

2025

ANNUAL SCHOOL REPORT



St Peter's Catholic College

84 Gavenlock Road, TUGGERAH 2259

Principal: Roisin McVeigh

Web: www.stpetersdbb.catholic.edu.au

About this report

St Peter's Catholic College (the 'College') is registered by the NSW Education Standards Authority (NESA) and managed by Catholic Schools Broken Bay Limited as Trustee for the Catholic Schools Broken Bay Trust (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 Darkinung land. Over the past five 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, sporting and arts achievement and 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 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.

Former principals have shaped this wonderful community into what it is today: a vibrant, inclusive and outward facing college, dedicated to nurturing the young people in our care.

2025 was a Jubilee Year that saw Pope Francis urging us to be pilgrims of Hope. He challenged us to actively fan the flame of hope in a world weary from conflict, poverty, and environmental crises. It was also the year where we lost him, but not his message; a message that sings of hope, unity, mercy, and peace.

2025 saw an increase in staffing to accommodate the growth in enrolments. We also saw an increase in our NRL Rise program, subjects on offer in the ILP program (Integrated Learning Projects) and VET (Early Childhood Education and Care and Hospitality: Food and Beverage).

At the same time, we saw the introduction of 'Inspired', a termly magazine that keeps the community up to date on what's occurred over the past ten weeks. We saw the launch of St Peter's TV, facilitated by our senior students to keep students abreast of what's going on in the College.

To help us achieve our focus on providing an individualised pathway for students we appointed a Careers and Pathways Lead, tasked with the responsibility of working in partnership with students and families to explore possible avenues for post school life.

With the launch of CSBB'S new five-year strategy 'Shaping tomorrow together in faith', we saw the creation of precincts to allow for better collaboration amongst our neighbouring schools. 2025 saw us planning for our five year strategy, bringing St Peter's into a new era of learning, skill building and faith formation.

Last but by no means least, to strengthen our commitment to student wellbeing and care we introduced a new support dog to 'job share' with the one that already exists, thus ensuring a child has access to one everyday.

Parent Body Message

The College continues to actively seek ways to build strong connections with its families. Pope Francis urged families and schools to work in unison to heal society. He argued "A strong alliance between schools and families enables knowledge to be passed on at the same time as human and spiritual values." As a Catholic community we are committed to working in collaboration with our families 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. Thanks to the wonderful work undertaken by our Parent Engagement Coordinator, we saw an increase in parent workshops, liturgies and seminars.

To help with timely communication, we introduced 'Peter's Press' to keep parents informed of college news, special dates and upcoming events.

Student Body Message

The 2025 student leaders were extremely proactive within the College. An array of new initiatives such as 'Boys to Men' 'Sisters care pack' supported students with everyday personal care tips. Building on the introduction of the SRC in 2024, the year marked a greater shift in student forums. We saw a greater connection between the student SRC leaders and the junior and senior council. We saw greater engagement and social interaction amongst year groups as a result of the implementation of the mobile phone policy. We installed more ping pong tables, chess sets, introduced new break time clubs to bring the study body closure together.

2025 was a year when we built stronger connections with our feeder schools, with St Peter's students giving our primaries a helping hand at their swimming or athletics carnival. We had a senior dance students work with budding dancers in Year 4,5 and 6. We had students help Kindergarten, Year 1 and 2 read, we had Year 10 help in their canteens and we had our Youth Ministry students distribute Ashes, support their liturgies and masses.

This year, our students participated in and hosted numerous events, such as SHINE, Christmas in July, Battle of the Chefs, Dance Extravaganza and primary school leadership days. This provided St Peter's students with the opportunity to explore their faith, develop leadership skills, serve the community, take part in diocesan competitions and forge meaningful connections.

We purchased new mascots to represent the College's four houses: Patrick, Francis, Benedict and Vincent. Student leaders adorned the customs at community events and we raised to support local charities.

2025 was also the year when we strengthened our partnership with a local charity 'We Care Connect'. The generosity and compassion shown by our students saw mountains of gifts being donated to disadvantaged children in our local community. Students spent their breaks, collecting, sorting and then distributing these gifts to families in need.

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 with St Cecilia's at Wyong, Our Lady of the Rosary Shelley Beach and St John Fisher at Tumby Umbi.

The College is a large Year 7- 12 secondary college named after St Peter, who was chosen as the first pope and leader in the Catholic church. The College site has developed throughout its history, with 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 with a view to begin it in 2026/27. To accommodate the increase in student numbers, we installed three new demountable rooms. During 2025 planning continued for the refitting and refurbishment of some of our other learning spaces, 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. At the beginning of the year, we opened our new wellbeing for learning space called 'Elim'.

Student Profile

Student Enrolment

Students attending the College come from a variety of backgrounds and nationalities. The following information describes the student profile for 2025. Additional information can be found on the [My School website](#).

Girls	Boys	LBOTE*	Total Students
594	484	113	1078

* 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 2025. 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 2025 was 87.00%. 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
88.19	85.20	86.91	84.13	89.17	90.24

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 Department of Education 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 2025	
% of students undertaking vocational training or training in a trade during the senior years of schooling	45 %
% 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.

We had 227 students undertaking VET courses (10-12). In terms of our post school destination, we had 65% of students who went were accepted into University, TAFE or private provider/college. The rest went into Open Foundations, ADF, Apprenticeships and Part time work/ full time employment.

Staffing Profile

Staffing Profile

The following information describes the staffing profile for 2025:

Total number of staff	120
Number of full time teaching staff	71
Number of part time teaching staff	21
Number of non-teaching staff	28

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 (HALT) are voluntary. Catholic Schools Broken Bay currently has 27 HALTs and 145 aspiring HALTs engaged in the process.

The table below details the number of teachers at the School who are at these levels:

Conditional Teachers	4
Provisional Teachers	8
Proficient Teachers	80

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 [CSBB's 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. The CSBB Religious Education Curriculum has been developed to further enhance the learning experience for all. It includes formal Religious Education as well as retreats, spirituality days and social justice opportunities in which students are invited to serve others, especially the poor and those who are marginalised.

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.

Youth Ministry is strong in the College and in 2025 we saw an increase in membership, largely from students who are non-Catholic.

St Peter's embraces what it truly means to be a member of a Catholic community and we pride ourselves on providing opportunities to come together in faith. We do and we will continue to focus our attention on what truly matters: daily engagement and fellowship; compassion and service to others.

Curriculum, Learning and Teaching

Secondary Curriculum

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

The College offers a broad range of subjects to meet diverse student needs, including High Potential and Gifted Students, Twice-Exceptional students, and Aboriginal and Torres Strait Islander learners. Learning is delivered through face.to.face classes, distance learning, Pathways programs, and CSBB-developed online courses such as Entrepreneurial Studies and Active Volunteering.

Senior students have extensive subject choices and multiple pathways to tertiary education and employment. Vocational Education and Training (VET) courses remain popular, with Early Childhood added from 2026.

Integrated Learning Projects (ILP) provide Year 7 and 8 students with weekly time to explore passion-based “growth projects,” expanding in 2025 to include War Game Design, Film Production and Art/Sculpture. The RISE Project has grown significantly since 2024, now drawing elite athletes and expanding to Stage 5 in 2025, supported by an Elite Athlete morning program.

Canvas continues to be embedded as the College LMS across Years 7–12, with new assessment notification processes being refined. Staff receive ongoing training in content creation, assessment and feedback. Compass remains the platform for student reporting and parent communication.

The literacy project, informed by the LiSA Project and AERO research, continues to shape curriculum planning with a strong focus on explicit literacy and numeracy development. New syllabuses and student data support personalised learning at each student's point of challenge.

Teachers engage in a Continuous Improvement Cycle to ensure sustained, high-quality professional practice.

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 2025 is reported in the table below.

NAPLAN RESULTS 2025		Percentage of students in the top 2 proficiency standards	
		School	Australia
Year 7	Grammar and Punctuation	44%	62%
	Reading	47%	69%
	Writing	61%	64%
	Spelling	75%	72%
	Numeracy	65%	69%

NAPLAN RESULTS 2025		Percentage of students in the top 2 proficiency standards	
		School	Australia
Year 9	Grammar and Punctuation	55%	56%
	Reading	69%	65%
	Writing	67%	61%
	Spelling	73%	72%
	Numeracy	68%	66%

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 results of the College's Higher School Certificate (HSC) candidature are reported for subjects. One of the standout successes in 2025 was the extraordinary results of the Studies of Religion 1 course, where 8 Band 6's was achieved. The achievement also saw several of our students receive VET qualifications, demonstrating preparedness for the workforce.

Whilst our extension courses remained at a stable level above state average, our standard courses increase their average percentage above state average by 8.8% compared to the previous year. The number of band 6 results increased by 0.5%. The number of students that achieved First in the Diocese also increased from 5 to 8 students, and 20 students were recognised as Distinguished Achievers again an increase from 2024. Notably the top student achieved an ATAR over 97.

Entertainment Industry, Food Technology, Visual Arts, Construction, Investigating Science, Ancient History, History Extension 1, Textile and Design and Retail Services achieved results above the state average. In the Performing Arts, 4 students were nominated for Art Express, and 1 student had their work displayed in the Lake Macquarie Gallery.

Higher School Certificate	<i>Percentage of students in the top 2 bands (Bands 5 and 6)</i>					
	2023		2024		2025	
	School	State	School	State	School	State
Ancient History	11 %	33 %	57 %	37 %	46 %	36 %
Food Technology	100 %	30 %	29 %	32 %	33 %	33 %
Investigating Science	0 %	34 %	40 %	36 %	44 %	39 %
Textiles and Design	-	52 %	50 %	50 %	56 %	48 %
Visual Arts	60 %	66 %	50 %	67 %	91 %	64 %

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 2025.

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 significant changes made to this policy in 2025.

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 2025 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

At the beginning of the year we seek feedback from our new Year 7 parents. In 2025 we held a Q & A session with parents at our local feeder schools to seek feedback on what they needed to know prior to coming to St Peter's. We interview Year 10 families prior to beginning Year 11 and conduct exit surveys Year 12 parents.

In 2025 we partnered with the Executive Director of the Council of Catholic Schools Parents to seek ways of working closer with our parents community, from here we held a series of forums to strengthen our connection with families.

Both formal and informal feedback showed there is a genuine sense of community at St Peter's. Parents feel welcome and feel the opportunities we provide exceed their expectation. Parents tell us that their children feel safe and describe the College as caring, supportive, compassionate and professional.

The strong majority of families are very satisfied with the quality of learning, including our Wellbeing and Pastoral Care. Families report that their children have good relationships with their teachers and parents feel strongly that they would be listened to if a concern arises.

Student satisfaction

The most commonly used words students use to describe St Peter's are Caring, Safe, Supportive, Inspirational and Welcoming. Students tell us the College provides a vast array of opportunities. They comment on the extra curricular program we offer, in particular RISE, Representative Sport, our Dance Program, the Arts, Youth Ministry and ILP (Integrated Learning Program). Students comment that the social connection with peers is fostered at the community. They believe a genuine sense of belonging exists and they feel valued the supported by their teachers.

Very few students feel anxious about the future ahead and believe they are well-equipped to take on what lies ahead post school life. Students appreciate the wellbeing structure that is in place, the safe space that exists in Elim and their access to our 3 school counsellors. They comment on the connection we have with our feeder primary schools and the opportunities

for them to engage with the younger children. Students commented on possessing a genuine pride for the College and they feel proud to be a St Peter's student. They also tell us that they would happily recommend the College to friends.

Teacher satisfaction

The 2025 Staff Culture Survey indicates there is a strong sense of collegiality and collaboration within the College. Staff indicated a keenness to be part of developing the College's Strategic Improvement Teams, with significant numbers applying to be members of the five focus groups.

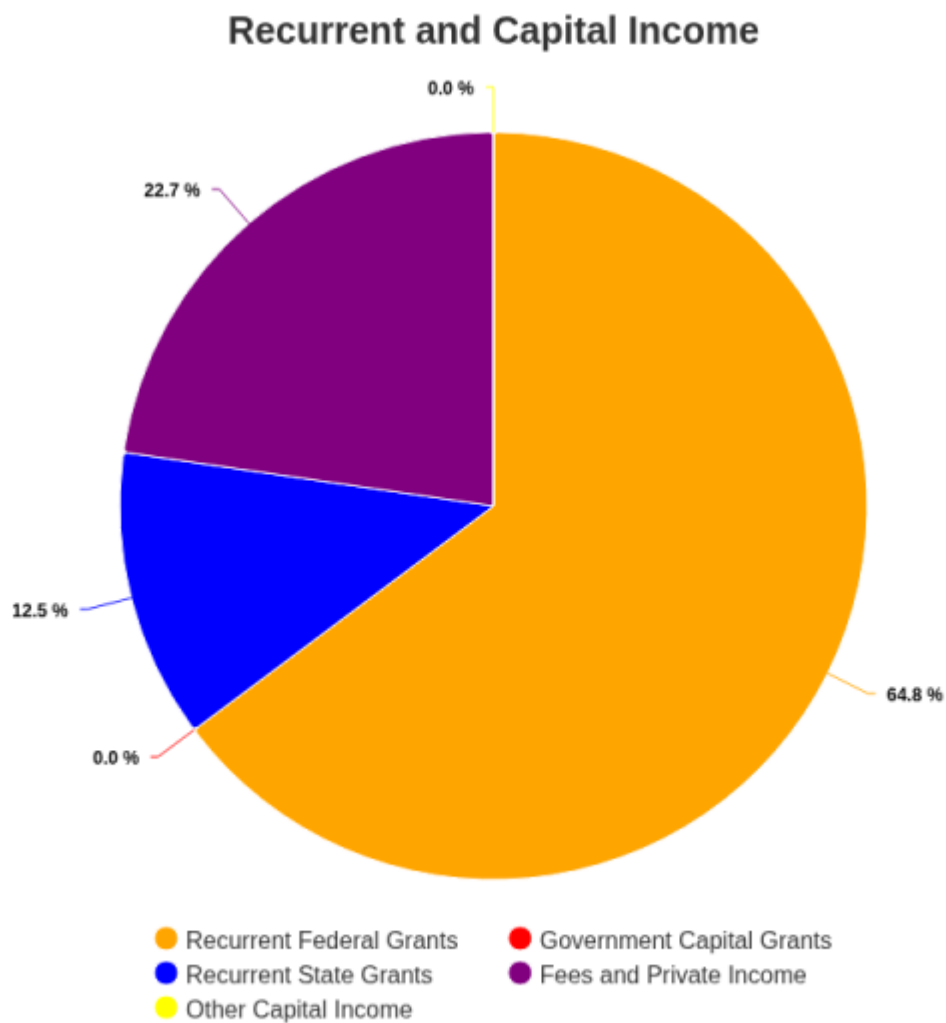
We had a significant increase in numbers wanting to either step into leadership roles, being involved in career development and mentorship programs. We had several Middle Leaders apply and be accepted into CSBB'S Middle Leadership Program and we have had an increase in teachers apply to be accredited as a Highly Accomplished and Lead Teacher (HALT).

Staff were extremely satisfied with the collaborative planning time we provide, which allows them to work in collaboration with colleagues. They indicated they wanted to work more collaboratively across KLA and want targeted professional learning to support their practice.

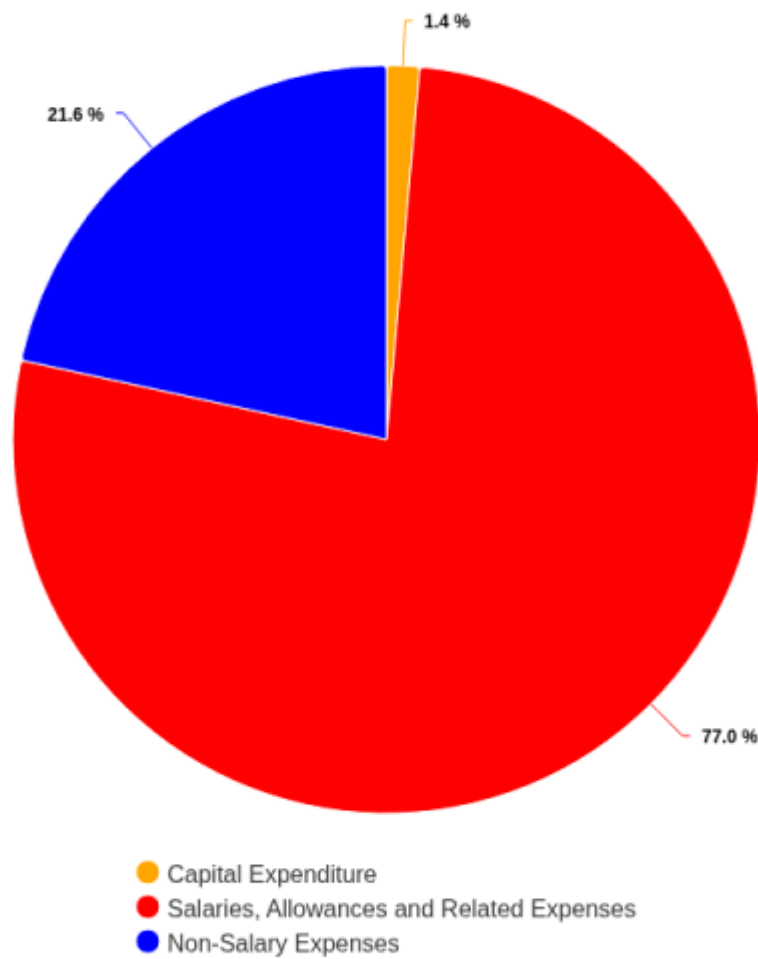
Feedback on the diocesan Professional Learning days were strong and staff greatly appreciated the opportunity to work along side colleagues across other schools.

Financial Statement

Consistent with the NESA requirements, financial income and expenditure for the College in 2025 is shown below. More detailed financial data is available on the [My School website](#).



Recurrent and Capital Expenditure



END OF 2025 REPORT