



**Mary Immaculate Primary
School, ANNERLEY**

Annual Report 2020

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



**Brisbane
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Education**

teaching • challenging • transforming

Contact information

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Principal's foreword

The 2020 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.

Mary Immaculate Catholic Primary School situated within the Archdiocese of Brisbane and located in Brisbane's inner-city suburb of Annerley is a small, inclusive and diverse Catholic school community. In 2020 our enrolment was 121 students from 83 families. Our dedicated school staff numbers 25, with our Leadership Team consisting of a full-time principal, a part-time APRE and PLL. Teaching staff consists of 4 full-time classroom teachers and 3 part-time classroom teachers in job share arrangements. We have specialist teachers for Art, Music and LOTE (Spanish). Our inclusion team consists of a STIE, a Guidance Officer (1 day per week) and a part-time EALD teacher (1.5 days per week).

Support staff include one part-time Teacher-Librarian/Information Communication Technology support (3 days), a part-time groundsman (8.3hrs per week), three part-time secretarial staff and 3 part time school officers. Mary Immaculate has a rich tradition of providing an inclusive Catholic education to the families of Annerley and beyond. It is a school that has been blessed for many years through the dedication and teaching of the Sisters of St Joseph. Today we strive to carry on the legacy of Mary McKillop and the Sisters of St Joseph, while bringing to it our own unique gifts and insights. Our learning community is gifted with families from diverse social and cultural backgrounds, as well as many faith traditions. Together, we seek to establish a life-long learning community that builds a more just world through positive relationships and quality education.

School progress towards its goals in 2020

At Mary Immaculate Catholic Primary School 2020, we identified goals that aligned with BCE goals. These goals are set under three priority areas:

- **Strong Catholic Identity**
- **Excellent Learning and Teaching**
- **Building a Sustainable Future**

Mary Immaculate Catholic Primary School staff have worked towards successfully meeting the expectations of the following goals:

Strong Catholic Identity

Formation:

By the end of 2020, we will continue to grow the holistic and inclusive formation of our school community by exploring the theme of 'Incline your heart'

To learn and act justly

To love and care tenderly

And to walk humbly with God.

[paraphrased from Micah 6:8]

through the capacity of 'Welcome' and through the engagement of BCE spirituality formation modules.

Planning:

By the end of 2020, implementation of the Relationships and Sexuality Education (RSE) – A Catholic Perspective will continue. This will be achieved through targeted professional learning for all teaching staff and focused planning with APRE and PLL.

By the end of 2020, the school will have given high priority to the monitoring of short cycles of planning and quality assessment to improve the classroom teaching of Religion.

Excellent Learning and Teaching

Writing:

By the end of 2020, 76% of Year 3 and 83% of Year 4, 90% of Year 5 and 85% of Year 6 students will be in the BCE expected writing benchmark range of 20-24. This will be achieved by a whole school consistent approach to the teaching of writing based on the expected and effective practices targeted to teacher's individual professional learning needs.

Reading:

By the end of 2020, 63% (12/19) of Prep children will achieve the BCE PM benchmark target of 5-8. Of the remaining 7/19 children they will achieve 20/20 for their Concepts About Print and will be in the PM 1-4 range at the instructional level. 73% of students (14/19 students) in Year 1 will be in the expected PM Benchmark range of 14-18 and 80% of Year 2 students (11/14 students) will be in the expected PM Benchmark range of 22-26. This will be achieved by a whole school consistent approach to the teaching of reading based on the expected and effective practices and targeted to teacher's individual professional learning needs.

Mathematics:

By the end of 2020 (90)% of students in Year 1 will have achieved conceptual understanding in Trusting the Count. By the end of 2019 all students in Years 2-6 (who require monitoring) will have achieved conceptual understanding in Trusting the Count.

By the end of 2020, students, staff and parents will use a digital portfolio (Seesaw) consistently as a platform to demonstrate and share evidence of learning and achievement.

Building a Sustainable Future

By the end of 2020, the School Board and Parents & Friends will engage and consult with all members of the school community to continue updating existing policies and inform new policy development.

By the end of 2020, Mary Immaculate staff will develop and implement a Reconciliation Action Plan.

Future Outlook

The explicit improvement agenda for 2021 will focus on gaining improvements in the following areas:

- Develop a school process for communicating student attendance profiles with families.
- Provide Professional Learning aimed at building teachers' and leaders' data literacy skills
- Provide attention to ensuring 'vertical' alignment of the curriculum in the area of mathematics so that there is continuity and progression of learning across the years of school, with teaching in each year building on to and extending learning in previous years.

- Continue to work with a coach in 2021 and into the future.
- Prioritise differentiation as a non-negotiable within every teacher's practice.
- Review and sharpens its Learning Walks and Talks, High Yield Strategy.
- Contemporary learning and effective pedagogy with 1-1 iPad program Prep – Y6 to add value to learning.
- Growing the holistic and inclusive formation of students, staff and parents within our Catholic community.
- Improving classroom teaching of religion through effective teaching practices
- Growing the engagement, progress and achievement for each student in Literacy and Numeracy.
- Fostering a culture that promotes wellbeing.
- Continue to strengthen the culture of strategic collaboration with other local schools.
- Developing a Parent Engagement Strategy that celebrates and recognises difference and diversity when providing authentic opportunities for consultation and engagement.
- Develop a Reconciliation Action Plan to increase staff awareness, knowledge, confidence and competence in Aboriginal and Torres Strait Islander histories, cultures & perspectives; Catholic Identity focus on Staff Formation.

Our school at a glance

School profile

Mary Immaculate Primary School is a Catholic Primary school administered through Catholic Education Archdiocese of Brisbane.

Coeducational or single sex: Coeducational

Year levels offered in 2020: Primary

Student enrolments for this school:

	Total	Girls	Boys	Aboriginal and Torres Strait Islander students
2020	111	62	49	1

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

Characteristics of the student body

Approximately 48% of the students attending Mary Immaculate live in the Annerley, Tarragindi and Moorooka postcodes. As the school is located on a major arterial road that runs into the city (Ipswich Road) linking southern and western suburbs of Brisbane, the school attracts families from other areas of Brisbane. In all, enrolments came from over 41 post codes in 2020.

In 2020, 34% of the students have English as an Additional Language/Dialect (EALD), coming from India, Africa, South America, Asia and the Middle East. An ongoing challenge and focus for our community in ensuring that school is engaging with parents effectively. A number of strategies have been employed in an attempt to do this more successfully, including the use of interpreters at support meetings and the development of communications policy. The teachers and school officers, led by our Student Support Team (Principal, PLL, STIE, EALD Teacher and Guidance Counsellor) provide exceptional support to these learners. Students from Mary Immaculate transition to secondary schools including: Our Lady's College, Annerley; St James College, Spring Hill, St Laurence's College, South Brisbane; Clairvaux MacKillop College, Upper Mt Gravatt; Loretto College, Coorparoo; and local State High Schools.

Curriculum implementation

Approach to curriculum delivery



Our goal is to create a quality Catholic learning community centered on Christ that is caring, life giving and personal, whilst recognising the uniqueness of each child.

As a school community, all learners are guided by the Active Learner framework. This framework describes the behaviours and Ways of Working (WoWs) which articulate the appropriate and positive behaviours and thinking expected of all learners. The 'Active Learner' is a framework made up of eight Ways of Working, referred to as WoWs. Each of the eight WoWs contain three supporting statements that describe both the 'thinking' and the 'behaviours' required for successful learning. These statements provide students, staff and parents with clear expectations for learning. As a school, we formally celebrate learner growth and achievement at weekly Whole School Assemblies where Active Learner awards are presented.

Assessment for learning is a regular part of learning and teaching at Mary Immaculate where teachers gather information about learners, analysing and interpreting that information and using that information to inform and shape the learning and teaching process.

Planning, Implementation, Assessment and Reporting

Each class teacher plans, implements, assesses and reports on all Learning Areas as stipulated by the Australian Curriculum, Brisbane Catholic Education and Queensland Curriculum and Assessment Authority.

Specialist Teachers plan, implement, assess and report on their identified Learning Areas.

Planning

All planning is the responsibility of the class teacher using the identified planning proformas and kept on the school portal to enable collaborative planning.

Within these planning documents the following elements are clearly identified.

- Class context overview including EALD Aboriginal and Torres Strait Islander students, and students with identified needs
- Identified statement from year level descriptor
- Identified statement from year level achievement standard
- Identified content descriptors
- Learning Intention/s
- Success Criteria
- Assessment tasks
- Sequenced Learning Experiences
- Resources
- Differentiation and adjustments for students with additional needs

Other elements to consider when planning include:

- Catholic Perspective and Relationships and Sexuality Education
- Links to other key learning areas
- Incursions and excursions

- Cross Curricular: Aboriginal and Torres Strait Island Histories and Culture, Asia and Australia's Engagement with Asia, Sustainability
- Class teachers also develop a class timetable that includes all identified time allocations.
- Class teachers provide an overview for parents of the units of work to be covered in each learning area each term.

It is the class teachers' responsibility to see that each Learning Area is implemented using Brisbane Catholic Education's agreed Effective and Expected practices.

Written Reports

At the end of each semester, parents are issued with a formal written report by the school. Parents/caregivers are interested in finding out how their child is progressing, their achievement and where their learning is to be directed in the future. This report summarises evidence of student learning about how the student is achieving, provides feedback about the quality of this achievement and provides direction about where to next. Reporting involves teachers making a professional judgement on a body of evidence about a student's progress and achievement against the curriculum. These judgements are made against the achievement standards of the Australian Curriculum. A teacher's professional judgement is at the heart of reporting student achievement. At Mary Immaculate, teachers use a number of assessment tools and evidence of student work to inform their judgments.

Parent Teacher Interviews

Parent Teacher Interviews offer an opportunity to build partnerships between parents and the school. In particular, mid-year interviews allow teachers the opportunity to talk with parents about their child's progress in their learning, social development and any issues the student may be experiencing. At Mary Immaculate, parents are invited to a Parent Teacher Interview as per the following:

Term 1 (Informal opportunity- voluntary)

Term 2 (Formal Meeting - essential)

Term 4 (Formal Meeting – voluntary)

Co-curricular activities

Specialist Learning Areas

At Mary Immaculate, students receive expert instruction from qualified specialist teachers across the following curriculum areas:

- Music (Prep to Year 6)
- Art (Prep to Year 6)
- Languages (Spanish - Years 4 to 6)

Extra-Curricular Learning Opportunities

- School Cross Country – Term 2 (Prep to Year 6)
- Athletics Program – Term 3 (Prep to Year 6)
- Interschool Sports Program – Term 3 (Year 4 to Year 6)
- GALA Sporting Days twice yearly (Years 4 to 6) cancelled due to COVID
- Swimming Program - Term 4 (Prep to Year 6) cancelled due to COVID

Music

- Senior Choir (Optional Years 3 to 6)
- Instrumental Music (Optional Years 3 to 6 - DDJ Music)

Choirs @ Mary Immaculate

Students at Mary Immaculate have the opportunity to be involved in a school Choir.

Senior Choir

The Senior Choir is optional for students in Years 3 to 6. Students rehearse weekly and perform at various school events and annually at the:

- Queensland Colleges Music Festival cancelled due to COVID
- David Lawrence Combined Schools Workshop cancelled due to COVID
- Choral Festival cancelled due to COVID

Camps

- Year 4, 5 and Year 6 Camp (2 nights)
- Year 6 trip to Canberra cancelled due to COVID

Speech and Drama (Optional - Shine Speech and Drama)

Dance (Dance Cart Prep to Year 6) cancelled due to COVID

Chess (Optional Prep to Year 6) cancelled due to COVID

Debating (Optional Year 5 & 6) cancelled due to COVID

How information and communication technologies are used to assist learning

Within the classroom, Information Communication Learning Technology (ICLT) supports student learning, and is dictated by student age, ability, and links to the curriculum.

Information and communication technologies (ICT) are used across the school to ensure the students are accessing the Australian Curriculum and developing their ICT capacity. The school is well resourced to provide this access, with a 1 to 1 iPad ratio in Prep to Year 6. Teachers provide students with opportunities to creatively use technology to demonstrate their learning across all areas of the curriculum, team teaching with our TL/ICT teacher once a week. The school proactively promotes Digital Resilience, providing students and parents with practical strategies to ensure responsible use of all technologies.

We have interactive whiteboards in every classroom (which are regularly used by staff and students) and wireless internet capabilities and Apple TV available throughout the school. Students use a variety of applications on their tablets. Students access online literacy subscriptions, such as Reading Eggs and Wushka, to further develop their language skills. Students additionally use Seesaw, an online portfolio, to communicate learning to parents.

Social climate

Overview

The community at Mary Immaculate School works within a climate of trust and respect to achieve our common goals. Teachers are involved in working with students across all year levels. Each term, we implement a school "Wellness" week. This is an opportunity for our school to support the mental health of staff and students and create ways to reduce stress and anxiety. The schools' Active Learner butterfly is used extensively across Mary Immaculate's school expectations. Each week, teachers identify students who are displaying positive behaviours, and meeting these our Active Learner Ways of Working, in the classroom and playground. Each week, one student is nominated by a staff member to receive the *'Incline Your Heart' Award*. The award, based on our school motto, *'Inclina Cor Meum'*, guides us all in being living examples of Christ. The chosen recipient works in harmony with others, acting justly, displaying compassion and humility. The *'Incline Your Heart' Award* is much valued by all in our community as we acknowledge and celebrate those who inspire us through their actions and words. The recipient of this award is presented with a certificate. These student achievements are celebrated and recognised at our weekly school assemblies.

Parent, student and staff satisfaction

The tables below show selected items from the Parent/Caregiver, Student and Staff BCE Listens Surveys.

Percentage of parents/ carers who agree that:	2018	2020
This school helps my child to develop their relationship with God	NA	100%
School staff demonstrate the school's Catholic Christian values	NA	100%
Teachers at this school have high expectations for my child	NA	86%
Staff at this school care about my child	NA	100%
I can talk to my child's teachers about my concerns	NA	91%
Teachers at this school encourage me to take an active role in my child's education	NA	86%
My child feels safe at this school	NA	100%
The facilities at this school support my child's educational needs	NA	91%
This school looks for ways to improve	NA	100%
I am happy my child is at this school	NA	91%

Percentage of students who agree that:	2018	2020
My school helps me develop my relationship with God	98%	85%
I enjoy learning at my school	96%	89%
Teachers expect me to work to the best of my ability in all my learning	100%	87%
Feedback from my teacher helps me learn	100%	96%
Teachers treat students fairly at my school	94%	80%
If I was unhappy about something at school I would talk to a school leader or teacher about it	87%	73%
I feel safe at school	96%	96%
I am happy to be at my school	98%	86%

Percentage of staff who agree that:	2018	2020
Working at this school helps me to have a deeper understanding of faith	100%	94%
School staff demonstrate this school's Catholic Christian values	100%	94%
This school acts on staff feedback	100%	94%
This school looks for ways to improve	100%	100%
I am recognised for my efforts at work	100%	100%
In general, students at this school respect staff members	95%	94%
This school makes student protection everyone's responsibility	100%	94%
I enjoy working at this school	100%	100%

At Mary Immaculate, a well-established culture for improvement is strongly evident across the school. Staff engagement with these processes and with collaborative opportunities indicate a positive staff culture. There is a professional review culture evident at the school, with staff valuing the connection between review process and school goal setting.

Family and community engagement

At Mary Immaculate we extend an open and warm welcome to all parents and encourage participation and involvement in the on-going process of the education of their child/ren.

At Mary Immaculate Primary Catholic Primary School, there are many opportunities for parental involvement in the life of the school including:

- supporting activities in the classroom
- volunteering to assist with in-class support, class excursions, the school tuck-shop, the uniform shop, and sporting days
- becoming a member of the School Board or volunteering for the Parents & Friends advisory group

School Boards within the Brisbane Archdiocese are Boards of pastoral governance. A model of discernment called 'sharing wisdom' has been adopted as the most appropriate form of school governance in the Archdiocese. The School Board listens to the wisdom of the members of their community and their own Board membership to know how best to lead and serve them.

The **Parents and Friends** aims to provide an avenue for parents and supporters to work with the school Principal to further enhance children's education, to maintain, care for and develop the school and grounds, and to promote the interests of the children and the school. Every parent and carer is automatically a member of our P and F and are invited to consider coming along to meetings and nominating for either a role on the Executive Team or by volunteering to take on a Sub-Committee role.

Parents have opportunities to provide input and feedback annually via school renewal processes. Parent engagement with these processes, and engagement with annual action plans, indicate strong parent satisfaction. Our school, works continually on improving its ability to communicate effectively with the various cultures in the community

Our School Assemblies provide an opportunity for the school to come together as community to celebrate and pray. Parents and carers are always welcome to attend these gatherings and are especially invited to attend when their child is receiving an award. Our extremely supportive P&F groups are organised to plan for events such as school disco, BBQ, a bi-annual Multicultural Festival, as well as parent only social events. They work in partnership with the school and our School Board to cater for special school events, like Mother's Day and Father's Day. We are a Positive Behaviour for Learning (PB4L) school and explicitly teach school expectations and address behaviour issues, through offering support for all parties involved. Parents/carers and staff work together in partnership to support the learning and social education of all students.

We communicate regularly with parents and our community using a variety of tools:

- Parent Portal (parent access only)
- Weekly Online Newsletter
- Online News Flash
- Seesaw application – for teachers and students to share their learning and teaching
- Email/phone calls

Our STIE works closely with teachers to provide effective consultation processes regarding the adjustments made to assist students with diverse needs and keep their families informed and included. Students with diverse needs are supported to access and participate fully at school.

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.

One of our first actions identified is to reduce the heat-island effect, establish outdoor learning areas and increase the landscaping and tree canopy to conserve the local bio-region:

Finding: While there is good natural light and access to undercover space with high visual amenity, the artificially grassed area creates an unfavourably high heat-island effect.

Action: Develop and act on a landscape masterplan to reduce local heat stress by 3 to 5 degrees and incorporate cultural, spiritual, and/or environmental initiatives throughout the site.

We were successful in applying for the Lord Mayors Community Fund for a shade sail over one side of our artificial grassed area. This will create an outdoor learning area for lunch time groups and provide shade for our outdoor sacred space.

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 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

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	18	7
Full-time Equivalents	12.3	3.0

*Teaching staff includes School Leaders

Qualification of all teachers*

Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	7
Graduate diploma etc.**	3
Bachelor degree	8
Diploma	0
Certificate	0
Highest level of qualification	Number of classroom teachers and school leaders at the school

*Teaching staff includes School Leaders

**Graduate diploma etc. includes graduate diploma, bachelor honours degree, and graduate certificate.

Professional development

The major professional development initiatives are as follows:

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2020 were \$40,266.

The major professional development initiatives are as follows:

- BCE Excellent Learning and Teaching Strategy
- NCCD
- Staff Formation

The proportion of the teaching staff involved in professional development activities during 2020 was **96%**.

Staff attendance and retention

Average staff attendance

Description	%
Staff attendance for permanent and temporary staff and school leaders	95.9%

Proportion of staff retained from the previous school year

From the end of the previous school year, **75%** of staff was retained by the school for the entire 2020.

Performance of our students

Key student outcomes

Student attendance

The overall student attendance rate in 2020 for all Brisbane Catholic Education schools across years Prep-6 was 92.1%.

Description	%
The overall attendance rate* for the students at this school	93.9%
Attendance rate for Aboriginal and Torres Strait Islander students at this school	91.1%

Average attendance rate per year level			
Prep attendance rate	96.6%	Year 4 attendance rate	92.1%
Year 1 attendance rate	95.8%	Year 5 attendance rate	94.7%
Year 2 attendance rate	91.7%	Year 6 attendance rate	94.4%
Year 3 attendance rate	93.2%		

*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.

Description of how non-attendance is managed by the school

Catholic schools in the Archdiocese of Brisbane have a responsibility to record student attendance and respond to instances of irregular attendance. Attendance improvement can be developed within the supportive environment of a dynamic, Christ-centered community that exists within Brisbane Catholic

Education (BCE) Schools. A positive school culture is developed by a welcoming, safe, inclusive, and supportive school environment that promotes student engagement with learning, student wellbeing and positive relationships.

At Mary Immaculate, attendance is everyone's responsibility. We utilise the support tools provided by BCE to implement roll marking processes. Rolls are marked by classroom teachers each morning and each afternoon.

Absences

Parents are required to notify the school if their child is not attending due to illness or other reasons. Parents can notify the school via phone or via the BCE Connect App. If the school is not contacted by 9am, an automatic SMS message will be sent to the parent requesting that they contact the school to verify the child's absence and reason.

Late Arrivals

Students are expected to be at school for the commencement of the school day. Any student arriving at school after 8.50am is noted in our attendance records as late. Parents are required to accompany their child to the office to officially sign their child in.

Strategies to promote attendance

- promote a positive school culture
- inform parents of their legal obligations about student attendance
- ensure attendance marking is completed in accordance with our school student attendance procedure
- monitor student absences and identify when absences are of concern
- ensure attendance records and notes are managed in accordance with current BCE recommendations
- assists to celebrate and acknowledge high attendance

NAPLAN

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 NAPLAN tests are available via the [My School](#) website.

How to access our NAPLAN results

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.



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

[View School Profile](#)

4. Click on 'NAPLAN' to access the school NAPLAN information.



Notes:

1. If you are unable to access the internet, please contact the school for a hard copy of the school's NAPLAN results.
2. The National Assessment Program – Literacy and Numeracy ([NAPLAN](#)) is an annual assessment for students in Years 3, 5, 7 and 9.