Education is currently undertaking a paradigm shift, resulting in the redefinition of knowledge and how we develop it. Education is once again now at the cutting edge of preparing our future generations and St Peter’s Anglican College is determined to prepare our students for the specific learning demands of the 21st century, particularly as the ‘Knowledge Age’ requires a different and more complex skills and mindsets. Therefore, to be effective, St Peter’s acknowledges and has responded to the Melbourne Declaration on Educational Goals for Young People, 2008 and the recent implementation of the Australian Curriculum. Our teachers have already taken responsibility and ownership of implementing these changes into their teaching and learning programs with our academic results consistently proving to be the best in the Eurobodalla region both in terms of HSC and NAPLAN results.
The staff of St Peter’s have taken a pro-active stance in regards to meeting the specific needs of 21st century learners are required to design and implement teaching strategies that develop students’ knowledge, skills, problem-solving, and critical and creative thinking across the full range of learning abilities (Australian Professional Standards for Teachers, 2012).

Our staff are defined by their willingness to create learning environments, defined by high expectations, dynamic curriculum delivery and teachers dedicated to the pursuit of life-long professional learning for themselves, their colleagues and most importantly the students in their charge. They remain steadfast in their belief educational reform despite its challenges is nevertheless achievable. They do this by being focused on utilising collaborative practice to help plan and devise lesson preparation, improving the overall quality and innovativeness of the curriculum. They observe the delivery of these lessons with the subsequent feedback providing markers and indicators of individual strength and weaknesses helping teachers to improve their overall instructional skills and capabilities. All of these processes are pivotal in establishing a learning community focused on the continual improvement in the quality of their teaching because it provides an opportunity for staff to undergo: ‘deep engagement with other colleagues and with mentors in exploring, refining and improving their practice.

Finally, our staff believe the development of authentic relationships between home and school underpin any academic program and our staff are ensconced with socially just morals and values. They also have high levels of interpersonal qualities and are indefatigable and committed to creating positive learning environments focused on developing individual teacher pedagogical knowledge and instruction.

**ST PETER’S EXECUTIVE LEADERSHIP TEAM**

Graeme Hincksman  
*Principal*

David Toghill  
*Head of Senior School*

Paula Wicks  
*Head of Junior School*

Luke Fuller  
*Director of Teaching, Learning and Innovation*
Nestled comfortably in its sublime surroundings, St Peter’s Anglican College is a school proud of its humble beginnings and developing traditions. The College is defined by its continual focus on developing authentic relationships, sense of belonging and a true sense of ‘team’, within its’ three key touchstones, FAITH, COURAGE and EXCELLENCE.

Despite its relevant infancy, St Peter’s has already proven itself to be a holistically focused educational institution. The College has a proven academic record, consistently leading the Eurobodalla region in HSC results, received State awards for French, Music, Art and Drama performances and has achieved success at both State and National sporting competitions.

The staff work thoughtfully and collaboratively to maximise personal development and academic programs that cater for the diverse needs of our students. This success has resulted from staff encouraging students to welcome challenges, accept and utilise feedback, face adversity with self-assuredness and acknowledge the vital importance of self-reflection and honest self-appraisal.

Our pastoral care approach is personalised and multilayered, designed to care, nurture and equip our students for the specific needs of the 21st century.

The College aims to develop positive members of the global community, respectful of their school, peers and the Eurobodalla region. Our school community can be defined as quietly confident, secure in its Anglican values and respectful of the high expectations modelled by staff.

Mr Graeme Hincksman
College Principal

STATEGIC PLAN 2015 - 2019
TOWARDS 2020
THE COLLEGE’S STRATEGIC PLAN WILL FOCUS ON THE THREE FOLLOWING KEY AREAS:

1. Teaching and Learning
2. Information and Communication Technology
3. Community
Our Teaching and Learning Component is split into the following THREE sub-categories:

- Quality TEACHING practice which will help provide quality LEARNING opportunities for our students

- Provide exceptional PASTORAL CARE to enhance learning and individual WELLBEING

- Provide a holistic approach to school by providing quality CO-CURRICULAR activities and a quality OUTDOOR EDUCATION PROGRAM
GENERAL STATEMENT:
Learning is the cornerstone of educational systems and schooling. Learning is the process of developing knowledge and understanding so informed decisions can be made and harmonious relationships between individuals, others and their environment can be created. However, quality learning is only produced when ably facilitated by quality teaching pedagogy and practice. Caldwell (2008), like many others, Hattie (2009), Jensen (2010) in his book Why Not the Best Schools, states that the quality of schools will never exceed the quality of their staff. Schooling requires committed professionals dedicated to developing cultures based on personal best.

OUTCOMES:
• Staff need to have a strong understanding of the National Curriculum and the new NESA Syllabus
• Staff must be open to a culture of collaboration to ensure consistency in teaching, learning, assessment and communication
• Staff must be open to explicit teaching of writing strategies in all subject areas
• Staff must be open to the continual use of IT within their classroom
• Staff must be open to a culture of improvement by becoming an “evidence based” educational institution
• Staff must be open to become part of an educational institution that focuses on continuous professional learning by using the mandated Teacher Standards and NESA accreditation purposes to advantage to plan, develop and present innovative and differentiated learning programs specific to all of the individual needs of the students in their charge
• Staff must be open to expose their students to activities that enrich the understanding of their students knowledge and understanding of Indigenous culture, history and communities
GENERAL STATEMENT:
St Peter’s is a holistic educational institution focused on best preparing our students for life post school in the 21st century. College staff help to develop a positive learning environment for all students by continuously encouraging the importance of respect for themselves and consideration for others. Close links between parents and College are welcomed so that the individual needs of students can be considered. Personal responsibility and self-discipline are fostered at several different levels to develop individual feelings of self-efficacy and a deep sense of self-satisfaction. Every effort is made to develop feelings of connectedness and belonging between the College and each individual.

OUTCOMES:
• Prepare students for life post-school
• Each student increasingly takes responsibility for their academic learning, behaviour, relationships and the environment of the school
• Nurture a caring community which emphasises the uniqueness of each individual by participating in the College’s contextual specific Pastoral Care Program and House activities
• Provide a safe, healthy and supportive learning environment for each individual
• Mapping and evaluating programs and practices that develop leadership skills
• Cultivate connected relationships within the school community and beyond
• Strengthen commitment to community service
• Strive for continually improved academic performance and student engagement in learning
GENERAL STATEMENT:
Our curriculum is supported by a comprehensive Co-curricular and Outdoor Education Program, both are designed to support and enrich our students learning and personal development qualities and to build life skills such as commitment, endeavour, passion and social development. Our Co-curricular program is delivered under the following FIVE categories:

1. Physical Activity
2. Academic
3. Environmental
4. Creative Arts
5. Social/Cultural/Community

OUTCOMES:
• Provide a rich and comprehensive Co-curricular program designed to enhance our students, spiritual, physical and intellectual personal development
• Provide a rich and comprehensive Co-curricular program designed to develop understanding of issues specific to the 21st Century
• Provides an opportunity to develop community spirit, community connectedness, fellowship and teamwork
• Provide opportunities to build capacity and resilience by participating in a range of diverse and challenging programmes
• Provides opportunities to develop individual strengths and weaknesses, self-discovery and awareness
• Provides opportunities to set and reach personal goals and milestones through reflection and feedback
• Provides opportunities to develop authentic relationships outside of the classroom
GENERAL STATEMENT:
Information and Communication Technology is central to 21st Century Learning. The College is focused on developing the digital literacy of all of our students so they can actively find, evaluate, utilise, share, and create content using information technologies and the Internet. However, student learning outcomes should be the chief focus of educational leaders because in today’s society, knowledge has now become perhaps the most important factor in determining the standard of living, with today’s most technologically advanced economies - knowledge-based. This has been highlighted due to a recent paradigm shift, specific to learners of the 21st century, termed the 'Knowledge Age'.

OUTCOMES:
• Ensure technology is used effectively and meaningfully in order to improve learning and reflect real world practice
• Prepare learners as effective digital global citizens
• Integrate technology across the school in order to promote innovation, collaboration, creation and publication of digital works
GENERAL STATEMENT:

The seed for the College’s conception had a most humble origin:

“The idea for St Peter’s Anglican College was hatched around the dining room table at the Anglican Rectory in Moruya in about 1997.”

Rev David Hill, 2005

It was from this modest beginning that St Peter’s has blossomed from an initial enrolment of forty-one Kindergarten to Year 7 students to the only fully integrated K-12 school in the region. The location of the College was chosen for its position and accessibility to the Eurobodalla’s major population centres. The original vision for the College was for it to be the Eurobodalla’s leader in regards to education. Developing the College community to achieve such a prestigious reputation means that a key focus must be centred on creating maximum engagement locally, nationally and globally. In 2003 the St Peter’s Kindergarten class had three students. 2015 marked a momentous occasion in the life of the College as two of those three students graduated from the Year 12 HSC course, having spent the entirety of their formal school experience within our academic community. Like the origins of the College’s existence, this achievement speaks to the intrinsic value placed on personal and profound participation in the family that is St Peter’s Anglican College, Broulee.

OUTCOMES:

• Take a leadership role in the advancement of the Eurobodalla region and contribute through community service programs

• Build the St Peter’s community by developing the social capital of the College, ensuring a cohesive, supportive community, present and past

• Develop the intellectual capital of the school through relationships with schools and communities locally, nationally and globally

• Sustain and enhance partnerships with community, business and professional organisations

• Promote the school’s ethos and identity through a positive profile locally, NSW, nationally and globally
GENERAL STATEMENT:
The St Peter’s College campus allows students to access some of the area’s most spectacular natural features and landscapes, which provide living classrooms of natural wonder and opportunity for St Peter’s students to explore, enjoy and discover. After the identification and purchase of the land, made possible through the support and administration of the Anglican Archdiocese of Canberra and Goulburn, the College infrastructure grew quickly from two state-of-the-art educational facilities to a campus with learning spaces for the particular requirements of Science, Art, Drama, Music and the technologies of Design, Textiles, Food and Information and Computing. Then, in 2010, the College proudly opened the latest additions to facilitate the highest standards of educational opportunities and growth when the Information Services Centre and the Languages Centre were inaugurated by then Federal Member for Eden-Monaro, Dr. Mike Kelly.

OUTCOMES:
• Create and maintain inspiring learning facilities
• Maximise effectiveness of human resources through strategic resourcing
• Maintain and evolve a rich and diverse curriculum and Co-curricular, including STEAM which fosters academic achievement, innovative thinking and creativity
• Improve productivity by identifying and addressing current inefficiencies in school and business management processes by upholding WH&S policy and procedures and employing mandatory Governance and Compliance procedures