

ANNUAL REPORT

TO THE SCHOOL
COMMUNITY



***ST.PETER CHANEL CATHOLIC PRIMARY SCHOOL
DEER PARK***

2017

REGISTERED SCHOOL NUMBER: 1542



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Contact Details

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FEDERAL DET NUMBER	1542

Minimum Standards Attestation

I, **Armando Gagliardi**, attest that **St.Peter Chanel Catholic Primary 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 2017 school year under the Australian Education Act 2013 (Cth) and the Australian Education Regulations 2013 (Cth)

1 May 2018

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 a love of learning in an environment that is safe and secure.
- We aim to foster the wellbeing, dignity, self-esteem and integrity of each person.



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 2017, 507 children were enrolled at St. Peter Chanel, with twenty-one classes from Year Prep to Grade 6. The school has 81% of students who are Catholic, 7.8% of students were born overseas and 48% speak a language other than English at home.

There are currently 49 staff members, with a broad range of experience, knowledge and expertise. There are 24 full-time teachers, 13 part-time teachers, 3 full-time school officers and 3 part-time school officers. There are 5 education support officers and two caretakers.

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 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.

Principal's Report

Dear Families

We have come to that time of the year as a faith community where we prepare for the coming of the Advent season and a well deserved break over the Christmas period. It is the time where we prepare for the freshness that the New Year brings us.

As our year draws to a close we have much to celebrate and many happy memories. Our students have enjoyed another fabulous year. They have excelled in so many areas, ranging from their learning in Physical Education, The Arts, Outdoor Education through to core areas such as Literacy, Mathematics and Technology/STEM and we are so justly proud.

As I continue to reflect on the year I acknowledge the following people. Firstly, Father Rowan Luza (Parish Priest) and Father Rene Manubag (Assistant Priest) for their continued support of the parish and school in so many different ways. Their on-going encouragement and willingness to trust decisions made in the best interest of all the children is appreciated.

I would like to thank the teaching staff for their dedication and professionalism. The manner in which they undertake the task of educating the children in their care is of the highest quality. Their ability to continue to strive for excellent results, their ability to offer reassurances to your children in difficult times, their ability to kindle the joy of learning and their friendly smile or the compliment that means so much to your child are examples of their commitment and passion. I am extremely fortunate to have such a committed and energetic team of professionals.

I thank Mrs Luisa Parissis, Deputy Principal / Director of Learning for her support this year to St. Peter Chanel. Her ability to organise and manage her time and many roles and support the school community so that it continues to function effectively is an indicator of her professionalism and commitment. Luisa continues to work tirelessly, always putting the needs of students and community at the forefront of her mind. Her leadership qualities are exemplary and of the highest order. Her support to me personally in our professional roles is appreciated and acknowledged.

I thank the Leadership Team at St. Peter Chanel. Angela Giordimaina, *Education In Faith Leader*, Adelina Elzeine and Adrian Schultz, *Literacy Leaders*, Chantell Cassar, *Mathematics Leader*, Carmel Bortolotto, *Student Services Leader*, Jackie Rushen, *Student Wellbeing Leader* Maurie Sullivan, *ICT Leader*, Cindy Bohan, *Community Engagement Leader* and Rachel McMurtrie, *Outdoor Education Leader*, for the ongoing support in leading improvement in school specific areas. Their professionalism and dedication is of the highest quality.

I would also like to thank our School Officers, Mrs Ann Dressler, Mrs Cheryl McBride, Mrs Denise Shead, Mrs Louise Carayannopoulos and Mrs Claire Decelis who work with great spirit and efficiency in the school administration managing so many aspects of the school to ensure that it runs efficiently day to day.

I thank our Education Support Officers, Kerry Bellin, Sheryl Payne, Christine Grogan, Rowena Murraylee and Michelle Formosa for all the work they do. Their commitment in working with our children in the area of special needs and intervention is tremendous.

I thank Claire Decelis for her work in the library and Community Centre co-ordinating many educational and parent experiences for our community. Her work behind the scenes is greatly appreciated.

I also acknowledge and thank Jose Suyat and Andrew Rushen for their work as caretakers in the school. Their commitment and willingness to oversee many areas of the school is evident in so many ways.

I would like to acknowledge the contribution made by the Parent and Friends Committee, who have organised many fundraising activities this year to support the school. Their positive energy and commitment in making a difference is outstanding. The committee raised approximately \$16,000 that was used to purchase furniture and classroom equipment. Congratulations on an outstanding achievement!

I also thank the School Advisory Committee for their work in supporting aspects of school improvement and the vision of the school. Their willingness to make a difference to our school community is a credit to them all. They are an extremely committed group who communicate and collaborate in a most professional manner.

I thank our Year Six students who are graduating. I wish them all the best as they move to their new schools. Their leadership skills this year have been appreciated across so many areas of the school. I particularly thank the SRC and student leaders who have served the school with pride. I would like to farewell all families who are leaving St. Peter Chanel School and thank them for their contribution to our school.

I thank the parent community of St. Peter Chanel Catholic Primary School. Your support in so many ways is acknowledged and your effort to assist your child's learning and in supporting and attending school functions truly reflects the great community spirit at St. Peter Chanel School. I thank you for trusting the staff as we continue to grow your child to be the best person they can be and look forward to our continued association with great anticipation.

And finally, I thank all the children at St. Peter Chanel School. The children are friendly, welcoming and support each other. They always have a smile on their face when they enter school and always represent the school with pride. They strive to do their best in all areas of school life, whether it is in the classroom or in other areas of the curriculum.

As the year comes to an end we give thanks to the Lord for the blessings of the year, grateful for God's saving presence in our lives in the good and the difficult times. I pray that each of you has a safe and blessed Christmas with your families and loved ones.

My Christmas blessing for you is that, through your simple acts of mercy in the daily life of your families, communities and all those you meet, you may be led to an encounter with Jesus Christ, in whom is all our peace, joy and hope.

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

- Social Justice Leaders group development
- Student led liturgies
- Parent participation in whole school & class liturgies
- Staff Faith formation sessions
- Religious Education Core Teams
- Education in Faith Community Conversations
- School Masses, Sacraments and Feast Day celebrations

VALUE ADDED

Whole school liturgies with parent participation

Level based liturgies

Celebration of Sacraments

Social Justice Initiatives

Staff Faith formation

Sacramental Family Faith Nights

Faith Reflection –Spirituality Day, Legion of Mary

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

- Continued development of Google applications, DT and STEM
- Strengthened use of DCT as a tool, to enhance learning and developed teachers own professional knowledge and practice with DCT
- Partnership with Science Works to develop STEM curriculum
- Intervention Programs enhanced e.g. Levelled Literacy, ERIK, Maths intervention, Students with Additional Needs
- Further curriculum development in areas of Physical Education, Design Technology, Visual Art, Performing Art, Language Other Than English (Japanese)
- Inquiry based learning approaches – Kath Murdoch
- Application of Performance and Development model framework
- Application of Learning Intentions & Success Criteria in Inquiry Learning from Prep to Six, to encourage students to build on knowledge, through making connections to previous learning
- Professional Learning Teams (*Curriculum specific*)
- Staff Core Teams
- Professional Learning and data analysis – Phillip Holmes Smith
- Increased use of formative and summative assessment to inform teacher planning, implementation and evaluation of student learning
- Parent Partnerships – enhanced and consolidated
- Learning Walks & Community Conversations

STUDENT LEARNING OUTCOMES

St Peter Chanel School Improvement Survey 2017, 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 2017 from 2016.

Our Year Three trend indicates growth in Year Three Numeracy, with some growth in Year Five Grammar & Punctuation. Year Five data in the last three years has been positive however fluctuating at times, 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 Program (SEL)
- Enhancement of Mindfulness Program
- Enhancement of Outdoor Education and Environment Program
- Nature Play
- Interpersonal skills included in all curriculum areas
- Lunchtime play based activities for students in Years P – 6
- Buddy Program, Prep Play Programs and Peer Mediation Program
- School Counsellor available 2 days per week
- Playgroup for preschool children
- Student Wellbeing Core Team continued to develop and maintain programs
- Student Leadership Teams reviewed and maintained
- School Leaders
- Child Safety Reform
- Child Safety Intervention and professional learning
- E-Smart Program enhanced
- E- Smart accreditation maintained

- 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
- Class teacher and/or Principal meet with families when concerned about student absenteeism
- Support Plans for families developed if required to support with absenteeism

VALUE ADDED

- Interpersonal skills included in Integrated units of work
- Buddy program
- Speech therapist available 2 days per week
- School Counsellor available 2 days per week
- Provision of programs: Wellbeing, Intervention, Mindfulness, etc...
- Pre-school and library program
- Playgroup on school site
- Student Leaders and Student Voice
- Outdoor Education & Environment Program

STUDENT SATISFACTION

St. Peter Chanel School Improvement Survey 2017, Student Survey indicates students feel connected to their school. *Student Motivation*, item 8, absolute score 89 placing it in the middle 50% of Victorian Schools.

Child Safe Standards

Goals and Intended Outcomes

- To ensure that all members of our community are aware of the requirements of the Child Safe Standards
- To ensure that all students in our community know that they have a right to feel safe and be safe

Achievements

A Child Safe Policy was developed and introduced into the school community

Codes of Conducts were developed for staff, students, school community to include visitors, workers, etc...

All parents supporting the school, require WWCC & Code of Conduct

Code of Conduct briefings for families

Parish Priest was involved and briefed in the process of implementation

School Advisory Council informed of the process implemented, changes made and implementation of Child Safe Policy

School Safe Standards continually emphasised within community example: bulletin, school advisory, etc...

Staff members in positions of leadership attended professional learning offered by CEM

Principal briefings attended

Whole staff professional learning 2017 on Child Safe Policy, to include Standards and Code of Conduct

Employment practices were refined to include questions about the way applicants have worked with children in the past

Visitor sign in system requiring WWCC

Staff completed online training for Mandatory Reporting

Staff induction which includes child safe practices

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

- Staff studying and enhancing their qualifications in core areas such as Religious Education, Mathematics, and English
- Professional learning – Performance Development Culture

Examples: feedback focus, professional dialogue, goal setting, professional learning teams

- Enhanced Leadership structure to include:

Principal, Deputy Principal, Religious Education Leader, Directors of Learning, Student Wellbeing Leader,

Mathematics Leader, Literacy Leaders and Student Services Leader

- Implementation of School Improvement Framework to include Annual Action Plan for 2017
- 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 2016

- Performance and development culture framework
- Level 2 First Aid, Anaphylaxis, Asthma Training
- Mindfulness
- Principal & Deputy Principal network
- Learning & Teaching network
- Levelled Literacy Intervention
- Students With Disabilities
- Assessment and Reporting
- Religious Education – Faith and Spirituality
- DCT – curriculum development
- STEM learning and development
- Relational Learning – David Giles
- Social and Emotional Learning
- EMQ Emergency Training
- Learning Support Officers – Connectivity to Student Learning
- Family Engagement & Partnership
- Outdoor Education & Environment Program

NUMBER OF TEACHERS WHO PARTICIPATED IN PL

48

AVERAGE EXPENDITURE PER TEACHER FOR PL

\$2055

TEACHER SATISFACTION

- St. Peter Chanel School Improvement Survey 2017, Staff Climate Survey indicates *Supportive Leadership* absolute score 93 and *School Morale* absolute score 90 rate in the top 25% of Victorian Schools
- St. Peter Chanel School Improvement Survey 2017, indicates that *School Morale, Individual Morale, Ownership and Appraisal and Recognition* rate in the top 25% 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
- School tours
- Parent and student sacramental information evenings
- Maintaining of Community Centre
- Family engagement opportunities
- Family community conversations
- Increased parent & family attendance at sacramental liturgies and meetings
- Relational Learning with families – David Giles
- Further development of School App enabling easier access to school information by the school community
- School Advisory Committee
- Parent and Friends Committee
- Interpreter service available for families
- Parent Learning related to curriculum
- Prep information and conversation sessions
- Student Leadership Program
- Transition Programs
- Homework and Home Learning

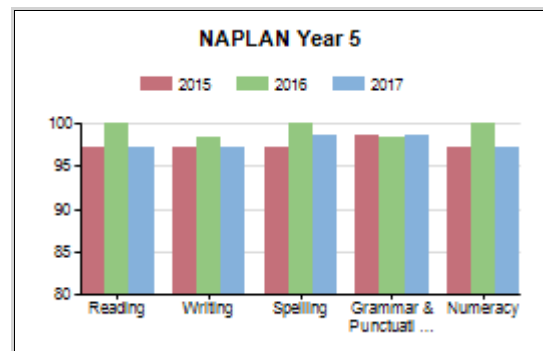
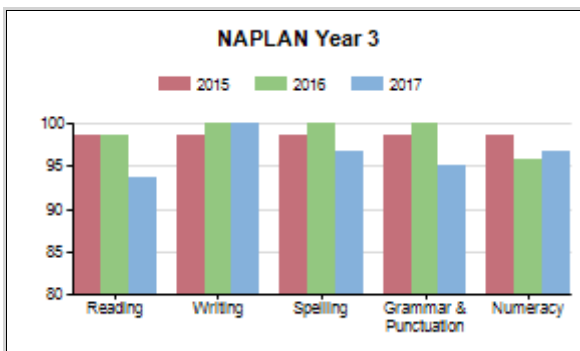
PARENT SATISFACTION

- St Peter Chanel School Improvement Survey, Parent Survey 2017, item 1 – *parent partnership*, top 25% of Victorian Schools.
- Item 2 – *approachability*, item 3 – *parent input*, item 5 – school improvement, all middle 50% of Victorian Schools.

School Data

E1188 St Peter Chanel School, Deer Park

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2015 %	2016 %	2015 - 2016 Changes %	2017 %	2016 - 2017 Changes %
YR 03 Grammar & Punctuation	98.6	100.0	1.4	95.2	-4.8
YR 03 Numeracy	98.6	95.7	-2.9	96.8	1.1
YR 03 Reading	98.7	98.6	-0.1	93.7	-4.9
YR 03 Spelling	98.6	100.0	1.4	96.8	-3.2
YR 03 Writing	98.6	100.0	1.4	100.0	0.0
YR 05 Grammar & Punctuation	98.6	98.4	-0.2	98.6	0.2
YR 05 Numeracy	97.2	100.0	2.8	97.2	-2.8
YR 05 Reading	97.2	100.0	2.8	97.2	-2.8
YR 05 Spelling	97.1	100.0	2.9	98.6	-1.4
YR 05 Writing	97.1	98.4	1.3	97.2	-1.2



AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	%
Y1	92.34
Y2	92.40
Y3	93.07
Y4	94.03
Y5	94.90
Y6	91.99
Overall average attendance	93.12

TEACHING STAFF ATTENDANCE RATE	
Teaching Staff Attendance Rate	90.35%

STAFF RETENTION RATE	
Staff Retention Rate	85.71%

TEACHER QUALIFICATIONS	
Doctorate	0.00%
Masters	18.18%
Graduate	18.18%
Certificate Graduate	9.09%
Degree Bachelor	90.91%
Diploma Advanced	45.45%
No Qualifications Listed	0.00%

STAFF COMPOSITION	
Principal Class	2
Teaching Staff (Head Count)	44
FTE Teaching Staff	34.360
Non-Teaching Staff (Head Count)	14
FTE Non-Teaching Staff	11.297
Indigenous Teaching Staff	0

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