St Ita's Regional Primary School, DUTTON PARK

Annual Report 2021

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

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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 Ita's is a co-educational Catholic primary school which is located in a bushland setting by the Brisbane River close to the West End cafes and restaurants, South Bank cultural precinct and the city centre. The school has a current enrolment of around 348 students from Prep to Year 6. The school is within walking distance of the Eleanor Schonell Bridge and the University of Qld. St Ita's was founded by the Ursuline Sisters in 1919 and the school's vision and mission reflects the spirit of the Ursuline tradition 'Serviam' - follow the teachings of Jesus, respect the individual and the environment, strive for unity and aim high in all we do.

School progress towards its goals in 2021

All school staff worked collaboratively towards our 2021 school goals in the areas of Excellent Learning and Teaching and a Strong Catholic Identity.

In the area of Catholic identity, the focus was on the faith life of students being enhanced through youth ministry. Staff and students developed a better understanding of our motto 'Serviam'. We identified and supported local charities, particularly within our Parish. Students got to experience our motto through service, action, and deed.

In the Learning and Teaching domain our focus was our reading instruction to ensure it was explicit and differentiated so every student experiences growth to their full potential. An agreed whole school evidence-based approach to the English Block is now evident across in the Prep – Year 2 area of the school. Through consistent assessment practices each student's reading growth is monitored and catered for.

Also in the learning and Teaching space, students have been challenged to problem solve, think creatively and collaborate, using the iPad as a tool, to deepen their learning. Teachers use technology to re-define and modify tasks to transform learning. Students move beyond app consumption and will communicate, create, collaborate and design using iPads

Future outlook

The 2022 explicit improvement agenda will focus on:

1. Our teaching instruction is explicit and differentiated so every student experiences growth to their full potential.

a. Outcome: All teachers from Prep to Year 4 use an agreed approach to the teaching of English.

b. Timeline: Prep-Year 2 – 2021, Year 3-4 – by the end of 2023.

c. Strategies: Investigate what a highly effective English Block looks like? Focus on the elements. Establish agreed practices that identifies the key elements of the English Block. Implement agreed practices and seek opportunities for feedback. Explore the ways in which we assess, monitor and support our learners in reading.

2. Students will further enhance their faith life through prayer and worship.

a. Outcome: Children will have a richer faith experience through prayer and worship.

b. Timeline: An improvement team will be formed to meet this goal throughout 2023.

c. Strategies: Using descriptors of an ideal school with a rich faith life, name the observable behaviours and symbols you would expect to see. Analyse where our current state is in comparison to the ideal. Target key initiatives to address our areas for growth.

3. Students are challenged to problem solve, think creatively and collaborate, using the Problem Based Learning through STEM, to deepen their learning.

a. Outcome: Teachers have a better understanding of planning PBL units.

b. Timeline: Attend two workshops in 2022. Introduce one PBL unit in Term 2 and another in Term 3.

c. Strategies: Use the professional learning from the 'PBL through STEM' project with the University of Queensland and Monash University.

Our school at a glance

School profile

St Ita's Regional 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	349	196	153	2

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

St Ita's is a Catholic Primary School located in Brisbane Southern suburb of Dutton Park. Student enrolments are drawn from the local surrounding suburbs – Dutton Park, Highgate Hill, West End, Fairfield, Annerley and surrounds. Our school population is generally stable and consists of students from a range of cultural backgrounds. The West End area has historically been a centre for the Greek community, and this is reflected in the enrolment of a significant number of families of Greek heritage.

St Ita's is far more than a provider of a sound and thorough education. St Ita's focuses holistically on students' learning and wellbeing; caring for them and about them whilst maintaining a high expectation of their engagement with learning. St Ita's teachers focus on personalised learning, pedagogical practices and the latest research, in order to inform learners through the delivery of Catholic Education

In 2021 St Ita's had 14 classes from Prep-Year 6 with the school having two classes in each Year level. Some of our boys depart after Year 4 to St Laurence's College and Villanova College, however,

numerous of our boys stay at St Ita's until the end of Year 6. Our Year 6 Students transitioned to several secondary settings, including Brisbane State High, St Laurence's College, Villanova College, St Joseph's – Gregory Terrace, Our Lady's College, All Hallows', Girls Grammar, St Peters and Calgary Christian College.

Curriculum implementation

Curriculum overview

As a contemporary Catholic education setting, we provide a quality education which includes all learning areas of the Australian Curriculum. We follow the Brisbane Catholic Education Model of Pedagogy with particular emphasis on utilising evidence-based teaching practices that have the most positive impact on student achievement. We gather student data on both student achievement and progress so that we can effectively differentiate to respond to individual student's needs and ensure all students can thrive.

As a contemporary educational setting, St Ita's:

- offers students a holistic education that focuses on personalised learning and encourages personal growth based on Christian values and BCE's Moving Forward Strategy
- encourages students to develop knowledge and understanding of other cultures, languages, environmental and social issues.
- learning programs that are structured under the organisers of the Australian Curriculum and considers differentiation for learners at all levels of learning.
- offers Brisbane Catholic Education's Religious Education Curriculum.
- enables a whole school focus with teacher's collaboratively engaging with the 4C's (co-planning, coteaching, co-debriefing and co-reflecting) to ensure all subjects of the Australian Curriculum are accessible to our learners.
- ensures that teachers identify, gather and interpret data information about student achievement and learning in order to improve, enhance and plan for further learning.

St Ita's pedagogical approach is underpinned by John Hattie's Visible Learning model and Michael Fullan's Coherence Framework. Learning Intentions alert students to the content being taught. Success Criteria are co-constructed to ensure all learners enjoy an opportunity to achieve and further their learning. St Ita's is a 1:1 iPad (Year 3 and 4) and Laptop (Year 5 and 6) environment. Learners enjoy the opportunity to connect, communicate and collaborate with their peers, their teachers and with the wider community.

The approved curriculum is enhanced and supported at St Ita's by the following distinctive curriculum offerings: Music, Physical Education, French, Visual Art, Readers Cup, Coding & Robotics classes. These offerings are supported by the following specialist teachers and staff: Teacher Librarian, Support Teachers - Inclusive Education, Primary Learning Leader, Physical Education Teacher, LOTE teacher, Music Specialist teacher, Visual Art Teacher and the ICT support teachers and School Officers.

Extra-curricular activities

St Ita's proudly offers a wide and varied range of extra curricula activities. St Ita's strives to provide for and meet the needs, interests and talents of all students. St Ita's employs specialist teachers and support staff to provide opportunities for students to engage in a wide variety of extra curricula experiences within and outside of school hours A comprehensive range of these activities include:

- Tournament of the Minds
- Queensland Debating Union Competition
- Interschool Friday sport
- Intraschool sport carnival – swimming, cross country, athletics
- District Representative sport
- Zone Representative sport
- Choir, School band, Instrumental music
- Gardening Club
- Leadership Ministry Groups – Social Justice, Catholic Identity, Stewardship, Pastoral Care

- School Liturgies and Celebrations
- St Vincent de Paul collections for the poor
- Caritas/Missions support
- Wellbeing week
- Speech and Drama.

How information and communication technologies are used to assist learning

At St Ita's, we develop the ICT capability of all students to that they can effectively and appropriately access, create and communicate information and ideas, solve problems and work collaboratively in all learning areas at school and in their lives beyond school. We utilise the ACARA ICT Capability learning continuum in our planning for teaching, learning and assessment. St Ita's is committed to the use of contemporary digital technologies to assist with teaching and learning. Learning with Information Communication Technology (ICT) provides the essential skills necessary for our students to operate effectively in the 21st century while providing a learning environment that is interesting and engaging. Teachers and students in all year levels work together to develop new technological competencies across all learning areas so that they have the knowledge, skills and confidence to make ICT work for them at school, at home, at work and in their communities while limiting the risks to themselves and others in a digital environment. A diverse set of ICT tools are used to communicate, create, store, and manage information at St Ita's. Devices and programmes ("apps") are also used to provide extra support to students with additional needs. At St Ita's we educate all learners to become successful, creative, and confident, active and informed and empowered to shape and enrich our world.

Social climate

Overview

As a Catholic Christian community, we strive to be a learning community that embraces the principles of Respect, Responsible and Safe. St Ita's School provides programs within the teaching and learning curricula which support the spiritual, social and emotional development of each student. These programs include Senior Student Leadership; Peer Mediation; Daniel Morecombe Safety Program; Class Meditation; Buddy Classes; Catholic Identity, Building a sustainable future and Social Justice Student Ministries; Restorative Practices; School Wide Positive Behaviour; Counselling Service for students. Our behaviour policy states: 'We will not tolerate bullying. We can do something about it. Remember that every reported incident will be investigated, and it is right for you to tell someone if you, or your friends, are feeling bullied or unsafe'. We believe all adults have the responsibility to support the growth and resilience of all students and to respond to all bullying issues appropriately as outlined in our school's Behaviour Support Plan which can be accessed on the school website.

Parent, student and staff satisfaction

The tables below show selected items from the Parent/Caregiver, Student and Staff BCE Listens Surveys.

BCE Listens Survey - Parent satisfaction

Performance measure	
Percentage of parents/carers who agree# that:	**2020**
This school helps my child to develop their relationship with God	98.8%
School staff demonstrate the school's Catholic Christian values	98.8%
Teachers at this school have high expectations for my child	95.1%
Staff at this school care about my child	96.4%
I can talk to my child's teachers about my concerns	96.4%
Teachers at this school encourage me to take an active role in my child's education	83.3%
My child feels safe at this school	92.9%
The facilities at this school support my child's educational needs	97.6%
This school looks for ways to improve	92.6%
I am happy my child is at this school	91.7%

BCE Listens Survey - Student satisfaction

Performance measure	
Percentage of students who agree# that:	**2020**
My school helps me develop my relationship with God	84.3%
I enjoy learning at my school	91.7%
Teachers expect me to work to the best of my ability in all my learning	94.7%
Feedback from my teacher helps me learn	97.0%
Teachers at my school treat me fairly	88.7%
If I was unhappy about something at school I would talk to a school leader or teacher about it	75.9%
I feel safe at school	90.2%
I am happy to be at my school	91.7%

BCE Listens Survey - Staff satisfaction

Performance measure	
Percentage of staff who agree# that:	**2020**
Working at this school helps me to have a deeper understanding of faith	77.8%
School staff demonstrate this school's Catholic Christian values	92.6%
This school acts on staff feedback	68.0%
This school looks for ways to improve	96.3%
I am recognised for my efforts at work	77.8%
In general students at this school respect staff members	100.0%
This school makes student protection everyone's responsibility	100.0%
I enjoy working at this school	96.3%

# '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

St Ita's provides and promotes a range of events, rituals and celebrations to engage parents, caregivers and the local community. The Parents and Friends Association and School Board provide opportunities for parent consultation and engagement. The School Support Team (Support Teachers, Guidance Counsellor, plus the relevant Classroom Teacher/s) regularly meet with parents to discuss adjustments and strategies required for students who have additional needs. Surveys are utilized to gather information and feedback as required. The P&F Association generously provided funds to support initiatives within the school in 2021. Some examples of community activities in 2021 were: Assemblies; Camp Out; End of Year Concert; School Discos; and Sporting events. The school also staged a number of Open Days which included school tours.
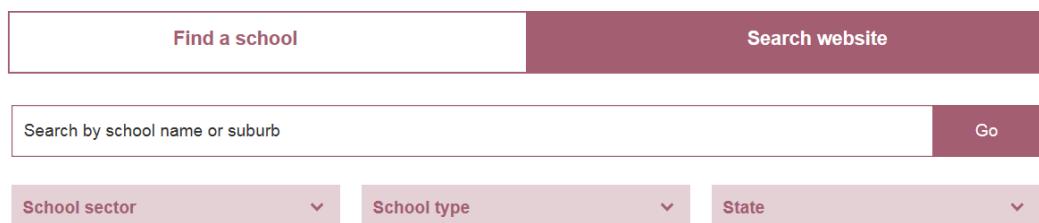
School funding

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
4. Click on the *My School* link http://www.myschool.edu.au/.
5. 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 ⌄

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

View School Profile

7. 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	27	11
Full-time Equivalents	22.5	6.1

*Teaching staff includes School Leaders

Qualification of all teachers*

Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	1
Masters	5
Graduate diploma etc.**	2
Bachelor degree	19
Diploma	0
Certificate	0

*Teaching staff includes School Leaders
**Graduate diploma etc. includes graduate diploma, bachelor honours degree, and graduate certificate.

Professional development

The major professional development initiatives are as follows:

- Teaching Reading – Prep to Year 2.
- Deeper Learning with iPads hosted by Brisbane Catholic Education and Apple.
- Sounds Write, a linguistic phonics approach to teach reading, hosted by SPELD.

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	95.7%

Proportion of staff retained from the previous school year
From the end of the previous school year, 83% 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	95.5%
Attendance rate for Aboriginal and Torres Strait Islander students at this school	95.5%

Average attendance rate per year level			
Prep attendance rate	94.5%	Year 4 attendance rate	96.1%
Year 1 attendance rate	95.5%	Year 5 attendance rate	95.6%
Year 2 attendance rate	95.0%	Year 6 attendance rate	96.3%
Year 3 attendance rate	95.6%		

*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

St Ita's School is diligent in the management of student attendance. The school uses electronic roll marking for teachers to check student attendance twice a day. Parents of children arriving late or exiting school early are required to use an electronic check in system. Student absenteeism is recorded on Student Reports each semester and children taking holidays during school time are required to have school approval for this leave. High levels of absenteeism are investigated to see where the school can be of support in ensuring all children are attending school regularly. Information regarding attendance is reported in the school newsletter.

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* 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.

Search by school name or suburb	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 'NAPLAN' to access the school NAPLAN information.

School profile	NAPLAN ⌄	Attendance	Finances	VET in schools	Senior secondary	Schools map

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) is an annual assessment for students in Years 3, 5, 7 and 9.