



Our Lady of Lourdes Primary School, TARRO

PO Box 246, BERESFIELD 2322

Principal: Mrs Cheryl Henderson

Phone: 4966 1302 Fax: 4966 1322

Email: admin@tarro.catholic.edu.au

www.tarro.catholic.edu.au

[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

Our Lady of Lourdes Catholic School, Tarro continues to provide excellence in education in an environment of encouragement, acceptance and support. Our commitment to be witnesses to the teachings of Jesus underpins all interactions here.

Pope Francis named 2016 the 'Extraordinary Jubilee Year of Mercy'. He invited us to rethink our tasks each day and reflect on possible works of mercy in education and the practical action we can take. With this in mind I made my expectations clear to my Staff at the beginning of 2016:

"We will deepen the students understanding of how we want to help them learn by acknowledging that we cannot accomplish our fundamental purpose of high levels of learning for all students unless we work together collaboratively. Students are encouraged to recognise:

- they CAN and WILL be successful here
- they may NOT choose to FAIL
- we want them to feel CONNECTED
- we want them to get INVOLVED
- we want them to be SUCCESSFUL"

In the words of Pope Francis we need to be "oases of peace, beacons of hope and places of high-quality teaching and learning".

I believe that the following affirmations attest to our success!

~~~~~

*Dear Cheryl and staff,*

*I am a Newcastle Sister of Mercy, just arrived home from your BEAUTIFUL end-of-year-school Mass and I can't go to bed before letting you know that I was in tears for most of the night, so moving did I find it. Every word, from your wonderful Proclaimers of the Word to your gorgeous Kinders giving the gifts to their Year Six buddies .... and everything in between - from your encouraging words, Cheryl, to the wholehearted singing and reverence of your children .... was a testament to your investment of love, time and energy into that inspirational community that is Our Lady of Lourdes, Tarro.*

*I thank each of you for so faithfully handing on Catherine McAuley's baton and wish you a wonderfully "restorative" holiday; love*

*Mary*

~~~~~

Dear Cheryl

I was stopped on our stairs a little over a week ago by Renee Tycznski as she wanted to tell me about a presentation she had given to the staff of Our Lady of Lourdes, Tarro. She told me she had never been made more welcome in a school than she was that day. She went on to say that the level of interest from the staff, their engagement in the material she was presenting and the strong sense of "team" that she detected there was the best she had ever experienced in her time working with the CSO in her various roles over a number of years.

She was so praising of you and your staff. I have a very high opinion of Renee, she is a quality operator and so I place great trust in her judgement.

Please pass on my thanks to your staff for who they are and how they work so well together.

With best wishes,

Ray (Collins)

Director of Schools CSO Maitland-Newcastle

Parent Body

We started the year with a disco to welcome our new Kindergarten students and the rest of the students and their families at OLOL. We made a profit of \$450 and it was a good time had by all. 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 \$816. We had our usual annual Mother's day and Father's day stalls for the year.

We did the 5c fundraiser in April which all the children loved participating in and this made \$480. We did a thermomix raffle which made us \$601 in July.

Our Trivia night was held in July and was a huge success, making us a profit of \$2671. We did a new fundraiser for the year in September which was a fun heptathlon. It was our best fundraiser for 2016 with the total profits being \$3618. We also sold entertainment books throughout the year which made \$505.

We ended the year with the last 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 \$11,740.83

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:

\$5,000 to the school grounds upkeep, \$1407 for the bird proofing of the COLA area and we also contributed to the school's canteen supervisor which was for \$1500, fly screens for class windows which was \$600, new PRC books for the library which was \$450 and we also purchased some new outdoor equipment for the children (skipping ropes, hoops and balls) being for an amount of \$512

It was a great year!

Donna – P and F President 2016.

Student Body

We enjoy OLOL because we have lots of opportunities to be involved in Sport (Athletics, Cross Country, Swimming, Rugby League, Netball, Gymnastics). We also have Public Speaking Competitions, Debating and a Spelling Bee each year.

In 2016 we started a Student Council and representatives of every class met to talk about how we could improve our school. We had an Executive and Mrs Henderson came to each meeting to hear our suggestions.

Our Canteen is full of healthy options for the students and Aboriginal students can go to Culture Yarns with Miss Huntriss.

SCHOOL FEATURES

History of the school

Our Lady of Lourdes Catholic School was opened in 1944 with an enrolment of 32 students and 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 part of this 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 265 children feeding mainly from the Tarro, Woodberry, Beresfield, Thornton, Tenambit and Ashtonfield areas.

In 2016 we accepted enrolment from several families who, for a variety of reasons, had decided to change their child's educational environment within this geographical area. In every case, the parents spoke of the positive comments they had heard about our school and our approach to supporting students. We also accepted enrolment for a family of three foster-children from the Northern Territory whose carer spoke of the research he had engaged in before deciding what he considered to be the right school for his sons.

I am very proud of the standing we have in our own community and further afield.

Catholic Identity and Mission

Catholic Imagination and Spirituality

At Our Lady of Lourdes it is accepted that all children are innately spiritual, it is our role to provide an environment where children feel comfortable to share their spirituality and their faith with all they encounter. 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 Lady of Lourdes is very much a part of the Parish and Diocesan life. The school, our families and the parish, work together as partners in the spiritual formation and education of our children. The school is an extension of the Parish community and Chisholm Region. Our REC is the Parish Sacramental Team Leader, attending the needs of the students and families of OLOL as well as the wider parish community. Our school Secretary is also a part of this team as well as the parish liturgy team.

Parish activities and links are therefore promoted well through regular announcements via the school's newsletter and App. The school's Religious Education programme is organised to coincide with the Chisholm Region Sacramental Programme. A Parish Mass is celebrated on our site each month and a grade group joins in the adult worship. Our school with all other Diocesan primary schools join together during Catholic Schools Week Mass, Mission Mass, Special Needs Mass, and Mini-Vinnies activities.

Christian Discipleship

The first step on the path of discipleship begins in the exact place where we stand! It doesn't matter if we are rich or poor. There is no requirement to be educated, eloquent, or intellectual. The faith development of our students and staff is an integral part of each day at Our Lady of Lourdes. We aim to nurture and challenge our everyone's faith so that it becomes a real and dynamic aspect to their lives. All staff at our school give up time in their personal lives to attend Faith and spiritual awakening retreats. In 201d the staff attended a retreat designed around the Theme of Catholic schools now and in the future. The aim was to provide an inclusive, informed and creative forum for all involved in our school community

Many of the teachers are involved in professional development, at a Masters Level, undertaking units with a Religious focus.

Three of our staff and two ex-students travel to Poland for World Youth Day.

During 2016 Richard Cootes from Catholic Mission was invited to school to discuss and reflect on the lives of children in mission countries and our call to service.

Religious Education and Curriculum

Our Religious Education KLA is at the core of our educational endeavours. The Principal, in conjunction with the Religious Education Coordinator, ensure that all teachers use pedagogy that illuminates the light of the Gospels in all learning areas in the curriculum. All staff have been in serviced in the use of the new units from the Catholic Schools Office. Religious Education is an integral part of learning and its planning is found in the first section of each class programme. Our Lady of Lourdes is "a place of integral education of the human person through a clear educational project of which Christ is the foundation; its ecclesial and cultural identity; its mission of education as a work of love; its service to society; the traits which should characterize the educating community." CONGREGATION FOR CATHOLIC EDUCATION (1997)

Initiatives Promoting Respect and Responsibility

During the 2016 school year the children participated in a number of mission days which focused on our assistance of less advantaged families through our service. Our Mini-Vinnies team continues to be well supported by our students in Year 5 who were instrumental in collecting money and foodstuffs for those in our local community who need our assistance. The degree of respect and responsibility shown by the children is heart-warming. The schools' effort has continued to uphold the strong bond with the local St Vincent De Paul Society who welcome the donations. Our students organised activities such as face painting and guessing competitions to raise much needed funds for Catholic Missions. We promote our respect and responsibility each day in many ways. We begin each day as a school community in prayer, starting with the staff who pray each morning, and then at assembly, with the students and parents. A key focus in Our Lady of Lourdes is the respect for our heritage, our Mercy Charism and our School Chapel, a place of worship, it is central to our heritage. Our history captured annually as a new stained glassed window is designed and paid for by our year 6 cohort.

Student Profile

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

LBOTE*	SWD*	Indigenous
12	29	20

*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 2016

Scholastic Year	Number of Students
K	35
Year 1	31
Year 2	40
Year 3	33
Year 4	43
Year 5	46
Year 6	43
Total	271

Student Attendance - K to 6 - PDF

Percentage of student attendance by Year level and school average for 2016

K	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	School Average
94.0	95.0	95.0	94.0	93.5	92.0	93.5	94.0

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.

Student Welfare Policy

During NAIDOC Week 2016 all students, staff and families participated in a range of activities to promote awareness of Aboriginal cultures, including dancing, storytelling, trivia and traditional games. The AET has provided opportunities for staff to increase their knowledge on Aboriginal cultures and how to work with Aboriginal students. This includes staff training around our school's Aboriginal education policy, Aboriginal identity, traditional life and contemporary issues as well as a weekly staff question to further their knowledge around culture. The AET regularly attends classes to assist Aboriginal students with academic work, and in collaboration with teachers has developed Personalised Learning Plans for all Aboriginal students. We are currently in the process of looking at our transition to and from school for our Aboriginal students, and have had a focus on building relationships with Aboriginal families and the community. Our school regularly attends the local Aboriginal Education Consultative Group (AECG), hosts informal gatherings with Aboriginal families, and has an Aboriginal education committee made up of teachers and executive.

Discipline Policy

At Our Lady of Lourdes, we seek to promote a respectful, secure and healthy environment in which students grow to be discerning, self-disciplined and contributing members of society. However, occasionally, behaviours are exhibited that are disruptive to the teaching and learning process, show disregard for school code of discipline and conduct, and/or threaten safety. Such behaviour has consequences that affect the student, other students, their families, staff or the school itself. However, occasionally, behaviours are exhibited that are disruptive to the teaching and learning process, show disregard for school code of discipline and conduct, and/or threaten safety. Such behaviour has consequences that affect the student, other students. Children need to learn to satisfy their needs in a way that respects the rights of others and realise that as individuals they are responsible for their actions. Part of the learning process is, in fact, learning how to act in a responsible manner within the expectations of our society.

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.

Rationale:

The school will provide a positive culture where bullying is not accepted, and in so doing, all will have the right of respect from others, the right to learn or to teach, and a right to feel safe and secure in their school environment.

Aims:

To reinforce within the school community what bullying is, and the fact that it is unacceptable. Everyone within the school community to be alert to signs and evidence of bullying and to have a responsibility to report it to staff whether as observer or victim.

To ensure that all reported incidents of bullying are followed up appropriately and that support is given to both victims and perpetrators.

To seek parental and peer-group support and co-operation at all times

Implementation:

- Parents, teachers, students and the community will be aware of the school's position on bullying.

- Primary Prevention:
 - Professional development for staff relating to bullying, harassment and proven counter measures.
 - Community awareness and input relating to bullying, its characteristics and the school's programs and response.
 - To provide programs that promote resilience, life and social skills, assertiveness, conflict resolution and problem solving.

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

Familiarisation of Staff with Continuum of School Improvement (COSI) throughout 2016

AP/LT presented data to whole staff and set priorities and assess improvement target achievement and set new targets for 2017.

Provision of professional development for teachers to consolidate literacy and numeracy student progress targets.

Support for a greater understanding of how to program effectively for Maths so that all teachers in stage 1 are programming using an agreed practice and are using more effective assessment strategies.

School Academic Priorities

Key improvements achieved this year	Key improvements for next year
<p>Provision of opportunities for teachers to develop as leaders of learning.</p> <p>Staff became more familiar with the Aboriginal Education Policy. Heightened awareness and understanding of Aboriginal culture and Australian history from the perspective of our native people.</p>	<p>Review the process of PLT collaboration and incorporate PP&D goals.</p>
<p>Greater focus on developing knowledge of teaching strategies from continuum (3-6 & new Infant Staff)</p> <p>More PD re adjusting content for a variety of needs and ways to include in programming</p> <p>Assessment Folios are consistent across the school and that adherence to the Assessment schedule and policy is apparent in folios, programming and work samples.</p>	<p>Implement recommendations of the Early Learning Working Party</p>
<p>At Our Lady of Lourdes Tarro we have implemented a number of initiatives to heighten awareness of Aboriginal cultures and issues. The Aboriginal Education Teacher (AET) has input to and provides advice to teachers' programming on ways to incorporate Aboriginal perspectives and learning styles into their teaching. In consultation with teachers' programs, the AET teaches all classes across the school with lessons focused around Aboriginal perspectives.</p> <p>We have established a cultural program 'Culture Yarns' for Aboriginal students to come together and discuss culture, language, and identity. Part of this program involves inviting Aboriginal community members to come and share their story. We have opened this up to non-Aboriginal students on occasion to ensure that all students get a chance to connect with community.</p> <p>We have awards for students who have excelled in Aboriginal education, we include an Acknowledgement of Country at morning assembly in addition to a weekly cultural fact. The AET regularly contributes to the school newsletter to keep the school community informed about Aboriginal education.</p>	<p>Deepening of our cultural agenda. We will release a teacher one day per week during Term 1 to provide specialist music education. This will also be PD for all teachers. Our aim is to develop a Choir to compete in the Abermain Eisteddfod.</p> <p>We will also be taking the Primary children to ASPIRE.</p>

Academic Achievements

Excellence in Learning Award—presented to two students who have achieved outstanding results in all areas of their academic studies. These students have applied themselves consistently throughout the year and have been able to demonstrate an ability to apply their learning to new situations. They have displayed extensive knowledge of the content covered in the Stage 3 syllabus. We congratulated Thomas Adams and Daniel Brooks.

Discipleship Award recipient has consistently shown care and concern for all students, has led by example in friendships, and the tone of their relationships with their peers, and the way they have seen the good in all. This student has shown the face of God throughout their time at OLOL. We congratulated Grace Miller.

Social Justice Award - 2 students who have, throughout their time here, regularly made themselves available to be of service to the community. They have been helpful without fuss, demonstrated quiet reliability, responsible competence, shown initiative in anticipating the needs of teachers and the school community on a daily basis and have never complained when asked to do repetitive or boring tasks. We congratulated Isabella Schofield and Shayla Walch.

OLOL All-Rounder Award—a student in Year 6 who has throughout her journey at this school displayed determination, a gentle nature, excellent behaviour and courage in never giving up. This student has displayed passion and a zest for life which is inspirational. We congratulated Rylee Wall.

ICAS 2016

ENGLISH: Merit: 1 student Y4; Distinction: 1 student Y5

SPELLING: Merit: 1 student Y5; Credit: 2 students Y4, Y5

MATHS: Merit: 4 students Y3, 2x Y4, Y5 Credit: 1 student Y5

SCIENCE: Merit: 1 student Y3; Distinction 1 student Y5

DIGITAL TECHNOLOGIES: Credit: 1 student Y4; Distinction 1 student Y5

Cultural achievements

Our Carols at the end of 2016 provided a wonderful community event which show-cases the singing of our students. We regularly express our prayer through song at our liturgical gatherings.

Art lessons by a gifted artist were provided across the school during Term 3.

Sporting achievements

42 students progressed to the All Saints Cluster Regional Swimming Carnival, with 8 of those Eight students continuing on to Diocesan level.

Winter Trials took place during Term 1, with one student progressing to the Polding Rugby League Trials.

43 athletes progressed to the Regional All Saints Cluster Athletics Carnival, with 8 competitors, including the Senior Relay Team, progressing to the Diocesan Carnival

25 students represented OLOL at the Diocesan Cross Country Competition. While no competitors progressed to the next stage, 5 runners finished in top 10 positions, in three separate divisions.

The school participated in the Knights Junior Rugby League Competition where the side progressed to the semi-finals.

In Netball, OLOL fielded two teams at the Newcastle Netball Gala Day. In second term, Our Lady of Lourdes.

Student Achievements

Performance in National Testing

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 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 2016		% of students in the top 3 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 3	Reading	51.43%	49.40%	5.71%	13.30%
	Writing	60.00%	48.80%	2.86%	8.10%
	Spelling	54.29%	46.40%	14.29%	14.20%
	Grammar	48.57%	52.50%	2.86%	11.40%
	Numeracy	37.14%	35.60%	11.43%	15.20%

NAPLAN RESULTS 2016		% of students in the top 3 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 5	Reading	38.64%	35.30%	4.55%	17.30%
	Writing	8.89%	17.20%	24.44%	19.90%
	Spelling	22.22%	29.80%	24.44%	19.00%
	Grammar	33.33%	36.30%	17.78%	16.80%
	Numeracy	15.91%	28.30%	18.18%	18.30%

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).	20
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	2
Total non-teaching staff	8
Grand total	30
Percentage of teachers who are indigenous	5.0

Teacher Attendance

97%

Teacher Retention

100%

Professional Learning Undertaken

Focus on Reading

Seven Steps to Writing Success - whole staff PD

Early Learning Framework

The Role of Leadership in Gifted Education

Staff Spirituality Retreat - "Will Catholic Schools Still Be Catholic in 2030?"

Professional Learning Community

Professional Learning Teams

Executive Leadership Development

Teacher Librarian Conference

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

We are regularly commended for the environment that is created here, both in learning, personal growth and support. Many parents seeking enrolment speak of the positive reputation OLOL has in the community and we are known for our success in supporting students with difficulties.

The 2 ASPECT classes which we host bring a special dimension to our interactions with the wider community.

Staff members cook breakfast for families twice each year - Mother's Day and Father's Day and invite grandparents to a special Liturgy on the Feast of St. Anne and St Joachim. Families are welcomed into our school throughout the year to visit classrooms and attend cultural and liturgical gatherings.

Student Satisfaction

Our students are given a voice in school life through a variety of forums including the Student Council. We also regularly check out how children are feeling via open dialogue eg Y6 'circle time'. Student satisfaction is evident by the joy we see in their faces every day.

When students are struggling for any reason we are proactive in supporting them quickly and confidentially.

At the leadership speeches for 2017, many students spoke of the aspects of school life that stand out for them including:

- they feel heard;
- they know that teachers care;
- they feel safe here;
- they are encouraged to challenge themselves;
- they are forgiven when they make mistakes;
- they are helped when they need it.

Staff Satisfaction

During 2016 Staff were surveyed to determine future direction for the leadership team. The following areas were affirmed:

- Student behaviour and support;
- Pastoral care;
- PD;
- School management;
- Support for families;
- Cohesive image;
- Support for staff;
- Approachable;

To the question: Would you encourage a close family to study teaching?

YES

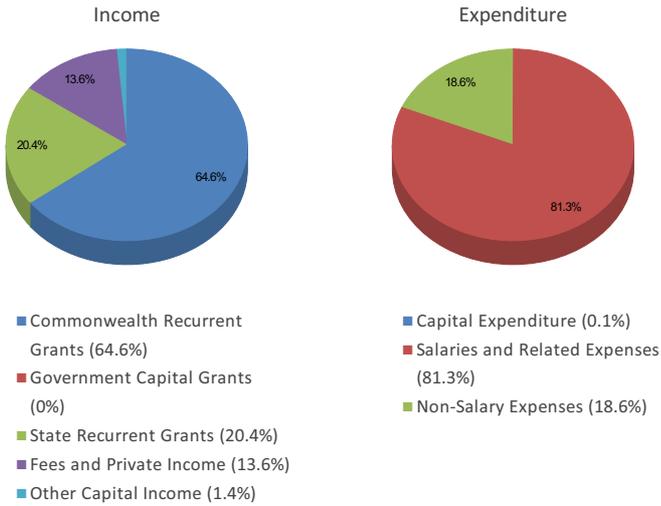
- Rewarding profession;
- But they must LOVE it or they won't stay;
- But be prepared for HARD WORK – long hours/paperwork.

NO

- Workload outside school hours;
- Parental pressures;
- Lack of jobs;
- Lack of respect for teachers in the community;
- Can be emotionally draining;
- Consumes your life.

UNSURE

- Constant changes and higher expectations;
- Huge commitment & responsibility;
- Pressure;
- Financial rewards not appealing.



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 2016 year is detailed below:

RECURRENT and CAPITAL INCOME		RECURRENT and CAPITAL EXPENDITURE	
Commonwealth Recurrent Grants ¹	\$2,226,941	Capital Expenditure ⁶	\$2,302
Government Capital Grants ²	\$0	Salaries and Related Expenses ⁷	\$2,622,104
State Recurrent Grants ³	\$703,689	Non-Salary Expenses ⁸	\$600,993
Fees and Private Income ⁴	\$469,351	Total Expenditure	\$3,225,399
Other Capital Income ⁵	\$48,017		
Total Income	\$3,477,753		

For the 2016 year the Our Lady of Lourdes Primary School received \$29,755 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 Parents 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:

Mrs Henderson Cheryl

Our Lady of Lourdes Primary School

TARRO

Phone: 4966 1302

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