Marymount Primary School, BURLEIGH WATERS

Annual Report 2019

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

Marymount

Contact information

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Principal's foreword

The 2019 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.

School progress towards its goals in 2019

Marymount Primary were successful in achieving all goals set for 2019. Professional development through pupil-free days, staff meeting and twilights for teaching staff ensured a shift in staff practices, deepening learning, increasing knowledge and understanding around the RSE framework, our Franciscan heritage, meditative prayer, Aboriginal and Torres Strait Islander Culture and the PB4L system. Teaching and learning goals in relation to reading and writing were also achieved.

Goal	Progress
By the completion of 2019, teachers will be familiar with the RSE framework and its broader curriculum connections, evidenced through planning documents and student achievement.	Achieved
By the completion of 2019, students, staff and the Marymount Primary community will be familiar with the school's connection to our Franciscan charism.	Achieved
By the completion of 2019, staff and students will have an understanding of and some experience with labyrinths and Christian meditative prayer.	Achieved
By the completion of 2019 all staff and students will have a deeper understanding of Aboriginal and Torres Strait Islander culture through exposure to cultural experiences and learning opportunities.	Achieved
By the completion of 2019 all teachers will deepen their knowledge, skills and understanding of the effective and expected practices so that all students in Prep to Year 2 demonstrate progress in reading and all students in Years 3 to 6 demonstrate progress in writing.	Achieved
By the completion of 2019 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.	Achieved
By the completion of 2019 staff will be updated in all areas of WH&S in relation to correct procedures and compliance issues.	Achieved
By the completion of 2019, staff will have a deeper understanding of the PB4L behaviour management system, including appropriate responses to unproductive behaviour.	Achieved

Future outlook

The explicit improvement agenda for 2020 will focus on gaining improvements in embedding Catholic perspectives in Health, English and Maths, continue to explore our Franciscan heritage, develop a Student Support Processes document, develop a whole school curriculum delivery, professional learning and parent engagement plans, foster student engagement evidenced in increased school attendance data and support an emerging focus on Numeracy and Mathematics.

Our school at a glance

School profile

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

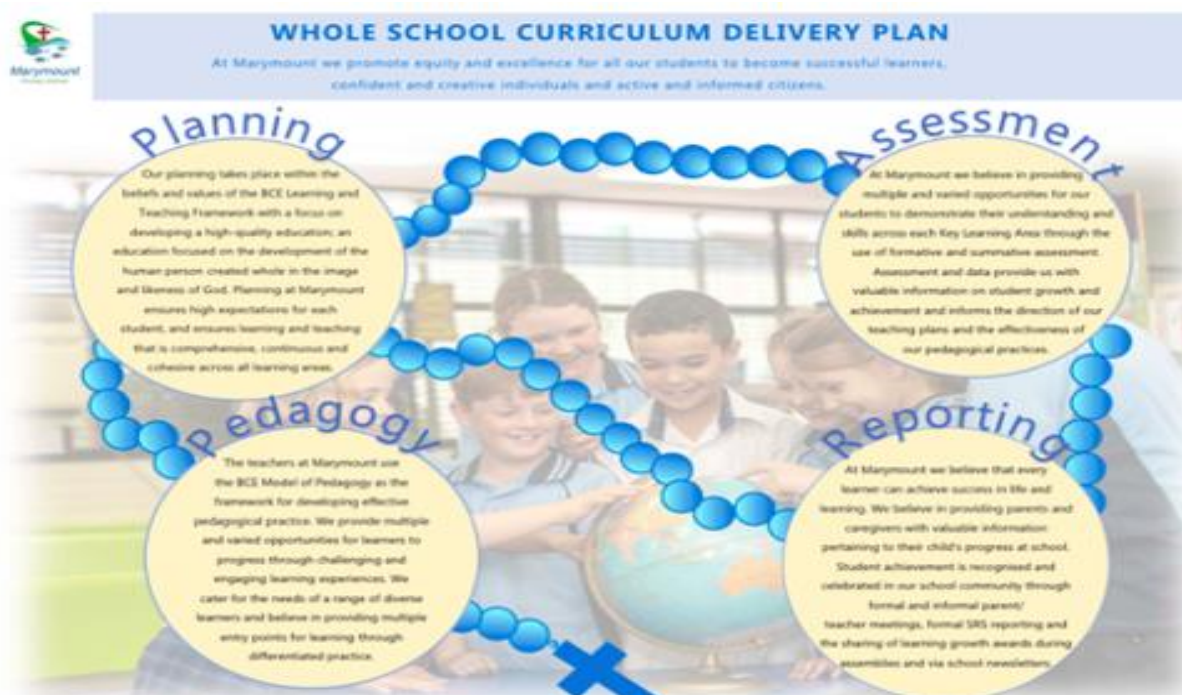**Coeducational or single sex:**   Coeducational

Year levels offered in 2019:   Primary

Student enrolments for this school:

	Total	Girls	Boys	Aboriginal and Torres Strait Islander students
2019	1020	531	489	16

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

Characteristics of the student body

Information is taken from the My School's Website for 2019 https://myschool.edu.au/school/47745

Curriculum delivery

At Marymount Primary School, our principle goal as a Catholic Christian community is to educate all to live the Gospel of Jesus Christ as successful, creative, confident, active and informed learners empowered to shape and enrich our world.

The foundation of the Curriculum at Marymount Primary School is interwoven with the Australian Curriculum, Assessment and Reporting Authority (ACARA), Brisbane Catholic Education Policies and current educational research.

The Australian Curriculum Learning Areas taught at Marymount Primary School are: English, Mathematics, Science, Humanities and Social Science (comprising History, Geography, Civics and Citizenship and Economics and Business), The Arts (comprising Dance, Drama, Media Arts, Music and Visual Arts), Languages (French), Health and Physical Education and Technologies (comprising Digital Technologies and Design and Technologies).

Essential to the core of the Primary School Outcomes are that children gain a firm foundation in literacy, numeracy, our Catholic Traditions in classroom environments that foster goals and growth, and are tailored to every child's different learning style.

We believe:
- Every learner is created in the image and likeness of God
- Every learner seeks to find meaning in life and learning and in the Catholic Christian Tradition
- Every learner is a lifelong learner
- Every learner is unique and we respond creatively and flexibly to all
- Every learner can achieve success in life and learning where diversity is valued and shared wisdom contributes to decision-making that enriches and enlivens our world.
- Every learner brings to the learning experience their own richly diverse life journey to contribute to a community in communion, empowered by the Spirit to be at the service of others.

We respect the needs of our children change and we respect the parameters that ACARA and Brisbane Catholic Education provide for us to educate each child in an academic, spiritual, physical and cultural manner. Our Curriculum and practices are constantly collaboratively revisited and renewed to further enhance and develop our programs to maximise each child's learning success.

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.

Social climate

Overview

Marymount Primary School implements 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%

CE 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. footprint

Reducing the school's environmental footprint

This is the first year of reporting on the school's electricity usage. Responsible energy usage supports the school's efforts towards a living response to Pope Francis' Encyclical Laudato Si' Care for our Common Home.

- The Papercut System was introduced to reduce the volume of photocopying
- Paper recycling in classrooms
- Rainwater tanks attached to the Multi-purpose Centre and the Senior Toilets
- Replaced light fittings to LED low energy bulbs
- Movement sensors in classrooms so that lights automatically turn off
- Increased numbers of iPads in classrooms has lessened the need for photocopying
- Garden beds are mulched and drought tolerant plants reduce water usage
- Isolation valves installed to isolate areas of water leakage

Environmental footprint indicators	
Years	Electricity kWh
2019	368132

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 our 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**

Search by school name or suburb	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	61	40
Full-time Equivalents	51.6	28.5

Qualifications of all teachers*

Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	12
Graduate diploma etc.**	8
Bachelor degree	39
Diploma	2
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 2019 were $ 34 410.43

The major professional development initiatives are as follows:

- the RSE framework
- our Franciscan heritage
- meditative prayer
- Aboriginal and Torres Strait Islander Culture
- the PB4L system

The proportion of the teaching staff involved in professional development activities during 2019 was 100%.

Staff attendance and retention

Average staff attendance

Description	%
Staff attendance for permanent and temporary staff and school leaders	95.7%

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 2019.

Performance of our students

Student attendance

Description	%
The overall attendance rate* for the students at this school	91.9%
Attendance rate for Aboriginal and Torres Strait Islander students at this school	91.9%

Average attendance rate per year level			
Prep attendance rate	92.2%	Year 4 attendance rate	92.2%
Year 1 attendance rate	92.8%	Year 5 attendance rate	92.7%
Year 2 attendance rate	91.9%	Year 6 attendance rate	91.6%
Year 3 attendance rate	92.0%		

*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 2019 for all Brisbane Catholic Education schools across years Prep-6 was 91.9%.

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 2:15pm
- 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 Student Services School Officer will check this has been done for classes at 9.00am and 2.15pm 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 class teacher 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.

NAPLAN

Average NAPLAN results

	Year 3		Year 5	
	School	Australia	School	Australia
Reading	453.7	432.3	520.4	506.0
Writing	443.2	423.1	470.2	473.9
Spelling	424.6	418.7	503.4	500.7

| Grammar and punctuation | 459.4 | 439.8 | 503.3 | 499.1 |
| Numeracy | 421.2 | 408.1 | 494.1 | 495.8 |