St Peter's Catholic College
Tuggerah Lakes
2013 Annual Report
1. **Message from Our School Community**

1.1 **Message from the Principal**

St Peter’s Catholic College, Tuggerah is a co-educational secondary school in the Diocese of Broken Bay. We are a dynamic and committed co-educational community of over 1100 people. There are over 1050 students and more than 100 staff members at St Peter’s.

We are located at Tuggerah in a natural setting of 16 hectares of native gums, natural wetlands and vast open spaces. Our College motto is ‘Live the Faith’ and our core values are Courage, Commitment and Compassion. We are challenged to make these values a real part of how we live our lives and how we relate to the world.

While we exist to give students a well-rounded education in accordance with the requirements of the NSW Board of Studies, our specific aims are:

- To educate and form young people in Catholic discipleship: offering the experience of following Jesus as members of the Catholic community;
- To have a pastoral concern for all where the dignity of each individual is paramount;
- To inspire our students to ‘Live the Faith’, by having a deep concern for social issues within their own community and indeed in the broader local, national and global communities in which they find themselves;
- To ‘Live the Faith’ through our chosen core values of Courage, Compassion and Commitment that form the basis for our relationships and our achievements;
- To inspire our students to live healthy lifestyles and become well-adjusted, resilient young men and women who are able and motivated to make a difference to our world; and
- To encourage our students to embrace the world of technology and use it to advance their knowledge and skills.

The annual report is a reflection of how we have translated our vision and acted on our mission statement in delivering education to our students on the NSW Central Coast in accordance with the NSW Board of Studies Teaching and Educational Standards (BOSTES) and additional requirements of the Australian Commonwealth Government.

This report is a public statement available openly to the whole community and outlines initiatives of 2013.
1.2 Message from the Parent Body

The St Peter’s Parents and Friends (P&F) Association is a small but active association that promotes itself within the school as an important part of the College community.

During 2013 the P&F met every second month to discuss College activities and plans for the future of the College. In the alternate months the P&F Association, in conjunction with the College Leadership team, organised Parent Forums on topics such as the ‘College’s Outdoor Education Program’, ‘Helping Your Child with Financial Literacy’, ‘Surviving High School’ and ‘Driving and Drugs Education for Stage 6 Students’.

The P&F continues to be an active group of like-minded parents who have a strong commitment to having a forum for the open discussion of issues in and around the school.

Through the availability of guest speakers and presentations from teachers, the P&F has sought to attract parents looking for a strong connection to the College. In addition to this, the P&F supports the wider College community through events occurring in and around the College, such as the Year 7 Welcome BBQ and College Presentation Evenings.

1.3 Message from the Student Body

As the College Captains for 2013 we had the role of representing the student body of St Peter’s. We were assisted in this role by the College’s Student Leadership group. The Student Leadership structure at St Peter’s comprises 8 House Captains and 12 Portfolio Captains. From this group of 20 student leaders 2 College Captains and 2 College Vice-Captains are chosen. The portfolio leaders are responsible for the following areas: Assembly and Liturgy, Environment, Social Justice, Social and Publicity, Creative Arts and Sport.

Our work for the College involved organising events, representing and promoting the College on formal occasions, providing role models for our younger students and encouraging the participation of junior students in leadership activities.

Being College Captains was a very rewarding experience. As student leaders we benefitted by learning a number of skills, in particular becoming more competent in public speaking. As a leadership group we believe we have made a positive contribution to St Peter’s.
2. School Profile

2013 is the fourteenth year of St Peter’s Catholic College, Tuggerah, which was established in 2000 following the amalgamation of Mater Dei and Corpus Christi Colleges.

St Peter’s Catholic College is located in the Wyong Shire, to the west of the Tuggerah Lakes and draws students mainly from the parishes of Our Lady of the Rosary, The Entrance; St Cecilia’s, Wyong; and St John Fisher, Tumbi Umbi.

St Peter’s enjoys a very positive profile within the Central Coast community because of its broad and comprehensive curriculum, with an expanding emphasis on the integration of information technology across the curriculum, its excellence in the creative and performing arts, its nurturing pastoral care environment and the social justice initiatives undertaken by the students.

2.1 Student Profile

The following information describes the student profile for 2013:

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*Language background other than English

2.2 Enrolment Policy

The Diocese of Broken Bay has established an Enrolment Policy† which is implemented by all systemic schools in the Diocese.

The implementation of this policy is monitored by the Catholic Schools Office.

†Copies of this policy and other policies in this report may be obtained from the Catholic Schools Office website at: http://www.csodbb.catholic.edu.au/about/index.html or by contacting the Catholic Schools Office.

2.3 Staff Profile

The NSW government requires that this report detail the number of teachers in each of the following categories:

a) have teaching qualifications from a higher education institution within Australia or as recognised within the National Office of Overseas Skills Recognition (AEI-NOOSR) guidelines

b) have qualifications as a graduate from a higher education institution within Australia or one recognised within the AEI-NOOSR guidelines but lack formal teacher education qualifications

c) do not have qualifications as described in (a) or (b) but have relevant successful teaching experience or appropriate knowledge relevant to the teaching context. Such teachers must have been employed:
   - to ‘teach’ in NSW before 1 October 2004 (either on a permanent, casual or temporary basis), and
   - as a ‘teacher’ during the last five (5) years in a permanent, casual or temporary capacity.
Further information about the staff profile can be found in the School Facts section of the school’s profile page on the My School website.

2.4 Teacher Attendance and Retention Rates

The average teacher attendance rate during 2013 was <<xx>>%. This figure does not include teachers on planned leave.

The teacher retention rate from 2012 to 2013 was <<xx>>%.

2.5 Teacher Satisfaction

Throughout 2013 information on teacher satisfaction was gathered from staff from the MMG Education Stakeholder Satisfaction Review. This survey was commissioned as part of the Diocesan School Review process for the St Peter’s School Review for 2014. The areas most valued by staff included:

- The relationships with fellow staff members
- A strong sense of community and belonging
- The relationships with students
- The College values
- The pastoral care of students and staff
- The opportunities to grow professionally
- Involvement in extra curricula activities

2.6 Student Attendance and Retention Rates

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<th>Year</th>
<th>Average student attendance rate (%)</th>
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The average student attendance rate for 2013 was 91%.

Of the students who completed Year 10 in 2011, 79% completed Year 12 in 2013.
Management of 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 Education Act to ensure that their children attend school regularly, our staff as part of their duty of care, monitor all absences and work in partnership with parents to support and promote the regular attendance of students. In doing so the school, under the leadership of the Principal:

- provides a caring environment which fosters in students, a sense of wellbeing and belonging
- maintains accurate records of student attendance
- implements policies and procedures to monitor student attendance and to address non-attendance issues as and when they arise
- communicates to parents and students, the school’s expectations with regard to student attendance and the consequences of not meeting these expectations
- recognises and rewards excellent and improved student attendance.

School attendance records also contain information regarding student absences including reasons for absence and documentation to substantiate reasons for absences. Teachers are required to monitor non-attendance diligently on a student by student basis and to bring to the attention of the Principal immediately any unexplained absences, non-attendance of a chronic nature, or reasons for non-attendance that cause concern. Matters of concern are referred to the Principal, the Catholic Schools Office and the relevant Department of Education and Training officer where appropriate.

Where a student is not able to attend school for a prolonged period of time due to a medical condition or illness, the school in collaboration with parents provides resources to contribute to the student’s continuum of learning where possible.

The Catholic Schools Office monitors each school’s compliance with student attendance and management of non-attendance on an annual basis as a minimum, as part of the system’s School Review and Development processes.

2.7 Student Satisfaction

Throughout 2013 information on student satisfaction was gathered from staff from the MMG Education Stakeholder Satisfaction Review. This survey was commissioned as part of the Diocesan School Review process for the St Peter’s School Review for 2014. The areas most valued by students included:

- The friendly helpful staff
- The learning environment
- School sport
- The range of activities at the school
- The safe environment
- Opportunity to do well academically
- Learning new things
- Friendships
2.8 Senior Secondary Outcomes

The percentage of students in Year 12 attaining a Year 12 Certificate or equivalent VET qualification in 2013 was 100%.

The percentage of students in Year 12 undertaking vocational or trade training was 45%.

2.9 Student Destinations

The 2013 St Peter’s Year 12 cohort numbered 148 students – an increase of 16 students compared with 2012, with an additional 11 Year 11 students completing their HSC exam in Construction. The Year 12 cohort was composed of 25 students who had chosen a non ATAR pattern of study and 123 students who had an ATAR pattern of study. Of the cohort 67 students included one or more VET course in their pattern of study (45% of the candidature, compared to 58% in 2012, 57% in 2011 and 33% in 2010).

Information issued from UAC in March 2014 shows of the cohort 84 students (68% compared with 53% in 2012 and 56% in 2011) were offered university placements from Universities in NSW. Offers made by the local university comprised 50% of this number, a decrease of 4%.

Offers were in a range of faculty areas including:

- Arts/Creative Arts 15%
- Engineering 8%
- Teaching 10%
- Information Technology 4%
- Business/Commerce 11%
- Health Sciences 14%
- Sciences 14%
- Law 3%
- Psychology 3%
- Nursing 4%
- Other 5%

A significant number of the remaining students have used their VET qualifications to enter TAFE, private providers, traineeships and apprenticeships. Entry into the workforce has also been significant.
3. Catholic Life and Mission

3.1 Catholic Heritage

Named after St Peter, a humble fisherman who was the trusted leader of the Apostles, the College offers the challenge to all our community to ‘Live the Faith’ through the core values of Courage, Commitment and Compassion.

While St Peter’s exists to offer students a comprehensive education in accordance with the requirements of the New South Wales Board of Studies, as a Catholic College in the Diocese of Broken Bay, it exists for more specific purposes:

to educate and form young people in Catholic discipleship; offering them experiences to follow Jesus as members of the Catholic community.

The College motto 'Live the Faith’ permeates all aspects of school life with staff and students expected to be positive role models of our Catholic ethos.

The College website expands on various activities and each newsletter is available from the archives on the website.

3.2 Religious Life of the School

The school year commenced with the Opening School Mass for students and staff. The opening school Mass was celebrated on Ash Wednesday and the students had the opportunity to receive the ashes in the setting of a Mass. This year we saw the work of three Youth Ministry teams. The Year 10 Youth Ministry Team consists of the Disciple in Mission program participants. This program is a desire of Bishop David Walker to bring students back to discipleship and give them a commissioning to “undertake the work of God”. These students signed up to a program of service with a minimum requirement of service (50 hours) consisting of Community Service (outside school and inside school), Liturgy Service and Faith based service. This was a spiritually enriching and exciting experience for these students. The second, the Year 11 Youth Ministry Team, has been formed as a result of students going on the “Church in Action” excursion, and the Year 10 Social Justice Day from last year and there have been more and more students becoming involved in this team as a result of the dynamics of these students and their attendance at the Praise and Worship evenings being run by the Broken Bay Diocese regularly throughout the year. There is also a Year 12 Youth Ministry Team lead by the social justice portfolio captains and they have been very involved with adventures like running the regular lunchtime charity café.

The celebration of our patron’s feast day in June with St Peter’s Day commenced with a whole school Mass and a focus on Peter as the first Pope of the Catholic and Universal Church. Year 12 celebrated their Graduation Mass at The Entrance Church.

The active liturgical life empowers students with the skills to create meaningful liturgies that link the Liturgical Seasons and Feast Days to school liturgies. This year we continued to work with the three priests from the Philippines. These three priests have not only provided the school with a new cultural insight but have also helped deepen the liturgical expression within the school. The continuation of the fortnightly Friday morning Mass in the Chapel and on alternate Fridays, staff-led prayer has remained the central focus for liturgical expression. The continuation of Catholic expression with the school community does not remain contained in liturgy, but is extended further through the social justice
embedded in the school with a focus on local, nation and global issues, and with an emphasis on leadership taken by the Youth Ministry teams.

Part of the College SIP goals for 2013 was an emphasis on improving the religious symbolism around the school. The REC and leadership team have been working hard to create a symbolic representation at the front of the college, to upgrade the chapel, and to erect a modern cross in each classroom and significant space in the college. These have all been planned and hopefully will come to fruition and completion in 2014.

3.3 Catholic Worldview

As a Catholic school, St Peter’s presents all education from a Catholic Worldview. The faith development of students and their affective response could be seen through the social justice activities embedded in all KLAS and through a variety of extra-curricular activities throughout the school. In 2013 every student was given the opportunity for participation in Reflection days. Year 11 students attended a two-day Retreat that was well received by the students and Year 12 attended the BYTE event with all the other HSC students from across the diocese.

The student Reflection Days were aimed at the students all enriching their personal faith, the school community’s faith and a sense of discipleship amongst the students. All of these days are linked to the curriculum and provide the opportunity for students to learn, reflect, and then ‘Live their Faith’.

Year 7 had their Reflection Day in Term 1 with “I am Church” as the focus. This day helps develop the students’ belonging to the Catholic Church and is held at St Cecilia’s at Wyong. It demonstrates to the students that they are becoming part of the School’s Faith Community, which is part of a larger Diocese. This day also allows students to reflect on why we attend Mass and the significance of the Church as a building.

Year 8 had their Reflection Day in Term 2 with “Mary and the Saints” as their theme. This day had a focus on Mary MacKillop. The students visited St Mary’s Cathedral and MacKillop Place at North Sydney. This was based on their Religion unit for that Term, and again allowed them time to experience, reflect and ‘Live their Faith’.

Year 9 had their Reflection Day in Term 4 with “Me, myself, and the World – Discipleship and Youth Ministry” as the theme and basis for the day. This day had a focus on introducing students to becoming Disciples in Mission. This day consisted of students learning about social injustices in the world and Australia, and how they were affecting society as a whole. They then began to explore how they “fit” into this world, and how they, responding to God’s call to Discipleship and Mission, can help fix these social injustices and be a true Disciple of Christ in their world. At this day the students were introduced to the Disciples in Mission idea and invited to sign up for the program next year.

Year 10 had their Reflection Day in Term 3 with “Look to Leadership: Being a Disciple in Christ”. This day had a focus on teenagers that have “hit rock bottom” and triumphed over adversity to succeed in their endeavours. This was based on their Religion units from the Term, and tied in with previous work on Discipleship. Students had experiences with people from Youth off the Streets and had small group time with peers to discuss with these people and amongst themselves how they may have experienced adversity, how they would like to help others, and make themselves better people. They were also introduced to Catholic Mission on this day through their Village Space performance.
3.4 Professional Learning in Catholic Life and Mission

The Diocese of Broken Bay has established an Accreditation Policy for Staff in the Diocesan School System in respect to the Mission of the Church which is implemented by all systemic schools in the Diocese.

A number of teachers participated in the last Diocesan run Ministry for Teachers I and II courses conducted by Bishop David Walker and the ‘Graduate Certificate of Theology’ course run by the Diocese of Broken Bay in conjunction with University of Newcastle. Approximately 15 staff members have begun their further study in this course and some in the Masters of Theology. Each year we have more teachers completing their studies in Religious education and thus becoming accredited to teach the course at school.

All staff participated in the Staff Spirituality Day run by Fr Richard Lennan and the focus of the day was "Lights! Camera! Action! How can Catholic Education form believers in a media saturated culture?"

As those involved in Catholic educators we are called upon to live out our faith - to speak and live out the Good News. A tough ask! We are sent to our culture as it is, not as we would like it to be. And whether we like it or not, the media is the modern day marketplace where minds and hearts are won and lost.

This day was extremely well received by the staff and all are looking forward to the second of Fr Richard’s presentation for our staff development day next year.
4. Pastoral Care

Pastoral Care at St Peter’s is based on the Diocesan Pastoral Care and Wellbeing Framework for Learning which was launched in May 2013. The framework is adapted from the National Safe Schools Framework with a clear articulation of the ten pathways of pastoral action to optimise student wellbeing for learning.

A major part of St Peter’s positive behaviour management is Restorative Practice which focuses on the importance of strong relationships.

4.1 Diocesan Policies

The Diocese of Broken Bay has established Pastoral Care and Student Discipline Policies including Student Welfare and Anti-Bullying, which are implemented by all schools in the Diocese.

The implementation of these policies is monitored by the Catholic Schools Office.

4.2 School Implementation of Diocesan Policy

St Peter’s pastoral care has been underpinned by the principles of resilience and connectedness and the philosophy of Restorative Justice. The new diocesan policy provides an audit tool to measure the effectiveness of pastoral care practices. This year the College Leadership Team and Pastoral Team have begun to implement the new policy within the College community.

4.3 Pastoral Care of Families

The caring nature of the St Peter’s community is one of its great strengths. A significant emphasis is placed on the building of positive relationships within the College community. The College provides a number of opportunities to welcome families and maintain close and open contact.

An information Night was held for each Year Group and the parents of the students with the emphasis on providing important information regarding curriculum and pastoral matters. Part of each evening involves a time for Homeroom teachers to meet with the students and their parents to discuss relevant issues and to build strong and authentic relationships. In the case of Year 7 a BBQ for parents and families early in Term 1 emphasised the atmosphere of welcome and established a long term relationship between parents and the students’ Homeroom teachers. The College P&F took an active role in being present at all Information Evenings in an effort to invite more parents to be involved in the social aspect of the Parent Body. In addition parents were invited to a number of ceremonies and activities at the College to enhance parent connectedness and involvement.

The College also has a strong network of support structures for students and parents. The Homeroom Teacher, the Year Co-ordinator, the Stage Co-ordinator and the College Counsellors work together to ensure that the pastoral care needs of students and their families are addressed.

Within the College there is a variety of expertise that is on offer to the families of St Peter’s students. As a part of the Catholic Network agencies such as St Vincent de Paul can be contacted in times of need as can counselling services, police liaison personnel and DOCS. Staff members are always willing to meet with parents in order to provide support to the families of our communities.
4.4 Resolving Issues

The Diocese of Broken Bay has established a [Complaints Handling Policy](#) which is implemented by all schools in the Diocese.

The implementation of this policy is monitored by the Catholic Schools Office.

4.5 Occupational Health and Safety

Each school is required to implement and comply with the Diocesan School System Occupational Health and Safety Management System (OHSMS). This system reflects the current statutory requirements for OHS and complies with the Australian Standard for OHS Management Systems. The OHSMS adopted by the CSO for Broken Bay Systemic Schools has been designed to address general health, safety and welfare matters and also to take account of specific issues that apply to school communities. The management system supports the provision of a ‘safe and supportive’ environment for all students as well as taking into account the health, safety and welfare of staff, visitors and contractors to the school site.

Principals, in consultation with the relevant CSO personnel, are responsible for monitoring the school’s compliance with OHS legislation and for the implementation of the management system in keeping with the Catholic Schools Office’s Annual OHS Plan. External OHS system audits are conducted across a sample of schools each year to validate the implementation of the management system.
5. Excellence in Teaching and Learning

5.1 Quality Teaching and Learning

St Peter’s offers a comprehensive curriculum to cater for the broad range of student abilities and interests. The College continues to offer a broad range of subject choices especially in Stages 5 and 6 which includes Extension courses in English, Mathematics and History and a variety of 7 VET frameworks. The Tutorial Program for Year 12 was continued with a specific focus on explicit teaching of examination technique.

The commitment to cater for the full range of students across the school continues with an emphasis on differentiated learning experiences and programs and the involvement of the Adaptive Education Unit in student learning and support. In addition a co-teaching model continued to be implemented to enhance learning outcomes for students with learning difficulties.

In conjunction with the College School Improvement Plan goals Middle Leaders continued to be engaged in the Leading Learning Program. The student coaching model was further developed with staff through professional learning for full implementation scheduled for 2014. The National Smarter Schools Partnership supported continued development of Learning Walks and reflection about teaching and learning.

5.2 Student Achievement

Students in Years 7 and 9 undertook tests as part of the National Assessment Program - Literacy and Numeracy (NAPLAN) in May this year. NAPLAN assessment results provide valuable information about student achievements in literacy and numeracy. Analysis of these results assists school planning and is used to support teaching and learning programs.

Several points should be noted:

- **In Year 7**, students placed in Band 4 are achieving below the national minimum standard. Students in Band 5 are achieving at the national minimum standard. Students in Bands 6-9 are performing at a standard deemed above the national minimum standard. Students in Bands 8 and 9 are "at proficiency".

- **In Year 9** students in Band 5 are achieving below the national minimum standard. Students in Band 6 are achieving at the national minimum standard. Students in Bands 7-10 are performing above the national minimum standard. Students in Bands 9 and 10 are "at proficiency".

- Students who were exempted from any test were deemed not to have met the national minimum standard in that test area.

- State data for band distributions is sourced from the School Measurement and Reporting Toolkit (SMART2), developed by NSW Department of Education and Communities. All national data and state figures for the percentage at or above national minimum are sourced from the NAPLAN Summary Report (Preliminary Results for Achievement) published by the Australian Curriculum, Assessment and Reporting Authority (ACARA). All school data is sourced from SMART2. Because figures are rounded and exempted students are not included in Band distributions, percentages may not add up to 100.
In the 2013 cohort, there were (198) students in Year 7 and (189) students in Year 9. Detail on school performance is provided in the following tables. Band distributions and percentages of students achieving the national minimum standard are outlined separately for Years 7 and 9. Additional information can also be accessed from the My School website (http://www.myschool.edu.au/).
### Band Distributions (%) – Year 7

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<th>Band 6</th>
<th>Band 7</th>
<th>Band 8</th>
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### Band Distributions (%) – Year 9

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</table>
In both Years 7 and 9 the majority of students have achieved at or above the national minimum standard. In Year 7 and Year 9 Reading and Numeracy are identified as particular strengths. The area requiring improvement in both year groups is writing and this is particularly evident in Year 9. In 2014 it is logical to respond to student writing outcomes.

Both sets of data reinforce the need for an analytical approach to provide all students with appropriate learning experiences in writing across the curriculum.

The data also suggests the opportunity to support and challenge those students already achieving at Bands 9 and 10 levels. Through the model of student coaching it is aimed to engage students in discussions about high expectations in literacy and numeracy.
Record of School Achievement (RoSA)

In 2011, the NSW Minister for Education announced that School Certificate tests would not continue beyond that year. From 2012, 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. (4) students at the College requested a RoSA in 2013.

Higher School Certificate

The 2013 HSC cohort of St Peter’s Catholic College, Tuggerah Lakes achieved commendable results across a comprehensive curriculum of subject offerings.

In 2013 there were 148 students enrolled in HSC courses. In addition, there were 11 Year 11 students who completed 2 units of Construction. There were 25 Band 6 results achieved in 13 different courses. 19 students were named as Distinguished Achievers for the following subjects:


67 students completed one or more Vocational Education and Training courses.

5 Students completed TAFE delivered VET courses.

1 student completed a School Based Part Time Apprenticeship in Electro-technology.

3 students completed one or more Life Skills programs.

The top ATAR rank achieved was 94.05. Four other students received a ranking of 90 or above. 17 other students achieved highly commendable ATARs in the 80s.

84 students (68% of eligible ATAR students) received a university offer.

25 students completed a Non-ATAR pattern of study.

In addition to this success, St Peter’s students performed with distinction in their Major Projects in Dance and Art with nominations for Callback, and Art Express. These titles refer to exhibitions organised by the NSW BOSTES which showcase the Major Practical Projects of the top achievers in the State. In Dance, four students were nominated for Callback. In Art, one student had the Major Project nominated for Art Express.

The strength of these results across academic, vocational and creative courses continues to reflect the benefits of a comprehensive curriculum which encourages excellence in student achievement across a number of fields. The community of St Peter’s applauds the hard work and commitment of not only the high achievers but the students who achieved to the best of their ability.

The college takes great pride in their achievement and look forward to our traditional way of recognising the efforts of all students who achieved an ATAR over 80 at our Opening College Mass for 2014.
5.3 Extra Curricula Activities

The extra-curricular program offered at St Peter’s Catholic College is extensive and caters for a wide variety of interest levels of students. In 2013 students were involved in a variety of religious, sporting, cultural and community events that supported and enhanced their learning opportunities at the College.

The Creative Arts department allowed many students of the College to be involved in a variety of choral, dance, drama and band performances throughout the year. In Community and Social Justice activities, St Peter’s students and staff travelled to Bali, Japan and Cambodia; for sport they travelled the state competing in a wide variety of sports that included surfing, athletics, basketball, netball, soccer, touch football, Australian rules football, rugby, rugby league, swimming and equestrian. The annual ‘Surfarama’ event was again held, continuing a St Peter’s sporting tradition.

Cultural and citizenship activities included the ANZAC Day ceremony, the Japanese essay competition, Premiers Reading Challenge and Blood Donations and Salvation Army Appeal. The Outdoor Adventure Program for Years 7, 8 and 9 continued within the focus of the theme, ‘A Time to Grow’ experiencing education and spirituality in a bush setting. Year 11 students attended the annual Retreat and a group of students attended the Church in Action excursion. Year 11 students participated in Driver Education through the RYDA program.

There were events in the College highlighting and acknowledging student achievement. This included the Year 8 Night of the Notables where students showcase research skills and creativity. Performance and achievement in art, music and drama was showcased for parents. The annual sports assembly and presentation assemblies acknowledged student achievement in academic, Catholic, sporting and community domains.

5.4 Professional Learning

The overall focus for professional learning continued to be the utilisation of data to appraise current teaching and learning practices to better inform direction on quality teaching and learning and student engagement. Professional Development days continued the diocesan focus on the Leading Learning initiative with an emphasis on student coaching and mentoring. A professional development day was also dedicated to introducing staff to tablets as a technological teaching tool. The staff spirituality day was run by an outside presenter with the emphasis on reflection of one’s spirituality in the school setting.

The implementation of the MindMatters framework continued with a focus on staff knowledge and understanding of mental health. Ongoing professional learning was in the field of IT with the IT breakfasts and Edumate Moments incorporated into meeting structures.

The College commitment to First Aid qualification training continued. Several staff members attended the Ministry for Teachers I and II courses with Bishop David Walker.

The College continues to offer a comprehensive induction to new and beginning teachers at St Peter’s. Every second week of the first term members of the College leadership team meet with the new staff to assist with a smooth transition to the St Peter’s workplace. Formal and informal aspects are discussed relating to the general running and organisation of the College.
6. **Strategic Initiatives**

6.1 **2013 Priorities and Achievements**

The following achievements reflect on 2013 priorities:

- 2013 was the third year of the College’s involvement in the 4 year Federal Government’s ‘Smarter Schools Program’. This National Partnership program provides a range of school level and broader level reforms to better support student learning needs and wellbeing and to foster successful transition to further education, work and active participation in the community.

During 2013 Middle Leaders in the College, including KLA, Year and Stage Co-ordinators worked with teachers in refining reflection of classroom practice through Learning Walks. The model of Student Coaching was also refined with professional development in the area of student coaching and mentoring available to all staff.

The plans for the design and remodelling of the College Chapel and symbol of St Peter for driveway entry to the College were finalised, with work in these areas scheduled for early 2014.

In the area of Pastoral care and Wellbeing the College MindMatters Committee continued its work in promoting knowledge and understanding of mental health for staff through a MindMatters staff survey, through a Staff Meeting dedicated to staff Mental Health, and observance of RUOK Day.

6.2 **2014 Priorities and Challenges**

- Complete the National Partnership which involves the implementation and evaluation of the Student Coaching Model and Wellbeing for Learning period plus Middle Leader participation in Learning Walks and a focus on explicit learning goals within the classroom.

- Investigate improvement in Literacy through assistance from the Literacy Team at the Catholic Schools Office.

- Integrate the MindMatters framework within the Diocese of Broken Bay Pastoral Care and Wellbeing Framework for Learning

- Build relationships with the local parish and feeder schools
7. Parent Participation

7.1 Introduction
Parents are invited to participate in the College community in a number of areas. In 2013 parent participation was appreciated through involvement in areas such as the Parents and Friends Association (P & F), information evenings, parent forums and sporting carnivals.

An open invitation is extended to parents to attend our College masses, sporting carnivals and gala days and celebratory functions such as our senior leadership dinner and student leader induction ceremonies.

The major challenge of providing support for the small number of parents who volunteer their time continues. Efforts are made each year to encourage more parent participation in activities such as canteen helpers and attendance at P&F meetings and forums.

The challenge is to reach the broader parent body and encourage them to be involved in the life of the College in ways that facilitate social interaction and the provision of improved educational opportunities for all.

7.2 Parent Satisfaction

Throughout 2013 information on parent satisfaction was gathered from parents through participation in the MMG Education Stakeholder Satisfaction Review. This survey was commissioned as part of the Diocesan School Review process for the St Peter’s Catholic College School Review which is scheduled for 2014. The areas most valued by parents included:

- Committed and caring teachers
- The College’s values
- The safe environment
- Their son/daughter’s level of happiness at school
- Well-rounded education
- Pastoral Care
- Catholic Education
- Being part of the St Peter’s community
- The inclusive environment

Consistent with Board of Studies requirements, financial income and expenditure for this school is shown in the graphs below. More detailed financial data is available on the “myschool” website at http://www.myschool.edu.au. Diocesan system financial reporting can be found in the Diocesan school system Annual Report, which will be available at http://www.csodbb.catholic.edu.au