



# St Elizabeths

Tarragindi

St Elizabeth's  
Catholic Primary School, Tarragindi

## 2025 Annual Report

### Contact Details:

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### School Context

Co-educational or single sex	Co-educational
State, Independent, or Catholic	Catholic (Catholic Education Archdiocese of Brisbane)
Year levels offered in 2025	Prep to Yr6
Webpages	Additional information about Brisbane Catholic Education Schools is located on the: <ul style="list-style-type: none"><li>• <a href="#">MySchool website</a></li><li>• <a href="#">Brisbane Catholic Education website</a></li></ul>

## Characteristics of the student body

### Student enrolments

Table 1: Student enrolments<sup>1</sup> by year and year level:

	2025	2024	2023
Preparatory	74	53	75
Year 1	53	78	54
Year 2	82	54	49
Year 3	53	53	50
Year 4	51	50	54
Year 5	24	28	31
Year 6	26	28	33
Total	363	344	346

1. Enrolment counts as at Commonwealth Census

### Diversity and Inclusion

Brisbane Catholic Education (BCE) and St Elizabeths welcome students who have a diverse range of personal characteristics and experiences. These characteristics and experiences may be attributable to physical, religious, cultural, personal health or wellbeing, intellectual, psychological, socio-economic or life experiences.

We provide a range of personnel and resources to support access to, and participation in, learning for all students, which may include but is not limited to, specialised/extension programs and extracurricular activities.

## Social Climate

### Student Wellbeing

St Elizabeths plays a vital role in promoting the wellbeing of all students. Together with students, families, the community and other training providers, we build positive learning environments to address student wellbeing. Through elements such as leadership, inclusion, student voice, partnerships and support, St Elizabeths provides the foundation for enhanced student wellbeing and learning outcomes.

### Family and Community Engagement

Families and the wider community are invited into our Catholic school community as interested parties of the students to plan and partner with, for the benefit of all St Elizabeths students.

BCE and St Elizabeths are committed to good governance, family and community partnerships, and formal group arrangements, enabling us to work with families, staff, community and faith groups for the benefit of all.

### Parent, Student and Staff Satisfaction

The tables below show selected items from the recent Tell Them From Me (parent/caregiver, student, and staff satisfaction) survey for St Elizabeths.

Table 2: Parent survey – Percentage of parents/carers who agree<sup>2</sup> that:

Parent Questions	2025	2023
I feel welcome when I visit the school.	100.0%	93.8%
My child feels safe at school.	71.4%	100.0%
The vision, mission and values of my child's school are shared and understood by the school community and lived out in their daily actions.		90.9%

Table 3: Student survey – Percentage of students who agree<sup>2</sup> that:

Student Questions	2025	2024	2023
I feel safe at our school.	80.0%	75.0%	78.1%
School is a place where I feel like I belong.	80.0%	75.0%	68.6%
The vision, mission and values of the school are shared and understood by everyone and lived out in our daily actions.		50.0%	74.3%

Table 4: Staff survey – Percentage of staff who agree<sup>2</sup> that:

School Staff Questions	2025	2024	2023
I feel I am well equipped and able to support the needs of students who are from diverse backgrounds.		100.0%	85.0%
School leaders have helped me establish challenging and visible learning goals for students.	100.0%	100.0%	80.0%
The vision, mission and values of the school are shared and understood by the school community and lived out in our daily actions.		100.0%	95.0%

2. 'Agree' represents the percentage of respondents who Somewhat Agree, Agree, or Strongly Agree with the statement.

## Student Outcomes

### Student attendance

Table 5: Overall student attendance at this school by year:

	2025	2024	2023
Overall attendance rate <sup>3</sup> for students at this school	91.6%	92.5%	94.0%

Table 6: Student attendance<sup>3</sup> rate by year and year level:

	2025	2024	2023
Preparatory	91.7%	93.5%	94.0%
Year 1	92.1%	92.7%	95.0%
Year 2	91.4%	93.0%	94.3%
Year 3	92.3%	91.7%	94.7%
Year 4	91.1%	93.4%	93.8%
Year 5	92.9%	91.0%	92.0%
Year 6	89.0%	90.0%	93.1%

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 this school manages non-attendance

St Elizabeths manages student attendance in line with the BCE's Student Attendance Procedure which outlines processes for managing and recording student attendance and absenteeism. We are committed to prioritising student attendance through consistent practices of roll-marking, monitoring, and proactive follow-up of student non-attendance. St Elizabeths communicates high expectations of attendance to employees, students, parents, and guardians, and recognises high attendance.

### 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/school/47706/naplan/results>.
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 'NAPLAN' to access the school NAPLAN information.

Notes:

- If you are unable to access the internet, please contact the school for a hard copy of the school's NAPLAN results.
- The National Assessment Program – Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 3, 5, 7, and 9.

## Our staff profile

### Teacher standards and qualifications

St Elizabeths requires teachers to meet the Queensland College of Teachers (QCT) Teacher registration eligibility requirements Policy (p.1) which states:

To be eligible for registration, a person must satisfy the QCT they meet requirements regarding qualifications and experience or have otherwise met the requirements of the Australian Professional Standards for Teachers (APST). A person must also satisfy the QCT that they are suitable to teach and meet English language proficiency requirements. All these requirements are specified in the Act and the Education (Queensland College of Teachers) Regulation 2005 (the Regulation).

The qualifications required for teacher registration are successful completion of either-

1. a four-year initial teacher education program including teacher education studies of at least one year (e.g. a Bachelor of Education, or a double Bachelor degree in Science and Teaching) or
2. a one-year graduate initial teacher education program following a degree (e.g. a one-year Graduate Diploma of Education (Secondary) after a three-year Bachelor degree) or
3. another course of teacher education that the QCT is reasonably satisfied is the equivalent of (a) or (b). These are considered on a case-by-case basis.

For more information, please refer to the following link: <https://www.qct.edu.au/registration/qualifications>

### Workforce composition

Table 8: 2025 Staff Headcount & FTE<sup>4</sup>:

	Teaching Staff	Non-Teaching Staff	First Nations Staff
Headcount	28	23	-
FTE	23.5	11.2	-

4. Headcount and FTE as at Commonwealth Census

Notes:

- Teaching staff includes school leaders.
- First Nations refers to Aboriginal and Torres Strait Islander people of Australia.
- FTE = full-time equivalent.

### Professional development

St Elizabeths ensures that teaching staff and school leadership are funded to engage in professional learning that builds knowledge, understanding, and skills. Professional learning includes effective pedagogical approaches to teaching the Australian Curriculum, that enhance student learning and wellbeing, as well as programs to build leadership capability.

## School Funding

### School income broken down by funding source

School income, reported by financial year accounting cycle using standardised national methodologies and broken down by funding source is available via the My School website.

How to access our Finance results:

1. Click on the My School link <http://www.myschool.edu.au/school/47706/finances>.
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' to access 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