St Peter's College, Cranbourne

BE NOT AFRAID

ST PETER'S

2014 ANNUAL REPORT
to the School Community

Secondary College

Contents

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Minimum Standards Attestation

I, Timothy Hogan, 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 2014 school year under the Schools Assistance Act 2008 (Cth) and the Schools Assistance Regulations 2009 (Cth)

22 May 2015

Our College Vision

"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.

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 enrols approximately 1300 students at both its East and West Campus from the Parish of St. Agatha's in Cranbourne. The West Campus of 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. The East Campus of St Peter's was officially opened in 2011.

2014 has been set aside as a year of school renewal for the St Peter's College community. Every five years the cycle of school renewal is completed with the key stakeholders in our community. In collaboration with the Catholic Education Office - Diocese of Sale, the staff, students and families a review of the 2009-2013 Vision and Strategic Plan has been conducted in 2014. The aim of the review is to identify both commendations and recommendations resulting from application of our goals and strategies to achieve our vision over the last 4 years. The findings of the review will assist our school community in setting a new vision and strategic plan which will guide us for the period of 2015-2018.

The work of our 2009-2013 Strategic plan with its focus on our pillars of Faith, Education and Service has continued in 2014. We have continued to build the structural supports for these core responsibilities and also the focus of building the capacity of our staff so that they may develop and lead the growth of our school in areas of faith, education and service.

Principal's Report

2014 saw the development of a new Vision and Strategic Plan 2015-2018 for the St Peter's College Community.

Our new vision:

"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.

This describes the type of community we wish to become and our strategic plan identifies the steps that we will take to bring that vision to life.

The Strategic Plan outlines four mission directions under which specific goals have been set and for the next 4 years these goals will become the focus for our decision making, application of resources and effort.

Mission Direction: Catholic Identity
Goal 1: To strengthen our Catholic identity.
Goal 2: To broaden the College community's faith in action.

Mission Direction: Leadership
Goal 1: Strengthen student leadership capacity across all year levels.
Goal 2: Improve clarity of communication structures and processes.
Goal 3: Strengthen the culture of leadership amongst all staff.

Mission Direction: Sustainability
Goal 1: To improve the retention of students.
Goal 2: Enhance the school reputation in the local community.
Goal 3: To build and maintain sustainable facilities that reduce our Carbon Footprint.

Mission Direction: Teaching, Learning, Wellbeing
Goal 1: To continue to engage and connect all members of the College community.
Goal 2: To develop the College as a Professional Learning Community.
Goal 3: To improve student learning outcomes.

In each year of the Strategic Plan, an Annual Development Plan (ADP) will be produced in collaboration with staff. The ADP will select on an annual basis, the key strategies that will be focused on in a given year, to achieve our stated goals.

Aside from the development of our New Vision & Strategic Plan, 2014 saw the continued growth and expansion of the College in its quest to become a Community of Faith, Education and Service.

The following provide a summary of the key events and decisions undertaken during the 2014 school year:

- Construction commenced on Stage 3A of the Cranbourne East Master Plan – The Art & Technology Building will be completed in 2015.

- Construction of the Government funded Trade Skills Centre based on the West Campus was completed in 2014. The $1.5m centre will deliver VET courses in Electrotechnology and Engineering in 2015.

- A review of the proposed East Campus Sculpture was undertaken and the decision was taken to invite a number of artists to present their work to the College Board. The artist selected by the College Board will work with the East Campus community in 2015 to produce an East Campus Sculpture of St Peter.

- The Year 7 & 8 Bring Your Own Device (BYOD) program was rolled out in Term 1 for students at both the East and West Campus.

- The decision was taken to introduce Synergetic software as the basis for a comprehensive Student Information System which will ultimately allow the school system to link into ICON (Integrated Catholic Online Network) within the next 2-3 years. Administration and staff training was undertaken in the second half of 2014 which will see the new administration package go live in 2015.

- Through the consultative process for 2014 further positions for staff leadership were developed for both the East and West Campus of St Peter's College. These positions included the establishment at the East Campus of :

  o English/Humanities Teaching and Learning Coach
  o Maths/Science Teaching and Learning Coach
  o PE & Health / Sports Manager
  o Art & Technology Teaching and Learning Coach
  o LOTE & Exchange Coordinator

- The restructure of the role of the Director of Learning allowed for the creation of two new positions with a focus on using learning data to inform teaching practice. The new roles titled Learning Data and Systems Coach will commence in 2015.

- The curriculum review was implemented in 2014. The new timetable structure provided more time to literacy and numeracy across all year levels and also incorporated the 5 period day which improved the frequency of teacher contact time with students. Year 10-12 time allocations per subject were also increased giving students a greater amount of access time with their teacher.

Future Directions

- A significant number of challenges have been identified in the 2014 review of our 2009-2013 Strategic plan which now shape our future directions. Cranbourne is situated in one of the fastest growing corridors in the State of Victoria and Australia. Planning for new schools within the Cranbourne Region will be a significant challenge alongside the responsibility to complete the master plan of the newly established East Campus and the updating of the original West Campus of St Peter's College.

- In conjunction with the Catholic Education Office Diocese of Sale and the St Agatha's Parish of Cranbourne, St Peter's College will continue to support the development and expansion of new school sites for Catholic Education within our region over the next 10 years.

- At present the retention of students for their entire secondary schooling is shaping as a key challenge of the new strategic planning period. In a competitive local secondary market we must ensure that we are providing a comprehensive and rounded education which gives all of our students a range of subject choices and career pathways from which to choose.

- To this end, a 2015 review of the Year 9 curriculum and TAFE offerings at St Peter's will be conducted with the aim of ensuring that students who come to St Peter's College can find an engaging and stimulating learning environment that will lead them to the pathway of their choice whether that be higher education, TAFE, skills based apprenticeship or other workforce opportunities.

- The introduction of the new Synergetic software package in 2015 will strengthen the provision of pastoral care for our students over the coming years. The software system will be able provide detailed information about each student's academic and pastoral progress to the people that work with them every day, namely the House Leaders and Learning Advisors. The ability to intervene on a timelier basis in the lives of students who may be at risk or needing to be challenged to achieve their full potential will be at the fingertips of each teacher. This software package will also provide us with significant opportunities to build the partnership between family and school, giving parents immediate access to student assessments, attendance and communication from teaching staff.

- Over the period of this next strategic plan, 2015-2018, our aim is to become a very data literate school. Improving the knowledge of our students and their ability to learn, will come from the development of each teacher's capacity to understand and use learning data about their students. The development of a comprehensive learning data systems and the development of teacher capacity to use data to improve learning outcomes for all students is an important future direction that we take to maintain our continuous improvement as a professional learning community.

Education in Faith

Goals & Intended Outcomes

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

Goal 2: To further enhance prayer and worship within the College.

Goal 3: 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.

Goal 4: To develop spirituality days from Years 7 – 10.

Goal 5: To increase awareness of a Social Justice Immersion project in an overseas community.

Goal 6: To develop staff knowledge and understanding of 'pastoral' as 'spiritual'.

Achievements

Goal 1

The Petrine ethos was promoted in staff workshops, via the College Annual Motto, "How often must I forgive?", use of the motto in Year 11 and Year 12 retreats, in the Liturgies throughout the year, particularly the St Peter's Day Mass, staff Liturgy around the statue and in the St Peters' Day Dinner. For staff we employed Fr Frank Moloney (a world renowned Scripture Scholar) to open up for us about Peter in the Gospel of John.

Goal 2

Prayer was highlighted by the prayer group at East Campus and the CSYMA students at West. In the General College life prayer was given particular attention during all of the major liturgies during the year. There was an attempt to bring both engagement but particularly reverence to these celebrations.

Goal 3

Staff Workshops were carried out throughout the year to give staff the opportunity to further themselves in the process of accreditation. There was a particular focus this year on Forgiveness as a theme. A whole staff presentation from Fr Frank Moloney was held in relation to St Peter and the place of faith in our world. St Peter's continues to encourage staff towards accreditation and a number of staff completed their accreditation to teach RE.

Goal 4

The Year 11 Holocaust experience connects with their study of Religion and Society. There was a CSYMA conference called Shine at Newborough that many senior students attended.

Goal 5

The Solomon's Immersion experience was not conducted with the Year 12 students as the government elections made that trip too dangerous. The same preparation did occur and many students across the college were presented with information about the Solomon Islands and what it is that we do there. Fund Raising events were conducted to allow students to make a contribution to the community in which they were visiting.

Goal 6

2014 saw a more systematic approach to the Pastoral program. In the Pastoral Program there were continued attempts made to help staff and students interpret the pastoral activities in relation to the understanding of the Human Person from a Catholic point of view.

VALUE ADDED

- There is a gradual building of the CSYMA program. The attempt is to make the program a normal part of life at St Peter's. Students were more heavily involved in projects in and around the school. The value added element in this is 5 fold:

  a)   Students are gaining a much greater sense of the communal nature of Catholic Identity through the CSYMA program by connecting with students in various year levels and with students across the diocese.

  b)   Students are understanding that they can have an impact on the whole school and on small groups within the school.

  c)   Students are becoming aware that St Peter's has a rich history from which to draw on in terms of Biblical, spiritual and practical leadership.

  d)   Students learn to make a choice about their own religious identity.

  e)   Students are interacting with like-minded students across the Sale Diocese and seeing that being involved in spirituality developments is a good and useful thing.

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

- Students and staff have had an input into the school Renewal Program that sets forth the goals and directions for future effort.

Learning and Teaching

Goals & Intended Outcomes

- To focus on a wide variety of pedagogy to engage and stimulate learning for all students in order to strengthen a culture of excellence within the school, particularly in literacy, numeracy and ICT.

- The encouragement and support of Professional Learning.

- The continued recognition of the importance of Co-curricular activities in the development of the whole person and in the pursuit of excellence.

- To provide opportunities to involve parents in the education of their children.

Achievements

The College undertook a year of School renewal. Two whole days and a number of staff meetings were dedicated to reflection on current practice, analysis of data and development of Teaching and Learning strategies for 2015- 2018. The following Teaching, Learning and Well Being Goals were developed. They are included here with the 2015 focus on a particular strategy and the relevant evidence.

Goal 1: To continue to engage and connect all members of the College community.

Strategy:

- Review of Year 9/10 Electives and VET offerings.
- Increased allocation of VCAL numbers.
- Working party established to examine the feasibility of a separate Year 9 campus.

Goal 2: To develop the College as a Professional Learning Community

Strategy 1: Improved Data Literacy.

- The role of the Learning Data and Systems coach is well established and clearly understood.
- Data Collection points and types of data are established.
- Staff are able to access data in a simple and useable form. All staff have access to SPA and VASS data.
- Staff are able to interpret data on their students and make adjustments accordingly.

Strategy 2: Working party to recommend strategies to provide time for collaboration and planning.

- Working party is established and produces recommendations. (Teaching and Learning Vision Team term 2).

● Time for collaboration and planning are embedded throughout the calendar
Campus staff meetings contain limited administration and provide time for collaboration.

Staff PD days are dedicated to time for staff planning and collaboration.

Goal 3: To improve student learning outcomes.
Strategy 1: Staff are provided PD to develop ability to deliver personalised curriculum.
- Staff attend Hawker Brownlow PD on differentiation.
- Staff provided PD at Campus staff meetings on differentiation.

Strategy 2: Formative feedback is regular, well understood and transparent.
- Staff attend Hawker Brownlow PD on formative feedback.
- Assessment and Reporting working party established to review assessment and reporting.
- Reporting structures, policy and procedure support formative assessment.

In addition to a long period of discernment for School Renewal the College implemented the following during the year:

- Construction of the Trade Skills Centre offering Certificates II in Electrotechnology and Engineering in 2015.

- Review of VCAL curriculum. Students in 2015 will be offered Certificate II in Business as part of their work related skills competency.

- Expansion on East campus to Year 10

- Creation of a POL 4 – Learning Systems and Data Coach. This position would support the establishment of data systems throughout the College and provide Professional Development to staff regarding data Literacy.

- Continuation of WALT. What Are We Learning Today Posters were placed into every classroom. All teachers are required to explicitly list at the beginning of each class the lesson objectives in the form of WALT. New staff were inducted in the WALT expectations.

- Coaches were encouraged to visit classrooms

- The Curriculum Executive Team conducted a review of the Year 10 Subject selection process.

- Individual Year 10 interviews were arranged. Students submitted subject selections online.

- Webpreferences was introduced for all students in year 7- 12 for submission of subject selections.

- Timetabler was introduced as the new timetable package.

- The Teaching and Learning Vision Team conducted a Review of English pathways for students at risk. A new model of Foundation English was introduced.

- Year 9 students will receive an extra 5 periods of English on top of their 8 Core English lessons. Teaching staff would work to provide success for students through "teach ahead" pedagogy. Students who undertake English support will forfeit a LOTE. VCE Foundation English was introduced at Year 10 level.

Significant changes to the timetable structure were implemented in 2014. These included:

- Change from a 4 period to a 5 period day.
- The split of Year 9/10 electives into stand-alone subjects with a future vision of a year 9 program.
- Reduction in the number of elective choices.
- Increased time for Maths and English.
- Alignment of Year 10 with the senior block.
- Creation of a Pastoral period once per cycle.
- Separation of English from Humanities in Years 7 & 8.
- Abandonment of study lines for year 12 students with a decrease to 5 subjects rather than 6 for year 11 students. This involved the incorporation of the old study period line into the class timetable of each study so that independent study is now supervised by the relevant teaching staff
- 9 periods a cycle for VCE subjects
- Continual planning for further teaching spaces at East Campus using collaborative teaching design. Planning for further buildings at East Campus were progressed.
- This new Year 10 timetable structure allowed accelerated units to be offered for Year 10 students in all VCE units offered at the College.

Building on the introduction in 2012 of Understanding By Design (UBD). Further staff professional development and support in writing UBD documentation occurred across Years 7-10.

The Understanding by Design Curriculum Model was implemented across all subjects for Year 7- 12. Staff were provided time release and support to complete this documentation for School Renewal in Term 4. All documentation is placed on the relevant Moodle page.

Year 11 Subject Documentation was submitted to VRQS for registration to teach Year 11 at the East campus in 2015. The position of Senior Curriculum Leaders at East was established to support the growing VCE requirements of the East campus.

The position of 7- 10 Curriculum leaders was established to support the growing curriculum needs of Years 7- 10 including conduct of NAPLAN and Redemption classes.

 A process of Curriculum Review and development was proposed and approved. Continual review of units of work through student's feedback, staff evaluation and collaborative discussion

will be set in place for 2015. Staff will be provided a half day at the end of each semester to amend and continually improve curriculum.

Coaches attended VCAA training in Analysing VCE data. Each Year 12 teacher reviewed VCE data and designed strategies to improve student outcomes. Shared Google Documents of these strategies revealed that as a cohort, Year 12 students managed well with recall questions, but struggled with higher order thinking skills.

The Leadership Team undertook a full day workshop in "Enhancing Student outcomes through Data".

Coaches undertook 2 half day workshops in Data Analysis. Coaches improved Data Literacy and identified areas of student need using SPA and NAPLAN data. In response to identified needs, each KLA implemented strategies to enhance Year 8 comprehension skills. On Demand testing of Year 8 students was undertaken in Term 3. Year 8 teachers were interviewed to discuss strategies for improved student learning.

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

All teaching staff completed Mandatory Reporting Modules.

Other significant achievements included:

- The roll out of the BYOD program to all Year 7 and 8 students. This provided the opportunity for expansion of online resources. The College introduced Pearson in Mathematics and Science and commenced use of Mathletics.

- Enhancement of the coaching model through further professional development of coaches. At each Coaches Meeting a new coaching skills was developed with coaches.
- Through Consultative Committee, the number of Coaches was expanded for 2015 and placed at the East campus.
- Collection of Numeracy data through On Demand testing of Year 7 and 8 students.
- High Achievers Learning Organisation (HALO) project was relaunched to engage high achieving students.
- The Literacy Coach continued to provide support to staff through the introduction of literacy strategies. These included vocab.com and the Literacy Moodle page.
- Literacy Committee met to support the Literacy Coach.
- Continuation of Learning Area annual projects. The results were presented in Term 4 staff meetings.
- Literacy Team presented at the Diocesan Literacy Project.
- The ICT Coach provided on going ICT support to staff.
- Special Needs Coordinator was renamed to Learning Enhancement Coach to better reflect the position's intentions.
- The Central Australia trip was expanded to include Darwin.
- A second sister school in Japan was scoped.
- Consolidation of the position of Integrated Learning Coach. The Integrated Learning Team developed new Units of work and consolidated the principles underlying Integrated Learning.

- The consolidation of Integrated Learning for Years 7 and 8 students at the East Campus focussing on the traditional subjects of Art, Design Technology, Drama, Media, Information Technology and Visual Communication & Design through the cross curriculum priorities of the Australian Curriculum.
- A review of the Integrated Learning units saw a move to a more integrated approach . The focus for 2015 will be less on Cross Curriculum priorities and more on reinforcing or supporting current curriculum offerings.
- Expansion of the Futures Expo. Introduction of year 8 and 9 students into the College subject selection evening. Expansion of this evening to start at 2.00pm. On line booking system and an increase in outside providers. Agreement to expand this further in 2015.
- Regular articles in newsletter to inform parents of curriculum progress.
- Review of VCAL curriculum with recommended changes offering Cert II in Business for 2015.
- Introduction of the Koori closing the gap program for indigenous students
- Introduction of the Refugee Support program to improve the learning outcomes of refugee cohort.
- Continued installation and replacement of Interactive projectors at the West Campus.

STUDENT LEARNING OUTCOMES

PROPORTION OF STUDENTS MEETING THE MININUM STANDARDS					
NAPLAN TESTS	2012 %	2013 %	2012–2013 Changes %	2014 %	2013–2014 Changes %
YR 07 Reading	98.5	97.9	-0.6	98.0	+ 0.1
YR 07 Writing	96.0	96.2	0.2	94.0	- 2.2
YR 07 Spelling	97.0	96.3	-0.7	95.0	- 1.3
YR 07 Grammar & Punctuation	99.5	95.0	-4.5	96.0	+ 1.0
YR 07 Numeracy	99.0	98.8	-0.2	98.0	- 0.8
YR 09 Reading	96.2	99.5	3.3	97.0	- 2.5
YR 09 Writing	83.9	91.1	7.2	87.0	- 4.1

YR 09	Spelling	96.8	94.6	-2.2	95.0	- 0.4
YR 09	Grammar & Punctuation	95.5	93.6	-1.9	92.0	- 1.6
YR 09	Numeracy	99.4	93.3	-6.1	99.0	+ 5. 7

MEDIAN NAPLAN RESULTS FOR YEAR 9	
Year 9 Reading	590
Year 9 Writing	558
Year 9 Spelling	581
Year 9 Grammar & Punctuation	581
Year 9 Numeracy	583

Comments on data:

Year 7:

The Reading results have fluctuated around the high 90% level for the last few years. We have a strong "Readerama" program during first semester at Year 7 and 8 which encourages students to set personal reading goals and rewards individual students and class groups who have achieved high levels of reading hours.

The Writing results dropped slightly last year. This may have reflected the uncertainty of the Writing genre for the 2014 NAPLAN test. Persuasive Writing is placed in the Term 1 English teaching and learning program at Year 7. In 2014 teachers also revised the Narrative Writing style with their Year 7 English classes during Term 1 to best prepare them for NAPLAN Writing test. Revising two writing genre in one term may have led to less

consolidation of both skill sets, compared to the previous practice of concentrating on one genre only.

The Spelling results have declined slightly over the past two years. The College is developing a whole-school literacy program which has recognised that subject-specific vocabulary is one area that we need to work on.

The Grammar and Punctuation results improved after a 4.5% decrease in the previous year. The English classes made the teaching of Grammar and Punctuation much more explicit in their teaching and learning programs in response to the 2013 data.

The Numeracy results show a slight decrease since last year, after an increase in the previous year. On Demand testing was used to place the incoming Year 7 students, for their Mathematics classes only, into ability based groupings at Year 7 and 8. As a result, those students who entered the College with numeracy ability below the expected level were placed into small classes where instruction was targeted at one-on-one support and consolidation of basic numeracy skills.

Year 9:

The Reading results indicate a drop of 2.5% after an increase of 3.3% in 2013. Despite this, levels remain in the high 90% region, so fluctuations most likely reflect cohort variations.

The Writing results indicate a drop of 4.1% compared to 2013, after a substantial increase of 7.2% in 2013. Overall, since 2012 the results have increased by just over 3%. The drop from 2013 to 2014 could again reflect the dual preparation of students for both Persuasive and Narrative Writing styles prior to the test.

The Spelling results indicate a slight drop in performance, which follows a slow downward trend of 2.7% over the past two years. This is an area that the College has identified as a focus for its whole-school literacy program.

The Grammar and Punctuation results indicate that again there appears to be a slight downwards trend in achievement over the past two years, back to the level seen in 2011. This most likely again reflects cohort variation.

The Numeracy results indicate a 5.7% improvement in performance, which is the largest change seen in 2014 in the areas tested. These students were the first group of students to go through the ability-based mathematics groupings for both Year 7 and 8, returning to mixed ability Mathematics groups for Year 9. It will be interesting to see the results for our Year 9 students in 2015 to see if this level of improvement is sustained. One key aspect of this ability based grouping was to provide the students achieving at the lowest level with a greater level of teacher support and consolidation of basic skills. The Numeracy results over the past four years have shown considerable variation, so this result could also be a product

of cohort variation.

General trends:

Most of our results seem to reflect cohort variations rather than obvious trends. Writing at the Year 7- 9 level is one area that needs greater focus.

POST-SCHOOL DESTINATIONS

TERTIARY STUDY	70.8 %
TAFE / VET	20.8 %
APPRENTICESHIP / TRAINEESHIP	6.8 %
DEFERRED	8.7 %
EMPLOYMENT	16.4 %

College Community and Student Wellbeing

Goals & Intended Outcomes

The two main goals for 2014 improving our College community and student wellbeing are to:

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

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

Throughout 2014, new goals were developed for the 2015-2018 Strategic Plan. Goals that were particularly pertinent to enhancing College community and addressing student wellbeing issues emerged across all four mission directions. They included:

Mission Direction: Catholic Identity
> Goal 1: To strengthen our Catholic identity.
> Goal 2: To broaden the College community's faith in action.

Mission Direction: Leadership
> Goal 1: Strengthen student leadership capacity across all year levels.

Mission Direction: Sustainability
> Goal 1: To improve the retention of students.
> Goal 2: Enhance the school reputation in the local community.
> Goal 3: To build and maintain sustainable facilities that reduce our Carbon Footprint.

Mission Direction: Teaching, Learning, Wellbeing
> Goal 1: To continue to engage and connect all members of the College community.
> Goal 3: To improve student learning outcomes.

Achievements

In terms of the current goal of outreach and community service, the significant achievement was the establishment of a junior conference of the Society of St Vincent de Paul. Staff and students regularly volunteered at Ozanam House and the City Soup Van on a Monday night and at City Life Café in Frankston on Thursday evenings.

With respect to the goal to enhance and strengthen the community nature of our school through strengthening our partnership with parents, the significant achievements included the House Family Welcome Evenings. All students and their families were invited to an informal meet and greet opportunity prior to more formal address from College Leadership, a House Liturgy, concluding with an opportunity to meet the student's House Leader and Learning Advisor. This provided an opportunity for greater sense of belonging of the whole family to a particular House. The Futures Expo and Grade 5 Information Evening were interactive events involving students and parents in exploring what the College has to offer.

VCAL students continued their program of voluntary work in the local community that further strengthened relationships with various agencies.

Saint Peter's College uses an electronic roll marking system that ensures accurate information concerning attendance is maintained for each period of the school day. In the morning at tutor group, the Learning Advisor takes a roll and notes students who are absent. The office staff then enters this information into an electronic data base. Office staff note explained absences where parents have called in to explain a child's absence.

Parents of students who are absent without an explanation/phone call from home are sent an SMS stating that their child is away. At the end of each day, an Absentee Report is sent to each House Leader and Learning Advisor. Learning Advisors then follow up with these students on their return to school, requesting a written explanation from home where none is given. In this way, truancy is minimised, as missing students would be soon identified to parents.

Students who are at risk because of their frequent absences are counselled by House Leaders and Wellbeing Team. Parents are also called in for interviews to attempt to address issues that may be causing significant absences. Students identified as school refusers or experiencing school withdrawal would undergo the school's promotional process with supports and consequences attempting to improve the student's attendance.

VALUE ADDED

The following activities are worthy of note in 2014:

- Tutor Group that is run each morning for 15 minutes by Learning Advisors who have approximately 20 students is perhaps the most important wellbeing activity students engage in. This is the time teachers, who track a student for the entire time they are at St Peter's, can develop a supportive relationship with each student in the Tutor Group. It is an opportunity to discuss how a student is travelling and seeking assistance for the child when difficulties arise.
- Student Wellbeing Activities included the following activities:
  - Year 7: Dramatic presentation dealing with bullying and harassment. Peer support program involving Year 11 peer mentors.
  - Year 8: Dramatic presentation addressing peer pressure and self-esteem. External presenters (Project Rockit) conducting a workshop against cyber bullying. The local council also conducted presentations addressing graffiti.
  - Year 9: Dramatic presentation exploring risk taking and challenging abuse of drugs and alcohol. External presenters discussing issues of puberty separately with male and female students.
  - Year 10: External presenters (REACH foundation) discussing self-esteem, confidence and future goals. A Keys Please presenter prepared students to get their driver's license.
  - Year 11: External presenters discussed study skills and careers staff helped students explore various pathways.
  - Year 12: A police presentation prepares students to be safe in their post school celebrations.
  - Police Presentation on bullying and in particular cyberbullying to all students outline student's rights and responsibilities with regards the law.
- A Pastoral Program consisting of 1 hour interactive lessons developed by the Student Wellbeing Leader and delivered through the Learning Advisors presented ideas on time management and organization and themes identifying and combatting bullying. The program is based on the SenseAbility program from the Beyond Blue Foundation and

occurs two to three times each term. Particularly successful was the competition within and between houses to develop a presentation in song or film with a strong anti-bullying theme. One particular pastoral period was used to assist students in identifying and developing career goals and pathways.

- Leadership Program. A leadership day was held for all Year 11 students prior to running an election (including speeches) for College and House Captain roles. This year, all Year 10 students were trained at the end of the year as peer support leaders for 2015. External leadership opportunities included attendance of 9 students at the Youth United Nations Gender Equality Summit, 2 students at the Halogen National Young Leader's Day and four female students at the City of Casey Women's Mentoring Breakfast. Five students participated in the Lions Youth of the Year Contest with our school representatives winning both the public speaking and the overall local competition.
- Student Representative Council (SRC). The SRC met every 2 weeks to ensure that student voice was heard. They helped to organize a number of College events and undertook hosting and presentation duties at the House Family Welcome Evenings and at the Enrolment Information Evening. House Forums consisting of 6 students across all year levels met regularly to ensure that all students could have their views and ideas presented to the SRC.
- Transition. Apart from the normal Orientation Day in Term 4, the Transition Co-ordinator took a number of current Year 7 students to feeder primary schools to present information and assist in the transition of numerous Grade 6 students into 2015 Year 7. The Year 7 camp was also a vital part of the transition experience as student enjoyed 3 days at Camp Rumbug in Gippsland forming new friendships and getting to know their teachers.
- Year 9 Camp. This camp with its focus on adventure and challenge, develops self-esteem in our Year 9 students as they undertake various aquatic activities in Torquay.
- Work Experience. Year 10 students were able to engage in a fortnight of Work Experience to assist in their preparation for working life after school. All students were prepared for this through completing relevant OH&S modules and were visited by College staff to ensure their experience was positive.
- Harmony Day. Students celebrated Harmony Day through dressing in national and cultural costumes, preparing and partaking in various international foods and attending a campus assembly. Polynesian dancers entertained the students and the day was a wonderful celebration of the College's cultural diversity.
- Saint Peter's Day. The celebration of our patron's day was impacted upon by bad weather. Nevertheless, students started with a liturgical celebration, then enjoyed a free BBQ cooked by the Parents & Friends Committee, various enjoyable games and activities, and finished with a concert showcasing student talent.
- Environment Day. This day drew the attention of students toward environmental issues through activities such as bike riding exploring energy consumption to presentations by island dancers raising awareness of rising sea levels and climate change.
- Footy Colours Day. This event involves students wearing colours of their favourite football team and donating money to our sister school in the Solomon Islands. It is also an opportunity to partake in many fun activities with a sporting focus that further connects students to their school while addressing a charitable need.
- House Competitions. Most houses ran a variety of fun competitions that helped connect students to their house and school. Examples included photography, indoor soccer, spelling bee, "Running of the Bulls", and trivia. Other inter-house competitions included the Environment Trophy each term, chess and sporting events such as swimming, cross country and athletics. These encourage co-operation and competition amongst students that assists in their connectivity to the College.
- City Life Cafe. Senior students regularly attended City Life Café in Frankston of a Thursday evening where they undertook voluntary work providing meals to local people in need.
- Extra-curricular activities include representative sporting teams in the Southern Independent

Schools Competition and Rugby in a separate competition of independent and Catholic schools. Non-sporting competitions included debating, chess, public speaking, theatresports and teen chef.

STUDENT SATISFACTION

In 2014, the school conducted and reported on an exit survey of Year 12 students to gain an insight into student satisfaction.

This report section provides a summary of the total responses grouped by key area. Results are ranked from highest to lowest on a six point scale (5 highest, 0 lowest) and compared to the average overall score.

The response rate of students was 79%. The level of satisfaction of students is good across all key areas with an average of 3.43. Homework and student transition were perceived as real strengths. It was interesting to note that the overall assessment of the school was actually the highest key area identified by students. Areas to address, according to students, were school resources and facilities and parental engagement. These weaknesses were identical to the previous year.

Satisfaction Level of 2014 Year 12 Students
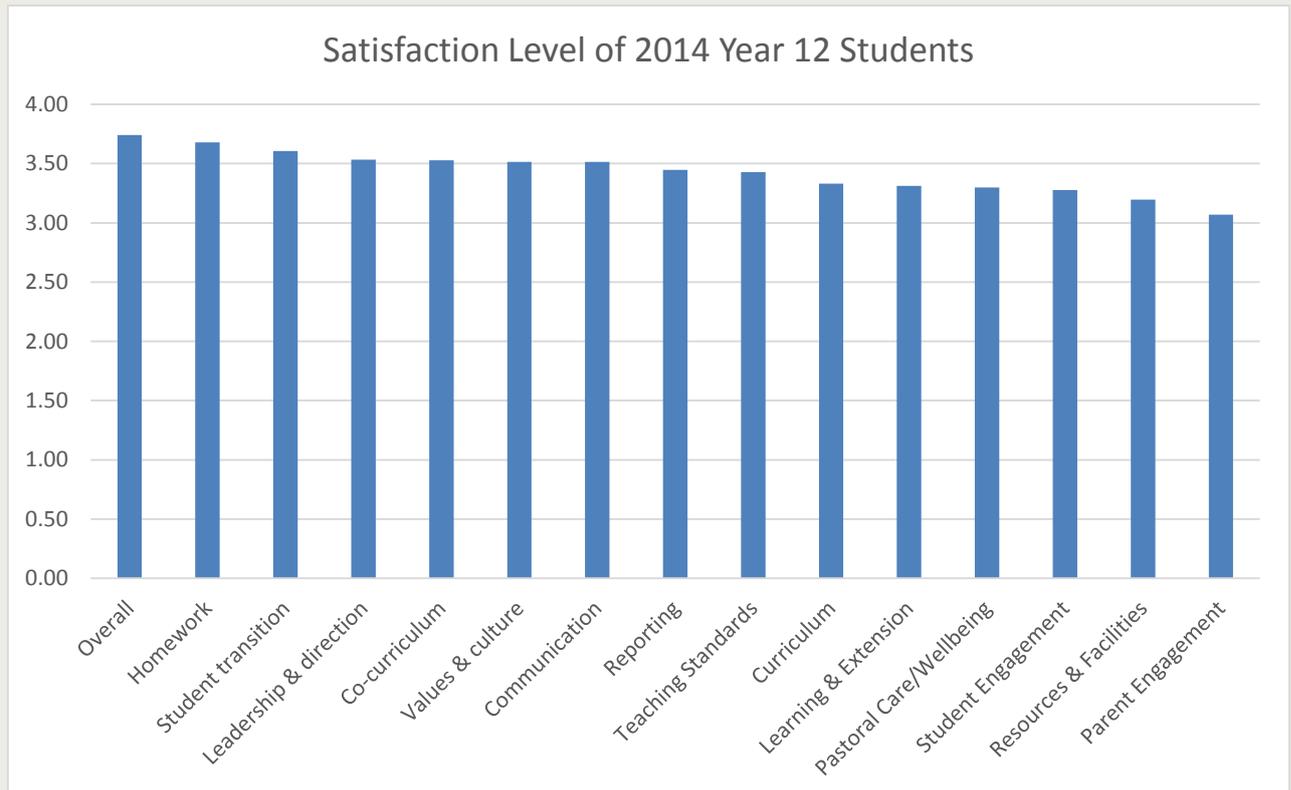
Key Area	Satisfaction	Variance
Overall	3.74	9.0%
Homework	3.68	7.2%
Student transition	3.61	5.1%
Leadership & direction	3.53	3.0%
Co-curriculum	3.53	2.8%
Values & culture	3.51	2.4%
Communication	3.51	2.4%
Reporting	3.45	0.4%
Teaching Standards	3.43	-0.1%
Curriculum	3.33	-2.9%
Learning & Extension	3.31	-3.5%
Pastoral Care/Wellbeing	3.30	-3.9%
Student Engagement	3.28	-4.5%
Resources & Facilities	3.20	-6.9%
Parent Engagement	3.07	-10.6%
Average Score	3.43	

Leadership and Stewardship

Goals & Intended Outcomes

As a School Renewal year the key goal and outcome was to review and renew our Leadership and Stewardship strategies to support our vision and mission over the next four years. Key elements that were considered important included:

- The strengthening of our Student Leadership model to provide greater opportunities for leadership amongst younger students.
- Development of our Servant Leadership model.
- Improved two way communication.
- More informal leadership opportunities for staff.
- Development of leadership pathways for staff.
- Improved retention of students.
- Protocols to ensure long term viability with all College programs.
- Ongoing review of both East and West Campus Master Plans to ensure sustainable building practices are employed.

Achievements

Leadership Achievements

- Restructure of the Director of Learning position to create two Learning Data and Systems Coaches - one at each campus.
- Review and realignment of decision making processes in the College within all committees.
- Introduction of Subject Coaches at the East Campus.
- Development of Student Leadership model at East Campus to prepare for House Captains in 2015.
- Introduction of 360º mid-term reviews for all new POL holders.
- Refinement of the ARM process to better align individual goals with the goals of the College.

Sustainability Achievements

- Completion of Trade Skills Centre on site to allow for greater VET offerings, with the aim to improve student retention.
- Commencement of Stage 3A - Arts & Technology Building at Cranbourne East employing energy efficient building processes including a BMS.
- Review of photocopying practices to reduce both the financial and environmental impact.
- Implementation of new software for administration, timetabling and accounting to assist and improve the long term viability of the College.
- Final phase of the BYOD computer program rollout.
- Refinement of Information Evenings including the Future's Evening, House Family Welcome evening and the Enrolment Information Evening.
- Completion of the design phase of the Stage 1 Master Landscape Plan and Stage 3A landscaping at Cranbourne East.

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

DESCRIPTION OF PL UNDERTAKEN IN 2014

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

NUMBER OF TEACHERS WHO PARTICIPATED IN PL	
117	
AVERAGE EXPENDITURE PER TEACHER FOR PL	**$666.43**

TEACHER SATISFACTION

The last survey of teachers was in 2013 when staff completed the Insight SRC survey in preparation for School Renewal in 2014. It would appear the results of the survey data would still largely have been relevant in 2014 given the high staff retention rate of 94.85%.

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

Financial Performance

REPORTING FRAMEWORK	MODIFIED CASH $
Recurrent income	**Tuition**
School fees	2,312,616
Other fee income	914,063
Private income	143,920
State government recurrent grants	3,234,010
Australian government recurrent grants	10,949,860
Total recurrent income	**17,554,469**
Recurrent Expenditure	**Tuition**
Salaries; allowances and related expenses	12,681,008
Non salary expenses	5,106,004
Total recurrent expenditure	**17,787,012**
Capital income and expenditure	**Tuition**
Government capital grants	3,335,057
Capital fees and levies	785,044
Other capital income	0
Total capital income	**4,120,101**
Total capital expenditure	**4,700,949**
Loans (includes refundable enrolment deposits and recurrent, capital and bridging loans)	
Total opening balance	**14,133,740**
Total closing balance	**14,592,174**

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

VRQA Compliance Data

E4037
St Peter's College, Cranbourne

PROPORTION OF STUDENTS MEETING THE MININUM STANDARDS					
NAPLAN TESTS	**2012 %**	**2013 %**	**2012–2013 Changes %**	**2014 %**	**2013–2014 Changes %**
YR 07 Reading	98.5	97.9	-0.6	97.9	0.0
YR 07 Writing	96.0	96.2	0.2	94.0	-2.2
YR 07 Spelling	97.0	96.3	-0.7	95.3	-1.0
YR 07 Grammar & Punctuation	99.5	95.0	-4.5	96.2	1.2
YR 07 Numeracy	99.0	98.8	-0.2	97.9	-0.9
YR 09 Reading	96.2	99.5	3.3	96.8	-2.7
YR 09 Writing	83.9	91.1	7.2	87.2	-3.9
YR 09 Spelling	96.8	94.6	-2.2	95.3	0.7
YR 09 Grammar & Punctuation	95.5	93.6	-1.9	92.1	-1.5
YR 09 Numeracy	99.4	93.3	-6.1	99.5	6.2
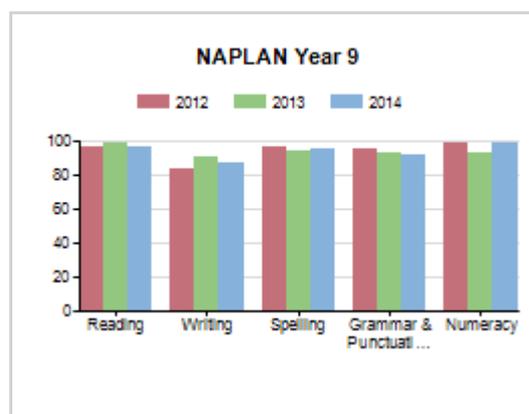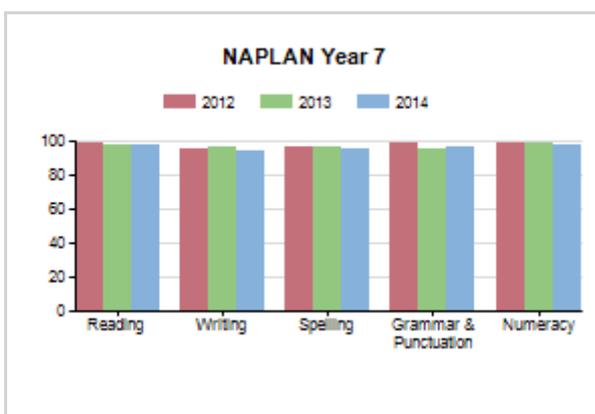
YEARS 9–12 STUDENT RETENTION RATE	
Years 9–12 Student Retention Rate	81.98%

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	%
Year 7	94.02
Year 8	92.44
Year 9	90.17
Year 10	91.29
Overall average attendance	91.98

TEACHING STAFF ATTENDANCE RATE	
Teaching Staff Attendance Rate	90.91%

STAFF RETENTION RATE	
Staff Retention Rate	94.85%

TEACHER QUALIFICATIONS	
Doctorate	0.00%
Masters	12.38%
Graduate	50.48%
Certificate Graduate	6.67%
Degree Bachelor	85.71%
Diploma Advanced	10.48%
No Qualifications Listed	1.90%

STAFF COMPOSITION	
Principal Class	7
Teaching Staff (Head Count)	119
FTE Teaching Staff	107.826
Non-Teaching Staff (Head Count)	50
FTE Non-Teaching Staff	47.579
Indigenous Teaching Staff	0

MEDIAN NAPLAN RESULTS FOR YEAR 9	
Year 9 Reading	589.80
Year 9 Writing	558.00
Year 9 Spelling	580.80

Year 9 Grammar & Punctuation	580.70
Year 9 Numeracy	582.70

SENIOR SECONDARY OUTCOMES	
VCE Median Score	27
VCE Completion Rate	100%
VCAL Completion Rate	98%

POST-SCHOOL DESTINATIONS AT AS 2013	
Tertiary Study	70.8%
TAFE / VET	20.8%
Apprenticeship / Traineeship	6.8%
Deferred	8.7%
Employment	16.4%