



**Jubilee Primary School,
PACIFIC PINES**

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	Jubilee Primary School
Postal address	PO Box 486, HELENSVALE, QLD, 4212
Phone	(07) 5502 8566
Email	pgaven@bne.catholic.edu.au
Web pages	Information about the school can be found at http://www.jubileeprimary.qld.edu.au/ Additional information about Brisbane Catholic Education schools is located on the Brisbane Catholic Education website.
Contact person	Simon Crothers — 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.

With the support of St Mary's Catholic Community, Southland Christian Centre, Gold Coast North Anglican Church and Living Rivers Uniting Church, Brisbane Catholic Education opened Jubilee School in 2001, in Pacific Pines, a northern suburb of the Gold Coast. Enrolments at the school have grown to around 690 students in 2021 with an expectation of around 700 by 2023.

The vision of Jubilee School is to affirm the dignity of each child as God's creation, to promote excellence within a compassionate and caring Christian community and to be an expression of the unity and diversity of Christianity through a co-operative partnership of Christian churches. As well as a commitment to the spiritual development of children, there is a strong emphasis on the arts and sport as we strive for the wholistic growth of our students.

We also offer extra-curricular activities including speech and drama, instrumental music, ballet and dance and creative art lessons. The school is well-resourced, particularly in ICT, with iPads being our device of choice in younger years, and laptops as our tool for a 1-1 approach in Years 4 to 6. Jubilee School emphasises the creation of an environment that supports and sustains positive and life-giving relationships between staff, students and families.

We have an active and committed Parents and Friends Association whose fund-raising efforts over the years assisted in the construction of a new multi-purpose sports court, air conditioning for all classrooms and at the conclusion of 2021 several landscaping projects had commenced with continued P & F funding and support.

The culture in which Jubilee operates is one of the greatest reasons for our successes and our growth. As well as having a supportive, welcoming community of families who work toward the best outcomes for students, there is a committed staff who eagerly take on new initiatives in helping students be the best that they can be.

School progress towards its goals in 2021

Goal	Report
Throughout 2021, Jubilee staff, students, pastors and community members will go through a process of reimagining and re-committing to our Ecumenical nature, so that by the end of 2021, we have ensured a vibrant	Goal partially achieved

Goal	Report
approach, inclusive of our four faith communities which is reflective of our current and future practices and ways of working.	
By the end of 2021, Christian perspectives will be more thoroughly understood and embedded in English with a growing awareness in other subject areas.	Goal partially achieved. Professional learning completed. This will be an on-going agenda for English and other subject areas.
By the end of 2021, 90% of students in Prep to Year 2 will achieve achieved PM Benchmark targets through the use of Effective and Expected practices and by ensuring a thorough knowledge of the need of each individual student. Those not reaching target will have shown growth in line with their individual needs.	Goal has yet to be achieved and will continue to be consolidated in 2022. Further strategies were planned for to be implemented in 2022.
Additionally, 90% of students in Years 3-6 will reach 20-24 when using the Writing Analysis Tool. This will be achieved through focused targeted teaching in response to data analysis and by embedding Effective and Expected practices, linking connections between reading and writing.	Not fully achieved Goal achieved in Years 5, 6; partially achieved in Years 3, 4.
Further, more staff will gain greater experience and understanding of contemporary approaches to the teaching of Mathematics, which is further aligned with the BCE 4 key dimensions of teaching Mathematics.	Goal has been achieved and will become a priority in 2022. Staff professional learning was successful but this area is a process of development over time.
Having established our Jubilee approach to the teaching of Spelling, we will continue to ensure the consistent teaching of this new approach across the whole school. As a result, we expect to see growth across the school in student outcomes in Spelling and a more common language coming from this consistency.	Goal achieved NAPLAN spelling trends are improving and common language consistent with current Spelling approach has been achieved.
Throughout 2021, we will see an improvement in the number of students attending 90% of the time or more. This will happen through the planned and deliberate messaging coming from the school, as well as the individual follow-up of students with highly frequent absences.	Goal achieved
By the end of 2021, a more considered and meaningful approach to Aboriginal and Torres Strait Islander perspectives will have been implemented across the school. The ATSI perspectives will be of greater prominence within the school. Deliberate and considered planning of opportunities for students to engage with and explore aspects of indigenous culture will form a greater part of whole school and classroom practice and culture.	Goal achieved

Goal	Report
After a positive reinvigoration by the Sustainability Team in 2020, we will further consolidate sustainable practices including the shared understanding of our responsibilities as stewards of God's creation.	Goal achieved
Throughout 2021, we will continue to build on our Wellbeing initiatives and aim to ensure that we are providing meaningful opportunities in this space for students, staff and families. The Jubilee Wellbeing Team will assist with the provision of activities and initiatives designed to support those members of the community both proactively and reactively.	Partially achieved with success in much of this space. Team approach needs further input.

Future outlook

Goal (Improvement area)	Success measures	Strategies for improvement
Students demonstrate a deeper level of understanding in Religious Education	<p>Tasks have been developed that enable students to demonstrate achievement across a broad range as reflected in SRS data.</p> <p>Students are reflecting and responding to feedback and identifying areas for improvement (goal setting/peer and self-assessment)</p> <p>SRS Data indicates a greater number of students achieving above standard.</p>	<p>Teachers will be provided opportunities (including professional learning meetings) to identify and design tasks that enable students to demonstrate different levels of success in tasks and assessments.</p> <p>Consistent application of the Waterfall Framework to enhance the quality of Religious Education teaching and assessment.</p> <p>Teachers will critically reflect on the tasks they have developed and taught.</p>
Students demonstrate a deeper level of understanding of the Jubilee Charism.	<p>Staff and students can articulate the Jubilee Charism and what it means to be in an Ecumenical School.</p> <p>By the end of 2022, we will aim to have had at least 4 visits from each of the pastors and for each visit to involve time with students.</p> <p>Students from each covenant church contribute to liturgy in meaningful ways.</p>	<p>Improve staff and student understanding through greater student contact with each of the Pastors and Priests from our covenant churches.</p> <p>Professional Learning of staff</p>
Students will develop a deeper conceptual understanding of Mathematical subjects and strands.	<p>Greater use of Mathematics manipulatives in classrooms.</p> <p>Environmental print evident in rooms that reflect student thinking and problem-solving strategies.</p> <p>Success Criteria identify levels of Know, Understand and Do.</p>	<p>Sharratt's Waterfall Model will be used as the tool for guiding consistent practice. Learning Walks and Talks will highlight the consistency coming from it.</p> <p>Professional Learning opportunities provided on best practice in Mathematics.</p> <p>Develop and Implement a Jubilee Way of teaching and learning Mathematics based on</p>

Goal (Improvement area)	Success measures	Strategies for improvement
	<p>Consistent 'Third Teacher' strategies' used across year levels in the school.</p> <p>Improvements in PAT, NAPLAN and SRS Data.</p> <p>Greater staff collaboration in planning and teaching.</p> <p>Best Practice Numeracy Block consistently planned and delivered across the school.</p> <p>Staff familiar with and using Numeracy progressions to plan and deliver the Big Ideas in Mathematics learning.</p>	<p>the Waterfall and best practice in Mathematics.</p> <p>Using the LESR (Launch, Explore, Summarise, Review) Framework.</p> <p>Lesson Studies and Learning Walks with staff occurring.</p> <p>4Cs.</p> <p>Review and Response Data conversations</p>
<p>Positive Behaviour For Learning rewards and behaviour management is delivered consistently across the school.</p>	<p>PB4L engage data.</p> <p>Greater levels of student engagement and enthusiasm towards learning.</p> <p>Fewer minor and major incidences.</p> <p>Teachers managing student behaviour as the first point of contact</p>	<p>Consistent reward system with increased delivery of Gotcha's towards greater rewards.</p> <p>PB4L and Signage evident throughout the school.</p> <p>Weekly focus promoted throughout the school.</p> <p>PB4L mini-lessons delivered to support the weekly focus.</p> <p>Consistent application of Behaviour Management flowchart.</p> <p>Engage tracker is utilised effectively.</p> <p>Referral of behaviours refined (including Review and Response)</p>

Our school at a glance

School profile

Jubilee Primary School is an Ecumenical 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	668	315	353	14

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

The students at Jubilee come from a diverse range of socio-economic backgrounds with most coming from middle class families. The area is still experiencing tremendous growth and as a result each year sees a significant number of new students. Additionally, as a result of the slightly more transient nature of the area, a small number of students tend to leave Jubilee each year for a range of reasons.

Families at Jubilee care about their child's education and welfare and as a result, the connection between home and school is of great importance.

Jubilee Primary School was established in 2001 as Brisbane Catholic Education's first Ecumenical School. There are four Christian Traditions involved with Jubilee Primary School: Catholic, Anglican, Apostolic and Uniting.

Jubilee's catchment areas include but are not limited to Pacific Pines, Oxenford, Helensvale, Coomera, Upper Coomera, Hope Island, Maudsland, Gaven, Guanaba, Wongawallan, Runaway Bay, Coombabah, Paradise Point

Curriculum implementation

Curriculum overview

Jubilee Primary School offers a wide variety of subject areas which include English, Mathematics, Science, HASS, Health and Physical Education, Technology, LOTE (Italian) and The Arts. Religious Education is provided to all students as part of our curriculum, thus promoting our Ecumenical ethos.

Within the context of the above key learning areas the following distinctive curriculum offerings are included: Inclusive Support practices by Learning Enhancement Team; Recognition of different Christian formats of worshiping within the Religious Life of Jubilee Primary School; Providing explicit learning and teaching of Religious Education in an Ecumenical context; Eisteddfod participation; Music (P-6); Health and Physical Education (P-6); Camps (5 – Cedar Creek & 6 – Emu Gully/); Interschool Sport (Years 4-6); Sporting Competitions: District, Catholic Schools' Interschool Winter; Swimming Instruction (Prep-6); End of Year Christmas Concert; Celebration of Learning: Book Week; 100th day of School

Extra-curricular activities

Choir; Readers Cup; Speech and Drama; Auskick Football Program; Total Football Academy Program; Interschool Sport; Year 3-6 University of NSW (ICAS): Mathematics, English and Writing Competitions; Taekwondo; Interschool sport coaching; Art; Dance.

How information and communication technologies are used to assist learning

ICT is used as a tool to assist learning but not as a means in itself. Our students in Years 4-6 participate in a one-to-one laptop program, with devices supplied by the school. These are Dell laptops as this choice best meets the needs of our students and community.

Students in Prep and Year One access iPads as their learning device in classrooms as they enable more direct, immediate engagement for these students. As a transitional arrangement, Year 2 and 3 students share a bank of Dell laptops which are accessed as needed and serve to prepare these students for the requirements of the one-to-one program in Year Four.

Social climate

Overview

Jubilee Primary School is a supportive community which fosters positive and healthy interactions between all students, staff, parents and wider community.

As a Christ-centred community we - affirm the dignity of each child as God's creation (Faith) - promote the achievement of excellence within caring Christian faith traditions (Learning) - value and express unity and diversity of Christianity through a cooperative educational environment among Christian faith traditions (Unity).

We are active partners in the community working closely with the P&F to promote and engage in community focussed events and outreach programs.

Jubilee is a Positive Behaviour For Learning (PB4L) school actively promoting the expected behaviours we have for all students. We reinforce these positive messages with our "Gotcha" reward system where we acknowledge and celebrate the efforts students make towards following the expectations of Be Positive, Be Responsible and Be Respectful. Students who receive "Gotchas" also have the opportunity to be recognised at school assemblies for their great work.

Jubilee has a no-tolerance policy towards bullying of any description. At times where inappropriate behaviours occur (including bullying) Jubilee follows its anti-bullying and behaviour management policies and procedures. In all instances we aim to work with all parties involved to educate, resolve and prevent the negative behaviours from occurring again. Our processes of working in partnership with families is a fundamental element of our Jubilee community. In cases where it is required Jubilee also has access to a Guidance Counsellor to support students who may experience difficulties at school or at home and need a safe place to share their concerns. The Guidance Counsellor will always work to support students where appropriate and never as a replacement or the primary counselling solution for students.

A key element of our pastoral approach to student well-being is to ensure all students are able to access the curriculum. We aim to deliver learning opportunities where students can access tasks at an appropriate stage of their development. Although this is largely governed by the Australian Curriculum we also acknowledge adjustments may be required for some students who experience greater challenge. We also have a learning support team who work alongside staff and students to ensure the learning is accessible by all students. This includes but is not limited to enabling and extension prompts within activities and adjustments to programs to meet individual student need.

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	99.1%
School staff demonstrate the school's Catholic Christian values	100.0%
Teachers at this school have high expectations for my child	95.6%
Staff at this school care about my child	98.3%
I can talk to my child's teachers about my concerns	98.3%
Teachers at this school encourage me to take an active role in my child's education	93.2%
My child feels safe at this school	97.4%
The facilities at this school support my child's educational needs	99.1%
This school looks for ways to improve	100.0%
I am happy my child is at this school	99.1%

BCE Listens Survey - Student satisfaction

Performance measure	
Percentage of students who agree [#] that:	2020
My school helps me develop my relationship with God	89.2%
I enjoy learning at my school	94.0%
Teachers expect me to work to the best of my ability in all my learning	98.2%
Feedback from my teacher helps me learn	94.5%
Teachers at my school treat me fairly	93.1%
If I was unhappy about something at school I would talk to a school leader or teacher about it	76.1%
I feel safe at school	89.0%
I am happy to be at my school	93.5%

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	80.0%
School staff demonstrate this school's Catholic Christian values	90.0%
This school acts on staff feedback	88.0%
This school looks for ways to improve	96.0%
I am recognised for my efforts at work	86.0%
In general students at this school respect staff members	88.0%
This school makes student protection everyone's responsibility	98.0%
I enjoy working at this school	95.8%

[#] '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

Parents and Friends Association (P&F) - School Pastoral Board - Parent helpers in the classroom - Sport coaching - Social events - Family Fun Day, Trivia Night, disco, morning teas, Welcome BBQ, Colour Run – Mothers' Day and Fathers' Day Breakfasts - Parent involvement in home readers program - Literacy/numeracy rotations - iCentre assistance including Grandparents Day and Book Week.

Jubilee's P&F is a committed and active partner in our school community. They coordinate and run key events through the school (mentioned above) and raise necessary funds to contribute to the resources and growth of the school. The P&F meet each term with the Principal and leadership team to discuss and coordinate planning for the years P&F events and fundraisers. The P&F are also active in communicating and reinforcing the messages of the school through their own social media platforms. To support the ongoing learning agenda of the school and to act as a liaison between classrooms and parents, Jubilee's P&F also organise and employ a Parent Support Person (PSP) for each class within the school.

Jubilee actively communicates with families through a variety of ways, including the school newsletter, social media and email. Individual grades and classes also actively communicate with families through a variety of ways including telephone conversation, email and weekly updates. This is particularly important when engaging in partnership to help students with specific learning needs. In some cases this will also involve frequent conversation between families and Jubilee's Learning Support Team. This may also involve working in partnership with external support providers. In all cases, working in partnership to support our students and address concerns or needs.

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.

The screenshot shows the 'Find a school' section of the My School website. It features a search bar with the placeholder text 'Search by school name or suburb' and a 'Go' button. Below the search bar are three dropdown menus labeled 'School sector', 'School type', and 'State'. The top of the page has two tabs: 'Find a school' (active) and 'Search website'.

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

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

4. Click on 'Finances' and select the appropriate year to view the school financial information.

The screenshot shows a row of navigation tabs for a school profile. The tabs are: 'School profile', 'NAPLAN', 'Attendance', 'Finances' (highlighted with a dark background), 'VET in schools', 'Senior secondary', and '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	46	18
Full-time Equivalents	41.9	13.2

*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	11
Graduate diploma etc.**	1
Bachelor degree	34
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 in 2021 were as follows:

- Effective teaching of spelling
- Restorative Practices in dealing with student behaviour.
- Inclusive practices and planning for students with needs.
- Positive Behaviour for Learning.

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	95.5%

Proportion of staff retained from the previous school year

From the end of the previous school year, 87.6% 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	95.5%
Attendance rate for Aboriginal and Torres Strait Islander students at this school	95.2%

Average attendance rate per year level			
Prep attendance rate	94.8%	Year 4 attendance rate	96.9%
Year 1 attendance rate	94.5%	Year 5 attendance rate	95.3%
Year 2 attendance rate	94.3%	Year 6 attendance rate	96.5%
Year 3 attendance rate	95.3%		

*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

Parents are required to inform the school of their child's absence. The preferred method of this communication is via the Parent Portal we will accept any communication which gives us this information. All class attendance is marked each morning and afternoon by classroom teachers. SMS messages are sent at 9:30am each morning to parents of students who are listed as absent without explanation.

Where a parent has not provided an explanation of their child's absence, teachers are asked to make contact with the parent. Where this attempt is unsuccessful, a member of the school leadership team will make contact.

Where a long period of absence occurs or when a pattern of absence is evident, specific members of the school staff team make contact with the parent to check in, have the absence explained and to offer any assistance the school may provide in ensuring attendance improves.

At Jubilee we have been attempting to raise the awareness for parents of the implications for ongoing absence by their child. This happens through broad communication via newsletters and emails, as well as specific individualised follow up for those children and their parents, most at risk with high rates of absence.

For further information please view the Jubilee's Student Attendance Procedure on our [website](#).

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.

<input type="text" value="Search by school name or suburb"/>	<input type="text" value="School sector"/>	<input type="text" value="School type"/>	<input type="text" value="State"/>	
--	--	--	------------------------------------	---

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

View School Profile

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

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

Notes:

1. If you are unable to access the internet, please contact the school for a hard copy of the school's NAPLAN results.
2. The National Assessment Program – Literacy and Numeracy ([NAPLAN](http://www.naplan.edu.au/)) is an annual assessment for students in Years 3, 5, 7 and 9.