

School Name St Brendan's Primary School

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Contact Person Craig Acret - Acting Principal

Principal's Foreword

Introduction

St Brendan's is a co-educational Catholic Primary School providing educational excellence for students from Prep to Year Seven. St Brendan's has a rich tradition of providing an inclusive Catholic education for a diverse and unique group of students. Our traditions originate from St Brendan, a navigator and adventurer with a great passion for discovery and achievement. We emulate this passion through our school wide approach to delivering a holistic education for all our students.

St Brendan's is a community that places Jesus Christ at its centre and strives to espouse Christian values and live as Jesus did. Our school motto - 'Live in Faith and Love' is a constant reminder for the school community of its Catholic, Christian identity and of the lives we are called to lead.

Brisbane Catholic Education census figures in February 2015 indicated that 97 students were enrolled at the school. St Brendan's School staff are committed to providing quality, inclusive education that challenges all students academically and education that is based on Christian values.

This information is drawn from a wide range of areas across the school community and provides a sense of the unique and very special educational environment that exists at St Brendan's School.

School Profile

St Brendan's Primary 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 97 Girls 41 Boys 56

Characteristics of the student body

The characteristics of the student body (which is drawn from the South Brisbane area) at St Brendan's School are unique and that there exists a rich cultural diversity and other associated statistics.

Sixteen different nationalities exist amongst the 97 students enrolled at St Brendan's School. The 97 students come from 70 families, approximately 32% of which are from African refugee background.

English is a second language for many of the students at St Brendan's School, with over 50% of students coming from ESL backgrounds.

As well, there are 11 students enrolled at St Brendan's (approximately 11% of the student body) who have been verified with special needs. These verification categories include Autism, Physical Impairment and Social/Emotional Disorder.

The diverse learning needs of all our students are supported by a school based Guidance Counsellor, Speech Pathologist and Pastoral Care Support Worker.

With the central location of Moorooka in South Brisbane, students transition to a variety of Catholic, Independent and Government Secondary Schools upon the completion of Year 6 at St Brendan's School, including Loreto College, St Laurence's College and St Thomas More College.

Our distinctive curriculum offerings

The curriculum at St Brendan's School is based on Brisbane Catholic Education's Learning Framework and the Australian Curriculum. This framework directs the school's educational activity and resonates with the Vision and Mission of St Brendan's School. The beliefs that underpin learning at St Brendan's are articulated in the framework:

- * Every learner is created in the image and likeness of God and inspired by the Spirit, responds with passion and creativity of life.
- * Every learner seeks to find meaning in life and learning. In Catholic Christian Tradition, we find meaning in the person and teachings of Jesus to grow as pilgrim people.
- * Every learner is in some respect like all others, like some others, like no other and we respond creatively, flexibly and with a futures orientation to ensure dignity and justice for all.
- * Every learner is a lifelong learner, with a desire to search for truth and do what is right; accountable for choices and responsible for actions.
- * Every learner can achieve success in life and learning where diversity is valued and shared wisdom contributes to decision-making that enriches and enlivens our world.
- * Every learner brings to the learning experience their own rich diverse life journey to contribute to a community in communion, empowered by the Spirit to be at the service of others.

Distinctive Curriculum Offerings in 2015 include:

- * Prayer, worship and liturgy as components of the Religious Life of the School
- * Specialist teachers for Music, Art/Drama, HPE and LOTE (Japanese - Yrs 4-6)

Extra curricula activities

Extra curricula activities at St Brendan's School include:

- * Instrumental Music and Music Extension Program - weekly
- * Junior, and Senior Choir
- * Intraschool, Interschool, District and State sporting opportunities in a variety of sports
- * Dance Fever lessons - Term 3 each year
- * Homework Club occurs each Wednesday afternoon for students who require additional assistance with set homework tasks. Homework Club is organised and supervised by school teaching staff, with support from two local Catholic Secondary Colleges
- * Outside School Hours Care Facility (OSHC) - this service is highly valued by many of our families. OSHC is available morning and afternoons each school day.

How Information and Communication Technologies are used to assist learning

Information and Communication Technologies (ICTs) are seen as being vital to the learning and development of our twenty first century learners. ICT is embedded and integrated into the every day learning and teaching environment at St Brendan's. The ICT Plan is constantly being discussed and updated in consultation with the school's support technician, school staff, School Board and relevant Brisbane Catholic Education personnel.

The resourcing of ICTs is prioritised in the annual school budget and supported with one off grants from Brisbane Catholic Education on occasions. St Brendan's has excellent resources available to the children to support their learning. These include:

- * wireless network throughout the entire site
- * teacher and student laptops or iPads - one to one
- * classroom desktops
- * interactive data projectors or regular data projectors and Apple TVs in all learning areas

At St Brendan's School, when discernment processes occur surrounding prospective ICT purchases a conscious effort is made to acquire ICT resources that can be 'placed in the hands' of the students to support them with their learning. Following this approach enables the students to be involved in effective reciprocal teaching, where students successfully learn from each other through formal and informal educational mentoring.

Social climate inclusive of pastoral care and our response to bullying

The St Brendan's School community values the positive social climate that exists amongst its members and there are many factors that contribute to this culture. Care for the individual is evident within the school community and is greatly assisted by our smaller numbers compared to other schools. Each school community member is known by name and this generates warmth and friendliness. At St Brendan's we value diversity and build inclusive practices that counter bullying behaviour.

We seek to build a life-giving community through the establishment of positive relationships, effective communication and supportive networks for all members of the school community. Outside of the academic realm, St Brendan's staff focuses on the explicit teaching of processes and structures to assist students in building social/interpersonal competency and capability. Specific behaviour teaching and school wide Positive Behaviour 4 Learning have been key elements in maintaining the school's positive social climate.

Parent, student and teacher satisfaction with the school

A wide variety of evidence suggests that a high level of satisfaction exists with the school amongst St Brendan's School community members. Clear lines of communication are prioritised at the school and this allows for important information to flow freely between home and school. Parents and carers are encouraged to make teachers their first point of contact with any issues of concern. Parents and carers have expressed satisfaction with the approachability of all staff. The existence of a bilingual aide, an ESL Teacher and Support Teacher Inclusive Education, has greatly assisted in opening the lines of communication between the school and families from diverse cultural backgrounds and families of students with diverse learning needs.

Over a number of years, the school has had a stable teaching staff with a high attendance rate. This strongly suggests that the school's teachers experience a true sense of vocation at St Brendan's.

Parent involvement in their child's education

Each year, in partnership with the school's leadership team, parents and carers are involved in a process to discern action plan strategies for St Brendan's. In 2015, these student centred strategies reflected the Vision and Mission of the school and articulated the aspirations of the wider school community. These strategies and school achievements from the previous year were reported to the school community.

The Parents' and Friend's Association and School Board provide excellent avenues for all forms of parent/carer consultation and involvement. The monthly meetings for these groups provide an excellent opportunity for the Principal to formally report on school life and for parents and carers to provide feedback, request further information and suggest and support initiatives within the school.

Regular formal and informal contact with the school is encouraged by parents/carers, who are promoted and valued in our school community as the first educators of their children.

Staff Profile

Workforce Composition	Teaching Staff	Non-teaching Staff
Headcounts	16	14
Full-time equivalents	11.37	6.30
Aboriginal and Torres Strait Islanders		

Qualifications of all teachers

Highest level of attainment	Number of Teaching Staff (teaching staff includes school leaders)
Doctorate	0
Masters	6
Post Graduate Diploma/Certificate	2
Bachelors Degree	6
Diploma/Certificate	2

Expenditure on and teacher participation in Professional Learning

The total funds expended on teacher professional learning in 2015 was \$ 13588

The major professional development initiatives were as follows

- ~ Professional learning in the area of ICLT
- ~ Embedding Visible learning strategies into teaching practice
- ~ Focussed curriculum planning days with the Curriculum Support teacher and BCE-EO
- ~ One-on-One coaching for staff with the BCE-EO (Staff formation focus)
- ~ Release to plan with the APRE focussing on Religious education planning

School Income by Funding Source

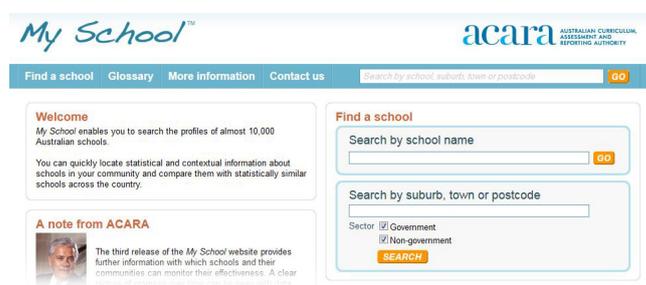
School income broken down by funding source is available via the My School website at <http://www.myschool.edu.au/>.

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 94.85 % in 2015.

Proportion of staff retained from the previous school year

From the end of the 2014 school year, 71.0 % of staff were retained by the school for the 2015 year.

Key Student Outcomes

Whole School Attendance Rate	91.00 %
Prep Attendance Rate	88.00 %
Year 1 Attendance Rate	84.00 %
Year 2 Attendance Rate	91.00 %
Year 3 Attendance Rate	95.00 %

Year 4 Attendance Rate	94.00 %
Year 5 Attendance Rate	90.00 %
Year 6 Attendance Rate	92.00 %

Policy and practice to manage student attendance

Policy and practice in the management of student attendance in 2015 continued with the use of Brisbane Catholic Education's electronic online methodology through a student administration system named eMinerva. In using this system, classroom teachers are required to mark student attendance twice per day (ie. once in the morning and once in the afternoon).

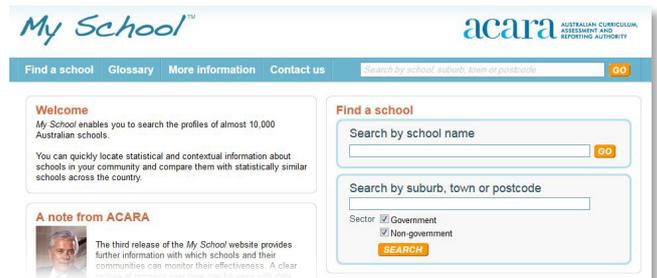
It is a requirement that parents/carers inform the school via written note or phone call as to the reason why a student is absent from school. This is to be provided to the school as soon as is practicable after the absence.

If a student is absent for three consecutive school days, a phone call is made to a parent/carer by the relevant teacher of a designated member of the leadership team. This practice is undertaken to check that all is well with the family and to ascertain the reason for the prolonged absence.

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/>.



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