Principal’s Foreword

Introduction

St Oliver Plunkett School has a proud tradition of providing our students with a challenging, contemporary and supportive learning environment where students can learn about themselves, their world and their loving Creator. We work closely in partnership with our families, the Parish and broader community in order to ensure that our students grow and develop according to their abilities, talents and potential. This report reflects our commitment to our students and to our responsibility towards accountability and transparency.

St Oliver Plunkett School is registered with the Australian Government, to accept full-fee paying overseas students, when vacancies occur. The school is registered under the title of "The Corporation of Trustees of the Roman Catholic Archdiocese of Brisbane, trading as St Oliver Plunkett School, CRICOS Provider No. 01677B, Course No. 024667C, Medibank Private Id No. NQ 3046
Characteristics of the student body

Our school has a total enrolment of 517, made up of 278 girls and 239 boys across our Prep to Yr 7 classes. We have 82% of our students identifying as being of the Catholic faith tradition. We invite enrolments from children coming from other faith backgrounds when vacancies occur. 70% of our student community resides within the boundaries of our St Oliver Plunkett Catholic Parish. We have approximately 15% of our students with an ethnic background other than Anglo-Saxon. Cultural diversity has been an ongoing and developing part of our school community and our commitment to the development of all our students is enriched as we interact with and learn from one another about our cultural backgrounds.

The students at our school are well-mannered, friendly, energetic and keen to learn. Their open welcoming outreach is a feature of our school community and attests to our efforts in making our school a "home away from home" (as featured in our school song).

Our distinctive curriculum offerings

In addition to Religious Education, the school implements the 8 Key Learning areas as prescribed by the Queensland Studies Authority. We are also implementing a phased approach to the new Australian Curriculum. Other distinctive offerings relate to the provision of programmes delivered by specialist teachers in Art, Music, Japanese and Physical Education.

Support of children's learning is delivered through the employment of two full time Learning Support teachers, a part time Guidance Counsellor, school officers supporting students requiring individual or small group assistance, a part time support teacher, as well as a Literacy Support Aide who works across the Early Years classes.

Children with special learning needs are supported through regular planning and review meetings which include all stakeholders.

English as a Second Language support is offered to new arrivals students and those who speak another language at home. Full fee paying students are assisted in organizing private tutoring if required.

Other curriculum offerings include Dance Fever (which covers the dance component of the Health and Physical Education syllabus), social skills programmes, pastoral care initiatives and Multi-Lit programmes in lower year level classes.

Students in Yrs 5-7 are involved in an outdoor education camp programme, which sequentially and cumulatively develops students' outdoor education skills.
Extra curricula activities

Extra Curricula activities at our school include private music tuition for piano, speech and drama and soccer.
In Terms 1 and 4 Water Polo training occurs before school and is conducted by a staff teacher with parent support.
Our students can join a Junior or Senior Choir and perform for the local Parish and wider community, as well as participating in Choral festivals and eisteddfods.

How Information and Communication Technologies are used to assist learning

With the generous assistance of our Parents and Friends Association, we have provided each teacher with a designated laptop, purchased and rostered additional Notebook computer trolleys - providing an additional 36 computers for class usage. We have also purchased and installed Interactive Electronic Whiteboards into every classroom and made available digital recording devices, ipads and a designated class digital camera.
We continue to update the small lab of computers in the Library for class lessons and research.
Each teacher incorporates ICT access into Unit and programme planning and assessment. The Upper year levels incorporate a variety of media assessment options for student assessment.
We have commenced the Professional development required for the introduction of our iPad trail programme in Yr 6 in 2013. We also purchased 27 ipads and have prepared them for use within the iPad trail.

Social climate inclusive of pastoral care and our response to bullying

In all our relationships we endeavour to instill the Gospel values of Christ emphasizing justice, truth and respect - key elements of our mission and motto. Staff, students and families work within a climate of trust and respect to achieve our common goals. Each term we implement a Pastoral Care day with the students. Teachers are involved in working with students across all year levels. We also hold a Skills and Talents show where children volunteer to share their God-given talents with the rest of the school. Students are also encouraged to share with us their out-of-school activities and achievements.
Weekly assemblies provide opportunities for the school to celebrate, pray together and promote our values and rituals. Families are always welcome to attend all such gatherings. Our Parents and Friends Association organizes social discos, bbqs and parent only social events.
The School Board developed our Anti-Bullying policy after consultation with all stakeholders. We also have implemented the School Wide Positive Behaviour programme to address all behaviour issues. We are planning for undertaking Stage Two training for all staff members.
Parent, student and teacher satisfaction with the school

Feedback regarding this area is gathered in many formats - online and paper surveys to families and staff as part of our Internal Review processes, informal personal approaches to parents and those in the wider community, parent-teacher interviews and organised focus group meetings when required. Feedback is also received from the Parents and Friends Association, Keep in Touch communication books, emails, personal notes from families and phone calls.

Recent feedback received from a series of online and paper surveys, conducted by the School Board and the staff, indicate a high level of satisfaction with school climate, programmes and support given to our students and families.

Parent involvement in their child’s education

Working in partnership with families forms the basis of our relationships and our efforts in providing the best possible teaching and learning opportunities for all students. Parents and carers are invited to participate in the following ways:
- School Board membership
- Parents and Friends Association
- Class room assistants - literacy, cooking, computer skills, library assistance
- Participation in excursions - where required
- Parent information evenings
- Class liturgies and celebrations of learning
- Tuckshop rosters and working bees
- Class convenor role
- Motor program assistance

Staff Profile

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<thead>
<tr>
<th>Workforce Composition</th>
<th>Teaching Staff</th>
<th>Non-teaching Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Headcounts</td>
<td>33</td>
<td>1</td>
</tr>
<tr>
<td>Full-time equivalents</td>
<td>4</td>
<td>10.6</td>
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<tr>
<td>Indigenous</td>
<td></td>
<td>1</td>
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Qualifications of all teachers

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<tr>
<th>Highest level of attainment</th>
<th>Percentage of teachers and leaders at the school attaining this level</th>
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<tbody>
<tr>
<td>Doctorate</td>
<td>0</td>
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<tr>
<td>Masters</td>
<td>19</td>
</tr>
<tr>
<td>Post Graduate Diploma/Certificate</td>
<td>27</td>
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<tr>
<td>Bachelors Degree</td>
<td>49</td>
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<tr>
<td>Diploma/Certificate</td>
<td>5</td>
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Expenditure on and teacher participation in Professional Learning

The total funds expended on teacher professional learning in 2012 was $56936.
The major professional development initiatives were as follows:

ICLT in the Curriculum
Reading to Learn and Universal Design for Learning workshops
School Wide Positive Behaviour support training
National Curriculum workshops and training in History
Year level Co-operative planning sessions
IEP and EAP team and family planning sessions
Religious Education workshops and in-service
Administration team conference

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 97.96% in 2012.

Proportion of staff retained from the previous school year

From the end of the 2011 school year, 98% of staff were retained by the school for the 2012 year.

Key Student Outcomes

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<thead>
<tr>
<th>Whole School Attendance Rate</th>
<th>94.5%</th>
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<tbody>
<tr>
<td>Prep Attendance Rate</td>
<td>N/A</td>
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<tr>
<td>Year 1 Attendance Rate</td>
<td>95%</td>
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<tr>
<td>Year 2 Attendance Rate</td>
<td>96.3%</td>
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<tr>
<td>Year 3 Attendance Rate</td>
<td>94.6%</td>
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<tr>
<td>Year 4 Attendance Rate</td>
<td>93.4%</td>
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<tr>
<td>Year 5 Attendance Rate</td>
<td>94.8%</td>
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<tr>
<td>Year 6 Attendance Rate</td>
<td>91.6%</td>
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<tr>
<td>Year 7 Attendance Rate</td>
<td>94.7%</td>
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Policy and practice to manage student attendance

Class rolls are marked electronically two times per day. Management of rolls is undertaken by an Administration Team member. The new system automatically calculates absences, late arrivals and early departures. These figures are then recorded on the Semester One and Semester Reports for each student. Teachers discuss any unexplained or prolonged absences with a member of the Administration team and families are contacted to discuss any matters that pertain to attendance issues. Our phone-in message service allows families to notify of absences each morning. This dedicated line is monitored by the Secretary before school commences each day.

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.

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