



2019

ANNUAL SCHOOL REPORT



St Peter's Catholic College

84 Gavenlock Road, TUGGERAH 2259

Principal: Mr Tim Hildebrandt

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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 the Catholic Schools Office (CSO), Diocese of Broken Bay. The CSO as the 'approved authority' for the diocesan registration system formed under Section 39 of the NSW Education Act (1990), is responsible for monitoring the compliance of member schools in the manner that has been approved by the Minister of Education.

The Annual School Report (the 'Report') demonstrates accountability to regulatory bodies and the CSO. 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 also be obtained from the [My School website](#).

Message from key groups in our community

Principal's Message

2019 has been a year of growth at St Peters where we have taken another step closer to the realisation of our College Vision to be an Exciting Centre of Excellence in contemporary and innovative learning. It is a year where we have seen new learning styles enter our classrooms, strengthening of our wellbeing programs and the official opening of our new library precinct and Chapel.

This year the most significant event was the introduction of our new Learning Framework. This serves as a guide for educators in the classroom; to define the key attributes of learning that we believe are significant for the success of young people and to provide tools for reflection for both learners and educators to be able to assess the impact of their learning.

Our Learning Framework highlights the importance of positive well-being for learning and so in 2019 significant progress has been made in the development of a new model for well-being which will start to emerge in 2020. An explicit program of skills has been articulated and new procedures are being written to ensure the approach to well-being is more consistent across the school and is integrated into every classroom.

Parent Body Message

St Peter's Catholic College build strong and effective relationships with the parent community by supporting a partnership in education. The school encourages parent inclusion in learning initiatives and provides opportunities for the students to present their collaborative projects, art, performances, achievements, awards and real life problem solutions to our parent community.

A School Advisory Group was formed in 2019. The group meets quarterly, with representation from parents, teachers, students and the Principal as a consultative forum to discuss and action school policies and procedures, and parent engagement. A Year 7 parent welcome morning tea was hosted by the parents from this group on the first day of school as a welcome to the school community. The school also provided a Year 7 BBQ in Week 2 which included an opportunity for parents to meet home room teachers and facilitate the building of a partnership in their child's education. St Peter's had an active representation with the Broken Bay Catholic School Parents and their Management Team.

The Parent Network provided opportunities for parents to attend information seminars quarterly on school grounds. In 2019 the Parent Network also worked collaboratively with St Peter's to provide an Inspiring Careers Day for our Year 10 students.

Student Body Message

2019 St Peters was a year of many successes. Throughout the year we reinforced our Guiding Principles: Live as a Disciple of Christ, Embrace Learning, Pursue Excellence, Show Respect and Care for Ourselves and Others. This was seen through both the staff and leadership team, guiding the school in the desired direction of making sure learning is embraced and students are stretched to achieve their potential.

We have successfully brought seniors and juniors together through the 'Homeroom Mentoring Programs' to create a stronger sense of unity among the year groups. We have also continued to increase the relevance and inclusive nature of the house-point system and we reinforced house spirit to better unite the school community. Throughout 2019 our Year 11 students were heavily involved in charitable activities such as Relay for Life and Coast Shelter, reflecting our cohort's leadership skills and devotion to serving others in the local community.

Our new library and its many facilities has been available to us in 2019, increasing the school's focus on ensuring high quality education and encouraging improved collaboration in learning for all students.

School Features

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

The School is a Year 7 - 12 secondary school named after St Peter, an ordinary fisherman who was chosen as leader of Christ's disciples. The school 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 with 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.

The School has an active School Advisory Group with membership consisting of parents, staff and senior students. The group meets regularly to discuss and review programs within the school and mechanisms for family involvement in school life. The School also has a Parent Network Group which assists in maintaining effective school/home communication.

The School 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; additionally we will soon feature an indigenous garden with links to the traditional stories of the Darkinjung people.

2019 also saw further development of an excellence program in the areas of music and sport. St Peter's school aims to develop strengths of individual students and as such is exploring opportunities to allow students to develop their learning skills through a variety of interest areas.

Student Profile

Student Enrolment

Students attending the College come from a variety of backgrounds and nationalities. The following information describes the student profile for 2019. Additional information can be found on [My School website](#).

Girls	Boys	LBOTE*	Total Students
480	406	59	886

* Language Background Other than English

Enrolment Policy

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

Student Attendance Rates

The average student attendance rate for the College in 2019 was 91.68%. 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
91.99	90.67	90.57	86.98	95.30	94.60

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 in students, a sense of wellbeing and belonging
- maintains accurate records of student attendance
- implements policies and procedures to monitor student attendance and to address non- attendance issues as and when they arise
- communicates to parents and students, the 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, the CSO and the relevant Department of Education officer where appropriate.

Where a student is not able to attend school for a prolonged period of time due to a medical condition or illness, the College in collaboration with parents, provides resources to contribute to the student's continuum of learning where possible. The CSO monitors each College's compliance with student attendance and management of non-attendance as part of the system's School Review and Development (SRD) 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 (password required).

Student Retention Rate

Of the students who completed Year 10 in 2017, 91% completed Year 12 in 2019.

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 2019	
% of students undertaking vocational training or training in a trade during the senior years of schooling	59 %
% 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:

49% intend to study full-time university, 27% intend to taking a year off to work or travel, 13% intend to engage in an apprenticeship or traineeship, 9% intend to study full-time at TAFE or a VET college, 3% intend to enter the permanent workforce.

Staffing Profile

Staffing Profile

The following information describes the staffing profile for 2019:

Total number of staff	106
Number of full time teaching staff	60
Number of part time teaching staff	19
Number of non-teaching staff	27

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. Effective from October 2007, the minimum qualification for a teacher in a systemic school in the Diocese of Broken Bay is a four year teaching degree.

Teachers at this College are either accredited as conditional, provisional or proficient 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 Diocesan Schools System (systemic schools) at these levels is as follows:

- Proficient: 1294 teachers
- Provisional: 105 teachers
- Conditional: 1 teacher

Additionally, there are approximately 25 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 the CSO. The College takes responsibility for planning, implementing, evaluating and tracking staff PL. Individual staff members take responsibility for their ongoing PL. All teachers have been involved in PL opportunities during

the year related to improving student outcomes. The following table provides specific information relating to the focus of three of these staff development days.

Summary of professional learning at this school

In 2019, staff professional learning was focussed on the implementation of our new Learning Framework, in particular the competencies of Collaboration, Communication and Character. In addition to staff development days, staff spent regular collaborative learning time each fortnight to explore these concepts and develop quality student assessment tools. A team of staff engaged in a learning project related to student well-being. They developed procedures to improve the consistency of the well-being program at the school. Senior Leaders engaged in an externally facilitated leadership program to assist them to be more effective in their leadership roles.

Catholic Identity and Mission

As a Catholic community, the College shares in the mission of the local Church: "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 educate and form young people in the Catholic faith. The College provides 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.

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 explores the rich diversity of the Catholic faith and ways in which we live it.

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 mission and vision of St Peter's Catholic College place Christ at the centre of all that we do; we aim to produce graduates who are not only created in the image of God, but who are active participants in their faith and grounded in a sense of morality and justice. Students are given every opportunity to express their faith in their dealings with each other and in being ethical citizens who will make a difference in the world. Hopefully the foundation of faith provided in classrooms and in social justice initiatives, in liturgy and in prayer will journey with them throughout life. St. Peter's students 'live as Disciples of Christ' and they 'show respect', 'they care for themselves and others'. These principles are lived out in action.

2019 saw large numbers of students train as youth leaders within the Youth Ministry Team. These students served their peers at reflection days and functions where they provided testimonials about their faith journey. Our students were active in feeding the poor, participating in the St. Vincent de Paul Winter Sleep out, in collecting for Caritas during Lent, providing food and blankets for Winter and Christmas hampers that were distributed through the Wyong conference of St. Vincent de Paul.

The Catholic Life and Mission of St. Peter's exists in curriculum, within ministry and in liturgical life. St. Peter's conducted a number of whole school liturgies in the year and the provided opportunities for smaller masses fortnightly on Mondays. As a community, staff visited our Parish twice in the year.

Every year we hold a spirituality day centred on our mission to Live as 'Disciples of Christ' and in 2019 we explored this theme in greater depth. Staff attend Mission Mass and Catholic Schools Office Mass at Waitara each year and staff are offered mission formation opportunities throughout their careers.

Over 40 students and 5 staff attended the Australian Catholic Youth Festival in Perth and they were also attendees at Praisefest functions at other locations throughout 2019. A youth ministry festival 'Shine' is held on site with guests from all over the diocese and beyond.

2019 was also a year where the Religious Education Curriculum was rewritten with a greater focus on deepening the faith through scripture and through a series of units that asks students to consider the deeper reasoning and beliefs that underpin the Catholic social teachings, the Catholic ethical teachings and the Catholic beliefs and rituals that are integral to their education.

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.

In 2019 the School implemented a new learning framework. The framework identifies the particular pedagogies that the School believes will be most effective in our own context in order to prepare students for the Higher School Certificate (HSC) and life beyond school. In 2019 there has been a particular focus on the quality and types of assessment used to determine student growth, especially in core competency areas such as collaboration, communication and character. A new assessment policy and accompanying set of procedures has been implemented for Years 7 – 9 which has allowed for flexibility in the approach to assessment in these year groups. Many KLAs have revised their faculty assessment program to ensure tasks are of a high quality and that meaningful feedback is provided for students, leading to improved student outcomes as a result of this work.

2019 was the third year that the School data plan has been in place. The data plan gives longitudinal data around various aspects of school life including academic growth, student wellbeing, types of learning that students experience as well as attendance and retention data. This data is used continuously when reviewing school progress and planning for the future.

Student Performance in Tests and Examinations

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 College'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 2019		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 7	Grammar and Punctuation	26%	31%	19%	19%
	Reading	31%	31%	15%	16%
	Writing	15%	17%	24%	27%
	Spelling	33%	35%	17%	15%
	Numeracy	30%	37%	13%	15%
NAPLAN RESULTS 2019		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 9	Grammar and Punctuation	21%	19%	18%	23%
	Reading	17%	23%	20%	19%
	Writing	20%	13%	30%	37%
	Spelling	23%	24%	14%	18%
	Numeracy	16%	27%	7%	16%

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 2019 HSC results contained many significant highlights for St Peter's Catholic College. As in previous years the majority of St Peter's subjects achieved a mean score close to the state mean for NSW with some subjects significantly above the NSW mean.

In 2019, approximately 30% of all results from St Peter's students were in the top 2 bands (either band 5 or band 6) and is comparative with the state result of approximately 35%. This indicates that the majority of St Peter's results were of a high standard. The number of students achieving band 1 or 2 results was very low with only 5% of all results falling in this category. The State comparison for this measure is 11%.

Some of the exceptional results for 2019 include Entertainment Industry with 54% of students achieving either a band 5 or 6 result. Society and Culture was another highlight with 9 out of 13 students achieving in the top 2 bands. Business Studies, Visual Arts and Economics also features with a large number of students achieving band 6 results.

Higher School Certificate	Percentage of students in the top 2 bands (Bands 5 and 6)					
	2017		2018		2019	
	School	State	School	State	School	State
English (Advanced)	37 %	64 %	12 %	63 %	42 %	62 %
English (Standard)	4 %	16 %	7 %	15 %	7 %	12 %
Mathematics Standard 1	0 %	0 %	0 %	0 %	0 %	18 %

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 2019, the number of students issued with a RoSA was 7.

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 pre-requisite for effective learning in all Catholic school settings. The Pastoral Care and Wellbeing Framework for Learning for the Diocese of Broken Bay Schools System (the Framework') utilises the NSSF ensuring that diocesan systemic schools meet the objectives of the NSSF at the same time as meeting the diocesan vision for pastoral care and wellbeing. Further information about this and other related policies may be obtained from the CSO website or by contacting the CSO. 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 CSO website or by contacting the CSO. There were no changes made to this policy in 2019.

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 free from intimidation, humiliation and hurt. Anti-Bullying policies support school communities to prevent, reduce and respond to bullying. Further information

about this and other related policies may be obtained from the [CSO website](#) or by contacting the CSO. There were no changes made to this policy in 2019.

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 CSO website or by contacting the CSO. There were no changes made to this policy in 2019.

Initiatives promoting respect and responsibility

In Pastoral Care we embrace core guiding principles of 'Show Respect' and 'Care for Ourselves and Others'. In essence they call for responsible citizenship personally, digitally, environmentally and socially. Amidst 20 -30 initiatives this report will focus on three.

1. Bullying No Way Week: we utilised student leaders as mentors in homeroom groups to speak about our collective responsibility to stamp out cyber bullying and online harassment. Leaders worked through skills on digital safety and the use of the E-Safety Commissioner. We discussed access to Headspace and other counselling services.

2. Wellbeing for Learning Assemblies in Year 11 -12. In these programmed lessons students were guided on conflict resolution, self-care through diet and sleep, study skills which aim at taking responsibility for student owned learning as well as personal goal setting and drug and alcohol guidance. Here we aimed at adolescents taking control of their destiny both at school and in the community. We build the capacity for self-regulation, self-efficacy and the personal desire to take responsibility for your learning and lifestyle choices.

3. Within the Community, Years 10 and 11 are heavily involved in Camp Breakaway where they assisted disabled students and adolescents engage in water sports. This builds on the global competencies of citizenship, character and collaboration. We aim to build a student who understands that the needs of the most vulnerable in society are in fact the responsibility of everyone. It also emphasises the notion of social responsibility.

Finally the notion of a responsibility to serve and to respect the vulnerable is promoted through class groups working at Coast Shelter on a rotational basis. The people they cook for and serve are either homeless, impoverished, mentally ill or suffering from addictions. Once

again we aim to build a student who sees these people as a part of their world and as someone deserved of dignity and care.

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 2019 the College focused on embedding the key principles of the College Learning Framework into units of student learning; in particular, the implementation of strategies to increase student growth in the core dimensions of Communication, Collaboration and Character. One of the strategies involved with this was the expansion of our Integrated Learning Project (ILP) to include all students in Year 8 as well as Year 7. The College also implemented regular learning observations for staff to help deepen staff understanding of the core dimensions and their application in the classroom.

In the area of student wellbeing, working parties produced a range of new wellbeing resources for students as well as a comprehensive mapping of targeted wellbeing skills that align with the College Graduate Statement. One initiative related to this was the strengthening of the current house system to be more inclusive of all students.

As a Catholic School a primary focus is the faith development of students. In 2019 there was an increase in the participation levels of students in faith based activities, including attendance at the Australian Catholic Youth Festival in Perth.

Priority Key Improvements for Next Year

Key improvements for 2020 include the expansion of the Learning Framework implementation to include the core dimensions of Creativity, Citizenship and Critical Thinking. To assist with this, a program of ongoing professional learning for staff is planned to support the use of these dimensions. A trial of student conferencing will take place during the year which will allow students in Year 7 to be more responsible for their learning and assessment and allow them further agency in the learning process.

The new wellbeing resources that were developed in 2019 will be implemented throughout classrooms in 2020 allowing staff and students clearer access to protocols and procedures and providing an understanding of the support mechanisms that are in place to assist with staff and student well-being.

A planned change in the design and content of semester reporting and ongoing student reporting will also occur in 2020 based on the recommendations from the Learning Framework.

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

A survey of parent satisfaction was conducted midway through 2019. The survey highlighted the strengths of the College as well as indicating some areas parents would like to see improvement.

When asked which three words best describe the College, the most common responses were: caring, supportive, friendly and professional. Approximately 60% of parents reported an overall satisfaction in the high or very high categories. Parents reported feeling very confident that if they contacted the College with a complaint or concern they would be listened to and appropriate action would be taken. Parents were positive in their comments relating to the quality of learning and the knowledge and experience of teachers at the College.

The main concern of parents was related to communication between the school and home with some parents feeling the communication was sometimes not timely. They said that communication came from multiple courses making it difficult to know where to go to get answers. These issues will be addressed in 2020 with the implementation of a new intranet system that will streamline all communication processes.

Student satisfaction

In a survey conducted throughout 2019 students reported a high level of satisfaction with the College. When asked to describe the College in three words the most commonly used words were: fun, welcoming and safe. Approximately 80% of students reported that they take up opportunities to serve others and contribute to the College community. The willingness to give back to the community is considered by College leadership as a good indication of student satisfaction and sense of belonging.

Most students reported feeling happy when they are at school, with only a very small number indicating they did not enjoy being at school. When asked about feeling safe at school, less than 5% reported they did not feel safe at school. Over 90% of students indicated they felt like they “belong” at the College. Students also commented that their teachers treated them

with respect and there was a high level of respect among students. They also agreed with the statement “everyone is welcomed at my school”.

Teacher satisfaction

Staff indicate a high level of overall satisfaction in the school, with people genuinely caring and supporting each other. In 2019 there is evidence that staff better understand the future vision of the school and are happy and supportive of where the vision is leading. Many staff expressed an excitement and eagerness for the future while only a small number are reporting being unsure. Staff feel that the school has changed its focus with a more distinct agenda around teaching and learning, and all of the staff spoken to acknowledge that this change is very positive. Staff report they are happy with the increased use of data to inform decision making in the School and more staff have volunteered in 2019 to be part of leadership initiatives, especially related to future planning and school improvement.

Financial Statement

Consistent with the NESA requirements, financial income and expenditure for the College in 2019 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 2019	
Commonwealth Recurrent Grants ¹	\$9345507
Government Capital Grants ²	\$0
State Recurrent Grants ³	\$2688662
Fees and Private Income ⁴	\$3945094
Interest Subsidy Grants	\$2921
Other Capital Income ⁵	\$566666
Total Income	\$16548850

Recurrent and Capital Expenditure 2019	
Capital Expenditure ⁶	\$233392
Salaries and Related Expenses ⁷	\$12222010
Non-Salary Expenses ⁸	\$4074840
Total Expenditure	\$16530242

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 2019 REPORT