

**St Paul's School,
WOODRIDGE**

Annual Report 2021

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



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Catholic
Education**

teaching • challenging • transforming

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.

A positive school climate and an inclusive culture is highly valued at St Paul's. The general feel of the school is one of a diverse, welcoming community in which the school's mission statement and expressed core values of respect, safety and learning characterise students and adults as belonging to a caring, responsible and respectful community. We specialise in ensuring our students are engaged with learning. We particularly focus on the development of lifelong literacy skills and behaviour learning. Technology is utilised wherever possible to further enhance learning engagement. A unique feature of St Paul's School is our Community Partnerships program which seeks to engage with and develop a shared, sustainable community of difference, where families, staff, students and community can come together. This creates opportunities for families and local community to connect with the school community and each other and encourages and nurtures relationships where all members feel empowered to be part of a shared community. Community Partnerships are embedded within the learning context and an integral part of the school community. Community Partnerships are based on welcome, respect, relationships, reciprocity and opportunity.

School progress towards its goals in 2021

| Catholic Identity | | | |
|---|--|--|--|
| Goals | Strategies | Success Measures | Achieved/Comments |
| Further develop a strong Catholic Identity in the Josephite tradition and informed by the Charism of St Paul for our diverse community. | <ul style="list-style-type: none"> Engage in staff formation through Formation for Mission modules. | <ul style="list-style-type: none"> Staff have completed the modules and have a better understanding of the formation modules. | Thomas Groome module during the pupil free day at the beginning of 2021. Focus was Community, Made for Each Other. |
| | <ul style="list-style-type: none"> Embed Catholic perspectives across all curriculum areas. | <ul style="list-style-type: none"> Consistent planning for Catholic Perspectives will | PD with EO:RE on the Catholic Perspectives – three staff meetings. Embed them across curriculum areas, when appropriate. |

| Catholic Identity | | | |
|-------------------|--|--|--|
| Goals | Strategies | Success Measures | Achieved/Comments |
| | | be evident across all KLAS. | |
| | <ul style="list-style-type: none"> Develop staff capacity to assess and make judgements in Religious Education. | <ul style="list-style-type: none"> Staff will demonstrate confidence when assessing, making judgements and moderating in Religious Education. | <p>APRE led PD on assessment in Religion. Focus on the three roles of the RE teacher – witness, moderator, specialist as well as the cognitive verbs to support rigour of planning and assessment.</p> <p>EO:RE supported planning of session.</p> |
| | <ul style="list-style-type: none"> Enhance staff & student engagement in Christian meditation practices. | <ul style="list-style-type: none"> Christian meditation practices will be evident and consistently practiced across the whole school. | <p>PD lead by EO:RE into Christian Meditation – focus on the difference between secular and Christian meditation.</p> |

| Learning and Teaching | | | |
|--|--|---|---|
| Goals | Strategies | Success Measures | Achieved/Comments |
| Develop teacher capacity to identify & respond to the specific needs of our students – where are they at, how do you know and how can we move them forward – to progress student learning? | <ul style="list-style-type: none"> Develop consistent practices across the whole school in data collection and analysis and ways of responding to improve results. | <ul style="list-style-type: none"> Teacher capacity and understanding of effective and expected practices is enhanced. | <ul style="list-style-type: none"> Data is consistently analysed in library lessons lead by the PLL, and EALD lead teacher. Staff professional learning around Phonemic Awareness. |
| | <ul style="list-style-type: none"> Enhance staff understanding and proficiency in the use of the Effective and Expected practices (PM benchmarking, Gradual Release of Responsibility, Language Experience, Writing Analysis, Reading | <ul style="list-style-type: none"> Positive student progress is observed in key data points in writing & reading. A work in progress in Mathematics. | <ul style="list-style-type: none"> Consistency of practice in PM benchmarking – scoring and analysing. Professional learning around tying language experience to the curriculum. Language Experience process was refined and teachers had |

| Learning and Teaching | | | |
|---|---|---|--|
| Goals | Strategies | Success Measures | Achieved/Comments |
| | strategies, Mathematics problem solving strategies.) | | <p>opportunities to learn from each other.</p> <ul style="list-style-type: none"> Teachers engage in professional learning through planning sessions with PLL/EALD Lead teacher. Developed and implemented St Paul's Reading Strategies. |
| | <ul style="list-style-type: none"> Develop teacher capacity to embed ICT capabilities in all KLAs. | <ul style="list-style-type: none"> Student and staff proficiency in the use of technology is observable. | <ul style="list-style-type: none"> Embedding of ICLTs in all KLAs is far more evident. Digital portfolios ICLT lead teacher is embedded in classrooms to support teacher/student capacity. |
| Develop teacher capacity to further activate student voice in their learning. | <ul style="list-style-type: none"> Develop teacher understanding of Inquiry Learning practices in HASS. | <ul style="list-style-type: none"> Inquiry approaches are confidently used by staff in HASS and Science. | <p>Achieved as embedded more fully into curriculum plans and assessment tasks.</p> <p>Integration of Design Technologies into HASS and Science units to encourage Inquiry.</p> |
| | <ul style="list-style-type: none"> Enhance staff understanding of effective feedback that progresses learning. | <ul style="list-style-type: none"> Some individual teachers implementing this effectively. | <p>2022 is key priority for Semester 2 as part of assessment, moderation process</p> |
| | <ul style="list-style-type: none"> Develop student language around their learning. | <ul style="list-style-type: none"> Students can more confidently articulate and describe their learning journey. | <ul style="list-style-type: none"> Some staff have identified this area in their professional goals and have been investigating it. Prep teachers focused on developing student language around their learning for their professional goal. Year 6 teacher worked on Peer |

| Learning and Teaching | | | |
|-----------------------|--|--|---|
| Goals | Strategies | Success Measures | Achieved/Comments |
| | | | feedback for their professional goal. |
| | <ul style="list-style-type: none"> Students are more engaged in discussing their learning during Celebration of Learning and Parent Teacher Interviews. | <ul style="list-style-type: none"> Student responses to questions about their learning show a deep understanding of their learning journey. | <ul style="list-style-type: none"> PTIs did not happen in the first half of the term due to Covid. Celebration of Learning did not happen as often as possible due to Covid. Student portfolios were used to a small degree at PTIs. |

| Built Environment to Enhance Learning & Teaching | | | |
|--|--|--|---|
| Goals | Strategies | Success Measures | Achieved/Comments |
| Further develop the physical environment and resourcing to positively impact student learning growth across KLAS and the development of student learning progress. | <ul style="list-style-type: none"> Engage key stakeholders to develop processes to fully air condition the school. | <ul style="list-style-type: none"> Air conditioning is fully installed across the school to industry and BCE standards. | <ul style="list-style-type: none"> AC and Solar will be installed in the Christmas holidays. |
| | <ul style="list-style-type: none"> Engage key stakeholders to install solar panels to reduce our environmental footprint and to reduce power costs. | <ul style="list-style-type: none"> Solar panels are installed by the end of the 2021 school year. | <ul style="list-style-type: none"> Solar panels to be installed during xmas holidays 2021 |
| | <ul style="list-style-type: none"> Redevelop gardens around the school to respond to heat loads. | <ul style="list-style-type: none"> Gardens have been redeveloped to respond to heat loads. | <ul style="list-style-type: none"> Groundsman has worked on gardens through the year to plant shade trees. |

Future outlook

Through dedicated professional learning and training we are working towards our 2022 goals. We continue to monitor our progress frequently at Leadership and Curriculum Team meetings, planning meetings and staff meetings. We anticipate measurable outcomes being tangible in 2022.



St Paul's School Woodridge

2022 Annual Improvement Plan

Vision

St. Paul's School is a welcoming and inclusive community that empowers all members of the community to contribute positively and make a difference to our world. Our motto, *To Grow Strong in the Faith, the Spirit, and the Word*, is deeply embedded in the daily life of our school.

Mission

We aim to maintain and pursue Mary MacKillop's mission of providing education for all, welcoming all and accepting each person. We provide a place of learning in which flexible, reflective and future focused practices address the needs of our students and families. We provide a nurturing and safe environment where there is mutual love and acceptance based on the gospel values of respect, truth and compassion.

Values

Respect

Truth

Justice

Compassion

Priorities

Catholic Identity

Goal – Enhance the Catholic Identity of staff, students, and families through the embedding of processes and practices that are recontextualised and promote a post-critical belief.

Strategies for Improvement

Continuing to embed Catholic Perspectives authentically in curriculum planning.

Understanding St. Paul, his role in the early Church and what that makes for St. Paul's School today.

Embedding Christian Meditation and storytelling in classroom Religious Education lessons.

Learning and Teaching

Goal – Implement a whole-school assessment and moderation process to quality assure the planned curriculum in all classrooms.

Strategies for Improvement

Development of assessment tasks that allow students to demonstrate the achievement standard and beyond.

Development of criteria sheets that demonstrate A to E achievement.

Student conferencing, feedback and goal setting using criteria sheets.

Moderation at the class, cohort, and school level each term.

Wellbeing

Goal – Embed the Australian Curriculum Personal and Social Capabilities within the Health Planning and identify links to other curriculum areas to ensure full coverage.

Strategies for Improvement

Map alignment with the Health Curriculum and identify links to other curriculum areas.

Support for classroom teachers to embed the Personal and Social Capabilities.

Intervention for specific students.

Develop resources.

Investigate how to gather evidence and provide feedback.

Our People

Goal – Develop staff cohesion through building trusting, collaborative relationships.

Strategies for Improvement

Professional goal setting

Peer-to-peer modelling and feedback linked to professional goal (and facilitated by the Support Teacher timetable)

Introduction of a coach

Well-developed and implemented ECT processes

Strategic professional learning plan

Staff formation opportunities

Social opportunities

Diversity and Inclusion

Goal – Develop and embed consistent differentiation approach across the school, to ensure that all students are progressing in their learning (including out of phase and high potential learners).

Strategies for Improvement

Professional learning – beginning with the introduction of a model for differentiation.

Engagement with BCEO staff and other external specialists, as required.

Use the model of differentiation when planning to ensure access to appropriate learning experiences for all children.

Support from specialist staff, as required.

Community Partnerships

Goal – Further develop programs, practices and partnerships through the Community Hub that support the students and their families to positively engage in school life.

Strategies for Improvement

Develop processes that support children and their families to enrol in high school and then transition.

Develop and enhance the pre-prep program to support preparedness for school.

Continued partnerships with local kindergartens and day care centres.

Continued engagement with allied health services, adult education services and

Our school at a glance

School profile

St Paul'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 | 343 | 167 | 176 | 20 |

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

St Paul's Catholic Primary School is located in the Suburb of Woodridge, situated in the City of Logan, 20 minutes south of Brisbane City. In 2021, St Paul's School was made up of children from a diverse range of ethnic backgrounds. 70% of students enrolled at St Paul's are identified as EAL/D (English as Additional Language or Dialect). EAL/D students are from African countries (Kenya, Congo, South Sudan, Ethiopia, Tanzania), Pacifica countries (New Zealand, Samoa, Tonga), Middle Eastern Countries (Syria, Iraq), South East Asian countries (Burma, Thailand, Vietnam, Malaysia, Philippines). 20 students or 5% of the student population identify as Aboriginal or Torres Strait Islander. 7% of the St Paul's School population identify as having a verified disability. Students who attend St Paul's School are drawn from the local Woodridge community. Once they complete their study in Year 6 students typically go to St Francis Catholic College or a number of Education Queensland schools in the local area, namely, Mable Park SHS, Woodridge SHS.

Curriculum implementation

Curriculum overview

All year levels focus on the Australian Curriculum:

- Short term planning cycles based on quality literature and language experience
- Gradual release of responsibility used
- Learning intentions and success criteria
- Explicit teaching of reading and comprehension
- Differentiated learning experiences for students
- Context text model used to teach text structures, vocabulary, sentence structure, language features, spelling and phonics
- Feedback and formative feedback is evident
- Number is taught every day in Mathematics
- 90 minutes of English per day
- 60 minutes of Maths per day
- 2.5 of Religious Education each week
- Arts, HPE, Health, Technology, HASS, Science are planned for and taught
- Ongoing monitoring of student progress
- Pre-Prep programs provide support to children who are planning to come to St Paul's and might not typically attend an Early Learning Centre.

Extra-curricular activities

- Cultural Dance Groups (African, Arabic, Pacifica, Tamil, Burmese, Irish, Australian Bush)
- African Drumming Group

- Drum Line
- Ukulele Group
- Gala Sports – interschool sports
- Friday afternoon Sporting Schools
- Afterschool sporting opportunities.

How information and communication technologies are used to assist learning

In 2021, St Paul's made significant investment in iPads, laptops, projection and connectivity to improve student engagement in digital technologies. A specialist ICLT coordinator was employed for three days a week in 2021 to support the implementation of digital technologies and to support the teaching of ICLT general capabilities in class. The ICLT coordinator also worked with teachers to improve their digital skills.

Social climate

Overview

St Paul's School has a caring, positive and supportive school climate that has detailed school wide processes for supporting student learning. St Paul's school staff utilise well planned, quality differentiated teaching strategies to cater for student learning needs. School wide processes and strategies to support student wellbeing and engagement in their learning are listed below:

- School wide PB4L processes are implemented (Positive Behaviour for Learning)
- St Paul's Way Behaviour Matrix
- REFERR Process to support student learning and engagement
- Zones of Regulation
- Trauma Informed Schooling strategies
- Staff professional learning in PB4L & well-being
- Robust processes for responding to student behaviour
- Zero tolerance for bullying and processes for dealing with bullying are established
- Lessons in personal safety, Daniel Morcombe Program are taught
- Guidance Counsellor and Pastoral worker support across the school
- Engagement with outside agencies to support student learning and family engagement.

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 | 95.9% |
| School staff demonstrate the school's Catholic Christian values | 95.8% |
| Teachers at this school have high expectations for my child | 89.1% |
| Staff at this school care about my child | 98.0% |
| I can talk to my child's teachers about my concerns | 91.8% |
| Teachers at this school encourage me to take an active role in my child's education | 85.7% |
| My child feels safe at this school | 95.9% |
| The facilities at this school support my child's educational needs | 98.0% |
| This school looks for ways to improve | 97.8% |
| I am happy my child is at this school | 97.9% |

BCE Listens Survey - Student satisfaction

| Performance measure | |
|--|--------|
| Percentage of students who agree [#] that: | 2020 |
| My school helps me develop my relationship with God | 97.1% |
| I enjoy learning at my school | 97.2% |
| Teachers expect me to work to the best of my ability in all my learning | 100.0% |
| Feedback from my teacher helps me learn | 98.1% |
| Teachers at my school treat me fairly | 97.2% |
| If I was unhappy about something at school I would talk to a school leader or teacher about it | 90.7% |
| I feel safe at school | 95.3% |
| I am happy to be at my school | 94.4% |

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 | 100.0% |
| This school looks for ways to improve | 100.0% |
| I am recognised for my efforts at work | 100.0% |
| In general students at this school respect staff members | 100.0% |
| This school makes student protection everyone's responsibility | 100.0% |
| I enjoy working at this school | 100.0% |

[#] '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 carers of children who attend St Paul's School are encouraged to participate in every aspect of their children's learning and faith journey. Parents are invited to a parent information night at the beginning of the year and at our Celebration of Learning events each term. Parent workshops are regularly planned to inform and encourage parents to be involved in their child's learning. Parent/teacher interviews take place at the end of Term 2 and parents are encouraged to meet with their child's teacher at the end of Term 3. Parents and carers are also invited to engage with St Paul's School through the Community Hub. A wide range of activities and programs are offered through the Hub and all parents and friends of St Paul's are encouraged to participate.

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 'Find a school' and 'Search website' buttons are at the top of the section.

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 horizontal navigation bar with several tabs: 'School profile', 'NAPLAN', 'Attendance', 'Finances', 'VET in schools', 'Senior secondary', and 'Schools map'. The 'Finances' tab is currently selected and highlighted.

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 | 38 | 30 |
| Full-time Equivalents | 30.6 | 16.0 |

*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 | 8 |
| Graduate diploma etc.** | 6 |
| Bachelor degree | 24 |
| 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:

1. **NCCD** Enabling teachers to better understand how to document the needs of students with disability and how they can be best supported at school.
2. **Modelled teaching** Professional learning for teachers through authentic lesson observation and debriefing process to build capacity and common practice.
3. **Short cycle planning** - Collaborative Year Level planning that is responsive to learning and monitoring data and the needs of the students and focuses on high impact strategies (GRR, whole-part-whole, explicit teaching, modelled examples).

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 | 96.9% |

Proportion of staff retained from the previous school year

From the end of the previous school year, 92% of staff was retained by the school for the entire 2021 school year.

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 | 96.0% |
| Attendance rate for Aboriginal and Torres Strait Islander students at this school | 91.4% |

| Average attendance rate per year level | | | |
|--|-------|------------------------|-------|
| Prep attendance rate | 93.7% | Year 4 attendance rate | 96.6% |
| Year 1 attendance rate | 96.0% | Year 5 attendance rate | 97.4% |
| Year 2 attendance rate | 94.3% | Year 6 attendance rate | 96.1% |
| Year 3 attendance rate | 96.7% | | |

*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

- At St Paul's School we proactively support families to get their children to school each day providing a supporting, caring engaging learning community.
- Rolls are marked and followed up by administration staff by 9:30am each morning.
- Patterns in non-attendance data or late arrival data is reported to school leadership.
- Parents/carers are contacted via email and by phone.
- Attendance reminders are published in the school newsletter and discussed at assembly.
- The school has an attendance goal of 90% of students attending school 90% of the time.

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 to the right of the "State" dropdown.

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

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

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

A screenshot of the navigation menu at the top of a school profile page. It consists of a horizontal bar with several tabs: "School profile", "NAPLAN", "Attendance", "Finances", "VET in schools", "Senior secondary", and "Schools map". The "NAPLAN" tab is currently selected and highlighted with a red background.

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.