



# LOURDES HILL COLLEGE

## 2016 Annual Report



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Step Forward

# 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 1197 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.

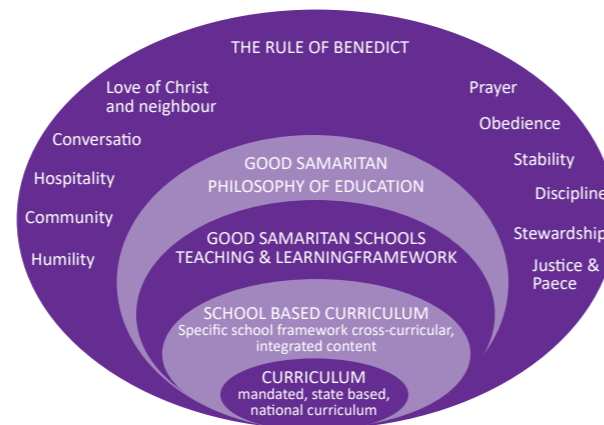
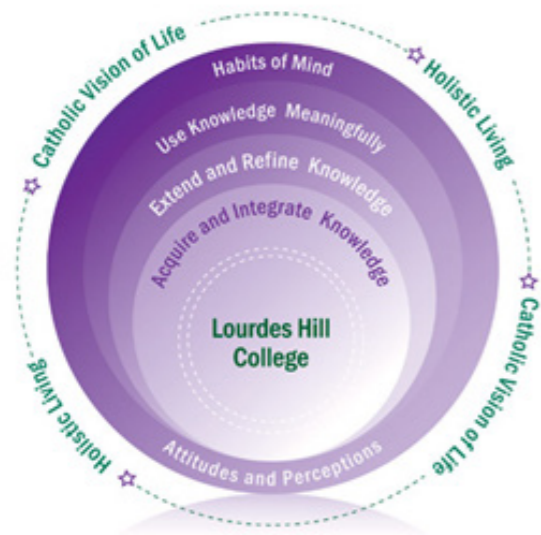
Lourdes Hill College strives to allow individuals to be flexible thinkers and life-long learners who will succeed in the information and knowledge age. Our students are challenged to construct knowledge using disciplined inquiry to explore issues that have value beyond the classroom. As knowledge informs 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.

In 2016, the College celebrated its Centenary. There were a number of events including the major celebrations on the Feast of Our Lady of Lourdes, 11 February. This day saw 1200 girls sail the Brisbane River on ferries to Southbank for a ride on the Wheel of Brisbane and Mass for 4000 people at the Brisbane Convention and Exhibition Centre. Other activities in the Centenary year included a staff pilgrimage program, Ball, Picnic and Past Pupils' Road Trip.



## 2. School Profile



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%

Coeducational or single sex:	Year levels offered:	Total student enrolments for this school:
Single sex – female	Years 7 – 12	1232



# 3. Students with Learning Needs

## 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. The adjacent photograph captures one of the groups of students involved in the High Achievers Program. This Program is grounded in a mentoring approach and 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.

## Academic Mentoring Program

The Academic Mentoring Program is progressing the strategic priority of establishing an Academic Mentoring Program within the Middle School Enrichment Program. The vision is to provide ongoing mentoring support for each individual student. A significant enhancement of the whole-school Academic Mentoring Program during 2016 has been the implementation of a Data Analytics facility, the LHC Dashboard, as part of the College Learning Management System.

## Aboriginal and Torres Strait Islander Students

Our Mirragin unit is named after the local Aboriginal word for star and provides the hub of support for our Aboriginal and Torres Strait Islander (Mirragin) students.

These students are supported in their learning and development in a culturally welcoming environment. The College has a part-time Mirragin Support Officer and provides the rich on-campus presence of an Elder in Residence. These staff members provide inspiration to the College community on the spiritual and cultural development of the Mirragin students and role model exemplary initiatives and approaches to foster a culture of reconciliation.

2012	2013	2014	2015	2016
26 Students	23 Students	26 Students	25 Students	19 Students
7 Year 12 Students	6 Year 12 Students	5 Year 12 Students	3 Year 12 Students	4 Year 12 Students
7 Graduates	6 Graduates	5 Graduates	3 Graduates	4 Graduates

## International Student Education Program

The Lourdes Hill College International Education Program had a total of 21 long-term students and two short-term students enrolled in 2016 in a homestay arrangement. In 2016, there was one successful study tour from Japan. 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.

The College has a strong partnership with The University of Queensland's International Education Services, involving a digital education program for 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. The program was initially introduced to the College's Year 10 curriculum in 2014 and to Years 11 and 12 in 2015 and 2016. The program is aligned with the Australian curriculum.

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.


### Confucius Institute Partnership

Our partnership with The University of Queensland's Confucius Institute and the Hanban Confucius Institute Headquarters in China continues with the ongoing support of a themed 'Confucius Classroom' built to promote an increased interest in Chinese language and culture.

### Pre-Service Teachers

The College is committed to supporting the development of pre-service teachers and is pleased to provide high quality mentoring to students from many universities including QUT, ACU, Griffith University and the University of Southern Queensland.

## 5. Integration with Digital Learning Approaches



Lourdes Hill embarked on another year of exciting initiatives in 2016 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.

We have established a genuine 1:1 mobile-learning culture as an exciting reality, with enhanced opportunities for powerful learning experiences well beyond the walls of the school and a dream that will take us well beyond what is currently possible. We are committed and excited to continue to embrace the emerging technological tools and associated learning experiences to add to our overall suite of pedagogical tools-of-the-trade to engage our adolescent learners

# 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.

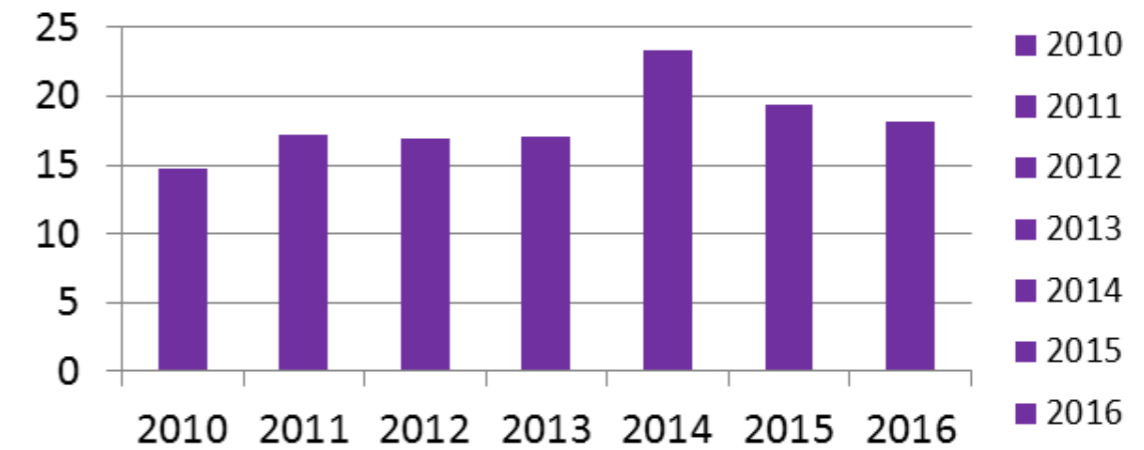
The QCS Test is a state-wide test based on the Common Curriculum Elements of the Queensland P-12 curriculum. It provides scaling parameters for the translation of externally moderated school-based achievements into the tertiary entrance indicator: the familiar OP score. The scaling process and calculation 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 20 consecutive years up to and including 2015.
- In 2016 18.8% of students achieved an OP 1-5.
- In 2016 57% of students achieved an OP 1 -10.
- In 2016 98.3% of LHC applicants received a QTAC offer.
- In 2016 88.4% of students achieved an OP 1 -15.

LHC 1-5%



## Tertiary Offers

98.3% of Lourdes Hill applicants received a tertiary offer.



## 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)	2	1
Architecture and Building (e.g. Urban & Regional Planning, Interior Design)	6	5
Creative Arts (e.g. Music, Graphic Design, Communication and Media Studies)	25	25
Education (e.g. Early Childhood, Primary, Secondary)	6	9
Engineering (e.g. Chemical, Automotive, Civil, Aerospace, Biomedical, Surveying)	4	2
Health (e.g. Pharmacy, Veterinary Science, Naturopathy, Speech Pathology)	45	33
Information Technology (e.g. Computer Science, Programming)	4	3
Management and Commerce (e.g. Hospitality Management, Banking and Finance)	42	34
Natural and Physical Sciences (e.g. Mathematics, Physics, Laboratory Technology)	9	11
Society and Culture (e.g. Law, Economics, Psychology, Sport and Recreation)	36	31
<b>Totals</b>	<b>179</b>	<b>154</b>





# 8. Curriculum Offerings

## Year 7-9

All subjects are compulsory

Themes	Subject
Relationships	English, Religion, LOTE*, History & Geography
Creativity	Music, Physical Education, Home Economics, Drama, Visual Art
Investigation	Mathematics, Science, Economics & Business Digital Technologies

\*LOTE - Year 7 - Chinese, Year 8 - Japanese, Year 9 - Chinese or Japanese or German

2016 was an exciting year for the LHC Middle School with the implementation of the second year of the new 'connected' curriculum. The research-based approach to the delivery of learning is grounded in the philosophy of opening subject boundaries to enhance the connection of concepts and thinking skills across subjects. The units of work are delivered as a program of projects under the umbrella of three themes – Investigation, Creativity and Relationships. The ongoing review and refinement of this new curriculum will continue in 2017.

## Year 10

Core Subjects	Elective Subjects	
Religious Education	Art	Home Economics
Social Education	Business Practices	Japanese
English	Drama	Music
Mathematics	German	Digital Technologies
Science	Graphics	Health & Physical Education

Elective subjects can be taken to give girls as wide a range of learning experiences as possible.

## Literacy & Language Support Programs

Additional Literacy Studies (offered to some students after consultation with the Faculty of Differentiated Learning). A small number of students may be 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.



## 8. Curriculum Offerings cont.

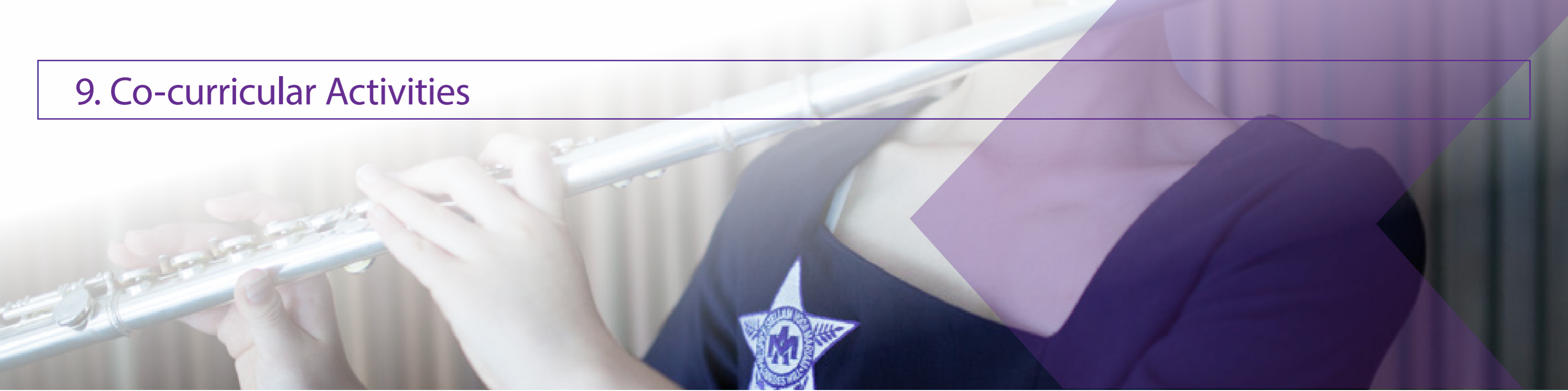
### Years 11-12

Set pre-requisites apply to some Authority Subjects (contribute to an OP)		
Accounting	Ancient History	Biology
Business Management	Chemistry	Chinese
Drama	Economics	English
English as a Second Language	Geography	German
Graphics	Home Economics	IT Systems
Japanese	Legal Studies	Maths A
Maths B	Maths C	Modern History
Music & Music Extension	Physical Education	Visual Art
Physics	Study of Religion	English for ESL learners

School Subjects (including Authority-Registered and VET subjects) (do not contribute to an OP)	
Drama Studies	Early Childhood
English Communication	Hospitality
Prevocational Maths	Religion and Ethics (compulsory if Study of Religion is not chosen)
Social and Community Studies	Visual Art Studies



## 9. Co-curricular Activities



### Sporting Activities

Aerobics

AFL

Athletics

Basketball

Cross-Country

European Handball

Hockey

Kayaking

Netball

Rowing

Sailing

Soccer

Swimming

Tennis

Touch Football

Volleyball

### Other Learning Opportunities

Co-curricular Music

Co-curricular Drama

Co-curricular Photography

Debating

Duke of Edinburgh Award Scheme

Health Promoting Schools

Music Tuition

Past Pupils' Association

Public Speaking Competition

Mooting

Studio Art Program

Robotics

### Service Clubs

Homelessness Outreach

Human Rights Group (formally Amnesty International)

L'Arche Group (Disability Outreach)

Mind over Matter (Mental Health Awareness)

PAW (Protecting Animal Welfare)

STAR (Santa Teresa and Reconciliation Group)

St Vincent de Paul Society

SPARC (Environmental Group)

# 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, annual House Welcome Evenings 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 College co-curricular 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 St Vincent de Paul, Students Protecting and Respecting Creation (SPARC), Santa Teresa and Reconciliation, L'Arche, Beneson/Human Rights and PAW (Protecting and Animal Welfare), Mind over Matter and Homeless Outreach.

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, Primary Schools' Concert, Cabaret, Centenary Concert), assembly performances, providing background music for College events, music competitions/festivals (Queensland Catholic Colleges Music Festival) and music camps.

### 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 Term 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. The Year 7 co-curricular program allows Year 7 students to participate either after school or on weekends in activities such as: Aerobics, Choir, Cross Country, Debating, Drama, Hip Hop, Hockey (Turf), Robotics, Swimming, Tennis, Visual Art – Ceramics/Printmaking, Visual Art – Photography. 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 we believe will enable meaningful connections and pastoral support for new students. This Program teaches students values such as commitment to others, hospitality and the importance of community.

The first two days of the new school year are Year 7 Transition Days, with alternative 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.

### 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:

- 2 have qualifications at Doctorate level
- 21 have qualifications at Master level
- 100 have qualifications at Bachelor level
- 59 have qualifications at Diploma level
- 32 have qualifications at Certificate level
- 10 have Trade Certificate qualifications

## 12. Staff Professional Development

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 include:

- Staff Orientation and Induction Program
- College Renewal Projects
- Annual Goal Setting and Review Process
- Implementation of new a role in 2016 – Director of the Centre of Innovation for Teaching Excellence and Leadership

# 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. There was a very large enrolment intake for Year 7, 2015 and 2016 indicating that the community reputation of the College is strong
- 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, Bennies, (Parent Mission Support Group)
- 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
- Learning Futures College Community Survey in June 2016.

## 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 Welcome Evenings, 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
- "feel" of the playground and quality of conversations that staff experience when visiting the lunchtime playground regularly
- 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)
- Response to the Learning Futures College Community Survey conducted in 2016.
- Feedback to staff-generated surveys.

## 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
- Learning Futures College Community Survey in June 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 Years 7 – 12
- Welcoming parents to Academic and Sporting Awards Ceremonies in Semester 1 and Semester 2
- A clear Parent Contract
- Regular College Newsletter (Voca)
- Centenary eNews
- 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
- 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
- College Strategic Plan
- 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 in June 2016
- 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
- Parent/Teacher/Student Interviews
- Regular College Newsletter (Voca)
- House Newsletters
- Communication Policy and Formal Complaints Policy
- Involvement of parents in policy development via the parents on the College Board
- Parent Information Evenings



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