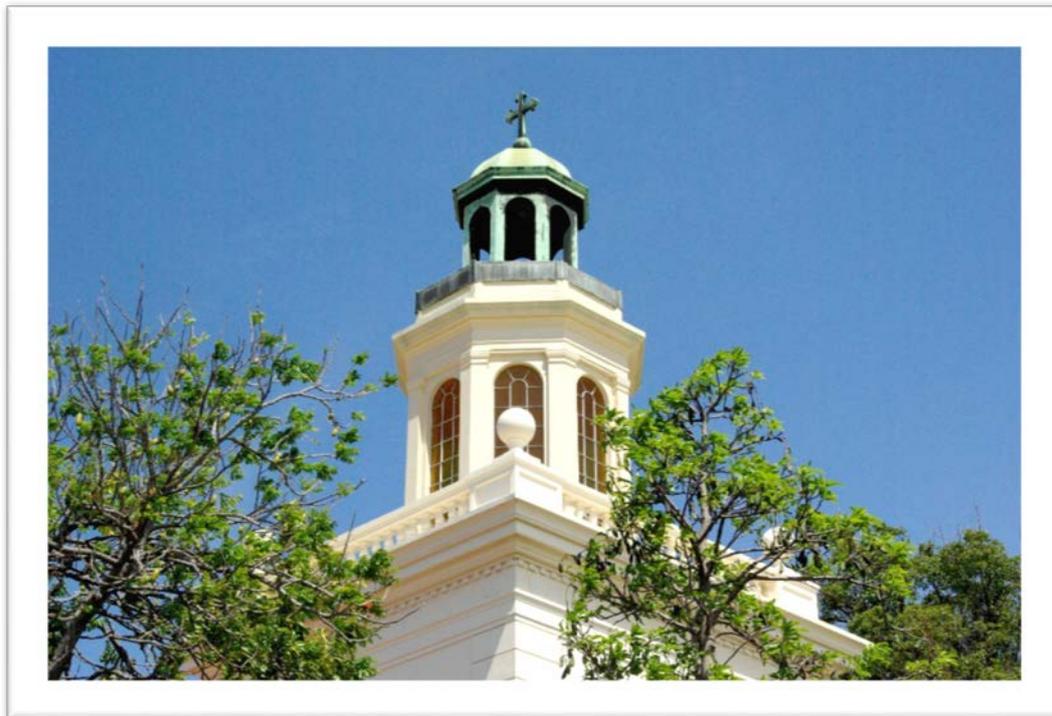

• justice • sincerity • verity • felicity • freedom • justice • sincerity • verity • felicity • freedom •

LORETO KIRRIBILLI



2015 ANNUAL REPORT



LORETO KIRRIBILLI 85
Carabella Street Kirribilli
NSW 2061

Mrs Anna Dickinson
Principal

Telephone: 02 9957 4722
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Registered: Kindergarten to Year 12 from 1 January 2014 to 31 December 2018
Accredited: Years 7 to 12 teaching School Certificate and Higher School Certificate from
1 January 2014 to 31 December 2018

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Introduction

Loreto Kirribilli Limited ('Loreto Kirribilli') is an independent Catholic school for girls from Kindergarten through to Year 12 fostering our students to be "seekers of truth and doers of justice". The school is one of seven in Australia founded by members of the Institute of the Blessed Virgin Mary, commonly referred to as the Loreto Sisters.

The total enrolment in 2015 was 1076.2 with 252 students in Kindergarten-Year 6 and 824.2 (including one part-time student) in Years 7-12. This number is indicative of annual enrolment and shows an increase from figures in the recent past. The school is not academically selective. Its underlying philosophy is based on the following five values: Freedom, Justice, Sincerity, Verity and Felicity.

The information contained in this report has been compiled for submission to the NSW Board of Studies, Teaching and Educational Standards to comply with legislative requirements for the continuing Registration and Accreditation of Loreto Kirribilli as a school in NSW.

As well as its heritage, one of the greatest strengths of Loreto Kirribilli is its staff, a group of dedicated and hard-working teachers and support staff whose aim is to provide an excellent education and nurturing environment for our students.

Philosophy

As a Catholic school in the Loreto tradition, our aim is to educate our students from Kindergarten through to Year 12 in more than the basic curriculum. Living up to the expectations of Mary Ward who founded the Institute of the Blessed Virgin Mary (IBVM) in 1609, students at Loreto are offered an education with "something more". Hence, while we are proud of the high performance of our students in the academic curriculum required of students in NSW and Australia, the co-curricular aspects of our education are also of great importance.

There is an emphasis on spiritual and values development as well as on other areas such as music, sports, drama and debating. We are committed to the development of leadership through service. As such, social justice programs have prominence in our school year. It is our vision that Loreto Kirribilli offers a Catholic education which liberates, empowers and motivates students to use their individual gifts with confidence, creativity and generosity in loving and responsible service. The annual election of students to various positions of responsibility is another important aspect of our school year. In 2015 there were approximately 200 student leadership positions from K-12. A spirited House system, vertically aligned, allows students from different year groups to mix and also promotes healthy competition.

In all of the above we work in partnership with parents, the first educators of children.

More information about the philosophy of the school can be gained by visiting the website or by contacting the school for a copy of the prospectus.

In assessing the value added by the school to the lives of students there are a number of reports we generate. We can report on the immediate, quantifiable results gained from external testing such as NAPLAN and Higher School Certificate examinations. We can report on the many co-curricular activities we offer which are designed to enrich children's and adolescents' quality of life. We can report on the leadership program which is an important aspect of our schooling and we can report on the personal development and spiritual aspects of our school. These important elements of a Loreto Kirribilli education are all intended to add value to students' lives. We believe that the education we provide will have its maximum impact on our students when they are mature women, in many years to come. The value added will be most evident in the women they are in the future. Quantifiable results gained from external examinations and testing are reported in Themes 3 and 4.

Governance

Loreto Kirribilli, a registered Company under the Corporations Act, has a governing School Board of Directors appointed by the Province Leader of the Institute of the Blessed Virgin Mary in Australia, plus the Principal. Board members are appointed for an initial term of three years which is renewable. The Board has two sub-committees: a Finance Committee and a Building Committee. The Principal is appointed by the Board with the approval of the Province Leader and attends all Board meetings. The Board meets at least twice per term and has, in addition, a Retreat at which it considers governance and strategic long term planning issues. The Finance and Building Committees also meet on average twice per term.

THEME 1: Message from Key School Bodies

1.1 School Board

As noted above, the body responsible for the governance of Loreto Kirribilli is the School Board. It is intended that the Board should be composed of a mix of people who have as their prime purpose the fulfilment of the educational mission of the Loreto Sisters.

The Board is responsible for the governance of the school and delegates to the Principal the management and conduct of the school. The Principal provides a comprehensive report to the Board at each meeting. As well, throughout the year where appropriate, the Board receives reports from various staff members on particular areas of their operations.

The Chair and Board members were invited to and attended a number of school functions throughout the year to enable them to meet the students, the staff and the parent body.

Matters presented to the Board in 2015 focused on learning, NAPLAN results, HSC results, staff appraisal procedures, student wellbeing, the Strategic Plan 2015-2018, the progress of Bring Your Own Designated Device (BYODD) and developing further experiential learning opportunities. A significant aspect of Board business was in the development and formulation of the Master Plan to ensure the Sustainability element of our Strategic Plan provides the optimum conditions for learning.

1.2 Parents and Friends Association (P&F)

The Parents and Friends Association plays an intrinsic and vital role in supporting the school to provide an education for Loreto students. Its contribution is built on three pillars: the Loreto community, the partnership between the parent community and the school and fundraising.

The P&F sets out to cultivate Loreto's community spirit through organising whole of school and year events, welcoming new families to the school and helping families experiencing difficulties.

The P&F supports the partnership between the parent and the school by developing strong lines of communication and working together in partnership to achieve whole of school and community outcomes.

Funds raised by the P&F are donated to the school to enrich its learning environment. The Association's fundraising efforts target opportunities to provide 'additional' benefits for Loreto students in collaboration with the school. The P&F is pleased to be able to support the school through its continuing financial support for further improved school facilities.

1.3 Junior School Student Representative Council

Two students from Kindergarten to Year 6 are selected to represent their class each Semester. Our School Captain and Vice-Captain are also members of the Student Representative Council (SRC). The SRC meets each week with the Head of the Junior School to discuss various issues. Each class has a 'Suggestion Box' and issues are discussed as a group. The SRC plays a significant role in developing leadership and pastoral skills as well as maintaining student wellbeing. Areas discussed include wellbeing, correcting topics such as bullying and social justice issues.

1.4 Senior School Student Representative Council

Loreto Kirribilli is deeply committed to offering the best facilities and programs for students so that they flourish as they share and utilise their gifts. The Loreto learning environment combines academic support with pastoral care and spiritual nourishment, so that we may develop as women living out the character and virtues of Mary Ward.

2015 saw the evolution of important new approaches to learning with the introduction of the Information Technology program Bring Your Own Designated Device (BYODD). As students we developed new ways of communicating with teachers and working collaboratively with classmates on projects. The school's online communication was further enhanced by the Internet platform, our school portal Collaborative Hub @ Loreto Kirribilli (CH@LK), for seamless updates and school information.

During 2015, the school community also worked together to develop new ways of learning in the refurbishment of the Science block. As a result, we have a range of new collaborative learning spaces with open layouts and writeable walls. The SRC had a special opportunity to be the spokesperson for what the students would like to see in the space. These decisions included selecting colours, materials and furniture for the new spaces.

A Loreto education also provides the students with the opportunity to grow as young women as they accomplish many things with a sense of felicity, spirit and vitality. This spirit is manifested in the focus on social justice issues, extra and co-curricular activities such as performing arts, public speaking and inter-house competitions. These well-rounded experiences bind the diverse and compassionate

attitudes students have as they strive every day to become the women envisioned by Mother Gonzaga Barry.

THEME 2: Contextual Information about the School

Loreto Kirribilli is a non-academically selective Catholic school. The majority of students live within a geographically accessible suburb to the school, largely in the northern suburbs of Sydney, although enrolments from students in the inner west have increased slightly in recent years. While many students are first generation Australian, a minority of students (about 12%) have a language background other than English. Further information about the school can be found on the MySchool website at <http://www.myschool.edu.au>

THEME 3: Student Outcomes in Standardised National Literacy and Numeracy Testing

3.1 Loreto Kirribilli Junior School: Kindergarten to Year 6

NAPLAN: In 2015 Year 3 and Year 5 students participated in National Assessment Program: Literacy and Numeracy (NAPLAN). Reports showing 2015 achievement levels in Reading, Writing, Language Conventions and Numeracy were posted to each parent and the school retained a copy. 100% of Year 3 and Year 5 students participated in NAPLAN, with one child completing all tests in Braille. Both Year 3 and Year 5 are above the State Average, Region Average and NSW AIS Students' Average.

The percentage of students' achievement in the top two bands of each test is above the State Average, as shown in the table.

Percentage in top 2 bands	Year 3 School	Year 3 State	Year 5 School	Year 5 State
Reading	83%	48%	69%	34%
Writing	86%	47%	57%	19%
Spelling	75%	41%	70%	33%
Grammar & Punctuation	79%	52%	75%	36%
Numeracy	75%	34%	52%	28%

Overall we have an increased growth in the number achieving in the top two bands for Year 3 and Year 5 and a decrease in the lower bands.

Student performance on NAPLAN has already been uploaded to the MySchool website and can be seen at: <http://www.myschool.edu.au>

3.2 Loreto Kirribilli Senior School: Years 7-12

In 2015, our 141 Year 7 students participated in the National Assessment Program: Literacy and Numeracy (NAPLAN). Two students were exempted and two students were absent from the Numeracy tests.

137 of our Year 9 participated in the National Assessment Program: Literacy and Numeracy (NAPLAN). One student was exempted, two students missed the reading tests and five students in Year 9 missed the Numeracy tests.

Reports showing 2015 achievement levels in Reading, Writing, Language Conventions and Numeracy were posted to parents of Year 7 and 9 students and the school retained a copy of the results. The average scores for Loreto Kirribilli are consistently above the state and national average and close to or above similar schools in most cases. Student performance on NAPLAN has already been uploaded to the MySchool website and can be seen at: <http://www.myschool.edu.au>

The charts below are available from the 'MySchool' web site (link above) and show the school's results for the five domains at each year level for 2015. They display the percentage of students achieving in each band as well as the percentage of students in statistically similar schools and the percentage of students in Australian schools achieving in each band.

In each of the bar graphs the percentage of students achieving in a specific band at Loreto Kirribilli is indicated by the top, dark brown bar. The second bar represents the results for similar schools and

the third is for Australian students.

Domain Reading <input type="button" value="Submit"/>				2015			
Year 3		Year 5		Year 7		Year 9	
Band	Achievement	Band	Achievement	Band	Achievement	Band	Achievement
						10	20%
							24%
							6%
				9 or above	24%	9	25%
					29%		34%
					10%		15%
		8 or above	39%	8	38%	8	30%
			40%		34%		27%
			15%		18%		26%
		7	30%	7	23%	7	21%
			28%		24%		11%
			19%		28%		28%
6 or above	79%	6	18%	6	13%	6	4%
	57%		19%		10%		4%
	27%		24%		26%		17%
5	4%	5	11%	5	1%	5 or below	0%
	20%		10%		2%		1%
	21%		22%		12%		6%
4	14%	4	2%	4 or below	0%		
	13%		3%		0%		
	23%		13%		3%		
3	-	3 or below	0%				
	7%		0%				
	16%		5%				
2	-						
	2%						
	7%						
1	-						
	1%						
	4%						
Selected school		Selected school		Selected school		Selected school	
Assessed:	100%	Assessed:	100%	Assessed:	99%	Assessed:	98%
Exempt from test:	0%	Exempt from test:	0%	Exempt from test:	1%	Exempt from test:	1%
Participated in test:	100%	Participated in test:	100%	Participated in test:	100%	Participated in test:	99%
Absent from test:	0%	Absent from test:	0%	Absent from test:	0%	Absent from test:	1%
Withdrawn from test:	0%	Withdrawn from test:	0%	Withdrawn from test:	0%	Withdrawn from test:	0%
Australian schools		Australian schools		Australian schools		Australian schools	
Participated in test:	95%	Participated in test:	96%	Participated in test:	95%	Participated in test:	91%
Exempt from test:	2%	Exempt from test:	2%	Exempt from test:	2%	Exempt from test:	2%
Absent from test:	2%	Absent from test:	2%	Absent from test:	4%	Absent from test:	6%
Withdrawn from test:	3%	Withdrawn from test:	2%	Withdrawn from test:	2%	Withdrawn from test:	2%

Year 3		Year 5		Year 7		Year 9	
Band	Achievement	Band	Achievement	Band	Achievement	Band	Achievement
						10	18% 16% 4%
				9 or above	21% 12% 4%	9	26% 22% 10%
		8 or above	18% 14% 4%	8	35% 30% 12%	8	34% 33% 20%
		7	39% 27% 15%	7	24% 29% 24%	7	13% 18% 25%
6 or above	29% 32% 16%	6	30% 36% 33%	6	13% 20% 30%	6	8% 8% 22%
5	57% 46% 31%	5	13% 20% 28%	5	4% 7% 18%	5 or below	0% 3% 18%
4	14% 16% 29%	4	0% 3% 12%	4 or below	1% 1% 11%		
3	0% 5% 15%	3 or below	0% 1% 6%				
2	0% 1% 5%						
1	0% 0% 3%						
Selected school		Selected school		Selected school		Selected school	
Assessed:	100%	Assessed:	100%	Assessed:	99%	Assessed:	99%
Exempt from test:	0%	Exempt from test:	0%	Exempt from test:	1%	Exempt from test:	1%
Participated in test:	100%						
Absent from test:	0%						
Withdrawn from test:	0%						
Australian schools		Australian schools		Australian schools		Australian schools	
Participated in test:	95%	Participated in test:	95%	Participated in test:	95%	Participated in test:	92%
Exempt from test:	2%						
Absent from test:	3%	Absent from test:	2%	Absent from test:	3%	Absent from test:	6%
Withdrawn from test:	3%	Withdrawn from test:	2%	Withdrawn from test:	2%	Withdrawn from test:	2%

Year 3		Year 5		Year 7		Year 9	
Band	Achievement	Band	Achievement	Band	Achievement	Band	Achievement
						10	16% 22% 8%
				9 or above	18% 21% 10%	9	30% 29% 16%
		8 or above	18% 23% 12%	8	46% 37% 21%	8	37% 31% 27%
		7	52% 34% 21%	7	22% 26% 30%	7	14% 13% 25%
6 or above	50% 44% 20%	6	23% 25% 28%	6	8% 13% 22%	6	3% 4% 14%
5	25% 24% 21%	5	5% 13% 22%	5	3% 3% 11%	5 or below	0% 1% 8%
4	14% 18% 24%	4	2% 4% 11%	4 or below	1% 1% 5%		
3	4% 11% 18%	3 or below	0% 1% 5%				
2	4% 2% 10%						
1	4% 0% 5%						
Selected school		Selected school		Selected school		Selected school	
Assessed:	100%	Assessed:	100%	Assessed:	99%	Assessed:	99%
Exempt from test:	0%	Exempt from test:	0%	Exempt from test:	1%	Exempt from test:	1%
Participated in test:	100%						
Absent from test:	0%						
Withdrawn from test:	0%						
Australian schools		Australian schools		Australian schools		Australian schools	
Participated in test:	95%	Participated in test:	96%	Participated in test:	95%	Participated in test:	92%
Exempt from test:	2%						
Absent from test:	2%	Absent from test:	2%	Absent from test:	3%	Absent from test:	6%
Withdrawn from test:	3%	Withdrawn from test:	2%	Withdrawn from test:	2%	Withdrawn from test:	2%

Year 3		Year 5		Year 7		Year 9	
Band	Achievement	Band	Achievement	Band	Achievement	Band	Achievement
						10	7% 20% 5%
				9 or above	31% 34% 11%	9	27% 26% 12%
		8 or above	39% 37% 16%	8	28% 29% 18%	8	38% 33% 24%
		7	36% 29% 20%	7	23% 23% 27%	7	14% 14% 29%
6 or above	61% 57% 30%	6	23% 20% 25%	6	13% 12% 24%	6	12% 6% 20%
5	18% 22% 22%	5	- 11% 21%	5	3% 2% 13%	5 or below	1% 1% 9%
4	18% 15% 21%	4	- 2% 11%	4 or below	0% 0% 6%		
3	- 5% 14%	3 or below	- 1% 5%				
2	- 2% 7%						
1	- 0% 4%						
Selected school		Selected school		Selected school		Selected school	
Assessed:	100%	Assessed:	100%	Assessed:	99%	Assessed:	99%
Exempt from test:	0%	Exempt from test:	0%	Exempt from test:	1%	Exempt from test:	1%
Participated in test:	100%						
Absent from test:	0%						
Withdrawn from test:	0%						
Australian schools		Australian schools		Australian schools		Australian schools	
Participated in test:	95%	Participated in test:	96%	Participated in test:	95%	Participated in test:	92%
Exempt from test:	2%						
Absent from test:	2%	Absent from test:	2%	Absent from test:	3%	Absent from test:	6%
Withdrawn from test:	3%	Withdrawn from test:	2%	Withdrawn from test:	2%	Withdrawn from test:	2%

Year 3		Year 5		Year 7		Year 9	
Band	Achievement	Band	Achievement	Band	Achievement	Band	Achievement
						10	26% 42% 9%
				9 or above	18% 34% 10%	9	26% 27% 15%
		8 or above	23% 34% 10%	8	28% 27% 16%	8	33% 21% 27%
		7	29% 26% 18%	7	36% 27% 27%	7	11% 9% 30%
6 or above	61% 40% 14%	6	39% 24% 28%	6	15% 11% 29%	6	2% 1% 15%
5	14% 25% 20%	5	5% 13% 27%	5	1% 2% 14%	5 or below	0% 0% 3%
4	11% 21% 27%	4	4% 3% 13%	4 or below	0% 0% 2%		
3	14% 10% 22%	3 or below	0% 0% 3%				
2	0% 3% 11%						
1	0% 1% 4%						
Selected school		Selected school		Selected school		Selected school	
Assessed:	100%	Assessed:	100%	Assessed:	97%	Assessed:	96%
Exempt from test:	0%	Exempt from test:	0%	Exempt from test:	1%	Exempt from test:	1%
Participated in test:	100%	Participated in test:	100%	Participated in test:	99%	Participated in test:	96%
Absent from test:	0%	Absent from test:	0%	Absent from test:	1%	Absent from test:	4%
Withdrawn from test:	0%						
Australian schools		Australian schools		Australian schools		Australian schools	
Participated in test:	95%	Participated in test:	95%	Participated in test:	94%	Participated in test:	91%
Exempt from test:	2%						
Absent from test:	3%	Absent from test:	3%	Absent from test:	4%	Absent from test:	7%
Withdrawn from test:	3%	Withdrawn from test:	2%	Withdrawn from test:	2%	Withdrawn from test:	2%

THEME 4: Senior Secondary Outcomes

4.1 Record of Student Achievement Years 10 and 11

In 2015 134 Year 11 students and 130 Year 10 students received a Record of School Achievement (RoSA). This was 100% of the cohort in both Year groups.

4.2 Higher School Certificate

In 2015 129 students sat for the NSW Higher School Certificate in 32 courses at Loreto Kirribilli. Students also completed courses through the Sydney Distance Education High School, the Open Training and Education Network, TAFE colleges, the Saturday School of Community Languages and Bradfield College. Ten students completed the vocational course Hospitality, with the Food and Beverage strand, which is co-taught by teachers at Loreto Kirribilli and the Northern Beaches campus of the Northern Sydney Institute TAFE.

For the 2015 school year, twelve students of the 129 (9%) in the Year 12 cohort successfully completed one or more courses with TAFE certifications. This is similar to the percentage earning TAFE qualifications in 2014. All of these students sat for the HSC Examination of the Category B TAFE course.

The Class of 2015 produced seven NSW HSC All-Rounders, with four students gaining places in the state for a range of courses. Seventeen students had their practical work nominated for exhibition in subject-specific shows or performances.

All 129 students were eligible for an ATAR. The top ATAR achieved was 99.25, with 16% gaining an ATAR score over 97 and 41% with an ATAR score over 90. This is broadly in line with trends over recent years.

100% of candidates across all courses achieved marks of 50 or more (Band 2 or higher). Of the 75 candidates who sat for One Unit Extension courses 100% achieved 25 marks or more out of 50. In general student achievements were well above state level.

Table 1 shows a comparison of student achievement in Bands 4-6 in two unit courses (a mark above 70) and E2-E4 in extension courses (a mark above 25/50) between the Loreto Kirribilli cohort and the general NSW candidature for all subjects attempted.

Table 1: 2015 HSC results

Subjects	Student numbers at Loreto Kirribilli	Bands 4-6 Bands E2-E4 at Loreto Kirribilli	Bands 4-6 Bands E2-E4 in NSW comparison	Bands 1-2 Bands E1 at Loreto Kirribilli
Ancient History	15	100%	61%	0%
Biology	33	97%	60%	0%
Business Studies	38	100%	66%	0%
Chemistry	26	92%	73%	0%
Design & Technology	18	100%	78%	0%
Drama	18	100%	82%	0%
Economics	10	100%	75%	0%

English Standard	37	95%	42%	0%
English Advanced	91	100%	91%	0%
English Extension 1	26	100%	100%	0%
English Extension 2	4	100%	100%	0%
Food Technology	11	100%	55%	0%
French Continuers	9	89%	87%	0%
Geography	15	100%	66%	0%
History Extension	4	100%	98%	0%
Hospitality *Examination	10	100%	58%	0%
Italian Continuers	10	100%	77%	0%
Italian Extension	2	100%	84%	0%
Legal Studies	26	100%	68%	0%
Mathematics General 2	54	91%	50%	4%
Mathematics	66	91%	81%	0%
Mathematics Ext 1	30	97%	98%	0%
Mathematics Ext 2	6	100%	99%	0%
Modern History	25	100%	60%	0%
Music 1	4	100%	88%	0%
Music 2	5	100%	63%	0%
Music Extension	3	100%	93%	0%
PDHPE	30	97%	62%	0%
Physics	4	100%	66%	0%
Studies of Religion 1	88	99%	78%	0%
Studies of Religion 2	40	100%	70%	0%
Visual Arts	34	100%	88%	0%

* The Hospitality Examination results are accredited to students who study the course in a co-teaching arrangement between Loreto Kirribilli and the Northern Sydney Institute.

The following tables, Tables 2 and 3, show the percentage of students in each subject who achieved a Band 6 (i.e. that is, marks between 90 and 100) or Band 5 (i.e. marks between 80 and 90). Also included are the students who achieved an E4 or E3 in an Extension course (i.e. marks above 35 out of a possible 50).

Table 2 shows a comparison of student achievement in Bands 5-6 and E3-E4 between the Loreto Kirribilli cohort and the general NSW candidature for all subjects attempted in 2015 as a percentage.

Table 2: 2015 HSC results

Course	Number of students at Loreto Kirribilli	2015 Band 5-6 E3-E4 Loreto Kirribilli	2015 Band 5-6 E3-E4 NSW
Ancient History	15	87%	33%
Biology	33	48%	28%
Business Studies	38	79%	36%
Chemistry	26	38%	41%
Design and Technology	18	94%	36%
Drama	18	67%	42%
Economics	10	70%	46%
English Standard	37	41%	8%
English Advanced	91	87%	58%
English Extension 1	26	100%	94%
English Extension 2	4	100%	82%
Food Technology	11	82%	28%
French Continuers	9	67%	66%
Geography	15	60%	41%
History Extension	4	100%	78%
Hospitality *Examination	10	80%	22%
Legal Studies	26	85%	40%
Italian Continuers	10	90%	53%
Italian Extension	2	100%	84%
Mathematics General 2	54	65%	26%
Mathematics	66	62%	52%
Mathematics Extension 1	30	97%	84%
Mathematics Extension 2	6	100%	86%
Modern History	25	96%	44%
Music 1	4	100%	62%
Music 2	5	100%	88%
Music Extension	3	100%	93%
PDHPE	30	50%	30%
Physics	4	0%	29%
Studies of Religion 1	88	84%	51%
Studies of Religion 2	40	95%	40%
Visual Arts	34	100%	53%

* The Hospitality Examination results are accredited to students who study the course in a co-teaching arrangement between Loreto Kirribilli and the Northern Sydney Institute.

The n/a means that the course included no Loreto Kirribilli students for that HSC year.

Table 3 shows a longitudinal comparison of student achievement in Bands 5-6 or E3-4 results as a percentage from 2012 to 2015 at Loreto Kirribilli.

Table 3: HSC results

Combination of Band 5-6 and E3-E4 results as a percentage				
Course	2015 Loreto Kirribilli	2014 Loreto Kirribilli	2013 Loreto Kirribilli	2012 Loreto Kirribilli
Ancient History	87%	78%	86%	78%
Biology	48%	52%	69%	58%
Business Studies	79%	77%	86%	69%
Chemistry	38%	71%	88%	67%
Design and Technology	94%	75%	100%	100%
Drama	67%	95%	86%	82%
Economics	70%	75%	67%	71%
English Advanced	87%	94%	89%	94%
English Extension 1	100%	100%	100%	100%
English Extension 2	100%	100%	86%	100%
English Standard	41%	49%	61%	77%
Food Technology	82%	75%	83%	67%
French Continuers	67%	86%	n/a	56%
French Extension	n/a	100%	n/a	100%
Geography	60%	100%	82%	82%
History Extension	100%	100%	100%	100%
Hospitality Examination *	80%	82%	95%	40%
Italian Continuers	90%	83%	100%	75%
Italian Extension	100%	100%	100%	100%
Legal Studies	85%	79%	88%	74%
Mathematics General 2	65%	73%	63%	51%
Mathematics	62%	90%	72%	88%
Mathematics Extension 1	97%	100%	95%	97%
Mathematics Extension 2	100%	100%	83%	100%
Modern History	96%	94%	82%	93%
Music 1	100%	100%	100%	100%
Music 2	100%	n/a	100%	n/a
Music Extension	100%	n/a	100%	n/a
PDHPE	50%	72%	57%	80%

Physics	0%	38%	48%	62%
Studies of Religion 1	84%	86%	87%	81%
Studies of Religion 2	95%	94%	85%	85%
Visual Arts	100%	100%	100%	100%

* The Hospitality Examination results are accredited to students who study the course in a co-teaching arrangement between Loreto Kirribilli and the Northern Sydney Institute.

The n/a means that the course included no Loreto Kirribilli students for that HSC year.

THEME 5: Teacher Qualifications and Professional Learning

5.1 Teacher Qualifications

Category	Number of Teachers
Teachers who have teaching qualifications from a higher education institution within Australia or are recognised within the National Office of Overseas Skills Recognition (AEI-NOOSR) guidelines, or	104
Teachers who have qualifications as a graduate from a higher education institution within Australia or one recognised within the AEI-NOOSR guidelines but lack formal teaching qualifications, or	0
Teachers who do not have qualifications as described in (a) or (b) but have relevant successful experience or appropriate knowledge relevant to the teaching context.	0

Teacher numbers are included on the My School website.

<http://www.myschool.edu.au>

5.2 Junior School Professional Development

All teaching staff participated in professional learning throughout the course of the year which was focused on the school learning goal: To program, teach, assess and evaluate the effect of at least one high impact learning experience for each unit of work for 2015 using our developing BYODD capacity to enhance every student's critical and/or creative thinking.

In addition, the particular Junior School Goal 2015 was: To create differentiated experiences allowing students to develop responsibility and ownership for their learning.

This development goal aimed to develop in students responsibility for their learning. It provided a continuum of cross-stage learning and promoted differentiation and the effective use of ICT. It endeavoured to encourage mental toughness, reflection and pride, enabling the students to take responsibility for their learning.

All professional learning for the year was linked to our goals.

The learning agenda for 2015 included staff participating in the following professional development sessions:

- English: Foundations for Learning to Read, PM Benchmarking, Putting the Literacy Block Together, SPELD Teaching and Assessing in Reading, Multi-Modal Texts Visual Literacy, Mini and Multi-Lit Training
- Australian Curriculum: History Familiarisation - K-6 Classroom Teachers, Planning for Implementation of the Australian Curriculum in NSW Schools
- Mathematics: iPads in Maths, Problem Solving, Numeracy
- Music: iPads in Music, Orff Summer School, Unpacking the Australian Curriculum in the Music Classroom K- 6, Pedagogy in Music,
- Pedagogy: Harvard Online Course (6 staff completed) Differentiating Instruction, Strategies for Effective Classroom Practice, Tony Ryan (In-house) Workshops on Thinking Skills, De Bono Tools, Creative Thinking, Childhood Leaders Education Summit, The 4th Cultures of Thinking Conference, Creative and Critical Thinking Professional Learning, Building Capability for Critical and Creative Thinking
- 7th Annual Law Conference UNSW
- Academic Support: Talent Development Conference, Understanding and Overcoming Working Memory Problems in the Classroom, Improving the Outcomes for Visually Impaired Students, Starting the Conversations in Gifted Education
- Pastoral Care: Mindfulness Retreat, Happiness and Its Causes Conference, Well Being Conference,
- ICT: AIS Conference: Will It Blend (2 staff presented) Google Conference, iPrimary iPad Success, Using Interactive Whiteboards in English, Augmented Reality, Everything Google, ICT as a General Capacity, Making IT Conference, visiting other schools, Integrators Training Office 365, New Literacies for Networked, Self-Directed and Makers, Flipped Classroom
- LOTE: 2015 Chinese Teachers Conference, The Latest in Languages, iPads for Languages
- School Choir Workshops
- Debating Workshops
- Cyber Bullying – Leonie Smith
- SMART Start – Drug and Alcohol Awareness

A number of staff attended IPSHA (Independent Primary School Heads Association) Teacher Meetings including Gifted and Talented, ICT, Art, Academic Support, Deputy, Curriculum Coordinator, K-2 staff, Music and Librarians. Staff participated in various workshops, professional learning teams targeting specific Key Learning Areas. They worked individually, in stage teams, as well as a whole group. Time was also allocated for Collaborative Planning each term and staff worked in stage teams.

5.3 Senior School Professional Development

There were seven K-12 staff development days during 2015.

All teaching staff participated in professional learning throughout the course of the year which was focused on the school learning goal: To program, teach, assess and evaluate the effect of at least one high impact learning experience for each unit of work for 2015 using our developing BYODD capacity to enhance every student's critical and/or creative thinking.

This goal was also a focus of the Professional Learning Teams which were established in 2014 and organised to provide teachers with support and development in achieving their identified individual goals in a K-12 cross-curriculum structure. In addition, individual teachers pursued learning opportunities specific to their needs, particularly within the contexts of the ongoing implementation of the Australian Curriculum, and explorations in the areas of STEM and a range of pedagogical approaches including Guided Inquiry and Project Based Learning.

Below is an outline of key professional learning activities undertaken by staff in the Senior School and in a K-12 framework.

Description of the Professional Learning Activity	Approximate number of teachers participating
Open to Learning conversations- as part of the ongoing creation of the school's teacher appraisal framework and our approach to professional learning and development, all Executive and middle leaders engaged in a workshop conducted by New Zealand based educational leadership consultant, David Eddy.	30
Mental Health First Aid training – practical evidence based strategies for the school's pastoral team, provided by one of the school's psychologists who undertook extensive training in this program in 2014.	7
E-learning sessions – provided further knowledge and training in the use of the school's learning management system.	104
Spirituality Day – introduced by Sr Libby Rogerson IBVM and facilitated by Dr Michael J. Downey, the day provided an opportunity for both teachers and support staff to discern our personal calling and identify the 'moments of grace' that nourish and sustain our vocation as educators.	104
Master Plan development – facilitated by the school's architects, Francis-Jones Morehen Thorp, all staff participated in reflection and discussion regarding how future spaces might be used to enable the learning experiences which we believe will be most effective in creating our ideal graduates, as identified in a Vision for the Future paper prepared by Principal Anna Dickinson.	104

Description of the Professional Learning Activity	Approximate number of teachers participating
Strategic Plan Goal Development and Setting-enabled teachers to evaluate and reflect on the identified school goal for 2015, which had been developed through the year’s strategic planning process. Faculty groups in the Senior School and the Junior School teachers then worked collaboratively to develop goals for more specific focus of their practice in 2016.	104
CPR training – all staff undertook an online training course in cardio –pulmonary resuscitation facilitated by Royal Life Saving Australia (RLSA). This was assessed by either RLSA examiners or members of staff with CPR assessment qualifications.	104
Annual updates- all teachers participated in annual updates and refresher training on Anaphylaxis, Child Protection and fire safety.	104
Teacher Accreditation Action Research Pilot Program – a developing program to provide early career teachers with an opportunity to practise an action research approach to their professional learning and accreditation. This program gives teachers the tools and support to develop both their practice and ability to reflect on and improve it. Supporting Executive were also involved in these days in order to learn about and support this program.	4

THEME 6: Workforce Composition

Workforce composition can be found on the My School website.

Loreto Kirribilli currently does not employ any indigenous staff.

<http://www.myschool.edu.au>

THEME 7: Student Attendance and Retention Rates and Post School Destinations in Secondary Schools

7.1 Student Attendance Rates

Attendance rates appear in the table below

Student attendance by Year Group (rounded figures)

Year level	Attendance rate
Year 1	96%
Year 2	96%
Year 3	97%
Year 4	96%
Year 5	95%
Year 6	96%
Year 7	96%
Year 8	96%
Year 9	95%
Year 10	94%
Year 11	96%
Year 12	97%
Whole school attendance	96%

For whole school attendance rates please refer to the school's data on the My School website:

<http://www.myschool.edu.au/>

Management of non-attendance

As can be seen from the figures on the website, attendance by students was very high. Extended or repeated non-attendance by students was usually for illness. In the rare situation that a student had prolonged or repeated non-attendance not related to illness the situation was first addressed in a pastoral way by the Year Coordinator and Director of Student Wellbeing in the Senior School or by the Head of Junior School for K-6 students. If the situation persisted the Principal requested an interview with the parents and follow up actions were determined. If the situation still persisted then a Department of Family and Community Services report would be made.

7.2 Student Retention Rates

95.3% of the Year 10 2013 cohort completed Year 12 at Loreto in 2015. This is higher than the previous year where a range of personal circumstances resulted in some girls either leaving school early because of illness or completing their secondary education elsewhere.

7.3 Post-School Destinations

For our 2015 cohort of 129 students, post-school destinations can be expressed in percentages as shown below.

Post-School Destination	2012 cohort (Tertiary students in or after 2013)	2013 cohort (Tertiary students in or after 2014)	2014 cohort (Tertiary students in or after 2015)	2015 cohort (Tertiary students in or after 2016)
Australian Catholic University	8.0%	4.7%	4.7%	8.5%
Australian National University	3.6%	2.3%	3.1%	7.0%
Charles Sturt University	1.5%	1.6%	3.1%	1.6%
Griffith University	0%	0%	0%	0.8%
La Trobe University	0%	0%	0.8%	0%
Macquarie University	10.2%	6.3%	11.8%	14.7%
University of Melbourne	1.0%	1.6%	0%	0%
Notre Dame University	14.6%	1.6%	3.9%	2.3%
University of Newcastle	1.5%	0%	0%	0%
Southern Cross University	0%	0%	0%	0%
University of New England	1.5%	0%	0%	0%
University of New South Wales	8.8%	9.4%	19.7%	17.1%
University of Sydney	32.1%	31.3%	26.8%	21.7%
University of Technology Sydney	16.1%	35.2%	18.9%	20.9%
University of Tasmania	0%	0%	0.8%	0%
University of Western Sydney	2.2%	0%	0%	0.8%
University of Wollongong	1.0%	0%	0.8%	2.3%
Apprenticeship / Traineeships	0%	0%	0.8%	0%
Cadetships / Scholarships	0%	1.6%	0.8%	0%
Pathways at universities	0.7%	0%	0.8%	0.8%
Private Colleges	0%	1.6%	1.6%	0.8%
TAFE	1.5%	1.6%	1.6%	0%
Working fulltime	1.5%	0%	0%	0%
University in UK	1.0%	0.8%	0%	0.8%
University in USA	1.0%	1.6%	1.5%	0%
GAP			16.54%	21.7%

Courses of study selected by the 2015 cohort can be represented in the table shown below:

Note: 34% of all students from the 2015 HSC cohort enrolled in tertiary courses are undertaking combined degrees.

Courses of Study	2012 cohort (Tertiary students in or after 2013)	2013 cohort (Tertiary students in or after 2014)	2014 cohort (Tertiary students in or after 2015)	2015 cohort (Tertiary students in or after 2016)
Agriculture	0	1.9	0%	0%
Arts (Social Sciences, Political science, Global Studies, International Studies, Counselling)	21.7%	13.8%	17.1%	18%
Business	18.5%	32.7%	23.8%	24%
Built Environment (Planning, Architecture, Property Economics)	2.6%	1.9%	2.4%	1%
Creative Arts (Fine Arts, Performing Arts, Music)	3.2%	1.3%	1.2%	6%
Communication (Journalism, Public Relations, Media)	7.0%	5.7%	10.4%	11%
Design (Fashion, Visual Communications, Design, Design Computing, Interior)	5.1%	4.4%	3.0%	3%
Education (Teaching)	8.9%	5.0%	1.8%	3%
Engineering	3.2%	1.3%	4.9%	2%
Health	14.0%	8.2%	14.0%	13%
Information Technology	0%	0%	1.2%	0%
Laws	10.8%	6.3%	7.9%	7%
Science (including Medical and Vet)	5.1%	10.7%	12.2%	14%

Some Conclusions:

1. Almost a third of students are undertaking combined degrees suggesting students are attempting to individualise their academic and vocational skills.
2. There was an increase in creative degrees which reflected the interests of this cohort.

3. Enrolments at Sydney-based universities continue to be strong, in part due to geographical location, although variations to placements within these institutions exist from year to year.
4. There was an increase in early offers being made to the students. For statistical purposes if a student had multiple offers their Main Round offer was used.

THEME 8: Enrolment Policies

As stated above, the enrolment of the school in 2015 was 1076.2. The number of applications for enrolment always exceeds the number of spaces available. The following is the enrolment policy which has been in operation for several years and is published on our website. A summary is provided in the prospectus and the full policy is sent to all parents who request an application for enrolment. The school's enrolment policy is based on the Policy on Enrolment issued by the Loreto Schools of Australia Committee.

8.1 Enrolment Policy

The following is a copy of the Enrolment Policy found on the school's website.

Our Enrolment policy is to place all applicants on a Waiting List and applications are processed in age at application order, with first preference being given to Catholics who meet other enrolment requirements. Special consideration for younger siblings is only given at the commencement of Year 7 when an older sibling commenced in Year 7, or in Kindergarten when an older sibling commenced in Kindergarten. If applying for Kindergarten entry, your daughter should be 5 years of age before April 30 in the year of entry. There is no sibling preference for entry into Year 5.

As waiting lists are extremely lengthy, early enrolment is encouraged by placing your daughter on the waiting list as soon as possible after birth. Applications always exceed available places and in this instance the following criteria will be taken into account: baptismal evidence, (supplied within 12 months of birth or application will not proceed); age at application; siblings currently in the school; participation in the parish sacramental program; and congruence of family and school philosophy. The Principal reserves the right to offer or decline a position to any student, irrespective of date of application.

You will be contacted two years prior for entry into Year 7 and Year 5 and up to one year prior for entry into Kindergarten. This initial contact is to confirm that you wish to proceed with the enrolment of your daughter. Subsequently, should you gain an interview, a confidential parish reference and confidential personal reference will be required prior to interview, returned directly to the school. Because of the size of the waiting lists, not everyone on the list will be interviewed. Following the interviews the Principal will review files for all applicants and issue a formal letter of offer for a place at Loreto. A non-refundable Enrolment Fee of \$3,000.00 confirms acceptance of that place. It must be paid in full by the due date, usually within 3 weeks of the date of offer.

Due to the limited number of Year 5 places (28) only the first 100 applicants on that Waiting List will be sent our letter of intent two years prior to entry.

8.2 Requirements for Continued Enrolment

Requirements for continued enrolment

Acceptance of a position at Loreto Kirribilli and continued enrolment requires parental acceptance of the Catholic foundations, values and practices of the school and acknowledgement and support of the importance of regular opportunities to affirm these values and practices.

Acceptance of School Practices and Expectations

At all times, a high standard of behaviour is expected of students inside and outside the school as well as adherence to all Loreto Kirribilli school values, policies and procedures. Parents/guardians are expected to reinforce their daughter's adherence to these Loreto Kirribilli school values, policies and procedures.

Enrolment in subsequent years is always subject to satisfactory attendance, participation, conduct, progress and application.

Each fee account must be paid within 14 days. Failure to pay entitles the school to discontinue a student's continuing education at Loreto Kirribilli.

THEME 9: Other School Policies

9.1 Student Welfare

"That Loreto schools offer a Catholic education which liberates, empowers and motivates students to use their individual gifts with confidence, creativity and generosity in loving and responsible service." (Loreto Schools of Australia Mission Statement 1998: revised 2010).

Loreto Kirribilli seeks to provide an environment where all students and staff feel safe, valued and supported. In conjunction with parents, Loreto Kirribilli seeks to educate students academically, spiritually, socially, morally and emotionally. An important aspect for the above is our aim to provide an academic curriculum which caters for the needs of students with varying levels of academic ability.

The Loreto Schools of Australia Mission Statement is the foundation document for all procedures and policies of the school. This document is supported by policy and/or procedural documents released from time to time by the Loreto Schools of Australia Committee (LSAC), an Australia-wide advisory group on which Loreto Kirribilli has a representative. A copy of this document is given to staff on appointment to the school and to parents on enrolment of their daughter.

Flowing from the above, Loreto Kirribilli has developed its own series of policies and procedures which can be accessed by contacting the school. A summary of relevant policies may be given to parents at parent information nights held annually for different year groups and at orientation sessions held when students first commence at Loreto Kirribilli in Kindergarten, Year 5 and Year 7.

A Parent Information Handbook is given to all new families each year providing much information. The Staff Handbook contains procedures to be followed by staff in relation to matters of student welfare.

In conjunction with the Pastoral Program these procedures support the implementation of the National Safe Schools Framework.

9.2 Pastoral Program

Pastoral Care in both the Junior School and Senior School is based on a belief in the value and uniqueness of the individual who is created in the image of God. The authentic expression of love, care and concern shown by Jesus in the Gospels should be reflected in all aspects of life in a Loreto school community. The development of an atmosphere of trust and mutual respect and a sense of security, connectedness and positive regard are crucial to student wellbeing.

We also believe that in order for quality relationships to exist in the school community students, teachers and parents have a responsibility to respect the rights of others. Teachers and students have the right to work and learn in a safe, secure and clean environment, free from harassment and prejudice and to be accepted as individuals.

Within the Senior School the Pastoral Program in 2015 continued to integrate Positive Education. The Pastoral Program integrates the leadership, health, social justice and spiritual aspects of a student's development from Year 7 through to Year 12. It is a key element of a Loreto Kirribilli education and supports the principles of the National Safe Schools Framework. Because the program recognises and addresses the issues arising from the ever changing societal pressures faced by students and their families there is a need for reflection on its purpose, content, processes and outcomes. As such, the dynamic nature of the program is paramount and it is revised annually. However, programs and activities aimed at maintaining good mental, spiritual and emotional health continued to be important components of the Pastoral Program in 2015. In the Senior School, leadership of this program rests with the Director of Student Wellbeing, supported by Year Coordinators and Homeroom Teachers.

In 2015 Academic Advisors continued to support the pastoral care of students by monitoring the academic progress of students in their particular cohort. Much progress was made in the development of systems to track students academically.

Anti-Bullying

The school does not condone bullying or harassment in any form. The school's anti-bullying policy is known as the Safe School Policy. The policy includes processes based on procedural fairness for responding to and managing allegations of bullying. The Safe School Policy outlines the rights and responsibilities of students and staff regarding right relationships and bullying, and advises students as to support networks available.

The full text of the school's anti-bullying policy can be accessed on request.

9.3 Student Discipline Policy

Student discipline is one aspect of student welfare and pastoral care. Therefore, the administrative structures of the school support both discipline and welfare.

Our Discipline Policy is informed by our Pastoral Care Policy in both the Junior School and Senior School.

Guiding Principles K-12:

- All members of the school community deserve respect and courtesy.
- Discipline within the school is based on principles of procedural fairness and justice and respects the rights of individuals.
- Discipline is formative, working in the “with” area of the Social Discipline Window (Restorative Practice)
- Clearly stated rules and expectations of student behaviour must be outlined by staff, hence consequences for inappropriate behaviour can be expected by the student. All disciplinary actions that result in any sanction against the student are based on the processes of procedural fairness. Parents are involved in the processes of procedural fairness when sanctions result in suspension and expulsion.
- The behaviour of the student warranting correction should be clearly separated from the student as a person.
- In accordance with the Education Reform Amendment (Corporal Punishment) Act 1995, the school prohibits the corporal punishment of students and does not explicitly or implicitly sanction the administering of corporal punishment by non-school persons, including parents, to enforce discipline at the school.
- Rules are to be enforced fairly and consistently. There is no place for sarcasm, humiliation or abusive remarks.

The stated aims of the Discipline Policy are:

- To develop a sense of responsibility and self-worth in the students
- To develop self-discipline as an important life skill
- To develop a respect for self and the dignity and rights of others
- To develop a discipline system based on justice

Students are encouraged to take responsibility for their own actions and the choices they make. We aim to make children aware of the consequences of inappropriate behaviour and how these behaviours can affect others.

Restorative practices guide the application of discipline within the school and aim to promote understanding, reflection and a greater empathy with others within the students. Disciplinary action that may result in a sanction against the student, including suspension, expulsion or exclusion, is guided by an approach based on the principles of Restorative Justice. The rules for student behaviour emphasise expected behaviours guided by attitudes of respect and responsibility. These behaviours contribute to the formation of quality relationships between staff and students.

9.4 Reporting Complaints and Resolving Grievances

The approach adopted by the school to complaints and grievances has its foundation in the Loreto Schools of Australia Mission Statement, 1998 (Revised: 2010):

“The school itself, in its organisation, its relationships and its activities, should be a place where justice is demonstrably practised and valued.”

The complaints and grievance procedures of the school can be found in a number of documents:

- The Parent Handbook in 2015 contained a section entitled *What Do I Do If?* with a series of scenarios to explain how to make an enquiry or follow a procedure. Classroom teachers, homeroom teachers and Year Coordinators have frequent contact with parents, some initiated by the school and some by the parents.
- Parents who wish to raise a concern are able to contact the relevant member of staff, using the staff list published in the Senior School Student Diary or in the case of the Junior School to contact the Head of the Junior School. Parent concerns are responded to and managed using the principles of procedural fairness.
- The Assessment Handbooks for Years 11 and 12 detail the procedures to be followed for a query, complaint or grievance about assessment marks in Stage 6 courses.
- The Staff Handbook contains extensive sections on Professional Development and Grievance Procedures.
- The Student Representative Councils of each of the Junior School and the Senior School are public arenas for students to air a grievance while students are encouraged to be appropriately assertive in following up any perceived injustice.
- The 2015 Senior School Student Diary contained a section on Procedural Fairness which outlined the process to be followed if a review of a disciplinary decision was sought.

THEME 10: School Determined Priority Areas for Improvement

During 2014 the school's new Strategic Plan was developed and launched, with the commencement of its identified priorities and actions in 2015.

Achievement of priorities identified in the school's 2014 Annual Report

Area	2015 Priorities	Achievements in 2015
Teaching and Learning	<ul style="list-style-type: none"> • Monitor and evaluate continually the impact of Loreto Kirribilli's 21st Century Learning Principles to ensure they are embedded in our practice. 	Teachers further developed their understanding and application of evidence based strategies which have a high impact on student learning. Surveys of teachers and students indicated increases in levels of student engagement.
	<ul style="list-style-type: none"> • Offer high impact learning experiences to engage, support and challenge every student. 	Professional learning for teachers resulted in greater understanding of and capacity to meet the needs of diverse learners. Particularly, the program for Gifted and Talented students was further developed with additional provisions. Students within

Teaching and Learning (cont)

- Deploy effective structures and processes to ensure that the learning and wellbeing needs of each child are being met.
- Implement appraisal, performance development and teacher accreditation to facilitate staff growth, progression and performance.

the Gifted & Talented program have been better able to articulate their own needs and be involved in the design of these programs.

Consultation with staff and students resulted in the finalisation of the K-12 wellbeing framework which consolidates the consistent approach to wellbeing across the school. Evidence shows that students are articulating a deeper understanding of wellbeing concepts and practices.

100% of teaching staff undertook some form of performance appraisal during 2015

The Loreto Community

- Employ effective policies, programs, practices and behaviours to realise the school's mission, vision and values.
- Provide the community with opportunities for experiential learning to build engagement, resilience and service leadership capacity.
- Work closely with parents to develop their understanding of contemporary learning skills and approaches that help to meet the learning needs of their children.

An audit of existing policies and procedures was carried out. A decision made to engage a company, Complispace, to develop with the school an enterprise risk management framework based on a set of clearly articulated and supported policies, programs and practices.

The range of experiential learning activities is being increased as a result of considerable discernment, to ensure alignment with school values and other provisions.

Ongoing development of the school's learning management system, with successful access and constructive feedback from parents.

Surveys show an increase in the number of parents who are satisfied with the effective communication and partnership between the school and families. As part of the introduction of Bring Your Own Designated Device (BYODD) in the Senior School and the iPad program in the Junior School, almost 100% of parents participated in information sessions relating to online safety and management for their daughters.

Sustainability

- Prepare for implementation of electronic student information system (SIS).

After extensive research and consultation, a preferred product was identified as most compatible with existing school systems and desired aims. Implementation and training within the system commenced.
 - Review and enhance the ICT infrastructure to improve its effectiveness, particularly in relation to student learning.

A major focus for 2015 was on the implementation of the BYODD and iPad programs. Learning opportunities were provided to both students and teachers to facilitate effective uptake of these programs, both with respect to pedagogy and infrastructure. Surveys indicate very high levels of increasing teacher confidence in applying ICT to student learning and also that the vast majority of students believe the use of ICT is helpful to their learning.
 - Promote financial, environmental and corporate sustainability to ensure our successful performance in the long term.

The appointment of a School Development Manager has led to the creation of a plan for future school fundraising directions. This also contributed to the redevelopment of Senior School Science laboratories to ensure optimum performance of the school in this area of learning. This refurbishment was completed on time and on budget.
 - Put into action a Master Plan to enhance our building and facilities.

Francis Jones Morehen-Thorpe, appointed as masterplanning consultants, carried out a range of consultations with the School Council, staff, students and parents in the context of the school's vision for learning. The completed master plan is expected in mid-2016.
-

Themes and priorities identified for 2016

Themes	2016 Priorities
Teaching & Learning	<ul style="list-style-type: none">• Monitor and evaluate continually the impact of Loreto Kirribilli's 21st Century Learning Principles (LKLP) to ensure they are embedded in our practice.• Offer high impact learning experiences to engage, support and challenge every student.• Monitor, track and record curricular and co-curricular learning to promote the intellectual, personal and spiritual growth of every student.• Deploy effective structures and processes to ensure that the learning and wellbeing needs of each child are being met.• Embed the appraisal, performance development and teacher accreditation to facilitate staff growth, progression and performance.
The Loreto Community	<ul style="list-style-type: none">• Employ effective policies, programs, practices and behaviours to realise the school's mission, vision and values• Use a program of liberating and motivating experiences to enhance the spiritual formation of staff, students and parents.• Provide the community with opportunities for experiential learning to build engagement, resilience and service leadership capacity.• Provide opportunities beyond formal class and school positions to build student engagement and leadership capacity.• Work closely with parents to develop their understanding of contemporary learning skills and approaches that help to meet the learning needs of their children.• Develop productive relationships with outside organisations to engage the wider community in support of the school.
Sustainability	<ul style="list-style-type: none">• Develop business, communication and administration processes to improve their performance and effectiveness.• Review and enhance the ICT infrastructure to improve its effectiveness, particularly in relation , to student learning• Promote financial, environmental and corporate sustainability to ensure our successful performance in the long term.• Put into action a Master Plan to enhance our building and facilities so that we continue to respond to the needs of learners.

THEME 11: Initiatives Promoting Respect and Responsibility

The Social Justice Program, Student Leadership Program, Liturgical Program and Pastoral and Personal Development Programs are four of the main domains that promote and encourage respect and responsibility.

The Social Justice Program allows for students to address issues of social concern and respond by way of fund-raising, donations, direct service and advocacy. At its core, it is all about respect and responsibility.

The Social Justice program is made up of five parts: Religious Education, Mission for Justice, Kindergarten-Year 12 Appeals, Yearly Commitment and Annual Events.

Religious Education Program

Within the Religious Education program, the following activities are designed to promote respect and responsibility, as students come to understand that a position of privilege must be balanced with a social contribution. The experiences are intended to be challenging, educational and deeply transformational – both now and into the future. The notions of ministry, service and accompanying others lovingly are central to our Catholic mission.

Community Service: All Year 10 students participated in a semester rotation program of Community Service that took place every Thursday afternoon from lunch onwards. This semester program included briefing, debriefing and considerable reflection opportunities. Students attended associations that catered to the homeless, elderly, disabled and young children requiring special care.

Service Ministry Retreat: All Year 11 students spent a week being immersed in Social and Educational Services that support the less advantaged in and around Sydney.

Mission for Justice

In 2015, Loreto Kirribilli fundraised for Caritas Australia's Project Compassion Appeal. The Mission for Justice Program in the Senior School empowers a year group to take responsibility for promoting a cause of their choice over a one week period once a term. Over the course of the week, the students in the year group raise awareness at a student-led assembly and liturgy and engage the rest of the school body in fundraising activities.

Guest speakers specific to each organisation visited the leading year group to discuss and educate about the issues associated with the chosen mission. This was solidified with a whole school address at the assembly / liturgy where issues of equity, justice, poverty and service were made real. In 2015 the Mary Ward International Australia sponsored Pre-primary school in Timor Leste, Australian Catholic Religious against Human Trafficking, and Brand New Day were chosen. During the Project Compassion Lenten campaign, the selling of cakes, lollies and items of consumption were discouraged and a deliberate altruistic approach taken to achieve the donation to Caritas.

In the Junior School, Year 6 conducted Mission Day, whereby the students worked collaboratively to plan a variety of activities in order to raise awareness and funds for Mary Ward International Australia.

Year 5 and Year 6 students in the Junior School visited James Milson Nursing Home to entertain and spend time with the residents. The students planned and implemented individual or group activities.

All students in the Junior School participated in two Mufti Days to raise awareness and funds for the following: St. Vincent De Paul and the Australian Cambodian School Foundation.

All students in the Junior School participated in an Easter Egg Drive. The children very generously donated Easter Eggs for the Meals on Wheels Service at the Crows Nest Centre. The eggs were distributed to the elderly for Easter Sunday lunch.

Kindergarten-Year 12 Appeals

There were three K-12 Appeals on the school social justice calendar in 2015.

May Day: In Term Two, the school celebrated its annual May Day honouring of Mary, Mother of God. For over 100 years, students have brought flowers to school as an offering of reverence to Mary. At

the end of the procession, these flowers are gathered and arranged and taken by a group of students to the local James Milson Nursing Home.

Welcome Baskets: In Term Two, during Refugee Week, the Parents and Friends (P & F) Association organised Welcome Baskets of food and toiletries for newly arrived refugee families who have very few resources to sustain themselves in the early weeks.

Christmas Hampers: In Term Four 2015, we celebrated our ongoing relationship with Holy Family Parish in Emerton and Vinnies Women's Refugees in Campbelltown for whom we create Christmas Hampers. Atlantis is the company who generously donate the boxes and delivery service of the latter two appeals. The generosity from the student and parent body was abundant.

Yearly Commitment

The following activities take place every week of the school year. Each activity is overseen by a staff patron/supervisor and led by the student body. Attendance is voluntary:

Benenson Society: In advocating the needs of others, especially those suffering from an abuse of their human rights, approximately 50-100 students wrote letters for Human Rights every Thursday at lunchtime. Co-founded by St Aloysius' College and Loreto Kirribilli, the Benenson Society has grown such that its followers come from national and international interest groups.

Brekky Van: Students 16 years and older attended on a roster basis twice a term to participate in a homeless service which provides a cooked breakfast each Sunday morning. It is a Youth program of Sydney Vinnies, dedicated to helping people experiencing homelessness in inner Sydney. Brekky Van aspires to provide those living rough, in supported accommodation, or in social or financial hardship with a sense of community and companionship, compassion, genuine care and support.

Vinnies Store: As a component of the overall Vinnies program, visits took place every Wednesday afternoon to the Vinnies Store in North Sydney. Two to four Year 11 students attended from 3:45-4:45pm and engaged in sorting clothing or other donations and generally support the staff in the presentation of the store. This not only allows the students to support the local community but significantly see the day to day support Vinnies offers the wider community.

Annual Events

Verity (Aboriginal) Immersion: In order to assist with fulfilling the characteristics of Loreto Education, the voluntary Immersion program involved twenty four Year 11 students in order to provide them with an opportunity to broaden their world-view. The nine day cultural immersion saw students and five staff travel to Arnhem Land in the Northern Territory to experience firsthand issues relating to reconciliation such as education, health and lifestyles issues, land management and Native Title. It also provided a unique opportunity for students and staff to experience Aboriginal culture first hand.

Red Shield Appeal: Loreto Kirribilli was a community collection and counting site for the Salvation Army Red Shield Appeal, which takes place every May. Approximately 40 students volunteered to door-knock. A Salvation Army Officer visited Year 11 and Year 12 at the beginning of Term Two to promote the Appeal.

Ignatian Children's Holiday Camp: Run by St Ignatius College Riverview, this camp offered the carers and families of severely disabled young people a few days of respite. The camp ran in the first week of the Christmas holidays and students in Year 12 became the carers for the duration of the camp.

Cana Camp: Annual Old Ignatian Union Cana Communities Holiday Camp, where 30 homeless and marginalised people and their volunteers are given the free run of the facilities at St Ignatius College

Riverview and are looked after by Year 11 students from Riverview and Loreto Kirribilli. In 2015, six Year 11 students were involved.

UNIFEM breakfast for International Women's Day: Each year UNIFEM holds a significant breakfast with a remarkable guest speaker to celebrate International Women's Day and raise awareness of the plight of women around the world. The three Benenson Society leaders attended with two teacher representatives.

St Vincent de Paul Winter Appeal: St Vincent de Paul Winter Appeal envelopes were placed on the seats of the Town Hall for the evening of the Music Festival.

Student Leadership

The Student Leadership Program seeks to provide opportunities for students to develop their God-given talents, appreciate that they have a responsibility to use their capacities for the benefit of others, develop their understanding of leadership and act as responsible mentors and role models to the school community.

The school prepared and facilitated a leadership day for Year 9 and Year 11. The focus of the workshops centred on self-respect and the responsibilities one has as both follower and leader. Our guest presenter, Janet Menzies, addressed and challenged Year 11 to be young women of positive influence in their sphere of control during their leadership preparation day.

The Ignatian Interschool Student forum was run in conjunction with Loreto Normanhurst, St Ignatius Riverview, St Aloysius' College Milsons Point and Kincoppal Rose Bay. This provided a time of shared discussion for students and the opportunity to meet and discuss topics relevant to the youth of today and develop possible solutions to problems through the lens of Ignatian spirituality.

The Student Leaders' Retreat ran for its 11th consecutive year and has a particular emphasis on servant leadership.

Heading the Senior School is the School Captain, School Vice Captain and the three First Councillors. These five students constitute the Student Executive. The next elected leaders are those who carry House positions (encompassing overall House leadership followed by Dance, Drama and Music) and Council leadership. Of these eight student-led Councils the following three include student representatives from Years 7-12:

The Student Representative Council (SRC) led by the Student Executive strives: to live out the school values in a practical way; to be the voice of the student body in meeting our local needs; and to raise awareness of the needs of the wider community.

The Justice, Peace and Integrity of Creation Council (JPIC), led by the three First Councillors, strives: "to promote the dignity and liberation of all, particularly of women and children; to challenge unjust systems and structures; to stand with those on the edges of society; to show reverent care for the earth and all creation".

The Liturgy Council strives to engage students in the preparation of celebrations for the joy of our community and the praise of God.

In the Junior School, students are given a number of leadership opportunities, including School Captain, Vice-Captain, House Captains, Liturgy Monitors, IT Monitors, Library Monitors and Music Captains. Our Student Representative Council (SRC) comprises two members from each class, elected

by their peers. Year 6 attended National Young Leaders Day and twelve members from our Year 6 Leadership Team participated in the Ignatian Leadership Conference for Young Leaders at Stanwell Tops.

Liturgy

The Liturgical Program is integral to the school and fosters the spiritual development of the girls. Involvement at liturgy focuses on respect for self, God and others and the responsibilities we share as community members. As such, regular involvement in and attendance at the following activities is strongly encouraged if not compulsory: Opening Eucharist, Ash Wednesday Liturgy, Easter Liturgies, May Day Liturgy, Graduation Mass, Closing Liturgies, Friday Morning Mass, Year Masses and Year Reconciliation. Many students in Year 12 chose to accept the calling to become an Extraordinary Minister of Communion and they play a key role in all religious / liturgical events.

The spiritual development of students has deepened in 2015 with the Twilight Spirituality course for Year 9 students run in Term 3. Following the success of the staff and parent formation, students engaged with material that led them to a deeper sense of self respect, growing appreciation of the strengths of others and that we have a God-given challenge and responsibility to shine our best light on the world.

In the Junior School, prayer is integral to daily life. Our school year began with a K- 6 Opening Mass held at Star of the Sea Church Kirribilli. It was well attended by parents, family and community members. Other School Masses were held for Mission Day and the Feast of Mary MacKillop. Liturgies were celebrated for Mother's Day, Father's Day, Grandparents and Special Friends Day, ANZAC Day, Easter and Advent. Our Sacramental Program included First Reconciliation for Year 2 and First Eucharist for Year 3.

A particular focus of our school 2015 liturgies was the centenary anniversary of Mother Gonzaga Barry, highlighted by our community Mass at St Mary's Cathedral in March.

Pastoral and Personal Development Program

The Pastoral and Personal Development program draws broadly from the key document 'Quality Relationships at Loreto Kirribilli'. Focus areas are: respect for the sacred, respect for the school, respect for self, respect for others and respect for the environment. 2015 saw the Drop Everything and Reflect (DEAR) initiative and Thankful Thursday continue on a weekly basis in the Senior School within the allocated homeroom time and with the addition of a dedicated book of resources developed by staff members. Guest speakers also supported the pastoral program. Beyond the intended mental health benefits, an evaluation from the students also indicated that there is respect for this prayerful and reflective practice. This practice is gaining momentum and is predominantly student-led.

More specifically and practically, the Pastoral and Personal Development Program runs from Kindergarten to Year 10 and emphasises focus areas dependent on the girls' stage of development. It can overlap with the Health and Physical Education curriculum area in certain domains. Particular focus on rights and responsibilities is covered in the following units:

K-6: Interpersonal Relationships, Personal Health Choices and Safe Living.

K-6: Life Education Program – to support Personal Health Choices and Safe Living.

Year 6: Start Smart – Drug Education Workshop for students and parents

K- 6: Girl Power Workshop – addressing bullying, anxiety

K- 6: Cyber Bullying Workshop for Parents

7-10: Big Sister / Little Sister program, Protective Behaviours, What’s Right for Me? Healthy Relationships and Safe Lifestyle Practices, Police Presentations, Adolescent Health Issues, and Young Drivers on the Road.

THEME 12: Parent, Student and Teacher Satisfaction

Introduction

In 2014 extensive data was collected from the Loreto Kirribilli community to inform the development of our Strategic Plan 2014-2018, *Navigating the Future*. The emphasis on our collection of data in 2015 has been to determine views on the progress of our strategic plan and also levels of satisfaction on a range of issues such as learning, wellbeing, communication and partnership.

12.1 Parent satisfaction

In 2015, parents have expressed great confidence that their daughter feels safe at school and that they are positive in their outlook. On the important issue of communication between the school and home, a priority for the school, there was a very positive response from parents to the statement that there “is effective communication between the school and families”, and also to the statement that there is a constructive partnership between parents and the school, a pleasing response from the school’s perspective. Parents were provided with a number of statements around their daughter’s learning, an obviously crucial aspect of the school. Again, responses were very positive with the belief from parents that teachers have high expectations of their daughters, that teachers are helping to improve their daughter’s learning, that the feedback they provide assists her in the learning process and that extra help is available to their daughter if needed.

The initiatives of 2015 in regard to communication with parents were positively received - the move to an electronic newsletter and the introduction of the Collaborative Hub @ Loreto Kirribilli (CH@LK), our online, interactive teaching and learning portal, both being regarded well by parents. The surveys of parents revealed some continuing work required as, although parent response was very positive, there were some parents who felt they needed further information about the impact of the school’s Bring Your Own Designated Device (BYODD) program to determine its impact on their daughter’s learning, and further education of parents about the way the school caters for the range of students and its academic enrichment program would appear beneficial. Plans for 2016 to further enhance our partnership with parents, through ongoing learning opportunities and continued development of both our learning support and Gifted and Talented programs, seek to address these areas for improvement.

Overall, parent response was extremely positive, best summed up by the response to the statement, “I am happy with the decision to educate my daughter at Loreto Kirribilli”, which was overwhelmingly positive.

12.2 Student satisfaction

As parents did, students expressed high levels of satisfaction with various aspects of the school. The focus of the follow-up surveys for students was on their learning and wellbeing, with students expressing positive responses to a number of questions in both areas. Students had similar responses to parents in that they felt that their teachers had very high expectations of them, and that their teachers' focus was on encouraging them to be critical in their learning and to be creative and collaborative in their approach to their work. Given its importance in the learning process, it was pleasing to see students comment very positively on the statement that their teachers give them feedback which helps them to learn. Students also felt very confident that that if they needed extra assistance with their work it would be provided by their teachers.

Given that the school is attempting to ensure that the students' learning experiences are high impact, it was pleasing to see that the students responded very positively to the idea that their teachers were trying different approaches to their learning in 2015. The BYODD program received a very positive response from students with very strong response to the statement that the program was helping them in their learning.

Students have a strong sense of security at school, and the Positive Education program is bearing fruit as students very strongly agreed that they are learning to be more positive in their thinking. As parents were happy with their decision to educate their daughters at Loreto, students expressed very strongly their pride in being a student of Loreto Kirribilli.

12.3 Teacher satisfaction

A staff survey completed in December 2015 revealed high levels of satisfaction with various aspects of the school. At a basic level, staff felt that they were well resourced to deliver quality teaching in the classroom, that they can access additional resources if required, and that they had ample opportunities for professional development with a demonstrated commitment from the school to ongoing training and development of staff.

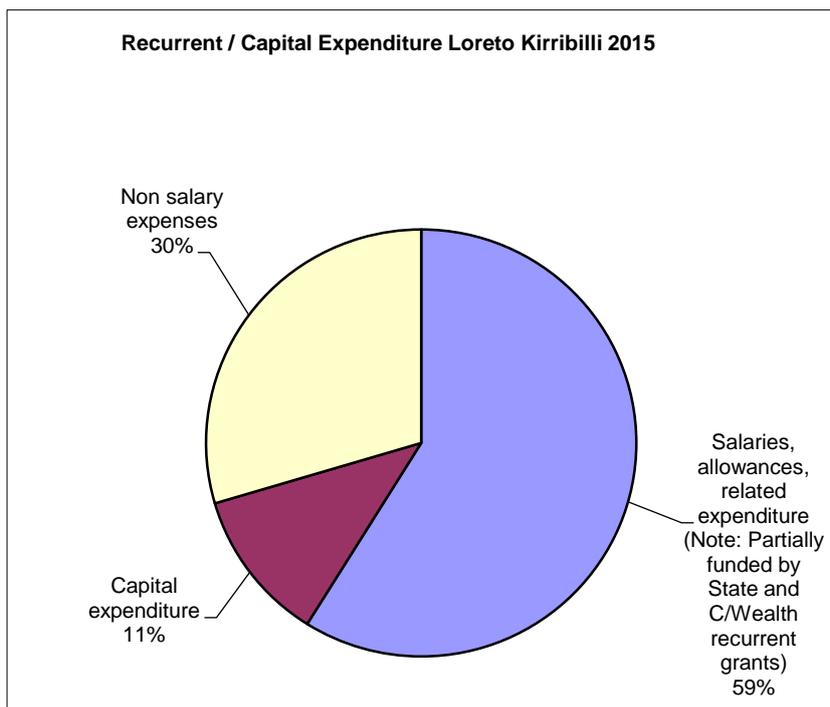
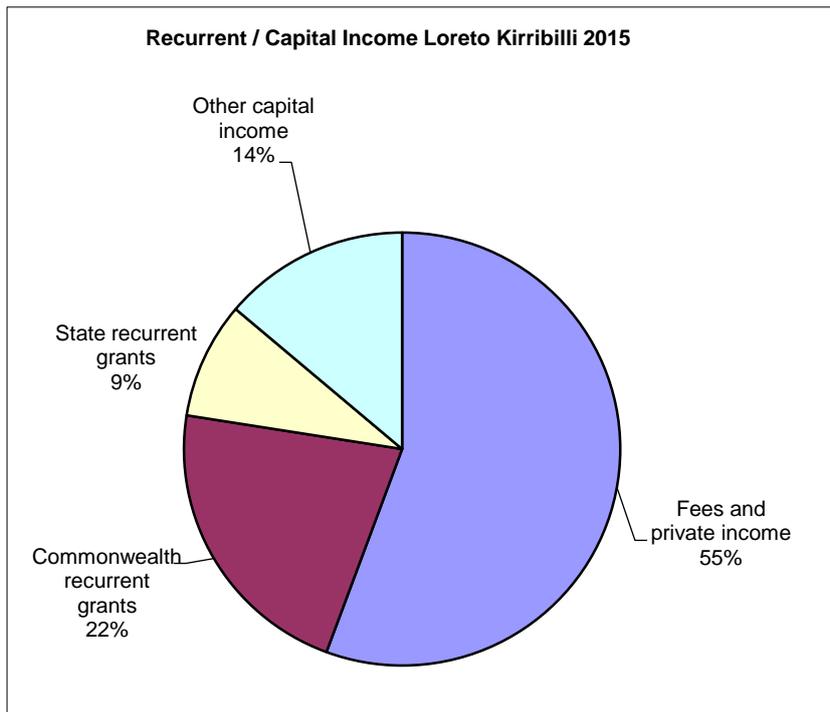
Staff believed that there are clear policies and procedures in place on how work is to be done, that these policies and procedures are efficient and well-designed and maintaining high levels of health and safety is a priority for the school. In addition, staff believed the school makes good use of technology and that the technology is kept up-to-date.

Importantly, staff reported that they were well aware of the vision of the school and the overall strategy senior leaders have in determining the direction of the school. Staff believed that the school is innovative in its approach to achieving its direction, and in the area of change which is required, change is handled well and sensitively.

Staff felt that there are good working relationships within the school, that they have good relationships with their co-workers, and that, while there are high expectations of performance, they are listened to and treated fairly by their leaders.

Staff reported that they strongly believe in the work done by the school and importantly, they felt that the school demonstrates confidence in them, and that it recognises and celebrates their contributions and achievements.

THEME 13: Summary Financial Information



THEME 14: Publication Requirements

As well as being available online, a hard copy of this report can be made available on request to the school.

Conclusion

In 2015 Loreto Kirribilli continued its proud history of providing high quality education for girls.

This information on the 2015 school year is provided to comply with Board of Studies, Teaching and Educational Standards legislation and is accurate to the best of my knowledge.

A handwritten signature in black ink, appearing to read 'A. Dickinson', written in a cursive style.

Mrs Anna Dickinson
Principal

27 June 2016