



CATHOLIC SCHOOLS
Broken Bay

2021

ANNUAL SCHOOL REPORT



St Peter's Catholic College

84 Gavenlock Road, TUGGERAH 2259

Principal: Mr Tim Hildebrandt

Web: www.stpetersdbb.catholic.edu.au

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 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 College directly or by visiting the College's website. Information can be 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. We aim to work in partnership each day with students, teachers and families to achieve personalised learning goals for every student.

As part of Catholic Schools Broken Bay, we work with our Bishop, Anthony Randazzo, to ensure genuine, 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 purpose, we concentrate our efforts in two areas: Student Formation and Student Achievement. We grow our students through the use of a strong learning framework which focuses on skills essential for learning while placing student wellbeing at the centre of all we do. Our framework allows for learning to be perspective rich and abundant in opportunities for learner agency.

2021 was a challenging year with extended lockdown impacting the mode in which we delivered learning; however, our framework was sturdy and learning was able to continue seamlessly throughout this time. Lockdown assisted us in achieving our goals of ensuring stronger lines of communication between home and the college. This also helped us focus our attention towards the concept of resilience, persistence and character; key attributes we seek in our graduates.

2021 revealed the capabilities and motivation of our students and staff and demonstrated the quality of learning that characterises a St Peter's learner.

Parent Body Message

St Peter's Catholic College continues to build strong relationships with the parent community. Parent engagement in student learning is encouraged, even with the COVID-19 restrictions, St Peter's continually works to ensure parents are well informed through Compass, email, newsletters, social media and Zoom meetings. 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 school policies and procedures, and encourage parent engagement. Parents also participated in the groups preparing the college improvement plan during 2021.

The Parent Network provides opportunities for parents to interact and engage through social media and Zoom meetings held each term. In 2020, St Peter's received a grant for an Edible Native Garden. The application for the grant gained input from staff, parents and students. The school is working collaboratively with the parent groups to plant out this garden in 2022, now that construction is completed.

Student Body Message

At St. Peter's, 2021 was a year of reinvigorating school spirit and community. In spite of unpredictable circumstances, the Community's perseverance and enthusiasm allowed us to overcome the numerous challenges we faced in order to maintain a vibrant school life and learning environment. Students and teachers were able to effectively adapt to Home-Based Learning in order to engage in their learning and growth spiritually, intellectually, and emotionally. Through online initiatives and challenges, students were able to maintain a strong connection during a continually challenging time.

The resilience and passion demonstrated throughout the school year from both students and teachers demonstrate the active contribution St. Peter's students make beyond and within the school community. Our student body enthusiastically participated in book week, senior work placements, House Game sporting events, our school Musical, innumerable faith-formation events through our Youth Ministry Program, and more. Our Leadership Workshop allowed the Student Leadership Team to embrace leadership opportunities within the school. Throughout the year, students were supported in maintaining their wellbeing through guest speakers, support programs, and internal initiatives and more encouraging students to adopt a holistic approach in order to care for themselves and others. The support and opportunities provided to St. Peter's students allow them to effectively face challenges in their pursuit of excellence.

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 regularly to discuss and review programs within the college and mechanisms for family involvement in college life.

The college recognises its strong links with the traditional owners of the land on which it sits; the Darkinjung people. In 2019 this link was made more visible with the commissioning of traditional artworks and murals and in 2021 an indigenous garden with links to the traditional stories of the Darkinjung people was completed

The college prides itself in the quality of its learning spaces and facilities. In 2021 a significant repairs and maintenance project was commenced to improve the quality of learning spaces and the safety aesthetics of yard areas. During 2021 planning continued for the refitting and refurbishment of some of our other learning spaces in the college, including Science facilities and STEM spaces 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 2021. Additional information can be found on the [My School website](#).

Girls	Boys	LBOTE*	Total Students
468	414	56	882

* 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 2022. 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 2021 was 92.42%. 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
93.19	92.39	91.40	91.85	93.51	92.17

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 2019, 73% completed Year 12 in 2021.

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 2021	
% of students undertaking vocational training or training in a trade during the senior years of schooling	57 %
% of students attaining the award of Higher School Certificate or equivalent vocational education and training qualification	104 %

Post School Destinations

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

From a survey conducted just prior to Year 12 completing their HSC:

61% intend to study Full-Time University, 25% intend to take a year off to work or travel, 4% intend to engage in an apprenticeship or traineeship, 5% intend to study full-time at TAFE or a VET college, 5% intend to enter the permanent workforce.

59% of students were offered a university place and 59% of these were offered their first preference. The most common courses for study were in the area of Education, followed by Business and Commerce.

Staffing Profile

Staffing Profile

The following information describes the staffing profile for 2021:

Total number of staff	99
Number of full time teaching staff	59
Number of part time teaching staff	17
Number of non-teaching staff	23

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: 3 teachers
- Proficient: 1370 teachers
- Provisional: 91 teachers
- Conditional: 6 teacher

Additionally, there are approximately 40 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 NESA 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 2021, staff professional learning was targeted at maximising student learning growth and this was achieved by focusing on a consistent approach to Learning Design across the college. To attain this consistency a review of Stage 5 was conducted providing data on the needs of these students and areas that could be developed. This led us to the introduction of a new online learning management system and the targeting of specific high impact teaching strategies.

As the year progressed and we moved into lockdown, we needed to redirect our focus towards student wellbeing as our data started to reveal increasing anxiety and mental health concerns of students. Staff were trained in new well-being procedures to support our students through lockdown as well as re-design of learning for online delivery.

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. This includes 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. In 2021, due to Covid restrictions, some of these opportunities were limited.

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.

The Catholic School Mission centres on discipleship from both a theological and a practical perspective and this is lived out through placing Christ at the centre of the learning in the religious education curriculum and in the experiential nature of the faith through broader experiences. While the curriculum at St Peter's deepens the Christ centred mission by learning about His life and His servitude, we aim to expand this by looking at mission and what this means for us as Catholics in a broader sense.

Our mission is to challenge our students through a focus on excellence. We aim to bring students to the fullness of life through witness to Jesus Christ and nurture them through a comprehensive curriculum that provides intellectual, emotional and spiritual growth. At St Peter's we form young people in discipleship; we provide challenging learning experiences that engages students in innovative and collaborative practices; we build authentic relationships which underpin a safe, caring and supportive community, we develop respect for self, others and the environment where dignity for all is paramount; we promote resilience and positive wellbeing and we pursue excellence in all we do and celebrate our successes.

During 2021 the college implemented a continuous improvement cycle which is now being used in all areas of the school. Our culture is strengthening to ensure that with everything we do, we analyse where we have been, we carefully plan for the best outcomes, we implement are plans effectively and then we thoroughly review our progress. Formalising this process in 2021 has ensured that our mission is being realised in the most productive way and that we are now aware, in a timelier manner, when initiatives are not achieving their desired purpose.

Our daily life at St Peter's is directed by a set of five guiding principles. These principles bring our mission to life in a practical sense and makes the mission and purpose of the college clear to all the community. The first of these principles is "Live as a Disciple of Christ" and significant progress was made in 2021 towards providing more opportunities for students to experience and grow in their faith journeys.

The Youth ministry program offered a new initiative in 2021 including a weekend retreat catering for students who needed a time away for self-reflection and discernment. The event was so successful in 2021 that two similar events are now planned for 2022.

A greater emphasis on prayer, class based liturgy and smaller intimate liturgies extended to Ash Wednesday and Lent. The college again tried to engage people in more meaningful prayer and liturgy experiences and in doing so we brought Christ into the hearts and consciousness of our community. Underpinning all prayers and liturgy is the call to serve – to 'show respect' and to 'care for others'. While our communal links were limited in 2021 due to COVID we were still able to build a Catholic Community that advocated for the marginalised in words and who served them in actions.

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. Our elective program in Years 9 and 10 offers both board developed and school developed courses with covers a wide range of topics targeted at the interests and strengths of our students. 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 skills is considered essential for our 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). This is a project based learning subject aimed at developing and practicing a range of essential learning skills that students need to in order to be successful throughout their schooling.

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 co-curricula 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 2021 the college continued to embed its Learning Framework. The framework identifies the particular pedagogies that the college believes will be most effective in our own context in order to prepare students for the Higher School Certificate (HSC) as well chosen post school destinations. The presence of the Learning Framework ensures a consistency in the way all

courses are delivered and assessed and it contains tools to ensure the quality of the learning presented to students.

The college also maintains a formal data plan which is used to monitor the quality of learning and wellbeing within the college. The various data collected are regularly evaluated and analysed and then used in the planning of future improvement. The college is on a curriculum journey and in 2022 this will be developed further with the introduction of leadership coaching for middle leaders and student coaching, empowering senior students to mentor and coach younger students.

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

NAPLAN RESULTS 2021		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 7	Grammar and Punctuation	27%	26%	0%	23%
	Reading	26%	28%	0%	16%
	Writing	20%	20%	0%	25%
	Spelling	26%	31%	0%	15%
	Numeracy	30%	33%	0%	17%
NAPLAN RESULTS 2021		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 9	Grammar and Punctuation	11%	21%	25%	26%
	Reading	18%	21%	18%	24%
	Writing	15%	14%	30%	36%
	Spelling	16%	21%	23%	22%
	Numeracy	14%	22%	12%	18%

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%.

The 2021 HSC results saw an overall improvement in average marks across the year group making the best HSC results for St Peter's since 2017.

Approximately 68% of all examination results were in the top three bands (band 4, 5, or 6). This percentage is higher than the state average number of results in these bands. In 2021 a focus was placed on student writing and the techniques required to perform well in extended response questions. Based on the result, it appears that progress has been made in this area and this focus will continue in 2022 and also extend to younger year groups.

Some of the exceptional results for 2021 include Studies of Religion and Business Studies, both subjects achieving high comparative learning gain. Construction, Retail Services and Entertainment Industry are examples of Vocational Education courses that also 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)					
	2019		2020		2021	
	School	State	School	State	School	State
Ancient History	24 %	36 %	60 %	33 %	50 %	34 %
Business Studies	24 %	33 %	46 %	35 %	55 %	36 %
Visual Arts	80 %	63 %	57 %	65 %	75 %	63 %

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 2021, the number of students issued with a RoSA was 14.

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 changes made to this policy in 2021.

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 2021.

Complaints Handling Policy

The College 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 [CSBB website](#) or by contacting CSBB. There were no changes made to this policy in 2021.

Initiatives promoting respect and responsibility

The natural symmetry between mission and wellbeing/pastoral care has created the ultimate opportunity to build graduates who accept all members of our community as the image of God, deserving of respect and dignity. In 2021 the college published a revised Student Wellbeing Document that charts the development of a student from Year 7 to Year 12 and outlines new and improved student wellbeing procedures that assist teachers to better provide academic care for students. This program contains a series of structured activities in each year group that aim to build respect within the college and beyond.

Working in partnership with the Police and N.S.W Health, students navigated cyber safety, topical health issues such as vaping, and digital citizenship. Students learned to respect their bodies and the law. They also saw the police and health services as accessible resources in their lives.

Study Skills Courses, Careers Seminars and a broad range of outdoor education experiences in Years 7-10 built opportunities for leadership and responsibility. Many camps and experiences were planned in 2021 to build leadership and core values such as trust and courage. Some of these did not take place due to COVID-19; however, we were still able to work locally and focus on the celebration of the diverse talents that our students possess.

In 2021 a new Student Representative Council was developed to work alongside the year 12 student leaders. The council provided leadership opportunities for younger students where they worked on student wellbeing opportunities for the entire school and promoted events such as "Bullying No Way" day and facilitated learning in areas such as Cyber Safety

Another powerful experience for our students was the outreach work with Camp Breakaway where we assisted disabled surfers and when students catered for the homeless at Coast Shelter. Both these activities saw our students serve others in the community in a very practical and often confronting way. At the forefront of community need they were coordinating events and utilising their skills to make a difference. One final example would be attending the RYDA driver education course. One of the greatest risks facing our community of young people is road safety. In participating in this programme students connected with their role in sharing the road and their responsibility in doing so. They were confronted with the harsh realities of life changing mistakes and this was powerful and evocative.

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 are documented in the School Improvement Plan (SIP). This SIP is a three year planning document and is used to record the College's progress in working towards priorities for improvement in three domains: Mission, Pastoral Care, Learning and Teaching. College 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. Building on Leading Learning in the Learning and Teaching domain, the Diocesan Learning Principles guide improvement strategies toward high quality contemporary learning.

Key Improvements Achieved

In 2021 the college focused on learning design and methods of learning delivery, especially online delivery. The year saw the initial setup and rollout of a new learning management platform. Lockdown provided an interruption to normal delivery and this proved beneficial in shifting the practice of teachers. The new learning system will continue to rollout over the next two years and will eventually provide a more systematic and consistent learning experience for all students at the College.

The College Learning Framework has an emphasis on skills development, including literacy. In 2021 targeted writing became an area of focus, especially in Years 11 and 12. Teachers were in-serviced on techniques for extended response writing and both year groups were presented with support and resources alongside explicit teaching of these skills to assist in enhancing their writing.

Listening to student voice was a significant focus throughout 2021. Many opportunities were created to hear from students about their experiences at the college and in their classrooms. Learning videos were developed where students outlined what helped them learn and what good teachers did to support them. These videos were used to inform staff development. New processes were also developed for College improvement with a number of committees formed involving student and parents that informed the improvement plan for 2022. These new processes were well received and provided a new insight into expectations and desires of parents and students.

Priority Key Improvements for Next Year

The Key improvements planned for 2022 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 through Liturgy, Teaching, Formation and Action. New social justice initiatives are planned for 2022 which will offer more service opportunities to a greater range of students. Daily prayer and chapel usage are also part of the of 2022 plan.

In the area of student achievement the college, there will be attention given to responding to higher order HSC questions with workshops for staff and a greater emphasis on the quality of writing for students at HSC level. The literacy focus will also dominate the improvement plan for Stage 4 as we work to increase the sophistication of student writing in all year groups down to Year 7.

2022 will see a new Learning Management System rolled out to students in Years 7 and 9. The use of this platform will create a greater level of consistency in learning delivery and help ensure that all learning is aligned to our learning framework. By the end of 2023 all subjects in all year groups will deliver through this new platform.

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 most recent survey data indicates that parents feel welcome when they visit the college and feel they can easily speak with their children's teachers. They report 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 60% of parents surveyed indicated their overall satisfaction with the college is High or Very High. 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.

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 2021 were: Fun, Educational, Good, learning, respectful and Strict. 85% of students indicate they strive to do their best at school. The majority of students report that they feel safe while at the college and feel like they belong to the college. They report that both their teachers and other students treat them with respect. They also indicate strongly that everyone is welcomed at St Peter's.

Students feel that classroom instruction is well-organised and they are happy with the feedback provided to them to help them learn.

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 that they have been proud to be students at St Peter's and that they would happily recommend St Peter's to others. The survey result shows that overall, that have been very satisfied with their educational experience.

Teacher satisfaction

Staff indicate a high level of overall satisfaction in the college. There is a strong sense that staff genuinely care and support each other and most indicate they feel supported by college leadership. The staff also report that they feel the college is inclusive and is developing a stronger learning culture over time. Teachers indicate that they set high expectations for student learning and provide written feedback to students on their work.

Staff indicate strong support for the initiatives contained in the College Strategic Improvement Plan and many have volunteered to be part of the new coaching program which is planned for 2022.

Middle leaders all completed a comprehensive leadership program in 2021 which culminated in a personal project aimed at improving student results within their area. The training was embraced enthusiastically by all the leaders involved and has provided a positive structure for further development in 2022. Staff will experience further support in 2022 as the college embarks on a new leadership coaching model.

Financial Statement

Consistent with the NESA requirements, financial income and expenditure for the College in 2021 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.

Recurrent and Capital Income 2021	
Commonwealth Recurrent Grants ¹	\$9,902,600
Government Capital Grants ²	\$249
State Recurrent Grants ³	\$2,727,179
Fees and Private Income ⁴	\$3,999,147
Interest Subsidy Grants	\$0
Other Capital Income ⁵	\$0
Total Income	\$16,878,414

Recurrent and Capital Expenditure 2021	
Capital Expenditure ⁶	\$26,859
Salaries and Related Expenses ⁷	\$12,096,222
Non-Salary Expenses ⁸	\$3,862,720
Total Expenditure	\$15,985,800

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 2021 REPORT