

Loreto Nedlands 2016 Annual Compliance Report.



Loreto Nedlands Limited



1. Publication of Information Relating to Schools

As part of the funding agreement with the Australian Government the following information is presented to the Loreto Nedlands School Community. The data refers to the 2016 academic year and is presented in four parts: Professional Engagement, Key Student Outcomes, Parent, Student and Staff Satisfaction and School Income.

Contextual Information

Loreto Nedlands is a single-stream Catholic co-educational primary school for children in PreKindergarten to Year Six. Established in 1931 by the Loreto sisters, Loreto Nedlands offers students a comprehensive range of opportunities, which celebrate and encourage the uniqueness of each child.

The variety and depth of the Loreto Nedlands education program offers students opportunities to develop spiritually, physically, intellectually, socially and emotionally. Our committed and enthusiastic staff works to provide a collaborative and supportive learning and teaching environment centred on Gospel values.

Religious Education, prayer and liturgy are integral to the life of the school. The Sacraments of Penance, Eucharist and Confirmation are celebrated within the local parish of Holy Rosary Nedlands.

The Literacy program is enhanced by the Loreto Young Writers Awards, Loreto Speaker of the Year, Debating and Oracy Examinations.

Loreto Nedlands has a proud tradition in the Performing Arts including liturgical singing, class music lessons, choir, orchestra, ensembles, musicals, individual music tuition and creative dance.

The Loreto Nedlands Student Leadership Program develops the leadership potential of every child nurturing leadership, initiative, a sense of responsibility and generosity of spirit.

The Loreto charism of Mary Ward is celebrated through focusing on the qualities of freedom, justice, sincerity, verity, and felicity.

Teacher Qualifications

All teaching staff meet the professional requirements to teach in Western Australian schools and are registered with the Teachers Registration Board of Western Australia.

Workforce Composition

Teaching Staff 18 Male 4 Female 14 Indigenous 0 Non-Indigenous 18
Non-Teaching Staff 14 Male 1 Female 13 Indigenous 0 Non-Indigenous 16.

Teacher qualifications:

- Master's Degree in Education – 2 staff members
- Master of Teaching – 1 staff member
- Bachelor of Education – 15 staff members

Student Attendance

	Students	Yearly Attendance (%)
PP	30	97
Y1	29	95
Y2	29	96
Y3	25	97
Y4	27	97
Y5	15	95
Y6	30	94

The average student attendance rate is 95%.

Management of Non School Attendance

All student attendances are recorded by the class teacher in the SEQTA Database. Attendance is recorded on a daily basis. The attendance records are checked by the Assistant Principal at the end of each term and at the end of the year.

If a child is absent from school the following procedure occurs:

Parents are required to notify the school by means of Email, telephone, personal communication, note. The message is relayed to the class teacher by email and a notice is placed on the school staff noticeboard.

Any late student must collect a late notification slip from the administration office. This information is recorded in the database. The administration office contacts the student's parent/guardian if students are late/absent without notification.

Attendances are recorded in half day amounts (AM/PM). If a child needs to be withdrawn from school the parent must complete a student release form at the office. The class release notice is then given to the class teacher/teacher on duty.

Loreto Nedlands NAPLAN Results 2016

YEAR THREE	LORETO NEDLANDS MEAN	SIMILAR SCHOOL MEAN	ALL AUSTRALIAN MEAN
Reading	485.3	494	425.7
Writing	444.3	461	420.5
Spelling	469.7	474	420.1
Grammar and Punctuation	488.0	507	436.3
Numeracy	435.1	469	402.2

YEAR FIVE	LORETO NEDLANDS MEAN	SIMILAR SCHOOL MEAN	ALL AUSTRALIAN MEAN
Reading	532.3	559	501.7
Writing	487.1	517	475.4
Spelling	505.1	539	492.9
Grammar and Punctuation	527.1	570	505.0
Numeracy	520.3	556	492.9

Parent Satisfaction

- During the course of the year parents expressed their satisfaction with the educational program and pastoral care provided by the school.
- Parents of past students expressed their gratitude for the Loreto education received by their child/ren which had equipped them well for success in their secondary education.

- There was resounding support from parents with the fundraising for the redevelopment of the Early Childhood Centre playground and the refurbishment of the toilets.
- Parents generously supported events and projects throughout the year.
- Families new to Loreto Nedlands frequently comment on the welcome they receive.
- Parents when enrolling their children for Pre-Kindergarten and Kindergarten years often comment on the school's reputation in the community and on recommendations they have received from other families.

Student Satisfaction

- Year 6 students, when preparing for Graduation, reflect on their years at Loreto Nedlands with a positive response to the values they have learnt and the opportunities they have had.

Teacher Satisfaction

- Staff morale is high and an indication of this is that temporary staff are always keen to stay should an opportunity be available. Staff exit surveys for 2016 demonstrated a high sense of satisfaction with the school.

Post Primary School Destinations

Iona College	7
John XXIII College	5
Christchurch College	4
Trinity College	2
Perth Modern School	2
Shenton College	1
Hale School	1
St Ignatius Riverview (Sydney)	1
Sacred Heart College Sorrento	1
John Curtin	1
Churchlands SHS	1
All Hallows (Brisbane)	1
Mercedes College	1
St Hilda's College	
TOTAL:	28

School Income 2016

Please refer to My School website: www.myschool.edu.au

School Improvement

Report on success measures against 2016 ASIP goals:

Goals	Success Measure
<ul style="list-style-type: none"> • Enhance student achievement and 	<ul style="list-style-type: none"> • Student reflective journals completed

<p>wellbeing</p> <ul style="list-style-type: none"> • Increase student and staff engagement in their own learning and faith formation 	<ul style="list-style-type: none"> • Teacher's work programs demonstrating differentiation for students • Student results showing improvement in class assessments, standardised testing and NAPLAN results.
<ul style="list-style-type: none"> • Enhance parental engagement in their child's learning and faith formation • Increase student and staff engagement in their own learning and faith formation 	<ul style="list-style-type: none"> • Increased parent attendance at parent workshops. • Parent workshops offered on a variety of topics: reading instruction; resiliency, diet, parenting. • Successful participation by staff at Loreto Mission days. • Presentation by Loreto staff to all staff faith formation days. • Acknowledgement of students receiving the Sacraments during the school year. • Increased participation of parents at school and class masses and liturgies.
<ul style="list-style-type: none"> • Develop our people to be leaders in Catholic Education's mission 	<ul style="list-style-type: none"> • Opportunities for two staff to attend Loreto leadership networking days with Loreto staff from around Australia. • Participation of one staff member in Kimberley initiative- teaching for one week in Wyndham.
<ul style="list-style-type: none"> • Increase understanding of our individual and collective responsibility for Catholic Education's mission • Ensure inclusivity, good governance and the resource allocation required to meet our mission 	<ul style="list-style-type: none"> • Introduction of the Young Vinnies Association this year. • Staff service program introduced. • Staff and students have access to appropriate devices • All BYO devices have internet access Week 2 of Term 1 • Whole school access to school ICT system and internet
<ul style="list-style-type: none"> • Enhance opportunities for personal faith development 	<ul style="list-style-type: none"> • Documentation of a Christian Service program • Partnership with Alfred Carson Aged Care. • Yr 6 Students actively participating in Young Vinnies.
<ul style="list-style-type: none"> • Increase enrolment of the vulnerable, poor and marginalised as a visible sign of our faith in action 	<ul style="list-style-type: none"> • All students demonstrate an awareness of Christian Service through prayer, service and donation

Key goals for 2016 Annual Improvement Plan.

- Students will understand place value concepts, as outlined in the Australian Curriculum for PP-Year Six.

- Students will apply knowledge to all areas of the Mathematics Curriculum.
- Students will understand the meaning of specific vocabulary that infers meaning: idioms, jargon and colloquiums.
- Students will make connections to the text through personal experiences and using Bloom’s Revised Taxonomy as a guide.
- Differentiate the curriculum, especially for students achieving in the middle and higher levels of the class.
- Staff capacity building and identifying all teaching staff as leaders.
- Streamline ICT platform across the school to support our Visible Learning and differentiation pedagogy.
- Introduce the Mini Vinnies as an active Christian Service Program.
- Students will participate in a structured group program committed to seeing, thinking and doing service within the school and broader community.

Financial and Infrastructure Report 2016

INCOME SOURCE	AMOUNT
School Fees	1,584,771
Per Capita Grants	446,885
Other State Gov Grants	42,214
Australian General Recurrent Grant	1,210,631
Special Education	48,994
Interest	24,330
Other Miscellaneous	105,666
Building Levy	78,150
Total	3,541,641

Principal’s Report to the School Community

Principal’s Address 2016

Faith and Mission Mary Ward loved a “cheerful giver” and a “cheerful mind.” Amongst the often-tumultuous events of her own life, she was able to live a life of joy and courage. In this year of Felicity, we have to look no further than the example of Mary Ward, patron and champion of our school, to see that felicity springs from living out the spirit of freedom, justice and sincerity. During this year at Loreto Nedlands, we have aspired to live life with a felicitous attitude and to approach all aspects of school life with a sense of joy, hope, optimism, positive thinking and inner peace. In reflecting on this past year, there are many examples of felicity as demonstrated by our students, staff and parents. The students have been acknowledged regularly throughout the year for displaying the value of felicity. In particular, the students look forward to the “Felicity Award” presented to one student who has displayed felicity at school at each Merit Award Assembly.

If we cannot live up to all our Loreto values, we cease to be of relevance. The staff are very aware of this and their demonstration of living witness is evident in the care, dedication and respect they have for each student and every family in the school. I am very proud of the staff of Loreto Nedlands. They continue to be our greatest asset. We look forward to working together in 2016 to ensure that our values continue to become ingrained more deeply into our school philosophy.

The Spirit of Mary Ward as a generous giver, with a commitment to justice for the vulnerable and the marginalised, has continued to drive the commitment of the Loreto Nedlands community to reach out to others and develop a sense of empathy, through awareness and actions for our staff and students. During this year the senior students have participated as members of the Loreto Mini Vinnies Association. Through participation in this group the students have knitted scarves and blankets for the homeless. They have had food drives and Winter Clothing collections. They had raised money and participated in a sleep out to raise money and awareness for the homeless in Perth. In addition to this, the students have organised a number of fund raising initiatives to raise money for LifeLink and Caritas, in particular Project Compassion.

The Parents and Friends Association have been committed this year to raising money for the Pre School at Loreto Gari-uai in Timor Leste. The parents organised a very successful walk-athon with the participation of students from Kindergarten to Year Six to raise money for the Pre-School. The money raised, along with money from fund raising initiatives in 2016, contributed to a very generous support from Loreto Nedlands for the Loreto sisters, as they work to support education for young children in Gari-uai.

The staff have introduced service as a component of professional learning during 2016. The staff dedicated an afternoon and evening towards preparing a meal and socialising with parents and children at the Ronald McDonald House in Perth. The staff contributed funds towards the meal and games for the children. The commitment towards the families utilising the facilities at Ronald McDonald House continued with the staff contributing children's gifts at Christmas. In addition to this the staff commitment to service has continued with providing clothing and toiletries hampers for the men at the Emmaus Centre in Perth.

It is important that I take this opportunity to thank Fr Joseph Sobb, Parish Priest of Holy Family, and I thank and acknowledge Father for the interest he takes in the wellbeing of the students, staff and parents of our community. The school community is grateful for Fr Joseph's spiritual guidance and support. Fr Joseph has once again attended every prayer service and mass in the Loreto Nedlands Chapel and Holy Rosary Parish Church. He has assisted the staff and families in the preparation of students to receive the Sacraments of Reconciliation, Eucharist and Confirmation. School Masses are always joyous events. We have celebrated together to pray for blessings at the beginning of each school term and to offer particular blessings to our school leaders from the Year Six class who have been commissioned into their leadership roles each term. We have enjoyed special Masses and Liturgies for Mother's Day, NAIDOC Week, Holy Week and Easter, and Father's Day.

Religious Education continues to be the first learning area for all year levels at Loreto Nedlands. Weekly gatherings in 2016 always have a Religious Education focus. Feast days, Church seasons and scriptures are discussed appropriately. The students continue to reflect on the Gospels with readings completed at each formal assembly throughout the year. The prayer life of the school is healthy. Prayer reflection tables are visible in all classrooms and a renewed dedication towards praying the Examen regularly has been introduced in 2016.

At the end of the school year we farewell some staff members. I take this opportunity to thank and acknowledge the dedication and commitment of Bonnie Norrish, Catherine Mills, Rosie Stewart and Helen Shanahan to their roles at Loreto Nedlands. I wish them all well in their future endeavours as educators in other schools. I also acknowledge Mr Rance Boog, who will be taking twelve months leave from Loreto Nedlands, and wish Rance and his family well, as Rance takes on a well-deserved Principalship in a south west school. I look forward to welcoming Rance back to Loreto Nedlands in 2018.

Loreto Nedlands is indeed very fortunate to have so many people who have contributed to our many achievements during 2016. I extend my sincerest gratitude to the School Board members, led by Chairperson Mr Craig Slater. The Board have ensured that once again the school governance, including finances and strategic directions, remain well managed and secure. On behalf of the community, past and present, I acknowledge the commitment of Matthew Fogarty, Cressy Wallwork, Cameron McDiven, Craig Slater and Jacqui Hymus for their dedication towards our school and look forward to working with them once again in 2018. I particularly thank Marie-Louise Hunt, Catherine Ryan, Larry Duplock and John-Paul Wilson, who are retiring from the School board this year, for their commitment to the school over the past few years.

Parents are an integral part of their child's learning experience and the relationship that exists between parents and the school is invaluable. The environment of our school, as a vibrant and thriving community, cannot be achieved without the partnership of our parents and supporters. The success of Loreto Nedlands is evidenced through these relationships and I sincerely thank our parents and the P&F Association for their support, encouragement and gentle challenge, in assisting us to provide an environment that enriches the lives of all who are associated with our school.

During the year we are fortunate to involve the wider community in our school through a variety of partnership projects. We have partnered once again with Greg Rossen from Rossen Real Estate to sponsor our Loreto Speaker of the Year Awards. Greg has a long and established relationship with Loreto Nedlands and is always most generous in his contributions and involvement with the speaker of the Year. During this year the school has begun an intergenerational partnership with Alfred Carson Aged Care Facility in Claremont. Small groups of students have visited Alfred Carson regularly to join in with the residents as they participate in a variety of leisure activities. Large groups of students have attended also from time to time to entertain the residents at various times throughout the year. We were fortunate this year to establish a partnership with Space Realty who offered generous support and sponsorship for the Loreto Walkathon to raise money for Loreto Gariuai. We thank all those who have generously supported our school throughout the year.

This year we held our inaugural sponsors and neighbours thank you breakfast. The breakfast was very well attended and provided the school with an opportunity to thank our sponsors for their continuing generous support of the school and to thank and acknowledge our neighbours for their support and patience with the school on a daily basis.

Our P&F meetings have been happy occasions. Throughout the year, we have operated from the single purpose of people coming together to develop positive relationships with each other and reach out to every person in our community. I thank Monica Cooper for her commitment to the P&F as president once again this year. Monica, I sincerely thank you for your support, willingness to take on new ideas, common sense, sense of humour and dedication to everything Loreto. I also thank all our P&F executive and committee members and class reps for taking on roles this year. Your

contributions, along with all the parents who attend, through community building events and fund raising have been fantastic. I am continually astounded at how people continue to give of their time and expertise to support our Loreto Nedlands family. I thank all our parents for their commitment to our school and for their crucial support of all the children and staff. Without this support we would not be able to achieve all that we do achieve as a school community.

The academic focus for the school year has been to continue to improve outcomes for all students, regardless of where they sit on the learning continuum. The introduction of a Reading Recovery and Literacy Support Teacher and a specialist Mathematics Support Teacher to offer Extended Mathematics Understanding (EMU) small group lessons, has been invaluable in offering support for students to make the progress necessary to access their class curriculum. The teaching and learning pedagogy has been reinforced this year with teacher professional learning dedicated to improving outcomes for students with the introduction of Visible Learning Strategies. In particular, the teaching staff have participated in professional learning about Learning Intentions, Success Criteria and Student Feedback. Staff participated in professional learning to develop further strategies for Mental Mathematics skills and to improve outcomes for students for Place Value. Literacy development skills continued to be developed with the introduction of the CAFE strategies for reading and comprehension, and the introduction of further assessment analysis and data, with the PATR comprehension data and Reading records, using Running Records and Informal Prose Inventory.

Extra and co-curricular achievements and opportunities for students have continued to thrive at Loreto Nedlands. The debating program for Year Five and Six students was once again successful with the Loreto Nedlands students receiving the trophy in the annual inter school debating overall competition. The Loreto Speaker of the Year Competition once again has provided our students with an opportunity to develop their confidence and expertise as competent public speakers. The range of topics this year was very impressive, and the skills that the students acquire through the public speaking program are very evident.

This year Loreto Nedlands entered a team in the Tournament of the Minds Competition. Tournament of the Minds is a challenge competition whereby the students work in teams to solve a spontaneous and a long term problem. The Loreto Nedlands students achieved excellent results in the competition gaining a fourth place medal at the State Finals.

Coding and robotics were introduced to students during the year. Staff participated in various professional learning opportunities to increase their skills to work with the students on coding programs using a variety of apparatus. The establishment of an ICT room with a green screen and 3D printer were put to very good use during the year. The senior students have produced very professional videos and short films using the green screen, and students have participated in Genius Hour higher order thinking programs utilising a variety of ICT skills.

Standardised testing results, using a variety of assessments for students from Kindergarten to Year Six, have been analysed by the staff at regular times throughout the year. The assessment analysis has driven the school improvement strategies for 2016. Staff analyse data regularly to monitor the learning growth of individual students and of class cohorts throughout the school. These apply in particular to Literacy and Numeracy. NAPLAN tests are one source of data that is used by the staff to track, monitor and guide the teaching and learning programs for all students.

During 2016 the school employed a Reading Recovery and Literacy Support teacher, Mrs Denise Bowen, to provide individual and small group support for students in the junior years requiring reading enrichment. In addition to this the school increased the support offered to students requiring Mathematics enrichment, with the employment of Mrs Rebecca Barfoot, to provide small group intervention for students from Pre-Primary to year Three.

On behalf of the staff I wish to acknowledge the enormous pride we have in our students. Their manners, respect and care of each other is commendable and a testament to the strong values of their parents. The children never let us down. They represent the school in sport, community and cultural events with pride. We wish our graduating students and their families every success as they continue with their education. We sincerely hope that the values instilled in them at Loreto Nedlands will continue to provide the benchmark for their interactions with others into the future.

The staff at Loreto Nedlands continued to ensure a dedication to student well-being. Pastoral Care weekly meetings were introduced during the year, as an opportunity for staff to raise student well-being concerns. There were many occasions throughout the year whereby the staff identified concerns about student well-being and organised meetings with the school psychology services, to provide assistance for staff and parents in providing for the needs of a number of students. The school introduced Speech and Occupational Therapy Screening for Kindergarten students and this initiative will be developed further during 2017. Yoga was introduced for students as an after school activity during 2016 with a large number of students taking part. Mindfulness training was introduced in Year Two during the year and, in addition to this, many other classes began an introduction to mindfulness training. The staff developed and implemented a Code of Conduct for staff behaviours. The staff worked to develop the code to ensure the safety of all the students at Loreto Nedlands is of the highest standard possible.

Capital Planning School resources and property maintenance and property improvements were significant once again in 2016. During the year the senior and junior toilet blocks were refurbished. The Early Learning Centre playgrounds were completed to include a variety of new structures for the students to enjoy. New contemporary furniture was purchased for all classrooms and Apple Televisions were installed into all learning area spaces. The Pre-Kindergarten classroom received new floor coverings, painting and new furniture throughout in order to make this learning space more functional for our youngest students.

Therese Hussey Principal December 2016