



2020
SCHOOL PERFORMANCE REPORT



A journey in faith and learning



OUR LADY OF HOPE SCHOOL, GREENWITH SCHOOL ANNUAL REPORT (2020)

1. Contextual Statement

Our Lady of Hope is a Catholic primary school with an enrolment of 282 students (as per 2020 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	45	39	32	43	37	72	37	4

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 2020 our school had indigenous students and 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	16.8	3	17	20
Education Support Officers	5.9	2	11	13
Total	22.7	5	28	33

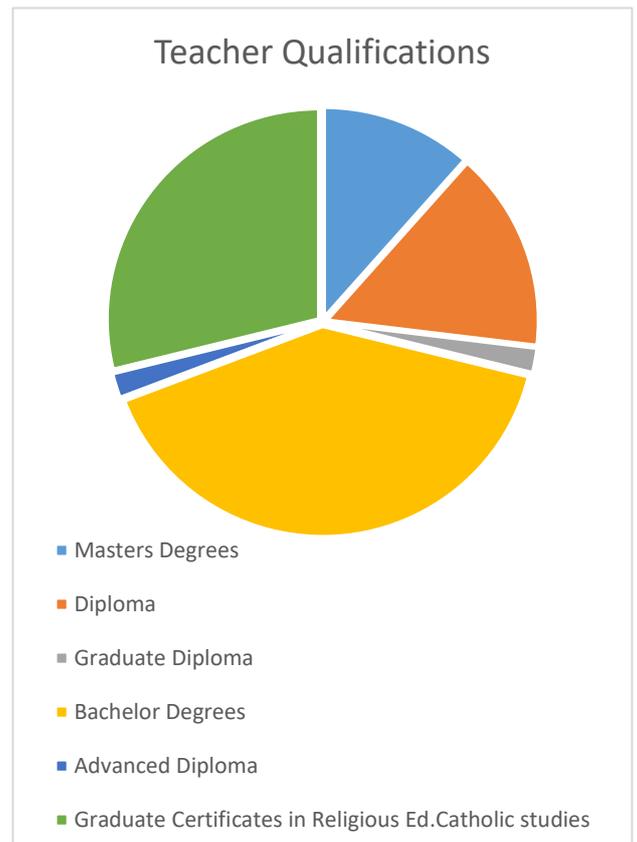
Inspired by Mary, at Our Lady of Hope School we are committed to faith, hope, love and learning. The school has a professional, committed and caring staff, and offers a supportive and welcoming community. The focus at Our Lady of Hope School is on developing the whole child - academic, spiritual, social, 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	91.87	91.55	90.35	90.66	90.95	88.71	89.64	76.67	90.33

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 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

Due to the COVID Pandemic and the disruption to schooling in Term 1 2020, NAPLAN Assessments were not conducted in 2020.

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 undertook 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. In lieu of reporting on NAPLAN results, 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 2020 – OUR LADY OF HOPE

NUMERACY			READING		
	OLOH Median	National Median		OLOH Median	National Median
Foundation/Reception	93.0	NA	Foundation/Reception	74.3	NA
Year 1	99.9	93.2	Year 1	84.3	87.1
Year 2	104.6	103	Year 2	101.1	100.5
Year 3	111.8	110.9	Year 3	111.7	110.9
Year 4	121.5	117.4	Year 4	131.6	118.7
Year 5	126	122.7	Year 5	127.8	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 2020 Our Lady of Hope had only four Year 7 students

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

In 2020, 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 2021. It must be noted that the PAT testing provides only one form of data which the school uses in order to inform teaching practice and teachers collect many other forms of data throughout the school year in order to monitor student progress.

5. School Improvement

During 2020, the school worked from an annual improvement plan which was developed at the end of 2019. It must be noted that the COVID Pandemic did have some impacts on school operations and caused us to review and modify our plans throughout the year as we responded to the demands of online learning and the evolving circumstances in society. Below is a summary of the school improvements\ initiatives undertaken in 2020.

School Improvement Areas \ New initiatives in 2020:

- 1. Development of Online \ Home learning capabilities:** In March 2020, the COVID Pandemic led to a series of lock downs and social restrictions which impacted on student attendance at school. Parents were provided with the option of keeping their children at home and the teachers worked with families to develop a home learning program. By late March attendance rates at school had dropped to about 40% and teachers were juggling managing learning for children at home and learning for children onsite. The School term finished a week early in Term 1 and all teachers spent a week developing their skills in preparing an online learning program for students. Teachers in the Year 3-7 classrooms upskilled themselves in the use of Microsoft Teams as a platform to provide online learning. The Reception to Year 2 teachers used Seesaw as their platform for online learning. A large amount of professional learning was undertaken in a very short space of time by teachers and this learning formed a major part of staff professional learning for the year. Out of the adversity of COVID came the opportunity for staff to familiarise themselves with new ways of presenting learning tasks using digital technology. This knowledge will assist staff into the future, and they are now much better prepared should COVID cause further lockdowns in 2021.
- 2. Master Plan:** In 2020 a fair amount of time was devoted to working with Brown Falconer Architects in order to develop a School Master Plan for capital improvement over the next 5-10 years. A complicating factor in the Master Plan was the issues around the Shared OSHC with Greenwith Primary. As part of the shared agreement, Our Lady of Hope takes responsibility for operation of the OSHC service, however 75% of the occupancy in OSHC is from Greenwith Primary families. The current OSHC facility is no longer fit for purpose and the re-development of these facilities has the potential to come at a significant cost for Our Lady of Hope School. A lot of time was devoted to coming up with solutions that would give OSHC good quality facilities to operate out of without this development hindering the provision of better teaching and learning spaces for the families at Our Lady of Hope. The Master Plan went through a number of draft and consultation phases and the decision was made to make the OSHC a separate part of the plan and ongoing alternatives and funding possibilities are being explored for OSHC. The Master Plan was completed in late 2020 in readiness for submission for approval in early 2021.
- 3. Re development of classroom and learning spaces:** Even though the Master Plan was not formally completed, a number of smaller projects which were included as part of the Master Plan were undertaken in 2020. These projects included the removal of a wall between two classrooms and the replacement of the wall with sliding glass doors. This developed the classroom space into a double learning space complete with freshly painted walls, new carpet and new fixtures and fittings.

A new Kitchen area was also developed in the Parish Centre. This space can now be used for classroom cooking, our Hope Grows sustainability group, catering at school events. The Parish community also benefit from this space as they are able to use this space on the weekends. In addition to the new Kitchen a large 85-inch TV screen was also put up in the Parish for use at whole school and Parish Masses.

The staff also spent a lot of time looking at new furniture for the classroom spaces. As part of this work staff engaged with Brown Falconer Architects in order to look at different classroom designs and ways to use furniture to create different learning environments in the classroom. Each learning team nominated a teacher to spend a day visiting educational furniture show rooms and this team of people joined a committee which collaborated and led the furniture design for each of the classroom spaces. The furniture was ordered in 2020 for delivery in early 2021. In 2021 the teachers will explore further enhancements to classroom spaces by way of soft furnishings. As part of the classroom makeovers, the old interactive whiteboards were replaced by new TV screens in every room.

A joint project with Greenwith Primary also saw a new secure bike and scooter storage facility developed. The bike storage facility was developed with the assistance of a Government grant as part of the Way 2 Go Wheels Hub funding.

4. **Planning for implementation of 1:1 student device program:** A decision was made to move to a one to one student learning device program from the beginning of 2021. The Junior Primary classes had their iPad stocks increased providing an iPad for every child in each classroom. New laptops were ordered for all of the children in Years 3-5, with the Year 6 students receiving the newer shared laptops which were purchased at the end of 2019. These laptops will be provided to students at the beginning of 2021, so all children will have access to their own individual device for learning.
5. **Continued re-development of garden spaces:** 2020 saw the continued re-development of garden spaces, which included the removal of a number of old trees near the paths leading up to the school. The school's Science committee, with the assistance of our school groundsman, commenced work on a new Sensory Garden space. The school's vegetable garden also continued to grow with the implantation of 3 new garden beds and plans are underway for a community herb garden at the entrance of the school. The kiss and drop zone near the Parish Centre was re-developed in order to make it safer and provide greater line of sight between the front office and the drop off area. The shrubs and bushes which were overgrown, were removed, a new garden was planted and new fencing was erected.
6. **Introduction of Initial Lit Program in Reception:** After two years of research, the Initial Lit program was introduced in Reception. The Initial Lit program is a whole class beginning reading and spelling program. It is based on synthetic phonics and provides very explicit instruction as well as regular assessments in order to track children's developments. The Initial Lit program proved to be very successful and provided teachers with a vast array of data to support their teaching. The Initial Lit program is being introduced in Year One and Year Two in 2021.
7. **Visit to St Joseph's Clare:** In an attempt to review our whole school practices, our learning improvement team spent a day visiting St Joseph's at Clare. St Joseph's school has been consistently performing well in NAPLAN testing over a number of years. The team spent the day exploring the whole school teaching and learning programs which they run and also how they use data to inform their teaching practice. As a result of this visit a number of new learning initiatives will be implemented in 2021.
8. **Teacher team release:** In 2020, we introduced release afternoons for teaching teams to meet together in order to work on school-based teaching and learning initiatives. As part of this time the teachers worked together to analyse school-based data and explore ways of using this data to improve learning outcomes for students. Teachers also used this time to map curriculum and plan

together. Some of the team release time in 2020 was used to plan home learning together. This initiative is something that will continue in 2021.

9. **Introduction of re-designed crossways programs:** A team of 5 staff undertook online training in understanding the structure of the new Crossways Religious Education curriculum documents. Following this training, this team delivered a professional learning day for all staff and assisted staff in becoming familiar with the new curriculum document. As part of their CPF requirements, all teachers planned and taught a unit of work using the Crossways curriculum framework and then presented this to staff so people could learn from the experiences of others. Teachers will continue to work together to plan their Religious Education lessons using the new Crossways framework in 2021 and further planning support will be provided for this.
10. **Other Professional Learning:** In 2020, a number of professional learning opportunities were put on hold due to COVID as staff focussed on developing their understanding of digital platforms in order to successfully implement online and home learning programs. Despite the disruption to the school year, staff still engaged in the following professional learning opportunities
 - SEQTA student management platform was introduced for attendance records and pastoral care. All staff were trained in how to use this platform and a SEQTA key teacher was appointed to become a specialist in the use of this application and support staff in their understanding.
 - Trauma training: All staff received professional learning around the impacts of trauma on the brain from the Australian Childhood Foundation.
 - Brown Falconer architects led staff through some professional learning on setting up classroom spaces in order to cater for different learning styles.
 - Staff engaged in some learning around developing their own understanding of the Living, Learning and Leading framework. Further learning in this area was put on hold due to COVID.
 - Reception to Year 2 staff as well as the key literacy staff all undertook training in the Initial Lit program.
 - All staff participated in a one day spiritual reflection day at Grange surf life saving club.

6. COVID IMPACTS:

As a result of the COVID Pandemic a number of changes were made to school operating procedures.

In order to reduce the number of children sharing the school yard and the number of staff congregating in the staffroom, Our Lady of Hope and Greenwith Primary separated their play times. This was the first time this had happened in the Greenwith Campus' 26 year history and was a big change. Whilst this gave staff more yard duties, we did notice that a significantly reduced number of children in the yard meant that the children had more room to play and yard issues reduced as a result of this. The split playtimes have continued into the 2021 school year and will be reviewed at the halfway mark of the year.

As a result of COVID we had to cancel or modify a number of much-loved community events. The Mother's Day and Father's Day breakfasts were cancelled, however we were still able to offer the Mother's Day and Father's Day stalls for our children.

Our biennial School Concert was cancelled. There were plans to host an outdoor concert at the end of the school year, however a second outbreak of COVID prevented this from going ahead..

The Book Week dress up day was modified. The children still dressed up and had a parade, however no parents were allowed on site due to social distancing protocols.

School Assemblies were parent free events due to Government Density requirements.

Some School Board meetings were postponed or conducted via Zoom due to limits on the number of people gathering in one location.

Year 5-7 School Camp and the OLOH Sports Day were postponed in Term 1, however we were fortunate enough to be able to re-schedule both of these events for Term 4. The Year 5-7s attended El-Shaddai at Wellington for their school camp in November. Our Sports Day event was held at the end of October and parents were able to attend this event.

The Our Lady of Hope Day Mass and Picnic were still held. The Mass was for students only, and the picnic at Thorndon Park was still attended by parents.

Our End of Year Mass was held during school time and was attended by only students and staff.

We were very fortunate to still be able to host our usual Graduation celebration for our students.

Even though the COVID 19 Pandemic disrupted the school events, we were still able to provide many of these events in a modified format for our students.

Feedback from parents through the parent survey and via various emails, indicated that parents were very appreciative of the way in which the school handled the COVID pandemic throughout the 2020 school year. Parents were happy with the communication and the genuine efforts by the school to keep school life as normal as possible for our students.

7. Satisfaction with the school:

a. Student perception using classroom pulse survey.

In 2020, 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.

b. Parent Satisfaction

In recent years the engagement in the parent satisfaction survey has been quite low (less than 10% response rate).

In an attempt to increase parent participation the survey was deliberately designed to be short and only focus on a few key areas of the school. Parents were given 8 statements and asked to rate how much they agreed with each statement along a 5 point scale from Strongly Agree through to Strongly Disagree. The statements provided to parents were listed as follows.

1. I have been happy with my child's academic development and progress this year.
2. My child is happy and feels that they belong at Our Lady of Hope School
3. My child's social and emotional needs are being met at Our Lady of Hope School.
4. I feel comfortable to approach the school if I have a concern about my child's learning or social development
5. I feel that my child's individual learning needs are being met at Our Lady of Hope School.
6. The School's methods of communicating with parents are effective.
7. My child has enjoyed having split playtimes from Greenwith Primary School in 2020
8. Our Lady of Hope School has a positive and friendly culture.

The parent survey was distributed via the Seesaw app so that parents could complete the survey on their device.

40 families responded to the survey, representing 53 children. The distribution of children represented was relatively even across the Reception to Year 6 grades. This response rate is the equivalent of 19% of families being represented by the survey. Whilst this is an improvement on last year's response rate, ideally, we would still like a slightly higher response rate.

The overall responses indicate the following:

Satisfaction Rating	(respondents indicating that they agree with the above statements)
92%	satisfaction rating for questions 1, 6 & 8.
90%	satisfaction rating for questions 2 & 4
88%	satisfaction rating for question 3
85%	satisfaction rating for questions 5 & 7

The comments provided by parents were generally of a positive nature with the following themes being repeated:

- Nice community feel
- Appreciate focus on student well-being
- Satisfaction with learning expectations
- High level of satisfaction with communication and how the school handled the COVID pandemic.

Comments of a constructive nature were isolated and specific to individual families with no recurring themes.

It was interesting to note that there were some comments from families who liked the split play from Greenwith Primary and wanted it to continue. However, there were also a couple of comments from parents who did not like the split play time, due to their child having other friends at Greenwith Primary.

The survey results although moderate 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.

c. Staff satisfaction

Due to time constraints and a very hectic year, a staff survey was not completed in 2020.

7. School income

a. Government grants & income:	\$ 3,790,005.31
b. School Fees and charges:	\$ 730,853.08
c. Other:	\$ 89,473.99

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

Ashley Keane

Principal 2020