St Oliver Plunkett Primary School has an enrolment of over 500 students and is founded upon our strong historical links with our Parish, guided by the charism of Nano Nagle - the foundress of the Presentation Sisters order, who first opened and staffed our school. We provide a contemporary, faith-based education for all students where, in partnership with all families, we learn about our world, ourselves and our Creator God. As a learning community we strive to ensure that we provide an environment where our students can grow into well-rounded, contributing and effective members of our ever-changing world.

The St Ollies School Community responds to Jesus’ call to be people who live by “justice and truth”.

This report reflects our commitment to our students and to our responsibility towards accountability and transparency.

St Oliver Plunkett School is registered with the Australian Government, to accept full-fee paying overseas students, when vacancies occur. The school is registered under the title of “The Corporation of Trustees of the Roman Catholic Archdiocese of Brisbane, trading as St Oliver Plunkett School, CRICOS Provider No. 01677B, Course No. 024667C, Medibank Private Id No. NQ 3046
Characteristics of the student body

St Oliver Plunkett Primary School has a total enrolment of 513 students, made up of 269 girls and 244 boys across our Prep to Year 7 classes. As a Catholic school, the religious background of our students is mostly Catholic and families from other Christian denominations and a small number of families from other world faith traditions. Approximately 70% of our community resides within the boundaries of our St Oliver Plunkett Catholic Parish. We have approximately 15% of our students with an ethnic background other than Anglo-Saxon, including 2% from an Indigenous background. Cultural diversity has been an ongoing and developing part of our school community and our commitment to the development of all our students is enriched as we interact and learn from one another about our cultural backgrounds. The students at our school are well-mannered, friendly, energetic and keen to learn. Their open welcoming outreach is a feature of our school community and attests to our efforts in making our school a "home away from home" (as featured in our school song).

Our distinctive curriculum offerings

In addition to Religious Education, the school has implemented Phase One and Phase Two Key Learning Areas of the Australian Curriculum, as prescribed by ACARA - Mathematics, English, Science, History, Geography, Technology and The Arts. Other Key Learning Areas are taught as prescribed by the Queensland Curriculum and Assessment Authority. Other distinctive offerings relate to the provision of programmes delivered by specialist teachers in the Visual Arts, Music, Languages Other Than English (LOTE): Japanese and Physical Education. Support of children's learning is delivered through the employment of two Learning Support teachers, a part time Guidance Counsellor, School Officers supporting students requiring individual or small group assistance, a part time Support Teacher, as well as a Literacy Support Aide who works across the Early Year's classes. Children with special learning needs are supported through regular planning and review meetings which include all stakeholders. English as a Second Language support is offered to new arrivals students and those who speak a language other than English at home. Full fee paying students are assisted in organizing private tutoring if required.

Other curriculum offerings include Dance Fever (which covers the dance component of the Health and Physical Education syllabus), social skills programmes, pastoral care initiatives and Multi-Lit programmes in lower year level classes. Students in Yrs 5-7 are involved in an outdoor education camp programme, which targets activities to develop identified skills in leadership and team building, as well as outdoor education skills.
Extra curricula activities

Extra Curricula activities at our school include private music tuition for piano, speech and drama soccer and tennis.
In Terms 1 and 4 Water Polo training occurs before school and is conducted by school staff with parent support.
Our students can join a Junior or Senior Choir and perform for the local Parish and wider community, as well as participating in Choral festivals and eisteddfod's.
Our senior students (Years 4-7) who participate in Dance Fever lessons throughout Term 3 have the option of attending a Dance Fever Challenge towards the end of the term, where they showcase the dance techniques and steps they have learned throughout the Dance Fever Programme.
We have an interschool sports programme that has recently included trialling Sport GALA days that incorporate a round-robin tournament of two selected sports in which all students from Years 4-7 participate.

How Information and Communication Technologies are used to assist learning

With the generous assistance of our Parents and Friends Association, we have provided each teacher with a designated laptop, while providing additional laptops for each classroom for student use. Notebook computer trolleys are now present in each teaching block and can be joined with another Year Level's trolley to create a class set for teachers to use. In every classroom we have Interactive Electronic Whiteboards and a designated class digital camera. The school has also purchased digital recording devices and iPads to be shared and used as needed.
We continue to update the small bank of computers in the Library for class lessons and research. Each teacher incorporates ICLT access into Unit and programme planning and assessment. The Upper year levels incorporate a variety of media assessment options for student assessment. Professional development for teachers in the area of ICLT continues to be a whole school focus.
In Year 5 and Year 6 there is a one-to-one iPad program where each student has use of an iPad at school and at home.

Social climate inclusive of pastoral care and our response to bullying

Staff, students and families at St Ollie’s work within a climate of trust and respect to achieve our common goals. Each semester we implement a Pastoral Care day with the students. Teachers are involved in working with students across all year levels. We also showcase ‘Skills and Talents’ shows throughout the school year where children volunteer to share their God-given talents with the rest of the school.
Students are also encouraged to share with us their out-of-school activities and achievements. Weekly assemblies provide opportunities for the school to celebrate, pray together and promote our values and rituals. Families are always welcome to attend all such gatherings.
Our Parents & Friends Association organise social discos, bbqs as well as parent only social events.
We are a School Wide Positive Behaviour (Positive Behaviour for Learning - PB4L) school who explicitly teach our school expectations and who address all behaviour issues offering support for all parties involved.
Parent, student and teacher satisfaction with the school

As part of our Internal Review processes, we have pursued feedback from various members of our school community. This data is gathered in many formats - online and paper surveys to families and staff, informal personal approaches to parents and those in the wider community, parent-teacher interviews and organised focus group meetings when required. Feedback is also received from the Parents and Friends Association, Keep in Touch communication books, emails, personal notes from families and phone calls. Feedback received from a series of online and paper surveys, conducted by the School Board and the staff, indicate a high level of satisfaction with school climate, programmes and support given to our students and families. There has also been feedback through the existing parent body, as well as future families through Prep enrolment interviews, about the community spirit present as part of our school culture. This could be attributed to our rich heritage and small school feel, as well as to the wonderful role parents and teachers play in welcoming, supporting one another and working together to build our St Ollie’s learning community every day.

Parent involvement in their child’s education

Our school staff work in partnership with families to form relationships that provide the best possible teaching and learning opportunities for all students. Parents and carers are invited to participate in a multitude of ways including, but not limited to:
- School Board membership
- Parents and Friends Association
- Classroom assistants - literacy, cooking, computer skills, library assistance
- Participation in excursions - where required
- Parent information evenings
- Class liturgies and celebrations of learning
- Tuckshop rosters
- Working bees
- Class Convenor role

Staff Profile

<table>
<thead>
<tr>
<th>Workforce Composition</th>
<th>Teaching Staff</th>
<th>Non-teaching Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Headcounts</td>
<td>32</td>
<td>22</td>
</tr>
<tr>
<td>Full-time equivalents</td>
<td>28.1</td>
<td>12.7</td>
</tr>
<tr>
<td>Indigenous</td>
<td>0</td>
<td>0</td>
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Qualifications of all teachers

<table>
<thead>
<tr>
<th>Highest level of attainment</th>
<th>Percentage of teachers and leaders at the school attaining this level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Doctorate</td>
<td>0%</td>
</tr>
<tr>
<td>Masters</td>
<td>10%</td>
</tr>
<tr>
<td>Post Graduate Diploma/Certificate</td>
<td>32%</td>
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<tr>
<td>Bachelor Degree</td>
<td>64%</td>
</tr>
<tr>
<td>Diploma/Certificate</td>
<td>68%</td>
</tr>
</tbody>
</table>
Expenditure on and teacher participation in Professional Learning

The total funds expended on teacher professional learning in 2014 was $46,273.86. The major professional development initiatives were as follows:

- All teachers participated in professional development in 2014. The school staff participated in professional learning in the following areas:
  - Assessing, understanding and implementing various aspects of the Australian and RE Curriculum
  - Curriculum planning, including individual, team and whole staff
  - Religious Education and Spirituality professional development
  - Inclusive Education - supporting students with special needs
  - Implementation of technologies in the classroom

School Income by Funding Source

School income broken down by funding source is available via the My School website at http://www.myschool.edu.au/.

To access our school 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 ‘Search by school name’, type in the name of the school you wish to view, and select <GO>. Read and follow the instructions on the next screen; you will be asked to accept the Terms of Use and Privacy Policy before being given access to the school’s My School entry web page.

School financial information is available by selecting ‘School finances’ in the menu box in the top left corner of the school’s entry web page.

Average staff attendance rate

The staff attendance rate was 97.02% in 2014.

Proportion of staff retained from the previous school year

From the end of the 2013 school year, 97% of staff were retained by the school for the 2014 year.

Key Student Outcomes

<table>
<thead>
<tr>
<th>Whole School Attendance Rate</th>
<th>95</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prep Attendance Rate</td>
<td>N/A</td>
<td></td>
</tr>
<tr>
<td>Year 1 Attendance Rate</td>
<td>95</td>
<td>%</td>
</tr>
<tr>
<td>Year 2 Attendance Rate</td>
<td>95</td>
<td>%</td>
</tr>
<tr>
<td>Year 3 Attendance Rate</td>
<td>96</td>
<td>%</td>
</tr>
<tr>
<td>Year 4 Attendance Rate</td>
<td>95</td>
<td>%</td>
</tr>
<tr>
<td>Year 5 Attendance Rate</td>
<td>96</td>
<td>%</td>
</tr>
<tr>
<td>Year 6 Attendance Rate</td>
<td>96</td>
<td>%</td>
</tr>
<tr>
<td>Year 7 Attendance Rate</td>
<td>96</td>
<td>%</td>
</tr>
</tbody>
</table>
Policy and practice to manage student attendance

Class rolls are marked electronically on the school’s Student Administration System two times per day (9:00 AM and 2:00PM). An Administration Team member oversees the management and timely marking of class roles. Late arrivals are scanned into the Student Administration System (Eminerva) in the front office and a slip is printed to be given to the class teacher. This slip is requested by teachers upon the child’s late arrival to the classroom so the class teacher knows that the student has been signed in through the office. Early departing students are also scanned into the system as they are signed out of the office by their parent/guardian (expected school protocol). The Student Administration System automatically calculates absences, late arrivals and early departures. These figures are then recorded on the Semester One and Semester Two Reports for each student. Records of attendance can also be found on the Business Intelligence tool.

Teachers discuss any unexplained or prolonged absences with a member of the Administration team and families are contacted to discuss any matters that pertain to attendance issues.

Our phone-in message service allows families to notify of absences each morning.

Student Achievement - NAPLAN for Years 3, 5, 7

National Assessment Program - Literacy and Numeracy (NAPLAN) results - our reading writing, spelling, grammar and punctuation, and numeracy results for the relevant years.

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the relevant years are available via the My School website at http://www.myschool.edu.au/.

To access our NAPLAN results, 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 ‘Search by school name’, type in the name of the school whose NAPLAN results you wish to view, and select <GO>'. Read and follow the instructions on the next screen; you will be asked to accept the Terms of Use and Privacy Policy before being able to access our NAPLAN data.