

ANNUAL SCHOOL REPORT

2017

SERVICE. LEADERSHIP. JUSTICE.

Together in Christ



All Saints College, St Peter's Campus, MAITLAND

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About the Annual School Report

All Saints College, St Peter's Campus is registered by NESAs as a member of the Catholic system in the Diocese of Maitland - Newcastle.

The Annual School Report provides parents and the wider community with fair, accurate and objective information about various aspects of school performance and development. The Report describes achievement of school development in 2017 and gives information about 2018 priorities.

This Report is a legislative requirement under the Schools Assistance Act, 2008.

The information in this Report is complemented by the Catholic Schools Office website and school websites where other publications and newsletters can be viewed or obtained.

Messages from Key School Bodies

Principal's Message

St Peter's Campus is a part of All Saints College, Maitland, The College is comprised of a junior Years 7-10 campus (St Peter's) and a senior Years 11-12 campus (St Mary's). St Peter's is a 7-8 stream Catholic, co-educational, systemic school catering for approximately 880 students.

Our 2017 liturgical theme was *Awaken*. This theme reminds us that we are called, to always be seeking to enrich our understanding of what it means to be a disciple of Jesus and apostle's of the Gospel, in the Marist way. We are called to love through the message of the Gospel and as Marcellin Champagnat said: 'we are called to love them all and love them equally'. Just as we are all individuals, we are also part of a much bigger world. Our small part can make a big difference to the world. In our school we created sacred spaces that included a tree made of our fingerprints to remind us that we are called to make a contribution by our very presence in our classrooms, in the school, the wider community and to the world.

On the academic front we have used data from a range ACER tests to inform our teaching and learning, continued to build on and improve in our NAPLAN results, trialled new strategies with our Mathematics classes introducing data informed grading; team teaching; smaller classes with a better teacher-pupil ratio; and implemented literacy programs in the core subjects of English, Mathematics, Science and HSIE. As a school, we continued to develop our teaching and learning in line with the Professional Learning Community framework. We will continue to use data from the CoGAT, Progressive Achievement Tests (PAT) Reading Comprehension tests to assist in the formation of classes for 2018.

In extra curricula areas we have continued to have outstanding successes in many areas such as the Science and Engineering Challenge (National Grand Champions), Tournament of Minds (National Finalists) and sports e.g. the Bill Turner Cup and national Photography competitions, to name a few. Detailed reports are contained later in this document in all of the areas of education offered here at St Peter's Campus. All of this success is due not only to the efforts of the students but also, in no small part, to the dedication of staff who provide opportunities to enhance student learning.

The students are the heart of any school and at St Peter's our students and their families make it a privilege to work here each day. I thank them for the manner in which they work with staff, with each other and with the broader community. Thank you also to the staff of St Peter's. Their wonderful and generous spirit provides our students with many opportunities both within and outside the classrooms. These opportunities enrich their time here at St Peter's and enhance the learning that takes place within the school.

The following report reflects some of the general highlights of the students of St Peter's during 2017. I commend the St Peter's Annual Report to you.

Mr Bernard Burgess – Principal

Parent Body

All Saints College - St Peter's Campus has a dedicated group of Parents and Carers who meet on the third Tuesday of every month. The role of the P & F is to work in partnership with the school, teachers, staff and the Maitland Regional Pastoral Council. We actively foster relationships by providing opportunities for parents, carers, Parish members, staff and teachers to meet informally throughout the school year.

The P & F provide information to our school community via the St. Peter's school newsletter and the P & F provides a forum to openly discuss ideas and provide feedback to collaborate with teachers and staff from a parent/carer and Parish perspective.

2017 began with the traditional welcoming of our Year 7 parents and students at the P & F hosted 'Welcome BBQ'. Throughout the year the P&F contributed in the discussions involving the SEASONS program for parents and students, a program which provided an opportunity for parents and their children to reflect on the experience of separation in the family or the death of a loved one. Parents and children were encouraged to share their perspectives and to explore ideas and strategies that might help them to support each other through the changes happening in their family.

Uniform matters are always a feature for discussion at P and F and in 2017 the group gained an insight into the roles of Pastoral Care Workers and the School Counsellors. Guest speakers during the year included the school's Police School Liaison Officer who explained the cyber issues facing students today

The P&F were also invited to attend the *Social Justice Sleep-out* liturgy and the Social Justice Day focus on domestic and family violence.

During 2017, the study into *Provision of Secondary Schools in the Diocese of Maitland-Newcastle* was further explored and discussed at P and F with a focus on the building of partnership between the St Peter's and St Mary's Campuses of All Saints College. Parents were encouraged to give their views and to provide input to discussions of the implications of this study for St Peter's Campus. Parents from St Peter's campus including P and F President Mrs Lynda Skinner formed part of the working party who worked industriously towards ensuring a continuum of education through Stages 4 - 6 within the College. The work of this group and the PIC will bear fruit for generations to come.

St Peter's P&F provided financial support to a number of equipment purchases within all KLA areas and to support three Marist communities around the globe. The group continued to support the *Skoolbag* app which provides a valuable channel of communication between school and home. The P&F also supported and provided financial assistance to students and staff to attend the Australian Catholic Youth Festival.

The St Peter's P & F will continue to run community building activities for interested parents and will ensure that the most needy in the community are supported.

Student Body

During 2017, the Student Representative Council (SRC) continued to provide an important link between the student body and staff in the school community. It consists of two elected members from each year, plus the four Year 10 School Leaders. This panel of twelve met three to four times each term, at different venues- sometimes off-site at the Regional Art Gallery, discussing, planning and introducing new ideas. Many topics of interest that are regularly discussed include the uniform, amenities, technology and playground procedures and regulations. SRC input into these matters and others is a vital part of the community involvement of this group. The SRC represent all student stakeholders.

Throughout this year the SRC also supported a number of fundraising activities, including support for the Beanie for Brain Cancer charity, Returned Servicemen and Women (through the selling of poppies and pens), Project Compassion, St Vincent de Paul and Caritas. The SRC represented the school at various community events such as ANZAC and Remembrance Day ceremonies.

As mentioned above, a major fundraising event for SRC in 2017 was the support of the Beanie for Brain Cancer in Term Two. Mark Hughes, the charity founder, was a guest speaker for our students, addressing them on the issue of brain cancer which has directly affected Mark himself. To support the Mark Hughes foundation, our student body were encouraged to wear beanies to school and the SRC raised funds from a successful cake stall. The SRC joined forces with other members of the student body to raise funds to help support needy families in our community when they experienced difficult times. The fundraising capacity of our SRC supported by our students never ceases to amaze staff in our school. The students, through the direction and organisation of the SRC raised in excess of \$6000 throughout the year to go towards various causes.

During Term Three a major SRC initiative, held each year, the Trivia night was once again on the calendar. The number of students in attendance was again higher than the previous year. Many hours of preparation go into planning such an event and all members of the SRC guided by Mrs Johns and Mrs Cornwall contributed strongly in assisting with the planning, preparation, organisation and running of the evening. Funds that had been raised throughout the year were used to purchase prizes for raffles, a lucky door prize, and other items.

The SRC developed leadership, teamwork and communication skills and a greater understanding and appreciation of the hard work that goes on behind the scenes by the staff and students at St Peter's. They were a highly motivated and mature group of young women and men.

SCHOOL FEATURES

History of the school

From 1838 lay teachers at St John's Boys School educated Catholic boys in the Maitland area. This was located in a cottage in Hunter Street until a new building was constructed in 1874 in Free Church Street. Some Marist Brothers moved to the area in 1898 and travelled from Sacred Heart College, Campbell's Hill to teach at St John's.

The school became known as Marist Brother's High School and was staffed solely by brothers until the early 1960's when the first lay teacher was employed. In 1970 the primary section was closed and in 1971 Years 11 and 12 became coeducational.

In April 1984 the Marist Brothers Order decided to withdraw from Maitland and the school became known as St Peter's High School. A restructuring of the Catholic secondary schools in Maitland under the banner of "All Saints College" was undertaken in 1992. St Peter's and St Joseph's Lochinvar became Years 7-10 schools and St Mary's, Maitland became a school for students in Years 11 and 12. The name All Saints was chosen to encompass the three patrons of the existing schools. At the conclusion of 2017, St Joseph's Lochinvar, separated from the College to stand alone as a Years 7 - 12 school again.

Location/Drawing Area

All Saints College, St Peter's Campus is located at 9 Free Church Street, Maitland NSW.

Maitland is a city in the Lower Hunter Valley of New South Wales, and is situated on the Hunter River approximately 166 kilometres by road north of Sydney and 35 km north-west of Newcastle.

The St Peter's school community has students who belong to the parishes of Maitland, East Maitland, Rutherford, Kurri Kurri, Beresfield and Raymond Terrace.

Our Primary feeder schools are:

- St John the Baptist, Maitland;
- St Joseph's, East Maitland;
- St Paul's, Rutherford
- Holy Spirit, Kurri Kurri;
- St Brigids, Raymond Terrace.
- St Joseph's Dungog

Catholic Identity and Mission

Catholic Imagination and Spirituality

St Peter's Campus, as part of All Saints College, began in 1991 and is a Catholic school which, through liturgy and various spiritual experiences, seeks to stress the importance of tradition and identity in a Christian community.

Prayer is a vital and visible part of school life, as is the creation of Sacred Spaces in each Tutor Group. It is also evident through the participation of the community in a variety of liturgical experiences.

Our Catholic identity is evident through our care for one another and care for our students and parents.

Our 2017 liturgical theme was Awaken. This theme reminds us that we are called, to always be seeking to enrich our understanding of what it means to be a disciple of Jesus and apostle's of the Gospel, in the Marist way. We are called to love and as Marcellin Champagnat said: '...we are called to love them all and love them equally'. The School community created sacred spaces that included a tree made of our fingerprints to remind us that we are all created equally and are called to make a contribution by our very presence in our classrooms, in the school, the wider community and to the world.

Family, Parish and Diocesan evangelising and catechesis

The St Peter's school community has students who belong to the parishes of Maitland, East Maitland, Rutherford, Kurri Kurri, Beresfield and Raymond Terrace. There are a number of staff and students actively involved in the life of their parishes in various ministries. Some of these students are involved in the Activ8 Youth Groups at East Maitland and Largs and the presentation of the vibrant liturgy at the Sunday evening Mass at St Joseph's, East Maitland. The lives of our Parish Priests are very busy. Wherever possible we involve priests in the school through committees, retreats, Year 10 Graduation Mass, Awards Night, Eucharistic celebrations and liturgies. We are thankful for their involvement, their time and commitment to the continuing development of our faith within our school. We were privileged to have Fr Paul O'Neill celebrate our Year 10 Graduation Mass. In 2017 the St Peter's community was able to celebrate Eucharistic together for St Marcellin Champagnat's Feast Day and at Year group masses.

In 2017 two students were nominated for the Bishop's award with Sarah Austin of Year 8 bestowed with this honour for service to her Parish at East Maitland.

Christian Discipleship

The development of spirituality is seen as a priority in nurturing the whole person. Throughout the year there are a variety of opportunities presented both for staff and students. Once a fortnight St Peter's Ministry Coordinator engages many interested staff in a voluntary Sabbath Moments, a common time of reflective prayer. This time allows a time for possible formation and reflection and is well received and helps to nurture staff spirituality. Prayer was also used throughout the year in times of tragedy and illness. The staff value praying together especially in times of struggle.

During the year students were given the opportunity to be involved in a number of Eucharistic celebrations allowing our faith and our Catholic traditions to be a visible sign within our community. These celebrations have taken the form of formal whole school occasions - Opening School Mass and St Marcellin Champagnat's Feast Day, as well as Year masses which are celebrated in a less formal situation. St Peter's also has a Year 10 retreat each year which is very well attended and from which the outcomes are highly valued by students and staff.

Religious Education and Curriculum

Professional development of staff was again seen as a continued priority in 2017. The Secondary Religious Studies and Spirituality Consultant Anne Heaney used her skills and expertise to guide and assist the Religious Studies Faculty throughout the year.

St Peter's follows the mandatory Maitland-Newcastle Diocesan K-12 Religion Syllabus. As a 7-10 Catholic school, we follow the Stage 4 and 5 programmes of the Syllabus. The same unit of work is studied at the same time by all classes in each year. During the course of the year, Year 7 and 9 were part of an incursion, Year 7 watched a dramatic performance of "Mary of the Cross", a retelling of the story of Mary Mackillop

which dramatised her trials and successes as a pioneer in the early Australian Church and Year 9 participated in a musical and dramatic performance titled "Building Bridges". Teachers in Stages 4 and 5 have access to the Religious Studies resources for each unit and this assists the teaching and learning during the year. In 2017 the Year 9 Religious Studies teachers trialled a project - World Religions which was successful and will be further developed in the years ahead.

Initiatives Promoting Respect and Responsibility

As an endorsement of our liturgical theme "Awaken" in 2017, our school community continued the long tradition of reaching out to the poor in our society and the students generously supported, financially and in kind, a number of worthwhile causes including CARITAS, Marist Solidarity, Catholic Mission and St Vincent de Paul. The Feast of St Marcellin Champagnat was celebrated with a Mass and celebrations during Term Two.

Our Social Justice Awareness Day and "Sleep-out" highlighted the issue of acceptance of all with the theme, *"we all bleed the same colour"*. The activities for this day included guest speakers from the Maitland community from a variety of religious and racial backgrounds and activities where students were encouraged to appreciate and develop empathy and understanding for all in our community.

Our students were involved in the Catholic Schools Week Mass, Mission Week and the Project Compassion and Launch at Sacred Heart Cathedral, Hamilton.

During NAIDOC week a community mural was organised and planned by indigenous and visual design students.

Student Profile

The table below shows the number of students in each of the categories listed.

LBOTE*	SWD*	Indigenous
30	56	34

*Language Backgrounds Other Than English (LBOTE); Students With Disabilities (SWD)

Enrolment policy

All Saints College, St Peter's Campus follows the guidelines provided by the Catholic Schools Office *Enrolment Policy 2013*. This Enrolment Policy has been devised in order to accommodate the needs of families seeking a Catholic education. It aims to set direction for school procedures and practices for enrolling students into Catholic Primary and Secondary Schools within the Diocese of Maitland-Newcastle and to establish a common, consistent approach in enrolment practices and assist the system of Catholic schools to provide schooling, where possible, for all Catholic children who seek enrolment, cater for the individual needs of each child equitably within the constraints of the available teaching and material resources and to encourage parents enrolling their children in Catholic schools to give support to parish and school life, especially in education in faith.

Copies of the Policy are available from the school, or from the Catholic Schools Office website. Parents concerned about school fees should ensure they make contact with the school. Diocesan provisions (including standard discounts for those with a Health Card) exist to help in this area, and the Principal can also exercise discretion where genuine need exists.

Actual Enrolments 2017

Scholastic Year	Number of Students
Year 7	208
Year 8	204
Year 9	236
Year 10	220
Total	868

Student Attendance - 7 to 10 - PDF

Percentage of student attendance by Year level and school average for 2017

Year 7	Year 8	Year 9	Year 10	School Average
92	92	91	91	91.5

Managing Student Non-attendance

Regular attendance at school is essential if students are to maximise their potential. Schools, in partnership with parents and guardians, are responsible for promoting the regular attendance of students. The compulsory years of schooling is age 6 to 17. Principals and school staff, in consultation with students and their parents, will usually be able to resolve issues relating to non-attendance. While parents should be reminded of their legal obligations under the Education Act, (1990), the welfare of the student must be the focus of this consultation. The most effective means of restoring and maintaining regular school attendance includes sound attendance monitoring practices and regular follow-up of unexplained absences by contacting parents promptly. Resolution of attendance difficulties may require a range of additional school based strategies including student and parent interviews, reviewing the appropriateness of the student's educational program, development of a school-based attendance improvement plan, referral to the school counsellor or outside agencies and support from school - based personnel. If a range of school-based interventions has been unsuccessful, support may be requested by referring individual cases of unsatisfactory attendance to the Catholic Schools Office.

Pastoral Care and Wellbeing

Student Welfare Policy

The Pastoral Care dimension at St Peter's endeavours to discover the life needs of students and to provide them with every opportunity to value self and to experience well-being. The fostering of quality interpersonal relationships among teachers, students, parents and support staff is a responsibility shared by everyone.

In 2017 we continued the implementation of the Positive Behaviour Support model of care in our school. The Positive Behaviour Support (PBS) Respect Matrix is now the foundation of student interaction. Our student behaviour management process has also been refined and the introduction of the student behaviour management tool 'Sentral', has been fully integrated to support all student management matters in the Pastoral sense and in matters of discipline.

We have continued with the emphasis on building students who are equipped to engage in the wider community as informed and educated individuals. St Peter's has been fortunate to have the Brainstorm production 'Cyberia' on cyberbullying and the Rock & Water program continues to be incorporated into school programs. We have also provided many new opportunities that enhance the learning and well-being of our students

Discipline Policy

St Peter's Behaviour Management practice is closely linked to Pastoral Care in so far as each seeks to promote respectful, secure and healthy environments in which students can grow and mature. In 2017, the recent changes to the behaviour management system continue to be based on Restorative Practice and Restorative Justice principles within the framework of Positive Behaviour Support. A collaborative approach was used to manage the behaviour of students who commit a serious breach or a number of minor breaches of the (PBS) Respect Matrix. Each week, the Assistant Principals, Student Coordinators, School Counsellor, Careers Advisor, Learning Support Coordinator and the Pastoral Support workers met to discuss student progress and develop strategies to guide students.

Staff endeavoured to help students learn from their mistakes and to reconcile and resolve problems with others. Proactive contact with parents by staff, in the early stages of a recognised problem, was encouraged. Proactive student behaviour management was encouraged amongst staff with an emphasis on partnership between school and home providing these foundations.

The full text of the College's Student Discipline Policy may be accessed on the College's website or at the administration office.

Anti-Bullying Policy

Catholic schools have the responsibility to promote cultures of trust, cooperation and respect in the lived experience of the Catholic Christian setting. Bullying in a school mitigates such a culture and inhibits the development of positive relational outcomes for the common good of students, teachers and caregivers. *All Saints College, St Peter's Campus* Anti-Bullying Policy is reviewed regularly and is available on the school website.

Complaints and Grievances

The school has formal written protocols in place to address complaints and grievances. These protocols are in line with the Complaints and Grievances Resolution Policy (2013), developed to provide a consistent approach for all Diocesan schools. This policy aims to address the concerns of Parents / Carers and the wider community. These concerns may include children's learning, behaviour and welfare, school organisation and management, student health and safety issues.

A copy of this policy and the informative parent brochure is available from the school office, school website or is available on the Catholic Schools Office website.

Special Provisions

St Peter's Campus has developed procedures and policies that support students with special needs across Years 7 to 10. Special Provisions, in accordance with the NESA guidelines, are provided for students in Year 10 undertaking the Record of School Achievement (RoSA).

A strong Learning Support faculty within the school seeks to ensure that the learning needs of all students are met throughout the academic year.

School Improvement

School Improvement Plan

The 2017 School Improvement Plan reflects the requirements of the Education Act and the Commonwealth Government Agenda for School Improvement. A key component of this reform agenda is to achieve sustained school improvement through specific areas by which the educational outcomes for students will be addressed.

School Improvement Priorities 2017:

- Continuation in the creation of Professional Learning Community.
- Professional learning experiences offered to whole school staff through visiting guest speakers and attendance at conferences.
- Enhanced delivery of Religious Education program.
- All Religious Studies teachers in-serviced to improve knowledge of content and strategies to deliver the course to students.
- Development of literacy programs in core subject areas.
- Teams established in core subjects of Mathematics, Science, English and HSIE with programs devised for implementation of specific areas in the respective KLAs.
- Development and implementation of the Gifted Education program and Executive membership of the Gifted Education working Party.

Visits to schools which currently conduct successful teaching programs. Staff attended PD with a focus on Gifted and education.

School Academic Priorities

Key improvements achieved this year	Key improvements for next year
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<p>Continuation of the development of a Professional Learning Community</p> <p><i>Steps taken to achieve the priority:</i></p> <ul style="list-style-type: none"> ■ PLC development for the whole staff and individual professional learning teams in small workshops was a focus throughout the year and PLT's produced a report to enable each team to set future directions specific to their professional learning goals in relation to curriculum differentiation and data analysis. ■ Release days- all faculties had minimum of two release days for their teams to plan for future. ■ Team Leaders meeting days held to evaluate the progress and outline future direction. ■ 'Learning by Doing' (Handbook for Professional Learning Communities) published by Hawker Brownlow was focussed upon as a resource for all staff and used in KLA's meetings throughout the year. ■ Evaluation indicated that there was an increase in cohesiveness as a result of these days. Intensive collaboration on three days assisted in development of units for programs. 	<p>Encourage students to pursue challenging goals in all aspects of their education.</p> <p><i>Steps taken to achieve the priority:</i></p> <p>The continuation of the leadership role- Leading Learning Coordinator further informed the direction of the St Peter's Campus Learning Community.</p> <p>The Leading Learning Coordinator role is instrumental in working with both students and staff to ensure that "aspirational" curriculum and academic goals are established for targeted students and that mechanisms are put in place to measure performance against these goals. The Leading Learning Coordinator works closely with staff in facilitating elements of the Professional Practice and Development Framework. This involves both, working directly with staff and facilitating Peer to Peer initiatives. The development of Learning Walks where Executive, Leadership and teaching staff across faculties visit classrooms for observation of learning outcomes for students.</p>
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<p>Enhanced delivery of Religious Education program</p> <p><i>Steps taken to achieve the priority:</i></p> <ul style="list-style-type: none"> ■ Guest Presenter- Anne Heaney the Catholic School's Office facilitated Professional Development for all Religious Studies teachers via Video Conference on three separate days to improve knowledge of content and strategies to deliver the course to students. ■ Evaluation of these days concluded that they were valuable for planning of course units in Term 1 for 2017 programs. ■ The emphasis on development of teaching and learning strategies in the Religious Studies KLA was evident in the learning experiences of students. 	<p>Ongoing development of St Peter's Campus as a Professional Learning Community. A major focus was placed on the development of improved literacy and numeracy outcomes for students across all KLA's and across Stages 4 and 5.</p> <p>The first steps towards the development of the continuum of learning for students from Stage 4 to Stage 6 across All Saints College was initiated in 2017 with KLA Coordinators meeting across campus to focus on student learning. This is expected to continue in 2018.</p>
<p>Development of literacy programs in core subject areas:</p> <p><i>Steps taken to achieve the priority:</i></p> <p>Development of literacy and numeracy units for core KLA's - English, Mathematics Science and HSIE differed in approach.</p> <p>English Faculty used release time for each member of the faculty to work on components of literacy.</p> <p>Mathematics Faculty engaged an experienced Mathematics teacher to produce a Mathematics Literacy program directed at Stage 4 students.</p> <p>Science Faculty engaged a teacher to develop literacy units focusing on Science Literacy.</p> <p>HSIE Faculty worked in pairs to produce units with a History Literacy focus.</p> <p>Evaluation of these programs indicated that the programs need full implementation over a longer period of time to fully evaluate the effect on learning. Mathematics implemented the program and are refining it. Science reported limited success. History units have had some success in implementation.</p>	<p>Gifted and Talented Education.</p> <p>Involvement in the Working Party focussing on Gifted education was a priority in 2017 for St Peter's leadership team and selected staff. This was followed up by the identification of the need for a selected staff member to lead the Gifted Education initiative in the school. Support offered by the Catholic School's Office to enable this initiative to be used in Term 1 next year to take this initiative forward. In 2017 Sarah Elliott was identified as a talented staff member and was tasked with facilitating the longer term development of Gifted Education within the College.</p> <p>There was a continued focus on differentiated instruction in our classrooms ensuring that the learning of all students is catered for in the school. This was coupled with a greater focus on the analysis and discussion of data focus across the school.</p> <p>The introduction of an Accelerated Mathematics class in Stage 5 will take place in the 2018 academic year with students in Year 9 completing the Stage 5 Syllabus before gaining early entry into the Stage 6 Mathematics syllabus.</p>

On the academic front, 2017 was an extremely busy year. Students have worked through many topics for all subjects culminating in topic tests and assessment tasks which have given them guidance on their learning and highlighted areas for growth. The NAPLAN tests during Term 2 were a highlight for Year 7 and Year 9 students where we achieved pleasing results. The Learn2Learn program which has been embedded in the timetable for Year 7 continued its success. Learn2Learn is a framework through which St Peter's addresses some of the major 21st Century Learning Skills that may not be adequately addressed within Key Learning Areas (KLA's). The Record of School Achievement (RoSA) results were very pleasing, culminating in six students receiving a Diocesan award for achieving six or more A's in their RoSA. Numerous excursions, incursions and extra-curricular competitions enabled students to build upon what they learnt in the classroom while testing themselves against others and putting their learning into real world contexts.

Again, our Science and Engineering team proved they are the best in the country. Achieving the status of National Grand Champions after progressing through the rounds and competing in the national final in Dubbo. The Tournament of Minds teams were extremely successful in the regional competitions held at Newcastle Grammar School where we entered four teams. One of the ToM teams progressed through the rounds to be finalists in the National title held at Flinders University in Adelaide. The St Peter's Campus Public Speakers and Debaters were also extremely competitive in competitions throughout the year. A Mock Trial team is planned for the next academic year to add to the many extra curricular opportunities for students.

Cultural achievements

In 2017, the CAPA faculty has achieved and improved the learning opportunities through various curricular and extra-curricular activities. Professional Learning experiences have allowed staff to enrich the learning of students and progress towards more innovative areas of assessing and pedagogy.

Creative and Performing Arts programmes are supported by and reflected in the various extracurricular activities. Annual showcases and excursions St Peter's Campus offers include the Annual Art Exhibition, Music on the Grass, St Peter's Got Talent and the NAIDOC WEEK community mural.

In 2017 the CAPA subjects offered, provided the opportunity for students to gain experience within their particular field; DioSounds, *Musica Viva In Schools*, Indonesian Food Experiences as well as Maitland Regional Art Gallery Exhibitions all enhanced student experiences.

Sporting achievements

St Peter's Campus has a great tradition in sport and this is evident in the high level of participation in Friday Afternoon Sport and the many representative teams supported within the school.

We participate in representative sport at Local, Diocesan, NSW CCC, All Schools and National level.

Some of our achievements in 2017 were:

- Exceptional results in Diocesan Swimming, Cross Country and Athletics Carnivals. Top 10 results at NSW CCC and All Schools in Athletics and Cross Country.
- Football. Bill Turner Cup. Representative in the Diocesan Open Boys Team.
- Basketball - a high level of competitiveness and representation.
- Tennis - Diocesan Years 7, 8 and 9
- Golf - Diocesan - a high level of competitiveness and representation.
- Touch Football. 9/10 Boys
- Rugby League. Finalists and winners of the Under 16's Knights Knockout. State Finalists in All School's competition. Diocesan Under 16's Representatives at state level.
- Netball - participation
- Rugby Union - participation.

Student Achievements

Performance in National Testing

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 College planning and is used to support teaching and learning programs.

The tables below show the percentages of students who achieved particular skill bands in numeracy and the aspects of literacy. The College results shown are 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.

NAPLAN RESULTS 2017		% of students in the top 3 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 7	Reading	64.25%	57.80%	7.25%	16.20%
	Writing	27.67%	40.20%	35.92%	28.40%
	Spelling	65.53%	61.30%	10.68%	15.50%
	Grammar	59.22%	55.90%	10.19%	18.80%
	Numeracy	71.84%	61.30%	6.80%	13.90%

NAPLAN RESULTS 2017		% of students in the top 3 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 9	Reading	16.34%	50.40%	19.80%	21.30%
	Writing	5.94%	36.60%	40.59%	36.80%
	Spelling	20.79%	49.80%	16.83%	21.70%
	Grammar	17.82%	45.40%	20.79%	25.40%
	Numeracy	26.24%	53.10%	7.43%	16.00%

The RoSA is a cumulative credential that allows students to accumulate their academic results until they leave school. It is of specific use to students leaving school prior to HSC.

The RoSA records completed Stage 5 and Preliminary Stage 6 courses and grades participation in any uncompleted Preliminary Stage 6 courses.

The number of students issued with a RoSA for 2017 was 2

Staffing Profile

Staff Qualifications

Qualifications and Experience	Number of Staff
I. Teachers with teaching qualifications from a higher education institution within Australia or as recognised by National Office of Overseas Skills Recognition (NOOSR).	63
II. Teachers with qualifications from a higher education institution within Australia or as recognised by NOOSR but lacking formal teaching qualifications	0

Workforce Composition

Number of Staff	
Total teaching staff	63
Total non-teaching staff	35
Grand total	98
Percentage of teachers who are indigenous	0

Teacher Attendance

94%

Teacher Retention

98%

Professional Learning Undertaken

During 2017, all teaching staff participated in a full day professional development in the area of Curriculum Differentiation and Data Analysis. Forty seven staff also undertook further professional development in the area of Professional Learning curriculum based before developing resources to enhance student learning and evaluating their effectiveness. Staff also participated in mandatory SALT training in child protection, WH&S training for anaphylaxis; asthma; chemical safety and six *Onguard* modules (WHS software programme) were completed by all staff.

Parent, Student and Teacher Satisfaction

The opinions and ideas of parents, students and staff are valued and sought. Their suggestions are incorporated into planning for and achieving improved outcomes for students. This year, the College has used a variety of processes to gain information about the level of satisfaction with the College from parents, students and staff.

Parent Satisfaction

Community feedback was provided to the parent body through P&F Meetings. Strong links are readily evident with the parents, Parish, and the wider community. It is clearly evident that parents are genuine and welcome partners of St Peter's Campus. Practices and policies embrace and support their role in the school's mission.

In 2017, the pastoral programs that were offered including the SEASONS program were conducted to suit the needs of our students and parents. These programs were well attended. In addition, parents were invited to, and attended in good numbers, the ICT support "Parents in Touch" nights conducted by the Learning Technologies Coordinator. This involvement helped to empower parents in their child's learning and use of ICT.

Orientation practices for parents, the range of quality meetings for parents, the newsletter and website, and the genuineness of positive relationships with parents affirm this partnership. The school has a range of programs and involvement that links it with the broader community.

Our school enrolment has continued to be strong with waiting lists in all year groups for the beginning of the 2018 school year.

Student Satisfaction

Based on the Marist charism which has, as a part of the Strategic Plan of the school and been a significant focus across all aspects of life at St Peter's in recent years, students are treated equally in an effort to support, in the best way possible, their education in all aspects.

Students feel they have a voice in our community with the Student Council, who meet regularly to discuss issues and provide feedback to the school Executive. Minutes are published and the responses to their questions or suggestions are provided by the Executive team. Students indicate a high satisfaction with the school and the experiences that are provided. This is evidenced by the number of students who participate in extra-curricula activities in all areas of learning.

Each year, St Peter's Campus has a Year 10 Retreat each year which is very well attended. In 2017 200 students attended four venues along with 14 staff and 12 adults who volunteer their time to be involved in this program. All involved with Retreat spoke highly of their journey in faith and the experience they shared.

A good indicator of satisfaction is the overall student average attendance which is above 90%.

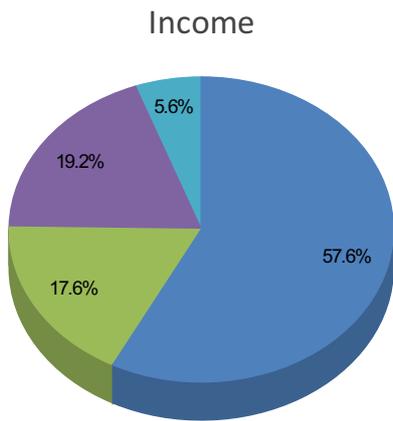
Staff Satisfaction

The 2017 Annual Review, relating to our School Improvement Plan, indicated that the staff feel St Peter's has

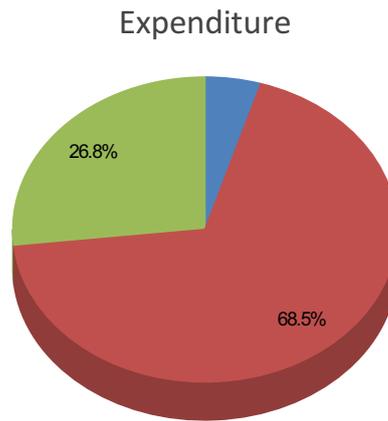
- a strong commitment to the nature and purpose of Catholic schools
- An enhanced sense of community and belonging for school staff
- a contemporary and high quality teaching and learning environment
- supportive partnerships that provide for consultation and engagement with parents and families.

The areas of excellence for 2017 noted by staff were curriculum differentiation, developing literacy and numeracy initiatives across faculties and data driven curriculum delivery. St Peter's 'Sabbath Moments, a voluntary prayer gathering held on one day each fortnight, special prayer gatherings for the sick and the Marist Footsteps program were also noted by staff.

The St Peter's Campus staff spirituality day was a highlight on the staff calendar in 2017.



- Commonwealth Recurrent Grants (57.6%)
- Government Capital Grants (0%)
- State Recurrent Grants (17.6%)
- Fees and Private Income (19.2%)
- Other Capital Income (5.6%)



- Capital Expenditure (4.7%)
- Salaries and Related Expenses (68.5%)
- Non-Salary Expenses (26.8%)

This School Financial Information is based on the detailed information provided to the Commonwealth Government in the Commonwealth Financial Questionnaire. School Financial Information for the 2017 year is detailed below:

RECURRENT and CAPITAL INCOME	
Commonwealth Recurrent Grants ¹	\$8,817,178
Government Capital Grants ²	\$0
State Recurrent Grants ³	\$2,699,264
Fees and Private Income ⁴	\$2,934,829
Other Capital Income ⁵	\$853,806
Total Income	\$15,305,077

RECURRENT and CAPITAL EXPENDITURE	
Capital Expenditure ⁶	\$636,235
Salaries and Related Expenses ⁷	\$9,257,994
Non-Salary Expenses ⁸	\$3,619,143
Total Expenditure	\$13,513,372

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.

Report Access and Publication

This report is available to members of the school and wider communities. Copies will be supplied to the Catholic Schools Office, NESAs, The Parents and Friends Association, the Parish Priest and to all parents.

Copies of this school's Annual School Report are available to the general public. Persons wishing to access a copy of the report should contact:

All Saints College, St Peter's Campus

MAITLAND

Phone: 4933 6933

For further information relating to the Diocesan Policy please refer to: <http://mn.catholic.edu.au>