



**2020**

# **Annual General Report**



## AGENDA

1. Welcome
2. Opening Prayer
3. Apologies
4. Confirmation of Previous Minutes (14 March 2019)
5. Tabled Reports
  - a. Chair Report – Doug Dippy
  - b. Finance Report – Diana Frangos
  - c. Parents and Friends Report – Nicolle Smithett, Corrina LLoyd
  - d. OSHC and Vacation Care Report – Jo Fahey
  - e. Early Learning: Playgroup Report – Rachael Stathis
  - f. Principal's Report – Jodie Higgins
6. Elections – Fr Tony Densley (No elections required)
7. General Business
  - a) Summary of 2020
  - b) Election Results – Not applicable
8. Close
9. Date of next Annual General Meeting: (date to be confirmed for 2022)

## **MINUTES FROM AGM 2019**

### **OUR LADY QUEEN OF PEACE AGM**

**TUESDAY 17 March 2020 (AGM CANCELLED DUE TO COVID)**

**Meeting open:** 6:00pm

**Welcome:** Anne Donnelly

- 1. Prayer:**
- 2. Present:**
- 3. Apologies:**
- 4. Previous Minutes: Tabled**
- 5. Reports**
  - a. Chair Report
  - b. Finance Report
  - c. P&F Report
  - d. OSHC & Vacation Care Report
  - e. Early Learning: Playgroup Report
  - f. Principal's Report
- 6. Nominations & Elections for School Board.**
- 7. General Business**

Summary for 2020

**Meeting Closed:**

## CHAIRPERSON'S REPORT

### ***Welcome to the Annual General Meeting for 2021.***

What a year 2020 turned out to be! COVID 19 turned the teaching year upside down and had a large impact upon the school. I, on behalf of the board, would like to thank the teachers for their efforts in being so adaptive, going from classroom to online teaching and then back again. This time, for me, was a significant learning opportunity, as I learnt to use some of this technology (luckily my teenagers helped me along the way). COVID-19 has thrown up many challenges, and I am immensely proud at the way the School has managed them.

There have been many families move on from OLQP and into the next chapter of their lives. I would like to wish them all well for the future. In saying this, we had three board members leave the team. Aaron, Alison and Reagan (our previous Chair), I would like to say a big thank you for all of the time, effort, drive and energy that you gave to make our community, our school, such a great place.

I would like to also acknowledge Anne Donnelly. Her stewardship and hard work at the school had, and will have, a long-lasting effect into the future. Anne, a huge thank you to you.

We have had some changes in staffing due to COVID and we would like to say thanks to who had left, and welcome to new or returning staff.

We have had many new families enter our community for the first time and we offer them a warm welcome.

The Board throughout the year has continued to work on many policies and procedures, and with consultation from the board and School management, they have been ratified and placed into action. I ask parents to refer to the School Website for the latest documents.

The School has continued many improvements, including embarking on some new initiatives to benefit the students and their learning environment. Planning is well underway for the redevelopment of the library into a modern and contemporary learning and resource centre.

### **Finance**

Thank you to the finance Committee, who have done an amazing job in such trying times. The school has taken a financial hit due to COVID-19, like many other organisations. The team has worked incredibly hard in maintaining the finances and financial operations of the school.

The school has many payment options in place and the board encourages families to explore these options and if they have any concerns please speak to Dianna (Bursar) or Jodie (Principal).

### **Parents and Friends**

Thank you to the Parents and Friends. Considering the effect of COVID-19, they have raised an outstanding amount, to benefit the students. While some of the events were either scaled back or unfortunately cancelled, the ones that were run, as usual, were a great success.

Second Hand uniform shop continued throughout the year to support families in managing the expense of uniforms. Parents are reminded to utilise this service and are also encouraged to sell old uniforms (in good condition).

## **Out of School Hours Care and Vacation Care**

What a great service this school has with OSHC. I hear many stories of what has been happening and how well utilised this service is. Please book early as waiting lists are now becoming the norm.

## **Canteen**

The Canteen still operates on a Thursday and Friday and supplies a good variety of food for student lunches and snacks. Thanks to all for helping when they can.

## **General**

A special thank you to Maureen Wilkinson for taking the minutes of the board meetings.

There are so many people in our community, and I sincerely thank everyone for their contribution in making this school such a great place. So, please accept these thanks from not only from the Board, but the students at the school; you are not only making the school a better place, you are also adding to the fabric of our school community.

Any member of the School community can actively be involved within the school. No matter how big or small you think your contribution may feel, it can all have a positive impact on the students, the teachers and staff, and the greater community. Please consider your situation, and if you feel that you can do a little more, there are many aspects of the school that would love to have you come and join them. The children love seeing parents around the school helping.

Finally, thank you to all for making Our Lady Queen of Peace not just a school, but a community.

Kind regards

*Doug Dippy*

**Board Member 2020**

## **FINANCE REPORT**

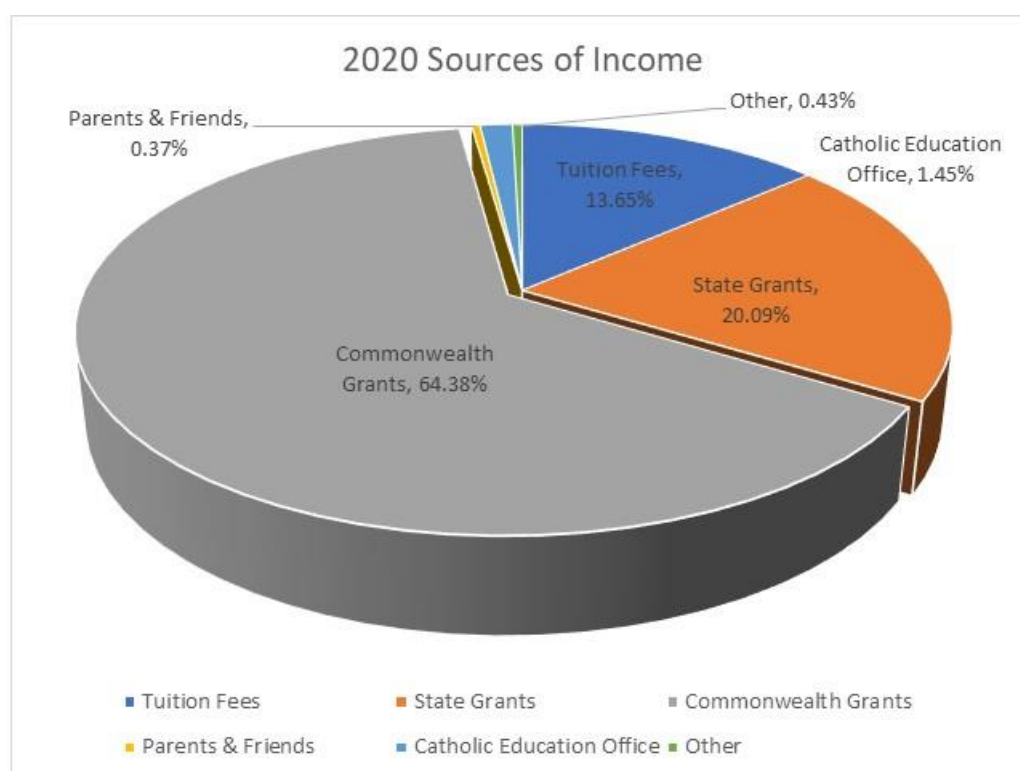
We are pleased to present the 2020 Finance Report

Managing the finances is essential for the successful operation, sustainability and long-term development of our school community, enabling us to continue to provide up-to-date resources and a well-maintained environment for our students.

The Principal and School Bursar manage the finances in collaboration with the School Board and the School Board Finance Committee.

Funding for the operation of the School comes from five main sources:

- I. Commonwealth Government Grants
- II. State Government Grants
- III. Catholic Education Office
- IV. School Fees
- V. Parents & Friends Committee fundraising and donations



## 2020 FINANCES

Despite the challenging year that was faced, Our Lady Queen of Peace School had another successful year reporting a cash surplus of \$339,864. This was an increase of \$223,653 against the 2020 budget. The cash surplus is largely a result of both State and Commonwealth per Capita grants and Other Commonwealth Grants exceeding the 2020 budget of \$265,060.

With successful savings over the past years, Our Lady Queen of Peace School has had the ability to reduce school fees for families in 2021, as shown in the table below:

	2020	2021
1 child	\$2,796	\$2,500
2 children:	\$4,961	\$4,400
3 children:	\$6,963	\$6,000

In addition, discussions commenced for the upgrade of the Resource Centre. Grieve, Gillett Andersen are the appointed architects for the project and preliminary designs have been presented. It is anticipated that the final design will be completed and approved in 2021.

## Acknowledgement of Sub-Entities

(Out of school Hours Care (OSHC), Vacation Care, Parents & Friends Committee and the Canteen)

Non-profit sub-entities are activities that fall under the school umbrella of the school and are financially accounted for in the school budget.

## **OSHC & Vacation Care**

OSHC and Vacation Care are an integral part of our school community offering families an invaluable service.

Our thanks go to Jo Fahey and her staff for continuing to provide interesting and engaging programs for the children who attend.

## **Parents & Friends Committee**

Considering the challenging year faced, the P&F had another successful year whereby a cash surplus of \$6,941 was achieved.

The Finance Committee would like to extend our appreciation to the P & F Committee for their time and hard work to provide not only fundraising opportunities but community experiences for our children and families.

## **Canteen**

The Finance Committee would like to extend our thanks to Wendy Koegler for her continuing efforts to provide meals and refreshments to the students at reasonable prices.

Yours sincerely

*Diana Frangos*  
**School Bursar**

## **PARENTS AND FRIENDS REPORT**

The Parents & Friends Committee is a group of volunteers who endeavour to raise funds to purchase items that are not covered under the school budget. The parent contributions we receive may be in time or fundraising suggestions, both are invaluable.

The social events like the Mother's Day and Father's Day Gift Stalls, School Discos, Calendars etc. are organised by the P&F team.

However, without the help, encouragement and support from past and present Principals, Anne Donnelly and Jodie Higgins, Staff, School Board and the school community these wonderful fundraisers would not be as successful as they are.

Our meetings are generally held twice a term and are attended by the majority of the P&F members. In 2020 there were 15 members on the Committee including Anne and Sue Hackett. There is much discussion at the meetings on how best to raise funds and what Social Events and Fundraisers are most suitable to our students and you our school community.

COVID-19 saw many events cancelled during 2020, including Sports Day, Krispy Kremes and the end of year Christmas carols night.

Despite shutdowns and restrictions around how food and communities could gather the P&F still managed to raise over \$6,000 for our school community.

Considering the obstacles we were dealt with around COVID-19 we are extremely happy with the amount raised. A lot of hard work and time went into this fantastic figure.

<b>2020</b>	
Calendars	\$1,329
Christmas Raffle	\$345
Disco	\$206
Father's Day BBQ Breakfast & Gift stall	\$499
Gelista Gelati	\$552
Mother's Day High Tea & Gift stall	\$430
Silent Auction	\$650
2nd Hand Uniform Sales	\$2,930
<b>TOTAL</b>	<b>\$6,941</b>

A big thank you to Christine Whicker, for all her years of service to the P&F Committee who from 2021 will no longer have children at our school. We wish her well for the high school years.

Also, a big thank you to Anne Donnelly, the support Anne gave to both the P&F Committee and to us personally as new Co-Chair of P&F was invaluable.

The money raised has contributed to the purchase of the following:

- ✓ Lego robotics
- ✓ Musical instruments

### **2021 the story so far...**

This year we have welcomed new members to the committee. The position of Chair will be shared by Corrina and Nicole. Our new Treasurer is Sean.

Principal, Jodie Higgins has already shown great interest in the events we have planned, and we look forward to working with her on our upcoming projects.

### **Term 1 Fundraisers**

- ✓ Shrove Tuesday - Kids enjoyed the morning with yummy pancakes cooked by the P&F team.
- ✓ Entertainment Books – Have gone digital and commission is still being received per subscription.
- ✓ 2nd Hand Uniform Shop will continue to be open Friday mornings and afternoon by Anna and continues to make the most money for the committee.

### **Term 2 Fundraisers**

- ✓ Mother's Day Gift Stall and Mother's Day Breakfast
- ✓ All future events will be discussed at our next meeting on 12th May 2021.



We will continue to work in partnership with the Principal Jodie Higgins, School Board, Teaching Staff and the School Community.

We take this job very seriously and assure you that we endeavour to get the most for Our Lady Queen of Peace School, the school that our children attend!

New members are always welcome.

*Corrina and Nicole*  
**Co-Chair**

## OUT OF SCHOOL HOURS REPORT

During a year filled with exceptional, unprecedented, and unpredictable circumstances our school-based OSHC worked hard to support and care for children in before school, after school and vacation care.

Though families work situations and conditions changed much during 2020 our OSHC provided care for approximately 40% of Our Lady Queen of Peace families. Permanent care ceased for 16 families during the early part of the pandemic due to changes in working conditions. Some parents worked from home; others lost employment.

We provided permanent care for 33 families and casual for another 33 families.

Numbers for 2020 were slightly lower than previous years. Our current average daily attendances are listed below:

**Before School Care:** Average daily attendances; term 1 - 9 children, falling in term 2 to 7 children. This trend continued in term 3 and then increased slightly in term 4.

**After School Care:** Average daily attendances; term 1 - 16 children, term 2 – 12 children, with numbers also increasing by term 4.

**Vacation Care:** Average daily attendance increased to 19 children. These children's parents were largely essential workers.

In OSHC and Vacation Care our approach to planned experiences continued to focus on activities that were interesting, varied and considered children's individual needs, interests, abilities, ages, and diverse backgrounds. Supporting the physical, social, and emotional well-being of our children. We were ever mindful of our need to have programs that were balanced to include flexibility, variety, fun and stimulation.

The pandemic restrictions during the April and October school holiday meant we could no longer offer excursions to children. Incursions, with external facilitators were also stopped. Vacation care was run solely by OSHC staff. Much effort was put into maintaining an interesting and diverse programme during this time. Highlights were our Survivor Day, Disco and Talent Show. In December school holidays we resumed incursions.

An OSHC Pandemic policy was implemented. In 2020 our team worked hard to maintain high levels of hygiene and introduced many changes. High touch areas, toys and equipment were more regularly cleaned and access to some activities was withdrawn or changed to maintain this hygiene. The sign in/out register was moved into the hall to allow families to social distance. Antibacterial

hand wash was always available and its use encouraged. Hand washing and the education of children around coughs, and sneezes was an important daily practise.

Our program floor book is on display in our service and the parents and children have enjoyed seeing photos of their children participating in activities.

There was no increase of fees in 2020 and in line with Catholic Education guidelines and Government support and subsidies, care for children for 14 weeks, at the height of the pandemic care was free.

ISP funding was approved for Vac Care.

Our Quality Improvement Plan was reviewed and revised as is required by the National Regulations. (Regulation 56). The QIP aims to support us in self-assessing performance and delivering quality education, care and to plan future improvements.

Policy reviews continue to reflect changes to Regulations and the National Quality Framework.

We are continuing to review our practices to ensure we not only maintain our “Meeting” rating but strive for “Exceeding”.

In November 2019, we implemented an electronic sign in/out system. This has gone smoothly into 2020.

Electronic signing in and out allows data to be directly input to Centrelink for processing and payment of the Child Care Subsidy. All accounts are emailed to families, reducing our use of paper.

Major staff members remain constant providing consistency and stability to children and families. We have two permanent staff and draw on a pool of six casual staff that are teachers or studying a Bachelor of Education.

We look forward as we strive to continue to improve our care of your children, providing an environment that is an extension of home, allowing children to follow their interest and strengths, where they feel respected, safe and secure.

*Jo Fahey*  
**OSHC Director**

## **PRINCIPAL REPORT**

The Our Lady Queen of Peace School Annual Report provides an overall summary of the achievements of students, staff and parents at Our Lady Queen of Peace in 2020.

As we move ahead, let us reflect on the community achievements from 2020. The onset of the COVID-19 pandemic in 2020 certainly had affected the school year, however, we can all be very proud of the resilience, ingenuity and dedication of our wonderful staff who engaged in a very short time a new mode of learning online to ensure continuity of learning for our students, which fortunately did not last long for our students in Terms 1 and 2. Our school motto expresses Catherine McAuley’s words ‘To love and serve in Peace’. These words espouse the culture and our

aspirations at Our Lady Queen of Peace School. When we talk about our school, it is vitally important not to forget the reason why it exists – for the child.

This image of the child is core at our school, and this 'love' is expressed in all that occurs – quality teaching and learning experiences, inspiring learning spaces, building projects, resource allocation, play areas, beautifully maintained grounds, community events and subsequent fundraising, various committee meetings, and the list goes on. Our school values of Peace, Justice, Respect and Compassion permeate all aspects of what we do and why we do it at Our Lady Queen of Peace School. The Annual Report for 2020 exhibits vibrancy, a commitment for high expectations, and pursuit of achieving the best standards for all the children in our care. Staff work very hard to achieve the best outcomes for our students; and there is commitment and focus from our entire school community to provide the highest quality learning experiences, in order to foster student growth, from a spiritual, academic, social/emotional, cultural, physical and creative aspect. Religious Education, Faith Formation and Catholic Identity continued to be an important part of the life of our school in 2020. Together, in partnership with our parish, staff, families and students, we continued to develop strong connections to our Catholic faith tradition, whilst embracing our diverse cultural community roots.

Mr Patrick Fitzgerald, in his role as Assistant Principal Religious Identity and Mission (APRIM), continued to work and engage with staff to plan relevant and contemporary Religious Education curriculum, so that meaningful learning experiences would occur for our students. Our focus on Christian Meditation happened in classrooms across the school, allowing for stillness, clarity and opportunity to hearing God's word. Students in Year 4 were not able to participate in the Religious Education Learning Assessment Tool (ReLAT) due to the disruption of the pandemic. We are very confident that our normal assessments in Religious Education will continue in 2021. As a means for addressing conflict and relationship repair, we continued using Restorative Practices. This approach ensures the dignity of each individual and builds respectful relationships, in such a way that communicates we are all made in the image of God. Extensive Sacramental preparation, facilitated by Patrick Fitzgerald, in close association with staff at Our Lady of Mt Carmel and our Parish Associate, Bernadette Smith, occurred throughout the year. The preparation included meetings and workshops for families whose children celebrated their Confirmation, First Holy Communion and Reconciliation. There was ongoing staff professional learning and formation. Our APRIM, Mr Patrick Fitzgerald provided reflections, prayer and Christian Meditation, for staff to enhance and deepen their respective theological understandings and personal spirituality. A number of staff members participated in Catholic Professional Formation. Also, in September there was a staff reflection/retreat day, facilitated by Patrick Fitzgerald.

In 2021 we will look at further enhancing the school's Catholic Identity, with well-designed visual representations; bringing attention to relevant issues of social justice and acting upon such matters is central to our school community and goes to the heart of Catherine McAuley's message about helping those who are in need. Subsequently, during 2020 a range of awareness and fundraising activities were held to support those experiencing difficulties in their lives, living in poverty or suffering from illness. The community supported the following causes and organisations: CARITAS, St Vincent de Paul Society, Catholic Charities, Hutt Street Centre and supporting animals who were badly injured during the 2019/2020 bushfires. Lastly, Stephen Heuzenroeder continued working with families in his role as School Chaplain.

Leading learning has again been priority at Our Lady Queen of Peace. The key areas of Literacy and STEM had a renewed focus. For Literacy development, the school introduced a new intervention programme for students, 'Mini-lit'. Early Years classes focused on Mini-Lit practices, well supported by trained Education Support Officers. Students in Middle Primary were also supported in this intervention programme. Students involved in this intervention programme achieved great success and celebrated their continuing improvement in the area of Literacy throughout the year. During 2020, all students participated in the introduction of a 'Robotics' programme and the school has been fortunate to purchase a number of resources to assist

students in this area. The Year 5,6 classes held an exposition evening to showcase their work in the area of Robotics in Term 4, as well as their amazing work in photography.

To further enhance Literacy growth, staff members Lorene Billing and Courtney Elliott, were given the role of Literacy Coaches to work with and support teachers to reflect on pedagogy for increased engagement and improved outcomes in the areas of Reading and Oral Language. This focus in Literacy will continue into 2021.

The Arts continues to be a significant part of Our Lady Queen of Peace's curriculum. The Arts program provides further opportunity for our students to express themselves creatively, to work collaboratively and think critically. Once again participation by senior students in The Festival Choir, were highlights, including the school band regularly playing as school assemblies and end of year Musical Soiree. Our R-2 students were engaged in working with an Aboriginal artist during Terms 3 and 4, producing lovely works of art and gaining greater understanding about the interpretation of aboriginal art itself.

The Early Years programs continued to flourish during 2020. Playgroup continues to be offered weekly on Wednesday morning, with up to 30 children and families attending single sessions. Occasional Care for children aged 3-5 continues to be offered each Tuesday. Children attending this programme continues to grow and the school was successful in applying for an increase of children attending Occasional Care which now allows the school to have up to 20 children per session. 2020 also saw the continuance of the Term Three intake for Reception. This has been a great success, with many children beginning mid-year and settling into school life in a seamless manner. The School Board initiated and supported a fee free enrolment process for Reception students in 2020 who began in Term 3 and 4.

Community and home/school partnerships are crucial in supporting student learning and development. We are always seeking ways to improve communication and share learning with families. Parent engagement and partnership continue to be a core focus and as such, parent representation on the School Board and Parents and Friends was well-supported, as well as parents supporting OSHC, the Uniform Shop and Canteen.

A variety of learning activities with families as well as school and social events occurred, including: Beginning of Year Welcome to Families and Student Disco; Mother's Day and Father's Day Stalls; Middle Years Forum for STEM and Arts; Children's University Graduation Ceremony, school masses/liturgies; and the End of Year 'Christmas' Concert. Sincere thanks to the Parents and Friends Committee who have worked tirelessly to ensure events are well promoted and attended. Moreover, we are very thankful to the School Board for the support provided and feedback to school decisions.

### **Resources, Infrastructure and School Structures**

The school was successful in accessing a Commonwealth Grant of \$20,000 which went towards the refurbishment of the classrooms. Having a neat, tidy and aesthetically pleasing school environment is important. During 2020, a number of areas within the school were upgraded and developed. These included: new carpet in the Music and Spanish rooms, painting of all classrooms, OSHC room, School Hall walls and corridors.

The school's Master Plan focused on the planning for the refurbishment of the Resource Centre and work has begun with the Catholic Education Building and Development Team, engagement of architects and coordinating with the School Board during 2020 in the planning this project. This transformation will involve new furnishings, renovating the interior of the space and updating teachers' planning and preparation area. Upon project approval from Catholic Education, this project will hopefully be completed by 2021.

At Our Lady Queen of Peace, we also value our connection to the Parish particularly with our Parish priest, Fr. Tony Densley, who has provided great support to our school community; and the Parish Team who work diligently to support our school faith community.

*Finally*, I wish to thank and acknowledge the very competent, dedicated and caring teaching, administration and support staff at Our Lady Queen of Peace School who are all very professional and caring in providing for each child's learning and social and emotional development. The staff of Our Lady Queen of Peace is adaptable, committed and enthusiastic. They give of their time generously and I sincerely thank each one of them – teachers, Education Support Staff, Office and Administration Staff, OSHC staff, Grounds person and Canteen Staff. We are privileged at Our Lady Queen of Peace to have a tremendous team providing all the support that we need to give our children an excellent start and sound basis for further education. I sincerely thank each of our staff members for their commitment to our children and our community.

*Jodie Higgins*  
**Principal**

## **APRIM REPORT**

***“Educating in Catholic Schools is an act of love; it is like giving life.”***

- *Pope Francis*

### **Sacramental Program**

The 2019-2020 cycle of the Sacramental Program was delayed early in the year due to the onset of COVID 19, though it restarted with our students during Term 3, thanks to the persistence of Father Tony, Bernadette Cashel and the APRIMS of our two parish schools. The candidates shared a workshop day late in Term 3, culminating in two beautiful celebrations in the church at Pennington. Whilst it was necessary for the program to be adjusted due to our circumstances, the feedback from families and the parish team was positive.

Term 4 saw the beginning of our new cycle of the Sacramental Program, which continued into 2021.

### **Masses and Liturgies**

Whilst the 2020 school year began in a customary fashion with school and class celebrations, COVID 19 made its mark as we witnessed a pause in the ability to celebrate as a community. Classes were assisted with prayer services and liturgies to continue to celebrate significant occasions within the church's liturgical calendar.

Term 3 saw a gradual return to larger celebrations, highlighted by the Feast of the Assumption of the Blessed Virgin Mary and recognizing the life of St Mary of the Cross MacKillop. These celebrations were led by our wonderful senior students.

Classes planned and celebrated masses in pairs in the second half of the year in the church, with our Mass of Thanksgiving and Year 6 Graduation liturgy held in Bilyonendi.

One thing that we missed during 2020 and are looking forward to in 2021, is the attendance and involvement of parents and caregivers once again in our liturgical celebrations.

## Prayer Life

Students begin their school day with prayer. The students share traditional formal and informal prayers, participate in Christian meditation practices, and are actively involved in school/class masses and liturgies.

Staff gather for prayer each Tuesday afternoon at Staff Meetings and Thursday mornings. Staff members lead these times of contemplation and prayer.

## RELIGIOUS EDUCATION

Catholic Education South Australia is poised to launch a web-based portal of their 'New Crossways' curriculum documents. Mrs Bishop and Ms Donnelly have already been working with the teaching staff on this as it was passing through the draft phase.

Staff have been using the new documents in draft form to plan their Religious Education curriculum, allowing for the students to be exposed to a variety of themes through their learning in the area of Religious Education.

The annual RELAT (Religious Literacy Assessment Tool) testing for Year 4 children was postponed during 2020 due to the pandemic and is poised to be restarted again later in 2021.

### Staff Formation and Professional Learning

Many staff continue to undertake further study in Religious Education under the auspices of CESA (Catholic Education S.A.). This includes postgraduate studies, conferences and short courses. Other teachers participated in professional learning to build their knowledge and understanding of Scripture and Theology.

### Catholic Social Teaching

As a Catholic School we are called to promote Social Justice and committed to fundraising for various organisations. At Our Lady Queen of Peace Catholic School we do this in many ways.

Raising money and awareness of the work of Caritas Australia during Lent via Project Compassion occurred during Term 1. During the year, the children and community offered support to St Vincent de Paul, Mercy Day activities and fundraising and the Hutt St Centre. The wonderful people volunteering at the Adelaide Day Centre were overwhelmed with the generosity of our community donating many baskets of non-perishable food and warm clothing during their Winter Appeal.

*God bless you and take care*

*Patrick Fitzgerald*

**APRIM**

***'The Mission of schools is to develop a sense of truth, of what is good and beautiful. True education enables us to love life and opens us to the fullness of life'.***

- *Pope Francis*

## SCHOOL COMPLIANCE

The role of the staff at Our Lady Queen of Peace School is quite a complex one in maintaining the educational and social development of our students. I would like to acknowledge the work of our dedicated and committed staff. They are a generous, compassionate, creative and professional staff, and are a great strength of the Our Lady Queen of Peace School Community.

The staff work hard to maintain standards in their teaching and administrative roles, and they are strongly committed to a real pastoral interest in the welfare of each student.

Our Lady Queen of Peace school continues to provide quality care in the Before and After School Care Programme (including Vacation Care) and provide engaging activities for our students who attend the programme either during the school term or during school holidays.

### Student Profile

The following information describes our student community.

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Indigenous Students	Total
30	34	18	23	23	25	25	2	178

92% of Year 6 students continued onto local Catholic Colleges. The remaining students either moved interstate or attended local government or non-government schools.

### Staff Profile

Staff consisted of:

- 15 teaching staff:
  - Full-time teachers - 8
  - Part-time teachers - 7
- ESO assisting students with special needs - 6
- ESO administration and ancillary - 7
- OSHC staff:
  - 1 FTE
  - part-time – 1
  - casual – 6

## OUR STRATEGIC MISSION

Our mission is aligned with the Catholic Education SA Strategic Plan (2010) and the goals of the 'Melbourne Declaration on Educational Goals for Young Australians' (2008) - for all young Australians to become:

- Successful learners

- Confident and creative individuals
- Active and informed citizens

It is with great appreciation and honour that we reflect in the following pages of this report on the steps we took together during 2020 to continue to realise this mission and to further build God's kingdom.

## FAITH, VALUES AND CULTURE

At Our Lady Queen of Peace School, the faith and spirituality of each person is recognised, nurtured and developed. Prayer, liturgy and celebrations are key elements of our spirituality.

I would like to acknowledge and thank Mr Patrick Fitzgerald, as Assistant Principal in Religious Identity and Mission (APRIM), in continuing his work with the students, staff and parents by supporting the sacramental and religious programme offered at Our Lady Queen of Peace. Patrick is responsible for faith and religious education of all staff.

The school has worked closely with the Parish Priest, Fr Tony Densley, the Parish Administration and Parish Associate Bernadette Smith, the Religious Education Coordinator of Our Lady of Mt Carmel and parents to prepare the children for the Sacraments of Reconciliation, Confirmation and Eucharist.

During 2020 there were a number of activities that reflected our faith:

- ✓ Daily prayer: each class gathers together in the morning for prayer. This is a valued time for students with their class teacher to reflect and give thanks to God for their day and for the many gifts they share in the bounty of our world.
- ✓ Each Tuesday afternoon before the Staff Meeting the staff gathers to pray.
- ✓ Prayer each Thursday morning led by a member of staff.
- ✓ Monday morning gathering with the whole school and Friday assemblies, where prayer is led by our students.
- ✓ Formal Christian Meditation each Wednesday.
- ✓ Mass was celebrated on Thursday mornings (each fortnight) in the parish church. Every class is rostered to prepare and celebrate the mass with our parish priest, Fr. Tony Densley.
- ✓ As part of the school's focus on social justice, students also participate in numerous activities to support local appeals, charities through Project Compassion, Caritas (Crazy Hair Day to raise funds), supporting Catholic Charities and Moore Street through the supply of hampers and clothes (well supported by our own school community) for homeless people in Adelaide.
- ✓ Each term there are often special occasions, mass celebrations and liturgies in which the students participate in e.g., Lent (Pancakes on Shrove Tuesday and distribution of ashes at the Ash Wednesday liturgy. Liturgies depicting the life of Jesus' life were held in Holy Week and celebrating Christmas as a School Community in a different format this year, end of year school community celebration and Year 6 Graduation Liturgy.
- ✓ The class teachers began the implementation of the updated curriculum, Crossways.



- ✓ The curriculum, Made in the Image of God was implemented and supported by our parent community. The MITIOG programme is implemented as part of the school's Religious Education Curriculum.
- ✓ Remembrance Day whole school Liturgy.
- ✓ Several students were part of the Sacramental Programme with the celebration of Reconciliation, Confirmation and First Eucharist.

## LEARNING AND TEACHING

During 2020, all teachers engaged in professional conversations around what is teaching and learning and developed the following statement:

### Teaching and Learning

Our Lady Queen of Peace is a welcoming, inclusive, diverse community that is committed to knowing each child profoundly.

#### Teachers are committed to:

- ✓ valuing each child as a capable and competent learner
- ✓ empowering each child to persevere and be active participants in the learning process
- ✓ engaging parents as co-educators of their child
- ✓ providing a curriculum, which is based on contemporary education research and best practice which addresses the needs of each child
- ✓ gather and interpret data to assist in improving student learning outcomes
- ✓ using authentic learning practices to facilitate, assess, provide feedback and report on learning.

#### Learners at Our Lady Queen of Peace will be:

- ✓ engaged in a safe, respectful learning environment where all are supported, encouraged and challenged
- ✓ collaborative and active participants in their learning experiences, fostering curiosity, independence and responsibility
- ✓ able to understand the purpose and required outcomes of their learning and can articulate this
- ✓ provided with opportunities for real-life and life-like learning
- ✓ encouraged to inquire, reflect and self-direct their learning
- ✓ engaging in challenging learning activities where they are encouraged to 'do their best'
- ✓ Provided with opportunities for learners to take risks.

Learning to learn is the ultimate skill and gift for a child. Throughout 2020 teachers have participated in a variety of professional learning opportunities to promote their own learning, thus transferring their skills and knowledge into their pedagogy and methodology to improve students' learning outcomes.

Teachers have also created personal projects to enhance their own professional learning to support the students in their class.

Learning for the future involves embracing Information Technology as a learning tool for students. Students require knowledge and skills in using Information Technology for learning by developing strategies to be critical users of technology and creative users of technology. ICT is not another area of curriculum but needs to be embedded in the curriculum to ensure students have the appropriate skills to use this tool for the future. Information Technology provides students with many opportunities to explore different ways of learning and accessing information. The opportunities that Interactive Whiteboards, computers, notebooks, laptops all now offer both teachers and students ICT as an effective tool in providing further learning experiences that are enriching and challenging for the students.

Further planning in digital technology has now enabled the school to increase the numbers of laptops, computers, and software for the students over the past three years. Now all students have 1:1 access – R-4 students use iPads, and 5-6 students use laptops and iPads.

Teachers have been involved in several projects with various consultants to provide further improvement to their pedagogy to improve students' learning outcomes.

### **Early Years of Learning**

A successful transition into school for all children is very important. A Transition program starts well before a child enters the school and extends into the school when the child begins primary school.

A positive transition experience for the child between pre-school and school was seen as very important to increase children's continuous learning by building upon previous learning that had been both positive and engaging for the child.

Rather than offering a transition program that focuses only on a child's 'readiness for school', the program itself needs to be reconceptualised to reflect how a school can adapt its structure and learning environment to take into account the child's individual differences and needs, as well as taking into account how to support and engage with families in supporting their child's transition and learning. In Terms 2 and 4, 2019 all pre-school students who would enter school in 2020 were offered an extended educational programme one morning a week to provide further support in beginning school the following year. This programme was received very positively by all parents and children and significantly improved students moving confidently into the school setting.

### **Learning:**

Staff continued working on a strong balanced Literacy programme. In 2020 teachers were involved in focusing on Oral Language - Oral language is one aspect of meaning making alongside visual, auditory, gestural and spatial forms of communication. Oral language is central to learning, yet it is often undervalued in written cultures. Spoken language is important in its own right and especially in school as it is central to teaching and learning. (Susan Hill-Practically Primary).

Throughout R-6 levels, students focus on the following at their appropriate level:

1. Reading to self
2. Reading to someone
3. Word work (spelling)
4. Listen to reading (comprehension)
5. Work on writing

This is a framework for structuring literacy time, so students develop lifelong habits of reading, writing, and working independently.

Reviewing Assessment and Reporting strategies and collecting Data on students' learning in particular has enabled teachers to access more specific information about each child's learning and design relevant programmes for all students to access to the curriculum in order for them to achieve success in their learning.

The school continues to invest in an online data programme: Scorelink. Teachers are now able to record assessment of student learning on this site throughout the year. The data bank provides clarity in regard to how children progress throughout the year and this information is shared with families, during Parent/Teacher Learning Conversations as well as with students.

Another area of focus in 2020 has been on formative assessment: teachers continue to work on developing and using strategies to 'engage students in their learning'. Students have been engaged in different ways about their learning. The following are examples of how teachers are engaging with the students about learning:

- ✓ Teachers look at examples of quality work for the students to aspire
- ✓ Students do not put their hand up, unless asking a question
- ✓ Feedback from students
- ✓ Peer feedback
- ✓ Self-reports by students to say how their learning is going

**Growth Mindset:** Teachers have been following the work of world-renowned psychologist, Carol Dweck from Stanford University. Carol's work is based on the belief that people's most basic abilities can be developed through dedication and hard work—brains and talent are just the starting point. This view creates a love of learning and a resilience that is essential for great accomplishment.

## STUDENT HEALTH AND WELL BEING

At Our Lady Queen of Peace all teachers, including lead teachers in Literacy, Pedagogy and Physical Education, the school chaplain, APRIM and Principal all work closely together to support the health and well-being of all our students. The school can provide guidance and support networks for families who can provide further professional support required beyond the school's capabilities.

Our Lady Queen of Peace staff implemented a special programme called 'Good Beginnings'. At the beginning of each year teachers work closely with their students for two weeks, focusing on developing positive relationships, creating code of conduct guidelines for each class, reviewing the story of Our Lady Queen of Peace, creating close links with students of same year levels, beginning the social skill programme 'Program Achieve' thus working towards creating a school culture that focuses on the values of cooperation, compassion, care, instilling resilience, where students have clear expectations of behaviour and how to work through issues. Each term teachers work on a particular theme that continues this good work on maintaining a harmonious school culture.

In 2020, along with Program Achieve, have staff have continued to learn more about students' social and emotional needs, as part of staff professional learning. In 2019/2020 teachers worked with a consultant, Mark Le Messurier, who provided workshops on Social and Emotional Literacy. A new programme has been added called 'What's the Buzz' and is an effective way to positively

influence language style, emotions, self-regulation, relationships, problem-solving and learning how and when to 'go-with-the-flow' and personal resilience. All children need to feel that school is a safe place where:

- ✓ people care about them
- ✓ their needs for support, respect and friendship are met and
- ✓ they are able to get help to work out problems.

Our school already works hard to ensure that our school culture is positive and inclusive.

These wellbeing programmes offer the whole school staff the opportunity to develop:

- ✓ a shared understanding of why these programmes are so important to mental health and
- ✓ wellbeing;
- ✓ develop a common language for talking about wellbeing and
- ✓ have a shared focus on planning for improvement.

Our Lady Queen of Peace students participate in a Buddy programme, which promotes good relationships amongst older and younger students. This programme also provides good connections where students are recognised for positive behaviours.

Students were able to participate in school surveys to indicate their perception as learners, how they are supported by teachers and areas for improvement.

## **SCHOOL LEADERSHIP**

The School Leadership team for 2020 consisted of the Principal, Assistant Principal in Religious Identity and Mission (APRIM), and teachers who were leaders of learning. This team worked throughout the year to highlight professional learning opportunities and experiences, providing both structure and support for our students, staff and community. I would like to thank all the staff for their work in supporting both teachers and students in their area of expertise.

### **Student Leadership**

The Year 6 student body itself is responsible for a variety of responsible roles ranging from welcoming and looking after new students (Receptions), welcoming visitors, leading Monday assemblies, participating in Open Days and taking visitors around the school, present a positive role model for younger students, leading students in special activities, participation in special celebratory days and challenging themselves to be learners who are responsible and accountable for their learning.

Our student leadership were a very supportive presence within our community in 2020 and enjoyed the responsibilities that came with their positions. The SRC forum supported a wide range of causes and provided support to many school initiatives, including social justice events.

School Captains, and House Captains and Vice Captains all provided a rich dimension of student efficacy and were very effective in their roles as leaders.

## COMMUNITY PARTICIPATION

At Our Lady Queen of Peace School, we see our role as fostering effective relationships with parents and caregivers, recognising that their child's education is first and foremost their responsibility. We ensure that parents are made to feel welcome in the community through the daily life of the school, (e.g. assisting teachers in the classroom when required, parent/teacher interviews, Parent Information Evenings, Annual General Meeting, School Board, Parent events, parent groups (P & F), informal gatherings, excursions, greeting or farewelling the community as they enter or leave the school grounds, parent sessions with invited educational speakers related to students' learning/wellbeing and school social events.

We believe it is important that ongoing communication with parents and caregivers is maintained to ensure that successful, interpersonal relationships are encouraged, as they are the pivotal influence in their child's education and development.

Building community is not about the 'feel good' introspective approach but rather developing a community on the principle of the common good where the community works 'for' something, being in service to others in a safe and secure environment where good learning happens, learning that leads students to know how to live wisely and that all are working towards achieving the best 'living' experiences in a holistic sense of a child's development – faith, intellectual and social development.

I offer my thanks to the members of the School Board under the leadership of the Chair, Raegan Paay, who have all worked hard for our school community throughout the year.

I offer my thanks to all members of the Parents and Friends Committee, led so ably by Nicole Smithett and Corrina Lloyd. Nicole and Corrina have been wonderful advocates for the school community and has been inspirational in their leadership within the P & F Committee. The P & F have many achievements throughout 2020 and supported a number of well-organised and successful functions. I pass on my sincere thanks for all their hard work in 2020 in providing further opportunities for resources much needed by our students.

Parents/caregivers are always encouraged to be active members of the school community and in 2020 many had been involved in assisting teachers in the classroom, participating in specialist programmes, attending excursions, attending special meetings, school events, sporting events (often as coaches and managers of sports teams), participation through the Parents and Friends Committee and School Board.

### Satisfaction Surveys

In 2020 Our Lady Queen of Peace School used Curtin University NSI Surveys to collect data to inform strategic direction and to review current practices. Surveys were undertaken by students, staff and parents.

Results of the survey are provided below. Result 3 and above.

**Parent Survey:** Results indicate parents are satisfied with much that is occurring in the school. However the school needs to improve on assessment and feedback. This in relation to providing parents more information to let you know what we are teaching and when, how we assess and feedback on performance.

Highest response in each area were:

- Welcoming School: When I visit the school, staff members are respectful to me.

- Affirming Diversity: Different cultures are valued.
- Satisfaction with the school: I am satisfied that the school knows and appreciates my child's/children's qualities.
- Assessment and Feedback: School reports give clear feedback about my child's/children's progress
- Communication: I feel comfortable asking teachers about the education of my child/children.

**Overall, the results are very pleasing.**



**Student Survey:** The statements that brought high responses from across the areas were:

- The adults at this school care about me.
- At this school, I belong to a group of friends.
- I feel welcome at this school.
- The teachers know about where I come from.
- I know the school rules.
- It is okay to tell an adult when someone is bullied.

- My teachers give me special help if I have a problem with my work.
- It's okay to complain about things that prevents me from learning.
- I help the teachers to set my goals for this class.
- My teachers expect me to try my hardest.

There were areas that the students felt we could improve including support disruption in class by being rude to a teacher, helping students to be included in games.

**Staff Survey:** It is pleasing to see that staff have high levels of job satisfaction and positive wellbeing. Staff would like continued training to support students when there are challenges. Further, the staff would like more say in decision making within the school.

Areas staff indicted a high response included:

- I want to continue working at this school.
- I have felt positive
- I can maintain positive relationships with students even when tensions are high





## OCCASIONAL CARE



Each week children come to Occasional Care from 9am - 12pm on Tuesdays and engage in activities related to a fortnightly theme. We have a range of activities for the children to participate in including activities that promote fine motor skills, sensory play, construction – using blocks, Lego or recycled materials, arts and craft, dramatic play, gross motor skills and Literacy and Numeracy activities.

Our 3-5years Occasional Care program provides opportunities for children to become familiar with the school, meet other children and engage in a range of activities that encourage the children to learn through play. Learning through play allows children to make sense of their world and it helps children to develop their cognitive skills as

well as their social and emotional skills. It also allows children to build and gain confidence.

At Occasional Care we aim to develop:

1. Children's sense of identity
2. Children's ability to connect and contribute to their world.
3. Children's sense of wellbeing
4. Children's ability to be confident learners.
5. Children's ability to be effective communicators.



Occasional Care started off the year with 7 children regularly attending. Due to Covid, Occasional Care was closed for 6 weeks from Term 1 week 8. When Occasional Care was able to return in week 4 of Term 2 the number of children attending started to increase and by the end of Term 2 we had reached our capacity of 10 children and began a waiting list. At the start of Term 3 some of our Occasional Care children started school at OLQP as part of the mid-year intake, this meant that some of the children on the waiting list were able to start at Occasional Care but we were quickly back at capacity again with more children still on the waiting list. Luckily in Term 4 Adrianna Pilla came back from maternity leave and we were able to





invite all the children on the waiting list to come and attend Occasional Care. In Term 4 we had 16 children regularly attending Occasional Care.

## PLAYGROUP

Playgroup runs on Wednesdays from 9am -10:45am in Room 9. Each week our sessions have a weekly theme for example - nature play, sports day, rainbows or a book-based theme etc. There are a range of activities set up for each session related to fine motor skills, sensory play, dramatic play, construction, arts and crafts, Literacy and Numeracy Activities as well as free play. During the session we also have a group Story time and Nursery Rhymes.

Playgroup encourages learning through play and helping children to develop their social and emotional skills. It also gives the adults who attend the opportunity to interact with not only their own child but also to interact with other adults and build a support network. We have a great group of children, parents and grandparents that regularly attend Playgroup and as their children grow and move on to school, we regularly have new people join Playgroup from the wider community as well as the school community.



Playgroup was moved to a new room this year, Room 9. It was a great opportunity to sort through the resources we had and set up a new inviting environment. We began the year with 14 children regularly attending Playgroup with their mums, dads or grandparents. Unfortunately from Term 1 Week 8 until the beginning of Term 3 playgroup was closed due to Covid restrictions. When we came back in Term 3 people had to book in prior to the playgroup session to ensure we didn't breach the continuing Covid restrictions. Initially we were only allowed to have 10 adults plus myself in the room. As the year went on the numbers attending increased as the restrictions were relaxed. Due to Covid we also had to modify our sensory play and some of the toys we had available to ensure we were meeting the Covid requirements. By Term 4 we regularly had 16 children attending playgroup again.

*Rachael Stathis*  
**Occasional Care/Playgroup Coordinator**