

2024

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), 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

Mary our mother, encourage us to do our very best so we can let our light shine and God's kingdom can grow in our hearts. The words of our school prayer capture the essence of Our Lady of Good Counsel primary school.

We believe faith, wellbeing and a strong sense of connection, engagement and optimism enable children to develop a positive attitude to life and learning. In 2024, 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.

2024 saw the ongoing implementation of professional collaboration, 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 in 2024.

The key priorities for 2024 included:

- Strengthening parent, school, and parish relationships
- Encouraging participation and engagement of all parents within our school community
- Supporting the social, emotional, and wellbeing needs of students, staff, and parents.

In addition to our regular year group and milestone events, we once again delivered a fantastic year of reconnecting and engaging within our school community.

Unlike prior years, we were able to fundraise throughout the entire year, which allowed us to focus on new and creative initiatives to support the school. A highlight was our fabulous parents' event, which was a resounding success and raised significant funds for OLGC.

P&F events included:

- Tears and Tissues Morning Tea for new Kindy Parents
- Kindy Parent Welcome Night
- Easter Raffle
- Mother's Day collection for the Women's Shelter
- Mother's Day Morning Tea
- School Disco for all students, which we secured a paying sponsor to cover the photo booth (Country Living)
- K-6 Parents Social Night
- Father's Day Morning Tea
- World Teachers' Day Morning Tea
- Year 6 Graduation Dinner

We also continued the three new events introduced in 2023:

- Seniors Vinnies Late Out
- Jersey Day Bake Sale for Donate Life
- Whole School Colour Run and Fun Day, this year called the GR8 Race!
- The Christmas Bonanza, a school wide evening event with food trucks and the youth group doing a BBQ to celebrate the end of the year.

P&F meetings were held each term, featuring guest speakers and discussions aligned with school initiatives. Topics included the Resilience, wellbeing programs, cyber safety, and a volunteer appreciation evening before our year-end AGM.

Additional P&F initiatives included:

- Organising Parent Buddies for families starting at OLGC in 2025
- Selling second-hand uniforms
- Promoting the Entertainment Book to help families save money

We continued our efforts to reinvigorate the volunteer program at OLGC, with strong participation from Class Parents and other parent volunteers. It was wonderful to see our community come together in support of the school.

Funds raised this year were used to support key educational resources, sporting items, library books as well as other initiatives to benefit our students.

Overall, 2024 was a year of continued growth, engagement, and support within the OLGC community, and we look forward to building on this momentum in the years to come.

Student Body Message

Our school captains end of year speech embodies the sentiments of our student body.

"We have loved being part of OLGC. At OLGC we have learnt how to be respectful, responsible and safe learners. We have explored and shared our gifts and talents and in doing so we have let our light shine"

" We thank our parents and teachers for giving us an opportunity to learn about our faith and for supporting us in all our learning and social activities."

"At OLGC we have enjoyed discos, camps, liturgies, band, sport, fun days and so much more! The memories and friends we have made will stay with us forever."

"We hope our year will always be remembered as a resilient, helpful, thoughtful and kind class that gave everything their best shot."

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 2024, fourteen classes catered for 317 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 2024. Additional information can be found on the [My School website](#).

Girls	Boys	LBOTE*	Total Students
190	125	101	315

* 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 91.90%. 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	94.00	92.60	91.30	92.30	89.50	88.00

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	24
Number of full time teaching staff	12
Number of part time teaching staff	12
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 teacher

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 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 2024 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 2024 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, in particular creating written texts, continued to be a major curriculum focus at OLGC in 2024. Years 3-6 began to implement the new NSW English curriculum within their teaching and learning, planning and programming. Years K-2 continued to refine and develop key skills to support the successful implementation of the English curriculum in 2023.

As part of the CSBB Towards 2025 strategy, OLGC continued with Collaborative Coaching facilitated by Alexis Conn, our Assistant Principal, with a key focus creating written texts. With the adoption of the new syllabus across all grades in 2024, there was a need to explore key skills and concepts that were newly incorporated within the syllabus, through regular and targeted PL. Teachers used student writing samples and data to identify and address key areas for development, collaboratively plan quality teaching learning tasks and assessment tasks to track and monitor growth.

Quality assessment and moderation were key focus areas this year. Teachers applied assessment strategies and concepts explored in system led PL throughout the year, to create quality writing assessments and rubrics to support the building of the image of the learner.

Mathematics

The new Mathematics syllabus structure illustrates the role working mathematically plays across all areas of mathematics and reflects the connections between concepts. Students are learning to reflect on how they have used their thinking to solve problems. This assists students to develop 'mathematical habits of mind' (Cuoco et al. 2010).

Our work with Linda Bendickson (expert educator in school improvement) has continued this year with Alexandria Vumbaca as Mathematics Coordinator. Whilst our initial focus was on building our knowledge of the curriculum content and processes for implementation, in Terms 2-3 we continued our continuous improvement cycle through quick wins focusing on flexible multiplicative thinking. With Linda's support, we flipped the manner in which we implemented our cycle and started with teacher self-reflection. From this, we developed personal knowledge goals for the cycle. Jane Bland (ICT Coordinator) and Alexandria collaborated to

use Essential Assessment to create assessments for all staff to evaluate student skills for the cycle. We analysed the data as a reflection of ourselves. Primarily we saw student growth, but we also saw staff building a repertoire of engaging strategies to improve student engagement and achievement.

My role in the Early Years Steering Committee lead to Alexandria becoming a part of our CSBB Middle Leaders Program (Early Years). She was tasked with working with schools across the Diocese to develop universal screeners. OLGC became a pilot school for some universal Mathematics screeners.

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 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	82%	54%
	Reading	92%	66%
	Writing	100%	77%
	Spelling	85%	61%
	Numeracy	90%	63%

NAPLAN RESULTS 2024		Percentage of students in the top 2 proficiency standards	
		School	Australia
Year 5	Grammar and Punctuation	87%	65%
	Reading	100%	71%
	Writing	90%	67%
	Spelling	93%	68%
	Numeracy	93%	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

As part of the Foundation Principal process, the parent body was invited to participate on a survey to provide feedback on leadership and school performance.

The results reflected a high level of satisfaction with the positive culture and care provided at OLGC and with the opportunities extended to parents for engagement in all aspects of school life.

Parents commented on feeling supported and felt the staff were reliable, dependant and accessible.

Additionally, parent positive engagement was evident through very active participation in our Parent & Friends committee and through volunteering for a range of community building and fund-raising activities. From school discos to social outreach initiatives, parents generously gave of their time to enrich the life of our students and the wider community.

Student satisfaction

1. Student satisfaction is well expressed in the parting words from our 2024 school captains:

"During our time at OLGC we have not only had wonderful teachers leading our learning, but we have also been involved in so much fun. From gala days, camps, carnivals, excursions, photo days, mini vinnies, socktober, Christmas concert and colour run to all of our senior leadership activities.

One of our favourite memories at OLGC has been camp Collaroy, when we showed, yet again, we are the resilient group of kids. We participated in lots of team building and adventurous activities. Our peer support leadership opportunities and our Kindy buddies have been highlights in our senior year"

They say it takes a village to raise a child. OLGC has been our village".

Teacher satisfaction

The CSBB culture survey results demonstrate a high level of satisfaction from the teaching staff and positive alignment with Diocesan directions.

Teachers felt they had been provided with many opportunities to participate in faith activities, and they could identify clear evidence of the values of faith, joy, witness, compassion and courage in the school community.

Teachers expressed they felt safe and secure in their workplace, and they felt encouraged to embrace new thinking and ideas in the pursuit of continuous improvement.

Staff recognised the school's commitment to the promotion of wellbeing and the need to continue to enhance processes around this pursuit.

Financial Statement

Consistent with the NESA 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	\$2,875,221
Government Capital Grants ²	\$0
State Recurrent Grants ³	\$525,501
Fees and Private Income ⁴	\$1,587,618
Interest Subsidy Grants	\$24,843
Other Capital Income ⁵	\$224
Total Income	\$5,013,409

Recurrent and Capital Expenditure 2024	
Capital Expenditure ⁶	\$139,232
Salaries and Related Expenses ⁷	\$4,202,677
Non-Salary Expenses ⁸	\$1,424,389
Total Expenditure	\$5,766,299

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