



St Mary's Catholic Primary School Mackay

2017 Annual School Report



Catholic Education
Diocese of Rockhampton

The School's story

System:

Catholic Education Diocese of Rockhampton

Principal:

Wesley Rose

Address:

**42 Juliet St
South Mackay
QLD 4740**

Total enrolments:

372

Year levels offered:

Prep to Year 6

Type of School:

Co-educational

Curriculum Offerings

Distinctive Curriculum Offerings

Our school is an exciting place to be. Parents send their children to St Mary's for a variety of reasons. Many people comment on the caring culture that permeates all facets of our school community. An obvious strength is the positive atmosphere that exists in our school; the children are loved, respected, and well taught. Students are offered a holistic education that supports personal growth based on Christian values. Parents appreciate our inner city location.

Extra Curricula Activities

At St Mary's we offer a great diversity of challenging activities. Children are given opportunities to participate in a broad spectrum of activities. These include: choir; outdoor education camps; spiritual development; sport competitions; 'Making Jesus Real' programme; curriculum competitions; excursions; social activities; Opti-Minds; music, artistic and physical education specialists; guest speakers and leadership opportunities. We provide an education that promotes the personal development of each child. Initiatives such as the 'You Can Do It' programme, Project Compassion, The Biggest Morning Tea, NADIOC week and our 'Mini Vinnies'; group promote compassion for others, responsibility and self-respect for the whole school community.

Parents are regularly encouraged to participate in school activities and attend Friday assembly. Family socials are regularly organised as well as holistic support offered to families.

The children have access to a music specialist and instrumental programme through Musicorp. The children participate in the You Can Do IT! Program. This assists children to be life-long learners and focuses upon the habits of successful learners.

Our school is part of Southern Suburbs sub-district representative sport. We participate in the following interschool competitions: netball, cricket, hockey, soccer, rugby league and basketball.

Children can nominate themselves to be part of our Opti-Minds team. This promotes higher-order thinking and team work by asking the children to solve a problem.

Jump Rope for Heart is a part of the Health and Physical Education program. It highlights the need for children to become active and eat well.

Our school has a specialist music teacher and children from Year 3 have the opportunity to learn a variety of musical instruments. Students are also invited to become members of our choir.

Children participate in our school's camp program. The Years 5 and 6 students participate in leadership camps.

During the year the children view a range of performances by the Queensland Arts Council.

Book Week is an important event in the school's calendar. Classes participate in many activities that promote literacy.

National Aboriginal and Islander Week is celebrated. We recognise the importance of multiculturalism as our society is made up of many different cultures.

The children have an opportunity to participate in the national competitions in Computing, Science, Maths and Literacy. There are also many local arts competitions.

How Information and Communication Technologies are used to assist learning

At St Mary's we believe that it is essential that our students are equipped with ICT capabilities so that they can "participate in a knowledge-based economy and to be empowered within a technologically sophisticated society now and into the future" (MCEETYA 2008). We aim to develop the students' knowledge, skills and dispositions around ICTs. A variety of ICT devices are used across the school, including desktop and laptop computers and iPads. Our 'Makerspace' offers students the facility to

immerse themselves in a myriad of technology; including robotics, coding, green-screen animation and movie making.

The nature and scope of ICT capability is not fixed, but is responsive to ongoing technological developments. Students need to use ICT with confidence, care and consideration, understanding its possibilities, limitations and impact on individuals, groups and communities.

Social Climate

Based on our shared values and beliefs, all learners at St Mary's are invited and challenged to be and become reflective, self-directed learners who are: producers, participators, investigators, communicators and problem solvers. Through modelling and living out of the values according to the Catholic ethos, religious education is the umbrella that oversees and permeates all that we do. We seek to inspire children to have Jesus Christ as their model and with the help of the Holy Spirit, be the best person they can be, as God wants them to.

St Mary's has made the progression to the new diocesan Religion Curriculum. This involved consultation with the staff and CEO representatives in order to write a school programme that is comprehensive and teacher friendly. The religion programme encompasses the four strands as well as a defined focus on religious literacy and numeracy.

Initiatives that have been introduced in the area of curriculum over the past few years have challenged the St Mary's staff to review and improve programmes and teaching practices. Despite the changes, our Mission Statement has remained central to our curriculum.

Cyber Safety and Anti-Bullying Strategies

At St Mary's we use a proactive approach to tackling bullying. The "You Can Do It!" and "Making Jesus Real" programmes form the base for developing a positive, cohesive and faith-filled learning environment. We have an Anti-bullying policy to which all staff, students and parents commit.

Our school has implemented Diocesan policies on Acceptable Use Agreements for students and staff. The school regularly communicates to parents and the school community about cyber safety issues. We also have appropriate policies in place to deal with the use of mobile phones and other electronic devices. Our school has a number of social/emotional learning programs in place to assist students in guarding against bullying at school. The school community is kept up to date

Strategies used for involving parents in their child's education

Our parent body continues to work tirelessly to provide a wide range of valued services for the school. Since the last review they have introduced various fund raising initiatives such as the Trivia Night. They have contributed significantly to the upgrading of facilities. Their contribution to the culture of the school is impressive. We have class coordinators who welcome new families and organise social activities for families and parents during the year. The 'Just one Thing' campaign asks families to list ways that they can be engaged in the life of the school. We have an excellent reputation in our local area and many visitors comment upon the caring environment that exists in our school.

The St Mary's School Board is a group of stakeholders who seek to work towards the achievement of the church's educational mission. It consists of a variety of people who have an awareness of the Catholic Church's educational mission and who together reflect on the implementation of policies and guidelines that are based on Gospel values. This gives direction to the school and promotes its special religious identity. The P& F Association of St Mary's is a very active group within the school community. The Association meets regularly.

Reducing the school's environmental footprint

We have a recycling program.

Teachers and students use electronic media to produce work.
 We have 60kw of solar panels to offset our power consumption.
 Most of the school has low-energy LED lighting installed.
 Our garden club educates students on sustainability and ethical food production.

Characteristics of the Student Body

St Mary's Catholic Primary School was founded by the Rockhampton Sisters of Mercy in 1924 and now caters for students from prep to year 6. The school is situated in South Mackay which is an inner city suburb with a mixture of older single residences and an increasing number of multiple dwellings, catering for older residents and single parent families. Adjoining a regional Catholic year 7 to 10 college, St Mary's is a convenient school for inner city workers with around a quarter of the school population coming from outside the traditional boundaries of the parish. Consequently, the students come from a wide range of socio-economic backgrounds and cultural groups. For several years, the school has experienced very strong enrolment numbers and most classes are now at capacity. This trend is due to:

1. New housing development in the area, which has led to a number of families residing in the area sending their families to the school
2. The fact that the school has become proactive in promoting itself and has a very good reputation in the community
3. The school has spent a considerable amount of money in improving its facilities and has a very proactive P&F
4. Our school has a dedicated learning support team and volunteer parents who assist those students with diverse learning needs.

Our learning support program, 'Multilit; reading intervention program and significant ESL program are an integral part of our school, with teachers depending on these programs to assist them with both the large number of students with learning difficulties and ESL students. It should also be noted that the staff are proactive in developing the skills necessary to support the large number of students with learning difficulties and ESL needs in their classes.

Staffing composition, including Indigenous staff

Workforce Composition of all teachers

Workforce Composition	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	22	22	0
Full-time equivalents	19.3	10.49	0

Qualifications of all teachers

Qualification – highest level of attainment	Percentage of staff with this Qualification
Doctoral / Post-doctoral	
Masters	
Bachelor Degree	95.45 %
Diploma	4.55 %
Certificate	

Expenditure on and teacher participation in professional development

TOTAL FUNDS

\$ 100,400

MAJOR PROFESSIONAL DEVELOPMENT INITIATIVES

Our Professional Development initiatives in 2017 included:

- Chris Topfer wiring in-service.
- In-house PD on the 6+1 Writing traits. This supported our 2017 literacy goal.
- Mathematics PD.
- Cathryn Stephens in-service on Hattie's framework for effective teachers, specifically focusing on improving teacher feedback.
- Learning walks continued in 2017, focusing on monitoring the amount and quality of teacher feedback. Use of year level cluster groups we also used to support teachers throughout the year.
- Religious professional development in 2017 included;
 - 1 day Bishop's In-Service Day. Keynote from Sr Carmel Pilcher around Baptismal call.
 - 1 day inservice from Fr Elio Capra, focusing on Enhancing Catholic Identity.

TEACHING STAFF INVOLVED IN PROFESSIONAL DEVELOPMENT

100 %

Average staff attendance

94.46 %

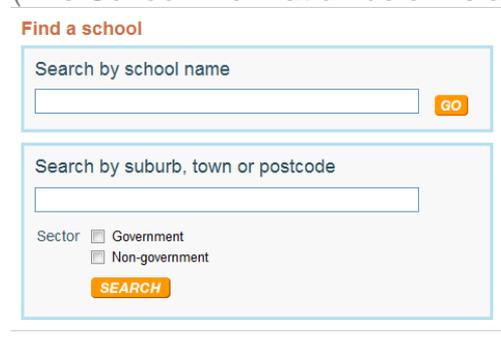
Percentage of teaching staff retained from the previous school year

87.72 %

School Income

<http://www.myschool.edu.au/>.

(The School information below is available on the My School website).



The screenshot shows a search interface titled "Find a school". It contains two search boxes: "Search by school name" with a "GO" button, and "Search by suburb, town or postcode" with a "SEARCH" button. Below the second search box, there are radio buttons for "Sector" with options "Government" and "Non-government".

PERFORMANCE of our STUDENTS

National Assessment Program – Literacy and Numeracy Results

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, and 7 are available via the My School website at www.myschool.edu.au.

Read and follow the instructions on the next screen; you will be asked to accept the **Terms of Use** and Privacy Policy before being able to access NAPLAN data.

If you are unable to access the internet, please contact the school for a paper copy of our school's NAPLAN results.

Key Student Outcomes

Twice per term, each teacher formally meets with a member of the leadership team to discuss various aspects of their teaching and learning. This year we have teachers visiting other classrooms and observing each other. We are endeavouring to create professional learning communities. Professional Learning Communities promote broad leadership by enabling teachers to collegially share ideas for improving instruction and by opening up their classrooms for all teachers to learn about effective instructional practices.

Transforming a school into a professional learning community can have a very positive impact for students, the results include:

- increased levels of student engagement.
- lower rates of absenteeism.
- greater academic gains in math, science, history, and reading.
- smaller achievement gaps between students from different backgrounds

For staff, the following results have been observed:

- reduction of isolation of teachers.
- increased commitment to the mission and goals of the school and increased vigour in working
- shared responsibility for the total development of students and collective responsibility for students' success.
- powerful learning that defines good teaching and classroom practice and that creates new knowledge and beliefs about teaching and learners.
- increased meaning and understanding of the content that teachers teach and the roles they play in helping all students achieve expectations.
- higher likelihood that teachers will be well informed, professionally renewed, and inspired to inspire students.
- more satisfaction, higher morale, and lower rates of absenteeism.
- significant advances in adapting teaching to the students, accomplished more quickly than in traditional schools.
- commitment to making significant and lasting changes and higher likelihood of undertaking fundamental systemic change.

Student Attendance

Average student attendance rate (%)

95.7 %

Describe how non-attendance is managed by the school

The school roll is marked twice per day. The parents of a student who is absent with notice will receive a text message to request contact with the school. Continued absences are flagged by the administration staff and attended to by the school Leadership Team.

Value Added

Report on 2017 Strategic goals

Our goals for 2017 were:

- To develop a whole school approach to problem solving and reasoning
- Implementation of the 6+1 traits of writing by all teachers into literacy learning
- To develop the Catholic Identity of St Mary's and implement ECSIP

The school made good progress on the goals for 2017 by:

Mathematics

A statement of 'Agreed Practices in Mathematics' was developed, which articulates how Maths is to be planned for, taught and assessed at St Mary's.

Literacy

The teaching staff were involved in a study of Ruth Culham's 6+1 Writing Traits. Staff meetings were devoted to chapter study, discussion around the implementation of specific writing traits and anecdotal sharing of the successes noted by teachers. Our school differentiation commenced work on developing a writing continua/grading rubric that will be used across year levels to assess literacy progression.

Religion

The ECSI survey was conducted in 2017. Teachers and the school board were in-serviced in the ECSI language and implications of the ECSI report. The 2017 St Mary's ECSI report will be to set some future goals for religious formation and help us retain our school's Catholic Identity.

The story of where you are going

The key goals for 2018 in our School Improvement Plan include:

- Mathematics: By the end of the year, students will be regularly focusing on problem solving and non-routine questions in mathematics.
- Literacy: By the end of the year, teachers will have embedded the 6+1 Writing traits into their literacy practices and will evaluate the effectiveness of school spelling approaches in student writing.
- Religion: By the end of the year, all students will have a deeper understanding of scripture.

Parent, Teacher and Student Satisfaction

Please find below some comments from our recent parent survey:

From the warm and friendly office staff, to the principal and those who plan the curriculum, and to the beautiful teaching staff who care for my children day in and day out - what a fabulous bunch of people - I hope you receive plenty of praise - Thank you!

I am so happy with the caring staff here at St Mary's. The You Can Do It program is just fantastic. I am so glad we have decided to send our children here.

I feel St Mary's offers the children a safe and happy environment. The staff are always encouraging the students to do their best and encouraging a positive attitude. I think it is a wonderful school. This is a great school.