

**Marymount Primary  
School, BURLEIGH  
WATERS**

# Annual Report 2021

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

# Contact information

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<b>Contact person</b>	Brendan Creevey — Principal

## 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.

Our school's mission and vision statement emphasise that we are a welcoming family school providing a quality education, and a great place to grow. The school has a warm, caring atmosphere that welcomes all members of the school community. We offer extra-curricular activities in music, tennis, chess, swimming squad, sport training squad, speech and drama, literacy club, piano and guitar. During the enrolment process parents are asked why they would like their children to attend Marymount Primary School. The common feedback indicates that the school has a reputation within the local and wider Gold Coast community as being a Catholic school which offers high quality Catholic education. Often parents already have children at Marymount and want the siblings to join our community. Parents often comment about the close relationship we have with the College and value the opportunity for a P-12 educational solution. Parents also indicate that they have heard only great things about the school in the local community. During our renewal of school mission we surveyed parents, staff and children. Overwhelmingly, all stakeholders indicated that they thought Marymount had a friendly, caring, community atmosphere. Parent involvement in the school as indicated above is excellent.

### School progress towards its goals in 2021

Marymount Primary School had two school priorities for 2021:

1. Fostering a whole school approach to engage each student in deeper learning.
2. Promoting an enrolment strategy that builds understanding of the benefits of Catholic education and having 90% of the students attending 90% of the time.

Although 2021 also held its share of challenges due to COVID19 the school were able to achieve the following:

- A school Vision for Teaching and Learning and a Curriculum Delivery Plan have been created and are currently being prepared for professional printing and publishing.
- Each curriculum plan includes adjustments and differentiates learning for individual needs using the Whole-Part-Whole, Gradual Release of Responsibility strategies and Enablers and Extenders language. We continue to make this a priority when planning during the weekly Preparation, Planning and Correction time collaborative sessions.
- Professional development in evidence-based Mathematics strategies has been implemented with curriculum plans reflecting this change to an inquiry-based model. Teachers have adopted this change in pedagogy and focus with enthusiasm.
- Student voice through Year 6 School and House captains was established along with a Peer Mediation Program.

## Future outlook

Marymount Primary School has three main strategic priorities for 2022 as identified by our school community and delivered during the year:

Priority area	Goal	Strategies & timelines
Catholic identity (ENGAGE)	To effectively embed our Catholic perspective practices in all learning areas.	Action: Curriculum plans reviewed by the APRE/PLLs and PD Plan established - Weeks 1 and 2/Week 9 and 10 for review
Learning and teaching (CHALLENGE)	Focus on and enhancing teacher capacity with regards to teaching the elements of writing across the P-6 Curriculum.	Action: School data analysed during PPCT Weeks 1-2 each term by Data lead for each year level and reviewed in Weeks 9-10, PD around Data reading Term 2, and upskilling of teachers when moderating writing samples across year levels.
Our people (COLLABORATE)	To establish a Collaborative Culture that enhances teacher capacity.	Action: Staff professional development plans are prepared, monitored and reviewed by the leadership team, timetabling of opportunities for collaborative practice, PD Terms 1 and 2 for staff and parents, professional learning and opportunities for co-teaching identified.

# 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 2021:** Primary

**Student enrolments for this school:**

	Total	Girls	Boys	Aboriginal and Torres Strait Islander students
2021	1058	532	526	

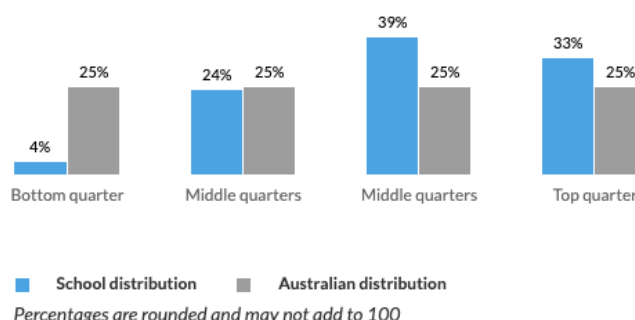
Student counts are based on the Census (August) enrolment collection.

### Student background

#### Index of Community Socio-Educational Advantage (ICSEA)

School ICSEA value	1086
Average ICSEA value	1000
School ICSEA percentile	82

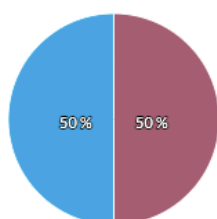
#### Distribution of Socio-Educational Advantage (SEA)



### Students

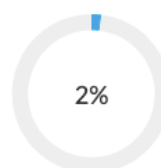
Total enrolments: 1058

- Boys 526
- Girls 532



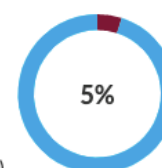
Full-time equivalent enrolments: 1058.0

Indigenous students



Language background other than English

- Yes (5%)
- No (95%)
- Not stated (0%)



Information taken from the My School's website for 2021: [School profile | My School](#)

Marymount Primary School is situated in an urban area of Burleigh Waters on the Gold Coast, and draws students from local suburbs including Burleigh, Palm Beach, Robina and Varsity. In 2021, Marymount Primary had six classes in Prep, Year 1, Year 5 and Year 6, and five classes across the other year levels. It is predicted that by 2026 we will cater for six classes across all year levels. The majority of our students go on to attend Marymount College. Most students come from the middle quarters of the socio-educational advantage index and from English speaking backgrounds.

We have a substantial number of students whose parents attended either the Primary School or the College themselves, and they state that it is the values and inclusive Catholic community that Marymount provides, which has helped them when deciding where to enrol their children. We are fortunate to have families who value and place importance on quality education, and the safe 'village-like' environment that Marymount Primary provide.

### School snapshot:

- First Nation Students: 2.5%
- Religion – Catholic: 82.5% students; 83.3% staff
- Other Christians: 9.9%
- No religion: 5.3%
- English as an Additional Language: 4.7%
- Students with disabilities: 12.9%

## Curriculum implementation

### Curriculum overview

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).

Marymount - Vision for Learning and Teaching				
Values and Beliefs				
Collaborate	Challenge	Engage	Include	Reflect
Principles				
<ul style="list-style-type: none"> <li>• We <b>share</b> and <b>build</b> ideas</li> <li>• We engage in <b>professional learning, dialogue</b> and shared practice</li> <li>• We provide <b>flexible learning (environments)</b></li> <li>• We nurture <b>authentic partnerships</b> with students, parents and Parish</li> </ul>	<ul style="list-style-type: none"> <li>• We <b>question and inquire</b></li> <li>• We cultivate <b>growth mindsets</b> – take risks, demonstrate <b>persistence</b> and learn from mistakes</li> <li>• We set high expectations</li> <li>• We think <b>critically and creatively to problem solve</b></li> </ul>	<ul style="list-style-type: none"> <li>• We actively implement <b>effective teaching practices</b></li> <li>• We develop <b>lifelong learning</b> skills for future global citizens</li> <li>• We establish and discuss clear <b>visible learning intentions and success criteria</b></li> <li>• We create <b>rich, rigorous and relevant</b> deep learning experiences</li> <li>• We encourage curiosity and joy in learning</li> </ul>	<ul style="list-style-type: none"> <li>• We respect the <b>diverse backgrounds</b> and needs of all learners by being <b>flexible and adaptive</b></li> <li>• We plan for <b>equity</b> and access through differentiation</li> <li>• We demonstrate empathy towards others through building <b>trusting, respectful</b> relationships in a <b>supportive</b> environment.</li> </ul>	<ul style="list-style-type: none"> <li>• We <b>celebrate</b> the successes and value of all students</li> <li>• We are <b>self-directed, responsible</b> learners</li> <li>• We <b>communicate</b> our progress</li> <li>• We <b>share and seek feedback</b></li> </ul>
Practices				
<ul style="list-style-type: none"> <li>• We seek opportunities to learn from others through <b>professional dialogue</b> across our school, BCE and broader educational community</li> <li>• We participate in professional learning and open our classrooms for <b>shared practice</b></li> <li>• We explicitly teach <b>MARY expectations</b> and <b>communication</b> skills</li> <li>• We connect through <b>technology</b> and <b>flexible learning</b></li> </ul>	<ul style="list-style-type: none"> <li>• We implement <b>inquiry-based learning</b></li> <li>• We pose and investigate <b>questions</b></li> <li>• We design open-ended <b>questioning tasks</b></li> <li>• We teach <b>growth mindsets</b></li> <li>• We use the <b>gradual release of responsibility</b></li> <li>• We <b>differentiate</b> tasks to challenge all learners</li> <li>• We set <b>SMART goals</b></li> <li>• We use <b>real-life</b> examples</li> <li>• We <b>seek and provide feedback</b></li> <li>• We seek <b>student voice</b> and leadership</li> </ul>	<ul style="list-style-type: none"> <li>• We promote interactive, <b>hands-on learning</b> experiences</li> <li>• We cater for <b>diverse needs</b> and interests</li> <li>• We promote fun and excitement in learning</li> <li>• We integrate <b>ICT capabilities</b> across the curriculum</li> </ul>	<ul style="list-style-type: none"> <li>• We encourage and model <b>catholic identity</b></li> <li>• We provide <b>multiple and varied opportunities</b> for learning and <b>assessment</b></li> <li>• We value and share our communities' <b>cultural diversity</b>.</li> <li>• We <b>celebrate</b> our Aboriginal and Torres Strait Islander culture, knowledge and history through our <b>Marymount Mob</b></li> <li>• We <b>advocate for social justice and lead by example</b></li> <li>• We <b>drive ecological action and sustainable practices</b></li> </ul>	<ul style="list-style-type: none"> <li>• We encourage <b>self-reflection</b></li> <li>• We evaluate our learning against our <b>Smart Goals and co-constructed success criteria</b></li> <li>• We monitor and reflect on progress using an array of <b>data</b></li> <li>• We seek, offer and <b>take action</b> regarding <b>feedback</b> on our learning and practice – self, peer, student/teacher</li> <li>• We formally <b>celebrate</b> learning progress (Mary Amongst Us, Learning Growth and Academic Awards)</li> </ul>
Connections to Australian Curriculum General Capabilities				
• ICT Capability	• Critical and Creative Thinking	• Social Capability	• Ethical and Intercultural Understanding	• Personal Capability

Essential to the core of our teaching and learning are that children gain a firm foundation in literacy, numeracy, our Catholic Traditions are evident in all classrooms, 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.

### **Extra-curricular activities**

Marymount Primary School in collaboration with Marymount College offer students from Years 2-6 instrumental music lessons through contracted professional music teachers and are paid for by parents. Our primary students can also play in our combined Junior band before school (paid for by the school) and conducted by a professional music teacher. Both Junior and Senior Choir are also offered to our students by the school. Our school offers an external camp to all students in Years 4-6 as part of the school fees, along with swimming lessons during school hours in Terms 1 and 4. An additional opportunity to attend swim squads after school during these terms can be organised also. Additional activities offered outside school hours by private contractors include:

- Performing Arts/Drama
- Chess
- Art.

### **How information and communication technologies are used to assist learning**

To grow the engagement, progress and achievement of each student in literacy and numeracy, we will optimise the use of our digital systems and services to support the high yield strategies, and effective and expected practices at Marymount Primary School. We will achieve this by:

- using technology to assist collaboration between schools, teachers and students
- using technology to foster student creativity and engagement in real world problems
- using technology to demonstrate student learning and provide differentiated assessment opportunities
- using effective assisted technology to promote equity and opportunity
- developing safe processes and systems to collect and analyse accurate student achievement data
- inspiring our students to think creatively and to develop design processes to test ideas and solutions to problems
- teaching students to navigate the digital environment safely and ethically

All students in Years 4-6 all use laptops to enhance their learning in the classroom. iPads are also used from Prep to Year 2. The school is looking to adopt iPads across all year levels from 2022 onwards.

## **Social climate**

At Marymount Primary School, the model of pedagogy is used as a tool to support planning, student well-being through engagement, teaching, and assessing to maximise learning progress, and achievement for each student.



The elements of the model of pedagogy are used in planning to ensure our teaching and learning is visible (our students know what they are working towards), explicit and responsive (to the needs of the students and where they are on their learning journey).

*Focus:*

To understand where each learner is located in relation to the new learning and how they can respond to moving each learner forward, teachers consider: current data, student prior knowledge and levels of achievement, and student attributes.

*Establish*

We establish the direction and expectation for learning at Marymount, directly from the curriculum. The achievement standards provide the evidence of what we expect students to know, understand, and do in relation to the learning.

*Activate:*

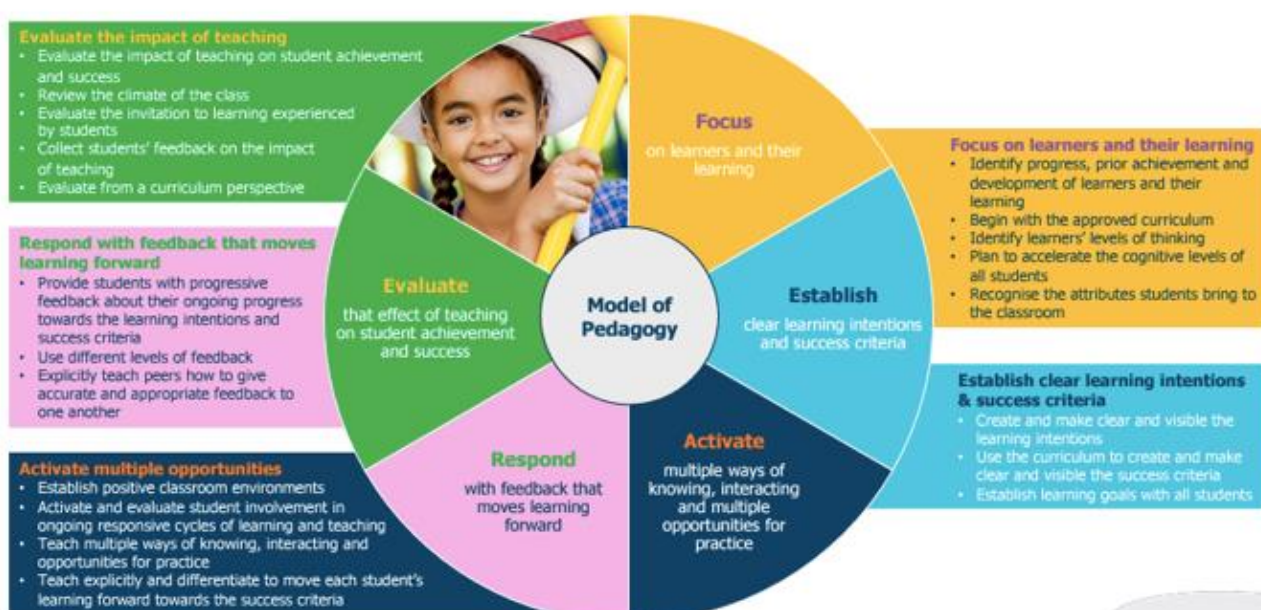
Teachers at Marymount Primary School:

- establish positive classroom environments
- activate and evaluate student involvement in ongoing responsive cycles of learning and teaching with a focus on Literacy
- teach multiple ways of knowing, interacting and provide opportunities for practice
- teach explicitly and differentiate to move each student’s learning forward.

*Respond:*

Our goal is to provide professional development opportunities for teachers to deepen their knowledge and understanding of how to provide relevant levels of, and productive feedback to all students. Feedback at Marymount Primary School will:

- focus on what is being learnt (learning intention) and how
- students should go about it (success criteria)
- occur as the students are doing the learning
- provide information on how and why the student has or has not met the criteria
- provide strategies to help the student to improve.



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### *Evaluate:*

Teachers at Marymount Primary School evaluate the impact of their teaching and collaboratively discuss different strategies to move learning forward.

This is achieved through Review and Response sessions, sharing of ideas during collaborative planning and viewing successful practices in other rooms.

## Behaviour Support

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 (see below) 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.

All staff refer to the Matrix to reinforce and teach appropriate behaviour choices and give students the opportunities to learn from their mistakes. Weekly awards are given to students at Friday assemblies, who best exemplify or display the qualities/values of the Mary Expectations focus for that week.

The school MARY Expectations Matrix can be viewed in full on our school website using this link: [Mary Expectations](#)

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 and data 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.



## 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	97.5%
School staff demonstrate the school's Catholic Christian values	98.2%
Teachers at this school have high expectations for my child	91.8%
Staff at this school care about my child	97.0%
I can talk to my child's teachers about my concerns	95.2%
Teachers at this school encourage me to take an active role in my child's education	91.6%
My child feels safe at this school	92.2%
The facilities at this school support my child's educational needs	94.6%
This school looks for ways to improve	92.9%
I am happy my child is at this school	94.5%

### BCE Listens Survey - Student satisfaction

Performance measure	
Percentage of students who agree# that:	2020
My school helps me develop my relationship with God	90.4%
I enjoy learning at my school	94.3%
Teachers expect me to work to the best of my ability in all my learning	97.3%
Feedback from my teacher helps me learn	95.2%
Teachers at my school treat me fairly	89.1%
If I was unhappy about something at school I would talk to a school leader or teacher about it	74.9%
I feel safe at school	89.8%
I am happy to be at my school	93.0%

### 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	95.2%
School staff demonstrate this school's Catholic Christian values	96.7%
This school acts on staff feedback	64.4%
This school looks for ways to improve	91.8%
I am recognised for my efforts at work	74.2%
In general students at this school respect staff members	71.0%
This school makes student protection everyone's responsibility	96.8%
I enjoy working at this school	98.4%

# '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 the Parent Portal 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 educational programs is discussed. Parent information sessions have also been offered in 2021 in regard to supporting student reading in the home, contemporary teaching and learning spaces, safer internet presentations for parents and camp information meetings.

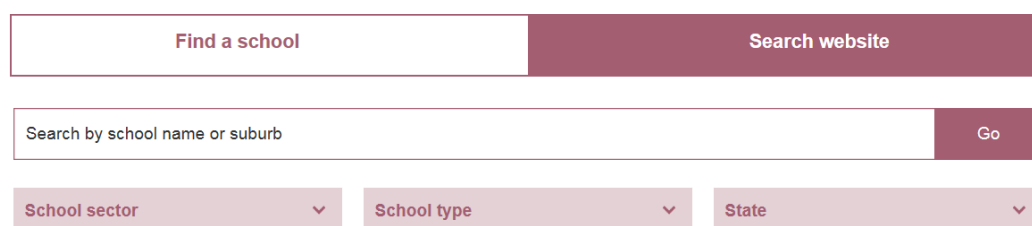
## School funding

### 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	68	36
Full-time Equivalents	55.3	25.0

\*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	13
Graduate diploma etc.**	8
Bachelor degree	45
Diploma	2
Certificate	0

\*Teaching staff includes School Leaders

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

## Professional development

The major professional development initiatives for 2021 are as follows:

- Workshops to familiarise and update the Curriculum Delivery Plan and the school Vision for Teaching and Learning
- Teacher Goal setting for 2021 based on the school annual strategic plan
- Deepening learning with iPads
- Gradual release of responsibility model
- Andrea Hillbrick – Numeracy. Staff engaged in inquiry based learning for students and strategies to support mathematic learning for all abilities, using the language of enablers and extenders
- Assessment ready learners – using data in order to prepare students for success in assessment opportunities
- Feedback -unpacking the Effective and Expected Practices
- Catholic perspectives in Mathematics
- Lenten Launch – prayer spaces and liturgical colours
- Shared practices showcase around excellent pedagogy in relation to teaching Numeracy.

The proportion of the teaching staff involved in professional development activities during 2021 was difficult to ascertain due to Covid sicknesses and lockdown restrictions; however, as many of our professional development opportunities were accessed through the Teams platform, more teachers than normal were able to access these initiatives.

## Staff attendance and retention

### Average staff attendance

Description	%
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, 93% 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	94.1%
Attendance rate for Aboriginal and Torres Strait Islander students at this school	93.3%

Average attendance rate per year level			
Prep attendance rate	94.2%	Year 4 attendance rate	93.8%
Year 1 attendance rate	94.0%	Year 5 attendance rate	95.4%
Year 2 attendance rate	93.9%	Year 6 attendance rate	92.9%
Year 3 attendance rate	94.7%		

\*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

Attendance will be marked for all students each morning by 9:00am and in the afternoon immediately after second break and by 2:15pm

- Class Rolls 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 or teachers who are responsible for students on excursions. An activity list will be set up by the designated Leadership Team member or classroom teacher to assist roll making of students across different year levels
- Main Reception staff will check this has been done for classes at 9.00am and 2.15pm daily
- The teacher is contacted if the class roll is not marked on time by Main Reception staff
- Advise the APA of unmarked and incorrectly marked rolls
- Incorrectly marked rolls will be corrected by the teacher responsible for the class
- 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.

An Attendance Improvement Plan can be implemented to support a student whose attendance is of concern. This should be developed together with the student, so they have ownership over the plan and the parents or guardians and any additional staff such as the Guidance Counsellor.

Other factors to consider:

- the important role relationships play in increasing connectedness/engagement
- identify a supportive staff member who can check in with the student
- reward system or a way of celebrating/acknowledging the student’s efforts to improve their attendance
- student visits to sick bay as a way of avoiding class or going home
- providing an alternative to just leaving school e.g. checking in with the Guidance Counsellor or working independently in a supervised area
- participation in specialist classes, for e.g. HPE that the student may be avoiding
- any student concerns around using the school toilets or change rooms
- building social connections & ensuring the student feels safe in the school grounds
- comprehensive learning assessments and additional supports or adjustments if required
- work experience or school-based apprenticeships or training if an option
- plan for parent contact if student is away for any reason.

## 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](http://www.myschool.edu.au) website.

### How to access our NAPLAN results

5. Click on the *My School* link <http://www.myschool.edu.au>.
6. Enter the school name or suburb of the school you wish to search.

The image shows a search bar with a text input field labeled 'Search by school name or suburb'. To the right are three dropdown menus labeled 'School sector', 'School type', and 'State', followed by a magnifying glass search icon.

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



8. 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.