School Name: St Agnes Mt Gravatt
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Contact Person: Rick Sheehan

Principal’s Foreword
Introduction

St. Agnes is a wonderful faith community of learners within the Catholic tradition with a committed professional staff and very engaged parents. The school is situated 10 kms from Brisbane CBD at the base of Mt. Gravatt (Kaggar Mabul- Land of the Echidna). We are respectful of the Indigenous history of Kaggar Mabul and we honour the early pioneers of the area and the original community that established the school in 1962 under the leadership of Fr. Rosenskjær and the Sisters of St. Joseph (Mary Mackillop Sisters). We belong to the Holland Park/Mt Gravatt Parish.

Our touchstone for our vision and practice is the Gospel of Jesus practised through the St Agnes Way of awareness, respect, cooperation, safety and active learning. This permeates the way we do things, particularly the relationship between student and student, staff and students and parents.

Students who are enrolled from Prep have a wonderful introduction to school life through a very supportive, engaging and developmentally friendly environment and learning experiences. For the last 2 years we have nurtured the group of learners who will be leaving for secondary at the end of 2014 as a community of learners learning together within a middle schooling philosophy. Each year the school community participates in processes to reflect on our practices and to establish new goals for the year.

School Profile

St Agnes 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: 405

Total Enrolment: 405 Girls: 231 Boys: 174
Characteristics of the student body

Our students come from a range of socio-economic and cultural backgrounds, though predominantly middle class with very supportive families. Education is highly valued in the community. In addition most students would participate regularly in a sporting club and or the Arts such as instrumental music, dance or speech and drama. There are many opportunities both within the school for extra curriculum activities and through clubs in the local area. Every second year the school produces a musical for all students in Years 4 - 7.

On the whole students enjoy taking responsibility for their learning and become very committed especially when learning and learning contexts are negotiated with them. This has been enhanced through visible learning. There are a range of opportunities within the school for students to display leadership and responsibility. Two examples of this are through our buddy program and our senior leadership program. Students respond well to our leadership program in the upper school and combined with our middle schooling philosophy develop a range of specific skills for today and in preparation for their secondary schooling.

Being a school within the Catholic tradition, Religious Education and the religious life of the school is a high priority and students participate in a range of rituals and prayer and develop their capacity to take active roles. In addition students take initiatives to be involved in outreach and service activities. The school is well resourced with technology and students utilise technology as a tool for learning on a daily basis. There is a focus on becoming digital citizens of the 21st century.

Our distinctive curriculum offerings

Teachers are currently engaged in implementing the Australian Curriculum. In the last 3 years the priority has been on English, Mathematics, Science and History. Last year there was a strong focus on Mathematics, particularly on developing the proficiencies. The proficiency of reasoning was the focus for Consistency of Teacher Judgment process. There is a clear priority for embedding the capabilities and cross curricula perspectives within the Australian Curriculum.

One of our current goals is to ensure that the social/emotional capabilities within the Australian Curriculum permeate the broader curriculum of the school. We also have a strong focus on the cross curricula perspectives. In particular, the Asian perspective has been a priority for many years including the teaching of Mandarin. There have been elements of sustainability within the broader curriculum e.g. our Travel Smart program, No Dig Garden, and activities within Echidna Grove, our environmental area. In 2013 there was a whole school focus on waste reduction within the school.

We have been very conscious of weaving the Indigenous perspective through the wider curriculum and this will become a future priority within our curriculum development.

Being a school within the Catholic tradition Religious Education is a high priority. Teachers have engaged in a process of renewal within this curriculum area and this is evident in the teaching of religious education.
Extra curricula activities

In addition to the prescribed curriculum the school offers a range of extra curricula activities including a well developed instrumental program, dance, speech and drama, choir, and flexible sporting opportunities such as netball, cross country, tennis and in addition many local clubs offer workshops after school such as AFL, soccer, and touch football. Local community groups access our facilities outside school hours to give students the opportunity to experience other sports. The school facilities such as oval, netball and basketball courts, tennis court, undercover area and hall allow for such opportunities. Every second year the school performs a musical involving every child in Years 4 -7. Our Outside School Hours service which is on site offers an interesting range of activities to engage students both before and after school as well as during vacation care.

How Information and Communication Technologies are used to assist learning

Information and Communication Technology is embedded in the teaching and learning process. Each learning area has access to an interactive whiteboard which has become a significant teaching tool for teachers. Classes have access to laptops with an ever increasing ratio of laptops to students. In addition there is an increasing number of I Pads available for use. These were introduced initially to support early years learning and for students with learning difficulties. A special project has been supporting the teaching of Mandarin through the use of I Pads. This has been a highly successful innovation. Professional Learning in ICLT has been a priority, not only in the use of ICLT for teaching and learning, but also in the storing and accessing student data. In the past 12 months teachers and students have been exploring digital learning spaces as a way of accessing new learning and collaborating in learning.

This continues to be a priority for school renewal both for students and teachers.

Social climate inclusive of pastoral care and our response to bullying

There is a strong sense of well being and pastoral care in the school. Processes are in place to support teachers, students and parents in the pastoral care of students. Guidance counsellors support teachers and parents in the pastoral care of students. They also provide professional learning for teachers in pastoral care. St Agnes has adopted the School Wide Positive Behaviour Support (soon to be Positive Behaviour for Learning) process in order to support the wellbeing of all students. This supports the St Agnes Way, a touchstone for the way we relate to each other and support each other as a faith learning community.

There are clear processes in place for responding to anti-social behaviour including bullying. The behaviour policy has been renewed and the Anti Bullying Policy is in process of being renewed. All students are supported in this process through positive role models and an emphasis on developing social emotional capacities.
Parent, student and teacher satisfaction with the school

From anecdotal evidence and surveys there is strong satisfaction with and engagement in the school from parents, students and teachers. Students are very happy to come to school and seek to be involved. There is a sense that they are actively engaged in their learning. There is very supportive feedback from parents and the parent classroom network is indicative of that satisfaction. There are a number of processes in place to support parents in their first year at St Agnes beginning from the Prep interview and the orientation morning. Parents have a range of opportunities to meet with teachers and to build community with other parents.

There are a number of opportunities, both formal and informal, for parents to engage with teachers over the achievements of their child.

Parent involvement in their child’s education

Parents and grandparents are involved in their child’s education on a daily basis. Each day we have parents, grandparents and the wider community involved with students in assisting their learning. The Support - a- Reader program is one example of the engagement on a daily basis. Parents are also welcomed as classroom helpers, assisting on excursions and on special events e.g. sporting. Many parents assist teachers to organise sporting, cultural and prayer activities.

In addition there is a strong Parents and Friends Association with a number of committees to support the development of the school. The School Board has a significant advisory role for the renewal of the school.

Parents are very committed to ensuring their children have the opportunity of a quality education in a welcoming and supportive atmosphere.

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>27</td>
<td>15</td>
</tr>
<tr>
<td>Full-time equivalents</td>
<td>22.9</td>
<td>8.5</td>
</tr>
<tr>
<td>Indigenous</td>
<td></td>
<td>nil</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>4%</td>
</tr>
<tr>
<td>Masters</td>
<td>18%</td>
</tr>
<tr>
<td>Post Graduate Diploma/Certificate</td>
<td>29%</td>
</tr>
<tr>
<td>Bachelors Degree</td>
<td>34%</td>
</tr>
<tr>
<td>Diploma/Certificate</td>
<td>11%</td>
</tr>
</tbody>
</table>
Expenditure on and teacher participation in Professional Learning

The total funds expended on teacher professional learning in 2013 was $.___.
The major professional development initiatives were as follows.

Significant professional learning was devoted to implementing the Australian Curriculum, particularly understanding the curriculum, the capabilities and the cross curricula perspectives. Particular attention was given to the reasoning proficiency in Mathematics. In 2013 all teachers engaged in an action learning project focusing on a specific aspect of their pedagogy. This was in collaboration with external consultants. Teachers also were supported in implementing aspects of Visible Learning within their classes.

Teachers were also supported in developing their capacities for inclusive education, particularly for those students with special needs or learning difficulties.

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 96.5% in 2013.

Proportion of staff retained from the previous school year

From the end of the 2012 school year, 100% of staff were retained by the school for the 2013 year.

Key Student Outcomes

<table>
<thead>
<tr>
<th>Whole School Attendance Rate</th>
<th>96%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prep Attendance Rate</td>
<td>N/A</td>
</tr>
<tr>
<td>Year 1 Attendance Rate</td>
<td>95%</td>
</tr>
<tr>
<td>Year 2 Attendance Rate</td>
<td>96%</td>
</tr>
<tr>
<td>Year 3 Attendance Rate</td>
<td>95%</td>
</tr>
<tr>
<td>Year 4 Attendance Rate</td>
<td>96%</td>
</tr>
<tr>
<td>Year 5 Attendance Rate</td>
<td>96%</td>
</tr>
<tr>
<td>Year 6 Attendance Rate</td>
<td>95%</td>
</tr>
<tr>
<td>Year 7 Attendance Rate</td>
<td>96%</td>
</tr>
</tbody>
</table>
Policy and practice to manage student attendance

There are several ways in which parents can inform the school of a child’s absence such as the absentee phone line, e-mail, or note to teacher. Children’s attendance is recorded twice daily and reason for absence if known is recorded. If a child is absent for more than 2 days without any notification then the parents are contacted. If a child has a pattern of absences without any explanation parents are contacted for further discussion.

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/.

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