



2019

ANNUAL SCHOOL REPORT



Our Lady of Good Counsel Catholic Primary School

11 Currie Road, FORESTVILLE 2087

Principal: Mrs Meredith Tomkins

Web: www.olgcdbb.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 the Catholic Schools Office (CSO), Diocese of Broken Bay. The CSO 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 the CSO. 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 in the School Improvement Plan (SIP) which 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](#).

Message from key groups in our community

Principal's Message

2019 was an exciting and innovative time for the School.

In the area of Mission, the School continued the initiative to reach out to the wider community through the preparation of food for the homeless which was then distributed through the Marist St Vincent de Paul night van.

The School continued to develop the 21st Century workforce skills. The staff engaged in a variety of professional learning (PL) opportunities and the concept of the future was introduced as a means of extending the thinking skills of the children. A grant to devise a STEAM room was obtained and we were able to incorporate coding, virtual reality and the use of a 3D printer enabled the extension of the Design Thinking Process to use innovative thinking to solve problems and achieve outcomes.

Wellbeing was fostered through building a positive community spirit, self-esteem and a healthy lifestyle. The School achieved many firsts in the athletics carnival, public speaking, choir, soccer and basketball.

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

Parent Body Message

2019 was a very successful year for the parents at Our Lady of Good Counsel. The Parents and Friends (P&F) team continued to develop the mission of "Community, Communication and Outreach".

The major fund raiser again proved to be a entertaining night and enabled the library to be refurbished and the purchase of technology devices to be used across the school.

With a solid year now under our belt the team is excited, focused and ready for next year's coming events.

Parents and Friends

Student Body Message

This year we have had many opportunities to be leaders in our school. We have all been leaders as captains, house captains and committee members. We have helped the teachers and students with liturgies, technology, the playground and the environment.

Our teachers have encouraged and supported us through our years at OLGC as we all tried to 'Let our Light Shine'. We thank them for the care, the belief and the confidence they had in us and for the fun and the friends we have made. Thank you OLGC.

Student School Leaders

School Features

Our Lady of Good Counsel Catholic Primary School Forestville, is a Catholic systemic coeducational school catering for children from Kindergarten to Year 6. 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 Sisters. In 1976 the nuns handed the leadership of the School to the first lay principal and since then there have been six principals at the School. The original buildings were constructed by the parents and remained until 2007 when a major section was demolished and new classrooms, toilets and an administration block were rebuilt. The money received from the government's Building the Educational Revolution (BER) program was used to develop another four classrooms and to construct our Early Learning Centre (ELC).

The School is located in the suburb of Forestville and is in the same vicinity as the Church. It is situated in beautiful tree-studded surroundings with an oval, providing ample playing space, play equipment and outdoor education facilities. The ELC is positioned in the grounds next to the administration block and is accessible to Kindergarten and to all our appropriate facilities.

In 2019 we had fourteen classrooms catering for 383 children who were taught and supported by 32 staff members. The ELC caters for 60 children from 3 to 5 years of age, with five staff members. In addition, we host a satellite class which is a part of ASPECT and caters for 12 children on the autism spectrum with four staff members at one time.

The parent community is very supportive of the School and we appreciate a positive reputation in the wider community. The 'class parent' system is active in each class and has resulted in powerful social connections for our parents and effective foundations on which to create a strong community. To assist parents in understanding mathematics, the School's mathematics coordinator and Professor Peter Sullivan presented ideas to continue the learning at home. Professor Robyn Ewing provided professional learning in literature and the connection to drama.

The School motto is '*Let Your Light Shine*'. The children are continually encouraged to discuss the implications and to do their best. The motto also underpins our approach to learning and the need to differentiate the curriculum so that all children can reach their potential therefore enabling their 'light to shine'. Each year a child from Year 6 is presented with the '*Let Your Light Shine Award*'. This indicates that the child demonstrated throughout primary school the work ethic to reach their potential and encouraged and enabled others to do the same.

Student Profile

Student Enrolment

Students attending the School come from a variety of backgrounds and nationalities. The following information describes the student profile for 2019. Additional information can be found on [My School website](#).

Girls	Boys	LBOTE*	Total Students
205	180	133	385

* Language Background Other than English

Enrolment Policy

The School follows the [Enrolment Policy for Diocesan Systemic Schools](#). The policy encourages the local Catholic community, under the leadership of the parish priest and principal, to look upon the time of enrolment as a potential occasion for ongoing evangelisation. The policy calls upon parents to examine their present faith commitments, to develop their role as prime educators of their children in faith and to immerse themselves in the communal, liturgical, ministerial and service dimensions of the parish. Copies of this policy and other policies in this Report may be obtained from the [CSO website](#) or by contacting the CSO.

Student Attendance Rates

The average student attendance rate for the School in 2019 was 94.01%. 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
93.92	94.26	94.67	93.84	94.23	92.81	93.86

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, monitor all absences and work in partnership with parents to support and promote the regular attendance of students. In doing so, the School, under the leadership of the principal:

- provides a caring environment which fosters in students, a sense of wellbeing and belonging
- maintains accurate records of student attendance
- implements policies and procedures to monitor student attendance and to address non- attendance issues as and when they arise
- communicates to parents and students, the School's expectations with regard to student attendance and the consequences of not meeting these expectations
- recognises and rewards excellent and improved student attendance.

School attendance records also contain information regarding student absences including reasons for absence and documentation to substantiate reasons for absences. Teachers are required to monitor non-attendance diligently on a student by student basis and to bring to the attention of the Principal immediately any unexplained absences, non-attendance of a chronic nature, or reasons for non-attendance that cause concern. Matters of concern are referred to the Principal, the CSO and the relevant Department of Education officer where appropriate.

Where a student is not able to attend school for a prolonged period of time due to a medical condition or illness, the School in collaboration with parents, provides resources to contribute to the student's continuum of learning where possible. The CSO monitors each School's compliance with student attendance and management of non-attendance as part of the system's School Review and Development (SRD) processes. The School's attendance monitoring procedures are based on the Procedures for the Management of Student Attendance in the Broken Bay Diocesan Schools System (password required).

Staffing Profile

Staffing Profile

The following information describes the staffing profile for 2019:

Total number of staff	35
Number of full time teaching staff	13
Number of part time teaching staff	16
Number of non-teaching staff	6

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. Effective from October 2007, the minimum qualification for a teacher in a systemic school in the Diocese of Broken Bay is a four year teaching degree.

Teachers at this School are either accredited as conditional, provisional or proficient 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 Diocesan Schools System (systemic schools) at these levels is as follows:

- Proficient: 1294 teachers
- Provisional: 105 teachers
- Conditional: 1 teacher

Additionally, there are approximately 25 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 the CSO. The School takes responsibility for planning, implementing, evaluating and tracking staff PL. Individual staff members take responsibility for their ongoing PL. All teachers have been involved in PL opportunities during

the year related to improving student outcomes. The following table provides specific information relating to the focus of three of these staff development days.

Summary of professional learning at this school

The major Staff Development Days included

- Spirituality day - teacher's spiritual journey - Virginia Ryan
- Mini Certificate of Gifted Education - 2 days with UNSW
- PDH - introduction to the new PDH syllabus - CSO
- Series of twilight meeting in preparation for School Review.

Staff were also involved in

- coding - Code4Fun
- use of the 3D printer - teacher
- using drama and literature to enrich literacy - Professor Robyn Ewing and team

Catholic Identity and Mission

As a Catholic community, the School shares in the mission of the local Church: "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 educate and form young people in the Catholic faith. The School provides 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.

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 explores the rich diversity of the Catholic faith and ways in which we live it.

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.

The formation of students in the Catholic faith continued to be a major focus, aligned to all mission initiatives for 2019. The School supported the parish-based sacramental program through the Religious Education units covered in Years 2 and 3. Liturgy and prayer played an important part in school life both in the classroom and in the school community. Students were provided with opportunities to pray during assemblies, in the classrooms and in church when attending Mass or Reconciliation.

The liturgical focus included:

- weekly grade Masses
- monthly Parish family Masses
- whole School Masses for significant feast days
- whole School Masses to mark the beginning and end of each term and of the school year
- Holy Week and Resurrection liturgies
- reception of the sacraments of Reconciliation, Eucharist and Confirmation
- liturgies that celebrated occasions such as ANZAC day, Mother's day, Father's day, All Saints day and Year 6 Graduation Mass.

Social justice initiatives for 2019 included both fundraising and social justice awareness program such as continuing school community involvement in providing food for the St Vincent de Paul night patrol. Participation in Project Compassion, Catholic Mission Appeal, Mini-Vinnies, Social Justice Year Six Leadership Committee, Bush Fire Appeal Fun Fair, Busking for the Bush Music Initiative, Winter appeal and Christmas hampers for families in need. The Peninsula Learning Community of Schools Mission Day, focused on reaching out to others in need and how we can act as missionary disciples, through interfaith experiences and understanding. Finally, Christmas tags and prayers were gifted along with sandwiches by our Year 4 students through their Design Thinking, Action Project initiative connected to our Inquiry Based Learning Religious Education model, which was further developed across the whole school.

Opportunities existed for staff to reflect spiritually through weekly staff prayer, liturgies, Lenten prayer and professional learning. Strong links continued to be fostered between the Parish, School and Diocese with children involved in Masses both at the Parish and Diocesan level. Participation in the monthly Parish Family Masses was encouraged and Stage 3 students were given responsibility for planning the liturgy which involved selecting the music with the Parish musician and presenting the Gospel in a creative way. After Mass the parents, teachers and priests gathered to share a meal.

The Religious Education modules for 2019 began to evolve to explore and support Spiritually Gifted students and the needs of all through an Inquiry model of learning. This initiative began with children of Year Five in Term Two and was further explored by children in Kindergarten (Term 3 and 4) and Year Four (Term 4). This model will be rolled out across the whole school and shared with parents in 2020. Every Religious Education Module of learning were connected to singular outcomes and content indicated within the syllabus document, through interest and wonderings of the children within the class. Staff meeting time was allocated to allow teachers to further develop their Religious Education Pedagogies and Prayer understanding including; Godly Play, Archaeology of the Word, Visio Divina and the Examen Prayer. The Religious Education Coordinator worked closely with our pilot teachers to support the development of these new Inquiry based Religious Education Modules, to great success with two teachers presenting this mode of learning at our Diocesan Conference, 'Sweeter Than Honey'.

Curriculum, Learning and Teaching

The School provides an educational program based on, and taught in accordance with the NSW Education Standards Authority (NESA) syllabuses for primary education. The Key Learning Areas (KLAs) are English, Mathematics, Science and Technology (S&T), Human Society and its Environment (HSIE), Creative Arts (CA) and Personal Development, Health and Physical Education (PDHPE). In addition to this, the School implements the Diocesan Religious Education syllabus. Staff members are committed to continuous improvement of teaching and learning in all facets of the curriculum.

During 2019 the concept of Inquiry Learning continued as a focus with negotiated learning, based on co-constructed inquiry questions, being expanded. This provided the basis for the development of units. The 'thinking program', centred on Visible Thinking by Harvard University's Ron Ritchhart, continued to be further embedded into the curriculum resulting in children being highly engaged in learning.

Literacy tasks continued to include all syllabus requirements and were differentiated to cater for all learners. A strong focus on good literature and drama was developed to support the teaching of the English curriculum and continued to be facilitated by professional development provided by Professor Robyn Ewing.

The whole school approach to mathematics, Extending Mathematical Understanding (EMU), continued across all grades. Assessment of children's conceptual understanding and intervention for those children deemed 'at risk' remained important components of the program. Teachers continued to develop quality strategies and parallel or open-ended challenges were differentiated to meet the needs of each child. As a member of the Northern Beaches Catholic Learning Community of Schools, the School was involved in the Australian Mathematics Trust maths challenge, targeting Year 5 and Year 6 children with mathematical ability as well as the Maths Olympiad designed to cater for our high potential learners (HPLs). The children were introduced to a new mathematical pedagogy Encouraging Persistence, Maintaining Challenge (EPMC) which has had a positive influence on problem-solving.

Expectations linked to rigour, quality learning, assessment, evaluation and presentation remained major focal points of our Religious Education programs.

Plans for a STEAM room were developed and a grant was awarded to the school. The room will be in action in 2020. The Diverse Learners team continued to work with children who required a range of differentiated approaches to ensure ongoing development. This included students who were supported by government funding for their needs as well as other 'at-risk' students who demonstrated similar support needs. The HPLs cluster group initiative involved children from Years 1 to 6 working with expert support in literacy and mathematics. Following

the principles of best practice, both objective and subjective data were used to inform decisions made for students requiring any type of differentiation. This included data from the Whole School Assessment Spreadsheet, external assessment reports and a range of teacher, parent and peer checklists.

Early learners were involved in assessment processes of Best Start and the Mathematical Assessment Interview (MAI) which helped teachers design transition programs into Kindergarten based on the individual needs of each child.

Student Performance in Tests and Examinations

The National Assessment Program Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 3, 5, 7 and 9. NAPLAN assessment results provide valuable information about student achievements in literacy and numeracy. An analysis of these results assists the School's planning and is used to support teaching and learning programs.

The tables below show the percentages of students who achieved particular skill bands in the aspects of literacy and numeracy compared to students nationally. Literacy is reported in four content strands (aspects): Reading, Writing, Spelling, Grammar and Punctuation. Numeracy is reported as a single content strand. Students who were exempted from any test were deemed not to have met the national minimum standard in that test area and are not included in band distributions. Additional NAPLAN student performance information can also be accessed from the My School website.

NAPLAN RESULTS 2019		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 3	Grammar and Punctuation	72%	59%	0%	10%
	Reading	71%	54%	3%	10%
	Writing	77%	55%	0%	5%
	Spelling	62%	52%	5%	11%
	Numeracy	57%	42%	0%	11%
NAPLAN RESULTS 2019		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 5	Grammar and Punctuation	46%	37%	3%	17%
	Reading	47%	38%	0%	12%
	Writing	26%	19%	11%	18%
	Spelling	46%	38%	16%	13%
	Numeracy	38%	32%	3%	14%

Pastoral Care and Student Wellbeing

Pastoral Care Policy

The School's pastoral care and student wellbeing policies guidelines and procedures are informed by the [Pastoral Care Policy for Diocesan Systemic Schools](#). This policy is underpinned by the guiding principles from the National Safe Schools Framework (2013) (NSSF) that represent fundamental beliefs about safe, supportive and respectful school communities. These guiding principles emphasise the importance of student safety and wellbeing as a pre-requisite for effective learning in all Catholic school settings. The Pastoral Care and Wellbeing Framework for Learning for the Diocese of Broken Bay Schools System (the Framework') utilises the NSSF ensuring that diocesan systemic schools meet the objectives of the NSSF at the same time as meeting the diocesan vision for pastoral care and wellbeing. Further information about this and other related policies may be obtained from the CSO website or by contacting the CSO. The policy was revised in 2019 to align with the [Australian Wellbeing Framework \(2018\)](#) for implementation in 2020.

Behaviour Management and Student Discipline Policy

The School's policies and procedures for the management of student behaviour are aligned to the [Behaviour Support Policy for Diocesan Systemic Schools](#). Policies operate within a context that all members of the school community share responsibility to foster, encourage and promote positive behaviour and respectful relationships. The policy aims to promote a safe and supportive learning environment to maximise teaching and learning time for all students. It supports the development of students' pro-social behaviour based on respectful relationships and clear behavioural expectations. The dignity and responsibility of each person is promoted at all times along with positive student behaviours while ensuring the respect for the rights of all students and staff. Further information about this and other related policies may be obtained from the CSO website or by contacting the CSO. There were no changes made to this policy in 2019.

Anti-Bullying Policy

The School's Anti-Bullying guidelines and procedures are based on and informed by the [Anti-Bullying Policy for Diocesan Systemic Schools](#) and is aligned to the Pastoral Care Policy for Diocesan Systemic Schools and other related wellbeing policies and guidelines. All students, their families and employees within Catholic education have a right to a learning and work environment free from intimidation, humiliation and hurt. Anti-Bullying policies support school communities to prevent, reduce and respond to bullying. Further information about this and

other related policies may be obtained from the [CSO website](#) or by contacting the CSO. There were no changes made to this policy in 2019.

Complaints Handling Policy

The School follows the [Complaints Handling Policy and Procedures for Diocesan Systemic Schools](#). 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 CSO website or by contacting the CSO. There were no changes made to this policy in 2019.

Initiatives promoting respect and responsibility

A variety of strategies were used to assist in the development of respect and responsibility within the community. The curriculum provided many opportunities to develop independence, collaboration, taking the initiative, knowing and accepting different cultures and thinking historically about events. Practical support for the homeless has helped the children to develop an understanding and a conscience about people less fortunate.

The well-being of families has continued to be a strong focus for the school community. The principal was available for parents to discuss any issues and the School continued to work closely with the CSO and relevant agencies to offer comprehensive and professional support for families in need. The School counsellor provided ongoing emotional and psychological support to children who required it. The diverse learners team continued to provide differentiated learning and care to many students and their families. Clear processes were in place for referral of students and for tracking their development.

Parent education programs were provided around cyber bullying, mathematics and gifted education.

High Potential Learners (HPLs) were assigned to cluster groups across each grade and were appropriately challenged. The Transition to School program for pre-schoolers comprised a series of mornings welcoming the child and parent to the School and this afforded the staff an opportunity to assess school readiness and make informed suggestions. Children from the Early Learning Centre (ELC) were involved in transitioning experiences throughout the year.

Further, OLGC hosts an Autism satellite class which enables the children from this class to be mainstreamed, with support, into the relevant class. The combination of these initiatives and strategies enable the School to be an enriched learning community.

In 2019 the school continued to implement the Diocesan approach to behaviour management, Positive Behaviours for Learning (PBL), which is designed to promote and foster constructive behaviours so that children can develop best learning practice. The school motto 'Let your Light Shine' is continually promoted through our PBL rules: being respectful, responsible and safe learners.

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 are documented in the School Improvement Plan (SIP). This SIP is a three year planning document and is used to record the School's progress in working towards priorities for improvement in three domains: Mission, Pastoral Care, Learning and Teaching. School improvement planning is supported systemically by the Diocesan Leading Learning initiative. This initiative is research based and has been developed in partnership with the University of Auckland. Building on Leading Learning in the Learning and Teaching domain, the Diocesan Learning Principles guide improvement strategies toward high quality contemporary learning.

Key Improvements Achieved

In 2019 the School was involved in a comprehensive review across all areas. The directions for the next three years were identified and implemented.

The Parish/School community links continued to be forged through formalised visits from the Parish Priest and the Associate Priests. Connections between the two parish schools strengthened by combining to celebrate liturgical events and Professional Learning opportunities. Examples include teachers met on the first school day in 2019, Staff Development days and Ash Wednesday ceremony. Teaching and Learning continued to focus on developing skills to support the children for the future. 'Removing the ceiling' from all learning encouraged every child to reach and stretch beyond their potential. This was a guiding principle in 2019.

The implementation of the Be You program, the Peer Support platform, Rock and Water and the use of the Social and Emotional Levels supported the mental health and wellbeing of the students.

Priority Key Improvements for Next Year

The identified goals for the next 3 years are:

Mission: 3-year goal (or vision for Mission): Through their spirituality, students will have greater connectedness to self, others and the environment

Learning & Teaching: 3-year goal (or vision for L&T): That our students are creators of their future

Pastoral Care: 3-year goal (or vision for PC): To develop students' personal and social capabilities in their interactions with others

To assist in developing skills for the future a STEAM room will be operational giving the children access to a variety of robots, drones, virtual reality goggles and a 3D printer to challenge their prototypes when working through the Design Thinking process.

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

From the 'Partners in Learning' Parent Survey seven measures were scored on a ten-point scale. The school scored beyond the region mean in promoting a safe and inclusive environment and in supporting learning and positive behaviour.

The distribution of parent's average scores indicated support for high expectations in learning and that children always were encouraged to do their best. The school was endorsed by parents as an inclusive school where staff take an active role in making sure all students are included in all school activities. Parents appreciated that teachers differentiated the work to help meet the needs of any students who required extra support i.e. gifted, speech therapy.

Up to 60% of parents surveyed, identified that the school supports families in Catholic life, faith development and culture. The parents felt that the school fosters the relationship with the parish community by providing a range of opportunities for families to experience prayer and liturgy.

Some parent comments

My child is so happy to go to school, that's a very clear indication that School must be good, safe and fun place to learn, I like the support when needed and words of wisdom from teachers and principal in dealing with issues relating to other children and parents. I like that the school community is very inviting and inclusive. Teachers always seem approachable.

Student satisfaction

Students from Years 3 to 6 completed the survey which was part of the 2019 Review process. The following information was gleaned from the survey

Students who are 'socially' engaged are actively involved in the life of the school; their friends are there and they are involved in sports or other extra-curricular activities. This involvement can give them a sense of belonging at school and increase academic motivation. 91% of students in Our Lady of Good Counsel Catholic School Forestville reported having positive relationships with others in the school community and 90% reported active participation in

school sports and clubs. 92% of students surveyed reported feeling interested in learning and motivated by the quality of instruction and relationship with their teachers.

Teacher satisfaction

The survey stated that the teachers were really appreciative of the many opportunities to collaborate with their colleagues in planning units of work and being involved in professional development. They valued the support they received in times of difficulty and stress and believed that the encouragement from the leadership team really assisted in the attainment of their goals.

In informal discussions the teachers expressed appreciation for the innovative and spiritual culture of the School and felt that there were many opportunities to grow and develop. Professional learning was nominated as a strength of the School and the staff expressed gratitude for being able to access this learning when needed. There was a strong advocacy for the pastoral care of the staff, and the encouragement to continue to develop a 'work life balance.

Financial Statement

Consistent with the NESAs requirements, financial income and expenditure for the School in 2019 is shown below. More detailed financial data is available on the My School website. Diocesan system financial reporting can be found in the Broken Bay Diocese Annual Report.

Recurrent and Capital Income 2019	
Commonwealth Recurrent Grants ¹	\$2465804
Government Capital Grants ²	\$0
State Recurrent Grants ³	\$700342
Fees and Private Income ⁴	\$1447506
Interest Subsidy Grants	\$55781
Other Capital Income ⁵	\$260923
Total Income	\$4930356

Recurrent and Capital Expenditure 2019	
Capital Expenditure ⁶	\$37475
Salaries and Related Expenses ⁷	\$3511521
Non-Salary Expenses ⁸	\$1343083
Total Expenditure	\$4892079

Notes

1. Commonwealth Recurrent Grants includes recurrent per capita grants and special purpose grants.
2. Government Capital Grants includes all capital grants received from the Commonwealth and State Governments.
3. State Recurrent Grants includes recurrent grants per capita, special purpose grants and interest subsidy grants.
4. Fees and Private Income include Archdiocesan and school based fees, excursions and other private income.
5. Other Capital Income includes building levy fees and capital donations used to fund Capital Expenditure.
6. Capital Expenditure includes expenditure on School Buildings, and Furniture and Equipment.
7. Salaries and Related Expenditure includes all salaries, allowances and related expenses such as superannuation and workers compensation insurance.
8. Non-Salary Expenses include all other Non-Salary Recurrent Expenditure covering resources, administration, operational expenses, utilities, repairs and maintenance.

END OF 2019 REPORT