



# Our Lady of Lourdes Primary School

## 2023 Annual School Report



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## Introduction

### **About the Annual School Report**

Our Lady of Lourdes Primary School is registered by the New South Wales Education Standards Authority (NESAs) 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 2023 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 Ms. Keiran Byrnes

I am proud to present to you the 2023 Annual School Report for Our Lady of Lourdes Primary School, Seven Hills.

Our vision is to be a Christ-centred community involved in an active partnership in education with our parish priest, parish community, parents, staff and children. Our mission is to provide our children with a strong spiritual and educational foundation on which to develop and build their lives.

We believe that:

- The Catholic faith provides the basis for a meaningful partnership of parish, school and family
- Values of honesty, respect, love, openness and care are the basis for our growth as a community
- Parents are the prime educators and share responsibility for their child's learning
- Education is a lifelong interactive process involving teachers, parents and children
- Children should be encouraged to do their best
- Each child has individual educational needs which must be addressed
- Clear, open communication is essential to our partnership
- Staff work to ensure the provision of an innovative, stimulating and purposeful learning environment, where children are encouraged and supported to become independent and responsible lifelong learners.

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

Parental involvement in the spiritual and educational life of the school in 2023 was encouraged through participation in liturgies, fundraising, social justice initiatives, Kindergarten Welcome barbecue; Mothers' Day stall, Mass and morning tea; Fathers' Day stall, Mass and breakfast; assisting at sports carnivals; social media via the school Facebook page, involvement in school activities such as Book Week and having the opportunity to be an active member of the Parent Group.

Initiatives for parent education included information sessions on transitioning children into primary school and running Parents as Educators courses.

A Meet the Teacher interview was held at the beginning of the year to allow parents to discuss their child's needs with the class teacher. At the conclusion of Semester 1 parent/teacher interviews were again held to discuss student learning progress.

Communication was maintained throughout the year via class newsletters. In addition open classrooms were held on a number of occasions to allow parents to experience what was occurring in the classroom. The school and parent community were committed to working in partnership.

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**

Throughout 2023 as students we experienced a variety of learning and growth activities, both curricular and extra curricula. We were encouraged to take an active role in our learning and speak with our teachers if we needed some extra support or challenge. Children in Years 3 to 6 and staff voted for two school captains and eight sports captains to represent students. All Year 6 students were given the opportunity to develop their organisational skills through the facilitation of parts of school assemblies, assisting with internal sporting events and participating in liturgical celebrations. In addition, two children from each grade in Years 3 to 5 were elected to the Student Representative Council (SRC) and also contributed to the school organisation and development. We were generally encouraged to participate and contribute to all aspects of school life.

Students remained actively involved in social justice initiatives through participation in FIAT (Faith in Action Team), Project Compassion activities and Mission to Busk to support Catholic Mission and the Lenten and Christmas Hampers to support the St Vincent de Paul Society.

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 Seven Hills, was established on 4 February 1963, and founded by the Sisters of St Joseph in close partnership with the Parish. The Sisters of St Joseph led the school until 1994 when the first lay principal was appointed. At this time the school was extensively refurbished and a number of successful innovative learning practices were commenced that continue to this day. The School continues to evolve to meet the changing demands of contemporary education.

### **Location / Drawing Area**

Our Lady of Lourdes Primary School is located in Seven Hills, the school predominately draws on students who live within the boundaries of the Parish. Apart from the suburb of Seven Hills, parish boundaries also include areas of Lalor Park, Prospect, Kings Langley, South Blacktown and Girraween. Our Lady of Lourdes Primary School has a culturally diverse community that embraces everyone.

## Workforce Composition

### Staffing Profile

| Staffing Profile   |    |
|--|----|
| Total Number of Staff  | 35 |
| Number of staff who identify as Aboriginal and Torres Strait Islander people | 0  |
| Number of full time teaching staff   | 16 |
| Number of part time teaching staff   | 11 |
| Number of non-teaching staff   | 8  |

### 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   | 363  |
| Provisional Teachers   | 125  |
| Proficient Teachers and/or above                               | 3495 |

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:

- Analysis of the new English syllabus with particular emphasis on shared reading, vocabulary and spelling.
- Development of teacher understanding of the content of the new Mathematics syllabus with particular reference to planning main and consolidating tasks.
- Analysis of Mathematics and Reading data and its implications in the classroom.

# 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:

- Students engaged in a Lenten Hamper appeal gathering non perishable food items to be distributed to families by the Saint Vincent de Paul Society.
- Students engaged in a "Raise it up for refugees" day and raised money to support the Jesuit Refugee Service.
- Students participated in "Mission to Busk". Students and families donated to watch the busking acts with donations going to Catholic Mission.

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:

- Opportunity was provided to reconnect with "Sharing Our Story" and review current RE programs
- Staff explored various forms of prayer that could be incorporated within the classroom.
- Staff were invited to a staff formation day to unpack Laudato Si and its implications for our community.

## 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 2023

| Year 3                  | Percentage of students in the top 2 proficiency standards |           |
|-------------------------|---|-----------|
|                         | School  | Australia |
| Reading                 | 85%   | 67%       |
| Writing                 | 80%   | 76%       |
| Spelling                | 75%   | 61%       |
| Grammar and Punctuation | 69%   | 54%       |
| Numeracy                | 72%   | 65%       |

### NAPLAN Results Year 5 2023

| Year 5                  | Percentage of students in the top 2 proficiency standards |           |
|-------------------------|---|-----------|
|                         | School  | Australia |
| Reading                 | 82%   | 74%       |
| Writing                 | 79%   | 66%       |
| Spelling                | 71%   | 69%       |
| Grammar and Punctuation | 62%   | 64%       |
| Numeracy                | 74%   | 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 2023 |                 |
|-------------------------|-----------------|
| Number of Boys          | Number of Girls |
| 172                     | 188             |
| Total Enrolments: 360   |                 |

### Student attendance

| Student attendance rates 2023 |                 |                     |                 |
|-------------------------------|-----------------|---------------------|-----------------|
| Year                          | Attendance Rate | Year                | Attendance Rate |
| K                             | 94%             | 4                   | 94%             |
| 1                             | 91%             | 5                   | 93%             |
| 2                             | 92%             | 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.

| <b>Student Body Characteristics</b>            |     |
|--|-----|
| Language background other than English (LBOTE) | 233 |
| Students with disabilities (SWD)               | 74  |
| Aboriginal and Torres Strait Islander          | 7   |

## 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:

- Students engaged in PIVOT survey to gauge student wellbeing.
- A staff development day was conducted to follow up on the well being survey and provide staff with resources and strategies to support well being.
- Wellbeing Wednesdays were conducted in Term 4 with staff supplied with resources to support student well being.

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:

- Student leaders participated in National Young Leaders Day with guest speakers addressing respect and responsibility.
- Weekly FIAT Awards were presented with a focus on recognising students who displayed responsibility and respect for others.

- Students in Years 3 - 6 attended an address by a representative from Jesuit refugees in relation to the experience of a refugee.

## Community Satisfaction

During 2023, 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:

- Teachers are accessible
- Learning reports are written in terms that are understood.
- The school provides a safe environment for my child.

Areas of strength from the student feedback include:

- Teachers are interested in students as individuals.
- Learning activities are interesting and relevant.
- There are clear rules and expectations in the classroom.

Areas of strength from the staff feedback include:

- Teachers work collaboratively together to support student learning.
- School executive are approachable and supportive.
- The school environment is inclusive on both a staff and student level.



## School Improvement and Learning

### Priorities

| Current Year Priorities |   |           |
|-------------------------|---|-----------|
| Priority 1              | For staff to develop a greater understanding of the new English syllabus with particular emphasis on shared reading, spelling and vocabulary. | Achieved. |
| Priority 2              | Implementation of the new K- 6 Maths syllabus.  | Achieved. |

| Projected School Priorities |   |  |
|-----------------------------|---|--|
| Priority 1                  | Improvement in the positive behaviour of students through greater understanding and implementation of the PBS4L framework as measured by behaviour tracking through chronicles.               |  |
| Priority 2                  | To use the NSW Mathematics Syllabus to provide challenge and growth for all students as measured by an increase in the number of students in higher bands in Pat M and class assessment data. |  |

## 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 2023 is detailed below:

| Recurrent and Capital Income               |                    |
|--|--------------------|
| Commonwealth Recurrent Grants <sup>1</sup> | \$3,825,729        |
| Government Capital Grants <sup>2</sup>     | \$0                |
| State Recurrent Grants <sup>3</sup>        | \$1,009,069        |
| Fees and Private Income <sup>4</sup>       | \$938,500          |
| Other Capital Income <sup>5</sup>          | \$197,025          |
| <b>Total Income</b>                        | <b>\$5,970,323</b> |

| Recurrent and Capital Expenditure          |                    |
|--|--------------------|
| Capital Expenditure <sup>6</sup>           | \$806,961          |
| Salaries and Related Expenses <sup>7</sup> | \$4,147,133        |
| Non-Salary Expenses <sup>8</sup>           | \$1,635,263        |
| <b>Total Expenditure</b>                   | <b>\$6,589,357</b> |

<sup>1</sup> Commonwealth relates to Commonwealth Recurrent Grants including per capita funding and special purpose grants

<sup>2</sup> Capital relates to Government Capital Grants received for construction of school assets

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

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

<sup>5</sup> Other refers to Other Capital Income including amounts charged for Diocesan Building Levy from parents

<sup>6</sup> Capital Expenditure refers to expenses incurred mainly for School Buildings, Furniture and Equipment

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

<sup>8</sup> Non-Salary refers to all other Non-Salary Recurrent Expenses