Descriptive Information

Distinctive Curriculum Offerings

Junior Curriculum

Students are given the opportunity to study the following subjects:

Year 8

Religious Education
English
Mathematics
Studies of Society and Environment (SOSE)
Science
Business Principles
Information Technology
Home Economics
Health and Physical Education
Music
Visual Art
LOTE - Japanese
Years 9 and 10

Religious Education
English
Mathematics
Studies of Society and Environment (SOSE)
Science
Drama
Business Principles
Information Technology
Home Economics
Health and Physical Education
Music
Visual Art
LOTE - Japanese

Senior Curriculum

Students are given the opportunity to study the following subjects:

Years 11 and 12

Accounting
Biology
Business Communications and Technologies (BCT)
Chemistry
Creative Arts - Visual Art Studies
Creative Arts - Music Studies
Drama
Early Childcare Studies
English
English Communication
English Extension (Year 12 only)
Health
Home Economics
Japanese
Legal Studies
Mathematics A
Mathematics B
Mathematics C
Modern History
Music
Physical Education
Physics
Prevocational Mathematics
Religious Education
Study of Religion
Visual Art

Some of Prevocational Courses that the college offers can include (depending on numbers):

Certificate I in Hospitality
Certificate I in Business
Certificate II in Hospitality (Operations)
Certificate II in Business Administration
Extra-Curricula Activities

Extra-Curricular Activities

Our Lady's students are offered a wide selection of sporting activities in both social and competitive sports areas. Teams complete in organised competitions in such sports as tennis, netball, swimming, track and field etc.

A wide range of extra-curricular activities is conducted to provide the girls with ample opportunity to broaden their experiences and education. Girls may choose to become involved in clubs such as:

Amnesty International
Bands and Ensembles
Benenson Society
Cheer Squad
Choir
Dance Squad
Debating
Environment Committee
Future Problem Solving
Gardening
Homework Centre /Club
Latin Dancing
Liturgy
Magazine
Peer Support
Photography
Polynesian Dancing
Public Speaking
Recycling
St Vincent de Paul
Student Representative Council
Tournament of Minds
Staff Development Priorities for the Year


Broad Strategic Goal #1 - Strengthen Catholic Identity
1. Religious Education Inservice – Josephite Spirituality Days

Broad Strategic Goal #2 - Enhance Learning and Teaching
1. Program Development & Subject Specific Planning
2. Verification/Moderation – QSA
3. Consistency of Teacher Judgement
4. Curriculum Inservice – Literacy and Numeracy in Various Subject Areas
5. Effective Teaching and Learning
6. ICLT Pedagogy development

Broad Strategic Goal #3 - Develop Relationships, Community & Partnerships
1. Autistic Spectrum Disorder
2. Understanding the Y Generation
3. Adapting Pedagogy to meet the needs of Adolescent Girls.

Broad Strategic Goal #4 - Maintain Effective College Governance
1. Queensland College of Teachers – Standards and CPD requirements
2. National and State Trends in Education

Social Climate of the School

The faith community of students, parents, teachers and friends of Our Lady’s College seeks to uphold the ideals of Mary MacKillop (foundress of the Josephite Order) and values excellence as embodied in the College motto, “Ad Alttiora Ever Higher”. Within the wider context of the universal Catholic Church, we believe in the importance of the family and respect the dignity of each person.

Our vision is to create reflective, self directed young women who live out Christ’s mission, contributing positively to our changing world. We value tradition, excellence and community.

In the realisation of this vision, our students are encouraged to support individuals and communities through service, performance and public works. Central to these activities is a recognition of the value of prayer and our links with the Josephite tradition.

At times, staff and students are given the opportunity to further links within our local community and feeder schools.
Strategies used for Involving Parents in their Child's Education

Our Lady's College welcomes the involvement of parents in their daughter's education as we honour the parent's role as primary educators for their children. Parents are encouraged to become involved in the Parents and Friends' Association and the College Pastoral Board.

Parents are encouraged to become involved at various levels with the important decisions regarding the selection of appropriate courses of study at Our Lady's College. Primarily, contact is via the Pastoral Care Teacher and Year Coordinator, but contact through any member of staff is always welcomed.

Parents are an important part of our College community and we look forward to their attendance and participation in events such as year level bar-b-ques, Arts Evenings, displays and performances, Information and Parent-Teacher-Student evenings, and other College presentations. Also, parents are encouraged to assist with Canteen supervision, Week of Excellence activities and Working Bees.

During a student's time in Years 10 to 12, parental involvement with the SET Plan process is crucial to the outcome of an appropriate and manageable education plan for our students.

Professional Engagement
Teacher Qualifications

Assistant to the Principal (Administration) - Mr Anthony Stevens - B. Ed., Dip Teach, Cert (Rel Ed), Grad. Dip.(RE)
Assistant to the Principal (Religious Education) - Mrs Kay Gleeson – B. App Sc., Grad Dip T. (Sec.), Cert. II Hospitality (Operations), Cert Ill Tourism (International Retail Sales).

Academic Co-ordinators
Ms Celeste Amos– B. Ed. (Sec), Cert IV Workplace Training & Assessment
Mrs Paula Black– Ass. Dip. FA., Dip. T.
Mr Neil Daly- B. Sc., B. Ed.
Ms Deanne Frischkorn-B. Ed Hec., Cert III Hos., Cert II Hos., Cert IV Training and Assessing
Ms Paula Geraghty- Dip. T. (Sec.), Cert. Legal Studies
Ms Mary Green– B. Ed., Teacher Librarianship
Mrs Naomi Humphrys– B. Ed. (Sec)
Ms Dianne Kelly
Mr James King- B. Ed. (Sec.)
Mrs Suzanne Kubert- Dip.T. (Sec.), Cert. II Hospitality (Operations)
Mr Robert Oakley- Tech. Cert., B. Sc. (Hons)
Mrs Karen Melloy- B. Ed., Dip. T., L.S.D.A.
Mr Phillip Parkinson– Dip. Ed. (Drama), Grad. Dip. Learning Support
Mr Geoff Pritzler- B. Ed., Dip. Ed. (Sec), Grad. Dip. Educational Studies (Pastoral Guidance)
Mr Phillip Parkinson– Dip. Ed. (Drama), Grad. Dip. Learning Support
Mr Gordon Stacey– Dip. Ed. (Sec.), Cert. IV Workplace Training & Assessment
Ms Stephanie Unger
Counsellor: Mrs Elizabeth Millar
ESL: Mrs Donna Martin– Dip. T. (Hec/Eng), Grad. Dip. Ed. (TESOL), M. Ed. TESOL.
Expenditure on and Teacher Participation in Professional Learning

Staff Professional Development 2009

Teacher Participation in Professional Learning 2009
Average Teacher participation in Professional Learning in 2009
Formal Program (7 days) + Average “other” PD days (2 days) = 9 days

Professional Development – Formal Program (7 days)
All staff are involved in a formal, structured Professional Development program that occurs on 7 student-free days throughout the year.

Whole School Professional Development Days 2009
21/1/09
22/1/09
23/1/09
27/1/09
20/4/09
13/7/09
19/10/09

Focus for Professional Development Days
1. Rel Ed Inservice – Josephite Spirituality Day
3. Program Development & Subject Specific Planning
4. Verification/Moderation – QSA
5. Consistency of Teacher Judgement
6. Curriculum Inservice – Analysis of Year 12 Results - over past 10 years
7. Students with Special Needs
8. QCOT - Standards
9. Effective Teaching & Learning
10. ICLT Pedagogy
11. National & State Trends in Education
12. Understanding the Y Generation
13. Adapting Pedagogy to meet the needs of Adolescent Girls.
Expenditure on Prof Dev. - $9,942.00

Professional Development – Religious Education
All staff (100%) have completed 20 hrs of Professional Learning in Rel Ed over 4 years and are therefore qualified to teach in a Catholic School.

60% of staff have completed an additional 20 hrs of Professional Learning in Rel Ed over 4 years and are therefore qualified to teach Religion in a Catholic School.

Professional Development – Other
Percentage of “other” Professional Development in different fields
Rel Ed 20%
Curriculum 30%
Pastoral Care 19%
Leadership 21%
Extra - Curricula 10%

Expenditure on Professional Development – Other $5,846.00 (This does not incorporate the cost of teacher replacement or the Professional Development – Formal Program).

Grand total = $15,788
Proportion of Teaching Staff Retained From the Previous School Year?

Staff Retention 2009

The table below represents the average retention for staff in 2008 and 2009.

Based on data for all teaching staff in 2008/2009
Total number of teachers in 2008 = 32.5
Total number of teachers in 2009 = 32.5
Number of staff retained from 2008 to 2009 = 30.5
Percentage of staff retained from 2007 to 2008 = 93.85%

Stability within staff demonstrated by high retention rates indicates a satisfaction with the school.

Average Staff Attendance for the School %

Staff Attendance rate for 2009.

Our Lady’s College - Annerley
98.020748020748016

Key Student Outcomes

Average Student Attendance Rate (%)

Our Lady’s College Student Information
Student Attendance
Average student attendance rate (%) is 91.07%.
This is calculated on the basis of student attendance over the last twenty days in May each year (4th May – 29th May 2009).

*Average number of days absent does not just include days due to sickness. This incorporates all days students were absent from school. This includes prolonged illnesses; family commitments and additional holidays as requested by the parents.

School Reflection on Student Performance in Literacy and Numeracy

Our student's performance in the 2009 NAPLAN tests were very pleasing with all of our (averaged) results being higher than the averages for schools in Brisbane Catholic Education. As well, Our Lady’s College students performed better (on average) in all categories as compared to the Queensland averages for schools. In particular, the Writing section of the NAPLAN tests was an area where Our Lady’s College performed well above the Queensland and Brisbane Catholic Education.

Apparent Retention Rate (%)

Year 10 2007 enrolled 90
Year 12 2009 enrolled 78

Year 10 - 12 Apparent Retention Rate = 86.7%

Value Added

Parent, Teacher and Student satisfaction with the School

Anecdotal feedback from parents at Parent Teacher and information nights indicate a good sense of satisfaction with the College. Parents in general are very satisfied with the offerings at the College and the ability and dedication of the College staff.

Activities such as "Week of Excellence" are always popular with the students and their response to activities presented in this week have been very positive. Written parent responses to Week of Excellence are very positive and included high praise for the activities and their organisation.

Please refer to Value Added Statements provided in the section above.

(Goals and Strategies) in Relation to School Strategic Renewal Plan Goals for the Year

Schools Progress (achievements) in respect to the strategic renewal plan goals

Post School Information

Background Information on How the Next Step Survey was Conducted

Response rate for this Our Lady's College Annerley

Number of respondents
59

Number of students who completed Year 12
74

Response rate (%)
79.7

School Response Rate to Survey

Response rate for this Our Lady's College Annerley

Number of respondents
59

Number of students who completed Year 12
74

Response rate (%)
79.7
Definitions of Main Destinations

Higher Education

University (degree)*

Studying at degree level.

VET Categories

WET Cert IV+/*
Studying Certificate IV, Diploma or Advanced Diploma (excluding apprentices and trainees)

VET Cert III*
Studying Certificate III (excluding apprentices and trainees).

VET Cert I-II/other*
Studying Certificate I or II (excluding apprentices and trainees). This category also includes students in an “unspecified” VET course, or in other basic courses (e.g. Year 12, bridging course, etc.) and with an unknown course level.

Apprentice
Working and in employment-based apprenticeship.

Trainee
Working and in employment-based traineeship.

No further education or training

Working full-time~
Working full-time (35 hours or more per week) and not in a study or training destination. This includes people with part-time or casual jobs that total 35 hours or more.

Working part-time~
Working part-time or casual (fewer than 35 hours per week) and not in a study or training destination.

Seeking work
Looking for work and not in a study or training destination

Not studying and not in the labour force
Not in study or training, not working and not looking for work.
Summary of Findings in Relation to Main Destinations of Students

Summary of findings

In 2009, 76.3 per cent of young people who completed their Year 12 at Our Lady's College in 2008 continued in some recognised form of education and training in the year after they left school.

The most common study destination was university (50.8 per cent). The combined VET study destinations accounted for 25.4 per cent of respondents, including 18.6 per cent in campus-based VET programs, with 16.9 per cent of Year 12 completers entering programs at Certificate IV level or higher.

6.8 per cent commenced employment-based training, all as trainees.

In addition to the above study destinations, a further 6.8 per cent of respondents from this school deferred a tertiary offer in 2009 (deferrees are shown in Figure 1 in their current destination).

23.7 per cent did not enter post-school education or training, and were either employed (18.6 per cent) or seeking work (5.1 per cent).

Chart Showing Main Destinations of Students

Charts displaying our Main Destinations of Students for the 2008 Yr 12 cohort (2009 Report) can be found at the following location on our College website.


Year 12 Outcomes

Number of Students awarded a Senior Statement

77

Number of Students awarded a Queensland Certificate of Individual Achievement

0

Number of Students awarded a Queensland Certificate of Education at the end of Year 12

72

Number of students awarded an International Baccalaureate Diploma (IBD)

0

Number of Students awarded one or More VET qualification(s)

29

Number of students who are completing or completed a School Based Apprenticeship (SAT)

3
Number of Students who have received an Overall Position (OP)

60

Percentage of OP/IBD students who received an OP1-15 or an IBD

63

Percentage of Year 12 Students who are completing or completed a SAT or were awarded one of more of the following: QCE, IBD, VET qualification

96

Percentage of QTAC applicants receiving a tertiary offer

87
# NAPLAN

## Average School Scores in Comparison to QLD Average School Scores

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<tr>
<th>Year 9</th>
<th>School Average Year</th>
<th>QLD Average Year</th>
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<tr>
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<td>579</td>
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<tr>
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<td>Spelling</td>
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<tr>
<td>Grammar and Punctuation</td>
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<td>569</td>
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</table>

**Percentage of School Students at or above National Minimum Standard in comparison to QLD**

<table>
<thead>
<tr>
<th>Year 9</th>
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<tr>
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