



Annual Report to
Archbishop Mark Coleridge in respect of
Lourdes Hill College for the 2016 Year

Good Samaritan Education

Good Samaritan Education (GSE) was established by the Superior of the Sisters of the Good Samaritan of the Order of St Benedict and constituted as a Public Juridic Person by the Archbishop of Sydney on July 22, 2011. GSE assumed the rights and obligations of the apostolic works of the Sisters in the ministry of Catholic Education.

In the Diocese of Brisbane, these works are conducted at Lourdes Hill College, Hawthorne. Lourdes Hill College (LHC) was founded by the Sisters of the Good Samaritan in 1916. The Sisters incorporated each College under the Corporations Act during the 1990s. GSE assumed the rights and obligations of the Sisters with regard to the Colleges on June 1, 2012 and is charged with ensuring the mission of the Colleges as Catholic schools in the Good Samaritan Benedictine tradition of education.

Governance Structure



Association of Ministerial PJPs

In 2016, GSE became a foundation member of the Association of Ministerial PJPs (AMP). In partnering with other ministries of canonical governance through AMP, GSE seeks to participate in a vibrant expression of Christ's mission in the world and to actively enable the co-responsibility of all Christ's faithful for the flourishing of the Church and its ministries.

Statutes

To constitute *Good Samaritan Education* as a public juridic person, it is a pre-requisite that its Statutes 'are approved by the competent ecclesiastical authority' (Canon 117). Cardinal Pell, as Archbishop of Sydney, approved the Statutes *ad experimentum et ad quinquennium*, that is, for an experiential period of five years in July, 2011. In 2015, the Statutes were reviewed and approved by the Assembly and the (final) Decree was signed by Archbishop Fisher on March 15, 2016.

The Statutes of *Good Samaritan Education* are its fundamental legal document. The Statutes together with the statements of the Charism of *Good Samaritan Education* and the Philosophy of Education of *Good Samaritan Education* form the foundational documents of *Good Samaritan Education*.

The Statutes authenticate the life and role of *Good Samaritan Education* within the Church, establishing it in its relationships with other ecclesial structures and entities, especially the particular Churches, and with competent ecclesial authority in accordance with the law. The Statutes not only elucidate the identity of *Good Samaritan Education*, they serve to protect it. Furthermore the Statutes define and safeguard the canonical autonomy of *Good Samaritan Education*.

Article 5 of the Statutes of *Good Samaritan Education* sets out its purpose, in part, as:

The purpose in keeping with the mission of the Church for which Good Samaritan Education, in accordance with canon 114, has been established is:

- 4º to take over from the Institute its Catholic Schools as determined by the Superior of the Institute, and to conduct them as Catholic Schools in accordance with canon 803 §1;*
- 6º to undertake in accordance with the Regulations other proper apostolic works of the Institute, as determined by the Superior of the Institute.*

Article 5 4º of the Statutes mandates *Good Samaritan Education* to succeed the Institute of the Sisters of the Good Samaritan, as the public juridic person responsible for the Catholic schools formerly under the control of the religious institute, itself a public juridic person. These colleges are now by legal right proper apostolic works of *Good Samaritan Education*, which give expression to its share in the mission of the Church.

Effective from 1 June 2012, *Good Samaritan Education* is the public juridic person held accountable by Church authority for the Catholic identity of its Colleges, for their fidelity to the Catholic faith and the teaching of the Church, and for their compliance with the laws of the Church governing Catholic schools.

Article 6 of the Statutes of *Good Samaritan Education* states that:

Good Samaritan Education continues the mission of Christ through its apostolic works in the Particular Churches, in accordance with the norms of canon law. In particular Good Samaritan Education shall:

- 6º provide annually to the diocesan Bishop a report in respect of its apostolic work(s) in the Particular Church.*

In accordance with Article 6, this is a report on the fidelity of the schools of *Good Samaritan Education* to their Catholic mission.

Formation

The focus of *GSE* is Jesus Christ and his mission, which is the mission of the Church. All members of *GSE* participate in formation experiences to help them grow in understanding of their ministry as part of this same mission. Embedded in the Scriptures and the Rule of St Benedict, these formation experiences are centred on Christ and organised around the three pillars of Prayer, Community and Mission. Formation programs within this *GSE* Formation Framework address the development of:

- human qualities critical to forming wholesome relationships and building Christian community
- a spirituality and practice of prayer that underpins a shared ethos and animates ministry
- adequate knowledge in theological and pastoral studies to support a shared understanding of mission

- the practical pastoral abilities to serve in the ministry of Catholic education.

Each year, members of *GSE* commit to a program of formation appropriate to their individual ministry.

GSE Formation for Mission Framework

As well as engaging participants on an intellectual level, *GSE* formation programs invite a spiritual journey. They are about ‘enabling people to grow as human beings and as disciples of Christ so that they might truly respond to the Gospel call to bring about the reign of God’¹.

Prayer

A rhythm of prayer is woven throughout the daily schedule of *GSE* formation programs. Opportunities are provided for participants to critically reflect upon their experiences and to allow themselves time and space to be changed by them. The Listen, Learn, Live methodology has been developed to guide participants through a reflective process, which uses foundational elements of the tradition to engage them in a personal response.

Personal Learning

In a *GSE* formation program, participants are involved in personal engagement with processes that require critical reflection to understand, synthesise and apply new information. When involved in transformative learning participants are engaged in a process which taps into how they view the world. The interplay of cognitive, emotional, moral, social and spiritual aspects of themselves results in a modification of this view, which in turn can change behaviour, practice and pedagogy.

Professional Learning

The design elements of *GSE* formation programs reflect the five main principles of adult learning: self-concept, experience, readiness, orientation and motivation. Formation programs are about experiential learning and involve the potential for participants to undergo personal growth and change and to assimilate new learning. Experiential learning can trigger reflection on reframing methods and outcomes for mission and pedagogy in the school setting.

Catholic Identity

As the culture of a Catholic school is authentic only ‘in a relational and community context’², Catholic schools seek to implement ‘a real educational community, built on the foundation of shared projected values’³

The Second Vatican Council makes it clear that this community aspect of Catholic schools has a theological dimension as well as a sociological one⁴. The educating community ‘is thus called to further the objective of a school as a place of complete formation through interpersonal relations’⁵. This requires educators to be ‘willing to offer a permanent commitment to formation and self-formation regarding a choice of cultural and life values to be made present in the educational community’⁶.

GSE formation programs are firmly positioned within this shared Catholic identity, and explicit in their expression of the *GSE* educational mission.

¹*GSE* Formation for Mission Framework 2010

²Congregation for Catholic Education (2007), *A Shared Mission between Consecrated Persons and the Lay Faithful*, #12 997, *Catholic School on the Threshold of the Third Millennium*, #18

³Congregation for Catholic Education (2007), *A Shared Mission between Consecrated Persons and the Lay Faithful*, #5 3

⁴Vatican Council 11 (1965), *Declaration on Christian Education* Gravissimum Educationis, #8

⁵Congregation for Catholic Education (1997), *Catholic School on the Threshold of the Third Millennium*, #18

⁶Congregation for Catholic Education (1997), *The Catholic School*, #32

The Tradition of the Sisters

GSE formation opportunities aim to engage participants in the rich heritage of the Sisters of the Good Samaritan through story and tradition. The Sisters directive from Polding was ‘to teach in schools, to visit and assist the sick in their own homes and in hospitals, to instruct ignorant persons in the faith, to conduct orphanages, to reform the lives of penitent women and to apply themselves to every other charitable work’⁷. The Sisters have lived the spirit of the parable for over 150 years by imitating the charity of the kind Samaritan and by ‘using gentleness and compassion for the unhappy whom they tend’⁸.

In more recent times, the Sisters have sought to respond to the call of the gospel in urban, rural and indigenous communities in Australia; and in the Pacific region in various cultural settings – Japan, 1948; The Philippines, 1981; Kiribati, 1988 and Timor-Leste, 2000.

GSE aims to strengthen partnerships by providing people in its learning communities with a deeper understanding of these contemporary ministries.

The Good Samaritan Philosophy of Education

The Good Samaritan Philosophy of Education is foundational to *GSE* formation experiences and to the education that is offered to students in the colleges. The philosophy draws on the strength of the Good Samaritan Benedictine tradition by valuing the dignity of each person, a love of learning, a holistic view of education and an integrated curriculum. It promotes an academic school environment, which is at the forefront of modern educational developments, a respect for individual differences and an integration of faith and life⁹.

⁷Trustees of the Sisters of the Good Samaritan (1982) *Rules of Polding: An annotated translation of the 1867 Italian text*, p.3

⁸Trustees of the Sisters of the Good Samaritan (1982) *Rules of Polding: An annotated translation of the 1867 Italian text*, p.3

⁹The Good Samaritan Philosophy of Education February 2000, edited 2003

Lourdes Hill College, Hawthorne

Founded in 1916 by the Sisters of the Good Samaritan of the Order of St Benedict, the College's spiritual heritage is articulated in three stories that reflect the compassion of the Good Samaritan, the Patronage of Mary under the title of Our Lady of Lourdes, and the strong Benedictine tradition emphasising values that support holistic living. The College strives to allow individuals to be flexible thinkers and lifelong learners who will succeed in the information and knowledge age. The College has a strong support program for all students including those who experience learning difficulties as well as a specialised program for high-achieving students. As knowledge informs the lives our students will lead, all learning at LHC is grounded in a Catholic, holistic vision of life.

Mission

Educate, inspire and equip young women with a love of life and learning.

Nurture a culturally rich Catholic learning community that enables each student to reach her full potential and to pursue peace and justice with courage.

Vision

To inspire young women to create a better world.

Values

The Gospel, the Rule of St Benedict, the Catholic Christian tradition, Aboriginal and Torres Strait Islander spirituality, the human heart and reading the signs of the times inspire our values.

- Community
- Compassion
- Hospitality
- Stewardship
- Prayer
- Listening
- Justice
- Respect
- Balance

Enrolment and staffing

Total Enrolment	Overseas Enrolment	Indigenous Enrolment	Students with Disabilities	Teaching Staff FTE	Non-Teaching Staff FTE
1231	21	18	9	85	56.8

The College Centenary

The College's 2016 Centenary, along with its theme, 'Inspiring Stories', gave the community an added purpose in celebrating its faith-filled culture, through a range of initiatives.

Centenary staff pilgrimages

Staff were given the opportunity to select from a wide range of organised pilgrimages to destinations including Italy, Western Australia, Victoria, Northern Territory, Stradbroke Island and areas of Brisbane.

Centenary Mass

Close to 4000 members of the College community gathered at the Brisbane Convention and Exhibition Centre on Lourdes Day 2016 for the College's Centenary Mass. The Mass was concelebrated by Archbishop Mark Coleridge, Archbishop of Brisbane, Father Tom Elrich, Parishes of St Peter and St Paul, and Father Pan Jordan, College Chaplain. The Mass also included performances by past and present students.

Centenary events

In addition to the Centenary Mass, several events were hosted by the College to allow members of the Lourdes Hill community to celebrate 100 years of faith, learning and connection. This included the Centenary Ball, Centenary Concert, Centenary Sailing Regatta, a Centenary Roadshow for past pupils in Cairns and Toowoomba, and a Centenary Picnic in the Park, hosted by the Parents and Friends (P&F).

Look to the Stars Wall

On Lourdes Day 2016, the Look to the Stars Wall (a Centenary initiative) was blessed and officially opened, with its first collection of mounted stars unveiled, sponsored by members of the extended College community. The Look to the Stars program continued to be promoted throughout 2016, with sponsored stars to be mounted and blessed as part of the College's Lourdes Day celebrations each year. The program provides an opportunity for members of the College community to leave a lasting legacy on the campus, while raising funds for the College Building Fund.

Centenary Facebook page

The Centenary Facebook page also gained a strong following with Past Pupils and current parents.

Nurturing a faith-filled culture

a) Spiritual and religious dimension

LHC nurtures in each student and each community member a sense of confidence, self-esteem and self-awareness grounded in LHC's mission, vision and core values. The College ensures that all members of LHC feel included, valued and welcomed into a nurturing, faith-filled community. The College also ensures that all parents and past pupils experience a high level of satisfaction in relation to their interactions and continuing engagement with the College.

i) Religious Education curriculum

Validation of the Religious Education program and Religious life of the School through the Archdiocesan processes took place in 2016, reinforcing to the community how central the mission is to the operations for the College. Staff were involved in progressive delivery of the new curriculum and were enthusiastic in their uptake of new ideas. Many staff attended professional development opportunities to ensure they were up to date with the requirements of the new curriculum.

The Middle Leadership structure (implemented in 2015 as Head of Faculty, Religious Education and Humanities) is working very effectively and was developed further in 2016. This new role is supported by a Religious Education Curriculum Leader and a Middle School Relationships Theme Leader, all working with the Deputy Principal Mission.

ii) Prayer and liturgy

The College continued to offer a rich environment to foster student spirituality. The Centenary events were a highlight of the year and the weekly Masses, liturgies and assembly prayers continued to engage the whole community. The Student Mission Team led the College's liturgical life encouraging the community to respond

to the call of Jesus, as echoed in the Rule of Benedict, 'To seek peace and pursue it'. Each cohort participated in the Reflection Day program, taking time out of the day-to-day to reflect and pray.

iii) Formation

Staff participation in the College's Work and Welcome program continued in 2016. The aim of this program is to increase the level of employability of refugees. Participating staff contribute a nominated sum from each pay to allow the College to employ a refugee to work at the school. In 2016, Abdulrahman 'Farrah' Adam, was appointed to work in the Property Team in Term 4 as part of the program.

Formation of staff was guided by the LHC Staff Formation Plan, which in turn is directed by the GSE Formation for Mission Framework. The College engaged the GSE Mission Team to induct new staff via a full day's introduction to the charism of the Sisters of the Good Samaritan. This was supplemented by the GSE Mission Team's work with Curriculum and Pastoral Leaders, Members of the Leadership Team, Mission Team and through participation in the GSE Staff Retreat, Porters' Conference and other programs.

Many staff from the Religious Education Department attended quality professional development opportunities provided by Brisbane Catholic Education, the Association of Secondary Religious Education Assistant Principals (ASREAP) and the Australian Association for Religious Education (AARE) and several also attended opportunities offered by their local parishes and/or the wider Church.

b) Linkages between the College and the local church

The College recognises its responsibility to work in partnership with the local church in the shared mission of making real the Kingdom of God. LHC has a close relationship with its local parish, St Peter and St Paul's, Bulimba, and is grateful for the continued support and guidance from the Parish Priest, Father Tom Elrich. This relationship is expressed most strongly through the close ties with the Bulimba Conference of St Vincent de Paul Society. The Centenary celebrations were greatly supported by the local parishes and the College was also very grateful for the participation of Archbishop Mark Coleridge, Archbishop of Brisbane, Father Tom Elrich and Father Pan Jordan, College Chaplain in the Centenary Mass.

Other agencies of the Church with which the College has a particularly strong relationship include Catholic Mission, Caritas and the Romero Centre. It is through the support of, and work for such agencies that the students grasp their connection to the wider Church mission.

The College is also pleased to support Archdiocesan events and celebrations such as Vivid, the ANZAC Day Mass, launch of Project Compassion and Powerhouse of Leaders.

Building a just and caring community

As for all Catholic schools, the student is at the heart of the educational purpose of GSE Colleges. This purpose can only be achieved in an environment where the young people in our care are kept safe, so child protection is central to all practices and policies. LHC ensures that all policy and procedures in relation to child protection satisfy the legislative and regulatory requirements of the *Queensland Child Protection Act 1999* (updated 2016).

The College is an inclusive community which fosters right relationships and gives evidence of solidarity with marginalised people and a commitment to the principles and practice of participative decision-making, subsidiarity and delegation.

LHC places great importance on continually strengthening the professional skills and capabilities of leadership and staff. The College articulates to staff the expectations of a Catholic school workplace via a number of channels, including policies, appraisals, feedback and role descriptions.

a) Social justice activities

The College continued its commitment to social justice in 2016. Eight student service groups, as well as one parent service group, all worked to make a difference in the lives of others.

Annual immersion programs to Mater Dei and Santa Teresa also took place along with participation in the Good Samaritan Ministry Outreach Experience.

In 2016, Service Learning and Outreach programs continued to be strongly supported by students and staff under the exemplary management and leadership of staff in the Religious Education and Mission areas of the College.

The College encouraged a stronger connection with its wider community by inviting past pupils back to the College as guest speakers at house assemblies and other events, such as the International Women's Day Breakfast.

The College continued to support the P&F in its delivery of the Proactive Parenting Seminar Series, with seminars continuing to increase in popularity amongst both LHC parents and the wider community. Guest speakers in 2016 were cyber safety expert, Susan McLean and former NBL player and motivational speaker, Eric Bailey.

Planning for the College Foundation accelerated in 2016, ahead of its 2017 launch. The permanent appointment of the Development Coordinator occurred in Term 2. The Board's Foundation sub-committee engaged the services of Jeff Buchanan from AskRight to work with them to develop strategic and operational plans.

b) Participative decision-making

The Principal commenced as a member of the Queensland Catholic Education Commission (QCEC) Workplace Relations Committee in 2016.

In order to enhance the student leadership opportunities in the Middle School, a review of the new two school structure found the need for sporting, cultural and service captains to be included in the Middle School Leadership program. The planning for this was started in 2015 to allow for 2016 Captains to be announced at the end of the year.

c) Communication

Effective and strategic communication within the College and extended communities was achieved through continued employment of the Communications Coordinator.

The College website continued to be maintained and updated, and the 10/10 website was updated with information relating to Centenary events, as well as biographies on notable alumnae. The electronic newsletter *Voca* continued its fortnightly distribution, and the biannual *Future Stars* e-news was sent to future enrolled families. *The Centenary* e-newsletter was sent to promote centenary events and news to the entire College community.

The electronic sign located on Hawthorne Road continued to promote enrolment news as well as significant upcoming events and student achievements.

A school app was in development in 2016, with an aim of communicating more effectively and immediately with parents, students and staff.

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