



Our Lady of the Angels' School, WAVELL HEIGHTS

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 the Angels' School 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. We encourage our students to participate as fully as they can in the life of the school. Our Mission Statement proclaims that we offer a program that seeks to empower and celebrate all as lifelong learners and leaders who are inspired by the lives of Nano Nagle and St Francis. As a Catholic school, we also strive to deepen the understanding of, and nurture the relationship with our God, through an extensive Religious Education program and community worship opportunities based on the Catholic traditions.

School progress towards its goals in 2021

Strategic Priority	Goal	Success Measures	School Progress
Learning and Teaching	To improve our readiness, rigour and resilience - through reflection, review and a reset of learning and teaching strategies across our community for 2021.	Effective classroom routines and processes, formally apparent through observations during learning walks and talks Clear alignment between short cycle learning foci and homework expectations to further promote deep learning and student progress Improved results in NAPLAN and Standardised Testing (BCE Data Monitoring Tools)	Review of current practice to identify areas of success and areas of need (including probable distractors to effective learning and teaching) Implementation of a robust, data-informed whole school approach to learning and teaching Development of a clearly articulated Pedagogical Framework for OLA
Catholic Identity	Integrate data and recommendations from Dialogue Schools Project and BCE Listens Survey to enhance strong	Action plans compiled in consultation with key stakeholders Commitment to Staff and student formation identified and articulated in budgeting and calendar events	Professional Learning for all staff to analyse and interpret data Action plan for implementing recommendations from Dialogue Schools Project and BCE Listens survey

Strategic Priority	Goal	Success Measures	School Progress
	Catholic identity across the community.		Staff and student
Our People	To build teacher capacity, ensuring clarity - regarding vision, skills, incentive, resources and action plans for building assessment capable students across all year levels	Evidenced through classroom observations and conversations with teachers and students (Learning Walks and Talks) Feedback from all stakeholders gauged success in delivering our 3RX2 strategy (Example: survey responses)	Increased staff capacity to ensure commitment to the goal of increasing readiness, resilience and rigour in regard to standardised testing (Assessment Capable Learners) Increased resilience evidenced by a growth mindset with staff, students and parents Established common language around 3RX2 strategy Shared expertise across classrooms and year levels Goal setting included a focus on and commitment to a pedagogical change, stretch and progress (rather than focusing on a 'business as usual' goal)

At Our Lady of the Angels, we celebrate the engagement with the 3RX2 strategy and the development of a whole school common language regarding progress and achievement through increased readiness, resilience and rigour.

Future outlook

At Our Lady of the Angels Catholic Primary School our schoolwide improvement priorities and school goals from our Annual Implementation Plan for 2022 include:

Strategic Priority	Goal	Success Measures	Strategies for Improvement
Catholic Identity	To integrate data and recommendations from Dialogue Schools Project to enhance strong Catholic Identity.	Adherence to Staff and Student Formation Plan Engagement within Professional Learning Communities Implementation of Reconciliation Action Plan	Professional Learning Community (Religious Education and Religious Life of the School) Ongoing emphasis on Moderation of Assessment tasks against the Achievement Standard Continued development and refining of Staff and Student Formation Plan Exploration of Indigenous Perspectives and Spirituality via Professional Development (January, 2022)
Learning and Teaching	Continued improvement of our readiness, resilience and rigour through a reflection, review and reset of evidence based	Greater engagement and proficiency when utilising BI to access Monitoring Tools, NAPLAN, SRS and PAT Testing Greater commonality when triangulating Monitoring Tools,	Data Literacy Professional Development with EOs from BCE via Staff Meetings Development of contextualised Pedagogical Framework to articulate evidence-based practices utilised in Literacy and Numeracy. To be developed by corresponding PLCs and shared.

Strategic Priority	Goal	Success Measures	Strategies for Improvement
	pedagogical practices – feedback, questioning, explicit teaching and assessment for/as/of learning.	NAPLAN, SRS and PAT Testing Participation in Progressive Reporting (Early Adopters Advisory Group) Engagement within Professional Learning Communities	Use of Strategies that Maximise Impact and recommendations from Common Ground Papers (Paul Thornton) specifically focusing upon feedback, questioning, explicit teaching and Assessment for/as/of Learning. Professional Learning Communities (ICT/STEAM, Sustainability/Wellbeing, Curriculum: Literacy, Numeracy, Data Use, Religious Education/RLOS)
Our People	To continue to build teacher capacity fostering clarity and collective responsibility around vision, skills, incentive and sustainable resourcing.	Student Voice aligned with the 3Rx2 Strategy Engagement within Professional Learning Communities Engagement in Peer to Peer Walks and Talks across Year Levels	Revision of Cultural Statement Continue to develop resilience, clarity and accountability by enacting one's role, purpose and area of influence. Continue to reinforce language and behaviours consistent with the 3Rx2 Strategy Peer to Peer Walks and Talks across Year Levels Goal Setting to include a focus upon pedagogical practice, stretch and progress. Professional Learning Communities (ICT/STEAM, Religious Education /RLOS, Sustainability/Wellbeing, Curriculum (Literacy, Numeracy, Data Use)) Continue to implement a contextualised response to the Assessment Capable Learners Initiative across all Learning Areas within the Curriculum.

At Our Lady of the Angels in 2022 we will enact the following targeted and narrow Explicit Improvement agenda:

We are striving to provide a suitable level of stretch and challenge for all learners as to foster engagement, progress and achievement, through targeted assessment and reporting opportunities within the English Curriculum.

We look forward to leveraging from an articulated shared belief that we are a data informed, inspired and passionate community embracing personal and collective responsibility for the engagement, well-being, progress and achievement of all students.

Our school at a glance

School profile

Our Lady of the Angels' School is a Catholic school administered through Catholic Education Archdiocese of Brisbane.

Coeducational or single sex: Coeducational

Year levels offered in 2021: Primary – Prep-Year 6

Student enrolments for this school:

Total	Girls	Boys	Aboriginal and Torres Strait Islander students
2021 629	367	262	4

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

Our Lady of the Angels' school prides itself on being a welcoming and inclusive community. Our families and children come from a wide variety of different cultural and socio-economic backgrounds. The diversity of our community enriches our school as we encourage our children to be tolerant, just and compassionate towards others.

Curriculum implementation

Curriculum overview

During 2021, our school consisted of classes from Prep to Year. At OLA teachers differentiate the curriculum for individual learners. This allows multi-level teaching and learning with an inquiry-based approach. Our curriculum framework provides for the development of connected curriculum units based on relevant and authentic concepts focusing on the roles of the life-long learner, differentiated for the individual needs of each child. While also allowing for our OLA Learning Attributes of being Persistent, Creative, Collaborative, Reflective and Self-directed. During this year, the teaching staff continued the process of implementation of the Australian Curriculum within the contemporary approach to learning that we utilize. The teaching staff also focused on a whole school approach to improving Literacy understanding and skills as a continuum across all Year levels. As per BCE recommendations, class teachers engage in short cycle planning twice termly as timetabled and facilitated in collaboration with the Primary Learning Leader. Other key staff involved with the year level cohort are invited to attend, including the Learning Support Team, APRE, APA, Teacher Librarian and Guidance Counsellor as needed. Planning sessions begin with a review of the current short cycle of planning, including student and cohort data. The Australian Curriculum, particularly the achievement standards and content descriptors, is used to align the next cycle of planning with the needs of the learners. These conversations are underpinned by the BCE Model of Pedagogy and reflection on the Effective and Expected Practices. Teachers are required to upload planning into a digital curriculum folder on the staff portal. Finally, our school has a one-to-one computer program for all Year 4-6 children a part of our approach to E-Learning (electronic). We also have a E-learning Specialist Teacher who oversees the coordination and implementation of our IT program.

Extra-curricular activities

At Our Lady of the Angels', we offer a wide variety of extra-curricular activities both during and after school. These activities provide an opportunity for students of all abilities to participate in: Choral singing with three different choirs; public speaking, debating and speech and communication programs; After school sporting skills sessions - Rock climbing; Brisbane Roar Soccer and AFL Auskick programs; Instrumental music program - strings, band, percussion, piano and guitar; Qld Catholic Colleges Music Festival; Chess club; Tournament of Minds - Gifted and Talented Competition; Swimming, cross country,

athletics, rugby league, touch football, netball carnivals and competitions; Sport Representation in C.P.S.S.A. Zone 6; City District and Metropolitan North School Sports Teams Development Cup (NRL); Queensland Catholic Netball Association's QC Cup competition.

How information and communication technologies are used to assist learning

Contemporary learning environments offer flexibility and opportunities for collaboration, independence and connectivity to global resources. This sort of anytime, anywhere learning is supported by access to portable technologies (e.g., laptops). OLA promotes contemporary teaching and learning practices. Key statements from the school's eLearning Mission Statement are listed below. OLA prepares our children to be citizens of the future. OLA empowers our children to be productive and successful. This is underpinned by the following assumptions: The world of students within and beyond the school is connected by the use of contemporary information processing, communication and collaboration tools. Teachers engage in continuous learning to enhance their professional practice and the practices of their students. School and organisation leaders create the conditions that enable the vision to be realised. Parents are empowered to become actively involved in their child's education by accessing online communication and learning. Planning and resourcing is future focused and flexibly delivered within the learning context of the school.

Social climate

Overview

Our Lady of the Angels' Wavell Heights is committed to the safety and wellbeing of all students. Our Lady of the Angels' Wavell Heights respects and values the dignity, self-esteem and integrity of every child and young person, based on our Christian belief that every person is made in the image of God and children and young people are entrusted to us by the love of God. Our Lady of the Angels' Wavell Heights is actively committed to fostering communities of safeguarding that recognise and uphold the dignity and rights of all children. We encourage open communication whereby families and communities are informed of relevant issues and participate in decisions about the safety of children. It is particularly important to us to look for avenues to empower children to have a say and be listened to. Every person within Our Lady of the Angels' Wavell Heights who comes into contact, or works, with children seeks to uphold the dignity of all children and commits to establishing safe and supportive relationships. Our Lady of the Angels' Wavell Heights has documented policies and procedures to prevent risks to children and build a strong culture of safeguarding. All staff and volunteers are expected to follow these policies and procedures and contribute to the culture of care and protection of all children. We plan, organise and review all activities with children, proactively considering potential risks and strive to ensure risks are reduced and eliminated where possible. Everyone is encouraged to communicate any area of concern or where you think our approach may need improvement. Anyone who brings forward a suspicion, concerns, knowledge or allegation of current or past abuse of a child to Our Lady of the Angels' Wavell Heights will be responded to sensitively, respectfully, actively and in a timely manner, in line with our lawful obligations and BCE's Student Protection Processes. We regularly undertake internal and external auditing of our safeguarding policies and practices to make sure that they always support a culture and practice that puts the safety of children at the center of our thinking and action. We listen to the voices of children as we constantly strive to remain vigilant and make improvements.

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	99.0%
School staff demonstrate the school's Catholic Christian values	97.2%
Teachers at this school have high expectations for my child	86.4%
Staff at this school care about my child	95.3%
I can talk to my child's teachers about my concerns	96.3%
Teachers at this school encourage me to take an active role in my child's education	86.0%
My child feels safe at this school	97.2%
The facilities at this school support my child's educational needs	98.1%
This school looks for ways to improve	94.2%
I am happy my child is at this school	97.2%

BCE Listens Survey - Student satisfaction

Performance measure	2020
Percentage of students who agree[#] that:	
My school helps me develop my relationship with God	94.1%
I enjoy learning at my school	93.5%
Teachers expect me to work to the best of my ability in all my learning	98.6%
Feedback from my teacher helps me learn	94.4%
Teachers at my school treat me fairly	94.0%
If I was unhappy about something at school I would talk to a school leader or teacher about it	81.0%
I feel safe at school	96.8%
I am happy to be at my school	95.3%

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	96.4%
School staff demonstrate this school's Catholic Christian values	92.9%
This school acts on staff feedback	87.5%
This school looks for ways to improve	98.2%
I am recognised for my efforts at work	82.5%
In general students at this school respect staff members	98.2%
This school makes student protection everyone's responsibility	100.0%
I enjoy working at this school	98.1%

'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

Parents and Caregivers are involved in their child's education in a multitude of ways at Our Lady of the Angels' School. These include:

- In the classroom (for reading groups, literacy and numeracy rotations, art classes, technology)
- Assisting in the library (by covering new books, shelving and Book Club).
- Involvement in helping teachers in implementing the Early Years Perceptual Motor Program.
- Volunteering in the various aspects of running school sporting carnivals. Parents also assist with coaching and supervisory roles for various sports including indoor climbing, rugby league and netball.
- Our very active P & F raise funds, co-ordinate activities and social events, and facilitate our biennial OLA Carnival.
- Being a member of the Pastoral School Board to support and advise the Principal and Leadership Team.

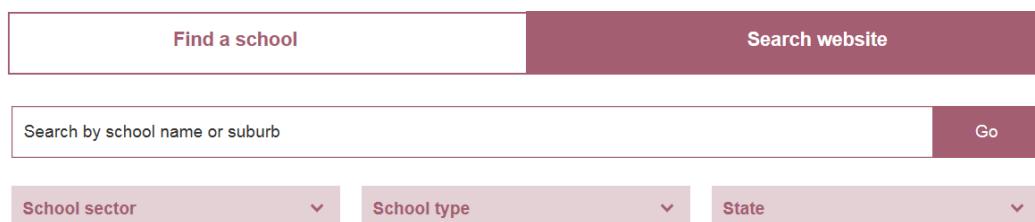
School funding

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	46	26
Full-time Equivalents	39.8	13.0

*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	11
Graduate diploma etc.**	0
Bachelor degree	35
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:

- Data analysis and interrogation to inform next steps in learning and teaching focus
- Triangulation of data sets to increase precision regarding student achievement
- Development of a Schoolwide Pedagogical Framework
- Dialogue Schools Recommendations – planning for schoolwide implementation
- Shared pedagogy and practice – a culture of learning from others through classroom observation and feedback.

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	96.1%

Proportion of staff retained from the previous school year

From the end of the previous school year, 96% 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	94.3%
Attendance rate for Aboriginal and Torres Strait Islander students at this school	92.4%

Average attendance rate per year level			
Prep attendance rate	94.2%	Year 4 attendance rate	93.6%
Year 1 attendance rate	94.7%	Year 5 attendance rate	94.5%
Year 2 attendance rate	94.7%	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

OLA follows the procedures as outlined by BCE Attendance Policy as per requirements of the compulsory schooling. Rolls are to be marked twice per day: in both AM and PM Sessions.

At 9.30am each morning Office staff will run a report in EMinerva for "Unexplained absences".

A SMS blink message will then be sent to the main contact of the child who is absent asking for an explanation for the absence.

If a student is displaying a high level of non-attendance the parents/caregivers are contacted by the teacher to establish and discuss any concerns.

For continued high frequency absenteeism by a student a meeting is organised with the family which is attended by the class teacher and a member of the leadership team.

Strategies to improve attendance:

- Analyse and monitor attendance BI Data with staff regularly
- School attendance goal developed
- Student attendance procedures reviewed by all staff annually or where required
- Attendance procedures are regularly communicated to staff
- Staff are regularly reminded of recording procedures in EMinerva
- Communicate with staff, parents and students regularly
- Share BCE Information and posters via email and school newsletters.

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.



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.