Messages from Key School Bodies

Principal

St Peter’s Campus is a part of All Saints College, a three campus College comprising two junior 7-10 campuses and a senior 11-12 campus. St Peter’s is a 7-8 stream Catholic, co-educational, systemic school catering for 870 students.

Our 2013 liturgical theme was iBelieve…Seeing Beyond. The gospel reading from Mark 10, where Jesus encounters the blind beggar on the road to Jericho who asks Jesus to heal him, beautifully captures this message. On the surface it is the account of one of Jesus’s miracles where he cures a man of his blindness on the side of the road. If however, we dig a little deeper and examine the story on a theological level, we begin to understand that the gospel is the story of a once honourable man who has become blinded. His blindness is a metaphor perhaps for ignorance, immorality, a lack of openness and caring. When Jesus comes along, he realises how lacking his life has become and he declares to Jesus in front of the others that he believes. In throwing off his cloak, he is declaring that he is prepared to turn away from this darkness and Jesus gives his back his sight, a metaphor for forgiveness and looking forward.

In 2013 our school community continued to reach out to the poor in our society and the students generously supported a number of worthwhile causes including CARITAS, MAPS (Marist Asia Pacific Solidarity), Catholic Mission and St Vincent De Paul. While there have been many significant liturgical celebrations during 2013, undoubtedly the most memorable was the Champagnat feast Day Mass and Fete held during Term Two and the Social Justice Awareness Day and Sleepout.

The students are the heart of any school and at St Peter’s our students make it an absolute privilege to attend school each day. I thank them for the manner in which they work with staff, with each other and within the broader community. Thank you also to the staff of St Peter’s. Their wonderful and generous giving 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 2013 Parents and Friends Association has been a group of service. I thank them for their generous support of the school over the course of the year and for the wonderful insight they provided in many matters that the executive raised for their discernment. It is an absolute privilege to work with such a dedicated group of parents.

The following report reflects some of the general highlights of the students of St Peter’s during 2013. I commend the St Peter’s Annual Report to you.

Copies of this report will be available to all members of the school community via the school’s website and are also available at St Peter’s for anyone interested.

P&F

All Saints College - St Peter’s Campus has a dedicated group of Parents and Carers who meet on the 3rd 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. We provide information to our school community via the St. Peter's school newsletter and the P & F provides a forum to brainstorm ideas and provide feedback to collaborate with teachers and staff from a parent/carer and Parish perspective. We started the year by welcoming our Year 7 parents and students at the P & F hosted Welcome BBQ and supported our teaching and ancillary staff by acknowledging them on World Teachers Day. As a result of our meetings, in 2013, the P & F contributed to the design of the Discipline Policy, took part in discussions concerning curriculum changes, supported the school in its endeavours to embrace 21st Century learning, and were part of the discussions on information technology and the school vision for changes to teaching and learning.

The P&F also provided funds to support the purchase of a new statue of St Peter for the front of the school, purchasing of notebooks for Year 8 & 9 students to use at school and purchasing of hospitality equipment for Learning Assisted students to open a Cafe. The P & F also were part of the discussions and plan for the introduction of and replacement of devices that will replace the Digital Education Reform. The P & F were pleased to be involved in and support the Sleep out initiative for 2013.

By encouraging closer parent/carer/Parish/teacher and staff relationships, the students benefit by a more consistent approach to their learning and development. The P & F continue to run community building activities for interested parents.
**Student Leaders / SRC**

During 2013, the Student Representative Council (SRC) continued to provide an important link between students and teachers 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 many new ideas as well as continuing old traditions such as planning a school social.

This year a virtual classroom was established as for communication between the SRC and Mrs Johns who oversees and facilitates the operation of the SRC. Throughout the year the SRC also supported a number of fundraising activities, including support for Bandana Day, 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 Armistice day ceremonies. They endorsed and amended the Student Code and were invited by, and worked with, the Assistant Principal to review the Draft PBS Respect Matrix. The SRC developed leadership, teamwork and communication skills and developed 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 men and women.

**Characteristics of the Student Body**

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

<table>
<thead>
<tr>
<th>LBOTE*</th>
<th>SWD*</th>
<th>Indigenous</th>
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<tr>
<td>42</td>
<td>40</td>
<td>28</td>
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*Language Backgrounds Other Than English (LBOTE); Students With Disabilities (SWD)

**Religious Dimension and Culture of School Life**

**Catholic Identity**

St Peter’s Campus, being a 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.

**The School as part of Parish and Diocesan Life**

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 Bishop Bill and Fr Paul O’Neill to concelebrate our Year 10 Graduation Mass. The St Peter’s community were able to celebrate together in a Eucharistic celebration for St Marcellin Champagnat’s Feast Day. The Year masses held throughout 2013 with all years having the opportunity of sharing at least one Eucharistic celebration during the year, as part of a parish mass.

**Teaching of Religion**

St Peter’s follows the mandatory Diocesan K-12 Religion Syllabus. As a 7-10 Catholic school, we follow the Stage 4 and 5 section 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, four Assessment Tasks are given to measure the level of achievement in the various outcomes of particular units and results are recorded on the Semester One and Semester Two Reports.

Teachers have access to the Religious Studies resources for each unit and this assists the teaching and learning during the year. In addition, there are many resources, both text and technological, to assist the classroom teachers in providing the best teaching and learning environment for students. The ICT “Understanding Faith” series has continued to be developed as a teaching and learning strategy to enhance existing units. Support structures are in place to assist new teachers of Religious Studies.
The possibility of regular meetings of Religious Studies Year teams allows for greater sharing of ideas and resources and further support of new teachers of Religious Studies. With available smart boards, classroom computers and data projectors in the school, the teaching and learning has the capacity to embrace 21st century learning.

Professional development of staff was again seen as a priority in 2013. With the implementation of the revamped 7-10 Religious Studies syllabus, emphasis was given to the support of the teachers through regular in-services provided by Anne Heaney – Secondary Officer, from the Catholic Schools Office.

**Retreats and Faith Development Programs**

The development of spirituality is seen as a priority in nurturing the whole person. Once a fortnight St Peter’s Ministry Coordinator engages many interested staff in a voluntary Sabbath Moments, a common time of reflective prayer. This opportunity is well received and helps to nurture staff spirituality. Prayer was also used throughout the year in times of tragedy and illness and this was found to be a great comfort to staff.

Prayer is recognised as an integral part of our daily activities and this is supported by prayers being placed on Student Daily notices. This enables all to begin their day with a time of stillness and reflection.

St Peter’s has an optional Year 10 retreat each year which is very well attended. In 2013, 180 students attended four venues along with 12 staff and 12 adults who volunteer their time to be involved in this program. This year parents were involved indirectly in the retreat by writing a letter to their child which they were given whilst at retreat. This experience was very well received by all, especially parents who felt privileged to be able to share this time (indirectly). All involved with retreat spoke highly of their journey in faith and the experience they shared.

Our Year 9 students selected for Leadership roles for 2014 were involved developing a liturgy during their training. Year 7 were also involved in developing a liturgy during their Camp at the beginning of the year recognising the place our faith has in their journey.

Karis Ministries were involved in the further development of our students in their faith in both Year 7 and Year 9. These days had our students engaged and positively involved and were also well received by the staff.

Our students were involved in Catholic Schools Week mass, Mission week and the Project Compassion Launch.

We also had a large number of students involved in our Social Justice Day and Sleepout which highlighted the plight of Asylum seekers- these activities allowed staff and students to experience the plight of the homeless.

We hope to continue putting our faith into action in 2014.

**Values (including Social Justice Initiatives)**

Students are constantly reminded of the foundational basis of Jesus’ commandment “love one another”, and how to apply this when dealing with each other and staff. This philosophy also promotes respect of all and taking responsibility for one’s actions. St Peter’s uses Restorative Justice Practices, along with the aid of community and Religious Education days to support the development of the values in all our students.

There is a strong Social Justice committee at St Peter’s which is passionate about raising funds for disadvantaged communities, and presents an awareness of local and universal issues. In 2013 the social justice team held our second annual Social Justice Awareness Day and sleep out.

This year proved to be most effective with a whole school approach of no electricity and furniture during the day and the sleep out in the evening.

In the morning, no electricity was allowed for teaching purposes; lessons were taught without furniture in the classroom and then after the school day’s over, 85 students and 15 staff slept all night on cement, in sleeping bags, in the grounds of the school. Staff and students were willing to cooperate and demonstrate our faith in the cause. At lunchtime an event called Detention4Detention, was part of a campaign organised by the Australian Coalition to End Immigration Detention of Children in order to raise awareness and encourage leaders to treat asylum seekers with dignity and greater compassion. More than 200 students and staff, spent their lunch time on detention, seated at desks in the playground as part of our school’s 2013 Social Justice Campaign.
The purpose of this day was to allow our school community to experience and gain insight for people in difficult situations. Holding such events empowers not only our students but staff to become informed, reflective and compassionate leaders in building just societies in our school and wider community and to develop a deeper sense of compassion for people in difficult situations.

This achievement was made possible because of the initiative and passion displayed by the Social Justice Team 2013.

With our deep Marist connections, we also work with Marist Asia Pacific Solidarity (MAPS) to also reach and provide relief where possible. Our yearly Lenten commitment of Project Compassion allows both students and staff to help raise funds and with the help of Caritas Australia, makes life giving differences.

**Policies**

**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.

**Student Welfare**

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 2013 we decided, as a staff, to investigate the introduction of the Positive Behaviour Support (PBS) model of care in our school. To this end, we had an in-service day facilitated by Paul Sleishman from the Catholic Schools Office. The key features of PBS include a prevention-focused continuum of support; proactive instructional approaches to teaching and improving social behaviours and a systems change to support effective practices. PBS relies primarily on positive approaches. For many years we have had a “Respect for self, school and the environment” matrix as the foundation of student interaction. This has now been developed further in line with PBS and our student behaviour management process has also been reviewed as we continue to refine our practices in relation to student behaviour management.

We have also 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 ‘Verbal Combat’ on bullying performed for our year 8 students. Students were very enthusiastic and actively engaged. At the end of the play, time was provided for our students to seek answers to their many questions. This discussion at end was invaluable! The two young actors were very professional; characters were very believable and they connected with our students at their level.

We have also had presentations to all our students on cyber safety, especially in the areas of sexting and social media. Senior Constable Kim Smith, Police School Liaison Officer, presented information to students and in particular, relating to sites such as Ask.fm and chat roulette. Students are now better informed and more safety conscious with these emerging social media sites and the dangers that they represent to online users.

The Rock & Water program continues to be incorporated into our pastoral and general school program via the term 1 ‘sport’ program for the year 7 students. The Rock & Water program develops skills for psycho-physical social teaching with boys and girls. Physical exercises are constantly linked with mental and social skills. The program offers a framework of exercises and ideas to assist students to become aware of their purpose and motivation in life. Safety, integrity, solidarity, self-control, self-confidence and self-respect are the focus areas. We have continued to train two new teachers in this program each year for the past three years so we have an increased capacity to broaden the use of the concepts with all students.
Programs and initiatives associated with the pastoral care of our students is ongoing. The Principal, Assistant Principals, Student, Pastoral Support and Pastoral Care Coordinators, School Counsellors, Learning Support Coordinator, Careers Advisor and the Pastoral Support workers worked closely as the Pastoral Care Team to support the needs of the school community.

In 2013 we have provided many new opportunities that enhance the learning and well-being of our students.

The Pastoral Care Policy is supported by the Special Needs Policy, the Inclusive Schools Policy, the Harassment Policy, and the Transition and Orientation Policy. No changes have been made to the Pastoral Care policy in 2013.

**Discipline**

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 2013, there were only minor changes to the behaviour management system which is based on Restorative Justice principles. A collaborative approach was used to manage the behaviour of students who commit a serious breach or a number of minor breaches of the School’s Behaviour Code. Each week, the Assistant Principals, Student Coordinator, School Counsellor, Careers Advisor, Learning Support Coordinator and the Pastoral Support workers met to discuss student progress and develop strategies to guide students. An Intervention Plan, was utilised again throughout 2013 for students who required a more structured management approach.

Staff endeavoured to help students learn from their mistakes and to reconcile and resolve problems with others.

During all aspects of behaviour incidents, students were given the opportunity to reflect on their own behaviour by addressing the key questions of:

- Who was affected by my actions?
- What can I do to restore right responsibilities?
- How can I avoid the same situation occurring again?

Restorative Practices focus on accountability and reparation of harm rather than retribution and punishment. These practices include a range of strategies and procedures that aim to promote acknowledgement and acceptance of established standards of behaviour within the school community. Restorative Practices are embedded within a whole-school approach to managing behaviour that upholds the centrality of positive relationships, respectful communication between all school and community members, and procedural fairness.

Whilst every attempt is made to encourage students to develop self-discipline related to the principles of the Gospel and to the Christian vision of Pastoral Care, there are times when some students need guidance to establish good behaviour patterns. It is recognised that not all unacceptable behaviours are of the same degree. Therefore, guidelines and strategies are available to staff to manage student behaviour.

In 2012 the Pastoral team reviewed the year’s programs and investigated the concept of a ‘School Wide Positive Behavioural Support’ program which has been implemented successfully at other schools. One of the recommendations, in 2012, was for a whole staff professional development in-service day relating to the concept of a ‘School Wide Positive Behavioural Support’ program. This recommendation was supported by the school executive and was organised for March 2013. At this time, an in-service day facilitated by Paul Sleishman from the Catholic Schools Office, introduced staff to the Positive Behaviour Support (PBS) concepts. PBS is a broad range of systemic and individualized strategies for achieving important social and learning outcomes while preventing problem behaviour. It is based on a philosophy that:

> As teachers, if a child has trouble with literacy or numeracy we explicitly teach them strategies to enable them to achieve better literacy and numeracy skills. If a child has difficulty with behaviour, there are consequences, but we also need to consistently provide explicit teaching of specific skills and support them.

Some of the contributing behaviour factors are beyond our control, but we can build environments to increase the likelihood of learning. To create sustainable cultures of competence as a school community we need to:

- Not assume that students will arrive at school with the necessary social skills.
- Define/establish a small number of clear behavioural expectations and teaching them directly to all students.
A PBS Respect Matrix was developed in 2013 in consultation with the staff and a small committee. This was an enhanced version of a matrix that already existed within the St Peter’s community but was developed more in line with PBS principles.

The Pastoral Care Policy was reviewed in depth, in 2013, where the policy itself was endorsed. The staff requested, however, a major overhaul of the procedures relating to behaviour management of students. To this end, staff were consulted and encouraged to make recommendations for changes to be implemented in 2014. Investigations also began in 2013 into appropriate software that would facilitate the changes recommended. SENTRAL, one of the most widely used learning and student management software systems in Australian schools, was chosen as the software most suited to the needs of our community. It is a comprehensive package that not only supports student welfare but also curriculum and mandatory school compliance requirements.

The current disciplinary procedures are published each year in Student Handbooks and, in an abridged form, in Student diaries each year.

New disciplinary procedures will be implemented in Term 1 2014 that empower the staff using the PBS framework along with the current culture of restorative practices being incorporated- as the concepts are complimentary. SENTRAL will also be installed to facilitate the changes. The Intervention Plan will be utilised more extensively in 2014 for students who require a more structured behaviour management approach.

**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 for Students Policy is reviewed regularly and is available on the school website. This should be read in conjunction with the All Saints College, St Peter’s Campus Pastoral Care policy which includes specific processes.

**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. The policy and associated support material was updates in 2013.

**Special Provisions (Secondary Schools Only)**

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

**Student Achievements**

**Academic Achievements**

Again on the academic front, it has been an extremely busy year. Students have worked through various topics for all their subjects culminating in topic tests and assessment tasks which have given them guidance on their learning. The NAPLAN tests during Term 2 were a highlight for Year 7 and Year 9 students where we achieved pleasing results. The Learn2Learn program successfully piloted in 2011 was embedded in the timetable for Years 7 and 8 and proved to be very successful. 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). Meanwhile, the Year 10 students were the second cohort to receive the Record of School Achievement (RoSA) which replaced the School Certificate. Overall, the results were very pleasing culminating in six students receiving a Diocesan award for achieving six or more A’s in their RoSA. Students have also been involved in a wide variety of competitions including: English, Mathematics, Science and Computing Skills. Excursions and incursions with a learning focus have been conducted for: Science, History, Religion, Legal Studies, Geography, PDHPE, English, Food Technology, Textiles, Music and Visual Arts.
The Science and Engineering Challenge is a day-long competition designed to provide Year 10 or Year 9 secondary students with a positive experience of Science and Engineering. St Peter’s has been competing for eight years and the 2013 team of 32 students were runners up in the Northern NSW Super Challenge. This was our third year of involvement in the Tournament of the Minds competition and we entered four teams: Applied Technology, Language Literature, Maths Engineering, and Social Science. The Applied Technology, Maths Engineering, and Social Science teams were all winners of the Hunter Regional Finals and progressed to the NSW State Finals in Sydney.

**Performance in National Testing**

National Assessment Program - Literacy and Numeracy (NAPLAN) 2013

Students in Year 7 and Year 9 across Australia participated in National Assessment Program - Literacy and Numeracy (NAPLAN) in May 2013. The purpose of this test is to provide information to parents and teachers about the achievements of students in aspects of Literacy and aspects of Numeracy. The test provides a measure of the students' 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.

The Commonwealth Government sets minimum acceptable standards for literacy, numeracy, reading, writing, grammar, punctuation and spelling at particular ages. These are referred to as national minimum standards. Band 2 is the minimum standard for Year 3 and band 4 is the minimum standard for Year 5. Student performance in NAPLAN in our school is compared to these standards. The percentages of students achieving at or above these national minimum standards, and the percentages of students in the top three bands are reported in the table below.

CSO will insert data here. Cf “Guidelines” document for other info.

**Cultural Achievements**

St Peter’s values and understands the importance of the Creative and Performing Arts within a school community. St Peter’s aims for excellence in all curricular and co-curricular activities and has once again provided various cultural experiences and opportunities enriching the lives of its students.

**Curriculum**

Staff of the CAPA faculty, every year endeavour to extend and improve their methods of pedagogy. In 2013 we embraced the Contemporary Pedagogy Project forming a team of four to collaborate, aiming to improve the quality of assessment and to take our subject areas further forward into contemporary thinking and teaching. Initially, staff utilised Project Based Learning (PBL) as the platform for this project. All subjects within the CAPA faculty developed an individual PBL task for specific year groups. Under the direction of the Contemporary Project Leader, the following projects were developed:

- **Year 10 Visual Arts** – “Can Art Change The World?”
- **Year 10 Photography** – “Do You See What I See?”
- **Year 10 Music** - “Why Choose Music?”
- **Year 10 Drama** – “How Can We Use the Environment to Create Entertaining Theatre?”
- **Year 9 Photography** – “Taking It To the Streets.”
- **Year 7 Music** – “How Can We Take Sub Tuum to a New Audience?”

Developing and writing these new projects forced staff and students to be challenged in numerous ways. Contemporary programming, assessing and teaching, saw students become more engaged, they questioned actions and above all, their work was presented at a higher standard.

The entire Year 8 cohort was delighted with the opportunity to experience unique food and delicacies of the Indonesian culture. This mandatory subject has developed a keen interest amongst the student community and this event in particular was no exception. Indonesian teachers addressed and explained food to the students where they had to comment and critique their tastings. What was most impressive about this new initiative, appropriately titled “The Tastes of Indonesia” was that every
student was required to converse and report entirely in the Indonesian language. Students found themselves putting their understanding of the Indonesian language into real life practices. They also found that some of the traditional foods were delicious and others not so delicious.

It is essential that Creative and Performing Arts curricula and programmes are supported and reflected within the various extra-curricular activities, annual showcases and excursions that a school has to offer.

There are several events that occur annually at St Peter’s which showcase the talents, skills and learning of students in CAPA subjects:

- **The St Peter’s Annual Art Exhibition** held at the beginning of term 3. Over 400 artworks from Visual Arts, Visual Design and Photographic and Digital Media students were on display for the school community to view. Artworks of various mediums were presented, such as black and white photography, ceramic sculpture, digital photography, lino printing, acrylic paintings, pencil drawing, charcoal drawing, watercolour painting and photo collages.

- **St Peter’s Performs** showcases the various talent of students within the school community and is held in term 4 at the Maitland Town Hall. This evening performance involves solo items and ensembles such as “Mancellin” (all boys choir) “Amaryllis” (mixed choir) and the Drama Club to perform major items.

- **CAPA EXPO WEEK** The main purpose for this week is for maximum exposure of all CAPA subjects informing parents and students of the content in these specialist classes. Features during this week include: St Peter’s Arts Exhibition; Dance and Drama performance titled “Believe” (an intimate evening which includes monologues, scripted drama, improvisation, ballet, jazz and contemporary dance); “Music on the Grass”, (elective Music students entertaining the student body in school grounds during lunchtimes); Stage 5 Dance and Drama classes production titled “The Ruby Slippers” which was also used to assess skills such as collaboration, dramatization, choreography, stage direction, projection, stage management, lighting and sound direction.

Other music performances are also provided in a less formal setting via a competition “St Peter’s Got Talent”. Acts range from rock bands, vocalists, dancers and comedians performing for the panel of judges hoping to be crowned the most entertaining.

Stage 5 elective CAPA subjects are offered the opportunity to experience skills and workshops within their particular field. In 2013 Dance and Drama students visited the “Legs on the Wall” Studio studying acrobatic movements and balancing skills; experienced an intense workshop at The Sydney Dance Company developing and learning the latest choreography in Hip Hop; witnessed a performance from The Sydney Theatre Company based on Shakespeare’s Hamlet titled “Rosencrantz and Guildenstern are Dead”.

Stage 5 Music students experienced composition workshops in The Vector Lab – Powerhouse Museum, Art Express at the Art Gallery of New South Wales, James Morrison (trumpeter) and the Sydney Symphony Orchestra at the Sydney Opera House and finally an extensive tour through JMC Music Academy.

Visual Arts, Visual Design and the Photographic and Digital Media students exhibitions at the Art Gallery of New South Wales, Museum of Contemporary Art and The Whitehouse. Students also created their own art whilst in Sydney by taking photos (digitally and manually) and drawing famous landmarks.

A number of other excursions for both stages 4 and 5 subjects were held throughout the year. These included workshops and exhibitions at the Maitland Regional Arts Gallery, Newcastle Art Gallery, Shakespeare in the Cloisters and HSC Performances.

**Co-Curricular Activities**

St Peter’s are proud to offer its students a variety of opportunities to develop or extend their skills in the field of Creative and Performing Arts. Rehearsals for most of these opportunities are held during recess and lunch breaks throughout the week.

Various music activities are offered to enrich the lives of St Peter’s students. Amaryllis and Mancellin are two vocal ensembles that represented the school at various diocesan and school events. Amaryllis is an ensemble of mixed voices while Mancellin consists solely of male voices. The newly furbished and built music suite is open every recess and lunch for students to make a booking for private practise or ensemble rehearsals.

Once a week in the Theatrette, Dance and Drama clubs are held for Year 10 students who conduct and organise activities for younger students. Students experience and learn about playbuilding, different styles of dance, compose dance routines, and develop an understanding of safe warm up and warm down procedures.
Art teachers open the doors during lunchtimes to their students. During this time, one on one assistance and guidance can be received whilst finishing off major artworks for assessments or simply refining techniques for personal development.

Bi-annually, St Peter’s presents a musical production as a co-curricular activity open to the entire school body. The 2013 production titled “Into the Woods JNR” was made famous on Broadway and was the recipient of numerous Tony Awards. To become a cast member or acquire a lead role, students must prepare an audition. This process took place in term 4, 2012 allowing year 6 students from feeder schools to also audition. A cast of around 50 was chosen and rehearsals commenced immediately. The performance took place in September 2013 and ran for 12 shows over the course of 2 weeks. The most notable being opening night which incorporated a seated 3 course dinner hosted by the Food Technology students.

Representing St Peter’s

Our co-curricular activities are also utilised well by representing the school both within the local community and at a diocesan level.

DioSounds 2013 saw over 100 St Peter’s students on stage performing 3 segue items. These included the main theme from the “Into the Woods Junior” production, a tenor aria “The Linden Lea” composed by Vaughan Williams and entire cast and choir performance from Amaryllis of “Stand” from the television series “Smash”. With the combination of repertoire, talent and on stage professionalism St Peter’s certainly made the finale of DioSounds 2013 one to remember.

DioSounds is not only for the performers on stage but for our composers and artists. Every year two competitions are held and are open to all students within the Maitland Newcastle Diocese. A number of students from St Peter’s entered once again to both competitions. Gaining competitive experience and feedback.

The Lochinvar Choral Festival, endorsed by the Sisters of St Joseph’s was held in August at St Joseph’s Lochinvar. St Peter’s entered both vocal ensembles Mancellin and Amaryllis, and went on to win the championship for 2013. Mancellin performed “When the War is Over” by Cold Chisel and Amaryllis performed a traditional Gospel piece “Alleluia” by Hillsong. As overall champions, St Peter’s vocal groups are now invited to perform at the 2014 Catholic School’s Week Mass.

ASPIRE is a Catholic School’s Office initiative supporting the performing arts. Students may audition to be selected in one of the five specialist groups - Dance, Drama, Instrumental, Strings and Vocal. Seven students from St Peter’s were successful gaining admission into the ASPIRE programme for 2013. These students rehearsed and workshoped on a weekly basis towards a grand showcase titled “Treasured” that came together in term 3.

A number of visual arts students from year 7 and 8 were invited to have their artworks on display in the Student Exhibition 2013 at the Maitland Regional Art Gallery. This exhibition continued for a number of weeks and featured the works of young people from various schools within the Hunter region.

The Special Olympics 2013, held in the Hunter, featured an entertaining opening ceremony. St Peter’s dance and drama students formed an ensemble and took part in the opening performance. This was a fantastic opportunity also reinforced gospel values that are taught and embraced at St Peter’s.

Planning ahead for 2014, the production team has begun auditions and rehearsals for the major dramatic production of “Peter Pan”. This is to be held outside on the school grounds in an open style theatre. It has been planned that students are to perform the play incorporating a constantly moving stage utilising various locations around the school. Auditions began in term 4 (also open to Year 6 students from St Peter’s feeder schools). Reading of scripts commenced immediately after auditions with the successful lead roles.

Liturgies and Mass ceremonies are an integral part of the school’s spiritual life. Students, staff and members of the community come together in celebration for liturgical events that occur throughout the year. Performing arts students provide music and dramatic items for such ceremonies.

Sporting Achievements

St Peter’s 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. The school supports over 30 internal sports and participates in representative sport at local, Diocesan, NSWCCC, NSW All School and Australian level.

The Swimming and Athletics Carnivals are compulsory activities and all students are expected to attend and participate. The Cross Country Carnival is optional.
Some of our achievements in 2013 were:

- Exceptional results in Diocesan Swimming, Cross Country and Athletics Carnivals. Top 10 results at NSWCCC and All Schools Championships in both Athletics and Cross Country. Australian Representation in Athletics and Cross Country.
- Football – Winner of the James Mate Shield U’13’s Football. Last 16 of NSWCCC 7-10 Football Knockout.
- Basketball – Diocesan Champions in 7/8 boys division. NSWCCC semi finalists for Year 7/8 Boys.
- Water Polo – NSWCCC Representative
- Touch Football – Diocesan Representatives

St Peter’s also had a number of students represent the Diocese, NSWCCC and All Schools in various Sporting arenas. Students are very proud of the sporting achievements of the school and they endeavour to play their best – both individually and part of a team.

**Staff**

**Staff Qualifications**

<table>
<thead>
<tr>
<th>Qualifications and Experience</th>
<th>Number of Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>I. Teachers with teaching qualifications from a higher education institution within Australia or as recognised by National Office of Overseas Skills Recognition (NOOSR).</td>
<td>65</td>
</tr>
<tr>
<td>II. Teachers with qualifications from a higher education institution within Australia or as recognised by NOOSR but lacking formal teaching qualifications</td>
<td></td>
</tr>
<tr>
<td>III. (a) Teachers not having qualifications as described in I or II above but having relevant successful teaching experience or appropriate knowledge relevant to the teaching context</td>
<td>(a)</td>
</tr>
<tr>
<td>III. (b) Of these which are New Scheme Teachers.</td>
<td>(b)</td>
</tr>
</tbody>
</table>

**Workforce composition**

<table>
<thead>
<tr>
<th>Number of Staff</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Total teaching staff</td>
<td>65</td>
</tr>
<tr>
<td>Total non-teaching staff</td>
<td>25</td>
</tr>
<tr>
<td>Grand total</td>
<td>90</td>
</tr>
</tbody>
</table>

Percentage of teachers who are Indigenous: 0%

**Professional Learning Undertaken**

During 2013, all teaching staff participated in a full day PD in the area of Positive Behaviour Support, two days on the Australian Curriculum implementation, and participated in the Diocesan Wide Spirituality Day. 35 staff also undertook further professional development in the area of 21st Century Learning before developing resources to enhance student learning and evaluating their effectiveness. Staff also participated in mandatory WH&S training for CPR.

**Teacher Attendance**

The average teacher attendance rate for this school in 2013 is X%.
**Teacher Retention**
The teacher retention rate from 2012 to 2013 was 94.5%

**Enrolments**

**Actual Enrolments 2013**

<table>
<thead>
<tr>
<th>Scholastic Year</th>
<th>Number of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 7</td>
<td>237</td>
</tr>
<tr>
<td>Year 8</td>
<td>210</td>
</tr>
<tr>
<td>Year 9</td>
<td>209</td>
</tr>
<tr>
<td>Year 10</td>
<td>210</td>
</tr>
<tr>
<td>TOTAL</td>
<td>866</td>
</tr>
</tbody>
</table>

**Student Attendance (Secondary)**

Percentage of student attendance by Year level and school average for 2013:

<table>
<thead>
<tr>
<th>Year</th>
<th>Year 7</th>
<th>Year 8</th>
<th>Year 9</th>
<th>Year 10</th>
<th>Year 11</th>
<th>Year 12</th>
<th>School Average</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>96%</td>
<td>95%</td>
<td>95%</td>
<td>94%</td>
<td>-</td>
<td>-</td>
<td>95%</td>
</tr>
</tbody>
</table>

**Post School Destinations (Students aged < 17)**

<table>
<thead>
<tr>
<th>Destination</th>
<th>Number of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Education (senior HS)</td>
<td>192</td>
</tr>
<tr>
<td>Education (TAFE/apprenticeship)</td>
<td>13</td>
</tr>
<tr>
<td>Education (university)</td>
<td>-</td>
</tr>
<tr>
<td>Work force</td>
<td>2</td>
</tr>
<tr>
<td>Travel</td>
<td>-</td>
</tr>
<tr>
<td>Unknown</td>
<td>1</td>
</tr>
<tr>
<td>Other</td>
<td>2</td>
</tr>
<tr>
<td>TOTAL</td>
<td>210</td>
</tr>
</tbody>
</table>

**Managing 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 schooling age is 6 to 17. Principals and school staff, in consultation with students and their parents, will usually be able to resolve problems of 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.
School Priorities

Annual School Priorities
During 2013, school priorities included the introduction and promotion of form masses, support for World Youth Day, Contemporary Pedagogy Projects, revitalise the school website, review contractor induction and JSA policy,

Achievement of School Priorities
The above priorities were achieved through the course of the year.

Facilities
During 2013 the Administration refurbishment and extension was completed.

Community Satisfaction
Community feedback was provided through the review of the Annual Plan by the parent body and 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. Practices and policies embrace and support their role in the school’s mission. 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 involvements that links it with the broader community.

Financial Information

Concluding Statement
St Peter’s provides an excellent learning environment for students. Staff are committed and dedicated in ensuring students can reach a level of success in learning and development. The school community acknowledges the ongoing support of parents and in particular, those parents who have actively participated in the Parents and Friends Association. This support is greatly appreciated. Thanks must go to a number of staff members who are acknowledged.

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, The Board of Studies, 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:

School Principal: Mr Michael Blake
School Name: ASC – St Peter’s Campus
School Address: 9 Free Church Street, MAITLAND NSW 2320
Phone: (02) 4933 6933

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