

**Our Lady Help of Christians
School, HENDRA**

Annual Report 2019

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



**Our Lady Help of Christians
CATHOLIC PRIMARY SCHOOL
HENDRA**

Contact information

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Principal's foreword

The 2019 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.

School progress towards its goals in 2019

Across 2019 teachers built their knowledge and capacity to use the Catholic Perspectives Curriculum and as a result used the catholic Perspectives Curriculum when planning for all areas of the curriculum. Consistent approaches to Positive Behaviour 4 Learning is evident within and around the school with a range of resources developed including visuals and the Positive Behaviour Support Plan. Unfortunately, the school did not achieve the Numeracy, Literacy or Student Attendance goals.

Goal	Progress
By the end of 2019, teachers will have deepened their understanding in Trusting the Count. By the end of 2019, 90% of students in Year 1 will have achieved conceptual understanding in Trusting the Count. By the end of 2019, all students in Years 2-6 who require monitoring will have achieved conceptual understanding in Trusting the Count.	Not Achieved
By the end of 2019, Staff will have increased their capacity in using the Catholic Perspectives curriculum in planning for all subjects, with an increased focus on implementing the BCE Relationships and Sexuality Education curriculum.	Achieved
Develop a consistent approach to improving student learning outcomes through Positive Behaviour for Learning and providing challenging learning experiences.	Achieved
Engage with the School community and families on the importance of attendance. 90% of students attending 90% or more of the time.	Not Achieved
Maintain across 2019 our high standards in student outcomes for literacy. Writing Goal Years 3-6 By the end of 2019, 100% of students in Year 6 (i.e. 5 out of 5 students) 70% of students in Year 5 (i.e. 5 out of 7 students) 84 % of students in Year 4 (i.e. 36 out of 43 students) 80 % of students in Year 3 (i.e. 18 out of 22 students) will achieve a minimum score of 20 in the writing analysis, achieved through targeted instruction focusing on expected and effective practices, high yield strategies and teacher professional learning. By the end of 2019, 66% of students in Year 2 (i.e. 16 out of 24 students) 84% of students in Year 1 (i.e. 18 out of 21 students) 76% of students in Prep (i.e. 23 out of 30 students) will have reached BCE's PM Reading Benchmark achieved through targeted instruction focusing on expected and effective practices, high yield strategies and teacher professional learning.	Not Achieved

Future outlook

The explicit improvement agenda for 2020 will focus on gaining improvements Strong Catholic identity and the development and implementation of a Spiritual Formation Plan that reflects an ongoing, sequential and developmental approach.

Excellent learning and teaching goals will focus on Place Value in Numeracy and Maintaining our high standards in student outcomes for Reading in Year P-2 and Writing for 3-6 as well as Developing a consistent approach to improving student learning outcomes through contemporary pedagogies and environments, as well as growing the engagement of each student by providing challenging learning experiences at personalised levels. Engaging with the School community and families on the importance of attendance will also be a focus.

Building a sustainable future goals will be focussing on the use of online learning environments and digital technologies to create rich and deep learning and teaching episodes in order to accelerate student improvement as well as staff engaging with Laudato Si' as well as identified sustainability and stewardship initiatives.

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 2019: Primary

Student enrolments for this school:

	Total	Girls	Boys	Aboriginal and Torres Strait Islander students
2019	142	70	72	1

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

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 EAL/D teacher supports these students in their learning. A positive behaviour support plan and practices are 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 Religious Education, 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, Miloin2cricket, Rookies2Reds
- Rugby 7's teams
- Clubs – grub club, Tech club, chess club

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%

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.

Environmental footprint

Reducing the school's environmental footprint

This is the first year of reporting on the school's electricity usage. Responsible energy usage supports the school's efforts towards a living response to Pope Francis' Encyclical Laudato Si' Care for our Common Home.

Environmental footprint indicators	
Years	Electricity kWh
2019	63271

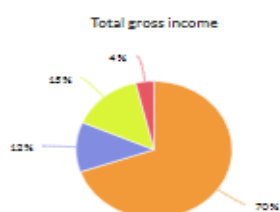
School funding

School income broken down by funding source

Full-time equivalent enrolments relating to recurrent income and capital expenditure: 145.0

Net recurrent income	\$ Total	\$ per student
Australian government recurrent funding	1,759,810	12,137
State / territory government recurring funding	297,487	2,052
Fees, charges and parent contributions	370,489	2,555
Other private sources	95,896	661
Total gross income	2,523,682	17,405
Less deductions	67,031	462
Total net recurrent income	2,456,651	16,942

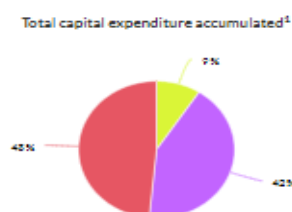
Capital expenditure	\$ Total	\$ Accumulated ¹
Australian government capital expenditure	0	0
State / territory government capital expenditure	0	0
New school loans	0	70,000
Income allocated to current capital projects	34,227	323,073
Other	11,132	369,673
Total capital expenditure	45,359	762,746



(excluding income from government capital grants)



Percentages are rounded and may not add up to 100%



Our staff profile

Workforce composition

Description	Teaching Staff	Non-Teaching Staff
Headcount	16	12
Full-time Equivalents	11.9	5.1

Qualifications of all teachers*

Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	
Masters	5
Graduate diploma etc.**	1
Bachelor degree	10
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 2019 were \$15000

The major professional development initiatives are as follows:

- Positive Behaviour 4 Learning
- Literacy – effective and expected practices in writing
- Numeracy – Monitoring Tools
- Numeracy – Place Value
- Catholic Perspectives across the curriculum
- Catholic Identity – School Charism

The proportion of the teaching staff involved in professional development activities during 2019 was 100%

Staff attendance and retention

Average staff attendance

Description	%
Staff attendance for permanent and temporary staff and school leaders	97.3%

Proportion of staff retained from the previous school year.

From the end of the previous school year, 80% of staff was retained by the school for the entire 2019.

Performance of our students

Student attendance

Description	%
The overall attendance rate* for the students at this school	89.9%
Attendance rate for Aboriginal and Torres Strait Islander students at this school	84.7%

Average attendance rate per year level			
Prep attendance rate	89.7%	Year 4 attendance rate	85.9%
Year 1 attendance rate	94.3%	Year 5 attendance rate	97.2%
Year 2 attendance rate	89.8%	Year 6 attendance rate	88.3%
Year 3 attendance rate	92.7%		

*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 2019 for all Brisbane Catholic Education schools across years Prep-6 was 91.9%.

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	457.9	432.3	512.9	506.0
Writing	427.2	423.1	502.3	473.9
Spelling	430.4	418.7	501.8	500.7
Grammar and punctuation	464.0	439.8	527.6	499.1
Numeracy	410.6	408.1	478.7	495.8