



**Our Lady of the Way  
School, PETRIE**

# **Annual Report 2021**

**Brisbane Catholic Education is  
a faith-filled learning community  
creating a better future.**



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# Contact information

<b>School</b>	Our Lady of the Way School
<b>Postal address</b>	38 Armstrong Street, PETRIE, QLD, 4502
<b>Phone</b>	(07) 3285 2977
<b>Email</b>	ppetrie@bne.catholic.edu.au
<b>Web pages</b>	Information about the school can be found at <a href="http://www.petrecatholic.com/school">www.petrecatholic.com/school</a> Additional information about Brisbane Catholic Education schools is located on the <a href="#">Brisbane Catholic Education</a> website.
<b>Contact person</b>	John Parkinson — Principal

## Principal's foreword

The 2021 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, school funding, workforce composition and student performance.

Our Lady of the Way School, Petrie is situated in the Moreton Bay Region where a rainforest habitat forms part of the parish property. Steeped in history, this school is positioned on the site of the former homestead of Tom Petrie, son of Andrew Petrie, for whom the suburb is named, and features a number of significant trees, including a large Java Fig (our school's emblem), which were originally planted by the Petrie family. At Our Lady of the Way, our Vision is to build a learning community, enriched 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 by promoting a spirit of togetherness, living Gospel values, striving for excellence in a student-centred environment and embracing each person's unique identity and giftedness. Our school currently offers two streams of each year level from Prep to Year 6 and welcomes families who value the ethos of the school and support the Catholic tradition in which the school was founded.

### School progress towards its goals in 2021

**Catholic Identity:** By the end of 2021, staff will have participated in 3 of the BCE 'Formation for Mission' modules. Rationality: Faith Seeking Understanding, Characteristics of a Catholic School.

We have explored Catholic Identity rationality in coaching. This was a goal using a way to explore scripture with our students using the See, Judge, Act approach. We also aligned this with Caritas virtues in our religion learning and teaching activities. Students are making links to this in the message of what the message in scripture means for believers today. Staff were actively engaged and participating in professional conversations and connected with the ideal being sought. Our next steps include continuing with the faith formation modules, building student formation into Assembly using Catholic Social Teaching from Caritas.

**Teaching & Learning:** By the end of 2021, 75% of learners will have demonstrated the BCE expected standards in reading & writing. We will develop a whole school approach to guided reading.

The data indicated that 85% of learners were achieving the BCE reading/writing standards by the end of 2021. Our next steps include continuing with guided reading in 2022, building into guided reading QAR investigations.

**Wellbeing:** By the end of 2021, we will have a greater understanding of the perception of bullying at OLW by parents and students – using Zones of Regulation.

Initial steps have been taken to develop Zones of Regulation in the school. The SWO & SSW use Zones with nominated students as an intervention. We are finding Zones to be part of student conversation. Our next steps include building Zones of Regulation into a whole school approach.

Our People: By the end of 2021, staff have participated in gathering evidence of impact of Misty Adoniou work from 2020 and provided feedback to peers. The students patterned writing, engagement, NAPLAN results, Writing Analysis all indicate the success of the Misty Adonious work we have undertaken. Our next steps include ensuring use of levelled activities (UDL styled activities) to give a variety of experiences for the students to show their learning, continue with Misty work and secure PD with Misty Adonious in 2023.

### **Future outlook**

Catholic Identity: By the end of 2022, we will have deepened the spiritual, scriptural and theological identity of staff and students.

Success measures include BCE Formation for Mission modules delivered to staff; Student feedback/voice rating student formation in the 4-5 out of 5 range; Student Formation is embedded in assemblies through the forced relationship of Catholic Social Teaching (caritas modules) and Virtues scripts.

Timelines are as follows: PDD 2022 – one day – Formation module; PDD 2022 – recontextualised dialogue between Catholic Social Teaching and our virtues; Student voice/feedback sought every 5 weeks; and 2 x Twilights in 2022 – Formation.

### Learning and teaching:

The following goals address the recommendations from our School Improvement Review:

1. Extend the existing five weekly data processes to more deliberately consider the needs of students currently achieving 'at' and 'above' benchmarks. Use agreed student growth measures in the targeted improvement area to track progress. Provide capacity for staff to collaboratively design, test and share responsive teaching and learning strategies.
2. Collaboratively build a shared understanding of the AC Achievement Standards to support better on-balance judgement of the Achievement Standards across a five-point A – E scale. Formalise school-wide moderation processes to quality assure assessment practices and teacher judgement.
3. Collaboratively develop teachers' capability to align the School's curriculum planning and pedagogical approaches to multi-age classrooms. This will include ensuring that structures, resources and ongoing PD opportunities are provided for teachers and support staff.

Success measures include: Progression of 4-5 students in ENGLISH in each class from B to A, and C to B over the year; Term 1 & 3: 2-3 students progress from a 'B' to an 'A' in each class; and Term 2 & 4: 2-3 students progress from a 'C' to a 'B' in each class.

Our strategies for achieving these goals include:

- Stretch project dedicated to the 2-3 learners is on the job in each P-6 class, each term.
- Self-regulation regarding choice of learners and classroom application
- Workplace Training: analysis, preparation moderation x 2: Teachers triangulate SRS, NAPLAN, PAT R data to choose 2-3 learners from C & B assessment category.
- Use of English A-E Standard Elaborations to name the 'A-ness' or 'B-ness' of assessment.
- Stretch project plan is shared with peers
- Review & Response Moderation meetings x 2 with sole regard for the students chosen with a partner builds peer relationships
- Coaching Sessions x 2: maximising the potential of the teacher to achieve the goal.
- Stretch project is shared with leaders and subject to double loop learning with peers.
- Student Coaching x 5 with Ann D.

### Wellbeing:

The following goal addresses the recommendations from our School Improvement Review:

By the end of 2022, we will have contributed to building a safe, nurturing wellbeing environment.

Success measures include improving our attendance rate to 80%; PB4L/PITW - We want to decrease low level classroom behaviours that detract the teacher from teaching. Utilise PB4L Behaviours to increase/decrease form for teachers.

Attendance Strategies: Classroom attendance competitions – 80% of class with 80% attendance – class party morning tea in Week 9; Assembly notifications; Attendance notifications and data/information on BCE app.

PB4L Strategies: Utilise PB4L a framework to develop productive behaviours for engagement in learning at school; PB4L online training; PITW Professional Readings using 3 levels of text strategy to build understanding of PB4L.

### Our People:

The following goal addresses the recommendations from our School Improvement Review:

Build upon the current coaching arrangements and teachers' personalised professional learning planning processes to include critical feedback practices with strong alignment to the AITSL Australian Professional Standards for Teachers and classroom practice to support teachers and leaders at all stages of their career development.

Success will be measured by: Developing a stretch project in relation to Progression of 4-5 students in ENGLISH in each class from B to A, and C to B over the year.

Strategies for success include: Use of AITSL self-assessment tool; for nightly coaching with PLL, Weekly Review & Response Meeting with STIE.

### Diversity and inclusion:

The following goal addresses the recommendations from our School Improvement Review:

Establish with staff a shared understanding of differentiation relevant to the context of Our Lady of the Way to create a school-wide interpretation of what constitutes reasonable and sustainable differentiated practice in service of the inclusive Vision of OLW.

Success measures: Inclusion of teaching about Dalaipi in our RAP; A statement of shared understanding of differentiation for OLW.

Strategies for success: Teaching & learning of Dalaipi in all classrooms and in forest; Marking the forest in some manner to celebrate Dalaipi. Differentiation & multi-age PD. Sweep of the landscape to find out what is out there to make this job easier and more efficient: e.g. Maths Pathway.

### Organisational effectiveness:

The following goal addresses the recommendations from our School Improvement Review:

Strategically identify and build partnerships with local businesses and community organisations to develop mutually beneficial relationships to enhance student learning outcomes and attract future enrolment.

Success measures: Build connections with Mt Maria, SWO coach, literacy PD.

Strategies: Build connections with Mt Maria & initiate a playgroup. Continue with Cathy Quinn (Parental Engagement coach) with Student Welfare Officer; Approach Petrie University of Sunshine Coast, invite tours from Child Care Centres, secure Pd with Misty Adonious (literacy).

# Our school at a glance

## School profile

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

**Coeducational or single sex:** Coeducational

**Year levels offered in 2021:** Primary

**Student enrolments for this school:**

	Total	Girls	Boys	Aboriginal and Torres Strait Islander students
2021	293	134	159	12

Student counts are based on the Census (August) enrolment collection.

Our Lady of the Way School students are historically concentrated around Petrie, Dakabin, Kallangur and Murrumba Downs – Griffin. Students' religious background is predominately Catholic. Other faiths represented include Anglican, Baha'i, Baptist, Buddhism, Churches of Christ, Hinduism, Islam, Lutheran, Oriental Orthodox, Other Christian, Pentecostal, Salvation Army, Sikhism and the Uniting Church. Student cultural backgrounds include Aboriginal and Torres Strait Islander, Australia, India, New Zealand, Philippines, South Africa, China. First Languages, other than English, include Arabic, German, Punjabi, Persian, Malayalam, Telugu, Hindi, Igbo, Mandarin, Polish, Tagalog, Thai, Tongan, Urdu. Approximately 24% of students have special needs. Students typically transition after Year 6 with increasing numbers attending Mt Maria College, Petrie.

## Curriculum implementation

### Curriculum overview

Our Lady of the Way School provides the Australian Curriculum to all students covering English Mathematics, Science, Humanities and Social Sciences, The Arts, Technologies, Health and Physical Education and Languages. Specialist teachers are employed to teach Japanese, Art, Music, Physical Education and Wellbeing.

The support the school provides to allow all students to access and participate in a high-quality education and fully engage in the curriculum along-side their similar-aged peers include:

- Student Coaching:
  - students achieving 'at', 'above' and 'well above' the standard attend coaching.
  - coaching helps learners build learning goals.
- Andragogy & Teacher Coaching:
  - weekly – we use an adult learning model with teachers.
  - Teachers chose a learning project, create a project around it, and present their learning to peers each term.
- Review & Response Meetings:
  - weekly – teachers meet with the STIE each week and talk bout learners in their class using data to form learning goals and directions for learners.
- Data Wall:
  - data about students is on a wall for teachers to access.
  - teachers use this data in Review & Response with the STIE to build interventions.

- Feedback Time:
  - teachers have 1 hour a week to give students feedback about their learning.
- Frameworks:
  - Good Learning Framework – we teach students this framework.
  - Good Faith Framework – we teach students this framework.
  - Good Community Framework – we teach students this framework.
  - Good Diversity Framework – we teach students this framework.
- Gradual Release of Responsibility – we teach by:
  - I do it & you watch,
  - I do some & you do some,
  - You do it and I'll help,
  - You do it by yourself.
- Whole Part Whole – we start as a large group, then break into groups, then come back.
- Direct Instruction – short, sharp instruction
- Precision Pedagogy – a range of ways to engage learners
- Catch up Meetings – Teachers and leadership
- Quarterly Monitoring – Goals in Annual Goals in Excellent Teaching and Learning
- Systematic Curriculum Delivery – Learning intentions are derived from Achievement standards in all curriculum area. Literacy scaffolding (teach text orientation, language orientation, transformations, word study, vocabulary, spelling and patterned writing) is embedded in all classrooms.

### **Extra-curricular activities**

- Instrumental music tuition: piano, drums, guitar
- Friendship Club
- Gala Days – interschool sport
- Art Club
- Running club
- Chess Club
- Therapists delivering services at school.

### **How information and communication technologies are used to assist learning**

Information and communication technologies are embedded throughout all aspects of teaching and learning to investigate, communicate and create. Our Lady of the Way School is a 1:1 iPad school, with teachers utilising an individual laptop and iPad. All students engage meaningfully in a range of ICTs to enhance and enrich learning experiences.

When differentiating the curriculum, ICTs allow the teacher to facilitate learning and create a student-centred learning environment. Our Lady of the Way staff and students access the BCE systems of Microsoft Office365. In particular, the Teams application, where collaboration is key, and resources and conversations develop and deepen learning experiences for both staff and students. Teams offers students an opportunity to participate in Flipped Learning experiences, where students can visit and revisit learning anytime, anywhere. Student portfolios are created and stored on individual BCE OneDrives, enabling student, teacher and parent access at all times.

In 2020, staff successfully participated in the Digital Skills Program to upskill and enable continued effective online practices in the classroom including 'Master Classes' offered to staff by teacher experts. Each classroom is fitted with Apple TV and wireless connectivity. Communication to parents and carers occurs via Sway (newsletter), class and specialist Blogs, Facebook and the BCE Connect application, keeping all interested parties up to date with daily life here at Our Lady of the Way.

## Social climate




### Overview

School-wide expectations encourage consistent communications and establish a common language of expectations for all staff and students and across all settings. Agreed upon student expectations promote the school's Catholic Identity and provide consistency across the staff and school community. Our expectations are: Respect, Responsibility, Safety

Our school behaviour matrix is a visual tool that outlines the expectations of behaviours we expect all students and staff to learn, practice and demonstrate. They allow us to teach proactively and to provide students and parents with a positive message about behaviours for learning at school.

### Pro-active and Preventative Strategies to build Anti-Bullying Type Behaviour

- Positive Behaviour For Learning Professional Development each term staff meeting.
- Revisiting strategies throughout the year at significant times: Child Protection Week, National Action Day against Bullying.
- Visual supports in all classrooms and play areas.
- Virtues teaching: every 5 weeks the whole school (P-6) engages in learning about one of the 8 virtues: Good Manners, Friendliness, Courage, Compassion, Resilience, Persistence, Acceptance, Tolerance. (Pathway to Empathy poster.) Explicit teaching of the virtue's definition and action is delivered through the use of high-quality picture books. The timetabled virtue is described at assembly each week.

OLW MATRIX 2021 (2)				
	LEARNING TIME	TOILETS	EATING TIME	PLAYING TIME
	Classroom, Art, Library, Well Being, Music, Japanese, Hall, friendship Club, Chess Club	All Toilets	All Eating Areas	All grass, playgym, concrete and asphalt areas
	<i>We will ...</i>	<i>We will ...</i>	<i>We will ...</i>	<i>We will ...</i>
<b>RESPECT</b> 	Listen with quiet hands, feet and mouths. Look at the person speaking. Listen from start to finish.	Take care of property and the environment.	Not say nasty things about people or spread rumours.	Be friendly even to those who aren't our friends.
<b>RESPONSIBILITY</b> 	Try our personal best at everything we do.	Take care of property and the environment.	Not deliberately hurt other people's bodies or feelings.	Use our words and actions to help people and not hurt them.
<b>SAFETY</b> 	Tell a teacher if we see or hear something that might be dangerous to others or us.	Tell a teacher if we see or hear something that might be dangerous to others or us.	Tell a teacher if we see or hear something that might be dangerous to others or us.	Tell a teacher if we see or hear something that might be dangerous to others or us.

- Good Community, Faith, Learning, Diversity Posters – each week one aspect of each of these frameworks is timetabled and explicitly taught in multimodal fashion, – the aim being:
  - to create a safe learning environment in which 'students train to be independent, self-regulating, self-motivated learners in persistent pursuit of their personal best and able to get along with each other
  - to develop students of strong character and decency with the social and emotional competencies to live and learn well.
  - to foster empathetic students, considerate of themselves, each other and the world in which they live with sound and good reasons for the things they say and do.' (Wilson McCaskill, PITW Objectives).

### **Classroom Supports:**

- Explicit teaching of Expected behaviours for learning time – daily.
- Explicit teaching of Expected behaviours for playing time, eating and toilets – weekly.
- Explicit teaching of 'Mean on Purpose' poster – what to do if someone is being mean to you.
- Class Communities Circles – regular classroom meetings where peers can talk about commendations and grievances with peer's behaviour – weekly.
- Explicit teaching of Play is the Way poster of the week using resources that may include Liferaft – 4 times a week, 20 minutes a session.
- Positive Behaviour for Learning (PB4L) professional practices in classrooms.
- Wellbeing Class – every fortnight – Smiling Mind.

### **Individual Supports:**

- Behaviour coaching with students to support them with expected behaviours.
- Check-in processes for students.
- Friendship Club.
- Support with Student Welfare Officer.
- Support with Guidance Counsellor.
- Support with Student Support Officer.

Differentiation is an embedded process at OLW in planning for all students learning. Teachers meet regularly with the Support Teacher: Inclusive Education (ST:IE) to plan and assess differentiation of literacy and numeracy learning.

Students identified as students requiring significant educational adjustments are supported through the EASP procedure. The consultation process seeks to reveal and clarify:

- The characteristics of the learner including impact of the disability
- The educational adjustments that are required for learning
- The implications of adjustments for the student, family and school.

Parents and carers of students with an EASP are invited to meet twice a year with the support team to assess and evaluate the Personalised Learning Plans.

Pastoral Care programs to support wellbeing include:

- Daily Check-ins: the purpose of this is to check-in with students on a daily basis to assess their emotional wellbeing.
- Play is the Way Strengthening the Imagination Activities that light up the imagination, creativity and the meaningful conversations essential for deepening empathy, connection and well-being.
- Kool Kids Self-esteem and strengths, understanding our needs and emotions and others needs and emotions, living well with others.
- SAS Individual Program running for 60 minutes, one day a week for 5 weeks. Goal is to improve children's social skills and understanding.
- Connect Coaching is for students who are at or above expected. The purpose is to set aspirational goals and work with a coach to progress towards them.
- PITW Self-Regulation Running for 5 weeks. Assist children to understanding that our emotions can either work for us or against us. The skill is to channel them into productive service or prevent them from derailing us by successfully placating them. SR is a work in progress and the better children get at it the more self-empowered they feel.
- Zones of Regulation – Student Welfare Officer, Student Support Worker.
- Ant Patrol – Guidance Counsellor.



### Parent, student and staff satisfaction

The tables below show selected items from the Parent/Caregiver, Student and Staff BCE Listens Surveys.

#### BCE Listens Survey - Parent satisfaction

Performance measure	
Percentage of parents/carers who agree <sup>#</sup> that:	2020
This school helps my child to develop their relationship with God	98.3%
School staff demonstrate the school's Catholic Christian values	88.1%
Teachers at this school have high expectations for my child	86.7%
Staff at this school care about my child	92.1%
I can talk to my child's teachers about my concerns	92.1%
Teachers at this school encourage me to take an active role in my child's education	81.0%
My child feels safe at this school	93.7%
The facilities at this school support my child's educational needs	79.4%
This school looks for ways to improve	76.7%
I am happy my child is at this school	80.6%

#### BCE Listens Survey - Student satisfaction

Performance measure	
Percentage of students who agree <sup>#</sup> that:	2020
My school helps me develop my relationship with God	89.3%
I enjoy learning at my school	96.0%
Teachers expect me to work to the best of my ability in all my learning	92.0%
Feedback from my teacher helps me learn	96.8%
Teachers at my school treat me fairly	89.6%
If I was unhappy about something at school I would talk to a school leader or teacher about it	78.4%
I feel safe at school	87.2%
I am happy to be at my school	90.4%

## BCE Listens Survey - Staff satisfaction

Performance measure	
Percentage of staff who agree <sup>#</sup> that:	2020
Working at this school helps me to have a deeper understanding of faith	90.6%
School staff demonstrate this school's Catholic Christian values	87.5%
This school acts on staff feedback	93.8%
This school looks for ways to improve	93.8%
I am recognised for my efforts at work	81.3%
In general students at this school respect staff members	87.5%
This school makes student protection everyone's responsibility	93.8%
I enjoy working at this school	96.9%

<sup>#</sup> '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

Strategies to engage parents and the community in the life of the school include:

- OLW Connect: a group of parents and carers who come to together and work towards improving our culture at OLW. We come together to find the greatest opportunities for increasing success of our learners, parents, carers, teachers and wider community, for today, tomorrow and into the future. Meeting twice a term in Weeks 4 & 8.
- OLW Connect Networks: a range of proposed network groups for parents and carers to participate in (Reconciliation Action Plan, Facebook, Environment, Hospitality, Food Days, Unity in Diversity, Reference Group).
- OLW Parental Engagement Facebook page - a page dedicated to build parental engagement with learners by providing scripts to parents and cares.

## 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.

#### How to access income details

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.

Find a school

Search website

Search by school name or suburb

Go

School sector

School type

State

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

View School Profile

4. Click on 'Finances' and select the appropriate year to view the school financial information.

School profile

NAPLAN

Attendance

Finances

VET in schools

Senior secondary

Schools map

Note: If you are unable to access the internet, please contact the school for a hard copy of the school's financial information.

## Our staff profile

### Workforce composition

Description	Teaching Staff*	Non-Teaching Staff
Headcount	31	26
Full-time Equivalents	22.9	14.5

\*Teaching staff includes School Leaders

### Qualification of all teachers\*

Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	4
Graduate diploma etc.**	0
Bachelor degree	27
Diploma	0
Certificate	0

\*Teaching staff includes School Leaders

\*\*Graduate diploma etc. includes graduate diploma, bachelor honours degree, and graduate certificate.

## Professional development

The major professional development initiatives are as follows:

### Catholic Identity:

- Professional Development Day – Jan 2021 – Rationality: Faith Seeking Understanding module
- Characteristics of a Catholic School module
- Community – made for each other module
- Anthropology – In God's image and likeness module.
- Planning Catholic Social Teaching using Caritas website/

### Teaching & Learning:

- CTJ Day: A-E. Using A-E Standard Elaborations to look at writing and reading across the school.
- Guided Reading
- Peer review of curriculum planning using compliance criteria against Year Level planning.
- NAPLAN review. NAPLAN - looking at the online testing data to see where our kids are at and what we need to empathise in year levels. Use BI Tool - NAPLAN online summary.

### Wellbeing:

- Zones of regulation training for GC, SWW & SSO.

### Our People:

- Shared practice staff meetings each term – Misty Adonious work
- Fortnightly Coaching – goal setting with AITSL standards
- Weekly Review & Response with STIE.

### Diversity & Inclusion:

- T1 Twilight = Differentiation of Literacy Scaffolding (Misty Adonious) elements. Differentiation in 5 levels for each element (A-E)
- Team building for 2022:
  - Early Years P-2: What does our daily reading practice look like? (POSTER) Phonological awareness, Phonics & Word Study, Vocabulary, Fluency, Comprehension; What does your practice look like under this poster? What will this look like P-2
  - YR 5/6 & 3/4 - what will we look like, what is the timetable, who will do what and when? How do we want to work?

The proportion of the teaching staff involved in professional development activities during 2021 was 95%.

## Staff attendance and retention

### Average staff attendance

Description	%
Staff attendance for permanent and temporary staff and school leaders	96.3%

### Proportion of staff retained from the previous school year

From the end of the previous school year, 98% of staff were retained by the school for the entire 2021.

# Performance of our students

## Key student outcomes

### Student attendance

The overall student attendance rate in 2021 for all Brisbane Catholic Education schools across years Prep-6 was 92.4%.

Description	%
The overall attendance rate* for the students at this school	92.0%
Attendance rate for Aboriginal and Torres Strait Islander students at this school	82.4%

Average attendance rate per year level			
Prep attendance rate	89.2%	Year 4 attendance rate	91.0%
Year 1 attendance rate	93.4%	Year 5 attendance rate	92.7%
Year 2 attendance rate	92.3%	Year 6 attendance rate	92.1%
Year 3 attendance rate	93.4%		

\*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.

### Description of how non-attendance is managed by the school

Unexplained absences:

- A notification (SMS) will be sent to the student's legal guardian on the same day once an unexplained absence has been identified (approximately 9:30am) from the Attendance Report.
- The school secretary will follow up any unexplained absences that remain after the SMS is sent (approximately 11:00am) by contacting the student's legal guardian via phone call and email and cc'ing the principal into the email.
- If there is no response from the legal guardian, the Principal will follow up the next day.
- If a child protection order is in place, then the Child Safety Officer should be notified as well as the legal guardian.
- Past unexplained absences are indicated by the red Unexplained Absence alert icon on class rolls. When the class teacher receives written explanation of the absence from the student's legal guardian, they will update the absence category and enter details into eMinerva.

Attendance marking:

- Attendance will be marked for all students each morning and afternoon by the class teachers
- The School Secretary will check roll marking at 9.15 am and make an announcement to remind staff to mark their rolls before 2.15 pm.
- The School Secretary will check this has been done for classes at 9.20 am and 2.15 pm daily
- A phone call will be made to the teacher if the class roll is not marked on time.
- The Principal/APRE will be advised of unmarked and incorrectly marked rolls
- Incorrectly marked rolls will be corrected by the teacher responsible for the class
- The school secretary will print out the attendance report at approximately 9.20 am.

Key strategies to increase attendance:

- Classroom attendance competitions – 80% of class with 80% attendance – class party morning tea in Week 9.
- Attendance notifications and data/information on BCE app, newsletter, assembly, LED sign.
- 90-100% Club – morning tea for students attending 90-100% each term.

## NAPLAN


Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 NAPLAN tests are available via the [My School](http://www.myschool.edu.au/) website.

### How to access our NAPLAN results

1. Click on the [My School](http://www.myschool.edu.au/) link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.

A screenshot of the search bar on the My School website. It features a search input field with the placeholder text "Search by school name or suburb". To the right of the input field are three dropdown menus labeled "School sector", "School type", and "State". A magnifying glass icon is positioned to the right of the "State" dropdown.

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

A rectangular button with a thin red border and the text "View School Profile" in a red, sans-serif font.

4. Click on 'NAPLAN' to access the school NAPLAN information.

A screenshot of the navigation tabs at the top of a school profile page. The tabs are labeled "School profile", "NAPLAN", "Attendance", "Finances", "VET in schools", "Senior secondary", and "Schools map". The "NAPLAN" tab is currently selected and highlighted with a white background and a red border.

### Notes:

1. If you are unable to access the internet, please contact the school for a hard copy of the school's NAPLAN results.
2. The National Assessment Program – Literacy and Numeracy ([NAPLAN](#)) is an annual assessment for students in Years 3, 5, 7 and 9.