

**Mother Teresa Primary  
School, ORMEAU**

# Annual Report 2019

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



# Contact information

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## Principal's foreword

The 2019 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.

### School progress towards its goals in 2019

2019 saw improvements at Mother Teresa Primary School in the effective teaching practices aligned with BCE expected practices. This in turn has led to the extensive and effective monitoring of student achievement with a whole school focus on literacy. Students demonstrated a positive growth in their learning as evidenced by the data collected through methods adopted by the whole school. Although not all targets were met through Literacy Monitoring Tools for reading (p-2) and writing (3-6). Student growth was evident with this being a focus of continued improvement in 2020.

Students in years 4-6 now have digital devices at a ratio of 1:1. This is part of the ongoing budget to be carried forward as the students enter these grades. The device of choice is the iPad with connected keyboard and has been of great benefit in growing the digital literacy and ICT capabilities of all students. Students in Prep to 3 have a smaller ratio of device to student which has been beneficial as being part of the classrooms resources and fostering collaborative approached to learning.

Supported curriculum planning in Religious Education has been achieved via the Assistant Principal Religious Education having active and visible leadership within the classrooms and building teacher capacity of classroom teachers through a strategic approach to the release of staff for professional development.

Goal	Progress
By the end of 2019, there will have been practices put in place to support and grow teacher capacity in the consistent use of the BCE expected and effective practices, so that, monitoring data reflects positive learning growth for all students.	Achieved
Implement a 1:1 digital devices in Year 4-6, 1:2 digital devices in Years 2-3 and 1:3 digital devices in Years prep- One	Achieved
By the end of 2019 Mother Teresa School will have met the BCE Monitoring tool targets in reading (p-2) and writing (3-6)	Not Achieved
Supported Curriculum Planning in RE to ensure rigour and student engagement and achievement in knowing the faith and living the faith	Achieved
By the end of 2019 we will have commenced initiatives as part of a long term plan to meet and expand with the expected growth in Ormeau	Achieved

### Future outlook

The explicit improvement agenda for 2020 will focus on gaining improvements in:

- embedding Catholic perspectives; there will be a measurable increase of active participation by all community members in celebrations of school liturgies and events; and whole school mass will be a standard for each term.

- having evidence of differentiation in documentation, implementation and assessment; commencing work on PB4L and having a clear and explicit core MTS pedagogy which is consistently evident in every learning space.
- showing a measurable improvement to the physical environment of the learning spaces to reflect with MTS pedagogical practices; an expanded curriculum resources including the creation of a STEM centre in the school.

## Our school at a glance

### School profile

Mother Teresa Primary School is a catholic school administered through Catholic Education Archdiocese of Brisbane.

**Coeducational or single sex:** Coeducational

**Year levels offered in 2019:** Primary

### Student enrolments for this school:

	Total	Girls	Boys	Aboriginal and Torres Strait Islander students
2019	218	112	106	6

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

### 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 newer 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.

### Curriculum delivery

#### Approach to curriculum delivery

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 a real-world approach to learning which aims to produce a self-motivated and self-directed lifelong learner. Key to this approach are our six underpinning core learning 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 life-long learners is vital, and this requires explicit teaching of skills and knowledge 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 as well as the provision of Choir, Instrumental Music, Curriculum incursions, excursions and swimming. We are a KidsMatter school, where we actively plan for and promote resiliency in children.

In 2019 Mother Teresa School continued to build the capacity of staff through the Accelerate Literacy Learning (ALL) program, with a focus on reading in Prep to year 2 and writing in years 3-6. A key component of this approach is monitoring and assessing student need through regular and ongoing data collection and responding through targeted short cycle planning.

## **Co-curricular activities**

- Swimming
- After school activities such as Auskick, Netta Netball, Viva Soccer are hosted at different times throughout the year
- In 2018 we participated 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.
- Chess Club including interschool chess competition and expert coaching (Gardiner Chess)
- STEAM Challenges
- Running Club takes place each Tuesday and Friday.
- Minnie Vinnies
- Opti-minds

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

In preparation for online NAPLAN in 2020, the school has positioned itself for a 1-1 digital device program which commenced in this year. Staff have undertaken professional development in incorporating digital technologies across all Key Learning Areas and make daily use of communication technologies to record and share their learning through BCE hosted programs such as SharePoint, OneNote, and Teams. Students can now access and continue classwork at home via access to the Student Portal.

## **Social climate**

### **Overview**

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. In 2019, Mother Teresa School will be focusing on Positive Behaviour for Learning and will be introducing the Zones of Regulation Program to assist children in becoming more self-aware and self-regulating of their behaviour.

The welfare and wellbeing of all students is closely monitored by the Learning Support Team which is comprised of the Support Teacher – Inclusive Education, Guidance Councillor and the Leadership Team.

## **BCE Listens Survey - Parent satisfaction**

<b>Performance measure</b>	
<b>Percentage of parents/carers who agree# that:</b>	<b>2018</b>
This school helps my child to develop their relationship with God	100.0%
My child is encouraged to participate in spiritual and religious activities and projects outside of the classroom	90.2%
Religious Education at this school is comprehensive and engaging	94.4%
I see school staff practising the values and beliefs of the school	100.0%
This school looks for ways to improve	87.2%
The school is well managed	85.4%
My child is making good progress at this school	81.0%
This school is a safe place for my child	95.2%
This school helps students respect the needs of others	95.2%
Teachers and staff are caring and supportive	97.6%
Teachers at this school expect my child to do their best	97.7%
Teachers and staff relate to students as individuals	97.6%
The teachers help my child to be responsible for their own learning	95.5%
My child is motivated to learn at this school	95.5%
I can talk to my child's teachers about my concerns	97.6%
This school offers me opportunities to get involved in my child's education	87.8%
My child's learning needs are being met at this school	83.3%
I am happy with my decision to send my child to this school	85.7%

### **BCE Listens Survey - Student satisfaction**

<b>Performance measure</b>	
<b>Percentage of students who agree# that:</b>	<b>2018</b>
At my school, I can express my beliefs	81.4%
My school encourages all students to participate in spiritual and religious activities and projects outside of the classroom	93.0%
Religious Education at my school is interesting and engaging	67.4%
I see school staff practising the values and beliefs of my school	78.0%
My school looks for ways to improve	92.9%
Students at my school are encouraged to voice their concerns or complaints	85.4%
Teachers treat students fairly at my school	84.1%
Teachers recognise my efforts at school	87.5%
I feel safe at school	88.4%
My school helps me to respect the needs of others	97.7%
I am happy to be at my school	79.1%

### **BCE Listens Survey - Staff satisfaction**

<b>Performance measure</b>	
<b>Percentage of staff who agree# that:</b>	<b>2018</b>
This school helps me to develop my relationship with God	86.2%
My school encourages all students to participate in spiritual and religious activities and projects outside of the classroom	83.3%
Religious Education at this school is comprehensive and engaging	89.3%
I see school staff practising the values and beliefs of this school	96.7%
This school is well managed	93.3%
My concerns are taken seriously by the school	96.7%
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	96.7%

# '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

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.

We have established positive partnerships with surrounding early childhood centres through the sharing of facilities, professional learning and community information sessions, which has seen a positive response in terms of enrolment enquiries. There are established and positive pathways to secondary schools through partnerships with Trinity College, Beenleigh and Assisi Catholic College in Upper Coomera.

## Environmental footprint

### Reducing the school's environmental footprint

This is the first year of reporting on the school's electricity usage. Responsible energy usage supports the school's efforts towards a living response to Pope Francis' Encyclical *Laudato Si'* Care for our Common Home.

Mother Teresa makes use of solar panels installed on the main admin building to reduce the use of electricity taken from the grid and to increase as much as possible the use of renewable energy. The school has been set up so that electricity is saved by having automatic systems that turn off lights and electricals in the evening.

Through the specific design of the buildings, all classrooms and rooms have temperatures regulated by use of specifically designed windows to all for cross ventilation and/or to trap in warmth as needed. As such there are no air-conditioning requirements at this time which in turn reduces the schools environmental footprint. Regular supervision and monitoring of all utility bills ensures that Mother Teresa does not over use resources or energy services due to faults, misuse or excessive use.

Environmental footprint indicators	
Years	Electricity kWh
2019	47248

## 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 our 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.

Find a school Search website

Search by school name or suburb Go

School sector School type State

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

[View School Profile](#)

4. Click on 'Finances' and select the appropriate year to view the school financial information.

School profile    NAPLAN    Attendance    **Finances**    VET in schools    Senior secondary    Schools map

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	19	13
Full-time Equivalent	16.8	9.2

### Qualifications of all teachers\*

Mother Teresa has 11 classroom teachers with the highest level of qualification being a Masters for three of the teaching staff. All other teaching staff have a Bachelor degree. The leadership team consists of the Principal (Masters), Assistant Principal– Religious Education (Masters) and Primary Learning Leader (Bachelor)

Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	5
Graduate diploma etc.**	4
Bachelor degree	10
Diploma	0
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 2019 were **\$11998**

#### The major professional development initiatives are as follows:

- Building teacher capacity in the correct deployment of the Model of Pedagogy
- The effective use of the team-teaching mode of delivery
- The effective and expected literacy practices
- Data development and management for student learning and growth
- Teacher release for supported and collaborative short cycle planning in English and Religious Education
- Staff development in understanding and meeting the requirements of the NCCD
- Professional Parlay

The proportion of the teaching staff involved in professional development activities during 2019 was 100%.

### Staff attendance and retention

#### Average staff attendance

Description	%
Staff attendance for permanent and temporary staff and school leaders	96.8%

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

From the end of the previous school year, 81% of staff was retained by the school for the entire 2019.

# Performance of our students

## Student attendance

Description	%
The overall attendance rate* for the students at this school	88.6%
Attendance rate for Aboriginal and Torres Strait Islander students at this school	81.8%

Average attendance rate per year level			
Prep attendance rate	91.7%	Year 4 attendance rate	89.5%
Year 1 attendance rate	86.2%	Year 5 attendance rate	91.2%
Year 2 attendance rate	86.8%	Year 6 attendance rate	88.4%
Year 3 attendance rate	87.5%		

\*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 2019 for all Brisbane Catholic Education schools across years Prep-6 was 91.9%.

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

Each day, school attendance rolls are marked electronically by 9.00am. Parents of absent students are then sent an SMS message prompting them to notify the school of the reason for absence. Where a relief teacher is taking the class, a paper roll is marked and sent to the office, where it is entered into the system.

The School Leadership team meets each month to review our Business Intelligence dashboard data, which includes attendance rates and if required, contact parents whose children are falling below the 90% attendance threshold to enquire into the reasons for the high absence rate.

BCE posters and information on the effect of absenteeism on learning are attached in newsletters, and displayed around the school and prominently near the sign in kiosk. Attendance statistics will be shared via the newsletter at the end of each term.

## NAPLAN

### Average NAPLAN results

	Year 3		Year 5	
	School	Australia	School	Australia
Reading	404.9	432.3	454.4	506.0
Writing	391.9	423.1	452.7	473.9
Spelling	376.1	418.7	470.3	500.7
Grammar and punctuation	405.3	439.8	470.9	499.1
Numeracy	360.4	408.1	452.1	495.8