



**LOURDES HILL
COLLEGE**

2020 Annual Report



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1. School Profile

Lourdes Hill College is a school of Good Samaritan Education providing education for 1200 girls from Years 7 to 12. We embrace the Benedictine values of genuine community, compassion, effective listening and moral stability, and we value prayer and peace.

Established in 1916 by the Sisters of the Good Samaritan, our heritage is rich and places strong emphasis on education and the importance of a balance between work, prayer and recreation in life.

Name: Lourdes Hill College - CRICOS Provider Code 00503k, ABN: 84 010 639 460
Address: 86 Hawthorne Road, Hawthorne, QLD 4171
School Sector: Catholic Girls School
Enrolment: 1275
Year Levels: Years 7 - 12

Today our community honours this tradition via:

- A caring Catholic community
- A call to each student to live their faith in action
- A comprehensive and innovative curriculum, challenging students to explore opportunities and grow to their full potential
- A strong emphasis on wellbeing and personal growth
- A wide range of co-curricular activities focused on balanced development

We draw our heritage from three sources significant to Catholic culture: The Gospel story of the Good Samaritan, the Benedictine tradition and the miracle at Lourdes. These touchstones guide us in our approach to one another and the world.

We offer our students the learning and support programs they require to reach their full potential. Our approach helps students to become flexible thinkers and life-long learners. We teach the skills to step forward and meet every challenge and achieve success in this age of technology. Lourdes Hill College's vision is to educate and empower young women, in a global learning community, to create a better world.



Our Learning
wall is a way
individually
which
opportunities
to leave
relationships
College for



2. 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 student foundational knowledge and connections between ideas and subject areas, while encouraging them to be critical and creative thinkers, consider ethical and social viewpoints, work collaboratively and think beyond the classroom to create solutions. In addition, our Religious Education curriculum across all year levels follows the Archdiocesan commitment to strengthening Catholic Identity. Throughout all year levels the learning is planned using the LHC Classroom Learning Design which sets out the essential elements for successful learning.

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

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

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

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



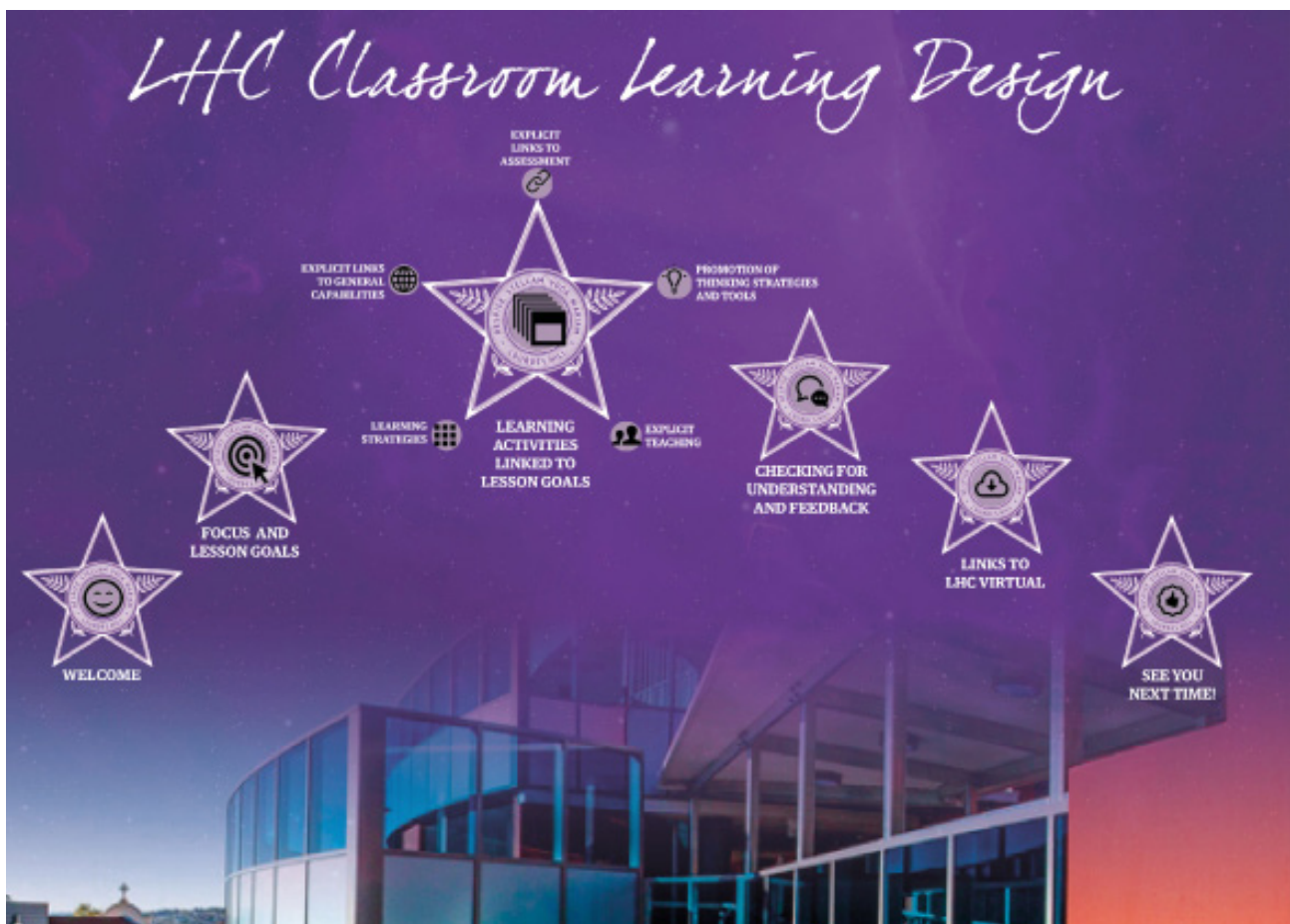
Programs of study for Years 7-12 are based on the Queensland Curriculum and Assessment Authority (QCAA) and Australian Curriculum, Assessment and Reporting Authority (ACARA) syllabuses and are subject to review as new syllabuses are developed.

Students in the senior phase of schooling choose from a range of QCAA subjects and vocational studies in their programs which lead to tertiary entrance by the Australian Tertiary Admissions Rank (ATAR). Students may also complete a Career Entry Program incorporating vocational qualifications, school-based traineeships/apprenticeships and work experience.

All students are able to choose from a wide range of subjects in Years 11 and 12 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

Full implementation of the classroom learning process commenced in 2018.



2020 Subject Offerings

Years 7-9

All subjects are compulsory:

Relationships	Investigation	Creativity	Other
Religion	Business	Drama	Academic Mentoring
English	Mathematics	Food, Nutrition & Textiles	Digital Technologies
Humanities	Science	Health & Physical Education	House Project
Languages		Music	Leadership Development
		Visual Art	

Year 10

Religion	Accounting	Biology	Business	Chemistry
Chinese	Design	Digital Solutions	Drama	Economics
English	Food, Nutrition & Textiles	Geography	German	Health
History	Hospitality Practices	Japanese	Legal Studies	Literature
Mathematics (General)	Mathematics (Methods)	Modern History	Music	Physical Education
Physics	Science	Specialist Mathematics	Visual Art	Wellbeing

Years 11 & 12

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



3. 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, numeracy and ESL. In addition, the Faculty also offers a High Achievers' Program and the Mirragin Program for support for Aboriginal and Torres Strait Islander students.

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.

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.

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 provide inspiration to the College community on the spiritual and cultural development of the Indigenous students and role model exemplary initiatives and approaches to foster a culture of Reconciliation.

Year	2014	2015	2016	2017	2018	2019	2020
No. of Students	26	25	19	18	20	27	29
No. of Yr 12 Students	5	3	4	3	5	2	4
No. of Graduates	5	3	4	3	5	2	4

Literacy & Language Support Programs

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

International Student Education Program

The Lourdes Hill College International Education Program 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 organizational, communication and academic mentoring role, providing identifiable cultural enrichment across the College community.

4. Integration with Digital Learning Approaches



Lourdes Hill embarked on another year of exciting initiatives in 2020 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 school to ensure that all students are globally connected citizens. Lourdes Hill 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.

A particular emphasis during 2020 was the implementation of several tools, including OneNote and Microsoft Teams, that support 'LHC Virtual', a suite of strategies to enhance the learning of students beyond the classroom through access to an online repository of study materials.

5. 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.

LHC Spread of ATARS

Overview of Outcomes:

- 9 students achieved an ATAR above 99.
- 30% of known ATARS achieved above 90
- 54% of known ATARS achieved above 80
- 93% of known ATARS achieved above 60
- 99% received a QCE

External/Internal Exam Results:

Perfect Results Externals

- English 10
- Literature 4
- Music 1
- Music Ext performance 1
- Visual Art 3
- Japanese 1
- Study of Religion 2
- Drama 3

Perfect Results Internals and Externals

- English 2
- Literature 2
- Music 1
- Music Ext Performance 1
- Visual Art 1

Tertiary Offers

96% of Lourdes Hill applicants received a tertiary offer.

61% of Lourdes Hill applicants received their first preference.

VET Outcomes

24 students achieved a Certificate II

44 students achieved a Certificate III

19 students achieved a Diploma



6. Post School Destination Information

QTAC Offers

54% received 1st offer at QTAC.

75% received 1st or 2nd offer at QTAC.

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

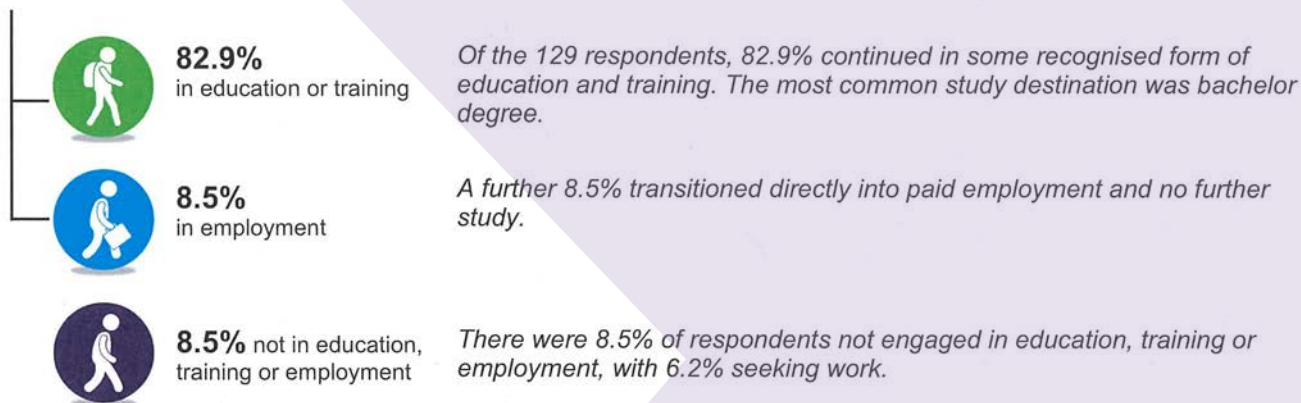
Institution	Number of Students
Australian Catholic University	21
Griffith College	1
Griffith University	42
James Cook University	4
Queensland University of Technology	42
SAE Creative Media Institute	1
Southern Cross University	1
TAFE Queensland	8
The University of Queensland	42
University of Southern Queensland	1

Study Area	Number of Students
Agriculture, Environmental and Related Studies	2
Architecture and Building	8
Creative Arts	18
Education	13
Engineering	8
Health	41
Information Technology	2
Management and Commerce	20
Natural and Physical Sciences	18
Society and Culture	33

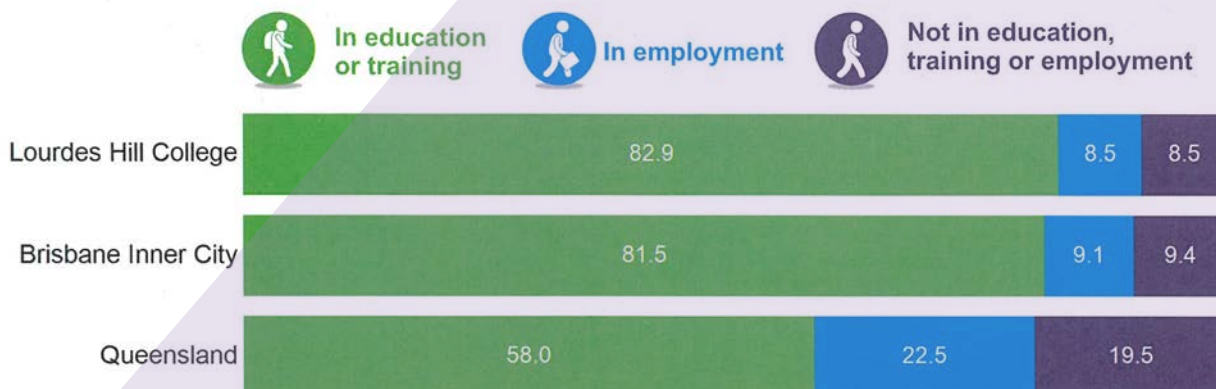
Year 12 completers from Lourdes Hill College have been categorised by their engagement in education and training, or employment. Survey respondents who are both working and studying are included in education and training. Apprentices and trainees are required to undertake a study component to their qualification so are also considered to be in education and training.

Engagement in education, training or employment

91.5% engaged in education, training or employment



How does your school compare?



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

Student Leadership

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

Student Policies and Procedures

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

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



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, photography, debating, ICT and public speaking.

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

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

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

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

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

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

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

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

College Staff

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

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



8. Co-curricular Activities



Sporting Activities

Aerobics

AFL

Athletics

Basketball

Cross-Country

Hockey

Kayaking

Netball

Rowing

Sailing

Soccer

Swimming

Tennis

Touch Football

Volleyball

Other Learning Opportunities

Co-Curricular Music

Co-Curricular Drama

Co-Curricular Dance

Co-Curricular Studio Art Program

Debating

Duke of Edinburgh Program

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

RACI Titration Competition

Robotics & Technology Club

Technical Services

Tournament of Minds



Service Clubs

Benenson Society

L'Arche (Disability Outreach)

STAR (Santa Teresa and Reconciliation Group)

St Vincent de Paul

SPARC (Students Protecting and Restoring Creation)

Outreach (Homelessness and Aged Care)

Mind over Matter

Paddock to Plate

Sustainability Project



9. Staffing

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

10. Qualifications of all Teachers

The teaching staff at Lourdes Hill College are highly qualified:



11. Staff Professional Development

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

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

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

- Spirituality and Ethos
- Pastoral Care
- Academic Excellence

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

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

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



12. Parent, Student and Teacher Satisfaction

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

13. Involving Parents in their Child's Education

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

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



Data Collection

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

- Uniform updates for sporting, pastoral and cultural purposes
- Length of the school day
- Updated College Mission Statement
- Use of textbooks
- Policy development
- Operation Guidelines for the Parents & Friends
- Future building and resource needs for Lourdes Hill College
- Graduation/Awards Evening Committee
- LHC Virtual
- College Community Survey (October 2019)
- Road Safety
- Immersion Development
- Transition Programs
- Uniform Fitting Process
- Response to COVID
- LHC@Home
- Use of Mobile Phones
- The introduction of the New Senior Assessment & Tertiary Entrance System (SATE)
- The College Strategic Plan

Parent/School Communication

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

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



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