

# 2024

## ANNUAL SCHOOL REPORT



**Eileen O'Connor**  
Catholic School

### **Eileen O'Connor Catholic School**

147 Prahran Avenue, DAVIDSON 2085

Principal: Ms Fiona Dignan

Web: [www.eocsdbb.catholic.edu.au](http://www.eocsdbb.catholic.edu.au)

## About this report

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Eileen O'Connor Catholic 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

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### Principal's Message

Eileen O'Connor Catholic School (EOCS) is dedicated to fostering a Christ-centred learning environment where every student is supported to grow intellectually, spiritually, socially, and emotionally.

In 2024, we reached a significant milestone in bringing Bishop Anthony's vision to life - a vision for a diocesan-wide school dedicated to supporting students with disability. This vision became reality with the opening of three NESA-registered campus locations. We welcomed 47 students and their families into new classes at Davidson, Wahroonga, and Lake Munmorah.

Across all campuses, our dedicated staff led the delivery of curriculum and worked closely with students to implement their Individualised Education Plans (IEPs), ensuring each learner received personalised support and guidance to achieve meaningful learning outcomes.

As part of the Catholic Schools Broken Bay (CSBB) community, EOCS continues to thrive through strong collaboration and connection. The principals at each campus played a vital role in the success of our school, providing steadfast leadership and fostering partnerships that reflect our shared commitment to every student's growth and flourishing.

### Parent Body Message

At Eileen O'Connor Catholic School, we deeply value the involvement and input of our families. We continue to build strong relationships with parents through regular communication and collaboration.

As a newly established school, we sought parent feedback during the year to look for opportunities for improvement and ensure we were meeting the needs of the community. An example of the testimonials we received are below.

#### Parent 1

The EOCS has been amazing for us. With a tailored teaching approach that suits our son's needs perfectly, it's made our lives as parents so much easier. Being part of this community brings us a lot of relief and happiness. We can't thank them enough for the positive impact they've had on our family.

## **Parent 2**

The individual and one-on-one care for our son has been amazing. We could not have found a better place for him to learn and grow. He is known amongst the whole school community, he walks in, and the teachers and students welcome him each day. He loves his classmates and his older buddies in Year 5-6. It's wonderful to be amongst parents sharing the same journey as us, supporting and caring for one another. The students, teachers and parents really lift each other up and celebrate each and every milestone of the children together.

## **Student Body Message**

At Eileen O'Connor Catholic School, we believe students are most engaged when they feel heard and valued in their learning journey. We value student voice, giving students the opportunity to share their thoughts, interests, and ideas about how they learn best. It's about listening to their input when setting learning goals, choosing how they show what they've learned, and reflecting on their progress.

When students have a say in their learning, they feel more confident, take greater ownership of their progress, and develop important life skills like decision-making and self-advocacy.

We partner with families to support student voice through regular communication, goal-setting conversations, and celebrating each student's growth.

## School Features

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Eileen O'Connor Catholic School is a co-educational school for students in Kindergarten to Year 6 with a diagnosis of Autism and/or Intellectual Disability. In 2024, 47 students were enrolled across three campus locations, with support classes established at St Brendan's Catholic School Lake Munmorah, Prouille Catholic School Wahroonga and St Martin's Catholic School Davidson.

At Eileen O'Connor Catholic School, our motto "*Inspiring Hearts and Minds*" reflects our commitment to nurturing the whole child.

We aim to inspire hearts by fostering a deep sense of compassion, faith, and belonging in every student and staff member. Helping all in our community to grow in love, kindness, and service to others. At the same time, we inspire minds by encouraging curiosity, creativity, and a love of learning. Supporting each student to reach their full potential academically and personally.

This balance of heart and mind is at the core of everything we do, shaping students who are thoughtful, capable, and grounded in Gospel values.

# 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
10	37	8	47

\* 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 %. 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
89.18	86.44	89.76	89.57	81.52	93.95	

## 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

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### Staffing Profile

The following information describes the staffing profile for 2024:

Total number of staff	19
Number of full time teaching staff	8
Number of part time teaching staff	11
Number of non-teaching staff	9

### 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

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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.

At Eileen O'Connor Catholic School, our Catholic identity is grounded in the belief that every person is made in the image and likeness of God, with unique dignity, purpose, and gifts.

Our mission is to ensure that students with disability are not only included, but truly valued, celebrated, and empowered within a faith-filled learning community. Inspired by the life of Eileen O'Connor, we are committed to walking alongside our students with love, compassion, and deep respect just as Jesus did.

We live out our mission through a welcoming environment where all belong. Through our Catholic identity, we strive to form students who know they are loved by God and capable of making a difference in the world.

## Curriculum, Learning and Teaching

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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.

The curriculum provides the flexibility to meet the needs of a range of learners. Eileen O'Connor Catholic School teachers design learning so that is inclusive of all learners in their multi age classes. All students enrolled with Eileen O'Connor Catholic School have an Individual Education Plan (IEP) based on a collaborative planning process to determine the most suitable learning outcomes and appropriate content for each Key Learning Area.

## 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 Eileen O'Connor Catholic School for 2024 is reported in the table below.

***Students at Eileen O'Connor Catholic School do not participate in NAPLAN tests due to the nature of each student's disability.***

NAPLAN RESULTS 2024		Percentage of students in the top 2 proficiency standards	
		School	Australia
Year 3	Grammar and Punctuation	0%	54%
	Reading	0%	66%
	Writing	0%	77%
	Spelling	0%	61%
	Numeracy	0%	63%

NAPLAN RESULTS 2024		Percentage of students in the top 2 proficiency standards	
		School	Australia
Year 5	Grammar and Punctuation	0%	65%
	Reading	0%	71%
	Writing	0%	67%
	Spelling	25%	68%
	Numeracy	20%	68%

## Pastoral Care and Student Wellbeing

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### 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

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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

Parent satisfaction was gauged through parent teacher conversations held formally during the IEP process and informally during school activities across the year. Many parents expressed appreciation for the school's efforts to foster a welcoming inclusive atmosphere and to keep families informed and engaged regarding their child's learning growth.

### Student satisfaction

Staff value listening to student voice as it determines satisfaction with adjustments in place to support access to learning. Students are more likely to share honest feedback when they feel respected and understood. Our school focuses on building relational trust through consistent, positive relationships with staff who know how to communicate effectively with each of the students as individual learners.

### Teacher satisfaction

Teacher discussions at staff meetings, workshops, surveys, and professional learning days were used to discern staff satisfaction. In addition, teachers engaged positively with continuous improvement conversations to determine learning and wellbeing goals aligned to school improvement.

## 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 <sup>1</sup>	\$2,208,657
Government Capital Grants <sup>2</sup>	\$0
State Recurrent Grants <sup>3</sup>	\$575,158
Fees and Private Income <sup>4</sup>	\$195,415
Interest Subsidy Grants	\$0
Other Capital Income <sup>5</sup>	\$1,918
<b>Total Income</b>	<b>\$2,981,149</b>

Recurrent and Capital Expenditure 2024	
Capital Expenditure <sup>6</sup>	\$1,068,033
Salaries and Related Expenses <sup>7</sup>	\$2,480,496
Non-Salary Expenses <sup>8</sup>	\$344,707
<b>Total Expenditure</b>	<b>\$3,893,236</b>

### Notes

1. Commonwealth Recurrent Grants includes recurrent per capita grants and special purpose grants.
2. Government Capital Grants includes all capital grants received from the Commonwealth and State Governments.
3. State Recurrent Grants includes recurrent grants per capita, special purpose grants and interest subsidy grants.
4. Fees and Private Income include Archdiocesan and school based fees, excursions and other private income.
5. Other Capital Income includes building levy fees and capital donations used to fund Capital Expenditure.
6. Capital Expenditure includes expenditure on School Buildings, and Furniture and Equipment.
7. Salaries and Related Expenditure includes all salaries, allowances and related expenses such as superannuation and workers compensation insurance.
8. Non-Salary Expenses include all other Non-Salary Recurrent Expenditure covering resources, administration, operational expenses, utilities, repairs and maintenance.



END OF 2024 REPORT