



Emmanuel Catholic Primary School Mackay

2017 Annual School Report



Catholic Education
Diocese of Rockhampton

System:

Catholic Education Diocese of Rockhampton

Principal:

Geraldine Rostirolla

Address:

**Baxter Drive
Mackay 4740**

Total enrolments:

576

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 chromebook 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 invited 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 576 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	35	26	0
Full-time equivalents	32.3	13.9	0

Qualifications of all teachers

Qualification – highest level of attainment	Percentage of staff with this Qualification
Doctoral / Post-doctoral	
Masters	
Bachelor Degree	91.43 %
Diploma	8.57 %
Certificate	

Expenditure on and teacher participation in professional development

\$ 158,900

MAJOR PROFESSIONAL DEVELOPMENT INITIATIVES

- Student Protection – Annual In-service
- Workplace, Health and Safety / ICT Code of Practice / Code of Conduct – Annual In-service
- Planning with Math Proficiencies
- Whole School Processes
- Weekly Graduate mentoring
- Curriculum Support (Fortnightly)
- ECSIP
- Bishop's In-service day
- Guiding Thinking for Effective Writing
- Implementing Daily 5
- Implementing Digital/Design and Technology Curriculum
- Learning Through Play
- Unpacking NAPLAN Data
- The Writing Book/The Oral Language Book
- Differentiation Project
- Google Summit
- Writing Traits
- Planning Meetings (Term)
- 7 Habits – QELi
- Goal Setting
- NSIT
- NAPLAN Online Training – QCAA
- Anxiety / Healthy Work and Life Balance

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

100 %

Average staff attendance

97.14 %

Percentage of teaching staff retained from the previous school year

88.64 %

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

PERFORMANCE of our STUDENTS

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 2017 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, in Year 3 all results were above QLD state mean and Year 5 students were generally equal to the State mean in all the areas assessed except for writing in which they achieved above State mean results. Students gained the highest level of growth in the areas of reading and writing, maintaining an upward trend in writing results across both Year 3 and 5.

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.
- Reading Intervention programs throughout all year levels – MiniLit and MultiLit.
- 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 (%)

95.1 %

Describe how non-attendance is managed by the school

If a child is absent from school, parents are asked to notify the school office. There are two options for notification. Firstly, in the case of a planned absence (eg: holidays, eisteddfod) a note to the teacher outlining the date/s of absence would suffice. In the event of a sudden absence (eg: sickness) a phone call to the school is required. Rolls are marked by classroom teachers at 8.40am and again at 1.30pm each day. If the school has not been notified of a child's absence, a text message alerting parents that their child has been marked absent for the day will be sent.

Value Added

Report on 2017 Strategic goals

Our goals for 2017 were:

Catholic Ethos and Identity

- During 2017 review the Enhancing Catholic School's Identity Plan (ECSIP) report in order to plan for the implementation of its recommendations and to enhance teaching of Religious Education in classrooms.
- Teachers will be supported in the development and implementation of Learning Goals and experiences that reflect curriculum documents and Church doctrine/practices.

Effective Teaching and Learning

- During 2017 Professional Development and processes will be implemented to achieve consistency of practice in Literacy Blocks; Maths Planning and Technology use.
- During 2017 a Whole School Approach will be planned and implemented to ensure teachers can effectively prepare students for NAPLAN Online.

Pastoral Support and Well Being

- Identify and communicate the role of the school counsellor and the ways she can best support students, staff and parents wellbeing within the school.

Collaborative Partnership and Leadership

- Students will be able to articulate learning goals, success and purpose of learning to members of the Leadership Team during informal class visits.
- Explore present and future opportunities for parent/school partnerships, so as to support student learning and wellbeing at Emmanuel.

Strategic Direction and Resourcing

- Investigate how effective implementation of ICT's will enhance student engagement and learning.

The school made good progress on the goals for 2017 by:

Providing time to collaboratively plan and review student data. Regular opportunities as a whole staff and year levels have been provided to reflect on NAPLAN and other data to implement strategies to enhance student growth. Implementation of DRA data wall to monitor and track student growth.

Providing Staff Meeting and Board Meeting opportunities to provide professional development and conversations to enhance teacher understanding of the ECSIP report and process.

Staff and parents were informed via Newsletter and Counsellor referral processes of the role of the School Counsellor. The school counsellor worked closely with staff and families of the Emmanuel Community via Staff Meeting Professional Development and student/family counselling sessions.

Current parent/school partnerships were identified within the context of the NSIT.

Devices were purchased to enhance student access, all year 5 and 6 students have chromebooks within classrooms.

The story of where you are going

The key goals for 2018 in our School Improvement Plan include:

SCHOOL GOALS 2018

CATHOLIC ETHOS AND IDENTITY

- During 2018 review the Enhancing Catholic School's Identity Project (ECSIP) Report in order to plan for the implementation of its recommendations and to enhance teaching of Religious Education in classrooms.
- Recontextualisation of the School Identity using the ECSIP report through further professional development opportunities.

EFFECTIVE TEACHING AND LEARNING

- During 2018 Professional Development and processes will be implemented to achieve consistency of practice in Literacy Blocks and Technology use.
- During 2018 daily writing activities will be used to develop Writing Data Walls to inform teaching practice.
- During 2018 a Whole School Approach will be implemented to ensure teachers can effectively prepare students for NAPLAN Online.

PASTORAL SUPPORT AND WELLBEING

- Identify and communicate the role of the school counsellor and the ways the school counsellor can best support students, staff and parents wellbeing within the school.

COLLABORATIVE PARTNERSHIP AND LEADERSHIP

- Students will be able to articulate learning goals, success and purpose of learning to members of the Leadership Team during formal class visits.
- During 2018 the Leadership Team will build awareness of the National School Improvement Tool collaboratively with Staff, The School Board and Parents and Friends Association.
- During 2018 provision of digital devices and professional development will be enhanced and aligned to support transition toward the introduction of one:one devices in 2019.

STRATEGIC DIRECTION AND RESOURCING

- During 2018 investigate how effective implementation of ICT's will enhance student engagement and learning.

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 is 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.