1. Contextual Statement

Our Lady of Hope is a Catholic primary school with an enrolment of 319 students. Our enrolment is broken down by year levels as follows.

<table>
<thead>
<tr>
<th>Year level</th>
<th>Reception + 8 3rd Term intakes</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>No. of students</td>
<td>40</td>
<td>44</td>
<td>41</td>
<td>52</td>
<td>48</td>
<td>33</td>
<td>30</td>
<td>23</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 2016 our school had 2 indigenous students (0.6%) 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.

2016 was a year of change for Our Lady of Hope. I (Ashley Keane) was appointed as Substantive Principal during Term One to take over from Kevin Blake who retired at the end of 2015 after being Principal at Our Lady of Hope for 9 years. Matthew Rowlands was the Acting Deputy Principal for the first 3 terms of the 2016 school year. Ms Kerry Neville was appointed as the new Substantive Deputy Principal. Kerry was due to start at Our Lady of Hope in Term 4, 2016, however due to an accident was unable to commence her appointment until the beginning of 2017. In Kerry’s absence, the school’s APRIM, Mrs Suzie Subotkiewicz undertook the role of Acting Deputy Principal during term 4.

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>19.5</td>
<td>4</td>
<td>21</td>
<td>25</td>
</tr>
<tr>
<td>Education Support Officers</td>
<td>5.72</td>
<td>2</td>
<td>10</td>
<td>12</td>
</tr>
<tr>
<td>Total</td>
<td>25.22</td>
<td>6</td>
<td>31</td>
<td>37</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, faith, social, emotional, psychological and physical. We offer quality learning programs in all curriculum areas and specialist subjects include Performing Arts, Physical Education and Italian. There is also a focus on Information Communications Technology and its integration into the curriculum, with students having access to contemporary ICT facilities.
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.olah.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, and 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, 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>94.10</td>
<td>93.25</td>
<td>93.67</td>
<td>92.63</td>
<td>92.59</td>
<td>93.06</td>
<td>90.32</td>
<td>92.34</td>
<td>92.75</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 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 2016 National Assessment Program for Literacy and Numeracy (NAPLAN) tests. The following benchmarks were achieved.

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

- Spelling
  - Year 3 students (98%), Year 5 students (100%) and Year 7 students (96%) achieved above the national minimum standard.

- Grammar and punctuation
  - Year 3 students (98%), year 5 students (100%) and Year 7 students (96%) achieved above the national minimum standard.

- Numeracy
  - Year 3 students (100 %), Year 5 students (100 %) 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.

### 5. School Improvement

During 2016, the school worked from an annual improvement plan which was developed at the end of 2015. The School Improvement Plan for 2016 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 implement the Australian Curriculum in the areas of HASS (Civics & Citizenship & Economics and Business), Digital Technologies and Design Technologies & Visual and Media Arts.

  **Goals – Domain 5 - High Quality Teaching and Learning**

  Our Lady of Hope School will be planning and implementing the Australian Curriculum in all learning areas.

  We achieved this goal in 2016 and the Australian Curriculum is now fully implemented in all curriculum areas at Our Lady of Hope

- Strategic Direction 2 – Explore and modify teaching and learning in Reception to include more structured play-based activities in order to cater for children’s readiness for school.

  **Goal – Domain 5 – High quality teaching and learning**

  - Reception teachers would have had the opportunity to reflect on their current practices and include more structured play-based learning activities which cater for children’s early social, literacy and numeracy development.

  This Strategic Direction was successfully implemented throughout 2016. The Reception teachers visited a number of schools and engaged in professional learning around integrating structured inquiry play based learning into the curriculum. This form of learning proved to be very successful, with children being more engaged in their learning and having more ownership over their learning experiences. The play based enquiry learning is combined with structured and explicit teaching as part of a well-balanced Reception program. This development has led to a transformation of the Reception learning spaces. The two Reception teachers will now become lead teachers in this area and introduce this pedagogy of learning to other Junior Primary classes.
Strategic Direction 3 – An effective, positive and collaborative relationship with the community

Goal – Domain 8 – “Strong home, school and community engagement”

- The aim was to further promote a Parent & Friends group that is sustainable and effective.
- To provide opportunities for Parents to engage more within the School community and further develop a strong family feel at Our Lady of Hope.
- To increase opportunities for Parent Engagement at Our Lady of Hope School.

As part of this Strategic direction, the whole staff participated in a day of professional learning which was run by Anne Bliss from the Catholic Schools Federation for Parents. This professional learning focussed on parental engagement and ways to enhance school and home relationships. In addition to this the school also participated in a Parent Engagement project along with a number of other Catholic schools in the North East region. As part of this project, we surveyed families about their perception of homework and used this data to inform the development of a new “Home Learning Partnership Policy” which aims to align school and family expectations in relation to homework.

The school also hosted its first Father’s Day Breakfast which was followed by a School Mass. This event was extremely successful with over 115 fathers attending breakfast with their children.

As part of this strategy the R-3 classes launched the Sea-Saw App as a form of communication between the home and school. Parents can download this App and teachers can send pictures or videos of their children working which the parents can receive in real time. The parents can respond to these posts and the children can view the responses. This allows working parents the opportunity to engage more in what the children are doing at school.

In addition to the Annual School Improvement Plan, there were many other achievements during 2016 aimed at school improvement. These included the following.

- The continuation and review of Student Assessment data. This included the introduction of online PAT reading and Maths tests.
- The introduction of the Bring Your Own Device (BYOD) program for children in Year’s 4-7.
- The introduction of Office 365 and subsequent training in the use of this program by both staff and students.
- Further development of the after school Science club and modelled lessons in robotics for teachers from the Key Science teacher.
- Further development of the sustainability program and initiatives – development of a vegetable garden and forming a sustainability network with other schools.
- Shared professional Learning around “Growth Mindset” with Greenwith Primary.
- Ongoing whole school Professional learning in Numeracy and Literacy. A particular focus was on working with children with Dyslexia
- The development of a new Sandpit and planning for the opening of a new Nature Play space.
- Staff coaching around ICT – The Key ICT teacher worked with staff on integrating ICT into their curriculum.
- The Reception teachers attended the Move to Learn professional learning and introduced the Move to Learn Program into the Reception curriculum.
- Preparations took place for the development of a new Website for Our Lady of Hope School. This website will be launched in 2017.
- The school had its Bi-Annual School Concert at the Dame Roma Mitchell Centre at Gleeson College. A new format was trialled for the concert which proved to be very successful.
- A new Home Learning Partnership policy document was developed which will be introduced in 2017.
6. **Satisfaction with the school**  
   a. **Staff satisfaction**  
   A formal survey of teaching staff and ESO staff was conducted in 2016. 15 teaching staff responded to the online survey and 7 ESO staff responded to the survey. The following responses were obtained from the survey:

   - 80% of teaching staff indicated that it was very easy to obtain the resources they need to teach at the school whilst the other 20% indicated it was moderately easy. 72% of ESO staff stated it was very easy to get the resources they need, whilst 28% stated it was moderately easy to get the resources they need.
   - 100% of all Teaching and ESO Staff stated that they felt very safe working at Our Lady of Hope School.
   - 87% of teaching staff and 85% of ESO staff stated that the feedback they receive from leadership was very useful. The remaining responses stated that the feedback provided was moderately useful.
   - 100% of teaching staff felt that they got a lot of support from the Administration staff.
   - 71% of ESO staff felt they got a lot of support from the teaching staff, whilst 29% felt they received a moderate amount of support from teaching staff.
   - 100% of teaching staff felt that the expectations for Student Achievement at Our Lady of Hope School were very reasonable.
   - 86% of ESO staff felt that the expectations for them to complete their tasks were very reasonable, whilst 14% stated that they were moderately reasonable.
   - 67% of teaching staff and 43% of ESO staff stated that they were given a lot of opportunities to contribute to the School’s decision making and programs. The remaining responses indicated that they had a moderate amount of opportunities to contribute to school decision making processes.
   - 87% of teaching staff & 86% of ESO staff felt that the staff collaborated very well with each other. The remaining responses indicated that staff collaborated moderately well.
   - 93% of Teaching staff felt that the school gave a lot of financial support towards their professional growth. 29% of ESOs indicated that the school offered a lot of financial support towards their professional growth and 71% stated that the school offered a moderate amount of financial support.
   - 100% of ESO staff and 87% of teaching staff felt that their skills and contributions were highly valued. 13% of teaching staff stated that their skills were moderately valued.
   - 100% of ESOs were either extremely or very satisfied with their working experience at Our Lady of Hope School.
   - 86% of teaching staff felt that the expectations placed on them were very realistic, fair and reasonable.
   - 93% of teaching staff were extremely or very satisfied with their working conditions and environment at Our Lady of Hope. The remaining 7% were satisfied.

b. **Parent Satisfaction**  
   We have 212 families in the school. Of the 39 responses to a survey of parents, the following was indicated with regard to parent satisfaction towards the school:

   - 93% indicated that their children felt happy and safe at Our Lady of Hope School.
   - 90% felt that where appropriate, parents have the opportunity to be involved in their children’s learning and 13% were not sure.
   - 90% felt that parents were listened to and their concerns were addressed effectively by school staff. 8% were unsure.
   - 80% felt that the School Concert was successful, the remaining 20% were either unsure or did not attend the concert.
   - 88% of parents stated that they were happy with the quality of the teaching and learning experiences provided to the students at Our Lady of Hope and 8% were unsure.
• 67% felt that children’s individual learning needs were catered for effectively by the school. 28% were unsure.
• 64% of parents felt that the specialist programs to support children with learning such as QuickSmart, RAPS, Focus Facts etc were effective. 36% of parents were unsure.
• 92% indicated that the School’s resources were of a good standard and well maintained. 5% were not sure.
• 88% felt that the Office Staff were welcoming, helpful and friendly whilst 12% were unsure.
• 95% of parents felt that School Leadership were friendly, approachable and supportive. 5% were unsure.
• 92% felt that the school’s teachers were helpful and approachable. 8% were unsure.

c. Student satisfaction

A formal student survey was not conducted in 2016. A student perception survey will be undertaken in 2017.

7. School income

a. Government grants & income: $ 2,646,774
b. School Fees and charges: $ 922,533.11
c. Other: $ 158,908.10

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

Ashley Keane
Principal (2016)