



**St Ambrose's Primary
School, NEWMARKET**

Annual Report 2021

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

Contact information

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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 Ambrose's Primary School is a community of children, parents and staff working together to ensure excellent learning, whilst instilling a sense of pride and strong community across the school. The Staff is a team which, at its core, has a passion for and a commitment to ensuring that children's daily experiences of school is quality teaching and learning, grounded in life giving relationships. Parents fully embrace the life of the school, which ensures our children come to appreciate and understand by example, the value of community. The children of St. Ambrose's are the 'gems' who remind us of all that is good and precious in life.

St Ambrose's School is situated on Enoggera Road in Newmarket. We are a proud part of the Jubilee Catholic Parish, which includes other schools such as Marist College and Mt St Michael's College.

School progress towards its goals in 2021

Learning and teaching

Goal: To monitor, review and respond to student growth, progress and achievement by ensuring consistent approaches of pedagogy across the school through professional learning and capacity building strategies.

Success measures:

- Co-constructed Pedagogical Framework is published and used as our point of reference.
- Clear alignment between Short Cycle Planning (including Catholic Perspectives), data and effective practices in LI/SC, Feedback and Guided reading.
- Timetabled learning and strategic use of personnel will be apparent through observations during Learning Walks and Talks and documents available on Staff Portal.

Progress in 2021:

- Developed and published a clearly articulated co-constructed Pedagogical Framework underpinned by the Model of Pedagogy which guided our procedures and responses in teaching. Specific attention was given to embedding LI/SC, Feedback and Guided Reading into each classroom.
- Developed and saved planning, using Catholic Perspectives and Class Timetables which reflected Key Learning Area allocations and Effective and Expected Practices.
- Evidenced appropriate utilisation of Support Personnel to action the Levels of Teaching Response (Targeted and Strategic) that impact student learning outcomes.

- Planned and actioned strategies which develop Assessment Capable Learners with an initial focus in Yrs 3 and 5, and an emerging focus across the whole school.

Catholic Identity

Goal: To strengthen and deepen Catholic Identity by continuing to embed a Catholic Perspective into our identity and culture through a school wide holistic approach, which ensures it is taught and lived within the classroom and broader school culture.

Success measures:

- Clear alignment and identified opportunities for embedding the Catholic Perspective in planning documents.
- Evidenced through classroom observations and conversations with teachers and students (Learning Walks and Talks).
- Through feedback from staff members (Reflection/Direction), we will gauge success in understanding, planning and delivering the Catholic Perspective across Key Learning Areas.
- Parents will verify a nomination of the Ambrosian Award by acknowledging how the recipient demonstrates the characteristics of "human dignity".

Progress in 2021:

- Staff participated in a Spiritual Formation experience that focussed on "Anthropology of the Church".
- Staff participated in a Professional development opportunity on Catholic Perspective, with a particular focus of "Dignity of the Human Person".
- Embedded "Dignity of the Human Person" into the Habits of the Heart.
- Planning opportunities which focussed on embedding the Catholic Perspective, in particular, "The Dignity of the Human Person", into Key Learning Areas where it connects naturally to subject content.
- Introduced a modified planning template to include opportunities for embedding the Catholic Perspective with a focus on "Dignity of the Human Person".
- Ambrosian Award was modified to focus on the nomination of someone who demonstrates "Dignity of the Human Person".

Our People

Goal: With deep consideration of the Catholic Perspective on "Dignity of the Human Person", we will progress our inclusive culture at St Ambrose's School with all stakeholders.

Success measures:

- Behaviour Support Plan is updated with various methods of engagement and input captured from students, staff and parents.
- School website highlights the learning data that is utilised in planning to progress every student's learning journey.
- High participation rate in Term 2 parent-teacher meetings that are focused around the Learning Data Placemat.
- Parent group established who meet formally each term with a member of the Student Support Team.

Progress in 2021:

- In consultation with staff, students and parents, the Behaviour Support Plan was updated in line with PB4L strategies.
- Engaged parents in effective learning data to improve learning for all.
- Developed a HIVE OF HOPE parent group that aims to support families.

Future outlook



St Ambrose's Catholic Primary School

Newmarket

ANNUAL PLAN 2022



Vision

St Ambrose's School empowers learners to realise their potential, as nurtured by the tradition of the Good Samaritan Sisters.

Hospitality Humility Happiness

Mission

To encourage our children to reach their potential through:

Teaching and Learning

- Being active participants in a broad range of learning opportunities.
- Having confidence to take risks responsibly and to achieve their full potential.
- Recognising their personal learning achievements and understand that individuals achieve this in varying ways
- Being a critical self-reflective learner who is engaged in lifelong learning.

Faith and Mission

- Valuing the love of God, family, self and others.
- Valuing Church traditions and live their lives displaying Christian values.
- Acting upon their beliefs and values displaying a sense of right and wrong.
- Empathising with others

Building Community

- Demonstrating awareness of and compassion to those in our community.
- Being responsible for fostering and nurturing relationships between all stakeholders in the parish/school community.
- Actively contributing to the wider community.

Organisation

- Taking responsibility for the organisational skills associated with learning, for example goal setting and time management.
- Being independent self-motivated learners.
- Showing initiative and resilience when facing challenges.

Priorities:**Learning and Teaching****Goal:**

Use effective and expected practices to explicitly teach the Australian Curriculum with high expectation for all learners

Strategies:

- Use Effective & Expected Practices document and our co-constructed Pedagogical Framework to guide personal professional learning plan and supported by Leadership Team Mentor
- Triangulate Data guided by School Data Plan, to identify students who require stretch and challenge and utilise Strategies That Maximize Learning to differentiate planning and teaching
- Embed an Explicit Improvement Agenda in relation to the science of reading (spelling) across all year levels.

Success measures:

- Teacher personal Professional Learning plans have shown growth and progress evident through planning, teaching and reporting
- Achievement Levels which reflect challenge and stretch are moderated with teaching team prior to reporting
- Compliant differentiated planning is saved to portal
- Data reflects growth for all students

Catholic Identity**Goal:**

To review the currency of the RE Program Review and Report through a collaborative process

Strategies:

- Reflect on elements of the current RE program
- Discern improvements and recommendations
- Collect the necessary evidence that the School RE Program meets Archdiocesan requirements
- Highlight recommendations
- Action recommendations (2023)

Success measures:

- Receive endorsed RE Program Review and Report document

Inclusion

Goal: To grow and strengthen an inclusive school culture, we will action our Strategic Enrolment Plan in the wider community.

Strategies:

- Clearly communicate the goal of each Project Overview.
- Provide additional planning and implementation time for Project Coordinators.
- Termly check-ins with community stakeholders Student Leadership Ministries, Staff and P&F to communicate and deepen Project Overviews, with a focus on implementation.

Success measures:

- Project Coordinators provide termly feedback via an evaluation form.
- Survey data collected, from newly enrolled families, identify enhanced opportunities to connect with St Ambrose's School in the year/years prior to their 1st child's commencement.

Our school at a glance

School profile

St Ambrose'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	228	129	99	2

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

St Ambrose's School welcomes children and families from diverse backgrounds, including but not limited to, ethnicity, cultural background, disability and family composition. Our enrolment precincts are both local to the Newmarket areas and stretch up Enoggera Road. Upon completion of primary school, students typically transition to a variety of secondary schools that include independent Catholic secondary schools, Anglican secondary schools and State secondary schools.

Curriculum implementation

Curriculum overview

Education is our core business. This is inclusive of the Christian focus we provide that stem from the Catholic faith we promote. Our school is committed to the progressive development and implementation of educational strategies that will best serve the learning needs of children in preparation for their life in the 21st century. The core components of our approach to learning are based on research detailing elements that facilitate the best conditions for the human brain to learn most effectively.

These core components are:

- a focus on integration of content Learning Areas
- creating a learning environment marked by an absence of threat
- providing content that is meaningful and based in real life experiences
- providing choice for children in regard to their learning
- allowing adequate time for learning functions to consolidate
- creating an enriched environment for learning
- promoting collaborative learning
- focusing on immediate feedback to assist student assessment
- focusing on mastery of learning as the basic test of competence.

A number of co-curricular activities are provided, including:

The Arts

The Arts teach children that problems can have more than one solution and questions can have more than one answer. We are passionate about the role the Arts play in contemporary education.

In choice-based learning and teaching, all students are Artists and have control over subject matter materials and the approach they use. They are problem-finders, developing their own ideas and following their own path of inquiry. This open-ended structure allows students to work as artists do, developing and refining their expression over time.

By putting decision-making in the hands of the student, many higher order thinking skills are required of the learner. Students justify their choices through class discussions, artist statements and portfolio reviews.

STEAM

STEAM integrates art and design with the STEM (Science, Technology, Engineering, Math) learning areas. Integrating these subjects, and adding art as a creative component, is beneficial for students learning as it relates to the way kids absorb information.

STEAM is grounded on the premise that creativity is the basis of innovation. At St Ambrose's, we recognise that art and science are likely partners, whose learning areas harmonise together. Both artists and scientists aim to explore and make sense of the world. While they use different lenses to do this, they are often complementary.

Being part of STEAM at St Ambrose's will provide opportunities for learners, just like artists and scientists, to take risks, make mistakes and start over again. The ultimate goal is to innovate and discover.

Sport

It is the aim of the school to introduce students to and encourage them to participate in sport. All children are encouraged to participate, regardless of ability.

From Prep to Year 2 children are taught the elementary skills such as running, tumbling, dancing, balancing and ball handling to make them aware of their body movements and to experiment with their own body space.

Between Years 3 and 6 students are introduced to team as well as individual sports. Within the team, the child will experience a feeling of belonging to a group and will learn the art of winning and acceptance of defeat. Opportunities also are available to participate in interschool sport. Interschool team sports are played to further these skills.

Swimming

Children in Year 3 to Year 6 attend swimming lessons two days a week for four weeks in Term 1. Children in Prep to Year 2 participate for two days a week for four weeks in Term 4. A swimming levy is incorporated in the school fees, which covers coaching and transportation the swimming pool. It is expected that all children participate in swimming unless a medical reason prevents them from doing so. If a child is unable to swim, a letter must be sent by a parent to inform the Class Teacher of the reason.

Camps Years 4 and 5

An important part of a child's education is the development of a sense of independence. One way in which this can be achieved comes from planning and being involved in stays away-from-home.

We provide the opportunity for children in Year 4 to experience a camp of 2 days duration at Underwater World. This connects closely to the Year 4 curriculum and learning objectives. Year 5 experience a camp of 3 days duration at Camp Goodenough, that focuses on team building and outdoor education. Our goal is to combine a range of educational and social elements to progress children towards their senior year at St Ambrose's.

Canberra Year 6

A one-week excursion to the Nation's capital, Canberra, is an exciting and valuable experience for our senior students. The Canberra trip complements our St Ambrose's Civics and Citizenship program. Students get the chance to view the icons of our Nation, develop a greater understanding of the

democratic process and experience many hands-on activities. As a special bonus, they also participate in a visit to the snow!

Extra-curricular activities

St Ambrose's School has an extensive extra-curricular program called Active8. Active8 offers a range of free and paid sporting, arts and academic programs before and after school, and during breaks. Please see the school website for an overview of [Active8 program offerings](#).

How information and communication technologies are used to assist learning

St Ambrose's School provides opportunities for students to engage with technology in the interest of progressing learning engagement and achievement. As the use of technology has significantly increased in schools, we focus on teaching students to be responsible digital citizens through three pillars of respect, educate and protect.

Social climate

Overview

St Ambrose's strives for exceptional learning and teaching while empowering students to become loving and responsible citizens as governed by a Catholic ethos. This approach to education is underpinned by our Habits of the Heart: 'Love, Tolerance, Generosity, Hope, Perseverance and Remembering'. The habits are six principles that guide our actions, words and treatment of others. They permeate our community and link us to our heritage.

At St Ambrose's, our strength is in our community. The Habits of the Heart and Good Samaritan Charism create a common language among teachers, parents and students. This allows us to face our challenges and grow together. We 'lead by example' and cooperate to instil a sense of equity and respect within our learners. It is through this ethos that the diverse needs of our students are best met.

St Ambrose's offers the latest in teaching and learning, technology and extra-curricular activities. Our mission is to provide students with a stimulating curriculum – enriched by Gospel values – that develops strong, confident individuals who are well equipped for secondary school and beyond.

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	2020
Percentage of parents/carers who agree[#] that:	
This school helps my child to develop their relationship with God	100.0%
School staff demonstrate the school's Catholic Christian values	98.7%
Teachers at this school have high expectations for my child	83.6%
Staff at this school care about my child	97.4%
I can talk to my child's teachers about my concerns	94.7%
Teachers at this school encourage me to take an active role in my child's education	89.5%
My child feels safe at this school	93.4%
The facilities at this school support my child's educational needs	89.5%
This school looks for ways to improve	84.7%
I am happy my child is at this school	89.5%

BCE Listens Survey - Student satisfaction

Performance measure	2020
Percentage of students who agree[#] that:	
My school helps me develop my relationship with God	93.4%
I enjoy learning at my school	87.3%
Teachers expect me to work to the best of my ability in all my learning	100.0%
Feedback from my teacher helps me learn	97.5%
Teachers at my school treat me fairly	89.9%
If I was unhappy about something at school I would talk to a school leader or teacher about it	70.9%
I feel safe at school	89.9%
I am happy to be at my school	89.9%

BCE Listens Survey - Staff satisfaction

Performance measure	2020
Percentage of staff who agree[#] that:	
Working at this school helps me to have a deeper understanding of faith	88.5%
School staff demonstrate this school's Catholic Christian values	96.2%
This school acts on staff feedback	84.6%
This school looks for ways to improve	100.0%
I am recognised for my efforts at work	88.9%
In general students at this school respect staff members	100.0%
This school makes student protection everyone's responsibility	96.3%
I enjoy working at this school	100.0%

'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 Ambrose's School is a community drawn together with a common interest - children and learning. St Ambrose's provides many opportunities for students, teachers and parents to liaise, correspond and discuss programs and progress. Students, parents and staff see St Ambrose's School as a welcoming community where children are cared for in a supportive environment which nurtures their sense of belonging and heightens their self-worth. P&F Minutes of Meetings and School Newsletters provide a comprehensive overview and feedback mechanism for the school community. In addition, feedback to the principal through Enrolment Interviews from new families consistently endorse the positive reputation of St Ambrose's School.

Our parent body is highly engaged and actively contributes to the life of the school. Monthly P&F Committee meetings usually involve a very high number of parents coming together to discuss and act in the school's best interest. The P&F also support and organise a wide variety of fundraising initiatives throughout the year in order to provide additional resources for the school community. Our Ambrose Angels is an initiative supported by the P&F - it is one way our school community cares for each other in times of need. The Angels are able to offer support & assistance to families who are experiencing hardship, dealing with illness or injury, coping with bereavement, or adjusting to life with a new baby. They coordinate meals, organise school lunch box items, assist with school pickups or drop offs and/or provide care packages as required.

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.

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

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	21	9
Full-time Equivalents	15.7	5.4

*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	6
Graduate diploma etc.**	0
Bachelor degree	15
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:

- Effective and Expected Practices
- Catholic Identity
- Spelling
- Numeracy.

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	95.9%

Proportion of staff retained from the previous school year

From the end of the previous school year, 95% 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	95.2%
Attendance rate for Aboriginal and Torres Strait Islander students at this school	94.0%

Average attendance rate per year level			
Prep attendance rate	95.1%	Year 4 attendance rate	95.1%
Year 1 attendance rate	94.4%	Year 5 attendance rate	96.3%
Year 2 attendance rate	95.6%	Year 6 attendance rate	97.1%
Year 3 attendance rate	94.5%		

*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 Ambrose's School follows the Brisbane Catholic Education policy in relation to the management of attendance. St Ambrose's expects parents to inform the school of any and all student absences. Where necessary, St Ambrose's take a proactive role in contacting parents directly via text, email or in person to ensure children's safety and wellbeing is a top priority.

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

5. Click on the *My School* link <http://www.myschool.edu.au/>.
6. Enter the school name or suburb of the school you wish to search.



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

View School Profile

8. 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.