



2023

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 (CSBB). CSBB as the 'approved authority' for the diocesan registration system formed under Section 39 of the NSW Education Act (1990), is responsible for monitoring the compliance of member schools in the manner that has been approved by the Minister of Education.

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

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

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

Message from key groups in our community

Principal's Message

In this place we welcome everyone, we learn and grow and together we have fun, we always strive to do our very best, we care for each other and know that we are blessed. The words of our school song capture the essence of Our Lady of Good Counsel, Primary School.

We believe wellbeing and a strong sense of connection, engagement and optimism enable children to develop a positive attitude to learning. In 2023, we continued to focus on embedding social-emotional learning in all aspects of school life in order to foster the development of positive relationships.

The students at OLGC show great empathy and understanding for others and engage actively in their learning, always striving to 'Let their Light Shine'. We welcome children of all abilities, backgrounds, cultures, and faiths.

2023 saw the implementation of collaborative coaching, a research-based approach, which aims to enhance the professional development of teachers in alignment with the new curriculum reform. The collaborative nature of this pedagogical method allows for an agile and student-centred approach, which enables teachers to understand the authentic implications for the planning, teaching, assessing, and reporting cycle.

Our skilled and committed staff nurture the social, emotional, physical, intellectual and spiritual development of all students in our care. We are committed to our vision for the provision of authentic, professional Catholic education, delivered with care and compassion.

This annual report is available to the OLGC community at Forestville and the wider community in order to highlight the school's priorities, successes and challenges for the past year, while celebrating the achievements as a Catholic faith community committed to living as Disciples of Christ.

Parent Body Message

The OLGC Parents & Friends Committee serves as the parent body and worked closely with the school to collaboratively move forward in the best interest of our children and community in 2023.

This year saw the induction of a brand-new committee, with the Secretary continuing from last year as a vital thread between the two committees.

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

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

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

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

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

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

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

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

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

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

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

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

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

Student Body Message

Excerpt from school captain's farewell speeches.

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

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

All these opportunities have been such a joy to attend and we are so grateful. All of this would not be possible without the support of our staff at OLGC. We would like to show extreme gratitude to our teachers at OLGC for these past 7 wonderful years. I have absolutely loved all my years at OLGC but I'm so excited to go to high school and make even more friendships and learn lots more.

I wish the best of luck to all the 2024 leaders and that they make this school thrive and survive and let your light shine.

Luke: "Nothing is impossible. The word says itself, 'I'm possible.'"

Never give up on your dreams. Never give up on your hopes. Never give up even after listening to the school song over and over for seven years! Being a school captain has been such a fun and sometimes scary adventure. But I'm so happy I was able to stay on the ride the whole way. Lyla and I have achieved so much this year. Assembly, school captain duties, assembly, school captain duties, assembly, school captain duties and over and over again. But we've been so lucky to have experienced way more than the average regime. Like we were invited to go to Parliament house at the start of the term! I happened to get a word in with Mr Reagan.

It has been such a pleasure being able to watch my little Kindy buddies and my peers grow from the start of the year. It has also been a pleasure being able to create new connections with staff, students and other leaders from different schools.

Yes, I have enjoyed being able to do things such as going to the Broken Bay Diocese public speaking finals. But what I've really enjoyed is being a part of this school and community. It has been such a phenomenal experience.

School Features

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

The School was founded in 1962 by the Brigidine 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 2023, fourteen classes catered for 332 children who were taught and supported by classroom and specialist teachers. Each week students engaged in lessons with specialist teachers 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 2023. Additional information can be found on the [My School website](#).

Girls	Boys	LBOTE*	Total Students
194	138	99	332

* Language Background Other than English

Enrolment Policy

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

Student Attendance Rates

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

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

Managing Student Non-Attendance

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

Staffing Profile

Staffing Profile

The following information describes the staffing profile for 2023:

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

Total number of teaching staff by NESA category

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

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

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

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

Professional Learning

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

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

Summary of professional learning at this school

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

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

Catholic Identity and Mission

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

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

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

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

Catholic Identity

Our Lady of Good Counsel is committed to accompanying students, families and staff to know Christ and to grow in faith.

Susanne Bragge, our Parish Engagement Coordinator works in conjunction with Allison Houston or Religious Education Coordinator to foster increased Parish/School interaction and help provide opportunities for greater family engagement.

The liturgical focus in 2023 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
- 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 2023 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.

Mathematics

In 2023 the new Mathematics K-2 syllabus implementation was mandated. Our dedicated and professional Kindergarten, Year 1 and Year 2 teachers were early adopters of the new syllabus in 2022 so began the year with a solid knowledge base and the confidence to implement this evidence-based syllabus and maximise learning opportunities for all students. Coinciding with the mandatory implementation of the new syllabus was the establishment of an Expertise in Teaching Mathematics Group which was established to discuss and work collaboratively with other teachers in the diocese to ensure a smooth transition in our schools. Our Mathematics Coordinator (Alexandria Vumbaca) was invited to be a part of this group. Shortly after joining, feedback from many schools within CSBB was that teachers would benefit from the sample programs to assist with implementation. Alex became a part of this task force and spent time with other leaders writing programs for teachers in our diocesan schools. A second diocesan initiative was to support middle leaders to develop their skills in leading Mathematics in our schools. Alexis Conn (Assistant Principal) and Alex became a part of this. It involved a 3-day course (including a conference) to improve knowledge of contemporary research, the link with the syllabus and how to facilitate learning opportunities in our school context. Alexis and Alex benefitted from their involvement with this group and subsequently the teachers in our school.

At a school level, the executive identified the need for a continued focus on Mathematics which led to it becoming our school minor goal. Alex and Paola met regularly with school improvement expert educator, Linda Bendickson, to ensure our continuous improvement cycle remained an important part of our monitoring of the impact our teaching on the learning outcomes of our students. We reviewed the results of our 2022 Quick Win data as well as the system-wide Mathematics Assessment Interview (MAI) results and quickly identified key focus areas. We completed two quick win data cycles and the results across Kindergarten to Year 6 showed significant improvement. A byproduct of this was an increased confidence amongst our staff in analysing data, designing an assessment, implementing an intervention program then reviewing the summative results. The wisdom of Linda Bendickson and

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

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

English

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

Based on an initial analysis of 2020-2022 NAPLAN data, work samples and teacher voice, OLGC identified Spelling as the focus area for Collaborative Coaching in 2023.

Data indicated a need to address spelling strategies through explicit teaching, and then applying spelling strategies as a tool for writing. Teacher feedback indicated a need for Professional Learning around the metalanguage of spelling, a deeper understanding of syllabus outcomes and a focus on the explicit teaching of strategies, rather than words in isolation. Teachers began the Collaborative Coaching journey with a 'hunch' on where they thought the spelling needs were most crucial. Baseline data, through the use of writing samples and pretests, ascertained that an explicit focus on vowel digraphs, syllables and suffixes was needed to support students from K-6. From this data, teaching and learning experiences and assessments were developed using the new English Syllabus. Professional Learning, exploring the work of Lyn Stone, Christine Topfer and Lorraine Hammond supported teachers to deepen their knowledge of spelling skills and content.

Teachers analysed pretest data gathered to determine areas that required explicit teaching of strategies based on student needs. Following explicit teaching of strategies and implementation and application of strategies in their own writing, students were post tested on their understanding and application of spelling strategies taught. Post test data and student writing samples show a marked improvement across student achievement of outcomes.

Class teachers investigated a range of strategies to support the teaching and learning of spelling strategies including dictation, retrieval charts, word sort, word matrixes, word sums, word building, word hunts using mini whiteboards, creation of class dictionaries and anchor charts, daily review, shared reading, brainstorm, syllabification, Canva posters/

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

Daily reviews were a strategy that all grades trialled this year in order to consolidate student learning and retain content, skills and knowledge into their long-term memory. Teachers reported the need to ensure that skills and content were explicitly taught before adding to the daily review each day.

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.

From 2023, 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 2023 is reported in the table below.

NAPLAN RESULTS 2023		Percentage of students in the top 2 proficiency standards	
		School	Australia
Year 3	Grammar and Punctuation	80%	54%
	Reading	91%	67%
	Writing	95%	76%
	Spelling	76%	61%
	Numeracy	83%	65%

NAPLAN RESULTS 2023		Percentage of students in the top 2 proficiency standards	
		School	Australia
Year 5	Grammar and Punctuation	80%	64%
	Reading	81%	74%
	Writing	86%	66%
	Spelling	72%	69%
	Numeracy	77%	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 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 significant changes made to this policy in 2023.

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 2023.

Complaints Handling Policy

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

Initiatives promoting respect and responsibility

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

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

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

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

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

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

In term 3, a program called "Seasons for Growth" was offered to students whose parents felt they would benefit from the sessions. The lessons focused on the different types of losses children might experience and how to develop strategies and skills in these situations.

In term 4, we were able to empower our senior students to deliver the Peer Support program called "Keeping Friends. These sessions focused on promoting safe, respectful and responsible relationships.

School Improvement

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

Key Improvements Achieved

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

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

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

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

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

The data gathered after completing the quick wins cycles of explicit intervention, demonstrated all students had made progress in place value. Students who were not achieving stage expectations were identified for further work in this area.

Priority Key Improvements for Next Year

The major focus for 2024 will be the planning and implementation of the new English and Mathematics syllabus from Kindergarten to Year 6. Our ongoing direction will remain anchored in the Diocesan plan *TOWARDS 2025*.

Social and Emotional Wellbeing for Learning, as well as Secondary School Transition skills will continue to remain important areas of focus.

In 2024, work on a collaborative coaching model will continue to be implemented, this will enable teams to focus on strategic improvement in the area of writing. Our secondary curriculum focus will be the development of concepts embedded in multiplicative thinking in numeracy, for all students.

Community Satisfaction

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

Parent satisfaction

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

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

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

Student satisfaction

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

Teacher satisfaction

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

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

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

Financial Statement

Consistent with the NESAs requirements, financial income and expenditure for the School in 2023 is shown below. More detailed financial data is available on the My School website.

Recurrent and Capital Income 2023	
Commonwealth Recurrent Grants ¹	\$2,983,548
Government Capital Grants ²	\$0
State Recurrent Grants ³	\$791,635
Fees and Private Income ⁴	\$1,601,396
Interest Subsidy Grants	\$34,506
Other Capital Income ⁵	\$2,116
Total Income	\$5,413,202

Recurrent and Capital Expenditure 2023	
Capital Expenditure ⁶	\$71,640
Salaries and Related Expenses ⁷	\$3,803,558
Non-Salary Expenses ⁸	\$1,522,656
Total Expenditure	\$5,326,214

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 2023 REPORT