

2021

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

In schools, we must live in the present, but the future is always part of our planning as we strive to achieve our goal -that of supporting each child to realise their full potential in all aspects of their lives and move towards taking their place in the world.

In addition to academic endeavours, guiding emotional growth, supporting the wellbeing of students and being present to families, educators in Catholic schools have a sacred role as the mission of the Church is the foundation of our educational mandate. We have the privileged responsibility of providing students with positive role models by witnessing to our faith and showing the love of God to each person we encounter.

At OLOL our we pride ourselves on our culture of inclusion -we have no barriers, we make no judgements - EVERYONE is welcome here! Everyone is treated equally. Everyone is respected and cared for. Everyone has their needs met. Everyone belongs! All teachers and support staff at Our Lady of Lourdes Tarro embrace the gift that Catholic education offers - to be the face of Christ in all of our interactions.

Parent Body Message

2021 was another difficult year for our children as COVID interrupted learning again. We appreciate the constant support provided by the staff at OLOL as we managed Home Learning and tried to help our children cope with their emotions.

Student Body Message

COVID lockdown meant that we missed school for a while. Then when we came back we had to stay apart from other stages and we had separate lunch times and teachers had to wear masks. Home Learning was hard for some of us, but other people really liked it. School was different and Y6 weren't able to spend much time with their Kinder buddies.

We missed out on a few things but the teachers helped us a lot.

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 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 2021: Additional information can be found on My School website.

Girls	Boys	LBOTE*	Total Students
114	102	17	216

* 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 2021 was 91.60%. 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
91.99	90.95	91.80	91.98	92.21	93.27	89.02

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 2021:

Total number of staff	31
Number of full time teaching staff	9
Number of part time teaching staff	12
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

Term 1 Inculturation

Staff Retreat - An Encounter Experience

Faith Reason Miracles (Online System RE Day)

Numeracy Clustering Inservice

Twilight Sessions - CPR/Emergency care 18/2 and Parental Trauma Webinar 4/3.

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 Lady of Lourdes Primary School lives out our school Vision and Mission statement every day. Our Vision and Mission statement was carefully discerned and created by our staff to reflect our Mercy Charism and shared beliefs.

The Vision of Our Lady of Lourdes Catholic Primary School, Tarro is to Live God's call through the Mercy Tradition.

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

All staff and students know and understand what this means and what it looks like at school every day. Our Vision and Mission was formally launched to our wider community and importantly has the endorsement and support of our Parish Priests.

Students explore the Mercy Charism and each Pillar of our mission through explicitly taught lessons and practical activities. Students proclaim our Vision and Mission each week at school assemblies and are acknowledged through awards based these values.

We value our strong Catholic identity here at Tarro and the partnerships we have with our local parish and wider community. Our staff and students are proud of our culture which is evidenced by the way they witness their faith each day.

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

As a Gifted Education Lead School we offer many opportunities for students to extend their learning and stretch their capacity. The achievement of best outcomes for all students is a focus of our work.

The development of our Leading Learning Collaborative is an ongoing feature of staff development and our students are now adept at setting learning goals, determining the criteria for personal success, responding to feedback and using the Third Teacher.

Student Performance in Tests and Examinations

NAPLAN

Students in Years 3, 5, 7 and 9 across Australia participate in the National Assessment program Literacy and Numeracy (NAPLAN). The purpose of this test is to provide information to parents and teachers about the achievements of students in aspects of 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.

The Commonwealth Government sets minimum acceptable standards for literacy, numeracy, reading, writing, grammar, punctuation and spelling at particular ages. These are referred to as national minimum standards. Student performance in NAPLAN in our school is compared to these standards.

NAPLAN RESULTS 2021		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 3	Grammar and Punctuation	45%	54%	14%	11%
	Reading	41%	55%	14%	10%
	Writing	48%	53%	14%	7%
	Spelling	45%	50%	18%	13%
	Numeracy	32%	37%	5%	13%
NAPLAN RESULTS 2021		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 5	Grammar and Punctuation	21%	35%	26%	14%
	Reading	32%	41%	15%	11%
	Writing	24%	20%	29%	18%
	Spelling	38%	38%	21%	14%
	Numeracy	26%	29%	18%	14%

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 2021.

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

STEWARDS of CREATION Our garden project promotes sustainability and we focus on recycling/composting.

Year 6 students lead whole school PBS review each week.

Year 6 Leaders lead School Assembly daily

Year 6/Kinder buddy programme

Social Justice initiatives

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 journey - Learning intentions, Success Criteria, Student Goal Setting, Feedback

Initial work on School Wellbeing Framework

Explicit teaching of Vision and Mission Statements

GEL Maths Action Research

Priority Key Improvements for Next Year

LLC journey - Assessment Waterfall; Third Teacher; Learning Walks and Talks

Continue development of Wellbeing Framework

Data-informed teaching

Focus on Vocabulary pedagogy

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

Parents regularly express their satisfaction and gratitude eg:

We appreciate the time taken to put our minds at ease and look forward to hearing from you about the next steps. Nikketa

Steve told me you called I just want to thankyou from the bottom of our hearts ! Its certainly been a hard few years , if I spoke to you face to face or on the phone I would be a blubbering mess ! Belinda

I just want to thank you, all staff and the families at OLOL for their support and best wishes over what has been an incredibly challenging year. Sam

.....Noah seems fine, no concerns at all. Thanks for checking in. Aimee

Hi , thanks so much for the opportunity to make the kids feel special yesterday. They loved it! Tracey

Just wanted to say a massive thankyou to everyone at OLOL for the suprise gift for the girls. They were soo excited and super grateful. Definitely put a massive smile on their faces. It was very thoughtful. Thanks again.Nicole

Thank you so much for your amazing leadership and commitment to keeping our wonderful community safe. Can't even imagine how stressful this weekend has been for you, but hope you know how much you (and your wonderful staff) are loved and valued by us all! Nikki

Student satisfaction

COVID make it hard for our learning in 2021. Some people liked Home Learning and we all liked the drive-through collection of our work because the teachers were funny and gave us treats.

Teacher satisfaction

Working in a supportive environment with a culture of care for others was a bonus during the difficult days of COVID lockdown and gradual return to school for students.

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 2021 year is detailed below:

Recurrent and Capital Income 2021	
Commonwealth Recurrent Grants ¹	\$2,473,460
Government Capital Grants ²	\$0
State Recurrent Grants ³	\$706,964
Fees and Private Income ⁴	\$365,271
Interest Subsidy Grants	\$10,646
Other Capital Income ⁵	\$135,083
Total Income	\$3,691,424

Recurrent and Capital Expenditure 2021	
Capital Expenditure ⁶	\$1,583
Salaries and Related Expenses ⁷	\$2,573,383
Non-Salary Expenses ⁸	\$809,313
Total Expenditure	\$3,384,279

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 2021 REPORT