



OUR LADY OF HOPE SCHOOL, GREENWITH SCHOOL ANNUAL REPORT (2018)

1. Contextual Statement

Our Lady of Hope is a Catholic primary school with an enrolment of 308 students (as per 2018 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	33 + 12 3 rd Term intakes	41	40	41	35	47	43	15

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 2018 our school had 3 indigenous students (0.9%) and 46 students were included in the National Consistent Collection of Data for children with Disabilities who require extra support to assist their learning (15%).

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

	FTE	Male	Female	Total
Teachers	19.1	3	21	24
Education Support Officers	5.9	1	10	11
Total	25.0	4	31	35

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 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 7 Masters Degrees, 1 Graduate Diploma, 23 Bachelor Degrees, 8 Diplomas, 15 Graduate Certificates in Religious Education/Catholic Studies, and 1 Associate Diploma.

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, Diploma of Work, Health Safety and a Certificate 4 in Youth work.

3. Student Attendance

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

Year Levels	REC	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Overall
Average Attendance	93.72	93.30	94.1	94.01	91.82	92.41	89.17	88.93	92.18

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 2018 National Assessment Program for Literacy and Numeracy (NAPLAN) tests. In 2018 we were among the first group of schools to undertake our NAPLAN testing online. It must be noted that the small number of children who did not achieve the National Minimum Standards in both Year 3 and Year 5, have diagnosed learning difficulties for which they receive extra support.

- Reading
 - Year 3 students (90%), Year 5 students (91 %) and Year 7 students (100 %) achieved above the national minimum standard.
- Writing
 - Year 3 students (95%), Year 5 students (91%) and Year 7 students (100 %) achieved above the national minimum standard.
- Spelling
 - Year 3 students (98%), Year 5 students (95%) and Year 7 students (100%) achieved above the national minimum standard.
- Grammar and punctuation
 - Year 3 students (100%), year 5 students (100%) and Year 7 students (100%) achieved above the national minimum standard.
- Numeracy
 - Year 3 students (100 %), Year 5 students (98 %) and Year 7 students (100%) achieved above the national minimum standard.

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 individual student data in order to improve learning outcomes for students.

5. School Improvement

During 2018, the school worked from an annual improvement plan which was developed at the end of 2017. 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 2018 was based on the domains specified in the Continuous Improvement Framework for Catholic Schools.

The key focuses in this plan included

Strategic Direction 1:

To Develop a stronger whole staff focus on what quality teaching and learning looks like and develop a professional learning culture where staff de-privatise their practice and learn from each other.

As part of the school's focus on quality teaching and learning, the staff engaged in some professional discussions and learning around what makes good quality teaching and learning. The staff looked at the New Work Smarts research paper which was conducted by the Foundation for Young Australians. The study explored the skills the children will need when they enter the workforce in 2030. As a staff we discussed this study and explored ways of making the classroom environment a place where all children can develop the skills, knowledge and attributes required in order to enter the workforce when they leave school.

As part of the staff professional learning, all staff had to identify an area or element of their teaching that they wished to improve or learn more about and then were required to develop a professional learning plan which focussed on this. This approach to professional learning, acknowledges that not all staff require the same training and development. The professional learning needed to link to classroom practice and staff were required to share how their learning had impacted on their classroom practice.

As part of this learning, the staff were given the time and support to undertake professional reading and research as well as visit other schools and work with each other on their professional learning focus.

The professional learning focuses across the school included the following:

- Integrating Inquiry learning into the classroom
- Project based learning
- Developing critical and creative thinking skills
- Increasing student engagement – student led research projects
- Developing children's spelling skills
- Integrating ICT – I pads as a tool for learning – APPLE CLASSROOM Experience.
- Using Office 365 and One Note as a learning tool.
- How to meet the needs of diverse learners – catering for the needs of new Reception students.
- Use of Playmeo in order to develop a positive group dynamic.

At the end of the year, all staff were required to deliver a presentation to their colleagues on their professional learning focus.

The professional learning approach opened up discussions around teaching pedagogy and many staff started to run independent sessions whereby they got together outside of school hours and shared ideas and practices.

As a result of this we have seen the development of a stronger professional learning community and feedback from staff at their reviews indicated that they found this form of professional learning to be valuable and effective. In 2019 we will be continuing the same format for professional learning, with many staff continuing their focus from 2018.

In addition to the above individual professional learning focus, staff also engaged in whole staff development and training in the area of STEM, integrating I pads as a learning tool into the classroom and staff also undertook a professional development day on Evidence Based Teaching and Learning in the area of spelling.

Strategic Direction 2:

To stabilise and strengthen enrolments at the school and ensure that OLOH maintains its' current standing. Review School structures in line with Year 7s moving into Secondary settings

In 2018, a significant amount of time was put into re-developing our School Website. As part of this work we needed to reflect on who we are as a school and what we stand for and then develop a website that accurately portrays this. Time was spent with staff sharing community perception of Our Lady of Hope School, developing a shared understanding of what we stand for as a school community and what the role of each staff member is in developing a positive school environment.

As part of this we closely analysed and re-worked our website content so that it reflects the reality of who we are as a school. A strong focus of this work was on getting a message out to the community that we are affordable and offer a good value for money schooling service.

In looking to maintain and strengthen our enrolments, we had a strong focus on using social media (face-book) in order to promote the positive community events and learning opportunities which our children were engaged in.

As part of our approach, we also established a Playgroup which was run by 2 of our Educational Support Officers. The playgroup has been a huge success in 2018 and has introduced a number of new families to our school. The playgroup also gave parents with younger children an opportunity to socialise and provided a means by which younger children could interact with others of a similar age.

In 2019, we will be launching our new website. We will also be continuing with the Playgroup initiative.

In 2018, we also started the process of adjusting to the new schooling structures. Gleeson College who is our main partner school, were the first Catholic Secondary School to offer Year 7 in 2018. As result we had 16 Year 7's attend Gleeson in 2018 and had a class of 15 Year 7's remain at Our Lady of Hope. In 2018 we ran a small Year 7 class of 15 students. This class of children were given opportunities to engage in many different forms of learning and this was a very successful initiative. As all Catholic Schools begin to offer Year 7 in a Secondary setting from 2019, our Year 7 numbers will slowly decrease. At the end of 2018, 35 out of our 43 Year 6 students left Our Lady of Hope to undertake Year 7 in a Catholic Secondary setting. As a result, a decision was made to run 2 Graduation Ceremonies in 2018. Our Year 6 and Year 7 Graduation ceremonies were held separately as the children went through their schooling as separate cohorts of children. Both of these services were very successful events.

From 2019 onwards we are anticipating a small number of Year 7 students. It is projected that by 2022 all Department Schools will move Year 7 to a Secondary setting and from this point OLOH will stop offering a Year 7 option.

In 2018, we undertook some planning for the 2019 school year. As part of this planning we started looking at new school structures. As we only have 8 Year 7 students for 2019, we will be offering a combined Year 6\7 class. The Year 7 students in this class will still be given some extra opportunities and will be removed as a small group for some different learning experiences. In 2019, there will only be one combined Graduation service for the Year 6\7 students. In 2019, we will also introduce the 2 night camp experience for the Year 5-7 students. 2019 will also be the first year when Year 6 students will be the School Captains. All of these initiatives will start a period of transition to the Year 5\6 students being our senior students.

Strategic Direction 3:

To develop the school's capacity to deliver integrated digital technologies into the curriculum and use such technology to engage students and parents in learning.

In 2018, the staff all undertook 2 days of extensive professional learning in the areas of integrating STEM initiatives into the teaching and learning programs and also using Ipads as a tool for learning. At the beginning of the year we engaged the services of Brad Howard from Practical PD to come in and deliver a full day session on the devices and gadgets that can be used to teach coding and computer programming. The staff then developed a unit work which was based around this learning which they could use in their classroom.

In Term 2, our Year 4\5 class were selected to be one of 4 classes in the state who were given an opportunity to be part of 1:1 Apple Classroom learning project. As part of this project we received 2 weeks of intensive onsite support from an educational consultant from Apple and explored the possibilities of a one to one learning device program. All children in the class had access to a school supplied Ipad for the 2 week period. As part of this program the Year 4\5 teacher was supported by another staff member who was released to support in delivering the program to a class of students. The teachers involved in the project became lead teachers in this area. They were then released to plan a professional learning day for all staff where they could share what they had learnt. As a result of this day, staff started to engage in different ways that they can use the Ipads to support their programs. As a result of this, a decision was made to increase the number of Ipads available for student use within the school. The school now has over 120 Ipads for student use across the school and we are looking to expand this number.

As the year progressed, follow up sharing sessions in the integration of ICT were offered by staff.

In 2018, we also purchased a whole school subscription to See-Saw which is an app which can be used to share student work and also act as a communication tool between the home and the school. We had an increasing number of parents subscribing to this service and this app along with the Skoolbag app has become a major form of communication between the school and home. This form of communication is instant and also reduces the need for paper based communication.

In 2018 we also engaged the services of STEM Edulinks in order to offer after school computer programming and coding courses to our Year 3-7 students. All students were given the opportunity to trial the programs at school. Eight week courses were then offered to students in Terms 2, 3 & 4 and a number of families chose to engage with this offering.

The ongoing integration and development of digital technologies into the curriculum will be a focus throughout 2019.

Strategic Direction 4

To develop Leadership capacity to support staff reflection, spiritual development and understanding of what it means to work in a Catholic School

As part of this strategic direction the School Leadership team attended a 3 day course entitled “Nurturing the Mustard Seed.” As part of this professional learning, we looked at the different ways that Catholic Identity is expressed within our school. We also looked at areas where we can look to further enhance our Catholic Identity.

A large part of ensuring the Catholic Identity within our school remains strong, is based around ensuring that our staff understand what is meant by Catholic Identity and are able to live this in their daily interactions with the community. As a result of this, the leadership team worked with some support from staff from the Catholic Education Office, to develop a reflection day for staff with a focus on what makes Our Lady of Hope a Catholic School. As part of this day the staff looked at all of the things which are currently being done to enhance the Catholic Identity of the school. As a staff we identified that there are a number of areas where we are doing a really good job.

We also focussed on the areas where we can continue to grow and develop. Staff ideas and reflections were recorded as part of this day and this information will be used to continue our focus on this area in 2019.

In addition to the Annual School Improvement Plan, there were many other achievements during 2018 aimed at school improvement.

These included the following.

- The Introduction of Science as a Specialist curriculum area.
- Introduction of an educational Playgroup for Birth to 5 year olds
- Introduction of Inquiry Based Learning in R-2
- Whole School Gymnastics sessions with Tri-skills
- Survey and decision to offer an R-7 Swimming program in 2019.
- Year 5 overnight camp to Adelaide Zoo
- Year 4 sleepover.
- Year 7 Retreat at Morialta
- Upgrade of furniture in Middle Year's Learning centre.
- Acquisition of over 120 new Ipads for classroom use.
- Continued development of the School Garden and introduction of opening the garden during lunch times.
- Introduction of an after school computer programming and coding program offered by STEM Edulinks
- The re-development of the School's Website by Bloomtools
- Introduction of cooking of the produce in the school garden.
- Introduction of the fully paid version of See-Saw App as a means of communication between school and the home.
- First Parents and Friends School Disco
- Engagement by a number of staff in a series of STEM professional learning networks.
- A whole school professional learning session on Evidence Based teaching and learning, run by Bill Hansberry.
- A very successful School Concert in 2018.
- Science and Italian Expo.
- The first time children completed NAPLAN online
- Continued development of positive relationships and partnerships between the Tea Tree Gully Parish Schools.
- Professional learning in data analysis for improved student learning.

6. Satisfaction with the school:

a. Staff satisfaction

In 2018, an anonymous online staff survey was circulated to which 28 staff members provided a response. The survey focussed on 3 broad areas which were:

- Job satisfaction and well-being.
- Leadership perceptions \ experiences
- Staff communication and morale.

Staff were given a series of questions and were asked to list the extent to which they agreed with the statement being presented. The response to each question could be a) always, b) often, c) sometimes d) rarely.

Some of the major findings of this survey included:

Job Satisfaction and Well-Being:

- 96% of staff stated that they always or often enjoyed working at OLOH – the other respondent listed sometimes as their response.
- 80% of staff stated that the demands placed on them were always or often reasonable. 20% of staff stated that work demands were sometimes reasonable.
- 93% of staff felt that they were clear what was expected of them. 7% indicated that they were sometimes clear about the expectations
- 71% of staff felt that they often or always had a good work \ life balance. 25% of staff responded with sometimes and 1 staff member felt that they rarely had a good work \ life balance.
- 93% of staff felt that they always or often had the resources necessary to undertake their job. 7% felt that they sometimes had the resources needed.

Leadership

- 93% of staff felt that they could rely on leadership to support them with problems and 96% felt comfortable to approach leadership with concerns. The remaining respondents listed sometimes for the statements about leadership support.
- 89% felt that their ideas were listened to by leadership either always or often. 11% listed sometimes for this statement.
- 86% felt that their work was valued by leadership. 14% listed that their work was sometimes valued by leadership. The same percentages were also recorded for staff being able to voice concerns about their work.
- 82% of staff felt that they were consulted about changes that impact their work. 18% stated that they were sometimes consulted.

Staff communication and morale.

Overall the survey results for staff morale and communication were considered to be positive. The exact questions and responses are for internal use.

b. Parent Satisfaction

Only 26 families (representing 29 children) responded to the survey for parents, which represents less than 10% of the School population. This means that one or two responses can have a significant impact on the percentages. Of those who responded to the parent survey, the following was indicated with regard to parent satisfaction of the school:

- 20 of the 26 respondents indicated that they felt that teachers set relevant and age appropriate learning tasks for their children, 3 of the respondents were unsure.
- 19 respondents stated that they felt that the classroom teachers motivated their child to learn, 3 were unsure.
- 20 respondents felt that their children were treated fairly by their teachers, 3 were unsure
- 23 respondents indicated that they were comfortable to approach their class teacher about issues.
- 23 respondents indicated that their children enjoyed being at OLOH and the remainder neither agreed or disagreed with this statement
- 22 respondents stated that their child felt safe at OLOH, 2 respondents neither agreed or disagreed with this statement.
- 22 respondents felt that parents had the opportunity to be involved in their children's learning, 3 respondents were unsure.
- 19 respondents felt that their child's learning needs were being met – 2 respondents were unsure.
- 14 respondents felt that the school's learning support programs were effective, 10 respondents were unsure.
- All 26 respondents felt that the Front Office staff were helpful and friendly.
- 25 of the 26 respondents felt that the school's communication methods were effective, 1 respondent was unsure.
- 24 respondents felt that the school's community events were enjoyable and well organised, the other 2 respondents were unsure.
- 23 respondents felt that the school was well managed, 1 respondent was unsure.
- 22 respondents felt that the school's leadership team were approachable and helpful, the remainder of the respondents were unsure.
- 24 respondents felt that the school's facilities were well maintained, 1 respondent was unsure.

c. Student satisfaction

A student perception survey was conducted in 2018. Some of the main findings of this survey showed:

- 98% of students reported feeling safe at OLOH.
- 98% of students enjoyed being at OLOH school
- 99% of students felt that their teachers treated them with respect.
- 92.5% felt that students at the school treated them with respect.
- 96% of students stated that they had the opportunity to do interesting things at school
- 95.5% of students felt that the school's classrooms and play spaces were good.
- 95% of students felt that the expectations of the school were fair.
- 95.5% felt that their classroom environments were good places to learn and the same amount felt comfortable to ask their teacher for support.
- 98% of children felt that their teacher expected them to do their best work & 96.5 % of children felt that their teachers treated them fairly.
- 94% of children stated that they enjoyed being in their class in 2018.

7. School income

a. Government grants & income:	\$ 3,002,833.78
b. School Fees and charges:	\$ 810,832.93
c. Other:	\$ 132,666.36

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

*Ashley Keane
Principal 2018*

