



2021
SCHOOL PERFORMANCE REPORT



A journey in faith and learning



OUR LADY OF HOPE SCHOOL, GREENWITH SCHOOL ANNUAL REPORT (2021)

1. Contextual Statement

Our Lady of Hope is a Catholic primary school with an enrolment of 289 students (as per 2021 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	60	37	41	29	46	34	41	1

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 ICSEA (index of Community Social Educational Advantage) score of 1042, which is slightly higher than the average ICSEA score of 1000

During 2021 our school had 4 indigenous students and 79 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	18.9	3	22	25
Education Support Officers	7	1	15	16
Total	25.9	4	37	41

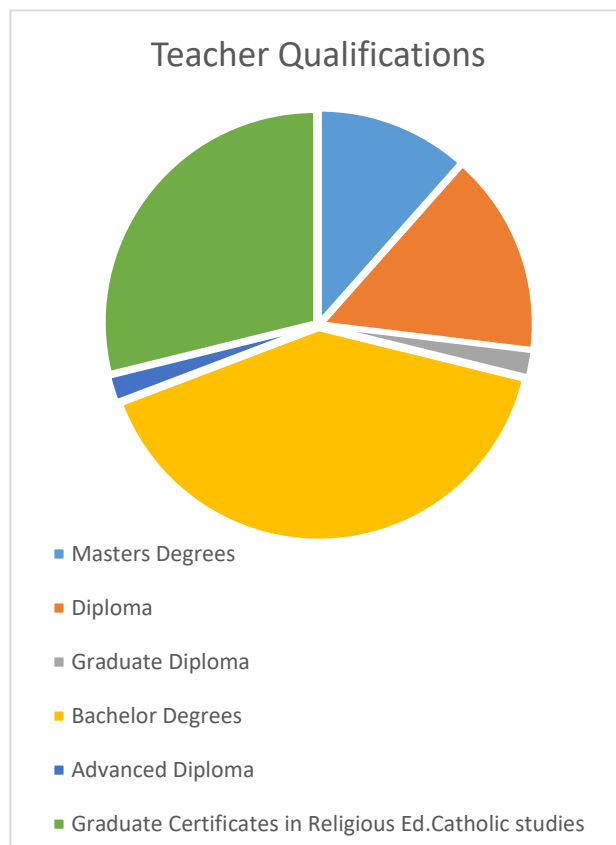
Inspired by Mary, at Our Lady of Hope School we are committed to faith, hope, love and learning. The school has a professional, committed and caring staff, and offers a supportive and welcoming community. The focus at Our Lady of Hope School is on developing the whole child - academic, spiritual, social, 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
- 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 –

- 1 Certificate III in Business Management
- 2 Certificate III & IV in Disability
- 1 Certificate 3 in Education Support
- 1 Certificate IV in Frontline Management
- 1 Diploma of Management
- 1 Certificate IV in Youth work
- 1 Certificate III in Fitness
- 1 Diploma of WHS
- 1 Certificate 3 in ICT Networking.



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	91.1%	94.3%	93.6%	91.8%	92.5%	93.2%	90.8%	91.4%	92.4%

Student attendance is monitored by classroom teachers in the first instance and is recorded using SEQTA. 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 caregiver, 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

After a year off from the NAPLAN testings in 2020 due to the COVID-19 pandemic in 2020, the children in Years 3, 5 & 7 undertook the NAPLAN test in May 2021. The results of our 2021 NAPLAN data can be seen in the table below.

	Reading	Writing	Spelling	Grammar & Punctuation	Numeracy
Yr 3 OLOH Avg	440.1	417.8	406.6	431.7	398.2
Yr 3 State Avg	426	411.5	412	418	394
Year 3 National Avg	437	425	421	433	403
Year 5 OLOH Avg	538	480.7	528.8	512.7	498.6
Year 5 State Avg	501	466	499	490.5	482
Year 5 National Avg	512	480	505	503	495

The school uses the NAPLAN data as one form of assessment to inform teaching programs. In analysing our Year 3 data we can see that our results are slightly above the State Average results in all areas except for Spelling and slightly below the National average in all areas except for reading. Only 28 Year 3 students sat the NAPLAN tests, which meant that the results of one or two students could have a significant impact on the average scores for our cohort. The school has introduced a new spelling program in 2021 and staff are undertaking significant professional learning in this area in 2022. We are confident that our average Year 3 results in spelling are not a true reflection of our children's current abilities in this area.

Our Year 5 students average scores were above both the State and National Averages in all five areas of the NAPLAN test. Our Lady of Hope uses the NAPLAN results to look for trends and identify possible areas of improvement. We also look at individual scores and any children who are not meeting benchmarks are identified and plans are put in place to support these children. As a school we also acknowledge that some NAPLAN results are not truly indicative of a child's ability and therefore we do not rely solely on NAPLAN data and use a range of other assessments and data sources to gauge a holistic picture of the children's abilities.

In order to get a gauge and collect data on the achievements of the students relative to National Averages, all children at Our Lady of Hope undertake the PAT (Progressive Achievement Tests) Reading and Numeracy assessments which have been developed by ACER. These assessments can be conducted in every year level and are similar in nature to the NAPLAN tests. I have included a table which shows our median scores in relation to the National median scores in the PAT testing data.

PAT TESTING SCORES 2021 – OUR LADY OF HOPE

NUMERACY			READING		
	OLOH Median	National Median		OLOH Median	National Median
Foundation/Reception	93	NA	Foundation/Reception	79.4	NA
Year 1	102.9	93.2	Year 1	88.3	87.1
Year 2	109.3	103	Year 2	104.5	100.5
Year 3	116.3	110.9	Year 3	117.9	110.9
Year 4	117.5	117.4	Year 4	128.7	118.7
Year 5	130.0	122.7	Year 5	130.1	124.5
Year 6	133.6	127	Year 6	132.7	128.8

No data was recorded for Year 7 students as a minimum of 10 students are required to generate a school median score. In 2021 Our Lady of Hope had one Year 7 student

The PAT data demonstrated that Our Lady of Hope median scores are higher than that of the National median scores.

In 2021, teachers from Our Lady of Hope worked together to analyse PAT testing data and will be using the data generated from these assessments to inform their teaching practice in 2022.

5. School Improvement

During 2021, the school worked from an annual improvement plan which was developed at the end of 2020. Below is a summary of the school improvements / initiatives undertaken in 2021.

School Improvement Areas / New initiatives in 2021:

- New furniture purchased for every classroom: new, modern and neutral coloured furniture was purchased for every classroom in the school. The furniture has allowed for a flexible approach to teaching and learning with a mix of different seating and table options to facilitate both individual and group learning. There is a consistent colour scheme and style to the furniture which flows throughout every classroom.
- Introduction of 1:1 student to device ratio: All students in Years 3 -7 were provided with a laptop for personal use. As part of the rollout of this initiative all parents were required to attend a cyber safety session which was presented by Cyber Safe Families. All children were also involved in an age-appropriate cyber safety session. The rollout of the laptops has gone quite smoothly, with most students managing their devices quite well.

- Introduction of the full year STARS transition program: In 2021, we rolled out our STARS transition program for 4-year-old children who were enrolled to commence at Our Lady of Hope in either Term 3 2021 or Term 1 2022 so that it operates for the whole year. Initially one session was offered on a Friday morning, however due to increasing demand for the program another session was added on a Wednesday morning. The program has been a great success and has already generated a lot of interest for 2022, with two sessions being offered from the beginning of the school year. The program will commence from the end of February in 2022, as this will allow children 4 weeks to settle into Kindy before starting the STARS program.
- Introduction of a stand-alone Mid-Year Reception class: An off shoot of the STARS program was that many families who started their children in the STARS program at the beginning of 2021, made the decision to start their children at Our Lady of Hope at the beginning of Term 3 instead of waiting to Term 1, 2022. This meant that there were 17 children starting in Term 3, leading to the introduction of a stand-alone mid-year class. The stand-alone mid-year class worked on a modified Reception program with a balance of early literacy and numeracy activities and inquiry-based approaches to learning. Flexibility with this program was provided for families with some children starting part time and building up their time as the semester went on. The stand-alone mid-year program has proven to be very popular and very successful and there are already 18 children enrolled for the mid-year class in 2022. This initiative is something that may continue into the future.
- Approval of a Master Plan for capital development: In April 2021, Catholic Education approved Our Lady of Hope's Master Plan. Due to the condition of the existing classrooms, the majority of the Master Plan is centred on modifications to or building on to the existing classrooms, with one new 4-6 classroom Junior Primary building being proposed in order to replace the three transportable buildings that are currently onsite.

The school has always had on average about 40 students per year level which equates to one and a half streams per year level. As a result of this, Our Lady of Hope traditionally runs 2 straight Reception classes and then composite classes in all other year levels. The premise of the Master Plan was centred around the desire of the School Board, staff and students to preserve the smaller size of the school but also try to grow enrolments so that the school can move to a model of two straight classes per year level with a target of approximately 350 enrolments.

The re-development of the OSHC facility was a complex part of the Master Plan as Our Lady of Hope runs the OSHC for Greenwith Primary School as well and approximately 75% of the enrolments in our OSHC program are from Greenwith Primary. The Department of Education do not contribute capital funds towards OSHC programs and therefore the architects needed to consider how to best re-develop the OSHC facility in a cost-effective way that could offer benefits to both OLOH school and OSHC. As part of this plan there were two options provided for re-developing the OSHC space and in 2021 negotiations with the Tea Tree Gully Council were taking place in regard to one of the options presented in the Master Plan. These negotiations have delayed the commencement of actioning the first stage of the Master Plan, however, this delay has been a blessing in disguise. Throughout 2021 we received a sudden increase in Reception enrolments and the introduction of our STARS program has been very popular. This growth in Reception enrolments looks set to continue in 2023.

The start of the school's move to a straight class model has commenced in 2022 with the school having 2 straight Year One classes and with a current enrolment of over 50 Receptions for the beginning of 2022, and already solid enrolment projections for 2023, this trend of single year level classes is likely to continue.

In accounting for the recent demand in enrolments and the recent announcement of a new housing development close to the school, discussions at the School Board meetings have focussed on making some modifications to the Master Plan. These modifications have included the provision to expand the number of learning spaces and be flexible with the implementation of the Master Plan, should there be a demand to add a third stream of classes into the future. The School Board have also suggested a change to the staging of the Master Plan, with a new 6 classroom building to accommodate the Reception and Year One classes being proposed as the first stage.

- Nature Play Development: Our Lady of Hope and Greenwith Primary Schools have engaged JPE Landscape architects, to design a Nature Play space which will be built in 2022. The initial stages of the planning have commenced with further student and community consultation occurring in Term One 2022.
- Extension of Initialit Program to Year 2 and introduction of MiniLit: In 2021, the Initialit program that was introduced into Reception in 2020 was extended to Year One and Two. The school also introduced the MiniLit support program as an intervention program for children who are not reaching benchmarks with their reading and decoding in the early years.
- Introduction of 7 Steps for Writing success program: In 2021 the 7 Steps to Writing Success program was introduced as a whole school approach to supporting our children to become more effective and engaging writers. All staff have been trained in this program and the school has an online subscription so that all teachers are able to access resources and support for teaching using this approach. The Reception to Year 2 teachers have also undertaken training in the bookmaking approach to engaging children as writers and embed the language of the 7 Steps for Writing success program into this approach to teach writing in the Early Years.
- Number Ninjas Program: In 2021, the school developed a whole school number facts program called "Number Ninjas". The idea for this program came from a visit to St Joseph's School at Clare which was undertaken in late 2020. This program is a joint school and home-based program which focusses on supporting children to develop their automaticity with number facts and to reach age-appropriate number milestones. The staff have been working with Dr Paul Swan in 2021 in order to develop consistent approaches to teaching the number strand of Mathematics. This work is ongoing and will continue in 2022.
- Introduction of Soundwaves program in Year 3-6. At the beginning of 2021 the school introduced the Soundwaves program for teaching spelling and vocabulary in the Year 3-6 classes. This program replaced the Words Their Way program which was introduced in 2019. The teaching approach adopted by the Words Their Way program aligns more closely with the Initialit program.
- Wellbeing Room: In 2021 the school introduced a wellbeing room. This room is available to provide children with a soft start to the school day or to provide a place for children to go if they are feeling overwhelmed. It has a number of sensory tools which children can use to regulate and is monitored by ESO staff at different times throughout the day.
- The Development of a School Quality Performance Team: In 2021, a new School Quality Performance team was formed in order to drive improvement in learning and outcomes for all students. There were 7 people on this team who all had specific roles. This team of seven consisted of the following:

Principal	Mr Ashley Keane (oversight of all areas)
Deputy Principal	Mrs Kerry Neville (Inclusive Education and Student Wellbeing)
APRIM: Education)	Mrs Suzie Subotkiewicz (Catholic Identity and Religious
Lead Literacy teacher	Mrs Christine Goodwin (Literacy programs and NAPLAN)
Lead Numeracy teachers	Mrs Brooke Hopkins & Mrs Trish Harding (Numeracy and PAT)
Key Reading teacher	Mrs Cheryl Bugeja (Reading programs and intervention)

This team have provided oversight of the new programs and staff professional learning directions.

- Staff Professional Learning: In 2021, there were a number of staff professional learning focus areas which included the following.
 - 7 Steps to Writing success – whole staff training and program implementation
 - Soundwaves training – for teachers in Years 3-7 (part of whole school spelling and decoding approach – InitialLit R-2 & Soundwaves 3-7 – replacing Words their Way.
 - Mathematics focus – numerous professional learning sessions with Dr Paul Swan on teaching number, understanding number milestones, activities and games to enhance number development and High Impact teaching strategies in Mathematics.
 - Clarity – The School's Learning Improvement team have been an early adopter of The Clarity Learning suite developed by Dr Lyn Sharratt. This learning suite will be adopted by diocesan schools over the coming 2 years and focuses on 14 parameters which drive positive improvements in student learning outcomes.
 - Religious Education: Understanding the 3 Worlds of the texts – Kate Ordon.
 - SEQTA training – new student management system which was introduced in 2020.

6. COVID IMPACTS:

COVID continued to have some impacts on our school operations in 2021, however these impacts were not as severe as what they were in 2020.

Our Lady of Hope and Greenwith playtimes continued to be separate throughout 2021. This split has seen a large reduction in school yard issues due to the children having a very large amount of play space. This arrangement is something our school would be keen to maintain in the longer term, however this would require further consultation with Greenwith Primary School.

The main impact of COVID was on our community events. The Mother's Day and Father's Day breakfasts were not held again in 2021 due to COVID regulations. We also could not host the biennial Shared Campus Family Fun Night. The schools still organised a raffle and show bag drive in order to fundraise for a shared Nature Play space.

We were fortunate to be able to host our School Sports Day with parents present and we were also able to host a modified Book Week dress up parade which also included parents. Our OLOH Day picnic also was held at Thorndon Park. Unfortunately, we could not have parents attend School Assemblies or Masses. This is something the school hopes to be able introduce again in 2022.

7. Satisfaction with the school:

a. Student perception using classroom pulse survey

In 2021, all students in the school completed the classroom pulse survey, which is an online survey that was generated by the Catholic Education Office. This survey provided children with 8 statements and children were asked to rate the extent to which they agreed with each statement. Children then had an opportunity to list reasons for their rating. The questions focussed on student perceptions in the key areas of **identity, learning, relationships and belonging**. Questions focussed on children's perceptions about their friendships, feelings of safety and belonging at the school, relationships with their teacher and how they feel about their learning and progress.

Data from the survey is sent directly to the Catholic Education Office, which then populates the data and provides an overall rating based on the student responses. From the data, schools could be rated as either developing, meeting or excelling in each of the four areas.

The responses provided in the survey by the students at Our Lady of Hope indicated that our school was considered to be excelling in all 4 areas of student perception. This meant that most of the students at Our Lady of Hope had positive feelings towards the school environment and had a strong sense of belonging and were happy with their learning.

Even though we are considered as excelling in all areas, the school will still use such data to identify individual children who may not be providing high ratings in these surveys and will work with these children to ensure that they are having their emotional, social and learning needs met at school.

LIVING, LEARNING, LEADING SURVEYS:

In 2021, Catholic Education South Australia partnered with Curtin University in order to develop a survey for students, parents and staff. This survey focussed on the perceptions of these groups in relation to 4 keys areas which included Catholic Identity; Curriculum and Co-constructed learning design; Student Agency, identity, learning and leadership; Community engagement.

The survey provided a series of statements about each of the above areas and respondents were asked to rate the extent to which they agreed with the statements on a scale of 1-6, with one being the lowest level of agreement and 6 being a high level of agreement. In the student surveys the scale was a 1 -5 rating.

These surveys were used to replace our traditional staff and parent surveys and provided the school with some useful information to consider when planning ongoing improvement.

b. Parent Satisfaction

Unfortunately, only 15 families completed the parent survey and therefore the data collected from this survey instrument only represents a small sample size of the community. From the people who completed the survey the following information was gathered.

- There was strong level of satisfaction with the community feel around the school, with a sense of welcome and children feeling safe and valued being given high ratings.
- There was also a strong rating given towards the school's resources, with parents indicating the school's physical environment and facilities being sufficient to meet the children's needs.
- There were also high ratings around the school's environmental programs and social justice initiatives.
- Parents also believe that children are encouraged to take responsibility for their learning.

- The lowest average perception ratings from parents with an average of 4 on the 6-point scale were around student agency and student's having a say in planning and being involved in the assessment of their learning.

c. Student Satisfaction

166 students from Years 2 -6 completed the student surveys. The general findings from these surveys included the following:

- **Catholic Identity:** The children generally gave high ratings for the school's Catholic Identity. Children thought that the Catholic Identity was promoted well throughout the school and mirrored parents' perceptions of a strong sustainability and social justice programs. The children provided lower ratings (average of 3.5 out of 5) for the areas of liturgical celebrations and Religious Education lessons being relevant to their life.
- In the area of Student Learning, Identity and Autonomy, the students gave high ratings (around 4.5 out of 5) for the areas of learning support and thought that teachers supported them well with their learning. The children's ratings for student agency and feeling like they help co-construct the curriculum and have a say in what they learn was much lower with an average rating of 3.5 out of 5.
- Student's perception of community was high, and students felt safe and welcomed at the school, providing a very strong rating for feeling proud of being part of the community.
- Overall, the students also gave high ratings for the resources at the school, citing the biggest frustration as having someone to support with ICT problems when they have issues with their devices.

d. Staff satisfaction

18 teaching staff members completed the survey. The questions staff were asked, focussed on the same areas as parents and students but were slightly different questions. The following perceptions of staff were noted.

- Very strong ratings for both community and Catholic Identity. Staff reflected the parents' perceptions of a strong and welcoming community feel at OLOH. Staff also had very strong perceptions of the school's commitment to Catholic Identity.
- Generally, staff perceived the school's infrastructure to be of high quality with an average rating of 5 on the 6-point scale.
- The lowest ratings that staff gave were around the area of student agency and student involvement in planning and assessment for their own learning. Interestingly the average rating that staff gave in this area was 4 out of 6 which mirrors the parent perception.
- Staff had a strong perception of their abilities to differentiate curriculum and integrate contemporary classroom practices that facilitate learning into their classroom. Developing more consistent whole school assessment practices was something which staff felt could be improved.

The results of these surveys were quite consistent across the parents, students and staff. With all three groups affirming the same strengths and also identifying student agency as an area for growth.

7. School income

a. Government grants & income:	\$ 3,623,776.83
b. School Fees and charges:	\$ 674,848.35
c. Other:	\$ 172,294.19

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

Ashley Keane

Principal 2021