

Our Lady of the Assumption School, ENOGERA

Annual Report 2021

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

Contact information

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Contact person	Paul Drewniak — 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.

Our Lady of the Assumption school is a Catholic primary school located in the inner Brisbane suburb of Enoggera.

Our school opened in 1919 and has been providing high quality, Catholic, inclusive education. The Charisms that enliven the Vision and Mission of Our Lady of the Assumptions emanate from the spirituality of the ancient rule of St Benedict, the spirituality of Sisters of the Good Samaritan and the example of Mary the Mother of Jesus.

St Benedict established a way of life based on seeking a balance between work and prayer. His "Rule" begins with the exhortation to "listen with the ear of your heart." In 1919, the Sisters of the Good Samaritan, an Australian Religious Order, established our school. Inspired by the Parable of the Good Samaritan (Luke 10:25-37) and the Rule of St Benedict, the Sisters live a communal way of life, committed to seeking God and responding as neighbour to those in need.

Our school is named for Mary the Mother of Jesus under the title of Our Lady of the Assumption. The title reminds us of the guiding light that Mary was in the life and mission of her Son and that her life with God, and our life with God, is eternal.

As a faith community we commit our talents and skills to quality teaching and learning in a caring environment which integrates faith, life and culture. Our School

- develops the full potential of each person and ensures a balance between individual and societal needs.
- provides a challenging curriculum which links faith, life, and culture.
- promotes our school as a place of quality learning and excellence.
- promotes an active partnership between home, parish, school, and community

School progress towards its goals in 2021

The report below was presented to the Parents and Friends Association at the November Annual General Meeting. It is a report of progress against the 2021 Annual Plan.

Principal's Report | Report against Annual Plan 2021

Our Lady of the Assumption Parents and Friends Annual General Meeting

Catholic Identity

- Engagement with Benedictine Spirituality and charism
- Weekly reflections and prayer based around St Benedict and the Sisters of the Good Samaritan
- Commissioned sacred artwork to focus attention on Mary the Mother of Jesus and the Pillars
- Signage reflects Catholic Identity
- Catholic Perspective embedded in English during short cycle planning sessions.
- Staff PD around Pillars and recontextualizing Benedict – work and pray
- Religious Education program updated against the new edition of the Curriculum

Learning and Teaching

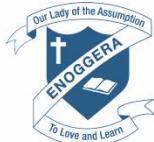
- Curriculum alignment documentation created to track and monitor student entitlement to Australian Curriculum at each Year level
- Leadership Team and Teaching Staff reflecting on data to inform next steps in classroom teaching and learning and PD for staff
- Documentation of how Curriculum is developed at Our Lady of the Assumption -
- "High Quality Teaching at Our Lady of the Assumption School" documents the processes which are included in planning, teaching and assessment and how they align system wide with BCE
- Focus on use of ICT in curriculum delivery and assessment of learning – support by personnel and infrastructure
- NAPLAN ready through engagement with online learning and assessment
- STEM MAD– Years 4 & 6
- ICT Committee formed and meeting quarterly – EO support
- Focus on provision of robust and contemporary infrastructure
- Building staff capacity by sharing new practices to improve pedagogy

Organisational Efficiency

- Facilities development – BCE/OLA funded refurbishment plan for Block B – Early Years Building/Toilets – presented to staff and P&F Term 3
- ACM remove renew
- OLA takes opportunity to value add
- Commitment of P&F to support with \$ value
- BCE assessed readiness for "Finance to the Cloud" transition – new Finance Software which will connect all processes to budget
- Transition to Australian Gov't new Funding Model –
- Budget I&E on track in 2021 and
- approval by BCE for 2022 Budget
- Budget savings predicted in Maintenance and Cleaning 2022 and beyond due to refurb

Future outlook

The 2022 Academic Year will be enlivened by the following actions in our Explicit Improvement Agenda



Our Lady of the Assumption, Enoggera Annual Plan 2021



Motto

To Love and Learn

Vision

As a faith community we commit our talents and skills to quality teaching and learning in a caring environment which integrates faith, life and culture.

Values

Integrity

Matthew 5: 36

Faith

Hebrews 11: 1

Hope

Psalm 7: 14

Love

1 Cor. 13: 13

Justice

Psalm 106: 3

Service

Mark 10: 45

Priorities

Catholic identity

Goal – There is deeper spiritual, scriptural and theological capacity in our school community and greater professional and spiritual staff capacity.

Strategies –

- Creating a unified school language, iconography and culture to include the pillars of support.
- Embed the Catholic Perspectives in the English Curriculum.
- **Success measures** –
 - Pillars iconography visible in the community.
 - Scripture taught with rigour and confidence to include teaching regarding the Three World of the Text.
 - Catholic Perspective will be visible throughout planning and teaching of the English Curriculum – Teachers will be competent and confident in teaching within this area.

Learning and teaching

Goal – There is clarity, consistency and alignment between the Australian Curriculum and teaching and learning at OLA, reflected in day to day practices so that school wide student assessment capability is improved while Curriculum entitlement continues for each student.

Strategies –

- Strengthen practices to monitor and track school wide Curriculum coverage to ensure entitlement.
- Inclusion of assessment- ready practices in day to day teaching of the Curriculum.
- Connect day to day assessment practices to standardised, online, system and nationwide assessment tools.

Success measures –

- Improved student skills in assessment capability, particularly when using online assessment tools to demonstrate learning.
- Assessment tasks which provide student the opportunity to develop and use higher order thinking to demonstrate their learning.

Priorities

Learning and teaching

Goal – There are sustainable practices which ensure a robust digital ICT infrastructure that will be used to transform pedagogy and enable students to engage in deeper learning.

Strategies –

- Formation of ICT committee in accordance with recommended BCE governance.
- Engage with EO- Learning and Teaching Technology to coach and mentor staff to transform pedagogy.
- The use of ICT to support the model of pedagogy within Short Planning Cycles.

Success measures –

- Regular ICT committee meetings.
- Increased access to reliable and contemporary ICT infrastructure and software.
- Observable pedagogy that incorporates frequent and authentic ICT use.

Wellbeing

Goal – The School Behaviour Support Plan is embedded in common language and practice.

Strategies –

- Collaborate to complete Behaviour Support Plan.
- Continue strong universal support.
- Review Tier 2 and 3 support practices.

Success measures –

- Class teachers will respond to behaviour (positive and unproductive) according to the Student Behaviour Support Plan.
- Engage data will be used to inform Tier 2 and 3 interventions.
- PB4L team will use Engage data to be proactive in preventing school wide and individual behaviour issues.

Organisational efficiency

Goal – There are enhanced and developed structures and processes for resourcing to ensure a sustainable financial future.

Strategies –

- Engage with BCE 'Finance to the Cloud' project in 2021.
- Strengthen clarity and compliance in purchase processes and budget management.
- Continue engagement with BCE transition to new funding model by 2029.

Success measures –

- Progress towards meeting BCE budgeting income and expenditure markers.
- Staff adoption of 'Finance to the Cloud' processes.

Organisational efficiency

Goal – Facilities development is Master Planned to provide a contemporary and sustainable learning environment which is vibrant and engaging.

Strategies –

- BCE/ Architect/ Principal plan process for stakeholder consultation.
- Appropriate stakeholder involvement in Master Planning.

Success measures –

- A process of draft and feedback is undertaken in Term 2 and 3.
- Master Plan presented Term 4.

Our school at a glance

School profile

Our Lady of the Assumption 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	329	177	152	5

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

The student cohort at Our Lady of the Assumption School reflects the diversity of the population in the north-western corridor of Brisbane and the southwestern Moreton Bay Region. Our school's inclusive culture ensures the progress and achievement of all students including those from culturally and linguistically diverse backgrounds and those with a disability. As our school is in close proximity to Enoggera Gallipoli Barracks there are approximately 40 families of serving defence personnel enrolled in our community. 2% of our school population identifies as First Nation Australians and 7% are of a language background other than English.

Curriculum implementation

Curriculum overview

The Alice Springs Declaration and the Australian Curriculum are interpreted through the lens of the BCE Model of Pedagogy as we deliver a rigorous and engaging Catholic Curriculum which promotes excellent learning and teaching. Our school has a documented process for the delivery of high quality teaching and learning.

Significant features of the school's curriculum delivery include

- Short term (3/4-week duration) teaching cycles in Literacy
- Regular assessment in Literacy and Numeracy to inform future learning and teaching
- Co-planning, co-teaching, co-debriefing and co-reflecting are features of curriculum delivery at Our Lady of the Assumption
- Whole staff Review and Response processes to support professional conversations to move students forward
- Referral of students whose progress is atypical to the Student Support Team to develop appropriate interventions
- Regular Learning Walks and Talks inform coaching opportunities to strengthen teacher capacity.

These strategies support all our students to access and participate in a high-quality education and fully engage in the curriculum along-side their similar-aged peers.

Extra-curricular activities

Many extra-curricular opportunities are available to students at OLA. They include:

- Instrumental program – strings, percussion, guitar, ensemble, keyboard
- Shake and Stir – Dance
- Drama

- Yoga
- Running Club
- Friendship club
- Lego Club
- Robotics
- Art Club
- AFL Auskick
- Grasshopper Soccer
- Swimming, Athletics, Cross-Country competition beyond school level
- Piano Lessons.

How information and communication technologies are used to assist learning

ICT is highly valued by staff as a resource for learning to ensure that students engage in 21st Century, high quality, connected learning experiences.

Our infrastructure in this area continues to be a major budget item and an IT levy has been introduced to support it. 1:1 devices are used in classrooms from Year 3-6 and class sets of devices in the early years. Students in Years 3-6 take devices home each day as part of their ICT Agreement.

Our ICT Support Officer is rostered into classrooms to support the use of ICT as a resource for learning and to maintain the infrastructure.

OLA ICT Committee continued to support the implementation of digital pedagogies and to oversee the governance of this area. The committee comprises Leadership, ICT Support Officer, PLL and Class Teachers representing early, middle and upper years.

Social climate

Overview

Our Lady of the Assumption School has revised its Positive Behaviour for Learning Plan as we focus on "Ready for Learning" behaviours which reflect respect and care for ourselves, others our learning and our school.

This plan includes school responses to unproductive behaviours including bullying and harassment behaviours. Key staff roles in this area include Support Teachers Inclusive Education and Guidance Counsellors and our Leadership Team.

Students at our school rate safety and engagement with learning highly in the BCE Listens Satisfaction Survey published below.

During 2021 we continued to focus on our School Matrix which outlines the "OLA Way – "ready for learning" in different contexts across the school and school life.

An active and supportive Parents and Friends are engaged in community and fund-raising activity which enhance the quality of our school community. At P&F Meetings parents are invited to offer feedback as the school continues its progress implementation of the Positive Behaviour for Learning Plan.

Pastoral Care of students is provided by every staff member at OLA. A system of referral to the Student Support Team for pastoral and academic and behavioural issues ensures that responses can be made to issues in a systematic and comprehensive way.

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	2020
Percentage of parents/carers who agree[#] that:	
This school helps my child to develop their relationship with God	95.7%
School staff demonstrate the school's Catholic Christian values	97.1%
Teachers at this school have high expectations for my child	84.1%
Staff at this school care about my child	94.2%
I can talk to my child's teachers about my concerns	94.2%
Teachers at this school encourage me to take an active role in my child's education	79.7%
My child feels safe at this school	92.8%
The facilities at this school support my child's educational needs	91.3%
This school looks for ways to improve	92.3%
I am happy my child is at this school	85.1%

BCE Listens Survey - Student satisfaction

Performance measure	2020
Percentage of students who agree[#] that:	
My school helps me develop my relationship with God	91.9%
I enjoy learning at my school	93.2%
Teachers expect me to work to the best of my ability in all my learning	99.3%
Feedback from my teacher helps me learn	98.0%
Teachers at my school treat me fairly	92.6%
If I was unhappy about something at school I would talk to a school leader or teacher about it	83.1%
I feel safe at school	93.2%
I am happy to be at my school	93.2%

BCE Listens Survey - Staff satisfaction

Performance measure	2020
Percentage of staff who agree[#] that:	
Working at this school helps me to have a deeper understanding of faith	97.4%
School staff demonstrate this school's Catholic Christian values	100.0%
This school acts on staff feedback	97.3%
This school looks for ways to improve	100.0%
I am recognised for my efforts at work	100.0%
In general students at this school respect staff members	97.4%
This school makes student protection everyone's responsibility	100.0%
I enjoy working at this school	100.0%

'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

Families are involved in and consulted regarding their child's education in the following ways:

- Personalised Learning plans for students requiring significant adjustments to access curriculum
- Twice yearly parent's teacher interviews and formal written reports
- Fundraising and community events to support the Annual Plan
- Volunteers in classrooms to support Literacy
- Year level information communication Annually at Parent Information Evening and then each term by class teachers
- Parent Portal announcements and calendars
- Engaging with Centacare, ST Vincent DePaul, Catholic Missions and Kedron Brook Catholic Parish
- Parents are canvassed for feedback on school life and school initiatives at Parents and Friends Association Meeting

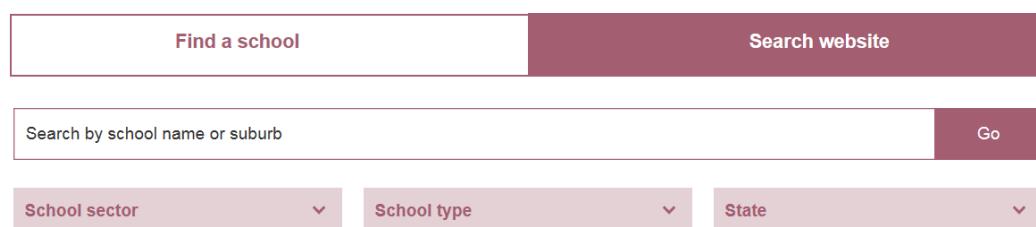
School funding

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 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	32	26
Full-time Equivalents	25.7	13.3

*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	27
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 in 2021 were as follows:

- Engagement with Benedictine Spirituality and charism
- Co-authorship of documentation of how Curriculum is developed at Our Lady of the Assumption - "High Quality Teaching at Our Lady of the Assumption School"
- Focus on use of ICT in curriculum delivery and assessment of learning – support by personnel
- PD for Leadership Team and Teaching Staff reflecting on data to inform next steps in classroom teaching and learning
- Building staff capacity by sharing new practices to improve pedagogy
- Focus on use of ICT in curriculum delivery and assessment of learning – support by personnel and infrastructure
- Positive Behaviour for Learning

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	96.4%

Proportion of staff retained from the previous school year

From the end of the previous school year 98% of staff were 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	94.1%
Attendance rate for Aboriginal and Torres Strait Islander students at this school	89.3%

Average attendance rate per year level			
Prep attendance rate	94.4%	Year 4 attendance rate	94.0%
Year 1 attendance rate	95.5%	Year 5 attendance rate	92.0%
Year 2 attendance rate	94.1%	Year 6 attendance rate	94.2%
Year 3 attendance rate	94.1%		

*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.

Description of how non-attendance is managed by the school

Attendance can have significant impacts on student progress, achievement, wellbeing, and their future success in work and in life. To improve educational outcomes for every student, regular school attendance is a priority at OLA. Research confirms that regular student attendance matters, and that poor attendance, from as early as Prep, has long lasting impacts on a student's learning and life.

Non-Attendance of students at Our Lady of the Assumption is managed according to the school's [Student Attendance Procedures](#). These procedures, approved by Brisbane Catholic Education are designed to support full attendance of students.

OLA teachers mark the roll electronical via eMinerva morning and afternoon each day. The Student Services School Officer will check all rolls are marked at 9:15am and 2:15pm daily. For any student absent from school without an explanation, the school will notify the student's parent/legal guardian via SMS.

Full student attendance is encouraged through the provision of engaging learning and teaching and by the provision of a safe and connected learning environment and a whole school approach to encouraging and celebrating attendance.

Newsletter and social media communications target the advantages of full attendance and outline the impact of non-attendance on learning, wellbeing and future.

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

5. Click on the [My School](#) link <http://www.myschool.edu.au/>.
6. Enter the school name or suburb of the school you wish to search.



A screenshot of a search bar interface. It features a large input field for 'Search by school name or suburb', a dropdown for 'School sector', a dropdown for 'School type', a dropdown for 'State', and a magnifying glass icon for the search button.

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

[**View School Profile**](#)

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



A screenshot of a menu bar with several tabs: 'School profile' (highlighted in dark red), 'NAPLAN' (highlighted in red with a red border), 'Attendance', 'Finances', 'VET in schools', 'Senior secondary', and 'Schools map'.

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.