Our Lady Help of Christians School, Hendra

ANNUAL REPORT
2018

As a Catholic community of faith, Brisbane Catholic Education inspires students with a love of learning and a heart of hope, empowering them to shape and enrich our world.

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Contact information

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Vision, Mission and Values

Vision

A welcoming, inclusive educational community fostering excellence built on faith, and respect for self, others and the environment.

Mission

Our Lady Help of Christians school welcomes and respects all students from diverse backgrounds to a Christ-centred community. We commit to continued development of respectful relationships with Aboriginal and Torres Strait Islander people, embracing the sacredness of their tradition as we learn and celebrate together in community. In partnership with our parent community, we support all students to challenge themselves to become the best they can be. Our team of passionate professionals provide learning experiences through respectful relationships with each student in a contemporary learning setting. Within the footsteps of Mary MacKillop, we live and learn the gospel, celebrate our faith through prayer and liturgy, under the patronage of Our Lady Help of Christians. Every student is respected and treats others with dignity while contributing to the school and wider community through social justice activities, service to others and care of the environment.

Values

In the Spirit of Mary our Mother and in the footsteps of St Mary MacKillop we are: • People of Faith who strive to live the gospel values through prayer, community spirit and celebration • People of Courage who seek God's help, and support one another • People of Action who welcome all, encourage positive relationships and build a happy and caring learning community.

Principal's foreword

Introduction

The 2018 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, environmental footprint, school funding, workforce composition and student performance.

School progress towards its goals in 2018

Across 2018, our school community collaboratively drafted new Vision and Mission statements to guide our work in the future.

As well as participating in professional development on contemporary learning, our teachers planned for and set up contemporary classrooms, using new furniture provided both by BCE and by our school.

Our school made strong gains in literacy during 2018 in all year levels, assessing concepts about print and sound and letter knowledge in Prep, and PM benchmarks across all year levels, as well as writing analysis targets for Yr 3-6.

Our school commenced to work with Brisbane Catholic Education planning team to join a more cost-efficient electricity scheme.

Strong Catholic identity

> 1. By the end of 2018, our school will have created new vision and mission statements, which will guide our community.

Excellent learning and teaching

> 1. By the end of 2018, staff will participate in professional development on contemporary pedagogies, to build capacity for student engagement.

> 2. By the end 2018 all student outcomes in literacy will be improved.

Building a sustainable future

> 1. By the end of 2018, data will be collected and collated on resource usage to begin developing a sustainability plan.

Future outlook

The explicit improvement agenda for 2019 will focus on gaining improvements in numeracy, especially in Trusting the Count, the basic building block of Mathematics. There is a focus on implementing the Relationships and Sexuality Curriculum and redeveloping our school's Positive Behaviour Support Plan. Achieving the highest attendance rate possible will also be a focus.

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Our school at a glance

School profile

Our Lady Help of Christians School is a Catholic Primary school administered through Catholic Education Archdiocese of Brisbane.

Coeducational or single sex: Coeducational

Year levels offered in 2018:   Primary

Student enrolments for this school:

	Total	Girls	Boys	Indigenous
2018	145	74	71	4

Student counts are based on the Census (August) enrolment collection.
DW = Data withheld to ensure confidentiality.

Characteristics of the student body

Students attending Our Lady Help of Christians are mostly from the local area, although with our provision of before and after school care, there are some who live further afield and their parents work in this area. Students at the school are for the most part high achievers, and our NAPLAN results demonstrate this. Students are grouped across Prep - Yr 6 in 7 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. Special needs students are supported at OLHC through collaboration between their parents and teachers and other support staff, including school officers. 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 ESL teacher supports these students in their learning. A positive behaviour support programme is in place, which has high behavioural expectations of all students, and students are coached and supported to become self-disciplined individuals. Strategies are proactively taught against bullying and cyber-bullying.

Curriculum delivery

Approach to curriculum delivery

Our classroom teachers provide excellent development in the Key Learning areas of 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. Mandarin, HPE and Music are taught by specialist teachers. 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. 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.

Co-curricular activities

- Chess lessons
- Tennis lessons
- Instrumental music – guitar and keyboard
- Singing and choir preparation
- Sport aerobics
- Fun Run
- Dance
- Various sporting clinics e.g Auskick
- Clubs – grub club, Tech club, chess club

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How information and communication technologies are used to assist learning

All students at our school are provided with an iPad or a laptop to allow them to fully integrate technology into their learning. Classes store work on One Drive, and they engage with a range of apps to demonstrate their learning. Children are able to 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 programme in place, and these virtues are taught at fortnightly assemblies. The school has a Positive Behaviour Support Programme, which has high expectations of all students for good 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 programmes. Persistence and resilience are valued and form part of our learner qualities. A chill out zone exists in some lunch breaks to support some students in their social interactions.

BCE Listens Survey - Parent satisfaction

Performance measure	
Percentage of parents/carers who agree# that:	**2018**
This school helps my child to develop their relationship with God	98.6 %
My child is encouraged to participate in spiritual and religious activities and projects outside of the classroom	88.9 %
Religious Education at this school is comprehensive and engaging	97.0 %
I see school staff practising the values and beliefs of the school	95.8 %
This school looks for ways to improve	94.2 %
The school is well managed	89.9 %
My child is making good progress at this school	94.3 %
This school is a safe place for my child	94.2 %
This school helps students respect the needs of others	95.6 %
Teachers and staff are caring and supportive	97.1 %
Teachers at this school expect my child to do their best	94.5 %
Teachers and staff relate to students as individuals	92.9 %
The teachers help my child to be responsible for their own learning	94.5 %
My child is motivated to learn at this school	87.8 %
I can talk to my child's teachers about my concerns	93.2 %
This school offers me opportunities to get involved in my child's education	91.8 %
My child's learning needs are being met at this school	87.8 %
I am happy with my decision to send my child to this school	95.7 %

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BCE Listens Survey - Student satisfaction

Performance measure	
Percentage of students who agree# that:	**2018**
At my school, I can express my beliefs	90.0 %
My school encourages all students to participate in spiritual and religious activities and projects outside of the classroom	100.0 %
Religious Education at my school is interesting and engaging	90.0 %
I see school staff practising the values and beliefs of my school	88.9 %
My school looks for ways to improve	100.0 %
Students at my school are encouraged to voice their concerns or complaints	100.0 %
Teachers treat students fairly at my school	83.3 %
Teachers recognise my efforts at school	100.0 %
I feel safe at school	89.3 %
My school helps me to respect the needs of others	96.3 %
I am happy to be at my school	86.2 %

BCE Listens Survey - Staff satisfaction

Performance measure	
Percentage of staff who agree# that:	**2018**
This school helps me to develop my relationship with God	94.1 %
My school encourages all students to participate in spiritual and religious activities and projects outside of the classroom	93.8 %
Religious Education at this school is comprehensive and engaging	90.9 %
I see school staff practising the values and beliefs of this school	93.8 %
This school is well managed	82.4 %
My concerns are taken seriously by the school	87.5 %
This school is a safe place to work	100.0 %
This school has an inclusive culture	94.1 %
This school has a culture of striving for excellence	88.9 %
All my students know I have high expectations of them	100.0 %
I am proud to be a member of this school	100.0 %
Overall, I am happy with my decision to work at this school	94.4 %

# '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.
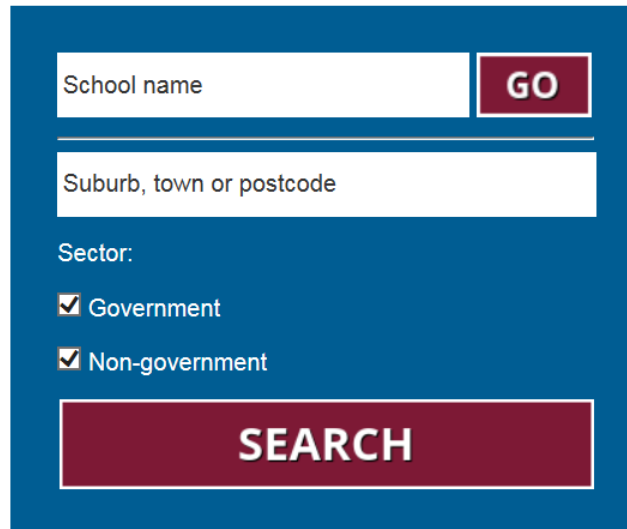
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School funding

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 at http://www.myschool.edu.au/.

To access our income details, click on the *My School* link above. You will then be taken to the *My School* website with the following **'Find a school' text box.**

Where it says **'School name'**, type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

School financial information is available by selecting **'School finances'** in the menu box in the top left corner of the school's profile webpage. If you are unable to access the internet, please contact the school for a paper copy of income by funding source.

Our staff profile

Workforce composition

Staff composition

2018 WORKFORCE COMPOSITION		
Description	**Teaching Staff**	**Non-Teaching Staff**
Headcounts	17	12
Full-time Equivalents	11.8	5.4

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Qualification of all teachers

TEACHER QUALIFICATIONS	
Highest level of qualification	**Number of classroom teachers and school leaders at the school**
Doctorate	1
Masters	4
Graduate Diploma etc.**	4
Bachelor degree	8
Diploma	
Certificate	

*Teaching staff includes School Leaders
**Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate.

Professional development

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2018 were $ 15000

The major professional development initiatives are as follows:

- Contemporary Learning Pedagogies
- Literacy – effective and expected practices in writing
- Literacy – grammar and punctuation
- IT/STEM
- Using Student Learning Data

Staff attendance and retention

Staff attendance

AVERAGE STAFF ATTENDANCE (%)	
Description	**2018**
Staff attendance for permanent and temporary staff and school leaders.	97.5 %

Proportion of staff retained from the previous school year.

From the end of the previous school year, **100%** of staff was retained by the school for the entire 2018.

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Performance of our students

Student attendance

Student attendance

The table below shows the attendance information for all students at this school:

STUDENT ATTENDANCE 2018	
Description	**2018**
The overall attendance rate* for the students at this school (shown as a percentage).	93.1 %

*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.

The overall student attendance rate in 2018 for all Brisbane Catholic Education schools across years Prep-6 was 92.0 %.

AVERAGE STUDENT ATTENDANCE RATE (%) FOR EACH YEAR LEVEL							
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
2018	93.9 %	93.2 %	95.3 %	94.8 %	94.7 %	85.5 %	94.6 %

*Attendance rates effectively count attendance for every student for every day of attendance in Semester 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.

DW = Data withheld to ensure confidentiality.

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 on the school's absentee line or 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

Average NAPLAN results

	Year 3		Year 5	
	School	**Australia**	**School**	**Australia**
Reading	456.1	433.8	555.3	509.0
Writing	449.1	407.2	503.0	464.6
Spelling	432.8	417.8	484.6	502.5
Grammar & Punctuation	476.6	431.7	572.6	503.6
Numeracy	423.5	407.7	495.5	494.2

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