



Our Lady of the
Visitation

2024

School Performance Report





School Performance Report

2024

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History

Our Lady of the Visitation

Our Lady of the Visitation, Taperoo, became a centre for Mass and school for children of the area in 1953. The Dominican Sisters came from Semaphore to conduct the first classes. Faithful to the wishes of their founder, the Sisters were “...to study and teach the truths of Christ and awaken in all the love and understanding that are a response to these truths.” The School Motto, “VERITAS” (Truth), enshrines this ideal and provides the basic inspiration for the staff and the pupils.

The very large block of approximately 8½ acres probably seemed an outrageous investment back then, but with the South Australian Housing Trust and private builders erecting homes in the area, a State high and primary school and future homes in North Haven, everything indicated the area would grow. The wisdom displayed in purchasing such a large block is appreciated by all at Our Lady of the Visitation today.

The Taperoo Parish is part of the Lefevre Community under the pastoral leadership of Fr Rodrick O’Brien. The Parish is actively involved in the school community and shares school facilities. Class Masses organised by the school are a valued part of Parish life.

We offer a rich and engaging 21st century curriculum which meets the needs of our students and reflects sound contemporary practices. Our buildings and grounds reflect a belief in all children having access to a variety of learning and play opportunities. Our play spaces have been architecturally designed and are wonderfully spacious and truly engaging for children to immerse themselves in.

Our Lady of the Visitation School is a culturally diverse and welcoming community within a cutting edge learning environment. Our students enjoy a number of extra co-curricular activities including choir, Children’s University, Student Representative Council, EnviroClub and various team sport activities. Our commitment to the environment and sustainability means that we are focused on caring for the environment and issues of Social Justice.





2024 Staffing

Leadership Team

Position	Teacher
Principal	Frank De Tullio
APRIM (Acting)	Linda Caldinez
Leader of Learning	Tina Ida
Diversity and Inclusion	Sandra Naismith

2024 Staffing

Administration

Position	Teacher
Finance Officer	Micaela Callipari
Front Office/Admin/WHS	Tracy Fiacchi
ICT/Library	Shey Angove



2024 Staffing

Teachers

Year Level	Teacher	Class Name
Growing into Reception	Vanessa Atkinson	GiR
Mid-Year Reception	Elizabeth Dallmann	RED
Mid-Year Reception	Brianna Schwidder & Ros Braham	RSB
Reception	Tobi Cibich & Louise Jensen	RCJ
Reception	Julie Willson	RJW
Reception	Lauren Martinello & Louise Jensen	RMJ
Year 1	Jess Cowan & Brianna Schwidder	1CS
Year 1	Jess Izzo	1JI
Year 1	Tiana Borrello	1TB
Year 2	Lorenza Bianchini	2LB



2024 Staffing

Teachers

Year Level	Teacher	Class Name
Year 2	Emma Harvey	2EH
Year 3	Kirstin Gerace	3KG
Year 3	Nicole Jones	3NJ
Year 4	Kayla Kersten	4KK
Year 4/5	Caroline Jiranek & Sandra Naismith	4/5JN
Year 5/6	Amelia Maddern	5/6AM
Year 5/6	Brooklynne Lock & Tina Ida	5/6LI
Physical Education	John Merrett	R-6 PE
Music	Lisa Robson	R-6 Music
Italian	Gesica Alvaro	R-6 Italian



2024 Staffing

PreSchool

Position	Educator
Coordinator	Georgia Hicks
Preschool Educator	Liz Edmunds
Preschool Educator	Alex Tuffin
Kate Coggins	Student Support
Jess Collins	Student Support
Jess Easter	Student Support
Stacey Flight	Student Support
Jess Valk	Student Support



2024 Staffing

OSHC/VACATION CARE

Position	Educator
Coordinator	Sue Paparella
OSHC	Jess Valk
OSHC-Admin	Deidre Jacobi
OSHC Support	Vanessa Fedeles
OSHC Support	Isabella Perin
OSHC Support	Zoe Schultz
OSHC Support	Chelsea Calleja



2024 Staffing

EDUCATIONAL SUPPORT

Position	Educator
Student Support	Janet Allen
Maintenance	Damien Angove
Student Support	Julie Beard
Student Support	Vanessa Fedeles
Student Support	Lisa Ida
Student Support	Alexandra Lagonicos
Student Support	Christina Lagonicos
Student Support	Sue Moses
Student Support	Isabella Perin
Student Support	Giovanni Saraceno



2024 Staffing

EDUCATIONAL SUPPORT

Position	Educator
Student Support	Zoe Schultz
Student Support	Di Steadman
Wellbeing Coordinator	Julie Taylor
Student Support Children's University Coordinator	Tina Wood
Student Support	Hudson Walshaw

2024 Staffing

STANDARDS AND QUALIFICATIONS

TEACHING STAFF	EDUCATIONAL SUPPORT
1 Male FTE Teacher	13 Female Education Support (5 Part Time)
10 Female FTE Teachers	2 Male Educational Support (Part-Time)
11 Part-Time Teachers	2 Female Administration Officers
TOTAL: 18.6FTE	1 Female Finance Officer

QUALIFICATIONS (TEACHER)	PERCENTAGE OF STAFF
Diplomas	11.76%
Bachelors	100%
Graduate Certificates	17.65%
Masters	17.65%
Other Graduate Certificates	5.88%



School Information

School Type	Primary
School Sector	Catholic - Non-Government
SES	96.5
ICESA Value	1043
Total Enrolments	327
% of Indigenous enrolments	4%
% of students with disabilities	34%
%EALD Background	3%

Enrolment Information

	RECEPTION TERM 3	RECEPTION TERM 1	Yr 1	Yr 2	Yr 3	Yr4	Yr5	Yr6
2024	27	54	59	47	44	38	30	28
TOTAL						327		

Student Attendance

By Year Level

Term	1			2			3			4			Total
Year Level	F	M	Total	F	M	Total	F	M	Total	F	M	Total	
Reception	89.8%	93.7%	92.1%	85.5%	87.2%	86.5%	88.4%	89.2%	88.8%	87.7%	89.7%	88.7%	89.1%
Year 1	92.8%	92.2%	92.5%	89.1%	89.3%	89.2%	88.0%	87.5%	87.7%	87.5%	91.2%	89.4%	89.7%
Year 2	94.7%	90.8%	92.8%	88.9%	91.0%	89.9%	90.1%	89.0%	89.6%	92.2%	90.6%	91.4%	90.9%
Year 3	84.9%	86.6%	86.1%	85.2%	87.1%	86.5%	85.7%	87.8%	87.2%	87.2%	89.7%	89.0%	87.1%
Year 4	83.6%	90.6%	87.5%	77.4%	87.0%	82.7%	79.0%	87.5%	83.7%	80.2%	88.6%	84.9%	84.7%
Year 5	90.8%	90.5%	90.6%	87.5%	86.2%	86.7%	87.7%	85.2%	86.2%	91.5%	88.1%	89.4%	88.2%
Year 6	89.3%	88.1%	88.8%	82.1%	88.1%	84.6%	77.7%	87.5%	81.9%	81.6%	83.9%	82.6%	84.6%
Total	90.0%	90.7%	90.4%	85.6%	88.0%	86.9%	86.1%	87.9%	87.1%	87.1%	89.4%	88.4%	88.2%

Management of Non-Attendance

The school requests parents advise the school if students will be absent for any reason. This can be done in person, via phone or email. If the school has not been advised of a student absence by 9:30am, an SMS message is sent 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 and if requested a doctor's certificate may be required.

Unsatisfactory reasons for absence are referred to the Principal who will follow up with the families as required.



Post School Destination

Students from Our Lady of the Visitation typically attend other local catholic colleges at the conclusion of their Primary schooling years with others electing to continue their education in the Government System as outlined below.

- Nazareth College
- Mt Carmel College
- St Michael's College
- Ocean View College
- Henley High School

School Income

Audited

State Government Grant	\$1,052,591
Commonwealth Government Grant	\$3,911,681
School Fees (Inclusive of levies)	\$571,636
Other Income	\$1,273,964
TOTAL	\$6,809,872



Our Lady of the
Visitation

2024 ANNUAL REPORT



Vision And Mission

Our Lady of the Visitation

Our motto of 'Truth' comes from the word 'Veritas' which is derived from the Dominican tradition. At Our lady of the Visitation, we pride ourselves on striving for truth in all things.

Inspiring truth with God by:

- inviting all members of the community into a personal relationship with God, who is love.
- Understanding the Catholic faith and its teaching, rich in the Dominican tradition
- building an active faith community that promotes equity and justice for all
- developing socially just people who make positive contributions to our world

Inspiring truth with our learning by:

- providing a range of engaging learning experiences
- building classroom environments that foster successful learners that are creative, active and informed citizens
- developing critical and creative thinkers that become effective problem solvers
- reviewing, interpreting and reflecting on data and evidence to set learning goals to support each child in reaching their full potential.

Inspiring truth with ourselves and others by:

- respecting that we are all made in the image of God
- celebrating our own individual unique qualities
- nurturing personal growth, confidence and resilience to support wellbeing
- understand and appreciating the diversity in our community
- building strong relationships with others that are inclusive, empathetic and kind

Inspiring truth with our environment by:

- being active citizens in ecological sustainability
- understanding creation is a gift





AGM Minutes

2023

Meeting opened: 7.00pm

Welcome: Frank DeTullio

Attendees: Julie Reed, Cameron Wadrop, Shey Angove, John Merrett, Sandra Naismith, Renee Bennett, Linda Caldinez, Tina Ida, Frank DeTullio, Emma Lipson, Micaela Callipari, Tina Wood, Jon Francis, Tiana Borello, Christina Lagonicos, Beth Schell, Georgia Hicks, Lorenza Bianchini, Kayla Smith, Tamie Smith, Catherine Blackmore, Hannah Hill, Olivia Rowlandson & Tanya Smith

Apologies: Sue Papparella, Fr Roderick, Beth Schell, Helen Herde, Suzanne Behrendt, Carly Barry, Amelia Maddern, Lauren Martinello, Caroline Jiranek, Lorenza Bianchini, Tiana Borello

Prayer: Linda Caldinez

Acceptance of minutes of School Board AGM 2024

Minutes of 2023 AGM declared true and correct.

Chairperson of School Board Report: Cameron Wadrop
Tabled – Chairman’s address and presentation.

Principal’s Report: Frank DeTullio
Tabled – Principal’s address and presentation.
The leadership team and all staff thanked them for all their work and assistance during the past year.

APRIM Report: Jhovana Fenu, Assistant Principal Religious Identity and Mission
Tabled and discussed.

Teaching and Learning Report: Tina Ida, Leader of Learning
Tabled and discussed.
Thanked staff for commitment to learning SEQTA. There was a lot of training involved.

Inclusion and Learning Report: Sandra Naismith, Leader of Inclusion and Learning
Tabled and discussed.
Thanked staff for their commitment to the Inclusion and Learning part of teaching.

OSHC Report: Sue Paparella, OSHC Director
Tabled and discussed.

Preschool Report: Georgia Hicks, Preschool Coordinator
Tabled and discussed.
Thanks to Frank for supporting Georgia in her role and for supporting all initiatives taken over the past year.



WHS Report: Tracy Fiacchi, WHS Coordinator
Tabled and discussed.

Port & SAPSASA Report: John Merrett, PE Teacher and Port SAPSASA Convenor
Tabled and discussed.

ICT Report: Shey Angove, ICT and Library Coordinator
Tabled and discussed.

2023 was all about getting the new build up and running, including wireless connectivity.
A new phone system installed with further functions to be explored.

Compliance and Finance Report: Frank DeTullio, Principal
Tabled and discussed.

Children's University: Tina Wood, Coordinator
Tabled and discussed.

Thanked Frank for his ongoing support and enthusiasm towards the program.

RAP Indigenous Initiative: Reconciliation Action Plan, chaired by Lorenza Bianchini have requested \$8,000 for an Artist in Residence, Scott Rathman to create a mural on the southern fence of the Junior Primary playground.

OLV School Board Membership

Parish Priest (President): Fr Roderick O'Brien / Deacon Tim
Principal (Executive Officer): Frank De Tullio

Ex Officio Members

Linda Caldinez – Acting APRIM
Liz Edmunds – Preschool
Sue Paparella - OSHC

Retiring Members for 2022/2023

Beth Schell
Renee Bennett
Jon Francis
Julie Reed
Cameron Wadrop
Suzanne Behrendt

School Board Appointment(co-opt) for 2024

Julie Reed
Vanessa Tulloch

Continuing School Board Members for 2024

Emma Lipson
Tamie Smith
Kayla Smith



Nominated School Board Members – 2024/2025

Beth Schell

Renee Bennett

Olivia Rowlandson

Tanya Smith

Catherine Blackmore

Hannah Hill

1st Board Meeting with new members, Wednesday 29 May 2024. At this meeting Office Bearers for 2024 will be elected.

Meeting closed: 7:40pm



Chairperson Report

Beth Schell

Reflecting on conversations with the 2024 School Board members it is clear to me the 2025 school board is excited about the opportunity to increase community engagement and strengthen connections between the school and the local community. By fostering open communication, hosting more inclusive events, and seeking input from parents, students, and local organizations, I believe the school board aims to create a collaborative environment that supports student success and addresses community needs. This commitment to enhancing community involvement reflects the board's dedication to creating an inclusive and supportive experience for everyone.

Over the last 12 months, the school has seen significant growth and improvement, particularly in the development of new classroom infrastructure and prioritizing outdoor play. One of the most exciting developments has been the resurfacing of the courts, providing students with a safe and high-quality space for physical activity and sports. Additionally, the installation of a new playground will create a vibrant, engaging outdoor environment where children can develop their physical skills, social abilities, and creativity. These improvements not only enhance the overall school experience but also reflect the school's dedication to fostering a well-rounded education that includes both academic growth and the benefits of active play. The focus on outdoor spaces is an important step in creating a balanced, healthy learning environment for all students.

As a parent of OLV I find myself reflecting on my son's primary school experience, I'm incredibly grateful for the strong foundation it provided, which has been instrumental in helping him transition to high school. OLV not only emphasized academic learning but also nurtured his social and emotional development, teaching him valuable skills like problem-solving, teamwork, and resilience. The supportive environment and encouragement from his teachers gave him the confidence to tackle new challenges. As he moves into high school, I see how those early experiences have shaped his ability to adapt, stay focused, and build positive relationships with peers and teachers alike. I truly believe that the lessons learned during his primary school years have equipped him with the tools needed to succeed in this next chapter of his educational journey.

In closing, I want to thank my fellow board members for their unwavering dedication, our school staff for their hard work and passion, and our community for their continued support. Together, we are creating an environment where our students can thrive and succeed.

Beth Schell
Chair OLV School Board



Principal Report

Frank DeTullio

It is a great honour for me to present this report as Principal of Our Lady of the Visitation School, covering the 2024 school year. Once again, 2024 was a rewarding and successful year in the history of our school, which continues to grow and develop. Our school's strengths remain, such as the rich educational program and our caring, committed staff.

Building Program

The Early Years team have made excellent use of their new environment (Stage 1), ensuring that the newly created spaces provide Reception and Year 1 students with a dynamic space to learn. These rich and functional learning spaces were well received by students, parents, and staff.

Towards the end of 2024, we commenced Stage 2, which included:

- Relocating 4 transportable rooms onto the courts
- Constructing 6 General Learning Areas (GLAs) including toilets and breakout learning areas
- Upgrading St Francis Hall (toilets, kitchen, reroofing, mechanical) and relocating OSHC
- Creating new play spaces, shade, and playgrounds

This was part of the OLV School's Master Plan.

Stage 2 was partially completed in Term 4, allowing the Middle Years classes to move in, establish routines, and enjoy the new area. The relocation of OSHC to the newly created spaces in St Francis Hall was a complex task, requiring a certificate of compliance due to issues with the building works and negotiating approval from the Education Standards Board.

The playground development became a larger project as we were able to inject greater funds into it due to some cost savings in Stage 2 building. In 2024, not having the court area and playground area proved challenging for students. This was alleviated to some extent by using Josie Agius Reserve for Year 2-6 students at lunchtime.

It was also decided in 2024 that the school's Master Plan be updated. After the completion of Stages 1 and 2 and the higher-than-expected enrolment growth, it was deemed necessary to address this in a revised Master Plan. At the very end of the 2024 school year (after students went on holidays in December), approval was gained from Catholic Education SA for the Main Building to be reroofed (identified as a priority in the revised Master Plan) and for the court area to be resurfaced and upgraded. Since 2022, Our Lady of the Visitation School has undergone major building works to ensure the learning environment for students is a positive and functional space, enhancing teaching and enabling our students to be successful learners.

Religious Dimension

In 2024, we maintained our close connection with the LeFevre Catholic Community, saw the retirement of Fr Roderick, and the appointment of Deacon Tim. With the support of the Archdiocese, we continued to celebrate Masses with our school community. We also saw the appointment of Linda Caldinez as APRIM, who has led our staff in the transition of the RE curriculum – New Crossways. Linda has been instrumental in making this a priority.

Linda's leadership ensured a focus on the blessings we have in our lives, challenging us to notice, acknowledge, and celebrate these in our thoughts, prayers, words, and actions.



Teaching & Learning

Tina Ida is the Leader of Learning, working alongside CESA Literacy coaches to develop our school's Literacy programs. The aim of the Australian Curriculum is for students to become literate by developing the knowledge, skills, and dispositions to confidently use language for learning, communication, and effective participation in society. A highlight of her work in 2024 was completing the OLV Literacy Shared Agreements and beginning work on the Numeracy Agreement.

Literacy involves students listening to, reading, viewing, speaking, writing, and creating oral, print, visual, and digital texts, and using and modifying language for different purposes in various contexts. At Our Lady of the Visitation School, we have consistent programs and practices across the board.

Becoming literate is not just about knowledge and skills. Certain behaviours and dispositions help students become effective learners who are confident and motivated to use their literacy skills broadly. Many of these behaviours and dispositions are also identified and supported in other general capabilities. They include students managing their own learning to be self-sufficient, working harmoniously with others, being open to ideas, opinions, and texts from diverse cultures, revisiting tasks to improve and enhance their work, and being prepared to question the meanings and assumptions in texts.

Reading

At Our Lady of the Visitation School, developing student literacy is a fundamental priority. We focus strongly on developing foundational skills to build powerful literacy learners for the future. We have embedded the Systematic Synthetic Phonics programs, Heggarty Phonological Awareness Program, and Little Learners Love Literacy into the everyday practices of our Early Years classes to ensure a rich understanding of phonological awareness. The Big 6 stages of development are evident throughout our classrooms, with a strong focus on depth of understanding and application of skills across learning areas. We have also created our own R-6 Reading Approach to ensure a consistent scope and sequence of reading instruction throughout your child's time at school.

Writing

Writing is a significant part of literacy at Our Lady of the Visitation School. We foster a love of writing from R-6, starting with a strong foundation in the early years. All teachers at Our Lady of the Visitation School use the CESA learning progressions to monitor student progress and use worked examples to plan for "where to next" in each child's writing development, ensuring a consistent approach to progressing student writing.

Inclusive Education

Sandra Naismith leads our staff in this increasingly important aspect of our work. Her leadership in this area has been outstanding. Staff are responsible for developing a Personalised Plan for Learning (PPL), which focuses on the academic needs of the child along with their safety, behavioural, medical, and personal care needs. This is shared with parents several times throughout the year.

Staff also need to provide evidence of the work carried out with the children nominated on the NCCD. We are highly accountable for the students nominated. Our Lady of the Visitation School has a wonderful team of Education Support Officers who support students' learning and health needs.



Introduction of Positive Behavioural Interventions & Support

2024 saw the introduction of a behaviour education and support program, Positive Behavioural Interventions & Support (PBIS). PBIS is a way to teach all students positive behaviour and encourage them to use it. It will contribute to the positive, safe and supportive learning culture at our school and enhance our existing wellbeing and behaviour supports.

This approach aims to help all students feel valued, connected to the school community (OSHC, Preschool, School), and achieve better academic results, with staff and students having more time to focus on relationships and classroom learning.

PBIS is a way to teach all students positive behaviour and encourage them to use it. It will contribute to the positive, safe and supportive learning culture at our school and enhance our existing wellbeing and behaviour supports.

PBIS originated in the United States and has been implemented in hundreds of Australian schools with the support of experts like Rypple. Research shows that students and educators benefit from the setting of clearly defined behaviour standards, and the explicit instruction of expected behaviours, followed by consistent correction when it's needed. The 3-tiered behaviour management approach and data aims to help all students feel valued, connected to the school community, and achieve better academic results, with staff and students benefiting from:

- reduced problem behaviour
- increased time focused on instruction
- improved social-emotional wellbeing
- positive and respectful relationships among students and staff
- better support for teachers to teach, model and respond effectively to student needs

Our OLV PBIS Team consisted of:

Frank DeTullio	Principal
Linda Caldinez	APRIM / Learnwell
Alex Tuffin	Preschool Rep
Julie Willson	Early Years Rep
Lorenza Bianchini	Middle Years Rep
Amelia Madden	Senior Years Rep
Julia Allerby	OSHC
Julie Taylor	Student Wellbeing

2024 saw the creation of numerous learning opportunities for staff, along with the development of protocols and initiatives set to be introduced in 2025. This is a whole-school program aimed at involving all staff members.

2024 was a busy and productive year, marked by the consolidation of initiatives from previous years and the introduction of new ones. These efforts are part of our ongoing commitment to continuous improvement and the realisation of our strategic goals. We remain dedicated to St Dominic's vision of providing education for all in an environment where our motto, "Veritas - truth," is both lived and proclaimed.

Frank DeTullio
Principal

Parish Report

Deacon Tim Grauel

Grace and peace to you and your family.

It has been a rich blessing to serve as Pastoral Director of the Lefevre Catholic Community following the retirement of Fr Roderick O'Brien in May 2024. A large part of this blessing has been the privilege of working closely with the Catholic primary schools within the parish, Dominican School and Our Lady of the Visitation School.

Our Lady of the Visitation School, especially, is a vital gift that animates our parish, led by dedicated and inspiring leaders. They know that every student, family, teacher and staff member represents a vibrant dimension of our parish—seeds of hope in a world yearning for hope that does not disappoint.

With delight, I witnessed this year Our Lady of the Visitation School actively participate in weekday Masses, Feast days and liturgies, each celebrated meaningfully with youthful joy. I attended teacher in-service days, award ceremonies, and met regularly with the School Board. Like you, I rejoiced in the opening of new classrooms, meeting rooms, and play spaces—with more development to come.

Quickly I discovered others who experience Our Lady of the Visitation School as a blessing. Many young couples desire to hold their wedding in the parish, or to have their children baptised in one of our churches! Often they are proud old scholars of Our Lady of the Visitation School. Years following their earliest schooling, they desire to share something of their early-formed faith with a new generation. Blessing begets blessings!

As we await the appointment of a new Parish Priest of the Lefevre Catholic Community. I am confident that 'he who began a good work in you will carry it on to completion until the day of Christ Jesus' (Philippians 1.6).

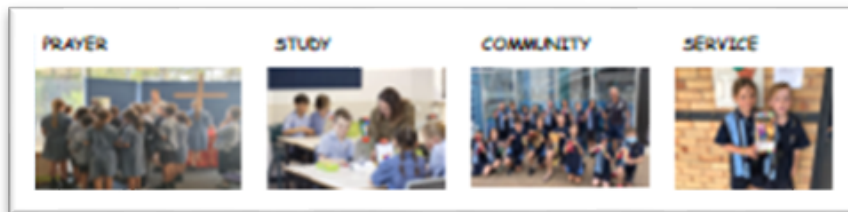
May the Peaceable Realm of Jesus the Christ bring you and your family peace and happiness, now and forever.

Your servant in Christ,
Deacon Tim Grauel



APRIM Report

Linda Caldinez



all for the sake of Veritas - the truth of God's mercy and love:

Study – enhances our knowledge and wisdom

Prayer – keeps us grounded in our faith

Community – informs us to live, learn, and lead in Harmony

Service – impels us to share our time, talents, and gifts for a just, peaceful, and equitable society

Acknowledgement

Today we stand in footsteps millennia old. We acknowledge the Kurna people, the traditional owners whose culture and customs have nurtured, and continue to nurture, this land since women and men awoke from the great dream. We honour the presence of the ancestors who reside in the imagination of this land and whose wilful spirituality flow through all of creation.

Opening Prayer

Heavenly Father, we come before You as a school community, united in faith, hope, and love. We thank You for the many blessings You have bestowed upon Our Lady of the Visitation School. As we reflect on the past year, we ask for Your guidance and wisdom in our discussions. May our efforts always be rooted in service to our students, families, and the broader community. May Your Spirit inspire us to lead with integrity and compassion. We ask this through Christ, our Lord. Amen.


APRIM's AGM Report

2024 has been a testament to our commitment to faith, learning, and service. As a school, we have focused on enhancing our students' spiritual, physical, mental, academic, and emotional well-being. Our emphasis on the Dominican values of Veritas (Truth), Community, Prayer, and Service continues to guide our mission. Our Lady of the Visitation School strives to inspire truth with God, with our learning, with ourselves and others, and with our environment, rooted in the Dominican Tradition and the motto of 'Veritas'.

Faith Life and Spiritual Gatherings

Throughout the year, we have come together as a community to celebrate our faith through masses, liturgies, and prayer services. Notable highlights include:

- Beginning-of-Year Commissioning Mass
- Fortnightly class masses in our OLV church which were open to families and parishioners
- Harmony Day Liturgy
- Special liturgies and masses for Lent, Holy Week, Easter, Pentecost, and Feast Days (both obligation and non-obligation feast days)

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- Special liturgies and masses for Lent, Holy Week, Easter, Pentecost, and Feast Days (both obligation and non-obligation feast days)
 - Participation in Catholic Education Week, strengthening our Catholic Identity
 - The celebration of the Sacramental Program, supporting students on their faith journey
 - Mothers' Day Liturgy
 - NAIDOC Mass
 - St. Dominic's Feast Day Mass
 - St. Mary of the Cross, MacKillop Mass
 - Assumption of Blessed Mary Mass
 - Refugee Liturgy
 - Fathers' Day Liturgy
 - Catholic Social Teaching Liturgy
 - World Teachers' Day Mass
 - All Saints and All Souls Prayer Service with buddy class
 - Remembrance Day Liturgy
 - Advent celebrations and prayer services
 - Year 6 Graduation Liturgy

We bid farewell to Fr. Roderick, who has been a spiritual guide to our community for six years. We appreciate his commitment and leadership. We welcomed Fr. Dean Marin, Deacon Tim and a host of supply priests, who have stepped in to serve our school and parish community.

Congratulations to Noah, Madison, Samantha, Iva, and Szymon for completing their Sacraments of Initiation. Celebrations include Reconciliation, Confirmation and Eucharist (First Holy Communion).

House Leaders visited classes to run morning prayer sessions to promote and reflect upon the charity at hand.

Student Wellbeing and Leadership

Our students continue to demonstrate exceptional leadership and engagement through various initiatives:

- Student Representative Council (SRC): Students in Reception to Year 6 have actively contributed to school improvements and service initiatives.
- House Leaders actively promoting fund raising events.
- Classroom Pulse Check-Ins: Conducted each term to monitor students' emotional well-being and identify areas for support.
- LearnWell Program: Enhancing student well-being through targeted activities focusing on identity, relationships, and belonging.
- Continued to lift the profile of School Leaders, House Leaders and SRCs promoting a stronger component to student voice and student agency.
- Introduction of lunchtime clubs as an alternative to yard play (booking making, dance, drawing, etc).

Outreach and Fundraising Initiatives

Our commitment to service is reflected in our successful fundraising efforts through our Catholic Social Teaching (CST) of which calls us all to work for the common good, help build a just society, uphold the dignity of human life and work for justice and the dignity of all, especially those in the greatest of need.

In total we raised \$2465 through fundraising events to support our CESA wide charities:

- Project Compassion (Term 1) – Support for Caritas Australia
- Catholic Charities Appeal (Term 2) – Support for local Catholic welfare agencies
- Catholic Mission (Term 3) – SOCKTOBER - Promoting global mission awareness. Led by House Leaders and Tony Johnston from Catholic Mission, focusing on fundraising for mission projects in Mongolia.
- St Vincent de Paul Winter Appeal (Term 4) – Collection of non-perishable items for families in need. Successfully raised 913 items, contributing points towards the Spirit Cup.

Academic Achievements and Professional Development

- Teachers continue to engage in collaborative professional learning, enhancing pedagogy and student engagement in the area of Religious Education.
- Made in the Image of God (MITIOG) is no longer a framework but a curriculum within the area of Religious Education. MITIOG emphasises the dignity and respect of humans made in God's image. All teachers are now fully trained and will need to upgrade their training in 2027.
- The MITIOG curriculum aligns with the Health and Physical Education Curriculum and the Child Protection Curriculum.
- Catholic Education Week and Catholic School Tours promote our school especially the nurturing, holistic approach to teaching and learning.

Community Engagement & School Marketing

- Social media platforms and newsletters continue to highlight school events, faith initiatives, and student learning and achievements.
- Increased parental involvement in school activities and decision-making processes – PBIS, School Board, invitation to support excursions, incursions and broader community events (pancakes, sport carnivals), etc.

Acknowledgments and Closing

We extend our sincere gratitude to all board members, staff, families, and students for their unwavering support and dedication. Through our collective efforts, we continue to foster an environment where students can grow in faith, hope and love and assist in servicing our community, and beyond, in an informed knowledgeable way through student voice and agency.

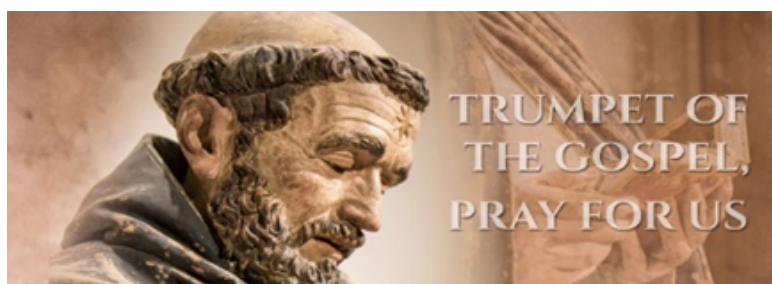
Prayer

Loving God, as we conclude this meeting, we thank You for the wisdom and insight shared today. May we continue to serve our school community with dedication and love. Guide us in our mission to nurture and educate our students in Your truth. Bless our staff, students, and families, and keep us united in faith and purpose. God, always support us, send healing, and guidance in our mission.

Through Christ, our Lord. Amen.

Linda Caldinez

APRIM



Saint Dominic, May God the Father, who made us, bless us. May God the Son, who redeemed us, send healing into our midst. May God the Holy Spirit, who gives us life, move within us. May God give us eyes to see to God, ears to hear God, and hands to bring God's work into the world. May we walk with God and preach the word of God to all. May the angel of peace watch over us and lead us at last by God's grace to the eternal Kingdom. Amen.

- Prayer of St. Dominic

Teaching & Learning Report

Tina Ida

2024 was a highly productive year at OLV. Continuing to provide challenges and opportunities for both students and staff remains essential for sustained growth and development. By using assessments to collect data on all students, we ensure their learning progress is accurately monitored, enabling timely support and interventions when necessary. This emphasis on data-driven decision-making is crucial to ensure that every student receives the support they need to thrive.

At Our Lady of the Visitation, assessments are conducted at various points throughout the year. These assessments include:

Standardised Assessment Collection:

Literacy	Numeracy	Higher Order Thinking
<ul style="list-style-type: none">• PAT Adaptive (2-6)• PAT Early Years Reading• DIBELS Testing• Year 1 Phonics Check• NAPLAN• FYSOLA - testing• LEAP (Oral Language - Receptions, Writing - Year 2)• Westwood Spelling• Decodables	<ul style="list-style-type: none">• PAT Early Years Maths• PAT Maths Adaptive (2-6)• NAPLAN	<ul style="list-style-type: none">• AGAT (introduced 2024 - to be completed every second year)

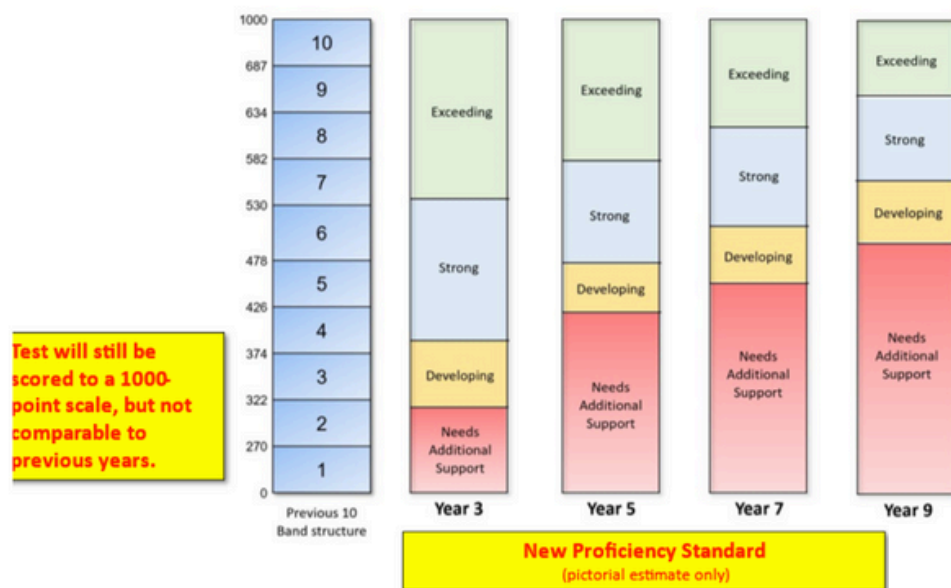
The **ACER PAT** and **NAPLAN** school data provided below serve as valuable tools for promoting student learning at Our Lady of the Visitation School. NAPLAN data helps identify trends in our school's strengths and areas for growth.

As a staff, we collaborate to analyse this data and design targeted learning experiences that support student development across the school. Rather than "teaching to the test," our focus remains on providing meaningful opportunities for students to enhance their literacy and numeracy skills in authentic and engaging ways.

This data also highlights the positive impact of student engagement, effective teaching pedagogies, and structured classroom support, including the contributions of ESOs, in fostering student progress and achievement at Our Lady of the Visitation School.

NAPLAN RESULTS FOR 2024

New proficiency standards with 4 levels of achievement for each year level have replaced the previous 10 band structure that covered all 4 levels tested and old national standards. They are 'Exceeding, Strong, developing, needs additional support'



Our Lady of the Visitation proficiency levels 2024:

Strand	Year 3	Year 5
Reading	Strong	Strong
Writing	Strong	Strong
Spelling	Strong	Strong
Grammar & Punctuation	Developing	Strong
Numeracy	Strong	Strong

These results are a snapshot the student's progress and please keep in mind these results are just one of many ways the staff at OLV collect data to support student learning growth.

Our school's Year 5 Reading, Spelling, and Grammar results are above the National average when compared to all CESA schools. (see table below).

Selected School

Our Lady Of The Visitation School

Year2024

Latest Year

Year Level	Reading	Writing	Spelling	Grammar	Numeracy
3	385	412	398	381	378
5	501	482	463	489	468

Compare To

CESA All

Year2024

Latest Year

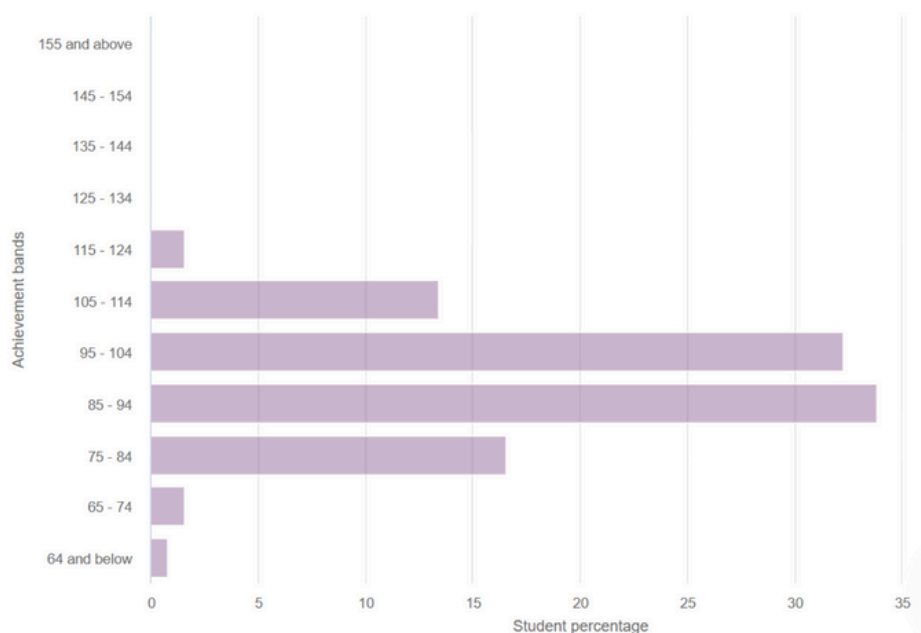
Year Level	Reading	Writing	Spelling	Grammar	Numeracy
3	401	424	406	404	401
5	484	484	487	488	480

PAT Adaptive and PAT Early Years Reading and Maths

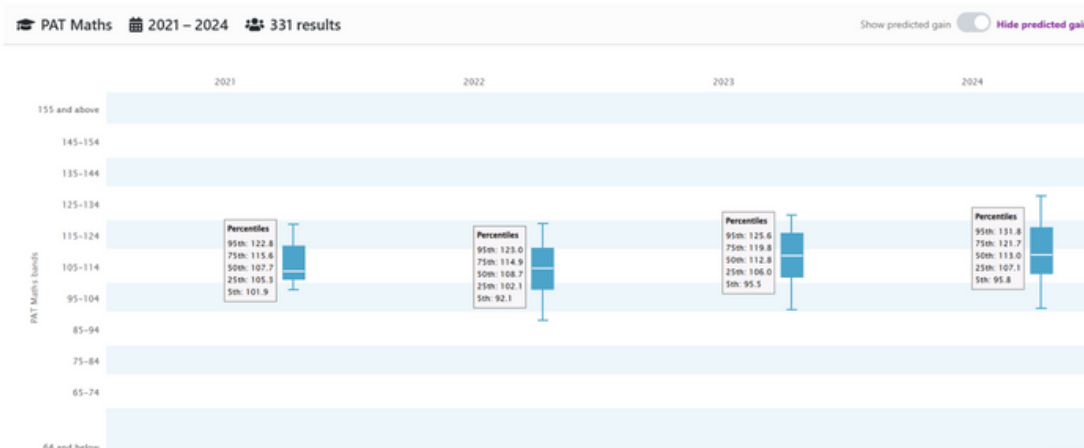
The data from PAT Adaptive is used to track achievement and growth as a trend at the cohort level and student results are compared to the PAT Reference Norms.

PAT EARLY YEARS MATHS RESULTS 2024

Reception and Year 1



PAT ADAPTIVE MATHS PROGRESS RESULTS (2021-2024) YEAR 2-YEAR 6



This PAT Maths data from 2021 to 2024 provides insights into student performance trends.

1. Consistent Growth Over Time:

- The median (50th percentile) has steadily increased from 107.7 in 2021 to 113.0 in 2024.
- The upper percentiles (75th and 95th) have also shown gradual improvement, indicating stronger performance at the top end.

2. Narrowing of Lower Percentiles:

- The 5th percentile has fluctuated but remained relatively stable, starting at 101.9 in 2021 and reaching 95.8 in 2024.

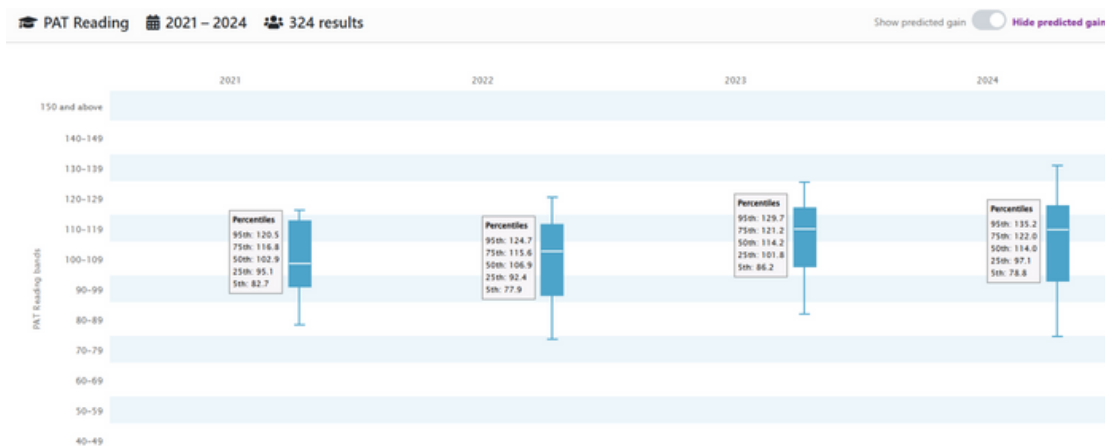
3. Overall Range Stability:

- The range between the 5th and 95th percentiles remain relatively consistent each year, showing that the distribution of scores is not widening significantly, which is a positive sign of stability in student performance.

4. Recent Improvement in 2024:

- The 2024 data show the highest values across most percentiles compared to previous years, reflecting possible improvements in teaching strategies, curriculum adjustments and student engagement with maths.

PAT ADAPTIVE READING PROGRESS RESULTS (2021-2024) YEAR 2-YEAR 6



The PAT Reading data from 2021 to 2024 provides valuable insights into reading performance trends.

1. Positive Growth in Higher Percentiles:

- The 95th percentile has steadily improved from 120.5 in 2021 to 135.2 in 2024, reflecting significant growth among top-performing students.
- The 75th percentile also shows consistent improvement, rising from 116.8 in 2021 to 122.0 in 2024.

2. Stable Median Performance:

- The median (50th percentile) has remained relatively stable, around 102.9 in 2021 and has shown growth at 114.0 in 2024.

3. Lower Percentiles:

- The 5th percentile shows fluctuations, starting at 82.7 in 2021, dipping to 77.9 in 2022, and ending at 78.8 in 2024.

4. Overall:

- The school is showing steady improvement in reading, particularly for higher-achieving students.

DIBELS

When analysing DIBELS (Dynamic Indicators of Basic Early Literacy Skills) data, we focus on key areas to assess student progress and identify those needing additional support. Specifically, we look for:

1. Benchmark Achievement

- a. Are students meeting or exceeding grade-level expectations in their literacy skills?

2. Growth Over Time

- a. Are students making expected progress across assessment periods?

3. At-Risk Students

- a. Who is falling below the benchmark and may require targeted intervention?

4. Fluency and Accuracy

- a. How well are students reading in terms of speed, accuracy, and expression?

5. Phonemic Awareness & Decoding

- a. Are early readers demonstrating the foundational skills needed for reading success?

6. Intervention Effectiveness

- a. Are students receiving support showing improvement in their literacy skills?

By closely examining these aspects, we can tailor instruction, implement necessary interventions, and ensure all students are on track for strong literacy development. In 2024, the students continued to be tested at the beginning of the year, the middle of the year and the end of the year.



Literacy Agreed Practice

At Our Lady of the Visitation School, we strive to create a literacy-rich environment that empowers every student to become lifelong learners, critical thinkers, effective communicators, and compassionate individuals. Our dedication to literacy extends beyond fundamental reading and writing skills; it fosters a deep appreciation for diverse literature, enhances the ability to analyse and interpret complex texts, and nurtures clear and confident self-expression.

In 2024, Reception to Year 3 teachers continued to successfully implement and refine their agreed literacy practices, fostering a consistent and effective approach to literacy development. Their dedication has supported student growth in reading, writing, and critical thinking, ensuring a strong foundation for lifelong learning.

In 2024, Year 4 to Year 6 teachers collaboratively developed and implemented a literacy agreed practice, ensuring a consistent and effective approach to literacy instruction. The teachers established a structured literacy block within their classrooms, providing dedicated time for students to develop essential literacy skills, including reading, writing, speaking, and listening. These literacy blocks incorporate a balanced approach, combining whole-group instruction, targeted small-group activities, independent reading and writing, and opportunities for one-on-one support. By implementing these structured sessions, teachers create a dynamic and engaging learning environment where students can build confidence, enhance comprehension, and strengthen their communication skills. Additionally, the literacy block allows for differentiated instruction, ensuring that all students, including those requiring extra support or enrichment, receive the guidance they need to progress in their literacy journey.

Little Learners Love Literacy

The Reception and Year 1 classes continue to use Little Learners Love Literacy® (LLLL) program. LLLL is an explicit and sequential literacy program developed to teach children to read, write, and spell with confidence. LLLL offers a structured approach that aligns with evidence-based literacy research. The LLLL program is organised into seven stages, each building upon the previous, to ensure a comprehensive literacy foundation:

- 1. Phonemic Awareness and Phonics:** Developing the ability to hear, identify, and manipulate sounds, alongside understanding the relationship between sounds and letters.
- 2. Handwriting:** Focusing on the development of writing skills.
- 3. Reading Fluency:** Enhancing the ability to read smoothly and accurately.
- 4. Vocabulary and Comprehension:** Building word knowledge and understanding of texts.
- 5. Morphology:** Understanding the structure and meaning of words.

Each stage is designed to be taught sequentially, allowing children to learn, practice, and apply new skills while continuously reinforcing their developing abilities.

Jocelyn Seamer Education: Science of Reading Year 2 and Year 3.

In 2024, the Year 2s and Year 3s introduced the Jocelyn Seamer Education program, which supports the Science of Reading. This program aims to ensure that every child learns to read through informed practices. The two programs that OLV are using:

- **Reading Success in Action:** An explicit phonics program designed to teach phonics, decoding, and early spelling to students in the initial stages of literacy development. This program emphasises structured and cumulative instruction, allowing educators to use their choice of decodable texts.
- **Spelling Success in Action:** Building upon foundational phonics knowledge, this program delves into morphology—the study of meaningful word parts—to enhance spelling proficiency. It provides comprehensive guidance for educators to strengthen students' spelling skills.



I sincerely appreciate the dedication and hard work of all staff, both ESO and teaching, in supporting our students. Their commitment to every child has been truly valued. I would also like to extend my gratitude to Frank for his leadership and support in the work I have undertaken.

Tina Ida

Leader of Learning



Inclusion & Learning Report

Sandra Naismith

In 2024 at OLV our focus remained firmly directed, as it has in previous years, on developing programs and learning experiences that would promote learner engagement and achievement, providing all students with an opportunity to be successful.

2024 saw us continue to provide targeted intervention programs that gave a number of students the opportunity to access additional learning programs, to further support them with their specific learning needs. These programs included...

- Quick Smart (Mathematics based)
- Targeted Literacy Support Programs across all year levels
- MOVE IT (Gross Motor Skills)
- Well Being / Social Skills Programs

We further expanded the support programs offered across year level cohorts, to best maximise the frequency of the support time, as well as providing more targeted intervention.

As well as these Intervention Programs, individual/ small group, ESO support was also provided to a number of targeted students within the classroom setting. Programs and the delivery of support for student learning were continually reviewed and modified, in order to best support the ongoing needs of our students.

Literacy Support time continued to be provided to our Rec – Year 1 classes to enable more targeted delivery of early years literacy programs within their daily Literacy Block.

With many financial pressures continuing to impact families in 2024, OLV was able to maintain its policy from previous years to provide financial assistance to families of those students for whom an assessment by an Allied Health Care Professional was recommended. Support was also provided to families in organising assessments.

The practice of offering Educational Review Meetings for a continually growing number of students, provided us with an opportunity to review students' progress and needs from a whole school perspective. Parents, students, outside agencies, classroom teachers, ESOs, Frank and myself were involved in these meetings.

A student's PPL (Personalised Plan for Learning), adjustments and goals for their learning were reviewed, with appropriate modifications or actions put in place. Review or updating of specialist's assessments was also covered. Discussions at these meetings also focused on the transition to High School for students in the Year 6 level.

The range of students to whom we provided this wider level of review and planning, included: students who had received a recent or updated assessment, students with behavioural support needs and students we were closely monitoring and tracking. The number of Educational Review Meetings offered in 2024 grew significantly. This practice is not always offered in other schools but is one that is greatly valued at OLV.

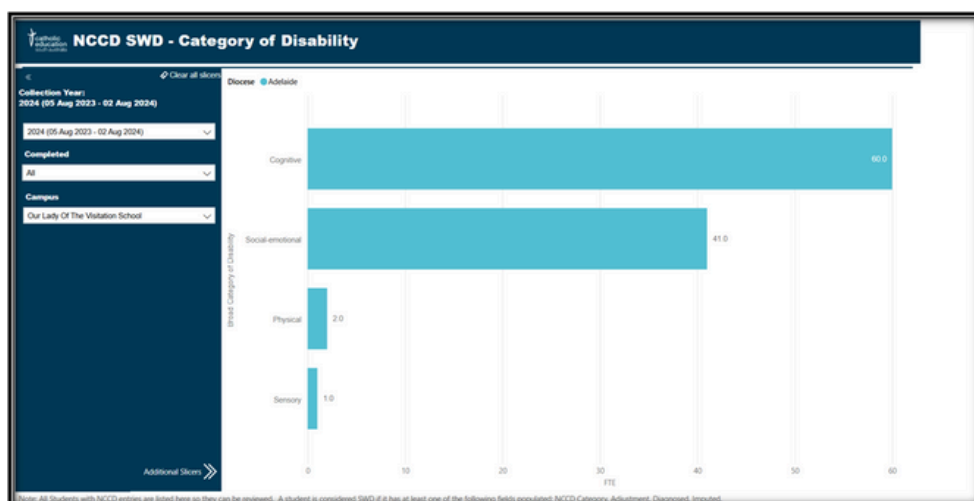
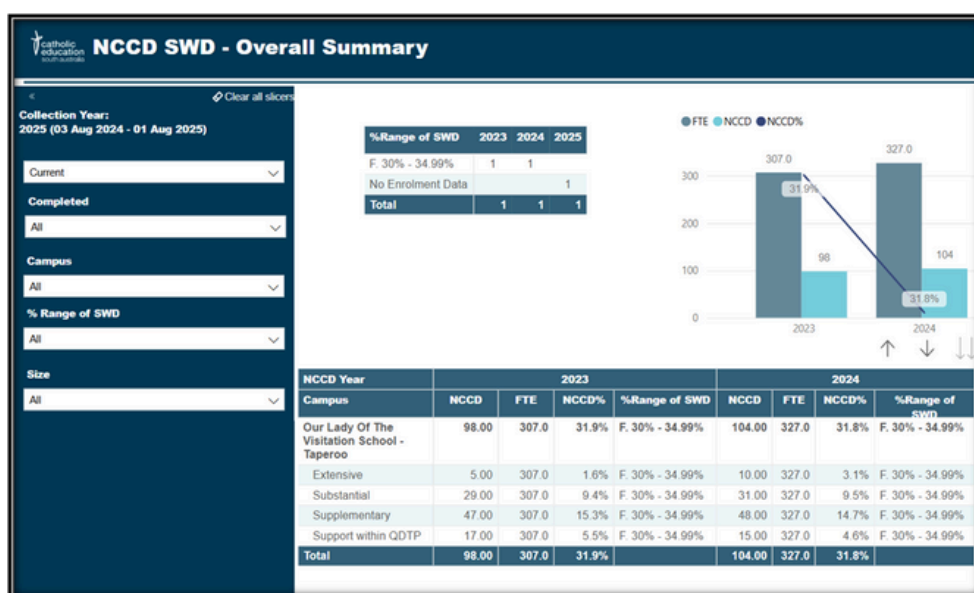
The collection and analysis of data to inform our teaching practices continues to be a major focus. Data, from its various forms, combine to give us a very comprehensive picture of how our students are performing and allow us to track student progress with significant detail, both individually and across cohorts.


NCCD (National Consistent Collection of Data)

The NCCD (National Consistent Collection of Data for Students with a Disability) continued to be a major focus at both school and system levels, in 2024. The NCCD is “an annual collection of information about Australian school students with disability. The NCCD enables schools, education authorities and governments to better understand the needs of students with disability and how they can be best supported at school.” This is a federal requirement.

While identifying formally assessed students, the NCCD model, also allows us to identify students who are classified as “imputed”. This recognises the ability of the school team to have reasonable grounds to make a judgement, without a formal assessment, giving us a much greater scope in terms of identifying and receiving resourcing for a wider range of students.

NCCD requires us to identify a student’s category of disability (physical, social/emotional, cognitive, sensory) and the level of adjustments that are being made within the school (QDTP – Quality Differentiated Teaching Practice, SUPPLEMENTARY, SUBSTANTIAL, EXTENSIVE). In 2024, 104 students were identified for our census date in August.





The NCCD data collected in 2024 is directly reflected in the significant funding we receive through a federal funding model, which is applied across all schools and systems. Receiving funding comes with a responsibility to provide evidence to support the data we submit in our August census.

While adjustments were made for students identified through our NCCD data collection, support was also provided for other students who did not fall within the definition of students recorded in our NCCD data. A further number of students were identified post NCCD census date, either through monitoring, data analysis, recent assessments or new enrolments.

While our NCCD census date is set for August each year, our work doesn't stop there. We continue throughout the year to focus on identifying and meeting student needs as they continue to evolve and change. The practice of continued, ongoing monitoring of student's engagement in learning across a wide range of areas, is one that is strongly embedded at OLV.

NCCD AUDIT

To ensure the integrity of the NCCD process, schools are selected to undergo a post CENSUS ENUMERATION EXERCISE. In Term 1 2024 we were required to undergo this process for our submitted 2023 Census data. This is the second time we have been required to engage in this process.


The exercise uses this information to check the accuracy of recurrent funding payments to non-government schools by the Australian Government Department of Education. Outcomes of the exercise are reported to the Australian National Audit Office. A government appointed school contractor spent 2 days at OLV where we were required to show that we had evidence that was reflective of their level of adjustments, for the following ...

- consultation and collaboration with the student and/or parents, guardians, carers or associates.
 - assessed individual needs of the student.
 - that adjustments are being provided to the student to address their individual needs.
 - adjustments provided to the student have been monitored and reviewed.
- ...for all students submitted in our 2023 census. We received very positive feedback that we are meeting all requirements in this area.

STAFF PD

In 2024 PD sessions continued to be provided to support staff in developing their knowledge, understanding and skills in this area. Our PD sessions in 2024 had a particular focus on ...

- Continuing to develop our knowledge and shared understanding of
 - o Analysis of student data – What does this data tell us about the student?
 - o Functional impact
 - o Levels of adjustments – the intensity, frequency, duration and types of adjustments that may be required to support individual students.
- Processes and practices for identifying and recording the different criteria of evidence required.



·Participation in a MODERATION process to come to a shared agreement on the category of disability and the level of adjustments given to individual students.

·PPL (Personalised Plan for Learning) which was introduced as a CESA requirement in 2020. The PPL focuses on identifying the functional impact on student learning and the adjustments made to support student's ability to access learning. Professional learning was undertaken through regular staff sessions, the use of Pupil Free days and 1:1 staff mentoring.

2024 saw us continue to develop our systems of collecting, recording and storing data on students, utilising the range of data collection tools that support our work in this area. The use of SEQTA which was first introduced in 2021 has allowed us to further develop consistent practices across the school, that support us in meeting our school and system requirements in regard to the evidence we need to provide.

As you can appreciate, the documentation and evidence, we are required to provide is extremely comprehensive. That said, the staff continue to be committed to the process of reviewing, developing and improving our practices at OLV.

ESO TRAINING AND SUPPORT

In 2024 our ESOs (Educational Support Officers) were provided with ongoing PD. A weekly PD session was timetabled, to enable me to provide ongoing access across the year for many of our ESOs to engage in specific instruction in the delivery of our literacy support program. This support program targeted over 80 students Reception to Year 6 by the end of 2024. The number of ESOs employed at OLV has continued to increase.

OTHER

2024 saw the introduction of whole system (CESA) coordinators network days each term. These network days allowed opportunities to connect with others working in the same area, gaining insights and support re best practices across our system and PD opportunities to enable me to continue to build on my own knowledge and understandings, in order to further support staff at OLV.

In 2024 we were able to access support from Autism SA for some students. Autism SA provided 10 weekly visits for these students through an Autism SA Engagement Advisor. This advisor worked to support the students as well as the class teacher and ESOs.

Once again, my thanks go to all staff, both teaching and ESOs for the work they have continued to undertake. They approach each new challenge with a strong commitment towards developing practices that best support the learning of all students at OLV. I have greatly appreciated their positive responses to the work I have been responsible for leading them through and their support of my role. I also wish to thank Frank for his leadership, and support of the work I have undertaken. His vision for OLV and the students in our care is strongly reflected all that we do. 2025, will no doubt present us with many new challenges, which I am confident, as a staff and school community we will continue to meet.

Sandra Naismith

Inclusion and Learning Coordinator



OSHC Report

Sue Paparella

Utilisation

Our numbers continued to increase throughout 2024, with many sessions having up to 80 children attending the service. Approximately 70% of our children are in the Growing to Year 3 age group. We welcomed several new enrolments during the year, including children from the Preschool.

Average Daily Attendance:

- Before School Care: 30 children
- After School Care: 70 children
- Vacation Care: 55 children

Administration

We continued to work on our Quality Improvement Plan (QIP) and made changes to our program according to the ACECQA guidelines in preparation for assessment and rating in 2025.

New food safety guidelines introduced later in the year require our service to always have a "Food Safety Supervisor" on site.

We successfully obtained government grants for extra educators to support our children with additional needs through the Inclusion Support program via the Gowrie Training Centre.

Program/Centre

Our Vacation Care program remains very popular, with waiting lists on several days. We organized exciting excursions, including Bowling, ICA Sports Worx, TTG Gym Sports, Movies. We also had our traditional Christmas lunch at "The Peninsula" and other activities like a Science program, discos, and Nerf Ball.

Staff

Our 2024 Staff team included:

- Sue Paparella (Director)
- Jen lawther (Assistant Director)
- Isabella Perrin (Responsible Person)
- Deidre Jacobi (Certified Supervisor)
- Hudson Walshaw
- Shanti DiFusco
- Julia Allerby
- Ayrliie Smith

Future Plans

In 2025, we plan to move into the new OSHC location in St Francis Hall, which will provide enhanced facilities and space for our growing number of children.

Sue Paparella

Out of School Hours Director

Preschool Report

Georgia Hicks

STAFFING

Preschool Coordinator – Georgia Hicks (1.0)

Preschool Teachers (ECTs) – Liz Edmunds (1.0) & Alex Tuffin (0.6)

Preschool Co-educators (ESOs) – Kate Coggins (1.0), Jess Easter (1.0), Stacey Flight (0.8)

Preschool Co-educator (1:1 preschool support) – Jess Collins (0.5).

ENROLMENTS

2024 enrolments were 80 in semester 1 (Terms 1 & 2) and 80 in semester 2 (Terms 3 & 4).

32 children finished preschool at the end of Term 2, starting school in July. Another 39 children finished preschool at the end of Term 4, starting school in January 2025. 70% of preschool children in 2023 went on to attend reception at OLV school. The current enrolment number for Term 1, 2024 is 64.

Prior to commencing Preschool, children are able to participate in our transition program 'pre-entry', which is offered on Wednesday afternoons in the terms before beginning Kindy. We had 50 enrolled for pre-entry across Terms 2, 3 & 4 in 2023. For those children who were unable to attend pre-entry, they were provided the opportunity to attend several orientation visits to Kindy before commencing.

A change with the Department for Education now offering preschool mid-year entry from 2023, had an affected on our decrease in enrolment numbers.

CURRICULUM

The updated Early Years Learning Framework V2 was introduced in 2023, with the preschool spending the year implementing this new curriculum framework within the learning program. There were several adaptations to the principals, practices and learning outcomes, which created several challenges of practice for the educator team and changes brought about in our learning program and operations.

QUALITY IMPROVEMENT PLAN (QIP)

· Learning Program

2023 saw many changes to the way the educator team observed, planned and documented children's learning, both as individuals and in groups. We moved to a fortnightly planning cycle, with an increased focus on child-led learning and highlighting individual interests, strengths and learning goals within the learning program. There is now a large emphasis on the emergent curriculum that is continually evolving and play-based, with a planning focus on the quality of learning experiences set up in the Kindy spaces.

· Family Connections

We introduced seesaw to the Kindy, as a platform for sharing photos, observations, learning updates, newsletters and general preschool life with families. We began offering 'parent conversations' twice a year, providing families the opportunity to meet with a teacher to share information and discuss their child's progress at Kindy.



. Health and Safety

There were several changes to key policies and procedures in the preschool regarding children's health and safety. This includes changes to medical management plans and supporting children with medical conditions, wellbeing supports, risk assessments register and the preschool becoming a recognised SunSmart preschool.

PLAYGROUP

In 2024 playgroup was held in the preschool rainbow room and outdoor learning environment. Jess Easter facilitated the playgroup on Wednesday mornings from 9-10:30 am. There was an average weekly attendance of 16 families. 2023 saw our playgroup become part of the CESA's SPiCE program (Supported Playgroups in Catholic Education) and was registered through Playgroup SA. Through this, we were able to provide families access to the 'Ready, Set, Progress - Developmental check program' at the playgroup. This was run in partnership between the Office for the Early Years (OEY) and Playgroup SA.

Many thanks to the preschool educator team for the work they undertook in 2024, especially. They have approached new learning and challenges of practice with positivity and a commitment to providing the best education and care for all children. I would also like to thank Frank for his ongoing commitment to quality early education in the preschool and his support for the work that we do.

Georgia Hicks

Preschool Coordinator

WHS Report

Tracy Fiacchi

Reporting period 1st January to 31st December, 2023.

1. Injury Data

No Injury data for 2024.

2. Reportable Incidents

The number of reportable incidents to Workplace Services Nil

Workplace Services attended Nil

Actions taken as a result of the incident Nil

3. Consultation

Weekly Staff memo. Discussions/meetings held on a regular basis regarding WH&S issues with Principal, which includes a debrief of issues and upcoming training requirements.

4. Audit

Nil

Total number workers compensation claims: 0

Total no employees currently on rehabilitation: 0

No of injuries resulting in lost time 1 Total lost time: 0

Total no of incidents/injuries/near miss reports: ??

Total no of investigations conducted ??

Part of Body No. Injuries Part of Body		
Upper Limb	Hands/Fingers	Lower Limb
0	0	0
Feet/toes/knees	Back	Eyes
0	0	0
Trunk	Head/Neck	Psychological
0	0	0
	Other	
	0	



5. Workplace Inspections

Workplace inspections were completed in Semester 1 & Semester 2.

6. Staff Training

- First Aid completed May 2024
- SALT Training – Cybersecurity for Schools
- Privacy for Schools
- Workplace Behaviours for Schools
- CESA – Key SACCS Documents

7. WHS Committee

The 2024 WHS Committee consisted of

- Frank DeTullio
- Tracy Fiacchi

Tracy Fiacchi

WHS Coordinator



Sports Report

John Merrett

OLV PE lessons in 2024, involved the following activities T Ball, Softball, Athletics, Shot Put, Discus, High Jump, Long Jump, Softball, T-Ball, Golf, Soccer, Hockey, Ball Skills, Cross Country, Netball, Handball, Skipping, Bocce, Running, Football, Cricket, Indoor Games, Basketball, Tennis and Volleyball.

OLV received funding from the Sporting Schools Program - Term 3 AFL Football (\$2,640) and Term 4 Golf (\$2,640). I was the facilitator of these sports so the money was spent on sporting equipment for OLV school.

OLV competed in the following sporting events as a school in 2024:

Catholic Schools Athletics OLV overall finished 4th in Boys & 1st in Girls in Section 3. Ajok Kuir won an Age Champion Medal for her year level.

Catholic Schools Cross Country Carnival - East Parklands Adelaide - 63 students from Years 3-6 represented OLV at this Carnival and all completed the 2000 metre course.

Catholic Schools Netball Carnival - Netball SA Stadium Mile End - OLV entered two Year 4 girls teams, Year 5 girls team, two Year 6 girls team, Year 4 Boys team and two Year 6 Boys teams.

Catholic Schools Swimming - SA Aquatic Centre (Oaklands Park) - OLV finished 2nd in Section 6.

Port SAPSASA Athletics Carnival - Port Adelaide Athletics Club - OLV Finished 1st in Div. 2.

Port SAPSASA Cross Country - Point Malcolm Reserve Semaphore Park - 58 students represented OLV at this Carnival and all completed the 2000 metre course at Point Malcolm.

Port SAPSASA Swimming Carnival - Largs Bay Swim Centre - OLV finished 4th out of 18 local Schools.

OLV Athletics Carnival - All OLV (Year 3 to Year 6) students participated in an OLV Athletics Carnival.

OLV Cross Country Carnival - Most OLV (Year 3 to Year 6) students participated in an OLV Cross Country Carnival.

OLV Swimming Carnival - 34 OLV students (Year 3 to Year 6) participated in an OLV Swimming Carnival.

NWJSA School Soccer - Bartley Tce West Lakes Shore - Term 2/3 Saturday morning competition. 115 students represented OLV. We had 5 Under 6's (including girls' team), 3 Under 7's, 3 Under 8's, Under 9's, Under 10's & an Under 12's team.

Hart Street Netball - Hart Street Ethelton - OLV had 2 teams organised by Nicole McKay & Emma Harvey. The older students were involved with the Lakers and play as part of their club.



Our Lady of the Visitation School was well represented at the following 2024 SAPSASA State Championships. They represented the Port SAPSASA District. The following is a summary of their results.

Athletics State SAPSASSA Metro Championships Thursday 17th Sept. SA Athletics Stadium Mile End - Port finished 7th in Div 1 Metro. Port SAPSASA was represented by Marites Morla & Yar Kuir from OLV. Coach/Manager; John Merrett

Cross Country Championships Thursday 6th June Oakbank Racecourse - Port SAPSASA was represented by Madison Bennett, Hugo Young-Chiang & Scarlett Reed from OLV.; Coach/Manager: John Merrett

Boys Cricket State Carnival 4th - 6th November - Port finished 6th in Division 3.

Girls Cricket State Carnival 4th - 6th November - Northern Metro SAPSASA finished 2nd; Coach/Manager; John Merrett

Boys Football State Carnival 27th - 29th May - Port finished 5th in Division 4.

Girls Football State Carnival 21st - 23rd October - Port finished 8th in Division 1. Coach/Manager; John Merrett

Golf 12th & 13th September - Port SAPSASA was represented by Szymon Gomulka-Domagala, & Lachlan Jeffrey from OLV. Manager; John Merrett

Hockey (Boys) State Carnival 9th - 11th June - Northern Metro finished 8th. Port SAPSASA was represented by Logan Leach & William Greatrex from OLV. Manager: John Merrett

Hockey (Girls) State Carnival 9th - 11th June - Northern Metro finished 7th. Port SAPSASA was represented by Charlotte Cooper & Mackenzie Bevan from OLV. Manager: John Merrett

Netball (Boys) State Carnival 24th - 26th June - Northern Metro finished equal 9th in Division 1 & 4th in Division 2.


Netball (Girls) State Carnival 19th - 21st June - Port finished 2nd in Division 2, 6th in Division 4, Port SAPSASA was represented by Scarlett Reed, Matilda Ryan, Scarlett Scicluna & Isabel Coggins from OLV. Coach Julie Reed. Coach/Manager; John Merrett

Soccer (Boys) State Carnival 19th - 21st August - Port finished 5th in Metro Division 1. Port SAPSASA was represented by Patrick Drummond from OLV.

Soccer (Girls) State Carnival 21st - 23rd August - Port finished 3rd in Metro Division 1. Port SAPSASA was represented by Marites Morla from OLV.

Softball (Boys) State Carnival 25th-27th March - Port finished equal 6th in Division 1.

Softball (Girls) State Carnival 25th-27th March - Port finished 7th in Division 1.



Swimming Championships Metro Championships 9th April - Venue: SA Aquatic and Leisure Centre Marion. Port finished 10th in Division 1. Port SAPSASA was represented by Szymon Gomulka-Domagala, Charlotte Cooper, Hugo Young-Chiang, Parker Schell, Leah Sng and Scarlett Reed from OLV. Coach/Manager: John Merrett.

Tennis State Carnival 20th – 22nd Nov - Port finished 1st in Division 5.

John Merrett

Physical Education Teacher & Port SAPSASA Convenor



ICT Report

Shey Angove

This report outlines the key ICT developments and initiatives for Our Lady of the Visitation school during the 2024 academic year. The focus includes the allocation of student devices, the upgrading of AV equipment, and staffing changes within the ICT support team. These improvements have been made to enhance the learning environment, facilitate teaching, and support the overall educational experience for both students and staff.

Student Device Allocation

In 2024, the school continued its structured approach to student device allocation across various year groups:

- Reception & Year 1: 1:2 device ratio (1 device for every 2 students). This allocation ensures that students in the early years have access to digital resources while maintaining a balanced, hands-on learning experience.
- Year 2 & Year 3: 1:1 iPads for each student. This significant shift allows all students in these year groups to have their own device, promoting personalised learning and digital literacy from an earlier stage.
- Year 4 to Year 6: 1:1 laptops for each student. Laptops in these year groups provide greater versatility and support more complex learning tasks that require a broader range of software tools.

The continuation of the device allocation is aligned with the school's objective of integrating technology into the curriculum to foster creativity, collaboration, and critical thinking skills among students.

AV Equipment Upgrades

In response to the growing need for advanced presentation technology and improved learning spaces, the following AV equipment upgrades were completed:

- Veritas Centre: Both the projector and screen in the Veritas Centre were upgraded allowing for more dynamic and impactful presentations during assemblies, performances, and other school events.
- St. Francis Hall: Both the projector and screen in St. Francis Hall were upgraded to enhance the visual quality and to support the larger OSHC group. This ensures better visibility and engagement for the students during OSHC & Vacation Care presentations.
- St. Francis Hall: A new 75-inch screen was installed in St. Francis Hall, dedicated to the Out of School Hours Care (OSHC) program. This new addition allows OSHC to utilise the space as a learning area, further supporting extracurricular activities and the enrichment of students' after-school learning experiences.

These upgrades aim to improve the overall multimedia experience for both students and teachers, providing them with the tools needed to deliver engaging and interactive lessons.



Interactive Smartboards and New Maker Space Equipment

To further enhance the learning experience, interactive smartboards were installed in the newly constructed Middle Primary Building. These smartboards enable more interactive and engaging lessons, allowing students and teachers to work collaboratively in real-time using advanced touch technology.

In addition, a 75-inch screen was installed in the Maker Space. This space is designed to foster creativity, collaboration, and hands-on learning, and the new screen will support activities that integrate digital tools with physical creation, such as design and coding.

ICT Support Staff Changes

In 2024, there was a key transition within the school's ICT support team:

- Alex Klajn (CESA ICT Support) was replaced by Matt Gaze, who now serves as the school's dedicated ICT support professional. Matt is onsite fortnightly on Fridays, ensuring consistent, hands-on technical support and the maintenance of the school's ICT infrastructure.

This change reflects the school's commitment to improving the efficiency of ICT services and providing prompt technical assistance to both staff and students.

The 2024 academic year marks significant improvements in the school's ICT infrastructure and device allocation, ensuring that technology is seamlessly integrated into the learning environment. The upgraded AV equipment, along with the continuation of 1:1 devices for various year groups, supports the school's commitment to enhancing the educational experience.

Moving forward, these developments will help ensure that the school remains at the forefront of educational technology, providing students and staff with the tools they need to succeed in an increasingly digital world.

Sincerely,

Shey Angove
ICT Coordinator



Children's University

Tina Wood

In 2024 OLV experienced another successful year of participation in the Children's University Program. A record 88 students participated in the program from reception to year 6.

Throughout 2024, our Children's University members were invited to attend the lunchtime school-based activities on offer, to contribute to their individual passport hours. These activities included craft and arts, science, board games and Lego. One of our highlight lunchtime activities was 'Mystery Music' sessions, presented by Carmela Santoro, member of the OLV parent community. Students learnt several different musical techniques including tempo, pitch and movement.

As well as the lunchtime activities, a CU Portal Information session was held at OLV by Children's University staff member Becky. The purpose of this session was to encourage students to explore the portal and learn of the important information regarding Learning Destinations and validated activities, while also offering a range of online activities which students can complete on the site.

A major change in 2024, was to the formal Graduation Ceremony. The ceremony took place during the day, changing from the usual yearly evening ceremony. The change in time and consideration of duty of care required significant adjusting of planning, coordination of volunteers, risk assessment, organisation of transport and other logistical matters.

While changes were made to the graduation ceremony, students were still excited to wear the special Children's University cap, gown and sash to collect their certificate which was presented by the Honourable Hieu Van Le AC, former Governor of South Australia, at Bonython Hall, The University of Adelaide. To celebrate the achievements of our Children's University graduates. These acknowledgements are one of the highlights of the Children's University program for both students, caregivers and staff.

A special pizza lunch was held for all participating students within the St. Francis Hall to celebrate their achievements and another successful year of the Children's University Program at OLV.

OLV Children's University program highlights included the achievements of students, Harper Sniedze who received the National Bronze Postgraduate Masters Degree for accumulating 730 hours. Arlo Messeiller and Otis Messeiller both received the National Gold Postgraduate Masters Degree for 800 hours. This is an excellent achievement by OLV Children's University Program members!

I wish to thank all staff for their continued support with the Children's University Program.
Thank you

Tina Wood
Children's University Coordinator

LLL Education Support Officer Survey: Our Lady of the Visitation School, Taperoo SA 5017

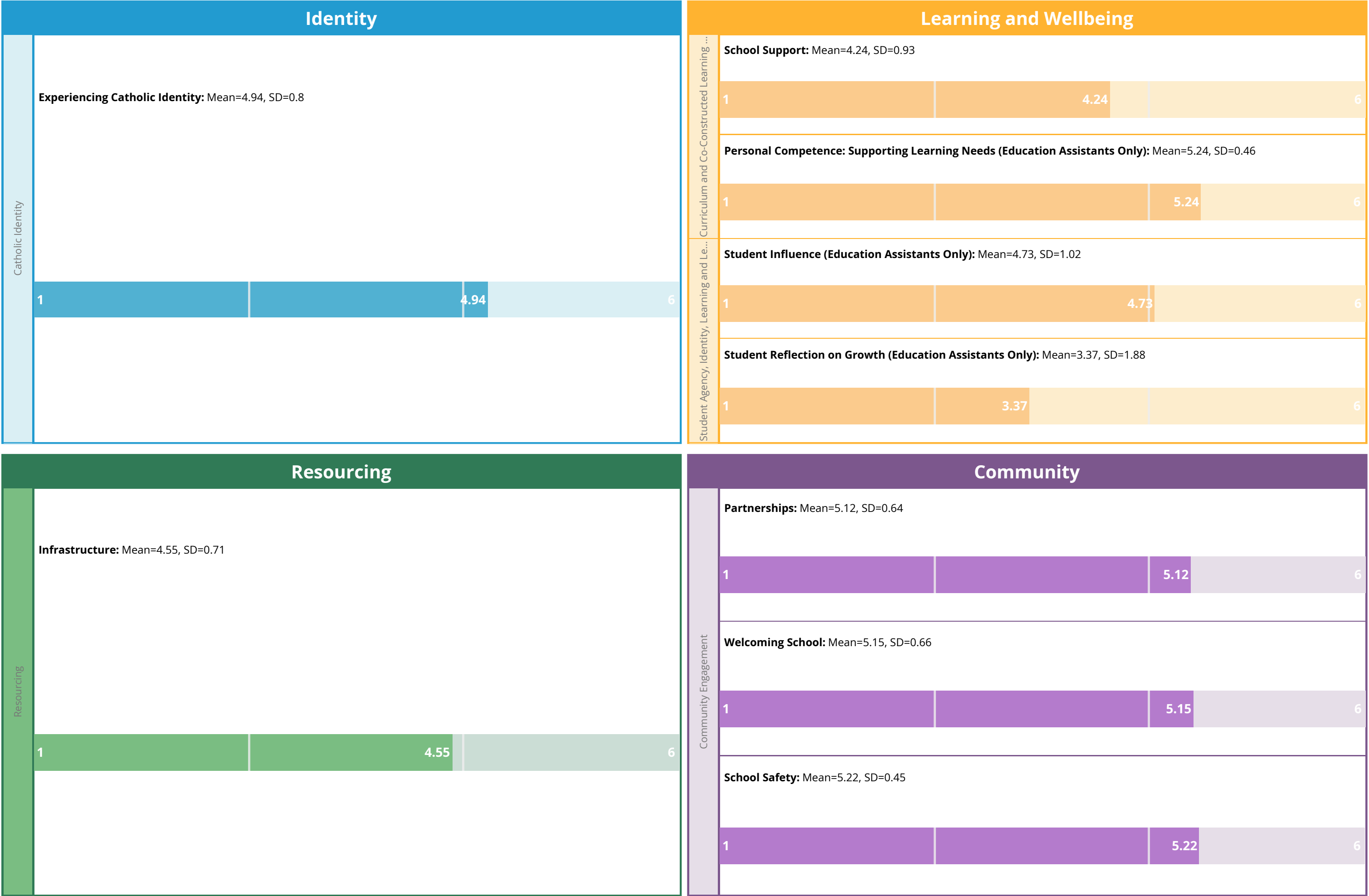
13 participants

No participants were found to be disengaged.

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Balanced Score Card: ESO Perceptions (LLL Framework)

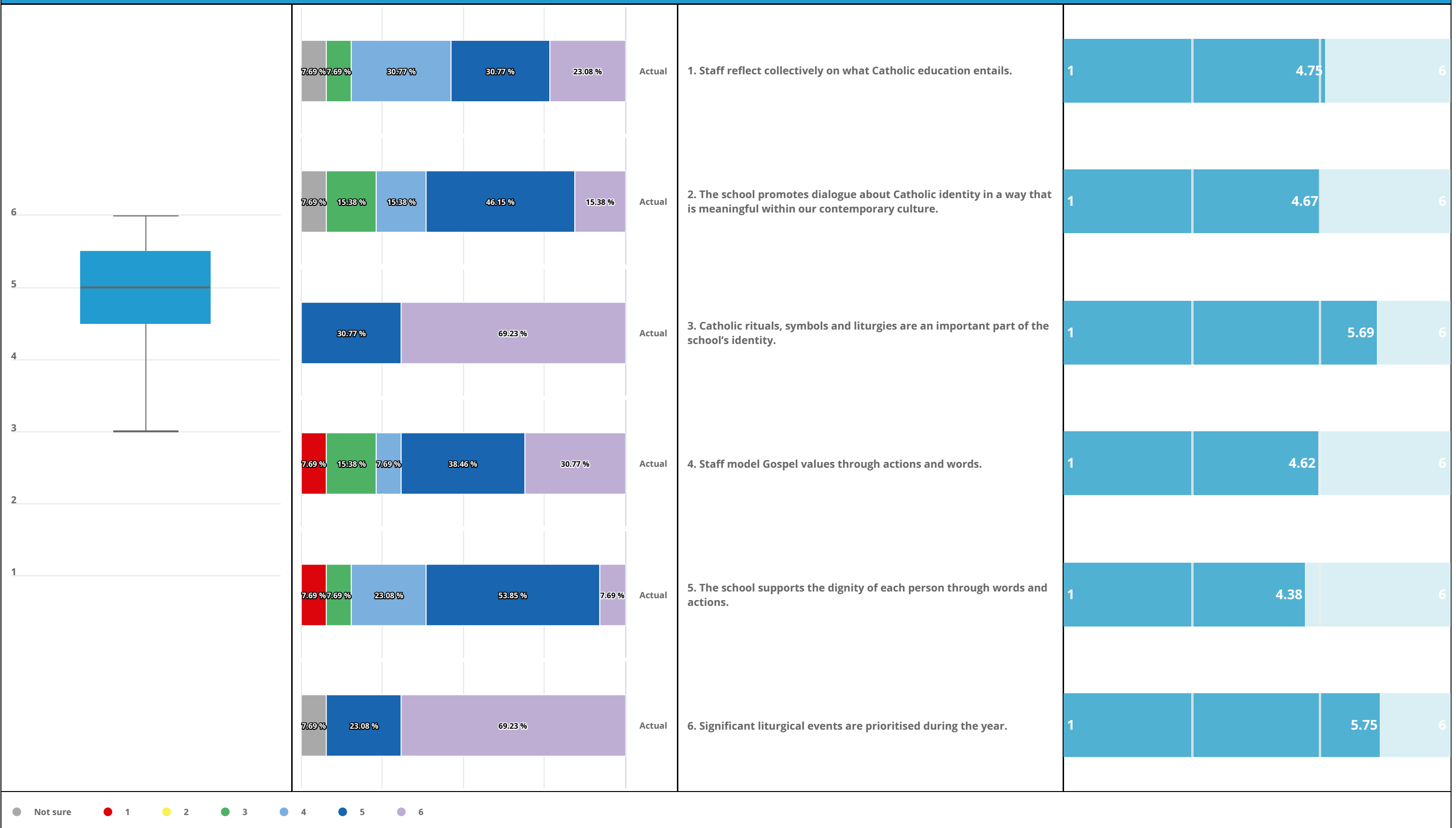


ESO Perceptions (Component 1: Catholic Identity)

BSC Quadrant: IDENTITY

Construct: Experiencing Catholic Identity

The extent to which Education Support Officers experience a Catholic identity at the school.

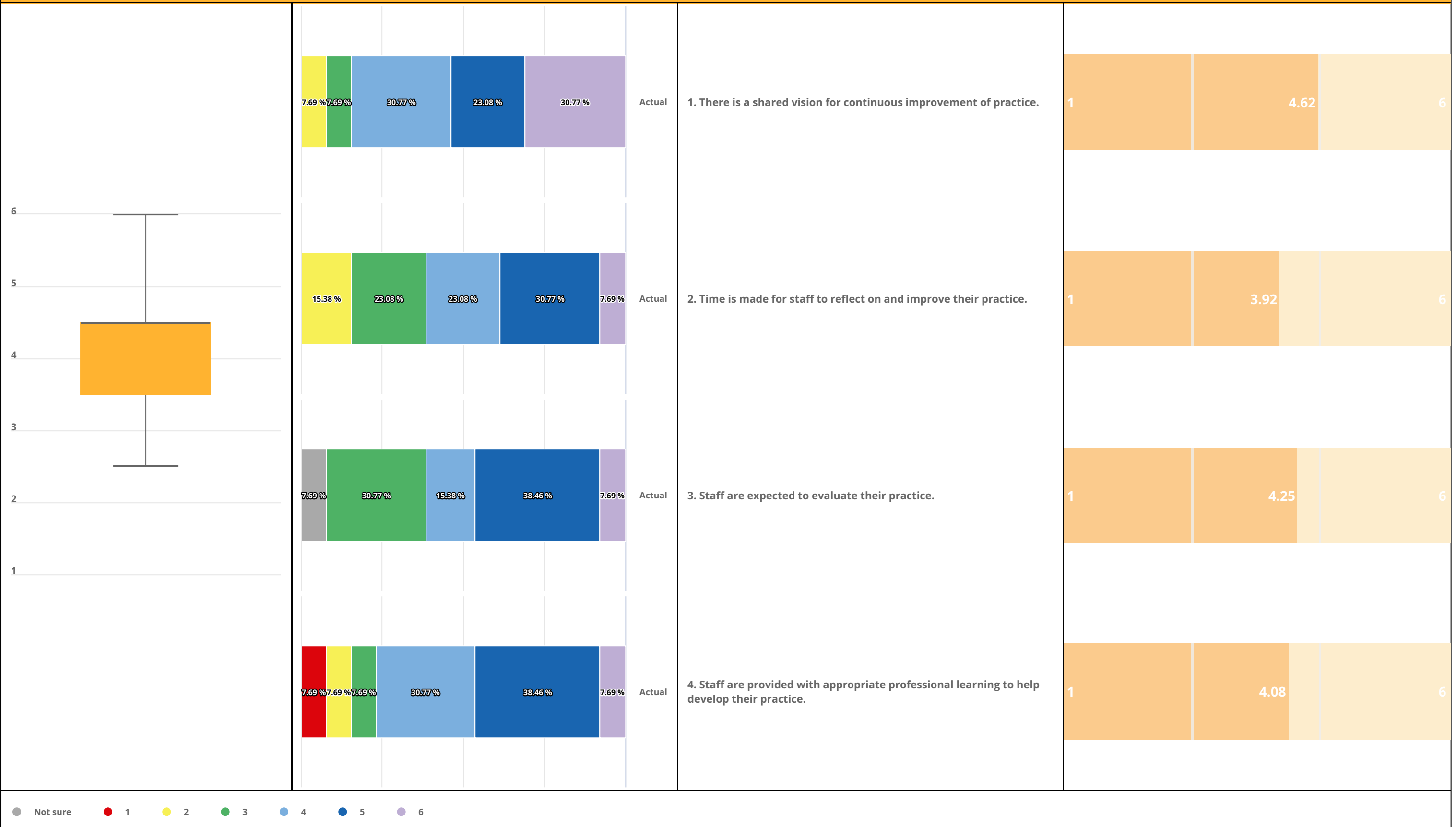


ESO Perceptions (Component 2: Curriculum and Co-Constructed Learning Design)

BSC Quadrant: LEARNING AND WELLBEING

Construct: School Support for Continuous Improvement

The extent to which ESOs feel that there are structures in place at the school to support continuous improvement.

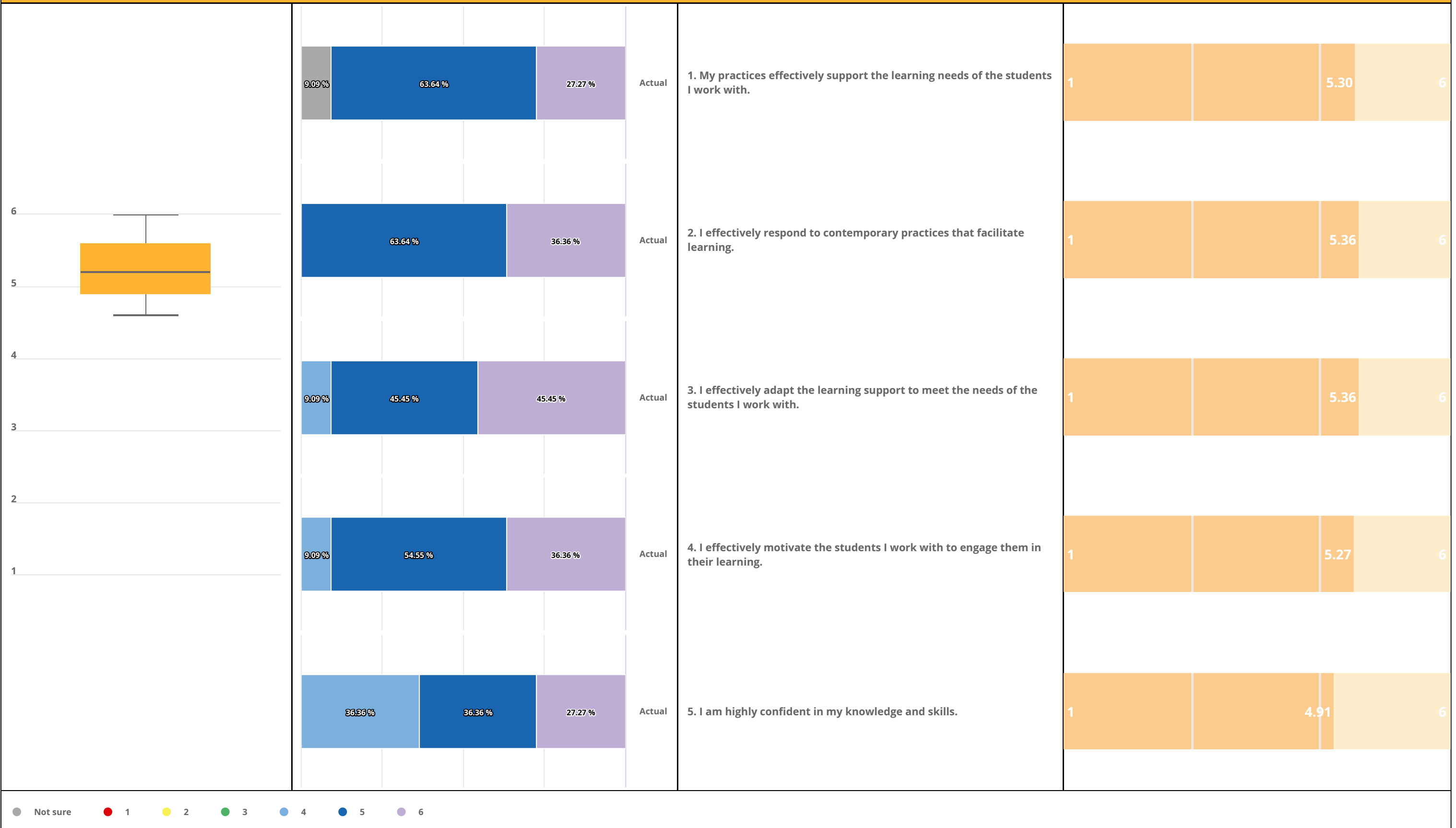


ESO Perceptions (Component 2: Curriculum and Co-Constructed Learning Design)

BSC Quadrant: LEARNING AND WELLBEING

Construct: Personal Competence: Supporting Learning Needs (Education Assistants Only)

The extent to which ESOs feel that they are able to support the learning needs of the students they work with.

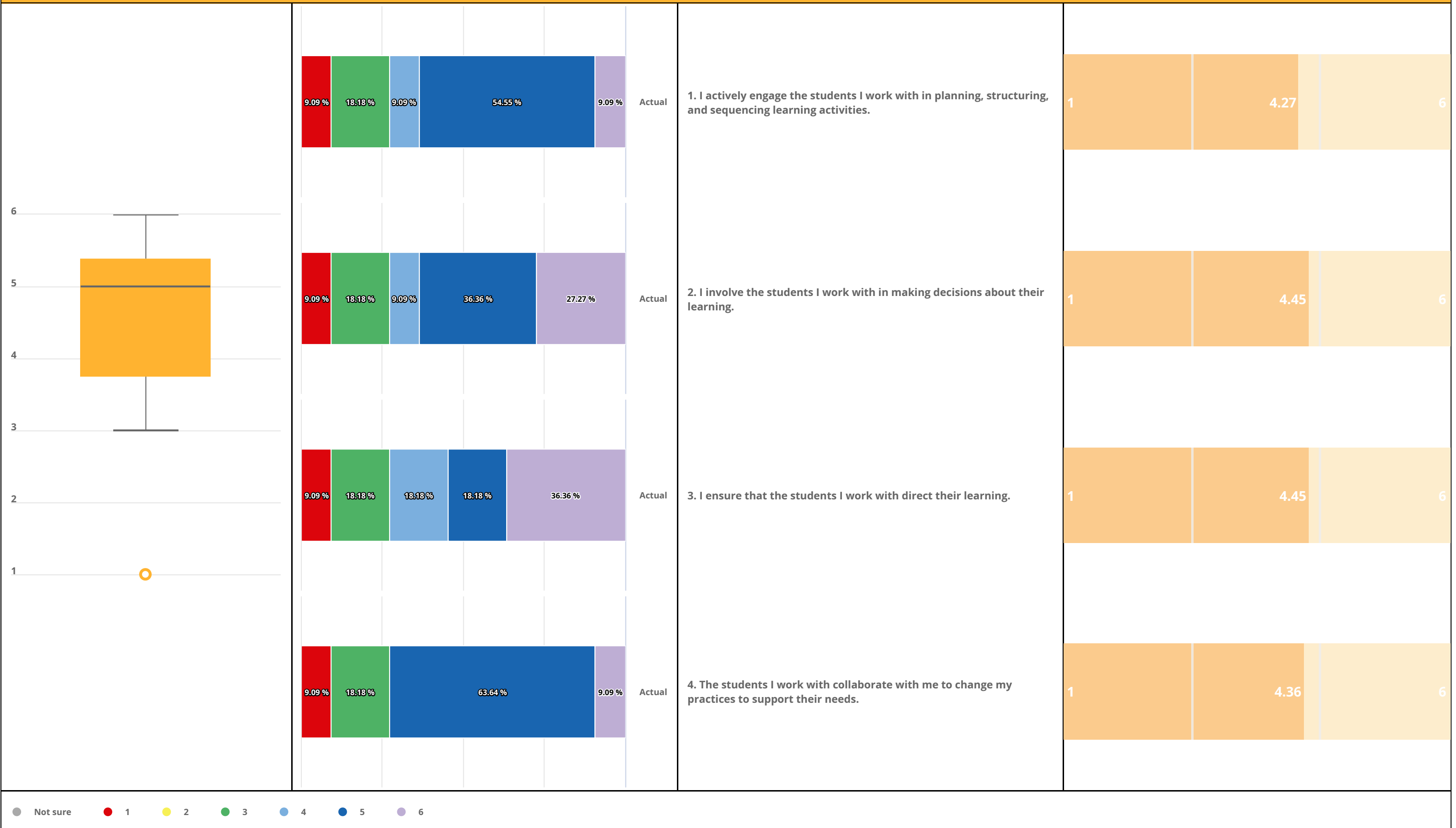


ESO Perceptions (Component 3: Student Agency, Identity, Learning and Leadership)

BSC Quadrant: LEARNING AND WELLBEING

Construct: Student Influence (Education Assistants Only)

The extent to which ESOs view students being actively engaged in the planning structuring and sequencing of learning activities.



ESO Perceptions (Component 3: Student Agency, Identity, Learning and Leadership)

BSC Quadrant: LEARNING AND WELLBEING

Construct: Student Reflection on Growth (Education Assistants Only)

The extent to which ESOs feel the students they work with reflect, self-assess, and revise their goals and develop insights into their capabilities.

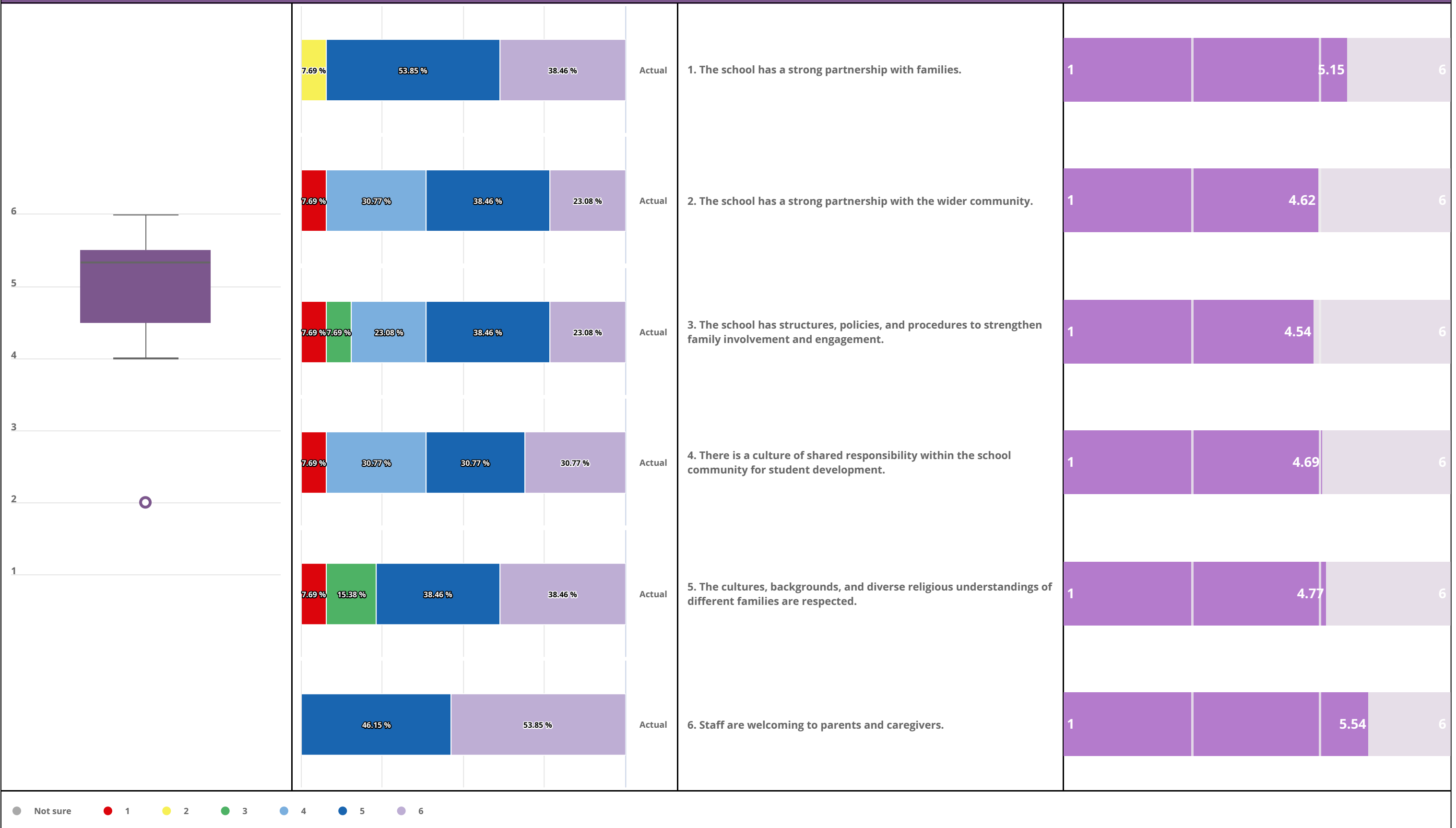


ESO Perceptions (Component 4: Community Engagement)

BSC Quadrant: COMMUNITY

Construct: Partnerships

The extent to which the school has built strong relationships with families and communities.

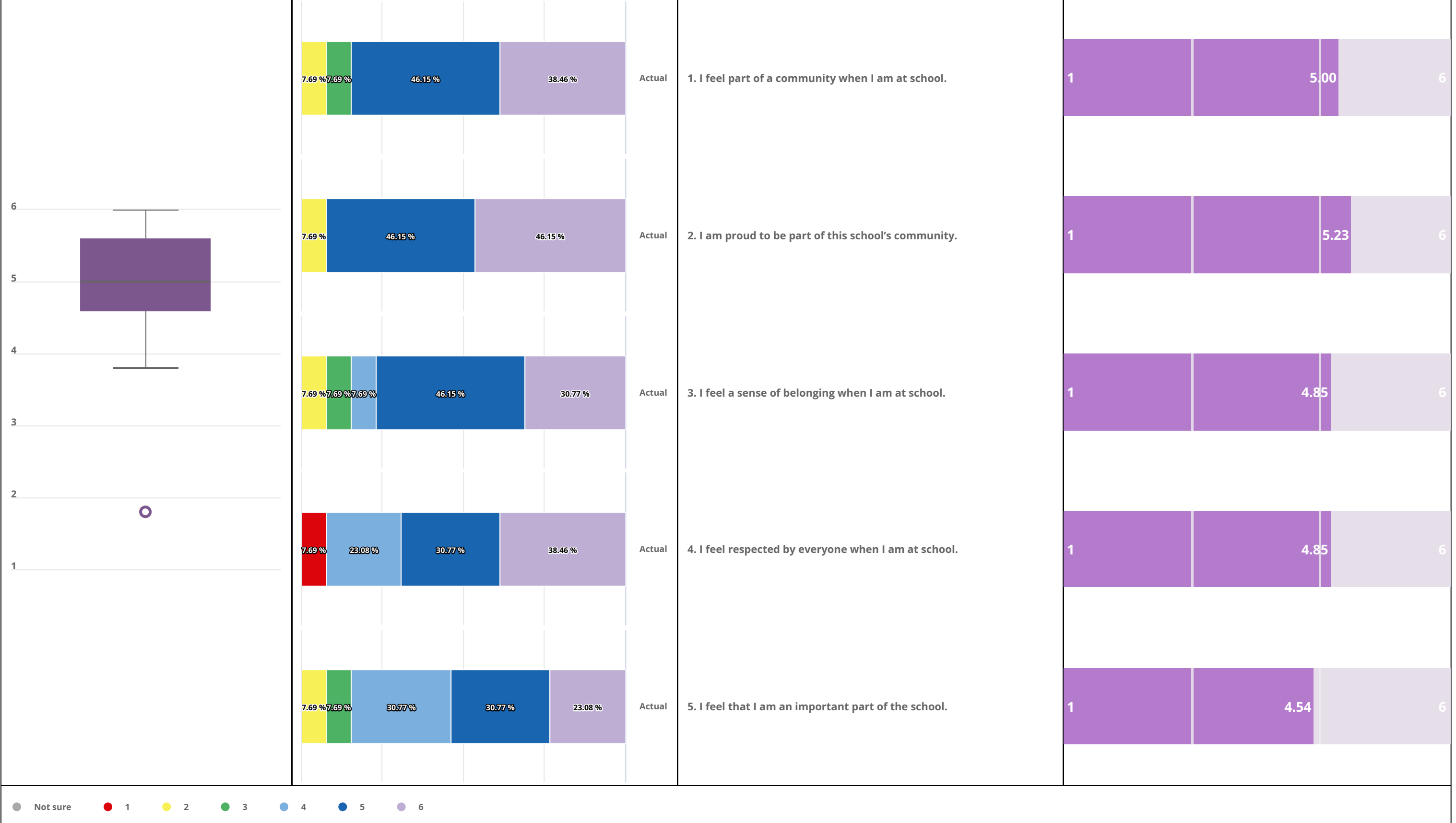


ESO Perceptions (Component 4: Community Engagement)

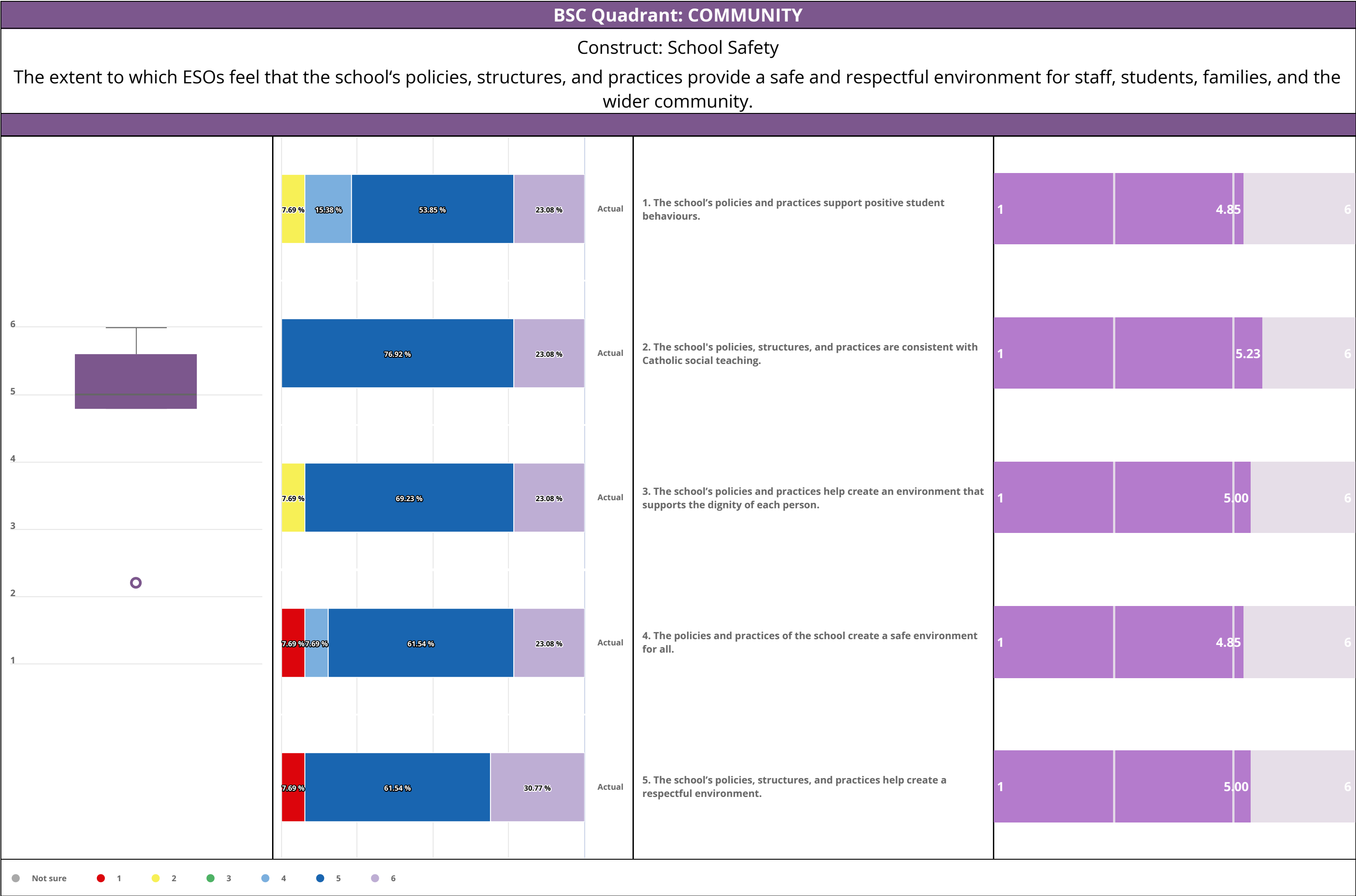
BSC Quadrant: COMMUNITY

Construct: Welcoming School

The extent to which ESOs feel that the culture of the school is welcoming and inclusive of them.



ESO Perceptions (Safety)

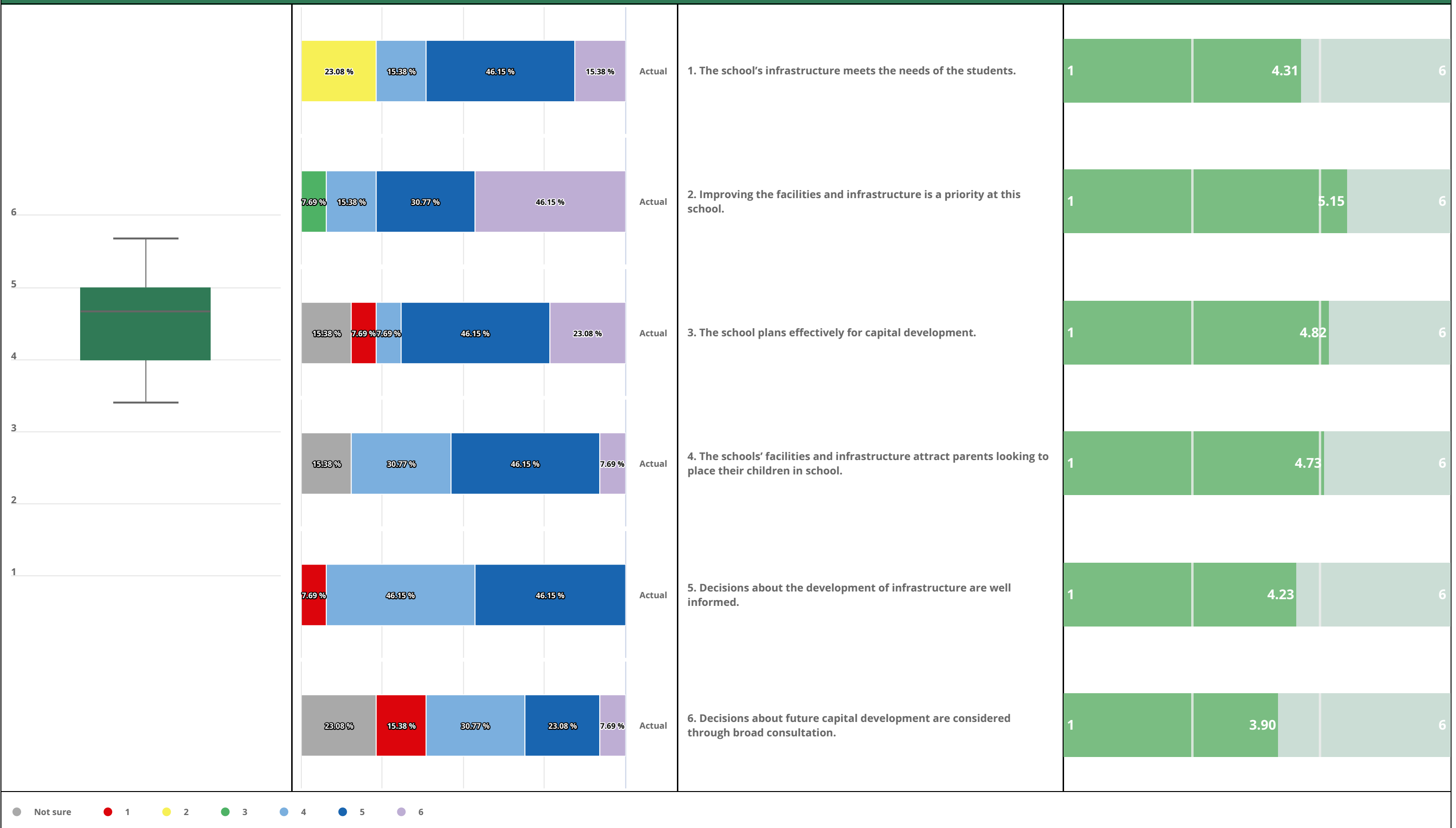


ESO Perceptions (Infrastructure)

BSC Quadrant: RESOURCING

Construct: Infrastructure

The extent to which the school's infrastructure meets the needs of the students and assesses the school's capacity to plan future capital development.



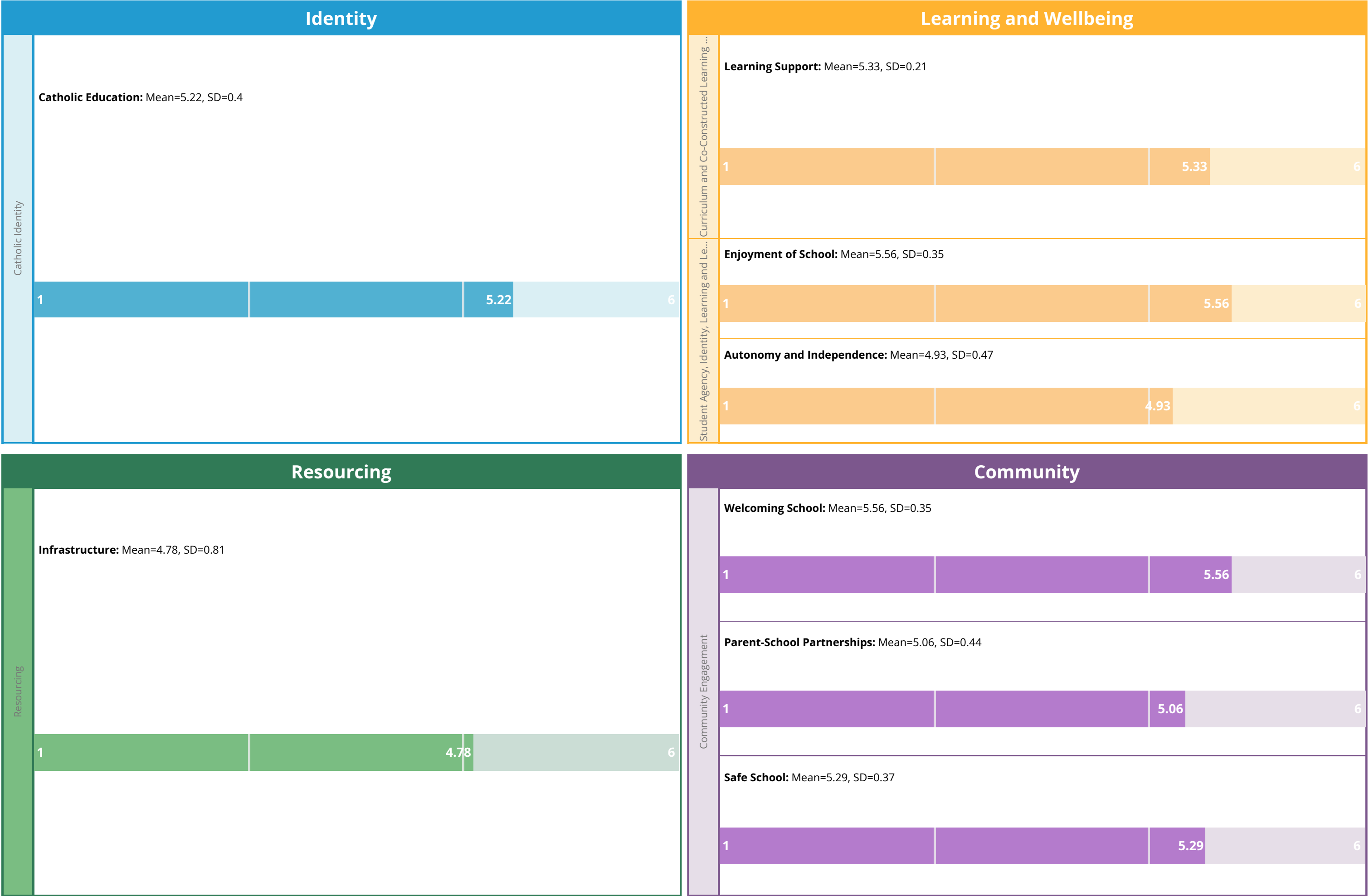
LLL Parent & Caregiver Survey: Our Lady of the Visitation School, Taperoo SA 5017

8 participants

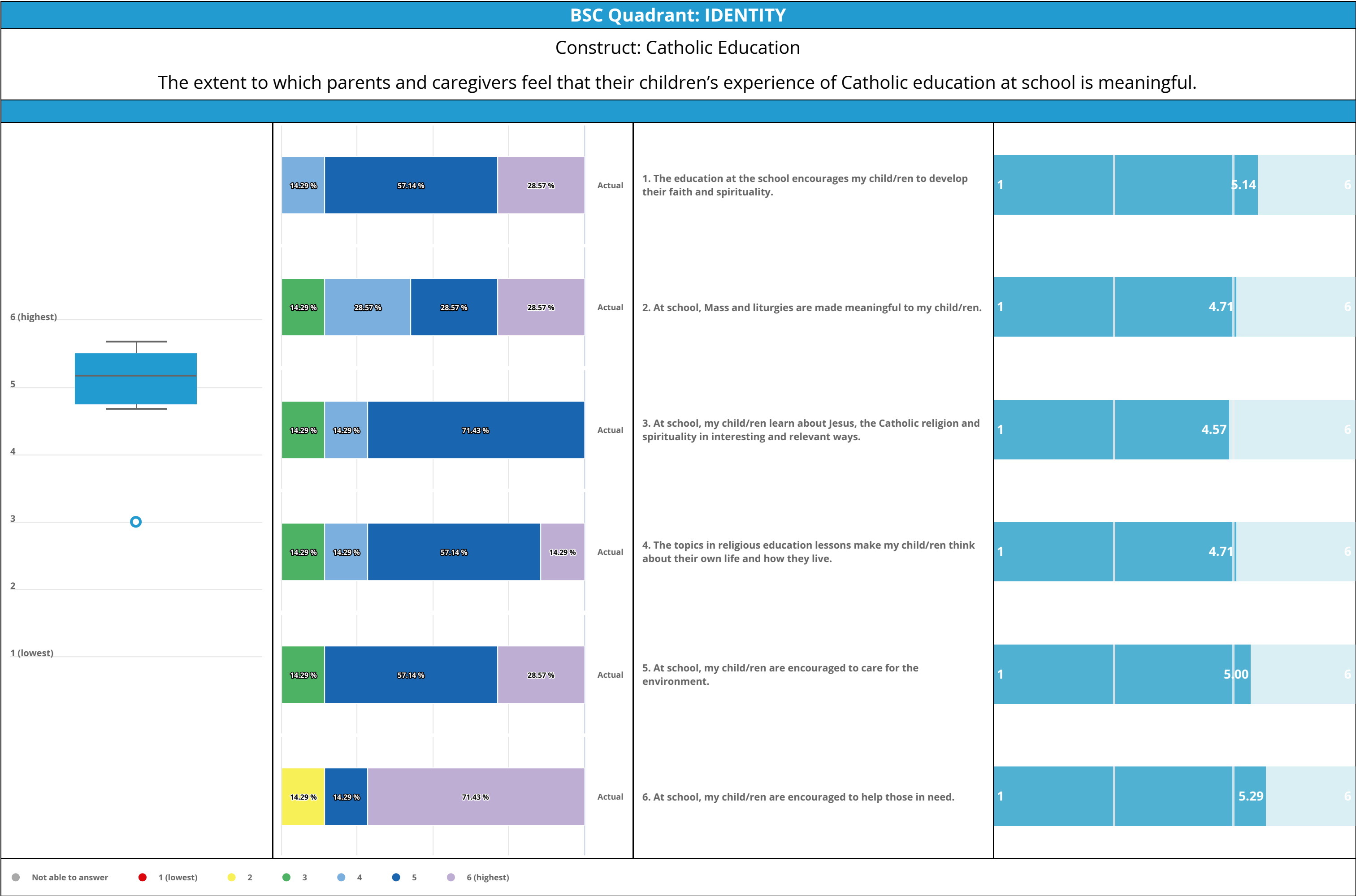
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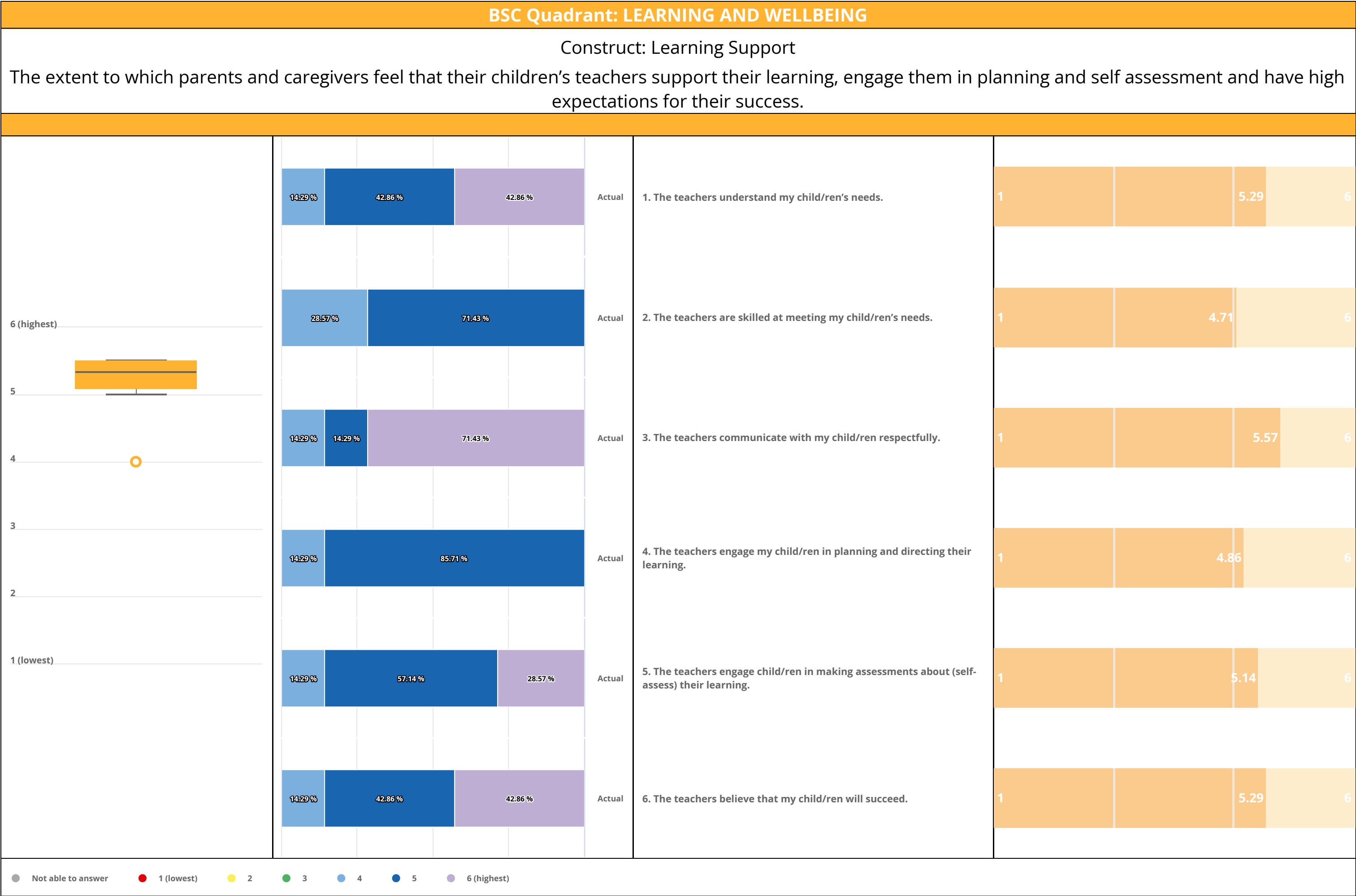
Balanced Score Card: Parent & Caregiver Perceptions (LLL Framework)



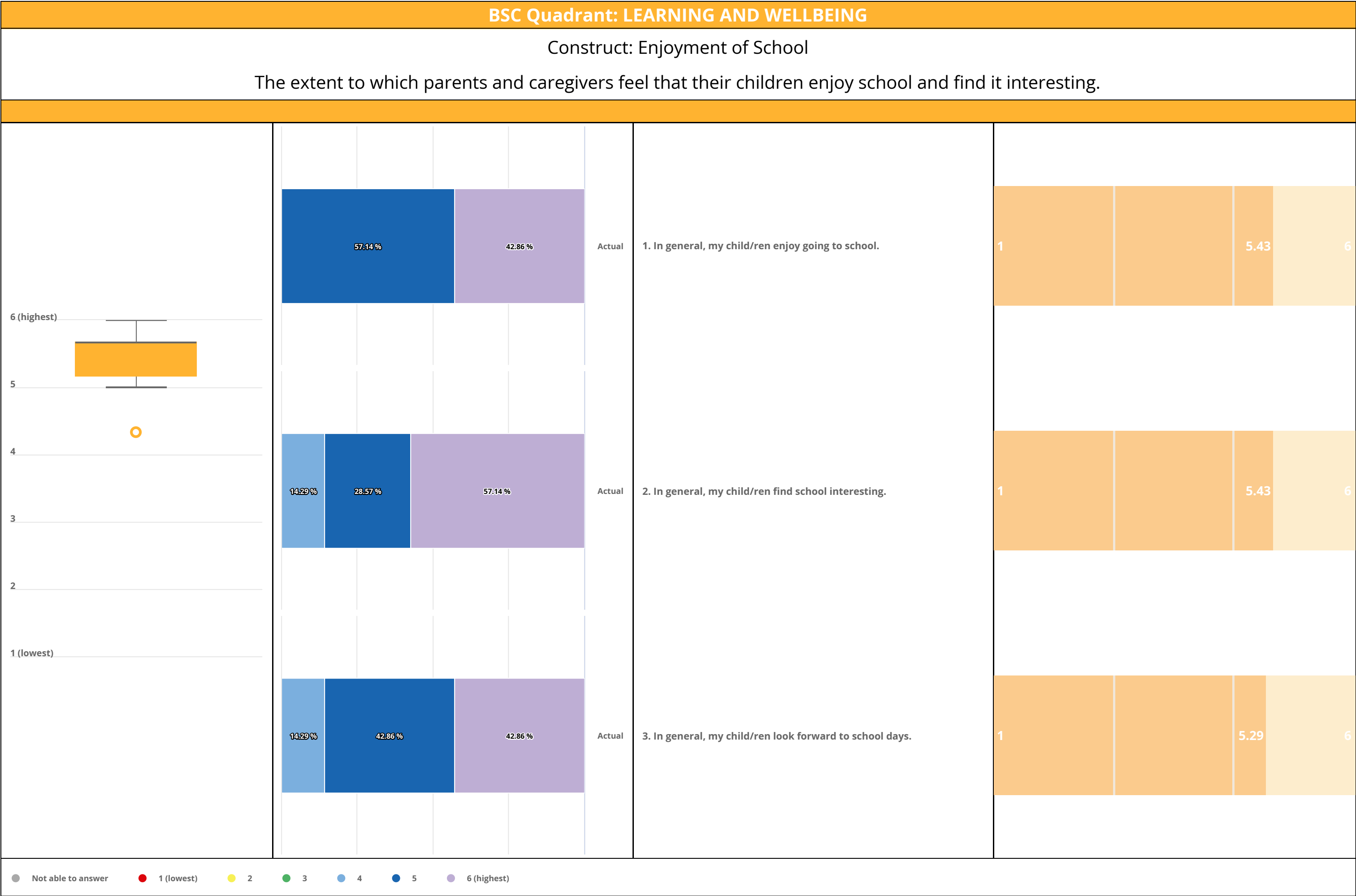
Parent & Caregiver Perceptions (Component 1: Catholic Identity)



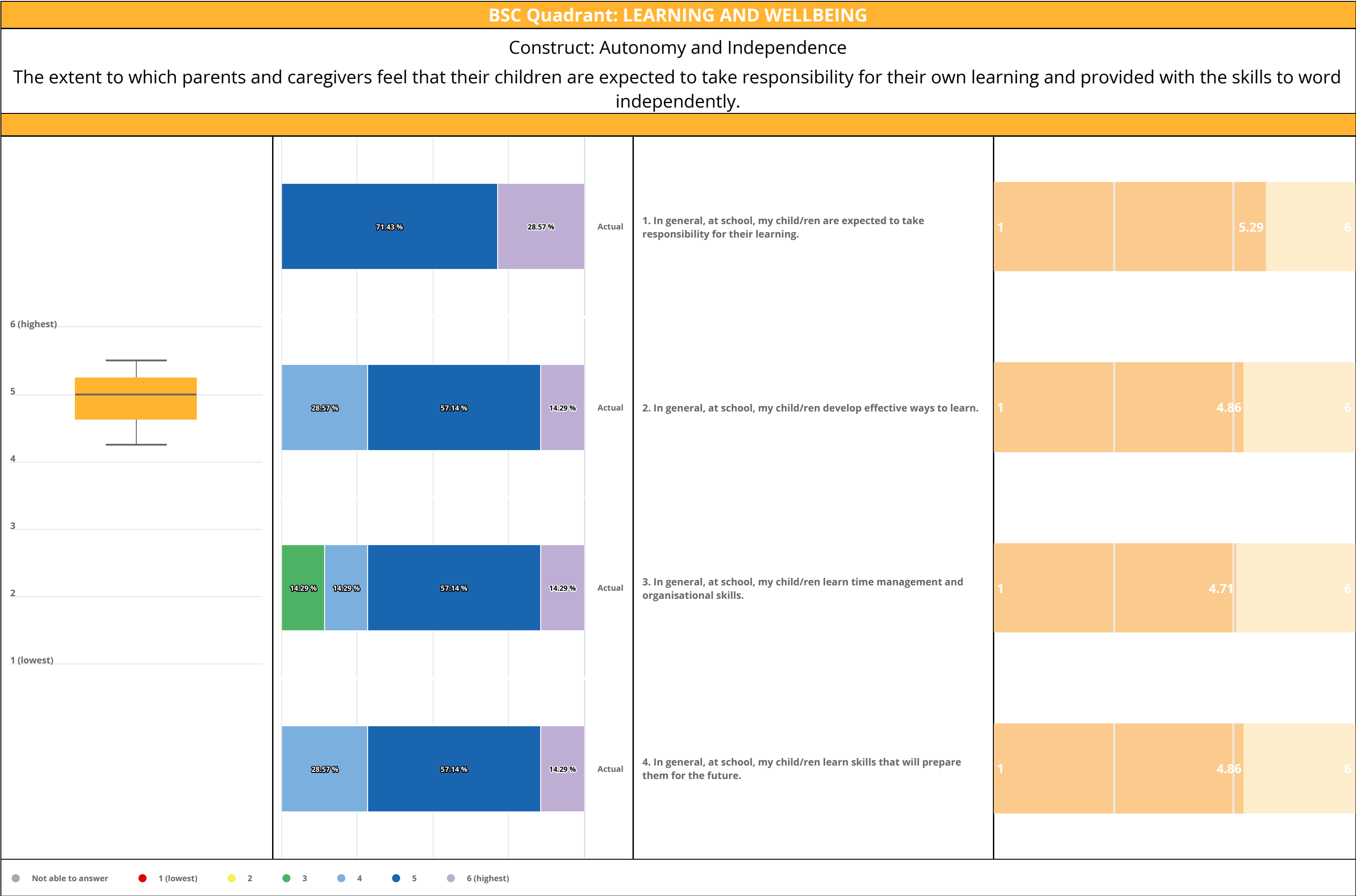
Parent & Caregiver Perceptions (Component 2: Curriculum and Co-Constructed Learning Design)



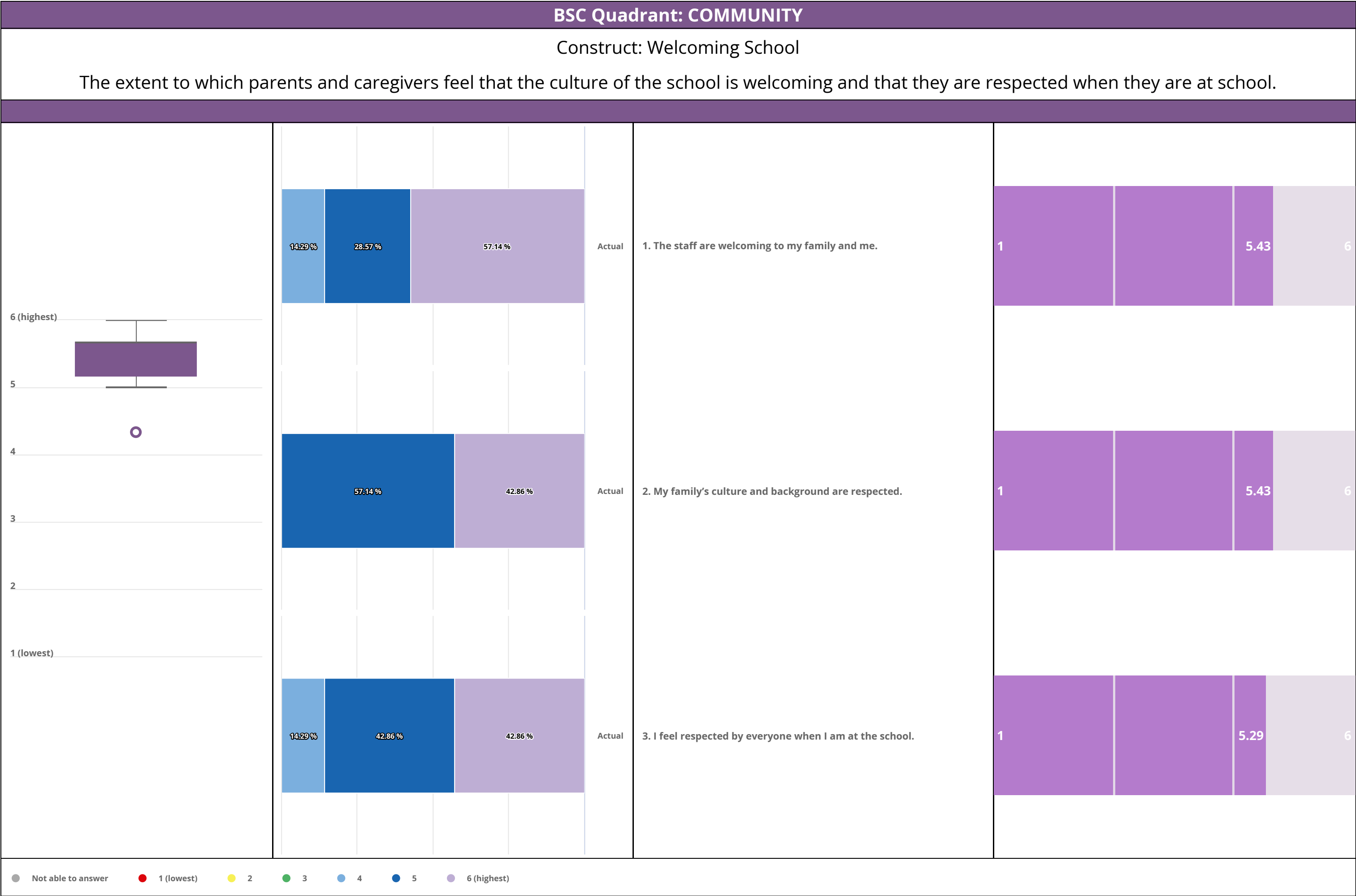
Parent & Caregiver Perceptions (Component 3: Student Agency, Identity, Learning and Leadership)



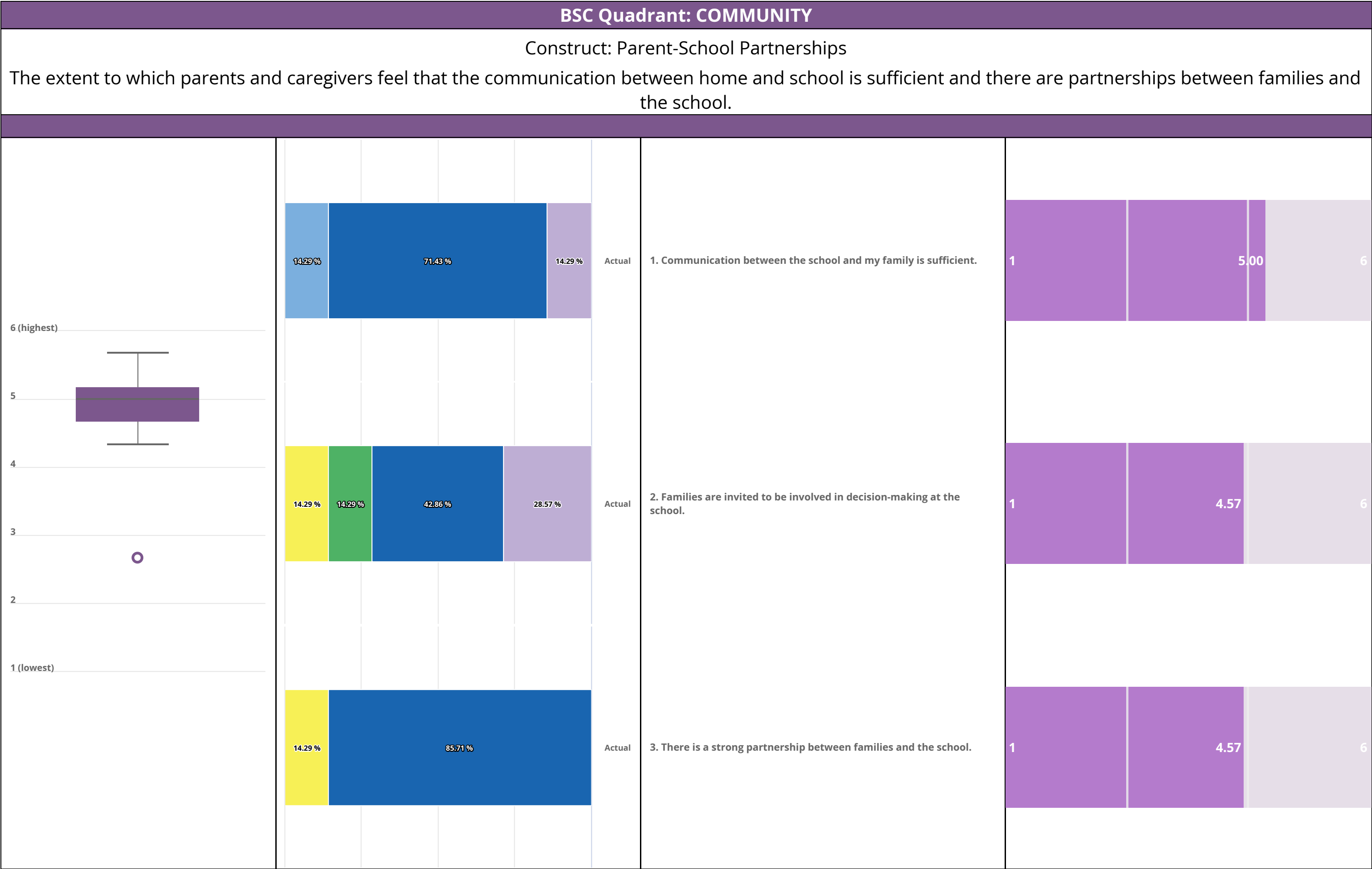
Parent & Caregiver Perceptions (Component 3: Student Agency, Identity, Learning and Leadership)



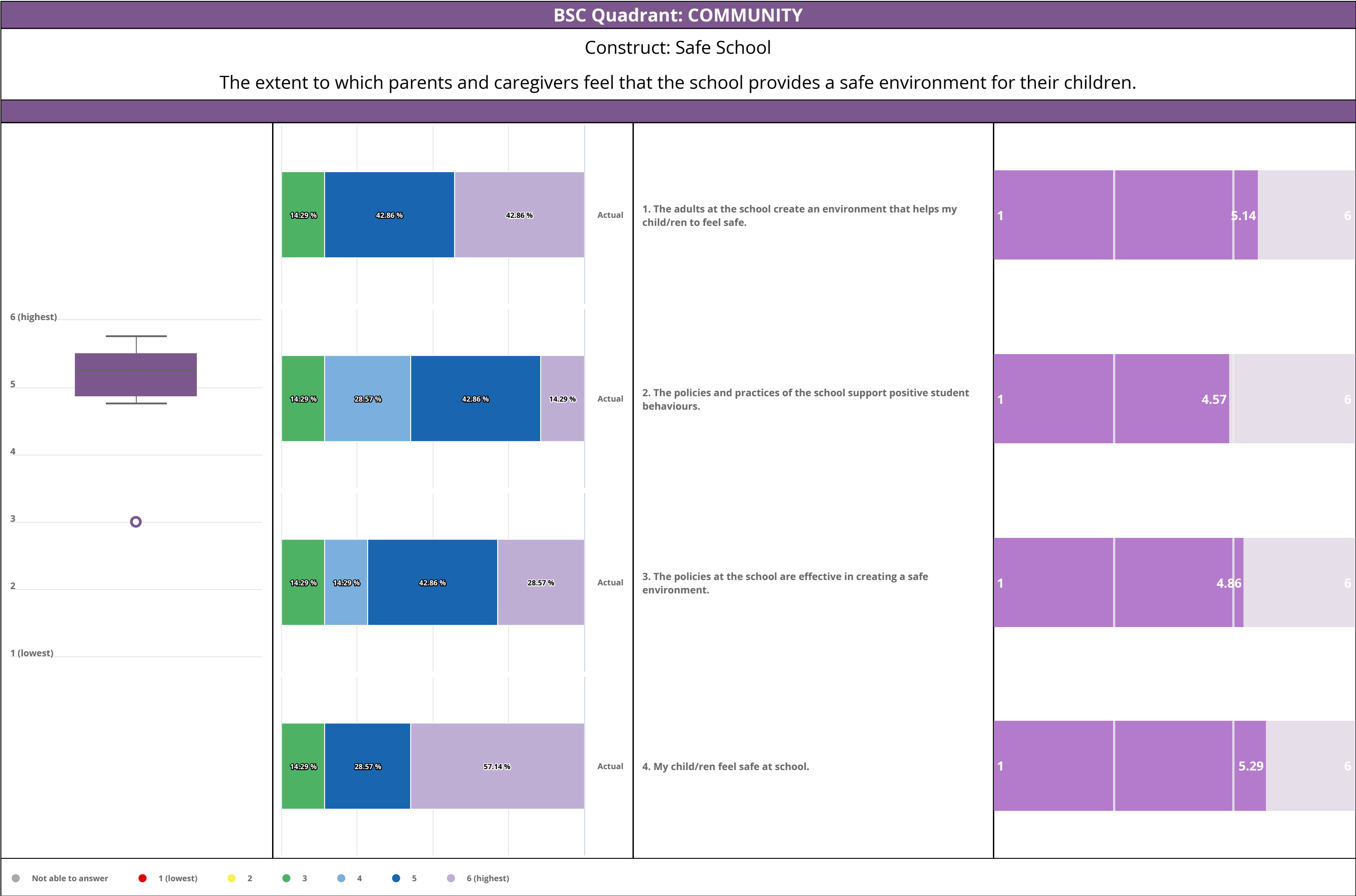
Parent & Caregiver Perceptions (Component 4: Community Engagement)



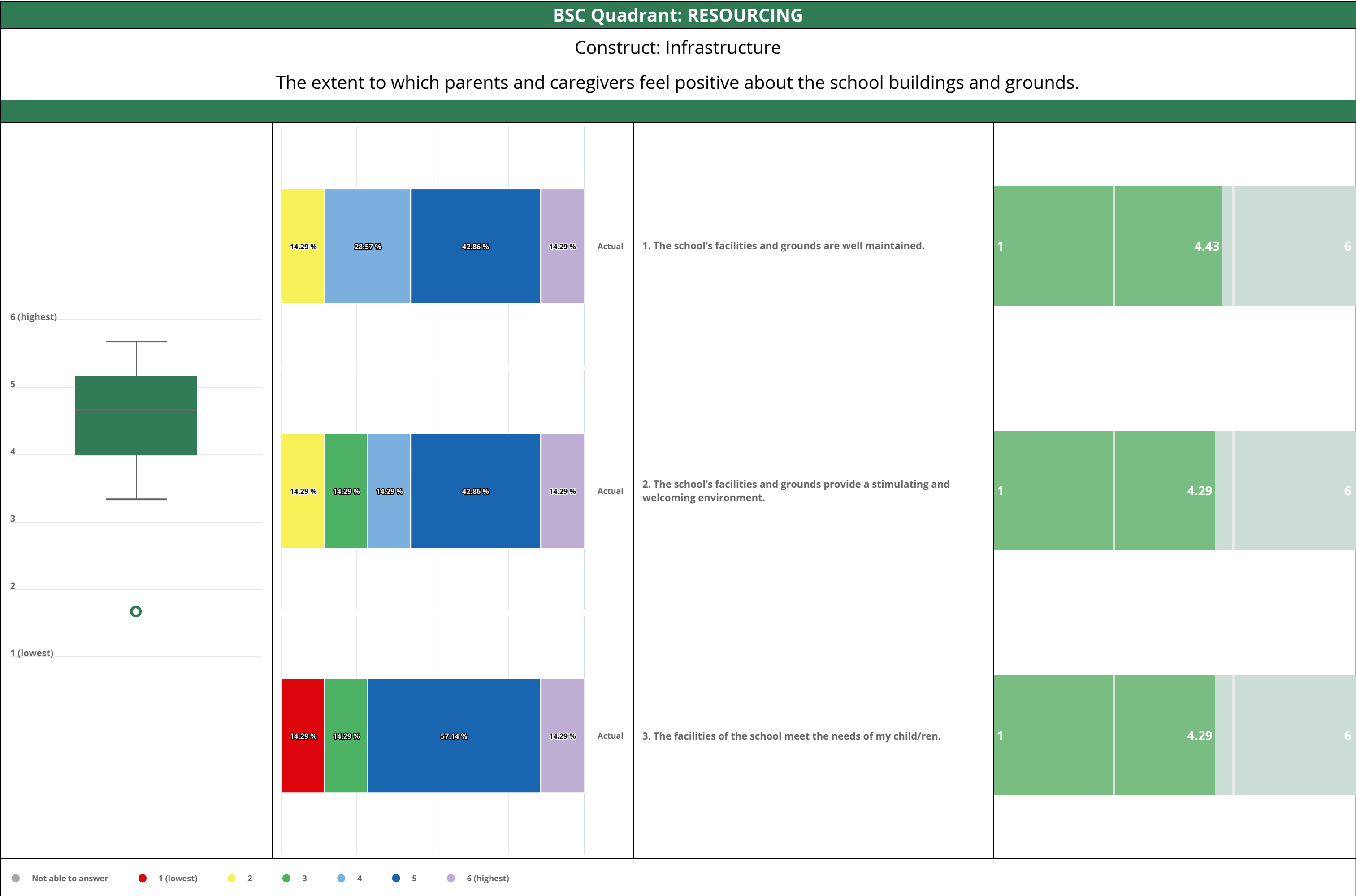
Parent & Caregiver Perceptions (Component 4: Community Engagement)



Parent & Caregiver Perceptions (Safety)



Parent & Caregiver Perceptions (Infrastructure)



LLL Student Survey - Years 2, 3 & 4: Our Lady of the Visitation School, Taperoo SA 5017

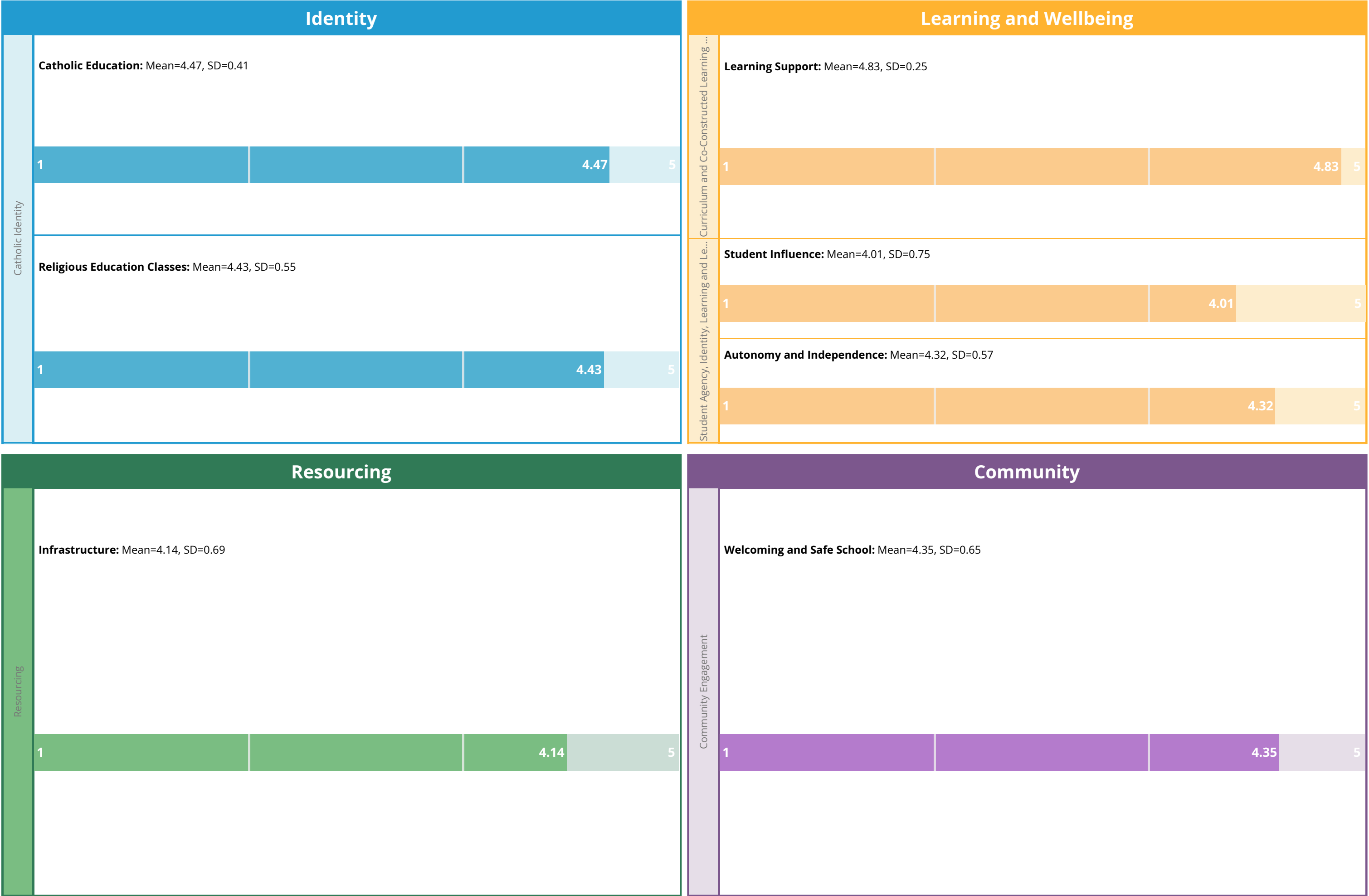
97 participants

5 participants were found to be disengaged and were not included in these results.

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Balanced Score Card: Student Perceptions (LLL Framework)

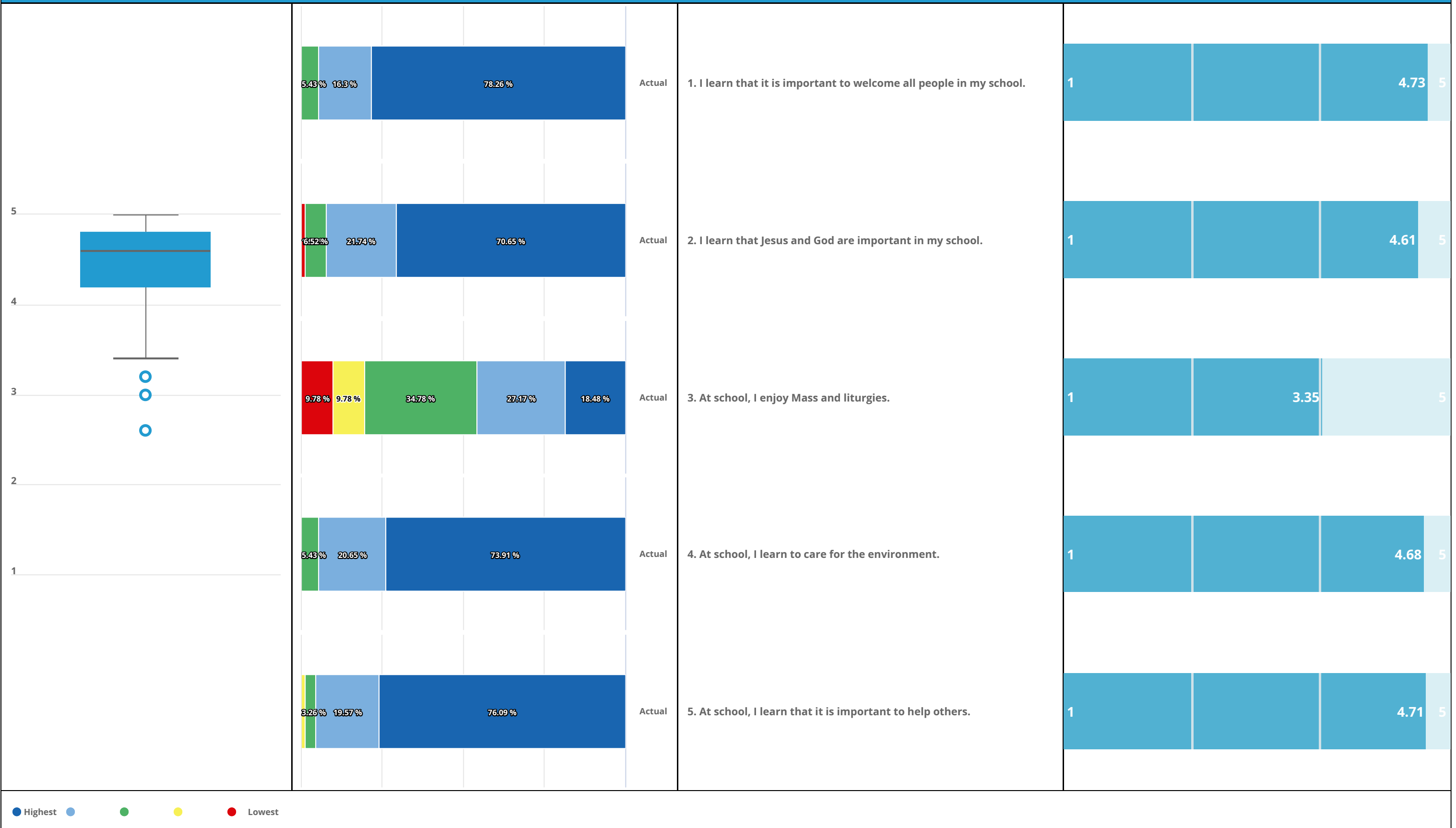


Student Perceptions (Component 1: Catholic Identity)

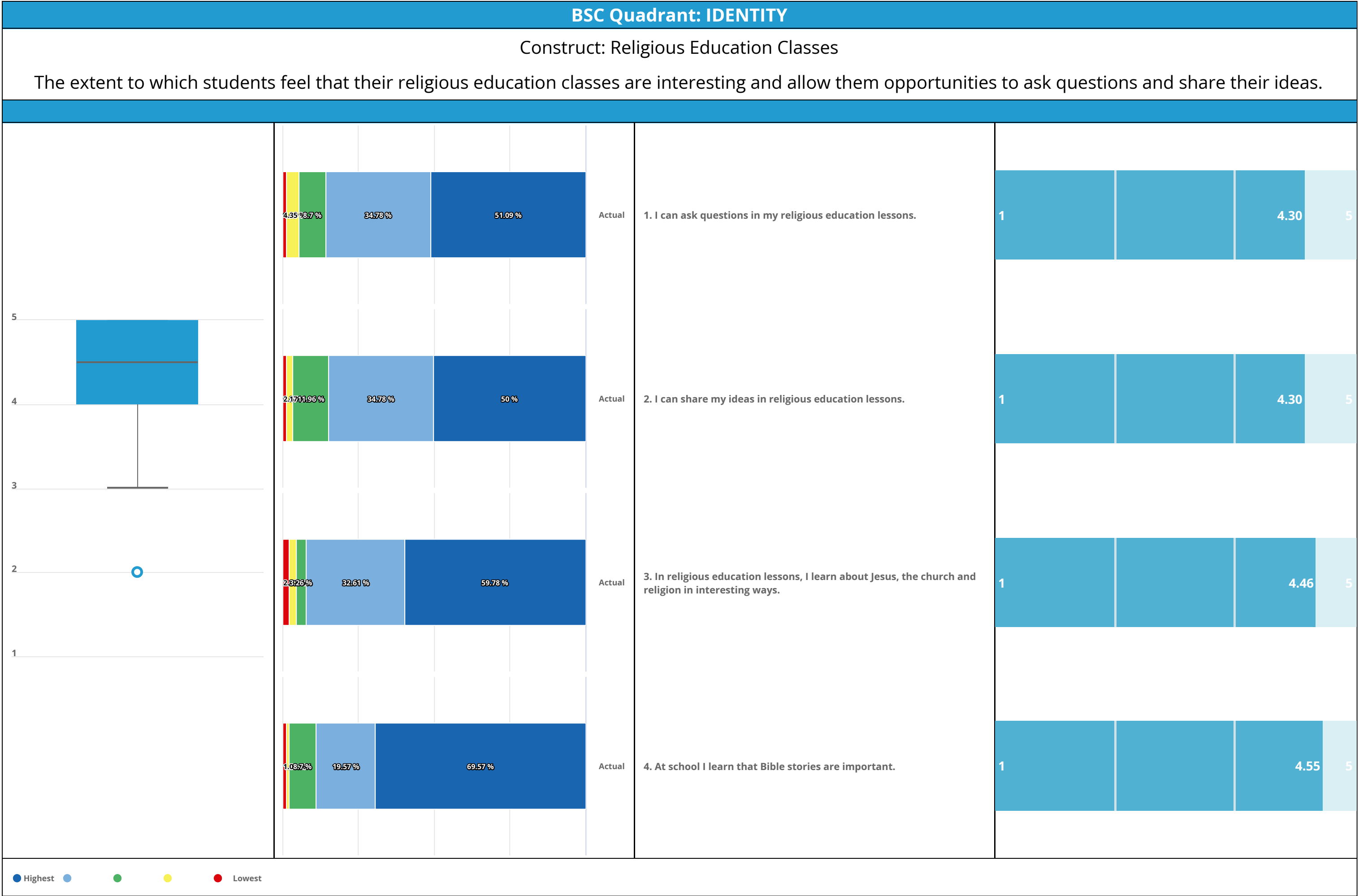
BSC Quadrant: IDENTITY

Construct: Catholic Education

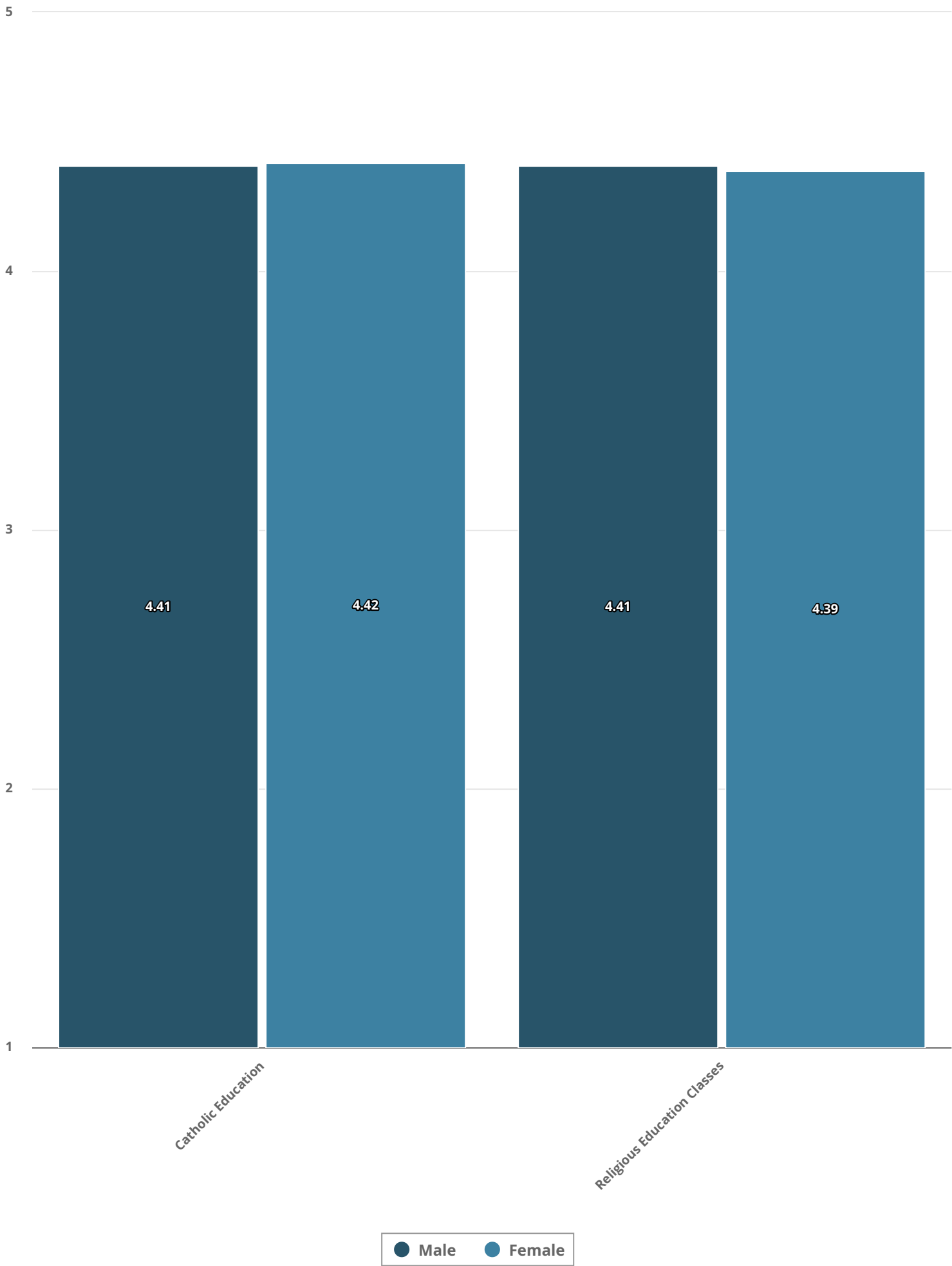
The extent to which students feel that their experience of Catholic education at school is meaningful



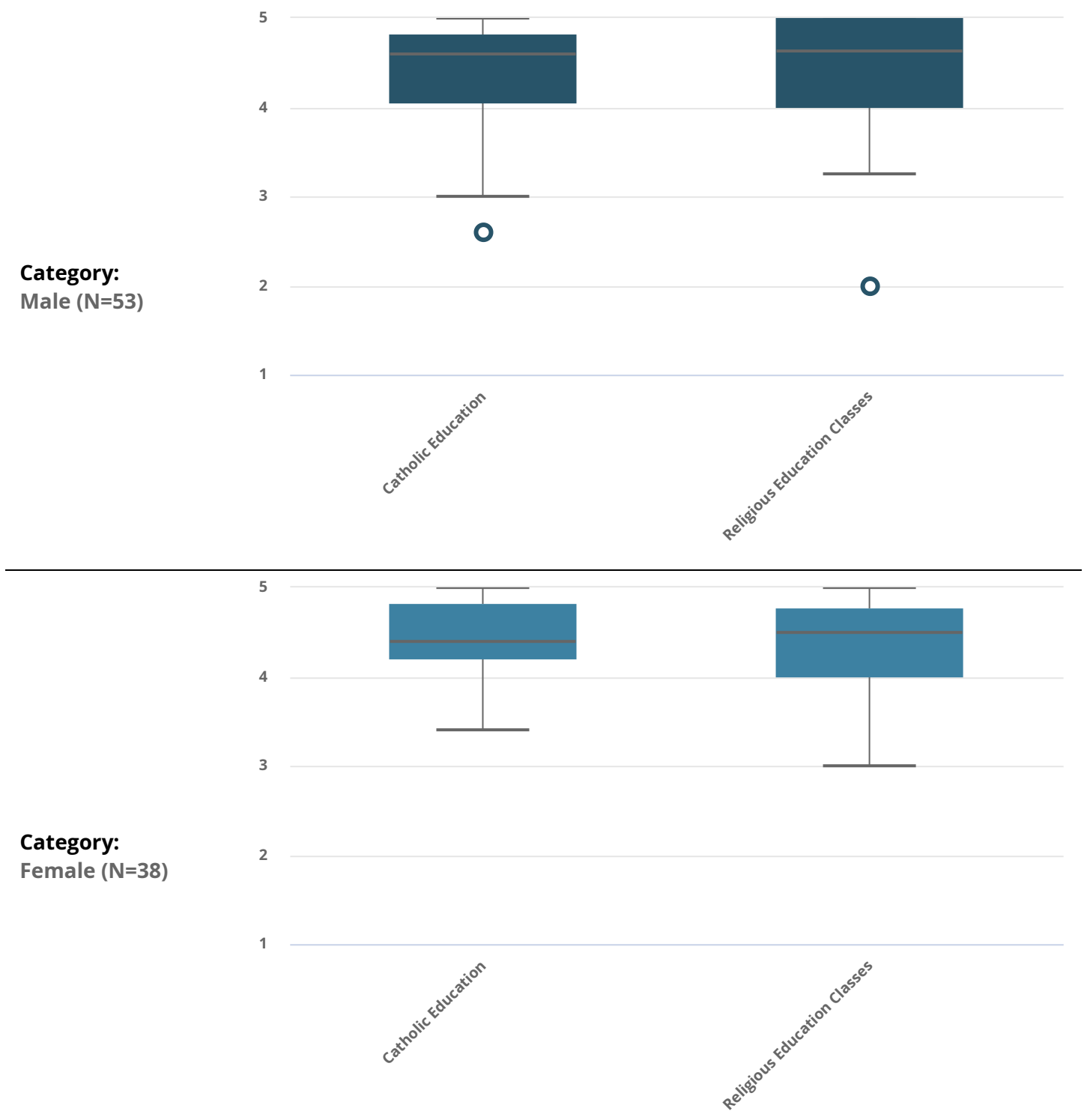
Student Perceptions (Component 1: Catholic Identity)



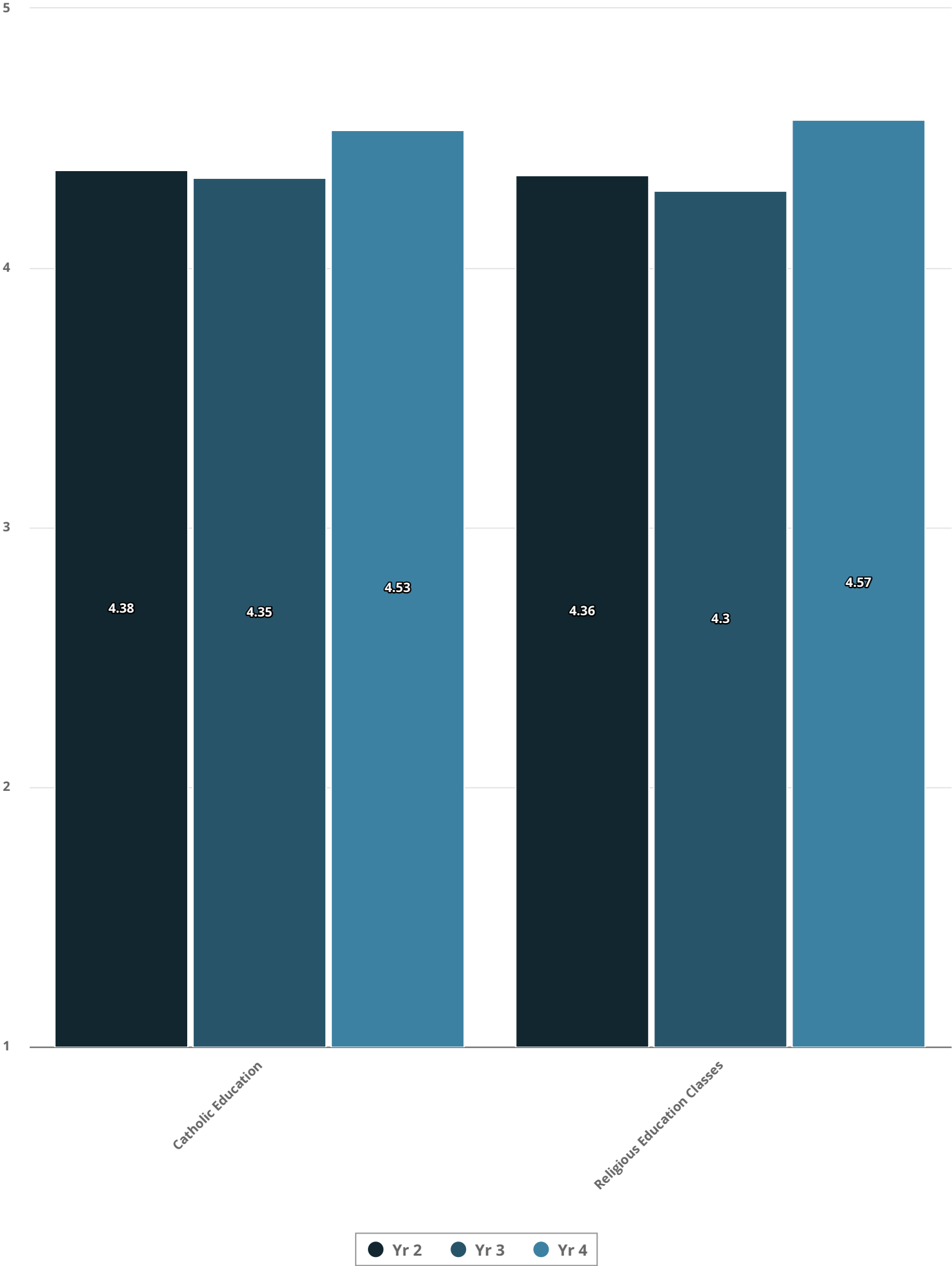
LLL Component 1: Catholic Identity by Gender



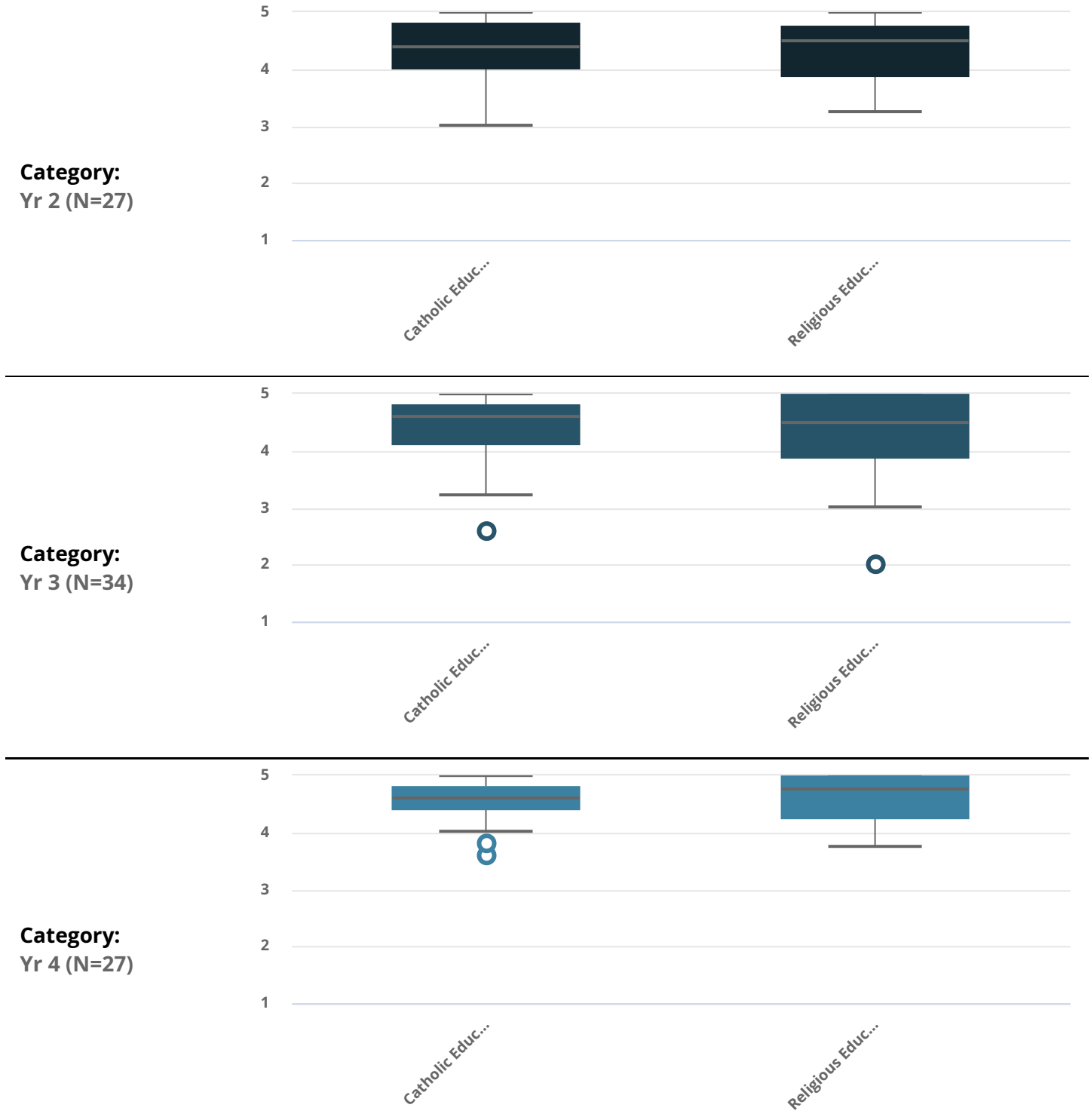
Note: Sometimes, the sample size for groups may differ slightly, as extreme outliers (e.g., with a greater distance from the median than 1.5 times the interquartile range) were removed from the analysis.



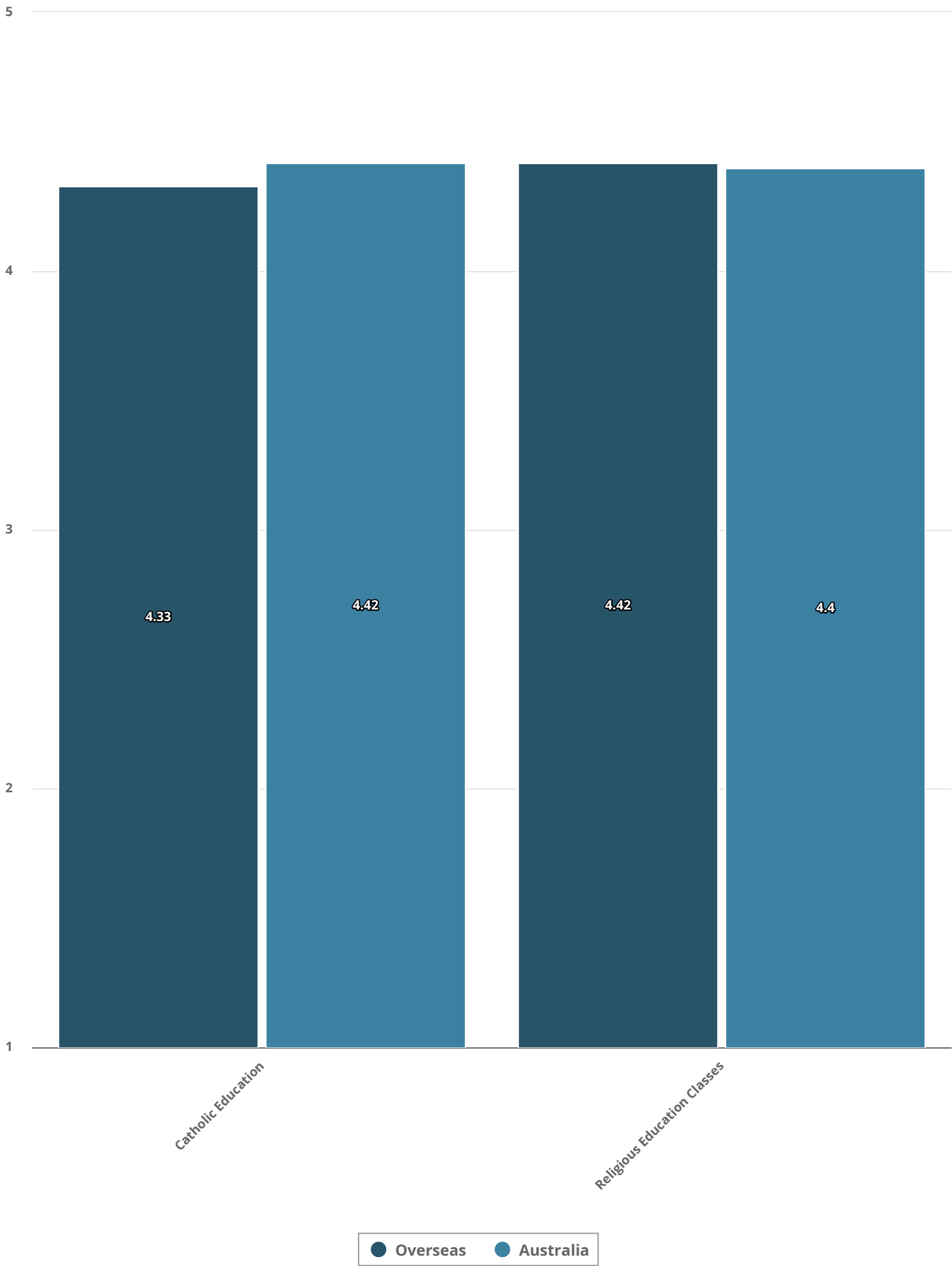
LLL Component 1: Catholic Identity by Year Level



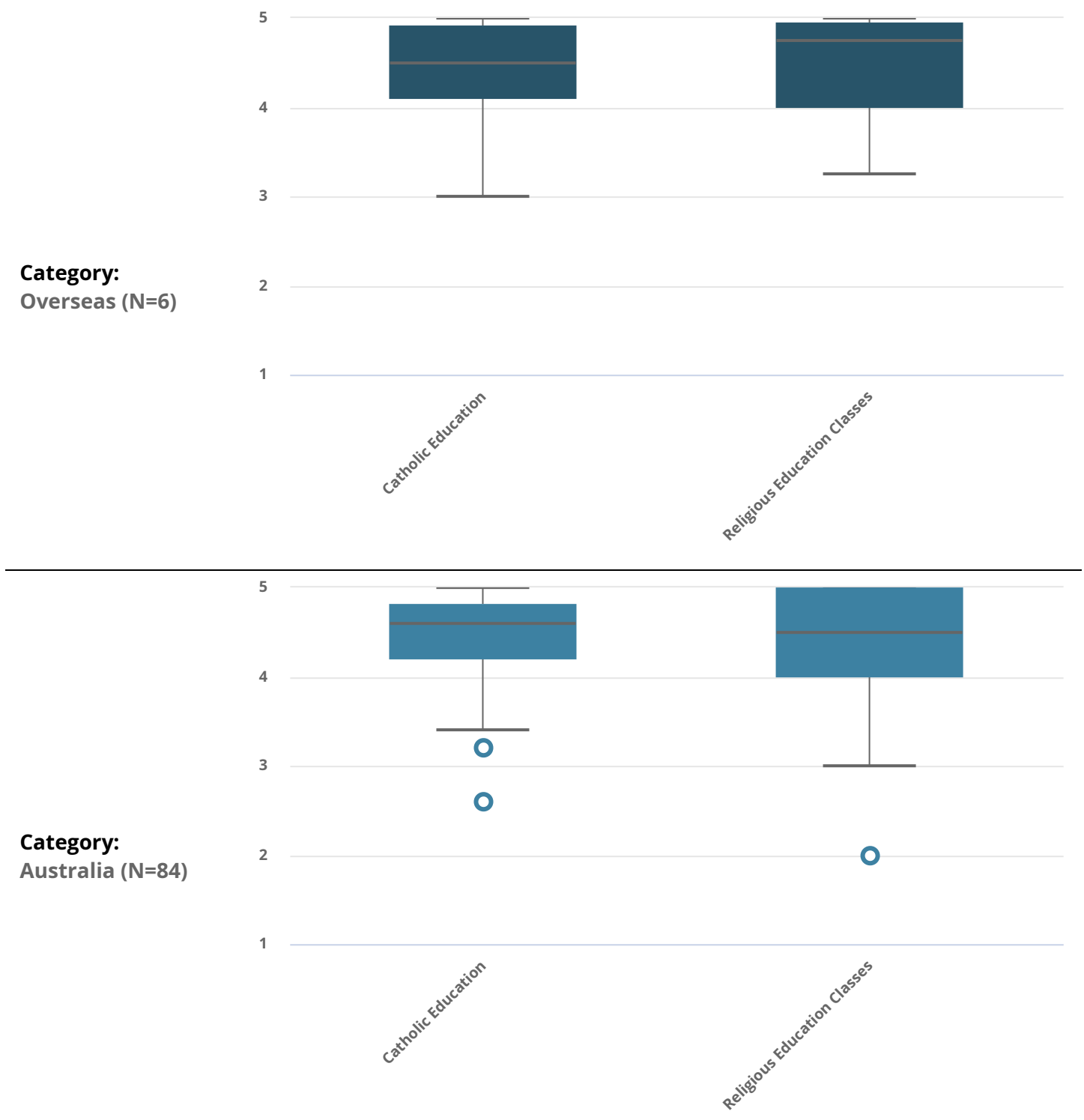
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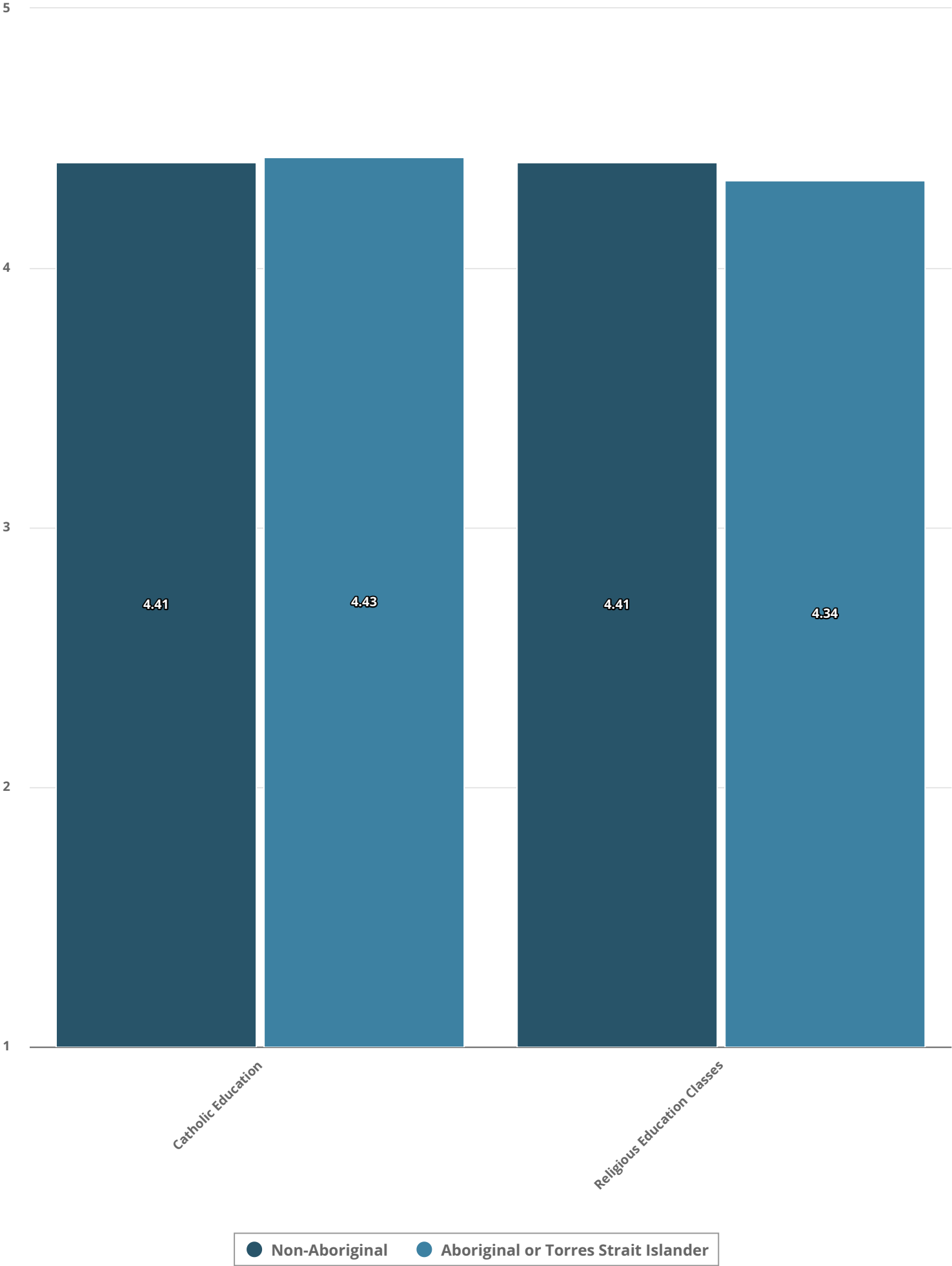
LLL Component 1: Catholic Identity by Birth Place



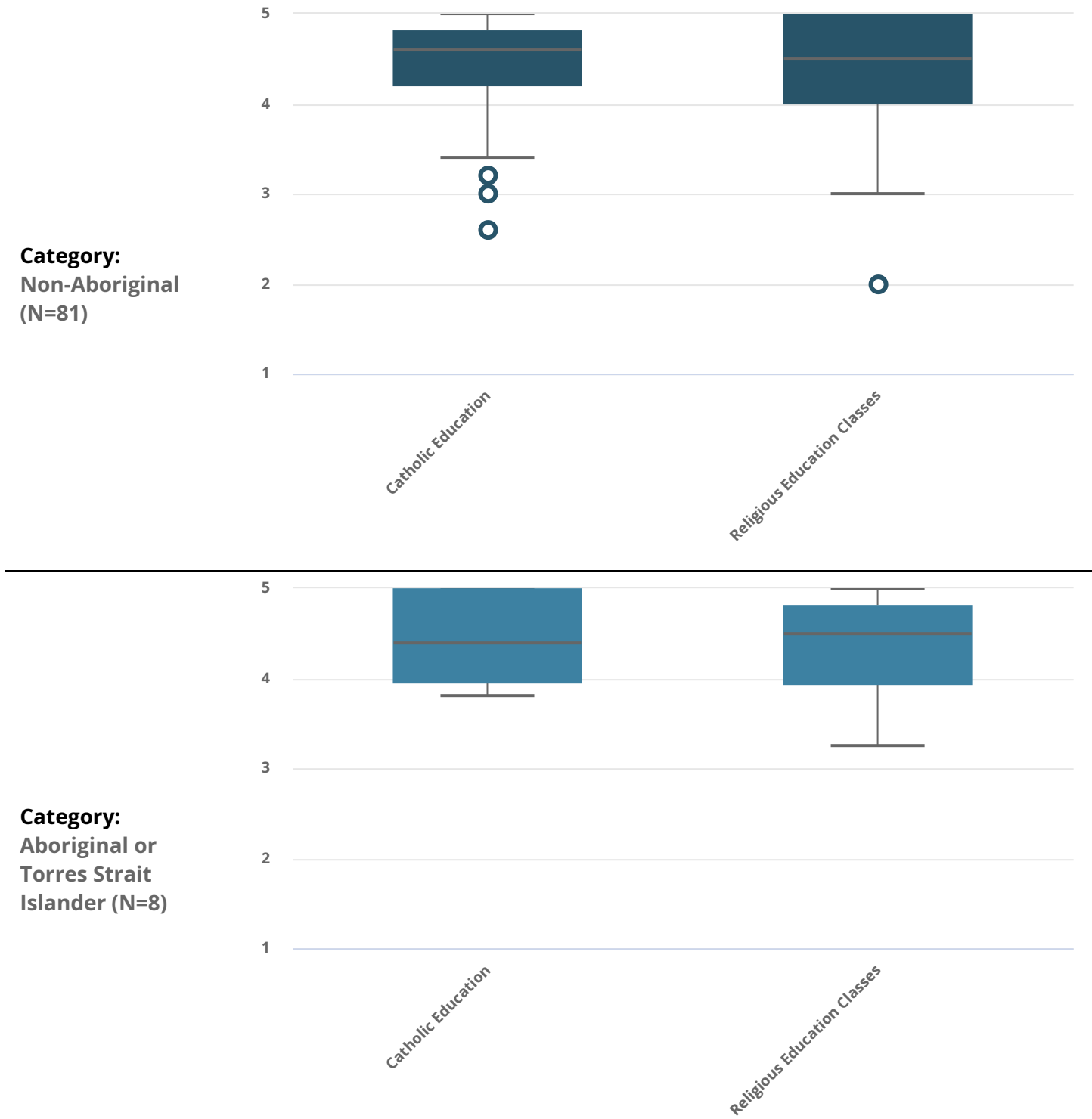
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LLL Component 1: Catholic Identity by Aboriginality



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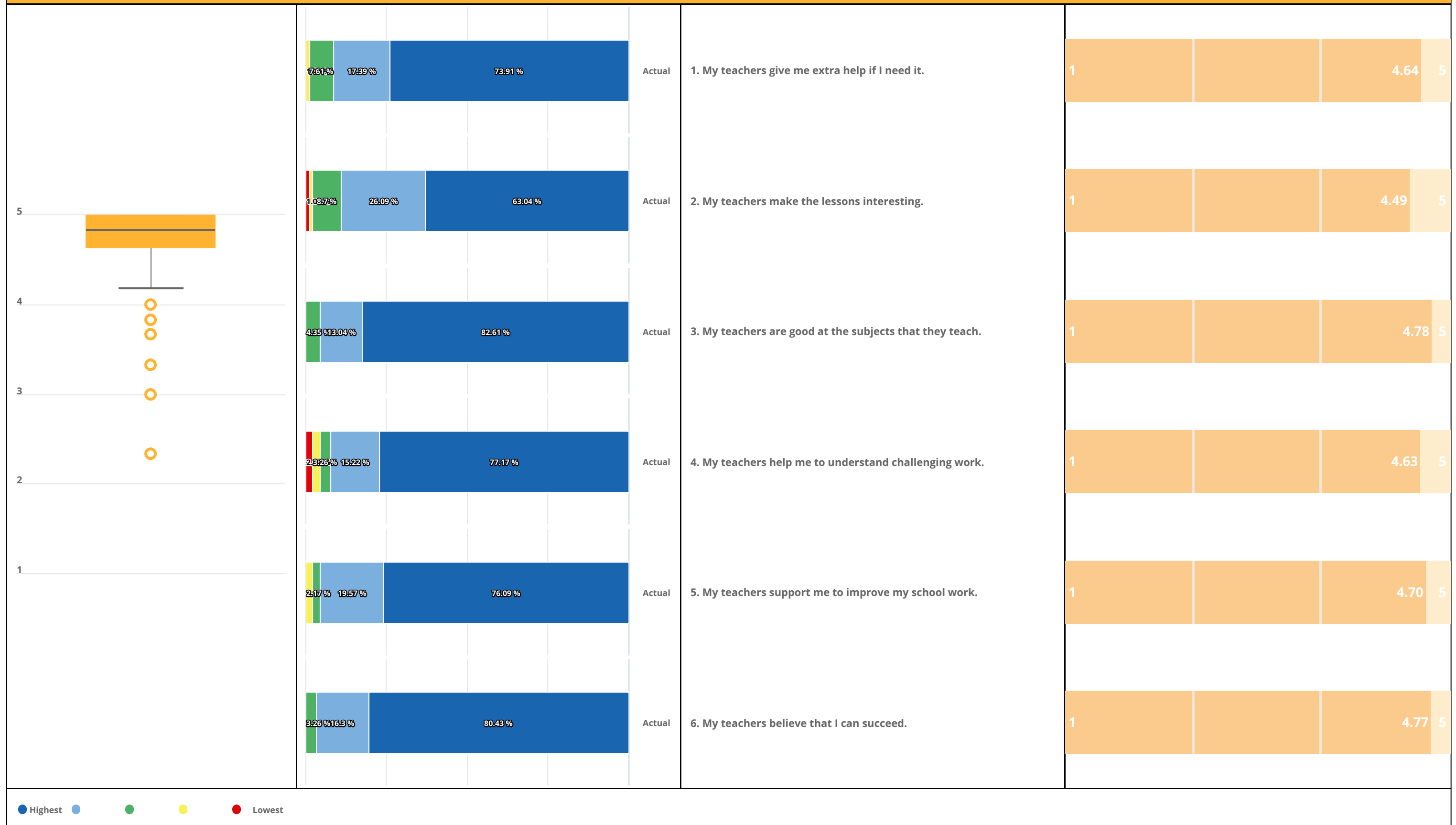


Student Perceptions (Component 2: Curriculum and Co-Constructed Learning Design)

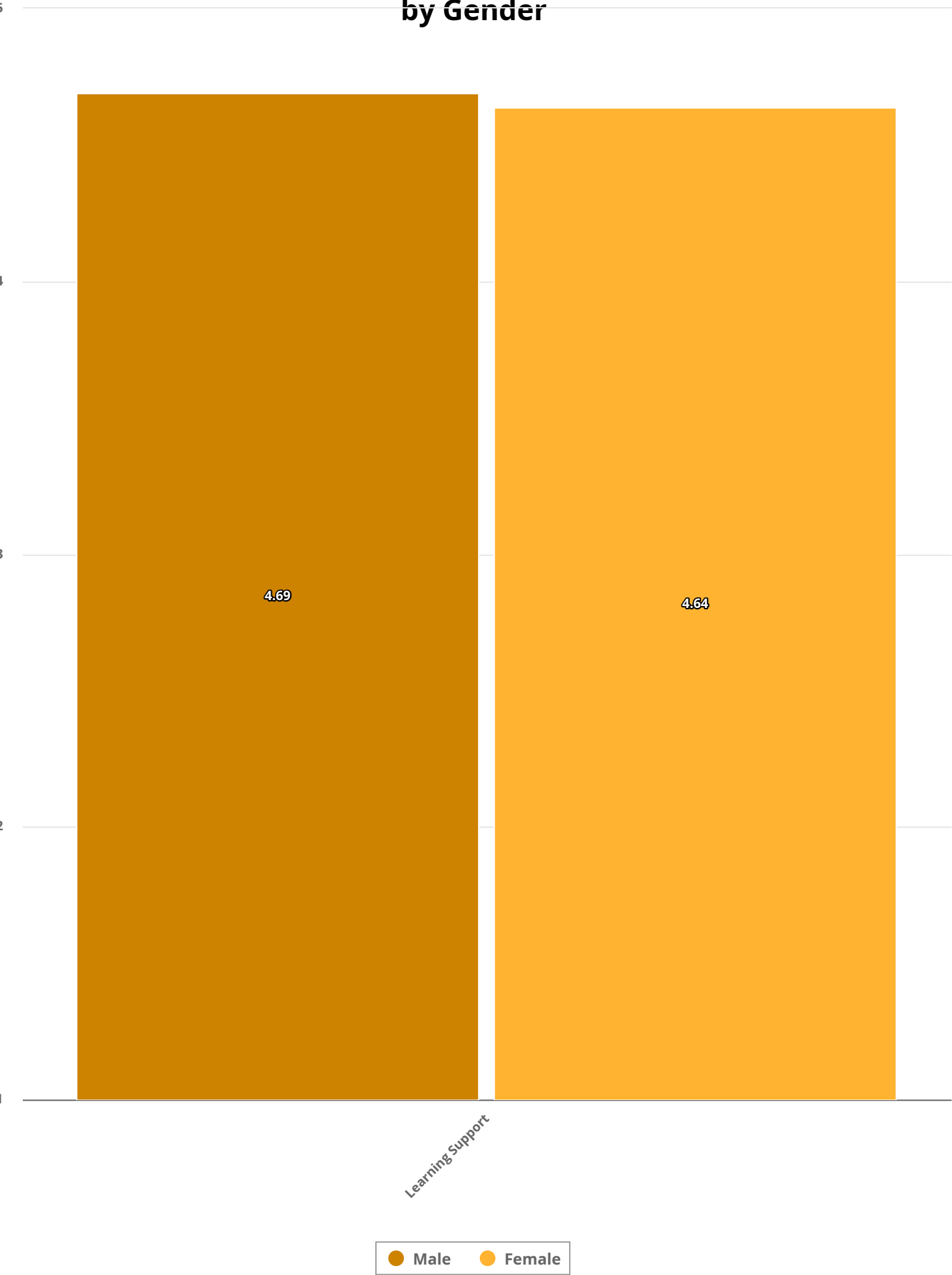
BSC Quadrant: LEARNING AND WELLBEING

Construct: Learning Support

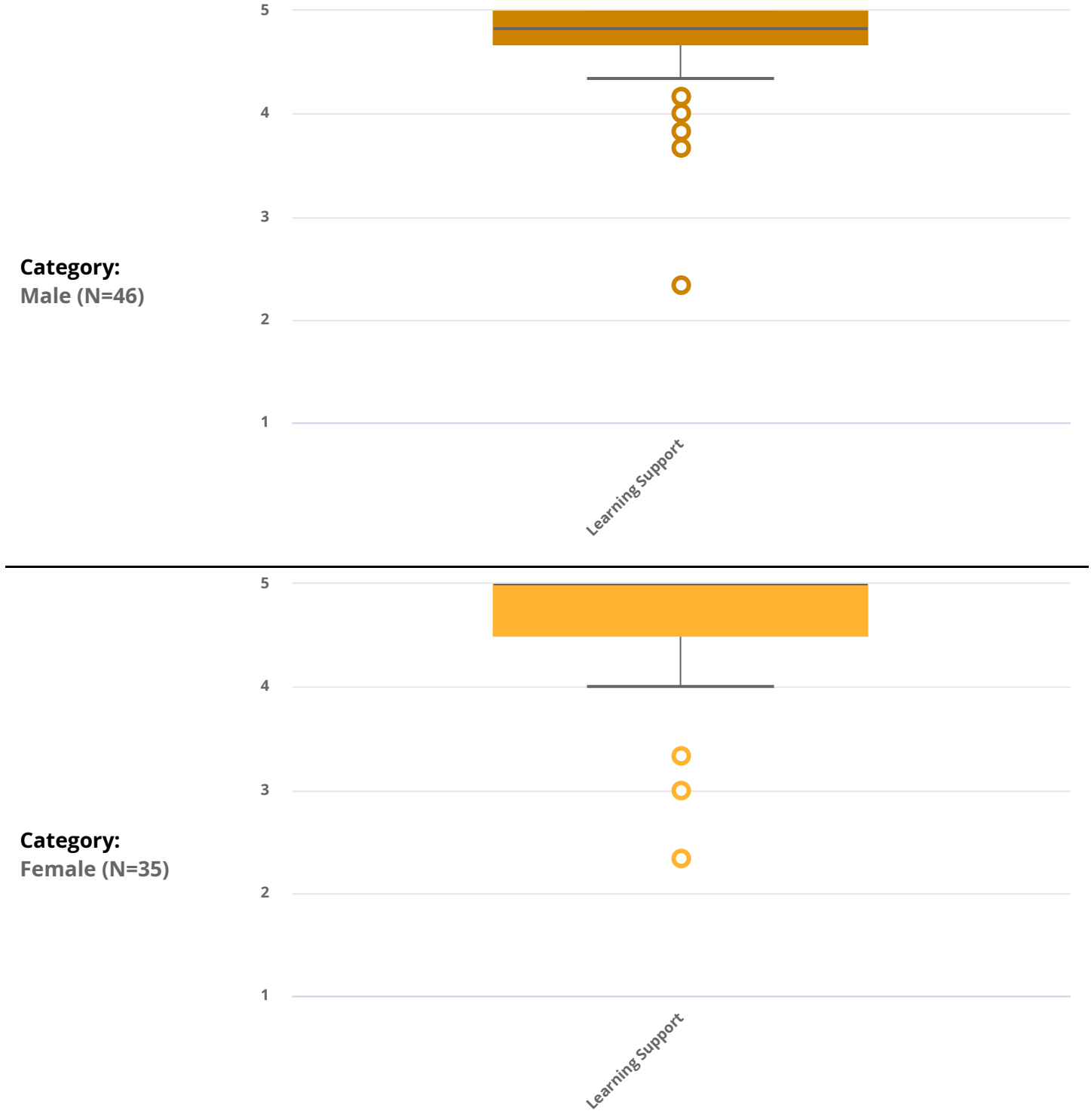
The extent to which students feel that their teachers support their learning.



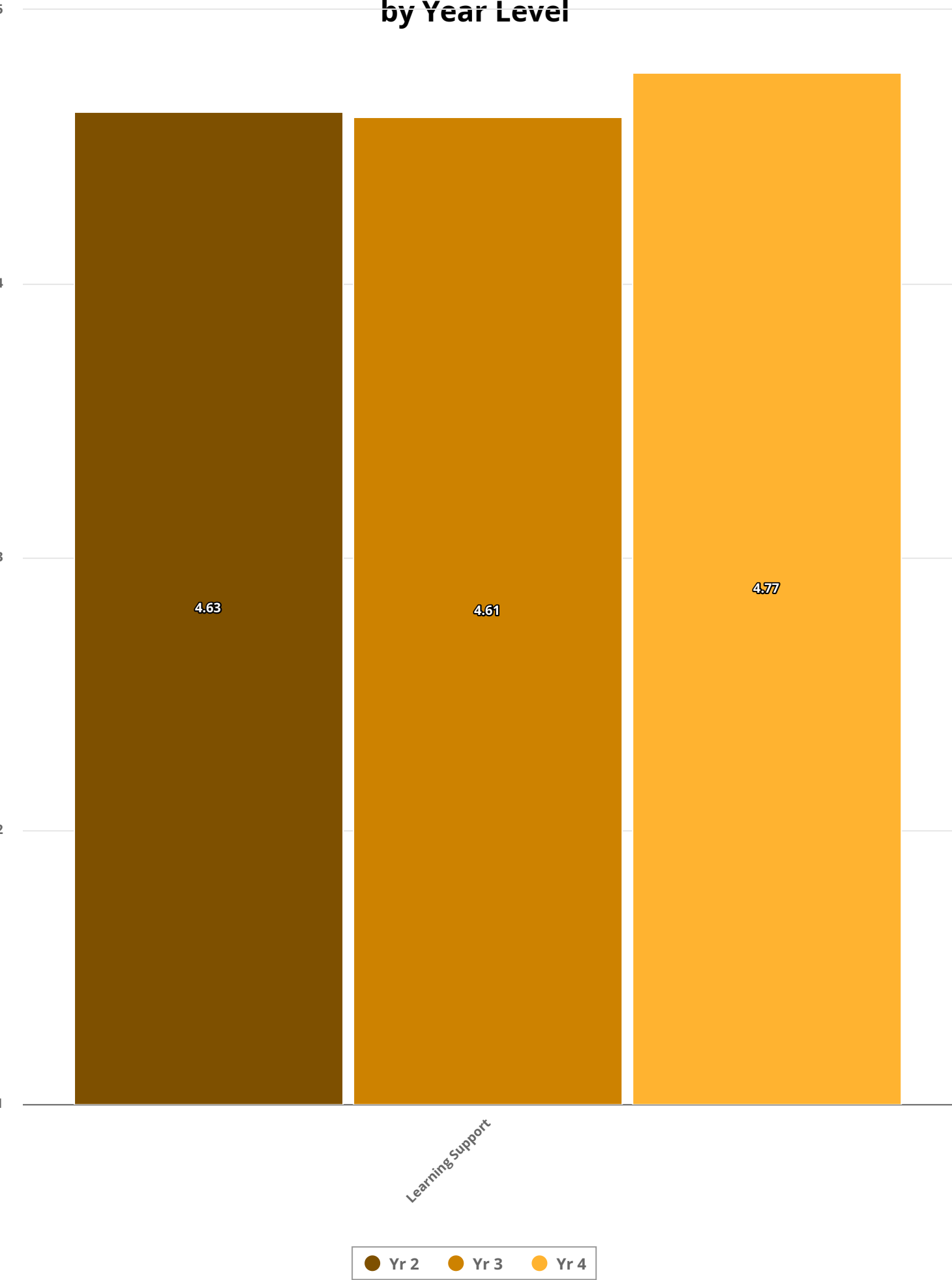
LLL Component 2: Curriculum and Co-constructed Learning Design by Gender



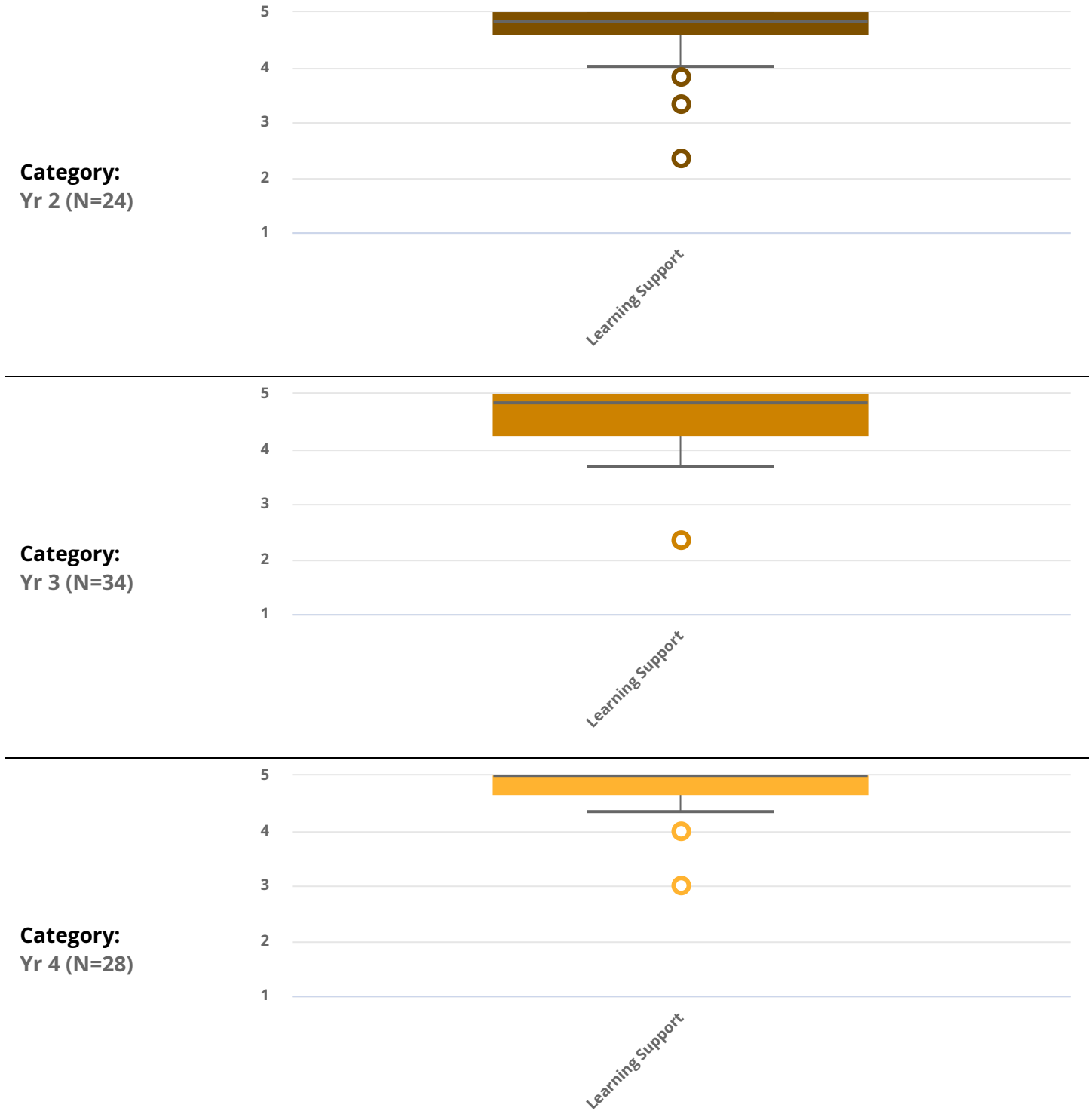
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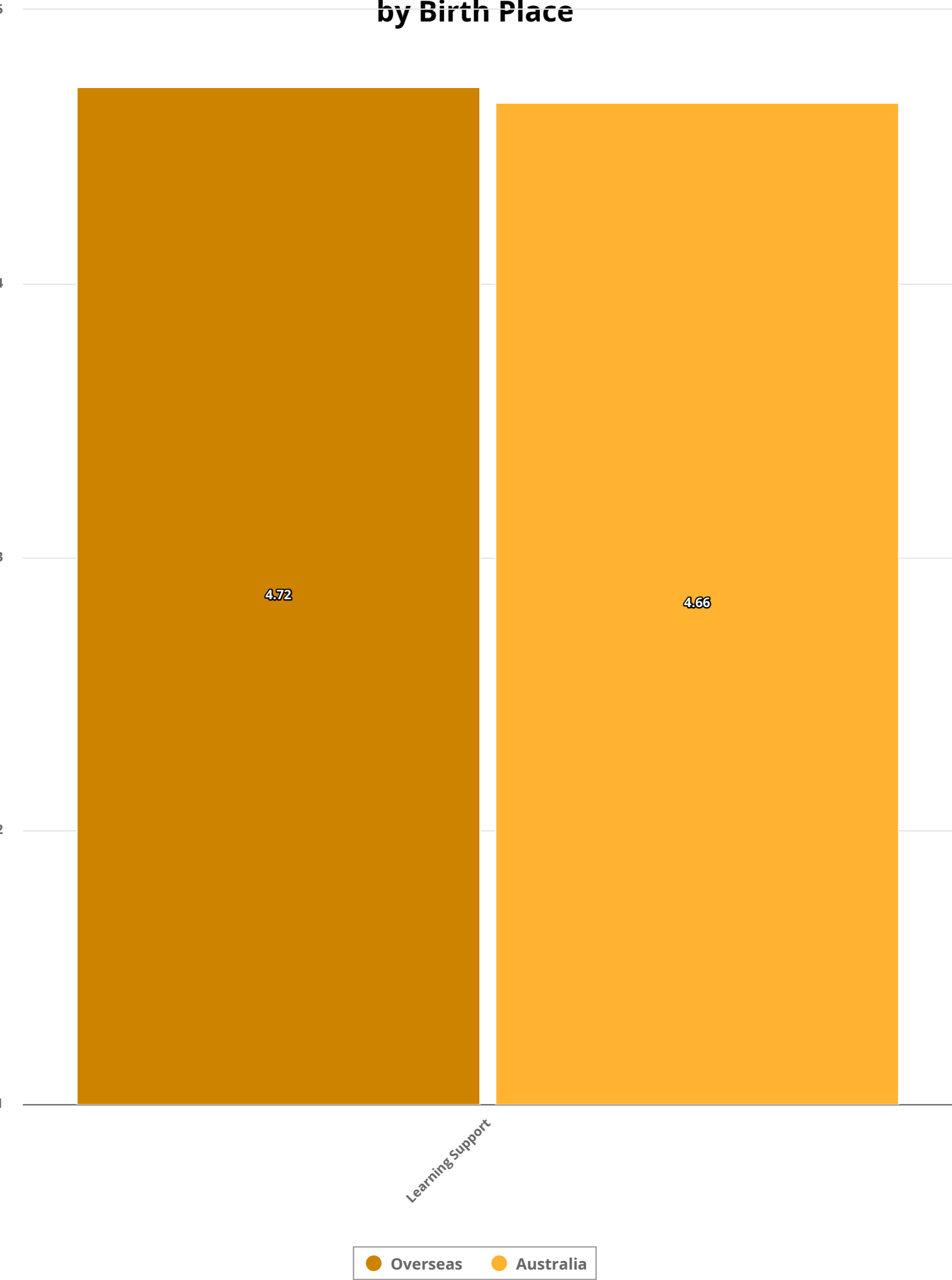
LLL Component 2: Curriculum and Co-constructed Learning Design by Year Level



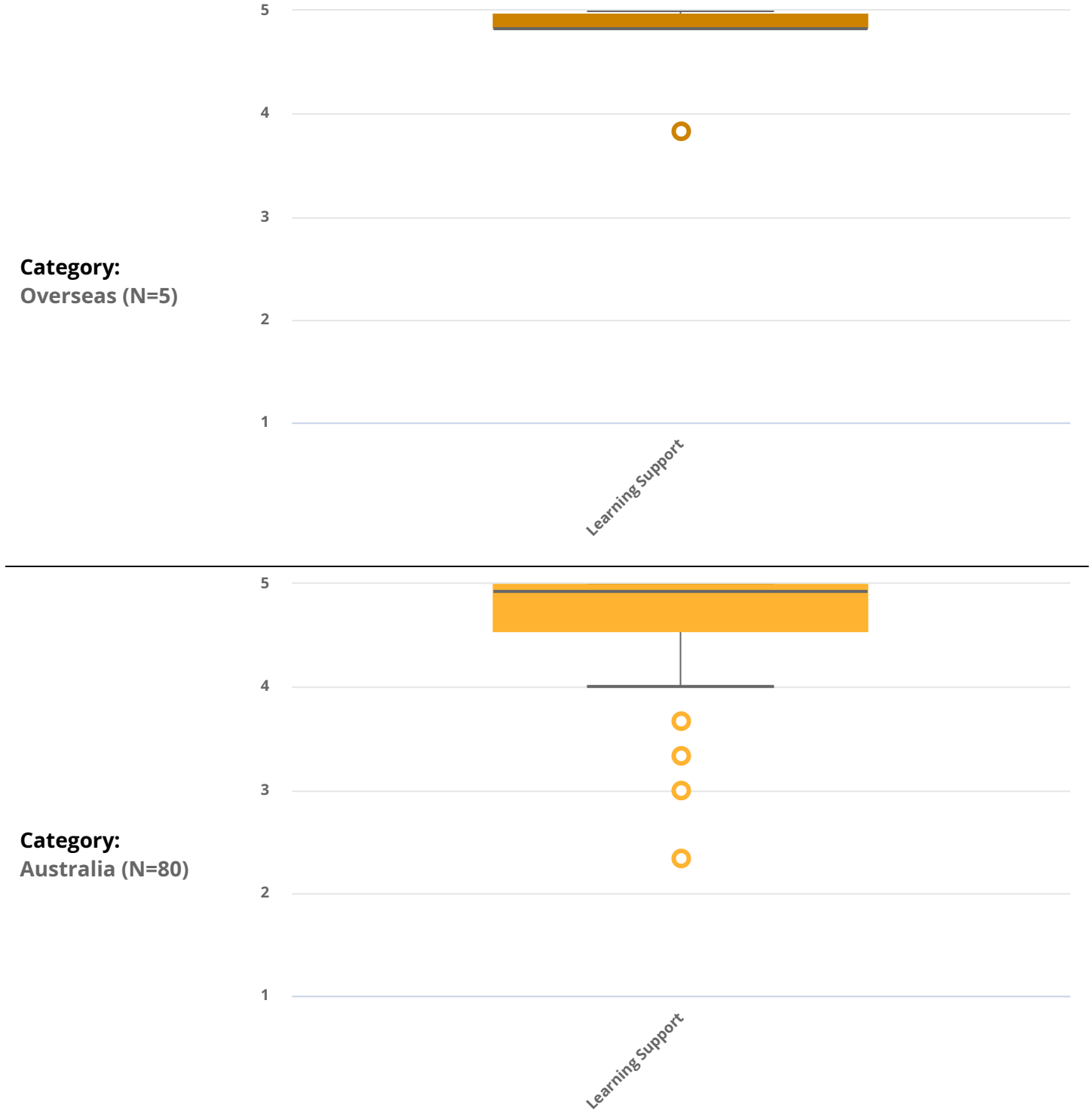
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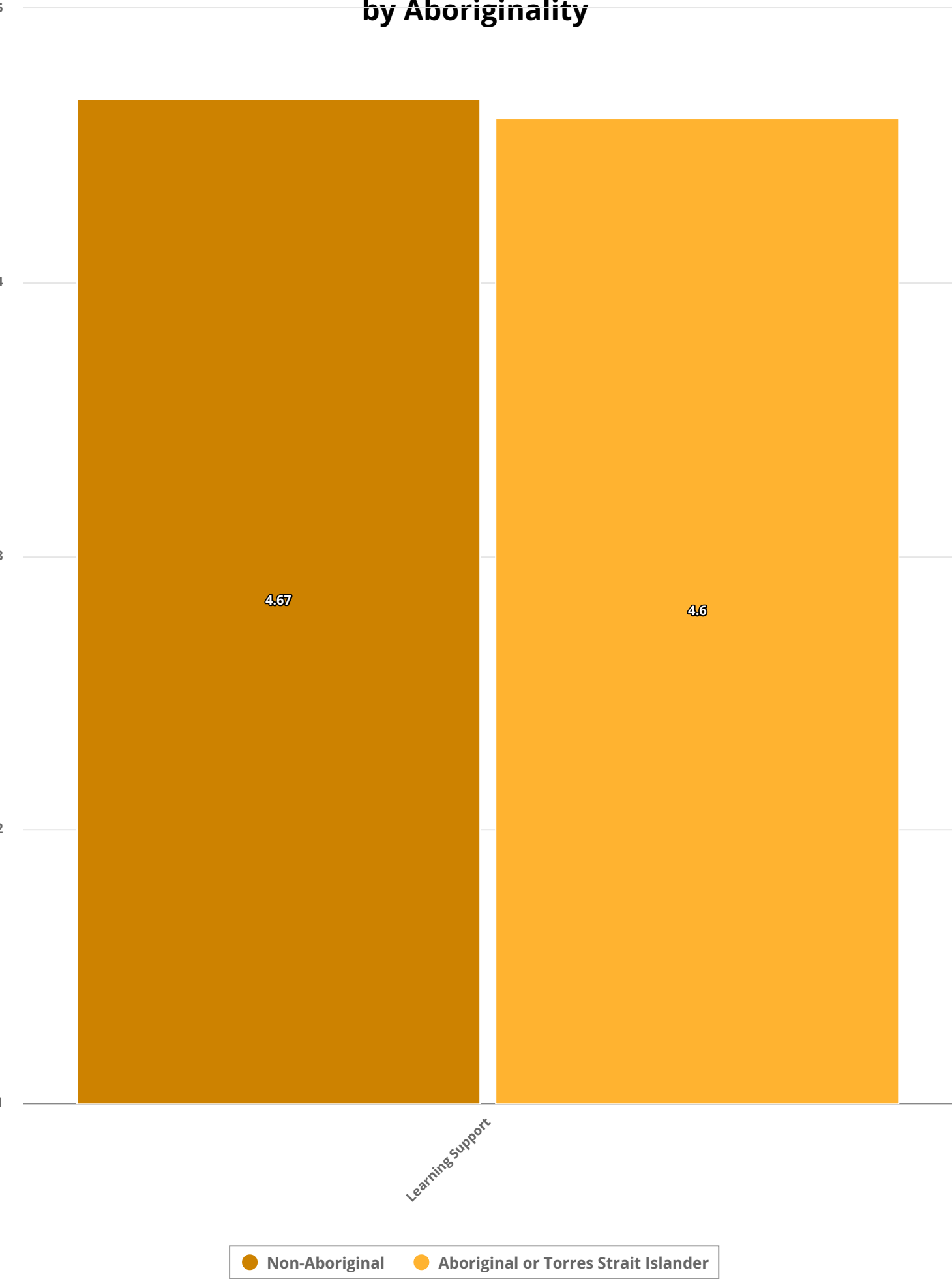
LLL Component 2: Curriculum and Co-constructed Learning Design by Birth Place



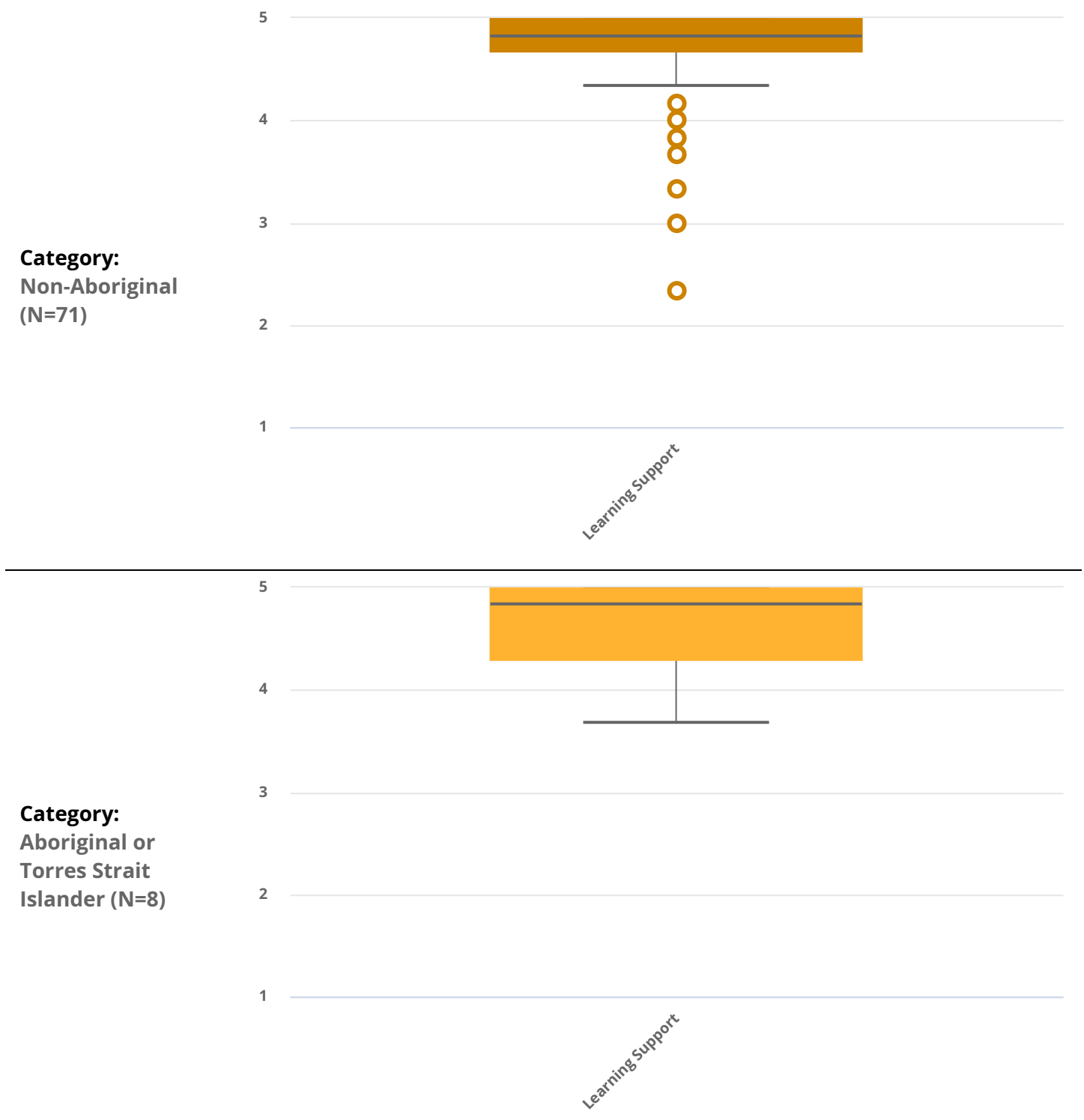
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LLL Component 2: Curriculum and Co-constructed Learning Design by Aboriginality



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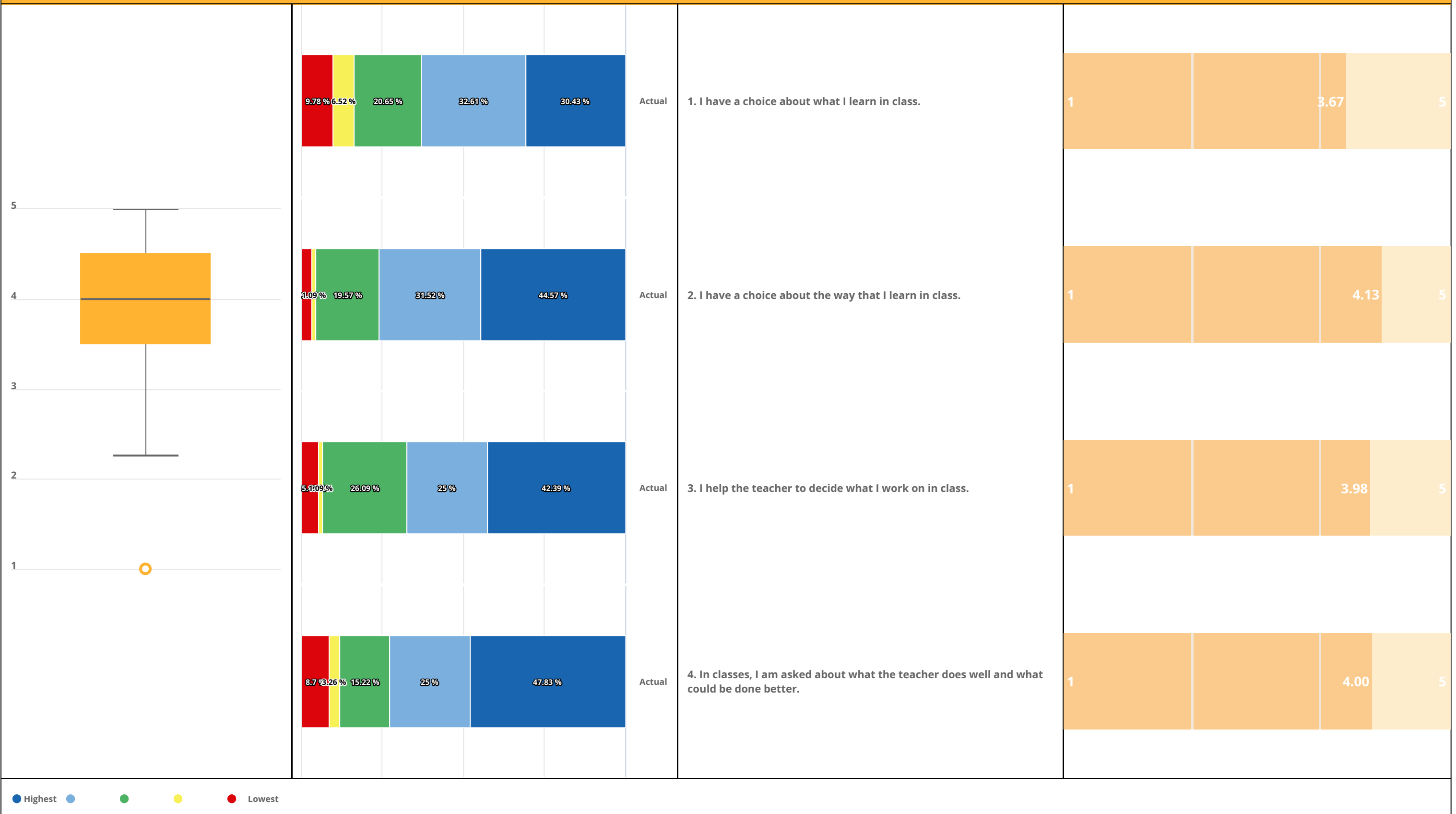


Student Perceptions (Component 3: Student Agency, Identity, Learning and Leadership)

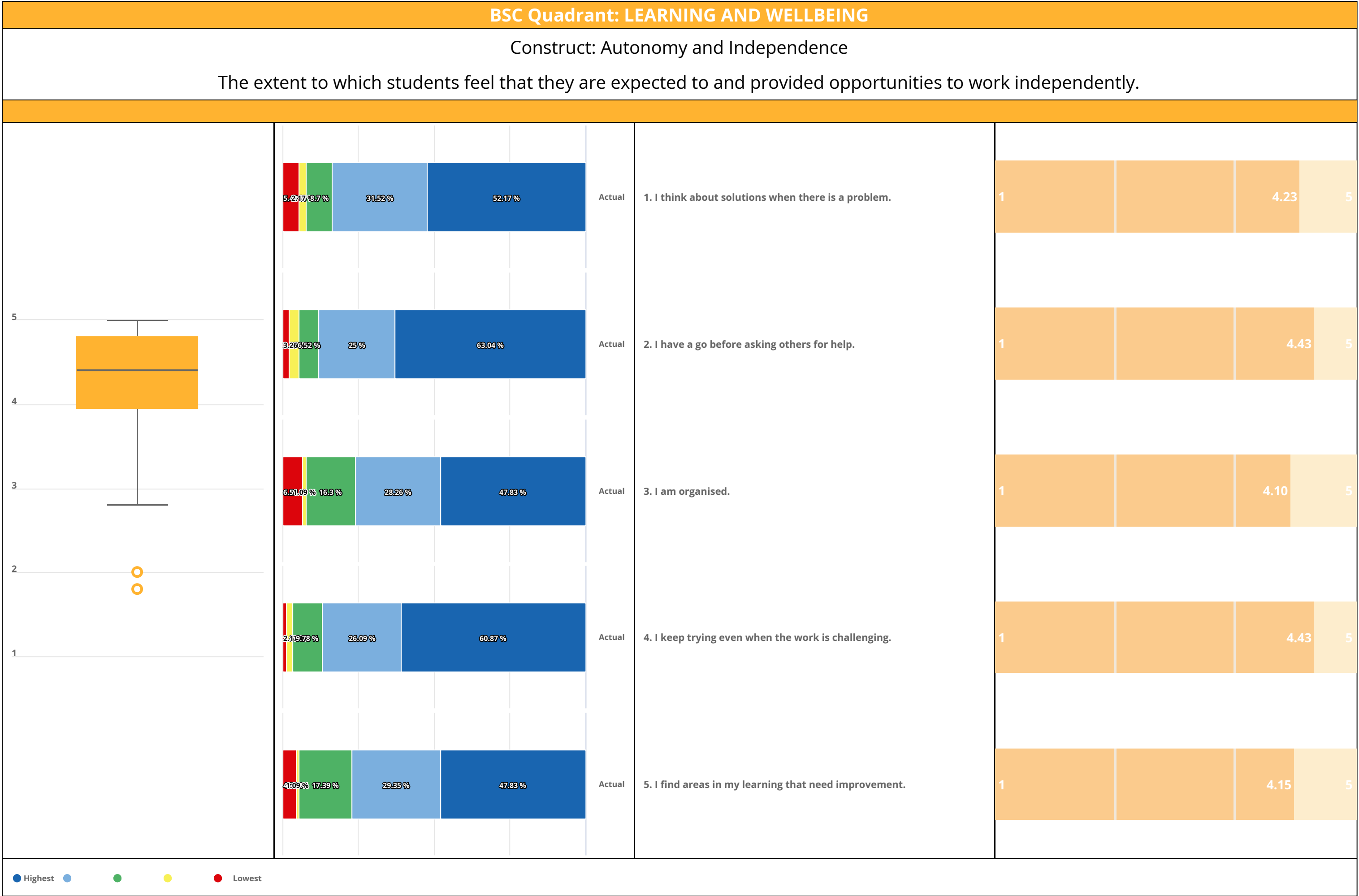
BSC Quadrant: LEARNING AND WELLBEING

Construct: Student Influence

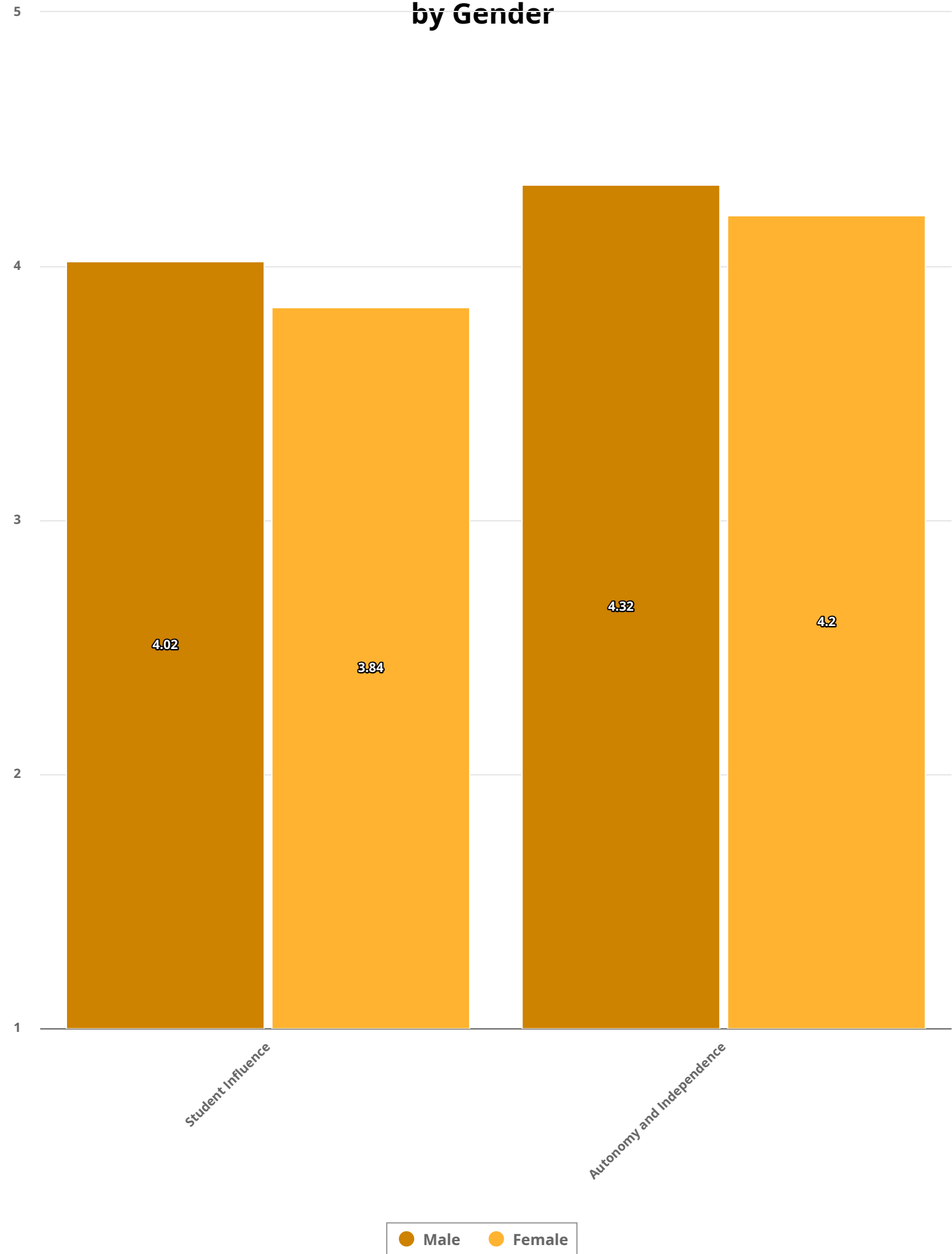
The extent to which students feel that there are opportunities for them to have a voice, choice and propensity to take action to influence and direct their own learning and assessment.



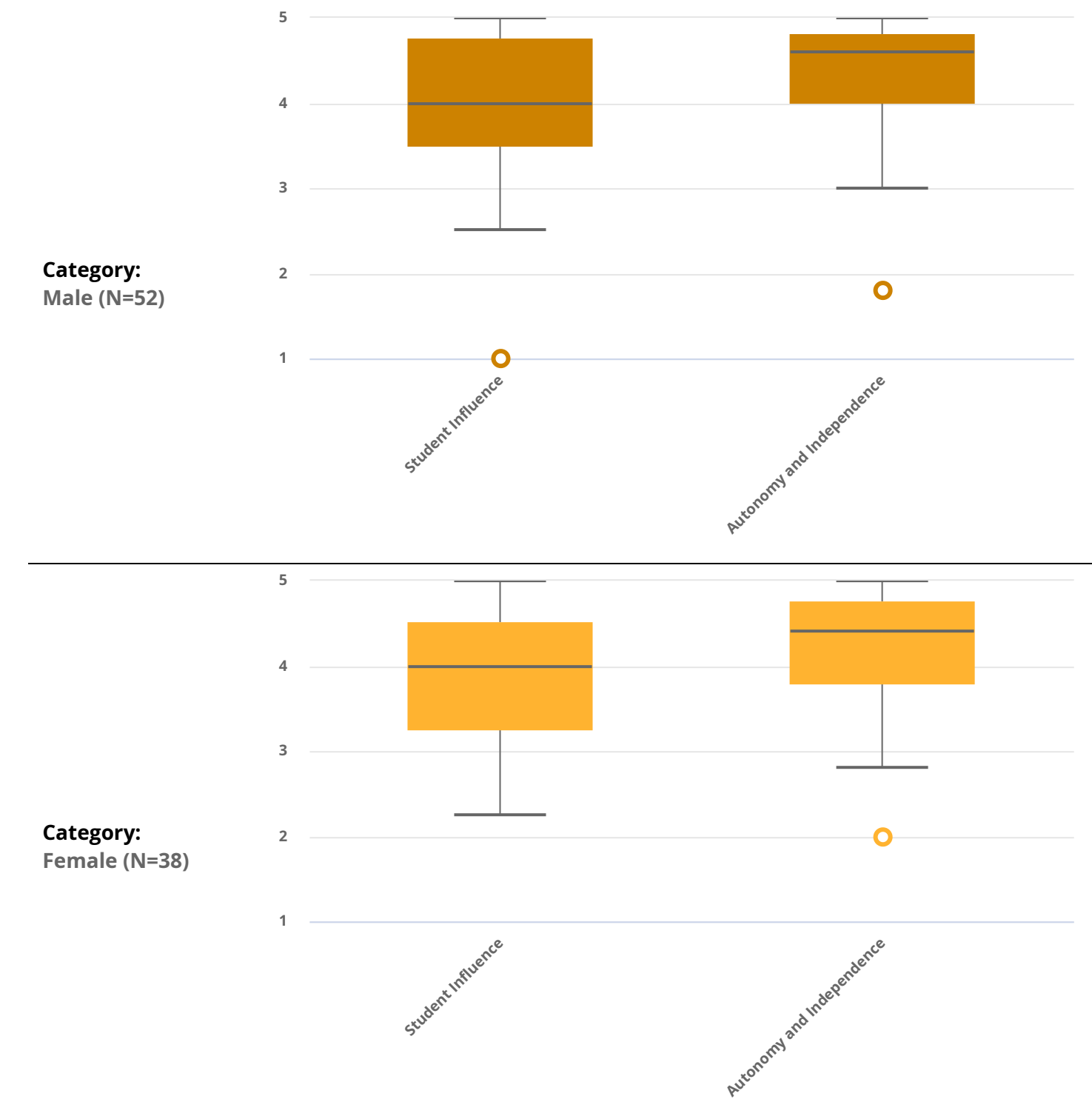
Student Perceptions (Component 3: Student Agency, Identity, Learning and Leadership)



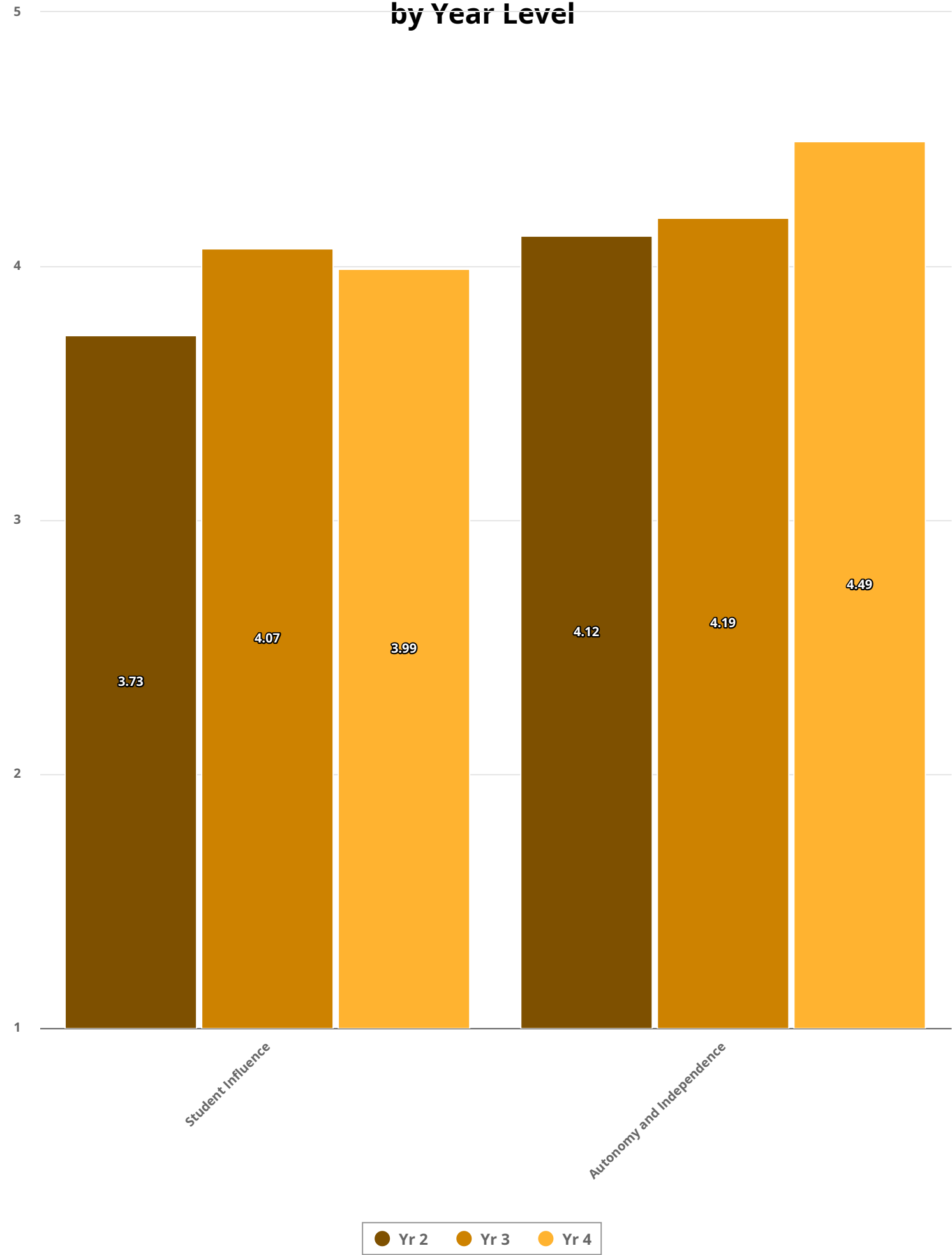
LLL Component 3: Student Agency, Identity, Learning and Leadership by Gender



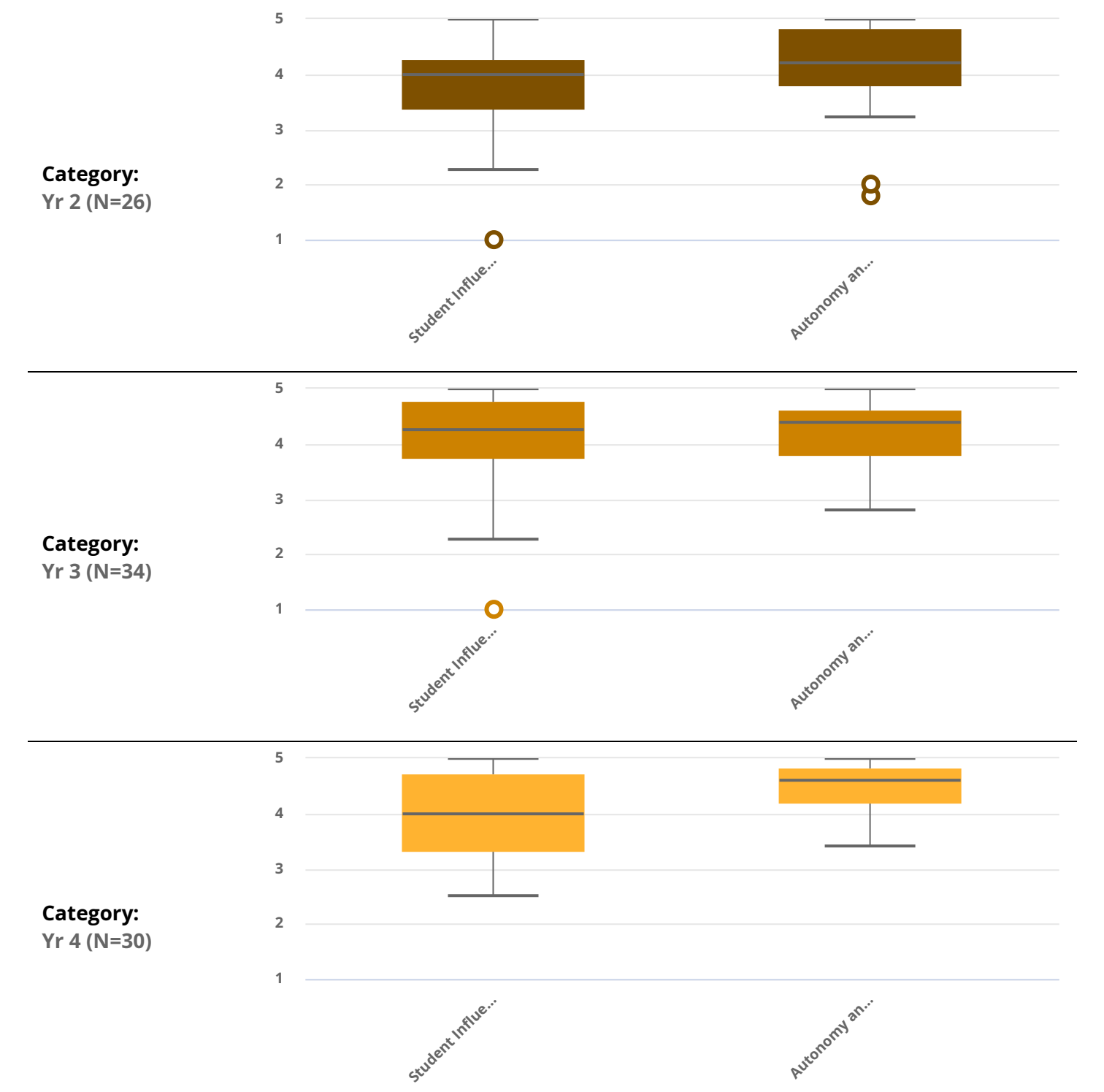
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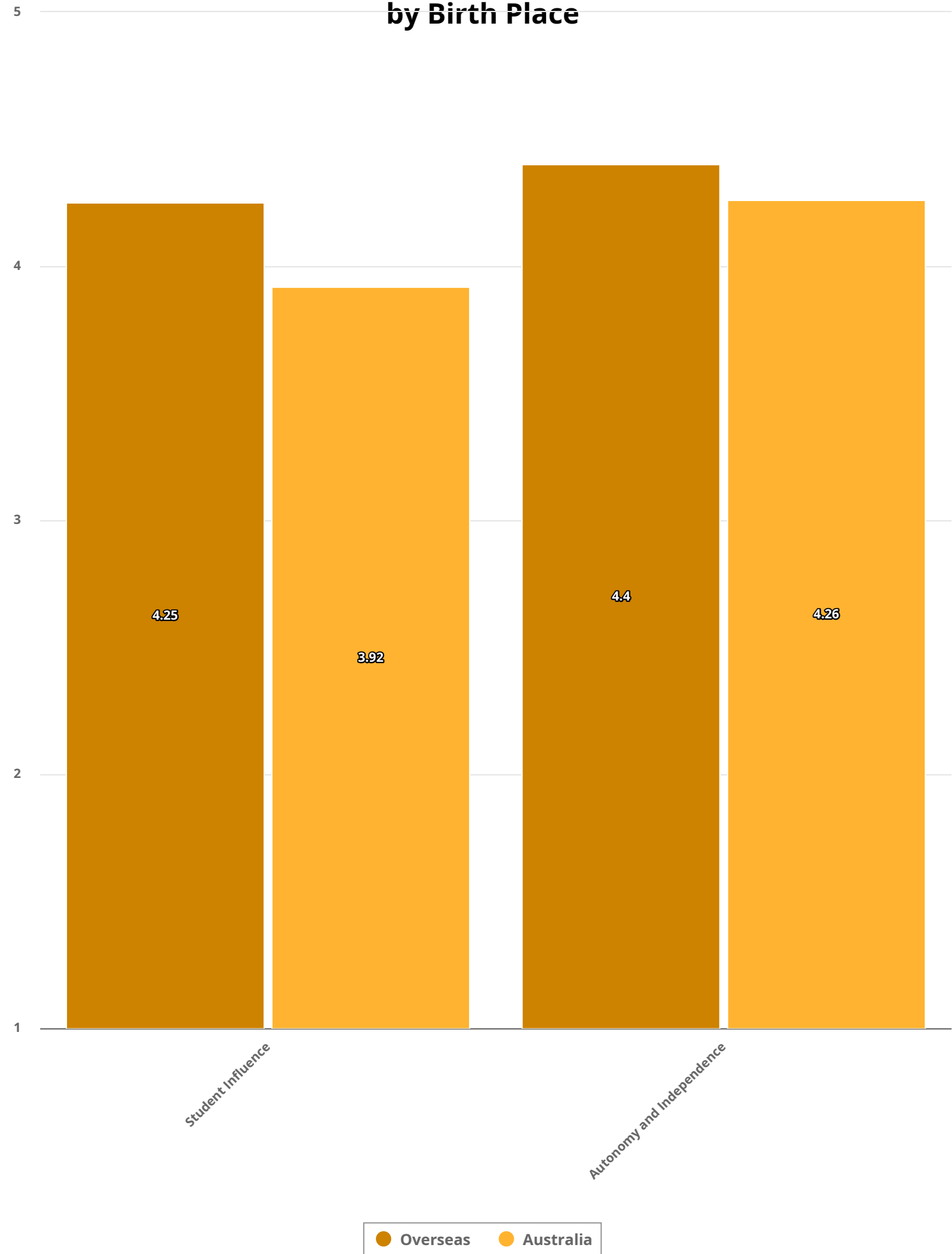
LLL Component 3: Student Agency, Identity, Learning and Leadership by Year Level



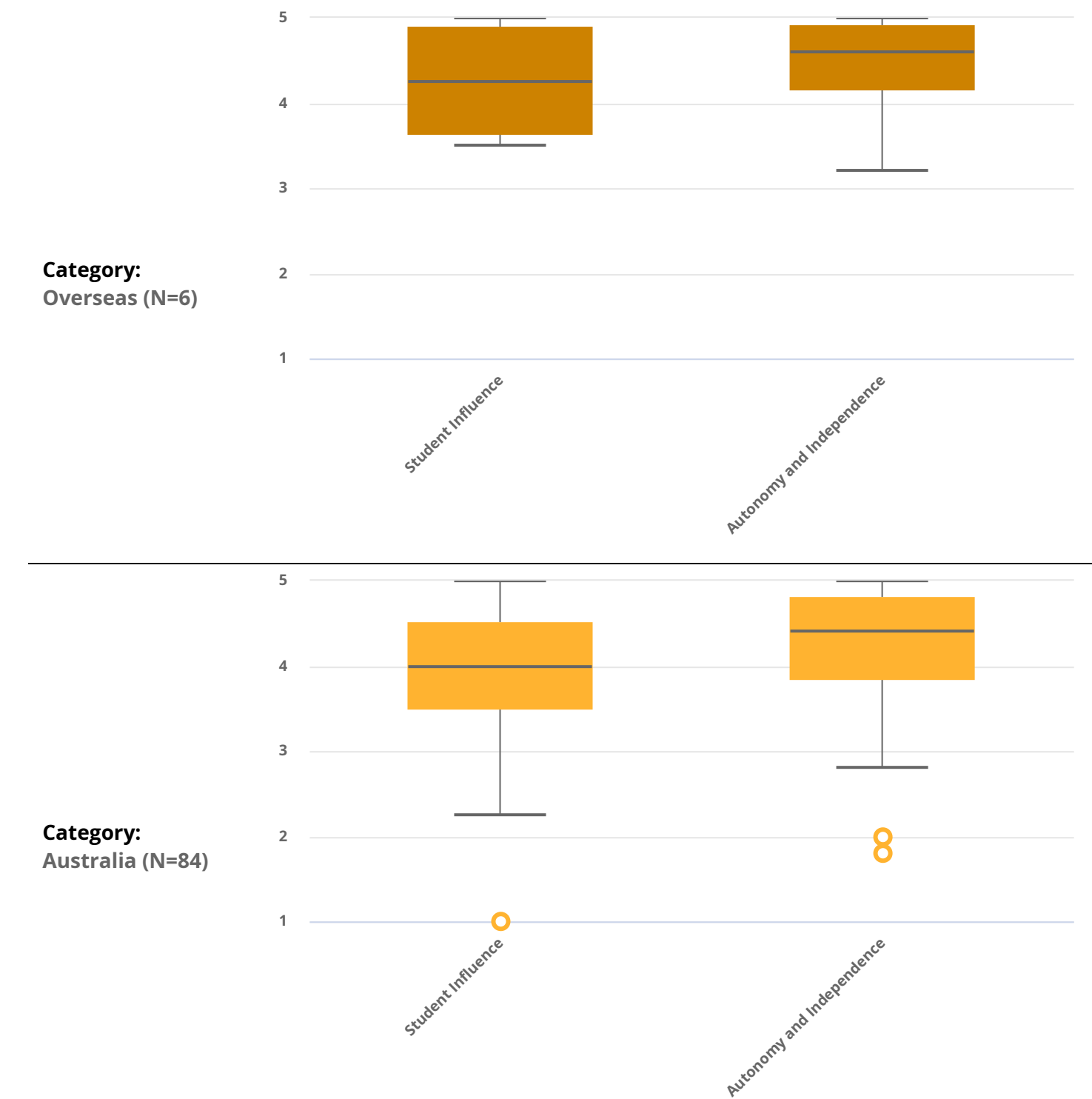
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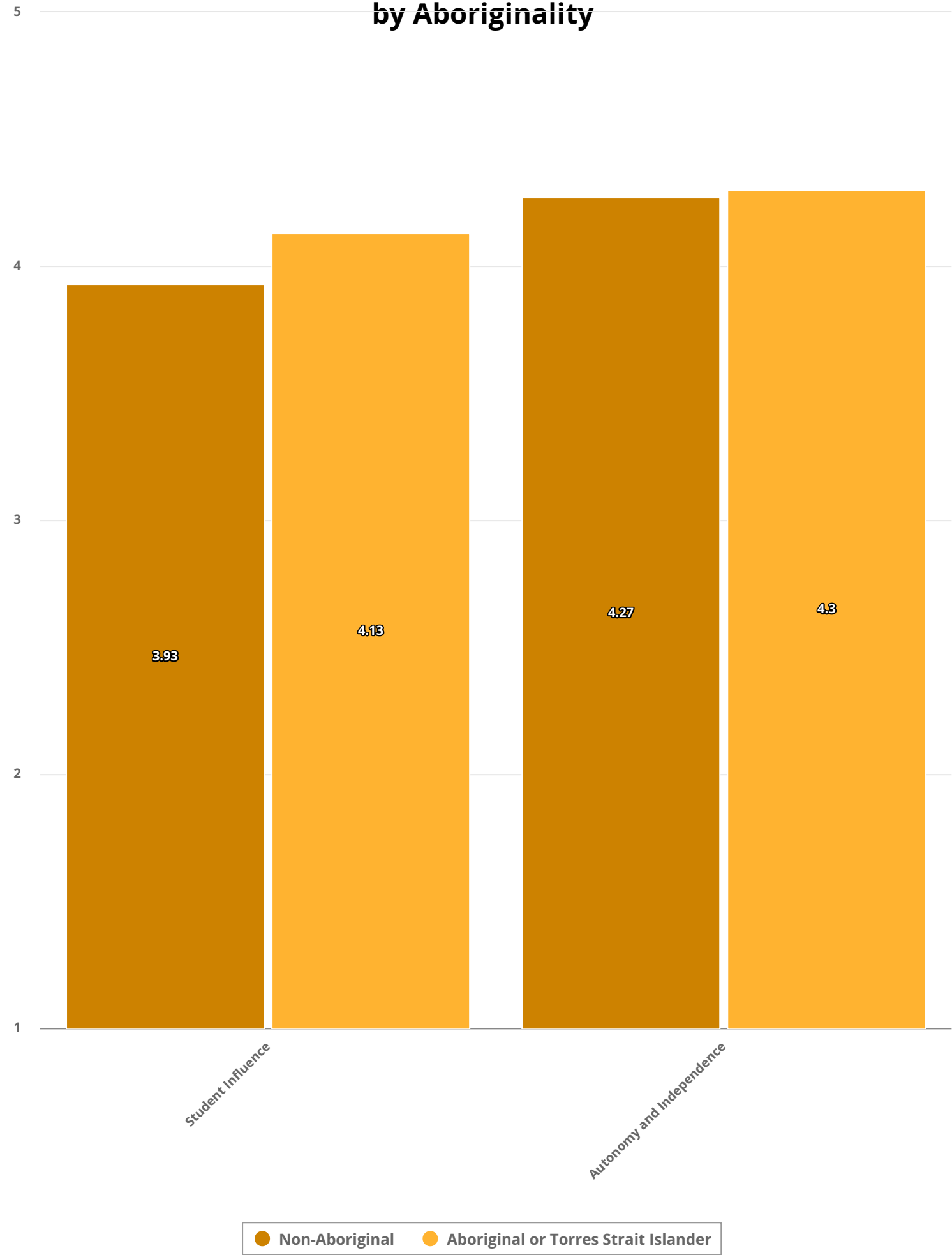
LLL Component 3: Student Agency, Identity, Learning and Leadership by Birth Place



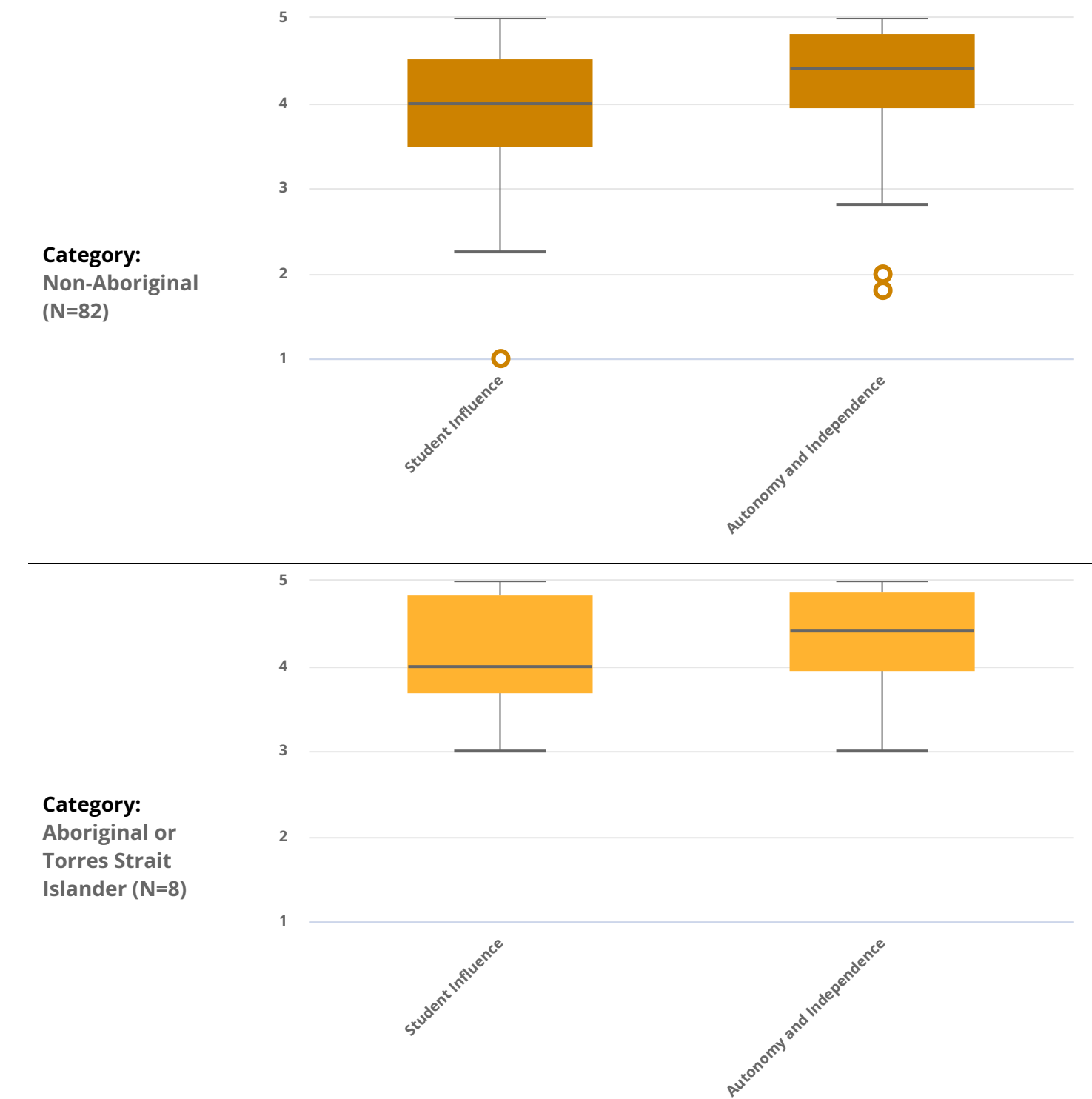
Note: Sometimes, the sample size for groups may differ slightly, as extreme outliers (e.g., with a greater distance from the median than 1.5 times the interquartile range) were removed from the analysis.



LLL Component 3: Student Agency, Identity, Learning and Leadership by Aboriginality



Note: Sometimes, the sample size for groups may differ slightly, as extreme outliers (e.g., with a greater distance from the median than 1.5 times the interquartile range) were removed from the analysis.

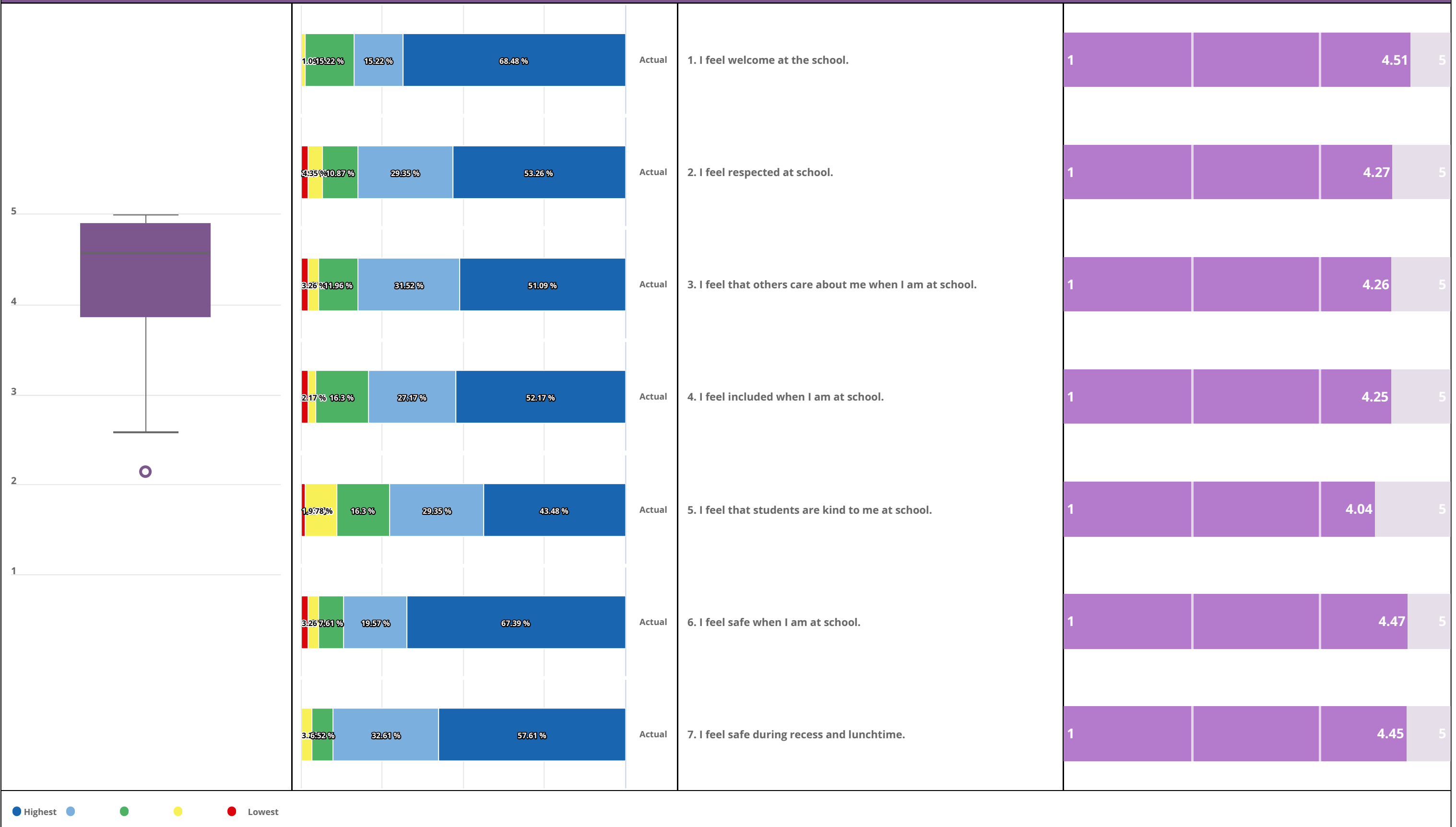


Student Perceptions (Component 4: Community Engagement)

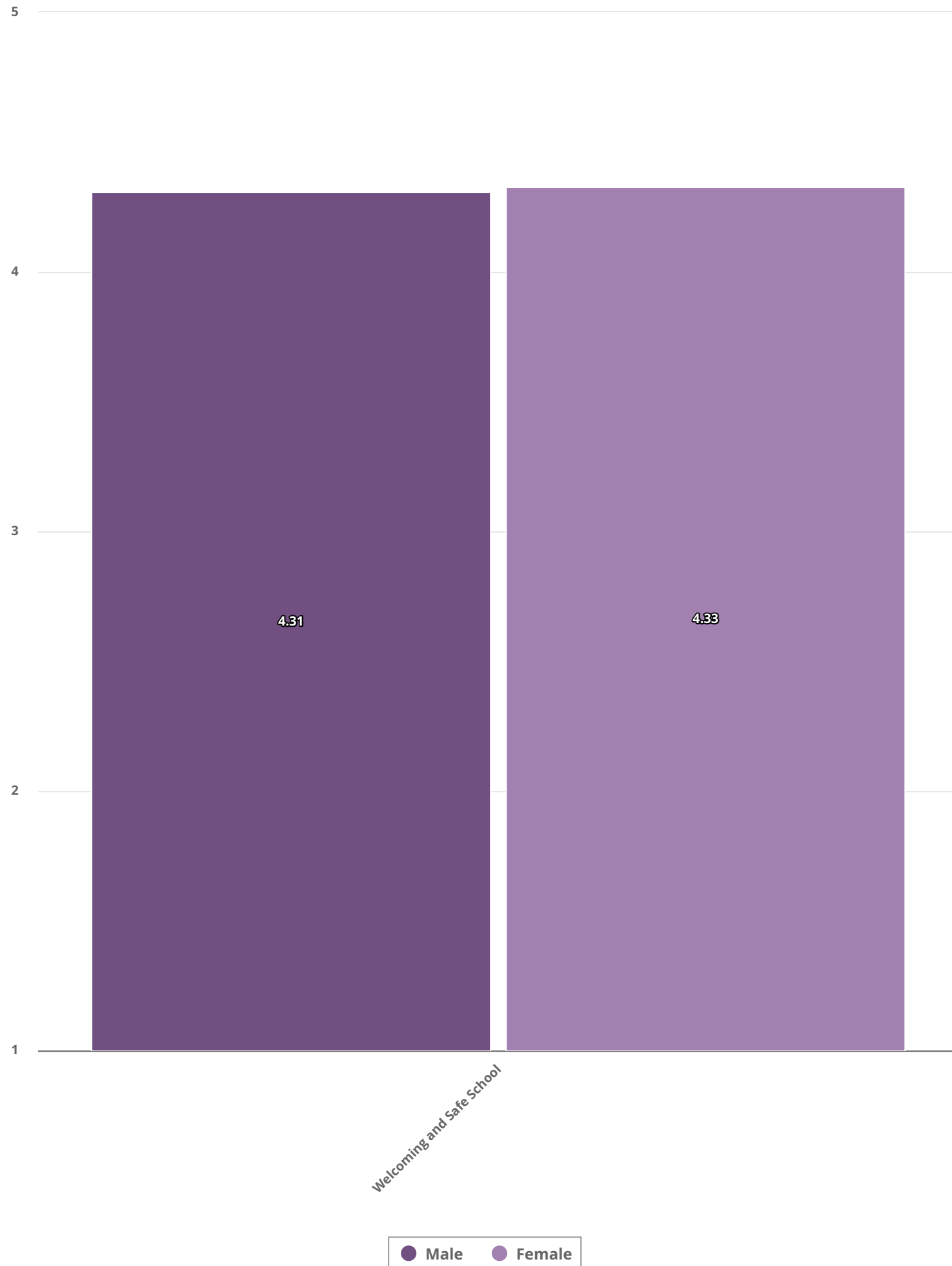
BSC Quadrant: COMMUNITY

Construct: Welcoming and Safe School

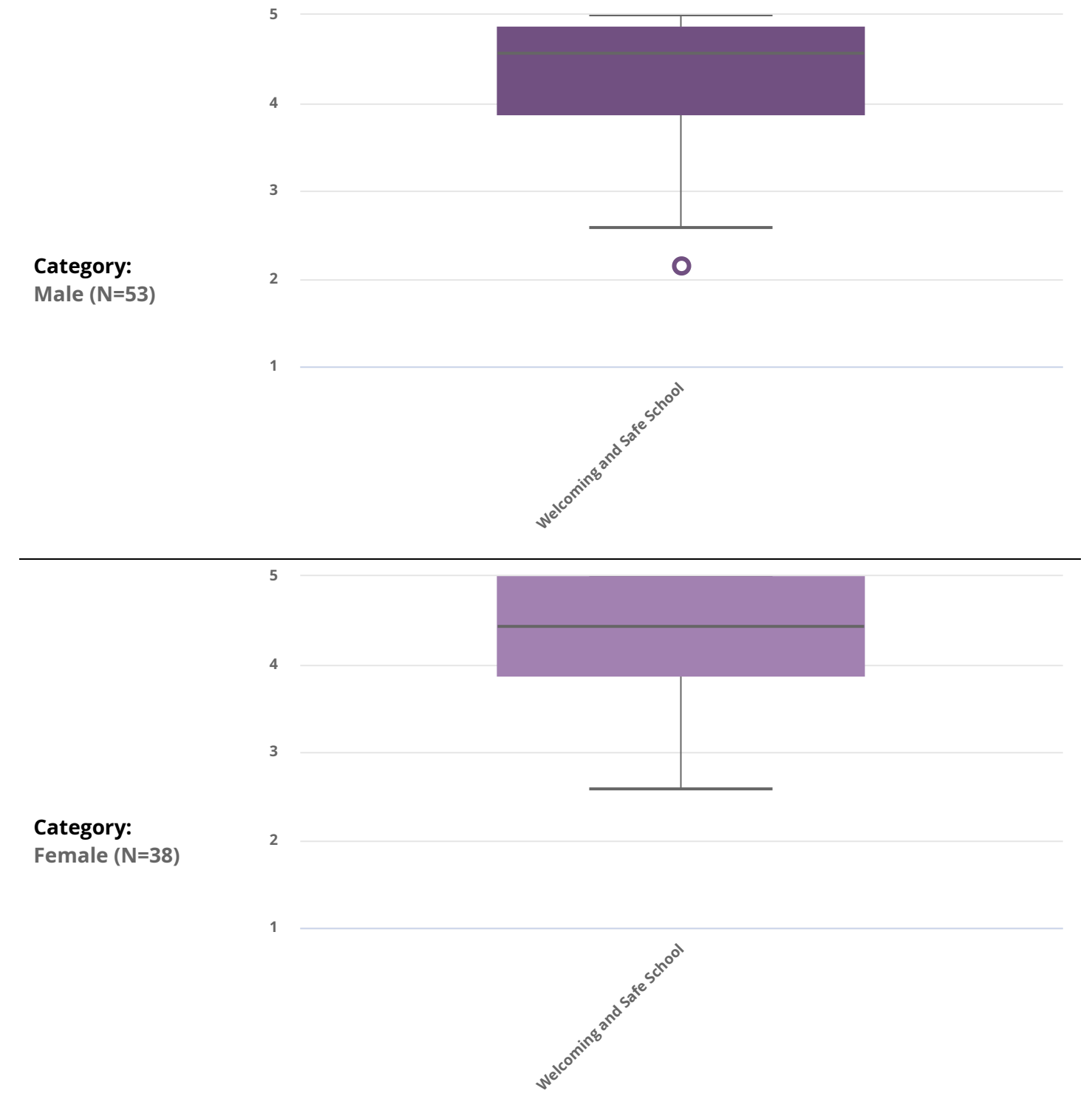
The extent to which students feel that the culture of the school is welcoming and that they are safe when they are at school.



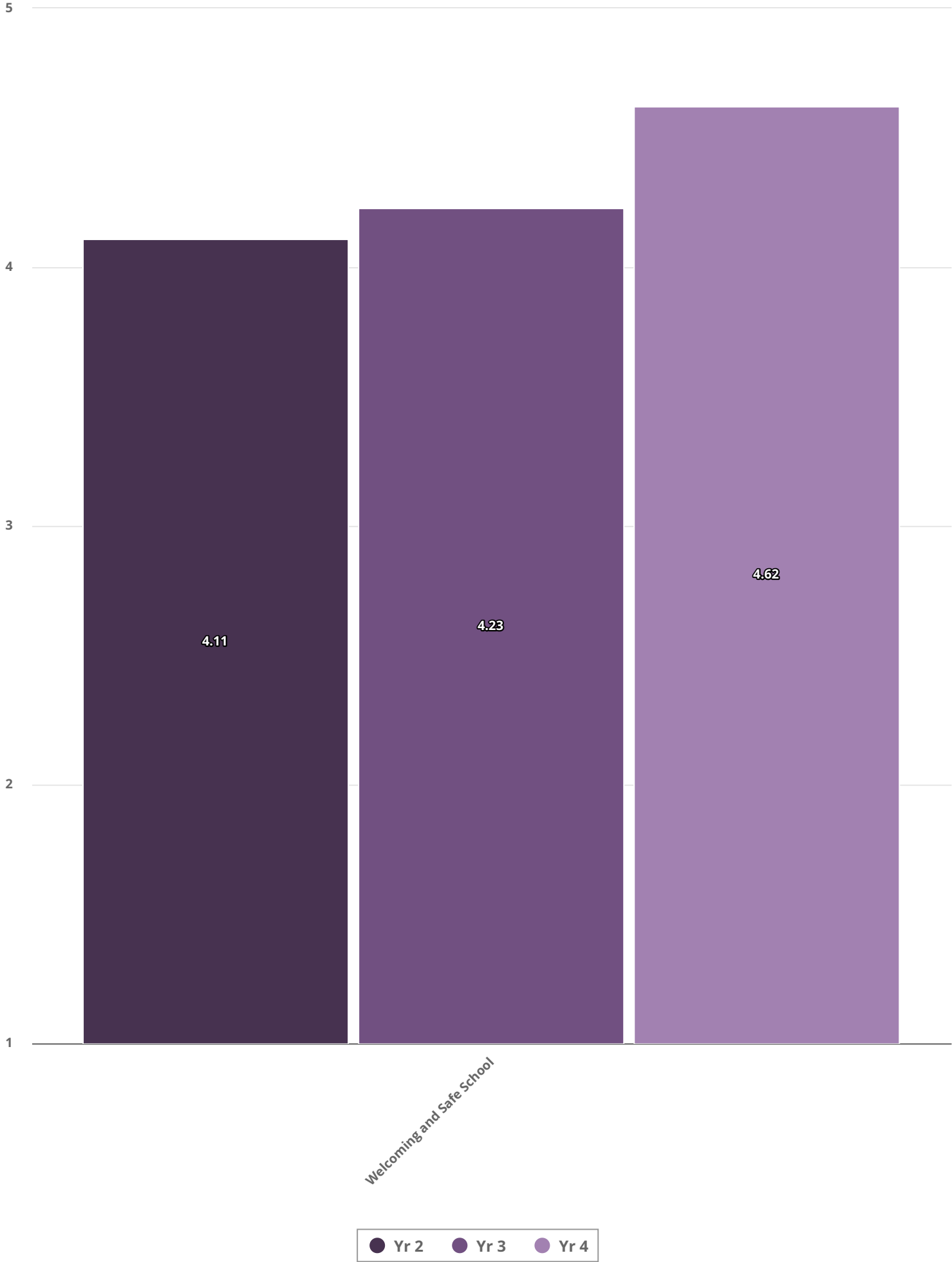
LLL Component 4: Community Engagement by Gender



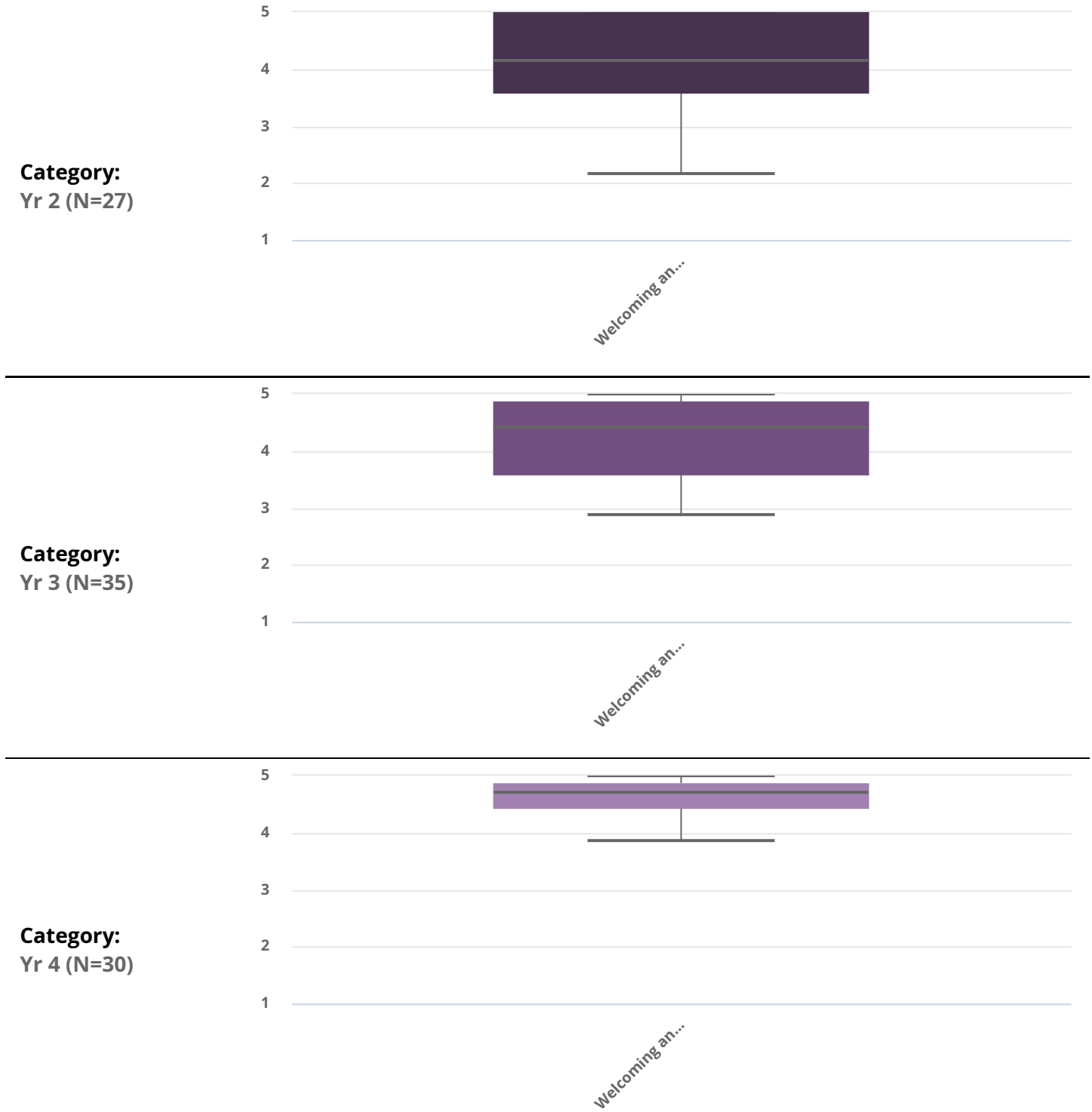
Note: Sometimes, the sample size for groups may differ slightly, as extreme outliers (e.g., with a greater distance from the median than 1.5 times the interquartile range) were removed from the analysis.



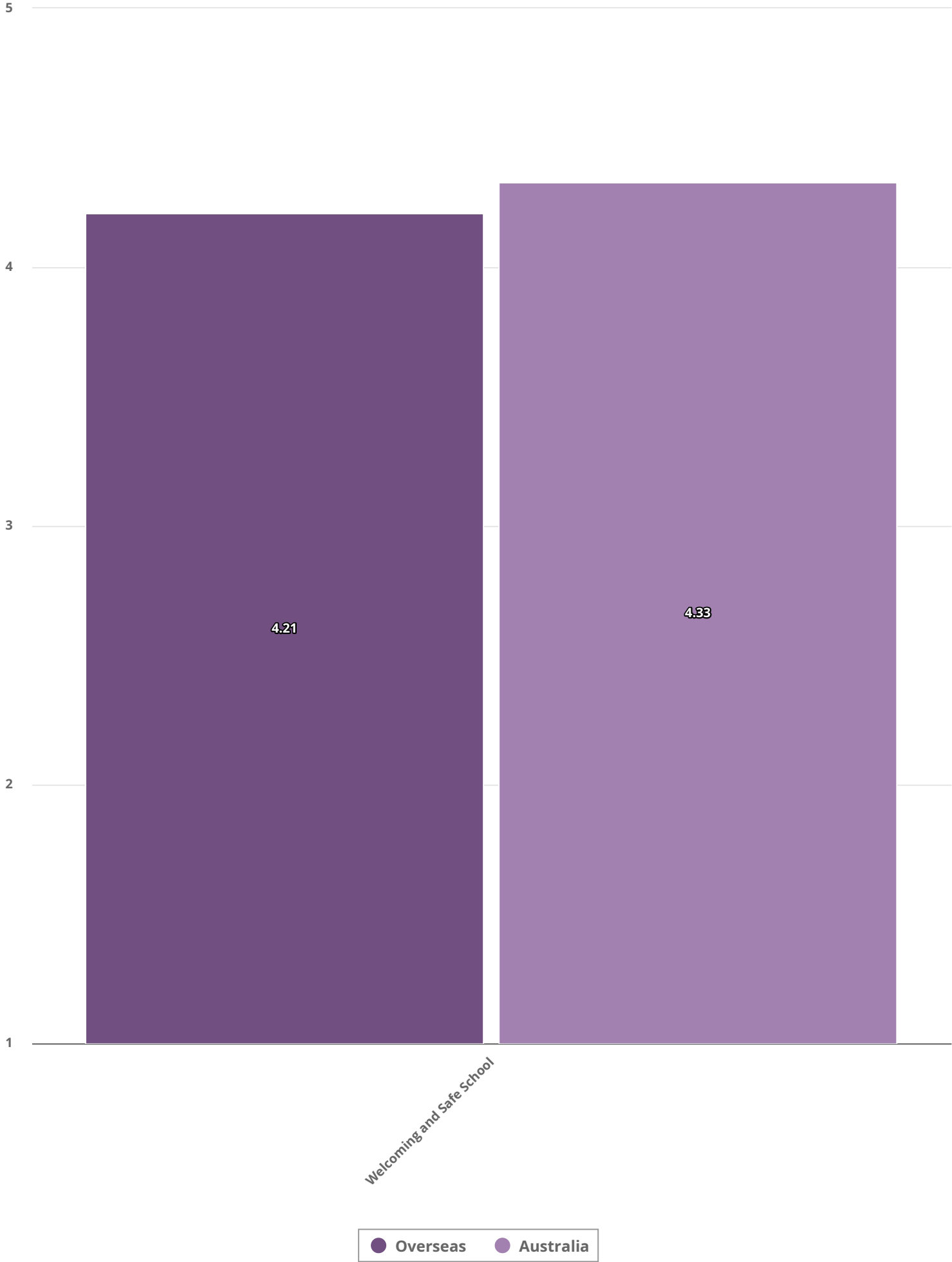
LLL Component 4: Community Engagement by Year Level



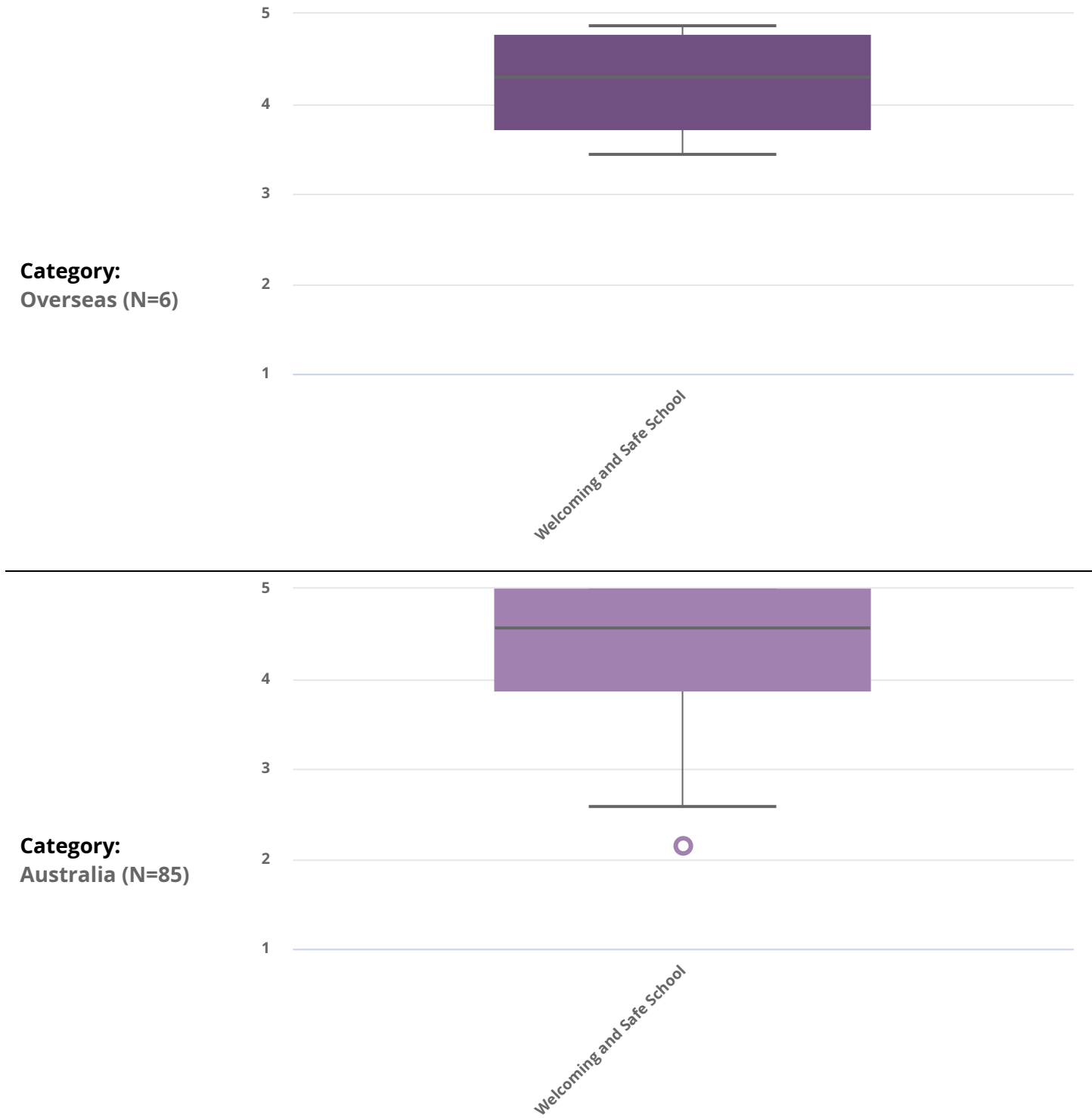
Note: Sometimes, the sample size for groups may differ slightly, as extreme outliers (e.g., with a greater distance from the median than 1.5 times the interquartile range) were removed from the analysis.



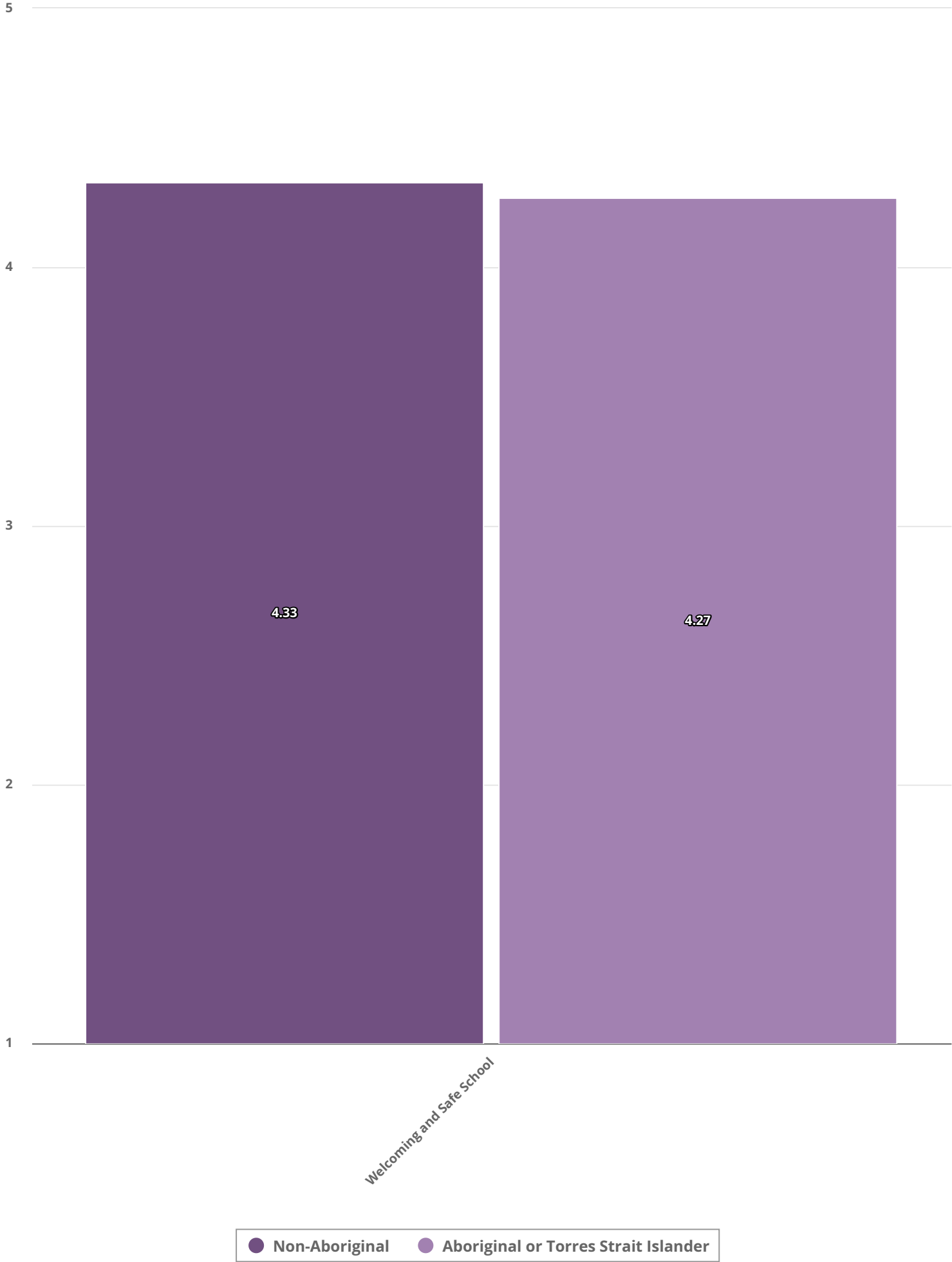
LLL Component 4: Community Engagement by Birth Place



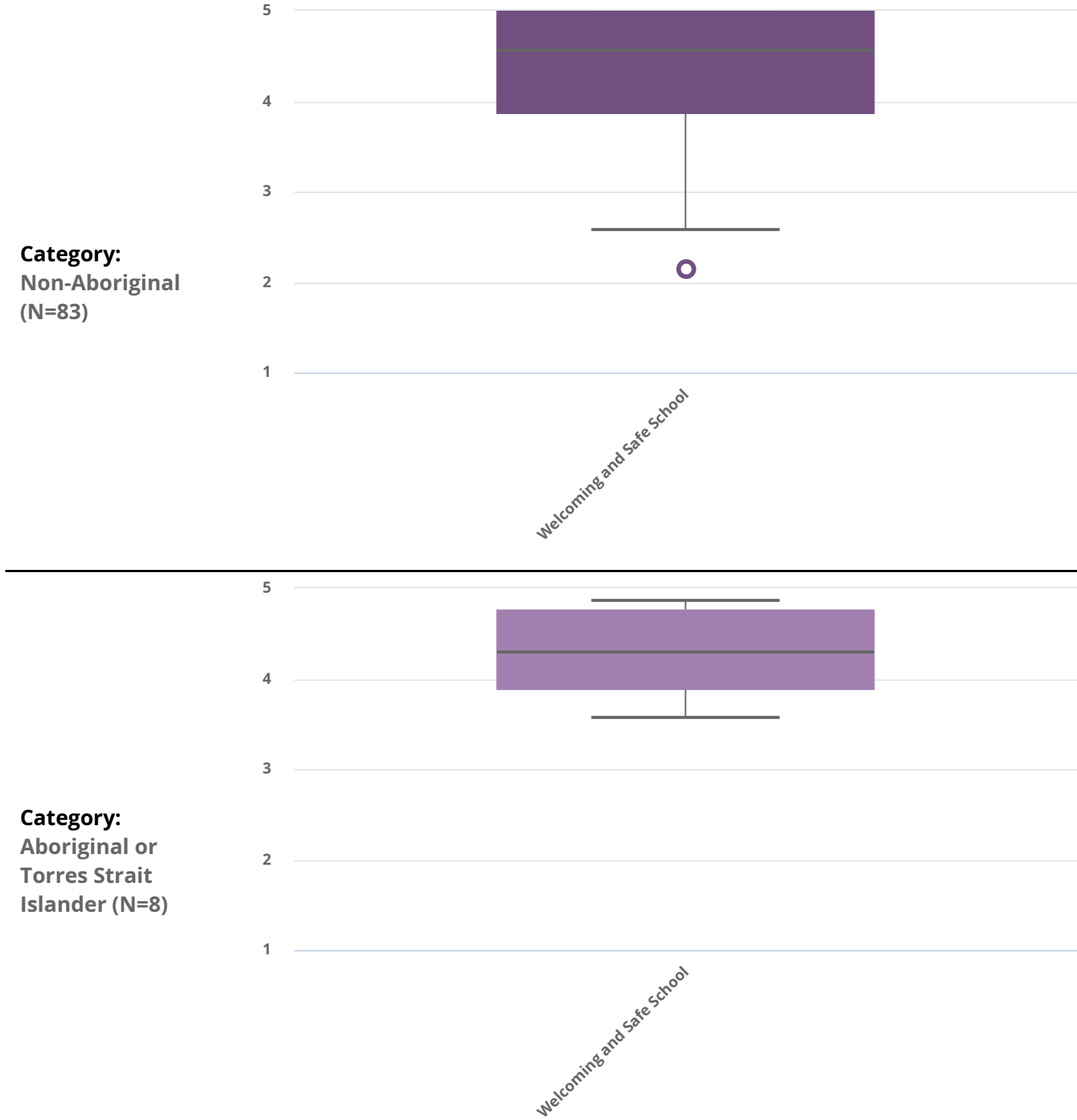
Note: Sometimes, the sample size for groups may differ slightly, as extreme outliers (e.g., with a greater distance from the median than 1.5 times the interquartile range) were removed from the analysis.



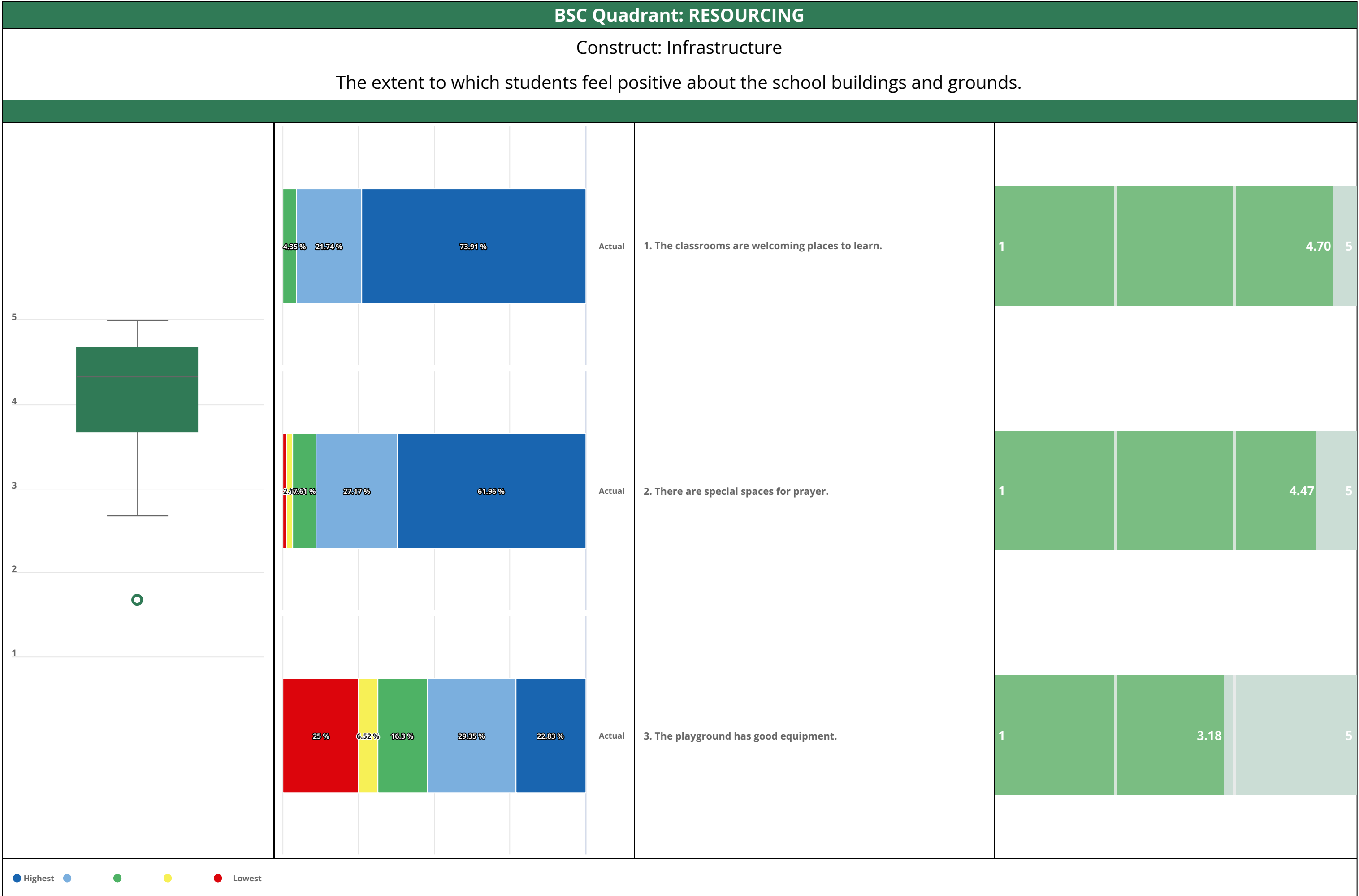
LLL Component 4: Community Engagement by Aboriginality



Note: Sometimes, the sample size for groups may differ slightly, as extreme outliers (e.g., with a greater distance from the median than 1.5 times the interquartile range) were removed from the analysis.

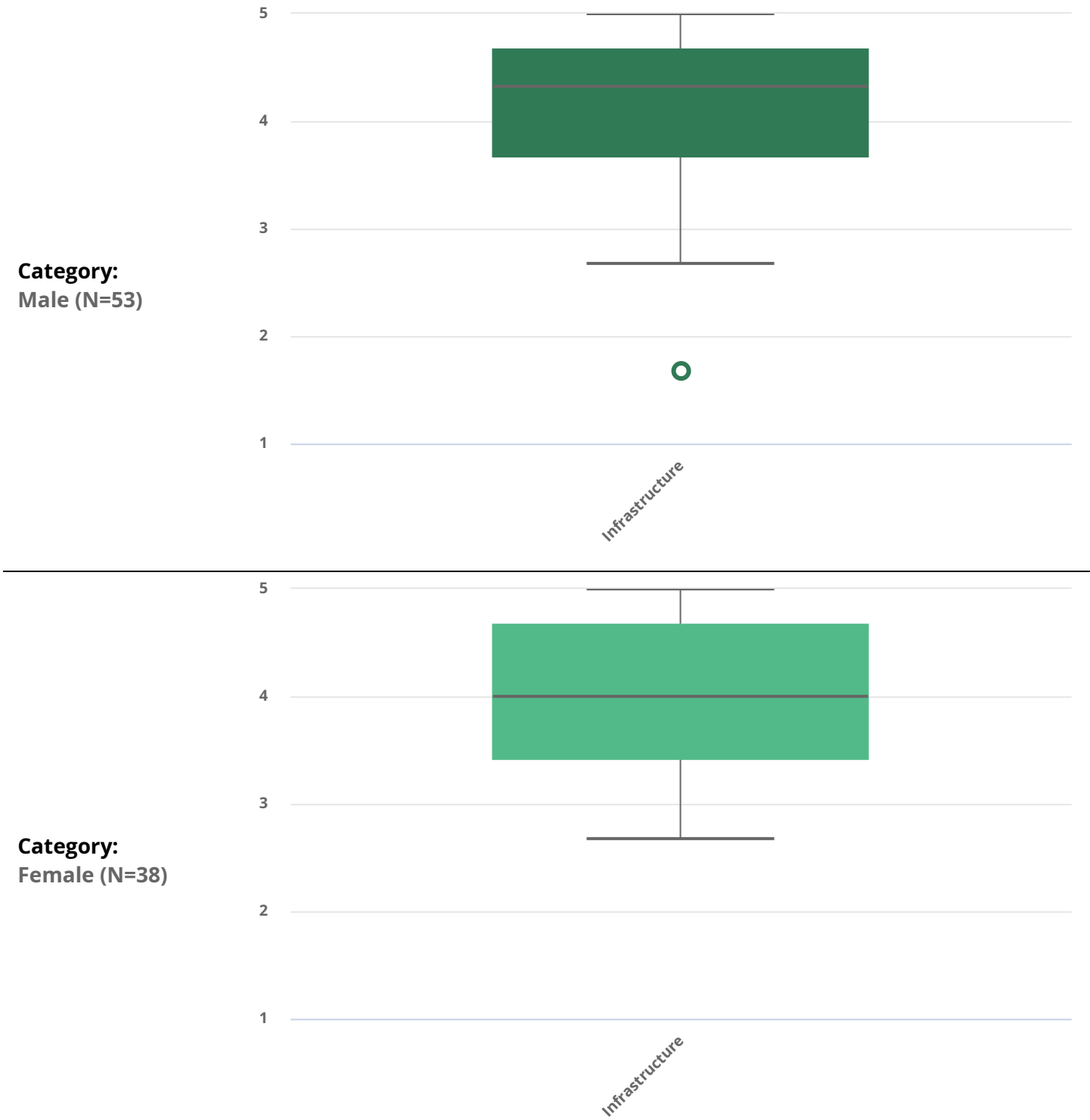
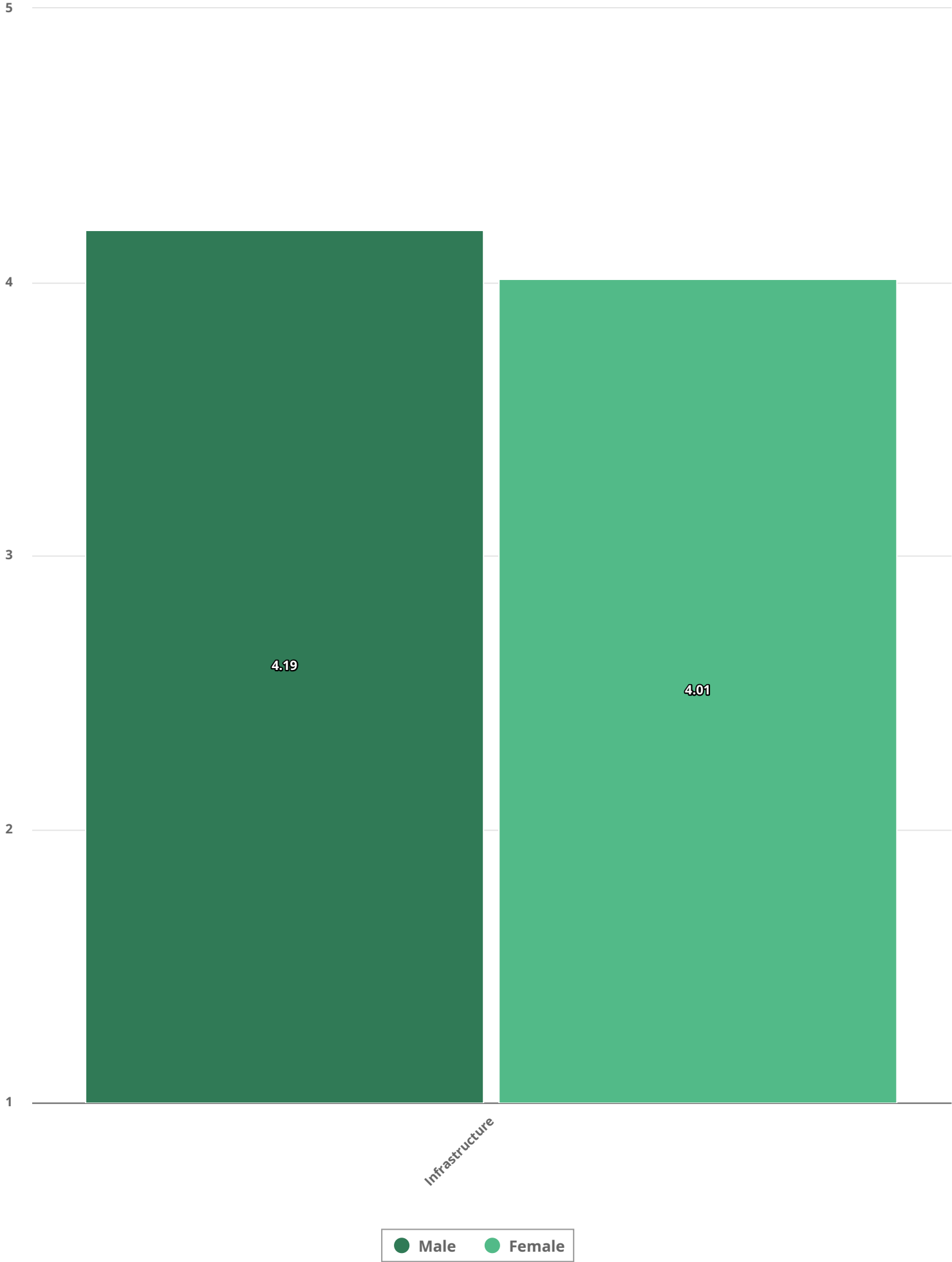


Student Perceptions (Infrastructure)

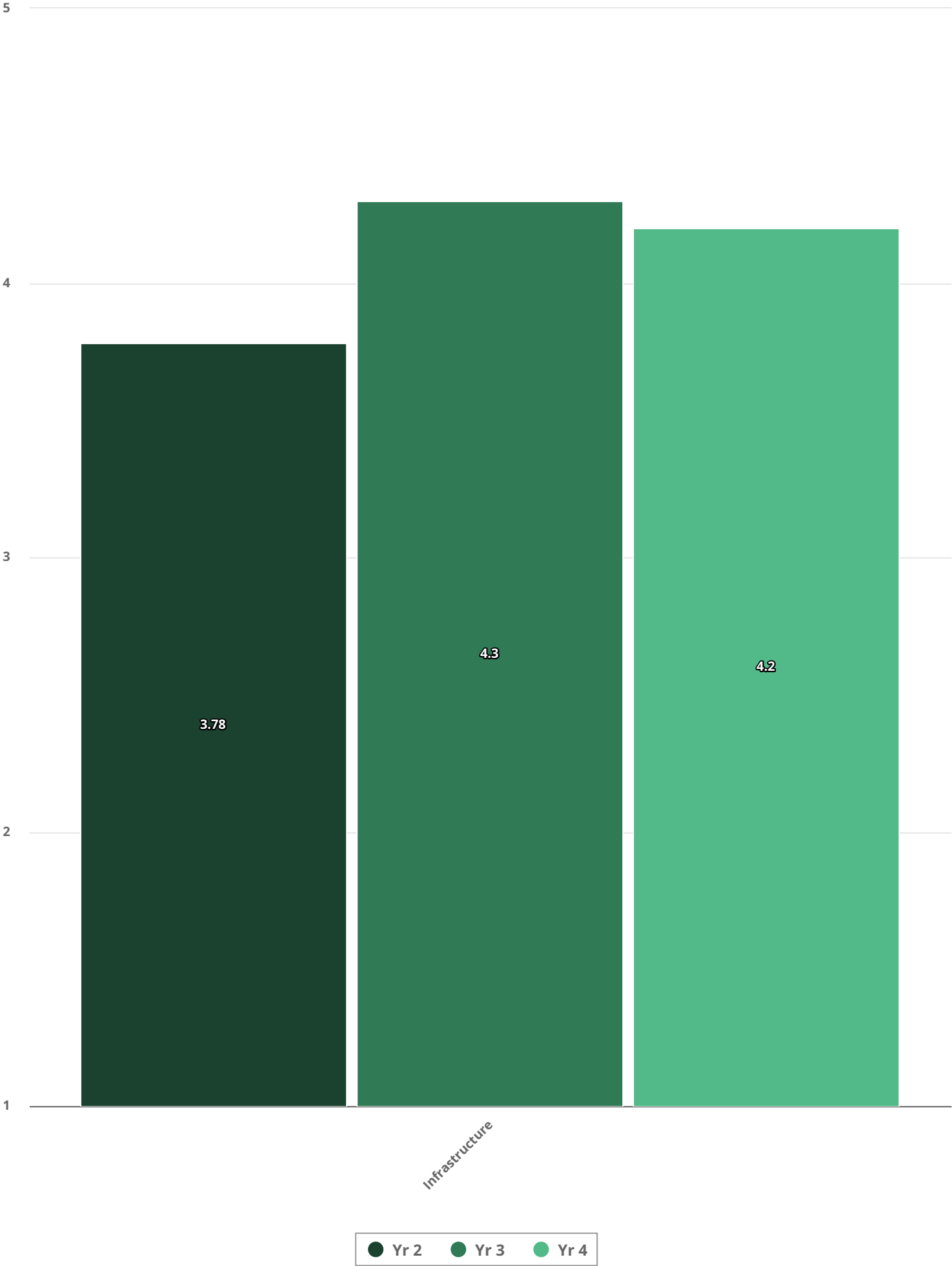


Additional Construct: Infrastructure by Gender

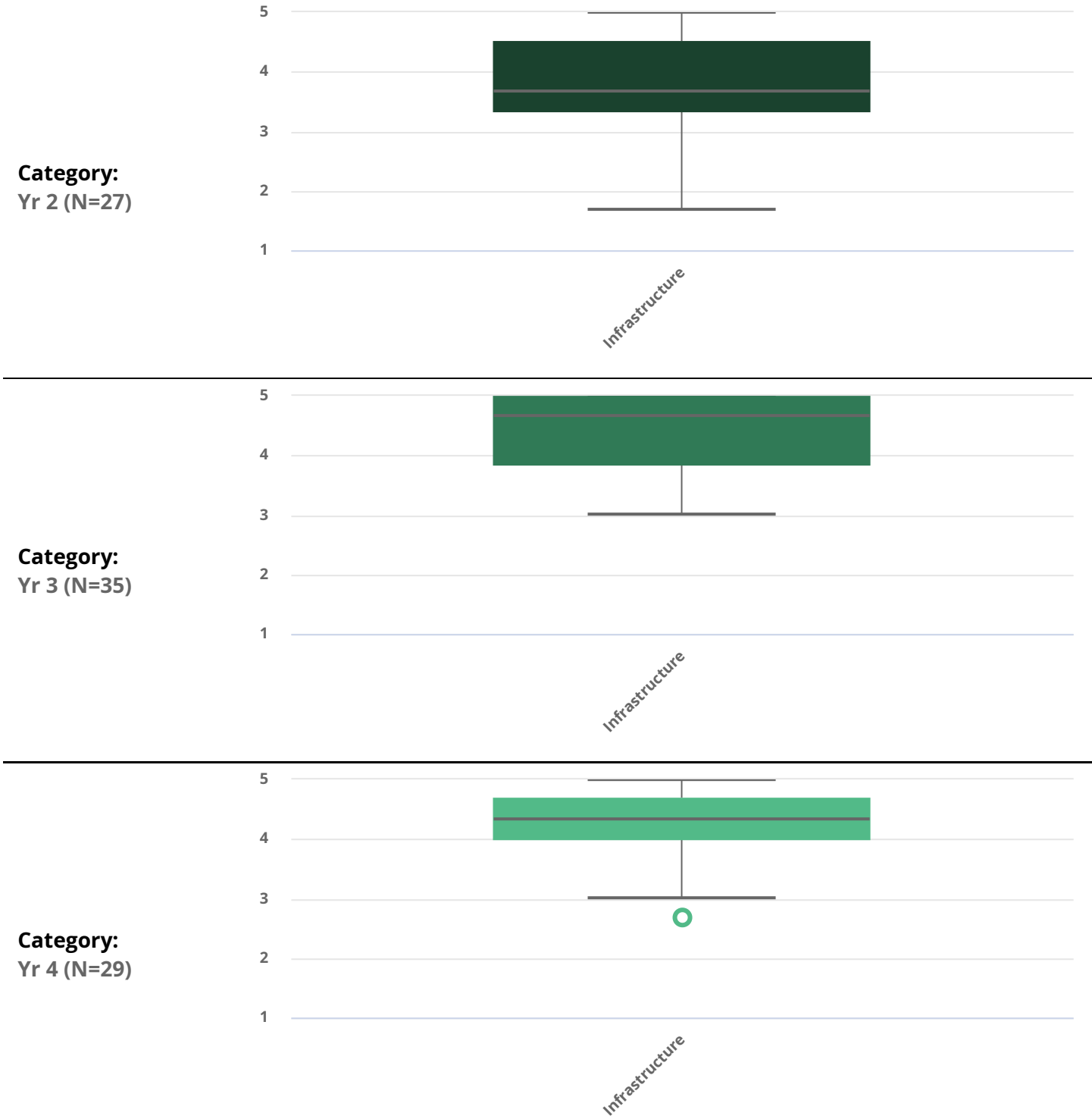
Note: Sometimes, the sample size for groups may differ slightly, as extreme outliers (e.g., with a greater distance from the median than 1.5 times the interquartile range) were removed from the analysis.



Additional Construct: Infrastructure by Year Level

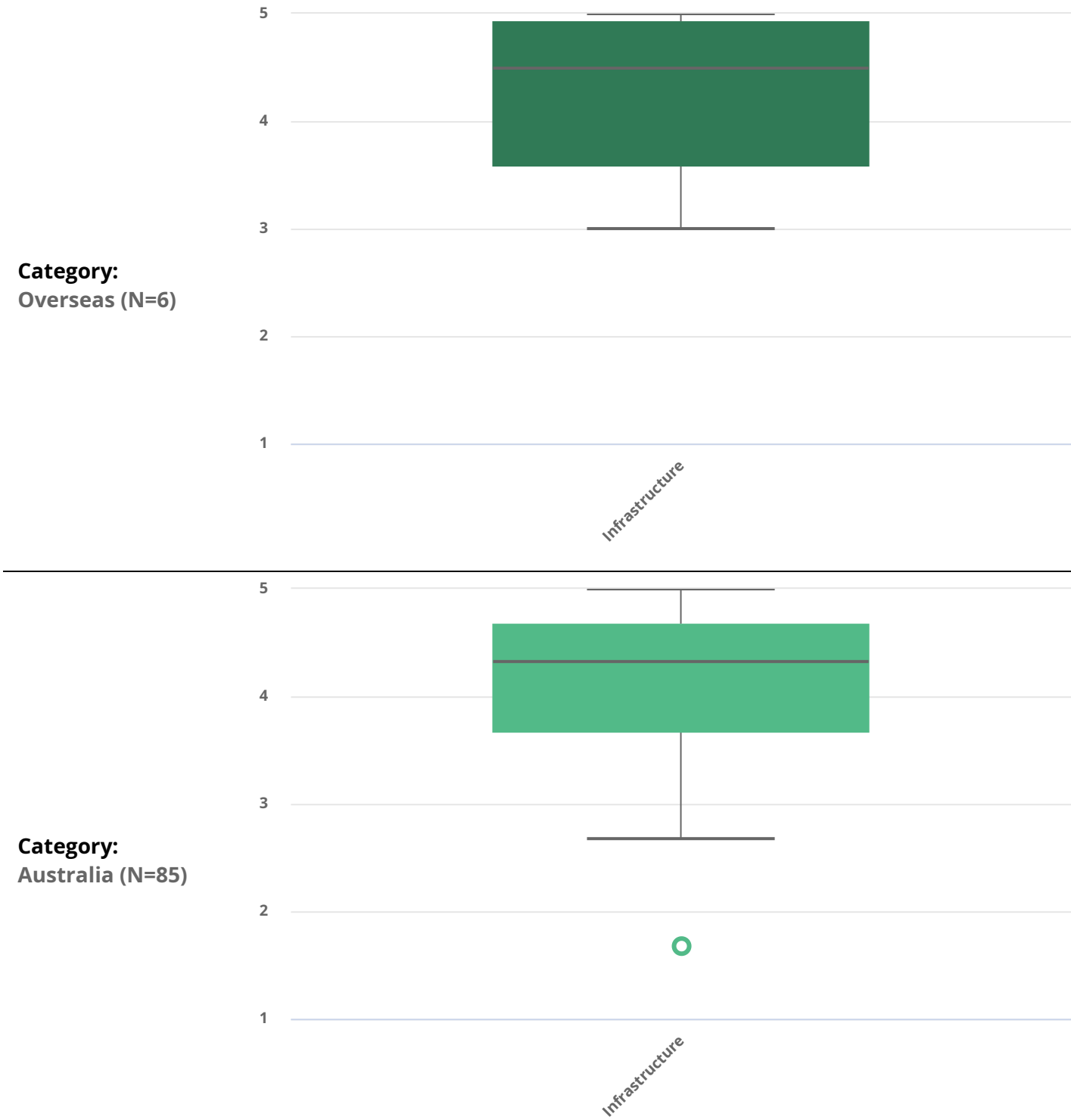
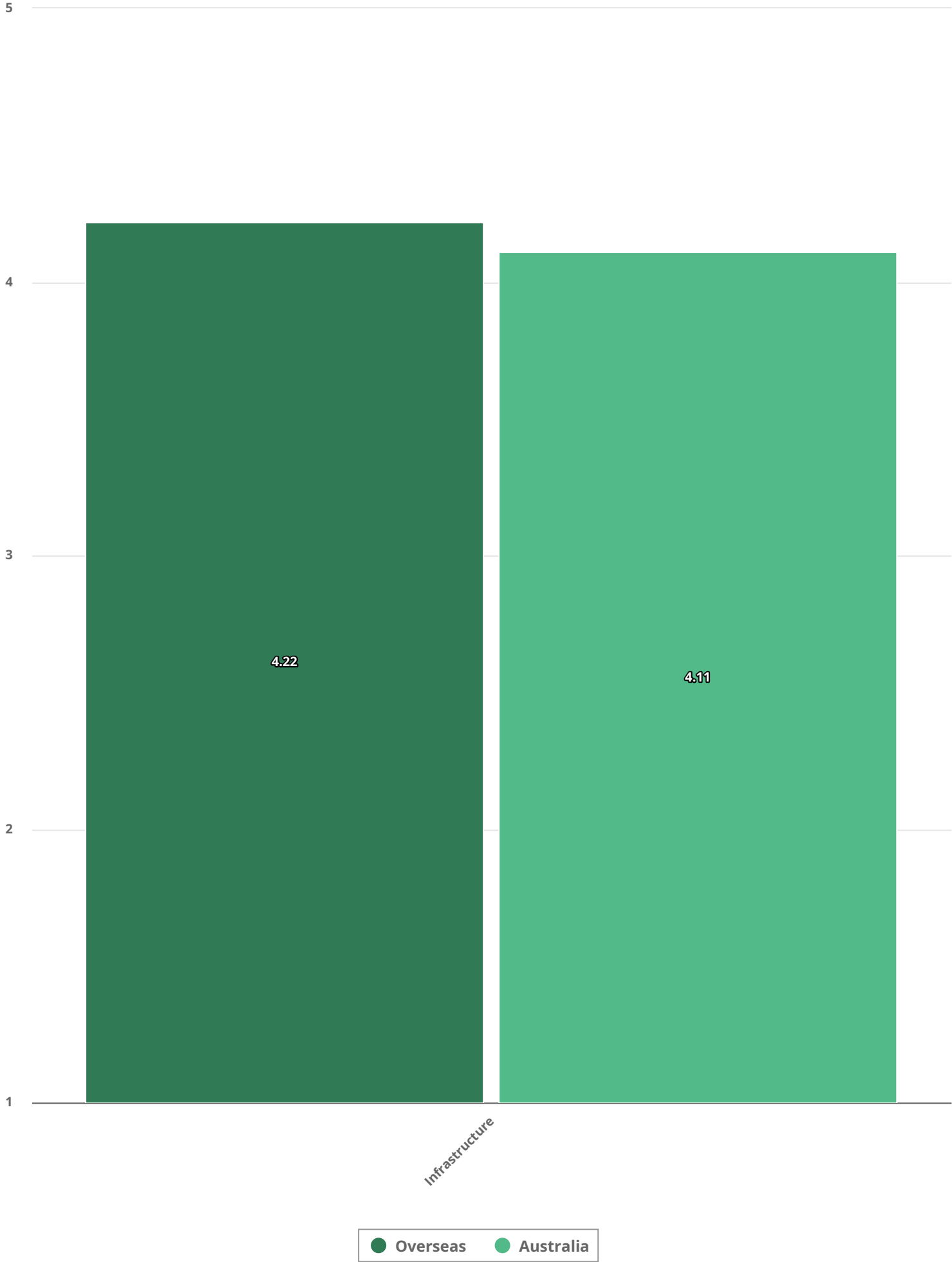


Note: Sometimes, the sample size for groups may differ slightly, as extreme outliers (e.g., with a greater distance from the median than 1.5 times the interquartile range) were removed from the analysis.



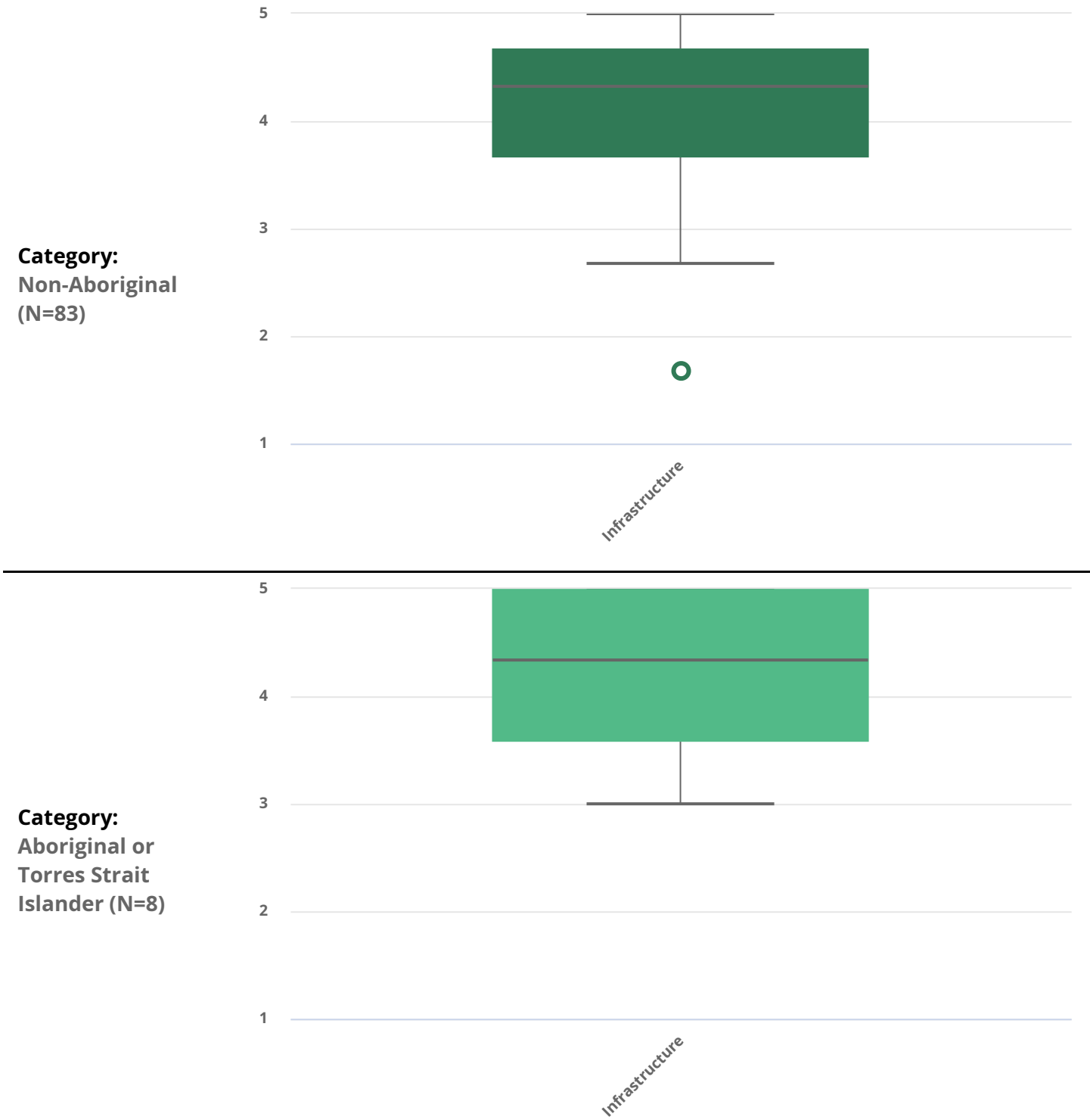
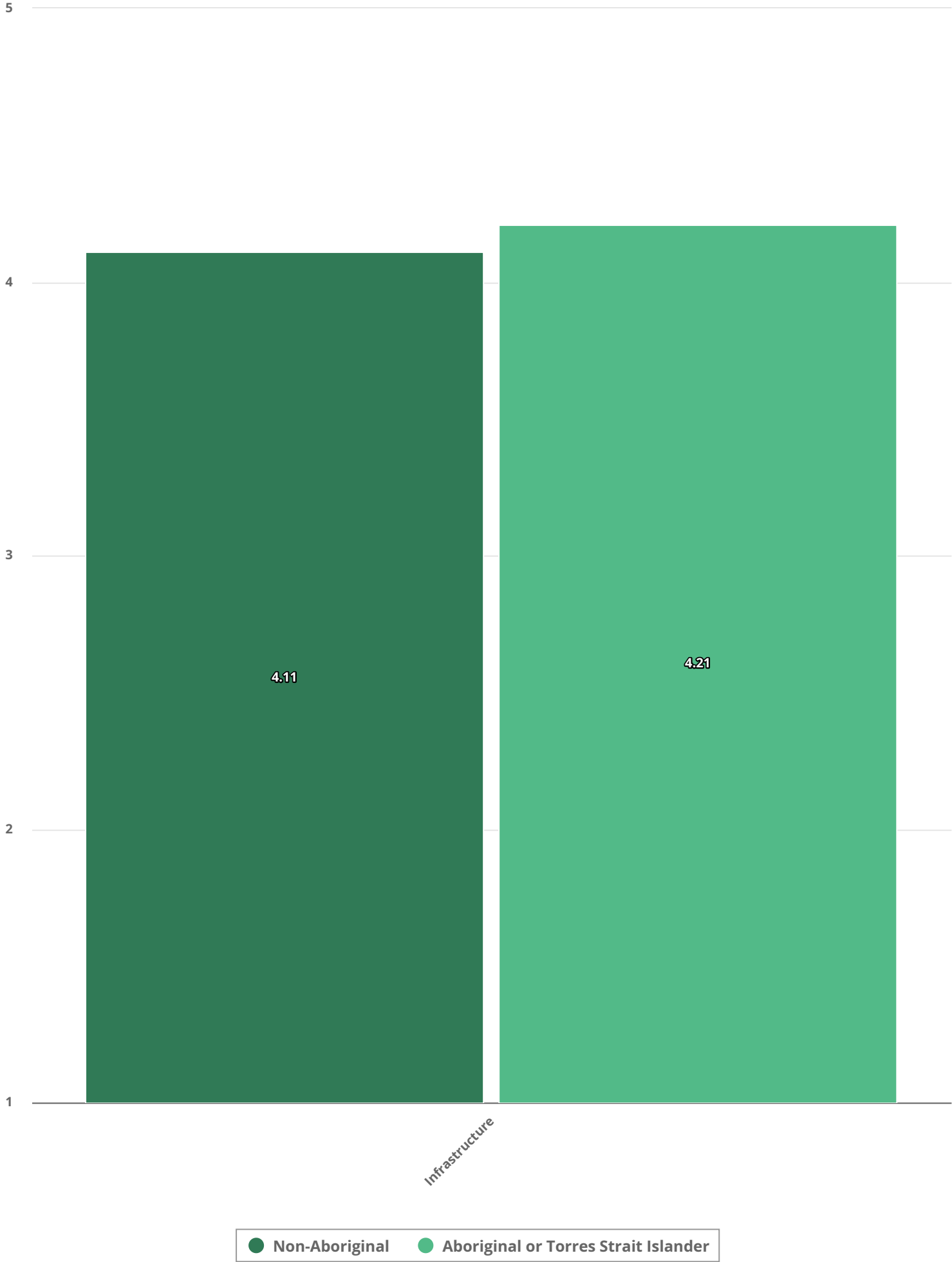
Additional Construct: Infrastructure by Birth Place

Note: Sometimes, the sample size for groups may differ slightly, as extreme outliers (e.g., with a greater distance from the median than 1.5 times the interquartile range) were removed from the analysis.



Additional Construct: Infrastructure by Aboriginality

Note: Sometimes, the sample size for groups may differ slightly, as extreme outliers (e.g., with a greater distance from the median than 1.5 times the interquartile range) were removed from the analysis.



LLL Student Survey - Years 5 & 6: Our Lady of the Visitation School, Taperoo SA 5017

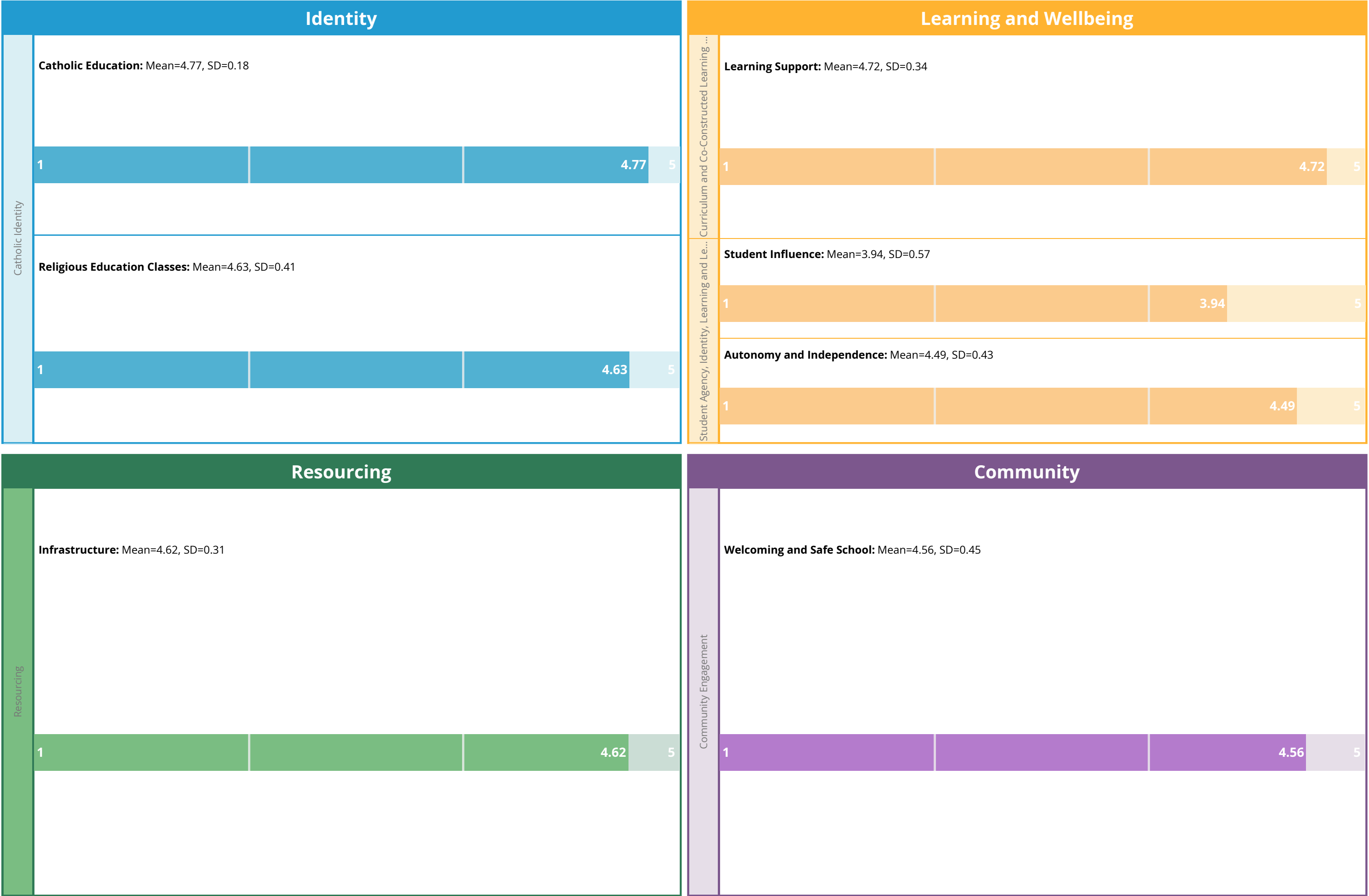
52 participants

2 participants were found to be disengaged and were not included in these results.

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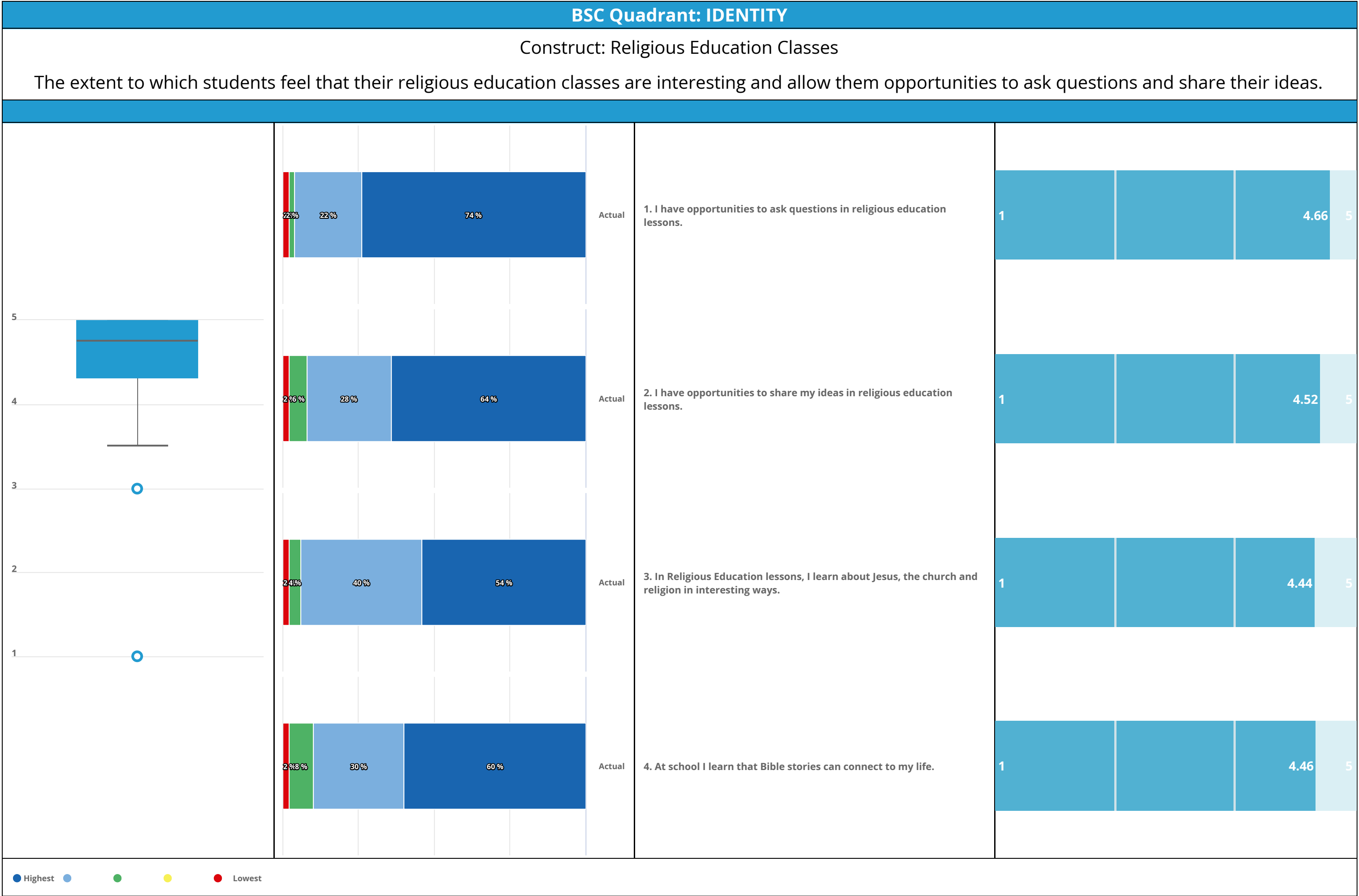
Balanced Score Card: Student Perceptions (LLL Framework)



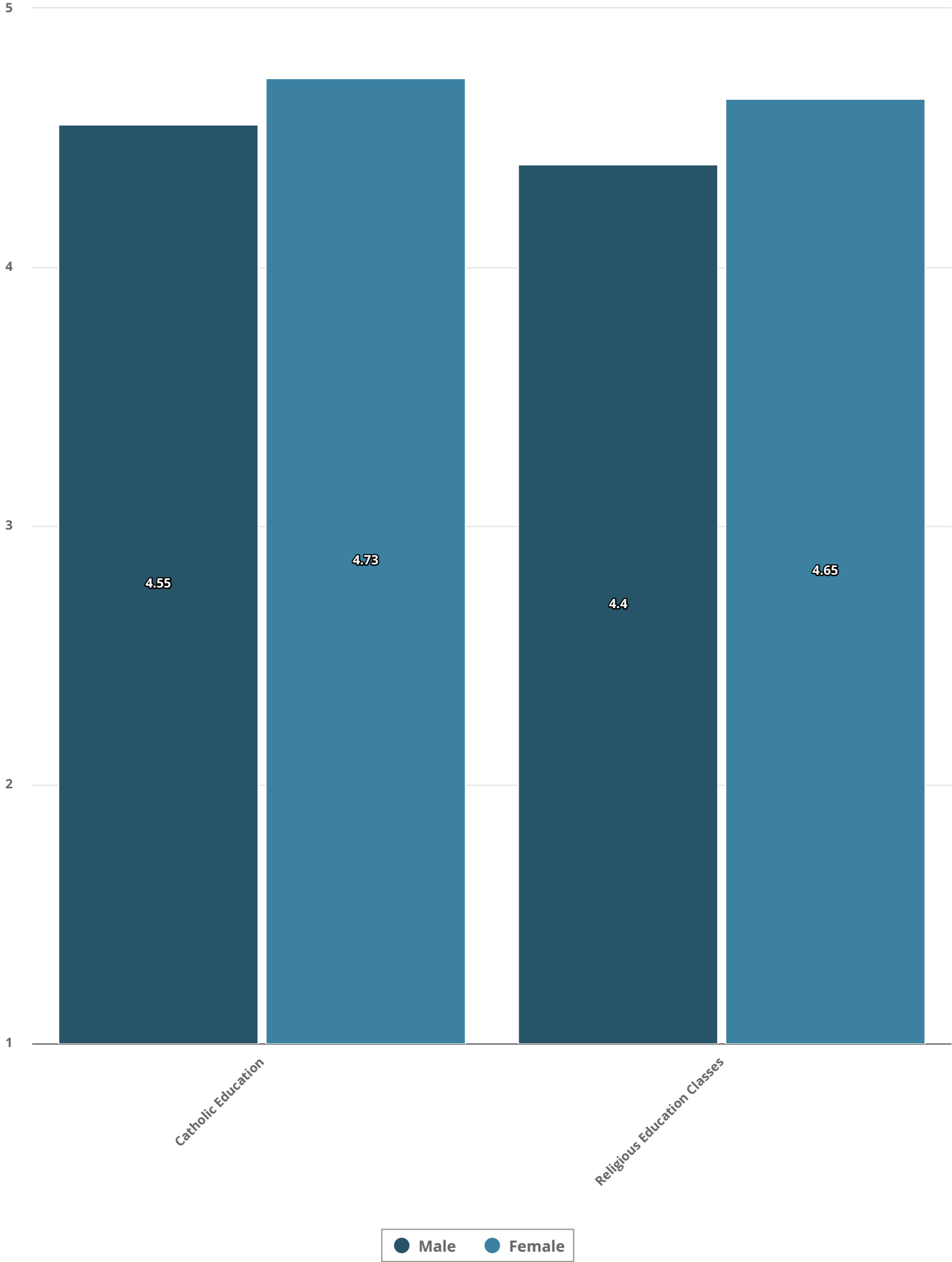
Student Perceptions (Component 1: Catholic Identity)



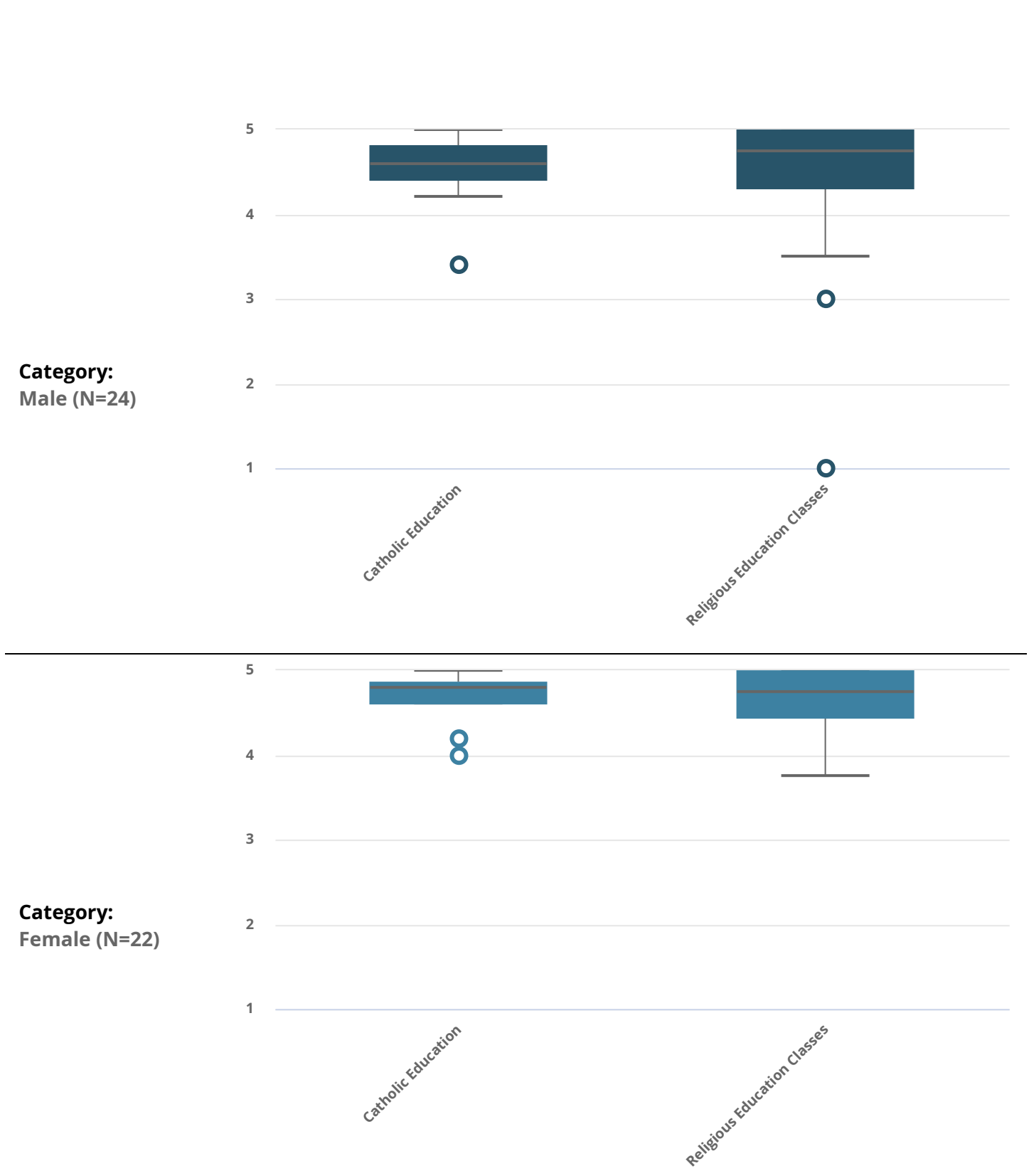
Student Perceptions (Component 1: Catholic Identity)



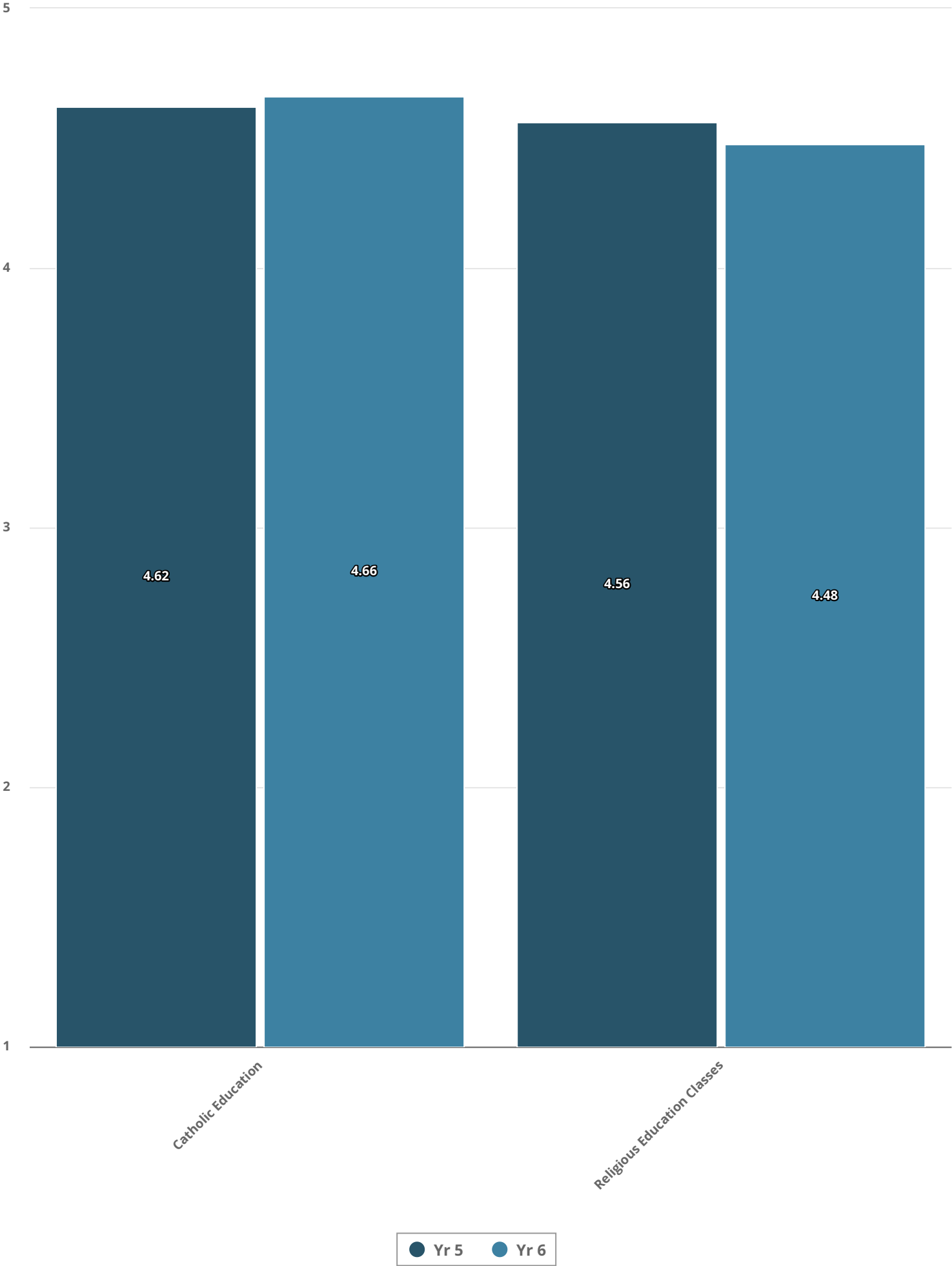
LLL Component 1: Catholic Identity by Gender



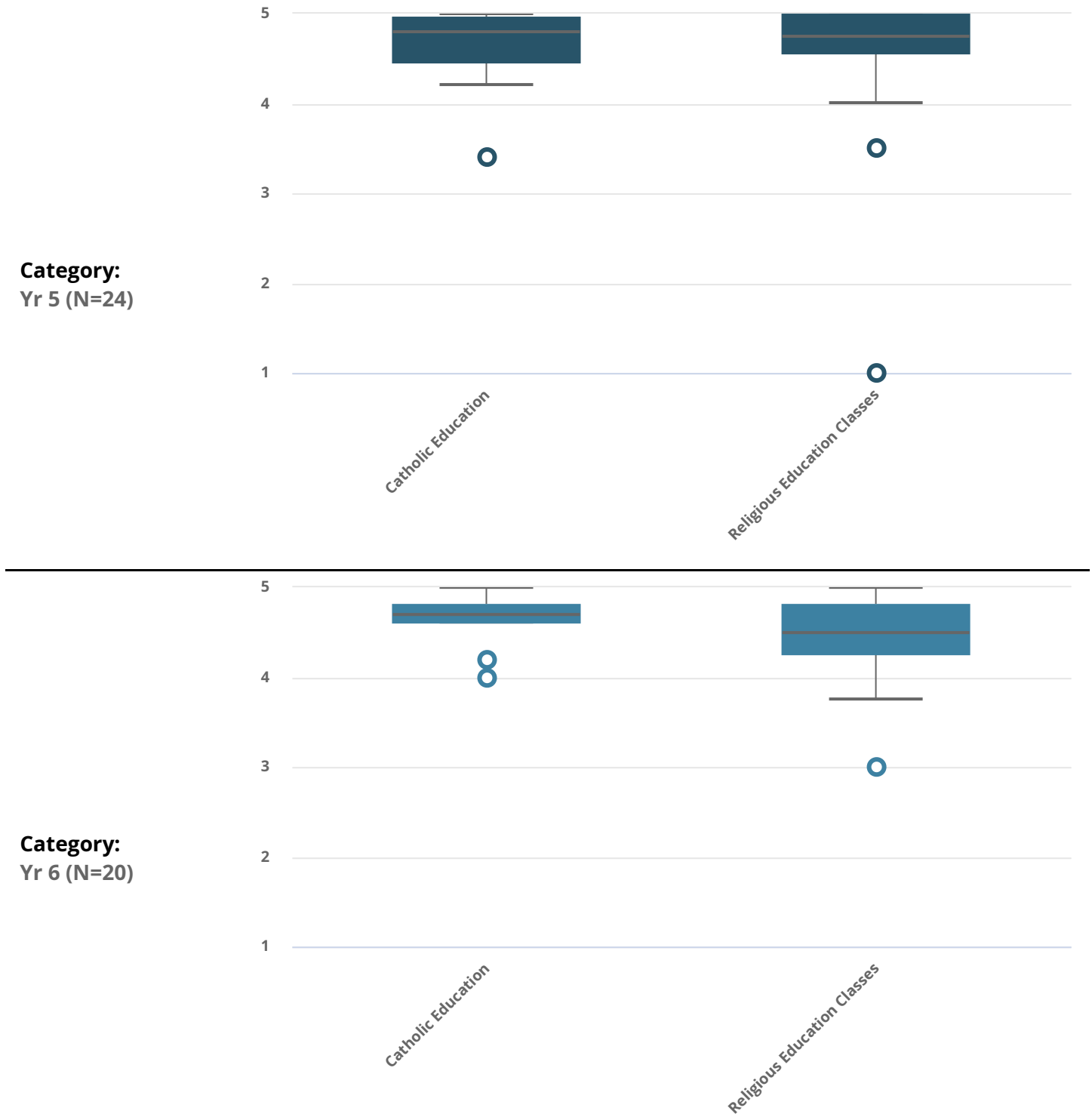
Note: Sometimes, the sample size for groups may differ slightly, as extreme outliers (e.g., with a greater distance from the median than 1.5 times the interquartile range) were removed from the analysis.



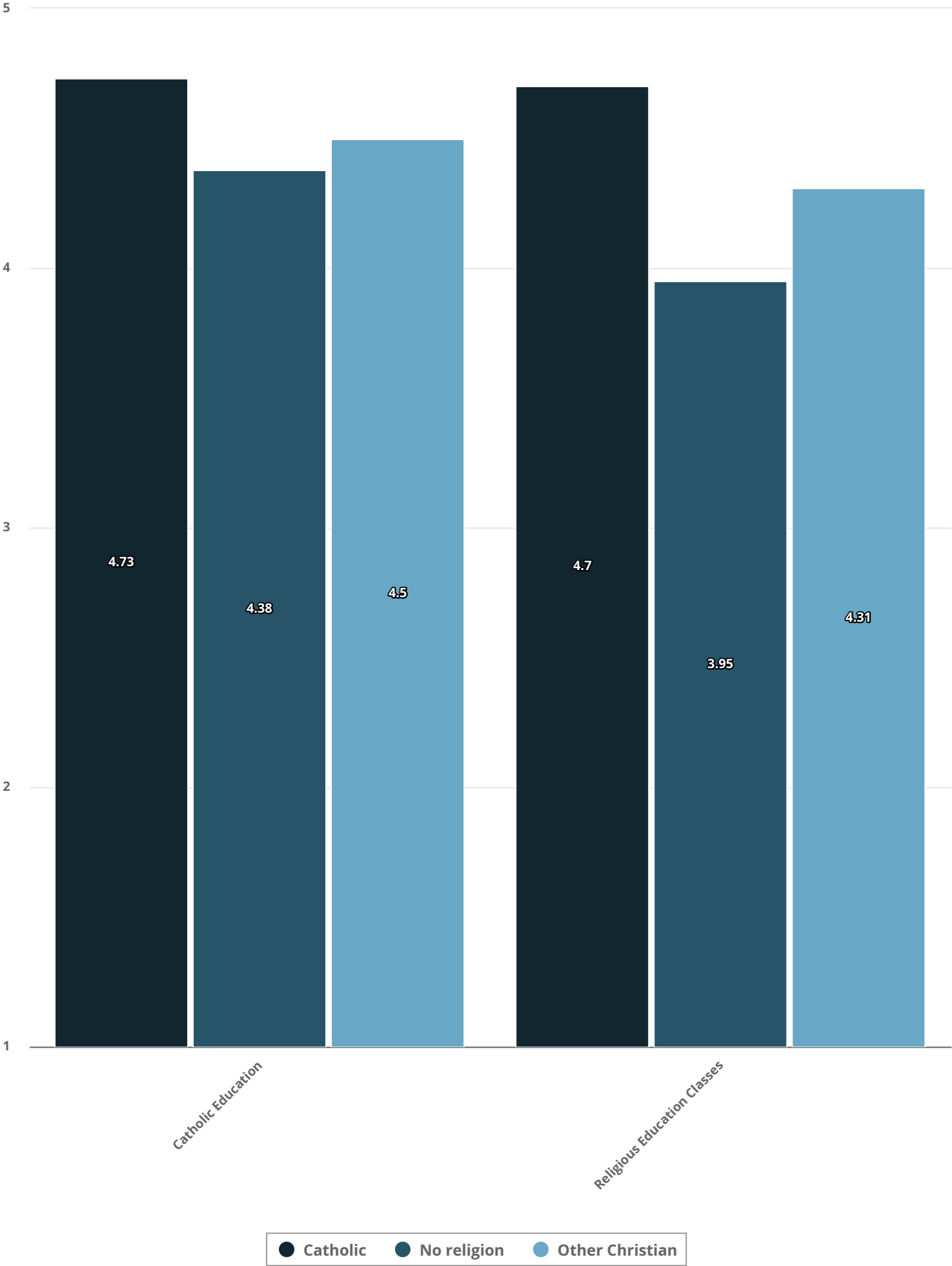
LLL Component 1: Catholic Identity by Year Level



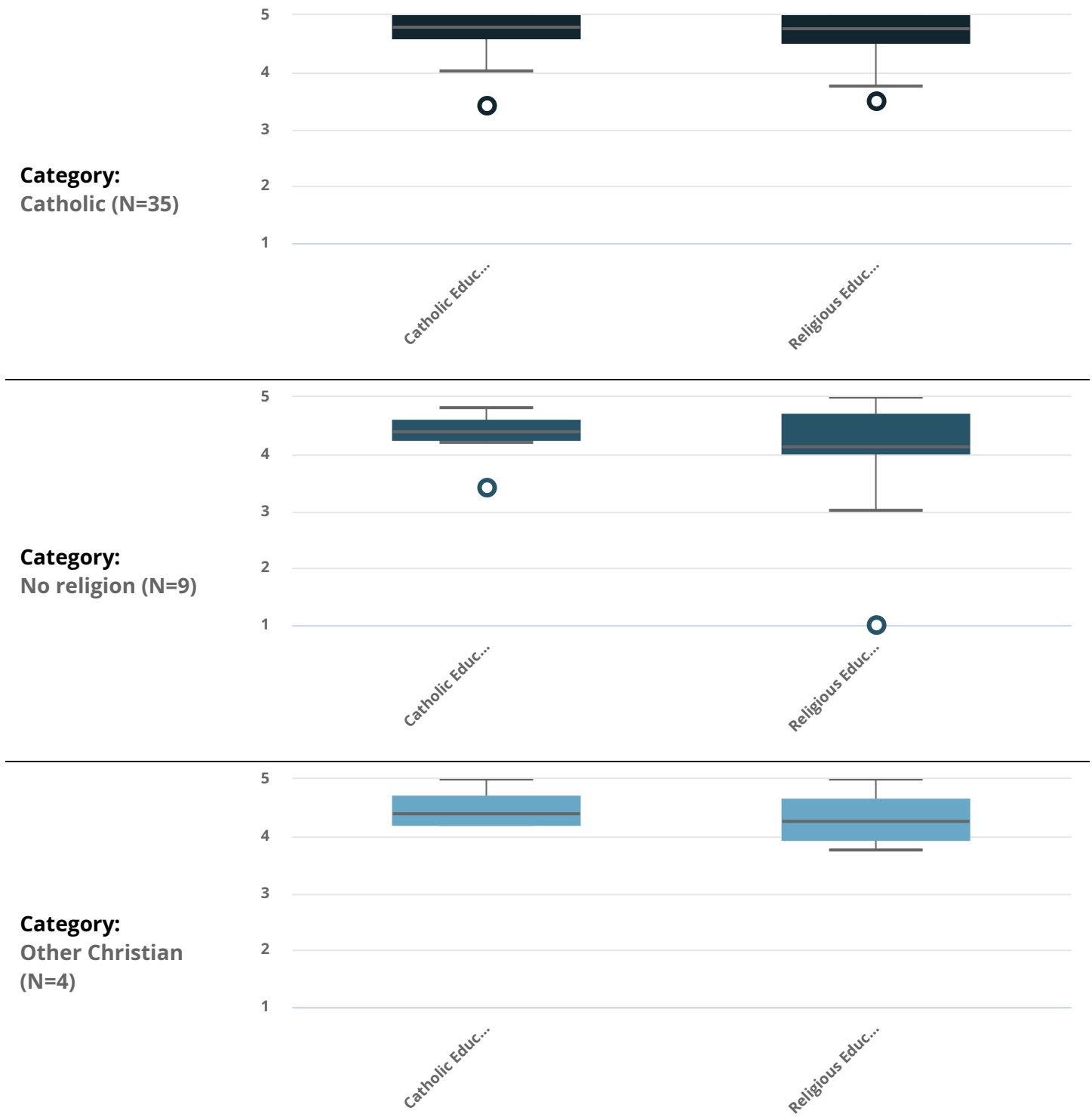
Note: Sometimes, the sample size for groups may differ slightly, as extreme outliers (e.g., with a greater distance from the median than 1.5 times the interquartile range) were removed from the analysis.



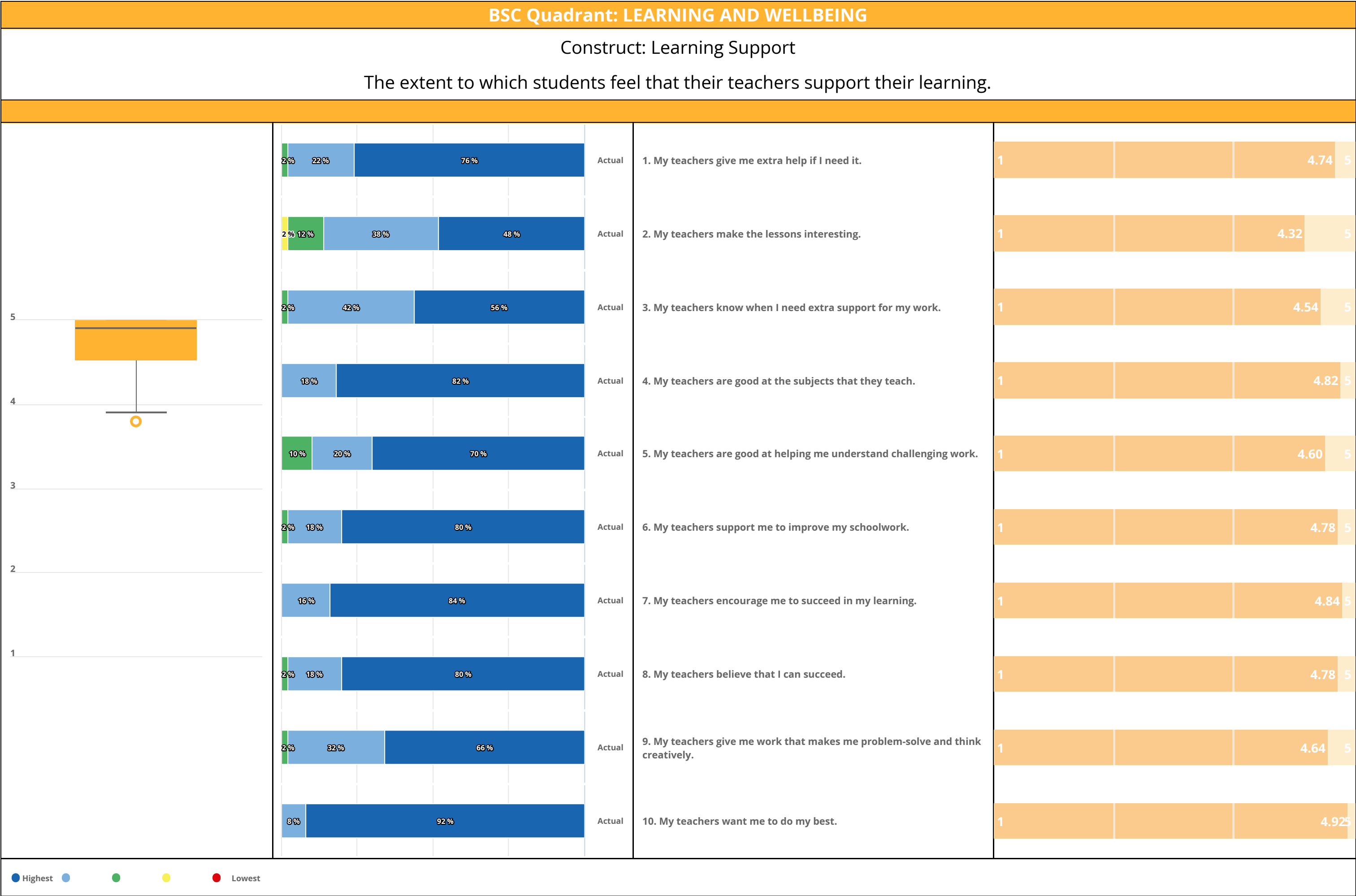
LLL Component 1: Catholic Identity by Religion



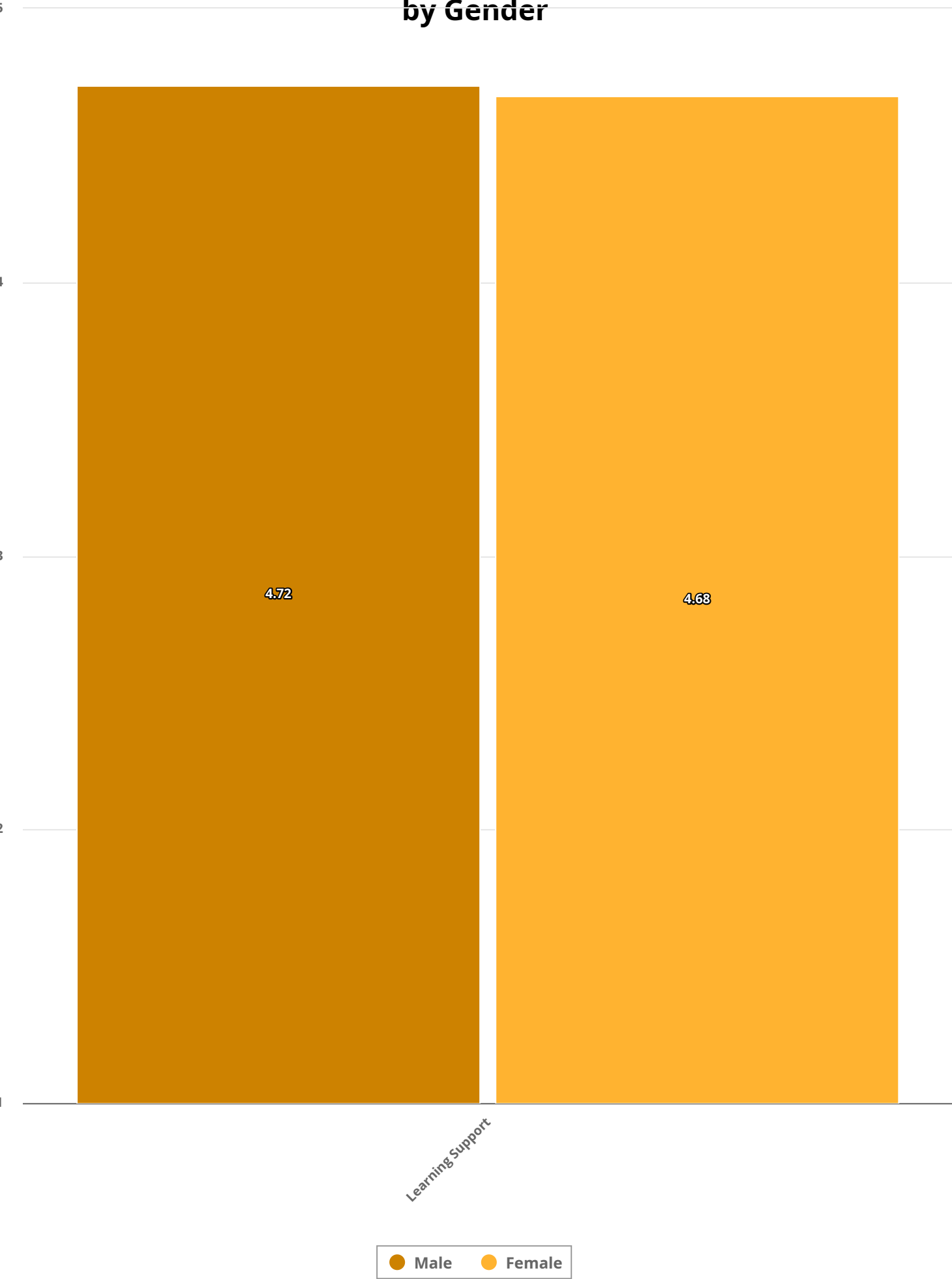
Note: Sometimes, the sample size for groups may differ slightly, as extreme outliers (e.g., with a greater distance from the median than 1.5 times the interquartile range) were removed from the analysis.



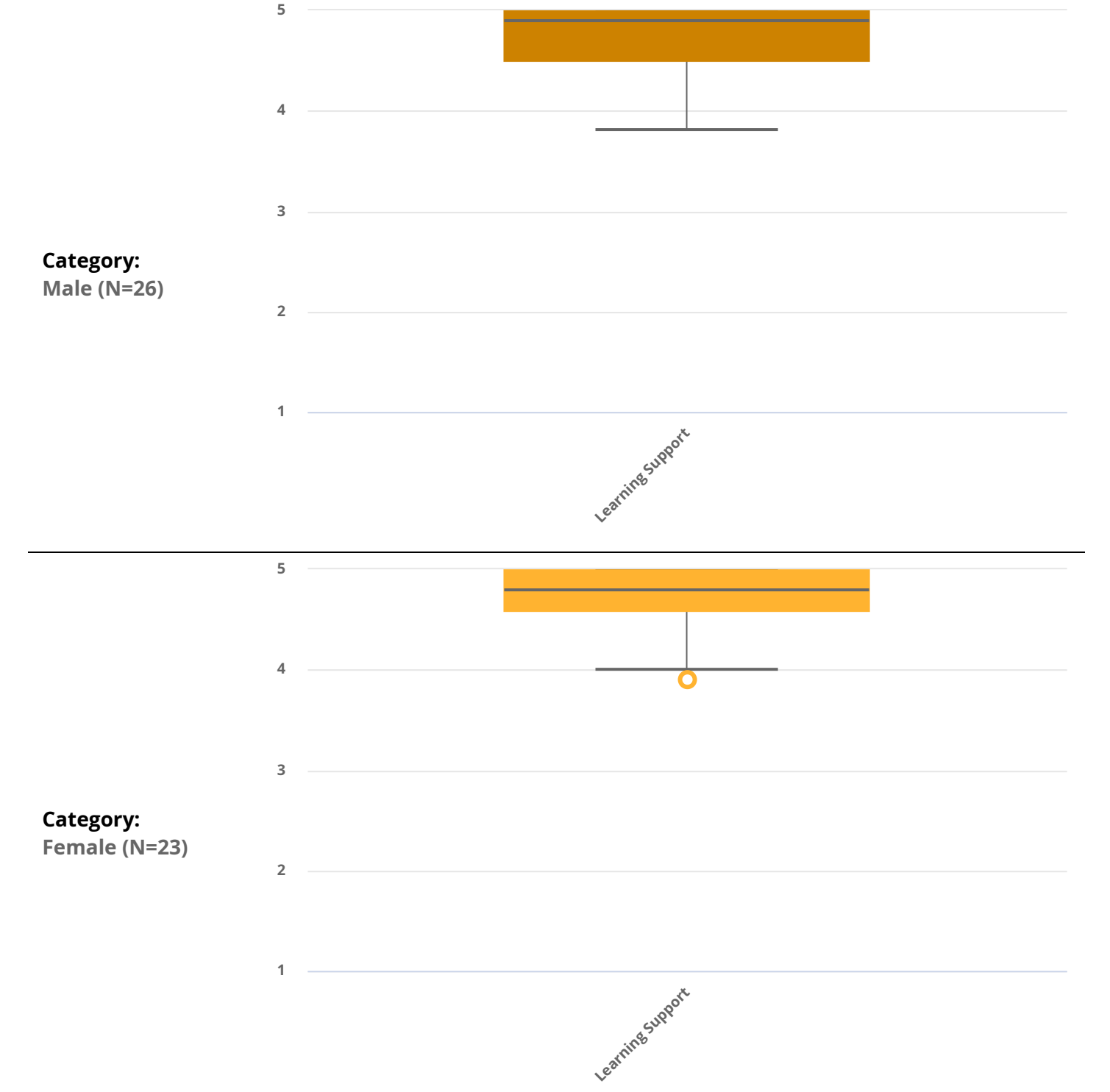
Student Perceptions (Component 2: Curriculum and Co-Constructed Learning Design)



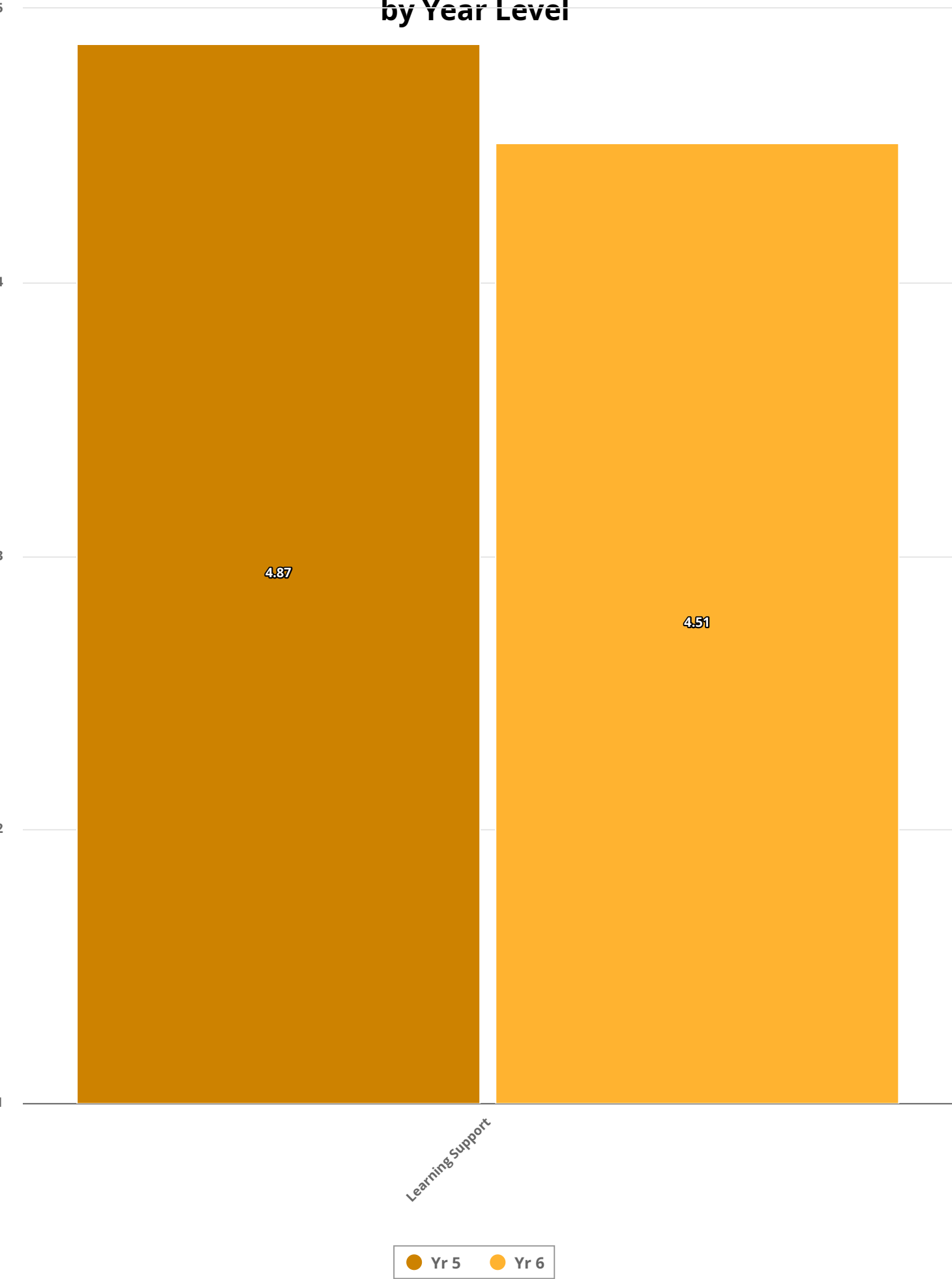
LLL Component 2: Curriculum and Co-constructed Learning Design by Gender



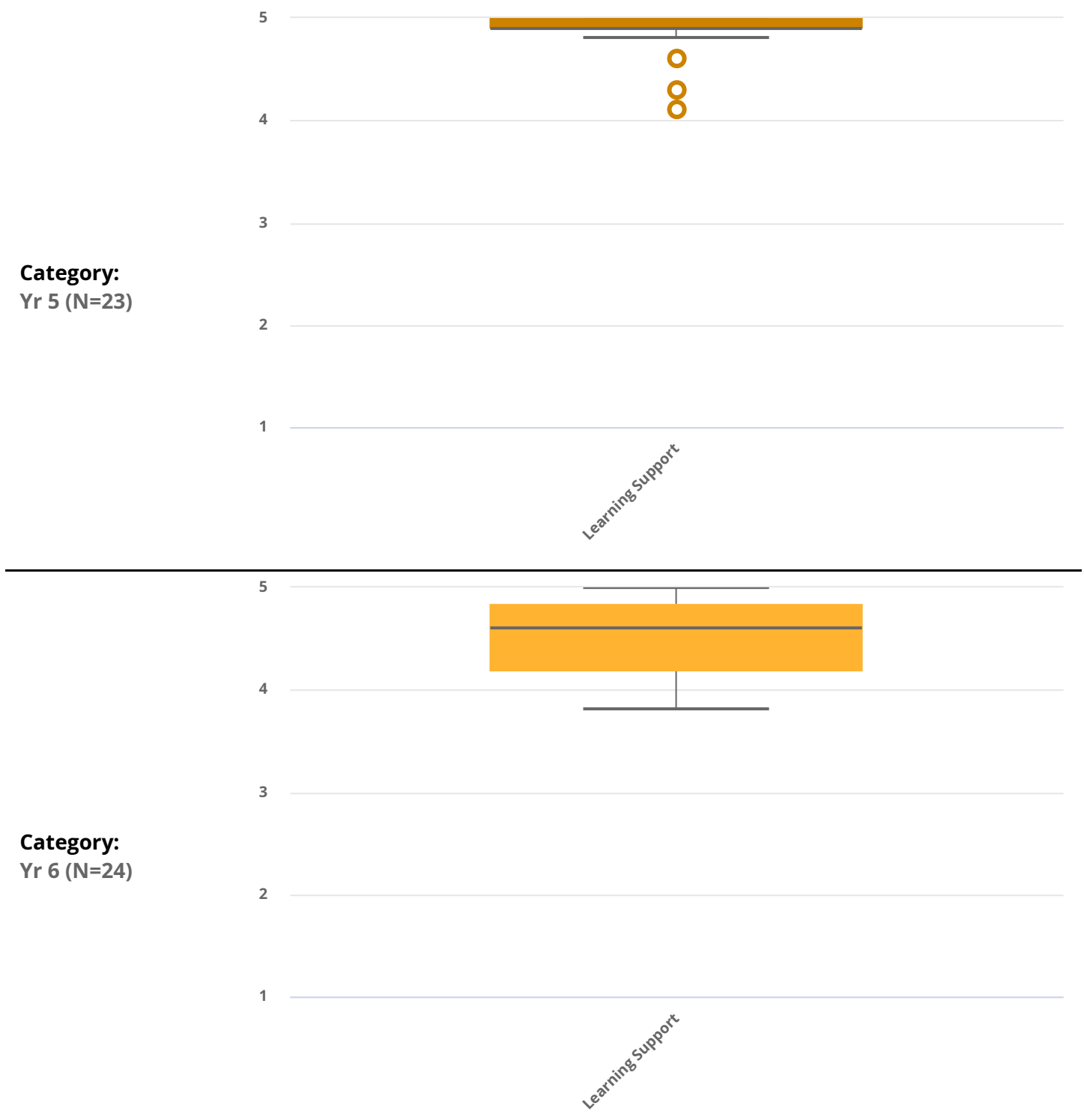
Note: Sometimes, the sample size for groups may differ slightly, as extreme outliers (e.g., with a greater distance from the median than 1.5 times the interquartile range) were removed from the analysis.



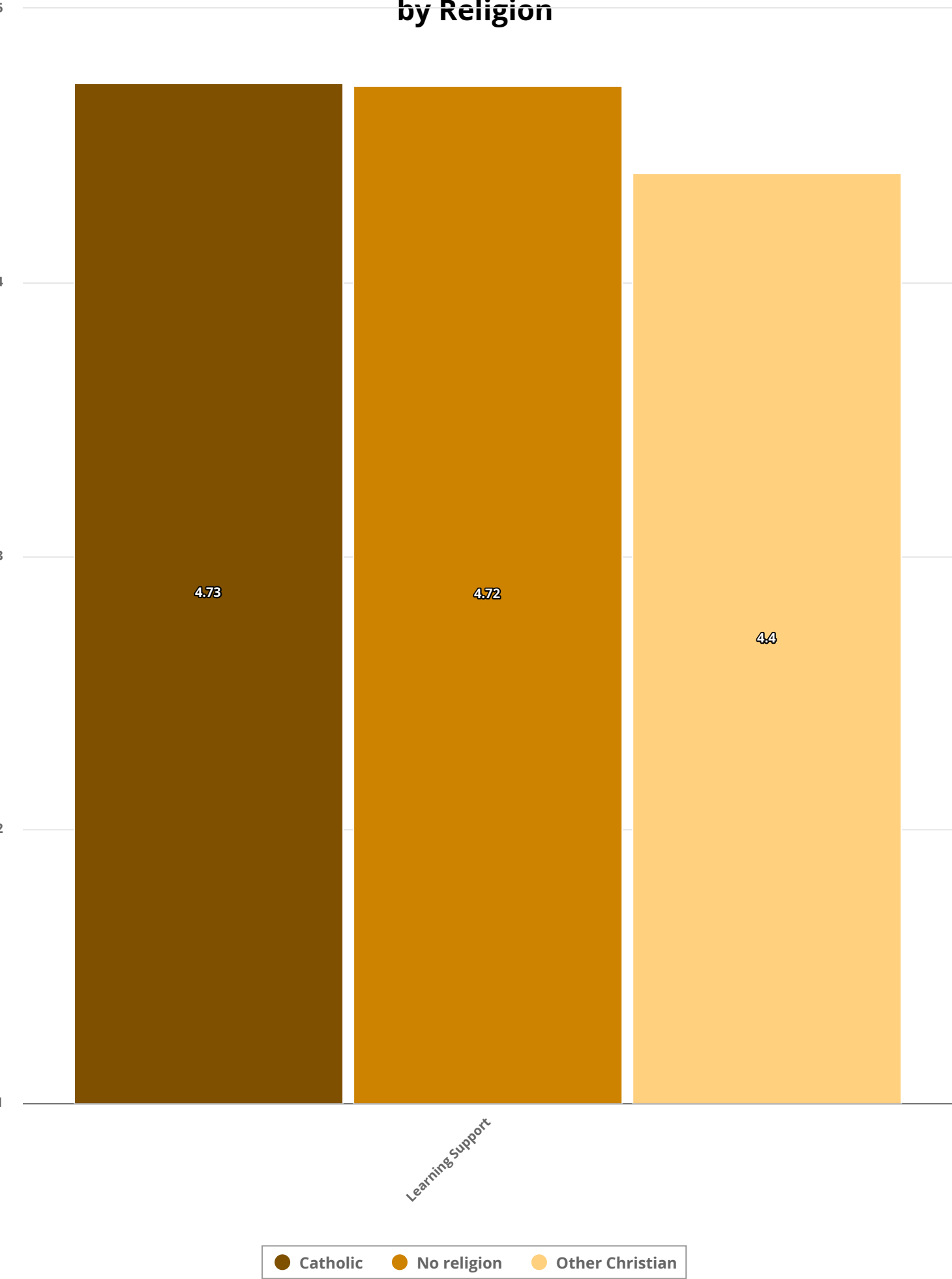
LLL Component 2: Curriculum and Co-constructed Learning Design by Year Level



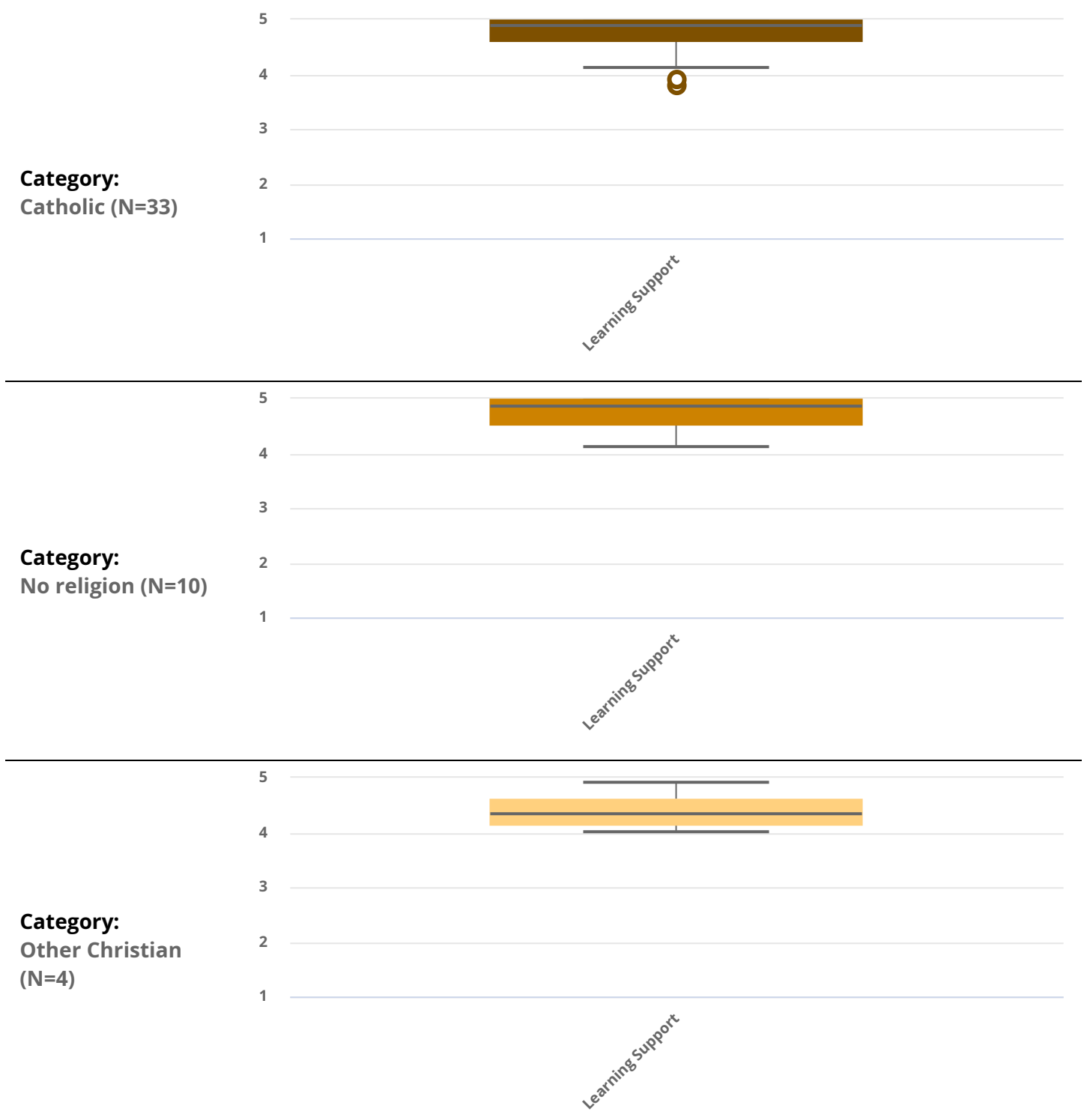
Note: Sometimes, the sample size for groups may differ slightly, as extreme outliers (e.g., with a greater distance from the median than 1.5 times the interquartile range) were removed from the analysis.



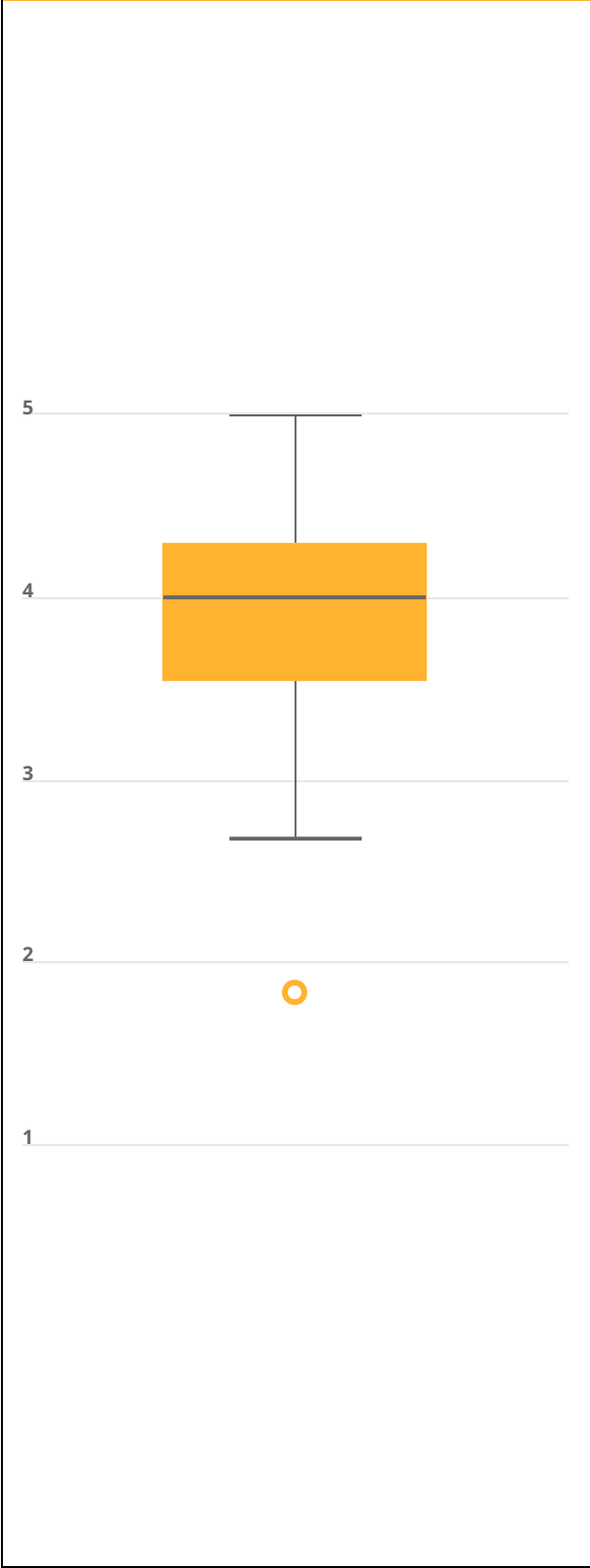





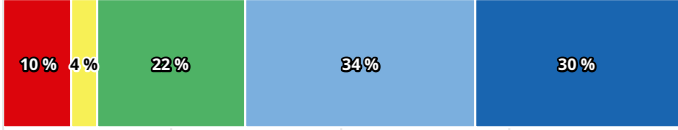




LLL Component 2: Curriculum and Co-constructed Learning Design by Religion



Note: Sometimes, the sample size for groups may differ slightly, as extreme outliers (e.g., with a greater distance from the median than 1.5 times the interquartile range) were removed from the analysis.



Student Perceptions (Component 3: Student Agency, Identity, Learning and Leadership)

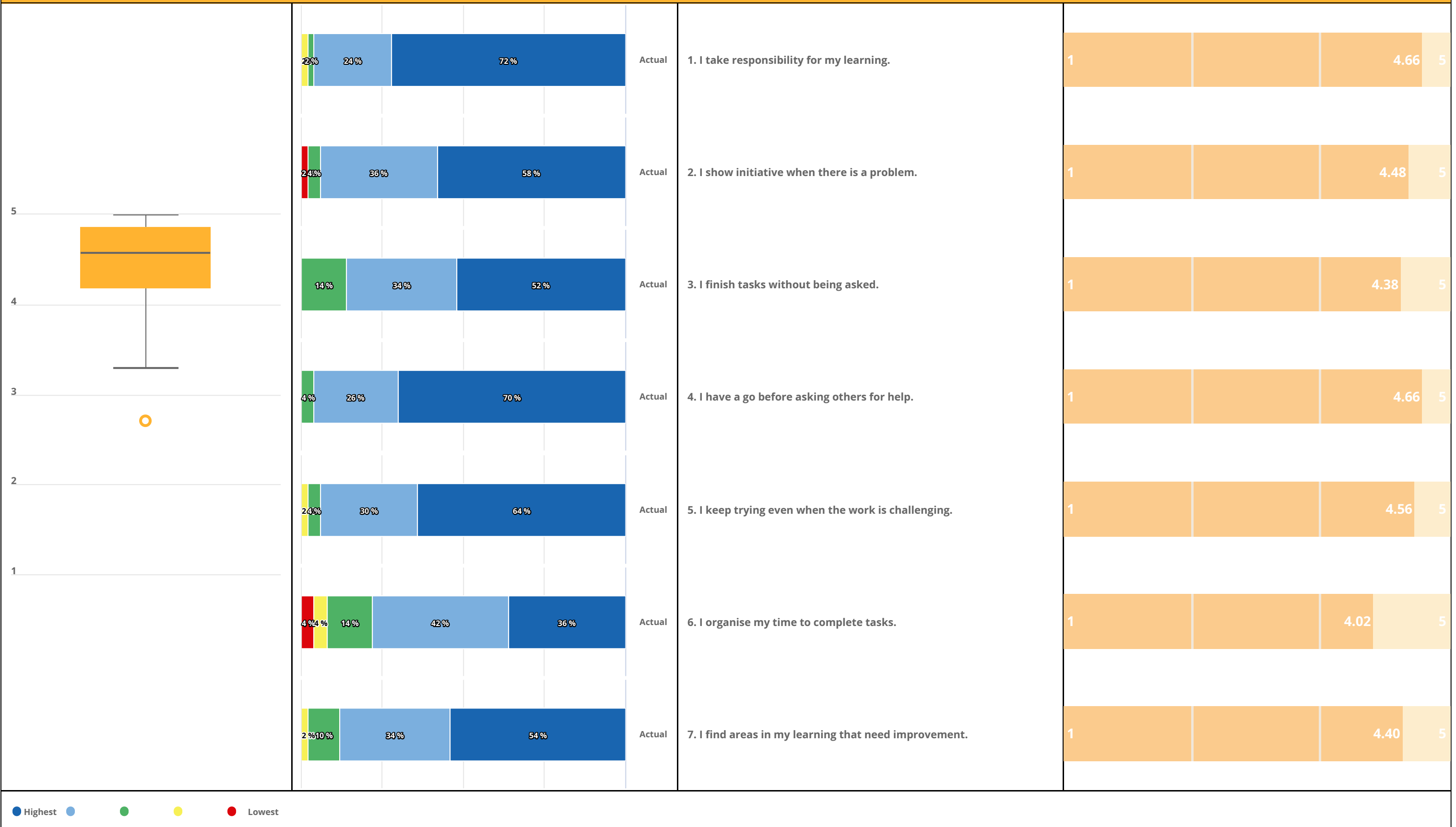
BSC Quadrant: LEARNING AND WELLBEING					
Construct: Student Influence					
The extent to which students feel that there are opportunities for them to have a voice, choice and propensity to take action to influence and direct their own learning and assessment.					
			Actual	1. I have a choice about what I learn in class.	
			Actual	2. I have a choice about the way that I learn in class.	
			Actual	3. I would feel comfortable asking the teacher, 'why do I have to learn this?'	
			Actual	4. If the teaching in the classroom doesn't work for me, I work with teachers to change it.	
			Actual	5. I can work with teachers to make changes that help me to learn better.	
			Actual	6. In classes, I am asked about what the teacher does well and what could be done better.	
	<div><div></div>Highest</div> <div><div></div></div> <div><div></div></div> <div><div></div></div> <div><div></div>Lowest</div>				

Student Perceptions (Component 3: Student Agency, Identity, Learning and Leadership)

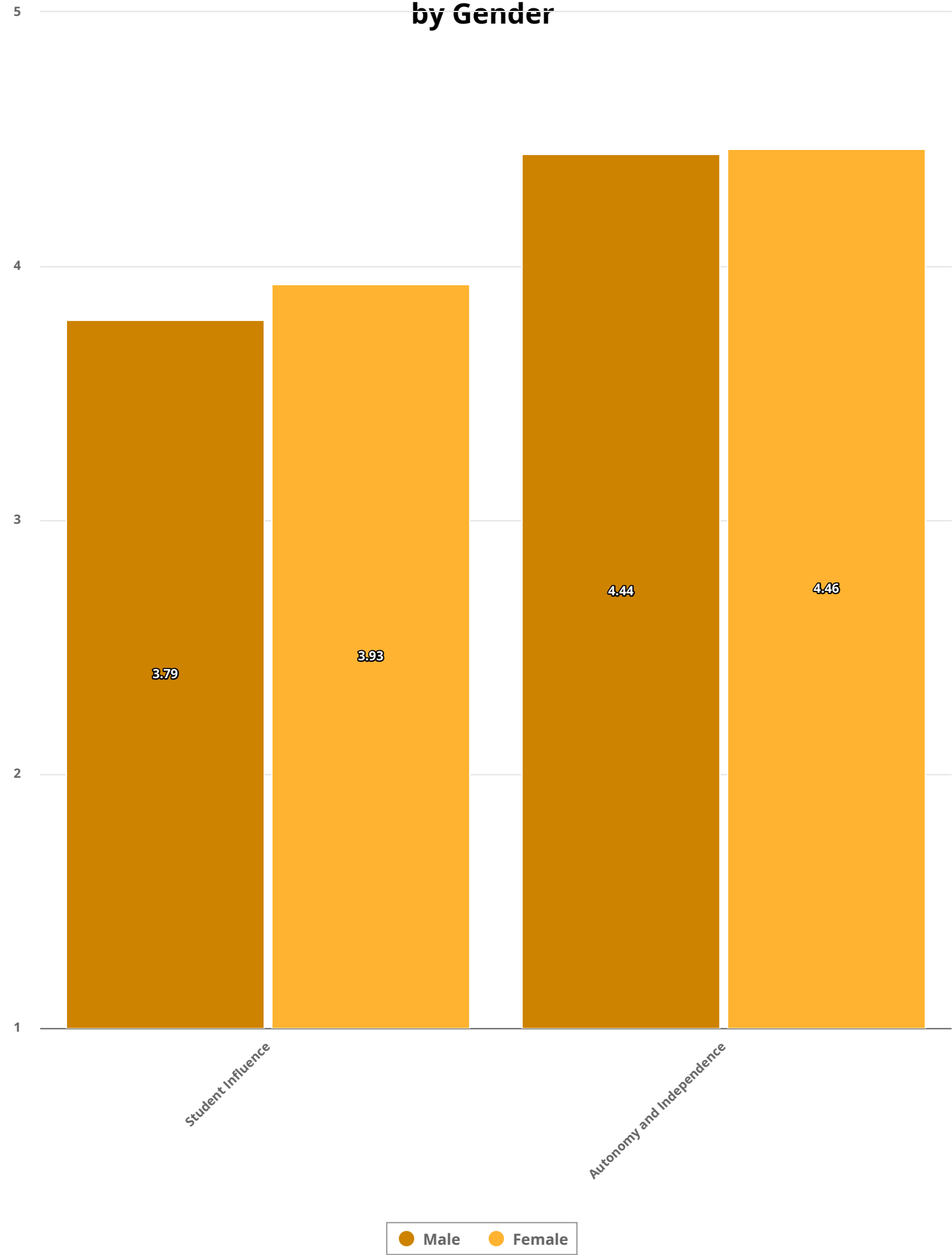
BSC Quadrant: LEARNING AND WELLBEING

Construct: Autonomy and Independence

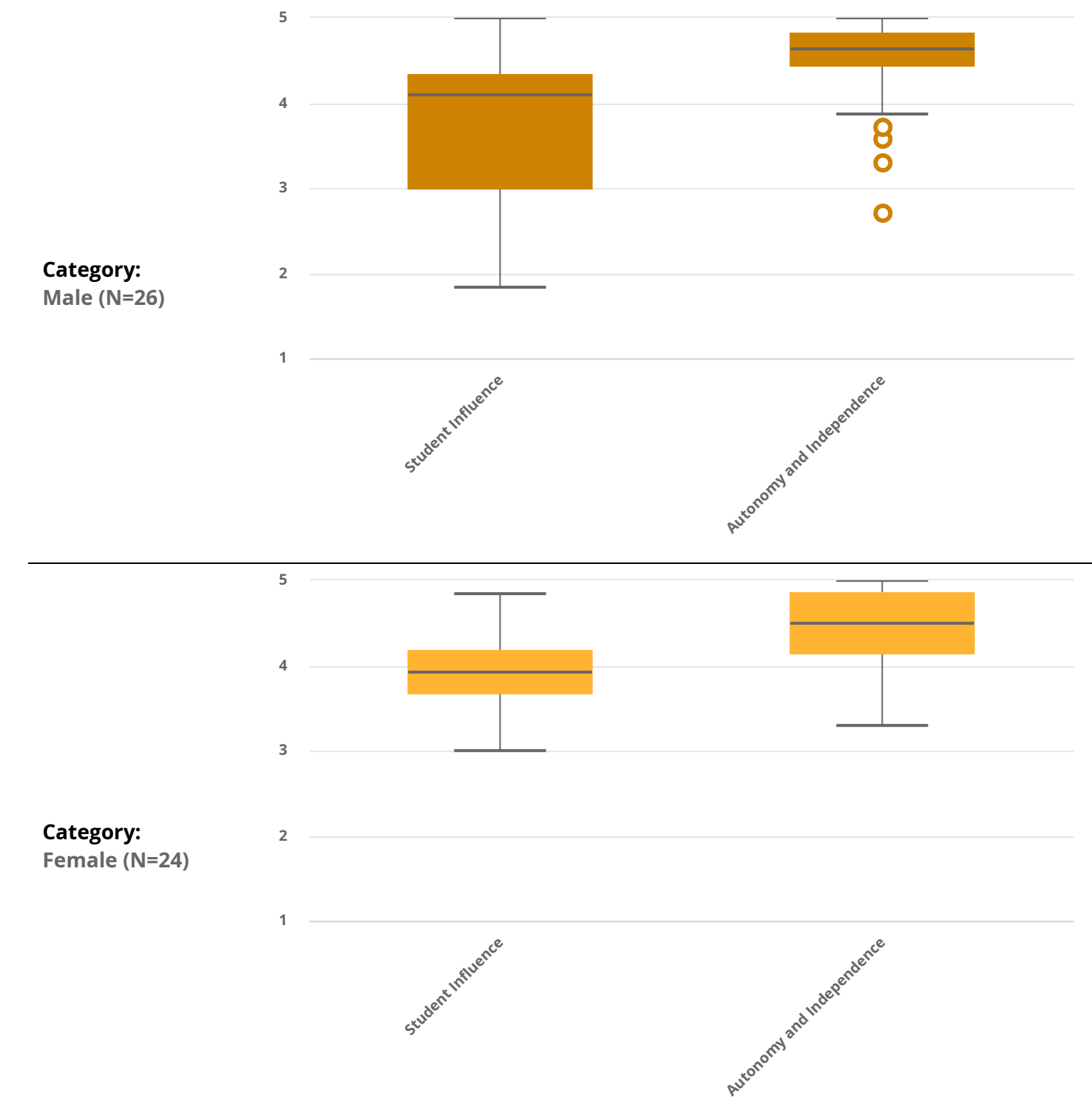
The extent to which students feel that they are expected to and provided opportunities to work independently.



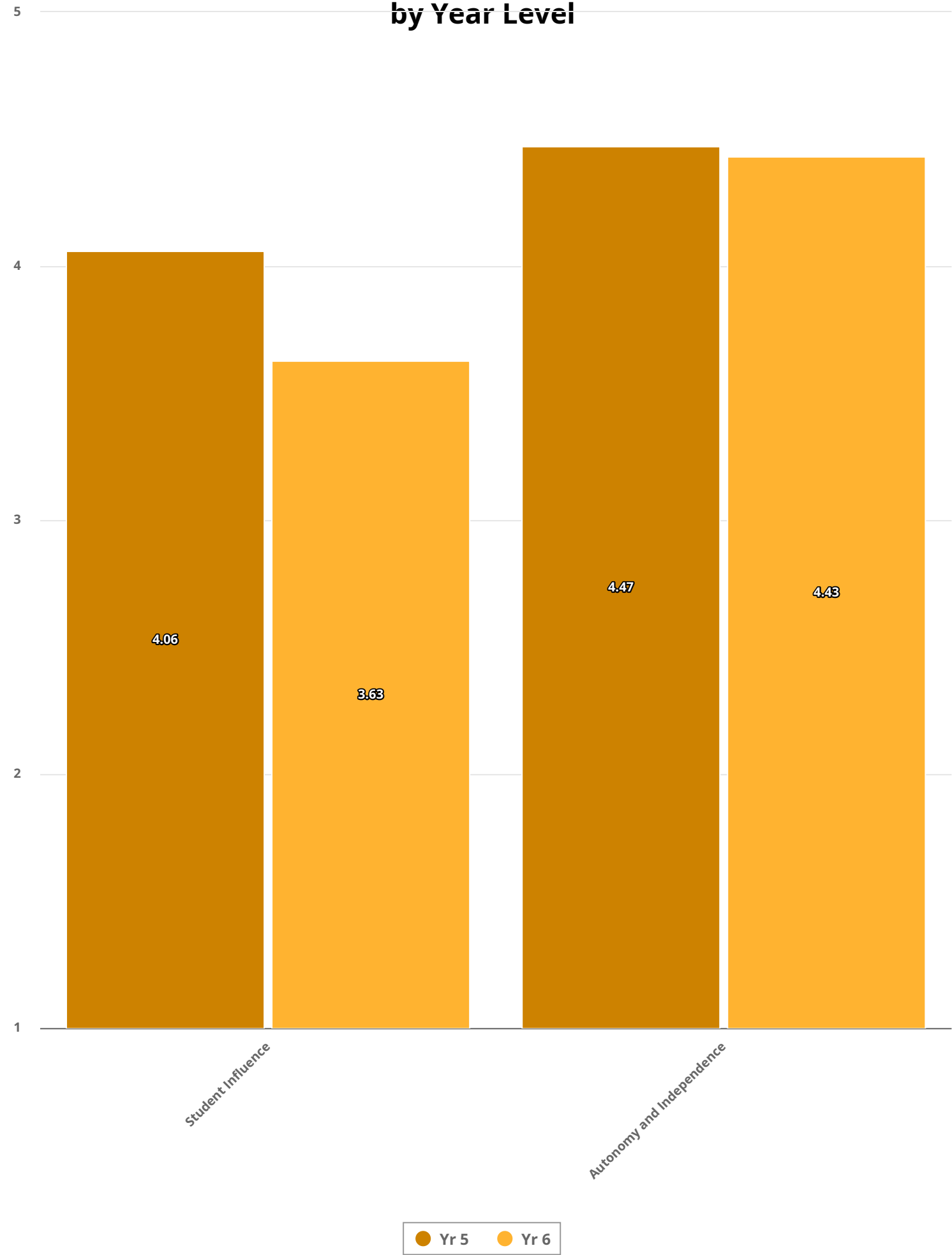
LLL Component 3: Student Agency, Identity, Learning and Leadership by Gender



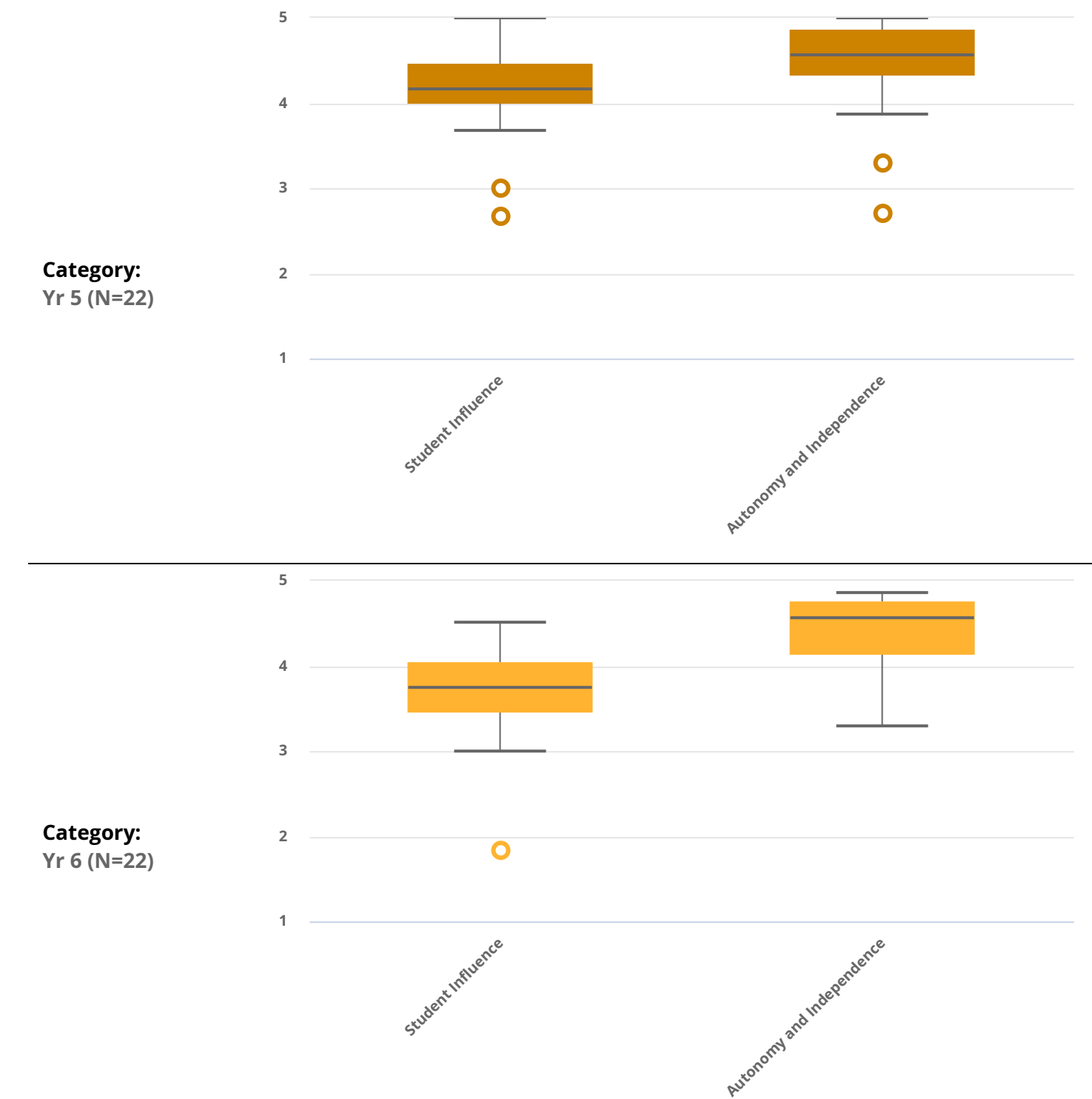
Note: Sometimes, the sample size for groups may differ slightly, as extreme outliers (e.g., with a greater distance from the median than 1.5 times the interquartile range) were removed from the analysis.



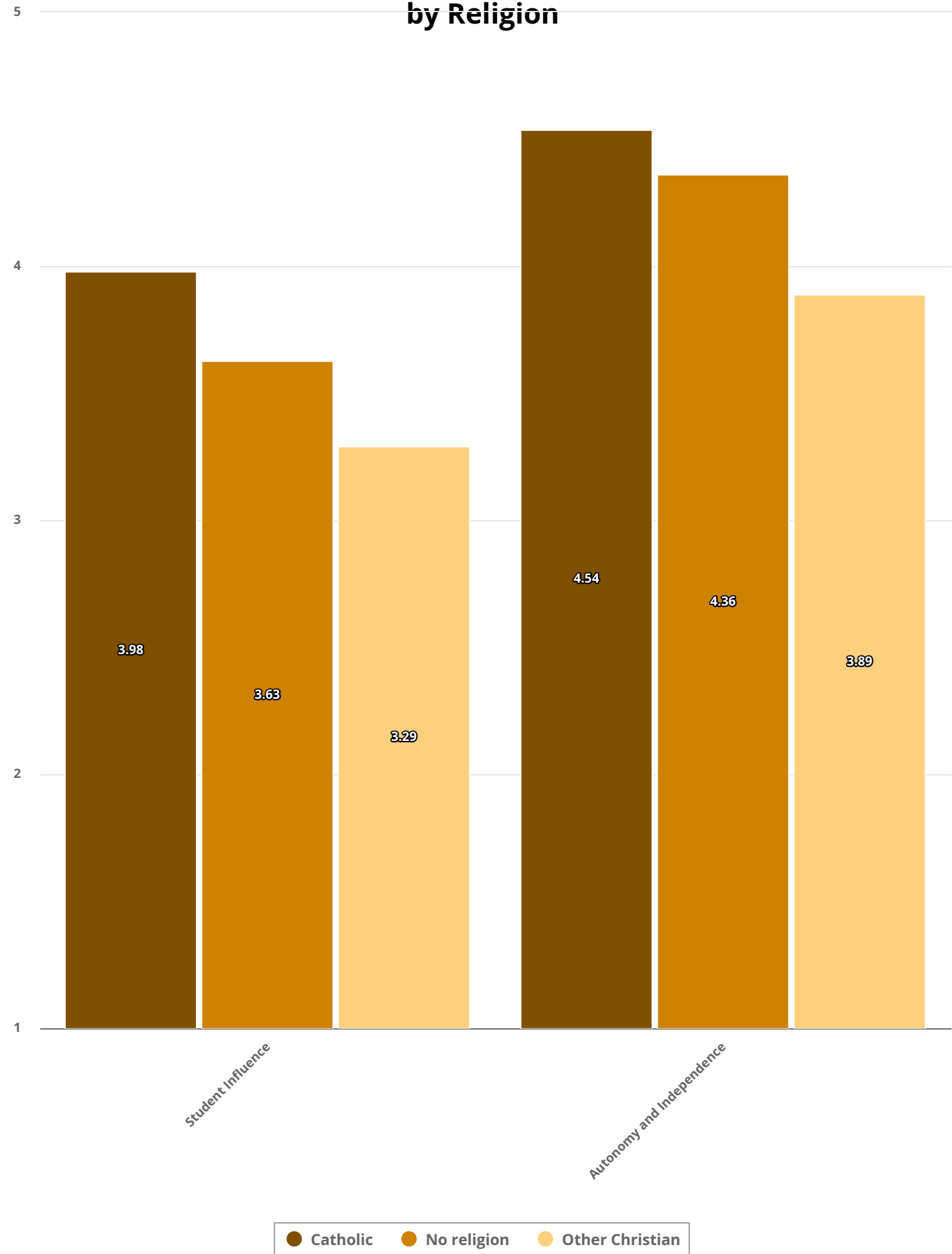
LLL Component 3: Student Agency, Identity, Learning and Leadership by Year Level



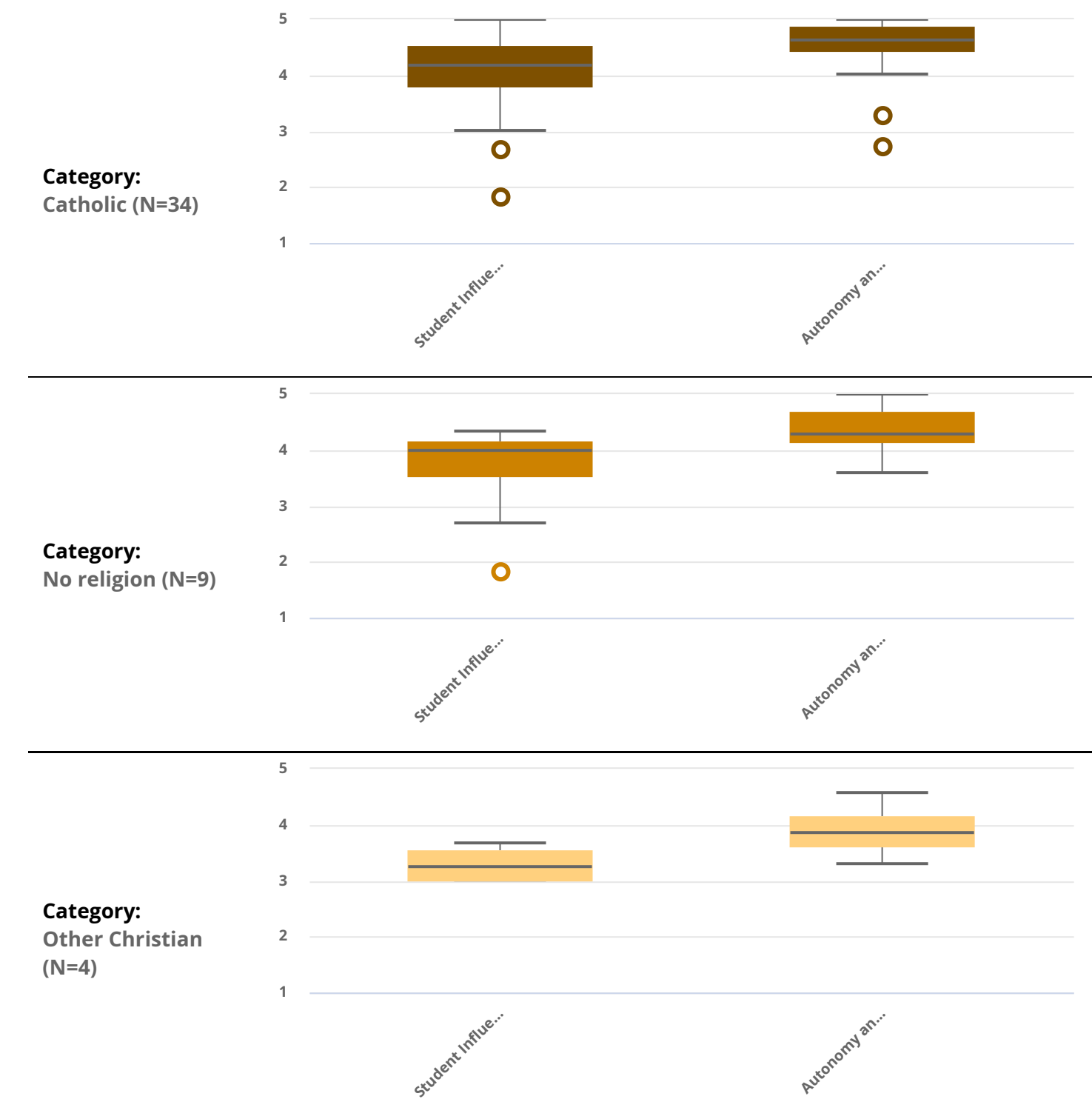
Note: Sometimes, the sample size for groups may differ slightly, as extreme outliers (e.g., with a greater distance from the median than 1.5 times the interquartile range) were removed from the analysis.



LLL Component 3: Student Agency, Identity, Learning and Leadership by Religion



Note: Sometimes, the sample size for groups may differ slightly, as extreme outliers (e.g., with a greater distance from the median than 1.5 times the interquartile range) were removed from the analysis.

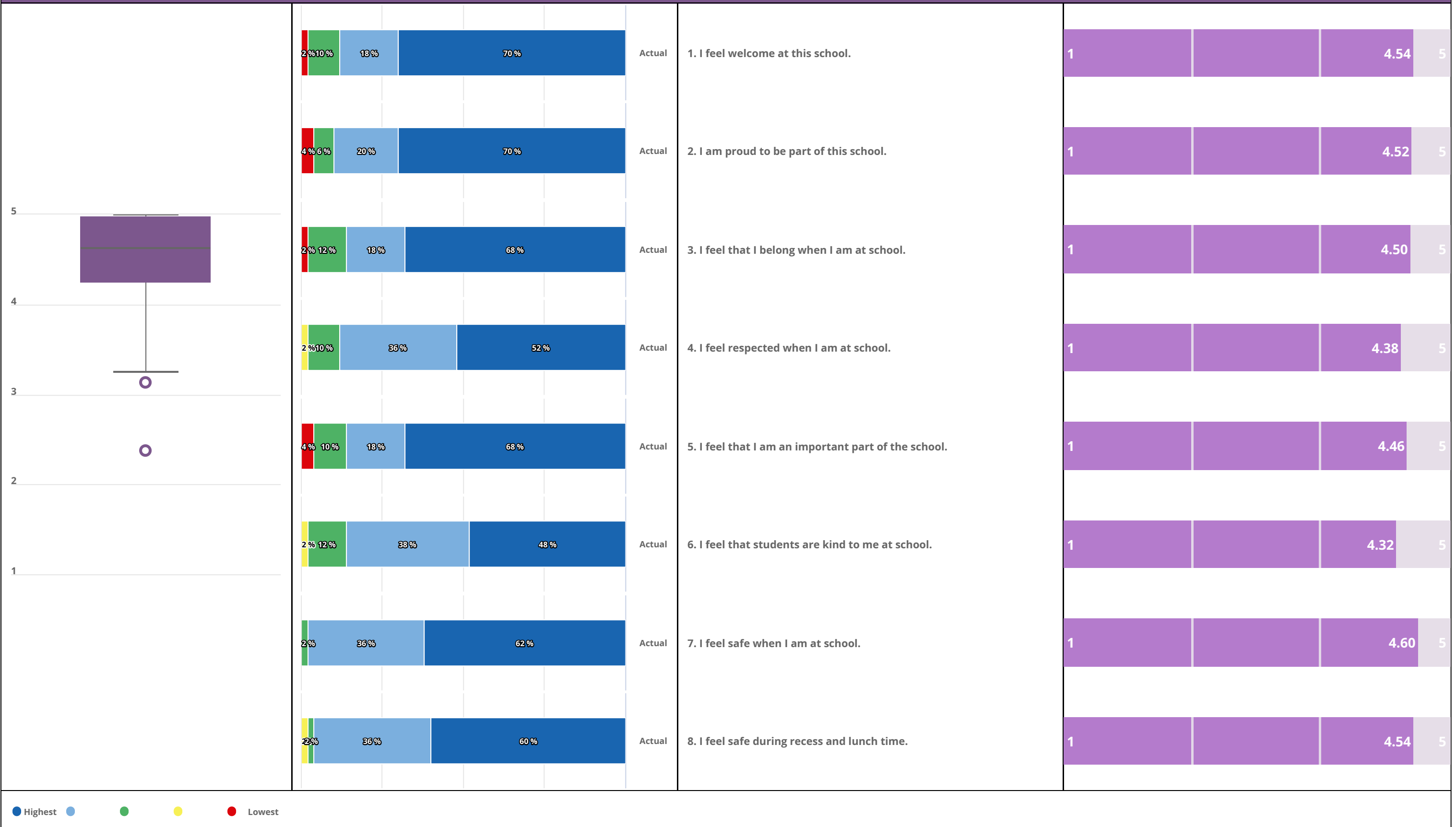


Student Perceptions (Component 4: Community Engagement)

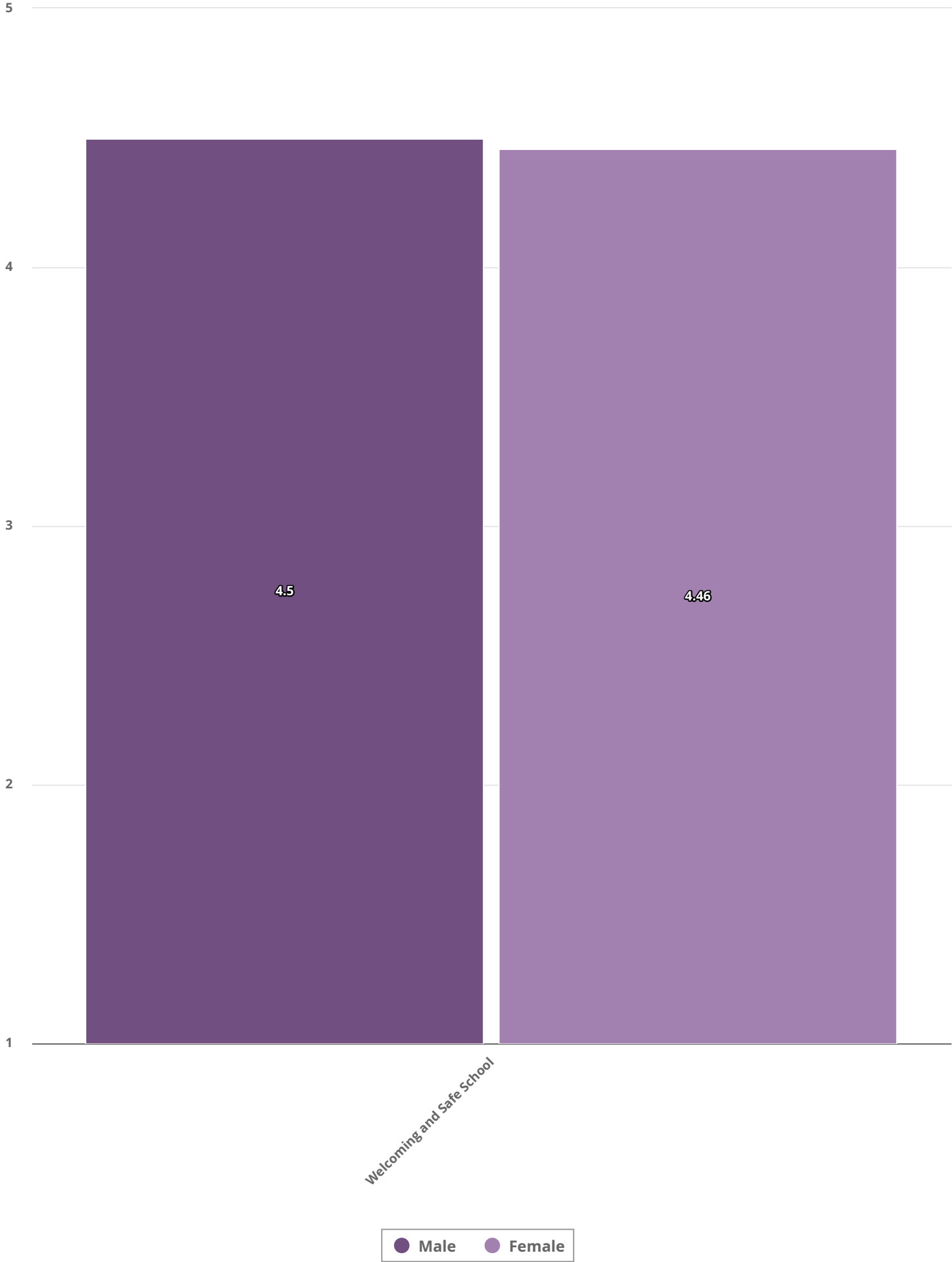
BSC Quadrant: COMMUNITY

Construct: Welcoming and Safe School

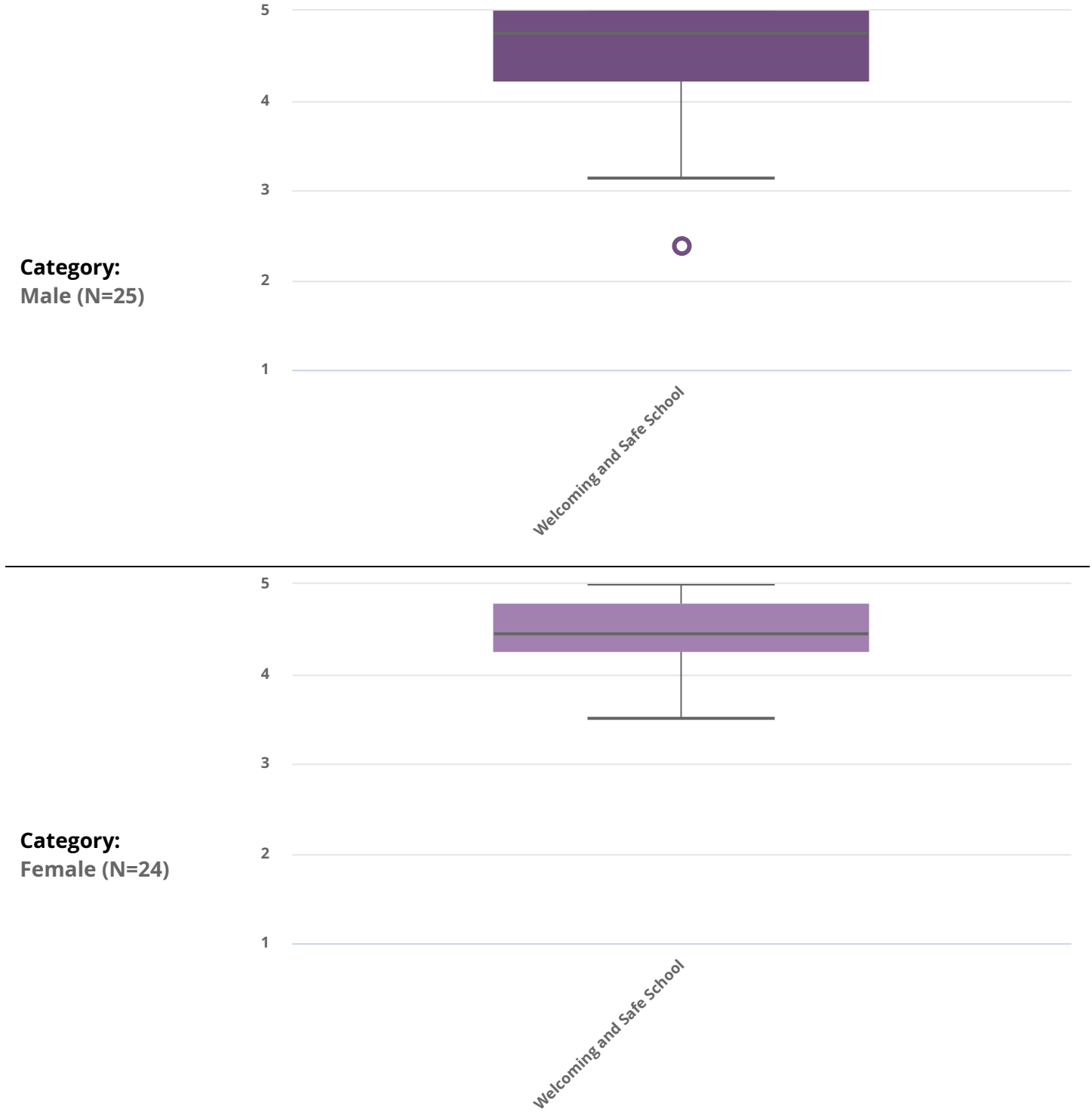
The extent to which students feel that the culture of the school is welcoming and that they are safe when they are at school.



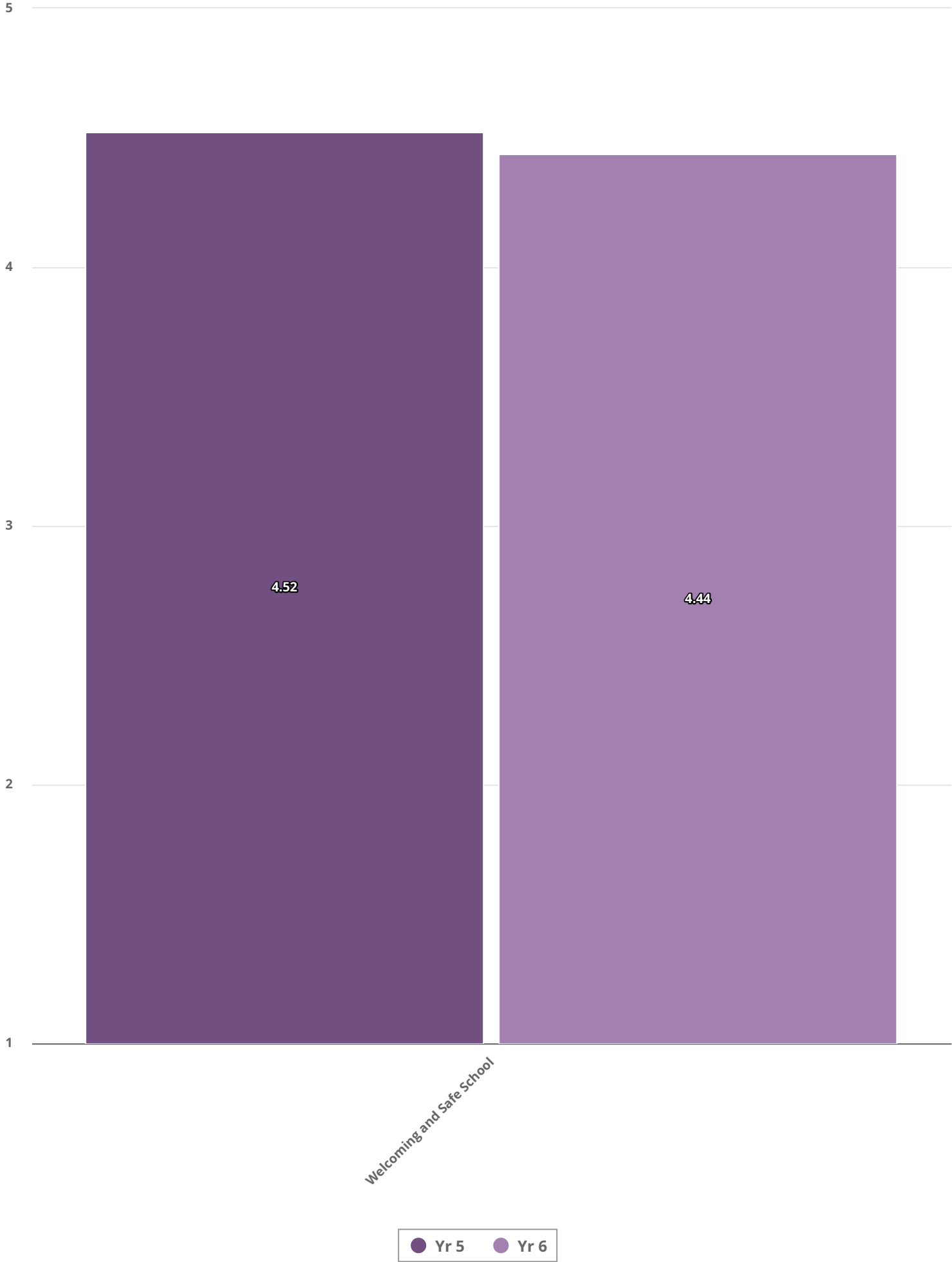
LLL Component 4: Community Engagement by Gender



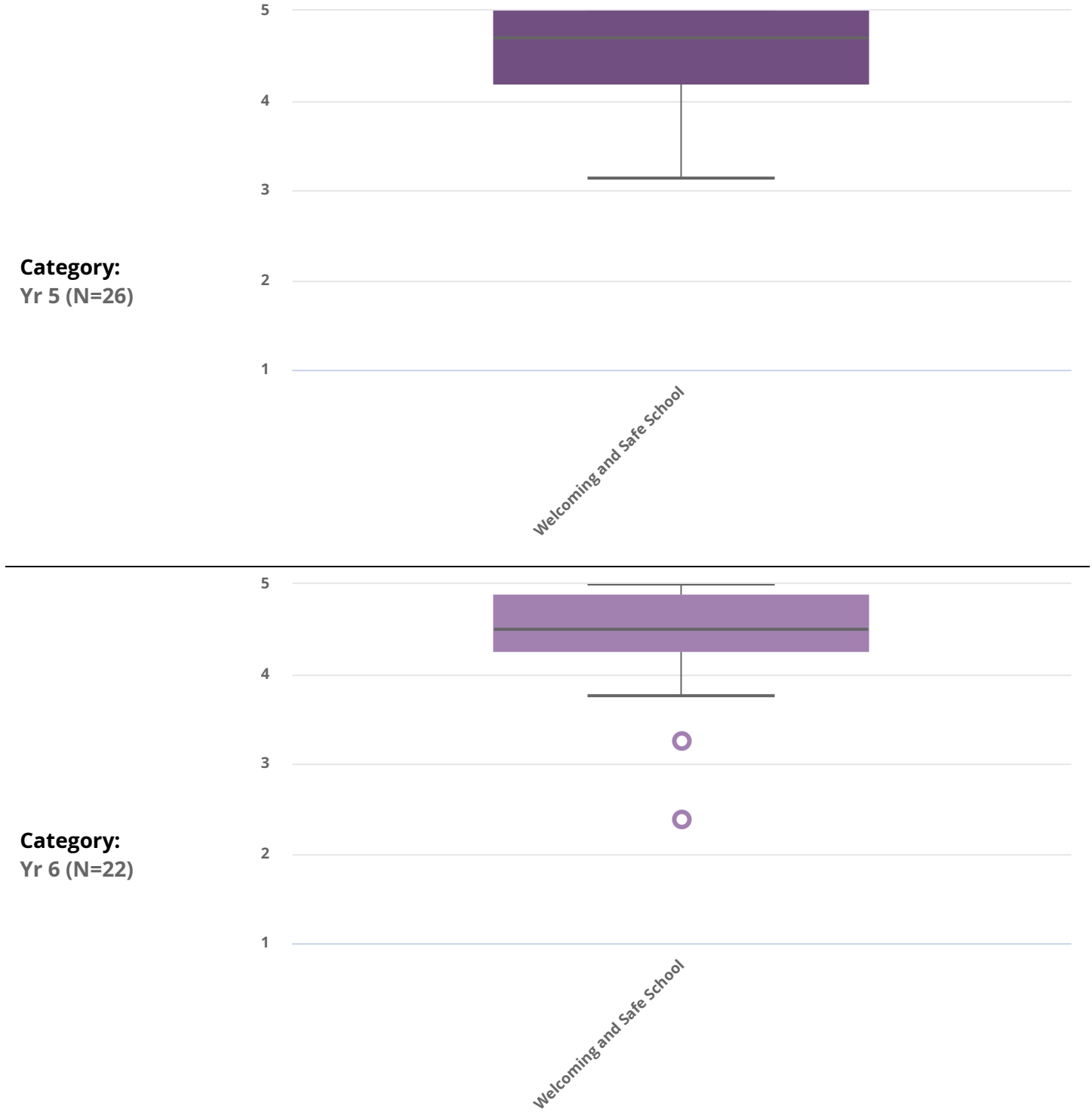
Note: Sometimes, the sample size for groups may differ slightly, as extreme outliers (e.g., with a greater distance from the median than 1.5 times the interquartile range) were removed from the analysis.



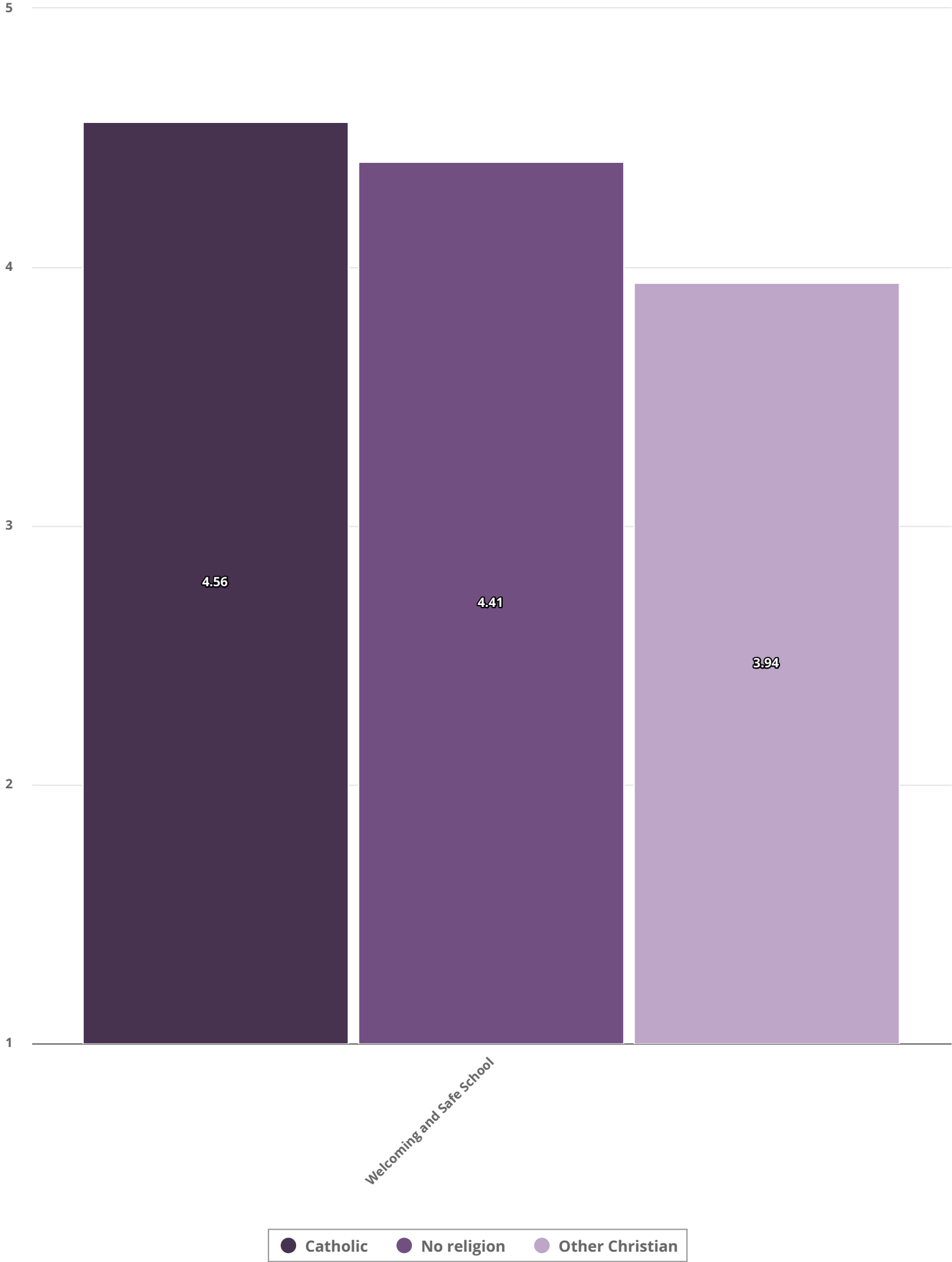
LLL Component 4: Community Engagement by Year Level



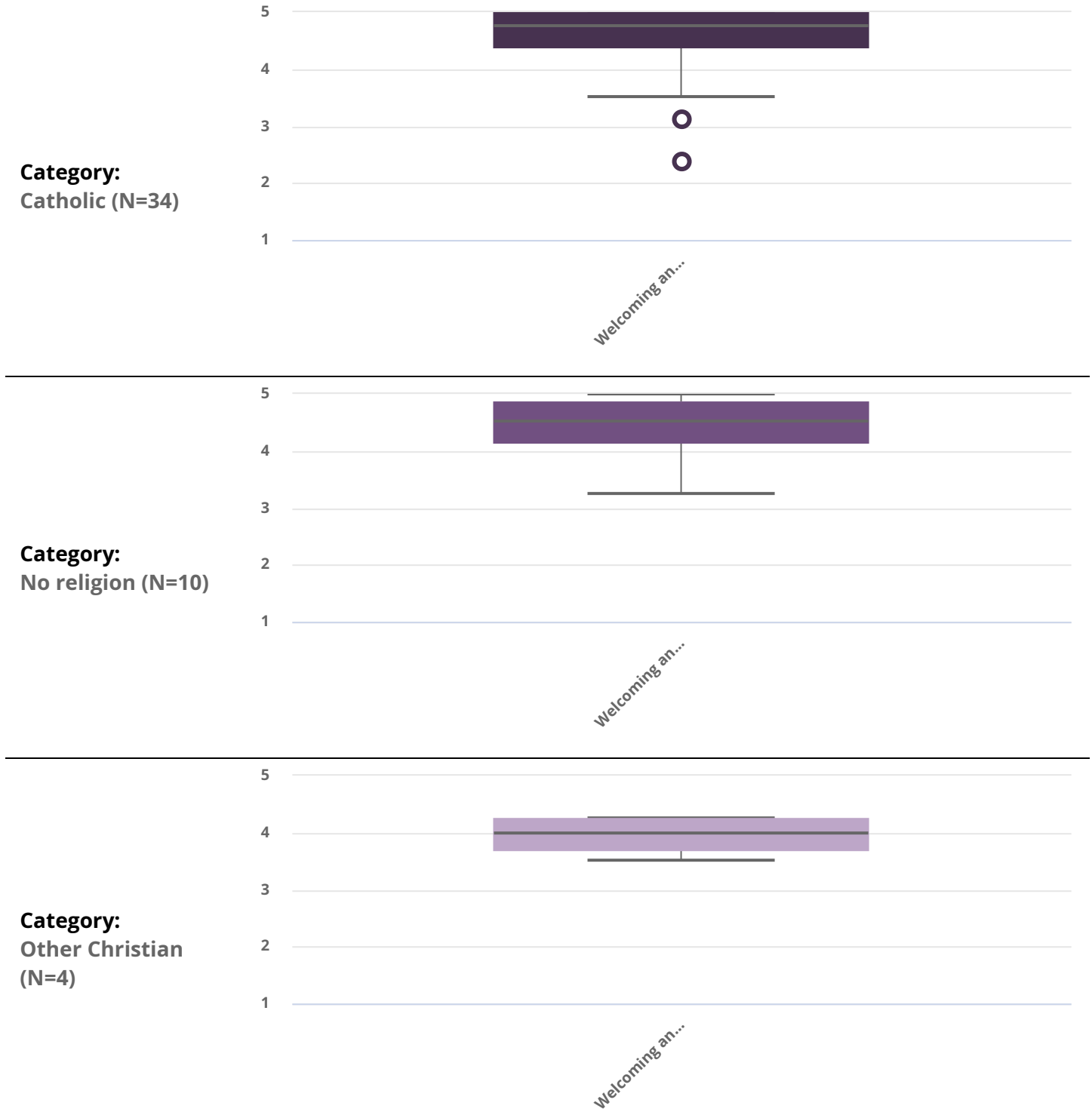
Note: Sometimes, the sample size for groups may differ slightly, as extreme outliers (e.g., with a greater distance from the median than 1.5 times the interquartile range) were removed from the analysis.



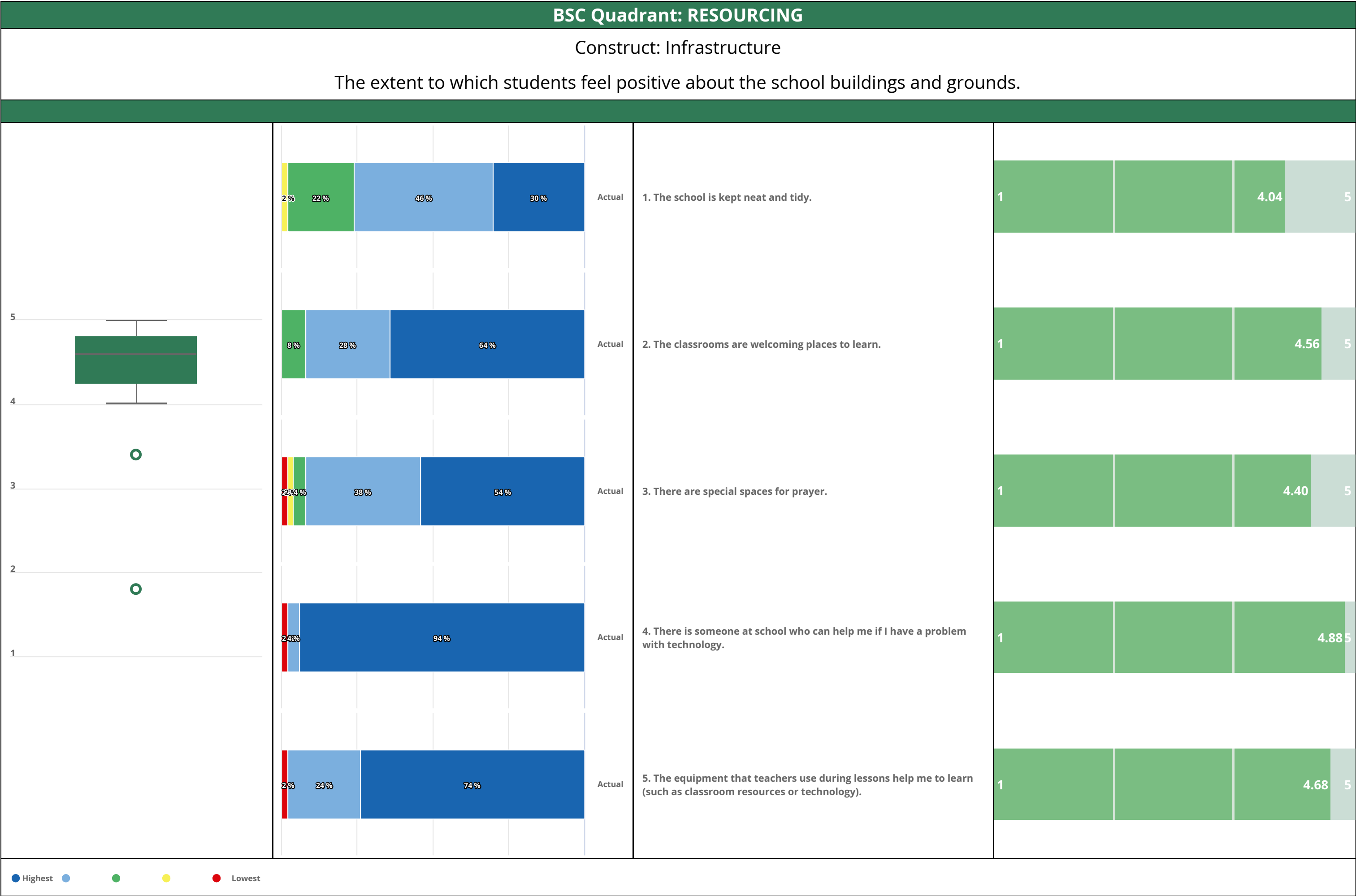
LLL Component 4: Community Engagement by Religion



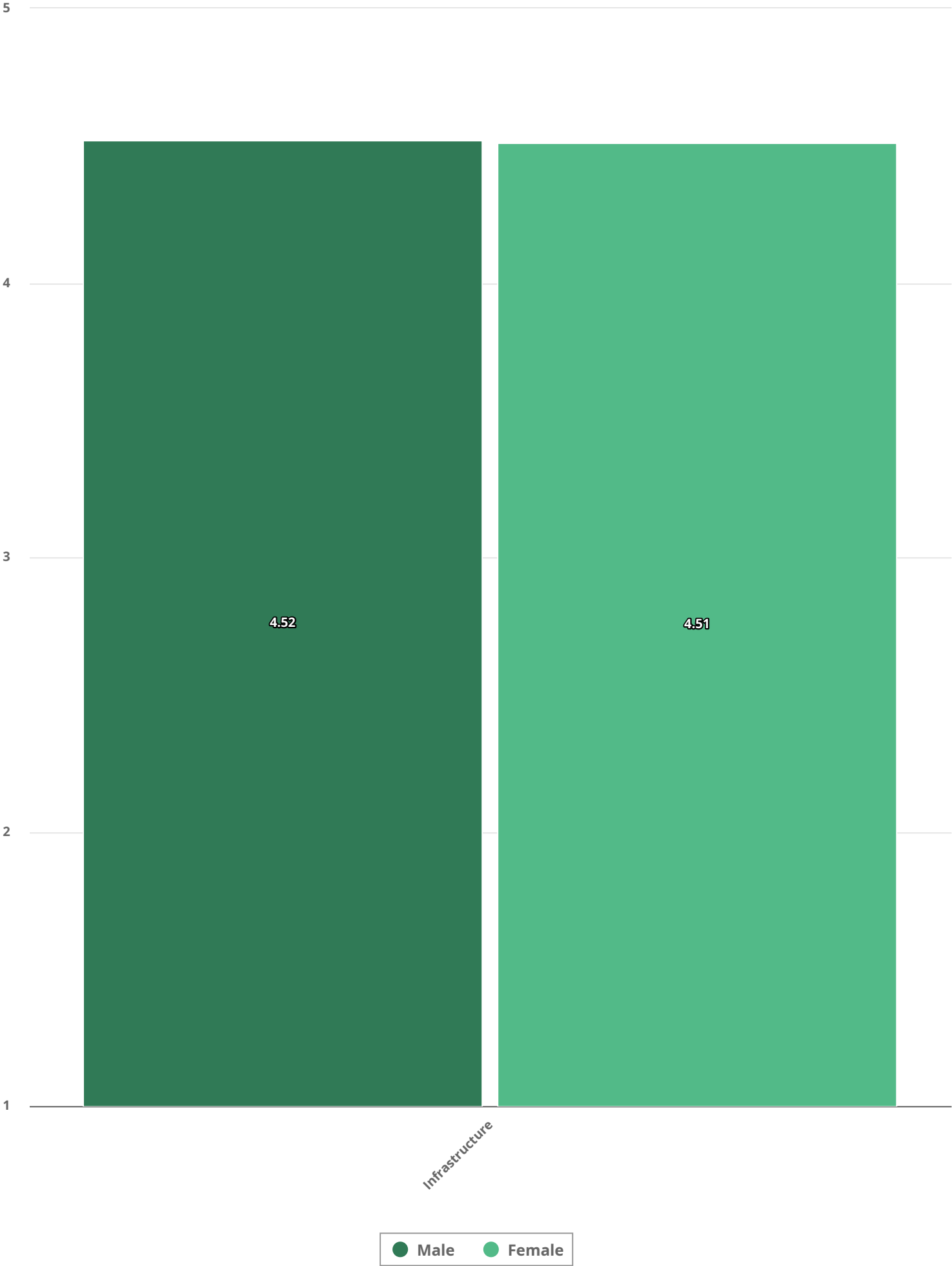
Note: Sometimes, the sample size for groups may differ slightly, as extreme outliers (e.g., with a greater distance from the median than 1.5 times the interquartile range) were removed from the analysis.



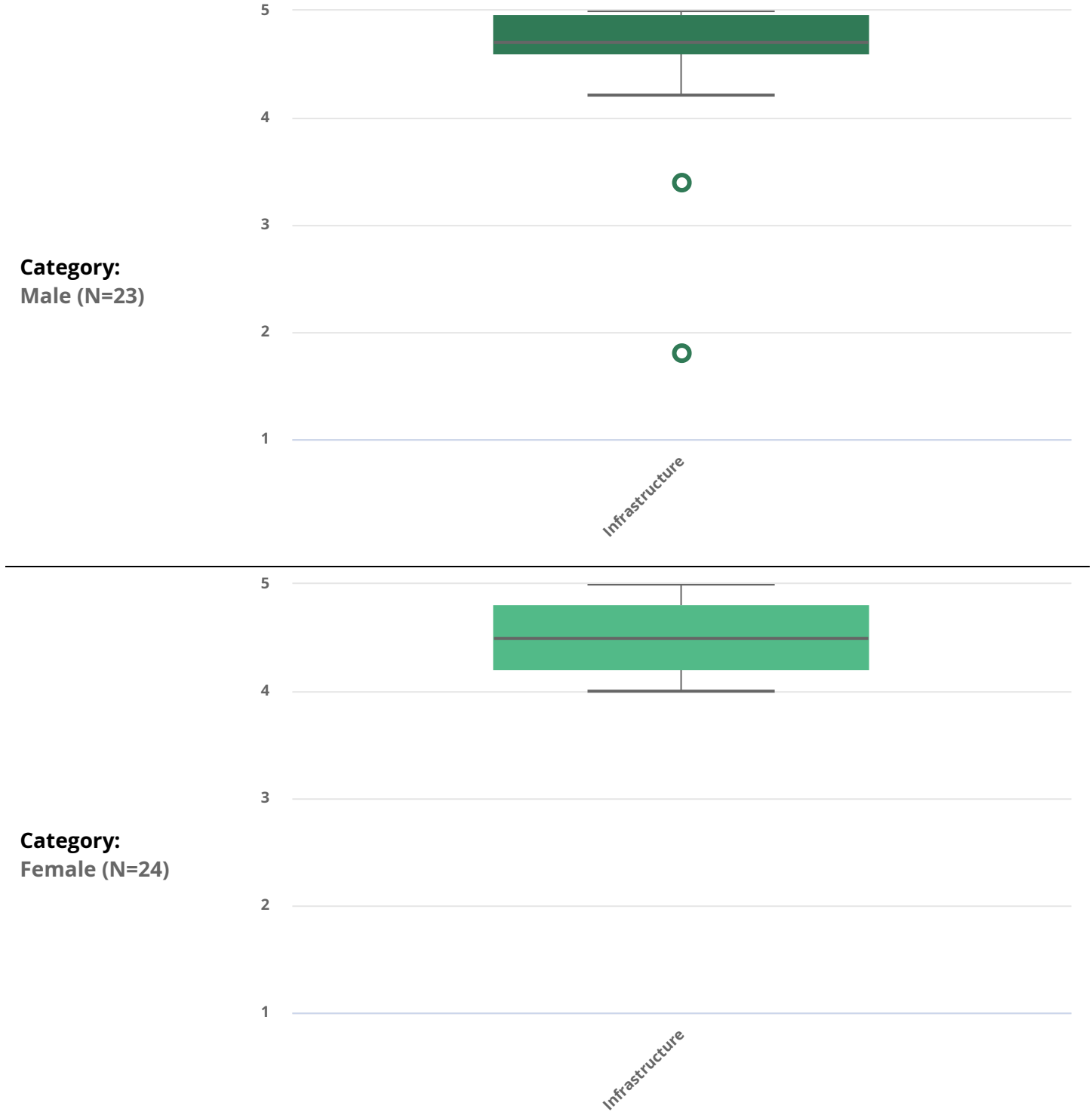
Student Perceptions (Infrastructure)



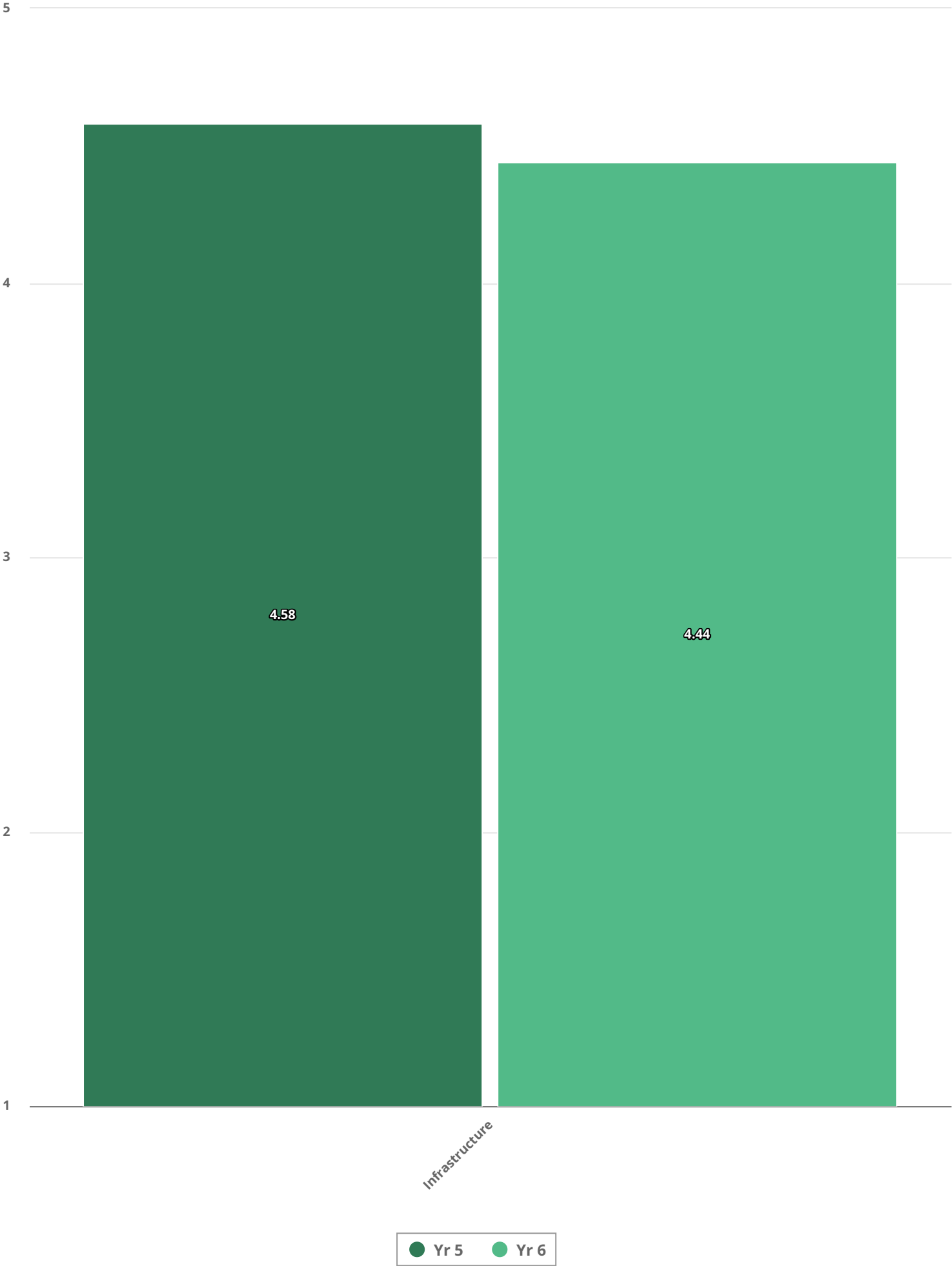
Additional Construct: Infrastructure by Gender



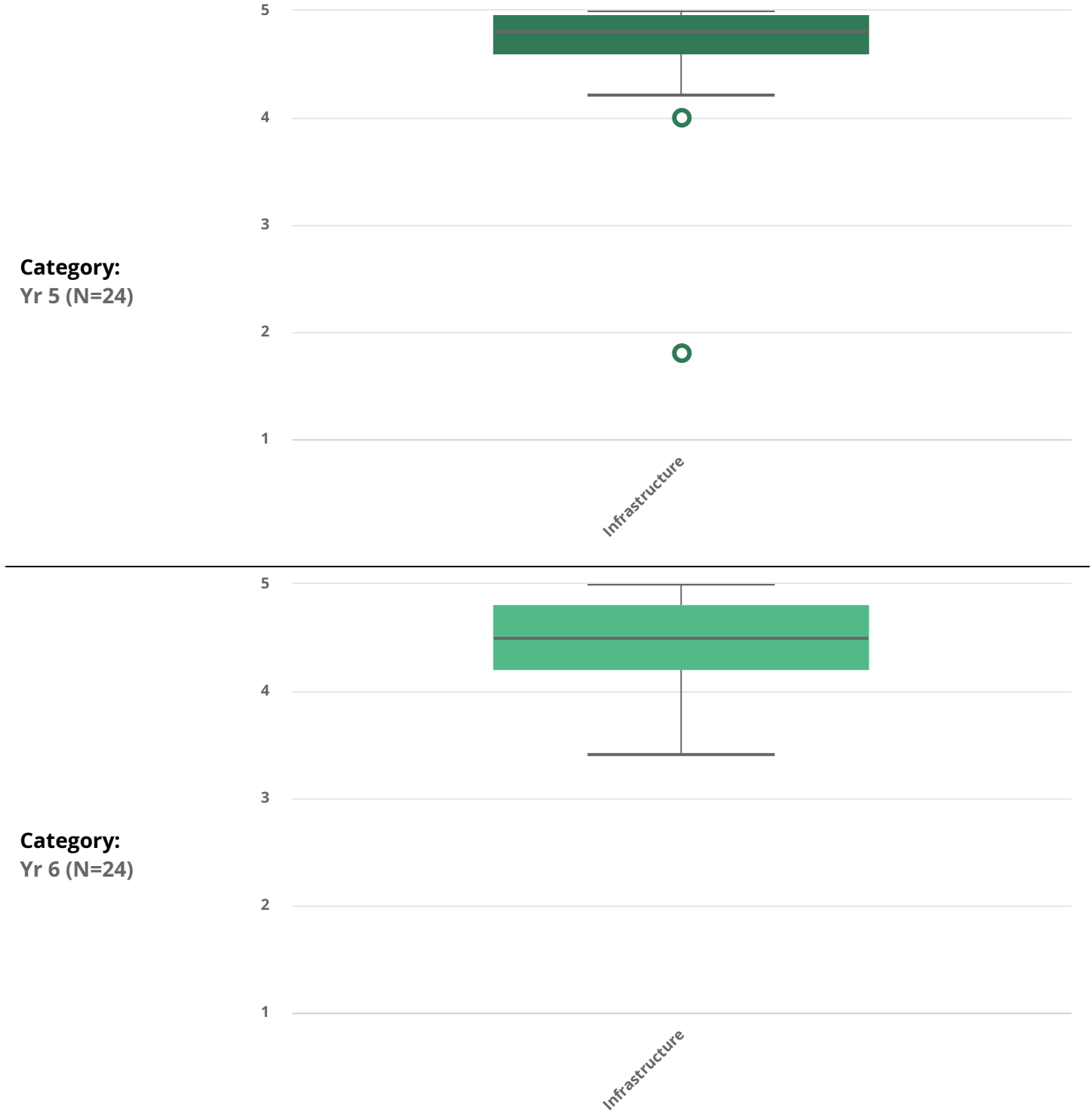
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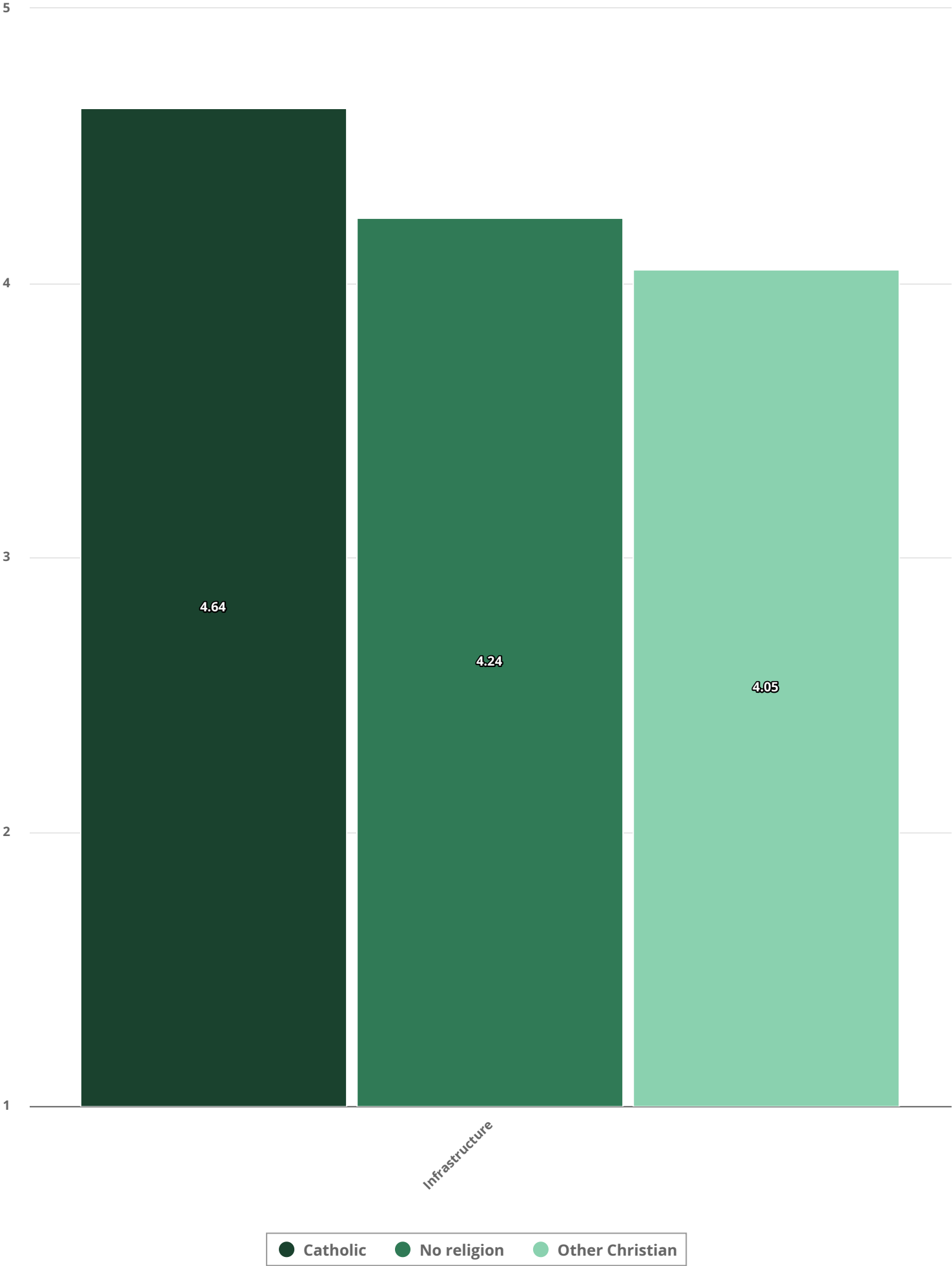
Additional Construct: Infrastructure by Year Level



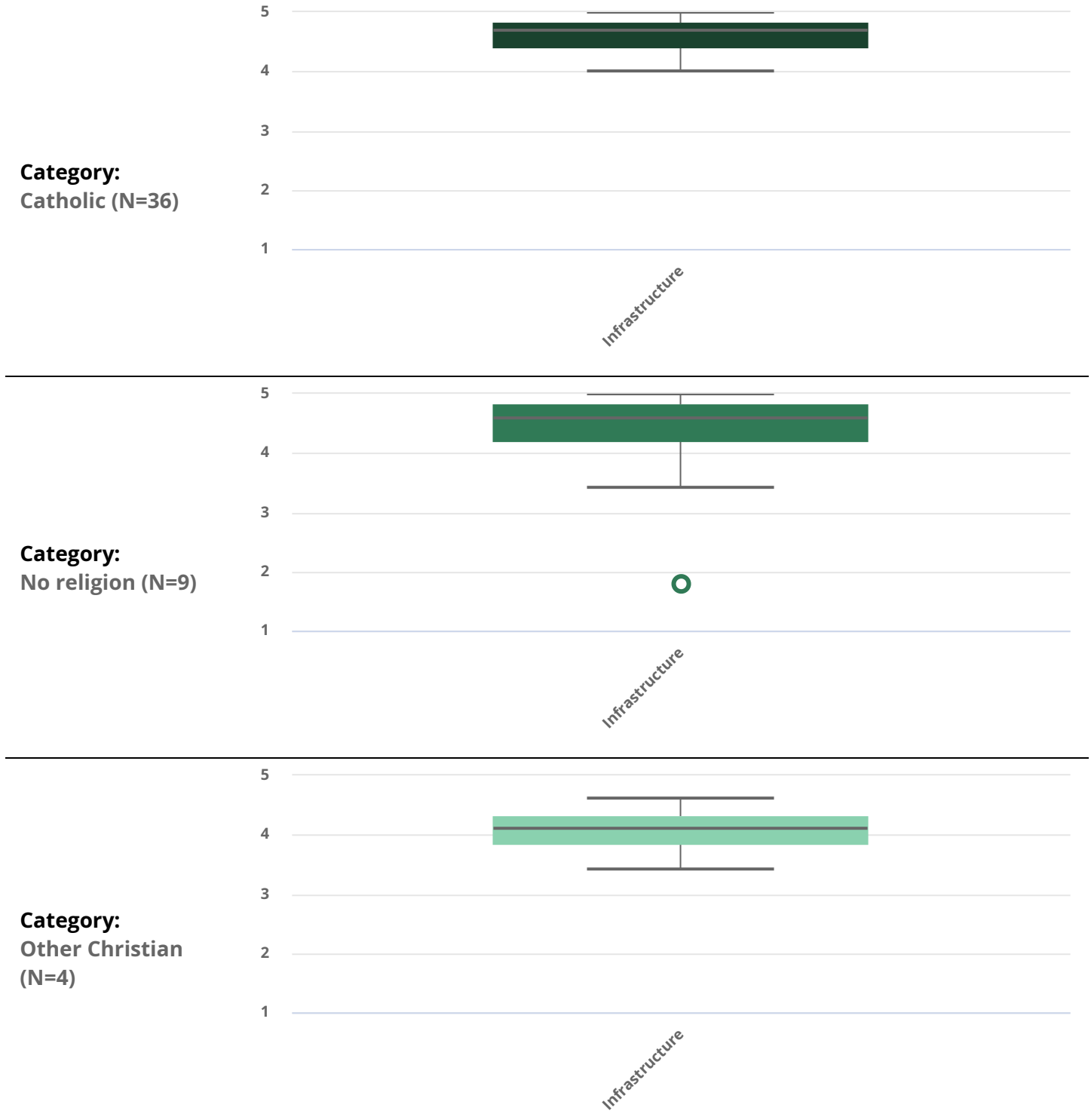
Note: Sometimes, the sample size for groups may differ slightly, as extreme outliers (e.g., with a greater distance from the median than 1.5 times the interquartile range) were removed from the analysis.



Additional Construct: Infrastructure by Religion



Note: Sometimes, the sample size for groups may differ slightly, as extreme outliers (e.g., with a greater distance from the median than 1.5 times the interquartile range) were removed from the analysis.



LLL Teacher & Leadership Survey: Our Lady of the Visitation School, Taperoo SA 5017

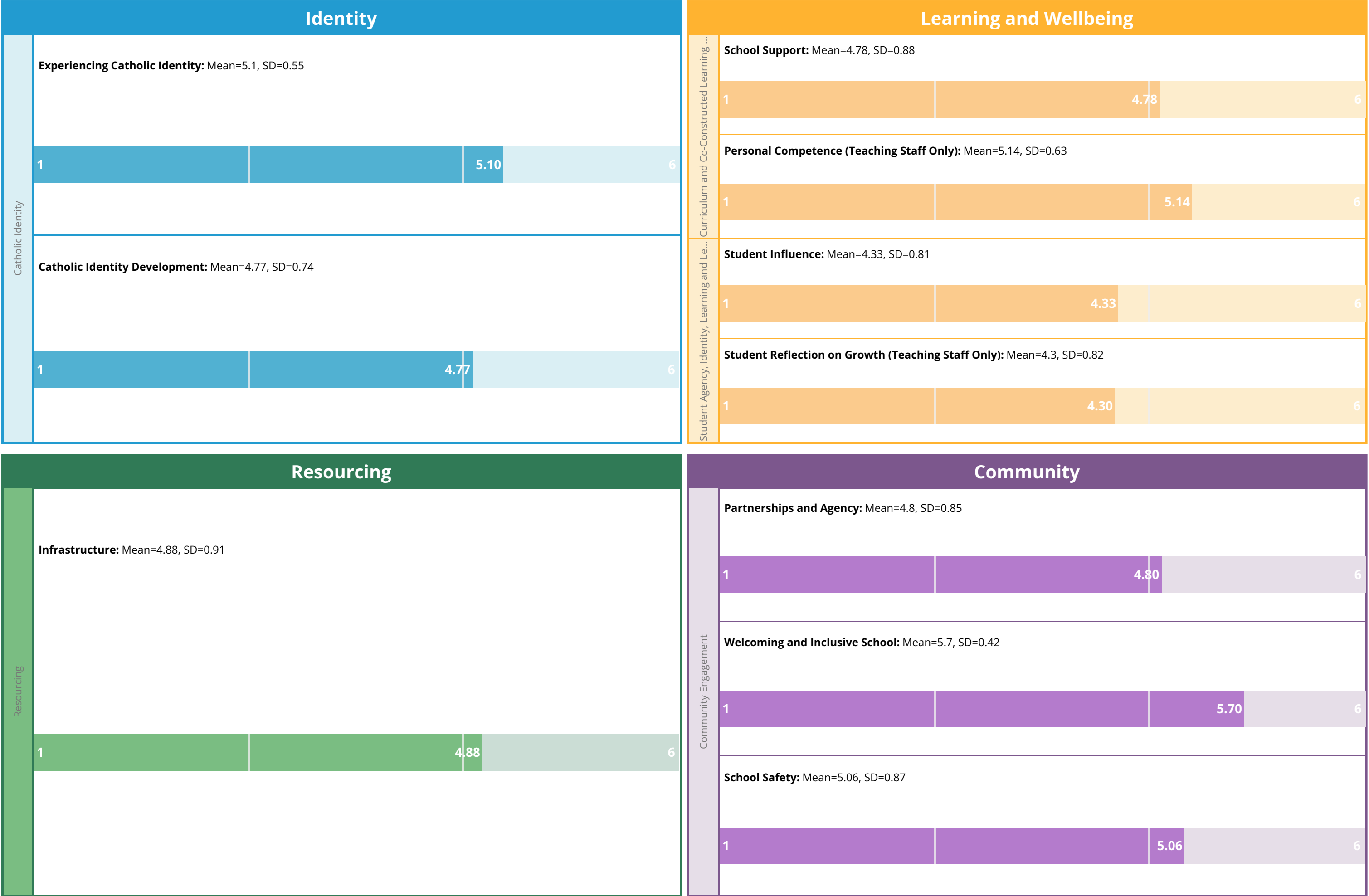
24 participants

1 participant was found to be disengaged and was not included in these results.

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

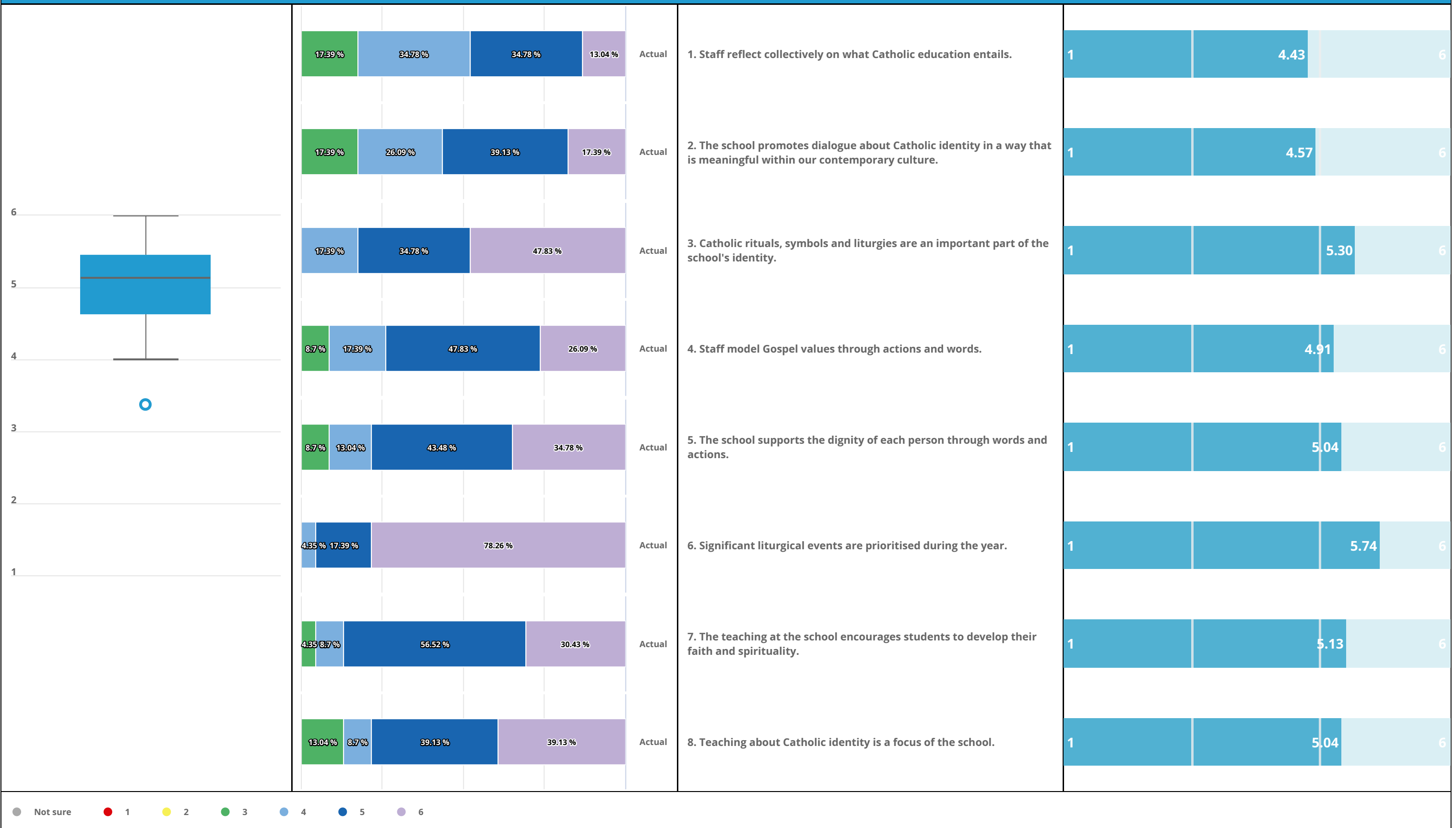


Teacher & Leadership Perceptions (Component 1: Catholic Identity)

BSC Quadrant: IDENTITY

Construct: Experiencing Catholic Identity

The extent to which teachers experience a Catholic identity at the school.

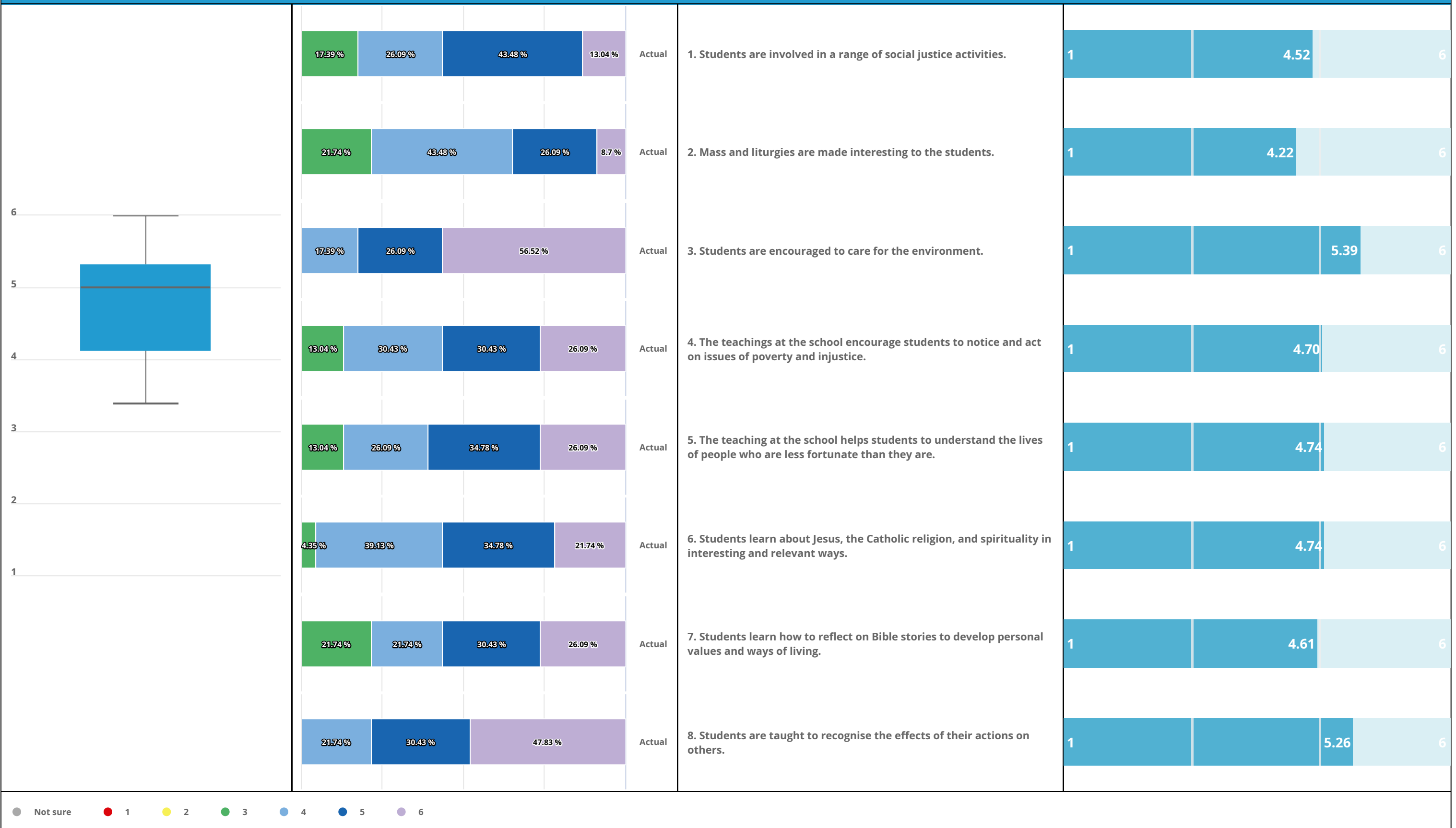


Teacher & Leadership Perceptions (Component 1: Catholic Identity)

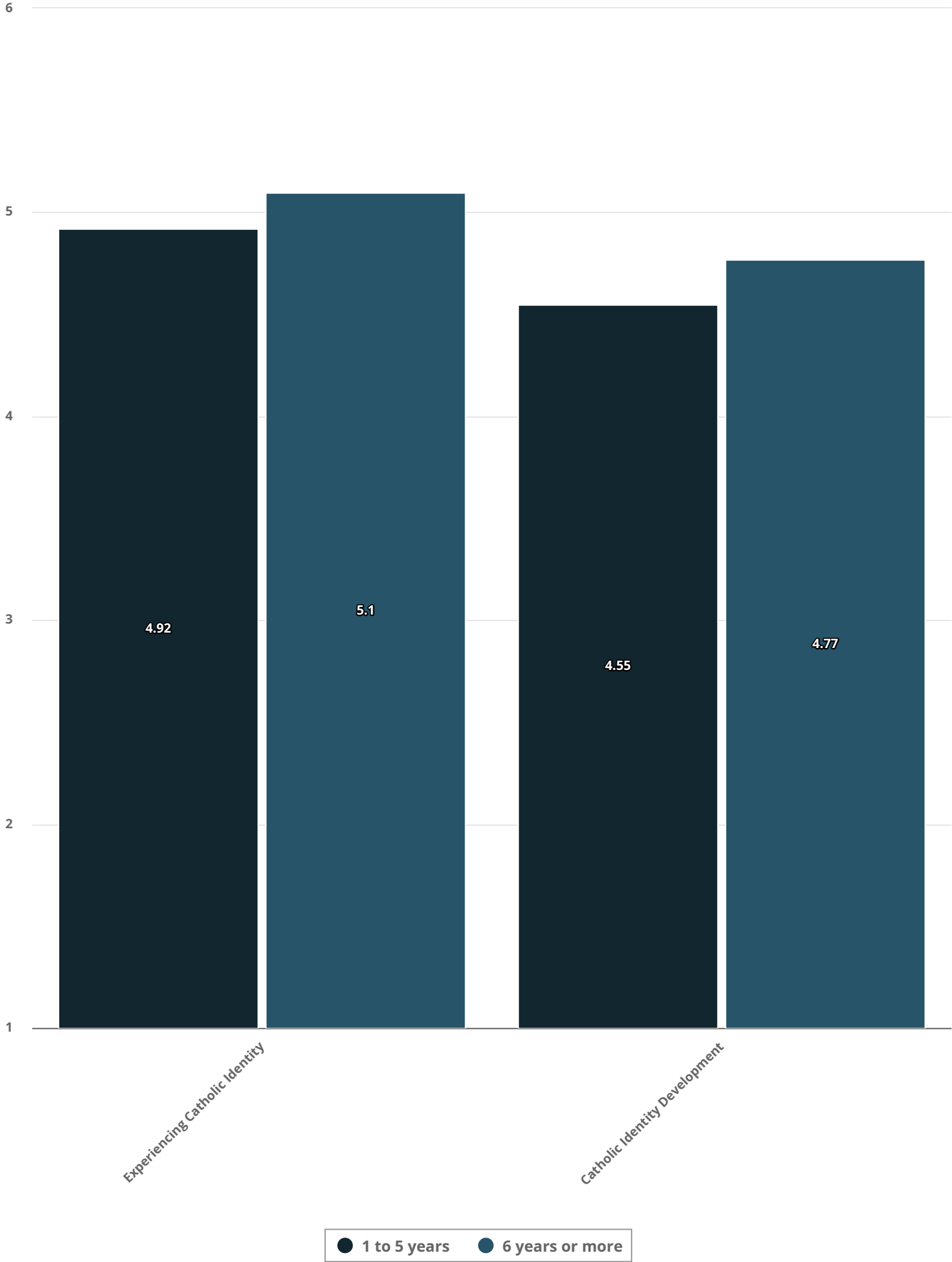
BSC Quadrant: IDENTITY

Construct: Catholic Identity Development

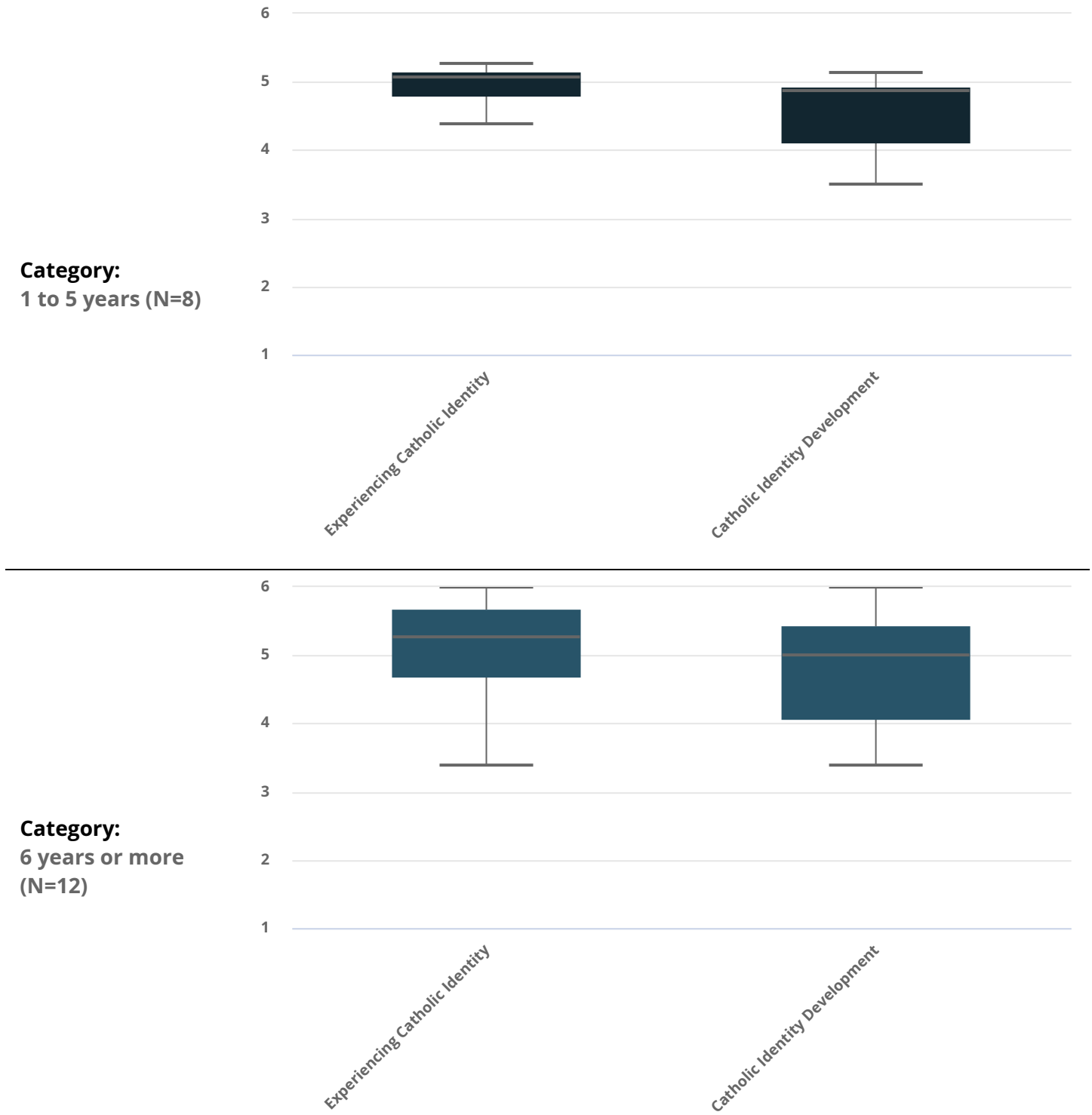
The extent to which the identity development of students is contemporary, authentic and meaningful.



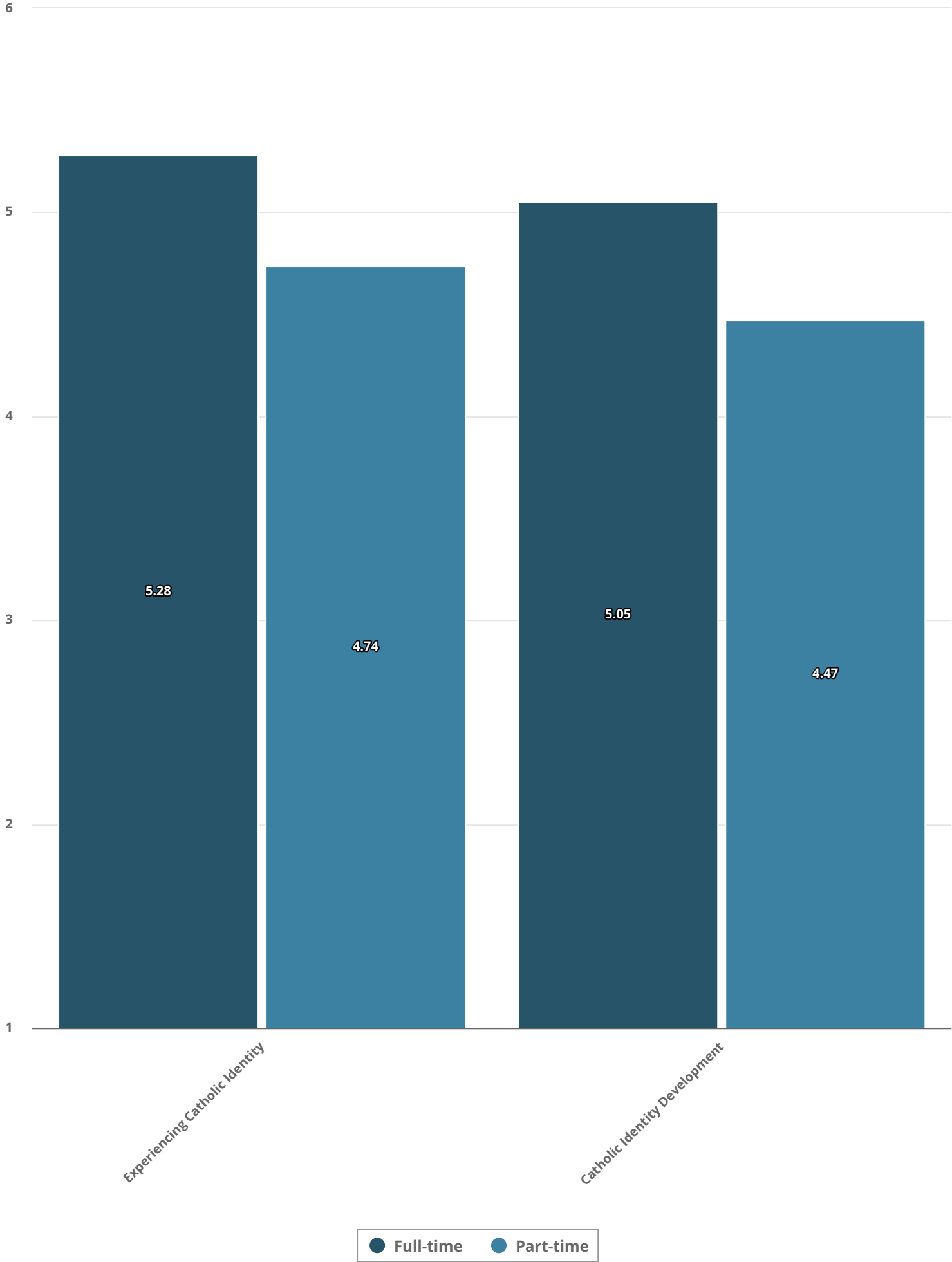
LLL Component 1: Catholic Identity by Years at the School



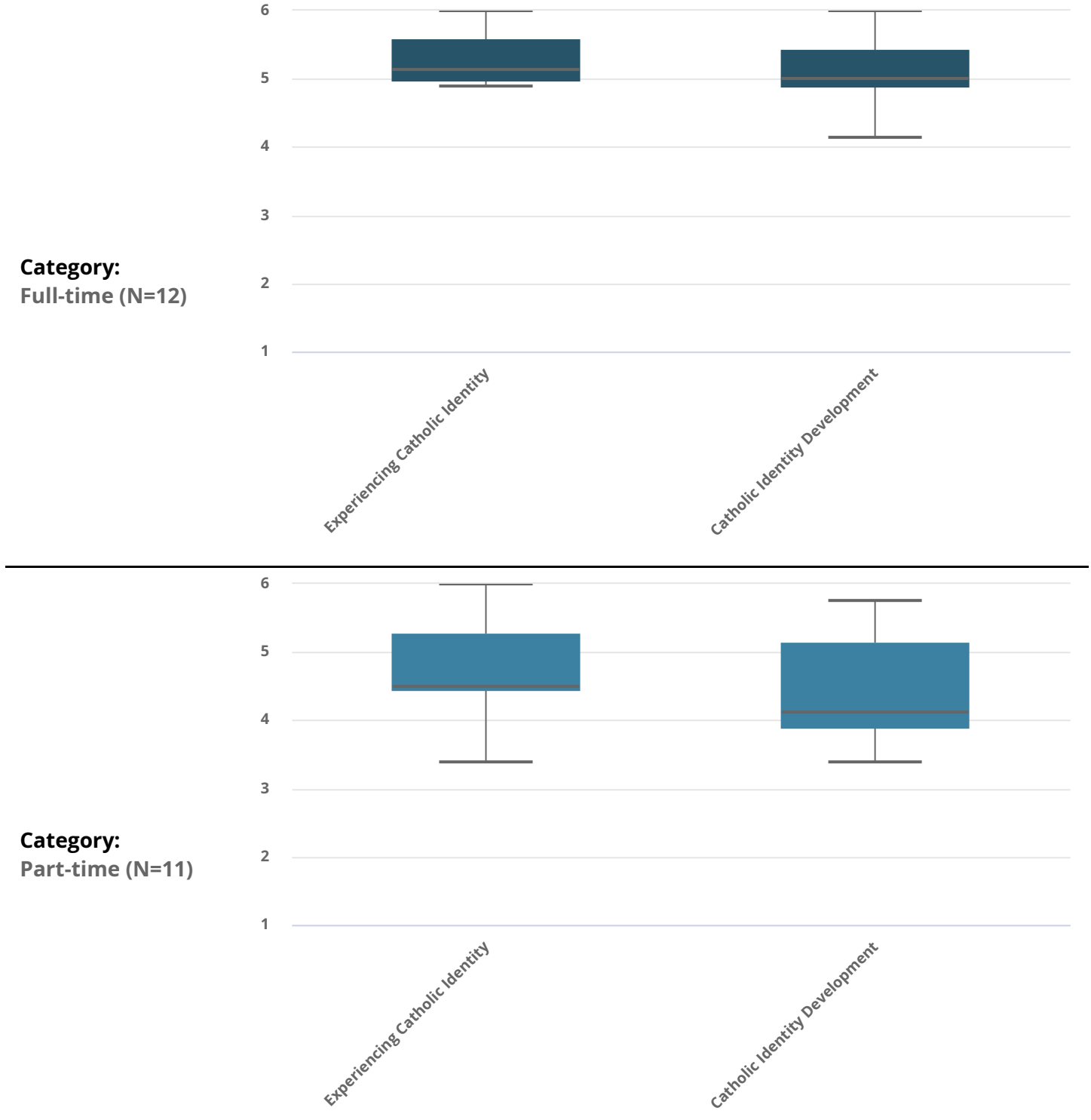
Note: Sometimes, the sample size for groups may differ slightly, as extreme outliers (e.g., with a greater distance from the median than 1.5 times the interquartile range) were removed from the analysis.



LLL Component 1: Catholic Identity by Time Fraction



Note: Sometimes, the sample size for groups may differ slightly, as extreme outliers (e.g., with a greater distance from the median than 1.5 times the interquartile range) were removed from the analysis.

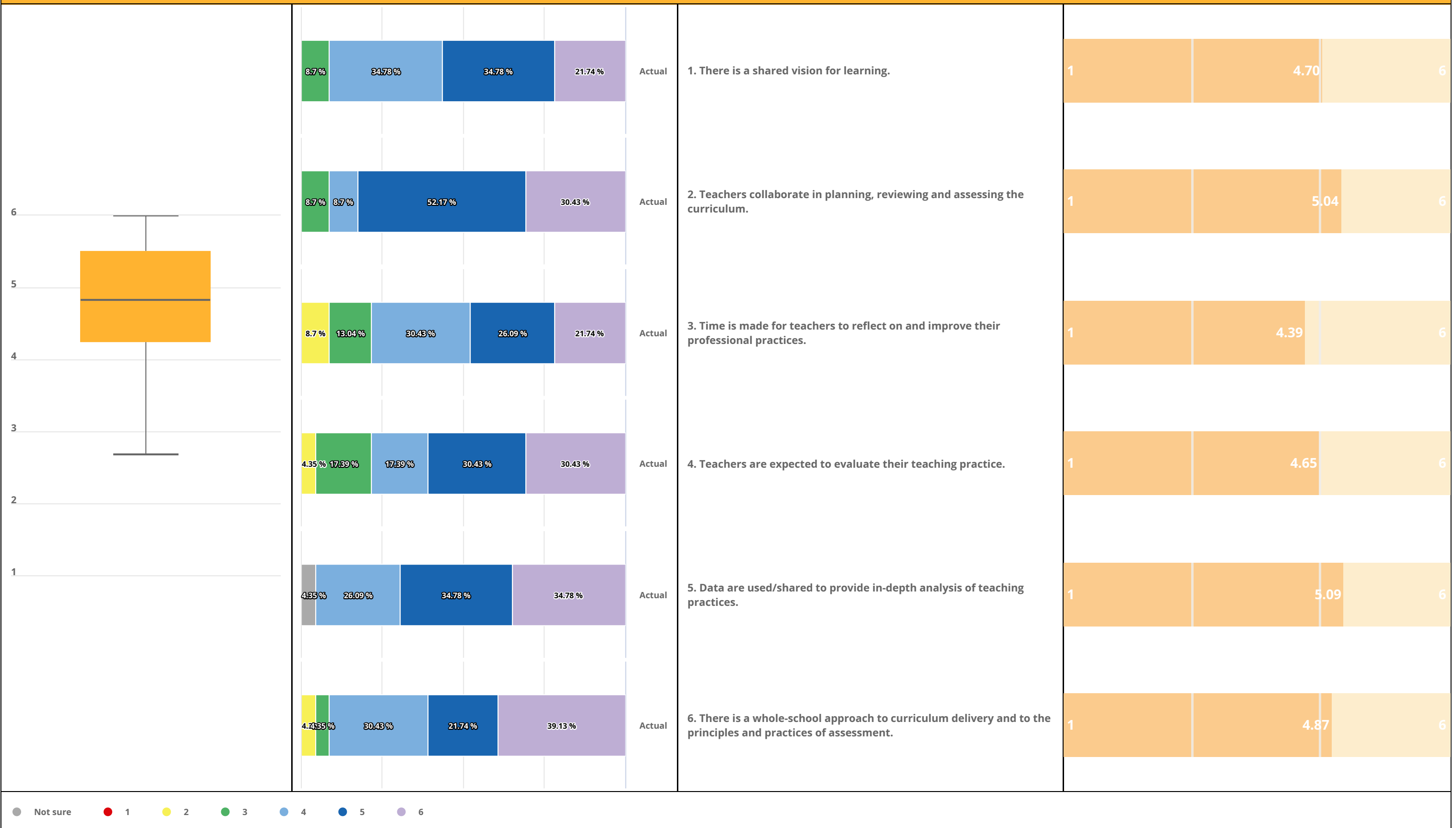


Teacher & Leadership Perceptions (Component 2: Curriculum and Co-Constructed Learning Design)

BSC Quadrant: LEARNING AND WELLBEING

Construct: School Support for Continuous Improvement and Collaboration

The extent to which teachers feel that there are structures in place at the school to support continuous improvement and collaboration.



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

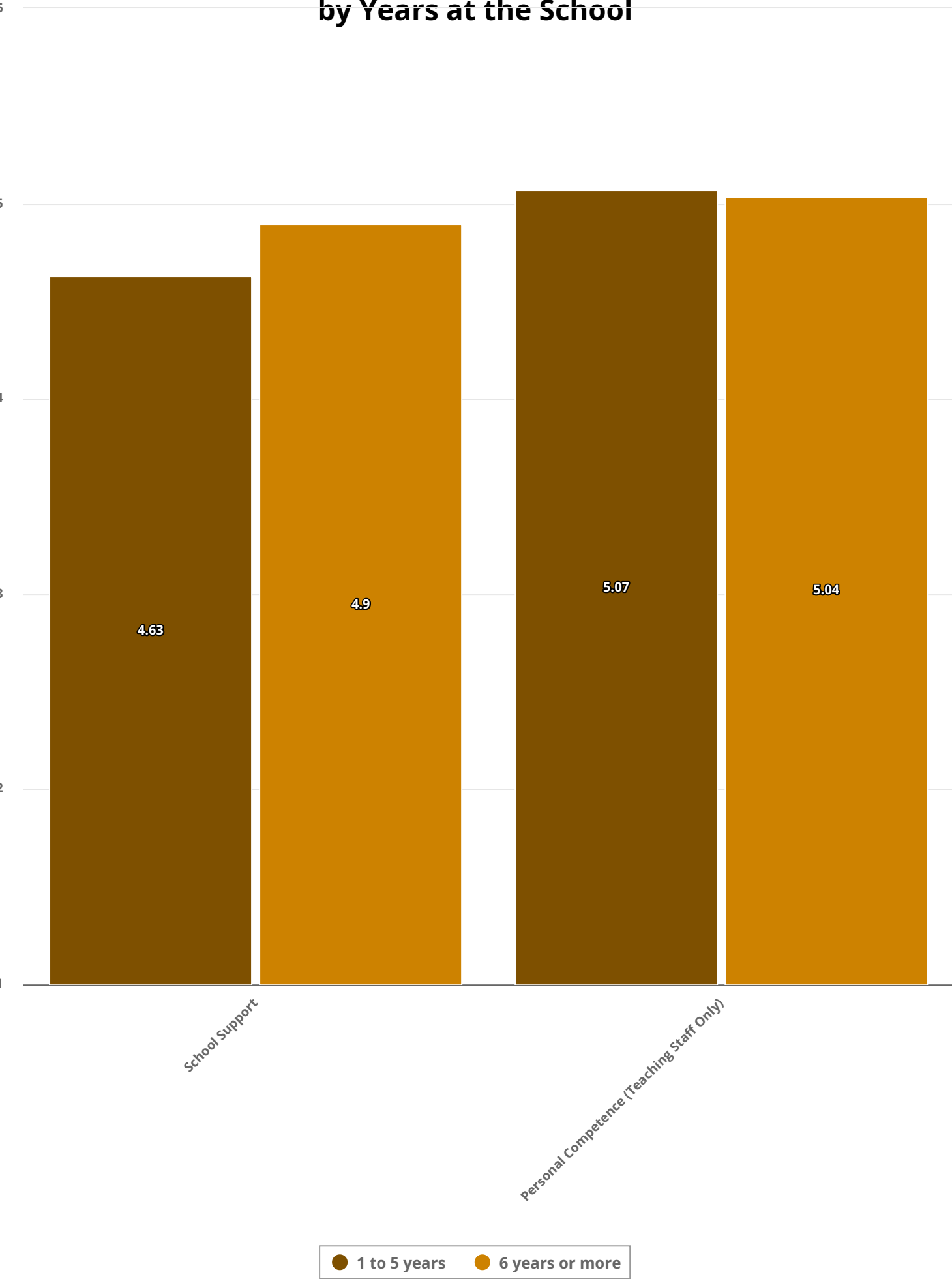
BSC Quadrant: LEARNING AND WELLBEING

Construct: Personal Competence (Teaching Staff Only)

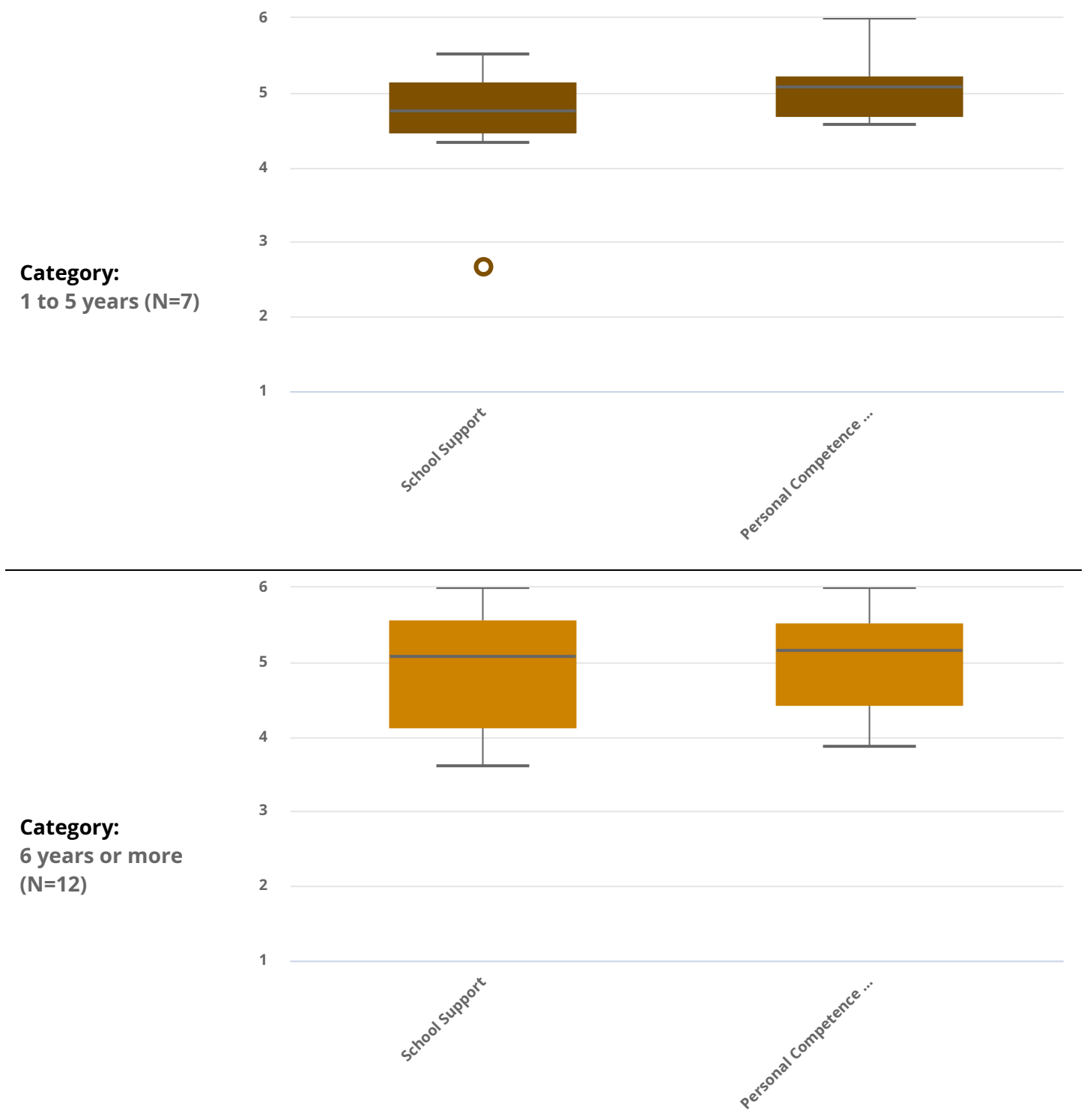
The extent to which teachers feel that they have high levels of competence and knowledge of contemporary curriculum and assessment theory, practices and processes



LLL Component 2: Curriculum and Co-constructed Learning Design by Years at the School



Note: Sometimes, the sample size for groups may differ slightly, as extreme outliers (e.g., with a greater distance from the median than 1.5 times the interquartile range) were removed from the analysis.



LLL Component 2: Curriculum and Co-constructed Learning Design by Time Fraction

6

5

4

3

2

1

School Support

Personal Competence (Teaching Staff Only)

Full-time Part-time

Note: Sometimes, the sample size for groups may differ slightly, as extreme outliers (e.g., with a greater distance from the median than 1.5 times the interquartile range) were removed from the analysis.

Category:
Full-time (N=12)

6

5

3

1

School Support

Personal Competence ...

Category:
Part-time (N=11)

6

5

3

1

School Support

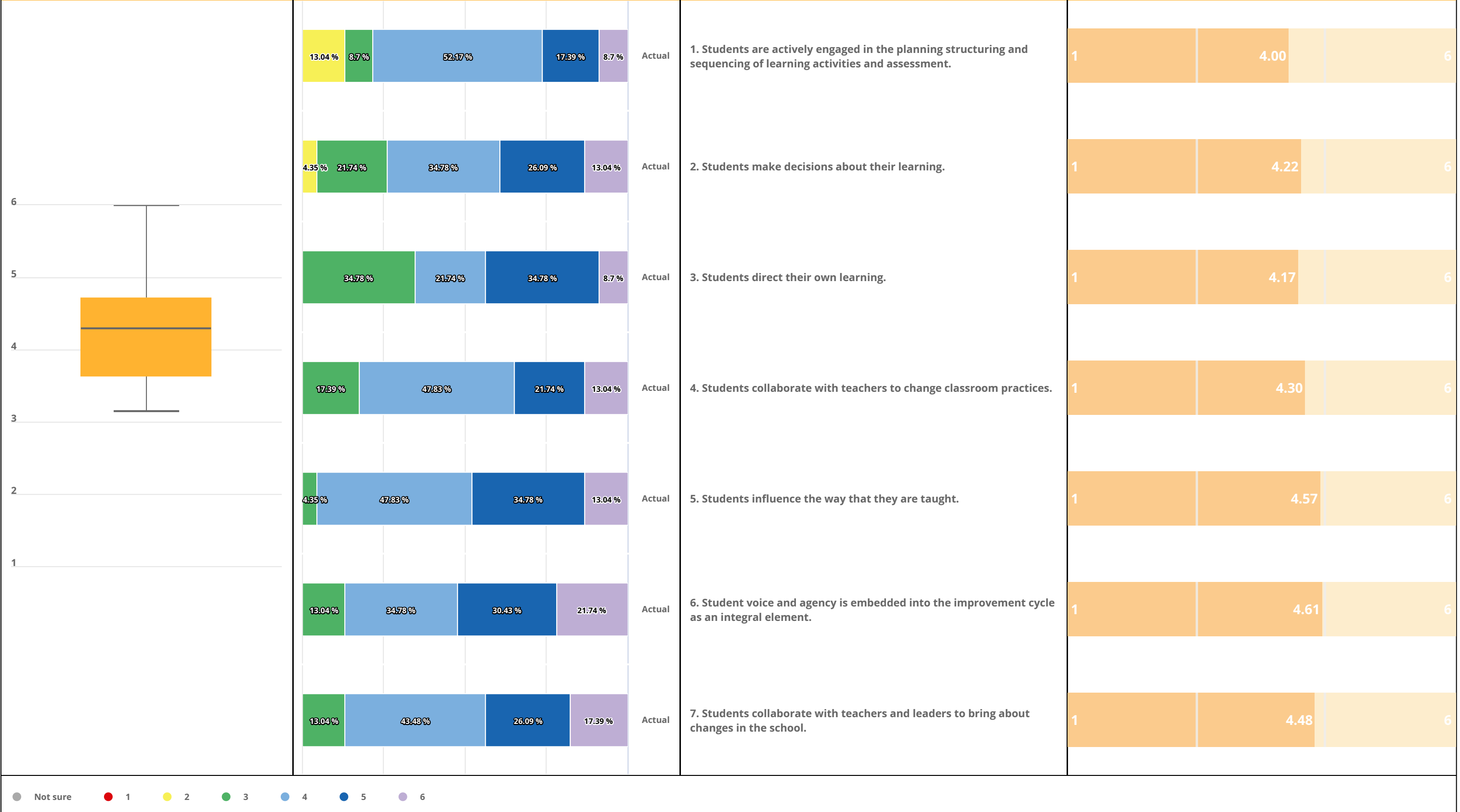
Personal Competence ...

Teacher & Leadership Perceptions (Component 3: Student Agency, Identity, Learning and Leadership)

BSC Quadrant: LEARNING AND WELLBEING

Construct: Student Influence

The extent to which student voice is embedded in the school improvement cycle and students are actively engaged in the planning structuring and sequencing of learning activities and assessment.

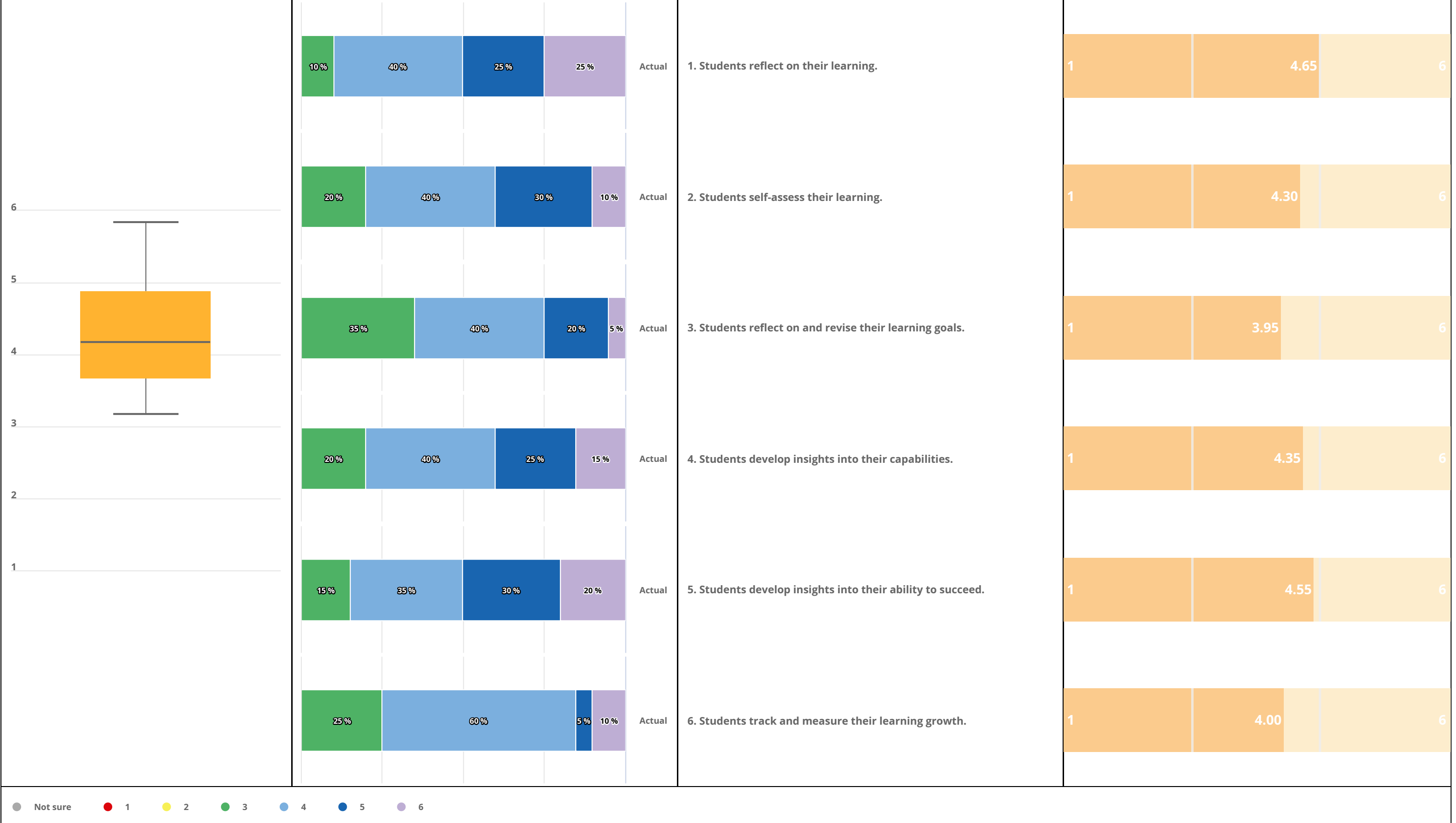


Teacher & Leadership Perceptions (Component 3: Student Agency, Identity, Learning and Leadership)

BSC Quadrant: LEARNING AND WELLBEING

Construct: Student Reflection on Growth (Teaching Staff Only)

The extent to which students reflect, self-assess and revise their goals and develop insights into their own capabilities.



LLL Component 3: Student Agency, Identity, Learning and Leadership by Years at the School

6

5

4

3

2

1

Student Influence

Student Reflection on Growth (Teaching Staff Only)

1 to 5 years 6 years or more

Note: Sometimes, the sample size for groups may differ slightly, as extreme outliers (e.g., with a greater distance from the median than 1.5 times the interquartile range) were removed from the analysis.

Category:
1 to 5 years (N=8)

6

5

4

3

2

1

Student Influence

Student Reflection on ...

Category:
6 years or more (N=12)

6

5

4

3

2

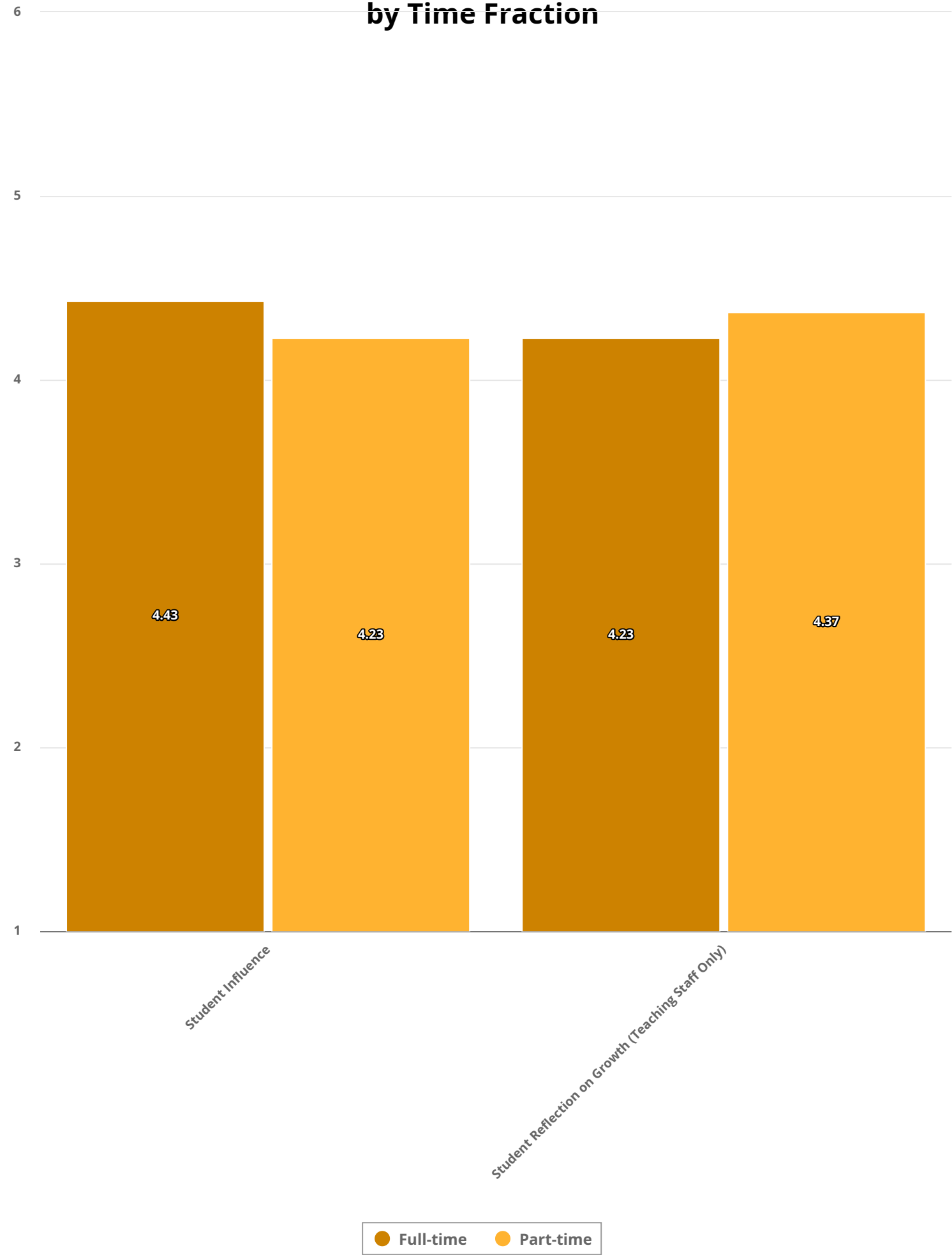
1

Student Influence

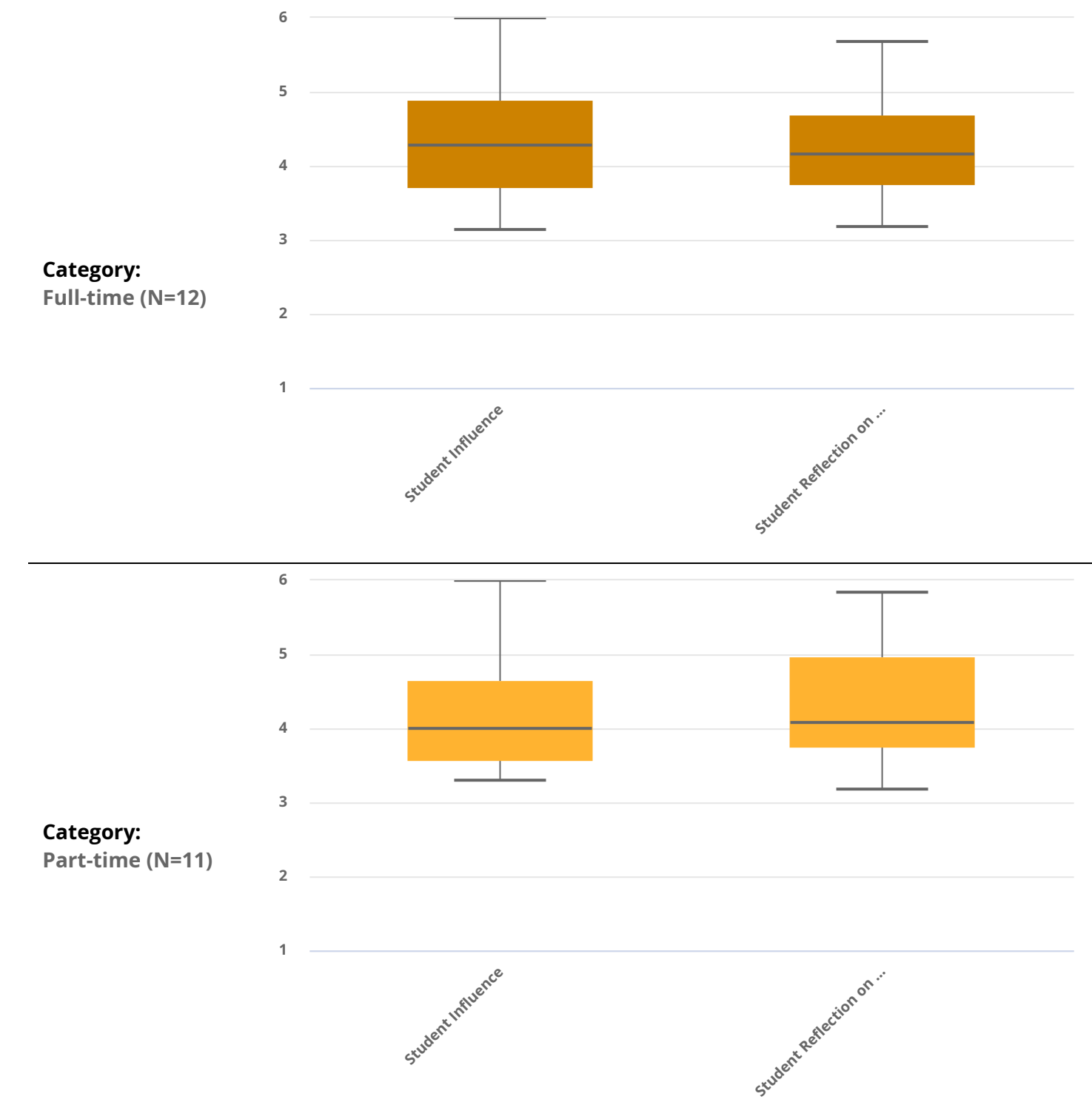
Student Reflection on ...

8

LLL Component 3: Student Agency, Identity, Learning and Leadership by Time Fraction



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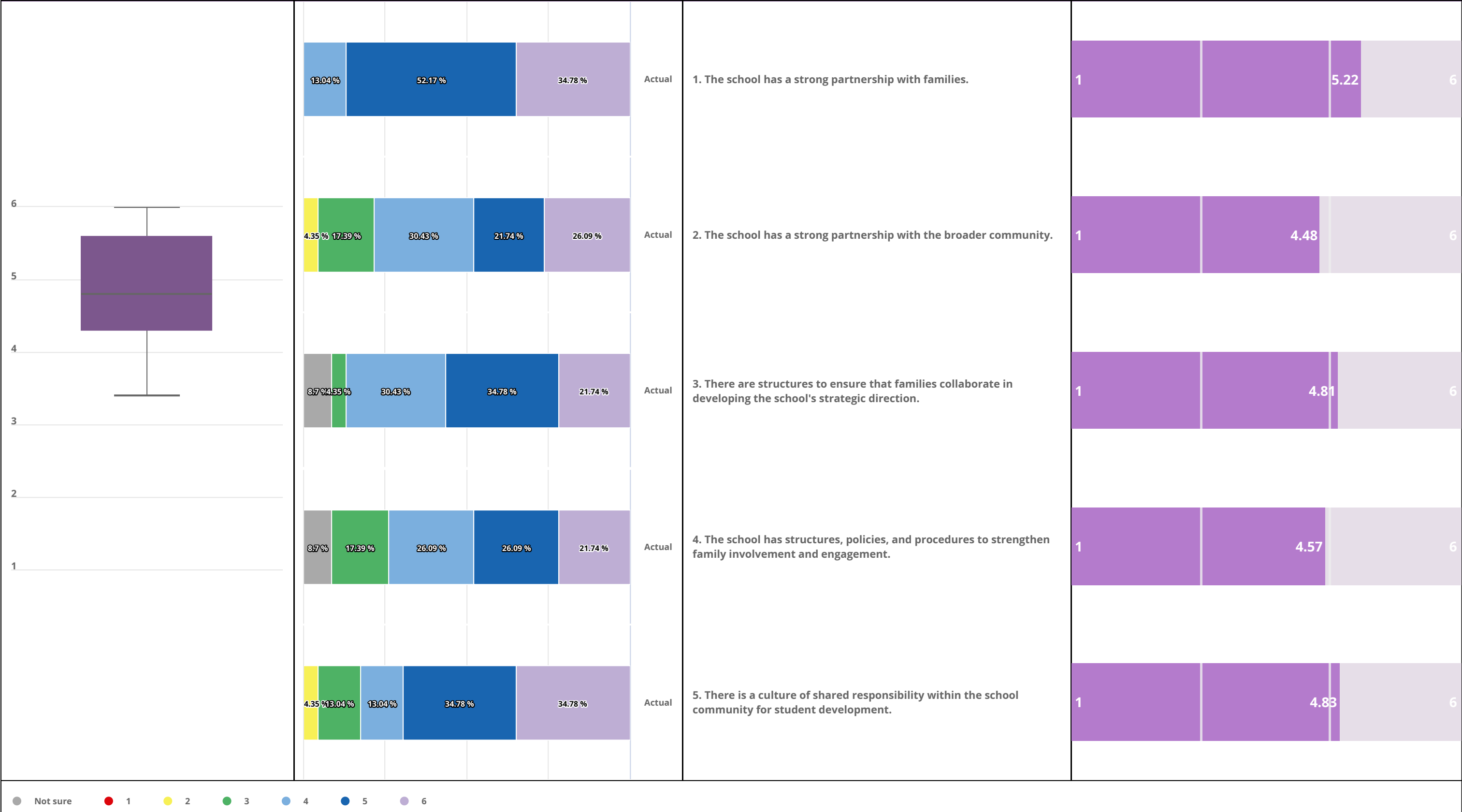


Teacher & Leadership Perceptions (Component 4: Community Engagement)

BSC Quadrant: COMMUNITY

Construct: Partnerships and Agency

The extent to which the school has built strong relationships with the parish, families and communities and has developed structures to ensure that families have agency in the decision-making process.

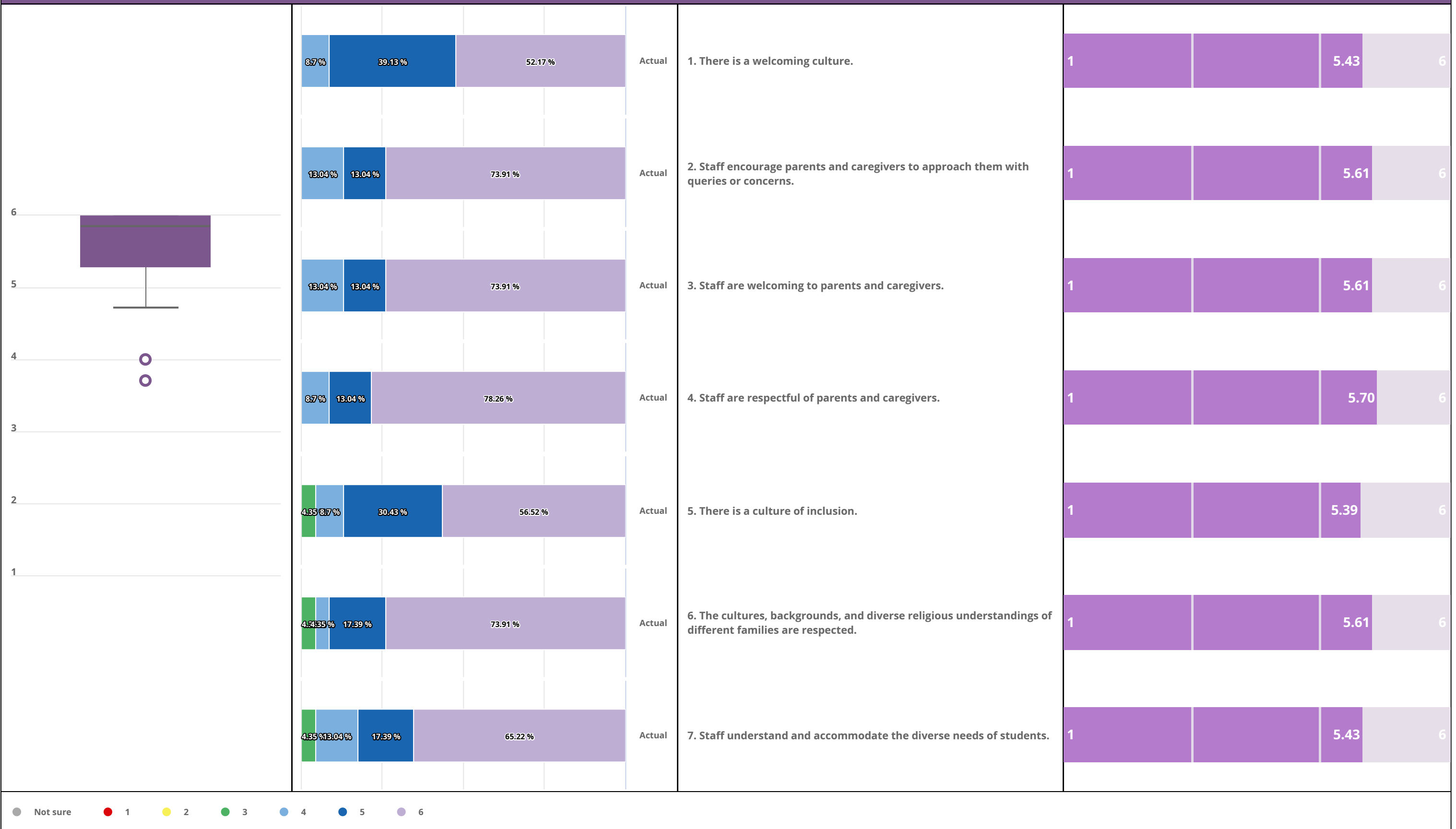


Teacher & Leadership Perceptions (Component 4: Community Engagement)

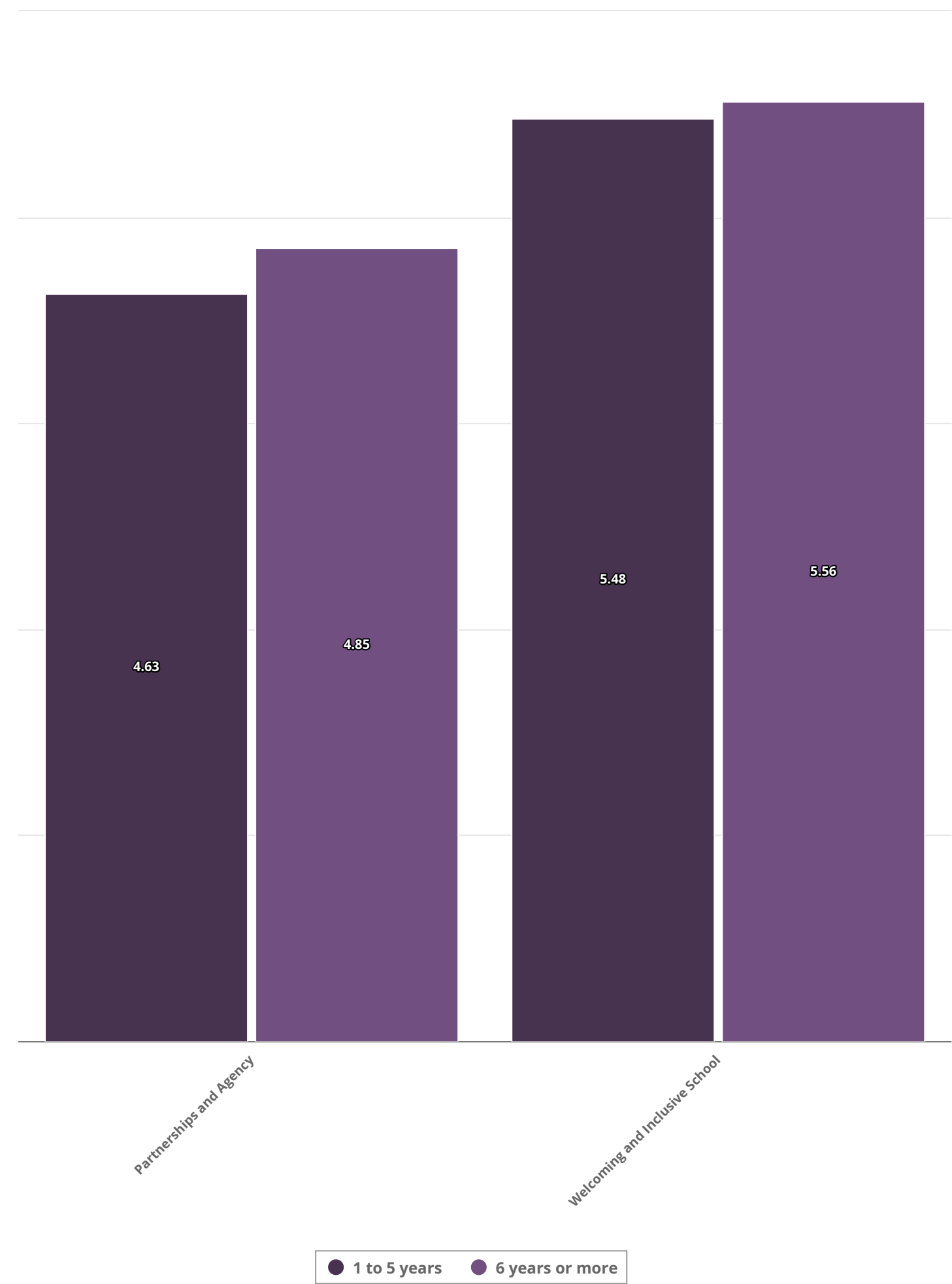
BSC Quadrant: COMMUNITY

Construct: Welcoming and Inclusive School

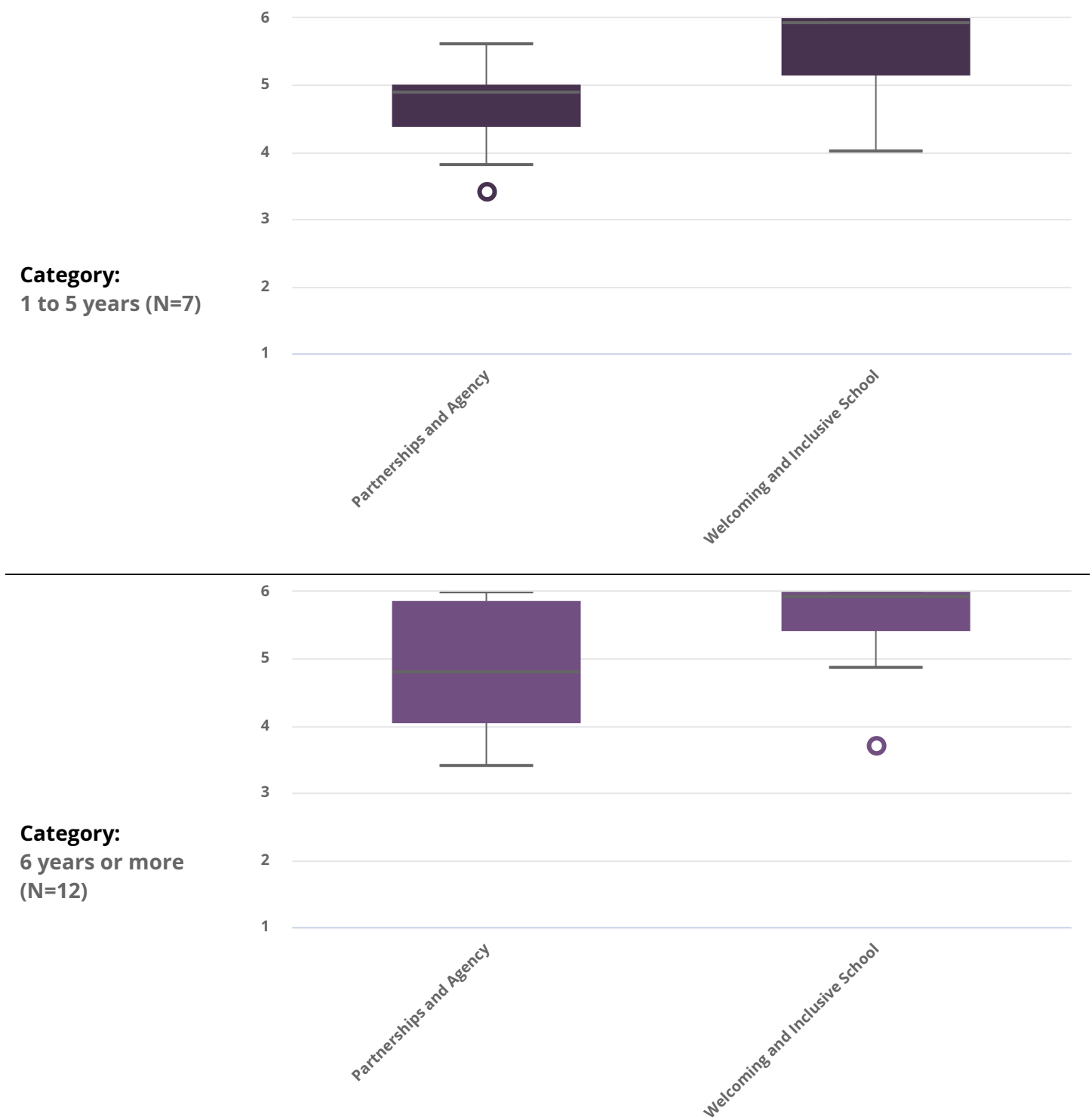
The extent to which teachers feel that the culture of the school is welcoming and inclusive of parents, caregivers and their families.



LLL Component 4: Community Engagement by Years at the School

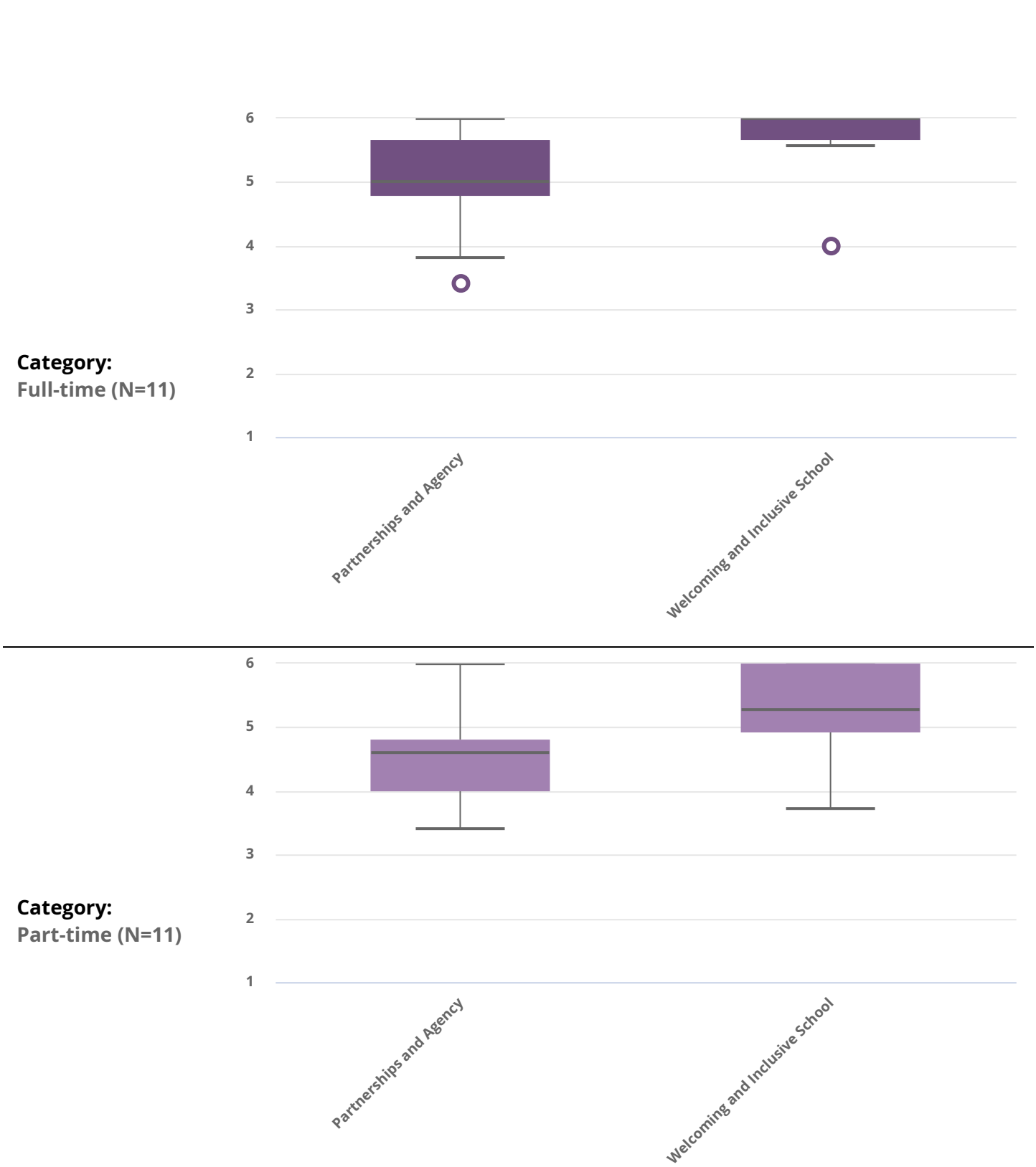
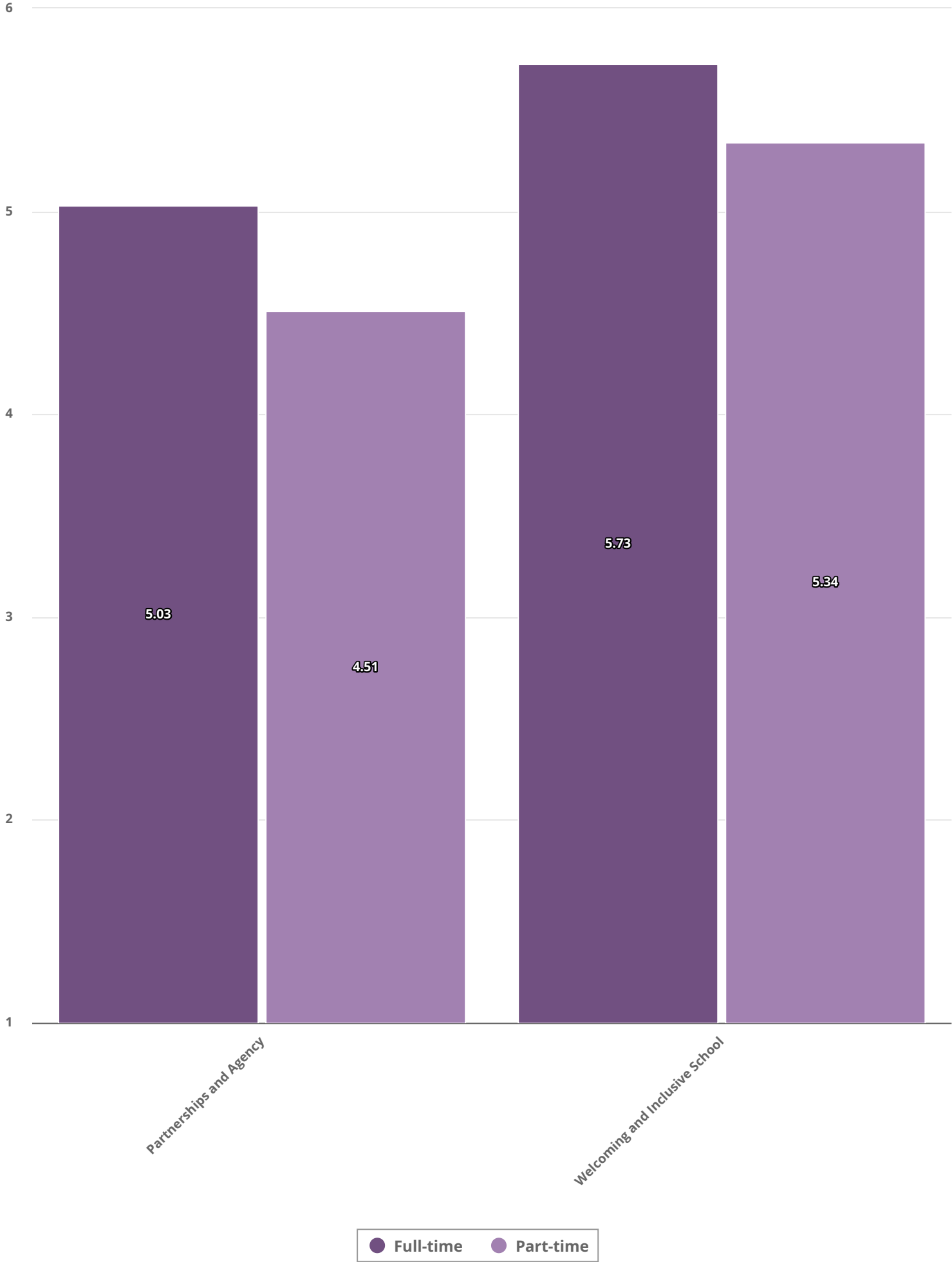


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LLL Component 4: Community Engagement by Time Fraction

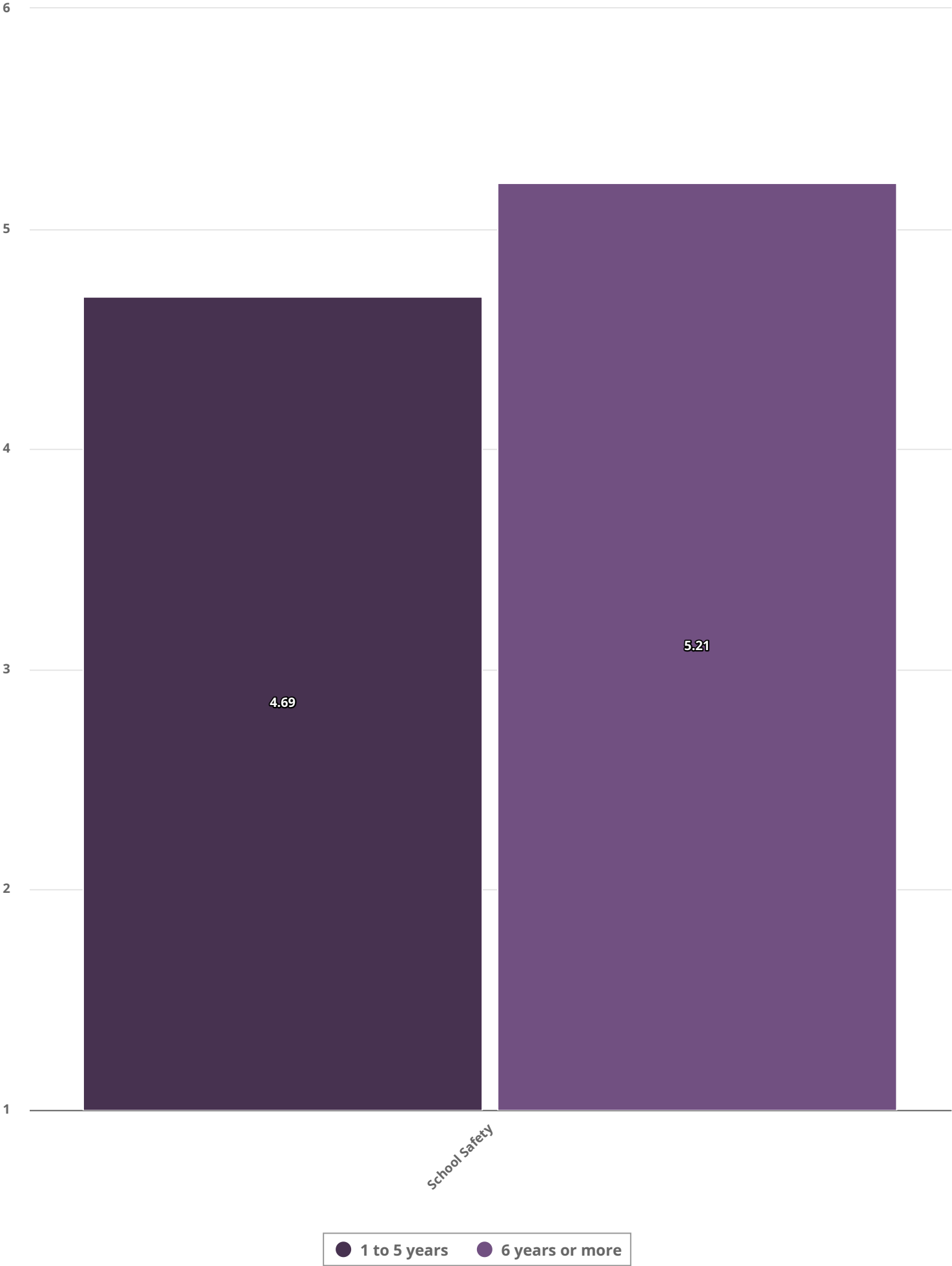
Note: Sometimes, the sample size for groups may differ slightly, as extreme outliers (e.g., with a greater distance from the median than 1.5 times the interquartile range) were removed from the analysis.



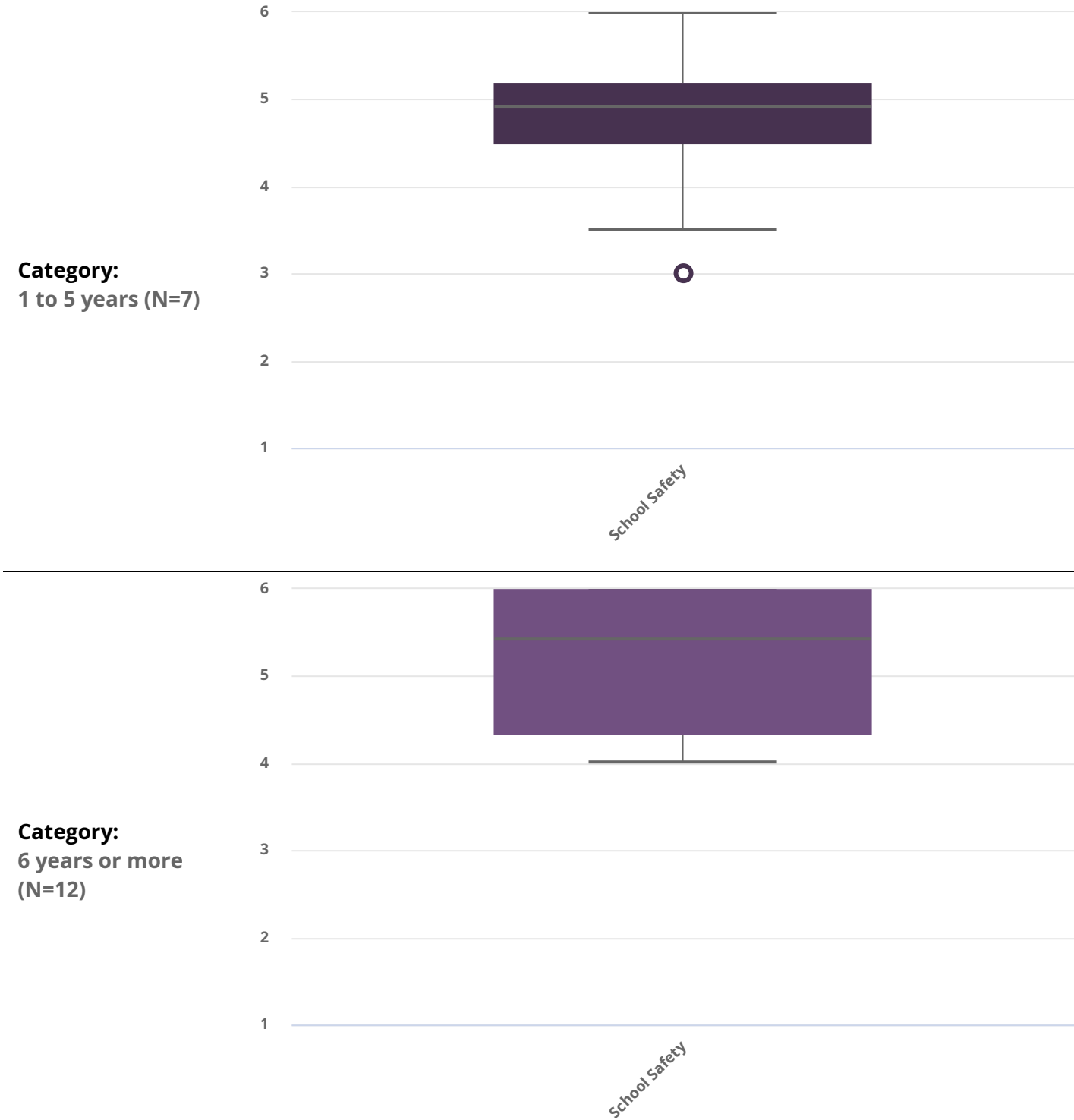
Teacher & Leadership Perceptions (Safety)



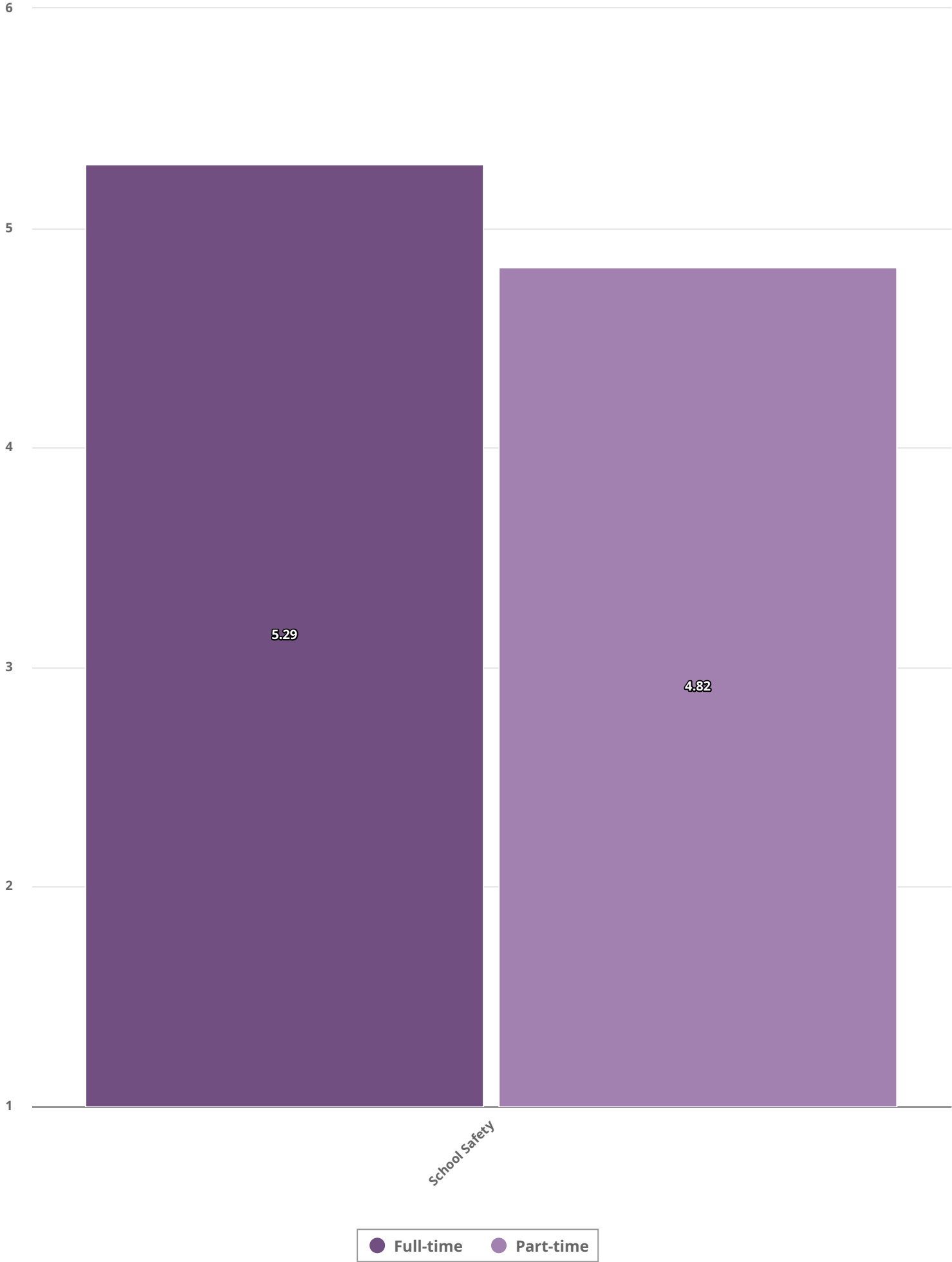
Additional Construct: Safety by Years at the School



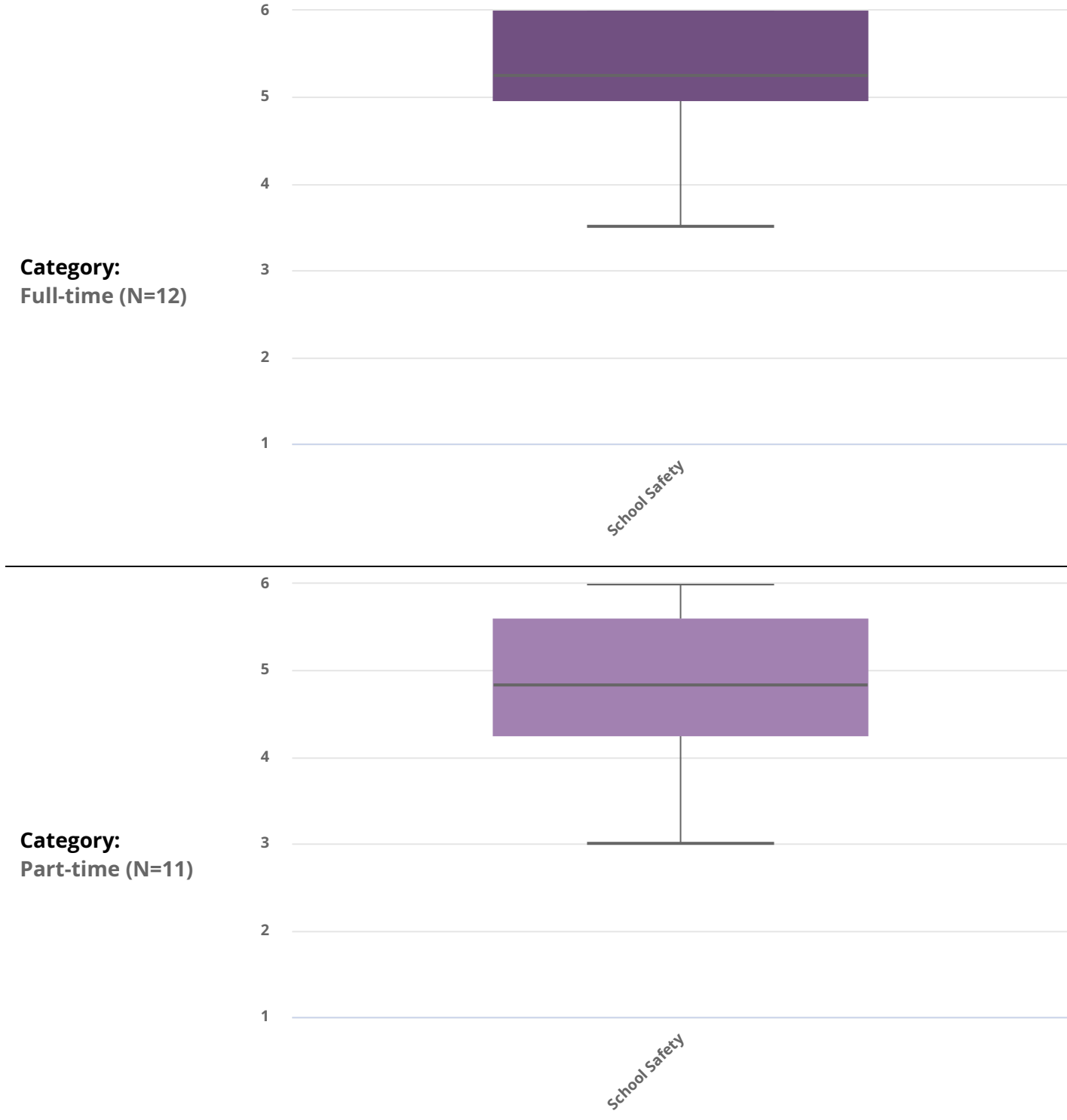
Note: Sometimes, the sample size for groups may differ slightly, as extreme outliers (e.g., with a greater distance from the median than 1.5 times the interquartile range) were removed from the analysis.



Additional Construct: Safety by Time Fraction



Note: Sometimes, the sample size for groups may differ slightly, as extreme outliers (e.g., with a greater distance from the median than 1.5 times the interquartile range) were removed from the analysis.

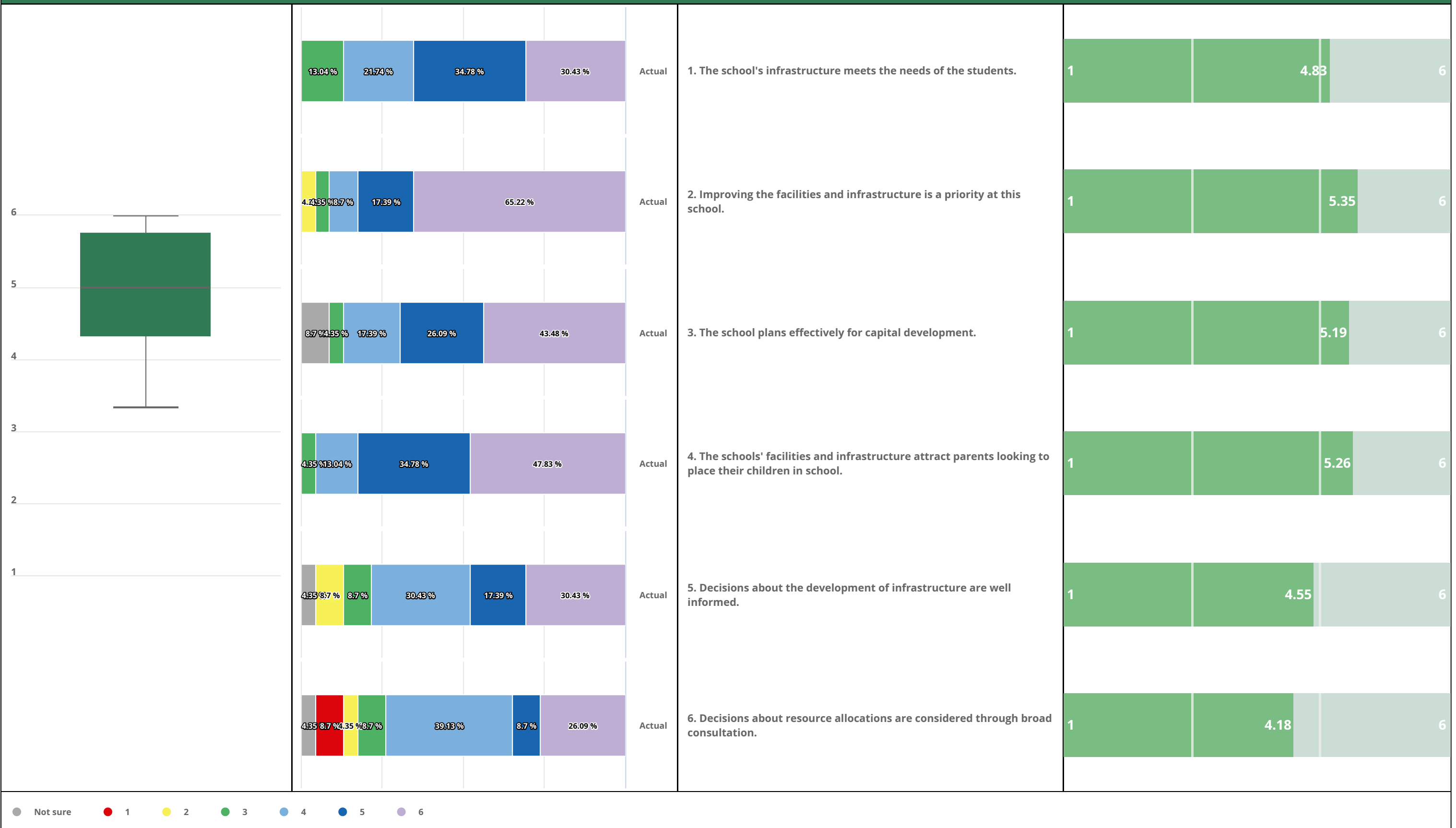


Teacher & Leadership Perceptions (Infrastructure)

BSC Quadrant: RESOURCING

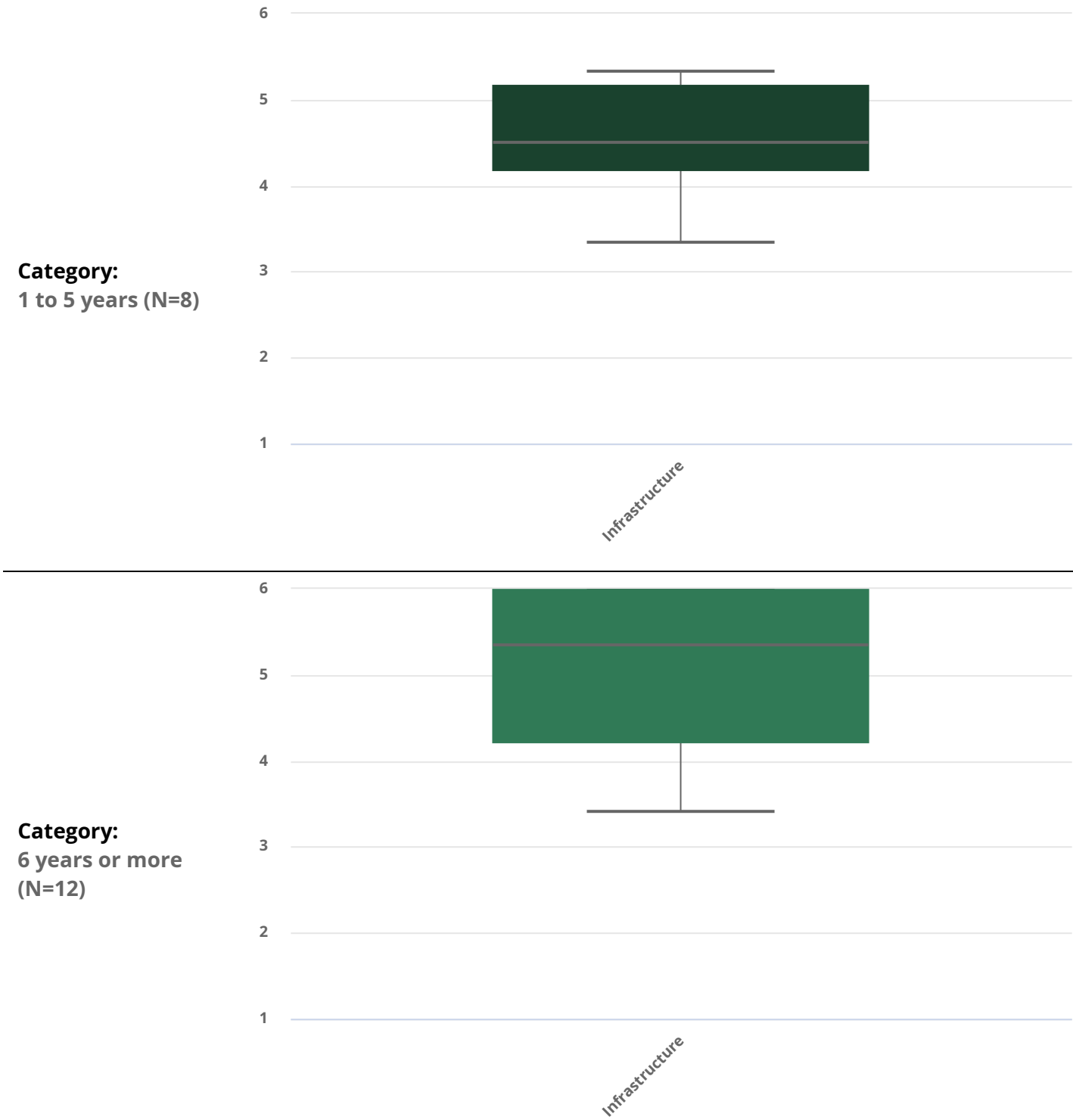
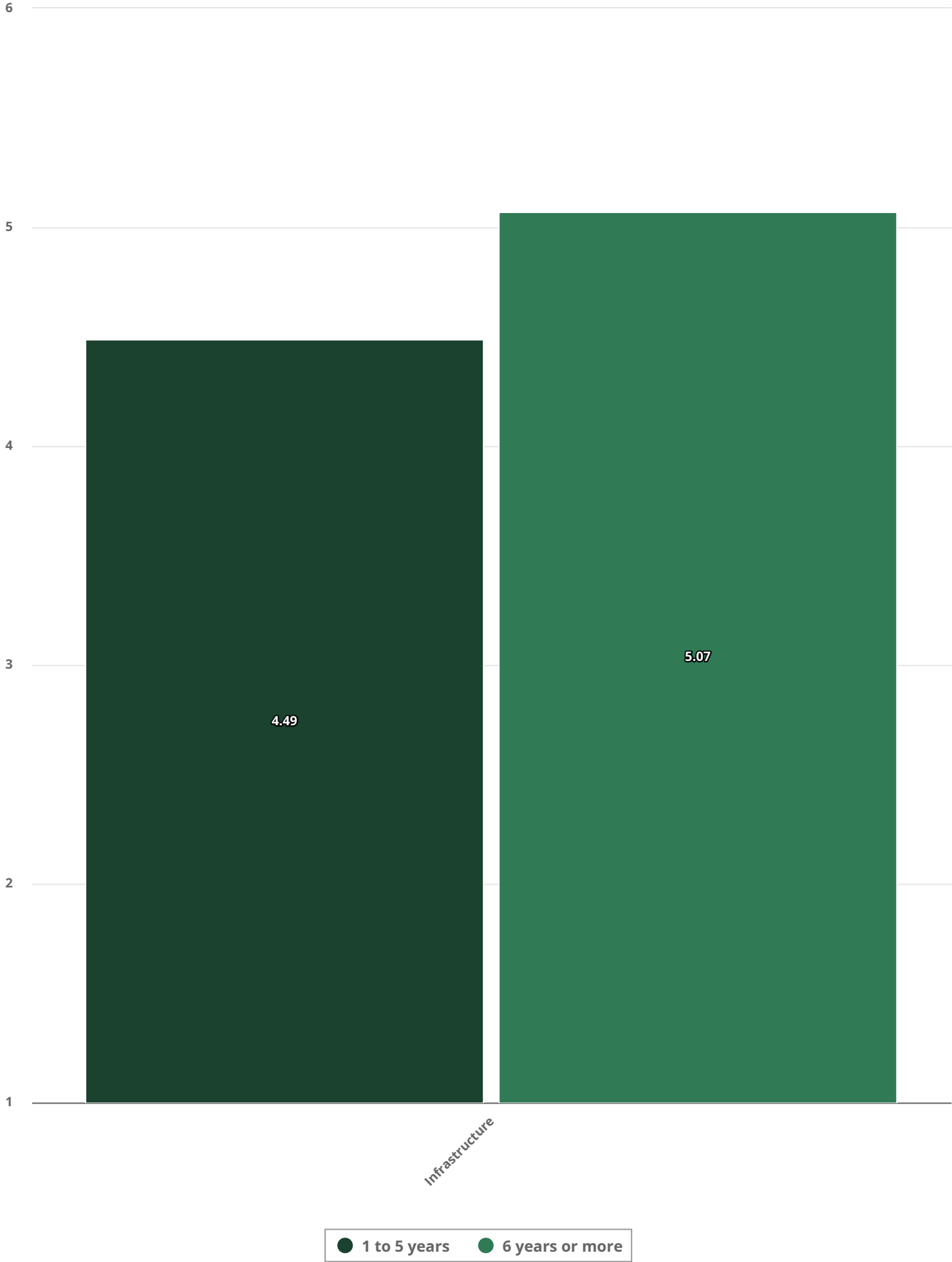
Construct: Infrastructure

The extent to which the school's infrastructure meets the needs of the students and assesses the school's capacity to plan future capital development.

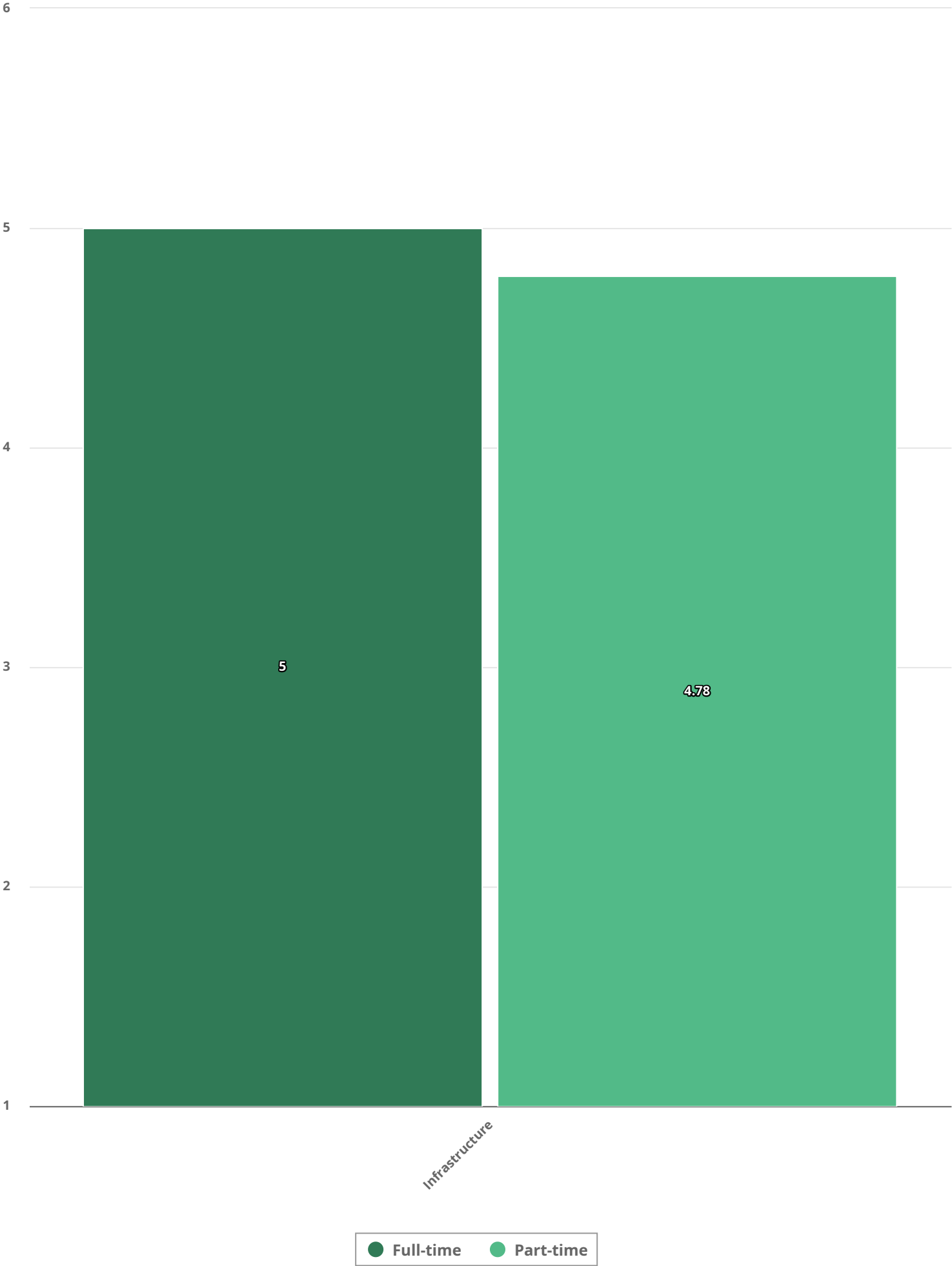


Additional Construct: Infrastructure by Years at the School

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Additional Construct: Infrastructure by Time Fraction



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