School Performance Report
2009
About us

Loreto College, Marryatville, South Australia, is an independent Catholic day and boarding school for girls in Adelaide, which provides outstanding educational opportunities, for national and international students, with a broad range of subjects and co-curricular programs from Reception to Year 12.

We have approximately 900 girls: 300 in each of the 3 sub-schools: primary, middle and senior. We also have a Montessori Early Learning Centre for pre-school age children, which caters for both girls and boys. In the middle years, we offer the IB MYP curriculum.

We are one of seven Loreto schools in Australia proud to be part of a 400-year international tradition. It is our privilege to continue the work of Mary Ward, who founded a religious order for women and her first school for girls in 1609. Mary Ward believed passionately in the potential of women to contribute significantly to society and the church. She said, “There is no such difference between men and women that women may not do great things.” Her vision, that “women in time to come will do much”, was prophetic. We aim to ensure Loreto remains faithful, in all we do, to this time-honoured tradition by providing “a schooling of the heart”: where learning is “at the heart, from the heart and about the heart”.

About our staff

1. **Staff Qualifications**

   In our school we are fortunate to have a number of teachers with two or more qualifications in education.

<table>
<thead>
<tr>
<th>Qualification</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Doctorate</td>
<td>2.8%</td>
</tr>
<tr>
<td>Masters</td>
<td>11.1%</td>
</tr>
<tr>
<td>Post Graduate Diploma</td>
<td>49.1%</td>
</tr>
<tr>
<td>Bachelor Degrees</td>
<td>100%</td>
</tr>
<tr>
<td>Adv Dip and Diplomas</td>
<td>53.7%</td>
</tr>
</tbody>
</table>

2. **Workforce Composition, including Indigenous Composition**

   Number of teaching staff: 108

   Number of full-time equivalent teaching staff: 93.65

   Number of non-teaching staff: 72

   Number of full-time equivalent non-teaching staff: 46.73
Number of teaching staff by level of expertise:
Executive: 2
Senior Leaders: 8
Middle Leadership: 37
Advanced Skills Teachers: 27
Step 10: 40
Steps 3-9: 13

About our students and their results

1. **Student Attendance**

The average student attendance rate for our school in 2009 was 93.7%.

*Student Attendance by Year Level*

<table>
<thead>
<tr>
<th>Year Level</th>
<th>Attendance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reception</td>
<td>90.5%</td>
</tr>
<tr>
<td>Year 01</td>
<td>92.8%</td>
</tr>
<tr>
<td>Year 02</td>
<td>92.6%</td>
</tr>
<tr>
<td>Year 03</td>
<td>93.0%</td>
</tr>
<tr>
<td>Year 04</td>
<td>92.5%</td>
</tr>
<tr>
<td>Year 05</td>
<td>92.7%</td>
</tr>
<tr>
<td>Year 06</td>
<td>94.2%</td>
</tr>
<tr>
<td>Year 07</td>
<td>92.7%</td>
</tr>
<tr>
<td>Year 08</td>
<td>95.1%</td>
</tr>
<tr>
<td>Year 09</td>
<td>95.1%</td>
</tr>
<tr>
<td>Year 10</td>
<td>94.7%</td>
</tr>
<tr>
<td>Year 11</td>
<td>93.2%</td>
</tr>
<tr>
<td>Year 12</td>
<td>98.7%</td>
</tr>
</tbody>
</table>

*Management of Non-Attendance*

Roll call is taken in each home room in the morning and absences are registered in a computerised school attendance program. Absences are then checked by the Student Services Officer against the telephone messages received from parents/caregivers and late arrival students’ names. Any unconfirmed absences are then noted and each parent/caregiver is telephoned, with contact being made or a message left, if possible. These absences are then recorded on a database, with a reason code for each absence. At the end of each daily absence check, it should only be on rare occasions when parents/caregivers have not been able to be contacted, or a message left.
## 2. Student Outcomes in Standardised National Literacy and Numeracy Testing

### Year 3 (minimum national standard 2)

<table>
<thead>
<tr>
<th></th>
<th>band 1</th>
<th>band 2</th>
<th>band 3</th>
<th>band 4</th>
<th>band 5</th>
<th>&gt;= band 6</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Year 3</strong></td>
<td>No.</td>
<td>%</td>
<td>No.</td>
<td>%</td>
<td>No.</td>
<td>%</td>
</tr>
<tr>
<td>Numeracy</td>
<td>1</td>
<td>1.9</td>
<td>4</td>
<td>7.5</td>
<td>18</td>
<td>34.0</td>
</tr>
<tr>
<td>Punctuation &amp; Grammar</td>
<td>0</td>
<td>0.0</td>
<td>1</td>
<td>1.9</td>
<td>4</td>
<td>7.4</td>
</tr>
<tr>
<td>Reading</td>
<td>0</td>
<td>0.0</td>
<td>4</td>
<td>7.5</td>
<td>3</td>
<td>5.7</td>
</tr>
<tr>
<td>Spelling</td>
<td>0</td>
<td>0.0</td>
<td>1</td>
<td>1.9</td>
<td>8</td>
<td>14.8</td>
</tr>
<tr>
<td>Writing</td>
<td>0</td>
<td>0.0</td>
<td>0</td>
<td>0.0</td>
<td>5</td>
<td>9.4</td>
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### Year 5 (minimum national standard 4)

<table>
<thead>
<tr>
<th></th>
<th>band 3</th>
<th>band 4</th>
<th>band 5</th>
<th>band 6</th>
<th>band 7</th>
<th>&gt;= band 8</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Year 5</strong></td>
<td>No.</td>
<td>%</td>
<td>No.</td>
<td>%</td>
<td>No.</td>
<td>%</td>
</tr>
<tr>
<td>Numeracy</td>
<td>0.0</td>
<td>0.0</td>
<td>3</td>
<td>5.8</td>
<td>12</td>
<td>23.1</td>
</tr>
<tr>
<td>Punctuation &amp; Grammar</td>
<td>0.0</td>
<td>0.0</td>
<td>1</td>
<td>1.9</td>
<td>5</td>
<td>9.4</td>
</tr>
<tr>
<td>Reading</td>
<td>0.0</td>
<td>0.0</td>
<td>1</td>
<td>1.9</td>
<td>8</td>
<td>15.1</td>
</tr>
<tr>
<td>Spelling</td>
<td>0.0</td>
<td>0.0</td>
<td>2</td>
<td>3.8</td>
<td>11</td>
<td>20.8</td>
</tr>
<tr>
<td>Writing</td>
<td>0.0</td>
<td>0.0</td>
<td>2</td>
<td>3.8</td>
<td>7</td>
<td>13.5</td>
</tr>
</tbody>
</table>

### Year 7 (minimum national standard 5)

<table>
<thead>
<tr>
<th></th>
<th>band 4</th>
<th>band 5</th>
<th>band 6</th>
<th>band 7</th>
<th>band 8</th>
<th>&gt;= band 9</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Year 7</strong></td>
<td>No.</td>
<td>%</td>
<td>No.</td>
<td>%</td>
<td>No.</td>
<td>%</td>
</tr>
<tr>
<td>Numeracy</td>
<td>1</td>
<td>1.7</td>
<td>4</td>
<td>6.7</td>
<td>13</td>
<td>21.7</td>
</tr>
<tr>
<td>Punctuation &amp; Grammar</td>
<td>2</td>
<td>3.3</td>
<td>3</td>
<td>4.9</td>
<td>9</td>
<td>14.8</td>
</tr>
<tr>
<td>Reading</td>
<td>2</td>
<td>3.3</td>
<td>1</td>
<td>1.6</td>
<td>16</td>
<td>26.2</td>
</tr>
<tr>
<td>Spelling</td>
<td>1</td>
<td>1.6</td>
<td>5</td>
<td>8.2</td>
<td>10</td>
<td>16.4</td>
</tr>
<tr>
<td>Writing</td>
<td>1</td>
<td>1.6</td>
<td>2</td>
<td>3.3</td>
<td>12</td>
<td>19.7</td>
</tr>
</tbody>
</table>
### Year 9 (minimum national standard 6)

<table>
<thead>
<tr>
<th></th>
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<th>band 6</th>
<th>band 7</th>
<th>band 8</th>
<th>band 9</th>
<th>band 10</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Year 7</strong></td>
<td>No.</td>
<td>%</td>
<td>No.</td>
<td>%</td>
<td>No.</td>
<td>%</td>
</tr>
<tr>
<td>Numeracy</td>
<td>0.0</td>
<td>9</td>
<td>25</td>
<td>24.8</td>
<td>35</td>
<td>34.7</td>
</tr>
<tr>
<td>Punctuation &amp; Grammar</td>
<td>0.0</td>
<td>4</td>
<td>28</td>
<td>27.2</td>
<td>32</td>
<td>31.1</td>
</tr>
<tr>
<td>Reading</td>
<td>0.0</td>
<td>3</td>
<td>17</td>
<td>16.5</td>
<td>40</td>
<td>38.8</td>
</tr>
<tr>
<td>Spelling</td>
<td>1.0</td>
<td>4</td>
<td>23</td>
<td>22.3</td>
<td>38</td>
<td>36.9</td>
</tr>
<tr>
<td>Writing</td>
<td>1.9</td>
<td>5</td>
<td>16</td>
<td>15.4</td>
<td>39</td>
<td>37.5</td>
</tr>
</tbody>
</table>

### 3. Senior Secondary Outcomes

Loreto students achieved 33 Merits across 13 subjects in 2009, with eight students (9%) achieving TER’s above 99, placing them in the top 1% of the state. Merits were achieved in the following subjects: English Communications (6); English Studies (5); Physical Education (4); Art Practical (3); Chemistry (3); Economics (2); Physics (2); Psychology (2); Women’s Studies (2); Biology (1); Italian (1); Textiles (1); and Lifestyle and the Community (1). Furthermore, 85% of Loreto’s Year 12 students in 2009 achieved at least one A grade – 14 girls achieved 5 A’s; 7 girls achieved 4; 18 girls achieved 3; 19 girls achieved 2; and 26 girls achieved 1.

Additionally, Loreto’s Dux of College achieved a “perfect” TER of 99.95, with five perfect 20’s.

For the third time in four years, Loreto’s Dux has achieved this exceptional level of achievement.

### 2009 Grade Distributions
2009 Achievement Score Summary

100% of students in Year 12, 2009 completed their SACE, with 9% of them completing 4 or more stand alone VET units as part of their SACE.

4. Post School Destinations

Ninety eight students completed Year 12 in 2009. The following information is based on the offers made to the students by the South Australian Tertiary Admissions Centre. 86% of students sought and received a place at University, with 36 students going to Adelaide University, 35 students to Uni SA, 5 to Flinders University, 1 to Charles Darwin in the Northern Territory and 1 to Edith Cowan in Western Australia.

14% of students sought and received a place at a TAFE campus, with studies in the following areas: Event Management, Police Studies, Stage Management, Dance Performance, Live Production & Theatre Design, Languages, Small Business Management, Veterinary Nursing, Interior Decoration and Residential Drafting.

63% of students were offered their first course preference, 26% their second preference, 9% their third preference and 2% their fourth preference.

Based on data received from 30% of the cohort, 75% are in full time university placement; 3% are in part time university placement; 3% are in TAFE full time placement; 11% have deferred studies as part of a GAP year; 9% have full time employment.
About our reputation

1. Parent Satisfaction with the School

In May 2009, Access Management Corporation conducted a Parent Survey, on behalf of the College, enquiring into school strategies and parent engagement. 501 parents (62%) responded to this survey. Loreto was affirmed and encouraged by the results, indicating high to excellent levels of satisfaction. No areas were identified as being areas of dissatisfaction.

Loreto College’s levels of satisfaction amongst parents were recorded as **excellent** for the following specific areas:
- its welcoming and supportive culture;
- its focus on Social Justice;
- its building and grounds and learning environments;
- that the students speak positively about Loreto College;
- that the students feel valued and respected at Loreto College;
- the future developments of Performing Arts and Science;
- the resources and facilities at the College;
- the staff being approachable and accessible;
- the published documentation of policies and procedures.

The actual report is 170 pages and includes some 1500 free text answers to the following 3 open questions:
- What are some of the things you like about Loreto College?
- What are some of the things you dislike about Loreto College?
- What suggestions do you have for attracting and retaining students at Loreto College?

Below is a summary of the overall results.

<table>
<thead>
<tr>
<th>Category</th>
<th>Level of Satisfaction</th>
</tr>
</thead>
<tbody>
<tr>
<td>Values and Culture</td>
<td>Excellent</td>
</tr>
<tr>
<td>Leadership and Direction</td>
<td>High</td>
</tr>
<tr>
<td>School Communication</td>
<td>High</td>
</tr>
<tr>
<td>Learning and Extension Programs</td>
<td>High</td>
</tr>
<tr>
<td>Learning Environment</td>
<td>Excellent</td>
</tr>
<tr>
<td>Homework</td>
<td>High</td>
</tr>
<tr>
<td>Reporting</td>
<td>High</td>
</tr>
<tr>
<td>Parent Engagement</td>
<td>High</td>
</tr>
<tr>
<td>Student Engagement</td>
<td>High</td>
</tr>
<tr>
<td>Behaviour Management</td>
<td>High</td>
</tr>
<tr>
<td>Resources and Facilities</td>
<td>Excellent</td>
</tr>
<tr>
<td>Student Transition</td>
<td>High</td>
</tr>
<tr>
<td>Curriculum</td>
<td>High</td>
</tr>
<tr>
<td>Co-Curriculum</td>
<td>High</td>
</tr>
<tr>
<td>Teaching Standards</td>
<td>High</td>
</tr>
</tbody>
</table>
The generalised data for Loreto College reported no areas identified as areas of dissatisfaction or as areas of significant major concern.

From this same data, Loreto College parents indicated only one specific area of moderate satisfaction, therefore making this a focus of immediate improvement.

- Informing parents more promptly if/when their child/children is/are not engaging academically, physically or socially at their ability level/s.

All other statements presented under the various categories of the survey recorded high to very high levels of satisfaction and agreement.

The survey presented a sequence of statements, under various categories, to which parents could respond.

Five result bands are thus possible under each category.

<table>
<thead>
<tr>
<th></th>
<th>Area of strong dissatisfaction – area of significant major concern.</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>Area of dissatisfaction – urgent attention.</td>
</tr>
<tr>
<td>3</td>
<td>Area of moderate satisfaction, therefore an area that should be the focus of improvement.</td>
</tr>
<tr>
<td>4</td>
<td>Area of high level satisfaction with greater than 75% typically in agreement or strong agreement.</td>
</tr>
<tr>
<td>5</td>
<td>An excellent outcome with greater than 90% typically in agreement or strong agreement.</td>
</tr>
</tbody>
</table>

The results of this survey are very encouraging and affirming.