



Mother Teresa Primary
School, Ormeau

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

CARE

Caring Supportive Relationships

We aim, through authentic relationships, to realise the potential of each individual and the growth of the community as a whole.

- Collaborative partnerships, based on mutual trust and respect, are valued and integral to our *inclusive practices*
- A thriving culture of appreciation exists, where each member of our community is acknowledged for the important role they play.
- A welcoming community that embraces and celebrates diversity.

ALL FOR ONE, ONE FOR ALL

LEAD

Leading quality education

We aim to develop the essential skills for success as learners and promote learning as an adventure where creativity and innovation is celebrated.

- Growth of the whole person as an individual, empowered to use their gifts and talents to make a difference
- Engaging all learners through excellence in teaching and learning within the context of the real world
- Developing a family of learners, fully prepared for a life-long learning journey.

CHALLENGING INDIVIDUALS TO CHANGE THE WORLD

CREATE

Creating inspirational environments

We aim to sustain and improve natural and social environments with a future orientated perspective interweaving faith, life and culture.

- Productive learning takes place in a safe, clean, well-resourced and spacious environment that generates a sense of pride
- Meaningful symbols represent our identity and connect us to our greater purpose to work for the common good
- Our embedded culture of sustainability empowers children to successfully navigate the challenges of life ethically and peacefully

LIVE LIFE TO THE FULL

INSPIRE

Inspiring resilient children

We aim to empower children to be confident and successful and interact ethically with our dynamic world.

- Enabling children to take on challenges, pose questions and solve problems, accepting mistakes as part of learning
- Supporting our family of children to build and sustain caring relationships
- Teaching children to develop independence and to lead fulfilling lives based on sound moral decisions

TEACH, CHALLENGE, TRANSFORM

Nurture

Nurturing faith through education

We aim to flourish as a community, learning and living Gospel values in the Catholic Christian tradition

- Living our faith by ‘doing small things with great love’, following in the footsteps of Jesus and Mother Teresa.
- Nourishing spirituality through meaningful prayer experiences and actions.
- Inviting all to participate in the life of the Church through compassion, service and outreach to others, within and beyond our Parish community

HEAD, HEART, HANDS

Mission

Mother Teresa Catholic Primary School, established in 2010 at Ormeau, is located half way between the lovely Gold Coast and our capital city Brisbane and opened its doors to students in 2011. This new and developing community, part of the Parish of Beenleigh, aspires to be an authentic Christian community, building quality relationships based on servant leadership, modelled by the vision and example of Jesus Christ, enriched by the words and actions of Mother Teresa.

Values

Peace, Justice, Tolerance Forgiveness, Compassion, Service

Principal’s foreword

Introduction

Mother Teresa School opened its doors in 2011 to 54 students in years prep the three. Since that time the school has shown steady growth and opened in 2018 with 243 students form prep to grade 6. The school is moving towards a fully two stream school, with single classes left in year 5 and 6.

As a still relatively new school, we have spacious grounds and green spaces. Our classrooms are designed in an open plan style to facilitate shared learning and teaching experiences, but with operable walls for individual class configuration when required. We still have two more stages of construction to complete the school, which by that time will have a student population of between 600-700.

Our school teaching and learning philosophy is heavily based on an inquiry approach, couched in a real world, ‘hands on’ context. Learning in our school is underpinned by six core values: Respect, Responsibility, Real Things, Collaboration, Challenge and Choice. These values underpinning our pedagogy, also serve to build on our Catholic ethos and the charism of Mother Teresa.

We are committed to ongoing professional development to support our teachers as learners and facilitators, and see the development of lifelong and self managing learners as the key to success in later life.

School progress towards its goals in 2018

Strong Catholic identity

1. Increase Parent Engagement

In 2018 we initiated a number of strategies aimed at bringing the parents more into partnership with the school in a number of areas. We are very conscious that parents also lead busy work lives and investigated different methods of communication to keep parents informed and engaged even if they physically could not get to the school. The increased use of the school Facebook page to highlight key events and milestones as well as the use of the phone app to make sure everyone is informed of last minute changes have both proved to be very successful and well received. Changes to awards on assembly where is now expected practice that parents are notified has also been well received. We now issue a term calendar of key events well in advance so more parents have an opportunity to attend. In 2019 a focus will be on parent engagement and increased involvement in more formal participation through the School Board, Parents and Friends Association and various committees as this has been recognised as an area for improvement.

Excellent learning and teaching

1. By the end of 2018, there will be 75% of students in Year 3, 60% of in Year 4, 70% in Year 5 and 85% in Yr 6, who have achieved within the benchmark range of 20-24 in the writing analysis monitoring tool.

Our actual results for 2018 were that in Year 3, we had 79.1%, in Year 4 100%, Year 5 82.6% and in Year 6 100% of students attain the BCE benchmarks in writing, exceeding ALL of the targets set at the end of 2017.

2. Implement Effective and Expected Literacy Teaching Practices that result in 75% of students in Prep, 65% of Year 1, 80% in Year 2, who reached the target PM Benchmark.

Our data results in 2017 showed that we had 88.2% of prep children, 85.7% of Year one children and 97.3% of Year 2 children reach the BCE benchmarks, which exceeded all of the goals we had set in this area.

Building a sustainable future

1. By the end of 2018 there should be a reduction in the the number of departures to other schools compared to the average over the past three years, and we should have secured two full Prep classes.

We did secure two prep classes in 2018, but not filled to capacity. The opening of St Joseph's College in Coomera attracted enrolments from our southern catchment, and a number of students left to join their Year 7 siblings. However, there was a significant decrease in the number of children moving to other schools and the number of students moving in mid year. In 2019 we are focusing on opening pathways with Early Education Centres close to Ormeau, in order to build a sustained population from the immediate neighbourhood.

Future outlook

The explicit improvement agenda for 2019 will focus on gaining improvements in **3 main areas**:

1. Student engagement. Through the introduction of a 1:1 digital device program, and more emphasis on STEAM initiatives, as well as a renewed focus on our learning attributes our goal is to see further student attainment through increased engagement.
2. Continuation of Learning Growth in Reading (p-2) and Writing (3-6). We have increased our target goals from 2018 to 95% attainment in each grade, a full year ahead of BCE expectations.
3. Building a sustainable future. Consolidating enrolments, staff retention and learning growth at long term and sustained levels.

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 2018: Primary

Student enrolments for this school:

	Total	Girls	Boys	Indigenous
2018	243	120	123	6

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

Characteristics of the student body

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 delivery

Approach to curriculum delivery

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 an inquiry approach to learning which aims to produce as self motivated and self directed lifelong learner. Key to this inquiry approach are our six underpinning core 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 self learners is vital, and this required explicit teaching of skills and knowledge required 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 and music specialist lessons from prep through to Year Six as well as the provision of Choir, Instrumental Music, Curriculum incursions, excursions and swimming. We are a KidsMatter school, where we actively plan for and promote resiliency in children.

In 2018 Mother Teresa School participated in the Accelerate Literacy Learning (ALL) program, which provided resources to build teacher capacity in the teaching of literacy, with a focus on reading in prep to year 2 and writing in years 3-6. A key component of this approach is short cycle planning and student monitoring at the end of each cycle. A result of this approach was an average improvement in each area of 48% compared to our 2017 data.

Co-curricular activities

- Swimming
- Garden Club
- After school activities such as Auskick, Netta Netball, Viva Soccer are hosted at different times throughout the year
- We also run Pastoral Care activity afternoons, where children choose and participate in a range of high interest activities over a 4 week block each term.
- In 2018 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.
- Chess Club
- STEAM Challenges
- Running Club takes place each Tuesday and Friday.
- Minnie Vinnies

How information and communication technologies are used to assist learning

In preparation for online NAPLAN in 2020, the school began positioning itself for a 1-1 digital device program which will commence in 2019. Staff have undertaken professional development in incorporating digital technologies across all Key Learning Areas and make daily use of communication technologies to record and share their learning through BCE hosted programs such as Sharepoint, OneNote and Teams. Students can now access and continue classwork at home via access to the Student Portal.

Social climate

Overview

Mother Teresa is a KidsMatter school; we recognise that bullying is and will remain present in some form in a variety of contexts in all stages of life. We believe that isolation and punishment of the offender is not the complete answer, as it is impossible to shield all children in all contexts from some form of bullying, whether at school, at home or on the internet.

Our approach is to build resilience and skills in all our children to enable them to cope successfully with a wide range of influences, including bullying. We have embedded education in social and mental

health into all aspects of our school life, and offer programs and information regularly to our parent community to help them develop a more resilient child.

We also believe in assisting, rather than punishing the offender, through re-education and re-skilling offending students, though consequences of inappropriate behaviour are fully enforced. In 2019, Mother Teresa School will be focusing on Positive Behaviour for Learning and will be introducing the Zones of Regulation Program to assist children in becoming more self aware and self regulating of their behaviour.

BCE Listens Survey - Parent satisfaction

Performance measure	
Percentage of parents/carers who agree [#] that:	2018
This school helps my child to develop their relationship with God	100.0 %
My child is encouraged to participate in spiritual and religious activities and projects outside of the classroom	90.2 %
Religious Education at this school is comprehensive and engaging	94.4 %
I see school staff practising the values and beliefs of the school	100.0 %
This school looks for ways to improve	87.2 %
The school is well managed	85.4 %
My child is making good progress at this school	81.0 %
This school is a safe place for my child	95.2 %
This school helps students respect the needs of others	95.2 %
Teachers and staff are caring and supportive	97.6 %
Teachers at this school expect my child to do their best	97.7 %
Teachers and staff relate to students as individuals	97.6 %
The teachers help my child to be responsible for their own learning	95.5 %
My child is motivated to learn at this school	95.5 %
I can talk to my child's teachers about my concerns	97.6 %
This school offers me opportunities to get involved in my child's education	87.8 %
My child's learning needs are being met at this school	83.3 %
I am happy with my decision to send my child to this school	85.7 %

BCE Listens Survey - Student satisfaction

Performance measure	
Percentage of students who agree [#] that:	2018
At my school, I can express my beliefs	81.4 %
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	67.4 %
I see school staff practising the values and beliefs of my school	78.0 %
My school looks for ways to improve	92.9 %
Students at my school are encouraged to voice their concerns or complaints	85.4 %
Teachers treat students fairly at my school	84.1 %
Teachers recognise my efforts at school	87.5 %
I feel safe at school	88.4 %
My school helps me to respect the needs of others	97.7 %
I am happy to be at my school	79.1 %

BCE Listens Survey - Staff satisfaction

Performance measure	
Percentage of staff who agree# that:	2018
This school helps me to develop my relationship with God	86.2 %
My school encourages all students to participate in spiritual and religious activities and projects outside of the classroom	83.3 %
Religious Education at this school is comprehensive and engaging	89.3 %
I see school staff practising the values and beliefs of this school	96.7 %
This school is well managed	93.3 %
My concerns are taken seriously by the school	96.7 %
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	96.7 %

'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:

- Membership of the School Board
- Serving on the Parents and Friends Association
- Assistance in class (reading, craft etc.)
- Participation in sports days and cultural events
- Attendance at working bees
- Parent teacher interviews
- Invitations to contribute to class blogs, twitter accounts
- 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 St Patrick's College, Beenleigh and Assisi Catholic College in Upper Coomera.

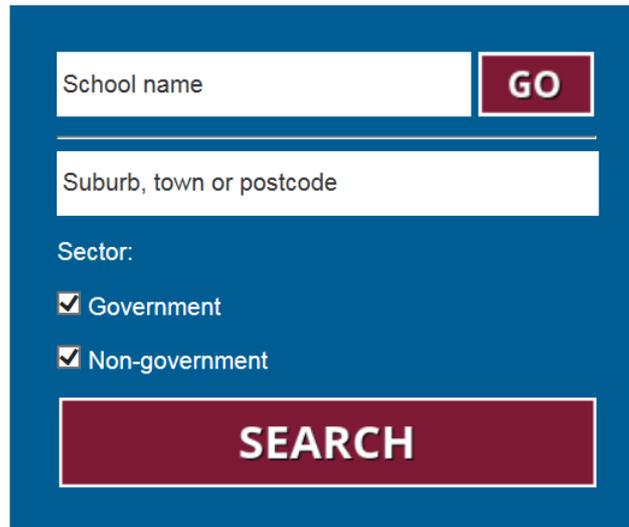
School funding

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 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



The screenshot shows a search form with a blue background. At the top, it says "Find a school". Below this, there is a text input field labeled "School name" with a red "GO" button to its right. Underneath is another text input field labeled "Suburb, town or postcode". Below that, the text "Sector:" is followed by two checked checkboxes: "Government" and "Non-government". At the bottom of the form is a large red button with the word "SEARCH" in white capital letters.

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	22	13
Full-time Equivalents	16.9	7.0

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.**	4
Bachelor degree	9
Diploma	
Certificate	

*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 \$33,754

The major professional development initiatives are as follows:

- Participation in the Accelerate Literacy Learning Program, with a heavy emphasis on shared planning, explicit demonstration of Effective and Expected Practices.
- Engaging a consultant from Autism Queensland one day per week to build teacher capacity in assisting student learning.
- Staff Development on Incorporating ICT across Key Learning Areas.
- Individual staff development with Angela Callins on capacity building in Communication technologies.
- Building Teacher knowledge and capacity in the use of the National School Improvement Tool.
- Staff development in understanding and meeting the requirements of the NCCD.
- Staff professional twilight meetings on Responding to Sexuality Education

Staff attendance and retention

Staff attendance

AVERAGE STAFF ATTENDANCE (%)	
Description	2018
Staff attendance for permanent and temporary staff and school leaders.	95.4 %

Proportion of staff retained from the previous school year.

From the end of the previous school year, **91.5 %** 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).	87.6 %

*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	86.8 %	88.8 %	88.3 %	87.8 %	85.4 %	86.8 %	89.2 %

*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.

Description of how non-attendance is managed by the school

Each day, school attendance rolls are marked electronically by 9.00am. Parents of absent students are then sent an SMS message prompting them to notify the school of the reason for absence. Where a relief teacher is taking the class, a paper roll is marked and sent to the office, where it is entered into the system.

The School Leadership team meets each month to review our Business Intelligence dashboard data, which includes attendance rates and if required, contact parents whose children are falling below the 90% attendance threshold to enquire into the reasons for the high absence rate.

BCE posters and information on the effect of absenteeism on learning are attached in newsletters, and displayed around the school and prominently near the sign in kiosk. Attendance statistics will be shared via the newsletter at the end of each term.

We have put strategies in place to encourage more consistent attendance, such as early morning raffle draws in class, running club before school on Fridays and at the end of each term, the class with the highest overall attendance is given a pizza party.

NAPLAN

Average NAPLAN results

	Year 3		Year 5	
	School	Australia	School	Australia
Reading	406.8	433.8	502.0	509.0
Writing	398.0	407.2	462.2	464.6
Spelling	373.7	417.8	489.4	502.5
Grammar & Punctuation	425.3	431.7	506.9	503.6
Numeracy	390.5	407.7	485.5	494.2