1. Contextual Statement

Our Lady of Hope is a Catholic primary school with an enrolment of 334 students (as at Term 3, 2017). Our enrolment is broken down by year levels as follows.

<table>
<thead>
<tr>
<th>Year level</th>
<th>Reception No. of students</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
<th>Year 6</th>
<th>Year 7</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>38 + 10 3rd Term intakes</td>
<td>39</td>
<td>46</td>
<td>40</td>
<td>52</td>
<td>47</td>
<td>32</td>
<td>30</td>
</tr>
</tbody>
</table>

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 2017 our school had 3 indigenous students (0.9%) and 14 students with disabilities (4.3%), for which the school received some form of funding support to assist with their learning and development. The School included 34 students 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.

<table>
<thead>
<tr>
<th></th>
<th>FTE</th>
<th>Male</th>
<th>Female</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers</td>
<td>19.2</td>
<td>3</td>
<td>22</td>
<td>25</td>
</tr>
<tr>
<td>Education Support Officers</td>
<td>5.9</td>
<td>1</td>
<td>10</td>
<td>11</td>
</tr>
<tr>
<td>Total</td>
<td>25.1</td>
<td>4</td>
<td>32</td>
<td>36</td>
</tr>
</tbody>
</table>

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 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 Bachelor of Commerce, 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.

<table>
<thead>
<tr>
<th></th>
<th>Reception</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
<th>Year 6</th>
<th>Year 7</th>
<th>Overall</th>
</tr>
</thead>
<tbody>
<tr>
<td>Average attendance</td>
<td>93.48</td>
<td>94.02</td>
<td>92.66</td>
<td>93.24</td>
<td>91.69</td>
<td>91.86</td>
<td>93.14</td>
<td>91.11</td>
<td>92.65</td>
</tr>
</tbody>
</table>

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.

Further to this, whole school attendance records are reviewed at least once a term to identify any concerning trends in poor attendance and/or lateness for school. Any such trends are followed up by school leadership with the teachers and/or parents as is appropriate. The aim of all this follow up action is to ensure that children are at school whenever they should be and are able to be, and to support and assist families to ensure that this happens.

4. Student outcomes in standardised national literacy and numeracy testing

Our students and teachers are to be congratulated on the results of the 2017 National Assessment Program for Literacy and Numeracy (NAPLAN) tests. The following benchmarks were achieved.

- **Reading**
  - Year 3 students (100%), Year 5 students (93 %) and Year 7 students (96 %) achieved above the national minimum standard.

- **Writing**
  - Year 3 students (100%), Year 5 students (89%) and Year 7 students (96 %) achieved above the national minimum standard.

- **Spelling**
  - Year 3 students (98%), Year 5 students (93%) and Year 7 students (100%) achieved above the national minimum standard.

- **Grammar and punctuation**
  - Year 3 students (100%), year 5 students (91%) and Year 7 students (96%) achieved above the national minimum standard.

- **Numeracy**
  - Year 3 students (100 %), Year 5 students (95 %) 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. In looking at NAPLAN data, we recognise that our 2017 Year 3 cohort were the first group of students to sit NAPLAN since we modified our Early Intervention Program for literacy development. This group received Early Intervention in Years R – 2 and the results of this cohort were quite pleasing, being above National Average in every area, and matched the results which we collect as a school. We believe that the NAPLAN results support our judgement that the Early Intervention Programs are having a positive impact on student learning outcomes. 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.

5. **School Improvement**

   During 2017, the school worked from an annual improvement plan which was developed at the end of 2016. The School Improvement Plan for 2017 was based on the domains specified in the Continuous Improvement Framework for Catholic Schools.

   The key focuses in this plan included

   **Strategic Direction 1:** Domain 2: Focussed Vision and Goals

   **To develop a 3 Year Strategic Plan for Our Lady of Hope School.**

   The goal in 2017, was to develop a Strategic Plan in order to map out the leadership direction and priorities for the school from 2018 – 2020. In 2017 a considerable amount of time was spent collecting and collating feedback from staff and the wider community about what we are doing well, what we need to start doing and the things we need to dis-continue.

   A Strategic Planning group was set up to review this data and identify key improvement priorities as we move forward. A considerable amount of work has gone into developing a Strategic Plan which will be presented to the School Board at the beginning of 2018 and then shared with the community. This process, whilst time consuming, was very productive and helped to develop a clear direction and strategic intent as we move forward.

   **Strategic Direction 2:**

   Domain 5: High Quality Teaching & Learning and Domain 7: Safe and Orderly Learning Environments,

   **Re-develop and review the current approaches to dealing with Student Well-being, Behaviour Education and Social Skills development at Our Lady of Hope.**

   The goal of this improvement direction was to re-think our current policies around student wellbeing and behaviour education. We wanted to ensure that, as a staff and school, we adopted a consistent and contemporary approach to dealing with student wellbeing and behaviour.

   As part of this approach, we decided to adopt a whole school social skills program, called “Play is the Way”. The whole staff undertook training in this program at the beginning of the 2017 School Year and were led by our Personal Responsibility Coordinator in regular professional learning sessions around this program throughout the year. The Play is the Way program comes with a resource kit full of games which are designed to develop children’s cooperation skills and emotional resilience. The program also promotes common language which all staff can adopt when dealing with student wellbeing issues. Greenwith Primary who share the Campus with our school also adopted the Play is the Way program, which means that we can have a common Campus approach to student wellbeing and behaviour.

   In addition to this program, the staff undertook professional learning around the theme of “High Performance Student – Teacher Relationships” and reviewed the research around what types of relationships lead to the best
quality outcomes for students. We explored the need for a restorative approach to dealing with behaviour issues which focuses on the need to repair relationships rather than just a black and white consequence model.

We also reviewed our current approach to dealing with yard behaviour and are modifying procedures in this area.

We introduced a two week relationship building focus at the beginning of the year, where teachers focus on getting to know their children and establishing positive class routines. We feel that the development of such relationships and routines will set students and teachers up for a successful year of learning.

After a year of ongoing discussions and reviewing research, we have developed a draft Student Wellbeing and Behaviour Education policy which will be finalised early in 2018.

**Strategic Direction 3:**
Domain 3 Strong Leadership & Domain 8 Strong Home, School and Community Engagement.

**Continue to work with the School Community and the Tea Tree Gully Parish cluster group of schools to support the Year 7 move to Gleeson College.**

Throughout 2017, a key focus was to continue to work with the schools in the Tea Tree Gully Parish cluster (Gleeson College, St Francis Xavier & St David’s) in order to support a smooth transition as Gleeson College became the first Catholic Secondary School to offer Year Seven in a Secondary setting in 2018. A big part of this work included working with the schools to support families of the children in Year Seven in 2018 in making decisions around whether to have their child undertake Year 7 at Gleeson College or Our Lady of Hope in 2018. As part of this work we hosted parent information session for the families of Year 6 students and also regularly updated families on student numbers at the school so that they could make informed decisions.

In Term 2 we also hosted an information session for families in the school in order to share our thinking and plans for what Year 7 will look like at Our Lady of Hope as we move into the future.

At the end of 2017 we hosted our usual Graduation and end of year celebratory events for our graduating Year 7 students. We also hosted an end of year celebration for our Year 6 students in order to recognise those students who would be moving to Gleeson College in 2018.

Being on a Shared Campus with Greenwith Primary, Our Lady of Hope will continue to offer a Year 7 education until such time that the Government decides to move Year 7’s to a secondary site in DECD schools.

As a result of the work undertaken throughout 2016 and 2017, we have now moved to a stage where we have a clear vision of what Year 6 and 7 will look like as we move into the future. This vision will begin to take shape in 2018.

In 2018 we will be offering a straight Year 7 class which will consist of approximately 14 students. We see this as an opportunity to really re-think the way we offer our Year 7 program. We have many new and exciting initiatives planned for this group of students.

In 2018 we will also be introducing the following new initiatives in response to Year 7 being offered in all Catholic Secondary Schools in 2019 and beyond:

- Year 6 students will be given the opportunity to undertake formal student leadership positions.
- Year 6 students will have a Year 6 polo and sports top.
- There will be a Year 6 Graduation event in 2018 and beyond.
- In 2018 we will be offering a Year 5 overnight experience and hosting the traditional Year 6/7 camp.
- We will offer a Year 4 overnight experience at the school.
- In 2019 we will look to offer a Year 5/6/7 two day Camp and a Year 4 one night camp.
- We will review class structures for our Year 7 students on an annual basis.

In addition to the Annual School Improvement Plan, there were many other achievements during 2017 aimed at school improvement.

These included the following.

- The upgrade of the air-conditioning in the instrumental rooms, admin offices, the Performing Arts and Science rooms as well as in classrooms 9,10, 11 & 12. This means that all classrooms in the school now have refrigerated air-conditioning.
- Upgrade and improvement of the lighting in the Middle Year’s Learning Centre.
- Continued development of the School Garden and introduction of opening the garden during lunch times.
- Introduction of cooking of the produce in the school garden.
- Hosting our first whole school sustainability day where children worked in their Sports teams and participated in some whole school activities around theme of Sustainability.
- Introduction of the See-Saw App as a means of communication between school and the home.
- Engagement of whole staff learning in the PLAY IS THE WAY social skills program.
- Whole staff learning around the theme of high performance student – teacher relationships.
- The formation of Strategic Planning group to oversee school development and staff professional learning.
- Engagement by a number of staff in a series of STEM professional learning networks.
- Introduction of coding in a number of Year 1-7 classes.
- Trial of a 3D Printer in the Middle Year’s building.
- Ongoing professional learning in the area of Numeracy and Literacy.
- The School was involved in the Bi-Annual campus Family Fun Night which proved to be very successful.
- Hosting our first Mother’s Day Mass and Morning Tea which was very well attended by mums.
- Hosting our 2nd Father’s Day Breakfast which was once again well received and very well attended.
- Holding an Italian feast day which focussed on celebrating the Italian culture.
- Introduction of an OLOH Facebook site to share school celebrations with the community.
6. Satisfaction with the school:
   a. Staff satisfaction

A formal survey was not distributed to staff throughout the 2017 school year. However staff were able to have input into school improvement initiatives and ideas for change as part of a whole staff strategic planning day. Many of the staff ideas are now included as part of the 2018 – 2020 strategic plan. Staff also undertook professional appraisals where they had an opportunity to discuss and document their ideas and concerns.
A formal survey of staff will be conducted in 2018.

b. Parent Satisfaction
48 families responded to the survey for parents and the following was indicated with regard to parent satisfaction of the school:

- 79% indicated that they felt that teachers set relevant and age appropriate learning tasks for their children, 6% were unsure.
- 73% stated that they felt their children received useful feedback about their school work, 17% of respondents were unsure.
- 77% of people felt that their children were treated fairly by their teachers, 17% were unsure.
- 93% indicated that the school grounds and facilities were well maintained, 2% were unsure.
- 90% indicated that their children felt safe at OLOH, 6% were unsure.
- 82% felt that they could talk to their teacher about concerns, 2% were unsure.
- 67% felt that student behaviour was followed through and dealt with fairly, 29% were unsure.
- 87% stated that their children enjoyed being at OLOH, 4% were unsure.
- 78% indicated that they felt the school took parents’ concerns seriously whilst 13% were unsure.
- 77% indicated that the teachers motivated their children to learn whilst 8% were unsure.
- 71% felt that their children were making good progress and their learning needs were being met at school, whilst 15% were unsure.
- 69% felt the school worked well in partnership with them whilst 15% were not sure.

c. Student satisfaction
A formal student survey was prepared but not conducted in 2017. A student perception survey will be undertaken in 2018.

7. School income
   a. Government grants & income: $ 2,955,354.29
   b. School Fees and charges: $ 974,290.78
   c. Other: $ 231,568.60

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

Ashley Keane
Principal 2017