



St Clare's Primary School, YARRABILBA

Annual Report 2021

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

Contact information

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Principal's foreword

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

St Clare's is a master-planned Prep to Year 6 co-educational primary school located in Yarrabilba. Yarrabilba, meaning 'Place of Song,' is situated between Brisbane and the Gold Coast. St Clare's is located within close proximity to Mount Tamborine. It is surrounded by South-East Queensland's natural beauty.

St Clare's opened in 2017, offering a contemporary primary education in the Franciscan tradition for the young people of the local area. St Clare's vision is to provide contemporary learning environments with high expectations for each student to maximise learning, progress, and achievement.

School progress towards its goals in 2021

In 2021 St Clare's focussed on improving school reading outcomes using effective first teaching, precision pedagogy, collaborative planning, and co-teaching in Prep-6. This resulted in an increase in reading achievement in Prep and Year 1 and 2. The Year 2 cohort achieved a similar percentage of students reading at the benchmark in comparison to 2020. This reading growth was even more remarkable due to the disruption of Covid 19.

Percentage of Children meeting the BCE Reading Benchmark

Year Level	2020	2021
Prep	64%	71.6%
Year 1	63.8%	70.9%
Year 2	86.7%	81%

Future outlook

The annual plan for 2022 will focus on Catholic Identity and improved reading outcomes for students.

Learning and teaching goal: Improved Performance of Student Reading outcomes.

The strategies that will be implemented to achieve this goal include:

- Precision pedagogy: planning processes, Effective and Expected Practices, Australian Curriculum linked with research-based strategies, English block focus.

- Development of highly skilled English teachers: professional development opportunities, 4C's Model, Gradual Release of Responsibility, Levels of Teaching Response.
- Accuracy of data: moderation against the Australian Curriculum Achievement Standards, ACARA work samples and monitoring tools.

Success measures include:

- PM Benchmarking
- Sound and letter knowledge
- PAT-R and SRS

Our school at a glance

School profile

St Clare's Primary School is a Catholic school administered through the 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 387	193	194	43

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

In 2021, the school ICSEA value was 999 which was slightly below the Australian average of 1000. 2021 saw a 36.9% increase in enrolments with an 89.6% retention rate. St Clare's has a diverse student population, this is evidenced by an indigenous population of 11.2%, 31.7% of students with a disability and 10.3% of students with English as an additional dialect.

Curriculum implementation

Curriculum overview

Learning sequences for all eight key learning areas are constructed directly in line with the Australian Curriculum and this content is taught, assessed, and reported on each semester in every classroom. All classes at St Clare's have rostered English timetables that reflect the recommendation for the daily allotment of time from ACARA. Classroom teachers are given release time twice a term to sit with a colleague to plan quality English and Maths learning sequences.

St Clare's provides considerable support into the Early Years of schooling in the form of timetabled daily English blocks where Literacy Coaches and School Officers assist the classroom teachers in the highly focused targeting of the development of reading. This support is provided in these years due to considerable research detailing the success of early reading intervention and similar reading progressions of students of all backgrounds in the Early Years of schooling. St Clare's considers improved early years literacy results as our moral imperative due to the impact it has on success later in life. This focus also assists students to access and excel in the curriculum beyond their early years of schooling due the solid literacy foundation they have been provided with.

St Clare's is also adept at employing the levels of teacher response to ensure all students who can learn in the classroom are present. Quality differentiation and support is given to students with disability, so they remain with their peers in the classroom through targeted teaching. When strategic or intensive teaching is required St Clare's has access to a support teacher inclusive education, two guidance

counsellors, a full-time speech pathologist, two literacy coaches and a primary learning leader to construct an educative plan to drive the learner forward.

Extra-curricular activities

St Clare's provides students with a wide range of extra-curricular opportunities. Extra-curricular opportunities include school choir, instrumental music lessons, school and representative sport nominations, clinics run by the AFL, NRL and QLD netball.

How information and communication technologies are used to assist learning

Students at St Clare's in Prep-2 have access to iPads. Embedding the use of technologies in everyday classroom practice occurs during collaborative year level planning sessions. Students in Year 3-6 participate in a 1:1 iPad program. Teachers use online learning platforms such as Teams to effectively deliver the curriculum.

Social climate

Overview

St Clare's is a welcoming school that offers a high-quality Catholic education. The use of consistent behaviour practices with a focus on Positive Behaviour for Learning creates a safe, nurturing, and predictable environment for students. The school's use of the BCE's Levels of Teaching Responses provides a decision-making framework to best meet the needs of diverse learners. The school employs a Guidance Counsellor for an additional 1 day per week and a full-time speech pathologist to effectively meet the needs of our learners and to provide additional support to teaching staff. The student support team works collaboratively and strategically to support individual student growth.

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	97.9%
School staff demonstrate the school's Catholic Christian values	91.8%
Teachers at this school have high expectations for my child	75.5%
Staff at this school care about my child	86.0%
I can talk to my child's teachers about my concerns	92.0%
Teachers at this school encourage me to take an active role in my child's education	84.0%
My child feels safe at this school	76.0%
The facilities at this school support my child's educational needs	74.0%
This school looks for ways to improve	86.4%
I am happy my child is at this school	70.0%

BCE Listens Survey - Student satisfaction

Performance measure	2020
Percentage of students who agree[#] that:	
My school helps me develop my relationship with God	80.4%
I enjoy learning at my school	78.3%
Teachers expect me to work to the best of my ability in all my learning	83.3%
Feedback from my teacher helps me learn	86.7%
Teachers at my school treat me fairly	83.3%
If I was unhappy about something at school I would talk to a school leader or teacher about it	73.3%
I feel safe at school	76.7%
I am happy to be at my school	75.9%

BCE Listens Survey - Staff satisfaction

Performance measure	2020
Percentage of staff who agree[#] that:	
Working at this school helps me to have a deeper understanding of faith	84.6%
School staff demonstrate this school's Catholic Christian values	100.0%
This school acts on staff feedback	80.8%
This school looks for ways to improve	96.2%
I am recognised for my efforts at work	88.5%
In general students at this school respect staff members	76.9%
This school makes student protection everyone's responsibility	96.0%
I enjoy working at this school	96.0%

'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 Clare's we work in partnership with parents to provide students with the best possible Catholic education. Parents of students with disabilities meet twice a year with the classroom teacher and student support team to create Individual Education Plans. School staff liaise with external health professionals and government agencies such as paediatricians, speech pathologists, occupational therapists, child psychologists, child psychiatrists, Child Youth and Mental Health Services, Family Connect, Child Safety and the Queensland police to ensure the academic and social growth of each student.

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](http://www.myschool.edu.au/) website.

How to access income details

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

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

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

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	21
Full-time Equivalents	28.5	15.3

*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	2
Graduate diploma etc.**	4
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:

- Planning and teaching from the Australian Curriculum
- Development of the 4 C model- Co-plan, co-teach, co-reflect, and co-debrief.
- Staff participated in spiritual formation opportunities.
- Effective teaching strategies for students with disabilities
- Use of the Levels of Teaching Responses.

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	94.8%

Proportion of staff retained from the previous school year

From the end of the previous school year, 77% 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	88.8%
Attendance rate for Aboriginal and Torres Strait Islander students at this school	85.4%

Average attendance rate per year level			
Prep attendance rate	90.1%	Year 4 attendance rate	90.2%
Year 1 attendance rate	88.1%	Year 5 attendance rate	89.1%
Year 2 attendance rate	88.6%	Year 6 attendance rate	85.9%
Year 3 attendance rate	88.3%		

*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

- Attendance will be marked for all students each morning by 9am and each afternoon after 2nd break, by the class teachers.
- Admin will check this has been done for classes at 9.15am and 2.15 pm daily.
- A phone call will be made to the teacher if the class roll is not marked on time.
- The APRE will be advised of unmarked and incorrectly marked rolls.
- Incorrectly marked rolls will be corrected by admin after being discussed with class teacher.

Unexplained Absences

- A notification will be sent to the student's family or carer by approximately 9.30 am each day. The class teacher will follow up any unexplained absences by contacting the student's family or carer.
- Past unexplained absences are indicated by the red Unexplained Absence Alert icon on class rolls. When the class teacher receives written explanation of the absence from the student's family or carer they will update the absence category and enter details into eMinerva with the details.
- The school regularly updates parents on attendance levels through the school newsletter.

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.



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.