



CATHOLIC SCHOOLS
Broken Bay

2022

ANNUAL SCHOOL REPORT



St Peter's Catholic College

84 Gavenlock Road, TUGGERAH 2259

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About this report

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

The Annual School Report (the 'Report') demonstrates accountability to regulatory bodies and CSBB. Additionally, the Report complements and is supplementary to other forms of regular communication to the College community regarding initiatives, activities and programs which support the learning and wellbeing of its students.

The Report provides parents and the wider community with fair, reliable and objective information about educational and financial performance measures as well as College and system policies. This information includes summary contextual data, an overview of student performance in state and national assessments, a description of the achievement of priorities in the previous year and areas for improvement. Detailed information about the College's improvement journey is documented at local school level and is developed, implemented and evaluated in consultation with key stakeholders.

Further information about the contents of this Report may be obtained by contacting the College directly or by visiting the College's website. Information can 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. The College works in partnership each day with students, teachers and families to achieved personalised learning goals for every student.

As part of Catholic Schools Broken Bay, the College works with our Bishop, Most Rev. 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 mission the College provides a comprehensive curriculum which aims to form our young people in Catholic discipleship while providing challenging learning experiences that engage students in innovative and collaborative practices. Underpinning the mission is our goal to ensure that the College builds authentic relationships which in turn provide a safe, caring and supportive community where respect for all and care for self and others is paramount.

The 2022 school year saw relief from two years of lockdowns and interrupted learning. Throughout the year many learning and wellbeing initiatives were improved. Furthermore, our Outdoor Education program and Retreat program were able to flourish again which enabled the ability to witness measured improvement in student learning, wellbeing and engagement.

Parent Body Message

St Peter's Catholic College continues to build strong relationships with the parent community. Parent engagement in student learning is encouraged and, with the rollout across the school of Canvas, the new Learning Management System, parents are expecting that keeping track of student progress and supporting students will be more streamlined and straightforward.

St Peter's continually works to ensure parents are well informed through Compass, email, newsletters, social media and Zoom forums. This enables parents to stay engaged in their children's education and provide networking opportunities for parents. This year the return of face-to-face Parent-Teacher meetings was welcomed back and enhanced the communication between home and the college.

The College Advisory Group meets quarterly as a consultative forum, which includes parent representatives, to discuss and action college policies and procedures, and encourage parent engagement.

The creation of a new role, Parent Engagement Coordinator, will assist strengthen ties between college and families and continue to foster the spirit of welcome the college enjoys.

St Peter's received a grant for an Edible Native Garden. The college worked collaboratively with the school community to plant out this garden in 2022.

Student Body Message

For the community of St. Peter's, 2022 was a year of revitalising school culture. After the unprecedented circumstances that have been bestowed upon St. Peter's these past two years, teachers and students have started to redevelop their sense of normality through the support of one another and the return of many college events and functions. Students have displayed great enthusiasm in classes, and are eager to embrace learning and pursue excellence in normality once again.

It was incredibly encouraging, as a student with a lot of passion for their school, to be able to see the community come back together reinvigorated and empowered by the presence of one another again. The student cohort passionately participated in our annual swimming and athletics carnivals, demonstrating house spirit with courage, commitment and compassion. Youth Ministry events have offered many opportunities like primary school leadership days, Praisefest and retreats such as the 'Altius Retreat' to help develop our personal skills and faith formation. Throughout our student leadership team, many efforts have been dedicated towards the Wellbeing of the students, as demonstrated with our implementation of 'Wellbeing Wednesdays'. Ultimately, St. Peter's journey "Towards Excellence" has been sustained and developed through the support and encouragement everyone has exhibited in the community.

School Features

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

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

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

With the aid of a local government grant, 2022 saw the completion of a new labyrinth on the College site. A Labyrinth is a guided symbolic meditative journey that will be used by students as they explore their own faith and spiritual journeys. It will form a valuable part of the religious dimension of the college.

The College prides itself in the quality of its learning spaces and facilities. In 2022 a significant repair and maintenance project was completed to improve the quality of learning spaces and the safety of yard areas. During 2022 planning continued for the refitting and refurbishment of some of our other learning spaces in the College, including the initial stages for the design of new Science facilities, STEM spaces and a creative arts precinct; all of which will further enhance the learning experience for students into the future.

Student Profile

Student Enrolment

Students attending the College come from a variety of backgrounds and nationalities. The following information describes the student profile for 2022. Additional information can be found on the [My School website](#).

Girls	Boys	LBOTE*	Total Students
490	409	64	899

* 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 2023. 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 2022 was 85.50%. 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
86.10	85.50	83.90	82.70	86.90	89.90

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 2020, 68% completed Year 12 in 2022.

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 2022	
% of students undertaking vocational training or training in a trade during the senior years of schooling	54 %
% of students attaining the award of Higher School Certificate or equivalent vocational education and training qualification	100 %

Post School Destinations

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

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

52% intend to study Full-Time University, 25% intend to taking a year off to work or travel, 14% intend to study full-time at TAFE or a VET college, 9% intend to enter the permanent workforce.

56% of students were offered a university place and 60% 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 2022:

Total number of staff	103
Number of full time teaching staff	62
Number of part time teaching staff	17
Number of non-teaching staff	24

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: 1333 teachers
- Provisional: 91 teachers
- Conditional: 35 teacher

Additionally, there are approximately 30 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 2022, staff professional learning was targeted at maximising student learning outcomes and this was achieved through three major focus areas. The first was the beginning of a whole school initiative examining the quality of writing, especially higher order writing in senior subjects. The data collected throughout the year also indicated the need for subject specific writing to be addressed and this has been planned for 2023.

The second focus area is the development of a coaching culture amongst staff. Staff had the opportunity to partake in individual professional coaching and / or coaching training courses and this training empowered those who partook to engage in more robust professional learning conversations with their peers. This focus will also be continued in 2023.

The final area is the rollout of a new online learning platform facilitating a more consistent approach to learning delivery for students and allowing a more visible learning agenda for parents and carers who we aim to partner with in each child's learning journey. This new platform will continue to develop over coming years.

Catholic Identity and Mission

As a Catholic community, the College shares in the mission of the local Church. The [Diocesan Mission Statement](#) is our statement of shared common purpose: "The Diocese of Broken Bay exists to evangelise, to proclaim the Good News of Jesus Christ, gathered as friends in the Lord and sent out to be missionary disciples."

In partnership with parents as the first faith educators of their children and the local parish community, the College seeks to provide authentic, professional Catholic Education, inspiring hearts and minds to know Christ, to love learning, to use their talents to be the very best they can be. Our vision, purpose and all we do is founded on faith in Jesus Christ, and informed by Christian values including faith, joy, witness, compassion, and courage.

The College's Religious Education (RE) program is based on the [Broken Bay K-12 Religious Education Curriculum](#) and aims to provide students with meaningful, engaging and challenging learning experiences that explore the rich diversity of the Catholic faith and ways in which we live it. A new Religious Education Curriculum is being developed to further enhance the learning experience for all. This was implemented into all Kindergarten and Year 7 classrooms in 2022 and will continue to grow over the coming years. These programs include formal Religious Education as well as retreats, spirituality days and social justice opportunities in which students are invited to serve others, especially the poor and those who are marginalised.

Faith formation opportunities are provided for students, staff, parents and caregivers. Students regularly celebrate Mass and pray together. Students are invited to participate in age appropriate sacramental and missionary activities aimed at living out their mission as disciples of Jesus.

St. Peter's College has embraced Catholic life in several initiatives and activities throughout 2022. The focus has been on daily engagement with prayer and the emphasis on stopping and praying at 8.55. This has been led by Year 12 students and it is mapped to the liturgical season or appropriate feast day. The centrality of the chapel in a physical and spiritual sense is at the heart of our faith journey.

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

Staff formation has centred on the reintroduction of faculty-based prayer/liturgy in the chapel on Friday mornings at 8.25. This requires middle leaders to take ownership of leading a prayer session and engaging with the faith at a faculty level. Similarly, the introduction of a

staff mass at 8.00 in the chapel each week has provided another opportunity to celebrate the Eucharist.

A comprehensive senior retreat programme compliments the Reflection Days 7-10 and the extensive Youth Ministry opportunities that exist at St. Peter's. The introduction of a Year 11 Retreat in 2022 has allowed our college to immerse students in their faith earlier and in a meaningful way. This has been strategically placed in Term 1 so that it centres their journey on Christ and servant leader as they enter senior schooling. This experience is then built upon in Year 12 as students deepen their experience of true Catholic spirituality.

A closer relationship with the Parishes of St. Cecilia's and St. John Fisher has been forged with the developments of student led technology sessions where they teach older parishioners how to use iPad and phones to pay bills or more importantly connect to grandchildren or families via social media platforms such as Facebook. The parishioners are transported onto our site by our bus and then they join our students for morning tea after the event. The relationships clearly outweigh the technology with the students the benefactors. These initiatives operate in conjunction with the opening school masses, Ash Wednesday liturgies, the Stations of the Cross on Holy Thursday and the celebration of our Feast of St. Peter and the Graduation mass.

As a community we host the sacrament of confirmation for our feeder schools and we organise their leadership days; we participate in collective initiatives with CSBB such as evangelisation opportunities for World Youth Day pilgrims and participation in the Venio Retreat organised by our Youth Ministry Co-ordinator.

Curriculum, Learning and Teaching

Secondary Curriculum

The College provides an educational program based on, and taught in accordance with the NSW Education Standards Authority (NESA) syllabuses for secondary education. The Key Learning Areas (KLAs) of English, Mathematics, Science, Human Society and its Environment (HSIE), Creative Arts (CA), Personal Development, Health and Physical Education (PDHPE), Languages and Technological and Applied Studies (TAS). In addition to this, the College implements the Diocesan Religious Education syllabus. Staff members are committed to continuous improvement of teaching and learning in all facets of the curriculum.

The College offers an extensive curriculum with a variety of options to cater for each individual student. In 2022 the Year 9 and 10 elective program was reviewed with the intention to provide students with a wider choice of both board developed and school developed courses. These courses cover an extensive range of topics targeted at the interests and strengths of the 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 is considered essential for students. In Years 7 and 8 all students undergo two terms of swimming and water safety training as part of regular school sport. This training starts in the still water of local swimming pools and works towards beach and surf safety as students become more competent in the water.

In Years 7 and 8 all students participate in the Integrated Learning Program (ILP). In 2022 this program was expanded and now includes a comprehensive musical instrumental program which has proven very popular with these students. For those not involved in the music program Year 7 and 8 students can elect to study robotics, partake in a philosophy study or engage in project-based learning 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-curricular 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 2022 the College introduced a new learning management system which has assisted in the delivery of the College Learning Framework. The framework identifies the specific pedagogies that the College believes will be most effective in our own context. In turn, this prepares students for the Higher School Certificate (HSC) as well as chosen post school destinations. The presence of the Learning Framework ensures a consistency in the way all courses are delivered and assessed as well as containing tools to ensure high quality learning is continually offered to 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 2022		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 7	Grammar and Punctuation	24%	24%	22%	21%
	Reading	27%	27%	19%	15%
	Writing	23%	24%	15%	22%
	Spelling	28%	33%	24%	17%
	Numeracy	24%	32%	20%	19%
NAPLAN RESULTS 2022		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 9	Grammar and Punctuation	19%	22%	35%	27%
	Reading	16%	21%	28%	23%
	Writing	14%	17%	31%	33%
	Spelling	10%	17%	21%	21%
	Numeracy	6%	20%	25%	19%

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 2022 HSC results saw another overall improvement in average marks across the year group making the best HSC result for St Peter's since 2017.

Approximately 77% of all examination results were in the top three bands (band 4, 5, or 6). This percentage is significantly higher than the state average number of results in these bands. In 2022 a focus on student writing was continued and improvement has been seen in the techniques required to perform well in extended response questions. This focus will continue in 2023 and also extend to younger year groups.

Some of the exceptional results for 2022 include Music 1, English Extension 2 and Construction Industry. These subjects achieved high comparative learning gain. Society and Culture and Textiles and Design also performed at a very high level. Construction, Hospitality Industry 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)					
	2020		2021		2022	
	School	State	School	State	School	State
Business Studies	46 %	35 %	55 %	36 %	42 %	35 %
HSC English Extension 1	100 %	93 %	100 %	94 %	100 %	93 %
HSC English Extension 2	100 %	82 %	0 %	84 %	100 %	85 %
Society and Culture	60 %	44 %	21 %	45 %	50 %	43 %
Textiles and Design	-	57 %	0 %	57 %	78 %	54 %
Visual Arts	57 %	65 %	75 %	63 %	80 %	66 %

Record of School Achievement (RoSA)

Eligible students who leave school before receiving their Higher School Certificate will receive the NSW Record of School Achievement (RoSA). The RoSA has been designed to provide grades for all Stage 5 (Year 10) and Stage 6 (Preliminary) courses completed during secondary education. In 2022, 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 2022.

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 2022.

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 2022.

Initiatives promoting respect and responsibility

The College has continued to embrace the natural symmetry between the Catholic Mission and student wellbeing and Pastoral Care. One of our guiding principals is “Care for ourselves and Others” and it is under statement that the student wellbeing program at St. Peter’s is brought to life. In 2022 amendments were made to our pastoral procedures to better respond to student needs that were identified in our annual student wellbeing survey. New initiatives such as “Wellbeing Wednesday” activities in homeroom time each week were implemented to ensure that students feel safe at school all the time. The new program has assisted teachers to better provide academic care for students by providing a series of structured activities in each year group that aim to build respect within the College and beyond.

In 2022 the College continued to work with local services to address current issues such as cyber safety, topical health issues such as vaping, and digital citizenship. Students learned through guest presenters about respecting both 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. Camps and external experiences back in full operation in 2022 and these are valuable to build leadership and core values such as trust and courage.

In 2022 the senior student leaders worked hard on the theme of belonging and they reached out to students of all age groups, through a range of activities to make the College feel more inclusive and create a deeper sense of belonging for students. The foundations put in place by the student leaders will continue to flourish into 2023 as the newly elected leaders adopt the same theme and commit to continue this good work.

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 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 the 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 have been captured in the Towards 2025 Strategic Plan.

Key Improvements Achieved

While college improvement has always been directed by the wide range of data that is collected each year, in 2022 some of this data was investigated at a deeper level. This led to the development of a targeted program in writing for students who had been identified as needing extra support. This program involved one-on-one tuition for a large number of students and resulted in improved writing outcomes for all students involved in the program.

Wellbeing practices were again examined and improved in 2022 leading to more streamlined process for staff and resulting in students feeling better supported. In an external wellbeing survey completed by Year 12 students the overall wellbeing rating was the highest the school had every achieved and was above the mean result for similar schools who completed the same survey.

The new college learning management system was trialed in Years 7 and 9 in 2022 and the result of the trial were very positive, with feedback from both teachers and students indicating strong support for the system and the change in learning it provided. In 2023 the system will be used for all of Years 7–10 with Years 11 and 12 joining the following year.

Priority Key Improvements for Next Year

The Key improvements planned for 2023 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 2023 which will offer more service opportunities to a greater range of students. Daily prayer and chapel usage are also part of the of 2023 plan.

In the area of student achievement the College is embarking on a school-wide literacy project focussed on writing specific to each learning area. The project will be convened by an external facilitator and will involve all teachers and both middle and senior college leaders. Staff will be allocated a significant amount of learning time throughout the year to practice the new skills they learn and student achievement data will be closely monitored throughout the year to ensure the new practices are translating into improved student outcomes.

Throughout 2023 college senior leadership will be focussing on improvement structures and implementing processes to ensure that college improvement is better facilitated, monitored and success is recognised and rewarded.

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, completed in 2022, indicates that parents have a high level of overall satisfaction, recording the best score in this area since the survey commenced in 2017. Parents report that they feel welcome when they visit the College and feel they can easily speak with their children's teachers. They are happy with the written communication that comes from the college; and they are well informed about college activities. Parents report that their children feel safe while at the college and safe going to and from the college. Parents describe the College as Caring, Supportive, Friendly and Professional.

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

Student satisfaction

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

When asked to describe St Peter's the most frequently used words in 2022 were: Fun, Educational, Friendly and Respectful. 88% of students indicate they strive to do their best at school often or always. Most 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.

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 with the total satisfaction score in the survey being the highest ever since the survey commenced.

Teacher satisfaction

In 2022, the staff completed the 'Tell Them From Me' Focus on Learning Survey. A number of themes came out of this survey, demonstrating an overall sense of satisfaction in the workplace. Staff commented that they feel supported by leaders during stressful times and indicate that they are guided to establish challenging and visible learning goals for students. There was a strong sense of collegiality and collaboration evident in this survey, notably the communication among each other when sharing student engagement strategies. Further to this, a formidable learning culture was prominent with staff suggesting that they set high expectations for student learning. The College Learning Framework principles were made apparent through both anecdotal evidence during learning walks and in the survey where it was identified that staff link new concepts to mastered skills and knowledge. The majority of staff have taken to the use of technology in the classroom, linked with introducing researched based pedagogies within the introduction of a new learning management system.

Financial Statement

Consistent with the NESAs requirements, financial income and expenditure for the College in 2022 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 2022	
Commonwealth Recurrent Grants ¹	\$12,710,196
Government Capital Grants ²	\$10,000
State Recurrent Grants ³	\$3,442,908
Fees and Private Income ⁴	\$4,382,320
Interest Subsidy Grants	\$0
Other Capital Income ⁵	\$18,423
Total Income	\$20,563,850

Recurrent and Capital Expenditure 2022	
Capital Expenditure ⁶	\$253,822
Salaries and Related Expenses ⁷	\$12,644,128
Non-Salary Expenses ⁸	\$5,454,835
Total Expenditure	\$18,098,963

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 2022 REPORT