



Lourdes Hill College  
A School of Good Samaritan Education



2024 Annual Report





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# College Profile

Lourdes Hill College is a Good Samaritan Education school committed to the education and formation of young women in the Benedictine tradition. In 2024, the College proudly educated 1,065 students across Years 7 to 12.

Founded in 1916 by the Sisters of the Good Samaritan, Lourdes Hill continues to honour its Catholic heritage, drawing on the rich stories of the Good Samaritan, the Rule of St Benedict, and the miracle at Lourdes. These touchstones continue to shape the College's values of community, compassion, peace, prayer, hospitality and a love of learning.

<b>Name</b>	Lourdes Hill College - CRICOS Provider Code 00503k   ABN: 84 010 639460
<b>Address</b>	86 Hawthorne Road, Hawthorne, QLD 4171
<b>College Sector</b>	Catholic Girls College
<b>Enrolment</b>	1065
<b>Year Levels</b>	Years 7 - 12

At Lourdes Hill College, our Strategic Directions guide a holistic approach to education and community life. We are committed to:

**Dynamic Student Experience** – Delivering outstanding contemporary education that fosters excellence and prepares students for the future.

**Inherent Wellbeing** – Cultivating a safe, caring and positive environment that supports emotional, social, academic and spiritual growth.

**Investment in Our People** – Uplifting and developing staff to confidently serve students and the wider College community.

**Enduring Faith & Identity** – Educating our community to live out and model Benedictine values in all aspects of life.

**Responsible Stewardship** – Leading strategically and sustainably to ensure long-term organisational success and innovation.

Our vision is to be universally recognised for empowering generations of young women to be a transforming Benedictine presence in our world.







# Distinctive Curriculum Offerings

Lourdes Hill 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 students 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 Brisbane 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.

## MIDDLE SCHOOL

In the Middle School, the Curriculum is designed around three themes that allow for subject rigour as well as learning and assessment beyond subject boundaries:

**Investigation** Maths, Science and Business

**Relationships** English, History, Religion and Languages

**Creativity** Drama, Visual Arts, Music, Health and Physical Education, Food, Nutrition and Textiles

Middle School students also participate in the Global STARS 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.

## SENIOR SCHOOL

The Senior School Curriculum is based on 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 College community for College graduates in 2024. The College has also developed a Learning Beyond the Classroom Framework, Stella Wellbeing Program and Global STARS Program.

The Creative Spectacular Program in Year 10 builds on the work in the Middle School by continuing the creativity and collaboration demonstrated through a House advocacy project, which culminates in multifaceted House performances at the end-of-year performance event.

The LHC SSS Program in Years 11 and 12 readies the students for life and learning beyond the College. Other opportunities are offered across the College for Learning Beyond the Classroom including opportunities for immersions experiences, both Service and Outreach and Academic experiences.









Programs of study for Years 7-12 are based on the Queensland Curriculum and Assessment Authority (QCAA) and Australian Curriculum, Assessment and Reporting Authority (ACARA) syllabuses and are subject to review as new syllabuses are developed. Students in the senior phase of learning choose from a range of QCAA subjects and vocational studies in programs which lead to tertiary entrance through the Australian Tertiary Admissions Rank (ATAR). Students may complete a Career Education program and have access to a dedicated School Careers Officer to explore post school pathways. As part of the VET Program, they are also able to complete Vocational Education qualifications such as Diploma and Certificate levels as well as College-based traineeships/apprenticeships and work experience.


All students can choose from a wide range of subjects in Years 11 and 12 & VET or Certificate I, II & III and Diploma courses, which will qualify them for the Queensland Certificate of Education. Eligible students with diverse needs are able to complete the Queensland Certificate of Individual Achievement.

## LHC CLASSROOM LEARNING DESIGN PROCESS

### In every lesson, every day, every Teacher:

-  Makes every student feel welcome
-  Explicitly states the learning intention and success criteria and provides clear links to assessment.
-  Chooses from a range of pedagogical techniques and appropriate learning activities that engage students in their learning and achieve the learning intention
-  Checks the understanding of every student / seeks feedback to check the understanding of every student
-  Makes links to LHC Virtual so students can continue their learning beyond the classroom
-  Ensures that every student leaves class feeling calm, happy and positive

### In every lesson, every day, every Student:

-  Is made to feel welcome
-  Knows what will happen in the lesson and understands how it links with assessment
-  Is engaged by learning experiences that have been carefully selected to achieve the purpose of the lesson
-  Demonstrates / gives feedback on their understanding of the lesson's content
-  Knows how to continue their learning outside the classroom through LHC virtual
-  Leaves the lesson feeling calm, happy and positive



## 2024 SUBJECT OFFERINGS

### Years 7-9

			Stella Wellbeing
Religion	Economics & Business	Drama	Academic Mentoring
English	Mathematics	Food, Nutrition & Textiles	Global Stars Project
Humanities	Science	Health & Physical Education	Stella Wellbeing
Languages		Music	
		Visual Art	

All subjects are compulsory.

### Year 10

*°Religion	Accounting	Biology	Business	Chemistry
	Design	Digital Solutions	Drama	Economics
*°English	Food Nutrition	Geography		Health
History	Hospitality	Japanese	Legal Studies	Literature
*°Mathematics (General)	*°Mathematics (Methods)	*Modern History	Music	Physical Education
Physic	*Science	*°Specialist Mathematics	Visual Art	Wellbeing

\*Semester 1 Compulsory subjects. °Semester 1 Compulsory subjects. For Maths, students get to choose one of the levels.

### Years 11 & 12

*Study of Religion	* <i>Religion &amp; Ethics</i>	Accounting	Biology	Business
Certificate III in Business	Chemistry		Design	<i>Diploma of Business</i>
Drama	<i>Early Childhood Practices</i>	Economics	English	
<i>Essential English</i>	* <i>Essential Mathematics</i>	Food & Nutrition	*General Mathematics	Geography
	Health	History - Modern	<i>Hospitality Practices</i>	Japanese
Legal Studies	Literature	*Mathematical Methods	Music	Music Extension (Year 12 only)
Physical Education	Physics	<i>Social &amp; Community Studies</i>	Specialist Mathematics	Visual Art
<i>Visual Arts in Practice</i>				

\*Compulsory subjects. Religion (RE or SOR)







# Academic Support for Students

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

## Faculty of Differentiated Learning

The College has a strategic approach to designing and implementing 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 and numeracy. In addition, the Faculty also offers a High Achievers' Program and the Mirragin Program for support for Aboriginal and Torres Strait Islander students.

## High Achievers' Program (HAS)

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 Program is supported by the HAS Co-Ordinator. Academic offering activities? Our High Achieving Students Program is designed to promote excellence and provide opportunities for academically gifted learners. Students in this program gain access to engaging enrichment days at local universities, internationally recognised ICAS assessments, and personalised support with application letters for selective programs and scholarships. We also foster a sense of community and ambition through exclusive networking lunches, where students connect with like-minded peers and share their aspirations. This program empowers students to reach their full potential while preparing them for future academic and career success.

## Mirragin Program for 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 Program is supported by the Mirragin Co-Ordinator and the Mirragin Support Officer. These staff members inspire 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.

Year	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024
No. of Students	25	19	18	20	27	29	27	28	28	28
No. of Year 12 Students	3	4	3	5	2	4	1	4	8	8
No. of Graduates	3	4	3	5	2	4	1	4	3	3

## Literacy & Numeracy 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 for identification of students eligible for early inclusion in the program.

## Academic Mentoring Program

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

## Stella Wellbeing Program

The wellbeing of students and staff is integral to the holistic education at the heart of Lourdes Hill College. We aim to equip students, parents and staff with the skills and strategies to build a flourishing life, based on positive emotions, engagement, positive relationships, meaning and purpose, achievement, spirituality and health. This is a proactive approach to wellbeing. To do this, we combine research-based wellbeing theory and 21st century pedagogies with the values and teachings of the Benedictine tradition.

## International Student Education Program

The Lourdes Hill College International Education Program welcomes a combination of full-time international students, short-term students along, with a variety of study tours. The Program is managed by the Director of International Education and is supported by native-speaking staff members who work in an organisational, communication and academic mentoring role, providing identifiable cultural enrichment across the College community.







# *Integrating Digital Learning*

Lourdes Hill embarked on another year of exciting initiatives in 2024 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 has a well-established 1:1 mobile-learning culture which provides opportunities for powerful learning experiences well beyond the walls of the College to ensure that all students are globally connected citizens. Lourdes Hill College is committed to embracing emerging technological tools and associated learning experiences to add to its overall suite of pedagogical tools-of-the-trade to engage its adolescent learners. Digital Technologies is seamlessly integrated through every part of learning for students and each student has access to a College-managed laptop through the one-to-one device program. Learning is facilitated through a range of dynamic on-line learning platforms and apps including the Microsoft 365 Suite, supported by LHC Virtual - the College's online learning system.

In Years 7-9, students engage with our unique Global STARS Project which is part of the overall Stella Wellbeing Program. Lessons focus on creative and critical learning activities underpinned by "Design Thinking" and "Systems Thinking" principles, and the ACARA Digital Technologies curriculum. In twice-weekly lessons we encourage our students to think about their impact on the world and envision how they can make a difference to others through the lens of Digital Literacy and Technologies. Students display their entrepreneurial solutions to both local and global issues. Across the three years of study students use digital technologies such as website design, coding of apps and robotics, use and analysis of data-gathering tools, and film creation.

Each year level of the Global STARS and Stella Wellbeing lessons has a focus on cyber safety, where students learn how to be thoughtful and responsible digital citizens who engage positively with social media. Students participate in activities and hear from guest speakers with how to navigate the rapidly emerging world of Artificial Intelligence and other online platforms.

Students with a particular interest in Technologies can extend their knowledge by continuing their studies into the Senior years, and by joining the Co-curricular Stella Tech Club with a focus on extension digital technology activities and competitions.



# Achievements



## Senior Secondary Outcomes

The key measures of exit learning outcomes are the ATAR Results, and Queensland Tertiary Admissions Centre (QTAC) Offers. The ATAR is used nationally and indicates a student's position relative to other ATAR-eligible students. It is the standard measure of a student's overall academic achievement in relation to other students where these students have studied different subject combinations. Queensland ATARs are based on a student's:

- best five General subject results, or
- best results in four General subjects, plus one Applied subject, or
- best results in four General subjects, plus one VET qualification at Certificate III or above.

Results from all General subjects are calculated on a combination of 3 internal assessments and 1 external examination. ATARS are expressed as a number on a 2000-point scale from 99.95 down to 0.00 in steps of 0.05. So the highest ATAR is 99.95, then 99.90, then 99.85, and so on, down to 0.00. ATARS below 30 are reported as '30.00 or less'.

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.



## External/Internal Exam Results

### Perfect Results - *externals*

English	14
Literature	1
Visual Art	2
Music Extension	2
Study of Religion	4
Design	2

### Perfect Results - *internals & externals*

English	1
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### Scholarships and Accolades (*each awarded to one student*)

Narm Scholarship worth \$3,500

5 year Rowing Scholarship US

\$3000 Excellence in Design QUT

Elevate Bursary

QANTAS Pilot Academy

Broncos Academy

### Tertiary Offers

90% of Lourdes Hill College applicants received a tertiary offer.

100% of Lourdes Hill College applicants received their first preference.

### VET Outcomes

35 students achieved a Diploma

6 students achieved a Certificate IV

38 students achieved a Certificate III

29 students achieved a Certificate II

## LHC Spread of ATARS Overview of Outcomes

2.3% students achieved an ATAR above 98.9

16% of known ATARS achieved above 95

31% of known ATARS achieved above 90

47% of known ATARS achieved above 80



# Post College Destination Information

## QTAC Offers

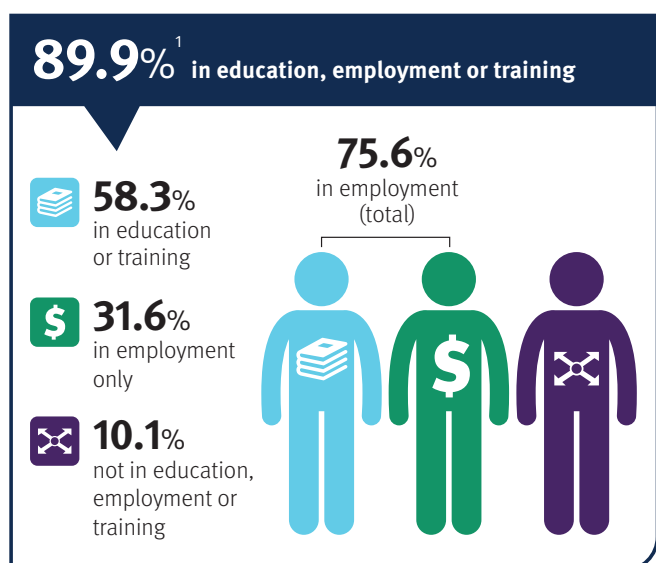
The following tables indicate the Universities and various career interests of students accepting offers:

Institution	Number of Students
Australian Catholic University	16
Griffith University	10
Mater Education - Diploma of Nursing	1
Queensland University of Technology	45
TAFE Queensland	1
The National Institute of Dramatic Art (NIDA)	1
The University of Queensland	39
University of Melbourne	1
University of Sunshine Coast	1
University of Tasmania	1
AACM (Makeup course)	1
University of New England	1
Australian National University	1
RMIT University	1

Study Area	Number of Students
Agriculture, Environmental and Related Studies	4
Architecture and Building	9
Creative Arts	11
Education	13
Engineering	10
Health	31
Natural and Physical Sciences	16
Society and Culture	30
Management and Commerce	30

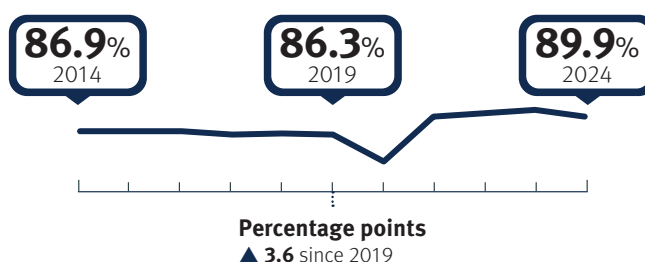
# Post-school engagement

## Engagement in education, employment or training



All Year 12 completers were assigned to a **main destination**. This categorisation system prioritises education related destinations over other destinations. Those who were both studying and working are reported as studying for their main destination.

In 2024, overall engagement decreased to 89.9%, but remains higher than the pre-COVID (2019) level. Post-school destinations are strongly linked to the health of the broader economy. Since peaking in 2021 during early COVID engagement in study has trended downwards to reach pre-COVID levels whereas engagement in employment remains high in the context of historically low unemployment.



## Engagement by subgroups



in education or training

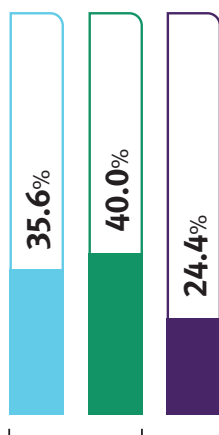


in employment only



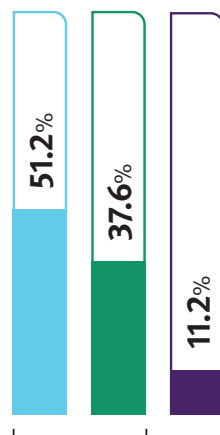
not in education, employment or training

### Indigenous



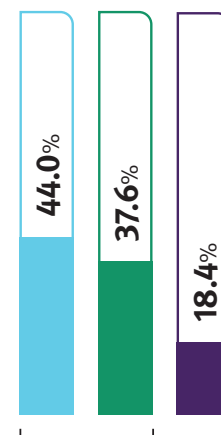
**75.6%**  
of 1,986  
Indigenous respondents<sup>2</sup>  
were engaged

### Regional and Remote



**88.8%**  
of 12,857  
regional and remote  
respondents<sup>3</sup> were engaged

### Disadvantaged



**81.6%**  
of 5,871  
respondents from  
disadvantaged areas<sup>4</sup>  
were engaged

<sup>1</sup> Percentages in this report have been rounded to one decimal point.

<sup>2</sup> The word Indigenous in this document refers to Aboriginal peoples and Torres Strait Islander peoples. Comparisons with other groups should be interpreted with caution due to the lower survey response rate for Indigenous persons (63.6%).

<sup>3</sup> Students who were not living in a 'Major Cities' category area of the Australian Bureau of Statistics' Remoteness Structure (2021).

<sup>4</sup> Australian Bureau of Statistics' Index of Relative Socio-Economic Disadvantage (Queensland, Quintile 1, area based).





# Social Climate

## Pastoral Care

Pastoral care permeates all areas of College life and is fundamental to the ethos of this College. Pastoral Care encompasses the structures of support and the supports we action for students at LHC. 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.

## House System and Home Groups

The College's House system and vertical Home Groups (Years 7–12) foster a strong sense of belonging, spirit and connectedness, supporting student growth and engagement. This community focus enhances learning by helping students feel supported, involved and challenged.

Daily Home Group, House Meetings, Spirit Days and competitions build meaningful relationships across year levels. These activities are led collaboratively by Student Leaders and House Pastoral Leaders.

## Student Leadership

Lourdes Hill College is committed to fostering and developing young leaders. The Student 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.

## Wellbeing at Lourdes Hill College

Wellbeing is central to everything we do at Lourdes Hill College. It is essential to our holistic approach to education, supporting students, Parents & Caregivers, and staff in developing the skills and strategies to live a flourishing life — one of learning, growth, love and purpose.

We foster connection and belonging, encouraging strong student relationships and active participation in College life. Through a wide range of Curricular and Co-curricular opportunities, students build confidence, resilience, joy, and broaden their worldviews.

Wellbeing supports learning success. Young people who are hopeful, caring, and engaged in making a positive difference strengthen both their learning outcomes and personal achievement.



## Stella Wellbeing Framework

The Stella Wellbeing Framework is the foundation of our wellbeing approach. It provides our community with tools to navigate life's highs and lows, drawing on evidence-based research, 21st-century pedagogy, and our Benedictine values.



This framework supports student flourishing by nurturing intellectual, emotional, physical, and spiritual wellbeing. It is inspired by Positive Psychology expert Martin Seligman and built around seven dimensions that promote human flourishing.

Flourishing also reflects the teachings of Christ and our Benedictine values:

- compassion for self and others
- gratitude for individual and shared gifts
- purposeful action and sharing
- meaningful relationships

Through the Stella Wellbeing Framework, we ensure our students are equipped to lead positive lives and make a meaningful impact in the world.

## Student Policies and Procedures

Lourdes Hill College has established policies in relation to students and their welfare. Policies are available to staff, Parents and Caregivers 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
- Student Wellbeing Policies
- Bullying Prevention and Intervention Policy
- Sunsmart Policy
- Drug Education Policy
- ICT Policy and Code of Conduct - Information Technology
- LHC Behaviour Expectations





## Year 6 to Year 7 Transition 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 College day in a College setting while also allowing incoming Year 7 students to meet other students in their House and Home Group. 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 'Learn To' Program for Year 7 students, offered in January of their starting year, encourages participation, either after College or on weekends, in a range of activities including Aerobics, Choir, Cross Country, Debating, Drama, Hockey, Robotics, Swimming and Visual Art. These programs allow students to meet other new students, develop friendships with current students and familiarise themselves with the College facilities.

Lourdes Hill College has continued to develop the 'School of Programs', which allows enrolled Year 3, 4, 5 and 6 students to participate in a range of Co-Curricular activities at the College. Students have the opportunity to participate in Music, AFL, Swimming, Debating, Choir, Art, Drama, Aerobics, Tennis, Basketball, Volleyball and Run Club. This program allows students to be welcomed into the College community, learn about the opportunities on offer at LHC and explore the wonderful facilities.

Another integral pastoral transition program is the Big Sister/Little Sister Program where incoming Year 7 students are designated a Year 11 Big Sister from their House and Home Group. This program enables meaningful connections and pastoral support for new students while teaching Benedictine values including hospitality and the importance of community.

The new College year begins with four Year 7 Transition Days, an alternate program for Year 7 students which allows for gradual integration into College life, both pastoral and academic, with the support of the Big Sister/Little Sister program.

Positioned at the beginning of Term 1, Year 7 camp extends student opportunities for connection with their peers and teachers through physical, group activities promoting teamwork, problem solving, resilience and fun. This camp, held at PGL Adventure Camps- Kindilan, directly supports learning within the LHC Stella Wellbeing Framework, particularly the elements of Engagement, Relationships, Health and exploring Meaning and Purpose. Students also experience activities focused on Benedictine spirituality and the three stories of Lourdes Hill College, developing foundational knowledge of the College values and expectations.

Lourdes Hill College is excited to welcome Year 5 and 6 students from 2025 as part of LHC's new Junior School. The tailored Junior School Program will allow students to transition from Primary to Secondary School in a unique environment. Students from the Junior School will be able to transition to Middle School with a unique understanding of the LHC community and Wellbeing and Learning Frameworks.









## Year 10 Transition Program

Unique to Lourdes Hill College, Year 10 students participate in Creative Spectacular, a year long transition program building leadership, teamwork, communication and organisational skills through a structured creative process. The Creative Spectacular Program occurs weekly, with workshop days throughout the process to solidify skill building, leadership skills and rehearsal of the final artistic product. Students participate in this program in their House groups, strengthening their understanding of one another in readiness for leading the College individually and as a cohort. The Creative Spectacular Program supports the LHC Stella Wellbeing Framework elements of Engagement, Relationships, Meaning and Purpose and Goals.

## 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, Campus Minister and the Faculty of Differentiated Learning.



# *Cocurricular Activities*

## Co-curricular Program and 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, Dance, Art, Debating, ICT and public speaking.

Service Groups and Outreach come under the umbrella of "Bene Servire" which means to serve well. Service Groups are open to all students in Years 7-12 and include Benenson Society, Hospitality Outreach Program (HOPE), L'Arche Disability Outreach, Mind Over Matter, Students Protecting and Restoring Creation (SPARC), Santa Teresa and Reconciliation (STAR) and St Vincent de Paul. The Outreach programs at Lourdes Hill College are open to students in the Senior School. There are five programs within homeless outreach: Coffee Brigade Sandwich Making, Emmanuel City Mission, Rosies Street Van, Micah Projects and Salvation Army Sunday Roast. The College's other three programs focus on the elderly and children: St Cecilia's, Bulimba and Districts' Meals on Wheels, and Eat Up Sandwich Making.

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.

Students have access to a wide range of performance opportunities, such as College and external concerts, assembly performances, providing background music for College events, participating in music competitions and festivals like the Queensland Catholic Colleges and Colleges' Music Festival, as well as attending music retreats.





### Sporting Activities

Aerobics

AFL

Athletics

Basketball

Cross-Country

Group Fitness

Hockey

Kayaking

Netball

Pilates

Rowing

Run Club

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



## Social Justice Groups

Benenson Society

Hospitality Outreach Program (HOPe)

L'Arche Disability Outreach

Mind over Matter

Students Protecting and Restoring Creation (SPARC)

Santa Teresa and Reconciliation Group (STAR)

St Vincent de Paul

HOPe (Hospitality Outreach Program)

## Outreach Opportunities

Coffee Brigade Sandwich Making (Years 10-12)

Meals on Wheels Letterbox Drop (Years 10-12)

Eat Up Sandwich Making (Years 10-12)

Micah Projects (Years 10-12)

Salvation Army Sunday Roast (Years 11-12)

Emmanuel City Mission (Years 11-12)

Rosies Street Van (Year 12 only)





## Staffing

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

## Qualifications of all Teachers

The teaching staff at Lourdes Hill College are highly qualified with:

Doctorate	18 Masters	98 Bachelors
57 Diplomas	41 Certificates	

# Staff Professional Development

Our teachers benefit from the Australian Institute for Teaching and College Leadership (AITSL) Teacher Performance and Development Framework, as realised in the Lourdes Hill College-specific model for reflective practice - Professional 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 that have an impact on student learning outcomes.

Teachers are able to volunteer to join a Renewal Working Partnership 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 Professional and Review process and the Working Partnership 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. These are supported in professional learning for staff.

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

- Spirituality and Ethos
- Staff Wellbeing
- Academic Excellence
- Leadership
- Professional Excellence
- Behaviour Management

Activities to support and develop professional staff included these strategic priorities (2021-2024):

Annual Goal-setting and Review Process

- Positive Student-Teacher Relationships
- Assessment Literacy
- LHC Virtual
- LHC Data Forum



# Satisfaction

Our ongoing culture of targeted feedback indicated that overwhelmingly our Parents and Caregivers, teachers and student community were proud to be associated with Lourdes Hill College. Feedback indicates that our community would recommend our College to their friends. Students, Teachers and Parents and Caregivers all expressed their pride and appreciation of their connection to our College and of the inclusive, nurturing and supportive atmosphere.

## Parents and Caregivers

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

- Information Evenings for Years 7 – 12
- Welcoming Parents and Caregivers to Academic Ceremonies in Semester 1 and Semester 2
- Year level Parent Co-ordinators
- A two tier Parent/Teacher interview process
- Remote ICT access to the College between Students, Parents and Caregivers and Staff via the Parent Portal
- Lourdes Hill College Parents & Friends and its support groups
- Positive Parenting Seminars
- The voluntary contribution of distinctive skills of Parents and Caregivers. These are welcomed, celebrated and called upon with gratitude

## Data Collection

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

- Uniform updates for Sporting, Pastoral and Cultural purposes
- Updated College Mission Statement
- Use of textbooks
- Policy development
- Operation Guidelines for the Parents, Caregivers & Friends
- Future building and resource needs for Lourdes Hill College
- Communication modes and preformances
- LHC Virtual

- College Community Survey
- Road Safety
- Immersion Development
- Transition Programs
- Uniform Fitting Process
- Use of Mobile Phones
- Senior Assessment & Tertiary Entrance System (SATE)
- The College Strategic Plan
- Culture Review
- Curriculum review

## Parents & Caregivers Communication

The College realises that effective Parents & Caregivers College communication is in the best interests of our Parents & Caregivers, 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 & Caregivers via the College diary
- Parents & Caregivers/Teacher/Student Interviews
- Community eNewsletter (Lourdian Link)
- College App
- College Website
- Communication Policy and Formal Complaints Policy
- Involvement of Parents and Caregivers in policy development with the representation of Parents and Caregivers on the College Board
- Parents & Friends events
- Inspiring Girls Blog
- Social Media



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