2014 Annual Report to the School Community

St. Peter Chanel Catholic Primary School
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Contact Details

| ADDRESS          | 848 Ballarat Road  
                  | Deer Park VIC 3023  |
|------------------|---------------------|
| PRINCIPAL        | Mr Armando Gagliardi|
| PARISH PRIEST    | Rev. Juan Manuel Sunaz CMF |
| SCHOOL BOARD CHAIR | Not applicable |
| TELEPHONE        | (03) 9363 1586      |
| EMAIL            | principal@spcdeerpark.catholic.edu.au |
| WEBSITE          | www.spcdeerpark.catholic.edu.au |

Minimum Standards Attestation

I, Armando Gagliardi, attest that St. Peter Chanel School is compliant with:

- All of the requirements for the minimum standards and other requirements for the registration of schools as specified in the Education and Training Reform Act 2006 (Vic) and the Education and Training Reform Regulations 2007 (Vic), except where the school has been granted an exemption from any of these requirements by the VRQA

- Australian Government accountability requirements related to the 2014 school year under the Schools Assistance Act 2008 (Cth) and the Schools Assistance Regulations 2009 (Cth)

22 May 2015
Our School Vision

At St. Peter Chanel School our vision is to help students develop a personal relationship with God while being engaged in a rich learning environment.

We aim to nurture a community which encourages participation, inclusion, a sense of belonging and a desire to learn.

We strive to enhance learning through good practice and critical evaluation of ever-changing curricula.

We want all members of the community to experience justice, affirmation, support, respect and a love of learning.
School Overview

St. Peter Chanel Catholic Primary School is located in Deer Park in the western suburbs of Melbourne. The school was opened in January 1955 to serve a population consisting of families who, in the main, had immigrated to Melbourne to embark on a new life in Australia. The school was staffed by Marist Sisters until the end of 1972, after which time the staff consisted of Catholic lay teachers.

St. Peter Chanel Catholic Primary School is currently under the administration of the Claretian Fathers, who lead and support a large population of Catholics in the Deer Park area. The school is still culturally diverse, with many cultural groups adding to the spirit that is St. Peter Chanel.

In 2014, 529 children were enrolled at St. Peter Chanel, with twenty-one classes from Prep to Grade 6. The school has 84% of students who are Catholic, 9% of students were born overseas and 47% speak a language other than English at home.

There are currently 47 staff members, with a broad range of experience, knowledge and expertise. There are 25 full-time teachers, 11 part-time teachers, 3 full-time school officers and 3 part-time school officers. There are 4 learning assistants who assist with the learning and teaching program, supporting students in their learning.

At St. Peter Chanel we view education as a partnership – a joint responsibility between the school and home, bound by common beliefs and values in a spirit of mutual support and encouragement.

We are proud of our growing traditions and our cultural diversity which is one of our major assets and one that we value and celebrate. As a Catholic School we value our rich religious traditions and culture. We provide opportunities for our students and their families to celebrate our Catholic heritage in many different sacramental and non-sacramental ways.

Parents, family and friends are always welcome at St. Peter Chanel Catholic Primary School. They form an integral part of our school community. Parents are encouraged to be part of school based activities.

At St. Peter Chanel School, a whole school approach to the promotion of wellbeing, with a focus on prevention and early intervention is paramount. Policies and organizational structures are embedded within the school, to link with curriculum, as to the development of social and emotional learning strategies.
8th December, 2014

Dear Parents,

The students were introduced to their classroom teachers for 2015 today and had a brief opportunity to interact with them and ask questions as required. The students seemed to enjoy this opportunity and were excited leading into next year.

As we almost bid 2014 farewell, we also await 2015 with much anticipation. The new year will see the following class structure at St. Peter Chanel School:

**Teaching Staff**

- **Year Prep:** Lisa Cribbes, Alyssa Laders, Adelina Elzeine
- **Year One:** Amanda Davey, Michelle Perceval, Gracie Polidano & Tamara Manski
- **Year Two:** Michelle Cromie, Karyn Callaway, Melissa Vona & Mariana Stanisic
- **Year Three:** Nicole Pavatich, Jackie Rushen, Fran Thorn
- **Year Four:** Angela Giordimaina, Adrian Schultz, Sheri Whillas
- **Year Five:** Carole Ahrens, Rachel McMurtrie, Chantell Cassar & Rachael Mifsud-Dykun
- **Year Six:** Rachel Goldie, Simon Lafranchi, Ruth Staniscia

**New Staff**

We have been fortunate to obtain the services of Mrs Gracie Polidano in a part-time capacity as a classroom teacher. Gracie brings a wealth of experience and knowledge with her. We hope she has a long and wonderful association with our school.

We also welcome back Mrs Tamara Manski and Mrs Adelina Elzeine to St. Peter Chanel School after family leave. Both Tamara (part-time) and Adelina (full time) will be working in a classroom position for the year. We wish them both every success for 2015 and beyond.
With new staff arriving, it also means staff departures. Mrs Therese Arthurson has been associated with the school for just over 20 years as a librarian. Therese has contributed enormously to our school imparting her knowledge, expertise and wisdom in so many ways. Her commitment in making a difference to our students, staff and the wider community, a credit to her professionalism. We wish Therese the very best of health and happiness in the future and thank her for her contributions.

We farewell Mr Jamien Russell who has been at our school for 5 years. Jamien has worked in junior school, always trying to improve student learning. Jamien will be taking up a position at Cana Catholic School, Hillside. We wish Jamien every success in the future and thank him for his contributions to our school.

We also farewell Mrs Jenny Fenech who has been at our school for 4 years. Jenny has worked in both senior and junior schools always striving for the best for the students in her care. Jenny will be taking up a position at St. Clare’s Catholic School, Truganina. We wish Jenny every success in the future and thank her for her contribution to our school.

We also thank Ms Mary Attard for her contributions to Year 1, (Semester two) this year. Mary has replaced Mrs Michelle Nassialis-Young who is currently on maternity leave. We wish Mary all the best for the future.

Finally we thank Mrs Katie Ash who has been with us for a short time. Katie has worked with students in the area of intervention and new arrivals and has contributed enormously in their development. We also wish Katie all the best in the future.

I thank you all for your support in 2014 and look forward to our continued association in 2015.

Yours sincerely,

Armando Gagliardi

Principal
Education in Faith

Goals & Intended Outcomes
To strengthen the faith formation of the school community
That knowledge, understanding and confidence in Education in Faith will be deepened within the school community
That students will be actively engaged in Education in Faith and demonstrate their engagement through action

Achievements
- Continued appointments of student Social Justice Leaders
- Continued development of the Social Justice Group
- Student lead liturgies
- Parent participation in whole school & class liturgies
- Staff Faith formation sessions
- Religious Education Core Teams
- Community Conversations

VALUE ADDED
Whole school liturgies with parent participation
Level based liturgies allowing for greater student participation
Celebration of Reconciliation
Social Justice Initiatives – Mission Fair
Staff Faith formation
Sacramental Family Faith Nights
Faith Reflection - Spirituality Day
Learning & Teaching

Goals & Intended Outcomes
To develop a more contemporary approach to learning

To improve student outcomes in literacy and numeracy across Prep-Year 6

That students will find learning both purposeful and stimulating

Achievements

- Use of Google application for education (GAFE)
- Application of Google suite
- Phase implementation of National Curriculum – area specific
- Further curriculum development in areas of Physical Education, Information Communication Technology, Art, Language Other Than English (Japanese)
- Inquiry based learning approaches
- Application of Performance and Development model and relating to feedback goal setting
- Continued application of ‘throughlines’ in Inquiry Learning from Prep to Six, to encourage students to build on knowledge, through making connections to previous learning
- Staff participated in a variety of forms of Professional Development
- Professional Learning Team extended further, across areas of Curriculum
- Strengthened use of ICT as a tool, to enhance learning and developed teachers own professional knowledge and practice with ICT
- Increased use of formative and summative assessment to inform teacher planning, implementation and evaluation of student learning
- Auditing and development of Assessment and Reporting Procedures
STUDENT LEARNING OUTCOMES

St Peter Chanel School Improvement Survey 2014, Student Survey indicates students feeling confident and motivated in their learning. (middle 50% of Victorian Schools)

Student learning outcomes for this period show that in most areas, there is generally an increase in the portion of students, year three and five who met the minimum standards in 2012 from 2014.

Our three year trend, indicates significant growth in year 3 reading & grammar and punctuation, with some growth in year five numeracy. Year five data in the last three years has fluctuated somewhat, perhaps highlighting the change of student cohorts rather than a defined trend.
Student Wellbeing

Goals & Intended Outcomes
To strengthen the social and emotional competencies of students
That students will have ownership of their learning and behaviour
That students will be resilient

Achievements
Consolidation of Social and Emotion Learning (SEL)
Exploration of Mindfulness for students
Interpersonal skill included in all curriculum areas
Lunchtime activities for students in Years 3 – 6
Buddy Program, Prep Play Programs and Peer Mediation Program
Centrecare School Counsellor available 2 days per week
Playgroup for preschool children
Student Wellbeing Core Team continued to develop and maintain programs
Maintaining of School Community Leader
Supported staff in the continued use of behaviour management practice - professional development
Reviewed Student Leadership Teams in the Senior Classes
Maintained a Student Representative Council and continued to elect School Captains
Staff First Aid Training

Information provided from Attendance Monitoring Policy, St Peter Chanel 2014

- N forma used as data base to record absenteeism
- Twice a day student attendance monitored
- Non-attendance recorded via coding system
- Parents asked to notify school verbally or in writing
- School contacts parents for extended absenteeism
- Reason to be provided for non attendance
**VALUE ADDED**
- Interpersonal skills included in Integrated units
- Lunchtime activities for students from Years 3-6, *Student Lead Program*
- Buddy program
- Centacare School Counsellor available 2 days per week
- Provision of programs: Seasons, Intervention, etc…
- Pre-school and library program
- Playgroup on school site

**STUDENT SATISFACTION**

St. Peter Chanel School Improvement Survey 2014, Student Survey indicates students feel connected to their school. *Student Motivation*, item 8, 85% place it in the middle 50% of Victorian Schools.
Leadership & Management

Goals & Intended Outcomes

To embed professional learning into teaching practice

That feedback for staff will lead to increased teacher knowledge and professional growth

That staff will take ownership of and responsibility for their professional practice

Achievements

- All staff participated in professional learning in 2014

- Staff studying and enhancing their qualifications in core areas such as Religious Education, Mathematics, and Literacy

- Implementation of National Curriculum

- Enhanced Leadership structure for the 2014 school to include:
  
  Principal, Deputy Principal, Religious Education Leader, Directors of Learning, Student Wellbeing & Community Leader, Mathematics Leader, ICT Leader

- Implementation of School Improvement Framework to include Annual Action Plan for 2014

- Audit of ICT infrastructure to include Technology Centre, Wireless coverage, multimedia tools and resources

- Landscaping and Gardens upgraded

- Outdoor Learning Areas created to include shade structures, seating and playground environment

- Occupational Health and Safety policies were reviewed and updated aligned to OH&S regulations

- All staff participated in an Annual Review Meeting with Principal

- Consultative Committee met to consult and discuss issues of class sizes and structure, and positions of Leadership
### EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

**DESCRIPTION OF PL UNDERTAKEN IN 2015**

- Performance and development Culture - feedback
- Level One First Aid, Anaphylaxis, Asthma Training
- Mindfulness
- Restorative Practices
- Positive Approach to Behaviour Management
- Reading Recovery
- Special Needs
- Assessment and Reporting
- Religious Education – Faith and Spirituality
- Personalised Learning
- ICT – Curriculum and tools development
- Relational Learning
- Social and Emotional Learning
- EMQ Emergency Training
- Learning Assistants – Connectivity to Student Learning
- Parent Engagement

**NUMBER OF TEACHERS WHO PARTICIPATED IN PL**

<table>
<thead>
<tr>
<th></th>
<th>46</th>
</tr>
</thead>
</table>

**AVERAGE EXPENDITURE PER TEACHER FOR PL**

<table>
<thead>
<tr>
<th></th>
<th>$2006</th>
</tr>
</thead>
</table>

### TEACHER SATISFACTION

- St. Peter Chanel School Improvement Survey 2014, Staff Climate Survey indicates Supportive Leadership absolute score 92 and School Morale absolute score 82 rate in the top 25% of Victorian Schools

- St. Peter Chanel School Improvement Survey 2014, indicates that School Morale, Individual Morale, and Empathy rate in the middle range of Victorian schools (increased trend data in the last twelve months).
School Community

Goals & Intended Outcomes
To strengthen partnerships with families, the parish and the wider community

That there will be greater engagement of families in the life of the school

That there will be greater opportunity for parents to have input into the school

Achievements

- Learning Walks
- Parent guided tours
- Parent and student sacramental information evenings
- Parent community conversations
- Increased parent & family attendance at sacramental liturgies and meetings
- Parenting tips included in monthly bulletin
- Further development of School App enabling easier access to school information by the school community
- School Advisory Committee
- Parent and Friends Committee
- Support from parents and families in the co-ordination and functioning of Family Activity Days by volunteering their services
- Interpreter service available for families
- Parent Learning related to Curriculum
- Prep information and conversation sessions
- Student Representative Council to include student voice
- Student Leadership Program
- Transition Programs
PARENT SATISFACTION

- St Peter Chanel School Improvement Survey, Parent Survey 2014, item 2 – approachability, item 3 – parent input, item 5 – school improvement. All increasing in absolute score – middle 50% of Victorian Schools.
- High levels of satisfaction, parent partnership and learning focus also recognised in parent survey.
### Financial Performance

<table>
<thead>
<tr>
<th>REPORTING FRAMEWORK</th>
<th>MODIFIED CASH ($)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Recurrent Income</strong></td>
<td></td>
</tr>
<tr>
<td>Tuition</td>
<td>-</td>
</tr>
<tr>
<td>School fees</td>
<td>210,152</td>
</tr>
<tr>
<td>Other fee income</td>
<td>66,522</td>
</tr>
<tr>
<td>Private income</td>
<td>1,044,245</td>
</tr>
<tr>
<td>Australian government recurrent grants</td>
<td>3,338,420</td>
</tr>
<tr>
<td><strong>Total recurrent income</strong></td>
<td>4,659,339</td>
</tr>
<tr>
<td><strong>Recurrent Expenditure</strong></td>
<td></td>
</tr>
<tr>
<td>Salaries; allowances and related expenses</td>
<td>3,483,602</td>
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<tr>
<td>Non salary expenses</td>
<td>709,841</td>
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<tr>
<td><strong>Total recurrent expenditure</strong></td>
<td>4,193,443</td>
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<tr>
<td><strong>Capital income and expenditure</strong></td>
<td></td>
</tr>
<tr>
<td>Government capital grants</td>
<td>-</td>
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<tr>
<td>Capital fees and levies</td>
<td>388,421</td>
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<tr>
<td>Other capital income</td>
<td>378</td>
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<tr>
<td><strong>Total capital income</strong></td>
<td>388,799</td>
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<tr>
<td><strong>Total capital expenditure</strong></td>
<td>334,938</td>
</tr>
<tr>
<td>Loans (includes refundable enrolment deposits and recurrent, capital and bridging loans)</td>
<td></td>
</tr>
<tr>
<td><strong>Total opening balance</strong></td>
<td>183,110</td>
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<tr>
<td><strong>Total closing balance</strong></td>
<td>129,250</td>
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</table>

Note that the information provided above does not include the following items:
System levies charged to individual schools, intra-systemic transfers and diocesan supplementary capital fund (SCF) supported borrowings for primary schools. The information provided is not comparable with other educational sectors. This VRQA template is not comparable to the ACARA school-level income reporting requirements which are to be reported on the MySchool website. ACARA school level reporting requirements will require system level income from Government grants and some private income to be allocated by school. This will be a small adjustment in relation to the total level of school resources. At this stage, recurrent income from Government sources, school generated income and capital expenditure are to be reported by schools. Additionally when assessing the private income of the school include both recurrent and capital school fees.
VRQA Compliance Data

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>YR 03 Reading</td>
<td>94.7</td>
<td>100.0</td>
<td>+5.3</td>
<td>100.0</td>
<td>0.0</td>
</tr>
<tr>
<td>YR 03 Writing</td>
<td>100</td>
<td>98.6</td>
<td>-1.4</td>
<td>98.6</td>
<td>0.0</td>
</tr>
<tr>
<td>YR 03 Spelling</td>
<td>97.4</td>
<td>97.3</td>
<td>-0.1</td>
<td>98.6</td>
<td>+1.3</td>
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<tr>
<td>YR 03 Grammar &amp; Punctuation</td>
<td>93.4</td>
<td>95.9</td>
<td>+2.5</td>
<td>100</td>
<td>+4.1</td>
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<tr>
<td>YR 03 Numeracy</td>
<td>97.4</td>
<td>98.6</td>
<td>+1.2</td>
<td>95.6</td>
<td>-3.0</td>
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<tr>
<td>YR 05 Reading</td>
<td>93.2</td>
<td>98.7</td>
<td>+5.5</td>
<td>91.7</td>
<td>-7.0</td>
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<tr>
<td>YR 05 Writing</td>
<td>95.9</td>
<td>94.8</td>
<td>-1.1</td>
<td>94.3</td>
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<tr>
<td>YR 05 Spelling</td>
<td>95.9</td>
<td>98.7</td>
<td>+2.8</td>
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<tr>
<td>YR 05 Grammar &amp; Punctuation</td>
<td>90.4</td>
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<td>+9.6</td>
<td>91.4</td>
<td>-8.6</td>
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<tr>
<td>YR 05 Numeracy</td>
<td>94.7</td>
<td>93.6</td>
<td>-1.1</td>
<td>94.4</td>
<td>+0.8</td>
</tr>
</tbody>
</table>

TEACHING STAFF ATTENDANCE RATE

| Teaching Staff Attendance Rate | 90.60% |

STAFF RETENTION RATE

| Staff Retention Rate | 90.91% |

TEACHER QUALIFICATIONS

<table>
<thead>
<tr>
<th>Qualification</th>
<th>%</th>
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<tbody>
<tr>
<td>Doctorate</td>
<td>0.00%</td>
</tr>
<tr>
<td>Masters</td>
<td>21.74%</td>
</tr>
<tr>
<td>Graduate</td>
<td>17.39%</td>
</tr>
<tr>
<td>Certificate Graduate</td>
<td>8.70%</td>
</tr>
<tr>
<td>Degree Bachelor</td>
<td>82.61%</td>
</tr>
<tr>
<td>Diploma Advanced</td>
<td>52.17%</td>
</tr>
<tr>
<td>No Qualifications Listed</td>
<td>0.00%</td>
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</table>
## Staff Composition

<table>
<thead>
<tr>
<th>Category</th>
<th>Count</th>
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</thead>
<tbody>
<tr>
<td>Principal Class</td>
<td>2</td>
</tr>
<tr>
<td>Teaching Staff (Head Count)</td>
<td>42</td>
</tr>
<tr>
<td>FTE Teaching Staff</td>
<td>34.33</td>
</tr>
<tr>
<td>Non-Teaching Staff (Head Count)</td>
<td>13</td>
</tr>
<tr>
<td>FTE Non-Teaching Staff</td>
<td>9.15</td>
</tr>
<tr>
<td>Indigenous teaching staff</td>
<td>0</td>
</tr>
</tbody>
</table>