



**Mary Immaculate Primary
School, ANNERLEY**

Annual Report 2021

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



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Catholic
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.

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 2021 our enrolment was 102 students from 77 families. Our dedicated school staff numbers 23, with our Leadership Team consisting of a full-time principal, a part-time APRE and PLL. Teaching staff consists of 3 full-time classroom teachers and 3 part-time classroom teachers in job share arrangements. We have specialist teachers for HPE, Music and LOTE (AUSLAN). Our inclusion team consists of a STIE (full-time) and a Guidance Officer (1 day per week).

Support staff include one part-time Teacher-Librarian/Information Communication Technology support (3 days), 2 part-time groundsman (6 hrs and 3 hrs per week respectively), two part-time secretarial staff and 1 part time school officer and 1 fulltime school officer. 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 positive relationships and quality education.

School progress towards its goals in 2021

Catholic identity

Goal – By the end of 2021, we will enhance classroom teaching of Religious Education by building effective teaching practice, including the monitoring of student progress. We will embed Catholic perspectives across the English curriculum and provide liturgical and ritual experiences through our Religious Life of the School.

Success Measures

- Staff, Students and Families have engaged in opportunities to be involved in school/parish life
- Staff have engaged in formation opportunities e.g. Spirituality Modules, Lenten Prayer Program
- The school community has participated in social justice initiatives that are reflective of local and wider community needs
- There is a shared understanding of the school's motto, vision and mission
- The Micah theme has been embraced and embedded in all aspects of school life
- The community has a common language and understanding that guides our everyday actions

- There are visible icons that link to the Micah theme and our school charism of Mary MacKillop and Mary the mother of Jesus.

Learning and teaching

Goal – By the end of 2021, we will grow the engagement, progress and achievement for each student in Literacy and Numeracy, developing assessment capable learners and building staff capacity.

Success Measures

- Students have reached benchmarks and targets in Literacy and Numeracy + Students below the benchmark have targeted individualised plans for progress
- A set of effective pedagogical practices are known and used
- There is a common language of learning (*development of the school Learning Process will assist with this*)
- There is teacher sharing of expertise and practice through observation and feedback
- Student work has been examined regularly to improve practice and inform teaching
- Procedures and processes are in place to best support students and teachers and monitor their learning journey

Building a sustainable future

Goal – By the end of 2021, we will build cultural competence which celebrates and responds to the cultural diversity of our community. We will develop and promote the profile of our school community by strengthening parent involvement and engagement and enhancing positive relationships and our sense of community.

Success Measures

- The Parent Engagement Strategy has been shared and implemented, guiding parent participation and engagement
- The school profile has been raised through increased marketing and strengthening of networks that promote our school presence
- There are high levels of student engagement and attendance
- There is an increased sharing with families of the school focus for learning, formation of students and progress of student learning

Excellent Learning and Teaching

By the end of 2021, we observed growth in the engagement, progress and achievement for each student in Literacy and Numeracy, developing assessment capable learners and building staff capacity.

Activities

- Implement whole school approach to English Blocks.
- Review and sharpen Learning Walks and Talks, High Yield Strategy.
- Provide Professional Learning aimed at building teachers' and leaders' data literacy skills.
- Analyse data to determine and set year level goals, tracking progress on a term to term basis

Improvement in Writing end of Term 1

School leadership has dedicated focus to improve Reading and Writing. By the end of Term 1, we are committed to improved writing levels according to the writing tool analysis. Year 3: 70%, Year 4: 60%, Year 5: 60%, Year 6: 80%.

Writing end of year markers:

- Year 3: 80% (18/22)
- Year 4: 80% (4/5)
- Year 5: 85% (12/14)
- Year 6: 100% (14/14)

- will be in the BCE expected writing benchmark range of 20-24.

Reading Progress end of Term 1

The school maintains a focus on Early Years reading and seek to improve PM Benchmarks; Prep, Year 1 and Year 2. By the end of Term 1 Prep: 40%, Year 1: 50%, Year 2: 50%, Year 3-6 - progression of at least two levels.

Reading:

- Prep BCE PM Benchmark target of 5-8.
- Prep: 75% (9/12)
- Y1 BCE PM Benchmark target of 14-18.
- Year 1: 72% (10/14)
- Y2 BCE PM Benchmark range of 22-26.
- Year 2: 73% (8/11)

Effective and Expected Practices:

- Use whole-part-whole to organise classroom learning to support explicit and differentiated teaching.
- Engage collaboratively in planning processes to develop effective short cycles of learning that make visible the adjustments for students.

Activities

- Engage with the BCE Numeracy Monitoring Tools as per the BCE schedule.
- Engage with the BCE Expected and Effective Practices, including the High Yield Strategies.
- Engage in school wide targeted instructional practices, including regular, timetabled high yield strategies (*Review and Response, Walks and Talks*) to enhance excellent learning and teaching.
- Provide opportunities for teachers to walk and talk in other classrooms and observe modelled teaching of Mathematics.
- Analyse data to determine and set year level goals, tracking progress on a term-to-term basis.

Trust the Count:

- 90% of students in Year One will have achieved full scores on the Trusting the Count Monitoring Tool.

Place Value:

- 75% of students in Year Two will have full scores on tools 2.1-2.3, and a score of at least 2 on tool 2.3 using the Place Value.

Monitoring Tool

- 90% of all students in Years 3-6 will have full scores on all tools in the Place Value Monitoring Tool.
- Build teacher capacity with Mathematics teaching and learning in collaboration with EO: Curriculum Mathematics.
- Provide regular professional learning opportunities for teaching staff during Professional Learning Days, twilights and staff meetings.
- Release new staff to work with the PLL and EO: Curriculum to develop knowledge and understanding of the school's work in Numeracy (*particularly in Trust the Count; the NuMa Strategy*).
- Accelerate numeracy learning through intensive targeted support in response to learning data, particularly Trust the Count for Y2.
- Work closely with the PLL and EO: Curriculum to develop short term planning cycles.

Measures of Success

- Students have reached benchmarks and targets in Literacy and Numeracy.
- Students below the benchmark have targeted individualised plans for progress.
- A set of effective pedagogical practices are known and used.
- There is a common language of learning (*development of the school Learning Process will assist with this*).

- Teacher sharing of expertise and practice through observation and feedback.
- Student work has been examined regularly to improve practice and inform teaching.
- Procedures and processes are in place to best support students and teachers and monitor their learning journey.

Mary Immaculate made significant progress in the implementation of Learning and teaching strategies with a particular focus on Reading routines and Guided reading. Professional learning increased teacher capacity and provided explicit teaching positively impacting student outcomes.

Future outlook

Mary Immaculate School participated in a National School Improvement tool Review. The outcomes and recommendations of the review are explained in the information listed below. Our focus for 2022 will be to specifically target Reading progress P to 6 followed by a focus on Mathematics, Revise and enhance the Positive Behaviour Support process, develop higher levels of collaboration and professional learning to enhance teaching staff skills and knowledge in planning for learning and finally raise school enrolments through the BCE promotions and marketing strategy.

Collaboratively revise Mary Immaculate's 2022 Explicit Improvement Agenda to be narrow and sharp by reviewing student data and engaging staff voice to determine the area of focus. The Explicit Improvement Agenda should include a specific goal statement with clearly aligned strategies, timelines, responsibilities, measurable student outcomes and targets. The review, monitoring and desired outcomes of the Explicit Improvement Agenda should be widely communicated to the school community.

Working with school staff, collaboratively develop agreed non-negotiable practices that are intentionally and explicitly related to the Explicit Improvement Agenda. Identify and clarify the effective and expected practices that staff members can use to move each student forward in their learning and unpack what these practices look like in classrooms. Ensure these effective and expected practices are applied across the curriculum. Celebrate the success of these practices within classrooms and across the School.

Utilise the enrolment strategy and materials to strengthen partnerships with local childcare centres, kindergartens and the wider community to promote the School and assist in supporting enrolment growth. Create strong connections through developing opportunities that welcome children and families into the school on a regular and ongoing basis in the years prior to the formal prep transition program.

Collaborate in a cluster arrangement with PLLs of similar schools supported by the EO-C to prioritise the development and implementation of an explicit and sequenced plan for curriculum delivery aligned to the Australian Curriculum. Ensure that units of work are developed to suit the multi-age context of the School and are inclusive of assessment tasks, including rubrics.

Invest in teacher release to enable teachers to build capacity to plan and implement the Australian Curriculum. Utilise these opportunities for teachers to collaborate and enhance their understanding of all components of the Australian Curriculum. Develop clear school-wide expectations for the planning, delivering, and uploading of curriculum documents onto the school portal.

Develop a shared understanding of a whole school approach to expected behaviours and processes to support and manage student behaviour. Establish a PB4L committee that is teacher-led, analyses and responds to behaviour data and engages student and community voice. Communicate and celebrate the PB4L program with parents and the wider community.

These future developments are prioritised, planned for, actioned and reviewed annually and included in a 3 to 5 year outlook for the community.

Our school at a glance

School profile

Mary Immaculate 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	102	60	42	0

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

Approximately 27.72% 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 26 post codes in 2021.

In 2021, 29.4% 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 (Principal, PLL, STIE, EALD 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 James College, Spring Hill, St Laurence's College, South Brisbane; Clairvaux MacKillop College, Upper Mt Gravatt; Loretto College, Coorparoo; and local State High Schools.

Curriculum implementation

Curriculum overview

Our goal is to create a quality Catholic learning community centered 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 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 Learning Areas.

Planning

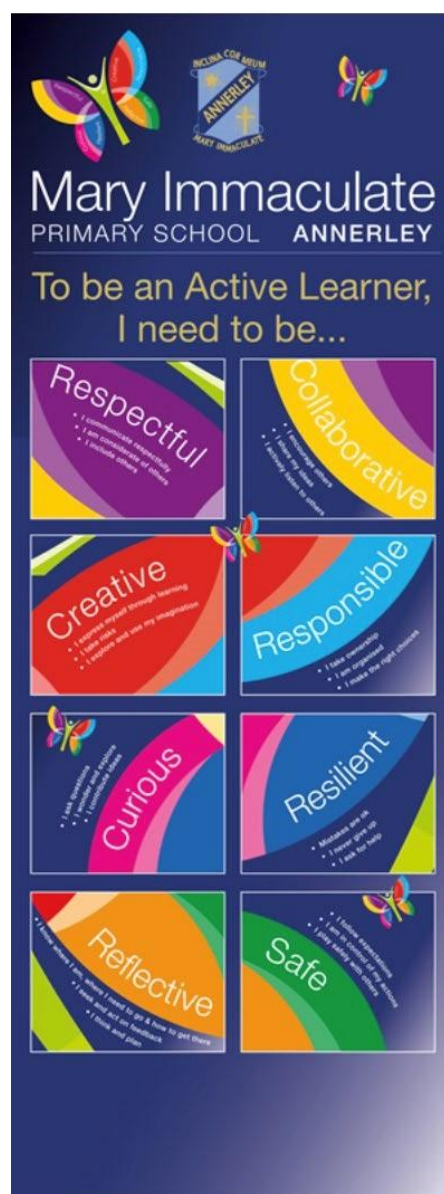
All planning is the responsibility of the class teacher using the identified planning proformas and kept on the school portal to enable collaborative planning.

Within these planning documents the following elements are clearly identified.

- Class context overview including EALD Aboriginal and Torres Strait Islander students, 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 progressing, their achievement and where their learning is 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 an 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 progress in their learning, social development 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)

Specialist Learning Areas

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

- Music (Prep to Year 6)
- HPE (Prep to Year 6)
- Languages (AUSLAN - Years 4 to 6)

Extra-curricular activities

Extra-Curricular Learning Opportunities

- School Cross Country – Term 2 (Prep to Year 6)
- Athletics Program – Term 3 (Prep to Year 6)
- Interschool Sports Program – Term 3 (Year 4 to Year 6)
- Swimming Program - Term 4 (Prep to Year 6)

Music

- Senior Choir (Optional Years 3 to 6)
- Instrumental Music (Optional Years 3 to 6 - DDJ Music)

Choirs @ Mary Immaculate

Students at Mary Immaculate have the opportunity to be involved in a school Choir. The Senior Choir is optional for students in Years 3 to 6. Students rehearse weekly and perform at various school events and annually at the:

- Queensland Colleges Music Festival cancelled due to COVID
- David Lawrence Combined Schools Workshop cancelled due to COVID
- Choral Festival cancelled due to COVID

Camps

- Year 4, 5 and Year 6 Camp (2 nights)
- Year 6 trip to Canberra cancelled due to COVID

Speech and Drama (Optional - Shine Speech and Drama)

Dance (Dance Cart Prep to Year 6)

Chess (Optional Prep to Year 6)

Debating (Optional Year 5 & 6)

How information and communication technologies are used to assist learning

Within the classroom, Information Communication Learning Technology (ICLT) supports student learning, and is dictated by student age, ability, and links to the curriculum.

Information and communication technologies (ICT) 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, team teaching with our TL/ICT teacher once a week. 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 applications on their tablets. 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. Mary Immaculate supports students in their social and emotional development through the Friendology program which is an evidence based program developing social and emotional resilience. Our staff also support students with the zones of regulation strategy which helps students understand their moods and how this impacts emotions, behaviours and actions.

The schools' Active Learner butterfly is used extensively across Mary Immaculate school expectations. Each week, teachers identify students who are displaying positive behaviours, 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.

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	85.7%
Staff at this school care about my child	100.0%
I can talk to my child's teachers about my concerns	90.9%
Teachers at this school encourage me to take an active role in my child's education	86.4%
My child feels safe at this school	100.0%
The facilities at this school support my child's educational needs	90.9%
This school looks for ways to improve	100.0%
I am happy my child is at this school	90.9%

BCE Listens Survey - Student satisfaction

Performance measure	
Percentage of students who agree# that:	2020
My school helps me develop my relationship with God	85.4%
I enjoy learning at my school	88.9%
Teachers expect me to work to the best of my ability in all my learning	86.7%
Feedback from my teacher helps me learn	95.6%
Teachers at my school treat me fairly	80.0%
If I was unhappy about something at school I would talk to a school leader or teacher about it	73.3%
I feel safe at school	95.6%
I am happy to be at my school	86.4%

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	93.8%
School staff demonstrate this school's Catholic Christian values	93.8%
This school acts on staff feedback	93.8%
This school looks for ways to improve	100.0%
I am recognised for my efforts at work	100.0%
In general students at this school respect staff members	93.8%
This school makes student protection everyone's responsibility	93.8%
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

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

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 in-class support, class excursions, the school tuck-shop, the uniform shop, and sporting days
- becoming a member of the School Board or volunteering for the Parents & Friends advisory group 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 to know how best to lead and serve them.

The Parent engagement and participation group 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 Parent engagement and participation group and are invited to consider coming along to meetings and volunteer for activities and events.

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. Our school, works continually on improving its ability to communicate effectively with the various cultures in the community

Our School Assemblies 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 and are especially invited to attend when their child is receiving an award. Our extremely supportive P&F groups are organised to plan for events such as school disco, BBQ, Big Breakfast 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.

We communicate regularly with parents and our community using a variety of tools:

- Parent Portal (parent access only)
- Fort-nightly Online Newsletter
- Online News Flash
- Seesaw application – for teachers and students to share their learning and teaching
- Email/phone calls
- Facebook – regular posts sharing success stories for our community

Our STIE works closely with teachers to provide effective consultation processes regarding the adjustments made to assist students with diverse needs and keep their families informed and included. Students with diverse needs are supported to access and participate fully at school.

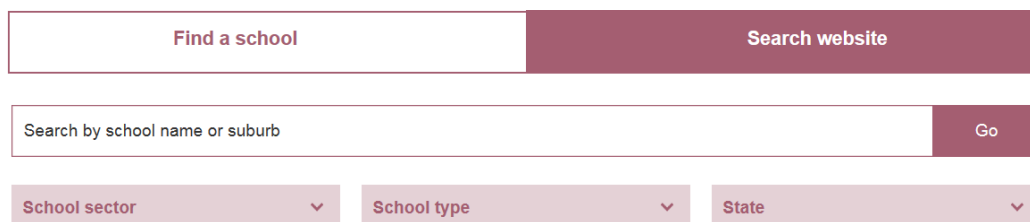
School funding

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 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.



3. Click on 'View School Profile' of the appropriate school to access the school's profile.



4. Click on 'Finances' and select the appropriate year to view the school financial information.



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	16	7
Full-time Equivalents	10.6	3.1

*Teaching staff includes School Leaders

Qualification of all teachers*

Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	6
Graduate diploma etc.**	3
Bachelor degree	7
Diploma	0
Certificate	0

*Teaching staff includes School Leaders

**Graduate diploma etc. includes graduate diploma, bachelor honours degree, and graduate certificate.

Professional development

The total funds expended on teacher professional development in 2021 were \$8,214.

The major professional development initiatives are as follows:

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

The proportion of the teaching staff involved in professional development activities during 2021 was 95.65%

Staff attendance and retention

Average staff attendance

Description	%
Staff attendance for permanent and temporary staff and school leaders	96.1%

From the end of the previous school year, 92% 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	93.2%
Attendance rate for Aboriginal and Torres Strait Islander students at this school	0.0%

Average attendance rate per year level			
Prep attendance rate	90.6%	Year 4 attendance rate	93.3%
Year 1 attendance rate	95.7%	Year 5 attendance rate	92.7%
Year 2 attendance rate	95.8%	Year 6 attendance rate	92.5%
Year 3 attendance rate	92.8%		

*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

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-centred community that exists within Brisbane Catholic Education (BCE) Schools. A positive school culture is developed by a welcoming, safe, inclusive, and supportive school environment that promotes student engagement with learning, student wellbeing and positive relationships.

At Mary Immaculate, attendance is everyone's responsibility. We utilise the support tools provided by BCE to implement roll marking processes. Rolls are marked by classroom teachers each morning and each afternoon.

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.

Strategies to promote attendance

- promote a positive school culture
- inform parents of their legal obligations about student attendance
- ensure attendance marking is completed in accordance with our school student attendance procedure

- monitor student absences and identify when absences are of concern
- ensure attendance records and notes are managed in accordance with current BCE recommendations
- assists to celebrate and acknowledge high attendance.

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

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.

The screenshot shows a search interface with a search bar containing the text "Search by school name or suburb". To the right of the search bar are three dropdown menus labeled "School sector", "School type", and "State". A magnifying glass icon is located to the right of the "State" dropdown.

3. Click on 'View School Profile' of the appropriate school to access the school's profile.



4. Click on 'NAPLAN' to access the school NAPLAN information.



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.