



Catholic
Schools Office
DIOCESE OF MAITLAND-NEWCASTLE

ANNUAL SCHOOL REPORT

2015

SERVICE † LEADERSHIP † JUSTICE
Together in Christ



Our Lady of Lourdes Primary School, TARRO

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About the Annual School Report

Our Lady of Lourdes Primary School is registered by the Board of Studies Teaching and Educational Standards NSW (BOSTES) as a member of the Catholic system in the Diocese of Maitland - Newcastle.

The Annual School Report provides parents and the wider community with fair, accurate and objective information about various aspects of school performance and development. The Report describes achievement of school development in 2015 and gives information about 2016 priorities.

This Report is a legislative requirement under the Schools Assistance Act, 2008.

The information in this Report is complemented by the Catholic Schools Office website and school websites where other publications and newsletters can be viewed or obtained.

Messages from Key School Bodies

Principal's Message

2015 was a significant year for the Staff, students and families of Our Lady of Lourdes Catholic School Tarro. It was my first full year as Principal of this amazing school and my vision encompassed the development of Professional Learning Teams working together in a Professional Learning Community. As an Executive, we decided that it would be beneficial if we devoted 2015 to the pursuit of enhancing the TIME that was available for *learning* by removing as many interruptions and distractions from the timetable as possible. We named 2015 a "Year of Grace" in which we consciously committed ourselves to making every minute count in order to enhance student outcomes. We focussed on improving student outcomes by increasing our understanding of:

- Assessment *for, of, and as* learning
- Feedback and its value in supporting growth
- Continuum placement in Maths and English
- Collaboration
- Use of data to inform planning

Parent Body

We started the year with a disco at Beresfield Bowling Club to welcome our new Kindergarten students and the rest of the students and their families at OLOL. We made a profit of \$181 and it was a good time had by all. We then had 2 Pie drives in March and August which was very popular with many families, this raised \$1170. Our Easter raffle was another great fundraiser which made a profit of \$1500. We held 3 pizza days throughout the year which was a great hit with all the kids which raised \$958. We had our usual annual Mother's day and Father's day stalls for the year.

Our Trivia night was held in September and was a huge success. It was our best fundraiser for 2015 with the total profits being \$2251. We also held a family barefoot bowls day which made \$481.

We ended the year with a new fundraiser being our Carols by Candlelight which was a really fun night for all our families and teachers. Overall the total amount that we made for the year fundraising was \$7926.78

The P and F were able to contribute the following to the school based on the fundraising and money in the account from the previous year the following:

\$21,000 to the school to go towards updating computers and IT, soccer goals, \$1000 towards the new sandpit, a new canteen freezer and benchtop oven, fly screens for class windows, new stackable outside seats.

It was a great year!

Donna Mckeowen – P and F President 2015.

Student Body

In 2015 we had a Year of Grace where we focussed more on our academic studies but especially on stopping and connecting with the Father. The way we connected with the Father was for three days each week the whole school dropped everything and meditated being thoughtful to our needs and the needs of others.

All students travelled to places for an excursion. Kindergarten went to Oakvale Farm, Year 1 and Year 2 went to Hunter Valley Zoo. Year 3 travelled to Sydney to the IMAX Theatre, Year 4 had a Sleepover at school and Year 5 went to the Great Aussie Bush Camp. Finally, Year 6 was amazed at the sights of Canberra. We all participated in Hunter Life Education and Sports Australia activities. 2015 was a great year!

Clea Redriff and Isabella Schofield

SCHOOL FEATURES

History of the school

2014 marked 70 years since education began at this place. On that day 32 students gathered here and were divided into 7 class groups. There were, however only 2 teachers – both Sisters of Mercy, who shared the children between them. Their teaching space was the Church (now our Hall), which had a curtain hanging across the middle to separate the two classes and every Friday from then on a great deal of time was spent clearing away the signs of education and preparing for weekend Mass – Monday morning was taken up with restoring the school space. It would be another 14 years before a ‘proper’ school was opened. We are truly blessed to be together as a community sharing a unique journey. We are contributors to a culture which is deeply embedded with Gospel values and we continually work to strengthen school and Parish links. We are the keepers of the story which began so long ago and is revered in the stained glass windows which are gifted to the school by our Y6 students as they move forward to their Secondary education.

Location/Drawing Area

The school has an enrolment of 279 children feeding mainly from the Tarro, Woodberry, Beresfield, Thornton, Tenambit and Ashtonfield areas.

Catholic Identity and Mission

Catholic Imagination and Spirituality

The community of OLOL is an evolving one - it is vibrant and deepened in Gospel values which are evident in the way each Staff member relates to students, families and each other. We ensure that we gather for a Staff Retreat at the beginning of the year to honour our personal spiritual development and enhance our relationships with each other. We regularly review the impact of our role as Church to our students and their families and we gather for prayer together every morning to place ourselves in the hands of our loving God. As a Staff we value the high esteem in which we are held by the community as we respect and acknowledge the dignity and worth of every person with whom we share the journey!

Family, Parish and Diocesan evangelising and catechesis

Our Mission and Vision statements reflect the Catholic culture which permeates our school environment. We celebrate liturgical events throughout the Church Year and gather with parishioners to share the Eucharist on a regular basis. We support and promote the weekly celebration of Mass in Beresfield Parish and Staff members are frequent attendees. Our REC is a key 'player' in the Parish Sacramental Team and our students and teachers participate in all Diocesan liturgical gatherings.

Christian Discipleship

Our students are reminded every day of the call to discipleship. From our initial gathering each morning (to acknowledge the traditional owners of this land and share our School Prayer with extended family) to our blessing at the end of the day, we are living witnesses to Christian values. We place tremendous importance on our behaviour focus which is Positive Behaviour Support. Our school rules are simple - Be Safe, Be Responsible, Be Respectful, Be A Learner. Each term we focus on one of the rules and 'unpack' it throughout each week of the term. The reward system is based on tokens which are awarded for positive behaviour, and levels of achievement are in place. Highly valued letters of commendation are sent to parents when specific levels are achieved.

Religious Education and Curriculum

The classroom teaching of Religion follows the aims and outcomes set out in the Diocesan K-6 Religion syllabus. The syllabus has four major strands which include Jesus and Scripture, History and Beliefs Celebration and Prayer, Justice and Morality. Throughout 2015, teachers participated in a variety of professional development opportunities provided by the CSO to enhance the teaching of Religion. Many Staff members participate in extra-curricula activities eg "Be, Grow, Show", Catholic Youth Festival, Sacramental Teams, Children's Liturgy to continuously develop their own faith story.

Initiatives Promoting Respect and Responsibility

We promote respect and responsibility through both formal and informal programmes and take our commitment to social justice seriously. Our Y6 students accept a variety of leadership roles throughout the school.

In keeping with our Mercy tradition we actively engage in activities that support those services working for a better life for the poor and marginalised. We raise funds for St. Vincent de Paul, Caritas, Catholic Mission, SIMS Cambodia and indigenous communities.

Student Profile

The table below shows the number of students in each of the categories listed.

LBOTE*	SWD*	Indigenous
18	22	13

*Language Backgrounds Other Than English (LBOTE); Students With Disabilities (SWD)

Enrolment policy

Our Lady of Lourdes Primary School follows the guidelines provided by the Catholic Schools Office *Enrolment Policy 2013*. This Enrolment Policy has been devised in order to accommodate the needs of families seeking a Catholic education. It aims to set direction for school procedures and practices for enrolling students into Catholic Primary and Secondary Schools within the Diocese of Maitland-Newcastle and to establish a common, consistent approach in enrolment practices and assist the system of Catholic schools to provide schooling, where possible, for all Catholic children who seek enrolment, cater for the individual needs of each child equitably within the constraints of the available teaching and material resources and to encourage parents enrolling their children in Catholic schools to give support to parish and school life, especially in education in faith.

Copies of the Policy are available from the school, or from the Catholic Schools Office website. Parents concerned about school fees should ensure they make contact with the school. Diocesan provisions (including standard discounts for those with a Health Card) exist to help in this area, and the Principal can also exercise discretion where genuine need exists.

Actual Enrolments 2015

Scholastic Year	Number of Students
K	27
Year 1	35
Year 2	35
Year 3	42
Year 4	50
Year 5	43
Year 6	38
Total	270

Student Attendance - K to 6 - PDF

Percentage of student attendance by Year level and school average for 2015

K	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	School Average
94.56	93.89	93.89	94.81	92.5	93.65	93.31	93.61

Managing Student Non-attendance

Regular attendance at school is essential if students are to maximise their potential. Schools, in partnership with parents and guardians, are responsible for promoting the regular attendance of students. The compulsory years of schooling is age 6 to 17. Principals and school staff, in consultation with students and their parents, will usually be able to resolve issues relating to non-attendance. While parents should be reminded of their legal obligations under the Education Act, (1990), the welfare of the student must be the focus of this consultation. The most effective means of restoring and maintaining regular school attendance includes sound attendance monitoring practices and regular follow-up of unexplained absences by contacting parents promptly. Resolution of attendance difficulties may require a range of additional school based strategies including student and parent interviews, reviewing the appropriateness of the student's educational program, development of a school-based attendance improvement plan, referral to the school counsellor or outside agencies and support from school - based personnel. If a range of school-based interventions has been unsuccessful, support may be requested by referring individual cases of unsatisfactory attendance to the Catholic Schools Office.

Pastoral Care and Wellbeing

Student Welfare Policy

Our Lady of Lourdes school has developed a Pastoral Care Policy based on the Gospel values of dignity, faith, justice and relationship with Jesus. In recognising the worth of each individual we give time to the concerns of every student and their family. We address student welfare at each Housekeeping meeting and ensure that each Staff member is alert to the specific needs prior to engaging with the child in the classroom or on the playground. We regularly inform parents of any concerns we have and provide an Attitude Report for every child at the end of Term 1.

We provide a Parent Handbook with guidelines for requesting support and highlighting our emphasis on addressing the well-being of the whole child. Our Buddy system (Y6 and Kindergarten) supports the transition of new students into the school environment.

Discipline Policy

Our Discipline Policy has student well-being as its foundational premise. We encourage children to "report problems" so that solutions can be determined. Inappropriate behaviour is dealt with quickly and in a manner that is supportive of all involved. Children have the opportunity to learn from their mistakes and engage in restorative practices. Should misbehaviour continue, parents are notified of our concerns via 'Reflection Room' documentation, and, if required, they are involved in conversations with the Principal. At times, it is necessary to initiate more serious responses which include suspension. The Diocesan Pastoral Care Policy is implemented throughout this process.

The full text of the School's Student Discipline Policy may be accessed on the School's website or at the administration office.

Anti-Bullying Policy

Catholic schools have the responsibility to promote cultures of trust, cooperation and respect in the lived experience of the Catholic Christian setting. Bullying in a school mitigates such a culture and inhibits the development of positive relational outcomes for the common good of students, teachers and caregivers. *Our Lady of Lourdes Primary School Anti-Bullying Policy* is reviewed regularly and is available on the school website.

Complaints and Grievances

The school has formal written protocols in place to address complaints and grievances. These protocols are in line with the Complaints and Grievances Resolution Policy (2013), developed to provide a consistent approach for all Diocesan schools. This policy aims to address the concerns of Parents / Carers and the wider community. These concerns may include children's learning, behaviour and welfare, school organisation and management, student health and safety issues.

A copy of this policy and the informative parent brochure is available from the school office, school website or is available on the Catholic Schools Office website.

School Improvement

School Improvement Plan

A total focus on learning underpinned 2015. We implemented Professional Learning Teams as we moved towards becoming a Professional Learning Community. Most interruptions to the teaching day were pared back and, as a Staff we became significantly more focussed on providing quality learning opportunities for our students, improving our understanding and practice of effective assessment and using the data to inform our planning and selection of teaching strategies. We heightened our response to professional development opportunities offered within and outside our system. As I had already completed 6 months in the Acting Principal position at Our Lady of Lourdes Tarro, I had a clear vision of the cultural shifts which I believed were necessary when I became Principal at the beginning of 2015. I worked with the Executive Staff to ensure that we were operating from the same foundational premise - "it's all about the students and their learning" - and we maintained that focus as we supported and encouraged the Staff throughout the year. State Action Plan funding (Leading Teacher appointment / professional development of Staff) facilitated the consistent focus on these improvements.

School Academic Priorities

Key improvements achieved this year	Key improvements for next year
Professional Learning Teams were the main focus for progress and they were implemented successfully. Cultural change - frequent PD; heightened awareness of relational aspect of teaching - the teacher makes the difference!	Improved teaching of Maths and the Writing strand of English will have high priority in 2016. Continued opportunities for PD especially in Maths and Writing Developing OLOL as a centre of learning excellence.
Collaborative Teaching / Focus on Learning - Staff professional literacy noticeably improved. NAPLAN results were significantly higher for Y3 students and pleasing growth was evident for Y5	ASSESSMENT! All aspects of assessment especially using data to inform teaching.
Data literacy - data walls; use of continuum and ELK site for informing programming	Heightening the awareness of the need for Aboriginal education and the needs of Aboriginal students. Community building

Academic Achievements

Significantly improved NAPLAN results

Won local Science and Engineering Competition

Individual achievement "Little Big Ideas"

Participation in ASC Gifted and Enrichment Program

Cultural achievements

2015 was committed to achieving learning goals while minimising interruptions to the curriculum. Involvement in external activities was limited.

Sporting achievements

2015 was dedicated to academic pursuits with limited external activities.

Student Achievements

Performance in National Testing

The National Assessment Program – Literacy and Numeracy (NAPLAN) is an annual assessment for student 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 School planning and is used to support teaching and learning programs.

The tables below show the percentages of students who achieved particular skill bands in numeracy and the aspects of literacy. The School results shown are 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.

NAPLAN RESULTS 2015		% of students in the top 3 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 3	Reading	80.00%	71.10%	5.00%	12.90%
	Writing	82.50%	75.80%	7.50%	9.30%
	Spelling	80.00%	65.20%	10.00%	16.70%
	Grammar	92.50%	73.20%	5.00%	12.60%
	Numeracy	80.00%	60.80%	10.00%	16.80%

NAPLAN RESULTS 2015		% of students in the top 3 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 5	Reading	60.00%	57.90%	20.00%	20.00%
	Writing	15.91%	52.40%	22.73%	19.50%
	Spelling	65.91%	60.80%	9.09%	14.60%
	Grammar	50.00%	60.90%	25.00%	18.60%
	Numeracy	35.56%	55.80%	22.22%	17.60%

Staffing Profile

Staff Qualifications

Qualifications and Experience	Number of Staff
I. Teachers with teaching qualifications from a higher education institution within Australia or as recognised by National Office of Overseas Skills Recognition (NOOSR).	19
II. Teachers with qualifications from a higher education institution within Australia or as recognised by NOOSR but lacking formal teaching qualifications	2

Workforce Composition

Number of Staff	
Total teaching staff	19
Total non-teaching staff	6
Grand total	25
Percentage of teachers who are indigenous	0

Teacher Attendance

97%

Teacher Retention

95%

Professional Learning Undertaken

High Reliability Schools Conference

Maths workshops

Focus on Reading

Staff Spirituality Retreat

Professional Learning Community (establishment)

Professional Learning Teams

Executive Leadership Development

Reviewing School Culture

Science workshops

Teacher Librarian Conference

Mental Health Inservice

Richard Leonard "Why Bother Praying"

Emergency Care

CPR

Parent, Student and Teacher Satisfaction

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

Parent Satisfaction

Our review survey material has provided evidence to support a high level of parent satisfaction with:

- The management of Anti-bullying procedures and policies and the security of the school. They enjoy a positive relationship with the school which is respectful. They appreciate the care provided by staff to their children and value the positive learning structures which acknowledge that success can be achieved by all children, in diverse ways.

Student Satisfaction

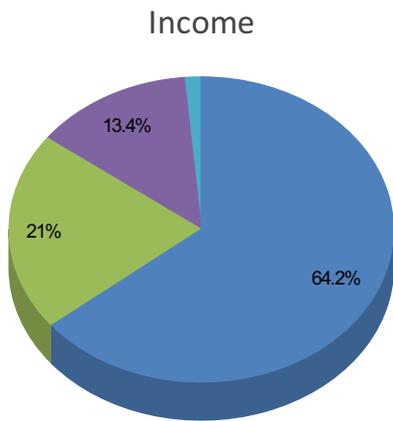
Our review survey material has provided evidence to support a high level of student satisfaction with:

- The best thing about being a student at this school is that they help us with anything with our education and solve bullying problems they do that for a happy and helpful school
- If you have a problem the teachers take it on board and handle it. The teachers also go out of their way to make a student's time at this school the best time

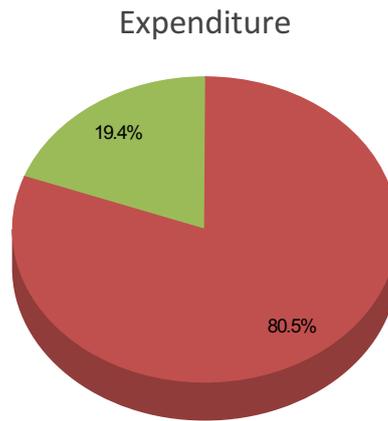
Staff Satisfaction

Our recent SEVDEV survey material has provided evidence to support a high level of staff satisfaction with:

- The evident Catholicity in the school and wonderful relationship with the Parish, the proactive approach to improvement, the effective organisation and management of the school, the relationship the school has with the wider community and effective organisation of resources, which has improved over time.



- Commonwealth Recurrent Grants (64.2%)
- Government Capital Grants (0%)
- State Recurrent Grants (21%)
- Fees and Private Income (13.4%)
- Other Capital Income (1.4%)



- Capital Expenditure (0.1%)
- Salaries and Related Expenses (80.5%)
- Non-Salary Expenses (19.4%)

This School Financial Information is based on the detailed information provided to the Commonwealth Government in the Commonwealth Financial Questionnaire. School Financial Information for the 2015 year is detailed below:

RECURRENT and CAPITAL INCOME	
Commonwealth Recurrent Grants ¹	\$2,115,155
Government Capital Grants ²	\$0
State Recurrent Grants ³	\$693,292
Fees and Private Income ⁴	\$440,588
Other Capital Income ⁵	\$47,106
Total Income	\$3,329,702

RECURRENT and CAPITAL EXPENDITURE	
Capital Expenditure ⁶	\$2,692
Salaries and Related Expenses ⁷	\$2,535,402
Non-Salary Expenses ⁸	\$610,041
Total Expenditure	\$3,148,135

For the 2015 year the Our Lady of Lourdes Primary School received \$33,561 as Interest Subsidy. Our school community is appreciative of the support it received from the NSW State Government under the Interest Subsidy Scheme

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.

Report Access and Publication

This report is available to members of the school and wider communities. Copies will be supplied to the Catholic Schools Office, The Board of Studies Teaching and Educational Standards NSW, The Parent and Friends Association, the Parish Priest and to all parents.

Copies of this school's Annual School Report are available to the general public. Persons wishing to access a copy of the report should contact:

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Our Lady of Lourdes Primary School

TARRO

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For further information relating to the Diocesan Policy please refer to: <http://mn.catholic.edu.au>