St Stephen's School, Algester

ANNUAL REPORT
2018

As a Catholic community of faith, Brisbane Catholic Education inspires students with a love of learning and a heart of hope, empowering them to shape and enrich our world.

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School name:	St Stephen's School
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Vision, Mission and Values

Vision

To be a welcoming and caring Catholic community, where all people are truly valued and seek to be the very best of themselves.

Mission

Driven by the life and teachings of Jesus, our mission is to actively shape and enrich the spiritual and educational journey of students, staff, families and all people within our community. Offering excellence in learning and teaching, we embrace differences and individuality, whilst living in harmony with God's creation.

Values

At St Stephen's we believe in the Gospel and the teachings of the Catholic Church. We believe that we are stewards of God's creation. We value positive and supportive relationships. We value individuality, uniqueness and the diversity of all in our community. We believe that all students can achieve success. We value responsive learning environments. We value life-long learning.

Principal's foreword

Introduction

The 2018 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, environmental footprint, school funding, workforce composition and student performance.

St Stephen's School is a Brisbane Archdiocesan, Catholic, co-educational, primary school located in Algester, Queensland, near the intersection of Algester and Ridgewood Roads. The core values of our school are embodied in our motto, "Growing in courage, wisdom and faith." It's our vision to "To empower our students, staff and members of our school community by providing opportunities for them to nurture their educational and spiritual development, so that they may make a life long contribution to the benefit of society." We are a forward thinking school. Our facilities are divided into four teaching zones, the Prep and Year 1 pod, the Years 2 and 3 pod, the Years 4 and 5 pod and the Year 6 pod. Other buildings include our sacred space, administration block, music room, library, Multi-Purpose Hall and SheepStation Gully Environmental Learning Centre. SheepStation Gully Environmental Learning Centre is a state-of-the-art science centre where children in all year levels have the opportunity to participate in hands-on science lessons. We employ specialist teachers who provide lessons in the areas of Science, Physical Education, Spanish and Music. We also employ a Support teacher and a part time guidance counsellor. Our large oval provides a wonderful green space for children's lessons and play. Our school's educational program caters for the spiritual, social, physical, academic and developmental needs of our students.

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School progress towards its goals in 2018

Each year, as part of the BCE system wide Strategic Renewal of all schools, we set goals for our school. The goals are set under 3 priority areas:

Strong Catholic Identity
- Excellent Learning and Teaching
- Building a Sustainable Future

Under the three priorities each have a number of components and intents. At the beginning of each year we meet as a whole teaching staff to discuss, deliberate and set strategies to achieve the strategic goals for the school year. At the end of year, we facilitate an in depth reflection and critical analysis of our achievements against the goals that we had set with the whole staff.

Strong Catholic identity

1. By the end of 2018, St Stephen's will have formed a number of Implementation Teams to unpack and set directions for implementation of Dialogue School recommendations and RSE implementation.

2. St Stephen's has a Staff Formation Plan which provides opportunities for staff in the area of Formation and engages staff in genuine prayer experiences.

3. St Stephen's community values Prayer and welcome as something integral to the life of the school.

Excellent learning and teaching

1. St Stephen's will use effective and expected practices, The Learning Adventure, Learner Dispositions and best practice in spelling to advance student progress.

2. By the end of 2018 staff will understand the educational value of short term learning cycles and begin to use it in their planning.

3. All staff develop an deeper understanding of the philosophy and pedagogy of contemporary learning spaces.

Building a sustainable future

1. By the end of 2018, the staff of St Stephen's have an understanding about Laudato Si and its relevance in our school.

2. By the end of 2018, teachers in Years 4-6 will use the SAMR model to support their learning activities and ICLT scope and sequence will be developed.

Future outlook

The explicit improvement agenda for 2019 will focus on gaining improvements in Literacy and Numeracy:

Our critical challenge is to increase consistency of effective and expected practices around Reading and Writing in order to improve student learning data and move student learning forward.

By the end of 2019 teachers are consistently using effective and expected practices in the teaching of reading resulting in 75% of students in Prep, 80% of students in Year 1 and 90% of students in Year 2 meeting or exceeding the BCE targets in the PM Benchmarking monitoring tool.

By the end of 2019 teachers are consistently using effective and expected practices in the teaching of writing resulting in 75% of students in Year 3 and Year 4, 75% of students in Year 5 and Year 6 meeting or exceeding the BCE targets in the Writing Analysis monitoring tool.

Our school at a glance

School profile

St Stephen's School is a Catholic Primary school administered through Catholic Education Archdiocese of Brisbane.

Coeducational or single sex: Coeducational

Year levels offered in 2018:   Primary

Student enrolments for this school:

	Total	Girls	Boys	Indigenous
2018	527	269	258	4

Student counts are based on the Census (August) enrolment collection.
DW = Data withheld to ensure confidentiality.

Characteristics of the student body

St Stephen's Catholic Archdiocesan co-educational primary school community consists of Catholic and non-Catholic students from families in the Algester, Parkinson, Calamvale, Sunnybank Hills, Sunnybank and Drewvale communities. The school commenced operations in 2004 with an enrolment of 94 students ranging from Preschool to Year 3. In 2018, our enrolment increased to 527 children with students from Prep to Year 6. According to our master plan, the school will eventually grow to become a three-stream primary school (P–6) catering for approximately 550 children. When our students have completed their primary school education, many of them continue their schooling at St Thomas More, secondary college at Sunnybank and Clair Vaux Mackillop secondary college at Upper Mt Gravatt. A small number of our students attend secondary schools in the inner city suburbs.

Curriculum delivery

Approach to curriculum delivery

Our educational programs utilise current curriculum programs which are responsive to the spiritual, social, emotional, physical, academic, creative and cultural developmental needs of our students. National and State approved documents are used across the school including the Early Years Framework and the Australian Curriculum. We plan for both student directed and teacher-directed learning experiences which are meaningful, active, play-based, flexible, integrated, challenging, open-ended and responsive to the needs, interests and potential of each individual. Catering for the needs of all learners is met through the use of a variety of teaching and learning strategies. We strive to develop individuals learning styles and higher order thinking skills through the use of a variety of pedagogical approaches including Bloom's taxonomy, Gardiner's Multiple Intelligences and Six

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Thinking hats. Planning for student learning is framed in using an inquiry or investigative approach that enables teachers to develop the curriculum intent throughout and across domains of learning. In addition, upper primary teachers work together to present a middle schooling approach to education which serves to provide support for different needs of learners as well as preparation for the practices and routines of secondary school. Unique to the school is a purpose built centre for education in science and environmental learning - "SheepStation Gully Environmental Learning Centre". A science specialist teacher conducts lessons on a weekly basis. In accordance with the Brisbane Catholic Education Guidelines, we aim to build "foundations for learning which are life long and life giving".

Co-curricular activities

Extra-curricular activities include:
- Private instrumental and keyboard lessons
- St Stephen's School band
- Junior and Senior choirs
- Interschool sports (swimming, netball, basketball, rugby, cross country, athletics, Futsal, softball & T-ball)
- Whole school musical
- Coding Club / Robotic Club
- Fit Kids; Catchment Club
- Chess Club

How information and communication technologies are used to assist learning

St Stephen's has been a 1:1 Device school for a number of years. Once a student enters Year 4 they automatically join our ALT 1: 1 Program. The students and their parents enter into the program that enables the students to purchase a device and pat for it over the three years of the program. This device, currently and iPad Pro becomes a vital tool in the learning journey of our students. In Prep – Year 3 classes we have a mixture of iPads, Mac and Dell Laptops. The ICT general Capabilities are taught to ensure our students have the appropriate skills and foundations in ICT and in preparation for our NAPLAN On-line testing that happens each year.

Social climate

Overview

St Stephen's School is a supportive learning environment arising from the interactions between students, staff, parents and wider community. The students, with their families and staff members, are encouraged to look beyond their own cultural context to develop an understanding of the lives of people in other communities. Children are involved in pastoral care and community activities such as:
- Buddy groups (established between the Years 6 & 7 classes and our prep classes).
- Program Achieve, i.e. "You Can Do It!" across the school
- Class and school liturgies and masses
- Our annual St Vincent de Paul Christmas Appeal
- Our annual support for a particular mission project
- Celebrating ANZAC and Remembrance days in partnership with our local RSL branch
- The development of a partnership with RSL Carrington Retirement Village

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BCE Listens Survey - Student satisfaction

Performance measure	
Percentage of students who agree# that:	**2018**
At my school, I can express my beliefs	93.9 %
My school encourages all students to participate in spiritual and religious activities and projects outside of the classroom	94.9 %
Religious Education at my school is interesting and engaging	90.2 %
I see school staff practising the values and beliefs of my school	90.3 %
My school looks for ways to improve	96.0 %
Students at my school are encouraged to voice their concerns or complaints	80.4 %
Teachers treat students fairly at my school	93.9 %
Teachers recognise my efforts at school	
I feel safe at school	95.0 %
My school helps me to respect the needs of others	96.0 %
I am happy to be at my school	95.0 %

BCE Listens Survey - Staff satisfaction

Performance measure	
Percentage of staff who agree# that:	**2018**
This school helps me to develop my relationship with God	100.0 %
My school encourages all students to participate in spiritual and religious activities and projects outside of the classroom	100.0 %
Religious Education at this school is comprehensive and engaging	96.4 %
I see school staff practising the values and beliefs of this school	96.6 %
This school is well managed	86.2 %
My concerns are taken seriously by the school	86.2 %
This school is a safe place to work	100.0 %
This school has an inclusive culture	96.6 %
This school has a culture of striving for excellence	93.1 %
All my students know I have high expectations of them	100.0 %
I am proud to be a member of this school	93.1 %
Overall, I am happy with my decision to work at this school	96.6 %

# 'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.
DW = Data withheld to ensure confidentiality.

Family and community engagement

At St Stephen's School, we endeavour to develop and sustain positive partnerships in our community to enhance student learning. We encourage the participation of parents and members of the community to continue our tradition of parent involvement and collaboration. Parent involvement in children's education and the general life of St Stephen's School is both highly valued and crucial to a team approach in working together for the education of each child. This involvement ranges from direct assistance in classrooms, e.g. classroom and excursion helpers through to working bees and class and school social activities. Parent/Teacher Interviews, at which time teachers report to parents on the progress of students, are scheduled twice each year, at the end of Terms 1 & 3. Written reports are sent home at the end of Terms 2 & 4. There is a "Showcase Evening" in Term 2 where parents can come and view student's work in the classroom. Parental involvement is welcomed and encouraged. Our school is enhanced by the active participation of parents and staff volunteers.

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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 at http://www.myschool.edu.au/.

To access our income details, click on the *My School* link above. You will then be taken to the *My School* website with the following **'Find a school' text box.**

Find a school

School name | **GO**

Suburb, town or postcode

Sector:

☑ Government

☑ Non-government

SEARCH

Where it says **'School name'**, type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

School financial information is available by selecting **'School finances'** in the menu box in the top left corner of the school's profile webpage. If you are unable to access the internet, please contact the school for a paper copy of income by funding source.

Our staff profile

Workforce composition

Staff composition

2018 WORKFORCE COMPOSITION		
Description	**Teaching Staff**	**Non-Teaching Staff**
Headcounts	37	16
Full-time Equivalents	30.7	10.9

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Qualification of all teachers

TEACHER QUALIFICATIONS	
Highest level of qualification	**Number of classroom teachers and school leaders at the school**
Doctorate	0
Masters	6
Graduate Diploma etc.**	4
Bachelor degree	26
Diploma	1
Certificate	

*Teaching staff includes School Leaders
**Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate.

Professional development

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2018 were $ 98000

The major professional development initiatives are as follows:

- Excellent Learning and Teaching Strategy
- Dialogue School Strategy
- Contemporary Learning Classrooms and Environments
- Relationship and Sexuality Education

Staff attendance and retention

Staff attendance

AVERAGE STAFF ATTENDANCE (%)	
Description	**2018**
Staff attendance for permanent and temporary staff and school leaders.	96.7 %

Proportion of staff retained from the previous school year.

From the end of the previous school year, 94.5% of staff was retained by the school for the entire 2018.

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Performance of our students

Student attendance

Student attendance

The table below shows the attendance information for all students at this school:

STUDENT ATTENDANCE 2018	
Description	**2018**
The overall attendance rate* for the students at this school (shown as a percentage).	90.4 %

*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.

The overall student attendance rate in 2018 for all Brisbane Catholic Education schools across years Prep-6 was 92.0 %.

AVERAGE STUDENT ATTENDANCE RATE (%) FOR EACH YEAR LEVEL							
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
2018	92.9 %	92.4 %	88.4 %	89.8 %	90.3 %	89.5 %	89.7 %

*Attendance rates effectively count attendance for every student for every day of attendance in Semester 1. 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.

DW = Data withheld to ensure confidentiality.

Description of how non-attendance is managed by the school

The following procedures are in place to manage and support student attendance at St Stephen's School:
- Class rolls are marked electronically every morning and afternoon
- Students who arrive late or leave early must record their names and times in register at front office
- Unexplained absences for more than 2 days results in communication with parents to support student attendance. Communication is vis telephone and/or email.

NAPLAN

Average NAPLAN results

	Year 3		Year 5	
	School	**Australia**	**School**	**Australia**
Reading	437.6	433.8	501.6	509.0
Writing	415.6	407.2	480.9	464.6
Spelling	400.4	417.8	497.8	502.5
Grammar & Punctuation	438.4	431.7	508.0	503.6
Numeracy	416.7	407.7	492.1	494.2

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