

SCHOOL PROFILE

School name Mother Teresa Primary School

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School website www.motherteresa.qld.edu.au

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Principal's foreword

Mother Teresa school opened in 2011 with a p-3 enrolment of 56 students. Since then the school has continued to grow steadily with a current 2017 population of 238 students with an expectation of approximately 270 students to begin 2018. We currently have classes from Prep to Year 6.

As a still new school, we have spacious grounds and green spaces. Our classrooms are designed in an open plan style to facilitate shared learning and teaching experiences. We still have two more stages of construction before the school will be completed as a three stream school of approximately 550 students in the years to come.

Our school teaching and learning philosophy is based heavily on an inquiry approach, which we refer to as our Design Thinking pedagogy. Learning in our school is underpinned by six core values, Respect, Responsibility, Real Things, Collaboration, Challenge and Choice. These values underpinning our pedagogy, also serve to build on our Catholic ethos and the charism of Mother Teresa.

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

School facts

Mother Teresa 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: 238 Girls: 128 Boys: 110

Characteristics of the student body

Our students come mostly from Ormeau itself or suburbs to the south. We have a wide range of cultural backgrounds represented in our student body. Students come largely from a dual income family, and as a new school in a growing community, many of our families are first home buyers with young families. Like all schools in our modern era, our children are very comfortable and confident with the use of Information Communication Learning Technologies, which is heavily supported in our classrooms. Being located in the semi rural Ormeau setting, our children are able to enjoy a lot of outdoor play environments and recreation areas, and are very responsive to a 'hands on' approach to learning. Parents at our school are very supportive and actively engaged in children's learning through in-class assistance, serving on the School Board or Parents and Friends, or even through volunteering in the school tuckshop.

As a small and developing school all children in our school know each other, and this leads to the development of great community spirit, and also helps us assist the children in managing social situations when they arise.

Social climate

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

Our approach is to build resilience and skills in all our children to enable them to cope successfully with a wide range of influences, including bullying. We have embedded education in social and mental health into all aspects of our school life, and offer programs and information regularly to our parent community to help them develop a more resilient child.

We also believe in assisting, rather than punishing the offender, through re-education and re-skilling offending students, though consequences of inappropriate behaviour are fully enforced.

Curriculum - our distinctive offerings

Mother Teresa's school curriculum offerings are based on meeting the requirements of the National Curriculum as set down by ACARA. Our school teaching and learning is based on an inquiry approach to learning which aims to produce a self motivated and self directed lifelong learner. Key to this inquiry approach are our six underpinning core values; Respect, Responsibility, Real Things, Collaboration, Challenge and Choice. We see these as the skills and values that our children will need to develop and foster to help them learn and succeed in any endeavour at any age.

Skilling the children to be successful self learners is vital, and this required explicit teaching of skills and knowledge required to develop more complex understandings. Children are taught these explicit skills in conjunction with opportunities to use these skills and knowledge to explore their world further. This explicit teaching reflects the content outlined in the National Curriculum. As well as the expected curriculum offerings of the National Curriculum, at Mother Teresa's we also have LOTE (Indonesian), HPE and music specialist lessons from prep through to Year Six Choir, Instrumental Music, Curriculum incursions, excursions and swimming. We are a KidsMatter school, where we actively plan for and promote resiliency in children.

Curriculum - our extra curricula activities

Swimming

Garden Club

After school activities such as Auskick, Netta Netball, Viva Soccer and Zumba

Homework Club

We also run Pastoral Care activity afternoons, where children choose and participate in a range of high interest activities over a 4 week block each term.

In 2017 we will be launching an interschool sports program for Years 4-6 in a local school cluster.

Parent, student and teacher satisfaction

In 2015 as part of the School Renewal process, a comprehensive survey measuring performance across 66 items of school operations was sent to all families. The responses were overwhelmingly positive, with the lowest approval rating of any element being 76%.

The staff survey conducted in 2016 recorded Mother Teresa staff satisfaction higher than the Brisbane Archdiocese School Staff average in all but one of the 20 measured key performance areas.

Parent engagement

Our belief is that parents are the first and foremost educators of their children, and a positive partnership must be formed if success is to follow. Parents are given numerous opportunities to be involved in all aspects of the school, including, but not limited to:

Membership of the School Board

Serving on the Parents and Friends Association

Assistance in class (reading, craft etc.)

Participation in sports days and cultural events

Attendance at working bees

Parent teacher interviews

Invitations to contribute to class blogs, twitter accounts

Attendance at Celebrations of Learning, school liturgies, assemblies etc.

SCHOOL ACHIEVEMENTS

Achievements - progress towards goals

In 2016 we had three major school goals; 1) Engage in Visible learning 2) Build teacher capacity 3) Have our Religious Education Program Accredited.

Our R.E. program was successfully accredited; each teacher is now personally coached in their own individual professional learning plan, which involves peer and external review, and the staff identified the six characteristics of an effective learner at Mother Teresa School, which informs on further planning and assessment. The children are now consistently using the language of learning progressions and success criteria to assess their own learning.

Future outlook

Building Teacher capacity will be an ongoing process to meet growing and changing demands. Individual teacher development plans have proved very effective and will be continued. In 2017 we will be continuing our Visible Learning Journey through effective use of data to inform on planning and to track individual performance and progress.

STUDENT OUTCOMES

Whole school attendance rate			94.00	%
Prep attendance rate	96.00	%	Year 4 attendance rate	95.00 %
Year 1 attendance rate	94.00	%	Year 5 attendance rate	95.00 %
Year 2 attendance rate	94.00	%	Year 6 attendance rate	95.00 %
Year 3 attendance rate	92.00	%		

Management of non-attendance

Class rolls are marked electronically each morning and afternoon. Reasons for absence and absence without reason are recorded and monitored. Student absences are reported on the written report cards at the end of each semester.

Early or late arrivals are signed in at the office and a notification is sent to the class teacher so that rolls may be amended accordingly.

High frequency absences without reason may be referred to the Student Protection Officer or Principal for further investigation.

NAPLAN results

Average NAPLAN results

	Year 3		Year 5	
	School	Aust.	School	Aust.
Reading	401.25	425.70	524.14	501.70
Writing	401.17	420.50	503.27	475.40
Spelling	387.46	420.10	483.09	492.90
Grammar & punctuation	429.17	436.30	509.77	505.00
Numeracy	389.21	402.20	473.27	492.90

STAFF PROFILE

Workforce composition	Teaching staff	Non-teaching staff
Headcounts	20	11
Full-time equivalents	14.82	5.45
Aboriginal and Torres Strait Islanders	0	

Highest level of attainment	Number of teaching staff (teaching staff includes school leaders)
Doctorate	
Masters	4
Post Graduate Diploma/ Certificate	3
Bachelor Degree	13
Diploma/Certificate	

Expenditure on and participation in teacher professional learning

The total funds expended on teacher professional learning in 2016 was \$ 38,163

The major professional development initiatives were as follows

Providing release for teaching staff to identify and plan their professional development according to needs. Extra release time was provided for other teachers to come and critique the attainment of the specified goal. We engaged a consultant to work with staff, students and parents to re-write our school mission statement. Our DELT team was formed and were released to attend professional development and planning days, as was our Design Thinking Team and Religious Education Accreditation team.

Average staff attendance rate The staff attendance rate was 97.70 % in 2016.

Proportion of staff retained from the previous school year

From the end of the 2015 school year, 90.0 % of staff were retained by the school for the 2016 year.

SCHOOL INCOME

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/>

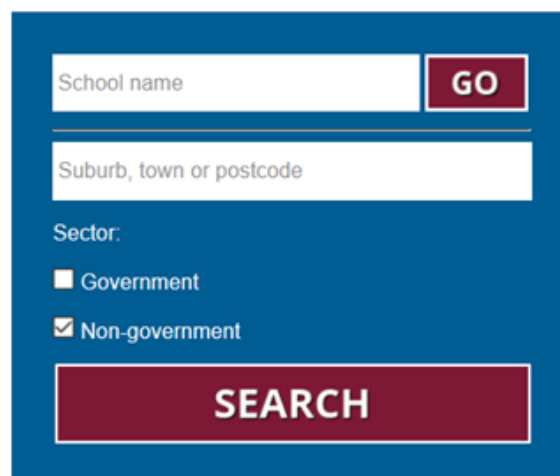
To access our school income details, click on the My School link above. You will then be taken to the My School website with the following:

'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.

Find a school



The screenshot shows a search interface with a dark blue background. At the top, the text 'Find a school' is displayed. Below this, there are two input fields: 'School name' and 'Suburb, town or postcode'. To the right of the 'School name' field is a red button with the text 'GO'. Below the 'Suburb, town or postcode' field, the text 'Sector:' is followed by two radio button options: 'Government' (which is unselected) and 'Non-government' (which is selected with a checkmark). At the bottom of the form is a large red button with the text 'SEARCH' in white capital letters.