



Mary Immaculate Primary School, Annerley

ANNUAL REPORT 2018

As a Catholic community of faith, Brisbane Catholic Education inspires students with a love of learning and a heart of hope, empowering them to shape and enrich our world.

Contact Information

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Vision, Mission and Values

Vision

Mary Immaculate Catholic Primary School is a community of children, families and staff that supports members to be the best we can be and achieve great things together. Through fidelity to the Catholic faith and the recognition of other faiths, we embrace our diversity and celebrate as a unified community.

Mission

Through the principles of Christian living we promote and strengthen relationships that are inclusive, respectful and based on trust. We will:

- Foster our faith and relationship with God;
- Provide quality teaching that engages all learners; o Maintain and further develop a safe and stimulating environment;
- Provide school leadership and management practices that are efficient, just and responsive to community needs.

Values

Compassion, Justice and Humility

Incline your heart

To learn and act justly

To love and care tenderly

And to walk humbly with God.

[paraphrased from Micah 6:8]

Principal's foreword

Introduction

The 2018 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, environmental footprint, school funding, workforce composition and student performance.

Mary Immaculate Catholic Primary School situated within the Archdiocese of Brisbane and located in Brisbane's inner-city suburb of Annerley is a small, inclusive and diverse Catholic school community. In 2018 our enrolment was 114 students from 87 families. Our dedicated school staff numbers 25, with our Leadership Team consisting of a full-time principal, a part-time APRE and PLL. Teaching staff consists of 4 full-time classroom teachers and 3 part-time classroom teachers in job share arrangements. We have specialist teachers for Art, Music and LOTE (Indonesian). Our inclusion team consists of one part-time STIE, a Guidance Officer (1 day per week) and one part-time EALD

teacher (1.5 days per week). Support staff include one part-time Teacher-Librarian, a part-time groundsman (6hrs per week), two part-time secretarial staff and 4 school officers. Mary Immaculate has a rich tradition of providing an inclusive Catholic education to the families of Annerley and beyond. It is a school that has been blessed for many years through the dedication and teaching of the Sisters of St Joseph. Today we strive to carry on the legacy of Mary McKillop and the Sisters of St Joseph, while bringing to it our own unique gifts and insights. Our learning community is gifted with families from diverse social and cultural backgrounds, as well as many faith traditions. Together, we seek to establish a life-long learning community that builds a more just world through quality education.

School progress towards its goals in 2018

At Mary Immaculate Catholic Primary School 2018, we identified goals that aligned with BCE goals. These goals are set under three priority areas:

- Strong Catholic Identity
- Excellent Learning and Teaching

Mary Immaculate Catholic Primary School staff have worked towards successfully meeting the expectations of the following goals:

Strong Catholic Identity

By the end of 2018, we will continue to grow the holistic and inclusive formation of staff and students by exploring the theme of gratitude via the capacity of 'Ritual'.

By the end of 2018, implementation of the Relationships and Sexuality Education (RSE). A Catholic Perspective will continue. This will be achieved through targeted professional learning for all teaching staff and focused planning with the Assistant Principal Religious Education and Primary Learning Leader.

By the end of 2018, the school will have given high priority to the review of the school's Religious Education Scope and Sequence to improve the classroom teaching of Religion.

Excellent Learning and Teaching

Writing:

By the end of 2018, 80% of Years 3 and 4, 60% of Year 5 and 75% of Year 6 students will be in the BCE expected writing benchmark range of 20-24. This will be achieved by a whole school consistent approach to the teaching of writing based on the expected and effective practices targeted to teacher's individual professional learning needs.

Reading:

By the end of 2018, 60% (11/18) of Prep children will achieve the PM Reading benchmark target of 5-8. Of the remaining 40% (7/18), they will achieve 20/20 for their Concepts About Print and will be achieving PM 1-4 at the instructional level. 75% (9/12) of Yr 1 students will be in the expected PM Benchmark range of 14-18 and 70% of Year 2 students will be in the expected PM Benchmark range of 22-26. This will be achieved by a whole school consistent approach to the teaching of reading based on the expected and effective practices targeted to teacher's individual professional learning needs.

By the end of 2018, the school will have implemented strategies to promote wellbeing. This will be achieved by the implementation of a Wellness Week each term that promotes health, the Bucket Filler program and meditation.

By the end of 2018, students, staff and parents will use a digital portfolio (Seesaw) consistently as a platform to engage with learning and achievement.

Building a Sustainable Future

By the end of 2018, teachers from Mary Immaculate will have committed to the improvement of their own teaching by engaging with the 4C's Process (Co-Planning, Co-Teaching, Co-Debriefing and Co-Reflecting) with teachers from the MAC Collaborative.

By the end of 2018, the School Board will engage and consult with all members of the school community to update existing policies and inform new policy development.

Future Outlook

The explicit improvement agenda for 2019 will focus on gaining improvements in the following areas:

- Contemporary learning and effective pedagogy with 1-1 iPad program Prep – Y6 to add value to learning.
- Growing the holistic and inclusive formation of students, staff and parents within our Catholic community.
- Improving classroom teaching of religion through effective teaching practices
- Growing the engagement, progress and achievement for each student in Literacy and Numeracy.
- Fostering a culture that promotes wellbeing.
- Continue to strengthen the culture of strategic collaboration with other local schools.
- Developing a Parent Engagement Strategy that celebrates and recognises difference and diversity when providing authentic opportunities for consultation and engagement.
- Develop a Reconciliation Action Plan to increase staff awareness, knowledge, confidence and competence in Aboriginal and Torres Strait Islander histories, cultures & perspectives; Catholic Identity focus on Staff Formation.

Our school at a glance

School profile

Mary Immaculate Primary School is a Brisbane Catholic Education school administered through Catholic Education Archdiocese of Brisbane.

Coeducational or single sex: Co-educational

Year levels offered in 2018: Primary

Student enrolments for this school:

	Total	Girls	Boys	Indigenous
2018	114	62	52	2

Student counts are based on the Census (August) enrolment collection.
DW = Data withheld to ensure confidentiality.

Characteristics of the student body

Approximately 33% of the students attending Mary Immaculate live in the Annerley, Tarragindi and Moorooka postcodes. As the school is located on a major arterial road that runs into the city (Ipswich Road) linking southern and western suburbs of Brisbane, the school attracts families from other areas of Brisbane. In all, enrolments came from over 30 post codes in 2018.

In 2018, 35% of the students have English as an Additional Language/Dialect (EALD), coming from India, Africa, South America, Asia and the Middle East. An ongoing challenge and focus for our community in ensuring that school is engaging with parents effectively. A number of strategies have been employed in an attempt to do this more successfully, including the use of interpreters at support meetings and the development of communications policy. The teachers and school officers, led by our Student Support Team (PLL, STIE, ESL Teacher and Guidance Counsellor) provide exceptional support to these learners. Students from Mary Immaculate transition to secondary schools including: Our Lady's College, Annerley; St Laurence's College, South Brisbane; Clairvaux MacKillop College, Upper Mt Gravatt; Loretto College, Coorparoo and local state high schools.

Curriculum delivery

Approach to curriculum delivery

Our goal is to create a quality Catholic learning community centred on Christ that is caring, life giving and personal, whilst recognising the uniqueness of each child.

As a school community, all learners are guided by the Active Learner framework. This framework describes the behaviours and Ways of Working (WoWs) which articulate the appropriate and positive behaviours and thinking

expected of all learners. The 'Active Learner' is a framework made up of eight Ways of Working, referred to as WoWs. Each of the eight WoWs contain three supporting statements that describe both the 'thinking' and the 'behaviours' required for successful learning. These statements provide students, staff and parents with clear expectations for learning. As a school, we formally celebrate learner growth and achievement at weekly Whole School Assemblies where Active Learner awards are presented.

Assessment for learning is a regular part of learning and teaching at Mary Immaculate where teachers gather information about learners, analysing and interpreting that information and using that information to inform and shape the learning and teaching process.

Planning, Implementation, Assessment and Reporting

Each class teacher plans, implements, assesses and reports on all Key Learning Areas as stipulated by the Australian Curriculum, Brisbane Catholic Education and Queensland Curriculum and Assessment Authority.

Specialist Teachers plan, implement, assess and report on their identified Key Learning Area.

Planning

All planning is the responsibility of the class teacher using the identified planning proformas and kept on the school portal to enable collaborative planning.

Within this planning document the following elements are clearly identified.

- Class context overview including ESL, ATSI, and students with identified needs
- Identified statement from year level descriptor
- Identified statement from year level achievement standard
- Identified content descriptors
- Learning Intention/s
- Success Criteria
- Assessment tasks
- Sequenced Learning Experiences
- Resources
- Differentiation and adjustments for students with additional needs

Other elements to consider when planning include:

- Catholic Perspective and Relationships and Sexuality Education
- Links to other key learning areas
- Incursions and excursions
- Cross Curricular: Aboriginal and Torres Strait Island Histories and Culture, Asia and Australia's Engagement with Asia, Sustainability

Class teachers also develop a class timetable that includes all identified time allocations.

Class teachers provide an overview for parents of the units of work to be covered in each learning area each term.

It is the class teachers' responsibility to see that each Learning Area is implemented using Brisbane Catholic Education's agreed Effective and Expected practices.

Written Reports

At the end of each semester, parents are issued with a formal written report by the school. Parents/caregivers are interested in finding out how their child is achieving, the quality of that achievement and where their learning needs to be directed in the future. This report summarises evidence of student learning about how the student is achieving, provides feedback about the quality of this achievement and provides direction about where to next. Reporting involves teachers making a professional judgement on a body of evidence about a student's progress and achievement against the curriculum. These judgements are made against the achievement standards of the

Australian Curriculum. A teacher's professional judgement is at the heart of reporting student achievement. At Mary Immaculate, teachers use a number of assessment tools and evidence of student work to inform their judgments.

Parent Teacher Interviews

Parent Teacher Interviews offer a great opportunity to build partnerships between parents and the school. In particular, mid-year interviews allow teachers the opportunity to talk with parents about their child's school progress and any issues the student may be experiencing. At Mary Immaculate, parents are invited to a Parent Teacher Interview as per the following:

- Term 1 (Informal opportunity- voluntary)
- Term 2 (Formal Meeting - essential)
- Term 4 (Formal Meeting – voluntary)

Co-curricular activities

Specialist Learning Areas

At Mary Immaculate, students receive expert instruction from qualified specialist teachers across the following curriculum areas:

- Music (Prep to Year 6)
- Art (Prep to Year 6)
- Languages (Indonesian - Years 4 to 6)

Extra-Curricular Learning Opportunities

- School Cross Country – Term 2 (Prep to Year 6)
- Athletics Program – Term 3 (Prep to Year 6)
- GALA Sporting Days twice yearly (Years 4 to 6)
- Swimming Program - Term 4 (Prep to Year 6)
- Music
- Junior Choir (ALL Prep-Year 2 students)
- Senior Choir (Optional Years 3 to 6)
- Instrumental Music (Optional Years 3 to 6 - DDJ Music)



Camps

- Year 4 and Year 5 Camp (2 nights)
- Year 6 trip to Canberra

Speech and Drama (Optional - Shine Speech and Drama)

Dance (Dance Cart Prep to Year 6)

Chess (Optional Prep to Year 6)

Choirs @ Mary Immaculate

Students at Mary Immaculate have the opportunity to be involved in a school Choir.

Junior Choir

Students in Prep to Year 2 are all involved in the Junior Choir. The Junior Choir rehearses weekly and performs at various school events and annually at the Queensland Colleges Music Festival.



Senior Choir

The Senior Choir is optional for students in Years 3 to 6. Students rehearse weekly 8am-9am and perform at various school events and annually at the:

- Queensland Colleges Music Festival
- David Lawrence Combined Schools Workshop
- Choral Festival

How information and communication technologies are used to assist learning

Within the classroom, ICLT supports student learning, and is dictated by student age, ability, and links to the curriculum. Information and communication technologies are used across the school to ensure the students are accessing the Australian Curriculum and developing their ICT capacity. The school is well resourced to provide this access, with a 1 to 1 iPad ratio in Prep to Year 6. Teachers provide students with opportunities to creatively use technology to demonstrate their learning across all areas of the curriculum. The school proactively promotes Digital Resilience, providing students and parents with practical strategies to ensure responsible use of all technologies.

We have interactive whiteboards in every classroom (which are regularly used by staff and students) and wireless internet capabilities and Apple TV available throughout the school. Students use a variety of interfaces including tablets and laptops. Students access online literacy subscriptions, such as Reading Eggs and Wushka, to further develop their language skills. Students additionally use Seesaw, an online portfolio, to communicate learning to parents.

Social climate

Overview

The community at Mary Immaculate School works within a climate of trust and respect to achieve our common goals. Teachers are involved in working with students across all year levels. Each term, we implement a school "Wellness" week. This is an opportunity for our school to support the mental health of staff and students and create ways to reduce stress and anxiety. The schools' Active Learner butterfly is used extensively across Mary Immaculate's school expectations. Each week, teachers identify students who are displaying positive behaviour, and meeting these our Active Learner Ways of Working, in the classroom and playground. Each week, one student is nominated by a staff member to receive the **'Incline Your Heart' Award**. The award, based on our school motto, **'Inclina Cor Meum'**, guides us all in being living examples of Christ. The chosen recipient works in harmony with others, acting justly, displaying compassion and humility. The **'Incline Your Heart' Award** is much valued by all in our community as we acknowledge and celebrate those who inspire us through their actions and words. The recipient of this award is presented with a certificate.

These student achievements are celebrated and recognised at our weekly school assemblies. These assemblies also provide an opportunity for the school to come together as community to celebrate and pray. Parents and carers are always welcome to attend these gatherings. Our extremely supportive P&F Association organise school discos, BBQs, a bi-annual Multicultural Festival, as well as parent only social events. They work in partnership with the school and our School Board to cater for special school events, like Mother's Day and Father's Day. We are a Positive Behaviour for Learning (PB4L) school and explicitly teach school expectations and address behaviour issues, through offering support for all parties involved. Parents/carers and staff work together in partnership to support the learning and social education of all students.

BCE Listens Survey - Student satisfaction

Performance measure	
Percentage of students who agree# that:	2018
At my school, I can express my beliefs	95.8 %
My school encourages all students to participate in spiritual and religious activities and projects outside of the classroom	93.8 %
Religious Education at my school is interesting and engaging	91.5 %
I see school staff practising the values and beliefs of my school	89.4 %
My school looks for ways to improve	100.0 %
Students at my school are encouraged to voice their concerns or complaints	87.2 %
Teachers treat students fairly at my school	93.8 %
Teachers recognise my efforts at school	100.0 %
I feel safe at school	95.8 %
My school helps me to respect the needs of others	100.0 %
I am happy to be at my school	97.9 %

BCE Listens Survey - Staff satisfaction

At Mary Immaculate, a well-established culture for improvement is strongly evident across the school. Staff engagement with these processes and with collaborative opportunities indicate a positive staff culture. There is a professional review culture evident at the school, with staff valuing the connection between review process and school goal setting. Parents have opportunities to provide input and feedback annually via school renewal processes. Parent engagement with these processes, and engagement with annual action plans, indicate strong parent satisfaction. The school works continually on improving its ability to communicate effectively with the various cultures in the community.

Performance measure	
Percentage of staff who agree# that:	2018
This school helps me to develop my relationship with God	100.0 %
My school encourages all students to participate in spiritual and religious activities and projects outside of the classroom	100.0 %
Religious Education at this school is comprehensive and engaging	100.0 %
I see school staff practising the values and beliefs of this school	100.0 %
This school is well managed	100.0 %
My concerns are taken seriously by the school	100.0 %
This school is a safe place to work	100.0 %
This school has an inclusive culture	100.0 %
This school has a culture of striving for excellence	100.0 %
All my students know I have high expectations of them	100.0 %
I am proud to be a member of this school	100.0 %
Overall, I am happy with my decision to work 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

At Mary Immaculate we extend an open and warm welcome to all parents and encourage your participation and involvement in the on-going process of the education of your child.

At Mary Immaculate Primary Catholic Primary School, there are many opportunities for parental involvement in the life of the school including:

- supporting activities in the classroom
- volunteering to assist with class excursions, the school tuck-shop, the uniform shop, working bees and sporting days
- becoming a member of the School Board or Parents & Friends Committee

School Boards within the Brisbane Archdiocese are Boards of pastoral governance. A model of discernment called 'sharing wisdom' has been adopted as the most appropriate form of school governance in the Archdiocese. The School Board listens to the wisdom of the members of their community and their own Board membership in order to know how best to lead and serve them.

The **Parents and Friends** aims to provide an avenue for parents and supporters to work with the school Principal to further enhance children's education, to maintain, care for and develop the school and grounds, and to promote the interests of the children and the school. Every parent and carer is automatically a member of our P and F and are invited to consider coming along to meetings and nominating for either a role on the Executive Team or by volunteering to take on a Sub-Committee role.

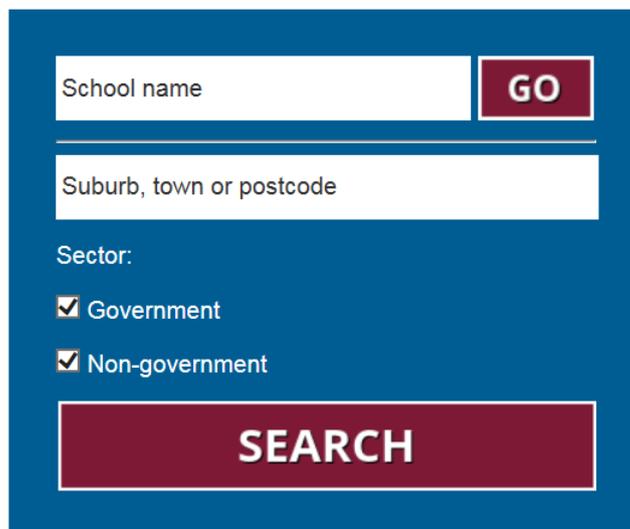
School funding

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

To access our income details, click on the *My School* link above. You will then be taken to the *My School* website with the following '**Find a school**' text box.

Find a school



School name

Suburb, town or postcode

Sector:

Government

Non-government

Where it says '**School name**', type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

School financial information is available by selecting '**School finances**' in the menu box in the top left corner of the school's profile webpage. If you are unable to access the internet, please contact the school for a paper copy of income by funding source.

Our staff profile

Workforce composition

Staff composition

2018 WORKFORCE COMPOSITION		
Description	Teaching Staff	Non-Teaching Staff
Headcounts	19	9
Full-time Equivalents	12.1	4.2

Qualification of all teachers

TEACHER QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	7
Graduate Diploma etc.**	3
Bachelor degree	9
Diploma	0
Certificate	0

*Teaching staff includes School Leaders

**Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate.

Professional development

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2018 were \$45,141.

The major professional development initiatives are as follows:

- BCE Excellent Learning and Teaching Strategy
- NCCD
- Staff Formation

Staff attendance and retention

Staff attendance

AVERAGE STAFF ATTENDANCE (%)	
Description	2018
Staff attendance for permanent and temporary staff and school leaders.	97.8 %

Proportion of staff retained from the previous school year.

From the end of the previous school year, **61%** of staff was retained by the school for the entire 2018/2019.

Performance of our students

Student attendance

Student attendance

The table below shows the attendance information for all students at this school:

STUDENT ATTENDANCE 2018	
Description	2018
The overall attendance rate* for the students at this school (shown as a percentage).	93.4 %

*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.

The overall student attendance rate in 2018 for all Brisbane Catholic Education schools across years Prep-6 was 92.0 %.

AVERAGE STUDENT ATTENDANCE RATE (%) FOR EACH YEAR LEVEL							
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
2018	93.7 %	94.0 %	91.6 %	93.6 %	95.2 %	93.0 %	92.8 %

*Attendance rates effectively count attendance for every student for every day of attendance in Semester 1. 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.

DW = Data withheld to ensure confidentiality.

Description of how non-attendance is managed by the school

Catholic schools in the Archdiocese of Brisbane have a responsibility to record student attendance and respond to instances of irregular attendance. Attendance improvement can be developed within the supportive environment of a dynamic, Christ-centered community that exists within Brisbane Catholic Education (BCE) Schools.

Absences

Parents are required to notify the school if their child is not attending due to illness or other reasons. Parents can notify the school via phone or via the BCE Connect App. If the school is not contacted by 9am, an automatic SMS message will be sent to the parent requesting that they contact the school to verify the child's absence and reason.

Late Arrivals

Students are expected to be at school for the commencement of the school day. Any student arriving at school after 8.50am is noted in our attendance records as late. Parents are required to accompany their child to the office to officially sign their child in.

NAPLAN

Average NAPLAN results

	Year 3		Year 5	
	School	Australia	School	Australia
Reading	439.0	433.8	479.4	509.0
Writing	421.6	407.2	445.9	464.6
Spelling	427.1	417.8	468.1	502.5
Grammar & Punctuation	447.4	431.7	427.7	503.6
Numeracy	407.3	407.7	451.4	494.2