

**Jubilee Primary School,
PACIFIC PINES**

Annual Report 2019

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



Contact information

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Principal's foreword

The 2019 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.

School progress towards its goals in 2019

In 2019, great progress was made in working toward the achievement of the goals established at the start of the year. Goals concerning Relationships and Sexuality Education, supporting individual student learning needs, digital skills, student behaviour and consistency of approach were all achieved as targeted. While other areas are listed as 'Not Achieved', we are now better placed than ever in these areas. These were aspirational goals which were narrowly missed. For example, in the second goal, our Prep target was missed by only 6% and the Year 1 target by 4%, with the Year 2 target achieved. These were aspirational goals and this level of achievement still places our students in a very high level of achievement.

Goal	Progress
Establish structures for the introduction of Relationships and Sexuality Education for 2020.	Achieved
By the end of 2019, there will be 90% of Prep students who are achieving a reading proficiency of PM level 5 and above, 95% of Year 1 students who are achieving a reading proficiency of PM level 14 and above, and 85% of Year 2 students who are achieving a reading proficiency of PM level 22 and above, achieved through implementation of Effective and Expected Practices. Additionally, 90% of students in Years 3-6 will achieve scores of 20-24 in the use Writing Analysis tools as a representation of improvement in writing. This will be achieved through data informed targeted teaching addressing the needs of the specific cohorts using Effective and Expected Practices.	Not Achieved
To provide necessary documentation and evidence needed to ensure that individual learning needs of all students are planned for and met across all learning areas.	Achieved
The further refinement of a more formalised staff professional goal setting and review process.	Not Achieved
In addressing whole school attendance rates, we will be strengthening a culture which values student engagement and participations for full days to achieve a level of at least 90% of students attending school 90% of the time.	Not Achieved
By the end of 2019 we will increase the digital skills of staff to enhance learning and teaching.	Achieved

Goal	Progress
By the end of 2019 we will see a reduction of minor and major behaviours through formal and informal reminding, supervision and feedback for students. Behaviours will be address by the most appropriate person at the most appropriate time in the least intrusive & disruptive manner, in compliance to PB4L guidelines.	Achieved
Further development and refinement of the Jubilee Way of Working	Achieved

Future outlook

The explicit improvement agenda for 2020 will focus on gaining improvements in the teaching, and use, of the RE curriculum and embedding this in our approach to health, student achievement in Reading and Writing with Mathematics as a more emerging priority, student attendance, social and emotional development, school culture, professional learning and facilities maintenance.

Our school at a glance

School profile

Jubilee Primary School is an Ecumenical school administered through Catholic Education Archdiocese of Brisbane.

Coeducational or single sex: Coeducational

Year levels offered in 2019: Primary

Student enrolments for this school:

	Total	Girls	Boys	Aboriginal and Torres Strait Islander students
2019	624	302	322	7

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

Characteristics of the student body

The students at Jubilee come from a diverse range of socio-economic backgrounds with most coming from middle class families. The area is still experiencing tremendous growth and as a result each year sees a significant number of new students. Additionally, as a result of the slightly more transient nature of the area, a small number of students tend to leave Jubilee each year for a range of reasons.

Families at Jubilee care about their child's education and welfare and as a result connection between home and school is of great importance.

Jubilee Primary School was established in 2001 as Brisbane Catholic Education's first Ecumenical School. There are four Christian Traditions involved with Jubilee Primary School:  Catholic, Anglican, Apostolic and Uniting.

Jubilee's catchment areas include but is not limited to Pacific Pines, Oxenford, Helensvale, Coomera, Upper Coomera, Hope Island, Maudsland, Gaven, Guanaba, Wongawallan, Runaway Bay, Coombabah, Paradise Point

Curriculum delivery

Approach to curriculum delivery

Jubilee Primary School offers a wide variety of subject areas which include: English, Mathematics, Science, HASS, Health and Physical Education, Technology, LOTE (Italian) and The Arts. Religious Education is provided to all students as part of our curriculum, thus promoting our Ecumenical ethos.

Within the context of the above key learning areas the following distinctive curriculum offerings are included: Inclusive Support practices by Learning Enhancement Team; Recognition of different Christian formats of worshipping within the Religious Life of Jubilee Primary School; Providing explicit learning and teaching of Religious Education in an Ecumenical context; Eisteddfod participation; Music (P-6); Health and Physical Education (P-6); Camps (5 - Lake Ainsworth & 6 - Canberra/Sydney); Interschool Sport (Years 4-6); Sporting Competitions: District, Catholic Schools' Interschool Winter; Swimming Instruction (Prep-6); End of Year Christmas Concert; Celebration of Learning: Book Week; 100th day of School

Co-curricular activities

Choir; Readers Cup; Speech and Drama; Auskick Football Program; Total Football Academy Program; Interschool Sport; Year 3-6 University of NSW (ICAS): Mathematics, English and Writing Competitions; Taekwondo; Interschool sport coaching; Art; Dance.

How information and communication technologies are used to assist learning

ICT is used as a tool to assist learning but not as a means to itself. Our students in Years 4-6 participate in a one to one laptop program, with devices supplied by the school. These are Dell laptops as this choice best meets the needs of our students and community.

Students in Prep to Year Two access iPads as their learning device in classrooms as they enable more direct, immediate engagement for these students. As a transitional arrangement, Year 3 students share a bank of Dell laptops which are accessed as needed and serve to prepare these students for the requirements of the one to one program in Year Four.

Social climate

Overview

Jubilee Primary School is a supportive community which fosters positive and healthy interactions between all students, staff, parents and wider community.

As a Christ-centered community we - affirm the dignity of each child as God's creation (Faith) - promote the achievement of excellence within caring Christian faith traditions (Unity) - value and express unity and diversity of Christianity through a cooperative educational environment among Christian faith traditions (Unity).

Jubilee Primary School is blessed to have a fulltime teacher seconded to Campus Ministry.

BCE Listens Survey - Student satisfaction

Performance measure	
Percentage of students who agree# that:	2018
At my school, I can express my beliefs	91.6%
My school encourages all students to participate in spiritual and religious activities and projects outside of the classroom	90.1%
Religious Education at my school is interesting and engaging	84.3%
I see school staff practising the values and beliefs of my school	85.2%
My school looks for ways to improve	98.8%
Students at my school are encouraged to voice their concerns or complaints	87.5%
Teachers treat students fairly at my school	87.8%
Teachers recognise my efforts at school	91.1%
I feel safe at school	92.8%
My school helps me to respect the needs of others	98.8%
I am happy to be at my school	91.5%

BCE Listens Survey - Staff satisfaction

Performance measure	
Percentage of staff who agree[#] that:	2018
This school helps me to develop my relationship with God	92.5%
My school encourages all students to participate in spiritual and religious activities and projects outside of the classroom	94.9%
Religious Education at this school is comprehensive and engaging	90.0%
I see school staff practising the values and beliefs of this school	95.0%
This school is well managed	97.5%
My concerns are taken seriously by the school	97.4%
This school is a safe place to work	97.4%
This school has an inclusive culture	100.0%
This school has a culture of striving for excellence	95.0%
All my students know I have high expectations of them	100.0%
I am proud to be a member of this school	100.0%
Overall, I am happy with my decision to work 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 Friends Association - School Pastoral Board - Parent helpers in the classroom - Sport coaching - Social events - Family Fun Day, Trivia Night, disco, morning teas, Welcome BBQ, Colour Run – Mothers' Day and Fathers' Day Breakfasts - Parent involvement in home readers program - Literacy/numeracy rotations - iCentre assistance including Grandparents Day and Book Week

Environmental footprint

Reducing the school's environmental footprint

This is the first year of reporting on the school's electricity usage. Responsible energy usage supports the school's efforts towards a living response to Pope Francis' Encyclical Laudato Si' Care for our Common Home.

Existing solar panels help to reduce our carbon footprint and this will be further off set with the installation of an additional 90kW soon. The school has water tanks to harvest rainwater from various area. In 2020 we plan to increase our rate of recycling as well as install veggie gardens to both assist with our environmental footprint as well as ensuring students are aware of their responsibilities as stewards of God's creation.

Environmental footprint indicators	
Years	Electricity kWh
2019	183504

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 our 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.

Find a school
Search website

Go

School sector ▼

School type ▼

State ▼

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

View School Profile

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

School profile
NAPLAN
Attendance
Finances
VET in schools
Senior secondary
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	46	17
Full-time Equivalents	38.6	12.5

Qualifications of all teachers*

Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	8
Graduate diploma etc.**	1
Bachelor degree	37
Diploma	0
Certificate	0

*Teaching staff includes School Leaders

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

Professional development

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2019 were \$79 058.

The major professional development initiatives are as follows:

- The Effective and Expected teaching of Reading and Writing
- Effective adjustments for students and associated record keeping
- Positive Behaviour for Learning
- The Teaching of Spelling
- Matters relating to compliance

The proportion of the teaching staff involved in professional development activities during 2019 was 100%.

Staff attendance and retention

Average staff attendance

Description	%
Staff attendance for permanent and temporary staff and school leaders	95.7%

Proportion of staff retained from the previous school year.

From the end of the previous school year, 90% of staff was retained by the school for the entire 2019.

Performance of our students

Student attendance

Description	%
The overall attendance rate* for the students at this school	91.8%
Attendance rate for Aboriginal and Torres Strait Islander students at this school	90.2%

Average attendance rate per year level			
Prep attendance rate	93.1%	Year 4 attendance rate	91.1%
Year 1 attendance rate	92.0%	Year 5 attendance rate	91.7%
Year 2 attendance rate	91.1%	Year 6 attendance rate	91.7%
Year 3 attendance rate	92.0%		

*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.

The overall student attendance rate in 2019 for all Brisbane Catholic Education schools across years Prep-6 was 91.9%.

Description of how non-attendance is managed by the school

- Parents are required to inform the school of their child's absence. The preferred method of this communication is via the Parent Portal we will accept any communication which gives us this information. All class attendance is marked each morning and afternoon by classroom teachers. SMS messages are sent at 9:30am each morning to parents of students who are listed as absent without explanation.
- Where a parent has not provided an explanation of their child's absence, teachers are asked to make contact with the parent. Where this attempt is unsuccessful, a member of the school leadership team will make contact.
- Where a long period of absence occurs or when a pattern of absence is evident, specific members of the school staff team make contact with the parent to check in, have the absence explained and to offer any assistance the school may provide in ensuring attendance improves.
- At Jubilee we have been attempting to raise the awareness for parents of the implications for ongoing absence by their child. This happens through broad communication via newsletters and emails, as well as specific individualised follow up for those children and their parents, most at risk with high rates of absence.

NAPLAN

Average NAPLAN results

	Year 3		Year 5	
	School	Australia	School	Australia
Reading	430.8	432.3	497.4	506.0
Writing	408.9	423.1	457.1	473.9
Spelling	396.4	418.7	482.3	500.7
Grammar and punctuation	416.8	439.8	473.0	499.1
Numeracy	379.8	408.1	484.9	495.8