

2025

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) which forms part of the broader system of schools governed by Catholic Schools NSW. 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

Our Lady of Lourdes is a proud Catholic school with a strong, inclusive faith community grounded in the traditions of the Catholic Church. The school maintains close and ongoing connections with the Chisholm Parish, particularly Tarro Church, reinforcing the shared mission of faith formation and community life. As a Catholic learning community, the school takes seriously its responsibility to nurture and educate children to fulfil their God-given potential, guiding them to live the Gospel through service, social justice and positive contributions to society.

Guided by this mission, Our Lady of Lourdes continues to be an inclusive Catholic community and a centre of academic excellence. Students are encouraged each day to engage joyfully in learning, work collaboratively to ensure all members of the community feel welcomed and supported, and strive to give their best effort in all areas of school life. Emphasising effort over outcome supports students to build resilience, confidence and a commitment to continuous improvement.

Students are supported through the school's Positive Behaviour for Learning (PB4L) framework, which promotes respectful relationships and positive behaviours aligned with the school's values. Teaching and learning programs are designed to be responsive and inclusive, with teachers differentiating learning based on the careful analysis of student achievement data to support each student's next steps in learning. This targeted and evidence-informed approach contributes to sustained improvement in student outcomes.

The work of teachers and students is supported by the executive leadership team and a dedicated Learning Support Team, including Learning Support Teachers, an EAL/D teacher, an Aboriginal Education teacher, an Aboriginal Education Worker and a highly valued team of Learning Support Assistants. Additional wellbeing support is provided through access to a pastoral care worker, school counsellor and Beyond the Gates social worker. Through a strong spirit of collegiality and shared responsibility, the entire school community works together to ensure every student is known, valued and supported to achieve their full potential.

Parent Body Message

Our Lady of Lourdes is a strong, community-focused school where students are known, valued and supported. Parents consistently report that their children feel welcomed and enjoy coming to school each day. The positive relationships between staff and students contribute

to a nurturing learning environment in which children are encouraged to flourish both academically and socially.

The school demonstrates a clear commitment to partnership with families. As representatives of the parent body, parents value the school's openness to feedback and the proactive efforts of the executive team to promote effective communication and meaningful parent involvement in school life.

Our Lady of Lourdes provides a wide range of opportunities that support student growth and engagement. In addition to standard Catholic Schools sporting pathways, students are offered a variety of extracurricular sporting opportunities, including futsal, soccer gala days, touch football and league tag. The school also places strong emphasis on cultural enrichment, with students participating in initiatives such as the Dorothea Mackellar Poetry Awards, Aspire Script Writing and choir performances at the Civic Theatre. These opportunities enhance student confidence, creativity and connection to the wider community.

Student Body Message

Students consistently express positive views of the school, highlighting the supportive and approachable nature of the teaching staff. Learning experiences are described as accessible and well-structured, with teachers providing assistance when needed while also encouraging students to work independently and build confidence in their own abilities. Through participation in the Student Representative Council, students engage in regular meetings with the Executive team and play an active role in shaping school initiatives, including contributing to decision-making within the PB4L framework and influencing improvements such as the selection of new playground equipment. The school's strong music program also provides valuable enrichment opportunities, with students participating in choir and performing to a large audience at the Civic Theatre.

Madelyn Law

Students speak positively about their experience at the school, noting that teachers support their learning in ways that make it enjoyable and engaging. Classroom experiences include creative activities such as art, which contribute to a positive learning environment. Students also highlight opportunities to extend their learning beyond the classroom, including the Stage 2 excursion where they learnt about the Awabakal People. A variety of lunchtime clubs were available, with strong interest in activities such as Art Club and Choir. The use of technology was an important part of learning, with students developing skills in programs such as Canva to present their work. In addition, students acknowledge the range of sporting opportunities offered throughout the year, which supported participation and enjoyment in school life.

Layla Lo Monaco

School Features

Our Lady of Lourdes Catholic Primary School, Tarro, was established in 1944, commencing with 32 students and two teachers, both members of the Sisters of Mercy. In its early years, the Church—now the school Chapel—served as the learning space, divided by a curtain to accommodate the two classes. Each week, the learning area was respectfully dismantled to prepare for weekend Mass and re-established at the beginning of the school week, reflecting the close connection between parish life and education that continues to define the school today.

Fourteen years later, a dedicated school building was constructed, marking an important milestone in the school's development. Today, Our Lady of Lourdes is proud of its rich heritage and strong place within the Parish community and the wider Chisholm Region. The school continues to contribute to a culture grounded in Gospel values, working in partnership with the Parish to support the spiritual, academic and personal development of all students.

The wellbeing of students remains a central priority at Our Lady of Lourdes, with the understanding that children learn best when they feel safe, valued and supported. A strong pastoral care framework underpins student wellbeing, supported by access to the Learning Support Team, school counsellor, pastoral care worker and Beyond the Gates social worker. Building on this solid foundation of wellbeing, the school has developed as a centre of academic excellence, where students are encouraged to strive for high standards and give their best effort in all areas of learning. Through positive relationships with teachers and a commitment to growth, students are supported to recognise and achieve their full potential.

The School is growing with 11 classes now on site. Graduates of Our Lady of Lourdes continue their Catholic education at St Bede's Catholic College, further strengthening connections within the Catholic education community.

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 2025: Additional information can be found on My School website.

Girls	Boys	LBOTE*	Total Students
132	128	40	260

* 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.

Student Attendance Rates

The average student attendance rate for 2025 was 88.47%. 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
90.92	90.22	89.24	87.43	85.42	89.13	86.94

Managing Student Non-Attendance

All schools maintain an accurate register of their student's attendance. Any absences (part or full day) from school are recorded on this register and appropriate intervention strategies are implemented if required.

While parents/carers are legally responsible for the regular attendance of their child at school, school staff, as part of their duty of care, play a vital role in providing a continuum of active support including universal, targeted, and individualised strategies when supporting students with attendance concerns. Documented attendance plans may be developed to address the needs of students whose attendance is identified as being of concern.

Staffing Profile

Staffing Profile

Note: The data presented reflects the most current information available at the time of reporting. Variations in data currency may occur where staff updates are pending. Differences between tables are due to variations in staff inclusion criteria; therefore, minor discrepancies in reported numbers may occur.

The following information describes the staffing profile for 2025:

Total number of staff	39
Number of full time teaching staff	11
Number of part time teaching staff	14
Number of non-teaching staff	14

Total number of teaching staff by NESA category

Teachers are either accredited as conditional, provisional or proficient as defined by the Teacher Accreditation Act 2004 (NSW). Accreditation at the levels of Highly Accomplished and Lead teacher is voluntary.

The following table describes the accreditation status of teachers at Our Lady of Lourdes PS in 2025:

Conditional Teachers	2
Provisional Teachers	0
Proficient Teachers	23

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 is a parish-based Catholic school that recognises parents as the first educators of their children. The school works in partnership with families in the shared and sacred responsibility of forming and educating children in faith, learning and life.

Our Lady of Lourdes caters for students from the Parishes of Chisholm, Beresfield and Tarro and is grounded in the rich traditions of the Sisters of Mercy. The school's Vision and Mission were prayerfully discerned and developed by staff to reflect the Mercy Charism and the shared beliefs of the school community. The Vision of Our Lady of Lourdes Catholic Primary School, Tarro is To Live God's call through the Mercy Tradition.

Guided by this vision, the school's mission is to educate through the values of Compassion, Respect, Hospitality, Justice, Service and Courage.

As a Catholic school, Our Lady of Lourdes maintains strong links with the parish and actively supports the Church's mission of evangelisation. Liturgical celebrations hold a central place in the life of the school, with the community participating in a range of Masses and prayer celebrations throughout the year, including stage-based Masses in the chapel and significant occasions such as the Feast of Our Lady of Lourdes, ANZAC Day, and Mothers', Fathers' and Grandparents' Day celebrations.

During the year, the school celebrated several students being baptised into the Catholic Church and worked in close partnership with the parish to facilitate a successful Sacramental program. These experiences strengthened students' understanding and participation in the life of the Church and reinforced the school's commitment to faith formation.

Students continued to be encouraged to model the life of Christ in their daily interactions with others. This was fostered through the Religious Education curriculum and reinforced through the example of faith, care and service demonstrated by staff 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 embeds capabilities and priorities within curriculum content points in all KLAs. These include literacy, numeracy, digital literacy, critical and creative thinking, ethical understanding, intercultural understanding, and personal and social capability.

Throughout 2025, Our Lady of Lourdes staff engaged in a broad range of professional learning opportunities to strengthen teacher capacity, enhance student outcomes, and support the implementation of new syllabus requirements. A key focus for the year was the preparation phase for the Personal Development, Health and Physical Education (PDHPE) and Human Society and its Environments (HSIE) syllabuses. Staff participated in both NESA and Catholic Schools Office (CSO) professional learning to build knowledge of syllabus content, outcomes and effective pedagogical approaches in readiness for implementation.

Professional Learning Teams continued to meet regularly, supported by Pedagogical Mentors who worked alongside teachers within classrooms. This coaching model strengthened collaborative inquiry practices, with a continued emphasis on using student data to inform teaching and learning. The Assessment Waterfall Model, aligned with Lyn Sharratt's Clarity framework, remained a central structure for planning, assessment and responsive teaching. Visible learning practices were also embedded to support student understanding of learning intentions, success criteria and next steps.

Gifted education remained a priority area, with the Gifted Education Mentor providing targeted enrichment opportunities for students. These included participation in a poetry workshop, with students submitting entries to the Dorothea Mackellar Poetry Competition, and a team representing the school in the Tournament of Minds within the Language Literature category. These experiences supported student engagement, creativity and higher-order thinking.

A continued whole-school focus on Positive Behaviour for Learning (PB4L) ensured a consistent and proactive approach to student wellbeing and behaviour. Staff engaged in targeted professional learning led by Craig Moore, further developing a shared understanding of the PB4L response continuum. This included Verbal Intervention training to support staff in

responding to behaviours in a calm, respectful and restorative manner, strengthening consistency across the school.

Staff also participated in a range of mandatory professional learning to meet compliance requirements. This included CPR training, safeguarding modules, and ongoing Workplace Health and Safety (WHS) training. A particular focus was placed on strengthening staff understanding of risk assessment processes and the use of MNResponse to report hazards and near misses, ensuring a proactive and informed approach to maintaining a safe learning environment.

Overall, the 2025 professional learning program was responsive, collaborative and evidence-informed, supporting the school's commitment to continuous improvement and the provision of high-quality teaching and learning for all students.

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 2025 is reported in the table below.

NAPLAN RESULTS 2025		Percentage of students in the top 2 proficiency standards	
		School	Australia
Year 3	Grammar and Punctuation	52%	54%
	Reading	73%	66%
	Writing	79%	76%
	Spelling	65%	62%
	Numeracy	65%	64%
NAPLAN RESULTS 2025		Percentage of students in the top 2 proficiency standards	
		School	Australia
Year 5	Grammar and Punctuation	44%	63%
	Reading	64%	73%
	Writing	62%	65%
	Spelling	52%	69%
	Numeracy	48%	69%

Pastoral Care and Student Wellbeing

Pastoral Care Policy

The School's approach to pastoral care and wellbeing is guided by the [Student Wellbeing and Pastoral Care Policy](#).

This policy provides a framework for the development and implementation of policies, programs, resources, and practices at all school levels. Its purpose is to support and enhance the wellbeing of students and all members of the school community, fostering a climate of care within a Catholic educational context.

The School is committed to creating a safe, inclusive, and academically rigorous environment. A strong emphasis is placed on nurturing and maintaining positive, respectful relationships among staff, students, and parents, with the wellbeing of all at the forefront.

Behaviour Management and Student Discipline Policy

The School's behaviour management and student discipline procedures align with the Catholic School's [Student Wellbeing and Pastoral Care Policy](#) and to the [Schools Behaviour Management Policy](#). These policies uphold the dignity and responsibility of each individual, promote positive student behaviour, and ensure respect for the rights of all students and staff. Corporal punishment is expressly prohibited at the School. The School does not permit or condone the use of corporal punishment by any School personnel or non-School individuals, including parents, as a means of discipline in the School. Further information about this and other related policies may be obtained from the School's website.

Anti-Bullying Policy

The School implements the Catholic Schools [Anti-Bullying Policy](#) which is adopted by all schools within the Diocese. This policy provides a framework for school communities to collaboratively prevent and address bullying, fostering respectful relationships and responding to individual needs with sensitivity and care. The Catholic Schools Leadership team 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 on the Catholic Schools Maitland-Newcastle website.

Complaints Handling Policy

The Diocese of Maitland-Newcastle [Complaints Resolution Policy](#) is implemented by the School and all schools in the diocese. This policy acknowledges that misunderstandings and differences of opinion may arise and provides a structured process for resolving such matters respectfully and constructively. By addressing concerns within a framework of dignity, respect and truth, the policy reflects the values of the Catholic faith and offers opportunities to model the love of Christ in contemporary contexts. The Catholic Schools Leadership team monitors the implementation of this policy in our schools.

The full text of the [Complaints Resolution Policy](#) may be accessed on the School's website, the administration office or on the Catholic Schools Maitland-Newcastle 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

At Our Lady of Lourdes, there is a strong expectation that parents and the schoolwork in partnership to support student learning and wellbeing. Feedback from parents indicates that the school is approachable and responsive, with families feeling confident that their views are listened to and addressed in a timely and respectful manner.

Parents acknowledge and value the school's ongoing commitment to student safeguarding and the nurturing of a positive, faith-filled community that reflects the tradition and spirit of Our Lady of Lourdes. Community-building opportunities, including Open Classrooms held each term, are highly regarded and contribute to strong home-school connections.

Parents also express high levels of satisfaction with the quality and consistency of communication from teachers regarding their children's learning, progress and development.

Student satisfaction

Students value the wide range of learning experiences and co-curricular activities available at Our Lady of Lourdes. They report feeling safe and supported at school, with confidence that staff care for their wellbeing and take an active interest in their learning and personal development.

Students indicate that their opinions are respected and considered by staff, contributing to a strong sense of inclusion and voice within the school community. They appreciate the variety of pedagogical approaches used in classrooms and recognise that learning tasks are appropriately adjusted to support individual success.

Teacher satisfaction

Teachers value the strong sense of collegiality within the staff and feel supported by specialist teachers and the executive leadership team to implement innovative classroom

practices. Staff demonstrate strengths in setting clear learning intentions, monitoring student progress and maintaining high expectations for achievement.

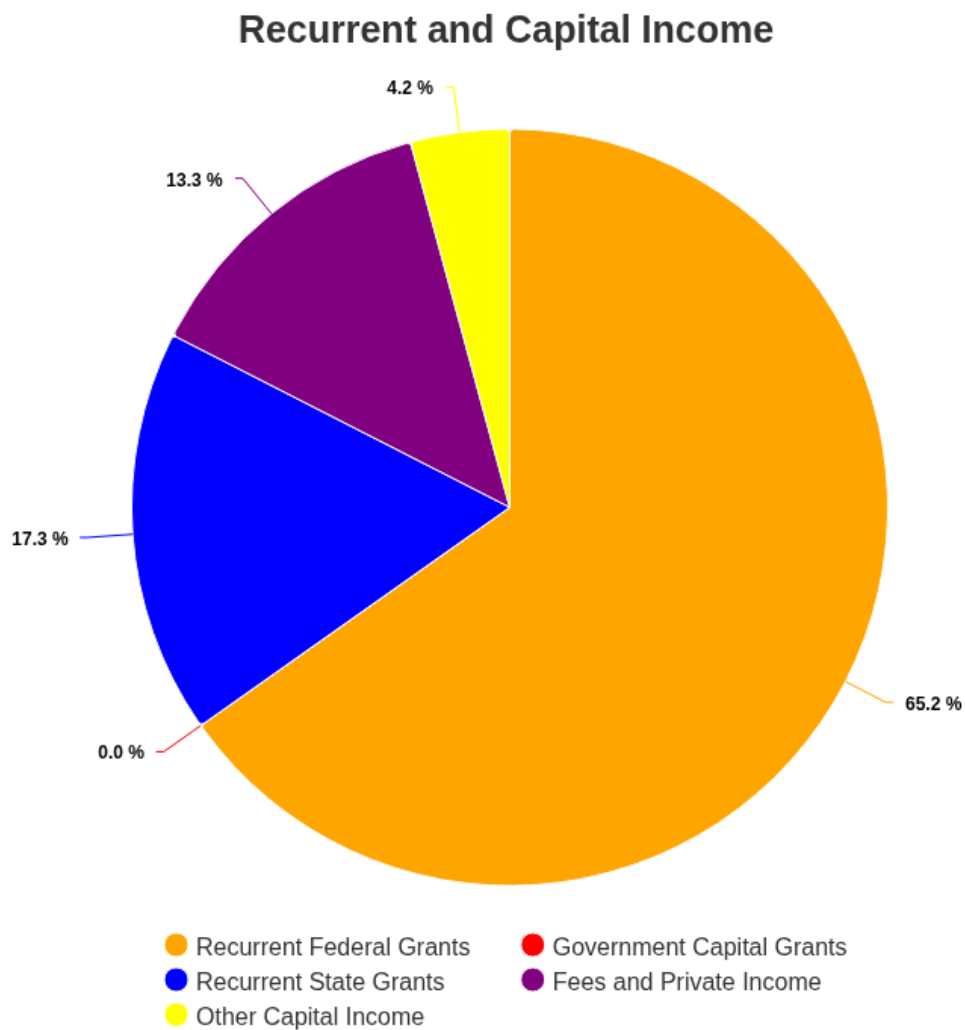
Assessment data is used purposefully to inform planning, identify areas of need and support reflective practice. Teachers employ a range of effective strategies and provide timely feedback to support student progress. There is a strong understanding of the needs of students requiring additional support, with appropriate adjustments made to ensure equitable access to learning.

All staff demonstrate a strong commitment to student safeguarding, prioritising student wellbeing and upholding professional responsibilities in alignment with Catholic values and system requirements.

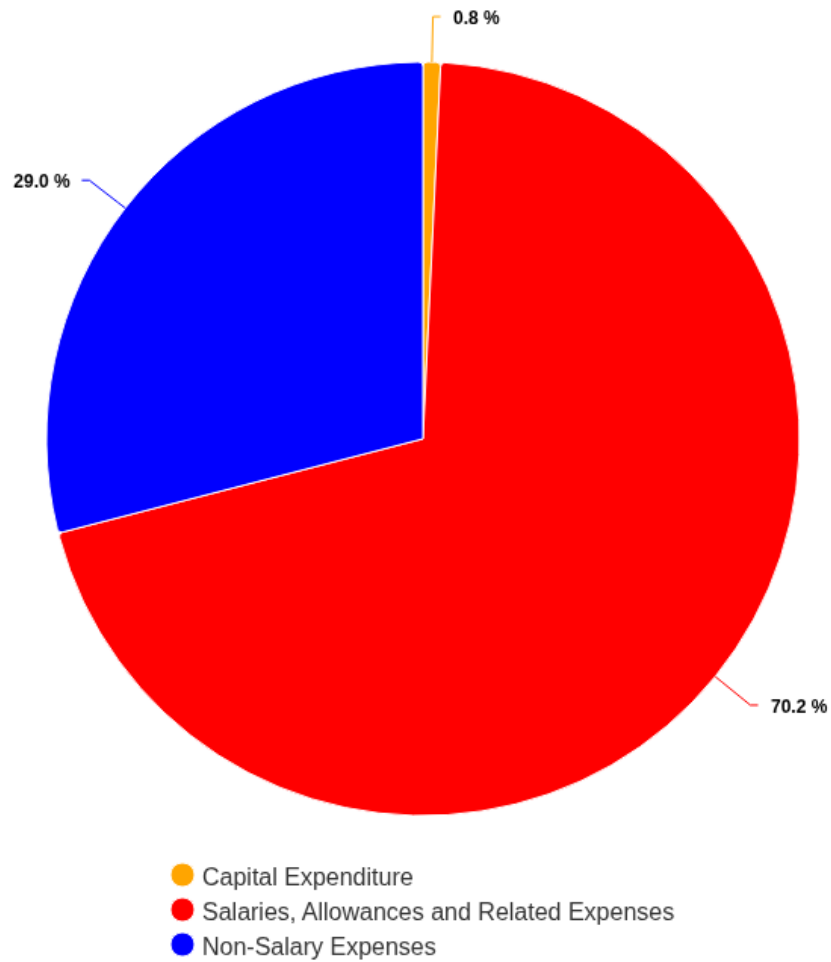
Financial Statement

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 2025 year is detailed below:



Recurrent and Capital Expenditure



END OF 2025 REPORT