



**Our Lady of Dolours  
School, MITCHELTON**

# **Annual Report 2021**

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

# Contact information

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<b>Contact person</b>	Benedict Campbell — 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 Dolours School is a primary educational community teaching, learning, thinking and acting with the Compassion, Justice and Wisdom of Christ so we can fully live, love and learn in communion with our ever-changing world. We are a small school set on a small yet welcoming site in Mitchelton, with an enrolment of over 170 students. We are an inclusive school catering for a variety of educational needs. We seek to co-operate, collaborate and treat others with kindness and compassion; inquire, think and be creative; and are active learners who strive to make a difference in the world. Visit school website [here](#).

### School progress towards its goals in 2021

#### Catholic Identity Priorities

An important aspect of our journey last year was the review of our Vision and Mission Statements. This was achieved through consultation with Parents, Staff and students and resulted in the rewriting of both our Vision and Mission focusing in on our Marian identity and our work with environmental sustainability through the implementation of the 'Laudato Si' principles at school.

We have also focused our energies in ensuring Catholic Perspectives are included in our planning documents. A team of Staff and parents engaged in a process of consultation to review our Vision and Mission Statements to reflect a Catholic World View and best represents where our school is on our Journey. Additionally, we have reviewed RE program to reflect Catholic World view and encompass our 70<sup>th</sup> anniversary

#### Learning and Teaching Priorities

Staff and leadership have devoted considerable time revising the OLD Framework for Learning and Teaching to better inform planning and practice in our classrooms. Through this revision of our framework a future goal in the space of Maths Pedagogy has been identified.

#### Wellbeing and Integral Ecology

We continue to be a lighthouse school because of our major endeavours and learning in sustainability and stewardship of the environment. OLD is a school living Laudato Si which provides an invitation for Staff, Students and Families to play an active role in sustainability and stewardship of the environment

Wellbeing continues to be an important focus for all schools. Through our use of the 'You can do it' resource for Social Emotional Learning our students are learning about and developing the skills to allow them to be socially competent and resilient in the classroom, in their friendship groups and broadly in our community.

## **Future outlook**

### **Catholic Identity**

#### Goal

Through engagement in the BCE's Dialogue School Project, we will enact our new Vision and Mission Statement with the school community in order to authentically live our beliefs and values.

#### Strategies for improvement

- Community formation on Vision and Mission statement
- Engage Br Damien Price to lead staff in a process of formation in relation to our vision and mission
- Support teaching staff to embed Catholic Perspectives into their curriculum planning
- Revision, publication and regular reference to our new staff covenant
- Employ a school chaplain to enhance the vision and mission of our school community
- Formal and informal processes undertaken by our school chaplain to reflect our vision and mission statement.

#### Goal

Embed pedagogies for teaching scripture that support the teaching of RE, prayer practices and the school charism.

#### Strategies for improvement

- Work with EO-RE to build capacity in teachers to unpack the deeper meaning of mandated scripture
- Survey staff so we can focus on areas of scripture where they lack confidence
- Professional learning in purpose and audience of scripture
- Upload planning for feedback from EO-RE in Teams
- Modelled and team teaching of scripture to build capacity
- Whole school prayer to make reference to related scripture.

## **Learning and Teaching**

#### Goal

Build high levels of pedagogical knowledge and skill to establish consistency of teacher practice across the school.

#### Strategies for improvement

- Professional Learning on instructional loop
- Professional Learning presented by teachers for teachers
  - Explicit Teaching (LI &SC, planning, expected and effective practices)
  - Effective Feedback
  - Subject specific Instruction loop.

# Our school at a glance

## School profile

Our Lady of Dolours 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 174	93	81	1

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

Students of Our Lady of Dolours School predominantly come largely from mid to high socio-economic background. At Our Lady of Dolours, we have a population of a little more than 170 students from Prep to Year 6. We cater to a diverse range of learners and learning needs including students with special talents and those with special educational needs. In 2021 we had students with verified disabilities including ASD, Social Emotional Impairment, Hearing Impairment and Speech Language Impairment. There are a variety of student learning needs outside verified needs and our school has a responsive learning support team that focuses its energy on early intervention through the development and implementation of programs that build student learning. Our school has a low population of English as a Second Language students and a very low number of children identifying as Indigenous students. Given the school's proximity to the Enoggera Army Barracks, we have a reasonable number of students from Defence Force families. This enrolment fluctuates annually from 20 to 35 students. We employ a Defence School Transition Aide to support these students and families.

## Curriculum implementation

### Curriculum overview

Our Lady of Dolours School offers a vibrant educational curriculum from Prep to Year 6. Our teachers plan, teach and assess student learning according to the Australian and Approved Religious Education Curriculum. Our dedicated and professional teachers embrace curriculum and system changes as they are made and engage in professional learning and development to ensure they can provide quality learning opportunities for all.

We value the contribution to learning from our team of specialist teachers who share their talents with our students. In 2021 the specialist lessons at O.L.D. were timetabled for Visual Arts, Music, Dance, Technology (Digital), (Japanese) and Physical Education across Prep - Year 6. We offer a comprehensive focus on ICLTs incorporating information literacy, development of computer skills and online communication and its associated behaviours. Our Year 4 - 6 students engage in a 1-1 iPad program. Early intervention screeners are planned and delivered in the preparatory year.

### Extra-curricular activities

- Year 6 Social Justice Committees. Students plan events and awareness raising activities for our school's social justice initiatives each term; Project Compassion, St Vincent de Paul Winter Appeal, Schools-4-Schools (supporting our sister parish schools in Timor Lesté), Annual Catholic Campaign, Catholic Missions and St Vincent de Paul Christmas Appeal.

- School Choir. Our choir rehearses weekly and comprises of students from Prep to Year 6. We sing at local events and competitions, regularly for our local RSL and every term for the Parish Children's Mass.
- Gala Sport: We participate with state and Catholic schools in our local area in AFL, Netball, Soccer and touch football. Students were also given the opportunity to nominate for Rugby 7's.
- Zone Sports: We compete at a zone level with Catholics Schools in Athletics, Swimming, and Cross Country.
- Active Travel: We provide the opportunity for student to participate in Active Travel each Tuesday morning and Kilometre Club during the Cross-Country season.
- Buddies Program: Students in Prep and Year 5, and Year 1 and Year 6 participate in a variety of regular Buddy activities (usually weekly).
- Other: Chatting Children: Oral Language Program; University of NSW Academic Competitions; Instrumental Music Lessons (Private); Yr 6 trip to Canberra, Chess Club Sporting Schools Program, Speak Up (private speech and drama), and Brains and Games club.

### **How information and communication technologies are used to assist learning**

Our school is very well resourced in information and communication technologies. All classes access a variety of technologies with students in Years 4-6 accessing a one-to-one iPad program.

Our school employs an experienced Learning and IT Co-Ordinator who works with all teachers and students. Students have allocated technology lessons where they learn modern technologies including digital citizenship, coding and robotics. ICT is integrated throughout the curriculum. The school is committed to a strategic plan for the rolling out of more resources annually.

COVID-19 proved to be of benefit in the ICT area in 2021. All staff and students improved their capacity to utilize ICT to support Alternative Learning Arrangements in Term 2. We have found that these practices have been sustained and our staff are competent in the use of Seesaw for Prep to Year 3 and Microsoft Teams in Years 4-6.

## **Social climate**

### **Overview**

Our Lady of Dolours is a small school in an intimate setting. We strive to provide a positive and welcoming environment and a place that promotes personal growth and self-esteem for all. Parents and visitors to the school frequently comment on this friendly and welcoming atmosphere. They report a love of the small school 'feel' and community atmosphere. Classrooms surround a common courtyard where students gather to eat and participate in a variety of learning activities and prayer. This means that students are well known to one another and to the teaching and support staff. Pastoral Care is structured so that all students can mentor younger students, to reflect on the school values and to participate in activities that foster justice, wisdom and compassion. Our Buddy Program involves the older students buddying younger students which in turn supports the growth of nurturing relationships. Our Pastoral Parent Program fosters a climate of welcome and inclusion for all families with many opportunities available for everyone to develop social connections and lifelong friendships. Our school does not tolerate bullying or harassment in any form. All reported incidents of bullying and harassment are taken seriously and will be investigated. Reported incidents may come from parents, students and staff.

## 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
<b>Percentage of parents/carers who agree<sup>#</sup> that:</b>	
This school helps my child to develop their relationship with God	100.0%
School staff demonstrate the school's Catholic Christian values	95.7%
Teachers at this school have high expectations for my child	82.6%
Staff at this school care about my child	100.0%
I can talk to my child's teachers about my concerns	97.9%
Teachers at this school encourage me to take an active role in my child's education	91.5%
My child feels safe at this school	93.6%
The facilities at this school support my child's educational needs	89.4%
This school looks for ways to improve	80.5%
I am happy my child is at this school	87.2%

### BCE Listens Survey - Student satisfaction

Performance measure	2020
<b>Percentage of students who agree<sup>#</sup> that:</b>	
My school helps me develop my relationship with God	91.5%
I enjoy learning at my school	82.4%
Teachers expect me to work to the best of my ability in all my learning	93.2%
Feedback from my teacher helps me learn	95.9%
Teachers at my school treat me fairly	93.2%
If I was unhappy about something at school I would talk to a school leader or teacher about it	68.9%
I feel safe at school	81.1%
I am happy to be at my school	85.1%

### BCE Listens Survey - Staff satisfaction

Performance measure	2020
<b>Percentage of staff who agree<sup>#</sup> that:</b>	
Working at this school helps me to have a deeper understanding of faith	100.0%
School staff demonstrate this school's Catholic Christian values	100.0%
This school acts on staff feedback	95.0%
This school looks for ways to improve	100.0%
I am recognised for my efforts at work	95.7%
In general students at this school respect staff members	87.0%
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**

Many new families enrolling at Our Lady of Dolours note community sentiment and positive comments and feedback from existing families as one of their reasons for seeking enrolment at our school. Our community is supported by families through the P&F Association, Pastoral Parents for each class, a School Pastoral Board and an Integral Ecology Committee. The school offers a supportive environment. Our school has a strong connection with our local RSL, and the choir often sings at Commemorative Services.

At Our Lady of Dolours, we approach student support matters in a wrap-around approach. We believe in the value of collective wisdom and when teachers or parents raise a concern about a student, we immediately call a team meeting consisting of Guidance Counsellor, Support Teacher: Inclusive Education, Classroom teacher and member of the leadership team. From here we plan our approach and if after further investigation there are still concerns, we organise a meeting with parents, and together consider approach to support the student in accessing the curriculum and experiencing success at school. Often students have the support of outside agencies such as OT, Speech Therapist or Psychologist and we endeavour to build a relationship with these specialists in order to implement best practice in our classrooms. It is quite common for teachers to be in email communication with a student's specialist, or at times, the specialist becomes part of our wrap around team and joins in meetings with the school team and parents.

## **Environmental footprint**

### **Reducing the school's environmental footprint**

Responsible energy usage supports the school's efforts towards a living response to Pope Francis' Encyclical *Laudato Si'* Care for our Common Home. The school has a strong focus on building a sustainable future. All community members including the students, are committed to the care for our common home.

Students are actively involved in class projects which tackle issues around waste, gardens, and celebrate environmental initiatives such as Clean Up Australia Day, Laudato Si Week and Season of Creation.

## 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	13.0	7.3

\*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.**	4
Bachelor degree	8
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:

- First Aid training
- Diabetic training sessions
- Leadership Symposium
- National School Improvement Training
- National Consistent Collection of Data
- Efficient planning and recording processes inclusive of appropriate pedagogies and differentiation for learners.

The proportion of the teaching staff involved in professional development activities during 2021 was 83.6%.

## Staff attendance and retention

### Average staff attendance

Description	%
Staff attendance for permanent and temporary staff and school leaders	96.2%

### Proportion of staff retained from the previous school year

From the end of the previous school year, 91% 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	94.7%
Attendance rate for Aboriginal and Torres Strait Islander students at this school	93.4%

Average attendance rate per year level			
Prep attendance rate	95.1%	Year 4 attendance rate	95.6%
Year 1 attendance rate	95.8%	Year 5 attendance rate	94.8%
Year 2 attendance rate	92.9%	Year 6 attendance rate	95.0%
Year 3 attendance rate	93.8%		

\*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

As a small community, relationships are very positive and whenever non-attendance is an issue this is able to be discussed with all necessary stakeholders. Processes are in place to support this important aspect of school life. The newsletter and Facebook page periodically and strategically report attendance information provided by BCE to keep this important matter a priority within the community.

Class Rolls are marked twice daily (prior to 9am and at 2pm). Any absentees without a notification are sent an SMS by 9:30am. If there is no response to this, teachers will follow up with phone call to the parents.

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