environment, Personal Development, Health and Physical Education, Creative Arts, Languages, and Vocational Education and Training. The Curriculum is structured around the outcomes and content for each KLA and provide multiple opportunities for students to demonstrate their understanding through assessment. The curriculum incorporates a focus on capabilities and priorities, including literacy, numeracy, digital literacy, critical and creative thinking, ethical understanding, intercultural understanding, and personal and social capability.

Secondary students are timetabled 5 one-hour period days with a fortnightly rotation. All mandatory hours are adhered to, and NESA requirements are covered. St Catherine's offers a wide range of course options in addition to the mandatory curriculum. The elective courses available to Stage 5 students include subjects such as:

- Aboriginal Studies
- Child studies
- Drama
- Food Technology
- Agriculture
- STEM
- Music
- Industrial Technology (Timber and Metal)
- Physical Activity and Sports Studies

Students can choose to take two electives within their stage 5 studies equating to 200 hours within RoSA credentialling. Students have the opportunity to adjust their studies to gain further experiences with the transfer to 100-hour equivalents and engage with other elective courses, depending on their interests and career aspirations. These courses allow them to

explore and develop their skills in areas outside the core curriculum, and can also prepare them for future studies or careers in related fields.

In Stage 6, students have the option to select from a range of programs of study according to their interests and career goals. These programs offer a more specialised and in-depth focus in a particular subject area, and can include subjects such as:

Science:

- Biology
- Chemistry
- Physics
- Investigating Science
- Earth and Environment Science

HSIE:

- Business Studies
- Legal Studies
- Modern History
- Society and Culture
- Geography

Creative and Performing Arts:

- Visual Arts
- Drama
- Music
- Dance

Technology and Applied Studies:

- Industrial Technology – Timber and Furniture

PDHPE:

- Personal Development Physical Education
- Community and Family Studies
- Exploring Early Childhood Sport Lifestyle and Recreation

Students can also choose to study VET (Vocational Education and Training) courses, which can provide them with industry-specific skills and qualifications. For subjects that cannot be conducted in-person at St Catherine's or to allow for the flexibility within the timetable and align with students aspirations and career pathways, students have the option to enrol in

distance education programs which are conducted via a combination of online tutorials and face-to-face teaching.

Additionally, St Catherine's offers a range of co-curricular activities that complement the academic program and provide students with opportunities to develop their interests and skills outside the classroom. These activities include sports, music, drama, debating, public speaking, and community service programs. In all events the students represent the school admirably.

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).

NAPLAN is a nationwide measure through which parents/carers, teachers, schools, education authorities, governments and the broader community can determine whether or not young Australians are developing critical literacy and numeracy skills. NAPLAN results allow parents/carers and educators to see how students are progressing in literacy and numeracy over time - individually, as part of their school community, and against national standards. NAPLAN is made up of four domains of:

- reading
- writing
- conventions of language (spelling, grammar and punctuation)
- numeracy.

NAPLAN results are reported against proficiency standards with four levels of achievement to give parents and carers, teachers and schools clearer information on how students are performing:

- Exceeding: The student's result exceeds expectations at the time of testing.
- Strong: The student's result meets challenging but reasonable expectations at the time of testing.
- Developing: The student's result indicates that they are working towards expectations at the time of testing.
- Needs additional support: The student's result indicates that they are not achieving the learning outcomes expected at the time of testing. They are likely to need additional support to progress satisfactorily.

The percentage of student achieving at Exceeding and Strong proficiency standards in NAPLAN at St Catherine's Catholic College for 2024 is reported in the table below.

NAPLAN RESULTS 2024		Percentage of students in the top 2 proficiency standards	
		School	Australia
Year 3	Grammar and Punctuation	52%	54%
	Reading	63%	66%
	Writing	82%	77%
	Spelling	65%	61%
	Numeracy	57%	63%
NAPLAN RESULTS 2024		Percentage of students in the top 2 proficiency standards	
		School	Australia
Year 5	Grammar and Punctuation	52%	65%
	Reading	72%	71%
	Writing	68%	67%
	Spelling	57%	68%
	Numeracy	58%	68%
NAPLAN RESULTS 2024		Percentage of students in the top 2 proficiency standards	
		School	Australia
Year 7	Grammar and Punctuation	42%	61%
	Reading	61%	67%
	Writing	44%	65%
	Spelling	55%	72%
	Numeracy	62%	67%

NAPLAN RESULTS 2024		Percentage of students in the top 2 proficiency standards	
		School	Australia
Year 9	Grammar and Punctuation	37%	55%
	Reading	50%	63%
	Writing	47%	61%
	Spelling	58%	72%
	Numeracy	54%	63%

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%.

In 2024, across Year 12, 12 students studied VET Courses (Electrotechnology, Construction, Primary Industries, Human Services, Early Childhood). All of our enrolled students in Year 12 attained their HSC via various pathways (ATAR / Non-ATAR).

Some of the post school pathways included:

- Bachelor of Medical Radiation Science (Radiation Therapy), UON
- Bachelor of Primary Education, UON
- Bachelor of Nursing, UON
- Bachelor of Pharmacy with Honours, UON
- Bachelor of Media and Communications, UON
- Bachelor of Exercise and Sports Science / Education, UON
- Bachelor of Psychological and Social Sciences, UON
- Bachelor of Media & Design, UON
- Bachelor of Agriculture, UNE
- Bachelor of Electrical Engineering, UON
- Bachelor of Nursing, UNE
- Carpentry Apprenticeship
- Electrical Apprenticeship

Higher School Certificate	Percentage of students in the top 2 bands (Bands 5 and 6)					
	2022		2023		2024	
	School	State	School	State	School	State
Community & Family Studie	-	-	40 %	36 %	40 %	36 %
English Extension 1	0 %	93 %	100 %	94 %	80 %	96 %
Human Services Exam	0 %	13 %	-	-	33 %	19 %
Mathematics Standard 1 ex	-	-	-	-	100 %	23 %
Music 1	-	-	100 %	69 %	100 %	68 %
Personal Dev,Health & PE	0 %	26 %	50 %	31 %	33 %	35 %
Visual Arts	-	-	100 %	66 %	67 %	67 %

Pastoral Care and Student Wellbeing

Pastoral Care Policy

The College's pastoral care and student wellbeing policies guidelines and procedures are informed by the [Student Wellbeing and Pastoral Care Policy](#).

The Student Wellbeing and Pastoral Care Policy 2022 aims to provide a framework for the policies, programs, resources and practices implemented at system and school level with the purpose of supporting and enhancing the wellbeing of students, and all within its school community. It refers to the overall climate of care that exists within a Catholic school.

The environment is designed to be safe and inclusive, one that promotes academic rigour. A high priority is given to building and maintaining positive and caring relationships between staff, students and parents, and the wellbeing of all.

Behaviour Management and Student Discipline Policy

The College's policies and procedures for the management of student behaviour are aligned with the Catholic School's [Student Wellbeing and Pastoral Care Policy](#) and to the [Schools Behaviour Management Policy](#). The dignity and responsibility of each person is promoted at all times along with positive student behaviours whilst ensuring respect for the rights of all students and staff. Corporal punishment is expressly prohibited in this College. The College does not sanction administration of corporal punishment by College persons and non-College persons, including parents, to enforce discipline in the College. Further information about this and other related policies may be obtained from the College's website.

Anti-Bullying Policy

The Catholic Schools Office has established an [Anti-Bullying Policy](#) which is implemented by our school and all schools in the diocese. It provides a framework for school communities to work together to prevent and address issues of student bullying, in order to build respectful relationships that respond effectively and sensitively to the needs of each person. The CSO monitors the implementation of this policy.

The full text of the Anti-Bullying Policy may be accessed on the College's website, the administration office or at the CSO website.

Complaints Handling Policy

The Diocese of Maitland-Newcastle has established a [Complaints Resolution Policy](#) which is implemented by our school and all systemic schools in the diocese. The rationale for the policy is that within the reality of the schooling experience, it is recognised that, from time to time, misunderstandings and differences of opinion will occur, and that these need to be resolved satisfactorily. Addressing such matters within a framework of dignity, respect and truth can provide powerful opportunities to model the love of Christ in the reality of our contemporary world. CSO monitors the implementation of this policy.

The full text of the [Complaints Resolution Policy](#) may be accessed on the College's website, the administration office or at the CSO website.

Community Satisfaction

Consultation with parents, students and teachers is valued and sought. Their feedback contributes to the planning and the achievement of improved outcomes for students. This year, the College has used a variety of processes to gain information about the level of satisfaction with the College from parents, students and teachers. The school undertakes extensive surveying of all stakeholder groups every 2 years. This data is shared with the school community and contributes to the priorities for future planning.

Parent satisfaction

In 2024, St Catherine's Catholic College Singleton demonstrated its commitment to continuous improvement and community engagement through the participation of 86 parents in the 'Partners in Learning' survey. The results reflected a welcoming school environment, with parents rating their sense of inclusion positively. While feedback on communication highlighted areas for growth, such as access to the principal and clarity of written messages, the school was recognised for fostering strong home-school partnerships. Parents reported high levels of involvement in their children's learning at home, particularly through encouragement and praise, underscoring a shared commitment to student success. The school's support for learning and behaviour was viewed as steady, and perceptions of student safety, especially during travel, were notably strong. Importantly, parents acknowledged the school's dedication to promoting Catholic values, social justice, and spiritual development, reinforcing St Catherine's role as a nurturing and values-driven educational community.

Student satisfaction

In 2024, St Catherine's Catholic College Singleton undertook comprehensive student surveys across both primary and secondary levels, reflecting the school's commitment to understanding and enhancing student experience. Primary students reported strong peer relationships (90%) and high levels of effort in learning (88%), highlighting a positive and supportive learning environment. Secondary students demonstrated consistent academic achievement across core subjects (69%), and both cohorts showed a solid grasp of Catholic values and faith life. While the surveys identified areas for growth, such as student motivation, sense of belonging, and safety, the data provides valuable direction for targeted initiatives to strengthen wellbeing and engagement. The findings also offer an opportunity to support students in raising aspirations for senior schooling and post-secondary pathways. These insights affirm the school's strengths while guiding future strategies to ensure every student feels connected, safe, and inspired to succeed.

Teacher satisfaction

In 2024, 32 teachers at St Catherine's Catholic College Singleton participated in the 'Focus on Learning' survey, providing valuable insights into teaching practices, school culture, and leadership. The results highlighted a strong culture of collaboration, with teachers actively engaging in discussions around student engagement and sharing effective strategies. Teaching and learning practices were rated highly, particularly in setting clear expectations, delivering feedback, and using diverse instructional methods to meet student needs. A deep commitment to inclusivity was evident, with exceptional scores for supporting students with special needs (83%) and establishing clear behavioural expectations (92%). While leadership support and feedback mechanisms were identified as areas for growth, the survey reflects a dedicated and professional teaching staff focused on continuous improvement. The moderate use of technology also presents an opportunity for further innovation in digital learning and communication. Overall, the findings affirm the strength of the College's teaching team and their shared commitment to student success.

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 2024 year is detailed below:

Recurrent and Capital Income 2024	
Commonwealth Recurrent Grants ¹	\$11,904,521
Government Capital Grants ²	\$0
State Recurrent Grants ³	\$3,110,443
Fees and Private Income ⁴	\$3,585,303
Interest Subsidy Grants	\$13,905
Other Capital Income ⁵	\$877,790
Total Income	\$19,491,962

Recurrent and Capital Expenditure 2024	
Capital Expenditure ⁶	\$155,086
Salaries and Related Expenses ⁷	\$14,403,065
Non-Salary Expenses ⁸	\$5,955,422
Total Expenditure	\$20,513,573

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 2024 REPORT