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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 1021 and one of the ten Australian Good Samaritan Education Colleges. The College provides education for girls from Years 8-12.

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.
### School Profile

<table>
<thead>
<tr>
<th>Coeducational or single sex:</th>
<th>Year levels offered:</th>
<th>Total student enrolments for this school:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Single sex – female</td>
<td>Years 8 – 12</td>
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### Apparent Retention Rates

<table>
<thead>
<tr>
<th>Year 10</th>
<th>Year 12</th>
<th><strong>YEAR 10-12 APPARENT RETENTION RATE</strong></th>
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</thead>
<tbody>
<tr>
<td>Year</td>
<td>Enrolments</td>
<td>Year</td>
</tr>
<tr>
<td>---------</td>
<td>-------------</td>
<td>------</td>
</tr>
<tr>
<td>2001</td>
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<td>2013</td>
</tr>
<tr>
<td>2012</td>
<td>203</td>
<td>2014</td>
</tr>
</tbody>
</table>
Students with Learning Needs

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”

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 a shared morning tea for 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 Coordinator, a new Role in the College, is progressing strongly 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.
**Indigenous Students**

Indigenous students are supported in their learning and development in a culturally welcoming environment. The College has a full-time Indigenous Support Teacher and provides the rich on-campus presence of an Indigenous Elder. She provides inspiration to the College community on the spiritual and cultural development of the Indigenous students, and also role models exemplary initiatives and approaches to foster a culture of reconciliation.

<table>
<thead>
<tr>
<th></th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students</td>
<td>22</td>
<td>26</td>
<td>23</td>
<td>26</td>
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<td>Year 12</td>
<td>2 Year 12</td>
<td>7 Year 12</td>
<td>6 Year 12</td>
<td>5 Year 12</td>
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<tr>
<td></td>
<td>students,</td>
<td>students,</td>
<td>students,</td>
<td>students,</td>
</tr>
<tr>
<td>Graduates</td>
<td>2</td>
<td>7</td>
<td>6</td>
<td>5</td>
</tr>
</tbody>
</table>

**International Student Education Program**

Lourdes Hill has an expanding International Student Program, with a total of 10 International students enrolled at the College in 2014 in a Homestay arrangement, plus two successful Study Tours from Japan. The Program, managed by a full-time International Student Coordinator and supported by a native speaking staff member in an organisation and communication role, provides an identifiable cultural enrichment across the College community.
Links with University

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

In 2014, the College entered into a partnership with The University of Queensland’s International Education Services, to launch a world-first digital education program for senior secondary business studies. The program, known as PIERSim, enables students to assume the roles as business owners and operators in an interactive, virtual business world. The program was initially introduced to the College’s Year 10 curriculum, with a plan to expand to Years 11 and 12 in 2015. The program is aligned with the Australian curriculum.

Confucius Institute Partnership

A themed ‘Confucius Classroom’ was built and opened to promote an increased interest in Chinese language and culture, as part of a partnership between Lourdes Hill, The University of Queensland’s Confucius Institute and the Hanban Confucius Institute Headquarters in China.

Integration with Digital Learning Approaches

Lourdes Hill embarked on another year of exciting initiatives in 2014 to continue the integration of digital-based learning across the curriculum. The College actively engaged in the Government-sponsored DER (Digital Education Revolution) and the National Secondary School Computer Fund (NSSCF) within an underpinning philosophy to focus on the enhancement of learning outcomes with a well thought-through educational vision. Our vision is to embed values education 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 are striving to establish a genuine 1:1 mobile-learning culture as an exciting possibility, with enhanced opportunities for powerful learning experiences well beyond the walls of the school and well beyond what is currently possible. 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.
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 eighteen consecutive years up to and including 2014.
- In 2014 19.2% of students achieved an OP 1-4.
- In 2014 57.5% of students achieved an OP 1-10
- In 2014 98.3% of LHC applicants received a QTAC offer.
- There was an increase in students achieving an OP 1 to 15 from 80% in 2013 to 88% in 2014.

The trend in OP 1 – 5 outcomes is particularly pleasing as provision for high achieving students had been explicitly identified as a priority in the Strategic Planning of the College 2011-2014.
Post-school Destination Information

Tertiary Offers

98.3% of Lourdes Hill applicants received a tertiary offer.

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

<table>
<thead>
<tr>
<th>QTAC Field of Education</th>
<th>Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agriculture, Environmental and Related Studies (e.g. Land, Parks and Wildlife)</td>
<td>2</td>
</tr>
<tr>
<td>Architecture and Building (e.g. Urban &amp; Regional Planning, Interior Design)</td>
<td>6</td>
</tr>
<tr>
<td>Creative Arts (e.g. Music, Graphic Design, Communication and Media Studies)</td>
<td>20</td>
</tr>
<tr>
<td>Education (e.g. Early Childhood, Primary, Secondary)</td>
<td>10</td>
</tr>
<tr>
<td>Engineering (e.g. Chemical, Automotive, Civil, Aerospace, Biomedical, Surveying)</td>
<td>5</td>
</tr>
<tr>
<td>Health (e.g. Pharmacy, Veterinary Science, Naturopathy, Speech Pathology)</td>
<td>50</td>
</tr>
<tr>
<td>Management and Commerce (e.g. Hospitality Management, Banking and Finance)</td>
<td>25</td>
</tr>
<tr>
<td>Natural and Physical Sciences (e.g. Mathematics, Physics, Laboratory Technology)</td>
<td>15</td>
</tr>
<tr>
<td>Society and Culture (e.g. Law, Economics, Psychology, Sport and Recreation)</td>
<td>23</td>
</tr>
<tr>
<td><strong>Totals</strong></td>
<td><strong>156</strong></td>
</tr>
</tbody>
</table>
Curriculum Offerings

Year 7-9

<table>
<thead>
<tr>
<th>All subjects are compulsory</th>
</tr>
</thead>
<tbody>
<tr>
<td>Science</td>
</tr>
<tr>
<td>Religious Education</td>
</tr>
<tr>
<td>Social Education</td>
</tr>
<tr>
<td>English</td>
</tr>
<tr>
<td>Health &amp; Physical Education</td>
</tr>
</tbody>
</table>

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 programme.

In recent years a decision was made to reduce the number of subjects undertaken by Year 8 girls, new to secondary school. Given that Year 8 is very much a year in which students can experience the different curriculum offerings of the College, we have offered some Year 8 elective subjects for one Semester rather than for the whole year. This has now created less of a workload for Year 8 girls while still offering them relevant subject experience. The Middle Years initiative “Minds, Our Business” which aims to develop higher order thinking skills and strong habits of mind, continues to gain momentum, while the consolidation of a Literacy and Numeracy Program has strengthened student preparation for the NAPLAN Test. Much attention is given to Middle Years pedagogy.

Year 10

<table>
<thead>
<tr>
<th>Core Subjects</th>
<th>Elective Subjects</th>
</tr>
</thead>
<tbody>
<tr>
<td>Religious Education</td>
<td>Art</td>
</tr>
<tr>
<td>Social Education</td>
<td>Business Practices</td>
</tr>
<tr>
<td>English</td>
<td>Drama</td>
</tr>
<tr>
<td>Mathematics</td>
<td>German</td>
</tr>
<tr>
<td>Science</td>
<td>Graphics</td>
</tr>
</tbody>
</table>

Elective subjects can be taken as a Minor or a Major 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).

**Years 11 & 12**

| Set pre-requisites apply to some Authority Subjects (contribute to an OP) |
|---|---|---|
| Accounting | Ancient History | Biology |
| Business Communications & Technologies | 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 |

**Literacy & Language Support Programs**

English Studies and ESL (offered to some students after consultation with the Faculty Head of English).
# Co-curricular Activities

**Sporting Activities**
- Aerobics
- A.F.L.
- Athletics
- Basketball
- Kayaking
- Cross-Country
- European Handball
- Netball
- Hockey
- Rowing
- Sailing
- Soccer
- Swimming
- Tennis
- Touch Football
- Volleyball

**Service Clubs**
- Human Rights Group (formerly Amnesty International)
- L’Arche Group (Disability Outreach)
- STAR (Santa Teresa and Reconciliation Group)
- St Vincent de Paul
- SPARC (Environmental Group)
- Homelessness Outreach (Tongan Church Soup Kitchen, Rosies, Sarah’s)

**Other Learning Opportunities**
- Extra-curricular Music
- Health Promoting Schools
- Music Tuition
- Past Pupils Association
- Qld Debating
- Public Speaking Competition
- Mooting
- Friends of Music
- Robotics
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 8 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 Coordinators. House Newsletters, annual House Barbeques and House Masses 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 and House Councils provide many leadership opportunities for students of all year levels. The Student and House 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 developed and well established policies in relation to students and their welfare. Our discipline policy and procedures allow students to take responsibility for their actions. 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:

- Student Care and Protection Policy
- Student Welfare and Behaviour Policy
- Anti-Bullying/Safe Schools Policy
- Recognition Policy
- Social Skills Development Policy
- Sunsmart Policy
- Health Promoting Pastoral Care 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 are 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, Human Rights Group (formerly Amnesty International).

Lourdes Hill College has a proud tradition of involvement in the Creative Arts, particularly music. The Extra-Curricular (E.C.) 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, E.C. Concert), assembly performances, providing background music for College events, music competitions/festivals (Queensland Catholic Colleges Music Festival) and music camps.

Year 7 to Year 8 Transition Program

Lourdes Hill College offers a well-planned and comprehensive Year 7 to Year 8 transition programs. In Year 7, Term 4, 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 that will be in their home group the following year. The Year 7 co-curricular program allows Year 7 students to participate either in after school or on weekends in the following activities: tennis, sailing, rowing, canoeing and water polo. 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 12) / Little Sister (Year 8)” Program that can 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 8 Transition Days, with alternate programs for Year 8s 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 Co-ordinators and the Leadership Team. Additional support and services are offered through our College Counsellor, College Chaplain and the Faculty of Differentiated Learning.

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**Staffing**

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

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**Qualifications of all Teachers**

The teaching staff at Lourdes Hill College are highly qualified:

- 40 have qualifications at Certificate level
- 67 have qualifications at Diploma level
- 91 have qualifications at Bachelor level
- 20 have qualifications at Master level
- 10 have Trade Certificate qualifications

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**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 Project
- Annual Goal Setting and Review Process
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 with an additional Year 8 class taken on in 2009, 2010 and 2011, 2012 and 2013 to manage parental demand for LHC in the first year of secondary schooling. Also a very large enrolment intake for Year 7, 2015, 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
- 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.

**Student satisfaction with the College:**

This is evident and evaluated through:
- the daily attendance rate
- the attendance of students at major College events including Sporting Carnivals, Lourdes Day, College Masses and Graduation/Awards evening.
- the attendance of students at major House events including House Barbeques, House Spirit Days, inter-house competitions
- the involvement of students in the House Council and Student Council
- the pride in our Student Leaders and their passion for their College
- the enthusiasm of students to “sign up” for co-curricular activities and service groups
- feedback at Parent/Teacher/Student Interviews
- the student responses to staff appraisal processes, both written and verbal
- the “feel” of the playground and quality of conversations that the staff experience when visiting the lunchtime playground regularly
- the verbal responses given by new students at their follow-up group interview with the Principal after some initial time at the College
- the interaction of students with prospective families on our annual Interview Day for new Year 7 & 8 students (held when girls are at the beginning of Years 5 & 6).
**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.
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 8 – 12.

- Welcoming parents to Academic and Sporting Awards Ceremonies in Semester 1 and Semester 2.
- A clear Parent Contract.
- Regular College Newsletter (Voca).
- The Lourdanian Link and The Star.
- A two tier Parent/Teacher interview process.
- Remote ICT access to the College between students, parents and staff with current developing of a 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.
- Updated College Mission Statement.
- Use of textbook payment.
- Policy development.
- 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.

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 8 to 10. The new Student Diary means that there is now more comprehensive communication with parents via the school diary.
- 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.
- Parents & Friends and involvement in College Support Groups.