St Peter's Catholic College, Tuggerah
Annual School Report to the Community
2014

School Contact Details

PO Box 450, Wyong 2259

stpeters@dbb.catholic.edu.au

www.stpetersdbb.catholic.edu.au

(02) 4351 2344

(02) 4351 2965

Principal

Mrs Michelle Peters
St Peter’s Catholic College (the ‘School’) is registered by the NSW Board of Studies, Teaching and Educational Standards (BOSTES) and managed by the Catholic Schools Office (CSO), Diocese of Broken Bay. The CSO 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’), approved by the School’s Consultant, demonstrates accountability to regulatory bodies and the CSO. Additionally, the Report complements and is supplementary to other forms of regular communication to the School 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 School 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 School’s improvement journey is documented in the School Improvement Plan (SIP) which is developed, implemented and evaluated in consultation with key stakeholders.

Further information about the contents of this Report may be obtained by contacting the School directly or by visiting the School’s website. Information can be also be obtained from the My School website.
Principal’s Message

St Peter’s Catholic College, Tuggerah is a co-educational secondary school in the Diocese of Broken Bay. We are a dynamic and committed co-educational community of over 1100 people. There are over 1050 students and more than 100 staff members at St Peter’s.

We are located at Tuggerah in a natural setting of 16 hectares of native gums, natural wetlands and vast open spaces. Our College motto is ‘Live the Faith’ and our core values are courage, commitment and compassion. We are challenged to make these values a real part of how we live our lives and how we relate to the world.

The annual report is a reflection of how we have translated our vision and acted on our mission statement in delivering education to our students on the NSW Central Coast in accordance with the NSW Board of Studies, Teaching and Educational Standards (BOSTES) and additional requirements of the Australian Commonwealth Government.

This report is a public statement available openly to the whole community and outlines initiatives of 2014.

Parent Body Message

The St Peter’s Parents and Friends (P&F) Association has long been a small but active association that promotes itself within the school as an important part of the college community.

During 2014 the decision was made to re-brand the P&F to be the St Peter’s Family Network. Following consultation with CSO personnel and the parent community, the aims of the Family Network were determined to reflect the needs of contemporary families.

The St Peter’s Family Network aims to concentrate on:

- connecting parents/carers of the St Peter’s community
- promoting parents’ and carers’ engagement in their child’s learning
- informing parents and carers about college events.

A survey to parents and carers provided valuable feedback about the issues and topics most valued and sought by our college families.
Student Body Message

As the College Captains for 2014 our role was to represent the student body and student voice of St Peter’s. We were assisted in this role by the college’s student leadership group. The student leadership structure at St Peter’s comprises eight house captains and 12 portfolio captains. From this group of 20 student leaders, two College Captains and two College Vice-Captains are chosen. The portfolio leaders are responsible for the following areas: assembly and liturgy, environment, social justice, social and publicity, Creative Arts and sport.

Our work for the college involved organising events, representing and promoting the college on formal occasions, providing role models for our younger students and encouraging the participation of junior students in leadership activities.

Being College Captains was a very rewarding experience. As student leaders we had the opportunity to learn a number of skills, in particular becoming more competent in public speaking. As a leadership group we believe we have made a positive contribution to St Peter’s.

Parish Priest’s Message

St Peter’s Catholic College is part of the Wyong Parish, providing Catholic secondary education for the young people in the local area. As a Catholic school in the Diocese of Broken Bay, the college aims 'to educate and form young people in Catholic discipleship; offering them experiences to follow Jesus as members of the Catholic community.'

The college welcomes and invites the local clergy to lead the liturgical life of the school through involvement in fortnightly staff and student Mass, the Opening College Mass in Term 1 and the St Peter’s Day Mass in Term 2. St Peter’s has a strong commitment to social justice and the annual Winter Appeal and Christmas Appeal provide support for the local community.

The students of St Peter’s participate in the Disciple in Mission programs and Youth Ministry teams and promote connections with our local Catholic primary schools such as the Ash Wednesday distribution of ashes. The college welcomes Wyong parishioners to the Stations of the Cross as part of preparations for Easter.

In 2014 the Wyong Parish Spring Fair was held at St Peter’s, further building relationships between the parish and the college community.
SECTION TWO: SCHOOL FEATURES

School Features

St Peter’s Catholic College Tuggerah, is a Catholic systemic co-educational school.

2014 is the fifteenth year of St Peter’s Catholic College, Tuggerah, which was established in 2000 following the amalgamation of Mater Dei and Corpus Christi Colleges. St Peter’s Catholic College is located in the Wyong Shire, to the west of the Tuggerah Lakes and draws students mainly from the parishes of Our Lady of the Rosary, The Entrance; St Cecilia’s, Wyong; and St John Fisher, Tumbi Umbi.

St Peter’s enjoys a very positive profile within the Central Coast community because of its broad and comprehensive curriculum, an expanding emphasis on the integration of information technology, excellence in the creative and performing arts, nurturing pastoral care environment and the social justice initiatives undertaken by students.

As a Catholic school within the Broken Bay Diocese, St Peter’s Catholic College aims to provide students with a holistic learning environment. This is characterised by a caring and compassionate community that recognises the dignity and talents of all its members. The School services the needs of a community that is recognised as economically and socially diverse. Education and engagement in learning are viewed as essential to providing students with opportunities in the workplace and in society, and in the development of their faith journey.

The curriculum choices and teaching and learning at St Peter’s embrace excellence, diversity, high expectations and a commitment to maximising learning outcomes for all students. The School provides diverse opportunities and experiences for all students to have a strong sense of belonging, enjoy their learning and be challenged and active as motivated learners.

As a MindMatters school the curriculum is underpinned by a firm commitment to student mental health and wellbeing. Emphasis is given to safe school learning, early intervention and support to maximise students’ capacity to learn and achieve. The structure of stage coordinators for Stages 4, 5 and 6 has been intentionally developed to support middle leaders in the provision of academic care for all students. The student coaching and mentoring initiative is explicitly aimed at building a strong and supportive relationship between student and homeroom teachers with a dual focus on wellbeing and learning.

The student is the core focus of the St Peter’s learning community.
SECTION THREE: STUDENT PROFILE

Student Enrolment

Students attending the School come from a variety of backgrounds and nationalities. The following information describes the student profile for 2014. Additional information can be found on My School website.

<table>
<thead>
<tr>
<th>Girls</th>
<th>Boys</th>
<th>LBOTE*</th>
<th>Total Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>586</td>
<td>466</td>
<td>76</td>
<td>1052</td>
</tr>
</tbody>
</table>

* Language Background Other than English

Student numbers at St Peter’s have remained steady over the last five years. Student numbers for 2014 were 1052, slightly down on 2013 (1069) but slightly higher than 2012 (1041). The percentage of Catholic students in 2014 was 79% in keeping with percentages over the last five years.

Enrolment Policy

The School follows the Enrolment Policy for Diocesan Systemic Schools. The policy encourages the local Catholic community, under the leadership of the parish priest and principal, to look upon the time of enrolment as a potential occasion for ongoing evangelisation. The policy calls upon parents to examine their present faith commitments, to develop their role as prime educators of their children in faith and to immerse themselves in the communal, liturgical, ministerial and service dimensions of the parish. Copies of this policy and other policies in this Report may be obtained from the CSO website or by contacting the CSO.

Student Attendance Rates

The average student attendance rate for the School in 2014 was 89.95%. Attendance rates disaggregated by Year group are shown in the following table.

<table>
<thead>
<tr>
<th>Attendance rates by Year group</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 7</td>
</tr>
<tr>
<td>Year 8</td>
</tr>
<tr>
<td>Year 9</td>
</tr>
<tr>
<td>Year 10</td>
</tr>
<tr>
<td>Year 11</td>
</tr>
<tr>
<td>Year 12</td>
</tr>
</tbody>
</table>
In 2014 analysis of attendance data was undertaken given the strong correlation between high attendance rates and school success and achievement. The above table highlights that student attendance is highest in Stage 4 and Stage 6. Improvement in attendance across all years is a goal for 2015.

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 School, under the leadership of the principal:

- provides a caring environment which fosters in students, a sense of wellbeing and belonging
- 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 School’s expectations with regard to student attendance and the consequences of not meeting these expectations
- recognises and rewards excellent and improved student attendance.

School 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, the CSO 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 School in collaboration with parents, provides resources to contribute to the student’s continuum of learning where possible. The CSO monitors each school’s compliance with student attendance and management of non-attendance as part of the system’s School Review and Development (SRD) processes. The School’s attendance monitoring procedures are based on the Guidelines for the Management of Student Attendance in the Broken Bay Diocesan Schools System (password required).

Student Retention Rate

Of the students who completed Year 10 in 2012, 77% completed Year 12 in 2014.

This retention rate for 2012-14 is consistent with previous trends. A limited number of students leave St Peter’s at the end of Stage 5 to enrol at other educational institutions. The majority
of students choose to remain at St Peter's to complete Stage 6.

**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).

<table>
<thead>
<tr>
<th>Senior Secondary Outcomes; Year 12, 2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>% of students undertaking vocational training or training in a trade during the senior years of schooling.</td>
</tr>
<tr>
<td>% of students attaining the award of <em>Higher School Certificate</em> or equivalent vocational education and training qualification.</td>
</tr>
</tbody>
</table>

There were 19 Band 6 results achieved in 8 different courses. 15 students were named as Distinguished Achievers. 76 students completed a VET course at the School and 6 students completed a VET course at TAFE.

**Post School Destinations**

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

The Year 12 cohort was composed of 26 students with a non-ATAR pattern of study and 129 students with an ATAR pattern of study. UAC advised that 78 students were offered places in NSW universities. 19% of students were offered places at ACU. Five students entered the Newstep program.
Staffing Profile

The following information describes the staffing profile for 2014:

<table>
<thead>
<tr>
<th>Total Teaching Staff*</th>
<th>Total Non-Teaching Staff</th>
<th>Combined Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>87</td>
<td>31</td>
<td>118</td>
</tr>
</tbody>
</table>

* This number includes 66 full-time teachers and 21 part-time teachers.

Teacher Standards

The NSW government requires that this Report detail the number of teachers in particular categories. The following table sets out this information. Further information about can be obtained from the My School website.

<table>
<thead>
<tr>
<th>Teacher Qualifications</th>
<th>Number of Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Those having formal qualifications from a recognised higher education institution or equivalent.</td>
<td>87</td>
</tr>
<tr>
<td>2 Those having graduate qualifications but not a formal teaching qualification from a recognised higher education institution or equivalent.</td>
<td>0</td>
</tr>
</tbody>
</table>

Professional Learning

The ongoing professional development of each staff member is highly valued. Professional learning (PL) can take many forms including whole school staff days, subject specific in-services, meetings and conferences and a range of professional learning programs provided by the CSO. The School takes responsibility for planning, implementing, evaluating and tracking staff professional learning. Individual staff members take responsibility for their ongoing professional development. All teachers have been involved in professional learning opportunities during the year related to improving student outcomes. The following table provides specific information relating to the focus of three of these staff development days.

<table>
<thead>
<tr>
<th>Day</th>
<th>MindMatters - teaching and learning for engagement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Day 2</td>
<td>Registration and Accreditation - School Review preparation</td>
</tr>
<tr>
<td>Day 3</td>
<td>Student coaching and mentoring</td>
</tr>
</tbody>
</table>

In 2014, professional learning focused on building a more collegial approach to learning about
different pedagogies, with a particular focus on preparation for the introduction of personal learning devices for Year 7. Teachers learned how to develop learning goals and about the connection between learning goals and student engagement. Teacher learning also focused on wellbeing for learning. There was been an on-going emphasis on wellbeing for learning and pedagogies for engagement.
Catholic schools in the Diocese of Broken Bay exist to educate and form young people in a Catholic Community of Discipleship; offering them experiences of following Jesus as members of the Catholic community. Mission is therefore the philosophical core of all the priority areas and of our schools. The Broken Bay K-12 Religious Education Curriculum was launched in 2005 by Bishop David Walker. This curriculum provides teachers with the opportunity to develop engaging and challenging learning experiences for their students and is comprised of three sections: (i) foundations (ii) syllabus (iii) modules. A distinctive feature of the syllabus is a statement of the Catholic Worldview that is integral to all that we do. It provides insights on the purpose of life and how we live it. In the words of Bishop David Walker, it is ‘experiencing life through the eyes of our Catholic faith’.

Named after St Peter, a humble fisherman who was the trusted leader of the apostles, St Peter's offers the challenge to all the community to 'live the faith' through the core values of courage, commitment and compassion.

While St Peter's exists to offer students a comprehensive education in accordance with the requirements of BOSTES, as a Catholic College in the Diocese of Broken Bay, it exists for a more specific purpose:

"to educate and form young people in Catholic discipleship; offering them experiences to follow Jesus as members of the Catholic community."

The School motto, 'live the faith', permeates all aspects of school life with staff and students expected to be positive role models of our Catholic ethos.

The 2014 school year commenced with the Opening College Mass for students, staff and families. The theme for the Mass was 'Community' and at the end of the celebration of the Eucharist was the recognition of high achievers from the 2013 HSC cohort.

Youth Ministry was very active in the School with the Disciple in Mission program continuing for Year 10 students with a commissioning from Bishop David Walker to bring students to discipleship to undertake the work of God. The program is one of service to others with a minimum requirement for each student of 50 hours community service both inside and outside school. The Year 11 Youth Ministry team continued to flourish with regular attendance at the Broken Bay Diocese Praise and Worship evenings.

The celebration of our patron’s feast day, St Peter’s Day, was in June. This special day on the School calendar commenced with a whole school Mass and a handing over of food and blankets...
that were collected by the community as part of the St Vincent De Paul Winter Appeal.

The active liturgical life of the School empowers students with skills to create meaningful liturgies and bring a freshness of approach to the celebration and observation of the liturgical seasons of the Church. This year the School continued a close relationship with our local Parish Priests who provide the College with rich cultural insights that deepen liturgical expression within the school.

Plans for improved religious symbolism in the College came to fruition in 2014 with the building of the symbolic representation of St Peter at the driveway entry to the school, upgrading of the College Chapel and placing of a modern cross in each classroom, main administration block and all learning spaces to represent the hope of the resurrected Christ.
Secondary Curriculum

The School provides an educational program based on, and taught in accordance with the Board of Studies, Teaching and Educational Standards (BOSTES) syllabuses for secondary education. The BOSTES Key Learning Areas (KLAs) are English, Mathematics, Science, Human Society and its Environment (HSIE), Creative Arts (CA), Personal Development, Health and Physical Education (PDHPE), Languages, Technological and Applied Studies (TAS) Years 7-10 / Technology Years 11-12, Vocational Education and Training (VET). In 2014 the School implemented the new NSW syllabus for the Australian Curriculum in English, Mathematics, History and Science for the required student year groups. Information about the phase-in period for the new syllabuses can be found on the BOSTES website. In addition to this, the School implements the Diocesan Religious Education syllabus. Staff members are committed to continuous improvement of teaching and learning in all facets of the curriculum.

St Peter’s offers a comprehensive curriculum to cater for the broad range of student abilities and interests. The School offers a broad range of subject choices in Stages 5 and 6 to engage students in their learning and connect them to specific areas of academic and vocational strength. In Stage 6 Extension courses are offered in English, Mathematics and History as well as six VET Frameworks. The Year 12 tutorial program works in alignment with the nine-day fortnight model for HSC students.

The commitment to cater for the full range of student abilities continues with an emphasis on differentiated learning experiences and programs and the involvement of the Adaptive Learning faculty in support of student needs. The co-teaching model continued to enhance learning outcomes for students with learning difficulties.

The Study Skills Program for Year 7 and 8 students took place in Term 1. This program is based on the transition from primary to secondary education and the principles of twenty-first century pedagogy. Students participated in seminars about research skills, reading for meaning, using internet search engines effectively, note taking and summarising.

In conjunction with the School Improvement Plan (SIP) goals, middle leaders continued to be engaged in the Leading Learning program. The student coaching model was further developed with staff through professional learning. The Smarter Schools National Partnership supported continued development of learning walks and reflection about teaching and learning.

Students at St Peter's participate in a twenty first century learning environment that fosters critical thinking, collaboration, communication, creativity and ICT skills with a strong foundation of literacy and numeracy. In Stage 4, we focus on developing responsible and independent
learners with a concentration on successful transition to the secondary classroom and explicit teaching of student and organisational skills.

We strive to ensure that learning is rich, real and relevant so that our students:

- value the acquisition of knowledge and the pursuit of lifelong learning
- work hard towards academic excellence and take pride in their achievements and the achievements of others
- are aware of their integral connection with their own community and the wider world
- realise their talents and potential and respect the needs and abilities of others
- are excited by the possibilities of change and confident to apply their learning to real life situations
- use their learning to appreciate the role they can play in making a better world.

The student is the core focus of our learning community.
**NAPLAN**

The National Assessment Program – Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 3, 5, 7 and 9. NAPLAN assessment results provide valuable information about student achievements in literacy and numeracy. An analysis of these results assists the School’s planning and is used to support teaching and learning programs.

The tables below show the percentages of students who achieved particular skill bands in the aspects of literacy and numeracy compared to students nationally. Literacy is reported in four content strands (aspects): Reading, Writing, Spelling, Grammar and Punctuation. Numeracy is reported as a single content strand. Students who were exempted from any test were deemed not to have met the national minimum standard in that test area and are not included in band distributions. Additional NAPLAN student performance information can also be accessed from the My School website.

**NAPLAN RESULTS 2014**

<table>
<thead>
<tr>
<th>Year</th>
<th>Grammar and Punctuation</th>
<th>% of students in the top 2 bands</th>
<th>% of students in the bottom 2 bands</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>School</td>
<td>Australia</td>
<td>School</td>
</tr>
<tr>
<td>Year 7</td>
<td>38.70 %</td>
<td>29.20 %</td>
<td>9.70 %</td>
</tr>
<tr>
<td>Year 7</td>
<td>33.50 %</td>
<td>29.00 %</td>
<td>11.60 %</td>
</tr>
<tr>
<td>Year 7</td>
<td>18.70 %</td>
<td>15.50 %</td>
<td>25.50 %</td>
</tr>
<tr>
<td>Year 7</td>
<td>41.50 %</td>
<td>30.60 %</td>
<td>7.90 %</td>
</tr>
<tr>
<td>Year 7</td>
<td>29.20 %</td>
<td>28.60 %</td>
<td>7.40 %</td>
</tr>
</tbody>
</table>

**NAPLAN RESULTS 2014**

<table>
<thead>
<tr>
<th>Year</th>
<th>Grammar and Punctuation</th>
<th>% of students in the top 2 bands</th>
<th>% of students in the bottom 2 bands</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>School</td>
<td>Australia</td>
<td>School</td>
</tr>
<tr>
<td>Year 9</td>
<td>18.30 %</td>
<td>19.60 %</td>
<td>29.10 %</td>
</tr>
<tr>
<td>Year 9</td>
<td>26.70 %</td>
<td>21.30 %</td>
<td>24.50 %</td>
</tr>
<tr>
<td>Year 9</td>
<td>8.50 %</td>
<td>14.80 %</td>
<td>42.30 %</td>
</tr>
<tr>
<td>Year 9</td>
<td>18.90 %</td>
<td>23.70 %</td>
<td>24.50 %</td>
</tr>
<tr>
<td>Year 9</td>
<td>20.50 %</td>
<td>24.00 %</td>
<td>17.50 %</td>
</tr>
</tbody>
</table>

**NAPLAN Comments**
The Year 7 NAPLAN results for 2014 indicate the following positive outcomes:

- In all areas (Grammar and Punctuation, Reading, Writing, Spelling and Numeracy) the percentage of students in the top two bands at St Peter’s is higher than the national percentage.
- Grammar and Punctuation are 9 percentage points about the national average.
- In Grammar and Punctuation, Reading, Spelling and Numeracy, the percentage of St Peter's students in the bottom two bands is significantly lower than the national statistics.

The Year 7 NAPLAN results for 2014 indicate the following areas for improvement:

- Writing is an area for improvement with only 18.70% of students in the top two bands and 25.50% of students in the bottom two bands.

The Year 9 NAPLAN results for 2014 indicate the following positive outcomes:

- In Reading the percentage of students in the top two bands is higher than the national percentage.
- In Numeracy, the percentage of St Peter's students in the bottom two bands is lower than the national percentage.

The Year 9 NAPLAN results for 2014 indicate the following areas for improvement:

- Writing is the main area for improvement, both in terms of more students achieving in the top two bands and fewer students being placed in the bottom two bands.
- In all areas, including writing, the focus for improvement is more students achieving in the top two bands and fewer students being placed in the bottom two bands.

Overall there is strong evidence in the 2014 NAPLAN results to indicate that Writing needs to be the focus for whole school improvement. This aligns with the three year strategic goal for the School which was validated by the panel at the 2014 School Review. The validated strategic goal is: to improve literacy skills and knowledge for all students. It is acknowledged that improvement in literacy requires a long term strategic focus, built on a deep understanding of the available data.

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 2014, the number of students issued with a RoSA was 4.

Higher School Certificate
The results of the School's Higher School Certificate candidature are reported for particular subjects. The table provided shows the percentage of students who achieved in the top two bands, compared to State results, over the last three years.

The above table indicates that the results for the following courses have been consistently above the State in terms of achievement in the top two bands: Dance, Music 1, Studies of Religion 2 and Textiles and Design. Achievement in Mathematics General 2 is also very pleasing.

Improvement over the last three years in English Extension 1, Economics and Business Services is also worth noting.

It is proposed that the Year 12 tutorial program for 2015 focuses specifically on examination technique and writing requirements in exams.

<table>
<thead>
<tr>
<th>Higher School Certificate</th>
<th>Percentage of students in top 2 bands (Bands 5 and 6)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2012</td>
</tr>
<tr>
<td></td>
<td>School</td>
</tr>
<tr>
<td>English (Standard)</td>
<td>5 %</td>
</tr>
<tr>
<td>English (Advanced)</td>
<td>46 %</td>
</tr>
<tr>
<td>Dance</td>
<td>42 %</td>
</tr>
<tr>
<td>Music 1</td>
<td>70 %</td>
</tr>
<tr>
<td>Studies of Religion II</td>
<td>73 %</td>
</tr>
<tr>
<td>Textiles and Design</td>
<td>50 %</td>
</tr>
</tbody>
</table>
Pastoral Care Policy

The School’s pastoral care and student wellbeing policies 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 (2011) (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 pre-requisite 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. The framework includes ten pathways that are intended to assist school communities to create safe schools that foster wellbeing for learning and positive, caring relationships. Further information about this and other related policies may be obtained from the CSO website or by contacting the CSO.

St Peter’s has a strong belief in the importance of student wellbeing for student learning. This belief is supported by current research and scholarship. Pastoral Care procedures are based on students being connected to the School with a strong sense of belonging, engagement in learning and intervention to assist students who experience challenges. The School acknowledges the guidance provided by the National Safe Schools Framework and the Pastoral Care and Wellbeing Framework for Learning for the Diocese of Broken Bay School System.

The role of the homeroom and homeroom teacher is central to the the pastoral care of students; the newly introduced student coaching and mentoring model aims to further strengthen pastoral and academic care of students. The School has implemented the research-based MindMatters framework to provide a common language with which to discuss mental health and wellbeing and to signal the school-wide awareness of the inextricable link between student wellbeing and optimal learning.

In 2014 the College introduced the Wellbeing for Learning period to complement the student coaching and mentoring model.

Behaviour Management and Student Discipline Policy

The School’s policies and procedures for the management of student behaviour are aligned to the Behaviour Management and Student Discipline Policy for Diocesan Systemic Schools. Policies operate within a context of social justice, compassion, reconciliation and forgiveness. The dignity and responsibility of each person is promoted at all times along with positive student behaviours whilst ensuring the respect for the rights of all students and staff. Further information about this and other related policies may be obtained from the CSO website or by contacting the CSO.
The St Peter's Behaviour Management Policy operates within the context of justice, compassion, reconciliation and forgiveness. It is intended to promote the dignity of the human person and responsibility for one's actions.

Sanctions are explored for all behavioural issues of concern but these are designed to achieve reconciliation and restoration of positive relationships. Corporal punishment is expressly forbidden. Significant endeavour is practised to understand the reasons for behaviour of concern, often with the involvement of parents/carers and the college counsellors. In some instances, major sanctions such as in-school or out-of-school suspension may be required to fully assess the risk of a student's behaviour and explore appropriate behaviour management outcomes.

Student behaviour management and discipline is underpinned by the model of restorative justice and restorative practices. This model has been utilised by St Peter's since 2003 with the guiding principles and practices of the model reinforced each year with staff.

**Anti-Bullying Policy**

The School's Anti-Bullying Policy is 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 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 CSO website or by contacting the CSO.

St Peter's is concerned with the dignity and growth of each student and staff member. Courtesy, consideration and cooperation all help foster values of mutual respect, responsibility and service within the School. At St Peter's all members of the community are expected to care for one another and model the values taught to us by Jesus.

St Peter's Anti Bullying and Harassment Policy reinforces key principles:

- Students and staff members have the right to feel safe at school.
- Students and staff members have the right to travel to and from school free of bullying and harassment.
- Students and staff members have the right to teach and learn free from bullying and harassment.
- Students and staff members have the responsibility to keep the learning and teaching environment safe and free from bullying and harassment.
- Students and staff members have the responsibility to demonstrate respect for oneself,
for others and for property.

The St Peter's Anti Bullying and Harassment Policy explicitly defines types of bullying behaviour and articulates steps to access assistance should bullying or harassment occur.

Complaints and Grievances Policy

The School follows the Complainst Handling Policy and Procedures for Diocesan Systemic Schools. 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 CSO website or by contacting the CSO.

In line with diocesan policy, a complaint or grievance whether by a student, parent/carer or staff member is addressed within a timely and confidential manner at the lowest appropriate management level to prevent minor problems from escalating and to restore positive relationships.

Complaints by students are to be directed to the homeroom teacher or Year coordinator in the first instance. The homeroom teacher or Year coordinator may seek counsel from other staff members if appropriate. The action of any staff member who receives a complaint or grievance from a student is governed by their role as a mandatory reporter.

Complaints by parents/carers are to be directed to the homeroom teacher in the first instance. For some issues of major concern the parent/carer may direct the complaint or grievance to the principal who will then take appropriate action.

Complaints by staff members are to be directed to the KLA coordinator or stage coordinator at the first instance. For some issues of major concern the KLA coordinator may direct the complaint to the assistant principal or principal who will take appropriate action.

The role of all staff as mandatory reporters must be considered.

Initiatives Promoting Respect and Responsibility

In line with the pastoral care and wellbeing philosophy of St Peter's there are a number of school initiatives that promote respect and responsibility.
Student leadership

The structure of student leadership in the School provides opportunities for senior students to promote respect and develop responsibility. Students take responsibility for a number of domains in the School such as Creative Arts, liturgy, hospitality, environment, publicity and sport. Student leaders also represent the School at formal events and promote respect for the School through their dress, relationships and involvement in school based activities.

Wellbeing for Learning period

Each fortnight, each year group participates in an assembly period which is linked to the MindMatters framework and is designed to promote wellbeing through information and discussion about age appropriate issues. Issues such as cyber safety, anti-bullying, safe party behaviour and social justice are presented to the students within a context of respect for oneself and others, and responsibility and opportunity for individual and collective action.

Representative sport

St Peter's promotes opportunities for students to represent the School in a range of sports. The philosophy of sport at St Peter's is based on the positive contribution sport can make for the individual, the group and the school. Students who represent the School in sport are expected to demonstrate respect, sporting spirit and responsibility.

Principal assemblies

Throughout the year there are special assemblies for the whole school based on the three core values of courage, compassion and commitment. These assemblies identify and recognise students who have displayed the core values in their work and achievements.

Links with primary schools

Students at St Peter's are provided with the opportunity to participate in events at the three feeder primary schools. Events such as distribution of the ashes on Ash Wednesday, Year 6 leadership days and primary sports gala days promote respect and responsibility.

In addition, social justice and youth ministry activities and commitment, anti-bullying, positive relationships poster competitions, and Civics and Citizenship ceremonies for ANZAC Day and Remembrance Day promote respect and responsibility.
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 are documented in the School Improvement Plan (SIP). This SIP is a three year planning document and is used to record the School's progress in working towards priorities for improvement in three domains: Mission, Pastoral Care, Learning and Teaching. School improvement planning is supported systemically by the Diocesan Leading Learning initiative. This initiative is research based and has been developed in partnership with the University of Auckland.

**Key Improvements Achieved**

**Mission:** to strengthen relationships between St Peter’s and local parish community

- fortnightly Mass at St Peter's
- parent and parishioner spirituality experience
- St Peter's students participate in distribution of the ashes on Ash Wednesday at local primary schools
- Stations of the Cross for parish community
- Wyong Parish Spring Fair held at St Peter's.

**Teaching and Learning:** to improve teaching and learning of students, staff and parents

- introduction of student coaching and mentoring model
- establishment of St Peter's Family Network
- professional learning for all staff in MindMatters and teaching and learning for engagement
- development of parent portal through Edumate
- use of data to track student attendance.

**Pastoral Care:** expand work of MindMatters committee through development of programs that promote student wellbeing for learning

- wellbeing for learning assemblies for each year group with age appropriate wellbeing theme for each year
- resourcing through time for MindMatters meetings
- counsellor forums for parents focusing on mental health
- whole school participation in RUOK Day and Mental Health month activities
- data collection by counsellors regarding student mental health.

**Priority Key Improvements for Next Year**

**Mission:** to develop a shared understanding and articulate the unique charism of St Peter's Catholic College
- Build the founding story of St Peter’s through school events, assemblies and the student recognition system.
- Connect identity of the School with the House system.
- Build student understanding of the school motto and the three core values.

Teaching and Learning: to improve literacy skills for all students

- Use data to deepen teacher understanding of current literacy needs.
- Obtain baseline data and recurrent data to confirm areas of literacy need and monitor improvement.
- Adopt TEEL model in all KLAs to improve paragraphing.
- Connect literacy with student coaching and mentoring model.

Pastoral Care and Wellbeing: to explicitly connect wellbeing structures and procedures to optimise student learning

- Use data to track student attendance and mental health concerns to target areas of need.
- Work with St Peter’s Family Network and Edumate to improve communication between the School and parents and carers.
- Investigate student wellbeing as part of the student leadership model.
- Utilise Wellbeing for Learning periods to articulate and emphasise the connection between wellbeing and optimal learning.
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 School from parents, students and teachers.

**Parent Satisfaction**

The School Review and Accreditation process conducted in 2014 provided the opportunity for parent and student feedback regarding satisfaction with the domains of Mission, Teaching and Learning and Pastoral Care and Wellbeing. Dialogue with parents regarding Mission provided evidence that the school motto of 'Live the Faith' is lived out within and beyond the classroom by staff, particularly through the pastoral care of students and their families.

In regard to Teaching and Learning parents stated high levels of satisfaction for the way in which the school caters for the full range of students, with appropriate curriculum choices offered for high achieving students and students with special learning needs.

In addition to the formal school review process, feedback from parents is valued through the St Peter's Family Network and parent/student and teacher evenings.

**Student Satisfaction**

The School Review and Accreditation process conducted in 2014 provided the opportunity for student feedback regarding satisfaction with the domains of Mission, Teaching and Learning and Pastoral Care and Wellbeing. Students noted the many opportunities provided to give witness to their faith in the School such as youth ministry, liturgy and participation in social justice initiatives.

The wide choice of curriculum in Stages 5 and 6 is appreciated by students. Students also noted high levels of satisfaction with the extra curricula program offered at the School.

Students noted the high level of care provided to support and enhance student wellbeing which builds positive relationships and a strong sense of belonging and connectedness to the school.

In addition to the formal school review process, feedback from students is valued and sought through the student coaching model, student leadership, youth ministry group and environment committees.

**Teacher Satisfaction**
The School Review and Accreditation process conducted in 2014 provided the opportunity for teacher feedback regarding levels of satisfaction. The areas most valued by teachers are relationships with fellow staff members, the friendly and collegial environment and the strong sense of community and belonging. Staff members also noted very high levels of satisfaction regarding affinity with the school and the choice to participate with students in extra curricula activities.

Teachers also had the opportunity to discuss what they most valued about working at St Peter's in a one on one interview with the principal. Feedback about these discussions was provided to staff at a whole staff meeting at the end of the year.
Consistent with the BOSTES requirements, financial income and expenditure for the School is shown below. More detailed financial data is available on the My School website. Diocesan system financial reporting can be found in the Broken Bay Diocese Annual Report.

### Income

- **Commonwealth Recurrent Grants (54.1%)**
- **Government Capital Grants (0%)**
- **State Recurrent Grants (17.6%)**
- **Fees and Private Income (24.7%)**
- **Other Capital Income (3.6%)**

### Expenditure

- **Capital Expenditure (0.8%)**
- **Salaries and Related Expenses (75.7%)**
- **Non-Salary Expenses (23.6%)**

#### Recurrent and Capital Income

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<td>Commonwealth Recurrent Grants</td>
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<td>Other Capital Income</td>
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#### Recurrent and Capital Expenditure

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