CATHOLIC EDUCATION OFFICE
DIOCESE OF SALE

2013 Annual Report
to the School Community

Saint Peter's College
Cranbourne East & Cranbourne West

Registered School Number: 1920

Content

Contact Details

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Minimum Standards Attestation

I, Tim Hogan, attest that Saint Peter's College is compliant with all of the requirements for the minimum standards and other requirements for the registration of schools as specified in the *Education and Training Reform Act* (Vic) and the Education and *Training Reform Regulations 2007* (Vic), except where the school has been granted an exemption from any of these requirements by the VRQA.

23 May 2014

Our College Vision

- *Colleges may insert their Catholic school vision from the School Improvement Plan.*

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

- *Recommended word limit is approximately 500 words.*
- *Colleges may include a brief context statement that provides an overview of:*
  - *The key facts and statistics about the college.*
  - *What the college is trying to achieve for its students as identified in the School Improvement Plan and Annual Action Plan.*

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 enrols approximately 1200 students from the parish of St. Agatha's and St Thomas the Apostle 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 2013 Annual Development Plan has provided particular focus on the following goals :

- To further enhance prayer and worship within the college by developing the capacity of our CSYMA students for prayer leadership within the House System.

- To enhance the understanding of our Petrine Ethos through the ongoing development and articulation of our Annual Theme "You are Peter ".

- To enhance the literacy outcomes of all students through the appointment of a literacy co-ordinator and development of a whole school plan for Literacy.

- To complete the Curriculum review with its focus on 21st century learning and prepare implementation plans for the next two year period.

- To investigate and prepare for the implementation of the "BYOD" program.

- To deepen our understanding of Teaching and Learning and identification of best practice through establishment of Learning Walks and effective use of feedback tools.

- The development of data systems to inform our teaching practice.

- To continue to develop Cranbourne West according to its master plan with a specific focus on the application for a Government funded Trade Training Centre.

- To continue to develop and implement the Master Plan & Master Landscaping plan for Cranbourne East with a specific focus on completion of the Year 7 & 8 learning centre and the development of detailed plans for the Arts and Technology Centre

- To continue the development of the House system through a specific focus on the Learning Advisor as a manager of their students' pastoral and academic concerns.

- To develop the opportunities for collaboration and internal professional development for staff through the growth coaching model.

Principal's Report

- *Colleges may choose to include a report or message from the Principal that provides a summary of the key decisions, events and achievements of the school.*

2013 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 2013.

- The opening of stage 2 of the East campus of St Peter's College took place on September 3rd, 2013 with the blessing and opening of the Sr Rosemary Graham Building by Bishop Christopher Prowse and Federal MP Mr Anthony Byrne. Enrolments for this campus continue to grow and at the end of 2013 stand at 195 Year 7 to 9 students.

- Detailed planning of Stage 3A of the Cranbourne East Master Plan – The Year 10 & 11 Art & Technology Building was completed during the year with a view to advertising the tender process in late 2013.

- A successful application was made for a Government funded Trade Training Centre based on the West Campus with plans developed for a $1.5m centre that will deliver VET courses in Electrotechnology and Engineering.

- A master Landscape plan for the East Campus was commissioned and completed by Orchard Design.

- Preliminary design work on a sculpture to enhance the Catholic nature and identity of St Peter's College at the east campus was commenced by artist Bart Sanicolo.

- ICT infrastructure was prepared for the rollout of the student BYOD program.

- School wide professional learning was conducted in preparation for the student device program.

- The appointment of the Literacy Coach and establishment of the Literacy working party provided further detailed analysis and understanding of the literacy performance of our students. Strategies were identified at both a diocesan level and school level for the improvement of literacy outcomes.

- In November of 2013, the third group of students and staff embarked on the St Peter's College Immersion program to Bishop Epalle College in the Solomon Islands. This continues to be a significant outreach program for the College with curriculum links established to the Social Justice program

- The development of the House system continued in 2013 with the development of Goal setting programs which enhanced the interactions between the Learning Advisors and their students. This program provided opportunities for Learning advisors to mentor the progress of students on both a pastoral and academic level, giving a more whole child development focus in our pastoral care system.

- Through the consultative process for 2013 further positions for staff leadership were developed for both the East and West Campus of St Peter's College. These positions included the establishment of 4 House leaders at the East Campus to imbed the House based Pastoral Care System. A VCE/VET and 7-10 Curriculum Leaders to ensure appropriate documentation and implementation of the national curriculum. The Religious Education Assistant was also appointed to the East Campus to ensure that the

implementation and delivery of the religious education curriculum was as per the Diocesan Guidelines.

•   The curriculum review was finalised in 2013 with clear priority given to Literacy and Numeracy across the curriculum to comply with the requirements of AUSVELS. The review also recommended moving to a 5 period day to increase the number of contacts between teacher and students. Other recommendations accepted included the streamlining of the year 9 & 10 elective options to create clearer pathways from year 10-12 teaching and providing greater depth in our year 9 & 10 elective options rather than breadth of elective choice.

Education in Faith

Goals and Intended Outcomes

- *Colleges may include the goals and intended outcomes from the Annual Action Plan*

- To promote a greater understanding of the Petrine ethos within the school including a greater number of Petrine symbols within the College.
- To further enhance prayer and worship within the College.
- To develop and implement a plan for the accreditation of staff to teach in a Catholic school and to teach Religious Education in a Catholic school.
- To develop spirituality days from Years 7 – 10.
- Increase awareness of a Social Justice Immersion project in an overseas community.
- To develop staff knowledge and understanding of 'pastoral' as 'spiritual'.

Achievements

- *In this section colleges should describe and/or illustrate their achievements in a manner appropriate to the college community.*

Goal 1
The Petrine ethos was promoted in staff workshops, via the College Annual Motto, "You are Peter", use of the motto in Year 11 and Year 12 retreats, in the Liturgies throughout the year, particularly the St Peter's Day Mass, staff Liturgy around the statue and in the St Peters' Day Dinner.

Goal 2
The prayer and liturgical life of the college was given particular attention during all of the major liturgies during the year. There was an attempt to bring both engagement but particularly reverence to these celebrations.

Goal 3
Staff Workshops were carried out throughout the year to give staff the opportunity to further themselves in the process of accreditation. A whole staff presentation from Fr Denis, our local parish priest, in relation to spirituality and finding your place in the world. St Peter's continues to encourage staff towards accreditation and a number of staff completed their accreditation to teach RE.

Goal 4
The Year 9 spirituality day was hampered by poor weather. The Year 11 Holocaust experience connects with their study of Religion and Society. This year, a visit to St Agatha's Church was included as an example of people and places that connect their religious identity with their ordinary life.

Goal 5
The Solomon's Immersion experience was again conducted with the Year 12 students leaving the college. It was held a little earlier this year to enable them to access the students at school more easily as they, like our own students, finish the year in the early December period. Other parts of the school RE program were involved in the promotion and the learning about the Solomon Islands. Fund Raising events were conducted to allow them to make a contribution to the community in which they were going.

Goal 6
In the Pastoral Program there were attempts made to help staff and students interpret the pastoral activities in relation to the understanding of the Human Person from a Catholic point of view. More work in this are needs to be done. In 2014, where the Pastoral period fits into the timetable there will be more opportunity to make this aspect a more structured part of the program.

VALUE ADDED

- *List a broad range of activities in plain language about curricular and extra-curricular activities; not every activity needs to be included.*

There is a gradual building of the CSYMA program. St Peter's has had the CSYMA program for some years. Greater effort has been made to offer the course to students who really connect with Religious Education in action. The Year 10 and the Year 11 classes have been involved in developing and conducting activities of a Social Justice nature, a liturgical nature, and of a community service nature. The value added element in this is 5 fold:

a) Students are doing activity but understanding that the motivation and inspiration for these activities comes from the very heart of the Catholic Christian Tradition.
b) Students learn a whole variety of leadership skills. A significant number of CSYMA Year 11 students from 2013 put themselves up and achieved significant leadership roles within the College for 2014.
c) Students are learning the value of Community through action. The wider community of the parish and locality as well as the St Peter's community itself are the beneficiaries of the program.
d) Students learn to make their own choice about their own religious identity.
e) Students are interacting with like-minded students across the Sale Diocese and seeing that being involved in spirituality developments is a good and useful thing.

St Peter's continues to build and make use of the opportunities afforded it in relation to various agencies in relation to services for the less well off in our community, eg Soup Vans. Our students gain a sense of their own quality of life, but also how they can make a difference to the wider community in general, and also the people more closely connected to them.

There is a development in the identity and value of St Peter's College as a Catholic school. It is partly as a result of the CSYMA program, partly staff development, partly the work in promoting Liturgy as a significant moment and partly the work in fundraising for different cause with a clear understanding of this

as a Catholic motivation, partly as the growing awareness of the continued outreach to others – eg Solomon Islands, Soup Vans, Project Compassion, Oznam House, Frankston City Life Café, and the RE program generally.

Learning and Teaching

Goals and Intended Outcomes

- *Colleges may include the goals and intended outcomes from the Annual Action 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 encouragement and support of Professional Learning.
> - The continued recognition of the importance of Co-curricular activities in the development of the whole person and in the pursuit of excellence.
> - To provide opportunities to involve parents in the education of their children.

Achievements

- *In this section colleges should describe and/or illustrate their achievements in a manner appropriate to the school community.*

The College has continued to develop both curriculum programs and learning environments in 2013. The College implemented the following during the year: Continued installation of Interactive projectors at the West Campus. Every GLA now has a projector or Interactive whiteboard.

The East Campus Graham building was officially opened providing an Innovation Hub, state of the art open learning spaces and outstanding technological equipment including large screen TV.

Introduction of WALT. What Are We Learning Today Posters were introduced into every classroom. All teachers are required to explicitly list each class the lesson objectives in the form of WALT.

Learning Walks. Leadership team visited the classrooms of all teaching staff to discuss with students the teaching and learning that was taking place. Feedback from these visits indicated that students were engaged and aware of their learning.

Classroom Visits. All staff were provided an opportunity to either visit a peer's classroom or to open their classroom up for observation. These reciprocal classroom visits were accompanied by structured proforma to guide the observations. Feedback from staff indicated that valuable learning took place and that further classroom visits were desirable.

The Teaching and Learning Vision Team conducted a Curriculum Review which recommended significant changes to the timetable structure which will be effected in 2014 and 2015. These included:
- Change from a 4 period to a 5 period day.
- The split of Year 9/10 electives into stand-alone subjects with a future vision of a year 9 program.
- Reduction in the number of elective choices.
- Increased time for Maths and English.
- Alignment of Year 10 with the senior block.
- Creation of a Pastoral period once per cycle.
- Separation of English from Humanities in Years 7 & 8.

- Abandonment of study lines for year 12 students with a decrease to 5 subjects rather than 6 for year 11 students. This involved the incorporation of the old study period line into the class timetable of each study so that independent study is now supervised by the relevant teaching staff
- 9 periods a cycle for VCE subjects
- Continual planning for further teaching spaces at East using collaborative teaching design. Planning for further buildings at East Campus were progressed.

Building on the introduction in 2012 of Understanding By Design (UBD). Further staff professional development and support in writing UBD documentation across Years 7-10. Phase 1 subjects for the Australian curriculum, and LOTE and Art subjects, were written using Understanding By Design documentation. Phase 2 Australian curriculum subjects were encouraged to write UBD documentation for their subject. Learning Area Coaches were sent to professional development on UBD.

Development of the Annual Review Meetings. All staff were required to develop three specific goals in relation to the Annual Development plan, their own teaching area of responsibility and personal professional development.

Other significant achievements included:
- Enhancement of the coaching model through further professional development of coaches.
- Collection of Numeracy data through On Demand testing of Year 7 students.
- Commencement of the position of Literacy Coach to lead the development of a whole school literacy plan.
- Literacy Committee established to support Literacy Coach.
- Continuation of Learning Area annual projects. Results presented in term 4 staff meetings.
- Commencement of the position of Integrated Learning Coach.
- Regular articles in newsletter to inform parents of curriculum progress.
- College involvement in the Diocesan Literacy Project.
- Introduction of year 9 students into the College subject selection evening.
- The commencement of Integrated Learning for Years 7 and 8 students at the East Campus focussing on the traditional subjects of Art, Design Technology, Drama, Media, Information Technology and Visual Communication & Design through the cross curriculum priorities of the Australian Curriculum.

STUDENT LEARNING OUTCOMES

- *Provide AN explanation about the changes in NAPLAN data over the 3 years 2011, 2012, 2013*

Year 7:
In all areas tested, the proportion of our Year 7 students meeting the minimum standards has remained relatively steady over the past three years, with minor fluctuations from year to year. There appears to be no significant trend either upwards or downwards across the three years from 2011 to 2013. We have noted from our overall NAPLAN results that the profile of our incoming Year 7 students has remained fairly static, and is generally representative of that of the State.

Year 9:
For Reading, the proportion of students meeting the minimum standards dropped slightly from 2011 to 2012, but increased by 3.3% from 2012 to 2013. In 2011 we introduced the Readarama program, which involves all Year 7 and 8 students setting reading goals for first semester and then attempting to reach or exceed their goals. This program is quite well

accepted by our Year 7 students, but was less readily accepted by the Year 8 students in the first year. We believe this program has led to an overall improvement in Reading levels for the students who participated in the program for the full two years.

For Writing, the proportion of students meeting the minimum standards dropped by 2.4% from 2011 to 2012, but then rose by 7.2% from 2012 to 2013. In 2013 we ensured that all students were given the opportunity to complete a persuasive writing piece, and receive feedback on their performance, prior to the NAPLAN testing period. In the past this had been an optional activity for teachers of Year 7 and 9 English. We believe that this timely feedback resulted in an improved performance by students in the Writing Task.

For Spelling there has been a small decrease (2.1% overall) in students meeting the minimum standards from 2011 to 2013. The college median for Spelling has remained steady at the level of the State median for a number of years. It may be that with our Literacy focus on areas other than Spelling, some of our lower-performing students have not received sufficient support with their Spelling. In 2014 we introduced a more structured program for our literacy support students, which we hope will address this trend.

For Grammar and Punctuation, the proportion of students meeting the minimum standards decreased by 1.9% in the past year, following a rise of 3.0% from 2011 to 2012. Over the three years, however, there was an overall increase of 1.1% of students meeting minimum standards. The College, during that time trialled initiatives, aimed at improving student Grammar and Punctuation skills. The more structured literacy support program introduced for 2014 also addresses this skill development.

For Numeracy, the proportion of students meeting the minimum standards increased by 0.7% from 2011 to 2012, but fell by 6.1% from 2012 to 2013. In 2012 we introduced an ability-based mathematics program at Year 7 in response to concerns regarding our students' mathematics performance. This program was extended to Year 8 in 2013. One of the key features of the program is that the students with demonstrated numeracy difficulties were able to work in much smaller classes, and that the focus of these classes was on development and consolidation of basic numeracy skills. The first group of students to complete two years of this program are in Year 9 in 2014 and we are hoping for a significant improvement in Numeracy, particularly for those students who were at risk of not meeting minimum standards in year 9.

One final comment is that we try ensure that as many of our students as possible sit the NAPLAN tests, and we particularly encourage students who are funded or aided to complete the tests if possible. We normally have only two or three students across Years 7 and 9 who are withdrawn from the tests on the request of their parents. In this way we hope to get a reasonably accurate profile of our students from the NAPLAN data.

POST-SCHOOL DESTINATIONS

TERTIARY STUDY	51%
TAFE / VET	25%
APPRENTICESHIP / TRAINEESHIP	5%
DEFERRED	9%
EMPLOYMENT	5%

School Community and Student Wellbeing

Goals and Intended Outcomes

- *Colleges may include the goals and intended outcomes from the Annual Action Plan.*

- Create further opportunities for outreach and community service for all.

- Enhancing and strengthening of the community nature of our school and the recognition and strengthening of our partnership with parents.

Achievements

- *In this section colleges should describe and/or illustrate their achievements in a manner appropriate to the college community.*

Activities which substantially promoted school community and student wellbeing included the pastoral work at City Life in Frankston where students helped to feed the disadvantaged. Also the work on the Soup Van associated with the Society of Saint Vincent de Paul in the city was an invaluable outreach.

The VCAL students, through a volunteer placement each Monday, serve in the local community while developing numerous skills that can be credited to their Personal Development unit of study.

- *A description of how non-attendance is managed by the college.*

Saint Peter's College uses an electronic roll marking system that ensures accurate information concerning attendance is maintained for each period of the school day. In the morning at 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. Office staff note explained absences where parents 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.
Students who are at risk because of their frequent absences are counselled by House Leaders and Welfare staff. Parents are also called in for interviews to attempt to address issues that may be causing significant absences.

VALUE ADDED

- *List a broad range of activities in plain language about curricular and extra-curricular activities; not every activity needs to be included.*

The Student Wellbeing Advisory Committee designs and administers the pastoral program which occurs twice per semester in each tutor group. These sessions were based on the SensAbility Progam from the Beyond Blue Foundation. Two sessions are also conducted for each year level on issues related to social and emotional wellbeing.

A Peer Support program with Year 11 students mentoring Year 7 students helps the transition process into secondary school and is part of a whole school anti–bullying and harassment program.

The College engages Casey Youth Services for 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 has continued to improve contact between the College and the Parent through the Learning Advisor. This relationship has now developed over the past 2 years with the vertical house system in place and we trust will continue to reap benefits.

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

Celebrations such as Harmony Day and Saint Peter's Day ensure that our cultural diversity is embraced and community building activities are undertaken.

STUDENT SATISFACTION

- *Comments regarding the results from the School Improvement Student Surveys (InsightSRC) can be included here.*

In 2013, MYP Corporation conducted and reported on an exit survey of Year 12 students to gain an insight into student satisfaction.

This report section provides a summary of the total responses grouped by key area. Results are ranked from highest to lowest and compared to the average overall score.
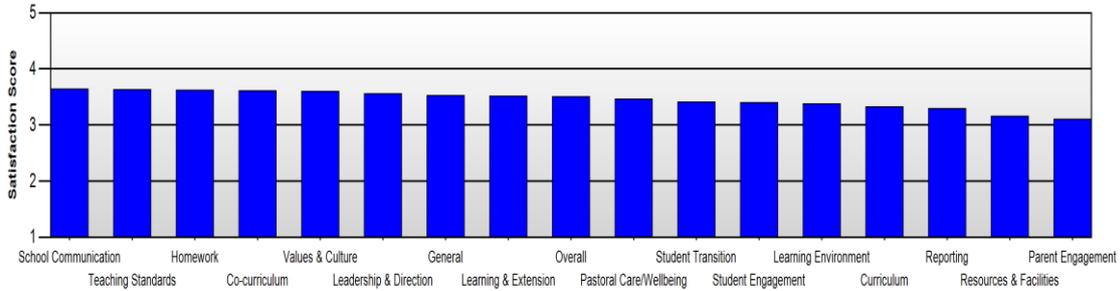
Key Area	Satisfaction	Variance
School Communication	3.65	5%
Teaching Standards	3.63	5%
Homework	3.62	4%
Co-curriculum	3.62	4%
Values & Culture	3.60	4%
Leadership & Direction	3.56	3%
General	3.53	2%
Learning & Extension	3.52	1%
Overall	3.51	1%
Pastoral Care/Wellbeing	3.47	0%
Student Transition	3.41	-2%
Student Engagement	3.40	-2%
Learning Environment	3.39	-2%
Curriculum	3.33	-4%
Reporting	3.30	-5%
Resources & Facilities	3.16	-9%
Parent Engagement	3.11	-10%
Average Score	3.47	

- Excellent
- Good score
- Requires attention
- Immediate action
- Above average
- Below average

The response rate of students was 59%. The level of satisfaction of students is good across all key areas. Teaching standards and school communication were perceived as real strengths. Areas to address according to students were school resources and facilities and parental engagement.

PARENT SATISFACTION
• *Comments regarding the results from the School Improvement Parent Surveys (InsightSRC) can be included here.*
Insight SRC data suggests parents have a higher satisfaction with the school than the students. The main parent concern is with both staff and student engagement. Their perception of student behaviour is that it is fairly high. Parents are particularly positive about the social justice opportunities provided by the College.

Leadership and Stewardship

Goals and Intended Outcomes

- *Colleges may include the goals and intended outcomes from the Annual Action Plan.*

- To enhance training and leadership opportunities for all students with an emphasis on leadership in learning and in faith, for service to all.
- To promote a consistent approach to all Positions of Leadership incorporating limited tenure, targeted performance reviews and clear lines of accountability.
- Continue to enhance the range of leadership for staff.
- Continue to enhance the induction program to meet the needs of all new staff.
- To provide opportunities to strengthen the pastoral and learning relationship between staff and students.
- To provide the physical environment at both the Cranbourne East and Cranbourne West campus of St. Peter's which supports our vision for teaching and learning.
- To enhance student understanding of environmental issues and ownership of their environment.
- To enhance the range of opportunities for service available to parents and alumni.
- To ensure that all future planning decisions take into account the need for sustainability.

Achievements

- *In this section colleges should describe and/or illustrate their achievements in a manner appropriate to the college community.*

2013 has seen us work towards achieving and completing the final goals of our Strategic Plan before we enter into our School Renewal year. Successes and highlights for this year in the area of leadership have included:

- The development of Student Leadership across both campuses to have Forum Leaders represent each Tutor Group.
- The finalisation of the structure to create the inaugural SRC at Cranbourne East.
- The re-structure of the Deputy Principal roles to reflect the growth of the College and better support both teaching and learning and pastoral directions to include Heads of Campus and a Deputy Principal Teaching and Learning.
- The ongoing refinement of the Annual Review Meetings to reflect changes made at VIT and AITSL level.
- Continued enhancement of Peer Support and Year 7 Orientation and Induction to make the transition from primary to secondary more seamless through the production of an Induction Booklet and ongoing development of Peer Support Leaders.
- Development of the POL structure at Cranbourne East for 2014 to better reflect the vertical pastoral care system and expansion of the curriculum.

The area of stewardship this year has been an important one for the College as a number of projects came to fruition, with planning of new projects completed or commenced. Again areas of success and highlight include:

- The completion of Stage Two at Cranbourne East – The Sr Rosemary Graham RSM building. This building houses 10 learning areas for our Year 7 & 8 cohorts at Cranbourne East as well as our state of the art Innovation Hub.
- Installation of the oval at Cranbourne East along with the completion of Stage Two landscaping including two additional basketball courts.

- Completion of the Landscaping Master Plan at Cranbourne East that clearly demonstrates our Catholic Identity.
- Completion of planning and funding for the Trade Training Centre to be built at Cranbourne West to enhance our VET offerings to senior students.
- Continued environmental and sustainability initiatives by both the Environment Club and Carbon Management Group.
- Completion of planning for Stage 3A and 3B at Cranbourne East which will see specialist facilities in Visual Arts and Technology as well as learning spaces for future Year 10 and 11 classes. To be built in stages, Stage 3A will be built during 2014.
- Ongoing review of the parking and traffic flow through the Cranbourne West Campus.
- Completion of the planning for the College BOYD computer device to be implemented over two years commencing in 2014.
- Continued work by House Leaders at the West Campus to enhance their House areas and build their identity.
- Ongoing refinement of our House Information Evenings to promote House Identity and foster parent partnerships.

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

DESCRIPTION OF PL UNDERTAKEN IN 2013

- *List a range of the Professional Learning activities that staff have undertaken.*

Staff have undertaken a vast range of external and internal professional learning activities. Some significant areas included Catholic identity, coaching, ICT competencies, leadership skills and student wellbeing.

NUMBER OF TEACHERS WHO PARTICIPATED IN PL	101
AVERAGE EXPENDITURE PER TEACHER FOR PL	$381.06

TEACHER SATISFACTION

- *Comments regarding the results from the School Improvement Strategy Teacher Surveys (InsightSRC) can be included here.*

During 2013 the staff completed the Insight SRC survey in preparation for School Renewal in 2014. The results of the survey data can be summarised in the following terms.

There are a lot of changes occurring both organisationally and culturally here at St Peter's College. Ongoing work is needed to balance these experiences for both experienced staff and new staff at the College. Staff are generally enthused and positive about the possibilities and are seeking encouragement to move their professional practice to a higher level. There is a strong belief that there is a good focus on student behaviour and classroom management and that the focus on learning is continuing to improve.

Financial Performance

Financial Performance for the year ended 31 December 2013

Reporting Framework	Modified Cash	$
Recurrent income	**Tuition**	
School fees		2,756,834
Other fee income		819,168
Private income		119,501
State government recurrent grants		2,750,161
Australian government recurrent grants		9,713,548
Total recurrent income		**16,159,212**
Recurrent expenditure	**Tuition**	
Salaries, allowances and related expenses		11,008,108
Non salary expenses		5,103,089
Total recurrent expenditure		**16,111,197**
Capital income and expenditure	**Tuition**	
Government capital grants		1,510,000
Capital fees and levies		452,877
Other capital income		296,980
Total capital income		**2,259,857**
Total capital expenditure		**4,518,027**
Loans (includes refundable enrolment deposits and recurrent, capital and bridging loans)	**Tuition**	
Total opening balance		**12,000,101**
Total closing balance		**14,133,740**

*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.

VRQA Compliance Data

E4037
St Peter's College, Cranbourne

PROPORTION OF STUDENTS MEETING THE MININUM STANDARDS					
NAPLAN TESTS	**2011 %**	**2012 %**	**2011–2012 Changes %**	**2013 %**	**2012–2013 Changes %**
YR 07 Reading	97.2	98.5	1.3	97.9	-0.6
YR 07 Writing	94.4	96.0	1.6	96.2	0.2
YR 07 Spelling	96.7	97.0	0.3	96.3	-0.7
YR 07 Grammar & Punctuation	93.9	99.5	5.6	95.0	-4.5
YR 07 Numeracy	96.2	99.0	2.8	98.8	-0.2
YR 09 Reading	98.1	96.2	-1.9	99.5	3.3
YR 09 Writing	86.3	83.9	-2.4	91.1	7.2
YR 09 Spelling	96.9	96.8	-0.1	94.6	-2.2
YR 09 Grammar & Punctuation	92.5	95.5	3.0	93.6	-1.9
YR 09 Numeracy	98.7	99.4	0.7	93.3	-6.1
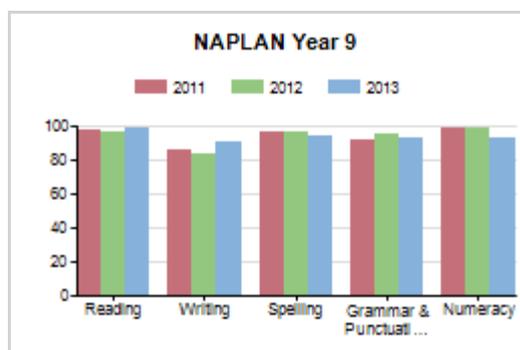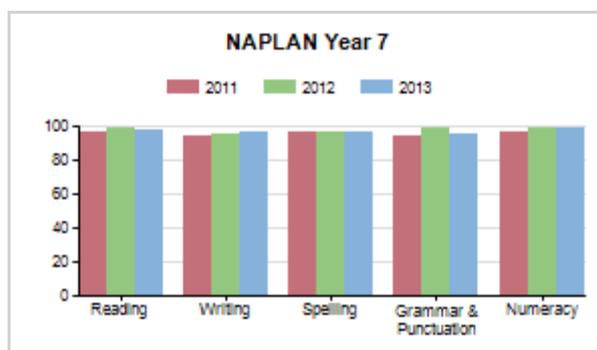
YEARS 9–12 STUDENT RETENTION RATE	
Years 9–12 Student Retention Rate	76.88 %

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	%
Year 7	87.27
Year 8	83.68
Year 9	79.33
Year 10	71.22
Overall average attendance	80.38

TEACHING STAFF ATTENDANCE RATE

Teaching Staff Attendance Rate	89.48%

STAFF RETENTION RATE

Staff Retention Rate	96.47%

TEACHER QUALIFICATIONS

Doctorate	0.00%
Masters	6.73%
Graduate	40.38%
Certificate Graduate	0.96%
Degree Bachelor	27.88%
Diploma Advanced	0.00%
No Qualifications Listed	21.15%

STAFF COMPOSITION

Principal Class	4
Teaching Staff (Head Count)	107
FTE Teaching Staff	106.013
Non-Teaching Staff (Head Count)	44
FTE Non-Teaching Staff	45.821
Indigenous Teaching Staff	0

MEDIAN NAPLAN RESULTS FOR YEAR 9

Year 9 Reading	579.60
Year 9 Writing	558.00
Year 9 Spelling	580.80
Year 9 Grammar & Punctuation	561.40
Year 9 Numeracy	567.90

SENIOR SECONDARY OUTCOMES

VCE Median Score	27
VCE Completion Rate	100%
VCAL Completion Rate	100%