



2024

ANNUAL SCHOOL REPORT



MacKillop Catholic College

91 Sparks Road, WARNERVALE 2259

Principal: Mrs Tanya Appleby

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About this report

MacKillop Catholic College (the 'College') is registered by the NSW Education Standards Authority (NESA) and managed by Catholic Schools Broken Bay (CSBB), the proprietor, with Catholic Schools NSW (CSNSW) as the approved authority for the Registration System formed under Section 39 of the Education Act 1990 (NSW).

The Annual School Report (the 'Report') demonstrates accountability to regulatory bodies and CSBB. 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.

The Report provides parents and the wider community with fair, reliable and objective information about educational and financial performance measures as well as College and system policies. This information includes summary contextual data, an overview of student performance in state and national assessments, a description of the achievement of priorities in the previous year and areas for improvement. Detailed information about the College's improvement journey is documented at local school level and 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 also be obtained from the [My School website](#).

Message from key groups in our community

Principal's Message

A Change of Era and An Era of Change: The MacKillop Journey from Baptism to Post School Learning

The 2024 School year began with the appointment of three new College leaders appointed by the Diocese of Broken Bay to serve the MacKillop community. The three leaders appointed included: Mrs Tanya Appleby as College Principal, Mr Paul Lynch as Acting Principal of Secondary and Mrs Kerry Power as Acting Principal of Primary.

Each of the leaders began their journey at College with great excitement and looked forward to getting to know their new community as quickly as possible. They received a warm welcome from the student, parent and staff community and settled into the new school quickly. The appointment of these key leaders marked a significant time in the history of what was already a well-established College. What was needed at this time were leaders who were well equipped to lead MacKillop Catholic College into a new era of change.

A New Visioning for MacKillop

In early 2024, inspired by Bishop Randazzo in his Central Coast letter of Pastoral Discernment, MacKillop Catholic College was identified as the 'lighthouse' school to lead a significant change in educational offering prioritising family accompaniment, innovation and alignment to new learning objectives in the context of a Catholic school. Leaders developed a new strategic plan to capture these new objectives for MacKillop. In late 2024, Mr Paul Lynch and Mrs Kerry Power were confirmed in their appointments and four additional roles were added to the College Leadership Team in order to consolidate the task force necessary to lead strategic change. These included the Deputy Head of Evangelisation & Catechesis 7-12, Mrs Chrystal Price, the Deputy Head of Student Achievement 7-12, Mrs Alexandra Walters, Director of Wellbeing K-12, Mr Luke Barry-Donnellan and Director of Organisation & Data K-12, Mr Jason Morrow. These additional staff with unique gifts and strengths would solidify the College Leadership Team as they prepare for a time of change.

Strategic Objectives

Change was initiated at MacKillop through execution of the following strategic objectives across 5 distinct domains:

- Learning & Teaching
- Connected Communities
- Our People
- Innovation
- Sustainability

Each of these strategic domains and the strategic directives are made evident as below:

Learning & Teaching

- Develop & embed The MCC Educational Model.
- Lead & improve student & staff Learning across K-12
- Develop & initiate K-12 roles to support the MCC Educational Model
- Lead & embed an academic ecosystem of high impact teaching strategies to support the MCC Educational Model.

Connected Communities

- Develop & embed a re-imagined MCC K-12 Organisational Chart to support future growth and stronger K-12 focus.
- Strengthen commitment to Shared Mission with Parish
- Strengthen engagement with families & community groups
- Continue commitment to Social Justice engagement K-12.

Our People

- Continue to animate faith-filled leadership in staff & students
- Develop a culture of performance growth, mutual accountability & collaborative coaching aligned to the Strategic Plan, Educational Model & School Improvement Plan
- Continue to strengthen Middle Leadership across the College
- Engage & commit staff to effective management processes.

Innovation

- Investigate & embed The Aspire K-12 Student Leadership Formation Model
- Engage & embed the K-12 Resilience Project
- Develop & embed The Ignite K-12 Teacher Learning Hub
- Investigate & pilot The MCC Baptism to Year 13 Model.

Sustainability

- Continue to give witness to & animate the Catholic faith tradition, and Josephite charism across the College
- Commit to improve learning spaces & places: Master Plan
- Improve & embed procedures to enhance financial stewardship & operational efficiencies across the College
- Grow enrolments across K-12 with strategic intent.

An Era of Change was Born

Within the first few weeks of 2024, the College leaders worked with the staff to identify a new visioning statement to drive the compelling purpose. After a period of collaboration with staff, a new compelling purpose emerged that MacKillop strives to educate confident, compassionate and future-ready students in the spirit of St Mary of the Cross MacKillop and thus, a new strategic direction emerged, concurrent to this.

I take opportunity to thank the staff, student and parent community for their significant contributions to establishing and embedding a new strategic direction. It is generally appreciated that change for many is a difficult process, but at this time of the College's history, MacKillop is not only well-positioned, but ready to embark on this journey.

The College Principal, along with the Business Manager, Mrs Jennifer Sheargold, began the process of ensuring the sustainable and financial continuity of the College. The 12 months project identified a range of cost optimisation strategies along with training key staff in fiscal responsibilities and budget management. Once obtaining a KPI of sustainable advancement, the College was ripe for innovation and change.

Innovations for 2024 include:

- Strategic Plan 2024-2025
- MCC Educational Model
- MCC Educational Tenants
- MCC Aspire Student Leadership Framework
- Staff Professional Learning Hub
- One Stop Shop
- M.U.S.E for high potential, gifted & talented students
- Laptop technology priority
- Development of an OC class for Year 7 2025
- Stepping Stones Program
- Draft development of Elite Athlete Program.

Parent Body Message

MacKillop Catholic College (MCC) parent and school partnership encompasses many areas including authentic communication, engagement and involvement and consultation. One element of this is the Principal Chats which target all parents from across K-12 and looks at the big picture of MCC including future planning, NAPLAN results, school improvement plan and community building. Parents are able to raise items to be discussed and are asked for their opinions. Parents also engaged in consultation regarding technology from Year 5.

Across MCC there are opportunities for formal and informal engagement in school life including goal setting, subject information and involvement with community activities. Being a

K-12 school is unique and as such parent engagement can be experienced differently for primary and secondary parents as well as those who have children across both schools. The primary school has a stronger involvement at community events such as carnivals, gala days and theme events whilst across the secondary school, parents tend to be engaged in particular subject areas and utilise the multiple communication channels including Compass, emails, social media posts and newsletters.

Student Body Message

Students are at the core of MacKillop and their legacy stands the testament of time. The Student Parliament for 2024 was made up of very able students who willingly contributed to developing the culture of the College. Their work and dedication is characterised by commitment to student wellness, reconciliation, Sorry Day, homelessness along with MacKillop Day and raising awareness on domestic violence.

Our College Captains engaged in opportunities to enhance their leadership skills. The JJAMM Conference allowed students to gather with other student leaders across Australia and New Zealand. This unique experience encapsulated the Sisters of St. Joseph of the Sacred Heart charism, prompting reflection on Josephite values.

The student leadership team of 2024 acknowledge outgoing Principal Mrs Deb Ferguson and also Mrs Mel McGuinness for their mentorship. They also thank Mrs Tanya Appleby, Mr Paul Lynch, Mrs Michelle Baxter, Mrs John McNamara and Mrs Rachael Elcoate for all their ongoing support.

The outgoing leaders thank the MacKillop community for their love and support during their schooling and recognise the significant influence of the parents, school and student community.

School Features

MacKillop Catholic College Warnervale, is a Catholic systemic Co-Educational school. The College caters for students from Kindergarten to Year 12 in the Diocese of Broken Bay. The College is located in Warnervale, a fast-growing community and serves the needs of the Catholic population, north of Wyong and Toukley, in the Diocese of Broken Bay. Associated parishes and schools are those of St Mary of the Cross MacKillop, Warnervale and the Catholic community of Toukley/Lake Munmorah, a combined Parish with two primary schools. The College enjoys an excellent reputation in the local area, with students on waiting lists. The Catholic worldview is espoused by the College with strong emphasis on Gospel teachings, catechesis, and explicit animation of kerygma and evangelisation. This is demonstrated through steadfast formation programs, values-informed learning, the teaching of religious education and character formation so that all people can come to know Christ in their lives.

Primary School

The primary section of the College commenced in 2004 with four classes - two Kindergarten, one Year 1 and one Year 2 class. The primary section in 2024 is made up of three streams from Stage 2 to Year 6, with 4 streams in Kindergarten and Stage 1, making it a total of 24 classes. The primary section caters for the growing population of the Warnervale Parish - including the suburbs of Warnervale, Hamlyn Terrace, Woongarah, Kanwal, Lake Haven, Charmhaven and Jilliby. Demand for places in the primary school is very high due to the increasing population of the area, the desire for a quality Catholic education, the school facilities and the standing the College has established within the community from Kindergarten to Year 12. In 2024, the construction application for a newly developed Primary School was submitted to council.

Secondary School

The secondary section of the College is equipped with outstanding facilities designed to support a diverse range of student interests and learning pathways. Notable features include a dedicated Creative and Performing Arts precinct, which houses a 200-seat theatre, as well as a state-of-the-art Trade Training Centre that offers Vocational Education and Training (VET) programs for students in Years 11 and 12. Additionally, the College boasts a commercial kitchen and café to facilitate practical learning experiences in VET Hospitality courses and strong student leadership opportunities.

Our secondary school draws students primarily from feeder schools such as MacKillop Primary, St. Mary's Toukley, and St. Cecilia's Wyong, particularly from the northern areas of

Warnervale. We also welcome enrolments from a wide variety of local state schools across Years 7 to 11.

This year, our students participated in a variety of camps, retreats, and charity events. Our students have demonstrated excellence across a range of domains, including sport, mission, cultural pursuits, leadership, and academia. Notably, one third of our Year 12 cohort received early university offers. All our graduates either received university offers, traineeships, apprenticeships or moved immediately into paid employment.

Student Profile

Student Enrolment

Students attending the College come from a variety of backgrounds and nationalities. The following information describes the student profile for 2024. Additional information can be found on the [My School website](#).

Girls	Boys	LBOTE*	Total Students
815	732	251	1547

* Language Background Other than English

Enrolment Policy

The [Enrolment Principles](#) temporarily supersede The Enrolment Policy for Diocesan Systemic Schools (2013) and are being followed by the School for enrolments for 2024. As inclusive and evangelising communities, we welcome every family who would like a Catholic education for their children. Catholic Schools Broken Bay (CSBB) strives to respond to the needs of all students, within the constraints of our available resources. We believe all students should have access to our schools which offer educational opportunities that nurture the Catholic faith, expand life choices, cater for the disadvantaged, and challenge all students to reach their full potential. Our schools are explicitly evangelical, catechetical and address (with the support of our parishes and agencies), the faith formation of our school communities. Copies of these principles and other policies in this Report may be obtained from the [CSBB website](#) or by contacting CSBB.

Student Attendance Rates

The average student attendance rate for the College in 2024 was 86.90%. 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
91.40	89.90	90.50	90.30	88.80	87.90	88.70	88.20	86.80	84.90	84.20	87.50	91.00

Managing Student Non-Attendance

In order for students to reach their full potential it is of paramount importance that they attend school regularly. While it is the parents' legal responsibility under the NSW Education Act (1990) to ensure that their children attend school regularly, our staff as part of their duty of care, monitor all absences and work in partnership with parents to support and promote the regular attendance of students. In doing so, the College, under the leadership of the principal:

- provides a caring environment which fosters a sense of wellbeing and belonging in students
- maintains accurate records of student attendance
- implements policies and procedures to monitor student attendance and to address non-attendance issues as and when they arise
- communicates to parents and students, the College's expectations with regard to student attendance and the consequences of not meeting these expectations
- recognises and rewards excellent and improved student attendance.

College attendance records also contain information regarding student absences including reasons for absence and documentation to substantiate reasons for absences. Teachers are required to monitor non-attendance diligently on a student by student basis and to bring to the attention of the Principal immediately any unexplained absences, non-attendance of a chronic nature, or reasons for non-attendance that cause concern. Matters of concern are referred to the Principal, CSBB and the relevant Department of Education officer where appropriate.

Where a student is not able to attend school for a prolonged period of time due to a medical condition or illness, the College in collaboration with parents, provides resources to contribute to the student's continuum of learning where possible. CSBB monitors each College's compliance with student attendance and management of non-attendance as part of the system's Quality Assurance and Compliance processes. The College's attendance monitoring procedures are based on the Procedures for the Management of Student Attendance in Catholic Schools Broken Bay.

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	47 %
% 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.

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

Our data shows that of the 109 students in the cohort, approximately 39% received an early offer at university.

Student undertaking Vocational Training were as follows:

School Delivered VET

- 14 Business Services – 13 Full Cert II
- 1 Business Services – Statement of Attainment
- 13 Construction – Cert II
- Construction Pathways
- 3 Entertainment – Cert III in Live Production Services
- 9 Entertainment – Statement of Attainment towards Cert III in Live Production Services
- 17 Hospitality - Cert II Hospitality (Kitchen Operations)
- 16 Fitness – Cert III Fitness

SBAT students we had:

- 1 – Full Certificate in Cert III Early Childhood Education and Care
- 4 – Cert III Retail – Full Cert
- 3 Human Services – Full Cert
- 1 – Cert II Electrotechnology
- 1 – Cert II Automotive Preparation

Note - Many more vocational students started then left as the year went on into employment, traineeships and apprenticeships.

Staffing Profile

Staffing Profile

The following information describes the staffing profile for 2024:

Total number of staff	139
Number of full time teaching staff	99
Number of part time teaching staff	40
Number of non-teaching staff	26

Total number of teaching staff by NESA category

All teachers employed by the College are qualified to teach in NSW. Additionally, all teachers at this College who are responsible for delivering the curriculum are accredited with NESA and hold a Working with Children Check.

Teachers at this College are either accredited as conditional, provisional, proficient or highly accomplished 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 Catholic Schools Broken Bay in our 45 schools at these levels is as follows:

- Highly Accomplished: 9 teachers
- Proficient: 1322 teachers
- Provisional: 132 teachers
- Conditional: 67 teacher

Additionally, there are approximately 60 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

As a Catholic community, the College shares in the mission of the local Church. The [Diocesan Mission Statement](#) is our statement of shared common purpose: "The Diocese of Broken Bay exists to evangelise, to proclaim the Good News of Jesus Christ, gathered as friends in the Lord and sent out to be missionary disciples."

In partnership with parents as the first faith educators of their children and the local parish community, the College seeks to provide authentic, professional Catholic Education, inspiring hearts and minds to know Christ, to love learning, to use their talents to be the very best they can be. Our vision, purpose and all we do is founded on faith in Jesus Christ, and informed by Christian values including faith, joy, witness, compassion, and courage.

The College's Religious Education (RE) program is based on the [Catholic Schools Broken Bay Religious Education Curriculum](#) and aims to provide students with meaningful, engaging and challenging learning experiences that explore the rich diversity of the Catholic faith and ways in which we live it. A new Religious Education Curriculum has been developed to further enhance the learning experience for all. This was implemented into Early Stage 1, Stage 1, Stage 3, Stage 4 and Stage 5 classrooms incrementally from 2022 with the final stage being implemented in 2025. These programs include formal Religious Education as well as retreats, spirituality days and social justice opportunities in which students are invited to serve others, especially the poor and those who are marginalised.

Faith formation opportunities are provided for students, staff, parents and caregivers. Students regularly celebrate Mass and pray together. Students are invited to participate in age appropriate sacramental and Youth Ministry activities aimed at living out their mission as disciples of Jesus.

In 2024, the second stage of the new Religious Education syllabus was successfully implemented across Stage 3. Throughout the year, new staff members engaged in Professional Learning for Curriculum Reform in Religious Education, facilitated by Catholic Schools Broken Bay, ensuring a consistent and informed approach to teaching.

Parish Masses for primary classes were held regularly and were well received. These were organised collaboratively by class teachers, the parish team, and the Religious Education Coordinator, with each term highlighting a different liturgical focus. The monthly K-12 Youth Mass continued on the last Sunday of each month, with strong support from the Parish Engagement Coordinator, Youth Ministry, and Religious Education Coordinators. Students played an active role in these Masses by participating in various ministries, including

readings, collections, hospitality, and the preparation of games and food for the parish community to enjoy after the celebration.

The Mini Macs social justice group remained active throughout the year, engaging in outreach programs with local nursing homes and the wider community. They also contributed to fundraising initiatives for Catholic Mission and Project Compassion. These efforts were supported through collaboration with the high school's Mini Vinnies group, as well as the JUMP and Youth Ministry coordinators.

Primary students participated in a range of liturgies that helped deepen their understanding of Catholic faith through prayer and Gospel reflection. Significant religious and cultural events were commemorated throughout the year, including ANZAC Day, Harmony Day, NAIDOC and Sorry Day, various feast days of saints and other key moments in the liturgical calendar such as Lent, Easter, Advent and Christmas.

The College also engaged the Resilience Project in 2024. The Resilience Project program aims to build resilience and happiness. The program focuses on promoting emotional literacy and positive emotion, specifically: Gratitude, Empathy, and Mindfulness. RP offers a whole-of-school-community approach, and involves students, school staff and parents/carers. The program is delivered through a series of digital presentations, webinars and a year-long curriculum that is specifically aligned to NSW standards.

The Resilience Project TRP includes:

- digital presentations designed for students and parents/carers
- teacher lesson plans for every year level that are culturally responsive and based on curriculum standards
- staff professional development sessions and resources
- an online teacher platform to help deliver lessons and well-being within the school
- the Resilient Youth Survey which provides a detailed wellbeing profile of each individual school. The data collected from The Resilience Project has been viewed by respective Wellbeing staff to address emerging concerns of students with targeted pastoral classes.

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 (S&T), Human Society and its Environment (HSIE), Creative Arts (CA) and Personal Development, Health and Physical Education (PDHPE). In addition to this, the College implements the Diocesan Religious Education syllabus. Staff members are committed to continuous improvement of teaching and learning in all facets of the curriculum.

Our learning community is one that thrives academically, spiritually, and culturally. We are united in a shared vision that every child will experience at least one year's growth each school year. This commitment drives a strong culture of high expectations, inclusive practice, and evidence-informed teaching. Staff are committed to the continuous improvement of teaching and learning through reflective practice, professional dialogue, and the use of formative assessment strategies that inform instruction and guide student progress.

The implementation of the new English and Mathematics syllabuses has been approached with thorough planning and a deep focus on high-impact practices. Teachers have accessed and applied supportive resources, including the Proofreading and Editing Guidelines, to ensure consistency and clarity in instruction. Student learning is further strengthened by the use of PAT testing data, which enables targeted grouping and the explicit teaching of essential content based on each learner's point of need.

Primary Curriculum Leads promote a continuous learning cycle through collaborative coaching, learning sprints, and strategic intervention groups. These structures create space for professional growth and build instructional capacity across the school. A dedicated EAL/D teacher provides focused support for students learning English as an additional language or dialect, ensuring equitable access to the curriculum and active participation in all learning areas.

Student wellbeing is central to our approach, with programs such as Rock and Water, The Resilience Project, Second Step, and Body Bright embedded to support emotional, social, and physical development. These programs foster resilience, emotional literacy, and positive peer relationships.

The Learner Diversity Team works in partnership with classroom teachers to plan, implement, and review adjustments that meet the needs of all students, particularly those with additional

or diverse needs. This collaborative approach ensures an inclusive and supportive learning environment for every child.

As a result of our strong pedagogical focus, inclusive practices, and data-informed teaching, the College has demonstrated consistent academic growth. NAPLAN results reflect positive trends in both Year 3 and Year 5, highlighting the impact of our shared commitment to excellence in learning and wellbeing.

Secondary Curriculum

The College provides an educational program based on, and taught in accordance with the NSW Education Standards Authority (NESA) syllabuses for secondary education. The Key Learning Areas (KLAs) of English, Mathematics, Science, Human Society and its Environment (HSIE), Creative Arts (CA), Personal Development, Health and Physical Education (PDHPE), Languages and Technological and Applied Studies (TAS). In addition to this, the College implements the Diocesan Religious Education syllabus. Staff members are committed to continuous improvement of teaching and learning in all facets of the curriculum.

Our teachers are dedicated to ongoing professional growth and the continual enhancement of teaching and learning practices across all subject areas. A core focus remains on fostering measurable student progress, with an expectation of at least one year's academic growth over each school year. We prioritise explicit teaching and deep learning at the heart of every lesson, closely monitoring student achievement through a variety of assessment tools such as Maths Pathway (Years 7 & 8), HSC, PAT, AGAT, NAPLAN, and comprehensive internal assessments.

Recognising the individuality of each learner, we tailor our approach to accommodate diverse learning styles, motivations, and aspirations. We actively encourage students to take ownership of their learning journey, celebrate their achievements, and develop strong learner agency.

In response to Curriculum Reform, our teaching staff have developed and implemented new syllabus programs, ensuring that the curriculum remains accessible, relevant, and engaging for every student. Our goal is to create authentic and purposeful learning experiences that resonate with real-world contexts.

Learning at MacKillop extends far beyond the classroom. Students benefit from dynamic, collaborative environments, innovative teaching strategies such as flipped learning, and cutting-edge technology including 3D printing and virtual reality tools. Enrichment opportunities abound through field trips, guest speakers, cultural exchanges like our partnership with our Japanese sister school, and a diverse array of extracurricular activities.

Our senior students consistently impress with their major projects, which showcase the wide spectrum of talents within our community—from research-based Personal Interest Projects to

practical works in TAS and Visual Arts, as well as performances in the Performing Arts. The strong participation in additional workshops and study sessions, both before school and during breaks, highlights the commitment and vibrant sense of community at MacKillop.

To support students requiring extra assistance, we continue to implement co-teaching models, with both subject teachers and Learning Support staff working collaboratively in the classroom. For our high-achieving students, we will introduce an opportunity class in Year 7 for 2025 which will continue as they progress through the Secondary School. We offer opportunities for acceleration, including the option to undertake HSC subjects in Year 11 and participate in academic competitions to further extend their capabilities.

MacKillop College is proud to offer a diverse and flexible curriculum, empowering every student to pursue their interests, excel in their chosen fields, and prepare for future success.

Student Performance in Tests and Examinations

NAPLAN

Students in Years 3, 5, 7 and 9 across Australia participated in the National Assessment Program Literacy and Numeracy (NAPLAN). The purpose of NAPLAN is to provide information to parents and teachers about the achievements of students in literacy and numeracy. The test provides a measure of the student's performance against established standards and against other students in Australia. Each year the results are analysed by the school to inform teaching with a view to improving student performance.

NAPLAN results are reported against proficiency standards with 4 levels of achievement to give teachers, parents and carers 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 MacKillop Catholic College for 2024 is reported in the table below.

NAPLAN RESULTS 2024		Percentage of students in the top 2 proficiency standards	
		School	Australia
Year 3	Grammar and Punctuation	61%	54%
	Reading	73%	66%
	Writing	93%	77%
	Spelling	61%	61%
	Numeracy	73%	63%

NAPLAN RESULTS 2024		Percentage of students in the top 2 proficiency standards	
		School	Australia
Year 5	Grammar and Punctuation	74%	65%
	Reading	81%	71%
	Writing	90%	67%
	Spelling	72%	68%
	Numeracy	88%	68%
NAPLAN RESULTS 2024		Percentage of students in the top 2 proficiency standards	
		School	Australia
Year 7	Grammar and Punctuation	56%	61%
	Reading	64%	67%
	Writing	72%	65%
	Spelling	78%	72%
	Numeracy	66%	67%
NAPLAN RESULTS 2024		Percentage of students in the top 2 proficiency standards	
		School	Australia
Year 9	Grammar and Punctuation	56%	55%
	Reading	75%	63%
	Writing	69%	61%
	Spelling	79%	72%
	Numeracy	71%	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 in recent years 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%.

Higher School Certificate	Percentage of students in the top 2 bands (Bands 5 and 6)					
	2022		2023		2024	
	School	State	School	State	School	State
Biology	10 %	27 %	8 %	32 %	11 %	36 %
English Advanced	32 %	67 %	27 %	67 %	52 %	68 %
Hosp Exam Kitch Op and Cook	33 %	44 %	22 %	39 %	75 %	51 %
Mathematics Advanced	5 %	49 %	11 %	50 %	17 %	50 %
Personal Development, Health and Physical Education (PDPHE)	17 %	26 %	20 %	31 %	20 %	35 %
Visual Arts	47 %	66 %	88 %	66 %	36 %	67 %

Pastoral Care and Student Wellbeing

Pastoral Care Policy

The College's pastoral care and student wellbeing policies, guidelines and procedures are informed by the [Pastoral Care and Student Wellbeing Policy](#). This policy is underpinned by the guiding principles from the National Safe Schools Framework (2013) (NSSF) that represent fundamental beliefs about safe, supportive and respectful school communities. These guiding principles emphasise the importance of student safety and wellbeing as a prerequisite for effective learning in all Catholic school settings. The Pastoral Care and Wellbeing Framework for Learning for the Diocese of Broken Bay Schools System (the Framework') utilises the NSSF ensuring that diocesan systemic schools meet the objectives of the NSSF at the same time as meeting the diocesan vision for pastoral care and wellbeing. Further information about this and other related policies may be obtained from the CSBB website or by contacting CSBB. The policy was revised in 2019 to align with the [Australian Wellbeing Framework \(2018\)](#) for implementation in 2020.

Behaviour Management and Student Discipline Policy

The College's policies and procedures for the management of student behaviour are aligned to the [Behaviour Support Policy](#). Policies operate within a context that all members of the school community share responsibility to foster, encourage and promote positive behaviour and respectful relationships. The policy aims to promote a safe and supportive learning environment to maximise teaching and learning time for all students. It supports the development of students' pro-social behaviour based on respectful relationships and clear behavioural expectations. The dignity and responsibility of each person is promoted at all times along with positive student behaviours while ensuring the respect for the rights of all students and staff. Further information about this and other related policies may be obtained from the CSBB website or by contacting CSBB. There were no significant changes made to this policy in 2024.

Anti-Bullying Policy

The College's Anti-Bullying guidelines and procedures are based on and informed by the [Prevention and Management of Student Bullying Policy](#) and is aligned to the Pastoral Care Policy for Diocesan Systemic Schools and other related wellbeing policies and guidelines. All students, their families and employees within Catholic education have a right to a learning and work environment that is free from intimidation, humiliation and hurt. Anti-Bullying policies support school communities to prevent, reduce and respond to bullying. Further

information about this and other related policies may be obtained from the [CSBB website](#) or by contacting CSBB. There were no changes made to this policy in 2024.

Complaints Handling Policy

The College follows the [Complaints Management and Resolution Policy](#). A distinctive feature of this policy is to ensure that complaints are addressed in a timely and confidential manner at the lowest appropriate management level in order to prevent minor problems or concerns from escalating. The expectation is that complaints will be brought forward and resolved in a respectful manner, recognising the dignity of each person concerned in the process. The policy recognises that a number of more minor or simple matters can be resolved without recourse to the formal complaint handling process but rather, quickly and simply, by discussion between the appropriate people. Further information about this and other related policies may be obtained from the [CSBB website](#) or by contacting CSBB. There were changes made to this policy in 2024 to reflect new system processes.

Community Satisfaction

The opinions and ideas of parents, students and teachers are valued and sought. Their suggestions are incorporated into planning for and achieving improved outcomes for students. This year, a variety of processes have been used to gain information about the level of satisfaction with the College from parents, students and teachers.

Parent satisfaction

Our parents indicated a growing interest in the school but also wanted further personalised engagement. Parents also addressed the new uniform policy and acknowledge the need to support a consistent approach to wellbeing and behaviour management. Parents also acknowledge the good work of teachers and the importance of a caring learning environment.

Student satisfaction

Based on a recent survey of students from Primary and Secondary, Primary school aged students seek support on building positive relationships and also wish to engage in work that supports their wellness. Students who engaged with the Stepping Stones Program felt they were better supported to commence Secondary school. Students in the Secondary school also prioritised their emotional wellbeing and specifically wanted assistance with academic preparation. Secondary students value workshops and courses to supplement their HSC studies and understand the value that organisational skills play in supporting their learning.

Students across the College valued sport as a way of supporting their wellbeing and sense of connection with their peers and this was rated the highest percentile amongst the student population. Students also valued the opportunity to engaged in leadership training and formation as part of their character development.

Teacher satisfaction

Staff expressed the desire to see the new structure so that they could more easily engage with it. There is both excitement and restlessness in the teaching staff as they come to terms with change and the new demands of curriculum reform. They acknowledged the support of leaders and look to the development of stronger accountability measures. Staff also look to stronger rights to disconnect to support their wellness. The staff are supportive of an improvement agenda but would like this to be balanced against their sense of wellbeing.

Financial Statement

Consistent with the NESAs requirements, financial income and expenditure for the College in 2024 is shown below. More detailed financial data is available on the My School website.

Recurrent and Capital Income 2024	
Commonwealth Recurrent Grants ¹	\$21,940,389
Government Capital Grants ²	\$0
State Recurrent Grants ³	\$5,779,020
Fees and Private Income ⁴	\$6,987,005
Interest Subsidy Grants	\$107,686
Other Capital Income ⁵	\$4,910
Total Income	\$34,819,013

Recurrent and Capital Expenditure 2024	
Capital Expenditure ⁶	\$1,760,503
Salaries and Related Expenses ⁷	\$24,803,132
Non-Salary Expenses ⁸	\$7,738,875
Total Expenditure	\$34,302,511

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