

**St Kevin's School,
GEEBUNG**

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 Kevin's is situated on 1.3 hectares in Geebung, 13 kilometres north from the centre of Brisbane City. Established on the land of the Turrbal people, St Kevin's prides itself on being a safe, welcoming and inclusive community. We place a high priority on student performance by nurturing each child's potential to thrive in an ever-changing world. St Kevin's caters for boys and girls from Prep to Year Six. There are two single stream classes for each year level from Prep to Year Four. Years Five and Six operate as two single classes.

Popular with young families, the area provides easy access to transport and a range of facilities. Students attending St Kevin's come from several cultural backgrounds. Families enrolled at the school live in and around the local area of Geebung. As a Catholic school, St Kevin's maintains a close working relationship with the parish community.

Inspired by our patron Saint Kevin and Saint Mary of the Cross MacKillop, our Mission Statement highlights the approach through which students are motivated to be the best versions of themselves that God created them to be. Our focus on virtues education provides a solid foundation on how the St Kevin's community lives and learns just as Jesus did.

St Kevin's vision for learning encompasses all aspects of teaching and learning with a strong focus on the development of literacy and numeracy skills across all year levels. All students access well maintained and resourced contemporary learning spaces, mobile laptop/iPad stations, a library, multi-purpose hall and music room.

Specialist lessons are offered in Physical Education, The Arts and Japanese. Engagement in a variety of sporting activities within the school community and at district or higher levels is encouraged and supported. Teaching and learning opportunities are enhanced with the additional sports, creative arts and recreation facilities available in the school's multi-purpose hall complex.

A wide range of services are available to assist students and their families, including a Student Pastoral Counsellor and a Guidance Counsellor. There is also a wide array of extracurricular activities for student participation. We have an incredibly involved community who are dedicated in their support for our school. We are proud of this partnership and families are encouraged to actively participate in the wider school community where possible.

School progress towards its goals in 2021

Monitoring tool data in 2021 represented solid progress throughout the year. The data highlighted a positive representation of the student teaching and learning data. Our Prep students' Sound and Letter

Knowledge (SLK) results were finalised at 68% of students knowing letter names and 72% of students knowing the sound. This percentage was a little less than the previous year. Concepts about Print (CAP) finalised at 102% due to new enrolments. 104% of Prep students were reading at Level 1+ and 90% of these students reached the target of 5+, again this percentage was a little down on the previous year. Year 1 PM Benchmark data reflected a slight rise of .4% from the previous year giving a percentage of 96.1% of our students achieving a PM level 14-18. Therefore, achieving above the BCE target of 95%. Year 2 PM Benchmark data demonstrated that all the students achieved a PM level of 22-26, achieving beyond our BCE target of 95% and demonstrating positive learning growth.

2022 will see targeted staffing in all year levels with a precision like focus on the BCE 'Effective and Expected' practices in Literacy at the forefront of each short-term planning cycle (twice per term). An Explicit Improvement Agenda in Literacy focussing on consistency of teaching practices in the English block will support and drive our quest for best practice and include actions so that teaching staff know how to analyse and use current data to inform next steps in teaching.

Year 3 saw another year of impressive growth with the writing monitoring tool data improving from 88.4% to 95.7%, that being a 7.3% growth of students achieving a total score of 20-24. The result in students' writing data could be contributed to school's professional development plan with teachers working collaboratively with the Leadership Team utilising short cycles of planning with targeted teaching and modelled effective practices. This was an extremely positive indication of growth and one to be celebrated. Year 4 had another year of success with 100% of students achieving the BCE monitoring tool targets by the end of the year. This reflected consistency of achievement reaching 100% 2 years consecutively. Year 5 displayed an outstanding achievement in writing results with 100% of students achieving well above the target of 95%. This is a 3.3% increase to last year's achievements. Year 6 also had another consecutive year of reaching 100% of students achieving a writing result of 20-24. An impressive end to their final year of schooling providing these students with a solid foundation in this area as they move into High School.

During 2021, we revisited the mission and vision of the school professionally developing staff so that there was clarity of purpose among the staff. Representatives from Catholic Mission walked with us on a journey of unpacking our vision and mission statements, linking the school virtues, and then making connections to 'The Story' of Catholic Education in line with best educational practice, papal documents and scripture. Staff then attended a professional development day where the emphasis was on 'Our Story'; The story of St Kevin, gaining a deeper knowledge and understanding of St Kevin and how he lived out these virtues. Going further, staff recontextualised the school's virtues through artistic representation and wrote descriptions of how these would be actioned in the St Kevin's School community. Through a bible study and using images of St Kevin's Life and the short description of each virtue, staff worked to find scripture appropriate to each so that we could align 'Our Story'.

In 2022, we aim to build on this work by creating artworks developed by the staff that depict our virtues. We will also be including the students' and wider community's voice in this process. We look forward to bringing these ideas together so that our whole school virtues come alive in our school context where they are seen, felt, and heard and fully lived within the St Kevin's School community.

The Religious Life of the School was prioritised in 2021 and one of the successes in this area was the new ritual that was organised for prayer on assembly each week. This new ritual has created a more prayerful, respectful, and meaningful experience for all students and provides the opportunity for our school community to embrace and deepen their understanding of scripture which is recontextualised through prayer each week. In 2022, staff will continue working to link scripture readings to each virtue, and document examples of how they are recontextualised in the school community. Prayer on assembly in 2022 will be a true celebration of our faith providing further examples and inclusive opportunities to deepen our understandings of how to live out our St Kevin's School virtues each day.

The emphasis on teaching of the Religion Curriculum involved revision of the Three Worlds of the Text and bringing the staff, particularly our new staff, to a greater level of understanding and ability to incorporate these into their lesson plans. This in turn provided our students with a deeper understanding and supported scripture interpretations. School and system level staff supported teachers in several year levels to ensure they had a clear understanding of scripture and how to use this knowledge in the teaching of Religion. A new planning template was developed to assist in the teaching and promoting of a particular piece of scripture, along with a clear framework to document the complementing teaching

and learning sequence. In 2022, we plan to continue to improve and refine planning practices in the teaching and learning of the Religion Curriculum building on the work in 2021.

A sample scope and sequence developed by the Cluster 2 Assistant Principals: Religious Education is becoming more widely used and referred to by the teaching staff.

PB4L: Positive Behaviour for Learning was reinforced with a weekly emphasis at each week's assembly. At the commencement of the school year, all the classes spent three weeks on learning the expectations and were taught how to action these in the different areas of the school. This process proved very successful with positive student responses and will be repeated in 2022.

The S.T.A.R. (Support Team Analysis and Response to Data) Team was developed to triage Requests for Support and to monitor student behaviour data from the ENGAGE data base. Students that needed extra support were identified through ENGAGE data and as a result of discussion and precision problem identification by Case Managers within the S.T.A.R. team and classroom teachers. S.T.A.R. meetings have proven to be a successful way of ensuring that student behaviour and support is monitored, targeted and actioned in a timely manner prioritising individual student support that caters to learning and developmental needs.

The staff were provided with clarity around revised visual supports in how to respond to Tier 1, 2 and 3 levels of intervention with explicit teaching strategies in classrooms. There greater clarity around the PB4L framework due to the frequency and consistency of processes enacted with staff throughout 2021.

Goal	Progress
During 2021, Deepen the spiritual, scriptural, and theological capacity of our students, staff and community.	Achieved
During 2021, Develop a common language and understanding our Catholic story through dialogue, ritual, prayer and action	Achieved
By the end of 2021, There is clarity, consistency and alignment between the Australian Curriculum and teaching and learning at St Kevin's using expected and effective practices, so that school wide student assessment capability and performance in NAPLAN, PAT-M and PAT-R and writing analysis is improved.	Elements of this achieved. Development of an Explicit Improvement Agenda with a narrow focus on reading will remain at the forefront.
During 2021, There is clarity and consistency with PB4L processes	Achieved

Future outlook

The explicit improvement agenda for 2022 will focus on gaining improvements in:

- Developing precision of pedagogy in the teaching of reading by developing a whole school consistent approach from Prep – Year 6 in the English block.
- Collaboratively developing and documenting a shared vision for best practice of reading, based on research.
- Continuing to deepen teacher's understanding about the purpose of data informed practice.

St Kevin's Whole School Goals for 2022 are:

Catholic Identity: Deepen the spiritual and theological capacity of staff, students and community.

Learning and Teaching: We aim to have confident teachers, using consistent school wide practices, which are aligned to the Australian Curriculum to progress student learning.

Wellbeing: Staff to engage in wellbeing activities so that they understand and can manage the work/life balance.

Our school at a glance

School profile

St Kevin's 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	289	159	130	4

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

St Kevin's caters for boys and girls from Prep to Year Six. There are two single stream classes for each year level from Prep to Year Four. Years Five and Six operate as two single classes. Students attending St Kevin's come from a number of cultural backgrounds. Families enrolled at the school live in and around the local area of Geebung.

Students at St Kevin's are gathered from the diverse socio-economic and cultural area that surround us in the Geebung area. Our ICSEA score is 1098 compared to the average of 1000. We have 177 families with 1 child attending St Kevin's, 60 families with 2 children, 8 families with 3 children and 1 family with 5 children.

As a student population there are currently 14 students who have a verification as a Student with a Disability (SWD) including 7 students with Autism, 4 with Social Emotional Disorders and 3 with a Hearing Impairment.

For the Nationally Consistent Collection of Data (NCCD) 51 students including students with a disability were identified as receiving adjustments at St Kevin's in 2021. There are 22 students at St Kevin's whose first language is not English (ESL) and 4 students identify as First Nations.

Our religious population is diverse, and our current figures indicate that 59.2% of students are Catholic, 13.4% have no religion, 5.6% have not stated their religion, 5.5% are Anglican, 4.8% are Sikh, 3.8% are Hindu, 2.7% are other Christian, 1.7% are Baptist, 0.7% are Buddhist and 0.7% are Pentecostal.

Students from St Kevin's transition to the following secondary schools Holy Spirit College, St Patrick's College, St Joseph's Nudgee College, Padua College, Mary MacKillop College, St Rita's College, Mt Alvernia College and other nearby State High Schools.

Curriculum implementation

Curriculum overview

St Kevin's students are engaged in all areas of the Australian Curriculum including:

- Mathematics
- Science
- English
- History and Social Sciences (HASS)
- The Arts
- Technologies
- Health and Physical Education
- Languages - Japanese (Year 2-6).

We deliver the Religion Curriculum as approved by Brisbane Catholic Education (BCE). In 2021, there is a strengthened and strategic approach to the literacy engagement and achievement of every student

with a focus on the reading progress of all students as part of the St Kevin's Explicit Improvement Agenda. Staff engaged with the BCE Literacy and Numeracy Effective and Expected Practices through implementing short cycles of planning. In 2021, St Kevin's school ensured that:

- High quality teaching and learning using the Australian curriculum provided comprehensive programs in key subject areas.
- Religious Education remained an important and integral part of our curriculum and school.
- English and Mathematics are key areas with a focus on improvement and success for all students in literacy and numeracy.
- All students from Prep – Year 6 had access to specialist teachers in the areas of Physical Education and The Arts.
- A long-established Japanese program is offered to all students from Year 1 – Year 6 with a curriculum focus on both language and culture.

Extra-curricular activities

The following extra-curricular activities are offered to St Kevin's students:

- Instrumental program from Years Prep – 6
- The school has both Junior and Senior choirs, participating both at school and beyond.
- Chess lessons and Junior Engineers operates throughout the year.
- Swimming lessons occur for Prep – Year 6 while students in Years 4 – 6 participate in interschool sporting competitions.
- Sporting clinics are offered by a variety of external providers such as AFL QLD (Auskick) and Brisbane Bullets.
- Students are actively encouraged to trial for representative sporting teams.
- Speech and Drama, Piano, Guitar and Tennis lessons are offered on school premises with private tutors.
- After school Dance lessons are offered privately in the school's multi-purpose hall.
- Established commitment to environmental sustainability through the St Kevin's Crusaders and the St Kevin's Sustainability Team for students in Years 3 – 6. This group is involved in community education and coordination of various projects aimed at recycling, reducing and reusing.
- Sustainable garden area incorporates vegetable gardens, compost area, worm farm, green house and vegetable stalls.
- STEM, Robotics and interschool Maths Challenges occur at various times throughout the year.

How information and communication technologies are used to assist learning

St Kevin's is well resourced with digital devices from Prep to Year 6. A 1:1 iPad program operates from Years 4 to 6. Prep to Year 3 have 1:2 ratio of iPads. A selection of Robotics kits are also utilised to assist in the delivery of the Technologies Curriculum. The Australian Curriculum ICT capabilities are integrated throughout the curriculum and enhance student learning in all areas.

Social climate

Overview

The school has a well-developed buddy programme to further assist young leaders in their roles and to support our youngest and newest students. Students are given regular opportunities, supported by staff and parents to engage in social justice and community support projects, participating in a range of activities that benefit the school, local and global community.

Our Class Pastoral Parent Programme and various volunteer opportunities provide parents and the community with opportunities to be actively involved in the school community. St Kevin's works to promote the health and well-being of all students and families. Elements of the school's SHINE matrix are consistently stated and explicitly taught, with an emphasis on positive outcomes for positive choices.

Our Student Behaviour Support Plan focuses on promoting healthy peer relationships and positive strategies that support a pro-active response to bullying.

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	95.3%
School staff demonstrate the school's Catholic Christian values	93.2%
Teachers at this school have high expectations for my child	95.2%
Staff at this school care about my child	97.8%
I can talk to my child's teachers about my concerns	97.8%
Teachers at this school encourage me to take an active role in my child's education	97.8%
My child feels safe at this school	95.7%
The facilities at this school support my child's educational needs	97.8%
This school looks for ways to improve	93.2%
I am happy my child is at this school	95.7%

BCE Listens Survey - Student satisfaction

Performance measure	
Percentage of students who agree [#] that:	2020
My school helps me develop my relationship with God	88.4%
I enjoy learning at my school	95.6%
Teachers expect me to work to the best of my ability in all my learning	97.8%
Feedback from my teacher helps me learn	95.6%
Teachers at my school treat me fairly	94.5%
If I was unhappy about something at school I would talk to a school leader or teacher about it	75.8%
I feel safe at school	95.6%
I am happy to be at my school	93.4%

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	76.7%
School staff demonstrate this school's Catholic Christian values	90.0%
This school acts on staff feedback	64.3%
This school looks for ways to improve	96.6%
I am recognised for my efforts at work	60.0%
In general students at this school respect staff members	96.7%
This school makes student protection everyone's responsibility	93.3%
I enjoy working at this school	96.4%

[#] '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 Kevin's promotes parental involvement in a variety of ways. Parents are informed of their child's progress throughout the year. Interviews, formal reports, learning portfolios and informal discussions provide opportunities for parents to understand their child's progress and development. Staff are available and willing to discuss concerns and questions regarding student learning and achievement. Learning Support processes at St Kevin's are both comprehensive and thorough allowing invention and support for students with diverse learning needs. The Support Teacher: Inclusive Education and Class Teacher in collaboration with parents and caregivers, work together to engage in targeted strategies that support student learning. Furthermore, the Student Wellbeing Team consisting of Principal, Guidance Counsellor, Pastoral Counsellor and Support Teacher: Inclusive Education, oversees and ensures student social and emotional needs are met.

Regular newsletters, emails, access to the school website and the parent portal all provide ways to keep parents informed and involved in the life of the school. Parents are encouraged to attend school events, assist in school and class activities and to actively engage with their child's learning. Opportunities are also provided for parent information and education, for example: reading workshops, supporting children's social and emotional development, and cyber safety and internet use. St Kevin's has an active P&F Association and Pastoral School Board.

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	25	18
Full-time Equivalents	18.7	9.2

*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	4
Graduate diploma etc.**	1
Bachelor degree	20
Diploma	
Certificate	

*Teaching staff includes School Leaders

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

Professional development

The total funds expended on teacher professional development in 2021 were \$7250.00. The major professional development initiatives in 2021 were as follows:

Teaching and Learning:

- Literacy: Misty Adinou – Spelling
- Twilight: Teaching & Learning – Data, Cognitive Verbs, Spelling.
- Bump it up Walls
- Assessment Capable Learners
- Universal Design
- Writing Analysis consistency
- Understanding Whole School Data
- Twilight: Numeracy
- EIA: What is involved in the Teaching of Reading at St Kevin's
- EIA: Improvement in reading
- EIA: Reflecting of teaching of reading data informed practice our learning and sharing of practice.
- EIA: PAT R and Benchmarking, Data analysis for informed practice.

Catholic Identity:

- Unpacking the St Kevin's Virtues
- Planning with the Religion Curriculum
- Formation: St Kevin's Virtues, Vision and Mission
- ST Kevin's Motto and Logo.

Positive Behaviour for learning:

- PB4L Tier 1 and 2 supports.

Information and Communication Technology:

- Native Apps.

Other:

- Cultural Safety
- Whole School Goals and teacher goals
- NCCD
- WHS
- Review of Planning Documents
- CTJ Moderation
- Certo First Aid Training.

The proportion of the teaching staff involved in professional development activities during 2020 was 80%.

Staff attendance and retention

Average staff attendance

Description	%
Staff attendance for permanent and temporary staff and school leaders	96.1%

Proportion of staff retained from the previous school year

From the end of the previous school year, 96.9% of staff was 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	93.9%
Attendance rate for Aboriginal and Torres Strait Islander students at this school	70.0%

Average attendance rate per year level			
Prep attendance rate	93.3%	Year 4 attendance rate	94.0%
Year 1 attendance rate	94.0%	Year 5 attendance rate	94.0%
Year 2 attendance rate	95.8%	Year 6 attendance rate	92.5%
Year 3 attendance rate	93.6%		

*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

Attendance is monitored twice daily online in the student administration system. The school requests notification by phone, email or Parent Portal of an absence and records the reason given. An SMS is sent out to parents of students with unexplained absences, after morning rolls are marked each day. Notification of prolonged absences due to illness, family reasons and vacations is required and advance notice in writing is required. Unexplained prolonged absences are followed up with parents by teachers or administration and where necessary, an attendance support process is initiated with the class teacher, student and parent or caregiver. The School Portal outlines procedures for attendance and absences. Key information from BCE 'Attendance Matters' campaign is communicated regularly through email, newsletters and the parent portal.

NAPLAN

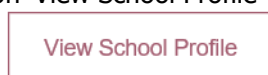
Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 NAPLAN tests are available via the [My School](#) website.

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.

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

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