



St William's School
GROVELY
In God's Hand

**St William's Primary
School, GROVELY**

Annual Report 2021

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



**Brisbane
Catholic
Education**

teaching • challenging • transforming

Contact information

School	St William's Primary School
Postal address	67 Dawson Parade, KEPERRA, QLD, 4054
Phone	(07) 3355 5122
Email	pgrovely@bne.catholic.edu.au
Web pages	Information about the school can be found at www.stwilliamsgrovely.qld.edu.au Additional information about Brisbane Catholic Education schools is located on the Brisbane Catholic Education website.
Contact person	Nick Fogarty — 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.

At St William's our goal is to provide a high-quality wholistic education to all our students in and out of the classroom each and every day. We aim to provide opportunities for students to show case talents through a variety of educational experiences and extra-curricula opportunities. We have a very experienced and professional staff who are committed to providing a differentiated pedagogical approach so all students are able to access the curriculum across all subject areas.

St William's offers a number of specialist lesson for all students from Prep to Year 6 and these include Music, Dance, Drama, Media and Visual Arts, Health and PE, Digital Technologies and Japanese.

Our Learning Support Team comprises of a Support Teacher Inclusive Education, Guidance Counsellor, Speech Pathologist, School Chaplain and English as an Additional or Dialect Teacher where the cognitive, social & emotion and physical needs are all support and catered for.

As a school we offer a number of extra-curricular activities including inter-school sports program where students get the opportunity to compete against other schools in 7s rugby union, 6 a side soccer, touch football, netball, swimming, athletics and cross-country.

All our classrooms are air-conditioned and have throw down projectors to help cater for and support the different learning needs. We are a one to one iPad school where all students from Year 3-6 have their own iPad which is an excellent resource. In our Prep to Year 2 classes we have an iPad ratio of one device for every two students.

We have a very strong and supportive community where we work together to ensure we are welcoming, inclusive, compassion and understanding.

School progress towards its goals in 2021

Over the course of the 2021 school year our focus from a teaching and learning perspective was getting consistency of practise across the school with the strategies and language we use when teaching reading at St William's.

This goal was our major focus for teaching and learning for the 2021 school year. As a staff we dedicated an number of staff meeting and a twilight where we worked with BCE EO Lucy Walker to build staff capacity in these areas and also to develop and produce St William's Reading

Strategies Place Mat and Bookmark. The Australian Curriculum was the source for developing these strategies and what language to use when teaching reading in the classroom.

In 2022 our focus will continue with a literacy focus with our attention turning to writing and ensuring there is coherence and consistency with how it is taught and what strategies and language we use across the school. The work done by our PLL Shinara Auld, APA Nikki Saunders & Lucy Walker BCE EO were great support to our staff throughout the process and provided the staff with great autonomy in developing the Placemats and bookmarks which gave considerable buy in across the teaching staff.

Future outlook

Vision

The St William's School community believes in the dignity and worth of each individual. We journey in partnership to affirm, nurture and develop the potential of all in our community. In recognising the uniqueness of each individual, we promote a caring, challenging, safe, Christian environment in which all are empowered through the skills acquired and the experiences offered to find the freedom known by those who confidently walk with God. We live in the knowledge that we are always in God's hand.

Catholic identity

Goal (Improvement area):

Further enhance RE curriculum planning with quality learning opportunities and rich assessment and embedded Catholic perspectives.

Strategies for improvement:

Facilitate professional learning and support in Religious Education

Continue to build teacher capacity in theological knowledge and interpretation through ongoing professional development and ongoing collaborative opportunities of scripture to grow engagement in the Religious Education Curriculum catering for diversity and maximising learning growth for all.

Collaborative planning with BCE EO:RE

Embedding the Catholic Perspective throughout planning and teaching of the Health curriculum.

Success measures:

- Units of work are on the staff portal and link to BCE guidelines and expectations re: Catholic Perspectives and assessment processes
- Health planning documents will have the Catholic Perspectives embedded
- Teachers will have engaged in professional dialogue within their learning teams and will be able to articulate how the changes made have impacted on their teaching and learning cycle.
- Student reporting reflects a greater understanding of the capacity that students can achieve e.g.: more students achieving well above and above the content standards.

Learning and teaching

Goal (Improvement area):

There is coherence and alignment between the Australian Curriculum and explicit teaching and learning of reading at St William's.

Strategies for improvement: Building capacity around strategies that align with the Australian curriculum e.g., Including strategies that maximise impact

Improving collaboration in planning of explicit teaching of reading

Documenting school context around teaching and learning

Success measures:

- Reading and writing committee established

- Consistent strategies linked to the Australian Curriculum evident in planning
- Teachers responding to Data Wall during PLT discussions
- Differentiation evident in planning documents
- Consistent use of language and strategies, aligned to curriculum
- Curriculum Delivery Plan has been shared with staff and is providing direction for the work.

Our school at a glance

School profile

St William's 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	458	223	235	13

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

The student body is a warm, friendly and respectful group of learners drawn largely from families in the local area of Keperra, Arana Hills, Everton Park, Mitchelton, Enoggera and Ferny Grove.

A small percentage of students live in the semi-rural setting of nearby Samford and Eaton's Hill. The school draws its students from a wide range of families who are all welcomed and included in the excellent educational opportunities. The school has enrolled a number of students with Indigenous heritage and students who have one or both parents born overseas.

Curriculum implementation

Curriculum overview

At St William's Primary School, we adopt a whole school and system wide approach to curriculum delivery and assessment. The Australian Curriculum (ACARA) and Archdiocese of Brisbane Religious Education Curriculum forms the basis for the teaching and learning areas of Religion, English, Mathematics, Science, Humanities and Social Sciences, Digital and Design Technologies, The Arts, Health & Physical Education and the Languages curriculum.

The Brisbane Catholic Education, Learning Framework, Model of Pedagogy and Effective and Expected Literacy practices state our key goals as being to:

- Improve the achievement and progress of student literacy,
- Embed effective and expected practices in reading, writing, speaking and listening in daily practices,
- Embed effective and expected practices in daily teaching that includes: learning intentions, co-constructed success criteria, student goal setting,
- Monitor student achievement by using system wide monitoring tools (PM Benchmarks, PAT testing, Writing analysis),
- Make student learning data visible to teachers so they can effectively analyse student progress,
- Provide time and resources for Review and Response meetings so that teachers can work with one another to resolve problems of student learning and progress.

Our Assessment and Reporting processes provide expectations for the implementation of specific diagnostic and standardised assessment tools in literacy and numeracy. This assists in the development

of valid and reliable assessment gathering and data analysis practices e.g. regular moderation targeted and responsive teaching, and accurate reporting to parents and caregivers.

Extra-curricular activities

Our students participate in a number of academic, cultural sporting and social activities.

- An extensive number of students participate in the following ICAS competitions – English, Writing, Spelling, Mathematics and Science.
- We have a large music program. From Year 4 onwards; Woodwind, Brass and Percussion lessons are offered. Members of this program make up our concert band.
- In 2019, students from Year 2-Year 6 could join the school choir.
- St Williams's School belongs to the North-West District Sports Association. Interschool Sports Program. From our Track and Field, Cross Country and Swimming Carnivals, students are selected for North West District Sports teams. Students can also nominate from a wide variety of district sports. All students are encouraged to participate in Kilometre Club which is held before school. This activity seeks to develop fitness and endurance in students.
- Friday afternoon enrichment activities are offered to all students from Year 4-6 where children have the opportunity to participate in a number of activities to show case skills and talents or take part in an activity they have not tried before. The opportunities offered in this program are:
 - Competitive Sport against Mitchelton OLD and Grovely State School
 - Sports offered over the year are; Touch Football, Netball and 6 a side soccer.
 - Social Sport
 - Sports Offered are: Soccer, Cricket, T-Ball and Touch Football
 - Dance,
 - Pottery,
 - Writers club
 - Robotics &
 - Social Justice Club
- Students from all years are encouraged to apply to join a variety of enrichment activities. In 2019 the activities offered were Chess Club, Opti-minds and Robotics.
- Our before school activities programs allows children from Prep to Year 6 to participate in cross-country and athletics training, soccer and touch skills development, rugby 7s training, fitness games and choir. Activities run each morning of the school week and will vary from term to term.

How information and communication technologies are used to assist learning

Our Year 4 to 6 classes began to explore the benefits of OneNote within the classroom at the start of the 2020 school year. A number of teachers have trialed using Word Online with their class and are continuing to explore its potential within the classroom. As a result of information gained from this trial, St William's engaged with BCE's Digital Skills Project in 2020 embedding the Microsoft 365 suite within all classrooms.

We have had both a Year 5 and a Year 6 team compete at the First Lego League competition with our Year 6 team winning the champion award.

Sue Suter BCE-EO worked with all staff through the course of the school year to help support and build capacity of our teachers using the Office 365 suite of apps including Teams, Sway, Forms, One Drive, One Note, Stream and Apple Classroom.

Social climate

Overview

St William's provides a warm, welcoming and supportive environment for all community members. The values of Listening, Humility, Compassion, Excellence, Awareness, Justice and Wisdom are central to our Catholic Identity and they keep us focused on our Mission and Vision of creating a community of care and hospitality. This reflects the charism of the founding Sisters of the Good Samaritan and connects strongly with Social Action and Justice goals for the Religious Life of the School. The school employs a part time Pastoral Care and Well Being Officer who works with students and their families ensuring that all students have the required emotional and physical resources to fully participate in all school activities.

A school officer also leads the Pastoral Care parent group to build the capacity of all parents and carers to care and support each other. The school employs a Guidance Counsellor who works with children, their families and staff to help determine students' academic strengths and weaknesses, their social, emotional and behavioural development and educational needs. This includes parent education on positive behaviour and emotional regulation. We actively seek to differentiate conflict resolution skill development from incidents of bullying and when incidents of bullying are confirmed, each bully, victim and witness will be spoken with, and all incidents or allegations of bullying will be fully investigated and documented. We have a published procedure which we follow when all incidents are reported. We employ restorative practices to facilitate the conversation between the victim and perpetrator to assist students to work and learn together in peace.

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	98.0%
School staff demonstrate the school's Catholic Christian values	98.0%
Teachers at this school have high expectations for my child	93.3%
Staff at this school care about my child	100.0%
I can talk to my child's teachers about my concerns	97.1%
Teachers at this school encourage me to take an active role in my child's education	95.2%
My child feels safe at this school	100.0%
The facilities at this school support my child's educational needs	98.1%
This school looks for ways to improve	98.0%
I am happy my child is at this school	96.1%

BCE Listens Survey - Student satisfaction

Performance measure	
Percentage of students who agree [#] that:	2020
My school helps me develop my relationship with God	90.9%
I enjoy learning at my school	90.0%
Teachers expect me to work to the best of my ability in all my learning	97.6%
Feedback from my teacher helps me learn	93.5%
Teachers at my school treat me fairly	95.9%
If I was unhappy about something at school I would talk to a school leader or teacher about it	74.1%
I feel safe at school	90.6%
I am happy to be at my school	92.4%

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	89.1%
School staff demonstrate this school's Catholic Christian values	97.8%
This school acts on staff feedback	87.2%
This school looks for ways to improve	97.9%
I am recognised for my efforts at work	83.0%
In general students at this school respect staff members	95.7%
This school makes student protection everyone's responsibility	100.0%
I enjoy working at this school	97.8%

[#] '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 William's School has a very strong sense of community and is committed to involving parents and caregivers in their children's education. This is exemplified by the high levels of community involvement in a wide variety of school events. Due to COVID-19 a number of our usual opportunities to connect with our community were postponed or in some cases cancelled.
- Parent Information on Child Education Sessions: Parent Reading Readiness Program. 123 Magic Parenting (for improved behavior at Home). Don't Flip Your Lid – Reduced Anxiety. NAPLAN Information evening. Learning Support and Inclusive Education evening. Class Welcome Nights in January/February. One to One Laptop evening for Year 3.
- P&F meetings and Board meetings took place in a socially distanced manner in larger rooms.
- To ensure a parent voice, we conducted a number of surveys so that parents were still able to communicate their thoughts and opinions.
- Community Engagement:
 - St William's Cultural Soiree
 - St William's House Choir
 - St Williams's Got Talent – student talent competition
 - St William's Feast Day celebration
 - Our Yr 6 Graduation mass and celebration
 - Mother's Day and Father's Day stalls were run online with gifts delivered to each class.

- Mothers' Day and Fathers' Day Liturgies
 - Weekly Assemblies are well attended by parents and members of our community.
 - Active School Travel is still proving very successful with our students and community.
 - Our Bookweek Celebration included a variety of activities throughout the week and culminated with a costume parade.
 - We were fortunate to begin and end the year with our whole school mass with our students.
 - For ANZAC Day, as a school we participated in the dawn service and march.
- Networking between childcare and primary school.
- Discos for Prep-Year3, Year 4-6. Some of these events were cancelled due to COVID-19 restrictions from March.
- We continued to raise money for Caritas using online initiatives, a significant amount of stationery was collected for Schools 4 Schools along with students from Yrs 4- 6 joining with Mt Maria to paint the shipping containers.
- A whole school – whole day NAIDOC celebration took place beginning with a school liturgy in order to build awareness of our First Nations People along with a slight change to our school's Acknowledgement of Country to ensure a message of respect was being conveyed.
- Our partnership with Mt Maria continued to flourish with technology students and sports students supporting our school with our sports initiatives.

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	36	27
Full-time Equivalents	27.4	13.3

*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	10
Graduate diploma etc.**	6
Bachelor degree	18
Diploma	1
Certificate	0

*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 \$6915

The major professional development initiatives are as follows:

- Microsoft Office 365 PD to build teacher capacity in using this suite of apps
 - Teams, One Note, Forms, One Drive, Apple Classroom
- Literacy PD building teacher capacity with monitoring writing skills
 - Consistency of practise and language used across the school
- Embedding Catholic perspectives into teaching practises
- NCCD data collection and recording

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

- All teachers engaged in the Office 365 Digital Skills PD with Kristen Garrett
- Senior Leadership Team worked with Graham Ackers to build capacity with the analysis of data.
 - In particular NAPLAN trends
- All teachers engaged in twilight sessions led by Shinara Auld exploring consistency of teaching strategies and language used to deliver the curriculum in the classroom.
- Teaching staff engaged in a spiritual formation day and then investigated how to use Labyrinths in and out of the classroom for mediation and student well-being.
- Staff and School Officers participated in technology training sessions led by Kristen Garrett.
- All staff engaged in a Site Specific WH&S Training session led by Margaret Hatfield

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	95.3%

Proportion of staff retained from the previous school year

From the end of the previous school year, 90.4% 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	94.6%
Attendance rate for Aboriginal and Torres Strait Islander students at this school	92.3%

Average attendance rate per year level			
Prep attendance rate	94.2%	Year 4 attendance rate	94.7%
Year 1 attendance rate	94.2%	Year 5 attendance rate	95.0%
Year 2 attendance rate	95.1%	Year 6 attendance rate	94.1%
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

- Teachers mark the roll each morning by 9am and in the afternoon by 2pm. If teachers have not met this school wide expectation, front office staff ring to remind.
- Parents /Carers are required to contact the school before 8.50am regarding their child's absence. Contact can be made by telephone, email and Parent Portal, stating the reason and duration of the absence. Should we not have heard from the parent by 9.30am, an SMS is sent to the main contact listed for the student. Also, our Pastoral Care Officer in consultation with the Principal continues to monitor absenteeism. If it falls below 90%, enquiries are made and plans put into place with the parent.
- Parents have been communicated with the advantages and disadvantages attendance and meeting the BCE expectations.
- The school has introduced a number of before school activities including before school activities which include cross-country training, athletics training, soccer skills, rugby union training, choir and touch football training.
- Lunch time clubs have also proven very popular and include ART, Singing, Gardening, Japanese, Lego, Puzzle, Rubik Cube and Structured Play to help encourage children to come to school more.
- We do a virtual raffle every five weeks where we have developed a program which allocates each week one virtual raffle ticket to student who have attendance of 90-94% and three virtual raffle ticket to those who have 95-100% attendance. The program does a virtual raffle draw and the lucky students receive a tuckshop voucher. We also grant those classes every five weeks a class party who have attendance 90% or over. This has seen our attendance rise from 84% in 2020 to 86% in 2021.

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 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.

A rectangular button with a thin red border and the text "View School Profile" in a red font.

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

A screenshot of the navigation menu at the top of a school profile page. It consists of a horizontal bar with several tabs: "School profile", "NAPLAN", "Attendance", "Finances", "VET in schools", "Senior secondary", and "Schools map". The "NAPLAN" tab is currently selected and highlighted with a red background.

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.