



Emmanuel Primary School Mackay

2019 Annual School Report



Catholic Education
Diocese of Rockhampton

System

Catholic Education Diocese of Rockhampton

Principal

Geraldine Rostirolla

Address

Baxter Drive
Mackay Q 4740

Total enrolments

575

Year levels offered

Prep – 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 Physical Education, Drama, Music and Visual Arts are taught by specialist teachers. In Term 3 of each year, Dance is taught by specialist teachers from "Dance Fever". 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 Rockhampton Caves 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 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 13 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, together with the new 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 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. Typing Tournament continues to be a tool used across the school to develop keyboarding skills which allow for ease of access to online platforms.

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 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. Special focus days such as the National Day of Action Against Bullying and Violence; Harmony Day; Reconciliation Week are highlighted throughout the school year.

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 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 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.

Parents were invited and encouraged to complete Satisfaction Surveys as part of the School Improvement Process.

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. 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.

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.

Average student attendance rate (%)

94.39 %

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 (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 1.40pm 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	39.00	34.00	0.00
Full-time equivalents	32.90	18.76	0.00

Qualifications of all teachers

Qualification – highest level of attainment	Percentage of staff with this Qualification
Doctoral / Post-doctoral	
Masters	
Bachelor Degree	94.87 %
Diploma	5.13 %
Certificate	

Major Professional Development Initiatives

- Bishop's In-service Day
- WPHS/ Student Protection / Code of Conduct
- PLCs – Gavin Grift
- PLCs – ongoing staff meetings
- Scripture and CST – Daniel Smith- Christopher
- PETA – Writing
- Jim Sill – Deploy Learning – Using Technology as a Tool in the Classroom to enhance Teaching and Learning
- Staff Wellbeing – Peta Jeppesen
- Teaching Children with Trauma – Erin Sheldrick.

The percentage of teacher participation in professional development was
100 %

Total funds expended on Professional Development

The total of funds expended on teacher professional development was
\$ 191,400

Average Staff Attendance and Retention

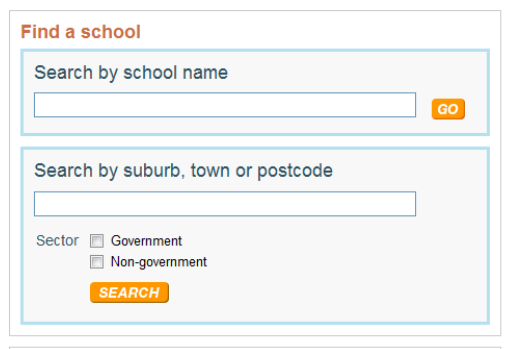
96.50 %

Percentage of teaching staff retained from the previous school year was
85.98 %

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
 GO

Search by suburb, town or postcode

Sector Government
 Non-government

SEARCH

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. The 2019 NAPLAN results reflect the high standard in which curriculum is provided in all year levels and the ongoing teaching of new skills required to successfully complete NAPLAN online. Students gained the highest level of growth in the areas of Reading, Spelling and Numeracy. Year 3 students maintained above State Mean results in Writing; Grammar/Punctuation and Numeracy. Year 5 students achieved above State and National Mean results in Reading; Writing; Spelling; Grammar/Punctuation and Numeracy.

This is a result of many contributing factors:

- Daily literacy/numeracy blocks in every year 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 – 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
 - Implementation of PAT Tests to triangulate and monitor Data to inform further teaching and learning
 - Introduction of Data Literacy teacher
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Strategic Improvement Progress and Next Steps

Strategic progress in 2019

SCHOOL GOALS 2019

CATHOLIC ETHOS AND IDENTITY

- Recontextualisation of the School's Catholic Identity - focusing on implementing Catholic Social Teachings and Service Learning in Religious Education planning, teaching and learning.

EFFECTIVE TEACHING AND LEARNING

- Using and embedding Data to inform Teaching/Learning Professional Learning Communities (PLCs)
- Development of Teaching and Learning Framework in collaboration with school community
- Using devices to enhance teaching and learning, whilst developing data monitoring processes and practices.

PASTORAL SUPPORT AND WELLBEING

- Throughout 2019 opportunities will be provided to enhance Parent Community partnerships.

COLLABORATIVE PARTNERSHIP AND LEADERSHIP

- Work collaboratively with the whole school community to prepare and participate in the process of School Improvement 2019.

STRATEGIC DIRECTION AND RESOURCING

- Planning and commencement of restructuring school facilities to create Learning Hubs will take place in 2019.

NAPLAN TARGET

- WRITING—YEAR 5 MATCHED STUDENTS 2019 - Improve on our matched average last year in Paragraphing 1.19; Punctuation 2.39 and Cohesion 2.04.

The school made good progress on the goals for 2019 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
- 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 “Short Writes” with explicit teaching, with an element of Writer’s Craft as a focus

- whole staff Professional Development with Gavin Grift, “Professional Learning Communities”, implementation of professional learning teams during Staff Meetings and Planning Days
- Pupil Free Day with Jim Sill, “Deploy Learning to build teacher confidence and capacity to use technology as an effective teaching and learning tool within the classroom”. Further to this a small group of teachers attended extra professional development opportunities to create a group of Google experts to support teachers across the school to ensure skills learnt with Jim are implemented on a weekly basis
- providing 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 NSIT, 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 has been continued to enhance extension and interest groups.

Strategic Priorities for 2020

CATHOLIC IDENTITY AND ETHOS

- Implementing Catholic Social Teachings and service learning within the Curriculum.

EFFECTIVE TEACHING AND LEARNING

- To improve student learning outcomes in Mathematics as we build teacher capacity to collect, analyse and respond to data.
- In 2020, teachers will adopt a consistent and purposeful model at Professional Learning Communities to analyse and improve student outcomes.

PASTORAL SUPPORT AND WELLBEING

- To formally monitor student well-being through the development of data collection tools.

LEADERSHIP, PARTNERSHIP AND RESOURCING

- Throughout 2020, the school’s improvement agenda will be explicitly communicated to all stakeholders.
- Continued development of Learning Hubs to enhance Teaching 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, parent and student satisfaction surveys, school social functions, excursions within the community, staff and P & F meetings and by visiting personnel and new staff. The 2019 NSIT report reflected the high degree of parent, teacher, and student satisfaction at Emmanuel Catholic Primary School.