

ANNUAL SCHOOL REPORT 2022



**IGNITE
WONDER
GROW**



**OUR LADY OF
GRACE SCHOOL**

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.



CONTEXTUAL INFORMATION

Located in the heart of Glengowrie. Our Lady of Grace School is an enlivened, welcoming and vibrant learning community. Our Lady of Grace has a proud presence and history of providing a quality Catholic Education, with a distinctive Dominican influence. The school was first established in 1954 with three classes in the Church. It is a Coeducational Reception -Year 6 Catholic School with 196 students.

Our Lady of Grace School caters for every child through high quality teaching provided by dedicated, professional staff who provide learning experiences that foster the development of students' intellectual, social, and emotional capacities. Teachers employ innovative techniques to provide a comprehensive curriculum that is relevant and engages children in reflective practice, inquiry, and critical and creative thinking pathways.

At Our Lady of Grace, we provide more than just an education – we are a community. We provide students with endless opportunities, and our hope is that they will graduate empowered to be people of Truth and justice committed to making the world a better place.

Our motto Veritas encourages the students to grow as disciples of Jesus, responding to each other and beyond with respect and compassion. At our school, students and teachers alike view themselves as learners. We also acknowledge that students need to experience success as they acquire skills, understanding, values and knowledge. Students also need opportunities to apply their knowledge and understanding in a real-world context.

A strong partnership between staff, students and families ensures we are all striving for the same outcomes and our academic excellence speaks for itself, with year-on-year outstanding results. Our pastoral care, religious and social justice programs have been developed to help build strong community relationships which support and nurture each individual to realise their full potential.

We are blessed with wonderful resources and grounds at Our Lady of Grace. We offer nine learning spaces and have a contemporary and well-resourced Library space, Sustainability precinct & garden area, outdoor gathering spaces, School Hall, a welcoming administration area, technology and engaging, purpose-designed playground spaces for our students. We are well-equipped with contemporary teaching resources which support staff collaborative planning and designing for learning for each of our students.

Our teaching staff work together with a shared belief and understanding about collaborative engaging practices, which is consistently embedded across the school. This collaborative team approach to all curriculum planning is always focused on student-centred learning. Educational support programs cater for students with specific needs and adjustments; however our teachers strive to challenge and meet all students at their point of need and enhance every opportunity to thrive and engage meaningfully in their learning. We regularly review learning programs and staff participate in ongoing professional learning to meet the intended outcomes of our School Improvement Plan and offer the best possible education for our students.

I acknowledge and thank Our Lady of Grace Leadership Team, staff, families and our broader community for their dedication and contribution to our community in 2022. I also thank the members of the School Board and the Parents and Friends for their contribution in Governance and Community of Our Lady of Grace in 2022.

This Annual Report aims to provide contextual information about the vision, the values and beliefs, the successes and the future pathways that underpin our school community to Ignite, Wonder and Grow.

SCHOOL PROGRESS TOWARDS ITS GOALS IN 2022

Catholic Identity and Mission Goals & Intended Outcomes

PRIORITY 1: Catholic Identity

GOAL: To strengthen and provide ongoing opportunities for staff, students and parents to experience a welcoming community in faith that is inclusive, invitational and intentional and reflects Dominican values and contemporary Catholic perspectives, catholic social teaching and capabilities.

INTENDED OUTCOMES

- That students will further develop their understanding of Catholic Social Teaching
- That students will identify with the Dominican story and how it connects to their own and other's lives

ACHIEVEMENTS

- Theme for 2022 In God's Love We All Matter which aligns with our Dominican Charism. Our theme is embedded throughout the school inspired by the person and message of Jesus St. Dominic's School Prayer- Using the framework of our Dominican Pillars of Prayer, Learning, Service and Community as the OLOG Way, as well as our Dominican motto, 'Veritas'- Truth
- OLOG Way: Be and Excellent Learner, Be Truthful, Be Inclusive, Be Supportive, Be Respectful
- Staff engaged in professional learning in the Religious Dimension- Crossways and rich assessment
- Teachers engaged in and supported in planning and developing rich and relevant Religious Education lessons. Lessons related to the RE curriculum, Catholic Social Teaching principles and Dominican charism
- Teaching and learning in RE provided opportunities for students and teachers to make personal reflections on their learning and deepen knowledge of their faith
- Each class teacher has a Prayer table presence, which includes liturgical coloured cloths, prayer books, a cross and lantern for class prayer tables & spaces

- As a school we celebrated St. Dominic's Day in August 2022, with a whole school Mass and school-based community events, Buddy activities
- Ash Wednesday, Holy Week and Easter were celebrated in our school and parish, through masses and liturgies
- Mother's Day, Father's Day, ANZAC Day and Remembrance Day prayer liturgies provided opportunity for our school community to gather in prayer, song and celebration
- Pyjama Day for the support of Hutt Street.
- We introduced visits to Charles Young – Year 4, and plan to do this as we move into the 2023 school year . Boxes of Joy developed by the whole School
- Through our connection with Sr Anne Burr leading our Staff Reflection Day
- In 2022, our fundraising of Enterprise Day, Backpack for kids, hot chocolate days highlighted the principles of Catholic Social Teaching, namely, The Common Good and Solidarity

VALUE ADDED

- Staff professional learning led by APRIM Debbie Scuteri, CESA Cluster and Prima support days
- Sacramental program in partnership with the Glenelg Parish. Many more families participating in the Sacramental Program
- Serving Communities Program (Social Justice) supported Catholic Missions, Caritas, Vinnies, Hutt Street
- Daily prayer and Christian meditation in all classes
- Masses to celebrate significant Church and Dominican feast days

Learning and Teaching

Goals & Intended Outcomes

PRIORITY 2: Collaborative Practice

GOAL: Excellence in Learning, Teaching and Outcomes.

To maximise learning growth and excellence in learning for all students so that students can reach their full potential.

Pursuing excellence in learning, teaching and student outcomes from Reception-Year 6.

INTENDED OUTCOMES:

- That shared beliefs and understanding about 14 Parameters that engage and enhance student learning and outcomes
- Clarity Tools for improved outcomes is embedded and integrated
- That a consistent collaborative approach to learning and teaching is evident across the school
- Schools and centres demonstrate high quality curriculum, pedagogy, assessment and reporting practices
- Students experience and engage in learning that is responsive to their individual needs
- Students achieve excellent learning outcomes

PRIORITY 3: Data Numeracy

GOAL: To embed a Data Plan/Pat M that informs and improves student growth, with a focus on Mathematics.

INTENDED OUTCOMES

That all teaching staff understand, articulate and implement a school data plan and improved outcomes in Maths.

ACHIEVEMENTS

The 2022 school year was one of stability and consolidation in many areas of learning and teaching. With the school or returning to the classroom, professional learning and collaboration was a priority from the beginning.

Through a review of Clarity Framework and 14 Parameters for learning current practice at the end of the 2021 school year, staff felt that further development of the 14 Parameters was still ongoing. OLOG was an early adopter and led by

our QPT and Lead Learner. Using student data and planning our next steps was integrated in our work.

This resulted in improved pedagogy, changes to practice geared to more fully engage the students in a contemporary design and a Scope and Sequence that reflected what was important to Our Lady of Grace.

Establishing Team meetings to foster and support a collaborative approach, collecting and using data to inform teaching and collaborative assessment and moderation of student work.

Case Management and Data Wall was in place through the school's work with Dr Lyn Sharratt. We continued our PL through Clarity. This gave existing staff an opportunity to reflect on their knowledge, understanding and practise. Case Management was made a priority for the first fifteen minutes of every planning meeting and data wall was on display.

SEQTA planning continued in preparation for 2023. Timetables and planning in SEQTA commenced.

Teacher's weekly planners included links to subject planners, NCCD adjustments, Australian Curriculum and other supporting documents. Changes were made to the storage of planning documents to ensure transparency, accountability and professional responsibility.

Review of students progress at the end of Semester 2 highlighted a 30% growth of students from Year 1- Year 6 moving to the next achievement band in Numeracy.

With Mathematics being a focus, particularly in the data literacy space, the Leader of Learning- Deb Scuteri worked closely with class teachers to ensure student needs were met, and student growth was evident. Actions to support this included teacher staff auditing current practices, implementation of rich assessment strategies, Clarity tools for learning which form part of the 14 parameters, changes to planning documentation to include links to the Key Mathematical Ideas, National Numeracy Learning Progressions, formative and summative assessment, differentiation. The Mathematics Leader continued to work alongside class teachers in the planning and delivery of the Mathematics curriculum and all class teachers participated in professional learning in differentiation, collaborative assessment of student work.

STEM continued to be a strong focus for the whole school involving all students. Professional Learning supported staff to create rich STEM learning and understanding for students. The culmination of the STEM learning provided a whole school STEM focus and evening engaging parents at the STEM evening.

The Principal and lead teachers attended a professional learning session facilitated within our South region in developing a greater understanding of Naplan data. This provided opportunities for staff to interrogate 2022 Naplan data and make adjustments to learning and teaching programs to better support the needs of the students to ensure academic growth. In light of the change to the 2023 Naplan dates, an emphasis was placed on developing test wiseness in students.

Student Wellbeing Goals and Intended Outcomes

GOALS:

- To enhance and nurture every students' wellbeing and sense of connectedness and belonging to Our Lady of Grace
- To cultivate safe, physical, emotional, mental, social and online environments that comply with all relevant legislative and legal requirements
- Deepening Building Respectful Relationships Procedures involving Restorative Practices
- To ensure that the diverse and unique identities and experiences, of all students, are respected and valued

INTENDED OUTCOMES

All relationships within our school are built on the principal of unconditional positive regard. Nurturing every aspect of wellbeing, pastoral care and safety of all of our children is at the forefront of all that we do and every decision that we make. Responding to the pastoral and wellbeing needs of all students, in a confidential manner, while nurturing external stakeholder partnerships, is part of our core business

Live Well Learn Well

- Students will participate in, and develop their SEL (Social and Emotional Learning) through Friendly School, KS CPC, key capabilities, Zones of Regulation, Play is the Way, Bullying and Harassment Procedures

- Students will have the expectation of following school expectations, learning expectations and building respectful relationships
- Students will participate in learning Resilience Rights and Respectful Relationships curriculum- Friendly Schools

ACHIEVEMENTS

Our Lady of Grace continued to adopt evidence-based, engaging and practical programs, across the school, that built student resilience, safe and respectful relationships.

- Developed and enhanced practice and strategies towards positive mental health and wellbeing, was a priority 2022 school focus.
- Classroom Pulse Check for all students and the follow up by staff to address children's wellbeing for learning
- Building Respectful Relationships Policy and Procedure
- Behavioural expectations being taught and supported
- OLOG focus of Gratitude - being thankful and appreciative for what we have in our life, affective statements
- Empathy- understanding others' feelings and showing kindness, adopting a 'pay it forward' mindset
- School Counsellor support
- We continued to use a Restorative Practices approach if social conflicts arose. Students were guided and taught about restoration or 'making things right' and an emphasis on positive, inclusive and respectful relationships was always emphasised
- Peer mediation led by Student Voice Leaders.
- Buddy program
- Data of our families perceptions of the schools learning and social climate, reflected an 83% satisfaction score
- Students themselves also identified their teachers as having high expectations of their effort, understanding, persistence and performance
- As a staff, we thank our parents and carers for the partnership we share. May our students feel happy and connected, grateful and empathetic, and always have reason to be attentive to the gifts around them

VALUE ADDED

- Continuing to make reasonable and meaningful adjustments for students with diverse cognitive, physical, social or sensory needs
- Developing Positive Behaviour Support Plans
- Fulfilling all obligations under the Nationally Consistent Collection of Data (NCCD) process.
- Parent Education Session facilitated by Bill Hansberry : Raising Kids with Grit
- Education Support Officers support in classrooms and with 'pull out smaller groups', enabled additional assistance towards diverse student learning needs , yard support for students to effectively play and communicate
- Social skill groups in various year levels
- Play Based support
- Play program to support children's social and emotional development





FAMILY AND COMMUNITY ENGAGEMENT

Goals and Intended Outcomes

Small School Big Values and Small School Big Heart were reflected in all aspects of our community engagement.

GOAL: To strengthen community engagement and shared responsibility.

ACHIEVEMENTS

Our Lady of Grace continues to be a vibrant, welcoming and highly-engaged school community. Despite ongoing Covid restrictions initially, as well as student and staff absences throughout the year, opportunities to gather together, rebuild and reconnect increased, and we were blessed with full community engagement towards the end of 2022.

Our school was well-supported by Fr John Herd (Parish Priest) and Pat Murphy (Parish Rep). They are actively involved in school, parish, liturgical and sacramental events throughout the year.

Some of our achievements in this area include:

Welcome of new families and staff

- Student/parent/teacher Learning Conversations
- School assemblies and whole school celebrations
- Regular celebration of student learning through the above assemblies, student gatherings, school newsletters and bulletins

- Celebration of whole school liturgies and masses, Sacraments for Reconciliation, Eucharist and Confirmation
- Live Learn Lead Surveys completed by all community stakeholders (staff, families, students) in August 2022, which gauged levels of engagement, wellbeing and connection
- Parent engagement via: class and excursion parent helpers, special events throughout the year, sport coaches
- School Board meetings
- Parents & Friends Meetings with a clear vision of community connection, welcoming new families and raising funds for student-centred learning projects.

Many parents expressed gratitude with the way that all staff supported the well-being as students returned to the 'normality' of onsite learning

The Parent and Friends Committee demonstrated an unwavering commitment to continuing to build and provide service to the community, as well as fundraise to support school programs. Thank you to the small but mighty group of parents and friends who provided services such as the Mothers' and Fathers' Day stalls, food for school events and coffee during Parent Coffee Mornings. Another important part of our community engagement is our participation in the Credit Union School Community Rewards Program.



STUDENT ENROLMENT NUMBERS

YEAR LEVEL	MALE	FEMALE	TOTAL
RECEPTION	19	24	43
YEAR 1	10	15	25
YEAR 2	10	11	21
YEAR 3	13	18	31
YEAR 4	12	8	20
YEAR 5	15	16	31
YEAR 6	15	9	24
TOTAL	94	101	195

In 2022, the percentage of Indigenous enrolments was 2.5%. The percentage of students with disabilities was 33%.





STUDENT ATTENDANCE

The total number of student enrolments in 2022 was 195. The average attendance rate for our students in 2022 was 94.7%.

YEAR LEVEL	TERM 1	TERM 2	TERM 3	TERM 4
RECEPTION	90.1%	88.1%	89.6%	92.5%
YEAR 1	83.8%	85.5%	89.3%	92.5%
YEAR 2	91%	93.8%	94%	92.1%
YEAR 3	89.3%	91.8%	90.1%	91.9%
YEAR 4	81.9%	87.7%	91.5%	89.3%
YEAR 5	91.8%	93.1%	93.7%	93.6%
YEAR 6	92.6%	90.6%	88.7%	92.7%
AVERAGES	88.9%	90.2%	90.8%	92.1%

Management of Student Attendance

For students to reach their full potential it is of paramount importance that they attend

school regularly. Our staff as part of their duty of care, monitor all absences and work in partnership with parents to support and promote the regular attendance of students. In doing so, Our Lady of Grace School:

- provides a caring environment which fosters a sense of wellbeing and belonging in students
- maintains accurate records of student attendance
- implements policies and procedures to monitor student attendance
- and to address non-attendance issues as and when they arise

Student attendance is monitored daily. For non-attendance, parents are asked to inform the school when their child is absent. This can be done in person, via phone, email, student absentee line or leaving a message on the answering machine.

If notification has not been received, the school will contact parents by SMS to ascertain the students' whereabouts. In consultation with staff, students who regularly do not attend school, contact is made with families and a discussion takes place to determine reasons for non-attendance. Appropriate measures are put in place where needed to try and ensure regular attendance.

STAFF QUALIFICATIONS

GRADUATE/DIPOLMA CERTIFICATE	25%
DIPOLMA OF EDUCATION/TEACHING	0%
BACHELOR DEGREE	47%
MASTER DEGREE	13%
OTHER	16%

Human Resources

In 2022, Our Lady of Grace School had a total of 1 Principal (Female), 11 teaching staff (9 females and 2 males), and 20 non-teaching staff members (17 females and 3 males).

In 2022, no staff members identified as Indigenous.

Out of School Hours Care is managed by Camp Australia.

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

Professional Learning

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

Our school staff participated in a number of professional learning opportunities throughout 2022.

2022 Professional Activity

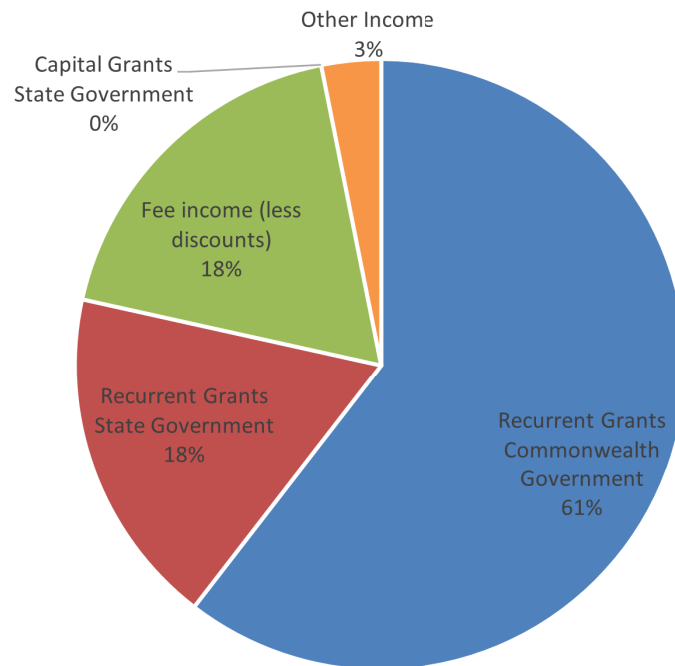
- Staff Spiritual Formation Day
- Clarity Framework and Tools for Engagement
- Literacy/ Initial Lit/SPELLt/Phonics Screening
- Numeracy
- STEM
- NCCD
- Student Well Being and Building Respectful Relationships
- Friendly Schools
- Restorative Practices
- RE/Catholic Identity
- WHS- online modules
- Leaders 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
- STEM
- 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.

2022 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	2,087,803
RECURRENT GRANTS STATE GOVT	621,990
FEE INCOME	634,795
CAPITAL GRANTS COMMONWEALTH GOVT	
CAPITAL GRANTS STATE GOVT	
OTHER INCOME	108,618
TOTAL INCOME	3,453,206



2022 NATIONAL ASSESSMENT PROGRAM LITERACY AND NUMERACY (NAPLAN)

Students in Years 3 and 5 participated in NAPLAN in 2022. The National Assessment Program Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 3, 5. NAPLAN assessment results provide valuable information about student achievements in literacy and numeracy. An analysis of these results assist the school's planning and is used to support teaching and learning programs.

YEAR 3

ASSESSMENT	STUDENTS PARTICIPATING 2022	2022 % STUDENTS WHO ACHIEVED THE NATIONAL MINIMUM STANDARD	2021 % STUDENTS WHO ACHIEVED THE NATIONAL MINIMUM STANDARD	MEAN SCORE 2022	MEAN SCORE 2021
READING	28	100%	82%	454.6	439.3
WRITING	28	100%	82%	434.8	428.6
SPELLING	28	96%	82%	418.3	449.7
GRAMMAR AND PUNCTUATION	28	100%	82%	411	442.6
NUMERACY	27	97%	88%	395	409.3

YEAR 5

ASSESSMENT	STUDENTS PARTICIPATING 2022	2022 % STUDENTS WHO ACHIEVED THE NATIONAL MINIMUM STANDARD	2021 % STUDENTS WHO ACHIEVED THE NATIONAL MINIMUM STANDARD	MEAN SCORE 2022	MEAN SCORE 2021
READING	29	100%	100%	523.2	499.6
WRITING	29	100%	96%	485.1	469.7
SPELLING	29	100%	100%	509.1	510.8
GRAMMAR AND PUNCTUATION	29	100%	96%	506.4	484.3
NUMERACY	29	100%	100%	486.8	493.5

POST SCHOOL DESTINATIONS

In 2021, Year 6 graduates post school destination saw 29 students out of 30 continue with a Catholic pathway for their secondary education.

GRADUATING STUDENTS	SECONDARY DESTINATION
21	SACRED HEART COLLEGE
1	BRIGHTON SECONDARY SCHOOL
1	HENLEY HIGH SCHOOL
1	PLYMPTON INTERNATIONAL

VALUE ADDED PROGRAMS

Our Lady of Grace School offers many educational experiences and celebrations throughout the year that provide special opportunities for its students, staff and wider community.

Our Lady of Grace School offered the following programs for the benefit of the students in our care:

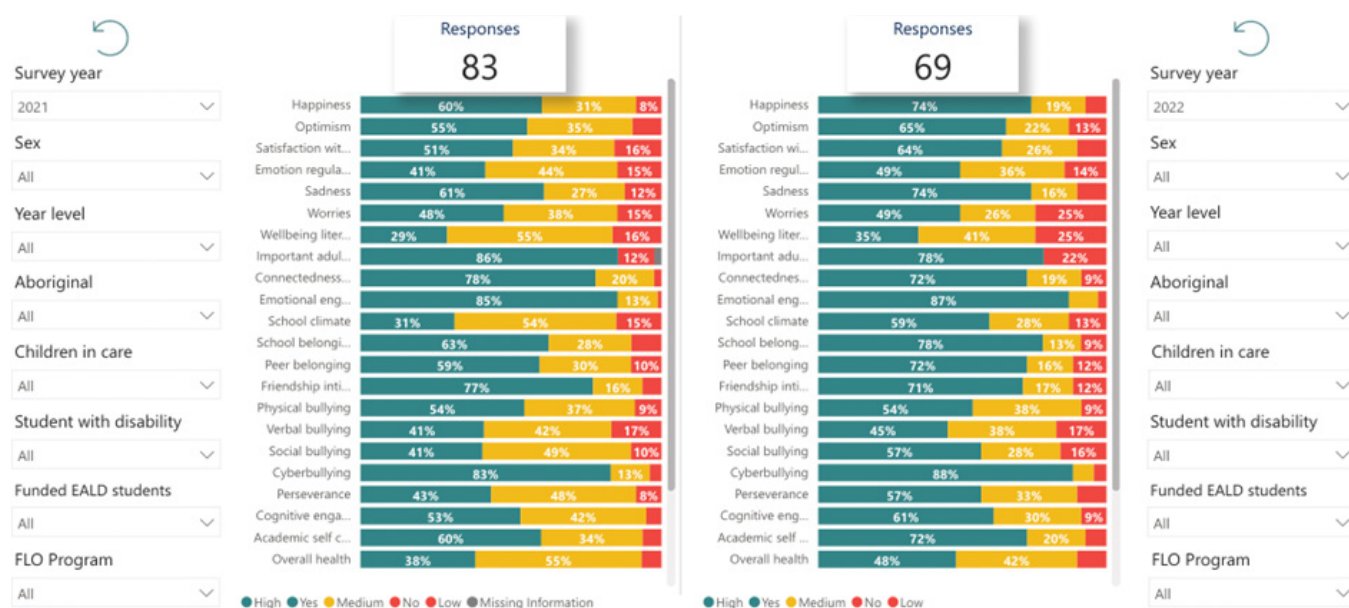
- Inclusive Education program: Resourced support for students with identifiable learning disabilities
- Buddy Program: Every Early Years student has an older buddy and each week a special activity is done to build up friendships and skills.
- Small group learning support: MiniLit, Maqlit
- School Counsellor
- Out of School Hours Care (OSHC): a nationally accredited service providing before and after school care for approximately 50 students. Out of School Hours Care is operated by Camp Australia within the school grounds
- Premiers Reading Challenge: 80% of students were involved in this program.
- Student Voice Leadership
- School camps and outdoor learning for Years 4-6
- Graduation Program, Transition Programs
- Digital Technology
- Laptops ratio 1:1: Our Year 2,3,4,5 and 6 students have their own laptop provided by the school and our Reception to Year 1 students have iPads and access to laptops



STUDENT ENGAGEMENT AND WELLBEING SURVEY

At the end of Term 1, 2022, students from Years 4 to 6 participated in the SA Government Department for Education and Child Development's 'Wellbeing and Student Engagement Survey'. This survey enables us gain insights into the concerns and experiences of our young people and to assist us as a community to develop environments where our young people can flourish.

The figures below show the some of the aggregate results from the survey. In summary, it is pleasing to see that our young people are generally happy, cope with sad events in their life, have excellent connections with adults at Our Lady of Grace, have trusted friends and experience low rates of bullying. Our students are resilient but always could use more support in this area. Teachers teach social emotional literacy and integrate positive education strategies.





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.

Our Lady of Grace provides opportunities for children to participate in various sport carnivals throughout the year.

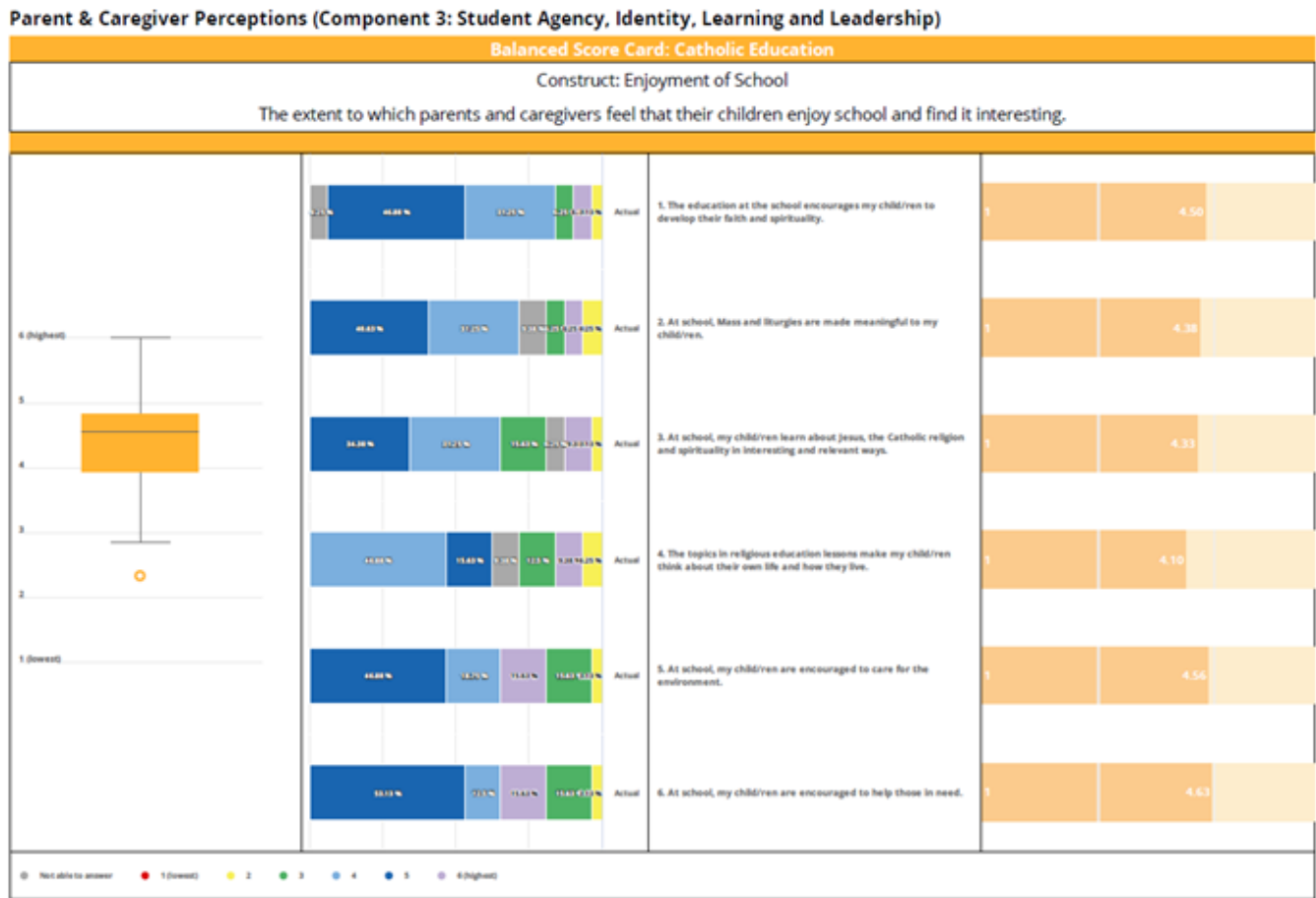
All students can represent Our Lady of Grace School in the following sports:

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

PARENT SATISFACTION SURVEY: LIVING LEARNING LEADING SURVEY

Our work with Curtin University and Catholic Education Office enabled us to conduct surveys to collect significant feedback data about our school culture, practices, identity and climate.

We had a 40% participation from parents, 100% participation from students and staff. In general it was apparent from the scores in each of the surveys that we have a very positive culture with high expectations and high support, a clear vision and mission and a welcoming and inclusive community at OLOG. This is highlighted in the table below.



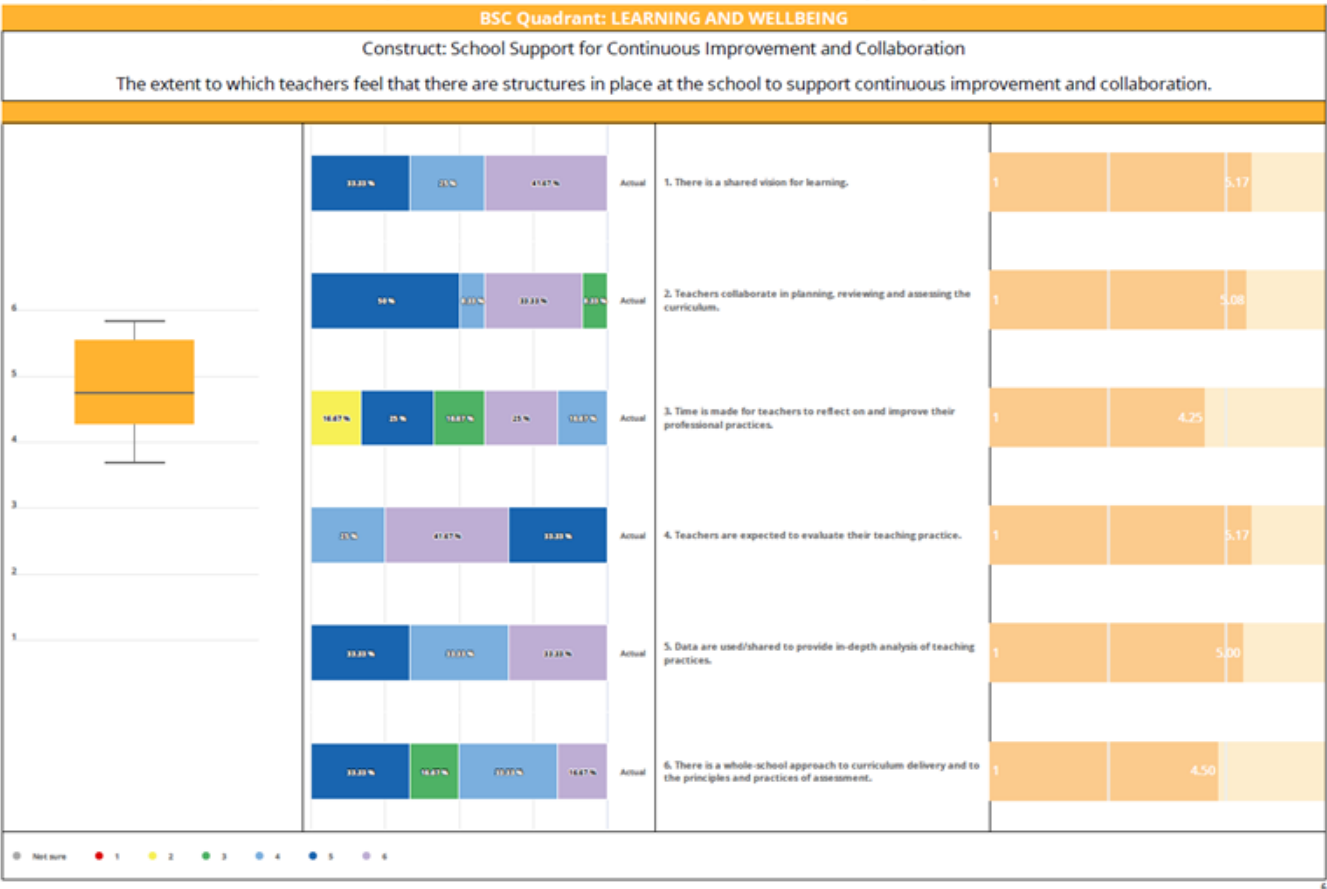


STAFF SATISFACTION SURVEY: LIVING LEARNING LEADING SURVEY

Staff were invited to give feedback regarding their highlights and challenges through the Live, Learn Lead survey.

Staff are positive about the difference Our Lady of Grace is making to the lives of children and families

Teacher & Leadership Perceptions (Component 2: Curriculum and Co-Constructed Learning Design)



OLOG is an inclusive school that supports all students with their learning and wellbeing.

Staff are positive that students are encouraged to be the best person they can be. Learner's values support every child.



OUR LADY OF GRACE SCHOOL

38 Beadnall Terrace, Glengowrie SA 5044
08 8177 9100 | olog.catholic.edu.au