



St Peter's Anglican College Annual Report

2023

D McPartland
Principal

H Walsh
Business Manager

Under the NSW Education Act a registered non government school must have policies and procedures that ensure its participation in annual reporting to publicly disclose the educational and financial performance measures and policies of the school. St Peter's Anglican College complies with this obligation by posting this Annual Report on the school's website. It is located at www.stpetersbroulee.nsw.edu.au. The website also contains a full list of existing school policies covering student welfare policies, discipline policies, complaints and grievances resolution policies. Additional information as evidence of compliance with the Education Act is included in this Annual Report.

Background

St Peter's Anglican College is a Prep to Year 12 co-educational day school on the Far South Coast of New South Wales.

In 2023 the College had students in all classes from Prep to Year 12 for the fifteenth year.

St Peter's Anglican College is an independent school with a talented school Board. The school is one of eight Anglican schools within the Canberra-Goulburn Diocese.

The College opened in 2003 with two permanent buildings and one temporary administration building.

2023 saw the College again focus on the following:

- Improving the academic rigour in the College;
- Completing Phase 2 of the Master Plan;
- Implementing teacher education/coaching; and
- Developing further Co-curricular and sporting opportunities.



Aims of the College

The aims of St Peter's Anglican College are specified in section 3.1 of the *Diocesan Schools Ordinance 1998*, and in the *Ethos Statement for Anglican Schools'* prepared by the Diocesan Schools Council of the Anglican Diocese of Canberra and Goulburn.

The *Ethos Statement* defines the aims of the College as:

1. *To provide a co-ordinated and integrated approach to education so that Christian spirituality, values and belief are encouraged throughout life.*
2. *To provide excellent education, offering a broad curriculum and a wide range of extracurricular activities.*
3. *To provide an opportunity for children and their families to relate to the Christian faith, recognising that many would not have had contact with traditional parish life; and to develop a significant worship community which demonstrates Christian compassion in caring for others and which builds and maintains close links with one or more local parish churches.*
4. *To prepare students within a disciplines school community to be broadly educated, responsible, confident, empathetic and compassionate contributors to the well-being of society.*

Educational Philosophy

St Peter's Anglican College provides families of the Eurobodalla Shire with an independent, Anglican, low fee and co-educational school.

The emphasis is on quality and students are given an excellent education that is relevant for the present whilst preparing them to become successful, contributing members of their community for the future.

The College seeks to enhance each student's full potential by developing the knowledge, skills, attitudes and spiritual awareness they need to understand themselves, their relationship with others in the context of Christian values and the world at large. In 2015 the College updated the following Vision and Values Statements:

St Peter's Visions and Values

The St Peter's community is focused on achieving **one's best, continuous improvement** and **teamwork**. This is achieved by forging **authentic relationships** built on **trust, respect and integrity**.

Our staff constantly model and reinforce the importance of **preparation, effort, honest self-reflection** and meaningful **feedback**. The College has three key touchstones: **Faith, Courage and Excellence**.

The College Community believes FAITH:

- is expressed through our actions, words, thoughts and relations with Christ and others;
- reinforces the importance of Pastoral Care and Anglican virtues such as compassion, giving, sharing and gratitude;
- establishes a nurturing community built on trust, acceptance and forgiveness; and
- results from a greater understanding of self and the world around them.

The College Community believes COURAGE:

- develops resilience, determination and accountability;
- allows individuals to set and reach personal goals despite hardship and adversity;
- is required to establish socially just communities; and
- promotes doing your best, without fear of failure.

The College Community believes EXCELLENCE:

- results from high expectations, motivation and endeavour;
- is an individual journey where one continuously aspires to do one's best;
- involves the delivery of quality learning practices within collaborative and supportive staff and student relationships; and
- is achieved by learners who are curious, creative and critical thinkers.

The Curriculum

The College is registered and accredited with the New South Wales Education Standards Authority. It offers a comprehensive educational programme in the full range of Key Learning Areas from Kindergarten to Year 12.

The College provides an imaginative, purposeful and enjoyable learning environment, where student's individual needs and abilities are encouraged and nurtured.

The College was inspected, registered and accredited by NESA in May 2023.



Message from the Chairman of the College Board

I am pleased to endorse the 2023 Annual Report for St Peter's Anglican College, Broulee. Under the energetic leadership of the Principal, Mr Darren McPartland, the College provides students with diverse opportunities and challenges in a learning community in the Anglican tradition.

College staff continue to foster student development in academic, spiritual, artistic, practical and sporting domains. Collegiality has been nurtured, along with leadership skills and community service. Each student has a valuable role to play in the College community, sharing their gifts and skills for the benefit of others. Students have been challenged to take increased responsibility for their own learning and decision-making. Enrolment growth has been strong and effectively managed. Construction of new buildings has diversified learning options, enhancing the College's provisions for the development of knowledge and skills.

The Board is compliant with NESA requirements for Board members of independent schools.

I commend this report outlining the College's development in a range of areas, which reinforces confidence in the work of St Peter's Anglican College.



Dr Jill Ireland
Board Chair



1 Educational Report for 2023

School performance in State-wide tests and examinations

1.1 Higher School Certificate

HSC Trends

St Peter's Anglican College is a Prep to Year 12 co-educational school on the south-east coast of NSW. Year 12 students' results have been trending in a positive manner (whether looking at a 5-year or 15-year view).

Considering the candidature size, St Peter's continues to offer a comparatively high selection of courses.

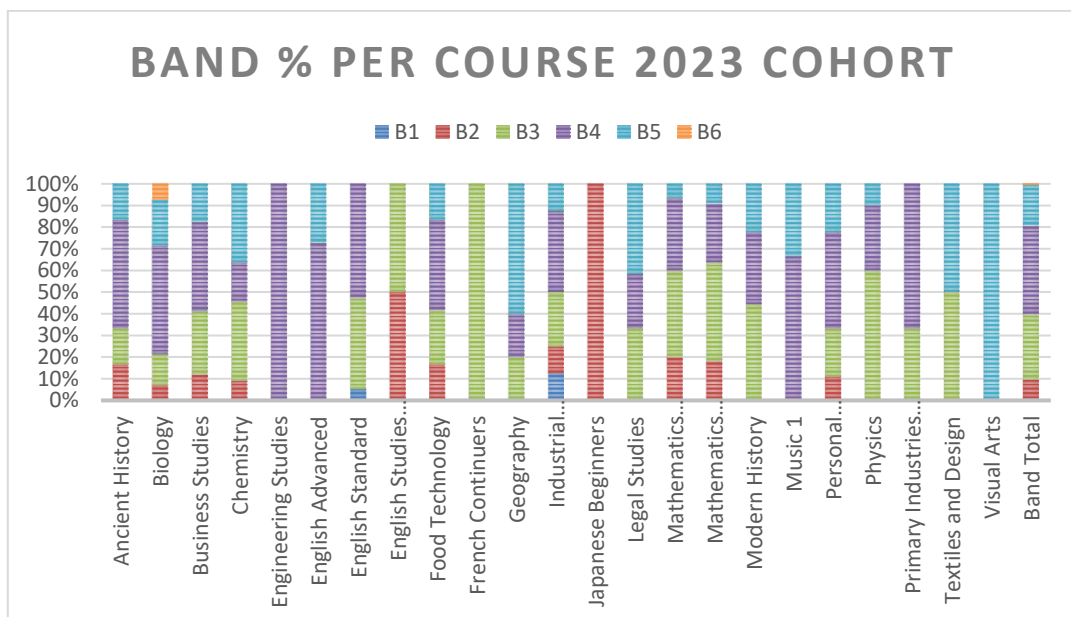
School vs State Data

Course Name	Moderated Assessment Mean	School Exam Mean	State Exam Mean	School /State Variation	Z-Score
Ancient History	73.17	71	71.44	-0.44	-0.03
Biology	73.99	73.86	73.3	0.56	0.05
Business Studies	71.64	70.76	73.77	-3.01	-0.24
Chemistry	70.67	70.75	74.13	-3.38	-0.26
Engineering Studies	78.7	78.7	74.27	4.43	0.44
English Advanced 2	76.65	76.65	81.73	-5.08	-0.69
English Extension 1	39.9	35.95	42.17	-6.22	-1.3
English Standard 2	68.88	68.28	70.12	-1.84	-0.2
English Studies Examination 2	-	60.1	55.95	4.15	0.31
Food Technology 2	72.73	71.72	72.9	-1.18	-0.1
French Continuers 2	64.6	64.6	81.55	-16.95	-1.79
Geography 2	79.32	79.44	75.88	3.56	0.3
Industrial Technology 2	66.18	66.1	70.87	-4.77	-0.39
Japanese Beginners 2	50	50	70.09	-20.09	-1.08
Legal Studies 2	73.43	73.27	75.27	-2	-0.16
Mathematics Advanced 2	67.04	66.71	78.04	-11.33	-0.89
Mathematics Extension 1	59.93	61.16	77.78	-16.62	-1.04
Mathematics Extension 2	65.68	65.64	82.2	-16.56	-1.35
Mathematics Standard 2	67.61	67.64	71.76	-4.12	-0.3
Modern History 2	71.42	71.4	72.78	-1.38	-0.1
Music 1	74.67	74.67	82.09	-7.42	-0.74
Personal Development, Health and Physical Education	72.16	72.11	72.98	-0.87	-0.08
Physics 2	69.32	69.32	74.81	-5.49	-0.45
Primary Industries Examination	0	69.4	74.35	-4.95	-0.61
Textiles and Design	76	73.6	77.88	-4.28	-0.37
Visual Arts	85.8	85.8	81.49	4.31	0.49

Course Band Summary

Name	Included Students	Omitted Students	B6	B5	B4	B3	B2	B1
Ancient History	6	1	0	1	3	1	1	0
Biology	14	0	1	3	7	2	1	0
Business Studies	17	0	0	3	7	5	2	0
Chemistry	11	0	0	4	2	4	1	0
Engineering Studies	2	0	0	0	2	0	0	0
English Advanced	22	0	0	6	16	0	0	0
English Standard	19	1	0	0	10	8	0	1
English Studies Examination	2	1	0	0	0	1	1	0
Food Technology	12	0	0	2	5	3	2	0
French Continuers	1	0	0	0	0	1	0	0
Geography	5	0	0	3	1	1	0	0
Industrial Technology	8	1	0	1	3	2	1	1
Japanese Beginners	1	0	0	0	0	0	1	0
Legal Studies	12	1	0	5	3	4	0	0
Mathematics Advanced	15	0	0	1	5	6	3	0
Mathematics Standard 2	22	2	0	2	6	10	4	0
Modern History	9	0	0	2	3	4	0	0
Music 1	3	0	0	1	2	0	0	0
PDHPE	9	0	0	2	4	2	1	0
Physics	10	0	0	1	3	6	0	0
Primary Industries Examination	3	0	0	0	2	1	0	0
Textiles and Design	2	2	0	1	0	1	0	0
Visual Arts	1	0	0	1	0	0	0	0
Band Total	0	0	1	39	84	62	18	2

**NOTE: this does not include data Bands E3/E4 from extension subjects.*



% Bands by Course (State vs School)

Name	Source	B6	B5	B4	B3	B2	B1	Total %
Ancient History	School	0	16.66	50	16.66	16.66	0	100
Ancient History	State	9.27	23.43	28.29	20.02	13.27	5.68	100
Biology	School	7.14	21.42	50	14.28	7.14	0	100
Biology	State	8.31	23.67	31.92	25.47	9.14	1.46	100
Business Studies	School	0	17.64	41.17	29.41	11.76	0	100
Business Studies	State	11.39	24.69	28.05	24.07	9.81	1.96	100
Chemistry	School	0	36.36	18.18	36.36	9.09	0	100
Chemistry	State	12.41	25.9	27.99	19.38	12.45	1.83	100
Engineering Studies	School	0	0	66.66	33.33	0	0	100
Engineering Studies	State	8.79	20.57	39.34	26.51	4.45	0.31	100
English Advanced	School	0	27.27	72.72	0	0	0	100
English Advanced	State	13.79	53.39	28.16	4.09	0.5	0.05	100
English Standard	School	0	0	52.63	42.1	0	5.26	100
English Standard	State	0.31	12.86	46.51	30	8.7	1.59	100
Food Technology	School	0	16.66	41.66	25	16.66	0	100
Food Technology	State	6.75	23.43	34.73	23.75	9.21	2.11	100
French Continuers	School	0	0	0	100	0	0	100
French Continuers	State	25.44	33.46	33.85	6.26	0.78	0.19	100
Geography	School	0	60	20	20	0	0	100
Geography	State	9.91	32.02	35.8	15.08	4.94	2.23	100
Industrial Technology	School	0	12.5	37.5	25	12.5	12.5	100
Industrial Technology	State	7.59	16.07	30.84	31.29	12.01	2.16	100
Japanese Beginners	School	0	0	0	0	100	0	100
Japanese Beginners	State	11.23	26.09	21.52	17.52	14.47	9.14	100
Legal Studies	School	0	41.66	25	33.33	0	0	100
Legal Studies	State	13.96	28.54	26.96	20.81	6.94	2.77	100
Maths Advanced	School	0	6.66	33.33	40	20	0	100
Maths Advanced	State	22.34	27.45	25.6	17.67	5.58	1.34	100
Maths Standard 2	School	0	9.09	27.27	45.45	18.18	0	100
Maths Standard 2	State	9.21	22.41	26.22	24.45	14.18	3.49	100
Modern History	School	0	22.22	33.33	44.44	0	0	100
Modern History	State	10.27	24.83	29.08	20.22	11.63	3.94	100
Music 1	School	0	33.33	66.66	0	0	0	100
Music 1	State	22.64	46.32	20.84	8.15	1.32	0.7	100
PDHPE	School	0	22.22	44.44	22.22	11.11	0	100
PDHPE	State	6.43	24.55	32.5	26.12	8.94	1.42	100
Physics	School	0	10	30	60	0	0	100
Physics	State	13.1	25.84	28.55	21.6	9.8	1.08	100
Primary Ind Exam	School	0	0	66.66	33.33	0	0	100
Primary Ind Exam	State	2.4	24.09	43.37	26.9	3.01	0.2	100
Textiles and Design	School	0	50	0	50	0	0	100
Textiles and Design	State	16.55	34.97	27.05	15.63	4.78	0.99	100
Visual Arts	School	0	100	0	0	0	0	100
Visual Arts	State	18.5	47.08	25.73	7.63	0.93	0.1	100

1.2 Literacy and Numeracy Assessments (NAPLAN) Years 3, 5, 7 & 9

In 2023 Year 3, 5, 7 and 9 students participated in the National Assessment Program Literacy and Numeracy (NAPLAN) test.

There were new categories this year -

Exceeding, Strong, Developing and Needs Additional Support.

The range of achievement for the middle 60% of students is from mid-developing to mid or high strong with only two categories across Australia reaching exceeding.

We fall below the national average in almost all categories across all four year groups. Although we appear to be almost equal to the national average (Nat Av) in Writing results in Year 3 and Reading in Year 7 and above the national average in Year 5 Reading and Writing and Year 7 Numeracy.

Test	School	Nat Av	School	Nat Av	School	Nat Av	School	Nat Av
	3		5		7		9	
Numeracy	Low strong	Low -mid strong	Low-mid strong	Mid-strong	Low-mid strong (just above NA)	Low-mid strong	Low strong	Low – mid strong
Reading	High developing	Low -mid strong	Mid-strong	Low-mid strong	Low-mid strong	Low-mid strong	Low strong	Low – mid strong
Writing	Mid- low strong	Mid- low strong	Mid-strong	Low-mid strong	Low strong	Low-mid strong	Very low strong	Low - mid strong
Language Conventions Spelling	High developing	Low-mid strong	Low strong	Low-mid strong	Low-mid strong	Mid strong	Low strong	Mid-strong
Language Conventions Grammar & Punctuation	Mid-high developing	Low strong	high developing	Low - mid strong	Low strong	Low-mid strong	High developing	Low strong

Year 3

Total	Exceeding		Strong		Developing		Needs Additional Support		Blank	
47 students	No.	%	No.	%	No.	%	No.	%	No.	%
Numeracy	5	11	16	34	16	34	6	13	4	9
Reading	2	4	21	45	13	28	8	17	3	6

Writing	0	0	32	68	6	13	0	0	9	19
Language Conventions Spelling	0	0	18	38	20	43	6	13	3	6
Language Conventions Grammar & Punctuation	1	2	17	36	16	34	10	21	3	6

Year 5

Total 52 students	Exceeding		Strong		Developing		Needs Additional Support		Blank	
	No.	%	No.	%	No.	%	No.	%	No.	%
Numeracy	2	4	30	58	9	17	3	6	8	15
Reading	10	19	29	56	9	17	1	2	3	6
Writing	8	15	25	48	9	17	4	8	6	12
Language Conventions Spelling	6	12	27	52	7	13	6	12	6	12
Language Conventions Grammar & Punctuation	6	12	22	42	10	19	8	15	6	12

Year 7

Total 101 students	Exceeding		Strong		Developing		Needs Additional Support		Blank	
	No.	%	No.	%	No.	%	No.	%	No.	%
Numeracy	13	13	55	54	22	22	7	7	4	4
Reading	20	20	45	45	22	22	13	13	1	1
Writing	10	10	53	52	26	26	11	11	1	1
Language Conventions Spelling	15	15	55	54	17	17	11	11	3	3

LC Grammar & Punctuation	12	12	50	50	22	22	14	14	3	3
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Year 9

Total 73 students	Exceeding		Strong		Developing		Needs Additional Support		Blank	
	No.	%	No.	%	No.	%	No.	%	No.	%
Numeracy	3	4	31	42	22	30	11	15	6	8
Reading	7	10	37	51	14	19	12	16	3	4
Writing	10	14	34	47	19	26	6	8	4	5
Language Conventions Spelling	6	8	43	59	10	14	10	14	4	5
Language Conventions Grammar & Punctuation	4	5	32	44	21	29	12	16	4	5



2 Teacher Standards

The College is registered and accredited by the New South Wales Board of Studies for the maximum period for Stages 1-6.

All teachers are suitably qualified and have had a number of in-service opportunities to develop their teaching skills during 2023.

Teachers to cease employment: Five teaching staff resigned.

Staff	Females	Males
Junior School	17	7
Senior School	28	20
Teacher Aides	19	2
Support Staff	6	3
Counsellor/Chaplain	2	0
Grounds/Maintenance	0	2

2.1 Professional Development

Teachers at St Peter's have continued to improve their professional knowledge and skills through:

- Enrolment in postgraduate courses
- Participating in in-house workshops delivered by visiting speakers/consultants/researches

Areas of professional development have included:

First Aid/CPR Training
Technology Mandatory Conferences on Agriculture and Materials
Experiments for new Physics
Crooked Science: New Physics
NCCD Moderation and Support
Keats Bright Star - English
Diving in Depth Studies
Revised Stage 6 Science Syllabus online module
Teach Money Smart
Teacher Essentials
Effective use of Interactive Whiteboard
Understanding the Cognitive Teenage Brain – whole school
Extension English: Worlds of Upheaval
Creating Engaging STEM Thinking Classrooms
Level 2 – Advanced Type 1 in Schools
Discover Deep Learning

Workforce Composition

The College employed 72 teaching staff of whom 18 were part-time. Twenty one Learning Support Assistants were also employed across both Junior and Senior. The gender break up was 33% male and 67% female. There were five administrative staff, nine support staff, two grounds and maintenance staff, a Chaplain and a Counsellor.

3 Student Attendance Rates

The rate of attendance for all students is:

	2018	2019	2020	2021	2022	2023
All students	88.59%	86.71%	91.83%	89.19%	88.97%	87.65%

3.1 Attendance

The College has a computer data base (Synergetic) which records attendances electronically.

All homeroom teachers mark the roll electronically in homeroom each morning and for the six periods each day. These are entered on the data base through the Administration Office.

Absence is to be noted through a note to the teacher upon the return of the child to school or alternatively submitting an online absence through the school app.

Applications for Leave are made in writing to the Principal and are approved if circumstances are such that no other opportunity is available to complete the request.

Continual absence/trends of absence are noted by Homeroom teachers or the Administration Office and require contact with the home. This includes lateness.

Late arrival/early departure require students to report to the main Office to sign in/out. Notes from home are expected prior to students leaving the College grounds.

Year	Attendance Rate
K	87.94%
1	90.91%
2	92.66%
3	91.01%
4	92.63%
5	89.46%
6	90.36%
7	87.69%
8	86.92%
9	83.45%
10	84.08%
11	84.73%
12	77.70%

3.2 Enrolment Process

In 2023 the College was in its twenty first year. All students were able to be accepted. The College is open to all students and their family group who are made well aware of the ethos and foundation of the College.

3.3 Class Structures

The College has the Junior School (Primary) and Senior School (Secondary).

The Junior School includes Prep to Year 6.

The Senior School includes Year 7 to Year 12.

Entry into the College follows application and a personal interview. Entry can be into any grade/class.

3.4 Senior Secondary Outcomes

Vocational/Trade Training

	2018	2019	2020	2021	2022	2023
Students	3	1	1	2	2	5

HSC Equivalent

	2018	2019	2020	2021	2022	2023
Students	100%	100%	100%	100%	100%	100%

In 2023, 100% of our students who attempted the HSC received a Higher School Certificate.

Actual Retention Rates in Secondary School

The retention rates for Year 10 to Year 12 show that

Year 10 (2017) - 27	Year 11 (2018) - 27	Year 12 (2019) - 26
Year 10 (2018) - 38	Year 11 (2019) - 35	Year 12 (2020) - 30
Year 10 (2019) - 50	Year 11 (2020) - 45	Year 12 (2021) - 46
Year 10 (2020) - 35	Year 11 (2021) - 37	Year 12 (2022) - 36
Year 10 (2021) - 53	Year 11 (2022) - 50	Year 12 (2023) - 47
Year 10 (2022) - 60	Year 11 (2023) - 55	Year 12 (2024) - 51

4 Characteristics of Student Body

The College is a co-educational school. The breakdown of students across the College show a good balance.

Students	2018	2019	2020	2021	2022	2023
Male	196	206	223	292	368	409
Female	167	180	193	271	358	363

Junior School

Students	2018	2019	2020	2021	2022	2023
Male	79	92	102	137	188	174
Female	67	73	78	118	165	150

Senior School

Students	2018	2019	2020	2021	2022	2023
Male	117	114	121	155	180	235
Female	100	107	115	153	193	213

4.1

The College draws its students from a wide area. The College is located halfway between Batemans Bay and Moruya in the seaside village of Broulee. Transport to the College for most students is by bus or private car. Some walk or ride bikes.

Students travel from Narooma in the South to Durras in the North. Some are from rural areas out from the townships and villages of the area.

Many parents work outside of the area daily. The distance and bus services have had an impact upon the co-curricular programme. As a result most co-curricular occurs during the school day (lunchtimes etc) or immediately after the school day.

4.2 Nature of the Student Population

The majority of the students are Caucasian. 4.4% of students recognise their Aboriginal heritage.

The College was founded as an Anglican School by the Canberra Goulburn Diocese. There is an expectation that students will accept the Ethos Statement at the time of enrolment. All students are accepting of this and participate in College events as required.

5 Policies

Enrolment Policy

The enrolment policy for the College is set by The St Peter's Anglican College Ordinance (2000) and Diocesan Schools Ordinance (1998). Included in the Goals and Principles for the operation of diocesan schools is the statement that "Diocesan Schools...will aim to provide a high quality, integrated educational experience from a variety of backgrounds...(and) to cater for students with a wide range of abilities." In addition "the Diocesan schools...will be accessible schools with a fee structure affordable by the average family; and have enrolment policies which are non discriminatory, encourage parents to have sympathy and support the educational philosophy and ethos of the school; give consideration to students with special needs; and provide for exceptional circumstances".

The enrolment practice at the school is in keeping with the policy. All student enrolments are treated without influence of religion, race or creed. Exceptional circumstances are considered on an individual basis.

St Peter's Anglican College maintains a register of enrolments in the school's administration system (Synergetic). This includes the following information for each student:

- name, age and address;
- the name and contact telephone number of parent(s)/guardian(s);
- date of enrolment and, where appropriate, the date of leaving the school and the student's destination;
- for children older than six (6) years, previous school or pre-enrolment situation; and
- where the destination of a student below seventeen (17) years of age is unknown, evidence that a NSW Department of Education officer with home school liaison responsibilities has been notified of the student's full name, date of birth, last known address, last date of attendance, parents' names and contact details, an indication of possible destination, other information that may assist officer to locate the student, and any known work health and safety risks associated with contacting the parents or student.

Refer to Appendix 1 for further information re Enrolment Policy

Student Welfare Policies

Rationale:

- The College promotes a healthy, supportive and secure environment for all children and to raise awareness of what makes students resilient, to develop strategies to reduce vulnerabilities, to build student/school connectedness, and to increase coping skills.

Aims:

- The College is a positive environment in which all teachers assume responsibility for student welfare, striving to provide successful experiences for all children, where children feel safe and secure in a supportive environment where a sense of belonging and wellbeing are strengthened.
- Children develop positive social behaviour and problem solving skills.

- The staff are confident, skilled and proactive in the management of student welfare issues.
- Communication processes and protocols are clear and well known to ensure the effectiveness of student welfare support. Procedures related to this policy are contained in the staff handbook, which is available on the website.

Anti-Bullying Policy

Bullying is totally against the mission and purpose of St Peter's Anglican College, and is absolutely committed to providing an educational environment in which staff and students feel valued and secure. To achieve this end, the College seeks to create a school culture that:

- Allows students to flourish free from discrimination, harassment or any form of bullying;
- Does not tolerate, condone or trivialise bullying behaviours;
- Is aware of what constitutes bullying behaviour;
- Provides support to the victims of bullying; and
- Deals firmly with bullies so that they modify their behaviour.

A copy of the College's Anti-Bullying Policy can be found on our website
www.stpetersbroulee.nsw.edu.au

Behaviour and Discipline Policies

The purpose of the Behaviour policy is to enhance the development of positive relationships between students, staff, parents and members of the College community to:

- Develop self discipline
- Raise self esteem
- Increase learning opportunities

Guidelines

All aspects of this behaviour policy are to be communicated clearly to all members of the College community.

All individuals are to be valued and treated with respect.

The responsibilities and rights of students, staff and parents are to be honoured consistently.

The physical and emotional environment for learning and teaching will be safe, secure and appropriate for the stage of development of the students.

The College policies and procedures must at all times be fair, logical and applied consistently.

Rights and Responsibilities

All students, staff and parents have a responsibility to ensure that the rights of all are honoured.

This responsibility includes:

- Treating all people respectfully
- Being safe in all situations

- Taking pride in personal and collective appearance
- Learning carefully
- Solving problems thoughtfully

The rights of each individual involved at St Peter's are such that:

Students have a right to learn in a friendly, safe and supportive school.

Staff have a right to teach in a school which is supported by the College community.

Parents have a right to know that their children learn in a friendly, safe and supportive College.

Discipline within the College is under the oversight of the Principal. Teachers are encouraged to deal with classroom discipline matters of a minor nature and only refer more serious or repeated behaviours.

The line of discipline is as follows: Classroom teacher = Coordinator = Director of Wellbeing = Principal

Procedures related to this policy are contained in the staff handbook.

Complaints and Grievances Resolution Policies

The Complaints and Grievances policy of the College includes processes for raising and responding to matters of concern identified by students, parents and staff. The principles of procedural fairness are applied appropriately in all matters related to complaints and grievances.

Initiatives Promoting Respect and Responsibility

The College has the following celebrations:

- Opening Assembly featuring a smoking ceremony;
- NAIDOC Week celebrations; and
- ANZAC Day.

Weekly assembly and chapel that examines numerous themes:

- Bullying;
- Positive relations;
- International awareness; and
- Technology use and misuse.

There are also special programmes used to highlight particular areas:

- RYDA;
- Love Bites (Relationship course for Year 10).

The strong House system and homeroom organisation (overseen by Stage Level Co-ordinators) is an important part of the pastoral system.

The College sets high standards of behaviour and has a strong focus on positive staff-student and staff-parent relationships. The role modelling of positive staff behaviour is significant here.

6 School Determined Improvement Targets 2023

Goals for 2023	Outcome
Further development of Staff Education Programs	Development continued throughout the year under the guidance of the Director of Teaching and Learning.
Building as appropriate for increasing enrolments	Stage 2 of Master Plan complete.
Refine programs and Teaching and Learning Practices	Ongoing in line with National Curriculum changes.
Expand 'Bush School' ideals in the Junior School	Marine School planning complete for Year 5 and 6 in 2024.
Adjust Master Plan to an enrolment of 950 (Kindergarten to Year 12)	Completed
Simplify entry points to the College. Prep/Kindergarten/Year 7	Completed
Develop a Stage 3 program based on the idea of 'Marine School'	Completed
Expand Co-curricular offerings in the Senior School	Completed

7 School Determined Improvement Targets 2024

Goals for 2024	Outcome
Provide extra positions of responsibility in Junior School - Stage Co-ordinators	
Stage 3 of Master Building Plan	
Improve behaviour management approach/policies	
Appoint a Deputy Principal	
Develop after hours courses in Hospitality and Timber Construction	
Increase academic opportunities for Year 11 and 12 to attend lectures/events in Sydney/Canberra	
Improve music offerings in the Junior School	
Implement a Learning Management System across the College	

8 Principal's Comments

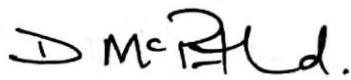
2023 was yet another year of considerable growth at the College. This resulted in new teachers being employed and new buildings coming on-line. The first half of the year required patience and adjustments from staff and students as two major construction projects were completed in the middle of the Campus.

The new buildings are nothing short of fantastic for staff and students. New staff have brought new ideas and expertise to the faculty.

The College has further enhanced the Co-curricular offerings. We have had success across a range of sports. We are quickly making a name for ourselves in the sporting arena.

We invested in the staff improvement with staff allocated to improving Teaching and Learning through a targeted coaching program.

We continue to connect strongly in the local community by opening the campus and facilities up to various local groups.



Darren McPartland
Principal



Appendix 1

Enrolment Policy

Enrolment at St Peter's Anglican College is subject to the following terms and conditions:

1. Upon receipt of a completed form, interviews with parents or guardians will be arranged.
2. Acceptance of students for enrolment at the College will be solely at the discretion of the Principal.
3. A student's enrolment will be effective from the date on which he/she commences at the College. All benefits, services, responsibilities and conditions of the College to be effective from that date.
4. Any health or educational difficulties must be declared. The three most recent school reports and relevant records should be included with the application. All documents will be treated confidentially.
5. Children starting Kindergarten should be four years and nine months of age from January 1st of the year of enrolment.
6. A birth certificate and proof of immunisation should accompany the enrolment application form.
7. Parents will agree to allow the student to participate in the College's religious studies including devotions.
8. Parents undertake to provide the student with all necessary equipment of a personal nature, that may be required to enable the student to benefit from the education offered.
9. Parents undertake to provide the student with the correct uniform approved by the College, and to ensure that the student is always sent to the College neatly and appropriately dressed in the required uniform.
10. Parents undertake to support the College in requiring the completion of set homework as part of courses of study provided by the College.
11. Parents agree to pay all College fees and levies as they become due.
12. Parents accept the right of the College to employ such discipline as it deems wise for the student in accordance with the College's Discipline Policy and agree to uphold in every way possible the College's authority and right to administer such appropriate discipline in accordance with the policies of the College.
13. Payment will be made of an enrolment fee when enrolment is offered by the College. Payment of the fee is deemed to be acceptance of the offer of a place. The enrolment fee is non refundable. There shall be no additional enrolment fee paid for siblings attending the College.
14. Should a student be withdrawn from the College, a full term's notice of withdrawal in writing to the Finance Office shall be provided to the College, or the payment of a full term's fee in lieu of notice will be charged.
15. The student is expected to attend the College throughout the period for which he or she is enrolled. Absences from the College for the whole or part of a term for medical or special reasons, does not by itself justify a remission of fees, in whole or part. The College may refund all or part of the fees in exceptional circumstances, as determined on a case by case basis by

the Principal. Any future absence of a student must be requested in writing to the Principal. Other absences such as sickness must be notified promptly to the College Office.

16. The College may suspend or terminate enrolment at its discretion for failure to comply with these conditions or other serious breaches of the College's rules and regulations.



9 Financials

