



**Mother Teresa Primary
School, ORMEAU**

Annual Report 2021

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



teaching • challenging • transforming

Contact information

| | |
|-----------------------|--|
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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.

Mother Teresa Primary School is a co-educational, Catholic primary school (P-6). The ethos of our school encompasses five core values being; Love, Service, Prayer, Peace and Compassion. These values underpin the schools mission of leading quality education, building caring and supportive relationships, inspiring resilient children, creating inspirational environments, and nurturing active faith. We integrate these themes and core values into every facet of school life and base our whole-school code of conduct on their principles.

Mother Teresa Primary School is a vibrant educational community and perfectly situated to provide a balanced education with high expectations for academic performance and citizenship. Following the words of Mother Teresa, "Do small things with great love", typifies the values of care and compassion to which the school aspires.

School progress towards its goals in 2021

| Goal | Achievement |
|--|-----------------------|
| Strengthen the Mother Teresa Charism amongst students, staff and community and to celebrate our Catholic Story through rich prayer experiences. <ul style="list-style-type: none"> • Increase opportunities for the community to explore Mother Teresa in depth • Giving back to the community Success measures: <ul style="list-style-type: none"> • Students and staff can articulate, identify and demonstrate the values of Mother Teresa | Ongoing two-year goal |
| To celebrate our Catholic Story through rich prayer experiences <ul style="list-style-type: none"> • Prayer resources updated • Prayer Spaces in each class a focal point • Regular and varied opportunities for whole school Prayer • Staff PD on types of prayer • Increase catholic iconography and symbolism within the school Success measures | Achieved |

| Goal | Achievement |
|--|-------------|
| <ul style="list-style-type: none"> Increased visibility of class prayer spaces are regularly updated to reflect different liturgical celebrations and seasons. Contemporary Catholic iconography, symbols installed around prominent school locations. | |
| <p>Develop and embed authentic learning to engage each learner so that they achieve personal excellence and success.</p> <ul style="list-style-type: none"> Sustain effective and expected literacy practices. Strengthen the collaborative approach of staff to improve student learning outcomes. Develop a comprehensive range of assessment strategies to have assessment capable students. <p>Success measures</p> <ul style="list-style-type: none"> Short cycle planning documents in all KLAs responsive to student learning needs and reflecting Effective and Expected teaching practices. Research and evidenced based teaching practice evident in classrooms through Learning Walks and Talks and leadership walk throughs. Evidence of individual student learning growth through assessment Student ability accurately represented in standardised tests | Achieved |
| <p>To completely embed the Positive Behaviour For Learning (PB4L) and to continue to embed Aboriginal Perspectives at Mother Teresa Primary School.</p> <ul style="list-style-type: none"> Formalise PB4L reward structure Revisit behaviour flowcharts and expectations – sustain the use of these Regular information provided in the newsletter <p>Success measures –</p> <ul style="list-style-type: none"> PB4L matrix completed Students able to identify school expectations Staff consistent in delivery of PB4L RAP committee to continue work in house team totems New ceremonial flag structure opened and used Sustain the use of cultural news in the school newsletter | Achieved |

Future outlook

| Goal | Achievement |
|---|--|
| <p>To deepen the spiritual, scriptural and theological capacity of our students, staff and community to enhance and further strengthen the prayer life and catholicity of the school.</p> <ul style="list-style-type: none"> Implement a whole school framework around Christian Meditation. Stations of the Cross. Religious Education focus on the School site. Exploration on the possibility of an indigenous focus. Interactive element with the use of QR codes. Students and teachers to use these as teaching opportunities. Update and revitalise the sandstone Prayer Hands. Label sandstone blocks with values and quotes – Students and staff to use this as a functional sacred space Mass: 3 Opportunities with the Eucharist on site. | <p>Term 2 Term 3 - 4</p> <p>Term 1 - 4</p> |
| <p>All classroom teachers to have a deep understanding of the vertical alignment of the Australian curriculum to effectively plan, teach and assess with greater differentiation and higher expectation of academic rigour.</p> <ul style="list-style-type: none"> Evidence of teacher capacity in understanding the vertical alignment of curriculum content through Prep to 6 sequencing of planning cycles. | Term 1 |

| Goal | Achievement |
|---|----------------------------|
| <ul style="list-style-type: none"> Teachers effectively using the vertical alignment to plan quality assessment that differentiates instruction for academic rigour and provides regular opportunities for students to be exposed to, and assessed on, above ability/grade content. Planned and documented quality assessment tasks that provide students with opportunities to accurately demonstrate their understanding, knowledge and skills including above and well above standard. | Term 2 Term 3 and 4 |
| To completely embed the PB4L across the school Strategies. <ul style="list-style-type: none"> Students able to identify school expectations Staff consistent in delivery of PB4L Communication between school and home concise and uniform across the school from all staff | Term 3 and 4 |
| Additional Goals <ul style="list-style-type: none"> Sandstone garden for student reflection Refurbish Outdated Classroom walls with colour acoustic panels Update STEM learning resources Replenish books in the library | Planned and budgeted for |

Our school at a glance

School profile

Mother Teresa Primary School is a Catholic 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 | 219 | 112 | 107 | 7 |

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

Our students come mostly from Ormeau itself or suburbs to the south. We have a wide range of cultural backgrounds represented in our student body. Students come largely from a dual income family, and as a newer school in a growing community, many of our families are first home buyers with young families. Like all schools in our modern era, our children are very comfortable and confident with the use of Information Communication Learning Technologies, which is heavily supported in our classrooms. Being located in the semi rural Ormeau setting, our children are able to enjoy a lot of outdoor play environments and recreation areas and are very responsive to a 'hands on' approach to learning. Parents at our school are very supportive and actively engaged in children's learning through in-class assistance, serving on the School Board or Parents and Friends, or even through volunteering in the school tuckshop.

As a small and developing school, all children in our school know each other, and this leads to the development of great community spirit, and also helps us assist the children in managing social situations when they arise. As an inclusive school, we have a higher than average number of student with verified disabilities, who are well supported through our inclusive education policy.

Curriculum implementation

Curriculum overview

Mother Teresa's school curriculum offerings are based on meeting the requirements of the National Curriculum as set down by ACARA. Our school teaching and learning is based on a real-world approach to learning which aims to produce a self-motivated and self-directed lifelong learner. Key to this approach are our six underpinning core learning values; Respect, Responsibility, Real Things, Collaboration, Challenge and Choice. We see these as the skills and values that our children will need to develop and foster to help them learn and succeed in any endeavour at any age.

Skilling the children to be successful life-long learners is vital, and this requires explicit teaching of skills and knowledge to develop more complex understandings. Children are taught these explicit skills in conjunction with opportunities to use these skills and knowledge to explore their world further. This explicit teaching reflects the content outlined in the National Curriculum. As well as the expected curriculum offerings of the National Curriculum, at Mother Teresa's we also have LOTE (Indonesian), HPE, Art and STEM specialist lessons from Prep through to Year Six as well as the provision of Choir, Instrumental Music, Curriculum incursions, excursions and swimming and Music. We are a Positive Behaviour for Learning School where we actively plan for and promote resiliency in children.

In 2021 Mother Teresa School continued to build the capacity of staff through targeted staff professional development with a focus on quality assessment in all years. A key component of this approach is monitoring and assessing student need through regular and ongoing data collection and responding through targeted short cycle planning.

Extra-curricular activities

- Swimming lessons Term 4
- In 2021 we participated an interschool sports program for Years 4-6 in a local school cluster, which provided the children representative opportunities in basketball, soccer, softball and cricket.
- STEM Challenges
- Running Club takes place each Tuesday and Friday.
- Minnie Vinnies
- Opti-minds
- Sporting Schools clinics
- Camp ys 4-6
- Choir
- Private Instrumental music lessons in Drums, Piano, Vocals and Guitar

How information and communication technologies are used to assist learning

Digital Pedagogies are enhanced at Mother Teresa Primary School with the use of iPads and laptops across the school. The school provides iPads in Prep-Year 2 in a ratio of approximately one device for two students. These year levels use iPads to enhance the learning of a particular topic, access online reading resources and promote student collaboration to create learning tasks that utilize appropriate applications. After the initial skill development in this cross curricular priority, student in Years 3 to 6 engage in a 1:1 iPad program. The previously mentioned skills are still promoted in an environment where the importance of digital citizenship is made clear to all students. We aim for our students to be legal, ethical and responsible users of technology.

Social climate

Overview

Mother Teresa Primary School is blessed with a very actively involved community that is very supportive of the school. Pastoral Care is an important aspect of school life. The school has a behaviour support plan based on our "Positive Behaviour for Learning". This plan has the support of all of our community members. It provides a range of strategies to address behaviour and our response to actions that may be identified as bullying. More information is available on our website. A School Counsellor, Speech Pathologist and Support Teacher for Inclusive Education is at the school three days per week to work with staff, families, and students in a variety of supportive ways. Mother Teresa Primary School has implemented a whole school Peer Support Program designed to assist our students to develop appropriate social skills. Within the program we aim to develop a sense of self-awareness, self-management, social awareness, relationship skills & responsible decision making. Our leadership program for our Year 6 students is also a feature of building independence in our school leaders. Regular school assemblies are conducted to help develop our strong sense of community and to celebrate school successes. Mother Teresa Primary School also provides strong support to others less fortunate than us through a range of mission activities across the school year.

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 | 96.7% |
| School staff demonstrate the school's Catholic Christian values | 100.0% |
| Teachers at this school have high expectations for my child | 86.7% |
| Staff at this school care about my child | 100.0% |
| I can talk to my child's teachers about my concerns | 96.9% |
| Teachers at this school encourage me to take an active role in my child's education | 93.8% |
| My child feels safe at this school | 100.0% |
| The facilities at this school support my child's educational needs | 81.3% |
| This school looks for ways to improve | 89.7% |
| I am happy my child is at this school | 87.1% |

BCE Listens Survey - Student satisfaction

| Performance measure | |
|--|-------|
| Percentage of students who agree [#] that: | 2020 |
| My school helps me develop my relationship with God | 83.6% |
| I enjoy learning at my school | 95.7% |
| Teachers expect me to work to the best of my ability in all my learning | 95.7% |
| Feedback from my teacher helps me learn | 98.6% |
| Teachers at my school treat me fairly | 94.2% |
| If I was unhappy about something at school I would talk to a school leader or teacher about it | 79.7% |
| I feel safe at school | 91.3% |
| I am happy to be at my school | 92.5% |

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 | 90.5% |
| School staff demonstrate this school's Catholic Christian values | 100.0% |
| This school acts on staff feedback | 90.5% |
| This school looks for ways to improve | 100.0% |
| I am recognised for my efforts at work | 90.5% |
| In general students at this school respect staff members | 95.2% |
| This school makes student protection everyone's responsibility | 100.0% |
| I enjoy working at this school | 100.0% |

[#] '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

Our belief is that parents are the first and foremost educators of their children, and a positive partnership must be formed if success is to follow. Parents are given numerous opportunities to be involved in all aspects of the school, including, but not limited to:

- Being active members on the Parents and Friends Association
- Assistance in class (reading, craft etc.)
- Participation in sports days and cultural events
- Attendance at sporting events
- Parent teacher interviews
- Invitations to contribute to online class forums, P&F Facebook account
- Attendance at Celebrations of Learning, school liturgies, assemblies etc.

We have established positive partnerships with surrounding early childhood centres through the sharing of facilities, professional learning and community information sessions, which has seen a positive response in terms of enrolment enquiries. There are established and positive pathways to secondary schools through partnerships with Trinity College, Beenleigh and Assisi Catholic College in Upper Coomera.

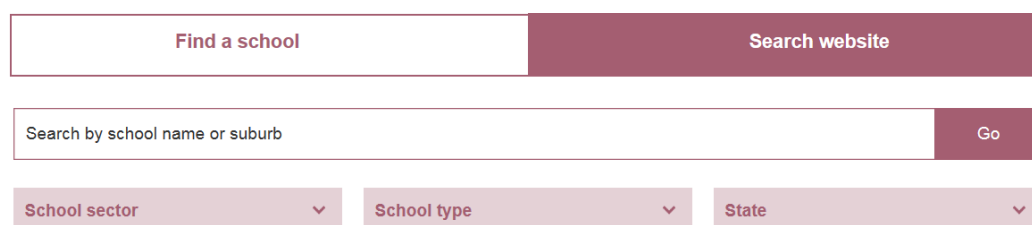
School funding

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.



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



4. Click on 'Finances' and select the appropriate year to view the school financial information.



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 | 18 | 11 |
| Full-time Equivalents | 14.9 | 6.5 |

*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 | 4 |
| Graduate diploma etc.** | 0 |
| Bachelor degree | 14 |
| 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 are as follows:

- Catholic Identity and Prayer
- Authentic Learning Sessions – Michael Bezzina
- Child Protection
- Literacy– establishing a shared understanding
- Excellent Learning and Teaching – Curriculum Induction
- Monitoring student progress & achievement - learning data
- Differentiation of student work and implementation of assessment
- Positive Behaviour for Learning (PB4L).

The proportion of the teaching staff involved in professional development activities during 2021 was 90%.

Staff attendance and retention

Average staff attendance

| Description | % |
|---|-------|
| Staff attendance for permanent and temporary staff and school leaders | 96.9% |

Proportion of staff retained from the previous school year

From the end of the previous school year, 90% of staff were 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 | 95.1% |
| Attendance rate for Aboriginal and Torres Strait Islander students at this school | 94.9% |

| Average attendance rate per year level | | | |
|--|-------|------------------------|-------|
| Prep attendance rate | 92.8% | Year 4 attendance rate | 96.6% |
| Year 1 attendance rate | 93.0% | Year 5 attendance rate | 96.3% |
| Year 2 attendance rate | 94.2% | Year 6 attendance rate | 96.4% |
| Year 3 attendance rate | 92.2% | | |

*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

Attendance will be marked for all students each morning by 9:00am and in the afternoon immediately after second break and by 1:35pm. This will be marked by the class or specialist teachers if this falls at designated roll marking time. Specialist teachers would mark the AM or PM roll of the class teacher at the respective times

The Office Staff will:

- Check this has been done for classes at 9.00am and 1:35pm daily.
- Call the teacher if the class roll is not marked on time.
- Advise the APA of unmarked and incorrectly marked rolls.

Incorrectly marked rolls will be corrected by the teacher responsible for the class

Unexplained Absences:

- A notification will be sent to the student's legal guardian by approximately 9.30am each day.
- The class teacher will follow up any unexplained absences by contacting the student's legal guardian the following day
- If a student is away for three consecutive days (or earlier if concerned) the school will contact the legal guardian. If no contact can be made, then the Leadership Team will follow up on behalf of the school
- Past unexplained absences are indicated by the red Unexplained Absence Alert icon on class rolls. When the class teacher receives written explanation of the absence from the student's legal guardian, they will update the absence category and enter details into eMinerva with the details.

- An SMS message will be sent to the student's legal guardian at 9:30am each day advising of any 'Unexplained' absences
- An SMS message will be sent to a student's legal guardian advising of students who have arrived late unaccompanied
- Any incorrect messages caused by incorrect roll-marking will be made known to the APA/APRE/Principal. The teacher will follow up by telephoning the student's legal guardian. To improve attendance levels, education through class blogs, parent/teacher conversations and the newsletter were initiated.

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](http://www.myschool.edu.au/) website.

How to access our NAPLAN results

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.

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

View School Profile

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

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](http://www.naplan.edu.au/)) is an annual assessment for students in Years 3, 5, 7 and 9.