



2020

ANNUAL SCHOOL REPORT



Our Lady of Dolours Catholic Primary School

94a Archer Street, CHATSWOOD 2067

Principal: Ms Kirsty Thorpe

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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 Catholic Schools Broken Bay (CSBB). CSBB 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 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 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](#).

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

2020 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 2020, Our Lady of Dolours faced many challenges that other schools faced to maintain parent engagement during Home Based Learning and the COVID-19 restrictions. Even though the COVID-19 restrictions prevented parents entering the school grounds, school leadership and teachers maintained a close relationship with parents through school newsletters, social media, online surveys, zoom parent meetings and online parent education

sessions. Families were also individually contacted by the school Principal during Home Based Learning to check-in for academic and well-being conversations.

Parents and carers were very appreciative of the efforts of all staff during Home Based Learning and how students transitioned back to school in such a calm, pastoral and successful manner.

The innovation of the 'Events Committee' replaced the P&F and representatives from each grade were prepared to organise and lead school community events. However, only a small number of these events occurred in Term 1 prior to COVID-19 restrictions were introduced. The Advisory Board continued to meet via zoom and assisted the school in the ever-changing landscape that COVID-19 presented. Class Parents worked successfully to connect school families to each other. This community spirit resulted in significant support of those in need which was especially vital during the period of Home Based Learning.

Prior to COVID-19 restrictions at the end of Term 1, a number of Parent education sessions were held to deepen carers' understanding of the school curriculum, such as positive behavioural program, "1-2-3 Magic" and Numeracy.

Many parents enhanced students' experiences including volunteering for the limited programs that were able to continue throughout 2020, including the banking program, serving in the canteen & assisting in the 'Innovation Station'.

Student Body Message

Even though 2020 was a completely different year than we have ever experienced in the school and in the world, we still believe we had a wonderful and successful year at Our Lady of Dolours for all the students at OLD. As students we developed deeper relationships with our peers and teachers because they helped us get through the tough times of 2020. We learnt so much about technology and online programs and we developed our independence, resilience and perseverance during Home Based Learning and with the COVID restrictions.

The Year 6 leaders continued to lead the school in a variety of ways that were unique to 2020. The leaders had to think 'outside the box' to create initiatives that could comply with the restrictions.

The teachers showed the students how much they cared but showing great compassion, dedication and patience as we learnt a new way to learn online. When we returned to school, many things had changed, yet the teachers continued to make school fun, safe and wonderful learning experiences for everyone.

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 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 2020 we had approximately 325 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/Creative Arts were taught by specialist teachers on a weekly basis.

When COVID restrictions allowed, extra-curricular activities included keyboard, guitar, chess lessons, coding at lunchtime and Mandarin classes after school. There are also opportunities to join the junior and senior school bands and choir. Due to COVID restrictions inter-school activities were unable to go ahead in 2020.

2020 saw the establishment and implementation of the first Events Committee for OLD which replaced the P&F and assisted school leadership to organise and lead school community events. Unfortunately, the vision for this committee was not fulfilled as all school events were cancelled after mid-term 1.

Public Speaking is highly valued and nurtured in all classes K-6 and there is an annual competition K-6. Even though the Diocesan competition for Year 6 was cancelled in 2020, we were still able to hold our school competition which demonstrated the strength of this skill within our students.

This year, the school again invested substantially in computer technology securing additional new interactive panel boards so that all classrooms now have one installed. The devices purchased over the past few years were vital in a successful transition to Home Based Learning and the continuation of the high level of education students experience at the school. The transition between Home based Learning and returning to school was highly successful at Our Lady of Dolours and all staff, students and parents remained calm, supportive and safe during 2020.

As a school, we anticipate many community events and school initiatives to commence again in 2021 and we excitedly await many of our school traditions to once again come to fruition.

Student Profile

Student Enrolment

Students attending the School come from a variety of backgrounds and nationalities. The following information describes the student profile for 2020. Additional information can be found on the [My School website](#).

Girls	Boys	LBOTE*	Total Students
170	151	238	321

* 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 [CSBB website](#) or by contacting CSBB.

Student Attendance Rates

The average student attendance rate for the School in 2020 was 95.00%. 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
94.04	95.41	94.32	95.19	96.47	96.08	93.52

Managing Student Non-Attendance

In order for students to reach their full potential it is of paramount importance that they attend school regularly. While it is the parents' legal responsibility under the NSW Education Act (1990) to ensure that their children attend school regularly, our staff as part of their duty of

care, monitor all absences and work in partnership with parents to support and promote the regular attendance of students. In doing so, the School, under the leadership of the principal:

- provides a caring environment which fosters a sense of wellbeing and belonging in students
- maintains accurate records of student attendance
- implements policies and procedures to monitor student attendance and to address non-attendance issues as and when they arise
- communicates to parents and students, the School's expectations with regard to student attendance and the consequences of not meeting these expectations
- recognises and rewards excellent and improved student attendance.

School attendance records also contain information regarding student absences including reasons for absence and documentation to substantiate reasons for absences. Teachers are required to monitor non-attendance diligently on a student by student basis and to bring to the attention of the Principal immediately any unexplained absences, non-attendance of a chronic nature, or reasons for non-attendance that cause concern. Matters of concern are referred to the Principal, CSBB and the relevant Department of Education officer where appropriate.

Where a student is not able to attend school for a prolonged period of time due to a medical condition or illness, the School in collaboration with parents, provides resources to contribute to the student's continuum of learning where possible. CSBB monitors each School's compliance with student attendance and management of non-attendance as part of the system's 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).

Staffing Profile

Staffing Profile

The following information describes the staffing profile for 2020:

Total number of staff	27
Number of full time teaching staff	10
Number of part time teaching staff	14
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 CSBB. 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: EPMC - Mathematics pedagogies

Day 2: Whole Diocesan virtual SDD lead by the Director and Bishop

Twilight 1: Renew RE

Twilight 2: Promethean interactive panel boards

Day 3: Numeracy and CPR

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 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. When COVID restrictions allow, 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.

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 when pandemic restrictions allow; 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 2021 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 2021.

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.

Throughout 2020 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 Our Lady of Dolours successfully navigated the very steep learning curve of teaching online during Home Based Learning (HBL) and this professional development continued through the remainder of 2020. The period of HBL provided deep learning experiences when teachers led each other through navigating new online teaching strategies and pedagogies. The new online teaching strategies and the inclusion of ICLT continued to be authentically integrated across all Key Learning Areas that heightened engagement, challenge and critical and creative thinking throughout the remainder of 2020. All classrooms 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.

Numerous teachers continued to work with school leaders to implement the EPMC Mathematics pedagogy, which greatly improved the problem solving abilities of the students, as well as, their independence, resilience and perseverance as learners.

The Stage 3 students integrated together as a cohort that worked flexibly as a whole stage, individual grades and individual home rooms. The creation of a Stage 3 hub allowed for students to work with different teachers, in a variety of learning environments and situations.

During 2020, the library was reinvigorated and refurbished with flexible learning furniture and renamed 'The Innovation Station'. This space was utilised by teachers to enhance whole grade or individual class lessons. Individual classrooms throughout the school also integrated more flexible learning furniture which allowed for students to explore the optimal environment for their learning.

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.

Due to the impact of Covid-19 this year, the Education Ministers agreed that NAPLAN would not proceed in 2020. This decision was taken to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, including potential online and remote learning.

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 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 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 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 CSBB website or by contacting CSBB. There were no changes made to this policy in 2020.

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 that is free from intimidation, humiliation and hurt. Anti-Bullying policies support school communities to prevent, reduce and respond to bullying. Further information about

this and other related policies may be obtained from the [CSBB website](#) or by contacting CSBB. There were no changes made to this policy in 2020.

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 [CSBB website](#) or by contacting CSBB. There were no changes made to this policy in 2020.

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.

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 2020, the school & community worked on the following SIP goals, however, within the interruption of the ever changing climate created by COVID-19, many of the Professional Learning was altered greatly to include online teaching, COVID restrictions and dealing with student's mounting anxieties about the pandemic. These SIP goals will be extended to 2021, so they can be fulfilled and achieved.

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 Renew RE strategies)
- Successful connections made with the Parish to ignite the faith journey of our school community (both in person and virtually)
- Further develop community connections & our social justice initiatives

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

- Embed pedagogies that ensure consistency of practice in Literacy teaching
- Embed the EPMC pedagogy into classrooms to improve learning dispositions
- Utilise ICLT to enhance the creative and critical thinking of students (including interactive panels)

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

** The Pastoral Care focused greatly when students returned from Home Based Learning to ensure the transition back to school was smooth and successful. The anxieties and worries students carried throughout 2020 was carefully monitored and addressed by the staff at Our Lady of Dolours**

Priority Key Improvements for Next Year

Throughout 2021, the school community strives to continue to achieve the following goals that will assist us in achieving our strategic goals. The following goals are closely aligned to the 2020 school goals as many opportunities were restricted due to the pandemic and the Government restrictions.

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

Continue to 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

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 2020, parent voice was sought throughout the year, especially during and after Home Based Learning. A large group of parents completed surveys that were sent out by individual teachers and from school leadership. The TTFM survey, held in Term 4, 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 2021 SIP.

The overall level of parent engagement in school events has increased significantly which is evident in events such as Parent Education & online and in-person meetings. With the introduction of zoom meetings and zoom events, the level of parent participation increased dramatically as they could access school events from their homes or workplace. As engagement levels continue to rise, the feedback has consistently been extremely encouraging & shows a growing level of parent engagement with the school.

Student satisfaction

Throughout 2020, students were surveyed numerous times to discover their thoughts about: levels of student engagement, challenge with learning, and their overall satisfaction at Our Lady of Dolours. Student voice is especially important during our periods of Home Based Learning and the process of returning to school. Teachers and school leadership needed to know where their students were at with their emotional wellbeing during the pandemic, as this was vital for continued learning.

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. and remained very positive in a challenging year.

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 throughout the whole year to check in with teachers during Home Based Learning and the remainder of the year of the pandemic) have shown teachers are highly satisfied with many aspects of their work and life at Our Lady of Dolours. Staff especially appreciated the commitment and dedication of leadership during a year of change and unprecedented challenges. Staff also appreciated the calmness in which school leadership dealt with the pandemic and the ease in which the school transitioned in and out of Home Based Learning.

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 2020, staff have mentored student leadership teams and contributed to the School Advisory Group, staff-led PBL team and curriculum based teams.

Financial Statement

Consistent with the NESAs requirements, financial income and expenditure for the School in 2020 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 2020	
Commonwealth Recurrent Grants ¹	\$2,160,246
Government Capital Grants ²	\$0
State Recurrent Grants ³	\$599,399
Fees and Private Income ⁴	\$1,183,371
Interest Subsidy Grants	\$1,954
Other Capital Income ⁵	\$216,297
Total Income	\$4,161,267

Recurrent and Capital Expenditure 2020	
Capital Expenditure ⁶	\$76,118
Salaries and Related Expenses ⁷	\$3,132,019
Non-Salary Expenses ⁸	\$902,868
Total Expenditure	\$4,111,005

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 2020 REPORT