

ANNUAL REPORT 2023



Contents

Theme 1	1
Context: A Message from Key School Bodies	
Theme 2	7
Outcomes and Results	
Theme 3	18
Staffing	
Theme 4	20
Attendance	
Theme 5	22
School Policies	
Theme 6	24
Stakeholder satisfaction	
Theme 7	26
Summary Financial Information	



Theme 1

Context: A Message from Key School Bodies



Headmistress

Mrs Judith Poole

When I joined this community at the beginning of the 2023, I had much to learn about the School's culture. I was keen to see how the values of courage, integrity, service and relationships were encouraged and demonstrated in the life of the School. Learning day by day, I watched with amazement the wonderful array of activities on offer both in the classroom and in cocurricular activities. I am going to highlight a few observations I have made.

Early in the year girls were busily preparing for our musical, A Chorus Line. To prepare for this, our dancers had to learn to sing and our singers needed to learn to dance. For many this was challenging, and it took courage to give it a go. In our beautiful theatre, girls performed brilliantly, filling the stage with energy and colour. Presenting oneself to an audience takes courage, doing it with a group takes teamwork. Together the cast were lifted to great heights as they entertained us.

But courage comes in different forms to different people. While all our sportswomen are dedicated, nothing quite matched our 1st V111 rowers this year. Winning Head of the River came from hard work in the gym and on the water. It takes courage and determination to continue to push yourself with relentless effort. These girls went on to win the Under 19s at Nationals and to represent the School at Henley Royal Regatta. Through courage, teamwork and grit our team competed with spirit, leaving nothing on the water.

The value of integrity is a little harder to define and is subtler to recognise. One activity that I am drawn to is our Cadet Unit in looking at the qualities of duty and citizenship. Combining with Waverley College, this activity provides a healthy coeducational environment where skills, discipline and teamwork are emphasised. Our Cadet Unit makes our ANZAC and Remembrance Services special as they formally present arms, heightening our awareness and respect for those who served. On one occasion this year our Cadet Unit participated in a marching drill competition at St Catherine's and their precision was magnificent. As we watched, we thought about integrity and sacrifice.

Another demonstration of integrity was reported to me by a stranger. I received an email from a passenger on a local bus who wanted us to know how two St Cath's girls had, without hesitation, went to the aid of a fellow passenger who had fallen off the bus and was ignored by other passengers. This member of the public was very grateful to the girls and so was I, for committing such a kind deed when no one else would." These girls were observed acting with integrity because they knew it was the right thing to do.

Service is the value that permeates our culture. Here at St Catherine's there is constant activity in raising awareness and

funds of various charities. This year 15 charities received a total of \$43,000 from students' efforts. Some drives involved girls bringing in goods under a theme. Recently Years 7 and 8 collected women's items for Share the Dignity bags, while Year 9 made hygiene bags and Christmas presents for Bread of Life and Years 10 and 11 collected home goods for Re Love. Students have also helped out at Bread of Life serving meals to the homeless. These commitments have allowed many girls the opportunity to serve and learn about those on a different journey. Working with one's hands adds to the gift of service.

Two significant service projects involved working in remote areas. Girls went to Cambodia to learn about the culture and work on a project helping to supply water to a community. More recently, two groups of Year 10 girls went to Cape York to live and learn in Indigenous communities. While skills, stories and activities were shared, it was the relationships that the girls valued the most.

Closer to home, senior girls have provided service to the junior students by helping young girls on the carline. Some of them recently went to the local nursing homes and others performed concerts at St Jude's as part of an outreach program. Service activities are woven into our learning activities building and understanding the empathy for those involved.

The most important value at St Catherine's is relationships. Everything we do here at school involves relationships and they are nurtured when we work together to accomplish a goal. It may be building a robot, debating on a team, playing in an ensemble or preparing for the house spirit competition – when we work and laugh together, we build that bond of friendship.

Through our chapel services, we learn about our relationship with God and the world we live in. Christ teaches us about loving our enemies and the power of forgiveness and sacrifice. When we think of others before ourselves, relationships grow. Relationships directly impact our wellbeing and it is important we understand how best to support each other. I have seen plenty of evidence of long-term relationships among our Old Girls as they gather for reunions to recall old memories.

This year has given me much pleasure, seeing our school values role-modelled by our staff and embraced by our students. 2023 has been a wonderful year in the history of St Catherine's and I am grateful for the contribution staff, students and parents have made to our community.

School Council

Chair – Ms Danusia Cameron

St Catherine's is a school for young women – and over the last few years, as more schools across Sydney have turned to a co-educational approach, it is worth considering why it is important that we hold to our approach. Of course, one answer could be that we are continuing our tradition of proudly educating young women for more than 165 years.

Our School started with a small group of clergy daughters who were boarders. But those key characteristics quickly changed: we soon expanded our enrolments beyond daughters of clergy and opened the School to day girls as well as boarders.

Our School has been changing, right from the start: today, the School looks very different to the original establishment in the purpose-built sandstone building. Each year, the offerings available to student evolves and expands. This Catherineian is densely packed with wonderful examples of the array of program, from sport to music to drama and beyond. St Catherine's girls achieve great things together, in so many different areas! Among these, our students have opportunities to work and study with boys from our neighbouring schools, such as the Cadets program and the music tour in eastern Europe.

Over our long history, we have remained focused on our core purpose of educating young women. We believe that by tailoring our educational approach specifically to girls, we will be able to help each student achieve her best. While every student is different and develops at a different rate, there are commonalities in how young women learn and our programs are designed to draw on these strengths. Single-sex education also means that school subjects and cocurricular opportunities do not become categorised by gender; instead, the assumption is that girls can participate in every discipline and activity. There is no question about targets or quotas for leadership positions: all positions are open to girls. School is a place to learn, build new skills, make strong friends and develop character – empowering each young woman to approach the world beyond the school gates with confidence and courage.

Offering this quality of education and breadth of opportunity requires exceptional leadership, teachers and staff. We welcomed Mrs Judith Poole as Interim Headmistress of St Catherine's in 2023. Under Mrs Poole's leadership the School has gone from strength to strength, ably supported by our dedicated and creative staff. On behalf of the Council I thank Mrs Poole and all staff at St Catherine's for an outstanding year.

Prefects

Head Girl – Kayla Heng

2023 was a year filled with leadership, teamwork, event organisation, charities and prefect socials, as well as making the important decision in choosing our theme and charity for the year. As a body, we recognised the significant impact mental health has on young teenagers and wanted to create a safe space where students could feel comfortable to begin conversations surrounding mental health.

As such, the theme this year was 'Piece by Piece' which represents the steps needed in order to overcome a challenge. Aiming to encourage students to take things 'Piece by Piece' when feeling overwhelmed or confronted with a busy week of school ahead and encouraging them to reach out to teachers, friends or family when needed. Continuing this, we emphasised the importance of putting yourself and your own health first; whether it be mental, physical or spiritual.

Linking to our theme this year, the charity we chose was Orygen. Orygen is a mental health institute, which focuses on developing new models of care, treatment and interventions in partnerships with young people. From our many famous lolly stands and all proceeds from St Cath's Got Talent going towards Orygen, we were able to raise a total of \$5,000 to be donated towards our charity.

Throughout the year, we had the opportunity to attend Prefect Social Events held by other schools in Sydney. These events would often include afternoon tea, games and conversations

between different schools about the themes, charities and initiatives each school had which allowed us to build relationships with other schools as well as gaining different perspectives on what it means to be a leader.

Prefect events organised throughout the year such as St Cath's Got Talent and the Waverley vs St Cath's Netball game were a success. With a packed theatre full of teachers, friends and family, students from Years 7-12 were able to showcase their talents ranging from magic tricks, dancing, singing, comedy and musical items. Amazingly, the night was an overall success.

Finally, the last event was the Waverley vs St Cath's Netball game followed by an afternoon tea. Prefects from both Waverley and St Cath's played a fun game, with the JKSC filled with music and loud cheers of support from the St Cath's students.

Overall, this year was a great success, and we would like to thank everyone for their support, with a special thanks to Ms Herbert whose unending encouragement and support was greatly appreciated by all of us.

Parents and Friends Association

President – Mrs Jane McCrory

This year, we have already been blessed with many opportunities to come together as a school community, beginning with our annual Welcome Cocktail Party. With a record turnout from our parents and staff, it was the perfect chance to catch up and welcome new members of our school community into the fold, including our new Headmistress, Mrs Judith Poole.

We reconvened in May for our annual Mother's Day Breakfast where students, mothers, grandmothers, aunts and special women in our community came together to celebrate. It felt incredibly beautiful to see everyone gathered on the Cloisters Lawn in the beautiful early morning light. We then headed to the Dr Julie Townsend Theatre for a special performance from the K-2 Choir. It was lovely to hear the girls sing with such gusto and enthusiasm, especially as it was their first-ever performance.

We were back just over a week later to celebrate our annual Trivia Night, which is one of our most loved annual events. This year, the theme was 'The 80s' – and there was certainly no shortage of enthusiasm when it comes to dressing up. A special thank you to our quizmaster, Tim Shorter of Fame Trivia, for his ongoing support.

We brought back the wish list for another year, with over \$80,000 pledged for STEM projects, student speakers, technology upgrades and wellbeing days across the school. We will also be funding the Year12 Valedictory Dinner and Year 6 Graduation later in the year.

Our meetings were underway throughout the year and it has been so informative to hear about the current and future sustainability plans of the school and all the exciting things happening in sport. The P&F Committee meetings continue to be themed to help our community understand the work of the different departments within the school.

In Semester 1, we also farewelled our Head of Community Relations, Mrs Marilyn Rickard, after 13 years at St Catherine's School. We thank her for her time, dedication and care in making this school the best possible place for our children.

Our July meeting was a chance to see our wish list spending inaction, with a tour of our STEM labs to learn about the robotics program. It was easy to see how passionate Mr Mercer and Mr Curd are for girls in STEM. In our final meeting, we farewelled Ms Kylie McCullah – who spoke on how the school is beginning to integrate AI into the classroom to help our students be better learners.

Thank you to our class parents for helping our wider community be more involved in the life of the school. I would also like to thank Mariela and Ciara who were the Junior and Senior School Representatives. It was great to see many of the

class parents at our P&F Thank You Breakfast and a testament to the support as many have re-volunteered for next year.

I also would like to recognise a few key people who have supported the P&F this year. Firstly, to the hard-working team in Community Relations who have done a huge amount behind the scenes and supported all committee members. I would also like to personally thank Mrs Judith Poole, who gave her support and advice to help us liaise with the departments to bring about some dynamic meetings this year.

Finally, I would like to thank this year's committee members: Nigel, Bob, Catherine, Joanna, Ciara, Teena and Mariela.

St Catherine's Foundation

Chair – Mr Martin Smethills

This year, the St Catherine's Foundation continued to focus fundraising efforts towards the St Catherine's Scholarship Fund, which supports our Indigenous Education program and the means-tested Faith Patterson Scholarship. St Catherine's is fully committed to our Indigenous Education program and seeks to create a sustainable, permanent legacy to do our part in bridging the gap in Indigenous education.

We started off the year with a brand-new event, the inaugural International Women's Day Luncheon. An initiative of the St Catherine's Foundation Endowment Committee, the event brought 190 women and men together for a magnificent lunch in our Performing Arts & Aquatic Centre, overlooking the Pacific Ocean. We were especially delighted to welcome Ms Allegra Spender MP as our keynote speaker. She spoke of finding your courage, the balancing act of modern motherhood and the progression of women in Australia. We thank her for her wise and inspiring words. Special thanks go to Catherine Ajaka, Foundation Board member, for all her work in putting together this fantastic event.

We also thank our MC, Georgina Byron AM, Foundation Board Director, as well as Aysha Stewart in Year 12 for her Acknowledgement of Country and Joyce Timbery, a past parent and local Elder from the La Perouse community, who spoke about the importance of our Indigenous Education program. We are already looking forward to our 2024 event.

We were thrilled that the luncheon raised an incredible \$35,000 for our Indigenous Education program, thanks to our generous sponsors and raffle donors.

Just a week later, The Foundation hosted the fifth annual Twilight Golf event at Moore Park Golf Club. With just under 100 players teeing off, this event is a firm favourite in our annual school calendar and was certainly an afternoon to remember. A huge thank you to Foundation Board member, Troy Edyvean, who has been instrumental in making this annual event so successful. Congratulations to all of our players and prize winners. Again we thank our generous sponsors and prize donors, most of whom were school suppliers. Their support enabled us to raise over \$16,000 for our Indigenous Education program.

In May, the St Catherine's Foundation through its Connections Committee, organised the return of our much-loved Professional Women's Networking evening. Hosted at UniSpace on George Street, the event was a great opportunity to connect with other professional women and hear from one of Australia's leading business communication specialists, Amber Daines OG1993.

In August, current and past parents, Old Girls, staff and students came together in support of our Indigenous and

Faith Patterson Scholarships at the St Catherine's Foundation Snow Ball. With tickets selling out within days of the on-sale date, the focus quickly shifted to how we could accommodate the unprecedented interest in the event. With the bar set high from the previous Mad Hatters Ball and Le Club, the Snow Ball had big shoes to fill, and fill they did.

Over 500 of the St Catherine's community converged on The Queen Elizabeth II Grand Ballroom at Randwick Racecourse. Lined with frosted trees, the room was transformed into a winter wonderland where guests enjoyed several fun and exciting games, had their turn at winning in the lucky dip and raffle or simply enjoyed one another's company. But for all the enjoyment that was shared across the evening, there was a greater purpose for why we came together as a community.

This year in particular, the Foundation and many of its fundraising initiatives have been focused on supporting our St Catherine's School Indigenous students through raising funds for our Indigenous Education Scholarship program. Today, a number of St Cath's girls are supported through our Indigenous Education and Faith Patterson Scholarships.

Our girls learn, live and grow alongside others who herald from local, regional and rural Indigenous communities. We currently have over 15 Indigenous students who are financially supported by our scholarship and affiliate Twilight Golf Professional Women's Networking evening programs, and the Foundation is working to establish a fund that would assist with providing scholarships in perpetuity.

The Snow Ball perpetuated our long history of generosity and supported our commitment to educating young women from Aboriginal and Torres Strait Island communities. Over \$160,000 was raised from the event, contributing greatly to our goal of building an endowment of \$1 million. Thank you to the incredible efforts of the Snow Ball Committee, the Community Relations department, as well as the staff and student volunteers who contributed to the planning and organisation of this event and helped to bring the Snow Ball to life!

An additional thank you goes to all our sponsors and prize donors who supported the Snow Ball. Whether it was through providing your holiday house, product or services for one of our live and silent auction prizes or gifting one of the many bottles of wine, chocolates and hampers to be won throughout the evening, thank you to all of those in our community who gave so generously in support of our scholarships.

Finally, I would like to say a huge thank you to the hard-working Community Relations team led by Ben McCloghry, who recently joined the school. Ben and his team provide much of the support that allows the Foundation to function and raise much-needed funds for all our initiatives.

Theme 1

Context: Contextual Information About the School

We are an Anglican day and boarding girls' school in Sydney's eastern suburbs. Since opening in 1856 with three boarding students, we have grown to over a thousand girls from the local community, across Australia and the world.

Our purpose is simple: to develop young women of character and intellect who are equipped to make their unique contribution to the world. We want our girls to love school, embrace the opportunities available to them and use their education to enrich the world.

We offer a very broad curriculum to enable each girl to find and pursue what she enjoys. Alongside this we have a wellbeing program that develops each girl's character strengths, a service education program that fosters her sense of community responsibility and an international exchange program that develops her global outlook. And all we do is underpinned by our Christian foundation, on which our values of integrity, resilience, respect, relationships and service are based.



Theme 2

Outcomes and Results



Standardised Testing

NAPLAN Summary 2023

All students tested in reading, writing, spelling, grammar, punctuation and numeracy in Years 3, 5, 7 and 9 were above the national minimum standard. In every group, and in every testing area, the school was above the state average. The comparative measures are noted below for the top band for each year group.

Read more on the <http://www.myschool.edu.au>

Year level	Reading	Writing	Spelling	Grammar	Numeracy
Year 3	480	476	457	486	451
Students with similar background	455	454	444	462	447
All Australian Students	405	416	404	411	407
Year 5	552	547	539	561	547
Students with similar background	528	512	515	528	518
All Australian Students	496	483	489	497	488
Year 7	586	580	566	590	585
Students with similar background	565	561	560	567	567
All Australian Students	536	534	539	539	538
Year 9	619	624	604	623	633
Students with similar background	595	600	590	591	600
All Australian Students	564	567	568	557	568

NAPLAN Participation for St Catherine's school is 99%.

NAPLAN participation for all Australian students is 95%.

A school's NAPLAN test must have a minimum of 11 participants and 80% participation rate for a comparison to be available. Grey shading indicates participation did not meet these thresholds.

Please note in 2023 NAPLAN testing moved from May to March and the NAPLAN scale was reset. This means you can't compare NAPLAN achievement prior to 2023 to that from 2023 onwards.

Post School Destinations

As artificial intelligence, globalisation, and digital technology continue to shape the modern workforce, we know our students are preparing for careers that may not even exist yet. However, the Class of 2023, have been undeterred by this rapidly changing landscape. Instead, they have approached their futures with determination, focus and genuine excitement. These graduates are well-rounded and enthusiastic learners, eager to explore their passions and utilise their unique gifts to bring about positive change in the world. In the face of future uncertainties, our students exhibit adaptability and a readiness to take on challenges.

While some are opting for a gap year to broaden their horizons as global citizens, 87% of students have enrolled to attend various Australian universities, while two adventurous souls are spreading their wings for study overseas. Remarkably, 50% of our students who applied to university received an early offer. Of those, 71% accepted that offer.

The diversity of academic pursuits among the Class of 2023 is impressive, reflecting the diversity of the cohort. The field of Health, Medicine and Nursing has taken the lead this year claiming 16.4% of our students. Also prominent are

Law and Commerce, both attracting approximately 12% of students. The Natural Sciences attracted 7.8% of students., while Arts claimed 9.4% and disciplines such as Psychology, Social Sciences, including Economics and Politics, Business and Communications attracted between 6% to 7% of students, offering a diverse academic landscape. Notably, over 24% of our students are planning to undertake double degrees, reflecting a trend towards combining traditional fields like Medicine and Law with Commerce, Science, and Economics to expand future employment opportunities.

Additionally, 11 students from this cohort have been honoured with a scholarship, ranging from the prestigious Dalyell Scholars Program at The University of Sydney to Elite Athlete Scholarships. Noteworthy recognitions include the Chancellor's, National Merit and Alan D Latham Scholarships at The University of Melbourne, the Teacher Education Scholarship Program, the Vice-Chancellor's International Scholarship at The the University of Sydney and the Women in Engineering Scholarship at The University of Technology. The diverse range reflects the exceptional talent within our cohort, poised for success in various fields.

Senior Secondary Outcomes

In 2023, there were no Records of School Achievement. 100% of girls achieved the Higher School Certificate.

One student undertook vocational training in 2023 in Hair and Beauty Services.

Note that Senior secondary outcomes are documented on the My School website: <http://www.myschool.edu.au>.

Higher School Certificate Results

Subject	Year	No. of Students	Performance Band Achievement by Number and Percentage	
			Bands 3-6 (E3-E4)	Bands 1-2 (E1-2)
Ancient History	2023	14	School: 13 (93%) statewide: (81%)	School: 1 (7%) statewide: (19%)
	2022	4	School: 4 (100%) statewide: (83%)	School: 0 (0%) statewide: (17%)
	2021	4	School: 4 (100%) statewide: (79%)	School: 0 (0%) statewide: (21%)
Biology	2023	34	School: 34 (100%) statewide: (89%)	School: 0 (0%) statewide: (11%)
	2022	32	School: 32 (100%) statewide: (80%)	School: 0 (0%) statewide: (20%)
	2021	23	School: 23 (100%) statewide: (91%)	School: 0 (0%) statewide: (9%)
Business Studies	2023	30	School: 30 (100%) statewide: (88%)	School: 0 (0%) statewide: (12%)
	2022	55	School: 55 (100%) statewide: (90%)	School: 0 (0%) statewide: (10%)
	2021	30	School: 30 (100%) statewide: (87%)	School: 0 (0%) statewide: (13%)
Chemistry	2023	15	School: 14 (93%) statewide: (86%)	School: 1 (7%) statewide: (14%)
	2022	15	School: 15 (100%) statewide: (85%)	School: 0 (0%) statewide: (15%)
	2021	16	School: 16 (100%) statewide: (89%)	School: 0 (0%) statewide: (11%)
Chinese and Literature	2023	4	School: 4 (100%) statewide: (99%)	School: 0 (0%) statewide: (1%)

Subject	Year	No. of Students	Performance Band Achievement by Number and Percentage	
			Bands 3-6 (E3-E4)	Bands 1-2 (E1-2)
Chinese and Literature	2022	2	School: 2 (100%) statewide: (99%)	School: 0 (0%) statewide: (1%)
	2021	3	School: 3 (100%) statewide: (98%)	School: 0 (0%) statewide: (2%)
Chinese Continuers	2023	1	School: 1 (100%) statewide: (95%)	School: 0 (0%) statewide: (5%)
	2022	4	School: 4 (100%) statewide: (99.5%)	School: 0 (0%) statewide: (0.5%)
	2021	4	School: 4 (100%) statewide: (98%)	School: 0 (0%) statewide: (2%)
Dance	2023	1	School: 1 (100%) statewide: (99%)	School: 0 (0%) statewide: (1%)
Design and Technology	2023	15	School: 15 (100%) statewide: (95%)	School: 0 (0%) statewide: (5%)
	2022	16	School: 16 (100%) statewide: (96%)	School: 0 (0%) statewide: (4%)
	2021	11	School: 11 (100%) statewide: (97%)	School: 0 (0%) statewide: (3%)
Drama	2023	17	School: 17 (100%) statewide: (99%)	School: 0 (0%) statewide: (1%)
	2022	10	School: 10 (100%) statewide: (98%)	School: 0 (0%) statewide: (2%)
	2021	15	School: 15 (100%) statewide: (98%)	School: 0 (0%) statewide: (2%)
Dutch Continuers	2023	1	School: 1 (100%) statewide: (100%)	School: 0 (0%) statewide: (0%)
Economics	2023	32	School: 32 (100%) statewide: (92%)	School: 0 (0%) statewide: (8%)
	2022	12	School: 12 (100%) statewide: (93%)	School: 0 (0%) statewide: (7%)

Subject	Year	No. of Students	Performance Band Achievement by Number and Percentage	
			Bands 3-6 (E3-E4)	Bands 1-2 (E1-2)
Economics	2021	28	School: 50 (96%) statewide: (94%)	School: 0 (0%) statewide: (6%)
English Advanced	2023	99	School: 99 (100%) statewide: (99%)	School: 0 (0%) statewide: (1%)
	2022	87	School: 87 (100%) statewide: (99%)	School: 0 (0%) statewide: (1%)
	2021	85	School: 85 (100%) statewide: (99%)	School: 0 (0%) statewide: (1%)
English Extension1	2023	25	School: 25 (100%) statewide: (94%)	School: 0 (0%) statewide: (6%)
	2022	12	School: 12 (100%) statewide: (93%)	School: 0 (0%) statewide: (7%)
	2021	8	School: 8 (100%) statewide: (94%)	School: 0 (0%) statewide: (6%)
English Extension 2	2023	6	School: 6 (100%) statewide: (86%)	School: 0 (0%) statewide: (14%)
	2022	3	School: 3 (100%) statewide: (85%)	School: 0 (0%) statewide: (15%)
	2021	3	School: 3 (100%) statewide: (84%)	School: 0 (0%) statewide: (16%)
English EAL/D	2023	7	School: 7 (100%) statewide: (78%)	School: 0 (0%) statewide: (22%)
	2022	14	School: 14 (100%) statewide: (74%)	School: 0 (0%) statewide: (26%)
	2021	8	School: 8 (100%) statewide: (86%)	School: 0 (0%) statewide: (14%)
English Standard	2023	8	School: 8 (100%) statewide: (90%)	School: 0 (0%) statewide: (10%)
	2022	10	School: 10 (100%) statewide: (88%)	School: 0 (0%) statewide: (12%)

Subject	Year	No. of Students	Performance Band Achievement by Number and Percentage	
			Bands 3-6 (E3-E4)	Bands 1-2 (E1-2)
English Standard	2021	16	School: 16 (100%) statewide: (91%)	School: 0 (0%) statewide: (9%)
Food Technology	2023	10	School: 10 (100%) statewide: (82%)	School: 0 (0%) statewide: (18%)
	2022	6	School: 6 (100%) statewide: (87%)	School: 0 (0%) statewide: (13%)
	2021	5	School: 5 (100%) statewide: (86%)	School: 0 (0%) statewide: (13%)
French Continuers	2023	7	School: 7 (100%) statewide: (99%)	School: 0 (0%) statewide: (1%)
	2022	5	School: 5 (100%) statewide: (96%)	School: 0 (0%) statewide: (4%)
	2021	16	School: 16 (100%) statewide: (97%)	School: 0 (0%) statewide: (3%)
French Extension	2023	1	School: 1 (100%) statewide: (84%)	School: 0 (0%) statewide: (16%)
	2022	3	School: 3 (100%) statewide: (87%)	School: 0 (0%) statewide: (13%)
	2021	4	School: 3 (75%) statewide: (80%)	School: 1 (25%) statewide: (20%)
German Beginners	2023	1	School: 1 (100%) statewide: (88%)	School: 0 (0%) statewide: (12%)
German Continuers	2023	1	School: 1 (100%) statewide: (99%)	School: 0 (0%) statewide: (1%)
History Extension	2023	8	School: 7 (87%) statewide: (85%)	School: 1 (13%) statewide: (154%)
	2022	4	School: 3 (75%) statewide: (84%)	School: 1 (25%) statewide: (16%)
	2021	2	School: 2 (100%) statewide: (77%)	School: 0 (0%) statewide: (23%)

Subject	Year	No. of Students	Performance Band Achievement by Number and Percentage	
			Bands 3-6 (E3-E4)	Bands 1-2 (E1-2)
Japanese Beginners	2023	3	School: 3 (100%) statewide: (76%)	School: 0 (0%) statewide: (24%)
	2022	6	School: 6 (100%) statewide: (74%)	School: 0 (0%) statewide: (26%)
	2021	3	School: 3 (100%) statewide: (77%)	School: 0 (0%) statewide: (23%)
Mathematics Advanced	2023	46	School: 46 (100%) statewide: (93%)	School: 0 (0%) statewide: (7%)
	2022	63	School: 63 (100%) statewide: (94%)	School: 0 (0%) statewide: (6%)
	2021	38	School: 38 (100%) statewide: (94%)	School: 0 (0%) statewide: (6%)
Mathematics Extension 1	2023	26	School: 23 (88%) statewide: (72%)	School: 3 (12%) statewide: (28%)
	2022	42	School: 37(88%) statewide: (74%)	School: 5 (12%) statewide: (26%)
	2021	15	School: 12 (80%) statewide: (74%)	School: 3 (20%) statewide: (26%)
Mathematics Extension 2	2023	5	School: 4 (80%) statewide: (86%)	School: 1 (20%) statewide: (14%)
	2022	11	School: 10 (91%) statewide: (85%)	School: 1 (9%) statewide: (15%)
	2021	9	School: 8 (89%) statewide: (87%)	School: 3 (11%) statewide: (13%)
Mathematics Standard	2023	52	School: 52 (100%) statewide: (82%)	School: 0 (0%) statewide: (18%)
	2022	41	School: 41 (100%) statewide: (82%)	School: 0 (0%) statewide: (18%)
	2021	34	School: 34 (100%) statewide: (79%)	School: 0 (0%) statewide: (21%)

Subject	Year	No. of Students	Performance Band Achievement by Number and Percentage	
			Bands 3-6 (E3-E4)	Bands 1-2 (E1-2)
Modern History	2023	27	School: 26 (96%) statewide: (84%)	School: 1 (4%) statewide: (16%)
	2022	15	School: 15 (100%) statewide: (89%)	School: 1 (9%) statewide: (11%)
	2021	29	School: 29 (100%) statewide: (87%)	School: 0 (0%) statewide: (16%)
Music 1	2023	4	School: 4 (100%) statewide: (98%)	School: 0 (0%) statewide: (2%)
	2022	4	School: 4 (100%) statewide: (98%)	School: 0 (0%) statewide: (2%)
	2021	10	School: 10 (100%) statewide: (98%)	School: 0 (0%) statewide: (2%)
Music 2	2023	1	School: 1 (100%) statewide: (99.8%)	School: 0 (0%) statewide: (0.14%)
	2022	5	School: 5 (100%) statewide: (100%)	School: 0 (0%) statewide: (0%)
	2021	8	School: 8 (100%) statewide: (100%)	School: 0 (0%) statewide: (0%)
PDHPE	2023	33	School: 33 (100%) statewide: (90%)	School: 0 (0%) statewide: (10%)
	2022	38	School: 38 (100%) statewide: (80%)	School: 0 (0%) statewide: (20%)
	2021	38	School: 37 (97%) statewide: (86%)	School: 1 (3%) statewide: (14%)
Physics	2023	8	School: 8 (100%) statewide: (89%)	School: 0 (0%) statewide: (11%)
	2022	8	School: 8 (100%) statewide: (87%)	School: 0 (0%) statewide: (13%)
	2021	8	School: 8 (100%) statewide: (91%)	School: 0 (0%) statewide: (9%)

Subject	Year	No. of Students	Performance Band Achievement by Number and Percentage	
			Bands 3-6 (E3-E4)	Bands 1-2 (E1-2)
Science Extension	2023	7	School: 6 (86%) statewide: (78%)	School: 1 (4%) statewide: (22%)
	2022	6	School: 6 (100%) statewide: (79%)	School: 0 (0%) statewide: (21%)
	2021	2	School: 2 (100%) statewide: (72%)	School: 0 (0%) statewide: (28%)
Spanish Continuers	2023	2	School: 2 (100%) statewide: (99%)	School: 0 (00%) statewide: (1%)
	2022	3	School: 3 (100%) statewide: (99%)	School: 0 (0%) statewide: (1%)
	2021	2	School: 2 (100%) statewide: (99%)	School: 0 (00%) statewide: (1%)
Studies of Religion I	2023	4	School: 4 (100%) statewide: (97%)	School: 0 (00%) statewide: (3%)
	2022	8	School: 8 (100%) statewide: (96%)	School: 0 (0%) statewide: (4%)
	2021	4	School: 4 (100%) statewide: (92%)	School: 0 (00%) statewide: (8%)
Studies of Religion II	2023	13	School: 13 (100%) statewide: (95%)	School: 0 (00%) statewide: (5%)
	2022	19	School: 19 (100%) statewide: (93%)	School: 0 (0%) statewide: (7%)
	2021	3	School: 3 (100%) statewide: (91%)	School: 0 (00%) statewide: (9%)
Visual Arts	2023	26	School: 26 (100%) statewide: (99%)	School: 0 (00%) statewide: (1%)
	2022	13	School: 13 (100%) statewide: (99%)	School: 0 (0%) statewide: (1%)
	2021	22	School: 22 (100%) statewide: (98%)	School: 0 (00%) statewide: (2%)

Higher School Certificate Results

Comments

The achievements of the Class of 2023 extend far beyond the academic realm, showcasing a profound love for learning and an ability to push boundaries to attain exceptional achievements. The Class of 2023 also worked together to ensure the collective success of the entire year group. This collaborative effort resulted in a remarkable 91 students out of 114 achieved marks exceeding 90 in at least one subject, with an impressive 49.6% of students securing an ATAR above 90, surpassing the NSW state average of 71.05. These achievements are a testament to the entire cohort's diligence, and commitment.

Nine All Rounders achieved a mark over 90 in at least 10 units of study. Rather than simply playing to their strengths, these students dedicated themselves across a wide range of subjects to achieve extraordinary results.

Nine Top Achievers also deserve congratulations. Achieving recognition as a top student among a statewide cohort of 76,839 individuals is a remarkable accomplishment, and each should take great pride in their success.

We must also highlight the 18 students who received state-wide nominations for Drama, Design and Technology and Visual Arts. These nominations demonstrate the extremely high calibre of work produced by our students in their unique major projects. It is wonderful to see everything our girls achieve as they explore their passions.



Theme 3

Staffing



Teaching Standards/Qualifications

Teaching standards category	Number of teachers 2023
Teachers having teacher education qualifications from a higher education institution within Australia or as recognised within the National Office of Overseas Skills Recognition (AEI-NOOSR) guidelines, or	126
Teachers having a bachelor degree from a higher education institution within Australia or one recognised within the AEI-NOOSR guidelines but lack formal teacher education qualifications, or	0
Teachers not having qualifications as described in (i) and (ii) but having relevant successful teaching experience or appropriate knowledge relevant to the teaching context. Such teachers must have been employed to 'teach' in NSW before 1 Oct 2004 (either on a permanent, casual or temporary basis) and as a 'teacher' during the last five (5) years in a permanent, casual or temporary capacity.	0
Note: Excludes those on extended leave	

Work force composition

Teaching staff	140
Full-time equivalent teaching staff	128.2
Non-teaching staff	75
Full-time non-teaching staff	65

St Catherine's School does not record or request to know the ethnicity of staff. As a Christian school we embrace all faiths and backgrounds of both our staff and students.

We are not specifically aware of the employment of Indigenous staff. This is in keeping with our equal employment opportunity policy.

Theme 4

Attendance



Student attendance rates

Please see the table below for 2023 attendance as per required parameters.

Year Level	Attendance rate per year (%)
Kindergarten	95.41
Year 1	97.04
Year 2	95.29
Year 3	94.53
Year 4	94.03
Year 5	94.03
Year 6	93.34
Year 7	92.04
Year 8	90.12
Year 9	90.23
Year 10	89.84
Year 11	88.32
Year 12	86.58
Whole School	92.15

Management of non-attendance

St Catherine's is guided by section 3.78 Registered and Accredited Non-Government Schools (NSW) Manual titled Attendance, which specifies 'a registered non-government school must keep a register of enrolments and daily attendance of all children at school'.

The vast majority of students at St Catherine's School continue from Kindergarten through to Year 12. Students who leave the school generally do so due to a family relocation overseas, interstate or to another region. Almost all students gain entry to university.

The school has a detailed policy to monitor and record attendance. The roll is marked at the commencement of the day by teachers. In the senior school, the roll is marked every lesson during the day. In the junior school, the roll is marked by the class teacher. Any students who are marked absent or late at the beginning of the day have an SMS sent to their caregivers.

The absentee report is sent to all staff each day. Late students sign in at the student centre in the senior school and at reception in the junior school. An SMS is sent to caregivers for all late students in the senior school.

Each year mentor in the senior school receives a list of 'unexplained absences' (including partial and late absences) each day which they follow up with the caregivers. The year mentor monitors this data for trends and anomalies and will contact caregivers to resolve any attendance issues. Year mentors receive notification of any girl who is absent for two days consecutively and girls who have continued lateness and follow up with parents.

Theme 5

School Policies



School Policies

The following policies are publicly available on the website:

Enrolment Policy

Child Protection Policy

Anti-bullying Policy

Discipline Policy

Complaints Policy



Theme 6

Stakeholder satisfaction



Stakeholder satisfaction

Parents are given a myriad of opportunities to contact the school, their daughters' teachers and year mentors. They can contact by phone, email or meet in person. Parents also attend parent teacher events each year to get feedback on their daughter's learning. This has led to high levels of parent satisfaction.

Students have many avenues to give their feedback on their schooling. Each day students meet in small mentor groups where feedback is encouraged. Students are also part of the leadership of the school and make up the SRC, house officials, house leaders and prefect body. All Year 12 students are allocated an academic coach who meets with

them each fortnight. This has been a very popular program with the girls and the parents. Students also complete daily 'ripples' to indicate their sense of wellbeing.

Staff have the opportunity to join the staff social group which generally organises regular gatherings each term for staff. The school also celebrates special occasions for staff, such as weddings, with a gift and public congratulations. New staff are allocated a buddy for their first year who mentors and coaches them as needed. They also have a detailed induction when they begin. Staff can raise any issues with their line manager, or other senior staff if they would prefer.

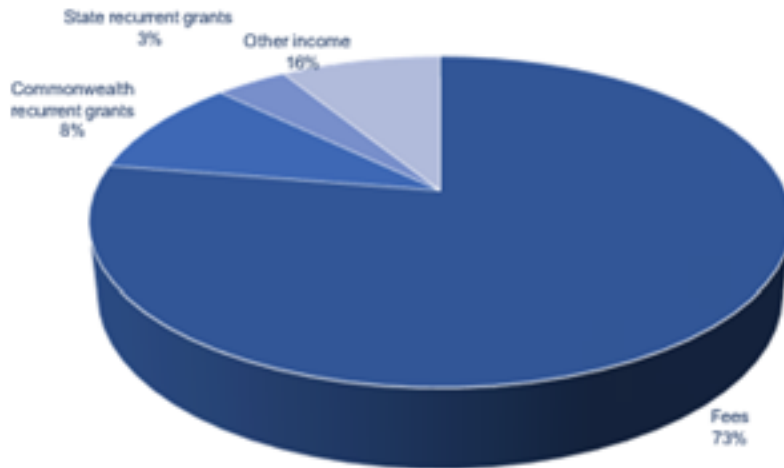


Theme 7

Summary Financial Information

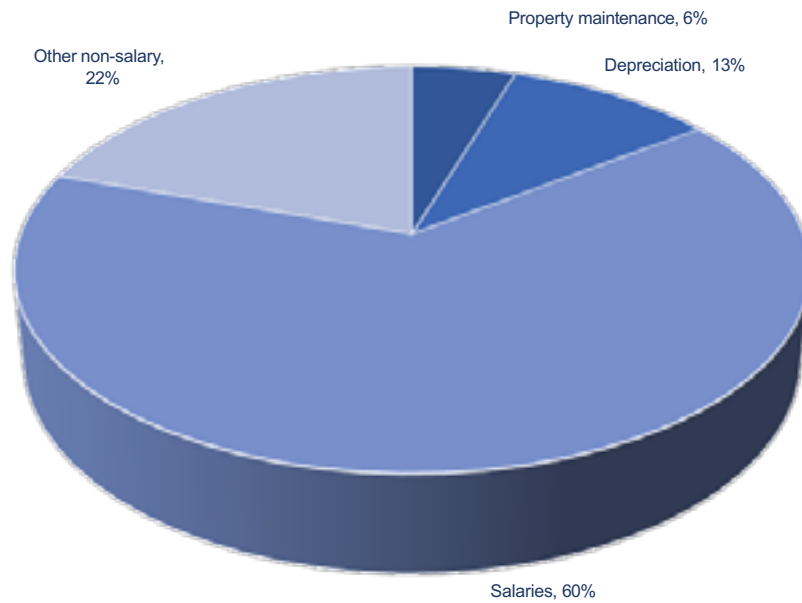


Income



Category	Amount (in AUD)
Fees	35,521,056
Commonwealth recurrent grants	4,112,425
State recurrent grants	1,567,507
Other income	7,799,752
Total	49,000,740

Expenditure



Category	Amount (in AUD)
Property maintenance	2,505,292
Depreciation	5,727,311
Salaries	27,114,834
Other non-salary	9,828,332
Total	45,175,769



St Catherine's School
Sydney

St Catherine's School
www.stcatherines.nsw.edu.au
stcaths@stcaths.nsw.edu.au
26 Albion Street Waverley
NSW 2024 Australia
+61 2 8305 6200



- **Our Story**
- There is so much to the
- story of St Catherine's School.
- Scan the QR code to read and
- experience our wonderful School.