

**St Elizabeth's School,
TARRAGINDI**

Annual Report 2021

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



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Principal's foreword

The 2021 Annual Report presents information for reporting requirements and informs the wider community of our school's operations and achievements through the year. The report includes information on the school's profile, curriculum delivery, social climate, school funding, workforce composition and student performance.

St Elizabeth's Primary School is located 8km south of the Brisbane CBD and was opened by the Presentation Sisters in 1958. The school is recognised within the community for offering a quality Catholic primary school education. As the school has grown and changed, it has continued to build on the traditions established by the Presentation Sisters. Their spirit of justice and love for all still permeates the school community and is further strengthened by the traditions established by the parents and teaching staff over the past six decades.

There is a high percentage of Catholics in the school and a long waiting-list for entry into the Prep Year. The school currently has an enrolment of around 360 students, with 2 streams in each year level. Over recent years, the school has undertaken an extensive building refurbishment program and the grounds have been attractively landscaped.

To support the students' learning, St Elizabeth's is fully air-conditioned and Phonic Ear Sound Systems are placed in each classroom. This speaker system assists auditory processing and enables all children to clearly hear what has been said, regardless of their position in the room. The school is very well-resourced, particularly in regard to technology. A range of extra-curricular activities is available to the students. There is an active parent body, and the school is proud of the strong sense of community spirit that exists.

School progress towards its goals in 2021

St Elizabeth's Annual Goals for 2021 were:

Catholic Identity

In 2021, St Elizabeth's will further strengthen its Catholic Identity through formation opportunities. By the end of Semester One, the final two components on embedding a Catholic perspective throughout the curriculum will have been undertaken. By the end of Semester Two, staff will have engaged in the first module of BCE's 'Formation for Mission'.

This goal was achieved. Formation opportunities were appreciated and supported by staff. Staff look to embed a Catholic perspective in the curriculum where it fits naturally, supporting student formation and understanding of faith.

Excellent Learning and Teaching

By the end of Semester One 2021, 95% of students in Year 1 and beyond will have achieved Trusting the Count monitoring tool. Professional development in Multiplicative Thinking will have occurred with staff and monitoring of Year 3 and 4 students will have commenced. By the end of Semester 2 2021, 95% of Year 2 students and beyond will have achieved the Place Value monitoring tool.

By the end of Semester Two 2021, 95% of students in Prep to Year 2 will have achieved the BCE Benchmark goals, and 90% of students in Years 3 to 6 will have achieved BCE's Writing Analysis monitoring tool goal.

By the end of Semester Two 2021, students will have built understandings in undertaking assessment and develop skills to be assessment capable learners.

Reading and writing goals were achieved in 2021. Noteworthy acknowledgement is given to Prep, with 98% of students achieving the reading goal and Year 6 where 97% of students achieved the writing monitoring goal. Trusting the Count and Multiplicative Thinking monitoring tools indicate improvement in student knowledge, with a continued emphasis in this area.

Student skills to be assessment capable learners have been enhanced. This will continue to be an area of focus to further extend student skills.

Wellbeing

By the end of 2021, students, staff and families will be exposed to wellbeing that is strongly grounded in Catholic Christian beliefs and encompasses nurturing the self, giving to others, and building and celebrating community and fostering strong connections.

Opportunities for the community to connect and support each other were well received. Wellbeing continues to be an ongoing focus.

Future outlook

In 2022, St Elizabeth's looks forward to maintaining high levels of achievement in reading and writing. There will be an emphasis on Numeracy skills, with a particular focus on problem solving and reasoning in Mathematics.

The strengthening of our Catholic identity will continue to be a goal, with the BCE Mission module on Sacramentality to be undertaken by staff. Review of the Religious Education Program will also be undertaken.

There will be a focus on deepening students' mathematical understanding across contexts by providing multiple learning opportunities that promote problem solving and mathematical reasoning. By the end of Semester Two, students will use mathematical language and demonstrate understanding of multiple problem-solving strategies.

By the end of Semester Two 2022, 95% of students in Prep to Year 2 will have achieved the BCE Benchmark goals, and 90% of students in Years 3 to 6 will have achieved BCE's Writing Analysis monitoring tool goal.

There will be a continued focus on the well-being of students, staff and families that is reflective of Catholic Christian beliefs and looks to nurture relationships with self and others. Opportunities to build connections and strong partnerships between school and home will be undertaken.

Our school at a glance

School profile

St Elizabeth's School is a Catholic primary 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	362	200	162	5

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

St Elizabeth's is a vibrant Catholic primary school, with great community spirit. The school attracts families who value a high-quality holistic education and expect this for their child. Enrolments are drawn predominately from the Annerley Ekibin Parish, with demand increasing each year. Approximately 80% of students nominate Catholic as their religion. St Elizabeth's has approximately 1% First Nations people and 3% of families with English as an Additional Language or Dialect. In 2021, St Elizabeth's achieved an attendance rate of 90%.

The school is well resourced, particularly in the area of technology. The students are challenged in their learning through our IREACH learning dispositions (I-Independent, R-Resilient, E-Enquire, A-Achieve, C-Collaborate, H-I am Hopeful & Positive) and parents are interested in and supportive of their children's education.

Our community spirit is regarded as one of our richest blessings and recognised as one of our greatest strengths. It provides the inspiration to work together to achieve our school mission. The school celebrates diversity within the school and within the wider community through liturgies, school assemblies and engagement in ANZAC & Remembrance services. The school had a 98.6% retention rate in 2021. Some families choose for their child to attend the local Independent Catholic schools at the end of Year 4, with other families staying until the end of Year 6 and then attending either these schools or the local Parish schools.

Curriculum implementation

Curriculum overview

Planning, teaching, assessment and reporting at St Elizabeth's are completed in line with the Australian Curriculum. The enactment of the Australian Curriculum at our individual school level is focused on:

- A shared understanding and belief that all students are able to succeed.
- A shared understanding and belief in high expectations in all areas for all students.

Research tells us very strongly that the single most important factor in determining a child's achievement is the child themselves; their values, beliefs, motivations and the other factors which go toward making that child who they are. Beyond this, the single greatest school-based factor affecting student achievement is the class teacher.

Specialist teachers are employed for the teaching of Physical Education, Art and Music in Prep to Year 6. All students in Year 3 learn the clarinet and students in Year 3 to Year 6 learn French.

All other subjects, including English, Mathematics, Religion, Science and HASS are completed in general class groups. Various additional support staff including Support Teachers: Inclusive Education, a Literacy Coach, Numeracy Coach, Learning Enhancement Teacher, Teacher Librarian, Guidance

Counsellor and School Officers work collaboratively with class teachers to ensure that student needs are addressed, ensuring all students access the curriculum as fully as possible.

St Elizabeth's organisation of the curriculum reflects ACARA's emphasis on the priority development of literacy and numeracy foundations through English and Mathematics and across the curriculum. Year level planning at St Elizabeth's is a collaborative process and takes place twice per term. It is informed by and responds to student data in a range of ways. Responsive planning and teaching cycles in English and Mathematics are based on learning progress and achievement.

Technology plays an increasingly important role in contemporary education. St Elizabeth's School places great value on ensuring appropriate technology is available to, and used by, all students. Technology, however, is ultimately a tool for accessing the curriculum and can never replace effective teaching. As a result, all technology is used as a tool to enhance and support age appropriate and effective teaching and learning.

Extra-curricular activities

Our strong focus on quality education is complemented by services and programs outside the classroom.

Robotics

Students have the opportunity to explore the world of STEM through the Robotics' Program that is run after school, once a week. Students who are motivated, display initiative and work well in a team are welcome to participate. This program is run under the guidance of the Learning Enhancement Teacher.

Speech and Drama

Being involved in Speech and Drama can make a positive difference to a child's academic and social development. It can increase a child's self-confidence, in and out of the classroom, improve creative and analytical thought and develop physical movement. Practical skills such as reading and public speaking are also included in our one-hour classes.

Instrumental Music

The Instrumental Music Program offers a unique and exciting experience of music. Group and individual lessons are available for:

- Flute
- Trumpet
- Percussion
- Clarinet
- Trombone
- Alto/tenor saxophone
- Baritone

A weekly rehearsal session is held before school for an hour for those in the Instrumental Band Program. Students also have weekly small group tutorials or individual lessons during school time for half an hour. Students in the Band perform within the school community and, occasionally, perform in the wider community. Students also have the opportunity to participate in the annual Queensland Catholic Schools Music Festival and local band festivals.

Engineering

During 2020, an engineering program was developed for the students in the upper grades of the school. This program has continued in 2021 and runs before school.

Chess

Chess is a game of great skill that also has many skills to teach our students. One-hour chess classes are held once a week after school and they help children learn logical reasoning, planning skills, anticipation skills, the need for persistence and how to win and lose.

How information and communication technologies are used to assist learning

Since 2015 the 1:1 laptop program has been implemented for students in Years 4 to 6. Currently, our device of choice is the 13' MacBook Air. This approach does not significantly change what is being taught; however, it has the potential to dramatically change how students learn and present their ideas.

Students in Prep to Year 2 access iPads in the classroom. Years 2 and 3 are equipped with a class set of laptops.

Ultimately, student achievement is the key factor. A range of software programs and assistive technologies are used across different year levels to enable all learners to access the curriculum content. Access to these technologies provides students with multiple ways of demonstrating their learning.

As members of a digital age, it is vital that students are provided with every opportunity to engage with each other, with information and with the world in a safe environment. By introducing students to the responsibilities of digital citizenship at this age, appropriate learning can occur within a safe controlled environment, so that these necessary skills are grasped as early as is practical.

Associated costs of the program are covered by parents added to school fees.

Social climate

Overview

There is something about St Elizabeth's that is very special. The minute you enter our grounds, you can feel friendship and warmth. We cherish our supportive community spirit. We celebrate our faith with creative and contemporary liturgies, give practical witness to gospel values and explore current social issues.

We aim to provide a safe and supportive environment that promotes excellent learning and teaching. A proactive approach is adopted, with school expectations explicitly taught to students. Differentiation occurs in the classroom; however, students are also supported by our Support Teacher: Inclusive Education, Literacy Coach, Numeracy Coach and Learning Enhancement Teacher. A wide range of opportunities are provided to extend or support students across all curriculum areas.

Open communication between staff, students and families is encouraged. Throughout the school year, many opportunities are provided for school families to be actively involved in educational, operational, social and fundraising activities.

We care for each other through the following:

- Our Year 6 students play a key role in ensuring our Prep students are happy and secure within our school community.
- Each class has one or more Parent Class Coordinators whose important role has social, pastoral and communicative functions. In times of family distress and hardship it is truly amazing how much support is offered by class families.
- Our bi-annual school fete provides a showcase for our sense of community in terms of parent hours, energy, creativity and comradery.
- As a caring community we recognise the importance of supporting those less fortunate. Social justice initiatives are undertaken throughout the year, with money raised or items donated to support Caritas, St Vincent de Paul and Catholic Mission. At the End-of-Year Liturgy, each class donates non-perishable foods for the local chapter of St Vincent de Paul to distribute at Christmas. Apart from these annual events, at times of unexpected hardship, the school community rallies to support.

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	100.0%
School staff demonstrate the school's Catholic Christian values	100.0%
Teachers at this school have high expectations for my child	90.1%
Staff at this school care about my child	100.0%
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	86.7%
My child feels safe at this school	97.3%
The facilities at this school support my child's educational needs	93.3%
This school looks for ways to improve	94.3%
I am happy my child is at this school	97.2%

BCE Listens Survey - Student satisfaction

Performance measure	
Percentage of students who agree [#] that:	2020
My school helps me develop my relationship with God	90.8%
I enjoy learning at my school	99.3%
Teachers expect me to work to the best of my ability in all my learning	100.0%
Feedback from my teacher helps me learn	97.9%
Teachers at my school treat me fairly	98.6%
If I was unhappy about something at school I would talk to a school leader or teacher about it	82.1%
I feel safe at school	97.1%
I am happy to be at my school	96.4%

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	100.0%
School staff demonstrate this school's Catholic Christian values	100.0%
This school acts on staff feedback	93.1%
This school looks for ways to improve	100.0%
I am recognised for my efforts at work	93.3%
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%

[#] '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

At St Elizabeth's, we aim to provide a holistic curriculum that enhances the spiritual, intellectual, emotional, social and physical development of students. By adopting a continually innovative approach to teaching, we strive to make learning relevant to the individual in their local and global context.

Continuity of learning is enriched by collaborative partnerships with all community stakeholders. Parents are viewed as partners in student learning, with regular reporting through open communication between home and school promoted. Our class teachers and support teachers work collaboratively with parents to ensure equity and access to the curriculum for all students.

In accordance with our Vision and Mission, we aspire to contribute to the development of socially aware, self-confident young people able to make responsible, ethical and informed choices when faced with the many complex challenges of the modern world.

As Catholic educators, we hold fundamental values that are foundations for our work with students, parents and colleagues. We value:

- High Quality Learning
We value an education that fosters zest for learning, courage to take on challenges, a desire to use and extend what is learned and critical judgement when assessing against identifiable standards.
- Service
We value service to others. Social justice initiatives are promoted and supported by our school community.
- Community
Belonging and being connected with others is a priority.
- Stewardship
We are called to be stewards of a sustainable future.
- Creativity
We value creativity, flexibility and future-oriented responses that best address the needs of the school and the wider community.
- Mutual Accountability
We value an educational community that reports on outcomes of work and the extent to which the goals are achieved.

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	30	15
Full-time Equivalents	23.2	7.3

*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	7
Graduate diploma etc.**	3
Bachelor degree	20
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:

- Multiplicative Thinking: Staff engaged in sessions relating to developing understanding, targeted teaching strategies and use of the data collection tools, linking to the school's Excellent Learning Teaching goal for Mathematics.
- Literacy in the Curriculum and Spelling in Context linked to the school's literacy goals.
- Professional development on Assessment Capable Learners linked to the school's Excellent Learning and Teaching goal.
- Mission module on Tradition, linking to the school's goal and commitment to staff formation.

The proportion of the teaching staff involved in professional development activities during 2021 was 85%.

Staff attendance and retention

Average staff attendance

Description	%
Staff attendance for permanent and temporary staff and school leaders	96.3%

Proportion of staff retained from the previous school year

From the end of the previous school year, 97% 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	85.4%

Average attendance rate per year level			
Prep attendance rate	94.7%	Year 4 attendance rate	96.1%
Year 1 attendance rate	95.8%	Year 5 attendance rate	93.6%
Year 2 attendance rate	95.7%	Year 6 attendance rate	94.8%
Year 3 attendance rate	95.6%		

*The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

Description of how non-attendance is managed by the school

Our school has a responsibility to record student attendance and respond to instances of irregular attendance. This is done in accordance with our approved Brisbane Catholic Education approved Attendance Policy. It is important for our school to investigate the patterns and underlying causes of non-attendance so that appropriate strategies addressing the specific type of absenteeism can be implemented.

Our school, and by virtue of their employment, our teachers, are legally required to monitor and record attendance of students in their care on a daily basis, whether absent or present in class, on excursion or at a school-based activity. Legal guardians of children have a legal obligation, as set out in the Education (General Provisions) Act 2006, to ensure a child is enrolled at and attends school.

Attendance must be marked for all students each morning and afternoon by the class teachers. Roll marking is checked by the School Secretary or School Officer at 9.15am and 2.15pm daily. Contact is made with teachers of any unmarked rolls, with the APRE advised of unmarked or incorrectly marked rolls. Teachers responsible for correcting unmarked rolls.

Once an unexplained absence has been identified, a notification is sent to the student's parent/legal guardian. The class teacher or delegated employee must follow up any unexplained absences by contacting the student's parent/legal guardian.

Class rolls, whether electronic or paper based, can be required as evidence in court and assist in establishing that a school has met their common law duty of care to students. Attendance records are required as part of a school's Workplace Health and Safety requirements and can be a critical factor in identifying serious student protection concerns. In addition, student attendance records are used for student reporting, fee allocation and government reporting.

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 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.