



**Our Lady of Fatima
Primary School, ACACIA
RIDGE**

Annual Report 2021

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

Contact information

School	Our Lady of Fatima Primary School
Postal address	PO Box 420, ACACIA RIDGE, QLD, 4110
Phone	(07) 3275 1152
Email	pacaciaridge@bne.catholic.edu.au
Web pages	Information about the school can be found at www.ourladyoffatima.qld.edu.au Additional information about Brisbane Catholic Education schools is located on the Brisbane Catholic Education website.
Contact person	Damian Gambley — 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 Fatima is a Catholic co-educational school for Prep to Year 6 with a current enrolment of approximately 180. Our school was opened in 1954 by the Josephite sisters and we continue to this day to recognise and live by the charism of Saint Mary MacKillop.

Our school is a multi-cultural community committed to providing for the overall growth of individuals through encouragement, care and respect. This is achieved through the united effort of all members of the school community who strive to create a positive learning, social and spiritual environment. Our Lady of Fatima implements a School Wide Positive Behaviour Program, ensuring parents are well informed of student behaviour on a regular basis. Underpinning our positive behaviour program is our SOAR Matrix which outlines our four school goals of: Safe Behaviour, Own Your Own Learning, Act Responsibly and Respect for Everyone. Families are regularly reminded of our four goals via the newsletter, school website, assembly performances and visual posters in each classroom.

Being a Catholic School, the heart of our teaching and learning focuses on the life of Jesus Christ. We possess a strong pastoral focus at Our Lady of Fatima with justice being a fundamental consideration. Our community strives to support the local, national and global communities through various fundraising events. Caritas, Catholic Mission and St Vincent de Paul are the principal Catholic organisations we support each year. Our School is part of the Acacia Ridge/Sunnybank Catholic Parish. Staff, students and families possess a close affiliation with our Priests and Parishioners. Students regularly partake in school Mass, liturgy, prayer forms and sacred singing to deepen our understanding of the Catholic faith and traditions. The Parish Sacramental program also offers the opportunity for families to immerse themselves in their child's spiritual development; further supported by school staff.



Of essence in any educational setting is the core aspect of curriculum. Our dedicated and well qualified staff specialise in ensuring our students are engaged with learning. We particularly focus on the development of lifelong literacy skills and behaviour learning. Each week we are fortunate to provide multiple teachers in the one classroom setting to support literacy rotations and the development of further skills. Numeracy is another primary focus that is well catered for. At times, learning focuses are also negotiated at Our Lady of Fatima, to ensure student input during planning phases. These are most often centred on topics of interest to our students such as the arts, science, sport and study of culture. Students in years P-6 at our school are fortunate to learn and participate in Spanish lessons every week.

Technology is utilised wherever possible to further enhance learning engagement. We have interactive whiteboards in every classroom which are regularly used by staff and students. This is further facilitated by 1:1 laptops in Years 3-6 and shared iPads in Prep to Year 2, ensuring our students are engaged and strengthening their capabilities in Information and Communication Technologies (ICT).

Our community is blessed with multiple extra-curricular offerings. Inter-school sport takes place, fostered by Catholic Secondary School, St Thomas More College. This involves students participating in sports as diverse as soccer, netball and touch football. Our students also participate in the Zone Athletics and Cross-Country carnivals. Our school choir is well known in the area and performs at an inter-school Choral Festival as well as for our local aged care centre. Our Lady of Fatima School offers a quality Catholic education that considers the unique needs of each individual. Any family wishing to be a part of this community- oriented setting is encouraged to pay us a visit.

School progress towards its goals in 2021

The explicit improvement agenda for 2021 focussed on gaining improvements in literacy and numeracy as well as recognising the importance of developing the whole child so that they may become responsible community contributors in society not only now but into the future. Our focus for 2021 was to gain improvements in learning and teaching of reading and writing as well as incorporating technology in the teaching/learning process.

Our school goals for Our Lady of Fatima for 2021 were the following:

Prep to Year 2: 85% of students reaching BCE benchmarks for reading.

This was not achieved-we reached 72% of students. This has now informed our goals for 2022.

Years 3 to 6: 75% of students reaching BCE benchmarks for writing.

This was achieved with over 80.43% attaining this writing level. Data provided from these assessments has informed our goals for 2022.

Future outlook

Our Lady of Fatima School Goals and explicit improvement agenda for 2022 will be guided by data from 2021. Our school has identified a need to further consolidate 'Sounds Write' phonics instruction program in 2022 to improve consistency across the Early Years and improve student reading achievement. We will continue to develop teacher and student use of timely and effective feedback in the instruction loop to improve student achievement in Writing Analysis in Years 3-6.

2022 School Goals, informed by our learning data in 2021 will be:

Prep to Year 2: At least 85% of students from P-2 will achieve BCE Benchmarks for reading from the implementation of Sounds Write phonics instruction.

Years 3 to 6: A minimum of 75% of students from Years 3-6 will achieve BCE targets in Writing Analysis, resulting from the implementation of specific and timely feedback in the instruction process.

A detailed Annual Plan for 2022 can be found on the next page.

Annual Plan 2022

Vision

Faith, Learning, Community

Mission

In the tradition of Saint Mary MacKillop, we foster and nurture the love of life long learning by offering equitable learning opportunities so that we all reach our full potential.

Values

Catholic Education

Sustainable practices and resource use

Every Child, Every Day

Fostering Wellbeing

Priorities

Catholic identity

Goal (Improvement area)

By the end of 2022, Staff and wider community have unpacked the Leuven survey data, explore and respond to ways to implement recommendations.

- **Strategies for improvement** – Unpacking and deepening understanding of the data
- **Success measures** – Staff and wider community understand their own and community data.

Learning and teaching

Goal (Improvement area) – By the end of 2022, through collaboration and embedded effective and expected practices . . .

*staff have introduced Sound Write phonics instruction resulting in at least 85% of students from P-2 achieving PM goals.

*staff have used specific and timely feedback in the instruction loop resulting in a minimum of 75% of students from Year 3-6 achieving the BCE target in Writing Analysis.

Organisational effectiveness

Goal – By the end of 2022, staff will utilise a multipurpose space, known as the STREAM room, to develop sustainable practices in Science and The Arts.

Success Measures

- All resources moved into new learning area (STREAM)
- Staff accessing new space according to timetable
- Reduction in waste of materials across the school

Our people

Goal (Improvement area) – By the end of 2022, the school will begin to implement the recommendations from the whole school NSIT review

- **Strategies for improvement** – Distribute the review findings to the wider community
- Plan for implementing recommendations
- **Success measures** – Plan for implementing recommendations is being followed.

Our school at a glance

School profile

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

Coeducational or single sex: Coeducational

Year levels offered in 2021: Primary (P-6)

Student enrolments for this school:

	Total	Girls	Boys	Aboriginal and Torres Strait Islander students
2021	180	92	88	5

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

Our students unite from diverse cultural backgrounds from the Acacia Ridge and surrounding districts. Students attending Our Lady of Fatima have a wide variety of first languages and main languages spoken at home which contributes to the rich, diverse learning environments in each classroom. Some languages spoken by our students at home include: Vietnamese, Spanish, Tamil, Arabic, Punjabi, Dinka, Malayalam, Hindi, Tongan, Kinyarwanda, Liberian among others.

Students at Our Lady of Fatima are encouraged to 'strive to achieve', which correlates with our school motto. This is further reinforced in our mission statement that reads "In the tradition of Saint Mary Mackillop we foster and nurture the love of life-long learning by offering equitable learning opportunities so that we all reach our full potential". Students are supported to succeed at Our Lady of Fatima and are gifted with various opportunities to develop academically, spiritually, socially and emotionally.

Our school embodies the values of 'Catholic Education', 'Sustainable practices and resource use', 'Every Child, Every Day' and 'Fostering Well Being'. The Year 6 leadership program ensures support is garnered from our older students to assist the school in a variety of capacities. Year 6 has a buddy program to assist the transition of Prep families into our school. They also lead activities such as Harmony Day, liturgies, and multiple other support processes. An integral characteristic of our student body is their willingness to support the 4 school goals, supported by our whole school Positive Behaviour for Learning processes: * Be Respectful * Look after Property * Be safe * Follow Directions.

Curriculum implementation

Our Lady of Fatima Curriculum Expectations 2021

Alice Springs Declaration

Education has the power to transform lives, supports young people to realise their potential by providing the skills they need to participate in the economy and society and by contributing to every aspect of their well-being. The vision is for a world class education system that encourages and supports every student to be the very best they can be no matter where they live or what kind of learning challenges they face.

Goal 1: Australian education system promotes equity and excellence

Goal 2: All young Australians become successful life-long learners, confident and creative individuals, and active and informed citizens. (December, 2019)

Staff at OLOL ensure our students are engaged with their learning. Curriculum planning is collaborative with classroom teachers regularly meeting with our Primary Learning Leader to ensure all students' needs are considered. At Our Lady of Fatima, staff particularly focus on the development of lifelong literacy skills, numeracy skills and behaviour learning. With Christ as our central focus, Religious Education and the religious life of the school holds a distinct teaching and learning capacity on a daily basis.

Our Lady of Fatima provides extra teaching support in our Early Years classes in the form of support teachers and school officers. This extra staffing provides a strong focus on the development of enhanced literacy and numeracy skills for all students and supports individual student needs being met.

Key aspects that influence our planning are:

- Brisbane Catholic Education Learning and Teaching Framework
- Our Lady of Fatima Vision for Teaching and Learning
- Brisbane Catholic Education Model of Pedagogy

Planning, Implementation, Assessment and Reporting

Each class teacher is to plan, implement, assess and report on all Key Learning Areas as stipulated by the Australian Curriculum, Brisbane Catholic Education and Queensland Curriculum and Assessment Authority. Specialist Teachers will plan, implement, assess and report on their identified Key Learning Area.

Planning

All planning is the responsibility of the class teacher using the identified planning proformas. These are located on the school portal in Curriculum/Whole School Planning /Planning Documents/Year. Within this planning document the following elements must be clearly identified.

- Class context overview including EA/DL, ATSI, and students with identified needs
- Identified statement from year level descriptor
- Identified statement from year level achievement standard
- Identified content descriptors
- Learning Intention
- Success Criteria
- Assessment tasks
- Sequenced Learning Experiences
- Resources
- Differentiation for students with additional needs
- General Capabilities: Literacy, Numeracy, Social and Personal, ICT, Critical and Creative Thinking, Intercultural Understanding, and Ethical Understanding
- Catholic Perspective and Relationships and Sexuality Education

Other elements to consider when planning:

- Student data analysis and interpretation from BCE monitoring tools
- Links to other key learning areas
- Incursions and excursions
- Cross Curricular priorities: Aboriginal and Torres Strait Island Histories and Culture, Asia and Australia's Engagement with Asia, Sustainability

Class teachers are to devise a class timetable that includes all identified time allocations (See Appendix A). This is to be updated regularly and saved on the school portal.

Class teachers are to provide an overview of the units of work to be covered in each learning area throughout the year.

Implementation

It is the class teachers' responsibility to see that each Learning Area is implemented using Brisbane Catholic Education's agreed Effective and Expected practices.

At OLOF, effective collaboration between class teachers and support teachers and specialist staff is expected to deliver differentiated Effective and Expected practices.

If a teacher is away, work is left for the class that follows the planning document. This will ensure continuity and success for students.

Excursions and incursions to enhance learning must be organised with Admin at least 2 weeks prior to the experience occurring. An excursion form will assist with this and support the planning process. The current excursion procedure form is available on the school portal in Policies and Procedures folder.

At the commencement of each unit, students are to be informed of the Learning Intentions and the Success Criteria as identified in your planning document. This should be available for all students to revisit regularly. Parents are to be informed of the intention of each unit via class newsletter each term.

It is the class teachers' responsibility to track and monitor students' success throughout the term.

Assessment of Key Learning Areas

- All work that is set by the teacher must be marked and assessed by the teacher.
- Completed work is to be signed and dated by the teacher including worksheets and bookwork.
- Assessment methods should be varied and documented in planning. Assessment is to be available to share with other staff, students and parents.
- Throughout the unit of work, Achievement Standard covered, Learning Intentions and Success Criteria must be visible for students.
- Assessment work should only be marked/ assessed by the teacher that set the work.
- Marked assessment must be shown to the student with feedback so that they are aware of areas for improvement. This will also assist goal setting. Older students may want to sign or acknowledge that they have seen this work.
- Throughout the term, the Principal, Assistant Principal and Primary Learning Leader will ask to see selected workbooks and work samples from each class. Teachers will be made aware of this at the start of each term.

Reporting

- All student achievement is to be reported on using a 5-point scale twice a year
- Specialist teachers are to inform class teachers of students' individual marks in a 5-point scale. Class teachers are to collaborate with specialist teachers.

Assessment

Including:

- Diagnostic Assessment
- Student Assessment Folders
- Other Learning Assessment at OLOF
- NAPLAN
- Moderation – including CTJ

Diagnostic Assessment

Diagnostic assessment is assessment for learning. It enables teachers to monitor students' knowledge, understanding and skill development so as to target their teaching to support students' progress to meet learning goals.

At OLOF we follow the BCE literacy monitoring tools schedule which is published at the beginning of each year and found on SPIRE – literacy/monitoring tools/dates. This includes Sound Letter Knowledge, Concepts About Print, PM Benchmarks for Prep to Year 2 and PAT R, PAT M and Writing Analysis for Year 3-6. Further diagnostic testing can occur based on individual needs throughout the year.

Teachers who have concerns about a student completing any assessments are to discuss with ST:IE and PLL together.

These marked diagnostic assessments are to be added to Student Assessment Folders regularly throughout the year. Results are to be uploaded to Engage.

Assessment must be available to all stakeholders especially for Review and Response, Individual Learning Plans and Personal Learning Plans and NCCD as appropriate.

Extra-curricular activities

We specialise in ensuring our students are engaged with learning. We particularly focus on the development of lifelong literacy skills and behaviour learning. These are most often centred on topics of interest to our students such as The Arts, Science, Sport and study of Culture. With Christ as our central focus, Religious Education and the religious life of the school holds a distinct teaching and learning capacity on a daily basis. Our Lady of Fatima is also fortunate to possess a Learning Enhancement Teacher that has instilled a concerted focus on literacy and numeracy improvement. This results in additional teacher support around this core area of learning. All students from Prep – Year 6 learn and participate in Music, Physical Education, creative Arts and Spanish lessons every week. There are clear pathways for athletes looking to compete in representative teams. Students are also afforded the capacity to join our school choir and perform as part of a larger Catholic choir at the annual Choral Festival. Students are involved in a number of extra-curricular activities at Our Lady of Fatima. This is highlighted by:

- Inter-school Sport (Netball, Soccer, Oztag)
- Catholic Zone Representative Opportunities including Cross Country and Athletics
- School Choir
- Gardening club
- Year 6 Leadership Camp.

How information and communication technologies are used to assist learning

Technology is utilised extensively to further enhance learning engagement. We have data projectors in every classroom (which are regularly used by staff and students) and wireless internet capabilities available throughout the school. Our ratio of devices per student is 1:2 in Prep to year 2 and 1:1 in years 3-6. Students use a variety of online platforms such as TEAMS and OneDrive.

Our Lady of Fatima is in the process of creating a 'STREAM space' to support student engagement in Science, Technologies, Engineering and Mathematics using a range of resources to support inquiry-based learning and making use of hands-on materials. We look forward to this space being used across all year levels in the near future.

Parents and the wider community are invited to Celebrations of Learning in classrooms to share learning successes in all year levels. During 2021, these have been compromised due to COVID regulations and we are looking forward to resuming our regular hosting of these events in the near future. Our Lady of Fatima engages with many on-line resources including a senior years' reading program (Lexile) that tracks student learning in the middle-upper years online as well as 'See Saw' in the Early Years. Many digital platforms, including fortnightly class newsletters, are used regularly by staff to keep parents informed of student learning in classrooms as well as supporting engagement in community events.

Social climate

Overview

Pastoral care is considered to be central at Our Lady of Fatima, in assisting our students and families to reach their potential. Our Lady of Fatima utilises a School-wide positive behaviour approach (PB4L) and endorses a whole school well-being policy that encompasses understanding that feelings are ok and supports students to develop strategies to regulate their own emotions. Our comprehensive Positive Behaviour For Learning (PB4L) model and Student Behaviour Support Plan, support a whole school well-being policy that encompasses:

- A wide range of universal supports accessed by all students including 'Pilot of the Week' awards and 'Flying High' acknowledgments for great learning
- Whole school Behaviour Matrix which is explicitly taught and referred to throughout the year, building consistent implementation of behaviour management strategies
- Clear and regular communication with parents around student engagement in their learning through a range of social media and invitations to come to school events
- A range of 'Tier 2' and 'Tier 3' strategies including a 'Check In, Check Out' process for students requiring closer monitoring and feedback on their progress
- Explicit teaching of the 'Zones of Regulation' and regular re-visiting of the strategies to support emotional regulation
- Anti-bullying policy
- Development of all students' social/ emotional capacities embedded in learning cycles in Health and other areas of the curriculum
- Employment of a Guidance Counsellor, School Pastoral Worker and Community Engagement Worker.

The Behaviour Matrix developed by staff in 2020 is included below. This outlines behaviour expectations at OLOL and guides our explicit behaviour teaching.



EVERYWHERE AND ALWAYS

Hands and feet to yourself
Wear your uniform with pride
Follow the directions of school staff

	When we learn	When we play	When we gather	When we're moving	When we're using technology
<p>S Safe Behaviour</p>	Walk in the classroom Use equipment safely All legs of the chair on the floor	Wear your hat Use equipment appropriately Walk to the oval Report issues to an adult when they happen	Sit quietly and remain seated when eating Line up quickly ready for play In church, feet on the floor not on the kneelers	Walk on the hard/ concrete surfaces Wash hands before eating Leave the toilet area clean and tidy	Use equipment safely and appropriately Keep passwords safe Report any issues to staff when they happen
<p>O Own your learning</p>	Be ready to learn Participate actively Ask questions to clarify learning Strive to meet your learning goals	Follow and know the rules of the game Be a good sport and play fairly Take responsibility for your actions	Participate with respect in songs, prayers and celebrations	Respond to the bell immediately	Only use approved sites for your learning
<p>A Act Responsibly</p>	Place bags in port rack Take care of resources, belongings and equipment	Put sports equipment away Care for the play equipment Take care of your hats and jumpers	Clean up and put rubbish in the right bin when directed by staff Sit and stand respectfully Hold equipment with care and reverence	Be in the right place, at the right time	Look after equipment/ technology Charge equipment when you are finished
<p>R Respect for everyone</p>	Raise your hand to talk, tell or ask Use manners Help each other Co-operate, encourage and include others	Take turns on equipment Encourage, support and include others Use kind words and kind actions	Enter and exit sacred spaces quietly Look at the speaker Respond appropriately In church, put kneelers down at the beginning and up at the end Ignore distractions	Wait patiently Move quietly around the school	Ask before you take a photo T.H.I.N.K. before posting or typing

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Through all of these processes and structures, our school develops and maintains a safe school environment focussed on student and staff well-being. We are able to do this by taking a collaborative team approach. Our team encompasses:

- Classroom teacher
- School officers
- Guidance Counsellor
- Student Pastoral Worker
- Speech Pathologist
- Principal
- Specialist staff
- Assistant Principal-Religious Education
- Primary Learning Leader
- EALD teacher.

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# that:	2020
This school helps my child to develop their relationship with God	93.9%
School staff demonstrate the school's Catholic Christian values	87.5%
Teachers at this school have high expectations for my child	88.6%
Staff at this school care about my child	94.4%
I can talk to my child's teachers about my concerns	91.7%
Teachers at this school encourage me to take an active role in my child's education	91.7%
My child feels safe at this school	94.4%
The facilities at this school support my child's educational needs	94.4%
This school looks for ways to improve	94.1%
I am happy my child is at this school	97.1%

BCE Listens Survey - Student satisfaction

Performance measure	
Percentage of students who agree# that:	2020
My school helps me develop my relationship with God	95.0%
I enjoy learning at my school	91.9%
Teachers expect me to work to the best of my ability in all my learning	96.8%
Feedback from my teacher helps me learn	96.8%
Teachers at my school treat me fairly	91.9%
If I was unhappy about something at school I would talk to a school leader or teacher about it	85.5%
I feel safe at school	95.2%
I am happy to be at my school	93.5%

BCE Listens Survey - Staff satisfaction

Performance measure	
Percentage of staff who agree# that:	2020
Working at this school helps me to have a deeper understanding of faith	100.0%
School staff demonstrate this school's Catholic Christian values	96.4%
This school acts on staff feedback	100.0%
This school looks for ways to improve	100.0%
I am recognised for my efforts at work	100.0%
In general students at this school respect staff members	100.0%
This school makes student protection everyone's responsibility	100.0%
I enjoy working at this school	100.0%

'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

Family and community engagement is valued by staff, parents and students at Our Lady of Fatima School. Parent involvement at Our Lady of Fatima is encouraged and utilised in a variety of contexts. Following a volunteer induction course (focused on student protection processes and strategies to support learning in a classroom) parents are able to support the school in the following ways:

- Classroom Support
- Tuckshop / Uniform Shop Convenor
- Library Support
- Additionally, two celebration of learning days are held inviting parents to view student work samples and complete an interactive activity with their children throughout the year.
- 'Parent Helpers' Group: meetings have a clear focus on working to provide lasting memories for our students and families. This group plan events to support community engagement and fund raising each term

Our school employs a 'Community Engagement Worker' to support families to remain connected with the OLOF school community. Some ways our Community Engagement worker does this are included below:

- Kindy visits to promote OLOF
- Staff Representative in the Parent Helpers Group
- Support in organisation of community events
- promotions through social media

- developing relationships with local businesses
- communicating with parents
- support of Toddler Tuesday/ Pre-Prep program

OLOF employs a 'Student Pastoral Worker' who supports our families' pastoral needs. Some ways our SPW works to support our community include:

- Supporting individual students to remain engaged with their learning/ school environment
- Supplying care packages to support families experiencing hardship
- Supporting students and families where regular attendance at school is a challenge
- Supporting staff to provide adjustments for students with additional needs

Our Lady of Fatima School enjoys a strong and positive relationship with our parish community. This is achieved by the following:

- Regular attendance of students and staff at parish mass (classes attend weekly and lead parish through scripture, prayer, music and altar service)
- Regular meetings between Parish Priest, Fr Lam, APRE and principal
- Support of parish sacramental program
- Support of parish events including fund raising activities

Environmental footprint

Reducing the school's environmental footprint

Our Lady of Fatima School community is committed to sustainable practices and prioritise ensuring we respond to Pope Francis' Encyclical, "Laudato Si'"- Care for our Common Home. We are able to do this by regular reporting on the school's electricity usage. Responsible energy usage supports the school's efforts towards a living response to Pope Francis' Encyclical Laudato Si'. Our school has installed solar panels and water tanks. Students are educated in recycling of food waste and supported to be engaged in recycling projects. Students work in our community garden and are able to enjoy the benefits of the produce grown there. The whole community is encouraged to implement where possible, sustainable practices in all aspects of school life.

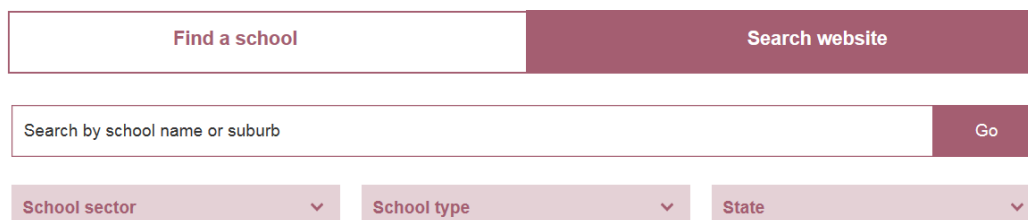
School funding

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.



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



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



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	18	19
Full-time Equivalents	13.88	8.09

*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.**	7
Bachelor degree	7
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 at Our Lady of Fatima School for 2021 were prioritised using data analysis and teacher voice. Some of these priorities include:

- Continued development of staff to successfully and confidently implement Sounds Write Phonics Program delivery in Years P-2 and for students with identified needs in Years 3-6
- Developmental Language Disorder – staff professional development delivered by School Based Speech Pathologist in response to the growing number of students with language difficulties in the school
- Autism Awareness-teaching as well as school officer staff engaged in professional development to further enhance understanding of Autism as well as strategies to engage successfully with students identified as autistic
- Continued collaboration with Cluster Schools to respond to 'Enhance Catholic Identity' goal – each term staff from three schools engage with professionals to develop staff understanding of scripture and the Catholic Church related to Religious Education curriculum priorities as well as Religious Life of the School priorities.

The proportion of the teaching staff involved in professional development activities during 2021 was 100%.



Staff attendance and retention

Average staff attendance

Description	%
Staff attendance for permanent and temporary staff and school leaders	97.5%

Proportion of staff retained from the previous school year

From the end of the previous school year, 100% 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	93.2%
Attendance rate for Aboriginal and Torres Strait Islander students at this school	65.6%

Average attendance rate per year level			
Prep attendance rate	93.0%	Year 4 attendance rate	96.2%
Year 1 attendance rate	91.1%	Year 5 attendance rate	92.6%
Year 2 attendance rate	93.0%	Year 6 attendance rate	91.8%
Year 3 attendance rate	94.1%		

*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.

Description of how non-attendance is managed by the school

The School Attendance Policy can be found on the parent portal. A Sign-in book is available at the front office and is to be used for any arrivals/departures between 8.40am -3.00pm. Daily absentee sheet at front desk for messages of absences. Class teachers mark roll at 8.40am and 2.00pm. Morning roll marking is completed by class teacher prior to specialist lesson. Administration overview of attendance 9.00am and again shortly after 2:00pm each day. Follow-up phone calls are made for any unexplained absences.

Emergency Procedures: copy of roll to be clearly in view on door. Similar copy of roll to be kept updated in Relief Teacher Folder. Encourage notification of absence by phone or Parent Portal before 9.00am, or earlier. Messages can be left on night switch. Our Lady of Fatima School has also developed an awards system which acknowledges 100% attendance per term with a certificate and an additional award for 100% attendance for the year. In 2020 the school implemented a new incentive of an 'Attend, Achieve Succeed' shirt for students with attendance over 95%. This initiative was continued in 2021 and students who had achieved this attendance goal for a second time were presented with 'Attend Achieve, Succeed' shorts.

Individual student attendance is monitored by classroom teachers, Admin Staff as well as leadership staff. Any student whose attendance is of concern is followed up by phone calls, letters or home visits by class teachers, Leadership and/or Pastoral Care Worker as decided by the team.

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](#) website.

How to access our NAPLAN results

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.

A screenshot of the search bar on the My School website. It features a search input field on the left 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 on the far right of the search bar.

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



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



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.