

ANNUAL REPORT

2020

MBPS

Maridahdi Brisbane Primary School



While reflecting on 2021, it was hard to get past Covid-19 and how it dominated and changed our lives in ways that we could never have imagined. This report will speak to our community response and share some details of how we ensured the child, and their well-being, were placed at the centre of all decision making.

In 2020 we celebrated the opening of the Maridahdi Brisbane Primary School, Wynnum. Contributions from community members in both Toowoomba and Brisbane helped bring this new educational community to life. This new school has been a five-year project, delayed for a term to support our ability to navigate the challenges that Covid presented.

We will always be grateful to so many who supported 'Bringing Maridahdi to Brisbane'! Already we are starting to see the benefits of having more than one space to play with our thinking.

Before speaking to the details of how 2020 looked, it's important to acknowledge our community.

1. MCGC (Maridahdi Community Governing Council)

Firstly, to all members of the Maridahdi Community Governing Council, thank you!! To Nat, Kirsten, Alisha, Alex, Dale and Steve, what a year to be a member of the governing council! Jobkeeper added a whole new set of questions and challenges!

2. The Maridahdi Team (Teachers and Support Staff)

The Maridahdi team were so up for the challenges that Covid presented. Their skill in navigating a constantly moving and changing environment was even more amazing given how life looked for them and their families.

The changing role of our teachers was very evident during our first 6 months of operation at Maridahdi Wynnum. It's important to remember that the opening of MBPS was delayed due to Covid-19. The impact of Covid on family well-being cannot be underestimated.

Supporting our students from such diverse learning backgrounds invited a focus on prioritizing well-being. Working with children and their families to navigate emotion was key to increasing students access to their learning.

In the year of a pandemic, expectations of 'schools' looked very different to many other professions and organisations. Teachers, while not health care workers, were placed front and centre of the epidemic. From what we experienced and observed I feel that this really added to how 'big' the year was for many. We will always be grateful for their skill, courage and kindness show by our team during these times.

Teaching has increased in complexity over the years, 2020 really highlighted the shift for 'teachers' towards being more of a counsellor, a psychologist and a social worker. For all those who were up for it, your contribution to supporting children and their families' emotional needs was significant. THANKYOU!

This increased burden on teachers needs to be acknowledged and supported as we move forward. In 2021 we are exploring ways of walking with team members, while considering how 'training' can support them to meet the needs of our students and their families while prioritizing their own 'well-being'.



3. **Parents/Community**

Thank you to all the parents who walked with us throughout 2020!

We are grateful for the generosity of so many that helped us to open in Term 3, 2020. During such uncertainty we were also grateful to the families that were so up for the 'challenging' but exciting first 6 months of MBPS!

4. **Unpacking 'Leadership'!**

2020 presented an opportunity for Maridahdi to explore leadership and how we could make it look more reflective of the Maridahdi Ethos. This was even more important given that we opened Maridahdi Brisbane Primary School.

Business Manager

The establishment of a **Business Manager's Role** was a strategic decision responding directly to the increasing complexity of governance and compliance, but it was also to support the establishment of our Maridahdi Brisbane Primary School.

Building a strong foundational structure has enabled Maridahdi to take the organisation to the next level.

Kirsten's work in this role has been outstanding! To Kirsten and members of her admin team THANKYOU!

Curriculum

With the change in legislation in 2018, and in response to the Alice Springs Declaration (Mparntwe) we introduced a curriculum role to support curriculum development and delivery.

Designing 'curriculum' and 'reporting and assessment' was a major focus throughout 2020.

Child Advocacy

The Maridahdi Ethos supports children to have a voice. This role has presented children with an opportunity to 'connect in' and share with an adult what they are thinking and feeling.

These conversations have directly supported children to connect to self and their learning.

As we move forward, we are keen to develop this role to include MBPS.

Parenting

As we move forward, we are keen to support the role of 'parenting'. We have played with this before and know that parents are keen to connect and share about their parenting.

Research is showing a shift towards more 'permissive' styles of parenting. While this has multiple components, what we are hearing from parents is they are keen to design an approach to parenting that reflects their beliefs and values, while continuing to play with boundaries and ensure children feel supported 'emotionally'!

Space of Difference

This year we are beginning to have the conversations about a space to support difference in Toowoomba. This conversation has been growing over time and in 2021 we are beginning to play with possibilities of how this space might look at both Maridahdi Toowoomba and Brisbane.

The research is showing that 1/3 children are presenting with learning difficulties. The question is how do we support that?

'Diversity...The challenge of supporting learning diversity!'



Thank you!

Louis Bradfield

Principal/Founder

MARIDAHD

School Sector:

Independent

School's Address:

89 Bay Terrace, Wynnum, Queensland, 4178

Total Enrolments:

9

Year Levels Offered:

Prep to Year 3

Co-educational or Single Sex:

Co-educational

Characteristics of the Student Body:

Prep: 3 Male (1 Indigenous)

Year 1: 4 Male

Year 2: 1 Female

Year 3: 1 Male

Parent, Teacher and Student Satisfaction with the School

Satisfaction Data:

Parent feedback:

"This is amazing! It is so great seeing kids being allowed to be kids within a 'school day.' Adventuring, playing, and discovering all while learning. So much love for Maridahdi."



“What a great day it was. Our first school semester finished already-such an achievement to be open and thriving after so much effort.”



Contact Person for Further Information:

The title of a school-based contact person for further information on the school and its policies.

Title: Kirsten Dengler, Business Manager

School Income Broken Down by Funding Source

Please visit the My School website <http://www.myschool.edu.au/> for further information.

Staffing Information

Staff Composition, Including Indigenous Staff: 1 Full Time Principal (including 0.4 teaching)

1 Full Time Business Manager

1x 0.8 Full-Time Equivalent (FTE) Teacher

2x 0.5 Support Staff (Teacher's Aides)

1x 0.2 Administration

Consisting of 5 Female & 1 Male

Qualifications of all Teachers:

Qualification	Either detail the number or the percentage of classroom teachers and school leaders at the school who hold this qualification
Doctorate or higher	0
Masters	1
Bachelor's degree	0

Diploma	1
Certificate	0

Expenditure on and Teacher Participation in Professional Development:

Teacher Participation in Professional Development

Description of PD activity	Number of teachers participating in activity
Ethos/Curriculum (16 & 17/10/2021)	2
Total number of teachers participating in at least one activity in the program year	2

Expenditure on Professional Development

Total Number of Teachers	Total expenditure on teacher PD (As recorded in Financial Questionnaire)	Average expenditure on PD per teacher
1	\$200	\$200
The total funds expended on teacher professional development in 2020.		\$200 (not including wages for days attended outside of usual rostered days)
The proportion of the teaching staff involved in professional development activities during 2020.		%100
The major professional development initiatives were as follows: Ethos and curriculum development		

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

Maridahdi balances the wellbeing of its staff through a preference for teaching teams in every classroom. This allows for flexibility and consistency in the classroom when staff require personal leave. Maridahdi does not view staff absences as solely symptomatic of work dissatisfaction or unsatisfactory staff performance as Maridahdi understands that personal issues are not always able to be negotiated outside of work hours. Accordingly, Maridahdi does not publish this data.

Proportion of teaching staff retained from the previous year:

2020 was the first year that Maridahdi Brisbane Primary School was in operation thus no retention rate to report.

Key Student Outcomes

Average student attendance rate (%) for the whole school:

The average attendance rate for the whole school as a percentage in 2020 was 80%

Average student attendance rate for each year level:

Year levels	Average attendance rate for each year level as a percentage in 2020
Prep	76%
Year 1	81%
Year 2	80%
Year 3	95%

COVID-19 and students commencing at a new school (after experiencing remote learning in their previous schools in term 2) impacted on student attendance at MBPS in 2020. The average attendance rate is unsurprising given the transition to a new school during unprecedented social elements that students were required to navigate.

A description of how non-attendance is managed by the school:

All children are signed in every morning and signed out every afternoon by their parent/carer. All parents/carers are required to fill out a 'Note of Absence' after their child has been absent. Parents are also encouraged to phone in on the day their child is absent so their teacher can be notified. Long term non-attendance is managed by:

- Maridahdi identifies that an unsatisfactory absence exists.
- If there is no positive change to absenteeism after 14 days and there is no valid reason from parent/carer, a letter (letter 1) is sent by registered post and signed by the principal.
- A meeting with parent/carer is arranged and if there is no change in absenteeism within 7 days another letter (letter 2) is sent by registered post and signed by the principal.

If there is no change in the further 7 days enrolment is terminated, the matter is referred to child safety, and a final letter (letter 3) is sent to QPS (Queensland Police Services).

NAPLAN results for Years 3, 5 and 7 and 9 in 2020

Education ministers made the decision to cancel NAPLAN in 2020 due to the COVID-19 pandemic. This means students in Years 3, 5, 7 and 9 in 2020 did not undertake the assessment in 2020 and will not do a 'catch-up' test in 2021.