St Peter Chanel Catholic Primary School continues the rich and proud tradition of the provision of quality Catholic Education to the families of the St John’s Wood/The Gap Catholic Parish. In 2014 we continued to develop, design and deliver quality learning and teaching experiences in a safe and supportive environment. At St Peter Chanel we provide an environment that enables children to flourish in our efforts to ensure that children are happy, safe and learning. Situated in the heart of The Gap, St Peter Chanel is a thriving co-educational school community of 461 students. We offer a well balanced Catholic education for both boys and girls from Prep to Year Six.
Characteristics of the student body

St Peter Chanel is a Catholic primary school situated in the western suburbs of Brisbane. St Peter Chanel students are wonderful examples of children learning in an everchanging 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 2014 St Peter Chanel school was arranged into 18 class groups.

Our distinctive curriculum offerings

St Peter Chanel offers a wide variety of Learning Areas along with the latest and best current practice in learning, technology, extracurricular activities, and the benefits of being a high-quality inclusive Catholic school. The basic core skills are covered in the implementation of Australian Curriculum English, Mathematics, History, Geography, Science and Technology. Religious Education is provided to all students as an integral part of the curriculum and ethos of our school community. We offer our children a rounded education that encourages personal growth based on Christian values. We encourage students to develop knowledge and understanding of other cultures, languages, environmental and social issues along with the disciplines of the learning areas. The curriculum is diverse to provide a range of learning opportunities and caters for the individual style of learning of each child. We believe that students are life long learners and that the curriculum must be dynamic and continually changing. Our specialised staff offer diversity in programs catering for differences in learner’s needs in learning difficulty, extension and enrichment. Other Learning Areas taught at St Peter Chanel include Library and literature, Music, Health & Physical Education (H.P.E), L.O.T.E (Language other than English) and Japanese from Prep – Yr 6.
Extra curricula activities

St Peter Chanel offers the students many extra curricular activities including:-
Speech and Drama, Year 4, 5 and 6 outdoor education program – aligned with leadership programs,
Instrumental music including strings, guitar, piano and choir programs and performances, Concert Band
Program, Specialist Music Teacher, National Maths, Science and Literacy competitions.
Buddies Program (Year 6 students are ‘buddies’ to Prep and Year 1 students), Year 6 Leadership
Program, Chess lessons and competitions, After School Art Classes, Sports Program, Inter school
competition in Athletics, Swimming, Cross Country and Gala Sports, Interschool, Intraschool, District &
Regional Sporting Competitions, Marist College Ashgrove Middle Primary Buddies Program.

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 Seven have regular opportunities to use ICLTs to
enhance their learning. This is an exciting and dynamic part of our school’s teaching and learning
environment. St Peter Chanel school has recognised the importance of skilling children in the use of
ICLTs and teaching children to be critical users of technology. The ultimate goal is to make learning as
effective and engaging as possible for the children. Teachers do this by effectively integrating embedding
information and communication learning technologies across the curriculum. With the help of these they
develop effective strategies, flexible learning environments, model and promote enquiry, co-operative
and independent learning in an intellectually challenging environment that can be applied across subject
areas to meet the needs of all children. The major focus of ICLT integration into learning in 2014 has
been the enhancement of use of interactive projectors in all classrooms from Prep to Yr 6 and the
purchase of 75 additional laptop computers supporting 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 the following
beliefs:
The person and mission of Jesus is our motivation and example;
The dignity of every person must be upheld;
Authentic education is lifelong and life-giving;
We educate the whole person - spiritually, academically, socially, physically and emotionally;
Every child has the potential to be an effective learner; and
Successful education is reliant on strong partnerships between children, parents and school staff.
The climate of our school reflects our efforts to be an authentic catholic community where proactive
teaching of expected behaviour is paramount to creating a safe and happy environment for all.
Bullying strikes the very heart of our belief in the dignity of the human person and it is not tolerated here.
A focus for 2014 has been on bystander behaviour when bullying occurs and the need to tell an adult.
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 maintain the School Renewal Plan. Parents and Friends 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. Some of the reasons for this are that:

• Our school has a 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
• Excellence in teaching is one of the key ways we meet our children's needs.

Parents are an integral part of our school community, whether it is working on the school’s strategic plan, contributing through our active Parents and Friends’ Association or helping with the reading program.

Parent involvement in their child’s education

The St Peter Chanel parent community plays an integral part in determining and achieving the school's objectives. Parents 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. Some ways in which you can help are:

To become actively involved in the P&F; offer to be a tuckshop helper; become a Class Contact; offer your assistance by helping in the library or classrooms; volunteer to support reading in the morning; read the Newsletter; attend parent information nights and reporting meetings; participate in Grade/School Mass and Liturgy; or come along to Cafe Chanel for a coffee and chat.

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>24</td>
<td>8</td>
</tr>
<tr>
<td>Indigenous</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Qualifications of all teachers

<table>
<thead>
<tr>
<th>Highest level of attainment</th>
<th>Percentage of teachers and leaders at the school attaining this level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Doctorate</td>
<td>0</td>
</tr>
<tr>
<td>Masters</td>
<td>23</td>
</tr>
<tr>
<td>Post Graduate Diploma/Certificate</td>
<td>10</td>
</tr>
<tr>
<td>Bachelor's Degree</td>
<td>67</td>
</tr>
<tr>
<td>Diploma/Certificate</td>
<td></td>
</tr>
</tbody>
</table>
Expenditure on and teacher participation in Professional Learning

The total funds expended on teacher professional learning in 2014 was $54,700.

The major professional development initiatives were as follows:
- Familiarisation and implementation of Australian Curriculum.
- Assessment as, of and for learning with a focus on Feedback.
- Familiarisation with Interactive resources for white boards.
- Early years education - phonics.
- Supporting students with disabilities.

School Income by Funding Source

School income broken down by funding source is available via the MySchool 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.
- Where it says ‘Search by school name’, 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 96.01% in 2014.

Proportion of staff retained from the previous school year

From the end of the 2013 school year, 96% of staff were retained by the school for the 2014 year.

Key Student Outcomes

<table>
<thead>
<tr>
<th>Whole School Attendance Rate</th>
<th>96%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prep Attendance Rate</td>
<td>N/A</td>
</tr>
<tr>
<td>Year 1 Attendance Rate</td>
<td>97%</td>
</tr>
<tr>
<td>Year 2 Attendance Rate</td>
<td>96%</td>
</tr>
<tr>
<td>Year 3 Attendance Rate</td>
<td>96%</td>
</tr>
<tr>
<td>Year 4 Attendance Rate</td>
<td>96%</td>
</tr>
<tr>
<td>Year 5 Attendance Rate</td>
<td>96%</td>
</tr>
<tr>
<td>Year 6 Attendance Rate</td>
<td>95%</td>
</tr>
<tr>
<td>Year 7 Attendance Rate</td>
<td>95%</td>
</tr>
</tbody>
</table>
Policy and practice to manage student attendance

At St Peter Chanel Catholic primary school an attendance role is recorded twice daily at 9 AM and 2 PM using the E-Minerva online program. Roles are maintained and supervised by classroom teachers who report any anomalies or unexplained absences to administration staff for follow-up contact with parents and 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.

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the relevant years are available via the My School website at http://www.myschool.edu.au/.

To access our NAPLAN results, 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.

Where it says 'Search by school name', type in the name of the school whose NAPLAN results 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 able to access our NAPLAN data.