



Our Lady's College,  
Annerley

# ANNUAL REPORT 2018

*As a Catholic community of faith, Brisbane Catholic Education inspires students with a love of learning and a heart of hope, empowering them to shape and enrich our world.*

## Contact information

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## Vision, Mission and Values

### Vision

Our Vision is to empower young women to become self-directed and reflective individuals who enact Christ's mission by contributing positively to a changing world.

### Mission

Our Mission is to provide a high quality Catholic education for young women in a vibrant, caring and engaging environment that prioritises tradition, excellence and community.

### Values

Our values of compassion, justice, integrity and service, as lived through the example of St Mary of the Cross MacKillop, are strengthened through the three priorities of Tradition, Excellence and Community.

## Principal's foreword

### Introduction

The 2018 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, environmental footprint, school funding, workforce composition and student performance.

### School progress towards its goals in 2018

#### Strong Catholic identity

#### 1. Maintain Josephite Connections

*Principal and staff have attended the AJASS Conference and Josephite Colloquium in Sydney, Campus Minister has visited Josephite Mission in Peru, as well as supporting various Josephite initiatives such as student meetings across Josephite schools, supporting functions of other Colleges. Josephite sisters are invited to main functions and have attended several this year. Campus Minister has attended the Touching Country inaugural tour in preparation for student attendance in 2019.*

**2. Collaboratively review College Mission and Vision Statement**

*Parents, student and staff have undertaken a collaborate process where the College Mission Statement has been reviewed and updated.*

**Excellent learning and teaching**

**1. Engage with high yield strategies to monitor and enhance student learning outcomes in literacy and numeracy**

*Data walls are regularly updated with the latest data from PAT-R, PAT-M, Writing Analysis and LAF testing regimes. Learning Walks and Talks provide feedback about student engagement*

**2. By the end of September, 80% of students in Year 7 will be operating at LAF level 3 or above, 50% at 5 and 15% at 7. Progress for students in Year 8 will be 95% of students operating at LAF level 3 or above, 60% at 5 and 10% at level 8. Progress for every student by at least one level through targeted teaching and effective and expected practices.**

*94% of Year 7 students have achieved a LAF level 3 or above. This is 14% above our target and 71% have achieved a level 5 or above. This is 21% above the target. 48% of Year 8s achieved level 7 LAF or above. The target was 15%, so the learning outcome was exceeded by 33%. 97% of students made at least a level of progress or maintained their level. In Year 8, the target of 95% on a Level 3 or above was achieved. 79% of Year 8s achieved a level 5 or above which exceeded our target by 19%. 12% of students achieved a LAF level 8 or above*

**3. Collaborate in the planning for Senior Schooling changes**

*Collaborative meetings and professional development targeted to plan for the delivery of the new Senior Curriculum – including attendance at QCAA workshops and attending Expert Teacher Group workshops facilitated by BCE. Evaluation and updating of resources, curriculum mapping and College Calendar to support delivery.*

**Building a sustainable future**

**1. Celebrate the teaching and learning successes in our community**

*Increased invitations to parents and carers for celebrating successes at Assemblies and key College functions. Promotion of the College's achievements at College assemblies and Awards Night.*

**2. Enhance student and parent engagement**

*Introduction of the HEART (Homework) Club for involvement of past pupils. Social Justice Committee introduced OLC reusable coffee cups. Improved attendance at Open Day functions. Parent engagement through attendance at College events. Introduction of the Twilight Expo*

**3. Engage with the wider community in innovative ways**

*Continued availability of College Hall for supporting community group functions. Use of classrooms out of hours to support Sign Language courses for the community. Development and launch of the UQ COMPASS partnership program. Engagement with social media*

through the School Officer – Enrolments and Marketing with support from BCE and external providers.

## Future outlook

The explicit improvement agenda for 2019 will focus on gaining improvements in

### Strong Catholic Identity

- Supporting students and staff to link with the wider Catholic community.
- A Catholic perspective on Relationships and Sexuality Education is consolidated within the wider curriculum.

### Excellent Learning and Teaching

- Numeracy Goal: 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. 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.
- Literacy Goal: 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.
- A Business Plan is developed to ensure optimal opportunity for student success in transitioning through the stages of secondary education.

### Building a Sustainable Future

- Staff and students are supported with strategies to manage change.
- Communication structures are efficient and effective for the various stakeholder groups within the College community.

## 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 2018:** Secondary

#### Student enrolments for this school:

	Total	Girls	Boys	Indigenous
2018	327	327	0	4

Student counts are based on the Census (August) enrolment collection.  
DW = Data withheld to ensure confidentiality.

### 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 has a current capacity to enrol 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, Physical Education, Physics, Prevocational Mathematics, Religion and Ethics, Study of Religion, Visual Art*

*Some Prevocational Courses that the College offers include: Certificate I in IDMT, Certificate III in Business, and Certificate III in Sport and Recreation*

### **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 School 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. In 2018, Year 7 and Year 8 engaged in a University of Queensland Emotional Wellbeing Program named 'Mindfields'. Parent Afternoon Teas were held for each year level to encourage all families to feel welcomed into the community and to interact with members of staff and other parents.

### BCE Listens Survey - Parent satisfaction

Performance measure	
Percentage of parents/carers who agree# that:	2018
This school helps my child to develop their relationship with God	
My child is encouraged to participate in spiritual and religious activities and projects outside of the classroom	
Religious Education at this school is comprehensive and engaging	
I see school staff practising the values and beliefs of the school	
This school looks for ways to improve	
The school is well managed	
My child is making good progress at this school	

This school is a safe place for my child
This school helps students respect the needs of others
Teachers and staff are caring and supportive
Teachers at this school expect my child to do their best
Teachers and staff relate to students as individuals
The teachers help my child to be responsible for their own learning
My child is motivated to learn at this school
I can talk to my child's teachers about my concerns
This school offers me opportunities to get involved in my child's education
My child's learning needs are being met at this school
I am happy with my decision to send my child to this school

### BCE Listens Survey - Student satisfaction

Performance measure	
Percentage of students who agree <sup>#</sup> 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 <sup>#</sup> 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 %

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Overall, I am happy with my decision to work at this school

94.4 %

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# '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.

## 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 at <http://www.myschool.edu.au/>.

To access our income details, click on the *My School* link above. You will then be taken to the *My School* website with the following 'Find a school' text box.

### Find a school

School name

Suburb, town or postcode

Sector:

Government

Non-government

Where it says '**School name**', type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

School financial information is available by selecting 'School finances' in the menu box in the top left corner of the school's profile webpage. If you are unable to access the internet, please contact the school for a paper copy of income by funding source.

## Our staff profile

### Workforce composition

#### Staff composition

2018 WORKFORCE COMPOSITION		
Description	Teaching Staff	Non-Teaching Staff
Headcounts	35	18
Full-time Equivalents	32.4	13.8

#### Qualification of all teachers

TEACHER QUALIFICATIONS	
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	3
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 2018 were \$14,435.76

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

### Staff attendance and retention

#### Staff attendance

AVERAGE STAFF ATTENDANCE (%)	
Description	2018
Staff attendance for permanent and temporary staff and school leaders.	97.0 %

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

From the end of the previous school year, % of staff was retained by the school for the entire 20182018.

# Performance of our students

## Student attendance

### Student attendance

The table below shows the attendance information for all students at this school:

STUDENT ATTENDANCE 2018	
Description	2018
The overall attendance rate* for the students at this school (shown as a percentage).	89.8 %

\*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 2018 for all Brisbane Catholic Education schools across years 7-12 was 88.4 %.

AVERAGE STUDENT ATTENDANCE RATE (%) FOR EACH YEAR LEVEL						
Year Level	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2018	94.3 %	89.6 %	90.0 %	87.8 %	88.1 %	89.0 %

\*Attendance rates effectively count attendance for every student for every day of attendance in Semester 1. 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.

DW = Data withheld to ensure confidentiality.

### 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	545.6	541.5	603.1	583.8
Writing	512.0	505.3	568.4	542.3
Spelling	546.5	545.2	611.4	583.3
Grammar & Punctuation	549.3	543.9	612.9	580.1
Numeracy	532.2	548.2	590.5	595.6

## Year 12 outcomes

OUTCOMES FOR YEAR 12 COHORTS	
Description	2018
Number of students receiving a Senior Statement	55
Number of students awarded a Queensland Certificate of Individual Achievement.	0
Number of students receiving an Overall Position (OP)	29
Percentage of Indigenous students receiving an Overall Position (OP)	3.4%
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).	1
Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT).	53
Number of students awarded an Australian Qualification Framework Certificate II or above.	25
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	55
Percentage of Indigenous students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	100%
Number of students awarded an International Baccalaureate Diploma (IBD).	0
Percentage of OP/IBD eligible students with OP 1-15 or an IBD.	17.2%
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.	100%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.	95.1%

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

OVERALL POSITION BANDS (OP)					
Number of students in each band for OP 1 – 25					
Years	OP 1-5	OP 6-10	OP 11-15	OP 16-20	OP 21-25
2018	5	8	7	4	5

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

VOCATIONAL EDUCATIONAL TRAINING QUALIFICATION (VET)			
Number of students awarded certificates under the Australian Qualification Framework (AQF)			
Years	Certificate I	Certificate II	Certificate III or above
2018	33	5	24

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

In 2018, students were offered the opportunity to complete VET studies in Certificate I in IDMT (with the College as the provider), Certificate III in Sport and Recreation and Certificate III in Business (both in partnership with Binnacle). Students were also given the opportunity to study certificates through TAFE and School based traineeships.

## Apparent retention rate – Year 10 to Year 12

APPARENT RETENTION RATES* YEAR 10 TO YEAR 12	
Description	2018

Year 12 student enrolment as a percentage of the Year 10 student cohort.

\* The Years 10 to 12 Apparent Retention Rate is defined as the number of full-time students in Year 12 in any given year expressed as the percentage of those students who were in Year 10 two years previously (this may be greater than 100%).

## Student destinations

### Post-school destination information

The results of the 2018 post-school destinations survey, Next Step – Student Destination Report (2018 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.