



Emmanuel Catholic Primary School Mackay

2016 Annual School Report



Catholic Education
Diocese of Rockhampton

The School's story

System:

Catholic Education Diocese of Rockhampton

Principal:

Geraldine Rostirolla

Address:

**Baxter Drive
Mackay 4740**

Total enrolments:

575

Year levels offered:

Prep to Year 6

Type of School:

Co-educational

Curriculum Offerings

Distinctive Curriculum Offerings

Emmanuel Catholic Primary School is the largest of four parish primary schools in the St Joseph's Parish of North Mackay. The curriculum areas of Music, Physical Education, Drama and Visual Arts are taught by specialist teachers. The school has a well established and successful choir which performs publically at religious, school and community events and competitions. A Kindergarten program is available as part of the curriculum and is situated on Emmanuel grounds with its own administration.

Extra Curricula Activities

Eisteddfod: Students are actively encouraged to participate within the local Eisteddfod Program. Students from Years 1-6 compete in both verse speaking and choral choirs.

McDonald Maths Competition: Students in Years 5 and 6 are invited to participate in the McDonald Maths Competition. This competition requires students to work in a team to solve mathematical problems.

Maths Olympiad: Students in Years 5 and 6 participate in Maths Olympiad. The students are taught problem solving skills and apply them as part of the program.

Opti-Minds: Students in Years 5 and 6 are invited to work as a team for a six week period and present their solution to a set problem at a regional gathering of schools.

Instrumental Music Program: Our Instrumental Music Program enables students to learn Wind, Brass, String, and Percussion instruments. A private guitar teacher also operates within the school.

Excursions: Relevant and purposeful excursions are valued within all year levels. Major excursions include the Year 5 Leadership Camp/Year 6 Longreach Camp

Choral Festival: Students from Years 4, 5 and 6 are provided the opportunity to perform as part of the Choral Festival each year.

Sporting Teams: Students have the opportunity to be involved in interschool sport and zone representative sport. High participation, skill development and enjoyment are the focus of our program. The main sports offered include: Rugby League, Netball, Touch Football, Cross Country, Hockey (Weekend), Athletics and Swimming.

Environmental Club: A school garden has been constructed and is supported by the P & F Association. Students are invited to participate in gardening activities at lunchtime.

Robotics: Students in Years 5 and 6 may attend Robotic sessions each week.

Peer Support Program: The program occurs during Term Two each year and involves all students throughout the school. Once a week, Year Six students lead a group of approximately 15 students, ranging from Prep to Year 5. Units focus on self-esteem, promoting harmony and anti-bullying messages.

How Information and Communication Technologies are used to assist learning

ICT (Information and Communication Technologies) are already an essential component in the function and administration of institutions and businesses throughout the developed world. To prepare our students for their active participation in the 21st century, Emmanuel encourages all students and staff to be competent and flexible technology users. We provide a variety of technologies in the access, delivery and manipulation of information for assessment, teaching and learning. A range of ICT from interactive whiteboards and data projectors, laptop and desktop computers and iPads is seamlessly woven into daily teaching and learning experiences from Prep to Year 6. Technology continues to develop at

increasing rates and complexities and our students need to be equipped to manage their personal information, connect with others to complete tasks and access information readily.

The school has a dedicated Digital Technologies Teacher whose role is to mentor staff and assist with the practical application of technology in their year level programming and to provide regular timetabled lessons to model preferred strategies and skills in a whole of school approach.

With the rapid developments in information technology, it is imperative that today's school students are confident in the knowledge and skills necessary for its effective use. It is also desirable that our students are able to access information for research purposes as well as for the solving of complex problems. Students need to be able to critically evaluate and reflect on materials that are digitally presented.

To enable the creation of the best possible learning environment for our students, our school-based Technology Committee meets regularly to assess emerging technologies and their possible applications in the region.

Social Climate

The school's 'Casserole Club' provides meals to families who may be experiencing hardship and difficulty and is an important component of pastoral care within the school.

As a Catholic school, we strive to provide all students with prayerful and meaningful liturgical celebrations. Each year level celebrates a liturgy each term in the school Chapel.

School Counsellor: All students have access to our School Counsellor. A referral system allows parents and staff to refer a student to the counsellor. Students can also self-refer.

Peer Support Program: This program encourages the development of relationships from across the school. Bullying is less likely to occur if we have good relationships with one another. Teachers regularly address the "Bullying - NO WAY!" message in classrooms.

Seasons for Growth: The APRE provides this program, in support of students who may have experienced significant grief or loss in their lives.

Cyber Safety and Anti-Bullying Strategies

Our school has implemented Diocesan policies on Acceptable Use Agreements for students and staff. The school regularly communicates to parents and the school community about cyber safety issues. The school participates in community programs such as "Safety Circus" and engaging guest speakers to address the issue of bullying. We also have appropriate policies in place to deal with the use of mobile phones and other electronic devices. Our school has a number of social/emotional learning programs in place to assist students in guarding against bullying at school. The school community is kept up to date about developments in this area. All Diocesan and school policies are reviewed on a regular basis.

Strategies used for involving parents in their child's education

Parental involvement is widespread and varied. It includes assistance with Reading, Writing, Maths, Art, Class Excursions, Sporting Activities, Class and School Liturgies, Sacramental Programs, etc.

Parents and Friends Association: All parents are welcome to attend the monthly meetings of the P & F Association. Meetings are held on the second Tuesday of each month.

School Board: There are three parent positions on the Emmanuel School Board. One major role of the School Board is to respond to current and future school needs through policy development and review.

Parent-Teacher Interviews: Parents may arrange an interview with their child's teacher at any stage during the year. Formal meetings are held once a year.

School Based Committees: At times, there will be a need for school based committees to be formed to work on specific projects. Parents are encouraged to join these committees.

Tuckshop: The Emmanuel School Tuckshop operates five days per week and parent participation is required. Our tuckshop strives to provide a nutritious and varied menu for students.

Reducing the school's environmental footprint

The school community is committed to reducing our environmental footprint on the planet. Cardboard and paper products are recycled in classrooms and placed into the council recycling bins found throughout the school. Children are rostered to work in the school garden, growing a variety of fruit and vegetables. These products are then used in our school tuckshop to make salads for lunch each day. It

is proposed that the school will install solar panels in the near future. Air-conditioners are run only during terms One and Four at 25 degrees. Lights and fans are switched off when exiting classrooms to minimise electricity use.

Characteristics of the Student Body

Approximately 575 students attend Emmanuel. A substantial proportion of the families have employment within the mining industry, with one parent working a rostered work schedule. Approximately 2% of the student population is of Indigenous or Torres Strait Islander heritage. Mobility of families within the school community is associated with employment opportunities outside of Mackay. Each year approximately 20 to 30 students are enrolled in classes other than Prep at Emmanuel. A small percentage of students speak a language other than English at home.

Staffing composition, including Indigenous staff

Workforce Composition of all teachers

Workforce Composition	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	33	24	0
Full-time equivalents	30.95	13.68	0

Qualifications of all teachers

Qualification – highest level of attainment	Percentage of staff with this Qualification
Doctoral / Post-doctoral	
Masters	
Bachelor Degree	84.8 %
Diploma	15.2 %
Certificate	

Expenditure on and teacher participation in professional development

TOTAL FUNDS expended on teacher professional development according to Australian Government Quality Teacher Program reporting requirements.

\$ 156,400

MAJOR PROFESSIONAL DEVELOPMENT INITIATIVES

- Student Protection – Annual In-service
- Workplace, Health and Safety – Annual In-service

- Caritas (Vicki Heggie)
- Bishop's In-service day
- Guiding Thinking for Effective Spelling (Christine Topfer)
- Circle of Mercy Workshop (Gina Olgilvie and Monica O'Brien)
- Engagement Matters; Student Learning Environments and AITSL standards (Kath Walker)
- Teacher Capabilities (Teacher Presentations)
- Technologies – Learning Area Overview
- Technologies – Probots and BeBots
- “Anxiety” – Understanding and Strategies to Reduce Anxiety in Children

The percentage of the **TEACHING STAFF INVOLVED IN PROFESSIONAL DEVELOPMENT**

100 %

Average staff attendance

Average staff attendance for the school year, based on unplanned absences of sick and emergency leave for periods of up to 5 days.

95.79 %

Percentage of teaching staff retained from the previous school year

90.41 %

School Income

<http://www.myschool.edu.au/>.

(The School information below is available on the My School website).

Find a school

Search by school name

Search by suburb, town or postcode

Sector Government
 Non-government

National Assessment Program – Literacy and Numeracy Results

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, and 7 are available via the My School website at www.myschool.edu.au.

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 NAPLAN data.

If you are unable to access the internet, please contact the school for a paper copy of our school's NAPLAN results.

Key Student Outcomes

Our response to identified current needs is set within the context of the core messages within our Mission and Vision statements. The 2016 Naplan results reflect the high standard in which curriculum is provided in all year levels. Reading, Writing, Spelling, Grammar and Punctuation, together with Numeracy data shows that, across the board in Years 3 and 5, students were generally equal to the State averages in the areas assessed.

This is a result of many contributing factors:

- Daily literacy/numeracy blocks in every level.
- Curriculum support time with APC and year level teachers.
- On-going Professional Development in all subjects.
- Common assessment tasks and collaborative year level planning.
- Learning Support assistance in classrooms to students needing intervention.
- Special consideration to students with a diagnosis to access test conditions.
- High expectations from teachers in all year levels regarding curriculum planning, preparation and delivery

Student Attendance

Average student attendance rate (%)

93.3 %

Describe how non-attendance is managed by the school

Daily reporting from all class teachers enables the close monitoring of non-attendance of students. An electronic form of reporting attendance through Teacher Kiosk is used in all classes. Should a student be absent from school without contact being made by the student's parents, contact is made with home via a text message. It is an expectation that parents contact the school should their child be absent. Continued absence of greater than three days would result in a phone call made by the school to parents.

Value Added

The story of distance travelled

Annual Goals for 2016

Catholic Ethos and Relationships:

- Review Liturgies and Prayer Celebrations – ensure they are relevant, responsive and current
- Completion of Faith Symbols in outdoor learning environment
- Year of Mercy - awareness and activities

Leadership and Relationships:

- Classroom Visits – Leadership Team
- Teacher Capabilities Classroom Feedback on Action Research Project – outside of school consultant
- School Board – Healthy Eating Guidelines
- Digital Technologies – Review / Planning for 2017

Teaching and Learning and Relationships:

- Implement Word Study – Good Speller posters/strategies
- Australian Curriculum – The Arts: Media Focus
- Assessment – complete Whole School Plan
- Hapara and G.A.F.E
- Maths Data - diagnostic
- Writing Traits
- Planning Routines

Resources:

- Creating an extended Prep learning area
- Landscaping – complete ANZAC garden area
- School Buildings Refurbishment (5 Year plan)
- Additional iPads P-2 + Chrome Books planning

The story of where you are going

All staff will continue to participate in an action research project throughout the year as part of Teacher Capability funding, which will be based on classroom data, informed by current research, developed with professional networks and aligned to school goals. Staff will work on incorporating learning goals throughout each Term in Literacy, Numeracy and other significant tasks. Maths and data is a focus to develop whole of school diagnostic procedures with misconceptions in the big ideas of Mathematics. Classroom teachers will incorporate the practice of Word Study to develop effective spellers who are able to apply a wide variety of strategies to their spelling techniques. Teachers continue to support readers with DRA data and analysis and the implementation of Mult Lit and Mini Lit programs through Learning Support.

Parent, Teacher and Student Satisfaction

Emmanuel Catholic Primary School has a very good reputation within the Mackay community for offering a quality, inclusive Catholic education where expectations are high, where students are encouraged to reach their potential, where a variety of academic, social, spiritual and physical opportunities are provided for students and where students are seen as individuals and emphasis placed on the values of respect, justice, dignity, honesty and love. Such opinions are shared in a variety of forums, including enrolment interviews, parents and student surveys, school social functions, excursions within the community, staff and P & F meetings, and by visiting personnel to the school and new staff.