



# 2016 ANNUAL REPORT

Mater Dei Primary School, Toowoomba  
*A Catholic co-educational school of the Diocese of Toowoomba*

*"Illuminating the Range of Possibilities"*

<b>Address</b>	53 Curzon St Toowoomba QLD 4350	<b>Phone</b>	07 4637 6100
<b>Year Levels</b>	Prep–Year 6	<b>Fax</b>	07 4632 8630
<b>Enrolment</b>	412	<b>Email</b>	<a href="mailto:materdei@twb.catholic.edu.au">materdei@twb.catholic.edu.au</a>
<b>Principal</b>	Mr Chris Bartlett	<b>Boarders</b>	No
<b>Vacation Care</b>	Yes	<b>After School Care</b>	Yes

## **Our Mission**

Mater Dei Primary School was founded by the Sisters of the Good Samaritan. Our spirituality is formed by the Benedictine tradition, nourished by the parable of the Good Samaritan and expressed in our commitment to community life, prayer, justice, hospitality and compassionate service. Our philosophy focuses on supporting children to become lifelong learners and facilitating the development of a solid spiritual, social-emotional, physical and academic foundation to provide children with the best chance possible of reaching their individual potential.

We acknowledge:

- Parents as the primary educators of their children and believe learning is enhanced when parents foster their children's spiritual, social-emotional, physical and academic independence at home and at school.
- Teachers as co-educators who are encouraged to use their God-given talents to implement the curriculum using dynamic teaching practices, grounded by authoritative pedagogies.

Thus, our school is gifted with both opportunities and challenges to enable our students, and school community, to be life-long learners in an ever-changing world by:

- Valuing the dignity of each person
- Fostering a love of learning
- Embracing a holistic view of education which will challenge and grow creativity and initiative
- Respecting individual differences so that *"The strong have something to strive for and the weak nothing to run from"* (Benedict Rule 64:9)
- Integrating faith and life
- Appreciating beauty and the diversity of cultural values
- Balancing prayer and work
- Offering hospitality of heart and place
- Seeking peace

## **Distinctive Curriculum Offerings**

Our staff members strive to place the child at the centre of curriculum planning which implements the ACARA and QCAA documents. The Brisbane Religion Curriculum is implemented with the guidance and support of Toowoomba Catholic Schools Office.

Every effort is made to modify the program to enable all students to participate. Socially responsible behaviour is a strong emphasis and our relationships are inspired by the Christian tradition. The student culture values academic achievement, encouraging high standards and highlighting the need to ensure each student is challenged.

Our five Pedagogical Principles provide an interpretation of the curriculum that we believe to be meaningful and one that recognizes the unique journey of each of our children. These principles are:

- Reflection expressed as Listen
- Inclusivity expressed as Include
- Inquiry expressed as Grow
- Flexibility expressed as Honour
- Connectedness expressed as Together

These five principles have a profound effect on the life of the school. Areas that are influenced include the structural organization of staff and students, whole school curriculum and professional development programs, the community's involvement in the generation of the School Development Plan, Peer Support, the recognition of the student's role in the learning process and a planned movement towards a Restorative Justice approach in behaviour expectations.

There are several directions currently being trialed with an emphasis on approaches that have common language and practices throughout the school. There is a focus on involving the participation of the children in all phases of the learning cycle, engaging teachers in authentic collaborative practice, and gathering evidence that informs the delivery of a Catholic school curriculum.

This is delivered under the following school structure:

- Preparatory Year (Prep)
- Early Years (Year 1 & 2)
- Junior Years (Year 3 & 4)
- Middle Years (Year 5 & 6)

## **Extra-Curricular Activities**

- Chess
- Choir
- Instrumental Music
- Sporting Events
- Outreach to needy communities- Caritas & Mini-Vinnies
- School Camps for Years 4, 5 & 6
- Leadership opportunities e.g. Peer Support, Buddies, Cross age activities



## Social Climate

The values we have chosen to honour in our school are expressed in the following way:

***“Illuminating the RANGE of Possibilities:”***

- **R**ight relationships
- **A** listening heart
- **N**urturing potential
- **G**rounded
- **E**mpowered to participate

The school social climate is influenced by our founding congregation, the Sisters of the Good Samaritan, whose theology is grounded in Benedictine Tradition. A sense of peacefulness and hospitality is valued. One of our values ‘A listening heart’ echoes one of the defining features of the Good Samaritan Order. The Catholicity of the school is reflected in our Mission Statement, Values and Pedagogical Principles.

Our approach to bullying strives to allow our children to be proactive and self-empowered in addressing this prevailing issue by reporting procedures, consequences and self-reflection. This is evident in our school Positive Behaviour Policy. As the social and emotional development of our children is foundational to effective learning and positive behaviour, our staff imbed this in the curriculum. The relationships amongst our children are a critical consideration for us. Through such programs as Buddies, Peer Support and an emphasis on becoming resilient, the children are encouraged to nurture our little ones and be supportive to their peers. Our year 6 students, are in-serviced in the Peer Support Program to enhance their effectiveness when working with our younger students.

## Parent Satisfaction

Mater Dei School has several avenues for assessing the level of student, staff and parent satisfaction with the school. Parents are encouraged to maintain regular communication with their child’s teacher and the school offers parent teacher nights and formal parent-teacher interviews. The school P&F Association and School Board also provide feedback opportunities for the school community on satisfaction levels. Parent/Teacher interviews are formally scheduled in at the end of Term 2 and Term 4. Teacher/Parent contact is encouraged as the development of each child is facilitated by productive partnerships.

In the past, as part of the school’s accreditation, parents, staff and students have been given opportunities to provide invaluable feedback. The Diocesan “Excellence In Catholic Education” renewal approach continues this important process and invites participation in the review of key components over a five year period. Parents, staff and students will be invited to provide input for each component review. The school also implements the diocesan annual school satisfaction RADII survey to assist with parent, student and staff feedback. Some comments from the 2016 survey are listed below:

*“Very happy with the education my child receives. Always happy to attend and has built positive relationships with both peers and teachers.”*

*“A wonderful school, where my children love to come to school to learn each day.”*

*“Mater Dei makes every child feel like they are achieving something and everyone participates.”*



## Parental Involvement

Parental Involvement is critical to our school's future. Formal forums including our School Board and P & F Association are essential to the smooth functioning of Mater Dei. Assistance in a variety of other settings is encouraged e.g. gardens and grounds, reading groups, musical programs, tuck-shop and sporting events.

The Staff endeavours to involve parents in curriculum expectations and new directional changes. We embrace the understanding that a child's education is best served in a productive and informed partnership with parents.

## School Financial Information

The information on net recurrent income including:

- Federal Government recurrent funding
- Queensland Government recurrent funding
- Fee, charges and parent contributions
- Other private resources

Is available from: [www.myschool.edu.au](http://www.myschool.edu.au)

- Go to "find a school" text box and put in "school name"
- Go to school finances in the "menu box" in the top left corner of the school's website page.

## Staff Composition

Workforce Composition	Total Teaching Staff	Total Non-teaching Staff	Indigenous Staff
Head Counts	34	16	1
Full-time equivalents	23.9	8.9	1

## Teacher Qualifications

Qualification	% of Teaching Staff
Doctoral/Post Doctoral	0%
Masters	12%
Bachelor Degree	82%
Diploma	6%
Certificate	0%



## **Professional Development**

Emphasis throughout 2016 was given to Professional Development of Staff in the following areas:

- Reading Teaching
- School Wide Guidelines
- Child Protection
- First Aid

The School Budget expended \$ 31,319.00. Further Professional Development opportunities were provided by the Diocese of Toowoomba Catholic Education Office – Faith Education Teaching and Learning.

These PD activities involved 100% of the class teacher staff.

## **Average Staff Attendance**

98.2%

## **Staff Retention**

92.86%

## **Average Student Attendance Rate**

The average attendance rate for the whole school as a percentage in 2015 was 94.38%.

## **Student Attendance for Each Year Level** (expressed as %)

<b>Prep</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
94.33	93.81	94.83	94.58	94.10	95.07	93.53

## **Description of How Non-Attendance is managed by the School**

Non-attendance is addressed by keeping accurate records of attendance. If daily absences are not reported by parents, SMS contact is made with parents/guardians on the day of the unexplained absence. Any prolonged or unexplained absences are followed-up by contact with parents. If an explanation, from parents/guardian, is evasive or unconvincing, contact is made with the Catholic Education Office. The welfare of the child and legal obligations require the school to be vigilant in this area. Each day, an electronic roll is attended to at 9am and 1:40pm.



## National Assessment Program Literacy and Numeracy (NAPLAN) Results

Reading, writing, spelling, grammar and punctuation and numeracy results for the Years 3 & 5 are available via the My School website at: <http://www.myschool.edu.au>

- Type in school name
- Select NAPLAN in the menu box in the top left hand corner of the school's webpage.

Year 3 Test Results				
	OUR SCHOOL AVERAGE	NATIONAL AVERAGE	STATE AVERAGE	Percentage of Students at or above the National Benchmark
Reading	482	426	420	100
Writing	432	421	409	100
Spelling	448	420	411	98
Grammar and Punctuation	488	436	433	100
Numeracy	419	402	397	98
Year 5 Test Results				
	OUR SCHOOL AVERAGE	NATIONAL AVERAGE	STATE AVERAGE	Percentage of Students at or above the National Benchmark
Reading	517	502	500	92
Writing	487	476	466	98
Spelling	477	493	486	89
Grammar and Punctuation	529	505	506	96
Numeracy	510	493	488	98

### Value Added

We strive to integrate into our students' lives, understandings of a personal journey within the context of the Catholic faith. The child and broad context in which they live is valued and becomes a driving force in the child's education. We are continually seeking meaningful ways to partner parents in the education of their children. Teacher collaboration is being deepened by more formalised professional conversations. Technology is a means of ensuring the children are accessing up to date information and transforming this information into personal understandings.

The generation of a learning community is a means of valuing collective understandings and promoting the spirituality and wellbeing of everyone. Children are positioned in classes to develop social skills to appreciate the perspective of others while maintaining a healthy care for self.



The use of our multipurpose hall has resulted in a venue where students and the broader community can engage in indoor sport, formal presentations or performing arts activities. Further capital development will continue in line with the school growing into a three-stream school.

### **School Renewal and Improvement Process**

School Renewal and Improvement is an on-going process of self-evaluation measured against a commonly agreed set of criteria known as the Excellence in Catholic Education (EiCE) Framework. It informs action planning at the school level to identify areas of strength and areas for improvement. Above all, Catholic schools must be good schools with a strong learning orientation and a strong sense of purpose. This process provides an opportunity for each school to reflect on the 4 domains of Catholic Life and Religious Education, Learning and Teaching, Leadership for School Improvement and Strategic Resourcing. Each of these domains has components (24 in total) which are reviewed on a cyclical basis and plans for improvement developed if necessary in Annual Action Plans.

In 2016, the elements of: Partnerships with Parish, Students and their Learning, Students with Additional Learning Needs, Community Partnerships and Ownership, Use of Resources Facilities and the Learning Environment were reflected on, reviewed and strategically planned for.

***A hard copy of this report is available by request from the school office.***







**Diocese of Toowoomba  
Catholic Schools**

*...act justly; love tenderly; walk humbly with your God* Micah 6:8

