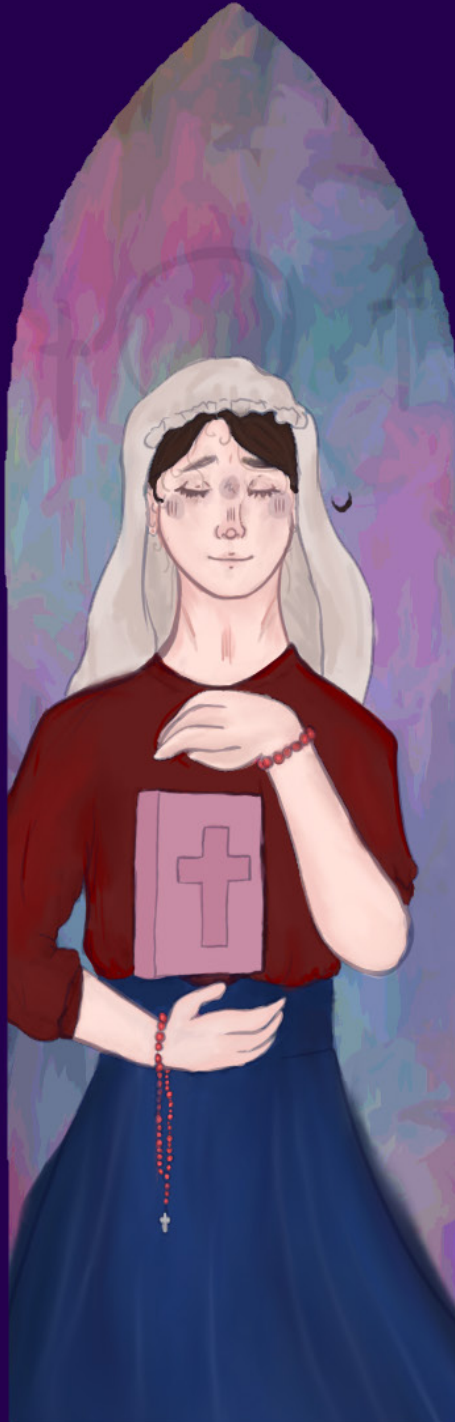




Lourdes Hill College
A School of Good Samaritan Education



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 2025, the College proudly welcomed Year 5 and 6 students after two years of planning to become a Year 5–12 College. We welcomed 170 Year 5 and 6 students, and we educated a total of 1,227 students across the whole College.

Founded in 1916 by the Sisters of the Good Samaritan, of the Order of St Benedict, Lourdes Hill continues to honour its Catholic heritage, drawing on the rich stories of the Good Samaritan, the Rule of Benedict, and the miracle at Lourdes. These touchstones continue to shape the College’s values of stability, balance, stewardship, love of neighbour, peace, community, listening, hospitality, respect and justice.

Name	Lourdes Hill College - CRICOS Provider Code 00503k ABN: 84 010 639460
Address	86 Hawthorne Road, Hawthorne, QLD 4171
College Sector	Catholic Girls College
Enrolment	1,227
Year Levels	Years 5 - 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. 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, learning is planned using the LHC Classroom Learning Design, which sets out the essential elements for successful learning.

Junior School

Junior School students are taught by core and specialist teachers who deliver Version 9 of the Australian Curriculum. Cross-curricular connections are made where there is a natural link between topics, with integrated units and assessment items used across the year.

Core Subjects: English, Mathematics, Science, Humanities & Social Sciences, Technologies – Digital & Design, Religion

Specialist Subjects: Health & Physical Education, Visual Art, Drama, Languages, Music Immersion

In 2025, all Year 5 and 6 students participated in the Music Immersion program, where they learn an instrument in small group lessons and participate in after-school ensembles.

Junior School students also participate in Academic Mentoring lessons and the Shining Samaritans program, where they develop practical skills that are applied to creating items for donation to the local community. Through the Shining Samaritans program, students develop a practical skill that they can then use to develop an item to be donated to the local community. Projects in 2025 included making friendship bracelets to gift to new students, writing and illustrating picture books for local kindergartens, and painting boxes to be used as hampers for the Micah project.

Middle School

In the Middle School, the Curriculum is designed around three themes:

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

Programs of study 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.

The Senior School Curriculum is based on the Queensland Senior Assessment and Tertiary Entrance (SATE) Implementation.

Students in the Senior School can choose from a range of QCAA subjects and VET or Certificate I, II & III and Diploma courses which will qualify them for a Queensland Certificate of Education (QCE) and lead to tertiary entrance through the Australian Tertiary Admissions Rank (ATAR).

As part of the VET Program, students are also able to complete College-based traineeships/ apprenticeships and work experience. Eligible students with diverse needs are able to complete the Queensland Certificate of Individual Achievement.

The College has developed a comprehensive program to ensure a high level of readiness and confidence for graduates. All students can complete a Career Education program and have access to a dedicated School Careers Officer to explore post-school pathways. The College has also developed a Learning Beyond the Classroom Framework and the Stella Wellbeing Program.

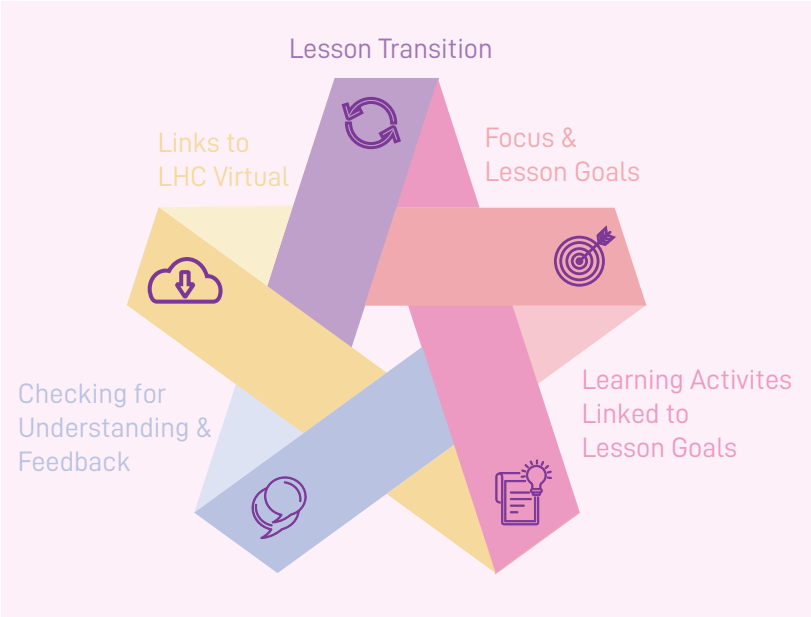
The LHC Academic Mentoring Program in Years 11 and 12 prepares students for life and learning beyond the College. Other opportunities for growth outside the classroom include immersion experiences, and Service and Outreach.



LHC CLASSROOM LEARNING DESIGN PROCESS 5 - 6

Lourdes Hill College

Junior School Classroom Learning Design



LEARNING ACTIVITIES WITHIN THE CLASSROOM

- Explicit teaching
- Hands-on learning strategies
- Multi-sensory learning
- Group tasks
- Explicit links to general capabilities
- Explicit links to assessment
- Promotion of thinking strategies and tools

LHC CLASSROOM LEARNING DESIGN PROCESS 7 - 12

In every lesson, every day, every Teacher:	In every lesson, every day, every Student:
Makes every student feel welcome	Is made to feel welcome
Explicitly states the learning intention and success criteria and provides clear links to assessment.	Knows what will happen in the lesson and understands how it links with assessment
Chooses from a range of pedagogical techniques and appropriate learning activities that engage students in their learning and achieve the learning intention	Is engaged by learning experiences that have been carefully selected to achieve the purpose of the lesson
Checks the understanding of every student / seeks feedback to check the understanding of every student	Demonstrates / gives feedback on their understanding of the lesson's content
Makes links to LHC Virtual so students can continue their learning beyond the classroom	Knows how to continue their learning outside the classroom through LHC virtual
Ensures that every student leaves class feeling calm, happy and positive	Leaves the lesson feeling calm, happy and positive

2025 SUBJECT OFFERINGS

Years 5-6

Core Subjects	Core Subjects	Specialist Subjects	Core Subjects
Religion	Mathematics	Drama	Academic Mentoring
English	Science	Japanese	Shining Samaritans
Humanities and Social Sciences (HASS)	Technologies – Digital & Design	Health & Physical Education	Stella Wellbeing
		Music Immersion	
		Visual Art	

All subjects are compulsory.

Years 7-9

Relationship	Invest	Creativity	Signature Programs
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
*English	Design	Digital Solutions	Drama	Economics
History	Food Nutrition	Geography	Legal Studies	Health
*Mathematics (General)	Hospitality	Japanese	Music	Literature
Physics	*Mathematics (Methods)	*Modern History	Visual Art	Physical Education
	*Science	Mathematics (Specialist)		Stella Wellbeing

*Compulsory subjects. For Maths, students get to choose between General or Methods.

Years 11 & 12

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

*Compulsory subjects. Noting students get to choose between Religion & Ethics, Study Of Religion or Religion Meaning and Life



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 Years 5-12

The College has a strategic approach to designing and implementing explicit programs to enhance the learning outcomes of students. 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) Years 5-6

In the Junior School, Mathematics classes are streamed by ability, and the program is designed so that students can be appropriately extended across the year. The 'Supernovas program' is an after-school program for high achieving students who are nominated by their class teacher. It gives students the chance to develop teamwork, problem solving, and communication skills while also encouraging them to think outside the box. In 2025, students participated in the Da Vinci Decathlon, Tournament of Minds, Maths competitions, ICAS assessments, and STEM competitions.

High Achievers' Program (HAS) Years 7-12

The High Achievers' Program is grounded in a mentoring approach and is supported by the HAS Coordinator. It is designed to promote excellence, provide opportunities for academically gifted learners, and prepare them for future academic and career success. The program also 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. Students in this program also have access to engaging enrichment days at local universities, internationally recognised ICAS assessments, and personalised support to prepare 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.

Mirragin Program for Aboriginal and Torres Strait Islander Students Year 5-12

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 Coordinator and the Mirragin Support Officer who encourage the spiritual and cultural development of 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	2025
No. of Students	25	19	18	20	27	29	27	28	28	30	29
No. of Yr 12 Students	3	4	3	5	2	4	1	4	8	8	1
No. of Graduates	3	4	3	5	2	4	1	4	3	8	1

Literacy & Numeracy Support Programs Years 5-6

In the Junior School, diagnostic tests conducted during Orientation Day and early in Term 1 allow for identification of students who will benefit from extra numeracy and literacy support. For students in the lower Mathematics stream, class numbers are kept below 15 and the class teacher is assisted by a Learning Support Officer. This program allows students to grow in confidence and ability by focusing on their skill level and giving them time and space to move forward with their learning. Literacy support is provided in small groups with a specialist Junior School Learning Support Teacher, complimented by focused in-class support.

Literacy & Numeracy Support Programs Year 7-8

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

Academic Mentoring Program

Every student is supported to develop their personal 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.

International Student Education Program

The Lourdes Hill College International Education Program welcomes a combination of full-time international students, short-term students and 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.

A photograph of two young female students in purple school uniforms sitting at a wooden table outdoors. They are both smiling and looking at a laptop screen. The background is a blurred view of green foliage and a metal railing, suggesting a school courtyard or garden setting.

Integrating Digital Learning

The College continues to integrate digital-based learning across the curriculum with an underpinning philosophy to focus on the enhancement of learning outcomes. Our vision is to embed the Australian Curriculum General Capabilities into the critical use of technology to encourage students to adopt problem-solving and decision-making skills along with high level collaboration and communication practices. Our goal is to ensure all students learn how to become responsible digital citizens.

The College is committed to embracing emerging technological tools to engage adolescent learners. Digital Technologies is seamlessly integrated through every part of learning, and each student has access to a College-managed laptop through the 1:1 device program. Learning is facilitated through a range of dynamic online learning platforms and apps including the Microsoft 365 Suite, supported by LHC Virtual - the College's online learning system.

In Years 5 & 6, students participate in the Technologies – Digital & Design ACARA Curriculum. The Year 5 & 6 Technologies curriculum enables students to investigate how technology shapes society and to design and create products and services to meet the needs of the user. Students are taught how to use design and computational thinking through hands-on activities such as coding in Scratch and making a useable interface with Makey Makey. The cross-curricular priority of Digital Literacy is taught and integrated across all curriculum areas as students are learning to use their 1:1 device.

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. Across the three years of study, students learn website design, coding of apps and robotics, use and analysis of data-gathering tools, and film creation. 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.

The Global STARS and Stella Wellbeing lessons across all year levels have a focus on cyber safety where students learn how to engage positively with social media. Students participate in activities and hear from guest speakers on how to navigate the rapidly emerging world of Artificial Intelligence and other online platforms.

Students with a particular interest in Technologies can continue their studies into the Senior years and have the opportunity to join 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 who 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. The highest ATAR is 99.95, then 99.90, then 99.85, and so on. 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.

Celebrating Excellence

The achievements of the Class of 2025 reflect the dedication of our students, the support of their families and the commitment of our staff.

Graduates achieved outstanding results across a diverse range of academic disciplines, with students securing prestigious university placements, significant scholarships, and sporting opportunities both within Australia and internationally.

The Class of 2025 also entered vocational education, apprenticeships and direct employment opportunities aligned with their individual career aspirations.

We congratulate every graduate on their success and look forward to following their future accomplishments as they continue to make a positive impact within their communities, professions and beyond.

LHC Spread of ATARs Overview of Outcomes

- 2.8% students achieved an ATAR above 98.9
- 16.5% of known ATARS achieved above 95
- 35.2% of known ATARS achieved above 90
- 53.1% of known ATARS achieved above 85
- 68.2% of known ATARS achieved above 80

Queensland Certificate of Education (QCE)

99% of eligible students received their Queensland Certificate of Education (QCE). This achievement reflects the amazing commitment, resilience and dedication demonstrated by our graduating cohort.

External/Internal Exam Results

Perfect Results - externals

English	10
Literature	10
Study of Religion	4
Drama	1
Maths Methods	1
Music	1
Music Extension	1
Physical Education	1

Perfect Results - internals & externals

English	1
Literature	3
Study of Religion	2
Design	1
Maths Methods	1
Music	1
Music Extension	1
(Composed)	

Tertiary Offers

95% of graduating students received a tertiary offer, providing multiple pathways into university study, vocational education and professional careers.

Scholarships and Accolades *(each awarded to one student)*

Major Scholarship Achievements

- University of Kansas – United States, Full Sporting Scholarship
- Australian National University (ANU) - Tuckwell Scholarship
- Bond University – Excellence Scholarship
- Boud University – Leadership Scholarship
- Southern Cross University - Academic Excellence Scholarship
- Queensland University of Technology (QUT) - Corporate Partners in Excellence Scholarship
- Wasaki Shingyo - Business Scholarship
- Royal Melbourne Institute of Technology (RMIT) -Nuclear Medicine Scholarship

University and Post-School Destinations

Graduates from the Class of 2025 accepted offers across a broad range of leading Australian and international universities:

- Australian Catholic University
- Australian National University
- Bond University
- Griffith University
- Mater Education
- Queensland University of Technology
- Southern Cross University
- Royal Melbourne Institute of Technology
- University of Queensland
- University of Kansas (USA)
- TAFE Queensland
- Other leading tertiary institutions throughout Australia

VET Outcomes

26 students achieved a Diploma
4 student achieved a Certificate IV
57 students achieved a Certificate III
42 students achieved a Certificate II

Post College Pathways

QTAC Offers

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

Institution	Number of Students
Australian Catholic University	30
Griffith University	13
French Beauty Academy	1
Queensland University of Technology	74
TAFE Queensland	3
Bond University	2
The University of Queensland	43
University of Kansas	1
University of Sunshine Coast	3
Southern Cross University	1
University of Southern Queensland	1
Australian National University	1
Royal Melbourne Institute of Technology	1

Study Area	Number of Students
Agriculture, Environmental and Related Studies	15
Architecture and Building	1
Creative Arts	20
Education	8
Engineering	4
Health	43
Information technology	1
Natural and Physical Sciences	17
Society and Culture	25
Management and Commerce	24

*44 students are undertaking double degrees



Social Climate

Pastoral Care

Pastoral Care encompasses the structures of the support we provide for students at Lourdes Hill College – it permeates all areas of College life and 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 responsibility for the Pastoral Care of our students.

House System and Home Groups

The College's House system and vertical Home Groups 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, Spirituality Days and competitions build meaningful relationships across year levels. These activities are led collaboratively by Student Leaders and House Pastoral Leaders.

Junior School

In the Junior School, Year 5 and 6 students' pastoral care and wellbeing is primarily overseen by their core class teacher, with support from the Junior School Learning Support Teacher and/or Head of Junior School. The Junior School core class teachers create safe, inclusive classrooms where every student feels valued. Through the core class system, Junior School students develop a strong sense of belonging and connection to both their peers and wider school community.

Student Leadership

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

There are many opportunities for students to apply for leadership positions in the Junior, Middle and Senior schools including various House Representatives, Student Councils, Co-curricular, Service and Cultural 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 thrive both at school and outside of school.

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 students 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:

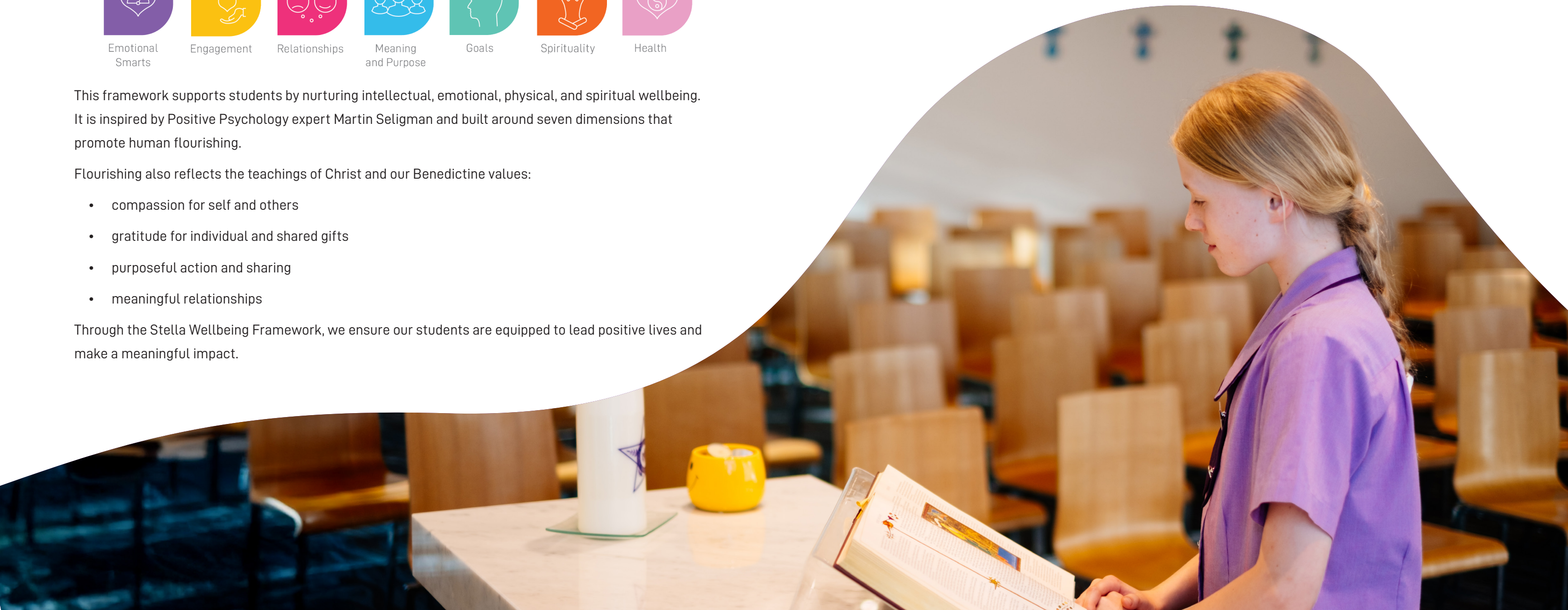
- compassion for self and others
- gratitude for individual and shared gifts
- purposeful action and sharing
- meaningful relationships

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

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



Transition Programs

School Of Program

Lourdes Hill College has continued to develop the 'School Of' Transition Program, which allows Year 3, 4, 5 and 6 students who have recently enrolled at Lourdes Hill College or have submitted an application to attend the College. Students have the opportunity to participate in a variety of after-school activities such as Music, AFL, Swimming, Debating, Choir, Art, Drama, Aerobics, Tennis, Basketball, Volleyball and Run Club. This program helps students develop new skills, meet College staff, make friends and explore the wonderful facilities, easing the transition into high school.

Learn To Program

The 'Learn To' Program for Year 5 and 7 students, offered in January of their commencement year, encourages participation 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 and familiarise themselves with the College facilities.

Year 5 Entry

The Year 4 to 5 Transition program includes a variety of carefully timed events across the year to ensure students entering the College in Year 5 feel connected to the school community. In Term 1 of Year 4, students are invited to attend an Easter themed afternoon to meet the Year 5 teaching team and get to know other students who will be in their cohort. In Term 3 of Year 4, students attend a full Year 5 Orientation Day where they learn the structure of a day at the College and meet other students who will be in their House. In Term 4 of Year 4, students are invited to attend the Music Information Evening, where they trial a selection of instruments in preparation for the Music Immersion Program. They are also invited to attend a Christmas themed afternoon where their class and teacher for Year 5 is announced. Parents are invited to these events so that they can build their connections within the cohort and the College. These events provide our youngest students with multiple opportunities to get to know staff and students so they feel prepared and valued leading into high school.

There are numerous programs in place to support Year 5 students to settle into College life. Classroom teachers coordinate opportunities for students to get to know each other and build friendships with their new classmates, including through The U R Strong Friendology program. At the end of Term 1, Year 5 students embark on a three-day camp to Apex Camps at Twin Waters where they continue to strengthen their bond as a year level. Students are supported throughout the year by the Year 6 Student Leaders, the Year 12 Senior Junior School Leader and Year 8 and 9 House Sisters.



Year 7 Entry

Lourdes Hill College offers a well-planned and comprehensive Year 6 to Year 7 Transition Program. During Terms 3 and 4 of Year 6, the College 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 day in the 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.

Another integral transition program is the Big Sister/Little Sister Program where all Year 7 students are paired up with 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 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.

Held at the beginning of Term 1, Year 7 camp features group activities that promote teamwork, problem solving, resilience and fun. This camp, held at PGL Adventure Camps- Kindilan, directly supports learning within the Lourdes Hill College Stella Wellbeing Framework, particularly the elements of engagement, relationships, health, meaning and purpose. Students also participate in activities focused on Benedictine spirituality and the three stories of Lourdes Hill College, developing foundational knowledge of the College values and expectations.

Year 6 to 7 Transition

The Year 6 to 7 Transition Program occurs in small steps throughout the year, as the Junior School students prepare to move into the Middle School. Year 6 Core Teachers intentionally build expectations around independence and organisation, while providing support to students as these expectations grow. Students participate in the same Orientation activities that the students going into Year 7 do, so that they can grow their friendship groups to include future peers. Year 6 students also write welcome letters to the incoming students. College expectations and resources are consistent from Years 5 to 12 which helps to support the transitions between the sub schools. The preparation for Middle School is celebrated at the end of Year 6 where students are presented with their Middle School tie at the Junior School Thanksgiving Ceremony, celebrating the completion of their primary years of schooling.

Year 10 Transition Program

Unique to Lourdes Hill College, Year 10 students participate in a Creative Spectacular which is a 12-month transition program designed to build leadership, teamwork, communication and organisational skills through a structured creative process. The Creative Spectacular program occurs weekly and includes workshop days to strengthen leadership skills and the rehearsal of artistic performances. Students participate in this program in their House groups, preparing them to lead the College individually and as a cohort in Senior School. The Creative Spectacular Program supports the Lourdes Hill College Stella Wellbeing Framework elements of Engagement, Relationships, Meaning and Purpose and Goals.

Pastoral Care

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

The College is proud of the high-quality pastoral support provided to each student by Home Group Teachers, Classroom Teachers, Head of Junior School, House Pastoral Leaders, and the Leadership Team. Additional support and services are offered through our College Counsellors, 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 or team. 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

Service Groups and Outreach come under the umbrella of "Bene Servire" which means 'to serve well'.

Junior School students are invited to participate in two service groups: Mini Vinnies and/or Students Protecting and Restoring Creation (SPARCLES) which is focused on protecting the environment.

Students in Years 7-12 are invited to participate in Benenson Society, Hospitality Outreach Program (HOPE), L'Arche Disability Outreach, Mind Over Matter, SPARC, Santa Teresa and Reconciliation (STAR) and St Vincent de Paul.

In Senior School, students are encouraged to get involved in any of the eight programs on offer including five programs focused on 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.

Music

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 opportunities, such as performing in College and external concerts, assemblies, music competitions and festivals like the Queensland Catholic Colleges and Colleges' Music Festival, as well as attending music retreats. All students in Year 5 and 6 participate in the Music Immersion program, where they receive weekly instrumental lessons for their instrument and perform as part of an after-school ensemble.



Cocurricular Activities

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
Supernova High Achieving Students Program

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 Mini Vinnies and SPARCLES (Years 5-6)

Outreach Opportunites

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)
St Cecilia's (Years 10-12)





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:

1	Doctorate	28	Masters	11	Graduate Certificate	28	Graduate Diploma
117	Bachelors	23	Diplomas	21	Certificate		

Professional Development

Our teachers benefit from the Australian Institute for Teaching and College Leadership (AITSL) Teacher Performance and Development Framework, as outlined 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.

The opportunities provided to staff are grouped in six areas:

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

Activities to support and develop staff include the below strategic priorities (2024-2028):

- Annual Goal-setting and Review Process
- Positive Student-Teacher Relationships
- Assessment Literacy
- LHC Virtual
- LHC Data Forum

Parents and Caregivers

The College acknowledges that Parents and Caregivers are the primary educators of our students and play a crucial role in our school community. Therefore, the College provides the following opportunities and events for Parents and Caregivers:

- Information Evenings for Years 5 – 12
- Welcoming Parents and Caregivers to Academic Ceremonies in Semesters 1 and 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
- Parents & Friends (P&F) 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 performances
- 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 understands that effective communication is in the best interests of our Parents & Caregivers, Students and Staff. Regular communication is provided through the following avenues:

- A parent portal – “Parent Lounge” – with access to student learning and assessment programs
- Diary signing for Years 5 to 10. The Student Diary provides comprehensive communication with Parents & Caregivers
- Parents & Caregivers/Teacher/Student Interviews
- eNewsletter (Ear of the Heart)
- College App
- College website and social media platforms
- Sub School Blogs
- 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
- P&F events

Satisfaction

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

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