Principal’s Foreword
Introduction

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

Community - Our Lady of the Way Parish School is a community, rather than a collection of individuals.

Faith - Our Lady of the Way Parish School is a Catholic School not a private school.

Learning - Our Lady of the Way Parish School is a place where the unknown becomes known.

Diversity - Our Lady of the Way Parish School is inclusive of those who share our virtues.

Our vision for learners is that they:

• know what they are learning about, what to do to be successful & what their next steps in learning are;
• use metacognitive strategies, creative & critical thinking;
• participate in feedback;
• feel connected to Our Lady of the Way Catholic school;
• is confident in pursuing their personal best no matter who they work with;
• has a sense of accomplishment &
• is socially and emotionally competent.

School Profile

Our Lady of the Way Catholic Primary 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 for this school  408

Total Enrolment 408 Girls 220 Boys 188
Characteristics of the student body

Approximately 301 families; two stream coeducational school from P-7; 16 class groups including a P/1 Multi-age and 3xYr 5/6 Multiage
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.
Our grounds comprise of 4 classroom blocks, multiple playgrounds including 3 adventure playgrounds, tennis court, oval and undercover, Dalaipi Centre (Multipurpose Hall)Administration building
Approximately 10% of our students have special needs. 92% of students usually/consistently demonstrate the school rule. School Wide Positive Behaviour teaching: P-7 Play Is the Way (W.McCaskill; playistheway.com.au)

Our distinctive curriculum offerings

• LOTE – Italian. Prep to year 7; 40 minutes per week.
• HPE - Prep to year 7; 40 minutes per week.
• Play is the Way – Prep to Year 7; 80 minutes per week.
• Dance Cart – Term 2 & 3 - The Dance strand in The Arts curriculum
• Instrumental Music- tutoring in keyboard, guitar, drums and violin.
• District Sport participation.
• Zone Sport participation.
• Swimming – Year 2 & 4
Extra curricula activities

- Extra curricula Clubs: Games, Lego, Science, Computer & iPad, Sewing, Friendship, Movie, Yoga & Glee.
- Martial Arts and Tennis Coaching are offered on site by groups external to the school.
- Playgroup that meets weekly.

How Information and Communication Technologies are used to assist learning

- Computer lab with desktops for use by Year P-3.
- Multimedia centre equipped with laptop computers for Year 4-7.
- Classes are rostered into these tech spaces for multiple hours throughout the week.
- Classroom teachers use computers and flat screen TV’s as teaching tools in the classroom.
- Classrooms have a small bank of computers for student use.
- iPads in Italian are a result of the LOTE teacher securing research opportunities.
- An ICLT Technician employed two days a week to support access and use of technology in the school.

Social climate inclusive of pastoral care and our response to bullying

Teachers deliberately and actively develop a climate of trust in classrooms and develop effective teacher-student relationships. (Play is the Way). 97% of students usually/consistently demonstrate the school rules. Teachers report an students are able to pursue their personal best no matter who they work with.

OLW response to Bullying will include: Parents/carers notification teaching and learning activities that re-teach the expected behaviours: Reflection Sheet, Time in /Time out, Apology, Behaviour Coaching, FBA. It may include Suspension/Exclusion /Gradual return to school model.
Parent, student and teacher satisfaction with the school

Satisfaction is measured using our School Renewal surveys.
Religious Identity and Culture : Rating 5/7
Responding to the Diverse Needs of Learners: Rating 6/7
Student Well Being & Pastoral Care: Rating 6/7
Finance and Facilities: Rating 5/7

Parent involvement in their child’s education

- Parent Information Nights
- Parent Teacher Interviews,
- P&F meetings and activities,
- School Board membership
- Attendance at Dance Concerts, Assembly, Liturgy and Mass
- Volunteering - MultiLit, reading, tuckshop, supervision on school excursions and camps, sport day assistance at swimming, athletics and cross country carnivals

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>27</td>
<td>26</td>
</tr>
<tr>
<td>Full-time equivalents</td>
<td>19.6</td>
<td>13.2</td>
</tr>
<tr>
<td>Indigenous</td>
<td>0</td>
<td></td>
</tr>
</tbody>
</table>

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>20%</td>
</tr>
<tr>
<td>Post Graduate Diploma/Certificate</td>
<td>12%</td>
</tr>
<tr>
<td>Bachelors Degree</td>
<td>56%</td>
</tr>
<tr>
<td>Diploma/Certificate</td>
<td>12%</td>
</tr>
</tbody>
</table>
Expenditure on and teacher participation in Professional Learning

The total funds expended on teacher professional learning in 2013 was $3,4806. 

The major professional development initiatives were as follows:

- Play is the Way Training & Equipment
- Visible Learning Training and attendance at PD
- Coaching Professional Development – Professional Development Day Twilight
- Autism Friendly School Practices

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 96.65% in 2013.

Proportion of staff retained from the previous school year

From the end of the 2012 school year, 100% of staff were retained by the school for the 2013 year.

Key Student Outcomes

<table>
<thead>
<tr>
<th>Whole School Attendance Rate</th>
<th>94%</th>
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<tbody>
<tr>
<td>Prep Attendance Rate</td>
<td>N/A</td>
</tr>
<tr>
<td>Year 1 Attendance Rate</td>
<td>95%</td>
</tr>
<tr>
<td>Year 2 Attendance Rate</td>
<td>95%</td>
</tr>
<tr>
<td>Year 3 Attendance Rate</td>
<td>94%</td>
</tr>
<tr>
<td>Year 4 Attendance Rate</td>
<td>95%</td>
</tr>
<tr>
<td>Year 5 Attendance Rate</td>
<td>95%</td>
</tr>
<tr>
<td>Year 6 Attendance Rate</td>
<td>92%</td>
</tr>
<tr>
<td>Year 7 Attendance Rate</td>
<td>90%</td>
</tr>
</tbody>
</table>
Policy and practice to manage student attendance

- Analyse attendance data each term
- Communication with parents regarding low student attendance
- Plan how to support the family in getting their child to school.
- Continued non-attendance is reported to DOCS

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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