



LORETO COLLEGE

Loreto College Marryatville

School Performance Report 2018

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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).

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 national 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 114 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 Teacher's Registration Board.

The figures below are based on 61 teaching staff (from Census Return – August 2018)

Doctorate	3	4.9%
Masters	14	23.0%
Post Grad Diploma	38	62.3%
Bachelor	73	119.7%
Adv Diploma and Diploma	32	52.5%

Workforce Composition

In 2018, Workforce Composition, including Indigenous Composition is as follows:

- Number of teaching staff 61.0
- Number of full-time equivalent teaching staff 51.3
- Number of non-teaching staff 33.0
- Number of full-time equivalent non-teaching staff 23.1

Educating strong, passionate and confident girls and young women.

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

The College is structured with a 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 the Deputy Principal, Head of Learning and Innovation, Clinical Psychologist, Educational Speech Pathologist and Educational Assistant.

Professional Learning

Professional Learning opportunities in 2018 continued to align with the College's Strategic Plan and Objectives. In 2018, 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:

- Leading Student Wellbeing and Academic Care
- Feedback for Learning including the Loreto Education Model and the Social, Emotional and Academic Care (SEAD) Program
- Responding to Abuse and Neglect Training

During 2018, all staff participated in a Staff Formation Day. The facilitator, Dr Neil McGoran, Director, Catholic Education SA, provided staff with a deeper understanding on the topic 'What a Catholic School looks like'. The Director of Mission, Loreto Ministries Australia, Anne Muirhead also facilitated a session, 'Mary Ward to Marryatville: just soul to social justice', followed by an opportunity for reflection.

EDUCATION

Attendance

Reception	97.00%
Year 01	97.00%
Year 02	99.00%
Year 03	96.00%
Year 04	98.00%
Year 05	98.00%
Year 06	97.00%
Year 07	97.00%
Year 08	97.00%
Year 09	95.00%
Year 10	95.00%
Year 11	96.00%
Year 12	96.00%
Overall	96.80%

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 2018

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 99.55

A+ with Merit: 12 Merits across 7 subjects were achieved by 9 girls.

51% of all grades were As and of these:

- 6% of students achieved 7 or more A results
- 14% of students achieved 6 or more A results
- 26% of students achieved 5 or more A results
- 45% of students achieved 4 or more A results
- 64% of students achieved 3 or more A results
- 77% of students achieved 2 or more A results
- 95% of students achieved 1 or more A result

39% of girls achieved an ATAR of 90 or above, placing them in the top 10% of the State:

- 4% of girls achieved an ATAR of 99 or above, placing them in the top 1% of the State
- 7% of girls achieved an ATAR of 98 or above, placing them in the top 2% of the State
- 18% of girls achieved an ATAR of 95 or above, placing them in the top 5% of the State

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

57% of the results achieved by accelerated students were in the A Grade range:

- 36% achieved an A Grade
- 86% achieved a B Grade or higher

100% of students successfully achieved SACE completion.

Post School Destinations

In 2018, 79 students who completed SACE/Stage 2 at Loreto College received offers from the South Australia Tertiary Admission Centre (SATAC).

Loreto College offered a wide range of Stage 2 subjects and continued to offer off-line Stage 2 Music course (Solo and Ensemble) on campus and supported students studying Stage 2 courses externally including Ancient Studies at Marden and Greek off campus. Students also engaged in multiple pathways, including VET in readiness for post-secondary education.

- 2 students Business Cert 3
- 3 students AIE Cert 2 (1 Creative Industries and 2 Information Technology)
- 1 student Cert 3 Fitness, with SWL

- 1 student Cert 2 Hair Beauty
- 1 student Cert 3 Dance

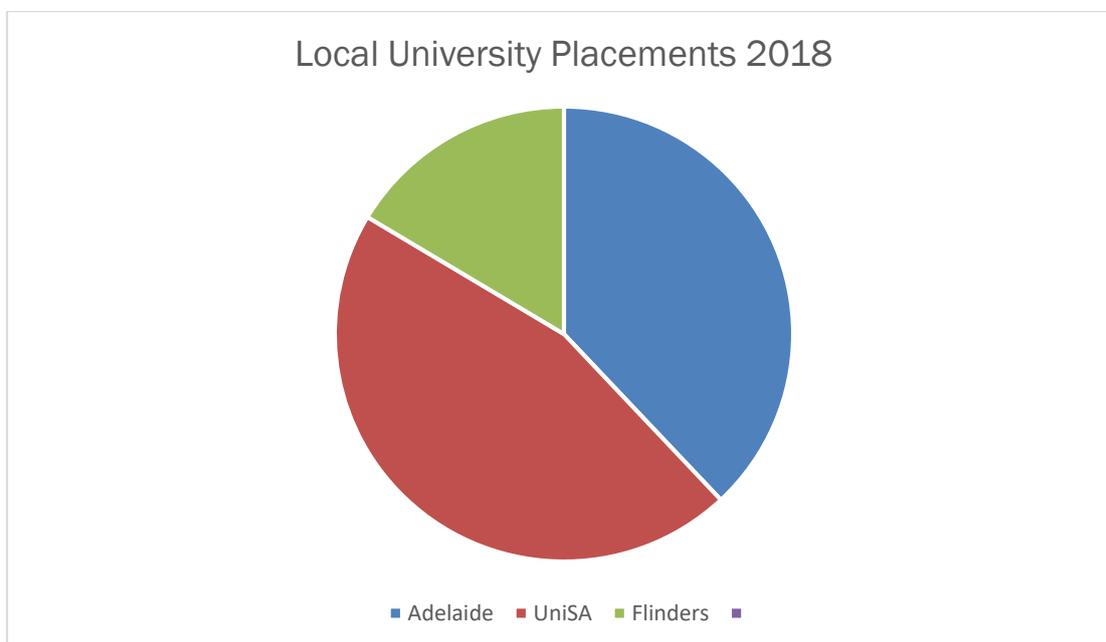
The following information is based on offers made by SATAC in December 2018 (First Round offer). This was the first year early round offers were made.

University placements:

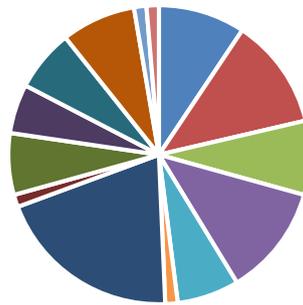
	2017	2018
36 Students – UniSA	(36.8%)	45.6%
30 Students – University of Adelaide	(45.2%)	38.0%
13 Students – Flinders University	(19.0%)	16.4%

Preferences:

	2017	2018
63 Students 1 st Preference	(78.6%)	79.7%
9 Students 2 nd Preference	(16.7%)	11.4%
6 Students 3 rd Preference	(1.2%)	7.6%
0 Students 4 th Preference	(0.0%)	0.0%
0 Students 5 th Preference	(3.5%)	0.0%
1 Student 6 th Preference	(0.0%)	1.3%

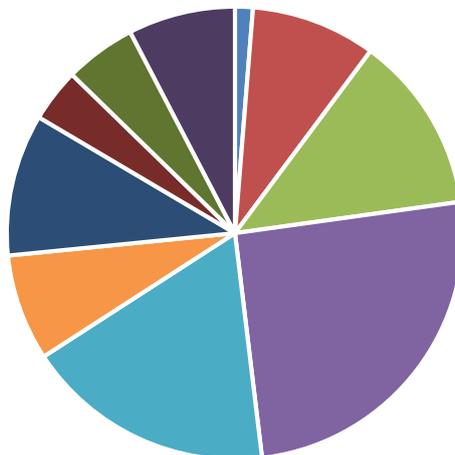


Distribution of Univeristy Study Pathways 2018 - First Round Offers



- Engineering 7
- Business and Commerce 9
- Science 6
- Nursing/Midwifery 9
- Law/Criminology 5
- Social Work 1
- Allied/Heath Science 15
- Medicine 1
- Architecture /Design 5
- Psychology 4
- Media/Journalism 5
- Education 6
- Music 1
- Foundation Study 1

2017 Study of Interest at Tertiary Level 84 Students



- Social Work 1
- Psychology 7
- Law/Criminology 10
- Health Science 20
- Science 14
- Nursing/Midwifery 6
- Education 8
- Journalism/Media 3
- Architecture/Interior 4
- Business/Commerce 6

2016 study of interest at tertiary level 88 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	100	100	97
WRITING	100	100	100	97
SPELLING	100	97	100	95
GRAMMAR & PUNCTUATION	100	100	100	97
NUMERACY	100	97	100	100

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

COMPONENT	YEAR 3	YEAR 5	YEAR 7	YEAR 9
READING	94	84	85	68
WRITING	100	81	79	50

SPELLING	94	89	88	73
GRAMMAR & PUNCTUATION	94	81	91	55
NUMERACY	87	81	88	55

STAFF, STUDENT AND PARENT SATISFACTION

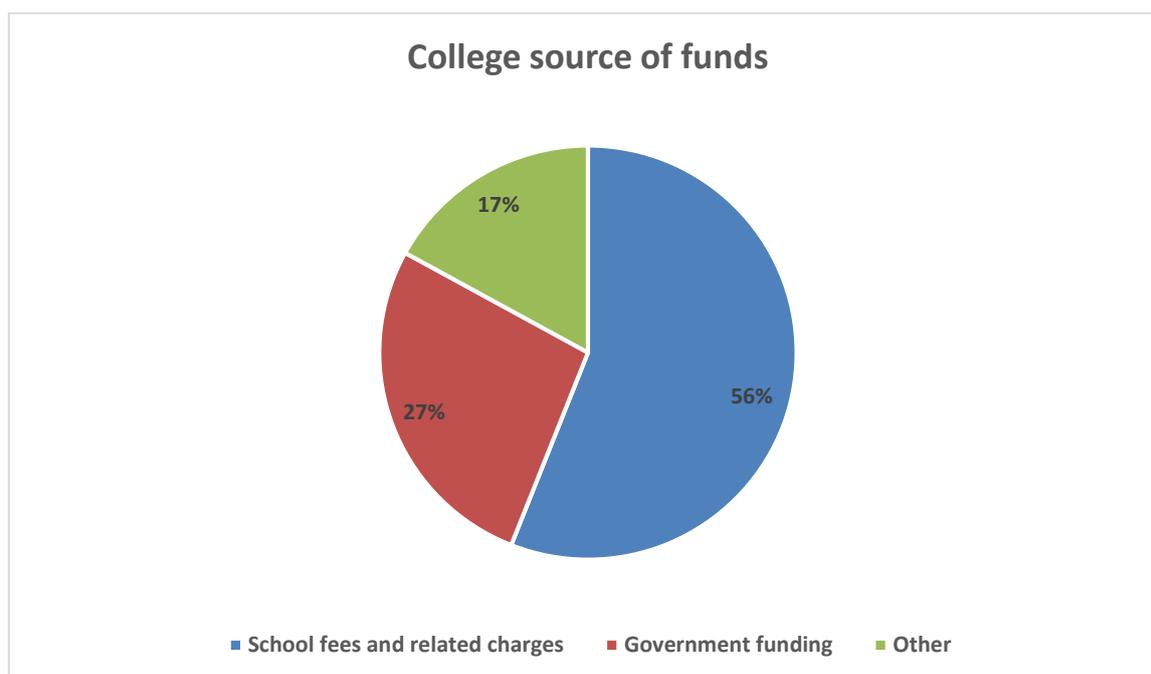
Each year students (Years 3-12), staff and parents complete a survey run by an independent company, MYP. This annual review provides the College with data in order to inform strategic decisions, as well as track performance.

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:



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 the re-development of the Senior School Science Laboratories, a new Senior School Staff Learning Centre and College Reception, commencement of the restoration of the historic Acacias building, as well as a process of classroom upgrades and playground areas.

In January 2018, the College opened an Early Learning Centre, catering for boys and girls from 6 weeks to 5 years of age. The Early Learning Centre has been rated as 'Exceeding' the National Quality Standards (NQS) in every area.

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

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

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- 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

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

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- 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