



LORETO

Nedlands

Loreto Nedlands Limited

ACN: 610939547

Principal's Annual Report

1 January 2021 – 31 December 2021

PUBLICATION OF INFORMATION RELATING TO SCHOOLS

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 philosophy of Loreto Nedlands Early Childhood is based on developing the whole child in an environment that is exciting, challenging and emphasises learning through play.

Children will develop skills, attitudes and understanding at their own level through a broad and balanced curriculum. Learning is based on a child centred, play based approach building on their achievements in working towards the early learning goals.

The design and implementation of flexible learning environments create spaces where our teachers and students come together as co-learners. We recognise that 'our walls no longer mark the boundaries of our classroom'; consequently, active exploration of ideas fosters creativity and encounter.

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. A Loreto Nedlands education is centred on Jesus Christ and living the Gospel values in our daily lives. Through the Charism of our founder, Mary Ward, we strive to live with freedom, sincerity, verity, justice and felicity. Service to others is promoted through raising awareness of contributing to the school community, justice issues and fundraising.

Our academic program encourages inquiry-based learning that is rigorous and inclusive of all students. Loreto Nedlands strives for a holistic approach to teaching the whole child. We are committed to developing children who can think for themselves, create, imagine and navigate the challenges of the world with the strength of character.

Loreto Nedlands has a proud tradition in the Performing Arts, including liturgical singing, class music lessons, individual tuition, choir, orchestra, ensembles, Junior and Senior Musicals, and creative dance. Self-expression and originality are encouraged through the recently re-launched Visual Arts program. The school Literacy program is enhanced by the Loreto Young Writers' Awards, Loreto Speaker of the Year, Debating, and Oracy Examinations and providing for students with EALD and Special Needs. The Student Leadership Program develops the leadership potential of every child, nurturing leadership, initiative, a sense of responsibility and generosity of spirit.

Loreto Nedlands STEAM program includes enriching experiences for all students, including Maths Olympiad, Robo Cup, Tournament of the Minds and Chess. Physical Education consists of a fitness program, swimming, cross country, athletics and participation in the Independent Primary Schools Heads of Australia (IPSHA) organisation.

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

2. Teacher Standards and Qualifications

Highest level of education	Number of staff
Masters	6
Graduate Diploma	1
Bachelor degree	15
Certificate IV	1
Certificate III	4

3. Workforce Composition

Gender	Staff number	Staff %
Female	26	90%
Male	3	10%
TOTAL	29	100%

Gender	Indigenous	Staff %	Non-Indigenous	Staff %
Female	1	3.8%	25	96.2
Male	0	0	3	100%

4. Student Attendance

	Students	Yearly Attendance (%)
PP	20	95
Y1	24	94
Y2	28	95
Y3	28	93
Y4	19	95
Y5	28	95
Y6	25	96

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 am and pm, on a daily basis. The attendance records are checked by the Assistant Principals 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.

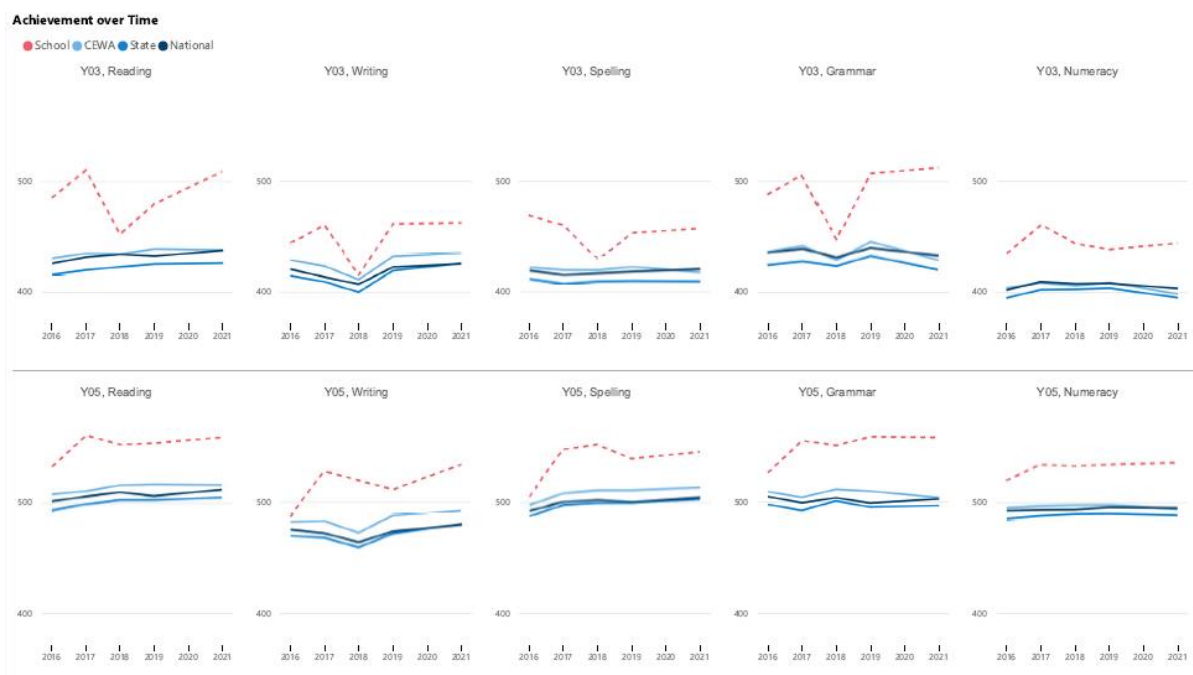
5. Naplan Annual Attendance

The table on the following pages set out Loreto Nedland's results over time, comparing results to statistically similar schools.

The graphs demonstrate that the 2021 cohort is substantially above in all areas. However, areas to be mindful of our students in the Low Growth High Proficiency Area and Low Growth Low Proficiency Area to ensure that these students are moving in an upward trend and not remaining stagnant.

The Board notes that as a single stream primary school, the cohort being tested can vary significantly both in terms of simple student numbers and the range of capabilities.

The school continues to monitor performance in the areas where improvement could be expected, and the School Improvement Plan for 2021 has used the data to focus on school improvement in Comprehension – Maths and Literacy, Writing using Brightpath Assessment Tool, Mental Maths and Fluency.



6. Parent, Teacher, Student Satisfaction

In 2021 Loreto Nedlands participated in the National School Improvement Partnership School Climate Survey through Curtin University. Parent voice was a valuable component of the survey, which was strongly supported by the Board. Results of the survey indicated:

84 participants completed the survey.

- Families feel they are well supported by staff.
- Families continue to request further, regular feedback in the areas of Assessment.
- Families requested that resources and spaces undergo improvement.
- Families responded that they feel very welcome at the school.
- Staff feel there is good communication and support between leadership and teaching

- staff and that they are encouraged to improve and develop teaching practices.
- Staff level of well being is average.
- Students responded positively to Expectation for Success.
- The need to ensure cultural diversity is appropriately affirmed is an area of improvement in accordance with Student Voice.

7. School Income

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

8. Year 6 post-school destination data

Secondary School/College	Total
John XXIII College	12
Iona Presentation College	1
Scotch College	2
Christ Church Grammar	3
Perth Modern	1
Shenton College	1
Trinity	2
Methodist Ladies College	2
Aquinas College	1
TOTAL:	25

9. Protective Behaviours

Loreto Nedlands uses the *Keeping Safe: Child Protection Curriculum* to teach Protective Behaviours.

- Students in PP through to Year 6 will receive 30 minutes of Health (Keeping Safe) each week for the school year.

The Keeping Safe: Child Protection Curriculum (KS:CPC) teaches children from a young age to:

- recognise abuse and tell a trusted adult about it
- understand what is appropriate and inappropriate touching
- understand ways of keeping themselves safe.

The curriculum has been developed by child protection experts and experienced educators from South Australian schools and preschools.

The program follows two main themes:

- we all have the right to be safe
- we can help ourselves to be safe by talking to people we trust.

These two themes are explored through four focus areas:

- the right to be safe
- relationships
- recognising and reporting abuse
- protective strategies.

The focus areas are examined in complexity according to the age of the learners.

Annual professional learning

- All staff must annually complete CEWA's Child Safety on-line training.

- Staff new to CEWA schools are required to attend face to face training initially.
- The Code of Conduct is regularly reflected on to ensure that all staff are aware and understand the contents to prevent possible breaches.
- The Code of Conduct is part of the school's induction program
- All school policies, procedures and practices are regularly reviewed to ensure student safety and wellbeing at school and during school-related activities.

Parents and Guardians

- At the beginning of each year, parents will have the opportunity to attend a session on what is covered in the Keeping Safe Curriculum. Each term, they will receive more specific information on what is being taught via the classroom newsletter. The Health teacher is available for one on one meetings for parents seeking further information or clarification.
- All members of the Loreto Nedlands Board are required to complete the on-line training on a yearly basis.

As part of the enrolment process, all families receive a copy of the Code of Conduct which is also available on the school website.

STRATEGIC PLANNING

Report on the strategic priorities implemented and decision-making processes undertaken.

The Strategic Plan progress is reviewed each year by the Board, with the assistance of the Principal. Progress against goals for the Strategic Plan (as presented to the Board in 2021) Strategic Goals are underlined:

Empowered and Inspired for Excellence.

Improve Literacy and Numeracy outcomes for students in the early years and throughout all levels of school.

- Staff engaged in ongoing professional dialogue and utilised on-line learning platforms to assist with ensuring there was movement of students on longitudinal data.
- The goal of upskilling Middle Leaders was achieved in 2021, with teaching staff from Junior, Middle and Upper grades being represented. This was very successful, not only developing the skillset of the individual teacher but also the entire teaching staff.
- In line with our Assessment Schedule, student data was regularly discussed and moderated using exemplars from SCSA as well as Brightpath.
- Ongoing partnership with onsite Speech Therapist and Occupational Therapist to assist staff with program design and to work with students.
- Partnership with Edith Cowan University Occupational Therapy students to provide intensive onsite six week course to students from Kindy to Year Three.
- Support was given to EALD students both in and outside the classroom.
- Students excelled in various learning areas, in particular Public Speaking, Music, Sports, Chess, with three students receiving Academic Scholarships for Year Seven in 2022.

Strengthen and maintain safe and supportive learning environments.

- This area was a high focus during 2021 due to COVID-19, with various initiatives for all stakeholders being undertaken.
- Readiness for on-line learning and cyber safety was appropriately addressed.
- Teachers completing renewal of Keeping Safe Curriculum on-line training.

Service to Others

Have a well-established Christian service program across the school for staff and students that continually reflects our community needs.

- Support for Mary Ward International projects and for Loreto Schools in South East Asia.
- Partnership with St Vincent de Paul Society

Spirit of Mary Ward

Diversity is embraced, and families from a variety of cultures and religious faiths are welcomed.

- Student enrolment continues to be from a variety of cultures.
- Teacher volunteering for the Kimberley is ongoing.
- Celebrations and Acknowledgement that reflect diversity, such as Harmony Day and NAIDOC Week.
- Exploration of the countries and cultures that we assist through Mary Ward International during Loreto Week.