

Our Lady of Lourdes PS

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 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

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 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

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

Girls	Boys	LBOTE*	Total Students		
111	111	17	222		

^{*} Language Background Other than English

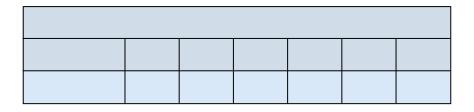
Enrolment Policy

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:

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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 2022:



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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

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 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.

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 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

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 bottom 2 bands			
		School	2 bands bottom 2				

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

School Improvement

The School implements the system's review cycle of improvement which outlines the processes and benchmarks for

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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 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

lots of exc	iting fun	times a	it OLOL	like	School	carnivals,	the	colour	fun	run,	book	week