



LOURDES HILL
COLLEGE

2019 Annual Report



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1. Introduction

Lourdes Hill College, founded in 1916 by the Sisters of the Good Samaritan, is an independent, Catholic Secondary School for Girls with an enrolment of approximately 1200 and one of the ten Australian Good Samaritan Education Colleges. The College provides education for girls from Years 7-12.

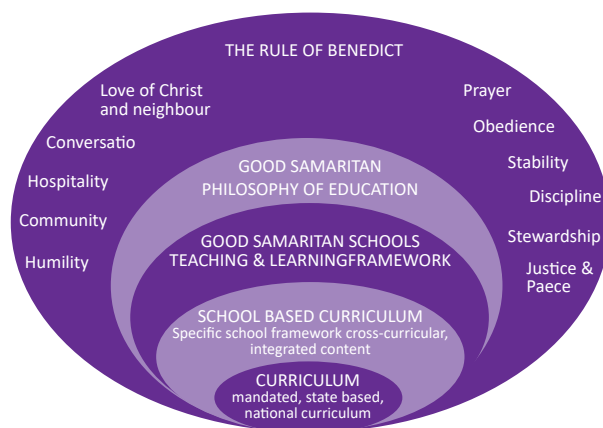
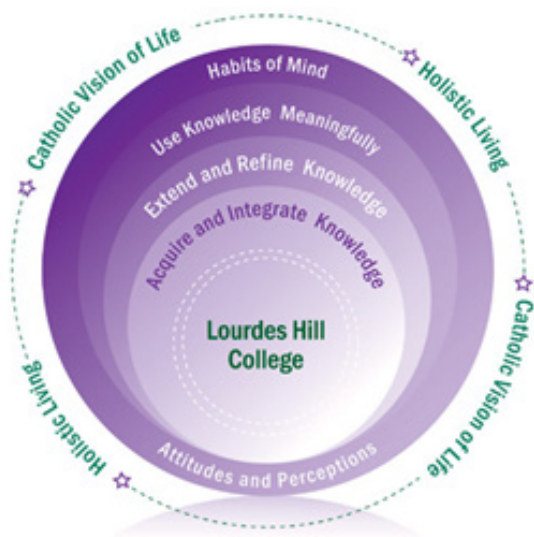
The spiritual heritage of the College is informed by the story of compassion of the Good Samaritan, the Patronage of Mary under the title of Our Lady of Lourdes, and a strong Benedictine tradition of the Good Samaritan Sisters emphasising values that support holistic living.

Lourdes Hill College strives to allow individuals to be flexible thinkers and life-long learners who will succeed in the information and knowledge age. Our students are challenged to construct knowledge using disciplined inquiry to explore issues that have value beyond the classroom. As knowledge informs the lives our students will lead, all learning at Lourdes Hill College is grounded in a Catholic, holistic vision of life. The College articulates this through the Dimensions of Learning Framework to which we have added our own Lourdes Hill College Dimension 6 “Catholic Vision of Life – Holistic Living” approved by the author of the learning framework. This learning framework is immersed in the Good Samaritan Learning Framework launched in February 2009.

Students learn to integrate the spiritual, emotional, intellectual and practical dimensions of their being through the acquisition of core thinking skills and the application of these to their learning and real-life situations and in their development of positive mind habits to become critical, creative and reflective thinkers. Students are encouraged to live out the practical Benedictine values of genuine community, compassion, effective listening, and moral stability valuing prayer and peace. The College is regarded highly for the many opportunities provided to the girls to live out their faith through significant social justice action.



2. School Profile



| Coeducational or single sex: | Year levels offered: | Total student enrolments for this school: |
|------------------------------|----------------------|---|
| Single sex – female | Years 7 – 12 | 1282 |



| Year 10 | | Year 12 | | Year 10-12 Apparent Retention Rate |
|---------|------------|---------|------------|---------------------------------------|
| Year | Enrolments | Year | Enrolments | |
| 2001 | 170 | 2003 | 167 | 98% |
| 2002 | 166 | 2004 | 157 | 95% |
| 2003 | 169 | 2005 | 169 | 100% |
| 2004 | 173 | 2006 | 170 | 98% |
| 2005 | 175 | 2007 | 173 | 99% |
| 2006 | 168 | 2008 | 159 | 95% |
| 2007 | 176 | 2009 | 174 | 99% |
| 2008 | 164 | 2010 | 162 | 98% |
| 2009 | 162 | 2011 | 174 | 107% |
| 2010 | 173 | 2012 | 173 | 100% |
| 2011 | 192 | 2013 | 187 | 97% |
| 2012 | 203 | 2014 | 199 | 98% |
| 2013 | 195 | 2015 | 188 | 96.4% |
| 2014 | 205 | 2016 | 198 | 96.6% |
| 2015 | 202 | 2017 | 194 | 96% |
| 2016 | 212 | 2018 | 212 | 100% |
| 2017 | 161 | 2019 | 160 | 99.38% |



3. Academic Support for Students

Academic support and mentoring is an essential element of the learning of all students at Lourdes Hill College and the College has a variety of programs to support student needs.

Academic Mentoring Program

Every student is supported to develop their personal academic toolkit through the dedicated Academic Mentoring lesson each week, supported by the on-line Learning Analytics Dashboard. The Academic Mentoring Program focuses on the skills of metacognition and self-regulation and is supported by the use of the Learning Analytics Dashboard, a tool to monitor and enhance student learning through the use of effective, timely feedback and individual learning goals.

Faculty of Differentiated Learning

The College is continuing to build on its strategic approach in recent years to design and implement explicit programs to enhance the learning outcomes of students along the achievement continuum. The Faculty of Differentiated Learning provides planned, ongoing support to students who require remediation in literacy, numeracy and ESL. In addition, the faculty's High Achievers' Program is grounded in a mentoring approach. It aims to provide a suite of practical strategies to support students in dealing with the social and emotional pressures that are often experienced by high achievers. The Faculty also houses the Mirragin Program for support for Aboriginal and Torres Strait Islander students.

Aboriginal and Torres Strait Islander Students

Aboriginal and Torres Strait Islander students are supported in their learning and development in a culturally welcoming environment through the Mirragin Program. The College has a full-time Indigenous Co-ordinator and a part-time Indigenous Support Officer for students. These staff members provide inspiration to the College community on the spiritual and cultural development of the Indigenous students and role model exemplary initiatives and approaches to foster a culture of reconciliation.

| 2014 | 2015 | 2016 | 2017 | 2018 | 2019 |
|--------------------|--------------------|--------------------|--------------------|--------------------|--------------------|
| 26 Students | 25 Students | 19 Students | 18 Students | 20 Students | 27 Students |
| 5 Year 12 Students | 3 Year 12 Students | 4 Year 12 Students | 3 Year 12 Students | 5 Year 12 Students | 2 Year 12 Students |
| 5 Graduates | 3 Graduates | 4 Graduates | 3 Graduates | 5 Graduates | 2 Graduates |

Literacy & Language Support Programs

Students are offered the opportunity by the Faculty of Differentiated Learning to participate in literacy and/or numeracy enrichment classes. Diagnostic tests conducted during the Orientation Day and early in Term 1 combine with NAPLAN results to allow early identification of students eligible for inclusion in the program.

International Student Education Program

The Lourdes Hill College International Education Program has a total of 25 long-term students. In 2019, there were three short-term students from Japan studying for one term only and one short-term student studying from Japan for one year only. In 2019, there were three successful study tours from Japan (Kanagawa, Koen and Toyo Giwa). The International Education Program, managed by a full-time International Education Director and supported by a native-speaking staff member in an organisational, communication and academic mentoring role, provides identifiable cultural enrichment across the College community.

The provision of programs to cater for students with specific learning needs is underpinned by the philosophy of the Sisters of the Good Samaritan, and informed by the Rule of Benedict:

“.... the strong have something to strive for and the weak have nothing to fear”



4. Links with University

The College has an ongoing link with Queensland University of Technology to promote Science and Engineering career opportunities for young women.

Since 2014, the College has enjoyed a strong partnership with The University of Queensland's International Education Services, to incorporate a digital education program into students' senior secondary business studies. The program, known as PIERSim, enables students to assume roles as business owners and operators in an interactive, virtual business world.

Other links include the QUT Future Leaders Program involving Year 11 and 12 students, the UQ Young Scholars program and the University of Sydney's Academic Excellence Prize for Year 10 students.



5. Integration with Digital Learning Approaches



Lourdes Hill embarked on another year of exciting initiatives in 2019 to continue the integration of digital-based learning across the curriculum with an underpinning philosophy to focus on the enhancement of learning outcomes with a well thought-through educational vision. Our vision is to embed the Australian Curriculum General Capabilities into the critical use of technology by teachers and students as a tool to foster in learners problem-solving and decision-making skills together with high level collaboration and communication practices.

The College is striving to establish a genuine 1:1 mobile-learning culture as an exciting possibility, with enhanced opportunities for powerful learning experiences well beyond the walls of the school and well beyond what is currently possible. Lourdes Hill is committed to embracing the emerging technological tools and associated learning experiences to add to its overall suite of pedagogical tools-of-the-trade to engage its adolescent learners.

A particular emphasis during 2019 was the implementation of several tools, including OneNote and Teams, that support 'LHC Virtual', a suite of strategies to enhance the learning of students beyond the classroom through access to an online repository of study materials.

6. Achievements

Senior Secondary Outcomes

The key measures of exit learning outcomes are the Overall Position (OP), Queensland Core Skills (QCS) Test, and Queensland Tertiary Admissions Centre (QTAC) Offers.

The QCS Test is a state-wide test based on the Common Curriculum Elements of the Queensland P-12 curriculum. It provides scaling parameters for the translation of externally moderated school-based achievements into the tertiary entrance indicator: the familiar OP score. The scaling process and calculation of OPs is managed by the Queensland Curriculum Assessment Authority. Students' QCS results are reported on an A-E scale and the OP is calculated on a 1-25 scale with an OP 1 being the highest.

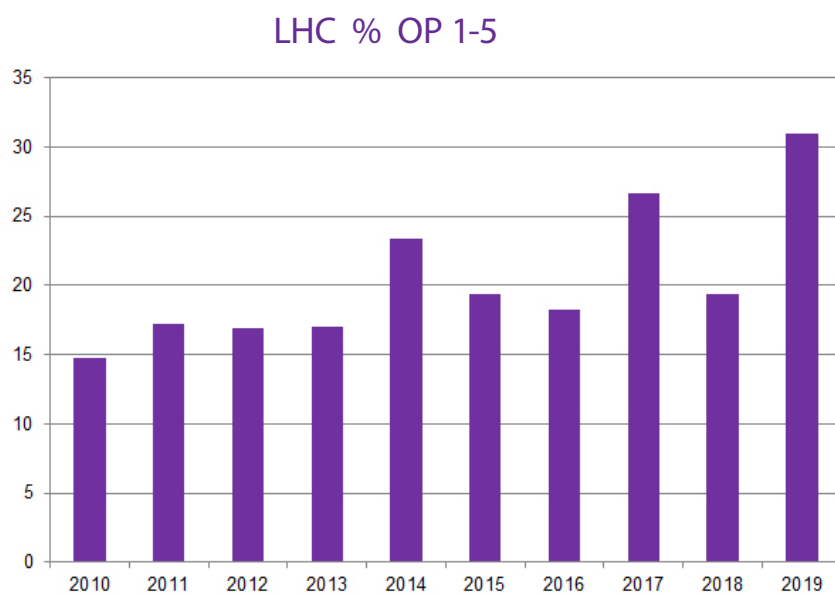
At Lourdes Hill College the open publication and review of trends in exit learning outcomes is symbolic of a planned, ongoing culture of data-driven curriculum initiatives in the active pursuit of continual improvement. These initiatives are underpinned by a College Learning Framework that is based on the fostering of a positive learning environment that nurtures resilient learners who strive to think deeply.



Overview of Outcomes:

- Lourdes Hill College students have achieved OP 1 for 24 consecutive years up to and including 2019.
- 20% of OP eligible students received an OP 1-4
- 71% of OP eligible students received an OP 1-10
- 92.3% of OP eligible students received an OP 1-15

The trend in OP 1 – 5 outcomes is particularly pleasing as provision for high achieving students has been explicitly identified as a priority in the Strategic Planning of the College 2014-2018.



Tertiary Offers

97.7% of Lourdes Hill applicants received a tertiary offer.

61.9% of Lourdes Hill applicants received their first preference.

VET Outcomes

8 students achieved a Certificate II

29 students achieved a Certificate III

5 students achieved a Certificate IV

14 students achieved a Diploma



7. Post School Destination Information

The following table indicates the various career interests of students accepting offers:

| QTAC Field of Education | First Preference | Accepted |
|--|------------------|------------|
| Agriculture, Environmental and Related Studies (e.g. Land, Parks and Wildlife) | 1 | 0 |
| Architecture and Building (e.g. Urban & Regional Planning, Interior Design) | 9 | 6 |
| Creative Arts (e.g. Music, Graphic Design, Communication and Media Studies) | 16 | 15 |
| Education (e.g. Early Childhood, Primary, Secondary) | 8 | 8 |
| Engineering (e.g. Chemical, Automotive, Civil, Aerospace, Biomedical, Surveying) | 8 | 6 |
| Health (e.g. Pharmacy, Veterinary Science, Naturopathy, Speech Pathology) | 39 | 32 |
| Information Technology (e.g. Computer Science, Programming) | 4 | 2 |
| Management and Commerce (e.g. Hospitality Management, Banking and Finance) | 22 | 16 |
| Natural and Physical Sciences (e.g. Mathematics, Physics, Laboratory Technology) | 8 | 9 |
| Society and Culture (e.g. Law, Economics, Psychology, Sport and Recreation) | 27 | 23 |
| Totals | 142 | 117 |



8. Curriculum Offerings

The College offers an extensive and engaging curriculum designed to equip our students with the skills and knowledge to thrive in the exciting future of higher education and flexible workplaces. Our curriculum is focused on developing student foundational knowledge and connections between ideas and subject areas, while encouraging them to be critical and creative thinkers, consider ethical and social viewpoints, work collaboratively and think beyond the classroom to create solutions. In addition, our Religious Education curriculum across all year levels follows the Archdiocesan commitment to strengthening Catholic Identity. Throughout all year levels the learning is planned using the LHC Classroom Learning Design which sets out the essential elements for successful learning.

In the Middle School, the curriculum is designed around three Faculties: Investigation (Maths; Science; Business), Relationships (English; History; Religion; and Languages), and Creativity (Drama; Visual Arts; Music; Health and Physical Education; Food, Nutrition and Textiles). These groupings allow for subject rigour as well as learning and assessment beyond subject boundaries.

The Senior School Curriculum is based around the Queensland SATE (Senior Assessment and Tertiary Entrance) Implementation. The College has developed a comprehensive program to ensure a high level of readiness and confidence across the school community for the first College graduates of SATE in 2020.

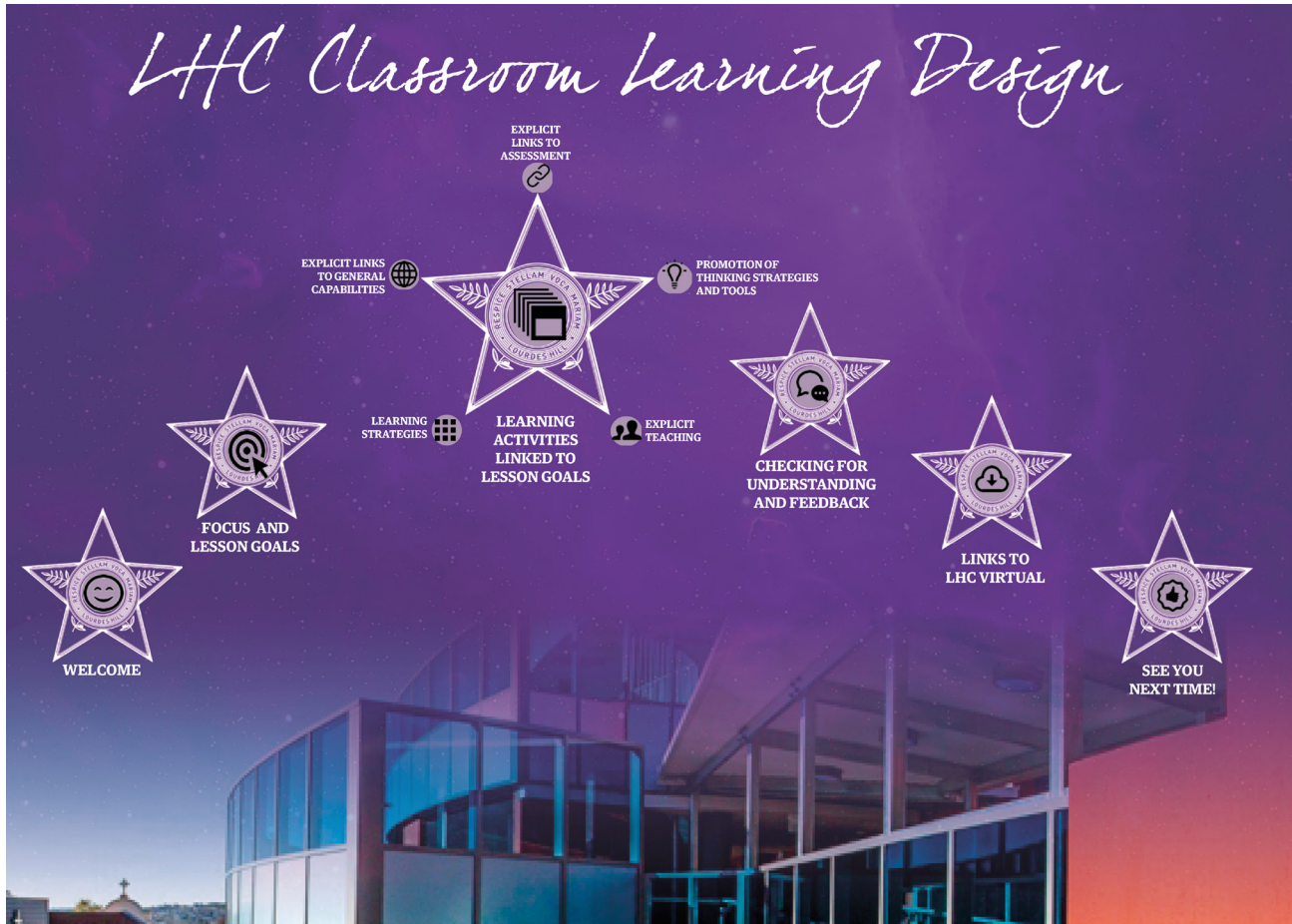
The College has also developed a Learning Beyond the Classroom Framework and Global STARS Program.

- In the Middle School students participate in the Global STARS House Project which combines the learning and skills of the Digital Technologies curriculum with solving real-world issues focusing on care for others and the world.
- The Creative Spectacular Program in Year 10 builds on the work in the Middle School by continuing the creativity and collaboration demonstrated through House performances in an end-of-year celebration.
- The LHC SSS Program in Years 11 and 12 readies the students for life and learning beyond school.
- Other opportunities are offered across the College for Learning Beyond the Classroom including opportunities for immersions and experiences, both academic and curricula.



LHC Classroom Learning Design

Full implementation of the classroom learning process commenced in 2018.



Years 7-9

All subjects are compulsory:

| Investigation | Relationships | Creativity |
|----------------------|---------------------|-----------------------------|
| Mathematics | English | Art |
| Science | History & Geography | Drama |
| Economics & Business | Japanese | Food Nutrition & Textiles |
| | Religious Education | Health & Physical Education |
| | | Music |
| House Project | | |
| Digital Technologies | | |



8. Curriculum Offerings cont.

Year 10 - Semester 1

| Core Subjects | | |
|---|---|---|
| Religion, English, Mathematics (General or Methods), History, Science | | |
| Elective Subjects (2 to be chosen) | | |
| Chinese Economics & Business Digital Solutions Drama Design | Health Food, Nutrition & Textiles German Japanese Music | Physical Education Visual Art Wellbeing |

Year 10 - Semester 2

| Core Subjects | | |
|---|--|---|
| Religion, English or Literature, Mathematics (General or Methods) | | |
| Elective Subjects (4 to be chosen) | | |
| Accounting Ancient History Biology Business Chemistry Chinese Design Digital Solutions | Drama Economics Food & Nutrition Geography German Health Hospitality Practices Japanese | Legal Studies Modern History Music Physical Education Physics Specialist Mathematics Visual Art |

Year 11

| Core Subjects | | |
|---|---|---|
| A Religious Education Subject: Religion & Ethics | An English Subject: English Literature English as an additional language | A Mathematics Subject: General Mathematics Mathematical Methods Specialist Mathematics |
| Plus a maximum of 4 elective subjects from a range of ATAR (General) and VET (applied) offerings | | |
| Accounting Biology Business Chemistry Chinese Design Digital Solutions Drama | Economics Food & Nutrition Geography German Health History - Ancient History - Modern | Japanese Legal Studies Music Music Extension (Year 12 only) Physical Education Physics Visual Art |

Essential, Applied and Certificate/Diploma options available:

| | | |
|---|--|---|
| Applied: Essential English Essential Mathematics Early Childhood Practices Religion & Ethics | Certificate III in Business Diploma of Business Fashion Hospitality Practices Social & Community Studies | Sport & Recreation Visual Arts in Practice |
|---|--|---|

Year 12

Set pre-requisites apply to some Authority Subjects (contribute to an OP)

Accounting
Ancient History
Biology
Business Management
Chemistry
Chinese
Drama
Economics
English

English for ESL Learners
Geography
German
Graphics Home Economics
IT Systems
Japanese
Legal Studies
Mathematics A
Mathematics B

Mathematics C
Modern History
Music
Physical Education
Physics
Study of Religion
Visual Art

School Subjects (including Authority-Registered and VET subjects) (do not contribute to an OP)

Certificate III in Business
English Communication
Early Childhood Studies

Drama in Practice
Hospitality
Prevocational Mathematics

Religion & Ethic (compulsory if Study of Religion is not chosen)
Social and Community Studies
Visual Arts in Practice



9. Co-curricular Activities



Sporting Activities

Aerobics

AFL

Athletics

Basketball

Cross-Country

Hockey

Kayaking

Netball

Rowing

Sailing

Soccer

Swimming

Tennis

Touch Football

Volleyball

Other Learning Opportunities

Co-Curricular Music

Co-Curricular Drama

Co-Curricular Dance

Co-Curricular Studio Art Program

Debating

Duke of Edinburgh Program

Immersion Program (Santa Teresa, Mater Dei, Ministry Outreach)

RACI Titration Competition

Robotics & Technology Club

Technical Services

Tournament of Minds



Service Clubs

Benenson Society

L'Arche (Disability Outreach)

STAR (Santa Teresa and Reconciliation Group)

St Vincent de Paul

SPARC (Students Protecting and Restoring Creation)

Outreach (Homelessness and Aged Care)

Mind over Matter

Paddock to Plate

Sustainability Project



10. Social Climate

Pastoral Care

Pastoral care permeates all areas of College life. Pastoral care of all students in the College community is fundamental to the ethos of this College. We draw our spirituality from St Benedict, St Scholastica and the Gospel story of the Good Samaritan. The Benedictine values listed in the College Mission Statement guide the Lourdes Hill College community in establishing a safe, supportive and caring environment. All staff members have a responsibility in the pastoral care of our students. Pastoral care is expressed through the following:

House System & Home Groups

The College House system and vertical Home Groups, Years 7 to 12, foster a sense of belonging, spirit, enthusiasm and connectedness for student growth and development. This feeling of community and belonging is very important at Lourdes Hill College. It allows students to feel connected and enhances their learning. In this environment, students enjoy learning, are engaged in activities and are challenged.

Daily Home Group, weekly House meetings, House Spirit Days and House competitions allow students to establish quality and meaningful relationships with a range of students and teachers. House meetings are collaboratively organised and run by the Student Leaders and House Pastoral Leaders. House Newsletters and House Liturgies also allow our parents to participate in the pastoral life of the LHC community.

Student Leadership

Lourdes Hill College is committed to fostering and developing young leaders. The Student Council, Senior School Council, Middle School Council and House Councils provide many leadership opportunities for students of all year levels. The Councils work on chosen initiatives to enhance the College climate, ethos and environment. Student leadership roles are also established in our Middle School, College co-curricular and Service Learning programs.

Student Policies and Procedures

Lourdes Hill College has established policies in relation to students and their welfare. Policies are available to staff, parents and students on the College website. The Student Diary also contains important extracts of relevant policies and procedures. Student care and welfare policies include:

- Child Protection Policy
- Student Duty of Care Policy
- Bullying Prevention and Intervention Policy
- Sunsmart Policy
- Drug Education Policy
- ICT Policy and ICT Agreement Guidelines



Co-Curricular Program & Service Groups

Lourdes Hill College has an extensive Co-Curricular program that allows students to develop skills and be part of a group. Students are encouraged to become a member of at least one Co-Curricular and/or service group each year. The Co-Curricular Program includes sport, music, drama, photography, debating, ICT and public speaking.

Service groups come under the umbrella of "Bene Servire", "to serve well". Service groups include Benenson Society, St Vincent de Paul, Students Protecting and Restoring Creation (SPARC), Santa Teresa and Reconciliation (STAR), L'Arche Disability Outreach, Outreach (encompassing Homelessness Outreach and Aged Care Outreach) and Mind over Matter.

Lourdes Hill College has a proud tradition of involvement in the Creative Arts, particularly music. The Co-Curricular Music Department is an important part of the College. It aims to provide opportunities for students to take part in music regardless of skills or experience, whilst providing challenges and varied opportunities for established musicians.

There are many performance opportunities for students including; school and outside concerts (Easter Concert, Cabaret Showcase, Co-Curricular Concert), assembly performances, providing background music for College events, music competitions/festivals (Queensland Catholic Schools and Colleges' Music Festival) and music retreats.

Year 6 to Year 7 Transition Program (Learn To Program)

Lourdes Hill College offers a well-planned and comprehensive Year 6 to Year 7 transition program. During Terms 3 and 4 of Year 6, LHC organises a Year 7 Orientation Day and Year 7 Co-Curricular programs. The Year 7 Orientation Day allows students to become familiar with the structure of the school day in a high school setting while also allowing girls to meet students who will be in their home group the following year. Also during Term 4, College staff and students conduct a series of primary school visits, to deliver presentations to Year 6 students about secondary school life. The Year 6 'Learn To' program, also in Term 4, allows Year 6 students to participate either after school or on weekends in a range of activities including aerobics, choir, cross country, debating, drama, hip hop, hockey, robotics, swimming and visual art. Year 6 students who are enrolled for the following year are also invited and encouraged to attend the College's Term 4 inter-house swimming carnival. These programs allow students to meet other new students, develop friendships with current students and to familiarise themselves with the College facilities.

Another pastoral program established is the "Big Sister (Year 11) / Little Sister (Year 7)" Program which aims to enable meaningful connections and pastoral support for new students. The program teaches students values such as commitment to others, hospitality and the importance of community.

The first four days of the new school year are Year 7 Transition Days, with alternate programs for Year 7s that allow for a gradual integration into College life, both pastoral and academic, with the support of the Big Sister/Little Sister program.

The College works in collaboration with The University of Queensland on the delivery of Fear-less Triple P parenting intervention program that incorporates the key principles of the renowned Triple P-Positive Parenting Program. In recent years, parents have been invited to attend a presentation by staff from the University to inform parents of skills and strategies to assist with the smooth transition to High School.

College Staff

Through our pastoral care system, staff members take a proactive approach in encouraging, guiding and role modelling for students in terms of how to live a positive and balanced life. Values of respect, tolerance and inclusion are promoted throughout the College. Every staff member has a role in the pastoral care of our students.

The College is proud of the high quality pastoral support provided to each student by Home Group Teachers, Classroom Teachers, House Pastoral Leaders and the Leadership Team. Additional support and services are offered through our College Counsellor, College Chaplain and the Faculty of Differentiated Learning.



11. Staffing

Staff are recruited and appointed according to the College Employment Policy. The College is proud of our professional and caring staff.

Qualifications of All Teachers

The teaching staff at Lourdes Hill College are highly qualified:

- 3 have qualifications at Doctorate level
- 19 have qualifications at Master level
- 101 have qualifications at Bachelor level
- 71 have qualifications at Diploma level
- 36 have qualifications at Certificate level
- 5 have Trade Certificate qualifications



12. Staff Professional Development

Our teachers benefit from the Australian Institute for Teaching and School Leadership (AITSL) Teacher Performance and Development Framework, as realised in the Lourdes Hill College-specific model for reflective practice - GARP (Goal Setting and Review Process). This includes reflection, goal-setting, access to high quality professional learning, evidence of student learning, observation, feedback and review. This model is designed to enhance teacher effectiveness by considering evidence informed, measurable actions which have an impact on student learning outcomes.

Every year, teachers are able to volunteer to join a Renewal Process Project Group to engage in a deeper, sustained inquiry into an aspect of teaching practice as it relates directly to student learning or a College-identified area of review. By participating in the Lourdes Hill College specific GARP and Renewal Process models, teachers are supported to meet their College Professional Learning Plan obligations, to maintain accreditation with the Queensland College of Teachers (QCT) and to aspire to higher levels of accreditation.

The opportunities provided to staff have been in three broad areas:

- Spirituality and Ethos
- Pastoral Care
- Academic Excellence

Activities to support and develop professional staff included these strategic priorities (2019-2020):

- Annual Goal-setting and Renewal Process (GARP)
- Positive Student-Teacher Relationships
- Assessment Literacy
- LHC Virtual
- College Renewal Projects: Intercultural Understanding, Staff Orientation and Induction, and Staff Well-being

They are supported by a Five Year “Professional Learning Plan” and on-going Staff Collaboration and Professional Development Program. These programs are facilitated through dedicated Staff Collaboration and Development (SCAD) time in the College Centre of Innovation in Teaching Excellence and Leadership (CiTEL).



13. Parent, Student and Teacher Satisfaction

Parent satisfaction with the College:

The level of satisfaction of parents is evident and monitored through:

- Enrolments in excess of capacity to manage parental demand for LHC in the first year of secondary schooling.
- Attendance at the College invited open activities for parents and various College functions
- The quality of dialogue and interaction at Parents & Friends Meetings
- The number of parents involved in an active way at the school in the Lourdes Hill College Board, Parents and Friends, Sport Support Groups, Friends of Music, School Tuckshop
- Feedback at Parent/Student/Teacher interviews
- Opportunities gained when parents request specific interviews with staff
- The number of spontaneous parent responses to various school functions such as Year 12 Commissioning Ceremony, Parent Information Evenings, House activities, drama and music evening performances
- Parent input when requested to staff appraisal processes both written and verbal
- Ongoing follow-up discussions and responses to the second College Community Survey conducted in November 2019 (first survey in 2016).
- End of Program/Activity Surveys and Feedback

Student satisfaction with the College:

This is evident and evaluated through the:

- Daily attendance rate
- Attendance of students at major College events including Sporting Carnivals, Lourdes Day, College Masses and Graduation/Awards evening.
- Attendance of students at major House events including House Liturgies, House Spirit Days, Inter-House competitions
- involvement of students in the House Council and Student Council
- Pride in our Student Leaders and their passion for their College
- Enthusiasm of students to “sign up” for co-curricular activities and service groups
- Feedback at Parent/Teacher/Student Interviews
- Student responses to staff appraisal processes, both written and verbal
- The atmosphere on campus and the quality of conversations that the staff experience whilst on lunch duty
- Verbal responses given by new students at their follow-up group interview with the Principal after some initial time at the College
- Interaction of students with prospective families on our annual Interview Day for new Year 7 students (held when girls are at the beginning of Year 5)
- Ongoing follow-up discussions and responses to the second College Community Survey conducted in November 2019 (first survey in 2016).
- (plus add)
- Teacher feedback through the College Renewal Process
- Teacher feedback opportunity through the GARP process



Teacher satisfaction with the College:

This is evident and monitored through:

- Meaningful interaction and communication at regular Staff Meetings
- Professional appraisal processes
- The use of industrial mechanisms
- The numbers of quality applications for vacant positions at the College
- The generosity of teachers in relation to co-curricular activities
- The once per term meeting of the College Leadership Team with the Union Chapter Executive
- The number of staff willing to join Committees associated with new initiatives and school improvement
- Anecdotal evidence conveyed to members of the Leadership Team by staff and relief teachers
- Ongoing follow-up discussions and responses to the College Community Survey, conducted in 2016.



14. Involving Parents in their Child's Education

The College recognises that parents are the primary educators of their children. The College supports this role of parents through:

- Information Evenings for Years 7 – 12
- Welcoming parents to Academic and Sporting Awards Ceremonies in Semester 1 and Semester 2
- A clear Parent Contract
- A two tier Parent/Teacher interview process
- Remote ICT access to the College between students, parents and staff via the Parent Portal
- The Lourdes Hill College Parents & Friends
- Proactive Parenting Seminars
- Parent involvement in Clubs and Associations
- The voluntary contribution of distinctive skills of parents. These are welcomed, celebrated and called upon with gratitude



Data Collection

The College has surveyed parents in the past five years, consulted at P&F level, included parents in a formal staff meeting and responded to parent individual phone calls, letters and emails regarding:

- Uniform updates for sporting, pastoral and cultural purposes
- Length of the school day
- Updated College Mission Statement
- Use of textbook payment
- Policy development
- New Operation Guidelines for the Parents & Friends and related clubs
- Future building and resource needs for Lourdes Hill College
- Graduation/Awards Evening Committee
- Key factors in “1-to-1 Laptop Program” – selection of device, home internet access etc.
- College Community Survey (October 2019)
- Road Safety

Parent/School Communication

The College realises that effective parent/school communication is in the best interests of parents, students and staff. Regular communication is provided through:

- A parent portal – “Parent Lounge” – with access to student learning and assessment programs
- Diary signing for Years 7 to 10. The Student Diary provides comprehensive communication with parents via the school diary
- Parent/Teacher/Student Interviews
- Fortnightly College Newsletter (Voca)
- Community eNewsletter (Lourdianian Link)
- College App
- College website
- Communication Policy and Formal Complaints Policy
- Involvement of parents in policy development via the parents on the College Board
- Parents & Friends and involvement in College Support Groups



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