



Emmanuel Catholic Primary School Mackay

2023 Annual School Report



Catholic Education
Diocese of Rockhampton

Emmanuel Primary School, Mackay

Catholic Education Diocese of Rockhampton

Principal

Geraldine Rostirolla

Address

Baxter Drive
Mackay QLD 4740

Total enrolments

580

Year levels offered

Prep – Year 6

Type of School:

Co-educational

School Overview

Emmanuel Catholic Primary School is a three-stream, co-educational, Prep to Year Six school situated in St Joseph's Parish, North Mackay. There is an onsite Kindergarten and the strong connection between school and Kindergarten ensures a successful transition for our youngest learners. In addition, Outside School Hours Care is available to all enrolled families. We offer children a Catholic education in a modern, comfortable and caring atmosphere, and the significant building program completed in 2020 provides state of the art learning spaces for our students. Our school name and motto, 'Emmanuel - God With Us', is most significant in shaping our religious character today. It speaks of our special relationship and union with God, calling us to recognise the presence of God in those we meet and the importance of prayer in our lives. As a Catholic School, we strive to nurture and develop each child's potential within an environment built on Gospel values, trusting relationships and the person of Jesus Christ. We have full time specialist teachers in STEM, Physical Education, Visual Arts and Drama, Learning Support and a qualified school counsellor is available weekly to students. We offer a range of extra-curricular activities including an extensive eisteddfod program, involvement in Mackay Maths Competition and Opti-Minds competitions, and active team sporting opportunities in rugby league, netball, touch football, athletics, basketball and futsal. Emmanuel strives to develop leadership potential in students through the Peer Support Program and the Virtue Program which are integral aspects supporting leadership development. Parental involvement is strong, ensuring a close working relationship exists between home and school, essential for the education of every student. The school's core values of faith, honesty, dignity, respect, justice, and love provide the foundation upon which we strive to improve as an authentic Catholic school.

More information on our school can be accessed from myschool.edu.au

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 Physical Education, Drama, Visual Arts and STEM are taught by specialist teachers. In Term 3 of each year, Dance is taught by specialist teachers from "Dance Fever". Students in Prep to Year 3 receive swimming lessons from an external swimming school. The school has a successful choir which performs publicly at religious, school and community events and competitions. A Kindergarten program is available as part of the curriculum and sits on Emmanuel grounds with its own administration.

Extra Curricula Activities

McDonald's Maths: Students in Years 5 and 6 participate in McDonald's Maths Competition. 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.

School Choir: Students in Years 3-6 rehearsed weekly, performed at various school/community events, and lead the singing at school Masses and prayer celebrations.

Eisteddfod Choirs: Students in all year levels were offered the opportunity to participate in the Mackay Eisteddfod as part of choral singing choirs.

Music Program: Private guitar and violin teachers operate within the school.

Rock Pop Mime: A group Years 5/6 students participate in an annual community-based dance/mime competition for schools.

Excursions: Relevant and purposeful excursions are valued within all year levels. Major excursions: Year 5: Leadership Camp at Kinchant Dam; Year 6: Seaforth Pines Recreational Centre.

Peer Support Program: The program occurs during Term Two each year and involves all students throughout the school to support student well-being. Once a week, Year Six students lead a group of approximately 11 students, ranging from Prep to Year 5. Units focus on self-esteem, promoting harmony, resilience, 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, laptop and Chromebook computers and iPads, together with the innovative technology of Vivi's and digital classroom displays, 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. 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 can access information for research purposes and for solving complex problems. Students need to be able to critically evaluate and reflect on digitally presented materials. Typing Tournament continues to be a tool used across the school to develop keyboarding skills which allow for ease of access to online platforms. Throughout 2023 students engaged in learning through Google Classroom and SeeSaw. These platforms continue to enrich the teaching and learning cycle at Emmanuel.

Social Climate

Strategies to Promote a Positive Culture

The school's 'Casserole Club' provides meals to families who may be experiencing hardship and difficulty and is a vital component of pastoral care within the school. As a Catholic school, we strive to provide all students with prayerful and meaningful liturgical celebrations. Fr Stephen Hanly, and more recently Fr Andrew Hogan celebrated Mass at the School to recognize important Feast Days and significant milestones such as the 40th Year Celebrations. Year level Masses and class prayer were celebrated in the Chapel in Semester Two. Emmanuel celebrated its Feast Day with the Mass of the Transfiguration, followed by Beach Day/walkathon.

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. Special focus days such as the National Day of Action Against Bullying and Violence, Harmony Day and Reconciliation Week are highlighted throughout the school year. We have a Making Jesus Real (MJR) focus across the school which supports a positive culture of respect and gratitude.

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. Students in Years Three to Six participate in the Alannah and Madeline eSmart Digital License+. The school participates in community programs like "Safety Circus" and engages guest speakers to address bullying. These initiatives are supported and facilitated through our close partnership with the Queensland Police service. We also have appropriate policies in place to deal with the use of mobile phones and other electronic devices. Our school has several social/emotional learning programs in place to help students guard against bullying at school. The school community is kept up to date with developments in this area. All Diocesan and school policies are reviewed regularly.

Strategies for involving parents in their child's education

Parental involvement is widespread and varied. Parents assist with Reading, Writing, 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 key role of the School Board is to respond to current and future school needs through policy 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.

Tuck-shop: The Emmanuel School Tuck-shop operates five days per week and parent participation is required. Our tuck-shop 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. Solar panels are installed and used throughout the school to reduce energy costs. Air-conditioners are run only during Terms One and Four and are set at 25 degrees. Lights and fans are switched off when exiting classrooms to minimise electricity use. The 'Containers for Cash' program is run across the school by the Mini-Vinnies Group and Student Council. WOW Wednesday (Wipe Out Waste) encourages students to pack lunches in reusable containers to reduce waste.

Characteristics of the Student Body

Approximately 580 students attend Emmanuel, with 62.2% identifying as Catholic. A substantial proportion of families have employment within the mining industry, with one parent working a rostered work schedule. Approximately 5.1% 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 (5.1%) of students speak a language other than English at home.

Average student attendance rate (%)

The average student attendance rate for 2023 was 91.47%.

Management of non-attendance

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 (e.g.: holidays, eisteddfod) a note/email to the teacher outlining the date/s of absence would suffice. In the event of a sudden absence (e.g., sickness) a phone call to the school is required via the dedicated Absentee Line. Rolls are marked by classroom teachers at 8.40am and again at 1.40pm 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.

Staffing Information

Workforce Composition

Workforce Composition	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	41.00	45.00	1.00
Full-time equivalents	34.30	24.47	0.53

Qualifications of all teachers

Qualification – highest level of attainment	Percentage of staff with this Qualification
Doctoral / Post-doctoral	
Masters	5%
Bachelor Degree	93%

Diploma	2%
Certificate	

Major Professional Development Initiatives

- Bishop’s Inservice Day – Religious Life of the School with a focus on Prayer and Worship.
- WPHS – Specialized Health Needs; Anaphylaxis training; Evacuation and Lockdown Procedures.
- Student Protection/Code of Conduct/ICT Code of Practice.
- Australian Catholic Anti-Slavery Network.
- Leading Mathematics Education Project.
- Berry Street Training Day One and Two – all staff
- Minds Aligned – Wellbeing.
- Australian Curriculum V9.0.
- Professional Learning Teams.
- The Revised Religion Curriculum and Post Critical Belief.
 - Michael Fitzpatrick - Ritual and Belief
 - Responsive Teaching - Bronwyn Rylie-Jones.

The percentage of teachers engaged in professional development was 100 %.

Total funds expended on Professional Development

The total of funds expended on teacher professional development was \$90,800.

Average Staff Attendance and Retention

The average staff attendance for the school year, based on unplanned absences of sick and emergency leave for periods of up to five days, was 91.61%.

Percentage of teaching staff retained from the previous school year was 97.56%.

School Income

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

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

National Assessment Program – Literacy and Numeracy Results

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

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 and Value Added

Our response to identified current needs is set within the context of the core messages within our Mission and Vision statements. NAPLAN results and PAT testing results were analysed. Both sets of data reflect the high standard in which curriculum is provided at all year levels and the ongoing teaching of new skills required to successfully complete NAPLAN online in Years 3 and 5 annually. Year 3 students achieved above State Mean results in Grammar/Punctuation. Year 5 students achieved above State mean in Reading; Writing and Spelling. The Year 5 cohort achieved above State and National Mean in Grammar and Punctuation and Numeracy. This is a result of many contributing factors:

- Daily literacy/numeracy blocks in every year level.
- Curriculum support time with APC (Assistant Principal Curriculum) and year level teachers.
- On-going Professional Development in all subjects.
- Professional Learning Team meetings to inform strategic responsive teaching approaches.
- Common assessment tasks and collaborative year level planning.
- Learning Support assistance in classrooms for students needing intervention.
- Reading Intervention programs throughout all year levels – PreLit, MiniLit, 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.
- Well-resourced provision of technological devices across the school.
- Focused teaching of ICT capabilities for students to engage with the NAPLAN Online Platform.
- Analysis and review of PAT Tests to triangulate and monitor Data to inform further teaching and learning.
- Continuation of Data Response teachers.

Strategic Improvement Progress and Next Steps

Strategic progress in 2023

Catholic Identity

To continue to strive and maintain Emmanuel as a dialogue school.

Effective Teaching and Learning

Every student is engaged and learning successfully in their own ways at their own pace.

Pastoral Support and Wellbeing

Students to be self-directed learners.

Leadership, Partnerships and Resourcing

To establish deliberate and strategic school community partnerships that enhance student learning.

The school made substantial progress on the goals for 2023 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; Progressive Assessment Tests (PAT); diagnostic Reading Assessment (DRA) and other data to implement strategies to enhance student growth.
- The continuation of “Typing Tournament” throughout all Prep-Year 6 classrooms, to continue to support the implementation of NAPLAN Online.
- Continued use of the DRA data wall to monitor and track student growth, and the continuation across all year levels of Daily 5 routines.
- Continuation of Daily Writing in all classrooms with a focus on spelling with explicit teaching. Teachers continue to use Christine Topfer “Effective Spelling” as a model to implement consistent whole school spelling practice.
- Whole staff Professional Development in Inquiry Learning and Revised Curriculum Version 9.0
- Continuation of Professional Learning Teams.
- Providing Curriculum Support time, Staff Meeting and Board Meeting opportunities to provide professional development and conversations around the use of Scripture and Catholic Social Teachings in the teaching of RE and the development of Learning Goals and Success Criteria.
- Current parent/school partnerships have been identified within the context of the National School Improvement Tool (NSIT) audit and have been enhanced.
- All Years 4, 5 and 6 students have Chromebooks within classrooms. As well as this, the school also provides two working areas which are equipped with laptops, Chromebooks, and iPads, for use by all Prep-Year 3

classes, and this is working well across the school. STEM and Robotic equipment are continually upgraded to enhance extension and interest groups.

- Whole staff Professional Development Berry Street Trauma Informed Practice.

Strategic Priorities for 2024

Catholic Identity and Ethos

Continue to strive and maintain Emmanuel as a dialogue school.

Students will move from literal understandings to a post critical (symbolic) relief.

Effective Teaching and Learning

To improve student achievement in Mathematics.

To improve confidence, attitude and performance of all students in Mathematics.

Pastoral Support and Wellbeing

Students to be self-directed learners.

Develop and refine whole-school practices to support student engagement, wellbeing and learning.

Leadership, Partnerships and Resourcing

To establish deliberate and strategic school community partnerships that enhance student learning.

To enhance student understandings of Indigenous Perspectives.

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, parent and student satisfaction surveys, school social functions, excursions within the community, staff, and P & F meetings and by visiting personnel. The 2019 NSIT (National School Improvement Tool) report reflected the high degree of parent, teacher, and student satisfaction at Emmanuel Catholic Primary School.