



Our Lady of Lourdes Primary School

Our Lady of Lourdes Primary School
5 Canyon Road
Baulkham Hills South 2153
0288414000
OLOLBHills@parra.catholic.edu.au
www.ololbhills.catholic.edu.au

2024 Annual School Report



Introduction

About the Annual School Report

Our Lady of Lourdes Primary School is registered by the New South Wales Education Standards Authority (NESA) as a member of the Catholic system of schools in the Diocese of Parramatta.

The Annual School Report provides parents and carers and the wider school community with fair, accurate and objective information about various aspects of school performance and development. The Report describes the achievement of school development priorities in 2024 and gives information about the next years priorities.

This Report is a legislative requirement under the Schools Assistance Act 2008 and the Education Amendment Act 2004.

The information in this Report is complemented by the school website where other school publications and news can be viewed or obtained from the school.

Key Messages

From the Principal Mr. Steven Haskins

I am proud to present to you the 2024 Annual School Report for Our Lady of Lourdes Primary School, Baulkham Hills South. It has been a year where excellent opportunities were provided for our students to develop academically and spiritually within a caring community. Our ongoing focus on Literacy and numeracy has led to extremely strong academic outcomes for our students.

Our school is a place where we aim to live out our school motto: "To Know, To Love and To Serve". Quality relationships exist between all those who have a stake in our school: students, parents, staff and parish. During the course of the year, we are able to share with the members of our community the marvellous work being undertaken in our school and experience education at its best.

Working closely with our parish our students were involved in sacramental programs, masses and liturgies. A strong partnership exists between home and school. Parents are welcomed and take part in all aspects of school life.

In 2024, our strong partners included: Parents and Friends Group, liturgical celebrations, sport days, classroom literacy and social and fundraising functions.

Parents and Friends meeting were held each term to discuss social and fundraising events for the school.

The Annual School Report is a government initiative that allows our parents and carers to gain information about some of the structures and performance of our school and its role in the wider community. It is, however, a written document that cannot replace that very real and human need for personal interaction. We invite all parents and carers who wish to discuss any aspect of this report to make contact and work with us collaboratively.

From the Parents/Carers

Parents and carers play a vital and valued role in our school community. Families have played a critical role in supporting the wellness and academic progress of students through out the school year. Parents and carers are always encouraged to participate and attend the many schools events such as masses, excursions, assemblies and the many other events celebrated in our school community. The degree of contact at my child's school keeps me informed about matters related to their education and wellbeing and I am happy with the level of communication the school provides.

Parents and carers were formally surveyed in a centrally administered feedback system that provided information to staff about their child's experience and their own experience of school. The results will be used to look at further improvements at the school.

From the Students

Our Student Representative Council (SRC) is comprised of six children from Year 6. The elections are held in Term 4 of Year 5. As leaders, we represented all the children in our school and assisted them to ensure they were happy at school. We also assisted the teachers and tried to be good role models to all students.

We have memories of:

- Celebrating parish and school masses
- Involvement in social justice programs
- Time spent with our Kindergarten buddies
- School sporting events
- Organising school assemblies

We thank our teachers, parents and friends for their support in making all our years at Our Lady of Lourdes Primary School such a special time.

Students at the school were formally surveyed in a centrally administered feedback system that provided information to staff about the students and their experience of school.

School Context

History of the school

Our Lady of Lourdes Primary School Baulkham Hills South, was established in 1963. It was founded through the dedicated efforts of the local Catholic community and the Sisters of Mercy, Parramatta. The first lay principal was appointed in 1987.

Location / Drawing Area

Our Lady of Lourdes Primary School is located in Baulkham Hills South, the school serves the parish of Baulkham Hills, in particular, the worshipping community of Our Lady of Lourdes and draws on students from Baulkham Hills, Castle Hill, Northmead and Winston Hills. It is a co-educational Catholic primary school from Kindergarten to Year 6.

Workforce Composition

Staffing Profile

Staffing Profile	
Total Number of Staff	33
Number of staff who identify as Aboriginal and Torres Strait Islander people	1
Number of full time teaching staff	21
Number of part time teaching staff	2
Number of non-teaching staff	10

Total number of teaching staff by NESA accreditation level

Teachers at the school 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 contracted number of accredited teachers within Catholic Schools Parramatta Diocese (CSPD) are as follows:

Catholic Schools Parramatta Diocese (CSPD) accredited teachers	
Conditional Teachers	458
Provisional Teachers	102
Proficient Teachers and/or above	3258

Teacher status at Our Lady of Lourdes Primary School can be sourced directly from the school.

Professional Learning

The ongoing professional development of each staff member working within CSPD is highly valued. Professional learning can take many forms including: whole of school staff days, subject-specific engagements, conferences, meetings and a range of professional learning opportunities provided by CSPD.

The school takes responsibility for planning, implementing, evaluating and tracking its staff's 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.

Specific and focused Professional Learning for the staff of the school this year has included:

- Implementation of the new Year 3 to Year 6 English and Mathematics Curriculum.
- Implementation of the InialLit Program.
- Implementation of the MiniLit Program.

Catholic Identity and Religious Education

Prayer, Liturgical Life and Faith Experiences

Education within the Diocese of Parramatta is a ministry of the Catholic Church, walking with humility in the way of Jesus, serving all of God's people. The Gospel messages of love, forgiveness, tolerance and compassion are lived experiences that are visibly evidenced at school. We offer families high-quality accessible education that challenges each student to discover a meaningful, hope-filled and flourishing life. Our caring teachers share faith and learning with students, including through their own example. Every day, be it in the playground, at an assembly or in the classroom our students experience a genuinely religious way of understanding the world. The invitation to meaningful prayer and liturgy, as well as participation in the Sacraments, nurture and give expression to the religious dimension of school life in the context of the Church's celebration of the liturgical year.

Social Justice

All students at the school are encouraged to regularly engage in activities to support Catholic Mission with fundraising and awareness-raising initiatives. Students are encouraged to work closely with their local parish, community groups, support local charities and participate in outreach or immersion experiences for the benefit of the whole community and the student's personal development.

This year students and staff from the school engaged in the following initiatives and activities:

- Project Compassion resources shared with teachers during Lent to specifically teach social justice related issues leading towards fundraising.
- We collected personal hygiene products for the St Vincent de Paul Winter Appeal.
- Staff, students and families donated food items for the St Vincent de Paul Christmas Appeal.

All of these initiatives enabled the students and staff to practise their faith through action as Jesus demonstrated in the Gospels.

School, Home and Parish Partnerships

Parents and carers have been actively encouraged to engage in a variety of school activities including parent forums, information evenings, parent/teacher/student meetings, liturgies, social events and opportunities to provide feedback. Regular communication with parents and carers occurred through phone calls, meetings and the Compass information platform.

Religious Education

At the heart of our school is the Religious Education program. It is through this area of study that students learn to value the Catholic identity, traditions, values and Christ's

teaching. Our Religious Education program is embodied by the quality of our relationships and how we deal with the daily issues of life.

CSPD schools use Sharing Our Story, a Religious Education curriculum that has been used for more than 20 years. In all subject areas, we offer an education completely consistent with the teaching of the Church on the dignity of all aspects of the human person. We also appreciate the need to provide age-appropriate learning opportunities.

Professional Learning of Staff in Religious Education

Professional Learning in Religious Education offered to staff this year included:

- Teachers learnt how to embed the teachings of St Mark's Gospel using the senses of scripture.
- Teachers developed their theological knowledge in order to interpret scripture.
- Teachers were introduced to the new Religious Education curriculum 'Encountering Jesus'.

Learning and Teaching

National Assessment Program - Literacy and Numeracy (NAPLAN)

Students in Years 3, 5, 7 and 9 across Australia participated in the National Assessment Program – Literacy and Numeracy (NAPLAN). The purpose of NAPLAN is to provide information to parents and carers and teachers about the achievements of students in literacy and numeracy. Questions are based mostly on the literacy and numeracy knowledge and skills students have learnt from previous years of schooling.

Each year the results are analysed by the school to inform teaching and learning with a view to improving student performance. Commencing in 2023, NAPLAN test results are reported using proficiency standards. Students' results show how they performed in each of the NAPLAN assessment areas against 4 proficiency levels:

- 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 percentages of students achieving at Exceeding and Strong proficiency levels are reported in the table on the next page.

NAPLAN Results Year 3 2024

Year 3	Percentage of students in the top 2 proficiency standards	
	School	Australia
Reading	78%	66%
Writing	91%	77%
Spelling	79%	61%
Grammar and Punctuation	72%	54%
Numeracy	78%	63%

NAPLAN Results Year 5 2024

Year 5	Percentage of students in the top 2 proficiency standards	
	School	Australia
Reading	88%	71%
Writing	82%	67%
Spelling	86%	68%
Grammar and Punctuation	82%	65%
Numeracy	88%	68%

Student Profile

Enrolment Policy

Our Lady of Lourdes Primary School follows the Catholic Schools Parramatta Diocese (CSPD) Enrolment Policy Procedures and Guidelines. The full text or a link to the full text of the school's enrolment policies, including all prerequisites for continuing enrolment, can be obtained from the school office or can be accessed on the school's website.

Student enrolments

Student enrolments 2024	
Number of Boys	Number of Girls
201	203
Total Enrolments: 404	

Student attendance

Student attendance rates 2024			
Year	Attendance Rate	Year	Attendance Rate
K	95%	4	94%
1	94%	5	92%
2	94%	6	93%
3	93%	School Average: 93%	

Managing non attendance

Regular attendance at school is essential if students are to maximise their potential. Schools, in partnership with parents and carers, are responsible for promoting the regular attendance of students.

The compulsory schooling age range is 6-17. Parents and carers are legally responsible for the regular attendance of their children, explaining the absences of their children in writing within several days to the school, and taking measures to resolve attendance issues involving their children.

School staff, as part of their duty of care, monitor part or whole day absences. They maintain accurate records of students' attendance, follow up unexplained absences through written and verbal communication, implement programs and practices to address attendance issues when they arise, and provide clear information to students

and parents/carers regarding attendance requirements and the consequences of unsatisfactory attendance.

The school principal or their delegate may grant permission for late arrival or early departure from school, leave or exemption from attendance only in individual cases, on written request from parents and carers. For longer exemptions, an application for approval is made through Diocesan authorities. The principal/delegate will undertake all reasonable measures to contact parents/carers promptly if an unexplained absence occurs. If truancy is suspected, the principal will contact the parents/carers to ascertain the reason for the absence. If a satisfactory response is not received, the matter will be referred to the relevant staff at CSPD who will follow up unexplained absences as per legislative requirements.

Characteristics of the student body

The table below shows the number of students in each of the categories listed.

Student Body Characteristics	
Language background other than English (LBOTE)	113
Students with disabilities (SWD)	70
Aboriginal and Torres Strait Islander	1

Wellbeing

The wellbeing and safety of all students is central to the purpose of Catholic Education and we acknowledge that healthy relationships and exceptional pastoral care are core to each child's positive experience at school. Our Lady of Lourdes Primary School is a place where students are nurtured to grow, to belong and to be safe.

A sense of wellbeing and connectedness promotes optimal development of the person as a whole and contributes to academic success. We have a strong focus on pastoral care and our school has a counsellor to support our students. CSPD provides resourcing for additional wellbeing initiatives and teams to support attendance, behaviour and intervention for students at risk.

Our wellbeing initiatives include:

- Participated in the Bullying No Way Day.
- Social Skill Program to focus on Friendship.
- Purchased resources and games for lunch time play in the library and the new playground.

Our Lady of Lourdes Primary School bases student wellbeing on the [CSPD Student Wellbeing Policy \(2022\)](#) and the [CSPD Student Wellbeing Framework](#). The guidelines identify the rights and responsibilities of every student in the school and are based on the principles of natural justice and procedural fairness. Corporal punishment is expressly forbidden at the school.

Related policies include:

- [Bullying of Students - Prevention and Response Procedure \(2022\)](#)
- [Student Use Of Digital Devices And Online Services Policy \(2022\)](#)
- [Guidelines for Parents and Carers in Raising Complaints \(2023\)](#)
- [Student Wellbeing Policy \(2022\)](#)
- [Student Wellbeing Framework](#)
- [Student Attendance Policy \(2021\)](#)
- [Student Attendance Procedures \(2022\)](#)
- [Bullying of Students - Prevention and Response Procedure \(2022\)](#)
- [Weapons Procedures \(2022\)](#)
- [Banned Substances Student Procedures \(2022\)](#)
- [Family and School Partnership Principles](#)

Actions promoting respect and responsibility

Our Lady of Lourdes Primary School actively promotes respect for others and responsibility for self. During the past year, our community has engaged with the following actions and opportunities:

- Celebrated Harmony Day.
- Trained Year 6 students to lead Peer Support program for all other students.
- Trained Year 6 students to become Buddies to Kindergarten students.

Community Satisfaction

During 2024, CSPD and our school utilised a variety of measures to obtain feedback from parents and carers, students and staff regarding community satisfaction.

Areas of strength from the parents/carers feedback include:

- I feel welcome when I visit the school.
- My child is encouraged to do his or her best work.
- My child is clear about the rules for school behaviour.

Areas of strength from the student feedback include:

- Students have friends at school they can trust and who encourage them to make positive choices
- Students believe that schooling is useful in their everyday life and will have a strong bearing on their future.
- Students feel classroom instruction is well-organised, with a clear purpose, and with immediate feedback that helps them learn.

Areas of strength from the staff feedback include:

- Teachers have a clear understanding of what is expected of them in their role.
- Teachers have access to the resources and systems they need to do their job effectively.
- Teachers believe their leader's behaviour is consistent with the organisations Catholic Mission.

School Improvement and Learning

Priorities

Current Year Priorities		
Priority 1	To implement the InitialLit and MiniLit programs to support the phonics, vocabulary, spelling and reading development of students.	Still Working Towards.
Priority 2	To ensure all staff have an agreed understanding and practice of explicit teaching.	Still Working Towards.

Projected School Priorities		
Priority 1	To consolidate the implementation the InitialLit and MiniLit programs to support the phonics, vocabulary, spelling and reading development of students in K-2. To implement the SpellEx program for students in Years 3-4 to improve spelling results.	
Priority 2	For teachers to develop their knowledge of the new curriculum to facilitate rigorous student learning and for students to engage in the new Religious Education curriculum 'Encountering Jesus'.	

Financial Statement

Financial information is based on the detailed information provided to the Commonwealth and State Government in the Financial Questionnaire.

School Financial Information for 2024 is detailed below:

Recurrent and Capital Income	
Commonwealth Recurrent Grants ¹	\$3,817,763
Government Capital Grants ²	\$0
State Recurrent Grants ³	\$1,023,026
Fees and Private Income ⁴	\$1,110,475
Other Capital Income ⁵	\$201,386
Total Income	\$6,152,650

Recurrent and Capital Expenditure	
Capital Expenditure ⁶	\$2,488,670
Salaries and Related Expenses ⁷	\$4,474,275
Non-Salary Expenses ⁸	\$1,861,678
Total Expenditure	\$8,824,623

¹ Commonwealth relates to Commonwealth Recurrent Grants including per capita funding and special purpose grants

² Capital relates to Government Capital Grants received for construction of school assets

³ State relates to State Recurrent Grants including per capita funding, interest subsidy and special purpose grants

⁴ Fees relate to Diocesan and school based fees, excursions and other private income from parents/carers

⁵ Other refers to Other Capital Income including amounts charged for Diocesan Building Levy from parents

⁶ Capital Expenditure refers to expenses incurred mainly for School Buildings, Furniture and Equipment

⁷ Salaries refers to the total of all Salaries, allowances and related expenses such as superannuation, workers compensation and leave

⁸ Non-Salary refers to all other Non-Salary Recurrent Expenses