

St Peter's College

Annual Development Plan 2013

Mission Direction One Enhancing the Catholic Nature of our Schools	
GOAL	STRATEGIES
To promote a greater understanding of the Petrine ethos within the school including a greater number of Petrine symbols within the College.	<ul style="list-style-type: none"> · Regularly provide staff with reading material about how Peter kept his focus on Jesus.
	<ul style="list-style-type: none"> · Utilize the statue of St Peter in RE classes and throughout school life, particularly in the transition program for the incoming Year 7s
To further enhance prayer and worship within the College.	<ul style="list-style-type: none"> · Develop more "structure" for Staff Morning Briefing Prayer
	<ul style="list-style-type: none"> · Foster in the CSYMA students the capacity to build a culture of prayer in the College
	<ul style="list-style-type: none"> · Develop the Eucharist as part of House and College Prayer
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	<ul style="list-style-type: none"> · Promote the IPLS as the way to record accreditation. This will involve what the College does and what the staff member does
To develop spirituality days from Yrs 7 - 10	<ul style="list-style-type: none"> · Conduct the Year 8 Reflection Day (trialled in 2012) for all Year 8 Students.
A Social Justice Immersion project in an o/s community	<ul style="list-style-type: none"> · Build awareness through Religious Education Classes across the College about the Solomon Island project
To develop staff knowledge and understanding 'pastoral' as 'spiritual'	<ul style="list-style-type: none"> · Work with the Student Welfare Department to include ways in which the Pastoral Program can be understood in terms of the spirituality of St Peter's.

Mission Direction Two Promoting Effective Teaching and Learning	
GOAL	STRATEGIES
<p>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.</p>	<ul style="list-style-type: none"> · Curriculum Review <ul style="list-style-type: none"> · Implementation of the Australian curriculum · Structured approach to Curriculum Design · Development of Curriculum that challenges students at all levels · Middle school transition to VCE/VCAL · Timetable review · Staff PD in Australian Curriculum · Establish Integrated programs · The enhancement of real and virtual learning environments · The increased use of team teaching and collaborative curriculum design, development, delivery and assessment
	<ul style="list-style-type: none"> · Build a culture of excellence in Teaching and Learning through Coaching · Through an examination of Best Teaching Practice, utilise two strategies in 2013: <ul style="list-style-type: none"> · WALT – What Are we Learning Today? What will success look like? · Feedback – All teachers to utilise a feedback tool to evaluate their classroom practice
	<ul style="list-style-type: none"> · Establish a culture of using data to inform teaching and learning · Gender based learning issues · Differential Learning
	<ul style="list-style-type: none"> · Investigate ideas to improve outcomes in literacy and numeracy: <ul style="list-style-type: none"> · Implementation of the Australian Curriculum cross curricula priorities for Literacy and Numeracy
<p>The encouragement and support of Professional Learning.</p>	<ul style="list-style-type: none"> · A review of Professional Learning in regards to Teaching and Learning
<p>The continued recognition of the importance of Co-curricular activities in the development of the whole person and in the pursuit of excellence.</p>	<ul style="list-style-type: none"> · Incorporation of aspects of relevant co-curricular activities into learning programs and courses (for example public Musical performances/concerts, or involvement in SIS programs as coursework items) <ul style="list-style-type: none"> · Move to House Priorities
	<ul style="list-style-type: none"> · The continued recognition of the importance of co-curricular activities in the development of productive staff student relationships in order to increase classroom learning outcomes and as a support for vertical pastoral care.
	<ul style="list-style-type: none"> · Increase the variety of co-curricular activities.
<p>To provide opportunities to involve parents in the education of their children</p>	<ul style="list-style-type: none"> · Improve nature and frequency of communication with parents about their child's learning and the importance of parental interest and engagement in the collaborative nature of education.

	<ul style="list-style-type: none">• Use the School Portal (Moodle) and SMS to communicate with Parents
	<ul style="list-style-type: none">• Continue to provide opportunities for parents to be involved in decision making.

**Mission Direction Three
Developing the Community Nature of our Schools**

GOAL	STRATEGIES
Create further opportunities for outreach and community service for all.	<ul style="list-style-type: none"> · Develop strategies to embed outreach and community service activities within the curriculum: <ul style="list-style-type: none"> ○ At least one drama/music performance delivered to aged care facility. ○ Incorporate cultural understanding of Solomon Island Immersion into Year 12 Ethics program & ○ CSYMA projects for junior year levels will incorporate Solomon Islands Cultural Awareness activities ○ Through the Curriculum Review committee explore opportunities for Social Justice Activities to be incorporated into a future alternative year 9 program.
	<ul style="list-style-type: none"> · Promote opportunities for staff leadership of and participation in outreach and community service activities: · Extend leadership opportunities to staff in all social justice programs including S.I Immersion program.
	<ul style="list-style-type: none"> · Re-establish the Social Justice group on a House System basis. · Investigate the opportunity to establish the Young Vinnie's program through the Social Justice Group
	<p>Maintain following community service and outreach initiatives :</p> <ul style="list-style-type: none"> · Soup Vans , Oznam House & City Life Cafe · Involvement of Casey Youth Services with St Peters Students · On-going SWAC initiatives · Invite Guest Speakers to address staff and parents on issues relating to positive parenting and parent/school partnerships e.g. Study Skills & ACMA on Cyber Bullying · Literacy Projects with St Therese's and St Agatha's · Grade 5 Orientation program with St Therese's and St Agatha's
Enhancing and strengthening of the community nature of our school and the recognition and strengthening of our partnership with parents	<ul style="list-style-type: none"> · Promote and support the choices media presentation to staff and parents in 2013 in conjunction with St Agatha's & St Therese's. · Promote House information evenings as opportunity for community building. · Emphasise and promote the partnership role of the Learning Advisor through information evenings, Parent teacher Interview Nights and the Newsletter. · Regular activities published in local press regarding community based activities that students and staff are involved in. (e.g. Soup Vans etc.) · Develop the relationship with Stockland by being involved in community based projects in the Selandra Rise estate · Present positive parenting information on a regular basis in the newsletter and on the school website.

Mission Direction Four Strengthening the Leadership of our Schools	
GOAL	
To enhance training and leadership opportunities for all students with an emphasis on leadership in learning and in faith, for service to all.	Develop the Peer Support Programme for both Cranbourne East and Cranbourne West Campuses, including the training of the Peer Support Leaders.
	Change the House Forum Leaders Structure to include one Forum Representative for each Tutor Group
	Continue to promote, develop and extend Student led assemblies, both House based and whole school
To promote a consistent approach to all Positions of Leadership incorporating limited tenure, targeted performance reviews and clear lines of accountability.	<ul style="list-style-type: none"> Have consistent Letters of Appointment and Role Descriptions available at the time of appointment Tenure to become consistent within areas of Curriculum and Welfare roles
	<ul style="list-style-type: none"> Ensure annual performance reviews are targeted to the leadership roles performed, with appropriate goal setting and targets: Further refine the ARM form
Continue to enhance the range of leadership for staff.	<ul style="list-style-type: none"> Continually encourage all staff to develop their potential and take on roles of leadership as articulated in the College Vision Statement Continue to recognise staff achievements in the area of leadership roles Explore opportunities for staff (both internally and externally) for leadership training and opportunities Continue to promote CDLP, Masters in Ed L'ship (CEO/ACU), informal opportunities through school committees (e.g. SWAC, P/L), and Acting Leadership roles Offering of appropriate new Leadership Roles within the College as approved by the Consultative Committee. Provide mid-term feedback for all Coaches
Continue to enhance the induction program to meet the needs of all new staff	<ul style="list-style-type: none"> Through a process of formal feedback and review, examine ways that new staff induction can be continually improved upon
	Develop the Peer Support Programme for both Cranbourne East and Cranbourne West Campuses, including the training of the Peer Support Leaders.
Mission Direction Five Exercising Stewardship as Service	
GOAL	STRATEGIES

To provide opportunities to strengthen the pastoral and learning relationship between staff and students	<ul style="list-style-type: none"> • Continually review the House System, including feedback from House Leaders and Learning Advisors • Celebrate the Feast Day of each House Patron at an appropriate time • Review of the House Information Nights • Increase the role of the Learning Advisor in terms of their involvement of the Academic aspect of their students
	<ul style="list-style-type: none"> • Have regular Professional Development in the area of managing student behaviour through whole staff PD
	<ul style="list-style-type: none"> • Continue to promote and expand opportunities for lunchtime extracurricular House Based activities
	<ul style="list-style-type: none"> • Continue a discussion on the development of a House Points/Colours System
	<ul style="list-style-type: none"> • Utilise the Transition Coordinator to ensure the Year 7 Students are integrated into the College
	<ul style="list-style-type: none"> • Utilise Survey information to formulate the Whole School anti bullying sessions
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.	<ul style="list-style-type: none"> • To continue to support the implementation of the ICT Strategic plan for Cranbourne East & West.
	<ul style="list-style-type: none"> • To continue to develop Cranbourne West according to its master plan.
	<ul style="list-style-type: none"> • To continue to develop and implement the Master landscaping plan for Cranbourne East
To enhance student understanding of environmental issues and ownership of their environment	<ul style="list-style-type: none"> • Expand the role of the SRC/Forums in regard to the planning of environmental initiatives. • Explore the methods for developing student ownership of buildings and grounds within the College through the development of "House Buildings and areas" • Continually promote the Carbon Management Group
To enhance the range of opportunities for service available to parents and alumni.	<ul style="list-style-type: none"> • To investigate the ways parents can be involved in the House System via House Information Evenings and other events that promote house identity. • Explore and enhance opportunities for past students to contribute to the life of the College through invitations to school assemblies. • Promote and support the activities of the parents and friends within our school community

To ensure that all future planning decisions take into account the need for sustainability.

- Ensure that new capital works and upgrades take into account measures for sustainability within budget constraints.