School Name: St Stephen's School

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School website: www.ststephens.qld.edu.au

Contact Person: Phil Manita - Principal

**Principal's Foreword**

**Introduction**

For those of you who have chosen St Stephen's for your child/children, the enrolment of your child marks the commencement of a partnership between school and home. Together, we can work to provide opportunities for your child to experience success at school. St Stephen’s School has a commitment to fostering the spirituality and faith development of each child within our Catholic community, where all children and their families are accepted and valued for their uniqueness. We nurture and support our children in understanding God's unconditional love by providing opportunities for each child to develop a closer relationship with God. Our school community is centred on living Gospel values within the Catholic faith tradition. Our educational program is centred on the Australian Curriculum which aims to be responsive to the spiritual, social, emotional, physical, academic, creative and cultural developmental needs of your child. We plan for both self-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. In accordance with the Brisbane Catholic Education Guidelines, we aim to build “foundations for learning which are life long and life giving”. We seek to develop and sustain positive partnerships in our community to enhance learning and living.

**School Profile**

St Stephen's 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: 505  Girls: 264  Boys: 241
Characteristics of the student body

St Stephen’s Catholic Archdiocesan co-educational primary school community consists of Catholic and non-Catholic students from families in the Algester, Parkinson, Calamvale, Sunnybank Hills, Sunnybank and Drewvale communities.

The school commenced operations in 2004 with an enrolment of 94 students ranging from Preschool to Year 3.

In 2014, our enrolment increased to 497 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 525 children.

When our students have completed their primary school education, many of them continue their schooling at St Thomas More, secondary college at Sunnybank and Clairvaux MacKillop secondary college at Upper Mt Gravatt. A small number of our students attend secondary schools in the inner city suburbs.

Our distinctive curriculum offerings

Our educational programs utilise 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 including the Early Years Framework and 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.

Catering for the needs of all learners is met through the use of a variety of teaching and learning strategies. We strive to develop individuals learning styles and higher order thinking skills through the use of a variety of pedagogical approaches including Bloom’s taxonomy, Gardiner’s Multiple Intelligences and Six Thinking hats. Planning for student learning is framed in using an inquiry or investigative approach that enables 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 different 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;
• St Stephen's School band;
• junior and senior choirs;
• interschool sports (swimming, netball, basketball, rugby, cross country, athletics, Futsal, softball & T-ball);
• 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 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.
• Purchase of Interactive Whiteboards to engage students and enhance learning;
• Workshops offered for use of Interactive Whiteboards.

Social climate inclusive of pastoral care and our response to bullying

St Stephen’s School is a supportive learning environment arising from the interactions between students, staff, parents and wider community. The students, with their families and staff members, 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!” across the school.
• class and school liturgies and masses
• our annual St Vincent de Paul Christmas Appeal and
• our annual support for a particular mission project
• 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:
• School External Validation Surveys (a school review conducted after each five year period);
• 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 endeavour to develop and sustain positive partnerships in our community to
enhance student learning. We encourage the participation of parents and members of the community to
continue our 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 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 student’s work in the
classroom. 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>35</td>
<td>16</td>
</tr>
<tr>
<td>Full-time equivalents</td>
<td>30.09</td>
<td>8.67</td>
</tr>
<tr>
<td>Aboriginal and Torres Strait Islanders</td>
<td>0</td>
<td></td>
</tr>
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</table>

Qualifications of all teachers

<table>
<thead>
<tr>
<th>Highest level of attainment</th>
<th>Number of Teaching Staff (teaching staff includes school leaders)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Doctorate</td>
<td>0</td>
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<tr>
<td>Masters</td>
<td>8</td>
</tr>
<tr>
<td>Post Graduate Diploma/Certificate</td>
<td>4</td>
</tr>
<tr>
<td>Bachelors Degree</td>
<td>19</td>
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<tr>
<td>Diploma/Certificate</td>
<td>4</td>
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Expenditure on and teacher participation in Professional Learning

The total funds expended on teacher professional learning in 2015 was $45100.

The major professional development initiatives were as follows:
- Delivering Excellence in Learning and Teaching
- Visible Learning
- Life - Brisbane Catholic Education’s Learning Management System.
- Implementation of new Religious Education Curriculum
- Australian Curriculum Implementation

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.
- 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 95.89% in 2015.

Proportion of staff retained from the previous school year

From the end of the 2014 school year, 94.0% of staff were retained by the school for the 2015 year.

Key Student Outcomes

<table>
<thead>
<tr>
<th>Whole School Attendance Rate</th>
<th>95.00 %</th>
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</thead>
<tbody>
<tr>
<td>Prep Attendance Rate</td>
<td>94.00 %</td>
</tr>
<tr>
<td>Year 1 Attendance Rate</td>
<td>95.00 %</td>
</tr>
<tr>
<td>Year 2 Attendance Rate</td>
<td>96.00 %</td>
</tr>
<tr>
<td>Year 3 Attendance Rate</td>
<td>95.00 %</td>
</tr>
<tr>
<td>Year 4 Attendance Rate</td>
<td>95.00 %</td>
</tr>
<tr>
<td>Year 5 Attendance Rate</td>
<td>95.00 %</td>
</tr>
<tr>
<td>Year 6 Attendance Rate</td>
<td>93.00 %</td>
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</table>
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 register at front office;
• Unexplained absences results in communication with parents to support student attendance.

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.

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