



School Name Mary Immaculate Primary School

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Principal's Foreword

Introduction

Mary Immaculate Primary School is an inner city Catholic co-educational primary school located at 616 Ipswich Road, Annerley. The school is part of the Archdiocese of Brisbane Catholic Education community of schools and caters for students from Prep to Year 7. As reported in the Commonwealth Census in August 2013, student enrolment at Mary Immaculate was 140 full time equivalent students from Prep to Year 7.

2013 was another busy year filled with sacramental, academic, sporting, social and fundraising events, all contributing to the great sense of spirit that is evident at Mary Immaculate.

The partnerships we have formed with Catholic primary schools in our local district, St Laurence's College South Brisbane and Our Lady's College Annerley continue to be most worthwhile for all parties.

School Profile

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

Coeducational or Single Sex

Year levels offered: Primary Secondary P-12

Total student enrolments for this school 140

Total Enrolment 140 Girls 77 Boys 63

Characteristics of the student body

Two thirds of the students at Mary Immaculate come from Annerley, Tarragindi and Moorooka. Because the school is on a major arterial road that runs into the city and also has links to the south and west, we attract families from other areas. We also enrol younger siblings of high school students who are attending Our Lady's College Annerley, which is adjacent to the school. In all, enrolments come from a total of 30 post codes.

35 % of the students have English as a Second Language (ESL), coming from India, Africa, South America, Asia and the Middle East. Many of the ESL children coming to school now are the siblings of those who were new arrivals several years ago. High schools the students transitioned to at the end of 2013 included Our Lady's College Annerley, St Laurence's College South Brisbane, Clairvaux MacKillop College Upper Mt Gravatt, All Hallows in the city, Loretto College Coorparoo and State High Schools.

The students are interested in

- a variety of sporting activities including team (soccer, netball, basketball, volleyball) and individual (handball) games. Students have access to district sporting trials which sometimes leads to regional, state or national level. Many of our students are involved in weekend sport in soccer and netball.
- Dance – many of our students access after-hours dance studios for classical and modern dance
- Technology – computers/laptops, iPads, iPods, TKs, online social network sites

Our distinctive curriculum offerings

“Team” model of Student Leadership, allowing all Year 7 students to have a specific leadership role with specific duties and responsibilities in Mission, Library/Arts and Sport

- The Virtues Program incorporated with the Mary Immaculate Behaviour Management Policy/Program
- Middle/Senior School Choir – Performed with 10 other primary schools in the Catholic Schools' Choral Festival
- Junior School Choir participation in Queensland Catholic Music Festival (QCMF)
- Specialist Art, Music and LOTE programs
- * Sydney / Canberra excursion for Year 7
- Outdoor Education Program – Camp Years 5-7
- Dance Cart dance program - Prep to Year 7
- KidsMatter Framework (Social and Emotional Wellbeing) encompassing programs such as Circle Time and You Can Do - incorporated into classroom programs with the support of the Guidance Counsellor.
- Local Cluster Inter-school Sports Gala Days for Years 4-7
- Tennis program Years Prep - 3
- Swimming lessons Years Prep - 7
- Early Years Perceptual Motor Program

Extra curricula activities

- Speech and Drama program – Shine Speech and Drama
- Participation in after-hours AFL football program, supported by the P&F
- Instrumental Music - individual and group lessons with DDJ Productions
- Service Learning Programs provided by local Catholic high schools – Modern Marys (Our Lady's College Annerley) and Homework Club (St Laurence's South Brisbane)

How Information and Communication Technologies are used to assist learning

COMMUNICATION TECHNOLOGY (ICT) continues to be a major focus in the school. Classroom teachers plan with the Curriculum Support Teacher to embed ICLT into units of work across all curriculum areas. All classes are equipped with an interactive whiteboard and accompanying laptop. Teamboard, Traceboard and Easiteach programs as well as other ready-made resources are used to enhance teaching and learning in the classroom. Teachers have accessed professional development through Brisbane Catholic Education, Direct National (distributors) and Enhancing Learning Horizons on the various technologies. A Macintosh Lab of 12iMacs is available in the library for class use. Laptops, iPads and Microsoft RTs are also available for student use and highlight the capacity of these technologies to engage students in challenging and meaningful work. Staff began training in an online Learning Management System - LIFE (Learning is for everyone). LIFE provides students with further opportunities to develop their capability with technology as they create and communicate information and ideas, manage, operate, investigate and work safely and ethically in digital spaces. It provides safe online spaces for authentic contexts for learning.

Social climate inclusive of pastoral care and our response to bullying

Mary Immaculate School is an inclusive community, made up of families from a variety of cultural and socio-economic backgrounds. Families value the size and multicultural makeup of the school and feel this contributes to the positive sense of community that exists. Watson Road is a proactive program using social skills booklets, charts and posters as key resources. This program is supported by our Code for Peaceful Relationships, which summarises, in a positive and empowering way, the behavioural expectations of all within our community, the Virtues Program where we encourage children to nurture virtues such as respect, compassion and honesty and social skills programs such as You Can Do It and Circle Time. The KidsMatter Primary Framework was introduced in 2012 (Every Face Has a Place) and continues to be a successful program. If there is a case of bullying this is dealt with immediately as the school does not tolerate bullying in any form. The child is withdrawn immediately from the class and playground and parents contacted. A process is followed to ensure a fair and just outcome for all. This process involves all stakeholders and is documented in our Student Behaviour Support Plan.

Parent, student and teacher satisfaction with the school

The staff team has a strong, positive rapport and are very supportive of each other, personally and professionally. They have the opportunity to raise concerns at staff meetings or on an individual basis. Staff members have expressed appreciation that personal issues are dealt with in a supportive and confidential manner. "I feel very privileged to be part of such a warm and caring community of people." Students say it is a friendly, multicultural school and they like being in a small school where they know everyone - teachers and students. They like the different sports, dance programs and extra curricula activities that are offered and the undercover sports area and playground equipment. Senior students like the Team Leadership model where all Year 7 students have the opportunity to be a leader. Parents like the "personal, vibrant and community" nature of the school where every child is known by the teachers, by name. They appreciate that staff attend P&F meetings and support fundraising and community building events. One parent commented..."We are very happy with the school. There is an amazing spirit of genuine care and faith. Thank you very much."

Parent involvement in their child's education

Staff actively promote the involvement of parents in classroom and sporting programs and activities to promote and support the school, eg. Support-a-Reader, literacy groups, celebrations of learning, sports carnivals, classroom and school liturgical celebrations, parish sacramental celebrations, weekly assemblies, parent teacher information evenings and interviews, forums regarding current education initiatives and working bees. Parents are also actively involved through the P&F Association and School Board. The P&F supports the school with fundraising activities to provide classroom and playground resources and sporting programs, eg. Auskick. It also coordinates the Tuckshop and Uniform Shop. Parents are kept informed through a weekly newsletter, which is also posted on the school website. The website contains other information such as minutes of P&F meetings, school calendar, policies and procedures. A number of components of the school's Internal Review process have included surveys for parents. The School Board is instrumental in writing and reviewing school documents and policies and in 2013 worked with staff on the development of an Education Brief for the school.

Staff Profile

Workforce Composition	Teaching Staff	Non-teaching Staff
Headcounts	17	7
Full-time equivalents	10.9	3.4
Indigenous		0

Qualifications of all teachers

Highest level of attainment	Percentage of teachers and leaders at the school attaining this level
Doctorate	0
Masters	26.7%
Post Graduate Diploma/Certificate	13.3%
Bachelors Degree	60%
Diploma/Certificate	0

Expenditure on and teacher participation in Professional Learning

The total funds expended on teacher professional learning in 2013 was \$ 40,584.21

The major professional development initiatives were as follows

Technology: LIFE Learning Management System & Enhancing Learning Horizons (AGQTP- embedding technology in curriculum programs)

Religious Education: Catching Fire Staff Spirituality, new Religious Education curriculum

Australian Curriculum: History, Geography, Maths, Science and English

Reading to Learn: additional staff members trained

Coaching program for curriculum leaders

KidsMatter Framework: Components 2 & 3

School Income by Funding Source

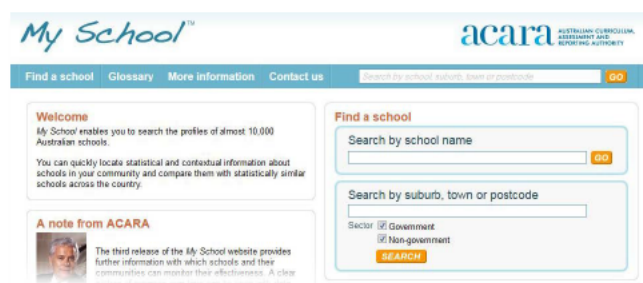
School income broken down by funding source is available via the My School website at <http://www.myschool.edu.au/>.

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.

Where it says 'Search by school name', 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 98.42 % in 2013.

Proportion of staff retained from the previous school year

From the end of the 2012 school year, 94 % of staff were retained by the school for the 2013 year.

Key Student Outcomes

Whole School Attendance Rate	94 %
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Prep Attendance Rate	N/A	Year 4 Attendance Rate	97 %
Year 1 Attendance Rate	94 %	Year 5 Attendance Rate	94 %
Year 2 Attendance Rate	96 %	Year 6 Attendance Rate	85 %
Year 3 Attendance Rate	95 %	Year 7 Attendance Rate	92 %

Policy and practice to manage student attendance

Student attendance is monitored twice a day by class teachers. Parents are encouraged to ring or email the school if a child is to be absent. The office staff check to ensure that all class rolls have been marked electronically twice a day (am and pm) on the eMinerva Student Reporting System.

Late arrivals (after 8.50am): The parent must bring the child to the office (or child reports to the office) and the time of arrival and reason for lateness is recorded electronically.

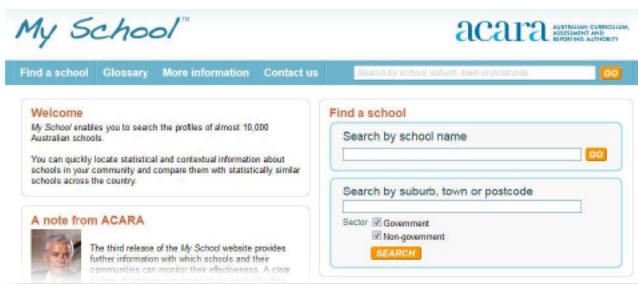
Early Departures: Parent to report to the office where time and reason are recorded by office staff.

Supply teachers mark a hard copy roll and this is given to the office staff who then mark the roll electronically. Emails and notes regarding absences are recorded in eMinerva by teachers or office staff when they receive the correspondence. This attendance system allows us to track student lateness and absence and when there is a concern the parents are contacted and if necessary, asked to meet with the principal. If a child is absent from school for 3 days and the school has not been notified, the family is contacted. If a child will be absent for more than 10 consecutive school days parents must apply for special leave through the Non State School Accreditation Board.

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.

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the relevant years are available via the My School website at <http://www.myschool.edu.au/>.

The image shows a screenshot of the My School website. At the top, there is a navigation bar with links for 'Find a school', 'Glossary', 'More information', and 'Contact us'. A search bar is located in the top right corner with the text 'Search by school name, town or postcode' and a 'GO' button. Below the navigation bar, there is a 'Welcome' section with a brief description of the website's purpose. To the right, there is a 'Find a school' section with two search boxes: 'Search by school name' and 'Search by suburb, town or postcode'. Below these boxes, there are radio buttons for 'Sector' with options for 'Government' and 'Non-government', and a 'SEARCH' button.

To access our NAPLAN results, 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.

Where it says 'Search by school name', type in the name of the school whose NAPLAN results 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 able to access our NAPLAN data.