

**Marymount Primary
School, BURLEIGH
WATERS**

Annual Report 2020

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

Contact information

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Web pages	Information about the school can be found at www.marymountprimary.qld.edu.au Additional information about Brisbane Catholic Education school is located on the Brisbane Catholic Education website.
Contact person	Brendan Creevey — 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.

Our school's mission and vision statement emphasises that we are a welcoming family school providing a quality education, and a great place to grow. The school has a warm, caring atmosphere that welcomes all members of the school community. We offer extra-curricular activities in music, tennis, chess, swimming squad, sport training squad, speech and drama, literacy club, piano and guitar. During the enrolment process parents are asked why they would like their children to attend Marymount Primary School. The common feedback indicates that the school has a reputation within the local and wider Gold Coast community as being a Catholic school which offers high quality Catholic education. Often parents already have children at Marymount and want the siblings to join our community. Parents often comment about the close relationship we have with the College and value the opportunity for a P-12 educational solution. Parents also indicate that they have heard only great things about the school in the local community. During our renewal of school mission we surveyed parents, staff and children. Overwhelmingly, all stakeholders indicated that they thought Marymount had a friendly, caring, community atmosphere. Parent involvement in the school as indicated above is excellent.

School progress towards its goals in 2020

Marymount Primary were successful in achieving the vast majority of goals set for 2020, however it is recognised that COVID19 and remote learning from home impacted upon goals involving family and community engagement processes. As a result, some goals will be ongoing.

Professional development through pupil-free days, staff meeting and twilights for teaching staff ensured a shift in staff practices, deepening learning, increasing knowledge and understanding around embedding the Catholic perspectives in Health and English and our Franciscan heritage. A school wide process for identifying student learning needs, a Learning and Teaching Vision, a whole school Curriculum Delivery Plan and a Professional Learning Plan were established in 2020. Teaching and learning goals in relation to reading, other than for Year 1 reading, and writing were also achieved.

Future outlook

During 2021 Marymount Primary will continue to transform curriculum delivery and pedagogy to foster a whole school approach to engage each student in deeper learning;

- By the end of Semester 1 we will have promoted and implemented a Marymount Vision for Teaching and Learning, along with a Curriculum Delivery Plan for 2021

- By the end of Semester 1 we will have enhanced efficacy through Data Lead Teachers and planning documents which reflect differentiated practices
- By the end of Semester 2 we will have maximised learning growth for each student by creating quality open-ended assessment tasks for Mathematics which are lead by student data – classroom, Pat M and NAPLAN
- By the end of Semester 2 we will have build a culture of collaboration in year levels by providing opportunities for feedback and year level planning sessions which are used to analyse data and inform future teaching practices
- By the end of Semester 2 we will have experimented with contemporary learning environments and provide professional learning opportunities to investigate, communicate and create with ICT
- We will promote attendance to our school community as a reflection of engagement with learning and continue to build parent/community awareness of our Attendance Policy and Procedures. We will review attendance data on a quarterly basis in order to strive toward 90% of our students attending school 90% of the time.

School profile

Marymount 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	1021	523	498	6

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

2020

School facts

School sector	Non-government
School type	Primary
Year range	Prep-6
Location	Major Cities

School staff

Teaching staff	61
Full-time equivalent teaching staff	52.3
Non-teaching staff	37
Full-time equivalent non-teaching staff	26.7

School links

School website

[Marymount Primary School](#)

Sector, system or association website

[Queensland Catholic Education Commission](#)

Student background

Index of Community Socio-Educational Advantage (ICSEA)

School ICSEA value	1087
Average ICSEA value	1000
School ICSEA percentile	82

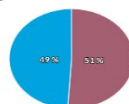
Distribution of Socio-Educational Advantage (SEA)



Students

Total enrolments: 1021

Boys 498
Girls 523



Full-time equivalent enrolments: 1021.0

Indigenous students



Language background other than English

Yes (5%)
No (95%)
Not stated (0%)



Information is taken from the My School's website for 2020 [s://www.myschool.edu.au/school/47745](https://www.myschool.edu.au/school/47745)

Curriculum implementation

Curriculum overview



MARYMOUNT LEARNING & TEACHING FRAMEWORK

At Marymount we promote equity and excellence for all our students to become successful learners, confident and creative individuals and active and informed citizens.



The foundation of the Curriculum at Marymount Primary School is interwoven with the Australian Curriculum, Assessment and Reporting Authority (ACARA), Brisbane Catholic Education Policies and current educational research.

The Australian Curriculum Learning Areas taught at Marymount Primary School are: English, Mathematics, Science, Humanities and Social Science (comprising History, Geography, Civics and Citizenship and Economics and Business), The Arts (comprising Dance, Drama, Media Arts, Music and Visual Arts), Languages (French), Health and Physical Education and Technologies (comprising Digital Technologies and Design and Technologies).

Essential to the core of the Primary School Outcomes are that children gain a firm foundation in literacy, numeracy, our Catholic Traditions in classroom environments that foster goals and growth, and are tailored to every child's different learning style.

We believe:

- Every learner is created in the image and likeness of God
- Every learner seeks to find meaning in life and learning and in the Catholic Christian Tradition
- Every learner is a lifelong learner
- Every learner is unique and we respond creatively and flexibly to all
- Every learner can achieve success in life and learning where diversity is valued and shared wisdom contributes to decision-making that enriches and enlivens our world.
- Every learner brings to the learning experience their own richly diverse life journey to contribute to a community in communion, empowered by the Spirit to be at the service of others.

We respect the needs of our children change and we respect the parameters that ACARA and Brisbane Catholic Education provide for us to educate each child in an academic, spiritual, physical and cultural manner. Our Curriculum and practices are constantly collaboratively revisited and renewed to further enhance and develop our programs to maximise each child's learning success.

Marymount - Vision for Learning and Teaching				
Values and Beliefs				
Engage	Challenge	Collaborate	Include	Reflect
Principles				
<ul style="list-style-type: none"> We actively implement effective teaching practices We develop lifelong learning skills for future global citizens We establish and discuss clear visible learning intentions and success criteria We create rich, rigorous and relevant deep learning experiences We encourage curiosity and joy in learning 	<ul style="list-style-type: none"> We question and inquire We cultivate growth mindsets – take risks, demonstrate persistence and learn from mistakes We set high expectations We think critically and creatively to problem solve 	<ul style="list-style-type: none"> We share and build ideas We engage in professional learning, dialogue and shared practice We provide flexible learning (environments) We nurture authentic partnerships with students, parents and Parish 	<ul style="list-style-type: none"> We respect the diverse backgrounds and needs of all learners by being flexible and adaptive We plan for equity and access through differentiation We demonstrate empathy towards others through building trusting, respectful relationships in a supportive environment. 	<ul style="list-style-type: none"> We celebrate the successes and value of all students We are self-directed, responsible learners We communicate our progress We share and seek feedback
Practices				
<ul style="list-style-type: none"> We promote interactive, hands-on learning experiences We cater for diverse needs and interests We promote fun and excitement in learning We integrate ICT capabilities across the curriculum 	<ul style="list-style-type: none"> We implement inquiry-based learning We pose and investigate questions We design open-ended questioning tasks We teach growth mindsets We use the gradual release of responsibility We differentiate tasks to challenge all learners We set SMART goals We use real-life examples We seek and provide feedback We seek student voice and leadership 	<ul style="list-style-type: none"> We seek opportunities to learn from others through professional dialogue across our school, BCE and broader educational community We participate in professional learning and open our classrooms for shared practice We explicitly teach MARY expectations and communication skills We connect through technology and flexible learning 	<ul style="list-style-type: none"> We encourage and model catholic identity We provide multiple and varied opportunities for learning and assessment for learning and assessment criteria We value and share our communities' cultural diversity. We celebrate our Aboriginal and Torres Strait Islander culture, knowledge and history through our Marymount Mob We advocate for social justice and lead by example We drive ecological action and sustainable practices 	<ul style="list-style-type: none"> We encourage self-reflection We evaluate our learning against our Smart Goals and co-constructed success criteria We monitor and reflect on progress using an array of data We seek, offer and take action regarding feedback on our learning and practice – self, peer, student/teacher We formally celebrate learning progress (Mary Amongst Us, Learning Growth and Academic Awards)
Connections to Australian Curriculum General Capabilities				
ICT Capability	Critical and Creative Thinking	Social Capability	Ethical and Intercultural Understanding	Personal Capability

Extra-curricular activities

- Sport, including interschool sport
- Music
- Tennis
- Performing Arts/drama
- Chess
- Marymount Swimming Squad
- Art
- Camps Years 4-6
- Marymount Day
- Marymount Fete
- Marymount Art Show
- STEM

How information and communication technologies are used to assist learning

To grow the engagement, progress and achievement of each student in literacy and numeracy, we will optimise the use of our digital systems and services to support the high yield strategies, and effective and expected practices at Marymount Primary School. We will achieve this by:

- using technology to assist collaboration between schools, teachers and students
- using technology to foster student creativity and engagement in real world problems
- using technology to demonstrate student learning and provide differentiated assessment opportunities
- using effective assisted technology to promote equity and opportunity
- developing safe processes and systems to collect and analyse accurate student achievement data
- inspiring our students to think creatively and to develop design processes to test ideas and solutions to problems
- teaching students to navigate the digital environment safely and ethically

Social climate

Overview

Marymount Primary School implements the Brisbane Catholic Education approved Positive Behaviour 4 Learning system. As members of the Marymount School Community our goal is to achieve effective school-wide behaviour supports for all members of the school. This goal is realised by considering the whole school as the main implementation unit. In particular, all students and all staff are involved across all settings of the school.

The implementation of the Positive Behaviour 4 Learning strategy for each learning area must be consistent with the Guiding Principles; based on the Mary Expectations Matrix and inclusive of the Rights and Responsibilities of all members of the school community. In addition, as with the curriculum, it is essential that each teacher plans specifically for the role they enact in the Behaviour Management Plan.

MARY EXPECTATIONS Make a difference	CLASSROOM	PLAYGROUND	TRANSITIONS	EATING AREAS	BEFORE AND AFTER SCHOOL	TOILETS	ONLINE	CHURCH AND ASSEMBLY
Act responsibly and safely A	Encourage, cooperate and include everyone Be a leader—start your work without being asked Be prepared—have all your equipment ready to go	Include everyone Welcome and invite people to play Speak in a kind and friendly manner	Be aware of problem situations and let a teacher know Pick up rubbish	Put all rubbish in the bin Allow others to sit near you Care for our environment	Care for your siblings and others Wear the correct uniform Arrive and leave school at the correct times	Wash your hands with soap Use quiet voices Turn off taps—save our environment	Turn off and report inappropriate words or images Laptops are only open in class and when safely home	Listen to speakers with your whole body Encourage others through clapping respectfully Join in with the song and actions actively
	Care for your own and others belongings Be responsible for your words and actions On task behavior Raise hand to speak Hands and feet to yourself	Always wear your hat Play in the correct areas Use equipment correctly Respond to the bell promptly	Sit or stand quietly in line-up areas Walk only Always walk on the left side of the pathways and stairs	Sit quietly and eat your food Care for your belongings Line up quietly at the Tuckshop	Move to your area promptly and safely Listen to the teacher on duty and follow their instructions Be responsible for your belongings Laptops in case	Keep the toilet area tidy Go to the toilet at break times Walk at all times Open and close doors carefully	Use equipment carefully and report damage Check before entering details Only go to sites which the teacher has asked you to	Enter and leave calmly and carefully Sit quietly with patience Show reverence Leave the space clean and tidy
	Listen and respond appropriately Speak in a kind and friendly manner Use your manners Everyone has the right to learn Sit appropriately	Move safely when playing Follow the rules of the game—ask if you don't know Show respect for adults and students	Consider others when you walk and move to another area Safe hands and feet	Clean up your area Be nut and dairy aware Use good manners	Hand in your mobile phone at school and pick it up after school Care for our gardens—no rubbish or footprints	Ask permission to go to the toilet Return promptly to the classroom Respect the privacy of others	Ask before you take a photo and use it Share your skills	Respond appropriately to presentations and prayers when asked
	Challenge yourself and have a go Mistakes are good if you learn from them Show thanks to God for your gifts and talents	Encourage others, remembering God made us all differently Play fairly	Be calm and patient	Give thanks to God for the food you are given.	Be welcoming Use your manners	Be hygienic In, Do, Wash, Out Use the correct toilet block	Think—Is it true, helpful, inspiring, necessary, kind? Know who you are communicating with	Fully participate in rituals Use the values Jesus teaches us in our lives

At Marymount Primary School we say YES

Two factors are critical for the successful implementation of the Behaviour Matrix in all areas of our school:

- That ALL staff owe a duty of care to all students enrolled in the school.
- That ALL staff are consistent in applying the PB4L system and the agreed upon practices and procedures that support them.

The Marymount Primary Student Support Team is a collaborative approach to dealing with behavioural, academic and/or emotional and social problems that students may encounter in the school and home environment. The support team convenes to share vital information about the targeted student's strengths and educational needs and to collaboratively develop an effective plan to overcome any identified barriers to learning and/or to the development of pro-social behaviours. The team works collaboratively with the student, their teacher and parents and if needed the community through external agencies to develop a plan to support student wellbeing.

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	98%
School staff demonstrate the school's Catholic Christian values	NA	98%
Teachers at this school have high expectations for my child	NA	92%
Staff at this school care about my child	NA	97%
I can talk to my child's teachers about my concerns	NA	95%
Teachers at this school encourage me to take an active role in my child's education	NA	92%
My child feels safe at this school	NA	92%
The facilities at this school support my child's educational needs	NA	95%
This school looks for ways to improve	NA	93%
I am happy my child is at this school	NA	95%

Percentage of students who agree that:	2018	2020
My school helps me develop my relationship with God	91%	90%
I enjoy learning at my school	95%	94%
Teachers expect me to work to the best of my ability in all my learning	91%	97%
Feedback from my teacher helps me learn	97%	95%
Teachers treat students fairly at my school	91%	89%
If I was unhappy about something at school I would talk to a school leader or teacher about it	86%	75%
I feel safe at school	96%	90%
I am happy to be at my school	89%	93%

Percentage of staff who agree that:	2018	2020
Working at this school helps me to have a deeper understanding of faith	93%	95%
School staff demonstrate this school's Catholic Christian values	93%	97%
This school acts on staff feedback	86%	64%
This school looks for ways to improve	86%	92%
I am recognised for my efforts at work	77%	74%
In general, students at this school respect staff members	86%	71%
This school makes student protection everyone's responsibility	100%	97%
I enjoy working at this school	93%	98%

Family and community engagement

Marymount Primary School deeply values the connections between school, family and community. Parents and the wider community are seen as essential links in the chain uniting student learning and teaching. Parents are informed in regard to student learning and the curriculum through the Parent Portal class blogs, the school newsletter, weekly assemblies, parent information evenings, parent and teacher interviews and workshops. The school website is also a source of information for the wider community. Specific student information is also disseminated through Student Support Meetings for individual students where the differentiated planning of educational programs is discussed.

Environmental footprint

Reducing the school's environmental footprint

Responsible energy usage supports the school's efforts towards a living response to Pope Francis' Encyclical *Laudato Si'* Care for our Common Home.

- The Papercut System was introduced to reduce the volume of photocopying
- Paper recycling in classrooms

- Rainwater tanks attached to the Multi-purpose Centre and the Senior Toilets
- Replaced light fittings to LED low energy bulbs
- Movement sensors in classrooms so that lights automatically turn off
- Increased numbers of iPads in classrooms has lessened the need for photocopying
- Garden beds are mulched and drought tolerant plants reduce water usage
- Isolation valves installed to isolate areas of water leakage

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.

[View School 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	63	38
Full-time Equivalents	54.3	27.4

*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	13
Graduate diploma etc.**	8
Bachelor degree	40
Diploma	2
Certificate	0

*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:

- Catholic Perspectives in Mathematics
- Andrea Hillbrick – Maths – Mindsets and Investigations
- Third Space – Well-being
- Shannah Kennedy and Lyndall Mitchell – Well-being
- Vision for Teaching and Learning

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	95.5%

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	95.6%
Attendance rate for Aboriginal and Torres Strait Islander students at this school	93.5%

Average attendance rate per year level			
Prep attendance rate	95.3%	Year 4 attendance rate	95.8%
Year 1 attendance rate	95.1%	Year 5 attendance rate	95.4%
Year 2 attendance rate	95.9%	Year 6 attendance rate	96.1%
Year 3 attendance rate	95.8%		

*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

- Attendance will be marked for all students each morning by 9:00am and in the afternoon immediately after second break and by 2:15pm
- This will be marked by the class or specialist teachers if this falls at designated roll marking time. Specialist teachers would mark the AM or PM roll of the class teacher at the respective times
- The Student Services School Officer will check this has been done for classes at 9.00am and 2.15pm daily
- Call the teacher if the class roll is not marked on time
- Advise the APA of unmarked and incorrectly marked rolls
- Incorrectly marked rolls will be corrected by the teacher responsible for the class.

Unexplained Absences

A notification will be sent to the student's legal guardian by approximately 9.30am each day.

- The class teacher will follow up any unexplained absences by contacting the student's legal guardian the following day
- If a student is away for three consecutive days (or earlier if concerned) the class teacher will contact the legal guardian. If no contact can be made, then the Leadership Team will follow up on behalf of the school
- Past unexplained absences are indicated by the red Unexplained Absence Alert icon on class rolls. When the class teacher receives written explanation of the absence from the student's legal guardian, they will update the absence category and enter details into eMinerva with the details
- An SMS message will be sent to the student's legal guardian at 9:30am each day advising of any 'Unexplained' absences
- An SMS message will be sent to a student's legal guardian advising of students who have arrived late unaccompanied
- Any incorrect messages caused by incorrect roll-marking will be made known to the APA/APRE/Principal. The teacher will follow up by telephoning the student's legal guardian.

To improve attendance levels, education through class blogs, parent/teacher conversations and the newsletter were initiated.

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](http://www.myschool.edu.au) website.

How to access our NAPLAN results:

Click on the *My School* link <http://www.myschool.edu.au/>

1. Enter the school name or suburb of the school you wish to search.



The image shows a search interface with a dark red header. On the left is 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.

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



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

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



The image shows a horizontal navigation menu with a dark red background. The menu items are "School profile", "NAPLAN", "Attendance", "Finances", "VET in schools", "Senior secondary", and "Schools map". The "NAPLAN" item is highlighted with a white background and a dark red border.

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.