



**Our Lady's College,
ANNERLEY**

Annual Report 2020

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



**Brisbane
Catholic
Education**

teaching • challenging • transforming

Contact information

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Principal's foreword

The 2020 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.

As a school in the tradition of Australia's first saint, St Mary MacKillop, Our Lady's College is proudly committed to the holistic education of young women.

Founded by the Sisters of St Joseph in 1964, priorities of Tradition, Excellence and Community are readily apparent in our girls, who are supported in their learning by highly professional, experienced and dedicated staff.

Our students pursue excellence in all that they do as embodied in the College motto 'Ad Altiora' - Ever Higher. They have a deep sense of pride about belonging to this dynamic community. Such a sense of belonging, in conjunction with our outstanding academic care, has enabled our student to perform consistently well in NAPLAN and ATAR, evidenced by 42% of our 2020 Seniors achieving an ATAR of 90 or above. Our Lady's College alumnae have forged paths as global thinkers, decision makers and innovators.

Our school curriculum consists of comprehensive, broad-based middle years curriculum, flexible, diverse senior curriculum, tertiary academic and vocational pathways, learning support and extension programs, pastoral care, retreats, camps and enrichment activities. An extensive variety of activities are offered which provide opportunities for both curricular and extra-curricular involvement in visual arts, drama, music, dance, debating, health and physical activities, sports and interschool competitions. Our students are challenged to be women who think clearly, and who act justly and compassionately to become women of great integrity.

School progress towards its goals in 2020

The College made pleasing progress in the achievement of priorities established for 2020, despite the interruptions that occurred due to the restrictions placed on our broader community due to the impacts of the Coronavirus.

Teaching staff engaged with common planning documents that is leading to a school-wide language around learning, collaboration and results. The COVID environment created opportunities for staff to enhance their IT knowledge particularly the use of TEAMS and Turn It In.

In August, the College celebrated Mary MacKillop's Feast Day (JJAMM Day). This provided another touchstone for the community to share the story of Mary MacKillop through newsletter articles and a shared online liturgy. The College maintained our connection with the work of the Josephite sisters through Gate Ministry led by Sr Chris. Staff reviewed the Staff Formation Plan which has been supported by the College Leadership Team for implementation in 2021.

Partnerships remained important during this year with Parent feedback during COVID providing evidence that effective communication occurred. The SCIPs (School, Community and Industry Partnership Not for Profit Organisation) facilitated the ACE careers program for Year 9 and 10 students to increase employability skills.

Future outlook

The College community is excited by the opportunity for strategic planning for the future. A School in Community Report and beginning of the next phase of Master Planning is in process to position the College well into the future.

Tradition

The Religious Life of the School continues to be a priority with Professional Development focusing on embedding of Catholic Perspectives in the Curriculum and opportunities for students to engage in programs in the wider community.

Excellence

Learning and Teaching priorities focus on facilitating measurable growth in student learning outcomes through whole of school initiatives aligned with assessment capable learners, targeted teaching responses, and academic and professional mentoring opportunities for students.

Community

In the area of Student Wellbeing, the positive behaviour for learning (PB4L) framework will provide clear expectations of processes to ensure quality support structures continue to be available to students.

Our school at a glance

School profile

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

Coeducational or single sex: Girls only

Year levels offered in 2020: Secondary

Student enrolments for this school:

	Total	Girls	Boys	Aboriginal and Torres Strait Islander students
2020	312	312	0	1

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

Characteristics of the student body

The College is growing to achieve capacity for 450 students. Many parents have chosen the school specifically because of its size, seeking a school where their daughters will be known as individuals, and not be lost in the anonymity of a large college.

While the College is situated in the suburb of Annerley, many students come from outlying suburbs to the south and west of Brisbane. The multicultural nature of the college community is a source of pride and lends a rich diversity to classroom interactions and shared experiences. Culture is reflected in our students' dance groups which include Asian, Indian, African and Polynesian. Enrolments are drawn from as many as 24 different Primary Schools and 18 different parishes.

Curriculum implementation

Curriculum overview

Educational programs at Our Lady's College are part of an explicit 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 become 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) GENERAL and APPLIED
Religious Education	Religious Education	Study of Religion
		<i>Religion and Ethics</i>
English	English	English
		<i>Essential English</i>
Mathematics	Mathematics	General Mathematics
		Mathematical Methods
		Specialist Mathematics
		<i>Essential Mathematics</i>
Science	Science	Biology
		Chemistry
		Physics
		Psychology
Humanities & Social Sciences	Humanities (History, Geography Economics and Business)	Modern History
		Legal Studies
		Accounting
		<i>Certificate III in Business*</i>
		<i>Diploma of Business**</i>
The Arts	Drama	Drama
	Music	Music
	Visual Art	Visual Art
Technologies	Design & Technologies (Food & Fibre Production)	<i>Hospitality Practices</i>
	Digital Technologies	
Health & Physical Education	Health & Physical Education	<i>Sport & Recreation</i>
Languages	Spanish	Japanese

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 along-side their similar-aged peers.

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 tennis, netball, AFL, touch football, swimming, athletics and Wednesday afternoon sports.

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:

- Cultural Dance groups, Bands and Ensembles, Choir
- Environment Committee, Homework Clubs
- Liturgy, Big Sister (Peer Support)
- Readers Cup, Rosies Outreach, St Vincent de Paul
- STEMCELL Club, and leadership development via the Student Representative Council.

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.

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, encourage 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 College 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.

Percentage of parents/carers who agree that:	2018	2020
This school helps my child to develop their relationship with God	NA	98%
School staff demonstrate the school's Catholic Christian values	NA	96%
Teachers at this school have high expectations for my child	NA	98%
Staff at this school care about my child	NA	100%
I can talk to my child's teachers about my concerns	NA	95%
Teachers at this school encourage me to take an active role in my child's education	NA	90%
My child feels safe at this school	NA	93%
The facilities at this school support my child's educational needs	NA	98%
This school looks for ways to improve	NA	98%
I am happy my child is at this school	NA	96%

Percentage of students who agree that:	2018	2020
My school helps me develop my relationship with God	72%	NA
I enjoy learning at my school	77%	NA
Teachers expect me to work to the best of my ability in all my learning	84%	NA
Feedback from my teacher helps me learn	95%	NA
Teachers treat students fairly at my school	68%	NA
If I was unhappy about something at school I would talk to a school leader or teacher about it	75%	NA
I feel safe at school	88%	NA
I am happy to be at my school	76%	NA

Percentage of staff who agree that:	2018	2020
Working at this school helps me to have a deeper understanding of faith	89%	88%
School staff demonstrate this school's Catholic Christian values	94%	100%
This school acts on staff feedback	84%	77%
This school looks for ways to improve	89%	97%
I am recognised for my efforts at work	88%	82%
In general, students at this school respect staff members	95%	91%
This school makes student protection everyone's responsibility	100%	100%
I enjoy working at this school	89%	100%

Family and community engagement

Apart from required 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 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 some could not proceed in 2020. 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 or Mother /Daughter event as well as a Grandparents Event to welcome 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 are conducted with primary school students from local feeder schools.
- Work experience organised through connection with SCIPS.
- CoPASS (Collaboration of Minds: Professionals Advancing Senior Students) program links high performing students with professional mentors.
- New Parent Welcome Dinner.

Environmental footprint

Reducing the school's environmental footprint

Responsible energy usage supports the school's efforts towards a living response to Pope Francis' Encyclical Laudato Si' Care for our Common Home. During 2020, the College began using the renovated Alma Learning Centre that was designed with emphasis on energy efficient lighting throughout the space. As well, the staff centre had lighting prioritized to maximise energy efficiency. Prior to these

projects occurring, the College engaged with external providers to audit the energy usage within the College and to plan for future needs and projects.

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	32	21
Full-time Equivalents	29.4	12.4

*Teaching staff includes School Leaders

Qualification of all teachers*

Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	
Masters	11
Graduate diploma etc.**	11
Bachelor degree	10
Diploma	
Certificate	

*Teaching staff includes School Leaders

**Graduate diploma etc. includes graduate diploma, bachelor honours degree, and graduate certificate.

Professional development

The major professional development initiatives are as follows:

- QCAA provided professional development supporting the new senior QCE system.
- Brisbane Catholic Education provided professional development for literacy and numeracy advancement
- ETAQ, BEAQ, STAQ, QAMT, QAGTC, HETA, Chefs of the Future, provided professional development for subject specific in-service.
- First Aid training for all teaching staff.

The proportion of the teaching staff involved in professional development activities during 2020 was 100%.

Staff attendance and retention

Average staff attendance

Description	%
Staff attendance for permanent and temporary staff and school leaders	95.4%

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 2020.

Performance of our students

Key student outcomes

Student attendance

The overall student attendance rate in 2020 for all Brisbane Catholic Education schools across years 7-12 was 89.2%.

Description	%
The overall attendance rate* for the students at this school	90.4%
Attendance rate for Aboriginal and Torres Strait Islander students at this school	92.9%

Average attendance rate per year level			
Year 7 attendance rate	91.2%	Year 10 attendance rate	89.7%
Year 8 attendance rate	90.5%	Year 11 attendance rate	89.7%
Year 9 attendance rate	91.9%	Year 12 attendance rate	88.5%

*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 (2020) student cohort	94.3%%

Description of how non-attendance is managed by the school

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

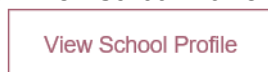
Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 NAPLAN tests are available via the [My School](#) website.

How to access our NAPLAN results

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.

The screenshot shows a search bar with the placeholder text '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.

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

Year 12 outcomes

Description	2020
Number of students receiving a Senior Statement	34
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	31
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).	14
Number of students awarded a VET Certificate II or above.	18
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	98%
Number of students receiving an ATAR	22
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants received a tertiary offer.	95%

As at March 2020. The above values exclude VISA students.

Student destinations

Post-school destination information

The results of the 2020 post-school destinations survey, Next Step – Student Destination Report (2020 Year 12 cohort), will be uploaded to the Brisbane Catholic Education’s website in September 2021. 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.