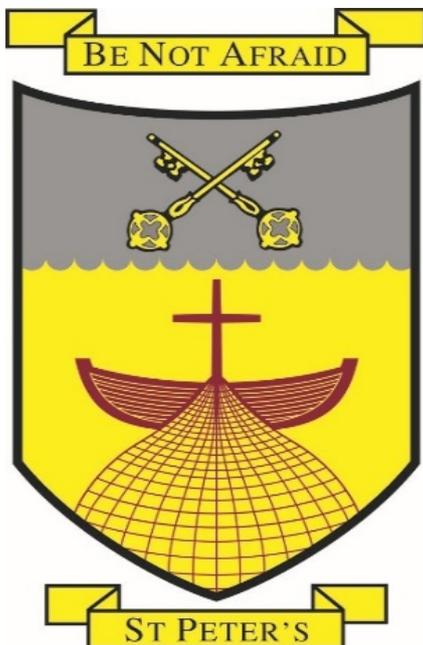


2016

ANNUAL REPORT

TO THE SCHOOL
COMMUNITY



St Peter's College Cranbourne

REGISTERED SCHOOL NUMBER: 1920

Secondary College

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Minimum Standards Attestation

I, **Christopher Black**, attest that **St Peter's College** is compliant with:

- All of the requirements for the minimum standards and other requirements for the registration of schools as specified in the Education and Training Reform Act 2006 (Vic) and the Education and Training Reform Regulations 2007 (Vic), except where the school has been granted an exemption from any of these requirements by the VRQA
- Australian Government accountability requirements related to the 2016 school year under the Australian Education Act 2013 (Cth) and the Australian Education Regulations 2013 (Cth)

19 May 2017

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

Over its two campuses St Peter's provides for modern facilities in the learning areas of 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.

2016 is the second 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 2016 Annual Development plan provided a focus on the following Mission Directions and related goals:

Mission : Catholic Identity

Goal: 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

Principal's Report

2016 has been a year of continued growth and expansion for St Peter's College. It also marks the mid-point of our 2015-2018 Strategic Plan. A number of goals established by the strategic plan were realised in 2016. The following articulates a summary of the key decisions, events and achievements that occurred in 2016 guided by the goals set out in our Annual Development Plan.

- The blessing and official opening of the Jeremiah Coffey Building by Bishop Patrick O'Regan was held. This building houses the Art and Technology centres, an Information Technology Hub and Textiles room as well as nine General Learning Areas. This has enabled the ongoing expansion in the curriculum delivery at the East Campus, 7-12 as well as catering for the growing enrolments at East.
- The Administration Centre - East Campus was located and began operating from the commencement of Term 2. This provided administration staff with a dedicated facility to service the needs of both parents and staff. This also housed, in a temporary way, our Yr 9 students.
- The decision was made to establish a working party to develop a West Campus Masterplan. This was recognised as an essential beginning point in reviewing our current resource and facility offerings and matching these against current and future educational needs. There was also recognition of the need to upgrade our current facilities where necessary and to ensure the West campus is in a position to cater for anticipated enrolment increases.
- Through a consultative process the decision was made to offer VCAL for the first time in 2017 at the East Campus. This was recognised as essential to cater for the growing enrolments at East and was part of our strategy to increase the retention rate of students. Curriculum planning in 2016 and staffing were identified as key aspects to the successful implementation of the program.
- Spirituality days were established in the middle school of both campuses. This was a successful attempt at strengthening our Catholic identity by providing students with the opportunity to reflect on their own faith and how this informs their thinking and actions.
- To improve clarity of communication on structures and processes, newly appointed Learning Coaches and House leaders received a mid-term 360 degree feedback process. Designed around building capacity in our middle leaders, the process provided leaders with an opportunity for self reflection, as well as feedback on their strengths and recommendations on areas of improvement. Designed to be an affirming process, relevant leaders came away with goals to work towards in the second half of their term of appointment.
- The implementation, for the first time, of a whole school roll-up for the last three weeks of the academic year was designed to improve student engagement levels and improve student learning outcomes at what is often recognised as a time where students begin to wind down. Immediate impacts of the program included: increased engagement levels in students, improved attendance rates and a smoother start to the following academic year.
- The decision was taken to introduce a Learning Management System to support such mechanisms down the track as: continuous on-line reporting, a parent portal to maximise parents as partners in learning, students working more effectively in collaborative on-line working spaces and more student-directed learning opportunities. Staff commenced their familiarisation and learning on Schoolbox to facilitate their transition to the new system
- The consultative process for 2016 identified a number of staff leadership positions to support the continued expansion of the East campus and to further develop the West Campus. These included:
 - A Pastoral Leader at West Campus to further support students and staff and strengthen further the pastoral program.
 - The splitting of coaches positions at East into separate Key Learning Area domain leaders to further assist supporting staff.

- The separation of EAL from Learning Support and the appointment of a Learning Enrichment Coach at East.
- The appointment of a Sports Manager at the East Campus
- The separation of Languages Coach and Exchange Co-ordinator at the East Campus

Future Directions 2016

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

1. The establishment of the Clyde campus requiring a co-ordinated approach from all key stake-holders including: the Canonical Administrators, the Catholic Education Office - Sale Diocese and the neighbouring Catholic Primary School Principals. A timeframe for delivery of infrastructure to the area as well as the order of building projects and facilities will be a priority. A strategic planning group is required to be established to determine the priorities as well as a blueprint for the delivery of a progressive and modern education precinct.
2. With the further expansion and development of the East campus as well as the future development of the Clyde Campus it is timely to consider the Religious Education leadership structure. Serious consideration is required to be made around the appointment of a Deputy Principal - Mission and Catholic Identity. This significant role will be charged with the responsibility of ensuring the Catholic Identity of the college is nourished and promoted. The role needs consideration as the East campus continues it's rapid growth and the Clyde Campus becomes closer to a reality. This in turn will require some thinking of the RE leadership structure in all its layers.
3. The establishment of the Yr 9 Learning centre at East will have a significant influence on any planned implementation of a similar program at West. This will require planning, a continuance of the working party and some shadowing opportunities by West staff as the East Yr 9 program is implemented during the headstart program at the end of the 2017 academic year.
4. The decision to implement a Learning Management System and a commitment to on-line continuous reporting will require some significant professional learning with a carefully planned strategic implementation of this professional learning to ensure all staff are fully cognizant of the requirements and expectations.
5. The evaluation of the St Peter's College Leadership structure continues to be a priority as we cater for the continued growth of the East campus and the start-up of the Clyde campus.
6. With Federation University taking over the Monash University Berwick site, partnership opportunities particularly focussed on catering for the high achieving student should be pursued. In addition the potential exists to develop partnerships with Federation involving research opportunities around measuring educational success or the impact of the 21st century classroom on learning outcomes.
7. The concept of St Peter's College developing a Community hub focus should be explored. Research suggests that the disconnect between family or student and school can limit academic achievement and success. To inform this concept a working party should be considered to identify a strategic approach to the development of a community hub and an explicit approach to make meaningful connections with the disconnected.

Education in Faith

Goals & Intended Outcomes

Goal 1. To strengthen our Catholic identity

- To encourage staff to attend professional learning opportunities in faith development & RE Accreditation
- To encourage a culture of best practice through classroom observation to share specific RE resources and teaching strategies - building teams.
- Professional Learning Teams in Religious Education for year levels. Sharing of best teaching practice at Religious Education meetings.
- Installation of St Peter's sculpture at East Campus
- Reflection Days in the Middle School at both campuses
- Preparation for the implementation of the revised RE program

Achievements

- At least 5 staff completed accreditation. A number moved closer and some who had done little begun the process .
- In the process of reviewing the RE Curriculum in the light of the Diocesan revisions, staff were placed into teams. In many cases these teams and the collaboration with their colleagues built capacity and confidence in staff.
- The Sculpture at East Campus was installed and used throughout the year.
- The Leadership Reflection Day for Yr 10 and the Reconciliation Day for Yr 9 were conducted. They were conducted with the overall program for these students in mind.
- The RE Program revision was implemented. Courses from Yr 7-10 were revised according to the structures adopted by the Catholic Education Office.

VALUE ADDED

- Social Justice opportunities for students have changed. The Soup Van in North Melbourne and the City Life Café in Frankston became unavailable for reasons outside of our control. In their place visits to the elderly in our own community and working with the local St Vincent de Paul Society have been established. This outreach is able to be conducted more often and with greater opportunity for students.
- VCAL RE added some practical elements where students contributed to the community in Fund Raising and Awareness Raising activities.
- The Senior VCAL class constructed a cross on the Hall wall.
- The Staff Reflection Day in October was conducted with a view to connecting faith and life. There was a presentation to help staff with the understanding of the Catholic Identity Project in preparation for the next round of surveys and the next School Renewal Process.
- Yr 9-12 students participated in and in some cases lead the faith programs of Sale Diocese.

Learning & Teaching

Goals & Intended Outcomes

Achievements

Goal 1: To develop the College as a Professional Learning Community

Goal 2: To improve student Learning outcomes

The following Learning and Teaching Goals for 2016 were developed from the strategic plan and school Renewal of 2015.

Strategy 1: The coaching Model is strengthened and expanded by coaches facilitating learning through the PLT teams

Strategy 2: The College will devote each campus staff meeting as designated Professional Learning Time

Strategy 3: The College will roll up to a 2017 Timetable in the last weeks of 2016 for the whole school

Strategy 4: Further expansion and embedding of Learning Data Systems

Strategy 5: Literacy Strategies to be embedded across each KLA

Strategy 6: Each task in each KLA to have a literacy component embedded into all rubrics

Strategy 7: Introduction of Year 12 exams with formative feedback to parents

Strategy 8: Collection of ongoing VCE SAC results for ongoing student support

Strategy 9 : Extension of high achievers

STUDENT LEARNING OUTCOMES

Three times per term teaching staff met in Professional Learning Teams to work on individual Action Research projects. These teams were led by the Coaches who were provided with professional learning in leading teams. The result was a variety of innovative initiatives and contextual professional learning for staff.

The inaugural HEADSTART program was an incredible success. It involved all students from years 7-11 moving up to the following year level during the last 3 weeks of Term 4 2016. For staff this meant that they were provided with their 2017 Timetable together with class lists and were able to meet and know their students before leaving for holidays. For students, there was an incredibly settled end to the college year with a sense of purpose which had not been witnessed in the past. Parent feedback was also positive. Meaningful learning activities were developed for this time of the year. Subject changes were executed during HEADSTART which resulted in a settled and calm start to the 2017 school year.

The median score for English study scores has continued to rise by 1 point for the past 3 years. Conduct of SAC's under SAC conditions as well as the use of data to give accurate feedback to students has contributed to these excellent results. SAC results across the two campus were analysed and discussed by all English staff with the assistance of the Learning Systems and Data Coach .

The Learning Systems and Data Coach delivered testing of students in Years 7- 10 . All students in Years 7- 10 completed PAT R and Pat Numeracy testing. These results were available to staff via SPA. Staff were provided with Professional Learning on the use of SPA and the interpretation of data which has resulted in improved staff data literacy.

Each Key Learning areas added a literacy component to all rubrics. All students were provided feedback on spelling, grammar and punctuation on at least one handwritten task per semester in every KLA.

A Principal's appointment established a Gifted and Talented Coordinator. The Gifted and Talented group (HALO) conducted several successful independent projects across the year. VCE students were provided with after school workshops and extra tuition throughout the year.

10 staff attended the Hawker Brownlow Conference on Formative feedback.

The Teaching and Learning Vision team developed the College Vision for Learning. The emphasis of the Vision for Learning is on ACTIVE Learning.

The mid appointment POL appraisal process was implemented. This enabled effective feedback and affirmation given to POL holders mid way through their tenure.

Literacy Teams met to analyse Naplan results and developed strategies to improve Literacy.

The Numeracy team also met to analyse Naplan results and established strategies for improved student learning.

The College appointed a Data Base Analyst to assist with Learning Data Systems

In Term Four, after considerable research, the College introduced SCHOOLBOX as the College Learning Management System (LMS). This will see the phasing out of Moodle and the migration of many systems to this LMS.

All staff participated in a curriculum mapping exercise using the templates for the Victorian Curriculum. Units of work were developed to ensure delivery of the Victorian Curriculum in full in 2017. UbD was used as a curriculum framework.

Each KLA area was audited for suitability to teach assess and report on the general capabilities

Year 12 students undertook Unit 3 Exams at the end of Semester 1. Parent Teacher interviews were

conducted for Year 12 students during the Futures Expo. The College once again ran a successful Futures Expo across one full day.

The College conducted two successful student exchange programs to Japan and New Caledonia. Two Japanese Interns were hosted by college staff for 5 months.

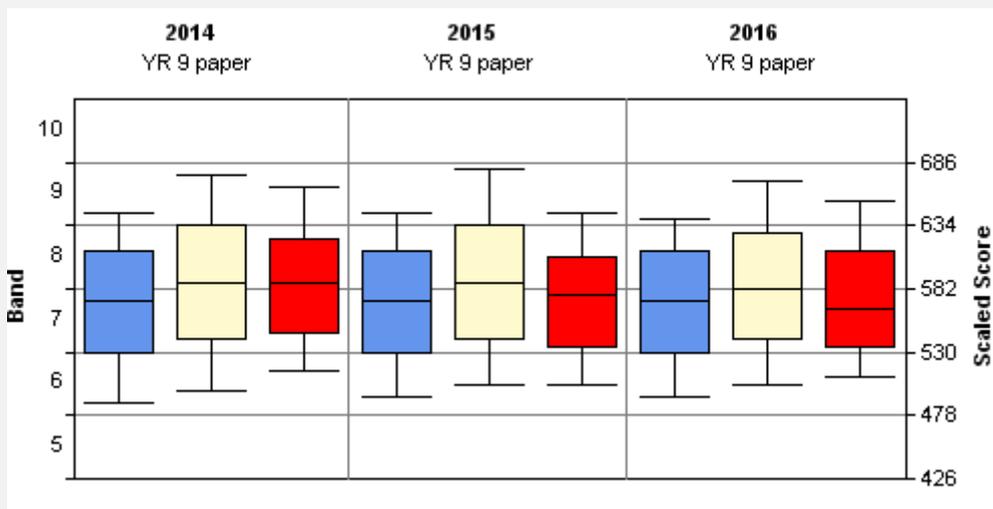
The College purchased EDROLO for all Year 12 students. Uptake in the 2016 Cohort was not particularly strong.

STUDENT LEARNING OUTCOMES

The following graphical representations use the legend and key below

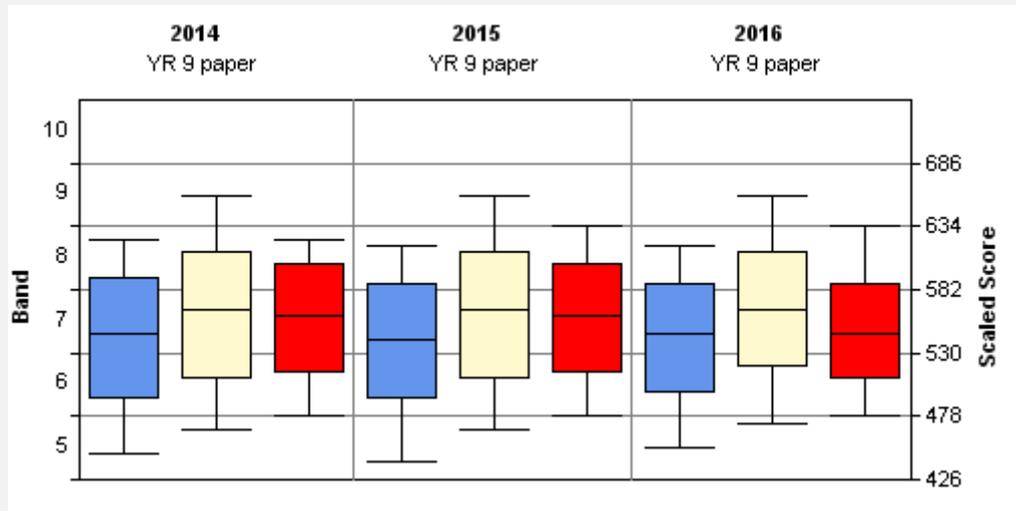


Reading



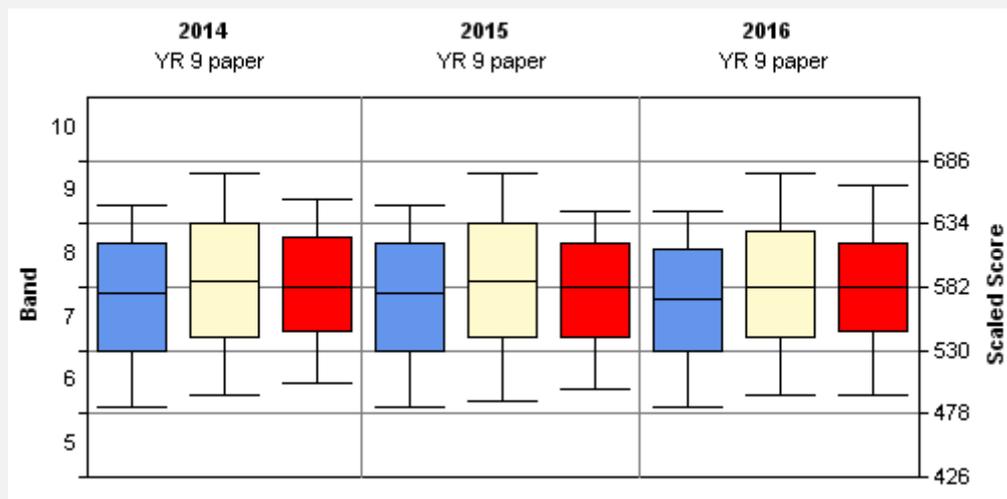
Results of the Naplan Reading Test demonstrated that the school mean was approximately equal to that of the state in 2014. During the next two years the school mean of student performance, on the Naplan Reading Test, has continued to fall further below the state mean. The performance of student in the lowest 10 percent of the school have remained equal or above the state score and this has been stable over the last 3 years. The upper 25 percent of student performance has continually scored below that of the state with last year's school 90th percentile of student performance almost equal to the state's 75th percentile of student performance in reading. The cohort mean has steadily decreased while the spread of the performance of the middle 50% of the cohort has remained steady over the last two years. The decreasing mean indicated a steady decrease in the overall scores for the cohort. However, in 2016, the 90th percentile of student growth, in the school, has shown some improvement.

Writing



The school results for the low achievers, in writing, have remained basically steady over the last three years consistently above the corresponding state level. The high achieving students demonstrated an increase in performance, on the test in 2015 but have remained steady in 2016. The cohort mean has steadily decreased while the spread of the performance of the middle 50% of the cohort has remained steady over the last two years. The decrease in school mean between 2015 and 2016 indicated that more students were achieving a lower score on the Naplan Writing Test.

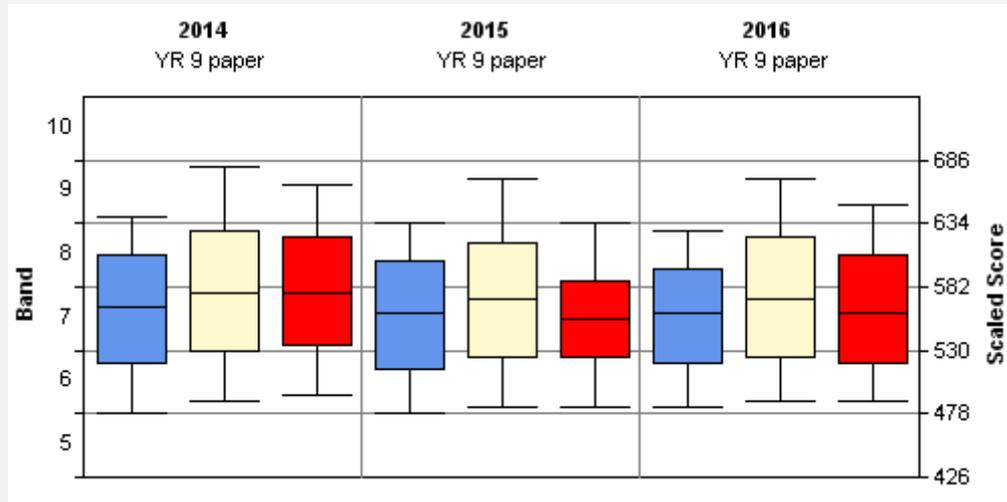
Spelling



Over the last three years the cohort mean score, for the Naplan Spelling Test, has remained almost unchanged (580, 577, 582). This means overall that students have scored similarly, on the spelling test, over the three years. There has been a steady decline in the scores of the 25th percentile of performance, however this has been offset with a significant improvement in the scores of students in the 90th percentile of performance. This indicated that even though there are students getting lower marks on the spelling test, there is another

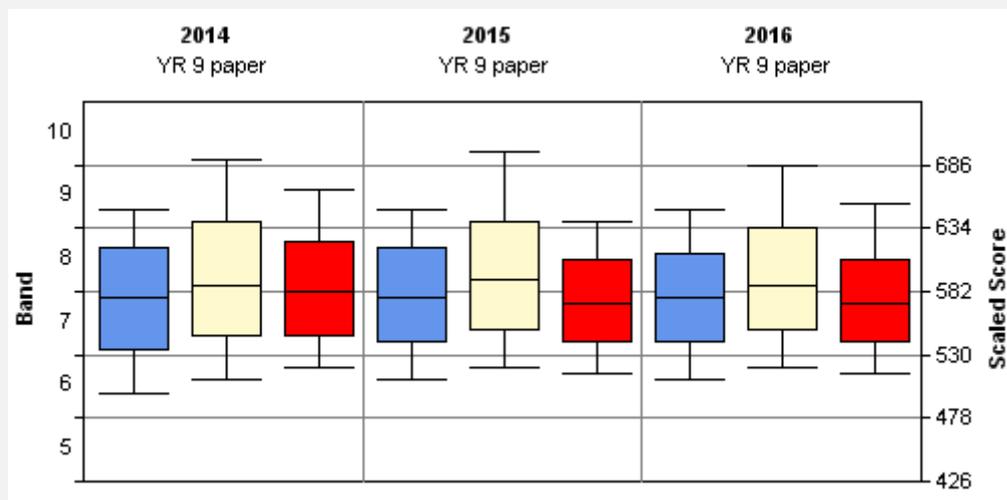
group, in this cohort, that are performing significantly better at the 90th percentile of performance.

Grammar and Punctuation



When reviewing the results of the Naplan Grammar and Punctuation Test, over the last three years, the 25th percentile of student performance at the college has either been above or equal to that of the state. The school mean was above the state mean in 2014 but then dropped below the state mean in the last two years. There has been a significant shift in the spread of student scores from the school in comparing the tests from 2015 and 2016 given the size of the box on the graph. Even though the 90th percentile of student performance, in the school, was at its maximum in 2014, there has been a noticeable increase in the school student performance, at that level, in the last year. This indicates a number of students, from the school, achieving increased scores in the grammar and punctuation test. This has resulted in a move upward in the school mean from 557 in 2015 to 565 in 2016.

Numeracy



The school results for the numeracy test demonstrate a mixture of results. Both the 25th percentile and the 90th percentile of student performance in the school for the numeracy test were lower in 2015 compared with 2014 but then both increased in 2016. The general spread of the student scores are similar but the school mean has slowly decreased over the last three years. This means that there are more students achieving lower scores on the numeracy test. The bright spot in the results is that the 90th percentile of student performance at the school. Students performed at this level, in 2014, similarly to that of the 75th percentile of the state. In 2016 there is a significant improvement at the 90th percentile of student performance.

POST-SCHOOL DESTINATIONS

TERTIARY STUDY	56%
TAFE / VET	17%
APPRENTICESHIP / TRAINEESHIP	5%
DEFERRED	1%
EMPLOYMENT	21%

College Community & Student Wellbeing

Goals & Intended Outcomes

There were two main goals concerning the college community and student wellbeing that were outlined in the Annual Development Plan.

The first was a leadership goal and involved **strengthening student leadership capacity across all year levels**. The intended outcome was for more inclusive House Forums, a more representative SRC, improved leadership training over a larger number of year levels and greater opportunities for students to develop and practise leadership skills.

The second goal in the Annual Development Plan was from Teaching, Learning & Wellbeing. In attempting to improve student learning outcomes, one important strategy was to **introduce the Student Mentoring and Review Teacher (SMART) protocol across the school**. Having been developed and trialled during 2015, this was seen as an important transition from the Promotional Interview Process that was held at the end of each semester based on the summative information in reports. The intended outcome was to ensure that all houses were clearly identifying students at risk academically, linking them with a mentoring teacher in a timely manner and moving to a less punitive model of support.

Achievements

Goal: Strengthening student leadership capacity across all year levels

The strategies adopted, focused on the Forum Leaders, who are student leaders of various year levels in houses representing each Tutor Group, and the membership of the Student Representative Council who were made up of 18 College and House Captains from Years 11 and 12.

It became clear that prior to building leadership capacity, it was important to allow for a greater representation from Years 7 to 10. Work was undertaken with House and Student Leaders to develop a model that could reflect this goal and begin implementation towards the end of 2016. The following modifications were accepted by College Leadership to improve the House Forums:

Forum Leaders would be elected based on Year Levels rather than Tutor Groups. These elections would occur after House Captains had been elected. Students from years 7 to 12 in each house would nominate for the position of Year Level House Forum Leader (eg. Year 7 Assisi House Captain). The House Forum would be made up of the following students:

- Female House Captain (Year 11 or 12 student)
 - Male House Captain (Year 11 or 12 student)
 - Senior House Forum Leader (Year 11 or 12 student depending on the year level of House Captains)
 - Year 10 House Forum Leader
 - Year 9 House Forum Leader
 - Year 8 House Forum Leader
 - Year 7 House Forum Leader
 - Up to 5 Forum Leaders appointed at the discretion of the House Leader.
- The House Forum would consist of a minimum of 7 students and a maximum of 12 students. Every year level would be represented and ideally (though not mandated) every Tutor Group.
 - The Senior House Forum Leader would be chosen from a year level that lack representation in the house. For example if both House Captains are from Year 12, then the Senior Forum Leader would be a Year 11 student. If both House Captains were in Year 11, then the Senior Forum

Leader would be a Year 12 student. If one House Captain was from Year 11 and one from Year 12, then the Senior Forum Leader could be from either Year 11 or 12.

- The appointment of up to 5 Forum Leaders by House Leaders is to ensure that if required, all Tutor Groups can be represented by a student leader. Furthermore, this ensures that students who have leadership skills recognised by staff but not elected by students can still be given a leadership role.
- Year Level House Forum Leaders would be required to deliver a speech to their House and the students would vote on this position. This could be a year level house vote or the entire house could vote on these positions. House Leader and staff would ratify the vote. This would allow the best leaders to be chosen from each year level. Year 7 leaders would not be chosen until after the Year 7 camp in Term 1. House Forums would continue to meet periodically with the House Leader as required.
- Year 8-12 Forum Leaders would be elected/chosen in induction week and undergo a training day early in Term 1 of the following year. An external provider could be employed to undertake this training.
- To address the lack of representation over all year levels of the Student Representative Council, the following proposals were subsequently accepted by College Leadership:
- The Student Representative Council would be made up from a selection of some of the Forum Leaders. This would address the problem of having an SRC dominated by senior students and give a greater breadth to student voice. The following model for the SRC is presented:
- The eight Year 12 College Captains are part of the SRC:
 - Male College Captain
 - Female College Captain
 - Arts Captain
 - Environment Captain
 - Liturgy Captain
 - Social Justice Captain
 - Male Sports Captain
 - Female Sports Captain
 - The House Leaders, Pastoral Leader and Deputy Principal nominate on two Forum Leaders from each house to fill the following positions:
 - Year 7 SRC students (at least 2)
 - Year 8 SRC students (at least 2)
 - Year 9 SRC representative (at least 2)
 - Year 10 SRC representative (at least 2)
 - Senior (Year 11/12) SRC representative (at least 2)

- Some year levels will have 3 student representatives as the number of Forum Leaders, but the number of Forum Leaders on the SRC will be fixed at 16 students.
- Two middle school SRC students (Year 8-10) will be elected as Uniform Committee Representatives.
- One SRC student will fulfil the role of Media Representative.
- This gives a total number of students on the SRC as 24 students.
- The election and appointment of all student leaders (except Year 7) occurred before the end of the 2016 school year to ensure that the Head Start Program was not just reflecting an academic beginning to the new year but that student leaders were also in place and active. A training day for the Student Representative Council to ensure capacity building was proposed for second term in 2017 after the election of Year 7 SRC representatives. It is envisaged that this will be largely run by College & House Captains.
- Selected Forum Leaders were also given opportunities for capacity building through involvement in special excursions, including:
 - a bullying workshop conducted at Mt Eliza Secondary College.
 - Casey Women of Note breakfast
 - City of Casey Youth Summit
 - National Young Leaders Convention
 - Nossal Student Wellbeing Conference
- Leadership Training Days continued to be fine-tuned to better develop leadership skills of all students. The Year 10 reflection day focussed on leadership and House Leaders continued to work with the students throughout Term 3 on a project that emerged from this day. Some houses had particular success with projects that evolved into work with a charity linked to their particular house charism.
- As part of our review of student leadership, the Peer Support Training Day was delivered to the Year 9 students with a view of preparing them to work in 2017 as Year 10 leaders with the Year 7 students. This had previously been delivered to Year 10 students who then delivered peer support as Year 11 students. Formal Leadership training now occurs for every student from Years 9 to 11.
 - Year 9: Peer Support Training
 - Year 10: Leadership Reflection Day
 - Year 11: Student Leader Training Day
- The College & House Captains Training Day (formerly the SRC Training Day) was also revamped by a number of House Leaders and was particularly successful in extending our newly elected leaders on both campuses to think about what quality leadership entails as well as engaging in practical preparation for the following year.

- College community building events such as Harmony Day and St Peter's Day also continue to enable student leaders to practise and hone their skills through organising and running stalls and activities for students.
- A final event was the Casey Youth Leadership Program which ran on Wednesday afternoons during second semester. Fifteen culturally diverse students from Years 9 to 11 attended about ten sessions that allowed them to reflect on leadership and encourage them to develop their own skills. They were presented with a certificate of achievement from the City of Casey Youth Leaders.
- House Leaders were significant in building student leadership capacity through operation of the numerous McGuigan Shield activities. Students were engaged in design, organisation, advertising and operation of many House events that invited great participation, co-operation and competition between the Houses. All houses ran at least one event throughout the year designed to foster house belonging:

Organising House	Activity
Romero	Running of the Bulls
Glowrey	Lip Synch Battle
Assisi	Indoor Soccer
MacKillop	Volleyball Competition
Kolbe	Dodge Ball competition
Marian	Spelling Bee
Augustine	Feed the Hippo
Avila	Trivia

Goal: Introduce the Student Mentoring and Review Teacher (SMaRT) protocol across the school

- House Leaders and Learning Advisors used morning meetings and report writing days to identify the vast majority of academically at-risk students. They were identified from the End of Semester Reports and a number of other forms of feedback including parental and subject teacher concerns, recommendations from the Student Wellbeing Team and concerns raised from the Learning Enrichment Centre.
- Interviews were conducted depending on the seriousness of the issue by the Head of Campus and House Leader with the student and parents or for less serious matters the House Leader and Learning Advisor met with the student, with or without a parent. At these meeting, student goals were established, the evidence presented (eg. report and/or attendance data), a SMaRT Team mentor was assigned to the student, and finally student supports were identified (eg. Study timetable, Homework Club, VCE study hub, after school classes, change/dropping of subject, VCAL, Careers advice, Non-scored VCE).

- Ongoing meeting time was scheduled by the mentor to catch up with the student which may occur during Tutor Group. The mentor is to gather and discuss individual teacher feedback and implement strategies to assist improvement and achievement and encourages areas of success to help build self-esteem and capability of the student to be an independent learner. It would seem appropriate that the implementation of this part of the process would benefit from a review in the following year.
- It is hoped that some of the important benefits of the process will be:
 - Drawing upon the utilisation of wider expertise of a number of staff members.
 - Distributing the workload in working with academically at risk students.
 - Creating a less threatening environment for at risk students and so increasing the likelihood of achieving success.
 - Directly involving the Learning Advisor in making decisions about the educational wellbeing of their students and so more effectively tailoring pertinent and specific strategies to their needs.

Managing Non-attendance.

Student non-attendance is managed by firstly accurately identifying students who are absent. Rolls are marked electronically at Tutor Group each morning and at every class by teachers. Late attending students are required to sign in at student reception on arrival. An SMS text message is sent to parents of any student who is absent without parent notification to ensure that parents are aware their child has not arrived at school by 10.30 am. Parents are then able to contact the school to establish the status of their child's attendance.

A daily email is sent to teachers identifying students who are absent in period 1 but who were present in Tutor Group and those who were absent in Tutor Group but present in period 1. This helps to identify students who either have not been accurately marked on the roll at the beginning of the day or who have arrived late to school without signing in.

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

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

VALUE ADDED

Some of the extra-curricular activities that student engaged in during 2016 included:

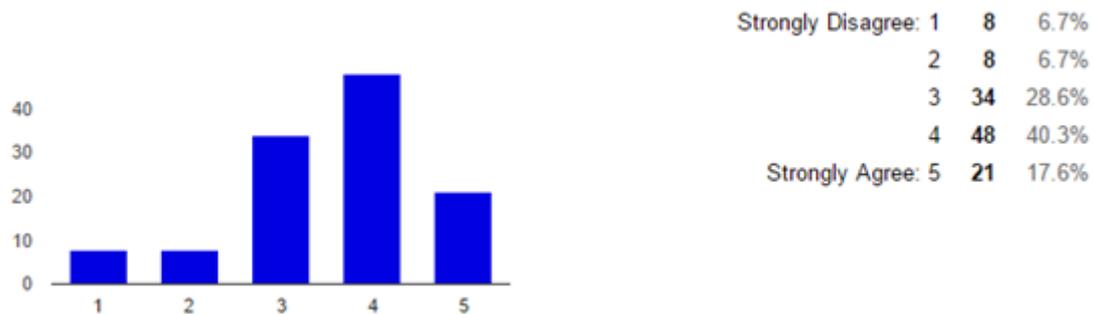
- School Musical Production (*Hairspray*)
- SIS Sport (Swimming, Athletics, Cross Country, Football, Cricket, Netball, Handball, Soccer, Basketball, Table Tennis, Baseball)
- SIS Cultural Activities (Chess, Debating, Drama, Public Speaking, Book in a Day, Teen Chef)
- Human Powered Vehicle
- Inter school rugby
- House Competitions (Golf, Mixed netball, Chess, Minute to Win It Activities, Tug of War)

STUDENT SATISFACTION

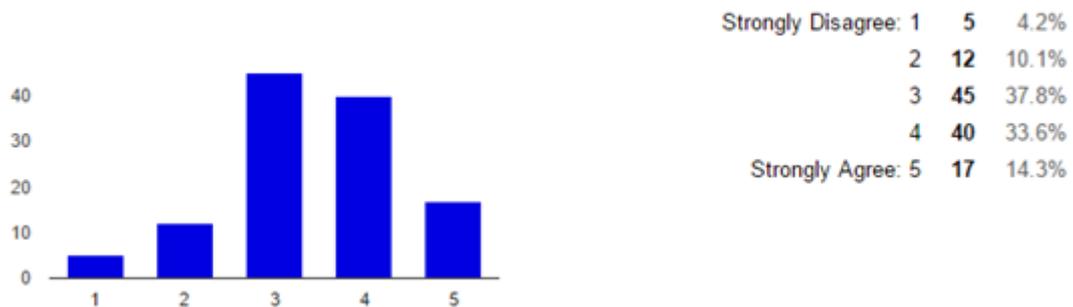
The exit survey of 119 Year 12 students in 2016 gave an excellent snapshot of student satisfaction. The most positive responses from students concern the role of school staff including respect for leadership, confidence in teachers, content of homework, accessibility to and responsiveness of staff and that they encourage young people to achieve their best.

The following graphs represent the responses:

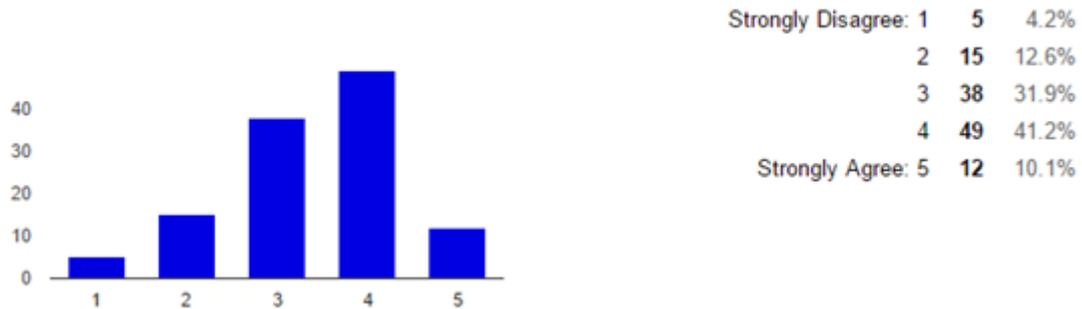
Question 5 - I respect the leadership team at St Peter's College.



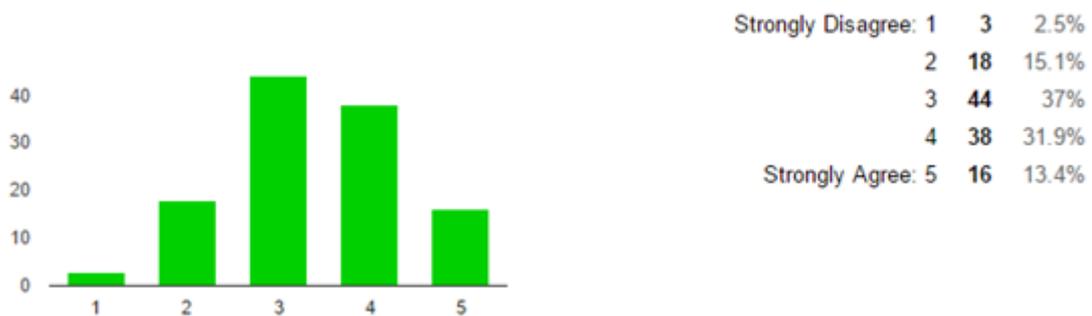
Question 17 - I have confidence in the teaching staff at St Peter's College.



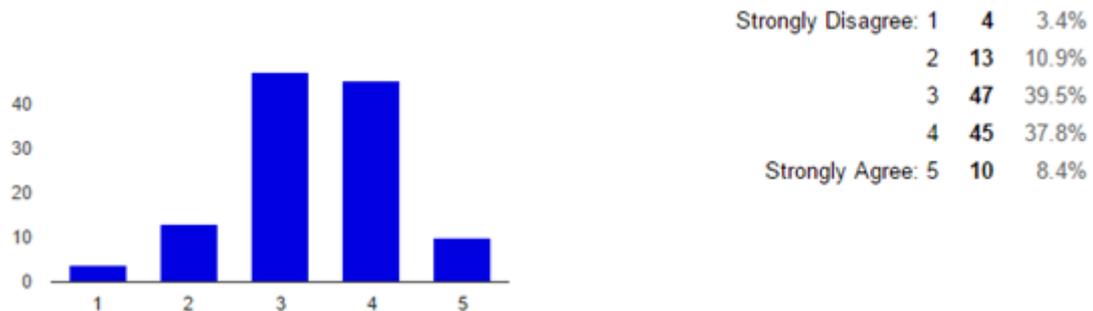
Question 35 - Overall, my experience with St Peter's College has been very positive.



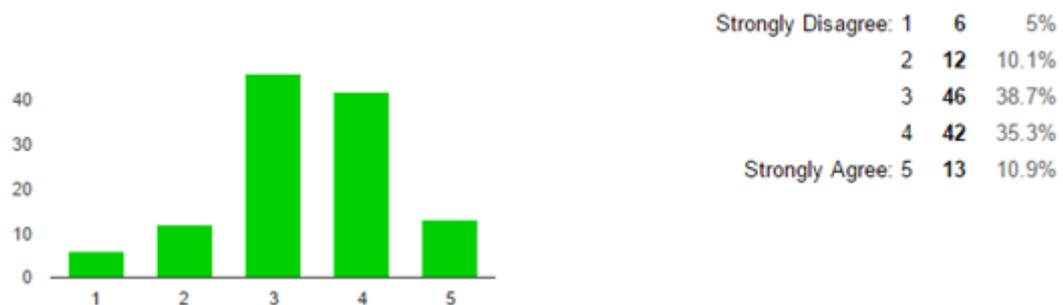
Question 21 - The content of my homework has been appropriate for my year level.



Question 11 - Staff are accessible and responsive to my concerns.

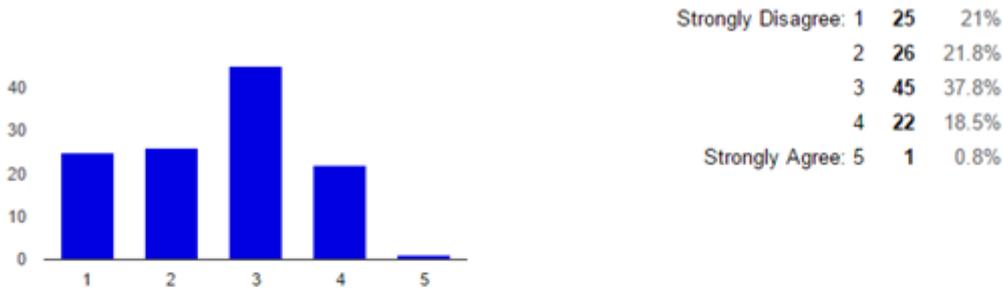


Question 3 - At St Peter's College, each student is encouraged to achieve to the best of their ability.

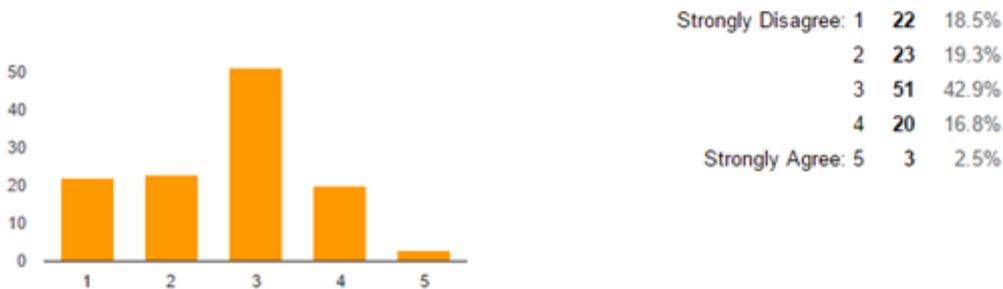


Some of the issues raised by student that need addressing predominantly involve parental communication and involvement, including reporting. The five most negative responses beginning, with the worst are as follows:

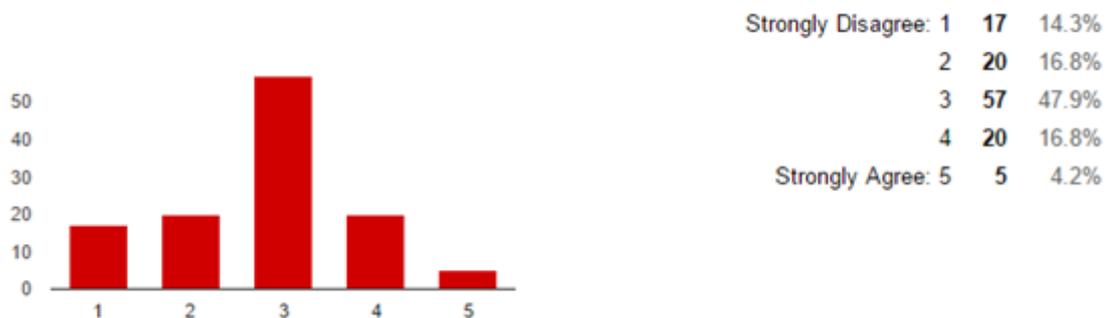
Question 29 - My parent/s communicated regularly with the school about my educational progress.



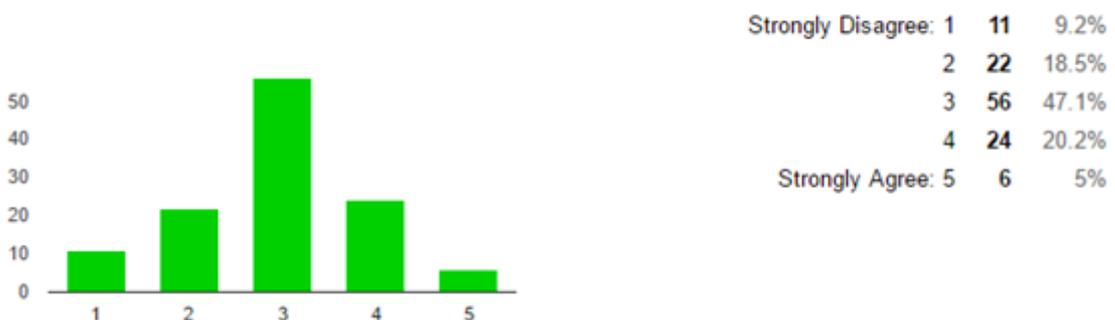
Question 30 - My parent/s was/were provided with clear information on how to support my development.

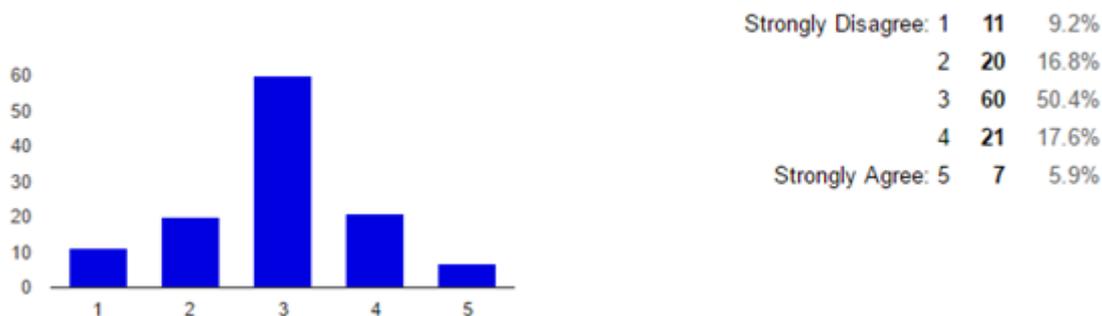


Question 31 - My parent/s recommend/s St Peter's College to others as a 'school of choice'.



Question 33 - I am committed to an ongoing association with St Peter's College.



Question 23 - Reports are timely and provide good information about my progress.**PARENT SATISFACTION**

The implementation of MindMatters framework in 2016 included a survey during Term 3 of numerous parents from both East and West Campuses. Some of the important information gleaned from these responses included:

- Parents (89.7%) feel welcomed by school.
- Parents (77.3%) are happy with current socializing opportunities.
- Parents (90.9%) feel physically safe at our school.
- Parents (79.4%) feel school deals effectively with bullying.
- Parents (68.7%) agree that students are provided with challenges at St Peter's to build their confidence.

Some areas for improvement or worthy of further consideration include:

- Parents (49.4%) want information about individual student wellbeing incorporated into reporting processes.
- Parents (69.7%) want more information for families about adolescent development & youth mental health services.
- Most parents (79.5%) are comfortable & confident (78.3%) seeking advice from school about their child's emotional wellbeing.
- A quarter of parents (25.9%) feel their views and questions are not listened to and taken seriously by the school.
- Parents (31.3%) want more challenges to build student confidence.
- Parents (47.8%) are not confident their child would talk to school staff if distressed.

Only half our parents (49.4%) believe the school helps families and individual students to access services & supports.

Child Safe Standards

Goals and Intended Outcomes

On 1st January 2016 seven new Victorian Child Safe Standards came into effect and apply to all organisations involved in child-related work in Victoria including schools.

In addition Ministerial Order No. 870 (State of Victoria, Department of Education and Training 2016) provided a framework for how schools will be required to comply with the Standards and be compliant by 1 August 2016.

The primary focus for 2016 was to conduct an audit of existing policies and procedures and identify and develop the College's progress in implementing the Child Safe Standards. Specific focus was on the development of a Child Safe Policy and a Code of Conduct.

Standard 1: Strategies to embed an organisational culture of child safety, including through effective leadership arrangements.

Creating a culture of child safety within an organisation is vital to lowering the risk of harm to children. Child abuse must be acknowledged, expectations of behaviour must be clearly explained and accepted, and strategies such as robust recruitment practices must be in place. By building a strong culture of child safety, you will reduce the ability for potential abusers to be opportunistic.

Goal 1. Child Safety Review to identify what is currently in place and what need to be developed in relation to achieving this standard.

Strategy 1. Establish a Working Party to investigate a review of current policies, conduct research and policy development appropriate to achieving the Child Safe Standards.

Goal 2: Appoint Child Safety Officers for each Campus.

Strategy 1. Identify from staff potential candidates to be appointed as Child Safety Officers.

Standard 2: A child safe policy or statement of commitment to child safety.

Goal 1. Develop a Child Safety Policy.

Strategy 1: The Working Party will review and investigate current child related and other relevant College policies in relation to the requirements of this standard.

Strategy 2: The Working Party will seek input from all College stakeholders, prior to drafting a Child Safety Policy.

Strategy 3: Child Safe Policy is drafted for review of all stakeholders and presented to the College Leadership and the Board for review and approval.

Standard 3: A code of conduct that establishes clear expectations for appropriate behaviour with children.

Goal 1. Develop a Child Safety Code of Conduct compliant with the Child Safety Standard.

Strategy 1: The Working Party will review and investigate current child related and other relevant College policies, such as social media, excursion and photo policies, in relation to the requirements of this standard.

Strategy 2: To develop a process for consultation with the College's teaching and non-teaching staff, families, and students to provide greater understanding and insight to inform the content of the Code.

Strategy 3: The Working Party will explore Codes of Conduct developed from other schools as reference material.

Strategy 4: The Child Safety Code of Conduct to be drafted for review of all stakeholders and presented to the College Leadership and the Board for review and approval.

Standard 4: Screening, supervision, training and other human resources practices that reduce the risk of child abuse by new and existing personnel.

Goal 1: Create Child Safe Human Resource Practices specific to the hiring and induction of new staff: relating to Interviews, referee check, qualification authentication and specific

Strategy 1. To review existing recruitment policy, practices and procedures.

Strategy 2. To develop an interview and referee template that incorporated child safety screening questions to be used in the recruitment process.

Achievements

- St Peter's has developed strategies to embed an organisational culture of child safety, including through effective leadership arrangements. (Standard 1)
- St Peter's has two full time Child Safety Officers, one per Campus.(Standard 1)
- St Peter's College Child Safety and Protection Policy (Standard 2)
- A St Peter's College Code of Conduct. (Standard 3)
- St Peter's College has created child safe human resources practices. (Standard 4).

Following a whole school professional learning session conducted by Childwise an internal risk assessment based on the standards was conducted. A Standards document was created to identify the timeline, goals and strategies to be developed to ensure continued progress of achieving The Child Safety Standards.

Two full time Child Safety Officers have been appointed, one for each Campus and identified on the staff policy portal (Complispace).

A Working Party was established with Terms of Reference provided by Leadership. The Head of the Working Party was the RE Leader, and volunteers were called from both teaching and non-teaching staff across both campuses. Tenure was specified and limited with the ability to be reconvened or extended as required. Meetings were held on a regular basis, agenda's and minutes were set and published. Regular updates were provided to Leadership and other stakeholders as appropriate. Clarification and feedback was provided to the Working Party from relevant stakeholders and Leadership.

The Working Party become familiar with the Child Safe Standards, the Ministerial Order, the CECV Commitment Statement, other CECV and diocesan resource material, related VRQA advice and resources and the Catholic Schools Child Safe Schools guide.

Consultation was undertaken through the College's regular meeting processes including whole staff meetings and briefings, College Board and Parents & Friends meetings. Consultation involved providing stakeholders with information about the Victorian Child Safe Standards. Student input was gained through surveys.

St Peter's College has developed and implemented a Child Safety and Protection Policy that describes the key elements of our approach to child protection as well as an overarching set of principles guiding the development of policies and procedures to protect children from child abuse. Our Child Protection and Safety Policy is published through various mediums including our public website and the staff policy portal (complispace).

St Peter's College has created a plain English Child Safety Code of Conduct which specifies appropriate standards of behaviour for adults towards students in all College environments, including outside of school hours.

The Child Safety Code of Conduct has been endorsed by the College Board. It has been disseminated and published within the school community including: school website, newsletters, student handbook, the staff policy portal (Complispace), induction. The Code of Conduct will become part of the annual training for existing leadership members, staff, contractors and volunteers. It will also form a significant part of the induction program for new staff.

St Peter's College has created Child Safe Human Resources Practices in line with the Child Safe Standard 4. including those relating to:

- Recruitment, Selection & Screening
- Working with Children Checks
- Cultural Awareness of Child Protection Issues – *(through our new Child Safety Policy and Code of Conduct).*

A Template referring to specific questions relating to Child Safety Standards has been developed to support the screening, interview and reference checks of potential new staff. This has been included in the College's Recruitment Policy.

Leadership & Stewardship

Goals & Intended Outcomes

Key goals specific to the area of Leadership include:

Goal 1: Strengthen student leadership capacity across all year levels

Strategy 1: Build leadership capacity for all Forum Leaders

Strategy 2: Introduce East College Leaders for the first time in 2016

Goal 2: Improve clarity of communication structures and processes:

Strategy 1: Newly appointed Coaches will receive a mid term review (360 degree Feedback)

Strategy 2: Coaches meetings will have regular discussion regards Role clarification

Strategy 3: Coaches will work with Jo Osler to develop a Vision of Learning - the Coach's Role in Leading Learning will be clearly articulated .

Strategy 4: A Template for minuting meetings and storage of all KLA Minutes will be developed and adopted.

Goal 3: To strengthen the culture of leadership amongst all staff

Strategy 1. Separation of all KLAs at the East Campus to align with the West Campus structure.

Strategy 2. Appoint 4 Assistant House Leaders at East Campus

Achievements

A new structure for Forum Leaders was introduced and provided greater opportunities for students to be involved in positions of leadership from year 7 – 12. SRC and Forum meetings were held twice a term and provided a more active voice for student leadership. Training of student leaders began and successfully identified the willingness of students to pass on the knowledge and skills developed through this training to next year's student leaders.

The development of the Student Leadership model at East Campus was expanded with the introduction of School leaders in 2016. Further development of student leadership continued with a very successful training day across both campuses aimed at building capacity in student leaders.

The Appraisal Process has been completed using a mid-term (360 degree feedback structure). The review has successfully and efficiently provided leadership and Coaches with both commendations and recommendations to support future capacity building among staff.

A Coaches Survey was completed. The role description for Coaches was reviewed and a clear Leading Role established. A Vision of Learning has been developed as our guiding curriculum document. A template for agenda and minutes was developed and is now applied to cross curriculum areas as the standard. All key learning area minutes are now published in a timely manner and stored on AODocs. The template and publication of KLA agendas and minutes has promoted communication, structures and processes across domains and campuses.

Four Assistant House Leaders were appointed at the East Campus in 2016. This provided additional support for House Leaders with the increased number of student enrolments for 2016. This structure further provided scope and opportunity to build leadership capacity among staff.

The separation of Coaching roles into separate domain areas at East would commence in 2017, thereby replicating the Coaching structure at the West Campus. This has provided opportunity for more leadership roles at the East Campus.

Key goals specific to the area of Stewardship and the goals specific to the area of Sustainability include:

Goal 1: To improve the retention of students

Strategy 1: Expand VCAL & VET options to improve student control over their learning programme at both the East & West Campus

Strategy 2: Continue to provide PD opportunities for LA's in their role providing Career guidance

Strategy 3: Transition to Integrated Catholic On-line Network to assist development of the Learning Data System.

Achievements: Stewardship

2017 VET & VCAL Options were presented to 2016 T&L Vision Committee and agreement was reached to the implement VET & VCAL to the East Campus commencing in 2017. It is anticipated that numbers will steadily increase, as this pathway becomes a viable option for our East students. The expansion of VET & VCAL at both campuses provides our students with pathways that translate to an increase in career and further study options. This is a key strategy in the successful retention of our students at St Peters College.

Successful and informative Professional Learning sessions were conducted for Learning Advisors prior to the futures evening. These sessions will continue to support Learning Advisors to actively support and build capacity in our student's ability to understand the importance of subject selection for future pathway planning. The ability of students to select subjects and pathways relevant to their needs and talents is crucial to develop and support their learning, engagement and retention at the College.

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

DESCRIPTION OF PL UNDERTAKEN IN 2016

Professional Learning in 2016 was focused on the understanding and implementation of the Victorian Curriculum .

Staff undertook a Curriculum Mapping exercise , wrote UBD documentation and developed units of work to align with the Victorian Curriculum. Key Learning areas were audited for suitability to teach the general capabilities.

Staff were also provided Professional Learning in the use of Schoolbox, the new LMS.

Staff were once again provided Professional Learning in the use of Understanding by Design as the College Curriculum Framework.

Staff attend subject specific professional Learning including ACHPER Conference, VCAA Training , EDROLO Training and Languages Conferences.

Staff participated in a Whole Day Spirituality Day led by Father Richard Lenard

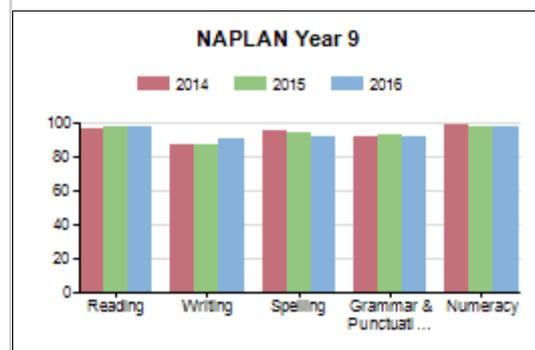
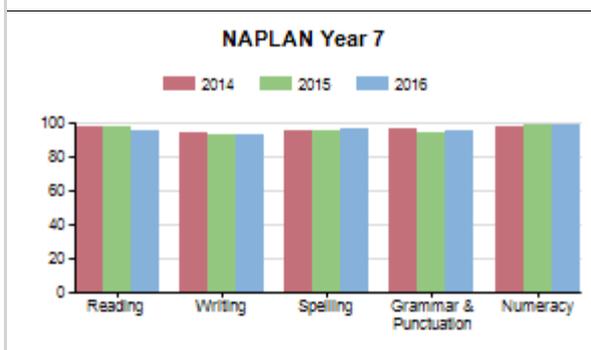
NUMBER OF TEACHERS WHO PARTICIPATED IN PL	122
AVERAGE EXPENDITURE PER TEACHER FOR PL	\$606.00

TEACHER SATISFACTION

- Teachers reported that the Pastoral care was highly effective and the pastoral program itself was effectively delivered.
- Respect for students was rated very highly and this could also be explained by the high level of satisfaction expressed for student behaviour at the school together with very high levels of teacher confidence
- General satisfaction with the college was expressed around the focus on school improvement
- Both individual and school level morale were rated highly

VRQA Compliance Data

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2014 %	2015 %	2014–2015 Changes %	2016 %	2015–2016 Changes %
YR 07 Reading	97.9	97.3	-0.6	95.8	-1.5
YR 07 Writing	94.0	92.7	-1.3	92.8	0.1
YR 07 Spelling	95.3	95.0	-0.3	96.6	1.6
YR 07 Grammar & Punctuation	96.2	94.2	-2.0	95.5	1.3
YR 07 Numeracy	97.9	98.5	0.6	98.5	0.0
YR 09 Reading	96.8	97.8	1.0	97.9	0.1
YR 09 Writing	87.2	87.7	0.5	91.1	3.4
YR 09 Spelling	95.3	93.9	-1.4	91.6	-2.3
YR 09 Grammar & Punctuation	92.1	93.4	1.3	92.4	-1.0
YR 09 Numeracy	99.5	98.2	-1.3	97.4	-0.8



YEARS 9–12 STUDENT RETENTION RATE

Years 9–12 Student Retention Rate

78.67%

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	%
Y08	91.12
Y10	91.03
Y09	90.69
Y07	92.45
Overall average attendance	91.32

Teaching Staff Attendance Rate	91.02%
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STAFF RETENTION RATE	
Staff Retention Rate	83.33%

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)	132
FTE Teaching Staff	126.500
Non-Teaching Staff (Head Count)	55
FTE Non-Teaching Staff	49.144
Indigenous Teaching Staff	1

MEDIAN NAPLAN RESULTS FOR YEAR 9	
Year 9 Reading	569.40
Year 9 Writing	547.40
Year 9 Spelling	584.50
Year 9 Grammar & Punctuation	561.50
Year 9 Numeracy	573.00

SENIOR SECONDARY OUTCOMES	
VCE Median Score	27
VCE Completion Rate	98%
VCAL Completion Rate	95%

POST-SCHOOL DESTINATIONS AT AS 2016	
Tertiary Study	46.0%
TAFE / VET	25.0%
Apprenticeship / Traineeship	12.0%
Deferred	5.0%
Employment	12.0%