



**Our Lady of the Rosary
School, KENMORE**

Annual Report 2021

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a faith-filled learning community
creating a better future.**



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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 the Rosary School (OLR) is a Catholic Primary Co-educational School with 390 students. OLR offers the latest in teaching and learning, technology, extra- curricular activity, and the benefits of being a high quality inclusive Catholic school. We offer our students a rounded education that encourages personal growth based on Christian values. We encourage students to develop a knowledge of other cultures, languages, and environmental and social issues. Learning programs are designed to provide each student with multiple opportunities to become reflective, self-directed learners by undertaking the roles of lifelong learners. Specialist teachers provide and enhance learning programs in Music, HPE, Cultural Literacy and Languages (Japanese) Inclusive Education, Gifted Support Program, Information Literacy, Information Communication and Technology, Literature. Extra- Curricular Activities provide opportunities in the creative arts and sport. We encourage a high level of participation from our parents and believe that together we work in partnership to provide high quality teaching and learning for all children. Our facilities include a large oval, swimming pool, three tennis courts, covered multi-purpose sports facility and 600 seat auditorium for performances.

School progress towards its goals in 2021

Catholic Identity

1. Develop engagement in classroom practice regarding prayer life, and knowledge of school history and charism.
2. Develop capacity in the teaching of RE.
3. Understand and develop the OLR Catholic Story through dialogue, ritual, prayer and action that is joyful and contextual to the community.
 - A collaborative approach to documenting the learning sequence in Term Plans was achieved in 2021. This led to improvement in classroom teaching practices.
 - Staff effectively used Effective and Expected Practices, Strategies that Maximise Impact, RE Pedagogy and Curriculum strategies and models to create inquiry and open-ended learning and assessment experiences. This led to higher achievement levels in R.E assessment.
 - More work to be done in the development a Faith Formation Plan in consultation with BCE staff
 - APRE effectively developed the Catholic Identity Calendar and Social Justice initiatives through authentic experiences at classroom and whole school level. This provided great clarity for teachers and quality prayer assemblies and liturgies.

- Early work was undertaken in the process of developing new house patrons of a religious significance and the creation of a school prayer and song.

Learning and Teaching

1. Develop staff understanding of BCE's Four Key Dimensions of Mathematics Teaching including the 21st Century Model of Numeracy.
2. Work in year level teams to create short responsive cycles in Mathematics.
3. Develop staff competency and sustainable practice in the Trusting the Count Monitoring tools.
4. Sustain staff practice in BCE Effective and Expected practices in Literacy.
5. Develop a collective understanding of inquiry and see evidence of this in deeper learning and teaching.
6. Engage students in test-readiness practices to enable best demonstration of progress in literacy and numeracy.

- Staff engaged in professional learning opportunities for staff in BCE Numeracy practices, including the numeracy tools (staff meetings and twilights) This was also in response to Review Recommendations and the development of an Explicit Improvement Agenda.
- Staff collaboratively unpacked the recommendations and developed an action plan to improve student learning outcomes in Mathematics.
- Successfully engaged with BCE: Education Officers: Curriculum to prepare and present staff professional development. "Trusting the Count" and "Mathematical Mindsets" as well as deep dive into analysis of Pat M data.
- PLL Collaboratively engaged in planning conversations with teachers on a cyclical basis (short responsive cycles): English and Mathematics.
- We successfully worked in year level teams to analyse data sets to identify areas of need in NAPLAN cohorts.
- We established test readiness practices and NAPLAN style questions into daily learning experiences.
- We consistently engaged in BCE High Yield strategies. We established termly data conversations as a means of celebrating progress and increasing accountability of staff.
- We were very pleased with the overall progress in NAPLAN particularly in Like School Data.
 - In 2021 we undertook a review of our inclusive education policies and practices.

Future Outlook

Key Areas of Focus for 2022

Catholic Identity

- Ensuring that student work samples in RE and CI are uploaded to portal
- Catholic Identity Focus is clearly evident in planning and visible in room as third teacher.
- All teacher planning reflects RE pedagogy, BCE pedagogy and Catholic Identity overview foci.
- Plans are developed for increased level of Iconography throughout the school.
- Maintain and enhance CI Calendar and ensure that quality prayer experiences are occurring in the classroom.

Learning and Teaching

- Improved student outcomes in Mathematics: NAPLAN, PAT M data, SRS data, BCE Monitoring Tools, Achievement of EIA Goal targets.

- Teacher planning reflects: Maths talks, Notice and Wonder. "Launch, Explore, Summarise and Review" lesson structure.
- Open-ended Maths Tasks for assessment
- Differentiated learning reflected in classrooms and planning.

Our People

- Striving to ensure that there are consistent practices from classroom to classroom.
- Staff members have clarity around their roles and responsibilities. Continue focus on CIA- Compliance, Accountability and Accountability.
- Implementation of regular teacher meetings to monitor progress and performance. Clear professional goals are discussed, documented and reviewed.

Our school at a glance

School profile

Our Lady of the Rosary 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	390	200	190	3

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

Our Lady of the Rosary Kenmore is a Catholic Primary School that is situated in the leafy western suburbs of Brisbane. OLR students are wonderful examples of children learning in a digital world. They meet and exceed high expectations in academic, sporting, behavioural and cultural pursuits. The student population is a vibrant community of learners who are engaged and motivated to learn. Additionally, there several students with high needs. Great work is done to adjust programs to cater for all learners. There is a respect for the individual that is encouraged through relationships that value collaboration and co-operation. The student population is becoming increasingly culturally diverse.

Curriculum implementation

Curriculum overview

Our Lady of the Rosary School implements the Australian Curriculum through well-planned and responsive cycles. Class teachers are responsible for planning and delivering teaching in the areas of English, Mathematics, HASS, Science, Technologies, the Health aspect of HPE and the subjects of Drama, Visual Arts and Media Arts in The Arts curriculum. They also teach Religious Education using the guidelines and curriculum for the Archdiocese of Brisbane. Specialist teachers teach Japanese to all year levels, Music, and the physical side of HPE. Students have weekly Digital Skills lessons with the Teacher-Librarian, who also conducts literacy lessons with classes.

The school has a full time STIE and two intervention teachers who plan for and support the access of learning to all students. School Officers also support students with their learning. Planned cycles of work include adjustments for students with needs and teachers are continuing to develop their skills and understanding of differentiated teaching.

Extra-curricular activities

Our Lady of the Rosary Kenmore is extremely proud to offer such a wide and varied range of extra curricula activities. We strive to provide for, and meet the needs, interests, and talents of all our students. A comprehensive range of these activities is listed below: Speech and Drama, Readers Cup, Arts Festival, OLR Mini Fair, Year 6 Musical, Years 5 & 6 Camp Programs including Sydney / Canberra Trip; Instrumental Music, OLR Choir Junior and Senior, Recorder Ensemble, Tennis Coaching, Inter-school Sport, Qld Inter-school Debating Competition, Dance Lessons, Guitar, Flute, Piano, Violin Lessons, Cricket Lessons, Netball lessons, AFL lessons, Martial Arts/Self-Defence Training, Swimming Lessons, Catholic Schools Netball Titles, Futsal Competitions, STEM club and Chess club. A number of staff members go above and beyond to provide additional opportunities for students combined with several external providers.

How information and communication technologies are used to assist learning

OLR has a wealth of technology available to support student learning. The school boasts 1:1 devices from Prep to Yr.6. Students in Yrs. 4-6 take their devices home each night while devices in other year levels remain in the classroom environment only. Upper years' students utilise One Note, Word, PowerPoint and Excel as part of Office 360 as well as internet-based work. All other classrooms have banks of mobile devices which are utilised as part of daily work. The main device used is the iPad. Classes have an hour digital skills lesson each week. Specific skills are then followed up on in the classroom.

Each classroom is fitted with data projectors/Apple TVs which are wirelessly connected for staff and students to use when presenting work. A range of technological equipment is part of the STEM lab and in the Resource Centre which are incorporated as part of the digital technology curriculum and integrated across maths and science curricula.

Social climate

Overview

In keeping with the Mission Statement OLR School provides opportunities for students to interact pastorally and socially as well as in the context of their curriculum work. Examples include Class Buddy program, Student Leadership Groups, Student Sustainability Group and Dance Fever. OLR also effectively implements a Positive Behaviour for Learning Program. The proactive teaching of expected behaviours is paramount to creating a safe and happy environment for all. Teaching expected behaviours is conducted in classrooms, on assemblies and in the playground. Each class develops its own classroom charter as a means of plotting the course for the year ahead. All children are encouraged to learn from their mistakes. We maintained a program whereby senior students teach junior students playground games to assist in the transition to new play areas. Students are taught characteristics of highly effective learners, which we aim to instill in each student.

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	100.0%
School staff demonstrate the school's Catholic Christian values	96.8%
Teachers at this school have high expectations for my child	92.3%
Staff at this school care about my child	93.8%
I can talk to my child's teachers about my concerns	98.5%
Teachers at this school encourage me to take an active role in my child's education	98.5%
My child feels safe at this school	93.8%
The facilities at this school support my child's educational needs	90.8%
This school looks for ways to improve	87.5%
I am happy my child is at this school	89.1%

BCE Listens Survey - Student satisfaction

Performance measure	
Percentage of students who agree [#] that:	2020
My school helps me develop my relationship with God	93.3%
I enjoy learning at my school	89.9%
Teachers expect me to work to the best of my ability in all my learning	97.2%
Feedback from my teacher helps me learn	92.7%
Teachers at my school treat me fairly	92.7%
If I was unhappy about something at school I would talk to a school leader or teacher about it	78.0%
I feel safe at school	95.4%
I am happy to be at my school	97.1%

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	83.3%
School staff demonstrate this school's Catholic Christian values	96.7%
This school acts on staff feedback	50.0%
This school looks for ways to improve	72.4%
I am recognised for my efforts at work	66.7%
In general students at this school respect staff members	96.4%
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

In keeping with the Mission Statement OLR School provides opportunities for parents to interact pastorally and socially and to be involved in their child's education: School website postings and communications with the introduction of the Parent Portal e.g. newsletter, parent forums, Cyclical review involving parent feedback, school Facebook page, Parent/Teacher meetings, Parent support in classroom activities and with excursions, Parents and Friends Association. Parents are invited to attend children's assemblies, assisting with, and attending, school social events e.g. Welcome BBQ; Arts Festival, Participate in Working Bees, School Board, Celebrations of Learning, Class Co-ordinators, Meetings with parents, teacher and support staff to plan for children with special needs, Taskforce groups for particular projects e.g. School marketing, Assisting in the Uniform and Bookshop, Assisting in the Tuck-shop, Inclusion and participation in parish events, Families Supporting Families Group (RE Support Group). Obviously, a number of these initiatives were significantly impacted on by the Global Pandemic (Covid-19). Parent involvement in the life of the school started to increase in 2021.

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.

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	37	25
Full-time Equivalents	28.9	12.3

*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	10
Graduate diploma etc.**	0
Bachelor degree	25
Diploma	2
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:

- Quality Differentiation in the Classroom- First Teacher Response
- Maths P.D- Mathematical Mindsets
- Unpacking Key Recommendations of School Review and development of Action Plan.
- BCE's Four Key Dimensions of Mathematics Teaching
- Exploring Trusting the Count Concept and Suite of Resources
- Training in development of Short Planning Cycles in Mathematics
- Developing Assessment Capable Learners
- Catholic Identity – School Charism/ Exploring House Patrons/ Charism of Brigidine Sisters
- Enhancing Prayer Life of the Classroom.

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, 85% 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	94.1%
Attendance rate for Aboriginal and Torres Strait Islander students at this school	94.5%

Average attendance rate per year level			
Prep attendance rate	94.4%	Year 4 attendance rate	92.9%
Year 1 attendance rate	94.3%	Year 5 attendance rate	94.4%
Year 2 attendance rate	94.7%	Year 6 attendance rate	93.9%
Year 3 attendance rate	94.0%		

*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

School rolls are electronically marked both morning and afternoon. It is expected that parents notify the school of a child's "habitual non-attendance": via email, absentee hotline or in person. Prolonged absences are noted by class teachers, and they directly contact parents to discuss the impact on learning. In the event of continued absence, class teachers advise school leadership, who then make direct contact with parents to organise support for 'chronic non-attendance'. This necessitates a formal meeting involving school leadership and guidance counsellor.

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

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.

3. Click on 'View School Profile' of the appropriate school to access the school's 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](http://www.naplan.edu.au/)) is an annual assessment for students in Years 3, 5, 7 and 9.