



2023

T ANNUAL SCHOOL REPORT

 Our Lady of Good Counsel Catholic Primary School

11 Currie Road, FORESTVILLE 2087

Principal: Mrs Paola Brannan

Web: www.olgcddb.catholic.edu.au

About this report

Our Lady of Good Counsel Catholic Primary School (the 'School') is registered by the NSW Education Standards Authority (NESA) and managed by Catholic Schools Broken Bay (CSBB). CSBB as the 'approved authority' for the diocesan registration system formed under Section 39 of the NSW Education Act (1990), is responsible for monitoring the compliance of member schools in the manner that has been approved by the Minister of Education.

The Annual School Report (the 'Report') demonstrates accountability to regulatory bodies and CSBB. Additionally, the Report complements and is supplementary to other forms of regular communication to the School community regarding initiatives, activities and programs which support the learning and wellbeing of its students.

The Report provides parents and the wider community with fair, reliable and objective information about educational and financial performance measures as well as School and system policies. This information includes summary contextual data, an overview of student performance in state and national assessments, a description of the achievement of priorities in the previous year and areas for improvement. Detailed information about the School's improvement journey is documented at local school level and is developed, implemented and evaluated in consultation with key stakeholders.

Further information about the contents of this Report may be obtained by contacting the School directly or by visiting the School's website. Information can also be obtained from the [My School website](#).

We worked very closely with OLGC Principal, Paola Brannan and Alexis Conn, Vice Principal to rebuild after a few very difficult years of Covid impact. We were grateful to have the support of Susanne Bragge, the curriculum coordinators, all teachers and students (especially the leaders).

The focus for the 2023 committee was on engagement. We started the year with a pause to fundraising and worked towards;

1. Promoting parent, school and parish relationship
2. Strengthening the participation, involvement, and engagement of all parents within our school community
3. Supporting and providing social, emotional and wellbeing opportunities for students, staff, and parents.

P&F meetings were held each term with guest speakers. Each term they were themed to align with school initiatives such as new curriculum, wellbeing programs, Principal panel from Diocesan schools and a volunteers appreciation evening prior to the year-end AGM.

On top of the usual year group and milestone events, we planned and executed a fun filled year of reconnecting and connecting.

We started the year with a remit for no fundraising and received notice halfway through that this had been lifted, so the later part of the year centred on refocusing initiatives to help raise money.

P&F events included: Tears and Tissues Morning Tea for new Kindy Parents, Kindy Parent Welcome Night, Easter Raffle, Mothers' Day collection for the Women's Shelter, Mother's Day Morning Tea, children's School Disco, K-6 Parents Social Night, Father's Day Morning Tea, World Teachers' Day Morning Tea and Year 6 Graduation Dinner.

On top of these we added four new events to the P&F calendar, including a Seniors Vinnies Late Out, Jersey Day Bake sale for Donate Life, a whole school colour run and fun day and finally, a family picnic after the Christmas Concert with food trucks providing a festive end to our wonderful year.

Other P&F initiatives included organising Parent Buddies for new families starting at OLGC, selling second hand uniforms, promoting the Entertainment Book to save families money and assisting Year 6 with their parting present to the school.

We worked hard throughout the year to promote a much-needed reinvigoration of the volunteer program at OLGC. We felt blessed to always have the invaluable support of the parents working together for our community.

P&F worked closely with the school on improving communication between parents and the school which resulted in an uptake of newsletter readership and overall engagement.

P&F funds were used to purchase new decodable readers which will be utilised by our Kindergarten, Year 1 and Year 2 students from 2024.

The P&F Committee all agreed to stand again in 2024

[Student Body Message](#)

Excerpt from school captain's farewell speeches.

Lyla: "A mind is like a parachute it doesn't work if it is not open."

We have all had an amazing year. It is so sad that it is coming to an end. We all have had fun and awesome opportunities this year such as camps, fundraising, gala days, leadership programs and much more.

All these opportunities have been such a joy to attend and we are so grateful. All of this would not be possible without

School Features

Our Lady of Good Counsel Catholic Primary School Forestville, is a Catholic coeducational school catering for children from Kindergarten to Year 6. It is one of 44 schools that proudly make up Catholic Schools Broken Bay. The school belongs to the Parish of Frenchs Forest and is partnered by St Martin de Porres Catholic Primary School in neighbouring Davidson.

The School was founded in 1962 by the Brigidine

Student Profile

Student Enrolment

Students attending the School come from a variety of backgrounds and nationalities. The following information describes the student profile for 2023. Additional information can be found on the [My School website](#).

Girls	Boys	LBOTE*	Total Students
194	138	99	332

* Language Background Other than English

Enrolment Policy

The [Enrolment Principles](#) temporarily supersede The Enrolment Policy for Diocesan Systemic Schools (2013) and are being followed by the School for enrolments for 2024. As inclusive and evangelising communities, we welcome every family who would like a Catholic education for their children. Catholic Schools Broken Bay (CSBB) strives to respond to the needs of all students, within the constraints of our available resources. We believe all students should have access to our schools which offer educational opportunities that nurture the Catholic faith, expand life choices, cater for the disadvantaged, and challenge all students to reach their full potential. Our schools are explicitly evangelical, catechetical and address (with the support of our parishes and agencies), the faith formation of our school communities. Copies of these principles and other policies in this Report may be obtained from the [CSBB website](#) or by contacting CSBB.

Student Attendance Rates

The average student attendance rate for the School in 2023 was 91.99%. Attendance rates disaggregated by Year group are shown in the following table.

Attendance rates by Year group						
Kindergarten	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
94.10	93.00	91.20	93.10	91.40	89.90	91.20

Managing Student Non-Attendance

In order for students to reach their full potential it is of paramount importance that they attend school regularly. While it is the parents' legal responsibility under the NSW Education Act (1990) to ensure that their children attend school regularly, our staff as part of their duty of care,

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Staffing Profile

Staffing Profile

The following information describes the staffing profile for 2023:

Total number of staff	24
Number of full time teaching staff	13
Number of part time teaching staff	11
Number of non-teaching staff	3

Total number of teaching staff by NESA category

All teachers employed by the School are qualified to teach in NSW. Additionally, all teachers at this School who are responsible for delivering the curriculum are accredited with NESA and hold a Working with Children Check.

Teachers at this School are either accredited as conditional, provisional, proficient or highly accomplished as defined by the NSW Teacher Accreditation Act 2004. Accreditation at the levels of Highly Accomplished and Lead teacher are voluntary. The number of teachers within the Catholic Schools Broken Bay in our 44 schools at these levels is as follows:

- Highly Accomplished: 9 teachers
- Proficient: 1322 teachers
- Provisional: 131 teachers
- Conditional: 68 teachers

Additionally, there are approximately 35 teachers who are currently actively engaged in the submission process at the higher levels of accreditation. Teacher status at individual schools can be sourced directly from the School.

Professional Learning

The ongoing professional learning (PL) of each staff member is highly valued. PL can take many forms including whole school staff days, subject specific in-services, meetings and conferences and a range of programs provided by CSBB. The School takes responsibility for planning, implementing, evaluating and tracking staff PL. Individual staff members take responsibility for their ongoing PL, which includes evaluating NESA Accredited professional

development (PD) and logging Elective PD via their NESAs account. All teachers have been involved in PL opportunities during the year related to improving student outcomes. The following provides specific information relating to the focus of three of these staff development days.

Summary of professional learning at this school

During 2024 staff at OLGC engaged in a variety of professional learning to support the learning needs of students, teacher development, ensure compliance and school improvement aligned with the Catholic Schools Broken Bay (CSBB) strategic agenda focused on Towards 2025. Learning was focused on:

- Curriculum Reform
- Collaborative coaching
- Continuous Improvement Cycle
- School Improvement Planning
- Staff wellbeing
- Cardiopulmonary Resuscitation, Asthma and Anaphylaxis
- Curriculum Compliance- History and Science and Technology
- New Syllabus- English and Mathematics K-2 and 3-6
- SharePoint, OneDrive and Teams

Catholic Identity and Mission

As a Catholic community, the School shares in the mission of the local Church. The [Diocesan Mission Statement](#) is our statement of shared common purpose: "The Diocese of Broken Bay exists to evangelise, to proclaim the Good News of Jesus Christ, gathered as friends in the Lord and sent out to be missionary disciples."

In partnership with parents as the first faith educators of their children and the local parish community, the School seeks to provide authentic, professional Catholic Education, inspiring hearts and minds to know Christ, to love learning, to use their talents to be the very best they can be. Our vision, purpose and all we do is founded on faith in Jesus Christ, and informed by Christian values including faith, joy, witness, compassion, and courage.

The School's Religious Education (RE) program is based on the [Broken Bay K-12 Religious Education Curriculum](#) and aims to provide students with meaningful, engaging and challenging learning experiences that explore the rich diversity of the Catholic faith and ways in which we live it. A new Religious Education Curriculum is being developed to further enhance the learning experience for all. This was implemented into all Kindergarten and Year 1 as well as Years 7-10 classrooms in 2022/2023 and will continue to grow over the coming years. These programs include formal Religious Education as well as retreats, spirituality days and social justice opportunities in which students are invited to serve others, especially the poor and those who are marginalised.

Faith formation opportunities are provided for students, staff, parents and caregivers. Students regularly celebrate Mass and pray together. Students are invited to participate in age appropriate sacramental and missionary activities aimed at living out their mission as disciples of Jesus.

Catholic Identity

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commitment of our staff places us in a strong position for continued growth in Mathematics in 2024.

In 2024 the implementation of the 3-6 Mathematics syllabus is mandated. Our staff are excited to embrace the new changes this will bring. Their continued involvement with the quick win cycles, collaborative coaching in Mathematics and professional learning at staff meetings has placed them in a solid position for next year. We will continue to follow our Towards 2025 improvement plan with continued data analysis, goal setting and targeted intervention so that our students maximise their learning opportunities and continue the positive learning trajectory they are currently on.

English

As part of the CSBB Towards 2025 strategy, OLGC began Collaborative Coaching with a key focus on English. Student engagement and teacher professional learning were key components in ensuring the successful implementation of the Collaborative Coaching approach following the Continuous Improvement Cycle.

Based on an initial analysis of 2020-2022 NAPLAN

presentations, Seesaw tasks, self-reflections/ checklists/ rubrics, etymology research and word noticing.

Daily reviews were a strategy that all grades trialled this year

Student Performance in Tests and Examinations

NAPLAN

Students in Years 3, 5, 7 and 9 across Australia participated in the National Assessment Program Literacy and Numeracy (NAPLAN). The purpose of NAPLAN is to provide information to parents and teachers about the achievements of students in literacy and numeracy. The test provides a measure of the student's performance against established standards and against other students in Australia. Each year the results

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this and other related policies may be obtained from the [CSBB website](#) or by contacting CSBB. There were no changes made to this policy in 2023.

Complaints Handling Policy

The School follows the [Complaints Management and Resolution Policy](#). A distinctive feature of this policy is to ensure that complaints are addressed in a timely and confidential manner at the lowest appropriate management level in order to prevent minor problems or concerns from escalating. The expectation is that complaints will be brought forward and resolved in a respectful manner, recognising the dignity of each person concerned in the process. The policy recognises that a number of more minor or simple matters can be resolved without recourse to the formal complaint handling process but rather, quickly and simply, by discussion between the appropriate people. Further information about this and other related policies may be obtained from the [CSBB website](#) or by contacting CSBB. There were changes made to this policy in 2023 to reflect new system processes.

Initiatives promoting respect and responsibility

Social and emotional teaching and learning continued to be an important focus in 2023. We implemented many initiatives to promote respect and responsibility in our school community.

In term 1 students engaged in a Peer Support unit called "Positive Relationships" during "Wellbeing Wednesdays". These units gave children the chance to identify important skills necessary to maintain friendships such as respect, empathy and patience.

In term 2 our whole school focus was around unpacking our PBL rules. Students explored what it meant to be a Responsible, Respectful and Safe OLGC learner. A colour house points reward system was introduced to align with our PBL rules. The weekly merit awards were upgraded to include the three PBL rules.

During this term, all grades also participated in a self-awareness, emotional regulation program called "The Treasure Chest". The program was created and delivered by Louise Kissane, a professional wellbeing teacher expert.

The Wellbeing Treasure Chest uses Meditation, Mindfulness, Creativity and Circle based discussion and reflection to:

- Teach students lifelong tools, skills and attitudes to support their wellbeing
- Develop the SEL core competencies of Self-Awareness, Self-Management, Social Awareness, Relationship Skills, Responsible Decision Making.
- Supports growth mindset-based attitudes.
- Creates a culture of wellbeing within the classroom and school community, that is inclusive of the classroom teacher's wellbeing.

In term 3, a program called "Seasons for Growth" was offered to

School Improvement

Strategic planning ensures a common purpose and agreed values are established. In Broken Bay systemic schools, this common purpose and agreed values along with goals, targets and key improvement strategies have been captured in the Towards 2025 Strategic Plan.

Key Improvements Achieved

As part of our Diocesan Plan Towards 2025, at OLGC we embrace a cycle of continuous improvement.

Our main focus for 2023 was on the improvement of spelling achievement across all grades. Supported by the collaborative coaching method, post-test data on spelling and student writing showed a marked improvement for all students. The gains made will continue to be maintained in 2024 as teachers work with, Alexis Conn, our collaborative coach on writing outcomes.

Also in 2023, assisted by school improvement expert educator, Linda Bendikson, we continued to explore ways in which we could increase achievement in place value for all students.

We focused on the new syllabus and the use the pre-test data to plan and provide daily opportunities for students to work on specific place value concepts that needed development. Our goal was that students would stage expectations.

Increased accountability for the tracking of pre and post data was embedded in our professional learning meetings. Our Mathematics Coordinator, Alex Vumbaca, supported teachers with pre- and post-test development and collation of results.

The data gathered

In 2024, work on a collaborative coaching model will continue to be implemented, this will enable teams to focus on strategic improvement in the area

Community Satisfaction

The opinions and ideas of parents, students and teachers are valued and sought. Their suggestions are incorporated into planning for and achieving improved outcomes for students. This year, a variety of processes have been used to gain information about the level of satisfaction with the School from parents, students and teachers.

Parent satisfaction

Overall, parent feedback was positive. Many commented on the obvious care and professionalism of teachers. There were also positive observations on the quality and variety of curriculum provided, especially in light of the launch of the new syllabuses for English and Mathematics.

Parents have been pleased with the streamlining of communication platforms and are engaging well with the redesigned school newsletter.

The warm, inclusive and supportive nature of the school community was enhanced by the active and enthusiastic way in which the P&F executive team fostered a sense of belonging and appreciation.

Student satisfaction

The majority of students have involved themselves positively in the school community. They enjoy having space and a variety of places where they can play outdoors with their friends. The students participate in a range of engaging activities like coding lessons, band, choir and sports. The senior students appreciated the leadership opportunities on offer, in particular the committee responsibilities and kindergarten buddy support. The students commented that they liked their teachers and how they ensured they were learning with both challenge and support as needed. The children appreciate the support from teachers in terms of their social and emotional development, in particular when promoting positive relationships.

Teacher satisfaction

Collaboration and planning opportunities were appreciated by teachers, as was the support they received from their colleagues and leadership team. Being part of a safe and orderly school environment was valued.

Teachers felt that behavioural concerns were well managed and positive behaviour appropriately praised.

Teachers have felt challenged by the implementation of a new curriculum and are looking for further support in 2024 to skill themselves with necessary knowledge and capability to effectively deliver



Recurrent and Capital Income 2023	

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