Principal’s Foreword

Introduction

Mother Teresa school opened in 2011 with a p-3 enrolment of 56 students. Since then the school has continued to grow steadily with a current 2013 population of 140 students with an expectation of exceeding 200 students sometime in 2014. We currently have classes from Prep to Year 5 and will move to a full P-6 environment in 2014. As a new school, we have spacious grounds and green spaces. Our classrooms are designed in an open plan style to facilitate shared learning and teaching experiences. We still have two more stages of construction before the school will be completed as a three stream school of approximately 550 students in the years to come.

Our school teaching and learning philosophy is based heavily on an inquiry approach, which we refer to as our Design Thinking pedagogy. Learning in our school is underpinned by six core values, Respect, Responsibility, Real Things, Collaboration, Challenge and Choice. These values underpinning our pedagogy, also serve to build on our Catholic ethos and the charism of Mother Teresa.

We are committed to ongoing professional development to support our teachers as learners and facilitators, and see the development of lifelong self-directed and self-managing learners as the key to success in later life.

School Profile

Mother Teresa is a Catholic school administered through Catholic Education, Archdiocese of Brisbane.

Coeducational ☑ or Single Sex ☐

Year levels offered: Primary ☑ Secondary ☐ P-12 ☐

Total student enrolments for this school 140

Total Enrolment 140 Girls 71 Boys 69
Characteristics of the student body

Our students come mostly from Ormeau itself or suburbs to the south. We have a wide range of cultural backgrounds represented in our student body. Students come largely from a dual income family, and as a new school in a growing community, many of our families are first home buyers with young families.

Like all schools in our modern era, our children are very comfortable and confident with the use of Information Communication Learning Technologies, which is heavily supported in our classrooms.

Being located in the semi rural Ormeau setting, our children are able to enjoy a lot of outdoor play environments and recreation areas, and are very responsive to a 'hands on' approach to learning.

Parents at our school are very supportive and actively engaged in children's learning through in-class assistance, serving on the School Board or Parents and Friends, or even through volunteering in the school tuckshop.

As a small and developing school all children in our school know each other, and this leads to the development of great community spirit, and also helps us assist the children in managing social situations when they arise.

Our distinctive curriculum offerings

Mother Teresa’s school curriculum offerings are based on meeting the requirements of the National Curriculum as set down by ACARA. Our school teaching and learning is based on an inquiry approach to learning which aims to produce as self motivated and self directed lifelong learner. Key to this inquiry approach are our six underpinning core values; Respect, Responsibility, Real Things, Collaboration, Challenge and Choice. We see these as the skills and values that our children will need to develop and foster to help them learn and succeed in any endeavour at any age.

Skilling the children to be successful self learners is vital, and this required explicit teaching of skills and knowledge required to develop more complex understandings. Children are taught these explicit skills in conjunction with opportunities to use these skills and knowledge to explore their world further. This explicit teaching reflects the content outlined in the National Curriculum.

As well as the expected curriculum offerings of the National Curriculum, at Mother Teresa's we also have LOTE (Indonesian), HPE and music specialist lessons from prep through to Year Five
Choir
Instrumental Music
Curriculum incursions and excursions
Swimming
Extra curricula activities

Swimming
Garden Club
After school activities such as Auskick, Netta Netball, Viva Soccer
Homework Club

How Information and Communication Technologies are used to assist learning

In our efforts to prepare children as lifelong learners, competency with existing and emerging technologies plays a very important part. Our aim is for children to learning technologies as a tool to assist and promote learning, but not to direct it.

Whilst we have not engaged on a 1-1 computer access program, or children have access to a range of laptops, iPads, iPods, digital still and video cameras all to assist in research and recording of learning and as communication tools.

Each class has their own interactive whiteboard on which children can present their information to a large group, and the school has full wireless access throughout the entire school, including the play spaces, so that children can ‘learn anything, anywhere’.

Children also engage in online collaboration and communication through their own class blogs, each class has their own twitter account to communicate with the wider community, and utilise a wide range of online resources to support their learning.

Teachers are also supported and developed through online communities with other peers and professionals in an exchange of experiences, ideas and reflections.

Parents are also engaged in the learning process by being able to access their child’s online work, interacting with the class blog and Twitter communications and a Parents and Friends Facebook page.

Social climate inclusive of pastoral care and our response to bullying

Mother Teresa is a KidsMatter school; we recognise that bullying is and will remain present in some form in a variety of contexts in all stages of life. We believe that isolation and punishment of the offender is not the complete answer, as it is impossible to shield all children in all contexts from some form of bullying, whether at school, at home or on the internet.

Our approach is to build resilience and skills in all our children to enable them to cope successfully with a wide range of influences, including bullying. We have embedded education in social and mental health into all aspects of our school life, and offer programs and information regularly to our parent community to help them develop a more resilient child.

We also believe in assisting, rather than punishing the offender, through re-education and re-skilling offending students, though consequences of inappropriate behaviour are fully enforced.
Parent, student and teacher satisfaction with the school

The fact that from 2011 to 2012 we retained 100% of staff points to a high degree of teacher satisfaction. We did lose some enrolments during the 2012 year, as parents moved to align themselves with secondary schools, after the announcement of a delay in the establishment of a Catholic Secondary school in the Ormeau area.

During the year we hold Open Forums where any issue can be raised with the school principal. From these we are able to effectively gauge and respond to parent perceptions about our school. We believe this open approach fosters ownership of the school and the feedback from parents regarding this opportunity has been positive.

Parent involvement in their child’s education

Our belief is that parents are the first and foremost educators of their children, and a positive partnership must be formed if success is to follow. Parents are given numerous opportunities to be involved in all aspects of the school, including, but not limited to:

- Membership of the School Board
- Serving on the Parents and Friends Association
- Assistance in class (reading, craft etc.)
- Participation in sports days and cultural events
- Attendance at working bees
- Parent teacher interviews
- Invitations to contribute to class blogs, twitter accounts
- Attendance at Celebrations of Learning, school liturgies, assemblies etc.

Staff Profile

<table>
<thead>
<tr>
<th>Workforce Composition</th>
<th>Teaching Staff</th>
<th>Non-teaching Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Headcounts</td>
<td>15</td>
<td>6</td>
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<tr>
<td>Full-time equivalents</td>
<td>10.4</td>
<td>3.75</td>
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<tr>
<td>Indigenous</td>
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Qualifications of all teachers

<table>
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<tr>
<th>Highest level of attainment</th>
<th>Percentage of teachers and leaders at the school attaining this level</th>
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</thead>
<tbody>
<tr>
<td>Doctorate</td>
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<tr>
<td>Masters</td>
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<tr>
<td>Post Graduate Diploma/Certificate</td>
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<tr>
<td>Bachelors Degree</td>
<td>58%</td>
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<tr>
<td>Diploma/Certificate</td>
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Expenditure on and teacher participation in Professional Learning
The total funds expended on teacher professional learning in 2012 was $13,362.
The major professional development initiatives were as follows:

Our major focus last year was continuing our teacher professional development into our schoolwide inquiry approach to learning and assessment.
We committed funds also to the ongoing development of our student mental health and wellbeing program, KidsMatter.
Ongoing professional development to meet the demands of rolling out the National Curriculum also required a significant portion of our funding.

School Income by Funding Source
School income broken down by funding source is available via the My School website at http://www.myschool.edu.au/.

To access our school income details, click on the My School link above. You will then be taken to the My School website with the following: ‘Find a school’ text box.
Where it says ‘Search by school name’, type in the name of the school you wish to view, and select <GO>. Read and follow the instructions on the next screen; you will be asked to accept the Terms of Use and Privacy Policy before being given access to the school’s My School entry web page.
School financial information is available by selecting ‘School finances’ in the menu box in the top left corner of the school’s entry web page.

Average staff attendance rate
The staff attendance rate was 98.39% in 2012.

Proportion of staff retained from the previous school year
From the end of the 2011 school year, 100% of staff were retained by the school for the 2012 year.

Key Student Outcomes

| Whole School Attendance Rate | 94.2% |
| Prep Attendance Rate         | N/A   |
| Year 1 Attendance Rate       | 93.4% |
| Year 2 Attendance Rate       | 96.8% |
| Year 3 Attendance Rate       | 92.4% |
| Year 4 Attendance Rate       | 96.4% |
| Year 5 Attendance Rate       | %     |
| Year 6 Attendance Rate       | %     |
| Year 7 Attendance Rate       | %     |
Policy and practice to manage student attendance

Class rolls are marked electronically each morning and afternoon. Reasons for absence and absence without reason are recorded and monitored. Student absences are reported on the written report cards at the end of each semester.
Early or late arrivals are signed in at the office and a notification is sent to the class teacher so that rolls may be amended accordingly.
High frequency absences without reason may be referred to the Student Protection Officer or Principal for further investigation.

Student Achievement – NAPLAN for Years 3, 5, 7

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

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the relevant years are available via the My School website at http://www.myschool.edu.au/.

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