



**St Flannan's School,
ZILLMERE NORTH**

Annual Report 2021

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

Contact information

School	St Flannan's School
Postal address	420 Beams Road, ZILLMERE NORTH, QLD, 4034
Phone	(07) 3265 3666
Email	pzillmerenorth@bne.catholic.edu.au
Web pages	Information about the school can be found at www.stflannans.qld.edu.au Additional information about Brisbane Catholic Education schools is located on the Brisbane Catholic Education website.
Contact person	Jo-Anne Boyle — 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.

St Flannan's is a Catholic Primary School catering for students from Prep to Year 6. Founded by the Holy Spirit Missionary Sisters in 1954, we have a rich tradition of living the Charism of the Holy Spirit. We look to the person and vision of Jesus to guide our direction and promote a world where care, compassion, justice, integrity, respect, responsibility, understanding, tolerance and inclusion prevail. St Flannan's welcomes children from all faiths and cultures and we stand united in the 'service of the Word for One World'. Enlivened by the Spirit, St Flannan's is a thriving community always striving to provide engaging and relevant learning where each child is challenged to reach their full potential.

School progress towards its goals in 2021

To improve teacher capacity and student performance in Mathematics and Numeracy.

Through the introduction of short cycle planning with the Primary Learning Leader, teachers have implemented a range of teaching strategies to improve mathematical reasoning and problem-solving skills, changing the focus of Maths teaching to one based on inquiry and discussion.

To build staff capacity and understanding around the Levels of Teaching Response and develop consistent Learning Support processes at the school that promote effective and targeted learning for students.

The Learning Support structure at St Flannan's changed in 2021 with the addition of Inclusion Teachers. This change allowed additional intervention (Intensive Teaching) for many of our students. Student progress and achievement have improved through intensive teaching and the use of Inclusion Teachers will continue in 2022. Intensive teaching was the first stage of our focus on Levels of Teaching Response.

To develop assessment capable learners who have the independence, confidence and skills to demonstrate their knowledge, understanding and proficiencies across all learning areas and in real world situations including assessment environments.

This year we worked to ensure our students became Assessment Capable Learners. With NAPLAN testing moving online, it was important to develop student and staff ICT skills ensuring students worked comfortably in the online environment. This was achieved through intentional focus on the ICT skills necessary for students to be confident in an online environment and also skills needed in approaching NAPLAN testing questions – eg. Multiple choice, understanding the question etc. As such, during the first months of the year, our focus was in Years 3 and 5. In the latter part of the year, our focus has moved to Years 2 and 4 in preparation for next year. Progress made in this area was demonstrated during NAPLAN testing, as students were well prepared and more comfortable.

Other Focus Areas

Further to our work on the above goals, the St Flannan's Student Behaviour Support Plan was reviewed. A major aspect of this was the alignment of our behaviour support processes with Brisbane Catholic Education policy. This meant the change to Positive Behaviour 4 Learning as the basis of our school expectations and associated rules. The draft behaviour matrix was published in a previous newsletter. The CARE matrix became a weekly focus at our school, with specific aspects highlighted each week.

In 2021, we also began the change of our Parent Engagement model. Next year we will see a change in how our parents are engaged at St Flannan's. Notably, the current P&F structure will cease. The new model will encompass three main areas – Learning and Teaching, Cultural Connection and Events and Fundraising. Parent information sessions were held in 2021 and a parent survey was conducted. The three areas above have emerged through this consultation.

Work commenced in the Review of our Mission and Vision with staff professional development. Due to the work needed in reviewing the Student Behaviour Support Plan, our work in the review of Vision and Mission will be held off until 2022.

Future outlook

In 2022, we will continue our work in *Levels of Teaching Response*. Our focus will be to analyse data, clarify roles and develop processes and partnerships that ensure the progress of all students. Work in this area will clarify understanding of staff roles and ensure all are working together to make a greater and more effective impact on student progress.

Parent Engagement will be a focus as the new model is implemented. In collaboration with the School Board, guidelines and processes for the new model will be developed and parents will be invited to volunteer in a variety of ways. We very much look forward to greater engagement from parents in their child's learning and the school community.

The review of the *Vision and Mission* will be a major focus in 2022, in consultation with all stakeholders. Work on this will commence during staff days in January with a focus on deepening understanding of the work of our founders – the Holy Spirit Missionary Sisters.

Our school at a glance

School profile

St Flannan's 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	386	190	196	14

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

St Flannan's students come from a diverse range of backgrounds and abilities, learning together in a changing world. They meet and exceed high expectations in academic, sporting, behavioural and cultural pursuits. The student population is a vibrant community of learners who are engaged and motivated to learn. There is a respect for the individual that is encouraged through relationships that value collaboration and co-operation.

St Flannan's is an inclusive community that warmly welcomes families from other faiths and cultures. The students Unite in a Spirit of Blessing, Nurture in a Spirit of the Sacred, Encourage in a Spirit of Knowledge, Recognise in a Spirit of Inspiration and Empower in a Spirit of Gentleness.

The school draws enrolments from in and around Zillmere and students typically transition after Year 6, to Catholic Secondary Colleges in the area such as Holy Spirit College, St John Fisher College, Mary MacKillop College, St Patrick's Shorncliffe and State High Schools in the vicinity, such as Redcliffe, Sandgate and Aspley State High.

Curriculum implementation

Curriculum overview

St Flannan'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.

Our learners are at the core of all that we do at St Flannan's. All teachers plan, teach, assess and report using the approved Australian Curriculum and the Religious Education Curriculum Archdiocese of Brisbane.

Teachers plan collaboratively from the Australian Curriculum and the Archdiocesan Religious Education Curriculum. Along with Specialist lessons in Music, Health & Physical Education, Drama and Japanese (Years 3 – 6) children are taught Religion, English, Maths, HASS, Science, Health, Technologies and the Arts.

Teacher planning begins with reflection on learning data. English, Maths and Religious Education are planned for in responsive, short-term cycles. The other Key Learning Areas (HASS, Science, Technologies, Arts, Health) are planned for as either stand alone, or integrated units of study. Teachers track coverage using Line of Sight Documents to ensure all areas of the curriculum are delivered in a calendar year, or over a two-year band as specified by the Australian Curriculum. With regards to the Relationships and Sexuality components of the Health curriculum, teachers work across year levels to ensure that important concepts are taught each year. In planning documents, teachers note where cross-curricular links are made and where general capabilities are addressed. Scope and Sequence

Documents are available for subjects which are banded (The Arts, Technologies, Health & Physical Education).

St Flannan's Catholic Primary School prides itself on being an inclusive school environment that effectively caters for the diverse needs of all learners. The Support Teacher (Inclusive Education) collaboratively works with the Primary Learning Leader and alongside classroom teachers, Inclusion teachers and EAL/D teachers in monitoring students in any year level with ongoing learning, social emotional, developmental needs or cases where extension or enrichment may be required.

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

- STEAM workshops each term
- Zones of Regulation – Building skills in emotional self-regulation
- Participation in Dance lessons with Dance Fever (P-6) and Dance Fever Schools Challenge (Yrs 3-6)
- Swimming lessons (P-6)
- Social Justice Activities – Project Compassion - Caritas Australia; Catholic Mission; St Vincent de Paul; Christmas in a Shoebox;

Extra-curricular activities

- Participation in Zone 6 Cross Country, Athletics and Swimming
- Participation in Zone 6 inter-school sport - Years 4-6
- Participation in district level sport
- Instrumental Music Program – Primary Music Institute
- Senior Primary Camp (Years 5-6)
- Junior Karaoke Singers
- Senior Choir
- Show Stoppers
- Wakakirri
- Arts Festival
- St Flannan's Has Talent
- Dance Fever lessons
- ICAS
- P&F sponsored activities: School Discos, Movie Night, Mother's and Father's Day Stall

How information and communication technologies are used to assist learning

St Flannan's integrates technology into everyday teaching and learning using digital devices in the classroom. The Student Portal and other online platforms such as Teams are used to enhance and promote student-centred learning where information technology allows for creation, innovation and communication in a digital world. All students in Years 3 – 6 have 1:1 access to an iPad. This year saw the introduction of the take home iPad Program for all Years 4 – 6 students. To promote safety online, parent and student education sessions were provided. All students in Prep to Year 2 have shared access to 1:2 ratio of iPads to support learning activities. Each child and their parents sign an agreement regarding the appropriate use the Internet and IT devices, in alignment with the ICT General Capabilities from the Australian Curriculum.

St Flannan's utilises the School Portal to house and share documents online, ie. all planning, policy and procedural documentation. We provide reliable network infrastructure to support teaching and learning and use new school information systems and increased access to interactive classroom technologies with projectors in all classrooms. Each classroom teacher has a laptop and an iPad for use in planning and teaching experiences. There are RedCAT Soundfield systems installed in each classroom to support students with hearing disabilities, as well as catering for the cultural and linguistic diversity of all students.

Social climate

Overview

Our beliefs about teaching and learning socially at school, student behaviour supports, and responding to students to meet their needs, unify us and direct our actions.

We believe that we are blessed by our differences and that respect for dignity of each person is essential.

We believe that students learn best in safe, positive, supportive learning environments.

We believe that expected behaviours need to be taught and reinforced regularly to create a common language within our St Flannan's community.

We believe that each child is unique and therefore an understanding of their social and emotional development is crucial for effective planning for teaching and learning. (ACARA Personal and Social Capabilities)

We believe that unproductive behaviour is an opportunity for learning and teaching to occur through effective classroom practices, de-escalation and problem-solving strategies and restorative approaches.

Throughout 2021, work began on a review of the St Flannan's Student Behaviour Support Plan. This led to a shift in behaviour support processes to Positive Behaviour for Learning (PB4L).

Our Systems Approach - Positive Behaviour for Learning (PB4L)

PB4L is an evidence-based framework that uses a system approach to positive behaviour supports for all students. The aim of implementing the framework is to achieve increased academic and social progress and achievement for all students by using evidence-based practices. This is achieved through explicit teaching of expected behaviours whilst adopting a continuum of behavioural supports, to ensure that all students can be successful at school.

Through consultation with staff, students and parents, the new CARE Matrix of Expected Behaviours was developed. The Student Behaviour Support Plan was also reviewed in preparation for full implementation in 2022.

St Flannan's employs a Guidance Counsellor (full-time) and a School Chaplain to support the emotional wellbeing of students and provide opportunities for prayer, meditation and self-reflection for all classes.

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	98.4%
School staff demonstrate the school's Catholic Christian values	96.7%
Teachers at this school have high expectations for my child	88.1%
Staff at this school care about my child	96.8%
I can talk to my child's teachers about my concerns	96.8%
Teachers at this school encourage me to take an active role in my child's education	87.3%
My child feels safe at this school	93.7%
The facilities at this school support my child's educational needs	93.7%
This school looks for ways to improve	91.5%
I am happy my child is at this school	93.5%

BCE Listens Survey - Student satisfaction

Performance measure	2020
Percentage of students who agree[#] that:	
My school helps me develop my relationship with God	90.1%
I enjoy learning at my school	91.3%
Teachers expect me to work to the best of my ability in all my learning	97.5%
Feedback from my teacher helps me learn	94.4%
Teachers at my school treat me fairly	88.8%
If I was unhappy about something at school I would talk to a school leader or teacher about it	78.1%
I feel safe at school	90.6%
I am happy to be at my school	92.5%

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	96.0%
School staff demonstrate this school's Catholic Christian values	94.0%
This school acts on staff feedback	80.9%
This school looks for ways to improve	95.8%
I am recognised for my efforts at work	90.0%
In general students at this school respect staff members	98.0%
This school makes student protection everyone's responsibility	98.0%
I enjoy working at this school	94.0%

'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

Parent involvement and partnerships with the school are crucial to student engagement and wellbeing and are very much encouraged at the school.

Parents are informed of their child's progress in a variety of ways - Parent Information Evening at the commencement of each year; twice yearly at Parent/Teacher/Student interviews and two formal written reports at the conclusion of each semester. Folios of work also accompanies all reporting opportunities.

Parents support the school in setting up targeted educational adjustment plans for all students with diverse learning needs. Along with regular communication throughout the year, parents of students with diverse needs attend two additional meetings each year for Individual Education Plan reviews.

Communication with parents occurs in a variety of ways – through the fortnightly newsletter, via email, phone or in person. Parents are encouraged to contact their child's teacher should they have any concerns or feedback that directly impacts their child's wellbeing and/or education. Similarly, teachers are encouraged to maintain regular contact with parents in supporting the educational progress of all students in their class.

Parent involvement at the school is evident through:

- Parents and Friends Association
- Parents and Friends Association sponsored activities – discos, movie night, Mother's & Father's Day stalls
- School Board – policy development
- Parent/Carer-Student-Teacher Interviews and Parent/Carer-Teacher Information Nights
- Assembly and Liturgy Invitations
- Parent Volunteers – excursions, class-based activities

The school also engages with the local community through:

- St Vincent de Paul appeals
- Noonga Reconciliation Group
- Koobara Kindergarten

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	31	26
Full-time Equivalents	24.8	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	6
Graduate diploma etc.**	4
Bachelor degree	20
Diploma	1
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:

- Charism of the Holy Spirit
- Catholic Perspectives within the Curriculum
- QCAA Elaborations Achievement Goals
- NUMA Workshop
- Disability Discrimination Act and NCCD
- Analysis of Student Data Workshop
- Assessment Capable Learners Workshop
- PB4L – regular Professional Learning throughout 2021
- Trauma Informed Practices
- Managing Actual or Potential Aggression – MAPA Training
- Teacher Feedback on Draft Australian Curriculum.

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	95.9%

Proportion of staff retained from the previous school year

From the end of the previous school year, 83.6% 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	95.8%
Attendance rate for Aboriginal and Torres Strait Islander students at this school	94.3%

Average attendance rate per year level			
Prep attendance rate	94.7%	Year 4 attendance rate	94.9%
Year 1 attendance rate	95.8%	Year 5 attendance rate	96.7%
Year 2 attendance rate	95.3%	Year 6 attendance rate	97.1%
Year 3 attendance rate	95.8%		

*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/carers are required to notify the school office of their child's absence from school. Parents/carers will receive an SMS following morning roll marking if a student has an unexplained absence from school. This is then followed up with a phone call from the school secretary if no response is received from the parent/carers. Absence of three days is followed up by the class teacher. Prolonged absence necessitates the involvement of the Principal with parents/carers, to ascertain why absences are occurring. Long term non-attendance is reported to DOCS.
- Class rolls are marked twice daily, at 9.00am and 1.45pm. Late arrivals as well as early departures marked via the school office.
- Parents/carers are urged to ensure an improvement in attendance at school. The importance of regular attendance is mentioned in the newsletter at regular intervals and via email as necessary. Figures outlined in the BCE Attendance Matters documentation are quoted to reinforce the message that each day counts.
- BCE Attendance Matters posters are displayed in the office and published in the 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

5. Click on the [My School](#) link <http://www.myschool.edu.au/>.
6. Enter the school name or suburb of the school you wish to search.



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

[View School Profile](#)

8. 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.