



# 2017 SCHOOL PERFORMANCE INFORMATION

**Loreto Nedlands Limited**



*Loreto Nedlands creates empowered thinkers who are inspired to excel, feel confident to lead and show compassion as they serve others in the spirit of Mary Ward.*

**Inspired. Confident. Compassionate.**

### **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 2017 academic year and meets the compliance requirements of the Western Australian government, WA Government and CEWA.

#### **1. Contextual Information**

Loreto Nedlands is a single-stream Catholic co-educational primary school for children in Pre-Kindergarten 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 across all domains. The school staff are dedicated to working with our parents and the wider community to nurture the wellbeing, gifts and talents of our students and to assist each child to reach their full potential. Our committed and enthusiastic staff works to provide a collaborative and supportive learning and teaching environment centred on Gospel values that are witnessed to them by Jesus and the example of our founder, Mary Ward.

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. The value for 2017 was, "Freedom."

## **2. Teacher Standards and 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.

### Teacher Qualifications:

Master of Education – 2

Master of Teaching – 2

Bachelor of Education – 13

Bachelor of Science – 1

Diploma of Business – 1

Advanced diploma – 1

Cert 3 Education Assistant - .4

Cert 4 Education Assistant – 2

## **3. Workforce Composition**

### Teaching Staff

Principal – 1 (female)  
Male - 3  
Female - 13  
Indigenous 0  
Non-Indigenous - 17

### Non-Teaching Staff

Male -1  
Female -11  
Indigenous 0  
Non-Indigenous - 12

## **4. Student Attendance**

|    | Students | Yearly Attendance (%) |
|----|----------|-----------------------|
| PK | 18       | N/A                   |
| K  | 29       | 98                    |
| PP | 30       | 98                    |
| Y1 | 30       | 97                    |
| Y2 | 29       | 97                    |
| Y3 | 30       | 96                    |
| Y4 | 25       | 96                    |
| Y5 | 26       | 97                    |
| Y6 | 15       | 98                    |

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 if their child is absent. The absentee is recorded, via the administration office, onto SEQTA. The administration office will notify parents, via SEQTA, if a child is absent and no notification has been received.

Any late student must sign in as late on SEQTA in the administration office. The administration office contacts the student's parent/guardian if students are late/absent without notification, via SEQTA.

Attendances are recorded in half day amounts (AM/PM). If a child needs to be withdrawn from school the parent must sign them out via SEQTA from the administration office.

## 5. Loreto Nedlands NAPLAN Results 2017

Set out below are the year three NAPLAN results. The school continues to monitor performance in the areas where improvement could be expected.

| <b>YEAR THREE</b>                  | <b>LORETO NEDLANDS<br/>MEAN</b> | <b>SIMILAR SCHOOL<br/>MEAN</b> | <b>ALL AUSTRALIAN<br/>MEAN</b> |
|------------------------------------|---------------------------------|--------------------------------|--------------------------------|
| <b>Reading</b>                     | 510                             | 510                            | 431                            |
| <b>Writing</b>                     | 460                             | 460                            | 413                            |
| <b>Grammar and<br/>Punctuation</b> | 506                             | 520                            | 439                            |
| <b>Spelling</b>                    | 460                             | 480                            | 416                            |
| <b>Numeracy</b>                    | 450                             | 480                            | 409                            |

| <b>YEAR FIVE</b>                   | <b>LORETO NEDLANDS<br/>MEAN</b> | <b>SIMILAR SCHOOL<br/>MEAN</b> | <b>ALL AUSTRALIAN<br/>MEAN</b> |
|------------------------------------|---------------------------------|--------------------------------|--------------------------------|
| <b>Reading</b>                     | 560                             | 580                            | 505                            |
| <b>Writing</b>                     | 528                             | 530                            | 472                            |
| <b>Spelling</b>                    | 547                             | 550                            | 500                            |
| <b>Grammar and<br/>Punctuation</b> | 556                             | 600                            | 499                            |
| <b>Numeracy</b>                    | 534                             | 560                            | 493                            |

## **6. Parent Student and Teacher Satisfaction**

During 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.

Exit surveys at the conclusion of 2017 provided evidence that the majority of parents are very satisfied with Loreto Nedlands and would strongly recommend to others.

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.

Exit surveys from the graduation students demonstrated that the students were positive about their years at Loreto and would recommend Loreto to other families.

Year 5 and 6 students participated in the Gallop Poll. Results of this poll indicated:

65% of students felt hopeful about their future.

83% of students felt engaged at school.

69% of students felt they were thriving.

91% stated that faith is an important part of their daily lives.

### **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 2017 demonstrated a strong sense of satisfaction with; leadership opportunities, the teaching and learning environment, collegiality, parents support, staff well-being and student behaviours.

## 7. School Income 2017

Please refer to My School website: [www.myschool.edu.au](http://www.myschool.edu.au)

| <i>Net Recurrent Income 2017</i>   | <i>Total</i>       |
|--|--------------------|
| <b>Australian Government recurrent funding</b>   | \$1,188,746        |
| <b>State/Territory Government recurrent funding</b>  | \$451,546          |
| <b>Fees, charges and parent contributions</b>  | \$1,465,451        |
| <b>Other private sources</b>   | \$107,321          |
| <b>Total gross income<br/>(excluding income from government capital grants)</b>                              | <b>\$3,213,064</b> |
| <b>Deductions</b>  |                    |
| <b>Income allocated to current capital projects</b>  | \$100,312          |
| <b>Income allocated to future capital projects and diocesan capital funds</b>                                | \$0                |
| <b>Income allocated to capital debt servicing<br/>(including principal repayments and interest on loans)</b> | \$0                |
| <b>Subtotal</b>  | <b>\$100,312</b>   |
| <b>Total net recurrent income</b>  | <b>\$3,112,752</b> |
|  |                    |
| <i>Capital Expenditure 2017</i>  | <i>Total</i>       |
| <b>Australian Government capital expenditure</b>   | \$335              |
| <b>State/Territory Government capital expenditure</b>  | \$0                |
| <b>New school loans</b>  | \$0                |
| <b>Income allocated to current capital projects</b>  | \$100,312          |
| <b>Other</b>   | \$108,660          |
| <b>Total capital expenditure</b>   | <b>\$209,307</b>   |
|  |                    |

## 8. Post School Destinations

| <b>Secondary College</b>    | <b>Number of students</b> |
|-----------------------------|---------------------------|
| John XX111 Catholic college | 9                         |
| IONA Presentation college   | 4                         |
| Mercedes College            | 1                         |

|                |   |
|----------------|---|
| Scotch College | 1 |
|                |   |

## 9. Annual School Improvement

Report on success measures against 2017 ASIP goals:

| Goals  | Progress towards achievement   |
|--|--|
| Designate specific teacher leader roles across key domains with clear and specific role criteria.  | Staff involvement in key teams throughout the school: <ul style="list-style-type: none"> <li>• School Improvement Team</li> <li>• Curriculum Team</li> <li>• Wellbeing Team.</li> </ul>  |
| Establish a data wall to track student achievement and growth in comprehension and place value.  | Data wall established, and meeting held during the year to engage in conversations around the data wall.<br>Success of data on digital platform has been more successful in tracking student progress across a variety of data collected.  |
| <ul style="list-style-type: none"> <li>• Improved student outcomes for Literacy and Numeracy with a specific emphasis on reading comprehension, spelling and place value.</li> </ul> | <ul style="list-style-type: none"> <li>• Data collected from reading comprehension assessments, PATR, IPIs and Running Records, indicated comprehension improvement from Kindy to Year Six.</li> <li>• MAI assessments indicated some improvements for Place Value.</li> <li>• 2018 data from NAPLAN, Pat Maths, Stepping Stones Mathematics tests and diagnostic tasks will provide further indications of success rates and student growth.</li> </ul> |
| <ul style="list-style-type: none"> <li>• Improve wellbeing and student safety initiatives for all students.</li> </ul>   | Gallop Poll results for Yr 5 and 6 students indicated a sense of wellbeing and safety at school.<br>The Safe Schools Program (SA Program) has been implemented across all year levels with positive dialogue from students.<br>Parent attendance at a workshop about child safety has been well attended.<br>The Safe Schools Policy for Loreto Nedlands has been published to our website.  |

|   |  |
|---|--|
|   | Positive Education initiatives have been introduced into every class.  |
| <ul style="list-style-type: none"> <li>• Provide students and staff with opportunities to develop the Loreto Nedlands Mission Statement and reach out to others with a sense of service, compassion and empathy.</li> </ul> | <ul style="list-style-type: none"> <li>• Students demonstrated an understanding and appreciation of Freedom, our value for 2017, and how this can affect and impact their daily lives.</li> <li>• Increased and sustained support for the Mini-Vinnie Association was demonstrated.</li> </ul> |