



St Catherine's School

Annual Report 2025

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Message from the Headmistress

At the heart of St Catherine's is a deep sense of purpose. It has been a privilege to encounter a place shaped by rich tradition, shared values and a genuine spirit of joy. St Catherine's is a school where girls are not only known, but encouraged and supported to become all they are capable of being.

There is great joy here, alongside a deep and genuine commitment to service. Our girls serve for others, and in turn, service shapes and strengthens them. Their voices are strong and varied, expressed through writing, sport and the creative and performing arts, and reflect both confidence and depth. Leadership, too, is both expected and genuinely lived at St Catherine's. It is seen not only in formal roles, but in quiet acts of care, such as the student who, during assembly, reached back to hold the hand of another who was struggling. These moments speak profoundly of who we are.

As we reflect on the year, we do so with deep gratitude for the people who make this community what it is. Our School Council provides wise and thoughtful governance, underpinned by a genuine care for students and staff. Our Foundation continues to build partnerships that enrich and strengthen the life of the School, while our P&F fosters connection and meaningful dialogue with our parent community.

To our staff, both teaching and non-teaching, we owe enormous thanks. It is often said that good teaching comes from the identity and integrity of the teacher, and this is clearly evident here. Across classrooms, on the sporting field, in boarding, and behind the scenes, there is a shared commitment to the wellbeing and growth of every student. St Catherine's works well because of them.

We are also deeply grateful to our parents. The partnership between school and home is vital. As Professor Karen Mapp of the Harvard Graduate School of Education reminds us, "real, respectful partnerships between families and school staff are an absolutely essential ingredient to not only student improvement, but also school improvement." This partnership strengthens not only learning outcomes, but the sense of belonging that defines our community.

Looking forward, our direction is both clear and purposeful. St Catherine's is a school with a rich and enduring history, one shaped by generations of women who have contributed to its character and strength.

At the centre of that future is a commitment to belonging. In partnership with the Kidman Centre and Professor Donna Cross, we have begun the important work of establishing

a whole-school framework for belonging. In a world where young people navigate increasingly complex social landscapes, both online and offline, we remain steadfast in our commitment to ensuring that every girl feels safe, known and connected.

We will also continue to hold high ambition for our students. We seek challenge for them, and they rise to it. Our hope is that each graduate leaves St Catherine's assured in who she is, equipped with the confidence and character to contribute meaningfully to the world in ways that are good, true and right.

In 2026, as we move from one strategic plan to the next, we do so with a focus on innovation and shared vision. Feedback from our community has helped shape key initiatives, including the redevelopment of the Jane Barker Hall and Research Centre, refreshed art spaces, enhancements to learning environments, and the creation of staff and outdoor spaces that support both connection and wellbeing. We also look forward to the introduction of Schoolbox and Canvas next year, programs designed to strengthen communication, support wellbeing and provide a consistent and effective learning platform for both students and staff.

Beyond these developments, our deeper purpose will continue to guide our work. Our school motto, from Colossians 2:3, reminds us that "in Christ are hidden all the treasures of wisdom and knowledge." This remains the foundation of our vision and our hope for every student entrusted to our care; that they would discover and develop the full richness of the treasures God has placed within them, growing in wisdom, knowledge, character and faith. As we celebrate the achievements of this year, there is much of which we can be proud. Yet our work continues with purpose and optimism as we seek to nurture every student to flourish and reach their potential. It is a privilege to lead this remarkable school community, and I look forward with confidence to all that lies ahead.

Ms Deb Magill
Headmistress



A message from the Chair

This year, our students have shown what it means to strive, to create and to give back. As some examples from many, five of our Year 11 students placed fourth in the world at the International Ethics Olympiad, while our Year 12 girls received 27 nominations for the state-wide HSC creative showcases. After a gracious defeat at Head of the River, our Rowing crew returned stronger than ever to achieve back-to-back national championships, while our Athletics team celebrated their best-ever result at the IGSA Championships. And in the spirit of service, our Year 6 students raised more than \$28,000 for The Kids' Cancer Project; an important reminder that true achievement lies in how we uplift and support others.

A single purpose rests at the heart of what we do here at St Catherine's. Every initiative, every plan, every conversation at Council comes back to one question: What is best for our girls? Together, we ensure St Catherine's remains a place of exceptional education and of strong community; a place where lifelong friendships begin and grow. A place where excellence can co-exist with humility, where we value being down-to-earth. A place where each girl learns about faith; where each girl is known and cared for as the unique individual she is. A place where each girl can flourish.

I am delighted to acknowledge the leadership of Ms Magill in her first year as Headmistress, and the energy, vision and sense of purpose she has brought to our community.

With Ms Magill's support, the School Council has continued its work on the master plan, laying the foundations for the future of our learning and community spaces. One of the most exciting projects is the renewal of the Jane Barker Hall, which will once again become the heart of the Senior School in its new form as the Senior School Research Centre: a place that brings together learning, wellbeing and connection. Among schools in Sydney, St Catherine's has a uniquely long and rich history, and this is a wonderful opportunity to use a much-loved building in new ways, retaining the beautiful architecture while creating something new and fit for the future.

In 2025, we continued to make progress through our current strategic plan. As we implement this plan, and as we look to the future, the feedback and insights from students, parents and staff have been invaluable. These perspectives continue to help Council guide the school's direction, and we truly value this spirit of collaboration and shared purpose.

In 2026, our school will celebrate a truly significant milestone, 170 years of St Catherine's. This will be a time to honour our past, to celebrate our present and to look to a future filled with promise, always with our girls at the centre.

Ms Danusia Cameron
Chair of Council

A message from the Prefects

As I come towards the end of my time as a St Catherine's student, I have been reflecting on the idea of greatness. In my younger years, I used to jump to the monumental: fame and accomplishment, mastery and brilliance. But over my time here, I've had to reframe in my mind to include the many other things that can also constitute greatness. The greatness that lies in evolution, not revolution. In following a passion and accomplishing it with a sense of satisfaction. Greatness in unity, in collaboration, in enthusiasm, in consistency, in kindness, in resilience.

These are qualities that undoubtedly make up all St Catherine's girls, but especially the Class of 2025. We are a group of strong and capable young women who have been through the highs and lows together. We are our own version of great, moulded by our time here at St Catherine's to create the team, or rather family, we are. We have most certainly changed from the young girls who timidly attended Year 7 Orientation Day five years ago, yet at our core, we remain St Catherine's students, led by some incredible leaders, mentors and friends who have shaped the people we are now.

Back in Year 7, our understanding of greatness may have been successfully holding a Zoom meeting without one member cutting out due to internet issues, while in Year 8, it may have been finally being able to speak to each other without a mask. In Year 9, it may have been keeping up the positivity and momentum throughout our five-day camp canoeing on the Hawkesbury River. In Year 10, our understanding of greatness may have been giving back through service, with many of us attending the Cambodia service trip or Cape York trip, which

immersed us in very different communities and cultures, from which we were able to learn so much.

In Year 11, it may have been the opportunity for leadership, each of us developing and growing into young leaders with a year of celebration and farewells ahead to look forward to. And now in Year 12, with these celebrations and farewells looking us right in the eye, our understanding of greatness is personal. We each hold our own interpretation of great that has been forged here by our time at St Catherine's. These are all different, yet they are also uniquely our own.

Tilly's dream is to be a primary school teacher. Vera's dream is to be in publishing or editing. Robyn's dream is to be an international lawyer at the UN. Emily's dream is to be a fashion designer. Chelsea's dream is to do rowing in America. Maisy's dream is to be on Broadway. Alex's dream is to volunteer for three months in Spain. Matilda's dream is to become a CEO. Anita's dream is to be an actress in a movie. Issy's dream is to be an astronaut. And whilst I don't exactly know what my dream is, I know that the grounding and influence St Cath's has provided me will help me find it.

This is just a small sampling of the greatness that lies ahead of each of us. Individual passions, aspirations, hopes. And I have no doubt the Class of 2025 will achieve them. Wherever these paths take us, I'm confident we'll always keep a piece of that St Cath's identity with us, acting with courage to lead, and heart to serve.

Samantha Debelle
2025 Head Girl

Parents' and Friends Association

The 2025 school year at St Catherine's began with a strong sense of connection, as the Parents' and Friends (P&F) Association hosted its Welcome Soirée on the very first day of Term 1. Moving the event to the start of the year allowed more families, particularly country and international boarding parents, to attend, making the evening even more inclusive. With over 800 parents from Kindergarten to Year 12 present, it was a wonderful opportunity to welcome new families and introduce the school's new Headmistress, Ms Deb Magill.

This spirit of community continued throughout the year. P&F meetings shifted to a more open and conversational format, giving parents and carers the chance to hear directly from Ms Magill, ask questions, and feel more connected to the school's direction. A standout session, where Ms Magill shared insights from community surveys and focus groups, sparked thoughtful discussion and highlighted the value of these gatherings in bringing the school and its families closer together.

The social calendar remained a highlight, with the annual Trivia Quiz Night drawing a record crowd for its Book Week theme. With plenty of creativity, laughter, and a touch of nostalgia (including the return of the 80s tracksuits), it was a memorable evening for all. The year concluded with the inaugural EduTalks seminar, focused on artificial intelligence, an area of strong interest among parents. Led by Mark McCrindle, the session was engaging and insightful, followed by a lively Q&A.

The P&F also proudly supported important school traditions, including the Red Ribbon event and end-of-year celebrations for Years 6 and 12.

Mrs Jane McCrory
P&F President

St Catherine's Foundation

Over the course of 2025, the St Catherine's Foundation continued to go from strength to strength, advancing its mission to encourage philanthropic support for the School. The year marked a deliberate shift in our fundraising approach, adopting a clearer and more compelling focus and message on purpose. This repositioning has helped strengthen engagement with our community and reinforced the impact of our work.

A key highlight of the year was the inaugural Foundation Gala Lunch held in August, which brought together 360 members of the St Catherine's community. Guests were privileged to hear from Cathy Freeman OAM, whose story provided powerful insight and inspiration. She was joined by Ally Langdon and Old Girl Alana Brennan (STC2023), who together highlighted the importance of the Foundation's work and the transformative impact of Indigenous scholarships. Through the generosity of the wider community leading up to the event, and guests on the day, we raised an outstanding \$182,000.

Building on this success, both the Foundation Twilight Golf event and the International Women's Day Luncheon achieved incredible results, collectively contributing a further \$80,000 to the Indigenous Scholarship Fund. These outcomes reflect the growing momentum behind our initiatives and the generosity within our community.

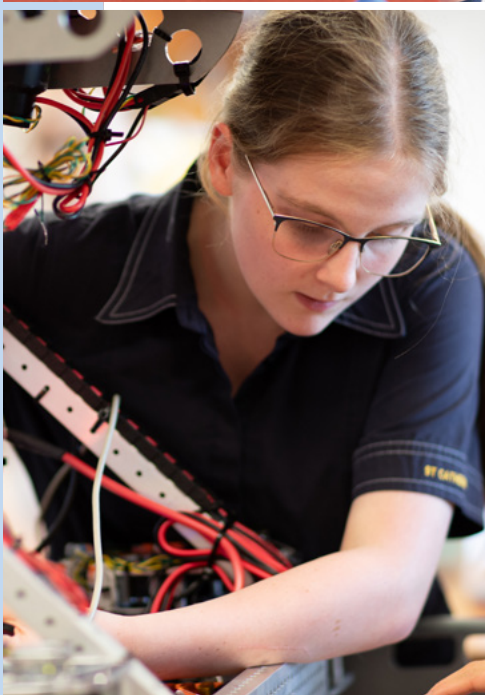
Importantly, 2025 was also a year of strategic planning and renewal. The Foundation commenced development of a new strategy to guide our future efforts and ensure long-

term sustainability. During the year, we farewelled valued Board members Georgina Byron, Old Girl Representative Jenny Monaghan, and outgoing Foundation Chair, Martin Smethills. With a combined 16 years of service, Martin and Georgina played pivotal roles in key initiatives, including the RPAC fundraising campaign, Professional Networking events, the establishment of the International Women's Day Luncheon, and the Gala Balls. Martin's leadership of the 2023 fundraising review has been instrumental in redefining the Foundation's purpose and direction. We extend our sincere thanks to each of them for their exceptional contribution.

We were pleased to welcome two new Board members this year, with current parent Celina Thickins and Old Girl Representative Nicole Williams joining the Foundation Board. Under the leadership of Headmistress Ms Deb Magill, the Foundation also commenced planning for its first capital campaign since the 2012 RPAC campaign, with the announcement of the Jane Barker Hall project.

It has been rewarding to witness the strong engagement across all Foundation initiatives throughout 2025. The success of our events is a testament to the generosity and commitment of our donors, sponsors and supporters, who have embraced our renewed sense of purpose and continue to give so wholeheartedly.

Jill Rikard-Bell
Foundation Chair



Theme 1

Context:

Contextual Information About the School

Founded in 1856, St Catherine's School Sydney is Australia's oldest Anglican day and boarding school for girls. With 170 years of experience in educating young women, we welcome day students from Kindergarten to Year 12 and boarders from Year 7. Beginning with just three students, the School has grown to more than 1,000 girls from the local community, across Australia and around the world.

St Catherine's was established through the vision of Mrs Jane Barker, wife of the second Bishop of Sydney, who sought to provide an education for the daughters of clergy equal to that offered to boys. Although we welcome students of all faiths and backgrounds, our work is grounded in this Christian foundation, which underpins our values of

Integrity, Courage, Relationships and Service.

We offer a broad and diverse curriculum that enables each girl to discover and pursue her interests. Complementing this are our wellbeing program, which develops character strengths; our service education program, which fosters a sense of community responsibility, and our international exchange program, which broadens global perspectives.

Our purpose is to develop young women of character and intellect who are equipped to make their unique contribution to the world. We encourage our students to enjoy their education, cultivate a lifelong love of learning, embrace opportunity and use their knowledge to enrich the lives of others.

Actions to Promote Respect and Responsibility

In 2025, St Catherine's strengthened its commitment to fostering a culture of respect and responsibility across all aspects of school life. We undertook a whole-school wellbeing project, which resulted in a comprehensive review and refinement of our framework for student care, wellbeing and belonging. This work was informed by insights from parents, students and staff, gathered in collaboration with McCrindle Research, with the aim of ensuring the School remains a place where every individual feels safe and valued.

This approach was reinforced by our core values, which are deeply embedded in the life of the School through pastoral care, assemblies and the curriculum. Student leaders, including the Student

Representative Council, School Captains and Prefects, also played a key role, leading initiatives that promoted inclusivity and kindness across the community. Respect for diversity was strengthened through key cultural events such as Culture in Curriculum Week, NAIDOC Week and Reconciliation Week, alongside the ongoing integration of Aboriginal and Torres Strait Islander perspectives into teaching and learning.

A strong sense of responsibility was cultivated through service learning, community engagement and environmental initiatives, encouraging students to consider their impact at both local and global levels. Together, these efforts support an environment where respect and personal responsibility are actively fostered and practised each day.





Theme 02

Outcomes and Results

Standardised Testing

NAPLAN Summary 2025

All students in Years 3, 5, 7 and 9 who were assessed in reading, writing, spelling, grammar, punctuation and numeracy achieved above the national minimum standard. Across every cohort and all assessment domains, the School's performance exceeded the state average. St Catherine's also achieved 100 per cent participation in NAPLAN.

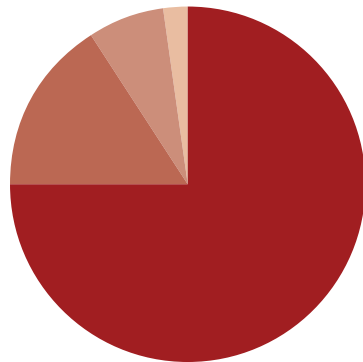
Comparative data for the proportion of students achieving in the top bands for each year group is provided in the table below. Student performance for 2025 has been published on the My School website: <https://myschool.edu.au/school/43995/naplan/results/2025>

Post-School Destinations

Our 2025 graduates have shown a clear preference for tertiary education, with their choices reflecting not only academic ambition but also a desire to make a positive impact in the world around them. Based on Year 10 retention rate data, 98 per cent of students continued to Year 12 and completed their HSC in 2025. Those students who left the school typically did so due to family circumstances or to pursue university Foundation Course programs. The majority of students who completed Year 12 in 2025 progressed to university, while approximately 16 per cent took a gap year or entered the workforce. Their choices reflect a diverse range of interests across the cohort, with Society and Culture emerging as a

leading field. Management and Commerce also featured prominently, followed by Health, Sciences, Engineering, Creative Arts, Architecture and Technologies.

Several students from this cohort were honoured with scholarships, including the prestigious Kim Jackson Scholarship from the Australian National University and a Rowing scholarship from the University of Texas. We also saw several students offered opportunities to study overseas, including at Yale University, the University of Tennessee, Knoxville, the University of Utah and the University of St Andrews. A complete summary of post-school destinations for the Class of 2025 is summarised below.



- **University in Australia** 75%
- **Gap year** 16%
- **Overseas study** 7%
- **TAFE** 2%

University of Sydney	35	RMIT	1
Gap Year	20	St Andrews College, Scotland	1
University of New South Wales	15	Syracuse University	1
University of Technology	14	TAFE	1
Australian National University	11	University in the UK	1
Macquarie University	7	University of Arts London	1
Australian Catholic University	5	University of Newcastle	1
University of Notre Dame	2	University of Queensland	1
University of Western Sydney	2	University of Tennessee, Knoxville	1
Billy Blue College of Design	1	University of Texas, Austin	1
ED5 International	1	University of Utah	1
Exeter University London	1	University of Wollongong	1
Monash University	1	Yale University	1

Senior Secondary Outcomes

Subject	Year	Student #	Performance Band Achievement by Number and Percentage	
			Bands 3-6 (E3-E4)	Bands 1-2 (E1-E2)
Ancient History	'25	12	STC: 11 (92%) state: (82%)	STC: 1 (8%) state: (18%)
	'24	15	STC: 15 (100%) state: (85%)	STC: 0 (0%) state: (15%)
	'23	14	STC: 13 (93%) state: (81%)	STC: 1 (7%) state: (19%)
	'22	4	STC: 4 (100%) state: (83%)	STC: 0 (0%) state: (17%)
Biology	'25	52	STC: 50 (96%) state: (86%)	STC: 2 (4%) state: (14%)
	'24	32	STC: 32 (100%) state: (88%)	STC: 0 (0%) state: (12%)
	'23	34	STC: 34 (100%) state: (89%)	STC: 0 (0%) state: (11%)
	'22	32	STC: 32 (100%) state: (80%)	STC: 0 (0%) state: (20%)
Business Studies	'25	32	STC: 32 (100%) state: (88%)	STC: 0 (0%) state: (12%)
	'24	30	STC: 28 (95%) state: (87%)	STC: 2 (5%) state: (13%)
	'23	30	STC: 30 (100%) state: (88%)	STC: 0 (0%) state: (12%)
	'22	55	STC: 55 (100%) state: (90%)	STC: 0 (0%) state: (10%)
Chemistry	'25	21	STC: 21 (100%) state: (89%)	STC: 0 (0%) state: (11%)
	'24	12	STC: 12 (100%) state: (87%)	STC: 0 (0%) state: (13%)
	'23	15	STC: 14 (93%) state: (86%)	STC: 1 (7%) state: (14%)
	'22	15	STC: 15 (100%) state: (85%)	STC: 0 (0%) state: (15%)
Chinese and Literature (a)	'25	1	STC: 1 (100%) state: (99%)	STC: 0 (0%) state: (1%)
	'24	4	STC: 4 (100%) state: (99%)	STC: 0 (0%) state: (1%)
	'23	4	STC: 4 (100%) state: (99%)	STC: 0 (0%) state: (1%)
	'22	2	STC: 2 (100%) state: (99%)	STC: 0 (0%) state: (1%)
Chinese Continuers	'25	7	STC: 6 (86%) state: (99%)	STC: 1 (14%) state: (1%)
	'24	4	STC: 4 (100%) state: (95%)	STC: 0 (0%) state: (5%)
	'23	1	STC: 1 (100%) state: (99%)	STC: 0 (0%) state: (1%)
	'22	4	STC: 4 (100%) state: (99.5%)	STC: 0 (0%) state: (0.5%)
Dance (a)	'24	1	STC: 1 (100%) state: (99%)	STC: 0 (0%) state: (1%)
Design and Technology	'25	16	STC: 16 (100%) state: (97%)	STC: 0 (0%) state: (3%)
	'24	7	STC: 7 (100%) state: (96%)	STC: 0 (0%) state: (4%)
	'23	15	STC: 15 (100%) state: (95%)	STC: 0 (0%) state: (5%)
	'22	16	STC: 16 (100%) state: (96%)	STC: 0 (0%) state: (4%)
Drama	'25	18	STC: 18 (100%) state: (98%)	STC: 0 (0%) state: (2%)
	'24	18	STC: 18 (100%) state: (99%)	STC: 0 (0%) state: (1%)
	'23	17	STC: 17 (100%) state: (99%)	STC: 0 (0%) state: (1%)
	'22	10	STC: 10 (100%) state: (98%)	STC: 0 (0%) state: (2%)
Economics	'25	24	STC: 24 (100%) state: (93%)	STC: 0 (0%) state: (7%)
	'24	37	STC: 37 (100%) state: (92%)	STC: 0 (0%) state: (8%)
	'23	32	STC: 32 (100%) state: (92%)	STC: 0 (0%) state: (8%)
	'22	12	STC: 12 (100%) state: (93%)	STC: 0 (0%) state: (7%)
Engineering Studies (a)	'25	2	STC: 2 (100%) state: (91%)	STC: 0 (0%) state: (9%)
	'24	1	STC: 1 (100%) state: (99%)	STC: 0 (0%) state: (1%)
English Advanced	'25	97	STC: 97 (100%) state: (99%)	STC: 0 (0%) state: (1%)
	'24	106	STC: 106 (100%) state: (99%)	STC: 0 (0%) state: (1%)
	'23	99	STC: 99 (100%) state: (99%)	STC: 0 (0%) state: (1%)
	'22	87	STC: 87 (100%) state: (99%)	STC: 0 (0%) state: (1%)
English Extension 1	'25	15	STC: 15 (100%) state: (95%)	STC: 0 (0%) state: (5%)
	'24	17	STC: 17 (100%) state: (95%)	STC: 0 (0%) state: (5%)
	'23	25	STC: 25 (100%) state: (94%)	STC: 0 (0%) state: (6%)
	'22	12	STC: 12 (100%) state: (93%)	STC: 0 (0%) state: (7%)

English Extension 2	'25	7	STC: 7 (100%) state: (88%)	STC: 0 (0%) state: (12%)
	'24	10	STC: 9 (90%) state: (87%)	STC: 1 (10%) state: (13%)
	'23	6	STC: 6 (100%) state: (86%)	STC: 0 (0%) state: (14%)
	'22	3	STC: 3 (100%) state: (85%)	STC: 0 (0%) state: (15%)
English EAL/D	'25	6	STC: 6 (100%) state: (85%)	STC: 0 (0%) state: (15%)
	'24	9	STC: 9 (100%) state: (83%)	STC: 0 (0%) state: (17%)
	'23	7	STC: 7 (100%) state: (78%)	STC: 0 (0%) state: (22%)
English Standard	'22	14	STC: 14 (100%) state: (74%)	STC: 0 (0%) state: (26%)
	'25	28	STC: 28 (100%) state: (94%)	STC: 0 (0%) state: (6%)
	'24	14	STC: 14 (100%) state: (92%)	STC: 0 (0%) state: (8%)
	'23	8	STC: 8 (100%) state: (90%)	STC: 0 (0%) state: (10%)
Food Technology	'22	10	STC: 10 (100%) state: (88%)	STC: 0 (0%) state: (12%)
	'25	5	STC: 5 (100%) state: (86%)	STC: 0 (0%) state: (14%)
	'24	11	STC: 11 (100%) state: (88%)	STC: 0 (0%) state: (12%)
	'23	10	STC: 10 (100%) state: (82%)	STC: 0 (0%) state: (18%)
French Continuers	'22	6	STC: 6 (100%) state: (87%)	STC: 0 (0%) state: (13%)
	'25	7	STC: 7 (100%) state: (99%)	STC: 0 (0%) state: (1%)
	'24	15	STC: 14 (93%) state: (98%)	STC: 1 (7%) state: (2%)
	'23	7	STC: 7 (100%) state: (99%)	STC: 0 (0%) state: (1%)
French Extension	'22	5	STC: 5 (100%) state: (96%)	STC: 0 (0%) state: (4%)
	'25	3	STC: 2 (67%) state: (87%)	STC: 1 (33%) state: (13%)
	'24	7	STC: 6 (86%) state: (89%)	STC: 1 (14%) state: (11%)
	'23	1	STC: 1 (100%) state: (84%)	STC: 0 (0%) state: (16%)
Geography	'22	3	STC: 3 (100%) state: (87%)	STC: 0 (0%) state: (13%)
	'25	5	STC: 5 (100%) state: (90%)	STC: 0 (0%) state: (10%)
	'24	2	STC: 2 (100%) state: (91%)	STC: 0 (0%) state: (9%)
	'23	1	STC: 1 (100%) state: (99%)	STC: 0 (0%) state: (1%)
German Beginners (a)	'25	1	STC: 1 (100%) state: (99%)	STC: 0 (0%) state: (1%)
	'24	2	STC: 2 (100%) state: (99%)	STC: 0 (0%) state: (1%)
	'23	1	STC: 1 (100%) state: (99%)	STC: 0 (0%) state: (1%)
	'22	1	STC: 1 (100%) state: (99%)	STC: 0 (0%) state: (1%)
German Continuers (a)	'25	8	STC: 8 (100%) state: (87%)	STC: 0 (0%) state: (13%)
	'24	11	STC: 10 (91%) state: (86%)	STC: 1 (9%) state: (14%)
	'23	8	STC: 7 (87%) state: (85%)	STC: 1 (13%) state: (15%)
	'22	4	STC: 3 (75%) state: (84%)	STC: 1 (25%) state: (16%)
Information Processes and Technology (a)	'24	1	STC: 1 (100%) state: (85%)	STC: 0 (0%) state: (15%)
	'24	4	STC: 4 (100%) state: (84%)	STC: 0 (0%) state: (16%)
Japanese Beginners	'23	3	STC: 3 (100%) state: (76%)	STC: 0 (0%) state: (24%)
	'22	6	STC: 6 (100%) state: (74%)	STC: 0 (0%) state: (26%)
	'25	3	STC: 3 (100%) state: (93%)	STC: 0 (0%) state: (7%)
Japanese Continuers	'24	2	STC: 1 (50%) state: (93%)	STC: 1 (50%) state: (7%)
	'25	4	STC: 4 (100%) state: (99%)	STC: 0 (0%) state: (1%)
Latin Continuers	'24	1	STC: 1 (100%) state: (100%)	STC: 0 (0%) state: (0%)
	'25	3	STC: 3 (100%) state: (97%)	STC: 0 (0%) state: (3%)
Latin Extension	'25	38	STC: 38 (100%) state: (87%)	STC: 0 (0%) state: (13%)
	'24	28	STC: 25 (89%) state: (89%)	STC: 3 (11%) state: (11%)
	'23	45	STC: 45 (100%) state: (90%)	STC: 0 (0%) state: (10%)
	'22	35	STC: 35 (100%) state: (85%)	STC: 0 (0%) state: (15%)

Mathematics Advanced	'25	73	STC: 73 (100%) state: (94%)	STC: 0 (0%) state: (6%)
	'24	59	STC: 59 (100%) state: (95%)	STC: 0 (0%) state: (5%)
	'23	46	STC: 46 (100%) state: (93%)	STC: 0 (0%) state: (7%)
	'22	63	STC: 63 (100%) state: (94%)	STC: 0 (0%) state: (6%)
Mathematics Extension 1	'25	18	STC: 17 (94%) state: (77%)	STC: 1 (6%) state: (23%)
	'24	33	STC: 27 (82%) state: (80%)	STC: 6 (18%) state: (20%)
	'23	26	STC: 23 (88%) state: (72%)	STC: 3 (12%) state: (28%)
	'22	42	STC: 37(88%) state: (74%)	STC: 5 (12%) state: (26%)
Mathematics Extension 2	'25	8	STC: 8 (100%) state: (84%)	STC: 0 (0%) state: (16%)
	'24	5	STC: 5 (100%) state: (86%)	STC: 0 (0%) state: (14%)
	'23	5	STC: 4 (80%) state: (86%)	STC: 1 (20%) state: (14%)
	'22	11	STC: 10 (91%) state: (85%)	STC: 1 (9%) state: (15%)
Mathematics Standard 2	'25	42	STC: 40 (95%) state: (83%)	STC: 2 (5%) state: (17%)
	'24	51	STC: 50 (98%) state: (83%)	STC: 1 (2%) state: (17%)
	'23	52	STC: 52 (100%) state: (82%)	STC: 0 (0%) state: (18%)
	'22	41	STC: 41 (100%) state: (82%)	STC: 0 (0%) state: (18%)
Modern Greek Beginners (a)	'25	1	STC: 1(100%) state: (95%)	STC: 0 (0%) state: (5%)
Modern History	'25	28	STC: 27 (96%) state: (87%)	STC: 1 (4%) state: (13%)
	'24	24	STC: 23 (96%) state: (91%)	STC: 1 (4%) state: (9%)
	'23	27	STC: 26 (96%) state: (84%)	STC: 1 (4%) state: (16%)
	'22	15	STC: 15 (100%) state: (89%)	STC: 1 (9%) state: (11%)
Music Extension	'25	4	STC: 4 (100%) state: (98%)	STC: 0 (0%) state: (2%)
	'24	3	STC: 3 (100%) state: (97%)	STC: 0 (0%) state: (3%)
Music 1	'25	9	STC: 9 (100%) state: (95%)	STC: 0 (0%) state: (5%)
	'24	6	STC: 46 (100%) state: (97%)	STC: 0 (0%) state: (3%)
	'23	4	STC: 4 (100%) state: (98%)	STC: 0 (0%) state: (2%)
	'22	4	STC: 4 (100%) state: (98%)	STC: 0 (0%) state: (2%)
Music 2	'25	6	STC: 6 (100%) state: (99%)	STC: 0 (0%) state: (1%)
	'24	4	STC: 4 (100%) state: (100%)	STC: 0 (0%) state: (0%)
	'23	1	STC: 1 (100%) state: (99.8%)	STC: 0 (0%) state: (0.14%)
	'22	5	STC: 5 (100%) state: (100%)	STC: 0 (0%) state: (0%)
PDHPE	'25	35	STC: 34 (97%) state: (90%)	STC: 1 (3%) state: (10%)
	'24	39	STC: 38 (97%) state: (91%)	STC: 1 (3%) state: (9%)
	'23	33	STC: 33 (100%) state: (90%)	STC: 0 (0%) state: (10%)
	'22	38	STC: 38 (100%) state: (80%)	STC: 0 (0%) state: (20%)
Physics	'25	18	STC: 15 (83%) state: (84%)	STC: 3 (17%) state: (16%)
	'24	8	STC: 8 (100%) state: (89%)	STC: 0 (0%) state: (11%)
	'23	8	STC: 8 (100%) state: (86%)	STC: 0 (0%) state: (14%)
	'22	8	STC: 8 (100%) state: (87%)	STC: 8 (0%) state: (13%)
Science Extension	'25	5	STC: 4 (80%) state: (76%)	STC: 1 (20%) state: 24%)
	'24	6	STC: 6 (100%) state: (82%)	STC: 0 (0%) state: (18%)
	'23	7	STC: 6 (86%) state: (78%)	STC: 1 (14%) state: (22%)
	'22	6	STC: 6 (100%) state: (79%)	STC: 0 (0%) state: (21%)
Software Design and Development (a)	'24	1	STC: 1(100%) state: (87%)	STC: 0 (0%) state: (13%)
Software Engineering (a)	'25	2	STC: 2 (100%) state: (92%)	STC: 0 (0%) state: (8%)
Spanish Beginners	'25	4	STC: 4 (100%) state: (96%)	STC: 0 (0%) state: (4%)

Spanish Continuers	'25	2	STC: 2 (100%) state: (98%)	STC: 0 (0%) state: (2%)
	'24	1	STC: 1 (100%) state: (97%)	STC: 0 (0%) state: (3%)
	'23	2	STC: 2 (100%) state: (99%)	STC: 0 (0%) state: (1%)
	'22	3	STC: 3 (100%) state: (99%)	STC: 0 (0%) state: (1%)
Studies of Religion I	'25	3	STC: 3 (100%) state: (95%)	STC: 0 (0%) state: (5%)
	'24	15	STC: 15 (100%) state: (96%)	STC: 0 (0%) state: (4%)
	'23	4	STC: 4 (100%) state: (97%)	STC: 0 (0%) state: (3%)
	'22	8	STC: 8 (100%) state: (96%)	STC: 0 (0%) state: (4%)
Studies of Religion II	'25	18	STC: 17 (94%) state: (93%)	STC: 1 (6%) state: (7%)
	'24	17	STC: 15 (88%) state: (95%)	STC: 2 (12%) state: (5%)
	'23	13	STC: 13 (100%) state: (95%)	STC: 0 (0%) state: (5%)
	'22	19	STC: 19 (100%) state: (93%)	STC: 0 (0%) state: (7%)
Textiles and Design	'25	10	STC: 10 (100%) state: (94%)	STC: 0 (0%) state: (6%)
	'24	25	STC: 24 (96%) state: (92%)	STC: 1 (4%) state: (8%)
Visual Arts	'25	9	STC: 9 (100%) state: (99%)	STC: 0 (0%) state: (1%)
	'24	35	STC: 35 (100%) state: (99%)	STC: 0 (0%) state: (1%)
	'23	26	STC: 26 (100%) state: (99%)	STC: 0 (0%) state: (1%)
	'22	13	STC: 13 (100%) state: (99%)	STC: 0 (0%) state: (1%)

Comments

The 2025 Year 12 cohort achieved outstanding results in the HSC, reflecting both exceptional academic performance and a strong commitment to perseverance.

Their success extended well beyond the classroom, with many students balancing rigorous academic demands with active involvement in cocurricular programs, including sport, music, drama and service. The cohort also displayed a strong spirit of collaboration, consistently supporting one another's growth and success.

Collectively, their efforts led to impressive academic outcomes. A total of 46.6% of students achieved an ATAR above 90, exceeding the NSW state average of 17.3%. The cohort's median ATAR was 89.55, compared with the NSW median of 70.75. We congratulate the seven students who achieved an ATAR above 99 and the eight All-Round Achievers who attained marks above 90 in at least 10 units of study.

Our creative students also excelled, receiving 27 nominations for state-wide showcases across Drama, Design and Technology, Music, and Visual Arts. We are especially proud to have a student selected for the prestigious ARTEXPRESS exhibition. As a school that encourages students to pursue their passions, it is inspiring to see such strong performance across a diverse range of subjects.

Note that senior secondary outcomes are documented on the My School website: www.myschool.edu.au



Theme 03

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Staffing

Teaching Standards / Qualifications

Teaching standards category	Number of teachers 2025
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	117
Teachers having a bachelor's 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	117
Full-time equivalent teaching staff	108.8
Non-teaching staff	103
Full-time equivalent non-teaching staff	89.2

Theme 04

Attendance

Student attendance rates

Year Level	Attendance rate per year (%)
Kindergarten	96.19
Year 1	93.74
Year 2	95.05
Year 3	95.46
Year 4	94.8
Year 5	94.23
Year 6	93.65
Year 7	92.63
Year 8	91.04
Year 9	90.95
Year 10	90.93
Year 11	89.98
Year 12	90.01

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 school has a detailed policy for monitoring and recording attendance. Teachers mark the roll at the commencement of the day. In Senior School, the attendance roll is marked every lesson during the day. All staff receive an email list of absent students, including late arrivals. Parents/Carers of students absent during Period 1 will receive an SMS asking them to confirm their daughter's absence or lateness and the reason. If there is no communication by the end of the school day, the Head of Year will contact the parent/guardians. If poor attendance continues, the Head of Senior School or Head of Year will notify Parents/Carers and may request a meeting to resolve the situation. If there are ongoing unexplained absences, Independent Schools

NSW may be asked to act as a consultant in developing an attendance plan.

In Junior School, the class teacher marks the roll at the beginning of the day. When their daughter has an unexplained absence, an SMS is sent to parents at 9 a.m. The Parents/Carers are asked to contact the school to explain the absence. If no contact is made by the Parents/Carers, the teacher will call the Parents/Carers. If there is an observed repeated pattern of absences, the teacher and /or stage leader may intervene to assist families experiencing difficulties with attendance or lateness. If there are ongoing unexplained absences, Independent Schools NSW may be asked to act as a consultant in developing an attendance plan. Late students sign in at the Student Centre in the Senior School and at Reception in the Junior School.





Theme 05

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School Policies

Policies at St Catherine's School are listed below, and publicly published and available on the school website:

www.stcatherines.nsw.edu.au/community/publications-and-reports/

Enrolment Policy

Child Protection Policy

Student Quality Behaviour and Anti Bullying Policy

Discipline Policy

Complaints Policy

Theme 06

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Stakeholder satisfaction

As part of our commitment to open and effective communication with all members of our community, St Catherine's partnered with McCrindle Research to conduct a whole-school survey in 2025. The process included an initial survey of parents, students and staff, followed by small consultation groups, enabling us to identify both areas of strength and opportunities for improvement.

More than nine in ten stakeholders reported a high level of satisfaction with their experience at St Catherine's, with 95 per cent of staff and 93 per cent of both parents and students indicating positive responses. Stakeholders also expressed a strong sense of pride in belonging to the school community, along with a high level of appreciation for the educational experience provided.

Students identified a need for increased wellbeing support to help them navigate the challenges of daily life. In response, the school has begun and continues to strengthen targeted wellbeing initiatives, providing additional specialised support. These efforts are designed to ensure that students are equipped to live well, relate well and learn well, and that they are aware of where to access support when required.

Staff feedback highlighted a desire for greater support in maintaining work-life balance, as well as increased opportunities for active listening from leadership. In response, the school has commenced exploring ways to better support staff wellbeing and strengthen communication across the organisation.

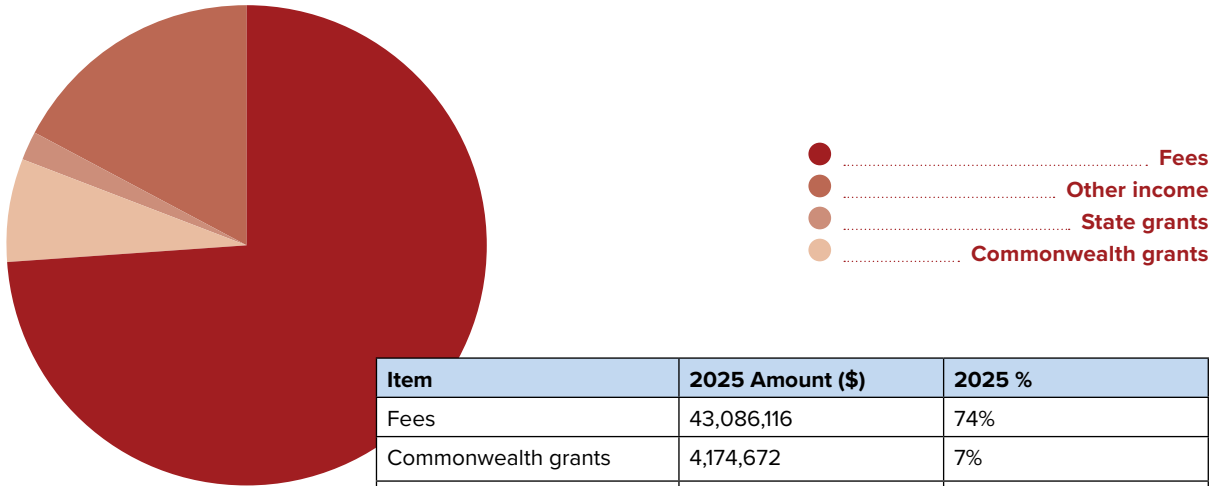


Theme 07

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Summary Financial Information

Income



Item	2025 Amount (\$)	2025 %
Fees	43,086,116	74%
Commonwealth grants	4,174,672	7%
State grants	1,449,696	2%
Other income	9,800,200	17%
Total	58,510,684	

Expenses



Item	2025 Amount (\$)	2025 %
Property	2,625,764	5%
Depreciation	6,149,453	11%
Salaries	32,117,329	58%
Other expenses	14,552,499	26%
Total	55,445,045	



Sydney



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