

# 2022

## 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/>

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## About this report

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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 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.

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## Message from key groups in our community

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### 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 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

2022 saw us come out of COVID restrictions to allow our children a full year at school. We delighted in the school being open again to the community and sharing in events and the daily life of our children in their school environment. Being a part of the OLOL community is really fulfilling and to have our community coming together and rebuilding is wonderful.

### Student Body Message

We were very happy to have a whole year at school with no more home learning! We were able to do lots of things which we couldn't for a couple of years because of COVID. We can play with others more freely in the playground and Year 6 were so happy to be able to spend more time with their buddies than Year 6 could last year. We have been able to have our school open again for visitors and do so many of the things we like such as open classrooms, masses, liturgies, Grandparent's Day, picnics and colour fun runs!

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## School Features

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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.

Our students move to St Bede's Secondary School (opened at the beginning of 2018) to continue their Catholic education

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## Student Profile

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### 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 2022: Additional information can be found on My School website.

Girls	Boys	LBOTE*	Total Students
111	111	17	222

\* 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 2022 was 85.21%. 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
82.65	85.44	89.22	86.96	84.67	84.01	83.54

## 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.

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## Staffing Profile

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### Staffing Profile

The following information describes the staffing profile for 2022:

Total number of staff	30
Number of full time teaching staff	11
Number of part time teaching staff	10
Number of non-teaching staff	9

### 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 101 teachers
- Provisional 50 teachers
- Proficient 1862 teachers
- 1 Highly Accomplished teacher
- 1 Lead teacher

Additionally, there are approximately 4 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

Leading Learning Collaborative – CLARITY work as a part of a whole system focus.

Inculturation

Staff Retreat – The Catholic Educator

A Culture of Growth – OLOL focus on our purpose, mission and vocation.

K-2 New Mathematics and English Syllabus

Explicitly Teaching Vocabulary

Twilight Sessions - Supporting Student Wellbeing and Mental Health

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## Catholic Identity and Mission

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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 Primary School lives out our school's 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.

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.

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## Curriculum, Learning and Teaching

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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 Curriculum is structured around the outcomes and content for each learning area and general capabilities for learning across the curriculum including literacy, numeracy, information and communication technology, critical and creative thinking, ethical behaviour, personal and social competence and intercultural understanding.

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, using the Third Teacher and engaging in Learning Walks and Talks.

## 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 2022		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 3	Grammar and Punctuation	31%	52%	17%	12%
	Reading	40%	54%	17%	11%
	Writing	23%	50%	9%	7%
	Spelling	26%	48%	14%	15%
	Numeracy	26%	34%	14%	15%
NAPLAN RESULTS 2022		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 5	Grammar and Punctuation	6%	31%	16%	14%
	Reading	19%	39%	3%	11%
	Writing	19%	25%	23%	18%
	Spelling	23%	37%	16%	14%
	Numeracy	19%	25%	13%	16%

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## Pastoral Care and Student Wellbeing

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### 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.

There were changes to the policy in 2022.

### Behaviour Management and Student Discipline Policy

The School's policies and procedures for the management of student behaviour are aligned the CSO [Student 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.

## 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.

## 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 Mission and Vision focuses each week.

Year 6 Leaders lead School Assembly daily

Year 6/Kinder buddy programme Social Justice initiatives

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## School Improvement

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The School implements the system's 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 Improvement Plans are future focused documents that map the School's directions, aimed specifically at improving educational and wellbeing outcomes for all students through the following areas:

- Catholic Culture and Mission
- Learning

Each year, the School develops a Strategic Improvement Plan indicating the intended key improvements for student learning outcomes. A copy of the school's Strategic 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, Learning Walks and Talks, the Third Teacher in every learning space.

Explicit teaching of Vision and Mission Statements Gifted Education Lead school – working to meet the needs of every student with the assistance of our Gifted Education Mentor.

Active Pedagogical Mentors working with stage teams to improve student ourcomes.

### Priority Key Improvements for Next Year

LLC journey - Assessment Waterfall; Quality Assessment and Data analysis, strong collaborative PLT structures.

Continue development of Wellbeing Framework

Data-informed teaching

Focus on New English and Mathematics Syllabus

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## Community Satisfaction

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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 annually. 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 ie:

"We thank you for a great start to the year and look forward to watching XXX grow even more confident and knowledgeable."

I cannot thank you all enough! XXX had a great day and said he just took his hat off and everyone was kind!! He had a great day! You have all been amazing with XX I cannot thank you enough!

"Wanted to send you a quick email to let you know you're doing an amazing job!"

"Enjoy the liturgy today, sorry I can't make it. I know it will be fantastic and a great way for so many people to start their Easter."

"Thank you for all that you do, so blessed to have you at OLOL. Thanks to the full team at OLOL as well."

"We are so very thankful to have you in our lives. You, your support, knowledge and kindness have never gone unnoticed. You are a valuable person in XXX's world and I often think that you will be the teacher he will reflect back to when he is in adulthood. The person who helped shape him into the kind, caring, compassionate human that he is."

"I would like to take this opportunity to say THANK YOU!"

"We feel truly blessed to be a part of the OLOL Community and that's because of wonderful people like you all."

### Student satisfaction

We are so lucky to be at OLOL. Everyone is so friendly, includes each other and really love one another. No one is left out and our teachers care about us. We learn lots of different things and really like the experiences and challenges our teachers set for us. We also have

lots of exciting fun times at OLOL like School carnivals, the colour fun run, book week dressing up and sometimes even help others out while we do it like the Socktober Catholic Mission Day

### Teacher satisfaction

Working each day at OLOL is a privilege. To work with a kind, caring and collaborative group of like minded educators is a blessing. Our PLC and PLT structures are highly supportive and help us to work toward knowing all the faces and meeting the needs of every student. The meaning of being in a Catholic school is really epitomised here at OLOL.

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## Financial Statement

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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 2022 year is detailed below:

<b>Recurrent and Capital Income 2022</b>	
Commonwealth Recurrent Grants <sup>1</sup>	\$2,851,625
Government Capital Grants <sup>2</sup>	\$0
State Recurrent Grants <sup>3</sup>	\$850,096
Fees and Private Income <sup>4</sup>	\$454,015
Interest Subsidy Grants	\$12,210
Other Capital Income <sup>5</sup>	\$157,328
<b>Total Income</b>	<b>\$4,325,274</b>

<b>Recurrent and Capital Expenditure 2022</b>	
Capital Expenditure <sup>6</sup>	\$1,446
Salaries and Related Expenses <sup>7</sup>	\$2,962,890
Non-Salary Expenses <sup>8</sup>	\$1,173,052
<b>Total Expenditure</b>	<b>\$4,137,388</b>

### 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 2022 REPORT