



# 2020

## ANNUAL SCHOOL REPORT



### Our Lady of Good Counsel Catholic Primary School

11 Currie Road, FORESTVILLE 2087

Principal: Mrs Meredith Tomkins and Marta Chylewska

Web: [www.olgcdbb.catholic.edu.au](http://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 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 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 be also be obtained from the [My School website](#).

---

## Message from key groups in our community

---

### Principal's Message

2020 proved to be a challenging time for Schools. The year began with the pandemic which affected the running of the school. Although there were many changes which needed to be incorporated, a comprehensive range of supports ensured the School remained viable and Corona Virus free throughout 2020.

The first part of the year involved a 'lockdown' period when the school ceased normal operations and began a program referred to as Home Based Learning (HBL). This incurred creating learning experiences which were delivered to the students using a digital platform. The majority of the students worked at home except for those whose parents were considered 'essential workers'. Although this time presented some difficulties, the School was able to provide quality resources which enabled the students to continue their education.

When the students returned to school, much time and effort by the teachers went into ensuring the learning had not been unduly affected, however excursions and cross class collaborations ceased because of social distancing and directions from the Health and Education Departments.

In the area of Mission, many of the continuing initiatives were forced to cease due to social distancing. Class visits from the Priests, regular attendance at Mass and liturgies and inter-class gatherings were abandoned with some areas being catered for by Zoom. Towards the completion of the year some class masses were reinstated commiserate with class numbers and the Year 6 were able to hold their graduation liturgy.

Wellbeing was fostered through building a positive community spirit, self-esteem and a healthy lifestyle. Students were encouraged to wash and or sanitise their hands and be aware of social distancing.

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

The situation caused by the pandemic resulted in parents not being able to enter the school grounds, hold fundraising events or meet face-to-face. Meetings were conducted on Zoom and individual interviews took place by phone. Parents supported the school throughout the year.

### Student Body Message

When surveyed by the School at the end of the lockdown period many of the students indicated that, in the initial stages, they enjoyed the opportunity to stay at home but missed the routines and their friends and teachers. The majority indicated that they preferred to be at school and were grateful for the parental and teacher support.

---

## 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 2020 we had thirteen classrooms catering for 365 children who were taught and supported by 32 staff members. The ELC caters for up to 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.

In 2020 most of our professional learning sessions for teachers had to be curtailed and the planned parent education program did not eventuate.

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 2020. Additional information can be found on the [My School website](#).

Girls	Boys	LBOTE*	Total Students
198	165	112	363

\* 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 [CSBB website](#) or by contacting CSBB.

### Student Attendance Rates

The average student attendance rate for the School in 2020 was 95.55%. 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
97.02	95.14	95.28	95.98	94.87	96.64	93.89

### 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 a sense of wellbeing and belonging in students
- 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, CSBB 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. CSBB 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 2020:

Total number of staff	34
Number of full time teaching staff	11
Number of part time teaching staff	17
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 CSBB. 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 majority of the formal school professional learning program was temporarily disbanded, however the staff were involved in

Australian Curriculum Review lead by David de Carvalho (CEO ACARA)

Towards 2025 Inspiring Hearts and Minds (CSBB online)

First Nations Spirituality (CSBB John Hession)

---

## 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 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.

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 were provided for students within the classrooms.

The restrictions associated with the pandemic resulted in students being given opportunities to pray in the classrooms. Attendance at school Masses was prohibited but towards the end of the year the liturgical focus included Grade Masses, whole School Masses for significant feast days, whole School Masses to mark the beginning and end of each term and the Year 6 Graduation Mass.

Most of the Social justice initiatives for 2020 were temporarily disbanded however the St Vincent de Paul Christmas Appeal went ahead.

---

## 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 2020 many of the regular initiatives were curtailed however the school continued to develop the key concept of Inquiry Learning as a focus with negotiated learning, based on co-constructed inquiry questions, being expanded. This provided the basis for the 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. The strong focus on good literature and drama continued to support the teaching of the English curriculum. 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. The children continued to engage with the mathematical pedagogy Encouraging Persistence, Maintaining Challenge (EPMC) which had a positive influence on problem-solving. Expectations linked to rigor, quality learning, assessment, evaluation and presentation remained major focal points of our Religious Education programs. The STEAM room was incorporated into the library and the children were able to action it. 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 High Potential Learners (HPL) cluster group initiative involved children from Years 1 to 6 working with expert support in literacy and mathematics.

Although issues resulting from the pandemic had some unsettling effects on the school, the staff worked to maximise the learning opportunities for the children.

---

## 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.

Due to the impact of Covid-19 this year, the Education Ministers agreed that NAPLAN would not proceed in 2020. This decision was taken to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, including potential online and remote learning.

---

## 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 prerequisite 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 CSBB website or by contacting CSBB. 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 CSBB website or by contacting CSBB. There were no changes made to this policy in 2020.

### 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 that is 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 [CSBB website](#) or by contacting CSBB. There were no changes made to this policy in 2020.

### 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 [CSBB website](#) or by contacting CSBB. There were no changes made to this policy in 2020.

### 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.

The issues caused by the pandemic affected families and many supports were put in place to alleviate some of the stresses. Financial assistance was offered to parents and carers and emotional help was provided to students by the school counsellor and the leadership team. Parents were contacted by phone during the 'lockdown' period.

At the completion of the lockdown period the School reopened for all students and the wellbeing of families continued to be a strong focus for the School community. The Principals were available for parents to discuss any issues and the School continued to work closely with the CSBB 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 using the Social and Emotional Learning continuum (SEL).

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. OLGC continued to host 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. Throughout 2020 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' was 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

#### Goals

Mission (3-year) Through their spirituality, students will have greater connectedness to self, others and the environment Learning & Teaching:

Teaching and Learning (3-year) Educating our students to be creators of their future

Well-Being (3 year) To develop students' personal and social capabilities in their interactions with others

The 3 year School Improvement Plan (SIP) directed the school, however most of the strategies involving meetings, discourse and professional learning was curtailed because of COVID restrictions,

The STEAM room became 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.

### Priority Key Improvements for Next Year

The major focus for 2022 is the planning, active participation in and implementation of the Diocesan Plan TOWARDS 2025.

---

## 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

Although many parents felt the community disconnect perpetuated by the rules and guidelines from the government departments, they understood the necessity for their implementation. There was a sense of gratitude that the School had provided a safe environment and had cared for the students so well.

### Student satisfaction

When surveyed by the school at the end of the lockdown period many of the students indicated that they enjoyed the opportunity to stay home in the initial stages, but missed the routines and their friends and teachers, The majority indicated that they preferred to be at school and were grateful for the parental and teacher support.

### Teacher satisfaction

The teachers continued to appreciate the support they received from their colleagues and from the leadership team. They valued the collegiality when devising and implementing the HBL program and were thankful when the students returned to school.

In regard to their own wellbeing, the staff felt supported throughout the year and stated that they were treated with empathy and practical help when difficult situations arose.

---

## Financial Statement

---

Consistent with the NESAs requirements, financial income and expenditure for the School in 2020 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.

<b>Recurrent and Capital Income 2020</b>	
Commonwealth Recurrent Grants <sup>1</sup>	\$2,597,056
Government Capital Grants <sup>2</sup>	\$0
State Recurrent Grants <sup>3</sup>	\$721,916
Fees and Private Income <sup>4</sup>	\$1,096,459
Interest Subsidy Grants	\$27,303
Other Capital Income <sup>5</sup>	\$228,411
<b>Total Income</b>	<b>\$4,671,145</b>

<b>Recurrent and Capital Expenditure 2020</b>	
Capital Expenditure <sup>6</sup>	\$96,531
Salaries and Related Expenses <sup>7</sup>	\$3,459,765
Non-Salary Expenses <sup>8</sup>	\$1,109,697
<b>Total Expenditure</b>	<b>\$4,665,993</b>

### 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 2020 REPORT