



**Brisbane
Catholic
Education**

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ANNUAL SCHOOL REPORTING – 2016

CATHOLIC EDUCATION, ARCHDIOCESE OF BRISBANE

SCHOOL PROFILE

School name Our Lady of the Way School

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School website www.petriecatholic.com/school

Contact person John Parkinson - Principal

Principal's foreword

Our Lady of the Way school teaches the Australian Curriculum and provides access, participation and authentic outcomes to learners. " We seek to build a learning community, enabled by diversity and united in faith for today, tomorrow and into the future. Therefore our mission is to build a community that celebrates faith, learning and diversity." Community, Faith, Learning and Diversity are our 4 pillars. We have developed each of our pillars into frameworks. In supporting parents, we teach this with authoritative parenting in mind : we are assertive about our beliefs and supportive of our community coming to understand our pillars and their importance.

Our whole school pedagogy is built around explicitly teaching 'good community, good learning, good faith and good diversity' by teaching the elements in each framework. Good Community is about: Using the Golden Rule, Participating, Pursuing, Being reasonable and Being sensible. Good Learning is about: Using the Four Steps, Thinking, Participating, Pursuing and Demonstration. Good Faith is about: Hospitality, Service, Scripture, Prayer, Forgiveness & Reconciliation Good Diversity is about: Taking on challenges Persistence, Putting in effort, Feedback, Empathy and wanting to learn, improve and succeed.

School facts

Our Lady of the Way School 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: 376 Girls: 195 Boys: 181

Characteristics of the student body

Our Lady of the Way Primary School has a strong link with its Mission and Vision Statement. The Mission & Vision Statement is made of 4 pillars: Community, Faith, Learning and Diversity. Each pillar is developed into a framework. We explicitly teach the elements of the frameworks because we want our learners to be Good Community people, Good Faith People, Good Learners and Good Diversity people. OLW has approximately 354 students from 251 families. OLW is a two stream coeducational school from P-6. OLW has 13 class groupings: traditional groupings from Prep to Year 4, and 3 groupings of Year 5 & 6. Student religious background is predominantly Catholic. Other Christian and non-Christian faiths are represented in the school. Student cultural backgrounds include: Aboriginal or Torres Strait Island, Australia, India, New Zealand, Philippines, England, Scotland, South Africa, Zimbabwe, Republic of South Korea. First languages, other than English, include: Arabic, Cantonese, Malayam, Tagalog, Thai, Mandarin, French, Hindi, Spanish, Gujarah and Karen. Approximately 10% of our students have special needs. Students typically transition after Year 6 with an increasing number enrolling at Mt Maria, Petrie.

Social climate

We explicitly teach our 'Good Community' Framework. This is based on principles from Play is the Way. This programme involves teaching and playing games to practice and learn appropriate social/emotional behaviours. Bullying incidents are investigated in terms of the being 'defined as repeated verbal, physical, social or psychological behaviour that is harmful and involves the misuse of power by an individual or group towards one or more persons (National Safe Schools' Framework, 2011). Statements from victim and perpetrator are taken. If there is evidence to suggest bullying we teach the victim to speak with the perpetrator, in the presence of the principal. We teach the perpetrator strategies to use that will cease the bullying behaviour. The perpetrator uses our apology process. The perpetrator has a plan of what they will do to 'earn back the victims trust and respect'. The plan is monitored daily by principal or delegate using a check in system. Formal Sanctions of : Detention, Suspension and Exclusion may be used if the above strategy fails to engage the perpetrator in learning appropriate behaviours.

Curriculum - our distinctive offerings

OLW provides learners with access, participation and authentic outcomes with the Australian Curriculum. OLW offers all learners quality teaching and learning in LOTE (Italian), Music, Art and HPE each week. OLW offers specialized Dance classes to all year levels for one term a year. OLW offers students in Years 4-6 weekly boxing classes. OLW teachers provide learners with learning intentions, success criteria, next steps and feedback. OLW students participate in district and zone sport. Students in Year 2 and Year 4 attend swimming lessons. Senior students have the opportunity to participate in the Chess club and Robotics Club.

Curriculum - our extra curricula activities

OLW learners have the opportunity to participate in instrumental music tutoring. Private tutors are available to teach guitar, drums, keyboard and strings. OLW learners have the opportunity to participate in tennis lessons and martial arts lessons after school hours. OLW learners have the opportunity to participate in Friendship Club which is convened every day at both breaks. Friendship club involves games and dance. OLW has continued to support the OLW Playgroup who meet weekly.

Parent, student and teacher satisfaction

The BCE staff survey rates OLW staff with a 4.22/5.00 level of satisfaction with areas associated with: Job Satisfaction, Engagement, Role Clarity, Recognition, Support etc. This indicates a high level of satisfaction among staff. Parent satisfaction is sought through responses to cyclical component review items. In 2016 OLW reviewed its practices in Prayer & worship, Curriculum Design and Development, Accountability and Compliance & School Improvement. An average rating of 5 (inclusive of parent responses) is encouraging. In 2016 OLW participated in External Review. As part of this process parents were consulted and commented strong satisfaction with OLW pillars (Learning, Community, Faith, Diversity) was recognized. Student satisfaction is measured through data obtained from 'walkthroughs'. On average 95% of students are able to: articulate their learning, what they need to do to be successful, participation in feedback and being able to make learning plans.

Parent engagement

OLW community has had significant learning in Parental Engagement. We subscribe to Cathy Quinn's 6 Strategies: Authoritative Parenting, The Value of Learning, Have high expectations, Family led learning in the home, Taking an active interest and Communication with School. What we have learnt is not to tell parents what to do but let them know how they can significantly influence their child's achievement at school through these strategies. We pursue this through the newsletter and school app.

Parental Involvement is welcomed in the form of P&F, School Board, Parent Helpers in classrooms, attendance at Liturgy and Assembly.

All parents and carers of learners with special needs are invited to meet with regards to educational plans and adjustments and handover meetings at the end of the year.

SCHOOL ACHIEVEMENTS

Achievements - progress towards goals

1. Mission & Religious Education: successful validation of RE programme; development of recommendations to the Catholic Identity Project; School Renewal of Component 1.3 Prayer and Worship rates 5/7.
2. Learning & Teaching: High Yield Strategies are embedded in work practices through timetabling release time for teacher collaboration.
3. Professional Practice & Collaborative Relationships: a successful external review provided commendations and recommendations for future planning. Parental Engagement continues to develop home/school liaison. Staff Personal Learning Projects are highly valuable.
4. Strategic Resourcing : movement towards using data in a simpler and more refined way in planning. The Technology Access Levy provided the classrooms with new technology and allowed for old technology equipment to be reassigned. The OLW Parent Portal has continued to develop and has some popularity with parents.

Future outlook

OLW will continue to refine, integrate and communicate the school wide pedagogy strategy and associate projects. OLW will look for structured opportunities to provide further spiritual and faith formation for staff. OLW will explore ways that school officers might better engage with teachers and pedagogy.

STUDENT OUTCOMES

Whole school attendance rate			94.00	%
Prep attendance rate	95.00	%	Year 4 attendance rate	97.00 %
Year 1 attendance rate	94.00	%	Year 5 attendance rate	92.00 %
Year 2 attendance rate	94.00	%	Year 6 attendance rate	92.00 %
Year 3 attendance rate	94.00	%		

Management of non-attendance

Our school recognises that every day of attendance contributes towards a student's learning and that maximising school attendance enhances academic outcomes. Our school has a responsibility to record student attendance and respond to instances of irregular attendance. Our school, and by virtue of their employment, our teachers, are legally required to monitor and record attendance of students in their care on a daily basis, whether absent or present in class, on excursion or at a school based activity. Legal guardians of children have a legal obligation, as set out in the Education (General Provisions) Act 2006, to ensure a child is enrolled at and attends school. Attendance is registered in eMinerva twice a day.

NAPLAN results

Average NAPLAN results

	Year 3		Year 5	
	School	Aust.	School	Aust.
Reading	394.50	425.70	469.16	501.70
Writing	384.06	420.50	421.69	475.40
Spelling	399.69	420.10	462.42	492.90
Grammar & punctuation	403.15	436.30	460.28	505.00
Numeracy	377.33	402.20	461.98	492.90

STAFF PROFILE

Workforce composition	Teaching staff	Non-teaching staff
Headcounts	32	25
Full-time equivalents	26.90	14.63
Aboriginal and Torres Strait Islanders	0	

Highest level of attainment	Number of teaching staff (teaching staff includes school leaders)
Doctorate	0
Masters	4
Post Graduate Diploma/ Certificate	0
Bachelor Degree	26
Diploma/Certificate	2

Expenditure on and participation in teacher professional learning

The total funds expended on teacher professional learning in 2016 was \$ 37,780

The major professional development initiatives were as follows

Weekly literacy/numeracy coaching. Weekly feedback to students. 7 x Professional Development Days; Consistency of Teacher Judgement, Administration, Development of Good Faith Framework, RE Validation, Catholic Identity Project, DELT - Learn Collaborative; Parental Engagement, Technology Access Levy.

Average staff attendance rate The staff attendance rate was 96.71 % in 2016.

Proportion of staff retained from the previous school year

From the end of the 2015 school year, 99.0 % of staff were retained by the school for the 2016 year.

SCHOOL INCOME

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/>

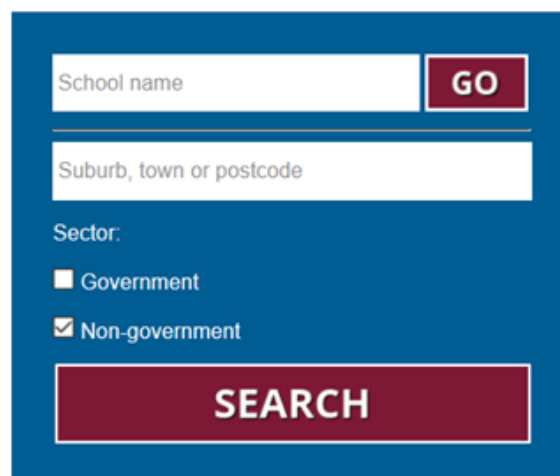
To access our school income details, click on the My School link above. You will then be taken to the My School website with the following:

'Find a school' text box.

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.

Find a school



The screenshot shows a search interface with a dark blue background. At the top, the text 'Find a school' is displayed. Below this, there are two input fields: 'School name' and 'Suburb, town or postcode'. To the right of the 'School name' field is a red button with the text 'GO'. Below the input fields, the text 'Sector:' is followed by two radio button options: 'Government' (which is unselected) and 'Non-government' (which is selected with a checkmark). At the bottom of the form is a large red button with the text 'SEARCH' in white capital letters.