



Catholic Schools
DIOCESE OF MAITLAND-NEWCASTLE

2025

ANNUAL SCHOOL REPORT

SERVICE | LEADERSHIP | JUSTICE

TOGETHER IN CHRIST



St Catherine's Catholic College

30-40 Combo Lane, SINGLETON 2330

Principal: David Crawford

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

mn.catholic.edu.au

About this report

St Catherine's Catholic College (the 'College') is registered by the NSW Education Standards Authority (NESA) and managed by the Catholic Diocese of Maitland-Newcastle (CDMN) which forms part of the broader system of schools governed by Catholic Schools NSW. 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 2024 which the staff ratified for implementation from 2025.

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

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 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

As we come to the close of another memorable school year, the Family and Community Engagement Group 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.

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.

Colour Run - Bright colours, big smiles, and loads of laughter our K- 12 Colour Run was a colourful highlight of the year!

Mother's & Father's Day Stalls - Watching the smiles and pure joy on all the students faces as they are choosing that special gift, for the one they love and look up to is something special.

Primary Disco - Our Primary Disco was a night full of music, laughter, and dancing a fun way for students to celebrate together.

The Country Fair - A true celebration of community spirit! Families, students, and local businesses came together for an evening filled with fun, laughter and country charm. From the Sideshow Alley, Main Stage Performances, Scarecrow Displays, Ring Arena, Equestrian Ring, Pet Shows, Market Stalls to delicious food and Side Show Alley, it was wonderful to see our community connect, support, and celebrate together. The night sky exploded with colour as the fireworks display closed the Country Fair with an unforgettable bang!

This year, the FACE community has made remarkable contributions to enhance the school's Agriculture facilities and enrich the students' experience, by upgrading animal shelters and equipment and by expanding hands on learning opportunities for students

Our contributions reflect the community's dedication to improving the school environment and creating opportunities for learning, creativity, and connection.

Student Body Message

In 2025, The St Catherine's community experienced a year of growth, connection and achievement across many areas of school life. One of the most positive developments was the strengthening of student voice. Students were given greater opportunities to contribute ideas through CAPA activities such as our school musical Aladdin Jr, allowing them to actively shape school initiatives and events. This fostered a stronger sense of ownership and belonging within the student body.

Teaching and learning continued to evolve, with staff implementing engaging and innovative strategies to support diverse learning needs. The increased integration of self-reliant tasks, technology, and real-world learning experiences enhanced student engagement, independence, and academic progress. Improvements to learning spaces further supported this growth, creating flexible and welcoming environments that encouraged collaboration and focus.

Wellbeing remained a central priority. Expanded wellbeing programs and pastoral care initiatives provided students with meaningful support with a focus on authentically understanding students' needs while promoting resilience and inclusion. The student body was strengthened through house activities, sport representative opportunities, and our sporting carnivals. Additionally, the multitude of fundraisers run throughout the year fostered a lively school environment with Christian values at the heart of all that we did. In and out of the classroom our school was guided by our key principles: Harmony, faith and integrity, helping to build respectful and supportive relationships across year groups.

The leadership program continued to flourish, equipping students with confidence and responsibility through service opportunities and school representation. Ministry and faith formation were also key highlights, with retreats, liturgies and outreach initiatives deepening students' understanding of faith and community service.

As 2025 marked 150 years of the Mercy Sisters in Singleton, this significant year for St Catherine's represented progress, unity and a shared commitment to excellence in learning, wellbeing, and faith.

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 Coglean 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 2025: Additional information can be found on My School website.

Girls	Boys	LBOTE*	Total Students
506	503	42	1010

* 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.

Student Attendance Rates

The average student attendance rate for 2025 was 86.42%. 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
91.69	90.55	91.41	89.94	89.68	88.76	85.02	86.24	83.90	80.57	82.23	78.29	85.23

Managing Student Non-Attendance

All schools maintain an accurate register of their student's attendance. Any absences (part or full day) from school are recorded on this register and appropriate intervention strategies are implemented if required.

While parents/carer are legally responsible for the regular attendance of their child at school, school staff, as part of their duty of care, play a vital role in providing a continuum of active support including universal, targeted, and individualised strategies when supporting students

with attendance concerns. Documented attendance plans may be developed to address the needs of students whose attendance is identified as being of concern.

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 2025	
% of students undertaking vocational training or training in a trade during the senior years of schooling	24 %
% 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.

- A range of apprenticeships and traineeships
- Bachelor of Diagnostic Radiography
- Bachelor of Sport Science
- Bachelor of Bio Medicine
- Bachelor of Engineering
- Bachelor of Law
- Bachelor of Science
- ADFA
- NIDA
- Bachelor of Nursing
- Bachelor of Mechanical Engineering
- Bachelor of Dietetics
- Bachelor of Languages

Staffing Profile

Staffing Profile

Note: The data presented reflects the most current information available at the time of reporting. Variations in data currency may occur where staff updates are pending. Differences between tables are due to variations in staff inclusion criteria; therefore, minor discrepancies in reported numbers may occur.

The following information describes the staffing profile for 2025:

Total number of staff	162
Number of full time teaching staff	63
Number of part time teaching staff	47
Number of non-teaching staff	52

Total number of teaching staff by NESA category

Teachers are either accredited as conditional, provisional or proficient as defined by the Teacher Accreditation Act 2004 (NSW). Accreditation at the levels of Highly Accomplished and Lead teacher is voluntary.

The following table describes the accreditation status of teachers at St Catherine's Catholic College in 2025:

Conditional Teachers	14
Provisional Teachers	4
Proficient Teachers	84

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 2025. During 2025, significant growth was observed in student learning within the RE faculty, including one of our students receiving first place in the Diocese for Year 8 Religious Literacy Assessment.

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 embeds capabilities and priorities within curriculum content points in all KLAs. These include literacy, numeracy, digital literacy, critical and creative thinking, ethical understanding, intercultural understanding, and personal and social capability.

Across 2025, 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 our Country Fair 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 in the Diocese.

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 embeds capabilities and priorities within curriculum content points in all KLAs. These include literacy, numeracy, digital literacy, critical and creative thinking, ethical understanding, intercultural understanding, and personal and social capability.

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. The school offers wide range of courses across all KLA areas.

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 2025 is reported in the table below.

NAPLAN RESULTS 2025		Percentage of students in the top 2 proficiency standards	
		School	Australia
Year 3	Grammar and Punctuation	52%	54%
	Reading	64%	66%
	Writing	77%	76%
	Spelling	57%	62%
	Numeracy	55%	64%
NAPLAN RESULTS 2025		Percentage of students in the top 2 proficiency standards	
		School	Australia
Year 5	Grammar and Punctuation	53%	63%
	Reading	81%	73%
	Writing	67%	65%
	Spelling	65%	69%
	Numeracy	60%	69%
NAPLAN RESULTS 2025		Percentage of students in the top 2 proficiency standards	
		School	Australia
Year 7	Grammar and Punctuation	44%	62%
	Reading	56%	69%
	Writing	47%	64%
	Spelling	62%	72%
	Numeracy	58%	69%

NAPLAN RESULTS 2025		Percentage of students in the top 2 proficiency standards	
		School	Australia
Year 9	Grammar and Punctuation	42%	56%
	Reading	56%	65%
	Writing	52%	61%
	Spelling	61%	72%
	Numeracy	52%	66%

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 2025, across Year 12 we saw a string growth in many areas of HSC Performance, with 23% of bands achieved at Band 5 or 6. 14 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 notable achievements included students nominated for Call Back and Art Express, and four students attaining first place in the Diocese (Agriculture, Visual Art, Automotive and Enterprise Computing).

A summary of our post 2025 HSC destinations included:

- A variety of apprenticeships and traineeships
- Bachelor of Diagnostic Radiography
- Veterinary Nurse
- Bachelor of Sport Science
- Early Childhood Traineeship
- Bachelor of Bio Medicine
- Bachelor of Engineering
- Bachelor of Law
- Bachelor of Science

- Australian Defence Force Academy (ADFA)
- National Institute of Dramatic Arts (NIDA)
- Bachelor of Earth and Environmental Science
- Bachelor of Nursing
- Bachelor of Social Work
- Bachelor of Information Technology
- Bachelor of Mechanical Engineering
- Bachelor of Dietetics
- Bachelor of Languages

Higher School Certificate	Percentage of students in the top 2 bands (Bands 5 and 6)					
	2023		2024		2025	
	School	State	School	State	School	State
Auto Exam	0 %	17 %	0 %	18 %	50 %	13 %
Community & Family Studie	40 %	36 %	40 %	36 %	71 %	13 %
Drama	50 %	60 %	-	-	100 %	25 %
English Extension 1	100 %	94 %	80 %	96 %	100 %	95 %
English Extension 2	100 %	86 %	33 %	87 %	100 %	88 %
Enterprise Computing	-	-	-	-	100 %	11 %
Legal Studies	17 %	43 %	0 %	44 %	67 %	18 %
Music 1	100 %	69 %	100 %	68 %	71 %	29 %
Studies of Religion I	50 %	49 %	0 %	44 %	33 %	19 %
Studies of Religion II	-	-	17 %	47 %	63 %	20 %
Visual Arts	100 %	66 %	67 %	67 %	50 %	27 %

Pastoral Care and Student Wellbeing

Pastoral Care Policy

The College's approach to pastoral care and wellbeing is guided by the [Student Wellbeing and Pastoral Care Policy](#).

This policy provides a framework for the development and implementation of policies, programs, resources, and practices at all school levels. Its purpose is to support and enhance the wellbeing of students and all members of the school community, fostering a climate of care within a Catholic educational context.

The College is committed to creating a safe, inclusive, and academically rigorous environment. A strong emphasis is placed on nurturing and maintaining positive, respectful relationships among staff, students, and parents, with the wellbeing of all at the forefront.

Behaviour Management and Student Discipline Policy

The College's behaviour management and student discipline procedures align with the Catholic School's [Student Wellbeing and Pastoral Care Policy](#) and to the [Schools Behaviour Management Policy](#). These policies uphold the dignity and responsibility of each individual, promote positive student behaviour, and ensure respect for the rights of all students and staff. Corporal punishment is expressly prohibited at the College. The College does not permit or condone the use of corporal punishment by any College personnel or non-College individuals, including parents, as a means of discipline in the College. Further information about this and other related policies may be obtained from the College's website.

Anti-Bullying Policy

The College implements the Catholic Schools [Anti-Bullying Policy](#) which is adopted by all schools within the Diocese. This policy provides a framework for school communities to collaboratively prevent and address bullying, fostering respectful relationships and responding to individual needs with sensitivity and care. The Catholic Schools Leadership team 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 on the Catholic Schools Maitland-Newcastle website.

Complaints Handling Policy

The Diocese of Maitland-Newcastle [Complaints Resolution Policy](#) is implemented by the College and all schools in the diocese. This policy acknowledges that misunderstandings and differences of opinion may arise and provides a structured process for resolving such matters respectfully and constructively. By addressing concerns within a framework of dignity, respect and truth, the policy reflects the values of the Catholic faith and offers opportunities to model the love of Christ in contemporary contexts. The Catholic Schools Leadership team monitors the implementation of this policy in our schools.

The full text of the [Complaints Resolution Policy](#) may be accessed on the College's website, the administration office or on the Catholic Schools Maitland-Newcastle 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

Parent satisfaction at St Catherine's Catholic College, Singleton remained positive throughout the year, reflecting the strong partnership between families and the school. Parents consistently expressed appreciation for the College's commitment to nurturing the whole child—academically, spiritually, and socially. Feedback gathered through smaller surveys and informal consultation opportunities indicated that families value the welcoming atmosphere of the College and the dedication of staff to student wellbeing and learning growth.

The College's focus on Catholic values and its inclusive community were also recurrent themes in parent feedback. Parents expressed gratitude for the supportive environment that fosters respect, belonging, and positive relationships among students. While a few suggestions for improvement centred on enhancing extracurricular opportunities and refining processes around assessment communication, overall satisfaction remained high.

St Catherine's continues to strengthen its partnership with families by listening carefully to feedback and maintaining open, responsive communication channels designed to support every learner.

Student satisfaction

Student satisfaction at St Catherine's Catholic College, Singleton remained strong throughout the year. Feedback gathered through smaller student surveys and informal discussions highlighted that learners appreciate the supportive relationships they have with their teachers.

Students consistently reported feeling safe at school and valued the emphasis placed on wellbeing and respectful relationships. Many noted that the College's pastoral structures provide reliable support, and they identified the inclusive culture of the school as a key contributor to their positive experience.

In the classroom, students expressed satisfaction with the quality of teaching and the variety of learning activities offered. They particularly valued opportunities for hands-on learning, collaborative tasks, and clear feedback that helps them understand their progress.

Some students suggested expanding leadership opportunities and enhancing communication around assessment timelines. Overall, student responses reflected a high level of satisfaction and a strong sense of connection to the College's values, community, and learning environment.

Teacher satisfaction

Staff satisfaction remained strong throughout the year. Feedback gathered through smaller internal surveys and ongoing professional conversations indicated that staff feel supported in their roles and appreciate the clear vision and leadership provided across the College.

Staff consistently highlighted the positive working relationships within teams, noting collegiality, open communication, and a willingness to share expertise. Many staff expressed satisfaction with the professional learning opportunities offered, particularly those aligned with school priorities and focused on improving instructional practice.

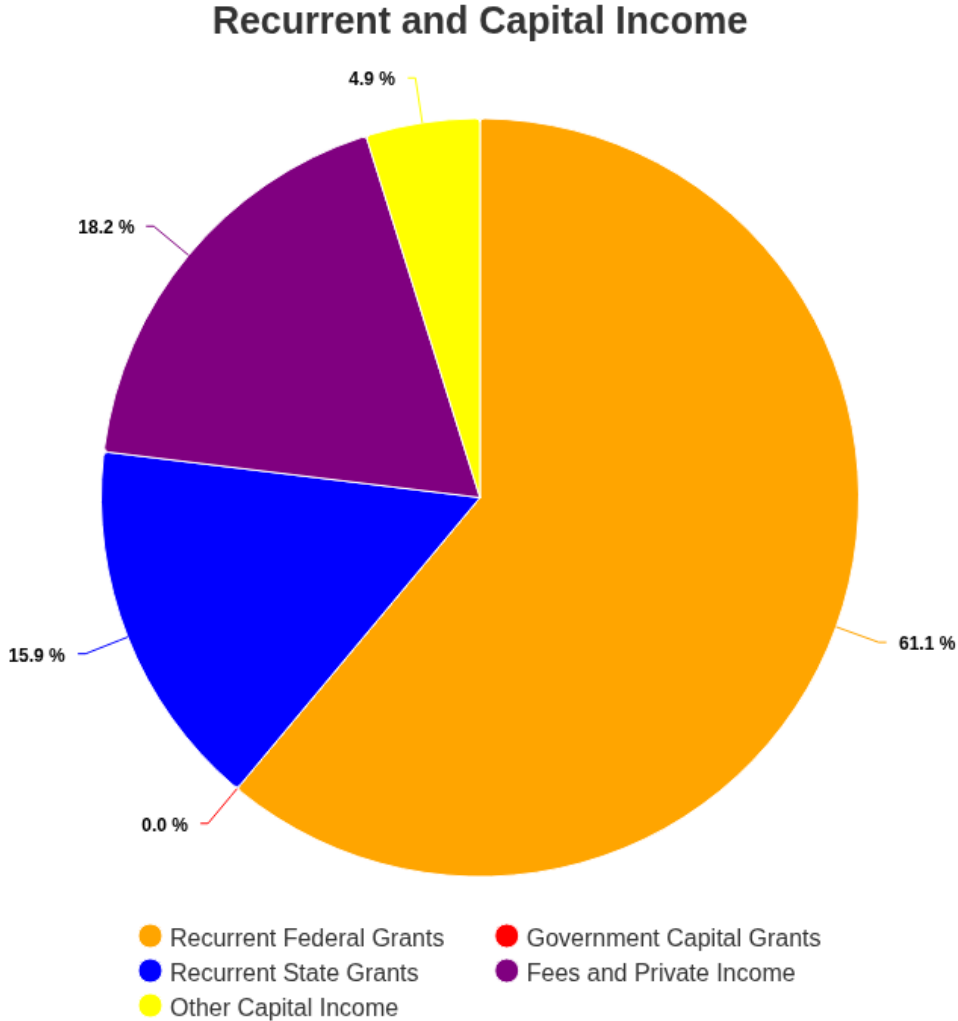
Staff also valued the College's emphasis on wellbeing, acknowledging efforts to maintain a balanced and respectful workplace where individual contributions are recognised. The strong sense of community was identified as a key factor in staff morale and job satisfaction.

Some suggestions for improvement centred on refining administrative processes and exploring additional opportunities for K-12 collaboration. Overall, staff feedback reflected a high level of dedication to the College and strong satisfaction with the supportive environment in which they work.

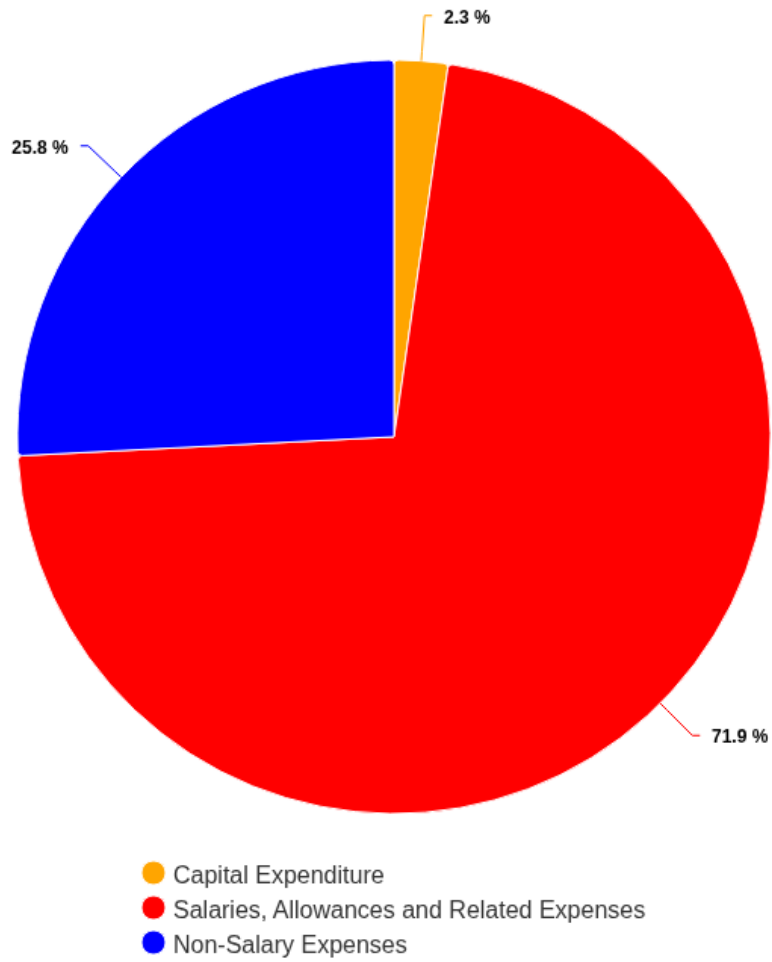
Financial Statement

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 2025 year is detailed below:



Recurrent and Capital Expenditure



END OF 2025 REPORT