



Our Lady of Dolours
School, Mitchelton

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.

Contact information

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Vision, Mission and Values

Vision

Our Vision: Our Lady of Dolours Catholic School is an 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.

Mission

With Christ as the way, the truth and life we strive to be a positive and welcoming place where everyone is encouraged and taught to Care, Think and Act. The school motto - Living, Loving and Learning in Christ encapsulates the spirit and mission of Our Lady of Dolours School. Our mission is to be The Kid in the Crest who is a lifelong learner who practises compassion, wisdom and justice, using his or her head, heart and hands to: get along with others think, learn, inquire and create, act to make a difference in the world.

Values

Our school vision, mission and motto, is enacted in a flexible curriculum where students are taught to be lifelong learners who: co-operate, collaborate and treat others with kindness and compassion; inquire, think and be creative; are active learners who strive to make a difference in the world.

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

All 2018 goals below were achieved. In some instances where data is available, goals were exceeded. This includes our Excellent Teaching and Learning Goal which as with all schools in BCE is aligned to BCE monitoring tools.

Strong Catholic identity

1. By the end of 2018 we have strengthened and enhanced the Catholic Identity of Our Lady of Dolours by developing an understanding of Laudato Si' with the community

2. By the end of 2018, we have developed an understanding of biblical texts with a re-contextualised perspective

Excellent learning and teaching

1. By the end of 2018, 80% of students in year three, 100% in year four, 75% in year five and 85% in Year 6 will have achieved the target score of 20-24 against the writing criteria.

Building a sustainable future

1. By the end of 2018, we will have initiated the co-creation of a new Master and Landscaping Plan for Our Lady of Dolours School.

Future outlook

The explicit improvement agenda for 2019

- During 2019, the following will be demonstrated:
 - 86% of Year 3 students will have achieved the target score of 20-24 against the writing criteria and have demonstrated ongoing growth.
 - 85% of Year 4 students will have achieved the target score of 20-24 against the writing criteria and have demonstrated ongoing growth.
 - 95% of Year 5 students will have achieved the target score of 20-24 against the writing criteria and have demonstrated ongoing growth.
 - 85% of Year 6 students will have achieved the target score of 20-24 against the writing criteria and have demonstrated ongoing growth.
 - An increase in the percentage of students in the above and well above in English in SRS in comparison to 2018.
- During 2019, a re-contextualised Catholic perspective is integrated and embedded across identified learning areas
- During 2019, we will have commenced implementation of Our Lady of Dolours' master and landscaping plan and enhanced our culture of Ecological Conversion.
- By the end of 2019 we have developed an understanding to strengthen and enhance the Catholic Identity of Our Lady of Dolours School
- During 2019, teachers will have engaged with the BCE NUMA strategy through professional learning and dialogue so that they have a developing understanding of Mathematics and numeracy
- Build teacher capacity to teach scripture and connect this to the 'big ideas' in the RE Curriculum
- Review Our Lady of Dolours Student Behaviour Support Plan

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 2018: Primary

Student enrolments for this school: **182**

	Total	Girls	Boys	Indigenous
2018	182	100	82	0

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

Characteristics of the student body

Students of Our Lady of Dolours School predominantly come from relatively high socio economic background. At Our Lady of Dolours, we have a population of a little more than 180 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 2018 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 no children identifying as Indigenous students. Given the school's proximity to the Enoggera Army Barracks, we have a high number of students from Defence Force families. This enrolment fluctuates anywhere from 20 to 35 students and in 2018 we had 34 students enrolled. We employ a Defence School Transition Aide to support these students and families.

Curriculum delivery

Approach to curriculum delivery

- 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 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 2017 the specialist lessons at OLD are timetabled for Visual Arts, Music, Dance, Technology, LOT (Japanese) and Physical Education across Prep - Year 6. The school engages the expertise of an Instrumental piano, keyboard and guitar teacher to provide parents with the option of private tuition for their children. We offer a comprehensive focus on ICLTs incorporating information literacy, development of computer skills and online communication and its associated behaviours. In 2017 our Year 4 - 6 students embraced a 1-1 iPad program. We also ensure an early intervention screeners process in Prep and Year 1.

Co-curricular activities

Year 6 Social Justice Evening for Vinnies Winter Appeal, Walk for Water, Annual Catholic Campaign, School Choir: We sing at local events and competitions and every term for the Children's mass. Zone Sports: include Netball, Soccer, Touch Football, AFL, Athletics, Swimming, Cross Country, Kilometre Club and Fitness and Fun, Active Travel, Buddies Program; Chatting Children: Oral Language Program; University of NSW Academic Competitions; Piano, Keyboard and Guitar Lessons (Private); Yr 6 trip to Canberra, Chess Club Sporting Schools Program (Gymnastics),

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 ELearning and IT Co-ordinator who works with all teachers and students. Children learn modern technologies including coding and robotics. These are integrated across the curriculum. The school is committed to a strategic plan of rolling out more resources annually.

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 have the opportunity to 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, student and staff. In 2018 we commenced reviewing our Student Behaviour Support Plan.

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	100.0 %
My child is encouraged to participate in spiritual and religious activities and projects outside of the classroom	96.4 %
Religious Education at this school is comprehensive and engaging	98.1 %
I see school staff practising the values and beliefs of the school	100.0 %
This school looks for ways to improve	100.0 %
The school is well managed	87.7 %
My child is making good progress at this school	96.5 %
This school is a safe place for my child	98.3 %
This school helps students respect the needs of others	98.3 %
Teachers and staff are caring and supportive	98.3 %
Teachers at this school expect my child to do their best	100.0 %
Teachers and staff relate to students as individuals	100.0 %
The teachers help my child to be responsible for their own learning	100.0 %
My child is motivated to learn at this school	96.6 %
I can talk to my child's teachers about my concerns	100.0 %
This school offers me opportunities to get involved in my child's education	94.8 %
My child's learning needs are being met at this school	93.1 %
I am happy with my decision to send my child to this school	96.6 %

BCE Listens Survey - Student satisfaction

Performance measure	
Percentage of students who agree# that:	2018
At my school, I can express my beliefs	82.8 %
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	62.1 %
I see school staff practising the values and beliefs of my school	93.0 %
My school looks for ways to improve	98.2 %
Students at my school are encouraged to voice their concerns or complaints	86.0 %
Teachers treat students fairly at my school	87.9 %
Teachers recognise my efforts at school	100.0 %
I feel safe at school	94.6 %
My school helps me to respect the needs of others	94.8 %
I am happy to be at my school	84.2 %

BCE Listens Survey - Staff satisfaction

Performance measure	
Percentage of staff who agree [#] that:	2018
This school helps me to develop my relationship with God	90.5 %
My school encourages all students to participate in spiritual and religious activities and projects outside of the classroom	100.0 %
Religious Education at this school is comprehensive and engaging	100.0 %
I see school staff practising the values and beliefs of this school	77.3 %
This school is well managed	66.7 %
My concerns are taken seriously by the school	61.9 %
This school is a safe place to work	95.2 %
This school has an inclusive culture	85.7 %
This school has a culture of striving for excellence	85.0 %
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	85.7 %

[#] '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

Enrolment applications for Prep exceed our student capacity. Parents readily give strong positive feedback about Our Lady of Dolours as a school and as a Catholic learning community, via survey responses, emails to school, verbal commendations and through their support of the Parents and Friends Association. 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 and F Association, Pastoral Parents for each class, a School Pastoral Board and an Ecological Conversion Steering Group. The school offers a supportive environment

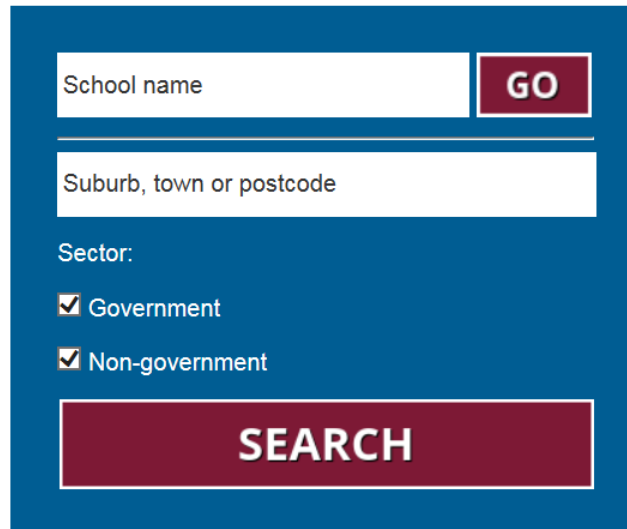
School funding

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.

Find a school



The screenshot shows a search form with a blue background. At the top, it says "Find a school". Below this, there is a text input field labeled "School name" with a "GO" button to its right. Underneath is another text input field labeled "Suburb, town or postcode". Below that, the text "Sector:" is followed by two checked checkboxes: "Government" and "Non-government". At the bottom of the form is a large red button with the word "SEARCH" in white capital letters.

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	20	11
Full-time Equivalents	14.8	6.0

Qualification of all teachers

TEACHER QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	
Masters	5
Graduate Diploma etc.**	4
Bachelor degree	9
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 \$17,848.17

The major professional development initiatives are as follows:

- Staff PD incl Ecological Conversion day
- First Aid training
- Diabetic training sessions
- Leadership Symposium
- Workplace Culture
- Arts Conference
- SAS Facilitator training
- PLL Conference

Staff attendance and retention

Staff attendance

AVERAGE STAFF ATTENDANCE (%)	
Description	2018
Staff attendance for permanent and temporary staff and school leaders.	98.2 %

Proportion of staff retained from the previous school year.

From the end of the previous school year, 93% of staff was retained by the school for the entire 2018.

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	93.3 %	93.3 %	94.2 %	92.7 %	92.9 %	92.2 %	93.0 %

*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

As a small community, relationships are very positive 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.

NAPLAN

Average NAPLAN results

	Year 3		Year 5	
	School	Australia	School	Australia
Reading	501.3	433.8	554.2	509.0
Writing	451.3	407.2	484.3	464.6
Spelling	433.0	417.8	512.5	502.5
Grammar & Punctuation	472.7	431.7	521.7	503.6
Numeracy	453.9	407.7	507.1	494.2