



NESA Annual Report 2025



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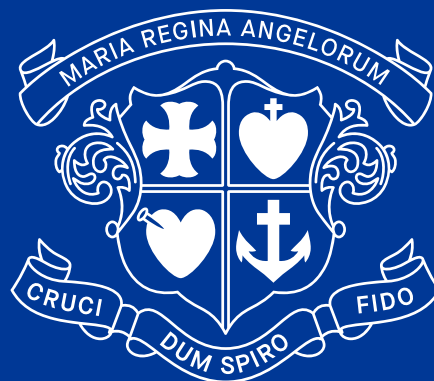
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Loreto Normanhurst is registered and accredited by the NSW Education Standards Authority (NESA). It is an independent, Catholic Day and Boarding school for girls established in 1897. This report is prepared for NESA and includes details regarding specific educational and financial data. It is available on the School's website: loreto.nh.nsw.edu.au

This report should be read in conjunction with the information about Loreto Normanhurst which appears on myschool.edu.au



Mission Statement

Loreto Normanhurst, in the spirit of Mary Ward,
as a school community:

encourages

each student to fulfil her academic and personal potential
in an atmosphere of freedom, care & respect for the individual

celebrates

a joyous Christian faith which grows from reflection
and leads to justice

develops

independent, articulate & compassionate women of integrity

propels

servant leaders to respond to the needs of the world

Principal's Message



2025 was another vibrant, purposeful, and deeply rewarding year at Loreto Normanhurst. It was a year that once again illuminated the strength of our community, the richness of our students' talents, and the enduring spirit of a school grounded in faith, learning and connection.

It was also a year in which we continued to see the 30-Year Master Plan take form in meaningful ways, alongside broader developments across our global Loreto network. A significant moment for the wider Loreto community was the formal coming together of the two branches of Mary Ward's Institute into a single congregation, now known as the Congregatio Jesu (CJ). This historic step affirms Mary Ward's original vision of unity and strengthens the shared mission that connects Loreto schools around the world.

Across Australia, Loreto schools marked 150 years since Mother Gonzaga Barry ibvm brought Mary Ward's vision of education, grounded in truth, faith and justice, to our shores. At Loreto Normanhurst, we joined the national celebration with highlights including the Being Faithful to Grace exhibition and a student performance of A Serious Business, honouring her enduring legacy.

Within this context, a significant milestone for our own School was the naming of our new Boarding House as McCabe House, honouring Sister Bruno McCabe ibvm, one of the pioneering Sisters whose legacy continues to shape our story. The naming reflects not only our deep respect for heritage, but also the living tradition of boarding at Loreto Normanhurst, which remains central to our identity and mission. We also marked the topping out of McCabe House, a significant construction milestone in our 30-Year Master Plan. This moment symbolised the near completion of a building that will, in 2026, become home to 216 boarders. Designed to foster connection, wellbeing, and contemporary learning, McCabe House represents an exciting new chapter in the evolution of boarding at Loreto Normanhurst, while remaining firmly rooted in the values and traditions that define our community.

Among the many highlights of the year was our beloved Music Festival, held under the theme 'Voices of Verity'. As always, the Festival was a powerful celebration of House spirit, creativity, and student leadership. Each performance reflected extraordinary collaboration and artistry, with students bringing depth and energy to a night that continues to be a defining expression of life at Loreto Normanhurst.

Our performing arts program also flourished through our junior and senior productions. The junior production of 'Alice in Wonderland' delighted audiences with its imagination and joy,

while the senior production of 'Pride and Prejudice' showcased sophistication, skill and maturity. Together, these productions brought students across year groups together in a celebration of storytelling, teamwork, and courage on stage.

The academic achievements of the Class of 2025 were once again a source of great pride. Our HSC results affirmed the strength of our holistic FACE Curriculum and the commitment of both students and staff to excellence within a comprehensive educational setting. Loreto Normanhurst was ranked the 4th Catholic school in New South Wales and 40th overall in the state. The top ATAR of 2025 was 99.70, with five students recognised as top achievers. A total of 11 students achieved All-Round Achiever status, and 316 mentions were recorded on the Distinguished Achievers List. These results included 1st place in Drama in the state, with all Drama students achieving a Band 6 result, reflecting the strength of both talent and teaching in this learning area.

Our students also continued to achieve across the Record of School Achievement (RoSA). In Year 10, and across Year 11 Preliminary courses, students demonstrated strong academic consistency, with a significant number achieving top grades across multiple subjects. These outcomes reflect both academic rigour and the culture of high expectations that underpins learning at Loreto Normanhurst.

Beyond the classroom, students continued to thrive across a wide range of extra-curricular pursuits. Participation remained strong in sport through IPSHA and IGSA competitions, as well as in debating, public speaking, music ensembles, Mock Trial and other creative and academic pursuits. The breadth of involvement continues to reflect the confidence, curiosity and commitment of our students.

As always, these achievements are underpinned by our FACE Curriculum – a holistic model of education that integrates Faith, Academic, Community, and Extra-curricular learning. This framework continues to shape young women who are ethically grounded and committed to contributing meaningfully to their communities.

At the heart of this learning environment are the relationships that define our school. In 2025, we continued to strengthen our pastoral care and wellbeing structures, ensuring that every student is known, supported, and challenged. Our vertical House tutor groups continued to foster connection across year levels, while regular one-on-one Conversations between students and staff provided meaningful opportunities for reflection and goal setting.

Our commitment to wellbeing remained strong through the oakSEED program, supporting social and emotional development across the school. The "It Takes a Village" program continued to engage parents as partners in learning through workshops and community gatherings. The Mary Ward Wellness Centre also continued to provide holistic care through onsite nursing, counselling, and visiting health professionals.

Student leadership once again flourished in 2025. Our Year 12 Student Council, House Council, Student Ambassadors, and Student Representative Council led with integrity, humility, and service. Their leadership reflected a deep understanding of responsibility and community, and their example encouraged the wider student body to lead with purpose and compassion.

Throughout the year, our students also remained actively engaged in social justice initiatives, continuing the long tradition of advocacy and action at Loreto Normanhurst. They participated in and supported a range of awareness and fundraising events including 'Close the Gap' Day, Caritas Project Compassion, 'R U OK?' Day, Reconciliation Week, NAIDOC Week, and Loreto Day. These moments of collective action continue to reflect our commitment to justice, truth, and reconciliation.

As I reflect on 2025, I do so with deep gratitude for the students, staff, families, and wider community who contribute so meaningfully to the life of the School. It is through this shared commitment and belief in our mission that Loreto Normanhurst continues to flourish.

With strong foundations and a clear vision for the future, we move forward with confidence and hope – committed to nurturing young women who are courageous, compassionate, and ready to shape the world with purpose.



Ms Marina Ugonotti
BA/LLB, Grad Dip Ed, MEd Leadership, MTheo
Principal, Loreto Normanhurst

Theme 1:

A Message from the School Board



There are moments in the life of a school when its direction becomes especially clear; when purpose, values and opportunity align to create meaningful forward movement. For Loreto Normanhurst, 2025 represented such a period. It has been a time of steady progress, where prior planning has continued to take shape in visible and lasting ways, guided by our shared commitment to the Loreto tradition.

A defining development during this time has been the formal coming together of the two branches of Mary Ward's Institute into a single global congregation, now known as the Congregatio Jesu (CJ). This historic step affirms Mary Ward's vision of unity and strengthens the shared mission that underpins all Loreto communities. For our School and all Loreto Schools, it strengthens our place within a connected, international network, grounded in a common heritage and renewed sense of purpose.

Across this period, our students have continued to engage deeply in the breadth of the FACE Curriculum. Their presence is felt in classrooms, on the sporting field, in creative and performing arts, and in the many acts of service that define the spirit of the School. Community events such as the 2025 Music Festival, the 'Alice in Wonderland' and 'Pride and Prejudice' plays, Loreto Day, athletics and swimming carnivals, and many other extra-curricular activities, brought students, staff and families together in celebration, highlighting both the diversity of talent within the School and the strong sense of belonging that underpins it.

A significant milestone has been reached with the near completion of our new Boarding House, McCabe House. Named in honour of Sister Ellen Bruno McCabe ibvm, one of the early Loreto Sisters instrumental in establishing boarding at Normanhurst in 1897. It reflects a legacy of care, service and quiet strength that continues to shape our community. McCabe House will open in mid-2026.

As a purpose-designed environment, McCabe House represents a major step in the School's 30-year Master Plan, offering a contemporary setting that strengthens both wellbeing and connection within the boarding community. It also honours the longstanding place of boarding at the heart of Loreto Normanhurst, while positioning it strongly for the future.

Alongside this, the School has continued to strengthen its culture of giving through the launch of the Infinity Fund, a unified philanthropic program that brings together community generosity in support of key priorities. Through this initiative, contributions directly support Equity Scholarships, First Nations Scholarships, and Building Initiatives – ensuring that more young women can access a Loreto education and benefit from the opportunities it provides. The Infinity Fund reflects a shared belief that education transforms lives, extending opportunity across generations and reinforcing the School's commitment to justice, inclusion and long-term impact.

The School Board remains focused on ensuring that Loreto Normanhurst is well equipped for both present demands and future opportunities. Working closely with the Principal, the Board provides stewardship of the School's strategic direction, ensuring that decisions remain anchored in mission and aligned with long-term priorities.

Central to this role is ongoing oversight across key areas including student outcomes, financial sustainability, risk management and regulatory compliance. This enables the Board to support the Leadership Team in balancing innovation with careful planning, ensuring the School's continued strength and stability.

During 2025, the Board engaged in strategic planning weekends, creating space to review progress and consider the next stage of implementation, particularly in relation to the continuing delivery of the Master Plan. The work of the Board was further supported by seven formal Board meetings, alongside the contributions of the Finance, Property, IT, Philanthropy and Bursary subcommittees, each bringing valuable expertise and considered oversight.

In 2025, the School Board comprised nine members, representing a broad cross-section of the Loreto community, including parents, alumnae and long-standing supporters of the School. I extend my sincere thanks to each of them, as well as to members of our subcommittees, for their commitment, insight and generous service.

As the context of education continues to shift, Loreto Normanhurst is called to respond with clarity and confidence.

Grounded in the vision of Mary Ward, we remain committed to forming young women who are principled, courageous and compassionate; qualities that will enable them to navigate and contribute positively to an increasingly complex world.

The School Board recognises that this work is shared by a wider community. We thank our parents for the trust they place in the School, our broader community for their ongoing support and generosity, and our alumnae for the enduring connection they maintain with Loreto Normanhurst.

To our staff and Leadership Team, thank you for the dedication and professionalism you demonstrate each day. To the Stewards and Directors of Loreto Ministries, and the Leadership Council of the Australian and South East Asian Province of the Institute of the Blessed Virgin Mary (IBVM), we acknowledge your guidance and stewardship.

Finally, to our Principal, Ms Marina Ugonotti, thank you for your thoughtful leadership and your commitment to sustaining a school culture that is both ambitious in its outlook and faithful to its foundations.



Ms Nicole Patterson

Chair, Loreto Normanhurst School Board

Theme 2:

Contextual Information about the School and Characteristics of the Student Body

OUR SCHOOL

Loreto Normanhurst is a Catholic school in which faith underpins all aspects of community life. Inspired by the vision of Mary Ward and guided by the values of Freedom, Justice, Sincerity, Verity and Felicity, the School fosters a culture where each student is known, respected and encouraged to develop a strong sense of purpose. Gospel teachings are integrated throughout learning and daily interactions, shaping a community grounded in compassion, integrity and service. The School welcomes diversity and supports an authentic expression of Catholic faith in respectful dialogue with other traditions. Through this, students are encouraged to grow as reflective and discerning young women, committed to contributing positively to society.

The School offers a continuous Year 5 to Year 12 educational pathway, supporting a consistent and cohesive learning journey. Central to this approach is the Loreto Normanhurst Student Growth Model (LNSGM), which underpins the development of the whole person. Framed through the interconnected domains of Faith, Academic, Community and Extra-curricular (FACE), the model guides students' academic, personal and relational growth and informs teaching, learning and engagement across all aspects of school life. Student wellbeing is prioritised through a comprehensive pastoral care structure that supports each student's sense of belonging, engagement and personal development.

Loreto Normanhurst enrolls approximately 1,250 students, including 200 boarders from across regional and rural New South Wales, interstate and international contexts. The boarding community is a significant and valued part of the School, contributing to a diverse student population and fostering independence, resilience and shared responsibility. The broad geographic and cultural profile of the student body enhances learning and strengthens the inclusive nature of the community.

The School is committed to the effective use of all funding to support student learning and wellbeing. Resources provided to support Aboriginal and Torres Strait Islander students are applied with care and respect to strengthen educational outcomes and promote a strong sense of belonging within the School community.

Loreto Normanhurst continues to plan for the future with a focus on innovation, sustainability and ongoing improvement. Strategic development of facilities and programs is aligned with contemporary learning needs and the evolving profile of students. In all areas of growth, the School remains grounded in its Catholic and Loreto identity, forming young women who lead with confidence, compassion and integrity.

More information about the School is located on myschool.edu.au and the School's website at loretanh.nsw.edu.au.



Theme 3:

Student Outcomes in Standardised National Literacy and Numeracy Testing

2025 NAPLAN RESULTS

Students in Year 5, 7 and 9 participated in the national Numeracy and Literacy Assessments (NAPLAN). The NAPLAN Assessments assess individual student achievement in literacy and numeracy. Literacy comprises reading, writing, spelling and grammar.

The table below shows the average student results and the range of results at Loreto Normanhurst compared to schools with a similar background and all Australian students.

The School's averages were above or well above when compared to results of all Australian students in all year levels and components and generally aligned to students with similar backgrounds.

	READING		WRITING		SPELLING		GRAMMAR AND PUNCTUATION		NUMERACY	
YEAR 5	541 527-556		519 506-533		523 510-537		545 530-560		526 514-539	
	SIM 538	ALL 492	SIM 525	ALL 485	SIM 525	ALL 486	SIM 548	ALL 498	SIM 535	ALL 489
YEAR 7	687 578-595		592 582-602		579 571-588		603 593-613		591 583-600	
	SIM 593	ALL 538	SIM 590	ALL 538	SIM 581	ALL 542	SIM 600	ALL 539	SIM 606	ALL 545
YEAR 9	621 613-629		631 620-642		602 593-611		615 605-625		615 607-623	
	SIM 620	ALL 568	SIM 630	ALL 575	SIM 603	ALL 569	SIM 623	ALL 559	SIM 633	ALL 573

Selected School's average is:

- well above
- above
- close to
- below
- well below

SIM - average of schools serving students from statistically similar socio-educational backgrounds

ALL - average of all Australian schools

Further information can be found on the My Schools website: myschool.edu.au/school/43690/naplan/results



Theme 4:

Senior Secondary Outcomes (Student Achievements)

RECORD OF SCHOOL ACHIEVEMENT

The Record of School Achievement (RoSA) is a cumulative credential for Years 10, 11 and 12 students leaving school prior to the Higher School Certificate.

In Year 10, 178 students were awarded grades that could contribute to a RoSA. Of these students, eight were awarded A-Grades in every subject they studied, while two achieved Grade A in all core Stage 5 subjects: English, Mathematics, Science, History, Geography and PDHPE.

In Year 11, 176 students were awarded grades that could contribute to a RoSA. Of these students, three were awarded all Grade A in 12 or more units of HSC Preliminary Courses they studied. 13 students achieved Grade A in 10 units of HSC Preliminary Courses studied.

HIGHER SCHOOL CERTIFICATE

In 2025 177 students in Year 12 achieved a Higher School Certificate, with 99% of these students accessing an ATAR. Of Year 12 students, 11% undertook vocational training as part of their HSC.

The School maintains a high academic standard whereby students demonstrate their knowledge, understanding and skills across a broad range of subjects, placing 73% of the cohort in the top 20% of the State. Additionally, five students were recognised as Top Achievers in an HSC course, with first place in Drama, 4th place in Aboriginal Studies, 6th place in Earth and Environmental Science, 5th place in Studies of Religion II and 6th place in Drama. The highest performing student at Loreto in 2025 achieved a perfect ATAR score of 99.7.

It is also pleasing to note that 11 students achieved a place on the All-Rounder list, achieving the highest possible band in 10 or more units of study. Outstanding results were achieved in the practical subject areas, with five students nominated for the TAS SHAPE exhibition. All Loreto Normanhurst Drama students received a nomination for OnSTAGE, with 17 individual project/performances and five group performances receiving nominations. One Visual Arts student was nominated for ARTEXPRESS and was selected for inclusion.

2025 was the 3rd year that the School offered Studies of Religion 1 unit as an HSC accelerated subject. There were 17 students who completed the subject as an accelerated pathway, with the impressive result of 100% of participants achieving a Band 5 or 6 result.

In 2025, Loreto Normanhurst students sat for the NSW Higher School Certificate in 40 courses. In general, student achievement is consistently above state average across the majority of courses. This has been a trend over the last ten years.



SCHOOL VS. STATE VARIATION HSC 2025

SUBJECT	School vs State variation
Aboriginal Studies - 2 unit	18.54
Ancient History - 2 unit	16.47
Biology - 2 unit	8.89
Business Studies - 2 unit	9.97
Chemistry - 2 unit	2.98
Chinese Continuers - 2 unit	9.10
Chinese Extension - 1 unit	2.04
Community & Family Studies - 2 unit	8.99
Design & Technology - 2 unit	6.43
Drama - 2 unit	14.76
Earth and Environmental	7.50
Economics - 2 unit	6.36
English as an Additional Language (EALD)	3.50
English (Standard) - 2 unit	7.89
English Studies - 2 unit	12.91
English (Advanced) - 2 unit	5.79
English Extension 1 - 1 unit	3.46
English Extension 2 - 1 unit	1.14
Food Technology - 2 unit	6.09
French Continuers - 2 unit	4.20

SUBJECT	School vs State variation
Geography - 2 unit	8.94
History Extension - 1 unit	5.03
Hospitality Examination - 2 unit	5.42
Italian Beginners	8.21
Italian Continuers - 2 unit	2.48
Legal Studies - 2 unit	11.94
Mathematics Standard - 2 unit	9.12
Mathematics Advanced - 2 unit	1.93
Mathematics Extension 1 - 1 unit	0.62
Mathematics Extension 2 - 1 unit	-3.84
Modern History - 2 unit	12.18
Music 1 - 2 unit	7.69
Music 2 - 2 unit	-4.85
Music Extension	0.83
PDHPE - 2 unit	12.20
Physics - 2 unit	4.33
Studies of Religion - 1 unit	4.92
Studies of Religion - 2 unit	5.58
Textiles and Design - 2 unit	9.52
Visual Arts - 2 unit	7.77

TRENDS IN ACADEMIC PERFORMANCE (HSC RESULTS 2015-2025)

CRITERIA	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025
Number of UAI/ATAR candidates	146	146	172	156	154	162	177	146	147	172	176
Total number of courses	35	39	35	37	38	37	41	39	40	43	40
Number of courses below State average	3	2	1	3	1	3	7	5	2	6	2
0-4 marks above State average	3	8	9	11	8	3	8	12	10	14	12
5-10 marks above State average	10	17	13	9	17	13	18	13	19	16	19
>10 marks above State average	12	10	12	14	15	18	9	11	9	7	7
>15 marks above State average	2	2	1	3	3	5	2	4	1	4	2
Number of mentions in the Honour Roll	289	230	298	238	309	340	306	235	237	238	316
Number of Premier's Awards	13	14	15	9	16	16	16	10	7	4	11
Number of top places in the State	5	2	5	2	10	11	7	6	3	5	5
Top ATAR	99.75	99.8	99.8	99.15	99.85	99.8	99.7	99.65	99.95	99.6	99.7
% of students with ATARs 90 and above	43	38	43	39	51	52	37	41	35	37	41
% of students with ATARs 80 and above	77	67	69	73	71	85	68	72	66	67	73

Loreto Normanhurst results can be compared against those of other schools via the My School Website: myschool.edu.au



Theme 5:

Teacher Professional Learning, Accreditation and Qualifications

In 2025, Loreto Normanhurst employed 146 teachers involved in the delivery of the curriculum, in the following categories:

	CATEGORY	NUMBER OF TEACHERS
(i)	Having teacher education qualifications from a higher education institution within Australia or as recognised within the National Office of Overseas Skills Recognition (AEI-NOOSR) guidelines	146
(ii)	Having a bachelor degree from a higher education institution within Australia or one recognised within the AEI-NOOSR guidelines but lacks formal teacher education qualifications	0

The total number of teachers appears on the My School website: myschool.edu.au.

PROFESSIONAL LEARNING

The School provides significant professional learning opportunities for all staff across leadership, pedagogy, pastoral care, role competency, and teacher accreditation. A notional 1% of staff salaries is allocated to professional development. Programs are delivered equitably through ‘Professional Growth’ conversations with managers.

Mandatory training includes:

- CPR and First Aid
- Child Safeguarding
- Code of Conduct
- Privacy
- Bullying and Harassment
- Cyber Security
- Work Health and Safety

Staff participated in a broad range of formal and informal learning throughout the year, delivered by both external providers and internal experts. Opportunities included faculty and Year Team collaboration, curriculum and pedagogy development, and peer observation. Early-career teachers received targeted support to strengthen practice.

Workshops supported accreditation (Proficient and Experienced Teacher), IT capability, and evolving teaching approaches. ‘Pop-up PD’ sessions responded to emerging needs. The effective use of AI in teaching was a key focus embedded across all learning.

STAFF LEARNING PROGRAMS AND DAYS

In 2025, eight Staff Development Days provided learning opportunities for teaching, boarding, and professional staff.

The New Staff Induction (January) attracted over 50 staff and received strong feedback. Beginning of Year Staff Days introduced key strategic priorities, Board insights, reflections on 150 years of Loreto, and a focus on the Year of Verity.

Teaching staff engaged in professional learning with the University of Newcastle on ‘Quality Teaching’ (a strategic priority), alongside team and faculty planning. Subsequent Staff Days focused on:

- Expanding pedagogical practice and deep learning
- Launch of Learning Principles
- Curriculum reform and faculty planning
- Staff spirituality and reflection on Loreto heritage
- Timetable reform and classroom practice sharing
- Safeguarding, digital learning rollout, and continued planning
- Generative AI in teaching and classroom application

ADDITIONAL INITIATIVES

- **AISNSW Middle Leaders Program:** 14 staff developed leadership capability across self, others, and sustainable practice.
- **Instructional Coaching:** Five staff trained with Growth Coaching International to support teacher development and reflective practice.
- **Rathfarnham Middle Leaders Program:** 12 leaders participated in structured leadership development aligned with AITSL standards.
- **Mentor Program:** New teaching staff participated in a year-long mentoring program to build confidence and capability.

COLLABORATION AND RECOGNITION

Staff engaged in broader professional networks, including Teachmeets, conferences, and sector forums. These initiatives strengthened collaboration, professional growth, and leadership development across the school and wider education community.

The table below shows a summary of participation in formal Professional Development activities:

DESCRIPTION OF PROFESSIONAL LEARNING ACTIVITY	NUMBER OF TEACHERS
IT – Using a range of digital tools to enhance the learning experiences of students.	146
Aboriginal and Torres Strait Islander Cultural Competence Course.	10
Curriculum and Pedagogy – courses, conferences, seminars, workshops with a focus on subject-specific content and pedagogical approaches. Attended by teachers and Learning Team leaders.	146
Compliance and Safety – courses, workshops, training, and online learning activities addressing legislative requirements such as Child Protection, First Aid, Workplace Health, and Safety and specific job-related skills.	146
Courses providing teachers with the knowledge and skills to support students' social and emotional wellbeing.	146
Leadership – courses designed to enhance the leadership skills of current and aspiring leaders.	50

TEACHER ACCREDITATION

LEVEL OF ACCREDITATION	NUMBER OF TEACHERS
Conditional/Provisional	3
Proficient	141
Highly Accomplished/Lead Teacher	2

Theme 6:

Workforce Composition

As reported in the August 2025 school census Loreto Normanhurst has a workforce of:

Teaching Staff	146
Support and Operations Staff	93
Total	239

In 2025, 28 teachers were employed on a part-time basis, and within this group there were 7 job-share arrangements.

Teaching Staff	131.4
Support and Operations Staff	84
Total	215.4

Note:

- Numbers are inclusive of Boarding staff.
- Sport coaches and Peripatetic staff engaged as casual staff are not included in these numbers.

STAFF QUALIFICATIONS

Loreto Normanhurst values its staff and the dedicated contribution they make to the school community. All staff are recruited with the qualifications and personal attributes to successfully perform the roles and critical in the recruitment process is the determination of the alignment of values and cultural fit.

The School is committed to Equal Employment Opportunity (EEO) and pay equity at the point of selection as well as through the industrial instruments which cover employees. Policies and procedures are in place to recruit and secure a diverse workforce.

Teachers are dedicated to excellent educational outcomes for students. All our teaching staff possess educational qualifications from a higher education institute within Australia or as recognised with the National Office of Overseas Skills Recognition Guidelines.

PROFESSIONAL LEARNING PRIORITIES TEACHER ACCREDITATION ACHIEVED IN 2025

Proficient Teacher	4
Experienced Teacher	1
Highly Accomplished/Lead Teacher	1

Theme 7:

Student Attendance, Rentention Rates and Post-School Destinations

STUDENT ATTENDANCE

The student attendance rate at Loreto Normanhurst is high. On any typical school day in 2025, the average student attendance rate was 95%. This is one percentage point higher than the previous year. This attendance rate is based on the Australian Government Department of Education and Training, the Student Attendance Collection (STATS) process for calculating attendance data and a school population of students in Years 5 to 12 of 1241 in 2025.

The rate of attendance for each year level in 2025 was:

YEAR LEVEL	ATTENDANCE RATE (%)
5	96
6	95
7	95
8	94
9	93
10	94
11	95
12	97





STRATEGIES TO IMPROVE UNSATISFACTORY ATTENDANCE

It is the policy of Loreto Normanhurst that all students are to be in attendance for the full duration of each school term. School policies are clearly understood, and all staff are aware of their responsibility to support attendance. In 2025, parents (and boarding supervisors) informed the School of their daughter's full-day and partial absences via a parent portal. The parents of students who are absent from School without explanation are contacted each day by the Student Services Office using an SMS text messaging service. The parents of all students who have been absent for more than three days are contacted by the student's Head of House or Tutor in Years 7-12 and the classroom teacher in Years 5-6 to check on their absence.

Each week, parents who have failed to provide an explanation within the parent portal to explain their child's absence are contacted and reminded. A letter is emailed to parents who, despite reminders, have still failed to provide an explanation for a student absence. Student absences that are 'unexplained' after seven school days will be permanently recorded as 'unapproved'. It is noted that student absences are mostly due to short episodes of illness. Some students and their families do require greater support. Where unsatisfactory school or class attendance is identified, the attendance issue and any action taken are recorded, as appropriate, on the student file.

To improve the unsatisfactory attendance of a student, the School works in partnership with the student and her parents. Below outlines some of the key actions taken to improve attendance in a collaborative manner:

1. The Head of House/Head of Primary phones parents to outline our concerns about attendance patterns or absences and to understand any issues or concerns that may contribute to her absence from School. Once an understanding of the issue is clear.
 - a) The Head of House/Head of Primary requests feedback from the classroom teachers regarding engagement and performance.
 - b) A meeting is convened by the Head of House/Head of Students/Director of Pastoral Care/Head of Primary involving the student, parents, School counsellor and others, as required.
 - c) At the meeting, goals are set for the following weeks to improve the student's attendance, and responsibilities and support needs are decided. Relevant details are then communicated by the Head of House/Head of Primary to classroom teachers and a review meeting time is made.
2. With parental permission, contact is made by the School Counsellor with any outside health specialist or organisation the student may be connected with so all parties can work together to support the student and improve School attendance. An Attendance Improvement Plan with clearly identified attendance goals may be required and is developed in collaboration with the student, parents and external health professionals. A Graduated Attendance Plan may also be implemented to gradually increase student attendance, if recommended by external health professionals.
3. Regular contact is made with the student to check on her wellbeing and progress.
4. Emails are sent to the student's Tutor and teachers by the Head of House or Head of Primary asking for their assistance in monitoring the student's engagement, participation, effort, and attitude.
5. Regular contact with parents is maintained by the Head of House/Head of Primary.
6. If the attendance concern remains ongoing, the Attendance Improvement Plan is reviewed, and ongoing advice is sought from external health professionals and Independent Schools NSW consultants.

STUDENT RETENTION RATE FROM YEAR 10 TO YEAR 12

The student retention rate in 2025 at Loreto Normanhurst is consistent with previous years. Retention trends are as follows:

	YEAR 10 TOTAL ENROLMENT ON CENSUS DATE	YEAR 12 TOTAL ENROLMENT ON CENSUS DATE	YEAR 10 ENROLMENT AT CENSUS DATE REMAINING IN YEAR 12 ON CENSUS DATE	APPARENT RETENTION RATE	ACTUAL RETENTION RATE
2013/15	146	150	136	102%	93%
2014/16	144	150	138	104%	96%
2015/17	175	173	168	99%	96%
2016/18	161	156	150	97%	93%
2017/19	161	156	145	97%	90%
2018/20	175	163	156	93%	89%
2019/21	171	178	162	104%	95%
2020/22	159	160	146	101%	91%
2021/23	154	151	140	98%	91%
2022/24	177	173	166	97%	94%
2024/26	190	177	174	93%	92%

ENROLMENT

In 2025, Loreto Normanhurst continued to enrol students in accordance with the School's Enrolment Guidelines with all applicants being required to attend a family interview and demonstrate congruence with the Loreto values.

Enrolment patterns in total at Loreto Normanhurst remained steady throughout the year as demonstrated below:

DATE	DAY SCHOOL	BOARDING SCHOOL	TOTAL
1 February 2025	1029	217	1246
1 August 2025	1027	213	1240

POST-SCHOOL DESTINATIONS

The majority of students who completed Year 12 in 2025 applied through the Universities Admissions Centre (UAC) and received offers for further study at university. Of the 171 students who submitted UAC applications, 166 received at least one offer, continuing the strong trend of post school pathways into tertiary education.

Early entry programs remain highly popular, providing students with opportunities to secure university places prior to final examinations. Approximately three-quarters of the cohort applied to at least one early entry scheme, consistent with the proportion of students intending to transition directly into university. A significant number of offers were received through these programs, particularly from universities such as UTS, Macquarie University and UNE, with courses in business, health and communication among the most sought after.

Overall, university offers were concentrated in key areas of interest, including Society and Culture, Health and Management and Commerce, reflecting ongoing student demand for courses in arts, social sciences, law, health sciences and business-related fields.

A number of students have chosen to defer their studies and undertake a gap year in 2026, accounting for just under 20% of the cohort. Planned activities include paid employment, volunteering and travel both within Australia and overseas.

Theme 8:

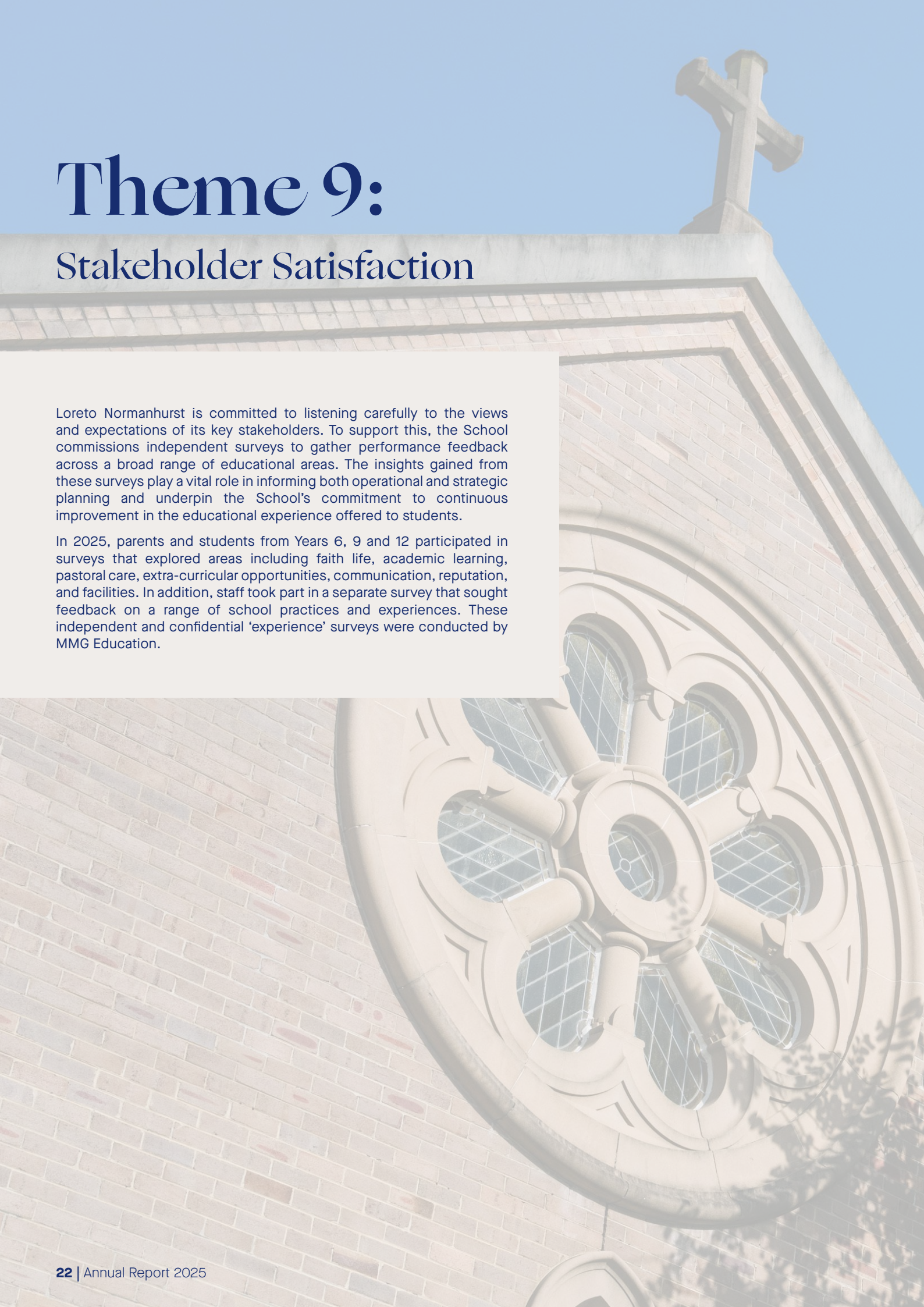
Complaints Handling Policy and Procedure to Complaints Policy

The following school policies are publicly available on the School's website here:

loretonh.nsw.edu.au/contact/policies-and-guidelines/

- Behaviour Management Policy
- Child Protection Policy
- Community Code of Conduct
- Complaints Policy
- Enrolment Guidelines
- Financial Assistance Bursaries and Scholarships Policy
- Privacy Policy
- Statement of Commitment to Child Safety
- Student Anti-Bullying Policy
- Whistleblower Policy

These policies are also available in electronic or hard copy on request.



Theme 9:

Stakeholder Satisfaction

Loreto Normanhurst is committed to listening carefully to the views and expectations of its key stakeholders. To support this, the School commissions independent surveys to gather performance feedback across a broad range of educational areas. The insights gained from these surveys play a vital role in informing both operational and strategic planning and underpin the School's commitment to continuous improvement in the educational experience offered to students.

In 2025, parents and students from Years 6, 9 and 12 participated in surveys that explored areas including faith life, academic learning, pastoral care, extra-curricular opportunities, communication, reputation, and facilities. In addition, staff took part in a separate survey that sought feedback on a range of school practices and experiences. These independent and confidential 'experience' surveys were conducted by MMG Education.

PARENTS

A selection of parents' top-level findings is detailed below, ranked in order of the importance the parents placed on reasons for choosing a school for their daughter:

EXPECTATIONS MET/EXCEEDED FOR TOP 5 MOST IMPORTANT AREAS

1. 87% of parents noted their expectations were met or exceeded in relation to the Quality of teaching.
2. 92% of parents noted their expectations were met or exceeded in relation to the Focus on student pastoral care, providing a safe and caring environment.
3. 96% of parents noted their expectations were met or exceeded in relation to the School's values.
4. 95% of parents noted their expectations were met or exceeded in relation to the Holistic education.
5. 93% of parents noted their expectations were met or exceeded in relation to the School's reputation.

STUDENTS

A selection of students' top-level findings is detailed below; ranked in order of the importance the parents placed on reasons for choosing a school:

EXPECTATIONS MET/EXCEEDED FOR TOP 5 MOST IMPORTANT AREAS

1. 79% of students noted their expectations were met or exceeded in relation to the Quality of teaching.
2. 86% of students noted their expectations were met or exceeded in relation to the Focus on student pastoral care, providing a safe and caring environment.
3. 96% of students noted their expectations were met or exceeded in relation to The School's values.
4. 92% of students noted their expectations were met or exceeded in relation to the Holistic education.
5. 87% of students noted their expectations were met or exceeded in relation to The School's reputation.

STAFF

Loreto Normanhurst is committed to actively listening to staff voice and has sought feedback through a variety of channels throughout 2025. This has included a Staff Psychosocial Hazards Survey, as well as evaluations following Staff Days, Professional Learning initiatives, and Community Days. In addition, staff input has been invited across a broad range of areas, including teaching and learning experiences across the FACE curriculum, timetable structure, school services, climate and culture, and leadership support.

This ongoing consultation ensures that staff perspectives meaningfully inform reflection, decision-making, and continuous improvement across the School.

MOST VALUED ASPECTS

Analysis of staff feedback identified the following aspects as most valued by staff in their association with the School:

1. Staff collegiality and supportive workplace relationships.
2. Working with students.
3. The School community.
4. Being part of a caring and supportive workplace where recognition is valued.
5. Job satisfaction, clarity of role expectations and sense of pride in work.

This data is used to inform future staff programs and the School has adopted an ongoing Staff Engagement Plan to support staff wellbeing and ensure continuous improvement.

Annual Staff Appraisals and regular Professional Growth Conversations provide structured opportunities for a two way flow of feedback between managers and staff, supporting ongoing opportunities for professional growth and development. In 2025, the School also conducted a review of the Staff Appraisal process, with staff consultation forming a key component of the review. Feedback from this process has informed the development of an enhanced and streamlined appraisal framework, which will be launched in 2026 and is designed to enable more targeted development support for staff.

Staff exit surveys are also conducted upon a staff member's departure, with this information used to inform operational and strategic planning.

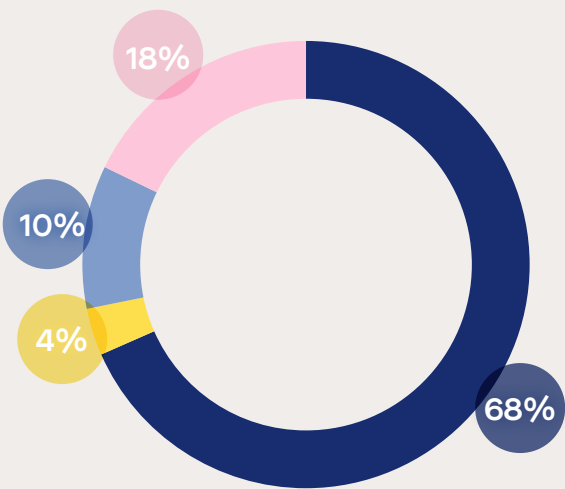
Theme 10:

Summary of Financial Information

The Loreto Normanhurst Limited financial year is from 1 January until 31 December. The annual audit for the 2025 financial year was completed in March 2025. The required financial information for 2025 will be submitted to the Department of Education and Training by the end of June 2025.

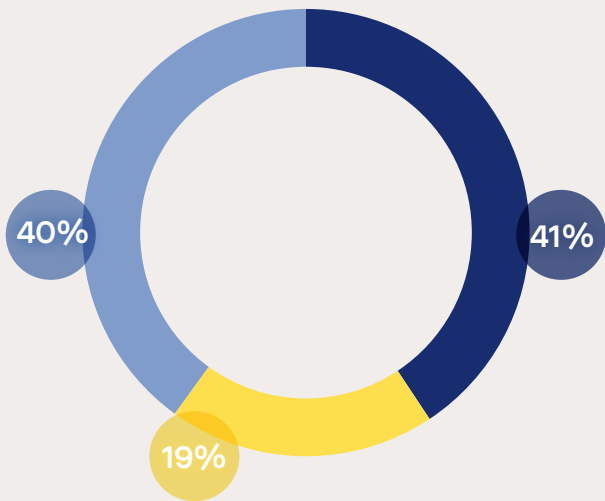
Loreto Normanhurst acknowledges the financial support received from both the Federal and State Governments.

The 2025 revenue and expenses are represented in the pie-charts below:



RECURRENT / CAPITAL
INCOME FOR 2025

- Fees and private income
- State recurrent grants
- Commonwealth recurrent grants
- Government capital grants
- Other capital income



RECURRENT / CAPITAL
EXPENDITURE FOR 2025

- Salaries, allowance and related expenses
- Non-salary expenses
- Capital expenditure





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Loreto
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Annual Report 2025