St Stephen’s School Board
Annual Report
for 2011
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About St Stephen’s

St Stephen’s is a co-educational primary school administered by Brisbane Catholic Education located in the suburb of Algester. St Stephen’s School was opened in 2004 and currently has over 460 students from Prep to Year 7.

Principal: Mr Steve Taylor

Vision
To empower our students, staff and members of our school community by providing opportunities for them to nurture their educational and spiritual development, so that they may make a lifelong contribution to the benefit of society.

Mission
At St Stephen’s School, learners are engaged in and empowered by a challenging, relevant and holistic curriculum, within a positive and respectful Catholic environment.

Introduction
St Stephen’s School Board oversees and manages a range of tasks such as the development of school Vision and Mission statements, establishing priorities and goals, approving plans, setting budgets and school fees, writing policy directives, reviewing performance and providing advice.

Our primary objective is to achieve the above Vision and Mission statements by successfully addressing the following 8 key priorities.

1. Religion and Spirituality
2. Student Learning Outcomes
3. Student Support
4. Staff Support
5. Partnerships and Relationships
6. Information, Communication and Learning Technologies
7. Resourcing
8. Renewal and Quality Assurance

Several years ago the board approved a Strategic Renewal Plan 2007-2011 to help manage the 8 key priorities. Goals, strategies and indicators of success have been set for each priority.

This annual report is a School Board report on the activities of the school over the last twelve months (ending 31 December 2011) and looking ahead to 2012. The report informs the school community about the activities of the school and how they link to the 8 key priorities and each relevant goal set out in the Strategic Renewal Plan. In addition the report includes a message from the principal and a comprehensive financial report on the school’s finances.
A Message from the Principal

The 2011 school year began with the Brisbane floods as a backdrop. What a shame to see so much of our beautiful city under water. Although Algester was not in the flood zone, several of our families were affected because their places of work were flooded. As well, the homes of several members of staff were inundated. In accordance with our Catholic ethos, it was important that our school offer its support. I would like to think that the practical assistance we provided helped these families to recover from this devastating event.

In 2011, our school served as a building site for much of the year. Looking back, it’s hard to know how we managed our growing school with such disruptions. The construction site for our new hall, which was funded using our Building the Education Revolution grant, was right in the middle of the school. Looking back, we can now appreciate the benefits of this new facility and the hardships endured during its construction can be dismissed. It is certain that our new hall, which was officially opened in November by Mr Craig Emerson, MLA and Minister for Trade, will prove to be a vital resource as we continue to provide a high quality education to our students.

In addition to the completion of the hall project, Sheepstation Gully Environmental Learning Centre was also completed. This new science facility, constructed under the Commonwealth’s “Local Schools Working Together” Program and shared with Algester State School, is unique in all of Queensland and perhaps Australia. This new facility will be officially opened in 2012 but the students were able to use the centre towards the end of 2011. We were fortunate to have a skilled science teacher, Louise Hoey, employed on a part time basis from the start of 2011. Her role is to support classroom teachers in their planning and delivery of the new Australian Science Curriculum. Our students will be the long term beneficiaries of this wonderful new centre, as they will have regular hands-on opportunities to learn about science.

Other improvements to our infrastructure included the laying of artificial turf in the Prep area and the installation of sound field systems in four classrooms. It’s part of the role of the School Board to ensure that such improvements that will benefit our students on an ongoing basis are considered and able to be afforded.

2011 was also a year for curriculum change across the country, with elements of the new Australian Curriculum rolled out. Our school appointed a part time Curriculum Resource Teacher (CST), Lisa Cannon, to ensure that the task of implementing the new English, Maths and Science curriculums was carried out effectively. This is an ongoing task and our teachers are on track in their delivery of the new curriculum to our students.

As a Catholic community, we celebrated our faith on many occasions last year during school liturgies, masses and other celebrations, including St Stephen’s Day. We also sponsored the St Vincent de Paul Flood Relief Appeal, supporting the victims of the Brisbane floods and Cyclone Yasi, as a significant component of our outreach program to the wider community. I congratulate Veronica Kearney, our APRE, for the important leadership role that she played in supporting the faith life of our school.

Our staff team grew to meet the new enrolment demands of 2011 and I would like to thank each member of the St Stephen’s School staff team. Our team is made up of a group of highly effective educators who work collaboratively to provide a solid educational foundation for our students, within a safe environment. I take this opportunity to thank all members of our school staff team for their work last year.

Many of our graduating Year 7 students had commenced their primary education at St Stephen’s in Prep during the first year of our school’s operation. These students had the opportunity to participate in our first trip to Canberra, an educationally-based visit to our nation’s capital. Year 7 students also climbed the Story Bridge, a rite of passage for our senior class. Kathryn Dawson and Sula Fernando continued the standard for outstanding school captaincy and they will be remembered with pride. Two Year 7 awards were introduced last year, i.e. the Academic Excellence Award (awarded to Morgan Lynch) and the Community Spirit Award (awarded to Zarlee McNamara). These new awards were announced, along with the Boy and Girl Sportsmanship Awards (awarded to Sula Fernando and Natasha Gagel), at a special assembly held during the last week of the school year.
Some of the successes of 2011 included the attainment of second-place, with honours, by our inaugural Tournament of Minds (TOM) team at the Queensland State TOM Finals. Our sporting teams were similarly successful. In particular, our Senior Girls Futsal team went on to achieve success at the state level. During the year, our students competed on an inter-school basis in swimming, Futsal, cross country, netball, soccer, Oz Tag, athletics, rugby and basketball. Band and choir members successfully competed at the Catholic Schools and Colleges Music Festival. It’s the variety of these opportunities that gives our students the chance to learn new skills and become well-rounded individuals.

Many parents assisted during the year in the learning activities and special events of the school. Still others helped in practical ways through working bees or other similar activities. In 2011, the school community organised its first Spring Fair, a huge task that required a solid commitment from parents. Under the leadership of Stacey Sutton, the Spring Fair was a huge success, as a fundraiser and a community-builder. From a financial perspective the P&F was able to purchase new interactive whiteboards for our classrooms using the profit from the Spring Fair; a wonderful outcome.

Other highlights of the year included the Anzac Day March and commemorations, our Spanish Fiesta Day, Under 8s’ Day, the Showcase Evening, St Stephen’s Day, the Book Week Open Day, the inaugural Spring Fair and our end-of-the year Christmas Concert. We were also able to congratulate our Adopt-a-Cop, Sergeant Kylie Doyle at a special assembly following her receipt of the Regional Adopt-a-Cop Award. We appreciate Sergeant Kylie’s concern for our school and her involvement in life at the school. Her commitment to organising parent and student sessions on Cyber Bullying helps to keep our students safe.

A new initiative for the year was the inaugural School Engagement Evening at which time the staff were able to highlight the work that has gone into the development of our school and its curriculum. The School Engagement Evening gave parents an opportunity to provide feedback through the School Renewal process regarding our direction in specific component areas. The success of this evening has led to its inclusion on the calendar for 2012.

The active participation of parent volunteers on the School Board and the Parents and Friends Committee is appreciated. I would like to thank both of these groups for the important and positive contributions they make to our school community. In particular, I would like to thank the elected leaders of these two bodies, James Robertson, our School Board Chairman and Nicole Vanderburg, our P & F President. Their positive input and collaborative leadership were important factors leading to the success of the school year.

Thanks to everyone who willingly contributed their time to help meet the many needs of the school during the 2011 school year. The spirit shown by stakeholders in our school is a sign of the healthy state of our community and an indicator for a promising future.

Steve Taylor
Principal
**Religion and Spirituality**

St Stephen’s school is centred on living out Gospel values within the Catholic faith tradition.

<table>
<thead>
<tr>
<th>Goals for Religion and Spirituality</th>
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<tbody>
<tr>
<td>1. Provide a Catholic environment that delivers a range of religious and spiritual experiences within the school</td>
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<tr>
<td>2. Demonstrate Christian Values</td>
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</table>

**Religious and Spiritual Experiences**

A range of religious and spiritual experiences were offered to students and the broader community throughout 2011 and will continue to be offered in 2012. They include:

- Celebrating liturgies and masses, in accordance with special feast days and events
- Regular visits by our Parish Priests to celebrate whole school and class liturgies
- Celebrating the seasons of the Church, particularly Christmas and Easter
- Supporting the Sunnybank Parish Sacramental Program
- Visits to St Stephen’s Cathedral
- Regularly scheduled staff prayer sessions
- Implementing the “You Can Do It!” program to promote emotional resilience
- Providing resources that enhance the meaning and experience of classroom liturgies

Religious celebrations and prayer occur in the classroom, staff room, assemblies and on special occasions such as Holy Week, prior to Easter and Advent, the season leading up to Christmas. The range of experiences provides an opportunity for the whole community to participate together.

In 2012, a sacred space will be built to facilitate year level liturgies.

**Demonstrating Christian Values**

Part of St Stephen’s School Vision is for students, as well as the whole school community to *make a lifelong contribution to the benefit of society*. The learning and demonstration of Christian values by our students will help realise this Vision.

A Christian atmosphere of love and care is promoted throughout the school and a number of activities demonstrated Christian values in 2011:

- 2011 Mission Project was dedicated to victims of the Brisbane Floods and Cyclone Yasi
- Several thousand dollars, goods and food items were donated by the school community to St Vincent de Paul and the Cairns Archdioceses to provide much needed help to those who suffered from the Brisbane Floods and Cyclone Yasi
- Support was provided to staff in order that they could be involved in the “Catching Fire” Program, a program that supports the spiritual development of Brisbane Catholic Education staff.

St Stephen’s will continue to facilitate community actions that benefit our society.
Student Learning Outcomes

Successful student learning outcomes help to demonstrate that St Stephen’s School is achieving its Vision, which is to *empower students by providing opportunities for them to nurture their educational development so that they may make a lifelong contribution to the benefit of society.*

Each day our Mission is to *engage and empower learners with a challenging, relevant and holistic curriculum, within a positive and respectful Catholic environment.*

<table>
<thead>
<tr>
<th>Goals for Student Learning Outcomes</th>
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<tbody>
<tr>
<td>1. Provide students with a relevant and holistic* curriculum.</td>
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<tr>
<td>2. Provide an excellent standard of education delivery that is contemporary, professional and effective.</td>
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<tr>
<td>3. Develop high quality literacy and numeracy programs that will equip children with the necessary building blocks for their future education.</td>
</tr>
<tr>
<td>4. Support the successful transition of students through their educational growth paths i.e. early years, junior years, middle years and transitioning to secondary school.</td>
</tr>
<tr>
<td>5. Provide parents and caregivers with high quality assessment reporting on the progress of their children’s educational and personal development.</td>
</tr>
</tbody>
</table>

*The term holistic refers to a range of areas, which encompass the academic, spiritual, social, emotional and physical development of children.

Relevant and Holistic Curriculum

The school’s educational program is centred on an outcomes-based curriculum which is responsive to the spiritual, social, emotional, physical, academic, creative and cultural developmental needs of our students.

Key Learning Areas include:

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<tr>
<th>Religious Education</th>
<th>Health &amp; Physical Education</th>
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<tbody>
<tr>
<td>English</td>
<td>The Arts</td>
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<tr>
<td>Mathematics</td>
<td>L.O.T.E. - Spanish</td>
</tr>
<tr>
<td>Science</td>
<td>Technology</td>
</tr>
<tr>
<td>Studies of Society &amp; the Environment</td>
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</tbody>
</table>

Strategies include:
1. Performing regular reviews of curriculum implementation to ensure continuous improvement and refinement
2. Utilising the skills, experience and resources of Brisbane Catholic Education (BCE)
3. Developing professional relationships with other organisations to enhance the curriculum provided by the school and to provide additional activities that support learning outcomes for children.
4. Supporting teachers in their investigations into the new Australian Curriculum
5. Developing a program for Sheepstation Gully Environmental Learning Centre in collaboration with Algester State School

In 2011:
- A Vision of Learning was completed
- The new Australian Curriculum for English, Maths and Science was introduced.
- Partnerships with other organisations were continued in 2011 providing additional educational opportunities for students. For example Creative Kids’ provides instrumental lessons and is developing the school band.
- The construction of Sheepstation Gully Environmental Learning Centre was completed.

2012 will see the new Australian Curriculum continue to be rolled out, the full use of Sheepstation Gully and its Science program, and a new Music program that introduces a musical instrument to all Year 4 students.
**Education Delivery**

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

While the teachers at St Stephen’s are highly qualified and experienced they are provided with a variety of training opportunities to maintain their high skill levels and knowledge of contemporary teaching methods.

Strategies include:

- Providing targeted and effective staff professional development opportunities that ensure pedagogical skills are continuously updated;
- Providing a work environment that supports mentoring, collaboration and the sharing of professional skills and experience

Strategies are continuously implemented from one year to the next.

**Literacy and Numeracy Programs**

Providing students with good literacy and numeracy skills is a priority at St Stephen’s. These skills are the “foundations for learning which are lifelong and life-giving”.

Strategies include:

- Developing Literacy Plans for Early, Middle and Senior Primary Years;
- Maintaining the outcomes from our partnership with University of Queensland in exploring the improvement of spelling
- Continuing with the development of a St Stephen’s Numeracy Plan
- Investigating NAPLAN results and the results of other standardised tests to improve curriculum delivery

In 2012, results from standardised tests such as TORCH, PAT Maths and NAPLAN will be reviewed to improve existing programs.

**Transitioning through Educational Growth Paths**

St Stephen’s supports students in their transition through Early, Middle and Senior Primary Years by implementing the following strategies:

- Integration of Prep students into school routines
- In-house training that targets student transitions
- Established links with local Catholic high schools

St Stephen’s and St Thomas More College are working together to benefit families with children attending both schools. Families can look forward to discount building levies and bus transportation between the schools.

**Assessment Reporting**

St Stephen’s provides reports to parents and caregivers on the progress of their children’s educational and personal development. Reporting strategies include:

- Comprehensive portfolios and reports for each student;
- Three-way interviews with parent/caregiver, student and teacher
- Communicating mandatory reporting requirements to parents and caregivers via the newsletter, the web and Parent Information nights.

Activities related to Assessment & Reporting include:
1. Consistency of Teacher Judgment (CTJ) practices;
2. Regular reviews of the school’s report format;
3. Regular updates of the school’s web page;
4. Regular meetings of class teachers and parents (formal and informal) to discuss needs and performance.
Student Support

St Stephen’s provides a range of support services and programs to students to develop their social skills, to engage them more effectively and to help students and families during times of emotional and financial stress. St Stephen’s is an inclusive school and endeavours to help all students.

Goals for Student Support
1. Provide students with life skills that will help their social development;
2. Assist students with diverse needs;
3. Provide a safe place for students to learn and interact; and

Social Development

For a number of years, the school has implemented the “You Can Do It” Program to teach all students essential social skills that will help them develop resilience, i.e. to get along, be organised, be confident and be persistent. Staff members have been given professional training in the program, which is implemented in and outside the classroom.

A leadership program has been implemented for Years 6 & 7 students to teach students more about personal responsibility and to prepare them for the challenges they will face in life.

Assisting Students with Diverse Needs

A range of strategies has been implemented to assist students with diverse needs:

- Where possible and appropriate, additional resources are provided to encourage students with diverse needs to participate successfully in school life;
- Buildings and facilities are designed to cater for children with physical disabilities;
- Staff are provided with relevant training to assist students with diverse needs; and
- Individual Education Plans are developed for students who need specific assistance.

A Support Teacher – Inclusive Learning (ST-IE) and a Guidance Counsellor implement these strategies according to BCE guidelines. In 2011, our ST-IE was employed full time.

Providing a Safe Place to Learn and Interact

St Stephen’s students maintain a reputation for good behaviour and respect within the local community. The school has an Anti-Bullying Policy, which is closely aligned with the aims of the You Can Do It Program.

St Stephen’s School is proactive in maintaining high behaviour standards. A Behaviour Management Policy deals with behavioural issues quickly and thoroughly. Teachers are provided with specific training in behaviour management.

Emotional and Financial Support

Strategies implemented to support families emotionally and financially include:

- Availability of a Guidance Counsellor
- Help for families experiencing financial hardship is available in special circumstances
- The school’s “You Can Do It” Program teaches children the skill of resilience
Staff Support

Supporting staff to enable them to work in the best interests of the students is essential for the school to be successful in reaching its Vision and carrying out its daily Mission.

**Goals for Staff Support**

1. Provide good leadership and effective management and administration;
2. Ensure that staff work as an effective team; and
3. Encourage and facilitate staff professional development.

**Leadership, Management and Administration**

St Stephen’s School operates under the umbrella of BCE which provides substantial financial and administrative support to our school through its management of federal and state subsidies and grants.

The principal is responsible for ensuring the school is managed within the framework provided by BCE. Although the school works within a specified framework, educational and management decisions are made at the school level, within the constraints of the school budget.

While the principal is accountable for the overall performance of St Stephen’s, the principal works in partnership with teachers, support staff, the School Board and the P&F.

Staff involvement is encouraged particularly when developing policies, guidelines, programs and procedures. Regular team meetings are held to keep staff informed and to have discussions that include a variety of views and observations.

In 2010, the School Board approved Policy Directives for each of the 8 key priorities identified earlier in this report. The directives provide high level instructions/expectation to the Principal from the school community. The principal can establish his/her own operational policies and procedures without the approval of the Board, providing they are consistent with the Policy Directives.

**Teamwork**

St Stephen’s School provides a work environment that supports mentoring, collaboration and the sharing of professional skills and experience.

All staff members are responsible for promoting a socially cohesive work environment. Staff members’ achievements are recognised amongst peers and senior staff members provide school induction to new staff members.

**Staff Professional Development**

All staff members undertake performance reviews and have individual professional development plans.

Staff members are provided with external professional development opportunities and in-house courses/seminars. In addition, staff members are expected to participate in intra and inter school moderation workshops.

A number of staff members have participated in BCE’s Leadership Development Program, since our school first opened in 2004.

State and National recognition for high standards in delivering educational services were achieved by:

- Ms Louise Hoey (Science) – nominated by the Science Teachers’ Association of Queensland as Queensland’s entrant to the 2012 BHP Billiton Science Teacher Awards in Melbourne
- Mr Steve Taylor (Principal) - one of 40 principals from around Australia selected to participate in the “Leading Australia’s Schools” Program in Melbourne
- Ms Veronica Kearney (Assistant Principal, Religious Education) was selected by Brisbane Catholic Education to be one of 14 APRE’s to visit an internationally renowned Catholic Religious Education conference in Los Angeles, USA.
Partnerships and Relationships

A successful school needs to maintain a range of partnerships and relationships.

### Goals for Partnerships and Relationships

1. To have an effective partnership and relationship between school and home;
2. To maintain a strong relationship with the local parish and help connect the parish to the community;
3. To develop and maintain professional relationships that improve student learning; and
4. To build other partnerships and relationships that will support the school community.

Partnerships and Relationships between School and Home

The most important partnership and relationship that we can have is between school and home. Strategies in place include:

- Supporting and promoting the P&F association;
- Maintaining an effective School Board (made up of staff members and school parents) to assist with strategic decision-making;
- Promoting home-school partnerships and opportunities for parents and carers to volunteer; and
- Developing opportunities for parents to be trained as support personnel in the attainment of curriculum goals.

The school facilitates information evenings on a range of topics, such as education, cyber-safety and parenting advice. For parents and caregivers who want to be involved in the school, they are given a warm welcome and are provided with training and support.

St Stephen’s is also fortunate to have both an active and successful P&F Association and School Board.

Relationship with the Local Parish

St Stephen’s School has a strong relationship with the Acacia Ridge and Sunnybank Parish. The parish priest and assistant pastor make regular visits to our school to conduct mass, liturgies and help celebrate our achievements. The school supports the Our Lady of Lourdes Parish Sacramental Program and a variety of other Parish activities. Veronica Kearney, APRE, is a member of the Parish Pastoral Council, as a parishioner and as a representative of our school.

Professional Relationships to Improve Student Learning

St Stephen’s School maintains good relationships with professional organisations affiliated with the school and is ready to develop new relationships. Current professional relationships maintained by the school include associations with:

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<thead>
<tr>
<th>Brisbane Catholic Education</th>
<th>Queensland Education Department</th>
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<tbody>
<tr>
<td>Universities</td>
<td>Creative Kids</td>
</tr>
<tr>
<td>Algester State Primary School</td>
<td>St Thomas More College</td>
</tr>
<tr>
<td>Clairvaux MacKillop College</td>
<td>Catholic Primary Schools</td>
</tr>
<tr>
<td>Centacare/Outside School Hours Care</td>
<td>Education Specialists</td>
</tr>
</tbody>
</table>

A new relationship with the University of Southern Queensland has been established to support the use of Sheep Station Gully Environmental Education Centre.

Partnerships and Relationships that Support the School Community

St Stephen’s School seeks to maintain relationships with the broader community that are mutually beneficial, such as associations with:

<table>
<thead>
<tr>
<th>Brisbane City Council</th>
<th>Federal, State and locally elected representatives</th>
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<tbody>
<tr>
<td>Queensland Police (Adopt-a-Cop)</td>
<td>Carrington RSL Retirement Centre</td>
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<tr>
<td>Little Athletics</td>
<td>Lions Club and other community organisations</td>
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<tr>
<td>Local residents and businesses</td>
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Information, Communication and Learning Technologies

Information, Communication and Learning Technologies are an essential element for any contemporary school. These technologies are part of everyday life and are now integrated in school life.

<table>
<thead>
<tr>
<th>Goals for Information, Communication and Learning Technologies</th>
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<tbody>
<tr>
<td>1. Provide a network for IC&amp;LT that is accessible throughout the school and that meets school education and administration needs;</td>
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<tr>
<td>2. Ensure that teachers and staff are proficient in knowledge and application of IC&lt;</td>
</tr>
<tr>
<td>3. Support students to be competent in the use of IC&lt; and</td>
</tr>
<tr>
<td>4. Maintain a school website that promotes St Stephen’s School and that provides families, students and the broader community with important information and messages.</td>
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IC&LT Network

Network strategies include:

- Maintaining a school IC&LT plan for ongoing network maintenance and development;
- Engaging external expertise to maintain and develop the network;
- Establishing a wireless network across the school; and
- Enabling all teachers to have network access in their classrooms and the library.

The schools IC&LT network is maintained by external contractors and is continuously developed thanks to a commitment from the School Board to put aside a set amount of funds for this purpose each year.

Integrating IC&LT in School

The following strategies have been implemented to integrate IC&LT into school life:

- Staff professional development plans include IC&LT knowledge and teaching skills;
- Staff were supported in their use of IC&LT through the employment of a mentor IC&LT teacher during Terms 2 & 3;
- Curriculum plans identify where technologies can be used as a learning tool;
- Staff are provided opportunities to perform practical IC&LT administration;
- Students have regular access to the IC&LT network;
- Students use IC&LT as part of their learning;
- Students are encouraged to use IC&LT during homework or assignments;
- Students publish works on the school website; and
- Class blogs to be published by students and their teachers.

In 2011, with the help of the P&F, St Stephen’s purchased 6 interactive whiteboards and in 2012 further purchases will be made.

St Stephen's Website

The St Stephen’s School Website is continuously being reviewed and improved to promote the school and to provide important information to the school community. The school employs Web Design consultant and our staff maintain the published information.
Resourcing

Obtaining sufficient resources for the school is challenging and, once obtained, they need to be carefully managed to ensure they are used to their full potential.

<table>
<thead>
<tr>
<th>Goals for Resourcing</th>
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<tbody>
<tr>
<td>1. Provide effective planning to ensure school resources are sufficient for current and future requirements;</td>
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<tr>
<td>2. Provide a high standard of education with equitable school fees and levies;</td>
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<tr>
<td>3. Ensure that sound financial management practices underpin the management of school resources; and</td>
</tr>
<tr>
<td>4. Provide a safe environment for all who work, learn and visit at the school.</td>
</tr>
</tbody>
</table>

Capital and Maintenance Plans

St Stephen’s School has been built in accordance with a Master Plan. In 2011, we saw the construction of the Multi-purpose hall, out-side hours school care, tuckshop, uniform shop and Sheep Station Gully Environmental Centre. In addition a new deck was added to the Library. Work has now begun on the final block of buildings at the top of the school.

The planning focus will now shift from building core infrastructure to maintaining the excellent facilities now in place. While the school has a number of maintenance contracts for basic services, a more thorough plan will be developed to meet the future maintenance needs of the school.

School Fees and Levies

Towards the end of each year, the School Board’s Finance subcommittee reviews the school’s financial position, expected student numbers, income, and expenditure before drafting a budget for the new school year. In addition, the subcommittee submits a draft fee structure to the full Board for their consideration.

After careful consideration the Board approves a final budget and fee structure for the following year. School parents make up the majority of Board members and represent the diverse nature of families at the school. Decisions always balance the need for more resources against the need to keep fees affordable.

Financial Management Practices

The following strategies have been implemented to ensure the school has sound financial management practices:

- Obtain expert financial advice by appointing a financial advisor and utilising Brisbane Catholic Education expertise;
- Develop sound policies and internal controls to manage monies and other school resources;
- Develop and publish an annual school budget and report financial performance to the school community annually.
- Endeavour to access grants through the government and/or other bodies.

In 2011, the school was again successful in obtaining a number of grants and sponsorships, e.g. L.J. Hooker, Algester’s sponsorship of the Year 7 Story Bridge Climb.

Providing a Safe Environment

St Stephen’s School has implemented a Workplace, Health and Safety Program that involves preventative measures, training and reporting to ensure our school remains a safe environment. The school’s Workplace Health and Safety Officer (WHSO) is regularly updated on WH&S requirements and communicates these to staff members in an efficient and effective manner.
Renewal & Quality Assurance

The Board with the help of the school community has established a range of goals to be achieved by St Stephen’s. These goals are articulated in our Vision and Mission statements, Policy Directives and Strategic Plans. Essentially, the goals represent the expectations of the school community, that is, expectations of parents, children, staff and volunteers. The Principal, his team, and with the help of the whole community, try to achieve those goals.

The role of Renewal and Quality Assurance is twofold. Firstly, the Board needs to evaluate how well the school is performing. Secondly, the Board needs to ensure the broad goals articulated in the various statements and plans still represent the expectations of the current school community. By using self assessment we can determine how well we are performing against community expectations and the results provide an opportunity for the school to improve performance and to continuously renew itself.

Goals for Renewal and Quality Assurance

1. Develop symbolic messages that define the school;
2. Develop a 5 year Strategic Plan;
3. Establish processes that continually review and improve the school;
4. Maintain a well-established Policy Framework;
5. Provide an Annual Report on how the school is being managed to the school community

Defining the School

A number of documents exist to define St Stephen’s School, including our Vision and Mission Statements, Policy Directives, School Religious Statement, School Motto and School Song. In addition, the “Keys to Success” messages are displayed around the school.

While there are a number of religious symbols around the school, it is hoped that a significant symbol can be erected in 2012 that clearly defines our school as a catholic primary school.

Strategic Planning

The school is currently using its 2007-2011 Strategic Renewal Plan to help achieve our goals and to measure performance. The plan has 8 priorities, each with a set of goals, strategies and indicators of achievement. In 2012, a new plan will be established to take us up to the end of 2016.

School Reviews

Each year St Stephen’s conducts an internal review to identify strengths and weaknesses so that changes can be implemented to improve performance. The review is called the School Validation process and it occurs in all Brisbane Catholic Education schools. Over a five year time span all areas of school life are reviewed. Below is the current five year School Validation plan.
Small committees made up of staff and other members of the school community work together to collect performance related data, make a self-assessment, and report to Brisbane Catholic Education.

In the past, the committees have struggled to obtain feedback on performance from the school community. Traditional methods of questionnaires and surveys were time consuming to manage and responses were not always useful.

In 2011, the School Board decided to hold a Community Engagement Evening to improve the collection of performance data but also to provide an opportunity for the school community to come together and discuss various aspects of school life in an informal setting.

On the 9th of August, 2011 St Stephen’s held it’s inaugural Community Engagement Evening. Staff provided information on the activities undertaken by the school that related to the areas under review. The community was invited to review the activities, have a discussion and provide feedback. Feedback was used by the committees to complete the School Validation process.

A report on the areas reviewed during the 2011 Community Engagement Evening has been written and published on the school’s website. The report describes the school activities related to the areas under review and the feedback from the school community that identifies potential areas for improvement.

The Principal and staff may use the findings of the report to implement new strategies or modify existing ones. The key objective is to continuously review and improve performance.

**Policy Framework**

In 2011, the School Board approved a Corporate Sponsorship & Donations Guideline. There were no amendments to our Vision, Mission, Strategic Plan or Policy Directives.

**Annual Reporting**

The St Stephen’s School Board prepares an annual report at the end of each year and presents it to the P&F Association’s AGM. The report is published on the school website so the whole community can access it.
Financial Report

The operations of St Stephen’s school are funded from fees and levies charged by the school in accordance with Brisbane Catholic Education (BCE) guidelines. In addition to these charges, both recurrent and capital funding is received from the Commonwealth and State governments, via BCE, which assists in providing school resources.

The staffing provided by BCE at St Stephen’s is allocated based on student enrolments and these costs are paid directly by BCE. Any additional teaching and/or support staff required over our BCE allocation is provided and paid for by St Stephen’s and is represented in the financial information in this report.

BCE also provided (at no direct cost to the school) a wide range of services to support the curriculum, students and staff. To assist the school’s capital requirements, BCE provides access to a cost-effective financing facility through the Archdiocesan Development Fund (ADF) that allows us to build classrooms, specialised buildings such as the library, playing fields and other infrastructure.

Income and Expenditure

Any given year can have a surplus or a loss, which is generally determined by the timing of capital projects. Regardless of a surplus or loss, at the end of each year the Board ensures sufficient retained surpluses are available to cover both planned and unforeseen expenses that will occur in the future.

In 2011, while an operating surplus of $181,413 is indicated in the following Statement of Income and Expenditure, there was a timing difference for Stage 5 of the school development which resulted in the surplus being overstated by $105,507. After taking into account the capital deficit of $102,365, the actual overall position for 2011 was a deficit of $26,459. This is evidenced by the decrease in cash at bank balances @ 31/12/2011.

Retained surpluses carried over from previous years help fund the school’s maintenance programme and allow the school to continue to make improvements. A schedule of maintenance has been compiled for future years to ensure the school’s facilities are well maintained and also to assist in the development of future budgets. Improvements budgeted for 2012 include new school signage, landscaping, and oval drainage. These improvements will take place gradually over the 2012 year.

School numbers continue to increase in line with long term expectations and the school’s facilities are sufficient to meet future requirements.

The P&F, through its annual levy, has provided much needed classroom resources. Also, from the proceeds of the Spring Fair, the P&F has provided 3 electronic white boards for use within the classrooms. The P&F is also continuing to provide valuable financial support through the repayment of the oval redevelopment loan.
## Statement of Income and Expenditure

### Operating Revenue

<table>
<thead>
<tr>
<th></th>
<th>2011</th>
<th>2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Fees &amp; Levies</td>
<td>689,191</td>
<td>629,437</td>
</tr>
<tr>
<td>Other Income</td>
<td>60,363</td>
<td>18,580</td>
</tr>
<tr>
<td>Donations</td>
<td>2,448</td>
<td>14,936</td>
</tr>
<tr>
<td>Grants - Recurrent</td>
<td>1,114</td>
<td>4,178</td>
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<tr>
<td>Grants – BCE Support</td>
<td>304,065</td>
<td>91,473</td>
</tr>
<tr>
<td>Trading Operations</td>
<td>37,400</td>
<td>39,168</td>
</tr>
<tr>
<td></td>
<td><strong>1,094,581</strong></td>
<td><strong>795,773</strong></td>
</tr>
</tbody>
</table>

### Operating Expenditure

<table>
<thead>
<tr>
<th></th>
<th>2011</th>
<th>2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>Salaries &amp; Wages</td>
<td>317,535</td>
<td>172,353</td>
</tr>
<tr>
<td>Tuition Resources</td>
<td>100,537</td>
<td>117,141</td>
</tr>
<tr>
<td>Excursions &amp; Camps</td>
<td>86,024</td>
<td>51,299</td>
</tr>
<tr>
<td>Administrative Expenses</td>
<td>25,707</td>
<td>28,520</td>
</tr>
<tr>
<td>Property &amp; Maintenance</td>
<td>271,715</td>
<td>199,059</td>
</tr>
<tr>
<td>Archdiocesan Education Levy</td>
<td>111,650</td>
<td>104,510</td>
</tr>
<tr>
<td></td>
<td><strong>913,168</strong></td>
<td><strong>672,883</strong></td>
</tr>
</tbody>
</table>

### OPERATING SURPLUS / (DEFICIT)

<table>
<thead>
<tr>
<th></th>
<th>2011</th>
<th>2010</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>181,413</strong></td>
<td><strong>122,890</strong></td>
</tr>
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</table>

### Capital Revenue

<table>
<thead>
<tr>
<th></th>
<th>2011</th>
<th>2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grants – Non-recurrent</td>
<td>3,460,058</td>
<td>1,508,629</td>
</tr>
<tr>
<td>Levies</td>
<td>140,896</td>
<td>126,493</td>
</tr>
<tr>
<td>Donations</td>
<td>53,276</td>
<td>37,252</td>
</tr>
<tr>
<td>Other Income</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Grants – BCE Support</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Loans Drawn</td>
<td>156,253</td>
<td>121,116</td>
</tr>
<tr>
<td></td>
<td><strong>3,810,483</strong></td>
<td><strong>1,795,490</strong></td>
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### Capital Expenditure

<table>
<thead>
<tr>
<th></th>
<th>2011</th>
<th>2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>Property, Plant &amp; Equipment</td>
<td>3,589,725</td>
<td>1,718,333</td>
</tr>
<tr>
<td>Loan – Repayments</td>
<td>216,975</td>
<td>213,741</td>
</tr>
<tr>
<td>Loan – Interest Expense</td>
<td>106,148</td>
<td>112,329</td>
</tr>
<tr>
<td></td>
<td><strong>3,912,848</strong></td>
<td><strong>2,044,403</strong></td>
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</table>

### CAPITAL SURPLUS / (DEFICIT)

<table>
<thead>
<tr>
<th></th>
<th>2011</th>
<th>2010</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>(102,365)</strong></td>
<td><strong>(250,913)</strong></td>
</tr>
</tbody>
</table>

### NET OPERATING SURPLUS / (DEFICIT)

<table>
<thead>
<tr>
<th></th>
<th>2011</th>
<th>2010</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>79,048</strong></td>
<td><strong>(128,023)</strong></td>
</tr>
</tbody>
</table>

### Financial Position

In 2011, net assets were $11,165,945 compared to $7,782,941 in 2010, an increase of 43.47%. During the year, we saw the completion of two major projects, the hall and Sheep Station Gully Environmental Education Centre. The final stage of development for St Stephen’s School also commenced in 2011, with the construction of additional classrooms, a multi-purpose room, a Learning Support Room, and the extension of the library and library toilets expected in the first half of 2012.

For 2012, the Board has also approved the purchase of additional electronic whiteboards for classrooms, a data projector for the hall and a photocopier for use by the students and teachers. While the purchase of electronic whiteboards will be funded from the IT levy, the photocopier and data projector will be funded by a loan from the ADF.
## Statement of Financial Position

### ASSETS

<table>
<thead>
<tr>
<th>Current Assets</th>
<th>2011</th>
<th>2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cash at Bank</td>
<td>180,694</td>
<td>220,665</td>
</tr>
<tr>
<td>Receivables</td>
<td>56,664</td>
<td>54,249</td>
</tr>
<tr>
<td>Less Provisions</td>
<td>11,400</td>
<td>14,834</td>
</tr>
<tr>
<td>GST Clearing Account</td>
<td>2,621</td>
<td>2,898</td>
</tr>
<tr>
<td>LSWT Grant</td>
<td>155,555</td>
<td>50,048</td>
</tr>
<tr>
<td>General Suspense</td>
<td>1,324</td>
<td></td>
</tr>
<tr>
<td><strong>Total Current Assets</strong></td>
<td>382,910</td>
<td>313,025</td>
</tr>
<tr>
<td>Non-Current Assets</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Land</td>
<td>2,660,000</td>
<td>2,660,000</td>
</tr>
<tr>
<td>Buildings</td>
<td>10,638,626</td>
<td>7,523,355</td>
</tr>
<tr>
<td>Depreciation Buildings</td>
<td>(996,792)</td>
<td>(740,396)</td>
</tr>
<tr>
<td>Plant &amp; Equipment</td>
<td>727,965</td>
<td>610,654</td>
</tr>
<tr>
<td>Depreciation Plant &amp;Equipment</td>
<td>(501,214)</td>
<td>(463,077)</td>
</tr>
<tr>
<td>Capital Works in Progress</td>
<td>1,980,616</td>
<td>1,675,432</td>
</tr>
<tr>
<td><strong>Total Non-Current Assets</strong></td>
<td>14,509,201</td>
<td>11,265,968</td>
</tr>
<tr>
<td><strong>TOTAL ASSETS</strong></td>
<td>14,892,111</td>
<td>11,578,993</td>
</tr>
</tbody>
</table>

### LIABILITIES

<table>
<thead>
<tr>
<th>Current Liabilities</th>
<th>2011</th>
<th>2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accounts Payables</td>
<td>12,330</td>
<td>38,283</td>
</tr>
<tr>
<td>P&amp;F Levy Raised</td>
<td>5,046</td>
<td>3,354</td>
</tr>
<tr>
<td>Enrolment Deposits</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Capital Income – unexpended</td>
<td>105,533</td>
<td>62,696</td>
</tr>
<tr>
<td>Other current liabilities</td>
<td>1,000</td>
<td>3,750</td>
</tr>
<tr>
<td><strong>Total Current Liabilities</strong></td>
<td>108,084</td>
<td>108,084</td>
</tr>
<tr>
<td>Non-Current Liabilities</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Loans – Archdiocesan Development Fund</td>
<td>3,222,321</td>
<td>3,384,792</td>
</tr>
<tr>
<td>Loan - BCEC Capital Operation</td>
<td>379,936</td>
<td>303,176</td>
</tr>
<tr>
<td><strong>Total Non-Current Liabilities</strong></td>
<td>3,607,268</td>
<td>3,687,968</td>
</tr>
<tr>
<td><strong>TOTAL LIABILITIES</strong></td>
<td>3,726,166</td>
<td>3,796,052</td>
</tr>
</tbody>
</table>

### NET ASSETS

| Retained Earnings – Opening Balance | 9,524,659 | 8,179,837 |
| Result for period (refer below)     | 3,383,003 | 1,344,821 |
| Retained Earnings – Closing Balance | 12,907,662| 9,524,659 |
| Asset Revaluation Reserve           | (1,741,718) | (1,741,718) |
| TOTAL ACCUMULATED FUNDS AND RESERVES| 11,165,945| 7,782,941|

### RECONCILIATION

| Net Income & Expenditure          | 79,048   | (128,022)|
| Less Loan Drawdowns               | 156,253  | 121,116  |
| Add Principal Loan Repayments     | 216,975  | 213,741  |
| Less Depreciation                 | 294,533  | 338,114  |
| Add Asset Acquisitions            | 3,537,766| 1,718,333|
| RESULT                             | 3,383,003| 1,344,821|