

Loreto Nedlands 2016 Annual Compliance Report.



## Loreto Nedlands Limited



### 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 2016 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 PreKindergarten 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.

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 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 18 Male 4 Female 14 Indigenous 0 Non-Indigenous 18  
Non-Teaching Staff 14 Male 1 Female 13 Indigenous 0 Non-Indigenous 16

### Student Attendance

	Students	Yearly Attendance (%)
PP	30	97
Y1	29	95
Y2	29	96
Y3	25	97
Y4	27	97
Y5	15	95
Y6	30	94

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 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 by means of Email, telephone, personal communication, note. The message is relayed to the class teacher by email and a notice is placed on the school staff noticeboard.

Any late student must collect a late notification slip from the administration office. This information is recorded in the database. The administration office contacts the student's parent/guardian if students are late/absent without notification.

Attendances are recorded in half day amounts (AM/PM). If a child needs to be withdrawn from school the parent must complete a student release form at the office. The class release notice is then given to the class teacher/teacher on duty.

## Loreto Nedlands NAPLAN Results 2016

YEAR THREE	LORETO NEDLANDS MEAN	SIMILAR SCHOOL MEAN	ALL AUSTRALIAN MEAN
Reading	485.3	494	425.7
Writing	444.3	461	420.5
Spelling	469.7	474	420.1
Grammar and Punctuation	488.0	507	436.3
Numeracy	435.1	469	402.2

YEAR FIVE	LORETO NEDLANDS MEAN	SIMILAR SCHOOL MEAN	ALL AUSTRALIAN MEAN
Reading	532.3	559	501.7
Writing	487.1	517	475.4
Spelling	505.1	539	492.9
Grammar and Punctuation	527.1	570	505.0
Numeracy	520.3	556	492.9

### Parent Satisfaction

- During the course of the year parents expressed their satisfaction with the educational program and pastoral care provided by the school.
- Parents of past students expressed their gratitude for the Loreto education received by their child/ren which had equipped them well for success in their secondary education.
- There was resounding support from parents with the fundraising for the redevelopment of the Early Childhood Centre playground and the refurbishment of the toilets.
- Parents generously supported events and projects throughout the year.
- Families new to Loreto Nedlands frequently comment on the welcome they receive.

- 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 2016 demonstrated a high sense of satisfaction with the school.

#### **Post Primary School Destinations**

Iona College	7
John XXIII College	5
Christchurch College	4
Trinity College	2
Perth Modern School	2
Shenton College	1
Hale School	1
St Ignatius Riverview (Sydney)	1
Sacred Heart College Sorrento	1
John Curtin	1
Churchlands SHS	1
All Hallows (Brisbane)	1
Mercedes College	1
St Hilda's College	
<b>TOTAL:</b>	<b>28</b>

#### **School Income 2016**

Please refer to My School website: [www.myschool.edu.au](http://www.myschool.edu.au)

#### **School Improvement**

Report on success measures against 2016 ASIP goals:

<b>Goals</b>	<b>Success Measure</b>
<ul style="list-style-type: none"> <li>• Enhance student achievement and wellbeing</li> <li>• Increase student and staff engagement in their own learning and faith formation</li> </ul>	<ul style="list-style-type: none"> <li>• Student reflective journals completed</li> <li>• Teacher's work programs demonstrating differentiation for students</li> <li>• Student results showing improvement in class assessments, standardised testing and NAPLAN results.</li> </ul>
<ul style="list-style-type: none"> <li>• Enhance parental engagement in their</li> </ul>	<ul style="list-style-type: none"> <li>• 30-50 parents attending</li> </ul>

<p>child's learning and faith formation</p> <ul style="list-style-type: none"> <li>• Increase student and staff engagement in their own learning and faith formation</li> </ul>	
<ul style="list-style-type: none"> <li>• Develop our people to be leaders in Catholic Education's mission</li> </ul>	<ul style="list-style-type: none"> <li>• Positive feedback from Surveys in the range of 75%</li> </ul>
<ul style="list-style-type: none"> <li>• Increase understanding of our individual and collective responsibility for Catholic Education's mission</li> <li>• Ensure inclusivity, good governance and the resource allocation required to meet our mission</li> </ul>	<ul style="list-style-type: none"> <li>• Staff and students have access to appropriate devices</li> <li>• All BYO devices have internet access Week 2 of Term 1</li> <li>• Whole school access to school ICT system and internet</li> <li>• ICT support reviewed October before renewal of contract</li> </ul>
<ul style="list-style-type: none"> <li>• Enhance opportunities for personal faith development</li> </ul>	<ul style="list-style-type: none"> <li>• Documentation of a Christian Service program</li> <li>• Yr 6 Students actively participating in Young Vinnies.</li> </ul>
<ul style="list-style-type: none"> <li>• Increase enrolment of the vulnerable, poor and marginalised as a visible sign of our faith in action</li> </ul>	<ul style="list-style-type: none"> <li>• All students demonstrate an awareness of Christian Service through prayer, service and donation</li> </ul>

### Key goals for 2016 Annual Improvement Plan.

- Students will understand place value concepts, as outlined in the Australian Curriculum for PPYear Six.
- Students will apply knowledge to all areas of the Mathematics Curriculum.
- Students will understand the meaning of specific vocabulary that infers meaning: idioms, jargon and colloquiums.
- Students will make connections to the text through personal experiences and using Bloom's Revised Taxonomy as a guide.
- Differentiate the curriculum, especially for students achieving in the middle and higher levels of the class.
- Staff capacity building and identifying all teaching staff as leaders.
- Streamline ICT platform across the school to support our Visible Learning and differentiation pedagogy.
- Introduce the Mini Vinnies as an active Christian Service Program.
- Students will participate in a structured group program committed to seeing, thinking and doing service within the school and broader community.

# Financial and Infrastructure Report

**Net recurrent income 2015**

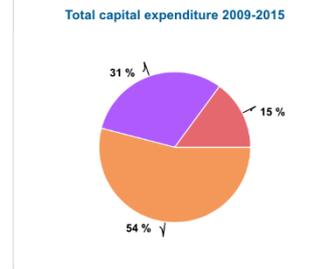
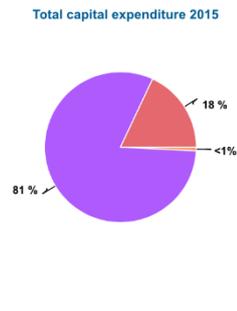
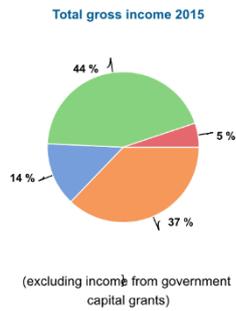
<span style="color: orange;">■</span> Australian Government recurrent funding
<span style="color: blue;">■</span> State/territory government recurrent funding
<span style="color: green;">■</span> Fees, charges and parent contributions
<span style="color: red;">■</span> Other private sources
<b>Total gross income</b> (excluding income from government capital grants)
Less <u>deductions</u>
<b>Total net recurrent income</b>

\$ Total	\$ Per student
1,207,506	6,492
443,142	2,382
1,435,204	7,716
168,114	904
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<b>3,253,966</b>	<b>17,494</b>
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<b>67,200</b>	<b>361</b>
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<b>3,186,766</b>	<b>17,133</b>

**Capital expenditure 2015**

<span style="color: orange;">■</span> Australian Government capital expenditure
<span style="color: blue;">■</span> State/territory government capital expenditure
<span style="color: yellow;">■</span> New school loans
<span style="color: purple;">■</span> Income allocated to current capital projects
<span style="color: red;">■</span> Other
<b>Total capital expenditure</b>

\$ Total	\$ Total 2009-2015
656	2,133,843
0	0
0	0
67,200	1,222,846
14,912	590,285
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<b>82,768</b>	<b>3,946,974</b>



Percentages are rounded and may not add to 100%.

## Principal's Report to the School Community