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.
SECTION ONE: Message From Key Groups In Our Community

Principal’s Message

St Peter’s Catholic College, Tuggerah is a co-educational secondary school in the Diocese of Broken Bay. We are a committed co-educational community of over 1100 people. There are over 1000 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 2015.

Parent Body Message

The St Peter’s Family Network aims to concentrate on connecting parents and carers of the St Peter’s community, promoting engagement in their child’s learning and informing parents and carers about college events. In 2015 The Family Network organised opportunities for parents to engage with such topics as Technology in the Classroom, Healthy Relationships for Young People, Developing Resilience in Young People and Cybersafety. Parents were also invited to social events such as the Year 7 Barbecue and the College Christmas Carols.

Student Body Message

As the College Captains for 2015 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. We took pride in serving our school and community.

Being College Captains is 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 the 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 Masses, 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.
SECTION TWO: SCHOOL FEATURES

School Features

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

St Peter’s Catholic College Tuggerah, is a Catholic systemic co-educational school. 2015 was the sixteenth 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 College 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 College 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 Co-ordinators 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 2015. 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>NDA</td>
<td>NDA</td>
<td>NDA</td>
<td>NDA</td>
</tr>
</tbody>
</table>

* Language Background Other than English

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 2015 was 90.34 %. 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>93 %</td>
</tr>
</tbody>
</table>

The College continues to communicate the importance of school attendance as a life skill and as a prerequisite for engagement with school and learning.

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 2013, 80% completed Year 12 in 2015.

**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, 2015</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>% of students undertaking vocational training or training in a trade during the senior years of schooling.</td>
<td>49%</td>
</tr>
<tr>
<td>% of students attaining the award of <em>Higher School Certificate</em> or equivalent vocational education and training qualification.</td>
<td>100%</td>
</tr>
</tbody>
</table>

**Post School Destinations**

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

In 2015 71% of HSC students received a university offer which was a slight increase from previous
years. University offers were mostly in Health Services, Teaching and Business with the majority of offers coming from Newcastle University and the Australian Catholic University.
Staffing Profile

The following information describes the staffing profile for 2015:

<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>32</td>
<td>119</td>
</tr>
</tbody>
</table>

* This number includes 67 full-time teachers and 20 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>Those having formal qualifications from a recognised higher education institution or equivalent.</td>
<td>87</td>
</tr>
<tr>
<td>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.
| Day  1 | Improving Student Writing and Developing Ideas. This day included analysis of student work and the explicit teaching of thinking routines. Staff worked at a whole school approach to the teaching of paragraphing through the TEEL model. |
| Day  2 | Pedagogical Practice – Using Electronic Devices in the Classroom. This day focussed on the use of electronic devices in the classroom. Staff worked as a whole school and in KLA groups to develop strategies and share ideas to promote authentic pedagogical practice using technology. |
| Day  3 | Spirituality Day – Calvary in our day to day lives. This day was based around the film “Calvary” with the concept of each person carrying their own cross of burden. Through discussion and group activities staff examined the concept of forgiveness and positive relationships with others with a link to |

As part of our theme of 'Everyday is an Avenue to Learning', the College implemented Professional Learning Groups in 2015. This is a whole school initiative which involves all staff meeting each fortnight to study student data, discuss student work samples, literacy and strategies to improve student writing.
Catholic schools in the Diocese of Broken Bay exist to educate and form young people in Catholic Discipleship; offering them experiences of following Jesus as members of the Catholic community. Mission is therefore core to all the priority areas 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 the Christian life and how we live it.

The year was very busy with religious events and this became very evident when conducting the Induction program for new staff where they are taken through the year ahead and they examine all the events on the school calendar of a religious nature and you begin to see just how rich the Catholic life and Mission of the college is.

As a staff we began and ended the year with mass at our local feeder parish of Wyong. Many staff attended the Diocesan Staff Mass and regularly attended fortnightly mass in the college chapel on a Friday morning or helped to run staff prayer on alternate weeks. For all staff this year, there was a heavier emphasis on Mission Accreditation especially for those staff who teach Religious Education and many of these attended the Twilight Professional Learning opportunities or the E – Conference that were offered by the Diocese. We also saw a large number of staff either begin or continue with their studies of Graduate Certificate or Masters of Theology.

The regular religious occasions were celebrated in the college with a St Peter’s Day Mass as well as an Opening School Year Mass that had a theme of ‘Avenue to Learning’ and this was carried through in all that we did throughout the year. Some of our senior students helped in the way of Youth Ministry in the primary schools to run reflection days for the primary students as well as distributing ashes on Ash Wednesday at the primary schools. These Youth Ministry leaders also lead the yr 7 -10 reflection days that the college provided. This peer to peer ministry is certainly growing in the college. Many of these same students were involved in the College presentation of Stations of the Cross, Carols by Candlelight, the SVDP Winter Sleep-out, and many Praise and Worship evenings. This year also saw the launch of WYD in Poland 2016 and many students and families showed a keen interest in attending the large world event in Krakow. Yr 11 participated in their retreat and were lucky to hear from a wonderful guest speaker called Sam Clear who told them all about his travels around the world in his Walk for Humanity. These same students experienced an excursion out onto country with Dave Ella to examine Aboriginal Spirituality which is part of their senior studies in Religion.
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 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.

The curriculum and teaching and learning at St Peter’s embraces excellence and high expectations. There is authentic commitment to maximising learning outcomes for all students. The College believes in the inextricable link between wellbeing and learning, thus provides diverse opportunities and experiences for all students to have strong sense of belonging, to enjoy their learning and to be challenged as active and motivated learners.

St Peter’s offers a comprehensive curriculum to cater for a broad range of student abilities and interests. In Stages 5 and 6 there is a wide elective choice to engage students in their learning and to connect them to specific areas of academic and vocational strength. Extension courses are offered in Stage 6 as well as a number of VET frameworks. The Year 12 Tutorial Program works in alignment with the nine day fortnight model to provide HSC students with valuable time to focus on study skills, major works and assessment tasks.

Stage 4 students are transitioned to the secondary learning environment through a dedicated Study Skills program. The program promotes the skills of a contemporary classroom including research skills, reading for meaning, effective use of technology, working as a team and summarising.

2015 was the second year of the one-to-one electronic device model which is designed to engage students actively with their learning through a variety of teaching and learning strategies. The introduction of Microsoft Office 365 and OneNote has assisted in building a collaborative learning culture within the classroom.

Improvement in student writing is a focus for all students in all classrooms as the College works to develop students as strong and confident communicators. The College commitment to explicit and rigorous literacy improvement is enhanced by the use of technology to broaden students’ thinking and writing experiences.

The commitment to cater for all student abilities is evidenced through differentiated learning experiences and programs through the Adaptive Learning faculty. The co-teaching model provides learning centred support to enhance the learning outcomes for students with learning difficulties.
St Peter’s core values of compassion, courage and commitment are translated to all learning opportunities. The pursuit of lifelong learning, the development of both independent and collaborative learning skills and the joy of learning new things each day are nurtured and promoted in the St Peter’s community.
SECTION SEVEN: STUDENT PERFORMANCE IN TESTS AND EXAMINATIONS

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.

<table>
<thead>
<tr>
<th>NAPLAN RESULTS 2015</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>
</tr>
<tr>
<td>Grammar and Punctuation</td>
<td>23.90 %</td>
<td>28.60 %</td>
</tr>
<tr>
<td>Reading</td>
<td>23.40 %</td>
<td>28.40 %</td>
</tr>
<tr>
<td>Writing</td>
<td>9.70 %</td>
<td>15.60 %</td>
</tr>
<tr>
<td>Spelling</td>
<td>34.70 %</td>
<td>30.80 %</td>
</tr>
<tr>
<td>Numeracy</td>
<td>11.00 %</td>
<td>25.80 %</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>NAPLAN RESULTS 2015</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>
</tr>
<tr>
<td>Grammar and Punctuation</td>
<td>12.90 %</td>
<td>16.90 %</td>
</tr>
<tr>
<td>Reading</td>
<td>13.40 %</td>
<td>21.10 %</td>
</tr>
<tr>
<td>Writing</td>
<td>9.70 %</td>
<td>13.40 %</td>
</tr>
<tr>
<td>Spelling</td>
<td>18.80 %</td>
<td>23.90 %</td>
</tr>
<tr>
<td>Numeracy</td>
<td>17.40 %</td>
<td>24.00 %</td>
</tr>
</tbody>
</table>

NAPLAN Comments

The Year 7 NAPLAN results for 2015 indicate the following positive outcomes:
In the area of Writing the percentage of students in the top two bands at St Peter's is higher than the national percentage.
- Writing is 17.2 percentage points about the national average.
- Whereas, it also indicates that 10 percentage points of St Peter's students in the bottom two bands is significantly lower than the national statistics.
- The Year 7 NAPLAN results for 2015 indicate the following areas for improvement:
  - Spelling is an area for improvement with only 8% of students in the top two bands and 35% of students in the bottom two bands.
  - Reading is also an area for improvement with 13% in the top two bands and 23% of students in the bottom two bands.

The Year 9 NAPLAN results for 2015 indicate the following positive outcomes:
- In Writing, the percentage of students in the top two bands has significantly improved from previous years.
- In Writing, Spelling, Grammar and Punctuation, the percentage of St Peter's students in the bottom two bands is lower than the national percentage.
- The Year 9 NAPLAN results for 2015 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 2015 NAPLAN results to indicate that writing continues 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 2015 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 2015, the number of students issued with a RoSA was 2.

**Higher School Certificate (HSC)**

The results of the School'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, compared to State results, over the last three years.

The HSC data reveals sound performance across a number of courses which reflects the St Peter's
commitment to providing opportunities for students in both academic and vocational courses. The Year 12 Tutorial program which is run fortnightly provides specialist attention to the completion of major works and examination techniques.
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 Catholic College bases pastoral and wellbeing support on the principles and practices associated with Restorative Justice, in light of our three core values of courage, compassion and commitment. Pastoral Care practices help support an individual’s academic achievement.

As a Catholic School we value the uniqueness of every person and demonstrate this by our commitment to inclusiveness and understanding. Individual differences at St Peter’s are valued and regarded as an indication of the uniqueness of each human being who, in the Catholic tradition, are formed in the image of God. We are blessed by having individuals of different backgrounds and abilities and disabilities who all help to form the St Peter’s community.

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.

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.

Complaints and Grievances Policy

The School follows the Complaints 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.

Initiatives Promoting Respect and Responsibility

The underpinning of positive relationships at St Peter’s is the philosophy of Restorative Justice which recognises the reality of human relationships in a school environment and encompasses principles and strategies to both promote strong relationships and restore those relationships when conflict occurs. The adoption of the MindMatters framework, the commitment to Wellbeing for Learning Pastoral lessons and the establishment of the Everybody Belongs Here group as a student initiative further the College’s commitment to 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**

St Peter’s is working towards sustained improvement in Literacy, in particular student writing. To facilitate this improvement the formation of a Literacy Committee, the introduction of Professional Learning Groups and the consolidation of the Student Coaching model have contributed to an increased focus on writing in the classroom, to a growth in staff knowledge and understanding of student work and areas for improvement and an improvement in Year 9 NAPLAN writing results.

The rollout of electronic devices to Year 7 in 2015 continued St Peter’s commitment to the integration of technology in classroom teaching and practice. Training opportunities for students, staff and parents and carers were conducted to promote understanding and confidence with technology in learning.

St Peter’s aims to be a fully trained MindMatters school. In 2015 whole staff professional learning of the MindMatters modules was continued. The Wellbeing for Learning initiative concentrated on delivering age appropriate information and experiences to promote healthy relationships, respect and responsibility and keeping safe.

**Priority Key Improvements for Next Year**

St Peter’s Key Mission Improvement for 2016 will be to work towards articulating the unique identity of St Peter’s. This will involve staff and student feedback and strategic professional learning for staff about the Catholic identity of the College and how it fits in a contemporary world.

In regard to Teaching and Learning the College priority is to continue working towards student writing improvement using ongoing data from student writing samples. This will also involve
strategic professional learning, especially around the authentic use of technology supporting literacy improvement. Improvement in paragraphing and in the PAT-R results have been targeted.

The College key priority for Pastoral Care and Wellbeing for 2016 is to improve community knowledge and understanding of the philosophy of Restorative Justice and the workings of Restorative Practices. In particular it is aimed to develop a common language and understanding around the connection between wellbeing and 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**

Parent feedback about the domains of Mission, Teaching and Learning and Pastoral Care and Wellbeing was forthcoming through a number of forums. 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. The St Peter’s Family Network noted appreciation of the opportunities that are provided for parents to participate in the life of the College such as R.U.O.K Day, Mental Health Forums, Information Evenings and the College Christmas Carols.

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.

**Student Satisfaction**

Through a variety of forums 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. Students were also particularly enthusiastic about the opportunity to assist students in feeder primary schools in relation to Student Leadership and the Distribution of the Ashes. The Charity Café is valued highly by students as a place of social interaction that assists the needy in

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

Feedback from students is valued and sought through the student coaching model, student leadership, youth ministry group and environment committees.

**Teacher 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 have noted the opportunity to participate in Professional Learning Groups to work actively together to improve student learning outcomes. A MindMatters staff survey showed that teachers believe St Peter’s fosters a school climate that supports positive mental health and wellbeing, that there is a strong sense of belonging and connection to the school and that staff are involved in the development and review of student mental health and wellbeing policies.
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

<table>
<thead>
<tr>
<th>Source</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Commonwealth Recurrent Grants</td>
<td>$9,071,528</td>
</tr>
<tr>
<td>Government Capital Grants</td>
<td>$0</td>
</tr>
<tr>
<td>State Recurrent Grants</td>
<td>$2,789,824</td>
</tr>
<tr>
<td>Fees and Private Income</td>
<td>$4,265,782</td>
</tr>
<tr>
<td>Other Capital Income</td>
<td>$629,380</td>
</tr>
<tr>
<td><strong>Total Income</strong></td>
<td><strong>$16,756,513</strong></td>
</tr>
</tbody>
</table>

### Expenditure

<table>
<thead>
<tr>
<th>Category</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Capital Expenditure (0.6%)</td>
<td>$96,225</td>
</tr>
<tr>
<td>Salaries and Related Expenses (78.5%)</td>
<td>$11,718,107</td>
</tr>
<tr>
<td>Non-Salary Expenses (20.9%)</td>
<td>$3,119,058</td>
</tr>
<tr>
<td><strong>Total Expenditure</strong></td>
<td><strong>$14,933,391</strong></td>
</tr>
</tbody>
</table>

**RECURRENT and CAPITAL INCOME**

- Commonwealth Recurrent Grants: $9,071,528
- Government Capital Grants: $0
- State Recurrent Grants: $2,789,824
- Fees and Private Income: $4,265,782
- Other Capital Income: $629,380
- **Total Income**: $16,756,513