



St Kevin's School, Benowa

ANNUAL REPORT 2018

As a Catholic community of faith, Brisbane Catholic Education inspires students with a love of learning and a heart of hope, empowering them to shape and enrich our world.

Contact information

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Vision, Mission and Values

Vision

St Kevin's Catholic Primary School envisions an environment where everyone is encouraged to develop their God-given gifts so that they may live happy and fulfilling lives based on the Gospel values.

Mission

Our mission is to strengthen the partnerships while nurturing and supporting each other as we encourage learners of all ages to shape and enrich our changing worlds by contributing their gifts for the renewal of God's creation.

Values

'Strength with Kindness' school motto

Principal's foreword

Introduction

The 2018 Annual Report presents information for reporting requirements and informs the wider community of our school's operations and achievements through the year. The report includes information on the school's profile, curriculum delivery, social climate, environmental footprint, school funding, workforce composition and student performance.

School progress towards its goals in 2018

Throughout 2018, St Kevin's invested time, resources and energy into achieving our school wide goals. The year began with a focus on building collective capacity and collaboration in teaching teams. The sessions were facilitated by Ken Avenell and helped teams to establish their protocols for working together in 2018. This complemented staff goal setting for 2018 and a focus on planning for literacy teaching.

Professional learning was provided to support the development of a strong catholic identity at St Kevin's. Staff planned and worked with the school's EO RE & APRE with a focus on enhancing catholic identity through enhanced teaching practice. Developing staff understanding of Celtic spirituality was also a priority throughout 2018. A growing awareness of staff well-being also influenced professional learning later in the year.

Staff were supported to plan and implement using the 4-week planning and assessment cycle throughout the year, successfully implementing this across the school. Staff became more engaged with the Review and Response process and cycle with the format responding to staff needs as the year progressed. Students made impressive gains in PM benchmarking achievement with many year levels achieving their annual progress goals. In Years 3 to 6, all cohorts achieved their goal for 80% of students to achieve a score of 20-24 in writing. A school behaviour plan was written and will be implemented and refined throughout 2019.

Work continued with implementation of the Facilities Master Plan. Air conditioning has become a major focus for the community and a priority for school fund raising. Phase one of installation commenced at the end of the 2018 school year, ready for classes in 2019. The project will be ongoing.

Strong Catholic identity

1. Staff will continue to deepen their understanding of Celtic Spirituality through formation.
2. Staff will continue to be formed in the teaching of Sacred Text in the recontextualised model as a response to the Leuven Survey

Excellent learning and teaching

1. By the end of 2018, 90% of students from Prep- Yr 2 will reach the BCE PM Benchmarking target. 80% of students from Yr 3-Yr 6 will achieve a score of 20-24 in writing. This will be achieved by building the collective capacity of staff using Effective and Expected practices, in particular, Context/Text model and Gradual Release of responsibility.
2. By the end of 2018, a School Behaviour Teaching Plan will be written.

Building a sustainable future

1. Teachers and support staff will be provided professional development opportunities to build collective capacity.

2. Transparent systems and processes will continue to inform the ongoing implementation of the Facilities master plan .

3. All staff will undertake WHS training as mandated by BCE.

Future outlook

The explicit improvement agenda for 2019 will focus on gaining improvements in further development of our community's understanding and appreciation of Celtic spirituality, specific improvement goals for year levels in Literacy, a focus on differentiation of student learning and student attendance at school.

Our school at a glance

School profile

St Kevin's School is a Catholic school administered through Catholic Education Archdiocese of Brisbane.

Coeducational or single sex: Coeducational

Year levels offered in 2018: Primary

Student enrolments for this school:

	Total	Girls	Boys	Indigenous
2018	522	262	260	1

Student counts are based on the Census (August) enrolment collection.
DW = Data withheld to ensure confidentiality.

Characteristics of the student body

St Kevin's boasts a broad range of cultural backgrounds who come together at our school. We host numerous cultural groups, a small number of students who identify as Aboriginal or Torres Strait Islander. There are a range of students who speak languages other than English and are supported by our ESL teacher. We are a community inclusive of all, we support many students with disabilities through our Student Support and Learning Enhancement teams. As has been the trend in recent years, many families begin to transition from later primary years to local independent schools. At the end of Year 6, many students move onto Catholic colleges as well as local state and independent secondary schools.

Curriculum delivery

Approach to curriculum delivery

The school dedicates time, energy and resources to;

Junior Years

- Four week planning and assessment cycles
- PM Benchmarking and data collection
- COP SLK data collection
- Specialist Literacy Teacher
- Master classes & specific literacy support

- Planning support

Senior Years

- Four week planning and assessment cycles
- Probe reading assessments and data collection
- Writing assessment and data collection
- Acer testing
- Planning support

Co-curricular activities

Specialist Curriculum

- Arts/Drama – Prep – Yr 4
- Music – Prep – Yr 6
- French – Years 5 & 6
- Health & Physical Education – Prep – Year 6

How information and communication technologies are used to assist learning

The school has a 1:1 Laptop program in years 4, 5 & 6. Students in other year levels have access to class sets of iPads, a computer room where laptops are accessible. Technology is used as a tool to assist learning as well as a means of developing new skills for communication and problem solving. Students and teachers are supported by specialist staff member and other outside support personnel.

Social climate

Overview

Families and teachers work together to provide a safe and supportive school environment. Instances of bullying are investigated and responded to, maintaining appropriate records and communication. We are an inclusive school and through our Learning Enhancement team, support differentiation of student learning. Our Guidance Counsellor works with individuals, groups and cohorts in need of support for a range of needs. Our parent community continues to engage with the school through activity within the P&F, in school events and functions and everyday school routines, classroom help and school assemblies.

BCE Listens Survey - Parent satisfaction

Performance measure	2018
Percentage of parents/carers who agree [#] that:	
This school helps my child to develop their relationship with God	99.2 %
My child is encouraged to participate in spiritual and religious activities and projects outside of the classroom	93.0 %
Religious Education at this school is comprehensive and engaging	98.1 %
I see school staff practising the values and beliefs of the school	93.9 %
This school looks for ways to improve	95.7 %
The school is well managed	94.2 %
My child is making good progress at this school	91.0 %
This school is a safe place for my child	96.6 %
This school helps students respect the needs of others	95.8 %
Teachers and staff are caring and supportive	96.6 %
Teachers at this school expect my child to do their best	95.3 %
Teachers and staff relate to students as individuals	97.5 %
The teachers help my child to be responsible for their own learning	92.9 %

My child is motivated to learn at this school	95.3 %
I can talk to my child's teachers about my concerns	92.1 %
This school offers me opportunities to get involved in my child's education	92.8 %
My child's learning needs are being met at this school	85.4 %
I am happy with my decision to send my child to this school	94.8 %

BCE Listens Survey - Student satisfaction

Performance measure	2018
Percentage of students who agree [#] that:	
At my school, I can express my beliefs	
My school encourages all students to participate in spiritual and religious activities and projects outside of the classroom	
Religious Education at my school is interesting and engaging	
I see school staff practising the values and beliefs of my school	
My school looks for ways to improve	
Students at my school are encouraged to voice their concerns or complaints	
Teachers treat students fairly at my school	
Teachers recognise my efforts at school	
I feel safe at school	
My school helps me to respect the needs of others	
I am happy to be at my school	

BCE Listens Survey - Staff satisfaction

Performance measure	2018
Percentage of staff who agree [#] that:	
This school helps me to develop my relationship with God	100.0 %
My school encourages all students to participate in spiritual and religious activities and projects outside of the classroom	97.2 %
Religious Education at this school is comprehensive and engaging	100.0 %
I see school staff practising the values and beliefs of this school	100.0 %
This school is well managed	88.9 %
My concerns are taken seriously by the school	76.5 %
This school is a safe place to work	97.1 %
This school has an inclusive culture	94.3 %
This school has a culture of striving for excellence	100.0 %
All my students know I have high expectations of them	100.0 %
I am proud to be a member of this school	100.0 %
Overall, I am happy with my decision to work at this school	100.0 %

'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.
DW = Data withheld to ensure confidentiality.

Family and community engagement

In recent years, St Kevin's has built strong links with our neighbouring schools. This provides support in difficult times as well as learning from each other in our practice. Parents are always welcomed into the school. We maintain records of those who have completed appropriate training and provide opportunities for parents to assist with class work groups, reading groups and various other opportunities. The P&F are very active and enjoy strong leadership and a wide support base. The Student Support and Learning Enhancement Teams work closely with parents and family specialists to support students with diverse needs.

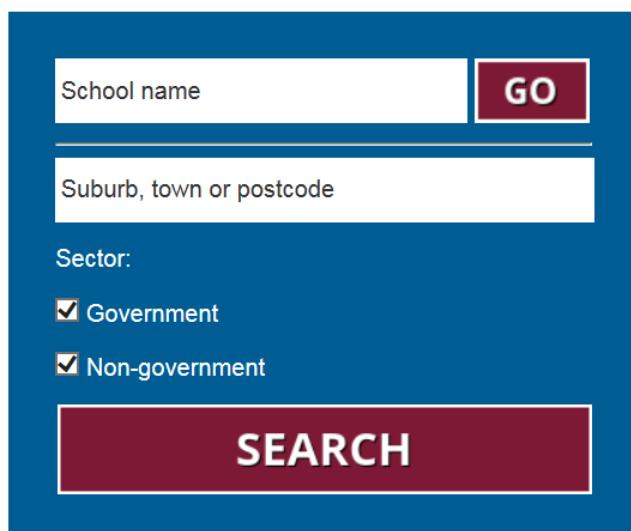
School funding

School income broken down by funding source

School income, reported by financial year accounting cycle using standardized national methodologies and broken down by funding source is available via the *My School* website at <http://www.myschool.edu.au/>.

To access our 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.

Find a school



Where it says '**School name**', type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

School financial information is available by selecting '**School finances**' in the menu box in the top left corner of the school's profile webpage. If you are unable to access the internet, please contact the school for a paper copy of income by funding source.

Our staff profile

Workforce composition

Staff composition

2018 WORKFORCE COMPOSITION		
Description	Teaching Staff	Non-Teaching Staff
Headcounts	40	22
Full-time Equivalents	32.0	13.6

Qualification of all teachers

TEACHER QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	-
Masters	4
Graduate Diploma etc.**	4
Bachelor degree	26
Diploma	5
Certificate	1

*Teaching staff includes School Leaders

**Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate.

Professional development

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2018 were \$113 182

The major professional development initiatives are as follows:

- Celtic Spirituality
- Staff Collaboration & Professional Capacity Building
- Twilight Staff Meetings – Well-being, Literacy Planning & Teaching, Strong Catholic Identity
- Leadership Cluster Gatherings
- Health & Safety

Staff attendance and retention

Staff attendance

AVERAGE STAFF ATTENDANCE (%)	
Description	2018
Staff attendance for permanent and temporary staff and school leaders.	95.5 %

Proportion of staff retained from the previous school year.

From the end of the previous school year, 92% of staff was retained by the school for the entire 2018.

Performance of our students

Student attendance

Student attendance

The table below shows the attendance information for all students at this school:

STUDENT ATTENDANCE 2018	
Description	2018
The overall attendance rate* for the students at this school (shown as a percentage).	91.6 %

*The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

The overall student attendance rate in 2018 for all Brisbane Catholic Education schools across years Prep-6 was 92.0 %.

AVERAGE STUDENT ATTENDANCE RATE (%) FOR EACH YEAR LEVEL							
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
2018	93.1 %	91.4 %	92.0 %	91.5 %	91.6 %	88.4 %	92.8 %

*Attendance rates effectively count attendance for every student for every day of attendance in Semester 1. The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

DW = Data withheld to ensure confidentiality.

Description of how non-attendance is managed by the school

The school has processes in place for the marking of attendance. Parents of students with unexplained absences are contacted daily via text message to ensure students are accounted for. Students whose attendance is noticed to be becoming concerning are addressed by teachers and by Leadership in an effort discern reasons for unexplained absences and improve student attendance.

NAPLAN

Average NAPLAN results

	Year 3		Year 5	
	School	Australia	School	Australia
Reading	456.1	433.8	529.9	509.0
Writing	430.3	407.2	487.5	464.6
Spelling	449.7	417.8	533.6	502.5
Grammar & Punctuation	467.5	431.7	532.7	503.6
Numeracy	407.1	407.7	492.8	494.2