ANNUAL REPORT

TO THE SCHOOL COMMUNITY

St Peter's College
Cranbourne

2015

BE NOT AFRAID

ST PETER'S
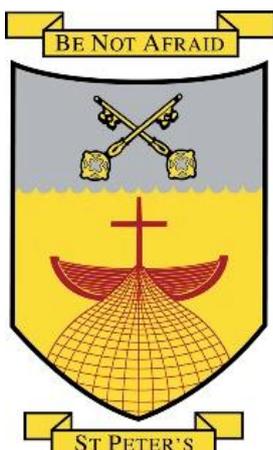
Secondary College

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 Victorian Registration and Qualifications Authority (VRQA).
- Australian Government accountability requirements related to the 2015 school year under the Australian Education Act 2013 (Cth) and the Australian Education Regulations 2013 (Cth).

20 May 2016

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 1380 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.

Over its two campuses St Peter's provides for modern facilities in the learning areas of religious education, science, physical education, arts and technology all underpinned by the use of information technology throughout the curriculum. We cater for a variety of different student pathways through a broad range of VCE, VET and VCAL programs delivered both internally and externally with local TAFE providers.

2015 is the first year of the implementation of our new Vision and Mission for St Peter's College. Our Vision Statement for the next four years has been inspired by our school motto "Take courage, it is I … Be not afraid. " (Mt 14.27). It has been selected by our community because it challenges us to pursue learning without fear of making mistakes; boldly encouraging our teachers and students to strive for excellence and placing our trust in God for the journey ahead.

In essence our Vision inspires our mission over the next 4 years to become a community that leads in faith, guides with love and inspires through learning.

Our 2015 Annual Development plan provided a focus on the following Mission Directions and related goals:

Mission: Catholic Identity

Goals: To broaden the College community's faith in action

Mission: Leadership
Goals: To strengthen student leadership capacity across all year levels.
To improve clarity of communication structures and processes.
To strengthen the culture of leadership amongst all staff.
Mission: Sustainability
Goals: To improve the retention of students.
To enhance the school reputation in the local community.
To build and maintain sustainable facilities that reduce our Carbon Footprint.
Mission: Teaching, Learning, Wellbeing
Goals: To continue to engage and connect all members of the College community.
To develop the College as a Professional Learning Community
To improve student learning outcomes.

Principal's Report

2015 has been a year of growth and expansion for St Peter's College and highlighted significant progress towards the goals that have been set in our 2015-2018 Strategic Plan. The following summary of key decisions, events and achievements reflects an evaluation of our goals set in our Annual Development Plan for 2015.

- Stage 3A of the Cranbourne East Master Plan – The Art & Technology Building was completed in 2015. This will allow for the delivery of a comprehensive Year 7 -12 curriculum at the East Campus.

- VET courses in Electrotechnology and Engineering commenced in the Trade Skills Centre based at the West Campus. Students from the East & West Campus have access to these courses which are part of strategy to increase our retention rates at St Peter's.

- A new artwork of St Peter for the East Campus by artist Jenny Steiner was commissioned and completed in 2015 as part of our Goal to enhance the Catholic Identity of St Peter's College - East Campus.

- Landscaping work around stage 3A - Art & Technology facility was completed which provided for an engaging outdoor learning environment for our students. The gates of St Peter were commissioned and landscaping of the first stage of the central avenue was completed.

- 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 saw the new administration package go live in 2015.The move to Synergetic assists all staff members to connect and share information that will improve learning outcomes for our students.

- Through the consultative process for 2015 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 :

  - A Learning Enrichment Coach to monitor and develop the delivery of programs for all special needs students at the East Campus
  - Assistant House Leader Positions were established to strengthen the pastoral care system with an increasing number of students.
  - ICT Coach was established to provide support for staff as they expand their use of information technology through the school BYOD program.

Future Directions 2015

The increasing and predicted rapid growth of the Cranbourne Region is requiring future planning to be established on a number of levels for our school community.

The establishment of a third campus of St Peter's will need to be considered as part of the strategic planning process of the Catholic Education Office - Diocese of Sale. This will need to encompass the provision of both primary and secondary education facilities as well as the requirements for a new parish in the Clyde area.

The potential move to a third campus of St Peter's will require some reflection on the ideal school structure for a 3 campus school which will provide the educational needs for students in the parishes of St Agatha's, St Thomas the Apostle and a third yet to be established Parish. Consideration of a junior campus to the current East Campus or another 7-12 campus or potentially a P-12 campus model for the Clyde region should be considered by the strategic planning group.

At a local level, the leadership structure for St Peter's College will require review as the expansion continues at the East Campus and will need to cater for a new campus in the Clyde Region.

The next stage of Master Planning for the East Campus site will prioritise the development of a Year 9 Program through a joint East & West Campus working party. This will inform the design of the Year 9 centre which will be built in 2017.

The required continuous improvement of the provision of teaching and learning at St Peter's will challenge us to review the ways that we build the capacity of our staff. Evaluation of Professional Learning models and what research identifies as Professional Learning for teachers that works will guide the next stage of development of an effective Professional learning Model for St Peter's.

Partnership opportunities with Federation University and Australian Catholic University around improving students' outcomes for literacy and improving pre-service models for trainee teachers should be explored as a Diocesan initiative. A system wide approach to the challenges of improving literacy levels for all students will have benefits for all primary and secondary schools within the Diocese of Sale.

Education in Faith

Goals & Intended Outcomes

A.   Catholic Identity
- Goal 1: To strengthen our Catholic identity.
    - Strategy 1: To provide time for staff to develop topics/units within the Religious Education curriculum.
        - Report Comments were rewritten. The process gave time to staff to clarify weaknesses in courses.
        - There was some preparation work done in relation to the rewriting of course outlines to establish Essential Questions. This work has been included in the preparation for the Revised RE program.

    - Strategy 2: To encourage a culture of best practice through classroom observation to share specific RE resources and teaching strategies - building teams.
        - Staff have been involved in the Coursework that has been moved across from S drive to Moodle. Various Moodle pages needed modification.
- Goal 2: To broaden the College community's faith in action.
    - Strategy 1: To develop a compulsory community service program linked to the Religious Education curriculum from Years 7 to 10.
        - The Community Service program to be included in the Religious Education Program has be postponed. There has been a review of the RE Program across the Diocese and as a result there will be significant changes to the RE program. Hence, the Community Service aspect of the RE program will be included in the Revised RE program in late 2016.
    - Strategy 2: Strengthen the relationship with our local Catholic primary schools.
        - A range of activities throughout the year strengthened the relationship between the local Primary Schools and St Peter's. These included PE students running programs, VCAL students building vegetable gardens and a Rosary Garden at St Agatha's, CSYMA students involved in Assemblies, the Confirmation Retreat, and joining with the Primary Schools to attend the Annual Diocesan Students Mass.

Achievements

VALUE ADDED

2015 has seen a deepening of the Classroom Religious Education Program. The Reporting process, the beginning work of transforming Course Outlines into UBD format, and the reshaping of the Moodle Pages has brought about a greater overall sense of the goals of the RE program. This will stand the staff in good stead as we move into the Revised curriculum in 2016.

There is a gradual building of the CSYMA program. The attempt is to make the what it is that we do there. Fund Raising events were conducted to allow students to make the program a normal part of life at St Peter's. Students were more heavily involved in contribution to the community in which they were visiting - 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 2014 who saw a more systematic approach to the Pastoral program. In the Pastoral Program there were a variety of year levels and with students across the diocese. 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.

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

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

The following Teaching and Learning goals for 2015 were developed from the strategic plan and School Renewal of 2014.

College Learning Goals for 2015 were

- Improve student literacy 7- 12
- Use data to improve classroom learning outcomes
- Extension of the top 10% of students
- Promote the use of formative feedback.

Achievements

- 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 ARM goal setting was linked to these 4 whole school goals.
- Staff were arranged into Professional Learning teams who worked collaboratively on Action Research projects connected to the 4 whole school goals.
- Campus Staff Meetings were dedicated in Term 1 to Professional Development in Data and Data Literacy.
- Campus staff Meetings in Terms 2, 3 & 4 were dedicated to providing staff time to work collaboratively on curriculum design, planning and development.
- The Literacy Committee, under direction from the Literacy Coach, developed a Vision for Literacy at St Peters.
- The Literacy Committee examined NAPLAN 2015 data and developed strategies to address specific deficiencies. These included whole school marking schema, hand written assessment tasks, literacy lesson starters and the inclusion of literacy on rubrics.
- Review of Year 9/10 Electives and VET offerings recommended the introduction of the following VET Courses; Certificate II Digital Media and Production, Sport and Recreation, and Outdoor Education.
- Working party established to examine feasibility of a separate Year 9 Program which recommended the establishment of a standalone Year 9 Program.
- Halo continued as an extension for Year 7, 8 & 9 students.
- An Extension Hub was established to encourage Year 12 students to extend and push themselves beyond the classroom. This was heavily attended and highly successful.
- A working party was established to review reporting and assessment. The committee recommended a revamp of rubrics and changes to reporting to parents. The committee also implemented the requirement to provide extension opportunities on each assessment task.
- Online Reporting to Parents via the Parent Portal was established.

Improved Data Literacy
- The role of the Learning Data and Systems coach was further developed providing support and data analysis to Coaches.
- Data Collection points and types of data were calendared.
- Staff have access to data in a simple and useable form. All staff have access to SPA, Student Tracker and VASS data.
- Staff are able to interpret data on their students and make adjustments accordingly.

VCAL

- VCAL students completed their first year of the Certificate II in Business as part of their VCAL program.
- The REC investigated the introduction of a VET qualification for VCAL students as part of their RE component.
- Increased allocation of VCAL numbers resulting in two Year 11 and two Year 12 classes.

Creation of a Gifted and Talented Mentor to commence in 2016.

Coaches attended VCAA training in Analysis of VCE data. VCE Teacher meetings to examine KLA data.

2 further computers with VASS access were provided for staff use.

Other significant achievements included:

Introduction of Synergetic as the College Data Base.

Development of the Pastoral Module of Synergetic.

Staff training in the new Reporting package of Synergetic.

- Enhancement of the coaching model through further professional development of coaches.
- Collection of Numeracy data through On Demand testing of Year 7- 10 students.
- Commencement of the position of Literacy Coach to lead the development of a whole school literacy plan.
- Literacy Committee established to support Literacy Coach.
- Regular articles in newsletter to inform parents of curriculum progress.
- College involvement in the Diocesan Literacy Project.
- Introduction of Years 8, 9,10,11 & 12 students into the College subject selection evening through expansion of the Futures Expo. The Expo was conducted on a student free day from 11 am to 8 pm.
- The College contributed to the Curriculum Learning Expo and to the Curriculum Network days.

STUDENT LEARNING OUTCOMES

The following section outlines the five areas of NAPLAN testing and student performance over the last three years.

The following graphical representations use the legend below.

National   State   School

Writing

During the last three years, the school mean has been slightly below the state mean.   At the lower end of achievement, students have consistently been above state and national scores. However it is the higher achieving students who are consistently below those of the state, particularly in 2014 and 2015.
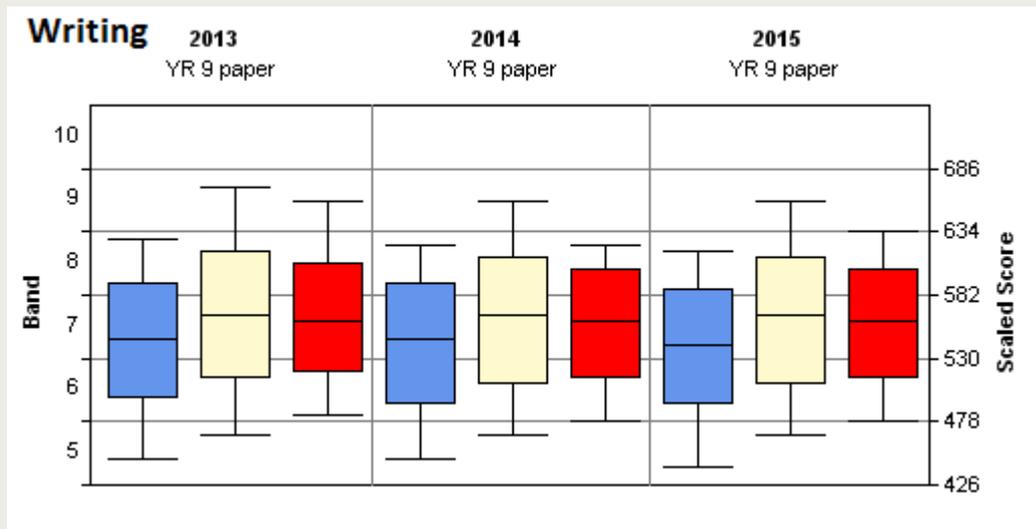

Reading

During the last three years, the school mean has been similar to the state mean although in 2014 the mean was slightly above that of the state and in 2015 the mean was slightly below that of the state   At the lower end of achievement, students have consistently been equal to or above state and national scores. However it is the higher achieving students who are consistently below those of the state particularly in 2013 and 2015.
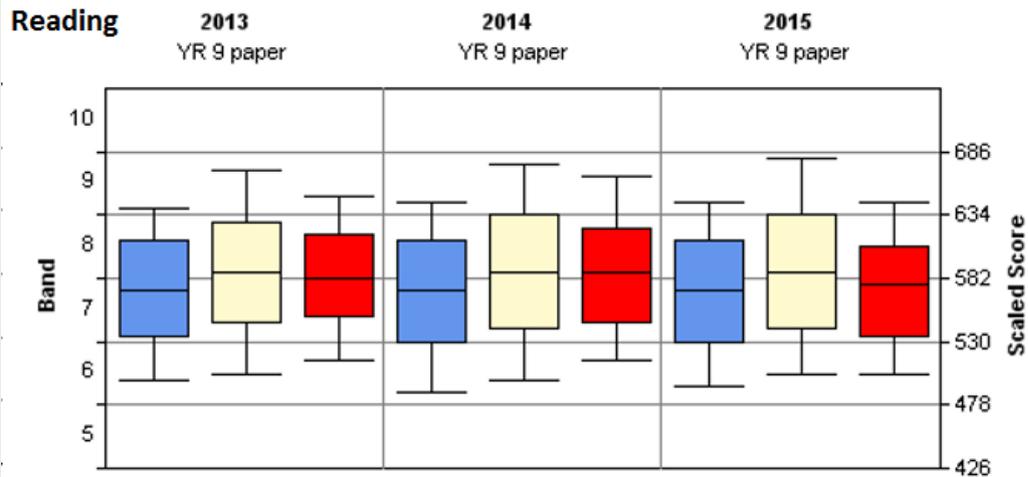
Spelling

The trend with spelling, over the last 3 years is a similar story to the other tests. Our lower achieving students are performing better than those results of the state as a whole. Our Spelling mean is slightly below the state but it is our higher performing students that are significantly below state levels.
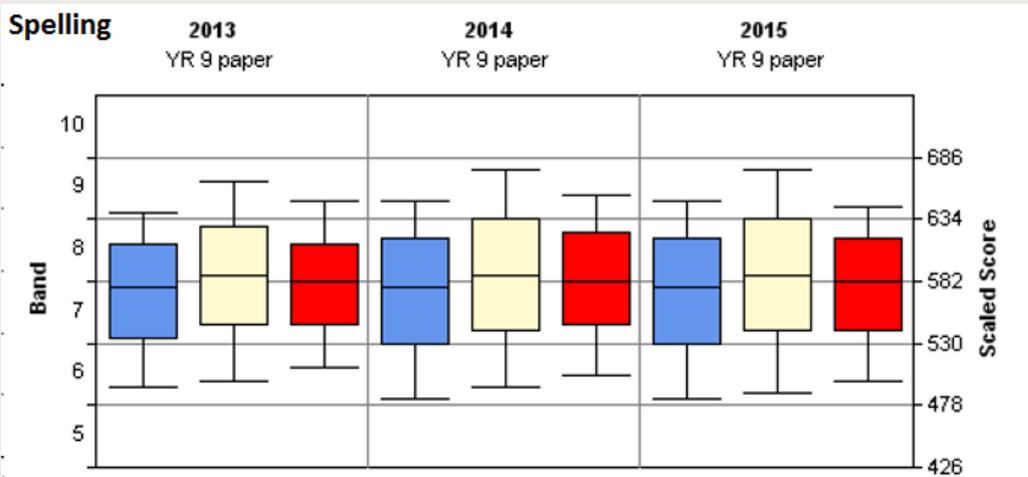
Grammar and Punctuation

In the past three years the lower performing students have been on par or slightly below those at a state level. The school means has varied over the three years but in 2015 is significantly below the state mean. High achieving students have been consistently below those at state level but in 2015 there was a significant difference between the school high achievers and those at state level
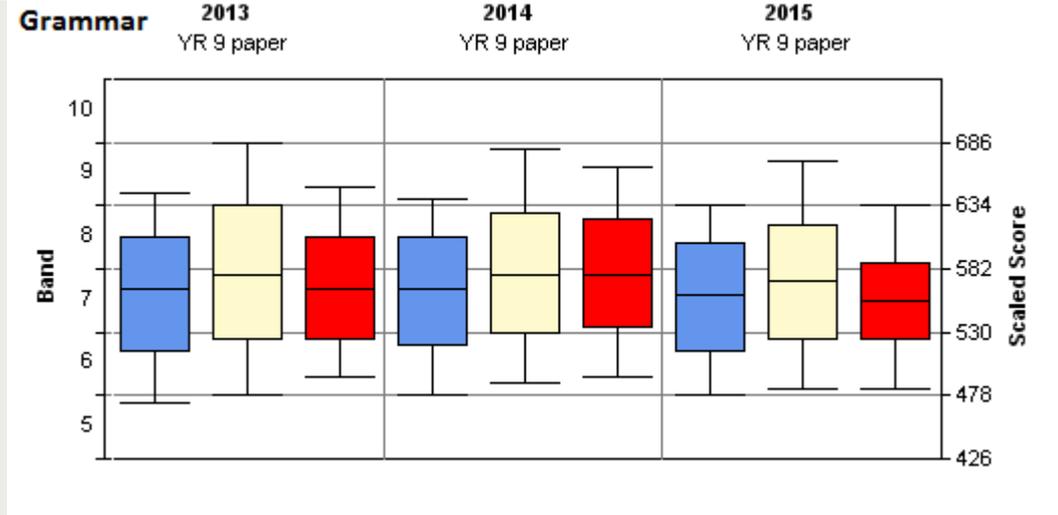
Numeracy

The numeracy numbers have demonstrated some improvement in both low achieving students and those at the school mean level from 2013 to 2014. However there has been a downward trend for both of these student groups, in the college, from 2014 to 2015. Higher achieving students have performed well below those at state level and in 2015 the 90 percentile students, at the college, were performing on par with the 75 percentile of the state.
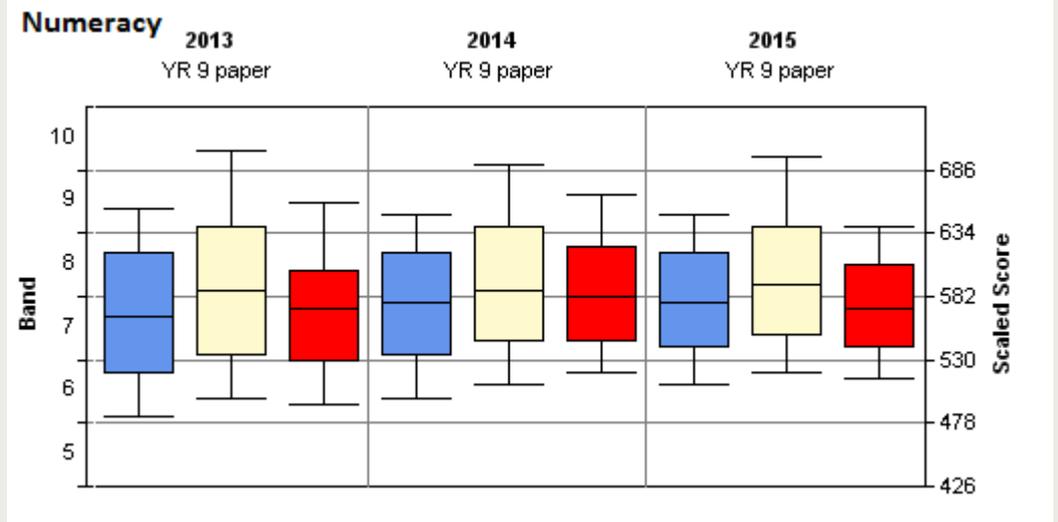
POST-SCHOOL DESTINATIONS AS AT 2013

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 school renewal process throughout 2014 identified clear goals for 2015 that would impact to differing extents upon the College community and student wellbeing. These were:

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.

Achievements

Catholic identity was strengthened through a strategy of reaching out to the wider community via VCAL projects. One such project was at the local Catholic Primary School St Agatha's which saw the creation of a Rosary Garden by our students. Students also continued to be active in attending the St Vinnies Soup Van, Ozanam House and City Life Café in Frankston to assist the poor, the homeless and the hungry.

Other opportunities to strengthen ties with the local primary schools, particularly our Catholic schools included transition visits. This involved a selection of Year 7 students visiting a number of feeder schools to present some information to Year 6 students who were to attend St Peter's in 2016. These visits assist the transition of students from primary to secondary education by answering their questions and alleviating some student anxiety.

The goal of strengthening leadership capacity across all year levels was assisted by regular Forum meetings with House Leaders and House Captains that would then give voice to their concerns at Student Representative Council Meetings. Student ideas that resulted in practical improvements such as pathway from the back gate at Navarre Drive to the Avenue improved student safety, while the addition of outdoor furniture improved student comfort.

The Peer Support training was mandated for all Year 11 students not just those volunteering. This ensured like the Year 12 students, all Year 11 students now had a whole day of leadership training. This had the dual purpose of better preparing Year 11 students for the election

process for the following year's Student Representative Council as well as ensuring a broader pool of competent student leaders to offer peer support to our transitioning Year 7 students.

The sustainability goal of reducing our Carbon footprint was assisted by a concerted effort to address our waste management and litter problem on the West Campus. Rationalisation of rubbish bins, the purchase of bin holders, the introduction of Year 8 bin monitors, the movement inside of paper and cardboard recycling bins, the linking of community service litter clean up with lunchtime and after school detentions have all assisted in improving the state of the grounds. Nevertheless, this is a work in progress and much still needs to be done.

The planting of a number of trees along the back driveway as Legacy gifts from a number of years not only added to the beauty of the College grounds but also contributes to reducing our Carbon footprint.

The goal to engage and connect all members of the College community was assisted through a development of the House Welcome Evenings. The evening opened with finger food and refreshments and relevant information sessions for parents of all year levels were designed to attract more parents and their families to meet key staff in their house such as their child's Learning Advisor and House Leader. While welcome to the school and experiencing the particular house charism was still the primary goal, more parents attended the event to also be briefed on Year 7 transition, Cyber safety issues, VCE and VCAL expectations and pathways information.

The House system continues to be a powerful structure to promote belonging amongst students and provide a protective factor for student wellbeing. For the most part, students have had the same Learning Advisor over four years and appreciate that this is a relationship to be valued by both teacher and student. The role of advising on learning has been further enhanced by development of the Student Mentoring and Review Teacher (SMaRT) protocol. This has replaced the promotional process and gets its strength by focusing on supporting students at risk of not achieving their educational goals because of academic difficulties, absenteeism, motivational issues, mental and physical health concerns, or behavioural problems. The mentor or review teacher in the majority of cases is the child's Learning Advisor and this has benefitted a number of students already. Learning Advisors have helped to develop homework or study timetables or monitored their attendance at after school classes. The implementation of VCE Study Hub on a Tuesday and High Achievers group on a Thursday in addition to Homework Club, Mathematics class and English class all after school have provided a plethora of opportunities for students to either seek further assistance or excel. The redemption classes after school have been further supported to provide students with the support they need to submit work and achieve academic success. Learning Advisors can monitor all students in their Tutor Group, not just those that they are reviewing and mentoring to ensure that no student falls through the gaps.

House Leaders are pivotal to the success of the House System and they continued to ensure that House run activities during the terms provided enjoyment and opportunity for student involvement and success in events other than within the classroom. The implementation of Synergetic allowed a reliable system of recording student success and concerns in the

individual student's pastoral care module. This ensures that a change of House personnel will not jeopardise the important information that we have on individual student's particular needs.

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.

If students are absent without an explanation from parents via phone or in person, an SMS stating that their child is away is sent to parents by 10.30 am. 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. Every period is marked by subject teachers and teachers who forget to mark a class are sent an automatic reminder email periodically until the roll is marked.

Students who are at risk because of their frequent absences are counselled by House Leaders and Student 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 attend a SMaRT meeting with parents and supports and consequences are implemented with the goal of improving the student's attendance. Support may include a return to school program with graduated return, individual learning plans, modified work, or a student contract. At times, students would be referred to the School Refusal Clinic or external counselling or a paediatrician. If the school was still unable to re-engage the student at school, then as a last resort, advice would be sought from the Catholic Education Office and a letter sent from the Director to the parent(s) whose child was not attending. If there was still no change in student behaviour and the child was of compulsory school age, then the Head of Campus would send a report to the Department of Education and Training indicating that all avenues of assistance from the school appear to have been exhausted and the child was still not engaging with the school.

STUDENT SATISFACTION

The 2015 Year 12 exit survey gives some important insights into student satisfaction. Students responded to a 5 point scale of agreement to various statements with a 5 indicating the highest degree of agreement. Some of the important results indicating high student satisfaction are revealed by the following statements indicating strongest agreement:

Staff are accessible and responsive to my concerns: 3.53

St Peter's College has a very welcoming and supportive culture: 3.52

St Peter's College provides relevant and high quality learning support programs to identified students: 3.52

The content of my homework has been appropriate for my year level: 3.46

I consistently engaged at my ability level: 3.46

Overall, my experience with St Peter's College has been very positive: 3.41

At St Peter's College, each student is encouraged to achieve to the best of their ability: 3.40

It is important to note that the lowest results in the survey still indicated a high degree of satisfaction, however identified areas that the college may want to address in the future:

I am committed to an ongoing association with St Peter's College: 2.82

St Peter's College provides a curriculum which prepares students for the technological demands of society: 2.86

My parent/s was/were given suitable opportunity to be involved in the parent association and general school activities: 2.88

St Peter's College provides relevant communication on issues affecting the school community: 2.92

The resources and facilities provided at St Peter's College met my needs: 2.93

My parent/s communicated regularly with the school about my educational progress: 2.93

In summary, this survey indicates that students find the staff are accessible, supportive, and responsive in engaging students in their learning at an appropriate level. Areas to address are the facilities and resources, particularly technological, and greater parental engagement particularly concerning clearer two way communication with parents.

Leadership and Stewardship

Goals & Intended Outcomes

This year, 2015 marked the first year of the new Vision and Strategic Plan (2015 – 2018) for the St Peter's College Community. Two mission directions in particular have specific relevance to the area of Leadership and Sustainability. The first is in the area of Leadership and the second is in relation to Sustainability.

Key goals specific to the area of Leadership include:

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 staff

Key goals specific to the area of Sustainability:

Goal 1: To improve the retention of students
Goal 2: To enhance the school reputation in the local community
Goal 3: To build and maintain sustainable facilities that reduce our carbon footprint

Achievements

Leadership Achievements

- Introduction of House Captains at East Campus for the first time.
- Continued development of the Student Leadership model at East Campus to incorporate the introduction of School leaders in 2016.
- Inclusion of a student development training day across both campuses aimed at building capacity in student leaders.
- Planning was put in place for the introduction of Assistant House Leaders at East Campus in 2016 to accommodate the increased student numbers.

Sustainability Achievements

- Completion of Stage 3A – Arts & Technology Building at East Campus employing energy efficient building processes including a BMS.
- Commencement of Stage 4 – Administration Centre inclusive of five learning spaces to accommodate the increase in student numbers.
- Participation of the environment group in a tree planting exercise on East Campus through a grant of $2,000 received from the City of Casey.
- Continued development and promotion of program offerings for student's involvement in local community projects, e.g. Selandra Rise Community project, Berwick Soup Van, City Life Café.
- Commencement of the avenue and St Peter's gates incorporating some of the sustainable features outlined in the Master Landscape Plan including sustainable tree planting and solar lighting.
- Increase in enrolments taking into account both campus of a net gain of 114 students.

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING (PL)

DESCRIPTION OF PL UNDERTAKEN IN 2015

- **Internal**
- Data Literacy using Student Performance Analyser and VASS data
- Mandatory Reporting Module
- Staff Spirituality Day
- Curriculum Development and Review - UbD
- Assessment and Rubric development
- Comment banks and report writing
- Coaching – GROWTH Coaching Module
- ICT Competencies
- **External**
- CEO Sale Curriculum Network days – English, Science, Maths
- A variety of Subject based professional Learning such as Home Economics Association, Ticking Minds , Critical Agendas
- Teacher Learning Network Breakfast webinars
- Hawker Brownlow Conference
- Teaching students with Disability – CEO Sale

NUMBER OF TEACHERS WHO PARTICIPATED IN PL	108
AVERAGE EXPENDITURE PER TEACHER FOR PL	$663.03

Financial Performance

REPORTING FRAMEWORK	ACCRUAL $
Recurrent income	**Tuition**
School fees	2,985,547
Other fee income	275,202
Private income	149,299
State Government recurrent grants	3,598,083
Australian Government recurrent grants	12,240,000
Total recurrent income	**19,248,131**
Recurrent Expenditure	**Tuition**
Salaries; allowances and related expenses	14,392,802
Non-salary expenses	5,850,936
Total recurrent expenditure	**20,243,738**
Capital income and expenditure	**Tuition**
Government capital grants	319,943
Capital fees and levies	2,268,651
Other capital income	(4,068)
Total capital income	**2,584,526**
Total capital expenditure	**4,656,093**
Loans (includes refundable enrolment deposits and recurrent, capital and bridging loans)	
Total opening balance	**14,592,174**
Total closing balance	**16,561,357**

The information provided above does not include system levies charged to individual schools, intra-systemic transfers and, for primary schools, the Diocesan Supplementary Capital Fund supporting primary schools' capital borrowings.

The information provided in this VRQA template is not comparable with other educational sectors or to ACARA school-level income reports displayed on the MySchool website. ACARA school level reporting requires system level income from Government grants and some private income to be allocated to each school resulting in a small adjustment to the total level of school resources. Currently, recurrent income from Government sources, school generated income and capital expenditure are reported by schools. When assessing the private income of the school, both recurrent and capital school fees are included.

VRQA Compliance Data

E4037
St Peter's College, Cranbourne

PROPORTION OF STUDENTS MEETING THE MININUM STANDARDS					
NAPLAN TESTS	**2013** **%**	**2014** **%**	**2013–2014** **Changes** **%**	**2015** **%**	**2014–2015** **Changes** **%**
YR 07 Reading	97.9	97.9	0.0	97.3	-0.6
YR 07 Writing	96.2	94.0	-2.2	92.7	-1.3
YR 07 Spelling	96.3	95.3	-1.0	95.0	-0.3
YR 07 Grammar & Punctuation	95.0	96.2	1.2	94.2	-2.0
YR 07 Numeracy	98.8	97.9	-0.9	98.5	0.6
YR 09 Reading	99.5	96.8	-2.7	97.8	1.0
YR 09 Writing	91.1	87.2	-3.9	87.7	0.5
YR 09 Spelling	94.6	95.3	0.7	93.9	-1.4
YR 09 Grammar & Punctuation	93.6	92.1	-1.5	93.4	1.3
YR 09 Numeracy	93.3	99.5	6.2	98.2	-1.3
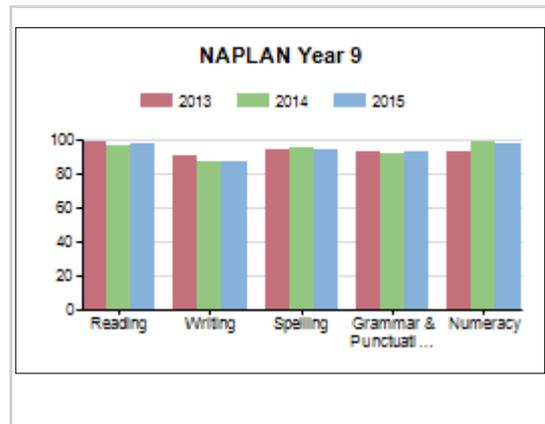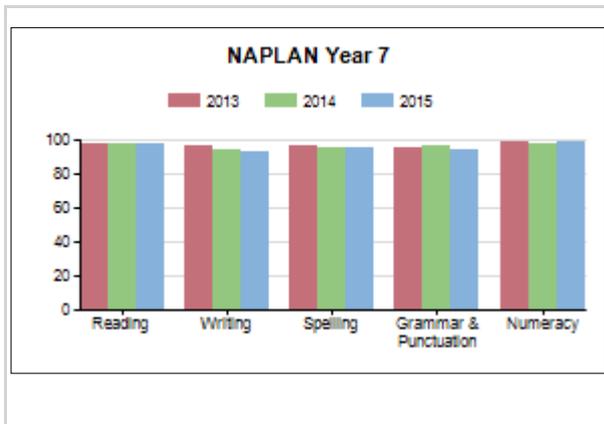
YEARS 9–12 STUDENT RETENTION RATE	
Years 9–12 Student Retention Rate	78.11%

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	%
Y07	90.92
Y08	89.71
Y09	87.71
Y10	84.26
Overall average attendance	88.15

TEACHING STAFF ATTENDANCE RATE	
Teaching Staff Attendance Rate	91.02%

STAFF RETENTION RATE

Staff Retention Rate	86.92%

TEACHER QUALIFICATIONS	
Doctorate	0.00%
Masters	14.41%
Graduate	43.22%
Certificate Graduate	6.78%
Degree Bachelor	84.75%
Diploma Advanced	11.02%
No Qualifications Listed	1.69%

STAFF COMPOSITION	
Principal Class	4
Teaching Staff (Head Count)	131
FTE Teaching Staff	121.506
Non-Teaching Staff (Head Count)	61
FTE Non-Teaching Staff	56.059
Indigenous Teaching Staff	0

MEDIAN NAPLAN RESULTS FOR YEAR 9	
Year 9 Reading	577.80
Year 9 Writing	558.00

Year 9 Spelling	575.70
Year 9 Grammar & Punctuation	554.10
Year 9 Numeracy	566.10