

School Name Marymount Primary School

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Contact Person Tony Barron

Principal's Foreword

Introduction

Marymount is a co-educational Catholic Primary School providing educational excellence for students from Prep to year 6. Our aim at Marymount Primary is to provide a warm and caring environment in which parents, staff, students and the wider community work together to provide a holistic approach to education that encourages personal growth and pastoral care, as well as academic, sporting and arts achievement. Our school is also characterised by a close partnership with parents in all areas of school life, a strong Catholic ethos, excellent staff, provision of specialist teachers and modern facilities, an emphasis on Information Communication Technologies (ICT), and the presence of strong sporting, music, and cultural programs. I am proud to say that Marymount Primary is a happy place in which children are encouraged and challenged to do their best, to develop their individual talents, and most importantly, have fun while they learn. It is a school in which children are allowed to develop and grow so that they are able to fully realize their own potential and become responsible, happy and caring young people.

School Profile

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

Coeducational or Single Sex

Year levels offered: Primary Secondary P-12

Total Student Enrolments 997 Girls 503 Boys 494

Characteristics of the student body

Marymount is a large, co-educational Catholic Primary school with a current enrolment of 997. The school is a parish owned school catering for children in the Burleigh Heads parish. Children who attend the school are predominantly baptised Catholics who reside within the parish. Many of our students continue their schooling in year 7 at Marymount College, which is situated on the same campus

Our distinctive curriculum offerings

Curriculum development is an ongoing process at Marymount. We have implemented the Australian Curriculum in English, mathematics, science and history and Religion. We are currently looking into the implementation of the new HPE guidelines. Our Early Years Teachers also trialled the new draft Arts syllabus. In addition our school curriculum framework is informed by the Syllabus documents developed by the Queensland Studies Authority of which QCEC(Queensland Catholic Education Commission) is an active member.

The basis of the syllabus documents in the key learning areas is outcomes based education. These learning outcomes are descriptors of what learners should know and do with what they know. In addition to the curriculum areas noted above, students also study Technology, The Arts, Religious Education, Languages Other than English (LOTE), and Health and Physical Education (HPE).

Extra curricula activities

Marymount Primary School engages a number of specialist teachers and support staff to deliver specialist programs to enhance the experiences of students in our school in the following areas: Expressive Arts (Music, Dance & Drama)/Speech and Drama, LOTE, Library
Physical Education
Interschool Sport (Years 5-6)
Instrumental and Band Tuition
Extensive Electives Program
Art

How Information and Communication Technologies are used to assist learning

Marymount is well positioned to provide students with the skills to operate in this online world. Student learning outcomes are greatly enhanced through the use of technology within our school. Our school is fully networked with each classroom having access to banks of networked computers. This allows Internet, Intranet and Email access from any point in our school. Each classroom also has an Interactive Whiteboard (IWB) and the library contains a lab of computers. Year 5&6 classes have access to notebooks in a ratio of 1 notebook per 1 student. Whereas other classes from Prep to Yr 3 have a ratio of between 1:3 and 1:6. In 2016 we began a one to one program with our year 4 students, using Mac books. It is our aim to further the integration of information technology across the curriculum through ongoing staff in-service and the development of students' skills. Learning experiences are enhanced through student and staff access to digital cameras and video cameras, data projectors, scanners and colour printers as well as desktop publishing programs and other software programs that support learning in the classroom.

Social climate inclusive of pastoral care and our response to bullying

Education at Marymount Primary is viewed as a shared responsibility between students, staff, parents and the wider parish community. The partnership between these stakeholders in the education and development of a child is a significant consideration. When all share a common vision and work together towards its realization, there is a greater likelihood of success.

Marymount Primary accepts its responsibility in the formation of self-disciplined young people who are able to think and act responsibly towards themselves and others. Our Behaviour Management Policy and Practices are based on the rights and responsibilities of all members of our community to be treated with dignity and acceptance, and to respect self, others, and their property. Behaviour Management at Marymount is a cooperative endeavour which actively involves students, staff and parents developing a sense of belonging, increasing self esteem and image, and promoting a greater responsibility for individual actions. Staff in 2016 have begun implementing the new Positive Behaviour 4 Learning Program.

Parent, student and teacher satisfaction with the school

During the enrolment process, prospective 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. Parents often comment about the close relationship we have with Marymount College and value the opportunity for a P-12 educational solution. Parents also indicate that they have heard only great things about the school and the local community. Parents find the school to be a supportive and welcoming place for all. For new families coming into the area, again via positive word of mouth, the good news about Marymount has spread to them. 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 within the school is excellent.

Parent involvement in their child's education

As parents and caregivers you have many important decisions to make regarding the education of your children. You are encouraged to provide for them the most appropriate educational opportunities that will cater for their individuality and own special and unique needs. Additionally, you are encouraged to inform us with any information which can assist us in helping you with your child's education. Our school strives to meet the needs of all students through the provision of a learning environment that is nurturing, safe, friendly and welcoming.

We use a number of strategies to involve parents in the education of their child including; parent meetings, parent in-services (speech and language, health, cyber safety, personal development, and information about new educational trends), parent helpers, and parent support groups.

Staff Profile

Workforce Composition	Teaching Staff	Non-teaching Staff
Headcounts	64	39
Full-time equivalents	53.90	25.04
Aboriginal and Torres Strait Islanders		

Qualifications of all teachers

Highest level of attainment	Number of Teaching Staff (teaching staff includes school leaders)
Doctorate	
Masters	16
Post Graduate Diploma/Certificate	6
Bachelors Degree	35
Diploma/Certificate	7

Expenditure on and teacher participation in Professional Learning

The total funds expended on teacher professional learning in 2015 was \$ 81000

The major professional development initiatives were as follows

Staff were in-serviced in the Australian Curriculum and it's application in the classroom.

Staff were in-serviced in the use of Sharepoint and My Site

Staff were in-serviced on DELT Initiatives, and PB4L

Staff updated their skills in the use of staff laptops

Additional non funded voluntary training, courses and study were undertaken by individual teachers.

School Income by Funding Source

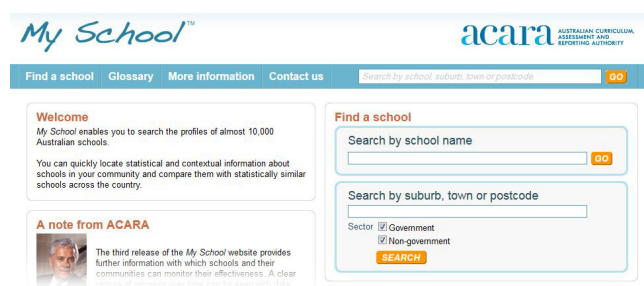
School income broken down by funding source is available via the My School website at <http://www.myschool.edu.au/>.

To access our school 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.

Type in the name of the school you wish to view, and select '<GO>'. Read and follow the instructions on the next screen; you will be asked to accept the Terms of Use and Privacy Policy before being given access to the school's My School entry web page.

School financial information is available by selecting 'School finances' in the menu box in the top left corner of the school's entry web page.



Average staff attendance rate

The staff attendance rate was 95.57 % in 2015.

Proportion of staff retained from the previous school year

From the end of the 2014 school year, 98.0 % of staff were retained by the school for the 2015 year.

Key Student Outcomes

Whole School Attendance Rate	94.00 %
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Prep Attendance Rate	93.00 %	Year 4 Attendance Rate	94.00 %
Year 1 Attendance Rate	94.00 %	Year 5 Attendance Rate	94.00 %
Year 2 Attendance Rate	94.00 %	Year 6 Attendance Rate	94.00 %
Year 3 Attendance Rate	94.00 %		

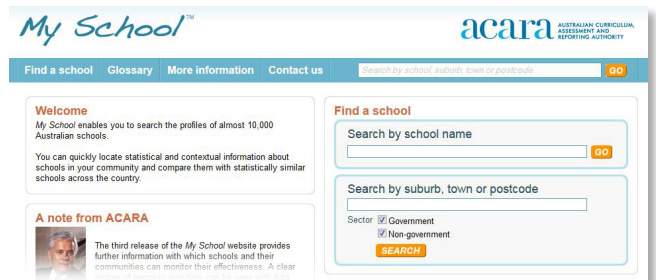
Policy and practice to manage student attendance

The school offers a welcoming environment and our staff are diligent in ensuring that each classroom is a centre of learning which caters for the needs of each student. Consequently low student attendance is averted. Parents are required to notify the school if their child is absent and the classroom teachers and Leadership Team follow up with parents where patterns of non-attendance are more consistent.

Student Achievement – NAPLAN for Years 3, 5, 7

National Assessment Program – Literacy and Numeracy (NAPLAN) results – our reading, writing, spelling, grammar and punctuation, and numeracy results for the relevant years.

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