

2024

Annual School Report

SERVICE | LEADERSHIP | JUSTICE

TOGETHER IN CHRIST



Our Lady of Lourdes PS

Anderson Drive, TARRO 2322

Principal: Brad Fuller

Web: <https://www.tarro.catholic.edu.au/>

About this report

Our Lady of Lourdes PS (the 'School') is registered by the NSW Education Standards Authority (NESA) and managed by the Catholic Diocese of Maitland-Newcastle (CDMN). 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 Strategic 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

At Our Lady of Lourdes, nurturing the hearts and minds of our students is our core business and what our staff commit to every day. Supporting each child to realise their full potential in all aspects of their lives is what we strive to achieve.

In our school community, we continue to be guided by the values of our Catholic faith & Mercy charism—Compassion, Respect, Hospitality, Justice, Service and Courage. These principles inspire us to not only strive for academic excellence but also to foster a sense of belonging and care for one another.

We are proud of our students' academic achievements, but we are equally proud of their personal growth, their commitment to social justice, and their active participation in liturgical and spiritual life. Whether through our classroom activities, service projects, or religious celebrations, our school remains a place where students not only learn but live their faith.

Our dedicated staff work tirelessly to create an environment where each child feels valued and supported. Their passion for teaching and their unwavering commitment to the wellbeing of our students have made a significant impact on the lives of our young learners.

At Our Lady of Lourdes, 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 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.

As we move forward, we remain focused on continuing to provide a high-quality Catholic education, one that nurtures the whole child—intellectually, emotionally, and spiritually. We look forward to the opportunities that the next year will bring and to continuing to work together to ensure the success of our school community.

Parent Body Message

2024 from a parent/caregiver point of view was a period of change with a new Principal and much work being undertaken around the school. It was a year that held new opportunities for our students to participate in varied events including for example: Futsal, Netball and Soccer as well as a choir showcase evening. Thank you to the staff who care for, educate and nurture our children and especially to Rebecca Cook and the executive for their stabilising presence and continued support for our school community throughout the entire year.

It was also a wonderful year for the Parents and Friends Association of Our Lady of Lourdes, Tarro. There were many events held such as: Easter Raffle, Mother's/Father's Day stalls, Disco and our Colour Fun Day. These fundraisers resulted in donations to the school to support the needs of our students. We are very grateful to our hardworking volunteers and thank them for giving up their precious time to assist in their school community.

Student Body Message

Our Lady of Lourdes represents our motto and our time at school with pride. Every student strives to live for the greater glory of God through our Mercy values of compassion, respect, hospitality, justice, service, and courage. We enjoy a wide range of learning and sporting experiences that help us grow in knowledge, confidence, and faith.

This year was full of memorable events, including the Great Aussie Bush Camp, our school disco, and the fun celebration of our 80th anniversary, where we dressed as 80-year-olds! The school choir had the amazing opportunity to perform at the Newcastle Civic Theatre with ASPIRE. We also enjoyed out-of-uniform days with creative themes like Harmony Day, World Autism Awareness Day and Book Week, where stories truly came to life. Our liturgies and celebrations such as Holy Week and Project Compassion helped us reflect and stay connected to our faith.

Our school offers a variety of extension programs that allow us to challenge ourselves in English and Mathematics. We also take part in public speaking opportunities, as well as the annual spelling bee. There was a change in the student leadership structure and Year 5 students were given the chance to step into leadership roles such as school captain, vice-captain, sports captain, or mission leader. The process involved writing speeches, creating posters, and being voted for by our peers. It was exciting to see so many students put themselves forward.

Sport is a big part of life at OLOL. Each term we switch between paid sports and teacher-led activities, helping us stay active and healthy while learning new skills. In 2024, we took part in a dance program and Martial Arts Training (MATS), both of which helped us grow physically and mentally. Even those who weren't sure about dancing ended up having a great time! We also had our swimming and athletics carnivals, which were a highlight for many students. Some of our athletes even went on to represent our school at regional and diocesan levels.

Overall, 2024 has been a year full of exciting opportunities, challenges, and joyful moments. We're proud of everything we've achieved and are grateful to be part of such a supportive and faith-filled community.

School Features

Our Lady of Lourdes Catholic Primary School in Tarro opened in 1944 with 32 students and two teachers—both Sisters of Mercy—who shared teaching responsibilities between them. The classroom space was the Church (now our Chapel), divided by a curtain to separate the two classes. Every Friday, time was spent clearing away the classroom setup to prepare for weekend Mass, and Monday mornings were dedicated to setting up the school space once again.

It wasn't until 14 years later that a proper school building was established. Today, we are fortunate to share this unique journey as part of a wider community. We contribute to a culture rooted in Gospel values and continually strengthen the connection between our school and Parish. Our school is an integral part of the Parish community and the Chisholm Region, working in partnership to support both the spiritual and educational development of our students.

At Our Lady of Lourdes, we prioritise pastoral care for our students and their families, taking great pride in guiding children through their personal growth. Academic excellence is central to our mission, and we strive to achieve the best outcomes for each individual student.

We are also the custodians of a rich history, honoured by the stained-glass windows gifted to the school each year by our Year 6 students as they transition to secondary school. These windows represent the legacy that began many years ago. Our students continue their Catholic education at St Bede's Secondary School.

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 2024: Additional information can be found on My School website.

Girls	Boys	LBOTE*	Total Students
108	102	19	210

* 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 [Enrolment 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 2024 was 89.52%. 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
93.09	90.14	87.77	88.38	90.15	88.66	88.43

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 Professional Officer for School Enrolment 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 2024:

Total number of staff	30
Number of full time teaching staff	9
Number of part time teaching staff	13
Number of non-teaching staff	8

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 155 teachers
- Provisional 71 teachers
- Proficient 1953 teachers
- 4 Highly Accomplished teacher

Additionally, there are a number of 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.

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 educate from and for vibrant, welcoming and diverse communities with a particular commitment to the poor; for justice, integrity and peace; and with hope for the future.

At the heart of everything there is always Jesus Christ.

Catholic schools educate:

- From and for the community of faith
- From and for excellence in learning
- In a rigorous, creative and critical pursuit of truth

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

Our Lady of Lourdes caters for students from the Parish of Chisholm, Beresfield and Tarro and has a history built on the traditions of the Sisters of Mercy. 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

Liturgical celebrations have a central place in the life of the school and this year the school community was involved in a number of Masses including community masses in the chapel in Stage groups and prayer celebrations such Our Lady of Lourdes Feast Day, ANZAC Day and Mothers, Fathers and Grandparents Day.

Students continued to be encouraged to live the life of Christ in their daily interactions with others. This was achieved through the Religious Education curriculum and the example displayed by the teachers and parents.

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 and Languages.

The Curriculum is structured around the outcomes and content for each KLA and provide multiple opportunities for students to demonstrate their understanding through assessment. The curriculum incorporates a focus on capabilities and priorities, including literacy, numeracy, digital literacy, critical and creative thinking, ethical understanding, intercultural understanding, and personal and social capability.

This year Our Lady of Lourdes staff engaged in a broad range of professional learning opportunities to enhance student outcomes, deepen Catholic identity, and strengthen teacher capacity across key priority areas. Professional Learning Teams met regularly throughout the year with the Pedagogical Mentors and Gifted Education Mentor focusing on collaborative inquiry cycles, using student data to inform and refine teaching practice. Data analysis and responsive planning remained central to our learning culture, with continued use of the Assessment Waterfall Model in alignment with Lyn Sharratt's Clarity framework. Staff engaged in Positive Behaviour for Learning (PB4L) PL that included collaborative brainstorming, identifying areas for growth, and refining the school-wide approach to behaviour. A full-day facilitated by Craig Moore supported the development of a new behaviour matrix and a system to reinforce positive student behaviour. Ongoing PL meetings throughout the year ensured the PB4L framework remained a living document, adapted to meet the evolving needs of our students.

Mathematics also remained a priority area. Peter Sullivan visited the school to model lessons with 2 staff, followed by Diocesan L!FT Numeracy Professional Learning which leadership staff and various staff members attended. This led to ongoing PL facilitated by team members who attended the L!FT numeracy sessions supporting differentiated, student-centred mathematics learning sequences.

Marc Hattam from the Diocese's Digital Innovation and Learning team worked closely with each stage group in a 1:1 coaching model. He supported teachers in embedding technology meaningfully within learning programs, strengthening our capacity to meet the Minimum Standards and engage diverse learners.

Faith formation was supported through a staff spirituality day titled Begin with the Heart, which focused on nurturing heart, vision, and imagination in our Catholic identity. This formation experience encouraged staff to reflect deeply on the spiritual dimensions of

teaching and explore how these elements shape the culture of learning and faith within the school. Additionally, staff participated in Religious Education Curriculum days learning about the Pedagogy of Encounter; Stage 2 modules of learning focused on 'Encountering the Mystery of God'.

Across the year staff participated in mandatory online and face to face training to ensure compliance with WHS and Child Protection requirements. Staff completed CPR and anaphylaxis refresher training and Office of Safeguarding online modules.

The 2024 professional learning program was intentionally designed to be responsive, collaborative, and evidence-informed, supporting our ongoing mission to nurture both faith and learning in our school community.

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).

NAPLAN is a nationwide measure through which parents/carers, teachers, schools, education authorities, governments and the broader community can determine whether or not young Australians are developing critical literacy and numeracy skills. NAPLAN results allow parents/carers and educators to see how students are progressing in literacy and numeracy over time - individually, as part of their school community, and against national standards. NAPLAN is made up of four domains of:

- reading
- writing
- conventions of language (spelling, grammar and punctuation)
- numeracy.

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

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

The percentage of student achieving at Exceeding and Strong proficiency standards in NAPLAN at Our Lady of Lourdes PS for 2024 is reported in the table below.

NAPLAN RESULTS 2024		Percentage of students in the top 2 proficiency standards	
		School	Australia
Year 3	Grammar and Punctuation	54%	54%
	Reading	62%	66%
	Writing	68%	77%
	Spelling	57%	61%
	Numeracy	54%	63%
NAPLAN RESULTS 2024		Percentage of students in the top 2 proficiency standards	
		School	Australia
Year 5	Grammar and Punctuation	44%	65%
	Reading	59%	71%
	Writing	46%	67%
	Spelling	41%	68%
	Numeracy	63%	55%

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 Wellbeing and Pastoral Care Policy](#).

The Student Wellbeing and Pastoral Care Policy 2022 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.

Behaviour Management and Student Discipline Policy

The School's policies and procedures for the management of student behaviour are aligned with the Catholic School's [Student Wellbeing and Pastoral Care Policy](#) and to the [Schools Behaviour Management Policy](#). 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.

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.

Community Satisfaction

Consultation with parents, students and teachers is valued and sought. Their feedback contributes to the planning and the achievement of 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. The school undertakes extensive surveying of all stakeholder groups every 2 years. This data is shared with the school community and contributes to the priorities for future planning.

Parent satisfaction

The 2024 data from the Tell Them From Me results is summarised below:

- Parents feel welcome when they visit our school, staff listen to any concerns they may have and are able to communicate effectively with their child's teacher.
- Parents demonstrate keen interest in supporting learning at home. Parents do this by conversing with their child about what they are learning at school and by encouraging and praising their child to do well.
- Parents know that Teachers at Our Lady of Lourdes show a genuine interest in their child's learning, they have high expectations, are always encouraged to do their best and have clear understanding of rules for behaviour.
- Parents have a strong trust in the school to keep their child safe, indicating that their child feels safe at school and travelling to and from school
- Parents have indicated that Our Lady of Lourdes is inclusive, providing extra support to those who require it and creating opportunities for students to learn at a pace that caters for their needs. Parents in our school community have identified that Teachers try to understand the learning needs of students and they support students in developing positive friendships.

Student satisfaction

The data collected across Years 3 to 6 indicates that:

- Students have a high rate of participation in sports with an instructor at school- providing additional opportunities for a variety of sports.
- That students have a positive sense of belonging at our school- feeling accepted and valued by their peers and others.
- Students feel they have friends at school that they can trust and encourage them to make positive choices.
- A majority of students understand that there are behaviour expectations at our school.
- A high number of students identify that they try hard to succeed in their learning.

- Students demonstrate an understanding of the beliefs, values, attitudes and behaviours of those from other cultures.
- A high portion of our students believe that concepts are taught well, class time is used efficiently with clear purpose and immediate feedback that helps them learn. Students know that teachers are responsive to their needs and encourage independence.

Teacher satisfaction

The data collected from staff in 2024 highlights the following at Our Lady of Lourdes:

- That staff are collegial in discussing strategies to increase student engagement and support students that may be encountering problems.
- Teachers identified that they are proficient in setting learning goals for lessons, monitoring student progress, set high expectations for student learning and are effective in supporting student's needs.
- Teachers have identified that they use assessment tasks and data to assist them in creating meaningful lesson plans, understand where students are having difficulty and help them reflect on their teaching practice.
- Teachers acknowledge that they use a variety of teaching strategies throughout lessons, and they provide explicit feedback on students work that brings the student closer to achieving their goals.
- Teachers understand the learning needs of students with additional needs, and they establish clear expectations for all students. Adjustments are made to ensure that each child is successful in reaching their goals.
- All staff prioritise the safeguarding of children in the school, even when it makes them feel personally or professionally uncomfortable.

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 2024 year is detailed below:

Recurrent and Capital Income 2024	
Commonwealth Recurrent Grants ¹	\$3,046,054
Government Capital Grants ²	\$0
State Recurrent Grants ³	\$821,671
Fees and Private Income ⁴	\$534,295
Interest Subsidy Grants	\$12,472
Other Capital Income ⁵	\$169,225
Total Income	\$4,583,717

Recurrent and Capital Expenditure 2024	
Capital Expenditure ⁶	\$63,649
Salaries and Related Expenses ⁷	\$3,287,359
Non-Salary Expenses ⁸	\$1,503,854
Total Expenditure	\$4,854,862

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 2024 REPORT