

MOTHER TERESA CATHOLIC COLLEGE

2016 SCHOOL PERFORMANCE INFORMATION

1. CONTEXTUAL INFORMATION

Mother Teresa Catholic College is an inclusive learning community. Now in its fourth year - 2017 - the college has students from Pre-Kindergarten to Year 6 and will continue to develop into a K-12 co-educational college. (In 2016 classes ranged from Kindergarten to Yr 5).

In living the Gospel values and inspired by Saint Mother Teresa's spirit of outreach and love for all human beings, we aim to

CHALLENGE our students and all in our community to

CONNECT with learning about ourselves, one another and the wider world, and

CONTRIBUTE with confidence, courage and creativity towards making the world a better place for all peoples.

Our student population mirrors the diversity of Baldivis, the suburb in which the college is situated. In 2016 our students were born in eleven different countries, while their parents were born in thirty-one different countries. The student population in 2016 included 9 diagnosed students with disabilities, and additional students in the process of diagnosis. There were 5 Indigenous students enrolled at the college and 24 students from Defence Force families. There was also a small number of students for whom English was not the language spoken at home. To support such students as well as all students who were failing to thrive in their development of literacy and numeracy, regular individual and small-group programs and assistance were offered. For a significant number of our students, MTCC is the second, third and, for a few students, even the fourth primary school which they have attended. There are various reasons for this, including the mobility of Defence Force families, circumstances of families and single-parents, employment, and students who have failed to thrive in previous schools, either socially, emotionally or academically or a combination of these. In the spirit of our patron, Mother Teresa, difference is both welcomed and celebrated in our college community.

Our college features multi-award-winning, rammed earth buildings where flexible space and contemporary furniture impact intentionally on our pedagogical approach of Inquiry Learning. Three nature-playgrounds which challenge both imagination and physical aptitudes of students are available to all year levels.

In the Early Learning Years, the Walker Learning Approach is implemented, including daily "Investigation" sessions in learning spaces rich with provocations related to the children's current interests. From Years 3 to 6, students are supported and challenged to engage in "Education Research Projects" which encourage learning at a deeper and multi-disciplinary level, again working from the students' interests. In addition to the inquiry learning sessions, students enjoy specialist classes in Science, Indonesian, Physical Education and Music/Drama. Dedicated literacy and numeracy sessions are also scheduled daily in which all students are engaged in differentiated learning of required literacy and numeracy skills. From Year 1 an iPad is a required learning-tool for each student and Apple TVs are installed in every classroom and other common spaces throughout the college.

Our first secondary students will commence Year 7 in 2018, in a variety of contemporary, purpose-built learning spaces where they will engage in multi-disciplinary, challenge-based learning in addition to the core learning areas of Religious Education, English, Science and Mathematics. Also available to the Year 7 students will be a comprehensive elective program including Design and Technology, Visual Arts, Textiles, Music, Dance and Food Technology in the brand-new facilities.

Embracing technology, collaborative practices and digital media in creative learning spaces,

our learning community of students, staff and parents are flourishing in a new school built for the world of today - and tomorrow.

2. TEACHER QUALIFICATIONS

In 2016, thirteen full-time teachers and six part-time teachers were employed at Mother Teresa Catholic College. A summary of the teachers' qualifications is as follows:

Diploma	Graduate Diploma	Bachelor Degree	Master Degree
5	4	19	5

3. WORKFORCE COMPOSITION

A summary of the workforce composition in 2016 at Mother Teresa Catholic College is as follows:

Male	Female	Teaching	Non-Teaching (Education Assistants/Administration)	Full-time	Part-time	Indigenous
3	33	19	17	17	19	0

4. STUDENT ATTENDANCE AT SCHOOL

Average **Whole School** attendance for 2016 was **88.68%**

By **Year Level** attendance for 2016 was as follows:

Year Level	K	PP	Yr1	Yr2	Yr3	Yr4	Yr5
% Male	94.0	95.91	95.98	95.61	94.62	95.48	91.42
% Female	94.88	93.81	93.34	94.66	95.83	96.17	93.55

Student Non-Attendance is managed in accordance with the Mother Teresa Catholic College "Attendance Procedure" (Promulgated 2016 and due for Review 2018)

5. NAPLAN ANNUAL ASSESSMENTS – 2016

Percentage of students above the National Benchmark:

Year 3	Reading	78%
	Numeracy	75%
	Writing	73%
Year 5	Reading	83%
	Numeracy	83%
	Writing	83%

6. STAFF, STUDENT AND PARENT SATISFACTION

There were two sources of data used to determine the level of satisfaction:

1. Meetings between principal and parents when younger siblings of children already attending the College were applying for enrolment in Kindergarten (34 families)
The parent interviews were unanimously positive, with two main strengths of the college identified as the Inquiry Learning pedagogy implemented in each year level

and communication between teachers and parents and between the College and parents.

2. 2016 SCHOOL CLIMATE SURVEY produced and conducted by Insight SRC Pty Ltd through online surveys by staff, senior primary students and a random selection of parents.

The summary of results were as follows:

2016 STAFF CLIMATE

Staff Wellbeing: Individual and school morale scored well.

Empathy: Supportive leadership scored less well.

Clarity: Role clarity was given a low score

Engagement: Ownership and Empowerment scored well, while Teamwork scored less well.

Learning: Professional Growth scored highly but Appraisal and Recognition needs improvement.

Outcomes: Work demands were considered very heavy.

Student Behaviour: Student behaviour (at school generally) scored much better than Student behaviour in class.

Team-based Practice: Student Management scored better than Curriculum Processes (scored only by teachers)

Teaching and Learning: Student Motivation, Respect for Students, Teacher Confidence and Engaging Practice scored well. Quality Teaching and Parent Partnerships scored less well.

Catholic Culture: Staff assessment of the Importance of Catholic Culture, Behaviour of Students, Behaviour of Staff and Staff Compassion scored highly. Staff data indicated that there should be more Opportunity to participate in ritual and prayer as a staff as well as more opportunity to engage in Social Justice.

Improvement Planning: Staff engagement in the Quality Catholic Schooling components, the Annual School Improvement Plan and Strategic Planning all scored well.

2016 STUDENT ATTITUDES TO SCHOOL (senior-primary students)

Emotional Wellbeing: Connectedness to School and Student Morale scored highly. Student distress was also acknowledged by the respondents to a large degree.

Teacher Relationships: Stimulating Learnings scored highest, followed by Purposeful Teaching and Teacher Empathy.

Engagement in Learning: Connectedness to Peers scored very highly, followed by Student Motivation (high) and Learning Confidence (slightly less)

Student Behaviour: Student Safety earned a mid-range score while Classroom Behaviour was scored extremely low by the respondents.

Catholic Culture: Students scored Behaviour of both Staff and Students (in activities pertaining to Catholic Culture) as extremely high. Student Compassion and the Importance of Catholic Culture for students scored highly. Christian Service and Opportunity was scored lower by student respondents.

Survey: Students scored their enthusiasm for the survey extremely highly but scored the survey as somewhat difficult to complete.

2016 PARENT OPINION

Community Engagement: School Improvement and Approachability scored highly. Parent Input and Reporting scored less well.

Learning Opportunity: Homework, Transitions (between year-levels) and Learning Focus scored well. Extra-Curricular activities scored less well.

Staff Engagement: Behaviour Management scored highly. Stimulating Learning and Teacher Morale scored well (but less highly)

Student Engagement: Student Motivation and Connectedness to School both scored extremely highly.

Peer relations: Connectedness to Peers scored extremely highly while Social Skills rendered a mid-range score.

Student Behaviour: Classroom Behaviour scored extremely highly. Student Safety scored highly (but not as well as Classroom Behaviour)

Catholic Culture: Compassion, Behaviour of Students, Christian Service and Behaviour of Staff all scored extremely highly. Importance and Opportunity for Catholic Culture was rated lowly by the parent respondents.

Attitude to Survey was rated mid-range by parent respondents.

7. SCHOOL INCOME

(To be confirmed by CEWA and made available on the Australian Government MySchool website)

8. 2016 ANNUAL SCHOOL IMPROVEMENT SUCCESS MEASURES

All 26 Success Indicators identified in the 2016 Annual School Improvement Plan were met satisfactorily.

GOALS	SUCCESS INDICATORS
LEARNING Use achievement student data to inform differentiated classroom teaching across the College Provide staff and resources to cater explicitly for students identified at risk or as gifted and talented. Implement the KIDSMATTER Framework across years Implement MAKING JESUS REAL in Year 5 and extend the initiative through peer influence to other year-levels	Needy children (cognitive, social-emotional, physical and sensory) were identified from 4yo. Staff use data to inform teaching and learning and to differentiate learning-teaching and cater for individual students' learning needs Extending Mathematical Understandings (EMU), Reading Recovery Program and Levelled Literacy small groups were offered increased learning outcomes for the students involved. Insight School Climate Survey results KidsMatter events and activities were experienced by all students from PP-Yr 5 with buddies and in House groups. Staff Pillar 'Wellbeing/KidsMatter' was formed and worked together to implement KidsMatter across MTCC. MJR Staff Pillar worked successfully to enable MJR to become visible and tangible around the whole college campus.

<p>Make frequent and explicit connections for students and staff between Christian service learning, prayer, reflection, sacramental and liturgical celebrations and their own faith development.</p> <p>Provide ongoing professional learning and collaboration in the WALKER LEARNING APPROACH.</p> <p>ENGAGEMENT</p> <p>Empower parents of all cultural backgrounds and languages to engage with the school</p> <p>Assist parents to understand the benefits and challenges their children face growing up in the digital age</p> <p>Organise college happenings which allow inter-cultural sharing</p> <p>Support staff to identify and pursue areas of professional learning in line with the articulated</p>	<p>Sacramental and Liturgical celebrations with parent involvement in their preparation were held across PP-Yr 5 classes. The Sacramental Program was facilitated in conjunction with the Parish.</p> <p>Professional learning in WLA was offered to whole staff. Events included a Melbourne study tour for 6 teachers who had not previously experienced this tour.</p> <p>Professional Learning Community meeting minutes and actions taken to implement WLA from K-Yr 5.</p> <p>Regular communication of information via Newsletters, SEQTA emails to parents and SMS messages. Increased and sustained Parent involvement in the College.</p> <p>All new Kindy parents attended the 3 x 2hr evening sessions in “123 Magic and Emotion Coaching for Parents” course. Other new parents to the school were invited to attend these 3 sessions also. Two sessions for parents about the digital technology, programs and apps utilised at the College were facilitated by staff.</p> <p>In collaboration with the Parish, multi-cultural social occasions were provided. The Canonisation of Mother Teresa was celebrated as a joint Parish-College event as a community experience.</p> <p>An opportunity each semester was organised for parent information and formal interview with the teacher. Parents were able to make appointments with any staff-member through Reception throughout the year. Teachers also initiated meetings with parents re: students’ progress as required.</p>
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<p>vision, mission and strategic targets of the College</p> <p>ACCOUNTABILITY</p> <p>Openly resist and counter any sense of elitism developing in the College community if, as and when it arises</p> <p>Advocate for the identification of and provision for disabled students and students with special learning needs</p> <p>Teach sustainable practices and model care and protection of our earth</p> <p>Work cooperatively with the College Board to execute the design of Capital Development: Stages 3 and 3a.</p> <p>DISCIPLESHP</p> <p>Offer “Faith, Story Witness” for new staff and invite the Missionary Sisters of Charity to share Mother Teresa’s charism with all staff each year.</p>	<p>Increased skill levels of teachers in the use of technology and the implementation of learning and teaching using ICT.</p> <p>Staff attended offsite professional learning in areas of need e.g. Autism Spectrum Disorder, Dyslexia, Accreditation to teach RE etc.</p> <p>Newsletter items</p> <p>Minutes from meetings of Staff, Board and P&F including Principal’s reports</p> <p>Difference in nationality, belief and ability has been welcomed into MTCC</p> <p>Increased service and presence of CEWA consultants i.e. Students with Disabilities; Psychologist; Curriculum; and School Improvement Advisor.</p> <p>A Defence Schools Transition Aide (DSTA) was employed</p> <p>A teacher was designated as Coordinator of Aboriginal Education and a draft AE plan for MTCC was written and resourced</p> <p>A Sustainability Centre was established as an MTCC community activity. Class gardens were included in the centre with future provision for the raising of hens and the implementation of work-farming.</p> <p>Increased awareness of staff about our responsibilities for educating students about caring for creation (<i>Laudato Si – Pope Francis</i>)</p> <p>Employed a full-time Receptionist to relieve Principal and Admin staff workloads</p> <p>Re-structured Assistant Principal roles and responsibilities.</p> <p>All newsletters carried reference to Mother Teresa leading to increased awareness in the community of the College’s patron, her work and charism.</p>
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<p>Staff use the CEWA Religious Education online portal</p> <p>Develop a community culture of genuine compassion and assistance to disadvantaged and needy peoples</p>	<p>Increased capacity to share faith journey among staff.</p> <p>Teachers' planning documents, classroom culture and presentation have enhanced the Religious Education program at each year-level</p> <p>MTCC has proved itself as a 'giving' community in various ways throughout 2016 – in keeping with the spirit of our patron Mother Teresa – e.g. LifeLink Appeal, Pyjama Day for St Vincent de Paul, Christmas Appeal, Missionary Sisters of Charity and practical support and reduced fees for needy families in the school (through loss of employment, marriage-breakdown, prolonged sickness etc.</p>
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The Quality Catholic Schools components reviewed in 2016 were:

- 201 Engagement with the School Community
- 305 An Expert Teaching Team
- 402 Pastoral Care of Students

Ongoing Monitoring of the 2016 Annual School Improvement Plan was achieved through the regular meetings of each of the College's 5 Pillar Committees –

- 'Making Jesus Real' – (Catholic Identity and Discipleship)
- 'Walker Learning Approach' – Inquiry Learning (Learning and Education)
- 'KidsMatter' – Wellbeing (Community Engagement)
- 'Waste-Wise' – Sustainability (Accountability and Discipleship)
- Interactive Technology (Learning and Education)

The staff's involvement in the Action Learning Project and the staff-elected School Improvement Team which emanated from the project, was pivotal in ongoing monitoring of 'the College's Community Culture of staff, parents and students i.e. "How" we do what we do here at MTCC.

The various staff committees, Parents and Friends Association and their sub-committees and the College Board all contributed in various ways, generously and enthusiastically, to our thriving College community.

The College facilities are shared with the Parish for Liturgies and various other parish meetings and activities outside school hours during the week and on weekends.