St Mary's Primary School, IPSWICH

Annual Report 2021

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

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Principal's foreword

The 2021 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.

St Mary's Primary School is situated in the historical Queensland provincial city of Ipswich, 40 kilometres west of Brisbane. Catholic education has been offered on the site for over 158 years evidenced by the historically significant buildings that have been internally refurbished to support the modern curriculum and pedagogy. Current enrolment is approximately 568 students from Prep to Year 6 drawn from all Ipswich suburbs and surrounding districts.

The school aims to bring Christ alive to students through a variety of religious education and pastoral care programs that support individual self-esteem and community spirit. Literacy and numeracy blocks ensure that these key areas are given high priority. A fulltime Arts teacher, together with a Physical Education teacher provide developmental programs throughout the school ensuring that children have a broad learning experience. Our fulltime Speech pathologist supports teachers and students in developing oral language vital for the development of Literacy Skills. Outside hours school care, operated by Catholic Early EdCare is available before and after school as well as during school holidays.

School progress towards its goals in 2021

The explicit improvement agenda for 2021 focussed on gaining improvements in all areas of development with a particular focus on literacy. St Mary's Primary recognises the importance of developing the whole child so they may become responsible community contributors in society not only now but in the future.

Our Learning and Teaching school goals for St Mary's Primary School Ipswich for 2021 were the following:

Learning and teaching

Goal

1. By the end of 2021, students will have an improved knowledge and understanding of spelling patterns and the morphology and etymology of words.

2. By the end of 2021, staff will have an improved confidence and capacity to teach writing in a way that engages students.

3. By the end of 2021, teachers will have an enhanced capacity to confidently address the five key elements of reading. (Phonemic awareness, sound/letter knowledge, fluency, vocabulary and comprehension.

Future outlook

St Mary's Primary School Goals and explicit improvement agenda for 2022 will be maintained in order to continue to strengthen work commenced in 2021. Our school has identified a need to further consolidate the work in all areas of the annual plan. The school will continue to further develop teachers and students in the area of Literacy in 2022.

2022 school goals, informed by our learning data in 2021 will be:

1. By the end of 2022, staff will have an improved knowledge and understanding of the school Mission and Identity and how this is lived in the agreed everyday practices of the school.

2. By the end of 2022, teachers will have an improved confidence and capacity to implement agreed high impact strategies in the classroom to improve student learning.

3. By the end of 2022, teachers will have an enhanced capacity to confidently address the teaching of Spelling and Writing through the implementation of the school Spelling and Writing program.

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St Mary's Primary School, Ipswich
Annual Plan 2022

Vision
We strive to make Jesus real in the lives of our students, families and staff.

Mission
As a faith community, we strive to make Jesus real in the lives of our students, families and staff by living the gospel values in our daily work.
As an educational community, we recognise that each child is created in the image of God. We are committed to supporting and motivating all students to achieve their full potential.
As a professional community of educators, we are committed to ensuring every child develops the knowledge, skills and values necessary to actively engage in the world of the future.

Values

| Welcoming *Matt 25:40* | Thankful *Thes 5:18* | Saying Sorry *Prov 17:9* | Encouraging *Phil 4:13* | Inclusive *Rom 2:11* | Enthusiastic *Ephes 6:7* |

Priorities

Catholic Identity
Goal
By the end of 2021, staff will have developed a common understanding of how Catholic Identity is expressed in the everyday life of the school:
• curriculum
• social interactions
• relationships

Strategies
The APRE will support teachers to identify where Catholic Perspectives authentically fit in current units of work.
The APRE will regularly and systematically unpack for parents the language around Catholic Perspectives.
PL and formation opportunities for staff to unpack the language and theology of Catholic Identity.

Success Measures
Teachers will pose questions about Human Dignity, Genuine Belonging, Choices and Humans are Social and Sacred during social interactions and within the curriculum context.
Parents will have an understanding of Catholic Perspectives in the everyday life of the school and in curriculum.
Staff collaboratively create statements that reflect a shared understanding of the 4 focus Catholic Perspectives.

Diversity and Inclusion
Goal
By the end of 2021, all teachers will collect, analyse and utilise data to develop teaching responses.

Strategies
Weekly provision for teaching staff to meet with ST-IE and other professionals to plan for and monitor EAP's.
Use of SMILE & SMIRC programs to support students with additional needs.
Employment of a teacher on Tuesdays to make it possible for teachers to meet with others professional to discuss the needs of students.

Success measures
• Teachers will provide differentiated learning that meets the needs of all students.
• All students will make progress in their learning.
• Weaknesses and gaps in the curriculum will be identified and remedied.

Learning and Teaching
Goal
1. By the end of 2021, students will have an improved knowledge and understanding of spelling patterns and the morphology and etymology of words.
2. By the end of 2021, staff will have an improved confidence and capacity to teach writing in a way that engages students.
3. By the end of 2021, teachers will have an enhanced capacity to confidently address the five key elements of reading. (Phonemic awareness, sound/letter knowledge, fluency, vocabulary and comprehension.

Strategies

Goal 1. Teachers develop a shared set of beliefs and identify an aligned set of practices that will inform a whole school approach to the teaching of spelling.

Professional reading and learning about the four spelling knowledges, spelling strategies, dimensions of spelling, assessment and the Big Ideas of spelling.

Goal 2 Teachers develop a shared set of beliefs and identify an aligned set of practices that will inform a whole school approach to the teaching of writing.
Engage Literacy Solutions for modelling and counseling:
• Pedagogical approaches for the teaching of writing (GRR)
• The Reading/Writing Connection.
• Writing as a response to literature.
• Teaching grammar, sentence structure and language features in context.
Goal 3 Professional learning to improve teacher understanding of phonemic awareness and phonics, fluency, vocabulary and comprehension.
Collaborative planning to produce a sequence of lessons for the explicit instruction of vocabulary.
Explore proficiency scales for vocab and comprehension.

Success measures
Goal 1.
• A focus on inquiry over rote learning.
• An improvement in the retention and application of spelling generalizations and familiar patterns will be evident in student writing.
Goal 2.
• Improvement in the eight criterion of the writing analysis.
• GRR utilized by teachers when teaching writing.
• Differentiated instruction that meets the needs of students.
Goal 3.
• Explicit teaching of phonemic awareness and phonics.
• Explicit teaching of vocabulary will be evident in classrooms.
• Explicit teaching of comprehension strategies will be evident in classrooms.

Wellbeing
Goal
By the end of 2021, we will improve student Social Awareness and Social Management.

Strategies
PL for staff on the Zones of Regulation.
Explicit teaching of students about the Zones of Regulation.
Revisit the Personal and Social General Capability.
Revisit the Universal Tier One Supports (EMoT).
PL in the use of *Game Factory* and *You Can Do It.*
Teachers use and explicitly teach the language and strategies of *Making Jesus Real.*

Success measures
• Engage data will reflect improved social awareness and social management .
• There will be fewer disruptions to teaching & learning.
• Learning conversations will occur more frequently in classrooms than behaviour conversations.

Our people
Goal
By the end of 2021, teachers and students will have an improved capacity to use technology to support learning and teaching, and wellbeing, particularly in relation to assessment, reporting and behaviour.

Strategies
Provide professional learning and workshops for teachers to improve their capacity to utilize Essential Assessment and Seesaw.
Explicitly teach students how to record their thinking and understanding using Seesaw.
Regular meetings to analysis behaviour data and report to staff on a monthly basis.

Success measures
• Students will use Seesaw to record thinking and learning and demonstrate growth.
• Teachers will use data to identify student learning needs
• Teachers will use data to create engaging and differentiated curriculum.
• Teachers will share student learning and growth with parents/caregivers in an ongoing manner.
• Techers will use the behaviour data to modify as required.

Our school at a glance

School profile

St Mary's Primary School is a Catholic Primary School administered through Catholic Education Archdiocese of Brisbane.

Coeducational or single sex: Coeducational

Year levels offered in 2021: Primary

Student enrolments for this school:

	Total	Girls	Boys	Aboriginal and Torres Strait Islander students
2021	565	299	266	33

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

The St Mary's student body is drawn from throughout the city of Ipswich and its surrounds. We are a diverse community in terms of socioeconomic status and the educational background of the parent body. Together with the Brisbane Catholic Education Office, St Mary's has a dedicated approach to supporting student learning needs. The majority of the students are of the Catholic faith, with student from other Christian denominations and other faith traditions contributing to the religious culture of the school.

The following subsets of students contribute to the unique characteristics of the school:-

- Indigenous – 6.4% students
- English as a Second Language – 5.7% students
- Defence Force Students – 7.0% students
- Students Identified with Learning Needs – 26.4% students

Curriculum implementation

Curriculum overview

At St Mary's we align our overarching goals with The Alice Springs Declaration. We believe that Australian schooling must promote equity and excellence and support all young Australians to become successful learners, confident and creative individuals, active and informed citizens.

The Religious Education Curriculum of the Archdiocese of Brisbane, the Australian Curriculum and our own Model of Learning and Teaching, which reflects the BCE Learning & Teaching Framework, informs our Curriculum Delivery Plan.

Model of Learning and Teaching

Vision for Learning

1. At St Mary's we believe that all students can achieve at a high level.
2. We believe that all students are empowered to learn and achieve because of the high quality teaching and pedagogy and the conditions for learning that we provide.

Mind Frames of Effective Teachers

1. Like John Hattie, we believe "that teachers and school leaders who develop a particular set of mind frames are more likely to have a major impact on student learning."
2. It is a belief that we are evaluators, change agents, adaptive learning experts, seekers of feedback about our impact, engaged in dialogue and challenge, and developers of trust with all, and that we see opportunity in error, and are keen to spread the message about the power and impact that we have on learning."

Model of Pedagogy

1. At St Mary's we utilise the BCE Model of Pedagogy which brings together the principles and practices of learning and teaching that lead to success for all learners.

2. This model is consistent throughout the school and provides a common language and process for planning and reflecting upon learning and teaching.

Effective and Expected Practices

1. At St Mary's, the Effective and Expected practices identify and clarify how we can intentionally and explicitly teach literacy within learning areas to move each student forward in their learning. They articulate how the practices and processes of the Model of Pedagogy are effectively applied in the context of literacy within curriculum areas.

   Essential Skills for Classroom

1. At St Mary's we believe that the Essential Skills for Classroom Management support teachers to build positive relationships that promote learning.
2. We believe that these skills are complimentary to effective planning and engaging pedagogy and aimed at providing consistency in teacher response to disruptive and non-compliant student behaviour.

At St Mary's we believe that effective pedagogy -
- relates to the principles and practices of teaching children
- is teaching that makes learning visible and leads to successful achievement of all learners
- enables every learner to participate and progress in their academic and social development to their full potential

Evaluation

The evaluation of our curriculum serves several important purposes, one of which is the progressive reviewing of programs and learning activities. Such review helps teachers to plan in ways that cater to individual students' learning needs, interests and abilities.

Evaluation also guides teachers when informing students and parents about progress, thus enabling the provision of appropriate support and guidance. This aspect of evaluation is most obvious to students and their parents when it takes the form of parent/teacher interviews and written assessment or reports.

Assessment

Assessment serves three main functions: assessment **for** learning, assessment **as** learning and assessment **of** learning.

Assessment for learning involves teachers using evidence about students' knowledge, understanding and skills to inform their teaching. Sometimes referred to as 'formative assessment', it usually occurs throughout the teaching and learning process to clarify student learning and understanding.

Assessment as learning occurs when students are their own assessors. Students monitor their own learning, ask questions and use a range of strategies to decide what they know and can do, and how to use assessment information for new learning.

Assessment of learning assists teachers in using evidence of student learning to assess achievement against outcomes and standards. Sometimes referred to as 'summative assessment', it usually occurs at defined key points during a teaching work or at the end of a unit, term or semester, and may be used to rank or grade students.

Monitoring

Teachers are required to monitor in an ongoing manner, the current state of student understanding and each student's progress of learning towards the success criteria. They seek and provide feedback relevant to the current understandings of the students. Through information gathering and intentional processes that allow them to check for understanding, teachers know who requires additional support, and evaluate the effect of their teaching on all of their students.

The monitoring of progress in Literacy is supported by the BCE monitoring Tools.
- Concepts about Print- To be completed for all Prep students by the end of Term 1, Week 4. To be continually monitored and updated in FACES, for all students in Prep, Year 1 and Year 2 until they demonstrate 100%

- Reading Readiness SLK- To be completed for all Prep students by the end of Term 1, Week 4. To be continually monitored and updated in FACES, for all students in Prep, Year 1 and Year 2 until they demonstrate 100% in both the letter and sound components of the tool. This allows for ongoing analysis of letter and sound knowledge in order to support targeted planning for the literacy development of each student.
- PM Benchmark- To be completed by all students, regardless of year level, until they achieve beyond level 30. To be continually monitored and updated in FACES. A result must be recorded for each child at least once a term, by the end of week 9.
- PAT-R- To be completed in Term 1 by students in Years 2-6 who do not have a current PAT result e.g. new to system and Term 3 by all students in Years 2-6.
- Writing Analysis- To be completed and updated in FACES by week 9 of each term.

Extra-curricular activities

In 2021 extra-curricular activities had continued impact by the COVID 19 pandemic. We were still able to participate in:
- Catholic Mission Sunday and Socktober day
- Little Kings concert
- Real Talk for yr 6
- Ipswich Dance Eisteddfod
- Yr 5 and 6 Spiritual Formation
- Brisbane Catholic Education 200 yr Celebration
- Park 2 Park
- Ipswich Catholic Community Multicultural Mass
- BMX talk and demonstrations
- Public speaking
- Ipswich Catholic Community Parish Mass on the first Saturday of the month during term time.
- AFL Schools Cup
- Rangers Rugby 7s Tournament (U12 Boys Champions)
- Year 6 camp to Tallebudgera
- Year 6 Student Leadership Program
- NRL Girls' Gala Day
- Natiana Lui excursion
- Prep Buddies program.
- Year 5 Preparing for leadership retreat – Unleashing Personal Potential.
- Excursions to Historical village
- Initiated L.A.M.P Program with St Mary's College. (Yr 10 students serving the community by working with our Prep students)
- Instrumental Music Program Yrs 3-6
- School Choirs
- Outside school Hours Care program.

How information and communication technologies are used to assist learning

St Mary's recognizes the importance of students' regular engagement with ICT in order to actively engage with the curriculum and the modern world.

Students from Prep to year 6 engage with, data projectors, smart televisions, ipads, laptops and computers to help access the curriculum. During 2020, students continued to utilize robotics in developing their understanding of spatial awareness and coding.

The ongoing challenges presented by COVID-19 resulted in an acceleration of the use of ICTs in the delivery of the curriculum. Students utilized a variety of software to submit examples of their learning

and teachers took advantage of software to provide continuous reporting on student progress to parents.

Professional Learning is provided on a 'needs basis 'to ensure all staff are confident in the use of this technology. This is often provided by peer teachers. Teachers and students use assessment software to provide continuous assessment that informs current individual student learning and informs individualized learning growth plans and activities.

Parent and Class Portals are utilized to communicate between home and school. Most teachers and parents are utilizing 'SeeSaw' as a means of providing regular samples of student work/achievement to parents.

Social climate

Overview

St Mary's Primary School seeks to work with parents in the total development of each child during this important formative stage. We endeavour to assist in the development of each child's: Self Worth, Social Skills, Sporting Skills, Behavioural Choices, Moral Awareness and academic Growth.

We achieve this in a variety of ways:

- Making Jesus Real philosophy is at the core of all we do.
- Student Behaviour Support Plan providing a base of common beliefs and philosophy
- Levels of support progressing from universal to personalised
- Guidance Counsellor service
- Social Emotional Learning
- Lunch Club

Parent, student and staff satisfaction

The tables below show selected items from the Parent/Caregiver, Student and Staff BCE Listens Surveys.

BCE Listens Survey - Parent satisfaction

Performance measure	
Percentage of parents/carers who agree# that:	**2020**
This school helps my child to develop their relationship with God	98.9%
School staff demonstrate the school's Catholic Christian values	96.8%
Teachers at this school have high expectations for my child	92.7%
Staff at this school care about my child	96.9%
I can talk to my child's teachers about my concerns	93.8%
Teachers at this school encourage me to take an active role in my child's education	87.6%
My child feels safe at this school	95.9%
The facilities at this school support my child's educational needs	94.8%
This school looks for ways to improve	91.2%
I am happy my child is at this school	95.7%

BCE Listens Survey - Student satisfaction

Performance measure	
Percentage of students who agree# that:	**2020**
My school helps me develop my relationship with God	86.3%
I enjoy learning at my school	90.9%
Teachers expect me to work to the best of my ability in all my learning	97.0%
Feedback from my teacher helps me learn	93.3%
Teachers at my school treat me fairly	90.3%
If I was unhappy about something at school I would talk to a school leader or teacher about it	72.7%
I feel safe at school	81.8%
I am happy to be at my school	84.6%

BCE Listens Survey - Staff satisfaction

Performance measure	
Percentage of staff who agree# that:	**2020**
Working at this school helps me to have a deeper understanding of faith	91.4%
School staff demonstrate this school's Catholic Christian values	97.1%
This school acts on staff feedback	87.5%
This school looks for ways to improve	97.1%
I am recognised for my efforts at work	85.7%
In general students at this school respect staff members	88.6%
This school makes student protection everyone's responsibility	100.0%
I enjoy working at this school	91.2%

# '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

2021 saw many of our usual community engagement activities either cancelled or moved to online. The school continued to emphasize and look for ways to ensure that our belief that parents and caregivers play a very important role at St Mary's was not lost. We looked at ways of ensuring parents were involved through various online and small gathering events.

Formal bodies such as the Parents and Friends and the School Board provide opportunities for parents to inform school decision making. The school reports formally to parents, four times a year via a combination of Parent/Teacher Interviews and written reports. Teachers make themselves available for consultations at other times when requested.

The school involves itself in a variety of community events including eisteddfods, sporting and community fund raising events and local shows.

St Mary's has established regular consultation processes with parents regarding adjustments made to assist students with diverse needs to access and participate fully in school life. One day of each week is set aside for a class teacher, ST-IE and other professionals to share adjustments that have been/will be put in place to support students. Parents are invited to regularly meet with their class teacher, ST-IE, Guidance Counsellor (+other relevant health professionals) to either consult on adjustments and/or report on progress following adjustments. All adjustments and parent contact are documented. The school based speech pathologist meets with parents to provide assessment feedback and activities for home.

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 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**

Search by school name or suburb	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	40	21
Full-time Equivalents	35.7	14.4

*Teaching staff includes School Leaders

Qualification of all teachers*

Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	3
Graduate diploma etc.**	0
Bachelor degree	37
Diploma	0
Certificate	0

*Teaching staff includes School Leaders
**Graduate diploma etc. includes graduate diploma, bachelor honours degree, and graduate certificate.

Professional development

The major professional development initiatives at St Mary's Primary School for 2021 were prioritised using data analysis and teacher voice. Some of these prioritied as follows:

- Continued development of staff to successfully and confidently implement Phonemic, phonological and phonics awareness through work with Literacy Solutions and personalised tailored PD from our Full time Speech pathologist.
- Professional Development on the Proficiency scales in particular a focus in the literacy strand of English.
- Data literacy
- Recontextualising of Mary, Catholic Perspectives and Groome's Modules Overview, Scripture updates, Spiritual formation and Steve Francis.
- Teaching and Learning Priorities
- Zones of Regulation
- First Aid
- Language PD
- Religious Education Review
- Strengthening Catholic Identity Retreat

The proportion of the teaching staff involved in professional development activities during 2021 was 100%.

Staff attendance and retention

Average staff attendance

Description	%
Staff attendance for permanent and temporary staff and school leaders	97.0%

Proportion of staff retained from the previous school year
From the end of the previous school year,98% of staff was retained by the school for the entire 2021.

Performance of our students

Key student outcomes

Student attendance

The overall student attendance rate in 2021 for all Brisbane Catholic Education schools across years Prep-6 was 92.4%.

Description	%
The overall attendance rate* for the students at this school	93.5%
Attendance rate for Aboriginal and Torres Strait Islander students at this school	92.3%

Average attendance rate per year level			
Prep attendance rate	94.0%	Year 4 attendance rate	94.3%
Year 1 attendance rate	93.9%	Year 5 attendance rate	93.1%
Year 2 attendance rate	93.7%	Year 6 attendance rate	91.8%
Year 3 attendance rate	93.3%		

*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.

Description of how non-attendance is managed by the school

- School Rolls are marked twice per day, firstly at 8:30am and again at 1:30pm. If a child has been marked absent and the school had not been informed, a text message is sent to the parent or caregiver. If no response from the parent within 30 minutes – a follow up telephone call is made.
- Each term students with a >95% attendance rate is presented with a certificate at the school assembly.
- Each classroom tracks student attendance on a data wall in their classroom.
- Regular newsletter items encourage attendance.

NAPLAN

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 NAPLAN tests are available via the *My School* website.

How to access our NAPLAN results

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

Search by school name or suburb	School sector ⌄	School type ⌄	State ⌄	🔍

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

> View School Profile

8. Click on 'NAPLAN' to access the school NAPLAN information.

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

Notes:

1. If you are unable to access the internet, please contact the school for a hard copy of the school's NAPLAN results.
2. The National Assessment Program – Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 3, 5, 7 and 9.