

## **ST PETER CHANEL CATHOLIC SCHOOL**

### **2016 ANNUAL SCHOOL COMMUNITY REPORT**

<b>YEAR:</b>	2016
<b>SCHOOL NAME:</b>	St Peter Chanel Catholic School
<b>SCHOOL TYPE:</b>	K-6
<b>SUBURB/TOWN:</b>	Smithton
<b>ADDRESS:</b>	1 Sampson Avenue Smithton Tasmania
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<b>PRINCIPAL:</b>	Mr Gregg Sharman

#### **About this Report**

In preparing this report, information has been gathered from various sources throughout the year. Information about the school's practices and student learning outcomes have also been analysed and from this, goals for the school's future development were determined.

This report provides board members, parents, friends and members of the wider school community with information about St Peter Chanel Catholic School activities and performances over the past twelve months. It highlights the school's strengths and will assist to set targets for improvements during 2016 and beyond.

#### **School Profile**

St Peter Chanel Smithton is a co-educational primary school located on the far North-West coast of Tasmania. Catholic education began in the town when St Attracta's School commenced on the 6<sup>th</sup> February 1951, at 98 Emmett Street by four sisters of St Joseph. The school was named after St Attracta – an Irish nun/saint and innkeeper. In 1977 land was bought on Tier Hill in Sampson Avenue. This land would allow enough space for a school, convent, presbytery, and church. With the assistance of a Federal Government Grant a new school was built in three stages. The school was renamed St Peter Chanel. Peter Chanel, a Marist priest, had been martyred on Futuna Island. He was called 'the man with the good heart.'

School commenced on the 26<sup>th</sup> February 1979, with Sr Carmel Jones as Principal. The official blessing and opening was held on 18<sup>th</sup> March 1979, by the Vicar General, Monsignor Bernard Rogers and Mr Ray Groom, Minister for Housing and Construction.

St Peter Chanel is blessed with a dedicated and caring staff and parent base. It is a Christ-centred community where teachers, parents and students collaborate to provide an environment where the worth and dignity of each person is acknowledged and appreciated.

St Peter Chanel is proud of the rich and significant heritage of the sisters of St Joseph with their charism: God's compassionate love; ordinary; practical; hospitable; humas (down to earth and of the earth). We are committed to ensuring that the valued traditions of the Sisters of St Joseph are promoted and preserved for future generations.

Our motto, 'We Seek The Lord', is based on the badge of St Attracta. It encapsulates the charism of the Sisters of St Joseph and provides a visual link with the past.

St Peter Chanel offers quality Catholic education from Kindergarten to Year 6. The premises has eight classrooms fitted with modern furniture; a well-resourced and modern Kindergarten with a spacious play area; shared learning spaces outside both the early and upper years; a staff workroom with space for lesson preparation and small meetings; an administration area that includes a front and back office work space, Principal's office and staff room.

All classrooms open into global learning spaces. This is common practice and class bi-fold doors enable this to regularly happen. External classroom doors also allow for student learning to flow into the natural environment. The shared learning spaces have been continually improved, with new furniture and resources being made available

With the weather we experience on the far North-West coast, the large internal multi-purpose area in the centre of our school, allows students to participate in outdoor activities when the weather is inclement. Glass operable walls allow greater visibility and function to this multi-purpose space.

Our school bus also provides greater access to student learning opportunities, camps and excursions. Learning experiences outside the classroom not only help consolidate learning but also breakdown the misunderstanding that learning only occurs within the four walls of the classroom.

Since 2013, extensive consultation and planning has been undertaken to improve our facilities at St Peter Chanel Catholic School. Class sizes have grown throughout it is necessary to expand all spaces, as well as those previously mentioned. A proposed capital improvement will deliver a larger, multipurpose indoor facility which will better equip our school to cater for our students. To facilitate this change, an initial Capital Works Committee was formed in 2013, to gather feedback from our community with regard to this work.

## **The St Peter Chanel Catholic School Board**

Mrs Greta Kay	Chair
Mr Kent Bishop	Deputy Chair
Mr Aaron Robertson	Treasurer
Ms Helen Marthick	Secretary
Mr Matthew Sheehan	Ordinary Member
Mr Jason Williams	Ordinary Member
Mrs Dianne Baldock	Ordinary Member
Mrs Andrea Wilson	Ordinary Member
Fr Phil McCormack	Ex-officio
Mr Gregg Sharman	Ex-officio

## **Student Attendance**

Our school Attendance and Truancy Policies can be found at:

<http://www.stpeterchanel.tas.edu.au/about-us/policies>

<b>Grade</b>	<b>Students with Attendance Rates Less than 90%</b>
Prep	1
Grade One	5
Grade Two	3
Grade Three	3
Grade Four	3
Grade Five	4
Grade Six	5

## **Student Enrolment**

Enrolment at the time of the annual March census was 224 students.

## **Teacher Qualifications**

Staff	Role	Qualifications	TRB Number (if applicable)
<b>School Leadership</b>			
Mr Gregg Sharman	Principal	BHM (UTAS), MEd (UTAS), GCRE (ACU), GCED (ACU)	TRB 7225
Miss Nicole Pitt	Assistant Principal: Primary	BEd (UTAS), GCRE (ACU), MEd (ACU)	TRB 10763
Mrs Ella Plapp	Assistant Principal: Early Years Digital Key Teacher	BEd (UTAS)	TRB 16970
Ms Donna Porteus	School Chaplain	Diploma of Counselling	
<b>Teaching Staff</b>			
Mrs Danielle Hodgetts	Gr 6 Teacher	BEd (UTAS), M.Th (ACU)	TRB 13925
Miss Meghan Edwards	Gr 6 Teacher	BEd (UTAS)	TRB 21487
Mr John van Keulen	Gr 5 Teacher Aboriginal Key Teacher	BEd(UTAS)	TRB 12872
Mrs Andrea Jaffray-Morf	Grade 3/4 Teacher	BEd (UTAS)	TRB 11568
Miss Kayla Hampton	Grade 3/4 Teacher	BEd (UTAS)	TRB 20985
Mr Daniel Bellinger	Gr 2 Teacher SWPBS Coordinator	BEd (UTAS)	TRB 15660
Ms Fran Joyce	Gr 1 Teacher Visual Arts Teacher	BEd (UTAS)	TRB 10744
Mrs Brooke Lardner	Gr 1 Teacher Special Learning Needs Coordinator	BEd (UTAS)	TRB 16665
Mrs Sussan Evans	Prep Teacher	BEd (UTAS)	TRB 15787
Ms Kate McHarg	Kinder Teacher	BEd (UTAS) Grad Dip RE (ACU) PGCertSpEd (Flinders UNI, Adelaide)	TRB 8157
Mr Nick Hart	Music Teacher	BTeach (Music) BA (UTAS)	TRB 10744
Mr Gerry McMahon	Liturg Coordinator	BEd (UTAS)	TRB 5973
Miss Jessica Smith	Physical Education Teacher	BEd (UTAS) BEd- Sport, Health and Physical Activity (UQld)	TRB 19099
<b>School Support Staff: Teacher Assistants</b>			
Mrs Nicole Pedder	Teacher Assistant	Cert 3 Ed Support	
Miss Amy Pegg	Teacher Assistant		
Ms Rebecca Evans	Teacher Assistant		

Mrs Denise Spinks	Teacher Assistant		
Mrs Angela Hall	Teacher Assistant	Cert 4 Teacher Aide	
Mrs Jo Cartledge	Teacher Assistant Learning Treasures (B-4 Program)	Cert 3 Child Care	
Mrs Lynda Ling	Teacher Assistant	Cert 3 Ed Support	
Miss Tegan Spinks	Teacher Assistant	Cert 3 Child Care	
Mrs Tracey Somerville	Teacher Assistant	Cert 3 Child support	
Mrs Michelle Plapp	Teacher Assistant	Cert 3 Children Services, Cert 4 Community Services	
Mrs Thalia Bishop	Teacher Assistant	Cert 3 Ed Support	
Mrs Lynette Cobbing	Teacher Assistant	Cert 3 Child Services	
<b>School Support Staff: Business Services</b>			
Mrs Rowena Booth	Finance Officer		
Miss Sarah Jaegar	Administration Officer		
Mrs Melissa Thorp	Executive Assistant		
Mrs Amelia Coombs	Administration Officer	Diploma of Business	
<b>School Support Staff: Utility/Cleaner</b>			
Mr David Plaza	Utility Officer		
Mrs Jackie Ralston	Cleaner		
Mrs Andrea Rutter	Cleaner		

### **Workforce composition, including Indigenous composition**

Total Employees: 36

Indigenous Composition: 4

### **Student Outcomes - NAPLAN 2016**

Students at or Above Benchmarks

<b>Year</b>	<b>Reading</b>	<b>Writing</b>	<b>Spelling</b>	<b>Grammar and Punctuation</b>	<b>Numeracy</b>
Three	92%	97%	84%	89%	84%
Five	93%	96%	96%	93%	90%

### **Grade Five Participation Rates Per Assessment**

Reading	100%
Writing	100%
Spelling	100%
Grammar and Punctuation	100%
Numeracy	100%

### **Grade Five Participation Rates Per Assessment**

Reading	97%
Writing	93%
Spelling	93%
Grammar and Punctuation	93%
Numeracy	97%

### **Reporting to Families**

The school uses a range of formal and informal reporting processes to inform parents with inclusive, accessible, accurate information about student progress and achievement.

These approaches include, but are not limited to:

- a) Online Portfolios
- b) Formal Reporting Mid-Year and End of Year
- c) Parent/Student/Teacher Meetings following Reports
- d) Goal Setting Sessions Term 1

Parents and carers are involved in very structured processes in terms of Individual Education Plans. Teachers, school leadership, parent/carers, teacher support staff and TCEO staff are involved in Special Learning Needs practices.

### **Parent, Student and Teacher Satisfaction with the School**

The school undertook an external validation process in 2016. School validation comprise of a full consultation with all community stakeholders; students, staff, families, board, and parents and friends members. The following commendations and recommendations were made by Validation Panel Chair, Mr Damien Brennan.

#### Commendations:

- *The design of the school day, that incorporates clear and structured learning times, and caters for holistic opportunities, is well-valued and models best practice*
- *The responsiveness and proactive nature of the Leadership Team was consistently acknowledged*
- *The exploration of and tailoring of social and emotional strategies and programs to the local community's context is highly valued and promotes positive preconditions for learning*
- *There is an age-based and respectful challenge to students to aim higher than might present as a lower order of local/family expectations. This remains a work in progress*
- *There is a positive and inclusive "vibe" that is acknowledged locally as evolving from good leadership and active support to students, staff and families*

- *Students commented especially upon the school garden and the opportunities it provides for them to support their learning, their life skills and their recreation*
- *There is a good and valued presence by the pastor*
- *Consistent practices and protocols contribute actively to a safe learning environment.*

Areas to be Addressed:

*Good, sustainable practices are in place and the school operates upon solid foundations that support student learning.*

*The panel suggests that:*

- *The next few years provide an opportunity for the consolidation of the many initiatives that needed to occur, to both stabilise and advance school operations and to bring consistency to the leadership of the school*
- *Strategic planning for the next few years needs to focus upon this and further deepen the many good things in place. This ought to enable leadership density so that the future for the school is not so dependent upon the role of principal and leadership team as it is now, which is highly understandable.*
- *The panel commends the work achieved over the last three years, in particular, and proposes that a revised or refined strategic plan might be simplified in its wording so that the language is more orientated to student understandings and more inclusive of community literacy abilities.*
- *Mental health and well-being will, no doubt, continue to be a priority to set the necessary preconditions for learning. The initiatives and strategies established at St Peter Chanel catholic School, are, from the panel chair's breadth of observations and experience, some of the best practices he has encountered in Catholic schooling on the (Australia's) eastern seaboard. This is impressive.*
- *It is imperative that any implementation of the building refurbishment and design respects this and can further enhance and not detract from the provision of student learning opportunities already so outstandingly executed and supported in what many might describe as a marginalised community. St Peter Chanel Catholic School is a tangible, positive and inclusive preferential option for the poor. Others would do well to observe and learn from the humility, the rigour and the soul that it models so palpably.*

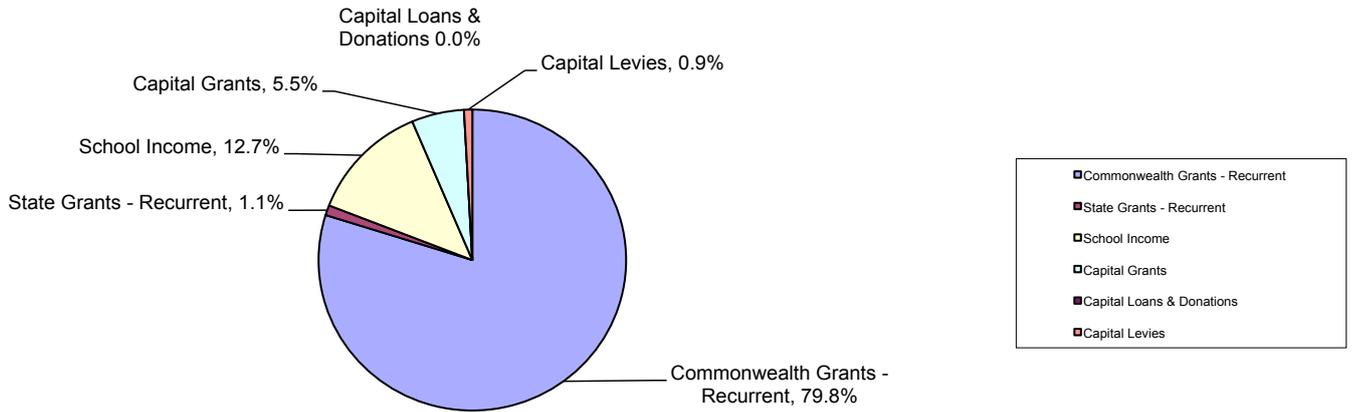
*Author: Damien Brennan*

**Post-school Destinations**

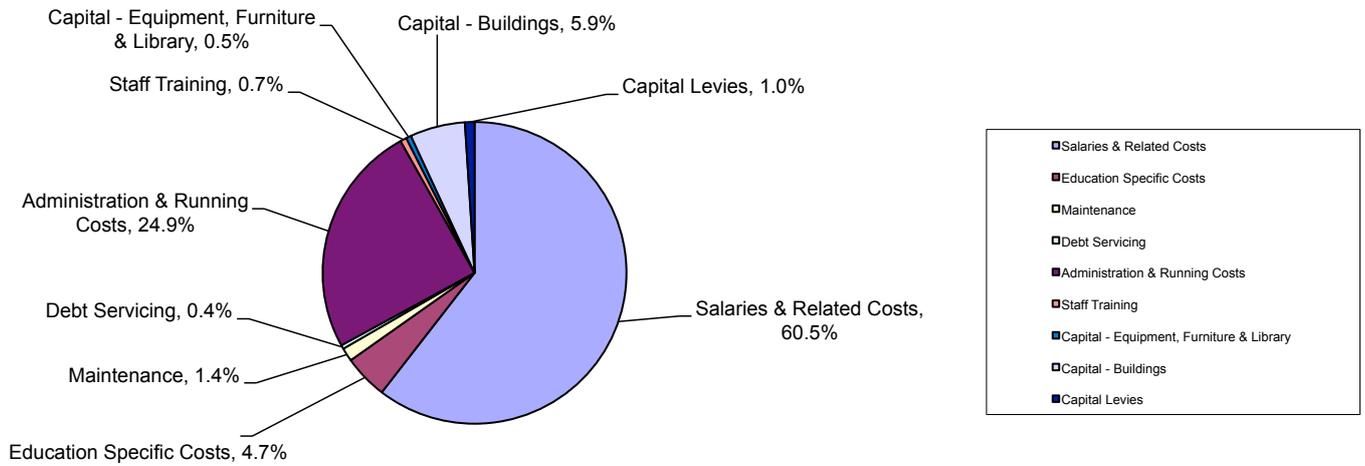
The school has developed a Transition Guideline, transitioning children into the school, between Year groups and onto secondary schools. It has been a recent trend that students either move on to Marist Regional College, Burnie, and Smithton High School. This transition is represented as an approximate 50:50 split in recent times.

## School Financial Indicators

### ST PETER CHANEL CATHOLIC SCHOOL SOURCES OF INCOME 2016 Total Income \$2.8 million



### ST PETER CHANEL CATHOLIC SCHOOL EXPENDITURE 2016 Total Expenditure \$2.7 million



## 2016 Review

### *Capital Project*

In January, members of the school board and leadership team visited Sacred Heart School, Ulverstone to peruse their recently developed administration area.

The school was able to finalise its design for its capital project. The project's working party have ensured that the school's internal spaces have not been compromised. This will ensure that the sense of community is aided through the physical nature of the school's buildings.

With potential changes to the state Education Act, provisions have been made for specialised Kindergarten facilities such as toilets and showering.

In August, final approval was given by the TCEO Capital Projects Committee. The project's budget of \$2,066,250 which will see a refurbishment and enlargement of all existing spaces. In addition, there is a new build component comprising of a multipurpose hall, two new classes and a flexible learning space.

### *Social Emotional Learning and Well-being*

This policy has four (4) goals that will enable our students to focus and aim to achieve social/emotional well-being growth. Teaching students social and emotional skills helps to promote resilience – bouncing forward despite the negative things that may happen in life.

Goals include:

1. Gratitude and Kindness
  - v Focusing on the things we are grateful for
  - v Being kind to ourselves and others
2. Identity and Positive Reflection
  - v Who am I and what is my purpose?
  - v Recognising one's emotions and behaviours
3. Belonging and Being Confident
  - v Knowing that you belong
  - v Making positive choices
4. Mindfulness and Growth
  - v Learning "How to be"
  - v Encouraging growth mindset

Social and Emotional Learning (SEL) is implemented at St Peter Chanel through

1. Involving staff, students, families, support agencies (Rural Health) and existing programs to develop the SEL programs for classes.
2. Promote positive interactions within the school and wider community through our integrated curriculum.
3. Resolve disciplinary problems in a cooperative and constructive way through restorative Justice. This is based on respect, responsibility, relationship building and relationship repairing, creating a safe environment where social and emotional learning can flourish.
4. Every class will have SEL embedded into their class program and students will be taught these skills explicitly:
  - v Emotion Wall
    - o Morning classroom display
  - v Smiling Mind App
    - o Teaching self how to 'be'
  - v Together We Can 'Be'...
    - o Early Years and Primary focus (3 sessions per term)
  - v Four Learning Goals

- Daily expectations
  - v Chill Out Spaces
    - Three spaces provided for student support
  - v Sensory Needs
    - Acknowledging students who require support with sensory issues
  - v Circle Solutions
    - Established within each class
  - v Rock & Water (Term 2 and 3 for Primary Grades)
    - This will replace Primary 'Together We Can Be' for these terms, and will be led by the Leadership Team in conjunction the classroom teacher and teacher assistant where applicable.
  - v Celebrating Everyday
    - The importance of everyday is recognised with a MJR/ SEL focus display
5. Rock and Water was piloted to a group of targeted students in Term 4. This was led by Ms Donna Porteus (School Chaplain) and Miss Nicki Pitt (AP: Primary). The Rock & Water program is aimed at raising self-awareness of personal strengths and abilities and to learning how to play, work and live together with others in a changing, multicultural society. It is our intention to offer Rock & Water to all students in Grades 3-6 for Terms Two and Three in 2017.

#### *ACARA Project: Mathematics Proficiencies*

Representatives from Australian Curriculum Assessment Reporting Authority filmed staff and students at work. Jenny Avvenevole - amazed by our atmosphere amongst staff and students.

The staff developed a whole-school initiative to concentrate on teaching mathematics through the ACARA Mathematics proficiencies. Staff engaged with the analysis of the school data to find areas where the focus of teaching was to occur. The initiative included all teachers having a collective responsibility for the learning of each student. With leadership support, teachers formed professional learning teams to unpack the proficiencies to be included in their learning programs and to underpin their formative assessment. Open-ended problems were used throughout the school where students could engage with challenging concepts.

#### *Acknowledgement of Outstanding Efforts of former Students*

A significant number of our students achieved awards at both Smithton High School and Marist College. These included:

##### Marist Regional College

Caitlin Fowlie (Year 7 College Commitment Award)  
 Bejai Cobbing (Year 8 College Commitment Award/General Excellence)  
 Emma Spinks (Year 7 General Excellence)  
 Tori Williams (Year 7 General Excellence)

##### Smithton High School

Billy Izzard (Grade 7 Academic Excellence)  
 Sarah Saville (Grade 7 Care for People Award)  
 Bailey Grey (Grade 8 Outstanding Citizenship)

#### *After school Athletics and Tutorials*

Staff led after school Athletics sessions for students to help improve their understanding in Mathematics each Thursday afternoon.

### *PLaCE (People Land and Culture Education) Program*

The following schools have expressed to attend an overnight ATSI camps in 2017.

- St Brendan Shaw College
- St Thomas More's Catholic School, Launceston
- St Brigid's Catholic School, Wynyard
- Sacred Heart Catholic School, Ulverstone.

Our school has been identified as being leaders in the teaching of History and indigenous culture and tradition. Other schools are now keen to learn more from us in this area.

### *Archbishop's Visit: Confirmation*

His Grace, Archbishop Julian Porteous visited on the 21st August to Confirm our sacramental candidates.

### *Catholic Education Week*

Mass was held at St Brendan Shaw College for our Grade Six students.

### *Garden*

The school garden markets were established in 2016, with the produce grown being sold to our parents and the wider community. This produce has been used in our canteen for nutritious and healthy eating. A fruit and berry garden was also established, as were free-ranging chickens for our chicken coup.

### *Bus Storage*

Rodney Franks of Abel Drafting has been contracted to draft plans for a Bus Shelter. It is intended that this structure will be completed in 2017.

### *Netball Court*

Our netball court was resurfaced in December/January for netball and tennis. This court was laid in the very early years of the school's establishment. We are pleased to be able to update the condition of the court.

### *Digital Technology*

Eight new laptops were purchased in October. We successfully apply for a Digital Technology Grant in Term 4. As a result we received a robotics kit that will enable our students to participate in competitions throughout 2017.

### *Site Planning*

Whole school site planning has taken place with community consultation to take place in Term One, 2017.

### *Soccer Roster*

Our school soccer roster was again successfully held and hosted at St Peter Chanel, with all local schools participating.

### *School Carnivals*

School athletic, swimming and cross country carnivals were held. In addition, students were given the opportunity to travel, representing the school and competing against the other Catholic schools in the region in these sports.

### *Surf Carnival*

For students from Grades 3-6 to be held at Boat Harbour Beach on 8 December. Surf Life Saving Tasmania will orchestrate the day and provide Life Savers.

### *Primary School's Basketball Tournament*

The North West Primary School Basketball Tournament was held in Burnie on 22/23 October. The school entered Grade 3/4 and 5/6 Boys and Girls teams all in Division 2. The Grade 3/4 Girls team won the Grand Final in Division 2.

### *Grandparents' Day*

Our annual Grandparents' Day was held on 27 October. Classroom visits took place along with a roast lunch and assembly. The grandparents in attendance conveyed their gratitude.

### *CETKP (Catholic Education Tasmania Knowledge Portal)*

New Intranet system by CompliSpace used for policies, procedures, whs, daily messages for staff initially. This system will be expanded upon to cover financial and human resources.

### *Parents & Friends Guidelines*

Parents and Friends Guidelines were developed to create role and procedural clarity for the role of our Parents and Friends body.

### *Winter Sports Program*

St Peter Chanel was included in the local government schools winter sports program participating in netball, football, hockey, soccer and taekwondo. Boys and girls were also given the opportunity to participate in football against the Circular Head Christian School in Term 3. We thank the other local schools in the district for their warm invitation to participate.

### *Sports Dinner*

Our annual sports dinner was held in December to recognise the achievements of students that participated in hockey, soccer, netball and basketball for 2016. A meal was provided at a cost. Small trophies were donated and provided.

### *Social Media*

In 2016 it was decided that a fortnightly issue of the school newsletter would be necessary. This was based on the availability to promote communications through social media such as our school Facebook page, Skool Bag app, email and our school website.

### *School Camp Program*

Grade Six annual Leadership Camp was held at Camp Clayton in Week 2 of Term 1. Grade Five/Six Sydney-Canberra Trip was held for a full week in October. Significant fundraising took place to ensure that the experience became more affordable. Grade Four attended the Hagley School Farm for their camp experience, with Grade Three having an overnight stay at Camp Clayton.

### *Digital Portfolios*

Educa online portfolios are created by teachers to share student work with families both locally and abroad. Parents and staff are able to make comments on student work and assessment pieces.

### *School Signage*

New school signage was introduced at the main entrance and also near the administration area.