



OUR LADY OF THE RIVER 2016 ANNUAL REPORT



2016

Annual Report

SCHOOL FEATURES

Our Lady of the River School is a Catholic, Reception to Year 7 rural school for over 100 students. Administered through the Catholic Education Office, Port Pirie, the school follows the charter of its founding religious order, Sisters of St Joseph, endeavouring to be a parish, a school and a place where friends meet and enjoy their learning. Our rural space has great opportunities, resources and modern learning environments for teachers and students. There is a personal atmosphere and caregivers know the door is always open. The school is seen as a public space, inviting and willing to share its resources to the boarder community. There is a diverse range of cultures and caregiver engagement and participation, which is vital in the understanding and valuing our Catholic values and traditions as well as other traditions of families in our local community. Students come from families living on properties and within the Berri town-ship 24% of students live in outlying towns, districts or properties and travel to school by car. The catchment area is from Renmark in the North, Barmera to the West and Loxton to the South. Families face the challenges of the unpredictability of nature and face substantial hardship with drought years and general downturn in the agricultural and viticultural industries. The effects are felt by the whole community financially and emotionally. The 2016 school SES was 91.0 and School Card was 12 students.

STUDENT ENROLMENT

Our Lady of the River School commenced the 2016 school year with 106 students. The student population continued with movement throughout the year with growth in Years 1, 2, 3 and Year 5. Classes were: Reception (Foundation) Year 1, Year 2, 3/4, 5 and 6/7.

Following is the enrolment in each year level by the 2016 August Census:

Year Level	Boys	Girls	Total
Reception	5	13	18
Year 1	9	9	18
Year 2	6	8	14
Year 3	6	5	11
Year 4	3	6	9
Year 5	11	3	14
Year 6	14	1	15
Year 7	6	5	11
	60	50	110

Indigenous Students: 4.5%

Funded Students with a Disability: 0.00

STUDENT ATTENDANCE

The attendance rate remained quite consistent with that of previous years.

Attendance Rates (Comparison 2016 to 2014).

Attendance Rate per Year Level 2016		2015 Terms 2,3,4	2016 Terms 1,2,3,4
Reception		90.76%	90.86%
Year 1		88.46%	86.78%
Year 2		91.64%	88.15%
Year 3		94.69%	93.90%
Year 4		93.85%	94.73%
Year 5		94.29%	92.71%
Year 6		87.12%	94.65%
Year 7		94.34%	93.71%
Overall School Attendance Rates:		91.90%	91.94%

MANAGEMENT OF NON-ATTENDANCE

Non-attendance is managed by text, telephone call or follow up by Principal or administration staff to parents requiring explanation for unexplained absence. Following is an excerpt from the school information handbook regarding management of student absence:

Parents are requested to either phone the school, send a note via email or write a note in the student's diary to the teacher informing of a child's absence or following a student's absence.

Office staff will notify the teacher of any telephone messages received from parents advising of a student's absence. If a teacher believes a student is absent for insufficient reason this should be discussed with the Principal. If a student is absent for three days in a row with no explanation, on the third day the teacher is to notify the Principal and make contact with the family. In the case of unexplained absence, the Principal is to follow this up with the parent/guardian seeking a reason. Class Roll Pencil cases are to be sent to the Office by 9.15am daily. A note to the student's teacher on the day concerned suffices for doctor, dentist or other appointments when these cannot be made outside of school hours. Students must be signed out as they leave, and signed back in upon return.

Students who arrive at school after 9.00am are required to be signed in at the Office by a parent or guardian.

Extra-ordinary absences - permission for absence for family holidays, sporting or club commitments should be discussed with the Principal.

STAFF PROFILE 2016

TEACHING STAFF QUALIFICATIONS

Staff bring a wide range of qualifications, skills and expertise to our school. Following is a summary of the qualifications of staff:

Diploma or Bachelor of Education Teaching	90%
Graduate Diploma in Education	10%
Masters in Education	10%

Staffing consisted of:

10 Teaching Staff (includes Principal): 5 full-time and 5 part-time

TOTAL: 7.7 FTE teaching staff (Averaged out over year)

7 Educational Support Officers (ESOs): 1 full-time and 6 part-time (including Administration, Finance, OHSW, Curriculum)

TOTAL: 2.9 FTE ESO staff (Averaged out over year)

OVERALL STAFFING TOTAL: 10.6 (Averaged across year)

Overall our staffing was increased slightly from 8.97 FTE (Full time equivalent) staff in 2015 to 10.6 FTE in 2016. This was due to maintaining a level of support for additional students with varying academic needs. The school board made a decision to fund this support for 2016 and be reviewed at the end of the year for 2017 planning.

No staff identify as Aboriginal or Torres Strait Islander.

OVERALL STAFF RETENTION COMPARISON

We went from 16 staff in 2015 to 17 staff in 2016. We retained 80% of staff from 2016 into the 2017 school year.

STAFF ACKNOWLEDGEMENTS

The following staff left OLOR during or at the end of 2016:

Mrs Jenny Segui (0.6) – Personal Carers Leave during the middle of 2016 till 2017.

Ms Sue Radolovic (0.8) – Leave without pay granted at the end of 2016 for all of 2017.

NEW STAFF

At the beginning of 2016 we welcomed two new teaching staff to fill positions that became available when staff took leave and changed roles at different times during the year to fill these positions. We welcomed 1 new staff member to the role of Youth Worker to replace our APRIM and 1 new staff member to the role of gardening and maintenance.

PROFESSIONAL LEARNING UNDERTAKEN IN 2016

As a community of learners the staff are required to engage in their own professional learning throughout the year. These included the following areas: Work Health and Safety Training; First Aid; Finance; Rural Education Leadership Scholarship; Religious Education and the Mary MacKillop tradition; Digital Technologies Office 365; Well-being 'Bounce Back' Program.

STAFF LEAVE

At various times staff took Long Service, Carer's, Parenting, Sick Leave or Leave without Pay.

Staff are to be commended on, and thanked for, their dedication and professionalism.

STUDENT LEARNING OUTCOMES

For comparison purposes the percentage of students achieving the National Minimum Standard is included to compare the gain or loss from 2014 then 2014, 2015 to 2016. Results indicate that generally across Year 3 and 5 across the five assessment areas there is an increase in student achievement in the NAPLAN testing. There is consistency by the end of Year 7 in all but one area; Grammar and Punctuation, this is highlighted in our efforts to improve for 2017. The school summaries identify areas for us to focus on in developing student's learning and achievement.

Students are to be congratulated, on their attendance and participation in the NAPLAN testing.

YEAR 3

Count of students who were present, absent, exempted or withdrawn

Component	Present	Absent	Exempted	Withdrawn	Participation Rate
Reading	11	1	0	0	92%
Writing	11	1	0	0	92%
Spelling	11	1	0	0	92%
Grammar and Punctuation	11	1	0	0	92%
Numeracy	10	2	0	0	83%

School Mean Scores – Proficiency band and % of students who achieved at or above National Minimum Standards (NMS)

Component	Mean Score			Mean Scores as Proficiency Band			% of Students who achieved the NMS		
	2014	2015	2016	2014	2015	2016	2014	2015	2016
Reading	395.1	423.6	408.2	4	4	4	100	100	100
Writing	379.9	398.3	384.4	4	4	4	100	100	100
Spelling	400	353.4	407	4	3	4	100	100	91
Grammar and Punctuation	406.3	431.2	422.1	4	5	4	100	100	82
Numeracy	386.8	396.4	374.8	4	4	4	100	100	100

YEAR 5

Count of students who were present, absent, exempted or withdrawn

Component	Present	Absent	Exempted	Withdrawn	Participation Rate
Reading	11	1	0	0	92%
Writing	11	1	0	0	92%
Spelling	11	1	0	0	92%
Grammar and Punctuation	11	1	0	0	92%
Numeracy	11	1	0	0	92%

School Mean Scores – Proficiency band and % of students who achieved at or above National Minimum Standards (NMS)

Component	Mean Score			Mean Scores as Proficiency Band			% of Students who achieved the NMS		
	2014	2015	2016	2014	2015	2016	2014	2015	2016
Reading	512.1	481	481.3	6	6	6	100	100	100
Writing	484.1	455.4	449.3	6	5	5	92	88	100
Spelling	521.8	485.3	476.6	6	6	5	92	94	100
Grammar and Punctuation	562.4	486.6	477.2	7	6	5	100	100	100
Numeracy	513.2	471.1	454	6	5	5	100	94	100

YEAR 7

Count of students who were present, absent, exempted or withdrawn

Component	Present	Absent	Exempted	Withdrawn	Participation Rate
Reading	11	0	0	0	100%
Writing	11	0	0	0	100%
Spelling	11	0	0	0	100%
Grammar and Punctuation	11	0	0	0	100%
Numeracy	11	0	0	0	100%

School Mean Scores – Proficiency band and % of students who achieved at or above National Minimum Standards (NMS)

Component	Mean Score			Mean Scores as Proficiency Band			% of Students who achieved the NMS		
	2014	2015	2016	2014	2015	2016	2014	2015	2016
Reading	536.2	524.4	537	7	6	7	100	100	91
Writing	511.5	510.1	544	6	6	7	100	91	100
Spelling	538.2	514.8	544.9	7	6	7	100	82	100
Grammar and Punctuation	531.1	474.6	539.4	7	5	7	90	82	91
Numeracy	547.2	520.2	554.9	7	6	7	100	100	100

ASSESSMENT AND REPORTING

Students are involved in their fifth term at school in the 'Early Years Assessment' conducted by the class teachers. Students in Year 3, 5 and 7 participated in the 2016 NAPLAN assessment in May.

The NAPLAN, EYA and school based testing results are all used in combination with many other forms of assessment and reporting to inform and guide teaching practice and student learning, track student progress and growth, and report to parents. We met with parents in Term 1 for an OLOR EXPO – Parent Information Night. In Term 3 optional Parent/Teacher Interviews were offered. Parents were always encouraged to make time to meet with teachers at any other time by arrangement. Written Semester reports were provided to parents at the end of Term 2 and 4.

Our goals in both Literacy and Numeracy are to improve the literacy and numeracy outcomes for all students in all year levels. One of the most important aspects we look at as a staff is individual growth in students, comparing their learning progress from year to year.

ADDITIONAL LEARNING PROGRAMMES

The school staffed programs to support students in: LLI Literacy Levelled Intervention, Manga High online Mathematics and Modified Individual Learning Plans that included teaching methods of Kathy Walker Approach, Multiple Intelligences, Blooms Taxonomy and Kagan Theory. Student Wellbeing programs and support were offered in Terms 3 and 4 through Student Mentoring sessions, Kids Matter, and 'What's The Buzz' (Social Skills) groups and Bounce Back Program in Years 3-7.

Music, Chinese, Art and PE were offered by Specialist Teachers across all year levels and this provided the required release time for class teachers (non-instructional time).

Private Music tuition in piano, guitar and drums supported parental requests. School Playgroup established.

STUDENT, PARENT AND STAFF SATISFACTION

STUDENT SURVEY

A total of 58 Year 3-7 student surveys were returned out of a possible 60; an 97% return.

In response to statements about student learning, events and uniform the majority of responses were in the "Agree" – "Strongly Agree" categories, indicating general satisfaction is good. Once again the majority of responses indicated that students feel safe at school, have friends and bullying while minor incidences were reported by the students, generally they were happy that the issues were resolved. Responses in the mid to low range or "Disagree" to "Strongly Disagree" occurred in the following areas which indicate that this needs to be considered in our pedagogy and planning in 2017:

Sometimes I feel left out and have no friends (5 responses)

I feel I'm a valued student in my class – I do not feel like this all the time. (8 responses)

I'm achieving academically at the same standard as my peers. (11 responses)

On the surveys there was space for additional comments, following are some examples:

I think our camps are amazing and I look forward to going to Sydney next year. I really like my teacher, learning is fun. Some school work is hard but I'm given help to get better.

PARENT SURVEY

A total of 45 family surveys were returned out of a possible 72; 62.5% return an increase from last year. The responses from Parents and Caregivers were mainly in the range from "Extremely Satisfied" and "Satisfied" categories indicating that families are satisfied with most aspects of Our Lady of the River School. Responses in the mid to low range occurred in the following areas which indicate that this needs to be considered in planning in 2016:

Student Uniform concerns include, poor wear and tear of the t-shirts and the students don't like the track-pants. (15 responses)

Would like to see class meetings at the beginning of the year instead of the EXPO . This to be followed by interview times in Term 1. (9 responses)

On the surveys there was space for additional comments, following are some examples:

School policy on the selection of school captains to be developed and distributed to parents so the expectations of what to do is made clear.

Working bee format in teams is a really successful idea.

Home-work policy review. There doesn't seem to be enough homework set from the older classes.

STAFF SURVEY

A total of 6 staff surveys were returned out of a possible 16; 38% return. The responses from staff were mainly in the range from "Extremely Satisfied" and "Satisfied" categories indicating that staff are satisfied with most aspects of Our Lady of the River School. Responses in the mid to low range occurred in the following areas which indicate that this needs to be considered in planning in 2016:

Areas identified for development and to be included in future planning are:

Whole school approach to literacy, especially phonetics. School policy to include the 5 from 5 concepts.

Staff retreat to Penola was amazing. Thank you for the time and efforts put into the planning and organisation.

Update from the school Wiki page to Office 365 has been an easy transition.

FINANCE

SCHOOL INCOME 2016

The school received income from the following sources:

Australian Government Funding	1,022,514
State Government Funding	207,580
Fees, charges, parent contributions	135,378
Other private sources	101,583

In addition the school receives income from:

Country Areas Program (CAP) funding	6,473
Literacy, Numeracy and Special Needs Learning Program	7,000
Sporting grant	6,200
Chaplaincy Funding	10,000
Deployment & Professional Learning	1,000

SCHOOL IMPROVEMENT

DEVELOPMENT PLANS

Through surveys, review meetings, School Board and formal and informal conversations, information was gathered about how these domains are currently addressed and identified areas for growth and improvement.

Development Plans are strategies to address ongoing improvement of the school in all of the areas reported on. The plans may address requirements of the school, the wider community, the Parish, requirements of the Catholic Education Office and Government bodies. Development Plans are contributed to by staff, students and parents to identify development goals, strategies to implement them and identify resources required to achieve the goals within a timeline. Development plans are submitted to both the Port Pirie and Adelaide Catholic Education Offices. Plans are submitted, discussed and reviewed with the Principal Consultant.

Following are the long term Plans we have guiding our development:

- Our Lady of the River School Annual Plan 2016
- Our Lady of the River Strategic Plan 2014-2016
- Diocesan Plan
- CESA Strategic Plan
- Continuous Improvement Framework for Catholic Schools
- Financial Plan / Budget

SELF-ASSESSMENT

During 2016, the staff and school board aimed at strengthening the 8th domain of the Continuous Improvement Framework for Catholic Schools (CESA), PASTORAL CARE AND COMMUNITY 'strong home/school/community engagement'. The goal was to develop and promote a strong sense of community to enhance the educational programs at both a local and regional level.

2016 SCHOOL IMPROVEMENT PLAN

Our focus for the year included:

- Review of our Enrolment Policy including our Mid-Term school intake
- Create a safe, healthy, supportive and respectful learning and working environment.
- Continue to provide immersion and other activities which contribute and involve communities beyond our own.
- Provide inclusive and restorative practises, where adults and students learn from their mistakes and are challenged to grow and improve.

Our teachers continued the journey of joining with the staff in all four Catholic Primary Schools in the Riverland to amalgamate the professional learning and collegially work together to gather data and provide valuable feedback to one another in the teaching of cross curricular subjects. This was assisted by supportive consultants from the Catholic Education Office in Adelaide, especially in the use of Office 365.

I acknowledge the positive impact this has had and staff will continue to regularly meet in the future with staff from the Riverland Catholic Schools to assist with curriculum planning, data collection, assessment activities and professional development.

Administrative Dimension

Our School Board's major achievements in 2016 were continued school building improvements and most importantly providing support through fundraising efforts to support the implementation of the Chinese tutor program online, our School Band project supported by Mr. Lance Gumm and purchase more ICT equipment.

The Catholic Education SA Continuous Improvement Framework continues to guide our School Board in enabling our progress to be viewed against key performance indicators. In 2016 we drafted a new Strategic Plan for 2017-2019.

In particular, we have adopted a new enrolment policy with a mid-term intake and provided a major community activity, our BOP and BOPPERS Playgroup. This service continues to go from strength to strength and it is opportune to congratulate Mrs. Vicky Deakin and Mrs. Bonnie Singh for providing the necessary passion, knowledge and skill to cater for the needs of our families and their pre-school children. The presence of a successful Playgroup on our school site enables us to dialogue with CESA in the future regarding the possibility of a Early Learning Centre which would enable a Catholic Education Pathway for children in the Riverland region from the Early Years to possibly Year 12. This will continue to be a focus for our School Board over the coming years.

Community

We are working very hard at Our Lady of the River School to turn all our opportunities into diamonds for our children and we are encouraged by those who presume our positive intent in doing so. We understand we don't have everything embedded and we appreciate respectful feedback that is solution focused to ensure we are, 'positive by design' and responsive to the needs of the individual in the context of the larger group.

We are grateful for the generosity of our families who offer their time and energy to drive and participate in our activities such as the annual Berri Easter Breakfast, Community events and business visits, pancake days and feast day celebrations, SAPSASA transport and coaching, dress up days, Catholic Education Week, special religious celebrations and fundraising activities.

I am very appreciative of our parent and carer community and the loyal support given to our school, you are the leaders and inspiration to our new families in their future involvement in their child's schooling.

Many of the successes are only possible because of the tremendous commitment of our staff. I acknowledge the generosity of all staff to personally contribute significantly to the school in varied and numerous ways. They are dedicated, supportive and understanding, making our school such an outstanding place. The time and commitment the staff put into the school is valued and appreciated. A very big thank you to Rosemary Perre and Shaun Kelly for their extended support in being available to lead the school during the period of time I was absent from the school.

SUMMARY OF GOALS FOR 2016

As we move towards 2017 we aim to achieve the following:

- Promote the principles of our school vision and parent involvement in the drafting of the 2017-2019 Strategic Plan
- Further consolidate our English and teaching of Reading Pedagogy
- Establish a whole school Spelling focus underpinned by the School-Start Buddy
- Consolidate School Communication with the use of the Office 365 package and OneNote.
- Continue to develop OLOR curriculum and learning, in particular with the Australian Curriculum – Digital Technologies and HASS (Humanities and Social Sciences: Geography and History)
 - Share and develop our pedagogy here at OLOR so that all children will be engaged, access the curriculum and be catered for using a differentiated curriculum approach in all classes.
 - Continue to develop our understanding of an approach to learning that is student centred and engaging, throughout the school (inspired by Kathy Walker Learning Approach)
 - Raise literacy and numeracy achievement levels as indicated in EYA, NAPLAN testing and school based assessments
 - Develop our understanding, gathering, analysis and use of Data to inform the student's learning
 - Complete update of school website Update school profile, image and signage
 - Continue building and grounds maintenance – review plan and prioritise projects for the next 5 years: upgrade furniture in classrooms and learning areas, painting of rooms
 - Maintain and develop parent and parish involvement and support of our school community
 - Maintain and develop early childhood presence at OLOR with B.O.P. and B.O.P.P.E.R.S.
 - Conduct uniform review

ACKNOWLEDGMENTS

I express my gratitude to our children and our school families for their active participation in the life of Our Lady of the River School and the support given to me as the Principal of Our Lady of the River School. I trust that all community members value the opportunities provided by the school to develop and inspire each child to identify and reach their potential.

Each child at Our Lady of the River School is valued, and in partnership with our families, we celebrate their growth and enjoy watching them grow into wonderful human beings who display a love of God, a love of others, a love of learning and most importantly, a love of self.

Mrs Ros Oates
Principal

