



Our Lady Help of Christians
CATHOLIC PRIMARY SCHOOL
FAITH • COURAGE • ACTION

**Our Lady Help of Christians
School, HENDRA**

Annual Report 2021

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



**Brisbane
Catholic
Education**

teaching • challenging • transforming

Contact information

School	Our Lady Help of Christians School
Postal address	23 Bowman Street, HENDRA, QLD, 4011
Phone	(07) 3268 3070
Email	phendra@bne.catholic.edu.au
Web pages	Information about the school can be found at www.olhchendra.qld.edu.au Additional information about Brisbane Catholic Education schools is located on the Brisbane Catholic Education website.
Contact person	Adam Bennie — 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 Help of Christians (OLHC) School is a Catholic co-educational primary school in Brisbane's inner north providing quality education since 1937. We cater for students from Prep to Year 6 in a school family encompassing both the school and Mother of Mercy Parish community.

Our staff apply a growth mindset to their own work collaborating and reflecting on pedagogical practices to ensure the continuation of excellence in learning and teaching for our students. Our Primary Learning Leader supports our teachers in their professional growth to get the best outcomes for students. We take a holistic approach to our student learning, supporting the spiritual, emotional, physical, academic and social growth of students. An important aspect of our role is to support parents to develop social capabilities and a mindset in our students that will promote success in learning and life.

We utilise student data and research based whole school effective practices to facilitate learning across the Australian Curriculum. This includes the differentiation of the curriculum to meet the needs of all students in our care. Technology is highly integrated into teaching and learning. At OLHC, we believe that parent involvement enriches our family-orientated school. We encourage parents to be involved in their children's education through a variety of means including liturgical celebrations, school assemblies, school fetes, Parents and Friends Association, tuck-shop, sporting events and classroom activities.

We have a team of specialist and support teachers including Music; Health and Physical Education, Japanese; Inclusive Education; EALD; Literacy/Numeracy Support; Guidance Counsellor and a School Pastoral Worker. We have a team of highly skilled professionals all working together to meet and exceed the needs of our students.

We have excellent facilities including modern air-conditioned classrooms and a variety of unique and traditional play and nature spaces for our students to create, explore and play.

Our Outside School Hours and Vacation care is extremely well regarded in the Hendra community and provides an excellent service to our families. There are also a range of extra-curricular activities on offer such as tennis, chess, singing, dancing, and instrumental music.

Contact our office for a personal tour to get a feel for our special school yourself.

School progress towards its goals in 2021

Our 2021 Annual Plan outlines four key goals to achieve throughout the year in the areas of **Catholic Identity, Learning and Teaching and Organisational Effectiveness**:

Goal	Progress	Comments
Catholic Identity		
<ul style="list-style-type: none">Develop a deeper theological understanding of our Catholic Identity through formation and celebration with staff, students and parents.	Achieved	Formation plan developed and implementation commenced.
Excellent Learning and Teaching		
<ul style="list-style-type: none">Finalise a whole school curriculum delivery plan (<i>SOARING at OLHC</i>) to outline what we do, how we do it and why we do it regarding the teaching and learning process.	In progress	The document has been co-created with staff. This is now a live document being prepared to share with and inform the parent community
Organisational Effectiveness		
<ul style="list-style-type: none">Streamline our enrolment processes to align with local Catholic primary and high schools while enhancing our relationship with local early learning centres.Commence Stage One of our Master plan building projects to cater for predicted growth (2021-2026) in student population.	Achieved	COVID has continued to cause disruption. Stronger links with Mary MacKillop have been established.
	Achieved	The plan has been revised and finalised. Building to commence Semester Two 2022.

Future outlook

Our 2022 Annual Plan outlines four key goals to achieve throughout the year in the areas of

Catholic Identity

- Develop clarity around surface and deep learning as well as effective assessment in Religious Education.

This goal will be achieved through:

- Staff annual professional goals linked to assessment in RE in Term 1.
- Professional development opportunity enhancing staff understanding of assessment in RE in Term 2.
- Assistant Principal Religious Education working with teachers to monitor short term planning cycles. Cycles of learning will be reviewed in term 4.

Learning and Teaching

- Whole school consistency of effective pedagogical practice within reading, writing and numeracy with a focus on differentiation for all learners.

This goal will be achieved through:

- Release of 'SOARing at OLHC' document to staff in January 2022 as a framework for the consistent delivery of curriculum.
- Regular Learning Walks to ensure the consistent unpacking of Learning Intentions and Success Criteria in all classrooms.
- Informal commencement of Professional Learning Community ('OLHC Book Club') in Term 1 to share practice and develop a common understanding of the teaching of reading. Fortnightly meetings throughout the year in response to student data and evidence-based practices.
- Professional development sessions with Dr Judy Hartnett in term 1 to develop a whole school pedagogical approach to teaching Mathematics.
- Classroom peer visits in Term 2 to provide peer feedback on the teaching of Mathematics.
- Inter-school visits with neighbouring school to provide peer feedback on the teaching of Mathematics in Term 3.

Our People

- Develop a strong collegial culture where staff have a noticeable and shared commitment to the improvement of teaching and an openness to critique by colleagues.

This goal will be achieved through:

- Teacher professional goal setting aligned to the AITSL standards in Term 1 presented in meetings with the principal. Ongoing meetings to check progress with he a member of the Leadership Team throughout the year.
- Peer classroom visits, both intra (Starting Term 2 then ongoing) and inter school (Term 3), to build capacity in providing feedback.

Our school at a glance

School profile

Our Lady Help of Christians 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	171	88	83	2

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

Students attending Our Lady Help of Christians are mostly from the local area, although with our provision of before and after school care, and proximity to the Gateway, there are some who live further afield, and their parents work in this area. Students are grouped across Prep - Year 6 in 9 classes. After Year 4, many boys go to local colleges, but may stay, and our school is well-equipped to support them, with spacious green playing areas. Students requiring additional support are supported at OLHC through collaboration between their parents and teachers and other support staff, including Support Teachers

and Learning Enhancement Teachers. Regular meetings are held with parents to discuss ways to support students, especially those with diverse learning needs. A small percentage of students are from a background other than English, and an EAL/D teacher supports these students in their learning. A positive behaviour support plan and practices are in place, which has high behavioural expectations of all students, and students are coached and supported to become self-disciplined individuals. Our demographic and enrolment predictions show a period of growth ahead over the next 5 years.

Curriculum implementation

Curriculum overview

Our classroom teachers provide excellent development in the Key Learning areas of Religious Education, Mathematics, English, Science, Humanities and Social Sciences and Technology. Pedagogies used reflect researched best practice into what most improves learning outcomes. The school has transitioned to a contemporary learning environment, allowing for students to collaborate, move and learn in age-appropriate spaces. Japanese, HPE and Music are taught by specialist teachers. One term a year we have a dance clinic and in another we employ an Artist in Residence to assist the children with Visual Art. Our school has an emphasis on Sustainability, and we participate in Thoughtful Thursdays, which include a focus on rubbish reduction, school garden, bore water, solar panels, meditation, and Active School Travel to promote healthy bodies in a healthy environment.

Extra-curricular activities

Students have swimming lessons and compete against other schools in Swimming, Athletics and Cross Country. There are also opportunities to compete in interschool Gala days in various sports. Additional clubs and activities are provided, some by the school and some by external providers, including:

- Chess lessons
- Tennis lessons
- Instrumental music – guitar and keyboard
- Singing and choir preparation
- Sport aerobics
- Fun Run
- Dance
- Various sporting clinics e.g Auskick, Miloin2cricket, Rookies2Reds
- Rugby 7's teams.

How information and communication technologies are used to assist learning

All students at our school are provided with access to an iPad or a laptop to allow them to fully integrate technology into their learning. Prep and Year 1 have one device for every two students and Year 2-6 have 1:1 ratio of devices for students. Classes store work on One Drive and Microsoft TEAMS, and they engage with a range of apps to demonstrate their learning. Children can collaborate with each other on shared projects, and they communicate with their teachers digitally for feedback.

Social climate

Overview

Because of the small size of the school, teachers know all the students, students know each other, and parents know each other. Shared values ensure the students feel safe in the school environment. A buddy system supports the youngest children by partnering them up with older students. The school has a virtues program in place, and these virtues are taught at fortnightly assemblies. The school has a Positive Behaviour Support Plan, which has high expectations of all students for productive behaviour. Our SOAR matrix outlines our behaviour expectations in all school situations. We believe that behaviour can be learnt, and therefore needs to be taught both at home and school. At times, some students may need a higher level of intervention and a behaviour plan is implemented to support the child to develop

the skills required to be a successful student and learning within a community. Whole school learning includes strategies for dealing with both bullying and cyberbullying. There is zero tolerance for these behaviours, and if bully-like behaviours are starting, intervention and coaching is applied. Social capabilities are taught in a variety of ways at a whole school, classroom, and individual level, using a collection of social support programs.

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	98.0%
School staff demonstrate the school's Catholic Christian values	92.0%
Teachers at this school have high expectations for my child	91.8%
Staff at this school care about my child	90.2%
I can talk to my child's teachers about my concerns	86.3%
Teachers at this school encourage me to take an active role in my child's education	82.4%
My child feels safe at this school	94.1%
The facilities at this school support my child's educational needs	88.2%
This school looks for ways to improve	79.6%
I am happy my child is at this school	86.0%

BCE Listens Survey - Student satisfaction

Performance measure	
Percentage of students who agree [#] that:	2020
My school helps me develop my relationship with God	90.7%
I enjoy learning at my school	93.3%
Teachers expect me to work to the best of my ability in all my learning	100.0%
Feedback from my teacher helps me learn	95.6%
Teachers at my school treat me fairly	97.8%
If I was unhappy about something at school I would talk to a school leader or teacher about it	84.4%
I feel safe at school	86.7%
I am happy to be at my school	93.3%

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	94.4%
School staff demonstrate this school's Catholic Christian values	94.4%
This school acts on staff feedback	94.1%
This school looks for ways to improve	94.4%
I am recognised for my efforts at work	88.9%
In general students at this school respect staff members	94.4%
This school makes student protection everyone's responsibility	94.4%
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 OLHC, we believe that parental engagement enriches children's education. Parents are involved through: school board and P&F attendance, sub-committees, working bees and social functions. Parents are welcomed and involved in liturgies and special event assemblies, including class masses, tuckshop, school fete, sporting events, reading support, excursion support, involvement in the school's cyclical review programme and social media. Our families are also supportive of parent education opportunities offered throughout the year. Teachers communicate the learning contexts that are happening throughout the school in their units of work via regular newsletters and directions to the school portal. Parents are informed of the adjustments that teachers make to the teaching and learning in each classroom to allow their child to access the curriculum and make strong learning progress. Regular meetings are held with parents whose children have learning and other needs to set goals and collaborate.

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	20	15
Full-time Equivalents	15.3	5.6

*Teaching staff includes School Leaders

Qualification of all teachers*

Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	1
Masters	2
Graduate diploma etc.**	2
Bachelor degree	15
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:

- Work with our Digital skills education officer to commence development of digital portfolios of student work
- Disability standards education
- The role of scripture in the teaching of RE
- Australian Curriculum review
- Development of Learner Dispositions
- Restorative Practices
- Curriculum compliance
- Staff formation sessions

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	97.1%

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	94.9%
Attendance rate for Aboriginal and Torres Strait Islander students at this school	92.4%

Average attendance rate per year level			
Prep attendance rate	94.9%	Year 4 attendance rate	93.0%
Year 1 attendance rate	95.6%	Year 5 attendance rate	94.4%
Year 2 attendance rate	95.3%	Year 6 attendance rate	94.8%
Year 3 attendance rate	94.6%		

*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 rolls are marked twice daily online in our eMinerva attendance record. Teachers record late arrivals and early departures, as well as reasons for absences. Parents record student absences by completing a form on the parent portal. From this record, the secretary passes the information to teachers each morning. If no notification has been received, the parents are contacted to ascertain the reason for the absence. Parents wishing to take the children from school for short or longer periods for appointments through to holidays, must write to the principal and be granted permission for that withdrawal. From time to time, the school publishes information about the effect of absences on student learning outcomes.

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 the search bar on the My School website. It features a search input field with the placeholder text "Search by school name or suburb". To the right of the input field are three dropdown menus labeled "School sector", "School type", and "State". A magnifying glass icon is positioned at the far right of the search bar.

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



8. 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.