



**St Mary's School,  
BEAUDESERT**

# Annual Report 2020

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



**Brisbane  
Catholic  
Education**

teaching • challenging • transforming

# Contact information

|                       |   |
|-----------------------|---|
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| <b>Web pages</b>      | Information about the school can be at <a href="http://www.stmarysbeaudesert.qld.edu.au">www.stmarysbeaudesert.qld.edu.au</a><br>Additional information about Brisbane Catholic Education school is located on the <a href="#">Brisbane Catholic Education</a> website. |
| <b>Contact person</b> | Kevin Billion — Principal   |

## 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.

### School progress towards its goals in 2020

Through the commitment and dedication of our students, staff and community members, in 2020 we accomplished several important achievements, while continuing to work towards ones to be achieved. Our Annual Goals are designed to be aspirational.

| Goal  | Progress   |
|---|--|
| Teachers are demonstrating consistency of practice in the expected and effective practices that enhance students' reading comprehension. This is evidenced by 85% + learners in Prep, 85% + Year 1 and Year 2 displaying reading skills placing them at or above the expected benchmark for their year. <i>PM Benchmark growth level markers: Prep 5-8; Yr One 14-18; Yr Two 22-26.</i> | Prep (1+) 97.5%<br>Prep (5+) 57.5%<br>Year 1 78.5%<br>Year 2 65.9% |
| Targeted strategies have been implemented to aspire to an overall attendance rate of 90% of the children attending 90% or more of the time.   | 72%<br>(actual % per year level page 8)                            |
| Senior Staff (Proficiency Level 8) have engaged in co-leading professional development sessions focused on Authentic Learning, to empower others, achieve professional goals, initiate and sustain change.  | Achieved and continuing in 2021.                                   |

### Future outlook

The explicit improvement agenda for 2021 will focus on gaining improvements in reading comprehension and overall learning progression, student attendance including student well-being.

# Our school at a glance

## School profile

St Mary's School is a Catholic school administered through Catholic Education Archdiocese of Brisbane.

**Vision:** To inspire future generations to lead hope filled lives of influence as witnesses to the Good News of Jesus Christ.

**Mission:** The community of St Mary's, inspired by the Mercy tradition, believes in an education that nurtures a child's academic and personal growth. We are a welcoming community that encourages service to others through living the gospel values of Jesus. *We Belong* - we are collaborative and flexible learners who value the unique qualities of ourselves and others. *We Grow* - we aspire to be innovative and creative individuals leading our own learning journey. *We Serve* - we find strength in each other as we enrich our world serving in the light of Christ.

**Values:** *Excellence* - inspired by our Catholic tradition and Mercy formation, we strive to be our best self. *Integrity* - as witnesses to the Good News we are called to love one another in the image of God. *Justic* people of faith, we foster respectful relationships, advocating and empathising with those at the margin: - empowered by the spirit, we embrace the future with confidence and hope.

**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 | 351   | 174   | 177  | 5  |

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

Students at St Mary's come from the Beaudesert township and surrounding Scenic Rim areas. The children bring with them a genuine enthusiasm for learning and they share excitement in their successes and learning progressions.

The teaching and parent body of St Mary's is very proud of every child and celebrates these achievements through various formats - academic, sporting and service awards at assemblies and awards evenings. There are approximately similar numbers of boys and girls across each year level in the school population. We have two classes for each year level with our year sixes having three smaller sized classes.

Enrolments are increasing across all year levels and we anticipate that in future years we are heading towards three classes across each year level.

## Curriculum implementation

### Approach to curriculum delivery

St Mary's covers all areas of the Australian National and BCE Approved RE Curriculum within our curriculum programs. We continue to have special and targeted focus on Literacy and Numeracy achievements. Staff and physical resources are directed towards this to strive for successful learning progressions for all students in these areas.

St Mary's has completed an upgrade of our IT network installing a wireless system that enables staff and children quick and reliable internet access across the school. Information and communication technologies are important tools to support our learning and teaching programs. Classrooms have a range of networked projection devices, interactive projectors, and this infrastructure along with associated hardware such as Ipads, laptops, digital cameras etc. support the learning of our children.

We have a well-resourced multipurpose facility in our Gallagher Centre which is the centre of various learning programs. We have an Arts teacher who teaches Drama, Music, Media Arts and Dance. St Mary's has a strong tradition of involvement in many sports. Our Health and Physical Education program promotes a healthy lifestyle and opportunities for the children to participate in inter-school sports.

### **Co-curricular activities**

- Catholic outreach programs in line with our Social Justice teachings.
- Piano and instrumental tuition through private lessons.
- Interschool Sports and after school training.
- Beaudesert Little Athletics is conducted on St Mary's school grounds.

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

Information and Communication Technologies (ICT) are part of the General Capabilities which are a key dimension of the Australian Curriculum. They encompass the knowledge, skills, behaviours and dispositions that, together with curriculum content in each learning area and the cross-curriculum priorities, will assist students to live and work successfully in the twenty-first century.

ICT are therefore integral tools to assist our teachers and children in achieving educational standards in an increasing digital era. We continue to plan ongoing upgrades in our classroom projection devices, laptop fleet, interactive devices such as iPads as well as Virtual Classroom opportunities.

Our upper year level teachers and students use SharePoint and MySite Spaces to collaborate. Parents engage with our school through the Parent Portal and BCE Connect App.

Our school has successfully implemented the NAPLAN online program for a number of years.

## **Social climate**

### **Overview**

St Mary's as a Catholic Christian community has a strong focus, through both words and actions, on pastoral care for students, families and staff. St Mary's utilises the Positive Behaviour for Learning (PB4L) program and as such has clear expectations and processes in response to student inappropriate behaviour, bully type behaviours and/or bullying.

Expectations and consequences are made very clear through our St Mary's Behaviour Matrix. Our Student Behaviour Support Plan (available on our public website) provides a more detailed outline. Our PB4L processes and student expectations regarding behaviour are reinforced constantly. We commence the week with a whole school assembly to introduce an expectation and pastoral focus. These are reinforced by the classroom teachers during the ensuing week. Awards are presented to children who are teacher or peer identified as exemplary in putting these behaviours in practice. Our PB4L Program uses the principles of restorative justice to modify and re-teach appropriate student behaviour.

### **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                   | 97%  | 100% |
| School staff demonstrate the school's Catholic Christian values                     | 100% | 97%  |
| Teachers at this school have high expectations for my child                         | 100% | 99%  |
| Staff at this school care about my child  | 100% | 96%  |
| I can talk to my child's teachers about my concerns                                 | 100% | 93%  |
| Teachers at this school encourage me to take an active role in my child's education | 100% | 97%  |
| My child feels safe at this school  | 100% | 95%  |
| The facilities at this school support my child's educational needs                  | NA   | 95%  |
| This school looks for ways to improve   | 100% | 93%  |
| I am happy my child is at this school   | 90%  | 95%  |

| Percentage of students who agree that:   | 2018 | 2020 |
|--|------|------|
| My school helps me develop my relationship with God  | 92%  | 94%  |
| I enjoy learning at my school  | 92%  | 94%  |
| Teachers expect me to work to the best of my ability in all my learning                        | 86%  | 99%  |
| Feedback from my teacher helps me learn  | 98%  | 96%  |
| Teachers treat students fairly at my school  | 92%  | 97%  |
| If I was unhappy about something at school I would talk to a school leader or teacher about it | 90%  | 90%  |
| I feel safe at school  | 96%  | 90%  |
| I am happy to be at my school  | 93%  | 93%  |

| Percentage of staff who agree that:                                     | 2018 | 2020 |
|---|------|------|
| Working at this school helps me to have a deeper understanding of faith | 97%  | 100% |
| School staff demonstrate this school's Catholic Christian values        | 97%  | 100% |
| This school acts on staff feedback                                      | 100% | 100% |
| This school looks for ways to improve                                   | 100% | 100% |
| I am recognised for my efforts at work                                  | 95%  | 100% |
| In general, students at this school respect staff members               | 97%  | 100% |
| This school makes student protection everyone's responsibility          | 100% | 100% |
| I enjoy working at this school  | 100% | 100% |

### Family and community engagement

St Mary's believes that parental involvement through a positive school partnership is critical to maximise their child's education.

St Mary's has a very active Parents and Friends Association that supports the school in meeting its Annual Goals and Priorities in numerous ways. Parent engagement is welcome in the classroom as negotiated with the classroom teacher and approved by the leadership team. Parents also volunteer at our school tuckshop, excursions, sports days and various school performances.

St Mary's has a School Advisory Board with parent and Parish representation to support the school in meeting its Annual Goals and Priorities.

## Environmental footprint

### Reducing the school's environmental footprint

This is the second 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. Our Leadership, parent community and school sustainability team take targeted steps to implement recommendations of the Energy Reduction and Management Plan (ERaMP).

## 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.

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

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

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             | 26              | 24                 |
| Full-time Equivalents | 23.2            | 12.5               |

\*Teaching staff includes School Leaders

### Qualification of all teachers\*

| Highest level of qualification | Number of classroom teachers and school leaders at the school = 19 |
|--------------------------------|--|
| Doctorate                      |  |
| Masters                        | 6  |
| Graduate diploma etc.**        | 7  |
| Bachelor degree                | 12   |
| Diploma                        | 1  |

Certificate

\*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 was approximately \$95 000.

The major professional development initiatives are as follows:

- Building our Strong Catholic Identity – faith and spiritual formation and wellbeing
- Delivering Excellent Learning and Teaching Initiatives – effective and expected practices
- Creating a Sustainable Future – development and formation of staff

The proportion of the teaching staff involved in professional development activities during 2020 was 100%.

## Staff attendance and retention

### Average staff attendance

| Description   | %     |
|---|-------|
| Staff attendance for permanent and temporary staff and school leaders | 97.1% |

### 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 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                      | 93.0% |
| Attendance rate for Aboriginal and Torres Strait Islander students at this school | 90.6% |

| Average attendance rate per year level |       |                        |       |
|--|-------|------------------------|-------|
| Prep attendance rate                   | 92.5% | Year 4 attendance rate | 92.7% |
| Year 1 attendance rate                 | 91.2% | Year 5 attendance rate | 94.3% |
| Year 2 attendance rate                 | 92.2% | Year 6 attendance rate | 93.1% |
| Year 3 attendance rate                 | 94.9% |                        |       |

\*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

Student attendance is managed through our school administration system that provides us with accurate and current attendance data.

Student attendance is recorded at both AM and PM times.

St Mary's monitors this data and responds to any concerning trends regarding student attendance. The school uses an automated text program to advise parents if a child has an unexplained absence.

St Mary's follows the attendance policy as outlined at the link [St Mary's Attendance Policy](#)

## 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.



The screenshot shows a search bar with the placeholder text "Search by school name or suburb". To the right of the search bar are three dropdown menus labeled "School sector", "School type", and "State". A magnifying glass icon is located to the right of the "State" dropdown.

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



A rectangular button with a thin red border and the text "View School Profile" in a red font.

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



The screenshot shows a horizontal navigation menu with several items: "School profile", "NAPLAN", "Attendance", "Finances", "VET in schools", "Senior secondary", and "Schools map". The "NAPLAN" item is highlighted with a white background and a red border, and a small downward arrow is visible to its right.

### 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.