School Name: OUR LADY OF THE ANGELS
Postal address: 30 WARRABA AVENUE, WAVELL HEIGHTS QLD 4012
Phone: (07) 3359 9198  Fax: (07) 33598068
Email: pwavellheights@bne.catholic.edu.au
School website: www. olawavellheights.qld.edu.au
Contact Person: Mr David Cashman

Principal’s Foreword
Introduction

Our Lady of the Angels is a co-educational primary school on the north-side of Brisbane with a current enrolment of 572 from Prep to Year 7. Our school offers a contemporary approach to teaching and learning, an enviable standard of integrated technology, many extra curricula activities and the benefits of being a high quality inclusive Catholic school. Our Lady of the Angels promotes a rounded education that encourages personal growth based on Christian values. We assist students to develop a knowledge of other cultures, languages, environmental awareness and social considerations. Students are encouraged to participate as fully as they can in the life of the school.

As our mission statement proclaims, our community seeks to empower and celebrate all as lifelong learners and leaders who are inspired by the lives of Nano Nagle and St Francis. As a Catholic school, we also strive to deepen an understanding of, and nurture a relationship with our God, through an extensive Religious Education program and community worship opportunities based on Catholic traditions. Our students are encouraged to shine with life, learn with love and grow with God.

School Profile

Our Lady of the Angels is a Catholic school administered through Catholic Education, Archdiocese of Brisbane.

Coeducational ☑ or Single Sex ☐
Year levels offered: Primary ☑ Secondary ☐ P-12 ☐
Total student enrolments for this school 572

Total Enrolment 572  Girls 294  Boys 278
Characteristics of the student body

The community of Our Lady of the Angels school prides itself in being welcoming and inclusive. Our students come from a variety of different cultural backgrounds. The school is comprised of students and families from many different cultures. The diversity and complexity of our student body enriches our community as we encourage our students to be tolerant, just and compassionate towards others.

Our distinctive curriculum offerings

During 2012, our school consisted of multi-age classes in Senior Primary (Years 6 and 7). This allows for multi-level teaching and learning in outcomes-based education. Our curriculum framework provides for the development of connected curriculum units based on relevant, authentic concepts focusing on the roles of the life-long learner. During this year, the teaching staff continued the process of familiarisation and implementation of the Phase One of the Australian Curriculum, English and Mathematics, and focussed in more detail on History and Science.
Extra curricula activities

At Our Lady of the Angels school, we offer a variety of extra-curricula activities in an attempt to meet the diverse needs of our learners. Our students are encouraged to participate in the following activities:
*Public speaking and debating.
*Speech and Communication.
*Chess club.
*Instrumental music (strings, band, percussion, piano guitar).
*Art classes and claymation.
*Gumnut, Middle Melodies and Senior Sounds Choirs.
*Optiminds.
*AFL, rugby league, touch football, netball, swimming, cross country, indoor rock climbing and athletics.
*Sport Representation in City Districts and Metropolitan North Teams.
*Foundation Cup (rugby league) and QC Cup (netball)

How Information and Communication Technologies are used to assist learning

Information and Communication technologies are used to assist learning in a variety of ways at Our Lady of the Angels. Interactive whiteboards, computers (including ipads, macbooks and iMacs), digital cameras and video cameras, are used by teaching staff as tools to engage students in creating and designing new ideas. Teachers embed ICLT in their learning pedagogy. Our staff have begun the process of engaging with the Learning Management tool LIFE where students and staff are able to utilise a wide variety of digital technologies to design and create blogs, wikis, iMovies and podcasts throughout the learning process. ICT is fully integrated into our everyday learning.

Social climate inclusive of pastoral care and our response to bullying

OLA seeks to be responsive to the needs of the children, staff, their families and the wider community. Our school strives to create the optimal educational environment. Recognising the uniqueness of individuals and their God-given talents, we endeavour to enhance the self-concept of each child and to provide a stimulating environment, which nurtures an on-going love of learning. Within this environment, we reflect Gospel values by responding to the pastoral needs of our community. Our Year 7 leaders are an integral part of the Leadership Program of the school and are linked to a class each term. At OLA we recognise that all children have a right to be safe and to learn while at school. Bullying in any form is not tolerated. Our school’s anti-bullying policy, positive behaviour focus, whole school reward system, peer mediator program, established communication procedures and strong partnership between home and school, provide an effective framework for dealing with any instances of bullying that may arise.
Parent, student and teacher satisfaction with the school

Our Lady of the Angels has an extremely active parent/caregiver, staff and student body, who are all continually involved in school life. With a renowned Parish and school community; little turnover of our highly regarded staff; successful whole school behaviour management program; designated leadership program for students across Years 6 and Year 7; thriving Parents and Friends Association; active School Board; extensive waiting lists and particularly large numbers of enrolment applications for Prep each year, it is reasonable to assert that students, staff, parents and caregiver satisfaction with Our Lady of the Angels is of a high level.

Parent involvement in their child’s education

Parents and Caregivers are involved in their child’s education in a multitude of ways at Our Lady of the Angels. These include:-
1. Parent helpers in the classroom (for reading groups, literacy and numeracy rotations, or art classes)
2. Parent helpers assisting in the library (by covering new books, shelving and Book Club)
3. "Support a Reader" program. Parents and caregivers involved in this program support students with their reading. They have been trained by staff in using a variety of strategies to assist with reading development.
4. Parents are involved in helping teachers in implementing the Early Years Perceptual Motor Program.
5. Parents are involved in the various aspects of running school athletic, swimming and cross-country carnivals. A number of parents assist with coaching various sports such as rugby league and netball.
6. Our very active P & F and School Board raise funds, co-ordinate activities and social events, and facilitate our Art Exhibition and biennial OLA Carnival.

Staff Profile

<table>
<thead>
<tr>
<th>Workforce Composition</th>
<th>Teaching Staff</th>
<th>Non-teaching Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Headcounts</td>
<td>34</td>
<td>16</td>
</tr>
<tr>
<td>Full-time equivalents</td>
<td>29</td>
<td>8</td>
</tr>
<tr>
<td>Indigenous</td>
<td></td>
<td>0</td>
</tr>
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Qualifications of all teachers

<table>
<thead>
<tr>
<th>Highest level of attainment</th>
<th>Percentage of teachers and leaders at the school attaining this level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Doctorate</td>
<td>0%</td>
</tr>
<tr>
<td>Masters</td>
<td>26%</td>
</tr>
<tr>
<td>Post Graduate Diploma/Certificate</td>
<td>6%</td>
</tr>
<tr>
<td>Bachelors Degree</td>
<td>62%</td>
</tr>
<tr>
<td>Diploma/Certificate</td>
<td>6%</td>
</tr>
</tbody>
</table>
Expenditure on and teacher participation in Professional Learning

The total funds expended on teacher professional learning in 2012 was $45,656.

The major professional development initiatives were as follows:

1. Familiarisation and unpacking of the Australian Curriculum, History and Science with all staff.
2. Professional engagement by the Leadership team, Curriculum Support Teacher and Year 4 and Prep Teams in learning about and beginning to engage with the Learning Management System, LIFE.
3. Continuing to collaboratively engage with our Curriculum Support Teacher, Leadership Team and other teaching staff in an on-going process to inform the teaching, learning and planning cycle.
4. Continuing whole school involvement in the engagement and utilisation of a Mathematical consultant focusing on developing computation strategies across the year levels.
5. Training and engagement of staff in becoming a Kids Matter school.

School Income by Funding Source

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

To access our school income details, click on the My School link above. You will then be taken to the My School website with the following: ‘Find a school’ text box.

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

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

Average staff attendance rate

The staff attendance rate was 96.66% in 2012.

Proportion of staff retained from the previous school year

From the end of the 2011 school year, 94.12% of staff were retained by the school for the 2012 year.

Key Student Outcomes

<table>
<thead>
<tr>
<th>Whole School Attendance Rate</th>
<th>94.7%</th>
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</thead>
<tbody>
<tr>
<td>Prep Attendance Rate</td>
<td>N/A</td>
</tr>
<tr>
<td>Year 1 Attendance Rate</td>
<td>94.7%</td>
</tr>
<tr>
<td>Year 2 Attendance Rate</td>
<td>96.0%</td>
</tr>
<tr>
<td>Year 3 Attendance Rate</td>
<td>96.0%</td>
</tr>
<tr>
<td>Year 4 Attendance Rate</td>
<td>94.9%</td>
</tr>
<tr>
<td>Year 5 Attendance Rate</td>
<td>93.9%</td>
</tr>
<tr>
<td>Year 6 Attendance Rate</td>
<td>94.9%</td>
</tr>
<tr>
<td>Year 7 Attendance Rate</td>
<td>93.0%</td>
</tr>
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Policy and practice to manage student attendance

Teaching staff are required to mark an electronic roll twice each day—once in the morning and once in the afternoon. Parents are required to either verbally inform the school either by phone or in person, or by writing either an email or letter that their child/ren will be absent. Teaching and Administration staff make these notes in our School and Student Data System. Children who have been away for more than three days, without any communication, are contacted by class teachers and Administration staff are also informed.

Student Achievement – NAPLAN for Years 3, 5, 7

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

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

To access our NAPLAN results, click on the My School link above. You will then be taken to the My School website with the following

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