

St Kevin's School, BENOWA

Annual Report 2019

**Brisbane Catholic Education is
a faith-filled learning community
creating a better future.**



Contact information

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Principal's foreword

The 2019 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, school funding, workforce composition and student performance.

School progress towards its goals in 2019

Through 2019, St Kevin's has placed significant energy and resources into achieving our whole school goals. These goals can be seen in the table below.

As 2019 marked the 40th anniversary of our school community, we took time to focus on, and deepen our community's understanding of, Celtic Spirituality. As a school we engaged the expertise of Sue Thomas to help deepen our understanding of Celtic Spirituality, thin places and labyrinths. We constructed a labyrinth on our school grounds with every member of our school community painting a rock which forms the labyrinth pathway.

Our staff engaged in numerous opportunities for professional development with our PLL to focus on the teaching and learning of literacy. Staff engagement with the processes and strategies was high and student literacy goals achieved consistently across the school.

Staff understanding of the Relationships and Sexuality Education (RSE) curriculum was formed through PD opportunities throughout the year. This understanding was extended to staff and parents so they were better able to support the children in our school.

St Kevin's is a strong and collaborative community and our unity has been tested and called upon many times through many challenges in 2019. As a school, we sought to further develop our collaborative, professional culture and develop as a professional learning community.

A further area of focus was planning for differentiation for children of all ability levels. Professional learning opportunities were also offered to support students with disabilities to develop teacher understanding of differentiation for these students.

Information was shared regularly through newsletters, assemblies, on posters throughout the school and through other avenues to promote regular, punctual attendance for all students as a priority for all families. Printed attendance reports were sent to families at the end of each term to maintain their focus on positive attendance.

Goal	Progress
By the end of 2019, students who are working beyond the expected level will see significant growth. In Prep, 80% of students will reach the BCE target of 5 and 20% of students will be working beyond the expected PM Benchmark level of 8. In Year One, 90% of students will reach the BCE target of 14 and 30% of students will be working beyond level 26 on PM Benchmarking. In Year 2, 80% of students will have achieved the BCE target of 22 and 30% of students will be working one year above their age in Probe Reading Assessment. In Year3, 90% of students will be working beyond 26 on BM Benchmarking and 30% of students will be working one and a half years above their age in Probe Reading Assessment. This will be achieved by planning, teaching and assessing using differentiation.	Achieved

Goal	Progress
At St Kevin's we embed a contemporary Catholic perspective within the curriculum and Religious life of the school, with a particular focus on Celtic Spirituality and its connections within our school community and to our motto, Strength with Kindness	Achieved
At St Kevin's, we prioritise differentiated student learning which is embedded, and reflected in every teacher's practice	Achieved
We are a collaborative, Professional Learning Community committed to reflective practice - we learn from each other and enhance student outcomes and well-being	Achieved
By the end of 2019 staff will be familiar with the Relationships and Sexuality (RSE) curriculum, so that they can move towards delivering relevant and meaningful teaching in this area.	Achieved
By the end of 2019, the Prep cohort will have 90% attendance or higher	Not Achieved

Future outlook

The explicit improvement agenda for 2020 will focus on gaining improvements in strengthening community connections between Celtic Spirituality & Laudato Si, student attendance, student literacy and an increasing focus on student achievement in numeracy.

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 2019: Primary

Student enrolments for this school:

	Total	Girls	Boys	Aboriginal and Torres Strait Islander students
2019	531	258	273	1

Student counts are based on the Census (August) enrolment collection.

Characteristics of the student body

St Kevin's continues to welcome students and families from diverse backgrounds. Our school community is drawn from diverse cultures, indigenous, non-indigenous and from various countries across the globe. We celebrate our diversity at school assemblies where we have adopted an Acknowledgement of Country in consultation with Indigenous community members. While our enrolments are sometimes impacted by local independent schools, we see continuity in our enrolments and parents who were students here continuing their family links with St Kevin's as their children become students here. 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

St Kevin's engages students in learning and assessment in the following ways;

- Four week planning and learning cycles
- Implementation of system-wide BCE Teaching and learning strategies
- Commitment of resources to regular data collection and analysis
- Development of quality teaching strategies in classrooms
- Allocation of support for students academically and socially
- Regular reading assessment – PM Benchmarking, Probe, Sound/Letter Knowledge
- Targeted Numeracy assessment
- Learning Walk and Talks by school leadership

Co-curricular activities

Specialist Curriculum

- Arts/Drama – Prep – Yr 4
- Music – Prep – Yr 6
- French – Years 5 & 6
- Health & Physical Education – Prep – Year 6
- Interschool sport (Years 4 – 6) & swimming (Years 1 – 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 Junior year levels regularly access class sets of iPads in their classroom and our resource centre where students access laptops for specific teaching and activities. Technology is used as a tool to assist learning as well as a means of developing new skills for communication and problem solving. Specialist staff and outside personnel support staff and students. The school is diligent in ensuring online activities are safe and protect students in online environments.

Social climate

Overview

Our school enjoys strong connections between families and staff to support students. Through 2019 the school has updated its policies and procedures for preventing and responding to student bullying. Student learning is supported in the classroom with regular planning cycles, specific planning of adjustments for all students and specific, targeted support for those who need it. Through the P&F and various opportunities to volunteer our parents and carers are present and active in the spiritual, academic, social and fundraising aspects of our school community.

BCE Listens Survey - Parent satisfaction

Performance measure	
Percentage of parents/carers who agree# that:	2018
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 - Staff satisfaction

Performance measure	
Percentage of staff who agree# that:	2018
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

Communication is key to engaging and involving our families in the day to day life of our school. We communicate with families through traditional means like our newsletter, email and other correspondence. We also communicate more widely through our Facebook page and other means of direct communication with families. We welcome families to our regular assemblies to celebrate their child's success and share our stories. Teachers and support staff regularly communicate and meet with parents and carers to collaboratively plan for students' ongoing success.

Environmental footprint

Reducing the school's environmental footprint

This is the first year of reporting on the school's electricity usage. Responsible energy usage supports the school's efforts towards a living response to Pope Francis' Encyclical *Laudato Si'* Care for our Common Home. Through 2019, inspired by the story of St Kevin, we have begun a planting program throughout the school. A consistent and continuing recycling program has been established as well as a student Eco-Team who are becoming more active within the school leading environmental initiatives. The school is also investigating opportunities to fund installation of solar panels to offset our power usage.

Environmental footprint indicators	
Years	Electricity kWh
2019	137100

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.

How to access our income details

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.

Find a school
Search website

Go

School sector ▼

School type ▼

State ▼

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

View School Profile

4. Click on 'Finances' and select the appropriate year to view the school financial information.

School profile
NAPLAN
Attendance
Finances
VET in schools
Senior secondary
Schools map

Note: If you are unable to access the internet, please contact the school for a hard copy of the school's financial information.

Our staff profile

Workforce composition

Description	Teaching Staff	Non-Teaching Staff
Headcount	38	17
Full-time Equivalents	32.7	10.7

Qualifications of all teachers*

Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	5
Graduate diploma etc.**	3
Bachelor degree	28
Diploma	2
Certificate	0

*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 2019 were \$133 954.

The major professional development initiatives are as follows:

- Celtic Spirituality and praying using Labyrinths
- Relationships and Sexuality Education
- Planning for Excellence
- Differentiation in planning, teaching, assessing and reporting
- Numeracy – Teaching Mathematics
- This is inclusive of SRF, GTG and other funds committed to Professional Development.

The proportion of the teaching staff involved in professional development activities during 2019 was 100%

Staff attendance and retention

Average staff attendance

Description	%
Staff attendance for permanent and temporary staff and school leaders	95.9%

Proportion of staff retained from the previous school year.

From the end of the previous school year, 90.3% of staff was retained by the school for the entire 2019.

Performance of our students

Student attendance

Description	%
The overall attendance rate* for the students at this school	91.8%
Attendance rate for Aboriginal and Torres Strait Islander students at this school	91.5%

Average attendance rate per year level			
Prep attendance rate	92.7%	Year 4 attendance rate	92.1%
Year 1 attendance rate	92.6%	Year 5 attendance rate	91.3%
Year 2 attendance rate	91.1%	Year 6 attendance rate	91.2%
Year 3 attendance rate	91.4%		

*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 2019 for all Brisbane Catholic Education schools across years Prep-6 was 91.9%.

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 to discern reasons for unexplained absences and improve student attendance.

St Kevin's support students whose needs may impact on their attendance at school – our students support team works with students, families and outside specialists with a focus on attendance where needed.

Through 2019 the school implemented printed student attendance reports sent to families at the end of each term. These reports detail days absent as well as late arrivals at school. Messages about attendance are included regularly in newsletter and at assemblies.

NAPLAN

Average NAPLAN results

	Year 3		Year 5	
	School	Australia	School	Australia
Reading	461.2	432.3	516.8	506.0
Writing	448.4	423.1	477.0	473.9
Spelling	443.3	418.7	531.8	500.7
Grammar and punctuation	470.4	439.8	523.1	499.1
Numeracy	416.1	408.1	505.3	495.8