



Mater Dei Catholic  
Primary School, Ashgrove  
West

# ANNUAL REPORT 2018

*As a Catholic community of faith, Brisbane Catholic Education inspires students with a love of learning and a heart of hope, empowering them to shape and enrich our world.*

## Contact information

School name:	Mater Dei Catholic Primary School
Postal address:	7 Lynwood Crescent, ASHGROVE WEST, QLD, 4060
Phone:	(07) 3514 4100
Email:	pashgrovewest@bne.catholic.edu.au
School website:	www.materdei.qld.edu.au
Contact Person:	Donna Jones - Principal

## Vision, Mission and Values

### Vision

The Mater Dei Catholic Primary School Community is made up of children, parents/carers and staff who uphold the school's motto "Caritas" (care and concern) by being a welcoming, inclusive and positive environment as we work together through our Catholic Christian faith and love for all. We promote a quality, safe environment where learning is relevant, motivating and meaningful that enables our children to develop the knowledge, skills and Christian values needed for life's journey. Mater Dei is a place where our children are encouraged to learn and reach their full potential as individuals and as members of the wider community.

### Mission

Our students will achieve their learning by:

- Striving for optimum achievement in literacy and numeracy
- Being investigators and explorers
- Being critical thinkers and problem solvers
- Being prepared to take risks
- Understanding and managing technology

Our students will be encouraged to improve their lives together by learning to:

- Interact and communicate effectively and appropriately
- Be socially aware and adept
- Work co-operatively with others

Our students will grow in their Christian spirituality and morality by being:

- Thoughtful, caring and compassionate
- Positive, joyful and confident
- Courteous, honest and respectful
- Persons who know, like and accept themselves and others
- Persons of Christian faith who show care and responsibility as individuals and members of a wider community

### Values

Caring, Inclusive, Welcoming, and Respect for others

# Principal's foreword

## Introduction

The 2018 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, environmental footprint, school funding, workforce composition and student performance.

### School progress towards its goals in 2018

#### Strong Catholic identity

1. By the end of 2018, Mater Dei staff will have engaged with the "Relationships and Sexuality Education in Catholic Schools" paper and possess a deeper conceptual understanding of the principles that underpin "Relationships and Sexuality Education in a Catholic School".

**Status:** Achieved

**Commentary:** Staff have engaged with the "Relationships and Sexuality Education in Catholic School's RSE\* paper supported by BCE consultants-Education Officer Relationships and Sexuality and Education Officer Religious Education and our school's Assistant Principal Religious Education. Engagement in and the unpacking of the paper occurred at staff meetings and two professional learning twilights. A Relationships and Sexuality committee was also established.

#### Excellent learning and teaching

1. By the end of 2018, there will be 90% of Prep, and 95% of Year 1 and Year 2 students who have demonstrated BCE target Benchmarks in Reading achieved through regular, consistent monitoring and use of BCE's Effective and Expected practices.

**Status:** Achieved

**Commentary:** The students in Prep, Year 1 and Year 2 achieved or exceeded the BCE targeted Benchmarks in reading via consistent monitoring and use of BCE's Effective and Expected practices.

2. By the end of 2018, 90% of children in Year 3, 95% of children in Year 4 and Year 5, and 90% of children in Year 6 will meet or exceed the BCE Writing Criteria target of 20-24 through regular, scheduled monitoring and use of BCE's Effective and Expected Practices.

**Status:** Achieved

**Commentary:** The children in Years 3, 4 and 5 exceeded the BCE Writing Criteria target of 20-24 through regular monitoring and use of the BCE's Effective and Expected Practices. It is noted that 81% of students in Year 6 achieved the BCE literacy targets by the end of this year.

3. By the end of 2018, learning spaces at Mater Dei have been "revitalised" so that the environment supports the learning and the needs of all learners.

**Status:** Achieved

**Commentary:** The staff engaged in Professional Development around the "Environment as the Third teacher". Focus was placed on using the environment to support learning. Early Years staff visited schools that were already engaging in flexible learning spaces. Consultants were invited to the school to share ideas and help teaching staff develop a learning environment that met the learning needs of the children in the class.

### Building a sustainable future

1. By the end of 2018, a school-wide Technology Plan has been developed so that learning and teaching is further enhanced and supported by the purchase, deployment, and maintenance of quality technology.

**Status:** On track

**Commentary:** The school engaged in a technology audit of the number and type of hardware, software and staff skills currently available and in use. The services of MOQ digital were engaged to complete this audit. The school established a Technology Committee. The school was part of the Digital skills project to help build staff capacity in using digital technology to enhance learning outcomes. A three year roll out technology plan was developed and Phases 1 and 2 of this plan was enacted. The school changed Technical service providers. A priority in 2019 will be to develop a Technology Vision/plan and Digital Technologies/Digital Design Scope and Sequence with the Technology Committee.

### Future outlook

The explicit improvement agenda for 2019 will focus on improvements in:

- a) **Strong Catholic Identity** by providing opportunities for staff to deepen their theological and scriptural knowledge of our school's charms;
- b) **Excellent Learning and Teaching** by continuing to grow the engagement, progress and achievement of all students in their reading and writing; and
- c) **Building a Sustainable Future** by participating in a Collaborative research project with Queensland University of Technology to embed digital technologies and transform teaching pedagogies across the curriculum.

## Our school at a glance

### School profile

Mater Dei Catholic Primary School is a Catholic school administered through Catholic Education Archdiocese of Brisbane.

**Coeducational or single sex:** Coeducational

**Year levels offered in 2018:** Primary

**Student enrolments for this school:**

	Total	Girls	Boys	Indigenous
<b>2018</b>	247	135	112	1

Student counts are based on the Census (August) enrolment collection.  
DW = Data withheld to ensure confidentiality.

## Characteristics of the student body

Our student body consists of several catholic families who have had a long association with Mater Dei including parents and grandparents who also attended our school as students. Many of our children come from a middle to high SES background and are well travelled. They are highly motivated and achieve excellent results in their learning. Mater Dei offers two classes for each year level up to Year 4 and one year level each for Years 5 and Year 6 totalling 12 classes at the school.

## Curriculum delivery

### Approach to curriculum delivery

Our dedicated staff pride themselves in delivering the Australian curriculum using contemporary, evidence-based pedagogies that support the individual learning styles of all students. Specialist teachers teach Japanese (LOTE), Physical Education and The Arts and expand on classroom programs by focussing on specific skill development. Our curriculum incorporates the Learning Areas of Religion, Maths, English, Science, The Arts, Technology, LOTE, Health and Physical Education, Geography and History. Each unit is planned collaboratively with differentiated learning outcomes to cater for individual differences, preferences and needs of our learners. Our students' learning is supported by a variety of mobile digital devices in Prep to Yr 3 and a 1-1 laptop program in Years 4 to 6. A weekly onsite technician maintains our digital devices and network. Our students also have access to a contemporary Resource and Media centre supported by our Teacher- Librarian.

### Co-curricular activities

Mater Dei offers a range of extra curricula activities for our students to engage in such as:

- Inter school sport participation- Gala Sport, Zone and District competitions in Swimming, Cross Country, Athletics, Netball, Soccer, AFL and Touch football;
- An Instrumental Music program for students from Years 3 to 6;
- Chess, Dance and Speech & Drama (supported by the school's P&F);
- Public Speaking, Debating and Opti-minds;
- Reader's cup;
- UNSW Science, Maths and English competitions;
- Camps in Years 4 & 5 and Year 6 travel to Canberra;
- School Choir and participation in QCMF;
- Mini-Vinnie's Junior branch of St Vincent de Paul (Years 4 -6); and
- Outreach to our local Respite Care Centre at Rangeview.

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

At Mater Dei teachers and students have access to a variety of digital tools to support learning. Each classroom has a projector and screen. A ratio of 1:5 ipads in Prep to Year 2; a ratio of 1:3 laptops in Year 3 and a 1:1 laptop program for children in Years 4, 5 and 6. Teachers have engaged with the Digital Technologies and the Design and Technologies curriculums and have begun to develop a scope and sequence (in phases) from Prep to Year 6. Students are encouraged to use these devices to communicate, create, collaborate and apply critical thinking skills when engaging in their learning. The school began to look at upgrading the technology (hardware and software) during terms 3 and 4 of the 2018 school year.

## Social climate

### Overview

At Mater Dei we pride ourselves as being a warm, welcoming and inclusive community. We achieve this through a number of initiatives such as:

1. Implementing the 'Play is the Way' Program which assists in developing strong, emotional and social capabilities and resilience in our students. This program is taught across the whole school during three designated sessions each week. There has been a strong commitment to parent education in this area as well;
2. Further developing our five behaviour expectations which are explicitly taught in an ongoing manner throughout the year;
3. Acknowledging special milestones in the lives of our children such as Celebrations of welcome, farewell and graduation as well as regular recognition of student achievement, effort and behaviour at school assemblies;
4. Participating in a whole school "Wellness Week" in the seventh week of each school term; and
5. Engagement in leadership opportunities where our Year 6 students are provided with multiple opportunities to lead sporting, social and academic undertakings at the school. Mini-Vinnies is another opportunity for our Year 5 and 6 students to lead the school in raising awareness for those less fortunate than us.

### BCE Listens Survey - Parent satisfaction

Performance measure	
Percentage of parents/carers who agree# that:	2018
This school helps my child to develop their relationship with God	98.1 %
My child is encouraged to participate in spiritual and religious activities and projects outside of the classroom	89.1 %
Religious Education at this school is comprehensive and engaging	94.2 %
I see school staff practising the values and beliefs of the school	98.1 %
This school looks for ways to improve	87.0 %
The school is well managed	90.7 %
My child is making good progress at this school	87.5 %
This school is a safe place for my child	96.4 %
This school helps students respect the needs of others	96.3 %
Teachers and staff are caring and supportive	92.6 %
Teachers at this school expect my child to do their best	100.0 %
Teachers and staff relate to students as individuals	91.1 %
The teachers help my child to be responsible for their own learning	94.9 %
My child is motivated to learn at this school	91.5 %
I can talk to my child's teachers about my concerns	93.1 %
This school offers me opportunities to get involved in my child's education	94.7 %
My child's learning needs are being met at this school	82.8 %
I am happy with my decision to send my child to this school	89.1 %

## BCE Listens Survey - Student satisfaction

Performance measure	
Percentage of students who agree <sup>#</sup> that:	2018
At my school, I can express my beliefs	93.4 %
My school encourages all students to participate in spiritual and religious activities and projects outside of the classroom	89.1 %
Religious Education at my school is interesting and engaging	78.7 %
I see school staff practising the values and beliefs of my school	80.4 %
My school looks for ways to improve	96.7 %
Students at my school are encouraged to voice their concerns or complaints	87.5 %
Teachers treat students fairly at my school	95.2 %
Teachers recognise my efforts at school	60.0 %
I feel safe at school	93.5 %
My school helps me to respect the needs of others	98.4 %
I am happy to be at my school	90.3 %

## BCE Listens Survey - Staff satisfaction

Performance measure	
Percentage of staff who agree <sup>#</sup> that:	2018
This school helps me to develop my relationship with God	100.0 %
My school encourages all students to participate in spiritual and religious activities and projects outside of the classroom	100.0 %
Religious Education at this school is comprehensive and engaging	95.2 %
I see school staff practising the values and beliefs of this school	100.0 %
This school is well managed	81.8 %
My concerns are taken seriously by the school	86.4 %
This school is a safe place to work	100.0 %
This school has an inclusive culture	100.0 %
This school has a culture of striving for excellence	100.0 %
All my students know I have high expectations of them	100.0 %
I am proud to be a member of this school	100.0 %
Overall, I am happy with my decision to work at this school	100.0 %

<sup>#</sup> '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 Mater Dei Catholic Primary School, we have a strong culture of parental involvement in all school activities. We have a very active P&F group and social events are well attended by both parents, staff and children. We encourage parents to take a keen interest in our school and are most welcome and encouraged to become involved on a regular basis in the following activities:

- Involvement in Parent /Teacher Meetings and Parent Information Evenings;
- Involvement in the P&F;
- Assisting with our Tuckshop service;
- Volunteering in classrooms;
- Assisting with special day activities or offering support at school carnival days for Swimming, Cross Country and Athletics;
- Volunteering as a Class Parent Representative;
- Assisting with fundraising eg: Music in the Moonlight, Working Bee, Trivia night, developing grant applications, Community Fun Days.

Active parent engagement in our school is a recognised feature of the Mater Dei community.

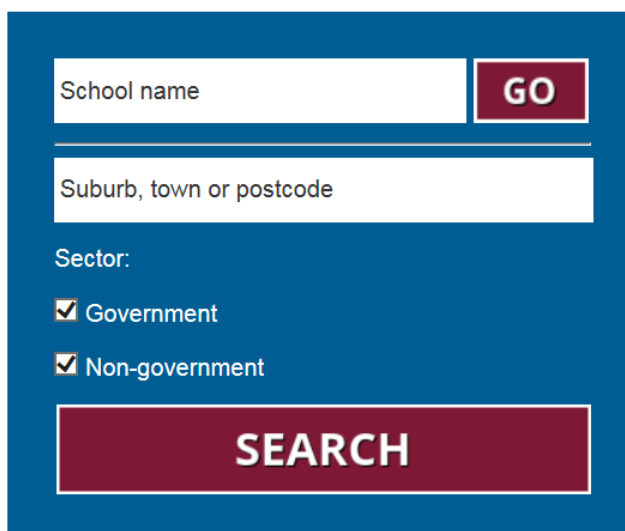
## School funding

### 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 at <http://www.myschool.edu.au/>.

To access our 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.

### Find a school



Where it says '**School name**', type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

School financial information is available by selecting '**School finances**' in the menu box in the top left corner of the school's profile webpage. If you are unable to access the internet, please contact the school for a paper copy of income by funding source.



## Our staff profile

### Workforce composition

#### Staff composition

2018 WORKFORCE COMPOSITION		
Description	Teaching Staff	Non-Teaching Staff
Headcounts	23	15
Full-time Equivalents	18.1	7.5

#### Qualification of all teachers

TEACHER QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	4
Graduate Diploma etc.**	4
Bachelor degree	14
Diploma	1
Certificate	0

\*Teaching staff includes School Leaders

\*\*Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate.

### Professional development

#### Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2018 were \$11,166.

The major professional development initiatives are as follows:

- Building teacher capacity in embedding ICT technologies into teaching and learning;
- Investigating contemporary, flexible learning environments;
- Exploring effective and expected practises in teaching literacy;
- Engagement In specialized training to meet the needs of children with specific medical needs (Eg, Epilepsy training, Anaphylaxis training, Diabetes training)

### Staff attendance and retention

#### Staff attendance

AVERAGE STAFF ATTENDANCE (%)	
Description	2018
Staff attendance for permanent and temporary staff and school leaders.	96.9 %

#### Proportion of staff retained from the previous school year.

From the end of the previous school year, **98%** of staff was retained by the school for the entire 2018.

# Performance of our students

## Student attendance

### Student attendance

The table below shows the attendance information for all students at this school:

STUDENT ATTENDANCE 2018	
Description	2018
The overall attendance rate* for the students at this school (shown as a percentage).	94.0 %

\*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.

The overall student attendance rate in 2018 for all Brisbane Catholic Education schools across years Prep-6 was 92.0 %.

AVERAGE STUDENT ATTENDANCE RATE (%) FOR EACH YEAR LEVEL							
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
2018	94.4 %	93.8 %	95.0 %	96.3 %	93.2 %	93.5 %	91.6 %

\*Attendance rates effectively count attendance for every student for every day of attendance in Semester 1. 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.

DW = Data withheld to ensure confidentiality.

### Description of how non-attendance is managed by the school

Class rolls are marked twice a day, once at the commencement of the school day and once immediately after lunch (1:50pm). Our process is that if any child remains 'unexplained' on their class roll at 10:00am, an SMS is sent to the child's main contact asking parent/guardians to contact the school immediately. If a student is going to be absent from school, parents/carers are required to notify the class teacher (by written note, phone call, email, parent portal or by phoning the absentee line). If a student is absent without an explanation from school after the third day, a phone call is made to the parents. We have a well-organised sign in and sign out procedure for students arriving late to school or who need to depart school early.

## NAPLAN

### Average NAPLAN results

	Year 3		Year 5	
	School	Australia	School	Australia
Reading	476.4	433.8	514.3	509.0
Writing	441.6	407.2	489.1	464.6
Spelling	452.7	417.8	503.3	502.5
Grammar & Punctuation	489.0	431.7	514.7	503.6
Numeracy	469.7	407.7	506.4	494.2