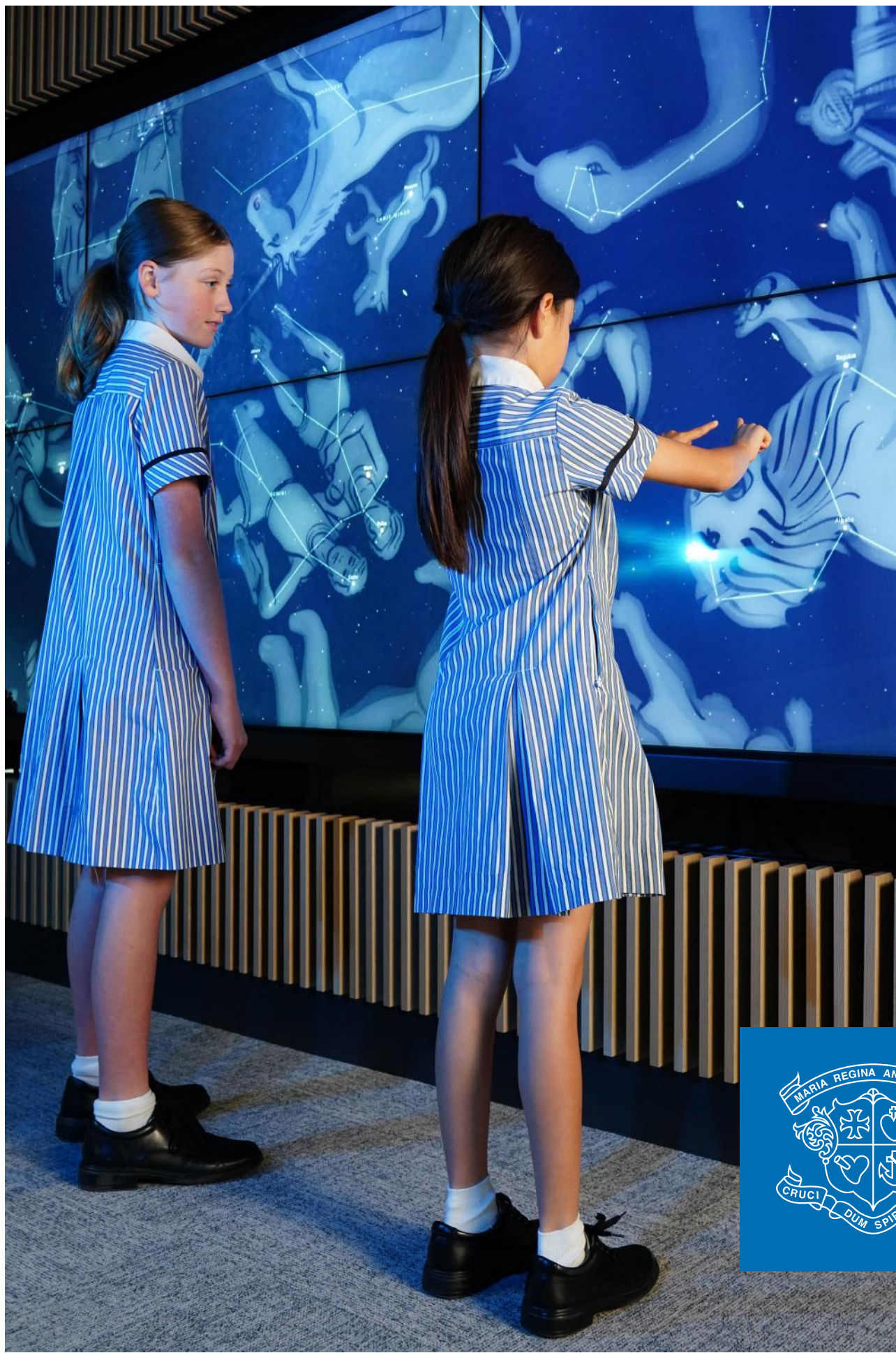






LORETO KIRRIBILLI

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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 CJ 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'.

CAITLIN
Senior School Captain 2025/2026

A MESSAGE FROM OUR JUNIOR SCHOOL CAPTAIN

The five main values at Loreto Kirribilli are Felicity, Freedom, Justice, Sincerity, and Verity. These values reflect Mary Ward's teachings and guide our daily learning and interactions in the Junior School.

For 2026, our special value is Felicity. Felicity is a mindset and a quality of heart, expressed through cheerfulness, humour, joy, happiness, hope, optimism, friendliness, kindness, positive thinking, inner peace, self-acceptance, and courage.

Our new mascot, Felicity, along with her joy-seeking friends Scarlett, Frida, Justine, and Verity, will help us remember to find joy within ourselves and with each other every single day. We will see this joy in our classrooms, on the sporting field, and in all our interactions, both within and beyond Loreto Kirribilli.

May Ward said "show yourself at all times glad and joyful, for Almighty God loves a cheerful giver". As we begin this new year, let us all - students, teachers, and parents - work together to share joy and positivity in everything we do.

There are so many wonderful opportunities for us to be involved in this year. I look forward to seeing how Felicity's spirit will inspire us to embrace happiness and positivity, making 2026 a truly joyful and memorable year for everyone, filled with exciting new opportunities, plenty of laughter, and the chance to make many wonderful new friends.

I look forward to a wonderful year ahead!

SADIE
Junior School Captain 2025/2026

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 Congregation of Jesus, 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 extra-curricular 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 professional and operational 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 2025 census, total enrolment was 1,176 students, comprising 286 students in Kindergarten to Year 6 and 890 students in Years 7 to 12.

The majority of students reside in suburbs within close proximity to the school, predominantly in Sydney's lower North Shore, Northern Beaches and Inner West. In recent years, there has been some increase in enrolments from families based in the Ryde/Gladesville area.

Just over 20% of students come from language backgrounds other than English.

PRIORITY AREAS FOR FOCUS AND IMPROVEMENT

Our priority across 2025 was to introduce a range of key initiatives that together provide coherence and direction for the School. These included:

- A **shared vision** through the [Strategic Vision 2025–2028](#), which sets the aspirations and direction of the School.
- A **shared language** through the *Education Framework*, which articulates how we achieve the aspirations of the *Strategic Vision* by creating a shared understanding of learning, wellbeing, mission, and professional practice.
- A **shared practice** through initiatives such as *Kirri Analytics*, *Effort Tracking*, *Goal Setting*, and *Coaching*, which provide the daily habits, processes, and data to embed reflection, improvement, and growth in student learning.

Through a **shared vision** (Strategic Vision), a **shared language** (Education Framework), and a **shared practice** (Kirri Analytics, Effort Tracking, Goal Setting,

and Coaching), Loreto Kirribilli has established a coherent and purposeful approach to education. This unified model ensures consistency for staff, agency for students, and confidence for parents, ultimately strengthening academic and personal learning outcomes and preparing young women to be confident, resilient, and influential leaders.

Together, these elements ensure clarity for staff, engagement for students, and alignment across the School community, with the ultimate goal of stronger academic and personal outcomes.

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 Behaviour Management Policy* and *Student Bullying Prevention and Intervention Policy* as well as our 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.

Student leadership opportunities, including the Student Executive, Student Representative Council, and peer-led initiatives also strengthen respect and responsibility by giving students authentic opportunities to model positive behaviour, represent the voices of others, and contribute to the life of the School community.

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	32.1%	13.6%	50%	15.6%	50%	22.6%	28.6%	12.0%	50%	21.0%
Strong	60.7%	51.5%	46.4%	42.5%	50%	46.0%	71.4%	68.7%	39.3%	45.3%
Developing	7.1%	24.4%	3.6%	25.1%	0%	19.5%	0%	12.4%	10.7%	22.8%
Needs Additional Support	0%	8.7%	0%	14.9%	0%	10.0%	0%	4.9%	0%	8.9%

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	27.7%	16.8%	39.8%	20.2%	48.2%	23.3%	37.3%	12.5%	27.7%	23.8%
Strong	61.4%	53.2%	53.0%	46.9%	49.4%	50.9%	57.8%	56.9%	60.2%	48.3%
Developing	9.6%	21.2%	7.2%	20.2%	2.4%	16.6%	4.8%	20.6%	12.0%	18.5%
Needs Additional Support	0%	7.2%	0%	11.0%	0%	7.6%	0%	8.2%	0%	7.7%

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	33.5%	20.6%	38.6%	21.2%	44.3%	24.4%	32.9%	17.6%	37.3%	27.5%
Strong	58.9%	51.5%	48.1%	45.0%	48.7%	46.6%	58.2%	49.3%	54.4%	49.1%
Developing	5.7%	18.4%	9.5%	20.1%	5.1%	19.5%	7.0%	23.1%	6.3%	15.3%
Needs Additional Support	0%	7.9%	3.8%	12.1%	0%	8.0%	0%	8.5%	0%	6.4%

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	30.3%	15.5%	43.4%	20.1%	46.1%	20.7%	50.7%	22.5%	29.6%	22.6%
Strong	62.5%	53.7%	42.1%	39.2%	48.0%	47.0%	39.5%	42.0%	59.2%	52.9%
Developing	5.3%	20.7%	13.2%	27.1%	4.6%	21.2%	8.6%	25.1%	9.2%	16.8%
Needs Additional Support	0%	8.2%	0%	11.8%	0%	9.3%	0%	8.6%	0%	5.8%

2.2 2025 HIGHER SCHOOL CERTIFICATE (HSC)

In 2025 our Dux achieved an ATAR of 99.75.

The following State placing were achieved:

- **Studies of Religion II 2nd place**
- **French Extension 3rd place**
- **Geography 4th place**
- **English Standard 15th place**
- **Legal Studies 17th place**

12 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 30th overall, 16th 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	2025	2024	2023
99+	4%	7%	6%
97+	15%	20%	15%
95+	23%	32%	27%
90+	49%	58%	52%
80+	72%	83%	86%
Median	90.95	91.35	90.85



COMBINED BAND 5 & 6 HSC RESULTS IN COMPARISON TO STATE

SUBJECT	SCHOOL	STATE
Ancient History	100%	35%
Biology	68%	36%
Business Studies	80%	37%
Chemistry	67%	38%
Design and Technology	100%	49%
Drama	100%	59%
Economics	100%	53%
English (Advanced)	96%	65%
English (Standard)	60%	13%
English Extension 1	100%	95%
English Extension 2	100%	88%
Food Technology	71%	32%
French Continuers	100%	63%
French Extension	100%	88%
Geography	75%	41%
History Extension	100%	87%
Italian Continuers	100%	72%
Italian Extension	100%	98%
Legal Studies	88%	44%
Mathematics Advanced	87%	51%
Mathematics Extension 1	91%	77%
Mathematics Extension 2	88%	84%
Mathematics Standard 2	65%	30%
Modern History	67%	36%
Music 1	100%	67%
Music 2	100%	86%
Music Extension	100%	98%
PDHPE	84%	35%
Physics	73%	38%
Science Extension	100%	76%
Studies of Religion I	75%	46%
Studies of Religion II	81%	48%
Visual Arts	89%	64%

2.3 POST-SCHOOL DESTINATION

UNIVERSITY OFFERS TO LORETO KIRRIBILLI HSC 2025 STUDENTS THROUGH THE UNIVERSITIES ADMISSION CENTRE (UAC) ARE AS FOLLOWS

RANKING	UNIVERSITY	NUMBER OF OFFERS (212) MADE TO LK HSC 2025 STUDENTS THROUGH THE UNIVERSITIES ADMISSIONS CENTRE (UAC) (*not including direct early entry offers)
1	University of Sydney	69 offers
2	University of Newcastle	55 offers
3	University of Technology, Sydney	46 offers
4	Macquarie University	43 offers
5	Charles Sturt	22 offers
6	Australian National University	11 offers
7	University of New South Wales	7 offers
8	Australian Catholic University	6 offers
9	University of Notre Dame	3 offers
10	University of Wollongong	2 offers
11	University of Canberra	2 offers
12	University of Pennsylvania (USA)	2 offers
13	University of Massachusetts (USA)	1 offer
14	University of Louisville (USA)	1 offer

266 UNIVERSITY PLACES TO LORETO KIRRIBILLI HSC 2025 STUDENTS

UNIVERSITY FACULTY	2025
Society and Culture	52
Management and Commerce	50
Health	25
Creative Arts	25
Natural and Physical Science	16
Engineering and Related Technologies	13
Architecture and Building	4
Education	3
Information Technology	3

POST-SCHOOL DESTINATION

POST-SCHOOL DESTINATION	% OF COHORT
University	97 %
Apprenticeships / Traineeships	0
TAFE	2 %
Private Colleges	0
Cadetships	0
Workforce	0
Gap Year*	3%

**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**

0%



3. ATTENDANCE

3.1 STUDENT ATTENDANCE RATES

In 2025, an average of 81% per cent of students attended school each school day. This was similar to the daily attendance in 2023.

YEAR	ATTENDANCE RATE
Kindergarten	93%
Year 1	94%
Year 2	94%
Year 3	92%
Year 4	90%
Year 5	90%
Year 6	90%
Year 7	88%
Year 8	85%
Year 9	83%
Year 10	77%
Year 11	84%
Year 12	73%
Average	81%

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 Kindergarten to Year 6, the initial response is managed by the Head of Junior School or the Assistant Head of Junior School. For students in Years 7–12, this response involves the Year Wellbeing Coordinator, the Coordinator of Students, or the Head of Senior 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 Extended 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 [here](#):

- Bullying Prevention and Intervention Policy
- Child Safe Policy
- Complaints Handling Policy
- Enrolment policy
- Student Behaviour Management policy
- Whistleblower Policy
- Privacy Policy
- Fees Policy

5. STAFFING

5.1 TEACHER ACCREDITATION

LEVEL OF ACCREDITATION	NUMBER OF TEACHERS
Conditional	1
Provisional	5
Proficient Teacher	133
Accomplished Teacher (voluntary accreditation)	0
Highly Accomplished Teacher (voluntary accreditation)	2
Lead Teacher (voluntary accreditation)	0
Total number of Teachers	141

5.2 WORKFORCE COMPOSITION TYPE

TOTAL SCHOOL STAFF 2025	
Teaching Staff	120
Full-time Equivalent Teaching Staff	106.6
Non-teaching Staff	70
Full-time Equivalent Non-Teaching Staff	60.6
Aboriginal or Torres Strait Islander Staff	0

6. STAKEHOLDER SATISFACTION

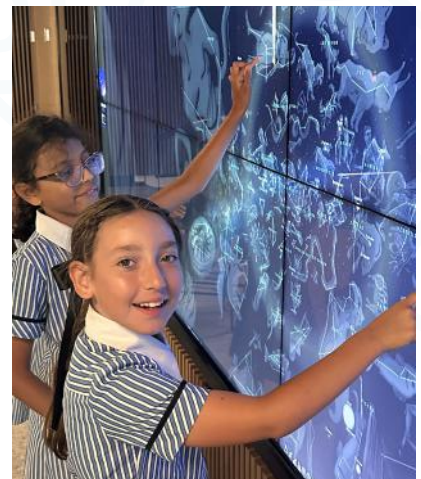
The School uses a variety of tools, such as survey or focus groups, to gather feedback on various areas of the school. The data collected provides valuable insights into how effectively the School is meeting the needs of its community and helps to identify opportunities for ongoing improvement. This 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-students' 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.

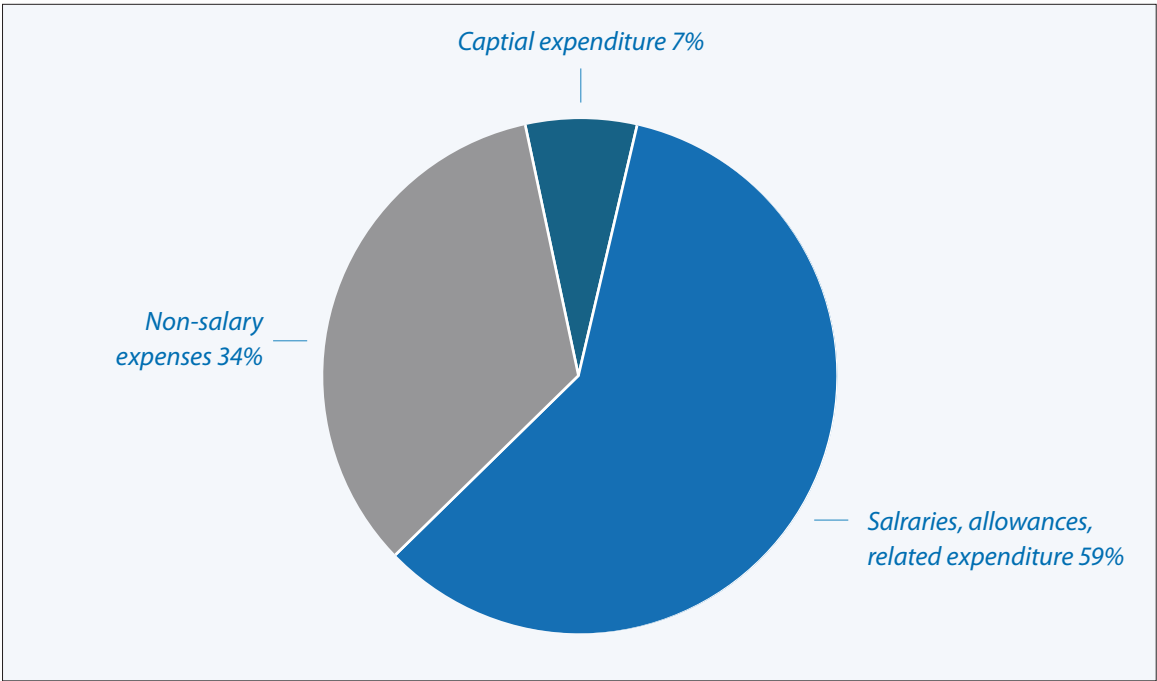
Students, too, have a direct avenue for providing feedback through the Student Representative Council (SRC). The SRC plays a key role in student representation, allowing students to share concerns, ideas, and suggestions with senior members of the School Executive. This ensures that student perspectives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

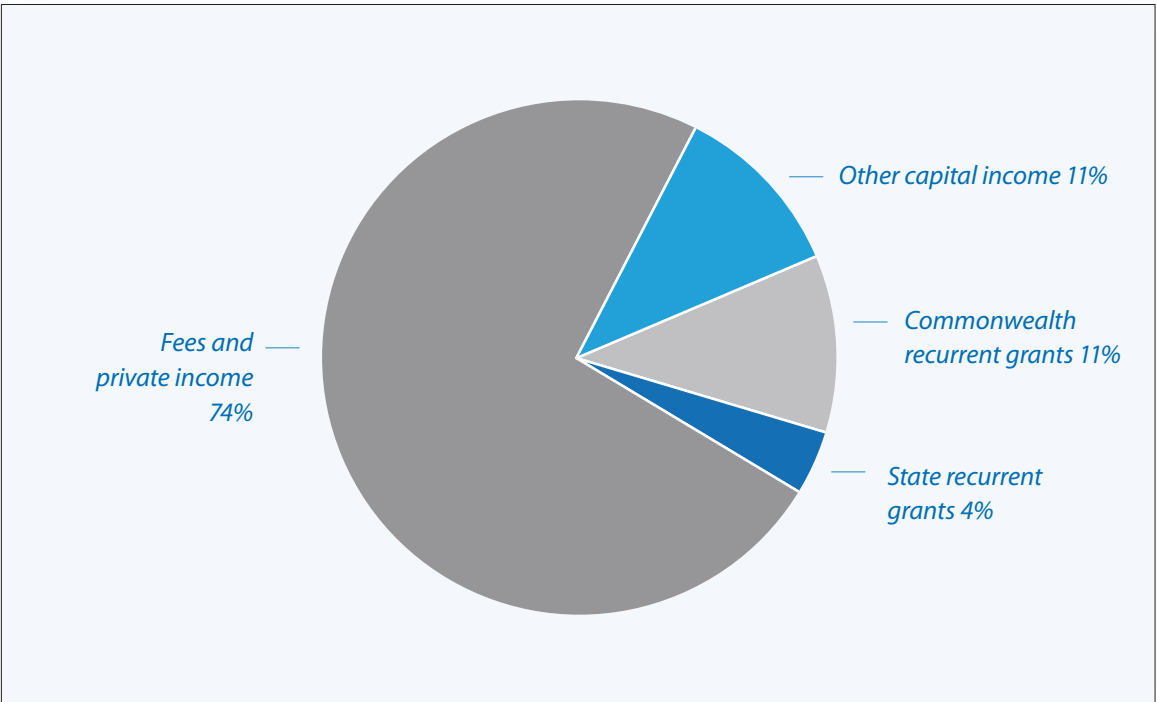


7. FINANCIAL INFORMATION

7.1 RECURRENT/CAPITAL EXPENDITURE LORETO KIRRIBILLI 2025



7.2 RECURRENT/CAPITAL INCOME LORETO KIRRIBILLI 2025



8. FURTHER INFORMATION

This information on the 2025 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](#).



LORETO
KIRRIBILLI

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