



OUR LADY OF HOPE SCHOOL, GREENWITH SCHOOL ANNUAL REPORT (2019)

1. Contextual Statement

Our Lady of Hope is a Catholic primary school with an enrolment of 308 students (as per 2019 Census data). Our enrolment is broken down by year levels as follows.

Year level	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
No. of students	47	30	44	33	42	36	41	8

Our school is located in Greenwith, which is a north eastern suburb of Adelaide. It is part of a unique shared campus with Greenwith Primary School, and is part of the St David's Parish, Tea Tree Gully. The school is part of the Golden Grove development, which includes the suburbs of Wynn Vale, Golden Grove and Greenwith and was opened in 1994 to serve the communities developing around it. It has an SES score of 100, which means it is on the higher end of the socio-economic scale.

During 2019 our school had 3 indigenous students and 69 students were included in the National Consistent Collection of Data for children with Disabilities who require extra support to assist their learning

The school's workforce composition is summarised in the table below and we have no indigenous staff.

	FTE	Male	Female	Total
Teachers	17.6	3	20	23
Education Support Officers	7.37	2	11	13
Total	24.97	5	31	36

Inspired by Mary, at Our Lady of Hope School we are committed to faith, hope, love and learning. The school has a professional, committed and caring staff, and offers a supportive and welcoming community. The focus at Our Lady of Hope School is on developing the whole child - academic, spiritual, social, emotional, psychological and physical. We offer quality learning programs in all curriculum areas and specialist subjects include Performing Arts, Physical Education, Science and Italian.

The school has excellent facilities and fosters a positive learning environment. There is a focus on helping students to develop resilience and personal responsibility, as well as quality support programs for children who need extra help with their learning. More information is available at www.oloh.catholic.edu.au.

2. Teacher qualifications:

In our school we are fortunate to have many teachers with two or more qualifications in education. Amongst our staff we have 6 Masters Degrees, 1 Graduate Diploma, 21 Bachelor Degrees, 8 Diplomas, 1 Advanced Diploma and 15 Graduate Certificates in Religious Education/Catholic Studies

Education Support Officer (ESO) Qualifications:

The school is also very fortunate to have ESOs who are also committed to study and hold qualifications across a number of areas. Amongst our ESO staff we have – A Certificate 3 in Business Management, Certificate 3 in Fitness, 2 Certificate 3 & 4 in Disability, Certificate 3 in Education Support, Certificate 3 ICT Networking, Certificate 4 in Frontline Management, a Diploma of Management and a Certificate 4 in Youth work.

3. Student Attendance

The average student attendance rates for our school are summarised in the table below.

	REC	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Overall
Average Attendance	93.63	93.84	93.25	94.43	94.30	90.86	91.45	90.70	92.86

Student attendance is monitored by classroom teachers in the first instance. If a teacher has concerns about the attendance of a particular student, they will raise this issue with the Principal or Deputy Principal. Subject to this discussion, the teacher may contact the parent or care giver, to discuss their concerns about the student's attendance record and any reasons for this. The outcome of this discussion will be documented by the classroom teacher, brought to the attention of the Principal or Deputy Principal, and a copy of this will be placed on the student's file.

If, after this initial contact there are still concerns about the student's attendance, either in terms of the reasons given for absences or the student's attendance not improving, the teacher will discuss this with the Principal or Deputy Principal, to determine further follow up action. This follow up action might be the classroom teacher or the Principal contacting the parent or care giver to discuss the matter, or the Principal contacting Catholic Education SA and/or the Department of Education and Child Development regarding possible truancy concerns.

4. Student outcomes in standardised national literacy and numeracy testing

Our students and teachers are to be congratulated on the results of the 2019 National Assessment Program for Literacy and Numeracy (NAPLAN) tests. In 2019 we undertook our NAPLAN testing online. Overall, we were pleased with our students' performance in the NAPLAN tests in 2019. Over the page is a table which shows the mean score for Our Lady of Hope students in each of the three year levels which sat the NAPLAN tests along with the State and National mean scores for 2019. * Please read the disclaimer at the bottom of the table when interpreting the Year 7 NAPLAN results.

OUR LADY OF HOPE 2019 NAPLAN MEAN SCORES

	Year 3	Year 5	Year 7*
Reading			
School Mean	466	519	491*
SA Mean	420	497	543
National Mean	432	506	546
Writing			
School Mean	457	463	482*
SA Mean	409	462	513
National Mean	423	474	513
Grammar and Punctuation			
School Mean	473	487	462*
SA Mean	425	485	540
National Mean	440	499	542
Spelling			
School Mean	446	502	485*
SA Mean	406	489	540
National Mean	419	501	546
Numeracy			
School Mean	441	496	497*
SA Mean	395	480	546
National Mean	408	496	554

- * *It must be noted that the Year 7 results for Our Lady of Hope School in 2019 were not congruent with the results obtained by Year 7 students in previous years. In 2019 Our Lady of Hope only had 8 Year Seven students and all of these students participated in the NAPLAN tests. Of these students, five students had diagnosed learning difficulties for which they received extra funding, learning support and required significant modifications to their learning programs. The high ratio of students with diagnosed needs (62.5%) in relation to the low number of Year 7 students who sat the tests, had a significant impact on the overall mean scores for this year level.*

Our teachers and school have used the data from the literacy and numeracy NAPLAN testing, in conjunction with other data on student performance, to design learning programmes and identify areas for ongoing professional learning. When analysing the NAPLAN results we also acknowledge that NAPLAN testing can be quite narrow and therefore we must consider NAPLAN results alongside other longitudinal data that is collected by the school. The school will be looking at all of its NAPLAN and other testing data in order to identify trends in the performance of our students. We will also be looking at, and mapping, individual student data in order to improve learning outcomes for students.

5. School Improvement

During 2019, the school worked from an annual improvement plan which was developed at the end of 2018. The content of the Annual Improvement plan was derived from the School's 3 Year Strategic Plan that was developed at the end of 2017. The School Improvement Plan for 2019 was based on the domains specified in the Continuous Improvement Framework for Catholic Schools and the CESA Living, Learning, Leading Framework.

The key focuses in this plan included

Strategic Direction 1:

Effectively use data from NAPLAN, Pat testing and other whole school testing in order to inform teaching practice.

In 2019, the staff undertook training in reading, interpreting and then using the results of the Progressive Achievement Tests (PAT) which are developed by ACER.

Marc Krajl from ACER came in for a full day workshop with the staff and also undertook some follow up sessions with our staff on how to make the most of the data provided by the PAT tests.

Teaching staff spent time analysing the PAT results and looking for trends which could help them to identify which areas in Numeracy and Reading, that particular year levels or cohorts of children needed to focus on. The teaching staff learnt how to use the resource section of ACER's PAT testing site in order to generate ideas to further support students and provide the next steps in progressing their learning.

Staff worked in teams to develop processes, strategies and structures to provide support to the students and address individual and small group learning needs.

This strategic direction and staff professional learning has greatly assisted staff in moving from using the PAT tests as a means to get an indication of where students sit in relation to a National cohort, to using the tests to inform future teaching and learning experiences.

The staff also looked at the NAPLAN data for the school across a number of years and identified trends in this data.

The next stage in our process which will occur in 2020, will be to learn how to more effectively use the NAPLAN data in the same way that we have learnt to use the PAT data.

As a result of the learning, benchmarks have been set for PAT assessments and staff will be released to work in teams throughout 2020 in order to further analyse and plan from information that they receive from the PAT and NAPLAN data.

Strategic Direction 2:

To develop a consistent school wide approach to teaching children about decoding (reading and spelling)

After a lot of discernment around looking at different types of teaching approaches and spelling programs in 2018, a decision was made collectively as a staff to introduce a whole school approach to teaching spelling across the school. The Words Their Way program was chosen as one which we would focus on throughout 2019. The Words Their Way program is a developmental spelling and phonic program which involves students in actively studying letter and word patterns. The program contains inbuilt assessments to assist teachers in identifying the level that individual children are at and the program is differentiated based on these assessments.

The whole staff undertook a full day of training in implementing the program. All students were then assessed using the spelling inventories. Resources were then purchased and made for every class so that teachers could effectively teach the program.

All teachers were expected to use the program and the program was reviewed throughout the year. Staff also had regular sharing sessions and were provided with opportunities to view each other teaching the program and learning from each other.

Feedback would indicate that whilst the program is a lot of work, students do appear to be benefitting and progressing within the program. It was identified that the program was probably more tailored for children in Years 3 -7 and therefore the school has now looked at an alternative program (Initial Lit) for our Reception to Year Two students. Initial Lit will be introduced to our Reception students in 2020 with all teachers involved in teaching this program receiving the appropriate training.

The Year 3-7 classes will be continuing with the Words Their Way program in 2020 and we will be continuing to monitor and review the success of this program over the coming 12 -24 months.

Strategic Direction 3:

Look at re-design of classroom learning environments in order to match different teaching pedagogies.

In 2019, the Leadership team and staff started to review our current learning spaces and furniture selection for our classrooms. In 2018, teachers explored a number of different teaching styles which included inquiry learning, project-based learning as well as a number of different ways to integrate learning and increase student engagement. This learning led to staff exploring different ways to set up their classrooms in order to cater for different styles and modes of learning. As part of this process staff and leadership visited a number of schools in order to see what pedagogies they were engaging with and how they were setting up their learning spaces in order to support the chosen pedagogy. This approach led to teachers starting to think differently about how they structured their learning activities and the classroom environment.

As a result of these discussions, a number of staff started trialling flexible seating and classroom furniture arrangements and were supported by the school's leadership team to experiment with this. Some staff found that they wanted to include some new or different furnishings in the classroom. This led to staff working in teams to develop a wish list of furniture that they would like for their spaces. A couple of the shared areas within the school (Middle Year's Learning area and Science room) had old furniture replaced with new tables and booth seating which were all on wheels and allowed for greater flexibility.

In further discussions the focus moved from furniture towards the bigger picture of learning spaces in general. It was at this point, we decided to generate a more holistic approach to looking at our learning spaces and generate a school Master Plan. After a few months of consultation with the School Board, staff, students and personnel from the Catholic Education Office, a School Master Plan proposal was developed and Brown Falconer Architects were engaged to develop this Master Plan for the school. In late 2019, Brown Falconer engaged in staff, student and community consultation and the completed Master Plan is due for approval in early 2020.

Many staff have re-imagined their classroom environments and set up flexible learning spaces for the beginning of the school year. Throughout 2020, plans for replacing school furniture and mapping the re-development of the school's learning and play spaces will continue to be a major focus.

Strategic Direction 4

Continue to develop and support staff in their capacity to understand what it means to work in a Catholic School and how they can contribute to this.

At the beginning of the 2019 School Year, all staff attended Catholic Education's Live, Lead and Learn day which unpacked with them what it means to work in a Catholic School.

This was good follow on from the 2018 work that was undertaken with staff around Catholic Identity and what it looks like at Our Lady of Hope School. The focus of the 2019 work was on the holistic view of Catholic Identity and helping staff to understand how Catholic Identity permeates the whole school.

The focus on Catholic Identity in 2019 included the following:

- * Continued focus on the development of the School Garden and Sustainability initiatives.
- * Focus on social justice – visiting nursing homes, commitment to St Vincent De-Paul and Catholic Charities.
- * Linking with the Parish to support children preparing for the Sacraments in a school setting.
- * Staff Retreat – further focussing on Catholic Identity and appreciating God in the everyday.
- * Different prayer experiences for children – new format for senior student retreat

- * Ongoing focus on developing respectful and meaningful relationships and how we support children who struggle emotionally or socially.
- * Ongoing commitment to whole school liturgical celebrations and theme days – e.g. Advent day.

We did intend to produce a Catholic Identity plan in 2019, however this vision was not realised. We are now waiting on a visit from staff at Catholic Education Office in early 2020, to discuss and explore the next steps in leading and enhancing our school's Catholic Identity.

Strategic Direction 5

Re-establish the Parents and Friends Committee.

At the beginning of the 2019 school year, the leadership team hosted a wine and cheese evening in order to discuss the development of Parents and Friends Committee moving forward.

Unfortunately, only a small number of people came along to this evening. However, from this we were able to broaden our base of parents for the Parents and Friends committee.

The Parents and Friends Committee met once per term and small groups were allocated job and roles to oversee throughout the year.

Continuing to work with and look for new ways of broadening participation on the Parents and Friends Committee in 2020 and beyond will be a continued focus and will require some more dedicated time and support from school staff.

In addition to the Annual School Improvement Plan, there were many other achievements during 2019 aimed at school improvement.

These included the following.

- We celebrated our 25 Year Anniversary with a time capsule opening event. The whole school prepared a new time capsule to be opened in our 50th Year.
- The continuation of Birth – 5-year-old Playgroup at the school.
- Whole School Gymnastics sessions with Tri-skills
- We introduced a whole school swimming program where all classes attended the Parafield Gardens Swimming Centre for a week of swimming
- The 5-7 students went to Woodhouse Activity Centre in the Adelaide Hills for a 2 night camp – this was the first time our Year 5 students have attended a 2 night camp.
- We introduced a Year 4 camp and the students went on an overnight camp to Narnu Farm at Hindmarsh Island.
- Pants and shorts were introduced for the girls as part of the formal school uniform.
- Bike Ed was introduced and Year 5-7 students participated in a 6 week program.
- We introduced a woodwork program with support of our P&F and 2 volunteer Grandparents
- We hosted our first Mother's Day breakfast (which originally was a morning tea) and we hosted our 4th Father's Day breakfast.

- Our Reception students visited the ETSIA nursing home and sang songs and read books with the residents – this was the first Junior Primary class to visit the nursing home.
- We started the process of re-vitalising our gardens around the school and continued to expand the ‘Hope Grows vegetable garden’ and also started plans for the development of new garden and the planting of some fruit trees next to the Parish Centre.
- The new school website was completed and launched.
- Year 6\7 Retreat at Morialta
- Upgrade of 50 student laptops.
- Had a very successful Campus Family Fun Night.

6. Satisfaction with the school:

a. Student Survey

In 2019, an anonymous online student survey was conducted in each class. The focus on the survey was on the following

- Student satisfaction in their own class environment.
- Student sense of belonging at the school
- Ideas for school improvement

Students were given a series of statements and were asked to provide a rating from 1 to 5 for each statement with one being a low level agreement with the statement and 5 being a very high level agreement of the statement. Examples of statements included:

I enjoy being in my class this year
 I feel safe at Our Lady of Hope School
 People in my class treat me with respect

Children were also given some short answer questions about their responses to some of the statements and also to seek their suggestions about things they liked about the school and what could be improved.

Some of the major findings of this survey included:

Each Class provided different feedback to their teacher about the clarity of instruction, enjoyment of lessons and the classroom environment. These survey results were shared with each teacher and discussed as part of their professional review. Some teachers chose to discuss the results with the whole class and use the results as an opportunity to improve or enhance their classroom environment.

In relation to school matters:

Some of the main re-occurring themes in the responses included the following:

- * The majority of students enjoy being at Our Lady of Hope and feel safe at school.
- * Friendships and feeling respected by teachers were listed as being major reasons why children like Our Lady of Hope School.
- * The small size of the school where everyone knows each other was seen as an advantage by a number of children.
- * The children really enjoyed the whole school events with Sports Day, Our Lady of Hope Day and Bookweek being amongst the favourite events of the year for children.

- * Children enjoyed and appreciated lunch time sports competitions and being involved in the Hope Grows Garden.
- * Children also mentioned excursions, camps and swimming as things they really enjoyed and highlights of their time at OLOH.
- * Children also enjoyed participating in sports house competitions and social justice events.
- * Sports Carnivals were very popular and children also appreciated the extra performances they got to view as part of the Performing Arts program.

In improving the school there were a number of different comments raised but no real repeated themes across the school. Some areas mentioned included:

- * Better and cleaner toilets
- * More organised sports activities to do at lunch time
- * Other activities instead of sport such as art clubs
- * More excursions
- * A handful of students cited issues with Greenwith Primary Students being a concern.
- * Some older children felt that they were not always respected or spoken to nicely by their peers.

b. Parent Satisfaction

Only 21 families (representing 26 children) responded to the survey for parents, which represents about 9% of the School population. This means that one or two responses can have a significant impact on the percentages. Finding new ways to engage parents in the survey and obtain more accurate data on the school is something we need to consider.

Rather than summarise every aspect of the survey, I have included the top 3 areas of satisfaction based on the survey and the 3 top areas for improvement based on the survey. In the top areas of satisfaction either 20 or 21 families indicated that they agreed or strongly agreed with the statement presented – 96 -100% satisfaction.

Top 3 most agreed statements:

1. My child enjoys being at this school
2. Teachers expect my child to do their best.
3. My child feels safe at this school.

Top 3 most disagreed statements (between 2 and 4 families disagreed with the below statements)

1. Student Behaviour is well managed at the school
2. Teachers provide my child with useful feedback about their learning
3. The School takes parents opinions seriously.

Comments provided with the disagree statements, would suggest that at least 3 families had some issues with behaviour in relation to campus issues (i.e issues between Our Lady of Hope and Greenwith children). No real comments were offered to give clear indication of items number 2 and 3.

The survey results although small in number were still shared with all staff and have been used to help us reflect on what we are doing well and what we can improve on.

Ideally a bigger sample size would assist us in identifying the broader parent perspective on issues.

c. Staff satisfaction

Due to time constraints and a very hectic finish to the year, a staff survey was not completed in 2019. This will be a priority in 2020.

7. School income

a. Government grants & income:	\$ 3,214,535.09
b. School Fees and charges:	\$ 808,853.14
c. Other:	\$ 171,630.04

(This information is also available on the school's website: www.oloh.catholic.edu.au)

*Ashley Keane
Principal 2019*