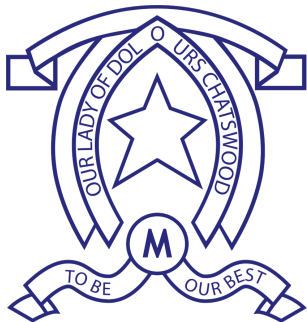




CATHOLIC SCHOOLS
Broken Bay

2025

ANNUAL SCHOOL REPORT



Our Lady of Dolours Catholic Primary School

94a Archer Street, CHATSWOOD 2067

Principal: Mr Marco Ianni

Web: www.olddb.catholic.edu.au

About this report

Our Lady of Dolours Catholic Primary School (the 'School') is registered by the NSW Education Standards Authority (NESA) and managed by Catholic Schools Broken Bay Limited as Trustee for the Catholic Schools Broken Bay Trust (CSBB), the proprietor, with Catholic Schools NSW (CSNSW) as the approved authority for the Registration System formed under Section 39 of the Education Act 1990 (NSW).

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

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

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

Message from key groups in our community

Principal's Message

Our Lady of Dolours is proud to be a vibrant, inclusive community that delivers exceptional Catholic education to students from diverse cultural backgrounds. We celebrate individuality and foster a deep respect for differences, creating an environment where every student, parent, and staff member feels valued and supported.

This strong sense of belonging is at the heart of our school and is reinforced by the encouragement and care that permeate our community.

Our vision, "To Ignite, Innovate and Include in a spirit of Mercy," guides all aspects of our school community. We aim to ignite curiosity and imagination, inspiring students to grow academically, socially, and spiritually. We innovate by fostering lifelong learners who think creatively and approach problem-solving with confidence. Finally, we include in a spirit of Mercy, ensuring that collaboration among staff, students, and families creates an environment where inclusivity thrives.

2025 marked a year of significant progress for our school. We focused on major improvements designed to enhance both learning and wellbeing for our students.

One of the key projects was internal painting and some internal refurbishments, which included replacing air conditioners. These improvements enhanced the comfort and aesthetics of learning spaces, creating a more welcoming and conducive environment for students and staff.

We also undertook Classroom Refurbishments, modernising learning environments with updated facilities and refreshed common areas. The library was upgraded, including the installation of blinds and rearrangement of shelves to accommodate student learning needs. These changes were aimed at supporting collaborative and innovative teaching practices, ensuring that our classrooms reflect contemporary educational standards.

Together, these upgrades demonstrate our ongoing commitment to providing a dynamic and supportive environment where every student can flourish.

Parent Body Message

This year at Our Lady of Dolours was marked by celebration, learning and a strong sense of community. We gathered for key faith events, including our Jubilee celebrations, Holy Week liturgies and special days that highlighted the diversity and spirit of our school. Students engaged in many enriching learning experiences across all grades, exploring culture, STEM, the environment and creativity through excursions, incursions and hands-on programs.

Sporting events and whole-school activities such as carnivals, discos and open days added energy and excitement to the year, while students proudly represented OLD in a range of competitions.

Our partnership with families continued to grow through welcome events, morning teas and parent workshops that supported learning at home. Highlights such as Book Week, public speaking, transition programs and our school musical brought the community together and showcased the talents of our students. We ended the year with a focus on generosity and service, reflecting the compassionate and connected community that makes OLD such a special place to learn and grow.

Student Body Message

2025 has been an amazing year for all of us at OLD, from our youngest learners in Kindergarten to our Year 6 leaders. At the start of the year, our Year 6 students were commissioned as leaders, and we celebrated this special moment with our families. Throughout the year, they showed leadership by being role models for everyone, especially their Kindergarten buddies, helping them feel safe, respected, and included.

Across the school, we all had so many exciting experiences. Kindergarten loved their first big school events and learning new routines, while the older grades enjoyed excursions that deepened their learning. One of the biggest highlights was our overnight trip to Milson Island, where we challenged ourselves, physically and emotionally.

Sport was a big part of our year too! From swimming carnivals to athletics and cross-country, every grade had a chance to shine. Many students proudly represented OLD and the diocese at sporting events, showing teamwork and responsibility.

Creativity was everywhere this year! The Creative Arts Festival gave every student, from Kindergarten's colourful artworks to Year 6's musical performances, a chance to share their talents. And of course, the school musical *Seussical Jr* at The Concourse was unforgettable. It was a spectacular celebration of music, dance, and drama that brought our whole community together.

As we look back, we feel proud of how we lived our school values of Respect, Responsibility, and Safety every day. We've learned, laughed, and grown together, and we can't wait to keep igniting our imaginations, innovating in our learning, and including everyone in the spirit of Mercy in the years ahead.

School Features

Our Lady of Dolours Catholic Primary School is located in the Diocese of Broken Bay on Sydney's lower North Shore, in the heart of Chatswood's central business district. Students come from surrounding areas including Chatswood, Willoughby, Roseville, Artarmon, Castle Cove, Lane Cove, Naremburn, and North Ryde. Established by the Sisters of Mercy in 1896, the school continues its proud tradition of providing quality Catholic education.

In 2025, approximately 350 students attended Our Lady of Dolours, representing a rich diversity of cultural backgrounds. These students were supported by dedicated and highly professional teaching and support staff who deliver an inclusive model of education. Specialist teachers provided weekly lessons in Music, Physical Education, Library, and Dance and Swimming in selected terms.

Learning opportunities extended beyond the classroom through engaging expos and hands-on experiences, including STEM workshops, robotics using Spheros, and immersive virtual reality activities that enhanced creativity and problem-solving skills. Extra-curricular programs such as keyboard, chess, and advanced coding were also offered. The junior and senior school bands and choir continued to thrive, proudly performing at local events.

Community engagement remained strong with inter-school activities, assemblies, parent meetings, and whole-school celebrations such as the annual School Festa in December. Significant improvements were made to the school environment during 2025, including classroom refurbishments, upgrades to common areas, and significant painting of internal areas of the school.

Student Profile

Student Enrolment

Students attending the School come from a variety of backgrounds and nationalities. The following information describes the student profile for 2025. Additional information can be found on the [My School website](#).

Girls	Boys	LBOTE*	Total Students
214	141	295	355

* 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 2025. 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 2025 was 93.08%. Attendance rates disaggregated by Year group are shown in the following table.

Attendance rates by Year group						
Kindergarten	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
93.83	93.22	94.33	90.82	94.62	92.91	91.23

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 Department of Education where appropriate.

Where a student is not able to attend school for a prolonged period of time due to a medical condition or illness, the School in collaboration with parents, provides resources to contribute to the student's continuum of learning where possible. CSBB monitors each School's compliance with student attendance and management of non-attendance as part of the system's Quality Assurance and Compliance processes. The School's attendance monitoring procedures are based on the Procedures for the Management of Student Attendance in Catholic Schools Broken Bay.

Staffing Profile

Staffing Profile

The following information describes the staffing profile for 2025:

Total number of staff	32
Number of full time teaching staff	15
Number of part time teaching staff	10
Number of non-teaching staff	7

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 (HALT) are voluntary. Catholic Schools Broken Bay currently has 27 HALTs and 145 aspiring HALTs engaged in the process.

The table below details the number of teachers at the School who are at these levels:

Conditional Teachers	0
Provisional Teachers	1
Proficient Teachers	24

Catholic Identity and Mission

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

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

The School's Religious Education (RE) program is based on [CSBB's Religious Education Curriculum](#) and aims to provide students with meaningful, engaging and challenging learning experiences that explore the rich diversity of the Catholic faith and ways in which we live it. The CSBB Religious Education Curriculum has been developed to further enhance the learning experience for all. It includes formal Religious Education as well as retreats, spirituality days and social justice opportunities in which students are invited to serve others, especially the poor and those who are marginalised.

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

Our Lady of Dolours is a faith-filled community deeply committed to the mission of the local Church. Guided by the Diocesan Mission Statement, "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", we strive to live out this purpose in all aspects of school life.

Our vision and practices are founded on faith in Jesus Christ and shaped by Christian values of faith, joy, witness, compassion, and courage. In partnership with parents as the first educators of faith and the parish community, we aim to provide authentic Catholic education that inspires hearts and minds to know Christ, love learning, and use their gifts to flourish.

The Religious Education (RE) program, based on the Catholic Schools Broken Bay K–12 Curriculum, offers meaningful and challenging experiences that explore the richness of Catholic faith. In 2025 the final stages of the new Religious Education curriculum was implemented across all classes to enhance student learning. Programs include formal

Religious Education lessons, spirituality days, retreats, and social justice initiatives that invite students to serve others, especially the poor and marginalised.

Faith formation opportunities extend to students, staff, and families. Our Parent Education Coordinator plays a vital role in pastoral and faith support for our community, fostering engagement through community events, class and whole-school Mass and liturgical celebrations, and initiatives that strengthen the connection between school and parish.

Students have opportunities to celebrate Mass and liturgies, pray together, and participate in age-appropriate sacramental and social justice initiatives. Termly Retreat Days have been well received and continue to deepen spiritual growth. Staff also engage in prayer opportunities during meetings and dedicated sessions with clergy. The School Prayer and Mercy Values focus unite our community in faith.

Social justice remains central to our Catholic worldview. Outreach programs such as Project Compassion and Socktober were highlights of the year, reflecting our commitment to living out the Gospel through action.

In 2025 we also celebrated the Year of Jubilee with students being given the opportunity to learn about Pilgrims of Hope. A significant event of the year was the canonisation of St Carlos Acutis and Pier Giorgio Frassati. Our Lady of Dolours is blessed to have a relic of both saints in the shrine dedicated to each saint, allowing our students to visit frequently.

As we journey together, united in faith, we strive to always Ignite, Innovate, and Include in Mercy.

Curriculum, Learning and Teaching

The School provides an educational program based on and taught in accordance with the NSW Education Standards Authority (NESA) syllabuses for primary education. The Key Learning Areas (KLAs) are English, Mathematics, Science and Technology (S&T), Human Society and its Environment (HSIE), Creative Arts (CA) and Personal Development, Health and Physical Education (PDHPE). In addition to this, the School implements the Diocesan Religious Education syllabus. Staff members are committed to continuous improvement of teaching and learning in all facets of the curriculum.

In 2025, Our Lady of Dolours prioritised the implementation of the NSW Curriculum Reform, embedding exemplary pedagogical practices across all learning areas. Weekly Professional Learning meetings and collaborative coaching sessions enabled teachers to analyse student data, plan, implement, and review high-quality teaching sequences, ensuring evidence-based strategies were consistently applied. This collaborative approach strengthened literacy and numeracy programs and supported our goal of achieving a year's growth for a year's teaching.

Professional learning was a cornerstone of our success, with staff engaging in system-wide and school-based opportunities to deepen their understanding of new syllabuses and assessment practices. These initiatives focused on tracking and monitoring student achievement through formative and summative assessments, contributing to excellent outcomes, including strong NAPLAN results.

Our vision for learning, "To Ignite, Innovate and Include in Mercy", guided all curriculum projects, ensuring inclusivity and catering for diverse learning needs. Intervention programs such as MiniLit and Individual Adjustment Plans supported students requiring additional assistance, while enrichment opportunities challenged gifted and talented learners through rich, open-ended tasks. Teachers worked collaboratively to ensure students with English as an Additional Language or Dialect (EAL/D) were supported through inclusive practices, fostering growth for every learner.

Parent education sessions enhanced partnerships between school and families. They provided valuable insights into curriculum changes, wellbeing strategies, and practical ways to support learning at home. These sessions empowered parents to engage confidently with literacy and numeracy development, fostering consistency between classroom practices and home learning environments. By creating a shared understanding of teaching approaches and offering hands-on strategies, trust and collaboration was fostered, ensuring that families continue to be active partners in their child's educational journey.

Student Performance in Tests and Examinations

NAPLAN

Students in Years 3, 5, 7 and 9 across Australia participated in the National Assessment Program Literacy and Numeracy (NAPLAN). The purpose of NAPLAN is to provide information to parents and teachers about the achievements of students in literacy and numeracy. The test provides a measure of the student’s performance against established standards and against other students in Australia. Each year the results are analysed by the school to inform teaching with a view to improving student performance.

NAPLAN results are reported against proficiency standards with 4 levels of achievement to give teachers, parents and carers clearer information on how students are performing:

- Exceeding: The student’s result exceeds expectations at the time of testing.
- Strong: The student’s result meets challenging but reasonable expectations at the time of testing.
- Developing: The student’s result indicates that they are working towards expectations at the time of testing.
- Needs additional support: The student’s result indicates that they are not achieving the learning outcomes expected at the time of testing. They are likely to need additional support to progress satisfactorily.

The percentage of student achieving at Exceeding and Strong proficiency standards in NAPLAN at Our Lady of Dolours Catholic Primary School for 2025 is reported in the table below.

NAPLAN RESULTS 2025		Percentage of students in the top 2 proficiency standards	
		School	Australia
Year 3	Grammar and Punctuation	93%	54%
	Reading	79%	66%
	Writing	75%	76%
	Spelling	86%	62%
	Numeracy	86%	64%

NAPLAN RESULTS 2025		Percentage of students in the top 2 proficiency standards	
		School	Australia
Year 5	Grammar and Punctuation	80%	63%
	Reading	82%	73%
	Writing	87%	65%
	Spelling	87%	69%
	Numeracy	82%	69%

Pastoral Care and Student Wellbeing

Pastoral Care Policy

The School's pastoral care and student wellbeing policies, guidelines and procedures are informed by the [Pastoral Care and Student Wellbeing Policy](#). This policy is underpinned by the guiding principles from the National Safe Schools Framework (2013) (NSSF) that represent fundamental beliefs about safe, supportive and respectful school communities. These guiding principles emphasise the importance of student safety and wellbeing as a prerequisite for effective learning in all Catholic school settings. The Pastoral Care and Wellbeing Framework for Learning for the Diocese of Broken Bay Schools System (the Framework') utilises the NSSF ensuring that diocesan systemic schools meet the objectives of the NSSF at the same time as meeting the diocesan vision for pastoral care and wellbeing. Further information about this and other related policies may be obtained from the CSBB website or by contacting CSBB. The policy was revised in 2019 to align with the [Australian Wellbeing Framework \(2018\)](#) for implementation in 2020.

Behaviour Management and Student Discipline Policy

The School's policies and procedures for the management of student behaviour are aligned to the [Behaviour Support Policy](#). Policies operate within a context that all members of the school community share responsibility to foster, encourage and promote positive behaviour and respectful relationships. The policy aims to promote a safe and supportive learning environment to maximise teaching and learning time for all students. It supports the development of students' pro-social behaviour based on respectful relationships and clear behavioural expectations. The dignity and responsibility of each person is promoted at all times along with positive student behaviours while ensuring the respect for the rights of all students and staff. Further information about this and other related policies may be obtained from the CSBB website or by contacting CSBB. There were no significant changes made to this policy in 2025.

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 significant changes made to this policy in 2025.

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 2025 to reflect new system processes.

Community Satisfaction

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

Parent satisfaction

During 2025, parents were afforded multiple opportunities to contribute feedback and influence the strategic direction of the school. Parent Group meetings and School Advisory Council sessions were well attended, addressing a wide range of topics and fostering meaningful community engagement. These meetings were also combined with opportunities to engage in student learning and the sharing of curriculum learning.

Feedback was overwhelmingly positive, affirming that Our Lady of Dolours provides a welcoming and inclusive environment, employs dedicated staff who go above and beyond in a professional manner to support students' social, emotional, spiritual, and academic development, demonstrates a strong commitment to academic excellence and a culture of learning, achieves consistently high NAPLAN results and overall academic performance, and offers affordability alongside convenient access to transport and essential services. Parent education sessions further strengthened partnerships by providing insights into curriculum changes, wellbeing strategies, and practical ways to support learning at home, reinforcing the collaborative approach between school and families.

Student satisfaction

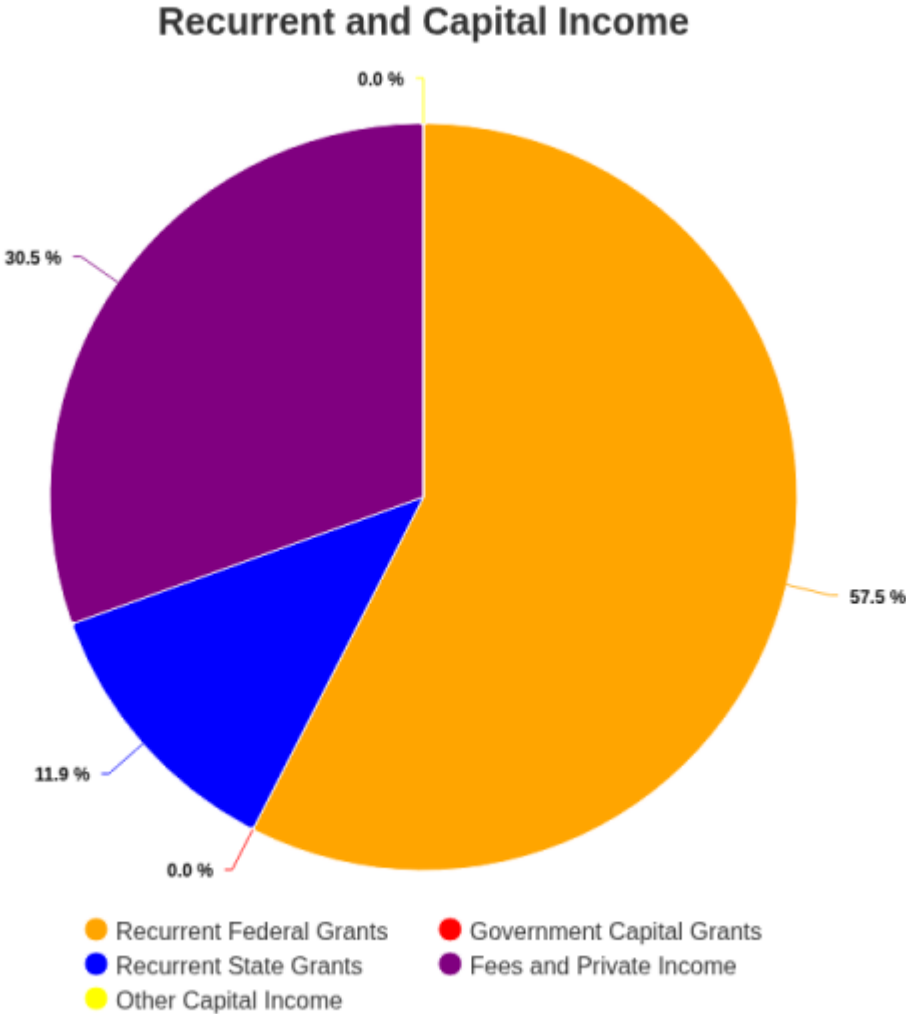
In 2025, students were provided multiple opportunities to have a voice in their learning through regular leadership group meetings and formal and informal check-ins with teachers and staff. These processes enabled students to express high levels of satisfaction in areas such as opportunities to lead school events, engagement in creative experiences like the Creative Arts Festival, involvement in producing segments for OLD TV Studio, participation in school excursions and incursions, and access to a wide range of wellbeing initiatives. Additionally, learning expos offered a powerful platform for students to share their learning with peers, parents, and the wider community, showcasing achievements across curriculum areas and reinforcing student agency and pride in their work. Feedback gathered through the Life Skills Go program further supported teacher understanding of individual student needs and enabled effective tracking of wellbeing concerns, ensuring timely interventions and a holistic approach to student development.

Teacher satisfaction

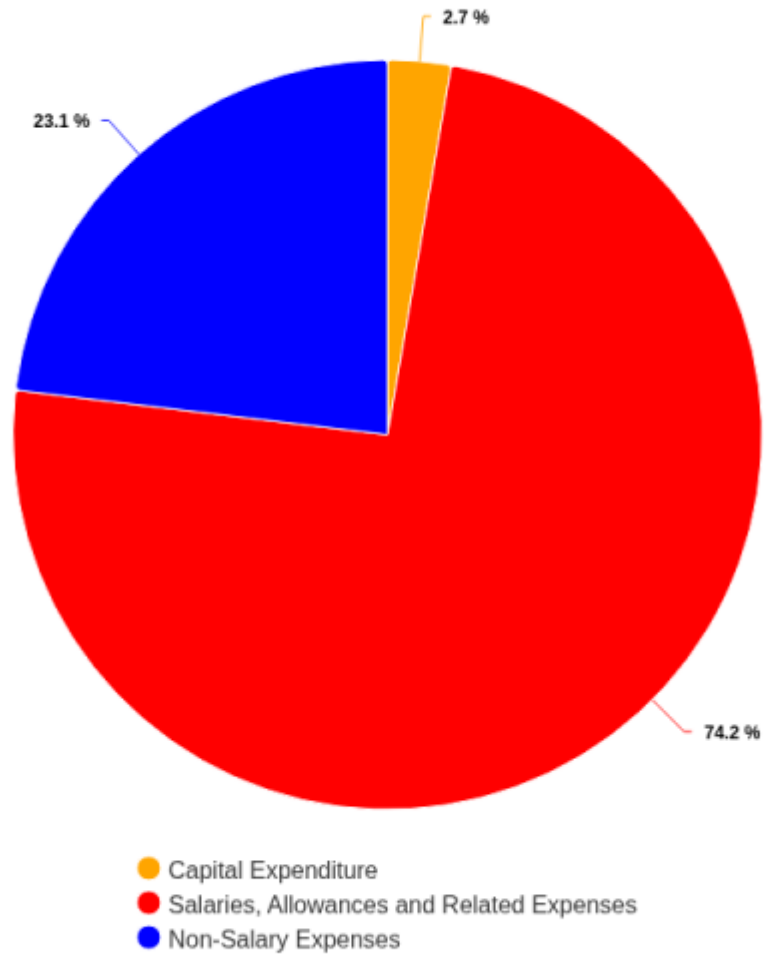
Staff completed the Culture Survey in 2025 and were provided regular opportunities to meet with the principal to discuss professional goals, mental health, and wellbeing. Survey results reflected exceptionally high levels of satisfaction and a healthy, collaborative environment. Notably, the Net Promoter Score was an outstanding 71, indicating strong staff advocacy and engagement. Role satisfaction was also very high, and all areas of the survey, work enablement, leadership, wellbeing and safety, and commitment to students, exceeded Diocesan averages. Staff described their experience at Our Lady of Dolours as positive, supportive, welcoming, collegial, and inclusive, expressing an extremely high level of satisfaction both in their workplace and as members of the broader school community.

Financial Statement

Consistent with the NESAs requirements, financial income and expenditure for the School in 2025 is shown below. More detailed financial data is available on the [My School website](#).



Recurrent and Capital Expenditure



END OF 2025 REPORT