



**Our Lady's College,  
ANNERLEY**

# Annual Report 2021

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



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Education**

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# Contact information

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<b>Contact person</b>	Andree Rice — 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's College is a community that authentically lives its legacy as a school founded by St Mary MacKillop's sisters in 1964. In keeping with its Josephite tradition, Our Lady's College empowers our students to be active and informed citizens, inspired to shape a more just and equitable world for all. A Girls' School of approximately 300 students, we are situated in the inner-city Brisbane suburb of Annerley.

Our college motto, Ad Altiora, "Ever Higher" sums up this reaching to be our best selves. It inspires and uplifts every member of our students, staff and the wider Our Lady's College community. We are part of a network of over 147 Brisbane Catholic Education schools, supported by best-practice education policies and procedures.

Visitors to Our Lady's College immediately notice the feeling of serenity and happiness. The sense of peace comes from our immaculately presented, green environment with lovely spaces for our girls to sit and chat during break times, including the stunning Ad Altiora Library and outdoor cafe area. When young women feel comfortable and supported, they are able to be extended and challenged.

Our contemporary, evidence-informed approach to teaching and learning focuses on developing the skills of critical thinking, communication, collaboration and creativity – alongside spirituality, self-awareness and wellbeing. We have a highly dedicated and expert teaching and support staff who deliver a wide range of subjects and a diverse co-curricular program.

Our excellent academic programs and dedicated staff have enabled our students to perform consistently well in NAPLAN and ATAR, evidenced by 42% of our 2020 Seniors achieving an ATAR of 90 or above. The Australian Curriculum is the foundation for our extensive range of subjects in Years 7-10. There are multiple course options for students in Years 11 and 12, drawn from QCAA courses and vocational education, and training certificates and diploma courses are offered on and off campus.

We offer an extensive variety of co-curricular programs including drama, music, dance, debating, sports and interschool competitions. Our aim is that every student can "fly high" and nurture their passions and interests, wherever they might lie.

Our Lady's College students comment frequently on the inclusiveness at Our Lady's College, a school known for its cultural richness and diversity. This sense of inclusion is extended to many community members through an extensive social justice program that sees students assisting at local homework clubs, working with homeless organisations and supporting residents in aged care homes.

We are a college that works in partnership with our parents and families, understanding that it takes a village to raise a child, and all members of the Our Lady's College community have opportunities to become involved at the school.

2021's COVID-19 pandemic certainly presented a range of challenges to Our Lady's College as masks and mandatory vaccination became a part of our everyday life and vocabulary, but the community drew together, supported each other and moved through this difficult time relatively easily.

### **School progress towards its goals in 2021**

The main goals for the College in 2021 focused on the following:

- To embed Catholic Perspectives in curriculum planning,
- To facilitate measurable growth in student learning,
- To provide a positive and supportive environment utilising the Engage strategy,
- To engage and connect with the broader community to enhance future growth.

OLC made substantial progress in the initiative to embed Catholic Perspectives across the curriculum. A number of units now have Catholic Perspectives embedded in them and this project will continue into 2022. Staff are building shared understandings and common language of Catholic Perspectives, particularly in relation to Catholic Social Teaching. A 2022 January PD day has been arranged to unpack the concepts and terminology and time was provided for working on Semester 1 units.

Teaching staff enhanced their skills in the teaching of writing through engagement with BCE programs, including Assessment Capable Learner Strategies and Write-up. The implementation of pedagogies learnt in these programs resulted in the building of common language, expected practices in the classrooms as well as increased student ability to compose and reflect on their writing across genres.

The writing analysis tool has been developed in relation to the General capability: Literacy. The benchmark of 20 - 24 is the level of writing capability a student requires to successfully communicate their knowledge, understanding and skills in learning area contexts.

Teachers are asked to collaboratively analyse a sample of writing from a learning area other than English, to support understanding of Literacy as a capability that exists in all learning areas. By the end of Term 4, the College had a target of 90% of the students in Years 7 – 10 achieving the required benchmark of 20-24. In 2021, the following outcomes were achieved: Year 7 - 98%, Year 8 - 91%, Year 9 - 98%, and Year 10 - 96%.

In NAPLAN, our Year 7-9 Progress measures saw our performances as significantly more improved than the Australian measures in Reading, Writing and Numeracy.

This year saw the rollout of our Positive Behaviour for Learning (PB4L) College expectations matrix. The process involved whole staff engagement by way of its co-construction during a Twilight professional learning session. This was facilitated by a Student Wellbeing Education Officer from Brisbane Catholic Education. Subsequent follow up sessions capitalised on whole staff engagement with this process. Feedback was also sort from the student body. We explicitly taught the College expectations by way of shared common language through the Pastoral Care program for Years 7 – 12 students.

Universal supports and common language for staff and students are evident in our Student Behaviour Support Plan. These supports are named, reinforced and celebrated in the community. PB4L has strengthen understanding for both academic and social supports available for students. Targeted proactive Pastoral intervention in response to student absenteeism occurred by way of parental engagement and staff follow up. Data sets for this area indicate improvement.

Successful partnerships with the wider community included visits to various feeder primary schools. Open Day, Instagram and Facebook posts increased our media outreach, and the installation of the carpark electronic sign was completed. Educational links with COMPASS, Binnacle, SCIPS and TAFE as well as Barrington (Diploma Course) enhanced our levels of student engagement. Cultural liaison with a BCE Indigenous Support Officer and the African Youth Council commenced in 2021 and will continue into 2022.

## Future outlook

Our goals for 2022 include:

- The OLC Education Plan will be rewritten by the end of Term 3, ready for implementation at the start of Term 1, 2023.
- Collaborative practices focussed on growing the staff's sense of collective efficacy will be implemented from the beginning of Term 1, 2022 in all Professional Learning sessions for teachers.
- Our Professional Learning schedule will take a deliberate focus on collaborative learning through concentration on: The Third Teacher and Extension of Write Up Strategies focussing on reading comprehension, numerical literacy (ratio, proportion and multiplicative thinking) and cognitions. These will be evident in 70-80% of LWAT by the end of Semester Two.

# Our school at a glance

## School profile

Our Lady's College is a Catholic Girls' College administered through Catholic Education Archdiocese of Brisbane.

**Coeducational or single sex:** Girls only

**Year levels offered in 2021:** Secondary

**Student enrolments for this school:**

	Total	Girls	Boys	Aboriginal and Torres Strait Islander students
2021	319	319	0	7

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

The College intends on growing slowly and steadily to around 400 in the next 3-5 years. Many parents have chosen the school specifically because of its size, seeking a school where their daughters will be known as individuals and supported through more personalised forms of learning. While the College is situated in the suburb of Annerley, many students come from outlying suburbs, particularly to the south and west of Brisbane. Enrolments are drawn from as many as 24 different Primary Schools and 18 different Parishes. The multicultural nature of the college community is a source of school pride and lends a rich diversity to classroom interactions and shared experiences.

## Curriculum implementation

### Curriculum overview

Educational programs at Our Lady's College are guided by an improvement agenda where we actively promote excellence and equity to ensure that our students continue to develop confidence and creativity, experience success towards their lifelong learning journey, and are enabled to take their place as active and informed members of their community.

Our Lady's College uses the Australian Curriculum to develop our Junior School curriculum with the following breakdown of course timings offered.

Teachers plan, teach, assess and report using the Australian curriculum for:

- English, Mathematics, History, and Geography
- The Arts (Drama, Music and Visual Arts)
- Health and Physical Education
- Technology, Information and Communication Technologies
- Business and Civics and Citizenship

## Curriculum Offerings Across the College

Learning Area	Years 7 - 10	Years 11 & 12
	(Australian Curriculum)	(QCAA Curriculum) <b>GENERAL</b> and <i>APPLIED</i>
Religious Education	Religious Education	<b>Study of Religion</b> <i>Religion and Ethics</i>
English	English	<b>English</b> <i>Essential English</i>
Mathematics	Mathematics	<b>General Mathematics</b>
		<b>Mathematical Methods</b>
		<b>Specialist Mathematics</b>
		<i>Essential Mathematics</i>
Science	Science	<b>Biology</b>
		<b>Chemistry</b>
		<b>Physics</b>
		<b>Psychology</b>
Humanities & Social Sciences	Humanities (History, Geography Economics and Business)	<b>Modern History</b>
		<b>Legal Studies</b>
		<b>Accounting</b>
		<i>Certificate III in Business*</i>
		<i>Diploma of Business**</i>
The Arts	Drama	<b>Drama</b>
	Music	<b>Music</b>
	Visual Art	<b>Visual Art</b>
Technologies	Design & Technologies (Food & Fibre Production)	<i>Hospitality Practices</i>
	Digital Technologies	
Health & Physical Education	Health & Physical Education	<i>Certificate III in Sport &amp; Recreation*</i>
Languages	Spanish	

All subjects offered are taught by specialist trained or (*as a minimum expectation*) experienced teachers of that particular subject area.

*\*Offered in partnership with Binnacle*

*\*\* Offered on campus by Barrington College staff.*

Inclusive education at Our Lady's College ensures that students are supported in their learning to engage with all aspects of the Australian Curriculum. It is supported by collaborative relationships within our community. In consultation with parents and stakeholders, support structures are embedded so that students participate in high quality education and fully engage in the curriculum alongside their similar-aged peers.

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

The College engages with a 1 to 1 laptop strategy across all year levels. Students engage with an introductory course in Year 7 to ensure that they are familiar with the skills and procedures to fully utilise the system available in the College networking system. Teachers use curated communication

systems to contact parents, class groups and individual students on curriculum matters. Students use a range of technologies and online systems to access their curriculum texts to maximise online resources.

### **Extra-curricular activities**

Our Lady's students are offered a wide selection of cultural and sporting activities in both social and competitive arenas. Teams compete in organised competitions through CaSSSA in such sports as netball, AFL, touch football, swimming, cross country, athletics and the QC Cup.

A wide range of extra-curricular activities is offered to provide the girls with ample opportunity to broaden their experiences and education. Girls may choose to become involved in clubs such as:

- Debating
- Cultural Dance groups (Polynesian, African, Asian, Bollywood, Hip Hop)
- Bands and Ensembles (String Ensemble)
- Choir and Acapella
- Heart Club
- Liturgy
- Social Justice Committee, Rosies' Outreach, St Vincent de Paul
- Religious Life of the School Committee (JJAMM)
- Readers Cup
- STEM Club
- E Sports
- Drawing Club
- Knitting Club
- Student Representative Council.

## **Social climate**

### **Overview**

The College follows the Child and Youth Risk Management Strategy when managing conflict between members of the community. This, along with the Student Behaviour Support Plan and the Positive Behaviour for Learning (PB4L) framework encourages the resolution of issues and the restoration of relationships. Behaviour modification is encouraged through meeting with the College Counsellor and working through strategies with Pastoral Leaders or Pastoral mentors. College Leadership Team members and Pastoral Team members regularly work with other members of staff to develop preventative and restorative strategies to support a positive school environment. Regular meetings were held with families of 'at risk' students to support parents and students in meeting the positive school climate. A Pastoral Mentoring program was initiated in Years 7-10 to support students at risk of disengagement both socially and academically. In addition to this, the Guidance Counsellor and Campus Minister held lunch time activities to encourage positive engagement of students in Year 7 and 8. The Pastoral Care programs delivered at each year level are regularly reviewed to meet the needs of the students in the cohort.

## 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	98.2%
School staff demonstrate the school's Catholic Christian values	96.4%
Teachers at this school have high expectations for my child	98.2%
Staff at this school care about my child	100.0%
I can talk to my child's teachers about my concerns	94.8%
Teachers at this school encourage me to take an active role in my child's education	89.7%
My child feels safe at this school	93.1%
The facilities at this school support my child's educational needs	98.3%
This school looks for ways to improve	98.2%
I am happy my child is at this school	96.5%

### BCE Listens Survey - Student satisfaction

Performance measure	
Percentage of students who agree# that:	2020
My school helps me develop my relationship with God	100.0%
I enjoy learning at my school	100.0%
Teachers expect me to work to the best of my ability in all my learning	100.0%
Feedback from my teacher helps me learn	100.0%
I feel safe at school	100.0%
I am happy to be at my school	100.0%

### 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	87.5%
School staff demonstrate this school's Catholic Christian values	100.0%
This school acts on staff feedback	77.4%
This school looks for ways to improve	97.0%
I am recognised for my efforts at work	81.8%
In general students at this school respect staff members	90.9%
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

As well as Parent Teacher Student interviews, families are invited to attend various Parent Information Nights to support understanding of school processes and to support parents. Families who have students with diverse needs or extension are involved in consultation with staff and the Learning Enrichment Leader regarding planning for, and monitoring, their daughter's success.

Community engagement is a priority for the College, however, the constraints needed to ensure community safety due to the Coronavirus meant that some activities were modified, and others could not proceed in 2021.

Typical activities to support community engagement include:

- Year Level Parent Afternoon Teas enable parents to meet other parents and Pastoral Leaders in an informal setting to share information and provide advice.
- Father /Daughter and Mother /Daughter events as well as a Grandparents Event welcomes these visitors into our community.
- Engagement with the local community - including outreach through TriCare visits after school, Rosies' Street Outreach and programs supporting local schools.
- Immersive programs in science and maths conducted with primary school students from local feeder schools.
- Work experience, organised through connection with SCIPS.
- CoMPASS (Collaboration of Minds: Professionals Advancing Senior Students) program links high performing students with professional mentors.
- New Parent Welcome Dinner.



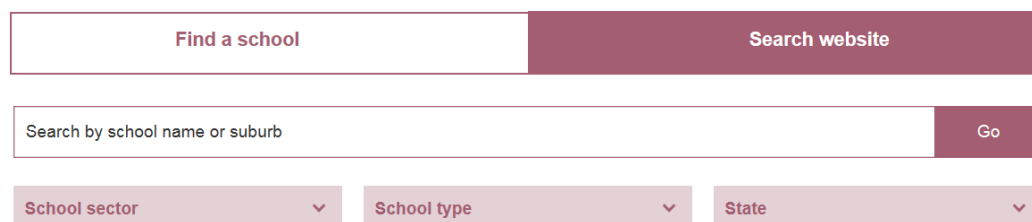
## School funding

### 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.



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	33	20
Full-time Equivalents	31.0	13.9

\*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	14
Graduate diploma etc.**	9
Bachelor degree	9
Diploma	1
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 were as follows:

- QCAA provided professional development supporting the senior QCE system.
- Brisbane Catholic Education provided professional development for literacy and numeracy advancement in the form of the Write-Up! Project
- ETAQ, BEAQ, STAQ, QAMT, QAGTC, HETA, QAGTC and Chefs of the Future, provided professional development for subject specific in-service from these Teacher Associations.
- First Aid training for all teaching staff.
- Professional Development support for specialist support areas including English as an Additional Language or Dialect, Guidance counselling, Leadership programs (Leading with Integrity and DP/APA Conference), ARC Linkage Project (STEM Action Research Project), Spanish Language, and financial governance.

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	95.8%

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

From the end of the previous school year, 77% 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 7-12 was 89.9%.

Description	%
The overall attendance rate* for the students at this school	93.5%
Attendance rate for Aboriginal and Torres Strait Islander students at this school	86.2%

Average attendance rate per year level			
Year 7 attendance rate	96.0%	Year 10 attendance rate	94.1%
Year 8 attendance rate	91.6%	Year 11 attendance rate	93.8%
Year 9 attendance rate	92.8%	Year 12 attendance rate	92.6%

\*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.

### Apparent retention rate from Year 10 to Year 12

Description	%
Year 12 student enrolment as a percentage of the Year 10 (2021) student cohort	94.5%

### Description of how non-attendance is managed by the school

Rolls are marked via eMinerva (electronic roll marking) six times per day by classroom teachers. Notification is made to the Assistant Principal if a student is absent from a lesson when previously marked present during the school day.

Parents notify student absence via the Parent Portal or BCE Connect app. Unexplained absence notifications are sent daily to parents via text message.

Subsequent student absences are followed up weekly by Pastoral Leaders by way of contact with families. If patterns of absence emerge, intervention by way of student and parent meetings occur in partnership with Pastoral Leaders, Guidance Counsellor and/or Assistant Principal.

The following strategies are implemented to increase student attendance:

- Provide public recognition for student attendance greater than 95% at Year level assemblies.
- Communicate importance of attendance with families by way of the college newsletter, posters around campus and social media platforms.
- Follow up on both unexplained and explained absences by Pastoral Care teachers and Pastoral Leaders
- Implement targeted measures for extended student absence by way of return to school support plans.
- Provide attendance Improvement plans in partnership with families.
- Communicate process around mid-term holidays via the college newsletter, at parent information evenings and in student handbooks.

- Analyse and monitor student attendance data through the Business Intelligence (BI) tool
- Ensure accurate marking of rolls via eMinerva by teachers in line with the attendance procedure.
- Provide opportunities for engagement in Co-curricular to all students.
- Recognise service to community by way of public recognition.

These measures compliment the Brisbane Catholic Education Engage strategy - Attendance Matters, Family Engagement, Mental Health and Wellbeing and PB4L in schools.

The College enacts an Attendance Policy that follows up on any absences - both same day via a text message from the office and longer absences with phone contact by the relevant Pastoral Leader. Student well-being is managed proactively by our Pastoral Team that is led by our Assistant Principal - Student Well-being, and includes our College Counsellor, Campus Minister, Learning Enrichment Leader and Pastoral Leaders. Our students are well known by staff and are challenged and supported to be the best that they can be

## 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.

The image shows a search bar with a text input field labeled 'Search by school name or suburb'. To the right are three dropdown menus labeled 'School sector', 'School type', and 'State', followed by a magnifying glass search icon.

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

[View School Profile](#)

8. Click on 'NAPLAN' to access the school NAPLAN information.

The image shows a horizontal navigation menu with several items: 'School profile', 'NAPLAN' (which is highlighted with a dropdown arrow), 'Attendance', 'Finances', 'VET in schools', 'Senior secondary', and 'Schools map'.

### 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.

## Year 12 outcomes

Description	2021
Number of students receiving a Senior Statement	55
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	52
Number of students awarded a Queensland Certificate of Individual Achievement.	0
Number of students who were completing/continuing a School-based Apprenticeship or Traineeship (SAT).	2
Number of students awarded one or more Vocational Educational Training (VET) qualifications (including SAT).	21
Number of students awarded a VET Certificate II or above.	24
Number of students awarded an International Baccalaureate Diploma (IBD).	NA
Percentage of Year 12 students who were completing or completed a SAT or were awarded one or more of the following: QCE, IBD, VET qualification	54
Number of students receiving an ATAR	45
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants received a tertiary offer.	89%

As at April 2021. The above values exclude VISA students.

## Student destinations

### Post-school destination information

The results of the 2021 post-school destinations survey, Next Step – Student Destination Report (2021 Year 12 cohort), will be uploaded to the Brisbane Catholic Education's website in September 2022. The report will be available at: <http://www.bne.catholic.edu.au/schools-curriculum/school-reporting/Pages/School-Annual-Reports.aspx>.

Schools with fewer than 5 responses will not have a report available on the post-school destinations of Year 12 completers for reasons of confidentiality.

### Early leavers information

The destinations of young people who left the school in Years 10, 11 and prior to completing Year 12. Students who, in their final year, exit from the College before completing Year 12, generally transition to TAFE or other identified learning opportunities. The College works with parents and the student to ensure that opportunities are maximised for the student in their chosen pathway.