



# 2019

## ANNUAL SCHOOL REPORT



### Our Lady of Dolours Catholic Primary School

94a Archer Street, CHATSWOOD 2067

Principal: Mr Philip Ledlin

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

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## About this report

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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') 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 also be obtained from the [My School website](#).

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## Message from key groups in our community

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### 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

2019 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

Throughout 2019, strong Family/School relationships continued at Our Lady of Dolours. We came together on the school's new vision and to establish and implement the first Advisory Team for OLD and new P&F 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 EMPC mathematics program. Parents embraced the

education sessions on the positive behavioural program, “1-2-3 Magic”. The community came together to celebrate the official opening of the new 'Project Playscape', Harmony Day, Sport Carnivals, the Creative Arts Festival & Community Christmas evening. Many parents enhanced students' experiences including volunteering for literacy programs, excursions, the banking program, serving in the canteen & organising in the annual Sports-a-thon, Disco & Parents' Night Out activities. Class Parents worked successfully to connect school families to each other. This community spirit resulted in significant support of those in need. Families also supported the school in making positive changes to the playground funded by grants secured by parents.

### **Student Body Message**

2019 has been a highly successful year at Our Lady of Dolours for all the students at OLD. It was a year filled with learning, leadership and opportunities for everyone. As school leaders, Year 6 contributed to changes in our school, and all students developed in their leadership skills and implemented some new, student-led, initiatives to the school, including some amazing environmental changes. We have teachers that listen to what we have to say and make learning exciting, challenging and fun.

One of our biggest projects in 2019, was 'Project Playscape', which included additions to our playground; such as murals, a grassed basketball court, native bees, additions to the existing play equipment & a water pump and creek. We also received new sports equipment to use and enjoy. The students also led initiatives to support Caritas and work with a Cambodian village that a member of staff work with. At OLD, we use our Mercy Values to lead lives that help the less fortunate in the world.

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.

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## School Features

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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 2019 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, guitar, chess lessons, robotics at lunchtime and Mandarin classes after school. There are also opportunities to join the junior and senior school bands and choir. The school also participates in sporting Gala days for soccer, netball, AFL and Rugby.

2019 saw the establishment and implementation of the first Advisory Group for OLD which assisted school leadership to ensure decision making process reflected the school vision, the Mercy Values and the best for all stakeholders in the school community.

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.

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 was awarded first place in the Diocesan Finals Competition. For the first time in 2019, the winner and runner-up in each grade were acknowledged and awarded a trophy for their achievement.

This year, the school again invested substantially in computer technology securing additional new interactive panel boards for many classrooms and purchased a set of 36 Edison robots to enhance the new Science and Technology Digital Technologies outcomes.

Substantial funds, secured through a range of grants, were again injected into playground development and various interactive spaces around the school. Most importantly, the additions of 'Project Playscape' with students having a critical role in decision making process for the murals, basketball court area and other substantial and exciting additions.

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## Student Profile

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### Student Enrolment

Students attending the School come from a variety of backgrounds and nationalities. The following information describes the student profile for 2019. Additional information can be found on [My School website](#).

Girls	Boys	LBOTE*	Total Students
153	161	224	314

\* 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 2019 was 95.04%. 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
94.58	94.97	95.36	96.11	95.01	95.46	92.91

### 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).

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## Staffing Profile

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### Staffing Profile

The following information describes the staffing profile for 2019:

Total number of staff	27
Number of full time teaching staff	12
Number of part time teaching staff	12
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. 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:

- Proficient: 1294 teachers
- Provisional: 105 teachers
- Conditional: 1 teacher

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.

### 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 the CSO. The School takes responsibility for planning, implementing, evaluating and tracking staff PL. Individual staff members take responsibility for their ongoing PL. All teachers have been involved in PL 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.

### Summary of professional learning at this school

Day 1: Analysing MAI data

Day 2: Enhancing student writing skills

Day 3: Science and Technology Digital Technologies

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## Catholic Identity and Mission

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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.

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

The Catholic identity of school is ignited by a commitment to celebrating masses, liturgies & prayer. All staff are involved in Liturgy planning teams, Years 3 to 6 attend Reconciliation, Youth Group leaders from the parish visit the Year 6 students & all classes are invited to Parish Masses dedicated to specific Year levels. Fr Jim, our Parish Priest, continues to be highly involved in the life of the school, & all the clergy have a direct relationship with a class to teach the students about scripture, Catholic spirituality & the Sacraments. Angela Hague, head of our Sacramental program at the parish, also supports our students in their preparation & visits classes. Angela held a Eucharist Retreat for our Year 3 students & next year we aim to invite our parents to be involved in this retreat in 2020.

The school executive has developed opportunities for staff & students to delve deeper into their own spirituality. Staff pray together at meetings & at dedicated staff prayer. The 'School Prayer' is said at daily assembly, & the Mercy Values of each class are a weekly focus for the community. A strong partnership continues to thrive with our neighbouring Catholic schools, due to attending before school Mass together; these Masses have indeed helped build 'community' between the three schools.

A 'Sweeter than Honey' day was planned to develop staff spirituality & 'innovate' our knowledge about teaching RE. Staff were encouraged to review their RE programs & to consider more dynamic ways to explore scripture, such as using COT routines, Godly Play, Worlds of the Text & Biblical Micrography. As a result, teachers have begun to refine programs to better enable their students to delve deeper into the scriptures. The school executive has initiated further professional learning opportunities for 2020 to explore this innovative thinking.

Social Justice is at the forefront of our Catholic worldview, therefore, our school has provided a variety of initiatives to ignite our students as local & global citizens including Project Compassion & Vinnies appeal. The Ocean Pod Action Team spoke with students about topical local & global issues, including, our environmental footprint. This initiative sparked meaningful soul journaling & reflection about our call to be stewards of God's creation.

Our Catholic worldview is at the centre of our vision & mission of Our Lady of Dolours, & we look forward to worshipping, evangelising & living out the Gospel in 2020.

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## 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.

Throughout 2019 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.
- 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 four Staff Development Days: MAI analysis, Staff Spirituality (Sweeter than Honey mini summit), Enhancing student writing & Science & Technology Digital Technologies. Additionally, two twilights were held; Compliance issues & Cultures of Thinking,

Our Year 1 teachers and Numeracy leader participated in the EPMC Mathematics program, which greatly altered problem solving pedagogies. This pedagogical practice will be implemented in all grades in 2020 as the learning outcomes and disposition of students were enhanced greatly. Co-teaching cycles also occurred in many grades, led by our Literacy leader and Education Officers, These cycles catered for the individual needs of the teachers. Additionally, some staff attended the ALEA conferences for their personal Professional Learning in areas of literacy.

The inclusion of ICLT continued to be authentically integrated across all Key Learning Areas that heightened engagement, challenge and critical and creative thinking. All classrooms (except 3) have new touch-screen, Interactive Whiteboards and the school has a set of 36 Edison robots to enhance the new Science and Technology digital technology outcomes.

To heighten the Culture of Thinking established throughout 2018, a continuum of thinking was developed by staff, based on the work of Ron Ritchhard. This continuum can evaluate student's ability to think about concepts or issues in 8 different ways in order to deepen learning experiences.

The annual Creative Arts Festival (Music, Dance, Drama) was transformed in 201 by having whole Stages perform together to enliven the school vision: To Ignite, Innovate and include in Mercy. Our Kindergarten students were authentically included in our event by performing a contemporary piece rather than the Kindy debut.

Many lunchtime clubs were continued in 2019 and were led by teachers, such as; Robotics, Maths Club, Homework Club, Running club, Senior and Junior Choir; Library time and Drama.

## Student Performance in Tests and Examinations

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 2019		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 3	Grammar and Punctuation	87%	59%	2%	10%
	Reading	82%	54%	2%	10%
	Writing	93%	55%	0%	5%
	Spelling	83%	52%	0%	11%
	Numeracy	80%	42%	0%	11%
NAPLAN RESULTS 2019		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 5	Grammar and Punctuation	59%	37%	0%	17%
	Reading	56%	38%	6%	12%
	Writing	35%	19%	3%	18%
	Spelling	65%	38%	3%	13%
	Numeracy	50%	32%	9%	14%

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## 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 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. Further information about this and other related policies may be obtained from the CSO website or by contacting the CSO. 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 CSO website or by contacting the CSO. There were no changes made to this policy in 2019.

### 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. There were no changes made to this policy in 2019.

### 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 2019.

### Initiatives promoting respect and responsibility

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

We have reinforced our position as a 'PBL' (Positive Behaviour for Learning) school. We use our school rules – Be Responsible, Be Respectful, Be Safe & Be A Good Learner – to create a positive environment where we respect others. Reigniting our PBL understanding has brought many benefits.

Our PBL groups, run by our Stage 3 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 & respectful. This year we have embedded Social & Emotional Learning (SEL) skills into these groups with a SEL component being looked at each fortnight. The Pastoral Care coordinator prepares Google Slides for the student leaders to present in the groups to ensure consistency across all groups. This year the students have completed discussions, activities, meditations etc on all SEL skills.

Our Wellbeing Support Team, run by school staff & with parent & community support, continues to make informed decisions on how to improve the wellbeing of our students. The team continues to meet twice a term.

This year our school has started looking at how we can best begin to implement the Be You program. This replaces the Kids Matter program. A few staff members have attended Professional Learning afternoons at Wellbeing meetings & look forward to learning more about it & how it can best be used in the school community.



At a community level, Our Lady of Dolours has been involved in Social Justice Work both locally & globally. Each class in the school has contributed to make food hampers which are given to St Vincent De Paul for families in need at Christmas. Our Year 4 students created scarves to give to residents at local nursing homes. Both Year 5 & 6 students have used their financial literacy skills to create & promote a market day with much of the profits going towards the Drought /Farmers appeal. Year 1 students supported the work of our AP over in Cambodia.

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.

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## School Improvement

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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 2019, the school & community successfully achieved the following strategic & SIP goals:

*Mission: To ignite students to be disciples of Jesus locally and globally.*

- Teachers' programmes include a variety of ways to develop deeply into Scripture (based on Sweeter than Honey)
- Successful connections made with the Parish to ignite the faith journey of our school community
- Further develop community connections & our social justice initiatives

*Learning and Teaching: To develop critical and innovative thinkers, seeking excellence; embracing challenge with excitement & perseverance*

- Develop Continuums of Thinking (based on CoT Understanding Map) to evaluate student thinking
- Integrated rich, open tasks that make thinking visible & include a range of styles of thinking
- Embed pedagogies that ensure consistency of practice in Literacy teaching (specifically Writing and Spelling)
- Embed the EPMC pedagogy into classrooms to improve learning dispositions

*Pastoral Care: To enhance students' social and emotional competencies*

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

## Priority Key Improvements for Next Year

Throughout 2020, the school community strives to achieve the following goals that will assist us in achieving our strategic goals:

*Mission: To ignite students to be disciples of Jesus locally and globally.*

- Further develop student ability to analyse and apply Scripture to their lives using a variety of deep thinking strategies
- Make more local connections to enhance social justice program within the school

*Learning and Teaching: To develop critical and innovative thinkers, seeking excellence; embracing challenge with excitement and perseverance*

- Embed the EPMC pedagogy across all classrooms to enhance problem solving skills & learning dispositions
- Employ High Yield strategies (IW&T, Co-teaching) to ensure consistency and best practice is evident in all KLAs and grades.
- Create teaching programs that include rich, open tasks that promote deep, creative and critical thinking

*Pastoral Care: To enhance students' social and emotional competencies*

- Explore and implement the 'BeYou' government program
- Further strengthen the PBL structures in place to ensure positive behaviours positively impact social, emotional and academic development of all students

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## 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

During 2019, parent voice was sought for the review process for school leaders, the changes to the annual Creative Arts Festival & the 'Tell Them From Me' (TTFM) Survey. A large group of parents completed the surveys & many were interviewed for the review process. The TTFM survey, held in Term 2, showed parents were highly satisfied with the school, however, they hoped students would be challenged more in their learning, which continues to be a focus for our 2020 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 & community events. As engagement levels continue to rise, the feedback has consistently been extremely encouraging & shows a growing level of parent engagement with the school. Parents reacted very positively to & spoke highly of Parent Education, working bees, FUN-raising days and social functions, especially our Christmas evening with over 80% attendance.

Parents also passionately consulted with school leadership about the 2020 SIP, the success of a School Advisory Council and the creation of a new, contemporary Events Committee (to replace the P&F) commencing in 2020.

### Student satisfaction

Throughout 2019, students were surveyed numerous times to discover their thoughts about: levels of student engagement, challenge with learning, their overall satisfaction at Our Lady of Dolours, including the review process for both Principal & Assistant Principal.

The students continue to respond very honestly & candidly about their favourite aspects of school life & 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 & their compassionate teachers.

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

### Teacher satisfaction

Teacher surveys (conducted to inform the review process for the Principal and Assistant Principal) have shown teachers are highly satisfied with many aspects of their work and 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. Staff work collaboratively to heighten learning experiences for students and develop teacher content knowledge.

Throughout 2019, staff have mentored student leadership teams and contributed to the School Advisory Group, staff-led PBL team and curriculum based teams.

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## Financial Statement

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Consistent with the NESAs requirements, financial income and expenditure for the School in 2019 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.

<b>Recurrent and Capital Income 2019</b>	
Commonwealth Recurrent Grants <sup>1</sup>	\$1,895,928
Government Capital Grants <sup>2</sup>	\$0
State Recurrent Grants <sup>3</sup>	\$575,981
Fees and Private Income <sup>4</sup>	\$1,408,065
Interest Subsidy Grants	\$5,055
Other Capital Income <sup>5</sup>	\$220,738
<b>Total Income</b>	<b>\$4,105,767</b>

<b>Recurrent and Capital Expenditure 2019</b>	
Capital Expenditure <sup>6</sup>	\$123,182
Salaries and Related Expenses <sup>7</sup>	\$3,020,019
Non-Salary Expenses <sup>8</sup>	\$954,494
<b>Total Expenditure</b>	<b>\$4,097,695</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 2019 REPORT