

**St Mary of the Cross
Primary School, WINDSOR**

Annual Report 2021

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



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Education**

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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 of the Cross Primary school has a rich history of primary education in a small school caring environment. The school has been planned to provide for primary education from Prep to Year 6 and cater for students from the Windsor and surrounding areas. Our school provides specialist lessons from Prep to Year Six in the following subject areas. Children receive lessons in Spanish, Music, Visual Art, Library, Physical Education and Digital Skills. The school provides an I-Pad for every student in the school as part of the school fees. Students also can enrol in keyboard, guitar and tennis lessons before and after school.

School progress towards its goals in 2021

During 2021 staff at SMOTC explored elements of theological and spiritual mission thinking, we have strengthened the Catholic Identity of our school by developing a Staff Formation Plan. We engaged with the Strong Catholic Identity Formation for Mission Modules Success measures.

Staff at SMOTC developed and implemented a whole school Maths program with a focus on inquiry and hands-on learning. This was done by strategies including teaching staff being led in professional development by Judy Hartnett and continuing staff collaborative planning sessions across three local schools. St Mary of the Cross also utilised a teaching staff subscription to 'Learning through doing' to assist with teacher planning. We consolidated our Maths resources to ensure provisioning of age-appropriate resource kits. A focus on the effective and expected practices throughout 2021 saw a strong result in reading and writing in meeting set targets. An ongoing commitment to student goal setting, quality feedback, individualised support as needed and a collaborative approach to reviewing and responding to learning ensured growth for each student was achieved. Planning in English using rich texts and contextual learning experiences enabled the reading and writing connection to be strengthened through purposeful tasks. Regular focus on the St Mary of the Cross School Learning Dispositions, both at a whole school and classroom level, meant that the qualities and behaviours of a successful learner were further embedded as part of school culture.

Future outlook

Our 2022 goals are as follows:

Strategic priority	Goal	Success measures	Strategies for improvement	Timeline	Responsibilities
Catholic identity	Engagement with the Dialogue Schools Project including conducting surveys with staff, parents and students. Continued development of staff and student formation plans.	Completion of the surveys will provide baseline ECSI Data for our school. The project will provide the vehicle for us to continue to work with staff, students and the community.	Exploring concepts such as recontextualization, post critical belief and faith dialogue. These experiences outlined in staff and student formation plans.	Throughout 2022.	Leadership Team All Staff APRE to lead
Learning & teaching	Established literacy practices continued.	Word Play daily in each classroom with links to Rich Text learning.	Peer observations and feedback. Collation of resources on the portal.	Term 1 and 3	Leadership Team Classroom teachers
	Agreed practices of excellence in Maths teaching and learning.	Professional development and Learning Walks and Talks	PD – Big ideas in Number. Learning Through Doing resources. Cluster collaborative.	Twilight PD session Planning sessions each term	PLL – delivery of PD and follow up with planning and monitoring.
	Improved assessment strategies in HASS and Science.	Clearly defined and shared assessment tasks	Staff meetings	Planning sessions each term	Leadership Team
Diversity & inclusion	RAP and reconciliation garden	RAP documentation complete Reconciliation garden opened	Attend RAP writing day Naming space and creating Indigenous totem poles	TBA End of 2022	Principal and APRE Leadership Team
Organisational effectiveness	Building projects – staff room, oval, roof	Completion of staff room redevelopment, oval complete and roof replaced	Continue progress to project plans	End of 2022	Leadership Team
	Refinement of 1:1 technology strategy	Adjusting necessary resources	Budget allocation and continued PD of 1:1 technology for staff	Throughout 2022	Technology Team (APRE and TL)

Our school at a glance

School profile

St Mary of the Cross 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	91	45	46	17

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

St Mary of the Cross Primary school has a rich history of primary education in a small school caring environment. The school has been planned to provide for primary education from Prep to Year 6 and cater for students from the Windsor and surrounding areas. We pride ourselves on being a welcoming and inclusive community and have students in our community that represent First Nations and other countries.

Curriculum implementation

Curriculum overview

During 2021, our school consisted of classes from Prep to Year 6. At St Mary of the Cross teachers differentiate the curriculum for individual learners. Our curriculum framework provides for the development of connected curriculum units based on the Australian Curriculum. Our staff plan, assess and report using the Australian Curriculum in conjunction with the Primary learning Leader and the Assistant Principal. The Australian Curriculum achievement standards along with cohort and student data is the focus for our planning. Teachers are required to upload planning into a digital curriculum folder on the staff portal. Our teaching and learning pedagogy is enhanced by the provision of a one to one I-pad programme from prep to year 6. Our school has specialised teachers in the area of technology, Spanish, music, visual arts, PE and library to support the delivery of the Australian Curriculum.

Extra-curricular activities

St Mary of the Cross offers several extra-curricular activities which all students can participate in. These include Homework Club for all students on a Tuesday afternoon, instrumental music lessons (keyboard and guitar), French, and Spanish lessons before and after school, Hotshot Tennis Lessons, School Camps for Years 3-6 students.

How information and communication technologies are used to assist learning

ICT (Information Communication Technology) is prioritised at St Mary of the Cross through integrated experiences that enhance learning across the curriculum. Using technology to support meaningful, purposeful, collaborative, and creative learning is critical. Our school has a one-to-one iPad programme from Prep to Year 6 supplied by the school. The students from Years 3-6 also have the use of a keyboard and stylus to support their learning. All our classrooms have interactive televisions which supports modelled teaching and the ability to highlight student work in collaborative settings. Our Years 4-6 students take the I-pads home as part of a one-to-one programme.

Social climate

Overview

St Mary of the Cross has a school Behaviour Support Plan that details our behaviour, pastoral care, and bullying policies. Our school richly values the social skills of Resilience, Getting Along, Persistence, Organisation, Confidence and Reflection. These qualities form the foundation of the St Mary of the Cross Tool-shed which sits alongside our School Learning Model. These social skills, in the context of

learning and social/emotional growth, are explicitly taught across the school and are supported by our Guidance Counsellor and Learning Support Teacher. An older/younger students buddy system exists to nurture student to student relationships.

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

BCE Listens Survey - Student satisfaction

Performance measure	
Percentage of students who agree [#] that:	2020
My school helps me develop my relationship with God	87.5%
I enjoy learning at my school	88.9%
Teachers expect me to work to the best of my ability in all my learning	88.9%
Feedback from my teacher helps me learn	94.4%
Teachers at my school treat me fairly	72.2%
If I was unhappy about something at school I would talk to a school leader or teacher about it	72.2%
I feel safe at school	77.8%
I am happy to be at my school	83.3%

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	91.3%
School staff demonstrate this school's Catholic Christian values	91.3%
This school acts on staff feedback	90.9%
This school looks for ways to improve	100.0%
I am recognised for my efforts at work	91.3%
In general students at this school respect staff members	100.0%
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

Family and community engagement is highly valued at St Mary of the Cross and is evidenced through Community Association Meetings, school events including discos, trivia nights, arts concerts, movie nights, classroom and library support opportunities, school assembly, liturgy invitations and school working bees. As a school we think that parent education is important to create partnership and the school runs such nights as learning to read, NAPLAN online or information technology. Parents are welcome to meet with teachers at parent nights and teacher interviews and are encouraged to contact staff regarding any questions or concerns.

School funding

School income broken down by funding source

School income, reported by fiscal 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

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	17	16
Full-time Equivalents	9.8	6.6

*Teaching staff includes School Leaders

Qualification of all teachers*

Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	1
Masters	2
Graduate diploma etc.**	2
Bachelor degree	12
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:

- Development of a whole school literacy plan
- Rich mathematics tasks professional development with Dr Judy Hartnett
- Collaborative staff meetings with three local schools termly on mathematics and planning

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	96.6%

Proportion of staff retained from the previous school year

From the end of the previous school year, 100% 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	93.1%
Attendance rate for Aboriginal and Torres Strait Islander students at this school	87.6%

Average attendance rate per year level			
Prep attendance rate	93.3%	Year 4 attendance rate	96.4%
Year 1 attendance rate	93.4%	Year 5 attendance rate	92.5%
Year 2 attendance rate	92.3%	Year 6 attendance rate	92.0%
Year 3 attendance rate	91.5%		

*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

It is an expectation that all students attend school each day. When a child is unable to attend school, it is an expectation that parents contact the school with the reason for non-attendance. Contact can be made via the school absentee line, online process via the parent portal or an email to classroom teacher. Teachers record student absences twice a day. If no notification is made by parents, an SMS alert is sent asking parents to contact the school. Where absenteeism is identified as an on-going issue for a child, the school actively seeks to support the family through communication via the leadership team, pastoral visits and connections with outside agencies if relevant. Newsletters, social media posts and assemblies have the importance of attendance messages.

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.

<input type="text" value="Search by school name or suburb"/>	<input type="text" value="School sector"/>	<input type="text" value="School type"/>	<input type="text" value="State"/>	
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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
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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.