St Catherine’s School was founded by the Presentation Sisters in 1973 and through the inspiration of Nano Nagle, the school has continued to grow in its mission to provide education in a spirit of outreach to the marginalised.

Our Staff is a highly committed professional group of educators who continually strive for best practice, innovation and creativity. St Catherine’s offers a broad based inclusive curriculum with a range of opportunities and experiences that foster the growth of the whole student. We pride ourselves on the spirit that can be found in our students, staff and parents.

Our School Covenant guides all that we do here at St.Catherine’s. Please take the time to read through it and become familiar with our philosophy and values.

This report covers school activities for the 2013 school year and includes information on Annual Achievements, School Goals, Attendance rates and NAPLAN results.
Characteristics of the student body

St Catherine's is a suburban school with a total enrolment of 503 students from Prep to Year 7. The students at St Catherine's come from a range of cultural backgrounds including Chinese, Italian, Greek, Russian, Thai, Hungarian, Vietnamese and of Anglo Saxon descent.

Whilst we are a Catholic School, an element of our population includes students from other Christian faiths such as Lutheran, Anglican, Greek Orthodox.

St Catherine's has 19 students verified with a disability under Federal Government guidelines and support measures are in place for each student.

There are students who are in the care of the State of Queensland, students where English is not their first language and students with illnesses and allergies that require particular support measures.

Our students are proud of their school and work together to create an atmosphere of peace and enjoyment.

Our distinctive curriculum offerings

St Catherine's School offers opportunities for students to be involved in all Learning Areas. The school has dedicated staff who strive for excellence and plan units of work from the Australian Curriculum, Early Years Curriculum Guidelines and Years 1 -10 Queensland Studies Authority Syllabus documents.

Specialist teachers in Music, Visual Arts, LOTE and Physical Education are also part of our staff. Additionally, each unit is designed to achieve outcomes based on the roles for Lifelong Learning:

• Reflective, Self-directed Learner
• Quality Producer
• Designer and Creator
• Active Investigator
• Leader and Collaborator
• Community Contributor

In 2012, St Catherine's School has an Inclusive Education program that caters for a number of students with disabilities and learning difficulties. The Classroom and Support Teachers plan for students with special needs to achieve outcomes according to syllabus documents and the development of the individual child.
Extra curricula activities
The St Catherine’s Co-curricular programme includes:

• Dance Fever
• Swimming
• Interschool sport – Netball, T-Ball, League Tag, Volleyball, Football, Cross Country, Athletics, AFL
• Basketball programme
• Instrumental Programme – Strings, Piano and Concert Band
• Speech & Drama
• Technology club
• Chess Club
• Choir

How Information and Communication Technologies are used to assist learning
We believe that ICLT opens the world to learners and has the potential to make certain tasks easier and more meaningful and has the potential to assist us in our roles as teachers and learners

• ICLT is embedded in everything we do in the classroom
• ICLT should always be linked to a real purpose
• The role of the teacher in ICLT is as a facilitator. There is no need for the teacher to be an expert
• ICLT can be an effective tool for linking home and school as a tool for sharing information
• Effective PD is that which occurs during or just prior to implementation
• The use of ICLT should be enjoyable for all involved
• ICLT provides a powerful means for individuals to reflect on learning
• A core challenge of ICLT is to understand, accept and cope with ongoing change
• ICLT provides a context for both individual and group learning

In 2013, St Catherine’s continued an iPod Touch and an iPad program in the school. The aim of the program is to strengthen Teacher confidence and competence with the devices and to open student’s minds to the educational value of these devices. Digital Citizenship has also been a focus for our school. We believe it is imperative that today’s students use technology responsibly. Our Year 5 students all have their own iPads which are used to support their learning at school and at home.

Social climate inclusive of pastoral care and our response to bullying
The school has Guidance Counsellor whose role is to assist students and families with emotional needs. The social climate of the school is based on our School Covenant and has a strong focus on social justice.

The school employs a Resilience Program titled “Positive People” which focuses on building confidence and strategies for dealing with issues such as anxiety and bullying. The School’s Behaviour Support Plan also outlines our approach to dealing with issues like this.

Many opportunities exist for our school community to come together, such as:
• Welcome BBQ & Bushdance
• Liturgies & Assemblies
• Covenant Night – Celebration of Learning
• Annual Fete
• Special school events
• Winter and Summer Music Concerts
• Christmas Concert
• Sport Carnivals
• Social gatherings organized through Class Reps Network
Parent, student and teacher satisfaction with the school
In the 2013 St Catherine’s Parent Survey over 90% of our families reported that they supported the school’s philosophy and approach to Social Justice Issues. There was strong support amongst parents for the Staff’s Engagement and Participation in School Activities. There was overwhelming support for how the school and parent partnerships operate and there was adequate support for the school’s engagement with outside agencies. The parents strongly agree with the school’s management of ICLT’s, its Equity and Stewardship and the decisions made regarding Budgeting and Finance. Parents report that our focus on curriculum was evident in student work.

Parent involvement in their child’s education
Family participation and involvement is encouraged in a broad range of school and faith activities. These include: classroom and excursion activities, intra and inter-school sporting activities and competitions, learning support activities, tuckshop roster, working bees, Parents and Friends, School Board and other representative committees, Fundraising and social activities, Sacramental program for Reconciliation, First Eucharist and Confirmation and other Parish events and activities, School Liturgies, Outreach activities (ie fundraising or services for charities), Pastoral assistance (ie practical support to families)

### 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>34</td>
<td>21</td>
</tr>
<tr>
<td>Full-time equivalents</td>
<td>28.22</td>
<td>11.33</td>
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<tr>
<td>Indigenous</td>
<td></td>
<td>1</td>
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### 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>
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</thead>
<tbody>
<tr>
<td>Doctorate</td>
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<tr>
<td>Masters</td>
<td>12</td>
</tr>
<tr>
<td>Post Graduate Diploma/Certificate</td>
<td>3</td>
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<tr>
<td>Bachelors Degree</td>
<td>20</td>
</tr>
<tr>
<td>Diploma/Certificate</td>
<td>5</td>
</tr>
</tbody>
</table>
Expenditure on and teacher participation in Professional Learning
The total funds expended on teacher professional learning in 2013 was $48000.
The major professional development initiatives were as follows:
- Internal School Review
- Health & Physical Education
- Catching Fire - Spirituality
- Literacy & Numeracy
- Criteria Based Assessment
- Religious Education
- Assessment & Reporting
- National Curriculum
- Inquiry Approach to Learning (English)
- Teacher Observation
- Professional Sharing and Evaluation
- ICT for support History, Literacy, Numeracy
- and Science
- Teacher Librarian Development
- Support Teacher Development
- Teacher Aide PD on Autistic Spectrum Disorder
- Behaviour Support
- Digital Citizenship, iPads in the classroom
- Contemporary Learning

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 97.72% in 2013.

Proportion of staff retained from the previous school year
From the end of the 2012 school year, 98% of staff were retained by the school for the 2013 year.

Key Student Outcomes

| Whole School Attendance Rate | 95 % |
| Prep Attendance Rate         | N/A  |
| Year 1 Attendance Rate       | 94 % |
| Year 2 Attendance Rate       | 96 % |
| Year 3 Attendance Rate       | 95 % |
| Year 4 Attendance Rate       | 96 % |
| Year 5 Attendance Rate       | 96 % |
| Year 6 Attendance Rate       | 95 % |
| Year 7 Attendance Rate       | 93 % |
Policy and practice to manage student attendance

In 2013, St Catherine’s used an electronic Roll Marking system. Students were accounted for twice daily and parents are sent an SMS message if their child is absent without explanation.

Families obtain written consent from the Principal for extended term time 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.

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.