

2024

ANNUAL SCHOOL REPORT



St Peter's Catholic College

84 Gavenlock Road, TUGGERAH 2259

Principal: Roisin McVeigh

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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), the proprietor, with Catholic Schools NSW (CSNSW) as the approved authority for the Registration System formed under Section 39 of the Education Act 1990 (NSW).

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

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

Further information about the contents of this Report may be obtained by contacting the College directly or by visiting the College's website. Information can also be obtained from the [My School website](#).

Message from key groups in our community

Principal's Message

St Peter's sits amongst 16-hectare bush on beautiful Darkinjung land. Over the past four years the College has grown exponentially, with record enrolment numbers across each year group. The College prides itself on its curriculum development and delivery, subject choices, extra curricula opportunities, a genuine sense of belonging and student safety. As a Catholic college, we are compelled by virtue to nurture the whole child. We are and will continue to devote ourselves to the academic, spiritual and emotional development of our young people.

The College is deeply committed to supporting the work of Bishop Anthony Randazzo, to ensure our education is delivered with care and compassion. As a community, we collectively pride ourselves on serving families on the Central Coast. Our motto of *'Living as a Disciple of Christ'* is at the heart of all we do. Each day we strive to meet the needs of all our young people by providing them with meaningful and challenging learning experiences.

Guided by our Five Guiding Principles of: Live as a Disciple of Christ, Embrace Learning, Pursue Excellence, Show Respect and Care for Self and Others, we take a holistic approach to a young people's education whereby wellbeing and learning coincide.

2024 was our Jubilee year where we celebrated 25 years of quality Catholic education on the coast. Former principals have shaped this wonderful community into what it is today: a vibrant, busy and outward facing college, dedicated to nurturing the young people in our care. 2024 was also a year when we saw a sharp increase in staffing, practitioners who possess a unique set of skills and expertise. Equally we saw the embedding of the NRL Rise Program, and an extension to the Stage 4 Integrated Learning Projects (ILP) program. In the early part of the year, we saw the opening of the St Peter's Gym, a much-needed resource to meet the needs of our expanding programs such as VET Cert 3 Fitness and the NRL Rise Program.

Parent Body Message

The College continues to actively seek ways to build strong connections with its families. We are committed to ensuring we work in collaboration with our local and wider community to improve student learning, engagement, wellbeing, and faith formation. As primary carers and a child's first teacher, we recognise that our families are integral members of our community and partners in their child's education.

We pride ourselves on fostering mutually respectful relations with our families by encouraging open dialogue. We encourage our parents to actively engage in their child's

learning through our Learning Management System - Canvas. Keeping parents well informed is done through Compass, emails, social media and online forums.

Last year we saw the creation of a new role, Parent Engagement Coordinator. This year the role has proved to be vital in bridging the gap between home and school. Throughout the year we saw an increase in events with unprecedented number of parents and carers being actively involved in key initiatives; equally we had increase in attendance at college functions.

Student Body Message

2024 marked our 25th anniversary, with a focus on celebrating our community's achievements whilst promoting respect, it was also the year that marked an important shift for the college where we saw initiatives to support students' voices and wellbeing.

This year we introduced a new student leadership structure to ensure we met the needs of all areas of the College. The new student leadership structure allowed for the concept of student voice, ensuring students from Year 7-12 were heard. Our new Student Representative Councils are divided into the Junior Representative Council and the Senior Representative Council, led by our Year 12 Representative Council leaders. These committees hold weekly meetings where every voice is acknowledged, issues are raised, and projects are initiated. Student leaders then subsequently report back to the College's executive leadership.

The implementation of the mobile phone policy significantly enhanced student focus, morale, and engagement this year and feedback given to the student leadership team by students showed the banning of mobile devices reduced distractions and improved both academic performance and social interactions.

Key college events are overseen by staff in conjunction with the student leadership team. Community events such as the annual swimming and athletics carnivals, St. Peter's Day celebrations, and fundraisers, were standout highlights, with said events raising over \$6,500 to support school initiatives and charitable causes.

This year, the College participated in and hosted numerous youth ministry events, such as SHINE, Christmas in July, and primary school leadership days, giving students from St Peter's and our feeder schools opportunities to explore their faith, develop leadership skills, and forge meaningful connections. Additionally, a new partnership with a local charity 'We Care Connect' allowed students to donate and prepare hundreds of gifts for disadvantaged children in our community. Student spent their breaks, collecting, sorting and then distributing said gifts to the local community.

School Features

St Peter's is a Catholic systemic co-educational school within 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 Tumbi Umbi.

The College is a growing 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.

With the aid of a local government grant in 2023, we saw the completion of 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 2024 a significant repair and maintenance project was completed to improve the quality of learning spaces and the safety of yard areas. Due to the increase in numbers, the master plan that began in 2022 had to be repurposed. During 2024 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.

Earlier in the year we saw the completion of a purpose-built gym to house the increase in numbers in our Cert. 3 Fitness course and the NRL RISE Program.

Student Profile

Student Enrolment

Students attending the College come from a variety of backgrounds and nationalities. The following information describes the student profile for 2024. Additional information can be found on the [My School website](#).

Girls	Boys	LBOTE*	Total Students
577	481	87	1058

* Language Background Other than English

Enrolment Policy

The [Enrolment Principles](#) temporarily supersede The Enrolment Policy for Diocesan Systemic Schools (2013) and are being followed by the School for enrolments for 2024. As inclusive and evangelising communities, we welcome every family who would like a Catholic education for their children. Catholic Schools Broken Bay (CSBB) strives to respond to the needs of all students, within the constraints of our available resources. We believe all students should have access to our schools which offer educational opportunities that nurture the Catholic faith, expand life choices, cater for the disadvantaged, and challenge all students to reach their full potential. Our schools are explicitly evangelical, catechetical and address (with the support of our parishes and agencies), the faith formation of our school communities. Copies of these principles and other policies in this Report may be obtained from the [CSBB website](#) or by contacting CSBB.

Student Attendance Rates

The average student attendance rate for the College in 2024 was 87.10%. 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
87.90	87.40	85.90	84.60	87.30	89.60

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

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 2024	
% of students undertaking vocational training or training in a trade during the senior years of schooling	84 %
% 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.

Out of 129 students, 72 students applied for university; 65 were offered places. The remaining 7 who were not offered a place went on to do an Open Foundation Course at University of Newcastle or Cert IV /Diploma at a local TAFE. The remaining students went into the workforce.

Staffing Profile

Staffing Profile

The following information describes the staffing profile for 2024:

Total number of staff	98
Number of full time teaching staff	74
Number of part time teaching staff	24
Number of non-teaching staff	16

Total number of teaching staff by NESA category

All teachers employed by the College are qualified to teach in NSW. Additionally, all teachers at this College who are responsible for delivering the curriculum are accredited with NESA and hold a Working with Children Check.

Teachers at this College are either accredited as conditional, provisional, proficient or highly accomplished as defined by the NSW Teacher Accreditation Act 2004. Accreditation at the levels of Highly Accomplished and Lead teacher are voluntary. The number of teachers within the Catholic Schools Broken Bay in our 45 schools at these levels is as follows:

- Highly Accomplished: 9 teachers
- Proficient: 1322 teachers
- Provisional: 132 teachers
- Conditional: 67 teacher

Additionally, there are approximately 60 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.

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 [Catholic Schools Broken Bay Religious Education Curriculum](#) and aims to provide students with meaningful, engaging and challenging learning experiences that explores the rich diversity of the Catholic faith and ways in which we live it. A new Religious Education Curriculum has been developed to further enhance the learning experience for all. This was implemented into Early Stage 1, Stage 1, Stage 3, Stage 4 and Stage 5 classrooms incrementally from 2022 with the final stage being implemented in 2025. 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 Youth Ministry activities aimed at living out their mission as disciples of Jesus.

St Peter's has embraced what is truly means to be a Catholic in several initiatives and activities throughout 2024. The focus has been on daily engagement with prayer and the emphasis on stopping and praying at 8.55am. This is led by Year 12 students and it is mapped to the liturgical season or appropriate feast day. The centrality of the chapel in a physical and spiritual sense is at the heart of our faith journey.

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

Each year, a comprehensive off-campus Year 11 retreat is conducted designed to deepen the students' understanding of their purpose as young Catholics in today's society. Youth Ministry continues to remain extremely strong at St Peter's.

In 2024, we placed a stronger emphasis on parent engagement in our faith programs. We held a Lenten program, as well as liturgies for Mothers, Fathers and Grandparents, and a program designed for parents wishing to return to their faith. Staff Masses took place in the chapel every Tuesday at 8am. We deepened our relationship with the Parishes of St Cecilia's and St John Fisher, and we continued to host our very successful Christmas in July for the elderly in our community. An increased number of attendees at our Opening School Mass saw the need to split the venue. We invited members of our local community to our Ash Wednesday liturgy, the Stations of the Cross, our Feast Day and Graduation Mass.

We hosted the Sacrament of Confirmation for our feeder schools, and we organised their leadership days; participated in collective initiatives with CSBB such as SHINE, ALPHA, Ignite, CSBB Belonging Day, Year 8-10 Reflection Days, student leadership and faith leadership in conjunction with St Cecilia's St John Fisher, OLR Entrance.

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 is proud to deliver a broad and comprehensive curriculum to cater to the diverse needs of our students. Modes of delivery continue to expand with face-to-face classes being commonplace but also complemented by remote learning options (including Languages, Aboriginal Studies and Engineering Studies through Lismore Distance Education Centre and Sydney School of Languages) as well as CSBB developed online courses such as Entrepreneurial Studies and Active Volunteering. Senior students choose from a wide range of subject offerings, providing suitable pathways for tertiary study and employment beyond St Peter's. Vocational Education and Training (VET) subjects, including Hospitality, Construction and Entertainment, continue to attract students who wish to pursue alternative pathways to success.

Integrated Learning Projects (ILP) continues to expand its offerings in both Year 7 and 8, with students immersing themselves in 'growth projects' for two hours a week, to explore a range of passions and interests. Planning is currently underway to include Game Design, Film Production and Art/Sculpture in next year's offerings. The RISE Project, a popular ILP offering for both boys and girls in Stage 4, has grown exponentially since first being trialled in 2023. RISE now attracts elite athletes wishing to participate in sport and fitness to the College, with more than 120 students currently enrolled in RISE in Stage 4 alone. Expansion to include Stage 5 students is planned for 2025.

Canvas, the College's Learning Management System (LMS) continues to be embedded in classroom practice with all courses, 7 through to 12, delivered predominately using this platform. Staff training in content creation, assessment and feedback continues to be offered to ensure quality learning design is able to be experienced by our students.

The LiSA Project (Literacy in Subject Areas), a targeted professional learning project involving all staff, concluded its final year in 2024 with all staff now better placed to incorporate targeted writing strategies across the curriculum. Dr Trish Weekes has led this initiative over the past two years and has worked closely with us to build staff capacity to embed literacy, specifically writing, into course design and delivery. The learning that has

emerged from the LiSA Project will form the basis of a new writing project moving forward to support improved student responses to questions across a range of Stage 6 HSC courses. To bolster and support this initiative, we employed two literacy coaches who were tasked with working with students on a one-to-one basis or in small groups.

Student Performance in Tests and Examinations

NAPLAN

Students in Years 3, 5, 7 and 9 across Australia participated in the National Assessment Program Literacy and Numeracy (NAPLAN). The purpose of NAPLAN is to provide information to parents and teachers about the achievements of students in literacy and numeracy. The test provides a measure of the student's performance against established standards and against other students in Australia. Each year the results are analysed by the school to inform teaching with a view to improving student performance.

NAPLAN results are reported against proficiency standards with 4 levels of achievement to give teachers, parents and carers clearer information on how students are performing:

- Exceeding: The student's result exceeds expectations at the time of testing.
- Strong: The student's result meets challenging but reasonable expectations at the time of testing.
- Developing: The student's result indicates that they are working towards expectations at the time of testing.
- Needs additional support: The student's result indicates that they are not achieving the learning outcomes expected at the time of testing. They are likely to need additional support to progress satisfactorily.

The percentage of student achieving at Exceeding and Strong proficiency standards in NAPLAN at St Peter's Catholic College for 2024 is reported in the table below.

NAPLAN RESULTS 2024		Percentage of students in the top 2 proficiency standards	
		School	Australia
Year 7	Grammar and Punctuation	61%	61%
	Reading	76%	67%
	Writing	72%	65%
	Spelling	77%	72%
	Numeracy	72%	67%

NAPLAN RESULTS 2024		Percentage of students in the top 2 proficiency standards	
		School	Australia
Year 9	Grammar and Punctuation	57%	55%
	Reading	62%	63%
	Writing	66%	61%
	Spelling	71%	72%
	Numeracy	60%	63%

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%.

One of the standout successes this year was the highest ever number of early entry and university placements. This reflects the strong focus on career readiness and academic preparation within the College.

While the number of extension subjects performing above the state average decreased from the previous year, 2024 still recorded the second-highest result in this category. This indicates that our extension programs continue to perform at a high level. 5 students achieved First in the Diocese, and 17 students were recognised as Distinguished Achievers. Notably, the College achieved its 3 highest individual HSC results ever, with 3 students achieving ATARs over 96.

Subject-specific successes were also evident, with Hospitality, Ancient History, Business Studies, Legal Studies, and Mathematics Extension 1 all achieving results well above the state average. Additionally, there was a significant increase in male students among the top achievers, reflecting a positive shift in student engagement and performance. In the Performing Arts, 6 students were nominated for OnStage, Callbacks, and SHARP, reinforcing the school's strength in creative and performing arts.

Higher School Certificate	Percentage of students in the top 2 bands (Bands 5 and 6)					
	2022		2023		2024	
	School	State	School	State	School	State
Ancient History	50 %	34 %	11 %	33 %	57 %	37 %
Business Studies	42 %	35 %	48 %	36 %	38 %	37 %
Hosp Exam Kitch Op and Cook	89 %	44 %	57 %	39 %	100 %	51 %
Mathematics Extension 1	36 %	74 %	25 %	72 %	44 %	80 %

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 and Student Wellbeing Policy](#). 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](#). Policies operate within a context that all members of the school community share responsibility to foster, encourage and promote positive behaviour and respectful relationships. The policy aims to promote a safe and supportive learning environment to maximise teaching and learning time for all students. It supports the development of students' pro-social behaviour based on respectful relationships and clear behavioural expectations. The dignity and responsibility of each person is promoted at all times along with positive student behaviours while ensuring the respect for the rights of all students and staff. Further information about this and other related policies may be obtained from the CSBB website or by contacting CSBB. There were no significant changes made to this policy in 2024.

Anti-Bullying Policy

The College's Anti-Bullying guidelines and procedures are based on and informed by the [Prevention and Management of Student Bullying Policy](#) 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 2024.

Complaints Handling Policy

The College follows the [Complaints Management and Resolution Policy](#). A distinctive feature of this policy is to ensure that complaints are addressed in a timely and confidential manner at the lowest appropriate management level in order to prevent minor problems or concerns from escalating. The expectation is that complaints will be brought forward and resolved in a respectful manner, recognising the dignity of each person concerned in the process. The policy recognises that a number of more minor or simple matters can be resolved without recourse to the formal complaint handling process but rather, quickly and simply, by discussion between the appropriate people. Further information about this and other related policies may be obtained from the [CSBB website](#) or by contacting CSBB. There were changes made to this policy in 2024 to reflect new system processes.

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.

The parent survey is a biannual occurrence, and the data revealed that there is a high level of satisfaction with the College, especially in relation to an increase in community and parish events. Parents have commented that there is a genuine sense of community, they feel welcomed when they visit the College and feel they can easily speak with their children's teachers. Parents report that their children feel a sense of belonging and feel safe while at the College and safe going to and from the college. Parents describe the College as caring, supportive, friendly and professional.

Our parents are positive supporters of our Sports Program, Creative and Performing Arts and VET subjects. 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

The four most commonly used words that students used to describe St Peter's were Safe, Supportive, Inspirational and welcoming. 64% of our students rated the Authentic Catholic Education at St Peter's as 4 or 5 stars. 80% of respondents identified that Liturgies, Formation opportunities (e.g., Ignite) and Masses had the greatest impact on their personal faith journey with Jesus. They reflected that the junior camps and Year 11 and 12 retreats were among the most memorable experiences.

Students also reflected on their social connection with peers and commented on how much they valued the supportive relationships with their teachers. Very few students felt anxious about the future ahead and believed they well-equipped post school life.

Students made comment on the facilities, subjects on offer, the events, activities and opportunities that are available at the College. They also made comment on the connection we have with our feeder Primary Schools. Students commented on possessing a genuine

sense of belonging at St Peter's, they feel proud to be a St Peter's student and would happily recommend the College to others.

Teacher satisfaction

The 2024 Culture Survey reflected strong staff satisfaction with our college. Themes such as collaboration, a learning culture and inclusivity were ranked as top descriptions of the College.

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

The majority of staff have taken to the use of technology in the classroom (CANVAS), linked with introducing researched based pedagogies within the introduction of a new learning management system.

Financial Statement

Consistent with the NESA requirements, financial income and expenditure for the College in 2024 is shown below. More detailed financial data is available on the My School website.

Recurrent and Capital Income 2024	
Commonwealth Recurrent Grants ¹	\$15,702,011
Government Capital Grants ²	\$0
State Recurrent Grants ³	\$4,185,004
Fees and Private Income ⁴	\$5,596,783
Interest Subsidy Grants	\$0
Other Capital Income ⁵	\$755
Total Income	\$25,484,555

Recurrent and Capital Expenditure 2024	
Capital Expenditure ⁶	\$281,209
Salaries and Related Expenses ⁷	\$17,392,247
Non-Salary Expenses ⁸	\$5,315,677
Total Expenditure	\$22,989,134

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 2024 REPORT