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

LORETO KIRRIBILLI



2016 ANNUAL REPORT



LORETO KIRRIBILLI
85 Carabella Street Kirribilli NSW 2061

Mrs Anna Dickinson
Principal

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Registered: Kindergarten to Year 12 from 1st January 2014 to 31st
December 2018

Accredited: Years 7 to 12 teaching School Certificate and Higher School
Certificate from 1st January 2014 to 31st 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 2016 at the August census was 1079 with 248 students in Kindergarten-Year 6 and 831 in Years 7-12. This number is indicative of annual enrolment patterns. 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 (now the NSW Education Standards Authority) 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.

Principal's message

2016 saw many wonderful things taking place at Loreto Kirribilli resulting in excellent academic achievements as well as students challenging themselves in the wide range of extra-curricular opportunities available to them. There were also many demonstrations of leadership, service and the living out of our school as a place of faith. This report captures a small part of life at Loreto Kirribilli.

Much of our work revolved around the implementation of our Strategic Plan, Navigating the Future 2015-2018.

Some of the projects for 2016 included:

- Further sharpening our focus on critical thinking, communication, creativity and collaboration
- Further work on an appraisal system
- Years 7-12 Pastoral Review and Sports Review, with outcomes to be implemented in 2017
- Consultation process for Years 7-12 Curriculum Review for planning in 2017 and implementing the outcomes in 2018
- Expansion of our May Day celebrations to a whole Feast Day focussed on social justice initiatives and Mary Ward International priorities.
- School Masterplan and Capital Appeal

Fuller detail of our priorities and actions is found in Theme 10 in the body of this report.

One of the significant projects which arose through the consultation process in the development of our strategic plan, Navigating the Future 2015-2018, was our Pastoral Care Review. Further detail of its intent and scope are provided in Theme 9.

Another significant project was the development of a Masterplan for the school. The purpose of our School Masterplan is to turn clear educational goals into a physical development framework to support the aspirations, vision and needs of our school well into the future. The Masterplan design is

intended to ensure the school's physical environment keeps pace with our vision for girls' education into the future.

While this report provides information about many activities and successes of the school, including our wonderful HSC results, it is not the events that are important, it is how they give life to the values of our school. Our Loreto Kirribilli community believes that the intangibles really matter: verity, justice, sincerity, felicity, freedom of mind and spirit. Our goal is to nurture these qualities in our students to help them develop into mature, well-educated, socially responsible women. Each year we focus on a particular value, bringing it to life through prayer, word, symbol and action.

2016 was a Year of Felicity. We focussed on being people of hope and optimism; joyful, friendly and courteous.

I thank the Loreto Sisters and parents for their support, and all staff for their commitment to supporting and challenging our students to achieve their very best, building their confidence as learners and promoting a life-long love of learning.

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, dance, debating and public speaking. 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 2016 there were approximately 200 student leadership positions from K-12. A spirited House system 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 whose function is also the CEO of the company. 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 School Board in 2016 focused on learning, NAPLAN results, HSC results, staffing issues, student wellbeing, the Strategic Plan 2015-2018 and academic opportunities. The Board is kept aware of Government policies pertaining to education. Overall, there is a good provision of information to Board on the operations of the School and the wellbeing of staff and students in particular. The continued implementation of the Strategic Plan, *Navigating the Future 2014-2018*, occurred during 2016.

While our focus of meetings is on the care and learning of current Loreto students, a significant aspect of Board business was in the development and formulation of a Masterplan to ensure the Sustainability element of our Strategic Plan provides the optimal conditions for learning.

The Board believes that through the continued implementation of the Strategic Plan and with the formulation of the Masterplan in 2016, Loreto Kirribilli is very well positioned to continue its role as a school of excellence meeting the needs of students and setting benchmarks for successful learning.

1.2 Parents and Friends Association (P&F)

2016 was another positive, constructive and successful year for the Loreto Kirribilli Parents and Friends Association.

The Parents and Friends Association plays an intrinsic and vital role in supporting the school to provide an education for Loreto students. Its aims are:

- to build a friendly and welcoming community which seeks to involve all its members;
- to raise funds to provide resources and opportunities for enriching the learning environment of the School; and
- to promote co-operation between parents and friends and the School in its community wide activities.p

Theme

With those objectives in mind, the P&F Theme for 2016 was “Parent Engagement” in recognition of the benefits that flow from an active and engaged partnership between parents and the school. This benefits not only our daughters in terms of their wellbeing and education, but also the Loreto Community generally.

Fundraising objective

The fundraising objective for 2016 was to raise funds to contribute towards the installation of air conditioning in the Senior School. The first phase of the installation of air conditioning is expected to commence in Term 3 of 2017. The P&F is pleased to be able to support the school through its continuing financial support for further improved school facilities. The P&F also supported the schools social justice initiative by raising funds for Mary Ward International with a Golf and Tennis Day.

Loreto's community spirit

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. These events included:

- *Welcome Cocktail Party*
- *Father/Daughter Mass*
- *P&F Luncheon Luncheon*
- *Men in Black - Winter Dinner*
- *Loreto Normanhurst Morning Tea*
- *Spring Fair*
- *Mary Ward International - Golf and Tennis Day*
- *World Teachers' Day*

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, as well as being made aware of and responding to 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. The Senior School SRC plays a vital role in offering suggestions and feedback to the school to ensure the contemporary needs of students are met.

2016 saw the opening of our new Science laboratories complete with writable glass walls and ergonomic furniture. As students we continued to develop new ways of communicating with teachers and working collaboratively with classmates on projects. The school's online communication was further enhanced through our Internet platform, CH@LK for seamless updates and school information.

A Loreto education also allows students the chance 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 both Mary Ward and Mother Gonzaga Barry. In 2016 the SRC contributed significantly in raising funds for Mary Ward International. The introduction of a May Day Feast Day contributed significantly to this project.

THEME 2: Contextual Information about the School

Loreto Kirribilli is a non-academically selective Catholic school. The core values at Loreto Kirribilli draw on the Ignatian spirituality of our foundress, Mary Ward, whose mission was built on the Gospels. Loreto Kirribilli is a comprehensive school where students can flourish academically in an environment in which quality relationships are central. Complementing the academic dimension is a rich religious and liturgical program which nourishes the spiritual formation of our students. A vigorous belief in the capacity of women to contribute to society underpins our extensive student leadership and social justice programs.

In pursuit of a balanced and holistic education our students are engaged in a vast array of extracurricular activities such as Sport, Duke of Edinburgh, Music, Debating and Public Speaking. We endeavour to give to future generations 'wise, lovable and well educated young women' (Mother Gonzaga Barry, 1900).

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 11%) 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 2016, Year 3 and Year 5 students participated in National Assessment Program: Literacy and Numeracy (NAPLAN). Reports showing 2016 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 99% Year 5 students participated in NAPLAN. One child was exempt due to Special Needs. 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 below.

Percentage in top	Year 3	Year 3	Year 5	Year 5
2 bands	Loreto Kirribilli	State	Loreto Kirribilli	State
Reading	86%	52%	71%	37%
Writing	82%	54%	53%	19%
Spelling	79%	54%	61%	33%

Percentage in top 2 bands	Year 3 Loreto Kirribilli	Year 3 State	Year 5 Loreto Kirribilli	Year 5 State
Grammar & Punctuation	75%	53%	80%	41%
Numeracy	68%	39%	48%	30%

Overall, we have an increase in the number achieving in the top two bands for Year 3 in Reading and Spelling and for Year 5 Reading, Writing, Grammar and Punctuation compared to 2015 and previous years.

3.2 Loreto Kirribilli Senior School: Years 7-12

In 2016, our 148 Year 7 students participated in the National Assessment Program: Literacy and Numeracy (NAPLAN). No students were exempted or absent.

For Year 9, 142 students participated in the National Assessment Program: Literacy and Numeracy (NAPLAN). One student was exempted and one student was absent for the Numeracy tests.

Reports showing 2016 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 over page are available from the 'MySchool' web site (link above) and show the school's results for the five domains at each year level for 2016. 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.

Year 3		Year 5		Year 7		Year 9	
Band	Achievement	Band	Achievement	Band	Achievement	Band	Achievement
						10	19% 24% 6%
				9 or above	26% 35% 9%	9	30% 33% 15%
		8 or above	36% 35% 14%	8	35% 29% 18%	8	35% 27% 27%
		7	34% 32% 21%	7	19% 21% 28%	7	12% 14% 29%
6 or above	68% 57% 27%	6	18% 20% 27%	6	18% 12% 27%	6	2% 2% 16%
5	18% 22% 22%	5	7% 9% 21%	5	2% 3% 14%	5 or below	1% 0% 5%
4	7% 12% 21%	4	4% 3% 10%	4 or below	0% 0% 4%		
3	7% 6% 16%	3 or below	0% 1% 5%				
2	0% 2% 8%						
1	0% 0% 3%						
Selected school		Selected school		Selected school		Selected school	
Assessed:	100%	Assessed:	98%	Assessed:	100%	Assessed:	99%
Exempt from test:	0%	Exempt from test:	2%	Exempt from test:	0%	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:	91%
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:	3%

Year 3		Year 5		Year 7		Year 9	
Band	Achievement	Band	Achievement	Band	Achievement	Band	Achievement
						10	9% 11% 3%
				9 or above	12% 13% 4%	9	21% 19% 9%
		8 or above	23% 13% 4%	8	28% 27% 12%	8	36% 34% 20%
		7	29% 25% 13%	7	35% 30% 25%	7	26% 23% 28%
6 or above	39% 35% 16%	6	36% 37% 31%	6	23% 23% 31%	6	6% 10% 23%
5	43% 41% 33%	5	11% 20% 32%	5	1% 6% 18%	5 or below	1% 2% 15%
4	14% 17% 31%	4	0% 3% 13%	4 or below	0% 1% 9%		
3	4% 4% 12%	3 or below	0% 1% 5%				
2	0% 1% 4%						
1	0% 0% 2%						
Selected school		Selected school		Selected school		Selected school	
Assessed:	100%	Assessed:	98%	Assessed:	100%	Assessed:	99%
Exempt from test:	0%	Exempt from test:	2%	Exempt from test:	0%	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:	2%	Absent from test:	3%	Absent from test:	3%	Absent from test:	6%
Withdrawn from test:	3%	Withdrawn from test:	2%	Withdrawn from test:	2%	Withdrawn from test:	3%

Domain		Spelling		Submit			
Year 3		Year 5		Year 7		Year 9	
Band	Achievement	Band	Achievement	Band	Achievement	Band	Achievement
						10	12% 20% 7%
				9 or above	21% 28% 10%	9	24% 29% 15%
		8 or above	35% 27% 11%	8	34% 28% 18%	8	48% 30% 27%
		7	25% 24% 19%	7	32% 27% 28%	7	12% 15% 27%
6 or above	39% 46% 24%	6	31% 32% 28%	6	11% 12% 24%	6	3% 4% 15%
5	39% 29% 22%	5	7% 13% 23%	5	3% 4% 12%	5 or below	1% 1% 8%
4	14% 16% 24%	4	0% 3% 12%	4 or below	0% 1% 5%		
3	7% 5% 16%	3 or below	0% 1% 6%				
2	0% 2% 8%						
1	0% 0% 4%						
Selected school		Selected school		Selected school		Selected school	
Assessed:	100%	Assessed:	96%	Assessed:	100%	Assessed:	99%
Exempt from test:	0%	Exempt from test:	2%	Exempt from test:	0%	Exempt from test:	1%
Participated in test:	100%	Participated in test:	98%	Participated in test:	100%	Participated in test:	100%
Absent from test:	0%	Absent from test:	2%	Absent from test:	0%	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:	3%

Year 3		Year 5		Year 7		Year 9	
Band	Achievement	Band	Achievement	Band	Achievement	Band	Achievement
						10	20% 24% 4%
				9 or above	32% 38% 10%	9	23% 25% 12%
		8 or above	53% 42% 16%	8	28% 23% 17%	8	29% 26% 25%
		7	25% 24% 20%	7	28% 25% 26%	7	20% 19% 30%
6 or above	64% 61% 31%	6	15% 20% 26%	6	8% 9% 25%	6	6% 5% 20%
5	11% 20% 21%	5	4% 9% 21%	5	2% 4% 14%	5 or below	1% 1% 8%
4	18% 10% 21%	4	2% 3% 10%	4 or below	1% 1% 6%		
3	7% 8% 15%	3 or below	0% 1% 5%				
2	0% 1% 7%						
1	0% 0% 3%						
Selected school		Selected school		Selected school		Selected school	
Assessed:	100%	Assessed:	96%	Assessed:	100%	Assessed:	99%
Exempt from test:	0%	Exempt from test:	2%	Exempt from test:	0%	Exempt from test:	1%
Participated in test:	100%	Participated in test:	98%	Participated in test:	100%	Participated in test:	100%
Absent from test:	0%	Absent from test:	2%	Absent from test:	0%	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:	3%

Domain		Numeracy		Submit			
Year 3		Year 5		Year 7		Year 9	
Band	Achievement	Band	Achievement	Band	Achievement	Band	Achievement
						10	20% 35% 8%
				9 or above	18% 42% 12%	9	30% 29% 14%
		8 or above	27% 36% 11%	8	32% 27% 19%	8	33% 25% 27%
		7	20% 24% 18%	7	35% 23% 29%	7	14% 9% 31%
6 or above	46% 45% 15%	6	36% 25% 28%	6	14% 6% 24%	6	1% 2% 15%
5	21% 24% 21%	5	11% 12% 25%	5	1% 2% 12%	5 or below	1% 0% 3%
4	25% 18% 27%	4	4% 2% 13%	4 or below	0% 0% 3%		
3	7% 10% 22%	3 or below	0% 0% 4%				
2	0% 2% 11%						
1	0% 0% 3%						
Selected school		Selected school		Selected school		Selected school	
Assessed:	100%	Assessed:	98%	Assessed:	100%	Assessed:	99%
Exempt from test:	0%	Exempt from test:	2%	Exempt from test:	0%	Exempt from test:	1%
Participated in test:	100%	Participated in test:	98%	Participated in test:	100%	Participated in test:	99%
Absent from test:	0%	Absent from test:	2%	Absent from test:	0%	Absent from test:	1%
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:	3%

THEME 4: Senior Secondary Outcomes

4.1 Record of Student Achievement Years 10 and 11

In 2016 130 Year 11 students and 136 Year 10 students received a Record of School Achievement (RoSA), including Life Skills Records of Achievement. This was 100% of the cohort in both Year groups.

4.2 Higher School Certificate

In 2016 133 students sat for the NSW Higher School Certificate in 33 courses at Loreto Kirribilli. One student completed a Life Skills pattern of study that included Retail Baking with TAFE; one student completed the one unit Intensive Studio Practice course at the National Art School; and one student completed Dance through Bradfield College. Twelve students were accelerated in the Mathematics two unit course. Eleven students completed 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 2016 school year, eleven students (8%) 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 and 2015. Most of these students sat for the HSC Examination of the Category B TAFE course.

The Class of 2016 produced thirteen NSW HSC All-Rounders, with nine 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.

Of the cohort, 129 students were eligible for an ATAR. The top ATAR achieved was 99.75 and it was shared by two students. The Class of 2016 had 16% gaining an ATAR score over 97 and 50% 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 102 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. It also shows the percentage of students at Loreto Kirribilli who received a Bands 1-2 or E1.

Table 1: 2016 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%	58%	0%
Biology	35	91%	65%	0%
Business Studies	47	87%	64%	0%
Chemistry	28	93%	73%	0%
Design & Technology	7	100%	64%	0%
Drama	13	100%	82%	0%
Economics	19	95%	74%	0%

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
English Standard	38	95%	50%	0%
English Advanced	95	100%	90%	0%
English Extension 1	23	100%	100%	0%
English Extension 2	4	100%	100%	0%
Food Technology	9	89%	59%	0%
French Continuers	7	100%	89%	0%
French Extension	3	100%	100%	0%
Geography	33	97%	70%	0%
History Extension	11	100%	98%	0%
Italian Continuers	12	92%	75%	0%
Italian Extension	7	100%	100%	0%
Legal Studies	32	100%	70%	0%
Mathematics General 2	55	87%	52%	0%
Mathematics	72	99%	76%	0%
Mathematics Ext 1	45	100%	97%	0%
Mathematics Ext 2	7	100%	98%	0%
Modern History	20	95%	72%	0%
Music 1	6	100%	88%	0%
Music 2	2	100%	100%	0%
Music Extension	3	100%	94%	0%
PDHPE	22	95%	62%	0%
Physics	6	83%	66%	0%
Studies of Religion 1	99	100%	76%	0%
Studies of Religion 2	34	94%	72%	0%
Visual Arts	27	100%	87%	0%

The following table shows 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). The table also 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 2016 as a percentage.

Table 2: 2016 HSC results

Course	2016 Band 5-6 E3-E4 Loreto Kirribilli	2016 Band 5-6 E3-E4 NSW
Ancient History	100%	31%
Biology	77%	35%
Business Studies	68%	34%
Chemistry	50%	41%
Design and Technology	100%	41%
Drama	92%	43%
Economics	79%	45%
English Standard	50%	13%
English Advanced	95%	62%
English Extension 1	100%	95%
English Extension 2	100%	79%
Food Technology	78%	29%
French Continuers	100%	65%
French Extension	100%	89%
Geography	70%	41%
History Extension	100%	81%
Italian Continuers	92%	58%
Italian Extension	100%	98%
Legal Studies	87%	42%
Mathematics General 2	71%	26%
Mathematics	75%	52%
Mathematics Extension 1	73%	79%
Mathematics Extension 2	86%	85%
Modern History	75%	41%
Music 1	100%	62%
Music 2	100%	90%
Music Extension	100%	94%
PDHPE	73%	34%
Physics	33%	30%
Studies of Religion 1	87%	50%
Studies of Religion 2	88%	48%
Visual Arts	96%	54%

Table 3 shows a longitudinal comparison of student achievement in Bands 5-6 or E3-4 results as a percentage from 2013 to 2016 at Loreto Kirribilli.

Table 3: HSC results

Course	Combination of Band 5-6 and E3-E4 results as a percentage			
	2016 Loreto Kirribilli	2015 Loreto Kirribilli	2014 Loreto Kirribilli	2013 Loreto Kirribilli
Ancient History	100%	87%	78%	86%
Biology	77%	48%	52%	69%
Business Studies	68%	79%	77%	86%
Chemistry	50%	38%	71%	88%
Design and Technology	100%	94%	75%	100%
Drama	92%	67%	95%	86%
Economics	79%	70%	75%	67%
English Advanced	95%	87%	94%	89%
English Extension 1	100%	100%	100%	100%
English Extension 2	100%	100%	100%	86%
English Standard	50%	41%	49%	61%
Food Technology	78%	82%	75%	83%
French Continuers	100%	67%	86%	n/a
French Extension	100%	n/a	100%	n/a
Geography	70%	60%	100%	82%
History Extension	100%	100%	100%	100%
Hospitality Examination *	91%	80%	82%	95%
Italian Continuers	92%	90%	83%	100%
Italian Extension	100%	100%	100%	100%
Legal Studies	87%	85%	79%	88%
Mathematics General 2	71%	65%	73%	63%
Mathematics	75%	62%	90%	72%
Mathematics Extension 1	73%	97%	100%	95%
Mathematics Extension 2	86%	100%	100%	83%
Modern History	75%	96%	94%	82%
Music 1	100%	100%	100%	100%
Music 2	100%	100%	n/a	100%
Music Extension	100%	100%	n/a	100%
PDHPE	73%	50%	72%	57%
Physics	33%	0%	38%	48%
Studies of Religion 1	87%	84%	86%	87%
Studies of Religion 2	88%	95%	94%	85%
Visual Arts	96%	100%	100%	100%

The Band 5/6 and E3/E4 results for the Class of 2016 are largely in line with trends over recent years.

* The Hospitality results are a result of a co-teaching arrangement with the Northern Sydney Institute (Northern Beaches TAFE campus). The students are formally enrolled with Northern Sydney Institute.

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	109
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

Teacher numbers are included on the My School website.

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

5.2 Junior School Professional Development

The 2016 K-12 goal was to **Deepen and integrate into daily practice students' skills in critical thinking, communication, creativity and collaboration**. The specific focus for the Junior School was to provide opportunities for students to use and develop their imagination to create new and original ideas.

It was decided to incorporate all 4C's (Communication, Critical Thinking, Collaboration and Creativity), with a specific focus on creativity because it naturally progressed on from last year.

Teachers provided opportunities for students to use their imagination and become more willing to step outside comfort zones and take risks.

The implementation of this goal saw students engaging in a creative process through collaboration with peers, critical thinking and being confident to communicate new and original ideas in a variety of modes.

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

The learning agenda for 2016 included staff participating in the following professional development sessions:

- English: Language, Literature & Literacy in Kindergarten, Power of Picture Books, Soundwaves Spelling Master Class, Moni-Lit Spelling and Reading, Planning and Assessing with Visual Texts, Literature and Quality Texts, 7 Steps to Writing Success
- Mathematics: Mathematics Association Conference, Teaching Mathematics in the Primary Classroom, Maths Problem Solving and Reasoning, Working Mathematically K-2
- Teaching History K- 6, Geography K-6 Familiarisation Online

- Music: Doug Goodkin, The Orff Process, Orff Schulwerk Association, Neuropedagogy and Music, Music Teacher was involved in the National Mentoring Program and worked with staff in the Riverina district
- P.E.: Creative Bend 'n' Stretch, the Principles of Purposeful Programming
- Pedagogy: Mind Brain EduConference, Learning to Learn, Building Capability for Critical and Creative Thinking, Music, ACE Creating a Culture of Thinking, Thinking for Learning, AIS Primary Curriculum Conference, AIS Education Research Symposium, STEM:A Powerful Context for Learning, Creativity in the Primary Classroom
- Academic Support: Gifted Education Research Forum, ICTE NSW Conference, Students with a Disability, AAEGT Gifted Conference
- Pastoral Care: Positive Education (P.E.S.A.) Conference, Dr Judith Locke 'Bonsai parenting' and Raising Confident Capable and Resilient Women, Institute for Positive Psychology and Education, Child Protection and Discrimination Online, Harassment and Bullying Online
- Phase One, Two, Three Growth Coaching, Growth Coaching with Jason Pascoe
- Teacher Accreditation: NSW Accreditation at Proficient Teacher, Professional Excellence, Highly Accomplished Teacher Accreditation, Creating Experienced Teacher Portfolio, One teacher was on the AIS Experienced Teacher Standards-Based Pathway Assessment Panel,
- St. John's First Aid Course
- Two staff won the School Board Teacher Scholarship for 2016 and participated in the following Professional Development: Summer Institute at High Tech High, Project-Based Learning K-6, San Diego, USA and ISTE 2016 Conference, Denver, USA
- ICT: Ed Tech Sydney Summit Google, Cyber Safety with Leoni Smith, Coding Conference, Eric Pinkerton CSIRO, Cyber Safety for Staff, iPads in Action English K-6, Introductory Robotics Workshop Coding, Digital Tech Conference – The Bigger Picture and STEM Symposium
- LOTE: Differentiated Teaching and Learning Materials for Chinese Language Classes
- School Choir Workshops
- Debating Workshops
- SMART Start – Drug and Alcohol Awareness
- Education Law Masterclass

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 2016.

All teaching staff participated in professional learning throughout the course of the year which was focused on the school learning goal: **Deepen and integrate into daily practice students' skills in critical thinking, communication, creativity and collaboration.**

This goal was also a focus of the Professional Learning Teams which are organised to provide teachers with support and development in achieving their identified individual goals in a K-12 cross-curriculum structure. The professional learning which takes place in these teams also aligns with the work that teachers do as part of their annual teacher appraisal process. Individuals and small groups of teachers additionally pursued learning opportunities specific to their needs, particularly within the contexts of

ongoing Australian Curriculum and NSW syllabus changes, explorations in STEM and a range of pedagogical approaches including Project Based Learning and Visible Learning.

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

Description of the Professional Learning Activity	Approximate number of teachers participating
Tanya Hanouch Learning for the Future – using the NMC Horizon Report as a framework, teachers were given the opportunity to consider the changing worlds of work and learning and the ways in which technology might be used to better facilitate both.	109
Dr Judith Locke- presentation to all teachers on the impact of parenting styles on young people and the role of educators.	109
Professional Learning Teams – as part of this year’s K-12 learning goal, all teachers also participated in a workshop with Professor Michael Anderson and Dr Miranda Jefferson on Creativity.	109
Training in iWise – provided knowledge of and training in the use of the school’s new student management system	109
Spirituality Day. The day was introduced by Rachel McLoughlin, followed by a plenary by Martin Scroope, then elective workshops on topics including Christian meditation, Marian devotion and spirituality through art. The day provided an opportunity for all staff to consider and experience different ways of praying.	109
The first of two days of GROWTH coaching training was facilitated in November. This was part of our preparation for the new Senior School pastoral structure, which includes the provision of coaching for every student. It is also an integral element of our ongoing development of a coaching culture within the whole school to enhance staff appraisal processes and outcomes.	35

Description of the Professional Learning Activity	Approximate number of teachers participating
All Executive and teachers responsible for teacher appraisal took part in a workshop on establishing and conducting lesson observations.	30
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.	109
Annual updates – all teachers participated in annual updates and refresher training on Anaphylaxis and fire safety. All teachers completed online training modules in Child Protection and Discrimination, Harassment & Bullying.	109
Strategic Plan Goal Development and Setting-enabled teachers to evaluate and reflect on the identified school goal for 2016, 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 2017.	109

THEME 6: Workforce Composition

School Staff 2016	
Teaching Staff	109
Full-time Equivalent Teaching Staff	100.9
Non-teaching staff	70
Full-time equivalent non-teaching staff	55.4

Loreto Kirribilli does not currently employ any staff identifying as indigenous.

Workforce composition can be found on the My School website.

<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	98%
Year 3	95%
Year 4	95%
Year 5	95%
Year 6	95%
Year 7	94%
Year 8	94%
Year 9	94%
Year 10	92%
Year 11	96%
Year 12	97%
Whole school attendance	95%

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 Wellbeing 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

97% of the Year 10 2014 cohort completed Year 12 at Loreto in 2016. Only four students left the cohort, two of whom moved overseas.

7.3 Post-School Destinations

Institutions and pathways for further study selected by the 2016 cohort and cohorts of previous years can be represented in the table shown over page:

Table: Post-School Destinations

Post-School Destination	2013 cohort (Tertiary students in or after 2014)	2014 cohort (Tertiary students in or after 2015)	2015 cohort (Tertiary students in or after 2016)	2016 cohort (Tertiary students in or after 2017)
Australian Catholic University	4.7%	4.7%	8.5%	6.4%
Australian National University	2.3%	3.1%	7.0%	3.2%
Charles Sturt University	1.6%	3.1%	1.6%	1.6%
Griffith University	0%	0%	0.8%	0%
La Trobe University	0%	0.8%	0%	0%
Macquarie University	6.3%	11.8%	14.7%	10%
University of Melbourne	1.6%	0%	0%	0%
Notre Dame University	1.6%	3.9%	2.3%	0.8%
University of Newcastle	0%	0%	0%	0%
Southern Cross University	0%	0%	0%	0%
University of New England	0%	0%	0%	0%
University of New South Wales	9.4%	19.7%	17.1%	17.6%
University of Sydney	31.3%	26.8%	21.7%	32.8%
University of Technology Sydney	35.2%	18.9%	20.9%	24.8%
University of Tasmania	0%	0.8%	0%	0%
Western Sydney University	0%	0%	0.8%	1.6%
University of Wollongong	0%	0.8%	2.3%	0.8%
Apprenticeship / Traineeships	0%	0.8%	0%	0%
Cadetships / Scholarships	1.6%	0.8%	0%	2.4%
Pathways at universities	0%	0.8%	0.8%	0%
Private Colleges	1.6%	1.6%	0.8%	0.8%
TAFE	1.6%	1.6%	0%	0%
Working fulltime	0%	0%	0%	0%
University in UK	0.8%	0%	0.8%	0%
University in USA	1.6%	1.5%	0%	0%
GAP		16.54%	21.7%	11.2%

Courses of study selected by the 2016 cohort and cohorts of previous years can be represented in the table shown over page:

Note: 19% of all students from the 2016 HSC cohort enrolled in tertiary courses are undertaking combined degrees.

Table: Courses of Study

Courses of Study	2013 cohort (Tertiary students in or after 2014)	2014 cohort (Tertiary students in or after 2015)	2015 cohort (Tertiary students in or after 2016)	2016 cohort (Tertiary students in or after 2017)
Agriculture	1.9%	0%	0%	0%
Arts (Social Sciences, Political science, Global Studies, International Studies, Counselling)	13.8%	17.1%	18%	22.6%
Business	32.7%	23.8%	24%	21.2%
Built Environment (Planning, Architecture, Property Economics)	1.9%	2.4%	1%	2.1%
Creative Arts (Fine Arts, Performing Arts, Music)	1.3%	1.2%	6%	3.4%
Communication (Journalism, Public Relations, Media)	5.7%	10.4%	11%	10.3%
Design (Fashion, Visual Communications, Design, Design Computing, Interior)	4.4%	3.0%	3%	2.1%
Education (Teaching)	5.0%	1.8%	3%	3.4%
Engineering	1.3%	4.9%	2%	4.8%
Health	8.2%	14.0%	13%	12.3%
Information Technology	0%	1.2%	0%	0.7%
Laws	6.3%	7.9%	7%	3.4%
Science (including Medical and Vet)	10.7%	12.2%	14%	13.7%

Some Conclusions:

- There was a change in the percentage of our students who are undertaking combined degrees suggesting that more students from the Class of 2016 were pursuing more generalist undergraduate studies, perhaps with the expectation of more vocational postgraduate studies.
- There was an increase in Engineering and Arts degrees which reflected the interests of this cohort.

- 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.
- 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 2016 was 1079. 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 \$3,500.00 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.

It is the responsibility of prospective parents to inform the school of a change of address the year of entry for their daughter. Failure to do so may result in losing your place on our Waiting List.

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 2016 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 2016. In the Senior School, leadership of this program rests with the Director of Student Wellbeing, supported by Year Coordinators and Homeroom Teachers. In the Junior School the Head of the Junior School leads the Pastoral Program.

In 2016 the Senior School 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.

A significant exercise in 2016 was a review of our pastoral care structures. The rich set of information which was captured during the strategic planning process identified areas to be explored such as the need for a Pastoral Care review. This review included a significant exploratory and research phase with ongoing engagement and consultation.

The extensive research phase included exploring successful pastoral practices in other schools, seeking expert advice and engaging in literature reviews on the topic. Our intent is to evolve the best of our current pastoral care structures and processes to ensure that both the learning and the wellbeing needs of each child are being met now and into the future. This will be implemented in 2017.

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 text of the school's anti-bullying policy is found in the student diary and the staff handbook and 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, and no change was made to these processes in 2016:

- The Parent Handbook in 2016 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 2016 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

2016 saw the continuation of implementation of priorities and actions of the Strategic Plan.

Achievement of priorities identified in the school's 2015 Annual Report

Area	2016 Priorities	Achievements in 2016
Teaching and Learning	<p>Monitor and evaluate continually the impact of Loreto Kirribilli's 21st Century Learning Principles (LKLP) to ensure they are embedded in our practice.</p> <p>Offer high impact learning experiences to engage, support and challenge every student. Use discerning and engaging approaches to assessment, feedback and reporting to enhance students' learning.</p> <p>Monitor, track and record curricular and co-curricular learning to promote the intellectual, personal and spiritual growth of every student.</p> <p>Deploy effective structures and processes to ensure that the learning and well-being needs of each child are being met.</p>	<p>All class programs now demonstrate evidence of one or more of the 4Cs (Communication, Critical Thinking, Collaboration and Creativity) being explicitly taught. Sharing of professional learning and practice are embedded in the school's culture and processes.</p> <p>All teachers have responded to the learning needs of students by using student learning data, pre-testing methods and differentiation.</p> <p>Targeted professional learning has enabled achievements in each faculty or area's specific goals.</p> <p>The first two phases of the Senior School curriculum review were completed to review the School's pedagogical approach and some Stage 5 elective offerings.</p> <p>A Certificate of Recognition was developed and piloted to provide annual recognition of Senior School students' curricular and co-curricular activities.</p> <p>The Senior School pastoral review was completed and ready for full implementation at the commencement of 2017.</p> <p>Loreto Senior School is working regularly with ACU to collect, analyse and respond to data in support of our student wellbeing.</p>

Area	2016 Priorities	Achievements in 2016
	<p>Implement appraisal, performance development and teacher accreditation to facilitate staff growth, progression and performance.</p>	<p>All staff are now involved in a professional appraisal process.</p>
<p>The Loreto Community</p>	<p>Employ effective policies, programs, practices and behaviours to realise the school's mission, vision and values.</p> <p>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.</p> <p>Work closely with parents to develop their understanding of contemporary learning skills and approaches that help to meet the learning needs of their children.</p> <p>Develop productive relationships with outside organisations to engage the wider community in support of the school.</p>	<p>Adoption of a risk management and compliance framework to support the ongoing development and communication of school policies and procedures.</p> <p>A program of engagement for all community stakeholders was offered, including a Staff Spirituality Day, Community Reflection Day and a number of discrete programs and experiences for students including participation in World Youth Day.</p> <p>Parents were given further opportunities to improve their knowledge and understanding of aspects of student learning and parenting – focus areas included cyber safety, parenting, alcohol and drug education and use of technology.</p> <p>We continued our Mentoring Program in the Junior School, incorporating volunteers from the CSIRO in Mathematics, Science and IT working with students. We also have volunteers in our Mentor Program from both the Universities of Sydney and NSW. Our partnership with ACU regarding student wellbeing data collection and analysis also continued, providing valuable information for the development of pastoral and learning programs.</p>
<p>Sustainability</p>	<p>Develop business, communication and administration processes to improve their performance and effectiveness.</p> <p>Review and enhance the ICT infrastructure to improve its effectiveness, particularly in relation to student learning.</p> <p>Promote financial, environmental and corporate sustainability to ensure our successful performance in the long term.</p>	<p>A new student information management system, iWise, was implemented successfully across the school including staff training and role restructures.</p> <p>Work on the ICT Strategic Plan commenced.</p> <p>Energy efficient upgrades have been implemented around the School.</p>

Area	2016 Priorities	Achievements in 2016
	Put into action a Masterplan to enhance our building and facilities.	A successful and viable Masterplan was developed and was endorsed by the School Board and Loreto Ministries Limited Board prior to planned Community Consultation in early 2017.

Themes and priorities identified for 2017

Themes	2017 Priorities
Teaching & Learning	<p>Further develop the use of innovative learning spaces throughout the school to enrich learning.</p> <p>Continue to build the capacity of teachers to effectively differentiate the curriculum utilising the Gifted & Talented staff for Professional Development support.</p> <p>Implement and evaluate the effectiveness of a targeted literacy program for Stage 5.</p> <p>Consult on the development of a Senior School Awards ceremony and awards criteria.</p> <p>Review assessment, feedback and reporting procedures in the Senior School and plan for implementation of a revised model which is in line with Loreto Kirribilli Learning Principles.</p> <p>Continue to embed the Wellbeing Framework within the new pastoral structure by building the capacity of teachers and leaders in coaching .</p> <p>Finalise and continue to embed the curriculum review recommendations.</p> <p>Continue to develop and evaluate the staff appraisal process.</p>
The Loreto Community	<p>Utilise a compliance and risk management platform for reporting.</p> <p>Engage in an external audit for WHS and the adoption of the privacy laws.</p> <p>Continue to review and communicate policies and procedures as required and to ensure they articulate Loreto Kirribilli mission, vision and values.</p> <p>Review and restructure student leadership in the Senior School to align it with the new pastoral structure.</p> <p>Evaluate the current staff, student and ex-student spirituality program and implement any changes required.</p> <p>Conduct a comprehensive review of current and future experiential and service learning opportunities with a view to enhancing student resilience and participation.</p> <p>Build on previous parent education programs.</p> <p>Continue to engage parents in the development of the Masterplan to develop their understanding of effective contemporary teaching and learning.</p>

Themes	2017 Priorities
Sustainability	<p>Continue the implementation of school and student administration packages to enhance the ability for staff and parents to access and share information.</p> <p>Implement a Human Resources package to further streamline administrative procedures.</p> <p>Investigate additional opportunities for increasing administrative efficiency and sustainability such as the expanded use of Laserfiche.</p> <p>Monitor the realigned support staff roles and evaluate their effectiveness.</p> <p>Develop and implement an ICT Strategic Plan.</p> <p>Complete a comprehensive community consultation process for the school's Masterplan and launch the Loreto Kirribilli Capital appeal in support of the plan.</p> <p>Continue to review energy usage and implement measures to conserve energy including monitoring switches, lighting, heating and cooling.</p>

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 2016, Loreto Kirribilli fundraised for Caritas Australia's Project Compassion Appeal. The Mission for Justice Program in the Senior School was celebrated by a 'Mission Day'. During the day of celebration the students raise awareness at a student-led assembly and liturgy and engaged the rest of the school body in fundraising activities.

Guest speakers visited to discuss and educate about the issues associated with the 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 2016 the Mary Ward International Australia sponsored Pre-primary school in Timor Leste was the nominated fundraising focus. 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 2016.

- **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. See below for further detail on our May Day mission activity.
- **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 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 each week 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.

Student2Student: Students from Year 7 to 11 participated in the Student2Student (peer mentoring literacy program). Through the Smith Family students are matched up with students in Years 2-8, in disadvantaged communities. With their buddy students they read together for 20 minutes, three times a week. Students are provided with book packs and OPTUS provide mobile phones, to facilitate the reading over an 18 week period. Many of the students are up to four years behind in their reading at program commencement. Post program, 95% of participants improve with 59% demonstrating reading age gains of eight months or more. Please see <https://www.thesmithfamily.com.au/what-we-do/our-work/at-school/early-years-and-primary/student2student> for further information.

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 who were provided 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 2016, 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.

Mary Ward International Australia Appeal: Mary Ward International Australia 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, Caroline O'Hare APM Chief Inspector Commander, Executive Support Unit Counter Terrorism & Special Tactics Command, of the NSW Police Service 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' College Riverview, St Vincent's College Potts Point, 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 13th consecutive year and has a particular emphasis on servant leadership.

Leading the Senior School are 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 2016 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.

Our prayer and liturgies, of course, celebrated our history as a Loreto school with their focus on days special in the IBVM calendar. In particular in 2016 there was a significant focus on our year of Felicity, highlighted by our inaugural May Day mission activities following our K-12 liturgy. An important aspect of this day was raising money for our sister school in Gar-uai, Timor Leste.

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. 2016 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

Staff satisfaction was determined through an externally administered survey to conclude the school year. Parent and student satisfaction has been primarily measured by targeted surveys on particular aspects of school life as well as informal feedback sought.

12.1 Parent satisfaction

Parent satisfaction with Loreto Kirribilli has been gauged in a number of different ways. A survey of Year 7 parents to determine how their daughters were settling in to life as a Year 7 student at Loreto

identified high levels of inclusion and involvement, with parents regularly accessing the newsletter, CH@LK and all attending Information Nights and Parent Teacher meetings. It was pleasing to see that parents felt strongly that one or more teachers knew their daughter well and that she has settled comfortably into Year 7. All parents were invited to a presentation by Dr Judith Locke on 2 May 2016. An evaluation strongly indicated appreciation for the school's provisions for parent education. A new booking system for parent teacher meetings in the Senior School has been very favourably received, with parents commenting on its increased ease of use and flexibility.

Parents also took part in targeted surveys about sport offerings in the school and about the school uniform. While there were some suggestions for expanding the range of sports offered, parents were more than happy with the extent of the sporting program and its quality. They also felt the standard of uniform of students was very good and the school uniform attractive and worn with pride by the students.

12.2 Student satisfaction

Students responded to several targeted surveys which sought to determine satisfaction with particular areas of the school. One was part of the school's investigation of its curriculum offerings. While not intended to gauge levels of satisfaction, when students in Years 9, 10 and 11, the target group, were surveyed about the curriculum offerings available to them, they indicated that they valued the level of choice they had, although they would be happy with even more choice.

While students indicated that they relied on a range of sources in choosing their elective subjects for Years 9 and 10, the Information Night held in Year 8 was seen as a very valuable resource by the great majority of students.

Students also completed surveys conducted on the school uniform and the range and quality of the Loreto sporting program. Students were asked about aspects of the school uniform they liked and disliked. Although there were some suggestions for improvement, the very strong response was that students felt the uniform to be attractive and that they were proud to wear it. In the sports survey, while there was some suggestion for the addition of sports, students expressed strong satisfaction with the range of sports on offer and the quality of their administration and coaching. One of the sports suggested has been added to the program, the other did not receive support as an addition in a follow-up survey with only a very small number of students (and parents) expressing their desire to take up the sport.

The most important consultation process with students was in our assessment of our pastoral care program and proposals to enhance it. This measure of student satisfaction resulted in some common themes such as students having continuity of staff contact from year to year and to being able to strengthen ties with their peers in a horizontal fashion, across year groups. At the same time, our Drama, Music and Dance Festivals, House-based activities and Big Sister/Little Sister peer support program have provided examples of highly successful experiences of vertical group integration and recognised as such by the students. Our pastoral care structure in 2017 will reflect the desires of students, building on already positive aspects and incorporating new structures.

12.3 Teacher satisfaction

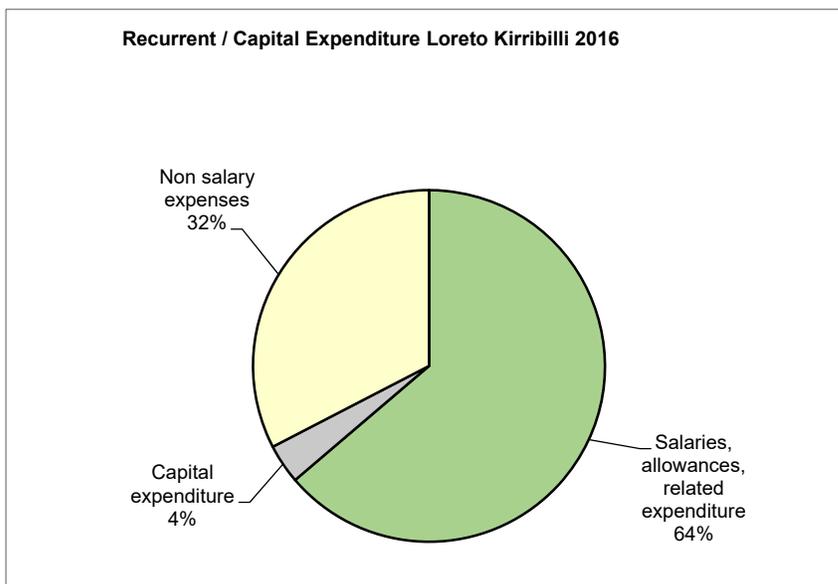
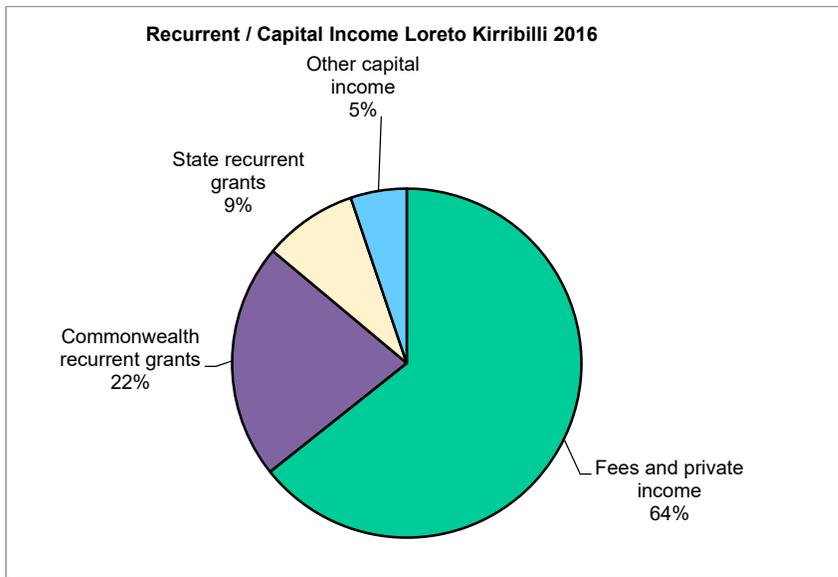
Staff satisfaction has been principally measured through participation in an externally administered December 2016 survey where staff reflected on the year. As in previous years, it is pleasing to see a very high level of satisfaction with very many aspects of teaching at Loreto Kirribilli. The staff at Loreto are highly motivated and believe a high degree of team work characterises their employment. There is very strong commitment to the school, its values and ethos, and very high job satisfaction. Staff expressed great satisfaction in the resources provided to them to ensure that they are able to work to

the best of their ability, particularly in the area of technology, and also felt that if the resource was not available to them, it would be readily provided.

While staff responded that they felt high standards of performance were expected of them, they believed that they were strongly supported in achieving this. Staff feel well supported by their peers, feeling that they were very capable, productive and worked efficiently and productively. They also felt that they were recognised for their achievements and acknowledged for them. Leadership by the School Executive and coordinators was very positively viewed with teachers expressing confidence in their abilities, believing they were listened to and informed about school matters.

As a summative measure of staff satisfaction, teachers were virtually unanimous in their positive response to the statement that they were willing to put in extra effort for the school and that they were proud to tell others that they teach at Loreto Kirribilli.

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

I once again thank all who have contributed to making 2016 the successful and fulfilling year it has been at Loreto Kirribilli.

This information on the 2016 school year is provided to comply with Board of Studies, Teaching and Educational Standards (now NSW Education Standards Authority) legislation and is accurate to the best of my knowledge.



Mrs Anna Dickinson
Principal

27 June 2017