

South East Brisbane Steiner School Annual Report 2023 (Based on 2022 data)

Contextual Information¹

School Sector: *

Independent

Year Levels Offered:

P-4

Co-educational or Single Sex: *

Co-educational

Characteristics of the Student Body: * For example, the numbers and proportions of boys and girls; the proportion of Indigenous students; ethnicity; cultural backgrounds etc.

58% Female

42% Male

2 students from an Indigenous Background

7 students from other cultural backgrounds

Total Enrolments: * Schools might wish to include comparative data from previous year(s) here

19 enrolments

¹ Australian Education Regulation 2013 s60 (1)(a)

Workforce Information

Staff Composition, Including Indigenous Staff: *² Description of the school's staffing composition (e.g. full-time, part-time, teaching, non-teaching) and the extent to which the school employs Indigenous staff.

1 fulltime Teacher/Principal
2 Part time Teachers
1 Part time Teacher Aide
2 Part time Non-Teaching Staff

Qualifications of all Teachers: *³ Data and any other relevant information about teacher standards and qualifications. Some independent schools include a full list of teaching staff and their qualifications here. If schools employ certified HALT teachers, consider including relevant information.

Qualification	Detail the number and/or the percentage of classroom teachers and school leaders at the school who hold this qualification
Doctorate or higher	
Masters	2
Bachelor	3
Diploma	2
Certificate	

Funding Information

School Income Broken Down by Funding Source *⁴

Note: Reporting on these outcomes may be addressed simply by inclusion of a reference to the My School website <http://www.myschool.edu.au/> under this section of the report.

Social Climate

Parent, Teacher and Student Satisfaction with the School *⁵

Satisfaction Data:

NA as no data available due to school only been open 1 term.

² Australian Education Regulation 2013 s60 (1)(c)

³ Australian Education Regulation 2013 s60 (1)(b)

⁴ Australian Education Regulation 2013 s60 (1)(g)

⁵ Australian Education Regulation 2013 s60 (1)(f)

Student Outcomes

NA

Average student attendance rate (%) for the whole school: *6

Number of possible attendance days = number of school days x number of students in the school

Total number of days absent = sum of all days absent by all students

Total attendance days = number of possible attendance days – total number of days absent

Total number of students	Number of possible attendance days	Total number of days absent	Total attendance days
19	836	70	766

To calculate average attendance rate:

$$\frac{\text{Total attendance days}}{\text{Number of possible attendance days}} \times 100 = \text{Average attendance rate}$$

The average student attendance rate for the whole school in 2022 was 92%

Average student attendance rate for each year level: *7

(This calculation is to be completed and reported for each year level at the school.)

Number of possible attendance days for year level = number of school days x number of students in year level

Total number of days absent for year level = sum of all days absent by all students in year level

Total attendance days for year level = number of possible attendance days for year level – total number of days absent for year level

Total number of students in year level	Number of possible attendance days for year level	Total number of days absent for year level	Total attendance days for year level
P	44	25	107
Class 1	44	10	210
Class 2	44	0	44
Class 3	44	18	246
Class 4	44	17	203

To calculate average attendance rate for a particular year level:

$$\frac{\text{Total attendance days for year level}}{\text{Number of possible attendance days for year level}} \times 100 = \text{Average attendance rate for year level}$$

*6 Australian Education Regulation 2013 s60 (1)(d)(i)

*7 Australian Education Regulation 2013 s60 (1)(d)(i)

Year levels	Average attendance rate for each year level as a percentage in 2022
Year Group Prep	81%
Year Group Class 1	95%
Year Group Class 2	100%
Year Group Class 3	93%
Year group Class 4	92%

A description of how non-attendance is managed by the school: *⁸

Absences are reported by parents on SEBSS Gmail and reason for absence. If there is an unexplained absence the person responsible (i.e. SEBSS Principal/Teachers for marking the roll puts a call into parents and notes the absence.

NAPLAN results for Years 3, 5 and 7 and 9 in 2022 *⁹

Note: Reporting on these outcomes may be addressed simply by inclusion of a reference to the My School website <http://www.myschool.edu.au/> under this section of the report.

Alternatively, complete the following section.

Privacy and Interpretation of Data

The fundamental principle for reporting performance information is to support school improvement throughout Queensland and to provide a profile of all schools to the community. While the reporting initiative is a valuable move towards sharing education information, it brings with it responsibilities in the areas of personal information and privacy. The reporting of student achievement information needs to be managed according to appropriate privacy provisions and needs to ensure that publicly available information is accurate and easily interpreted.

There are many Queensland schools that have small enrolment numbers, particularly at individual year levels. For this reason, care needs to be taken not to identify individual students. Care also needs to be taken in the interpretation of information where trends may be volatile. When reporting on small numbers or 'cohorts' of students, an annual variation in enrolment of just one or two students can have a significant effect on data from one year to the next. This is where setting information in context is of prime importance.

When publishing information on student achievement and school performance:

- Careful consideration should be given to the nature of reporting where there are fewer than five students in a group, cohort or reporting field;
- Information should not be published where all persons in a particular group have achieved identical results, irrespective of group or cohort size.

All published information must:

- Maintain the privacy of individual student information;
- Minimise the likelihood of false assumptions and conclusions being inferred from the data.

⁸ Australian Education Regulation 2013 s60 (1)(d)(ii)

⁹ Australian Education Regulation 2013 s60 (1)(e)

School principals may decide that it is not possible to report certain data publicly in ways that maintain student privacy or minimise misinterpretation of performance. Where a decision is made not to report specific data for these reasons, a narrative or descriptive comment on student achievement or school performance would meet the requirements of the Annual Report.

Benchmark Data for Year NA as no students sat Naplan in the school due to only being open 1 Term.

Progress			
The percentage of students at the school who achieved above average progress, compared to students of a <u>similar background</u> and who had the <u>same starting score</u> on their previous NAPLAN test.			
	Year 3-5 (2022)	Year 5-7 (2022)	Year 7-9 (2022)
Reading			
Writing			
Numeracy			

Results				
The average NAPLAN score for all students at the school in each domain, compared to the average score of students in Australia for that domain				
Reading				
	Year 3 (2022)	Year 5 (2022)	Year 7 (2022)	Year 9 (2022)
Average Score (School)				
Average Score (National)	438	510	543	578
Writing				
	Year 3 (2022)	Year 5 (2022)	Year 7 (2022)	Year 9 (2022)
Average Score (School)				
Average Score (National)	422	484	530	560
Spelling				
	Year 3 (2022)	Year 5 (2022)	Year 7 (2022)	Year 9 (2022)
Average Score (School)				
Average Score (National)	418	505	547	577
Grammar and Punctuation				
	Year 3 (2022)	Year 5 (2022)	Year 7 (2022)	Year 9 (2022)
Average Score (School)				
Average Score (National)	433	499	533	573
Numeracy				

	Year 3 (2022)	Year 5 (2022)	Year 7 (2022)	Year 9 (2022)
Average Score (School)				
Average Score (National)	400	488	546	584

Year 12 Outcomes: *¹⁰

Schools provide secondary education are required to report senior secondary outcomes including percentage of year 12 students undertaking vocational training or training in a trade and the percentage of year 12 students attaining a year 12 certificate or equivalent vocational education and training qualification *¹¹

Schools may choose how to do this. The table below provides one example of how you could meet the requirements.

Outcomes for our Year 12 cohort 2022	
Number of students awarded a Senior Education Profile	
Number of students awarded a Queensland Certificate of Individual Achievement	
Number of students who received an ATAR	
Number of students who are completing or completed a School-based Apprenticeship or Traineeship (SAT)	
Number of students awarded one or more Vocational Education and Training (VET) qualifications	
Number of students awarded a Queensland Certificate of Education at the end of Year 12	
Number of students awarded an International Baccalaureate Diploma (IBD)	
Percentage of Year 12 students who received an ATAR above 90	%
Percentage of Year 12 students who are completing or completed a SAT or were awarded one or more of the following: QCE, IBD, VET qualification	%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving a tertiary offer	%

Post-school Destination Information*¹²

At the time of publishing this School Annual Report, the results of the 2022 post-school destinations survey, *Next Steps – Student Destination* report for the school was not available. Information about these post-school destinations of our students will be uploaded to the school's website in September after release of the information.

¹⁰ Australian Education Regulation 2013 s60 (1)(h)(i)

¹¹ Australian Education Regulation 2013 s60 (1)(h)(ii)

¹² Australian Education Regulation 2013 s60 (1)(h)(ii)