**Principal's Foreword**

**Introduction**

St Oliver Plunkett Primary School has an enrolment of 499 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.

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, Medibank Private Id No. NQ 3046.

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**School Profile**

St Oliver Plunkett School is a Catholic school administered through Catholic Education, Archdiocese of Brisbane.

- Coeducational: **X**
- Single Sex: **☐**

Year levels offered:
- Primary: **X**
- Secondary: **☐**
- P-12: **☐**

Total Student Enrolments: **499**
- Girls: **266**
- Boys: **233**
Characteristics of the student body

St Oliver Plunkett Primary School has a total enrolment of 499 students, made up of 266 girls and 233 boys across our Prep to Year 6 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

Throughout 2015, all students were exposed to the subjects of the Australian Curriculum, as presented by ACARA. St Oliver Plunkett School has implemented all Key Learning Subjects, in P-6, with the plan to implement the final two areas, of HPE and Technologies, after endorsement in October 2015. The ACARA documents have been used by classroom teachers to plan, deliver and report on student achievement levels, based on expected levels, as outlined by the curriculum documents. In addition to classroom teacher interaction with curriculum, students have had the opportunity to work with specialist teachers, who have specific skills in the teaching and assessment of their subject. These subjects included Japanese (Years 4, 5 and 6), Physical Education, Music and Visual Arts. To compliment classroom learning, St Oliver Plunkett School provided all students with additional instruction in a variety of on site learning experiences. All students participated in Dance Fever instruction, onsite Science and Robotics workshops, and sport and physical education workshops. To support students in their learning, both academic, social and emotional, St Oliver Plunkett School utilises the skills of a Guidance Counsellor, as well as two Support Teacher Inclusive Education (STIEs). These individuals, along with the support of numerous School Officers, support student learning, as referred by classroom teachers. With the support of St Oliver Plunkett’s APRE, the school has developed a Religious Education Plan, based on the Religion Curriculum of the Brisbane Archdiocese. This plan is detailed, which outlines the specific content needs of the Religion Curriculum, as well as outlining the students involvement in the Religious Life of the school.
Extra curricula activities
At St Oliver Plunkett School, the students have the opportunity to be involved in many extra-curricula activities and workshops. On site, students are provided opportunities to access private instrumental music lessons, speech and drama lessons, and tennis lessons. Taking advantage of the pool on the school site, students access private swim lessons before and after school. Additionally, the school supports a very active Swim Club, that runs on a Friday evening. During Terms 1 and 4, school teaching staff support and instruct students as they develop Water Polo skills, through training workshops and game play. Our school specialist music teacher trains students who choose to be a part of the school choir. St Oliver Plunkett School has two active choirs, junior and senior, that throughout the year, have participated in many eisteddfods, concerts and choral festivals. These students are developing confidence in performance skills. St Oliver Plunkett School is continuing to develop our interschool sports program. Through 2015, our Year 4 -6 students have had the opportunity to participate in Gala Sports Days, that allow students to mix with students from other schools, in tournament gameplay.

How Information and Communication Technologies are used to assist learning
Throughout 2015, St Oliver Plunkett has continued to resources each classroom with iPad devices, with the plan to increase this in 2016. Years 5 and 6 have continued with a one—to—one iPad program that is financed by families. It is endeavored that P-4 will continue to have iPad devices, resourced by the school, and at a ratio of one—to-three, to ensure collaboration during iPad use is continued.

During term planning time, teachers incorporate ICLTs into learning activities. Students have the opportunities to research using the devices, as well as create, with the use of apps and media techniques. There is secured Wi-Fi throughout the school, that all devices are certified to connect to. This ensures that devices can be used in all school spaces, and use of online content is moderated.

Social climate inclusive of pastoral care and our response to bullying
The community at St Oliver Plunkett school works within a climate of trust and respect to achieve our common goals. Teachers are involved in working with students across all year levels. Each term we implement a School “Wellness” week where we create ways to support our students and teachers by reducing their stress and anxiety by giving them a mental health break. The school’s mascot, Ollie the Owl, is used extensively through five behavioural expectations across all areas of schooling. Each week one of these expectations is a focus for the students and teachers to identify students who are displaying positive behaviour in these areas. Student achievements are celebrated and recognised at our weekly school assemblies. The weekly assemblies provide opportunities for the school to come together as community to celebrate, pray and promote our values and rituals. The families are always welcome to attend these gatherings.
Our P & F 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>33</td>
<td>17</td>
</tr>
<tr>
<td>Full-time equivalents</td>
<td>30.1</td>
<td>11.8</td>
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<tr>
<td>Aboriginal and Torres Strait Islanders</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>Number of Teaching Staff (teaching staff includes school leaders)</th>
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<tbody>
<tr>
<td>Doctorate</td>
<td>0</td>
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<tr>
<td>Masters</td>
<td>9</td>
</tr>
<tr>
<td>Post Graduate Diploma/Certificate</td>
<td>3</td>
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<tr>
<td>Bachelors Degree</td>
<td>19</td>
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<tr>
<td>Diploma/Certificate</td>
<td>2</td>
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Expenditure on and teacher participation in Professional Learning

The total funds expended on teacher professional learning in 2015 was $54,685.98. The major professional development initiatives were as follows:

All teachers participated in professional development in 2015. The school staff participated in professional learning in the following areas:

* RE Validation (Development of Whole School RE Program)
* Action Learning Research Project - Spelling (Development of Whole School Approach to Spelling)
* Visible Learning
* Collaborative Curriculum Planning
* Consistency of Teacher Judgement

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.

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 97.0 % in 2015.

Proportion of staff retained from the previous school year

From the end of the 2014 school year, 96.0 % of staff were retained by the school for the 2015 year.

Key Student Outcomes

<table>
<thead>
<tr>
<th>Attendance Rate</th>
<th>Percentage</th>
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</thead>
<tbody>
<tr>
<td>Whole School Attendance</td>
<td>94.54 %</td>
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<tr>
<td>Prep Attendance</td>
<td>94.78 %</td>
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<tr>
<td>Year 1 Attendance</td>
<td>94.39 %</td>
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<tr>
<td>Year 2 Attendance</td>
<td>94.36 %</td>
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<tr>
<td>Year 3 Attendance</td>
<td>94.46 %</td>
</tr>
<tr>
<td>Year 4 Attendance</td>
<td>94.90 %</td>
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<tr>
<td>Year 5 Attendance</td>
<td>93.61 %</td>
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<tr>
<td>Year 6 Attendance</td>
<td>95.05 %</td>
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</table>
Policy and practice to manage student attendance

Class rolls are marked electronically on the school’s Student Administration System two times per day (8.30AM and 1.30pm). 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/.

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