

CATHOLIC EDUCATION OFFICE
DIOCESE OF SALE

2012 Annual Report to the School Community



St. Peter's College
Cranbourne East and Cranbourne West
Registered School Number: **1920**

Content

Contact Details	2
Our College Vision	3
College Overview	4
Principal's Report	6
Education in Faith	8
Learning & Teaching	9
College Community and Student Wellbeing	14
Leadership and Stewardship	18
Financial Performance	21
Future Directions	22

Contact Details

Address:	Cranbourne/Frankston Road Cranbourne, Victoria, 3977
Principal:	Mr. Tim Hogan
Parish Priest:	Fr. Denis O'Bryan P.P.
School Board Chair:	Mr. Robert Carboon
Telephone:	(03) 5990 7777
Email:	office@stpeters.vic.edu.au
Website:	www.stpeters.vic.edu.au

Our College Vision

BE NOT AFRAID

St Peter's College

...is a Catholic community of education, faith and service; built on a tradition of placing our trust in God to "Be Not Afraid". This inspires us forward in a spirit of discovery and hope. Recognising that each of us is created in God's image, we accept the challenge of educating the whole person. In this we strive to promote excellence and equity for all members within our community. Our Patron, St Peter, guides our emphasis on faith in action, life-long learning and active citizenship in our world. We invite all to join a dynamic faith community of prayer, worship and service.

St Peter's College

...values the uniqueness and diversity of every member and fosters their individual abilities and talents. Utilizing innovative and best teaching practices, and integrating advances in technology, we are empowered with the skills and knowledge to be successful learners. Nurtured and inspired by our Catholic faith, we strive to develop our potential as independent, flexible and original thinkers. With creativity and a positive self-esteem, we develop strong personal values on the journey to becoming active and informed citizens of our country.

St Peter's College

...actively engages with the ever changing landscape of the twenty first century. We acknowledge the diversity and challenges of our community. We accept the responsibility of service, social justice and the need for stewardship of our environment, which we meet with compassion and respect for human dignity. As Disciples of Christ, we develop as global citizens, challenged to become leaders and renew the wider world.

College Overview

St. Peter's College is a large Catholic Co-educational Secondary school in Cranbourne, situated between the Mornington Peninsula and the eastern suburbs of Melbourne. St. Peter's resides in the Diocese of Sale and enrolls approximately 1050 students from the parish of St. Agatha's in Cranbourne. The College was originally established as a Junior Campus of St. Francis Xavier Beaconsfield in 1987 and became an independent Catholic Secondary School in 1994.

Growth in the Cranbourne area has seen St Peter's open a new campus in Cranbourne East in 2011 which will cater for years 7-12 by 2016. Over its two campuses St Peter's provides for modern facilities in the learning areas of science, physical education, arts and technology all underpinned by the use of information technology throughout the curriculum. We cater for a variety of different student pathways through a broad range of VCE, VET and VCAL programs delivered both internally and externally with local TAFE providers.

Our Vision and Strategic Plan for 2010 – 2014 has set the direction for this community to build on its foundations of faith, education and service. We do this in the context of providing a curriculum which reflects our belief in the human person created in the image of God and its aim of educating the whole person – nurturing our student's spiritual relationship with Jesus as well as their academic, intellectual, physical and social needs. With this aim in mind we continue to develop the professional learning of our teachers and the physical environment that they work so that we can provide our students with the best opportunity of realising their full potential.

Within the broader aims of our 5 year strategic plan , our 2012 Annual Development Plan has provided particular focus on the following goals :

- To Develop and implement programmes that educates the whole St Peter's community as to the nature of the Petrine ethos:
- To Source and develop courses which can be offered to staff for their accreditation to teach in a Catholic School.
- Further develop the Solomon Island project
- To conduct a Curriculum Review from year 7 - 12 which is faithful to the purpose of catholic schooling and the demands of 21st century Teaching and Learning
- To provide opportunities to involve parents in the education of their children
- The continued recognition of the importance of Co-curricular activities in the development of the whole person and in the pursuit of excellence
- To enhance training and leadership opportunities for all students with an emphasis on leadership in learning and in faith, for service to all
- Continue to enhance the range of leadership for staff.

- To provide opportunities to strengthen the pastoral and learning relationship between staff and students
- To continue to develop Cranbourne West according to its master plan.
- To continue to develop and implement the Master Plan and Master Landscaping plan for Cranbourne East.

Principal's Report

2012 has been a year of growth and expansion for St Peter's College and highlighted significance progress in the rolling out of our 2010-2014 Strategic Plan. The following summary of key decisions, events and achievements reflects an evaluation of our goals set in our Annual Development Plan for 2012.

- The opening of the New Cranbourne East campus of St Peter's College took place on February 25, 2012 with the blessing and opening of the Stage 1 buildings by Bishop Christopher Prowse and Federal MP Mr Anthony Byrne. Enrolments for this campus continue to grow and at the end of 2012 stand at 95 Year 7 & Year 8 students.
- Stage 2 of the Cranbourne East Master Plan – The year 7 & 8 learning centre commenced construction in June of 2012 with the aim of completion by April 2013.
- Refurbishment of the Cranbourne West Campus to enhance the Pastoral and Learning Environment included :
 1. Insertion of removable walls to create flexible learning spaces in the Breen Buildings
 2. Completion of Design Lab in the Technology centre.
 3. Installation of media technology in each House Assembly area
 4. Building of External Locker areas for each House.
- The new sculpture of St Peter was unveiled and blessed by Bishop Prowse on St Peter's Day in June 2012 at the West Campus. The sculpture will be used as sacred place to explore and deepen our understanding of the Petrine Ethos.
- The annual theme of " You are Peter " was launched in February 2012 and would become a point of reflection at all key liturgical celebrations throughout the year.
- A number of RE accreditation courses were developed and run by the RE Team during the course of 2012.
- The first year 9 spirituality day was conducted at Cranbourne Botanical Gardens exploring themes of Creation and Aboriginal spirituality.
- In November of 2012, the second group of students and staff went to Bishop Epalle College in the Solomon Islands. Staff members Mr and Mrs Hampson accompanied 8 students who raised over \$10000 through a trivia night to assist the College to purchase a mini – bus. The third annual cultural exchange program will take place in 2013.
- The implementation of the House system in 2012 has proven to be highly successful in the building of positive relationships between staff, students and families. The development of the role of a learning advisor who works with a tutor group of students for six years will provide significant opportunities to engage parents in the learning of their children. In addition, the house system has significantly increased the leadership opportunities for all students and the number of extracurricular opportunities available to students which assist in the development of the whole child.
- Through the consultative process for 2012 further positions for staff leadership were developed for both the East and West Campus of St Peter's College. These positions include a literacy co-ordinator and transition coordinator at the West Campus , and a Year 7 Transition and Pastoral Co-ordinator , Integrated Curriculum Coach and Year 8 & 9 Pastoral Leader at East Campus. All positions will be advertised and filled in late 2012.

- The curriculum review was initiated in 2012 and will be finalised in early 2013 with implementation to take place over 2014-2015. The review is wide ranging and will consider the following key issues :
 - Role and Purpose of Catholic School
 - ICT resources
 - 21st century teaching and learning
 - Post Compulsory Pathways
 - Facilities & Resources

Education in Faith

Goals and Intended Outcomes

Goal 1: To promote a greater understanding of the Petrine ethos with the school including a greater number of Petrine symbols within the school.

Goal 2: To further enhance prayer and worship within the school

Goal 3: To develop spirituality days from Years 7 - 10

Achievements

Goal 1: The image of St Peter that had been investigated materialised into a statue of St Peter near the entrance into the College. There was landscaping around the statue which enhanced the statue. The statue was blessed at a whole school Mass where the Bishop moved at the end of the Mass to the statue and conducted the blessing. This was beamed back to the whole assemble college in the hall. The statue and the space have been used for a variety of events.

Staff Accreditation in-services have been conducted around the theme for the year, "If it is you, Lord, Command me to come!" There were 6 such in-services throughout the year around different aspects of the charism of St Peter. One of these was the whole staff in-service where Mr Jim Quillinan spoke to the staff about Catholic Spirituality stemming from the life of St Peter.

Goal 2: Improved engagement of staff and students in the liturgical and prayer life of the school. Efforts were made to increase the level of interaction and leadership of the Liturgy captain in the College's Liturgical life. Classroom liturgy was a focus by RE teachers and the Chaplain. There was an effort to bring the Liturgical Calendar and the liturgies of students together. The use of the new statue as an inspiration for prayer was also utilized.

Goal 3: Spirituality days.

Two different days were trialled in 2012. Firstly, the Year 9 Spirituality Day. This day was partly a way of opening up the CSYMA program for this year level for the following year. The second part was to open up the environment to the students by a reflection day experience in the Botanical gardens in Cranbourne. The second trial was a reflection day with Year 8 students at the East Campus. This was a reflection on the nature of community in the Christian tradition and the level of respect we need to show one another.

Learning and Teaching

Goals and Intended Outcomes

The following goals were included in the Annual Development Plan:

- To focus on a wide variety of pedagogy to engage and stimulate learning for all students in order to strengthen a culture of excellence within the school, particularly in literacy, numeracy and ICT.
 - The enhancement of real and virtual learning environments
 - Carry out a full Curriculum Review of the College
 - The increased use of team teaching and collaborative curriculum design, development, delivery and assessment
 - Further develop the COACHING model to build on culture of excellence in teaching & learning
 - Implementation of programs requiring extension and additional support
 - Establish a culture of using data to inform teaching and learning
 - Investigate ideas to improve outcomes in literacy and numeracy
- The encouragement and support of Professional Learning.
 - A review of funding allocation for Professional Learning
 - Increased opportunities for all staff, including non-teaching and administration access to Professional Learning
 - Develop annual whole staff Professional Learning Goals
- The continued recognition of the importance of Co-curricular activities in the development of the whole person and in the pursuit of excellence.
 - Recognise contribution of co-curricular to the life of the College
 - Improved documentation of recording of co-curricular activities for students
 - The support and public recognition of achievements in all Co-Curricular activities
 - The continued recognition of the importance of co-curricular activities in the development of productive staff student relationships in order to increase classroom learning outcomes and as a support for vertical pastoral care
 - Develop stronger House spirit through co-curricular activities
 - Increase the variety of co-curricular activities
- To provide opportunities to involve parents in the education of their children
 - Improve nature and frequency of communication with parents about their child's learning and the importance of parental interest and engagement in the collaborative nature of education
 - Increased involvement of parents in co-curricular activities

Continue to provide opportunities for parents to be involved in decision making

Achievements

The College has continued to develop both curriculum programmes and learning environments in 2012. The college implemented the following during the year:

- Refurbished rooms to create flexible learning areas to allow collaborative teaching approaches
- Constructing new buildings using the collaborative teaching approach as the basic design, at our East Cranbourne campus.
- Installed additional Interactive projectors at both the East and West Cranbourne campuses
- Designed and resourced an integrated learning programme for year 7 and 8 at the East Cranbourne campus
- Engaged Maths, English, Science and History learning areas in the construction of the Australian curriculum programmes at the college
- Took part in an Action Research Project, through the Department of Education, to determine the most effective implementation programme of the Australian Curriculum
- Introduced the Understanding by Design (UBD) curriculum design system and documentation into the college
- Continued to promote Coaching within the Curriculum Leadership structure and develop the system of the Annual Review Meetings
- Continued to work with Learning Area leaders to set goals for the learning area and then present the outcome of the work towards those goals in a staff meeting late term 4 in 2012
- Continued to develop the ARM programme that requires teachers to set three specific goals in relation to the Annual Development Plan, their own teaching area or responsibility and personal professional development.
- Implemented On Demand testing system to add to the Naplan and VASS data being analysed through the SREAMS data analysis tools and then given to teaching staff as a guide for student ability and achievement
- Organised and implemented a literacy and numeracy working party to investigate current issues in numeracy and literacy and recommend future strategies and directions
- Created the position of both Integrated Learning and Literacy coaches to

lead and support staff in these curriculum initiatives

The college has continued to support and encourage staff in their professional learning by:

- Making staff aware of the Professional Learning requirements of VIT
- Providing generous amounts of time and funding for staff to attend a range of Professional Learning
- Sending staff to specific Professional Learning to assist the development of Curriculum initiatives – e.g. the sending of Curriculum Learning coaches to the UBD Institute training programme at the Hawker-Brownlow conference in May 2013

The College has developed some ties between curriculum and pastoral systems to assist in the recognition of student achievement by:

- Continuing and developing the academic award system determined by curriculum criteria and delivered through the house system
- Including Pastoral activities as part of the timetable program for each student in the college as part of the Curriculum review.
- Developing the role of the Learning Advisor to support students, in their academic progress, and communicate learning issues with parents

The college has continued to increase opportunities for parents to participate in the education of their children by:

- Inclusion of year 9 students in the college's major subject selection and careers information night – "The Futures Evening"

Continuing to develop the year 10 student and parent Pathway interviews allowing parents and students to discuss subject selection and future pathways with teaching staff before making selections for year 11.

PORTION OF STUDENTS MEETING THE MINIMUM STANDARDS IN YEARS 7 & 9

NAPLAN TESTS	2010	2011	2010–2011	2012	2011–2012
YEAR 7 READING	99.4%	97.2 %	-2.2 %	98 %	+0.8 %
YEAR 7 WRITING	95.1%	94.4 %	-0.7 %	96 %	+1.6 %
YEAR 7 SPELLING	96.3%	96.7 %	+0.4 %	97 %	+0.3 %
YEAR 7 GRAMMAR & PUNCTUATION	92.0%	93.9 %	+1.9 %	99 %	+5.1 %
YEAR 7 NUMERACY	99.4%	96.2 %	-3.2 %	99 %	+2.8 %
YEAR 9 READING	97.5 %	98.1 %	+0.6 %	96 %	-2.1 %
YEAR 9 WRITING	94.9%	86.3 %	-8.6 %	84 %	-2.3 %
YEAR 9 SPELLING	94.9%	96.9 %	+2.0 %	97 %	+0.1 %
YEAR 9 GRAMMAR & PUNCTUATION	98.1%	92.5 %	-5.6 %	95 %	+2.5 %
YEAR 9 NUMERACY	97.5%	98.7 %	+1.2 %	99 %	+0.3 %

YEARS 9-12 STUDENT RETENTION RATE	72 %
-----------------------------------	------

MEDIAN NAPLAN RESULTS FOR YEAR 9

YEAR 9 READING	5.1
YEAR 9 WRITING	NA
YEAR 9 SPELLING	4.8
YEAR 9 GRAMMAR & PUNCTUA	4.5
YEAR 9 NUMERACY	4.6

ANALYSIS OF NAPLAN DATA

For Year 7 the proportion of students reaching minimum standards increased in 2012 across all areas tested, most significantly in Grammar and Punctuation and in Numeracy. This improvement reversed some trends seen in 2011, when there was a decrease in the proportion of students reaching minimum standards in Reading, Writing and Numeracy. Over the two year period from 2010 to 2012 these proportions have generally fluctuated in the high 90 percentage range, so it is likely that the percentage changes from year to year represent normal variations in cohorts. This is supported by our detailed NAPLAN analysis which indicates that our incoming Year 7 students do not vary significantly from those of the rest of the state across all areas tested.

For Year 9 there was a small decrease in the proportion of students reaching minimum standards in Reading and Writing, and a small increase in the proportion of students reaching minimum standards in Spelling, Grammar and Punctuation, and Numeracy. Again, for all areas tested, apart from Writing, these proportions remain in the high 90 percentage range, and over the last two years have fluctuated slightly both up and down. For Writing, however, there has been a substantial decrease in the proportion of students reaching minimum standards, falling from 95% to 86% to 84% over the last two years. Our detailed NAPLAN analysis indicates that this is primarily due to the increasing numbers of LBOTE students enrolled in the College. We have been discussing the need to provide additional English support for our LBOTE students which should help to address this concern. A particular focus will need to be on their writing skills.

For Year 9 our median results are 0.2 VELs points below that of the state for Reading, 0.1 VELs points below the state for Grammar and Punctuation and for Numeracy, and equal to the state for Spelling. Some recent initiatives aimed at improving student performance in these areas include:

- a new reading program for all students in Years 7 and 8 was introduced in 2011.
- a new numeracy program was introduced for Year 7 students in 2011; this was extended to Years 7 and 8 for 2012 and onwards.
- a Grammar and Punctuation initiative was trialled with two Year 7 English classes in 2012.

SENIOR SECONDARY OUTCOMES	
VCE MEDIAN SCORE	27
VCE COMPLETION RATE	100 %
VCAL COMPLETION RATE	92 %
POST-SCHOOL DESTINATIONS	
TERTIARY STUDY	36 %
TAFE / VET	25 %
APPRENTICESHIP / TRAINEESHIP	7 %
DEFERRED	4 %
EMPLOYMENT	8 %

College Community and Student Wellbeing

Goals and Intended Outcomes

- Create further opportunities for outreach and community service for all.
- Enhancing and strengthening of the community nature of our school]
- Recognition and strengthening of our partnership with parents
- To provide opportunities to strengthen the pastoral and learning relationship between staff and students
- To enhance student understanding of environmental issues and ownership of their environment

Achievements

Activities which add value and substantially promote the wellbeing of all students in the College include the Whole School Adolescent Health and Welfare programmes run by the Student Wellbeing Advisory Committee, which designs and administers seminars, curriculum materials and presentations to all year levels, twice per semester.

Further to this student led Whole School Anti Bullying and Harassment Programs and Peer Support Mentoring by Year 11 Students to Year Seven Students operate to promote positive relationships and strong connectedness across the year levels.

Also in 2012, with the moving to the Vertical House System, the College conducted two Pastoral Sessions per term, within each tutor group. These sessions were based on the SensAbility Program, which is an initiative of the Beyond Blue Foundation.

The College also offers an emersion project to Year 12 students as they complete their studies. The project offered by working with the Bishop Epalle' Catholic School in the Solomon Islands

The College engages the services of Casey Youth Services with students in need of outside counselling

At the beginning of each school year, each House has a House Information Evening attended by families from within each House. These Information Evenings aim to provide vital information for parents regarding the beginning of the school year (especially new parents to the College), as well as deepening the sense of belonging to the House.

The House System (implemented in 2012) has resulted in more regular contact between the College and the Parent (e.g. through the Learning Advisor).

Extra-curricular activities which are recognised as a particular strength at St Peter's College include representative sports teams, debating and chess teams.

Further to this, Social Justice and Religious Education Programmes enable our students to engage in a broad range of initiatives within the wider community and develop their connectedness to people, for example: St Vincent De Paul Soup Vans, Ozanam House service and Frankston City Life Cafe. Also fund raising activities to raise moneys for such organisations as Caritas raise the awareness of our students as well as giving them satisfaction in contributing in a positive way to global issues.

The College also conducted a Production every second year, where over one hundred students are in involved. (either directly within the production or as assistants). In 2012, the production was "Little Shop of Horrors", which was performed for three nights in the Frankston Performing Arts Centre.

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	%
Year 7	97.45
Year 8	97.04
Year 9	95.42
Year 10	95.14
Overall average attendance	96.55

Procedures for Following up with Student Absences

Each morning in tutor group, the Learning advisor takes a roll and notes students who are absent.

The office staff then enters this information into an electronic data base, along with recognizing parents who have called in to explain a child's absence.

Parents of students who are absent without an explanation/phone call from home are sent an SMS stating that their child is away.

At the end of each day, an Absentee Report is sent to each House Leader and Learning Advisor.

Learning Advisors then follow up with these students on their return to school, requesting a written explanation from home.

STUDENT SATISFACTION

In 2012 the College engaged the services of the MYP Corporation to survey exiting Year 12 Students in relation to their satisfaction. The key findings appear below

Summary of Responses by Key Area

4 - 5

Throughout the report, results have been colour coded.

An excellent outcome that indicates a real commitment on behalf of the organisation to address this issue in a tangible and relevant manner. Maintain vigilance and continue to adapt to the changing nature of the school environment.

3 - 4

A fair to good score that reflects a level of satisfaction on this issue. However, it falls short of an 'employer of choice' outcome. Continual and increased focus on this issue is recommended.

2 - 3

A poor result that suggests a core level of underlying dissatisfaction on this issue. Investigation and corrective action required.

1 - 2

There are significant issues for concern. This score reflects an unhealthy disconnect on this issue between the current situation and the needs and/or expectations of staff. Major corrective action required.

+

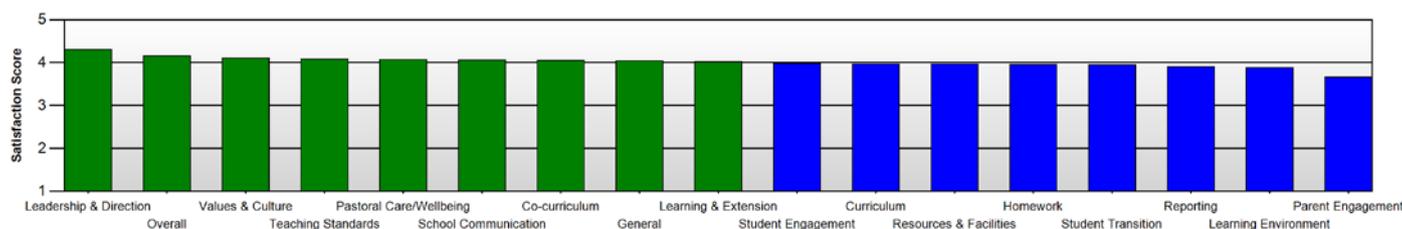
A score that is equal to or higher than the 'Average Score'.

-

A score that is lower than the 'Average Score'.

Note: Variance is the percentage difference between the average score recorded for a survey segment or statement and the overall survey average (rounded to a whole number).

This report section provides a summary of the total responses grouped by key area. Results are ranked from highest to lowest.



2012: St. Peter's College has continued to see consistently high VCE and VCAL pass rates. In 2012, the pass rates for both VCE was 100% and the completion rate for VCAL was 92%, with a median VCE study score of 27.

Student satisfaction with their education at St. Peter's College can be seen by high rates of first choice placements in the career and further education pathways, as shown by our on track data, with approximately 68% of our students either going on to further study or apprenticeship/traineeships, and a steady daily attendance rate of over 90% over the past 5 years, with an attendance rate of 96.55%, in 2012.

Student Satisfaction is also evidenced by the retention rate of students from Year 9 to Year 12, with this figure being 85.71%.

Student satisfaction is also enhanced by the opportunities to participate in such activities as the Year 7 Orientation Camp, the Year 9 Outdoor Adventure Camp, the Year 11 and Year 12 Retreats, the Year 10 Work Experience Program, St Peters Day celebrations and the House Celebration Day to conclude the school Year.

Other extra-curricular activities such as SIS Sporting teams and debating teams also enhance student satisfaction. Students also have an opportunity to be College leaders through the Student Representative Council and Forum Leaders Groups.

PARENT SATISFACTION

Parents of St Peters College students have an opportunity to see the development of their children and the way they are involved in the life of the College in many ways. At the beginning of each Academic Year, the College holds House Information Evenings for each House, where parents have the opportunity to hear from key College personnel and meet their child's House Leader and Learning Advisor.

The College also holds a Futures Evening in Term 3, where parents and students from Years 9 to 12 can get information about future studies and careers. A Year 8 subject selection night is also held at this time.

Other College methods of communicating with Parents include: Weekly Newsletters, SMS messaging of student absences, and two lots of Parent Teacher interviews per year.

Interviews with parents are also conducted on an "as needs basis".

Parents can also involve themselves in the College through the Parents and Friends Association.

The College also holds Open Days to allow prospective parents to see the College in operation.

Leadership and Stewardship

Goals and Intended Outcomes

The Vertical House system established in 2011 was further developed in 2012 with the development of symbols and mottos for each House. This was further enhanced at Presentation Evening and throughout the year at House and College Assemblies. The particular charism of each House is now being embedded in student understanding. Student leadership within Houses and in Captaincy positions was strengthened by the positions being filled the year prior, resulting in student leaders fulfilling their roles for a full school year. The establishment of an Annual Petrine theme in 2012 was significant. It deepened understanding for all within the community around our patron and provided a solid foundation with which House charisms could be linked. Together, these strategies have significantly contributed to stewardship of the ethos and Catholic Identity of the College in 2012. Staff and student leaders within the College have gained much from this process in terms of their knowledge, faith and witness. Staff leadership was strengthened in the further development of our Coaching Model, through regular Coaches meetings, Coaching Professional Learning utilising external providers and up skilling of Coaches using the Growth Coaching model. Our commitment to tenured positions for POL holders established in 2011 led to the opening up of several Leadership positions at KLA level and House. These positions were filled by both internal and external staff for a further 3 yr period.

Stewardship of resources was evident in the following projects:

- Construction of convertible walls in Breen and Clancy buildings
- Additional IWBs
- Planning for Stage 2 Cranbourne East, including sustainability initiatives such as Building Management systems to regulate power and water usage as well as light and air temperature

The VET Carbon Management class was very active in 2012, presenting at Staff meetings and assemblies and undertaking stewardship of the environment activities such as the Black Balloons competition. Further, a number of staff have undertaken Cert IV VET studies to further develop these offerings to students

Achievements

St Peter's College addressed all of the goals and strategies with the Annual Development Plan, as they related to Leadership and Stewardship. These actions either brought to conclusion the goal or addressed them in achieving on going improvement over a number of years.

- House symbols, mottos, visual displays and website promotion of HOUSE structure and charism. Subsequent formation, training and Professional Learning for House Captains and House Leaders was achieved.
- Annual Petrine Theme & Blessing & Opening of St Peter's Sculpture
- Consolidation of Coaching model of Leadership – and associated strengthening of ARM process
- Appointment of Transition Coordinator at Cr East and Cr West campuses for 2013 year
- Induction of New Staff – a review was undertaken to continue to improve the induction program for new staff, with an emphasis on new staff

commencing in Semester 2. This involved feedback from staff who had been appointed in recent years.

Stewardship:

- Environment Club at Cranbourne East campus was established to ensure student participation in stewardship of the environment, particularly around litter control eg. Nude Food day initiatives
- The removal of lockers from almost all classrooms has ensured better learning environments within classrooms
- A number of Cr East students were involved in the Selandra Youth Park project to consult with local stakeholders in the creation of a sustainable and functional local public space for youth.
- The installation of convertible walls and our commitment to best teaching practice saw the establishment of team teaching in junior maths classes in 2012. This continues to develop.

TEACHING STAFF ATTENDANCE RATE	90.88%
STAFF RETENTION RATE	85.88%

TEACHER QUALIFICATIONS	
DOCTORATE	0%
MASTERS	8.33%
GRADUATE	50%
CERTIFICATE GRADUATE	6.25%
DEGREE BACHELOR	76.04%
DIPLOMA ADVANCED	11.46%
NO QUALIFICATIONS LISTED	14.58%

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING	
DESCRIPTION OF PL UNDERTAKEN IN 2011	
<ul style="list-style-type: none"> • Curriculum development that focussed on implementation of the Stage One Australian Curriculum • Use of the UbD curriculum design process • Subject specific PL • Pastoral Care and Welfare that focussed on restorative practices, bullying (including cyberbullying), the Sensibility Program that has a focus on Adolescent Mental Health • Leadership • Coaching 	
NUMBER OF TEACHERS WHO PARTICIPATED IN PL	90
AVERAGE EXPENDITURE PER TEACHER FOR PL	\$659

STAFF COMPOSITION	
PRINCIPAL CLASS	4
TEACHING STAFF (HEAD COUNT)	99
FTE TEACHING STAFF	91.63
NON-TEACHING STAFF (HEAD COUNT)	38
FTE NON-TEACHING STAFF	33.87
INDIGENOUS TEACHING STAFF	0

TEACHER SATISFACTION

As a College the Insight SRC – Staff Survey is only conducted biannually so no results are available for 2012. Our teacher attendance rate increased slightly from the previous year and our teacher retention rate was comparable. These indicators show a relative satisfaction across our teaching staff when viewed in comparison to the 2011 teacher survey results.

Financial Performance

Financial Performance for the year ended 31 December 2012

Reporting Framework	Accrual	\$
Recurrent income	Tuition	
School fees		970,596
Other fee income		985,367
Private income		129,164
State government recurrent grants		2,422,775
Australian government recurrent grants		8,468,740
Total recurrent income		12,976,642
Recurrent expenditure	Tuition	
Salaries, allowances and related expenses		9,742,969
Non salary expenses		4,295,116
Total recurrent expenditure		14,038,085
Capital income and expenditure	Tuition	
Government capital grants		2,050,000
Capital fees and levies		1,286,066
Other capital income		25,000
Total capital income		3,361,066
Total capital expenditure		4,054,327
Loans (includes refundable enrolment deposits and recurrent, capital and bridging loans)	Tuition	
Total opening balance		11,462,471
Total closing balance		12,000,099
Non DEEWR FQ reported items	Tuition	
System levies (payments)		(166,585)
Intra systemic transfer receipts (payments)		2,000
Diocesan capital fund (SCF) receipts (payments)		178,344

Note that the information provided above does not include the following items:

System levies charged to individual schools, intra-systemic transfers and diocesan supplementary capital fund (SCF) supported borrowings for primary schools. The information provided is not comparable with other educational sectors. This VRQA template is not comparable to the ACARA school-level income reporting requirements which are to be reported on the MySchool website. ACARA school level reporting requirements will require system level income from Government grants and some private income to be allocated by school. This will be a small adjustment in relation to the total level of school resources. At this stage, recurrent income from Government sources, school generated income and capital expenditure are to be reported by schools. Additionally when assessing the private income of the school include both recurrent and capital school fees

Future Directions

St Peter's Community consisting of the West and East Campuses will continue to be guided by the Vision & Strategic Plan for 2010 -2014. However 2013 will see student, staff and parent surveys being conducted in preparation for the commencement of the school renewal process in 2014 which will engage the whole community in the process of setting a new vision and strategic plan for the period 2015-2018.

Demographic studies conducted by the Diocese of Sale indicate that both the East and West Campuses of St Peter's need to plan and prepare for a student population of 1200 on each site by 2020. The next phase of strategic planning for St Peter's College will need to ensure that we have provided for our students the curriculum, facilities and resources required to meet our goals of being a faith based learning community that prepares successful learners as they move into their chosen pathways.

As St. Peter's College is an integral part of the St Agatha's Parish and the newly formed St Thomas the Apostle Parish of Cranbourne, we must work in partnership to ensure the continued growth of these parishes and their respective primary schools who form the basis of our Catholic Primary feeder schools for year 7 enrolments. This partnership on our part will involve actively supporting the Parish's at both a local and Diocesan level in their bids to secure more land for Parish and Primary school facilities which will be required to meet the demands of a quickly growing population in the Cranbourne Region. These acquisitions are a priority to ensure the long term viability and identity of St Peter's as a Catholic School Community