



OUR LADY OF  
GRACE SCHOOL

# OUR LADY OF GRACE SCHOOL ANNUAL SCHOOL REPORT 2024





## OUR LADY OF GRACE VISION AND MISSION

### OUR VISION

To educate young people to value truth, achieve personal excellence, act with compassion, and make a difference in our changing world.

### OUR MISSION

In the Dominican tradition, we commit to providing a welcoming, inclusive, and supportive learning community, where all children are challenged, and achievements recognised and celebrated.

OLOG Values/Way:

Being Respectful.

Being an Excellent Learner.

Being Truthful.

Being Supportive.

Being Inclusive.

### OLOG WAY

Be Respectful  
Be an Excellent Learner  
Be Supportive  
Be Truthful  
Be Inclusive





## CONTEXTUAL INFORMATION

Our Lady of Grace School is a vibrant and welcoming Catholic community located in the heart of Glengowrie. Known for its strong sense of belonging and collaboration, the school prioritizes the academic, spiritual, and wellbeing needs of every student.

Established in 1954 with just three classes held in the Church, Our Lady of Grace has grown into a proud provider of quality Catholic education, deeply rooted in the Dominican tradition. Today, it is a coeducational Reception to Year 6 school, serving 227 students.

In 2024 Our Lady of Grace School celebrates 70 years of Catholic Education. Influenced by the Dominican traditions, OLOG continues to thrive fostering a strong catholic Education.

Our dedicated and professional staff deliver high-quality teaching that nurtures each child's intellectual, social, and emotional development. Through innovative and reflective practices, teachers engage students in inquiry-based learning and foster critical and creative thinking across a comprehensive curriculum.

Guided by our motto *Veritas*, students are encouraged to grow as disciples of Jesus, responding to others with respect and compassion. At Our Lady of Grace, both students and teachers embrace the identity of lifelong learners. We recognize the importance of students experiencing success as they build skills, values, and knowledge, and we provide opportunities for them to apply their learning in real-world contexts.

The school is blessed with exceptional facilities, including nine classroom learning spaces, a contemporary library, a sustainability precinct and garden, outdoor gathering areas, a school hall, and purpose-designed playgrounds. Our administration area is welcoming, and our technology resources support collaborative planning and personalised learning experiences.

Our Lady of Grace offers a balanced curriculum aligned with the Australian Curriculum, Crossways, and performance standards. Specialist teachers deliver programs in Physical Education, Performing Arts, and Japanese (LOTE). Students also have the opportunity to learn musical instruments such as keyboard, piano, guitar, ukulele, and voice. A dedicated School Counsellor supports students experiencing social or emotional challenges.

Rich in history and cultural diversity, Our Lady of Grace fosters a close-knit learning community grounded in the values of the *OLOG Way*, inspired by the Dominican Pillars:

- Being Respectful.
- Being Truthful.
- Being an Excellent Learner.
- Being Supportive.
- Being Inclusive.



We pride ourselves on providing individual attention to help each child flourish. A wide range of extracurricular opportunities—including sports, dance, debating, Student Voice Leadership, Mini Vinnies, Green Team, and lunchtime clubs such as Chess—enhance student engagement and personal growth.

Our teaching staff share a unified commitment to collaborative and engaging practices, consistently embedded across the school. Curriculum planning is student-centred, and educational support programs are tailored to meet diverse learning needs. Teachers strive to challenge and support every student at their point of need, ensuring meaningful and enriching learning experiences.

Learning programs are regularly reviewed, and staff engage in ongoing professional development aligned with our School Improvement Plan to ensure the highest quality education.

We extend our sincere gratitude to the Leadership Team, staff, families, and broader community for their dedication and contributions throughout 2024. Special thanks to the School Board and Parents and Friends for their governance and support.

This Annual Report provides insight into the vision, values, achievements, and future directions that define our school community as we continue to Ignite, Wonder, and Grow.





## PRINCIPAL'S REPORT

### **2024: A Year of Growth and Transition: Celebrating 70 Years of OLOG.**

In 2024, Our Lady of Grace School proudly marked 70 years of Catholic Education—a significant milestone that reflects the enduring legacy and mission of our school community. This celebration provided a meaningful opportunity to honour our past, acknowledge the vibrant present, and look forward with hope to the future.

Throughout the year, staff, students, families, and alumni came together to commemorate the values that have shaped OLOG since its foundation in 1954. The occasion highlighted our commitment to faith, learning, and service, and reaffirmed the strength of our community as we continue to grow and flourish.

Our Lady of Grace fosters a strong community spirit with excellent teaching and learning. It is an inclusive and collaborative environment that honours and respects everyone's dignity. Our outstanding staff team creates a culture of welcome, belonging, inspiration, and excellence.

I commend the staff at OLOG because they often go above and beyond the call of duty. It is their commitment, unity and partnership with families that strongly define our OLOG Way and a community of learning, faith and wellbeing.



I also thank the many parents who provide the essential support schools need in the way of Classroom Volunteers, Parents and Friends and our School Board Members. It is this great partnership which further contributes to the great strengths of the school.

Families are an integral part of our educational environment, and we aim to build a strong community by supporting family life. We provide various programs and initiatives to assist and recognize all members of our community, not just students.

Throughout 2024, in collaboration with the School Board, Parish, and CESA, we diligently addressed the requirements necessary to develop a comprehensive and engaging Masterplan for OLOG. We meticulously planned Stage 1A to ensure its completion in preparation for the 2025 school year. A central objective of Stage 1A was the refurbishment of the upstairs hall into two classrooms and the enclosure of the undercroft area to create a new learning space.

Stage 1B planning continued with our Architects Swanberry and Penglase. Stage 1B project to develop 6 classrooms and breakout spaces on the schools acquired land located on Joan Avenue. The design project must integrate with existing school infrastructure.

OLOG received State Government Capital Grant funding for Stage 1B. Education Minister Blair Boyer announced the funding round for non-government schools, highlighting OLOG's grant.

## **CATHOLIC IDENTITY AND MISSION**

### **Goals & Intended Outcomes:**

- Strengthening Catholic Identity: 2024 Theme - Light the Way With Your Heart.

### **Intended Outcomes:**

- That staff will continue to develop their knowledge and use of RE Crossways Curriculum.
- That all staff will be provided with the opportunities to develop contemporary connections between life, culture and Traditions for families.

### **Achievements:**

In the area of Religious Education in 2024, staff once again participated in regular professional learning, both internally and through CESA Learning Programs, to ensure a well-balanced Faith education was delivered to all students.

Many achievements in this area were made in response to the school's annual action plan goals throughout the year.

Year 4 students took the online Religious Literacy Assessment Tool (ReLAT) in 2024, providing insights into student learning and highlighting areas for future teaching focus. The curriculum strand for assessment is selected from the "Crossways" program. This year's school average is 1.1% above the state average, compared to last year's 0.8%. The 2024 ReLAT results will guide future curriculum planning. Parish-School Collaboration.



## YEAR 4 RELAT DATA



### 2024 RELIGIOUS LITERACY ASSESSMENT - YEAR 4

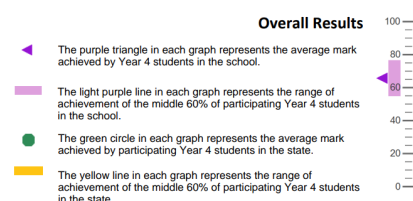
#### Our Lady of Grace School GLENGOWRIE

#### School Summary

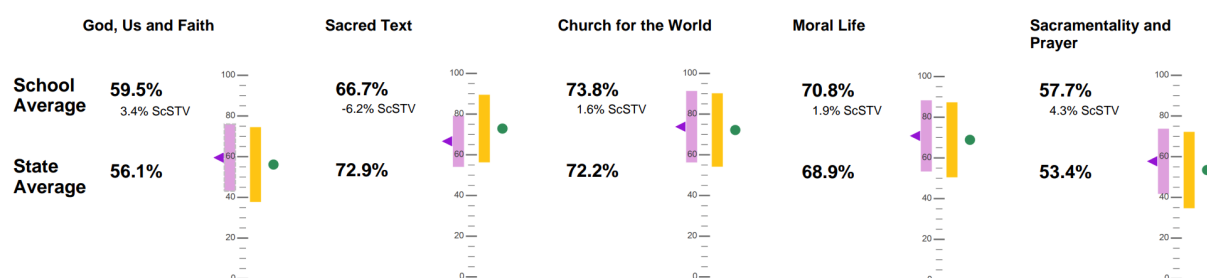
The average total for all Year 4's in this school is **23.0 out of 35** or **65.7%**

The average total for all Year 4's in South Australia is **22.6 out of 35** or **64.7%**

This school's average is 1.1% above the state average



#### KNOWLEDGE STRANDS



In 2024, we celebrated the school's 70th anniversary. Founded by the Dominican Sisters in 1954, the school offers quality Catholic education grounded in Dominican Tradition. We marked our 70th Birthday with a Celebration 70's Night for parents and a special birthday event for children and guests, featuring cake cutting and singing Happy Birthday.

We continue to foster Parish partnership through:

- Parish Pastoral Council.
- Parish Sacramental Program.
- Engaging in professional learning around the Sacraments, planning Masses and Liturgy.
- Utilisation of planning design for staff to delve into faith life inquiry concept and plan rich learning experiences for students.
- Developing staff knowledge in assessment and reporting in R.E.
- Developing awareness of our Catholic tradition of supporting those in need through our Mini Vinnies Program, Caritas Project Compassion, and the support of our own school families.
- Visiting Charles Young placing our social justice values into action.



Other ways we continue to work towards enhancing our Catholic Culture include:

- Celebrating special feast days.
- Welcome and Beginning of Year School Mass.
- Raise money for Catholic Charities, Hutt Street, Backpack for Kids Program.
- Continue to celebrate class liturgies and prayer.
- Staff Prayer.
- Made in the Image of God (MITIOG).
- Preparation for Easter – plays, presentations.
- St Dominic's Day.
- Staff Formation Day.
- Staff studying Graduate Certificate in RE.
- PRIMA—Professional association for APRIMs. To implement the RE curriculum program changes, Online Crossways reviewed MITIOG and subsequently coordinated training in MITIOG.

#### **Value Added:**

In 2024, through the achievements we made in Catholic Identity and Mission much value was added to our school community. These included but were not limited to:

- Regular newsletter items showcasing student learning in Religious Education.
- Student reflections on Gospel readings consistently used to deepen their knowledge.
- Whole school guidelines for assessment and reporting in Religious Education were further consolidated.
- APRIM Religious modelled and assisted staff in how to plan and lead liturgies.
- APRIM and staff liaising with the Parish Priest and Parish.
- Whole School Prayers - maintained as a whole school routine.
- Roster for staff prayer at meetings used to build capacity of all staff.
- OLOG award recipients acknowledged at assembly.
- Dedicated staff meetings and PD to discuss assessment tasks, moderation of student work and reporting guidelines.





## **HIGH QUALITY TEACHING AND LEARNING**

At OLOG, we deliver high-quality teaching informed by research and best practices. Our dedicated staff use innovative, evidence-based strategies to support and challenge every student.

A key strength of our school is the consistency in our teaching approach across all year levels, underpinned by strong collaboration between our early years and primary teams. Our teachers foster excellence in learning by nurturing key dispositions such as independence, resilience, and risk-taking. We are also committed to developing essential capabilities, including literacy, numeracy, critical thinking, and problem-solving. To ensure students are engaged and empowered in their learning, teachers use high-impact strategies such as learning intentions, success criteria (e.g., rubrics), and Bump It Up Walls to provide clear expectations and guide student progress.

Our dedication to ongoing enhancement and excellence in pedagogy remains central to our strategy. In 2024, we upheld this commitment by refining assessment practices, advancing educator development, promoting student autonomy, and improving student outcomes through focused initiatives.

Assessment of student understanding is crucial in providing students with targeted learning. We consistently worked to design, analyse, and communicate the value of our assessment rubrics to students. In doing so, we ensured that assessments served not just as a tool for measuring progress, but as a means of empowering students to take ownership of their learning.

Our professional development efforts were driven by strategic actions aimed at building teacher capacity, particularly in goal-setting and targeted teaching. Key programs such as the Clarity Approach, the Gifted and Talented Program/Enrichment Program, Mathematics and Literacy Workshops, remained central to our efforts to improve student learning outcomes. Additionally, we focused on supporting early-career teachers through mentoring programs and assisting staff in attaining Highly Accomplished and Lead Teacher certifications. These initiatives provided a strong foundation for continued professional growth within our teaching community.

### **A Focus on Numeracy:**

In 2024, our staff placed a particular emphasis on Numeracy, engaging in a structured and intensive approach to improving mathematics teaching and learning. Our Leader of Learning led by Sue Spicer and Leadership Team worked closely with our Catholic Education System Coach-Deborah Hansen on a fortnightly basis to develop a whole-school approach to Mathematics.

This collaborative model provided intentional, frequent, and structured support, ensuring sustainable improvements in pedagogy and student outcomes.



Key initiatives included:

- The development of a whole-school Numeracy Agreement to provide consistency in practice.
- The exploration and implementation of purposeful resources to enhance student learning.
- Scheduled Pupil Free Days were utilized by teachers to plan the mathematics curriculum and assessment framework in alignment with Version 9 of the Australian Curriculum.
- A focus on key pedagogical practices and resources for teaching Mathematics effectively, ensuring learning is meaningful and engaging for students.
- Comprehensive understanding and application of the Numeracy Block, including daily reviews in Mathematics, to reinforce learning and enhance student retention of fundamental concepts.

### **Goals & Intended Outcomes:**

#### **Goal 1:**

- Ensure that all students develop the essential skills and proficiency in literacy and numeracy necessary as a foundation for all learning.
- Focus on reading and writing skills to improve the reading and writing standard across all school curriculum areas, providing students with skills necessary to succeed.

#### **Goal 2:**

- Create a culture of excellence characterised by learning growth for all students and evidence informed continuous improvement.

#### **Goal 3:**

- To create a OLOG culture where the values of respect, inclusivity, compassion, integrity, resilience and academic excellence are evident.

### **Intended Outcomes:**

- That literacy and numeracy outcomes for all students improve in NAPLAN, PAT R & PAT M.
- There is growth in student learning across all year levels.
- There is a decrease in children not receiving the benchmark for curriculum areas.
- Teacher's use data to inform student learning.
- Data is used to inform precision in learning intentions and success criteria, student voice, goal setting and engagement.



## Achievements:

Learning and Teaching is the core business of all schools and at OLOG much time is given to ensuring our learning programs are research-based and data-informed. Building individual teacher capacity and delivering differentiated explicit teaching continued to be a major focus of our professional learning throughout 2024, with a particular focus on Backwards by Design planning. Teachers have engaged in reflective practices, analysing student data and tracking their growth along data walls following intervention.

We continue to have high expectations of our staff and students in delivering a learning program where all students experience progress and achievement.

The teaching staff have engaged in targeted and explicit professional learning which has included CESA's Backwards by design planning, Assessment Task Design and High Impact Teaching Strategies. Professional Learning in Initialit and Spell It was also accessed.

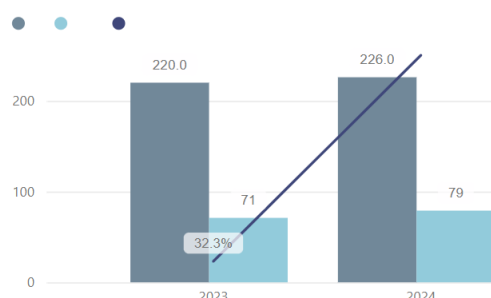
Teaching staff were involved in professional learning school closure days for Faith Formation, Literacy and Numeracy Planning, Assessment Task Design, Assessment Task Moderation and Visible Well Being. We unpacked v9 Australian Curriculum further and continued to explore the CESA Performance Standards to inform both planning and assessment.

## Student Needs and Support:

At Our Lady of Grace, we recognise the importance of catering to our students' diverse learning needs. Approximately 35% of students across all grade levels receive adjustments documented in the National Consistent Collection of Data on Students with Disability (NCCD).

In 2024, we gained a comprehensive understanding of each student's unique learning context, including those with diagnosed needs, which is paramount to the successful implementation of Literacy and targeted intervention programs. By tailoring our instructional approach to individual student profiles, we created a truly inclusive and supportive learning environment that empowered all students to achieve their potential.

%Range of SWD	2023	2024	2025
F. 30% - 34.99%	1	1	
No Enrolment Data			1
<b>Total</b>	<b>1</b>	<b>1</b>	<b>1</b>



NCCD Year	2023				2024			
Campus	NCCD	FTE	NCCD%	%Range of SWD	NCCD	FTE	NCCD%	%Range of SWD
Our Lady Of Grace School - Glengowrie	71.00	220.0	32.3%	F. 30% - 34.99%	79.00	226.0	35.0%	F. 30% - 34.99%
Extensive	7.00	220.0	3.2%	F. 30% - 34.99%	7.00	226.0	3.1%	F. 30% - 34.99%
Substantial	16.00	220.0	7.3%	F. 30% - 34.99%	15.00	226.0	6.6%	F. 30% - 34.99%
Supplementary	30.00	220.0	13.6%	F. 30% - 34.99%	37.00	226.0	16.4%	F. 30% - 34.99%
Support within QDTP	18.00	220.0	8.2%	F. 30% - 34.99%	20.00	226.0	8.8%	F. 30% - 34.99%
<b>Total</b>	<b>71.00</b>	<b>220.0</b>	<b>32.3%</b>		<b>79.00</b>	<b>226.0</b>	<b>35.0%</b>	



## STUDENT ENROLMENT NUMBERS

Year Level	Male	Female	Total
Reception	28	30	58
Year 1	9	15	24
Year 2	17	18	35
Year 3	11	13	24
Year 4	15	12	27
Year 5	10	22	32
Year 6	14	11	25
Total	104	121	225

In 2024, the percentage of Indigenous enrolments was 3%. The percentage of students with disabilities was 35%.

## STUDENT ATTENDANCE

The total number of student enrolments in 2024 was 225. The average attendance rate for our students in 2024 was 91.7%.

Year Level	Term 1	Term 2	Term 3	Term 4
Reception	95.3%	86.4%	90.2%	91.6%
Year 1	94%	92.1%	89.1%	92.1%
Year 2	88.6%	86.9%	90%	94.2%
Year 3	93.3%	92.9%	94.3%	93.3%
Year 4	95.2%	90.5%	91.2%	93.9%
Year 5	94.4%	91.9%	90.2%	92.6%
Year 6	93%	87.8%	92%	90.4%
<b>Averages</b>	<b>93.4%</b>	<b>89.8%</b>	<b>91%</b>	<b>92.6%</b>



## **STUDENT ATTENDANCE AND ENGAGEMENT**

At Our Lady of Grace School, we recognise that regular school attendance is essential for students to reach their full potential. As part of our duty of care, staff actively monitor student absences and work collaboratively with families to support and encourage consistent attendance.

To uphold this commitment, Our Lady of Grace School:

- Fosters a nurturing and inclusive environment that promotes student wellbeing and a strong sense of belonging.
- Maintains accurate and timely records of student attendance.
- Implements clear policies and procedures to monitor attendance and respond to concerns.
- Addresses non-attendance proactively, ensuring timely intervention and support.

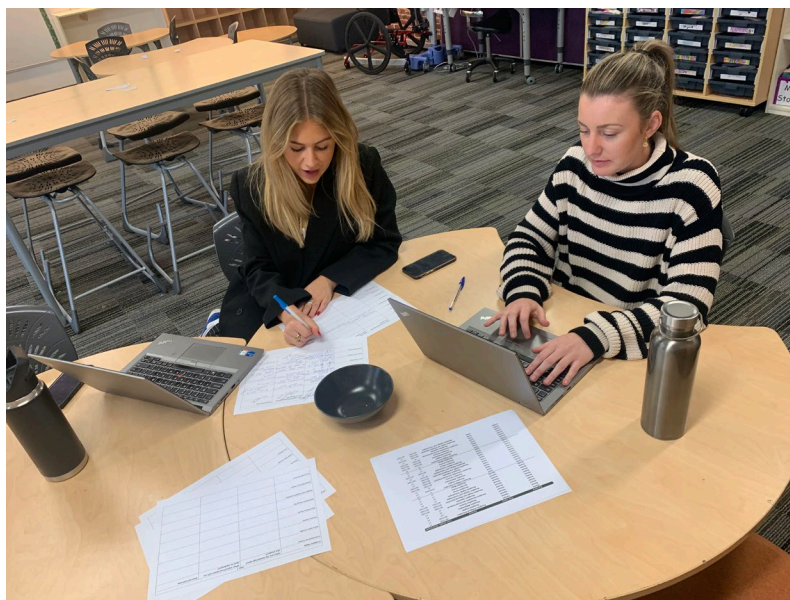
Attendance is monitored daily. Parents and caregivers are expected to notify the school of any student absences via phone, email, the absentee line, or by leaving a message on the answering machine. If no notification is received, the school initiates contact via SMS to confirm the student's whereabouts.

In cases of persistent non-attendance, staff engage directly with families to understand underlying reasons and collaboratively develop strategies to support the student's return to regular attendance.

## **ATTENDANCE STATISTICS**

Attendance data is compiled and reviewed as part of the school's reporting process. Teachers are responsible for running attendance statistics through SEQTA, which are then included in student reports.

These statistics are used to identify patterns and support targeted interventions. While specific percentages were not disclosed in the retrieved documents, the process is embedded in the school's reporting cycle and contributes to both academic and wellbeing planning.



## STAFF PROFILE AND QUALIFICATIONS

Every member of our staff community contributes to living out the mission and vision of OLOG. In 2024 we welcomed 20 new staff and saw 11 staff depart.

In 2024, Our Lady of Grace School had a total of 1 Principal (female) 15 teaching staff. (made up of 13 females and 2 male teachers) and 23 non-teaching staff members. (21 females and 2 male).

In 2024, no staff members identified as Indigenous.

Out of Schools Hours Care is managed by Camp Australia.

We also had 3 instrumental tutors working in our Instrumental Program each week.

Graduate/Diploma Certificate	36%
Diploma of Education/Teaching	0%
Bachelor's degree	36%
Master's degree	13%
Other	15%





## PROFESSIONAL LEARNING

All staff are supported in working towards their goals, including access to high quality professional learning.

Our school staff participated in several professional learning opportunities throughout 2024.

2024 Professional Activity
Staff Spiritual Formation Day
Made In The Image of God
Clarity Framework and Tools for Engagement
Literacy/ Initial Lit/SPELLt/Phonics Screening
Numeracy and Literacy
Visible Well Being- SEARCH
NCCD
Graduate Certificate
RE/Catholic Identity
WHS- SALT online modules
Leaders of Learning Focus Days
First Aid
Moderation and using Student Data
Marketing
Report Writing
SEQTA Pastoral Care/Student Attendance
Classroom Pulse Check
NAPLAN SSSR Analysis
Curriculum Mapping
Building Respectful Relationships
Data Decisions- Pat Data/Data Wall

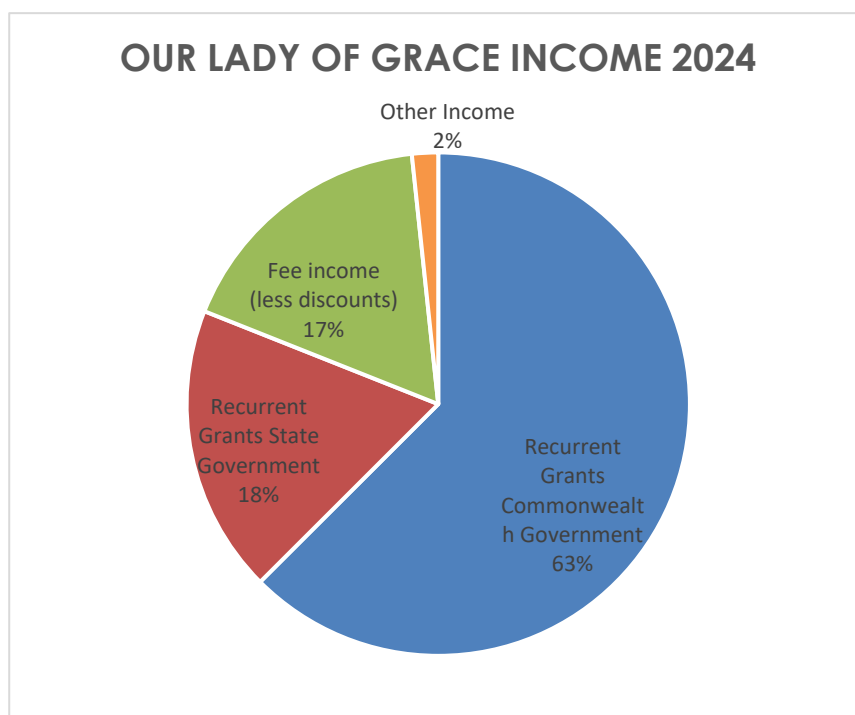
SMART Goals and Annual Reviews are completed annually. The focus of these is to improve our structures, student outcomes, processes, and pedagogy. Each staff member participated in their annual review discussion with the Principal in Term 1 and 4.



## SCHOOL INCOME

The school receives its income from three main sources:

- Government Funding (Commonwealth and State).
- Tuition fees and charges.
- Private Income.



Recurrent Grants Commonwealth Govt	2,675,061
Recurrent Grants State Govt	791,842
Fee Income	740,276
Capital Grants Commonwealth Govt	
Capital Grants State Govt	
Other Income	71,902
<b>TOTAL INCOME</b>	<b>4,279,082</b>

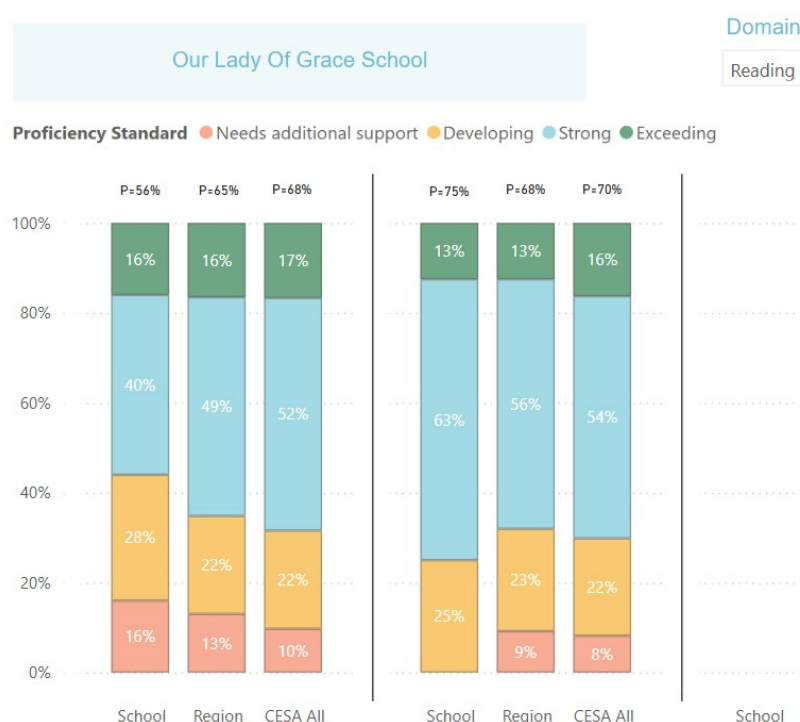


## NATIONAL ASSESSMENT PROGRAM LITERACY AND NUMERACY (NAPLAN) 2024

At OLOG, we pride ourselves on delivering high quality learning. The collection and interpretation of multiple data sources helps us plan for student development and growth. NAPLAN is one source of data that we utilise when monitoring our Year 3 and Year 5 students. It offers comparative data in the domains of Literacy (Writing, Reading, Spelling, and Grammar and Punctuation), and Numeracy. Used in conjunction with other data sets it informs whole school improvement sources that will assist in differentiating and personalising the curriculum for students.

### SCHOOL SUMMARY

Students' participation was high. There were some student withdrawals at both Year 3 and 5. The Year 3 and Year 5 students' proficiency levels were strong in all areas. We saw significant growth in Year 5 when comparing data from 2023 to 2024. Across all Catholic schools in SA, our students performed strongly, especially in the South Region.





Our Lady Of Grace School					
Latest Year					
Year Level	Reading	Writing	Spelling	Grammar	Numeracy
3	389	416	406	414	388
5	499	498	488	477	479

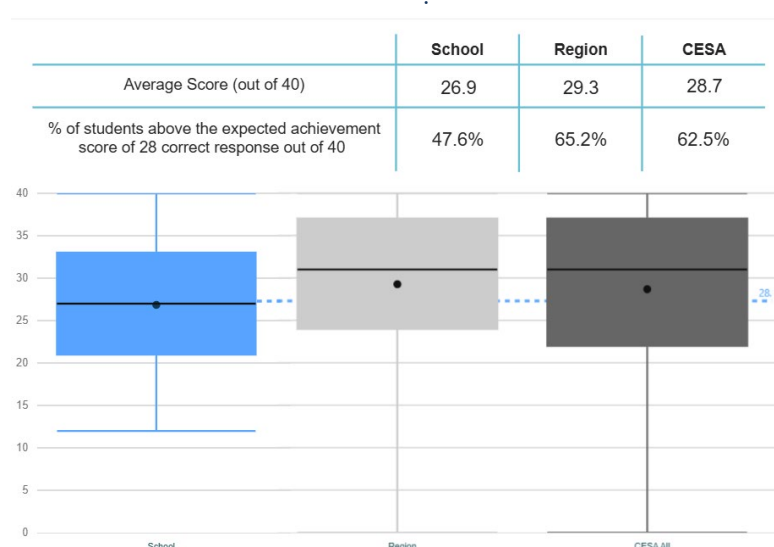
Compare To					
Year 2024					
Regions (Compare ) + South ...					
Latest Year					
Year Level	Reading	Writing	Spelling	Grammar	Numeracy
3	395	424	401	401	397
5	477	475	482	483	473

## YEAR 1 PHONICS SCREENING TEST

Year 1 students participate in the Phonics screening test. The test assesses how students blend sounds together to read words.

The Year 1 Phonics Screening Check is a short assessment that tells teachers how students are progressing in phonics.

The Check takes 5–7 minutes and is carried out in the classroom-by-classroom teachers with each student individually. Results are available immediately. Teachers analyse the results and, if necessary, plan for any additional support.





## POST SCHOOL DESTINATIONS

The 2024 Year 6 graduates post school destinations saw 20 students out of 25 continue with a Catholic pathway for their secondary education.

Graduating Students	Secondary Destination
19	Sacred Heart College
2	Brighton Secondary School
1	Cardijn College
1	Avenues College Windsor Gardens
1	Norwood Morialta High School
1	St Johns Grammar School Belair



## KEY FEATURES AND VALUE-ADDED INITIATIVES

Our Lady of Grace provides various educational experiences and events each year for students, staff, and the wider community. In 2024, these included:

- 70th Anniversary Celebration for students and the school community.
- Harmony Week: Celebrating our cultural diversity where everyone belongs. Students were encouraged to dress in orange.
- Reconciliation Week was acknowledged to show our commitment to reconciliation with the community.
- Catholic Education Week: Everyone Belongs.
- Book Week: This year's theme for Book Week was 'Read, Grow and Inspire'. Students dressed as book characters, and the community participated in a book parade.
- Carol's on the Green includes dance, drama, costumes, and singing.
- St Dominic's Day: Our annual celebration gave us the opportunity to honour the life of our patron saint with a school liturgy. All students were invited to wear our Dominican colours of black and white with the traditional black and white donuts at recess.
- Over 30 students participated in the Instrumental Music Program, learning keyboard/piano, voice, or guitar.
- instrumental concert in Semester 2.
- Assemblies led by every year level.
- Incursions and Excursions.
- Aquatics and swimming program for Reception-Year.
- Camps: Year 4 ZooSnooze Year 5: Adventure Camp Mylor Year 6 Canberra trip.
- Lunch clubs: Arts, dance and chess club.
- Student Voice Leaders program.
- Mini Vinnies.
- Inclusive Learning and Targeted Support Learning Programs.
- Volunteer programs and reading support initiatives.
- Icy Thursday and Hot Chocolate Thursday led by Student Voice Leaders.
- Successful grant applications through the Australian Sporting Schools program, enabling specialised sporting programs.
- Transition programs.
- Digital Technology Programs.
- A range of sporting events throughout the year, including the Swimming Carnival and programs for Years R-3, Aquatics programs for Years 4-6, Interschool Athletics, Cross Country, Netball Carnivals, and our annual Sports Day.
- Extracurricular Sports Program.
- Sporting Carnivals for Years 3-6.
- Year 2 Come and Try Day led by House Captains.
- Sports Day.







## STUDENT WELLBEING: CLASSROOM PULSE CHECK

The findings from the CESA Surveys (Classroom Pulse and Living, Learning, Leading) have confirmed that our students at OLOG experience a profound sense of connection and belonging.

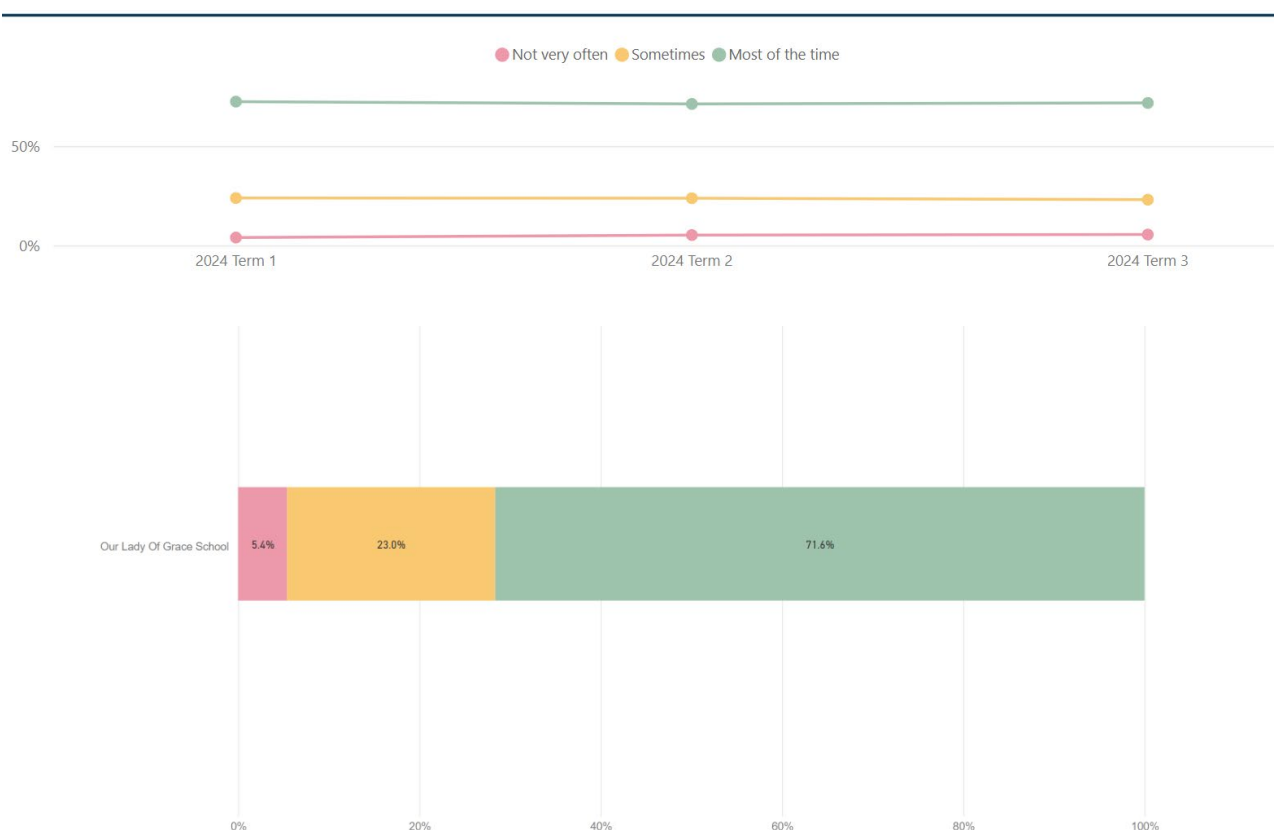
The data highlighted overwhelmingly positive student attitudes towards their learning environment, friendships, and relationships with staff.

These findings reflect the strength of our school community and the genuine commitment of our staff to fostering a safe, inclusive, and supportive learning environment. Our ongoing commitment to professional learning and innovation ensures that teaching and learning at OLOG remains of the highest caliber.

Visible Wellbeing is a whole-school, evidence-based program tailored specifically to address the wellbeing needs of Australian young people. Based on the science of Positive Psychology, Visible Wellbeing provides both staff and students with a toolkit of strategies to support wellbeing and buffer against mental illness.

All staff engaged in Visible Well Being, integrating the SEARCH model led by Dr. Professor Lea Waters and Courtney Quigly. They taught and delivered wellbeing activities for students and the school community.

As we move forward, we will continue refining our approaches, embedding best practices, and maintaining high expectations for every child, ensuring they are challenged, supported, and empowered to thrive.





## AFTER SCHOOL SPORT AND SCHOOL SPORT

At Our Lady of Grace School, we offer a wide variety of After School Sports to suit varying skill and interest levels. Players rely on the generosity of our parents who become registered volunteers to coach teams. We have 30 sports teams playing various sports. After school sports program is offered for Reception – Year 6.

Our Lady of Grace provides opportunities for children to participate in various sport carnivals throughout the year. In 2024, new OLOG uniforms have been provided for after school sports. All students can represent Our Lady of Grace School in the following sports:

- Basketball
- Netball
- Football
- Athletics
- Swimming
- Tennis
- SAPSASA/SACPSASA
- Lacrosse
- Touch Football
- Student leadership in Sport
- Hot Shots
- Cross Country
- Come and Try Day- Year 2
- Soccer
- T-Ball





## LIVE LEARN LEAD SURVEY: PARENT, STAFF AND STUDENT SATISFACTION SURVEY

### YEAR 2-4 STUDENT SURVEY RESULTS

78 Students Participated in Years 2 to 4.  
All area rated about 4 which is considered strong.

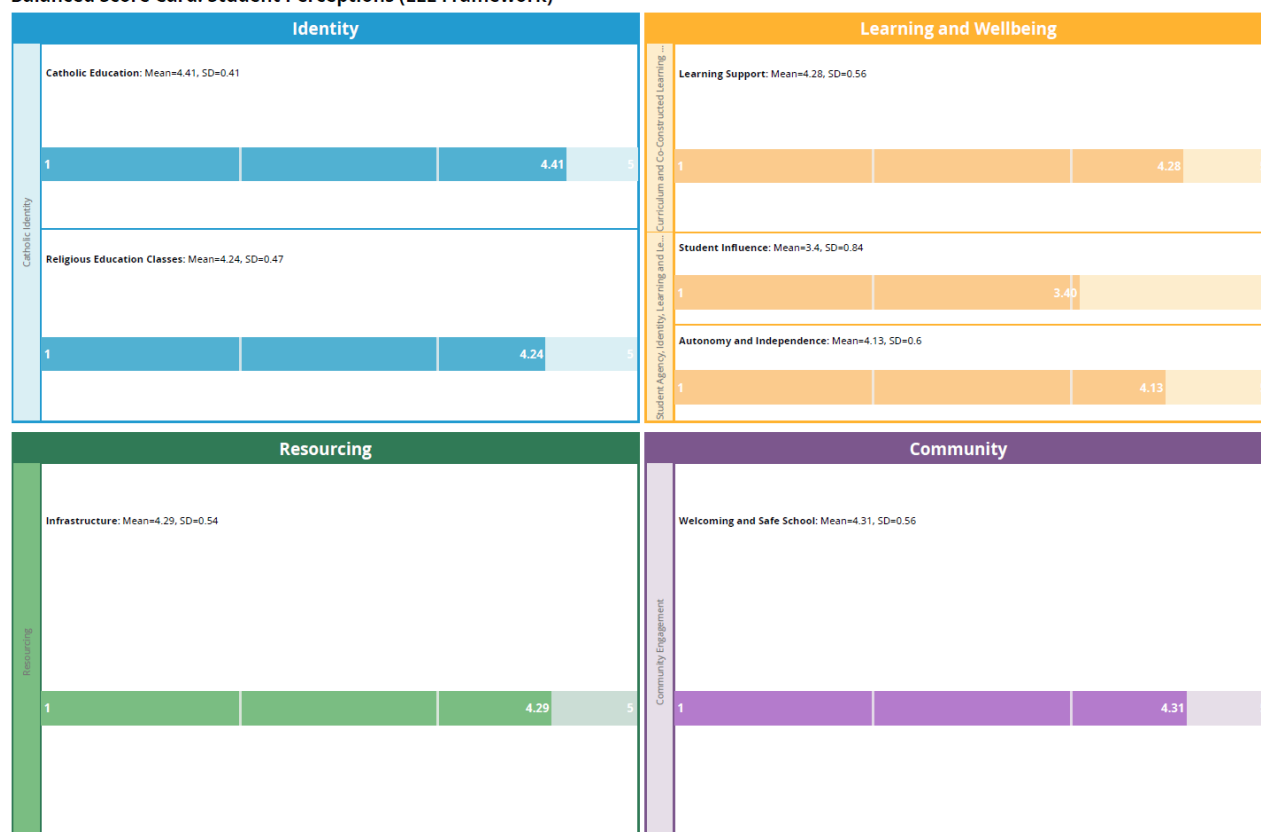
Highest Rating;

- The extent to which students feel their teacher believes they can succeed.
- The extent to which students feel their teachers support the to improve their work.
- The extent to which the classroom is a welcoming place to learn.

Areas of focus in 2025 would be;

- Student Agency.
- I help the teacher decide what I work on in class.

Balanced Score Card: Student Perceptions (LLL Framework)





## YEAR 5 & 6 STUDENT SURVEY RESULTS

Results 51 Students Participated in Years 5 and 6.

All area except one rated about 4 which is considered strong.

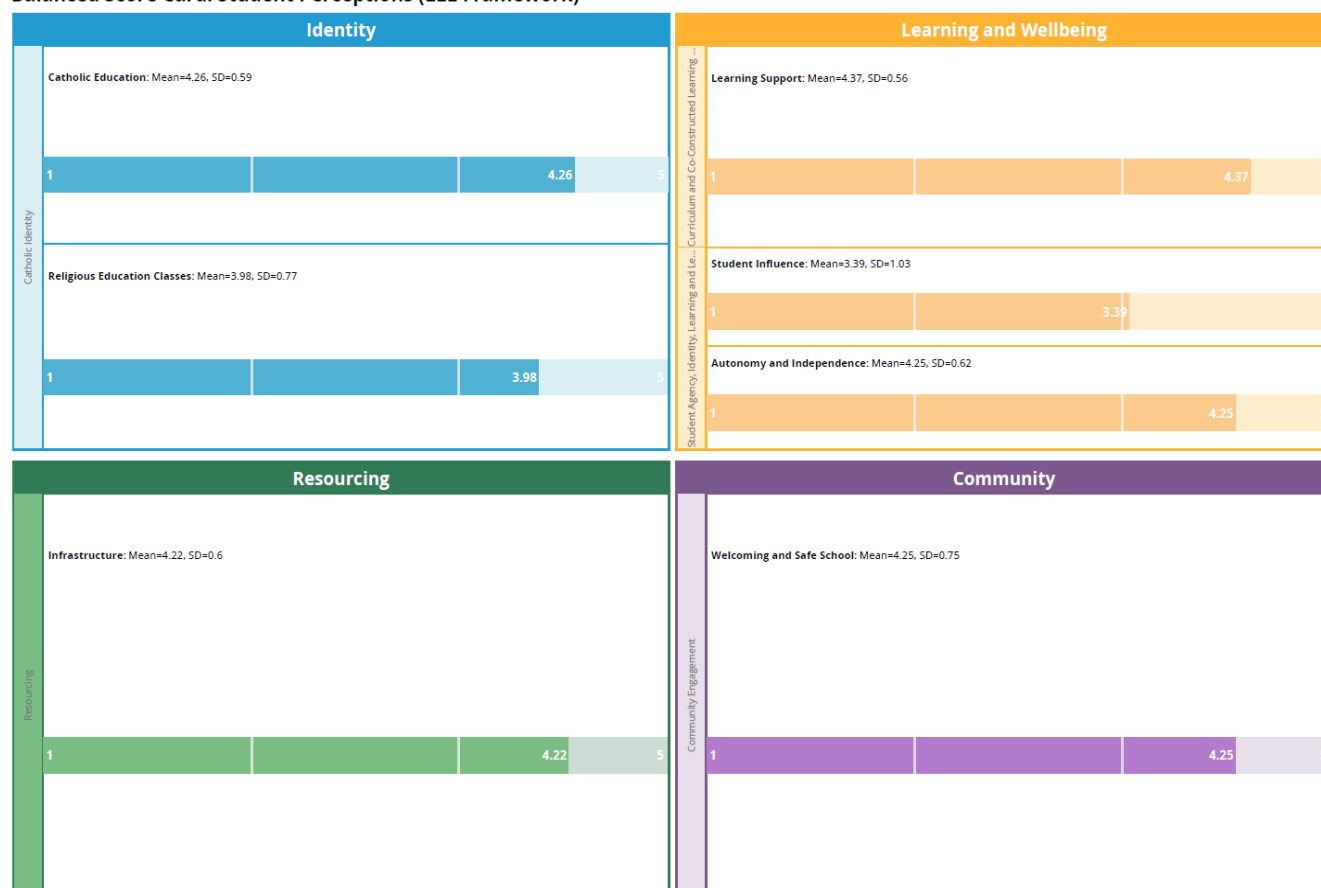
Highest Rating;

- The extent to which students feel their teacher wants them to do their best.
- The extent to which students feel safe at school.
- The extent to which they students feel they take responsibility for their learning.

Areas of focus in 2025 would be;

- Student Agency.
- Time management of work.

### Balanced Score Card: Student Perceptions (LLL Framework)





## TEACHING AND LEADERSHIP SURVEY RESULTS

100% Teaching/Leadership Staff participated.

Highest Rating;

- Being a welcoming and inclusive school.
- Experiencing Catholic identity.

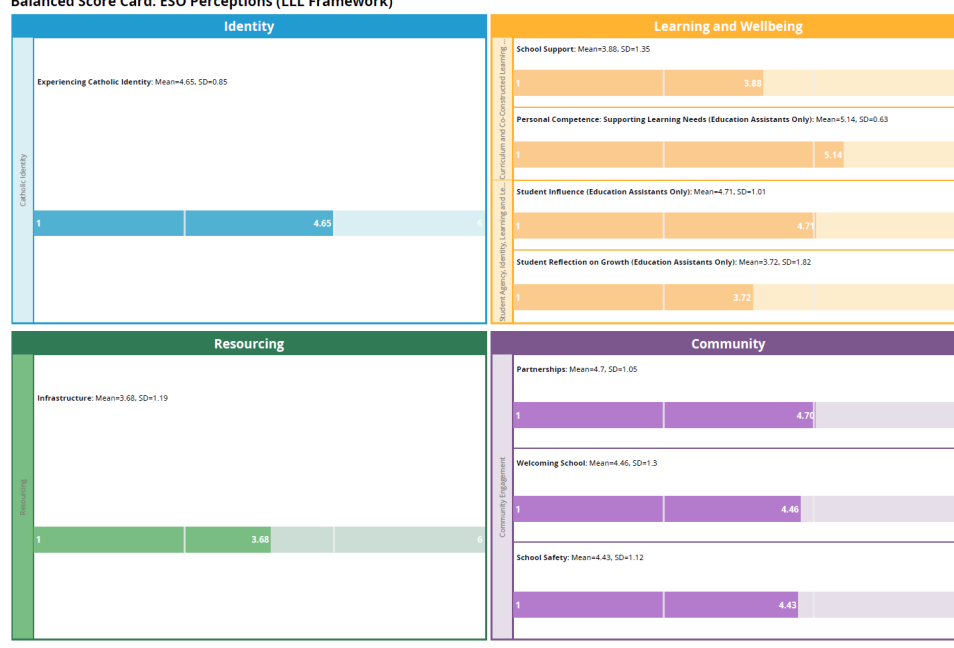
Areas of focus in 2025 will be;

- Student reflection on growth.
- Students direct their own learning.

Balanced Score Card: Teacher & Leadership Perceptions (LLL Framework)



Balanced Score Card: ESO Perceptions (LLL Framework)





## EDUCATION SUPPORT STAFF SURVEY RESULTS

18 staff participated.

Highest rating;

- Learning and wellbeing.
- Strong Community engagement.

## PARENTS AND CAREGIVER SURVEY RESULTS

31 Parents Participated.

Highest Rating;

- Being a welcoming school.
- Being a safe school.

Areas of focus in 2025 would be;

- Parent-School Partnerships.
- Developing more time management skills with children.
- Enjoyment and student wellbeing.

Balanced Score Card: Parent & Caregiver Perceptions (LLL Framework)







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