

**St Brendan's Primary  
School, MOOROOKA**

# Annual Report 2021

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

# Contact information

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<b>Contact person</b>	Martin Lewis — 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.

The St Brendan's School Community is a vibrant community where children, parents, teachers and staff aim to live out our school motto "Live in Faith and Love". We believe that your child and your family will find the school environment and the educational program welcoming, enriching and challenging. Student learning and growth are our primary focus and we aim to develop children as learners and as people, by linking knowledge, understandings, capabilities and values in a way that develops the child as an active member of their community and society. Faith and prayer are also integral to everyday life at St Brendan's. Helping each other to nurture a relationship with a loving God and actively seeking ways to make Jesus real in our lives is central to everything we do. St Brendan's is a place where there are numerous opportunities to enrich the lifelong learning of children. We offer a variety of activities including an instrumental program, Japanese, Visual Art and Music, a swimming program, choir, intra and inter-school sports activities, camps and excursions.

### St Brendan's progress towards its goals in 2021

- Update the School Behaviour Plan
- Develop appropriate RE assessment activities to cater for each child's literacy needs
- Teachers to explicitly teach learning dispositions to all students
- Resource allocations are developed through a consultative process to insure alignment with the school's strategic plan
- Promote and implement the Living Laudato Si Energy Reduction and sustainable environmental practices.

#### Achievements

- School Behaviour Plan completed and published in Term 2, 2022
- RE assessments now give those students who need to be 'stretched and challenged' an opportunity to display their improved learning.
- Learning dispositions are explicitly taught each week in each classroom. Our 'Sail to Success' weekly awards are based on the appropriate disposition.
- All staff are invited to contribute to the budget planning process through a 'budget request form' and discussions at the various staff meetings held in the school.
- St Brendan's Recycling Hub has continued. Cans, etc, are collected for cash. Food scraps are recycled for compost and chicken food. Our Gardn Club grows vegetables and collects eggs that are used in our Tuckshop.

## Future outlook

Strategic priority	Objective	Key results	Initiatives	Timelines	Stakeholders
Catholic identity	Enhance the Catholic identity of the school	Follow the recommendations of the <u>Enhancing Catholic School Identity</u>	Inform the community about the project Survey the stakeholders (children - years 5/6, school staff and parents) Review the data Follow up on recommendations	Term 1, 2022  Term 1, 2022  Term 2, 2022 Term 3, 2022	SLT, incl APRE School staff School students – year 5/6 Parents
<b>Learning and teaching</b>	Develop ongoing effective and expected practices, beginning with data informed teaching	Planning proformas School wide curriculum plan Improved reading results P-6 4C's approach	Clear timetable for process to allow for data discussions and planning Targeted walks and talks for monitoring Planning Proforma	Term 4, 2021  Term 1 & 2, 2022  Term 4, 2022	SLT & STIE  Teaching Staff
<b>Wellbeing</b>	To implement the PB4L practices and matrix	An achievement in increasing academic and social progress and achievement for all students by using evidence-based practices	Weekly focus on PB4L Matrix Daily focus on aspects on Matrix Reinforced in Health Program Class presentation at Assemblies	Term 1 2022 Terms 1-4 2022 Terms 1-4 2022 Term 2 2022	

# Our school at a glance

## School profile

St Brendan'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	106	43	63	9

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

The characteristics of the student body (which is drawn from the South Brisbane area) at St Brendan's Primary School are unique as there is a rich cultural diversity.

Approximately 50% of the students have English as a Second Language (ESL), coming from seventeen different nations encompassing Africa, India, South America, Asia/Pacific, Europe and the Middle East. Approximately 50% of our families are from refugee backgrounds, with many of the ESL learners attending school now are the offspring of those who were new arrivals.

Beyond the official statistics, the reality is that up to 75-80% of the student population is from an ESL background. There are 13 students who are verified with a special need. The special needs categories include Autism, Physical Impairment and Social/Emotional Disorder. These students are supported by the ST-IE, Guidance Counsellor, Speech Pathologist and Pastoral Care Support Worker.

Upon completion of primary school, students transition to variety of Catholic, Independent and Government Secondary Schools. These schools include, but are not limited to, Our Lady's College, Annerley; St Thomas More College, Sunnybank; Sunnybank and other State High Schools, St. Laurence's College, South Brisbane.

## Curriculum implementation

### Curriculum overview

The curriculum at St Brendan's Primary School is based on Brisbane Catholic Education's Learning Framework and the Australian Curriculum. This framework directs the school's educational activity and resonates with the Vision and Mission of St Brendan's Primary School. The beliefs that underpin learning at St Brendan's are articulated in the framework:

- Every learner is created in the image and likeness of God and inspired by the Spirit, responds with passion and creativity.
- Every learner seeks meaning in life and learning. In a Catholic Christian Tradition, we find meaning in the person and teachings of Jesus to grow as pilgrim people.
- Every learner is in some respect like all others, like some others, like no other and we respond creatively, flexibly and with future orientation to ensure dignity and justice for all.
- Every learner is lifelong learner, with a desire to search for truth and to do what is right; accountable for choices and responsible for actions.
- Every learner can achieve success in life and learning where diversity is valued and shared wisdom contributes to decision-making that enriches and enlivens our world.
- Every learner brings a to the learning experience their own rich diverse journey to contribute to a community in communion, empowered by the Spirit to be at the service of others.

### Extra-curricular activities

- Instrumental Music and Music Extension Program-weekly
- Student Choir
- Intraschool, Interschool, District and State sporting opportunities in variety of sports
- Creative Dance Industries lessons - Term 3 each year
- Chess club
- Minecraft club
- AFL Auskick
- Outside School Hours Care (OSHC). OSHC is available mornings and afternoon.

### How information and communication technologies are used to assist learning

All classes have access to digital devices, one to one iPads in Years Prep- 6. All learners use technology in diverse ways to meet their needs. A small number of students from Prep-Year 6 use the app 'Talk to Text' to assist them to engage in the curriculum.

Other students engage with iPads to support their tracking of information. This access to digital technology enables students with limited literacy skills to develop their abilities on a personalised level

with programs to suit their abilities (e.g. Reading Eggs, Mathletics, etc). Laptop and iPad tools such as Voice Memo Recorder, Smart Lookup and citation and image searches are utilised throughout the year levels to enhance and further develop digital literacy.

Cyber safety is addressed through technology by explicitly teaching digital security, standard guidelines and practices for protecting usernames and passwords and encouraging the students analyse their own engagement with the internet and associated risks.

## Social climate

### Overview

The St Brendan's Primary School community values the positive social climate that exists amongst its members. At St Brendan's we value diversity and build inclusive practices that counter bullying behaviour. We seek to build a life-giving community through the establishment of positive relationships, effective communication and supportive networks for all members of the school community. St Brendan's staff focuses on the explicit teaching of processes and structures to assist students in building social/interpersonal competency and capability. Specific behaviour teaching and school wide Positive Behaviour 4 Learning have been key elements in maintaining the school's positive social climate. Each school member is known by name and this generates warmth and friendliness.

### 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 <sup>#</sup> that:	2020
This school helps my child to develop their relationship with God	100.0%
School staff demonstrate the school's Catholic Christian values	100.0%
Teachers at this school have high expectations for my child	88.2%
Staff at this school care about my child	100.0%
I can talk to my child's teachers about my concerns	94.4%
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	94.4%
The facilities at this school support my child's educational needs	100.0%
This school looks for ways to improve	100.0%
I am happy my child is at this school	100.0%

## BCE Listens Survey - Student satisfaction

Performance measure	
Percentage of students who agree <sup>#</sup> that:	2020
My school helps me develop my relationship with God	85.7%
I enjoy learning at my school	100.0%
Teachers expect me to work to the best of my ability in all my learning	100.0%
Feedback from my teacher helps me learn	100.0%
Teachers at my school treat me fairly	87.5%
If I was unhappy about something at school I would talk to a school leader or teacher about it	87.5%
I feel safe at school	100.0%
I am happy to be at my school	100.0%

## BCE Listens Survey - Staff satisfaction

Performance measure	
Percentage of staff who agree <sup>#</sup> that:	2020
Working at this school helps me to have a deeper understanding of faith	100.0%
School staff demonstrate this school's Catholic Christian values	100.0%
This school acts on staff feedback	100.0%
This school looks for ways to improve	100.0%
I am recognised for my efforts at work	90.0%
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	100.0%

<sup>#</sup> '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

Each year, in partnership with the school's leadership team, parents and carers are involved in a process to discern action plan strategies for St Brendan's Primary School. In 2021, these student-centred strategies reflected the Vision and Mission of the school and articulated the aspirations of the wider school community. The strategies and school achievements from the previous year were reported to the school community. The Parent Engagement Group provides excellent avenues for all forms of parent/carers consultation and involvement. The term meetings for this group provide an excellent opportunity for the Principal to formally report on school life, and for parents and carers to provide feedback, request further information, suggest and support initiatives for the school. Regular formal and informal contact with the school is encouraged by parents/carers. Our parents/carers are promoted and valued in our school community, as the first educators of their children.

## 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	20	13
Full-time Equivalents	13.7	6.3

\*Teaching staff includes School Leaders

### Qualification of all teachers\*

Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	5
Graduate diploma etc.**	2
Bachelor degree	11
Diploma	2
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 in 2021 were as follows:

- What does assessment look like for our students
- Enhancing Catholic Identity-prayer in the classroom
- Student Behaviour-ongoing PD on PB4L

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	97.8%

### Proportion of staff retained from the previous school year

From the end of the previous school year, 92% 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	93.3%
Attendance rate for Aboriginal and Torres Strait Islander students at this school	95.5%

Average attendance rate per year level			
Prep attendance rate	92.7%	Year 4 attendance rate	95.5%
Year 1 attendance rate	91.7%	Year 5 attendance rate	94.5%
Year 2 attendance rate	93.7%	Year 6 attendance rate	92.4%
Year 3 attendance rate	91.8%		

\*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 Marking

Rolls must be marked twice a day:

1. AM rolls by 8:50 am
2. PM rolls after second break and by 2.15 pm

Rolls will be checked by the School Secretary by 9.15am each day. A phone call will be made to teachers if their rolls are not marked. If rolls are frequently not marked this information will be passed onto School Principal. School Leadership will be advised of unmarked and incorrectly marked rolls. Incorrectly marked rolls will be corrected by the teacher responsible for the class.

#### Present Categories

Students who are:

1. in Class will be marked 'Present – In Class'
2. participating in activities (excursion; camps etc.) will be marked accordingly by the teacher responsible for the activity.

These attendance categories must not be changed unless the student is present in class and then the category should be changed to 'Present – In Class'.

Students will only be marked as 'Present – Not Required to Attend' upon instruction from School Leadership.

#### Absent Categories

Students who are:

1. not in class, and notification has not been received from a Legal Guardian, will be marked 'Absent – Unexplained'

2. not in class and notification has been received from a Legal Guardian advising the student is unwell, will be marked 'Absent – Illness'. Other absence reasons will be marked accordingly e.g. 'Appointment', 'Personal/Family'

When marking the roll, if teachers have received written information from Legal Guardians regarding a student's absence from school, they should enter the details into a log in eMinerva. If Legal Guardians have informed the School office of the absence, the school secretary will enter these details into a log in eMinerva. Class teachers should enter any information regarding future planned absences of students by entering a Notified Absence into eMinerva.

If a student has been previously marked present at school but they are not in class, the teacher is to call the school office to advise School Leadership the student is not present.

Students will only be marked as 'Absent – Not Required to Attend', 'Absent – Truant' or 'Absent – Internal Suspension' upon instruction from School Leadership.

### **Unexplained Absences**

An unexplained absence occurs when the student is not present at school and the Legal Guardian does not contact the school.

A phone call will be made and/or automatic text to the Main Contact by approximately 9.30 am each day. Class teachers will follow up any unexplained absences by making contact with the student's Legal Guardians.

Past unexplained absences are indicated by the red Unexplained Absence Alert icon on class rolls. When teachers receive written explanation of the absence from the student's Legal Guardians they must update the absence category in eMinerva and include any details in a log.

### **Late Arrivals**

A student is considered to have arrived late any time after the 8:40 am bell.

All students arriving late must be signed in by a Legal Guardian at the School Office and will be given a late slip. This slip needs to be presented to the teacher when arriving in class. If they do not have a late slip they are to be sent to the School office to sign in.

The late arrival information will be entered by office staff.

School Office staff will contact the Legal Guardian of any student arriving late unaccompanied.

If teachers observe a student has made a habit of arriving late or is late for three consecutive days, they will contact the student's Legal Guardian as per the policy for absentee students in this document.

### **Early Departures**

A student is considered to be leaving early any time before 3.00pm.

As with Late Arrivals, all students leaving early must be signed out at the School Office by a Legal Guardian. The early departure information will be entered by office staff.

### **Non-Marking of Electronic Roll**

#### **Emergencies**

If the school computer system is offline, hard copies of all Class rolls will be provided by the School Office. Once the system is online the teacher will mark the roll in eMinerva. This may be done the next day if necessary.

In the event of an evacuation, hard copies of rolls will be taken to the evacuation area to be marked by teachers. Teacher will advise the Evacuation coordinator of any unexplained absentees. During a lockdown the roll will not be marked.

#### **Activities**

An activity will be entered into eMinerva for students attending excursions, camps and other school-based activities.

Activities will be marked by the staff member responsible for the event, e.g. Present – Sport/Arts; Present - Excursion. This attendance category will inherit through the rest of the student’s timetable for the day.

These attendance categories must not be changed, unless the student is present at school and then the category should be changed to ‘Present – In Class’.

## 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 located at the far right of the search bar.

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](http://www.naplan.edu.au/)) is an annual assessment for students in Years 3, 5, 7 and 9.