



LORETO COLLEGE

Loreto College Marryatville

School Performance Report

2017

LORETO COLLEGE

Loreto College, Marryatville is a leading South Australian day and boarding school offering a co-education in Early Learning (6 weeks to 5 years), and an all girls' education in Junior School (Reception to Year 6) and Senior School (Years 7 to 12).

Loreto College, Marryatville is the only all-girls' Catholic boarding school in Adelaide. The boarding precinct is home to 50 girls from Adelaide, country South Australia, interstate and overseas.

We value the holistic education of girls, as demonstrated by our students' outstanding academic achievements and their sporting accomplishments. Our students achieve some of the best Year 12 results in the State and our student performance in the National Assessment Program – Literacy and Numeracy (NAPLAN) tests are consistently above average. Our strong academic performance has seen the College produce two of South Australia's Rhodes Scholars and one Schwarzman Scholar in the past four years.

Celebrating 113 years in Adelaide, Loreto College Marryatville is one of seven Loreto independent schools across Australia. Our sister Loreto schools are located in New South Wales (Kirribilli and Normanhurst), Victoria (Toorak and Ballarat), Queensland (Coorparoo) and Western Australia (Nedlands). Together with over 150 Loreto schools world-wide, we share a strong belief in the education of girls in becoming confident, articulate, and successful young women.

The Loreto education tradition, expanding a period of over 400 years, was first inspired by the founder of the Institute of the Blessed Virgin Mary (ibvm), Mary Ward, and established in the Australian context by Gonzaga Barry ibvm in the late 19th century. Both of these women shared a passion and commitment to the education of girls and women to be 'seekers of truth and doers of justice'. This vision is in turn reflected in the Mission Statement for Australian Loreto Schools which states, 'Loreto schools [are to] offer a Catholic education which liberates, empowers and motivates students to use their individual gifts with confidence, creativity and generosity in loving and responsible service' and in doing so 'educate beyond the stereotypes'.

ABOUT OUR STAFF

Staff Qualifications

Academic qualification for teaching staff are outlined below. In addition, all staff are required to complete Responding to Abuse and Neglect Training and First Aid qualifications. All teaching staff are registered with South Australian Teachers' Registration Board.

The figures below are based on 74 teaching staff (from Census Return – August 2017)

Doctorate	3	4.1%
Masters	15	20.3%
Post Grad Diploma	38	51.4%
Bachelor	74	100%
Adv Diploma and Diploma	32	43.2%

Workforce Composition

In 2017, Workforce Composition, including Indigenous Composition is as follows:

- | | |
|---|------|
| • Number of teaching staff | 74 |
| • Number of full-time equivalent teaching staff | 61.7 |
| • Number of non-teaching staff | 37 |
| • Number of full-time equivalent non-teaching staff | 31.5 |

There are no teaching staff who identify as Aboriginal or Torres Strait Islanders.

The College is structured with a Deputy Principal, Director of Staff, Business Manager, Head of Junior School, Head of Senior School and Head of Learning and Innovation. Other Positions of Responsibility include Year Level Leaders and Learning Area Leaders.

The College is supported with a Learning Intervention Team including a Clinical Psychologist, Educational Speech Pathologist, College Nurse and Educational Assistants.

Professional Learning

Professional Learning opportunities in 2017 continued to align with the College's Strategic Plan and Objectives. In 2017, teaching staff participated in professional learning opportunities which included in-house sessions, external courses, conferences, seminars and network meetings.

Staff participated in the following Professional Learning opportunities:

- Pastoral Care and Wellbeing with a focus on 'Growth Mindset', 'Resilience', and 'Gratitude and Mindfulness'.
- Transformation and change management – Mr Frank Crawford
- A Loreto education – an exciting future – Hon Justice Peter Garling
- Work Health and Safety training
 - Manual Handling
 - Hazard Management

All staff attended a Staff Retreat Day in April, facilitated by Br Damien Price, where staff reflected on the value of 'Freedom' and the 'Concept of Guest'.

A Work Health and Safety training day was held in December and included:

- Manual Handling
- Hazard Management Training

A new intranet system was implemented in 2017 and staff were provided with training sessions throughout each term to developing their skills and enable each teacher to develop their class and course pages.

EDUCATION

Attendance

Reception	96.20%
Year 01	95.30%
Year 02	93.70%
Year 03	96.00%
Year 04	96.00%
Year 05	95.50%
Year 06	93.60%
Year 07	94.60%
Year 08	94.70%
Year 09	94.70%
Year 10	94.20%
Year 11	95.00%
Year 12	95.20%
Overall	94.98%

Management of Non-Attendance

Roll call is taken in each home room in the morning and absences are registered on a computerised school attendance program. Absences are then checked by the Administration Services Officer against telephone messages received from parents and late arrival student names. Any unconfirmed absences are then noted and each parent 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,

Student absence for more than two consecutive days is followed up with a telephone call to parents by the Home Class Teacher or Year Level Leader.

Regular and/ or prolonged absence is followed up by the Year Level Leaders and Heads of School.

Year 12 Data

SACE Year 12 Results 2017

As a non-selective College, we were very pleased, once again, with the Year 12 results.

Highlights of our SACE Stage 2 results included:

Our Dux of School achieved an ATAR of 99.50

A+ with Merit: 15 Merits across 9 subjects were achieved by 11 girls, including 1 accelerated Year 11 student.

51% of all grades were As and of these:

- 2% of students achieved 7 or more A results
- 19% of students achieved 6 or more A results
- 33% of students achieved 5 or more A results
- 38% of students achieved 4 or more A results
- 52% of students achieved 3 or more A results
- 73% of students achieved 2 or more A results
- 88% of students achieved 1 or more A result

40% of girls achieved an ATAR of 90 or above, placing them in the top 10% of the State:

- 2% of girls achieved an ATAR of 99 or above, placing them in the top 1% of the State
- 6% of girls achieved an ATAR of 98 or above, placing them in the top 2% of the State
- 23% of girls achieved an ATAR of 95 or above, placing them in the top 5% of the State

Thirteen Year 11 students accelerated their studies, completing one or more Stage 2 SACE subjects. These students achieved the following outstanding results across all subjects:

92% of the results achieved by accelerated students were in the A Grade range:

- 23% achieved A+
- 92% achieved an A Grade
- 100% achieved a B+ or higher

100% of students successfully achieved SACE completion.

Post School Destinations

In 2017, in addition to a wide SACE Stage 2 subject selection, Loreto continued to offer off-line courses in Music and the opportunity for academic acceleration to expand and accommodate student choice. Students were offered multiple pathways, including VET in readiness for post-secondary study. Three students completed Certificate 1 in Animal Studies VET course through TAFESA via the Eastern Area Cluster Schools programme. Two students completed Certificate 3 in Fitness with Foundations Education and one student completed Certificate 3 in Allied Health with the Australian Nurses and Midwifery Association, Adelaide. The majority of students entered university post-secondary school.

The following information is based on offers made by the South Australian Tertiary Admissions Centre in the January 2017 first round to the students who applied for Higher Education Courses. Total 84 students.

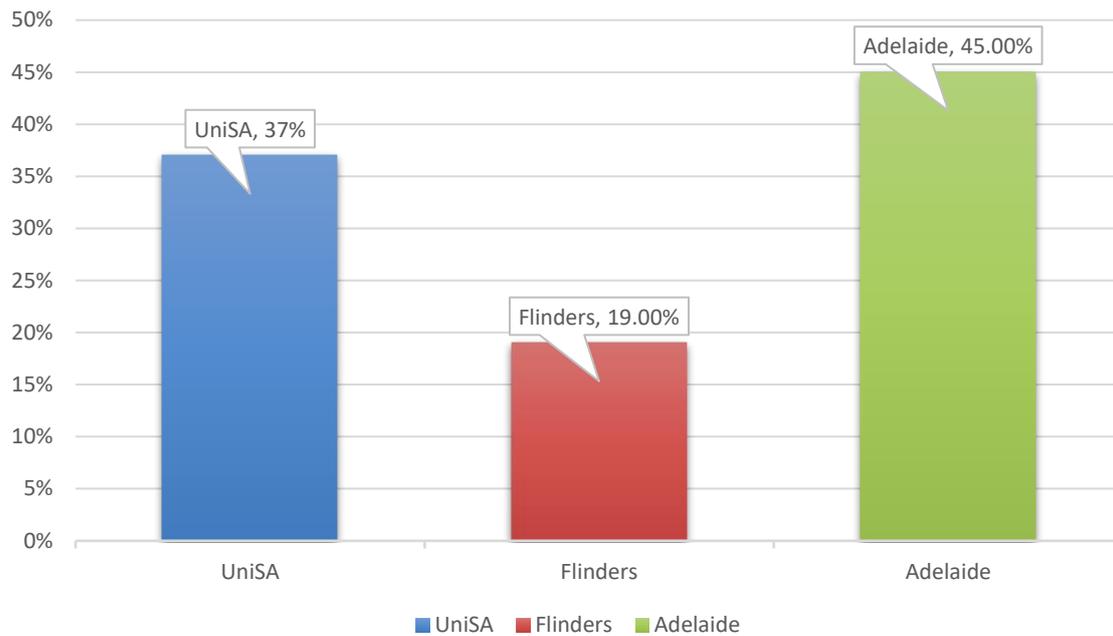
University Placements

- 30 students (36.8%) UniSA
- 38 students (45.2 %) University of Adelaide
- 16 students (19.0%) Flinders University

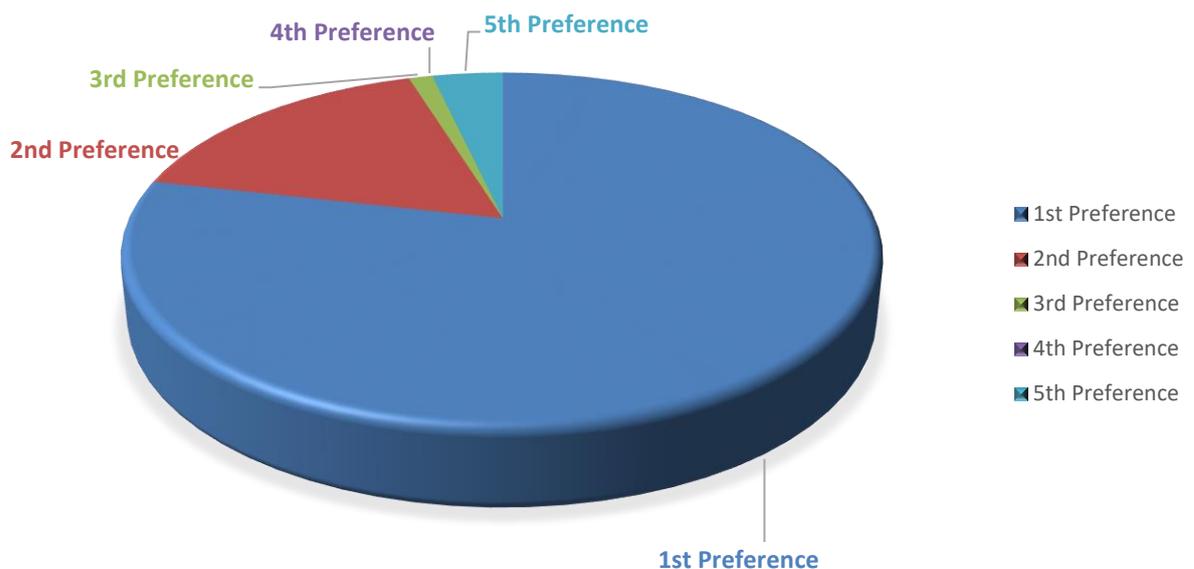
Preferences

- 66 students (78.6%) 1st Preference
- 14 students (16.7%) 2nd Preference
- 1 student (1.2 %) 3rd Preference
- 0 students (0.0%) 4th Preference
- 3 students (3.5%) 5th Preference

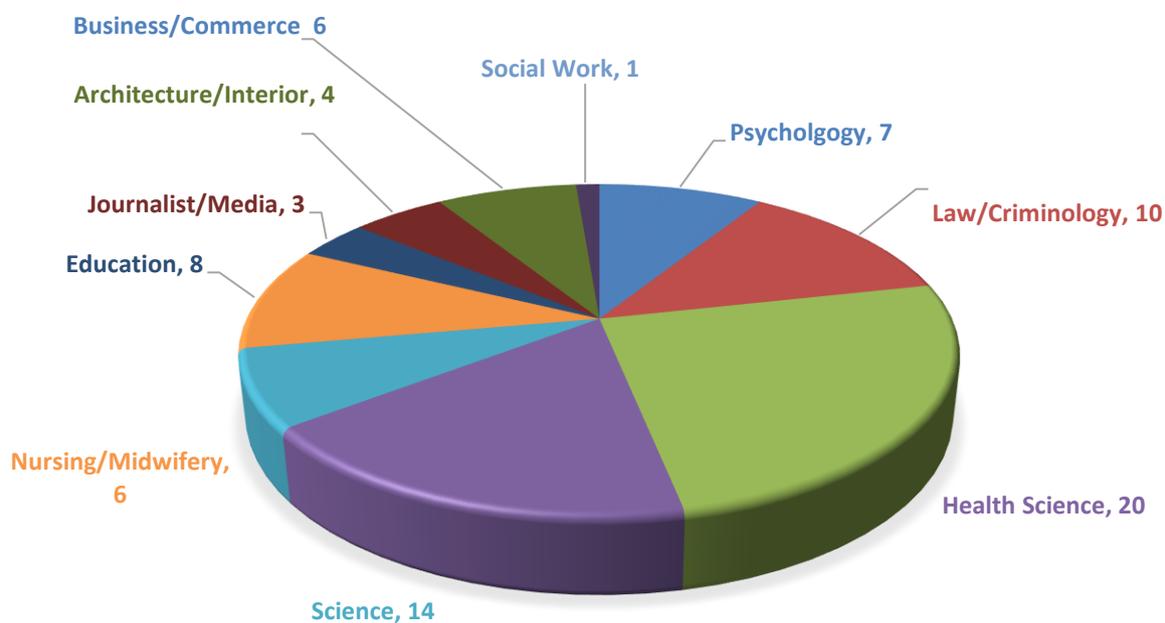
YEAR 12 UNIVERSITY PLACEMENTS 2017



FIRST ROUND OFFERS AND PREFERENCES



STUDY OF INTEREST AT TERTIARY LEVEL: 84 STUDENTS



NAPLAN Results

Table 1: Percentage of students achieving at or above National Minimum Standard

COMPONENT	YEAR 3	YEAR 5	YEAR 7	YEAR 9
READING	100	98	100	98
WRITING	100	100	100	97
SPELLING	100	100	100	98
GRAMMAR & PUNCTUATION	96	98	97	97
NUMERACY	100	100	100	100

Table 2: Percentage of students in top three bands and above for each NAPLAN test

COMPONENT	YEAR 3	YEAR 5	YEAR 7	YEAR 9
READING	88	89	72	83
WRITING	100	79	70	65
SPELLING	84	88	76	58
GRAMMAR & PUNCTUATION	84	86	73	57
NUMERACY	63	73	75	66

STAFF, STUDENT AND PARENT SATISFACTION

Each year students (Years 3-12), staff and parents complete a survey run by an independent company, MYP. This annual review provides the College with data in order to inform strategic decisions, as well as track performance.

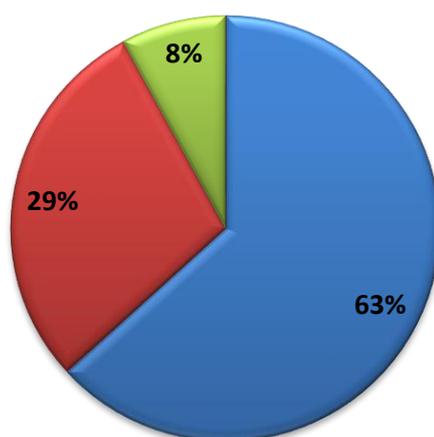
The College conducted a survey of Parents, Students and Staff and noted the following results:

- Loreto values are highly evident throughout the College
- Students are engaged and encouraged to do their best
- the College provides quality education to ensure high student outcomes
- A positive culture exists amongst staff, students and parents
- Social justice remains an important aspect of the College
- Community spirit is an important and highly evident aspect of the College

FINANCIAL MANAGEMENT

The College income can be broken down into the following funding sources:

College Source of Funds



■ School fees and related charges ■ Recurrent Government Funding ■ Other

STRATEGIC PLANNING

Building from a long history of excellence and strong academic performance, the 2017-2019 Strategic Plan has the objective of ensuring that Loreto College is a school that defines itself by best practice, and as such, is a school of choice and excellence now and into the future.

Student and staff learning and wellbeing are at the heart of our educational practice; thus, our Strategic Plan has the objective of ensuring we continue to be at the forefront of educational research, we are innovative in our thinking, and College facilities are tailored to deliver optimal learning outcomes. Encompassed within this vision, is a variety of capital work projects; including: re-development of the Senior School Science Labs, a new Senior School staff facility and reception area, commencement of the restoration of the Acacias building, a process of classroom upgrades and playground areas.

OBJECTIVE 1: TO BE A FUTURE LOOKING SCHOOL

A future looking school:

- Has clear values and beliefs
- Has a positive culture amongst staff, students and parents
- Is self-reflexive
- Is focused on discovery and renewal
- Embraces changing contexts

Educating strong, passionate and confident girls and young women.

OBJECTIVE 2: TO BE A SCHOOL OF CHOICE AND EXCELLENCE

A school of choice and excellence:

- Provides structures and practices to ensure all students flourish
- Sets clear targets and has high standards
- Researches and undertakes rigorous processes that lead to best practice
- Uses evidence to set a path for improvement
- Invests in developing staff through strategic professional development
- Embraces all partners within its community
- Has facilities and infrastructure that support educational objectives

1. LEARNING: WE USE EVIDENCE TO DRIVE BEST PRACTICE AND A PROCESS OF CONTINUOUS LEARNING

GOALS

- 1.1 Provide a continuum of learning across the College that facilitates movement from Early Learning to Year 12
- 1.2 Use evidence to drive student learning outcomes in order to achieve best practice
- 1.3 Ensure students achieve a mastery of learning through enrichment and support structures
- 1.4 Use feedback and goal setting to drive student learning
- 1.5 Be a lighthouse school for best teaching practice

2. WELLBEING: WE UNDERSTAND THAT STUDENT AND STAFF WELLBEING FACILITATES OPTIMUM LEARNING CONDITIONS

GOALS

- 2.1 Ensure every student is known (no 'invisible children')
- 2.2 Track, monitor, and acknowledge student achievement and performance
- 2.3 Celebrate and promote student effort, improvement, and success
- 2.4 Provide structures and processes to ensure the wellbeing of students and staff
- 2.5 Support students through periods of transition

3. INNOVATION: WE EMBRACE THE PROCESS OF DISCOVERY AND LOOK FOR WAYS TO BE INNOVATIVE AND CREATIVE

GOALS

- 3.1 Ensure students are users and creators of technology and provide opportunities for participation and success in STEM fields
- 3.2 Enhance student learning through creative and innovative curriculum programs and structures
- 3.3 Develop innovative classroom, staff and outdoor learning spaces that reflect contemporary pedagogical approaches
- 3.4 Develop online learning and communication platforms that reflect a visionary approach to learning and education

Educating strong, passionate and confident girls and young women.

4. COMMUNITY: WE ACKNOWLEDGE THE IMPORTANCE OF COMMUNITY AND OUR PLACE WITHIN A LOCAL AND GLOBAL CONTEXT

GOALS

- 4.1** Create local and global connections and awareness to enhance learning
- 4.2** Build and support the diversity of our College community
- 4.3** Facilitate connections with Loreto schools and Old Scholars nationally and globally
- 4.4** Engage and partner with our present, past and future parent communities
- 4.5** Promote and celebrate the College and extended community
- 4.6** Meet the needs of our families

5. MISSION: WE UNDERSTAND OUR SOCIAL RESPONSIBILITY TO THE WORLD THROUGH THOUGHT, ACTION, AND CATHOLIC VALUES

GOALS

- 5.1** Ensure that Loreto Values and the development of Catholic Identity are central to the College
- 5.2** Ensure social justice, through action and advocacy, remains at the heart of the College community
- 5.3** Ensure students have an understanding of and are advocates for social and environmental issues
- 5.4** Provide opportunities for students to be leaders, have voice, and be agents of change
- 5.5** Develop practices that ensure environmental sustainability