



CATHOLIC SCHOOLS
Broken Bay

2024

ANNUAL SCHOOL REPORT



Our Lady of Dolours Catholic Primary School

94a Archer Street, CHATSWOOD 2067

Principal: Mr Marco Ianni

Web: www.olddb.catholic.edu.au

About this report

Our Lady of Dolours Catholic Primary School (the 'School') is registered by the NSW Education Standards Authority (NESA) and managed by Catholic Schools Broken Bay (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

Our Lady of Dolours (OLD) School is a nurturing and welcoming community providing outstanding Catholic Education to students from a wide range of cultures. An awareness and deep respect of 'difference' is embedded in the inclusive culture of our school where our students, parents and staff enjoy and promote an inclusive culture. This sense of belonging is strengthened by the consistent support and encouragement that exists within our community.

Our school vision is: "To Ignite, Innovate and Include in a spirit of Mercy".

This vision inspires us to:

'Ignite' the students' imaginations and inspire them to learn and improve in all aspects of school and community life.

'Innovate' where a community of learners are life-long learners, creative thinkers and natural problem solvers.

'Include in a spirit of Mercy' where the responsibility for ensuring an inclusive spirit of Mercy flourishes and rests with all staff, students and parents working together in partnership.

Parent Body Message

Another wonderful year at Our Lady of Dolours with key events throughout the year bringing family and friends together. Our Welcome Night in Term 1 was a great way to begin the year and each event throughout the year brought us closer together. Our children enjoyed sporting events such as the swimming carnival and splash day, athletics carnival, cross country as well as community building events such as the school disco, Mother's and Father's Day liturgies, Grandparent's Day celebrations and wellbeing week picnics.

All these events made possible by the energy and commitment of school staff and the generosity of our parent community. The annual musical provided a showcase of talent, and our children thoroughly enjoyed performing at this event. Events such as Harmony Day, Socktober and supporting Project Compassion helped raise awareness and promote a culture of inclusivity. Parents experienced an educating evening as we listened to Professor Wayne Warburton deliver a special presentation about the impact of screen time on our children. Our final celebration of the year was the OLD School Festa where all families came together to celebrate a wonderful year. We are fortunate to have a unique community that support each other, and we are grateful for the leaders and teachers of OLD for how they look after the academic, spiritual and social and emotional needs of all our children.

Student Body Message

2024 has been a wonderful year at OLD and we are so proud of all our achievements. At the beginning of the year we were commissioned as leaders and our families celebrated with us, then throughout the year we showed leadership by being the best we can be. We represented our school at many sporting and community events like the Anzac Day Dawn Service and Remembrance Day. We nurtured our Kindergarten buddies and ensured we were excellent role models throughout the year. The excursions and special events during the year were great. Our overnight trip to Canberra was so interesting and we really learnt a lot about our country. It was also fun to be with friends and make new friends.

The sporting events have been excellent, with students representing our school and diocese. We are proud of our efforts. The highlight of the year was the school musical "High School Musical" at The Concourse, where we performed and showcased our many creative talents. What a great event that was! We have enjoyed our year at OLD and look forward to continuing our learning journey in the years ahead.

School Features

Our Lady of Dolours Catholic Primary school is located in the Diocese of Broken Bay on Sydney's lower North Shore in the central business district of Chatswood. Students are primarily drawn from the neighbouring areas of Chatswood, Willoughby, Roseville, Artarmon, Castle Cove, Lane Cove, Naremburn and North Ryde. Our Lady of Dolours School was established by the Sisters of Mercy in 1896 on the present site. In 2024 we had approximately 380 students attending our school from a very diverse range of cultural backgrounds. These students were well supported in their learning by dedicated and highly professional teaching and support staff providing an inclusive model of education. Music, Physical Education, Library, Dance and Gymnastics were taught by specialist teachers on a weekly basis.

Extra-curricular activities such as keyboard, chess lessons and coding were offered to students. The junior and senior school bands and choir were well attended and they proudly performed at several local events. Inter-school activities were offered and regular community events held, such as assemblies, parent meetings and whole school celebrations such as the School Festa, held every December. During 2024 the school continued to undergo considerable repairs and maintenance with the refurbishment of classrooms and common areas and the completion of soft fall over the entire playground area.

Student Profile

Student Enrolment

Students attending the School come from a variety of backgrounds and nationalities. The following information describes the student profile for 2024. Additional information can be found on the [My School website](#).

| Girls | Boys | LBOTE* | Total Students |
|-------|------|--------|----------------|
| 232 | 152 | 312 | 384 |

* Language Background Other than English

Enrolment Policy

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

Student Attendance Rates

The average student attendance rate for the School in 2024 was 92.80%. 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 |
| 93.40 | 93.40 | 91.50 | 93.90 | 91.40 | 93.80 | 92.80 |

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 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 2024:

| | |
|------------------------------------|----|
| Total number of staff | 26 |
| Number of full time teaching staff | 17 |
| Number of part time teaching staff | 9 |
| Number of non-teaching staff | 4 |

Total number of teaching staff by NESA category

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

Teachers at this School are either accredited as conditional, provisional, proficient or highly accomplished as defined by the NSW Teacher Accreditation Act 2004. Accreditation at the levels of Highly Accomplished and Lead teacher are voluntary. The number of teachers within the Catholic Schools Broken Bay in our 45 schools at these levels is as follows:

- Highly Accomplished: 9 teachers
- Proficient: 1322 teachers
- Provisional: 132 teachers
- Conditional: 67 teachers

Additionally, there are approximately 60 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.

Catholic Identity and Mission

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

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

The School's Religious Education (RE) program is based on the [Catholic Schools Broken Bay 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. A new Religious Education Curriculum has been developed to further enhance the learning experience for all. This was implemented into Early Stage 1, Stage 1, Stage 3, Stage 4 and Stage 5 classrooms incrementally from 2022 with the final stage being implemented in 2025. These programs include formal Religious Education as well as retreats, spirituality days and social justice opportunities in which students are invited to serve others, especially the poor and those who are marginalised.

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

Our termly Retreat Days for students have been well received and will continue to provide an opportunity to connect school and parish.

Our Lady of Dolours is dedicated to our school mission and vision statement; as we journey together, united in faith, we strive to always 'Ignite, Innovate, Include in Mercy.'

The school executive has developed opportunities for staff and students to delve deeper into their own spirituality. Staff pray together at meetings and at dedicated staff prayer times with our clergy included in these prayer opportunities. The 'School Prayer' is said at assembly, and the Mercy Values of each class are a weekly focus for the community.

As a whole school community, we celebrate liturgical events at school masses and whole school liturgies.

Social Justice is at the forefront of our Catholic worldview, which is central to the vision and mission of our school and our commitment to reaching out to others through Project Compassion and Socktober were highlights of the year.

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.

Our Lady of Dolours offers a progressive education with a team of passionate educators who deliver the curriculum through innovative and purposeful learning opportunities. Our Collaborative Coaching journey continued in 2024 with the focus on English and Mathematics. Ongoing professional learning opportunities allowed for staff to build a deeper understanding of Curriculum Reform and the syllabuses and how to support student growth through curriculum assessment and pedagogy. All teachers participated in weekly collaborative coaching sessions where the analysis of student data, planning, implementing and reviewing of quality teaching learning sequences allowed for quality pedagogical practices to be embedded in learning programs.

The staff at Our Lady of Dolours successfully engaged in a variety of professional learning opportunities at the System and school level with a focus on tracking and monitoring student achievement through a thorough understanding of the curriculum and effective ways of formatively and summatively assessing students. Staff have worked collaboratively to enhance literacy and numeracy programs across the school, effectively collecting and using student assessment data to plan and analyse has helped inform teaching practice. Weekly Professional Learning meetings addressed the implementation of the new syllabuses and how to effectively ensure all students were achieving a year's growth for a year's teaching. Throughout 2024 the focus of Teaching and Learning was to bring our school vision to life: "To Ignite, Innovate and Include in Mercy". Our vision for learning is to be inclusive of all students, ensuring we cater for the diverse learning needs of all our students. Curriculum projects were established and implemented through the lens of our Mercy Values.

Students with additional needs access intervention programs such as MiniLit, and Individual Adjustment Plans. Student profiles enable teachers to target the specific needs of students. The school continued to ensure that all lessons provide appropriate support and challenge for gifted and high potential students with an emphasis on rich, open-ended activities and deep thinking. Teachers have continued to work collaboratively to ensure that students with English as an Additional Language or Dialect (EAL/D) are appropriately catered for through an inclusive model of practice.

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 Dolours Catholic Primary School for 2024 is reported in the table below.

| NAPLAN RESULTS 2024 | | Percentage of students in the top 2 proficiency standards | |
|---------------------|-------------------------|---|-----------|
| | | School | Australia |
| Year 3 | Grammar and Punctuation | 71% | 54% |
| | Reading | 83% | 66% |
| | Writing | 92% | 77% |
| | Spelling | 77% | 61% |
| | Numeracy | 87% | 63% |

| NAPLAN RESULTS 2024 | | Percentage of students in the top 2 proficiency standards | |
|---------------------|-------------------------|---|-----------|
| | | School | Australia |
| Year 5 | Grammar and Punctuation | 88% | 65% |
| | Reading | 90% | 71% |
| | Writing | 95% | 67% |
| | Spelling | 90% | 68% |
| | Numeracy | 95% | 68% |

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 2024.

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 changes made to this policy in 2024.

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 2024 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

This year parents were provided several opportunities to provide feedback to the school and inform the strategic direction of the school. Parent Group meetings and School Advisory Council meetings were well attended, covering a broad range of topics and provided opportunities for the community to gather and have a voice in the life of the school.

Parents also completed the North Shore Review where a survey was offered to all families as well as the opportunity to be part of a focus group.

Feedback given to the school was positive stating that Our Lady of Dolours:

- Is a welcoming and inclusive community.
- Has a dedicated staff who provide exceptional care for the students, nurturing the social and emotional, spiritual and academic needs of all students.
- Values academic excellence and promotes a culture of learning.
- High NAPLAN results and academic performance.
- Affordability and accessible location to transport and services

Student satisfaction

Students were provided several opportunities to have a voice in their learning in 2024 including regular leadership group meetings and formal and informal check-ins with teachers and staff. Stage 3 students also participated in the North Shore Review survey and focus groups.

Through these processes students communicated high levels of satisfaction in the following areas:

- Opportunities to lead school events.
- Engagement in creative opportunities such as the Creative Arts Festival.
- Participation in school excursions and incursions.
- Wellbeing initiatives and the variety of wellbeing activities offered throughout the year.
- Nurturing our environment and ensuring sustainable practices such as waste free lunches.

- Raising awareness for outreach initiatives.

Teacher satisfaction

Staff completed the Culture Survey in 2024 and were given regular times to meet with the principal to engage in discussions around their professional goals and mental health and wellbeing. Staff also participated in the North Shore Review.

Through this process and the survey results teachers communicated high levels of satisfaction and a healthy functioning culture.

The following areas were noted in the results of the culture survey as valued by staff:

- Net Promoter Score was very high at 44% providing an excellent rating across staff.
- Role satisfaction average was also very high.
- All areas of the survey were higher than the Diocesan average, which included work enablement, leadership, wellbeing and safety and commitment to students.
- Staff described their experience at OLD to be positive, supportive, welcoming, collegial and inclusive.
- Staff expressed extremely high level of satisfaction in their workplace and as members of the overall community

Financial Statement

Consistent with the NESAs requirements, financial income and expenditure for the School in 2024 is shown below. More detailed financial data is available on the My School website.

| Recurrent and Capital Income 2024 | |
|--|--------------------|
| Commonwealth Recurrent Grants ¹ | \$3,573,925 |
| Government Capital Grants ² | \$0 |
| State Recurrent Grants ³ | \$923,287 |
| Fees and Private Income ⁴ | \$2,033,450 |
| Interest Subsidy Grants | \$0 |
| Other Capital Income ⁵ | \$10,618 |
| Total Income | \$6,541,282 |

| Recurrent and Capital Expenditure 2024 | |
|--|--------------------|
| Capital Expenditure ⁶ | \$133,208 |
| Salaries and Related Expenses ⁷ | \$4,634,332 |
| Non-Salary Expenses ⁸ | \$1,570,683 |
| Total Expenditure | \$6,338,223 |

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 2024 REPORT