



2025

ANNUAL SCHOOL REPORT



Our Lady of Good Counsel Catholic Primary School

11 Currie Road, FORESTVILLE 2087

Principal: Mrs Paola Brannan

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 Catholic Schools Broken Bay Limited as Trustee for the Catholic Schools Broken Bay Trust (CSBB), the proprietor, with Catholic Schools NSW (CSNSW) as the approved authority for the Registration System formed under Section 39 of the Education Act 1990 (NSW).

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](#).

Message from key groups in our community

Principal's Message

Welcome to Our Lady of Good Counsel Catholic Primary School, Forestville.

We are a caring, inclusive and faith-filled community where every child is known, valued and encouraged to flourish. At OLGC, we inspire children to love learning and discover their unique gifts so they can become the best version of themselves. We welcome students of all backgrounds, abilities, cultures and faiths, recognising the richness that diversity brings to our school.

Wellbeing, connection and optimism are central to how our students learn and grow. When children feel safe, supported and confident, they engage deeply in learning and build strong relationships with their peers, teachers and the wider community.

Our dedicated staff nurture each child's academic, social, emotional, physical and spiritual development. We maintain a strong commitment to high-quality, evidence-based teaching. Through intentional planning, explicit instruction, ongoing assessment and meaningful feedback, we ensure that learning is purposeful and responsive to every student.

We are proud to offer a cohesive whole-family pathway. Our on-site Early Learning Centre and Outside School Hours Care provide continuity for families from early childhood to Year 6. Our established CSBB secondary pathways also support smooth transitions to Catholic secondary colleges that share our values and commitment to student growth.

Throughout 2025, we continued strengthening our implementation of collaborative coaching—a research-informed approach to professional learning aligned with curriculum reform. This model supports a reflective, agile and student-centred environment, enhancing teacher expertise and improving outcomes for learners.

Our staff remain dedicated to delivering authentic Catholic education grounded in compassion, dignity and respect. We encourage our students to “Let their Light Shine,” empowering them to grow in confidence, kindness and hope while flourishing academically, socially, emotionally and spiritually.

This year also marked the launch of Shaping Tomorrow Together in Faith, the new diocesan strategy for Catholic Schools Broken Bay. The strategy reaffirms the vital role Catholic education plays in the lifelong faith and learning journey of every student from Baptism through their school years and beyond. As a Catholic community, we accompany students and their families with purpose and hope, forming young people who contribute positively to the world.

This Annual Report is shared with the OLGC Forestville community, along with the broader community, to highlight our priorities, achievements and challenges throughout the year. It celebrates our identity as a Catholic faith community committed to living as Disciples of Christ and shaping a future grounded in faith, learning and opportunity.

Parent Body Message

It is hard to believe that 2025 has come and gone already! What a wonderful year it has been.

We are so grateful to our incredible parent helpers and especially our amazing class parents, whose energy, dedication, and hands-on support make so much possible at our school.

The P&F, together with our class parents, dedicate their time to organising and resourcing events that not only bring joy and amazing experiences for our children, but also help foster community, friendships, and connections among us as parents and carers.

We are so proud to have hosted some unforgettable events this year, including:

- Tears & Tissues and the Kindy Welcome Night - organised by Year 1
- Hot Cross Bun Bun-Anza - organised by Year 3
- School Disco - organised by Year 4
- Mother's Day donations to Northern Beaches Women's Shelter - organised by Kindy
- Mother's Day, Father's Day & Grandparents Day Celebrations open classroom - organised by the P&F and the school
- Year 6 Late Out - organised by the P&F
- 80's Social Night - organised by Year 2
- Motiv8 Gr8 Race - organised by the P&F
- Pizza & Zooper Dooper Day on 5 December to support our Year 6s' farewell gift to the school
- Year 6 Graduation on Thursday, 11 December - organised by Year 5
- Last but not least, our Christmas Bonanza!

What makes all of these events so special isn't just the fun, they happen because of the generosity, energy, and dedication of our parent volunteers. This community comes together time and time again to create experiences that enrich our children's lives. We feel grateful and privileged to be involved in such a caring and vibrant community, and to witness firsthand the positive impact these events have on our children and families.

As we sign off for 2025, we wish everyone a festive season filled with love, joy, and cherished time with family and friends.

The OLGC P&F.

Student Body Message

School Captain Farewell Speech

After seven years of walking through the OLG C gates. Seven years of learning, swimming, running, and representing OLG C as well as meeting and having fun with all our friends and buddies, our time here is coming to an end.

In those seven years, we've been through seven grades, learnt from lots of different teachers, masked up and home-schooled through a pandemic and helped keep the school running smoothly in our captains and committee roles in 2025.

We would like to take the opportunity to acknowledge the student leaders of 2025. We also need to say thanks to our parents. They have spent endless hours taking us to school, extra practises for sports, carnivals and the CHRISTMAS BONANZA.

We would like to thank Mrs Brannan our wonderful principal. We have truly thrived under her leadership and are extremely grateful for all her support and guidance. We have grown a great deal since the kindergarten days.

So, this is the end of an era and the end of the primary school chapter in our lives. We will all move onto high school next year and begin a new and exciting chapter of our lives, but we will always hold the lessons and memories we have from OLG C close to our hearts.

On behalf of the class of 2025, we would like say farewell and thank you to OLG C. We have loved being here and we will miss you.

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 45 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 Sisters. In 1976 the nuns handed the leadership of the school to the first lay principal and since then there have been seven 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 precinct as the Church, Parish Office and ELC. It is situated in beautiful tree-studded surroundings with an oval providing ample playing space, play equipment and outdoor education facilities.

In 2025 thirteen classes catered for over 280 children who were taught and supported by classroom and specialist teachers. Each week students engaged in lessons with a specialist teacher across library, Indonesian, creative arts and physical education. In addition to this, students in Years 3-6 were taught coding skills by a trained expert in the field.

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.

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 2025. Additional information can be found on the [My School website](#).

Girls	Boys	LBOTE*	Total Students
172	110	88	282

* 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 2025. 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 2025 was 92.10%. 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
95.07	91.61	93.81	92.55	89.21	92.99	89.88

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 Department of Education 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 Quality Assurance and Compliance processes. The School's attendance monitoring procedures are based on the Procedures for the Management of Student Attendance in Catholic Schools Broken Bay.

Staffing Profile

Staffing Profile

The following information describes the staffing profile for 2025:

Total number of staff	35
Number of full time teaching staff	11
Number of part time teaching staff	17
Number of non-teaching staff	7

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 (HALT) are voluntary. Catholic Schools Broken Bay currently has 27 HALTs and 145 aspiring HALTs engaged in the process.

The table below details the number of teachers at the School who are at these levels:

Conditional Teachers	0
Provisional Teachers	1
Proficient Teachers	26
HALT Teachers	1

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 [CSBB's 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. The CSBB Religious Education Curriculum has been developed to further enhance the learning experience for all. It includes 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 Youth Ministry activities aimed at living out their mission as disciples of Jesus.

Our Lady of Good Counsel is committed to accompanying students, families and staff to know Christ and to grow in faith. Sussane Bragge our Parish Engagement Coordinator and Parish Sacramental Coordinator worked in conjunction with Allison Houston our Religious Education Coordinator to foster increased Parish/School interaction and helped provide opportunities for greater family engagement.

The liturgical focus in 2025 included:

- A special focus on the Jubilee Year- Pilgrims of Hope
- 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
- Sacramental programs for 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
- Parish Priest Class Visits.
- Social justice initiatives for 2025 included both fundraising and social justice awareness programs. Participation in Project Compassion, Catholic Mission Appeal, Mini-Vinnies "Late Out" and Socktober, Winter appeal and Christmas hampers for families in need.

Opportunities existed for staff to reflect spiritually through weekly staff prayer, liturgies, Lenten prayer and professional learning on the revised Catholic Charter.

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.

English

English continued to be a major curriculum focus at OLGC in 2025 through Collaborative Coaching. Key focus areas for the year included reading fluency, creating written texts and spelling, in response to assessment data and teacher feedback.

Teachers used student writing samples and data to identify and address key areas for development, collaboratively plan quality teaching learning tasks and assessment to track and monitor growth. Reading fluency was a key area for OLGC in 2025 through the familiarisation and implementation of the CSBB fluency tracking tool and assessment, particularly in years 3-6.

With all grades implementing the new K-6 English syllabus, teachers were able to refine their understanding of outcomes and consolidate the use of explicit teaching to ensure quality teaching and learning.

Streamlining of programming and assessment was a focus as teachers gained confidence in understanding, teaching and assessing outcomes.

English PL was centred on reading fluency, assessment and differentiation.

Mathematics

In 2025, our school continued to build on the quick win cycles.

Our partnership with Linda Bendickson (expert educator in school improvement) continued to shape our Mathematics journey, with Jane Bland leading as Mathematics Coordinator. We merged our quick wins with our daily number sense activities as a deliberate, syllabus-aligned strategy aimed at fostering fluency, strategy selection, reasoning, and communication.

We again embedded professional learning more deliberately into our structures. Staff development sessions created space for rich discussion, collaborative planning, and shared reflection.

In-Class Support played a significant role in developing teacher capacity. Through modelling, coaching, and team-teaching sessions, we began building greater consistency in instructional practice across the school.

Our use of Essential Assessment continued to evolve, with teachers deepening their understanding of how to use the platform to collect meaningful data and guide instructional decisions. Jane Bland (ICT Coordinator) supported staff in analysing student results to identify strengths, gaps, and next steps.

Our Diverse Learners team trialled ability-grouped sessions in Stages 2 and 3 to strengthen differentiation. This approach enabled the team to systematically support teachers in tailoring mathematical learning, providing targeted extension opportunities (such as Maths Olympiad) for highly competent students, while offering structured repetition and consolidation for students who needed to further develop foundational skills.

Overall, 2025 was a year of consolidation and growth.

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 are analysed by the school to inform teaching with a view to improving student performance.

NAPLAN results are reported against proficiency standards with 4 levels of achievement to give teachers, parents and carers clearer information on how students are performing:

- Exceeding: The student's result exceeds expectations at the time of testing.
- Strong: The student's result meets challenging but reasonable expectations at the time of testing.
- Developing: The student's result indicates that they are working towards expectations at the time of testing.
- Needs additional support: The student's result indicates that they are not achieving the learning outcomes expected at the time of testing. They are likely to need additional support to progress satisfactorily.

The percentage of student achieving at Exceeding and Strong proficiency standards in NAPLAN at Our Lady of Good Counsel Catholic Primary School for 2025 is reported in the table below.

NAPLAN RESULTS 2025		Percentage of students in the top 2 proficiency standards	
		School	Australia
Year 3	Grammar and Punctuation	91%	54%
	Reading	84%	66%
	Writing	73%	76%
	Spelling	77%	62%
	Numeracy	82%	64%

NAPLAN RESULTS 2025		Percentage of students in the top 2 proficiency standards	
		School	Australia
Year 5	Grammar and Punctuation	85%	63%
	Reading	82%	73%
	Writing	64%	65%
	Spelling	73%	69%
	Numeracy	69%	69%

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 and Student Wellbeing Policy](#). 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](#). 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 significant changes made to this policy in 2025.

Anti-Bullying Policy

The School's Anti-Bullying guidelines and procedures are based on and informed by the [Prevention and Management of Student Bullying Policy](#) 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 significant changes made to this policy in 2025.

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 2025 to reflect new system processes.

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

In the most recent family survey, parents expressed a very high level of confidence in the school's leadership, particularly noting the strong commitment to creating an effective and safe learning environment. The consistently high scores indicate that families feel their children are well supported and that the school is a stable, well managed setting. This foundation of safety and structure has been recognised as a core strength in the school's leadership.

Parents also highlighted the school's effectiveness in building and maintaining positive relationships with students, families, and carers. They regard the trusting and respectful disposition of the staff as important in creating a positive school culture. The survey results suggests that parents not only perceive the staff as approachable and respectful but also feel that interactions with the school are grounded in sincerity and mutual regard.

Student satisfaction

Student satisfaction shines through in the reflections shared by our 2025 school leaders. They spoke about how their years at OLGC have been shaped not only by dedicated teachers who guided their learning, but also by a wide range of memorable experiences. Gala days, camps, carnivals, excursions, photo days, Mini Vinnies, Socktober, the Christmas concert, the colour run and countless senior leadership opportunities all contributed to a vibrant and joyful school life.

One moment that stood out for them was the camp at Collaroy. It was there they once again demonstrated their resilience as a cohort, taking part in both adventurous challenges and team-building activities. They also highlighted the value of peer support leadership and the special connections they formed with their Kindergarten buddies during their final year.

Teacher satisfaction

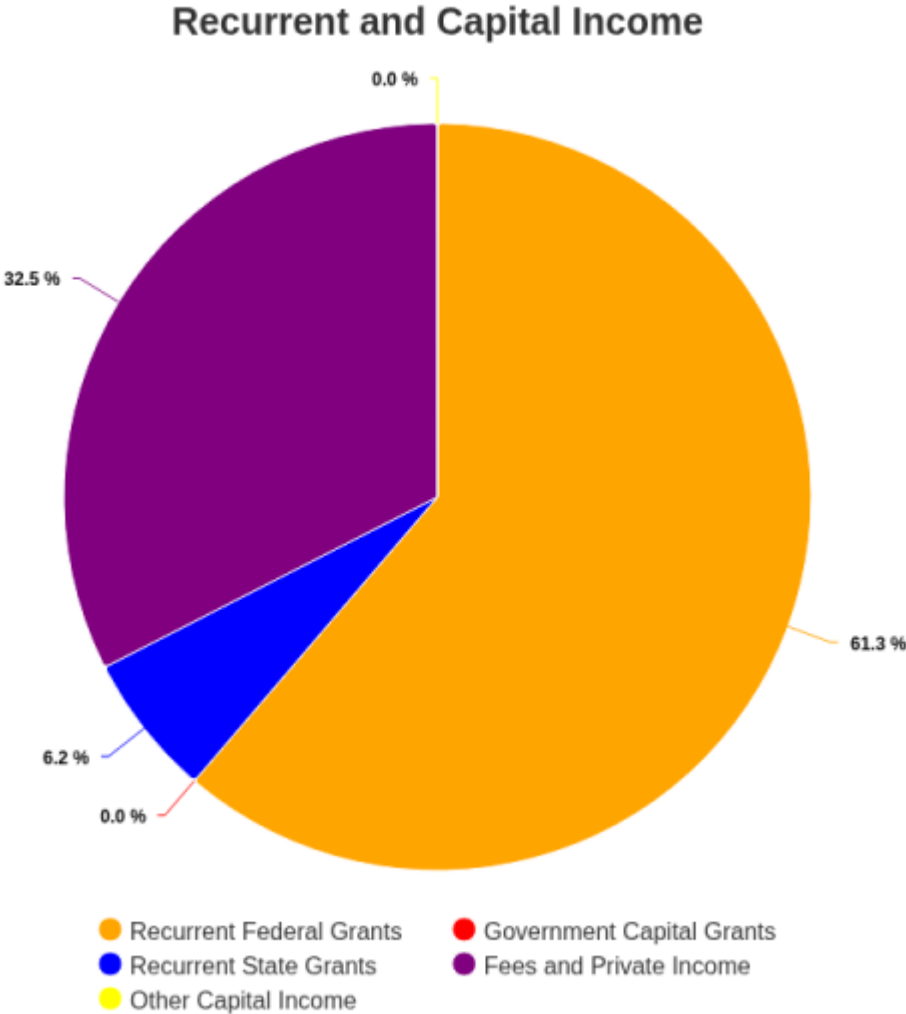
In the most recent staff survey, teachers expressed exceptionally high levels of satisfaction with the school's leadership, particularly in relation to fostering effective teaching and professional growth. Survey responses and scores reflected teachers' strong confidence in the school's ability to create a positive culture of challenge and support, while also enabling

ongoing development of collective teacher capacity. Staff clearly recognise the leadership's commitment to ensuring that teachers are empowered, well supported, and continually improving in ways that benefit all students.

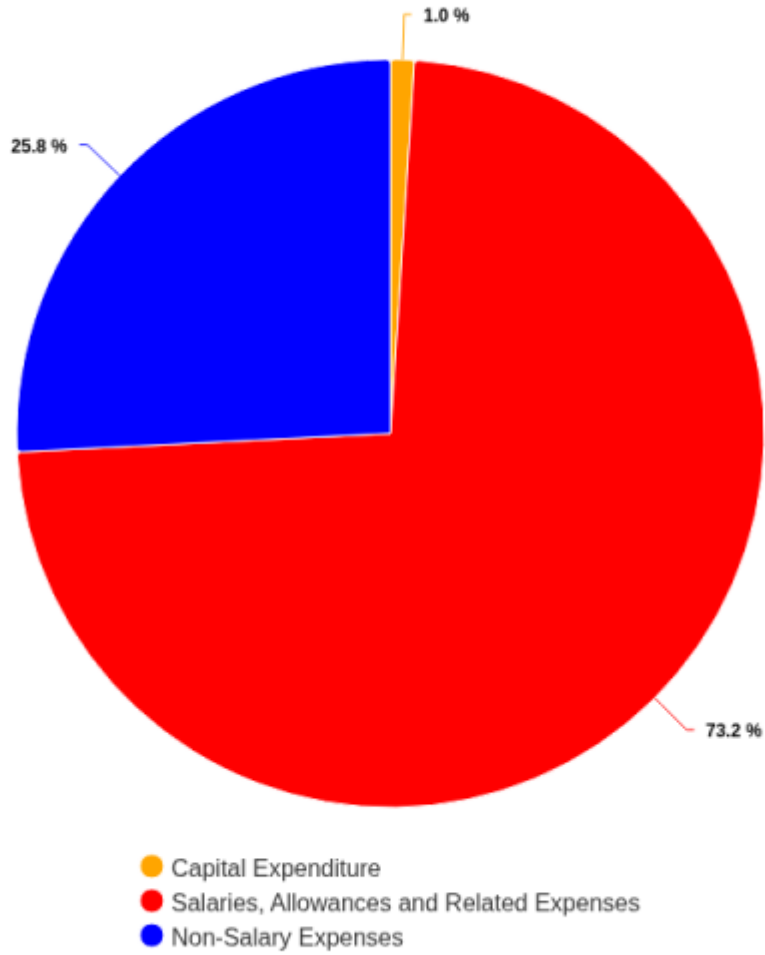
Similarly high satisfaction levels were recorded for the Principal's role in setting whole-school expectations through collaborative planning and for helping sustain a culture of high expectations for student behaviour. These results indicate that teachers value the leadership's strategic clarity, consistent communication, and shared approach to planning, monitoring, and reviewing learning effectiveness. Collectively, the results highlight a staff culture characterised by trust, alignment, and confidence in the school's leadership direction.

Financial Statement

Consistent with the NESAs requirements, financial income and expenditure for the School in 2025 is shown below. More detailed financial data is available on the [My School website](#).



Recurrent and Capital Expenditure



END OF 2025 REPORT