

2016

ANNUAL REPORT

TO THE SCHOOL
COMMUNITY



LORETO COLLEGE BALLARAT

REGISTERED SCHOOL NUMBER: 0035

Loreto College Ballarat was established in 1875 by the Institute of the Blessed Virgin Mary (Loreto Sisters) led by Mother Gonzaga Barry, making it the first of the Loreto schools in Australia. Loreto College continues the tradition established by the Loreto sisters and is committed to excellence in education and inspiring ideals for life.

We seek a Loreto College graduate (a Loreto Girl) who is confident and equipped to engage actively in all aspects of life in the global world. She will be a responsible, motivated and independent young woman with an abiding sense of her own personal spiritual and social well-being and of social justice. She will be a woman of compassion and empathy, her decisions based on discernment and wise-judgement. At Loreto College we are committed to providing an education and the supporting facilities and resources which challenge our students to be creative and analytical thinkers, resilient in embracing life and its challenges, with the flexibility, competence and confidence to transform challenges into opportunities and a preparedness to explore new fields.

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Minimum Standards Attestation

I, Judith Potter attest that Loreto College Ballarat is compliant with:

- All of the requirements for the minimum standards and other requirements for the registration of schools as specified in the Education and Training Reform Act 2006 (Vic) and the Education and Training Reform Regulations 2007 (Vic), except where the school has been granted an exemption from any of these requirements by the VRQA.
- Australian Government accountability requirements related to the 2016 school year under the Australian Education Act 2013 (Cth) and the Australian Education Regulations 2013 (Cth)

19 May 2017

Our Vision

To provide a spirited Catholic education that values, engages and empowers young women for their global future.

“Women in time will come to do much” Mary Ward

Mission & Vision

Loreto College has its foundation in the gospel of Jesus Christ and is proud to be part of and contribute to the larger Catholic community. When Mary Ward founded the Institute of the Blessed Virgin Mary (IBVM) in 1609, she recognised the critical difference that education could make to her troubled world, especially through the care and development of faith.

Over 400 years later, the spirit of Mary Ward continues to inspire. Today Loreto schools are part of an international network of friendship and shared ideals. Loreto College builds on a strong and proud tradition of educating girls which offers “a Catholic education which liberates, empowers and motivates students to use their individual gifts with confidence, creativity and generosity in loving and responsible service.”

The five pillars of Freedom, Justice, Sincerity, Verity and Felicity underpin the vision of Loreto Education. We are a Catholic School with the expressed aim of living out the values of the Gospel. *This continued to be achieved through formal curriculum, through the large numbers of students who were active members of JPIC, through the Mary Ward Pilgrimage, through the LSAC Leadership Conference, through Mary Ward Connect, through sharing of the story with staff, with students and with parents, through College Masses and Liturgies, through the participation of staff and students in Diocesan Masses and Liturgies, through the annual ‘value’ badge created by student leaders, through the annual participation of College Captains in the LSAC Leadership Conference, through House Liturgies, through prayer and reflection at Board Committee and Board meetings. Ultimately, it is through modelling on a daily basis.*

2016 was a very successful year for the JPIC (Justice and Peace and the Integrity of Creation) Committee. At the start of the year, the JPIC and Liturgy Coordinator (Mrs Mandy Carroll) invited all staff and students to our Opening School Mass and reminded them of three key features of liturgies at Loreto; that they are held FOR the students, they are ABOUT the students and they are created BY the students. Our Opening School Mass featured our school leaders in Years 8 and 12, our 20 Special Ministers of the Eucharist, our 90 voice choir, our new Year 7 students and the Graduating Class of 2016. Bishop Paul Bird celebrated Mass and drawing from the message of St Paul, reminded everyone gathered to strive for happiness and to ‘Let your tolerance be evident to everyone.’

Highlights in May included the Mothers’ Day Mass, the May Liturgy and the Opening of the Mulhall Centre. Each of these moments celebrated the virtues of Felicity and compassion, with Pauline McKenzie, (past pupil and the 2016 Victorian Mother of the Year) ending her May Liturgy homily with the hope that all Loreto students would grow to become not only gentle women but women imbued with the tremendous strength of Mary, the mother of Christ.



Our focus in JPIC during the month of June turned to the crisis in Syria and the human tide of misery fleeing Syria and Turkey. A number of guest speakers met with the committee, to discuss issues surrounding the detention of refugees and the ways we might be able to help. Contact was then made with the Asylum Seeker Resource Centre in Melbourne and a JPIC Food Drive established, with a commitment to filling boxes with items desperately needed. On the last Tuesday of Term Two, renowned author and human rights activist Arnold Zable visited Loreto, to meet with the JPIC team and then the whole Year 11 cohort, to continue the conversation and raise awareness of the imperative to not leave a stranger, or foreigner, poor. Mrs Mandy Carroll reflected that: *“If there is one thing I discovered in 2016, through JPIC, it is the prevalence of huge challenges that so many individuals and organisations face, on a daily basis. The requests for support and donations never end. But I have also witnessed a genuine desire in our students to want to help, to be agents of change and to put others before themselves...and that is what makes JPIC one of the most influential committees at Loreto.”*

We are a Loreto school in the spirit of Mary Ward that believes strongly ‘that women in time will come to do great things.’

“Be seekers of truth and doers of justice.” Mary Ward



An Overview from the Principal (Ms Judith Potter)

"Felicity is an attitude of mind, a disposition of the heart which manifests itself in cheerfulness, good humour, joy, hope, optimism, friendliness, courtesy, positive thinking, inner peace, self-acceptance and courage."
(Loreto Schools of Australia Mission Statement)

In my mind I picture a tapestry that could illustrate daily life at Loreto Ballarat. Many strong threads would be required to form the framework for the embroidery, including those representing our spiritual and faith life, the academic program, the commitment to social justice (including community service), personal development, the co-curricular program and the House program. The colours for the threads weaving under, over and across would need to be vibrantly coloured to create a sense of the energy, enthusiasm and engagement of students and staff. There would be a need to showcase the individual as well as the collective stories, the quiet moments of personal achievement mixed in with the collective achievements of a diversity of groups. The images depicted would need to show the struggles and deep thinking required to achieve a growth in learning of self, of the world in which we live, of knowledge, skills and strategies. Collaboration (listening attentively, questioning, discussion, openness to the perspectives of others, between students, between students and staff, between staff, with many groups within and beyond the walls of the school) would be depicted.



Some of the big scenes in 2016 would include the Blessing and Opening of The Mulhall Centre, with Year 9 students settling into this contemporary and flexible learning centre, designed for individual, flexible and collaborative learning. Other big scenes would include the interactive Easter Picnic wherein students, staff, parents, past pupils and friends of Loreto joined together for a delightful day in the school grounds. Important to illustrate would be glorious whole school events, including the Opening School Mass,

the Welcome, Academic and Leadership Assemblies, Walkathon, Gonzaga Barry Day, Sports Carnivals, Music Concerts and the acclaimed Loreto College and St Patrick's College production of *Les Miserables*. The tapestry would need to be extended to include scenes highlighting the active engagement and success of our students in a range of fields, including BAS sports, South St, environment action, debating, public speaking, and subject based clubs. Threads woven into all scenes would depict the vibrant Faith life and the absolute commitment across our school to addressing injustice, from local to global arenas. It has been a joy to witness the focus of students, staff, families and past pupils on raising funds for the newest Loreto school, Loreto Gari-uai in Timor Leste.



The dedication of staff supports cyclical review of programs and activities, with a sustained focus continuing on strengthening the wellbeing of our students, engaging each more deeply in her learning with the ongoing goal of improving learning outcomes for all students. The threads required in our tapestry to depict all the initiatives implemented to promote and guide the wellbeing and learning of our students would be many and varied, leading to a rich and full tapestry. Threads would include the implementation of the new Year 10 academic structure, the training for a team of staff in coaching, the development and implementation (at the Years 7 and 8 level) of the Felicitous Life program (a positive psychology way of thinking which includes a focus on a growth mindset), the inaugural Space Camp held in the September school holidays, the implementation of a Study Skills program for students in Years 7-10 and the review of staff positions of leadership.

Mother Gonzaga Barry wrote of the importance of leaving something after you upon which others can build. We have only to turn to the example of the Loreto Sisters to be inspired as to what is possible through faith, vision and hard work. A full set of threads would need to be set aside to create images of the strong leadership of our students, formal and informal, inviting and encouraging their peers to participate actively to provide opportunities for others and to have great fun whilst so doing. Examples of student led activities include the Walkathon and Gonzaga Barry Day Festivities, House based activities, the *Love your Body and Mind Week* and year level activities. I celebrate and acknowledge the excellent leadership of the 2016 Senate and the collaboration and contribution of every one of our Year 12 students. Our College Captains, Hannah Armstrong and Eva Gillett, are two young women who have joined together as a dynamic team and have modelled the attributes of felicity within a leadership in which the glorious Loreto spirit has shone through. Each of our House Captains and Vice-Captains, House Arts and Vice-Captains, House Sports Captains and Vice-Captains and House Assistants along with JPIC Leaders and Captains in a range of co-curricular programs have contributed colourful and strong threads to the tapestry through their passion and sustained diligence in motivating, engaging and leading their peers.

Threads linking with earlier years would illustrate the many activities and extra support given to students by their teachers before school, at recess or lunchtime, after school and during the holidays, including Space Camp, the Music Tour to Queensland, excursions, connecting with students in our sister Loreto schools and assistance to Year 12 students in completing folios and in preparing for exams. I express my gratitude to each staff member and acknowledge that all that is achieved for our students is through the collective endeavours of many. I extend a deeply appreciative “thank you” to our talented, creative and hardworking staff for their ongoing dedicated focus on encouraging, supporting, teaching and guiding students.

I express my gratitude to my PA Mrs Stephanie Crawford and each member of the College Leadership Team Ms Elizabeth Till (Executive Deputy Principal), Mr Jeff Primmer (Business Manager), Mr Pat O’Shea (Deputy Principal: Wellbeing & Organisation), Mrs Linda McDonald (Deputy Principal: Learning & Teaching), Mrs Mary Dow (Daily Organiser), and Mrs Christina Sofis (Director of Teaching Practice).

I acknowledge the contribution of staff who have joined us for shorter and extended periods in 2016. In Term 4 we farewelled two of our quiet achievers, Mrs Maree Lenehan, and Mrs Jo Sisson. Jo was a key member of the Arts Faculty for more than 12 years. Our students have been fortunate to be taught by a talented and passionate practising artist who has had her work exhibited in many exhibitions. Jo’s contribution has been within the classroom and as a leader

of the Arts Faculty wherein she diligently supported her colleagues and led the ongoing review and development of curriculum within The Arts. During her tenure as Head of The Arts Faculty, Jo contributed to the development of reports and curriculum planning across the school. Maree earned the respect and regard of all her colleagues and students through her dedicated and caring approach. In over 12 years' service, Maree made a significant contribution within a range of administrative areas and through the care and support she gave students on a daily basis. A great deal of Maree's contribution has not been seen by many as she quietly, diligently and efficiently assisted with diverse administrative responsibilities, the preparation of first aid kits and the preparation for many events. Maree was always ready to step in and cheerfully assist when she has seen a colleague, student or parent in need of this.

In December, we farewelled Ms Suzanne Robinson following 17 years of focused, dedicated and very committed service as teacher, leader and editor. All students who have had the privilege of being taught by Suzanne have been blessed through her professionalism, her care and her deep knowledge and expertise. Suzanne at different stages took a leadership role in the academic program across the school and led the English Faculty in an exemplary manner. She was, for a period of time, editor of The Abbey, a role which drew on her creativity, communication skills and diligent work ethic. Suzanne has modelled a wholistic approach, one which recognizes, and responds to, the unique gifts and needs of each student.



Much can be achieved for our students through an active partnership with parents. The section of the tapestry highlighting the contribution of parents would be significant. I thank all parents who have accepted our invitation to a range of partnership evenings, including Parent/Student/Teacher interviews, sessions focusing on learning and wellbeing at particular year levels, a briefing on study skills and an information session led by Dr Suzy Green on positive psychology. It has been a pleasure to join with parents on the Friends of Loreto.

The support with hospitality and events given by members of the Friends of Loreto and the Friends of Music and the Performing Arts is to be celebrated as is the contribution to the Music and Performing Arts programs and the rowing program by the Friends of Music and the Performing Arts and the Friends of Rowing. The support of parents and friends to the Loreto Café through their volunteer service is commendable.

The College Board and College Board Committees continued to work with great commitment, diligence and a focus on planning strategically for today, tomorrow and the future. With much of their work occurring in meetings outside regular work hours their active presence is not seen by all but can be seen in projects brought to fruition such as The Mulhall Centre and the upgrade to the Gonzaga Barry Centre which resulted in an extra change room, larger office space and new classrooms and office space upstairs. I thank Mr Shane Carey (Board Chair), Mrs Geraldine Frantz (Deputy Board Chair and Chair, Property Committee), Mrs Maria Myers AC (Chair, Marketing, Community Relations and Fundraising Committee), Mr Matt McCabe (Chair, Finance & Audit Committee) and all members of Board and Board Committees for their consistency in always keeping what will best enhance



opportunities for our students at the centre of all deliberations. Each has modelled a great generosity of spirit in volunteering their expertise, time and active presence. I extend our wholehearted appreciation to Mr Shane Carey and Mrs Geraldine Frantz for their sustained commitment and leadership in ensuring that all governance responsibilities are fulfilled effectively and ably.

In conclusion, I draw upon the influential threads that have been interwoven since the first day the school opened in 1875. These threads illustrate the faith, vision and commitment to mission that stand as a shining example to each of us. I thank the Loreto Sisters for their unceasing prayers, support and encouragement. Our community is blessed through the prayers and the encouragement of the Loreto Sisters.

I express our immense gratitude and an abundance of good wishes to Sr Margaret Sculley ibvm as she concludes her role in leading the Loreto Ballarat Community. Students, staff, families and past-pupils have been blessed again and again through Sr Marg's prayerful and active contribution across every facet of life at Loreto.

Her encouragement has sustained and energised one and all. We pay a deep tribute to Sr Marg as we extend our appreciation, gratitude and good wishes.

As we closed the final pages on another glorious year we gave thanks and we looked with great anticipation to the promise of the 2017 school year.



College Board Report (Mr Shane Carey- Chair)



The Loreto College Board has continued to give full attention to fulfilling all aspects of its governance role, taking on increased responsibility in 2016 with the Loreto College Council now known as the Loreto College Board, and the College's corporate identity now Loreto Ballarat Limited, a Company Ltd by Guarantee.

The member of the company is Loreto Ministries Ltd. With major projects being completed in 2016, including The Mulhall Centre and the up-grade to the Gonzaga Barry Centre, the attention of the Board has turned to strategic planning for the next ten to fifty years. Considered oversight has been given to many facets of the broad education offered at Loreto College, including educational outcomes, diligent oversight of fiscal management and the development of a broader and comprehensive online risk management framework.

Members of Board Committees have worked diligently on behalf of our school community, giving oversight at a governance level to a broad range of functions. On behalf of all in our school community, I would like to thank everyone who contributes to managing the many and varied aspects of running this wonderful school. In particular, I would like to thank my fellow Board members, the members of our Board Review, Marketing, Community Relations & Fundraising, Finance & Risk and Property Committees who do invaluable work, and finally Ms Judith Potter, her Leadership Team and all of the Loreto College staff.

I farewell and thank Mr Peter O'Connell for six years of dedicated service to the Finance & Risk Committee. Peter's strong financial background was complemented by a deep knowledge as a parent at Loreto College. We thank Peter for his contribution over the past six years.

We thank Dr Brett Foote for his involvement in the Property Committee over the past two years. Brett's contribution to the variety of ideas and thoughts put forward was appreciated.

College Board

Mr Shane Carey (Chair), Mrs Geraldine Frantz (Deputy Chair), Mr Luke Dunne, Ms Janet Freeman, Mrs Trudi Kannourakis, Mr Matt McCabe, Mrs Maria Myers AC, Mrs Tracey O'Neill and Mr Richard Robinson. Ex Officio: Ms Judith Potter (Principal) and Mr Jeff Primmer (Business Manager).

Finance & Risk Committee

Mr Matt McCabe (Chair), Mr Stephen McArdle, Ms Cathy Oakley, Mr Peter O'Connell (concluding May 2016), Ms Nicole Loader (commencing March 2016), Mrs Tracey O'Neill, Mr Richard Robinson, Ms Judith Potter (Principal), Mr Jeff Primmer (Business Manager) and Ms Elizabeth Till (Executive Deputy Principal).

Property Committee

Mrs Geraldine Frantz (Chair), Mr Luke Dunne, Mrs Carmel Flynn, Dr Brett Foote, Ms Min Myers, Ms Erin Templar, Ms Judith Potter (Principal), Mr Jeff Primmer (Business Manager), Mr Gerard Viccars (Finance Officer, Semester 1) and Ms Elizabeth Till (joining October 2016).

Marketing, Community Relations and Fundraising Committee

Mrs Maria Myers AC (Chair), Miss Meg Barry (President, Loreto Past Pupils' Association), Ms Janet Freeman, Mrs Trudi Kannourakis, Sr Margaret Sculley ibvm, Ms Jan Stephen, Ms Judith Potter (Principal), Mr Pat O'Shea (Deputy Principal: Wellbeing & Organisation) and Ms Judy-Ann Quilliam (Director of Marketing, Community Relations and Fundraising).



Education in Faith – Executive Deputy Principal (Ms Elizabeth Till)



2016 was, as each year, a busy year. The Opening School Year Family Mass in February, celebrated by Bishop Paul Bird CSsR, focused our attention on The Mary Ward value of Felicity and provided the opportunity to give a special welcome to our Year 7 students who began their journey through Loreto, and to acknowledge our Year 12 students, our leaders for 2016.

Mary Ward encouraged the pursuit of excellence, not in a competitive sense, but through doing one’s best and then relying on God to do the rest. In the realm of intellectual development every student was and has been encouraged to do her best, to use the gifts given to her in whatever area of the curriculum, from participation in the many competitions, examples of which include mathematics, languages, sciences, performances and displays of cooking, art and fashion. The level attained from hard work and diligent application of ability was evident if you had the privilege to attend the Arts Festival; the Production of “Les Miserables”, or to see the standard of the students at the VCE Music Performance, and on so many other occasions throughout the year.

Also significant for Mary Ward in her educational endeavors was a commitment to social justice, and adaptations of curriculum and structures to meet the needs of particular community circumstances. The Walkathon and the many other occasions where students worked to raise both an awareness of social issues and the funds to make a difference is to see the gospel and the spirit of Mary Ward in action. We hope that the many Christmas hampers created as the year came to an end made a difference in the lives of local families where family circumstances mean life is often very hard. Our students are often challenged to evaluate their own lives and to consider the meaning of this passage from the Gospel of Luke: “And from everyone who has been given much, much shall be required; and to whom they entrusted much, of her they will ask all the more” Luke 12:48.

As a College we strive to work closely with our students and their families. It is a partnership where the gains through cooperation are significant. In many areas, academic, physical,

cultural and spiritual we value the support of parents as we strive to develop the talents of each student. This year, for the first time, we had a group participating in space camp which included a visit to the NASA Centre in Florida. What an invaluable opportunity to see where their education could take them. We also had a group of our Year 12 students travel to Cambodia with World Challenge. They gave up their own time in order to make life better for the young people they encounter. They developed an understanding of systems that create poverty and privilege and ways in which these systems can be challenged and changed. It is only through the support of staff and parents that these and many other events can occur.

Mary Ward, a faithful Catholic, was committed to genuine reform and renewal of the Church at all times. Many followers of Mary Ward, the sisters of the Institute of the Blessed Virgin Mary (IBVM), carried on her visionary work in the education of women and works of social justice across the centuries and across the world. We support them as we celebrate our relationship with Jesus and the message of the Gospels. We support them as we learn of Mary Ward and Gonzaga Barry. We support them through the friendships made through Mary Ward Connect and through the interactions that we have with Loreto Mandeville, Toorak. We work together in our Religious Education Program, our Retreats and our Masses to live the message of Jesus, that we love one another and that we love our God.

A woman of vision, Mary Ward saw the potential of women and the need for their education. But above all, Mary was a woman of prayer, and in her own writings we see her deep relationship with God, whom she served in confidence and trust. It is fitting that the last event for each Year 12 Class is the opportunity to celebrate their Graduation Mass. It is fitting that we finish the year for all year levels with a Liturgy. In prayer and reflection, we see the value of all that we have done and we look in anticipation for all that is to come.

2016 was a rewarding year. Go forward knowing you are loved by God and that we continue to carry out the work of Mary Ward, Therese Ball and Gonzaga Barry and all the sisters and teachers who have come after them.

Student Wellbeing: Deputy Principal (Mr Pat O'Shea)



Loreto is a very busy place. This is intentional and it is a goal of Student Wellbeing. We want to provide a plethora of opportunities to students, both inside and outside of the classroom. Activities offered are always varied in the hope that each student will find something that engages them. We are very aware of the fact that engagement and connectedness make learning possible rather than the opposite way around.

Some of the highlights in 2016 were the range of high profile guest speakers presenting to either students or parents. These included:

- Jocelyn Brewer of 'Digital Nutrition' explaining to parents and students the need to use digital technology but to control it and to not let it control you.
- Project Rockit: working with younger students to ensure cyber communication is safe.
- Dr Suzy Green: An expert on Positive-Education and one of the driving forces behind the growth of this movement in Australia.
- Nic Newling: Nic's story of conquering mental illness was an inspiring message to students.
- Brainstorm: Brainstorm productions work each year with Yr 8 students to present a theme in a dramatic fashion.

The College has been fortunate to receive input from such high profile experts in their fields.

2016 saw our Year 9 level adopt a horizontal Mentor Group structure. A dedicated team worked with Mr Kevin Robillard (Year 9 Coordinator) and Ms Kelli Baird (Year 9 Active Learning Coordinator) to extend our Active Learning program to include a mentoring system in which the mentor teachers monitored and assisted with the academic and social progress of their group.

House, Year Level, Senate and JPIC committees met regularly, providing direct opportunity for students to inform planning through sharing ideas and then collaborating to bring planning to fruition. Across whole school and co-curricular programs, the leadership of students is a key contributor to the successful outcomes achieved. Examples of older students facilitating the programs of younger students are:

- ‘Are you OK’ and Mental Health Week: students have shown the necessary initiative to plan a series of activities for an entire week to highlight good practice to other students
- Buddy and welcome letters: Year 12 students provided a welcome letter to Year 7 students at the start of the year. Year 8 students were supportive buddies to Year 7 students.
- Year 11 students ran the activities organised for Year 7 students in programs in which our students joined with students from Toorak and St Patrick’s College.
- Year 9 students prepared ‘LC talks’ for fellow students. These were presentations on relevant issues that were presented to Year 10 and Year 9 students and staff.
- Arts Festival auditions and Coffee House. Students carry much of the responsibility for the preparation and conduct of these major events.
- Mulhall mini-carnival and Mornane Easter raffle are examples of activities run by each House.

Events such as the above are greatly enhanced by student involvement and provide a forum for real learning to occur, developing in students skills that will be of value in future careers.

We note with great satisfaction the positive role-modelling of the 2016 Year 12 cohort, who set an excellent example through their active example that sends a message to younger students that involvement brings its own rewards. The positive role-modelling starts with members of the Senate who organised GBDay, visited camps and cooked for interschool activities but also extends to the whole of the Year 12 cohort. Year 12 synchronised swimming is now the highlight of the swimming sports and the 101 dalmatians assembled for GBDay was a spectacular sight. In 2016, the number of Year 12 students absent on Swimming Sports Day and GBDay was 9 and 7 respectively, quite a remarkable figure.

Learning & Teaching: Deputy Principal (Ms) Linda McDonald



Teaching students in the 21st century, by its very nature, involves on-going review, renewal and change to teaching practices and learning programs. As a College we are constantly looking for ways we can increase student capacity to learn effectively, as well as offering them a strong foundation on which they can build a successful life.

For the first time, in 2016, our Year 10s experienced a new combination of core subjects and electives. Our year 10 Model enables students to complete a combination of core and elective studies. Each student completes the compulsory subjects, including Religious Education, English, Mathematics, Humanities, Science (1 semester) and STRIVE. New in 2016 was the opportunity to choose from a variety of elective subjects, with each elective allocated 9 periods a cycle. We are confident that this new model will assist the students to build a strong foundation in Year 10 and enhance preparation for VCE studies.

Also in 2016 a group of staff were involved in a pilot coaching program. Just as we coach and assist our students to improve their learning outcomes, our teachers have been collaborating together, observing each other in classrooms and discussing ways to improve the quality of teaching and learning at Loreto College.

Developing the students' study skills was another focus in 2016. Our students in Years 10-12 attended study skills sessions to fine-tune their preparation for their final exams. These sessions provided research based best practice strategies on how to effectively prepare for exams. Students were shown a step by step process beginning with checking and updating their notes based on the VCAA study design through to memorization and then practice questions and exams. Our students were engaged in sessions about how to memorize and how to get and stay motivated all year long. Our busy students also found the Time Management session beneficial, learning to create a balanced life style, combining the demands of school, sport/music, part-time work and socializing. The students provided extensive positive feedback

about these sessions and therefore these will continue in 2017, expanding the program to encompass all year levels.

A number of our VCE classes in 2016 trialed the use of an On-line exam resource. Each student in these classes subscribed to this on-line resource which provided them with thousands of videos covering the important concepts with their particular VCAA study design. Along with each video students could complete self-correcting multiple choice questions, quizzes, practice tests and exams. This proved to be an excellent resource that assisted the students in preparation for their exams. Other initiatives in 2016 included the requirement that VCE students remained at school during study periods and practice exams were held during term-time. After school English workshops were provided for interested students. Faculties and individual teachers continued to offer weekly help sessions and individual support as requested by students.

Many faculties enjoyed a number of firsts in 2016. The first Media class graduated and one of our media students' work was chosen for the NextGEN Exhibition. Four of our Visual Arts students also had artwork selected for this exhibition at the Ballarat Art Gallery. The College introduced for the first time in VCE the subject of English Language Units 3 and 4, in which students learnt about the International Phonetic Alphabet and Australian Ethnolects. All Faculties introduced the Australian Curriculum from Years 7 to 10. The Science and Mathematics Faculties introduced pre-VCE Biology, Physics, Chemistry and Extension Mathematics classes in Year 10. The design of each Year 10 subject was adjusted to lead directly to a VCE subject. Students in Year 10 continued to have access to a range of VCE units. Similarly, approximately 40% of Year 11 students accessed a Unit (3, 4) subject. Another exciting first was the Inaugural NASA Space Camp trip to the USA, with 28 students and 3 staff embarking on a trip to Cape Canaveral and Huntsville, Alabama.

All Year 7 Art students were involved in the Archibald Prize exhibition in Ballarat and VCE Art excursions ensured students were physically immersed in the world of Art. The Visual Art VCE Exhibition, *Blissfully Creative* was a highlight of the year, with many new creations exhibited. Always willing to try something new, the exhibition moved venue to the Mary's Mount Centre; with artworks adorning walls and new walls popping up to house new works.

Year 12 Drama students performed two self-devised ensembles, titled *The Van* and *My Name is Abbey*. The ensembles were as different from each other as they were new. Students in Year 11 Theatre Studies performed excerpts from Ibsen's "A Doll's House" and it was the first fully student produced, directed and technically managed show. The students created the sets, lighting design, sound design and more and it was all co-ordinated in the theatre by a student stage-manager, who called all the cues.

The Languages Faculty focused on the implementation of the Australian Curriculum for 2017 and the students had many opportunities to use their language skills inside and outside the classroom. Japanese students were engaged in numerous activities, commencing with the Year 7 excursions to Ballarat Japanese restaurant, Kambei. This excursion supported students to create an original bilingual menu for a Japanese restaurant. Year 9 students created a video of their School Tour. This project also provided opportunity for our students to reflect on their own school life through the eyes of Japanese students. Year 10 Japanese classes completed the Element tasks for their VETiS course, including a task at Sovereign Hill. An excursion to Melbourne was organised for the Year 10s to attend the 'Why Learn Japanese' seminar in Melbourne. Loreto hosted the Japanese Year 12 Morning at the College.

The study of English helps create confident communicators, imaginative thinkers and informed citizens. Through the study of English, English Language and Literature students learn to analyse, understand, communicate and build relationships with others and with the world

around them. Each year level continued their studies on various inspiring novels and visitations to various places to enhance, elaborate and supported the learning. After four years of wonderful texts, we farewelled Carol Ann Duffy and her insightful take on social institutions. Cormac McCarthy opened the students' eyes to a whole new way of living. George Orwell wrote about homelessness and William Shakespeare reminded them of the heady relationship between Antony and Cleopatra. Peter Shaffer's sensory feast about Wolfgang Amadeus Mozart rounded out a year full of humour and pathos.

Our Health curriculum focused on investigating the different health dimensions including physical, mental and social aspects. From Year 7 the foundation is set for Health Education and each unit of work and each year level develops the dimensions. A goal of health education is to positively influence the health behaviour of individuals. The Year 7-9 Health curriculum has a focus on drug education. Our Year 9s each year took part in the SMARTASSK (Surviving Substance Misuse & Alcohol Risk Taking) ASSK (Alcohol Substance Survival Knowledge) program and the Sense Ability program, which has been developed to cater to the needs of our students and is a strengths based approach to mental health and well-being.

The Religious Education Faculty has experienced another rich and fruitful year. Building on a well-structured classroom program, we have maintained our successful Retreat Program, Year 10 Community Service week and our links to prayer, liturgy and social justice. Highlights for the Religious Education Faculty continued to include the again successful Retreat Program, Year 10 Community Service program and the Awakenings Classroom program. The Retreat Program across Years 7-12 continued to offer rich and varied opportunities for students to develop a deeper relationship with God and Jesus through prayer and other reflective activities. Included in the Year 10 retreat program was an experience at Brambuck Aboriginal Centre. The feedback from all retreat experiences remains very positive. During the Community Service program, Year 10 students participated in several workshops and listened to a series of guest speakers from organisations such as St Vincent de Paul and Berry Street. Students also prepared food and stationery packages for families in need, with some participating in a sleepout. The Religious Education program, underpinned by The Awakenings, respects the faith position of each student while continually inviting them into creating a world grounded in the gospel of Jesus Christ. Multiple opportunities for prayer, reflection, meditation and liturgy were offered throughout the year.

Designing, generating, planning, managing, producing and evaluating have all been important parts of the design process that Technology student have been working through in 2016. Students have enjoyed the opportunity to use the structure of a design brief which allows them the flexibility to be creative and extend themselves in order to develop new designs that are innovative. This level of creativity was evident in junior Materials and Food Technology classes whether the product being designed is a sling bag or a rice dish. Senior students in Technology, also continued to excel as they designed garment for clients, layered deserts for special occasion functions and two dimensional animations in Multi Media.

2016 saw our largest cohort with 26 students participating in the Victorian Certificate of Applied Learning (VCAL) Program at Loreto College. The group had a variety of areas of interest with students working towards VET qualifications in Hospitality, Hair & Beauty, Design, Creative Direction, Childcare, Animal Care and Community Health Services. Many of the students also participated in one or two VCE subjects, including General Mathematics, Food Technology, Health & Human Development, English, Business Management and Studio Art. In addition, the majority of our VCAL students participated in Structured Workplace Learning on a weekly basis, gaining valuable work experience. In the 2016 VCAL program, a strong focus was placed on community involvement. In the VCAL subject of Personal Development Skills the students organised VCAL Loreto Chapel Tours. The tour has become a very popular outing for local community groups in the Ballarat Region. The VCAL students, with the help of their teacher

Roger Morris, created a professional and informative tour about the history of the grounds and Chapel of Loreto College. Visiting groups provided positive feedback, noting their thorough enjoyment of the tour and morning tea organised by the students.

In Numeracy, the VCAL students decided to support the fundraising for the Loreto Pre-Primary School in Gari-uai, Timor Leste. Project ideas were proposed by the students. Group projects included sales of ice cream, hot chocolate and Loreto College hair ribbons. The focus of the project was to develop time management, planning skills, team work and budgeting. The fundraising events were successful, raising over \$500 for the new Loreto school. The students also organised two RSPCA Cup Cake Days, raising a substantial amount of money to donate to this local service.

VCAL students participated in creative integrated projects that included the application of Literacy and Numeracy. The project was to design and produce a themed walking tour of the Melbourne CBD. Groups chose topics such as Chocolate tour, Foodies Tour, Graffiti Tour and Art Tour. Students designed their tours with International tourists in mind. The project developed skills in research, location, measurement and time. The students visited Melbourne for the day to test each tour to make sure of Literacy component students produced their own tour brochure.

VCAL students were involved in many other community activities, including visiting Senior Citizen and Probus Groups to assist and give lessons on using technology such as mobile phones, tablets and laptops. In the later part of the year, the students worked on an exciting project to create a mural memorial wall at a local Aged Care Centre, and organised wellbeing activities for the Year 10 Community Service Week.

The Work component of VCAL was enthusiastically embraced by students. Topics covered included occupational work safety, working in teams, transition to employment and work / life balance. Students successfully completed long term work placements in a wide range of workplaces, including The Ballarat Law Courts, St Dominic's Primary School (Melton), the Unicorn Café, Darren Weir Racing Stables, Pinarc Disability Services, Shemika Hair and Beauty, Wen & Ware, Craig's Royal Hotel, Linda Brown Preschool, Alfredton Childcare and IGA Midlands. The students demonstrated exemplary skills and enthusiasm for their placements and the class and we are grateful to local employers who support our VCAL program.

Co-Curriculum Program

Performance

In the year of Felicity, the Performing Arts program provided much joy and happiness to performers and audiences alike, with Loreto students being involved in many ways to ensure performing arts is alive and well at this great school.

In Term 1, many students performed in music and drama items at Suttons House of Music to earn points for their House teams. The Arts Captains then filled their teams for the Improsports competition which generated an atmosphere of excitement and anticipation as our talented drama students entertained packed audiences.

In Term 2, Loreto College and St Patrick's College students took on the monumental task of performing Les Miserables - the most performed and loved musical in the world. There was much admiration and consternation about the choice of this difficult musical for secondary school aged students, however, the cast of Les Miserables wowed sell out audiences with their professionalism, acting and singing skills; with many people saying it was the best school production they had seen in years.



In Term 3, the House Choir competition was conducted. House Choir competition is a very special traditional event for Loreto College and all students participated in weeks of House Choir rehearsals. The competition was an amazing performance spectacle, with students dancing and singing their way through different songs chosen by their captains. Mulhall was announced the winner of Junior House Choir and Ward announced winner of the Senior House Choir.

“Arts Fest Twenty Sixteen” was a culmination of many weeks of auditions by over one hundred students to create a final showcase of some of our best Loreto College performers. The audience was once again treated to a polished, balanced and visually spectacular concert of ensembles, individual and group items. A true indicator of the hard work and persistence of our performers.

Music

After a whirlwind year moving into the Mary's Mount Centre (MMC), 2016 provided us the opportunity to become more comfortable and fully utilise our beautiful new facility. The MMC was filled with music daily as our choirs and instrumental groups started rehearsing. The Centre became busy with a range of music ensembles, Senior Band, Stage Band, Loreto Blues Choir and Junior and Senior Choir.

The stage was also filled with the creative folk who study speech and drama. Under enthusiastic leadership, this practice provided the students the opportunity to experience theatre in the larger group format, as well as pairs and small groups. The group prepared several items and successfully achieved a variety of placings in the Royal South Street Eisteddfod. Their Christmas Concert item engaged the audience to think about the true Christmas message. A new speech choir called Loreto Opine was formed to participate in a special 125th Anniversary South Street Speech Choir Section. Interested students were invited to join this group and

explore this art form originating from ancient Greece. The choir performed Extracts from *Report from the Shadow Industry* by Peter Carey and were acknowledged for their mature and captivating performance. It was wonderful for the school community to also see this work performed at the Arts Festival.

Loreto Drumline members made their presence known with driving rhythms and percussive riffs filling much of the MMC each week. This group of largely senior percussion students, impressed on the South Street stage with a well-deserved second place. The 'Black Studio' filled with Junior Band students every Friday morning. Beginning Junior Band is always a daunting experience, however, with the support of the more experienced Year 8 students and some grit and persistence, great things happen! The Junior Band progressed from barely being able to make a sound, to successfully playing the very challenging *Zorro's Theme* at the Arts Festival.



Alongside these huge events our music students committed themselves to group and private tuition, daily home practice, regular rehearsals, practical and theory exams, competitions, performances and most importantly supporting each other as they strived to reach their potential.

Sport

2016 was an exciting and busy time for Loreto sport. The program has many varied sports which provides the students with opportunities to be physically active throughout the year. Loreto Sports include Lawn Bowls, Volleyball, Basketball, Tennis, Senior and Junior Henderson Championship, Softball, Cricket, Loreto Swimming Carnival, Loreto Athletics Carnival, BAS Swimming Carnival, Rowing, Hockey, Soccer, Badminton, Netball, Football, BAS Athletics Carnival, SCSA Athletics Carnival, Brehaut Badminton Championship, Racquetball, BAS Cross Country, BAS Road Relay, BAS Lap of the Lake, Victorian All Schools Cross Country Event, Croquet and Come & Try Frisbee.



All teams competing in the Ballarat Associated Schools (BAS) teams had a great experience and displayed true spirit and focus which has created lasting memories for all those involved. The BAS Swimming Carnival was held for the first time in 2016 at the Ballarat Aquatic Centre in their new 50 metre pool. Every student gave her best performance and we had some great individual efforts and a high standard of representation for the school. Loreto won the overall Students' Aggregate. The BAS Athletics Carnival was held at Ballarat Regional Centre - Llanberris Reserve and our Loreto efforts were outstanding, awarded first in the all three divisions and overall students aggregate.

The annual Swimming and Athletics Carnival is always a calendar highlight. Barry House claimed dual titles in 2016. There were many enthusiastic students throughout both days who participated in individual and team events and cheered loudly for their House Competitors.

The annual Sports Awards Night provided the Loreto Sports Department with the opportunity to recognise the achievements of our students and acknowledge our coaches and umpires for their contribution to sport throughout the year. Our guest speaker was Selma Kajan who represented Australia at the Rio Olympics in 2016 in Track & Field (800m). Selma shared her 20 year journey to become an Olympian prior to Awards Presentation. The Year Level Sports Awards recognised the efforts at each year level who have demonstrated an outstanding level of participation and dedication to our sports program. The final presentation for the evening was to the students who have committed to three terms of after school sport. Their name is engraved on the Commitment Cup for recognition to the dedication they have shown to our sporting program. This award is highly valued as these students make up the fabric of the sporting program here at Loreto. In 2016, 36 students were awarded this honour.

Rowing

The Loreto Rowing Club continued to build upon the key values of commitment, dedication and good sportsmanship. The commitment demonstrated from the very first training session, right through until that last race at Head of School Girls, was outstanding. Consistently maintaining such a positive attitude towards rowing enabled the Club to show competitors at each regatta that Loreto is a force to be reckoned with.



In 2016, the Loreto Rowing Program had a record number of rowers and coxes; highlighting that that club has continued to improve and develop. Every member of the Loreto Rowing Club is very proud of their overall individual and group achievements. The tireless commitment of coordinators, coaches, parents, committee members and our sponsors was acknowledged for this growth and success.

Debating and Public Speaking

While public speaking and debating is feared by many, it is a passion for many of our Loreto students. 2016 saw a culmination of hard work and commitment lead to successful results for our Debating and Public Speaking students. In Debating, eight teams were entered into the Royal South Street Society Competition (RSSS) with six teams winning their debate.

Public Speaking was also a popular endeavour in 2016. Phoebe Johnson and Miriam Litwin competed in the Rostrum Voice of Youth public speaking competition in May, both winning the regional round and moving on to the state division. Isobelle De Livera presented a confident speech at the Legacy Public Speaking Competition and was one of three chosen from seventeen to represent the region at the Bendigo round.

Loreto College had nine students present prepared speeches and three students entered in the impromptu sections at RSSS in 2016 with wonderful results. This was a dedicated group of students, many of whom had multiple other sections at RSSS to prepare, in conjunction with Public Speaking.



College Community

Each year there are an eclectic array of opportunities, events and activities provided to both promote the Loreto values and the expectations that staff and parents have of the students of the College. We commenced the academic year with an Opening School Mass, promoting the core value of the year, Felicity.

“Displaying a felicitous attitude of mind, and a disposition of the heart which manifests itself in cheerfulness, good humour, joy, hope, optimism, and friendliness, courtesy, positive thinking, inner peace, self-acceptance and courage” (Loreto Schools of Australia Mission Statement) appropriately underpinned Parent Information evenings, Parent Teacher Student interviews, Openings, Events, Concerts, Exhibitions and Performances offered throughout the Year.

Significant rites of passage proudly continued, including the Graduation Dinner and Mass; and the celebration of Loreto Relationships through Mothers’ and Fathers’ Day Masses and the Fathers and Daughters Dinner which continued to be signature events.



Past pupils Sara Hinchey (Class of 89) and Jacqui Hawkins (Class of 86) were guest speakers at our International Women’s Day Breakfast and their message was consistent with Mary Ward’s message from all those years ago, to *“be such as we appear and appear such as we are.”* Judge Sara Hinchey is the current Victorian State Coroner and Coroner Jacqui Hawkins was appointed as a Victorian Coroner in 2014. Sara and Jacqui’s stories were intriguing, inspiring, and interconnected with each other, with the theme of IWD and with the legacy of Loreto College.

Loreto College hosted our second Easter Picnic for the Loreto Community in March within the manicured grounds and gardens of the College. Much to the delight of almost two hundred bunny-faced children who darted gleefully through the grass and plants in search of elusive chocolate eggs; and their parents who enjoyed coffee, cake and delightful music from the performing arts students, whilst seated on a blanket in peace.

The 2016 event developed on positive feedback from those who attended the inaugural Easter Picnic held in 2014; which indicated that past students delighted in the opportunity to return to the College grounds with their young families to celebrate Easter. The Friends of Loreto and the Marketing, Community Relations and Fundraising team managed the planning and coordination of the 2016 event; with the key to the success of this year’s event being the involvement and participation of many current students on the stalls and activities. Over five hundred people registered to attend the event and a total of one thousand, five hundred dollars was raised towards the building of the Loreto Gari-Uai Primary School in Timor-Leste.



Reunions were held for the classes of 2015, 2011, 2006, 1996, 1986, 1976 and 1966. The strong attendance confirmed that our past pupils were keen to revisit the College, reconnect and reminisce. We also held our fourth “Golden Girls” afternoon teas for classes pre-1964. The

stories shared continue to strengthen our archival history. The fourth “Old Boys” reunion was also held for the men who once attended primary schools run by the Loreto Sisters.

We welcomed back well-regarded alumni and Melbourne Cup winning jockey, Michelle Payne, as guest speaker for our Fathers and Daughters Dinner. The evening is always a lovely opportunity for fathers and daughters to share a rare evening out together and everyone enjoyed a racing themed night of entertainment.

Parent support groups continued to make a significant contribution to the school. The Friends of Performing Arts and the Friends of Rowing supported the purchase of instruments and supporting equipment. Friends of Loreto were instrumental in the coordination of the Easter Picnic and supporting College events.

Communication continued to be a vital part of engaging with the Loreto community, including the re-development of the College website, enhanced social media presence, eNews, Verity and the Abbey. Emails and SMS were used as appropriate.

A 2016 - 2018 Marketing, Community Relations and Fundraising Plan was also developed to underpin the work of the Marketing and Development Office. An exciting year is anticipated for 2017 as we seek to strengthen brand awareness, the culture of fundraising and philanthropy and the communication of the unique stories of Loreto College Ballarat.



Leadership & Management

Loreto College recognises the importance of professional learning opportunities for staff, both for the ongoing improvement in wellbeing and learning programs for our students and for personal professional growth and career opportunities for individual staff. In 2016, the average expenditure on teachers for professional learning was \$2028 per full-time teacher. The programs and activities covered a diverse range of areas, indicative of the complex responsibilities of a teacher. At Loreto College we aim to create a culture of learning where Professional Development was strategic, whole staff and informed by current research.

Learning and Teaching

VCE teachers participated in workshops led by Philip Holmes Smith in February. He worked with Faculty groups to guide the analysis of the 2015 VCE results. Faculty Leaders and teachers conducted a review of their results and developed strategies for both VCE programs and across Years 7 – 10.

Staff participated in a diverse range of Professional Learning programs, including:

Other programs included VCE new study design, VCE Examination Preparation, VCE Conferences, American Revolution In-service, “Get into Games” (Technology), Nelson Food Solutions Workshop, Coding for Beginners, Annual teacher symposium 2016: Gene editing in reproductive technologies and personalised medicine, Individual Language Needs, NCCD- Nationally Consistent Collection of Data, Changes to the VCE Studio Arts Study Design, New VCE PE Study Design, Drama VCE Exam Day, VCE PE Changes to Study Design, Exam Preparation for PD&T, Silk Screening and Lino Printing, Collaborative Learning, Positive Teaching Practices, Printing on paper and clay, GTAV Conference, Improving Learning outcomes for students with Special Needs, VCAA Oral exam assessing, High Possibilities Classrooms, National Symposium of Japanese Language Education, Digital Citizenship and Cyber Safety- Independent Schools Victoria, Teaching Literacy in VCAL, Maths Pathways Visit, ACPHER Conference, Engaging Teen Readers, VCE Commerce, VATE State Conference.

Student Wellbeing

CEO Wellbeing Network Team Meetings, Secondary Leaders of Student Wellbeing, Students with diverse needs and VCAL options, 2016 ‘Mental Health in Schools’ Conference, Child Protection Standards, Happiness the Resilience Project, Practical and Effective Strategies to Thrive as a Year Level Coordinator,

Leadership

To develop and assist those currently in positions of leadership or aspiring to a position of leadership: Aspiring Women Leaders Conference, Aspiring Leaders – Get Ready for your First Leadership Role, Masterful Leadership Communication, 2016 Leadership Team Conference.

Staff Composition	Number
Principal	1
Executive Deputy Principal	1
Deputy Principals	2
Business Manager	1
Teachers	76
Teachers (FTE)	68.9
Education Support Officers	44
Education Support Officers (FTE)	37.1
Sessional Music/Performance Staff	15
Aboriginal & Torres Strait Islander Officer	1

Staff Qualification	Number
Certificate	15
Certificate I	1
Certificate II	2
Certificate III	6
Certificate IV	20
Associate Diploma	3
Diploma	101
Graduate Certificate	10
Graduate Diploma	46
Bachelor Degree	87
Masters	13

2016 Student Data

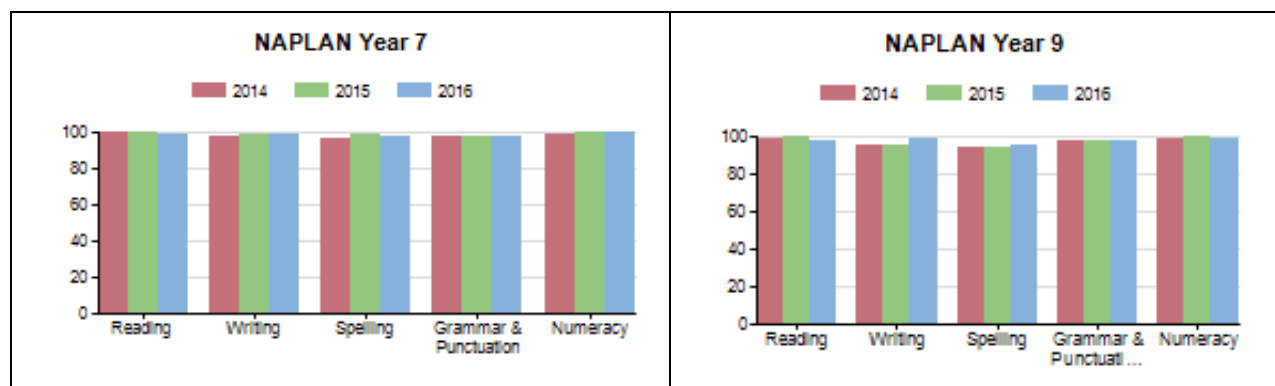
Student Attendance

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	%
Y09	91.39
Y08	92.52
Y07	93.22
Y10	90.50
Overall average attendance	91.91

Rolls at Loreto College were marked in House Group each morning and in each period during the day. If parents or guardians do not notify the school of their daughter's absence then contact is made with the parents. House Group teachers follow up on any concerns with regards to unexplained absences.

YEARS 9-12 STUDENT RETENTION RATE	
Years 9-12 Student Retention Rate	96.96%

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2014	2015	2014–2015	2016	2015–2016
	%	%	Changes %	%	Changes %
YR 07 Reading	100.0	100.0	0.0	98.7	-1.3
YR 07 Writing	98.0	98.7	0.7	99.3	0.6
YR 07 Spelling	96.7	98.7	2.0	98.0	-0.7
YR 07 Grammar & Punctuation	97.3	98.0	0.7	97.4	-0.6
YR 07 Numeracy	98.7	100.0	1.3	100.0	0.0
YR 09 Reading	98.7	100.0	1.3	98.0	-2.0
YR 09 Writing	96.0	95.9	-0.1	98.6	2.7
YR 09 Spelling	94.6	94.5	-0.1	95.3	0.8
YR 09 Grammar & Punctuation	97.3	97.9	0.6	97.3	-0.6
YR 09 Numeracy	99.3	100.0	0.7	99.3	-0.7



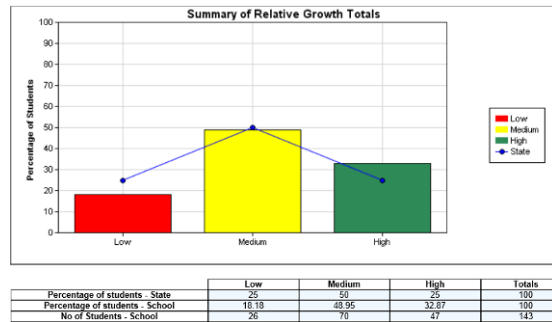
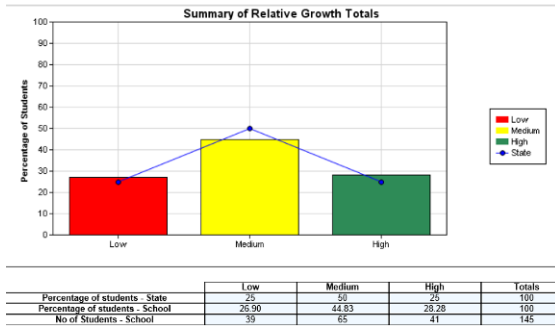
Year 9 Median NAPLAN Results

MEDIAN NAPLAN RESULTS FOR YEAR 9	
Year 9 Reading	597.90
Year 9 Writing	585.40
Year 9 Spelling	580.05
Year 9 Grammar & Punctuation	589.90
Year 9 Numeracy	586.90

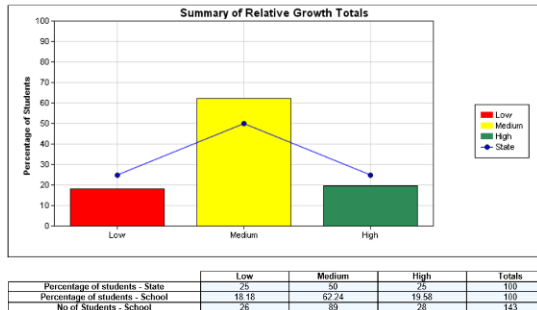
Student Comparison Report

Students in Years 7 and 9 completed NAPLAN tests during 2014 and 2016. The following graphs present the growth achieved against the National Bands and Scaled Scores.

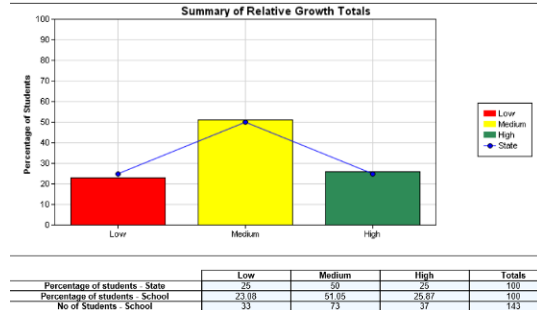
Year 9 Writing



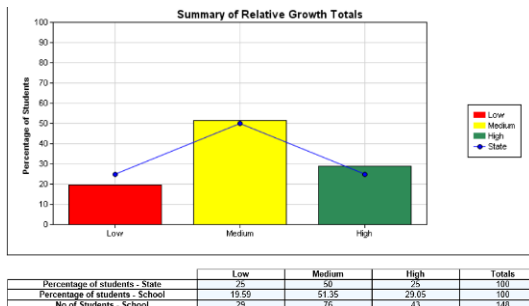
Year 9 Spelling



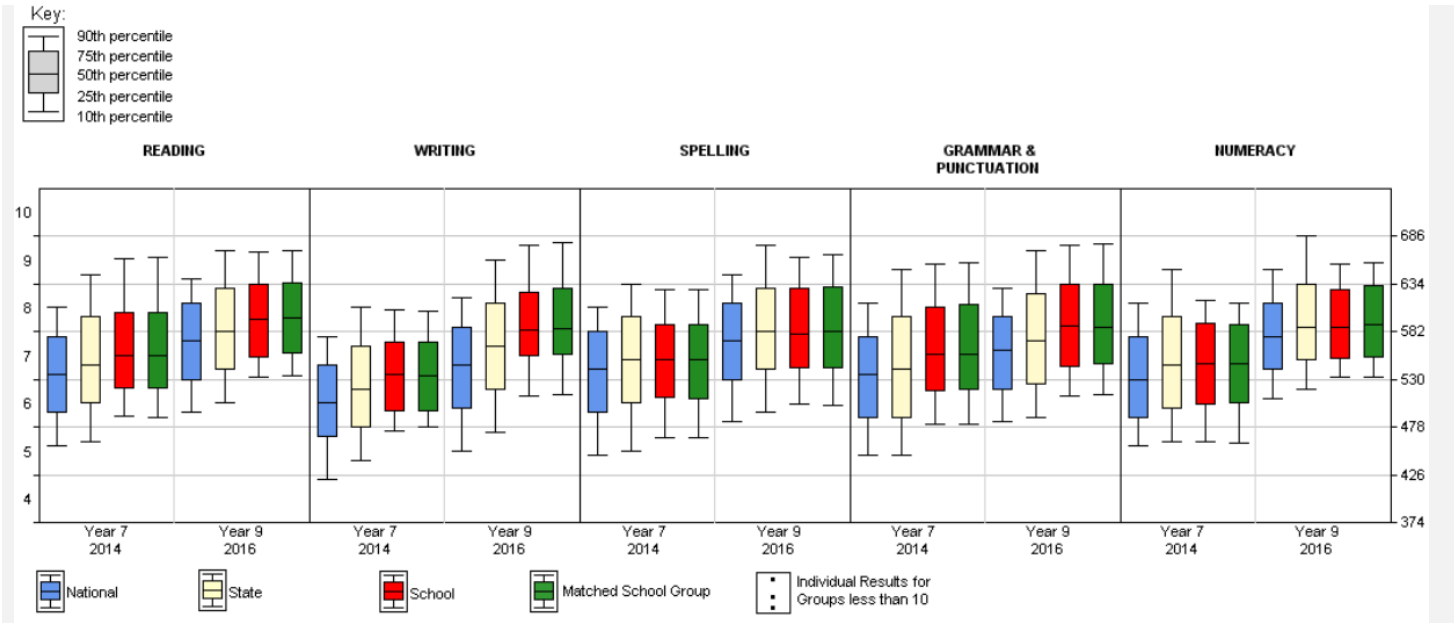
Year 9 Grammar and Punctuation



Year 9 Numeracy

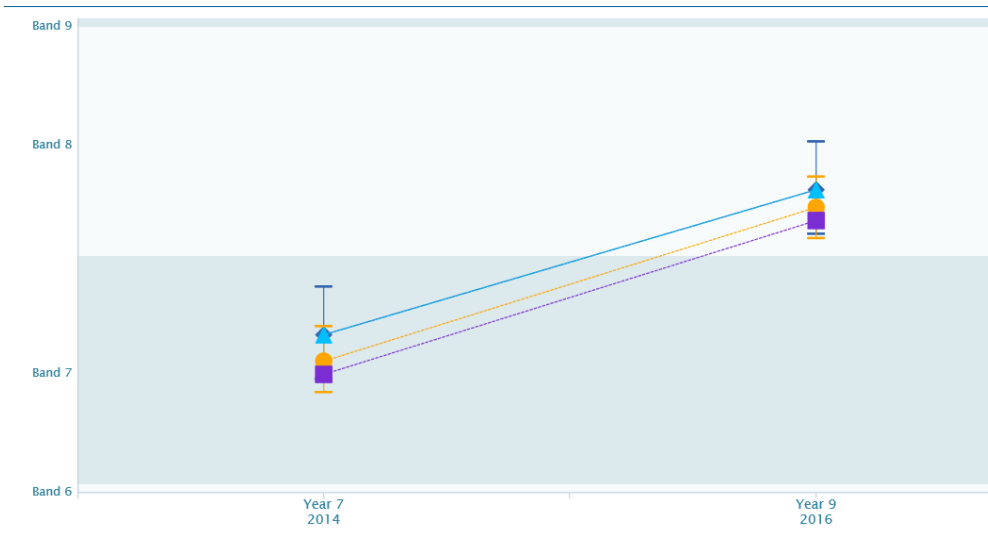


National and State Comparison of NAPLAN data



Reading

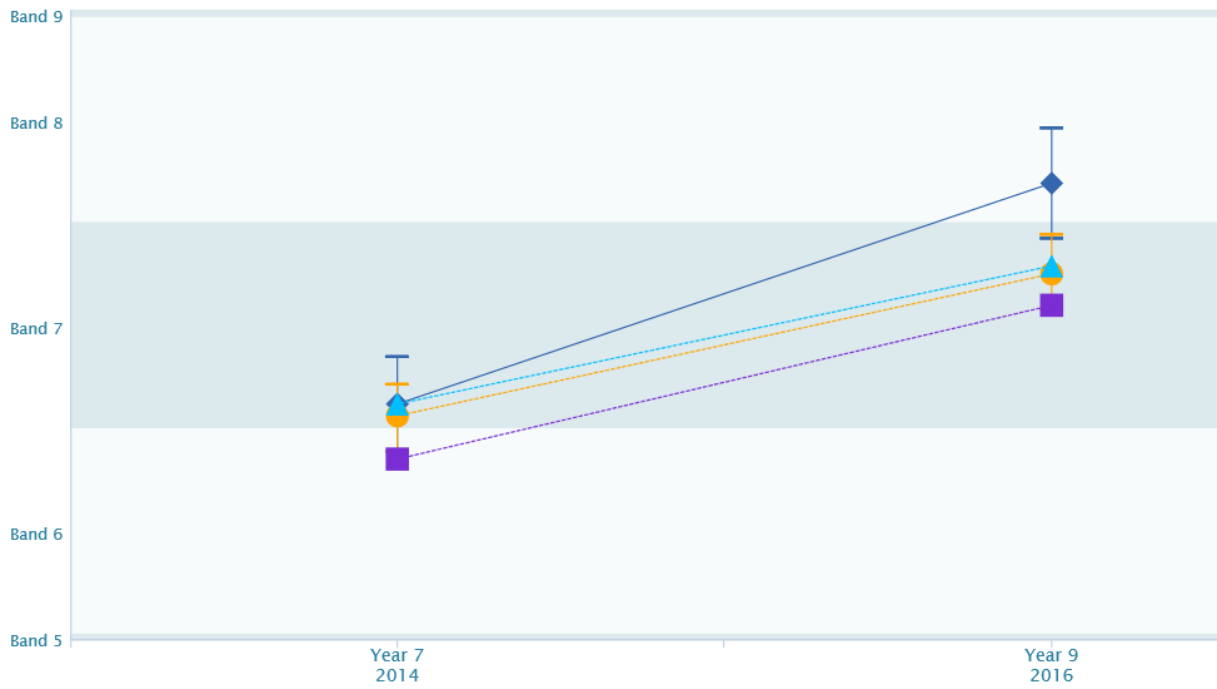
Percentage of students in this year level for whom previous NAPLAN results (2 years prior) are available: **92%**



- ◆ Average achievement of students in the selected school
- | Margin of error at 90% level of confidence
- Average achievement of students in schools with similar students (statistically similar schools) and margin of error at 90% level of confidence
- ▲ Average achievement of students with the same starting score
- Average achievement of students in all Australian schools

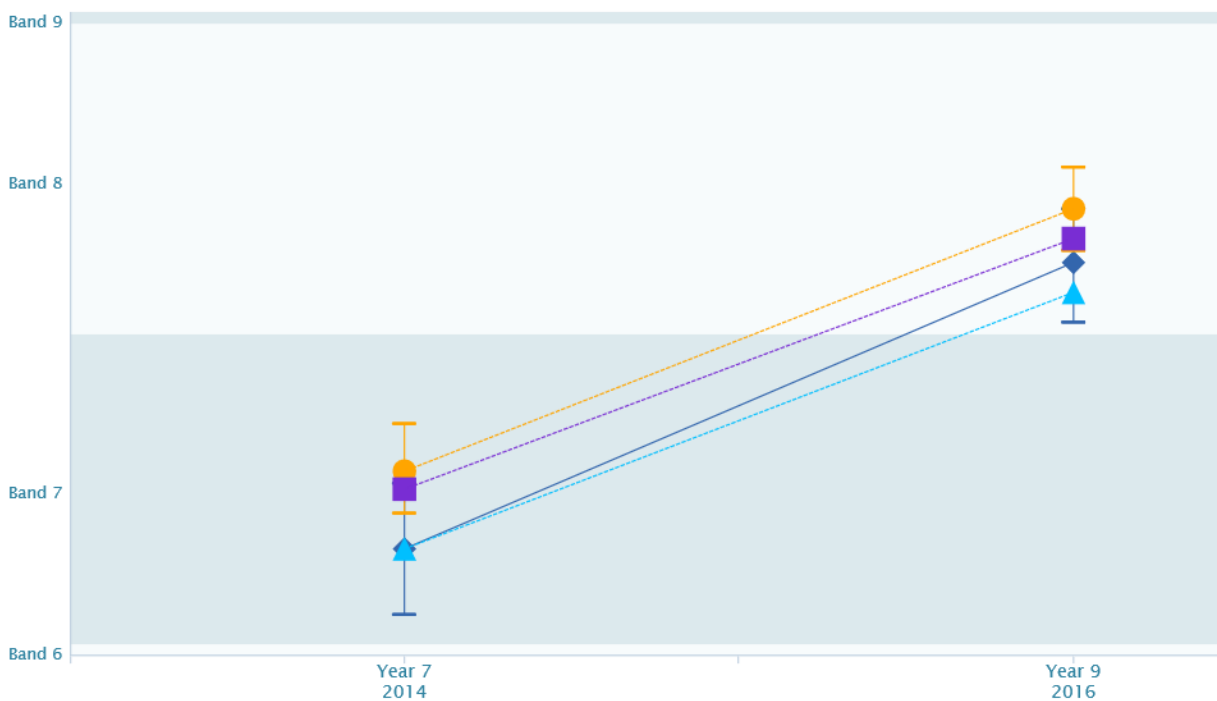
Writing

Percentage of students in this year level for whom previous NAPLAN results (2 years prior) are available: **93%**



Numeracy

Percentage of students in this year level for whom previous NAPLAN results (2 years prior) are available: **93%**



Senior Secondary Outcomes 2016

The median **ATAR** for the class of 2016 was 75.7%.

VCE Class of 2016 results included:

- Five students achieved an ATAR of 95 and above
- 15 students achieved an ATAR of 90 and above
- 32 students achieved an ATAR of 85 and above
- 43 students achieved an ATAR of 80 and above
- 65 students achieved an ATAR of 70 and above
- Six of our students attaining VCE (Baccalaureate) – studying a Language and a high level of Mathematics

VCE Premier's Award for Japanese Second Language:

- Awarded to Grace Fry (Year 10, 2016), achieving a study score of 50

STUDY SCORES 40 or HIGHER

Total number of Study Scores 40 or higher: 72

Number of Year 12 students achieving 40 or higher: 60

Number of Year 11 students achieving 40 or higher: 10

Number of Year 10 students achieving 40 or higher: 1 (achieving this in 2 subjects)

Art (1), Biology (2), Business Management (5), English Language (1), English (12), Further Mathematics (14), Health & Human Development (5), Interactive Digital Media (1), Japanese (1), Legal Studies (1), Mathematical Methods (1), Media (3), Physical Education (9), Product Design & Technology (6), Psychology (7), Studio Art (3) and Sociology (1)

SCALED STUDY SCORES OF 40 OR ABOVE

(not including study scores listed above)

Chemistry (1), English Language (2), French (1), Japanese (1),
Mathematical Method's (1) and Specialist Mathematic (2)

Year 11 Students

Number of Year 11 students studying a Year 12 VCE subject	68
Number of Year 11 students achieving 40 or above	10

Year 10 Students

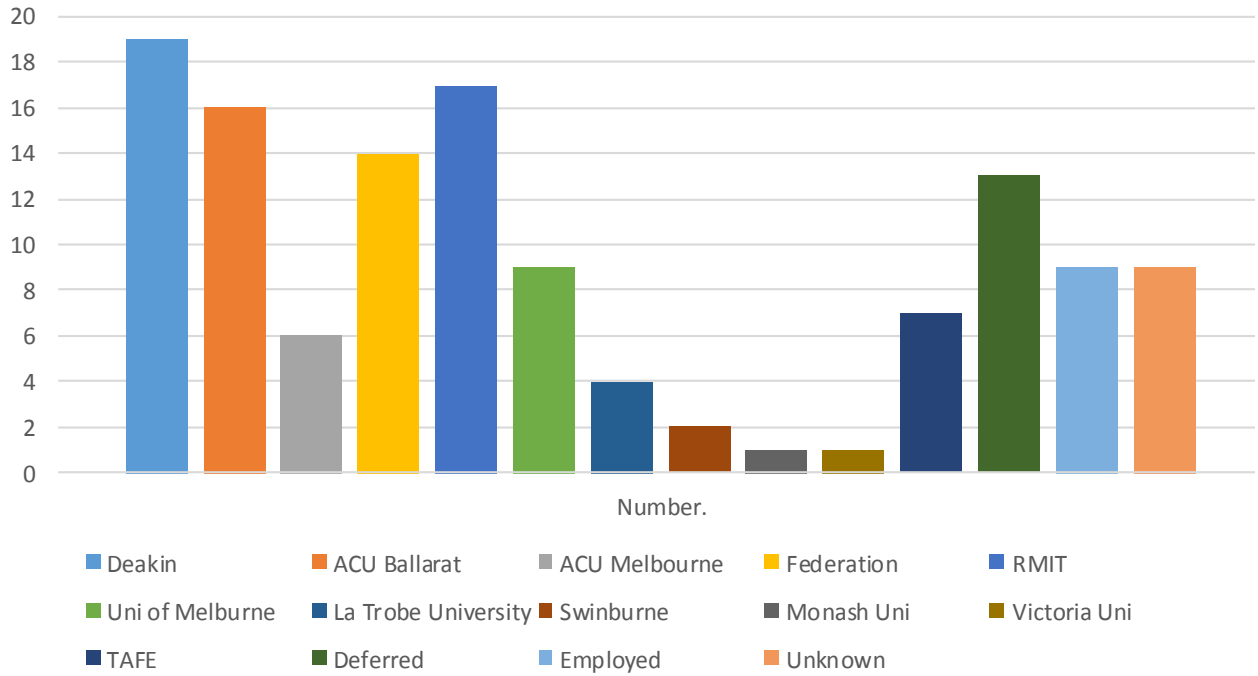
Number of Year 10 students studying a Year 12 VCE subject	2
Number of Year 10 students achieving 40 or above	2

VETiS AWARDS

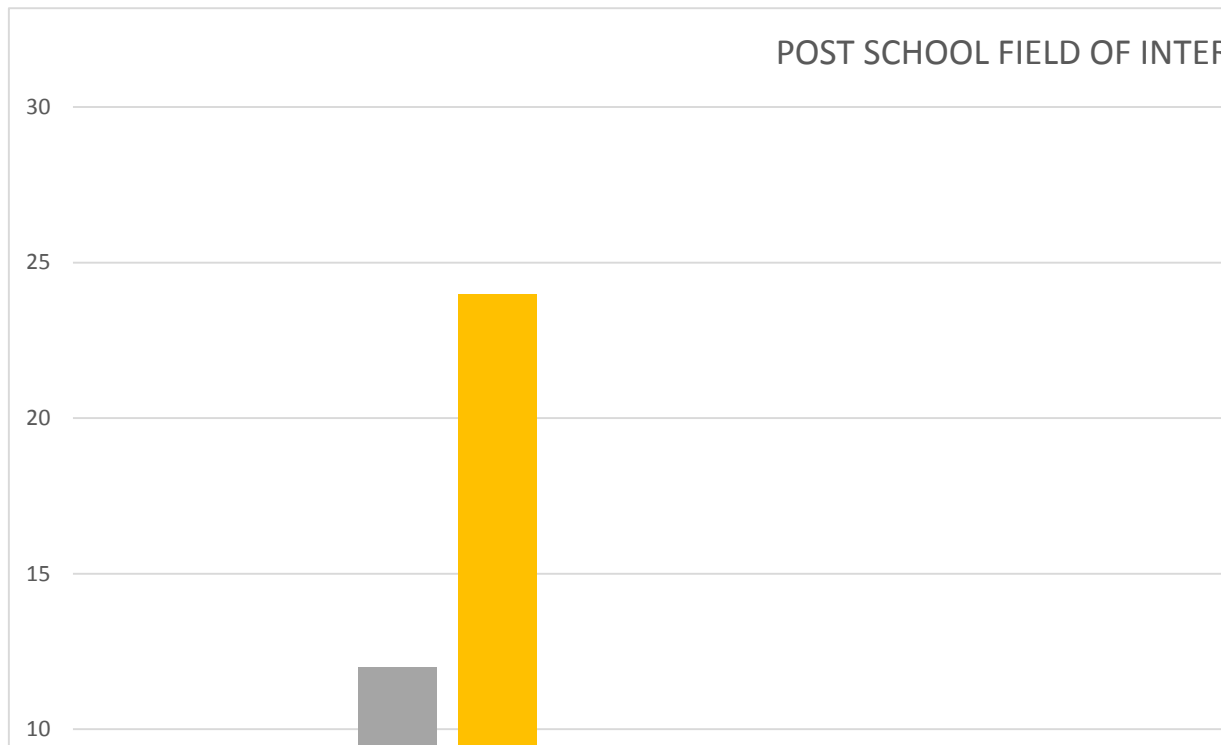
The following Awards were achieved by our students:

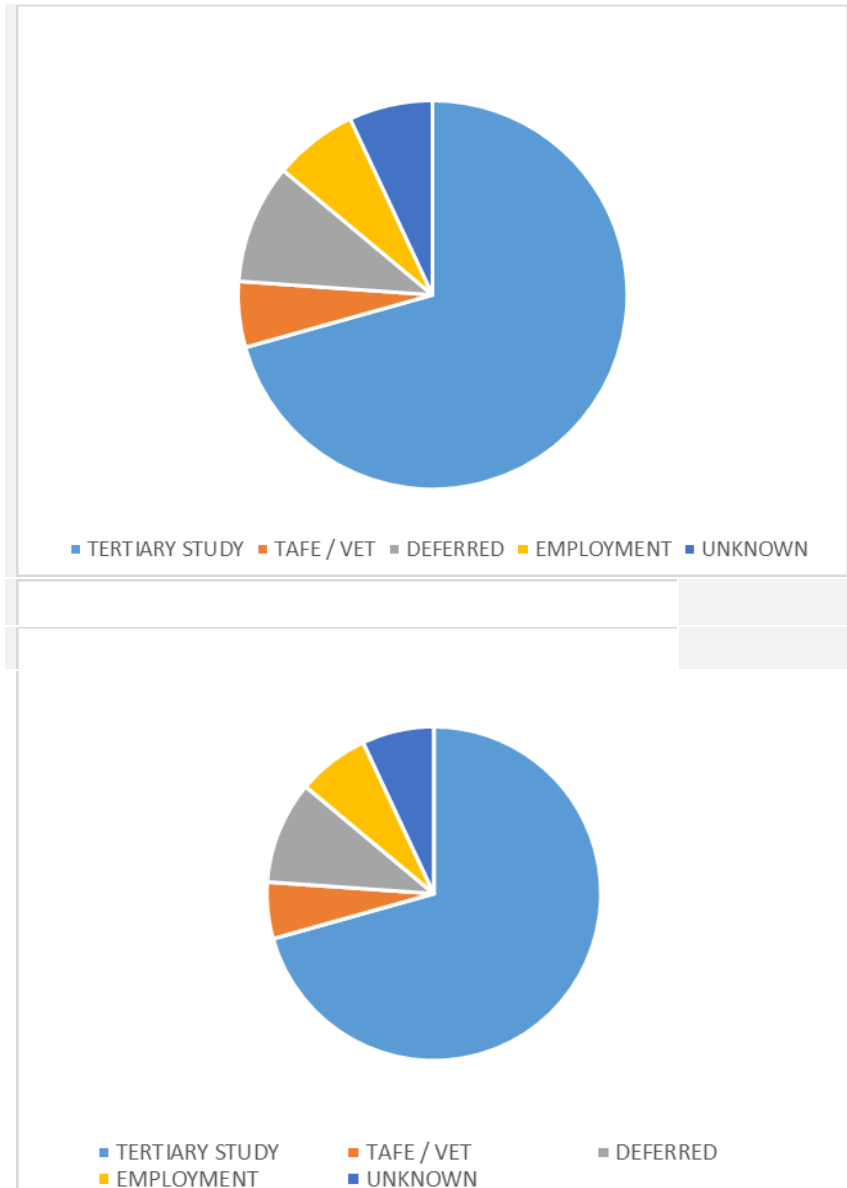
- 2016 Athlete's Foot VET Sport and Recreation Award
- 2016 VET Community Services Award
- 2016 VET Music Performance Award
- 2016 VET Hair & Beauty Award

POST SCHOOL DESTINATIONS



POST SCHOOL FIELD OF INTEREST





Child Safe Standards



Child Protection:

- In 2016, the Board endorsed the contract with CompliSpace to support the school in the review and development of policies across a range of areas and ensure that Directors meet their accountabilities in all areas of governance; in particular, Child Safety Legislation.
- CompliSpace Representatives briefed the staff at meetings in 2016.
- Child Safety Officers were appointed (Executive Deputy Principal, Deputy Principal: Wellbeing and Counsellors).
- The Principal and Executive Deputy Principal completed training, in the most part with the Catholic Education Office.
- As mandated in Victoria, all staff completed the online module on Mandatory Reporting (established by the Victorian Government). This is completed on an annual basis.
- Board Members are cognizant of the high level of responsibility they hold in this area. A detailed briefing is being planned for the Board.