



**St Peter Chanel**

Catholic Primary School, The Gap

CELEBRATING 50 YEARS 1972 - 2022

# St Peter Chanel Catholic Primary School, The Gap

# Annual Report 2021

**Brisbane Catholic Education is  
a faith-filled learning community  
creating a better future.**



**Brisbane  
Catholic  
Education**

teaching • challenging • transforming

# Contact information

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<b>Contact person</b>	Mr Paul McGlone — Acting Principal

## Principal's foreword

The 2021 Annual Report presents information for reporting requirements and informs the wider community of our school's operations and achievements through the year. The report includes information on the school's profile, curriculum delivery, social climate, school funding, workforce composition and student performance.

St Peter Chanel Primary School is a Catholic school administered through Catholic Education Archdiocese of Brisbane. The school is situated less than eleven kilometres northwest 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 students from Prep to Year 6.

Our school values meaningful relationships between staff, students and families. We are well-resourced, both in and out of the classroom. Students and teachers have ready access to a range of technologies, resources and facilities. In 2021, we continued to develop, design and deliver quality learning and teaching experiences, in a safe and supportive environment. The 295 students formed 13 class groupings, which were supported by a staff comprising of classroom and specialist teachers (either in a full-time or part-time capacity) and school officers.

At St Peter Chanel School we provide a setting that enables children to flourish and learn in a happy, safe, inclusive and nurturing environment.

### School progress towards its goals in 2021

In 2021, many strategies were implemented, and outcomes achieved in relation to our Strategic Renewal Plan. The fuller report is available on our school website. Achievements included:

1. *Developing a Strong Catholic Identity* focusing on the data and recommendations in the Dialogue School Project Report received in late 2020, the school developed a plan to deepen and strengthen our school's Catholic Identity over a 3 – 5 year period. A working party of interested staff members was formed to review and analyse the Dialogue School Project Report. The APRE worked with BCE Catholic Identity and Leadership staff to enhance the depth of the initial report provided to include a Document Portfolio Analysis and Interviews. A comprehensive school-based Strengthening Catholic Identity Plan has been developed and shared with the community. The Plan embraces the recommendations of the Dialogue School Project Report. Subsequently, staff engaged in professional development based on the BCE professional learning Formation for Mission modules.

2. *Delivering Excellence in Teaching and Learning* with a continued emphasis on learning performance across multiple indicators reflects increased achievement in reading, writing and mathematics. The PLL, STIE and Learning Support Team worked with teachers to further develop and improve differentiation

of student learning in planning and pedagogy. Planning processes were redeveloped to assist the new learning support model. A 'whole of cohort support program' was introduced into the Learning Support Team's way of working to target learning and teaching. The Business Intelligence (BI) Tool monitoring data (e.g., for attendance, NAPLAN) was used to target learning and teaching, with staff meeting time allocated to allow for analysis and discussion.

3. Organisational Efficiency focused on increasing student enrolments above the Brisbane Catholic Education (BCE) predictions. Leadership developed and implemented the identified marketing strategies created in 2020. Staff engaged with school blogs, Facebook etc. to share positive learning experiences with the school community and beyond. Teachers continued to provide communication with parents via email, blogs, parent teaching meetings, etc

In 2021, St Peter Chanel engaged with the BCE Explicit Improvement Agenda (EIA) team and two key recommendations were identified to provide a whole school focus. These highlighted the need to narrow the focus of the school improvement agenda. Staff committed to name, embed and communicate the non-negotiable and targeted pedagogical practices at St Peter Chanel Primary School, and build the capacity of teachers to deliver these pedagogical practices in the area of reading. The leadership team ensured there were structures and processes in place to manage the work, address the needs of all teachers and monitor the progress of the work. The intensive modelled reading strategy of 'Think Alouds' was embedded into English Short Cycle planning and teaching, in alignment with the Australian curriculum and BCE strategies.

## **Future outlook**

The improvement agenda for 2022 will build on focus areas still progressing from 2021 as well as focusing on new initiatives. Specifically, the school will seek to gain improvements in:

1. *Developing a Strong Catholic Identity* - to revitalise the Catholic Identity markers around the school, with evidence of recontextualised iconography, signs, symbols and artwork. To deepen the scriptural and theological capacity of our students, staff and community.
2. *Delivering Excellence in Teaching and Learning* - Student learning performance across multiple indicators will reflect increased achievement in reading, with a continued focus on our Explicit Improvement Agenda key recommendations.
3. *Diversity and Inclusion* - to grow the community of St Peter Chanel School, so that it values, celebrates and responds to individual identity and cultural diversity, through the development of a Reconciliation Action Plan.

The targets, timelines and strategies for implementation of each goal are included on the next page.

Strategic priority	Goal	Success measures	Strategies for improvement	Timeline	Responsibility
<b>Catholic identity</b>	Revitalise the Catholic Identity markers. Evidence of recontextualised iconography signs, symbols, artwork.	Increase and build on examples of iconography around the school to make OUR STORY more visible.	CHANEL Virtue flags, documenting and sharing the story of the school in a visible way through an iconography catalogue, QR codes and plaques, information signs	Semester One	APRE and Catholic Identity Team
	Deepen the scriptural and theological capacity of our students, staff and community.	Staff can articulate a deep understanding of the core texts for their year Level and know how to plan and teach these core texts.	Continue to provide further opportunities for staff formation and prayer opportunities.  Professional development around the 3 worlds of the text and understanding the scripture.	Ongoing	APRE/Teaching Staff  APRE/Teaching Staff Michael Blanchfield (BCE Education Officer, Catholic Identity)
<b>Learning and teaching</b>	Continued focus on our Explicit Improvement Agenda – key recommendations.  Build a high-quality professional learning community who use best practice to improve student outcomes for all learners.	Improved classroom practice through use of evidence – based, research-based and contemporary teaching/pedagogical practices  Improved student results and outcomes which will be evident through data analysis.  Positive student feedback and the ability for students to talk about	Review and further develop the school curriculum delivery plan collaboratively), to ensure coherent, sequenced, and consistent curriculum delivery across the year levels.  Further develop and enhance our collaborative culture by utilising the Australian Professional Teaching Standards as a framework for teacher growth and improvement.  Use the High yield strategies (Review and Response, Learning Walks and Talks and Data conversations), to gather data on teacher professional practice ensuring that the learning happening in the classroom aligns with the planning and is responsive to the data. Leadership and support team consistently meet	Professional learning from January through to Twilights through the year.  Planning sessions are conducted with teams on a weekly basis during Planning and Preparation time. Additionally, teachers are also released for one whole day per term for planning	Leadership team PLL STIE School officers Teaching staff

Strategic priority	Goal	Success measures	Strategies for improvement	Timeline	Responsibility
		<p>their learning and their goals.</p> <p>Teachers will have a deep understanding and display proficiency in the use of Reading Strategies.</p>	<p>with all teaching staff, in year level teams and individually to discuss data trends, evaluate ways to respond effectively. Including understanding how to interpret Data Sets.</p> <p>Continued Focus on THINK ALOUDS.</p> <p>Focus on Guided Reading.</p>	<p>with the PLL and APRE.</p> <p>Term 1</p> <p>Term 2-4</p>	
<b>Diversity and inclusion</b>	Grow the community of St Peter Chanel School, so that it values, celebrates, and responds to individual identity and cultural diversity.	<p>Develop a RAP - Reconciliation Action Plan.</p> <p>Establish the practice of yearly overview of cultural experiences/excursions.</p>	<p>Formation of Reconciliation Action Plan team and draft the plan.</p> <p>Build relationships with local community groups and utilise their expertise and resources. E.g., Balaangala Community Group, BCE Ngutana -Lui,</p>	Semester One	<p>APRE, GC and RAP team</p> <p>Erin Doughty – (BCE Education Officer Aboriginal and Torres Strait Islander.)</p>

# Our school at a glance

## School profile

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

**Coeducational or single sex:** Coeducational

**Year levels offered in 2021:** Primary

**Student enrolments for this school:**

	Total	Girls	Boys	Aboriginal and Torres Strait Islander students
2021	295	146	149	5

Student counts are based on the Census (August) enrolment collection.

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 which is encouraged through relationships that value collaboration and cooperation.

In 2021, the student body could be characterised as an homogenous group. The cohort was made up of a high percentage of students who live predominately in The Gap but who also come from Keperra, Grovely, Arana Hills, Mitchelton, Ferny Grove, Upper Kedron, Mt Nebo, Ashgrove and beyond. Although some students were born overseas, most were born in Australia and have English-speaking parents. Students come from diverse family backgrounds and education is typically highly valued. 1.7% of students are from the First Nations people, and 4.8% of students have English as an additional language or dialect. 20.1% of students present with some form of disability. The Index of Community Socio-educational Advantage (ICSEA) for the school, as a scale of socio-educational advantage computed for all schools, is 1123. The majority of pupils are well-prepared at the time of enrolment, having attended a Pre-prep program. 68.9% of students identify as Catholic, with the balance of families actively supporting the Catholic faith and values-based education the school provides. Many students engage in extra-curricular activities, 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.

## Curriculum implementation

### Curriculum overview

St Peter Chanel School is committed to excellent teaching and learning. Our model of pedagogy aligns with that of Brisbane Catholic Education where we:

- focus on learners and their learning.
- establish learning intentions and success criteria.
- activate multiple ways of knowing and interacting as well as opportunities for practise.
- respond with feedback that moves learning forward.
- evaluate the impact of teaching.

The Australian Curriculum is central to teaching and learning initiatives. In addition, Religious Education and the religious life of our school are a distinctive part of our 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 2021, students from Years 3 - 6 were provided with opportunities to participate in professional coaching and subsequent inter-school sports competitions

in Netball, Soccer, Touch Football and AFL. This was complemented by opportunities to participate in individual and team competitions (in swimming, cross country running and athletics) at school, with Zone, District and State level competition limited by restrictions related to COVID-19. Regular training sessions held outside of school hours were offered, where restrictions allowed.

The Music and Art programs are led by teachers who are specialists 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. Nihongo (Japanese) is the Language Other Than English which is taught to all students from Prep - Year 6. The curriculum is complemented by the use of technologies, including laptops and iPads, with several new devices purchased in 2021. Technology is effectively integrated to enhance learning opportunities.

Our school provides support to allow all students to access and participate in high-quality education and fully engage in the curriculum alongside their similarly-aged peers. This support includes:

- The Support Teacher: Inclusive Education and members of the support team attending planning sessions each term, to collaborate on support programs for each year level and assist in monitoring and reviewing the in-class adjustments for student learning.
- A variety of student support models are applied to individualise the support options for students, including whole cohort support, individual and small group literacy and/or numeracy teacher support, and school officers in classrooms.
- Teachers engage in ongoing learning regarding high quality adjustment options for students with a disability, and other learning needs.
- Ongoing teacher training and support is provided for the integration of Expected and Effective Practices, and new and emerging pedagogies.
- Students classified as being vulnerable were offered at-school attendance during the AEP and provided with adult support.

### **Extra-curricular activities**

St Peter Chanel School offers the students many co-curricular activities including:

- Tuition for band instruments and / or the piano, plus inclusion in the School Choir for students Years 2 - 6
- In 2021 camps in Years 4, 5 and 6 camps were able to go ahead, reflecting COVID-19 safe restrictions. Year 4 attended Mapleton Years 5 and 6 attended Luther Heights, Cooloom over 3 and 4 days respectively.
- Incursion/excursion opportunities for all year levels.
- Buddy system (Prep and Year 6 students, Year 1 and Year 5 students).
- Parish based Sacramental program.
- Leadership and outreach programs and activities.

Numerous extra-curricular activities are also on offer including:

- Local Music, and Speech and Drama performance.
- Chess, Junior Engineers, Art and Tennis tuition.

### **How information and communication technologies are used to assist learning**

The curriculum is complemented by the use of technologies, including laptops and iPads, with devices to allow for a ratio of 1:1 from Year 1 - 6 in 2021. The school uses a variety of strategies, such as digital pedagogies, to effectively integrate technology to enhance learning opportunities.

Digital Citizenship, that is, learning about the safe and ethical use of ICT, is a focus area (as the use of devices increases around the school) and is being taught in context and at point of need (for example email etiquette for Year 4 students included expectations explicitly being taught before engagement). Boot Camps for students have been undertaken to support the allocation of devices. This time has assisted in fostering a common understanding around the school and at home with regard to expectations for device use. Monitoring of the teaching of The Australian Curriculum ICT capabilities has continued, to ensure that relevant skills are being explicitly taught and that the appropriate language and terms are consistently used across the school.

All year levels use Microsoft OneDrive as their document creation and storage space, which they can access from home or school. Teachers continue to model and explicitly teach skills such as folder structure, composing and editing texts and sharing documents in an online environment. We acknowledge multiple ways of knowing and interacting, as well as student difference. Our use of a variety of technology tools offers personalisation of the learning experience. Students are regularly given the opportunity to use tools such as read aloud functions and the ability to change size of fonts etc. in *Immersive Reader*, with the translation function used for our who have English as an additional language.

We have commenced the use of Microsoft Forms, which allows the students to provide feedback regarding their learning to teachers. Teachers are also using Forms to assess and gather valuable information about student learning, and in turn develop future learning goals.

Scratch is used to teach students coding, starting in the early years of schooling. Book Creator on iPads is used to create texts for an authentic audience. Students in Years 4 - 6 are using email to communicate with teachers and are learning about email etiquette. Students in Years 5 and 6 are exploring conversation in Teams, together with the etiquette required when communicating with the whole class to collaborate on ideas with others. We incorporate the use of iPads to take photos and create videos to demonstrate learning across all year levels.

## Social climate

### Overview

As a Catholic school we ground ourselves in:

- *Our Vision* – We are a faith-filled learning community creating a better future.
- *Our Mission* – Our mission is to teach, challenge and transform through service, support and leadership of Catholic education in The Gap and its surrounding suburbs.
- *Our Values* – Excellence - inspired by our Catholic tradition to strive for excellence.
  - Integrity - as witnesses to the Good News of Jesus Christ, we act ethically.
  - Justice - as people of faith, we foster respectful relationships, advocating for and empathising.
  - with those at the margins or society.
  - Hope - empowered by the Spirit, we embrace the future with confidence.
  - *Our CHANEL Virtues* of Charity, Hope, Acceptance, Nurture, Excellence and Love.

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, complementing our 'Positive Behaviour for Learning' framework. We develop pastoral care across the school through celebrations of welcome and farewell, leadership opportunities, a buddy system, class prayer and faith celebrations and by recognising birthdays and achievements.

A range of indicative feedback and data is gathered and 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, the Leadership Team and the community with feedback. Data and feedback will be used to help set school goals and inform the School Strategic Renewal Plan and subsequent Annual Improvement Plan. The School Board and Parents and Friends Association Meetings also provide invaluable information about parental satisfaction. At these meetings, many parents speak of the unique, nurturing environment that exists within St Peter Chanel School, including our deep commitment to the children and their personal development and happiness. Also noted are parent comments affirming that children are 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.



## **Family and community engagement**

Our school characteristically seeks and responds to opportunities to engage with families and the local community.

In relation to our students' education, we engage in consultation processes regarding the adjustments made to assist children with diverse needs to access and participate fully at school. These include:

- Providing a large number of student support staff, including Literacy Support Teachers, a Guidance Counsellor, School Officers and a Support Teacher: Inclusive Education (STIE).
- The Support Teacher: Inclusive Education inviting all parents of students eligible for inclusion in the Nationally Consistent Collection of Data (NCCD) to a meeting and or communicating via email to discuss this funding model, privacy and in what category and to what level their child will be supported.
- Classroom teachers presenting a comprehensive summary of the standard adjustments made regularly in the classroom and beyond to support a child's individual needs.
- Parent consent being sort and information being provided when students are supported in small group or individual learning programs outside of the classroom e.g. intensive reading program, numeracy support groups, social emotional group training, etc.
- Parents being provided with the opportunity to engage in individual or small group training sessions in the supports being used with/by their child/ren e.g. assistive technologies, reading approaches, social emotional strategies.
- Comprehensive summative reports being provided to parents at the conclusion of these programs, including next steps.
- Three hours per week being allocated to releasing classroom teachers and members of the support staff to participate in Student Support Team Meetings for individual student planning and reviews.
- Support staff scheduling prioritising attendance at these meetings to allow for team support to occur.
- Parent and Student Support Team Meetings occurring as required to ensure parents and allied health professional voices contribute to the school support plan.
- Frequent communication being encouraged between private allied health providers, medical staff and school staff to inform school supports and provide monitoring and feedback.
- Frequent communication between classroom teachers, support staff and parents being encouraged.
- Staff training occurring as required to enhance the support and adjustments available to students.
- Extensive summary documents being provided to medical and allied health providers prior to student engagement in private consultations and assessments.

## School funding

### School income broken down by funding source

School income, reported by financial year accounting cycle using standardized national methodologies and broken down by funding source is available via the *My School* website.

#### How to access income details

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.

Find a school

Search website

Search by school name or suburb

Go

School sector

School type

State

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

View School Profile

4. Click on 'Finances' and select the appropriate year to view the school financial information.

School profile

NAPLAN

Attendance

Finances

VET in schools

Senior secondary

Schools map

Note: If you are unable to access the internet, please contact the school for a hard copy of the school's financial information.

## Our staff profile

### Workforce composition

Description	Teaching Staff*	Non-Teaching Staff
Headcount	32	14
Full-time Equivalents	25.0	6.4

\*Teaching staff includes School Leaders

### Qualification of all teachers\*

Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	6
Graduate diploma etc.**	5
Bachelor degree	21
Diploma	0
Certificate	0

\*Teaching staff includes School Leaders

\*\*Graduate diploma etc. includes graduate diploma, bachelor honours degree, and graduate certificate.

## Professional development

During 2021, a significant amount of professional development funding continued to be directed towards our school goals, including our focus on delivering excellent learning and teaching.

The major professional development initiatives were as follows:

- Review of 2020 Internal Review findings
- Explore the 2020 BCE Listens Survey Reports
- BCE's Vision and School Vision,
- Inclusive Education Policy, including whole cohort planning, use of planning time
- Our School Data, Priorities and Context
- Our 2021 School Improvement Plan
- Our 2021 School Explicit Improvement Agenda (EIA)
- EIA 'Think Alouds' – reading comprehension strategy
- Classroom ICT – due diligence, use of TEAMS and class blogs, monitoring ICT General Capabilities
- Assessment Capable Learners
- Student data talk
- Senior Primary Years
- BCE Suite of Volunteer Documents
- Strong Catholic Identity Formation Plan
- Alternate Education Provisions
- Professional Goal Setting
- Behaviour Support
- Nationally Consistent Collection of Data (NCCD)
- The Disability Discrimination Act
- Monitoring tools
- Short cycle planning in English
- Consistency of teacher practice and judgment
- Student Protection
- First Aid / CPR training/Asthma/Anaphylaxis and Epipen Training
- Privacy
- BCE Code of Conduct
- Workplace Health and Safety
- Health and safety awareness
- Workplace Bullying and Occupational Violence
- Sexual Harassment Prevention Training
- First Response Fire and Evacuation Instructions
- Local Fire, Evacuation and Emergency procedures
- Under the Criminal Code Act.

The proportion of the teaching staff involved in professional development activities during 2021 was 100%.

## Staff attendance and retention

### Average staff attendance

Description	%
Staff attendance for permanent and temporary staff and school leaders	96.0%

### Proportion of staff retained from the previous school year

From the end of the previous school year, 75% of staff were retained by the school for the entire 2021.

# Performance of our students

## Key student outcomes

### Student attendance

The overall student attendance rate in 2021 for all Brisbane Catholic Education schools across years Prep-6 was 92.4%.

Description	%
The overall attendance rate* for the students at this school	95.3%
Attendance rate for Aboriginal and Torres Strait Islander students at this school	94.3%

Average attendance rate per year level			
Prep attendance rate	93.5%	Year 4 attendance rate	94.8%
Year 1 attendance rate	95.7%	Year 5 attendance rate	96.0%
Year 2 attendance rate	94.6%	Year 6 attendance rate	96.7%
Year 3 attendance rate	95.0%		

\*The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

### Description of how non-attendance is managed by the school

The school manages student attendance by way of the school's Student Administration System - eMinerva. Rolls are marked electronically, twice daily at 9.00am and 2.00pm, via this online program. They are maintained and supervised by classroom teachers who monitor any anomalies, irregular attendance or unexplained absences. Class teachers or school leadership follow-up by contacting parents or carers, as necessary. We listen to the student's story, discuss the impact of missed learning on a child's development and educational achievements and, as needed, provide families with ideas and support to increase attendance. Parents, carers, and students are reminded via the school newsletter, posters around the school and during school assemblies that student attendance matters.

## NAPLAN

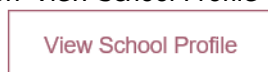
Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 NAPLAN tests are available via the [My School](http://www.myschool.edu.au/) website.

### How to access our NAPLAN results

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.

A screenshot of the search bar on the My School website. It features a text input field on the left with the placeholder text "Search by school name or suburb". To the right of this field are three dropdown menus labeled "School sector", "School type", and "State". A magnifying glass icon is positioned at the far right of the search bar.

3. Click on 'View School Profile' of the appropriate school to access the school's profile.



4. Click on 'NAPLAN' to access the school NAPLAN information.



#### Notes:

1. If you are unable to access the internet, please contact the school for a hard copy of the school's NAPLAN results.
2. The National Assessment Program – Literacy and Numeracy ([NAPLAN](http://www.naplan.edu.au/)) is an annual assessment for students in Years 3, 5, 7 and 9.