# St Mary MacKillop Primary School, BIRKDALE

# Annual Report 2021

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

# Contact information

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| Contact person | John Spillane — Principal |

# Principal's foreword

The 2021 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.

St Mary MacKillop Primary School is situated in the beautiful bayside suburb of Birkdale, 27 km from Brisbane CBD. Established in 1997, the school has expansive, manicured grounds that cater to the current 574 students from Prep to Year 6. Our school is named after Australia's first saint who founded the Sisters of St Joseph in 1866 in South Australia.  Today, we are inspired by her life as we strive for excellence in contemporary and inclusive education, where God is sacred in our daily lives.

St Mary MacKillop School offers the latest in teaching and learning technologies, extra-curricular activities, and the benefits of being a high quality inclusive co-educational Catholic school. We offer students from Prep to Year 6 a rounded education that supports personal growth based on Christian values. We encourage students to develop a knowledge of other cultures, languages, and environmental and social issues.

### School progress towards its goals in 2021

Throughout the 2021 school year the school progressed well to achieve most improvement priorities. The priority areas of Excellent Learning and Teaching; Strong Catholic Identity and Our People guided the schools' strategies for improvement.

In the area of Excellent Learning and Teaching:

- The school supported the full implementation of InitiaLit from Prep to Year Two. Teachers engaged in professional learning, analysed, and responded to data to inform planning and differentiated teaching practices.
- The school investigated current spelling research to assist in the development of an agreed upon consistent school wide approach to the teaching of spelling.
- The school began to investigate how to identify and cater for high potential learners in the classroom. The goal set in this area around using this information to develop quality assessment practices in Mathematics with a focus on high potential learners will be ongoing.
- The school created a plan to facilitate increased sharing of professional practice amongst staff during cluster staff meetings and during a Consistency of Teacher Judgement afternoon with local Catholic Primary Schools.

In the area of Strong Catholic Identity:

- Current staff and student formation opportunities were reviewed, and a plan drafted for implementation in 2022.

- Staff engaged in professional development with an Education Officer from Brisbane Catholic Education around the development of quality religious education assessment tasks.

In the area of Our People:

- St Mary MacKillop School investigated the use of social media to promote our community to current and prospective families. A St Mary MacKillop Facebook page was created and built upon.

## Future outlook

### 2022 Annual Plan

| Learning and teaching | We aim to have confident teachers, using consistent school wide practices, which are aligned to the Australian Curriculum to progress student learning. | All teachers engaged in day-to-day focused teaching practices that enhance the teaching of Spelling. | Teachers will plan for and trial new classroom practices in spelling with the support of their colleagues. Utilize the Spelling Assessment tools and analyse the data to inform practice and support learning. Teachers will engage in professional reading including the research that underpins the strategies and overarching practices to be used in Spelling. Teachers co-create the third teacher within their classroom to assist with spelling engagement and learning amongst their students. Professional Learning for teachers and school officers. Students to be engaged in creating their own spelling goals. | End of the School Year. | PLL and all teaching staff |
|---|---|---|---|---|---|
| Catholic identity | Deepen the spiritual and theological capacity of our staff, students and community. | During 2022 multiple opportunities for student formation will occur. | Implement the Student Formation Plan. Engage BCE Student Formation Team – Steph Unger. Year 3 – Building Right Relationships. Year 4 – Honouring the Divine Presence in all. Year 5 – Here I am Lord - Reconnecting with self & others (Term 1). Leadership Unleashing Personal Potential (Term 4). Year 6 – Leadership - Project Hatch – Dave Jorna (Term 1&4). | End of 2022 school year | APRE with support of Catholic Identity Committee |
| Wellbeing | For our school to be a safe environment that nurtures all aspects of student wellbeing. | 2022 School Behaviour Support Plan updated, published and actioned. | Review & revise the school Student Behaviour Support Plan. Review and document our School Covenant. Create a Positive Behaviour for Learning Team. Utilise data to inform decision-making. Review and document system management (ENGAGE). Review and update student supports (Student Support Matrix). Use Positive Behaviour 4 Learning approach. ECSI recommendations (Leuven University). | End of Semester One 2022. | Leadership Team with support of dedicated committee. |
| Diversity and inclusion | To grow our school community in valuing, celebrating and responding to cultural diversity. | Implement the schools Reconciliation Action Plan. | Connect with support personnel from BCE to promote our School Reconciliation Action Plan. Embed Aboriginal & Torres Strait Islander culture in curriculum planning/practice. Build cultural knowledge for staff around the visual exposure (flags/artwork). NAIDOC Celebrations & Reconciliation Week - Use of Acknowledgement of Country. | End of 2022 school year. | Leadership and Catholic Identity Team. |

# Our school at a glance

## School profile

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

**Coeducational or single sex:**       Coeducational

**Year levels offered in 2021:**       Primary

**Student enrolments for this school:**

|      | Total | Girls | Boys | Aboriginal and Torres Strait Islander students |
|------|-------|-------|------|------------------------------------------------|
| 2021 | 574   | 284   | 290  | 9                                              |

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

St Mary MacKillop School is located on the border of Birkdale and Wellington Point with almost all enrolments coming from the immediate local area. Many cultural backgrounds are represented within the school with twenty students identified on the 2021 State Census as requiring English as Second Language assistance and nineteen students verified under the Education Adjustment Program. St Mary MacKillop School does not have any full fee-paying students from overseas.

Enrolment trends within the school are very steady with very good demand for entry into Prep each year. On completion of school at St Mary MacKillop, many students transition to Carmel College at Thornlands.

## Curriculum implementation

### Curriculum overview

St Mary MacKillop School fully utilises the Australian Curriculum and the Archdiocese of Brisbane Religious Education Curriculum across all year levels from Prep to Year Six. The school provides significant additional programs within the teaching and learning program of the school. These programs add value and interest for students; supplementing and enriching the core curriculum program offered from Prep to Year Six. Several of these value-added programs include: 1:1 Laptop Program, providing school and home access to quality technology; School Leadership Program for Year Six; A range of diversity of student care programs including Program Achieve and Buddy Program; Year 5 Beach Camp; Year 6 Sydney/Canberra Immersion; Detailed Behaviour Support Plan and associated programs; a variety of curriculum related incursions and excursions. St Mary MacKillop also has specialist teachers employed to teach Visual Arts, Music, Physical Education and Japanese. The school has a team of support staff who work alongside classroom teachers to assist in allowing all students to access and participate in a high-quality education and fully engage in the curriculum along-side similar-aged peers.

### Extra-curricular activities

St Mary MacKillop School is a vibrant community both before and after school. In addition to the formal Outside School Hours Care program that is available, the school formally offers either before or after school:

- Choir
- MakerSpace STEM (Upper School)
- Robotics
- Guitar, Drums and contemporary music
- Instrumental
- Keyboard

- Singing lessons
- Chess
- Sports Aerobics
- Tennis.

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

St Mary MacKillop School is very well resourced and particularly so, in Information & Communication Technologies. All classrooms are equipped with new interactive boards to aid teaching and learning. Students in Prep to Year Two have access to iPads in every classroom to support student learning. In Year Three students have access to a laptop at the ratio of 1:1 which remain in the classroom. The students in Year 4-6 enter our 1:1 student laptop program where they learn to become good digital citizens and are allocated a school device to use at school and at home. There is also a bank of 30 iPads which are utilised in the Upper School as needed. An active ICLT committee, including an e-learning co-ordinator, exists within the school to make current and future decisions in this area with regards to resourcing and professional development. Our school additionally employs an ICLT technician to ensure that our systems and devices are well maintained and fully functional.

# Social climate

### Overview

Our school is an integral part of the St Mary MacKillop Parish, and we value positive relationships between all community members. Just as Jesus and St Mary MacKillop embraced and helped all people, we endeavour to be welcoming and promote a strong sense of belonging and involvement to all community members. Our parent pastoral care network provides activities for families to connect with each other in the true spirit of a Christian community. At St Mary MacKillop, we place the highest priority on the safety and care of our students. We have a comprehensive Behaviour Support Plan that is guided by the core beliefs of Respect, High Expectations for all and Consistency. Our anti-bullying processes support open education, communication, justice, and resolution.

### Parent, student and staff satisfaction

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

**BCE Listens Survey - Parent satisfaction**

| Performance measure | |
|---|---|
| Percentage of parents/carers who agree# that: | 2020 |
| This school helps my child to develop their relationship with God | 100.0% |
| School staff demonstrate the school's Catholic Christian values | 99.0% |
| Teachers at this school have high expectations for my child | 94.0% |
| Staff at this school care about my child | 98.0% |
| I can talk to my child's teachers about my concerns | 96.1% |
| Teachers at this school encourage me to take an active role in my child's education | 89.2% |
| My child feels safe at this school | 96.1% |
| The facilities at this school support my child's educational needs | 95.1% |
| This school looks for ways to improve | 92.9% |
| I am happy my child is at this school | 91.1% |

**BCE Listens Survey - Student satisfaction**

| Performance measure | |
|---|---|
| **Percentage of students who agree# that:** | **2020** |
| My school helps me develop my relationship with God | 90.4% |
| I enjoy learning at my school | 93.6% |
| Teachers expect me to work to the best of my ability in all my learning | 99.5% |
| Feedback from my teacher helps me learn | 98.0% |
| Teachers at my school treat me fairly | 92.1% |
| If I was unhappy about something at school I would talk to a school leader or teacher about it | 81.2% |
| I feel safe at school | 93.6% |
| I am happy to be at my school | 92.5% |

**BCE Listens Survey - Staff satisfaction**

| Performance measure | |
|---|---|
| **Percentage of staff who agree# that:** | **2020** |
| Working at this school helps me to have a deeper understanding of faith | 98.1% |
| School staff demonstrate this school's Catholic Christian values | 98.1% |
| This school acts on staff feedback | 92.2% |
| This school looks for ways to improve | 100.0% |
| I am recognised for my efforts at work | 84.9% |
| In general students at this school respect staff members | 94.3% |
| This school makes student protection everyone's responsibility | 100.0% |
| I enjoy working at this school | 96.2% |

# '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

Parent involvement in children's education and the general life of St Mary MacKillop School is both highly valued and a crucial component of the educational team, working together for the education of each child. Parent involvement can be as diverse as one wishes, ranging from direct involvement in classrooms (as co-ordinated by individual teachers), working bees, student assemblies and awards ceremonies, mowing rosters, excursions etc. Parent involvement is welcome and encouraged. All volunteers are required to be trained in Student Protection & Safety protocols before they can lend their skills and services within the community. Through undertaking the training via a home-based module. Parents, grandparents, and friends are asked to agree to a code of conduct and register as a volunteer in the school. Parents and caregivers who have children with diverse learning needs are asked to collaborate closely with the school support team in terms of planning for success in learning. This will include meetings with parents and allied health professionals to consider any adjustments to student learning that may be required. Open and honest communication between the school and parents is necessary.

# 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** |
|---|---|

| Search by school name or suburb | Go |
|---|---|

| School sector ⌄ | School type ⌄ | State ⌄ |
|---|---|---|
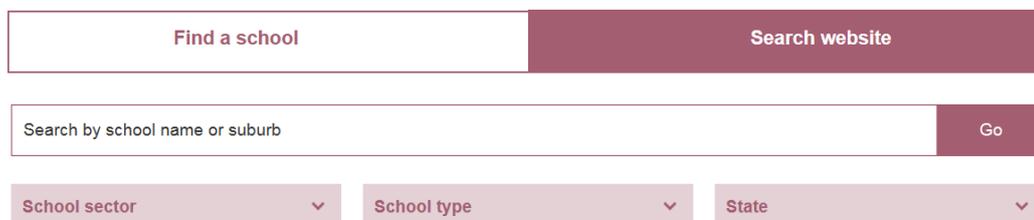
3. Click on 'View School Profile' of the appropriate school to access the school's profile.

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 | 39 | 26 |
| Full-time Equivalents | 34.5 | 15.2 |

*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 | 6 |
| Graduate diploma etc.** | 0 |
| Bachelor degree | 33 |
| Diploma | 0 |
| 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 in 2021 were as follows:

- Input regarding development of Unit Planning…Mathematics Curriculum
- PLL working with teachers around the Australian Curriculum and assessment alignment with the Achievement Standard
- CPR Training
- Student Protection Training
- Health and Safety Online
- Code of Conduct Training
- Privacy and Data Breach Awareness Training
- Prevention of Workplace Bullying and Harassment Training
- First Response Fire and Evacuation Training
- Mindful Movement for Learning
- Religious Education – Old Testament Scripture
- A Catholic Perspective in English and Assessment Capable Learners
- High Potential Learners
- Analysis of School Student Learning Data
- Internet Safe Education and Planning with Brett Lee
- Assessment Capable Learners.

The proportion of the teaching staff involved in professional development activities during 2021 was 100%.

# Staff attendance and retention

### Average staff attendance

| Description | % |
| --- | --- |
| Staff attendance for permanent and temporary staff and school leaders | 95.2% |

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

From the end of the previous school year, 97% of staff was retained by the school for the entire 2021.

# Performance of our students

## Key student outcomes

### Student attendance

The overall student attendance rate in 2021 for all Brisbane Catholic Education schools across years Prep-6 was 92.4%.

| Description | % |
|---|---|
| The overall attendance rate* for the students at this school | 94.9% |
| Attendance rate for Aboriginal and Torres Strait Islander students at this school | 89.9% |

| Average attendance rate per year level | | | |
|---|---|---|---|
| Prep attendance rate | 94.9% | Year 4 attendance rate | 95.2% |
| Year 1 attendance rate | 94.7% | Year 5 attendance rate | 94.4% |
| Year 2 attendance rate | 95.4% | Year 6 attendance rate | 94.6% |
| Year 3 attendance rate | 94.8% | | |

*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

At St Mary MacKillop School it is the responsibility of all stakeholders to be aware of student attendance expectations. With assistance from staff, the school leadership team regularly monitors student attendance. In instances where a student's attendance is inconsistent, the school's leadership team works with parents to address concerns. In cases of unexplained absence, a daily automated SMS message is sent to the nominated primary caregiver of the student concerned. Classroom rolls are electronically marked at the start of the school day and again at the commencement of the afternoon session. The impact of COVID on attendance levels has been significant. Attendance data was shared in the school newsletter.

## 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**

5. Click on the *My School* link http://www.myschool.edu.au/.
6. Enter the school name or suburb of the school you wish to search.

| Search by school name or suburb | School sector ⌄ | School type ⌄ | State ⌄ | 🔍 |

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

> View School Profile

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

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

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.