



NESA Annual Report 2024





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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: loretonh.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

dévelops

independent, articulate & compassionate women of integrity

propels

servant leaders to respond to the needs of the world

Principal's Message



2024 was a year marked by vision, vibrancy, and the continued strength of our Loreto Normanhurst community. It was a year that affirmed the enduring spirit of our school – a place where students are nurtured and challenged, where tradition meets innovation, and where joy is found in shared purpose.

It was also a year of significant milestones. In 2024, we commenced construction of our new Boarding House – the first stage in our 30-Year Master Plan and a bold step forward in our long-term vision for Loreto Normanhurst. This development represents our deep commitment to providing facilities that reflect the quality, care, and ambition of the education we offer. Set to open in 2026, the new Boarding House will further strengthen the unique boarding culture that is so integral to our identity.

Among the many highlights of the year was our beloved Music Festival, which continues to be a hallmark of leadership, creativity, and school spirit. Held at the International Convention Centre in Sydney, the Festival brought the entire community together to celebrate our students' extraordinary talents. The 2024 theme, "Echoes Through Time", invited powerful reflections on the past, present, and future, and each House performance offered a unique and moving interpretation of the theme. With outstanding musicality and storytelling, the evening was a memorable celebration of student voice and collaboration.

Our whole school production, "Aladdin Jr", was another standout moment in the cultural life of the School. This vibrant and joyful musical was performed to sold-out audiences over four performances and brought together students across Year 5 to 11 in a spectacular celebration of drama, music, and dance. The production not only showcased the incredible talents of our students but also the spirit of teamwork, dedication, and courage that lies at the heart of our extra-curricular program.

The academic achievements of the Class of 2024 were commendable and a source of immense pride. Our HSC results once again affirmed the strength of our FACE Curriculum and our commitment to nurturing academic excellence within a comprehensive, non-selective setting. Loreto Normanhurst was ranked 6th Catholic school in New South Wales and 63rd overall in the state – results that speak to the rigour of our academic programs and the dedication of our students and staff.

The top ATAR of 2024 was 99.6, achieved by Zara Buchanan, one of four students who attained an ATAR of 99 and above. A total of 28 students achieved an ATAR of 95 and above, 60 students attained an ATAR of 90 and above, and 109 students attained an ATAR of 80 and above. These results reflect not only the commitment and capability of our students, but also the power of a learning environment that balances academic challenge with deep care and connection.

Our students also excelled in state-wide rankings and HSC showcase selections. We had four students named All-Round Achievers for achieving results in the highest performance band across 10 or more units. We celebrated Top Achiever placements in multiple subjects, including 2nd place in Italian Beginners, 9th in Textiles and Design, 17th in Legal Studies, and 19th in Business Studies. One student from the Class of 2025 also achieved 1st place in Studies of Religion I through accelerated study.

Across the board, 110 students appeared on the Distinguished Achievers List, with a total of 238 mentions – a remarkable achievement. Our Drama cohort was again a standout, with multiple nominations for OnSTAGE. Students were also recognised through nominations for ARTEXPRESS, SHAPE, and ENCORE, with one student selected for inclusion in SHAPE, further showcasing the breadth of talent across the cohort.

Our students in Year 10 and 11 also achieved outstanding results in the Record of School Achievement (RoSA). In Year 10, four students achieved Grade A in all Stage 5 courses studied and five students achieved Grade A in all core Stage 5 courses. In Year 11, seven students achieved Grade A in twelve or more units of their HSC Preliminary Courses, and seven students achieved Grade A in ten or more units. These results highlight the depth of academic strength across all year levels and are a testament to the hard work of our students and the support of our teaching staff.

Beyond the classroom, our students continued to thrive in a wide range of extra-curricular pursuits. Participation levels remained strong, with students engaging in more than a variety of different sports through IPSHA and IGSA, as well as in music ensembles, debating, public speaking, the Law Society's Mock Trial, and a wide array of other activities. The creativity and commitment of our students was on display throughout the year, whether on the sports field, the stage, or in the studio.

As always, these achievements were supported by our FACE Curriculum – our holistic educational model that values the integration of Faith, Academic, Community, and Extra-curricular learning. This broad and liberal approach fosters intellectual curiosity, ethical awareness, and personal growth. It is a curriculum that nurtures both hearts and minds, encouraging our students to think critically, act compassionately, and live with purpose.

At the core of our learning environment are the relationships that support each student's journey. We know that when students feel known, connected, and cared for, they are more able to thrive both academically and socially. In 2024, we continued to invest in our pastoral programs and structures. Our vertical House tutor groups continued to promote friendships across

year groups and provided valuable opportunities for mentoring and peer connection. Our regular one-on-one Conversations between students and their Tutors or Advisors allowed for meaningful reflection on growth and goal setting across the FACE Curriculum.

We continued to strengthen our social and emotional learning through the "OakSEED" program, which promotes a whole-school approach to wellbeing. Through our "It Takes a Village" program, parents were engaged in their daughters' learning journeys through workshops, plenary meetings, and expert-led seminars. The Mary Ward Wellness Centre continued to provide holistic care, with onsite registered nurses, school counsellors, and visiting medical professionals supporting the health and wellbeing of our students.

2024 also saw inspiring student leadership across all areas of school life. Our Year 12 Student Council, House Council, Student Ambassadors, and Student Representative Council led with humility, service, and courage. Their leadership reflected our value of Sincerity and demonstrated the power of student voice in shaping a positive, inclusive, and values-driven school culture. Their example encouraged the broader student body to approach leadership not as a position, but as a way of being – grounded in justice, empathy, and responsibility.

Throughout the year, our students remained deeply engaged in social justice initiatives, continuing Loreto's long-standing tradition of advocacy and action. They raised funds and awareness for Close the Gap Day, Reconciliation Week, R U OK Day, Caritas Project Compassion, Loreto Day, and many other causes. These events served as important reminders of our call to be women and men for others – to seek truth, promote equity, and care for all of creation.

As I reflect on the year that was, I do so with deep gratitude for our students, staff, families, and the broader Loreto Normanhurst community. It is through your commitment, compassion, and shared belief in our mission that our school continues to grow and flourish. Thank you for the role you have played in shaping this memorable and inspiring year.

With strong foundations and bold aspirations, we move forward with hope – ready to meet the future with courage, creativity, and an unwavering belief in the power of a Loreto education.



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

Theme 1:

A Message from the School Board



There is something profoundly energising about witnessing a community come into its own, embracing its values, leaning into opportunity, and building something meaningful for the future. 2024 was such a year at Loreto Normanhurst. It was a year defined by progress and purpose, where the momentum of previous years gave rise to real, tangible developments, all driven by a strong sense of mission and guided by our Loreto values.

Throughout the year, our students continued to shine across the breadth of our FACE Curriculum. Whether in academic settings, on the sporting field, on stage or in service, their enthusiasm and commitment was pervasive. Events such as the whole school musical, “Aladdin Jr”, and our 2024 Music Festival, “Echoes Through Time”, provided moments of joy and reflection, not just for those who participated, but for our whole community. These events serve as powerful reminders of the talent and spirit our students bring to all they do, and the collective effort it takes to bring these large-scale events to life.

This year also marked a pivotal moment in the life of the School with the commencement of construction on our new Boarding House, the first major project in our 30-Year Master Plan. This development will create a contemporary and purpose-designed home for future generations of our boarders, and represents a bold step forward in realising the School’s long-term vision. The project reflects not only our commitment to educational excellence, but also to nurturing the unique boarding culture that is central to Loreto Normanhurst’s identity.

The School Board is committed to ensuring Loreto Normanhurst is equipped to flourish both now and into the future. Together with the Principal, we continue to set and guide the strategic direction of the School and ensure alignment with its values and mission.

As part of our ongoing responsibilities, the Board monitors key indicators across academic performance, financial management, operational risk and compliance. In doing so, we aim to support the School Leadership Team in making decisions that are both visionary and sustainable.

We began 2024 with a strategic planning weekend, a valuable opportunity to step back, reflect, and recalibrate. With the Master Plan now in motion, the year's planning focused not only on progress to date, but also on the next phase of implementation and the resources required to support it. This was followed by ten formal Board meetings across the year, supported by the work of the Finance, Property, IT, Philanthropy and Bursary subcommittees. The membership of these subcommittees, includes Board members and external advisors with specific expertise, who provide valuable insight and oversight in key areas of operation.

In 2024, the School Board comprised of nine members, each bringing deep expertise and a strong commitment to the ongoing success of Loreto Normanhurst. Our Board represents a broad cross-section of the Loreto community, including parents, alumnae and longstanding supporters of the School. I extend my sincere thanks to each member of the Board and our subcommittees for their thoughtful leadership and dedicated service throughout the year.

As the educational landscape continues to evolve, we know that Loreto Normanhurst must not only respond, but lead, guided by our values and anchored by the belief that a Catholic education in the tradition of Mary Ward is about forming people of conscience, courage and compassion. In a world that is increasingly complex, the School's holistic and mission-driven approach stands as both a foundation and a beacon.

The Board is deeply grateful to the many people who help this vision come to life. Our parents, who entrust us with their daughters' education; our community members, who support the School through their generosity and time; and our alumnae, who remain engaged and committed to the future of Loreto Normanhurst.

To the staff and Leadership Team, thank you for the depth of care and professionalism you bring to your work every 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), thank you for your ongoing wisdom and guidance. To our Principal, Ms Marina Ugonotti, we offer our heartfelt thanks for your exceptional leadership and unwavering commitment to nurturing a school culture that is both forward-thinking and deeply grounded in the Loreto tradition.



Ms Nicole Patterson
Chair, Loreto Normanhurst School Board

Theme 2:

Contextual Information about the School and Characteristics of the Student Body

OUR SCHOOL

At Loreto Normanhurst, our Catholic identity is the foundation of our inclusive and Gospel-centred community. Inspired by the vision of Mary Ward and grounded in the values of Freedom, Justice, Sincerity, Verity, and Felicity, we strive to create an environment where every student feels valued and empowered to grow in faith and purpose. Gospel values are integrated into all aspects of school life, encouraging students to embody compassion, integrity, and service in their daily actions. We welcome and celebrate diversity, fostering a culture where an authentic Catholic expression of faith coexists in dialogue with other faith traditions. Through this commitment, we aim to form young women who are spiritually grounded and socially responsible, ready to make a positive impact in the world by embracing practices of reflection, discernment, and compassionate action.

Central to our educational philosophy is the Loreto Normanhurst Student Growth Model (LNSGM), which supports the development of the whole person. Grounded in the areas of Faith, Academic, Community and Extra-curricular (FACE), the model invites students to grow in knowledge, in character, and in relationship with others. The FACE Curriculum is woven into every aspect of life at the School and underpins how we teach, learn, and engage.

Loreto Normanhurst is home to approximately 1,200 girls from Year 5 to Year 12, including over 200 boarders from across regional and rural New South Wales, interstate and overseas. Our boarding community is a vital part of the School's identity, contributing to a rich and diverse student experience.

We are committed to the effective use of all funding to support student learning and wellbeing. Resources allocated to support Aboriginal and Torres Strait Islander students are used intentionally and respectfully to enhance their educational outcomes and ensure a strong sense of belonging within our school.

Looking ahead, Loreto Normanhurst continues to evolve, with a long-term commitment to innovation, sustainability, and educational excellence. This commitment is further reflected in our strategic planning, including future-focused campus developments designed to support the changing needs of students and contemporary learning environments. As we grow as a school, we remain grounded in our identity as a Catholic and Loreto community, forming young women who are ready to lead with compassion, confidence and courage.

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



Theme 3:

Student Outcomes in Standardised National Literacy and Numeracy Testing

2024 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	550 535-566		533 519-546		537 524-550		551 536-566		535 522-548	
	SIM 543	ALL 492	SIM 525	ALL 485	SIM 525	ALL 486	SIM 548	ALL 498	SIM 535	ALL 489
YEAR 7	600 591-608		605 595-615		584 575-593		612 602-622		595 586-604	
	SIM 595	ALL 535	SIM 594	ALL 540	SIM 582	ALL 540	SIM 600	ALL 537	SIM 602	ALL 540
YEAR 9	626 617-634		631 620-642		597 588-606		617 607-626		610 602-618	
	SIM 621	ALL 565	SIM 631	ALL 574	SIM 601	ALL 567	SIM 620	ALL 555	SIM 624	ALL 565

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 Year 10, 11 and 12 students leaving school prior to the Higher School Certificate.

In Year 10, 184 students were awarded grades that could contribute to a RoSA. Of these students, four were awarded A-Grades in every subject they studied, while five achieved Grade A in all core Stage 5 subjects: English, Mathematics, Science, History, Geography and PDHPE.

In Year 11, 177 students were awarded grades that could contribute to a RoSA. Of these students, seven were awarded all Grade A in 12 or more units of HSC Preliminary Courses they studied. Seven students achieved Grade A in 10 units of HSC Preliminary Courses studied.

HIGHER SCHOOL CERTIFICATE

In 2024 172 students in Year 12 achieved a Higher School Certificate, with 98% of these students accessing an ATAR. Of Year 12 students, 8% undertook vocational training as part of their HSC.

The School maintains a high academic standard whereby students demonstrated their knowledge, understanding and skills across a broad range of subjects, placing 67% of the cohort in the top 20% of the State. Additionally, five students were recognised as Top Achievers in a HSC course, with first place in Studies of Religion 1 Unit, 2nd place in Italian Beginners, 9th place in Textile and Design, 17th place in Legal Studies and 19th place in Business Studies. The highest performing student at Loreto Normanhurst in 2024 achieved an ATAR score of 99.6.

It is also pleasing to note that four 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: five students were nominated for the TAS SHAPE exhibition, with one of the Textiles and Design projects selected for inclusion in this exhibition. 13 individual project/performance and two group performances were nominated for Drama's OnSTAGE and two Visual Arts students were nominated for ARTEXPRESS.

2024 was the second 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 6 result, and one of these students placing first in the course in NSW.

In 2024, Loreto Normanhurst students sat for the NSW Higher School Certificate in 43 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 2024

SUBJECT	School vs State variation
Aboriginal Studies - 2 unit	15.71
Ancient History - 2 unit	15.88
Biology - 2 unit	5.2
Business Studies - 2 unit	9.1
Chemistry - 2 unit	1.69
Chinese Continuers - 2 unit	-6.06
Community & Family Studies - 2 unit	7.54
Dance	3.6
Design & Technology - 2 unit	3.55
Drama - 2 unit	9.05
Earth and Environmental	9.23
Economics - 2 unit	3.4
English as an Additional Language (EALD)	7.42
English (Standard) - 2 unit	6.75
English (Advanced) - 2 unit	4.1
English Extension 1 - 1 unit	-1.37
English Extension 2 - 1 unit	1.73
Food Technology - 2 unit	16.3
French Continuers - 2 unit	-3.26
Geography - 2 unit	6.65
History Extension - 1 unit	4.07

SUBJECT	School vs State variation
Hospitality Examination - 2 unit	4.96
Information, Processes and Technology	4.97
Italian Beginners	7.59
Italian Continuers - 2 unit	1.16
Legal Studies - 2 unit	11.27
Mathematics Standard - 2 unit	9.13
Mathematics Advanced - 2 unit	-0.97
Mathematics Extension 1 - 1 unit	-5.91
Mathematics Extension 2 - 1 unit	-6.12
Modern History - 2 unit	8.8
Music 1 - 2 unit	8.78
Music 2 - 2 unit	1.17
PDHPE - 2 unit	5.9
Physics - 2 unit	7.34
Retail Services Examination	3.69
Science Extension	0.21
Studies of Religion - 1 unit	4.36
Studies of Religion - 2 unit	6.41
Textiles and Design - 2 unit	14.77
Visual Arts - 2 unit	5.88



TRENDS IN ACADEMIC PERFORMANCE (HSC RESULTS 2014-2024)

CRITERIA	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024
Number of UAI/ATAR candidates	164	146	146	172	156	154	162	177	146	147	172
Total number of courses	38	35	39	35	37	38	37	41	39	40	43
Number of courses below State average	2	3	2	1	3	1	3	7	5	2	6
0-4 marks above State average	3	3	8	9	11	8	3	8	12	10	14
5-10 marks above State average	15	10	17	13	9	17	13	18	13	19	16
>10 marks above State average	12	12	10	12	14	15	18	9	11	9	7
>15 marks above State average	6	2	2	1	3	3	5	2	4	1	4
Number of mentions in the Honour Roll	397	289	230	298	238	309	340	306	235	237	238
Number of Premier's Awards	24	13	14	15	9	16	16	16	10	7	4
Number of top places in the State	16	5	2	5	2	10	11	7	6	3	5
Top ATAR	99.85	99.75	99.8	99.8	99.15	99.85	99.8	99.7	99.65	99.95	99.6
% of students with ATARs 90 and above	58.5	43	38	43	39	51	52	37	41	35	37
% of students with ATARs 80 and above	80	77	67	69	73	71	85	68	72	66	67

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 2024, Loreto Normanhurst employed 145 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	145
(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 to all staff in the areas of leadership and management, pedagogy, pastoral care programs, role competency and specific training, and accreditation support for teachers.

A notional amount of 1% of staff salaries is allocated to professional development across all sectors of staff. The School has a comprehensive program of professional development which is offered equitably to all staff in consultation with their managers through Professional Growth conversations.

Mandatory professional development for staff includes:

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

Loreto Normanhurst staff members were involved in a wide range of formal and informal learning activities during the year designed to maintain and enhance their knowledge and skills. These included face-to-face and online activities facilitated by external providers and members of Loreto Normanhurst staff with suitable expertise.

Opportunities were available to teachers for collaboration and skill-sharing with peers. This included faculty groups and Year Team meetings to plan new programs and pedagogical approaches, early-career teachers developing their craft and teachers engaging in peer observations.

Workshops were provided to support groups of teachers, including those working towards accreditation at Proficient Teacher and Experienced Teacher levels and those seeking to enhance their skills with using ICT. 'Pop-up PD' sessions were also held to meet the specific needs of small groups of teachers during the year.

During 2024, eight Staff Development Days were held, where teachers, boarding, support and operational staff participated in a wide variety of professional learning activities, forums, and plenaries.

PROFESSIONAL DEVELOPMENT – STAFF DAYS

Our New Staff Intensive Induction was held in January 2024 with more than 50 staff attending. Feedback was inspiring and positive.

Ms Marina Ugonotti officially opened the beginning of the year at our first Staff Day, followed by a thought-provoking keynote address from alumna Ms Denise Cheung on 'Welcome to the Year of Sincerity'. She then went onto chair a lively panel discussion with three former students on 'Sincerity – a lived experience'. The Director of Learning, Ms Kiernyn Bateman provided an overview of the Celebration of the Class of 2023 to all staff.



Teaching staff enjoyed a keynote address from Dr Selena Fisk on Data Storytelling and the theme of a 'deeper dive into academic profile data', and this was further explored in presentations and workshops.

In April, more than 60 leaders across the school attended a session on Elevating Leadership Capabilities presented by Dr Eugene Fernandez. Leadership models, an overview of the current leadership landscape, and sessions on facilitating a culture of feedback were explored. These sessions incorporated Content-Based Instruction (CBI), which integrates real-world content into learning to deepen engagement and relevance, along with the Dimensions of Learning (D) framework, which supports structured reflection and the application of knowledge. Practical workshops complemented the sessions, allowing staff to apply these approaches in real-world leadership scenarios. Evaluation of the session will inform future planning and development.

Dr Judith Locke & Dr Danielle Einstein presented "Locke & Einstein: Stand up to Anxiety Year 5 to 8" to staff which formed part of a whole school approach to facing challenges. This was complemented by similar presentations to Year 5 to 8 parents and students.

The Staff Spirituality Day centred around a "Listening Heart," encouraging participants to explore Ignatian spirituality. The day began with an Acknowledgement of Country and a prayer, setting a reflective tone. The keynote address focused on the importance of listening to our lives, aligning with the day's theme.

The main learnings from the day emphasised the importance of attentiveness to God's presence, the value of discernment in making life decisions, and the transformative power of dialogue and contemplation. By fostering listening hearts, the day sought to honour Mary Ward's legacy of seeking truth and justice through practical works, encouraging staff to integrate these spiritual practices into their daily interactions and professional lives.

Teaching staff listened to a keynote on Critical Thinking: Theory presented by Britta Jensen, Director of Centre for Critical Thinking and Ethics. They attended workshops related to this theme over the course of the day, they had time within their facilities and Ms Sally Munro, Director of Partnerships and Holistic Growth presented on partnerships.

On our September 2024 Staff Day, all staff completed compulsory self-directed Child Safeguarding training, which forms part of our ongoing commitment to undertake child protection training annually. Teachers also participated in faculty sessions on the topic of 'A whole-school approach to curriculum planning and learning design'.



Professor Toby Walsh, AI Institute UNSW, presented the keynote address on 'Education for a Changing World – strategic implications that AI and advances in technology will have for education'. He presented an informative and engaging session providing an overview of what the future of AI in education will likely look like and what we need to understand about AI today to be ready to leverage the AI revolution in a way that is positive for the sector and responds to our students' context.

STAFF ENGAGEMENT AND FEEDBACK

In 2024 all staff had the opportunity to provide feedback through the Staff Engagement Survey conducted in association with MMG. Results were presented to staff in September.

STAFF RECOGNITION

Ms Kierny Bateman, Director of Learning presented at the Evidence Informed Teaching Conference on the topic of Collaborative Culture of Professional Learning. Four teaching staff attended the conference and learnings related to translating evidence into strategy to transform student outcomes is currently being shared with all staff.

Loreto Normanhurst had seven delegates at the Loreto Schools of Australia Committee (LSAC) Conference, held at Mary Mackillop Place in North Sydney. Two staff, Ms Kathryn McGreal, Head of Music and Mr Callum Jan, Music Teacher, presented at the conference on the topic of: Sparking Authentic Engagement.

PROFESSIONAL LEARNING

2024 was a year of several advancements in professional learning at Loreto Normanhurst. During Term 1, our new staff were matched with experienced mentors where they engaged in conversations across each term which focused on helping mentees work towards yearly goals.

Our Early Career Teachers (ECTs) were involved in our bespoke St Omer Professional Development Program, launched in April. Ten teachers participated in five sessions throughout the year, with topics including building a professional identity, restorative

practices, classroom management, professional accreditation, student engagement and wellbeing. The program is designed to support ECTs in their teaching practice while also nurturing cross-faculty relationships and a strong sense of community.

All our staff were involved in the second year of our Open Learning Circle (OLC) Program. 21 staff groups across the secondary and primary school engaged in fortnightly sessions on building IT capability (Term 1), Using data for responsive pedagogy (Term 2), building literacy and numeracy across the curriculum (Term 3) and building critical and creative thinkers (Term 4).

We held two Master Teacher Sessions across the year which involved experienced teachers sharing successful elements of their practice at staff meetings. These are always well received by staff who enjoy hearing from respected peers.

We had six staff graduate as Proficient Teachers at the end of 2024 and one via the Experienced Teacher accreditation pathway with the AIS. We also began to build a core team of staff engaged with the Highly Accomplished Teacher (HAT) accreditation path via NESAs with five new applicants by year's end.

Interviews were held for our instructional coaching initiative beginning in 2025. Five positions were available for the coaching training in 2025, and we were encouraged by the number of applicants who applied for this role. The goal is to build ten Instructional Coaches by 2027 with five coaches beginning their coaching in 2026 and five in the year that follows.

Our bi-annual TeachMeets topped off our professional learning offerings. This is always a great opportunity for Loreto Normanhurst to connect with other schools and showcase our passion for teacher growth and engaging in discourse on education. Our thematic focus in 2024 included the factors that impact quality teaching (Semester 1) and how to encourage critical and creative thinking in students (Semester 2). The TeachMeets continued to be unique with their incorporation of student voice with students presenting on educational topics alongside teachers from both Loreto Normanhurst and other schools.

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

DESCRIPTION OF PROFESSIONAL LEARNING ACTIVITY	NUMBER OF TEACHERS
ICT – Using a range of digital tools to enhance the learning experiences of students.	145
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.	145
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.	145
Courses providing teachers with the knowledge and skills to support students' social and emotional wellbeing.	145
Leadership – courses designed to enhance the leadership skills of current and aspiring leaders.	60

TEACHER ACCREDITATION

LEVEL OF ACCREDITATION	NUMBER OF TEACHERS
Conditional/Provisional	9
Proficient	135
Highly Accomplished/Lead Teacher	1

Theme 6:

Workforce Composition

As reported in the August 2024 school census Loreto Normanhurst has a workforce of:

Teaching Staff	145
Support and Operations Staff	122
Total	267

In 2024, 35 teachers worked part-time and six were part of a job share arrangement. The full time equivalent (FTE) of staff is:

Teaching Staff	134.1
Support and Operations Staff	96.63
Total	230.73

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 2024

Proficient Teacher	8
Experienced Teacher	2
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 2024, the average student attendance rate was 94%. This is the same attendance rate as 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 Year 5 to 12 of 1220 in 2024.

The rate of attendance for each year level in 2024 was:

YEAR LEVEL	ATTENDANCE RATE (%)
5	95
6	94
7	95
8	92
9	93
10	93
11	94
12	96





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 2024, parents (and boarding supervisors) informed the School of their daughter's full-day and partial absences via the FACE Online Parent Portal. The parents of students who are absent from School without explanation are contacted each day by the Student Services Office. The parents of students who have been absent for more than three days are contacted by the student's Head of House or Tutor in Year 7 to 12 and the classroom teacher in Year 5 to 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.

1. The Head of House/Head of Primary phones her parents outlining their 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, then:
 - 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 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, 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. A Student Support Plan with clearly identified attendance goals may be required and is developed in collaboration with the student, parents and 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 Student Support Plan is reviewed, and ongoing advice is sought from external health professionals and the Association of Independent Schools consultants.

STUDENT RETENTION RATE FROM YEAR 10 TO YEAR 12

The student retention rate in 2024 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
2012/14	169	166	146	98%	86%
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%

ENROLMENT

In 2024, 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 2024	1022	216	1238
1 August 2024	1004	216	1220

POST-SCHOOL DESTINATIONS

Most students who left school at the end of Year 12, following completion of their school education, enrolled at university, TAFE, or private colleges. Of the 163 students to apply to the University Admissions Centre in 2024, 161 received offers for further study based on their ATAR.

Early entry programs are still very popular among our students, providing them with the opportunity to secure a university place before the final exams. Approximately three-quarters of the cohort applied to at least one early entry scheme which was in line with the number of students also planning on enrolling directly into university the following year.

A number of students opted to take a gap year in 2025, accounting for around 20% of the cohort. Their plans include volunteering both domestically and internationally, or undertaking paid work with the most popular choice being at a boarding school in the UK.

Theme 8:

School Policies

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

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

- Behaviour Management Policy
- Child Protection Policy
- Community Code of Conduct
- Complaints Policy
- Enrolment Guideline
- 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 to the views and expectations from key stakeholders and commissions independent surveys to provide performance feedback on a wide range of related education topics.

The feedback from these surveys greatly assists the School with both its operational and strategic planning and its determination to continually improve the educational experience offered to the students.

In 2024, parents and students from Year 6, 9 and 12 participated in surveys and provided views on such areas as faith, academic, pastoral care, extra-curricular activities, communications, reputation, and facilities. Further to this, staff also engaged in a survey which sought feedback on a range of school aspects. The School commissioned MMG Education to conduct these independent, confidential 'experience' surveys.

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. 82% of parents noted their expectations were met or exceeded in relation to the Quality of teaching.
2. 93% 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. 99% of parents noted their expectations were met or exceeded in relation to the School's values.
4. 97% of parents noted their expectations were met or exceeded in relation to the Holistic education.
5. 96% 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. 85% of students noted their expectations were met or exceeded in relation to the Quality of teaching.
2. 85% 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. 95% of students noted their expectations were met or exceeded in relation to the Holistic education.
5. 91% of students noted their expectations were met or exceeded in relation to the School's reputation.

STAFF

Loreto Normanhurst is committed to listening to feedback and views from staff and has sought feedback in various forms during 2024 including evaluations on Staff Days, Professional Learning opportunities and Community Days. Additionally, feedback has been sought in a broad range of areas including teaching and learning experiences across the FACE curriculum, services across the School, climate and culture and leadership support.

MOST VALUED ASPECTS

The top 5 aspects of what staff most valued about their association with the School included:

1. Staff collegiality and working with other staff
2. Working with students
3. The School community
4. Caring and supportive work environment
5. Job satisfaction 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 ensure continuous improvement.

Annual Staff Appraisals and regular Professional Growth Conversations allow for the two way flow of feedback to occur between managers and staff and ensure ongoing opportunities for professional growth and development.

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

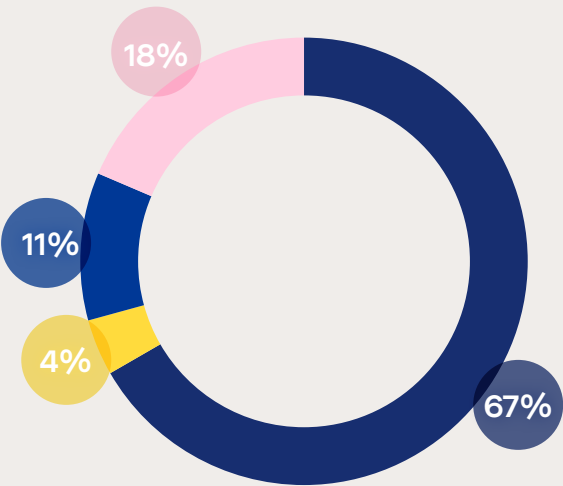
Theme 10:

Summary of Financial Information

The Loreto Normanhurst Limited financial year is from 1 January until 31 December. The annual audit for the 2024 financial year was completed in March 2025. The required financial information for 2024 will be submitted to the Department of Education and Training by the end of June 2025.

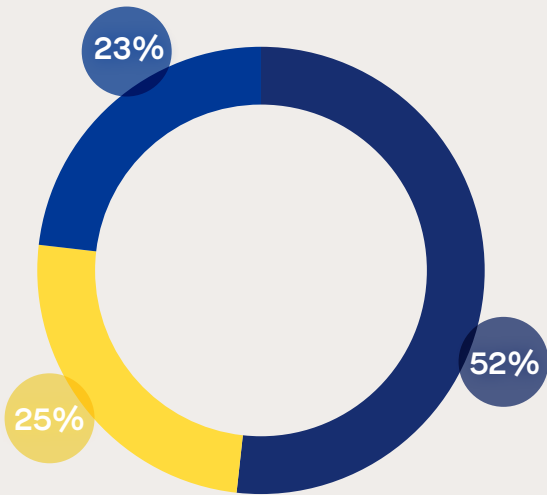
Loreto Normanhurst acknowledges the financial support received from both the Federal and State Governments.

The 2024 revenue and expenses are represented in the pie-charts below:



RECURRENT / CAPITAL
INCOME FOR 2024

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



RECURRENT / CAPITAL
EXPENDITURE FOR 2024

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





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Loreto
Normanhurst

Annual Report 2024