### 2014 School Reporting - Primary

#### The Schools Story

<table>
<thead>
<tr>
<th>System:</th>
<th>School Name:</th>
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<tbody>
<tr>
<td>Diocesan Catholic Education Office - Rockhampton</td>
<td>Emmanuel Catholic Primary School</td>
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<table>
<thead>
<tr>
<th>School Based Contact Person:</th>
<th>Address:</th>
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<tbody>
<tr>
<td>Principal’s Full Name:</td>
<td>Baxter Drive, Mt Pleasant, Mackay, Qld. 4740</td>
</tr>
<tr>
<td>Geraldine Rostirolla</td>
<td></td>
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</tbody>
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<table>
<thead>
<tr>
<th>Phone:</th>
<th>Fax:</th>
<th>Email:</th>
<th>Website:</th>
</tr>
</thead>
<tbody>
<tr>
<td>49425999</td>
<td>49425225</td>
<td><a href="mailto:enm@rok.catholic.edu.au">enm@rok.catholic.edu.au</a></td>
<td><a href="http://www.ecps.qld.edu.au">http://www.ecps.qld.edu.au</a></td>
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<table>
<thead>
<tr>
<th>Total Enrolments:</th>
<th>Year Levels Offered:</th>
<th>Type of School:</th>
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<tbody>
<tr>
<td>635</td>
<td>Prep-Year 7</td>
<td>Co-Educational</td>
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Curriculum Offerings

Distinctive Curriculum Offerings

Emmanuel Catholic Primary School is the largest of three parish primary schools in the St Joseph’s Parish of North Mackay. The curriculum areas of Music, Physical Education, Drama and Learning Support are taught by specialist teachers. A Kindergarten program is available as part of the curriculum at Emmanuel. The Kindergarten is situated on Emmanuel grounds, but has its own administration.

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. The school community has chosen six core values that we believe best reflect the vision and mission of our school. The values of justice, love, dignity, respect, honesty, and faith are regularly discussed in religious education lessons. Teachers use the core values in all areas of their teaching to ensure they become a regular part of classroom discussion. Our Core Values are a visible sign of what is important here at Emmanuel.

Our School Name and Motto – “Emmanuel – God With Us” is most significant in shaping our religious character today. It speaks to us of our special relationship and union with God, calling us to recognize the presence of God in those we meet and the importance of prayer in our lives. We seek to provide a continuous and comprehensive curriculum across Year P to 7, in a co-educational environment in which all individuals have access to equality of opportunity to reach their full potential. The unique contribution made by the individual members of our community is recognised and celebrated.

The Religious Education program at Emmanuel Catholic Primary School has grown out of the Religion Curriculum for the Diocese of Rockhampton. The program aims to give students knowledge of the Church’s beliefs, traditions and practices so that they can affirm their Catholic identity in today’s world. From Kindergarten to Year Seven, we strive to provide learning experiences that will help the students to recognise “God is with us” – in ourselves, in others, and in our world. This realization should lead the students to greater respect for themselves and others. In responding to God in their own lives the students should recognize their responsibility within the Church and so want to witness to the love of God for ALL, and to fulfil their Christian vocation.

Emmanuel Catholic Primary School has a school chaplaincy team and a school chapel. Liturgy is an important part of school life. Class or year level liturgies are usually held once a term in our campus chapel. They may take the form of a class mass or class prayer.

The sacramental formation of each student is encouraged, supported and emphasised. Sacramental programs for First Reconciliation, First Eucharist and Confirmation are parish-based throughout the Rockhampton Diocese and preparation of students at home, in parishes and at school is co-ordinated by the Parish Sacramental Team, of which the Assistant to the Principal, Religious Education is a member.

The seven sacraments are emphasised in each year level’s Religion program, with a major emphasis in Year Three (Reconciliation) and Year Four (Confirmation and First Eucharist) as many children from these year levels participate in the appropriate Sacramental Preparation courses.
**Extra Curricula Activities**

Eisteddfod: Students are actively encouraged to participate within the local Eisteddfod Program. Students from Years 1-7 compete in both verse speaking and choral choirs.

McDonald Maths Competition: Students in Years 6 and 7 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 Year 6 and 7 participate in Maths Olympiad. The students are taught problem solving skills and apply them as part of the program.

Opti-Minds: Students in Years 6 and 7 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 Reef to Rainforest Excursion / Year 7 Canberra Excursion.

Choral Festival: Students from Years 6 and 7 are provided with the opportunity to perform as part of the Choral Festival each year.

Sporting Teams: Students have the opportunity to be very 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: Students from Yrs. P-7 are able to join the Environmental Club. A school garden has been constructed and is supported by the P & F Association.

Robotics: Students in Years 6 and 7 may attend Robotic sessions each week.

Safe Start Protective Behaviours Program: Presented to all year levels in Term Three of each year. The program aims to provide students with strategies to enhance their own personal safety.

Peer Support Program: The program occurs during Term Two each year and involves all students throughout the school. Once a week, Year Six and Year Seven 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 desktop computers and recently iPads are seamlessly woven into daily teaching and learning experiences from Prep to Year 7. 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.

To enable the creation of the best possible learning environment for our students, our school-based Technology Committee meet 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. The school drama club actively promotes the anti-bullying message with "skits" on assembly.

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. 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. A present example is the School's Grant Committee.

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.

Lunch-time activities: Recently, parents have been invited to share their skills and expertise in different areas with the students. Small groups of students can participate in lunchtime activities which are led by parents and grandparents within our school community.

Parents are encouraged to attend both year level and whole school liturgies and Masses. Special morning tea / lunches are organised for special occasions such as Mother’s Day and Father’s Day.

Parents are encouraged to become involved with reading.
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 six council recycling bins found throughout the school. Children are rostered 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 635 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 another language other than English at home.

Staffing composition, including Indigenous staff

Workforce Composition of all teachers

<table>
<thead>
<tr>
<th>Workforce Composition</th>
<th>Teaching Staff</th>
<th>Non-Teaching Staff</th>
<th>Indigenous Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Headcounts</td>
<td>35</td>
<td>25</td>
<td>0</td>
</tr>
<tr>
<td>Full-time equivalents</td>
<td>31.3</td>
<td>12.78</td>
<td>0</td>
</tr>
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</table>

Qualifications of all teachers

<table>
<thead>
<tr>
<th>Qualification – highest level of attainment</th>
<th>Percentage of staff with this Qualification</th>
</tr>
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<tbody>
<tr>
<td>Doctoral / Post-doctoral</td>
<td>%</td>
</tr>
<tr>
<td>Masters</td>
<td>%</td>
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Bachelor degree 100%
Diploma %
Certificate %

**Expenditure on and teacher participation in professional development**

**TOTAL FUNDS** expended on teacher professional development according to Australian Government Quality Teacher Program reporting requirements.

$122,500

**MAJOR PROFESSIONAL DEVELOPMENT INITIATIVES**

- Student Protection – Annual In-service
- Workplace, Health and Safety – Annual In-service
- Improving Writing – Staff PD and Writer’s Club
- Bishop’s In-service day
- Twilight In-service – Virtues Program
- AITSL Standards
- BBBL Graduate Program
- PD - Charism of the Marist Order (Sr. Noeleen)
- First Aid Training
- John Campbell – Maths Proficiencies
- Arts Curriculum – Pupil Free Day
- Twilight In-service – Google Chrome
- National Partnerships - Differentiation

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

100%

**Average staff attendance**

Average staff attendance for the school year, based on unplanned absences of sick and emergency leave for periods of up to 5 days

98.37%

**Percentage of teaching staff retained from the previous school year**

84.42%
School Income

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

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 http://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 Vision and Mission Statements are the driving force behind all decisions. The way in which we approach all educational outcomes is to respond to identified current needs within the context of our common message. The 2014 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 would suggest that, across the board in Years 3, 5 and 7 students were above state averages in twelve of the fifteen areas and in the three areas that were marginally below, this difference was not statistically significant. Spelling was identified as an area for professional development across the school.

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.
• Early intervention teacher support for children identified below the benchmark
• Common assessment tasks and collaborative year level planning.
• Learning Support assistance in classrooms to students needing intervention.
• 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 (%)**

99.5%

**Describe how non-attendance is managed by the school**

Daily reporting from all class teachers enables the close monitoring of non-attendance of students. This year the school has implemented an electronic form of reporting attendance through Teacher Kiosk. Should a student be absent from school without contact being made by the student’s parents, the school would make contact with the student’s parents. All parents are required to contact the school should their child be absent.

**Value Added**

**The story of distance travelled**

The Annual School Goals for 2014:

- Planning for refurbishment of school Library and Learning Support Rooms
- Drainage of Fr Joe Carroll Oval – ongoing
- Refurbishment of toilets near tuckshop area
- Tuckshop upgrade
- Planning for beautification of Prep concrete area
- Planning for landscaping between Administration and F-block gardens
- Replacement of pavers between staff room and Year 1 block and extend Prep concrete
- Review of class liturgies (Parish Priest/APRE/Teachers)
- Maintain connection with Marist Sisters – Sr Noeleen
- Virtues Program – refresher
- Training / implementation of Seasons for Growth
- Social Justice Service Program – Student Council
- Prayer café / parent engagement
- Continuation of Easter celebrations and Stations of the Cross
- Continued support of staff regarding implementation of RE Curriculum
- School Board – Dress Code for Staff
- Review of Diocesan Policies / Mission Statement
- Transition process for Year 7 into Secondary in 2015
- Review of Australian Curriculum – Spelling program
- Implementation of Australian Curriculum – Geography
- Learning Area Overview – The Arts; Implementation of Visual Arts plan
- Planning explicit active comprehension strategies from DRA data
- Web Book Reporting preparation
- Whole of school implementation – Google Chrome
- Google Docs – real time feedback from Years 4-7
### The story of where you are going

Godly Play Resources will be sourced and accessioned through the Mary Moore Resource Centre. Training in the Making Jesus Real program will facilitate this content as the topics for our Peer Support Program this year and a Religious Education Reading Scheme will be purchased for classroom teachers. Sacramental Mass Books will also be purchased.

All staff will undergo an action research project throughout the year as part of the Great Teachers/Great Results funding, which will be based on classroom data, informed by current research, developed with professional networks and aligned to school goals. Staff will work on developing learning goals from Semester Two onwards. One staff member will attend QELI training about mentoring and coaching to consider its application with teacher professional standards.

In our ongoing commitment to digital technologies, a classroom teacher will be seconded to model and plan (with APC) connected curriculum using Google Apps for Education on a fortnightly basis for all generalist teachers and continue providing collegial support to the Google representative in each year level.

Counselling hours in the school will be increased to meet the demands of the social and emotional needs of students in our care.

The major focus for Curriculum in the future will be a Word Study approach to Spelling. Teachers will need to be provided with year level content documents and professional development to assist the implementation of a whole of school approach. The key focus will be a balanced strategy approach which applies a variety of classroom processes for deep learning and data will be collected on the transfer of spelling to writing. Assessment will be audited across the school to gauge whether there is a range and balance of tools across the curriculum and reviewed accordingly.

As a follow through from the work done with Maths fluency, Maths professional development will focus on the proficiencies of problem solving, with particular focus on open ended tasks. Media curriculum will be trialled and developed further with staff and consideration will be given to training in this area.

Assembly Toilets will be repainted and the Library will undergo a major refurbishment. An Outdoor Classroom area will be built to offer alternative spaces for teaching and the Junior Playground replaced and relocated. The outdoor area in Prep will be refurbished and seating will be replaced with benches.

The Hall sound system will be upgraded to minimise reverberation and improve sound quality and Learning Support will purchase additional iPads & laptops for use with students.

### 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 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. This was particularly reflected in the School Review and Improvement Process which occurred in 2014.