

Our Lady of Good Counsel School, GATTON

Annual Report 2021

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

Contact information

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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 Good Counsel Catholic Primary School was founded by the Sisters of Mercy in 1917 to service the growing community of Gatton. The School has an enrolment of 237 students and continues to be supported by a dedicated teaching staff, ancillary staff and enthusiastic parent body. Our school is a place where children can develop through a holistic education. Our students are challenged academically, cared for in a positive and supportive manner and encouraged to participate actively in the many rich and diverse cultural and sporting opportunities available. A dedicated and skilled teaching staff ensures that all children have the opportunity to reach their potential. A strong focus on improved teaching and learning means a continued commitment by teachers to adopt practices and pedagogy to improve student learning outcomes. The naturally beautiful and well maintained grounds at OLGC include an early year precinct with an adventure playground and outdoor learning spaces plus two large ovals with an additional adventure playground. The school is completely air-conditioned and wireless internet access is available for all students. Our school encourages its students to love learning and to work hard to achieve their personal best in all areas. We encourage our students to become involved in the many opportunities available to them in sport, music, LOTE and drama. As a Catholic school we also challenge our students to Make Jesus Real in the lives of others through the way they greet, treat and speak to people. This is in line with our Religious Education Curriculum which teaches our community how to foster right relationships with ourselves, each other and God.

School progress towards its goals in 2021

In 2021, OLGC had priorities in the following areas:

1. Catholic Identity;
2. Learning and Teaching;
3. Wellbeing;
4. Our People;
5. Diversity and Inclusion;
6. Organisational Efficiency.

Within Catholic Identity, we worked with staff, students and families to update the Vision and Mission statement and develop the knowledge of our Mercy charism. Staff continued to develop their capacity in the area of Storytelling in Religion. Staff engaged in professional development opportunities throughout 2021 as we worked to build teacher capacity in these areas.

Within Learning and Teaching, staff triangulated data to ensure we were being responsive to student needs and consistently assessing and reporting. We worked with staff, students and families to develop a Vision for Teaching and a Vision for Learning that anchored student learning through various tools. Staff were supported in the planning and teaching of the Australian curriculum to ensure that there is consistency and rigour across all subject areas. Staff worked to ensure Catholic Perspectives were embedded within the English curriculum through a common understanding across the school.

Staff wellbeing during challenging times was a strong focus for 2021, through developing ways of working and continuing the Early Career Teacher support program. Student wellbeing was also a priority, with professional development and discussion planned around Positive Behaviours for Learning so that all staff have a shared understanding and consistently responded to managing behaviours.

Within Our People, faith formation, professional goal setting and exploring leadership opportunities for staff and students was also a strong area of focus. These areas assisted staff in supporting students and their learning outcomes.

In embracing the diversity of OLGC, we worked together staff and the community to develop a Reconciliation Action Plan which aimed to build meaningful relationships with the ATSI peoples within the community.

Future outlook

Catholic Identity: By the end of the 2022 school year, the Our Lady of Good Counsel School Learning Community will have celebrated the Mercy charism through words and actions with all we meet. Each semester opportunities will be provided for staff, students and parents to continue to deepen their spiritual, scriptural, and theological capacity.

Learning and Teaching: Collaboratively develop a school pedagogical framework to provide clarity of the use of evidence-based teaching strategies and explicit teaching of skills and content to ensure consistent implementation across the school to support the enactment of English within the Australian Curriculum.

By the end of Semester 1 all teachers will have implemented the school wide explicit improvement agenda - guided reading plan with fidelity. Students will be able to demonstrate confidence through their engagement in guided reading lessons.

All staff will consistently provide quality teaching and assessing using evidence-based practices to enhance student learning.

All staff will enhance the teaching of scripture through story telling in Religion.

By the end of the 2022 school year students and families will be well supported to ensure high attendance and engagement. Target attendance is 90% of students attending more than 90% of the time.

Wellbeing: By the end of 2022 all members of the OLGC learning community will feel valued and contribute to the Mercy values through their hospitality and welcome.

Our People: Each term throughout 2022 opportunities will be provided for high quality, differentiated professional learning to ensure the holistic development of staff aligned to faith formation and contemporary evidence-based teaching practices. These differentiated professional learning opportunities will also take into consideration individual teaching experience.

Diversity and Inclusion: By the end of the 2022 school year it is hoped that the Our Lady of Good Counsel Reconciliation Action Plan will be approved and published on the Narragunnawali website. Once approved work with staff and students to implement newly developed Reconciliation Action Plan to ensure that the diversity of our community is acknowledged and celebrated. As a community we look

forward to providing opportunities to embrace the cultural diversity of the school and celebrate the contribution it makes to life at OLGC.

Organisational; Effectiveness: By the end of the 2022 school year new contemporary learning furniture will have been purchased to support contemporary learning and teaching practices through enhancing learning spaces in the P-2 classrooms.

Throughout the 2022 school year, Our Lady of Good Counsel Leadership Team and Staff will work collaboratively together to foster a positive partnership with St Mary's, Sophia College and St Brigid's to enhance learning and teaching opportunities.

Our school at a glance

School profile

Our Lady of Good Counsel 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 237	101	136	14

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

Our Lady of Good Counsel Primary School located in the rural setting of the Lockyer Valley. The school was established by the Sisters of Mercy in 1917 and the schools Mercy Charism is still a strong part of the Religious Life of the School. Our school's motto remembers the wonderful work of those that have gone before us and on whose shoulders, we stand today as we acknowledge our "Rich History, Vibrant Growth and Promising Futures.

Our Lady of Good Counsel School is located in the agricultural region of the Lockyer Valley. As this is the case our student population reflects the diversity of families working in this sector. Students attending OLGC come from a wide variety of countries speaking a variety of languages. In 2021 there were 44 students coming from 10 countries speaking 15 different languages. These students are embraced by the school community and we work together to actively celebrate and share in their cultural diversity. In 2021 OLGC had an Indigenous enrolment of 12 students. These students were supported in class by our Aboriginal and Torres Strait Inclusion Teacher and our BCE Participation Officer. In 2021 OLGC staff supported 44 students that were identified through NCCD. Of this, 6 were verified students with a disability. OLGC staff worked hard to differentiate curriculum to support all students.

After completing primary schooling at OLGC students transition to a variety of schools, including state independent, systemic and private schools. Locally, students attend Sophia College, Lockyer District State High School or Faith Lutheran College with other students travelling to Toowoomba to attend a number of Catholic Secondary Schools including, Downlands, St Joseph's, St Saviour's, St Ursula's and St Mary's.

Curriculum implementation

Curriculum overview

At OLGC, the Religion Curriculum P-12 and Australian Curriculum is the source of all curriculum planning, assessment and reporting for all learning areas covered by the Australian Curriculum.

The Religion Curriculum P-12 is the source for all planning, learning and teaching of Religion in Brisbane Catholic Education schools.

The Australian Curriculum subjects are:

1. English
2. Humanities and Social Sciences (History, Geography, Civics and Citizenship, and Economics and Business)

3. Mathematics
4. Science
5. Technologies
6. The Arts (taught by the classroom teacher and specialist teacher)
7. Health and Physical Education (Physical Education taught by a specialist teacher)
8. Languages: Japanese (P-6 taught by a specialist teacher)

Additional support is provided for students through specialist support teachers. These include:

- English as an Additional Language or Dialect – EAL/D Teacher
- Aboriginal and Torres Strait Islander Support Teacher
- Indigenous Participation Officer
- Literacy Support Teacher

Extra-curricular activities

Our Lady of Good Counsel School also offer the following extra-curricular activities:

- ICAS
- Interschool Sport
- Lockyer Zone – Swimming, Athletics and Cross-country
- Running Club.

How information and communication technologies are used to assist learning

Students at OLGC have good access to information and communication technologies within the classroom. Across the school, all classes have access to iPads and computers along with other digital resources that assist with developing their skills within the digital literacies. In particular, Year 3 - 6 students had 1:1 iPads. The school is set up with full wireless connectivity allowing ICT learning to occur within and outside of the classroom.

All students and staff are supported through the provision of technologies and pedagogical practices that engage, challenge and empower students and staff with the knowledge, skills and attributes they need in a complex and rapidly changing world. The General Capabilities and Cross Curriculum Priorities are integrated into class and individual unit planning.

Educational Philosophy and Aims

At Our Lady of Good Counsel, we are committed to learning and teaching with all its associated interactions, while remaining child-centred and based on Christian values. This is achieved within a faith-driven learning environment in which we are committed to developing persistent and collaborative learners who display a growth mindset. Our learning environment is based on the Mercy charism in which we value and enact the spiritual and corporal works of mercy through the daily living of Gospel values. We value every child as a learner and understand that all children learn in different ways and at different rates. The OLGC community understands that learning is about progressing from "what I know, to where I need to go next" and that learners will experience success as a result of challenge, feedback and goalsetting. We believe we must be respectful of the rights, feelings and beliefs of others and it is our responsibility to assist everyone in our community to be the best that they can be. We provide this opportunity through differentiation, where we cater for the diversity of our learners in the classroom by provided Effective Frist Teaching along with the additional supports of adjustments and intervention.

The curriculum is designed to enable our children to become lifelong learners. A lifelong learner is a knowledgeable person who is developing the skills to become a: Reflective, Self-Directed Learner, Community Contributor, Leader & Collaborator, Effective Communicator, Quality Producer, Designer & Creator and Active Investigator.

Social climate

Overview

As our school was founded by the Sisters of Mercy, we continue to hold the Mercy Charism at our core. The Mercy Charism is built on hospitality and welcome and this characteristic is well and truly on display within our learning community. This welcome starts on arrival with our Prep students being assigned a Buddy. This Year 5 student buddy supports and nurtures the Prep child as they settle into the school environment.

A culture of respect is developed and nurtured. We continue to support students to develop positive behaviours for effective learning. These behaviours include showing respect, acceptance and tolerance for all. Throughout their learning, we encourage students to develop right relationships that respect the dignity of each person. As a community we commit our energies to supporting students on their faith and learning journey. It is our hope that we develop students who can 'Act justly, love tenderly and walk humbly with God' (Micah 6:8).

Anti-social and bullying behaviour is not tolerated at OLGC. Students are encouraged to own their behaviours and are supported in resolving their differences. At OLGC our behaviour system is based on Positive Behaviour Support and it is our aim to develop in student's positive behaviour for effective learning. Teachers are encouraged to use the Strong Kids Program in their classrooms to build confidence in students and encourage positive social skills.

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	97.3%
School staff demonstrate the school's Catholic Christian values	100.0%
Teachers at this school have high expectations for my child	94.9%
Staff at this school care about my child	100.0%
I can talk to my child's teachers about my concerns	95.0%
Teachers at this school encourage me to take an active role in my child's education	92.5%
My child feels safe at this school	100.0%
The facilities at this school support my child's educational needs	97.5%
This school looks for ways to improve	92.1%
I am happy my child is at this school	97.5%

BCE Listens Survey - Student satisfaction

Performance measure	2020
Percentage of students who agree[#] that:	
My school helps me develop my relationship with God	96.0%
I enjoy learning at my school	96.3%
Teachers expect me to work to the best of my ability in all my learning	95.4%
Feedback from my teacher helps me learn	95.4%
Teachers at my school treat me fairly	90.7%
If I was unhappy about something at school I would talk to a school leader or teacher about it	81.5%
I feel safe at school	90.7%
I am happy to be at my school	92.5%

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	100.0%
School staff demonstrate this school's Catholic Christian values	95.2%
This school acts on staff feedback	85.7%
This school looks for ways to improve	100.0%
I am recognised for my efforts at work	85.7%
In general students at this school respect staff members	90.5%
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

At OLGC, parents are invited to participate in the life of the school throughout the year. Parent committees assist with the running of community events including fun runs, movie nights, the tuckshop and a biannual fete. Parents are often invited in to share in celebrations of learning within the classrooms. These events were significantly impacted due to COVID-19.

Parent teacher interviews and information evenings allow opportunities for teachers and parents to engage in dialogue around student progress and engagement. These opportunities are offered over the course of the year. Opportunities are also offered for parents and care givers to contribute to the development of students Individual Education Plans. Parents are welcome and encouraged to volunteer in classrooms. The parent body of OLGC well supports special events that occur across the year including assemblies, class performances, liturgies, masses and sporting days. Parent participation in 2021 was greatly impacted due to the effects of COVID-19 and we look forward to embracing parent partnerships again in the near future.

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.

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	17	15
Full-time Equivalents	16.0	9.4

*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	2
Graduate diploma etc.**	2
Bachelor degree	12
Diploma	1
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:

- Monitoring and Tracking Student Progress: Consistency in Data Collection for targeted teaching and intervention to enhance student progress in Literacy.
- Participation in the iPad collaborative
- Digital Skills embedding ICT Capabilities in all areas of the curriculum.
- Embedding Catholic Perspectives
- Story Telling in Religion
- Faith Formation
- First Aid Training
- Professional Coaching support for Early Career Teachers
- Coaching and Mentoring.

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	93.2%

Proportion of staff retained from the previous school year

From the end of the previous school year, 74% 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	92.0%
Attendance rate for Aboriginal and Torres Strait Islander students at this school	90.0%

Average attendance rate per year level			
Prep attendance rate	92.0%	Year 4 attendance rate	92.2%
Year 1 attendance rate	92.5%	Year 5 attendance rate	91.9%
Year 2 attendance rate	92.0%	Year 6 attendance rate	92.0%
Year 3 attendance rate	91.5%		

*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

Student attendance is managed through the daily marking of online rolls. These rolls are marked twice a day with all unexplained absences followed up by administration. SMS messages are sent to families of students marked absent- unexplained. A further follow up phone call is made to parents if the absence remains unexplained. The Student Support Team also monitors student's attendance to assist class teachers with follow up on students with low attendance. The Student Support Team and Administration Team meet with families to discuss supports for improved student attendance. High student attendance is acknowledged twice per term with certificates and Zooper Doopers for their super attendance.

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.