



St Catherine's Catholic Primary School, WISHART

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.

At St Catherine's we strive to provide high-quality inclusive Catholic education in a community setting. Our staff form a professional team, committed to best practice and encouraged to be innovative and creative. We offer a broad-based curriculum providing a range of opportunities and experiences that deliberately foster growth in students as lifelong learners. St Catherine's is also a part of the Brisbane Catholic Education system of schools which provides us with an extensive level of student and school support. The learning pathway at St Catherine's occurs across three distinct, though very connected phases: early primary, middle primary and senior primary. The characteristics of each phase draw from what is known about students and learning. Our school enjoys spacious grounds and offers comprehensive computer, music, sport, learning support and enrichment programs. The facilities are modern and provide access to a range of technologies. Above all, St Catherine's treats each student as a unique individual. Throughout our history, this approach has created the spirit that shows so clearly in our school today. St Catherine's school community proudly takes this tradition to the future guided by our vision, values and commitment.

School progress towards its goals in 2021

Catholic Identity Goal

Celebrate, express and live our distinctive Catholic culture through the lens of the Presentation Charism.

Strategies:

- Renew the school's Vision, Mission and Values found in the School's Covenant.
- Deepen the spiritual, scriptural and theological capacity of our students and staff, with a focus on 'The Story' – Church, Creation Story, Jesus Nano Nagle and Presentation Values.
- Celebrate our Catholic story through dialogue, ritual, prayer and action with links to the Presentation Values and Nano Nagle Story.

Success measures:

- The renewed vision, mission and values are well known by the community.
- Staff and students know the story and example of Nano Nagle and the Presentation Sisters.
- Nano Nagle's story will be part of the ritual, prayer and actions within the school.

Actions:

- Use the formation module of Tradition to plan a series of sessions to develop and explore the story and Tradition of Nano Nagle and the Presentation Sisters. Work with Sr Patsy Grundy – 22 January 2021.
- A session to use our new understanding and formation (Anthropology and Tradition) to form our School's Covenant.
- Elizabeth Fort Twilight on Catholic Perspectives in English (Human Dignity & Belonging) – Term 2, 12 May 2021.
- Catholic Perspectives to be highlighted in all KLA's in planning documents (Line of Sight).
- Follow Up Catholic Perspectives in English (Humans are sacred and social & Choices) – Term 3, Week 1.
- Staff Formation Day – Staff Formation Module – Community – Term 3, 3 September 2021.

Learning and Teaching Goal

With a focus of Differentiated Learning, transform teacher practice to wholly engage each student in deeper learning.

Strategies:

- Professional development to be provided in the area of Differentiated Learning.
- Develop and implement learning activities for students who require differentiated learning.
- Each term a focus KLA will be used to allow students to develop independent inquiry to allow them to extend their learning.
- Identify students who require extension in various areas of the curriculum.
- Examine student performance and progress.

Success measures:

- Learning is rich, rigorous, differentiated, relevant and responsive.
- Assessment and reporting practises are aligned.

Actions:

- Professional Development Day on Differentiation focusing on content, process, product and environment as well as Bloom's Taxonomy – 20 January 2021.
- Professional Development Day with Elke Schneider, Embedding Digital Technologies – 21 January 2021.
- NAPLAN Test readiness – We want all students to be Assessment Capable Learners and this requires preparing children appropriately for the 2021 tests.
- Early Reading Strategies Parent Workshop – 19 February 2021.
- Inquiry Model to be a part of Differentiated Learning, culminating in Celebration of Learning sessions with parents.
- Week 6 Term 1 Staff Meeting on Differentiation led by Karen Jeffery and Maureen Hunter.
- Professional Development Twilight on Differentiation presented by Brent Johnston – 10 March 2021.
- Extension Reading Groups have been developed targeted to Year 5 for Term 1, Year 3 and 4 in Term 2, Year 6 in Term 3 - Mrs Mead, Mr Seow and Mrs Hegarty.
- Term 3 Prep additional guided reading groups, Monday-Wednesday, PLL and AP.
- Term 3 Week 3 Maths Extension Twilight 27 July 2021 - Brent Johnston.
- Maths Place Value activities, Year 2 Small Group Guided instruction, PLL & AP, Wednesday and Thursday.
- Curriculum Planning – Alignment of Achievement standard (shaded) linked to Short Cycle planning and including appropriate formative and summative assessments opportunities – Bronwyn Edmunds, Mary Tsourounakis and Brent Johnston.
- In planning, adjustments are included in all learning areas.
- Specialists upskilled in Office Tools and the planning processes.
- Pre-Prep Parent Workshop (Early Literacy/Numeracy) – 23 November 2021.
- CTJ Moderation Term 3 Week 9 Tuesday with St Anne's and St Bernard's.
- Term 4 Week 3 – Data Analysis to identify students who require additional support.

- ICT Goal – Deepening Learning iPad Project - This year St Catherine's is involved in a combined Apple and BCE iPad project that will see Apple coaches mentoring staff at St Catherine's to deepen learning through the use of new and exciting tools on the iPad.
- Term 2 Week 6 and 10, Term 3 Week 2 and 6 – ICLT Staff sharing of iPad Deepening Learning Project.
- Term 4 Week 4 – eLearning PD.

Wellbeing Goal

Create an environment that has a positive effect on the wellbeing of our students, staff and families.

Strategies:

- Review, Evaluate and communicate the school's Behaviour Support Policy.
- Gather, analyse and respond to wellbeing data.
- Create and implement consistent Student Behaviour Support practises and processes throughout the school.

Success measures:

- The school is responding appropriately to the needs of students through logical, clear and consistent behaviour practises.

Actions:

- Professional Development session on Behaviour Beliefs at St Catherine's and review of school rules, steps and problem solving. 21 January 2021
- Formation of Behaviour Support Team – Paul, Nik, Kathryn, Chloe, Bec, Declan, Monique K
- Professional Development session on major and minor behaviours, behaviour matrix and restorative practises 9 February 2021.
- Assembly Term 1 Week 6 – Problem Solving Process modelled to community.
- Staff Meeting Term 1 Week 7 Apology, Major/Minor Descriptions, Tier 1 and Strategies for dealing with Minor behaviour.
- Term 2 – School Board to provide feedback on draft Behaviour Policy Plan.
- Term 2 Week 10 – Kathryn and Nik attended Play is the Way – Social and Emotional Learning Workshop.
- Staff Meetings Term 3 – Week 4.
- Term 4 Week 7 – Wellbeing Day Rotations for students.
- Student Behaviour Support Plan reviewed (school rules, problem solving process, reflection sheet, CICO, apology process, behaviour steps in the classroom, Buddy Seats, targeted School Officer Support for playground behaviours).

Future outlook

Strategic priority	Goal (Improvement area)
Catholic identity	Deepen our understanding of the School Vision and Mission i.e. Covenant and its relation to the Charism of the Presentation Sisters and Nano Nagle. The theme for 2021 is 'May Nano and Jesus serve as your shining light'.
Learning and teaching	<p>Our Explicit Improvement Agenda (EIA) is to:</p> <p>Implement processes and practices that allow us to progress each student's writing by knowing each learner (Students and Staff) and implement the Australian Curriculum.</p> <p>With explicit teaching within the areas of Writing - Ideas, Vocabulary, Audience, Text Structure, Cohesion.</p> <p>Inquiry Focus - How can we engage students more deeply in the writing process?</p>

Strategic priority	Goal (Improvement area)
Wellbeing	Create an environment that has a positive effect on the social and emotional wellbeing of the community.
Diversity and inclusion	To increase staff and student cultural awareness of First Peoples by creating and launching a School Reconciliation Action Plan (RAP)

Learning and Teaching

Mathematics

By the end of 2022:

- 100% of students in Prep will have achieved a score of 2 in Trusting the Count 1.1 a score of 1 in Trusting the Count 1.2 and a score of 1 in Trusting the Count 1.3.
- 90% of students in Year 1 will have achieved full conceptual understanding in Trusting the Count.
- All students in Years 2-6 (who require monitoring) will have achieved full conceptual understanding in Trusting the Count.
- 90% of all students at the end of Year 2 will have achieved a full score in 2.1, 2.2, 2.3 and a score of 2 in 2.4 in the Place Value monitoring tool.
- 90% of students from Years 3 to 6 to achieve full scores in the Place Value monitoring tool.
- 90% of students from Years 5 to 6 to achieve full scores in the Multiplicative Thinking monitoring tool.

Reading

By the end of 2022:

- 95% of students in Prep to reach PM Level 5+
- 95% of students in Year 1 to reach PM Level 14+
- 95 % of students in Year 2 to reach PM Level 22+
- 90% of students in Year 3 to Reach F&P Level O+
- 90% of students in Year 4 to Reach F&P Level S+
- 90% of students in Year 5 to Reach F&P Level V+
- 90% of students in Year 6 to Reach F&P Level X+ through a consistent approach to pedagogy including a focus on Guided Reading, Targeted Support and Individual Reading Goals.

Writing

By the end of 2022, 95% of students in ALL Year Levels will achieve the BCE Target score of 20-24 on the Writing Analysis Monitoring Tool through a consistent approach to pedagogy including a focus on Guided Writing and Individual Writing Goals.

Our school at a glance

School profile

St Catherine's Catholic 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	514	270	244	15

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

St Catherine's is a suburban school with an enrolment just over 500 students from Prep to Year 6.

The students at St Catherine's come from a range of cultural backgrounds including Korean, Chinese, Italian, Greek, Russian, Thai, Hungarian, Vietnamese and of Anglo Saxon descent. Whilst we are a Catholic School, an element of our population includes students from other Christian faiths such as Lutheran, Anglican, Greek Orthodox.

At St Catherine's 15 (3%) children in 2021 identified as a First Nations person of Aboriginal or Torres Strait Islander decent.

Enrolment Continuity in 2020 was 80.6% and Student Retention was 98.4% in 2021.

St Catherine's had 89 (16.9%) students registered in NCCD. This included children that were verified with a disability under Federal Government guidelines. Support measures are in place for each student to ensure they receive adjustments to support their learning.

There were no students who were in the care of the State.

In 2021, 86 students (16.3%) were determined to be from an EAL/D background.

Curriculum implementation

Curriculum overview

St Catherine's offers the latest in teaching and learning, technology, extra-curricular activities, and the benefits of being a high quality, inclusive Catholic school. We offer our students a well-rounded education that encourages personal growth based on Christian values. We encourage students to develop knowledge and understanding of other cultures, languages, environmental and social issues.

Learning programs are designed to provide each student with multiple opportunities to become reflective, self-directed learners by undertaking the roles of lifelong learners.

- Co-planning with Leadership and teaching staff on a regular basis, responsive to student data
- Regular inclusion of High Yield Strategies in pedagogy
- Focussed approach to learning delivery throughout the school
- Detailed induction of new staff members to reflect pedagogical approach
- Timetabled monitoring of student achievement and progress.

Extra-curricular activities

- Dance Fever and Choir
- Camp Year 5 and Canberra Trip Year 6
- Swimming Block

- Interschool sport / Gala Days - Netball, Euro Handball, T-Ball, AusTag, Volleyball and Football
- Cross Country and Athletics
- AFL and Basketball programmes
- Instrumental Programme (Strings and Band Ensembles), Strings, Piano and Concert Band
- Speech & Drama
- Ritmix Gymnastics
- Chess Club.

How information and communication technologies are used to assist learning

- Technology teacher attends planning sessions to support teachers to integrate the Technologies Curriculum
- One to one device program from Years Prep-6
- Professional development in digital technology curriculum.

We integrate technology into everyday teaching and learning through the use of interactive technology in curriculum. We use the student portal and develop a policy/agreement on appropriate use and intend to increase knowledge of digital citizenship in alignment with the ICT General Capability from the Australian Curriculum. Student-centred/inquiry learning models the use of online applications/interactive tools for staff. We show evidence of student use of ICTs in learning and assessment tasks. We utilise the school portal with staff notes published via the portal, share documents and use an online help desk. We provide reliable network infrastructure to support teaching and learning. We use new school information systems and increased access to interactive classroom technologies with projectors in all classrooms. We increase access to curriculum-based tools with student and staff access to hardware including iPads, and laptops. We have RedCAT Soundfield systems in each classroom to support students with hearing disabilities, as well as catering for the cultural and linguistic diversity of all of our students. Each classroom teacher has a laptop and iPad for use in planning and teaching experiences. We have 1:1 iPad access for students in Prep to Year 6.

Social climate

Overview

The social climate of the school is based on our School Covenant and has a strong focus on social justice. The school employs a Resilience Program titled "Positive People" which focuses on building confidence and strategies for dealing with issues such as anxiety and bullying.

Many opportunities exist for our school community to come together, such as:

- Welcome BBQ & Bushdance
- Liturgies and assemblies
- Celebration of Learning
- Annual school fete
- Special school events
- Winter and summer music concerts
- Christmas Concert
- Sport carnivals
- Social gatherings organised through classroom reps.

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	96.1%
School staff demonstrate the school's Catholic Christian values	100.0%
Teachers at this school have high expectations for my child	94.7%
Staff at this school care about my child	96.3%
I can talk to my child's teachers about my concerns	90.1%
Teachers at this school encourage me to take an active role in my child's education	90.1%
My child feels safe at this school	96.3%
The facilities at this school support my child's educational needs	93.8%
This school looks for ways to improve	97.4%
I am happy my child is at this school	93.7%

BCE Listens Survey - Student satisfaction

Performance measure	2020
Percentage of students who agree[#] that:	
My school helps me develop my relationship with God	91.8%
I enjoy learning at my school	97.3%
Teachers expect me to work to the best of my ability in all my learning	97.9%
Feedback from my teacher helps me learn	93.6%
Teachers at my school treat me fairly	94.7%
If I was unhappy about something at school I would talk to a school leader or teacher about it	77.0%
I feel safe at school	93.0%
I am happy to be at my school	94.1%

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	94.7%
School staff demonstrate this school's Catholic Christian values	100.0%
This school acts on staff feedback	97.2%
This school looks for ways to improve	100.0%
I am recognised for my efforts at work	97.4%
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

Family participation and involvement is encouraged in a broad range of school and faith activities. These include: classroom and excursion activities, intra and inter-school sporting activities and competitions, learning support activities, tuckshop roster, working bees, Parents and Friends Association, School Board and other representative committees, fundraising and social activities, Sacramental program for Reconciliation, First Eucharist and Confirmation and other Parish events and activities, school liturgies, outreach activities (i.e. fundraising or services for charities), and pastoral assistance (i.e. practical support to families).

St Catherine's has a School Board that supports the development of Procedures, Policies and Processes to ensure a safe environment is provided for high quality teaching and learning. The Board provides pastoral counsel through consultation and open communication and feedback.

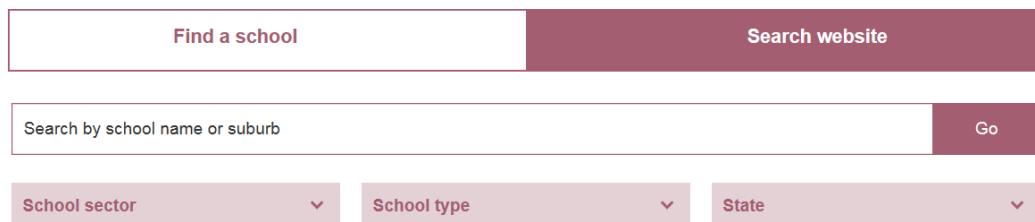
School funding

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 image shows a screenshot of the 'My School' website's search interface. At the top, there are two buttons: 'Find a school' (in white box) and 'Search website' (in dark red box). Below these is a search bar with the placeholder 'Search by school name or suburb' and a 'Go' button. At the bottom, there are three dropdown menus: 'School sector', 'School type', and 'State', each with a small downward arrow icon.

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



The image shows a screenshot of the 'My School' website's 'View School Profile' button, which is highlighted with a red border.

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



The image shows a screenshot of the 'My School' website's navigation menu. The menu items are: School profile, NAPLAN, Attendance, Finances (which is highlighted with a red border), 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	37	24
Full-time Equivalents	31.2	14.3

*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	10
Graduate diploma etc.**	6
Bachelor degree	19
Diploma	2
Certificate	0

*Teaching staff includes School Leaders

**Graduate diploma etc. includes graduate diploma, bachelor honours degree, and graduate certificate.

Professional development

The total funds expended on teacher professional development in 2021 were \$86 000.

The major professional development initiatives are as follows:

- Learning Extension Professional Development
- NuMa schools project – Monitoring release and Co-Teaching Release
- Catholic Social Teaching
- ICT capabilities
- Catholic Identity.

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	97.2%

Proportion of staff retained from the previous school year

From the end of the previous school year 98% (61 staff/1 left) 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	94.8%
Attendance rate for Aboriginal and Torres Strait Islander students at this school	93.9%

Average attendance rate per year level			
Prep attendance rate	93.9%	Year 4 attendance rate	94.2%
Year 1 attendance rate	94.9%	Year 5 attendance rate	95.0%
Year 2 attendance rate	94.1%	Year 6 attendance rate	95.0%
Year 3 attendance rate	96.1%		

*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

In 2021, St Catherine's used an electronic roll marking system. Students were accounted for twice daily and parents are sent an SMS message if their child is absent without explanation. Emergency evacuation and lockdown drills are conducted each term. A major part of this exercise is accounting for all staff, students and visitors. Families obtain written consent from the Principal for extended term time absences. School leadership monitors attendance of all students on a daily basis. SMS messages are sent to parents for all unexplained absences each day.

In 2021, St Catherine's reviewed the Attendance Policy in consultation with the School Board and other stakeholders. We raised awareness of the importance of attendance via posters and newsletters.

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

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 image shows a search interface for the My School website. It features four dropdown menus: 'Search by school name or suburb', 'School sector', 'School type', and 'State'. To the right of these menus is a magnifying glass icon representing the search function.

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.



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.