SCHOOL PERFORMANCE REPORT

2014

106 Botting Street

ALBERT PARK  5014
Under the School’s Assistance Act, all schools are required to report school performance information to their communities. The following information relates to Our Lady Queen of Peace School, Albert Park in 2014.

**SCHOOL CONTEXT**

Our Lady Queen of Peace School is a Reception to Year 7 co-educational Catholic School. Our Lady Queen of Peace School, as a learning community, is committed to developing young children of hope who will continue to nurture their hearts and minds in the Catholic tradition.

We value each child and encourage them to reach their full potential. At Our Lady Queen of Peace education is experienced in partnership with parents, staff and children. We believe in the importance of engendering a passion for learning where all who are actively participating in the learning process, are motivated and dynamic.

We believe our school is a place of celebration through humour, creativity, tolerance, joy and accomplishment. Our students are educated to be critical thinkers, discerning what is truly good in our Australian culture and to think and act on the basis of personal reflection. Importance is placed on children developing their self-esteem, confidence and their abilities. We value the uniqueness of each child and encourage them to reach their full potential.

Our Lady Queen of Peace offers extra curricula activities including after school sports, and instrumental lessons. Our students are offered extra support programmes to ensure education of the whole person. Our facilities and up-to-date resources assist in preparing children in learning for the future. Our Lady Queen of Peace has a focus on Digital Technologies and the Arts and students regularly participate in Music, Drama, School Choir, and School Concert activities.

The Health and Well-Being of each child is valued and supported by both staff and school chaplain. Before and After School Care as well as Vacation Care is available.

We strive to work in partnership with parents who are actively involved in the life of the school.

The school’s logo recognises the significance of the Our Lady Queen of Peace story. The Cross is the Christian symbol and a sign of Christ’s death and resurrection.

Further information about Our Lady Queen of Peace School may be located on the website: www.olqp.catholic.edu.au
STUDENT ENROLMENT NUMBERS FOR 2014

<table>
<thead>
<tr>
<th>Reception</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
<th>Year 6</th>
<th>Year 7</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>31</td>
<td>29</td>
<td>20</td>
<td>40</td>
<td>25</td>
<td>27</td>
<td>30</td>
<td>23</td>
<td>225</td>
</tr>
</tbody>
</table>

There were 0.8% indigenous students, 1.6% students with a language background other than English and 3.1% students with a disability in 2014.

STAFF QUALIFICATIONS

In our school we are fortunate to have teachers who are committed to learning in education:

- Masters in Educational Leadership
- Masters in Education
- Masters in Religious Education
- Bachelor of Early Childhood Education
- Graduate Diploma and Graduate Certificates in Religious Education, Education and Administration, Health and Science Fine Arts and Education
- Bachelor of Education
- Bachelor of Religious Education
- Diploma and Advanced Diplomas in Education, Theology and Arts
- Certificate IV in Education and Religious Education

In 2014 a number of staff studied units in the Graduate Certificate in Religious Education.

SCHOOL INCOME

As a Catholic School we rely on the prompt payment of school fees to assist with the operation of the school. The school receives its income from three main sources:

1. Australian Government funding
2. Private income from school fees and levies
3. State Government funding

<table>
<thead>
<tr>
<th>Current Income</th>
<th></th>
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</thead>
<tbody>
<tr>
<td>School Fees</td>
<td>$306,877</td>
</tr>
<tr>
<td>Other income</td>
<td>$296,245</td>
</tr>
<tr>
<td>Government Grants</td>
<td>$2,015,921</td>
</tr>
<tr>
<td></td>
<td>$2,619,043</td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>Capital Income</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Capital Fee</td>
<td>$71,478</td>
</tr>
<tr>
<td>Donations &amp; Subsidy</td>
<td>$8,968</td>
</tr>
<tr>
<td>C/Wealth capital grants</td>
<td>$0</td>
</tr>
<tr>
<td></td>
<td>$80,446</td>
</tr>
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</table>
WORKFORCE COMPOSITION

In 2014 Our Lady Queen of Peace School had 29 staff – 18 teachers and 15 Education Support Officers (25 Female and 4 male staff). Staff members work either full time or part-time. We had 15.2 (F.T.E.) teachers in 2014. Our ESOs work in administration, educational support, resource centre support, sport co-ordination, Occupational Health, Safety and Welfare, Out of School Hours Care and grounds and maintenance.

STAFF PROFESSIONAL LEARNING

In 2014 there has been 100% participation by the teaching staff in professional learning. There was a wide range of significant professional learning involving the whole school, year levels, learning areas and individual teaching staff. As the school community has been informed of many of these throughout 2014, an outline is presented of some of the professional learning that has informed curriculum development for the year. In addition to this, Catholic Education SA provides professional development and consultancy services for all Catholic Education SA schools.


Teachers were involved in an Inquiry Learning project. During Inquiry Learning the teacher becomes a co-learner, working together with students to investigate a topic and guiding students through their inquiry with the use of appropriate scaffolding. In the classroom Inquiry Learning means student-centred hands-on activities, which relate to real life situations and events.

KEY STUDENT OUTCOMES

Student Attendance
The average student attendance rate for Our Lady Queen of Peace School in 2014 was 94.3% and the students took sick leave, bereavement leave and went on family holidays. The attendance rate for:

- Reception was 93.5%
- Year 1 was 94.3%
- Year 2 was 90.1%
- Year 3 was 94.4%
- Year 4 was 94.3%
- Year 5 was 94.1%
- Year 6 was 92.8%
- Year 7 was 89%

To manage non-attendance teachers send a list of absentees to the Front Office every morning. These are checked against the phone calls from parents/carers. In the case of continued non-
attendance, teachers and Administrative staff bring this to the attention of the Principal who then decides the course of action to be taken.

**STUDENT OUTCOMES IN STANDARDISED NATIONAL LITERACY AND NUMERACY TESTING 2014**

The information below displays the results of the students who participated in the 2014 NAPLAN tests indicating the Mean Scores for each aspect of the testing programme. These results provide useful information for students, parents and teachers and help the school plan intervention and teaching strategies. We use a variety of assessment forms and diagnosis to inform us about each child’s progress. The student database holds key information and is used to track each child’s progress and development.

**MEAN SCORES**

**YEAR 3**

<table>
<thead>
<tr>
<th>Component</th>
<th>Mean 2012</th>
<th>Mean 2013</th>
<th>Mean 2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>420.9</td>
<td>379.3</td>
<td>403.2</td>
</tr>
<tr>
<td>Writing</td>
<td>400.4</td>
<td>372.2</td>
<td>388.4</td>
</tr>
<tr>
<td>Spelling</td>
<td>435.4</td>
<td>407.1</td>
<td>395.1</td>
</tr>
<tr>
<td>Grammar and Punctuation</td>
<td>423.6</td>
<td>423.5</td>
<td>396.4</td>
</tr>
<tr>
<td>Numeracy</td>
<td>373.4</td>
<td>352.2</td>
<td>360.9</td>
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### YEAR 5

<table>
<thead>
<tr>
<th>Component</th>
<th>Mean</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>469.8</td>
<td>475.1</td>
<td>506.8</td>
<td></td>
</tr>
<tr>
<td>Writing</td>
<td>463.7</td>
<td>463.4</td>
<td>478.6</td>
<td></td>
</tr>
<tr>
<td>Spelling</td>
<td>467.6</td>
<td>461</td>
<td>510.8</td>
<td></td>
</tr>
<tr>
<td>Grammar and Punctuation</td>
<td>457.7</td>
<td>476.4</td>
<td>495.8</td>
<td></td>
</tr>
<tr>
<td>Numeracy</td>
<td>470</td>
<td>456.6</td>
<td>467.3</td>
<td></td>
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</tbody>
</table>

### YEAR 7

<table>
<thead>
<tr>
<th>Component</th>
<th>Mean</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>533.9</td>
<td>515.5</td>
<td>521.1</td>
<td></td>
</tr>
<tr>
<td>Writing</td>
<td>491.5</td>
<td>483.5</td>
<td>500.6</td>
<td></td>
</tr>
<tr>
<td>Spelling</td>
<td>539.7</td>
<td>534.7</td>
<td>540.6</td>
<td></td>
</tr>
<tr>
<td>Grammar and Punctuation</td>
<td>544.6</td>
<td>510.7</td>
<td>520.2</td>
<td></td>
</tr>
<tr>
<td>Numeracy</td>
<td>521.4</td>
<td>497.3</td>
<td>517.2</td>
<td></td>
</tr>
</tbody>
</table>
Our Beliefs about Learning

We believe that children should be:

• Independent and lifelong learners
• Positive, resilient and adaptable
• Loving, hopeful, reflective
• Compassionate, discerning, confident
• Well-balanced, achieving potential
• Team builders with a sense of justice
• Successful, open, valued and value themselves
• Part of a faith community and open to capacity of God in their lives.

Learning Support

Our Lady Queen of Peace School supports the inclusion of students with special needs by the adaptation of teaching techniques, providing modified curriculum goals and evaluation practices to cater for individual needs. The primary function of learning support is to provide specialist learning techniques and resources to students and teachers in order to effectively and inclusively provide equal educational opportunities. Meeting the social and emotional needs of the students with special needs is recognised as being a vital part of the program. Specialised programs are linked as closely as possible to the class curricula. The knowledge and expertise of subject teachers, and their ability to motivate students within each subject discipline is integral to the success of an intervention program.

Programmes: Adaptive Education, Out of School Hours Care, Buddy Programme, Premier’s Reading Challenge, Premier’s Be Active Challenge, Early Years Literacy Support Program, Program Achieve, review and update of school policies, Literacy Support via programmes e.g. Student Representative Forum, Year 7 Leadership, Camp for Middle School students; Grandparents/Special Person Day, Seasons for Growth (a grief counselling programme for students).


Arts: Catholic Schools Music Festival, Year level performances, School Concert, specialist music teachers, assemblies, End of Year Music Concert, Choir performances, student performances, high school students performing plays for students and School Music Concert where students learning musical instruments perform for the school community.

Extra Curricula: Sporting groups – Netball, Basketball, Cricket, Soccer, After School Activities Program each term, sports carnivals (e.g. swimming, athletics, handball, netball), and sporting clinics.

Facilities: Improvements to school buildings, gardens and resources for students.
School Chaplain: A school chaplain works with both students and parents and is a liaison with the Parish and other agencies to provide support to families.

Other: Student teachers, work-experience for high school students, parent information sessions e.g. Literacy, Reading, Supporting students’ emotional resilience; sporting clinics e.g. football, rugby, Touch Football; focus weeks at school e.g. Book week, Book Fair, Science Week, and Physical Education Week, Playgroup for pre-school children, creating a sustainable environment with a major focus on recycling and improving the gardens around the school.

The school has developed a sustainable focus within the school environment. The school recycles cans, bottles, newspapers, paper products to raise funds for its animals. Water tanks are connected to blocks of toilets which assist in reducing the school’s carbon footprint. There are a number of vegetable gardens, chicken coop and a gardening shed. There are fewer yard rubbish bins and families are now more conscientious about the way in which food is contained for their children. The school currently has 20 solar panels.

SURVEY DATA

Parents and Carers responded about the school and improvements made to communication structures which included Learning, Our School, Communication, and family support sessions.

- 96% agreed that the school had realistic educational expectations of their child.
- 84% agreed that each child is encouraged to achieve their best.
- 92% agreed that the school assists with the development of child’s social and personal skills.
- 79% agreed that they are advised by the school if their child has a learning difficulty.
- 98% agreed that their child enjoys going to school.
- 77% agreed that the school has clear vision for learning goals.
- 92% agreed that the school has high standards for behaviour.
- 74% agreed that rules and consequences are clear for both staff and students.
- 85% agreed that they have a sense of belonging to the school.
- 100% agreed that the new booking time for learning conferences is accessible.
- 99% agreed that the parent information session was useful and relevant.

Staff were surveyed regarding their attendance at Our Lady, Queen of Peace School, professional growth, collegiality, leadership, and value of contribution to the life of the school.

- 100% agreed that their professional growth is supported at Our Lady, Queen of Peace School.
- 70% agreed that they are informed of decisions (30% neither agreed/disagreed)
- 100% agreed that leadership listens to the views of the community.
- 90% agreed that they feel valued and supported by the students and parents.

Students were surveyed regarding their perception as learners, feedback by teachers, justice, well-being and behaviour.

- 88% agreed that they were expected to do their best.
- 67% agreed that their feedback is useful for learning.
- 77% agreed that they are motivated to learn.
These responses will be considered in the 2015 strategic plan.

In 2014 Year 7 students:

- 83% of Year 7 students continued onto Catholic high schools (Mt Carmel College, Nazareth College, St Aloysius College, St Mary’s College, Christian Brothers College and St. Michael’s College). The remaining students moved to local high schools (Adelaide High School, Seaton High School).

Further information about Our Lady Queen of Peace School may be located on the school website: www.olqp.catholic.edu.au

**SCHOOL IMPROVEMENT**

**Self-Assessment Process**

During 2014, the school engaged in a self-assessment process that lead to development of a School Improvement Plan, based on the domains specified in the Continuous Improvement Framework for Catholic Schools (CESA).

The school developed a framework on the following strategic priorities for school improvement:

1. Student engagement and self-management skills
2. Prayer and Liturgy
3. A Vision for Learning and Teaching
4. Social Justice and Faith Formation

**2014 School Improvement Plan**

- Development of draft School Improvement 5 year Plan
- Develop connections with other local parish school to support Sacramental program.
- Develop strategic plan to improve access to ICT for all students.
- Provide parent support programmes.
- Develop process to collate data on student achievement.
- Review data to develop strategies to support students’ learning.
- Upgrade school website and information.
- Improve school facilities
- Focus on ‘Holy Ground’ and stewardship
- Review Canteen food policy
- Reducing school’s carbon footprint
- Establish new indigenous garden areas
- Recognition of student achievements through formal awards
- Support for teachers in accessing and using ICT effectively in their learning programmes
- Introduction of Inquiry Learning Process as main pedagogical focus for teachers and students
- Implementing contemporary curriculum based on ACARA, therefore reviewing all curriculum policies.
- Improving communication connections with families.
- Proactive well-being initiatives established.
• Supporting teachers in access AITSL standards in their teaching and learning programmes
• Further professional learning for teachers in ICT
• Health and well-being initiatives re student accountability for behaviours
• Social and emotional learning programmes
• OSHC – appointing new Director
• Establishment of new House Teams
• Developing senior student leadership
• Recess and lunch play initiatives
• Creating community initiatives
• Staff Well-Being initiatives

Progress towards achievement of 2013 goals
• Appointment of Assistant Principal in Religious Identity and Mission
• Appointment of a School Chaplain
• Sacramental Programs
• Support staff in professional learning (e.g. Graduate Certificate in Religious Education)
• Social Action and Justice
• Review of students at risk and regular support strategies
• Implementation of ICT plan.
• Student well-being
• Promote school with local community through Open Days and Tours
• Structures in place to identify students and families in need (part of social justice initiative)
• Parent Room
• Parent education programmes – Numeracy and Literacy
• Well maintained school facilities
• OSHC – following Quality Assurance Program
• Sustainable garden established.
• Development of a culture of evidence based self-review and improvement via annual school plan
• Maintaining links with neighbouring child care centres
• Implementation of CMaD Project initiatives.