Brisbane Catholic Education
teaching • challenging • transforming

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Principal's Foreword

Introduction

St Paul's is a Catholic co-educational school for students from Prep to Year 7. Our school is located in Logan city, 30 km south of Brisbane CBD. Over the years the school community has grown in the spirit of Mary MacKillop and created a welcoming and supportive learning environment for the children of Woodridge and Central Logan area. We are committed to providing quality programs in Religious Education and the Australian Curriculum. Through a range of technology resources our teachers implement an engaging curriculum using contemporary learning strategies. Specialist teachers in English as a Second Language, Student Support, Physical Education and Japanese along with our cultural dance groups provide a rich variety of learning opportunities. Student Wellbeing is a priority and is promoted by implementing a co-ordinated and targeted range of programs that promote social and emotional learning, personal safety and protective behaviours, and personal development. Parent partnerships within the school community have been fostered and greatly strengthened by the Community Partnership Program and the Community Hub. Our Motto – To Grow Strong in Faith, Spirit and Word, underpins our learning experiences at St Paul's School and empowers all members of our community to contribute positively and make a difference in our world.

School Profile

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

Coeducational [X] or Single Sex [ ]

Year levels offered: Primary [X] Secondary [ ] P-12 [ ]

Total Student Enrolments	258	Girls	120	Boys	138

Characteristics of the student body

St Paul's School celebrates and is recognised as a Community of Difference. We have over 20 different nationalities with near to 70% of our students collectively speaking over 20 different languages to English as the main language at home.
The major groups are African, Pacific Islander, Indigenous, Burmese, Sri Lankan and an increasing number of refugees from Iraq and Syria.
School pride and sense of belonging is evident at St Paul's. The St Paul's Vision statement is value based and reinforces the school's ongoing commitment towards a safe, happy learning environment for everyone. Based on our Catholic and Mary MacKillop traditions:
- Each person is accepted for the person he/she is;
- Nationalities make us culturally rich;
- Learning is valued and our gifts encouraged;
- Listening, compassion and peace are nurtured;
- The core vales of respect, safety and productivity lead and guide our teaching and learning ensuring collaboration, flexibility and future orientation to develop life long learning for all.

Our distinctive curriculum offerings

In addition to the Australian Curriculum we offer Religious Education as another Key Learning Area. We also have a range of activities designed to enhance and balance our curriculum. These include:
• Music program
• PE program
• LOTE - Japanese Year 6
• Learning Support Team
In order to meet the needs of the large number of students who have English as a Second Language the school has developed and resourced whole school Literacy and Numeracy programmes with an emphasis on intensive oral language support. The Literacy and Numeracy Improvement teacher leads and supports these programs. A unique feature of St Paul's School is our Community Partnerships Program which seeks to engage with families, staff, students and community to come together to provide better outcomes for our students. The program assists students to access the curriculum in ways that are more relevant and practical. Community Partnerships is also involved in After School Sports programs, supporting a multicultural AFL team, Community Arts programme, breakfast club, homework club as well as assisting refugee and migrant families and individuals.

Extra curricula activities

St Paul's has dance groups from the following cultures - indigenous, Burmese, African, Pacific Islander and Sri Lankan. The groups perform at school functions and are also invited to take part in community events. St Paul's offers opportunities in a number of sports. There is an annual swimming program for all students (Prep to Year 6). In winter, students from Year 5 to 6 participate in a local schools rugby league and netball competition. Students are also selected for district, regional and national athletic and cross country competitions. Two afternoons a week the school has sporting activities after school through Active After Schools Care. Activities included basketball, soccer, athletics, netball and hockey.

How Information and Communication Technologies are used to assist learning

ICT's are now firmly embedded into teaching and learning. Reliable access has been provided for staff and students so that they can stay up to date with technology. Major initiatives include:
• Incorporation of ICT's in many curriculum areas
• Use of schoolwide data bases to track student outcomes
• Installation of Interactive whiteboards in every classroom
• Creation of school WIKI for IWB teacher use
• Continuous PD for teachers
• An emphasis on cybersafety and digital citizenship
• Provision of netbooks and laptops to increase access for students
• Participation in projects to build staff capacity for ICT use
• Increased use of Ipads to enhance student learning
• Engagement of students in communicating, collaborating, creating and making enquiries using ICT's
The ICT Strategic Plan assists in future planning and direction and is linked to school priorities.

Social climate inclusive of pastoral care and our response to bullying

St Paul's has access to a Guidance Counsellor (3 days) and a Pastoral Care Worker (3 days) . The Student Support team meet regularly to discuss issues as they arise and to respond with ' in' school strategies as well as linking families to outside agencies. St Paul's has a School Wide Positive Behaviour Support team which devises Behaviour Policy and Guidelines and monitors, tracks and responds to behaviour issues as they arise. The whole school Behaviour Support Policy contains an anti- bullying policy which not only contains procedures for dealing with bullying but proactive measures to prevent bullying. These include:
• Provide an environment which engenders respectful, safe and resilient behaviours
• Assist children to learn to be responsible for their own behaviour
• Create a supportive environment in which students are able to report incidents of bullying
• Ensure each person associated with the school community knows the procedures for reporting bullying.

Parent, student and teacher satisfaction with the school

The school's Internal Review process looks at 31 components of school performance over 5 years. Information for the review is gathered from discussion at P and F meetings, feedback at staff meetings and formal and informal discussions with staff, students and parents. There is high approval of and a very positive attitude towards the school. In 2015 Term Parent Information nights were held and were very well attended. This, together with the high parent involvement in the Community Partnerships program and the Community hub indicates that parents feel welcome and part of the school community.

Parent involvement in their child's education

Working in partnership with parents and carers is integral to providing a quality Catholic education for our students. Strategies used to promote this at St Paul's include:
- Parent/carer involvement in IEP Planning and Review Meetings.
- Class based celebration of learning events
- Family Fun Day and Harmony Day
- Parent involvement in school events sporting days, BBQ lunches etc
- Cooking and Nutrition Activities for new arrival ESL students
St Paul's Community Hub, along with the Community Partnerships, connects and assists primarily migrant families with pre-school children. Some initiatives from the Hub were the establishment of a playgroup, involvement with Sing and Grow, Under 8's day, English classes and cooking mornings for parents.

Staff Profile

Workforce Composition	Teaching Staff	Non-teaching Staff
Headcounts	26	15
Full-time equivalents	20.77	8.92
Aboriginal and Torres Strait Islanders	0	

Qualifications of all teachers

Highest level of attainment	Number of Teaching Staff (teaching staff includes school leaders)
Doctorate	
Masters	2
Post Graduate Diploma/Certificate	2
Bachelors Degree	21
Diploma/Certificate	1

Expenditure on and teacher participation in Professional Learning

The total funds expended on teacher professional learning in 2015 was $ 33833.72

The major professional development initiatives were as follows

In accordance with the school's Strategic Renewal Plan funds were used to support the following initiatives: Developing a professional learning community as a result of teachers planning with Support Staff Providing Professional Development for staff.
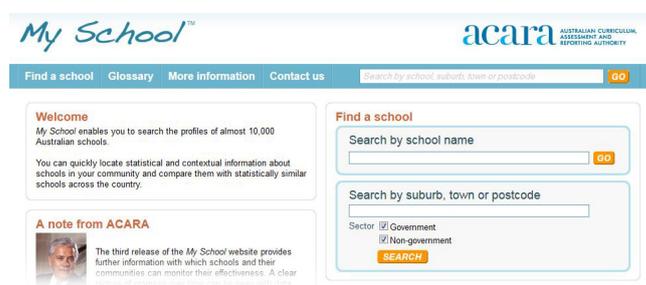
School Income by Funding Source

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   96.31 % in 2015.

Proportion of staff retained from the previous school year

From the end of the 2014 school year,   95.0 % of staff were retained by the school for the 2015 year.

Key Student Outcomes

Whole School Attendance Rate	93.00 %

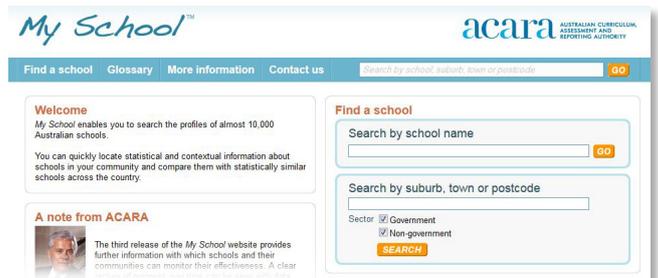|				
Prep Attendance Rate	92.00 %	Year 4 Attendance Rate	95.00 %
Year 1 Attendance Rate	92.00 %	Year 5 Attendance Rate	93.00 %
Year 2 Attendance Rate	90.00 %	Year 6 Attendance Rate	92.00 %
Year 3 Attendance Rate	94.00 %		

Policy and practice to manage student attendance

St Paul's School provides clear communication to parents detailing non attendance procedures in the Parent handbook. There is a clear message sent to parents that school attendance is vital to learning. Attendance is tracked and recorded electronically. Unexplained and/ or lengthy absences are identified quickly and followed up promptly. In accordance with BCE guidelines intervention may occur informally or formally.

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.

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