

**Our Lady's College,  
ANNERLEY**

# Annual Report 2019

**Brisbane Catholic Education is  
a faith-filled learning community  
creating a better future.**



# Contact information

<b>School</b>	Our Lady's College
<b>Postal address</b>	PO Box 636, ANNERLEY, QLD, 4103
<b>Phone</b>	(07) 3848 7462
<b>Email</b>	sannerley@bne.catholic.edu.au
<b>School website</b>	www.ourladyscollege.qld.edu.au
<b>Contact Person</b>	Paula Goodwin - Principal

## Principal's foreword

The 2019 Annual Report presents information for reporting requirements and informs the wider community of our school's operations and achievements through the year. The report includes information on the school's profile, curriculum delivery, social climate, school funding, workforce composition and student performance.

### School progress towards its goals in 2019

In 2019, the College identified specific literacy and numeracy goals designed to provide benefits for all students as they progress through their learning years. As well, initiatives in the area of Catholic perspective and transitioning where progress goals were achieved towards the completion of these larger projects.

Goal	Progress
By the end of 2019, 80% of Year 7 students will be achieving at LAF level 3; 50% at Level 5 or above; 15% at Level 7 or above. In Yr 8, 95% of all students on LAF level 3 or above; 85% Level 5 or above; and, 60% at Level 7 or above. Progress for every student in Yr 7 and 8 by at least one level through targeted teaching in the dedicated numeracy lesson.	Achieved
A whole school focus on cohesion but with a specific element within each year level: Yr 7 - grammar and punctuation; Yr 8 - sentence structure, Yr 9 overall text cohesion and alternate paragraph structures Yr 10 overall text cohesion and alternate paragraph structures	Achieved
Staff and students are supported with strategies to manage change.	Achieved
Communication structures are efficient and effective for the various stakeholders groups within the College community	Achieved
Students and staff are supported to link with the wider Catholic community.	Achieved
A Catholic perspective on Relationships and Sexuality Education is consolidated within the wider curriculum.	Achieved
Business Plan developed to ensure optimal opportunity for student success in transitioning through the stages of secondary education.	Achieved

### Future outlook

The explicit improvement agenda for 2020 will focus on gaining improvements in:

#### Strong Catholic identity

- Enhance staff and student understanding of the Josephite charism and Catholic Church teachings and practices
- Continue to refine the Relationships and Sexuality Education program across the broader curriculum.

#### Excellent learning and teaching

- Ongoing commitment to the Excellent Learning and Teaching—Moving Forward strategy through explicit use of the BCE Learning and Teaching Framework and the Model of Pedagogy
- School-wide formatting and language around planning, teaching, assessing and reporting
- Enrich staff capacity in the effective use of IT to progress learning.
- By the end of 2020, there will be 90% of students in Year 10, 80% of Year 9 students, 80% of Year 8 students and 70% of students in Year 7 who have demonstrated the 20-24 benchmark on the Writing Analysis Tool through school-wide focus on shared teacher understanding and modelling of written responses.

### Building a sustainable future

- Data is used to inform decision making processes
- Consultation and collaboration with the community in developing inclusive, agile and purposeful plans and practices.
- Foster effective communication to ensure quality partnerships internal and external to the College.

## Our school at a glance

### School profile

Our Lady's College is a Catholic school administered through Catholic Education Archdiocese of Brisbane.

**Coeducational or single sex:** Girls only

**Year levels offered in 2019:** Secondary

### Student enrolments for this school:

	Total	Girls	Boys	Aboriginal and Torres Strait Islander students
2019	294	294	0	1

Student counts are based on the Census (August) enrolment collection.

### Characteristics of the student body

Our Lady's College is an Archdiocesan Secondary College for girls, established by the Sisters of St Joseph in 1964. The College is growing to achieve capacity for 450 students. Many parents have chosen the school specifically because of its size, seeking a school where their daughters will be known as individuals, and not be lost in the anonymity of a large college.

While the College is situated in the suburb of Annerley, many students come from outlying suburbs to the south and west of Brisbane. The multicultural nature of the college community is a source of pride and lends a rich diversity to classroom interactions and shared experiences. Culture is reflected in our students' dance groups which include Asian, Indian, African and Polynesian. Enrolments are drawn from as many as 24 different Primary Schools and 18 different parishes.

### Curriculum delivery

#### Approach to curriculum delivery

Year 7 and 8

- Core - Religious Education, History, Civics & Citizenship, English, Geography, History, Mathematics, Science
- Electives - Business Studies, Drama, Home Economics, Health & Physical Education, Information Technology, Spanish, Music, Visual Art

Year 9 and 10 - Core as above

- Electives - Business Studies, Drama, Home Economics, Health & Physical Education, Information Technology, Japanese, Music, Visual Art

Year 11 and 12

- Accounting, Biology, Chemistry, Creative Arts - Visual Art Studies, Drama, English, English Communication, Legal Studies, Mathematics A, Mathematics B, Mathematics C, Modern History, Music, Physics, Prevocational Mathematics, Religion and Ethics, Sport and Recreation, Study of Religion, Visual Art.

Some Prevocational Courses that the College offers includes: Certificate III in Business.

### **Co-curricular activities**

Our Lady's students are offered a wide selection of cultural and sporting activities in both social and competitive arenas. Teams compete in organised competitions through CaSSSA in such sports as

- tennis,
- netball,
- AFL
- touch football
- swimming,
- athletics and
- Wednesday afternoon sports.

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

- Cultural Dance groups,
- Bands and Ensembles,
- Benenson Society,
- Choir,
- Environment Committee,
- Homework Clubs,
- Liturgy,
- Big Sister (Peer Support),
- Recycling,
- Readers Cup,
- Rosies Outreach,
- St Vincent de Paul,
- STEMCELL Club, and
- leadership development via the Student Representative Council.

### **How information and communication technologies are used to assist learning**

The College engages with a 1 to 1 laptop strategy across all year levels. Students engage with an introductory course in Year 7 to ensure that they are familiar with the skills and procedures to fully utilise the system available in the College networking system. Teachers use curated communication systems to contact parents, class groups and individual students on curriculum matters. Students use a range of technologies and online systems to access their curriculum texts to maximise online resources.

## **Social climate**

### **Overview**

The College follows the Safe and Supportive Environment Policy when managing conflict between members of the community. This policy, along with the Student Behaviour Support Plan, encourage the resolution of issues and the restoration of relationships. Behaviour modification is encouraged through meeting with the College Counsellor and working through strategies with Pastoral Leaders or Pastoral mentors. College Leadership Team members and Pastoral Team members regularly work with other members of staff to develop preventative and restorative strategies to support a positive school environment. Regular meetings were held with families of 'at risk' students to support parents and students in meeting the positive school climate. A Pastoral Mentoring program was initiated in years 7-10 to support students at risk of disengagement both

socially and academically. In addition to this, the College Counsellor and Campus Minister held lunch time activities to encourage positive engagement of students in Year 7 and 8. The Pastoral Care programs delivered at each year level are regularly reviewed to meet the needs of the students in the cohort.

### BCE Listens Survey - Student satisfaction

Performance measure	
Percentage of students who agree# that:	2018
At my school, I can express my beliefs	84.4%
My school encourages all students to participate in spiritual and religious activities and projects outside of the classroom	83.5%
Religious Education at my school is interesting and engaging	67.9%
I see school staff practising the values and beliefs of my school	76.4%
My school looks for ways to improve	80.6%
Students at my school are encouraged to voice their concerns or complaints	75.3%
Teachers treat students fairly at my school	68.0%
Teachers recognise my efforts at school	77.8%
I feel safe at school	88.3%
My school helps me to respect the needs of others	90.8%
I am happy to be at my school	76.2%

### BCE Listens Survey - Staff satisfaction

Performance measure	
Percentage of staff who agree# that:	2018
This school helps me to develop my relationship with God	88.9%
My school encourages all students to participate in spiritual and religious activities and projects outside of the classroom	100.0%
Religious Education at this school is comprehensive and engaging	93.3%
I see school staff practising the values and beliefs of this school	94.4%
This school is well managed	72.2%
My concerns are taken seriously by the school	84.2%
This school is a safe place to work	100.0%
This school has an inclusive culture	100.0%
This school has a culture of striving for excellence	89.5%
All my students know I have high expectations of them	100.0%
I am proud to be a member of this school	100.0%
Overall, I am happy with my decision to work at this school	94.4%

# 'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.  
 DW = Data withheld to ensure confidentiality.

### Family and community engagement

Apart from required Parent Teacher Student interviews, families are invited to attend various Parent Information Nights to support understanding of school processes and to support parents. As well Year Level Parent Afternoon Teas enable parents to meet other parents and Pastoral Leaders in an informal setting to share information and provide advice. Annually, the College host a Father /Daughter or Mother /Daughter event as well as a Grandparents Event to welcome these visitors into our community.

Families who have students with diverse needs are involved in consultation with staff and the Learning Enrichment Leader regarding planning for their daughter's success. Staff are in regular contact with families requiring support.

The College engages with the local community in a number of ways including outreach through TriCare visits after school, Rosies Street Outreach and programs supporting local schools.

Immersive programs in science and maths are conducted with primary school students from local feeder schools.

Students had the opportunity to engage with work experience on a number of occasions through connection with SCIPS.

## Environmental footprint

### Reducing the school's environmental footprint

This is the first year of reporting on the school's electricity usage. Responsible energy usage supports the school's efforts towards a living response to Pope Francis' Encyclical *Laudato Si'* Care for our Common Home. During 2019 the College benefitted from a Revitalisation Grant that prioritized the renovation of the Alma Learning Centre. The project included emphasis on energy efficient lighting throughout the space. As well, the staff centre had lighting prioritized to maximise energy efficiency. Prior to these projects occurring, the College engaged with external providers to audit the energy usage within the College and to plan for future needs and projects.

Environmental footprint indicators	
Years	Electricity kWh
2019	151849

## School funding

### School income broken down by funding source

School income, reported by financial year accounting cycle using standardized national methodologies and broken down by funding source is available via the My School website.

#### How to access our income details

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

4. Click on 'Finances' and select the appropriate year to view the school financial information.

Note: If you are unable to access the internet, please contact the school for a hard copy of the school's financial information.

# Our staff profile

## Workforce composition

Description	Teaching Staff	Non-Teaching Staff
Headcount	34	19
Full-time Equivalents	30.6	12.4

## Qualifications of all teachers\*

Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	11
Graduate diploma etc.**	11
Bachelor degree	10
Diploma	2
Certificate	

\*Teaching staff includes School Leaders

\*\*Graduate diploma etc. includes graduate diploma, bachelor honours degree, and graduate certificate.

## Professional development

### Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2019 were \$19,714.

The major professional development initiatives are as follows:

- QCAA provided professional development in preparation for the new senior QCE system.
- Brisbane Catholic Education provided professional development for the implementation of Excellent learning and Teaching strategy.
- ETAQ, BEAQ, STAQ, QAMT, QAGTC, HETA, Chefs of the Future, provided professional development for subject specific in-service.
- First Aid training for all teaching staff

The proportion of the teaching staff involved in professional development activities during 2019 was 100%.

## Staff attendance and retention

### Average staff attendance

Description	%
Staff attendance for permanent and temporary staff and school leaders	96.1%

### Proportion of staff retained from the previous school year.

From the end of the previous school year, 90% of staff was retained by the school for the entire 2019.

# Performance of our students

## Student attendance

Description	%
The overall attendance rate* for the students at this school	89.9%
Attendance rate for Aboriginal and Torres Strait Islander students at this school	84.3%

Average attendance rate per year level			
Year 7 attendance rate	92.4%	Year 10 attendance rate	86.8%
Year 8 attendance rate	93.5%	Year 11 attendance rate	87.2%
Year 9 attendance rate	89.8%	Year 12 attendance rate	88.4%

\*The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

The overall student attendance rate in 2019 for all Brisbane Catholic Education schools across years 7-12 was 88.5%.

### Apparent retention rate from Year 10 to Year 12

Description	
Year 12 student enrolment as a percentage of the Year 10 (2017) student cohort	95.8%

The apparent retention rate for Year 10 to Year 12 = the number of full time students in Year 12 expressed as the percentage of those students who were in Year 10 two years previously (this may be greater than 100%).

### Description of how non-attendance is managed by the school

The College enacts an Attendance Policy that follows up on any absences - both same day via a text message from the office and longer absences with phone contact by the relevant Pastoral Leader. Student well-being is managed proactively by our Pastoral Team that is led by our Assistant Principal - Student Well-being, and includes our College Counsellor, Campus Minister, Learning Enrichment Leader and Pastoral Leaders. Our students are well known by staff and are challenged and supported to be the best that they can be.

## NAPLAN

### Average NAPLAN results

	Year 7		Year 9	
	School	Australia	School	Australia
Reading	557.5	546.0	585.5	580.4
Writing	526.7	513.2	563.9	548.9
Spelling	559.8	545.6	590.8	582.3
Grammar and punctuation	556.6	541.7	577.9	573.2
Numeracy	545.5	554.1	573.2	592.0

### Year 12 outcomes

Description	2019
Number of students receiving a Senior Statement	24
Number of students awarded a Queensland Certificate of Individual Achievement.	0
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	22
Number of students receiving an Overall Position (OP)	22
Number of students awarded one or more Vocational Educational Training (VET) qualifications (including SAT).	17
Number of students awarded a VET Certificate II or above.	9



Description	2019
Number of students who were completing/continuing a School-based Apprenticeship or Traineeship (SAT).	1
Number of students awarded an International Baccalaureate Diploma (IBD).	0
Percentage of OP/IBD eligible students with OP 1-15 or an IBD.	73%
Percentage of Year 12 students who are completing or completed a SAT or were awarded one or more of the following: QCE, IBD, VET qualification.	98%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants received a tertiary offer.	

As at March 2019. The above values exclude VISA students.

### Overall position bands (OP)

Year	Number of students in each band for OP 1-25				
	OP 1-5	OP 6-10	OP 11-15	OP 16-20	OP 21-25
2019	4	9	3	5	1

As at March 2019. The above values exclude VISA students.

### Vocational Educational Training qualification (VET)

Year	Number of students awarded certificates under the Australian Qualification Framework (AQF)		
	Certificate I	Certificate II	Certificate III or above
2019	13	0	9

As at March 2019. The above values exclude VISA students.

In 2019, students were offered the opportunity to complete VET studies in Certificate I in IDMT (with the College as the provider) and Certificate III in Business (in partnership with Binnacle). Students were also given the opportunity to study certificates through TAFE and School based traineeships.

## Student destinations

### Post-school destination information

The results of the 2019 post-school destinations survey, Next Step – Student Destination Report (2019 Year 12 cohort), will be uploaded to the Brisbane Catholic Education's website in September.

Schools with fewer than 5 responses will not have a report available on the post-school destinations of Year 12 completers for reasons of confidentiality.

The report will be available at: <http://www.bne.catholic.edu.au/schools-curriculum/school-reporting/Pages/School-Annual-Reports.aspx>.

### Early leavers information

The destinations of young people who left the school in Years 10, 11 and prior to completing Year 12.

Students who, in their final year, exit from the College before completing Year 12, generally transition to TAFE or other identified learning opportunities. The College works with parents and the student to ensure that opportunities are maximised for the student in their chosen pathway.