

DIOCESE OF TOWNSVILLE SCHOOL REPORTING - 2018



MARIAN CATHOLIC SCHOOL CURRAJONG

To strive for love and peace

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Contact Person	Mr Michael Colahan (Principal)

Principal's foreword

Introduction

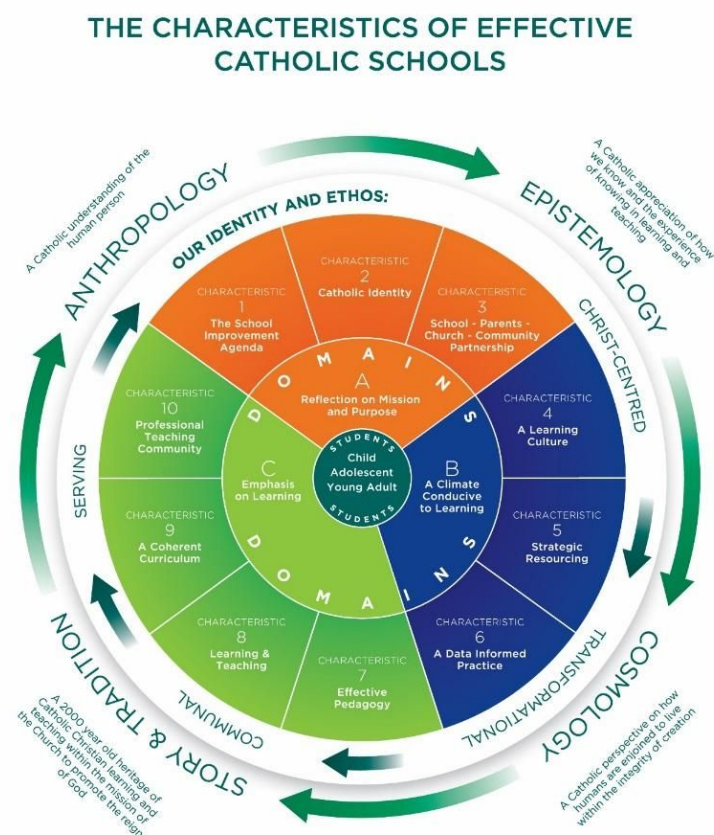
Marian Catholic School is in the leafy, inner city suburb of Currajong in Townsville. Families are the focus with emphasis on developing the whole child, by providing a careful balance of academic, sporting, cultural and spiritual activities in a welcoming, warm and caring environment. The staff supports a high standard of education and promote equity and social justice for all as part of our mission and outreach.

At Marian we offer a quality Catholic Education which is challenging, engaging and rewarding, and is about developing lifelong learners who bear witness to our Catholic faith. We are productive users of technology as a foundation for success in all learning areas. The school caters for a diverse clientele from the region, with classes from Prep to Year 6 in two streams. The school has a modern spacious library and all classrooms have been recently refurbished and designed to cater for 21st Century learning.

We have a very special Torres Strait Islander Dance Troupe with indigenous and non-indigenous children, all training, performing and learning about the Torres Strait culture through dance and perform at many community events throughout the year. The School is a community of faith, based upon a belief in God and a Christian way of life. We believe parents /carers have a vital role to play in their children's lives and we welcome parental involvement in all aspects of school life.

School Renewal, Strategic Planning and Annual School Improvement

The Characteristics of Effective Catholic Schools is the guiding document of the TCEO schools linking the processes of planning, implementation and review for the purpose of enhancing the quality and effectiveness of Catholic Schools. Through the Characteristics of Effective Catholic Schools each school can monitor its effectiveness, focus on strategies for improvement and fulfil its accountability responsibilities to various entities.



Mission and Purpose

- To review governance systems and process to ensure compliance with best practice standards, legislation, funding agreements and our Catholic mission
- To roll out VIA which focuses attention, planning and action on effective school improvement
- To develop a matrix of study opportunities for TCEO School staff ranging from Foundational to Masters Level
- Ordination of a new Catholic Bishop
- To develop the Catholic Identity of the school within the ECSI Project context
- Develop the contemplative and spiritual prayer life of Diocesan Catholic Schools
- To develop one initiative leading to improved parental engagement
- To support families of students with disabilities as they access the NDIS
- To provide new and ongoing opportunities to enhance the Catholic Identity of our school communities

Climate Conducive to Learning

- To access the Townsville Catholic Education Office Kids Feel Safe strategy to ensure a broad range of actions support student safety and well-being
- To prepare for changes to the Senior Phase of schooling in QLD from 2018
- To ensure schools embed some or all aspects of the Indigenous Education Position Statement in their Annual School Improvement Plan
- To fully implement the ICT system (SIS) to enhance student information management and financial management in schools and TCEO
- To roll out the next level of Solar Power to eligible schools

Emphasis on Learning

- To ensure all students have the foundational skills to progress, grow and learn across all learning areas
- Schools to articulate Pedagogical Practice(s) which support learning in their school
- All schools enhance their practices in the teaching ICT
- Develop a Humanities and Social Sciences (HASS) School work program by the end of term 3 2017
- To engage with data and learning and teaching in the Early Years
- To engage teachers in discussion around whole school and individual student's data profiles and next steps
- To engage schools in a whole of region promotion and celebration of the joys of reading
- To provide students with access to vocational pathways
- To increase teacher capability to improve student learning
- To utilise resources and professional development from the AITSL site to enhance the teaching profession
- Maximise the ability to teach Indigenous Students
- To support initiatives to improve the wellbeing of staff across the school year

School Profile

System: Catholic Education (Diocese of Townsville)

Coeducational or single sex: Coeducational

Year levels offered: Prep – Year 6

Total student enrolments for this school:

Total Enrolment	Girls	Boys
373	201	172

Characteristics of the student body:

Prep		Year 1		Year 2		Year 3		Year 4		Year 5		Year 6		Total		Total
M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	373
32	22	27	22	25	32	26	31	28	23	17	30	26	29	172	201	
54		49		57		57		52		47		56		373		

Curriculum offerings

Our distinctive curriculum offerings

We believe that all of our students are individuals, each with special skills, gifts and talents and each entitled to an education that promotes their spiritual, intellectual, academic, physical, social-emotional, values (moral) development and well-being. We also understand that the nature of young people as learners is changing as is the world we are preparing them for is changing.

Our curriculum must meet the needs and interests of the 21st century global learner and reflect an acknowledgment and understanding of this.

- A commitment to the integration of Information and Communication Technology in all Key Learning Areas.
- Interactive Whiteboards in all classrooms from Prep to Yr. 6.
- Students in Years 6 to 3 have access to a laptop or a chromebook provided by the school. Yr 2 - 15 I pads and 5 computers, Prep & Year 1 10 IPads. Robotics program in middle and senior classes
- Specialist teachers for Physical Education, Library, Japanese, Music, Indigenous Cultures and Dance and Drama.
- Inquiry Based Learning

Marian Catholic School has sought to add value to the educational experience for each and every child by:

- Increasingly developing tailored educational solutions for students.
- Adding to teacher capacity to design curriculum that reflects the needs and interests of their students in line with the Australian Curriculum in English, Maths, Science and HASS..
- Run empowered and inclusive classrooms.
- Stephanie Alexander Kitchen Garden Program – Yr 4 in 2016

Extra curricula activities

- TSI dance troupe
- Green Guardians
- ANZAC Day involvement
- Maker Space
- Reader's Cup.
- Speechmakers
- Quest for Knowledge
- Townsville and Burdekin Eisteddfod involvement
- Instrumental music
- Sport – Swimming, Athletics, (interhouse and interschool) Interschool sport on a Friday afternoon. Obia Geia Challenge, ARL cup and Bill Nettle Challenge.
- Mulkadee Arts Festival
- School camps Year 3 to Year 6
- Mini Fete for Mission Week
- Mini Vinnie's groups

How Information and Communication Technologies are used to assist learning

The use of Information and Communication Technologies is incorporated into all aspects of the school environment. All subject programs have incorporated the use of ICT to enhance student learning and teachers have completed professional development to increase their competency in the use of ICT in the classroom.

Social climate

- A buddy system throughout the school
- Social Skills Programme
- PD for parents e.g. Anxiety in School Aged Children - delivered by the school's GC.
- Student Representative Council
- Learning Enrichment
- Services of a CEO Guidance Counsellor
- Working with Parish Sacramental Program
- Marian Mates
- Seasons for Growth

Strategies/programs to respond to bullying include:

- Meditation
- Circle Time
- Gotcha doing the right thing!
- Anti-bullying month
- Adopt-A- Cop program
- Code of Behaviour

Parent, student and teacher satisfaction with the school

The parent and teacher satisfaction results are gathered using voluntary participation in a radii survey.

Performance measure	Result 2018
Percentage of parents satisfied with their child/ren's progress at this school	97.3%
Percentage of Year 5 – Year 6 students satisfied with their learning at this school	99%
Percentage of teachers satisfied that this school provides educational programs that enable students to learn	100%
Percentage of teachers satisfied with the educational progress of students at this school	100%

Involving parents in their child's education

At Marian it is a partnership and parents are acknowledged as the first educators of their children. Parents and carers are encouraged to be part of our school family by being involved in:

- Monthly P&F meetings
- School Board
- Regular Class Carers meetings
- Parent/Carers volunteers in classrooms, library, tuckshop, school camps, interschool sport and other school activities
- Parent/Carers are invited and encouraged to attend assemblies, prayer celebrations, open classroom days and masses
- Regular Parent-Carer/Teacher meetings, reporting and social evenings
- Regular class newsletters
- Weekly school newsletters
- PD workshops for parents including – reading at home, hands on mathematics, understanding NAPLAN.
- Mountathon
- School Renewal

Reducing the school's environmental footprint

Use of an environmental audit and attention to its recommendations is included in the renewal cycle which is part of the life of TCEO schools.

Sustainability Environment Program is implemented throughout each grade.

In 2016 the students raised money to have water tanks and solar installed.

In 2013 a Land Management Plan was produced by the Healthy Habitat for schools team.

School Finances

For school income broken down by funding source: please refer to [My School – School Finances](#)

Staff composition, including Indigenous staff

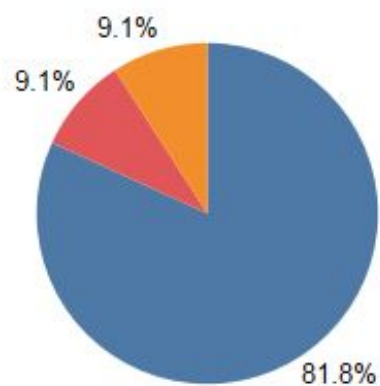
Workforce Composition	Teaching Staff	Non-teaching Staff	Indigenous Staff
Headcounts	22	21	2
Full-time equivalents	19.1	11.4	.55

Qualifications of all teachers

Qualifications	Number of Teachers and School leaders	Percentage of teachers and school leaders
Masters	2	9.1%
Bachelor Degree	18	81.8%
Diploma	2	9.1%
Total	22	100%

Qualifications of Teachers

- Bachelor
- Diploma
- Masters



Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2018 was \$ 14,033.

The major professional development initiatives for 2018 are as follows:

- TCEO Staff Compliance PD 2018
- Theology of the Human Person
- Australian Curriculum - HPE
- Mission in Action Retreat (Service Learning)
- Data from NAPLAN and PAT Testing
- Leading with Integrity for Excellence (LWIE)
- Social Emotional Disorder Inservice
- APRE Conference
- Learning Area Panels
- Introduction to Christian Meditation
- 7 Habits of Highly Effective People
- Student Protection Training Townsville
- CUED Articulation Inservice
- Vision Impairment Inservice
- Curriculum & Inclusive Education Network Meeting - TERM 4
- Inclusive Education Network Meeting - TERM 2
- Library Network Days
- Colaborating for Success
- Front End Assessment
- Seven Steps to Writing Success
- Reflective Practice Day
- Network of Indigenous Education Support Workers (NIEW Day)
- Circle Time Training

The involvement of the teaching staff in professional development activities during 2018 was 91%

Average staff attendance

For permanent and temporary staff and school leaders, the staff attendance rate was 94.8% in 2018.

Proportion of staff retained from the previous school year

From the end of the previous school year, 95.5% of staff was retained by the school for the entire 2018 school year.

Key student outcomes

Attendance

Student attendance - 2018

The average attendance rate for the whole school as a percentage in 2018 was 94.4%.

Student attendance for each year level

Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
95.6%	95.4%	94.3%	93.9%	93.9%	94.7%	92.7%

Description of how non-attendance is managed by the school

The school contacts the parents/guardians of each unexplained absence on the morning that the student is absent. A text message is sent to the parent/guardians if there has not been a phone call or email from the parents/guardians explaining their child's reason for being away.

Achievement – Years 3 and 5.

National Assessment Program – Literacy and Numeracy (NAPLAN) results – our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3 and 5.

NAPLAN results are also available from [My School](#) website

Year 3

Test Area	Average Score for School	Average Score for Australia	Percentage of Students at or above the national benchmark
Reading	439.8	433.8	96%
Writing	419.9	407.2	93%
Spelling	430.9	417.8	98%
Grammar and Punctuation	435	431.7	96%
Numeracy	392.2	407.7	98%

Year 5

Test Area	Average Score for School	Average Score for Australia	Percentage of Students at or above the national benchmark
Reading	525.3	509	100%
Writing	484.3	464.6	96%
Spelling	498.5	502.5	100%
Grammar and Punctuation	507.4	503.6	96%
Numeracy	496.5	494.2	96%