

SCHOOL PROFILE

School name Mother Teresa Primary School

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Contact person Peter Kerrins - Principal

Principal's foreword

Mother Teresa School opened its doors in 2011 to 54 students in years prep three. Since that time the school has shown steady growth and opened in 2017 with 242 students from prep to year six. The school is moving towards a fully two stream school, with single classes left in years 4, 5 and 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 four stream school of approximately 800 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: 242

Girls: 130

Boys: 112

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. As an inclusive school, we have a higher than average number of student with verified disabilities, who are well supported through our inclusive education policy.

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 as 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 are hosted at different times throughout the year

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 launched an interschool sports program for Years 4-6 in a local school cluster, which provided the children representative opportunities in basketball, soccer, softball and cricket.

Parent, student and teacher satisfaction

Our student retention rate for 2017, was 94.6%, and increase over the 2016 rate of 91.8% which indicated a growing sense of satisfaction among the students and parents. The 2017 staff satisfaction survey was scored at 4.01, well above the BCE average staff satisfaction rating of 3.77, which indicated a positive response among our staff. In 2018, the school will undertake its five yearly review, which will give a much clearer indication of specific areas of success and of concern.

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 against 2017 annual plan

We embarked on our DELT goal to improve writing in years 3-6. We spent the first part of the year building teacher capacity through Professional Development and the introduction of short term planning cycles.

Our goal was to show improvement and progress across the writing criteria

Term 4 2017 Compared with Term 4 2016

(same students)

Year 3	43%	n/a
Year 4	74%	60%
Year 5	95%	89%
Year 6	89%	82%

Future outlook

In 2017 we will be a part of the Accelerate Project, the aim of which is to promote reading in Years P-2 to reach the BCE benchmarks for PM.

We will continue with our DELT goal in years 3-6, but extend it to include progress in all eight of the writing criteria.

STUDENT OUTCOMES

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

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	403.24	431.30	507.05	505.60
Writing	382.37	413.60	484.45	472.50
Spelling	375.63	416.20	516.20	500.90
Numeracy	373.68	409.40	470.95	493.80

STAFF PROFILE

Workforce composition	Teaching staff	Non-teaching staff
Headcounts	25	15
Full-time equivalents	19.68	7.37
Aboriginal and Torres Strait Islanders	0	

Highest level of attainment	Number of teaching staff (teaching staff includes school leaders)
Doctorate	0
Masters	5
Post Graduate Diploma/ Certificate	5
Bachelor Degree	15
Diploma/Certificate	5

Expenditure on and participation in teacher professional learning

The total funds expended on teacher professional learning in 2017 was \$ 38,165 .

The major professional development initiatives were as follows:

We undertook our DELT (Delivering Excellent Learning and Teaching) which involved substantial Professional Development for teachers, and release time for planning with curriculum leaders. Substantial resources were also expended on the creation of a data wall to map individual student progress.

Average staff attendance rate The staff attendance rate was 98.27 % in 2017.

Proportion of staff retained from the previous school year

From the end of the 2016 school year, 87.5 % of staff were retained by the school for the 2017 year.

SCHOOL INCOME

School income by funding source

School income broken down by funding source is available via the MySchool 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 'Find a school' text box.

Type in the name of the school you wish to view, and select '<GO>'

Find a school **Search website**

Search by school name or suburb Go

School sector	School type	State
All <input checked="" type="checkbox"/>	All <input checked="" type="checkbox"/>	All <input checked="" type="checkbox"/>
Government <input type="checkbox"/>	Primary <input type="checkbox"/>	NSW <input type="checkbox"/>
Non-government <input type="checkbox"/>	Secondary <input type="checkbox"/>	Vic <input type="checkbox"/>
	Combined <input type="checkbox"/>	Qld <input type="checkbox"/>
	Special <input type="checkbox"/>	SA <input type="checkbox"/>
		WA <input type="checkbox"/>
		Tas <input type="checkbox"/>
		NT <input type="checkbox"/>
		ACT <input type="checkbox"/>

School financial information is available by selecting 'Finances' on the top menu on the school's entry web page.