**Brisbane Catholic Education**
teaching • challenging • transforming

School Name **Mother Teresa Primary School**

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Contact Person

## Principal's Foreword

### Introduction

Mother Teresa school opened in 2011 with a p-3 enrolment of 56 students. Since then the school has continued to grow steadily with a current 2016 population of 211 students with an expectation of approximately 250 students to begin 2017. We currently have classes from Prep to Year 6.

As a still new school, we have spacious grounds and green spaces. Our classrooms are designed in an open plan style to facilitate shared learning and teaching experiences. We still have two more stages of construction before the school will be completed as a three stream school of approximately 550 students in the years to come.

Our school teaching and learning philosophy is based heavily on an inquiry approach, which we refer to as our Design Thinking pedagogy. Learning in our school is underpinned by six core values, Respect, Responsibility, Real Things, Collaboration, Challenge and Choice. These values underpinning our pedagogy, also serve to build on our Catholic ethos and the charism of Mother Teresa.

We are committed to ongoing professional development to support our teachers as learners and facilitators, and see the development of lifelong self directed and self managing learners as the key to success in later life.

## School Profile

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

Coeducational [X] or Single Sex [ ]

Year levels offered:   Primary [X]   Secondary [ ]   P-12 [ ]

Total Student Enrolments 211          Girls 113          Boys 98

## Characteristics of the student body

Our students come mostly from Ormeau itself or suburbs to the south. We have a wide range of cultural backgrounds represented in our student body. Students come largely from a dual income family, and as a new school in a growing community, many of our families are first home buyers with young families.

Like all schools in our modern era, our children are very comfortable and confident with the use of Information Communication Learning Technologies, which is heavily supported in our classrooms.

Being located in the semi rural Ormeau setting, our children are able to enjoy a lot of outdoor play environments and recreation areas, and are very responsive to a 'hands on' approach to learning.

Parents at our school are very supportive and actively engaged in children's learning through in-class assistance, serving on the School Board or Parents and Friends, or even through volunteering in the school tuckshop.

As a small and developing school all children in our school know each other, and this leads to the development of great community spirit, and also helps us assist the children in managing social situations when they arise.

## Our distinctive curriculum offerings

Mother Teresa's school curriculum offerings are based on meeting the requirements of the National Curriculum as set down by ACARA. Our school teaching and learning is based on an inquiry approach to learning which aims to produce as self motivated and self directed lifelong learner. Key to this inquiry approach are our six underpinning core values; Respect, Responsibility, Real Things, Collaboration, Challenge and Choice. We see these as the skills and values that our children will need to develop and foster to help them learn and succeed in any endeavour at any age.

Skilling the children to be successful self learners is vital, and this required explicit teaching of skills and knowledge required to develop more complex understandings. Children are taught these explicit skills in conjunction with opportunities to use these skills and knowledge to explore their world further. This explicit teaching reflects the content outlined in the National Curriculum.

As well as the expected curriculum offerings of the National Curriculum, at Mother Teresa's we also have LOTE (Indonesian), HPE and music specialist lessons from prep through to Year Five
Choir
Instrumental Music
Curriculum incursions and excursions
Swimming
We are a KidsMatter school, where we actively plan for and promote resiliency in children.

## Extra curricula activities

Swimming
Garden Club
After school activities such as Auskick, Netta Netball, Viva Soccer
Homework Club
We also run Pastoral Care activity afternoons, where children choose and participate in a range of high interest activities over a 4 week block each term.

## How Information and Communication Technologies are used to assist learning

In our efforts to prepare children as lifelong learners, competency with existing and emerging technologies plays a very important part. Our aim is for children to learning technologies as a tool to assist and promote learning, but not to direct it.

Whilst we have not engaged on a 1-1 computer access program, or children have access to a range of laptops, iPads, iPods, digital still and video cameras all to assist in research and recording of learning and as communication tools.

Each class has their own interactive whiteboard on which children can present their information to a large group, and the school has full wireless access throughout the entire school, including the play spaces, so that children can 'learn anything, anywhere'.

Children also engage in online collaboration and communication through their own class blogs, each class has their own twitter account to communicate with the wider community, and utilise a wide range of online resources to support their learning.

Teachers are also supported and developed through online communities with other peers and professionals in an exchange of experiences, ideas and reflections.

Parents are also engaged in the learning process by being able to access their child's online work, interacting with the class blog and Twitter communications and a Parents and Friends Facebook page.

## Social climate inclusive of pastoral care and our response to bullying

Mother Teresa is a KidsMatter school; we recognise that bullying is and will remain present in some form in a variety of contexts in all stages of life. We believe that isolation and punishment of the offender is not the complete answer, as it is impossible to shield all children in all contexts from some form of bullying, whether at school, at home or on the internet.

Our approach is to build resilience and skills in all our children to enable them to cope successfully with a wide range of influences, including bullying. We have embedded education in social and mental health into all aspects of our school life, and offer programs and information regularly to our parent community to help them develop a more resilient child.

We also believe in assisting, rather than punishing the offender, through re-education and re-skilling offending students, though consequences of inappropriate behaviour are fully enforced.

## Parent, student and teacher satisfaction with the school

In 2015 as part of the re-writing of the school's mission and vision statements, a comprehensive consultation with staff, parents and students was undertaken . The responses were overwhelmingly positive.
 The staff survey conducted in 2015 recorded Mother Teresa staff satisfaction consistently higher than the Brisbane Archdiocese  School Staff average in most of the 20 measured key performance areas.

## Parent involvement in their child's education

Our belief is that parents are the first and foremost educators of their children, and a positive partnership must be formed if success is to follow. Parents are given numerous opportunities to be involved in all aspects of the school, including, but not limited to:
Membership of the School Board
Serving on the Parents and Friends Association
Assistance in class (reading, craft etc.)
Participation in sports days and cultural events
Attendance at working bees
Parent teacher interviews
Invitations to contribute to class blogs, twitter accounts
Attendance at Celebrations of Learning, school liturgies, assemblies etc.

## Staff Profile

| Workforce Composition | Teaching Staff | Non-teaching Staff |
|---|---|---|
| Headcounts | 20 | 13 |
| Full-time equivalents | 13.71 | 6.21 |
| Aboriginal and Torres Strait Islanders | | |

## Qualifications of all teachers

| Highest level of attainment | Number of Teaching Staff (teaching staff includes school leaders) |
|---|---|
| Doctorate | |
| Masters | 4 |
| Post Graduate Diploma/Certificate | 4 |
| Bachelors Degree | 12 |
| Diploma/Certificate | |

## Expenditure on and teacher participation in Professional Learning

The total funds expended on teacher professional learning in 2015 was $ 50,308

The major professional development initiatives were as follows

In 2015 we had four major initiatives to be serviced through teacher professional development;

Design Thinking. We  initiated two Design Thinking Coach positions, and resources were used to train the coaches, then to provide time for sessions with the rest of the staff.

Visible Learning. Our staff have engaged on the Visible Learning journey, and have been in-serviced on the collection and interpretation of data and how to formulate effective responses.

Teacher Professional Development Plans. Staff are provided with time and access to Goal Coaches to assist in individual goal setting, attainment and feedback sessions.

Accreditation. Professional Development for staff on the accreditation of our Religious Education Program.

## School Income by Funding Source

School income broken down by funding source is available via the My School website at http://www.myschool.edu.au/.

To access our school income details, click on the My School link above. You will then be taken to the My School website with the following:

'Find a school' text box.

Type in the name of the school you wish to view, and select <GO>'. Read and follow the instructions on the next screen; you will be asked to accept the Terms of Use and Privacy Policy before being given access to the school's My School entry web page.

School financial information is available by selecting 'School finances' in the menu box in the top left corner of the school's entry web page.
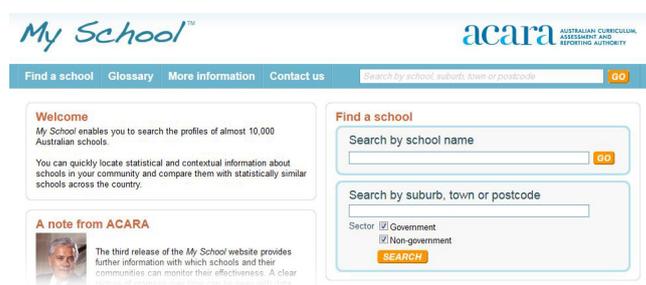
## Average staff attendance rate

The staff attendance rate was _____ 97.96 % in 2015.

## Proportion of staff retained from the previous school year

From the end of the 2014 school year, _____ 93.0 % of staff were retained by the school for the 2015 year.

## Key Student Outcomes

| Whole School Attendance Rate | 93.00 % |
|---|---|

| | | | | |
|---|---|---|---|---|
| Prep Attendance Rate | 94.00 % | Year 4 Attendance Rate | 93.00 % |
| Year 1 Attendance Rate | 93.00 % | Year 5 Attendance Rate | 94.00 % |
| Year 2 Attendance Rate | 93.00 % | Year 6 Attendance Rate | 90.00 % |
| Year 3 Attendance Rate | 92.00 % | | |

## Policy and practice to manage student attendance

Class rolls are marked electronically each morning and afternoon. Reasons for absence and absence without reason are recorded and monitored. Student absences are reported on the written report cards at the end of each semester.
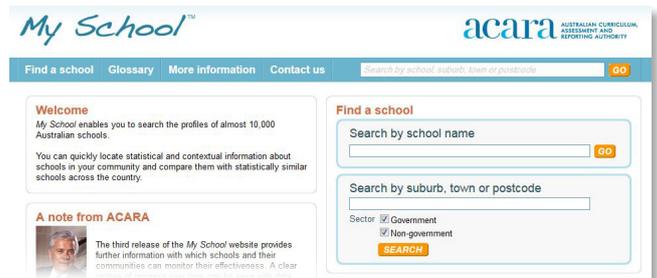
Early or late arrivals are signed in at the office and a notification is sent to the class teacher so that rolls may be amended accordingly.

High frequency absences without reason may be referred to the Student Protection Officer or Principal for further investigation.

## Student Achievement – NAPLAN for Years 3, 5, 7

National Assessment Program – Literacy and Numeracy (NAPLAN) results – our reading writing, spelling, grammar and punctuation, and numeracy results for the relevant years.

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