





LORETO KIRRIBILLI

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1. CONTEXT

1.1 MESSAGE FROM KEY SCHOOL BODIES

A MESSAGE FROM OUR PRINCIPAL

Loreto Kirribilli is a Catholic K-12 girls' school in the Loreto tradition. Established on Carabella Street in 1908, Loreto Kirribilli is part of a national and international network of schools and other social justice organisations that have been shaped by the Loreto charism through the IBVM Sisters.

Our foundress, Mary Ward, began the journey of educating girls more than 400 years ago, this was continued from 1875 in the Australian context by Mother Gonzaga Barry.

At the heart of a Loreto education are the beautiful values that we share across all Australian Loreto schools: Freedom, Justice, Sincerity, Verity, and Felicity. These values drive our students, staff, and broader community in the honourable pursuit of educating girls and young women to become 'seekers of truth and doers of justice'.

As a specialist educator of girls, I strongly believe, as did Mary Ward, that girls and women are to be celebrated and that they have much to offer society. I believe that a girls' school environment, enriched by Catholic values and faith, will prepare our students to be strong and confident women of the future. It is through the values of a Loreto education that our girls become 'wise, loving, well-educated women', who are socially just, ethically minded, and the women leaders our society deserves and requires.

To embrace a Loreto education is so much more than achieving academic excellence: it is about shaping the whole person - a person who has integrity and a strong self-belief, a person who cares deeply about others and our world, and who possesses the confidence to put themselves forward in the pursuit of personal and spiritual growth.

I am honoured to be Principal of Loreto Kirribilli, to be in the position of sharing this journey with you, and helping to shape your daughters to be the women they will become.

DR NICOLE ARCHARD *BA DipEd, MA, MEdLead, MTheolSt, PhD*
Principal K-12



A MESSAGE FROM OUR SENIOR SCHOOL CAPTAIN

When I am asked about my school, I find it difficult to encapsulate the most formative and incredible five years of schooling in a few words. Ever since Year 7, Loreto Kirribilli has served as my home away from home, and my peers have become like my family.

Each day we step into a vibrant environment shaped by a long line of predecessors, in which the empowerment of young women is integral in developing students' self-efficacy. Across Australia and globally, Loreto students are grounded by Mary Ward's vision that 'women in time to come will do much', and in the values that she established.

Our school values are the manifestation of Mary Ward's ideals: Freedom of Spirit, Justice, Sincerity, Verity, and Felicity. These Loreto values are embedded in everything that we do as a community - including our dedication to social justice, and our commitment to service.

These values are the basis of what we call our 'spirit'. Our collective pride for our school, its ethos, and for each other, constitutes our school spirit. It is something we exhibit in all that we do - whether that be through Performing Arts events, Athletics and Swimming Carnivals, Saturday sports, and in volunteering and serving the community.

Loreto Kirribilli's excellence in academic performance, and a diversity of extra-curricular endeavours - such as Debating, Sport, Performing Arts, and Future Problem Solving, are a result of the school's commitment to student wellbeing.

To be the School Captain for this year is the highest honour; it is a role that I take on with pride, and a knowledge of the responsibility to continue the legacy of our foundress Mary Ward, to 'be seekers of truth and doers of justice'.

ISABELLE
Senior School Captain 2024/2025

A MESSAGE FROM OUR JUNIOR SCHOOL CAPTAIN

Loreto Kirribilli has five values that we have at the centre of all that we do - Freedom, Justice, Sincerity and Verity and Felicity. Loreto Kirribilli holds these values close, and we focus on one value each year. The value for 2024 is Sincerity. Sincerity means that we all need to be real, we need to love not only others but also ourselves, show who we truly are and what we are truly capable of, and how we can be our best selves.

Scarlett the Sincerity Swan is our Junior School mascot for this year of Sincerity and with Mia, our 2024 Vice Captain, we had a lot of fun creating her and making the fun movie to launch her. We were inspired by the graceful, elegant and calm characteristics of a swan.

Mary Ward wisely states that you should 'Be such as you appear and appear such as you are'. That means if you are being authentic and sincere, you are true to yourself and true to everyone around you. Not just socially in the playground and with friends, but also in learning and in all extra-curricular activities.

Changing the world is what Loreto Kirribilli girls strive to do, and starting in the community is a great way to begin. Our school is all about community and engaging with others. I truly love Loreto Kirribilli and I look up to all the Senior School leaders, teachers, and leader figures. We will all strive to be the authentic, real, loving, respectful Loreto girls that we are this year. Let's make this the best year of 'being real' in our year of Sincerity.

ALICE
Junior School Captain 2024/2025

1.2 CONTEXTUAL INFORMATION ABOUT LORETO KIRRIBILLI

GENERAL INFORMATION ABOUT LORETO KIRRIBILLI

Loreto Kirribilli is a fully comprehensive independent Catholic School for girls from Kindergarten through to Year 12. The School is one of six in Australia founded by members of the Institute of the Blessed Virgin Mary, commonly referred to as the Loreto Sisters. The School's underlying philosophy is based on the following five values: Freedom, Justice, Sincerity, Verity and Felicity.

As expressed in the Loreto School's Mission Statement, the school aims to liberate, empower and motivate students to use their individual gifts with confidence, creativity and generosity. Loreto Kirribilli has a vibrant learning culture with an expectation that excellence is embedded into each and every classroom, and in all learning experiences.

Our ideal is that each child is engaged, supported and challenged, promoting curiosity and a love of learning. Our students' intellectual, personal and spiritual growth is our priority as we assist every student to embrace a growth mindset and realise personal success in an environment where quality relationships are central.

Complementing the academic dimension is a rich religious and liturgical program which nourishes the spiritual formation of our students. A vigorous belief in the capacity of women to contribute to society underpins our extensive student leadership and social justice programs. In pursuit of a balanced and holistic education our students are engaged in a vast array of extracurricular activities such as Sport, Duke of Edinburgh, Music, Debating, Public Speaking, Robotics and Future Problem Solving.

As well as its heritage, one of the greatest strengths of Loreto Kirribilli is its staff, a group of dedicated and hard-working teachers and support staff whose aim is to provide an excellent education and a nurturing environment for our students.

CHARACTERISTICS OF THE STUDENT BODY

Loreto Kirribilli is a fully comprehensive, independent Catholic school for girls from Kindergarten to Year 12. As of the August 2024 census, total enrolment was 1,165 students, comprising 290 students in Kindergarten to Year 6 and 875 students in Years 7 to 12.

The majority of students reside in suburbs within close proximity to the School, predominantly in Sydney's northern suburbs. In recent years, there has been a slight increase in enrolments from families based in the inner west. While many students are first-generation Australians, a smaller proportion come from language backgrounds other than English.

PRIORITY AREAS FOR FOCUS AND IMPROVEMENT

The year 2024 marked a time of reflection and renewal, as we paused to evaluate and celebrate the achievements of our previous Strategic Plan, *Inspired Minds... Catalysts for Change 2020-2023*. Centred around three core themes - inspiring educational excellence, enriching our community of faith, and managing for sustainability - [this plan has been successfully realised, with significant progress made in each area.

Our unwavering commitment to high-quality education has fostered a culture of academic excellence and innovation. At the same time, our dedication to nurturing a strong and vibrant faith community has deepened the spiritual life of the School. We have also made meaningful progress in securing the School's long-term sustainability through responsible resource management and strategic planning.

Building on this strong foundation, 2024 has also been a year of forward-thinking and preparation, as we developed our new Strategic Plan for 2025 - 2028. This next phase draws on the insights and successes

of recent years, while introducing fresh goals and initiatives to guide the School's continued growth and innovation.

As we move ahead, our focus remains steadfast: maintaining educational excellence, deepening our faith commitment, and ensuring the enduring sustainability of our School community.

We invite you to explore our vision for the future by visiting our website, where you can learn more about the exciting direction outlined in our new [Strategic Vision](#).

ACTIONS TAKEN TO PROMOTE RESPECT AND RESPONSIBILITY

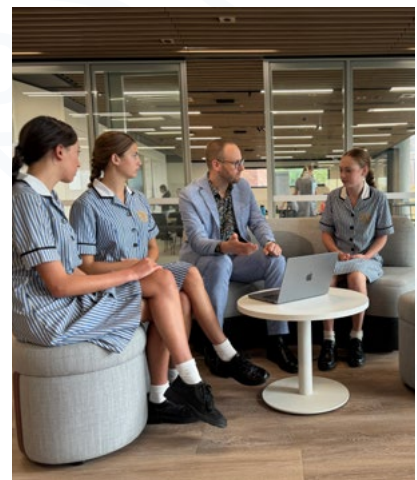
At Loreto Kirribilli, respect and responsibility are actively promoted through a range of initiatives that reflect the School's Student Code of Behaviour and core values: Freedom, Justice, Sincerity, Verity, and Felicity. These values are deeply embedded in the school culture, guiding students in their everyday interactions, choices, and relationships.

Staff play a vital role in cultivating this respectful

environment by consistently modelling positive behaviour both within and beyond the classroom. Through meaningful engagement with students, they encourage the lived expression of these values in practical and authentic ways.

The School's community service programs further reinforce a culture of empathy, compassion, and social responsibility. By participating in service opportunities, students are encouraged to develop a heart for others and a genuine sense of civic duty.

Together, these efforts foster a respectful, supportive, and values-driven community where every student is empowered to act with integrity and kindness.



2. OUTCOMES AND RESULTS

2.1 NAPLAN RESULTS

Students at Loreto Kirribilli completed the National Assessment Program for Literacy and Numeracy (NAPLAN) tests.

NAPLAN results are reported against 4 proficiency levels: Exceeding, Strong, Developing, and Needs Additional Support.

*Changes to NAPLAN reporting in 2023 means that NAPLAN scores in 2023 and onwards are not comparable to the previous NAPLAN scale (2008-2022).

NAPLAN - YEAR 3

	NUMERACY		GRAMMAR & PUNCTUATION		READING		WRITING		SPELLING	
<i>Proficiency Level</i>	<i>School</i>	<i>State</i>	<i>School</i>	<i>State</i>	<i>School</i>	<i>State</i>	<i>School</i>	<i>State</i>	<i>School</i>	<i>State</i>
Exceeding	24.1%	13.4%	41.4%	14.6%	62.1%	23.3%	44.8%	13.5%	51.7%	19.8%
Strong	65.5%	52.9%	48.3%	43.5%	37.9%	45.5%	55.2%	68.3%	37.9%	45.4%
Developing	10.3%	23.3%	10.3%	25.2%	0%	18.5%	0%	11.6%	10.3%	23.6%
Needs Additional Support	0%	8.7%	0%	15.0%	0%	10.9%	0%	4.9%	0%	9.5%

NAPLAN - YEAR 5

	NUMERACY		GRAMMAR & PUNCTUATION		READING		WRITING		SPELLING	
<i>Proficiency Level</i>	<i>School</i>	<i>State</i>	<i>School</i>	<i>State</i>	<i>School</i>	<i>State</i>	<i>School</i>	<i>State</i>	<i>School</i>	<i>State</i>
Exceeding	22.1%	16.3%	34.5%	18.1%	54.0%	24.6%	50.6%	15.3%	39.7%	25.2%
Strong	74.4%	53.3%	56.3%	49.0%	40.2%	48.1%	46.0%	57.3%	52.9%	46.3%
Developing	3.5%	21.1%	9.2%	21.9%	5.7%	16.9%	3.4%	18.5%	6.9%	18.5%
Needs Additional Support	0%	7.5%	0%	9.4%	0%	8.8%	0%	7.3%	0%	8.4%

NAPLAN - YEAR 7

	NUMERACY		GRAMMAR & PUNCTUATION		READING		WRITING		SPELLING	
<i>Proficiency Level</i>	<i>School</i>	<i>State</i>	<i>School</i>	<i>State</i>	<i>School</i>	<i>State</i>	<i>School</i>	<i>State</i>	<i>School</i>	<i>State</i>
Exceeding	27.7%	17.7%	37.2%	20.0%	46.6%	24.2%	35.1%	17.8%	33.1%	26.9%
Strong	67.6%	52.7%	50.0%	43.8%	50.0%	46.3%	59.5%	50.9%	60.8%	49.6%
Developing	4.7%	20.4%	12.8%	23.5%	3.4%	18.4%	5.4%	22.1%	6.1%	15.3%
Needs Additional Support	0%	7.7%	0%	11.1%	0%	9.5%	0%	7.6%	0%	6.7%

NAPLAN - YEAR 9

	NUMERACY		GRAMMAR & PUNCTUATION		READING		WRITING		SPELLING	
<i>Proficiency Level</i>	<i>School</i>	<i>State</i>	<i>School</i>	<i>State</i>	<i>School</i>	<i>State</i>	<i>School</i>	<i>State</i>	<i>School</i>	<i>State</i>
Exceeding	26.8%	12.6%	42.0%	19.4%	53.5%	21.5%	50.3%	22.6%	27.4%	19.8%
Strong	64.3%	54.7%	43.3%	39.0%	36.3%	44.6%	42.7%	42.1%	65.6%	56.5%
Developing	8.3%	22.2%	12.1%	27.1%	10.2%	21.9%	7.0%	25.3%	6.4%	15.4%
Needs Additional Support	0%	8.5%	0%	12.5%	0%	10.1%	0%	8.1%	0%	6.3%

2.2 2024 HIGHER SCHOOL CERTIFICATE (HSC)

In 2024 our Dux achieved an ATAR of 99.85.

The following State placing were achieved:

- 1st English Standard
- 1st Italian Extension
- 5th Dance (external)
- 5th Dance (external)
- 5th English Standard
- 6th Studies of Religion II
- 7th Studies of Religion I
- 10th English Standard

15 students were named on the All-Round Achievers List (Band 6 or E4 for 10 or more units)

The Sydney Morning Herald each year releases a ranking based on the number of Band 6/E4 results as a percentage of the overall number of examinations sat by our students. This year, Loreto Kirribilli was placed 20th overall, 10th in Independent Schools, 2nd in Catholic Schools, and the 1st Catholic Girls' School.

ATAR results were exceptionally high with the School achieving the results consistent with previous years.

ATAR RESULTS	2024	2023	2022
99+	7%	6%	10%
97+	20%	15%	25%
95+	32%	27%	35%
90+	58%	52%	62%
80+	83%	86%	80%
Median	91.35	90.85	92.83

COMBINED BAND 5 & 6 HSC RESULTS IN COMPARISON TO STATE

SUBJECT	SCHOOL	STATE
French Extension	50%	89%
Geography	88%	38%
History Extension	100%	86%
Italian Continuers	100%	66%
Italian Extension	100%	97%
Legal Studies	97%	44%
Mathematics Advanced	65%	50%
Mathematics Extension 1	97%	80%
Mathematics Extension 2	100%	86%
Mathematics Standard 2	70%	29%
Modern History	97%	39%
Music 1	100%	68%
Music 2	100%	84%
PDHPE	84%	35%
Physics	100%	38%
Science Extension	100%	81%
Studies of Religion I	80%	44%
Studies of Religion II	78%	47%
Visual Arts	100%	67%

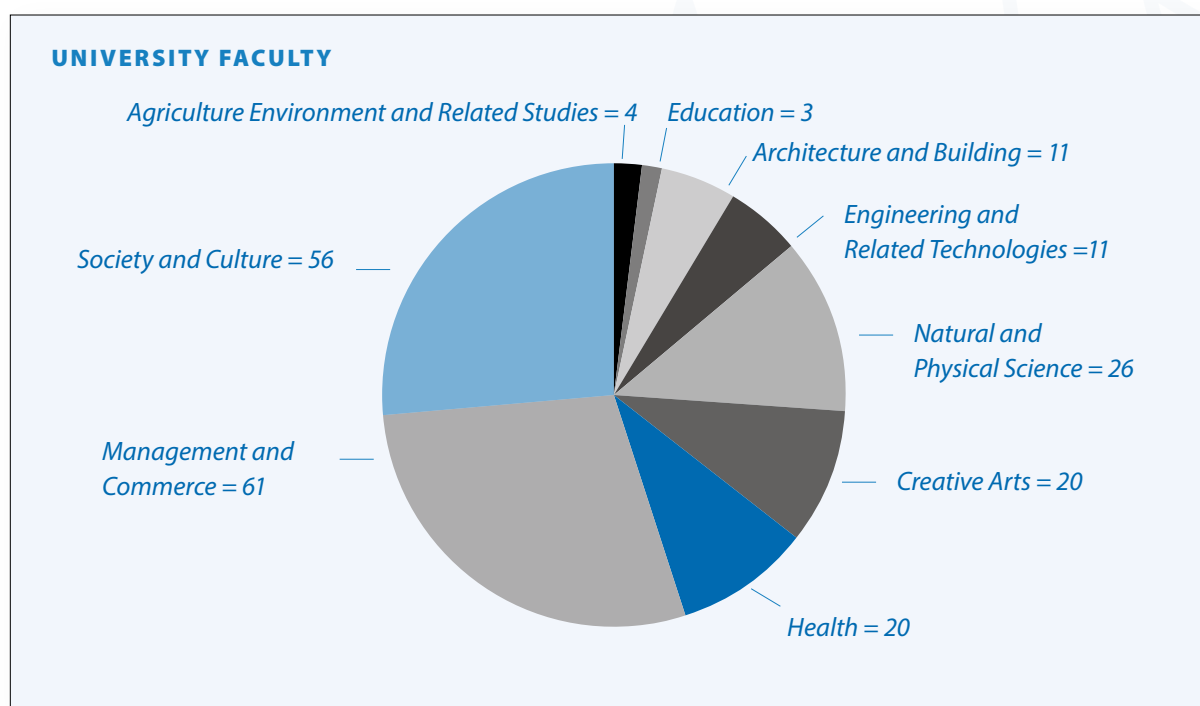
 NSW RANKING BY SYDNEY MORNING HERALD	 DUX OF THE SCHOOL	 STUDENTS ATTAINED AN ATAR OF 99+	 TOP PERFORMING CATHOLIC GIRLS' SCHOOL IN NSW	 STUDENTS PLACED ON THE HSC ALL ROUNDERS' LIST	 NOMINATIONS ARTEXPRESS, ONSTAGE, CALLBACK & ENCORE
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2.3 POST-SCHOOL DESTINATION

UNIVERSITY OFFERS TO LORETO KIRRIBILLI HSC 2024 STUDENTS THROUGH THE UNIVERSITIES ADMISSION CENTRE (UAC) ARE AS FOLLOWS

RANKING	UNIVERSITY	NUMBER OF OFFERS (212) MADE TO LK HSC 2024 STUDENTS THROUGH THE UNIVERSITIES ADMISSIONS CENTRE (UAC) (*not including direct early entry offers)
1	University of Sydney	97 offers (including 15 double degrees)
2	University of Technology, Sydney	45 offers (including 17 double degrees)
3	Macquarie University	43 offers (including 25 double degrees)
4	University of Newcastle	9 offers (including 8 double degrees)
5	Australian National University	17 offers
6	University of New South Wales	5 offers (including 1 double degree)
7	University of Notre Dame	4 offers (including 3 double degrees)
8	Australian Catholic University	4 offers (including 2 double degrees)
9	Charles Sturt	2 double degree offers
10	University of Wollongong	2 offers
11	University of Canberra	1 double degree offer

212 UNIVERSITY PLACES TO LORETO KIRRIBILLI HSC 2024 STUDENTS



POST-SCHOOL DESTINATION

POST-SCHOOL DESTINATION	% OF COHORT
University	97 %
Apprenticeships / Traineeships	0
TAFE	2 %
Private Colleges	0
Cadetships	0
Workforce	1 %
Gap Year*	10%
Mathematics Extension 1	97%
Mathematics Extension 2	100%
Mathematics Standard 2	70%

POST-SCHOOL DESTINATION	% OF COHORT
Modern History	97%
Music 1	100%
Music 2	100%
PDHPE	84%
Physics	100%
Science Extension	100%
Studies of Religion I	80%
Studies of Religion II	78%
Visual Arts	100%

**Note: All Gap Year students also received a University offer and have subsequently deferred their studies.*

2.4 SENIOR SECONDARY OUTCOMES

2.4.2 PERCENTAGE OF YEAR 12 STUDENTS UNDERTAKING VOCATIONAL OR TRADE TRAINING

SUBJECT	SCHOOL	STATE
Hospitality	2%	2%

3. ATTENDANCE

3.1 STUDENT ATTENDANCE RATES

In 2024, an average of 94% per cent of students attended school each school day. This was similar to the daily attendance in 2023.

YEAR	ATTENDANCE RATE
Kindergarten	94%
Year 1	96%
Year 2	96%
Year 3	93%
Year 4	94%
Year 5	94%
Year 6	94%
Year 7	93%
Year 8	93%
Year 9	92%
Year 10	93%
Year 11	92%
Year 12	95%
Average	94%

3.2 MANAGEMENT OF NON-ATTENDANCE

Extended or repeated student absences are typically due to illness. However, in the uncommon instances where absences are prolonged or recurrent and not related to illness, the matter is initially addressed in a pastoral manner.

For students in Years 7–12, this response involves the Year Wellbeing Coordinator, the Coordinator of Student Wellbeing, or the Head of Senior School. For students in Kindergarten to Year 6, the initial response is managed by the Head of Junior School or the Assistant Head of Junior School.

If the pattern of absences continues, the Principal will request a meeting with the student's parents to discuss concerns and determine appropriate follow-up actions. Should the situation remain unresolved, a report will be submitted to the Department of Family and Community Services.

Any leave from school must be formally requested through a written application addressed to the Principal. Parents are required to complete either an Application for Leave or an Application for Exemption form. Leave will only be granted for valid reasons; any leave without a valid reason will be recorded as unapproved leave. If approved, a Certificate for Exemption or Extended Leave from Attendance at School will be issued.



4. SCHOOL POLICIES

The following school policies are publicly available on the website:

- [Bullying Prevention and Intervention Policy](#)
- [Child Safe Policy](#)
- [Complaints Handling Policy](#)
- [Enrolment Policy](#)
- [Student Behaviour Management Policy](#)
- [Whistleblower Policy](#)

5. STAFFING

5.1 TEACHER ACCREDITATION

LEVEL OF ACCREDITATION	NUMBER OF TEACHERS
Conditional	1
Provisional	8
Proficient Teacher	16
Experienced Teacher (voluntary accreditation)	115
Highly Accomplished Teacher (voluntary accreditation)	1
Lead Teacher (voluntary accreditation)	0
Total number of Teachers	116

5.2 WORKFORCE COMPOSITION TYPE

TOTAL SCHOOL STAFF 2024	
Teaching Staff	128
Full-time Equivalent Teaching Staff	110.9
Non-teaching Staff	71
Full-time Equivalent Non-Teaching Staff	62.2
Aboriginal or Torres Strait Islander Staff	0

6. STAKEHOLDER SATISFACTION

The School uses surveys and other forums to gather feedback regarding the School. These surveys are designed to assess key areas of satisfaction, with a focus on both academic and wellbeing outcomes. The data collected provides valuable insights into how effectively the School is meeting the needs of its community and helps to identify opportunities for ongoing improvement. This feedback assists the School in meeting its ongoing commitment to delivering an exceptional educational experience and fostering a supportive, caring environment for all members of the community.

The School places great importance on maintaining regular engagement with stakeholders to gather a broad range of perspectives. This ongoing dialogue occurs through various channels. The Parents & Friends Committee holds regular meetings, offering parents an opportunity to discuss the School's programs and yearly activities. Ex-student Union meetings serve as a valuable forum, allowing former students to reconnect, share their experiences, and offer suggestions for the future.

Staff surveys are also conducted to assess the work environment and collect input from those who contribute to the School's daily operations. Parents are further encouraged to share their views through personal contact, letters, and emails, ensuring their voices are considered in the School's decision-making processes.

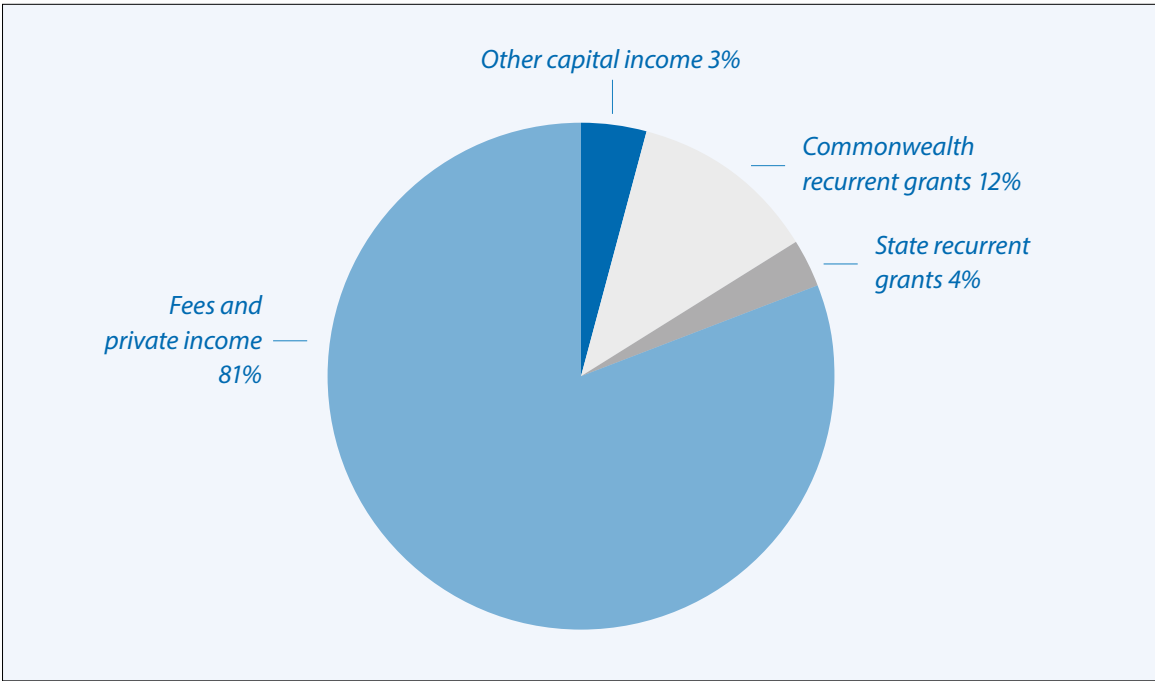
Students, too, have a direct avenue for providing feedback through the Student Representative Council (SRC). The SRC plays a key role in student representation, allowing students to share concerns, ideas, and suggestions with senior members of the School Executive. This ensures that student perspectives are an integral part of the School's ongoing development.

This structured and inclusive approach to community feedback ensures that the School remains responsive to the needs of its members and continues to evolve in ways that enhance the educational experience for all.

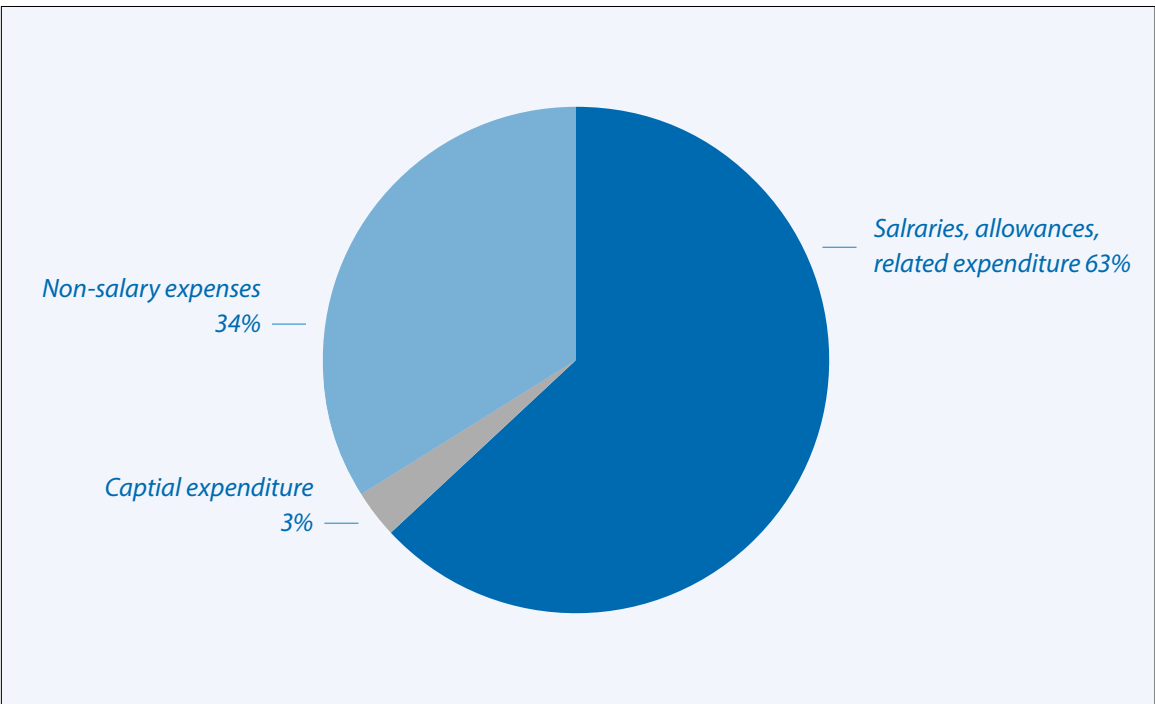


7. FINANCIAL INFORMATION

7.1 RECURRENT/CAPITAL EXPENDITURE LORETO KIRRIBILLI 2024



7.2 RECURRENT/CAPITAL INCOME LORETO KIRRIBILLI 2024



8. FURTHER INFORMATION

This information on the 2024 School year is provided to comply with NSW Education Standards Authority legislation.

More information about the School can be gained by visiting loreto.nsw.edu.au and information about the School also can be found on the [MySchool website](#).



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KIRRIBILLI

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