



**St Oliver Plunkett School,
CANNON HILL**

Annual Report 2021

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

Contact information

School	St Oliver Plunkett School
Postal address	17 Beauvardia Street, CANNON HILL, QLD, 4170
Phone	(07) 3902 2100
Email	pcannonhill@bne.catholic.edu.au
Web pages	Information about the school can be found at www.stoliverplunkett.qld.edu.au Additional information about Brisbane Catholic Education schools is located on the Brisbane Catholic Education website.
Contact person	Greg Cran — Principal

Principal's foreword

The 2021 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.

St Oliver Plunkett School is situated on Brisbane's southside with almost all enrolments coming from the immediate local area. As part of the Cannon Hill parish, we provide a contemporary, faith-based education for all students, where in partnership with all families we learn about our world, ourselves and our God. As a dynamic learning community, we strive to ensure that we provide a learning environment where we work collaboratively to inspire each child to achieve their full potential.

School progress towards its goals in 2021

Goal	Progress
Collaboratively review and implement a Vision for Learning that provides clarity and consistency of and application to pedagogy and curriculum delivery.	In Progress
Provide professional learning for staff to support understanding of Religion Assessment to facilitate differentiation	Achieved
Provide professional learning for staff to develop theological understanding of Catholic Perspectives, in one subject area	In Progress
Develop and implement the Staff Formation Plan, and engage in formation activities	Achieved
Continue to implement the Iconography Plan, as a way of enriching our community's shared understanding of the school charism	In Progress
Staff will engage in formalised annual Performance Development Planning, which will provide guidance and feedback to support professional growth plans.	In Progress
Develop a wellbeing framework that names and connects the programs, events and opportunities within the school that support the wellbeing of the members of the school community.	In Progress
Collaboratively develop a Reconciliation Action Plan, that builds upon the meaningful relationships and opportunities of our school community	In Progress

Future outlook

The Annual Plan for 2022 will focus on gaining improvements in the areas of:

	Objectives	Key results	Initiatives	Timelines
Catholic Identity	Develop and implement a staff and student formation plan and engage in formation experiences.	Staff and students are able to articulate OUR School story and make links to Jesus, Nano Nagle and St Oliver Plunkett through formation activities.	<ul style="list-style-type: none"> Professional development for staff with Sr Patsy Grundy (Presentation Sister) Opportunities for teachers to develop and implement formation learning experiences particularly related to the Feasts of St Oliver Plunkett and Nano Nagle. Staff Spirituality Day 	January 2022 September 2022
	Implement additional phases of the Iconography Plan as a way of enriching our community's shared understanding of the school's charism.	Students, staff, and community are able to articulate the visible building names and their connection to Nano Nagle and St Oliver Plunkett.	<ul style="list-style-type: none"> Communication of building name and relevance to Nano Nagle and St Oliver Plunkett e.g. parent information evening, school newsletter, school board Teaching and learning experiences linking with Religious Education 	<ul style="list-style-type: none"> Ongoing through 2022 Nano Nagle Feast Day – April St Oliver Plunkett Feast Day – July
Learning and teaching	Enact the Vision for Learning and Whole School Curriculum Delivery Plan to embed a consistent approach to pedagogy and curriculum.	Staff can articulate the Vision for Learning and demonstrate this through daily classroom teaching and learning experiences	<ul style="list-style-type: none"> Share the renewed Vision of Learning and draft Whole School Curriculum Plan with staff during PD days LWTs 	January PD days Ongoing
	Develop sustainable practices for capacity building through professional learning communities.	Established practices for capacity building	<ul style="list-style-type: none"> Using the AITS Standards to drive teacher goal setting at the beginning of the year e.g. Proficient/HA/Lead Professional Development in regard to collaborative cultures 	January PD days Ongoing
	Build consistent evidence based pedagogical practices in the teaching and learning of Mathematics.	Improved teacher capacity and confidence to embed pedagogical practices in the teaching of Mathematics Increased student engagement and	<ul style="list-style-type: none"> Adapt AITS standards to reflect the implementation of evidence based pedagogical practices Develop consistent 'look fors' in the teaching and learning of Mathematics Develop 'non-negotiables' for the teaching of Mathematics 	January PD days Term 1 – Maths Routines Term 2 – Maths pedagogy

		achievement in Mathematics	• Develop staff understanding of the 'Big Ideas'	
Wellbeing	Develop a Wellbeing Framework that names and connects the programs, events and opportunities within the school that support the wellbeing of members of the school community.	Framework of programs, events and opportunities constructed and shared with community. Embedding of the Wellbeing Framework in teaching and learning, and the life of the school.	• Framework developed as a teaching team. Framework to include PB4L, Learning and Teaching Programs, Diversity and Inclusion policies and practices (eg.NCCD, RAP), Community Wellbeing Programs. • Professional Development for staff in areas of Framework • Community events to support the wellbeing of extended community.	Framework development: Term 1 Framework Implementation: Term 1 - 4

Our school at a glance

School profile

St Oliver Plunkett School is a Catholic school administered through Catholic Education Archdiocese of Brisbane.

Coeducational or single sex: Coeducational

Year levels offered in 2021: Primary

Student enrolments for this school:

	Total	Girls	Boys	Aboriginal and Torres Strait Islander students
2021	597	315	282	5

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

St Oliver Plunkett School has a total enrolment of 597 students, made up of 315 girls and 282 boys, across our Prep - Year 6 classes. As a Catholic school, the religious background of our students is predominantly Catholic (68.2%), while families from other Christian denominations represent 13%. Of increasing significance is the rising nature of students who identify as having no religion (13.8%). Most students reside within the boundaries of the St Oliver Plunkett Parish. 0.83% of students identify as Aboriginal and Torres Strait Islander, 17.70% of students are classified as Students with a Disability (SWD) and 9.7% of students have been identified as speaking English as an Additional Language/Dialect (EAL/D). Our enrolment numbers are highest in the Early Years, and although many of our boys tend to transition to local Religious Institute schools in Year 5, we continue to retain several our boy enrolments in Years 5 and 6. Our boys typically transition to Iona College, the next biggest group would head to Villanova College. The majority of our girls' transition to either Lourdes Hill or San Sisto College.

Curriculum implementation

Curriculum overview

Throughout 2021, students engaged in teaching and learning experiences from each learning area of the Australian Curriculum as presented by ACARA, across Prep to Year 6, both within the classroom, and online during COVID 19 Lockdowns. Classroom Teachers utilised the Australian Curriculum to plan, teach, respond and evaluate student progress and achievement, according to Year Level Descriptors, Content Descriptors and Achievement Standards.

Additionally, students participated in weekly lessons with Specialist Teachers who have specific skills in the teaching and learning of their subject area. These subjects included The Arts (Prep – Year 6), Physical Education (Prep – Year 6), Music (Prep – Year 2) and Japanese (Years 3 - 6). To complement classroom learning, St Oliver Plunkett School provided all students with additional instruction in a variety of onsite learning experiences. Students participated in Gymnastics instruction, onsite Science and Robotics workshops, workshops for sport and Physical Education and had the opportunity to participate in external competitions for English, Science, Maths, Robotics and Tournament of Minds.

Through our Student Support Team (SST), which includes a Guidance Counsellor, a Support Teacher: Inclusive Education (ST:IE), two Literacy Intervention Teachers and a School Based Speech Pathologist, students were provided with inclusive and differentiated learning support to cater for their needs. Numerous School Officers supported identified students, in and outside the classroom, and Classroom Teachers referred students to the SST when there was a concern for their academic, social or emotional wellbeing. With the support of the Assistant Principal – Religious Education (APRE), the school continued to implement a Religious Education Plan, based on the Religion Curriculum of the Brisbane Archdiocese.

This plan detailed the specific content needs of the Religion Curriculum and outlined the student involvement in the Religious Life of the School.

Extra-curricular activities

At St Oliver Plunkett School, the students had the opportunity to be involved in many extra-curricular activities and workshops, however, due to COVID 19, the opportunities for 2021 were less than in previous years. Onsite, students were provided with opportunities to access the following co - curricular activities, outside of the school learning timetable:

- Instrumental Music Lessons (piano)
- Speech and Drama Lessons
- Tennis Lessons
- Swimming Lessons, Squad Training and Swimming Club (Term 1 and 4)
- Chess Lessons
- Basketball Training
- Rugby 7's teams
- QC cup netball
- Robotics
- Tournament of the Minds – National Champions

How information and communication technologies are used to assist learning

During COVID 19 lockdown, children were able to access Sways prepared by the classroom teachers, as well as communicate with teachers in Teams.

Students from Prep – Year 3 have access to a bank of iPads within the classroom, to supplement their learning. Students accessed online literacy subscriptions, such as Reading Eggs and Wushka, to further develop their language skills. Students additionally used SeeSaw, an online portfolio to communicate learning to parents.

Students in Years 4 to 6 participate in a school-managed one-to-one iPad program. This program ensures that all students have a personal iPad device to use at school, and at home, with all access and content managed by the school. These devices will continue to be used by students until they finish

at St Oliver Plunkett School at the conclusion of Year 6. Our Year 6 students are the final cohorts to participate in a BYOD iPad program.

In addition to the variety of applications and online subscriptions, students have access to the BCE managed Office 365 suite of software programs to supplement classroom learning.

Social climate

Overview

The community at St Oliver Plunkett School works within a climate of trust and respect to achieve our common goals. Teachers are involved in working with students across all year levels. Each term, we implement a "Well-Being Week". This is an opportunity for our school to support the mental health of staff and students, and create ways to reduce stress and anxiety. During COVID 19, the teachers, the leadership team and support teachers including our Guidance Counsellor worked closely with children and families who needed extra support during this difficult time.

The school's mascot, Ollie the Owl, is used to support St Oliver Plunkett School's behaviour expectations of Be Safe, Be Respectful, Be Responsible. Each fortnight, teachers identify students who are displaying positive behaviour, and meeting these three expectations, in the classroom and playground. In the alternate fortnight, merit certificates are awarded to students when they are identified as displaying one or more of the St Ollie's Super Learner traits. These student achievements are celebrated and recognised at our weekly school assemblies. These assemblies also provide an opportunity for the school to gather as a community to celebrate and pray. During COVID 19, these assemblies were celebrated over the Teams platform.

We are a Positive Behaviour for Learning (PB4L) school and explicitly teach school expectations and address behaviour issues through offering support for all parties involved. Parent/carers and staff work together in partnership to support the learning and social education for all students.

Our extremely supportive P & F Association were unable to organise events in 2021 due to COVID 19 restrictions. The P & F worked in partnership with the school and parish to cater for special school events, such as Mother's Day and Father's Day.

Parent, student and staff satisfaction

The tables below show selected items from the Parent/Caregiver, Student and Staff BCE Listens Surveys.

BCE Listens Survey - Parent satisfaction

Performance measure

Percentage of parents/carers who agree [#] that:	2020
This school helps my child to develop their relationship with God	99.1%
School staff demonstrate the school's Catholic Christian values	98.1%
Teachers at this school have high expectations for my child	91.7%
Staff at this school care about my child	98.2%
I can talk to my child's teachers about my concerns	92.9%
Teachers at this school encourage me to take an active role in my child's education	92.9%
My child feels safe at this school	97.3%
The facilities at this school support my child's educational needs	94.7%
This school looks for ways to improve	95.5%
I am happy my child is at this school	96.4%

BCE Listens Survey - Student satisfaction

Performance measure

Percentage of students who agree [#] that:	2020
My school helps me develop my relationship with God	95.8%
I enjoy learning at my school	95.9%
Teachers expect me to work to the best of my ability in all my learning	97.1%
Feedback from my teacher helps me learn	96.5%
Teachers at my school treat me fairly	95.3%
If I was unhappy about something at school I would talk to a school leader or teacher about it	79.5%
I feel safe at school	94.2%
I am happy to be at my school	93.6%

BCE Listens Survey - Staff satisfaction

Performance measure

Percentage of staff who agree [#] that:	2020
Working at this school helps me to have a deeper understanding of faith	91.3%
School staff demonstrate this school's Catholic Christian values	95.7%
This school acts on staff feedback	71.7%
This school looks for ways to improve	93.6%
I am recognised for my efforts at work	61.7%
In general students at this school respect staff members	97.8%
This school makes student protection everyone's responsibility	95.6%
I enjoy working at this school	95.6%

'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

Our staff work in partnership with families to build relationships that provide the best possible teaching and learning opportunities for all students. Parents and family members are invited to participate in a multitude of ways including (but not limited to):

- School Board membership
- Parents and Friends Association
- Classroom support
- Parent Information Evenings
- Class Liturgies and Celebrations of Learning
- Tuckshop support
- Class Convenor roles
- End of Year Concert
- Year 6 leadership visit to Qld Parliament House with local member.

Due to COVID 19 restrictions in 2021, parents were unable to participate in many activities on the school premises, however, alternative virtual methods of participation and collaboration were provided to continue the engagement of the community.

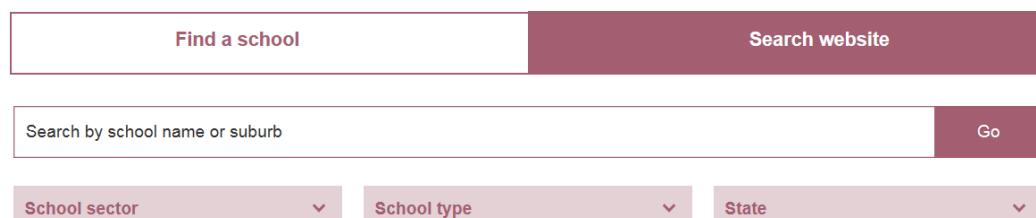
School funding

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](http://www.myschool.edu.au/) website.

How to access 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.



Find a school

Search website

Search by school name or suburb

Go

School sector

School type

State

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



View School Profile

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



School profile NAPLAN Attendance Finances VET in schools Senior secondary Schools map

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	41	23

Full-time Equivalents	38.0	14.4
*Teaching staff includes School Leaders		

Qualification of all teachers*

Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	5
Graduate diploma etc.**	0
Bachelor degree	36
Diploma	0
Certificate	0

*Teaching staff includes School Leaders

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

Professional development

The major professional development initiatives are as follows:

- NUMA Strategy
- Reviewing our 'Vision for Learning'
- Developing a Whole School Curriculum Delivery Plan
- RE assessment
- Embedding Catholic Perspectives
- Effective Maths Pedagogy: Maths Routines and Lesson Structure
- Reconciliation Action Plan
- NCCD- Enabling teachers to better understand how to document the needs of students with disability and how they can be best supported at school.

The proportion of the teaching staff involved in professional development activities during 2021 was 100%.

Staff attendance and retention

Average staff attendance

Description	%
Staff attendance for permanent and temporary staff and school leaders	96.7%

Proportion of staff retained from the previous school year

From the end of the previous school year, 94% of staff was retained by the school for the entire 2021.

Performance of our students

Key student outcomes

Student attendance

The overall student attendance rate in 2021 for all Brisbane Catholic Education schools across years Prep-6 was 92.4%.

Description	%
The overall attendance rate* for the students at this school	94.2%
Attendance rate for Aboriginal and Torres Strait Islander students at this school	91.2%

Average attendance rate per year level			
Prep attendance rate	94.7%	Year 4 attendance rate	95.0%
Year 1 attendance rate	93.7%	Year 5 attendance rate	93.5%
Year 2 attendance rate	94.1%	Year 6 attendance rate	95.3%
Year 3 attendance rate	93.4%		

*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.

Description of how non-attendance is managed by the school

St Oliver Plunkett is diligent in the management of student attendance. The school uses electronic roll marking for teachers to record student attendance twice a day. Parents of children arriving late or exiting school early are required to use an electronic check-in and check-out system. Student absenteeism is recorded on Student Reports each semester and children taking holidays during school time are required to have school approval for this leave. High levels of absenteeism are investigated to see where the school can be of support in ensuring all children are attending school regularly. Information regarding attendance is frequently reported in the school newsletter.

NAPLAN

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 NAPLAN tests are available via the [My School](#) website.

How to access our NAPLAN results

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.

[View School Profile](#)

4. Click on 'NAPLAN' to access the school NAPLAN information.

Notes:

1. If you are unable to access the internet, please contact the school for a hard copy of the school's NAPLAN results.
2. The National Assessment Program – Literacy and Numeracy ([NAPLAN](#)) is an annual assessment for students in Years 3, 5, 7 and 9.