

CATHOLIC EDUCATION OFFICE
DIOCESE OF SALE

2011 Annual Report to the School Community



St. Peter's College
Cranbourne
Registered School Number: 1920

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Our College Vision

BE NOT AFRAID

St Peter's College

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

St Peter's College

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

St Peter's College

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

College Overview

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

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

Our Vision and Strategic Plan for 2010 – 2014 has set the direction for this community to build on its foundations of faith, education and service. We do this in the context of providing a curriculum which reflects our belief in the human person created in the image of God and its aim of educating the whole person – nurturing our student's spiritual relationship with Jesus as well as their academic, intellectual, physical and social needs. With this aim in mind we challenge our students to always be the best they can be but also understanding that in order to achieve this stated aim we must continue to support, nurture, develop and challenge our teachers in the important role that they play in the realization of our students full potential.

Within the broader aims of our 5 year strategic plan , 2011 has provided particular focus on the following goals :

- To promote a greater understanding of the Petrine ethos within the school including a greater number of Petrine symbols.
- A Social Justice Immersion project in an overseas community
- 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.
- To enhance training and leadership opportunities for all students with an emphasis on leadership in learning and in faith, for service to all.
- 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.

Principal's Report

2011 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 2011.

- The completion of the stage 1 facilities for our Cranbourne East campus in October allowed our pioneering staff and students under the guidance of Head of Campus Mr Roberts to begin the process of creating a new learning community based on faith, education and service.
- Artist Bart Sanciole was commissioned to create a new sculpture of St Peter in 2011. The process of consultation with both staff and students has been an important one in enhancing the understanding of the charism and ethos of St Peter for our school community.
- In November of 2011, five year 12 students and staff member Mrs Shannon Maher flew to Bishop Epalle College in the Solomon Islands to begin a partnership of cultural exchange. Over the 10 day visit our students worked with the students of Bishop Epalle and stayed with members of the local community in the first of what we hope to be an on-going exchange which will see visits to our school from members of the Bishop Epalle community in the years ahead.
- The implementation of the Coaching Structure at St Peter's this year has been a significant step forward in the support and development of best practice teaching at St Peter's . Coaches through their on-going relationship with a small group of teachers can provide a process for goal setting, team teaching, feedback and review around what constitutes best teaching practice and what strategies improve student learning.
- The integration of the Professional Development requirements for VIT registration and our Annual Development Plan goals for Professional Development has seen significant progress made towards the use of technology in the classroom via the use of interactive whiteboards and the increased use of the St. Peter's Moodle learning portal.
- The establishment of the Literacy and Numeracy working party in 2011 has focused our discussion with the aim of achieving sustained improvement in these learning outcomes. Using data to guide our understanding and influence our decision making we are confident in developing a range of whole school strategies that will be implemented in 2012.

- Building on the model of incorporating student feedback to improve teaching practice, two annual surveys were introduced in 2011 to gain feedback on the overall management and direction of the College. An exit survey for year 12 students and a whole staff survey have provided a range of meaningful data, which the school leadership team will analyse on a cyclical basis to assist in the assessment of staff and student climate and the overall management of school change.
- The completion of the Global classroom at Cranbourne West has provided a dedicated facility for the teaching of languages and exploration of other cultures. It will assist us in the strengthening of our exchange programs to France and Japan and our stated goal of increasing the number of students studying languages to year 12.

Education in Faith

Goals and Intended Outcomes

1. To promote a greater understanding of the Petrine ethos within the school including a greater number of Petrine symbols within the school.
2. To further enhance prayer and worship within the school.
3. A Social Justice Immersion project in an o/s community.

Achievements

Goal 1: The statue that was commissioned in 2010 was further developed and a sculptor was engaged with the erection of the sculpture in early 2012. A statement was constructed and included in the Student Record Book for 2011. Prayers were constructed in relation to Peter and placed in homerooms. Whole staff gatherings were supported by a developing sense of the Petrine ethos.

Goal 2: The Liturgy Captain's role was extended to give it a greater influence on the liturgical life of the College. A stronger structure around Staff Briefing was put together in relation to Morning Prayer. House names to support the Vertical Pastoral System were decided upon and the spirituality of each of these "names" was explored to further enhance the prayer life of the College.

Goal 3: The Solomon Islands Immersion was held with one staff member and 5 students spending 8 days working with and experiencing the culture.

VALUE ADDED

CSYMA
Social Justice
Liturgy

The CSYMA, Social Justice Group, and Liturgy group have been involved and have involved many others in liturgies, and social justice activities both within the school community and in the broader community. Sometimes it has been liturgies within the school and there has been work done for the local primary schools in faith development. There has also been some work done by older students for younger students in bullying and other issues. This has been further enhanced by the establishment of 3 outreaches: City Life, Oznam House and The North Melbourne Soup Vans.

Learning and Teaching

Goals and Intended Outcomes

The main areas included in the goals for 2011 were supporting and promoting wider pedagogies for engagement of students through the coaching process, improving student performance particularly in the areas of literacy, numeracy, with the use of data, staff becoming more familiar with the VCE and VELs assessment structures and the use of ICT through staff professional development. During 2011 the goal was to have staff carry out an audit of curriculum, with respect to VELs, in order to have subjects better positioned to move into the Australian Curriculum in 2013. The school also noted that they would be looking for opportunities for Australian curriculum pilots so that our staff could be sufficiently professionally developed and be more aware of the new curriculum development. There has been an intention, of the college, to expand the in-house offerings of VET subjects and during 2011, the college invested in 2 staff being trained with the intention to deliver the VET Carbon Management course in 2012. Through the new ARM process, at the college, the teaching staff were asked to set both learning area and personal goals. At least one of these goals was intended to be directly linked to the 2011 Annual Development Plan. It was proposed that a literacy and numeracy committee was created to provide ideas and solutions for improvement in the level of literacy and numeracy amongst students. The committee suggested that testing of the incoming grade 6 students may assist staff in better placing and supporting students whether they required special assistance or whether they were high achievers and could be better challenged appropriately. It was also proposed that the staff would analyse data from VCE and Naplan to better implement teaching programs for their students. ICT was another area of focus and the intention was to provide more opportunities for staff to achieve ICT training, through the ICT coach, as well as more resources for staff to use their new found skills. Our gifted and talented program were working to extend the program with a plan to offer an activity, called "Book in a Day", where teams of students from this and other catholic colleges in the Diocese could come together and create a novella in one day.

With our new East Cranbourne Campus coming online, a future outline of integrated curriculum with more opportunities for teachers to engage in team teaching and cross curriculum projects was to be created to act as guiding principles for the design of the second stage of the new campus.

Achievements

During the year 2011 the following Teaching and Learning outcomes were achieved:

A VELS audit of junior and middle school curriculum was carried out and a picture of the mapping of learning area to VELS dimensions was created. This has been used to both reinforce learning areas approaches who have embraces the VELS requirements and put other learning areas on notice that their curriculum needs to become VELS compliant.

The Junior Curriculum leader and Director of Learning attended the Australian Curriculum Briefing and from this meeting began an education campaign to increase the awareness of the Australian Curriculum and its intended start date of 2013.

The College had two staff members enrol and complete the Carbon Management course in order to deliver the VET Carbon Management course on the campus. The course details were finalised and the college introduced the course into the Curriculum Handbook for 2012, This means we were the first college in Australia to offer this course.

The new ARM process demonstrated a successful implementation with staff reporting on achievement with their realisation of their own goals as well as learning areas reporting, through a staff meeting, on the achievement of the learning area goal.

The literacy and numeracy committee was created and met regularly. It achieved some changes to Maths and English Curriculum at year 7 allowing the classes to be together in flexible learning areas and the opportunity for staff to engage in team teaching. All grade 6 students entering year 7 were tested for literacy and numeracy level and this data was provided to the Maths and English learning areas to assist teacher's knowledge of their students' abilities. The committee also recommended strategies to use the Naplan data to target and improve the areas of literacy and numeracy in which the school was underperforming. Presentations were made to staff on what our current Naplan and VCE performances had achieved and staff were congratulated on the success and then instructed on how to use the data to improve the areas that were not so successful. One area, in particular, was the college not being able to effectively value add to some of our high achieving students.

More interactive white boards were purchased as well as more notebook computers to allow more staff to access ICT technology. Our technical staff reported a steady increase of the use of these resources by teachers in the classroom. To keep staff in touch with the technology regular in-house ICT professional development has been offered by the ICT coach at the college. The staff from the Gifted and Talented program ran the "Book in a Day" activity on a Saturday in Term 1. Two schools and three teams of students participated. Three novella were created and one of these was published in a periodical. A team worked on the outline for an integrated curriculum that allowed teaching in flexible learning areas and opportunities for team teaching. This outline was completed and used as guiding principles for the design of the Stage 2 of the new East Cranbourne campus. The design of the new stage, worked through the architects and the integrated curriculum team, was completed at the end of 2010 and ready for the tendering process.

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

NAPLAN TESTS	2009	2010	2009–2010 changes	2011	2010–2011 changes
YEAR 7 READING	98.8%	99.4%	+0.6 %	97.2%	-2.2 %
YEAR 7 WRITING	92.8%	95.1%	+2.3 %	94.4%	-0.7 %
YEAR 7 SPELLING	98.8%	96.3%	-2.5 %	96.7%	+0.4 %
YEAR 7 GRAMMAR & PUNCTUATION	97.6%	92.0%	-5.6 %	93.9%	+1.9 %
YEAR 7 NUMERACY	99.4%	99.4%	0.0 %	96.2%	-3.2 %
YEAR 9 RESULTS					
YEAR 9 READING	97.3%	97.5 %	+0.2 %	98.1%	+0.6 %
YEAR 9 WRITING	90.4%	94.9%	+4.5%	86.3%	-8.6 %
YEAR 9 SPELLING	92.6%	94.9%	+2.3%	96.9%	+2.0 %
YEAR 9 GRAMMAR & PUNCTUATION	91.3%	98.1%	+6.8%	92.5%	-5.6 %
YEAR 9 NUMERACY	98.1%	97.5%	-0.6%	98.7%	+1.2 %

YEARS 9-12 STUDENT RETENTION RATE	85.71%
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MEDIAN NAPLAN RESULTS FOR YEAR 9

YEAR 9 READING	5.18
YEAR 9 WRITING	0
YEAR 9 SPELLING	4.77
YEAR 9 GRAMMAR & PUNCTUATION	4.58
YEAR 9 NUMERACY	4.57

ANALYSIS OF NAPLAN DATA

The Year 7 data indicates that Reading levels were somewhat lower than for the previous two years. The Read-a-rama program, which requires Years 7 to 9 students to undertake regular reading as part of their English classes, was introduced in 2011 as a joint project between the English and Library teams. One of the aims of this program is to improve student reading ability. The Writing and Spelling levels have fluctuated somewhat over the past three years, with no overall trend apparent. Grammar and Punctuation levels increased over the past year after a significant drop between 2009 and 2010. The Numeracy levels dropped 3.2% after being stable over the previous two years. The Literacy and Numeracy Working Party developed a new Mathematics teaching program for our Year 7 students to be introduced in 2012, which is designed to more specifically address the individual learning needs of our Year 7 students.

The Year 9 data indicates that Reading levels have remained relatively stable over the past three years. After an improvement from 2009 to 2010 the Writing levels dropped by 8.6% in 2011. Detailed analysis of the NAPLAN data indicated that this was primarily attributable to our LBOTE students. As a result the College is investigating a dedicated ESL English language program for these students. ESL student numbers at the College were historically negligible, but have begun to increase over the past year or so. Grammar and Punctuation levels improved in 2010, but returned to similar levels to 2009 this year. Numeracy levels have remained fairly constant over the past three years.

SENIOR SECONDARY OUTCOMES	
VCE MEDIAN SCORE	28
VCE COMPLETION RATE	100.0%
VCAL COMPLETION RATE	100.0%
POST-SCHOOL DESTINATIONS	
TERTIARY STUDY	33%
TAFE / VET	30%
APPRENTICESHIP / TRAINEESHIP	10%
DEFERRED	5%
EMPLOYMENT	17%

School Community and Student Wellbeing

Goals and Intended Outcomes

- Create further opportunities for outreach and community service for all
- To enhance training and leadership opportunities for all students with an emphasis on leadership in learning and in faith, for service to all
- To provide opportunities to strengthen the pastoral and learning relationship between staff and students

Achievements

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

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

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

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

STUDENT ATTENDANCE RATE	96.31 %
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VALUE ADDED

The College is committed to improving and strengthening the Pastoral Care delivery and program to students, as evidenced by the decision that the College implement a Vertical Pastoral Care Structure in 2012. In 2011, the College has thoroughly investigated the best practice of various aspects of the Vertical Pastoral Care Structure to enable its successful implementation in 2012.

The College set up a Working Party in 2011 to develop the details of the new Pastoral Care Structure.

The Vertical Pastoral Care System was launched to the students at an Assembly in term four, as well as having a House Tug of War competition were the students were able to see the sense of belonging to their House for the first time.

STUDENT SATISFACTION

St. Peter's College has continued to see consistently high VCE and VCAL pass rates. In 2011, the pass rates for both VCE and VCAL were 100%, with a median study score of 28.

Student satisfaction with their education at St. Peter's College can be seen by high rates of first choice placements in the career and further education pathways, as shown by our on track data, with approximately 73% of our students either going on to further study or apprenticeship/traineeships, and a steady daily attendance rate of over 90% over the past 5 years, with an attendance rate of 96.31%, in 2011.

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

Student satisfaction is also enhanced by the opportunities to participate in such activities as the Year 7 Orientation Camp, the Year 9 Outdoor Adventure Camp, the Year 11 and Year 12 Retreats, the Year 10 Work Experience Program, the Year 9 City Experience Program and the Picnic Day for Years 7 to 9 students.

Other extra-curricular activities such as SIS Sporting teams and debating teams also enhance student satisfaction.

Students also have an opportunity to be College leaders through the Student Representative Council and Forum Leaders Groups.

In 2011 the College engaged the services of the MYP Corporation to survey exiting Year 12 Students in relation to their satisfaction. The key findings appear below.

Summary of Responses by Key Area

4 - 5

Throughout the report, results have been colour coded.

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

3 - 4

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

2 - 3

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

1 - 2

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

+

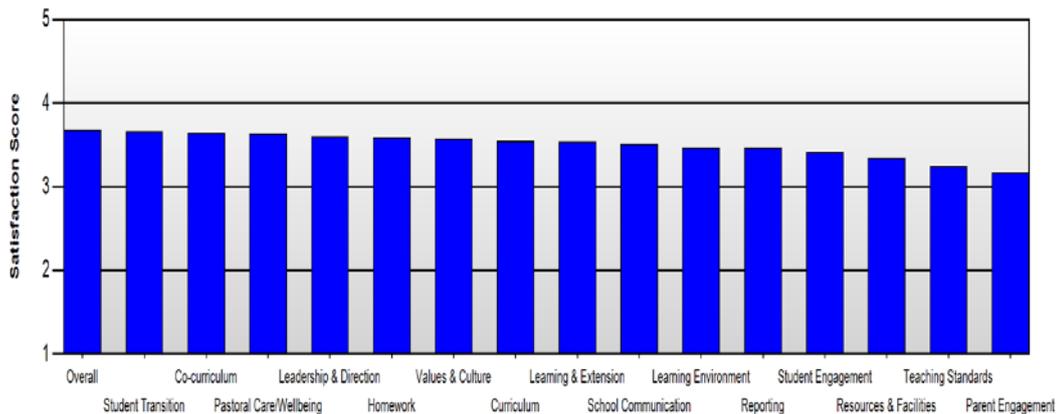
A score that is equal to or higher than the 'Average Score'.

-

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

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

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



PARENT SATISFACTION

Parents of St Peters College students have an opportunity to see the development of their children and the way they are involved in the life of the College in many ways.

At the beginning of each Academic Year, the College holds Information Evenings for each year level, where parents have the opportunity to hear from key College personnel and meet their child's Home Room Teacher.

The College also holds a Futures Evening in Term 3, where parents and students can get information about VCE subjects.

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

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

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

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

Leadership and Stewardship

Goals and Intended Outcomes

Leadership Goals and Intended Outcomes

- Continue to explore and promote opportunities for staff leadership training
- Development of annual performance reviews to target leadership roles preformed
- Review and modification of the ARM form
- Development and incorporation of appropriate leadership training for student and SRC leaders
- Ensure new staff induction is held at the beginning of semester two
- Conduct feedback exercise with 2010 new staff to improve new staff induction

Stewardship Goals and Intended Outcomes

- Definition of roles of House Coordinators
- Definition of roles of Learning Advisors
- Development of a pastoral program to compliment the vertical House system
- Identification of restorative practises for use in dealing with bullying
- Completion of Global classroom at Cranbourne West
- Completion of Stage 1 at Cranbourne East
- Review of Master Plan with College architects
- Complete detailed Stage 2 plans for Cranbourne East
- Continued support of the implementation of the ICT Strategic Plan

Achievements

Staff Leadership Student Leadership

2011 saw a change to the election process for Captaincy positions in order to enhance the leadership opportunities for students. During Term 4, all Year 11 students undertook a leadership training program and this process culminated in the nominations and subsequent appointments of 2 College Captains, Liturgy Captain, Arts Captain, Social Justice Captain and Environment Captain. The election and appointment of House Captains was deferred to the start of 2012, upon the launch of the House system. Student leadership from Yr. 7 – 11 continued to be provided through the SRC and year level representatives and forums; this will continue to be developed in the consolidation phase of the House system. In 2011, the Year level assemblies provided increased opportunity for student leadership; in planning and conduct, they were student led. Peer support developed significantly in 2011 with increased student leaders at Yr. 11 engaged in training and delivery of the program to year 7 students.

Staff Leadership

The ongoing development of our ARM process (and modified forms) in 2011 saw the consolidation of staff aligning their professional goals to College goals. In addition, those staff in Leadership roles were required to articulate and reflect on their leadership goals and achievements through the ARM process. By the commencement of the 2011 school year, all staff in leadership roles were informed of their tenure in the role and their defined responsibilities, in addition to Professional Learning in our Leadership model of Coaching.

All staff in 2011 were encouraged and alerted to ongoing post graduate study opportunities, via such courses and programs as Masters in Education (Catholic Education Office/Australian Catholic University, Melbourne University etc.), Country Diocese Leadership Program, Accreditation to Teach/RE, Aspiring Principals and the Middle Leaders Program. Staff applied in each of these categories and chosen staff in each were accepted to undertake this training.

Internally, all leadership positions which became vacant for short term periods (due to staff leave) were made available to staff and provided increased leadership opportunities and development for those aspiring to such roles.

Staff induction was again a focus for the beginning of 2011, seeing all new staff engage in meetings with colleagues, mentors, Deputy Principals and the Principal across the year. In 2011 it was identified (by 2010 new staff) that more needs to be done with staff induction at the commencement of Semester 2 each year which will be a focus in 2012.

Stewardship

2011 saw considerable work done to ensure much of the current Strategic Plan was completed or structures were set up so that goals could be completed within the timeframe of the plan.

The transition to the Vertical House system saw work being completed at several levels; the Transition to House Working Party, Leadership Team, Year Level Coordinators, SWAC and whole staff. A time consuming element of this process was the identification of the 8 House patrons and charisms, and the allocation of staff and students to these Houses. The 8 Houses/Patrons decided upon were:

- MacKillop - St Mary of the Cross MacKillop
- Glowrey – Sr Mary of the Sacred Heart Glowrey
- Marion – Mary the Mother of God, Mother of the Church
- Augustine – Augustine of Hippo
- Assisi – St Francis of Assisi
- Romero – Archbishop Oscar Romero
- Kolbe – St Maximilian Kolbe
- Avila – St Teresa of Avila

Considerable work was also done on the duty statements and the roles of the House Leaders and Learning Advisors of Tutor Groups to ensure that the learning needs – academic, spiritual, emotional and physical - of students could be met. An on-going pastoral program to support this work was also developed by the Welfare Department and supported in its work by SWAC members.

Much work was done on the physical side of the College during the year. The Global Language Centre was completed to support the work of the LOTE Learning Area. The completion and installation of the statue of St Peter was a highlight and now gives us a physical presence to enhance our Catholic

identity. Significant works were also undertaken to support our Vertical House structure with various levels of refurbishment to most buildings and the re-housing of most lockers to outside of classrooms.

The Cranbourne East Campus officially opened at the start of the year with three Year 7 classes, housed in portable classrooms at the West Campus while stage one buildings were completed. These buildings were finished at the end of Term 3, with classes moving into them at the start of Term 4. During this time, landscaping works for stage one continued and were completed at the end of the year.

2011 also saw a review of the Cranbourne East Masterplan with new College architects – Hayball. This resulted in a major shift away from the educational philosophy of Cranbourne East that had been to run a parallel curriculum with the West Campus, to one that will focus on an Integrated Curriculum at Year 7 & 8, an Alternative Year 9 Program and a Year 10 to 12 Pathways Program. This process also saw the detailed plans of the stage two building developed. Stage Two will be a single storey building that will house year 7 and 8 students in a flexible classroom environment supported with breakout spaces. At the heart of the building will be an Innovation Hub that will support our Integrated Curriculum. This hub will have a number of multi-purpose learning spaces that will allow a hands on, inquiry based approach to learning and have at its centre an Ideas Kitchen that will allow students to collaborate on their Integrated Projects.

ICT continued to be a focus across the College with the ICT Steering Committee doing considerable work in implementing the ICT Strategic Plan. A significant element of their work was their research into finding a mobile device that will support student learning and the work of the teachers, this will be ongoing in 2012 as we prepare to transition to a laptop school in 2014.

TEACHING STAFF ATTENDANCE RATE	90.85%
STAFF RETENTION RATE	87.65%
TEACHER QUALIFICATIONS	
DOCTORATE	0 %
MASTERS	8.42 %
GRADUATE	45.26 %
CERTIFICATE GRADUATE	2.11 %
DEGREE BACHELOR	30.53 %
DIPLOMA ADVANCED	0 %
NO QUALIFICATIONS LISTED	0 %

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING	
DESCRIPTION OF PL UNDERTAKEN IN 2011	
<p>Staff undertook a wide variety of professional learning during the course of 2011. The main areas included:</p> <ul style="list-style-type: none"> • Student Behaviour Management • Leadership • Coaching • 21st Century Pedagogical Practices • Pastoral Welfare • ICT • Subject Specific Curriculum Development 	
Number of teachers who participated in Professional Learning	95
Average expenditure per teacher for Professional Learning	\$532

TEACHER SATISFACTION

- *In 2011 we engaged the services of the MYP Corporation to survey staff in relation to their satisfaction. The key findings appear below.*

Throughout the report, results have been colour coded.

4 - 5 An excellent outcome that indicates a real commitment on behalf of the organisation to address this issue in a tangible and relevant manner. Maintain vigilance and continue to adapt to the changing nature of the school environment.

3 - 4 A fair to good score that reflects a level of satisfaction on this issue. However, it falls short of an 'employer of choice' outcome. Continual and increased focus on this issue is recommended.

2 - 3 A poor result that suggests a core level of underlying dissatisfaction on this issue. Investigation and corrective action required.

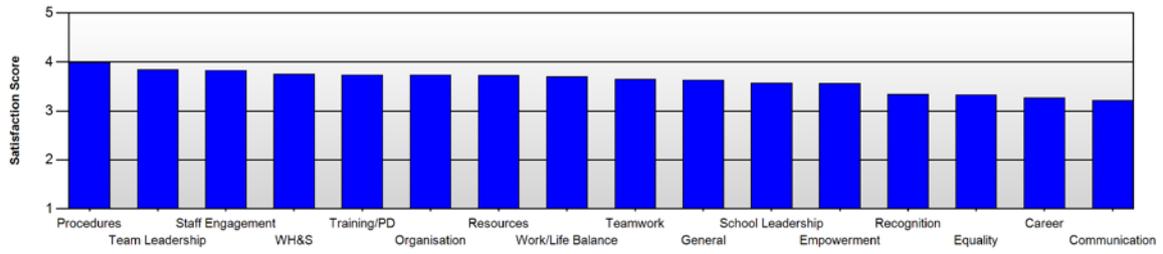
1 - 2 There are significant issues for concern. This score reflects an unhealthy disconnect on this issue between the current situation and the needs and/or expectations of staff. Major corrective action required.

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

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

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

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



Key Area	Satisfaction	Variance
Procedures	3.99	9%
Team Leadership	3.85	5%
Staff Engagement	3.83	5%
WH&S	3.76	3%
Training/PD	3.74	2%
Organisation	3.73	2%
Resources	3.73	2%
Work/Life Balance	3.70	1%
Teamwork	3.65	0%
General	3.63	-1%
School Leadership	3.57	-2%
Empowerment	3.56	-2%
Recognition	3.34	-8%
Equality	3.33	-9%
Career	3.27	-10%
Communication	3.22	-12%
Average Score	3.65	

Financial Performance

Financial Performance for the year ended 31 December 2011

Reporting Framework	Modified Cash	\$
Recurrent income	Tuition	
School fees	684,673	
Other fee income	817,802	
Private income	174,935	
State government recurrent grants	2,493,867	
Australian government recurrent grants	7,971,278	
Total recurrent income	12,142,555	
Recurrent expenditure	Tuition	
Salaries, allowances and related expenses	8,970,338	
Non salary expenses	3,689,073	
Total recurrent expenditure	12,659,411	
Capital income and expenditure	Tuition	
Government capital grants	433,344	
Capital fees and levies	1,500,276	
Other capital income	200,283	
Total capital income	2,133,903	
Total capital expenditure	5,073,296	
Loans (includes refundable enrolment deposits and recurrent, capital and bridging loans)	Tuition	
Total opening balance	8,708,070	
Total closing balance	11,462,473	
Non DEEWR FQ reported items	Tuition	
System levies (payments)	(158,733)	
Intra systemic transfer receipts (payments)	7,800	
Diocesan capital fund (SCF) receipts (payments)	178,344	

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

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

Future Directions

By 2016, the Cranbourne East Campus of St Peter's College will have approximately 600-700 students from year 7 to 12 and the new parish primary school of St Thomas the Apostle located next to the secondary campus will be in its second year of operation. The transition of the Cranbourne East Campus into a Catholic Secondary School in its own right will be an important focus for the Board of St Peter's College, St Agatha's Parish and the new Parish of St Thomas the Apostle over the next 5 year period.

Within the community of St Peter's consisting of the West and East Campuses we will be continued to be guided by the Vision & and Strategic Plan for 2010 -2014. In this time period we have set our aim on the following goals which will assist in bringing our school vision to life:

- Exploration of partnerships with the City of Casey for joint user facilities at the Cranbourne East Campus – Basket Ball Stadium & Sporting Oval
- The construction of a Trade Training Centre at the Cranbourne West campus with a focus on Building Construction , Electrical Services , Horticulture & Carbon Management.
- Review of Curriculum to incorporate the Australian Curriculum.
- Review of Cranbourne West Master Plan to underpin revised Curriculum and approaches to teaching and learning.