



LORETO
NEDLANDS

LORETO NEDLANDS LIMITED

SCHOOL COMPLIANCE DATA

2018



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 2018 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 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 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.

The wellbeing policy, the *Loreto Blossoming Policy*, fosters a supportive environment whereby students are encouraged to recognise and use their character strengths to work towards achieving challenging goals.

The students' imagination and creativity are developed in the early years with the focus on play based education.

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 school has a focus on environmental education and has vegetable patches, a worm farm and chickens.

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 15 Male 3 Female 12 Indigenous 0 Non-Indigenous 15
Non-Teaching Staff 11 Male 0 Female 11 Indigenous 0 Non-Indigenous 11

Student Attendance

	Students	Yearly Attendance (%)
PP	30	98
Y1	28	94
Y2	31	97
Y3	31	97
Y4	26	94
Y5	24	96
Y6	29	96

The average student attendance rate is 96%.

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 and class teacher by means of Email, telephone, personal communication, note.

Attendances are recorded in half day amounts (AM/PM). If students are marked as absent on SEQTA with a red cross, an automated absentee sms will be sent out to parents from SEQTA. Once an email or notification from parents has been received, teachers are to amend/update their records on their SEQTA roll.

Any late student must sign in on the iPad at the front office - This information is recorded in the SEQTA database.

If a child needs to be withdrawn from school the parent must sign the student out of class on the iPad at the office which automatically updates the SEQTA database.

Loreto Nedlands NAPLAN Results 2018

YEAR THREE	LORETO NEDLANDS MEAN	SIMILAR SCHOOL MEAN	ALL AUSTRALIAN MEAN
Reading	452.7	445	433.8
Writing	415.3	414	407.2
Spelling	429.5	432	417.8
Grammar and Punctuation	447.2	442	431.7
Numeracy	444.1	415	407.7

YEAR FIVE	LORETO NEDLANDS MEAN	SIMILAR SCHOOL MEAN	ALL AUSTRALIAN MEAN
Reading	552.2	528	509
Writing	519.3	479	464.6
Spelling	555.7	520	502.5
Grammar and Punctuation	551.5	527	503.6
Numeracy	533	510	494.2

Parent Satisfaction

- During the course of the year parents expressed their satisfaction with the educational program and pastoral care provided by the school.
- Parents acknowledge that the teachers care about their child and have high expectations for their academic achievement and behaviour
- Parents generously supported events and projects throughout the year.
- Families new to Loreto Nedlands frequently comment on the welcome they receive.
- Families understand that their culture and background are appreciated.
- Parents feel that they are able to voice concerns, grievances and communication about their child's progress
- 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 2018 demonstrated a high sense of satisfaction with the school.

Post Primary School Destinations

All Saints	1
Iona College	7
John XXIII College	7
Christchurch College	2
Trinity College	3
Shenton College	2
Methodist Ladies College	4
Presbyterian Ladies College	1
St Hilda's College	2
TOTAL:	29

School Income 2018

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

School Improvement

Report on success measures against 2018 ASIP goals:

Goals	Success Measure
<ul style="list-style-type: none">• Retell scores to continue to show improvement.• Demonstrate whole school growth over a twelve month period.• Growth by students in top percentile.• PK and K: Diana Rigg books to develop comprehension.• Retell stories – reading stories in mat time and developing questions.• Small and whole class.• Relate to real world experiences – retell.• Characterisation in Kindy – higher order comprehension.	<ul style="list-style-type: none">• Our top percentile will show growth against like CEWA schools NAPLAN data. Achieved for Reading.• PAT-R Bands improved.• Monitor and engage with student data on Data Wall. Staff discussions around data wall data became integral component of professional learning meetings.• Re-tell IPI's at 75% minimum – improved, but further work required in 2019.• Kindy and Pre-Primary: Oral Retell - Brightpath Rulers. Staff have implemented oral retell in Kindy, Pre-Primary and Year One.

<ul style="list-style-type: none"> • Consolidate work in Place Value (embedding) • Whole school focus with mutli step word problems. 	<ul style="list-style-type: none"> • Improved NAPLAN and PAT Math results with our top percentile displaying growth consistent with similar CEWA schools.
<ul style="list-style-type: none"> • Transfer of Spelling Knowledge to everyday writing. • High frequency words knowledge 	<ul style="list-style-type: none"> • Movement of students is evident on longitudinal data. • NAPLAN results are equivalent or above 'CEWA like schools'
<ul style="list-style-type: none"> • Increase staff knowledge of pedagogy to demonstrate differentiation • ECE: ESL support where necessary. • Repetition for children who require developmental experiences – cutting, painting, conversational skills, colours, shapes, social and behavioural skills.etc. • Structure group activities to suit the developmental needs of specific students. • Adapting program on a daily or weekly basis for needs that arise from time to time. 	<ul style="list-style-type: none"> • Teaching staff using visible learning and differentiation pedagogies as their daily practice. • Students engaging in learning sprints with their teachers.
<ul style="list-style-type: none"> • Revise Evangelisation Plan. • Charism and mission re-vitalised with existing staff and introduced to new staff. • Visibility of students preparing for and receiving the sacraments throughout the year. Increase focus and highlight importance of these sacraments throughout the year. 	<ul style="list-style-type: none"> • Increased rigour evident in the teaching points focused upon in the Evangelisation Plan. • Staff survey about engagement with mission, charism and sacramental preparation.

Principal's Address 2018

In this Loreto Year of Justice, the staff and students of Loreto Nedlands have been diligent in looking more deeply at how we, as a Church community, can be the difference we would like to see in the world. Justice is not merely about raising money for others. Justice applies to our words, actions and thoughts towards humanity and towards the environment. Justice is displayed when we show witness to Jesus, by the example of Mary Ward. To be truly people of justice we need to be educated and informed about the world situation and have an awareness of our contributions towards improving justice, and towards diminishing justice for others and the environment. The Loreto Nedlands students have developed an understanding of justice as they have been exposed to several initiatives throughout the year. The Mini-Vinnies Association has been re-energised this

year. The students have developed a sense of justice as they have become aware of and responded to social issues including homelessness and poverty, both in their local and global communities. The senior students have developed awareness of justice in the world as they have worked together to learn about the situation for developing countries and the work of Caritas. The establishment of the Environment Club has begun to make a real difference at Loreto Nedlands with changing attitudes towards caring for and protecting our environment for the good of others, both now and into the future. 2018 has been a year where significant changes have been made, directed by the students, in relation to lessening our footprint and improving justice towards our planet.

It was with a sense of sadness that we said farewell Sr Margie O'Sullivan ibvm and Sr Marg Finlay ibvm as they moved from Western Australia to their home in Victoria. Both Sr Marg and Sr Margie have been champions of Loreto Nedlands for a number of years, both as Principals and, in later years, supporting the reading program and supporting the Past Pupils Association. The Sisters were farewelled with great Loreto style and continue to keep in touch and up to date with all the happenings at Loreto Nedlands.

During the year we welcomed Sr Francine Roberts to Western Australia to take on the role of Provincial Leader. Francine hails from country Western Australia and it has been wonderful to have her here with us in Perth.

Sr Anne Carter ibvm, Archivist at Loreto Nedlands, retired from her position during the year after many years of service to the Loreto community as Western Australian archivist. Sr Anne began the archives at Loreto, starting with boxes of documents from the WA Loreto schools, in a small room to work in and an enormous amount of devotion to ensuring the Loreto history in WA could be preserved. The archives at Loreto Nedlands are outstanding. In addition to collating and preserving our archives Sr Anne has established the Loreto Heritage Room, a museum of history of Loreto in Western Australia. We are so grateful to Sr Anne for all that she has brought to retaining the history and traditions of our school community and wish her well in retirement.

We were delighted this year to launch our *Blossoming Policy* to the Loreto community. The *Blossoming Policy* outlines our philosophy and strategies towards ensuring a strong sense of pastoral care and wellbeing towards our students, staff and wider community. Essentially, our desire is that every person associated with our school should have the opportunity to *Blossom*. Based upon the vision of Mother Gonzaga Barry ibvm, the *Blossoming Policy* combines the development of growth mindsets, character strengths and the building of resilience to assist us to blossom in all areas of our lives. Mr Andrew Boxsell, Wellbeing coordinator at Loreto Nedlands, is to be congratulated for his work in establishing and developing the *Blossoming Policy* throughout the year.

We have been most fortunate during 2018 to have experienced success in several curriculum areas that have provided our students with opportunities to develop their gifts and to flourish. A number of students have participated, with success, in the Mathematics Olympiad Program, Robo Cup, Game Changer Awards and the Science Awards. In addition to this our music program has continued to excel and once again raise the standard of performance. The annual Catholic Schools Performing Arts Festival saw a significant number of Loreto soloists and ensembles achieve awards and recognition for outstanding performances.

The confidence of our senior students as public speakers has continued to be evident. The development of public speaking skills, begun in the junior years, continues to be a strength for the students of Loreto Nedlands. Our Loreto speaker of the Year Awards and subsequent participation

in the IPSHA Speaker Awards for students in Year Three and Six achieved excellent results. The Debating Program, facilitated by the Year Five and Six teachers continued to provide outstanding opportunities for Loreto students to develop valuable skills as confident and convincing public speakers.

My sincerest thanks to all who have supported the success of Loreto Nedlands during the year. Our parent community have continued to be supportive of each other, the teaching staff and the wider community. Our after-school play days, Welcome Picnic, Bush Dance, Mothers', Fathers' and Grandparents' Days, to name a few, have been warmly embraced by the parent community. We look forward to the Autumn Fair in March 2019 and are most grateful to the parent committee for their organisation of this event.

The Loreto Nedlands School Board, under the leadership and guidance of Board Chair Mr. Craig Slater have been dedicated during this year to the ongoing good governance of the school. In addition, the Board have worked with architects to develop the Loreto Nedlands Master Plan to develop a vision for the school over the next twenty years. We are looking forward to launching the Mater Plan to our community early in 2019. Craig Slater concludes his term as School Board Chair at the conclusion of this year. Craig will be missed as Chair and on behalf of the school I express my sincerest thanks to Craig for his commitment, dedication and ongoing support of the school community.

The Loreto staff are committed, caring and professional people who always make decisions in the best interests of the Loreto students. The dedication of the staff has ensured Loreto continues to thrive as a successful, welcoming and e engaging school community.

The Loreto students are our greatest assets. They never cease to surprise the staff with their enthusiasm, drive and positivity towards all aspects of school life. We are proud of all our students, and in particular, we farewell our Year Six graduating students, confident in the knowledge that they leave us with strong values, a sense of personal confident and a faith in God that will sustain them as they move into their secondary education.

Therese Hussey

Principal

December 2018