

# 2024

## Annual School Report

SERVICE | LEADERSHIP | JUSTICE

TOGETHER IN CHRIST



**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 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

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.

There continues to be significant enrolment interest in the College, with an Expression of List for Year 7 2024 again exceeding 300 families at the time of enrolment this year. In 2024, the student population increased to 760 students across Years 7-11 with close to 100 staff. In 2024 the College introduced Year 11 for the first time and with this cohort, Stage 6 studies and a new and distinct senior uniform.

Our college continues to be equipped with state-of-the-art facilities, including in 2024 the completion of Stage 4 building works with the addition of a purpose built TAS facility with a focus on Stage 6 courses of study and additional Visual Arts and PDHPE spaces. Vocational Education and Training (VET) offerings included Construction, Hospitality and Entertainment Industry with Sport Coaching being introduced in 2025.

As a new school, the College continues to reimagine education to best prepare our young people to be both life-ready and career-ready. It continued its bespoke Stage 5 Bespoke Elective program which offers greater choice to Years 9 of both traditional (RoSA) 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.

Our 2024 college-wide priority to develop writing skills continued. Additionally, members of the Senior Leadership Team had oversight of priorities 'Learner Engagement', through the lenses of Relationships, Routine and Rigour, 'Leadership', 'Deep Learning' and 'Catholic Identity'.

During 2024, the College achieved significant milestones, with its inaugural Student Leadership Commissioning, Year 11 Awards Ceremony and its first Year 12 Retreat at Mt Carmel Retreat Centre in Varroville which was a great success.

In April, the College held its Official Blessing and Opening of Stages 1 and 2 facilities. This was a milestone occasion for the College, hosting several special guests, including Bishop Michael Kennedy, Diocesan CEO Sean Scanlon, The Honourable Kate Washington, Minister

for Families and Communities, Minister for Disability Inclusion and NSW Member for Port Stephens, Meryl Swanson, Federal Member for Paterson.

### **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 continued to meet termly in 2024 for the purpose of connecting with the College Principal and school staff to build capacity to engage in students' learning. Each meeting is well attended and features a Senior Leadership report, an opportunity for questions as well as an educative component on a topic relevant to a child's learning at CMCC. In 2024, the diocese consulted parents regarding a proposal for the introduction of a new model, Family and Community Engagement (FACE), which will replace PEG in 2025. Parents in attendance at this meeting providing very valuable feedback about the CMCC model, particularly the Educative component which they found valuable.

Catherine McAuley continues to offer a range of effective communication modes for parents through their use of Compass, the College Newsletter 'The Nest' and Facebook site, email communication and Zoom information sessions. In 2024, the College continued to hold events for Mother's Day and Father's Day, Year 9 Elective Evening, Year 11 Course Information Evening and Year 6 Information Evenings, including a student orientation.

### **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. Student voice is valued through ongoing surveys from Leaders of Learning who seek feedback, as well as 'Pulse Checks' each fortnight in Learning Advisor Sessions to gauge individual levels of wellbeing and required supports.

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 consisted of a college psychologist 5 days per week in 2024. In Semester 1 CMCC held Student-Parent-Teacher Conferences and in Semester 2, Learner Led Conferences in which students were able to

lead a conversation about their learning. In 2024, the College held its first Student-Parent Teacher Conferences for Year 11.

Student choice is evident through the curriculum with Leaders of Learning ensuring it is embedded within programming, comprising of traditional and non-traditional offerings in the College's bespoke Core+ program. Year 10 again engaged in a comprehensive course selection process and each fortnight there was a timetabled Study Session, allowing staff to focus on key areas for the Stage 6 transition.

In 2024 CMCC continued to embed its unique House Structure with the introduction of 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 naming of the Houses honours the land on which the College sits in which the traditional custodians are the Worimi people.

Student leadership was a significant focus during 2024 with the appointment of its first Student Leadership team. Students could either be nominated by teachers or can nominate themselves. The student leadership selection process was based on a combination of student votes, teacher recommendations, and an interview process with the College Executive, culminating in three College Captains and Prefects overseeing four committees: Emmaus, Events, College Spirit and Cultural.

## 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 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."

Stage 4 building works were completed towards the end of 2023 and in 2024, the College opened new TAS facilities which included specialist areas for Visual Arts, Construction and PDHPE. The College was able to utilise the multi-purpose hall which was opened in Term 4 of the previous year.

## Student Profile

---

### Student Enrolment

The College caters for students in Years 7-11. 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 |
|-------|------|--------|----------------|
| 365   | 405  | 56     | 770            |

\* 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 86.23%. 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 | Year 11 | Year 12 |
| 88.07                          | 85.72  | 86.00  | 85.42   | 85.93   | 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 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                    | 38 % |
| % of students attaining the award of Higher School Certificate or equivalent vocational education and training qualification | 0 %  |

## Post School Destinations

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



N/A (first graduating cohort in 2025)

## Staffing Profile

---

### Staffing Profile

The following information describes the staffing profile for 2024:

|                                    |    |
|------------------------------------|----|
| Total number of staff              | 90 |
| Number of full time teaching staff | 58 |
| Number of part time teaching staff | 11 |
| Number of non-teaching staff       | 21 |

### 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 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)

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.

2024 saw a continued strategic focus on formation. The formation of staff was particularly targeted, with the College Leader of Ministry preparing quality sessions to support staff in the faith life. "Praisin' Toast" continued, a staff book club initiative that met once a term for breakfast (provided by Hospitality students) where the group read and discussed two spiritual texts. Staff Senior Leaders engaged in a Formation Plan for the year, led by the Leader of Ministry, demonstrating an increased awareness and application to their own spiritual journey. Faith Formation Fridays continued which were regularly attended by staff. The College continued to prioritise Accreditation to Work Teach and Lead (AWTL) for staff, with a significant percentage of staff engaging with CSO professional development. For students, Years 8-11 participated in a Reflection Day, and Year 12 experienced the College's first Retreat at Mt Carmel Retreat Centre Varroville which was a great success. Alpha Youth and Life Essentials both ran for Years 8-11, forming a suite of evangelisation offerings for students. A benchmarking session in Term 3 saw staff strongly benchmark the college as "Above the Standard" in its efforts in Formation.

In the college's broader faith life, Fr Anthony Coloma continued as College Chaplain. Prayer remained an important part of daily life at CMCC at the commencement of each day. 2024 saw the continuation of the Music and Ministry program, PROCLAIM. PROCLAIM is a youth ministry initiative using praise and worship to foster personal spiritual awareness, promote opportunities for serving the community, develop musical gifts, and establish a group of missionary disciples. Student LEA programs implemented termly formation activities, focusing on Core Principles and Service-Learning opportunities. In the Mission and Justice space, the college held its first "Vinnies Sleepout" which was based in the Hall, with Year 11 students and staff, raising in excess of \$5,000. Other efforts supported CatholicCare Social Services, Catholic Mission, and Caritas.

## 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 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.

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 Watha 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.

In Years 7 and 8 (Stage 4) and Years 9 and 10 (Stage 5), all students study a common curriculum, which covers eight Key Learning Areas (KLAs) as detailed below. An outline of each of these Key Learning Areas is also located on the NESA Website.

In 2024 Year 7, students participated in a Learning by Design course once per cycle. Learning by Design is based on design thinking principles and supports the College Learning Framework and is underpinned by the global competencies. Year 10 continued to participate in a Study Session (study skills and preparation for Stage 6) once per fortnight.

In Years 9 and 10 (Stage 5), the College offers the Core + (Elective) program which provides students with choice, agency and ownership throughout their learning journey by giving them permission to explore and develop their strengths, passions and interests. These students tailor their course load to reflect their passions and future aspirations. They have numerous choices (approximately 30) covering traditional subjects and also bespoke College developed courses, designed around areas of student interest and teacher passion. Core + is a genuine

point of difference for the community. Bespoke courses make up around 25% of the courses selected.

Students in Stage 5 can choose over 2 years: 2 x 200-hour courses.

- 1 x 200-hour course & 2 x 100-hour courses
- 4 x 100-hour courses
- 2 x 200-hour courses

The Year 11 Preliminary HSC Course was introduced in 2024. Full time students undertaking senior studies at Catherine McAuley are required to study 12 units (or possibly 13 if undertaking an Extension Course) in Year 11.

When selecting course preferences, students must include:

- At least one unit of Studies of Religion or Studies in Catholic Thought.
- At least two units of English.
- A minimum of six units (3 x 2 units) of Board Developed Courses.
- A minimum of twelve units in total.

Vocational Education and Training offerings included Construction, Hospitality, Entertainment and Industry with Sports Coaching to be introduced in 2025. The College had three Year 11 students commence their SBAT in Early Childhood, partnering with neighbouring St Nicholas Early Childhood Education. The SBAT program has grown in 2024 to include such courses as Retail and Nursing.

## 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 Catherine McAuley 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 7              | Grammar and Punctuation | 63%   | 61%       |
|                     | Reading                 | 64%   | 67%       |
|                     | Writing                 | 67%   | 65%       |
|                     | Spelling                | 70%   | 72%       |
|                     | Numeracy                | 72%   | 67%       |
| NAPLAN RESULTS 2024 |                         | Percentage of students in the top 2 proficiency standards |           |
|                     |                         | School  | Australia |
| Year 9              | Grammar and Punctuation | 50%   | 55%       |
|                     | Reading                 | 59%   | 63%       |
|                     | Writing                 | 58%   | 61%       |
|                     | Spelling                | 71%   | 72%       |
|                     | Numeracy                | 63%   | 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%.

N/A - first Year 12 cohort in 2026

| Higher School Certificate | Percentage of students in the top 2 bands (Bands 5 and 6) |       |        |       |        |       |
|---------------------------|---|-------|--------|-------|--------|-------|
|                           | 2022  |       | 2023   |       | 2024   |       |
|                           | School  | State | School | State | School | State |



## 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

The College continues to prioritise its relationships with families and parents as partners in supporting their children. In 2024, there were a number of opportunities for parents to engage with the school, including attendance at assemblies, such as Awards Ceremonies, liturgies, events such as Mother's Day and Father's Day breakfasts, the annual CAPA production 'Starry Starry Night' and Student/Parent/Teacher Days, including Learner Led Conferences.

Termly Parent Engagement Group meetings continued which were well attended. These forums were very well received by parents, with positive feedback regarding the format, particularly the educative component which parents reported as highly informative.

Interviews took place for all 2025 incoming Year 7 students and their families, and feedback gained from these meetings highlighted the excellent reputation that Catherine McAuley has in the Port Stephens region.

The 2024 diocese Tell Them From Me Survey (TTFM) provided feedback, affirming the sense of community in the College.

### Student satisfaction

Student feedback is gained regularly through weekly timetabled Learning Advisor Sessions. This feedback assists staff in continuing to develop the program, so it better meets student needs with a focus on their overall wellbeing. The continuation of a fortnightly student survey this year, 'Pulse Checks' has provided valuable information regarding wellbeing and satisfaction.

Leaders of Learning regularly seek student feedback through surveys in their subject areas. Student feedback has indicated a strong sense of belonging and connectedness to the College with particular affirmation of school staff and the relationships that exist within the community. The priority of 'Leadership' in 2024 resulted in the introduction of a new Student

Leadership Team, including college captains, prefects and committees, and increased opportunities for student voice and contributions in moving forward.

The 2024 diocese Tell Them From Me Survey (TTFM) was very positive, highlighting the quality of relationships that existed between staff and students.

### **Teacher satisfaction**

The College again onboarded in excess of 20 new staff in 2024 and these staff members participated in a survey to seek feedback in relation to their transition to Catherine McAuley. Feedback was particularly positive, rating high in all categories across this group. A recurring theme is the appreciation for the staff culture, including high expectations underpinned by strong sense of welcome and belonging.

High staff satisfaction is reflected in a high retention rate of staff continuing in 2025. In 2025, there will be a change in leadership with the Assistant Principal appointed as Principal of St Joseph's College, Lochinvar, and the Principal accepting a new position in a Sydney school. Mr Bernard Burgess, Principal of San Clemente High School, was named as the incoming Principal for 2025.

The 2024 Tell Them From Me (TTFM) survey staff feedback was very positive across all areas. The College continues to prioritise staff culture as it evolves into a Years 7-12 learning community in 2025.

## 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 <sup>1</sup> | \$13,621,709        |
| Government Capital Grants <sup>2</sup>     | \$0                 |
| State Recurrent Grants <sup>3</sup>        | \$3,573,407         |
| Fees and Private Income <sup>4</sup>       | \$3,236,865         |
| Interest Subsidy Grants                    | \$0                 |
| Other Capital Income <sup>5</sup>          | \$886,585           |
| <b>Total Income</b>                        | <b>\$21,318,566</b> |

| Recurrent and Capital Expenditure 2024     |                     |
|--|---------------------|
| Capital Expenditure <sup>6</sup>           | \$544,712           |
| Salaries and Related Expenses <sup>7</sup> | \$12,487,044        |
| Non-Salary Expenses <sup>8</sup>           | \$10,790,310        |
| <b>Total Expenditure</b>                   | <b>\$23,822,066</b> |

### 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