Principal’s Foreword

Introduction

St Brendan's is a co-educational Prep to Year 7 Catholic primary school, located at Moorooka, in Brisbane's south.

Brisbane Catholic Education census figures in February 2012 indicated that 137 students were enrolled at the school. St Brendan’s School staff are committed to providing quality holistic and inclusive education based on Christian values.

This 2012 Annual Report on St Brendan's School, contains important information that addresses State and Commonwealth legislative requirements.

This information is drawn from a wide range of areas across the school community and provides a sense of the unique and very special educational environment that exists at St Brendan's School.

School Profile

St Brendan's Primary School is a Catholic school administered through Catholic Education, Archdiocese of Brisbane.

Coeducational [✓] or Single Sex [☐]

Year levels offered: Primary [✓] Secondary [☐] P-12 [☐]

Total student enrolments for this school 137

Total Enrolment 137 Girls 53 Boys 84
Characteristics of the student body

The characteristics of the student body, which is drawn from the South Brisbane area, at St Brendan's School are unique, in that there exists a rich cultural diversity and some interesting associated statistics.

Twenty different nationalities exist amongst the 137 students enrolled at St Brendan's School. The 137 students come from 86 families, approximately 40% of which are from African refugee background.

English is a second language for many of the students at St Brendan's School, with over 50% of students coming from an ESL background.

As well, there are 12 students enrolled at St Brendan's (approximately 10% of the student body) who have been verified with special needs. These verification categories include Autism, Intellectual Impairment, Speech Language Impairment, Physical Impairment, Hearing Impairment and Social/Emotional Disorder.

With the central location of Moorooka in South Brisbane, students transition to a variety of Catholic, independent and government secondary schools upon the completion of Year 7 at St Brendan’s.

Our distinctive curriculum offerings

The curriculum at St Brendan’s School is based on the Brisbane Catholic Education Learning Framework. This framework directs the school’s educational activity and resonates with the Vision and Mission of St Brendan’s School. The beliefs that underpin learning at St Brendan’s are articulated in the framework i.e.

* Each person is created in the image and likeness of God;
* Every person is a life long learner;
* Every learner is in some respect like all others, like some others, like no other.

In the context of this framework, St Brendan’s provides quality, holistic, inclusive, Catholic education.

Distinctive curriculum offerings in 2012 include:

* Prayer, worship and liturgy as components of the religious life of the school;
* Specialist teachers for Music, HPE and LOTE (Japanese - Year 5, 6 and 7);
* Student Leadership;
* Watson's Road, Circle Time, Rock and Water (pro-activity for physical/social/emotional interaction);
* Choir;
* Gardening;
* Sports carnivals with local primary schools, i.e. Cross Country, Swimming, Athletics;
* Swimming lessons (Terms 1 and 4);
* Dance (Dance Fever);
* Cultural celebrations;
* Sewing.
Extra curricula activities

St Brendan's offers an Instrumental Music Program and a Music Extension Program in which a variety of musical instruments are taught. These lessons are held each week. Homework Club occurs each Wednesday afternoon for students who require additional assistance with set homework tasks. The club is organised and supervised by school staff.

St Brendan's provides an Outside School Hours Care Facility (OSHC) that is highly valued by many of our families. OSHC is available morning and afternoon on each school day. At this facility a variety of activities are offered for student participation, including music, dance, sports, games and art/craft. Opportunities are always sought to celebrate the cultural diversity that exists within the St Brendan's School community. Exciting, organised student centred activities to celebrate Harmony Day (March) and World Refugee Day (June) are arranged.

New extra curricula opportunities are continually being considered/sought.

How Information and Communication Technologies are used to assist learning

Information and Communication Technologies (ICTs) are seen as vital for being embedded and integrated into the learning and teaching environment. Importantly, the technology plan for St Brendan's School is constantly being discussed and updated in consultation with the school's technician, school staff, Board members and relevant Brisbane Catholic Education personnel.

The receipt in 2012 of a Special Resource Grant (SRG) of over $20 000 from Brisbane Catholic Education (BCE) enabled the purchase of a variety of ICT hardware at St Brendan's. This technology resource acquisition was an excellent complement to the wireless network, teacher and student laptop, iPad and data projector purchases that had previously been made. As well, separate BCE Resource Enhancement and Learning Enhancement funds allowed for the further purchase of ICT resources.

At St Brendan's School, when discernment processes occur surrounding prospective ICT purchase, a conscious effort is made to acquire ICT resources that are able to be literally 'placed in the hands' of students to assist their learning. We believe that this direct engagement with ICTs allows best for its necessary embedding and integration into the learning and teaching environment. Importantly, this operational model allows opportunity for students to involve themselves in effective reciprocal teaching, where students successfully learn from each other through formal and informal educational mentoring.

St Brendan's teachers are highly proficient at optimising school ICT resources to engage in the online nature of the new Australian Curriculum and to utilise the plethora of supporting online resources. Targeted ICT professional learning is provided to all teaching staff.

Social climate inclusive of pastoral care and our response to bullying

The St Brendan's School community values the positive social climate that exists amongst its members and there are many factors that contribute. Care for the individual is evident within the school community and this is greatly assisted by our smaller numbers compared to other schools. Each school community member is known by name and this generates warmth and friendliness. At St Brendan's we value diversity and build inclusive practices that counter bullying behaviour, which draws serious consequence.

We seek to build a life-giving community through the establishment of positive relationships, effective communication and supportive networks for all members of the school community. Outside of the academic realm, St Brendan's staff focus on the explicit teaching of processes and structures that have been adopted within the school to assist in building social/interpersonal competency and capability amongst students. Specific behaviour teaching and school wide positive behaviour support have also been key elements in maintaining the school's positive social climate.
Parent, student and teacher satisfaction with the school

A wide variety of evidence suggests that a high level of satisfaction exists with the school amongst St Brendan’s School community members. Clear lines of communication are prioritised at the school and this allows for important information to flow freely. Parents and carers are encouraged to make teachers their first point of contact with any issues of concern, before speaking with relevant administration staff if necessary. Parents and carers have expressed satisfaction with the approachability of staff. The existence of a bilingual aide, an ESL teacher and an Inclusion Support teacher, has greatly assisted in opening lines of communication between the school and its many refugee, ESL and verified student families.

Over a number of years, the school has had a stable teaching staff with a high attendance rate. This strongly suggests that the school’s teachers experience a true sense of vocation at St Brendan’s.

Student attendance rates are pleasingly high and again, this suggests enjoyment of school life for them.

Parent involvement in their child’s education

Each year, parents and carers are involved in a process to discern action plan strategies for St Brendan’s, in partnership with the school’s leadership team. In 2012, these student centred strategies reflected the Vision and Mission of the school and articulated the aspirations of the wider school community. These strategies, and school achievements from the previous year, were reported to the school community.

The Parents’ and Friends’ Association and School Board, provide excellent avenues for all forms of parent/carer consultation and involvement. The monthly meetings for these groups provide an excellent opportunity for the principal to formally report on school life, and for parents and carers to provide feedback, request further information, and suggest and support initiatives within the school.

Regular formal and informal contact with the school is encouraged by parents/carers, who are promoted and valued in our school community as the first educators of their children.

Staff Profile

<table>
<thead>
<tr>
<th>Workforce Composition</th>
<th>Teaching Staff</th>
<th>Non-teaching Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Headcounts</td>
<td>18</td>
<td>11</td>
</tr>
<tr>
<td>Full-time equivalents</td>
<td>11.7</td>
<td>4.9</td>
</tr>
<tr>
<td>Indigenous</td>
<td></td>
<td>0</td>
</tr>
</tbody>
</table>

Qualifications of all teachers

<table>
<thead>
<tr>
<th>Highest level of attainment</th>
<th>Percentage of teachers and leaders at the school attaining this level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Doctorate</td>
<td>0</td>
</tr>
<tr>
<td>Masters</td>
<td>23</td>
</tr>
<tr>
<td>Post Graduate Diploma/Certificate</td>
<td>32</td>
</tr>
<tr>
<td>Bachelors Degree</td>
<td>36</td>
</tr>
<tr>
<td>Diploma/Certificate</td>
<td>9</td>
</tr>
</tbody>
</table>


Expenditure on and teacher participation in Professional Learning

The total funds expended on teacher professional learning in 2012 was $8,370.
The major professional development initiatives were as follows:

- Australian Curriculum implementation;
- Literacy and Numeracy;
- Focused curriculum planning;
- Religious Education;
- ICT;
- School Wide Positive Behaviour Support;
- Leadership and External School Review;

School Income by Funding Source

School income broken down by funding source is available via the My School website at http://www.myschool.edu.au/.

To access our school income details, click on the My School link above. You will then be taken to the My School website with the following:
‘Find a school’ text box.

Where it says ‘Search by school name’, type in the name of the school you wish to view, and select <GO>.
Read and follow the instructions on the next screen; you will be asked to accept the Terms of Use and Privacy Policy before being given access to the school’s My School entry web page.

School financial information is available by selecting ‘School finances’ in the menu box in the top left corner of the school’s entry web page.

Average staff attendance rate

The staff attendance rate was 96.79% in 2012.

Proportion of staff retained from the previous school year

From the end of the 2011 school year, 100% of staff were retained by the school for the 2012 year.

Key Student Outcomes

**Whole School Attendance Rate** | 95.0 %
---|---
Prep Attendance Rate | N/A
Year 1 Attendance Rate | 96.2 %
Year 2 Attendance Rate | 97.6 %
Year 3 Attendance Rate | 90.1 %
Year 4 Attendance Rate | 93.5 %
Year 5 Attendance Rate | 98.5 %
Year 6 Attendance Rate | 95.3 %
Year 7 Attendance Rate | 96.6 %
Policy and practice to manage student attendance

Policy and practice in the management of student attendance in 2012 continued with use of Brisbane Catholic Education’s electronic online methodology through a student administration system named eMinerva. In using this system, classroom teachers are required to mark the student attendance roll both morning and afternoon.

It is a requirement that parents/carers inform the school via written note or phone call as to the reason why a student is absent from school. This is to be provided to the school as soon as is practicable after the absence.

If a student is absent for 3 consecutive school days, a phone call is made to a parent/carer by the relevant teacher or a designated member of the leadership team. This practice is undertaken to check that all is well with the family and ascertain the reason for the prolonged absence.

Student Achievement – NAPLAN for Years 3, 5, 7

National Assessment Program – Literacy and Numeracy (NAPLAN) results – our reading writing, spelling, grammar and punctuation, and numeracy results for the relevant years.

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the relevant years are available via the My School website at http://www.myschool.edu.au/.

To access our NAPLAN results, click on the My School link above. You will then be taken to the My School website with the following

‘Find a school’ text box.

Where it says ‘Search by school name’, type in the name of the school whose NAPLAN results you wish to view, and select <GO>’. Read and follow the instructions on the next screen; you will be asked to accept the Terms of Use and Privacy Policy before being able to access our NAPLAN data.