

2020

ANNUAL SCHOOL REPORT

SERVICE.LEADERSHIP.JUSTICE

Together in Christ



Our Lady of Lourdes PS

Anderson Drive, TARRO 2322

Principal: Cheryl Henderson

Web: <http://www.mn.catholic.edu.au/schools/region-map/all-saints/tarro-our-lady-of-lourdes-primary-school/>



About this report

Our Lady of Lourdes PS (the 'School') is registered by the NSW Education Standards Authority (NESA) and managed by the Catholic Schools Office (CSO), Maitland-Newcastle. The CSO 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'), provides parents and the wider community with fair, accurate and objective information about various aspects of school performance and development. 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.

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

2020 is the year COVID-19 changed our lives!

ALL families felt the weight of it:

Working from home became the norm, but for some, jobs were lost everyone was fearful of contracting the disease COVID tests became common and time spent in isolation was expected we learned to wear masks and keep our distance from others we discovered what is like to bump elbows rather than hug we stayed away from extended family members .

In schools it is the year that will be remembered for:

- families being in lockdown
- the pressures associated with home learning
- the juggling act of re-opening our classrooms
- segregated groupings
- parents not being permitted on site
- hand sanitising
- extra cleaning in the middle of the day
- bubblers being declared out of bounds
- and worrying about the supply of toilet paper!

We couldn't celebrate Mother's Day, Father's Day, Grandparent's Day, Holy Week, Easter or ANZAC Day, Year 5 couldn't go on Camp, Year 6 couldn't go to Canberra and no classes went on excursions.

We haven't been able to have P&F meetings.

We did however acknowledge NAIDOC Week, Remembrance Day, and Harmony Day. We held a modified Colour Fun Day and last Friday EVERYONE enjoyed the Y6 Fun Day, where \$1824.55 was raised for the LAST stained-glass window in our Chapel.

Despite all challenges, at Our Lady of Lourdes Tarro there was one constant – the same approach that has been evident here always – ALL STAFF MEMBERS WORK INCREDIBLY HARD TO ENSURE BEST OUTCOMES FOR OUR STUDENTS academically, physically, socially, emotionally and spiritually! This year all staff members worked above and beyond to care for the needs of our children and help them manage our new normal.

I thank all of our teaching and support staff who have invested so much of themselves and shared their tremendous expertise in the pursuit of our vision for the benefit of our students

and our school community. You have embraced our unwavering focus: WE ARE HERE FOR THE KIDS and I am privileged to share this ministry with such a dedicated team.

BE GRATEFUL, BE KIND and NEVER LOSE HOPE – God is with us!

Parent Body Message

As a result of Covid-19 restrictions throughout 2020 Our Lady of Lourdes parents/caregivers were included in the school community in many NEW ways – Zoom P&F meetings, slide shows of important school events such as Book Week and live-streaming of the year 6 end of year assembly, to name just a few. This virtual inclusion in the school life of our children was greatly appreciated and enjoyed by all who were very grateful to attend and be a part of these events in any way possible.

Even though many plans had been made, the Parents and Friends Association was not able to host many fundraisers/fundraisers for our school community throughout the year:

Easter Raffle (a very restricted and limited version)

Selling Entertainment Books

Colour Fun Day

As a P&F we decided to not actively fundraise once the lockdown impacts upon the financial situation of families in our community became apparent.

Total fundraising profit in 2020 was \$445.

Donations were made to the school as follows for 2020:

* \$1,020 re: costs related to purchase of year 6 Bibles

The Parents and Friends Association of Our Lady of Lourdes had a very quiet year in 2020. As parents and caregivers we continue to experience a wonderfully supportive and collaborative community – school relationship and we are looking forward to a fantastic 2021.

Student Body Message

Home learning provided many experiences, some where challenging and negative while others were valuable and positive.

The good parts...

- School days went by quickly, generally there was not as much work and we were able to begin our work earlier in the day and enjoy our spare time.
- We learnt valuable skills with IT, and we are now more confident learners that use technology.
Valuable time with family, especially weekends and afternoons but even during breaks between learning tasks.
- 'School time' meals were more delicious and frequent. We could prepare a more appealing snack or lunch rather than the usual sandwich (Sorry Kaye and parents but my lunch box was more delicious) and we even got to snack while learning!
- Learning allowed for more creative opportunities, rather than simply bookwork, bookwork, bookwork.
- Complete all learning when we wanted to, at our own pace, in whatever order we wanted and in comfort, sometimes this was in our pjs and lounging around!

The not so good parts

- In the beginning home learning was difficult to navigate.
- It was unusual not being in the classroom, working alongside our peers and teachers, learning together. We missed interacting with everyone face to face, rather than having to do this via a screen.
- Numerous issues with using IT - internet interruptions, limited devices in our house, missed Team's meetings, difficulty navigating learning and meetings.
- It was difficult to interpret some tasks and understand what to do, we prefer how our teachers explain things rather than our parents... especially in Maths, as the way they solve algorithms is very different to the strategies we are now taught.
- Our parents made us work overtime!
- Returning to school was awkward, it was difficult to refocus, return to routine and we even felt our social skills needed tuning.
- At times we felt we were challenged; some learning was more like revision tasks and not new and exciting.
- We weren't comfortable talking to our teachers and peers in front of our families.
- We even missed the teachers, yes this was a surprise to some of us haha.
- While this is a lot of many notes about home learning, we agree that if we were to summarise this and comment on 2020 in one statement it would be... 2020 taught us to appreciate what we have in our lives, in our families and just importantly in our community at OLOL.

School Features

Our Lady of Lourdes Catholic Primary School, Tarro 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 Chapel), 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 sharing this unique journey as part of the wider community. We are contributors to a culture which is deeply embedded with Gospel values and we continually work to strengthen school and Parish links. Our school is an extension of the Parish community and Chisholm Region and we work in partnership to foster the spiritual formation and education of our students. Pastoral Care for our students and their families is a priority at OLOL as we share the privilege of guiding children in their growth. Academic excellence and seeking the best outcomes for each individual is at the pivotal to our ministry as educators. We are the keepers of the story which began so long ago and is revered in the stained-glass windows which have been gifted to the school each year by our Y6 students as they move forward to their Secondary education. The Chapel windows are now complete! Our students move to St Bede's Secondary School (opened at the beginning of 2018) to continue their Catholic education.

Student Profile

Student Enrolment

The School caters for students in Years K – 6. Students attending this School come from a variety of backgrounds and nationalities. The following information describes the student profile for 2020: Additional information can be found on My School website.

Girls	Boys	LBOTE*	Total Students
108	104	16	212

* Language Background Other than English

Enrolment Policy

The [Enrolment Policy](#) applies to all school enrolments within the Maitland-Newcastle Diocese. School authorities manage local enrolment processes and procedures in a manner consistent with the rationale and guiding principles articulated in this Enrolment Policy and accompanying procedures. 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.
- Establish a common, consistent approach in enrolment practices.
- Assist the system of Catholic schools to:
 - provide schooling, where possible, for children of Catholic families who seek enrolment
 - cater for the individual needs of each child equitably within the constraints of the available teaching and material resources
 - encourage parents enrolling their children in Catholic schools to give support to parish and school life, especially in education in faith.

Student Attendance Rates

The average student attendance rate for 2020 was 91.68%. 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
92.75	90.39	91.90	91.54	92.66	91.98	90.54

Managing Student Non-Attendance

Regular attendance at school is essential if students are to maximise their potential. The School, in partnership with parents, is responsible for promoting the regular attendance of students. While parents are legally responsible for the regular attendance of their children, School staff, as part of their duty of care, monitor part or whole day absences.

School staff, under the Principal's leadership, support the regular attendance of students by:

- providing a caring teaching and learning environment which fosters students' sense of wellbeing and belonging to the School community
- maintaining accurate records of student attendance
- recognising and rewarding excellent and improved student attendance
- implementing programs and practices to address attendance issues when they arise.

The Principal is responsible for supporting the regular attendance of students by ensuring that:

- parents and students are regularly informed of attendance requirements and the consequences of unsatisfactory attendance
- all cases of unsatisfactory attendance and part or full day absences from school are investigated promptly and that appropriate intervention strategies are implemented
- documented plans are developed to address the needs of students whose attendance is identified as being of concern
- the Regional Directors of Catholic Schools Office (CSO) or designated CSO officer is provided with regular information about students for whom chronic non-attendance is an issue and for whom the School's strategies have failed to restore regular attendance.

Staffing Profile

Staffing Profile

The following information describes the staffing profile for 2020:

Total number of staff	30
Number of full time teaching staff	10
Number of part time teaching staff	10
Number of non-teaching staff	10

Total number of teaching staff by NESA category

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:

- Conditional 260 teachers
- Provisional 136 teachers
- Proficient 2060 teachers

Additionally, there are approximately 3 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 development of each staff member is highly valued. Professional learning can take many forms including whole school staff days, subject specific in services, meetings and conferences and a range of professional learning programs provided by the Catholic Schools Office (CSO). The School takes responsibility for planning, implementing, evaluating and tracking of its staff professional learning and individual staff members take responsibility for their ongoing professional development. All teachers have been involved in professional learning opportunities during the year related to improving student outcomes.

Summary of professional learning at this school

Professional Development of Staff was restricted due to COVID.

All teachers had additional IT training and preparation time for Home Learning in Term 2.

STAFF SPIRITUALITY DAY 25th September 2020 Culture of Growth - Ensuring the best outcomes for all students results in the best outcomes for all staff members too.

Catholic Identity and Mission

Catholic Schools in the Diocese of Maitland-Newcastle participate, under the leadership of the Bishop and in partnership with parents and parishes, in the mission of the Church to provide quality education in the context of a living Catholic Christian tradition. Within this context, Catholic schools in the Diocese of Maitland-Newcastle aspire to be:

“Communities of living faith where the heart of all we do is Jesus Christ.”

(Adapted from: The Catholic School's Office Diocesan Vision Statement, 2016)

As such, they are to:

Be truly Catholic in their identity and life;

Be centres of the 'new evangelisation';

Enable students to achieve high levels of 'Catholic religious literacy'; and

Be led and staffed by people who will contribute to these goals.

(Catholic Schools at a Crossroads, 2007)

Our VISION is to live God's call through the Mercy Tradition

Our MISSION is to educate through:

Compassion, Respect, Hospitality, Justice, Service and Courage

We are COMPASSIONATE by including others, being forgiving, patient and kind.

We are RESPECTFUL by seeing others in the image and likeness of God.

We are HOSPITABLE by welcoming all, just as Jesus taught us through the Gospels.

We are JUST by being inclusive, treating each other fairly and respecting differences.

We SERVE through leadership and the support of others.

We are COURAGEOUS by giving witness to God's call and encouraging others to stand up for what is right.

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, Human Society and its Environment, Creative Arts and Personal Development, Health and Physical Education. The Catholic Schools' Office Learning Framework is brings together structures that relate to quality learning and experiences in schools across the Diocese.

The Learning Framework provides a context for the development of learning and its key components, informed by research, are built around five essential elements:

Continual focus on Leading Learning

Cultures built on Collaborative Learning

Rich and purposeful Personalised Learning

Creating the conditions for Supportive Learning

Building capacity through Professional Learning

CBCA Book Week

Due to COVID, CBCA Book Week was held in Term 4 this year. The school celebrated with a social distancing Book Week Parade and a Scholastic Book Fair. Photos of the children were taken and uploaded into a movie and distributed to parents. Year 6 wrote their own plays based on the book week books and performed them in front of green screen. These were also uploaded for parents to watch. We had competitions and prizes were donated by Scholastic. We received a lot of donations from parents as well

Premier's Reading Challenge

Students were encouraged to take part in the PRC. We had 75 children complete it this year with a number of students receiving gold certificates for 4 years of participation and platinum certificates for 7 years of participation.

Robotics Club

A group of Stage 2 and Stage 3 children were chosen to take part in a Robotics club. They were selected for showing results which indicated giftedness in Mathematics. The students learned to code the DASH robots to do many things – such as talk, go through a maze, change speed, flash lights and more.

Coding Club

As a part of the Gifted and Enrichment program, selected students participated in the Stage 2 Coding Club. Originally the group were instructed by two Year 6 students, however, due to COVID-19 restrictions, this could not continue. The Coding Club were students identified by teacher and some students were self-identified. Students learnt about coding using Eddison Bots and completed the Code.org program.

Programming Club

In term 4 as a part of the Gifted and Enrichment program, students from Stage 3 who were interested in computer programming using HTML Code, were invited to programming lessons. Year 6 students who are experienced with the code, facilitated and developed the lessons. Students learnt how to create a basic website by writing the underlying HTML code.

2020 Regional and Diocesan Swimming

On the 17th of February, 27 students represented Our Lady of Lourdes at the All-Saints Cluster Regional Swimming Carnival at Maitland Aquatic Centre. The carnival was called off after the freestyle events due to rolling thunderstorms. Entry times became the qualifying times for Diocesan. This allowed for two student from OLOL to qualify for diocesan.

Two students participated in the Maitland-Newcastle Diocesan Swimming Carnival on Thursday 27th February at New Lambton Swimming Centre. One student went on to qualify for Polding, which was unfortunately cancelled due to COVID-19 restrictions.

Rebecca Young Cup Rugby League

The Our Lady of Lourdes Girl's Rugby League Team (the first in OLOL history...I believe!) had a brilliant day playing in the Rebecca Young Cup on Friday November 20th. We enjoyed a 4 tries to 1 win against a good team in Jewell's Primary School in our first game. Our second game was a step-up in quality against a very strong team in Wiripaang Public School who we beat 4 tries to 2 (the organisers told us that there were no finals today, but they said that would've likely been the grand final if there was one!). In our third game, to our surprise, we had to play Wiripaang AGAIN who got us in a close one 2 tries to 1. Our final game was a convincing win against Metford Public School. The skill, confidence, toughness and most importantly, sportsmanship the girls showed was amazing.

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 Student Well being and Pastoral Care Policy.

The Wellbeing and Pastoral Care Policy 2017, aims to provide a framework for the policies, programs, resources and practices implemented at system and school level with the purpose of supporting and enhancing the wellbeing of students, and all within its school community. It refers to the overall climate of care that exists within a Catholic school.

The environment is designed to be safe and inclusive, one that promotes academic rigour. A high priority is given to building and maintaining positive and caring relationships between staff, students and parents, and the wellbeing of all.

The Pastoral Care and Wellbeing Policy for Students can be found at www.mn.catholic.edu.au/about/policies

There were no changes to the policy in 2020.

Behaviour Management and Student Discipline Policy

The School's policies and procedures for the management of student behaviour are aligned the CSO [Wellbeing and Pastoral Care Policy](#) and to the [Suspension, Exclusion and Expulsion Procedure](#). The dignity and responsibility of each person is promoted at all times along with positive student behaviours whilst ensuring respect for the rights of all students and staff. Corporal punishment is expressly prohibited in this School. The School does not sanction administration of corporal punishment by School persons and non-School persons, including parents, to enforce discipline in the School. Further information about this and other related policies may be obtained from the School's website.

Anti-Bullying Policy

The Catholic Schools Office has established an [Anti-Bullying Policy](#) which is implemented by our school and all schools in the diocese. It provides a framework for school communities to work together to prevent and address issues of student bullying, in order to build respectful relationships that respond effectively and sensitively to the needs of each person. The CSO monitors the implementation of this policy.

The full text of the Anti-Bullying Policy may be accessed on the School's website, the administration office or at the CSO website at this link.

Complaints Handling Policy

The Diocese of Maitland-Newcastle has established a [Complaints Resolution Policy](#) which is implemented by our school and all systemic schools in the diocese. The rationale for the policy is that within the reality of the schooling experience, it is recognised that, from time to time, misunderstandings and differences of opinion will occur, and that these need to be resolved satisfactorily. Addressing such matters within a framework of dignity, respect and truth can provide powerful opportunities to model the love of Christ in the reality of our contemporary world. CSO monitors the implementation of this policy.

The full text of the [Complaints Resolution Policy](#) may be accessed on the School's website, the administration office or at the CSO website at this link.

Initiatives promoting respect and responsibility

At the beginning of 2020 we launched our new Vision and Mission Statements which are grounded in our Mercy Charism.

Our VISION is to live God's call through the Mercy Tradition.

Our MISSION is to educate through: Compassion, Respect, Hospitality, Justice and Service.

Courage We are COMPASSIONATE by including others, being forgiving, patient and kind.

We are RESPECTFUL by seeing others in the image and likeness of God.

We are HOSPITABLE by welcoming all, just as Jesus taught us through the Gospels.

We are JUST by being inclusive, treating each other fairly and respecting differences.

We SERVE through leadership and the support of others.

We are COURAGEOUS by giving witness to God's call and encouraging others to stand up for what is right.

School Improvement

The School implements the systems review Cycle of improvement which outlines the processes and benchmarks for creating the culture and practice of continuous improvement with students as the focus. Strategic Plans and School Improvement Plans are future focused documents that map the School's directions, aimed specifically at improving educational and pastoral outcomes for all students through the following areas:

- Catholic Formation and Mission
- Learning and Teaching
- Leadership
- Wellbeing and Partnerships

Each year, the School develops an Annual Improvement Plan indicating the intended key improvements for student learning outcomes. A copy of the Strategic Improvement Plan and the Annual Improvement Plan may be obtained from the School administrative office.

Key Improvements Achieved

- Leading Learning Collaborative embraced - focus on Learning Intentions, Success Criteria, Goal Setting and Feedback.
- Data Wall created for Literacy and Numeracy.
- Successful Home Learning Programme during COVID-19 restrictions on school attendance.

Priority Key Improvements for Next Year

- LLC to be consolidated
- Assessment and data use to be focus
- Learning Walks and Talks to be more frequent.
- More opportunity to hear student voice.

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, the School has used a variety of processes to gain information about the level of satisfaction with the School from parents, students and teachers. At the beginning of each review phase school's undertakes extensive surveying of all stakeholder groups. This data is shared with the school community and contributes to the priorities for future planning.

Parent satisfaction

- THANK YOU for the exceptional work teachers did to help us with home learning.
- OLOL staff have made a real difference in my child since we came from the public system. she feels really cared about - thank you.
- There was a warm and caring feel about the school as soon as we walked in.
- We are so grateful for all the support we have been given during our sons time at OLOL. He is going to High School with confidence!
- Thanks you for arranging for the live stream of the Y6 Farewell. Even though we couldn't be present, we got to be a part of the night. It was great to see our daughter wave to us!

Student satisfaction

At the end of each year I look forward to reading the portfolios of the Y5 students who wish to be considered for leadership. One of the questions is WHAT DO YOU BELIEVE THAT WE VALUE AS A SCHOOL COMMUNITY? A summary of the responses from the 2020 cohort are:

We believe in KINDNESS RESPECT Being RESPONSIBLE LEARNING CARING FOR THE ENVIRONMENT Having a GOOD HEART TEAMWORK FRIENDSHIP INCLUSIVENESS RESILIENCE TRYING YOUR BEST ACCEPTANCE SUPPORTING OTHERS FOLLOWING GOD Being DIGNIFIED Having a POSITIVE ATTITUDE OPEN-MINDEDNESS SOCIAL JUSTICE INTEGRITY COURAGE LEARNING FROM MISTAKES HONESTY FORGIVENESS

Teacher satisfaction

From the End-of Year Liturgy:

At OLOL there was one constant during the Year of COVID: ALL STAFF MEMBERS WORKED INCREDIBLY HARD TO ENSURE BEST OUTCOMES FOR OUR STUDENTS- academically, physically, socially, emotionally and spiritually! In 2020 all staff members worked above and beyond to care for the needs of our children and help them manage our new normal.

I thank all of our teaching and support staff who have invested so much of themselves and shared their tremendous expertise in the pursuit of our vision for the benefit of our students and our school community. They have embraced our unwavering focus: WE ARE HERE FOR THE KIDS and I am privileged to share this ministry with such a dedicated team. Cheryl (Principal)

The low turn-over of Staff members is a clear indicator that teachers and support staff are happy to be involved in this community and appreciate the recognition they regularly receive.

Financial Statement

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 2020 year is detailed below:

Recurrent and Capital Income 2020	
Commonwealth Recurrent Grants ¹	\$2,263,177
Government Capital Grants ²	\$0
State Recurrent Grants ³	\$669,325
Fees and Private Income ⁴	\$338,172
Interest Subsidy Grants	\$11,846
Other Capital Income ⁵	\$214,667
Total Income	\$3,497,187

Recurrent and Capital Expenditure 2020	
Capital Expenditure ⁶	\$88,331
Salaries and Related Expenses ⁷	\$2,471,141
Non-Salary Expenses ⁸	\$739,525
Total Expenditure	\$3,298,997

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