Principal’s Foreword

Introduction

All Queensland schools are required to publish information for parents and the community about their reporting processes. This mandatory school reporting is intended to provide parents, staff, students and the community with meaningful information about schools. At St Stephen’s School, it is our policy to comply with these government requirements. We endeavour to do this in a clear and comprehensive manner. The information which follows addresses each of these requirements.
Characteristics of the student body

St Stephen’s School is a Brisbane Archdiocesan Catholic co-educational primary school. Our families are drawn from Algester, Parkinson, Calamvale, Sunnybank Hills, Drewvale and other nearby suburbs. The school commenced operations in 2004 with an enrolment of 94 students ranging from Preschool to Year 3. In 2012, our enrolment increased to 457 children with students from Prep to Year 7. According to our master plan, the school will eventually grow to become a three-stream primary school (P – 6) catering for approximately 520 children.

On the completion of their primary school education, the majority of our students continue their schooling at St Thomas More College, Sunnybank, Our Lady’s College, Annerley or Clairvaux MacKillop College, Upper Mt Gravatt.

Our distinctive curriculum offerings

Our educational program draws from current curriculum programs which are responsive to the spiritual, social, emotional, physical, academic, creative and cultural developmental needs of our students. National and state approved documents are used across the school, with particular emphasis given to the Australian Curriculum.

We plan for both student-directed and teacher-directed learning experiences which are meaningful, active, play-based, flexible, integrated, challenging, open-ended and responsive to the needs, interests and potential of each individual.

A variety of teaching and learning strategies are used so that we can cater for the needs of individuals. We strive to develop the learning styles and higher order thinking skills of our students through the use of a variety of pedagogical approaches and frameworks, including "Bloom's Taxonomy", Gardner's "Multiple Intelligences" and Edward de Bono's "Six Thinking Hats". In planning for student learning, an inquiry or investigative approach is used by teachers to develop the curriculum intent throughout and across domains of learning.

In addition, upper primary teachers work together to present a middle schooling approach to education which serves to provide support for the differing needs of learners, as well as preparation for the practices and routines of secondary school.

Unique to the school is a purpose built centre for education in science and environmental learning - "Sheepstation Gully Environmental Learning Centre". A science specialist teacher conducts lessons on a weekly basis. In accordance with the Brisbane Catholic Education Guidelines, we aim to build "foundations for learning which are life long and life giving".
Extra curricula activities

Extra-curricular activities include:
• private instrumental and keyboard lessons;
• band;
• junior and senior choirs;
• interschool sports (swimming, netball, basketball, cross country, athletics, Futsal and softball)
• whole school musical

How Information and Communication Technologies are used to assist learning

The following strategies were implemented to integrate ICLT into school life:

• Staff professional development plans included ICLT knowledge and teaching skills;
• Staff were supported in their use of ICLT through specialist ICLT support teacher;
• Curriculum plans were identified where technologies were used as a learning tool;
• Staff were provided with opportunities to perform practical ICLT administration;
• Students had regular access to the ICLT network;
• Students used ICLT as part of their learning; e.g. by blogging and by podcasting,
• Students were encouraged to use ICLT during homework and for assignments;
• Students published works on the school website and
• Class blogs were published by students and their teachers.
• Interactive whiteboards are used to engage students and enhance learning;
• Workshops offered for teachers on the use of interactive whiteboards.

Social climate inclusive of pastoral care and our response to bullying

St Stephen’s School's supportive learning environment has been developed through the many positive interactions between students, staff, parents and the wider community. Our students are encouraged to look beyond their own cultural context to develop an understanding of the lives of people in other communities,
Children are involved in pastoral care and community activities such as:
• buddy groups (established between the Years 6 & 7 classes and our Prep classes).
• Program Achieve, i.e. "You Can Do It!" Prep - Year 7
• class and school liturgies and masses
• our annual St Vincent de Paul Christmas Appeal and
• our annual support for specified particular mission projects
• celebrating ANZAC and Remembrance days in partnership with our local RSL branch
• the development of a partnership with RSL Carrington Retirement Village
Parent, student and teacher satisfaction with the school

Parents and staff members have been invited to contribute their thoughts about the school through:
- annual and summative validation surveys;
- school vision and mission statement surveys;
- various surveys published throughout the year via the weekly newsletter;
- monthly Parents and Friends meetings;
- weekly staff meetings;
- monthly School Board meetings;
- parent/teacher interviews;

Feedback from parents, staff and students regarding the progress of our new school has been very positive. Parents and staff are supportive of the school and this feedback has been thoughtful and constructive. Feedback has been taken into consideration when school planning has occurred.

Parent involvement in their child’s education

At St Stephen's School, we seek to develop and sustain positive partnerships in our community to enhance student learning. We have a tradition of parent involvement and collaboration. Parent involvement in children’s education and the general life of St Stephen’s School is both highly valued and crucial to a team approach in working together for the education of each child. This involvement ranges from direct assistance in classrooms, e.g. classroom and excursion helpers through to organising and assisting at working bees and class and school social activities. Parent/Teacher Interviews, at which time teachers report to parents on the progress of students, are scheduled twice each year, at the end of Terms 1 & 3. Written reports are sent home at the end of Terms 2 & 4. There is a “Showcase Evening” in Term 2 where parents can come and view students’ work in classrooms. Parental involvement is welcomed and encouraged. Our school is enhanced by the active participation of parents and staff volunteers.

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>33</td>
<td>17</td>
</tr>
<tr>
<td>Full-Time equivalents</td>
<td>25.9</td>
<td>9.5</td>
</tr>
<tr>
<td>Indigenous</td>
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<td>0</td>
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Qualifications of all teachers

<table>
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<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>
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<tr>
<td>Masters</td>
<td>22</td>
</tr>
<tr>
<td>Post Graduate Diploma/Certificate</td>
<td>11</td>
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<tr>
<td>Bachelors Degree</td>
<td>64</td>
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<tr>
<td>Diploma/Certificate</td>
<td>3</td>
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Expenditure on and teacher participation in Professional Learning

The total funds expended on teacher professional learning in 2012 was $46,474.

The major professional development initiatives were as follows:

- School Wide Positive Behaviour Program
- Student Welfare: "Program Achieve"
- Life - Brisbane Catholic Education's Learning Management System
- Gifted and Talented Project
- Australian Curriculum Implementation: - Mathematics

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 96.7% 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

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<tr>
<th></th>
<th>Whole School Attendance Rate 87.1%</th>
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<tbody>
<tr>
<td>Prep Attendance Rate</td>
<td>N/A</td>
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<tr>
<td>Year 1 Attendance Rate</td>
<td>90.1%</td>
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<tr>
<td>Year 2 Attendance Rate</td>
<td>88.2%</td>
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<tr>
<td>Year 3 Attendance Rate</td>
<td>86.7%</td>
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<tr>
<td>Year 4 Attendance Rate</td>
<td>91.4%</td>
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<tr>
<td>Year 5 Attendance Rate</td>
<td>78.9%</td>
</tr>
<tr>
<td>Year 6 Attendance Rate</td>
<td>80.2%</td>
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<tr>
<td>Year 7 Attendance Rate</td>
<td>86.6%</td>
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Policy and practice to manage student attendance

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 must record their names and times in the register at the front office;
• The school will contact parents when there are unexplained absences.

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.

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