



St Peter's College Cranbourne

2020

Annual Report to the School Community

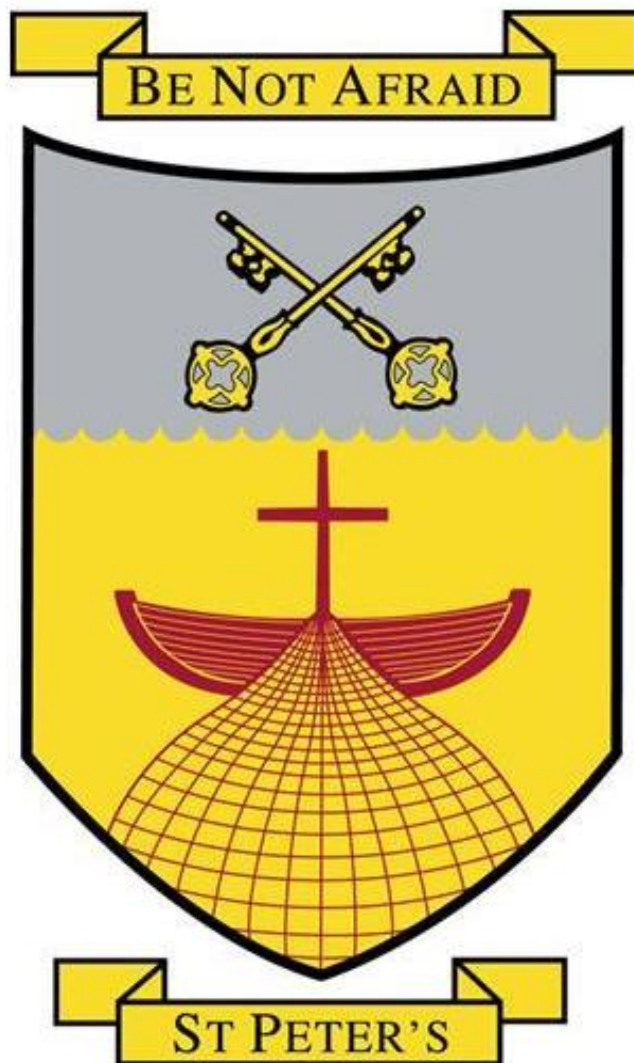


Table of Contents

Contact Details2

Minimum Standards Attestation2

Governing Authority Report3

Our College Vision4

College Overview5

Principal's Report6

Catholic Identity and Religious Education7

Learning and Teaching10

College Community and Student Wellbeing14

Child Safe Standards23

Leadership26

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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 2017 (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 2020 school year under the *Australian Education Act 2013 (Cth)* and the *Australian Education Regulations 2013 (Cth)*
- The Child Safe Standards prescribed in Ministerial Order No.870 - Child Safe Standards, Managing Risk of Child Abuse in School.

01/06/2021

NOTE: The School's financial performance information has been provided to the Australian Charities and Not-for-profits Commission (ACNC) and will be available for the community to access from their website at www.acnc.gov.au

Governing Authority Report

2020 was a year unlike any other that we have experienced.

In its third year of operation, Diocese of Sale Catholic Education Limited (DOSCEL) was challenged to provide timely advice, service and direction to Catholic primary and secondary schools across the Diocese, in both metropolitan and regional areas, throughout a prolonged period of rapidly changing circumstances.

The events of the year were as momentous in the Diocese of Sale as anywhere in Australia. The region was affected by fierce bushfires and drought, which put significant strain on families and communities. We farewelled Bishop Patrick O'Regan, and eventually welcomed our new Bishop, Greg Bennet. Our schools, offices, and churches faced the additional challenge of dealing with the COVID-19 pandemic, including extended periods of lock-down.

The resilience shown by our professional and local communities has been extraordinary. Schools successfully adapted to a new, remote style of learning and teaching faster than anyone would have thought possible. Throughout all the disruption and social distancing, we kept faith in each other, and ensured that our colleagues, students, and their families were encouraged and supported.

As an organisation, we maintained our focus on developing and maintaining rigorous reporting and accountability structures, to comply with our regulatory requirements. With pastoral support from our Parish Priests and expert advice from the DOSCEL Secretariat, our highly-committed school leadership teams were able to maintain their focus on creating safe and welcoming learning environments, whether at school or online.

We continue to prioritise the provision of educational opportunities for every student, to nurture them, and enable them to encounter God and to develop a knowledge of the Catholic faith and tradition. We invest in leadership and support for school communities, to promote expert learning and teaching practices. We collaborate with, and involve our school communities in our pursuit of the best spiritual, social, emotional, physical and academic outcomes for students in our Diocese.

We aspire to see our students thrive in the world; to be confident, competent and connected.

I am thankful for the contributions of everyone involved in Catholic education in our Diocese in 2020. It has been an honour to work alongside you as we bring life to our vocation of Inspiring Faith, Inspiring Learning.



Maria Kirkwood

Chief Executive Officer

Diocese of Sale Catholic Education Ltd

Our College Vision

At St Peter's College we are on a hope-filled journey together. As a Catholic Community we: aspire to lead in faith, guide with love and inspire through learning. We are inspired and strive to:

- Ensure St Peter's is the secondary school of choice for those residing in the local area
- Develop the whole person, academically, socially, emotionally and spiritually to meet the challenges of being a global citizen. This can be witnessed and actioned through honouring our three pillars:
 1. Faith
 2. Education
 3. Service

Faith..where:

- We are Christ-centred in thought, word and action
- All recognise the importance of being guided by love
- All are invited into a deeper faith relationship with God, Church, self, others and creation.
- All understand the role God plays in our lives.

Education..where:

We deliver a dynamic, active learning environment catering for our diverse student needs and where students are actively engaged in their learning. We prepare students to be articulate, confident and have the skill-set to become global citizens beyond the gates of St Peter's College

1. Academically and
2. Work-ready

We commit to raising the bar of expectation regarding student outcomes where positive growth is maximised in each and every student

Every teacher is provided with the opportunity to build capacity in their craft and become an expert teacher who demonstrates best practice in the classroom

Those staff aspiring to leadership at any level strive to build capacity in themselves and contribute positively and actively to the overall leadership of St Peter's

Service..where:

All within St Peter's College engender a sense of community whether staff, students, parents, parish and/or the broader community All are inspired to serve others to create a better world

All engender an understanding that we are stewards of this world and with this comes responsibilities.

The St Peter's College community is committed to a rigorous improvement agenda which takes into account our local needs and demographic. St Peter's College aligns with and subscribes to the Diocese of Sale Catholic Education Limited (DOSCEL) reform agenda where:

- All leaders are instructional leaders
- Every teacher is an expert teacher
- All students experience an accelerated rate of progress in literacy and numeracy

College Overview

St Peter's College is a large Catholic Co-educational Secondary school in Cranbourne, situated between the Mornington Peninsula and the South-Eastern suburbs of Melbourne.

St Peter's resides at the western edge of the Diocese of Sale and its governing authority is the Diocese of Sale Catholic Education Limited (DOSCEL). The current enrolment for 2020 is 1604 and includes total enrolments at both the Clyde North and Cranbourne Campus. The college encompasses the Parishes of St Agatha's in Cranbourne and St Thomas the Apostle in Clyde North. The Cranbourne Campus (formerly known as the West Campus) of the College was originally established in 1994. The Clyde North Campus (formerly known as the East Campus) of St Peter's was officially opened in 2011.

Over its two Year 7-12 campuses St Peter's provides modern facilities in the learning areas of English, Mathematics, Religious education, Science, Humanities, Physical education, Arts and Technology all underpinned by the use of cutting edge technologies. St Peter's caters for a variety of different student pathways delivered through a broad range of VCE, VET and VCAL programs delivered both internally and externally with local TAFE and VET providers.

2020 is the second year of our four-year Strategic Plan. Our Vision Statement, aligned with our strategic direction is, "As a Catholic Community we: aspire to lead in faith, guide with love and inspire through learning". This is, in part, inspired by our school motto "Take courage, it is I ... Be not afraid." (Mt 14.27) has been chosen to encourage all to pursue learning without fear of making mistakes. It boldly encourages our teachers and students to strive for excellence and places our trust in God for the journey ahead.

Our 2019-2022 Strategic Improvement Plan is driven by our strategic intent and a commitment to a rigorous improvement agenda. It also takes into account the local evidence-based learning needs of the St Peter's College community. Our reform agenda has three evidence-based foci, all aimed to improve student learning outcomes. They are: All teachers in leadership positions to become instructional leaders, leading to every teacher becoming an expert teacher, so that all students experience an accelerated rate of progress in literacy and numeracy.

Our 2020 Annual Implementation Plan provided a focus on the following mission directions and related goals; In respect to Catholic Identity and Religious Education our goals are to provide formation and professional learning opportunities for staff to foster an authentic and contemporary Catholic place of learning and to continue the development of a recontextualising and dialogical Religious Education curriculum in alignment with and supportive of 'To Live in Christ Jesus'. In respect to the mission direction of Learning and Teaching our goals are to: build capacity of staff to move towards lead teacher status in targeted AITSL standards, and to strive to achieve more than 12 months growth in 12 months in both literacy and numeracy. The mission direction of Leadership for Learning is focussed on developing all leaders to be Instructional Leaders and developing and implementing a whole school approach to Positive Behaviour support. To be successful in achieving these goals a priority on the provision of resources to enhance the delivery of contemporary, purposeful and evidence based learning, well-being and community engagement continues.

The second year of the four-year plan is a year of consolidation of the gains achieved in 2019 and a recommitment to the set of priorities which aim at St Peter's College being a secondary Catholic college of best practice.

Principal's Report

"For I am gentle and humble of heart" (Matt 11:29)

This was the school theme for 2020. It was a theme chosen ahead of COVID-19 pandemic with not a thought of what was ahead

In this extraordinary year many staff and students were found clinging to the words gentle and humble. The year provided opportunity and license to deliver learning and teaching in new and innovative ways. The year highlighted the importance of being flexible and adaptive to the set of circumstances presenting themselves at any given moment in time. The year also opened up new possibilities with technology a significant vehicle and driver for innovation as staff were challenged to engage students through other means.

This year has been a time when the shift of focus through circumstance and necessity was on delivering effective learning in one of remote, face-to-face or blended modes. The scope of delivery challenged and ignited staff and students as new frontiers were forged. Students more than ever before were required to be independent and self-directed learners. Students and teachers were better for the experience and the classroom became a different place with a different type and level of engagement upon return to face-to-face teaching.

As we traversed the pandemic the schooling experience was not just about the learning. In the remote, blended or traditional classroom we were able to provide experiences, participate in activities and events and celebrate academic achievement whether face-to-face or in the remote setting. The importance of community was never more keenly felt than when the college went into the lock-down phase. The college had to look to new possibilities in delivering a plethora of events as well as finding ways and means to maintain a sense of community amongst the remoteness felt through lock down. Technology and its use rose to new heights and Zoom became part of our every day language, Events such as Parent Teacher Interviews, House Liturgies, Feast day celebrations, our Careers Expo, student leadership training days and elections for college leaders, graduation ceremonies and presentation night were all streamed live into the family home. And whilst nothing will replace face-to-face conversations, remote broadcasts provided more families with the opportunity to engage with the college and the partnership between parents and the college were enhanced and enriched as a result.

2020 was the mid-point of our School Improvement Plan, an ambitious and rigorous improvement agenda, which has three central themes. The first is for all leaders to be instructional leaders, that is, leaders with learning and teaching as the central theme. The second is to achieve more than 12 months growth in 12 months in literacy and numeracy. The final and most significant is that all teachers become expert teachers by means of building collective efficacy. We continue to journey down that road which hit a bit of a speed bump in 2020, yet collectively there is a determination by each of us to reach that endpoint and see success.

Each and every member of the St Peter's College, staff, parents and particularly students are to be congratulated for their continued support of our vibrant learning community, particularly as we were confronted with new challenges. We are a more enriched community for the experiences of 2020.

Catholic Identity and Religious Education

Goals & Intended Outcomes

Catholic Identity domain:

1. Staff understand the vocational and missionary aspects of teaching in a Catholic school.
2. Increasing opportunities for staff to live out Catholic Social Teachings.
3. Staff experience recontextualised and dialogical prayer and liturgy.

Religious Education domain:

1. A recontextualised and dialogical pedagogy is developed for Years 7-12.
2. Increased awareness of students of a re-contextualised curriculum to move students along the PCB scale.
3. Increased rigour of assessment and reporting.

Achievements

1. Catholic Identity and Religious Education:

Liturgical celebrations are vital to our identity as a Catholic College. While COVID disrupted many of our usual celebrations and rituals, it also provided the opportunity for us to be innovative in expressing our faith in new ways. Staff and students were able to celebrate the Eucharist at our Opening School masses and the Year 11 Retreats were run early in the year. From there, House Feast Masses (16 across both campuses) became online Prayer Services and reflections while the fortnightly Campus Masses (usually approx. 40 across both campuses) were cancelled. The annual St Peter's Day Mass was also unavoidably cancelled but a 'Pub Choir' of staff, prayer, filmed reflections (some presented from our Cranbourne Campus Chapel), and some very competitive House based Kahoot competitions, ensured that we still celebrated our Patron and College with enthusiasm. We also highlighted, remembered and celebrated occasions such as Harmony Day, ANZAC Day, Remembrance Day, NAIDOC Week, Refugee Week, Project Compassion, and Catholic Education Week. The Vinnies Winter Sleepouts were sadly not possible in 2020.

Prayer continued to nourish and inspire us here at St Peter's in 2020. All meetings, whether College Leadership Team, Parents/Guardians and Friends, School Advisory Committee, Staff Meeting, Key Learning Areas, always begin in prayer. The prayer lives of students are also developed through RE classes and Tutor Groups, which begin in prayer. The Liturgy Captains provided prayers for our daily Learning Management System bulletin and the Clyde North campus prayer group were able to meet under the cross each Friday lunchtime they were on campus. The Chapel (Cranbourne) and Prayer Room (Clyde North) provide a quiet and sacred place for classes, Masses and reflective activities.

2. Life of the Parish and Diocese:

Catholic schools share in the evangelising mission of the Church, and therefore we continue to seek and take all opportunities to foster links with our St Thomas the Apostle and St Agatha's parishes and the Sale diocese. A number of students and staff who belong to St Agatha's or St Thomas the Apostle Parishes, are involved as sacristans, Parish Council members, readers, Sacramental Team, altar servers, music and Extraordinary Ministers. This involvement occurs in many other parishes in the Sale and Melbourne Dioceses where a number of staff and students

are actively involved. When it could, the College continued to support the work of various parishes through communications with students, and by featuring Parish news and events in our student and College newsletters. In 2020, we were unable to help with the provision of Parish Sacramental programs, but it is intended that these involvements will re-commence at the first available opportunity.

Catholic Identity initiatives:

It is always our hope that staff and students can participate in extra-curricular activities to deepen their personal spirituality and Catholic identity. These are usually offered on a regular basis as part of professional learning, outreach and youth ministry opportunities but were more limited in 2020.

Usually, we support a range of outreach activities and have built strong relationships with our local Vinnies, Cranbourne Food Truck (servicing the local poor) and our own Breakfast Club - which runs every morning on both campuses, a service for students who may come to school without breakfast or a place for a chat.

The College was able to facilitate the Year 11 Retreat in February and this provided the opportunity for students to spend time away from school to reflect and explore significant issues. Personal spiritual development as well as the accreditation program (in Religious Education and/or Catholic School) provided by DOSCEL serve as encouragement for staff to further their learning in Religious Education or about Catholic education.

We set aside a professional learning day each year for all staff. In 2020, this day was provided online and featured guest speakers on the impact of St Peter, personal faith journeys, recontextualising our College motto 'Be not afraid' before we immersed ourselves in the lives and legacies of our eight House Patrons — key markers of our Catholic Identity.

3. Religious Education Curriculum

In 2020, To Live in Christ Jesus, the Diocesan Religious Education curriculum was further developed in the RE curriculum at St Peter's College. Units of work at each year level continue to be developed, reviewed and refreshed in order to ensure our delivery of the curriculum is best practice. Moving classes to Zoom during remote learning required staff and students to experience the curriculum differently, and to provide resources where students were not as reliant on in person instruction. Again, staff demonstrated their commitment and innovation in ensuring that students were engaged in meaningful learning. The College continues to actively encourage staff to gain formal qualifications to teach RE, and opportunities (many online) were provided and promoted during the year to facilitate this.

4. Community Participation and Christian Outreach

Working for Social Justice is an active concern for the St Peter's College community. Again, many of our annual projects were unable to proceed in 2020, but efforts were still made to support the work of Caritas and Project Compassion, and the St Vincent de Paul Winter and Christmas appeals.

In addition, we continued our support of our sister school in Honiara — Bishop Epalle Catholic School. While our annual staff / student immersion program in November / December was unable to proceed, we were pleased that through the sale of raffle tickets and other fundraising efforts, we were able to nevertheless contribute financial support to friends in the Solomon Islands.

5. Parent Participation

While on site opportunities were limited in 2020, parents and families are always warmly encouraged to participate in school religious activities, including our weekly Masses as well as

other significant celebrations of the Eucharist. Parents are kept informed of religious and other activities by way of the newsletter, social media and other notices, including the distribution of Catholic Education Office documents and publications. Parents are involved in the Parents and Friends Association, School Advisory Committee membership and through a variety of school events.

VALUE ADDED

- Opportunities for PL in RE and Catholic Identity through outside providers.
- Continued documentation and refresh of the RE curriculum.
- Learning Walks into RE classrooms (DP MCI across both campuses).
- Refreshed Year 11 Retreat program.
- Development of the Social Justice and Liturgy Captains (both campuses).
- Further strengthening, where possible, of partnerships with community groups.
- Increased presence of Catholic Identity at St Peter's College through social media — Facebook etc.
- Development of Youth Ministry initiatives.
- Promotion of community outreach in VCAL RE Programs.

Learning and Teaching

Goals & Intended Outcomes

1. Build capacity of staff to move toward lead teacher status in targeted Australian Institute of Teaching (AITSL) standards.

There were three intended outcomes of this first goal:

- To improve staff engagement with their colleagues so as to improve practice and move towards lead teacher status (AITSL Standard 6.3).
- To build the capacity of staff to move towards lead status by improving their understanding of how students learn (AITSL Standard 1.2).
- To move staff towards lead teacher status as reflected in their differentiated teaching to meet the specific learning needs of students across the full range of abilities (AITSL Standard 1.5)

2. More than 12 months growth in 12 months is achieved for each student in both literacy and numeracy.

There were two intended outcomes of this second goal:

- To ensure all teachers use evidence to identify the position of each student on the progression of learning to accelerate growth.
- To develop high quality teaching practice in literacy and numeracy to address student variability.

Achievements

Teachers sought and applied constructive feedback to improve teaching practice and demonstrated growth along the AITSL continuum through a variety of key strategies. Staff engaged in the Annual Review process with coaches through goal setting with a revised and simplified template. The idea was to focus on fewer goals to increase the likelihood of success. Coaching meetings throughout the year empowered coaches to improve their ability to engage in challenging conversations and lead learning with a focus on collaborative planning. In Term 1, teachers participated in Lesson Study through Professional Learning Teams (PLTs) formed around middle years subject areas. This model of classroom observations led to productive learning conversations amongst staff with an emphasis on differentiation and strategies to improve literacy.

Diocesan Learning & Teaching Networks in the two areas of Reading and Learning Adjustments continued to provide valuable professional development for Learning Area Coaches, select members of the Curriculum Executive, Literacy Coordinator, Head of Library and Learning Enrichment Team. The aim was to continue the focus on improving student literacy and enhancing differentiation.

Teachers demonstrated knowledge and understanding of research into how students learn and the implications for teaching through the PLTs by establishing a common language and explicit expectations of what constitutes lead teacher practice at St Peter's College. Teachers worked together to trial Explicit Teaching strategies. A number of professional learning sessions allowed teachers to demonstrate their understanding of the continuum of learning relating to their own key learning area. To support the diocesan emphasis on literacy, all teachers also looked at the literacy learning progression — understanding texts.

The Numeracy Review Team continued to review our whole school approach to numeracy and began developing a numeracy policy. The Literacy Review Team met to consider the impact of our whole school approach to literacy.

In continuing to build staff capacity to move towards lead teacher status, PLTs also focussed on high impact teaching strategies with respect to differentiation of teaching to meet the specific learning needs of students across a range of abilities. Lightning talks at the end of the year gave teachers an opportunity to share their own learning from what they had implemented in their classroom and from presentations coming from the Literacy Learning Network. Learning Enrichment staff continued to engage in the Learning Network on Learning Adjustments which enabled them to conduct professional development of staff particularly with respect to implementing and accurately recording adjustments for the Nationally Consistent Collection of Data.

All teachers developed their use of evidence to understand the progression of learning and identify the position of each of their students on that continuum. The aim was to accelerate learning growth. To this end, the Learning Systems and Data Coach assisted staff to develop at least one class profile with appropriate student data. Campus ICT Coaches worked with teachers to develop a Learning Portfolio and to continue developing their class SPACE pages.

The Reading Detective program was launched as a structured evidence-based strategy to improve reading growth in Year 7 & 8 students. One English period each cycle was dedicated to a lesson with input from a teacher librarian and then small group support discussing with students what they had been reading. Each class effectively had three staff members working with groups of approximately 8-9 students.

For the second year running, parents of our Year 7 students attended the House Welcome Evenings designed to participate in forums with Learning Advisors. Teachers were trained in the understanding of assessment data of students in their Tutor Groups and conducted learning conversations with parents designed to improve the student's learning growth. This also assisted parents in engaging more readily with the School's Learning Management System SPACE (St Peter's Academic and Collaborative Environment).

STUDENT LEARNING OUTCOMES

The VCE Median Study Score remained at 27 and the VCE Completion rate was 98%. The VCAL Completion Rate was 93%. The completion rate figures saw a marginal drop from 2019 but considering the impact of the pandemic this was not perceived to be an overly negative result.

VCE subjects with median study scores above 30 included Applied Computing: Data Analytics, Product Design & Technology, Japanese as a second language and Visual Communication & Design.

The lack of NAPLAN data required us to instead rely on Progressive Assessment Test (PAT) data to look at student growth. At Years 7 to 10 there was very little growth in Reading and Numeracy. This can be explained by the impact of remote schooling and difficulty in running the November testing which impacted on the reliability of the data that was collected.

PAT Reading

The year 7 cohort completed PAT Testing on entry with 51.54% achieving at or above expected level.

Year 8 cohort: 61.6% of students are at or above standard with 41% being one year or more above the standard.

Year 9 cohort: 61.48% of students are at or above standard.

Year 10 data may be compromised due to a number of factors including student attitude to testing and a limited number of students completing the test in full. However, more than half of those students tested achieved at or above the expected level with 8.08% at least one year above standard.

WHOLE SCHOOL 2020

The whole school achievement year 7-10 has shown some improvement from 2019 with 55% of the cohort achieving at or above the expected level

NUMERACY

Mathematics achievement in PAT continues to highlight our students under achievement in numeracy. Students enter St Peter's College below expected levels and the pattern continues. However, there are still a number of students who are at least one year above the expected standard. At Year 7, 18.21% and at Year 8, 28.48% of students are above the standard, meaning these students are achieving more than one year ahead of the general cohort.

MEDIAN NAPLAN RESULTS FOR YEAR 9		*
Year 9 Grammar & Punctuation		
Year 9 Numeracy		
Year 9 Reading		
Year 9 Spelling		
Year 9 Writing		

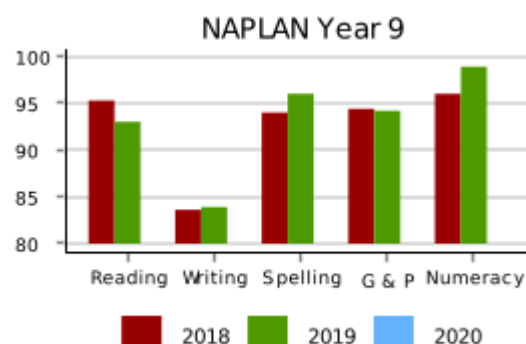
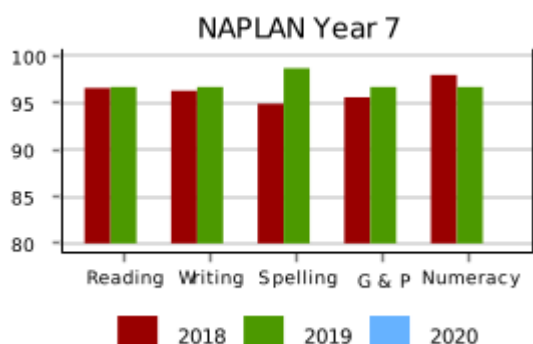
* There are no NAPLAN results to report in 2020 as the Australian Government decided that due to the COVID-19 pandemic NAPLAN Assessments would not take place.

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2018	2019	2018 – 2019	2020	2019 – 2020
	%	%	Changes	%	Changes
			%	*	*
YR 07 Grammar & Punctuation	95.6	96.7	1.1		
YR 07 Numeracy	98.0	96.7	-1.3		
YR 07 Reading	96.6	96.7	0.1		
YR 07 Spelling	94.9	98.7	3.8		
YR 07 Writing	96.3	96.7	0.4		
YR 09 Grammar & Punctuation	94.4	94.2	-0.2		
YR 09 Numeracy	96.0	98.9	2.9		
YR 09 Reading	95.3	93.0	-2.3		
YR 09 Spelling	94.0	96.0	2.0		
YR 09 Writing	83.6	83.9	0.3		

* There are no NAPLAN results to report in 2020 as the Australian Government decided that due to the COVID-19 pandemic NAPLAN Assessments would not take place.

** Data cannot be reported for this year as the number of students that sat the test was below 5 and the data has been suppressed for privacy reasons in accordance with the ACARA NAPLAN data reporting provisions.

*** No students sat the NAPLAN tests in this year level and in one or both of the relevant years.



College Community and Student Wellbeing

Goals & Intended Outcomes

Despite the disruption caused by COVID-19 and remote learning, the College maintained strong, positive and productive relationships with the community. Students and staff wellbeing programs were reshaped and reimagined in order to facilitate delivery online throughout the remote learning phases of 2020. The College Vision, to aspire to lead in faith, guide with love and inspire through learning and the charism of St Peter became critical sources of strength, inspiration and innovation as we successfully navigated our way through 2020.

Throughout 2020 the College remained steadfast in securing the intended outcomes for the College Community and Student Wellbeing as identified in our School Improvement Plan (2019-2022) specifically under the following goals:

GOAL 1: Develop and implement a whole school approach to Positive Behaviour support.

Intended Outcome: Implement a whole school approach to Positive Behaviour Support — Universals

GOAL 2: Prioritise resources to enhance the delivery of contemporary, purposeful and evidence-based learning, well-being and community engagement.

Intended Outcome: Improved Parent engagement.

Strategies and actions employed during 2020 to support the achievement of these goals included:

Goal 1 — To launch the College's newly endorsed Whole School Approach to Positive Behaviour Support known as R.O.C.K.S. through a College Poster Competition and Tutor Group program. To engage the Learning Advisor in the launching and implementation of R.O.C.K.S.

Goal 2 — To continue to extend invitations to all parents to engage in College and campus events including parent welcome evenings for new and existing parents and parent-teacher learning conversations. To support the Parents & Friends Association by continuing to canvass for new parent members and commence work on the Community conversation program to support improved engagement with our culturally and linguistically diverse communities.

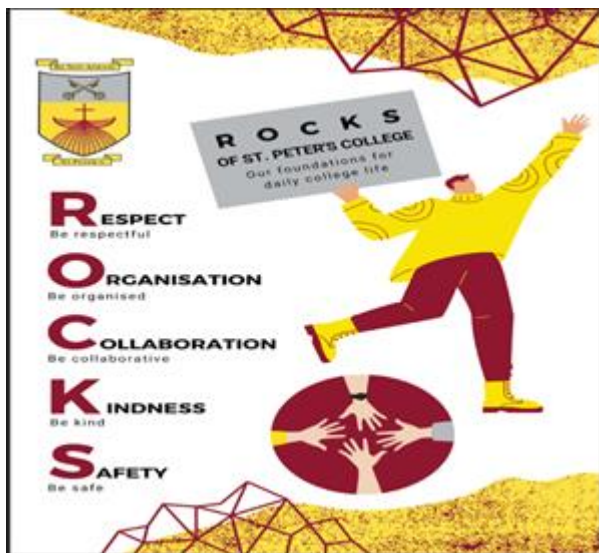
Achievements

Goal 1:

Most significantly this year was the successful launch of our Whole School Approach to Positive Support Behaviour, known as R.O.C.K.S. Based on research and extensive consultation during 2019 with all stakeholders, the critical universals agreed to were, Respect, Organisation, Collaboration, Kindness and Safety. The R.O.C.K.S. of St Peters framework is inspired by our Petrine charism. Called ROCKS from St. Peter being called the rock on which Jesus built his Church (Mt 16:18).

The St Peter's College, School Wide Approach to Positive Behaviour reflects our school community's shared expectations in relation to student positive behaviour. The new framework sets out clear processes to be followed in order to support the positive behaviour of our students in the classroom, in the yard, in the community and online. Our community exemplifies the gospel values of love, forgiveness, justice and truth. We recognise that everyone has the right to be respected, to feel safe and be safe and, in turn, our school community acknowledges each member's own obligation to behave positively.

During the latter part of Term 2 a student competition was held across both campuses, to design a ROCKS poster and ROCKS jingle. The winning poster (below) is now a critical feature displayed in all classrooms and buildings within the College and acts to inform, support and ensure the R.O.C.K.S. of St Peters are reflected daily in our life at school and within our community.



Goal 2:

The Student Representative Council and College and House Captains worked alongside House Leaders and Pastoral Care Leaders to develop campus based active wellbeing pages on our learning platform SPACE. The development of these new wellbeing pages was a direct response to supporting students and families to engage in healthy, fun, and active challenges during remote learning. A staff active wellbeing page was also developed by the respective Staff Associations at both campuses. The active wellbeing pages were a tremendous success in reconnecting our community with each other and provided valuable care and information on managing the pressures and challenges of remote learning and teaching. The student page proved to be an innovative way to keep the spirit of the House Shield competitions alive and flourishing throughout the year. Technological innovation became the new platform to bring the community together.

With respect to improving Parent Engagement as an intended outcome for the Goal 2 under Leadership for 2020 the following events and activities were key supporting factors.

The House Welcome Evening was particularly well attended by our year 7 parents. Critical to the success of the evening were the learning conversations between Learning Advisors, students and their parents. These conversations continue to depth the knowledge and understanding of parents and teachers regarding the academic and wellbeing profile of the child. Parents gained valuable insight into the range of data and markers that are used to determine where their child currently sits in relation to the progressions of learning.

Despite COVID preventing parent evenings being conducted on site, the College ran several successful and interactive online events for both year 6 (2021) and year 5 (2022) parents and children. We continued with the pre-enrolment interviews for new and prospective students by utilising Zoom.

These online events provided reassurance and confidence to parents that the College is well-equipped to manage all situations and most importantly remain connected to our parents,

students and community. Healthy and strong relationships we developed and strengthened throughout 2020 including those with our feeder schools and parishes.

Whilst COVID prevented the physical presence of parents and families at critical events, including liturgical celebrations and graduation events, the utilisation of live-streaming provided parents and extended families viewing access. Our technology proved to be at the forefront of innovation providing parents with both real time and future access to view these events. The commentary around these events via our Facebook page was incredibly positive and appreciated by parents, extended family members and the students themselves.

VALUE ADDED

Some of the extra-curricular activities that students were engaged in during 2020 include:

- The successful launch of the ROCKS competition across both campuses
- Year 7 Camp
- Student Leadership programs and training — SRC, College and House Captains — both on campus and online
- SIS — term one only, due to COVID
- Swimming Carnivals for each campus
- Harmony Day — assembly and activities - onsite during Term 1
- House Competitions and challenges conducted onsite and online throughout the year
- St Peter's Day — a whole school event was celebrated virtually using Zoom which included prayer, song and fun challenges
- Active/Footy Colours Day and RUOK Day was run virtually by VCAL students and the SRC
- Year 11 & 12 Retreats
- McGuigan and Rosemary Graham Shield House Competitions
- Virtual walkathon to the Solomon Islands to raise support for the Bishop Epalle School in lieu of the annual fundraising events
- House Feast Days

The College utilised the Newsletter, Facebook, College website, Operoo and SMS to ensure the community was kept fully informed and updated on all matters relating to COVID safety plans and measures. These communication vehicles were also employed to support and encourage parent participation, engagement and voice.

STUDENT SATISFACTION

The degree to which students are satisfied with the College can be gleaned from two major sources of data being: The Year 12 Exit Survey conducted in term 4 and the Insight SRC survey data gathered in July 2020.

- **Insight SRC Data:**

We can understand much from the students' perspective about the College using The Student Wellbeing aggregate indicator from the Insight SRC survey. This indicator assesses student emotional wellbeing, the quality of teacher-student relationships and student engagement in learning. It is calculated using the following components of the School Improvement Student Survey: Emotional Wellbeing (Student Morale, Student Distress and Connectedness to School); Teacher Relationships (Teacher Empathy, Purposeful Teaching and Stimulating Learning); and Engagement in Learning (Learning Confidence, Student Motivation and Connectedness to Peers).

- Emotional Wellbeing: At the time of the survey, students had been experiencing remote learning, and it was not surprising to see two markers within this component, *student morale* and *connectedness to school* fall below 50%.
- Teacher Relationships: Results were consistent with 2019 with a slight increase in students' perception of engaging and purposeful teaching.
- Engagement in Learning: Students' reflected a significant decline in their motivation, desire to learn, and learning confidence compared to 2019.

In response to this data, the College developed a number of initiatives to further support students during remote learning and the return to face-to-face learning. Specifically, remote learning, lessons were reduced from one hour to 45minutes providing students space in between lessons. Pastoral periods rotated from House based activities to free time, to support students moving away from their screens. An active wellbeing page was established for students by students which provided a positive, fun focus and distraction. Virtual competitions were held, including a pancake challenge on Shrove Tuesday. The role of the Learning Advisor was critical to further support the wellbeing of students during remote learning.

Year 12 Exit Survey 2020

Listed below are the top responses from Year 12 students in 2020. These are marked on a five-point scale where 5 is positive and 1 is negative. Any score above 3 can be considered a good result.

Students rated the following responses as high (between 4 & 5 points).

- St Peter's College values are reflected in the behaviour of staff and students
- St Peter's College has a very welcoming and supportive culture.
- At St Peter's College, each student is encouraged to achieve to the best of their ability.
- I respect the leadership team at St Peter's College.
- St Peter's College consistently strives to improve its educational offer to students.
- Staff are accessible and responsive to my concerns

Listed below are the areas which received the greatest variation of scores ranging from 2-5, suggesting that further investigation is required as to how we can better support senior students and their parents in these areas. This will be a focus for 2021.

- St Peter's College provides relevant communication on issues affecting the school community.
- St Peter's College offers students opportunities to be involved in an extensive selection of co-curricular activities
- The content of my homework has been appropriate for my year level
- My parent/s communicated regularly with the school about my educational progress
- I consistently engaged at my ability level.

Data suggests, year 12 students would like to see a greater engagement of their parents with the school. COVID has provided us with more access to parents via zoom, which we will continue to employ along with other strategies to support improved parent engagement in the learning of all students.

PARENT SATISFACTION:

The 2020 Insight SRC data reveals the following insights from parents.

Community Engagement

The 2020 data on Community Engagement as viewed by parents rose significantly in the areas; parent partnerships, approachability, parent input, reporting and school improvement and connectedness to school. Parent data also revealed a slight decline in their perception of student motivation. The improvement from 2019 to 2020 data now places the College in the Top 25% of all Victorian Secondary Colleges.

Learning Opportunity

Parent data reflected strong growth in the areas of learning opportunities for students placing the College in top 25% of all Victorian Secondary Colleges.

- Learning focus: Whilst a strong area in 2019, parents have identified this as having tremendous growth of 13points improvement.
- Transitions: Improvement from 2019 was also significant, increasing by 4 points.
- Homework: this continues to be recognised by parents as an area where improvement has been developed and strengthened.

Staff Engagement.

The data indicates that parents view our teachers as credible educators with a strong moral purpose engaged in providing stimulating learning for their child, again placing the College within the top 25% of all Victorian Secondary Colleges.

Overall parents viewed the experience of learning and teaching in 2020 as a successful year. The school's response to remote learning provided parents with new insight into their child's world of learning, particularly the virtual classroom through zoom. Parents are confident in the direction of the College and are satisfied that they have a voice which is listened to and valued by the College. COVID updates and the publication of guides for Remote Learning and Return

to Face-to-Face Learning proved invaluable for a cohesive and effective partnership between parents and teachers during 2020.

Student Engagement.

Parent data recorded a significant increase in student connectedness to school, which is pleasing given a large part of 2020 especially for year 7 students was spent in remote learning mode. This improved connectedness is possibly related to the increase access and presence of Learning Advisors during remote learning. Whilst parents felt student motivation had decrease slightly the school continues to rate within the top 25% of all Victorian Secondary Schools for connectedness to school, student motivation, social skills and connectedness to peers. An area that still requires attention is behaviour within the classroom as parents view this as an area for improvement.

STUDENT ATTENDANCE

All student non-attendance at school is managed in the following way.

Tutor Group rolls are marked electronically by Learning Advisors each morning between 8:50-9:00am and at each subsequent class by subject teachers for all 5 periods. Students arriving late are required to sign in at student reception on arrival. Attendance is reconciled with parent notifications and absences as per Tutor Group Roll and period 1. An SMS text message is then sent to parents of any student who is absent without parent notification after the first period (10.10 am) to ensure that parents are aware their child has not arrived at school. Parents are asked to contact the school to establish the status of their child's attendance. Reasons for a child's absence are recorded on Synergetic.

If a parent fails to contact the school, the school will make every attempt to contact a parent or guardian on the day of the absence to verify the status of the student. Any anomalies in attendance records are reconciled via a daily email sent to teachers identifying students who for example 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 and include the subject teacher. In the event that a problem of non-attendance is emerging, the House Leader seeks a parental interview or will seek further assistance from the Pastoral Care Leader, the Head of Campus or Student Wellbeing Team. Issues of school refusal are dealt with by a variety of means including parent meeting, home visits, referral to counselling (e.g. Headspace, Catholic Care), alternative educational settings (e.g. Lift-Off Reengagement, Navigator Program), notification to DOSCEL, notification to Department of Education and notification to DHHS or Child First if appropriate.

***Remote Learning Attendance:**

During remote learning, student attendance was monitored in the following way.

Attendance rolls were marked electronically during Tutor Group as normal practice. Learning Advisors and teachers used the following methods to support the accuracy of rolls during remote learning. Students were required to either:

- a. present in person via zoom classroom to respond to their name being called on the roll.
- b. sign in the zoom classroom by

Roll Marking during Remote Learning.

All class rolls were marked on SPACE during Tutor Group between 8:50-9:00am and every period following. Staff used the Chat function on SPACE or the participant evidence using Zoom video conferencing to determine a student's presence. Students who were present in class were marked as "Online Class". In the event of no evidence of online attendance, a student was marked "Absent".

Learning Advisors were required to contact parents in the event of a student's absence during Tutor Group. The following email script was used to support a consistent and efficient approach and sent by the Learning Advisor for those students not logged on to Tutor Group.

Dear Parent, Guardian or Carer

Your child has not logged on to Tutor Group this morning. Please either confirm your child's absence from classes today by contacting the College or contact your child and request he/she log on to their online classes as soon as possible.

Yours sincerely

Learning Advisor (name)

Subject Teacher roll marking during remote learning.

At the beginning of each lesson, teachers used the Chat function on SPACE or other method to ask students to sign in to their class. From this list the teacher will mark the roll-on SPACE as per usual - using either absent or "Present in online class". The default setting will be "Present in online class" which will allow teachers to simply mark a student absent by ticking the right-hand box. Students who attend late on Chat should have this late attendance recorded in the late arrival box as per normal practice.

Marking rolls when teachers are absent.

When a teacher is absent, a member of the Admin team went on to the teacher's class page, indicating to students that the teacher is absent and the work has been left for them on SPACE to be completed during this lesson. Students will be invited to sign in so that the Admin team member can mark the roll as per usual.

Absent Reports:

1. Parents were instructed to notify the college of their child's all-day absence as per current practice using the absentee line or SPACE. This absence then appeared on the subject roll on SPACE. This is normal practice.
2. A report of approved absences is generated at the end of the day and distributed to House Leaders.
3. Unexplained absences (ie: a child does not log or parents have not contacted the College etc). A report is generated the following day and distributed to House Leaders. The

Administration team notified parent via email of the class(es) where their child has been marked as absent.

Wellbeing Concerns: Additional for remote learning phase.

Teachers are always required to identify any concerns they have about students.

The procedure for students identified as vulnerable under our 'At Risk' procedure, who were absent from class without explanation remained the same as per normal face to face classes. The process is; subject teacher Emails the office, House Leader and Counsellors. Counsellors then call home.

Teachers who notice an emerging pattern of absence of a student(s) or have other concerns about a student followed this up with an email to either Learning Advisor, House Leader, Pastoral Care Leader, Head of Campus, the counsellors. These notifications are also placed on the schools recording platform, synergetic.

Parental concerns were treated in the same way as per normal, with communication between parents, Learning Advisor, subject teacher, House Leader or wellbeing team taking place via email, phone calls and where appropriate referrals to external agencies such as HeadSpace. Our more serious or complex concerns will always be dealt with by House Leader, Pastoral Care Leader, Head of Campus and Counsellors.

YEARS 9 – 12 STUDENT RETENTION RATE

Years 9 to 12 Student Retention Rate	84.6%
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AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL

Y07	92.8%
Y08	91.5%
Y09	90.9%
Y10	90.1%
Overall average attendance	91.3%

SENIOR SECONDARY OUTCOMES

VCE Median Score	27.0
VCE Completion Rate	98.0%
VCAL Completion Rate	93.0%

POST-SCHOOL DESTINATIONS AS AT 2020	
Tertiary Study	49.0%
TAFE / VET	11.0%
Apprenticeship / Traineeship	6.0%
Deferred	15.0%
Employment	16.0%
Other – The category of Other includes both students Looking for Work and those classed as Other	2.0%

PARENT SATISFACTION

Insight SRC data 2020 for 'Parent Opinion' forms the basis of the evidence contributing to Parent Satisfaction for this Annual Report, however further evidence of positive levels of parent satisfaction can be seen in the number of affirming emails sent to School Leaders at the College, especially relating to the initial management and communication of the COVID 19 lockdown period of Home Learning. Community Engagement Aggregate Indicator (from Insight SRC) has continued to improve from 2018 =61.9 to 2019 =71.2 and further growth this year, 2020 =77.7.

Furthermore, parent data on Community engagement is overwhelmingly positive with the most significant growth being in the areas of Learning Focus, Parent Partnerships, and Approachability all of which saw St Peter's College jump from being in the middle 50% of Victorian schools into now being rated in the top 25% of Victorian schools for parent satisfaction of these three areas. Parent perception of Reporting has previously been an area of opportunity, and we can report that the improved result seen in the 2019 academic year has continued with Reporting in 2020 although in terms of percentiles, it continues to be well below the indicators for Learning Opportunities, Student Engagement, and Peer Relations.

The Insight SRC data suggests that compared with engagement with parents and engagement in learning, parents do have questions around classroom behaviour at the College and their perception of behaviour management is not quite as strong as these other areas. This data reflects a similar pattern to past years and appears to indirectly endorse the College's commitment to the implementation of the Diocesan of Sale, Whole School Approach to Positive Behaviour Support.

Child Safe Standards

Goals & Intended Outcomes

Child safety focus permeates all policies, procedures, interactions, and behaviours at St Peter's College.

The College strives for a continuous improvement approach towards meeting all Child Safety Standards and in building a culture of child safety. Critical indicators continue to be the Insight SRC data and data of reported cases of safety and wellbeing concerns of students, including reports to DFFH (formerly DHHS) and or Child First and other external agencies by the counseling team.

Insight SRC data: The data relating to Student Safety consistently rates high for our student's social and emotional experience of school. The 2020 data saw a continued rise from 83 in 2018 to 84 in 2019 and this year to an impressive 89 out of a possible 100. This places St Peter's College clearly in the top 25% of Victorian secondary schools in terms of student perception of their own safety at school. However, what needs further examination by St Peter's College Staff is the student report that their levels of student connectedness to school, student morale, student distress, and student motivation were all areas where the data suggests limited growth and in the case of connectedness to school, a regression. This may in part be explained by the long period of Home-schooling during the period of COVID 19 lock down regardless of this, further attempts to unpack this data have been undertaken through focus groups and student leadership committees.

Human Resource Practices continue to support Child Safety;

- Working with Children Check and VIT registration are recorded and audited for all staff.
- All prospective teachers and employees of the College must provide evidence of their WWCC and VIT (where appropriate) upon application and at interview.
- Reference checks of all adults employed for Emergency Teaching, replacement positions, or full-time employment are completed by a member of the College Leadership team utilizing the DOSCEL Reference Check proforma.
- All prospective teachers and employees of the College are required to answer mandated questions relating to child safety and criminal records.
- The Annual Review Meeting (ARM) process includes Child Safety as one of its components for discussion at the review.
- All volunteers and visitors must sign in and are issued with a photographic label to wear at all times whilst on the College grounds and are accompanied by College Staff. Visitors and volunteers must officially sign out when leaving the College.

Risk Management Practices;

- All new staff are inducted in the Risk Management Practices for incursions, excursions, yard duty, and classroom management.
- Students are briefed on child safety considerations before attending all offsite activities and events.

- Extreme weather days have been implemented after a review of existing practices to ensure the safety of all members of the College.
- An OHS briefing for staff is standard practice.
- The OH&S committee is convened during each term on both campuses and minutes recorded.
- A DOSCEL audit relating to Emergency Lock down and evacuations and bushfire readiness was successfully conducted in 2020.
- Operoo (formerly Care Monkey) was more fully utilized in 2020, to support the engagement of parents/guardians in relation to child safety through their obligation to update and respond to all aspects of their child's profile on Operoo. This ensures the communication between the College and the parent/guardian regarding the wellbeing and care of the child is accurate at all times.
- Child Safety is featured in the College Newsletter, website and other social platforms, specifically providing parents access to events and knowledge pertaining to Child Safety.
- The Child Safety Officers on each campus continue to engage with external providers to support the needs of our students. This includes DFFH, Child First, Police Liaison Officers, and Navigator for school refusers.

Achievements

- The College enlisted the support of Kath McCarthy from Metis Pathways to undertake a comprehensive review of the Wellbeing Intervention Service Delivery. The subsequent report affirmed the service provided and the communication between staff and counseling team especially in the areas of mental health and child safety.
- The College increased the number of Counsellors employed to help support staff and students with the management of their wellbeing and safety at school.
- The St Peters College Whole School Approach to Positive Support committee used teacher, parent, and student data and interviews to establish the College ROCKS. ROCKS is an acronym that represents the values that staff and students came up with to inform how parents, staff, and students interact at St Peter's College. (Respect. Organization, Collaboration. Kindness. Safety.)
- ROCKS was launched and training provided for staff and students to help them to understand these values and how one might live up to them at the College. This consistent language continues to inform the way we correct student and staff behaviour.
- The 'Managing Student Behaviour Guidelines' matrix was fully implemented at both campuses allowing for greater consistency and clarity in managing student behaviour
- All staff completed the Mandatory Reporting Module, and Anaphylaxis, Asthma, and Epilepsy training.
- House Leaders were well-supported by the Pastoral Care Leaders and Student Safety Officers on both campuses in relation to the processes for responding and reporting concerns relating to child safety, specifically school refusers.
- The Student Well-being Advisory Committee (SWAC) team completed a full-day review of the social and emotional learning and curriculum at the College, utilizing the evidence gathered from counselors and pastoral staff to create targets for the program in 2021 and

ensuring that more time is allocated to social-emotional learning (through Strive and Thrive) in 2021.

- Student voice through the SRC, Forum leaders, and College Captains continued to develop and gain agency in the area of Child safety standard seven (strategies to promote child empowerment and participation), evidenced most obviously in the establishment of a student-led Student Wellbeing page on the College Learning Management system and a series of challenges and competitions to engage students while in their period of Home Learning.
- During the COVID 19 lock down, the College provided a refuge for learning for a number of students who were classed as 'vulnerable' often supplying these students with added learning support and food. Furthermore, Learning Support Officers were re-deployed to support students online during Home learning.
- Staff training and guidelines of practice were established for staff to enable them to operate safely online in the Home Learning period.
- The College maintained lesson by lesson contact via Zoom and hourly roll marking to ensure regular check-ins for students attempting to learn in the home (often with limited parental support)
- Wellbeing phone call checks were made by College Counsellors for students who had extended periods offline and for other students deemed to be 'at risk'
- the House System and the Pastoral leadership structure also continued to prioritize child safety. This is supported by the numerous events, programs, and initiatives that added significant value to child safety
- The college continued to celebrate a week of CYBERSAFETY with a daily program of tips and engaging learning to support students to be safe online.

Leadership

Goals & Intended Outcomes

Goals & Intended Outcomes

The goals and intended outcomes in relation to Leadership stem from our Annual Implementation plan and are derived from two main sources. The first is provided by means of alignment with the diocesan strategy where all leaders are to be formed as instructional leaders, and the second is informed by the results of our Insight-SRC data. It is with this in mind that the following goals and intended outcomes were established

1. Develop all leaders to be Instructional Leaders

There were two intended outcomes of this first goal:

- To develop an understanding of Instructional Leadership
- To build capacity of middle leaders as Instructional Leaders

2. Develop and implement a whole school approach to Positive Behaviour support

There were two intended outcomes of this second goal:

- To implement a whole school approach to Positive Behaviour Support.
- To foster greater collaboration between the two campuses to ensure alignment in the approach supporting positive behaviour amongst students.

3. Prioritise resources to enhance the delivery of contemporary, purposeful and evidence-based learning, well-being and community engagement.

There were six intended outcomes of this third goal:

- To construct an Education Brief for the proposed Clyde Campus.
- To complete work on Stage 6A — Food, Hospitality, Music, Drama and Dance
- To commence design of Stage 6B — Performing Arts Centre at the Clyde North Campus
- To commence work on Stage 2 — Administration Centre at the Cranbourne Campus
- To develop an effective traffic management solution at Cranbourne Campus
- To complete work on the VCAL Refurbishment (Donnelly Building)
- To increase parent engagement.

Achievements

Achievements identified in the year 2020 are aligned directly with our goals and intended outcomes. They included the following: an improvement in Insight-SRC data specifically related to the pillar of clarity with an improvement of plus 7%. This is attributable to greater levels of understanding and implementation of instructional leader practices as well as an increased commitment to cross-campus interaction. A number of middle leaders continued to take up the opportunity of sponsored study in the area of a Masters in Evidence-based Learning. 8 staff completed their Masters in 2020 and 7 staff commenced year 1 of the same course. At the end of 2020, 3 Deputy Principals have signed up to a Masters in Instructional Leadership. This will provide great leverage as we continue to embrace Instructional Leadership as a key driver of

change. Middle Leaders are also instrumental in driving the change agenda. To support the building of capacity of these key leaders, 5 staff were afforded the opportunity to attend two formation days which provided them with an opportunity to explore and develop key attributes of an effective leader.

The increased need to deliver school-based professional learning online opened up opportunities for greater collaboration between campuses. Curriculum leaders in particular benefited from the increased opportunities to dialogue and plan together. This was reflected in a number of positive trends emerging from the Insight-SRC data, teamwork (+5), ownership (+5), engaging practice (+3) and quality teaching (+4). These are all indicators reflective of an increased commitment to improved levels of collaboration. In relation to the specific intent to foster greater collaboration between the two campuses to ensure alignment in the approach supporting positive behaviours amongst students, an outcome of + 11 for the teaching climate parameter of student management is suggestive, in part, that the collaborative nature of the work in bedding down a whole school approach to behaviour produced positive outcomes.

The circumstances of 2020 enabled greater levels of participation albeit remotely between parents and the college. Events previously structured to be face-to-face had to be re-worked to provide parents with the opportunity to connect remotely. Parent-teacher interviews, awards ceremonies, graduations, school assemblies, parent meetings all were presented by means of either Zoom, a live stream or pre-recorded. In doing this, our accessibility to families was suddenly broadened. Some of these successful adaptations will continue in 2021 as they were seen to suit the needs of both parents and the college. Parent partnership, as identified in the Insight-SRC data, saw increased levels of engagement of +4 percentile points. The community engagement aggregate data saw a +10 increase in parent satisfaction. St Peter's College parents have rated the college in the top 25 percentile in 16 out of the 19 parent opinion ratings across all Victorian Catholic schools. Again this is suggestive of an endorsement from parents of the strong relationship between home and school.

In respect to prioritising resources to enhance learning and community engagement, 2020 was witness to: the completion of Stage 6A — Food, Hospitality, Music, Drama and Dance and completion of the design work for the Performing Arts Centre on the Clyde North campus. On the Cranbourne campus, the refurbishment of the Donnelly building (Applied Learning Centre) was successfully completed providing the opportunity for improved levels of engagement in learning for our applied learners. The traffic management solution on the Cranbourne campus, whilst complex, began to take shape in 2020.

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

Description of Professional Learning undertaken in 2020

At the beginning of the year, the Professional Learning Teams (PLTs) were organised into groups of 3- 6 staff members primarily according to middle years learning areas. The rationale was to invest in the collective efficacy of the staff through developing small teams of teachers working together in a systematic cycle of planning, teaching, observing, refining and reviewing specific lessons in order to examine their practice and improve their impact on student learning. The specific aim of the PLTs was to collaborate to develop a lesson, with the school Annual Improvement Plan goals in mind, that had clear learning intentions and success criteria. Teachers through the Lesson Study Model of classroom observation developed the skills to identify and improve their impact on student learning. This model invested significantly

in releasing teachers to visit other classes to look for evidence of learning. The emphasis was on the learning of both the students and the teachers and less focussed on the content or the curriculum.

With the impact in Semester 1 of Coronavirus restrictions, the focus soon shifted to preparation of staff for Remote Schooling. Rapid professional development of the staff was undertaken in the use of Zoom meetings, the Google Suite of resources and enhancing staff capability in the use of the Learning Management System SPACE. Intense work by the ICT Coaches and the IT Department ensured a comprehensive preparation of the staff which resulted in a fairly seamless transition to Remote Schooling for both staff and students.

Professional learning continued remotely and the focus moved away from developing staff skills in remote teaching back to the original professional learning plan. However, it became clear that a return to the focus on Lesson Study was not beneficial given the online nature of teaching and the uncertainty of its duration.

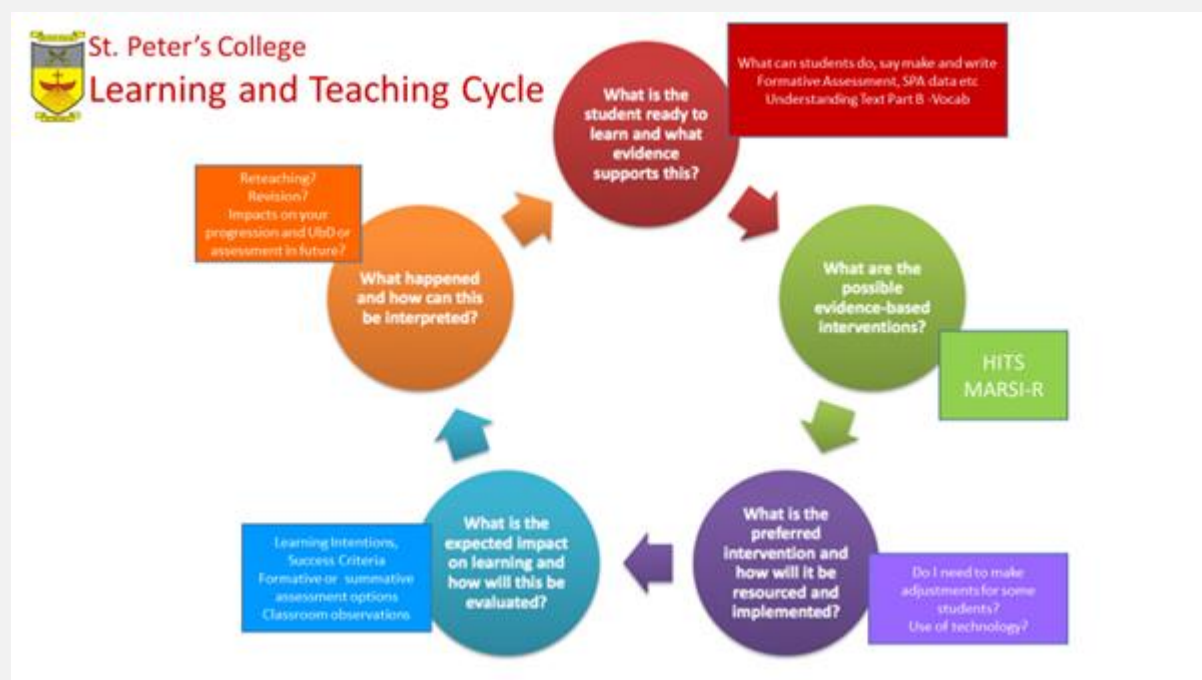
The mid-year professional learning day was delivered online and focussed on Literacy Learning Progressions. Martin Keogh from DOSCEL combined our emphasis on a developmental model of learning with the diocesan challenge of understanding texts. Staff were also introduced to the tool, the Metacognitive Awareness of Reading Strategies Inventory (MARSIR) and trained in its use. All students were given this inventory to complete and the results placed on their ePortfolio for teachers to reference. This work coincided with the delivery by the Literacy Coordinator of a session on reading strategies to all teaching staff. This was based on what had been presented at the Diocesan Learning & Teaching Collective - Literacy to Learning Area Coaches in Semester 1.

In the second half of the year, the Curriculum Executive worked on a three-year plan of professional learning with a planned scope and sequence. The three areas that were to be addressed were:

- Implementation of the Teaching and Learning Cycle
- Developmental Assessment Model
- Dynamic and Consistent Curriculum

Consequently, Semester 2 involved fortnightly presentations and interactive sessions that unpacked the Developmental Assessment Model and the Learning & Teaching Cycle. These sessions were intended to introduce the valuable learnings from numerous staff who have undertaken the Master of Evidence-Based Teaching and the Professional Certificate of Instructional Leadership. During the year, eleven staff were in their first or second year studying the Master of Evidence-Based Teaching.

Progression	2020	2021	2022
Implementation of the Teaching and Learning Cycle	Presentation of a variety of applications of the T&L cycle	Teachers working in functional teams to reflect on practice using T&L cycle.	Reporting structure reflects the T&L cycle for students and parents
Developmental Assessment Model	Teaching teams investigate Lit Learning Progression - Vocabulary	Modeling of framework and creating learning area rubrics	Criterion Referenced Framework
Dynamic and Consistent Curriculum	UBDs reviewed and uploaded to SPACE	UBDs reviewed and updated as we make progress in the T&L cycle	UBD Curriculum Plans consistently updated and accessible on space



There was other significant professional learning that occurred other than that organised by the Curriculum Executive.

Prior to the beginning of the academic year, the Learning & Pedagogical Coaches and Deputy Principal - Learning & Teaching attended a two-day course on Coaching. This translated into the development of a course delivered throughout the year, that led to the renewal of the Learning Area Coaches' coaching knowledge and skills. This was delivered by the Learning & Pedagogical Coaches through the Coaches meetings.

External professional learning was reduced significantly because of the pandemic and completed by staff mainly through the use of webinars. The annual subscription to Teachers Learning Network proved particularly useful for staff to access online professional learning. Consequently, the cost of professional learning was reduced to approximately \$44 000 for external courses.

In Term 4, Dominic Ryan from DOSCEL led a Change2 process with a small team to develop a professional learning structure for implementation in 2021. The outcome was a revised structure that aimed to turn meeting time into professional learning and reduce administration. Morning briefings were largely replaced by more substantial after school meetings. A communication plan is to be developed to support this approach. This was presented to staff and the Principal and largely adopted with some minor modifications. The Change2 process will continue in 2021 to review the Professional Learning structure.

The final week of the school year was full of rich and diverse offerings rounding out an intense year of important internal professional learning:

- Staff development of the St Peter's Vision & Blueprint led by our Principal, Mr Chris Black
- Staff feedback and input on the 2021 Annual Improvement Plan facilitated by our Principal
- A snapshot of the key ideas of literacy as presented in 2020 by Kate Ginnivan from DOSCEL
- Pastoral Care and developing staff understanding of our whole school approach to positive behaviour support through ROCKS presented by the Heads of Campus and Pastoral Care Leaders
- Further training in the use of our learning management system (SPACE) run by the ICT Coaches
- Learning adjustments and the Learning & Teaching Cycle presented by our Learning Enrichment Centre (LEC) staff
- Compliance Training from the Epilepsy Foundation and two online courses related to COVID-19 management
- Edrolo training for VCE teachers
- Teacher training for a new literacy program at Year 7, Literacy in Context
- Introduction of the revised 2021 Professional Learning structure developed from the Change2 process
- Review and organisation of UbDs (Understanding by Design) and their ordered availability on SPACE facilitated by the Middle Years Curriculum Leaders. This was to begin the process of addressing the third focus area of the school's professional learning - a dynamic and consistent curriculum.

Number of teachers who participated in PL in 2020	147
Average expenditure per teacher for PL	\$303

TEACHER SATISFACTION

2020 provided many challenges for our teachers at St Peter's with two stints of remote learning to contend with. Nevertheless, improvement was seen in our organisational climate, over both campuses, in over 90% of categories in our Insight SRC data. Teachers rated supportive leadership and curriculum processes very highly, likely reflecting the necessary responses to issues relating to remote learning. Satisfaction in the categories of teamwork, ownership and

empowerment also improved and are testament to staff having to plan more collaboratively but then work more independently when working on Zoom from home.

Teachers also saw improvements in the management and motivation of students. They reported increased satisfaction in student behaviour and management, and in curriculum processes. The College's ability to respond to the pandemic, and support staff and students during this time, was enabled by clear and regular communication and adaptive practices that responded to expressed needs at the time, and upon evaluation.

Pleasingly, teachers were happy with their ability to approach their work using adaptive behaviours and innovation but they also acknowledged that the year was not without individual distress. These were also noted upon our return to school, and informed the end of year professional learning and planning for 2021.

TEACHING STAFF ATTENDANCE RATE

Teaching Staff Attendance Rate	94.2%
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ALL STAFF RETENTION RATE

Staff Retention Rate	86.3%
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TEACHER QUALIFICATIONS

Doctorate	0.0%
Masters	24.5%
Graduate	35.1%
Graduate Certificate	7.3%
Bachelor Degree	75.5%
Advanced Diploma	9.3%
No Qualifications Listed	7.9%

STAFF COMPOSITION	
Principal Class (Headcount)	6.0
Teaching Staff (Headcount)	157.0
Teaching Staff (FTE)	147.0
Non-Teaching Staff (Headcount)	84.0
Non-Teaching Staff (FTE)	68.1
Indigenous Teaching Staff (Headcount)	3.0