ST CATHERINE'S
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Sydney

St Catherine's School

Annual Report - 2024

St Catherine's Annual Report 2024

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A message from the Headmistress

The past two years as Headmistress have been a rich journey of growth and learning, both for the students of St Catherine's and for myself. The school is exceptionally well-managed, with robust systems of educational and pastoral care in place.

The commitment of our teaching staff is evident: they are dedicated professionals who strive not only for academic excellence but also to nurture meaningful relationships with their students. Their dedication to the craft of teaching and learning is evident in every classroom lesson and cocurricular activity.

This important work is strongly supported by a close-knit parent community that is actively involved in the life of the school and genuinely invested in the wellbeing of their daughters. Additionally, our School Council plays a vital role in ensuring St Catherine's continues to flourish. The Council provides thoughtful oversight in areas such as strategic planning, infrastructure development, financial management and alignment with our school's mission. Their deep commitment helps keep our decisions future-focused and firmly grounded in our core values.

Our students themselves are curious, courageous and collaborative young women who consistently seek opportunities to grow, support one another and enjoy working together for a common purpose.

This year has been filled with memorable moments from across the school. The Senior School Musical, *Legally Blonde,* was an outstanding production involving students from Years 8 to 11. Students were involved in every aspect of the production from performing to orchestra and backstage roles. Later in the year, we were proud to learn that our lead role in the production was selected to present her HSC piece in the ENCORE performance at the Sydney Opera House—an exciting accomplishment for St Catherine's.

Another memorable occasion was the Magnolia Fair, held on a rainy Saturday in June. Despite the weather, it remained a wonderful community event, featuring booths run by parents, Old Girls and the Foundation. Visitors enjoyed robotics displays, chocolate wheels, jumping castles and music, dance and performances in the theatre.

2024 also saw significant growth in our global enrichment program. Exchanges to the UK, Argentina, France, Switzerland and the USA provided powerful learning experiences for students. Our student trips included the New York dance tour, the Cambodia service trip, the European Classics tour and the USA sports tour; each one giving our students opportunities to understand the global context and their place within it.

Here at home, our students demonstrated outstanding effort in our sporting program, going on to achieve incredible results. In Swimming, Water Polo, Tennis, Rowing, Athletics, Basketball, Netball, Touch Football, Badminton, Hockey and Football, students consistently raised the standard while representing the school with skill, determination and grace.

Beyond the sports fields, our wider cocurricular program also flourished. Our students' successes in Cadets, Robotics, Debating, Public Speaking, Dance, and Music have been numerous, contributing to the school's vibrant and dynamic learning environment.

The high level of student participation in all these activities is not accidental. It reflects the culture of the school as a place where students are encouraged to try new things, discover their talents and use their voices. St Catherine's is a community where it is safe to take risks, where girls feel a strong sense of belonging and where resilience and grit are cultivated through challenge and perseverance.

Looking ahead, I am confident that Australia's next generation of leaders are sitting in the classrooms of St Catherine's today. I encourage each student to embrace leadership opportunities, think creatively and courageously, pursue their dreams with integrity and service, work diligently, nurture their spiritual lives, support their peers and live with integrity and purpose.

Mrs Judith Poole
Headmistress

A message from the Chair

St Catherine's has a proud history as a leading school for girls in Sydney. We have long operated from a position of strength, offering our students a high-quality, well-rounded education within an inclusive and welcoming community.

In 2024, we were honoured to continue this legacy with the launch of our new strategic plan, helping to shaping the future of our school.

Our new strategic plan draws on our school's existing strengths and identifies new opportunities for growth, to meet our changing world. It is framed around the phrase Courage to Lead, Heart to Serve, inviting all members of our school community to identify opportunities to lead, to persevere through challenge with courage, and always to serve others with kindness and compassion.

In 2024, we announced our next Headmistress, Ms Magill. Ms Magill brings our school deep experience as a leader and educator, and a genuine and passionate commitment to the education of girls and young women. She leads within a culture of a strong community and an environment to nurture and grow students and staff. Ms Magill's leadership style is one of joy, purpose and calling. We are delighted to appoint a leader of this calibre, and we welcomed Ms Magill in January 2025.

The end of 2024 marked the end of Mrs Poole's term as Headmistress of our school. Mrs Poole has brought energy, experience, wisdom to every part of our school. Mrs Poole's passion for girls' education, her vision for boarding, her love of sport, her enthusiasm for drama and the performing arts all meant our students and school have reached new heights. I am confident that in decades to come, our school will still be benefiting from decisions lead by Mrs Poole over the past two years. On behalf of Council, we thank you Mrs Poole, Dr Poole and their family, and we wish them all the very best for the future.

Ms Danusia Cameron
Chair of Council

A message from the Prefects

Being part of the prefect team this year has been such a privilege, and I have been so lucky to work alongside an incredible group as we navigated our student leadership journey.

Selecting the theme of 'Together Towards Tomorrow', we aimed to create a stronger sense of community and sisterhood within the school. Additionally, we raised funds for the Sydney Community Foundation, a charity aiming to assist disadvantaged individuals in the greater Sydney area. Through bake sales and lolly bags sold at school events, we have managed to raise a significant amount for the group, and are so proud of the effort that has been put in by all involved in order to make this happen.

Additionally, the prefects have been lucky enough to attend several events across the course of the year. Primarily, our leadership training day saw us working alongside horses and each other, learning about different leadership characteristics and planning our goals for the year. Two of us were also able to attend the YLead Girls Student Leadership Conference, in which we were able to connect with student leaders from girls schools all over the world, as well as learning practical skills we could use in our roles as prefects.

We share so much pride in our peers, our cohort, our school, and it shows. We've also seen girls rallying together to support one another in times of struggle. Hugs in the corridor, chats on the common room couch and words of kindness in passing that I saw showed me just how much power the supportiveness and love of our school holds. Our Prefect Afternoon Tea was a great success, combining socialising, a fun game of trivia, and an opportunity for prefects from all around Sydney to share their initiatives and learn from others.

Our new mascot, Cathy the Wildcat, has been an exciting addition to the St Cath's community, rallying support for our girls at carnivals and weekend sports. A huge highlight for us was the annual Prefect Netball Game with Waverley, in which we raised funds for the Sydney Community Foundation while.

The sheer diversity of personalities in our year group tells me that you'll be able to find us excelling in life no matter where you look. From the studio to the stadium, the courtroom to the classroom, the lab to the legislature, our passion will carry us to all corners of the globe. I am so excited to see where we all end up, and know that no matter what, we will do incredible things.

Our cohort holds something special. Our voices. As I've said, we're very loud. It would be foolish for us not to use that for good as we walk out into a world starving for positive change. We have been prepared so incredibly well by our teachers and mentors, and with the support of one another as we leave our safe little pond, I truly believe that we can create the change we envision.

Sophie Foster
Head Girl 2023/2024

Parents' and Friends Association

The major event on the Parents' and Friends Association calendar this year was, of course, the Magnolia Fair. The community turned up in droves and the atmosphere was electric. The wet weather plan relocated the rides to the Multi-purpose Hall, transforming it into a kids' zone that provided much-needed shelter when the rain came. The day would not have been a success without all the volunteers and the Magnolia Fair Committee, who spent over six months preparing for the event.

Our volunteers also prepared our beloved P&F Trivia Night in August, with a record number of attendees. This year, we decided to go for an Olympics theme, which parents and staff certainly embraced. With a few Ray Guns, Aussie supporters and many matching tracksuits (that looked suspiciously like last year's 80s costumes), it was great to see everyone get into the trivia spirit.

Just a few days later, we came together again for the annual P&F Father's Day Breakfast. Dads, grandfathers and special friends filled the Cloisters Lawn to enjoy a bite with their daughters.

In Semester 2, the P&F General Meetings again proved that they can be a place for the community to liaise with the school on matters.

I would also like to thank the hard-working team in Community Relations who have all done a huge amount behind the scenes in support of committee members in arranging social events, managing general logistics and making sure we meet our deadlines.

Finally, I would like to thank this year's committee members. We have continued our goal of improving our communication and getting our message out across the community so they can then be more involved with the school.

Mrs Jane McCory
Parents and Friends' Association President

St Catherine's Foundation

It is with immense pride that the St Catherine's Foundation has continued to support our Indigenous girls with donations to our Scholarship Fund throughout 2024. Currently, St Catherine's provides financial support for up to 20 Indigenous students, and thanks to the generosity of our community, our fundraising efforts in 2023 and 2024 have raised $271, 111 toward our long-term goal of funding scholarships in perpetuity. Education has the power to transform lives, especially for young women.

The financial support provided by the Foundation is made possible by the generosity of donors and benefactors who share our vision of ensuring a St Catherine's education is accessible to our Indigenous students. These donors have made the school, and our Indigenous students, their philanthropic priority. Through events such as Twilight Golf, International Women's Day, the Gala Ball, and individual donations, our school community has demonstrated unwavering support for our fundraising initiatives. But there is still more we can and need to achieve together.

It costs $850,000 to fund just one Indigenous Scholarship in perpetuity, and we aim to offer many Indigenous girls a St Catherine's education. The Foundation is dedicated to securing the funds necessary to ensure that our Indigenous Scholarship recipients not only thrive but also continue to enrich our school community for generations to come.

Seeing the Performing Arts & Aquatic Centre in full use at the Magnolia Fair, the performances held throughout the year, the many girls using the pool facilities on a daily basis and hearing the incredible results of our teams fills me with a great sense of pride for what our community achieved and the generosity that went into supporting this facility.

Likewise, hearing from the many Indigenous girls who have been supported through donations to our Indigenous Scholarship Fund over the years and knowing that girls are able to continue their journey at St Cath's thanks to the gifts of current and past parents and alumni continues to make me feel optimistic about the future of these programs. Energised by this new perspective and the inroads made in the last two years towards building a scholarship fund in perpetuity, I am very much looking forward to continuing as Chair in 2025 and working with the board, our current parents, and importantly, my fellow past parents and alumni in supporting the school that supported our daughters through this foundational period of their lives.

On behalf of the Foundation Board, I thank you for your ongoing commitment and support.

Mr Martin Smethills
St Catherine's Foundation Chair

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. All we do is underpinned by our Christian foundation, on which our values of integrity, resilience, respect, relationships and service are based.

Actions to Promote Respect and Responsibility

Throughout 2024, St Catherine's remained committed to fostering a culture of respect and responsibility across all areas of school life. The school values of integrity, service, relationship and courage were explicitly embedded through our pastoral care programs, weekly assemblies, and curriculum. Student leadership played a vital role, with the Student Representative Council, School Captains and Prefects leading initiatives encouraging inclusivity and kindness within the student body.

Respect for diversity was reinforced through cultural events such as NAIDOC Week and Reconciliation Week, alongside the continued integration of Aboriginal and Torres Strait Islander perspectives into teaching and learning. In 2024, the finalisation of the Reconciliation Action Plan was a focus.

Responsibility was further nurtured through service-learning opportunities, community outreach, and environmental initiatives, encouraging students to consider their impact locally and globally. These combined efforts have contributed to a learning environment where mutual respect, ethical conduct, and personal responsibility are consistently promoted and practised.

Theme 02

Outcomes and Results

Standardised Testing

NAPLAN Summary 2024

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 comparisons between school and state measures are noted in the table below for each component in each year level.

St Catherine continues to perform strongly in each assessed area, well above the national average. St Catherine's participation in NAPLAN is 99%.

Student performance in NAPLAN for 2024 was publishedon the My School website in December 2024:
https://www.myschool.edu.au/school/43995/naplan/results/2024#results

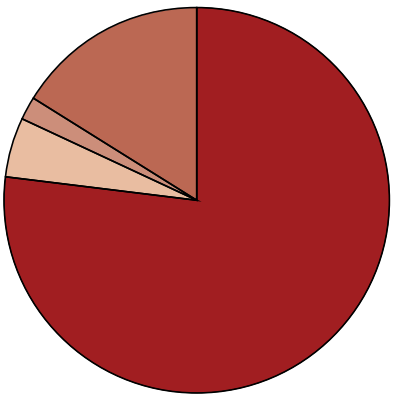
Please note in 2024 NAPLAN testing moved from May to March and the NAPLAN scale was reset. Results from 2024 can not be compared to previous years.

Post-School Destinations

As artificial intelligence, globalisation, and digital technology continue shaping the modern workforce, we know our students are preparing for careers that may not exist. However, the Class of 2024 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. Post-school destinations are summarised in Graph 1 below.

Several students from this cohort have been honoured with a scholarship, ranging from the prestigious Tuckwell Scholarship at The Australian University; Junior Summer School Scholarship for Philosophy, Politics and Economics at the University of Oxford in Singapore; High Achiever Scholarship Southern Cross University, to elite athlete selection for rowing at the University of Texas and Water Polo at Loyola Marymount University in Los Angeles.

University in Australia	77%
Gap year	16%
Overseas study	5%
TAFE	2%



University of Sydney	33
University of Technology Sydney	26
University of New South Wales	15
Australian National University	11
University of Newcastle	2
Australian Film and Television and Radio School	1
Bond University	1
TAFE	1
The Hotel School Sydney	1
Torrens University	1
University of Canberra	1
University of Melbourne	1
University of Notre Dame Australia	1
University of Queensland	1
University of Western Australia	1
University of Western Sydney	1
Monash University	1

Senior Secondary Outcomes

Subject	Year	Student #	Performance Band Achievement by Number and Percentage	
			Bands 3- 6 (E3-E4)	Bands 1- 2 (E1 – 2)
Ancient History	'24	14	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	'24	34	STC: 32 (100%) state: (88%)	STC: 0 (0%) state: (%)
	'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	'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	'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 & Literature	'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	'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	'24	1	STC: 1 (100%) state: (99%)	STC: 0 (0%) state: (1%)
Design and Technology	'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	'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	'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	'24	1	STC: 1 (100%) state: (99%)	STC: 0 (0%) state: (1%)
English Advanced	'24	106	STC: 99 (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	'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	'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	'24	9	STC: 9 (100%) state: (83%)	STC: 0 (0%) state: (17%)
	'23	7	STC: 7 (100%) state: (78%)	STC: 0 (0%) state: (22%)
	'22	14	STC: 14 (100%) state: (74%)	STC: 0 (0%) state: (26%)
English Standard	'24	14	STC: 14 (100%) state: (92%)	STC: 0 (0%) state: (8%)
	'23	8	STC: 8 (100%) state: (90%)	STC: 0 (0%) state: (10%)
	'22	10	STC: 10 (100%) state: (88%)	STC: 0 (0%) state: (12%)
Food Technology	'24	11	STC: 11 (100%) state: (88%)	STC: 0 (0%) state: (12%)
	'23	10	STC: 10 (100%) state: (82%)	STC: 0 (0%) state: (18%)
	'22	6	STC: 6 (100%) state: (87%)	STC: 0 (0%) state: (13%)
French Continuers	'24	15	STC: 14 (93%) state: (98%)	STC: 1 (7%) state: (2%)
	'23	7	STC: 7 (100%) state: (99%)	STC: 0 (0%) state: (1%)
	'22	5	STC: 5 (100%) state: (96%)	STC: 0 (0%) state: (4%)

French Extension	'24	7	STC: 6 (86%) state: (89%)	STC: 1 (14%) state: (11%)
	'23	1	STC: 1 (100%) state: (84%)	STC: 0 (0%) state: (16%)
	'22	3	STC: 3 (100%) state: (87%)	STC: 0 (0%) state: (13%)
Geography	'24	2	STC: 2 (100%) state: (91%)	STC: 0 (0%) state: (9%)
German Continuers	'24	2	STC: 2 (100%) state: (99%)	STC: 0 (0%) state: (1%)
	'23	1	STC: 1 (100%) state: (99%)	STC: 0 (0%) state: (1%)
History Extension	'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 & Technology	'24	1	STC: 1 (100%) state: (85%)	STC: 0 (0%) state: (15%)
Japanese Beginners	'24	4	STC: 4 (100%) state: (84%)	STC: 0 (0%) state: (16%)
	'23	3	STC: 3 (100%) state: (76%)	STC: 0 (0%) state: (24%)
	'22	6	STC: 6 (100%) state: (74%)	STC: 0 (0%) state: (26%)
Japanese Continuers	'24	2	STC: 1 (50%) state: (93%)	STC: 1 (50%) state: (7%)
Latin Continuers	'24	1	STC: 1 (100%) state: (100%)	STC: 0 (0%) state: (0%)
Legal Studies	'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	'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	'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	'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	'24	41	STC: 51 (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 History	'24	24	STC: 13 (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	'24	3	STC: 3 (100%) state: (97%)	STC: 0 (0%) state: (3%)
Music 1	'24	6	STC: 4 (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	'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	'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	'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	'24	6	STC: 6 (100%) state: (82%)	STC: 0 (0%) state: (18%)
	'23	7	STC: 6 (86%) state: (78%)	STC: 1 (4%) state: (22%)
	'22	6	STC: 6 (100%) state: (79%)	STC: 0 (0%) state: (21%)
Software Design & Development	'24	1	STC: 1 (100%) state: (87%)	STC: 0 (0%) state: (13%)
Spanish Continuers	'24	1	STC: 1 (100%) state: (97%)	STC: 0 (00%) state: (3%)
	'23	2	STC: 2 (100%) state: (99%)	STC: 0 (00%) state: (1%)
	'22	3	STC: 3 (100%) state: (99%)	STC: 0 (0%) state: (1%)
Studies of Religion I	'24	15	STC: 15 (100%) state: (96%)	STC: 0 (00%) state: (4%)
	'23	4	STC: 4 (100%) state: (97%)	STC: 0 (00%) state: (3%)
	'22	8	STC: 8 (100%) state: (96%)	STC: 0 (0%) state: (4%)
Studies of Religion II	'24	17	STC: 15 (88%) state: (95%)	STC: 2 (12%) state: (5%)
	'23	13	STC: 13 (100%) state: (95%)	STC: 0 (00%) state: (5%)
	'22	19	STC: 19 (100%) state: (93%)	STC: 0 (0%) state: (7%)
Textiles and Design	'24	25	STC: 24 (96%) state: (92%)	STC: 1 (4%) state: (8%)
Visual Arts	'24	35	STC: 35(100%) state: (99%)	STC: 0 (00%) state: (1%)
	'23	26	STC: 26 (100%) state: (99%)	STC: 0 (00%) state: (1%)
	'22	13	STC: 13 (100%) state: (99%)	STC: 0 (0%) state: (1%)

Comments

The 2024 Year 12 cohort has excelled in the HSC, showcasing exceptional academic achievements and embodying the spirit of dedication and perseverance. This remarkable group of young women has demonstrated excellence across a range of disciplines, with standout performances from both high achievers and those who have reached personal milestones.

Their success extends beyond the classroom, with many students balancing their academic commitments with co-curricular pursuits in sport, music, drama, and service. These opportunities have not only enriched their school experience but have also nurtured their creativity, resilience, and teamwork. This cohort demonstrated a strong sense of collaboration, coming together to support each other's success.

Their collective effort resulted in 109 students out of 129 achieving marks above 90 in at least one subject. Furthermore, 46.9% of students achieved an ATAR above 90, surpassing the NSW state average of 17.8%. We also congratulate the seven girls who achieved an ATAR over 99.

We extend special congratulations to the 11 All-Rounders who achieved marks above 90 in at least 10 units of study. As a school that encourages students to pursue their passions, it is inspiring to see them thrive across diverse subjects, showcasing dedication and excellence. We also congratulate one student who was recognised among the top-performing students in the state in both English Advanced and English Extension 1.

Our creative students also excelled, earning 22 separate nominations for state-wide showcases across Dance, Drama, Design and Technology, Music and Visual Arts. We are incredibly proud of the four students selected to appear in these prestigious showcases: Encore, Call Back, Art Express and Shape.

There were no students who undertook vocational training in 2024. Note that Senior secondary outcomes are documented on the My School website: http://www.myschool.edu.au.

Theme 03

Staffing

Teaching Standards / Qualifications

Teaching standards category	Number of teachers 2024
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	114
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 f ive (5) years in a permanent, casual or temporary capacity.	0
Note: Excludes those on extended leave	

Work force composition

Teaching Staff	114
Full-time equivalent teaching staff	104.7
Non-teaching staff	100
Full-time non-teaching staff	86.8

St Catherine's School does not record or request the ethnicity of staff. As a Christian school, we welcome all faiths and backgrounds of our staff and students, as part of our community. One staff member identified as Aboriginal and Torres Strait Islander.

Theme 04

Attendance

Student attendance rates

Year Level	Attendance rate per year (%)
Kindergarten	85.74
Year 1	90.22
Year 2	90.28
Year 3	89.2
Year 4	88.63
Year 5	88.02
Year 6	83.81
Year 7	92.17
Year 8	91.6
Year 9	89.89
Year 10	91.66
Year 11	92.4
Year 12	86.31

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'.

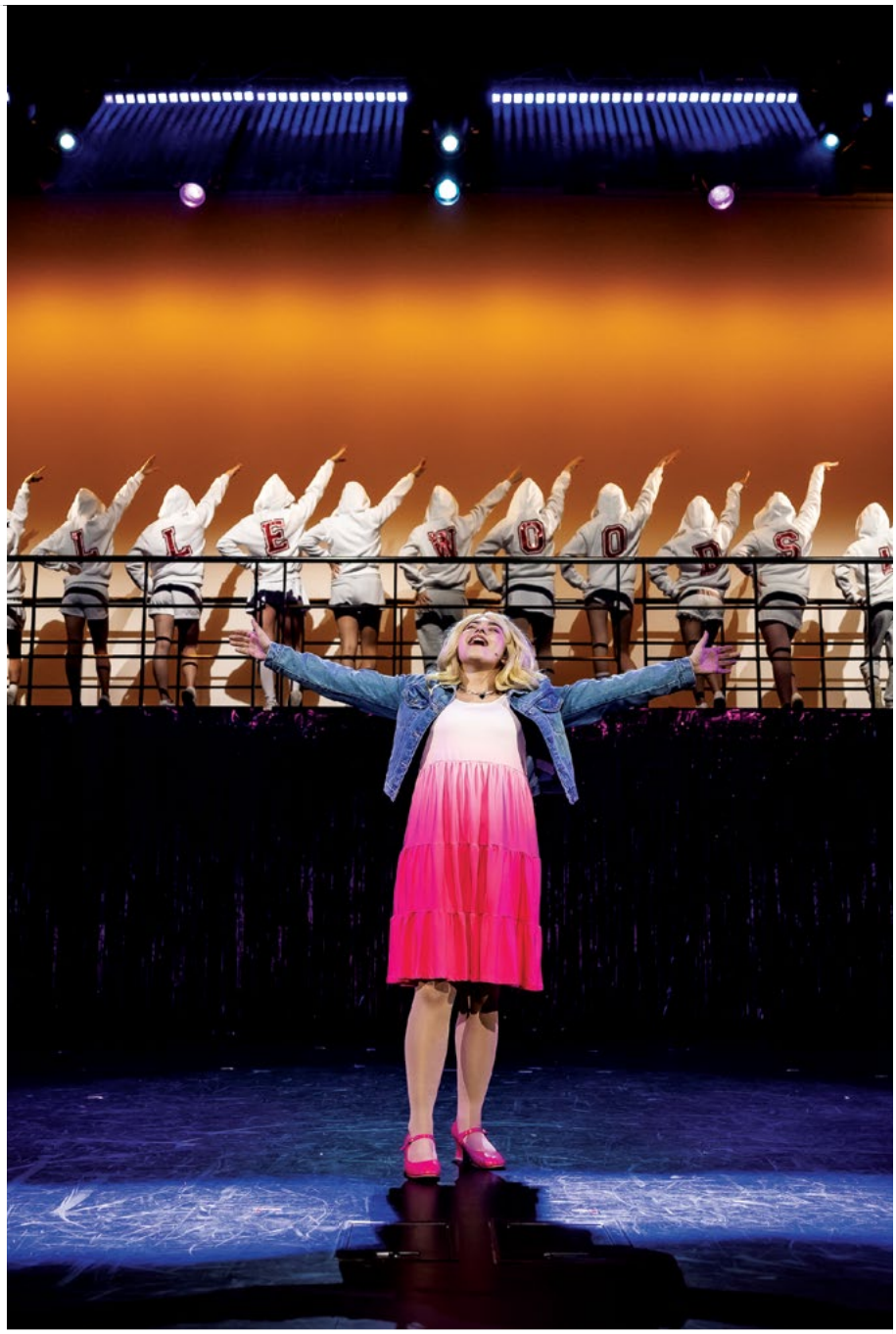
The school has a detailed policy for monitoring and recording attendance. Teachers mark the roll at the commencement of the day.

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/guardians 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 Director of Senior School Students or Head of Year will notify parents/guardians and may request a meeting to resolve the situation. If there are ongoing unexplained absences, the Association of Independent Schools 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 are asked to contact the school to explain the absence. If no contact is made by the parent/guardian, the teacher will call the parent. 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, the Association of Independent Schools 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.



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Theme 05

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

Anti-bullying Policy

Discipline Policy

Complaints Policy

Theme 06

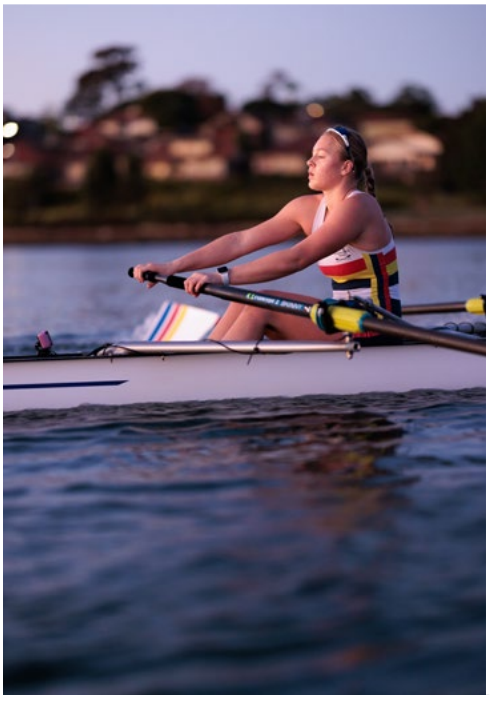
Stakeholder satisfaction

The school prioritises open and effective communication with all members of the community. Parents are offered multiple channels to engage with the school, including phone, email, and in-person meetings. They are also invited to attend annual parent-teacher events, which provide valuable insight into their daughters' learning progress. These consistent and accessible communication avenues have contributed to high parent satisfaction.

In the senior school, students are given numerous opportunities to share feedback and engage in school life. Daily mentor group meetings foster open dialogue and support. Students are also actively involved in the school's leadership structure, including roles within the Student Representative Council (SRC), as house officials and leaders, and as part of the prefect body. In addition, each Year 12 student is assigned an academic coach who meets with them fortnightly—an initiative that both students and parents have very well received.

In the Junior School, the class teacher is always the first point of contact. This contact can happen via the school diary or email. Parents are also requested to Cc emails to juniorschool@stcaths.nsw.edu.au as the communication can be addressed by the Stage leader, the Deputy Head of Junior School or the Head of Junior School. Parents are invited to attend Parent/teacher interviews in Term 1 and Term 3, and individual meetings can be made, when required, by contacting the Junior School office.

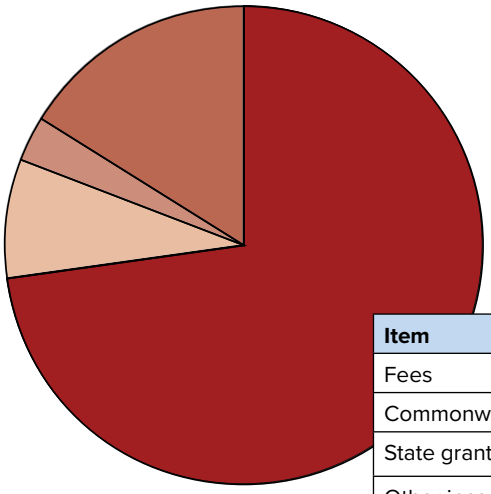
Staff wellbeing and engagement are also prioritised. The Staff Social Committee coordinates regular events each term, contributing to a strong sense of collegiality. The school acknowledges and celebrates significant life events, such as weddings, with gifts and public recognition. A buddy system supports new staff members during their first year, providing mentorship and guidance. Furthermore, all staff are encouraged to raise concerns or suggestions through their line managers or, if preferred, directly with other senior leadership team members.



Theme 07

Summary Financial Information

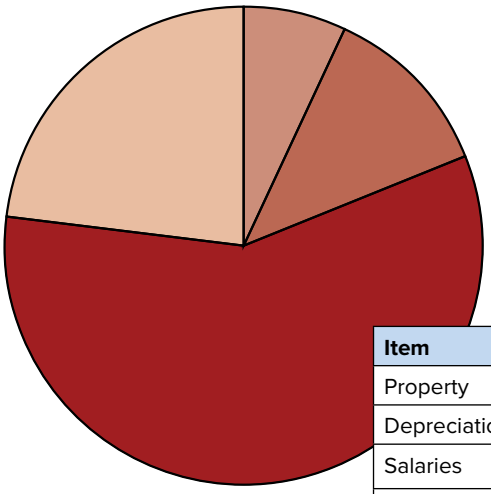
Income



Item	2024 amount	2024 proportion
Fees	40,174,432.00	73%
Commonwealth grants	4,209,103.00	8%
State grants	1,536,798.00	3%
Other income	8,827,225.00	16%

Total	54,747,558.00	100%

Expenses



Item	2024 amount	2024 proportion
Property	3,518,581.00	7%
Depreciation	6,146,896.00	12%
Salaries	29,210,866.00	58%
Other expenses	11,739,524.00	23%

Total	50,615,867.00	100%

Sydney

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