## School Name
St Peter Chanel Primary School

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## School website
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## Contact Person
Ms Margo Carwardine - Principal

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### Principal's Foreword

**Introduction**

St Peter Chanel Catholic Primary School is situated less than ten kilometres north west of Brisbane's CBD, in the leafy suburb of The Gap. The school continues the rich and proud tradition of providing quality, Catholic education to the families of the St John's Wood / The Gap Catholic Parish. Located in the heart of The Gap on magnificent grounds, our school is a thriving, co-educational community which offers a well-balanced Catholic education for both boys and girls from Prep to Year 6.

Our school values meaningful relationships between staff, students and families. We are a well-resourced school, both in the classroom and beyond. Students and teachers have ready access to a range of technologies, resources and facilities. In 2015 we continued to develop, design and deliver quality learning and teaching experiences in a safe and supportive environment. The 425 students formed 17 class groupings which were supported by a staff comprising of classroom teachers (either in a full time or part time capacity), school officers and specialist staff.

At St Peter Chanel School we provide a setting that enables children to flourish in our efforts to ensure that students are happy, safe and learning in an inclusive and nurturing environment.

This report provides a snapshot of the many offerings and achievements of St Peter Chanel Primary School in 2015.

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### School Profile

St Peter Chanel Primary School is a Catholic school administered through Catholic Education, Archdiocese of Brisbane.

- Coeducational: X
- Single Sex: 

Year levels offered:

- Primary: X
- Secondary: 
- P-12: 

Total Student Enrolments:

- 425
- Girls: 217
- Boys: 208
Characteristics of the student body

At St Peter Chanel School, our students are wonderful examples of children learning in an ever-changing and digital world. They meet and exceed high expectations in academic, sporting, behavioural and cultural pursuits. The student population is a vibrant community of learners who are engaged and motivated to learn. There is a respect for the individual that is encouraged through relationships that value collaboration and cooperation.

In 2015, the student body of St Peter Chanel School could be characterised as a homogenous group. Overall, our student cohort was made up of a high percentage of students who live in the local area, predominately The Gap, but also including Keperra, Grovely, Arana Hills, Mitchelton, Ferny Grove, Upper Kedron, Mt Nebo and Ashgrove. Although some students were born overseas, most students were born in Australia and have English-speaking parents. Students come from diverse family backgrounds, however education is typically very much valued. The majority of students are well-prepared at the time of enrolment, having attended a Pre-Prep or Kindergarten program. Many students engage in extra-curricular activities outside of school hours, including sporting and cultural pursuits.

Our community is very supportive and parents and carers frequently take up the invitation to be involved in our school in the many and varied ways possible.

Our distinctive curriculum offerings

The Australian Curriculum is central to curriculum initiatives at St Peter Chanel School. In addition, Religious Education and the religious life of our school are a distinctive part of our school's curriculum offerings.

The Physical Education program, aside from core curriculum elements, includes a sports component and has a dedicated specialist teacher to coordinate it. In 2015, students from Years 3-6 were provided with the opportunity to participate in netball, football (soccer), touch football and AFL at a Zone level. This was complemented by school, Zone, District and State opportunities in swimming, cross country running and athletics, with regular training sessions offered for in-season sports (outside of school hours). Students can represent the school in individual and team competitions.

The Music and Art programs are also lead by dedicated teachers in these areas. Aside from the foundational curriculum, students have the extra curricular opportunity to learn an instrument (band or piano) or to join the school choir. Japanese is the Language Other Than English offered to all students from Prep to Year 6.

Our curriculum is complemented by the use of technologies throughout the school, including banks of laptop computers and iPads. The use of technology is effectively integrated as a tool to enhance learning opportunities.
Extra curricula activities

St Peter Chanel offers the students many extra curricular activities including:

* Instrumental music tuition with band instrument and / or piano, plus School Choir - Years 2-6
* Local Music and Speech and Drama eisteddfods
* Debating, Chess, Junior Engineers, Art, Gardening Club, Speech and Drama tuition / interest groups and competitions
* Camps in Years 4, 5, and 6 (Year 6 travel to Canberra), plus incursion/excursion opportunities for all year levels
* Maths, English, Science and Computer Skills competitions (conducted by the University of NSW)
* Readers Cup participation
* Buddy system (Prep and Year 6 students)
* Parish based Sacramental program
* Leadership and outreach programs and activities.

How Information and Communication Technologies are used to assist learning

At St Peter Chanel School we use Information, Communication and Learning Technology (ICLT) to enhance our curriculum. All children from Prep to Year 6 have regular opportunities to use ICLTs to enrich their learning. This is an exciting and dynamic part of our school's teaching and learning environment. Our school has recognised the importance of skillling children in the use of ICLTs and teaching children to be critical users of technology. The ultimate goal is to make learning as productive and engaging as possible for students. Teachers do this by effectively embedding ICLTs across the curriculum. With the help of these technologies, staff develop effective strategies and flexible learning environments. They model and promote enquiry, as well as co-operative and independent learning in an intellectually challenging environment. These can be applied across subject areas to meet the needs of all children. The major focus of ICLT integration into learning in 2015 has been expanding the use of use of interactive projectors in all classrooms from Prep to Year 6, together with the purchase of 32 additional iPads, supported by access to our wireless network.

Social climate inclusive of pastoral care and our response to bullying

As a Catholic school we ground ourselves and our mission, vision, policy and practice on beliefs around; Jesus as our motivation and example; the dignity of every person must be upheld; authentic education as lifelong and life-giving; educating the whole person - spiritually, academically, socially, physically and emotionally; acknowledging that every child has the potential to be an effective learner; and embracing the notion that successful education is reliant on strong partnerships between children, parents and school staff.

Our school climate reflects the proactive teaching of expected behaviour, which is paramount to creating a safe and happy environment for all. Our school’s 'Behaviour Support Plan', inclusive of our anti-bullying position, draws on proactive approaches, as well as the 'Positive Behaviour for Learning' framework to implement our procedures. We develop pastoral care across the school through celebrations of welcome, farewell and graduation, leadership opportunities, a buddy system, class prayer and faith celebrations, as well as recognising birthdays and achievements.
Parent, student and teacher satisfaction with the school

A range of indicative data is collated to inform school policy, procedures and practices. Parents, staff and students are consulted on many issues and play an important role in providing the school principal with feedback. Cyclical Review groups are responsible for overseeing parent and community surveys and questionnaires. This data is used to help set school goals, provide feedback and help inform the School Renewal Plan. The School Board, as well as P&F meeting agendas and feedback, also provide invaluable information about parent satisfaction. Many parents speak of the unique, nurturing environment that exists within St Peter Chanel School, including the school’s deep commitment to the children and their personal development and happiness. Each child is encouraged to achieve their personal best across all aspects of the curriculum, supported by excellence in teaching. Parent, student and staff input is an integral part of our school community.

Parent involvement in their child’s education

The St Peter Chanel parent community plays an integral role in determining and achieving the school’s goals. Parents and carers who wish to participate in school and classroom activities are actively encouraged. The Parent Class Contact is the first line of contact for new families, providing them with assistance in their integration and involvement in the school community. The school has an active P & F Association and School Board. In addition, the following strategies and activities provide opportunities for parents to be involved in their child’s education: parent teacher evenings and meetings; participation in classroom activities (eg reading groups); library and tuckshop support; attendance at celebrations of learning and open classrooms; participation in prayer gatherings and liturgies; P & F meetings; social functions; working bees; regular communication with the child’s teacher; involvement in the children’s excursions, sports days / carnivals; and cyclical review invitations to provide feedback.

Staff Profile

<table>
<thead>
<tr>
<th>Workforce Composition</th>
<th>Teaching Staff</th>
<th>Non-teaching Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Headcounts</td>
<td>30</td>
<td>14</td>
</tr>
<tr>
<td>Full-time equivalents</td>
<td>25.50</td>
<td>7.89</td>
</tr>
<tr>
<td>Aboriginal and Torres Strait Islanders</td>
<td>0</td>
<td></td>
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</tbody>
</table>

Qualifications of all teachers

<table>
<thead>
<tr>
<th>Highest level of attainment</th>
<th>Number of Teaching Staff (teaching staff includes school leaders)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Doctorate</td>
<td>0</td>
</tr>
<tr>
<td>Masters</td>
<td>6</td>
</tr>
<tr>
<td>Post Graduate Diploma/Certificate</td>
<td>5</td>
</tr>
<tr>
<td>Bachelors Degree</td>
<td>18</td>
</tr>
<tr>
<td>Diploma/Certificate</td>
<td>1</td>
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</tbody>
</table>
Expenditure on and teacher participation in Professional Learning

The total funds expended on teacher professional learning in 2015 was $88,053.

The major professional development initiatives were as follows:

During 2015, a significant amount of professional development funding continued to be directed towards our school goals, including the implementation of the Australian Curriculum, and our focus on making learning visible (with reference to the work of John Hattie). Additional, specific areas of Professional Development included:

* Religious Education - the new curriculum
* ResourceLink access and use
* Resourcing phonics teaching and learning
* Collaborative curriculum planning
* Consistency of Teacher Judgment
* Supporting students with disabilities
* Gathering and using data to inform teaching and learning (inc. the BI Tool)
* Spiritual development
* Quality Assessment
* First aid / CPR training
* Cyber Safety
* The Australian Curriculum: Technologies
* Use of interactive whiteboards
* Mindfulness
* LIFE learning environment
* Leadership development
* Hearing systems

School Income by Funding Source

School income broken down by funding source is available via the My School website at http://www.myschool.edu.au/.

To access our school income details, click on the My School link above. You will then be taken to the My School website with the following:

‘Find a school’ text box.

Type in the name of the school you wish to view, and select <GO>’. Read and follow the instructions on the next screen; you will be asked to accept the Terms of Use and Privacy Policy before being given access to the school’s My School entry web page.

School financial information is available by selecting ‘School finances’ in the menu box in the top left corner of the school’s entry web page.

Average staff attendance rate

The staff attendance rate was 96.21 % in 2015.

Proportion of staff retained from the previous school year

From the end of the 2014 school year, 82.3 % of staff were retained by the school for the 2015 year.

Key Student Outcomes

<table>
<thead>
<tr>
<th>Whole School Attendance Rate</th>
<th>95.00 %</th>
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<tbody>
<tr>
<td>Prep Attendance Rate</td>
<td>95.00 %</td>
</tr>
<tr>
<td>Year 1 Attendance Rate</td>
<td>95.00 %</td>
</tr>
<tr>
<td>Year 2 Attendance Rate</td>
<td>96.00 %</td>
</tr>
<tr>
<td>Year 3 Attendance Rate</td>
<td>95.00 %</td>
</tr>
<tr>
<td>Year 4 Attendance Rate</td>
<td>95.00 %</td>
</tr>
<tr>
<td>Year 5 Attendance Rate</td>
<td>95.00 %</td>
</tr>
<tr>
<td>Year 6 Attendance Rate</td>
<td>96.00 %</td>
</tr>
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</table>
Policy and practice to manage student attendance

The school manages student attendance electronically by way of the school's 'Student Administration' system - 'e-Minerva'. Roles are marked electronically, twice daily at 9.00am and 2.00pm, via this online program. Roles are maintained and supervised by classroom teachers who report any anomalies, irregular attendance or unexplained absences to administration staff for follow-up contact with parents or guardians.

Student Achievement – NAPLAN for Years 3, 5, 7

National Assessment Program – Literacy and Numeracy (NAPLAN) results – our reading, writing, spelling, grammar and punctuation, and numeracy results for the relevant years.

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