



Our Lady of Dolours School

School Renewal Report

October 2017

*Compiled with the assistance of the O.L.D. Community of Parents,
Staff and relevant members of our beautiful community.*

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Evangelisation and Faith Formation

Catholic schools are both educating and evangelising communities. Our Lady of Dolours gives an authentic voice to the religious dimension of life through its community of faith. There are three elements of evangelisation and faith formation; living the Gospel, spiritual formation and witness to the wider community. Evangelisation and Faith Formation already form an integral part of the O.L.D. story, however, we embrace the opportunity to extend our effectiveness in this area by exploring the four key principles in more depth. The principles are:

- Person, Vision and Teaching of Jesus
- Spiritual and Faith Formation
- Church Engagement
- Witness to the Mission of the Church

These principles permeate our school culture and are demonstrated in a number of ways.

Person, Vision and Teaching of Jesus:

As a Catholic School it is vital that our entire community – staff, students and parents – understands that Christ is central to the mission of our school, and that the community is engaged in acting on that understanding.

Our Lady of Dolours School engages in numerous social justice activities with the clear understanding that we undertake these activities because of the example Jesus set for us. These activities include:

- Caritas and Project Compassion
- St Vincent de Paul Winter Appeal
- Timor Leste engagement
- St Vincent de Paul Christmas Appeal
- Year Six Social Justice evening with other Parish Schools
- Walk for Water
- Random Acts of Kindness – letterbox drop, postcards to Defence personnel in active service, staff random acts of kindness
- Catholic Missions

Beyond these opportunities to proclaim the vision and life of Jesus by following His example, our school community affirms the teachings of Christ in a myriad of ways, including:

- Written communications designed to create thought and discussion around faith, including the Principal's commentary in Patrick's Piece each week and the APRE piece in the bi-termly newsletter
- Iconography and artwork throughout the school connected to our school story which links our Catholic faith and the teachings of Jesus
- Weekly prayer assemblies where we gather in a prayerful space and present the lessons and wisdom of Jesus
- Quote on the board at the entrance to the school / our school sign / logo
- Active participation and engagement in the Dialogue School Project

Spiritual and Faith Formation:

Our Lady of Dolours School is strongly committed to the faith formation of students and staff, and promotes engagement by parents in students' faith formation. Spirituality and faith formation is nurtured in various ways including:

The most obvious way is through our Religious Education curriculum. We use supporting curriculum and syllabus documents provided through Brisbane Catholic Education to plan and sequence a comprehensive knowledge and understanding of Religion from Prep to Year 6. Religion lessons are timetabled. To further nurture the development of faith and spirituality, our School engages in daily Christian meditation, allowing staff and students time to centre themselves and reconnect with their faith. This is a consistent practice in all year levels and takes many forms such as mantra, meditation music and reflection.

- Morning prayer and rituals
- Celebration of special feast days
- Acknowledgement of Feast Days that are not connected to Our Lady of Dolours
- Weekly prayer assemblies
- Class Masses and Children's Mass provide an opportunity for all students to nurture and develop faith and spirituality. All students and their families are invited and students are invited to participate in the Mass through the offertory, readings, prayer and singing. Weekly choir practice provides children with the opportunity to engage with the Mass.
- Whole school Mass' are planned for once a term and give an opportunity for all students, regardless of their faith background to grow in spirituality and understand the Catholic Christian custom.
- The Commissioning Mass at the beginning of the year is an opportunity for staff and parishioners to acknowledge the work of teachers in a Catholic School. This Mass is considered very important to both the staff and wider Parish community.
- Participation in the Parish Sacramental Program; including strong parental engagement in the process and it is fully supported by the school.
- Social Justice undertakings – e.g. Caritas, Winter Appeal, Social Justice evening. Social justice issues discussed at school assemblies, providing parents and the community with information about our activities
- Staff attend a faith formation day during Professional Learning prior to the commencement Term One each year
- Staff Prayer Meeting / Term Prayer – final week of term
- Adult Faith Education opportunities provided by the Parish and promoted to staff
- Lourdes Hill College – Staff involvement at the Sisters of the Good Samaritan Induction Day 2015 – 2017.
- Staff involvement in the REAP program as offered through Brisbane Catholic Education in partnership with Australian Catholic University. The REAP program provides the opportunity for further university study of religion and religious education at university level through its Graduate Certificate and Masters qualifications.

Church Engagement:

Our school and Parish have a strong affiliation and O.L.D. is committed to providing the opportunity for members of the community to engage in activities promoting a strong sense of mission. We understand that the school's relationship with the Parish is a vital component of faith formation and we embrace many opportunities to nurture this relationship:

- School Mass with the Parish each fortnight and Children's Mass each term
- Parish Sacramental Program
- Parish Morning Tea and Biggest Morning Tea held in conjunction with the Parish
- Parish Liaison
- Social Justice activities – Year 6 Social Justice evening, Random Acts of Kindness, Walk for Water, Caritas, Winter Appeal, Christmas Hampers
- Timor Leste appeal conducted in partnership with parish schools
- Catholic Appeal – focus of Archbishop on raising funds
- Invitation to parishioners to join in school celebrations

Witness to the Mission of the Church:

It is important that Our Lady of Dolours School maintains a comprehensive approach to building the capacity of staff to contribute to the mission of the Church. This includes supporting staff in their own faith formation and working with them to sustain their commitment to bearing witness to Christ's work and teachings. The following activities and initiatives form part of this approach

- Spirit Fire
- Ecological Conversion in response to Laudato Si – Staff Twilight / Pupil Free Day / Steering Committee
- Dialogue School Project
- Service – Active Travel, KM Club
- Staff professional learning on preparing staff prayer

We believe that our school is a good example of Christian Catholic community in action and there are many ways we, as a school community, exemplify the love of Jesus through the work that we do. We have the Kid in the Crest, which is values driven, acknowledging how children live, love and learn through Christ. We are a welcoming community. At the beginning of each school year we gather in communion at Mass to pray for the year ahead and celebrate with a welcome BBQ afterwards.

Our sense of witness to the Mission of the Church is further showcased with the outstanding work we do for charities. Caritas, with Project Compassion is just one example with student, staff and families working together for this important cause. Twice a year our school works with St Vincent De Paul in providing care for families in the area who need assistance. Our Random Acts of Kindness letterbox drop is another way we share our Christian love with all those in the community. Feedback from local residents is very positive and encouraging. Our school presence at events that promote compassion and justice, such as the Sorry Day gathering, again showcase a community in action.

In conclusion, evangelization and faith formation in a Catholic school contributes to the journey of a person towards wholeness. Spiritual formation at OLD invites students and staff to see the realities of our world in new and life-giving ways. It calls us to recognise the presence of God in daily life experiences. Our Lady of Dolours school community promotes experiences, which assist students to live in healthy relationships, sensitive to the needs and gifts of others, based on the belief that to be human and to be Christian is to live in community. Such spiritual formation has transformational capacity, leading to a richer connection with the presence of the Spirit who heals, reconciles, renews, gives life and creates unity.

Evangelisation and Faith Formation Survey Results

	Strongly Agree	Agree	I am not aware	Disagree	Strongly Disagree
The person, vision and teaching of Jesus is central to the mission at Our Lady of Dolours School	81.82%	18.18%	0%	0%	0%
Our Lady of Dolours provides opportunities to nurture and develop the faith and spirituality of students	54.55%	45.45%	0%	0%	0%
Our Lady of Dolours provides opportunities to nurture and develop the faith and spirituality of staff.	27.27%	36.36%	36.36%	0%	0%
Our Lady of Dolours provides opportunities to assist parents as the primary educators of the children in faith.	18.18%	54.55%	27.27%	0%	0%
Our Lady of Dolours has a strong affiliation with the parish and local Church.	63.64%	27.27%	9.09%	0%	0%

Evangelisation and Faith Formation Survey Feedback

Nil comments were received through the survey

Summit Feedback

Discussion amongst attendees at the Summit included:

- What can we do to engage people to go to Church?
- Do we look at Jesus from a religious view or do we look at Jesus as a human being?
- Do we look at the historical truth and religious truth?
- Do we make Jesus a real man enough for kids to understand they can connect with him?
- My story, our story and the BIG story
- Prompting question – Who is the face of Jesus in your school? Inclusivity.
- Behaviour Management – bring in is this how you would treat Jesus.
- Is there a way that the parents are able to understand further how teachers teach religion rather than the old school scary stories?
- Parent Resources section for Parents
- Kids saying at home – What would Jesus do?
- Singing at Catholic Seniors Home

- Sacramental Program – How do we the Sacramental program in the present day?
- Cap it out at 40 for O.L.D and have the workshops at school
- Invite parents to be involved
- It is removed the school program – how can we make it more interactive with the school?
- How can the school make a ‘big deal’ as about the sacraments like they used to be?
- Place a page on the school website that gives information to parents about the sacramental program? Students recount their confirmation, etc.
- Social Justice that is undertaken at OLD is great because it is focused for Prep to Year 6. It is more that just bring in a donation – explanation – bring it to life.
- It is making an impact over the course of the years, year 6 now what to take over the Christmas Appeal.
- Students taking on the social justice by donating their personal belongs to charities at school (prep family)

Responding to the Diverse Needs of Learners

Staff at Our Lady of Dolours School understand that they have a professional obligation to respond to a wide range of educational needs on a daily basis. At O.L.D., we emphasise the importance of treating students as individuals whose identities are complex and unique. We encourage full participation while remaining aware of the differences that may influence students' responses.

The key principles underlying the school response to a diversity of needs are:

- Structures and Processes
- Inclusive Practices
- Professional Capacity
- Monitoring, Tracking and Adjusting
- Resourcing of Learning Environments

Teaching staff start from a base position of understanding that there is a specific curriculum to be taught, which serves as a destination point for students, and that students will vary as learners. Thus, teachers acknowledge that they must be prepared to engage students in their learning through different approaches to that learning by appealing to a range of interests; employing varied rates of instruction, varying degrees of complexity and different support systems. It is also understood that responding appropriately to the diverse needs of learners is a collaborative process, requiring the engagement of classroom teachers, support staff, allied health professional, parents and students.

Structures and Processes:

Effective structures and processes are necessary to support teachers in identifying and responding to the diverse needs of students. O.L.D. takes a very structured approach to ensuring individual learners are supported. Processes include:

- Inclusive Education Plan (IEP) meetings and reviews; including parent involvement, visiting teacher and allied health professionals as necessary
- Action Plan meetings and reviews (including allied health professionals as necessary)
- Prep Speech and Language screeners
- Prep Hearing / Vision screeners
- English as an Additional Language or Dialect (EAL/D) Meetings
- Speech Pathology term feedback
- Transition Meetings
- Guidance Counsellor services and interventions
- Open-door policy with support staff and confidence that the team will work in partnership
- Co-teaching
- Practical use of support staff working with class teachers to meet the needs of students
- School Officer – one-to-one reading and literacy
- Pre-Prep screeners
- Kindy visits and observations
- Enrolment Application and Support Processes (EASP)

- Verification process for students' with identifiable needs
- NAPLAN support processes

Inclusive Practices:

In remaining responsive to the varying needs of learners within our school, we acknowledge that specific, identified aids may need to be provided in order to give each individual child the support that he/she requires to achieve to their potential. Inclusive practices ensure that all students have equitable access to the curriculum, and are supported through assessment procedures appropriate to their needs. Our Lady of Dolours School has many inclusive practices integrated into the daily routine, including:

- Extension tasks used to challenge gifted students
- The use of mixed ability groups
- Flexible learning equipment
- Use of assistive technology
- Soundfield System
- Defence Aide to support children from Defence families
- EAL/D support – focus group
- Adjustments for diverse needs (i.e. scribe, sit & move cushion, typing, use of iPad, wobble chair)
- Chatting Children Program
- Whole school focus on tolerance and acceptance
- You Can Do It (YCDI) / Kids Matter programs
- Transition meetings providing easier changeover from one school year to the next
- Pre-prep interviews / Pre-prep screeners/ Readiness observations and Kindy visits
- Japanese Club
- Lunch-time Craft group

Professional Capacity:

Staff at O.L.D. are committed to identifying and responding to a diversity of needs within the student body and see this as a shared responsibility across the school. Thus, they endeavour to find collegial approaches to developing professional capacity in this area. Some of the ways in which teachers and support staff do this at Our Lady of Dolours include:

- Professional learning via co-teaching and Primary Learning Leader
- Involvement of ST-IE, Visiting Teacher, GC, and outside Allied Health professionals (e.g. Speech Pathologist) in Action Plan and IEP Meetings
- IEP/Action Plan/Transition Profile planning and review of documentation meetings with ST-IE
- Primary Learning Leader and co-teacher planning meetings
- Good Teaching Practices
- School Officer attendance at co-teacher planning meetings
- Good First Teaching Resource Site

Monitoring, Tracking and Adjusting

Obviously, in order to be effective in responding to the diverse needs of learners, current practices need to be monitored and reviewed. It is vital that a whole-of-school approach is applied so that teachers can track the progress of individual students across the curriculum and adjust their teaching practices in response. Our Lady of Dolours has implemented a number of processes and tools for this purpose, including:

- Data Wall
- Review and response
- Writing analysis
- PM Readers
- PAT-R
- PAT Maths
- South Australian Spelling Test
- Co-teaching – reflection during planning

However, it is acknowledged that there is room to further improve our capacity in this area. Staff have identified a need for the following:

- A whole-of-school approach to behaviour management – consistent management option across all year levels
- SBSS – Professional Development

Resourcing of Learning Environments

O.L.D. seeks to allocate effective, targeted resources in order to support an inclusive learning environment for learners right across the school. At present, the following resources are being used to create a learning environment conducive to success for all students:

- Furniture / flexible learning spaces in Years 2 to 6
- Co-teaching arrangement
- 1-1 iPad program for students in Years 4 to 6; iPad bank for younger years
- Access to computers in the Library
- Screens and sound system – air drop
- Support staff – Support Teacher – Inclusive Education, Co-teacher, Primary Learning Leader and Defence Aide

In order to ensure an inclusive learning environment for all students moving forward, it has been determined that resources would ideally be applied to the following areas:

- The roll-out of flexible learning furniture in Prep and Year One classrooms
- Sounds systems in all classes
- Printers in classrooms (or shared between 2 classrooms)

Responding to the Diverse Needs of Learners Survey Results

	Strongly Agree	Agree	I am not aware	Disagree	Strongly Disagree
Teachers at Our Lady of Dolours School identity and respond well to the diverse needs of learners.	18.18%	63.64%	0%	0%	0%
Teachers and parents work as a team to meet the diverse needs of learners at Our Lady of Dolours School	45.45%	27.27%	27.27%	0%	0%
The School effectively utilises the services of relevant outside support agencies and School Services to assist teachers meet the learning needs of students with disabilities.	36.36%	18.18%	45.45%	0%	0%
The learning support processes at Our Lady of Dolours effectively support learning and teaching in classrooms.	27.27%	45.45%	27.27%	0%	0%
At Our Lady of Dolours, student progress is closely monitored and tracked to inform future teaching practices.	36.36%	36.36%	27.27%	0%	0%
At Our Lady of Dolours, resources are effectively targeted to best address the diverse range of learning needs.	27.27%	36.36%	36.36%	0%	0%

Responding to the Diverse Needs of Learners Survey Feedback

- It would be wonderful if student progress was easily able to be communicated to parents in some form. I feel that this year for our family there has been a decreased recognition of our little learner's unique learning profile. This has somewhat impacted her confidence in the classroom and in life in general.
- I don't really know what goes on for diverse learners other than I know that we are very happy with the support our child receives. We think our child's teacher is very good with the many demands they face. Is "diverse" what we used to refer to as "special needs"? Or is it everyone? It's a bit confusing. What is the risk that we spend too much time on the diverse and not on everyone?
- There seems to be a lot of help for kids who struggle which is great but there is little formal development to challenge kids who do well. It would be great to see more of a formal process or program for the brighter kids (not to take away from the support given to other kids)

Summit Feedback

- I value the effort that is put into the students to support them.
- Is there anything on the horizon that will help relieve teachers from the continuous collection of data?
- The co-teaching is making a massive impact that teachers are being taken out of the classroom to plan. Patrick has made a massive effort in giving staff to where it is

needed – teachers not school officers for professional learning. Planning, teaching, assessing and reporting together.

- I wonder that if parents are able to give feedback about the process of Action plans and the process of creating and then the feedback to parents on the goals and modifying.
- I notice that PD might be needed for enrichment. How can we provide that?
- I wonder how do we know if a student is 'failing' not meeting standards – Parent unsure if this actually helps teachers it identify if students are failing.
- I notice that there is a lot of stuff that teachers etc do that is not teaching.
- Important to communicate to parents when planned time teachers are absent in advance as it supports the students.
- Class Dojo or similar point systems are not particularly liked by parents, particularly when points are taken away. It is not seen as a positive initiative.
- Class consistency with positive behaviour could be improved. Kid in the crest awards are well received by students and parents. The reward is clearly explained to them.
- The school is affirmed for noticing when children have problems and appropriate processes are put into place. It appears to work well.
- The school is extraordinarily well resourced with stuff. There are a lot more resources than in schools of much larger numbers. This is a credit to the school and certainly supports the learning taking place.
- There is amazing support with staff and support for release time for teachers.
- The communication in the school around when teachers are away. We wonder how parents can be informed better.
- It would be good for the Prep teachers to sit in on the Prep screeners... could they be videoed? The notes on the screeners are of benefit but until you put a face to a name, it is not as beneficial.
- Transition meetings could be held at the beginning of the year although this is seen as logistically unfavourable. Possibility for new teacher meeting to be held at the beginning of the year to enable parents to have discussions with children to ease them into starting school.

Partnerships and Relationships

Effective, respectful partnerships and relationships are the foundation of any organisation, including schools. Our Lady of Dolours seeks to establish and maintain positive relationships between staff, parents and students; and with the wider community, including businesses and other educational institutions. As a school community we recognise the role of the parent in the educative process and every effort is made to foster communication and encourage parental involvement. We aim to make Our Lady of Dolours a place where parents, staff and students respect and listen to each other.

The key principles of Partnerships and Relationships within the Catholic School environment are:

- Relational Culture
- Consultation and Communication
- Engagement with Parents
- Responsiveness of School
- Partnerships
- School Marketing

Relational Culture:

Our Lady of Dolours School is well-positioned in this area, with a strong culture of positive, collaborative partnerships amongst staff, parents and students. In part because of the small size of our school, we have established a strong, supportive community, and a culture of working together to achieve the best possible outcomes. There is a strong sense of our identity as a Catholic school and an understanding that this identity forms the foundation of the school community. Some of the ways in which this is demonstrated are:

- Parental attendance at IEP Meetings, Action Plan Meetings, Transition Meetings
- Daily morning Parade, which parents / caregivers are welcome to be present for
- Celebrations around special days and relationships – e.g. Mother’s Day, Father’s Day, Grandparents Day
- Parental engagement through events such as Open Classrooms, Weekly Prayer Assemblies, Classroom Activities, Parent Teacher Meetings (including Student-Led Conversations)
- Open communication between school and families around what is going on at school – learning dispositions, St. Benedict
- Co-teaching arrangement and general collaboration between staff
- Staff socials functions, along with events planned within the school for staff e.g. World Teacher’s Day Luncheon and Staff Breakfast during Catholic Education Week
- The front office area is welcoming to staff, students, parents and members of the community. A respectful language of “good morning” is encouraged from the students by staff in the office.

O.L.D. also maintains a strong focus on our Catholicity and the important of a healthy partnerships with our Parish. Events such as the Parish Morning Tea and the Cancer Council Biggest Morning Tea (jointly hosted by the Parish and the school) strengthen this partnership. A Children’s Mass is also held each term in the Church, and students from O.L.D. join the Parish for Mass

Consultation and Communication:

The provision of authentic opportunities for consultation and communication is integral to the development of strong partnerships and relationships. It is vital that the school community is given the opportunity to be a part of these consultative processes and that feedback is constructively addressed by the school. There are significant communication processes and channels in place at O.L.D. including:

- Ad hoc communication / notes sent home via email or communication folder
- Patrick's Piece – weekly
- Newsletter – bi-termly
- Curriculum letters – classroom
- Class Blogs
- Student Portfolios
- Parent information nights – including beginning of year, Chatting Children and You Can Do It!
- Parent / Teacher Interviews
- IEPs / Action Plans / Transition meetings
- Open Classrooms
- Micro-teaching

Opportunities for consultation and feedback are also provided to the school community through a variety means – for instance community participation in the Leuven Project, where parents and older students were invited to take part in the survey, providing data around our school position. Parents are also invited to take part in the Internal Review Process / Parent Audit, and have been consulted in the lead-up to the selection process for the new Principal.

Engagement with Parents:

There is a strong tradition of parental engagement with the school, which is encouraged and nurtured via means such as:

- P&F Social Events (e.g. Trivia Night, Art Show) and support of school events such as World Teachers Day and providing canteen at sporting events
- The Pastoral Parent process
- The role of the Defence Aide in liaising and supporting parents from the Defence community; the weekly running of Defence Club
- Working Bees
- Chatting Children program – parent participation
- You Can Do It! Parent Information Evenings
- Parental attendance at meetings about student progress – i.e. Parent / Teacher, IEP, Action Plan and Transition Meetings
- Parents invited to collaborative events between school and Parish – e.g. Cancer Council and Parish Morning Teas
- Parents celebrated at special functions for Mother's and Father's Day
- Parents and carers welcomed to daily Parade and weekly Prayer Assemblies
- Parent helpers active in Prep and Year One classes

Responsiveness of School:

It is important that not only are appropriate measures in place for communication with the school, but that any communication is dealt with in a thorough, timely and just manner. O.L.D. has clearly defined processes for making enquiries and suggestions and raising concerns with the school. For instance:

- The Parent Handbook available on the Parent Portal as a source of information and a guide to process
- Student Support team meetings for high-needs students
- A clear process for parental communications with staff
- Process for lodging complaints is clearly defined in a step-by-step manner
- Guidelines for communication channels are published on the website, emailed to parents each year and outlined in class welcome evenings at the commencement of the school year

Partnerships

Parents and carers and community members have many opportunities to work in partnership with the school, and provide a high level of support to the policy development, strategic decision-making and community life of Our Lady of Dolours. Four main structures that facilitate this include:

1. **The School Board** is formed with a small group of staff, parent and Parish representatives who come together to share their wisdom on the formation of different policies and strategic directions of the school.
2. **The Parents and Friends Association (P&F)** provide a link between the school community and the leadership of the school. The association is seen as integral in its valuing of the School Vision and participates in the optimum spiritual, intellectual, social and physical development of children in the school. They do this by
 - Providing a medium of support, information and involvement of parents/carers in their children's education and the school community;
 - Developing collaboration between parents/carers and school staff;
 - Promoting the principles of Catholic education;

Families are urged to take an active part in the P&F and their many activities, and ultimately to take a genuine interest in the school. The P & F have on occasion supported education and information sessions for parents, and has financially supported projects across the school such such as playground redevelopment.

Our P&F is the driving force behind many of the school functions, providing monetary and organisational assistance. They consciously endeavour to welcome new parents to the school and invite their participation in the P&F association. Sub committees within the P&F (such as lunch day) provide opportunities for parents to be involved in the P&F in their area of interest.

3. **Pastoral Parent Program** aims to support partnerships between home and individual classes. This is achieved through the co-ordination of activities such as social gatherings for parents, plays in the park for children and parents, morning teas and supporting families in need when necessary.

4. **Ecological Conversion Steering Committee** is made up of staff, parents, BCE representatives, Parish Priest and External Agency (Catholic Earth Care) and was established to support the reorientation of OLD through a process of ecological conversion based on Pope Francis' Encyclical, Laudato Si.

Other structures that support and promote positive partnerships include:

- Adopt-a-Cop program / visits from the Fire Brigade
- Religious life of the school – i.e. Fr Nigel and Class Masses; Meetings between Father Nigel and APRE; Participation in the Parish Sacramental Program, Children's Masses
- Partnership with Mt Maria – Drama, Library Activities
- Social Justice Evening
- Primary Learning Leader – Twice a term meeting
- Connection with Gaythorne RSL and participation and support for Defence related activities
- STIE Parish Meetings each term
- APRE Parish Meetings each term
- Timor Leste partnership
- Choir – singing for the elderly / community centre

School Marketing:

The activities that we undertake and our relationships and partnerships with the wider community have an impact on the way our school is viewed. An effective communications and marketing plan is an important tool in supporting our relationships with the external community. Our Lady of Dolours School has implemented a number of initiatives to enhance our image outside of the school community:

- Marketing / Media Officer role
- Brochures, posters and campaigns such as providing information packs to local kindergartens
- Facebook – both as a communications tools and a conduit for contact from the community
- Continual renewal of School Website
- School Open Day
- School Fete / Arts Festival
- Random acts of kindness in the local community
- School support and attendance at National Sorry Day
- Social Justice – St Vinnies
- Visibility at Defence commemorations – ANZAC Day, Dawn Service, Remembrance Day
- Walk for Water in Blackwood Street

Partnerships and Relationships Survey Results

Our Lady of Dolours School has a culture of positive and respectful relationships between staff and parents.	81.82%	18.18%	0%	0%	0%
Our Lady of Dolours School has a culture of positive and respectful	90.91%	9.09%	27.27%	0%	0%

relationships between staff and students.					
Our Lady of Dolours School provides a good sense of welcome for to all families within the school.	54.55%	45.45%	45.45%	0%	0%
There are a number of opportunities for consultation between the school and the local community.	36.36%	45.45%	18.18%	0%	0%
Our Lady of Dolours School values the involvement of the whole community in the life of the school.	63.64%	27.27%	9.09%	0%	0%
Our Lady of Dolours School effectively communicates with parents and the wider community.	63.64%	36.36%	0%	0%	0%
Our Lady of Dolours School is highly regarded in the local community.	54.55%	27.27%	18.18%	0%	0%
Parents are engaged in the life of Our Lady of Dolours School.	45.45%	54.55%		0%	0%

Partnerships and Relationships Survey Feedback

- I think the range of partnerships is fantastic - such a breadth and depth. There is every opportunity at OLD - it is up to students and parents to make the most of it

Summit Feedback

- Parent relationships and culture is welcoming. There is a sense that people want to be here – trusting and positive
- There is a small family community atmosphere that is a bit like a country school. The downside is the same people put their hands up. People want to be part of something but end up doing all the work.
- Fr Nigel being present indicates strong relationship with the parish.
- There is a connection to Vinnies, Timor Leste. The social justice night with the Year 6 students is well received.
- Parents commonly band together to support families in need. Everyone knows everyone and kids play together. The buddy program facilitates that.
- Sometimes everyone knows what is going on but new families are not aware of the the things and events etc. New families are very welcome but it takes time for them to feel that they genuinely belong. Perhaps some communication strategies could be explored.
- The pastoral parent role is great for new families
- There is scope to reach out to the elderly within the community and Fr Nigel has offered to help facilitate.
- There is scope to further enhance the relationship with Mt Maria as it supports decision making for parents about high school selection. They could offer our school opportunities as well eg STEM
- There is scope to have more involvement in the local community eg tidy local parks etc. Try to include younger students in small and age appropriate ways.

- There is an opportunity to dialogue more with parents and have rich conversations with them instead of producing a portfolio that it is acknowledged that many parents would not read closely. Parent teacher conversations each term to facilitate better understanding of student progress could be a better avenue to explore.
- There might be better and more creative ways to show student learning eg learning tracker which is an online tool.
- Student led conversations could be done at home every couple of weeks but also allow parents to still book in a time to see the teacher
- Questions
 - Are teachers always approachable?
 - Are parents making the effort to be involved in their learning?
- There is scope for parents to be more involved in the Sacramental Program as the current model feels impersonal and might need to be done differently.
- There is strong difference between OLD and other schools and this is easily seen in the little things like the morning assembly.
- There is scope for Walk for Water to be done as a whole school as this would accentuate the visibility in the community.
- Suggestion that Fr Nigel interacts more with the students to tap into his knowledge
- The P&F can feel like it is an isolated group. How do we make what comes out of meetings more visible so that we can all feel part of it.
- Suggestion of implementing a buddy family for each new family in the school.
- Suggestion of emails from teachers every couple of weeks from teachers to parents about what the students are learning in class and give parents an idea on how they can be included. The beginning of term letter on the blog is not reaching its desired impact.
- There is a feeling that parents do not understand the language of the report card. Is there scope to include one or two sentences to say how they are in class
- Scope to build ideas for how students can talk to each other about their learning and then use the same language at home.