



**St Stephen's School,
ALGESTER**

Annual Report 2021

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



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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 achievement through the year. The report includes information on the school's profile, curriculum delivery, social climate, school funding, workforce composition and student performance.

St Stephen's School is a Brisbane Archdiocesan, Catholic, co-educational, primary school located in Algester, Queensland, on Ridgewood Road.

All members of Stephen's School Community work collaboratively in ensuring that we are an authentic Catholic school, committed to quality teaching and learning. Our School proclaims Jesus and His good news by example and through celebration of our Mission Statement - "*Driven by the life and teachings of Jesus, our mission is to actively shape and enrich the spiritual and educational journey of students, staff, families and all people within our community. Offering excellence in learning and teaching, we embrace differences and individuality, whilst living in harmony with God's creation.*"

Our facilities are divided into four teaching zones, the Prep and Year 1 pod, the Years 2 and 3 pod, the Years 4 and 5 pod and the Years 6 pod. Other buildings include our sacred spaces, administration block, music room, library, multi-purpose hall and Sheepstation Gully Environmental Learning Centre.

Sheepstation Gully Environmental Learning Centre is a state-of-the-art science centre where children in all year levels have the opportunity to participate in hands-on science lessons.

Excellent opportunities are provided for all our students to develop academically, physically, socially and spiritually within a safe, caring community. In order to support the whole development of the child, we employ specialist teachers who provide lessons in the areas of Physical Education, Spanish and Music. Two Learning Enhancement Teachers, together with School Officers allocated to each year level/class support teachers in ensuring that all children have the opportunity to enhance their learning. A Guidance Counsellor, who is employed 0.7FTE provides extra wellbeing support when required.

St Stephen's Progress towards its goals in 2021

Goal	Progress
For our students, staff, parents and the wider community to confidently agree that St Stephen's is a contemporary Catholic community who, driven by the life and teachings of Jesus, promote the love and dignity of every person	All classes operate daily using collaborative, contemporary pedagogies.
At St Stephen's we have practices in place which celebrate, value, and respond to the diversity of our community.	The school has established a number of opportunities to celebrate and acknowledge the diversity of our

Goal	Progress
	community – harmony day, cultural days, welcome garden identifying the 76 cultures within the school
By the end of 2021, teachers will have built upon their knowledge in Mathematics, namely around oral language and the use of manipulatives in daily practice	Teaching staff completed several professional development opportunities to increase capacity and use Concrete Representational Abstract and use in Mathematics lessons
By the end of 2021, St Stephen’s will have co-constructed a Vision for Learning and Teaching, which reflects teacher, student and parent/caregiver voice.	Currently within draft form awaiting system’s vision statement.
By the end of 2021 teachers are consistently using effective and expected practices in the teaching of reading resulting in 90% of students in Prep - Year 2 meeting or exceeding the BCE targets in the PM Benchmarking monitoring tool.	Our students in Prep – Year 2 have made satisfactory progress with their reading. Through Guided Reading and Sound Letter support three times a week from our Learning Enhancement teachers, our students have been given significant support to develop their reading strategies.
By the end of 2021 teachers are consistently using effective and expected practices in the teaching of writing resulting in 90% of students in Year 3 - 6 meeting or exceeding the BCE targets in the Writing Analysis monitoring tool.	Our students in Year 3 - 6 have made satisfactory progress with their writing. Through targeted support from our Learning Enhancement teachers, our students have had differentiated learning to support their writing. Lessons have been planned with the PLL to ensure writing needs are targeted in every learning cycle. The PLL has also guided teachers with setting individual student writing goals. Teachers have received professional development around writing goals.

Future outlook

St Stephen’s School’s critical challenge in 2022 is to increase the consistency of effective and expected practices around reading and writing in order to improve student learning data and move their learning forward. In order to achieve our critical challenge, teachers of Prep to year 2 inclusive will consistently use effective and expected practices in the teaching of reading with the aim of 90% or more of students meeting or exceeding Brisbane Catholic Education’s PM Benchmarking targets for each year level. Likewise, by the end of 2022 teachers of years 3 to 6 will use effective and expected practices in the teaching of writing with the aim that at least 90% of students will meet Brisbane Catholic Education targets for writing.

Our school at a glance

School profile

St Stephen'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	512	242	270	14

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

St Stephen's is a welcoming and inclusive Catholic school. St Stephen's Catholic Primary School caters for children from many and varied backgrounds, ability levels and cultures with 24% having English as a Second Language. A distinguishing characteristic of the multicultural nature of our school is the richness of cultures. Students live this out through acceptance and tolerance of others and a celebration of the existing cultures within our school community. As a Catholic community we embrace our heritage and shared cultures in the light of Gospel Values. Many students come from homes and families where education is highly regarded and valued. Students are encouraged and supported to achieve their full potential. All children are treated equally and given equal opportunity in their educational and extracurricular activities. We currently have 15 students enrolled who are from an Indigenous background.

Curriculum implementation

Curriculum overview

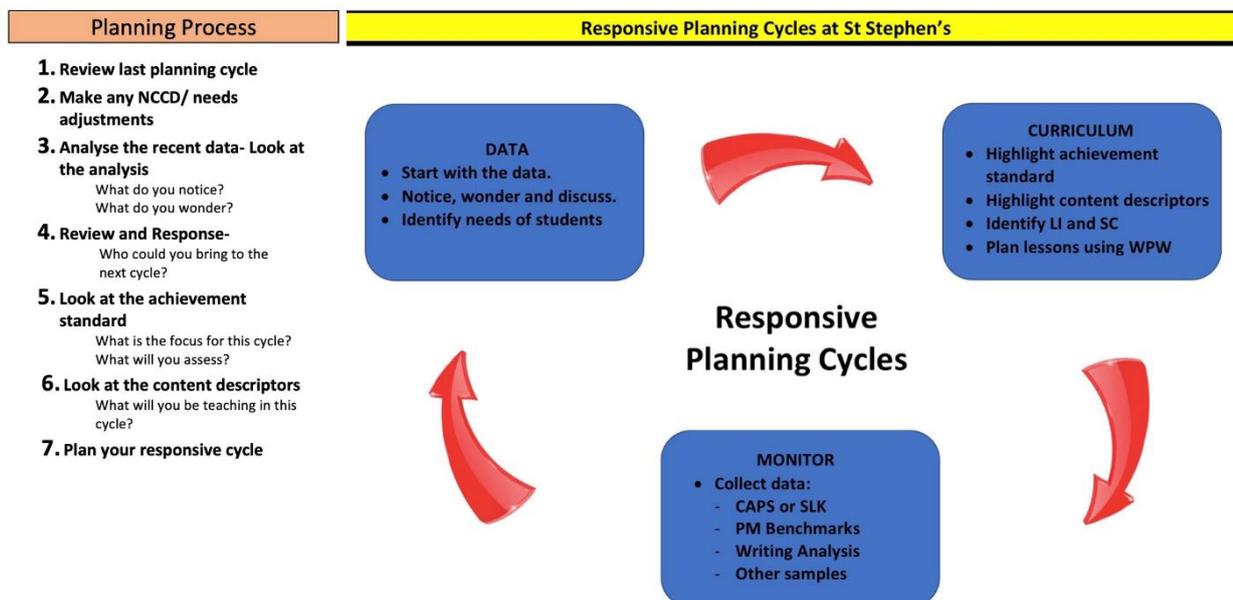
Contemporary and Collaborative Learning at St Stephen's enables students to access the curriculum in a flexible, collaborative way which develops their critical thinking, enquiry skills and communication skills. It also provides opportunities for differentiation where students of all learning levels can progress in their learning. Contemporary and Collaborative Learning provides access for students to a number of teachers throughout each day, who can each cater to various learning styles while benefiting from the strengths of multiple teachers.

Working in a Contemporary and Collaborative Learning approach allows us to differentiate more effectively so that we may cater to the individual needs of all our learners. It also provides our teachers with the opportunity to work within the 4Cs model on a daily basis. Our human resources support this collaborative approach. Our teachers and students work regularly with our Learning Enhancement Teachers, EALD teacher, School Officers and the Leadership team, to ensure that excellent learning and teaching occurs daily at St Stephen's.

St Stephen's School provides learning from the BCE Religious Education and P-10 Australian Curriculum in the following areas:

Curriculum Area	Organisation
Religion	Taught by classroom teachers collaboratively across P-6
English	Taught by classroom teachers collaboratively across P-6
Mathematics	Taught by classroom teachers collaboratively across P-6

Curriculum Area	Organisation
Science	Taught by classroom teachers collaboratively across P-6
HASS	Taught by classroom teachers collaboratively across P-6 <ul style="list-style-type: none"> • Strands of HASS taught in P-2 are History and Geography • Strands of HASS taught in Yrs 3 and 4 are History, Geography and Civics and Citizenship • Strands of HASS taught in Yrs 5 and 6 are History, Geography, Civics and Citizenship, Economics and Business.
Health and Physical Education	Health component of HPE curriculum is taught by classroom teachers collaboratively across P-6 Physical Education component is taught by a Specialist Physical Education teacher across P-6, 3 days a week.
The Arts	The Visual Arts and Media Arts strands are taught by classroom teachers collaboratively across P-6. The Music, Dance and Drama strands of The Arts curriculum are taught by classroom a Specialist Arts teacher across P-6
Technologies	Taught by classroom teachers collaboratively across P-6
Languages (LOTE)	Spanish (LOTE) is taught by a Specialist LOTE teacher across P-6, 3 days a week.



Our Primary Learning Leader offers a Literacy information session with our Pre-Prep families each year. This occurs in Term 3 each year. These sessions provide parents with information about how they can support their child's literacy skills before they commence Prep.

The Primary Learning Leader and Support Teacher: Inclusive Education attend Responsive Planning Cycles, every 3 weeks during the first two hours of the day. This ensures that teachers are planning effectively using the Australian Curriculum and student learning data, so that we are being responsive to the needs of our students.

Extra-curricular activities

Saint Stephen's supports extra-curricular activities to ensure we nurture and develop the whole child and allow each individual the opportunity to find their strengths and grow in confidence and skill. Activities offered throughout 2021 included:

- Service to community: Participation in the St Stephen's Choir, Anzac Day performance at Carrington Aged Care Facility by the Choir, Anzac Day March, Emmanuel City Mission Visit, QCMF St Stephen's Choir
- Instrumental Music lessons – Creative Kids
- Lions Club Soccer Program
- AFL Program
- St Stephen's Run Club offered by the PE teacher
- Chess Club run once a week by an external company – Chess Mates
- QC Cup Netball Competition – 2 teams entered
- Futsal Competition – 3 teams entered
- Involvement in the St Thomas Moore Interschool Sport Program – Term 2 Year 5&6
- St Stephen's Got Talent – Talent Show featuring students from the school.

How information and communication technologies are used to assist learning

All students in Years 4-6 participate in the 1:1 Device program, where students are given an iPad, Apple pen and Apple keyboard to use at school and at home for all learning areas. During the school day, these students engage in learning through the use of apps such as OneNote and Teams. Many teachers use the 'Apple Classroom' app to monitor student engagement.

In Years 2 and 3, all students have access to an iPad for all learning areas at school. They use many apps such as OneNote and Teams. In Prep and Year 1, students have access to iPads and laptops. Students use apps such as Reading Eggs, Math Seeds, Bug Club, Book Creator and several others.

Social climate

Context

St Stephen's School operates in a contemporary collaborative learning environment where the focus is on student engagement, growth, differentiation and positive behaviours. Operating in this manner allows for staff and students to collaborate on a daily basis, fluidity of learning groups ensures students reach their full potential, short cycle planning and regular opportunities for teachers to meet and discuss student progress, analyse data and conduct student testing ensure our staff know their students well and can accommodate them and their needs accordingly. Having several teachers in the room at all times throughout the day ensures students have a number of adults to seek help should they need it.

Safe Supportive Environments

This help extends beyond that of their learning where students are told and shown photos many times throughout the year about Student Protection Contacts, or that they can talk to an adult of their choosing when they feel unsafe. St Stephen's also employs a Guidance Counsellor on a 7 day fortnight to assist students who are struggling with social, emotional and mental issues. As part of best practice, the school conducts fortnightly Well-being meetings with the Well-being Team (Principal, AP, APRE, PLL, STIE, GC) to discuss students who may not be coping in the classroom either academically or socially as well as offering a Wrap Around session on the alternate week to discuss those students who we have been monitoring as a Leadership Team, particularly those who may be on behavioral plans, vulnerable or displaying behaviours different to their peers.

To cater for our EALD community, we employed an EALD teacher 5 days a week to assist with learning and teaching of students who have English as a second language. The EALD teacher liaised with parents and teachers to ensure we were catering for the needs of our students. The EALD teacher worked with students who needed extra support in their speaking and listening skills, reading and comprehension as well as writing.

The school operates a Buddy Program between the Year 6 and Prep students. This program helps to build relationships and ensure our Prep students feel safe and welcomed when coming to St Stephen's School.

In Term 4, the Primary Learning Leader offers parent information sessions for our parents who will be joining the school community the following year when their children commence Prep. This program assists parents with useful knowledge and skills about how to read and engage their child/ren in the reading process.

In 2021, St Stephen's School updated its Bullying Policy. Input was given by staff, Leadership Team and The School Board. The policy aligns with PB4L, a positive behaviours program embedded within the school.

There are many ways the parent community can feel safe and supported within the school. Our parent prayer group is offered weekly along with invitations for masses and liturgies that are being celebrated within the school (outside of COVID restrictions). The Parents and Friends Association holds term meetings to gather parent voice as well as to organise community events that will benefit the school. All parents are invited and welcome to attend.

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	98.3%
School staff demonstrate the school's Catholic Christian values	96.5%
Teachers at this school have high expectations for my child	90.3%
Staff at this school care about my child	97.5%
I can talk to my child's teachers about my concerns	93.2%
Teachers at this school encourage me to take an active role in my child's education	88.1%
My child feels safe at this school	95.8%
The facilities at this school support my child's educational needs	93.2%
This school looks for ways to improve	91.2%
I am happy my child is at this school	89.4%

BCE Listens Survey - Student satisfaction

Performance measure	
Percentage of students who agree# that:	2020
My school helps me develop my relationship with God	95.2%
I enjoy learning at my school	89.0%
Teachers expect me to work to the best of my ability in all my learning	94.2%
Feedback from my teacher helps me learn	92.2%
Teachers at my school treat me fairly	86.4%
If I was unhappy about something at school I would talk to a school leader or teacher about it	75.3%
I feel safe at school	86.4%
I am happy to be at my school	88.2%

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	90.2%
School staff demonstrate this school's Catholic Christian values	87.5%
This school acts on staff feedback	67.5%
This school looks for ways to improve	90.2%
I am recognised for my efforts at work	75.6%
In general students at this school respect staff members	97.6%
This school makes student protection everyone's responsibility	97.5%
I enjoy working at this school	90.0%

'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

St Stephen's school is a Catholic educational community where parents are recognised as the primary educators of their children. With this in mind, St Stephen's School employs multiple initiatives and programs to involve and prioritise families in their child's education. The following are some examples:

- Parent Volunteer Program
- Cohort Blogs (Weekly information regarding the learning in the classroom. Weekly Homework instructions)
- Communication tools such as the Parent Portal, The School Newsletter, emails and families are invited to all of our assemblies
- Parents are invited to all Liturgies and Masses
- Parent/Teacher Interviews at least twice a year and Formal reporting twice a year
- Celebration of Learning Evenings

St Stephen's School is dedicated to engaging with the local community. Below are some examples of community organisations the school has partnerships with:

- Carrington Aged Care
- Sunnybank RSL
- Acacia Ridge St Vincent De Paul
- Catholic Mission
- Emmanuel City Mission
- Our Lady of Fatima and Our Lady of Lourdes parishes and schools

- Local Indigenous (Yagara) elders
- AJ's Sports Centre and Parkinson Aquatics
- Local and state members
- Local Cafés
- The Algester Lions Club.

The school hosts a Marketta each year where local businesses are invited to share their business with the community.

The school initiates meetings with parents of students with identified needs regularly. IEP and LP meetings are conducted to collaborate and consult with parents about the adjustments and supports within the school as well as the interventions that their child will receive.

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.

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.

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	33	19
Full-time Equivalents	32.2	11.7

*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	4
Graduate diploma etc.**	0
Bachelor degree	29
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:

- Mathematics (Whole school PD on Pupil free days in January and CTJ, Teacher Learning Communities, twilight staff meeting in Term 3)
- Student writing goals (Whole school PD on Pupil free days in January, PLL during planning sessions with teachers)
- Dispositions (Whole school PD on Pupil free days)
- Quality Assessment (Whole school PD on Pupil free days, Teacher Learning Communities, PLL during planning sessions with teachers)
- Spelling (PLL during planning sessions with teachers).

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	95.8%

Proportion of staff retained from the previous school year

From the end of the previous school year, 92% 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	94.4%
Attendance rate for Aboriginal and Torres Strait Islander students at this school	93.5%

Average attendance rate per year level			
Prep attendance rate	94.1%	Year 4 attendance rate	94.7%
Year 1 attendance rate	94.5%	Year 5 attendance rate	95.6%
Year 2 attendance rate	93.5%	Year 6 attendance rate	95.3%
Year 3 attendance rate	93.3%		

*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

The following procedures are in place to manage and support student attendance at St Stephen's School:

- Class rolls are marked electronically every morning and afternoon
- Students who arrive late or leave early are electronically checked in / out at the front office and a personalised slip is printed as a record their names and times in register at front office
- A BLINK text is sent to parents if there is an unexplained absence identified by our system
- Unexplained absences for more than 2 days results in communication with parents to support student attendance. Communication is via telephone and/or email.

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.



The screenshot shows a search bar with the placeholder text "Search by school name or suburb". To the right of the search bar are three dropdown menus labeled "School sector", "School type", and "State". A magnifying glass icon is located to the right of the "State" dropdown.

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.



The screenshot shows a navigation menu with several items: "School profile", "NAPLAN" (which is highlighted with a dropdown arrow), "Attendance", "Finances", "VET in schools", "Senior secondary", and "Schools map".

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.