



CATHOLIC SCHOOLS
Broken Bay

2023

ANNUAL SCHOOL REPORT



St Peter's Catholic College

84 Gavenlock Road, TUGGERAH 2259

Principal: Mr Tim Hildebrandt

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About this report

St Peter's Catholic College (the 'College') is registered by the NSW Education Standards Authority (NESA) and managed by Catholic Schools Broken Bay (CSBB). CSBB as the 'approved authority' for the diocesan registration system formed under Section 39 of the NSW Education Act (1990), is responsible for monitoring the compliance of member schools in the manner that has been approved by the Minister of Education.

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

St Peter's Catholic College works towards being an exciting centre of excellence in innovative and contemporary learning. The College works in partnership each day with students, teachers and families to achieve personalised learning goals for every student.

St Peter's Catholic College is a growing co-educational school on the Central Coast. As part of Catholic Schools Broken Bay, the College works with our Bishop Anthony Randazzo, to ensure we deliver a genuine and compassionate, professional Catholic education, delivered with care and compassion. Our purpose is to inspire hearts and minds to know Christ, to love learning, and to help our students use their talents to be the very best they can be. To achieve this mission the College provides a comprehensive curriculum which aims to form our young people in Catholic discipleship while providing challenging learning experiences that engage students in innovative and collaborative practices. Underpinning the mission is our goal to ensure that the College builds authentic relationships which in turn provide a safe, caring and supportive community where respect for all and care for self and others is paramount.

The 2023 school year saw students returning to a second year of uninterrupted learning post Covid. Throughout the year many learning and wellbeing initiatives were improved. Furthermore, our Outdoor Education program and Retreat program were able to flourish again which enabled the ability to witness measured improvement in student learning, wellbeing and engagement.

Parent Body Message

St Peter's Catholic College continues to build strong relationships with the parent community. Parent engagement in student learning is encouraged and, with the rollout across the school of Canvas, the new Learning Management System, parents are expecting that keeping track of student progress and supporting students will be more streamlined and straightforward. St Peter's continually works to ensure parents are well informed through Compass, email, newsletters, social media and Zoom forums. This enables parents to stay engaged in their children's education and provide networking opportunities for parents.

The College Advisory Group meets quarterly as a consultative forum, which includes parent representatives, to discuss and action college policies and procedures, and encourage parent engagement. This year we saw the creation of a new role, Parent Engagement Coordinator. The role of the Parent Engagement Coordinator helps bridge the gap between

home and school. It is tasked with strengthening ties between college and families as we continue to build a faith-filled learning community.

Student Body Message

For the community of St Peter's, 2023 was a year of building a strong school culture based on belonging. After the unprecedented circumstances that have been bestowed upon St Peter's during the Covid years, teachers and students focused their energy on building community. We enjoyed a year of college events, gatherings and functions that brought back a feeling of normality that had been absent during lockdown. It didn't take long for students to get back into the routine of learning and we witnessed a new sense of enthusiasm and eagerness. We found 2022 was a year of settling back into face to face learning, however, this year, students approached their learning with a new growth mindset.

The student cohort passionately participated in our annual swimming and athletics carnivals, demonstrating house spirit with courage, commitment and compassion. Youth Ministry events have offered many opportunities like primary school leadership days, Praisefest and retreats such as the 'Altius Retreat' to help develop our personal skills and faith formation. Throughout our student leadership team, many efforts have been dedicated towards the Wellbeing of the students, as demonstrated with our implementation of 'Wellbeing Wednesdays'. Ultimately, St Peter's journey "Towards Excellence" has been sustained and developed through the support and encouragement everyone has exhibited in the community.

School Features

St Peter's Catholic College, Tuggerah, is a Catholic systemic co-educational school with Catholic Schools Broken Bay. The college is situated within the Catholic Parish of Wyong and has strong links with parish feeder schools, St Cecilia's at Wyong and St John Fisher at Tumby Umbi.

The College is a Year 7- 12 secondary college named after St Peter, an ordinary fisherman who was chosen as leader of Christ's disciples. The college site has developed through four major building stages since its inception in 1983. Initially, Mater Dei College was built to serve the Catholic community as a Year 7-10 campus. This was complemented in 1987 by the development of a senior campus known as Corpus Christi College. In 2000, both campuses amalgamated as a Year 7-12 campus known as St Peter's Catholic College. The fourth major building was completed in 2018 and provided a new contemporary library space, open learning areas and a chapel, as well as staff offices, outdoor recreational and learning spaces and an auditorium with tiered seating. Planning is in place for future building works over coming years.

The College has an active College Advisory Group with membership consisting of parents, staff and senior students. The group meets quarterly to discuss and review programs within the college and mechanisms for family involvement in college life.

With the aid of a local government grant, we saw the completion of a new labyrinth on the College site. A Labyrinth is a guided symbolic meditative journey that will be used by students as they explore their own faith and spiritual journeys. It will form a valuable part of the religious dimension of the college.

The College prides itself in the quality of its learning spaces and facilities. In 2023 a significant repair and maintenance project was completed to improve the quality of learning spaces and the safety of yard areas. During 2023 planning continued for the refitting and refurbishment of some of our other learning spaces in the College, including the initial stages for the design of new Science facilities, STEM spaces and a creative arts precinct; all of which will further enhance the learning experience for students into the future.

Student Profile

Student Enrolment

Students attending the College come from a variety of backgrounds and nationalities. The following information describes the student profile for 2023. Additional information can be found on the [My School website](#).

Girls	Boys	LBOTE*	Total Students
534	424	80	958

* 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 2023 was 88.18%. Attendance rates disaggregated by Year group are shown in the following table.

Attendance rates by Year group					
Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
89.90	87.90	87.00	84.20	88.40	91.70

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 Improvement processes. The College's attendance monitoring procedures are based on the Procedures for the Management of Student Attendance in the Broken Bay Diocesan Schools System.

Student Retention Rate

Of the students who completed Year 10 in 2021, 59% completed Year 12 in 2023.

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 2023	
% of students undertaking vocational training or training in a trade during the senior years of schooling	48 %
% 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.

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- 55% intend to study Full-Time University
- 22% intend to take a year off to work or travel
- 14% intend to study full-time at TAFE or a VET college
- 9% intend to enter the permanent workforce.

58% of students were offered a university place and 75% of these were offered their first preference. The most common courses for study were in the area of Nursing, Paramedicine, Medical Science, Business and Economics, Psychology, Media/communication.

Staffing Profile

Staffing Profile

The following information describes the staffing profile for 2023:

Total number of staff	91
Number of full time teaching staff	68
Number of part time teaching staff	23
Number of non-teaching staff	16

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 44 schools at these levels is as follows:

- Highly Accomplished: 9 teachers
- Proficient: 1322 teachers
- Provisional: 131 teachers
- Conditional: 68 teachers

Additionally, there are approximately 35 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.

Professional Learning

The ongoing professional learning (PL) of each staff member is highly valued. PL can take many forms including whole school staff days, subject specific in-services, meetings and conferences and a range of programs provided by CSBB. The College takes responsibility for planning, implementing, evaluating and tracking staff PL. Individual staff members take responsibility for their ongoing PL, which includes evaluating NESA Accredited professional

development (PD) and logging Elective PD via their NESAs account. All teachers have been involved in PL opportunities during the year related to improving student outcomes. The following provides specific information relating to the focus of three of these staff development days.

Summary of professional learning at this school

In 2023, professional learning opportunities for staff were strategically aligned to a number of our 2023 School Improvement Plan (SIP) priorities.

Firstly, the Literacy in Subject Areas (LiSA) Project was launched in Term 1, with ongoing guidance provided by Dr Trish Weekes. This three-year CSBB supported project is a subject specific approach to whole school literacy improvement, helping teachers to learn more about the main genres of writing in their subject areas. The program has delivered research-based strategies for teachers to use in the classroom leading to improvements in the literacy of our students. Each term, Trish has worked with individual faculties (a total of 12 hours per faculty in 2023) refining their use of the Scaffolding Learning Cycle and exploring genres specific to each subject area. Many staff have expressed appreciation for the opportunity to gain skills to teach writing more effectively in their classrooms. Staff engagement has been exceptionally high with a sustained level of engagement throughout the year. Survey results have confirmed that 96% of staff have experienced some improvement or a great deal of improvement in their understanding of the teaching of literacy in their subject.

The second focus area has centred around staff engaging in professional learning conversations with their peers. Working with a 'buddy' each week, staff have shared their professional practice through a focus on a number of specific goals. These goals align closely with the 2023 SIP, individual Faculty Improvement Plans (FIPS) and a goal of personal significance. Aligned to the AITSL Standards, these goals have been addressed at regular buddy sessions. In addition, staff have met once a term in larger groups ('pods') to share their learning across different faculties. This work was supported by members of leadership team who facilitated these pod sessions. Collaborative Conversations will continue in 2024 with further refinement of the process anticipated.

Staff have continued their engagement with Canvas LMS (Learning Management System) through the development of new resources. In 2023, staff designed and delivered content and assessments within Canvas; designing more engaging and innovative learning materials and providing a range of timely feedback to students. In partnership with Digital Enablement personnel at CSBB, upskilling in Canvas functionality was provided to all staff across the college. In 2023, Canvas will become the principle LMS for course delivery at St Peter's, thus eliminating confusion for students and parents alike.

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 [Broken Bay K-12 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 is being developed to further enhance the learning experience for all. This was implemented into all Kindergarten and Year 1 as well as Years 7-10 classrooms in 2022/2023 and will continue to grow over the coming years. 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 missionary activities aimed at living out their mission as disciples of Jesus.

St Peter's College has embraced Catholic life in several initiatives and activities throughout 2023. The focus has been on daily engagement with prayer and the emphasis on stopping and praying at 8.55am. This has been led by Year 12 students and it is mapped to the liturgical season or appropriate feast day. The centrality of the chapel in a physical and spiritual sense is at the heart of our faith journey.

A second initiative has been class-based Masses on Wednesday mornings at 10.00am. Classes meet in the chapel and undertake an intimate and narrated Mass under the guidance of our parish priests. Many students are non-Catholic, or not aware of symbols and rituals, gestures, and actions. The Mass is explained, and it is followed by a question and answer session.

Staff formation has centred on the reintroduction of faculty-based prayer/liturgy in the chapel on Friday mornings at 8.25am. This requires middle leaders to take ownership of leading a prayer session and engaging with the faith at a faculty level. We also have staff Mass at 8.00am in the chapel each Tuesday.

A comprehensive senior retreat programme compliments the Reflection Days 7-10 and the extensive Youth Ministry opportunities that exist at St Peter's. Year 11 and 12 participated in their Spiritual Retreat, which allowed our senior students to explore their faith in a more meaningful way.

A closer relationship with the Parishes of St Cecilia's and St John Fisher, grew again this year. We hosted Christmas in July, an opening school Mass, Ash Wednesday liturgy, the Stations of the Cross on Holy Thursday and the celebration of our Feast of St Peter and the Graduation Mass.

As a community we hosted the sacrament of confirmation for our feeder schools, and we organise their leadership days; we participate in collective initiatives with CSBB such as evangelisation opportunities for World Youth Day pilgrims, SHINE, ALPHA, Ignite, CSBB Belonging Day, Year 8-10 Reflection Days, student leadership and faith leadership in conjunction with St Cecilia's St John Fisher, OLR Entrance. Students from Year 7-12 have the opportunity to participate in the Venio Retreat organised by our Youth Ministry Co-ordinator.

Our Parent Engagement Coordinator organised and facilitated our Mother's and Father's liturgies, we hosted the Annual Global Rosary Relay, whilst our young people were on the World Youth Day pilgrimage, our Parent Engagement Coordinator ran weekly prayer and story sharing Zoom meetings.

Curriculum, Learning and Teaching

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.

The College offers an extensive curriculum with a variety of options to cater for each individual student. In 2023 the Year 9 and 10 elective program was implemented and Stage 5 courses bringing together students in these year group.

One feature of the elective program is a College developed Outdoor Education course which teaches students a range of life skills and survival skills. Being on the Central Coast, swimming and water safety is considered essential for students. In Years 7 and 8 all students undergo two terms of swimming and water safety training as part of regular school sport. This training starts in the still water of local swimming pools and works towards beach and surf safety as students become more competent in the water.

In Years 7 and 8 all students participate in the Integrated Learning Program (ILP). In 2023 this program continued to expand with a comprehensive musical instrumental program in both year groups. Additional instrumental tutors were employed to support the work of the band staff and work in small groups with students. For those not involved in the music program Year 7 and 8 students studied robotics, philosophy, Ready Set Grow, Dance, the RAW (mastering reading and writing) program and Storytelling.

In Year 11 and 12 students have a wide range of choice in subjects they can complete for their Higher School Certificate (HSC) across all of the Key Learning Areas. One of the features of the College curriculum is the strong presence of Vocational Education and Training (VET) subjects, such as Hospitality, Construction and Entertainment Industry.

The College curriculum focuses on skills development and there are a wide range of cocurricular activities which assist students in developing useful life skills that they can use beyond the College gates. Some of these include IT and STEM targeted groups, music and creative arts groups, and a wide range of sports.

In 2023 the College's new learning management system - CANVAS was integrated across years 7-10, which further assisted in the delivery of course content, assessment and feedback.

2023 saw the implementation of the LiSA Project (Literacy in subject areas) which helped embed subject specific writing across the curriculum, this is a three year commitment in proving student writing.

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.

From 2023, 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 St Peter’s Catholic College for 2023 is reported in the table below.

NAPLAN RESULTS 2023		Percentage of students in the top 2 proficiency standards	
		School	Australia
Year 7	Grammar and Punctuation	70%	64%
	Reading	80%	69%
	Writing	71%	63%
	Spelling	85%	73%
	Numeracy	76%	67%

NAPLAN RESULTS 2023		Percentage of students in the top 2 proficiency standards	
		School	Australia
Year 9	Grammar and Punctuation	59%	59%
	Reading	68%	63%
	Writing	63%	58%
	Spelling	79%	71%
	Numeracy	72%	64%

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%.

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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%.

Approximately 75% of all examination results were in the top three bands (band 4, 5, or 6). This percentage is significantly higher than the state average number of results in these bands. In 2023, the LiSA project, was introduced and we predict a future improvement in extended response questions. This focus will continue in 2024 and also extend to younger year groups.

Some of the exceptional results for 2023 include: Business Studies, Business Services, Extension English 1 & 2, Food Technology, Hospitality, Visual Arts, Society and Culture and PDHPE. These subjects achieved high comparative learning gain and performed well above NSW state average in the HSC examination.

Higher School Certificate	Percentage of students in the top 2 bands (Bands 5 and 6)					
	2021		2022		2023	
	School	State	School	State	School	State
Ancient History	50 %	34 %	50 %	34 %	11 %	33 %
Biology	25 %	31 %	10 %	27 %	29 %	32 %
Business Studies	55 %	36 %	42 %	35 %	48 %	36 %
Chemistry	17 %	40 %	17 %	33 %	11 %	38 %
Community & Family Studies	26 %	32 %	22 %	33 %	20 %	36 %
Dance	75 %	55 %	0 %	66 %	60 %	69 %
Design and Technology	0 %	55 %	0 %	47 %	60 %	47 %
Drama	13 %	46 %	33 %	59 %	80 %	60 %
Earth and Environmental Science	0 %	28 %	0 %	32 %	0 %	34 %
Economics	0 %	50 %	0 %	49 %	17 %	49 %
English (Advanced)	52 %	69 %	67 %	67 %	88 %	67 %
English (Standard)	7 %	17 %	5 %	16 %	5 %	13 %
Food Technology	0 %	36 %	23 %	30 %	100 %	30 %
HSC English Extension 1	100 %	94 %	100 %	93 %	100 %	94 %
HSC English Extension 2	0 %	84 %	100 %	85 %	100 %	89 %
HSC History Extension	0 %	77 %	0 %	84 %	100 %	85 %
HSC Mathematics Extension 1	0 %	74 %	36 %	74 %	25 %	72 %
HSC Mathematics Extension 2	0 %	87 %	50 %	85 %	0 %	86 %
Industrial Technology	6 %	25 %	29 %	22 %	15 %	24 %
Information Processes and Technology	0 %	32 %	0 %	28 %	0 %	32 %
Investigating Science	17 %	41 %	8 %	25 %	0 %	34 %
Legal Studies	0 %	42 %	29 %	41 %	33 %	43 %
Mathematics Advanced	13 %	50 %	18 %	49 %	10 %	50 %
Mathematics Standard 1	0 %	19 %	0 %	26 %	-	22 %
Mathematics Standard 2	9 %	25 %	12 %	29 %	18 %	32 %
Modern History	14 %	38 %	33 %	34 %	4 %	35 %
Music 1	57 %	64 %	100 %	70 %	38 %	69 %

Personal Development, Health and Physical Education (PDPHE)	24 %	31 %	15 %	26 %	31 %	31 %
Physics	0 %	41 %	9 %	41 %	33 %	39 %
Society and Culture	21 %	45 %	50 %	43 %	40 %	45 %
Software Design and Development	0 %	36 %	0 %	38 %	0 %	35 %
Studies of Religion I	33 %	42 %	11 %	41 %	25 %	49 %
Studies of Religion II	25 %	46 %	40 %	46 %	-	46 %
Textiles and Design	0 %	57 %	78 %	54 %	-	52 %
Visual Arts	75 %	63 %	80 %	66 %	60 %	66 %

Record of School Achievement (RoSA)

Eligible students who leave school before receiving their Higher School Certificate will receive the NSW Record of School Achievement (RoSA). The RoSA has been designed to provide grades for all Stage 5 (Year 10) and Stage 6 (Preliminary) courses completed during secondary education. In 2023, the number of students issued with a RoSA was 7.

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 Policy for Diocesan Systemic Schools](#). 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 for Diocesan Systemic Schools](#). 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 2023.

Anti-Bullying Policy

The College's Anti-Bullying guidelines and procedures are based on and informed by the [Anti-Bullying Policy for Diocesan Systemic Schools](#) 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 2023.

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 2023 to reflect new system processes.

Initiatives promoting respect and responsibility

The College has consistently integrated the Catholic Mission with student wellbeing and pastoral care. A key principle, "Care for ourselves and others," underpins St Peter's student wellbeing program. In 2023, pastoral procedures were updated to address needs identified in our annual student wellbeing survey. Initiatives such as "Wellbeing Wednesday" and weekly homeroom activities were introduced to ensure students feel safe at school. This new program has enabled teachers to provide better academic care through structured activities for each year group, fostering respect within and beyond the College.

In 2023, we launched Student Voice Forums to act on data from the annual Student Wellbeing Survey, allowing members to address concerns effectively. Respectful relationship programs, like Love Bites, continue to support students in making positive choices and building healthy relationships with peers, family members, and staff.

Throughout 2023, the College collaborated with local services to address issues such as cyber safety, vaping, and digital citizenship. Guest presenters educated students on respecting their bodies and the law, and highlighted the accessibility of police and health services. Additionally, Study Skills Courses, Careers Seminars, and outdoor education experiences for Years 7-10 offered leadership and responsibility opportunities. Camps resumed in full, providing valuable experiences to build leadership and core values like trust and courage.

Senior student leaders in 2023 focused on the theme of belonging, engaging students of all ages to foster inclusivity and a deeper sense of community. This foundation will continue to grow as newly elected leaders in 2024 adopt and expand on this theme.

Senior students also participated in the RYDA driver education course, addressing the significant risk of road safety. Through this program, students learned about their responsibilities on the road and the serious consequences of mistakes, offering a powerful and evocative learning experience.

School Improvement

Strategic planning ensures a common purpose and agreed values are established. In Broken Bay systemic schools, this common purpose and agreed values along with goals, targets and key improvement strategies have been captured in the Towards 2025 Strategic Plan.

Key Improvements Achieved

Strategic planning ensures a common purpose and agreed values are established. In Broken Bay systemic schools, this common purpose and agreed values along with goals, targets and key improvement strategies have been captured in the Towards 2025 Strategic Plan.

Key Improvements Achieved.

While college improvement has always been directed by the wide range of data that is collected each year, in 2023 we used this data to narrow our focus. We further developed our commitment to building a collaborative coaching culture by utilising the generous hours provided by the diocese. A key focus this year was around mastering the art of academic writing. We engaged the services of Dr Trish Weekes, whose LiSA program (Literacy in subject areas) is targeted at upskilling teachers in the literacy demands of their subject. For students who needed additional support with their writing, we provided one-on-one and small group tuition; we envisage this continuing in 2024. In 2023, we expanded the use of CANVAS to Year 10.

Wellbeing for learning practices continued in 2023. We launched Student Voice Forums to act on data from the annual Student Wellbeing Survey, allowing members to address concerns effectively. Respectful relationship programs, like Love Bites, continue to support students in making positive choices and building healthy relationships with peers, family members, and staff.

Priority Key Improvements for Next Year

The Key improvements planned for 2024 fall into two main categories, Evangelisation and Catechesis and Student Achievement as detailed in the College Improvement Plan.

The College aims to improve the experience of the Catholic Faith by increasing our partnerships with parents as the primary educators of their children. We seek to increase opportunities for prayer and liturgy within our wider community and provide additional opportunities for student and staff to participate in faith formation activities. New social justice initiatives are planned for 2024 which will offer more service opportunities to a greater range of students. Daily prayer and chapel usage are also part of our plan.

In Student Achievement we intend to continue with consistent practice in the application of LiSA across all faculties. We intend to renew our focus on the Learning Framework to support the priorities of the Curriculum Reform and consolidate the usage of CANVAS to increase the level of student achievement.

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

Feedback from parents is sought both informally and formally through survey tools, such as Tell Them From Me and our College Parent Satisfaction Survey. The College advisory group is also active in providing feedback to the College.

The parent survey is a biannual occurrence and the most recent data, is from 2022. The data revealed that parents have a high level of overall satisfaction, recording the best score in this area since the survey commenced in 2017. Parents report that they feel welcome when they visit the College and feel they can easily speak with their children's teachers. They are happy with the written communication that comes from the college; and they are well informed about college activities. Parents report that their children feel safe while at the college and safe going to and from the college.

Parents describe the College as Caring, Supportive, Friendly and Professional. Over 65% of parents surveyed indicated their overall satisfaction with the college is High or Very High. Over 70% of families indicate they are satisfied or very satisfied with the level of communication between home and school. The strong majority of families indicate they are satisfied or very satisfied with the quality of learning at the College and even more satisfied with the quality of Wellbeing and Pastoral Care provided by the College. Families report that their children have good relationships with their teachers and parents feel strongly that they would be listened to and appropriate action taken if ever they had a complaint or raised a concern.

Student satisfaction

Data is collected from students throughout the year through surveys and via student leadership forums. The Student Wellbeing Survey, Tell Them From Me and a Year 12 exit survey are completed by students each year and contain specific questions regarding students satisfaction with various areas of the College.

When asked to describe St Peter's the most frequently used words in 2023 were: Caring Learning focused, Safe, Supportive and Welcoming. 93% of students indicate they strive to

do their best at school often or always. 85% reported school matters and should be taken seriously. 85% strive to do their best, whilst 75% said they were proud of their achievement.

Year 12 students in their exit survey indicated that they were extremely happy with the quality of the teaching they received and their relationships with their teachers. These students indicated a sense of belonging at St Peter's, they felt proud to be St Peter's students and would happily recommend the college to others.

Teacher satisfaction

In 2023, the staff completed the 'Tell Them From Me' Focus on Learning Survey. A number of themes came out of this survey, demonstrating an overall sense of satisfaction in the workplace. Collaboration, a learning culture and inclusivity were ranked as top descriptions of the college.

Staff commented that they feel supported by leaders during stressful times and indicate that they are guided to establish challenging and visible learning goals for students. There was a strong sense of collegiality and collaboration evident in this survey, notably the communication among each other when sharing student engagement strategies. Further to this, a formidable learning culture was prominent with staff suggesting that they set high expectations for student learning.

The College Learning Framework principles were made apparent through both anecdotal evidence during learning walks and in the survey where it was identified that staff link new concepts to mastered skills and knowledge. The majority of staff have taken to the use of technology in the classroom, linked with introducing researched based pedagogies within the introduction of a new learning management system.

Financial Statement

Consistent with the NESAs requirements, financial income and expenditure for the College in 2023 is shown below. More detailed financial data is available on the My School website.

Recurrent and Capital Income 2023	
Commonwealth Recurrent Grants ¹	\$13,896,920
Government Capital Grants ²	\$0
State Recurrent Grants ³	\$3,801,988
Fees and Private Income ⁴	\$4,833,014
Interest Subsidy Grants	\$0
Other Capital Income ⁵	\$6,106
Total Income	\$22,538,030

Recurrent and Capital Expenditure 2023	
Capital Expenditure ⁶	\$353,045
Salaries and Related Expenses ⁷	\$14,676,027
Non-Salary Expenses ⁸	\$5,191,490
Total Expenditure	\$19,867,518

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 2023 REPORT