

2018 Annual School Report



Our Lady of Dolours Catholic Primary School, Chatswood

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ABOUT THIS REPORT

Our Lady of Dolours Catholic Primary School (the 'School') is registered by the NSW Education Standards Authority (NESA) and managed by the Catholic Schools Office (CSO), Diocese of Broken Bay. The CSO 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'), approved by the School's Consultant, demonstrates accountability to regulatory bodies and the CSO. 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 in the School Improvement Plan (SIP) which 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 be also be obtained from the [My School website](#).

SECTION ONE: MESSAGE FROM KEY GROUPS IN OUR COMMUNITY

Principal's Message

As a vibrant community striving for excellence in education and relationships grounded in respect for all, we are committed to the values and ideas encapsulated in our Mission Statement:

United in Faith

Nurturing a vibrant learning community

We celebrate our cultural diversity

Journeying together

To be our Best

2018 School Improvement Plan successfully focused on three main areas:

- Mission: *To ignite students to be disciples of Jesus locally and globally.*
- Learning and Teaching: *To develop critical and innovative thinkers, seeking excellence; embracing challenge with excitement and perseverance*
- Pastoral Care: *To enhance students' social and emotional competencies*

The school staff, students and parents engaged in a consultative process to determine our new School Vision and direction 2018-2020. The cornerstone summary of our new united direction is consolidated in the following:

At Our Lady of Dolours, from 2018-2020, we will:

Ignite

Innovate and

Include

In Mercy

Parent Body Message

This year, strong Family/School relationships continued at Our Lady of Dolours. We came together on the school's new vision and to develop next year's Advisory Team structure. Deepening carers' understanding of the school curriculum, a number of information sessions for families were delivered on topics including NAPLAN preparation and the school's EMU mathematics program. Parents embraced the education sessions on the positive behavioural program, "1-2-3 Magic". The community came together to celebrate the opening of the Our Lady's Lane Community Garden, Sport Carnivals and the Creative Arts Festival. Many volunteered to enhance students' experiences including assisting in literacy programs, attending excursions, running the banking program, serving in the canteen and participating in the annual Sports Marathon, Disco and Parents' Night Out activities. Class Parents worked successfully to connect school families to each other. This community spirit resulted in significant fundraising for the school and in support of those in need. Families also supported the school in securing grant funding directed to improving the school environment, particularly the playground.

Student Body Message

2018 has been a big year for Our Lady of Dolours, filled with learning, leadership and opportunities for everyone. As school leaders, Year 6 contributes to change in our school. Our teachers always value our opinions and listen to what we have to say. This year, we had some big changes to our school.

One of our largest projects was the creation of Our Lady's Lane, a garden filled with plants for everyone in the community. We have also added more grass in the Kindergarten and Year 1 area to add a better place to play. We re-painted the entire school, including the bathrooms, the school walls and the play equipment. We also received new sports equipment to use and enjoy. Our play equipment got a new feature as well, a tinkering playground for the children. We also took part in Caritas, raising money for marginalised countries.

The Sports Marathon and the Bunnings' Sausage Sizzle raised funds to resource the 2018 Project Playscape.

All these things have lifted our school, enhancing our learning and play spaces, thus creating an exciting place to be. Thank you O.L.D for creating a beautiful space to learn and grow.

SECTION TWO: SCHOOL FEATURES

School Features

Our Lady of Dolours Catholic Primary School Chatswood, is a Catholic systemic co-educational school.

Our Lady of Dolours Catholic Primary school is located in the Diocese of Broken Bay on Sydney's lower North Shore in the central business district of Chatswood. Students are primarily drawn from the neighbouring areas of Chatswood, Willoughby, Roseville, Artarmon, Castle Cove, Lane Cove, Naremburn and North Ryde.

Our Lady of Dolours School was established by the Sisters of Mercy in 1896 on the present site. In 2018 we had approximately 320 students attending our school from a variety of cultural backgrounds. These students were well supported in their learning by 18 full and part-time teachers. Music, Physical Education and Library were taught by specialist teachers on a weekly basis. Extra-curricular activities include keyboard, chess lessons, robotics at lunchtime and Mandarin classes after school. There are also opportunities to join the school band, string ensemble and choir. The school has teams in soccer and netball that participate in the local area's Saturday sport competitions.

The school is known for its annual Creative Arts Festival which has a long tradition at OLD. This festival is held in Term 3 of each year and all children perform on stage in the nearby Chatswood Concourse Theatre.

For a second time, this year, we hosted another Writers' Festival that was funded by a generous community grant. This year, Year 5 students wrote and illustrated children's books that were specifically targeted for the special needs students at St Lucy's School, Wahroonga.

Public Speaking is highly valued and nurtured in all classes K-6. There is an annual competition K-6 and winners in the Year 6 competition progress to the North Shore Cluster Finals. This year, one of our Year 6 students came third place in the Cluster Finals Competition.

This year, the school again invested substantially in computer technology securing additional new interactive panel boards for many classrooms. Importantly too, all students in Stages 2 and 3 now have their own individual computer device.

Substantial funds were again injected into playground development and various interactive spaces were developed around the school. Most importantly, the community garden, "Our Lady's Lane" was completed with Stage 3 students having a critical role in developing and managing this project.

SECTION THREE: STUDENT PROFILE

Student Enrolment

Students attending the School come from a variety of backgrounds and nationalities. The following information describes the student profile for 2018. Additional information can be found on [My School website](#).

Girls	Boys	LBOTE*	Total Students
155	155	213	310

* Language Background Other than English

Enrolment Policy

The School follows the *Enrolment Policy for Diocesan Systemic Schools*. The policy encourages the local Catholic community, under the leadership of the parish priest and principal, to look upon the time of enrolment as a potential occasion for ongoing evangelisation. The policy calls upon parents to examine their present faith commitments, to develop their role as prime educators of their children in faith and to immerse themselves in the communal, liturgical, ministerial and service dimensions of the parish. Copies of this policy and other policies in this Report may be obtained from the [CSO website](#) or by contacting the CSO.

Student Attendance Rates

The average student attendance rate for the School in 2018 was 95.64 %. 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
96 %	96 %	97 %	96 %	97 %	94 %	96 %

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 in students, a sense of wellbeing and belonging
- 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, the CSO 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. The CSO monitors each school's compliance with student attendance and management of non-attendance as part of the system's School Review and Development (SRD) 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*](#) (password required).

SECTION FOUR: STAFFING PROFILE

Staffing Profile

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 NESAs. Effective from October 2007, the minimum qualification for a teacher in a systemic school in the Diocese of Broken Bay is a four year teaching degree.

Teachers at this School are either accredited as conditional, provisional or proficient 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 Diocesan Schools System (systemic schools) at these levels is as follows: Conditional 30 teachers; Provisional 60 teachers; Proficient 1,303 teachers. Additionally, there are approximately 25 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.

The following information describes the staffing profile for 2018:

Teaching staff breakdown at this School	Number
Total number of staff	26
Number of full time teaching staff	12
Number of part time teaching staff	10
Number of non-teaching staff	4

Professional Learning

The ongoing professional development of each staff member is highly valued. Professional learning (PL) can take many forms including whole school staff days, subject specific in-services, meetings and conferences and a range of professional learning programs provided by the CSO. The School takes responsibility for planning, implementing, evaluating and tracking staff professional learning. Individual staff members take responsibility for their ongoing professional development. All teachers have been involved in professional learning opportunities during the year related to improving student outcomes. The following table provides specific information relating to the focus of three of these staff development days.

Day 1	MAI Analysis
Day 2	Cultures of Thinking
Day 3	Spirituality Day - Integrating our Mercy Values into all of school life

SECTION FIVE: MISSION

As a Catholic community, the School shares in the mission of the local Church: “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 educate and form young people in the Catholic faith. The School provides 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.

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.

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.

The school community has connected boldly with the Catholic Worldview through an underlying stronger connection between school and parish. Fr Jim, our new Parish Priest, has really escalated our Catholic identity by being highly involved in the life of the school. All the clergy have a direct relationship with a class (class chaplain) and they support RE units and the students alike. O.L.D. has developed a 2020 Vision Statement: 'Ignite, Innovate and Include in Mercy'; this has given the school a focus to explore the meaning of these powerful words and apply them to the culture of our school.

The school community has celebrated many Sacraments, Masses and Liturgies together. All staff are involved in Liturgy planning teams and there is higher engagement of students in Liturgy planning. Years 3 to 6 attend Reconciliation. Classes also attend Parish Masses and weekend Parish Masses dedicated to specific Year levels, and Year One students visit the Atrium (ie re 'Catechesis of the Good Shepherd' programme). The Youth Group leaders from the parish also visit the Year 6 students.

The RE curriculum has focused on embedding Cultures of Thinking (COT) into RE. It has been a goal to visibly see COT not just in the programs but in day to day student learning. We also have a professional learning partnership with the staff from 'Holy Family', Lindfield. This has supported the COT curriculum focus in RE. This year the REC visited classes during RE for the purpose of seeing students' thinking in RE being explicitly developed. This was evident by observing COT routines, good questioning, clear lesson goals and expectations. Post discussion with staff reinforced strong pedagogy in RE.

Staff pray together at meetings and at dedicated Staff Prayer. Staff also attended a RE Spirituality Day which involved personal formation through prayer and pilgrimage with a focus on the Mercy charism. The 'School Prayer' is said at daily assembly, and the Mercy Values of each class are a weekly focus for the community. A strong partnership has been formed with our neighbouring Catholic schools in Chatswood, due to attending Before School Mass together; these Masses have indeed helped build 'community' between the three schools.

The Mercy Action Group makes regular visits to classes to educate children about the underlying Social Justice of fundraising to help those less fortunate. In partnership with the Parish's Social Justice Ministry, the school community contributed to a food collection for Migrant and Refugee Sunday. The community has also been involved in many informal Social Justice initiatives.

SECTION SIX: CURRICULUM, LEARNING AND TEACHING

Primary Curriculum

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.

Throughout 2018 the focus of Teaching and Learning was to bring our school vision to life: "To Ignite, Innovate and Include in Mercy".

- By igniting students' passion, curiosity, creativity, engagement and thinking skills, student learning will improve.
- By being innovative thinkers, establishing innovative pedagogies and innovative learning experiences and environments student progress and development will progress.
- By ensuring all student needs are catered for, all assessments allow student potential to be achieved and the Social and Emotional Skills of students are considered when planning learning experiences, we will be inclusive of all students and they will in turn continue to develop holistically.
- All curriculum projects are established and implemented through the lens of our Mercy Values.

The staff at O.L.D. participated in three Staff Development Days: MAI analysis, Staff Spirituality (Integrating our Mercy Values into all of school life) and Cultures of Thinking. Additionally, four twilights; Preparing for Tier 2 Review and reviewing past SIP goals (2 twilights), Child Protection and Cultures of Thinking (8 Cultural Forces) linked with the staff from Holy Family, Lindfield.

Throughout the year, staff were also offered optional Professional Learning each Friday afternoon to learn strategies to enhance their Mathematical pedagogy. Additionally, some staff attended the ALEA conferences for their personal Professional Learning in areas of literacy. Staff also engaged in CASL meeting to establish term goals based on a chosen SIP goal and an area of professional improvement.

The inclusion of ICLT continued to be authentically integrated across all Key Learning Areas that heightened engagement, challenge and critical and creative thinking. Four classrooms plus the library have new touch-screen, Apple TV, Interactive Whiteboards and all Stage 2 students have 1 to 1 Chromebooks. A set of Chromebooks were also purchased for Stage 1 and Early Stage 1 classes.

Throughout 2018, the exploration and development of a Culture of Thinking within the staff and students was deepened by investigating how to assess student thinking. Professional learning with the staff from Holy Family, Lindfield, involved sessions with Ron Ritchhart and staff from the Catholic Schools Office to examine and explore how teachers can assist students in all grades to think critically and creatively across all KLAs.

The annual Creative Arts Festival (Music, Dance, Drama) was transformed in 2018 by having the whole school perform on one night to enliven the school vision: To Ignite, Innovate and include in Mercy.

Many lunchtime clubs were continued in 2018 and were led by teachers, such as; Robotics, Maths Olympiad, Homework Club, Running club, Senior and Junior Choir; Library time and Drama.

SECTION SEVEN: STUDENT PERFORMANCE IN TESTS AND EXAMINATIONS

NAPLAN

The National Assessment Program – Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 3, 5, 7 and 9. NAPLAN assessment results provide valuable information about student achievements in literacy and numeracy. An analysis of these results assists the School's planning and is used to support teaching and learning programs.

The tables below show the percentages of students who achieved particular skill bands in the aspects of literacy and numeracy compared to students nationally. Literacy is reported in four content strands (aspects): Reading, Writing, Spelling, Grammar and Punctuation. Numeracy is reported as a single content strand. Students who were exempted from any test were deemed not to have met the national minimum standard in that test area and are not included in band distributions. Additional NAPLAN student performance information can also be accessed from the [My School website](#).

NAPLAN RESULTS 2018		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 3	Reading	78.72 %	53.20 %	2.13 %	8.60 %
	Writing	80.85 %	41.90 %	0.00 %	10.00 %
	Spelling	89.36 %	46.60 %	2.13 %	12.50 %
	Grammar	85.11 %	53.10 %	0.00 %	11.00 %
	Numeracy	89.36 %	39.20 %	0.00 %	11.50 %

NAPLAN RESULTS 2018		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 5	Reading	64.00 %	38.60 %	0.00 %	12.60 %
	Writing	28.00 %	13.70 %	4.00 %	23.40 %
	Spelling	64.00 %	34.50 %	0.00 %	13.60 %
	Grammar	76.00 %	35.50 %	4.00 %	14.30 %
	Numeracy	60.00 %	27.60 %	0.00 %	14.00 %

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 pre-requisite 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. The framework includes ten pathways that are intended to assist school communities create safe and supportive environments that foster positive relationships which enhance wellbeing and learning for all students. Further information about this and other related policies may be obtained from the [CSO website](#) or by contacting the CSO. There were no changes made to this policy in 2018.

Behaviour Management and Student Discipline Policy

The School's policies and procedures for the management of student behaviour are aligned to the Behaviour Management and Student Discipline Policy for Diocesan Systemic Schools. Policies operate within a context of social justice, compassion, reconciliation and forgiveness. The dignity and responsibility of each person is promoted at all times along with positive student behaviours whilst ensuring the respect for the rights of all students and staff. Further information about this and other related policies may be obtained from the [CSO website](#) or by contacting the CSO. There were no changes made to this policy in 2018. Note: the policy on the CSO website is the updated policy for implementation in 2018.

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 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 [CSO website](#) or by contacting the CSO. Changes were made to this policy in 2018 to reflect evidence based practice and to clearly articulate roles and responsibilities of members of the school community.

Complaints Handling Policy

The School follows the *Complaints Handling Policy and Procedures for Diocesan Systemic Schools*. 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 [CSO website](#) or by contacting the CSO. There were no changes made to this policy in 2018.

Initiatives Promoting Respect and Responsibility

Our Lady of Dolours School is continuously developing and promoting the values of respect and responsibility through initiatives relating to both our school and the wider community.

Our school has reinforced its position as a 'PBL' (Positive Behaviour for Learning) school. We use our school rules – Be Responsible, Be Respectful, Be Safe and Be A Good Learner – to create a positive environment where we behave respectfully to others. Reigniting our PBL understandings has brought many benefits. Our PBL groups, run by our Stage Three leaders has grown in strength – our Year 6 students are creating excellent lessons by which to teach our younger grades in the ways of being responsible and respectful. Our Wellbeing Support Team, run by school staff and with parent and community support, has come together this year to make informed data-based decisions on how to improve the wellbeing of our students.

Social and Emotional learning (SEL) has also been important for us this year. This has been growing from strength to strength over the last few years, thanks to the commitment of our staff. We are tracking students in their SEL competencies in order to teach key SEL skills. Our implementation of SEL into Our Lady of Dolours was a key 'talking point' of our Tier 2 School Review this year. Further implementation of SEL into our school is a key Pastoral Care goal for the next three years.

At a community level, Our Lady of Dolours has been involved in Social Justice Work both locally and globally. Our Year 4 students, with parent assistance, created scarves to give to the elderly in local rest homes at the beginning of winter. Year 5 students used a generous grant from our council to draft, illustrate and publish picture books for St Lucy's School, Wahroonga, for students with special needs. Both Year 5 and 6 students have used their financial literacy skills to create and promote a market day with much of the profits going towards charity.

All these initiatives make the students aware of those less fortunate and offer them a chance to contribute, as well as to develop a greater awareness and responsibility for those people in the world who don't have the things they have.

SECTION NINE: 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 are documented in the School Improvement Plan (SIP). This SIP is a three year planning document and is used to record the School's progress in working towards priorities for improvement in three domains: Mission, Pastoral Care, Learning and Teaching. School improvement planning is supported systemically by the Diocesan *Leading Learning* initiative. This initiative is research based and has been developed in partnership with the University of Auckland. Building on *Leading Learning* in the Learning and Teaching domain, the Diocesan *Learning Principles* guide improvement strategies toward high quality contemporary learning.

Key Improvements Achieved

Throughout 2018, the school and community successfully achieved the following strategic goals and 2018 SIP goals:

Mission:

Developed our students' understanding of a 'Neighbourhood of Grace' and what it means in their daily lives.

- Teachers' programmes reflected the new Religious Education modules to enhance students' understanding of a 'Neighbourhood of Grace'
- Successful connections were made with the Parish to ignite the idea of Grace within our school community
- Developed a 'neighbourhood of grace' to be more visible in the school through students' actions and words

Learning and Teaching:

Embraced a culture of thinking in all students.

- Joined with Holy Family Lindfield staff in a range of professional learning opportunities to learn more about COT
- Embedded the 8 cultural forces in our classrooms across all KLAs
- Integrated rich, open assessment tasks that make thinking visible and include a range of styles of thinking

Pastoral Care:

Develop students' self-awareness and positive emotional regulation.

- Enhanced the students' knowledge and understanding of PBL rules and SEL skills by continuing KidsMatter 2 and PBL groups
- Teachers programmed PDH units that included SEL skills and learning

Priority Key Improvements for Next Year

The school's 2019 School Improvement Goals are as follows:

Mission:

To ignite students to be disciples of Jesus locally and globally

- Develop a RE thinking continuum and use a CoT Assessment Rubric to inform student thinking as it relates to being a disciple of Jesus

Learning and Teaching:

To develop critical and innovative thinkers, seeking excellence; embracing challenge with excitement and perseverance

- Use a CoT Assessment Rubric to inform student thinking as it relates to learning and teaching generally
- Integrate rich, open assessment tasks that make thinking visible and include a range of styles of thinking
- investigate flexible learning spaces and the effect of these on student outcomes

Pastoral Care:

To develop students' self-awareness and positive emotional regulation

- Teachers to program PDH units that include SEL skills and learning (self-awareness and self-management)

SECTION TEN: 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

The Whole School Tier 2 Review, held in Term 2 2018, was enhanced greatly by parent surveys and interviews. A large and enthusiastic group of parents participated in group interviews, as well as more who responded to school surveys. The 'Tell them from Me' survey held in 2017, fed into the Tier 2 Review by revealing parents were highly satisfied with the school, however, they hoped students would be challenged more in their learning. This led to a focus on student engagement and challenge in 2018 and assisted in creating the Teaching and Learning SIP.

The overall level of parent engagement in school events has increased significantly which is evident in events such as Parent Education, P&F meetings and community events. As engagement levels continue to rise, the feedback has consistently been extremely encouraging and shows a high level of parent satisfaction. Parents reacted very positively to and spoke highly of Parent Education, working bees, fundraising days and social functions.

Parents also excitedly consulted in length with school leadership about the 2019 SIP, the creation of a School Advisory Council (to formally commence in 2019) and the re-structuring of the P&F committee.

Student Satisfaction

Throughout 2018, we surveyed students numerous times to discover their thoughts about: levels of student engagement, levels of challenge in the classroom and their overall satisfaction levels being at Our Lady of Dolours.

The students continue to respond very positively to all surveys. They responded honestly and candidly about their favourite aspects of school life and were able to articulate why these aspects of school life were special to them. Overwhelmingly, students love coming to school and have a genuine love of learning, enjoy being challenged and feel their teachers know them well and cater to their personal and academic needs. The Year 6 students specifically described many memorable moments from their time at O.L.D. which included the Creative Arts Festivals, excursions, friendships and their compassionate teachers.

Many students discussed that they thoroughly enjoy the many opportunities teachers provide within lunch clubs and the variety of equipment available to them during lunch times. They value the effort and time teachers put into building authentic relationships with each and every student and the interesting and innovative learning experiences.

Teacher Satisfaction

Teacher surveys (conducted to inform the 2018 Whole School Tier 2 Review process) have shown teachers are highly satisfied with many aspects of their work life at Our Lady of Dolours. Staff especially appreciated the openness and approachability of leadership and their ability to express concerns and opinions without judgement.

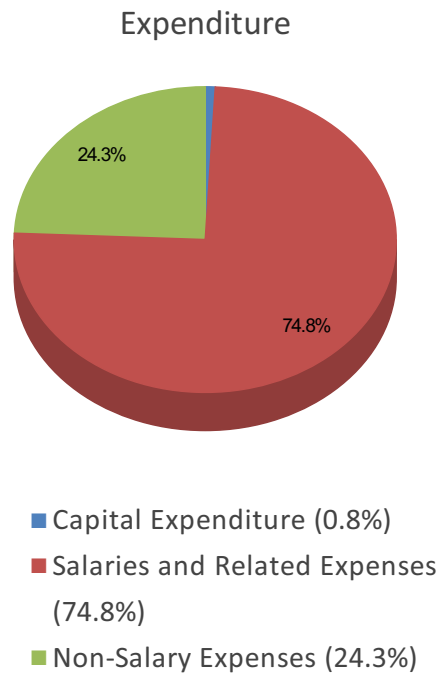
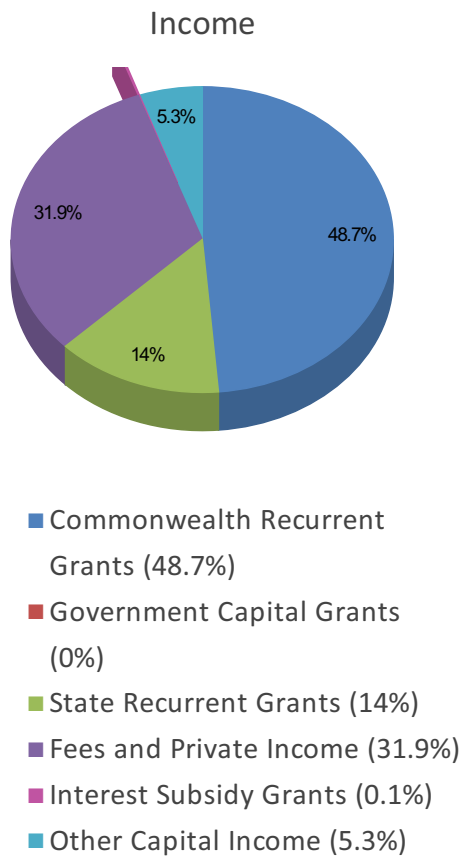
Staff satisfaction is also evident in their keenness to continue to work at O.L.D. year after year. Even when staff require leave or altering work arrangements, they choose to continue their career at O.L.D with these changes rather than an alternative arrangement.

Staff engagement is consistently high at all school events, Professional Learning opportunities and the daily running of the school. Staff enthusiastically contribute to assisting in school events, contribute to school decision making and openly discuss their successes and needs with each other.

Throughout 2018, staff have contributed to the establishment of a staff led PBL (Positive Behaviour for Learning) team and the formation of the School Advisory Council that sees us going forward with two teacher representatives on the council.

SECTION ELEVEN: FINANCIAL STATEMENT

Consistent with the NESAs requirements, financial income and expenditure for the School is shown below. More detailed financial data is available on the [My School website](#). Diocesan system financial reporting can be found in the [Broken Bay Diocese Annual Report](#).



RECURRENT and CAPITAL INCOME	
Commonwealth Recurrent Grants	\$1,922,665
Government Capital Grants	\$0
State Recurrent Grants	\$555,168
Fees and Private Income	\$1,258,783
Interest Subsidy Grants	\$5,550
Other Capital Income	\$209,678
Total Income	\$3,951,844

RECURRENT and CAPITAL EXPENDITURE	
Capital Expenditure	\$31,697
Salaries and Related Expenses	\$2,819,747
Non-Salary Expenses	\$917,188
Total Expenditure	\$3,768,632