



SCHOOL PROFILE

School name Our Lady of the Way School

Postal address 38 Armstrong Street, PETRIE, QLD, 4502

Phone (07) 3285 2977

Email ppetrie@bne.catholic.edu.au

School website www.ourladyoftheway.qld.edu.au

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: 338 Girls: 174 Boys: 164

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 and keyboard.

OLW learners have the opportunity to participate in tennis 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 4.43/5.00 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 4 surveys about our Pillars: Community, Learning, Faith & Diversity. All parents were invited to complete one survey. On average, parents saw our pillars as very important (4.25/5) in the development of their child and they were very satisfied with the school (4/5 scored on the likert scale).

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 sees parental engagement as the things parents and carers can do at home that can have a significant influence on their child's achievement at school.

Our Parental Engagement Facebook page (<https://www.facebook.com/olwparentengagement/>) posts a range of scripts and easy information for parents and carers to support them in having conversations with children about good learning, good community, good faith and good diversity. Our posts also include ways of being able to significantly assist in practicing reading.

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, adjustments and handover meetings at the end of the year.

SCHOOL ACHIEVEMENTS

Achievements against 2017 annual plan

1. Strong Catholic Identity: continued development of recommendations from the Catholic Identity Project : teaching of school religious icons; staff spirituality and formation using BCE Spiritual Formation Framework; 3 worlds of text; professional development with Kevin Treston.
2. Excellent Teaching and Learning: achievement of reading and writing goals; development of high yield strategies: walkthroughs, data walls, review & response meetings.
3. Building a Sustainable Future: continued development of personal learning projects and coaching with staff. This project is based on andragogy - adult learning. All staff projects are in the direction of literacy and/or numeracy improvement in classrooms.

Future outlook

1. Strong Catholic Identity: recontextualization of Marian traditions within BCE Spirituality Framework and linked to the OLV Good Faith Framework.
2. Excellent Teaching and Learning: student achievement at or beyond BCE benchmarks in reading (P-2) and writing (3-6).
3. Building a sustainable future: developing high yield strategies from a novelty inclusion into common everyday practice.

STUDENT OUTCOMES

Whole school attendance rate			94.00	%
Prep attendance rate	94.00	%	Year 4 attendance rate	94.00 %
Year 1 attendance rate	95.00	%	Year 5 attendance rate	96.00 %
Year 2 attendance rate	92.00	%	Year 6 attendance rate	93.00 %
Year 3 attendance rate	93.00	%		

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	458.49	431.30	496.50	505.60
Writing	421.57	413.60	447.76	472.50
Spelling	456.14	416.20	489.40	500.90
Numeracy	414.52	409.40	469.98	493.80

STAFF PROFILE

Workforce composition	Teaching staff	Non-teaching staff
Headcounts	28	23
Full-time equivalents	23.57	13.42
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	24
Diploma/Certificate	

Expenditure on and participation in teacher professional learning

The total funds expended on teacher professional learning in 2017 was \$ 50,776 .

The major professional development initiatives were as follows:

Development of teacher professional development with Feedback.

Weekly coaching with teachers.

Professional Development delivery - Kevin Treston.

Average staff attendance rate The staff attendance rate was 96.48 % in 2017.

Proportion of staff retained from the previous school year

From the end of the 2016 school year, 99.0 % of staff were retained by the school for the 2017 year.

SCHOOL INCOME

School income by funding source

School income broken down by funding source is available via the MySchool 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 'Find a school' text box.

Type in the name of the school you wish to view, and select <GO>'.

Find a schoolSearch website

Go

School sector ^

All

Government

Non-government

School type ^

All

Primary

Secondary

Combined

Special

State ^

All

NSW

Vic

Qld

SA

WA

Tas

NT

ACT

School financial information is available by selecting 'Finances' on the top menu on the school's entry web page.