

Our Lady Queen of Peace School

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Annual General Report

Annual General Meeting 21 February 2023

Contextual information

Our Lady Queen of Peace School is a co-educational Catholic parish school within the Albert Park/Pennington parish. The school opened on 8 February 1949, under the care of the Sisters of Mercy. Our Lady Queen of Peace School educates Reception to Year 6 children from diverse backgrounds in the Mercy tradition where the values of compassion, justice, respect, hospitality, service and courage are core to all relationships.

We strive to keep the “spirituality of the heart” at the core of our mission, with our school motto being “To Love and Serve in Peace”. 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, encourage them to reach their full potential, and provide the necessary support for children to attain their own learning goals. At Our Lady Queen of Peace School education is experienced in partnership with parents, staff and children. We believe in the importance of engaging a passion for learning where all have agency over their learning through the co-construction of learning intentions and success criteria. The learning process is dynamic and engaging for all, educators and learners.

The multipurpose Bilyonendi Hall is used for indoor sporting and co-curricular activities. The school provides during and after school hours sports programs, a comprehensive and well-utilised instrumental program, choir and school band, as well as the specialist teaching areas:

- Performing Arts
- Physical Education
- Spanish language and culture

The school has a chaplain to support student health and wellbeing. Whole school celebrations include Feast Day, Book Week, Sports Day, Catholic Education Week, Christmas Carols Evening, and Mercy Day (social justice in action). The health and wellbeing of each child is valued and supported by all staff.

Playgroup, Occasional Care, Out of School Hours Care (OSHC) and Vacation Care are available to all families.



Principal's report

I am excited to be the new principal of Our Lady Queen of Peace School. My family and I moved away from Adelaide 11 years ago. In 2011, we moved to Port Augusta when I accepted the position of deputy principal at Caritas College. This was the opportunity to work out if we wanted a country lifestyle, and whether I wanted my leadership to be in primary or secondary education.



Upon deciding primary leadership was my calling, I applied and won the position at St Joseph's School, Barmera. I was the principal of the school there for 10 years. I am serious about immersing myself in a school/community as well as leading significant change. Leading research indicates that significant change occurs over a 5–7 year timeframe. During those 10 years, St Joseph's, Barmera went from being the school of least choice (zero Reception enrolments in 2012) to being the school of choice upon my leaving.

I was ready for a change so that I could continue to grow professionally. When applying for the principal's position at Our Lady Queen of Peace School, I believed that I had something to offer the school and the school had something to offer me. I was fortunate to win the position.

In the last 12 months, I have learnt a lot about the Our Lady Queen of Peace community; I interviewed over 10% of families and a many of students. It was clear that the school was feeling the effects of having four principals in just over 12 months.

Parents clearly articulated that they were informed of plans, improvements and developments that were to occur, however for a variety of reason, did not eventuate.

My focus in 2022 was the statement I found on the school's website:

“Our school is a place where students connect, learn and grow.”

In 2022 we:

- increased our digital technology resources,
- moved from two to three Year 1/2 classes to improve the teacher to student ratio,
- employed more ESOs than before,
- purchased a Nintendo Switch to facilitate “Just Dance” at lunch time, providing students another playtime option,
- developed a partnership with the University of Adelaide for the Year 5/6 students and the Year 6 girls (WISTEMS – Women in STEM and Science),
- painted the external buildings,
- completed building repairs,
- completed internal painting of some learning spaces,
- installed a PA system that includes music replacing the school bell,
- initiated furniture upgrades – classroom and library,
- relaid paving,
- become a polling booth during the Federal election,
- replaced glass in the tilt door of Bilyonendi Hall,
- introduced InitialLit and PLD as our approach to reading and spelling.

Our Lady Queen of Peace is a great school and a great community. I look forward to contributing to both. Together we will shift this school from great to amazing! We have begun to roll the ball of improvement through the school; our job is to ensure that it doesn't stop rolling.

At the end of 2022 we farewelled the following staff:

- I-Nah Baynes
- Lorraine Billing
- Andrea Bishop
- Alison Brock
- Natasha Cicchiello
- Lucy Dutton
- Tori Gray
- Madeline Green
- Jane Hidson
- Michael Higgle
- Dayna Martin
- Kylie Munn
- Oliver Parker
- Patricia Rosales
- Brooke Ward

I thank them all for their contributions to the school.

We have some exciting plans of improvement over the school holidays and continuing into 2023.

Thank you for welcoming me into the Our Lady Queen of Peace School community.

Lee Abela
Principal

Chairperson's report

Wow, what a year 2022 has thrown us. We welcomed a new principal, new staff and many new families to the school community. I would like to take this opportunity to thank the staff and students who are moving on from the school and wish them all the best in their future endeavours. I would also like to thank the P&F for their outstanding efforts and contributions to the school throughout the year; the smiles of the children at their events are immeasurable.

Within the last 12 months, many projects have been undertaken in the school, many of which are beginning to take shape. These include the Nature Play area, which is well advanced in the planning phase, and the new Performing Arts and STEM spaces are now taking shape.

The school is in a good position financially to continue to invest in the students' learning environments.

Other initiatives in the school, supported by both the School Board and the P & F, include building upon the Music Department and Instrumental Program, delivered by passionate external instrumental teachers. Additionally, the ongoing support of the P & F in providing funding to enable students to partake in extra-curricular activities, including many sporting opportunities, is greatly recognised and valued.

I would like to express an enormous thank you to all the parents who get involved in the school community. Whether it be through cooking barbeques, coaching sports, supporting students academically and socially, or contributing their time to assist on school excursions and events.

I would strongly encourage the school community to continue in its positive direction in all facets.

On a personal note, as the outgoing Chair of the Board, and a parent whose last child has now left for high school, I have many fond memories at OLQP and have made some great friends. I have had many laughs around the barbeque, cooking almost anything that can be barbequed (including some things that shouldn't be barbequed). Many instrumental concerts, where my children made others suffer (sorry), end-of-year concerts, sports days, netball carnivals, swim carnivals, zoo excursions, and being the unofficial first aider at many events or school pickups. I will miss the sense of community that OLQP has provided and wish all the best to those both joining and continuing within our community. As a local resident, I look forward to seeing the school continue to grow and support the learning of all the students.

I strongly encourage anyone who has the ability to volunteer for the P & F or the School Board, to consider doing so, to help support their amazing work.

Once again, thank you to all who contribute to our community and support our amazing kids.

Doug Dippy
Chair OLQP Board, 2022

Assistant Principal Religious Identity and Mission (APRIM's) report

I have been at OLQP for over 6 months now and I'd like to thank everyone for their welcome and support. In this time a group of Year 4–6 students have begun their sacramental program journey, having participated in the Sacrament of Reconciliation last year, and will begin the next stage of the program (Confirmation and Holy Communion) early in 2023.



Our staff retreat last year was themed “The Mercy Way” and underpinned by the Catherine McAuley quote,

“We should be shining lamps giving light to all around us”.

The day was held at St Aloysius College, which is where the Mercy sisters in South Australia first established schools in South Australia. The aim of the retreat was to begin strengthening staff understanding of the Mercy sisters and the story of Catherine McAuley who established the Sisters of Mercy in 1831. As a Mercy school we are inspired by the vision of Catherine McAuley, aiming to foster compassion, justice, respect, hospitality, service, and courage in Mercy tradition.

This learning then flowed into our Good Beginnings program that was taught to all classes in the first two weeks of term. They learnt about who Catherine McAuley was and unpacked the six Mercy values. Building on our staff retreat theme, we aim to continue to strengthen the presence of our Mercy ethos in 2023.

We are now a Mercy Education affiliated school. Mercy Education is responsible for the governance and operation of thirteen Mercy colleges, along with many affiliate schools associated with the traditions of the Sisters of Mercy. As an affiliate school, we will have access to a network of professional learning, gatherings, and student social justice and immersion experiences. This has also given us presence on the Mercy Education website; when users click on Our Lady Queen of Peace School, it will take them straight to our school website.

Mercy is central to the Christian story and, where Mercy describes the particular characteristic or identity of a school, it does so in relation to an understanding of God as merciful. It is also named in connection with the educational endeavours of the Sisters of Mercy; a group of women who have an historic commitment to the expression of mercy in their schools – Mercy Education.

Marissa Redden
APRIM



Finance report

We are pleased to present the 2022 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.

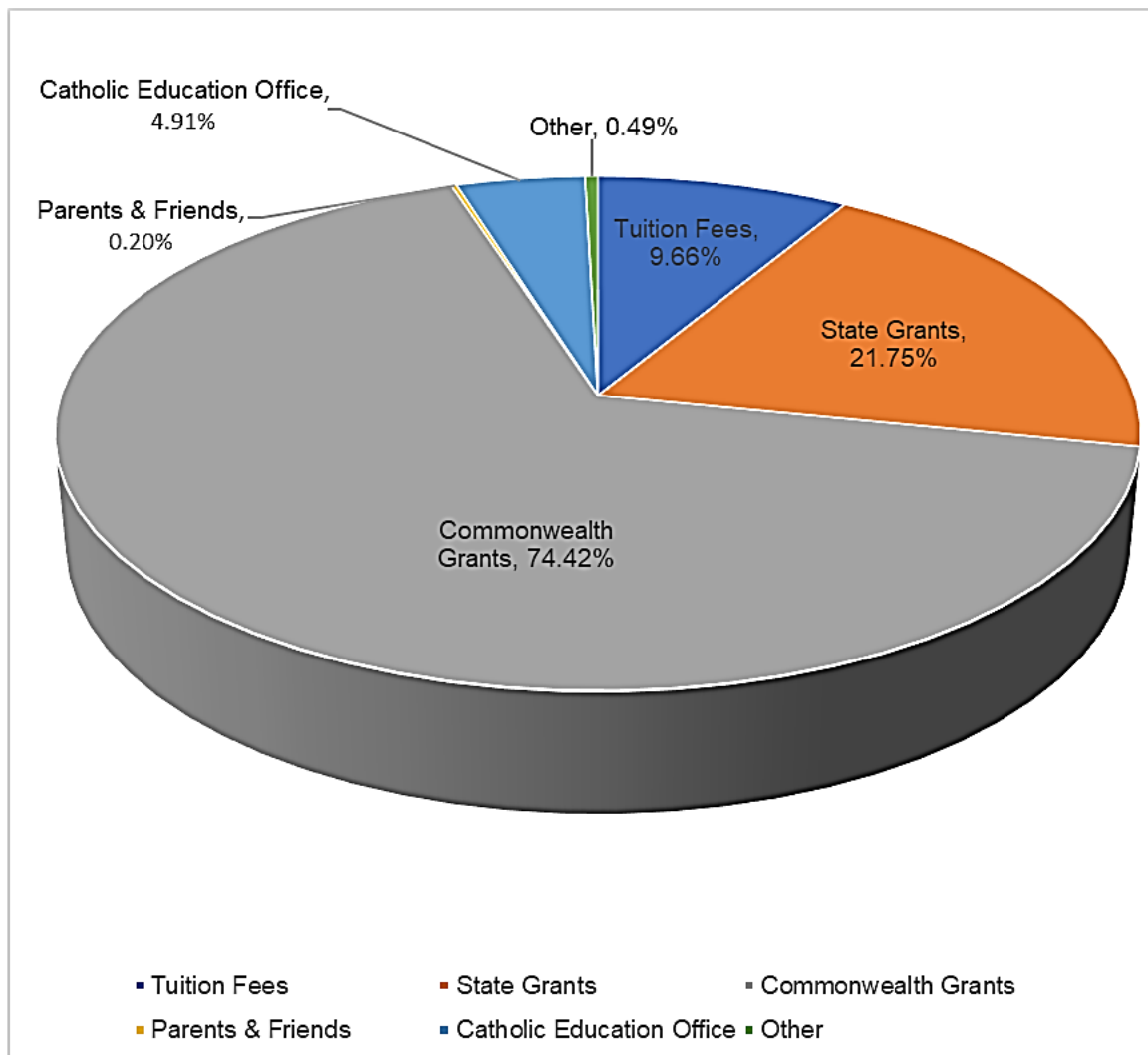
The Principal and School Finance Officer manage the finances in collaboration with the School Board.



Funding for the operation of the school comes from five main sources of income:

1. Commonwealth Government grants
2. State Government grants
3. Catholic Education Office
4. School fees
5. Parents & Friends Committee fundraising and donations

2022 Main Sources of Income



2022 Finances

Our Lady Queen of Peace School has had another successful year, reporting a cash surplus of \$321,817.34. The cash surplus is largely a result of both State and Commonwealth per capita grants and other Commonwealth grants exceeding the 2022 budget by \$378,909.64.

Our Lady Queen of Peace School is committed to providing quality education that is affordable to all families. To assist families with the increasing pressure of daily expenses, the school has reduced school fees for families in 2023, as shown in the table below:

	2022	2023
1 child	\$2,400	\$2,200
2 children	\$4,200	\$3,850
3 children	\$5,760	\$5,280

In 2022, the school commenced its masterplan with school architects (Grieve, Gillett Andersen Architects) for both the future development of Our Lady Queen of Peace School and improvement and refurbishment of current facilities in 2023.

With prior year savings, the school has commenced the following major projects and are due for completion in early 2023:

- Exterior whole school painting
- Music room refurbishment
- Shade sails – Year 5/6 classroom area
- Court resurfacing
- Playgrounds – whole school and early years precinct
- Toilet upgrades
- Food Technology room setup
- Parents & Friends new room
- Upgrade of furniture – indoor and outdoor

Acknowledgement of sub-entities

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

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

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

The Parents & Friends (P & F) Committee had another successful year whereby a cash surplus of \$6,417.15 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.

Diana Frangos
Finance Officer

Staff report

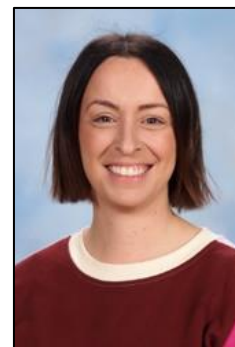
In 2022, our high-quality teaching continued amidst the changes to learning spaces and COVID-19 disruptions.

All teachers promoted a love of learning, encouraging independence, resilience and risk taking along with the capabilities of literacy and numeracy. Our dedicated staff are constantly learning so that we use contemporary, inclusive and the most engaging and meaningful approaches to learning.

As a staff, we have high expectations and adopt a wide variety of innovative teaching practices to help support and challenge every child. Our school is blessed indeed with people who care for the Our Lady Queen of Peace School students and their families.

At the end of 2022, we farewelled some OLQP staff members from our school community. We wish them all well in their new endeavours.

- Lucy Dutton won a permanent teaching position at Rosary School, Prospect.
- Courtney Elliott has accessed parenting leave.
- Kylie Munn and I-Nah Baynes have moved interstate.
- Madeline Green, Jane Hidson, Dayna Martin, Brooke Ward, Natasha Cicchiello, Tori Gray and Michael Higgin have positions at other schools.
- Andrea Bishop, Lorraine Billing and Ali Brock have resigned from their positions.



Adriana Pilla
Leader of Learning

Staff profile

The total teaching staff at Our Lady Queen of Peace School was 17. Of these, there was a full-time equivalent of 11.5.

There were another 17 non-teaching staff, including administration officers, education support officers, and out of school hours care staff.

There were no indigenous staff members at Our Lady Queen of Peace in 2022. There are 5 staff members who held leadership positions, two of which were senior leadership roles.

	Total staff
Teaching	18
Non-teaching	17

Professional learning for staff included:

- Staff faith and formation
- Crossways RE Curriculum
- Living Learning Leading Capabilities – Student Agency
- Clarity
- Choir trainer days
- NCCD moderation and training
- SEQTA training
- EALD – LEAP LEVELS and functional grammar
- Catholic North Western Community meetings
- Junior primary teachers trained in the InitialLit program to be taught in 2022
- WHS online training modules
- Primary teachers trained in promoting writing and literacy development

Student profile

Student enrolment numbers

Year level	August Census
Reception	52
Year 1	26
Year 2	23
Year 3	27
Year 4	18
Year 5	21
Year 6	22
Total	189

Post school destinations

The 2022 Year 6 graduates post school destinations saw the students move to the following schools:

Graduating students	Secondary destination
13	Nazareth Catholic College
7	Mount Carmel College
2	Other

Student attendance

Year Level	Term 1	Term 2	Term 3	Term 4
Reception	88.7%	84.3%	88.0%	92.5%
Year 1	84.7%	91.2%	94.2%	88.4%
Year 2	82.5%	89.3%	92.9%	90.3%
Year 3	85.2%	87.9%	92.4%	88.9%
Year 4	87.2%	89.0%	87.3%	92.6%
Year 5	86.2%	93.2%	92.7%	94.8%
Year 6	79.8%	83.1%	86.7%	87.6%

Student attendance is monitored on a daily basis, and all absences are recorded on our central administration database system, along with other information such as whether it is a known or unexplained absence. If the school has not been notified by the parent of a child's absence, the school will contact a parent via SMS to establish the reason for the student's absence. Teachers monitor student absences and any that are of concern are discussed with the principal and the appropriate action is taken.

Parents and Friends Committee report

Event review & planning

2022 finished with a run of events for the P & F including the school disco, sports day, and Christmas carols evening.

The school disco was attended by 160 students across two sessions. It was a great night enjoyed by all with some impressive dance moves on display. It was felt that next time we would include Year 3 students in the senior disco to even numbers, as well as stage the event in Term 2 of 2023 to take advantage of daylight savings ending.

The P & F played a supporting role in what was a very successful sports day at the Port Adelaide Athletics Club. The P & F provide for sale bacon rolls, a sausage sizzle, drinks, and icy poles for all the champion athletes.

The year concluded with the Christmas Carols evening. Many options were considered – it was important that volunteers had the opportunity to enjoy the night and see their children perform but also give back to the community. The decision was made to have a BYO picnic dinner on the oval together with dessert from O'Connell Street bakery and glorious goodies provided by the P & F. Ice creams from Golden North were a big hit with the children. The raffle prizes were as popular as ever, although this year the P & F had to supplement the donations to make up the baskets.

2023 planning is well underway and hoping to be bigger than ever with new events in the works, focusing on community building, supporting student learning and educational experience. The year will kick off with Shrove Tuesday pancakes for students' morning tea. We have been fortunate in having the batter donated by the Original Pancake Kitchen and Bean Delightful, organised by one of our new members. Students will also be provided with a showbag from the Original Pancake Kitchen.

Community building & fundraising

The big project in the school holidays was moving the P & F room to its new site. The room is looking very inviting now with a big table, couches, and a wall-to-wall wardrobe to hold the second-hand uniform shop clothes, as well as event supplies. The plan is to ensure it's a welcoming space for parents to gather and have fortnightly morning teas that eventually become self-running and build on the school spirit. The space will also assist the committee to plan and run events in a more conducive environment.

The People's Choice Community Lottery is coming to an end, and we are nearing the target set, with plans for a pizza oven to support the Food Technology room and STEM learning. As we move forward in to 2023, the P & F hope to develop a vision for how we want to value-add to the school community.

Summary

Overall, 2022 was a very successful year for the P & F with a greater emphasis on giving back to the community and not focusing as much on fundraising. Despite this, between the second-hand uniform shop and some clever event planning, we were still able to make a good profit which we hope to build on to contribute to a bigger school improvement project.

At the end of 2022, we said goodbye to long term members Corrina Lloyd (previous chairperson) and Sean Knight (treasurer) whom we thank very much for their huge contributions. We are very fortunate to have a number of new members joining us in the new year.

Corin Mitchell
P & F Committee chairperson

Out of School Hours Care (OSHC) report

In 2022 OSHC worked hard to support our school community, providing care before and after school, and running a successful Vacation Care program. Our school-based service continued to work closely with families, supporting them with permanent and casual care. We aim for OSHC to be a safe and supported environment, to provide a “life” balance with time for engaging in play and creative thinking, and down time and leisure activities.



This year we supported 75 families using permanent care and casual care. With a school of approximately 170 families, we touched the lives of a large part of our community. We have children in care across all age groups. Younger children make up our highest numbers with two thirds being in Reception, Years 1 and 2. The remaining third are children in Years 3, 4, 5 and 6. We strive to meet the challenges that mixed aged care requires and are ever mindful of their different needs.

Average daily attendance

- Before school care:
Monday – 20 children
Tuesday, Wednesday, Thursday, Friday – 15 children
- After school care:
Monday, Tuesday, Wednesday, Friday – 30 children
Thursday – 38 children
- Vacation care:
34 children

Some highlights in Vacation Care were our visits to the Botanic Gardens, Adelaide Oval, the SAPOL Road Safety Centre and Zone Bowling Woodville. Our in-house Pirate Day and Pokémon hunts around the school are always a hit. We were at capacity for some holiday sessions. We had no closure days due to low numbers. Vacation Care was accessed by 3 families not enrolled at our school.

Our booking system, Spike, was further developed this year, allowing families to book and cancel care for their children online, simplifying and allowing more timely confirmations.

Major staff members remained constant, allowing for stability and consistency.

Staff continued to prepare Learning Stories. This allows us to send a story and photo of a snapshot of a moment in time home to families. This has generated interest and positive feedback.

A review of our Quality Improvement Plan continues as a tool to ensure we evolve and improve our service.

As reflected in the learning framework, “My Time, Our Place”, we continue to strive to provide children with all-important social and emotional skills. To be a place where children can contribute, share interests and cultures. To provide opportunities for group or individual play, quiet time, a run on the playground or a chat in the sun. A place where each child is celebrated and valued.

Jo Fahey
OSHC Director

Early Learning – Occasional Care and Playgroup

Occasional Care

OLQP Occasional Care runs from 9am–12pm on Tuesdays during the school terms. Children aged 3–5years old (who are toilet trained) are able to attend Occasional Care. During the sessions children engage in activities related to their interests. Our aim for Occasional Care is to assist each child to thrive in an enriching learning environment that inspires individual curiosity, exploration, and creativity.



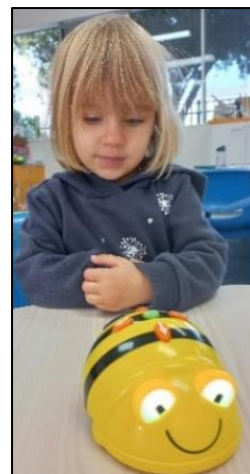
Our Occasional Care program provides opportunities for children to become familiar with the school, meet other children and engage in a range of play-based learning activities. Learning through play allows children to make sense of their world and it helps children to develop their cognitive skills as well as their social and emotional skills. It also allows children to build and gain confidence.

Throughout the Occasional Care sessions, the children engage in activities that help develop their fine and gross motor skills, sensory play, dramatic play, construction, arts and crafts, and activities that help develop literacy and numeracy skills.

During 2022, the Occasional Care children participated in excursions to Gordon Street Playground, and also attended an animal incursion with the Reception classes. We had Wheels Days where the children were able to bring along ride-on toys, scooters, and bikes to ride and learn about road safety. The Occasional Care children also participated in school events such as Shrove Tuesday and the Christmas Carols evening.



OLQP Occasional Care started off the year with five children regularly attending. Part way through the term we had another three new children start, bringing our numbers to eight. For Terms 1 & 2, we regularly had eight children attending. At the start of Term 3, four of our Occasional Care children started school at OLQP as part of the mid-year intake; this meant that we now only had four children at Occasional Care. During Term 4 our numbers increased back up to six regular children and one child who attended occasionally. Of the two of the children that joined in Term 4, one was starting at OLQP the following year and another was a sibling of an OLQP student.



Playgroup

Playgroup is on Wednesdays from 9am–10:30am in Room 9 during the school term. Our Playgroup is open to all families with children 0–5 years of age.

Each week our sessions have a weekly theme, for example - nature play, Wheels Day, science 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 time where we sing nursery rhymes and read a book together.

During the year, the Playgroup families participated in excursions to Gordon Street Playground, a teddy bears picnic at OLQP playground, and a Wheels Day where the children brought along ride-on toys, scooters and bikes to ride around on. Playgroup children also were able to participate in school events such as the Book Week parade and the Christmas Carols evening.

Playgroup encourages learning through play and helps 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 with other adults and build a support network. We have a great group of children, parents and grandparents that regularly attend Playgroup. We also have families attend who are from the wider community, as well as families who are interested in or are enrolled for future years at OLQP. As our Playgroup children grow and move on to school, we regularly have new people join from the wider community as well as the school community.

Due to COVID, playgroup didn't start until halfway through Term 1 and was run from the playground area, as adults were not allowed inside school buildings and were required to wear masks while on school grounds. Our Playgroup numbers started slowly with six children attending regularly with their parents or grandparents. The weather also impacted on the attendance numbers with Playgroup being outside, less people came if it wasn't nice weather.

As COVID restrictions started to decline part way through Term 2, we were able to move Playgroup back into Room 9 and our numbers began to improve with ten children regularly attending and 14 families enrolled. For Terms 1, 2 & 3, mask wearing by adults at playgroup was a requirement and, at times, this did deter people from attending. During Term 4, our numbers continued to increase with another five families enrolling; the families were a mixture from the school community and from the wider community. During Term 4, we had up to 14 children attending our playgroup sessions regularly and 21 families were enrolled.

Rachael Stathis
Occasional Care/Playgroup Coordinator



School surveys

Parent, student and staff satisfaction

Each year we survey our students, parents, and staff in regarding to our school community.

There is a focus on each of the surveys or the ongoing data that is collected. All staff, students and families had access to the LLL Survey.

The principal also interviewed over 10% of school families.

Student – class surveys

With the introduction of the Pulse Check Data Collection, the school has been using this as its form of collecting data on student satisfaction. This was completed four times last year.

School improvements – Annual Improvement Plan 2022

Domain	Action	Commentary
Catholic Identity	<p>Deepen and develop teachers' understanding of why we pray and class prayer strategies.</p> <ul style="list-style-type: none">• Increase awareness of styles and ways to raise engagement in children.• Ensure each class has a prayer focus space and a Cross in their room.	<p>All classes engage in daily prayer and have an understanding of creating a sacred space.</p>
	<p>Promote the words of Catherine McAuley “Do ordinary things extraordinarily well” and “reside to do good today and better tomorrow”.</p> <ul style="list-style-type: none">• Begin our year with immersion and explanation.• Banner on Newsletter.• Raised at meetings, assemblies.• Introduction of school assembly award.	<p>Staff and students will be familiar with the words of Catherine McAuley (who did the work of Jesus) and “live them” in their everyday life.</p> <p>There is a Catherine McAuley Award given to each year level at assembly by the APRIM for children demonstrating the words of Catherine McAuley in their actions.</p>
	<p>Staff formation</p> <ul style="list-style-type: none">• Staff engagement in Graduate Certificate and faith formation PD.• Staff retreat.	<p>Leaders, staff, and students regularly engage in spiritual and Religious Formation.</p> <p>Staff retreat occurred at St Aloysius College.</p>

Domain	Action	Commentary
Curriculum and co-constructed learning and assessment design	<p>Whole school approach to Literacy</p> <ul style="list-style-type: none"> • The introduction of InitialLit in the Early Years. • Intervention for students in Year 1-6. • Introduction of 'Promoting Literacy Development' in Year 3-6. 	<p>The implementation of these programs has allowed student success R-6 and a consistent approach in the school.</p>
	<p>Teacher engagement with the AITSL Teacher Standards</p> <ul style="list-style-type: none"> • Teachers receive professional learning from CESA on the standards. • Staff engage with the online assessment tool. • Staff are to identify goals to work on through the years. • Some staff might work towards HALT. • AISTL standards and goals to be discussed each term with the principal. 	<p>Teaching staff have goals set from their self-assessment tool.</p> <p>Every teacher had two observations and feedback sessions based on their goal.</p> <p>Increasing teacher practice.</p>
	<p>Introduction and development of a STEM area and learning</p> <ul style="list-style-type: none"> • Engagement with University of Adelaide to develop "STEM teacher in residence program". • Staff professional learning on STEM learning and how to use purchase digital technology. 	<p>Year 5/6 students engaged in STEM activities on two occasions.</p> <p>Year 6 girls are part of Women in STEM – six visits and a graduation.</p> <p>Purchasing of Spheros, BeeBots, Osmo and Lego WeDo Kits.</p> <p>Development of STEM space through the redesign of the library.</p>

Domain	Action	Commentary
Student agency, identity, learning and leadership	Renew the learning spaces to support high quality teaching and learning. <ul style="list-style-type: none"> • Review the physical learning spaces. • Possible reallocation of learning spaces. • Plan for a staged refurbishment. 	Working with students, staff, and School Board on reviewing learning areas and possible changes moving forward – 2023 whole school flip, moving of music and parent rooms. Update of student toilets planned.
	Review of current outdoor learning spaces. <ul style="list-style-type: none"> • Review current outdoor areas. • Survey students about recess and lunch play options. 	Consultation with Climbing Tree regarding nature play area for the school. Survey of SRC about needs, design consultation with staff, students, and families – 2023 new Nature Play. Introduction of “Just Dance” in Bilyonendi Hall at lunchtime – great student response and participation.
	Students contribute to task design, assessment modes and feedback to parents/caregivers. <ul style="list-style-type: none"> • Students to be involved in 3-way conversations, which they will lead, in the Term 3 Parent Teacher interviews. 	Staff worked with students individually regarding the Key Capabilities used for the 3-way conversations.

Domain

Action

Commentary

Community engagement

The school creates a culture of welcome and inclusion that recognises difference and diversity, and establishes ongoing strategic relationships with the parish, agencies, community groups, and businesses to enhance learning opportunities, outcomes, and pathways for students.

- The formation of a Hospitality Action Plan.
- The school to find opportunities to make links and work in partnership with the parish.
- Relationship development with CNWC and a sense of belonging for staff.

A variety of families from different backgrounds were interviewed by the principal.

Our advertising campaign reflected the many different cultures in the school.

A school Hospitality Action Plan was created and opportunities to invite families in were created.

Both Marissa (APRIM) and I are part of Parish Council.

Networking with schools in the CNWC has begun at both Principal, APRIM and teacher levels.

Making people aware that there is a Catholic School in Albert Park and what we have to offer.

- Relationship development in ELC in and around the Albert Park community.
- Advertising through a marketing campaign with oOh!media.

Principal has met with a number of Early Learning Centres in the region and discussed partnership opportunities.

Strategic plan regarding the location of advertising campaign as well as data collected on where our students live.

Bring OLQP Facebook page to new life, regular updates and strategic posting.

Clear vision of what Facebook is used for. We have seen a significant increase of families 'liking' our page (over 300%).

Domain

Action

Commentary

Optimal resource allocation, infrastructure provision and capital development capacity

Demonstrate effective stewardship of finances, resources and facilities, focused on meeting identified needs and future demands.

- Plans for further development of resources and infrastructure to support the future needs of the school.
- Increase student enrolment numbers.
- Review of current school fees:
 - To ensure affordability,
 - Comparable school fees to other Catholic schools in the area.

The school has developed a Master Plan looking at future development and resourcing including a 5-year finance plan.

We have seen an increase in enrolment over the year: February census 171, end of year 184.

Review of school fees for 2023 – reduction from \$2400 to \$2200.

