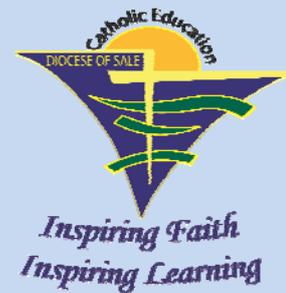


2017

ANNUAL REPORT

TO THE SCHOOL
COMMUNITY



ST PETER'S COLLEGE CRANBOURNE

REGISTERED SCHOOL NUMBER: 1920



Secondary College

Contents

Contact Details	2
Minimum Standards Attestation	2
Our College Vision	3
College Overview.....	4
Principal's Report.....	5
Catholic Identity and Religious Education	8
Learning & Teaching	11
College Community & Student Wellbeing.....	17
Child Safe Standards	11
Leadership & Stewardship	31
VRQA Compliance Data.....	33

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Minimum Standards Attestation

I, **Chris Black** attest that **St 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 2006 (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
- Australian Government accountability requirements related to the 2017 school year under the Australian Education Act 2013 (Cth) and the Australian Education Regulations 2013 (Cth)

<7 May 2018>

Our College Vision

At St Peter's College we are journeying together in hope

'Take courage, it is I...Be not afraid' (Mt 14:27)

As a Catholic community, we aspire to lead in faith, guide with love and inspire through learning

Faith..where:

- We are Christ-centred in thought, word and action
- All recognise the importance of being guided by love
- All are invited into a deeper faith relationship with God, Church, self, others and creation.
- All understand the role God plays in our lives.

Education..where:

- We deliver a dynamic, active learning environment catering for our diverse student needs and where students are actively engaged in their learning
- We prepare students to be articulate, confident and have the skill-set to become global citizens beyond the gates of St Peter's College
 - Academically
 - Work-ready
- We commit to raising the bar of expectation regarding student outcomes
 - Positive growth is maximised in each and every student
 - Obtain at least state average outcomes in NAPLAN and VCE parameters
- Every teacher is provided with the opportunity to build capacity in their craft and become an expert teacher who demonstrates best practice in the classroom
- Those staff aspiring to leadership at any level strive to build capacity in themselves and contribute positively and actively to the overall leadership of St Peter's

Service..where:

- All within St Peter's College engender a sense of community amongst staff, students, parents, parish and the broader community
- All are inspired to serve others to create a better world
- All engender an understanding that we are stewards of this world and with this comes responsibilities.

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, enrolling approximately 1430 students at both its East and West Campus from the Parishes of St. Agatha's in Cranbourne and St Thomas the Apostle in Clyde Nth. The West Campus of the College was originally established as a Junior Campus of St. Francis Xavier Beaconsfield in 1987, becoming an independent Catholic Secondary School in 1994. The East Campus of St Peter's was officially opened in 2011.

Over its two campuses St Peter's provides for modern facilities in the learning areas of English, Mathematics, Religious Education, 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.

2017 is the third year of the implementation of our Vision and Mission for St Peter's College. Our Vision Statement for our four year strategic direction, "***As a Catholic Community we: aspire to lead in faith, guide with love and inspire through learning***", has been inspired by our school motto "Take courage, it is I ... Be not afraid." (Mt 14.27). It has been selected by our community because it challenges us to pursue learning without fear of making mistakes; boldly encouraging our teachers and students to strive for excellence and placing our trust in God for the journey ahead.

Our 2017 Annual Development plan provided a focus on the following Mission Directions and related goals:

Mission: **Catholic Identity**

Goal: To strengthen our Catholic Identity
To broaden the College community's faith in action

Mission: **Leadership**

Goals: To strengthen student leadership capacity across all year levels.
To improve clarity of communication structures and processes.
To strengthen the culture of leadership amongst all staff.

Mission: **Sustainability & Growth**

Goals: To improve the retention of students.
To enhance the school reputation in the local community.
To build and maintain sustainable facilities that reduce our Carbon

Footprint.

Mission: **Teaching, Learning, Wellbeing**

Goals: To continue to engage and connect all members of the College community.
To develop the College as a Professional Learning Community
To improve student learning outcomes.

Principal's Report

After 17 years of dedicated service to the St Peter's College community, including 8 years as Principal, Mr Tim Hogan tendered his resignation at the end of 2016 to take up a new Principalship. Due to the lateness in the year of this announcement, Mr Chris Black was appointed Acting Principal for the first half of 2017 and subsequently appointed St Peter's College 3rd Principal in its 23 year history. This appointment comes at a time of continued rapid growth and the imminent arrival of a new Governance structure for the Sale Diocese.

2017 marks the third year of our 2015-2018 Strategic Plan. The continued development of the East campus and a commitment to commissioning a West campus masterplan were two exemplars of the commitment to continue planning for the future growth predictions. A number of achievements and milestones were achieved in 2017 guided in a significant way by the 2017 Annual Development Plan. These are documented below

In the area of Catholic Identity, Religious education teachers began the planning and the implementation of the new Sale Diocese RE curriculum guidelines. An exploration of a suitable prayer room on the East campus was conducted and a space found. This facility will provide opportunities for prayer, liturgy and masses to occur in a dedicated space. The re-contextualised understanding of RE was given major impetus with the release of the Sale Diocese RE curriculum guidelines. This provided RE staff with the opportunity to gain an understanding of the concept as well as develop strategies to implement into their teaching. In an attempt to broaden the College community's faith in action, Yr 11 RE students connected with St Agatha's Primary school to assist those students who were preparing for their confirmation. A more explicit invitation for parents to attend mass celebrations was extended with a noticeable increase in parent participation across the year.

In the sphere of leadership, three over-arching goals were identified, these were: strengthening student leadership across all year levels, improving clarity of communication structures and processes and strengthening the culture of leadership amongst all staff. The SRC structure was re-structured in 2017 to be inclusive of and build capacity in student leaders across all year levels. A SRC training day was also introduced, facilitated by the student executive council this enable opportunity for capacity building in our senior student leaders as well as modelling a servant leadership approach to all SRC representatives. A number of strategies were implemented to deliver much greater clarity around structure and process. This included: the introduction of a weekly staff newsletter, an explicit intent to share the Professional Learning more evenly across both campuses and the setting up of regular meetings between counterparts on both campuses, eg Head of Campuses, Office Manager and Assistant Office Manager. In respect to strengthening the culture and capacity of staff as leaders, a number of successful initiatives were introduced. This included: a focus on professional reading within the construct of meeting agendas, the promotion of staff as expert teachers by showcasing best practice in the classroom during professional learning occasions and in providing opportunities for a range of staff to be considered for reference groups on projects.

Cranbourne and Clyde North are two rapidly growing municipalities and as such there is a requirement to cater for and sustain growth. Throughout 2017 this was achieved through the following goals, improving the retention of students, enhancing the school reputation in the local community and continuing to build and maintain sustainable facilities that reduces our carbon

footprint. Some of the successful strategies for improving the retention of students included: the development of an explicit approach to addressing the learning needs of Yr 9 students on the East Campus with a purpose-built curriculum to cater for the new learning space dedicated to Yr 9s. The development and implementation of a VCAL program at East occurred. Also witnessed was an increase in VCAL numbers at the West campus. An increase in VET opportunities both within the college and external offerings was achieved inclusive of the planning and development of the Hospitality Centre at East and the development and completion of the West campus masterplan.

In an attempt to enhance the school reputation in the local community a review of our marketing plan was undertaken with the outcomes including: the continued promotion of the college's achievements and initiatives, the development of publicity opportunities through the social media platforms and a greater connection point with our feeder parish schools with an emphasis on student-led activities. In the area of building and maintaining sustainable facilities that reduce our carbon footprint, the college committed to the introduction of solar panels and a LED light replacement program. The outcomes anticipated from this initiative included being able to feed excess power generated back to the grid. Building programs at both campuses continue to have a priority placed on the development of environmentally sustainable standards.

In the area of Teaching, Learning and Well-being our goals included: continuing to engage and connect all members of the college community, continuing to develop the college as a professional learning community and to improve student learning outcomes with the target of the top 50th percentile reaching state growth in years 7-10 within 12 months. A number of strategies were developed to achieve these. This included, but were not exclusive of the following: incorporating aspects of the Mindmatters framework as a whole school approach, reviewing and developing further our system of academic awards and ensuring the continued implementation of child-safety practices. The provision of data to staff specific to every class and every tutor group was initiated to enable the data to be relevant and inform classroom practice. The ARM process required staff to be able to discuss their teaching intentions and to be able to discuss areas of growth of the individual student as well as the collective group. An explicit focus on a whole-school approach to literacy occurred with an emphasis on embedding and refining literacy in assessment and upskilling staff in providing literacy feedback, as well as presenting strategies to staff to assist in developing literacy levels in Yrs 7-10.

A number of staff leadership positions were considered as a part of the consultative process in 2017. Consideration focussed on the continued growth of the East campus. The following changes for 2017 included:

- The inclusion of a Pastoral Leader on the East campus
- The separation of 8 houses with a house leader each on the East Campus
- The introduction of Y9 Learning Leader at the East Campus
- VCAL Co-ordinator on the East Campus

Due to the substantial growth across both campuses the appointment of a Deputy Principal – Mission and Catholic Identity was deemed to not only be appropriate but essential to ensure that the leadership of Religious Education is reflective of its importance in the mission of the College as a Catholic school

Future Directions 2017

The Cranbourne region continues to develop at a rapid pace, requiring considerable planning to ensure St Peter's College is able to cater for the anticipated numbers. This will include but not be exclusive of some of the following considerations.

1. The establishment of the Clyde campus requiring a co-ordinated approach from all key stake-holders including: St Peter's College, DOSCEL and the neighbouring Catholic Primary School Principals. A timeframe for delivery of infrastructure to the area as well as the order of building projects and facilities will be a priority. A strategic planning group is required to be established to determine the priorities as well as a blueprint for the delivery of a progressive and modern education precinct. A means of financially supporting a greenfields school building project is integral to the success of the project
2. The commencement of a staged approach to the newly created West Campus masterplan inclusive of refurbishment, re-purposing of current buildings and the building of new ones is critical to support the anticipated growth as well as ensuring curriculum delivery caters well for the 21st century learner.
3. The construction of a Multi-purpose Hall at the East campus is critical in ensuring curriculum delivery of the Physical Education and sporting spheres. In addition there is the need for a space where the whole school community can meet.
4. The evaluation of the St Peter's College Leadership and POL structure continues to be a priority as we cater for the continued growth of the East campus and the start-up of the Clyde campus.
5. With Federation University taking over the Monash University Berwick site, partnership opportunities particularly focussed on catering for the high achieving student should be pursued. In addition the potential exists to develop partnerships with Federation involving research opportunities around measuring educational success or the impact of the 21st century classroom on learning outcomes.
6. The concept of St Peter's College developing a Community hub focus should be explored. Research suggests that the disconnect between family or student and school can limit academic achievement and success. To inform this concept a working party should be considered to identify a strategic approach to the development of a community hub and an explicit approach to making meaningful connections with the disconnected.

Catholic Identity and Religious Education

Goals & Intended Outcomes

- St Peter's College Annual Development Plan goals for Catholic Identity and Religious Education:
- Goal 1: To strengthen our Catholic Identity.
- Goal 2: To broaden the College community's faith in action.

Achievements

- **Catholic Identity and Religious Education**

The celebration of the Eucharist is central to our Catholic faith at St Peter's College. Staff and students celebrate the Eucharist at House Feast days, Retreats, Opening School Mass, Parish/College Masses and St Peter's Day Mass. St Peter's College celebrates the many elements of the liturgical calendar, as well occasions such as Harmony Day, ANZAC Day, Remembrance Day, NAIDOC Week, Refugee Week and Catholic Education Week. Catholic Education Week in May is an important opportunity to recognise the contribution of the Catholic Education sector in the Sale Diocese, to the welfare of our young people.

Prayer is embedded in every activity at our College. Any meeting, whether College Leadership Team, Parents/Guardians and Friends, College Board, Staff Meeting, Key Learning Areas, always begin in prayer. Every RE class begins in prayer. The Chapel (West) and Prayer Room (East) provide a quiet and sacred place for class and House Masses and reflective activities.

The School in the life of the Parish and Diocese

It is recognised that Catholic schools share in the evangelising mission of the Church, and therefore we take all opportunities to foster links with our parishes and the diocese. A number of students and staff who belong to St Agatha's or St Thomas the Apostle Parishes, are involved as sacristans, Parish Council members, readers, Sacramental Team, altar servers, music and Extraordinary Ministers. This involvement is of course repeated in a number of other parishes in which a number of staff and students are actively involved. Although the sacramental programs are no longer school based, but rather parish based, the College supports the programs of various parishes by advertising the sacramental programs as well as devoting time and a number of personnel to assist parishes in the delivery of such programs. Families are encouraged and supported in enrolling for and participating fully in their own parishes for the sacraments. Additionally, our Religious Education curriculum covers education in the sacraments over a number of year levels. The College has a long tradition of being readily involved in all Diocesan activities.

Catholic Identity Programs

Staff and students are able to participate in extra-curricular activities to deepen their personal spirituality and Catholic identity. These are offered on a regular basis as part of professional learning, outreach and youth ministry opportunities.

Young people are deeply spiritual and do think and discuss matters of significance in their lives. The College has developed an effective retreat and reflection day program for students from Year 7 to Year 12 which provide opportunities to explore significant issues. Personal spiritual development as well as the accreditation program (in Religious Education and/or Catholic School) provided by the Sale Catholic Education Office serve as encouragement for staff to further their learning in Religious Education or about Catholic education. Staff are consistently encouraged to attend in-service opportunities run by the Catholic Education Office in the areas of Religious Education and Catholic Identity.

We have a set professional learning day each year for all staff, in 2017 this was around the theme of Catholic identity with Fr Elio Capra.

Religious Education Curriculum

In 2017, To Live in Christ Jesus, the Diocesan Religious Education curriculum was introduced, and adopted as the curriculum at St Peter's College. Units of work at each year level continue to be developed as part of a refresh. The Religious Education Curriculum is a major resource in the preparation of Liturgies, reflection times, retreats and prayer. The College continues to actively encourage staff to gain formal qualifications to teach RE. The Catholic Education Office has promoted networking of schools across curriculum areas, and Religious Education has such a network spanning the primary and secondary years. St Peter's College is an enthusiastic supporter of these networks.

Community Participation and Outreach

One of the key focus areas at St Peter's College is the active concern and appreciation of the quest for social justice in society. Indeed, this is one of the characteristics we seek to develop and expect to witness in the young people we graduate from the College. There is a high percentage of student involvement from Year 7 to Year 12 in social justice initiatives such as St Vincent de Paul activities and fundraising projects. In addition, there are several staff who regularly work on the Cranbourne Foodtruck, which seeks to provide nourishment to many homeless and needy people in the Cranbourne region. At different times, various class groups visit the elderly. The College supports CARITAS through Project Compassion and many other worthy causes in our local communities which are the recipients of our fund-raising activities.

Parent Participation

Parents and families are always warmly encouraged to participate in school religious activities, including our fortnightly Masses as well as other significant celebrations of the Eucharist. Parents are kept informed of religious and other activities by way of the weekly newsletter, social media and other notices, including the distribution of Catholic Education Office documents and publications. Parents are involved in the Parents and Friends Association, Board membership and a variety of school events.

VALUE ADDED**1. Curricular activities:**

- Madjitiil Moorna – Year 10 and 11 Religious Education music class, specialising in liturgical music and performing at College liturgical celebrations and events.
- Youth Ministry at Years 10 and 11. RE class that organises key liturgical and special events at the College with a Christian ministry underpinning.
- Peer teaching at Catholic feeder schools. Preparing younger students for the sacraments.
- Interfaith dialogue opportunities. Visiting sacred places and hearing from key people from other traditions.
- Participation and facilitating of a workshop for Sale Diocesan Youth Ministry festival.
- Creation of a Catholic 101 support blog by students.

2. Extra-curricular activities:

- Parish/College Masses.
- Cranbourne Foodtruck. Staff on roster.
- College/Parent prayer group. Offered weekly out of hours.
- Visiting aged care facilities in the Cranbourne region.
- Regular student visitation of St Vincent de Paul Centre in Cranbourne – helping with the sorting of clothes.
- Staff participating in theology online units through International universities.
- Youth Retreats with connected parishes.
- Parish weekend Masses celebrated at St Peter's College.
- Strong staff participation in diocesan accreditation programs.
- Regular promotion of Catholic Identity and Religious Education themed events through SPC Facebook.

Learning & Teaching

Goals & Intended Outcomes

- To improve student learning outcomes
- To develop the College as a Professional Learning Community

Achievements

The focus of 2017 was on review of current programs. The Teaching and Learning Team reviewed the delivery of Vocational Education and the Victorian Certificate of Education. The review recommended further expansion of VCAL at the East Campus and set out a Vision for VET. The College introduced the Victorian Certificate of Learning (VCAL) to the East Campus in 2017.

Delivery of services to students with a disability was also reviewed and an alternative delivery model was recommended. Students with Severe Language Disorder completed a 6 week intensive program with a speech pathologist.

The requirements for assessment were also revised with a new rubric developed across years 7- 10.

Each rubric must indicate achievement 12 months above and below standard.

The use of Professional Learning Teams to build capacity in staff was also reviewed. Recommendations included a more directed approach to the structure of Professional Learning Teams.

The West Campus Master Plan working party completed the West Campus Master plan. As a result of this master plan a second working party commenced development of plans for an Arts Precinct at the West Campus.

A Year 9 Learning Leader was appointed to lead development of curriculum for the Year 9 program at East Campus. Specialist staff were recruited, furnishings delivered and programs documented. Of particular note is the involvement of students in many of these processes. The launch of the inaugural Year 9 program took place during Headstart with students electing to commence their individual passion projects.

A large number of staff completed professional learning related to students with a disability. Staff continued to be provided professional learning to improve data literacy and all staff completed professional learning Modules in the use of Schoolbox.

In preparation for the commencement of Continuous Online Reporting a Policy and Procedures document was developed. Staff commenced use of Schoolbox as a learning management system during Headstart.

The College trialed the use of Grammarly to promote improved literacy outcomes. The trial did not show any improved results in literacy and so was discontinued. The College developed via Sale Diocesan Literacy Network a clear vision for literacy. An extensive literacy page was developed in Schoolbox for use by staff. Each Formal Assessment contained a literacy outcome. Students were also targeted for Literacy intervention via the use of Catch Up, which is an intensive intervention program.

The College further embedded the use of Maths Pathways as a means of personalizing learning in mathematics for students.

Students attended immersion trips to Japan and New Caledonia

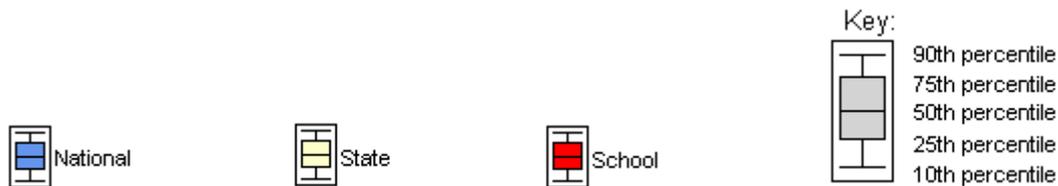
STUDENT LEARNING OUTCOMES

The cohort of students entering St Peter's remains similar to previous years and is predominantly below Year 7 standard.

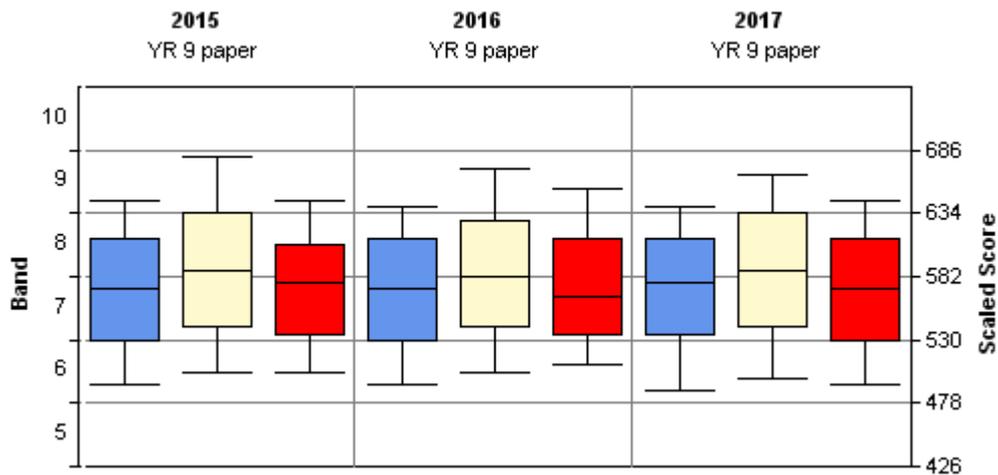
- Our cohort continues to be levels weaker than the state and is getting weaker
- Our average growth is better this year and fewer incidences of negative growth. Growth in numeracy shows improvement. However, because our students start from such a low base line they have still not equalled the State
- The gender issues that suggested girls were weaker than we saw last year appears to be less pronounced
- There are still issues related to the growth of the higher ability bands. High achieving students are not growing at the same rate as those students from lower ability bands
- There is a continuing trend of poor growth in comparison to the state in Writing and Grammar.
- Our College Dux received a score of 99.4
- 2 students received a study score of 50. One in Biology and one in Sport and Recreation.
- ATAR scores for Year 12 students - 3% in the 90's, 9% in the 80's, 12% in 70's and 14% in the 60's.

STUDENT LEARNING OUTCOMES

The following graphical representations use the legend and key below

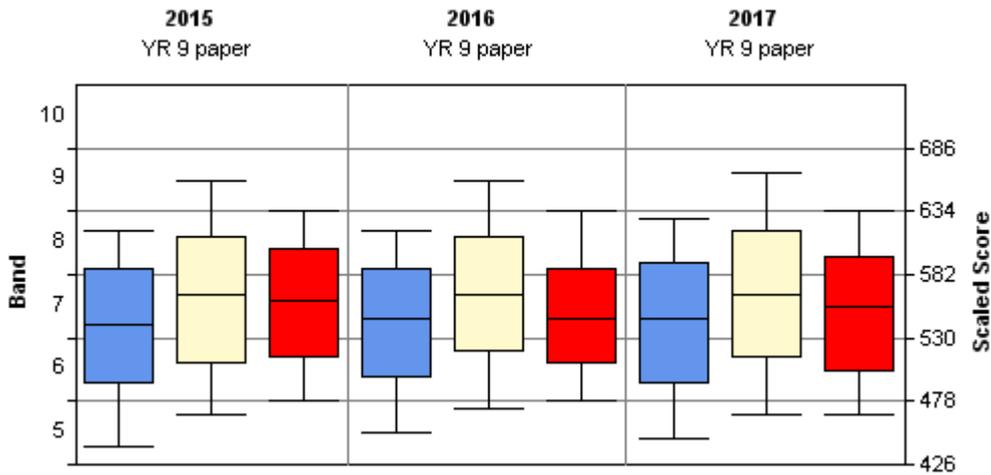


Reading



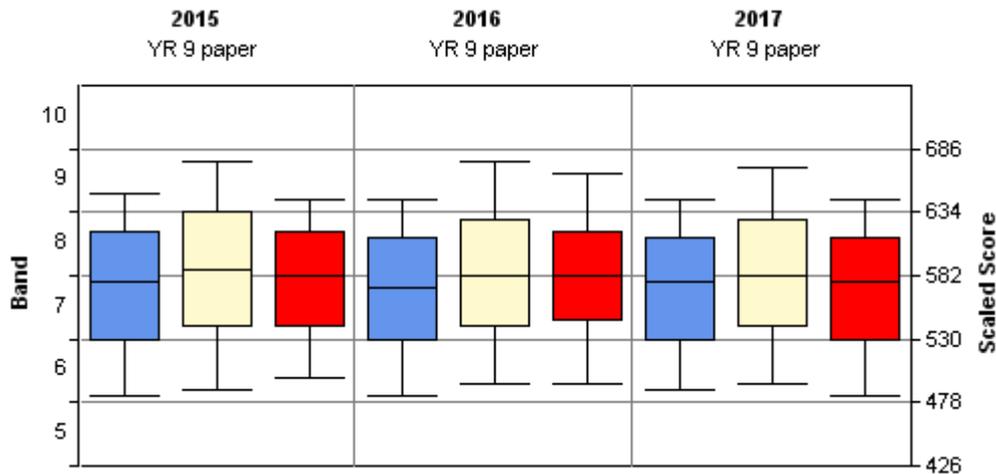
Results of the NAPLAN Reading Test demonstrated that the school mean was consistently below that of the State but had trended up in 2017 after trending down in 2016. Both the 10th and 25th percentiles remained a similar levels to the state, over the three years, except for a slight trend downward in 2017. It is interesting to note that in 2017 students were achieving lower scores and yet the mean has increased from 2016. This indicates that students performed better between the 25th and 75th percentile because there was a downward trend in high performing students (90th percentile) than in 2016. The 75th percentile demonstrated a steady increase over the last three years however, the 90th percentile has been variable with the 90th percentile close to that of the State 75th percentile in 2017. The spread of student performance has remained reasonably steady over the last three years with an improvement in the school mean in 2017.

Writing



The NAPLAN Writing Test results demonstrate a school median that indicated a downward trend in 2016 but returned to approximately the previous level in 2017. The lower percentiles 10th and 25th percentile have shown a slight downward trend in 2017 which would indicate a lower performance at these levels.. The spread of achievement is wider in 2017 with the 25th percentile showing a downward trend but the 75th percentile with an upward trend. The 90th percentile is consistent across the three years indication little change with the very top end of students.

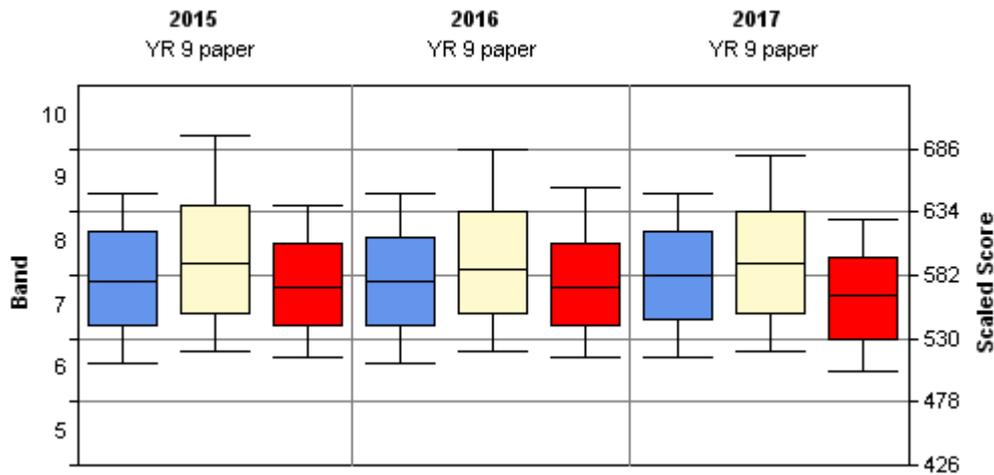
Spelling



The results from the NAPLAN Spelling Tests show a downward trend of all percentiles in 2017. This is particularly noticeable with the 90th percentile which is significantly down from 2016. The spread of achievement for students had remained steady over the last three years and the mean indicated that there has been an even spread of student results between the 25th and 75th

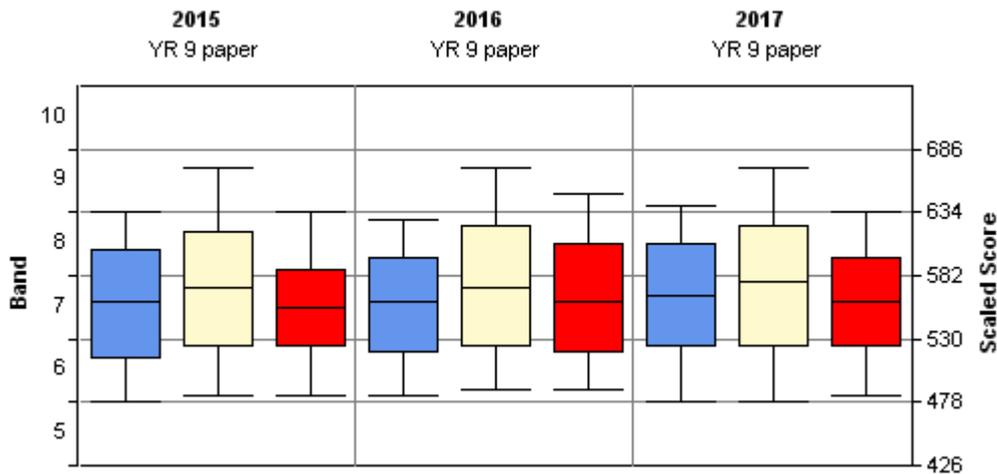
percentile. The length of the "tail" of the plot demonstrates that we have more lower performing students (below 25th percentile) than higher performing students (above 75th percentile).

Numeracy



NAPLAN Numeracy Test results demonstrate a downward trend in all percentiles in 2017. The numeracy results had been steady over the previous two years with an increase in high achieving students in 2016. However the number of high end numeracy students in 2017 were not only less in number but also much lower in performance. This is demonstrated by the school 75th percentile being at a similar level of the State mean and also the school 90th percentile is actually lower the 75th percentile of the State. Also notable is a downward trend of the lower achieving students (10th and 25th percentiles) after being at a steady level for the previous two years.

Grammar and Punctuation



The school mean, for the NAPLAN Grammar and Punctuation Test, has remained steady over the last three years. The results of 2017 almost mirror those of two years previously while demonstrating a slight downward trend from 2016. The lower performance of students (10th and 25th percentile) are above that of the State. However the school mean and higher performance levels are still below State level. This is particularly true of the 75th and 90th percentile. The 90th percentile is close to the 75th percentile of the state indicating that our high achievers are at levels significantly lower than those at State level.

POST-SCHOOL DESTINATIONS	
TERTIARY STUDY	53.68%
TAFE / VET	17.06%
APPRENTICESHIP / TRAINEESHIP	10.36%
DEFERRED	2.43%
EMPLOYMENT	16.47%

College Community & Student Wellbeing

Goals & Intended Outcomes

There were two major goals concerning the College Community & Student Wellbeing that were outlined in the Annual Development Plan for 2017.

The first under the Mission Direction of Leadership, specifically Goal 1: Strengthen student leadership capacity across all year levels.

The intended outcome was to build on last year's success in broadening the inclusive nature of student leadership through structures such as the SRC and Forum Leaders in an attempt to further develop a culture of confident student presence and voice within the college community. Further, it was intended that more direct and targeted training would build student capacity to seek leadership positions and become more efficient and effective leaders with the college community. It was anticipated that all students would begin to recognise their leadership potential regardless of a formal title, through their connections and involvement in activities organised by House Captains and Forum Leaders.

The second goal falls under the Mission Direction of Teaching, Learning & Wellbeing, specifically Goal 1: To continue to engage and connect all members of the College community. The intended outcomes included: Further incorporate the Mindmatters framework as a whole school approach to promote a positive environment where our students can perform better, form meaningful and positive relationships with their peers and deepen their connections with their community; The use of Mindmatters framework to build teacher capacity in improving the wellbeing of our students; Improve early identification and support of those student at risk academically; Introduction of the new role Pastoral Care Leader to support and build capacity for both staff and students in relation to student wellbeing; Renew and further develop the Staff Association at both campuses to support staff wellbeing and connection to the college community.

Achievements

Goal: Strengthen student leadership capacity across all year levels.

The visible presence of our student leaders has raised the profile of the student leaders within the college and also become active and positive role models to the wider community including two of our feeder primary schools St Agatha's and St Thomas the Apostle. This has been achieved through mentoring programs including cultural dance classes at St Thomas the Apostle and sporting events involving our VCAL and SRC students at the primary schools. The mentoring program involved both student leaders and other students. The program culminated in a dance presentation with the primary school students at a Campus Assembly showcasing the success and impact of mentoring programs. Training days were successfully held for SRC, and year ten and eleven students Leadership Training days. The SRC training day was a very successful cross campus event. External providers enabled students to experience first class leadership and team building sessions to enable them to become more proficient in their student leadership roles. The relationships developed and built between House Leaders, Pastoral Care Leader and the SRC proved to be multidimensional in effectiveness and continue to build a college community that recognises student leadership potential and capacity. House Assemblies are now well lead by the House Captains facilitating the agenda, program and

organisation of these assemblies. Campus assemblies are also well run and lead by the College Captains working with the Head of Campus. The success of the year 9 leadership training day was evident in the high number of year 10 (2018) students taking up the opportunity to become peer support leaders for the year 7 students. This program builds college community and actively supports the wellbeing of both year 7 and year 10 students through positive peer relationships. The introduction of Forum leaders as tour guides for prospective parents and students was hugely successful. Our prospective parents experienced and witnessed the visible presence and voice of our student leaders as they became the lens in which our community was viewed by our potential community members.

The year provided increased opportunities for students to become involved in school events, specifically leading College campus assemblies, opening school masses, welcome evenings and fundraising events. College community was enhanced by targeted awareness programs led by students such as one that raised awareness of cancer and young people and the need for a breakfast club within the college.

The College & House Captains Training Day was particularly successful in extending our newly elected leaders on both campuses to think about what quality leadership entails as well as engaging in practical preparation for the following year.

College community building events such as Harmony Day and St Peter's Day also continue to enable student leaders to practise and hone their skills through organising and running stalls and activities for students. Selected Forum Leaders were also given opportunities for capacity building through involvement in special excursions, including: anti-bullying workshops, Casey Women of Note Breakfast, City of Casey Youth Summit, National Young Leaders Convention and the Nossal Student Wellbeing Conference.

House Leaders were significant in building student leadership capacity through operation of the numerous McGuigan Shield activities. Students were engaged in design, organisation, advertising and operation of many House events that invited great participation, co-operation and competition between the Houses. All houses ran at least one event throughout the year designed to foster house belonging. Schoolbox was utilized as a tool to increase visibility and accessibility of SRC members, House events, House student Leaders and promoted the inclusion of all students in lunchtime and house activities. This boosted the continued development of House Spirit through operation of the numerous Rosemary Graham and McGuigan Shield activities.

Goal: To continue to engage and connect all members of the College community

The College continued with the incorporation of the Mindmatters framework as a whole school approach to the wellbeing of students and staff. Staff have been active in completing the Mindmatters modules online, thereby increasing their understanding of mental health and student wellbeing and the benefits associated with a whole school approach. This has meant that as a College community we are becoming more proficient in our delivery of a whole school approach to student wellbeing through engagement and feeling connected. The February Welcome and Information evenings at both campuses focused on growth mindset, with special presenter Darren Pereira, to engage all members of the College community to understand the connection between a growth mindset and wellbeing. The SWAC team in conjunction with House Leaders developed and ran a comprehensive pastoral program to support the engagement and connection of all students to their college community. Activities and programs were run by staff and external providers and included:

- Year 7 The Hurting Game- Peer pressure, anti-bullying and respectful relationships.
- Year 8 Brainstorm production Verbal Combat – cyber bullying, resilience & bystanders
- Year 9 Reflection Day – Reach Workshop & Class Act – Girls talk/boys talk; Finding your voice – self-esteem & future goals
- Year 10 Reflection Day – Leadership; Keys please – Drive safe program; Reflection & Liturgy
- Year 11 Safe Partying; Fit to Drive
- Year 12 Road Safety & Celebration Day
- Multiple year levels: Stress dump; - assist girls to manage stress and anxiety
- Casey Leadership Program.

More parents are attending our Campus assemblies which further builds on College community and supports the development of our student leaders as they host the assemblies. The invitation of parents and guardians to our campus assemblies will be further developed in 2018 as the increased presence of parents at College events is recognised as a substantial protective factor in supporting the wellbeing of our students, their connection to school and enrich relationships between parents and teachers.

Learning Advisors and House Leaders continued in partnership to work to support their students through the implementation and monitoring of the SMaRT Protocol. They were greatly facilitated by the new Pastoral Care Leader at West and this strengthened the capacity of the wellbeing team as a collective. Greater awareness and understanding of the need for early intervention from the wellbeing team has also supported the retention of students at the VCE level as appropriate pathways are identified earlier. Parents continue to be requested to be involved in these processes which has further supported our parents' understanding and connection to their child's progress throughout their schooling. More work is required to ensure that parents of students on the SMaRT, STAR and ILPs are fully aware of their role and responsibilities to ensure communication is maintained at an optimum level.

As identified last year, there was need for greater support in improving staff wellbeing through a more structured Staff Association. The East campus set up a Staff Association in 2017, and has been successful in incorporating a number of activities during each term.

Managing Non-attendance.

Student non-attendance is managed by firstly accurately identifying students who are absent. Rolls are marked electronically at Tutor Group each morning and at every class by teachers. Late attending students are required to sign in at student reception on arrival. An SMS text message is sent to parents of any student who is absent without parent notification to ensure that parents are aware their child has not arrived at school by 10.30 am. Parents are asked contact the school to establish the status of their child's attendance. Reasons for a child's absence are recorded on Synergetic. If a parent fails to make contact with the school, the school will make every attempt to contact a parent or guardian on the day of the absence to verify the status of the student.

Any anomalies in attendance records are reconciled via a daily email sent to teachers identifying students who for example are absent in period 1 but who were present in Tutor Group and those who were absent in Tutor Group but present in period 1. This helps to identify students who either have not been accurately marked on the roll at the beginning of the day or who have arrived late to school without signing in.

Learning Advisors are required to follow up any absences by asking students for parental notes explaining absences on the child's return to school.

Prolonged periods of absence, numerous unexplained absences, poor reasons or suspicious absences would prompt further investigation by the Learning Advisor or House Leader and including the subject teacher. In the event that a problem of non-attendance is emerging, the House Leader would seek a parental interview or seek further assistance from the Head of Campus or Student Wellbeing Team.

VALUE ADDED

Some of the extra-curricular activities that student engaged in during 2017 included:

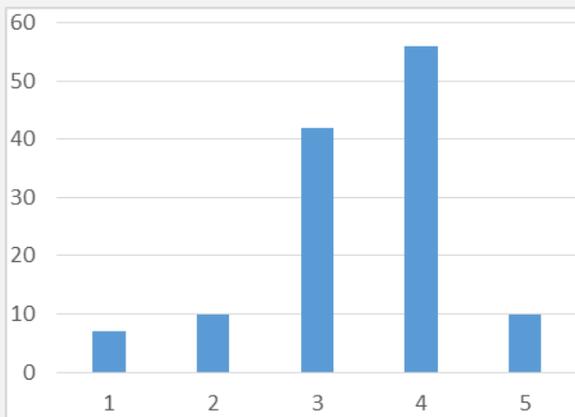
- SIS Sport (Swimming, Athletics, Cross Country, Football, Cricket, Netball, Handball, Soccer, Basketball, Table Tennis, Baseball)
- SIS Cultural Activities (Chess, Debating, Drama, Public Speaking, Book in a Day, Teen Chef)
- SIS Performing Arts
- Human Powered Vehicle
- House Competitions (Golf, Mixed netball, Chess, Minute to Win It Activities, Tug of War, Lip-sync)
- Winter Sleep Out – Social Justice Event
- ST Peters Day & Harmony Day
- New Caledonia Trip
- Solomon Islands immersion Trip
- Japanese Exchange Trip
- Humanities/Language Day for Year 8
- Year 9 Surf Camp

- Year 11 & 12 Retreats
- Year 10 Work Experience
- Year 7 Camp

STUDENT SATISFACTION

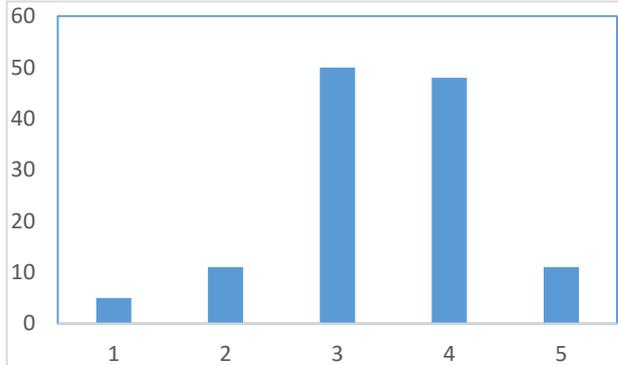
The exit survey of 125 Year 12 students in 2017 gave an excellent snapshot of student satisfaction. The most positive responses from students concern the role of school staff including respect for leadership, confidence in teachers, accessibility to and responsiveness of staff and that they encourage young people to achieve their best. The data also revealed that St Peter's College is a welcoming and supportive culture, where students felt their individual learning needs were identified and supported. In general the Year 12 students of 2017 reflected that their overall experience at St Peter's College was positive. Whilst these results are good and reaffirming, there is still scope for the College leaders and staff to support student wellbeing and learning to a higher level, whereby more responses are aligned to the 'Strongly agree' response.

Question 2: St Peter's College has a very welcoming and supportive culture



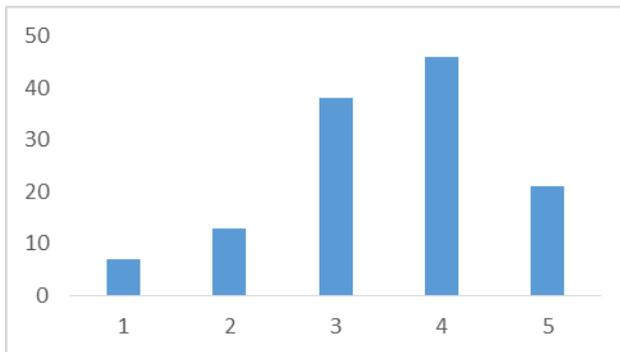
Strongly disagree	1	7	6%
	2	10	8.00%
	3	42	34%
	4	56	44.80%
Strongly agree	5	10	8.00%

Question 3: At St Peter's College, each student is encouraged to achieve to the best of their ability.



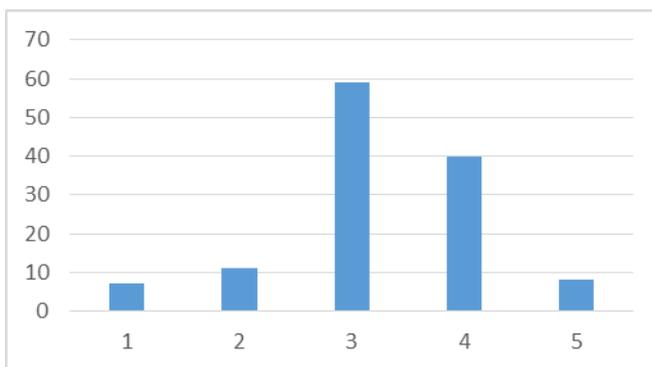
Strongly disagree	1	5	4%
	2	11	8.80%
	3	50	40%
	4	48	38.40%
Strongly agree	5	11	8.80%

Question 5: I respect the Leadership team at St Peter's College.



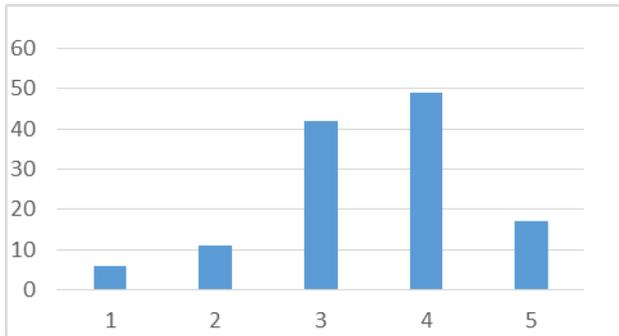
Strongly disagree	1	7	6%
	2	13	10.40%
	3	38	30%
	4	46	36.80%
Strongly agree	5	21	6.80%

Question 15: St Peter's College provides relevant and high quality learning support programs to identified students.



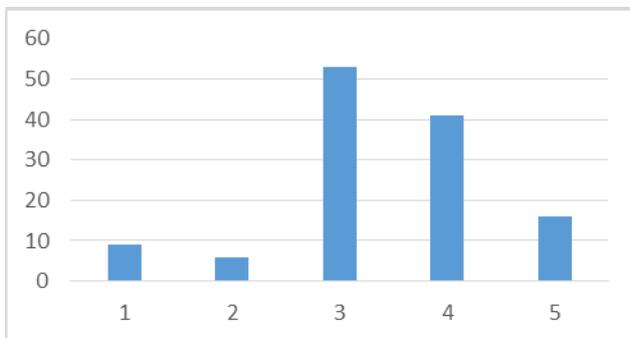
Strongly disagree	1	7	6%
	2	11	8.80%
	3	38	47%
	4	46	32.00%
Strongly agree	5	21	6.80%

Question 35: Overall, my experience with St Peter's College has been very positive.



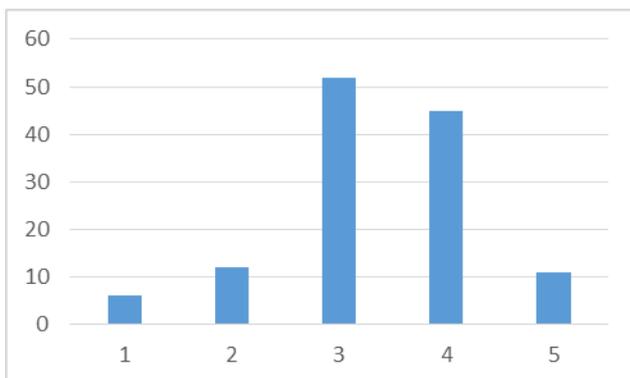
Strongly disagree	1	6	5%
	2	11	8.80%
	3	42	34%
	4	49	39.20%
Strongly agree	5	17	13.60%

Question 11: Staff are accessible and responsive to my concerns



Strongly disagree	1	9	7%
	2	6	4.80%
	3	53	44%
	4	41	36.20%
Strongly agree	5	16	12.80%

Question 17: I have confidence in the teaching staff at St Peter's College.

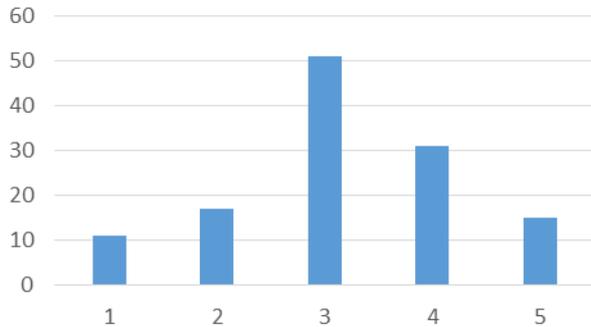


Strongly disagree	1	6	4%
	2	12	9.60%
	3	52	42%
	4	45	36.00%
Strongly agree	5	11	8.80%

Some of the issues raised by students that need addressing predominantly involve student knowledge of our pastoral care program and parental communication and opportunities for involvement.

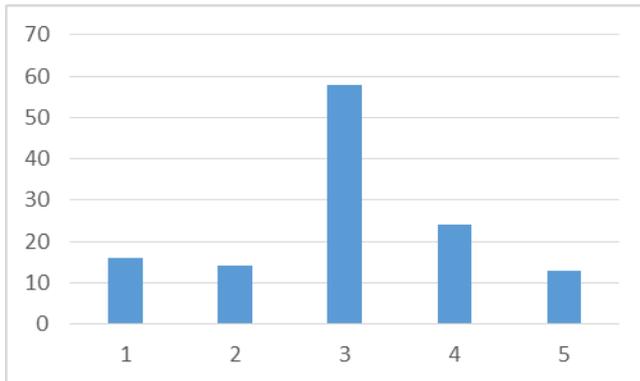
Students identified some inconsistency in the policies, practices and their own understanding of the Pastoral Care programs offered by the College. This could be partly due to the separation of SWAC activities which ran parallel to the Pastoral program rather than cohesively within the Pastoral Program. This issue is under review with the development of a new Pastoral Program for 2018, Strive & Thrive. Whilst the data is not negative overall for this area, we need to strive for all students to be very confident and articulate in their knowledge, understanding and value of our pastoral care program, policies and practice.

Question 24: St Peter's College has a clear and documented pastoral care/wellbeing policy.



Strongly disagree	1	11	9%
	2	17	13.60%
	3	51	41%
	4	31	31.00%
Strongly agree	5	15	12.00%

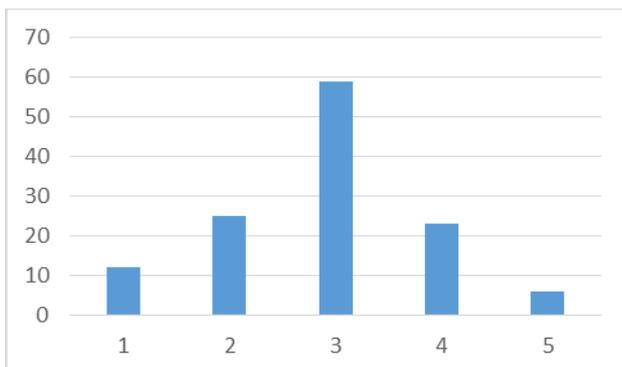
Question 25: St Peter's College implements its pastoral care/wellbeing program consistently. Results here indicate more training of our staff in confidently and expertly delivering our pastoral programs is required. The use of external providers for some programs whilst good, can lead to a lack of proficiency in staff delivering the follow up with students once the external providers have left. Ownership of programs via planning and implementation is crucial for an authentic delivery of the program by staff to their students. The new pastoral program for 2018 will embed strategies to support staff training in the development, delivery and follow up of pastoral sessions.



Strongly disagree	1	16	13%
	2	14	11.20%
	3	58	46%
	4	24	19.20%
Strongly agree	5	13	10.40%

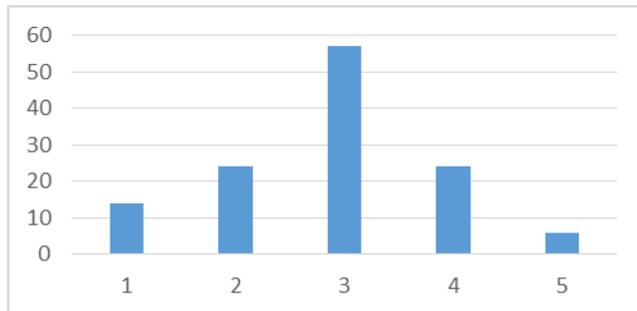
Question 28: My parent(s) was/were given suitable opportunity to be involved in the parent association and general school activities.

Whilst the majority of students agreed with both of these questions, there is still need for a focus on strengthening the parent voice and presence within the College Community. Information and invitation about and to College events via the new Caremonkey system that was introduced toward the end of 2017 and to be completely rolled out early 2018 should support this process to engage parents.



Strongly disagree	1	12	10%
	2	25	20.0%
	3	59	47%
	4	23	18.40%
Strongly agree	5	6	4.8%

Question 29: My parent(s) communicated regularly with the school about my educational progress.



Strongly disagree	1	14	11%
	2	24	19%
	3	57	45%
	4	24	18.40%
Strongly agree	5	6	4.8%

PARENT SATISFACTION

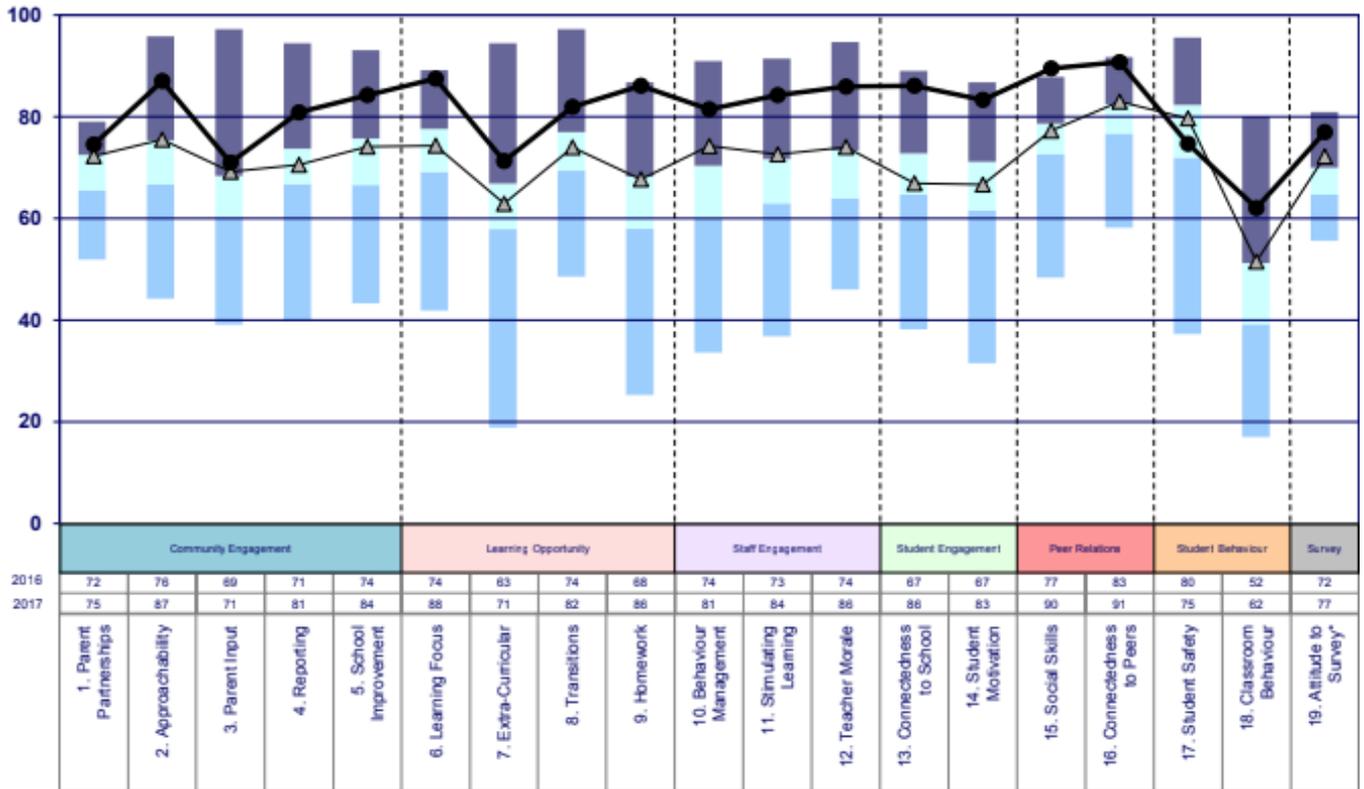
The Insight SRC data reflects very positive parent satisfaction in relation to the College with both campuses recording parent opinion levels to be within the top 25% range for Victorian secondary schools. The data also reflects improved parent opinion for both campuses from 2016 to 2017. Areas of high parent opinion relate to: Student Engagement; community engagement; staff engagement and peer relations.

The data related to student behaviour whilst still in the top 25% range, does indicate that parents view student safety and classroom behaviour as areas requiring more support and focus from the College. This perception is the lived reality of the parents who completed the survey and would have been informed by their children's stories relating to their daily experiences at the College. Developing and implementing new strategies to support growth in these areas would benefit first from engaging more parents to complete the Insight SRC survey in greater numbers than the previous two years. Improved communication regarding college events in which parents can attend has begun with the introduction of Care Monkey. It is anticipated that in 2018 we will see a greater presence of parents attending school events such as Campus assemblies, liturgies including ANZAC Day, and celebrations such as St Peters Day. A more active parental presence should assist in parents feeling more confident in their knowledge regarding student behaviour, safety and wellbeing. The continued application of Child Safety does present some challenges in supervising parents at these localized events. However the use of staff to usher parents to and from College based events has produced additional benefit of building more positive and confident relationships between parents and teachers. The use of the weekly newsletter has been better utilized in 2017 to inform and invite parents to share in the life of the College. These practices will continue to be developed in 2018.

The data below reflects parent opinion 2017 compared to 2016. The first graph relates to West Campus and the second to East Campus. Generally both campuses are tracking very similar trends. Key focus will be to address the fall in parent opinion with respect to student behaviour and safety. The new pastoral program Strive & Thrive in 2018 along with the implementation of Mindmatters in 2017 is central to improving the capacity of staff and students in relation to behaviour and student wellbeing.

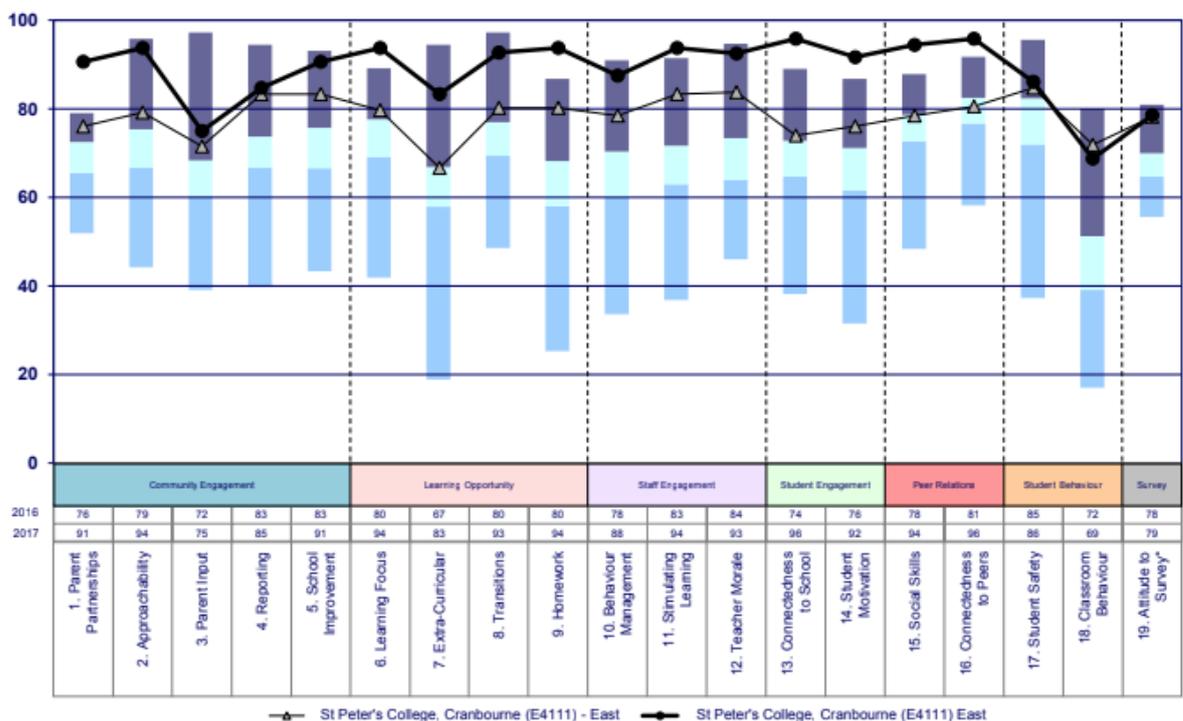
2017 parent opinion – actual scores ...

Your school relative to the range for Victorian secondary schools.



2017 parent opinion – actual scores ...

Your school relative to the range for Victorian secondary schools.



▲ St Peter's College, Cranbourne (E4111) - East ● St Peter's College, Cranbourne (E4111) East

Child Safe Standards

Goals and Intended Outcomes

- The 2017 Annual Development Plan under the mission direction of Teaching, Learning and Wellbeing considered Child Safe Standards under Goal 1: To continue to engage and connect all members of the college community. The strategy adopted was to ensure the continued implementation of Child Safe practices inclusive of an increased awareness of the Staff Code of Conduct.
- A Child Safety Plan was developed throughout 2016 with a view to ensure ongoing implementation in 2017.

• 2017 Child Safety Plan

Standard	Suggested Action
1. Strategies to embed an organisational culture of child safety, including through effective leadership arrangements.	<p>On Complispace, we have either our “mission statement” or “values” section include specific reference to child safety. A section on the College website is dedicated to Child Safety.</p> <p>Persons are appointed as a Child Safety Officer on each Campus.</p>
2. A child safe policy or statement of commitment to child safety.	<p>Risk assessments for all camps and excursions make specific reference to child protection.</p> <p>All Child Protection policies on Complispace have been reviewed and are up to date. These include specific reference to zero tolerance of child abuse.</p>
3. A code of conduct that establishes clear expectations for appropriate behaviour with children.	<p>A staff code of conduct for all school staff and all adults contracted, employed or engaged by the school, including all staff involved in child-connected work in all school environments and outside of school hours has been established.</p> <p>The staff code of conduct sets standards about the ways they are expected to behave with children.</p>
4. Screening, supervision, training and other human resources practices that reduce the risk of child abuse by new and existing personnel.	<p>A standard staff reference check form that includes asking specifically whether the referee has any concerns about the candidate’s child safety record has been implemented per the CECV employment guidelines.</p> <p>Standard questions/comments at interviews and reference checks cover child safety issues.</p> <p>A child safety is standard in all employment advertisements and all role descriptions.</p>

	<p>Induction day for new staff includes training in child safety.</p> <p>CRTs and staff beginning during the year must undergo training in child safety.</p> <p>Child Safety Officer is one of a number of staff responsible to ensure all staff undergo mandatory professional development in child safety.</p>
5. Processes for responding to and reporting suspected child abuse.	<p>Procedures have been developed for responding to allegations of suspected child abuse in accordance with this requirement and other legal obligations, including criminal offences regarding grooming, failure to disclose and failure to report.</p> <p>Review was conducted of all Child Protection policies on Complispace to ensure these processes apply to all staff involved in child connected work in all school environments and outside of school hours.</p> <p>All current policies enable individuals to take the appropriate course of action to protect the safety of students and report and respond correctly to suspected child abuse.</p>
6. Strategies to identify and reduce or remove risks of child abuse.	<p>Risk management strategies were developed and implemented in school environments at the College.</p> <p>Students with special needs are considered in risk management strategies.</p> <p>External expertise or resources have been used on occasion to reflect the adequacy of risk management approaches.</p>
7. Strategies to promote the participation and empowerment of children.	<p>Practices that promote children's awareness of acceptable and unacceptable behaviour have been implemented in pastoral lessons.</p> <p>Processes supporting students in understanding their rights and enabling them to raise child safety concerns has been highlighted specifically through the SRC.</p> <p>SWAC to investigate the implementation of educational strategies covering resilience and healthy and respectful relationships (including sexuality). Perhaps an audit is needed. Target Pastoral Program, Health and PE, Religious Education curriculum.</p> <p>Use of Mindmatters tools to investigate areas of need in regards child safety.</p> <p>Use of external presenters (Police resource officer, Brainstorm Productions, Class Act, etc.)</p>

Achievements

Child Safe Policy was added to the College website.

Various St Peter's College policies were reviewed and updated in the light of the Child Safety Policy and some of these added to the College website. These included:

- Anti-Bullying Policy (by the Head of Campuses), and
- Excursion Policy, Visitor Management Policy & Students with Disabilities Policy (by the Child Safe Working Group).

Specific section on Child Safety was included for consideration in Risk Assessment forms.

Introduction of Care Monkey online platform to ensure a more reliable and safer process of electronically accessing accurate and up to date student medical information on camps and excursions.

Review and updating of the Staff Code of Conduct by the Child Safe Working Group.

Explicitly included Child Safety to the formal Staff Induction program.

Preparation of an Induction program for any Casual Relief Teachers who intend to work at St Peter's at the beginning of 2018.

Introduced Child Safety Issues as an agenda item at all Student Representative Council Meetings and ensured student voice was heard and addressed with regard to any students concerns.

Identified alignment of MindMatters and eSmart Frameworks with the seven Child Safety Standards to further embed child safe practices within the school.

Further review and modification of the Child Safety questions associated with employment interview and reference checks of prospective staff members and ensuring that these responses are then documented and filed.

Specific Child Safe Staff Professional Development was conducted through, for example:

- provision of documents for staff such as Identifying & Responding to All Forms of Abuse in Victorian Schools Booklet,
- displaying of A3 posters such as Four Critical Actions for Schools: Responding to Incidents, Disclosures and Suspicions of Child Abuse;
- external speaker addressing all staff on Cyber Safety for students, and
- ensuring all appropriate staff complete the Protecting the Safety of Children and Young People, Mandatory Reporting Professional Learning Module (Catholic/Independent Schools) Online Module.

Research into and development of Positive Education practices by MindMatters Group and Student Wellbeing Advisory Committee to foster student resilience and healthy and respectful relationships amongst students. This included:

- a pastoral program that presented lessons on developing resilience,
- adopting The Resilience Project Student Record Book for all students for 2018, and
- planning of a new Strive & Thrive Pastoral Program with scope and sequence.

Student Wellbeing Advisory Committee organised external presenters as follows:

- Police Community Liaison Officers ran sessions on anti-violence themes and safe partying with Year 7 & 12 students,
- Brainstorm Productions presented 3 shows to Years 7 & 8 student on anti-bullying themes,
- Class Act engaged Year 8 students on gender specific puberty issues,
- Angel Light ran a 6 week program for selected Year 7-9 girls (Stressdump) to assist them in managing stress and anxiety.
- Reach Foundation presented workshops on Self-Esteem and Leadership to Year 9 & 10 students,
- South Eastern Centre Against Sexual Assault (SECASA) ran the Respect, Protect, Connect Program for Year 9 students,
- Sonya Karras presented on Safe Partying to Year 11 students, and
- Rhiannon Tracy presented on Risk Taking and Resilience to Year 12 students

The e-Smart Committee organised the Bully Zero Foundation Australia to present to all Year 7-9 students on Cyber Safety

Leadership & Stewardship

Goals & Intended Outcomes

- Strengthen student leadership capacity across all year levels
- Improve clarity of communication structures and processes
- To improve the retention of students.

Achievements

Prudent stewardship was demonstrated through planning for a significantly increased student population. Planning design for building 6A at the East Campus commenced. This building will house a commercial kitchen, food studies room, music, drama and dance facilities. Planning for 6B and C were also initiated.

Communication structures were improved through a restructure of morning briefings. Wellbeing, Learning and Leadership were each allocated a morning briefing to enhance communication across the College. The introduction of the Principals Newsletter each week also enhanced communication.

Student numbers at both the East and West Campus continue to grow with strong interest in enrolments applications. Student Leaders now accompany school tours and were well represented at the Year 5 Information Evening.

At the West Campus, a Pastoral Care Leader was appointed. This POL supports the Head of Campus in particular in administration of camps, retreat and Year 7 Transition.

Student Representative Council was well attended by students. Student Leaders successfully chaired Assemblies throughout the year and initiated lunch time activities.

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

DESCRIPTION OF PL UNDERTAKEN IN 2017

The key professional Learning undertaken by staff is participation in the College Professional Learning Teams. In 2017 the focus of these teams was to develop strategies to promote growth of high ability students. Using the Action Research Model, staff trialed strategies and discussed improvements with Colleagues.

Staff were heavily involved in On-line Learning Modules Staff commenced completion of the Canberra University Disability Modules, completed Mandatory Reporting Modules, Schoolbox Modules and many of the Teacher Learning Network Modules.

Staff also undertook subject specific professional learning such as the Home Economics Association or History Teachers Association.

Most VCE teachers attended Meet the examiner PL provided by VCAA.

A large number of teaching staff attended professional learning at Monash [University on](#) the topic of students with a disability.

All graduate teachers attended the new Graduate Conference.

Staff attended the Literacy Network professional Learning,

All staff attended the St Peter's Spirituality day.

Susan McLean provided professional learning in Cyber Safety

Anna Bennett presented to all teaching staff on Personalised Learning

The Leadership team attended the Future Schools Conference

House Leaders completed Youth Mental Health First Aide Training as well as several Positive Education sessions.

Year 9 teachers completed Aus Swim Training

NUMBER OF TEACHERS WHO PARTICIPATED IN PL -

121.6

AVERAGE EXPENDITURE PER TEACHER FOR PL -

\$654.61

TEACHER SATISFACTION

Insight SRC data indicates that staff are passionate and committed to their work. While they enjoy working in teams and are energized by this, they prefer not to work in isolation in their classrooms.

Staff like to be held accountable and seek further follow up from Leadership.

Staff seek out opportunities to participate in decision making and were well represented on a variety of working parties.

The two Campus structure of the College is seen as providing both opportunity for collaboration and challenges to efficiency.

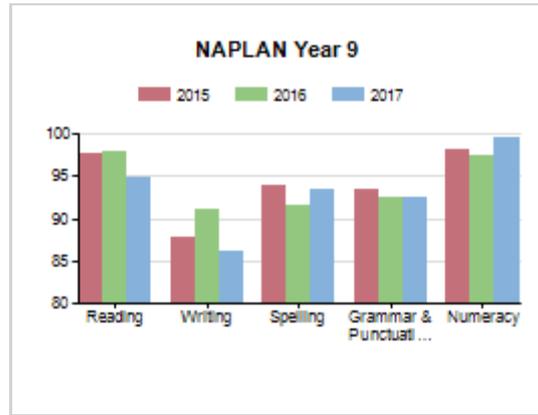
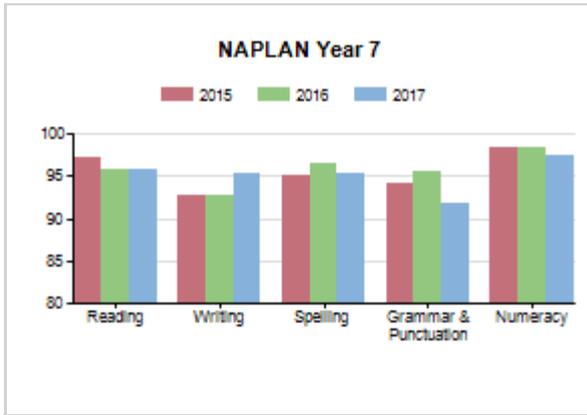
VRQA Compliance Data

E4037

St Peter's College, Cranbourne

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS

NAPLAN TESTS	2015	2016	2015 - 2016	2017	2016 - 2017
	%	%	Changes	%	Changes
			%		%
YR 07 Grammar & Punctuation	94.2	95.5	1.3	91.8	-3.7
YR 07 Numeracy	98.5	98.5	0.0	97.5	-1.0
YR 07 Reading	97.3	95.8	-1.5	95.8	0.0
YR 07 Spelling	95.0	96.6	1.6	95.4	-1.2
YR 07 Writing	92.7	92.8	0.1	95.4	2.6
YR 09 Grammar & Punctuation	93.4	92.4	-1.0	92.6	0.2
YR 09 Numeracy	98.2	97.4	-0.8	99.6	2.2
YR 09 Reading	97.8	97.9	0.1	94.8	-3.1
YR 09 Spelling	93.9	91.6	-2.3	93.5	1.9
YR 09 Writing	87.7	91.1	3.4	86.1	-5.0



YEARS 9 - 12 STUDENT RETENTION RATE	
Years 9 to 12 Student Retention Rate	83.59%

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	%
Y7	93.42
Y8	93.53
Y9	91.62
Y10	92.65
Overall average attendance	92.81

TEACHING STAFF ATTENDANCE RATE	
Teaching Staff Attendance Rate	90.44%

STAFF RETENTION RATE	
Staff Retention Rate	84.87%

TEACHER QUALIFICATIONS	
Doctorate	0.00%
Masters	17.65%
Graduate	41.18%
Certificate Graduate	8.09%
Degree Bachelor	81.62%
Diploma Advanced	11.76%
No Qualifications Listed	4.41%

STAFF COMPOSITION	
Principal Class	5
Teaching Staff (Head Count)	151
FTE Teaching Staff	143.850
Non-Teaching Staff (Head Count)	65
FTE Non-Teaching Staff	61.683
Indigenous Teaching Staff	0

MEDIAN NAPLAN RESULTS FOR YEAR 9	
Year 9 Reading	574.30
Year 9 Writing	558.00
Year 9 Spelling	579.30
Year 9 Grammar & Punctuation	553.60
Year 9 Numeracy	563.30

SENIOR SECONDARY OUTCOMES	
VCE Median Score	27
VCE Completion Rate	100%
VCAL Completion Rate	92%

POST-SCHOOL DESTINATIONS AT AS 2017	
Tertiary Study	46.0%
TAFE / VET	25.0%
Apprenticeship / Traineeship	12.0%
Deferred	5.0%
Employment	12.0%