Marymount Primary School, Burleigh Waters

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.

Brisbane Catholic Education

teaching · challenging · transforming

Contact information

School name:	Marymount Primary School
Postal address:	PO Box 2506
Phone:	(07) 5535 1803
Email:	pburleigh@bne.catholic.edu.au
School website:	www.marymountprimary.qld.edu.au
Contact Person:	Brendan Creevey - Principal

Vision, Mission and Values

Vision

We grow Catholic community. We build learning community. We provide an inclusive community. We develop child centred community. We foster school community.

Mission

Our Mission Statement describes a high quality inclusive Catholic education and is grounded in five fundamental values which form the foundation of our efforts to provide an education that is lifelong and life giving.

Values

As a Child Centred Community our children's development is the primary focus. We promote the holistic development of each individual. We nurture children to be independent ethical, resilient, empathetic and respectful of others. We teach children to seek what is true and do what is right. We shape people of the future. As a Learning Community which promotes equity and excellence, we educate the whole person and foster a love of learning. We value the uniqueness and dignity of each child and cater for their diverse needs. We create a vibrant, dynamic and contemporary learning environment through high quality teaching practices. We are passionate about providing engaging learning experiences that motivate, challenge and inspire. We are life long learners. As a Catholic Community we embrace the person and vision of Jesus as the foundation of all we do and who we are. We live out our Christian values through our words and actions. We join together in rituals, prayer and display symbols as a natural part of school life. The religious life of our school is guided by our inspirational RE Curriculum and our Marian Charism. We are people of joy and faith. As an Inclusive Community we pride ourselves on being a welcoming Christian family. We are committed to working in partnership with children, families and staff. We foster the importance of reaching out to those in need, offering compassion and support. We promote a strong sense of belonging and treat each other with care and respect. We are people who care. As a School Community we are flexible and responsive to change. We create an environment which is safe, nurturing and exciting. We provide a diverse range of opportunities for children to achieve success. We enable learners to engage in a range of rich and challenging experiences. We are people of spirit.

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.

School progress towards its goals in 2018

Strong Catholic Identity: Whilst our Mary Labyrinth and Yugambeh Garden are an area of ongoing work, we have strengthened our Catholic Identity through increasing opportunities for prayer and liturgy between the Parish priests and classes, included professional development opportunities for staff on the Jewish faith and Scripture, and invited Ted Williams, a Yugambeh Elder to school gatherings and advise staff.

Strong Catholic identity

1. To finish the building of the Mary Labyrinth and Yugambeh Garden. Including an opening of the area with a Blessing and Smoking Ceremony.
2. To invite the Parish priests to participate in the faith life of our school through prayer and liturgy, and opportunities to enhance the Catholic identity of our staff, students and parents.
3. To include twilight professional development opportunities and staff meeting time on the Worlds of the Text, Scripture and the Jewish faith.
4. As per BCE's Molum Strategy to include more community involvement with the Mob by inviting parents and Aboriginal and Torres Strait Islander community members to Mob gatherings. To make Mob gatherings more culturally significant.

Excellent Learning and Teaching

During 2018, Marymount Primary School achieved all system wide targets and results in both Writing and Reading, with only Year 2 being an area still to reach set benchmarking targets. Professional Development in PB4L by Mark Wakefield from Brisbane Catholic Education helped to develop staff responses to unproductive behaviours.

Excellent learning and teaching

1. To include a focus on writing, particularly in the Year 3-6, whilst also continuing to support our critical challenge in regards to PM Benchmarking in Prep-2, which will result in achieving system-wide and school targets.
2. To develop a Marymount Primary understanding of PB4L, particularly in the areas of major and minor behaviours and in our responses to unproductive behaviours. To establish a Tier 3 team amongst staff.

Building a Sustainable Future

A Digital Skills plan has been created for Marymount Primary School and staff will continue to be upskilled in this area including planning for differentiation. An external agency has been contacted in regards to new evacuation and lockdown drills and is continuing to work with the school to develop this plan. Workplace Health and Safety meeting minutes are distributed to all staff and staff are invited to scheduled meetings which are held outside class times.

Brisbane Catholic Education

teaching·challenging·transforming

Building a sustainable future

1. Staff will enhance their understanding of how to use digital resources in the classroom to enhance and deepen learning which is engaging to all students and differentiated so that all students can achieve.
2. To upskill staff in all areas of WPH&S in relation to correct procedures during evacuation and lockdown drills, logging incident forms and using a common language in regards to compliance issues.

Future outlook

The explicit improvement agenda for 2019 will focus on gaining improvements in **developing the attendance rates of all students and specifically for our Aboriginal and Torres Strait Islander students, develop the faith formation of both our staff and families, implementing strategies to improve excellent teaching and learning in Religion, make visible Catholic Christian symbols in our school environment, to continue to foster growth and progress in learning for all students, support students through deepening our knowledge of the PB4L system, using digital resources to differentiate the curriculum and engage our students and to complete and implement a new evacuation and fire process for the whole school.**

Our school at a glance

School profile

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

Coeducational or single sex: Coeducational

Year levels offered in 2018:   Primary

Student enrolments for this school:

	Total	Girls	Boys	Indigenous
2018	999	511	488	11

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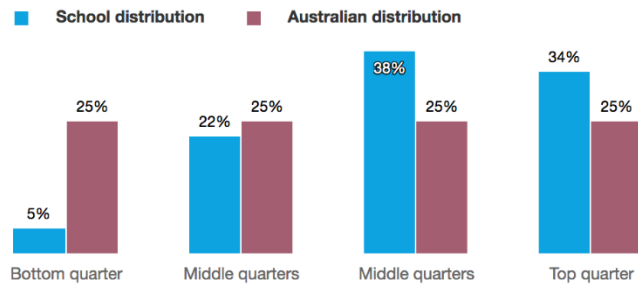DW = Data withheld to ensure confidentiality.

Brisbane Catholic Education
teaching·challenging·transforming

Characteristics of the student body

Information from the My School's Website for 2018 https://www.myschool.edu.au/school/47745

Student background

Index of Community Socio- Educational Advantage (ICSEA)

School ICSEA value	1081
Average ICSEA value	1000
Data source	Parent information

Percentages are rounded and may not add to 100

Distribution of students

■ School distribution ■ Australian distribution

	Bottom quarter	Middle quarters	Middle quarters	Top quarter
School distribution	5%	22%	38%	34%
Australian distribution	25%	25%	25%	25%

Students

Total enrolments: 998
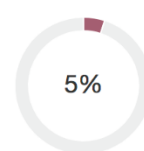
■ Boys 487 (49 %)
■ Girls 511 (51 %)
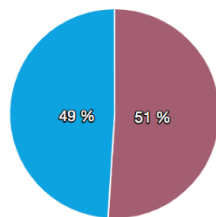
Full-time equivalent enrolments: 998.0

Indigenous students — 2%
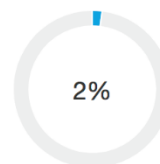
Language background other than English — 5%

Curriculum delivery

Approach to curriculum delivery

- Religion
- Mathematics
- English
- Science
- Humanities and Social Sciences (HASS) – History, Geography, Civics and Citizenship, Economics and Business
- The Arts (Dance, Drama, Media Arts, Music and Visual Arts)
- Languages (French)
- Health and Physical Education
- Technology (Digital Technology and Design Technology)

Brisbane Catholic Education

teaching · challenging · transforming

Table 1: Advice on time allocations

Learning area		Hours per year over 37–40 weeks per year					35–38 wks/yr
		P–2	3–4	5–6	7–8	9	10
English		250–270	203–220	185–200	111–120	111–120	105–114
Mathematics		166–180	166–180	148–160	111–120	111–120	105–114
Science		37–40	64–70	64–70	92–100	111–120	105–114
Health & PE		74–80	74–80	74–80	74–80	74–80	70–76
Humanities & Social Science	History	18–20	37–40	37–40	46–50	46–50	43-48
	Geography	18–20	37–40	37–40	46–50	46–50	43-48
	Economics & business			18–20	18–20	46–50	43-48
	Civics & citizenship		18–20	18–20	18–20	18–20	17-19
The Arts		37–40	46–50	46–50	74–80	74–80	70–76
Languages			46–50		74–80	74–80	70–76
Technologies	Design & technology	18–20	37–40	55–60	74–80	37–40	35-38
	ICT					37–40	35-38

Co-curricular activities

- Sport, including interschool sport
- Music
- .Tennis
- Performing Arts/drama
- Chess
- Marymount Swimming Squad
- Art
- Camps Years 4-6
- Marymount Day
- Marymount Fete
- Marymount Art Show
- STEM
- Writing Club

How information and communication technologies are used to assist learning

To grow engagement, progress and achievement for each student in literacy, with an emerging priority in numeracy, by optimising the use of our digital systems and services to support high yield strategies and effective and expected practices at Marymount Primary School.

Brisbane Catholic Education

teaching · challenging · transforming

Social climate

Overview

Marymount Primary School follows the Brisbane Catholic Education approved Positive Behaviour 4 Learning system. As members of the Marymount School Community our goal is to achieve effective school-wide behaviour supports for all members of the school. This goal is realised by considering the whole school as the main implementation unit. In particular, all students and all staff are involved across all settings of the school.

The implementation of the Positive Behaviour 4 Learning strategy for each learning area must be consistent with the Guiding Principles; based on the Mary Expectations Matrix and inclusive of the Rights and Responsibilities of all members of the school community. In addition, as with the curriculum, it is essential that each teacher plans specifically for the role they enact in the Behaviour Management Plan.

Two factors are critical for the successful implementation of the Behaviour Matrix in all areas of our school:

That ALL staff owe a duty of care to all students enrolled in the school.

That ALL staff are consistent in applying the PB4L system and the agreed upon practices and procedures that support them.

The Marymount Primary Student Support Team is a collaborative approach to dealing with behavioural, academic and/or emotional and social problems that students may encounter in the school and home environment. The support team convenes to share vital information about the targeted student's strengths and educational needs and to collaboratively develop an effective plan to overcome any identified barriers to learning and/or to the development of pro-social behaviours. The team works collaboratively with the student, their teacher and parents and if needed the community through external agencies to develop a plan to support student wellbeing.

BCE Listens Survey - Student satisfaction

Performance measure	
Percentage of students who agree[#] that:	2018
At my school, I can express my beliefs	92.4 %
My school encourages all students to participate in spiritual and religious activities and projects outside of the classroom	93.0 %
Religious Education at my school is interesting and engaging	80.2 %
I see school staff practising the values and beliefs of my school	89.2 %
My school looks for ways to improve	93.5 %
Students at my school are encouraged to voice their concerns or complaints	86.1 %
Teachers treat students fairly at my school	91.3 %
Teachers recognise my efforts at school	96.1 %
I feel safe at school	95.9 %
My school helps me to respect the needs of others	97.7 %
I am happy to be at my school	89.1 %

Brisbane Catholic Education

teaching·challenging·transforming

BCE Listens Survey - Staff satisfaction

Performance measure	
Percentage of staff who agree# that:	**2018**
This school helps me to develop my relationship with God	92.9 %
My school encourages all students to participate in spiritual and religious activities and projects outside of the classroom	88.4 %
Religious Education at this school is comprehensive and engaging	95.2 %
I see school staff practising the values and beliefs of this school	92.9 %
This school is well managed	90.7 %
My concerns are taken seriously by the school	85.7 %
This school is a safe place to work	97.7 %
This school has an inclusive culture	97.7 %
This school has a culture of striving for excellence	86.0 %
All my students know I have high expectations of them	96.3 %
I am proud to be a member of this school	100.0 %
Overall, I am happy with my decision to work at this school	95.3 %

# '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

Marymount Primary School deeply values the connections between school, family and community. Parents and the wider community are seen as essential links in the chain uniting student learning and teaching. Parents are informed in regard to student learning and the curriculum through class blogs, the school newsletter, weekly assemblies, parent information evenings, parent and teacher interviews and workshops. The school website is also a source of information for the wider community. Specific student information is also disseminated through Student Support Meetings for individual students where the differentiated planning of education programs is discussed.

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.**

Brisbane Catholic Education

teaching · challenging · transforming

Find a school

Where it says **Marymount Primary School t**ype 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	64	39
Full-time Equivalents	54.9	26.3

Qualification of all teachers

TEACHER QUALIFICATIONS	
Highest level of qualification	**Number of classroom teachers and school leaders at the school**
Doctorate	
Masters	17
Graduate Diploma etc.**	7
Bachelor degree	36
Diploma	3
Certificate	1

*Teaching staff includes School Leaders
**Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate.

Brisbane Catholic Education
teaching · challenging · transforming

Professional development

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2018 were SRF $132 500 for staff training, $10 000 for WH&S, $84 500 GTG teacher release.

The major professional development initiatives are as follows:

- Relationships and Sexuality Education (Religious Curriculum)
- Writing Think Tank
- Positive Behaviour 4 Learning
- Jewish Understanding and Scripture
- Writing Analysis Workshop
- Speech and Language
- One Note and 1:1 Laptop
- Learning Growth Plan
- What makes a Catholic school Catholic?

Staff attendance and retention

Staff attendance

AVERAGE STAFF ATTENDANCE (%)	
Description	2018
Staff attendance for permanent and temporary staff and school leaders.	96.1 %

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 2018.

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).	92.1 %

*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.

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	92.7 %	92.6 %	92.2 %	92.0 %	92.8 %	91.9 %	90.2 %

*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.

Brisbane Catholic Education
teaching·challenging·transforming

Description of how non-attendance is managed by the school

Attendance is marked twice each day via electronic roll marking; in the morning and after lunch. Students who come late or leave early are signed in/out by a parent/guardian though Student Reception via our electronic system. Parents notify school of absences through the Parent Portal. Unexplained absences are followed up with parents via an automatic text message system and phone conversations. Parents notify school if students are going on extended leave e.g. family holidays. Parents are phoned if there are extended long unexplained absences. Indigenous children attendance is communicated to us each term; high rates of non-attendance are flagged. Attendance rates can be monitored through the BI Tool.

NAPLAN

Average NAPLAN results

	Year 3		Year 5	
	School	**Australia**	**School**	**Australia**
Reading	448.4	433.8	519.0	509.0
Writing	423.9	407.2	495.6	464.6
Spelling	415.8	417.8	507.0	502.5
Grammar & Punctuation	451.4	431.7	528.5	503.6
Numeracy	424.7	407.7	502.9	494.2

Brisbane Catholic Education

teaching · challenging · transforming