

# Our Lady of Grace School

## 2017 School Annual Report

OUR LADY OF GRACE SCHOOL



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# Our Lady of Grace School

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Located within the Glenelg Parish, Our Lady of Grace School is a Catholic co-educational Reception – Year 5 school educating students in a lifelong pursuit of excellence and building a community of faith through the Dominican tradition. In 2018, Our Lady of Grace School will prepare extensively for the retention of a Year 6 class in 2019. In 2019, Our Lady of Grace will become an R-6 co-educational Catholic school.

Established in 1953, the school opened its doors at the start of the school year in February 1954. Originally it served the local community as both a church and a school, being converted from one to the other each weekend for Sunday Mass, with three classrooms housed within the church walls.

At Our Lady of Grace School we build learners who work together in Christ-Like ways . Our purpose is to **Ignite** the whole person, **Wonder** what's possible, **Grow** and make a difference. Learners are encouraged to reflect on a growth mindset by following our Big 5 Learner Values: be Christ-like, be respectful, be supportive, be safe, be brave.

As well as a strong academic focus, the school has a strong focus on wellbeing and supporting the needs of students and families within our community. Our active Parent and Friends group works to build community through social and fundraising functions and supports learning through positive teacher-parent partnerships. Our Lady of Grace School is a safe, supportive Catholic school where we work in partnership with one another to ensure the best outcomes for all.

In 2017 we spent time developing our Master Plan in consultation with parents, children and staff. The Master Plan will be the guide for all major decisions in the future development of the school. This includes our Strategic planning over the next three years as well as next year's possible building developments in preparation for Year 6 Middle Years learners. Our Lady of Grace is committed to the learning statement:

***To every child in a Catholic School  
We are committed to knowing you deeply  
We value you as a capable and competent learner and will support your active  
engagement in the learning process.  
In partnership with you and your family we commit to high expectations for your  
learning progress, well being and achievement.  
You matter to us.***

Being a member of the South West Adelaide of Catholic Schools, children enrolled from Reception are assured a pathway into Cabra Dominican College or Sacred Heart College for their Secondary schooling. It is important to note that parents are responsible for making an enrolment application to their preferred Secondary School.

# Staffing

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<b>Principal</b>	Kelly Campbell	<b>Key Literacy Teacher, Special Education</b>	Amanda Walker
<b>APRIM</b>	Karla Sparapani	<b>Learning Support/Classroom teacher (various)</b>	Suzanne Goh (T3&4)
<b>R/1 Village</b>	Jenny Delbridge Stephanie Crowe Sharnie Jamieson Patricia Heller	<b>Sports Coordinator</b>	Josh Bennett
<b>2/3 Village</b>	Kristy Ogden Amanda Walker Karen Collingwood Meg Reidy	<b>Administration</b>	Liza Wescombe
<b>4/5 Village</b>	Heather Docherty Sarah Bau	<b>Finance Office</b>	Sue Horstmann
<b>Administration (Communication)</b>	Karyn Sparrow	<b>Education Support Officers</b>	Natalie Devenport Jo Powell
<b>Japanese</b>	Joanne Dyson	<b>WH&amp;S</b>	Cathy Keogh
<b>Physical Education</b>	Katie Cummings		
<b>Library Resources ESO</b>	Anne Lindner		

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# Staffing

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For 2017, there were 10.4 FTE teaching staff (including Principal) and our total teaching staff numbers were 14.

There was 8 non-teaching staff members (1 male and 7 females).

OSHC is managed and led by Camp Australia.

We also have 2 instrumental tutors working in our Instrumental Program every week.

0 Male FTE Teachers

7 Female FTE Teachers

7 Part-time teachers

**Total of 10.4 FTE**

1 Male Education Support Officer (part time)

7 Female Education Support Officers (part time)

**Total of 8**

## Teacher Standards & Qualifications

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In our school, we are very fortunate to have teachers committed to lifelong learning. The breakdown of the qualifications of the teaching and education support staff is:

Diploma of Education	13%
Bachelor Degrees	87%
Graduate/Diploma Certificates	50%
Master Degrees	13%
Other	13%

# Educator Professional Growth and Development

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In 2017, approximately \$11,160 was spent on the professional development of staff. Training details:

All teaching staff at Our Lady of Grace School have documented professional and personal learning goals that focus of their professional growth and development. Teaching staff meet on a regular basis with School Leadership to determine goal setting, associated professional learning and both progress and accomplishment of goals.

# School Information

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## **Our Lady of Grace School**

38 Beadnall Tce, Glengowrie, 5044  
South Australia

<b>School Type</b>	Primary
<b>School Sector</b>	Catholic – Non-Government
<b>SES</b>	104
<b>ICSEA value</b>	1088
<b>Total Enrolments</b>	183
<b>% Indigenous enrolments</b>	0%
<b>% Students with disabilities</b>	3.8%

# Enrolments by Year Level

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The total number of student enrolments in 2017 was 183. The average student attendance rate for our school in 2017 was:

	<b>Boys</b>	<b>Girls</b>	<b>Total</b>
<b>Reception</b>	16	19	35
<b>Year 1</b>	14	14	28
<b>Year 2</b>	18	15	33
<b>Year 3</b>	15	19	34
<b>Year 4</b>	15	16	31
<b>Year 5</b>	13	9	22
	<b>91</b>	<b>92</b>	<b>183</b>

# Student Attendance – by Year level

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<b>Year Level</b>	<b>Term 1</b>	<b>Term 2</b>	<b>Term 3</b>	<b>Term 4</b>
Reception	97.29%	95.26%	93.11%	95.24%
Year 1	95.22%	90.24%	89.61%	96.28%
Year 2	96.14%	94.13%	89.70%	94.08%
Year 3	95.73%	90.64%	91.76%	95.73%
Year 4	95.71%	94.26%	91.94%	96.54%
Year 5	95.75%	93.13%	92.18%	96.16%
<b>Averages</b>	<b>95.97%</b>	<b>92.94%</b>	<b>91.38%</b>	<b>95.67%</b>

## **Management of Student Non-Attendance**

Student attendance is managed by the CeSiS computer system. Student absence is monitored closely and followed up.

The school requests parents advise if students will be absent for any reason. This can be done in person, via phone, email, SkoolBag app or by leaving a message on the school answering machine. If the school has not been advised of a student absence by 9:30am, phone calls are made to parents by Administration Staff to ascertain reasons for the absence. For longer term absences, the school requests that parents advise, in writing, the length and details of the extended absence (using DECD request for absence form).

Unsatisfactory reasons for absences are referred to the Principal who will follow up with families as required. If necessary, unsatisfactory absences are then referred to the Department of Education and Child Development.

# School Income

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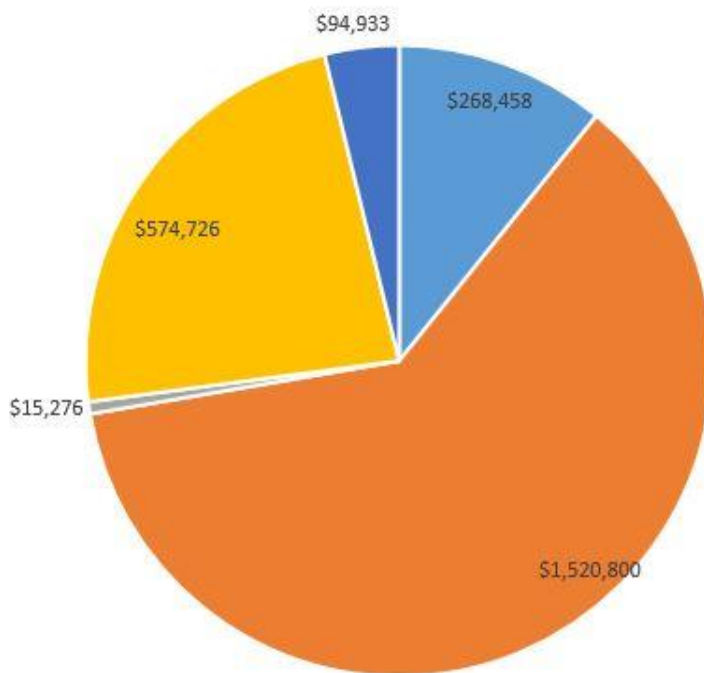
As a Catholic School we rely in the prompt payment of school fees to assist with the operation of the school. The school receives its income from three main sources:

- Government Funding
- Tuition fees and charges
- Private Income

The graph below shows the school income broken down by Government Fees and Other, and therefore, without the payment of school fees, the school would be unable to provide many of the resources that we currently offer.

The school attempts to minimise the level of fee increases and school fees are set with due regard for the nature of the school community, appropriate resourcing and equity considerations and consistent with other recommendations as determined by Catholic Education South Australia. In 2017 a 3% overall increase was applied to tuition fees only.

**2017 SCHOOL INCOME**



State Government Grants	\$268,458
Commonwealth Government Grants	\$1,520,800
Commonwealth Government Grants Other	\$15,276
School Fees (inclusive of levies)	\$574,726
Other Income	\$94,933
<b>TOTAL INCOME</b>	<b>\$2,474,193</b>



# Post School Destinations

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Glenelg Primary School

Cabra College

Marymount College

Sacred Heart College

## NAPLAN 2017

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### Year 3

	<b>Students Participating</b>	<b>2016 % who achieved the National Minimum Standard</b>	<b>2017 % who achieved the National Minimum Standard</b>	<b>Comparison</b>	<b>Mean Score 2016</b>	<b>Mean Score 2017</b>
<b>Reading</b>	31	100%	100%	equal	446.6	440.7
<b>Writing</b>	32	100%	100%	equal	443.8	435.9
<b>Spelling</b>	33	100%	94%	Down 6%	429.1	425.6
<b>Grammar and Punctuation</b>	33	100%	97%	Down 3%	445	462.2
<b>Numeracy</b>	31	93%	100%	Up 7%	379.7	434

# NAPLAN 2017

## Year 5

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	Students Participating	2016 % who achieved the National Minimum Standard	2017 % who achieved the National Minimum Standard	Comparison	Mean Score 2016	Mean Score 2017
<b>Reading</b>	19	100%	100%	equal	518.5	510.2
<b>Writing</b>	20	100%	100%	equal	489.9	462.9
<b>Spelling</b>	20	100%	100%	Equal	496.4	507.1
<b>Grammar and Punctuation</b>	20	100%	100%	Equal	501.3	493.1
<b>Numeracy</b>	19	100%	95%	Down 5%	500.6	488.4

As a staff, we unpack the NAPLAN results in terms of analyzing student's responses to different items. This enables staff to determine strengths and challenges in the school's Literacy and Numeracy programs and what we need to focus on to continue to improve student's levels in these areas. The information gained from this analysis informs our professional learning focus into 2018.

At Our Lady of Grace, we recognise that NAPLAN is only one form of Literacy and Numeracy assessment and believe it is vital that we also consider each student's learning individually. We value the analyses of rich classroom assessment data as collected and collated throughout the learning cycle and in doing so, we ensure that we provide them with every opportunity to demonstrate understanding and knowledge in a variety of ways. By analyzing and identifying strengths in both NAPLAN and classroom data in Literacy and numeracy, we have formulated a clear strategic direction which we believe will improve outcomes for all students in Literacy and Numeracy and in all learning areas.

### **Assessment Informing Learning Programs**

Performance Indicators in Primary Schools (PIPS).

Early Years Assessment (EYA)- informs teachers about literacy development after five terms at school.

Running Records- used to identify students for intervention programs such as Reading Dr.

Progress Achievement Tests (PAT) Mathematics and Reading- identifies children who need enrichment in these areas, as well as those who need intervention. This data also measures children's growth and impact.

# Student, Parent & Staff Satisfaction

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As part of our consultation process in identifying goals for Our Lady of Grace School Strategic Plan parents were invited to comment on the areas of success and growth relating to the CESA Continuous Improvement Framework. Parent comments are outlined below:

## **1. Catholic Identity**

- Religious Education – opportunity to ask specific questions about faith and their understandings
- Wider discussions around questions from children
- Masses and prayers are positive experiences
- Sacramental program- more discussion with all children and parents about what this is, so they can also be deciding whether to participate
- Advertise Sacramental program more clearly

## **2. Focused Vision and Goals**

- Parents would like a clear understanding of direction of Catholic Education in region

## **3. Strong Leadership**

- Communication – to parents early about leadership changes, keep people well informed

## **4. High Expectations of All**

- SeeSaw app has been good
- More formal opportunities for parent/teacher meetings
- Forward planning for year 6s – building, curriculum/learning, difference from other year levels?

## **5. High Quality Teaching and Learning**

- Villages – some parents feel too big a group, feel like kids getting 'lost', especially children with needs
- Year 6s – single stream would be good
- Ensure year 6s are prepared, in learning and leadership
- Attracted to school due to smaller size – would like to see smaller classes
- Feedback from PIPs/PAT to be shared with parents
- Quality of teachers is positive
- Commitment and community feel is positive

## **6. Effective Use of Data**

- PIPs/PAT to be shared with parents as part of feedback

## **7. Orderly and Safe Learning Environments**

- Buddy system is good for relationships, good for year 1s and has been positive
- Year 5s doing school tours – positive
- Year 4 girl's program – positive
- What's the Buzz? – small groups with social workers has been positive
- Friendship bench would be good to follow through
- Senior students – develop leadership role in the school yard

## 8. Strong Home/School/Community Engagements

- Social outreach – develop this
- Altar server training – make more visible
- School Sports – decline in numbers, promote more to children and families, need early notification/organization
- Streamline medical forms
- Sign in/sign out – this has been better
- Spring Fair – great event for community, good for teachers to be involved, visual presence
- Spring Fair – maybe room for new ideas? Every 2<sup>nd</sup> Year?
- Spring Fair – sometimes letters can be a bit forceful and can have a negative tone – concern about families that may struggle to contribute, or cannot volunteer

## 9. Effective Administration and Resourcing

- Qkr app is convenient and positive

## Student Feedback

Question	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	Total responses
Our Lady of Grace School gives me opportunities to do interesting things.	10	30	3	3	0	46
My Educators motivate me to learn.	24	18	4	0	0	46
Educators at Our Lady of Grace School expect me to do my best.	26	17	2	1	0	46
Educators provide me with useful feedback about my learning.	17	20	7	2	0	46
I feel safe at Our Lady of Grace School.	18	22	5	1	0	46
I like being at Our Lady of Grace School.	20	16	7	0	3	46
Our Lady of Grace School takes learners' opinions seriously.	9	25	9	0	1	45
I can talk to my Educators about me concerns.	16	25	4	1	0	46
Educators at Our Lady of Grace School expect everyone to do their best.	28	14	4	0	0	46
Our Lady of Grace School looks for ways to improve.	16	22	6	1	1	46

# Acknowledgements

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Our Lady of Grace School Community had some very clear directions and goals for whole school improvement in 2017. A change in leadership presented itself and I would like to thank all those in the community who gave me support during this time of change.

The Annual Improvement Plan outlined 3 major strategic directions that were the focus of development for the year.

## ***To develop our Catholic Identity and Culture***

Our Catholic Identity guides our actions in developing an inclusive community that provides outreach to all. This was a greater focus during enrolment and school tours in 2017, including materials and parent support information for all parents/carers. The year 5/reception buddy system continues to be very successful in creating a caring culture.

The Student Representative Council led social justice activities and articulated this to the whole school community - in 2017, support for Catherine House was a focus.

All year levels at Our Lady of Grace School have now been involved in the Christian Meditation Project and all used this in a unique way with their learners. Educators also participated in professional learning on appropriate prayer and scripture use, with a commitment to deepening village prayer times. Karla Sparapani led (with Liz Dickenson, CESA) our focus on the Dominican Pillars an ethos. This professional learning 'set the scene' for Religious Education across the school for the year. The Village theme for Religious Education (each term) reflected the Dominican ethos - love, truth, light and study.

## ***To build a common and agreed understanding of effective teaching, learning, assessment and pedagogical practices.***

Throughout the year all educators worked on developing this whole school understanding of contemporary pedagogy. We continued the 3<sup>rd</sup> year of working with Mark Treadwell in 'The Learning Process' with a focus on STEM in many villages. Educators trialed micro-lessons (conceptual planning) and shared and reflected on student learning in village teams. The introduction of Learner Identities and Learner Values across the school has led to a continuum of development that can be assessed in these areas. Educators and parents were a part of this development process, led by Amanda Walker. A graphic designer was engaged to capture this learning and is displayed in all learning areas to encourage a common language of learning.

All Educators continued to develop their expertise and knowledge in UbD planning - Understanding by Design. Educators were on different stages in their understanding of this process and some professional learning and reflection was provided to educators. Village team planning times were used to share planning and collaborate on this. OneNote was used across all areas of the school for collaboration and information sharing. Village Educators used OneNote to plan and maintain evidence of student learning. This was also used to accurately record learner incidents and follow up with parents. Professional learning in this area was led by Sarah Bau. The 4/5 village Educators successfully utilised this technology tool in their village, with all learners accessing this for collaboration.

Heather Docherty continued to work with the school data base for student records. Although this data base is not fully complete, she is working with Duncan Kilburn to ensure this meets the needs of the school with the aim of all educators having access to ongoing data on PIPs, PAT, RR and NAPLAN data.

During Catholic Education Week, the South West Region of Catholic Schools focused on STEM (Science, Technology, Engineering and Maths). The Parents and Friends Committee contributed to a whole school Virtual Reality immersion that showcased leading technology in this area. Throughout the year, this was continued with all learners having access to BeeBots, Green Screen, Spheros and the 3D printer.

A major focus in 2017 was the development of a school wide scope and sequence for *synthetic phonics*, full implementation planned for 2018. This included extensive professional learning, parent information sessions (Bill Hansberry) and a substantial financial investment in decodable readers and educator materials across the year levels. \$10 000 from the Spring Fair funds were allocated to this learning initiative.

***To build stronger relationships between staff, students, parents and families.***

From a community survey early in 2017, we identified some areas of communication that could be refined. The use of the skoolbag app was refined for whole school use. A more comprehensive newsletter was developed and Facebook to be used primarily for celebrations of learning. SeeSaw was used across all Village and educators utilized this for sharing of information specific to their villages. Learners also shared their learning using this app and parents could access with their unique code. The school has invested in the full version of SeeSaw for the next 3 years. All Villages were set up with a village email to make communication more streamlined.

Some re-allocation of administration roles saw greater support for marketing, enrolments and communication. Karyn Sparrow coordinated professional marketing and promotional materials, a letter-drop and we trialed a successful evening School Tour. A newspaper feature for Catholic Education Week was also a part of school promotion.

Village educators organised opportunities for parents/carers to be a part of village events. These included R/1 family picnic, opening mornings in Villages and after-liturgical visits. Other events that promoted stronger relationships were Grandparents Day and many activities organized by the Parents and Friends Committee such as mother's and Father's Day stalls and morning teas.

The Our Lady of Grace School community (including the Glenelg Parish) were consulted widely for the Master Planning process in 2017. Feedback was gathered from parents and learners regarding directions for Years 5/6 in 2018 and beyond. The whole parent community were also invited to a coffee and meeting morning and afternoon to gather thoughts in setting the future strategic directions for the school. All of this feedback has been invaluable in decision making for whole school improvement.

The Educators at Our Lady of Grace School worked tirelessly for the continual development of children's learning. They also organised and coordinated many extra-curricular activities. These included Sports Day, excursions, year 4/5 camp, Maths Challenge, Premier's Reading Challenge, Be Active Challenge, liturgies/masses,

enterprise day, parent sessions, incursions and the school concert. Our Lady of Grace School offers a high-quality education due to the hard working and skilled Educators. I would like to acknowledge their continual interest and passion for their own learning. A special thanks to Amanda Walker and Karla Sparapani for their leadership and support on the school leadership team.

The Parents and Friends Committee were very busy in building the Our Lady of Grace School community, as well as raising funds for the school. The quiz night was a great way to start the year, involving many new families and encouraging friendships as well as raising funds for the school. The Activities they organized for the learners were greatly anticipated and appreciated (e.g., Mother's and Father's Day stalls). The Spring Fair was a huge success, a wonderful community event that involved so many families and invited families outside the school to experience the event. The funds raised are so important to supporting the learning and development of Our Lady of Grace School. The community spirit that is enhanced through this is equally as important. I thank all members of the Parents and Friends Committee, especially Olivia Hall who undertook the role of Chair for 2017.

The Our Lady of Grace School Board were incredibly important in setting the direction for future planning, especially in Master Planning and then the continuing building process. Their stewardship of Our Lady of Grace School is valued and appreciated. I especially would like to thank Sally-Anne Griffiths for her school board leadership and incredible support of the leadership team at Our Lady of Grace School. I thank all School Board members for their commitment to the school, the children in our care and the future of the community.

I was fortunate to have the opportunity to work with Fr Anthony Kain as Parish Priest in 2017. Fr Anthony is a great advocate for the Parish Schools in the Glenelg Parish. I was grateful for his support throughout the year in the consultation for development of the school, as well as his support of parents and learners.

A particular thanks to Karla Sparapani and Amanda Walker of the Leadership Team, as well as Sue Horstmann for her management of school finance. I would like to thank all the learners, parents and educators at Our Lady of Grace School for their enthusiasm for learning and for making me feel so welcome in 2017. I enjoyed meeting every adult and child in the community and it was a privilege to lead the wonderful learning community. Lastly, thank you to the wonderful learners who make our community at Our Lady of Grace School so rich, rewarding and a wonderful place to be.

**Kelly Campbell**  
**Acting Principal**  
**Our Lady of Grace School 2017**