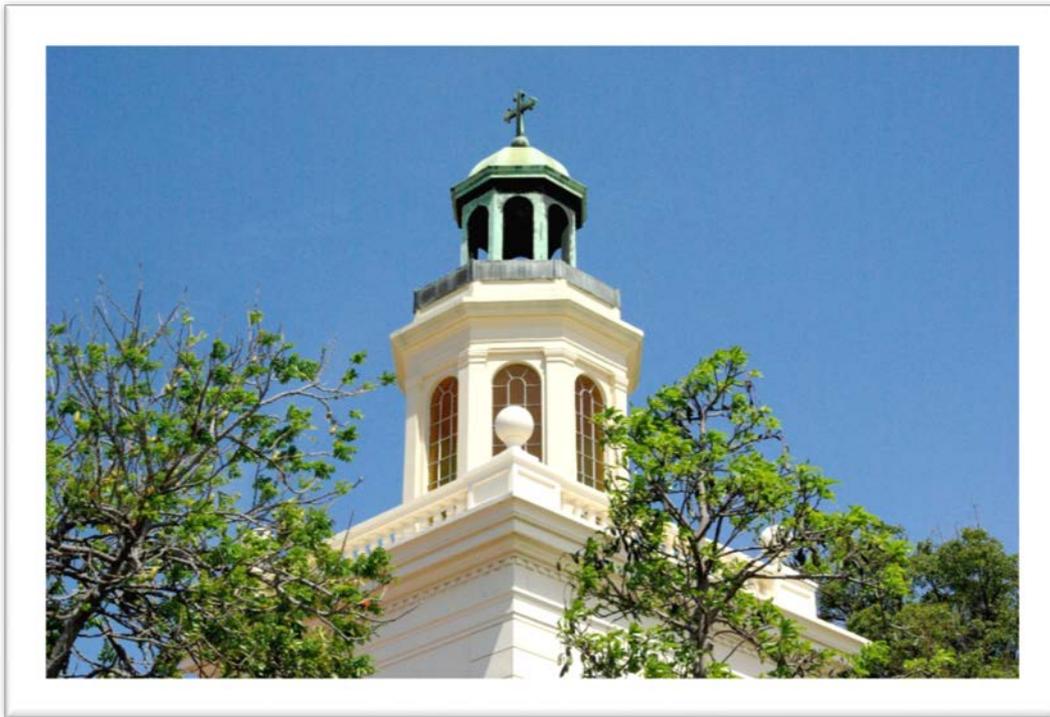

• justice • sincerity • verity • felicity • freedom • justice • sincerity • verity • felicity • freedom •

LORETO KIRRIBILLI



2017 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. 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 2017 at the August census was 1095.8 with 249 students in Kindergarten-Year 6 and 846.8 in Years 7-12, with one student undertaking studies part-time. 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 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

Loreto Kirribilli fosters in our students the desire to ***be seekers of truth and doers of justice***. Leadership, service and a spirit of gratitude creates a learning environment where students are challenged to make a positive difference in the world. During 2017 students were encouraged to embrace a growth mindset in all their learning experiences both curricular and extracurricular resulting in another year of excellence. This report captures but a small part of the spirit and life at Loreto Kirribilli.

Much of our work in 2017 revolved around the implementation of our Strategic Plan, Navigating the Future 2015-2018.



Some of the projects for 2017 included:

- Working with Dr Miranda Jefferson and Professor Michael Anderson throughout the year as critical friends to our Professional Learning Teams in their ongoing development of critical thinking, communication, creativity and collaboration in learning
- The implementation of our new Senior School Pastoral Structure, which is a best practice model of support to students through both vertical and horizontal structures, was strengthened by the provision of personal learning coaches who met with each Senior School student four times a year
- Ongoing refinements to our staff appraisal system
- Productive engagement with the community through service, learning and community development in activities such as the Student2Student Reading Program, Junior School University Mentor Program and Grandparents' Days.
- The introduction of new elective courses in Stage 5 with further additions planned for 2018
- Significant fundraising through community events for projects including Caritas Project Compassion and Mary Ward International Australia
- Continuing work on our School Masterplan and Capital Appeal

More 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 'Navigating the Future 2015-2018', was our Pastoral Care Review. We are delighted with the outcome

of this review and in the creation of our new pastoral structure, further detail of which is provided in Theme 9.

Our School Masterplan was published in 2017. The purpose of our School Masterplan to ensure the school's physical environment keeps pace with our vision for girls' education into the future. The plan was developed through a significant consultation process with staff and students in 2016 and significant wider community consultation took place during March and April of 2017.

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.

2017 was a Year of Freedom. We focussed on being people of acceptance and trust, resourceful, wise and confident enough to discern when and how to take action.

I thank the Loreto Sisters, parents and Board members 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 2017 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, and in 2017 this system was enhanced with the introduction of our new pastoral structure in the Senior School.

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, Risk and Audit 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, Risk and Audit 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. The Board is composed of Directors who have as their prime purpose the fulfilment of the educational mission of the Loreto Sisters. The Board has a skills matrix which ensures excellent governance of Loreto Kirribilli.

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 Board 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 2017 focused on:

- Integration of Loreto values in all policies, practices and behaviours
- Faith in action and experiential opportunities
- Student learning and the development of 21st century skills (collaboration, critical reflection, communication and collaboration)
- Evidence of academic achievement such as NAPLAN results and HSC results
- Human resource matters and processes
- Student wellbeing structures, the Strategic Plan 'Navigating the Future 2015-2018' and annual implementation plan updates of the plan
- The consultation processes for the Loreto Kirribilli 50 Year Masterplan and an update on State approval stages
- Planning for a Capital Campaign to commence in 2018
- Government funding updates, planning for school fee increases and communication to the School community

The Board is also kept aware of all Government policies that impact on school governance in general. There is excellent provision of information to the Board on the operations of the School.

While the focus of Board 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 and approval of the Masterplan, Loreto Kirribilli is very well positioned to continue to provide outstanding teaching and learning to meet the needs of our students. Loreto will continue to set bench marks for continual successful learning outcomes.



During 2017, the Loreto Kirribilli community expressed its thanks and appreciation to the outgoing Chair of the School Board, Ms Kathryn Greiner AO. Ms Greiner has contributed to a wide range of leadership positions in public and private companies, government bodies and non-profit organizations. Ms Greiner's expertise in education and the needs of all schools nationally, resulted in her appointment as a member of the panel chaired by David Gonski, which was responsible for a far-reaching report into the funding of education in Australia. Ms Greiner was also appointed to conduct the review of governance of Catholic Education NSW (Greiner Report) which she completed in 2016. Whilst holding the role of Chair of the Loreto Kirribilli Board, Ms Greiner also held the role as Chair of Mary Ward International and

held directorships of other companies. Loreto Kirribilli has been blessed to have had Ms Greiner as Chair of the School Board. Ms Greiner completed her tenure at the end of Term Two 2017, having led the Loreto Kirribilli Board for the last six years with authority and integrity. We thank her for her wisdom, service, outstanding leadership and love for Loreto Kirribilli.

In thanking Kathryn, we were delighted with the appointment of Ms Sheila McGregor as Ms Greiner's successor. We congratulated Ms Sheila McGregor on her appointment as the new Chair and welcomed her to the role. Ms McGregor is a senior partner of Gilbert and Tobin Lawyers and is an experienced commercial adviser, company director and senior lawyer. Ms McGregor is a former Chair and President of the Royal Woman's hospital Foundation Board and is currently on the Board of the Australian Indigenous Chamber of Commerce and on the Gilbert and Tobin Board.



We are delighted to have Sheila as Chair of the Loreto Kirribilli School Board for the benefit of all Loreto students and their families.

1.2 Parents and Friends' Association (P&F)

2017 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:

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

Theme

With those objectives in mind, the P&F Theme for 2017 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 for the students in terms of their wellbeing and education, but also the Loreto Community generally.

Fundraising objective

The fundraising objective for 2017 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 commenced 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.

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*
- *Winter Dinner*
- *Loreto Normanhurst/Kirribilli Morning Tea*
- *Spring Fair*
- *World Teachers' Day*

1.3 Senior School Student Representative Council

Loreto Kirribilli's Student Representative Council comprises girls from every Year group who assume positions of leadership, with the primary purpose to foster the realisation of values of freedom, verity, felicity, sincerity and justice, in the image of the School's founder, Mary Ward. At Loreto, learning extends to the whole person, thus necessitating this framework for discussion and growth – setting out to enrich girls' experiences at the School; from pastoral support to School spirit and from social justice to extra-curricular pursuits.

Of particular note in 2017 was the student-led RUOK? Day which saw a series of activities dedicated to fostering a greater dialogue on mental health, as well as encouraging greater engagement with support systems already offered at the School.

The SRC is a platform for girls of all ages and stages to have a voice, and, in turn, the opportunity to think critically about ways to improve the experiences of the student body at Loreto. This endeavour to nurture the initiative and leadership of students stems from the ethos of Mary Ward; to see young women, bound by compassion and justice, to act beyond themselves for the betterment of the whole community.

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 2017, Year 3 and Year 5 students participated in National Assessment Program: Literacy and Numeracy (NAPLAN). Reports showing 2017 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 absent for two of the tests.

Year 3 and Year 5 School Average scores are above the National Average.

Results from the top two bands indicate both Year 3 and Year 5 are above the State Average. Year 5 are above the Region and NSW AIS Students' Averages.

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 Loreto Kirribilli	Year 3 State	Year 5 Loreto Kirribilli	Year 5 State
Reading	67%	51%	80%	39.7%
Writing	67%	53.2%	41%	18.1%
Spelling	67.9%	52.7%	67.9%	38.2%
Grammar & Punctuation	75%	62%	73.2%	36.2%
Numeracy	64.3%	43.3%	65.4%	32.5%

3.2 Loreto Kirribilli Senior School: Years 7-12

In 2017, 150 Year 7 students participated in the National Assessment Program: Literacy and Numeracy (NAPLAN). No students were exempted; one student was absent for the Reading, Writing, and the Language Conventions tests. Two students were absent for the Numeracy tests.

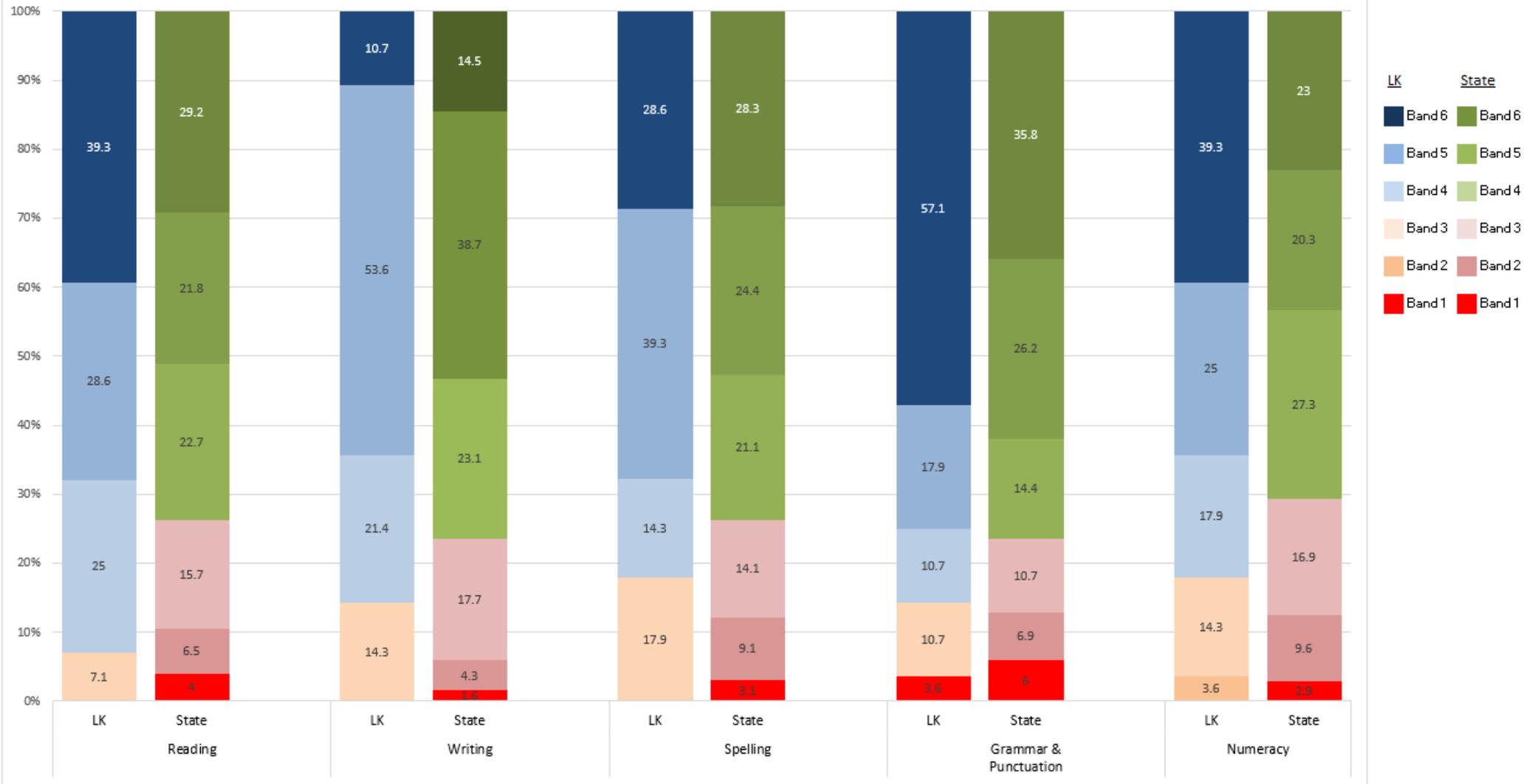
For Year 9, 139 students participated in the National Assessment Program: Literacy and Numeracy (NAPLAN). Two students were exempted and no students were absent for any of the tests.

Reports showing 2017 achievement levels in Reading, Writing, Language Conventions and Numeracy were posted to parents of Years 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:

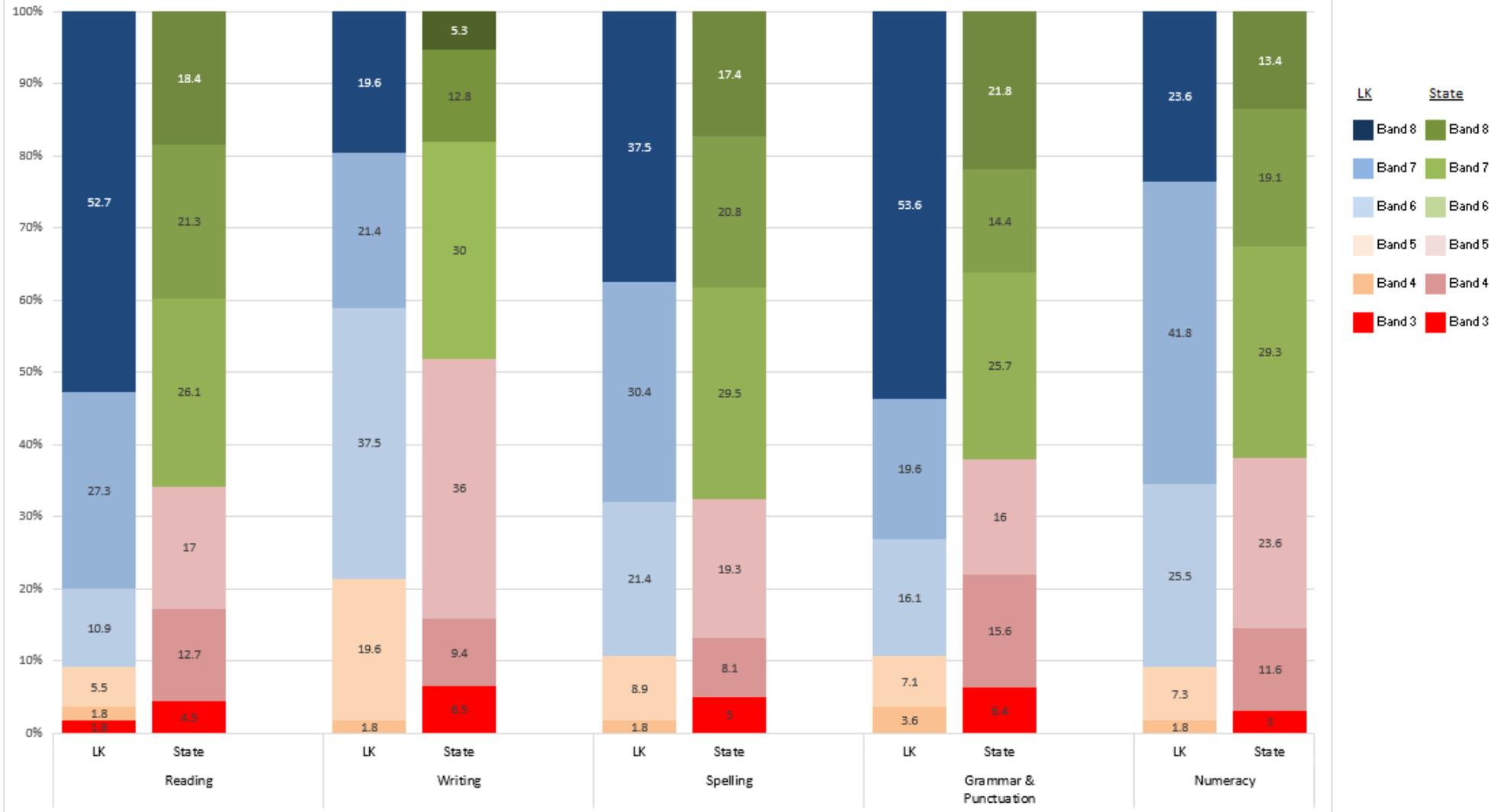
<http://www.mySchool.edu.au>

The charts below show the School's results for the five domains at each year level for 2017. They display the percentage of students achieving in each Band as well as the percentage of students in AISNSW schools and the percentage of students in NSW State Schools achieving in each Band.

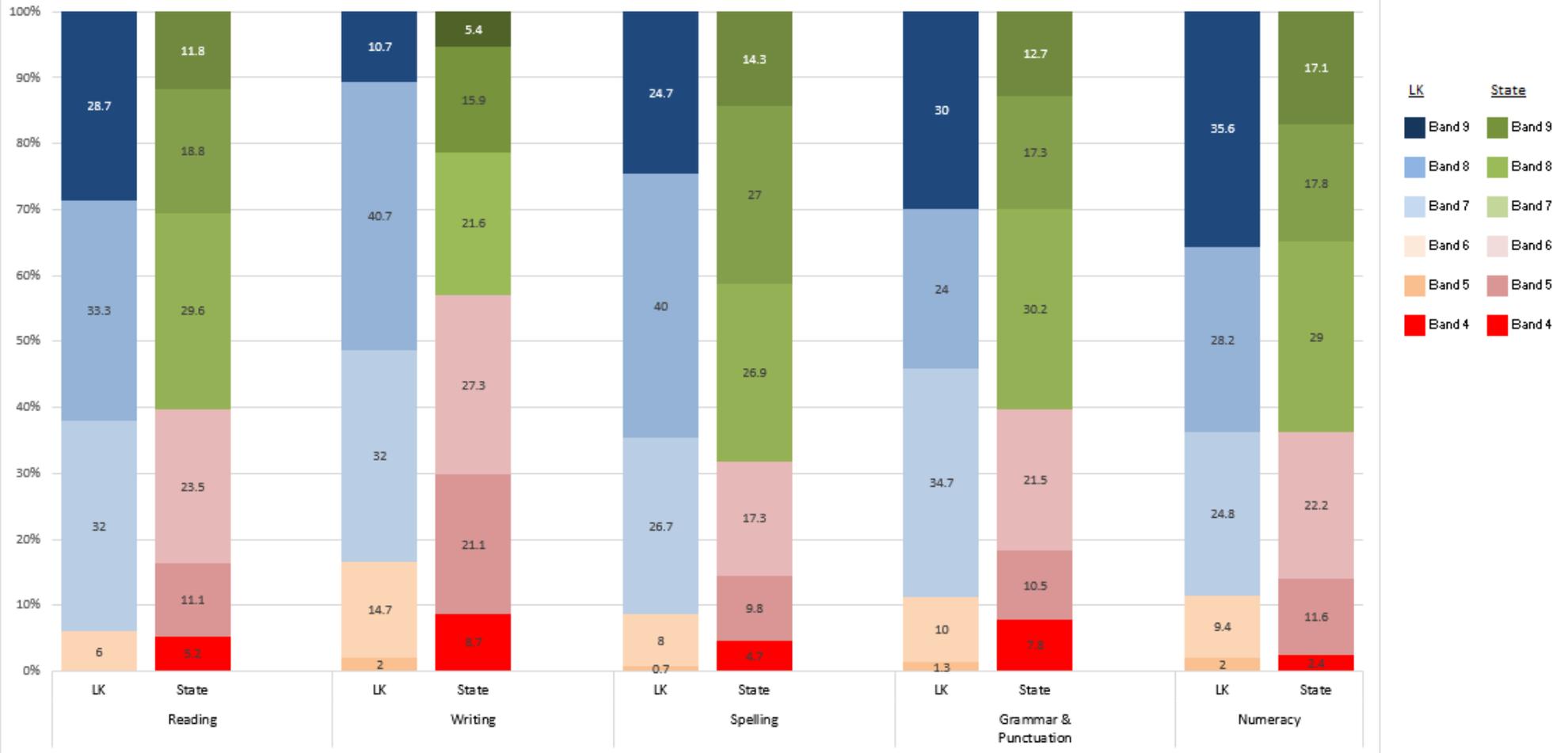
Year 3 2017 NAPLAN Performance In Band %



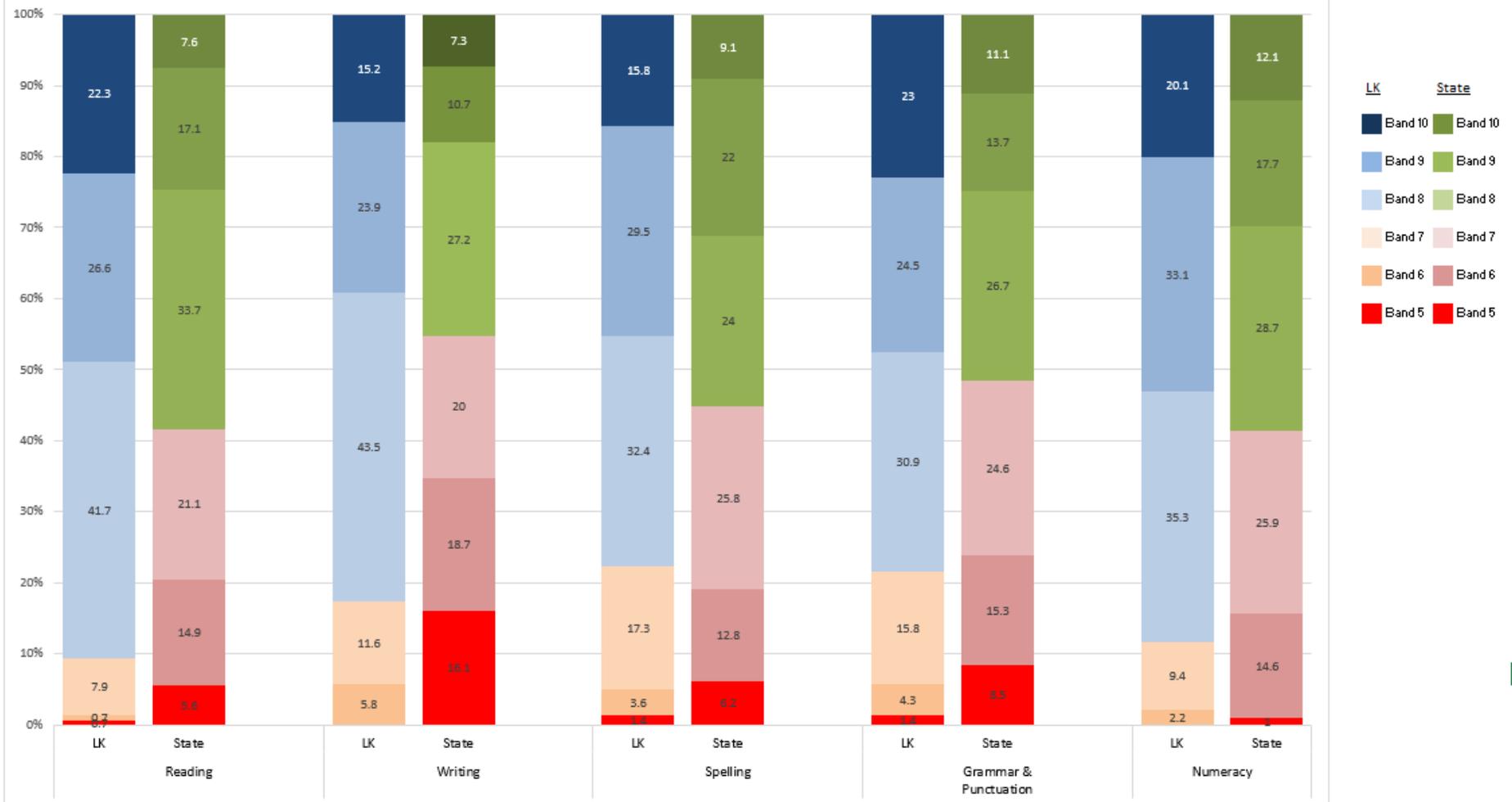
Year 5 2017 NAPLAN Performance In Band %



Year 7 2017 NAPLAN Performance In Band %



Year 9 2017 NAPLAN Performance In Band %



THEME 4: Senior Secondary Outcomes

4.1 Record of Student Achievement Years 10 and 11

In 2017 133 Year 11 students and 142 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 2017, 130 students sat for the NSW Higher School Certificate in 33 courses at Loreto Kirribilli. Three students completed a Life Skills pattern of study that included Business Services, Tourism, Travel and Events and Applied Fashion Design and Technology with TAFE; one student completed the 1 Unit Intensive Studio Practice course at the National Art School; and two students completed Dance through Bradfield College. Eighteen students were accelerated in the Mathematics 2 Unit course. Two students were accelerated in Music 2 within the School and one was accelerated in French Continuers through the NSW School of Languages. Eight students completed Hospitality, in 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. The School also completed the first Chinese (Mandarin) Continuers and Extension HSC courses.

The Class of 2017 produced six NSW HSC All-Rounders, with six students gaining places in the state for a range of courses. Fourteen students had their practical work nominated for exhibition in subject-specific shows or performances.

Of the cohort, 127 students were eligible for an ATAR. The top ATAR achieved was 99.50. The Class of 2017 had 14% gaining an ATAR score over 97 and 56% 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 90 candidates who sat for 1 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: 2017 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	9	100%	62%	0%
Biology	25	100%	69%	0%
Business Studies	42	98%	66%	0%
Chemistry	32	81%	71%	0%
Chinese Continuers	3	100%	89%	0%
Chinese Extension	2	100%	100%	0%
Design and Technology	7	100%	77%	0%
Drama	19	100%	84%	0%
Economics	23	100%	74%	0%
English (Advanced)	101	100%	92%	0%
English (Standard)	26	96%	55%	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 Extension 1	29	100%	99%	0%
English Extension 2	4	100%	100%	0%
Food Technology	8	88%	60%	0%
French Continuers	12	100%	90%	0%
French Extension	7	100%	100%	0%
Geography	23	96%	74%	0%
History Extension	10	100%	98%	0%
Italian Continuers	6	100%	87%	0%
Italian Extension	5	100%	100%	0%
Legal Studies	39	100%	75%	0%
Mathematics	69	97%	75%	0%
Mathematics Extension 1	34	100%	97%	0%
Mathematics Extension 2	9	100%	98%	0%
Mathematics General 2	55	93%	51%	4%
Modern History	19	100%	71%	0%
Music 1	6	100%	90%	0%
Music 2	3	100%	100%	0%
PDHPE	16	100%	60%	0%
Physics	7	100%	68%	0%
Studies of Religion I	81	98%	82%	0%
Studies of Religion II	46	100%	78%	0%
Visual Arts	16	100%	90%	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 2017 as a percentage.

Table 2: HSC results

Course	2017 Band 5-6 E3-E4 Loreto Kirribilli	2017 Band 5-6 E3-E4 NSW
Ancient History	100%	36%
Biology	88%	40%
Business Studies	93%	37%

Course	2017 Band 5-6 E3-E4 Loreto Kirribilli	2017 Band 5-6 E3-E4 NSW
Chemistry	47%	43%
Chinese Continuers	100%	80%
Chinese Extension	100%	100%
Design and Technology	100%	43%
Drama	100%	42%
Economics	70%	49%
English (Advanced)	98%	64%
English (Standard)	85%	16%
English Extension 1	100%	94%
English Extension 2	75%	78%
Food Technology	88%	30%
French Continuers	92%	66%
French Extension	100%	93%
Geography	87%	42%
History Extension	100%	80%
Italian Continuers	83%	57%
Italian Extension	100%	98%
Legal Studies	92%	44%
Mathematics	78%	54%
Mathematics Extension 1	91%	82%
Mathematics Extension 2	100%	84%
Mathematics General 2	82%	26%
Modern History	100%	39%
Music 1	100%	66%
Music 2	100%	89%
PDHPE	69%	31%
Physics	71%	34%
Studies of Religion I	84%	50%
Studies of Religion II	96%	47%
Visual Arts	100%	55%

Table 3 shows a longitudinal comparison of student achievement in Bands 5-6 or E3-4 results as a percentage from 2014 to 2017 at Loreto Kirribilli.

Table 3: HSC results

Course	Combination of Band 5-6 and E3-E4 results as a percentage			
	2017 Loreto Kirribilli	2016 Loreto Kirribilli	2015 Loreto Kirribilli	2014 Loreto Kirribilli
Ancient History	100%	100%	87%	78%
Biology	88%	77%	48%	52%
Business Studies	93%	68%	79%	77%
Chemistry	47%	50%	38%	71%
Chinese Continuers	100%	n/a	n/a	n/a
Chinese Extension	100%	n/a	n/a	n/a
Design and Technology	100%	100%	94%	75%
Drama	100%	92%	67%	95%
Economics	70%	79%	70%	75%
English Advanced	98%	95%	87%	94%
English Extension 1	100%	100%	100%	100%
English Extension 2	75%	100%	100%	100%
English Standard	85%	50%	41%	49%
Food Technology	88%	78%	82%	75%
French Continuers	92%	100%	67%	86%
French Extension	100%	100%	n/a	100%
Geography	87%	70%	60%	100%
History Extension	100%	100%	100%	100%
Hospitality Examination *	83%	91%	80%	82%
Italian Continuers	83%	92%	90%	83%
Italian Extension	100%	100%	100%	100%
Legal Studies	92%	87%	85%	79%
Mathematics General 2	82%	71%	65%	73%
Mathematics	78%	75%	62%	90%
Mathematics Extension 1	91%	73%	97%	100%
Mathematics Extension 2	100%	86%	100%	100%
Modern History	100%	75%	96%	94%
Music 1	100%	100%	100%	100%
Music 2	100%	100%	100%	n/a
Music Extension	100%	100%	100%	n/a
PDHPE	69%	73%	50%	72%
Physics	71%	33%	0%	38%
Studies of Religion 1	84%	87%	84%	86%
Studies of Religion 2	96%	88%	95%	94%
Visual Arts	100%	96%	100%	100%

The Band 5/6 and E3/E4 results for the Class of 2017 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 Professional Learning, Qualifications and Accreditation

5.1 Junior School Professional Development

The Junior School Goal for 2017 was to ***provide opportunities for students to communicate with clarity and precision.***

The aims behind this were for students to:

- learn to communicate more effectively including digitally, verbally, and in writing, both creatively and analytically;
- develop a mindful approach to their learning through active listening and responding;
- be able to use their character strengths of open mindedness, teamwork, leadership and curiosity and
- be empowered in their learning through modelling to seek meaningful feedback and act on it.

Aligned with this goal, Junior School teachers engaged in the following professional development activities.

Description of the Professional Learning Activity	No of staff participating
PESA Annual Conference – Building Positive Communities	3
The Advanced Leadership Program – online National Excellence in School Leadership	1
Strategic Education National Coaching Conference for Educators	2
Churchill Scholarship recipient project: <i>To research and deliver a direct and positive impact on high potential students across Australia - USA, Singapore</i>	1
Music NSW Orff Conference for Educators	1
National Music Mentoring Program	1
Gifted and Talented World Conference UNSW	1
Critical and Creative Thinking Masada College	2
AIS Experienced Teacher Panel	2
AIS Online Building a Growth Mindset in Mathematics	1
AIS ICT Digi Stem Collaborate to Create	4

5.2 Senior School Professional Development

There were seven K-12 staff development days during 2017.

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
Growth Coaching for Education – middle leaders and those involved in the Senior School student coaching program completed 2 days of training, focusing on skills applicable to both students and in the professional context to enhance staff appraisal processes and outcomes.	35
Developing the 4Cs – Creativity, Communication, Critical Reflection & Collaboration – presented by Dr Miranda Jefferson and Professor Michael Anderson	113
Dr Tom Nehmy- presentation to all teachers on mental health and wellbeing for young people.	113
Professional Learning Teams – as part of this year long program, all teachers also participated in a number of targeted workshops during the year with Professor Michael Anderson and Dr Miranda Jefferson on each of the 4Cs.	113
Growth Coaching for teachers – all teachers participated in a two hour introduction to growth coaching to support their work with students	113
Spirituality Day. Following a reflective introduction by Sr Maria Bongiorno, the day was facilitated by Br Damien Price. It provided an opportunity for all staff to consider and experience different ways of experiencing God and spirituality in their work and other life experiences.	113
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.	113
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.	113
Strategic Plan Goal Development and Setting- enabled teachers to evaluate and reflect on the identified School goal for 2017, 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 2018.	113

5.3 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	113
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>

5.4 Teacher accreditation

Level of accreditation	Number of Teachers
Pre-2004 teachers (accreditation not required in 2017)	62
Conditional	1
Provisional	6
Proficient Teacher	41
Highly Accomplished Teacher(voluntary accreditation)	3
Lead Teacher (voluntary accreditation)	0
Total number of teachers)	113

THEME 6: Workforce Composition

School Staff 2017	Number of Teachers
Teaching Staff	113
Full-time Equivalent Teaching Staff	103.2
Non-teaching staff	67
Full-time equivalent non-teaching staff	54.9

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
Kindergarten	97%
Year 1	96%
Year 2	97%
Year 3	97%
Year 4	96%
Year 5	96%
Year 6	96%
Year 7	95%
Year 8	95%
Year 9	95%
Year 10	94%
Year 11	95%
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 these figures, 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 were to persist, then a Department of Family and Community Services report would be made.

7.2 Student Retention Rates

96% of the Year 10 2015 cohort completed Year 12 at Loreto in 2017. A total of six students did not complete Year 12 at Loreto Kirribilli due to personal circumstances.

7.3 Post-School Destinations

Institutions and pathways for further study selected by the 2017 cohort and cohorts of previous years can be represented in the tables shown below:

Post-School Destination	2014 cohort (Tertiary students in or after 2015)	2015 cohort (Tertiary students in or after 2016)	2016 cohort (Tertiary students in or after 2017)	2017 cohort (Tertiary students in or after 2018)
Australian Catholic University	4.7%	8.5%	6.4%	2.3%
Australian National University	3.1%	7.0%	3.2%	6.9%
Charles Sturt University	3.1%	1.6%	1.6%	1.5%
Central Queensland	0%	0%	0%	0.8%
Griffith University	0%	0.8%	0%	0%
La Trobe University	0.8%	0%	0%	0%
Macquarie University	11.8%	14.7%	10%	16.2%
University of Melbourne	0%	0%	0%	0.8%
Notre Dame University	3.9%	2.3%	0.8%	2.3%
University of New South Wales	19.7%	17.1%	17.6%	7.7%
University of Sydney	26.8%	21.7%	32.8%	30%
University of Technology Sydney	18.9%	20.9%	24.8%	29.2%
University of Tasmania	0.8%	0%	0%	0%
Western Sydney University	0%	0.8%	1.6%	0%
University of Wollongong	0.8%	2.3%	0.8%	0%
Apprenticeship / Traineeships	0.8%	0%	0%	0%
Cadetships	0.8%	0%	2.4%	1.6%
Pathways at universities	0.8%	0.8%	0%	0.8%
Private Colleges	1.6%	0.8%	0.8%	1.5%
TAFE	1.6%	0%	0%	0%
Working fulltime	0%	0%	0%	1.5%
University in UK	0%	0.8%	0%	0%
University in USA	1.5%	0%	0%	0.8%
GAP	16.54%	21.7%	11.2%	13.1%

Courses of study selected by the 2017 cohort can be represented in the table shown below:

Courses of Study	2014 cohort (Tertiary students in or after 2015)	2015 cohort (Tertiary students in or after 2016)	2016 cohort (Tertiary students in or after 2017)	2017 cohort (Tertiary students in or after 2018)
Agriculture	0%	0%	0%	0%
Arts (Social Sciences, Political science, Global Studies, International Studies, Counselling)	17.1%	18%	22.6%	22%
Business	23.8%	24%	21.2%	30.7%
Built Environment (Planning, Architecture, Property Economics)	2.4%	1%	2.1%	4.7%
Creative Arts (Fine Arts, Performing Arts, Music)	1.2%	6%	3.4%	0.8%
Communication (Journalism, Public Relations, Media)	10.4%	11%	10.3%	11.8%
Design (Fashion, Visual Communications, Design, Design Computing, Interior)	3.0%	3%	2.1%	0.8%
Education (Teaching)	1.8%	3%	3.4%	2.4%
Engineering	4.9%	2%	4.8%	3.9%
Health	14.0%	13%	12.3%	11.8%
Information Technology	1.2%	0%	0.7%	0%
Laws	7.9%	7%	3.4%	9.4%
Science (including Medical and Vet)	12.2%	14%	13.7%	17.3%

Some Conclusions:

1. Enrolments at Sydney-based universities continue to be strong, in part due to geographical location, although the distribution of students across regional and interstate universities is increasing.
2. There has been a significant increase in the number of students undertaking combined degrees with 31% of all students from the 2017 HSC cohort enrolled in tertiary courses completing the traditional form of a combined degree. A further 9% have enrolled in flexible double major degrees.
3. The students took advantage of the various UAC rounds with many being offered early round places in September and November. For statistical purposes, if a student had multiple offers, their last round offer was used.

THEME 8: Enrolment Policies

As stated above, the enrolment of the school in 2017 was 1095.8. 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](#) or 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

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. 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 information about student welfare 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.

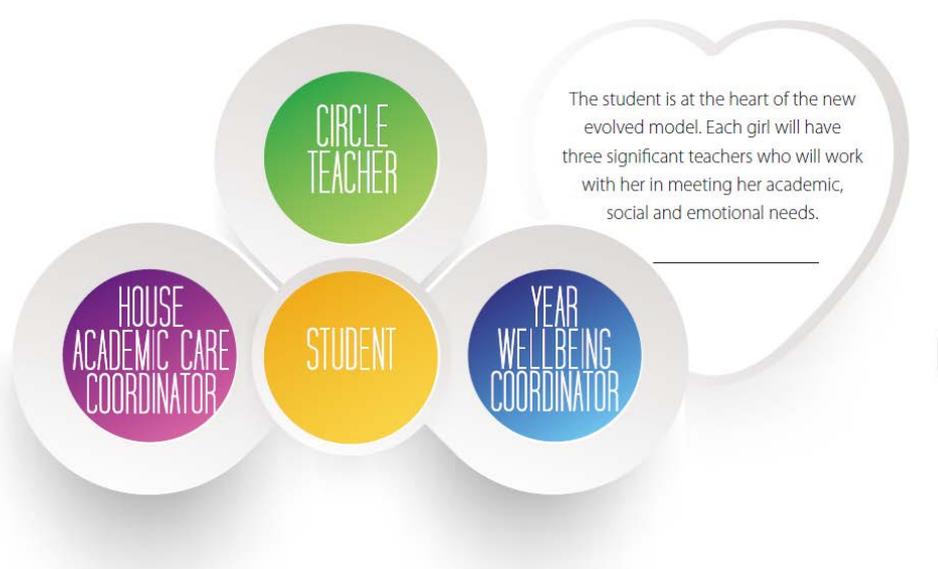
Within the Senior School the Pastoral Program in 2017 continued to integrate Positive Education. The Pastoral Program integrates the leadership, health, social justice and spiritual aspects of a student's development from Year 7 through to Year 12. It is a key element of a Loreto Kirribilli education 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 2017.

A significant exercise in 2017 related to the School's maintenance of the IBVM charism was the introduction of new 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 and ongoing engagement and consultation.

The Pastoral Care review involved an extensive research phase which included exploring successful pastoral practices in other schools, seeking expert advice and engaging in literature reviews on the topic. The intent continues to be to evolve the best of the School's 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 through the new pastoral care structure.

The Pastoral Care review resulted in a change to Vertical and Horizontal pastoral care structure. Students now have the benefits of both a House (Vertical) and Year (Horizontal) structure. The House structure encourages and promotes interaction between year groups; younger students have older mentors and role models and big sisters who greet them most mornings. The Year structure ensures that the School is addressing developmental themes appropriate to the age group of each student and allows for year identity to remain strong.



As part of the new structure each student is provided with a coach. Research has shown that the practice of coaching is one of the most effective ways to bring out the best in students. Coaching helps to develop talents and strengths, to build skills and confidence and to nurture learning. Each student is assigned a coach who helps facilitate these coaching conversations.

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 Senior School student diary and can be accessed on request.

9.3 Student Discipline Policy

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

Our Student Management 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 2017:

- The Parent Handbook in 2017 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. In the Junior School, classroom teachers, and in the Senior School, Circle Teachers, Year Wellbeing Coordinators and House Academic Care 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. These structures and contact details are also published on the School’s website under the heading “Responding to Concerns”.
- 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 a section on 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 or concern while students are encouraged to be appropriately assertive in following up any perceived injustice.
- The 2017 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

2017 saw ongoing work in service of the themes and priorities identified for action through our strategic planning processes. Reports on the outcome of actions and targets set were provided to School Board meetings.

TEACHING AND LEARNING: *Exploring, discerning and implementing high impact, engaging practices*

LORETO COMMUNITY: *Liberating and motivating through leadership and service for and beyond the Loreto community*

SUSTAINABILITY: *Enabling high performance and efficiency through systems and processes*

Kindergarten –Year 12 2017 themes and priorities were:

Theme	Priorities	Achievements
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 practice.</p> <p>Offer high impact learning experiences to engage, support and challenge every student.</p> <p>Monitor, track and record curricular and co-curricular learning to promote the intellectual, personal and spiritual growth of every student.</p> <p>Use discerning and engaging approaches to assessment, feedback and reporting to enhance students' learning.</p>	<p>Consistent teacher engagement with School and team goals led to further development in the understanding and use of the 4Cs (creativity, collaboration, critical reflection and communication) as key skills for learning, assessment and student engagement.</p> <p>New elective courses were introduced in Stage 5 as part of the ongoing Senior School curriculum review and additional courses were planned for launch in 2018.</p> <p>Research into contemporary furniture, spaces and technology for learning was carried out, leading to plans to update spaces in 2018 in order to support evolving school pedagogy.</p> <p>High impact, targeted approaches to literacy and numeracy development for Stage 5 students were implemented.</p> <p>The Certificate of Recognition was further refined to provide annual affirmation of Senior School students' curricular and co-curricular activities.</p> <p>New academic reporting formats using the iWise platform were staged for deployment in 2018.</p>

Theme	Priorities	Achievements
	<p>Deploy effective structures and processes to ensure that the learning and wellbeing needs of each child are being met.</p> <p>Implement appraisal, performance development and teacher accreditation to facilitate staff growth, progression and performance.</p>	<p>The Senior School pastoral review was implemented, creating a new structure of wellbeing support for students including a stronger House system, updated and aligned student leadership structure, increased academic care, vertical class groupings and individual coaching for every student. Senior School pastoral staff continued to work with ACU to collect, analyse and respond to data in support of our student wellbeing.</p> <p>Appraisal processes for both teachers and support/maintenance staff were further refined and positively evaluated.</p>
Loreto Community	<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>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.</p> <p>Provide the community with opportunities for experiential learning to build engagement, resilience and service leadership capacity.</p> <p>Provide opportunities beyond formal class and School positions to build student engagement and leadership capacity.</p> <p>Develop productive relationships with outside organisations to engage the wider community in support of the School.</p>	<p>Parents and grandparents were given further opportunities to improve their knowledge and understanding of aspects of student learning and parenting including an evening with Dr Michael Carr-Gregg: other focus areas included mental health, technology and study skills.</p> <p>A review and update of key policies continued as part of the School's transition to a new Enterprise Risk Management framework and platform.</p> <p>Formation opportunities were successfully provided to staff and the wider Loreto community in the form of spirituality days, guest speaker events and the annual Justice Forum.</p> <p>A wide range of voluntary programs for student engagement and leadership were available, promoted and embedded, with a strong uptake by students, including the Student2Student Reading Program, Buddies Days and OMG Parish Youth Program.</p> <p>Productive relationships beyond Loreto continued to grow, with 10 University mentors working regularly with students in the Junior School, support provided for a range of community programs and plans in place for STEM partnerships in the Senior School for 2018.</p>

Theme	Priorities	Achievements
Sustainability	<p>Develop business, communication and administration processes to improve their performance and effectiveness.</p> <p>Promote financial, environmental and corporate sustainability to ensure successful performance in the long term.</p> <p>Review and enhance the ICT infrastructure to improve its effectiveness, particularly in relation to student learning.</p> <p>Put into action a Masterplan to enhance our building and facilities.</p>	<p>Ongoing developments and refinements to systems and processes were undertaken, including further development of the policy and assurance functions of Complispace, the use of Connx to support Human Services activities and continued monitoring and improvement of electrical systems in the School.</p> <p>An ICT plan, to complement the School's strategic plan in its final year, was developed.</p> <p>Planning for the implementation of the School's Masterplan continued, including preparation for raising the required funds for the initial building project.</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 fundraising, donations, direct service and advocacy. At its core, the program is all about respect and responsibility.

The Social Justice program is made up of four parts: Religious Education, 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 Appeals

In 2017, 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 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 2017 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 a 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 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 2017.

- **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 we celebrated our ongoing relationship with Holy Family Parish in Emerton and Vinnies Women's Refugees in Campbelltown for whom we create Christmas Hampers. 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.

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 2017, 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, Katerina Kimmorley, ex-student and co-founder of Pollinate Energy, 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 14th consecutive year and has a particular emphasis on servant leadership.

Leading the Senior School are the School Captain, School ViceCaptain 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. In addition Year 6 attended the National Young Leaders Day.

Liturgy

The Liturgical Program is integral to the School and fosters the spiritual development of the girls. Involvement in liturgical events focuses on respect for self, God and others and the responsibilities shared 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 Liturgy, May Day Liturgy, Graduation Masses, Closing Liturgies, Friday Morning Mass, Year Masses and Year Reconciliation. Weekend liturgical celebrations for both Mothers and Fathers are held and Reconciliation and Eucharist sacramental programs run in the Junior School. Many students in Year 12 chose to accept the calling to become an Extraordinary Minister of Holy Communion where they play a key role in all religious / liturgical events.

The spiritual development of students is further enhanced with the Mary Ward Spirituality course for Year 9 students run in Term 3 and the Mary Ward Circle Program offered to Years 10 and 11 students over the course of the year. Following the success of similar staff and parent formation, students engaged with both Ignatian and Loreto material that led them to a deeper sense of self respect, growing appreciation of the strengths of others and an understanding of their God-given challenge and responsibility to shine their 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.

Prayer and liturgies, of course, celebrated the School's history with their focus on days special in the IBVM calendar. In particular, in 2017 there was a significant focus on the year of Freedom, highlighted by the May Day mission activities following the School's K-12 liturgy. This day raised funds for Loreto Kirribilli's sister school in Gari-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. 2017 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, Cyber Safety, 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

An ongoing focus of the School in 2017 was the implementation of the Masterplan. Parents were involved in the consultation process for this and parent response was very positive. A strong sign of parent satisfaction was the high levels of parent engagement and volunteering which was evident in so many areas. The School also used the opportunities of Parent Information evenings, Parent – Teacher meetings and other parent function opportunities to informally determine levels of satisfaction of parents. The statement in Theme 1.2 from the Parents and Friends Association captures well the parental sense of satisfaction as parents reported the aims of the P&F were successfully achieved.

12.2 Student satisfaction

Students at Loreto Kirribilli continue to report they are happy with the care and quality of learning at the School. A significant focus of 2017 was the introduction of a new pastoral care structure and it was the students' response to the new structure which was the main focus of gauging student satisfaction. All students were surveyed on the progress of the implementation of the new structure. They were asked to respond to questions such as: whether they felt more connected to girls in other year groups; whether they felt better known by their teachers; whether the new house structure provided a stronger sense of house identity; the value of coaching sessions in achieving their goals; whether the coaching process helped reflection on their learning and was making a positive difference to it; the impact of the coaching process on their wellbeing; and, whether they felt more positive in their thinking.

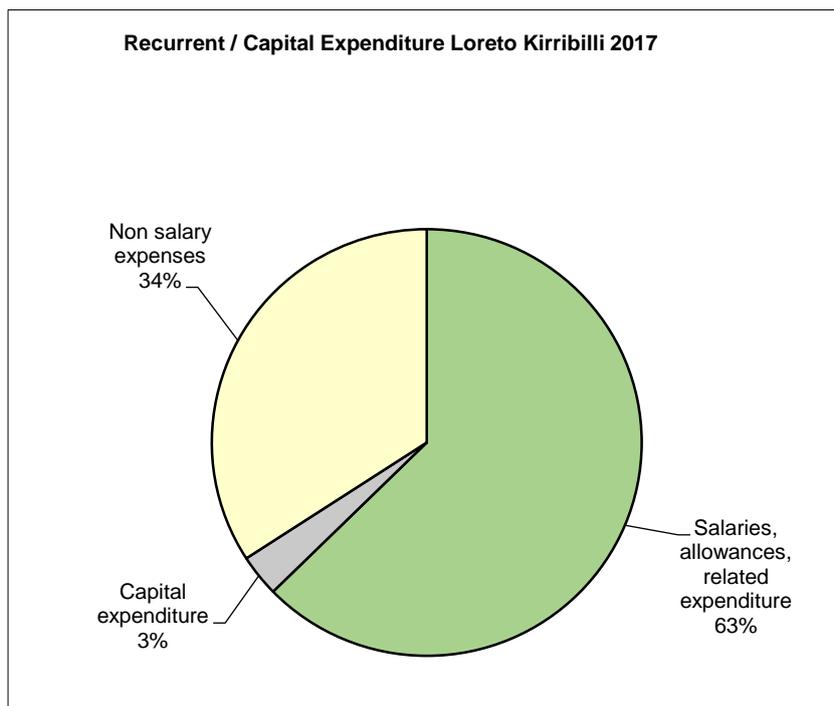
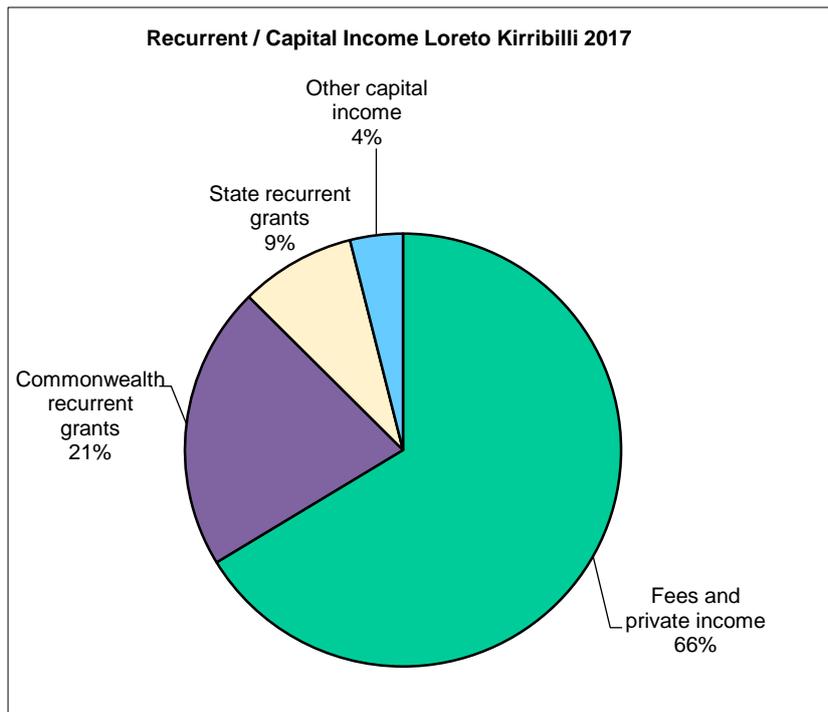
The major response of students in the survey was that they agreed or strongly agreed with the statements about whether the new structure had enhanced their care, learning and connectedness to the School and to other students. This was very pleasing. The only exception to this was the response to the statement *Being part of the Circle Class is helping me feel better known by teachers*, where the response of agreement was not quite as strong as other areas. This was not surprising as, in the consultation process, students reported that they already felt well known by their teachers. However, it is an area which will be further explored to strengthen subsequent responses. While there will be further refinement of the pastoral structure as 2017 was its first year of operation, it was gratifying to note the positive way in which students perceived the new structure.

12.3 Teacher satisfaction

Staff satisfaction has been principally measured through participation in an externally administered December 2017 survey where staff reflected on the year. The very high levels of satisfaction reported by staff from previous years continued. Virtually unanimously, the staff believed that Loreto is a values based school, successfully offering a high quality education with a very positive future.

Staff reported being satisfied with the leadership of the School and fairly treated by their leaders with a strong understanding of the strategy the School has in place. Staff were aware that high standards of performance are expected and believed they received encouragement in this. Staff felt that the School was well resourced, including in the important area of technology, and responded positively to the issue of maintenance of school grounds and facilities. Access to and provision of professional development was very positively viewed with staff feeling strongly encouraged to enhance their knowledge and skills. Overall, staff felt recognised, acknowledged and celebrated for their effort and achievement in providing a quality level of care and learning for the students.

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 2017 the successful and fulfilling year it has been at Loreto Kirribilli.

This information on the 2017 school year is provided to comply with NSW Education Standards Authority legislation.

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

Mrs Anna Dickinson
Principal

29 June 2018