



Our Lady of the Way School, Petrie

ANNUAL REPORT 2018

As a Catholic community of faith, Brisbane Catholic Education inspires students with a love of learning and a heart of hope, empowering them to shape and enrich our world.

Contact information

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Vision, Mission and Values

Vision

We seek to build a learning community enabled by diversity and united in faith for today, tomorrow and into the future.

Mission

Our mission is to build a school community that celebrates faith, learning and community.

Values

OLW has adopted the Nine Values for Australian Schooling (http://www.curriculum.edu.au/values/val_national_framework_nine_values,14515.html) : Care and Compassion, Doing your best, Fair Go, Freedom, Honesty and Trustworthiness, Integrity, Respect, Responsibility, Understanding, Tolerance and Inclusion.

Principal's foreword

Introduction

The 2018 Annual Report presents information for reporting requirements and informs the wider community of our school's operations and achievements through the year. The report includes information on the school's profile, curriculum delivery, social climate, environmental footprint, school funding, workforce composition and student performance.

School progress towards its goals in 2018

A Strong Catholic Identity was supported through professional development in: Marian Traditions; Catholic Perspective (Anthropology, Epistemology, Cosmology & Catholic Christian Story; Belonging Project Well Being Week; Religious life of the school activity and Mentoring of virtues with games. Excellent Teaching and Learning was supported with 7 Steps to Writing Success; Precision Pedagogy, SPAT Testing Interventions; Hierarchy of Verbs in Achievement Standards; Gradual Release of Responsibility model with all learners; Catch UP Meetings with admin & teachers around Reading/Writing teaching. Approximately 70% of learners are achieving the BCE standards in reading & writing. Building a sustainable future was supported by : developing National School Improvement; Andragogy; Excellent Team Coaching; OLW Students Profile Documents & establishment of Student Coaching.

Strong Catholic identity

1. By the end of 2018 staff will have recontextualised 'Marian Traditions' within the BCE Spirituality Framework by comprehending and composing staff and student formation experiences linked to our 'Good Faith' framework and Religious Life of the School so that a strong Catholic Identity is positioned.

Excellent learning and teaching

1. By the end of 2018, 65% of Prep students, 75% of year 1 and 90% of year 2 students will have demonstrated the minimum benchmark in the PM benchmark monitoring tool and 0.4 effect size, and by the end of 2018, 70 % of Yr 3, Yr 4 , Yr 5 and Yr 6 students will have scored 20 or more on the Writing Analysis tool and 0.4 effect size, achieved through a school wide consistent approach of expected and effective practices in the teaching of reading & writing so that student learning is influenced.

Building a sustainable future

1. By the end of 2018, staff will have participated in and developed High Yeild Strategies : walkthroughs, Review & Response, Data Walls, Coaching, Feedback, National School Improvement and Personal Learning Projects so that their influence on student achievement is maximised.

Future outlook

The explicit improvement agenda for 2019 will focus on gaining improvements in:

- **Strong Catholic Identity - introduction of Laudato Si,**
- **Excellent Teaching and Learning - 75% of learners achieving the BCE standards in reading & writing &**
- **Building a Sustainable Future – development of future focussed learning using Lee Wantanabe-Crocket fluencies.**

Our school at a glance

School profile

Our Lady of the Way School is a coeducational Catholic school administered through Catholic Education Archdiocese of Brisbane.

Coeducational or single sex: Coeducational

Year levels offered in 2018: Primary

Student enrolments for this school:

	Total	Girls	Boys	Indigenous
2018	327	153	174	5

Student counts are based on the Census (August) enrolment collection.
DW = Data withheld to ensure confidentiality.

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 is a two stream coeducational school from Prep to Year 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.

Curriculum delivery

Approach to curriculum delivery

- The Australian Curriculum is central to our curriculum delivery.
 - Data around NAPLAN, PM Benchmarking, COP, SLK & Writing Analysis is used to inform planning.
- The shape of classroom planning considers:
 - Gradual Release of Responsibility/ Direct Instruction
 - Whole: Part : Whole
 - Precision Pedagogy,
 - Text/Context Model;
 - Writing Purpose & end products in writing
- Assessment capable learners
- We use a weekly timetable, and in all classes, we explicitly teach our mission and vision: Learning, Faith, Diversity, Community. We explicitly teach how to be:
 - a good learner,
 - a good community person,
 - a good person of faith and
 - a good diversity person.

Co-curricular activities

- Instrumental Music Tutoring : Piano, Guitar, Drums
- Boxing (Years 3-6)

- Dance – Prep -Yr6
- Tennis
- Friendship Club

How information and communication technologies are used to assist learning

All classes have access to technology. Years Prep – Yr 2 have access to ipad devices and Years 3-6 access laptops, tablets & ipads. All classes participate in Technology classes. These classes are delivered using the Australian Curriculum pedagogy of Play, Passion, Purpose. . SCHOOL ENTERS DATA] Use narrative to describe school strategies such as digital pedagogies.

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: friendliness, resilience, compassion, good manners, courage, persistence, tolerance, acceptance. Through this programme we develop a proactive, school wide approach to counteract bullying and building empathetic relationships.

Individual support for student wellbeing include:

- Check in strategy (frequency is dependent on need)
- Friendship club
- Behaviour Coaching
- Student Welfare Support Officer
- Guidance Counsellor
- Seasons for Growth
- Student vertical groups: buddies

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 PCC (Parents, Carers & Community) 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 twice a year.

BCE Listens Survey - Parent satisfaction

Performance measure	
Percentage of parents/carers who agree [#] that:	2018
This school helps my child to develop their relationship with God	100.0 %
My child is encouraged to participate in spiritual and religious activities and projects outside of the classroom	75.6 %
Religious Education at this school is comprehensive and engaging	95.7 %
I see school staff practising the values and beliefs of the school	90.2 %
This school looks for ways to improve	81.6 %
The school is well managed	71.2 %
My child is making good progress at this school	84.6 %
This school is a safe place for my child	86.5 %
This school helps students respect the needs of others	86.5 %
Teachers and staff are caring and supportive	84.6 %
Teachers at this school expect my child to do their best	94.9 %
Teachers and staff relate to students as individuals	84.9 %

The teachers help my child to be responsible for their own learning	94.9 %
My child is motivated to learn at this school	88.1 %
I can talk to my child's teachers about my concerns	89.7 %
This school offers me opportunities to get involved in my child's education	78.2 %
My child's learning needs are being met at this school	84.2 %
I am happy with my decision to send my child to this school	84.3 %

BCE Listens Survey - Student satisfaction

Performance measure	
Percentage of students who agree [#] that:	2018
At my school, I can express my beliefs	91.5 %
My school encourages all students to participate in spiritual and religious activities and projects outside of the classroom	94.0 %
Religious Education at my school is interesting and engaging	82.7 %
I see school staff practising the values and beliefs of my school	86.1 %
My school looks for ways to improve	97.1 %
Students at my school are encouraged to voice their concerns or complaints	91.8 %
Teachers treat students fairly at my school	92.5 %
Teachers recognise my efforts at school	90.9 %
I feel safe at school	92.4 %
My school helps me to respect the needs of others	98.0 %
I am happy to be at my school	94.2 %

BCE Listens Survey - Staff satisfaction

Performance measure	
Percentage of staff who agree [#] that:	2018
This school helps me to develop my relationship with God	90.9 %
My school encourages all students to participate in spiritual and religious activities and projects outside of the classroom	97.1 %
Religious Education at this school is comprehensive and engaging	97.1 %
I see school staff practising the values and beliefs of this school	94.1 %
This school is well managed	93.9 %
My concerns are taken seriously by the school	87.9 %
This school is a safe place to work	100.0 %
This school has an inclusive culture	100.0 %
This school has a culture of striving for excellence	93.9 %
All my students know I have high expectations of them	100.0 %
I am proud to be a member of this school	97.1 %
Overall, I am happy with my decision to work at this school	94.1 %

[#] 'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.
DW = Data withheld to ensure confidentiality.

Family and community 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.

OLW hosts a minimum of 2 meetings a year inviting parents and care givers to collaborate, communicate, create, and cooperate in processes to articulate curriculum adjustments made to assist students with diverse needs to access and participate in the Australian curriculum and the life of the school. Parents and carers are urged to access more meetings whenever they have concerns.

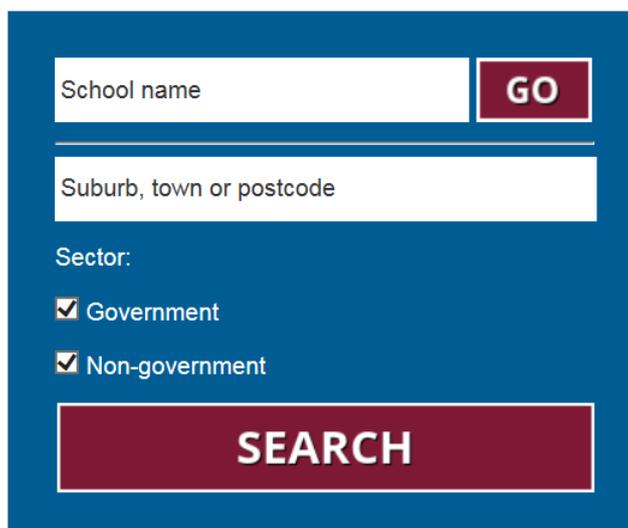
School funding

School income broken down by funding source

School income, reported by financial year accounting cycle using standardized national methodologies and broken down by funding source is available via the *My School* website at <http://www.myschool.edu.au/>.

To access our 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.

Find a school



The image shows a search form titled "Find a school" on a blue background. It contains the following elements:

- A text input field labeled "School name" with a red "GO" button to its right.
- A text input field labeled "Suburb, town or postcode".
- A "Sector:" label with two checked checkboxes: "Government" and "Non-government".
- A large red button with the word "SEARCH" in white capital letters.

Where it says '**School name**', type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

School financial information is available by selecting '**School finances**' in the menu box in the top left corner of the school's profile webpage. If you are unable to access the internet, please contact the school for a paper copy of income by funding source.

Our staff profile

Workforce composition

Staff composition

2018 WORKFORCE COMPOSITION		
Description	Teaching Staff	Non-Teaching Staff
Headcounts	28	23
Full-time Equivalents	23.3	13.1

Qualification of all teachers

TEACHER QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	4
Graduate Diploma etc.**	
Bachelor degree	24
Diploma	
Certificate	

*Teaching staff includes School Leaders

**Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate.

Professional development

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2018 were \$48,704

The major professional development initiatives are as follows:

- 7 Steps to Writing Success
- Teacher Mentoring
- Teacher Team Coaching
- National School Improvement

Staff attendance and retention

Staff attendance

AVERAGE STAFF ATTENDANCE (%)	
Description	2018
Staff attendance for permanent and temporary staff and school leaders.	96.1 %

Proportion of staff retained from the previous school year.

From the end of the previous school year, 99% of staff was retained by the school for the entire 2018.

Performance of our students

Student attendance

Student attendance

The table below shows the attendance information for all students at this school:

STUDENT ATTENDANCE 2018	
Description	2018
The overall attendance rate* for the students at this school (shown as a percentage).	89.7 %

*The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

The overall student attendance rate in 2018 for all Brisbane Catholic Education schools across years Prep-6 was 92.0 %.

AVERAGE STUDENT ATTENDANCE RATE (%) FOR EACH YEAR LEVEL							
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
2018	89.6 %	85.9 %	90.9 %	91.1 %	89.2 %	90.2 %	90.9 %

*Attendance rates effectively count attendance for every student for every day of attendance in Semester 1. The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

DW = Data withheld to ensure confidentiality.

Description of how non-attendance is managed by the school

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. Non-explained absences are followed up each day through sms messaging to parents and carers.

Each term Admin follows up with absences with parents and carers by making contact and indicating that the rate of attendance needs to improve.

NAPLAN

Average NAPLAN results

	Year 3		Year 5	
	School	Australia	School	Australia
Reading	421.5	433.8	462.5	509.0
Writing	406.9	407.2	408.8	464.6
Spelling	436.2	417.8	467.3	502.5
Grammar & Punctuation	427.5	431.7	442.9	503.6
Numeracy	390.1	407.7	461.7	494.2