



# Annual Report 2018

## Mission Statement

St. Gerard Majella School will be a place where relationships with God and within the community will be fostered.

An education will be offered to develop the whole child – spiritually, academically, socially, culturally and physically. All students will be challenged to develop and achieve their potential.

Parents will be involved and share in policy making.

Values on which this Mission Statement is based:

**Faith**

**Justice**

**Inclusion**

**Compassion**

**Respect**

*Saint Gerard Majella  
Pray For Us*



### ***About our School***

St Gerard Majella School provides a quality education for families located in the southern parts of Cairns and is an integral part of Our Lady Help of Christians Parish, Earlville. The school is located adjacent to St Mary's Catholic College in Woree.

At St Gerard Majella School we hope to perpetuate the spirit of the Franciscan Nuns who founded the school with a focus on our Franciscan Charism which emphasises the environment and a love of God's creation. The school is situated in a beautiful setting at the base of Red Hill and the flourishing gardens and outdoor learning and play spaces are a living testimony to Franciscan spirituality.

The St Gerard Majella community is supportive and caring. Committed and dedicated staff work closely with parents and caregivers to provide students with an opportunity to promote their spiritual, academic, social and physical development.

Since St Gerard Majella School first began in 1988, the school has grown steadily to reach full enrolment of approximately 400 students. The school community includes a significant number of students with diverse cultural backgrounds including indigenous students.

### ***School Annual Improvement***

#### ***Priority 1: To identify, renew and enhance our Catholic Identity***

By the end of 2018 the school staff will have engaged in professional learning in Catholic Identity and the Charism of St Gerard Majella School.

This will be measured by:

1. Staff articulation and understanding of our Franciscan Charism
2. Staff utilising and understanding the language and terminology of the Catholic Identity Project

#### **Strategies and resources implemented**

\*Staff PD on 25/10/2017 provided by Toni Foley

\*Undertake ESCIP survey for school community during Term 1 2018

\*Analyse data in Term 4 2018

\*Staff meeting devoted to sharing of outcomes of data analysis in Term 1 2019

\* Parent workshop during Term 2 2019 to share outcomes of data analysis and provide information on the project by Toni Foley

\* Staff meeting devoted to review of the Religious Life of the School Document in Term 4 2018

\* Opportunities for staff to be engaged in professional discussions regarding Catholic Identity and the Religious Life of the School

\*Principal and Parish Priest to attend Leuven in 2018

\*Publication of RLoS Calendar to whole school community each term

\*Identification of Faith Life traditions within SGM and document those appropriately

\* Bryan Grech and Gaby Donnelly will work together on building an understanding of our Franciscan Charism with the staff

\* Some aspects of the timeline may not occur until 2019

#### ***Priority 2: To build a Collaborative Culture***

By the end of 2018, staff will participate in 2 hr PLT meetings 3 times per term to engage in professional conversations on planning, pedagogy and technology in innovative learning environments to improve learning and engagement for every student.

This will be measured by:

Each PLT completing a minimum of 2 SMART goals during the year.

**Strategies and resources implemented**

- \* Staff professional development day on the Enneagram to build understanding of different personality types
- \* Leadership team to set dates and schedule for 2018 PLT meetings in Term 4 2017
- \* EO and CST to meet to analyse data prior to PLT process commencing
- \* PLT meetings to be held for 2 hours, 3 times per term
- \* The PLT process will follow the Learning Sprint Method
- \* Numeracy/Literacy Coach to support the achievement of PLT SMART goals
- \* EO to support PLT process with CST
- \* IEO and Inclusion teachers to support differentiation strategies in PLTs
- \* Agenda for PLT meetings may include:
  - to analyse school data
  - to make explicit the school's professional learning agenda
  - to share planning
  - to embed cross curricular skills
  - to utilise learning progressions
  - to set specific improvement targets with timelines with SMART goals
  - to engage in professional conversations about contemporary pedagogical practices
  - to engage in professional conversations about diverse and innovative learning environments to engage students more effectively in the learning process
  - to be involved in collaborative common assessment planning and writing

*Priority 3: To build a Collaborative Culture - Integrated Unit Planning*

By the end of 2018, teachers across all year levels will be using an integrated planning approach to curriculum delivery

This will be measured by:

Each year level having completed at least 4 integrated units of work

**Strategies and resources implemented**

- \* Year level planning day each term to finalise integrated unit plans from 2017
- \* Unit plans to be posted on school server
- \* Trial of integrated units each term

*Priority 4: To build Collaborative Culture - Contemporary Learning Pedagogies*

By the end of 2018, teachers and students will operate in diverse learning environments to best cater for student learning needs.

This will be measured by:

1. All teachers utilising visible learning strategies – learning intentions, success criteria and feedback.

All teachers utilising ESCMs and displaying class expectations and consequences

**Strategies and resources implemented**

- \* Master planning of the school to begin in Term 4 2017 and completed by the end of Term 1 2018
- \* Teachers to be engaged in discussion on the creative use of physical learning spaces and technology during Semester 2 2017 and 2018

- \* Each term, the teacher librarian to work with staff on the use of technology in contemporary learning pedagogy, particularly focusing on ways to differentiate teaching and learning
- \* Use of visible learning strategies in all classrooms to enhance learning outcomes
- \* Enhance the use of outdoor spaces in learning through professional learning opportunities
- \* Teachers to attend Joanne Dooner PD in 0 Week on writing learning intentions and success criteria
- \* Teachers to participate in ongoing peer observation and coaching
- \* Leadership team to have regular classroom walkthroughs and provide feedback
- \* Attendance at the National Future Schools Expo and Conference – APRE and Year 5/6 teachers to be leaders in this area
- \* All teachers to engage in Classroom Profiling
- \* EO and Inclusion Teachers to be part of the learning journey in the area of Contemporary Learning Pedagogies

#### **Areas of growth**

1. Priority 1 has been a consistent focus in 2018 with the majority of strategies have been completed. Analysis of ECSIP survey data will flow on into Term 1 2019 as the survey data was received mid Term 4 2018.
2. Priority 2 has been successful as staff have had the opportunity to meet three times each term during the first three terms. After feedback, this model has been modified for 2019 to allow teams of teachers to meet each week for 2 hours with a focus area for each meeting.
3. Priority 3 has been achieved with the majority of year levels finalising units of work and contextualising them to SGM.
4. Priority 4 has been successful in providing teachers with an immersion experience in Innovative Learning Practices to support them to develop their pedagogical practices to incorporate more contemporary learning practices. The majority of the strategies have been completed.

#### ***Characteristics of Student Body***

- Student Enrolment – 390 (201 Boys and 189 Girls)
- Class Structure – 2 streams
- Verified students - 23
- Indigenous - 21
- EAL/D - 47
- NCCD - 52
- Catholicity – 76.4%
- Attendance – 94.3%
- ICSEA - 1058

#### ***Cultural diversity***

- Indigenous – Aboriginal, Torres Strait Islander and/or both
- Chinese (Cantonese)
- Hmong
- Japanese
- Dutch
- German
- PNG
- Vietnamese

- Indian (Malayalam)
- Punjabi
- Korean
- Pilipino (Tagalog)
- Tongan
- New Zealand
- Spanish

### ***Distinctive Curriculum Offerings***

The School offers students a sound academic education in all key learning areas including Religious Education. Social and Emotional Learning is an important part of daily class lessons. Students from Prep to Year 4 have specialist lessons in Health and Physical Education while Japanese Language is offered in Year 5 and 6. All students have weekly lessons in The Arts with a specialist teacher.

A number of our students participate in the Instrumental Music Program through St Mary's College and others have private piano tuition based at the school.

Many of our students enjoy learning and playing chess. We also have a Netball Club, Gardening Club, Robotics Club, Fitness Fun, Boot Camp, School Choir and Justice Squad available to children to explore their abilities and interests at before school, lunch times or after school.

### ***Extra-Curricular Activities***

These include:

- Student Council
- Environment and Social committees
- Sporting
- Athletics and Cross Country teams
- Optiminds Teams
- Instrumental Music Program
- Band
- Choir
- Chess
- Gardening Club
- Social Justice Group
- Boot camp
- Fitness Fun
- Robotics Club
- Netball team
- Opportunity to try out for a variety of sports

### ***Social Climate***

St Gerard Majella is a friendly and supportive school community where parents and staff work together to provide a safe, progressive and enjoyable environment for students. Wellbeing is an important factor for all students at the school and social emotional learning permeates all aspects of the curriculum. As the school adjoins St Mary's College, it is ideally placed for those families looking for a Prep to 12 Campus for their children. The School has two Learning Support Teachers, a School Counsellor, Intervention Teachers and School Officers who support integration, classroom and diverse needs programs. In 2018 we have introduced a High Potential Learners' Teacher to cater

for those students who have strengths in the area of creative thinking, are achieving well academically and are looking to be challenged.

### ***Parent Engagement***

St Gerard Majella School has a School Board and a Parents and Friends Association (P&F). The active P&F is involved in facilitating the Tuckshop and Second Hand Uniform Shop, as well as organising and supporting social functions. The School Board plays an active role as well, developing policies, overseeing major construction projects and monitors the school budget. An Out of School Hours Childcare Service is available in the afternoon until 6.00pm. Vacation Care is also available on site. The school is involved in parish life through the Pastoral Council and Finance Committee as well as through Sacramental Programs, regular liturgies and masses with our Parish Priest and the annual parish events. Other community involvement includes: Curriculum Information Sessions, Assemblies, Parent Workshops, Parental involvement in classrooms, Excursions and Camps, School Fete or Walkathon and Parent/Teacher meetings.

### ***Parent Satisfaction***

Parents have responded that staff (94%) and students (96.6%) live out Catholic values of witness and service in their words and actions. 92.8% believe that the policies and procedures of SGM are documented clearly and are easily accessible. 91.7% state that at SGM each child is encouraged to achieve to the best of their ability with 91.6% believing that SGM has clear, behaviour management procedures that are fair, consistent and effective. 97.7% of parents responded that the school treats students from all backgrounds with respect. 97.2% state that the grounds, building and outdoor facilities are well-presented and maintained. 92.3% of parents agree that SGM strives to improve and innovate to enhance its educational offerings to students.

### ***Major Professional Development Initiatives***

The teachers have been involved in professional learning in the following areas:

- integrated planning
- Professional Learning Teams with a focus on improved reading and writing outcomes
- school improvement and school effectiveness
- religious education
- social emotional learning and wellbeing
- special needs
- collaborative teaching and coaching in literacy
- industrial training
- aspiring leaders program
- 360 feedback process
- WHS
- Leading with Integrity Program
- Enhancing Catholic School Identity
- Innovative Learning Environments and Contemporary Pedagogies
- Nature Play Qld – Outdoor Learning

### ***Staff Satisfaction***

A total of 36 staff responded to the survey. 94.4% of staff believe that SGM is a welcoming and caring community where everyone is treated with respect. 97.3% agree that SGM provides high quality services to parents and students with 97.2% feeling empowered to make a difference. 100% of staff state that they understand their obligations under student protection processes and that the school sets high standards

for student behaviour. 100% of staff agree that SGM provides the equipment, training and resources they need to do their work safely and 94.4% state that they have confidence in the future direction of SGM.

***Management of non-attendance***

Teachers alert the school office to student non-attendance promptly every morning through their marking of the electronic school roll. The office staff then contact the parents unless the school has already been notified with a reason for the absence. This contact may be either through 'Blink' or a phone call. Student welfare is a priority for staff at St Gerard Majella School.

***Student Satisfaction***

96.8% of students believe that “My school encourages me to think and develop my personal faith”. 92.6% agree that the school rules at SGM are fair and consistent with a further 97.8% believing that doing their best at SGM is important to them. 87.1% of students indicated that if they felt unsafe at school they know a teacher or staff member who could help them and 90.3% of students think that the students at this school are nice to each other. 94.7% agree that there are many resources in the classroom that they can use to help them learn with 87.2% thinking that everyone at SGM is trying to make the school better.