

2025

ANNUAL SCHOOL REPORT



Eileen O'Connor
Catholic School

Eileen O'Connor Catholic School

147 Prahran Avenue, DAVIDSON 2085

Principal: Ms Fiona Dignan

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About this report

Eileen O'Connor Catholic 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

At Eileen O'Connor Catholic School, we embrace you for who you are and empower you to grow in Christ's love.

Guided by the Catholic Schools Broken Bay values of faith, joy, compassion, courage and witness, we are building a connected school community, where every individual is celebrated, and all are encouraged to live out their God-given potential.

Our vision is to be a beacon of hope and excellence, where students with a disability thrive as confident learners, compassionate individuals, and active members of their parish community.

Through personalised instruction and a supportive faith-filled community, we envision a future where all students are equipped to live joyful, purposeful lives.

Eileen O'Connor Catholic School continued to grow in 2025 with the addition of two primary school support class locations at Woy Woy and Narraweena. This was in addition to the support classes already established at Lake Munmorah, Wahroonga and Davidson.

Parent Body Message

We recognise that parents and carers are the first and foremost educators of their children. We value the partnership between families and our school, which supports parents in their essential roles in their child's faith formation, learning, and wellbeing.

In this partnership, families and teachers hold distinct yet equally important roles. We promote collaboration, mutual respect and trust, which align with the ethos and values of the Catholic Church. Teachers and staff are respected for their professional skills and competence, while parents are valued for the central role they play in their child's growth.

Eileen O'Connor Catholic School parents are provided the opportunity to join in community events and parent meetings at each of the support class campus locations.

Student Body Message

At Eileen O'Connor Catholic School, we recognise that students are most engaged in their learning when they feel heard, respected and valued. We actively promote student voice by providing meaningful opportunities for students to share their perspectives, interests and preferences in how they learn best. This includes involving students where appropriate in

setting personalised learning goals, choosing ways to demonstrate their understanding, and reflecting on their progress.

By empowering students to contribute to their learning journey, we foster confidence, encourage ownership, and develop essential skills such as decision-making, independence and self-advocacy.

We continue to strengthen our partnership with families by supporting student voice through ongoing communication, collaborative goal-setting conversations and by celebrating each student's growth and achievements.

School Features

Eileen O'Connor Catholic School is a co-educational school for students in Kindergarten to Year 6 with a diagnosis of Autism and/or Intellectual Disability. In 2025, 72 students were enrolled in support classes across five campus locations; St Brendan's Catholic School Lake Munmorah, Prouille Catholic School Wahroonga, St Martin's Catholic School Davidson, St John the Baptist Catholic School Narraweena and St John the Baptist Catholic School, Woy Woy.

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

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

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

Student Profile

Student Enrolment

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

Girls	Boys	LBOTE*	Total Students
18	52	20	70

* 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 86.61%. Attendance rates disaggregated by Year group are shown in the following table.

Attendance rates by Year group						
Kindergarten	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
89.22	81.52	83.92	86.37	85.84	94.33	92.45

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	46
Number of full time teaching staff	9
Number of part time teaching staff	18
Number of non-teaching staff	19

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	1
Provisional Teachers	1
Proficient Teachers	24
HALT Teachers	1

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 explores 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.

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

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

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

Curriculum, Learning and Teaching

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

The NESA curriculum provides the flexibility to meet the needs of a range of learners. Eileen O'Connor Catholic School teachers design learning so that it is inclusive of all learners in each

multi stage class. All students enrolled with Eileen O'Connor Catholic School have an Individual Education Plan (IEP) based on a collaborative planning process to determine the most suitable learning outcomes and appropriate content for each KLA.

Student Performance in Tests and Examinations

NAPLAN

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

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

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

The percentage of student achieving at Exceeding and Strong proficiency standards in NAPLAN at Eileen O'Connor Catholic School for 2025 is reported in the table below.

As this data reflects a very small cohort of students, percentage results may vary significantly from year to year and should be interpreted carefully. In addition, not all students at Eileen O'Connor Catholic School participate in NAPLAN.

NAPLAN RESULTS 2025		Percentage of students in the top 2 proficiency standards	
		School	Australia
Year 3	Grammar and Punctuation	25%	54%
	Reading	0%	66%
	Writing	0%	76%
	Spelling	38%	62%
	Numeracy	44%	64%

NAPLAN RESULTS 2025		Percentage of students in the top 2 proficiency standards	
		School	Australia
Year 5	Grammar and Punctuation	0%	63%
	Reading	0%	73%
	Writing	0%	65%
	Spelling	0%	69%
	Numeracy	0%	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

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

Student satisfaction

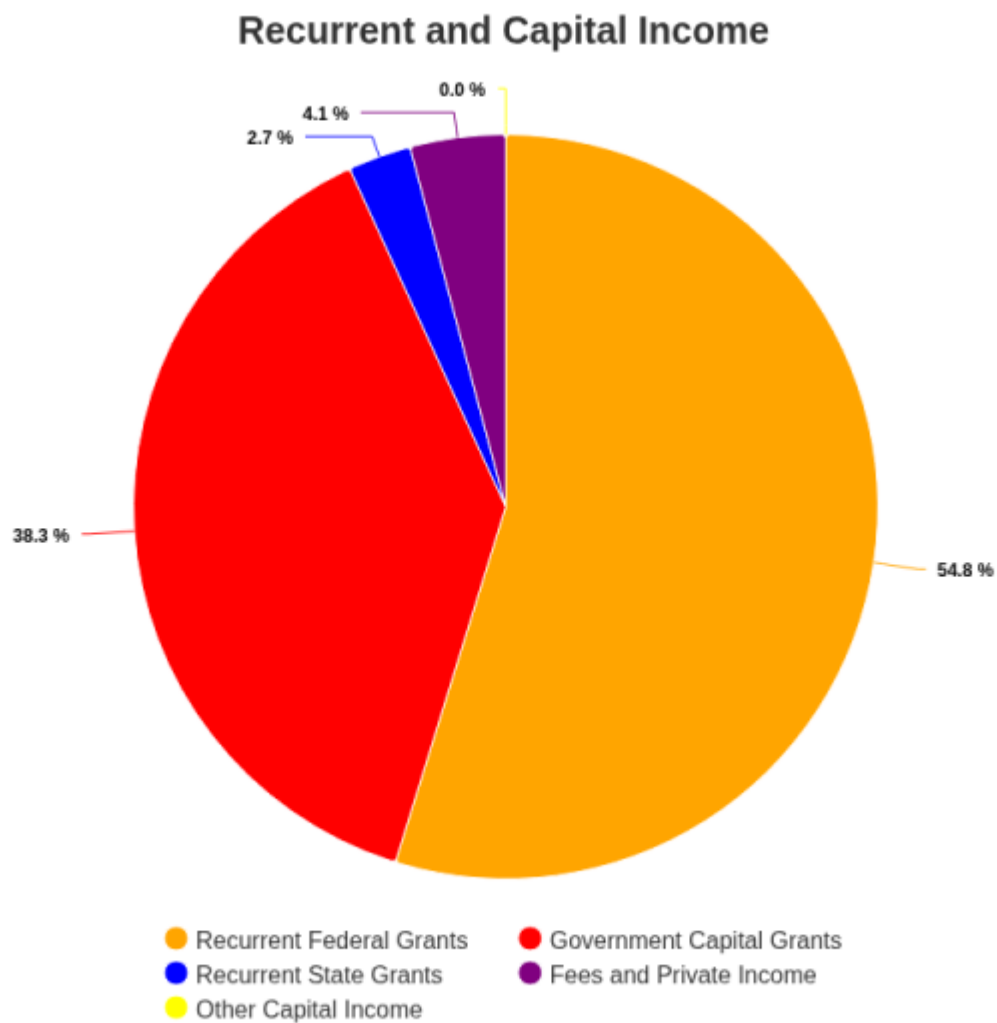
Staff value listening to student voice as it determines satisfaction with adjustments in place to support access to learning. Students are more likely to share honest feedback when they feel respected and understood. Our school focuses on building relational trust through consistent, positive relationships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

Teacher satisfaction

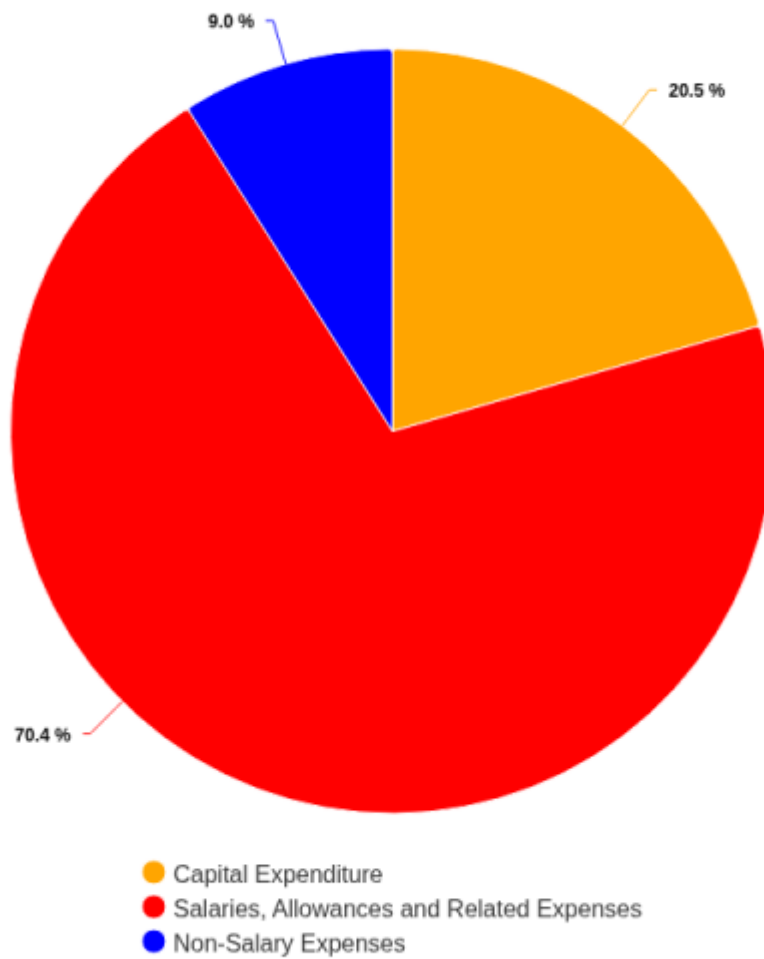
Teacher discussions at staff meetings, workshops, surveys, and professional learning days were used to discern staff satisfaction. In addition, teachers engaged positively with continuous improvement conversations to determine learning and wellbeing goals aligned to school improvement.

Financial Statement

Consistent with the NESA 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