



Loreto
COLLEGE BALLARAT | EST.1875



2017 ANNUAL REPORT TO THE SCHOOL COMMUNITY



LORETO COLLEGE BALLARAT

REGISTERED SCHOOL NUMBER: 0035

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(The reports of many staff have contributed to the formulation of this report.)

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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 2017 school year under the Australian Education Act 2013 (Cth) and the Australian Education Regulations 2013 (Cth)

May 2018



Mission & Vision

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

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 us. Our vision is to provide a spirited Catholic education that values, engages and empowers young women for their global future. The education we offer is a contemporary one and Loreto College is proud to be part of and contribute to the larger Catholic community.

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.” *


Loreto College commits to handing on the mission, vision and spirituality of the Loreto tradition and continues to give priority for Catholic prayer, liturgy and other expressions of our Christian faith, ensuring that Loreto spirituality and ethos are embedded in all aspects of operations, programs and practices. Our commitment is to build upon current opportunities for students, staff and parents to bring the gospel message and the Loreto Mission to life through a commitment to faith in action and to build programs and relationships designed to create a deeper awareness of social justice, facilitate sharing and raising funds for those in need, and promote a Christian approach to current issues and problems.

The five pillars of Freedom, Justice, Sincerity, Verity and Felicity underpin the vision of Loreto Education. In 2017, our focus was on deepening our understanding of the pillar of Freedom. The Mary Ward value of Freedom “builds on Mary Ward’s desire to act out of ‘love not fear’” guiding

students to “develop a sense of identity that is inwardly free and to become more capable of accepting responsibility for their lives and of courageous, compassionate and generous service.” *

Freedom Prayer 2017

(Written by the College Captains from Loreto Australia Schools)



Freedom Prayer

Loving God, creator of us all.

We give thanks for the many opportunities given to us to develop the gifts we have been given.

In this year of Freedom, may we grow in acceptance of ourselves and others. Help us to serve one another humbly and to work to secure an equal opportunity for all.

May we work sincerely, harmoniously and collectively in the pursuit of happiness and freedom, for being free is a continual journey fueled by love, felicity and acceptance.

In challenging all that restricts our God-given freedom, may we let go of fear and open our hearts to love so that we may truly find the courage to be free. May we find resilience in the face of challenge.

Let it go. Let it be. Only then shall we be truly free.

Amen.

As a Catholic School our aim is to be an active community in modelling the Gospel values. There are a number of formal and informal forums in which staff and students have opportunities to engage and deepen understandings. Examples of these include academic programs, committees such as JPIC (Justice, Peace and the Integrity of Creation) and EAC (Environment Action Committee), the Mary Ward Connect Exchange Program, the Loreto Pilgrimage to Ireland and England, College Masses and Liturgies, networking with other schools and formal prayers at the beginning of all meetings and at staff gatherings. As a Catholic school, we constantly look for ways

in which all staff and students have the opportunity to engage in bringing the Mission of the school to life and living out the Gospel values on a daily basis.

An Overview from the Principal

(Ms Judith Potter)

*“Our world needs more than ever citizens who are caring,
who are lovers of truth and doers of justice,
women and men who will stand up and be counted to make our world a better place, who will go out
and help to transform the world,
women and men who are peacemakers,
who will care for the poor,
who will feed the hungry and
who will welcome the refugee and who will care for our earth.”^x*

The Mary Ward value of Freedom underpinned our words and actions throughout the year. The 2017 Loreto Australia prayer, written by the Loreto School Captains from across Australia, is indeed a prayer for our times, calling us to “work sincerely, harmoniously and collectively in the pursuit of happiness and freedom, for being free is a continual journey fuelled by love, felicity and acceptance”.

As I look back upon the 2017 school year, a myriad of images flash before my eyes. Whilst each image depicts a unique moment in time, a close look sees the interconnectedness between all images. The sources of this interconnectedness are the unique gifts and talents of students and the whole-hearted commitment of staff, brought to life through the glorious Loreto spirit that flowed abundantly throughout the year. The sense of the glorious Loreto community spirit, friendships, the connection to others, and the emphasis on the value of felicity was affirmed through staff and student focus groups which were conducted by an external facilitator during Term 3.

The JPIC (Justice, Peace and the Integrity of Creation) Committee has engaged our school community in deepening our awareness of the injustices faced by many, locally, nationally and globally. The Famine Lunch held in September was a compelling call to understanding and action on the very serious issue of inequity of access to food and resources that is the reality of our current world. Our Faith life has been nourished through focused, reflective and celebratory Masses and Liturgies.

Connections with the international Loreto communities – from the Loreto Pilgrimage to Ireland and England to the Loreto International Schools’ Conference (Pretoria, Sth Africa), enriched all who have had this opportunity in 2017. At the Loreto International Schools’ Conference we explored at a deep level the values that underpin every action and interaction in Mary Ward schools worldwide. A key outcome of the conference, the collaborative development of a Mary Ward Compass for today and the future, will underpin all aspects of our Loreto Ballarat education.

Regular review continued to see ongoing development of the academic program, with training in study skills being extended to include all students across Years 7 – 12. The school takes feedback seriously, with cyclical review using feedback given for future planning. Feedback was provided through a range of avenues, including meetings, focus groups and internal and external surveys.

The range of co-curricular programs offered in 2017, as in previous years, ensured there was something to engage the interest of each student. These programs ranged across the Arts, Debating, Music, the Performing Arts, Public Speaking, Sport and a range of subject based and interest based clubs, examples of which include the Environment Action Committee and Socratés Café.

All that was achieved in 2017 was through the collective contribution of all staff. I pay tribute to our staff for their generous hearts and sustained focus and active engagement in all aspects of the wholistic Loreto Ballarat education. 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), Mrs Linda McDonald (Deputy Principal: Learning & Teaching), Mr Pat O'Shea (Deputy Principal: Wellbeing), Mrs Mandy Carroll (Director of Faith & Mission), Mrs Judy-Ann Quilliam (Director of Marketing & Development), and Ms Christina Sofis (Director of Administration).

During the year we farewelled a number of staff, including Ms Liz Francis, Dr Susan Nicholls, Mr Rhys Alexander and Mr Gerard Viccars. We extended our good wishes to Mrs Tara Fitzgibbon and Mrs Emma Kilpatrick as they commenced maternity leave. In December, we farewelled Ms Marilyn Scott, Mrs Robyn O'Keefe and Mr Tony Griffin following 12, 25 and over 30 years dedicated service. Ms Liz Francis (past pupil) joined our Marketing & Development Team at the start of the 2016 school year, bring a vitality and energy that saw much achieved in a relatively brief time, including the publication of "Our Loreto Kitchen". Since joining our staff in Term 4 of 2015, Dr Susan Nicholls made a significant contribution to the holistic Loreto education; in particular, to the teaching of French. Mr Rhys Alexander's initial appointment in December 2008 was to the role of Director of ICT, a role he fulfilled quietly and capably in an area where constant change is the norm. Rhys' love of teaching saw him transition from this role to that of fulltime teacher. I thank Rhys for his contribution to wellbeing and learning; in particular, to the teaching of Mathematics.

Mr Gerard Viccars retired after 31 years of dedicated and loyal service. Gerard was an active staff member with a great devotion to Loreto College and the Loreto Sisters. His dedication, integrity and ethical approach stand out. Gerard's contribution to the Finance and Property Team has been significant. No task has been too small or too big for Gerard. Gerard has taken great pride in ensuring that our heritage facilities are superbly maintained. Gerard's preference has always been to work behind the scenes. Looking back, any special occasion, including the Blessing and Openings of the Mary Ward Centre, The Loreto Café, The Archives Centre, The Mary's Mount Centre and the Mulhall Centre, have been enhanced through Gerard's pride in Loreto College and meticulous attention to detail.

The sphere of Careers Advice and VET is a complex one, and I commend Ms Marilyn Scott for the initiatives introduced under her leadership and for the sustained support and advice she has given to students studying VET, VCE and VCAL and students planning their pathway beyond school. Ms Scott managed a comprehensive work experience program and was regularly available outside of term time to guide and support students. Ms Scott's meticulous approach stood our students in good stead. The passion which Mrs Robyn O'Keefe brought to her role as a member of the Library Team was seen through the sustained support given to colleagues and students and through the many engaging displays in the Library for specially themed weeks. Mr Tony Griffin, himself a practising artist, ignited the passion and interest of students studying visual art for over three decades. He was generous in the support and guidance given and made a whole-hearted contribution to all areas of the wholistic Loreto education. Tony made an extensive contribution to the Visual Arts as a teacher, as Faculty leader and as a member of the Curriculum Team.

I express my appreciation to all parents who actively contributed to the partnership between school and home through attendance at Parent Information Evenings, Parent/Student/Teacher interviews or individual meetings and through generously volunteering support in the Loreto Café, at Sports Carnivals, or in the Friends of Loreto, the Friends of Music and the Performing Arts and the Friends of Rowing. We are grateful for the support given.

In an increasingly complex world, the role of governance is significant. All members of the College Board and Board Committees are to be commended for their ethical, open and diligent approach in their service to our wonderful school, always with improving opportunities and outcomes for

students alongside supporting staff as central to their deliberations. The second half of 2017 saw a focus on the development of strategic objectives which will guide our planning so that the broad education offered at Loreto College best positions our students for the changing nature of the world into which our current and future students will graduate.

I take this opportunity to thank Mrs Trudi Kannourakis and Mr Shane Carey for their deeply committed contribution to the College Board, a contribution which has been underpinned by the Loreto Mission and Vision and fully imbued with a love of Loreto. On behalf of the extended Loreto Ballarat community, I extend our deep appreciation to Shane and Trudi for their active presence, support and encouragement.

Trudi (past student and past parent) has brought a dynamic focus on the academic program (within the holistic sphere of a Loreto education), sharing the achievements of our current and former students with the broader Ballarat community and beyond, and developing and deepening connections with all past pupils. The broad governance of the school has been enriched through Trudi's active engagement and informed contribution over a ten year period, all of which has been underpinned by the vision and mission of the school. Trudi has been a committed and dedicated member of the Marketing & Development Committee for the last ten years, capably chairing this committee on a number of occasions.

Shane has brought a strong financial background to his leadership and service at a governance level and has led the Board's long term strategic thinking, with an eye on working collaboratively with Board members, Board Committee members and senior staff to best position our wonderful school for the future. These last six years in which Shane has served as Board Chair have seen major strategic goals achieved, including the Mary's Mount Centre and the Mulhall Centre. In the development of new facilities, Shane's approach has been on the opportunities offered to students and staff through their development. Shane has been unstinting in his support of the achievements of students and staff and has been a supportive and encouraging presence at major assemblies, performances and College events.

We are ever grateful to the Loreto sisters for their support and prayers. Indeed we are blessed.

Judith Potter, Principal

**(Sr Noelle Corscadden ibvm, global Institute Leader: Opening Address, Loreto International Schools Conference held in Pretoria, Sth Africa, at the end of Term 2)*



College Board Report

(Mr Shane Carey - 2017 Chair)

For the past six years I have been privileged to be Chair of the governing body of this wonderful College. A position that comes with great responsibility but also a great amount of joy and pleasure to be able to assist in the development of the College in the tradition passed on to us by the Loreto Sisters dating back here in Australia to 1875. It is, however, time to hand over the reins and for me to reflect on some of the achievements of the College Board (formerly Council) over those six years.

Firstly I would like to acknowledge the tremendous support of all Board and Sub-Committee members who have worked tirelessly and with great care and dedication over the years, and made my position so much easier to undertake and fulfil. I must also acknowledge the support I have received from Ms Potter as school Principal along with her leadership team and staff. It has indeed been a great pleasure to work and interact with not just these people but also the greater school community and especially the Loreto Sisters I have worked with.

There are many highlights which have occurred during those six years. Most might think the standout would be the completion of the Mary's Mount Centre along with its opening and hosting of Federation in 2014. Year 9 students would certainly believe the renovation of the old hall into the state of the art Mulhall Centre as being a great outcome for them. These two building projects were certainly up there as achievements for our school. To me, however, the highlight of those years was the delight I witnessed on so many occasions where our students continued to achieve and excel with outstanding results and performances. Whether it be in the academic, sport or the arts arenas, I have been continually amazed at the achievements of our students. Each year these achievements seemed to climb to greater heights. We regularly have fine young women doing great things.

As a governing body our aim has always been to try and have the College continue to grow in the mission and manner of the Gospel as lived out by Mary Ward and Gonzaga Barry. I congratulate those who have worked collaboratively with me over the years and leave in the full knowledge the College will continue to flourish in the coming years.

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 & Development, 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 Mrs Trudi Kannourakis for her time, input and support generously given over the past ten years as a Council and Board member.

Loreto has been a significant part of my life for more than ten years now and while I will miss my involvement I know I leave with the school in safe hands, and wish those with the responsibility of guiding Loreto Ballarat into the future all the very best for their journey ahead. I hope it will be as rewarding as the experience I was fortunate to enjoy.

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 Shane Carey, Mr Stephen McArdle, Ms Cathy Oakley, Mrs Nicole Loader, 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 Shane Carey, Mr Luke Dunne, Mrs Carmel Flynn, Ms Min Myers, Mrs Erin Taylor, Ms Judith Potter (Principal), Mr Jeff Primmer (Business Manager) and Ms Elizabeth Till (Executive Deputy Principal).

Marketing & Development Committee

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



College Board 2017

Education in Faith

(Ms Elizabeth Till, Executive Deputy Principal)

The Year of 2017 was a busy year, starting with the Opening School Mass in February, celebrated by Father Justin Driscoll. This provided students and parents with a special opportunity to come together with College staff in a partnership around the values of Gonzaga Barry and Mary Ward. This was our opportunity to give a special welcome to the Year 7 students who have begun their journey through Loreto and to acknowledge the Year 12s, our leaders for 2017.

Mary Ward encouraged the pursuit of excellence, not in a competitive or perfectionist 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 encouraged to do her best, to use the gifts given to her; examples of which include participation in the many competitions (for example, Mathematics, Languages, Sciences and Humanities), displays of food, art and textiles and performances. The level attained from hard work and diligent application of ability was evident if you had the privilege to watch the Arts Festival, the Production of 'Westside Story', to see the standard of the students at the VCE Music and Drama performances, and on so many other occasions throughout the year.

Also significant for Mary Ward in her educational endeavours 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 spirit of Mary Ward in action. The many Christmas hampers created as the year came to an end made such a difference in the lives of local families where family circumstances can mean that life is often very hard. Our girls 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. In 2017 a group of students went on Pilgrimage to Ireland to visit and connect with other Loreto Schools. The connectedness and friendships formed with the other Loreto girls will last a lifetime. A group of committed Year 12s travelled to Cambodia with World Challenge in our 'Alternative to Schoolies' program. They volunteered their time in order to make life better for the young people they encountered. They are also developing and 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 parents that these and many other events can occur. We thank all involved.

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 Hall, 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 the Year 12 Class of 2017 is the opportunity to celebrate their Graduation Mass and 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.

2017 was a rewarding year and the girls have embraced all of the opportunities to their fullest. We encourage them to go forward, knowing they 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

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

Every year is a busy year in Student Wellbeing and this year has been no exception.

During 2016 a review resulted in a shift from a vertical House-Group system to a horizontal Mentor Group system for Years 7-9 and a vertical Mentor Group system for Years 10-12. In Years 7 – 9:

- each student's Mentor Group is the class that the student belongs to;
- the student's Mentor teaches that class for at least one subject;
- the Mentor Teachers for a particular level worked together as a collaborative team;
- the Mentor Teacher is also the Felicitous Life teacher.

During 2017, the Student Wellbeing team focussed on bringing this new system to life. The effort and imagination shown by the Year Level Co-ordinators and Mentor Teachers resulted in a very successful introduction of this program. It is easy to find evidence of the team approach to each of these junior levels. Students received very consistent messages, with the Mentor Teacher acting as a key point of contact for the students in their group.

The focus of the Year 7 Mentor Team was on transition, the introduction to secondary school and the establishment of sound learning routines. Every effort was made for students to mix with a wide range of their peers to help develop ongoing relationships.

The Year 8 Mentor Team introduced the Captiv8 Program, including a camp for Year 8 students and a number of new activities with St Patrick's College students. Project Rockit and Brainstorm productions are two examples of cyber education sessions run for Year 8s by external providers.

Our Year 9 Mentor Team has a well-developed Active Learning program. This program offers students plenty to look forward to during the year, offering a range of experiential programs. Students were guided and supported in moving from dependence towards independence and taking responsibility for self.



This new structure at Years 7 - 9 worked in tandem with our Felicitous Life program which was piloted in 2016. Mr Kevin Robillard developed a program of activities for each year level to work through during the year. The effectiveness of this program was enhanced through the Mentors of the students delivering the program to their groups. In this way, the message for each year level is consistent and the key teacher for each student is familiar with the message.

Whilst we have changed our structures, we have retained our House system. Our House Leaders brought imagination to developing activities that fostered House spirit within the new structure. They achieved this through the use of breakfasts, raffles, fund-raising and theme weeks.

Student leadership opportunities were front and centre of planning. Each Year level has a committee that meets on a weekly basis to help plan activities for that level. These committees are open to all interested students. Similarly, each House has a weekly House Committee meeting, also open to any interested students. These meetings have the advantage of attracting students from different Year levels.

The school introduced formal leadership positions, for both House and Year levels (previously these were House based). Our Senate remained a Year 12 group. House Leaders (Sports, Arts), were elected from Year 8, Year 9 and Year 10.

Another aspect of student leadership I would like to mention is the leadership of our Year 12 students. In late November our new Senate asked to talk to their fellow Year 12 students without any teachers present. Although slightly nervous about this request, Mr Morris and I stepped aside to allow this to happen. Our student leaders outlined to their peers their vision and expectations. As the year winds up, this has proven to be a pivotal moment in binding the Year 12 students together and ensuring solidarity at sporting carnivals and GB Day. The sight of Noah's entourage bursting into the GBC was a very memorable one.



Another source of leadership is through school fundraising. Our school community is always a generous one but 2017 was an exceptional one. Our VCAL group were consistently at the forefront of fundraising. They were very innovative at building links with community groups and meeting VCAL requirements through project work. Their projects included Family Violence Awareness Day, netball game and the preparation of blankets and sanitary packs for the Ballarat Soup Bus. Craig Schepis spoke to the girls for over an hour when presented with these items, relating how these items would be distributed and the importance of such community support to the Soup bus.

The student House committee meetings and year level committee meetings serve as an informal but powerful forum for student voice, especially as over 200 students were involved in at least one committee. Many ideas, comments and observations pass between staff and students while arrangements and plans are made. The activities planned are usually very successful because of the ownership students have in events that they have helped organise.

In 2016 a consultant met with different groups of students from all levels of the school. His commented on the enthusiastic participation of the students and their positiveness on the various activities we run.

Felicitous Life Program

(Mr Kevin Robillard, Learning Leader: Felicitous Life)

2017 saw the 2016 Felicitous Life pilot program for students in Years 7 and 8 extended across the school. Of particular note is the further development of a positive psychology curriculum. The focus in Year 7 was on Character strengths and learning about the impact of emotions on behaviour, enabling students to gain a better understanding of self, developing their sense of empathy for others. The focus in Year 8 was on Positive Relationships, developing understanding of Active Listening skills that are useful in conversations with others, and of strategies to improve relationships with others, on what we as an individual can do instead of trying to “change others.”

In 2017 the Year 9 students delivered their LC Talks, building on an initiative in 2016. These are along the same lines as a “Ted” Talk with a Loreto Positive Message focus. It was very successful and demonstrated the possibility of wellbeing messages delivered by students to students. An initiative for Year 7 students was an end of year Art project that combined their knowledge learnt with Character Strengths and their understanding of emotions in a reflective assignment, with the aim of enabling students to gain a better understanding of themselves.

Year 8 students completed a class movie where all 26 girls had to work together to complete an educational video outlining the key ideas learnt through the year from their Felicitous Life classes. Initiatives in Year 10 saw the planning and development of a “Big Sister” and Mental Health unit being added to the STRIVE program for 2018.

At the conclusion of the school year, students in Years 7, 8 and 9 joined together in The Loreto Abbey Theatre (Mary’s Mount Centre) to listen to students present a sample of the three year level projects.



Learning & Teaching

(Ms Linda McDonald, Deputy Principal: Learning & Teaching)

'To develop a sense of the true, the sense of good and the sense of the beautiful.'

The pace of change in our world is moving faster today than in any previous century. So much on the horizon has the potential to significantly change both our daily lives and our work places in the 21st century. Future generations will navigate a vastly different world of work than our generation. Technology is rapidly changing the way we work, many tasks at the core of low and medium skill jobs are being automated or contracted off shore.

While this sounds scary, it also provides us with tremendous opportunities. It challenges us and the global education industry to ensure that students are prepared to live and work in the 21st century and to have the tools necessary to succeed and flourish in that environment. Young people will need different skills sets to thrive in technology rich, globalised and competitive job markets.

The types of capabilities or skills, also known as 21st century skills, include critical thinking, problem solving, creativity, curiosity, interpersonal and communication skills, self-regulation, perseverance, entrepreneurial skills and teamwork. A Loreto education is both holistic and global, and many of these skills are already embedded in our current academic curriculum and our mentoring program. A large number of our courses consist of a blended learning model where students undertake subjects which are delivered both face to face and on-line learning through google classroom, Education Perfect and Edrolo (a curriculum focused on-line program with hours of direct instructional video lessons, exam practice papers and study planning tools). All classes, particularly English and Humanities classes at Loreto College, continue to develop our students' critical thinking and communication skills, both written and oral. Creativity is salient in our Performing Arts, the Visual Arts and both Material and Food Technologies. STEM subjects, including Science and Mathematics, encourage curiosity and problem solving, but each year we look for ways to strengthen the skills of our students to best prepare them for the work force that is constantly changing.

An example of this can be seen in the Year 8 curriculum, where we have seen many changes. This year our passionate teachers and students trialled a cross-curricular project to develop these very skills combining their classes and STEM subjects. The project was very relevant, with a focus question of *'Can a new sustainable liveable community be developed in Ballarat, and can you convince people to come and live there?'*

This project involved students working in teams to create a profile of a piece of land in Ballarat, using annotated photos to create field sketches and maps with accurate dimensions. Students were required to design homes and identify the infrastructure that is necessary for ideal liveability and suggest what could be developed to enhance the liveability and sustainability. The final presentation involved the creation of an audio/visual promotion of the community to be shown to Year 8 students as well as a panel of judges (local town planners, council members, real estate agents and other members of the community). This project was a great success as it allowed the girls to strengthen their 21st century skills, so that they are equipped with the capabilities that will enable them to thrive in these complex education and employment settings.

The Religious Education Faculty in 2017 offered a curriculum that fulfils the words of Pope Francis, *"To develop the sense of the true, the sense of good and the sense of the beautiful"*. The students have opportunities inside and outside the classroom to explore, inquire, reflect and develop their understanding and knowledge. To deliver an education that is well rounded and working towards the common good, we offer a breadth of opportunities in our Awakenings curriculum, Retreat Program and through opportunities to participate in Community and Service.



For the Arts Faculty 2017 was a year of exploration and experimentation, two key components of creativity. The Visual Art VCE Exhibition 'Wings to Fly' was a highlight, with any new creations exhibited. The Year 10 Drama students transformed the White Studio with lighting and blackout windows which allowed students to explore mood, style and form during skill development. Year 11 Media students celebrated their film productions, with social messages and challenging themes, at our annual Gillian's screening. Year 12 Theatre Studies students presented their production of Peter Shaffer's 'Black Comedy'. The production was challenging as most of the play takes place in a black-out, the actor had to perform as if they were in the dark while the lights were on. The faculty continues to educate students, guiding them in their exploration within the soul to find their spirit of creation.

Students had several exciting opportunities to 'live' the word in 2017 as part of their studies in English. Our VCE English students viewed a presentation by Alice Pung on the film Mabo. Alice's essay in the text 'Joyful Strains', was studied as part of the comparative portion of the VCE examination. Our Year 9 girls watched a presentation by Cath Crowley, author of the text 'Graffiti Moon'. Some students then participated in a specialised writing workshop where they explored the processes of an author. Year 10 students watched a modern performance of Shakespeare's 'Romeo and Juliet'. Performed by a talented cast of three, there was a considerable amount of creativity and switching between roles. Year 8 students engaged with Kirsty Murray, author of 'Bridie's Fire', which follows the journey of an Irish immigrant to find her riches in the goldfields of Ballarat. Students put themselves into the shoes of a published author and created their own unique character.

Health and Physical Education engaged students in learning experiences to develop the knowledge and skills that will hopefully enable them to live healthy and active lifestyles. Research informs us that regular activity at a young age increases the probability of an active adult lifestyle. In Health there is a focus on developing skills and making healthy choices by emphasising the physical, mental and social dimensions of health. Students explored important life skills designed to enhance resilience, personal development and wellbeing

In LOTE (Languages other than English) students learned to communicate across linguistic and cultural systems, extending their literacy repertoires and developing an openness towards different perspectives. In 2017 Grace Fry won the VCE Premiers Award for gaining the perfect study score of 50 in Japanese in 2016. In 2017 a Year 8 Pen Pal program was established, and French classes exchanged letters with students in a school in France. This authentic activity provided an incentive to write meaningfully and enhances writing skills.

Mathematics in 2017 involved significant problem solving which required students to develop lateral thinking which is a skill highly valued in business and industry. Many jobs in the future will require the capacity to solve problems combined with STEM capabilities and Mathematics underpins these. The usefulness of STEM was made clear to a group of Year 10 and 11 students in their viewing of the film 'Hidden Figures'. This was followed by a question and answer session with several women who have built a career based on mathematics. This was inspiring for our students as they related mathematics to a variety of contexts and careers

In 2017 students had access to many wonderful learning opportunities through their study of Science. A group of Year 8 students participated in a cross-curricular project which involved working across Humanities, Science and Mathematics to design a sustainable community. Considering resident demographics and requirements, the science involved was building an energy efficient house; the mathematics involved was calculating the requirements of each component in the development. Students then presented to an external panel of judges who scored each presentation on the marketability, sustainability and liveability of each community. Another highlight for Science students at Loreto College, was the visit from the RAAF who brought their flight simulator to the school for the day and students experience what it is like to fly a fighter jet, with many students interested in RAAF at the end of this opportunity.

In 2017 the Humanities Faculty was thrilled to announce three current Year 10 students, Isobelle De Livera, Maggie Russell and Madeline Taylor were awarded the Premier's Spirit of the ANZAC Prize for their entries as part of Year 9 World War One History studies. This was particularly exciting for Maggie and Isobelle as they won a 10-day trip to Darwin and Singapore to visit some of the key World War Two locations. Humanities students continued to build on their skills and knowledge during 2017. The Faculty's mission is to foster an appreciation about how the past has shaped the present day while also empowering students to see that they can lay a part in shaping tomorrow's world.



Co-Curriculum Program

Performance

(Mrs Marcella Crowley – Co-Curricular Leader: Performing Arts)

The Co-Curricular Performing Arts programs enjoyed an exceptional year in 2017, with student involvement continuing to grow exponentially. The Performing Arts program was supported by strong leadership through its team of accomplished Captains.

Term 2 Coffee House, once again held at Suttons, had so many performers signing up that there was not enough time to get through all of the acts. Highlights included Phoebe McCallum and Beth Wright, two of our youngest performers sharing their singing talents. Coffee House was followed by the annual Improsports competition, once again providing many entertaining lunchtimes for audiences.

The House Choir competition in Term 3 continued to astound with a variety of songs, harmonies, band instrumentation and synchronized movement created by the Arts Captains. The Junior Houses performed 'Try Everything' with Mornane House being the winning House under the guidance of Madeleine Palmer and Bella Leech. Ward, under the leadership of Ruby Willis and Bianca Petersen, dominated the competitions in 2017, winning the House Choir competition, singing 'It's Time', the Senior Participation Trophy and the overall Arts Festival Award. The House Choir competition was hotly contested once again, with Barry performing 'Viva La Vida', Mulhall 'All Star' and Mornane 'Don't Stop Me Now'.

Arts Festival 2017 was a culmination of many weeks of auditions by over 140 girls to create a final show of our preeminent Loreto College performers. At the performances, the winners of our trophies were announced - Junior Participation - Mulhall, Senior Participation - Ward, Senior Drama - Barry, with the overall winner being Ward. We congratulate all of the Loreto girls who were actively involved in many and varied ways from performance to backstage, ensuring the performing arts were very much alive at Loreto.



Music

(Mrs Simone Jans - Co-Curricular Leader: Music)

All musicians strived to reach their personal goals and do so with incredible determination and consideration of others. Our musicians are some of the busiest students in the school and the Director of Co-Curricular Music, Mrs Simone Jans, wondered how they manage it all, but they do, and do so very successfully.

Our band and musical ensembles produced powerful performances with Drumline opening the Arts Festival with gusto. The Junior Band successfully brought the music of the big screen back to life playing both 'My Heart Will Go On' and 'Pirates of the Caribbean' at the performances. The String Ensemble enchanted all at the Mid-Year Concert with an absolutely beautiful version of 'Somewhere Over The Rainbow'. Our Year 9 Flute Ensemble played with wonderful unity in 2017. Mrs Jans' personal favourite piece was 'In The Kitchen' which they performed at the Mid-Year Concert. The Senior Band lit up the stage literally at the Arts Festival with their rendition of 'Lightning Field'. Lightning bolts filled the stage and thunder could be heard throughout the theatre. The Stage Band brought some 1950's and 1960's rock back to the stage with the Theme from Peter Gunn and the Beatles classic 'All My Loving'.

Our choirs continued their tradition of beautiful singing in other languages with the Junior Choir singing 'Momo Shiki Ya' in Japanese. Their rendition of 'In This Ancient House' (in English) was haunting! The Loreto Blues Choir were challenged greatly, not only singing in German, but also singing four part harmony and having to co-ordinate choreography with over 100 students (each with a red balloon on a stick) to perform the alternative rock chart, '99 Luftballons' by Nena.

Our Speech and Drama students entertained us at the Mid-Year Music Concert with engaging performances of 'I'm Better Than That' (which explored the hidden messages behind magazines) and Radio Waves (a performance in which a jogger switches between radio stations and the stations all blend together.)

Special thanks must go the Musical Directors of each of the above groups for their passion and guidance. We congratulate each and every ensemble member on the wonderful way in which they pushed themselves to excel and achieve. We thank all ensemble leaders for their passion and inspiration.



Sport

(Mrs Megan Poulton and Mrs Naomi Russell - Co-Curricular Leaders: Sport)

2017 was a full and fantastic year in sport. Many girls were involved in the Ballarat Associated Schools (BAS) teams and we were very proud of the way they conducted themselves during the year. The girls were always positive and professional in team sports and will have lasting memories of these times.



Our program would not run without the help of all our staff members and we extend a very big thank you to all involved. Our staff are very supportive and passionate with their involvement in their chosen sport.

Our Year 12s made significant contributions to our sporting program. Their accomplishments over the six years representing Loreto is to be commended and we wish them all the best for their futures. Many of our senior sporting teams were successful in finals in 2017. Our junior and intermediate teams were involved in a round robin competition with the top of the ladder declared the premiership team. We congratulate all our participants.

Term 1 – Lawn Bowls, Junior Volleyball, Junior Basketball, Intermediate Volleyball, Senior Tennis, Senior and Junior Henderson Championship, Senior Softball, Senior Cricket, Loreto Swimming Carnival, Loreto Athletics Carnival, BAS Swimming Carnival and Loreto College Rowing.

Term 2 - Junior Hockey, Junior Soccer, Junior and Senior Badminton, Intermediate Basketball, Senior 1st to 4th Netball, Senior Football, BAS Athletics Carnival, SCSA Athletics Carnival, Brehaut Badminton Championship and Cheerleading.

Term 3 – Year 7, 8 and 9 Netball, Junior Football, Junior and Senior Racquetball, Senior Soccer, Senior Hockey, Senior Volleyball, BAS Cross Country, BAS Road Relay, BAS Lap of the Lake, Victorian All Schools Cross Country Event and Loreto Rowing.

Term 4 – Junior and Intermediate Tennis, Junior Cricket, Croquet, Year 10 Netball, Come and Try Frisbee and Loreto College Rowing.

The 2017 Loreto rowing season was a history making one and our community can be extremely proud. Everyone has shown that through an extensive amount of good sportsmanship and dedication, reaching new heights is achievable. The effort and commitment applied by all throughout the entire season was extraordinary. The club motto 'One Team, One Spirit, One Dream', enabled our Loreto rowers to maintain a positive mindset that has allowed the club to grow strong and show the wider rowing community that Loreto Ballarat is a strong competitor. Early in 2017 the Loreto Rowing Program marked its tenth year of rowing by making history. We saw a record number of crews make the 'A' finals at each regatta, received our second Head of the Lake premiership and our top three Open divisions all claimed gold medals at the State Championships. Our Open Firsts won Loreto College's first Head of the Lake and went on to place third at the Nationals, which is an outstanding achievement. These achievements show how far the Loreto Rowing Program has come in such a short time and paves the way to achieve further growth. This season would not have been such a success without our dedicated coordinators, coaches, parents, committee members and our sponsors.

Debating and Public Speaking

(Ms Tammy Vandenberg - Co-Curricular Leader: Debating & Public Speaking)



Courage, collaboration, kinship and growth - the amazing students who participated in Debating and Public Speaking this year experienced all of this. Students were offered a plethora of public speaking opportunities in 2017. Each competition required students to prepare a speech on a particular topic and present an impromptu speech on the day. The students and results are listed below.

Our twelve Debating teams (about fifty students) worked tirelessly and were a credit to Loreto yet again. Comments from Royal South Street and DAV adjudicators included; 'polished', 'always so prepared', 'poised' and 'confident'. The students have developed a range of skills that can be transferred into many facets of their lives. Most teams were successful. Josie Coates, Liv Dunn, Lily O'Shea and their fourth team support person, Grace Fry, progressed to the semi-final which involved preparing for the debate within 45 minutes, a challenging task. The girls met this challenge and won their debate to progress to the grand final. While they were narrowly defeated by one point they felt triumphant in their accomplishment.

Three of our debating students were recognised at the Royal South Street Competition for their efforts; Grace Toohey as Best Female Debater Year 7/8, Remi Currie as Runner Up for Best Female Debater Year 7/8, and Lily O'Shea as Runner Up for Best Female Debater Year 11/12. An impressive achievement among many capable speakers! A special mention must be made for Year 7 student, Remi Currie, who participated in Public Speaking, Debating and Speech, and Drama Competitions with Loreto College. Remi embraced the true Loreto spirit by participating in a wide range of activities and her endeavours have been rewarded with many placings. More importantly, it was her humble disposition and supportive manner on every occasion that was noted.

College Community

(Mrs Judy-Ann Quilliam, Director of Marketing & Development)

Loreto College proudly acknowledges and embraces its role in the regional, national and global community; taking great pride in being the founding Loreto School in Australia and the only Girls' Catholic school in Ballarat. As a Mary Ward School, our global connections recognise the interconnectedness of all things and we proudly promote the values, skills and behaviours that are needed for living and contributing as global citizens to our entire College Community.

Throughout 2017, we celebrated the authentic and unique identity of Loreto College Ballarat and our Loreto Community through the #loretogirlempowered campaign. On a diverse array of platforms, events and activities (including internal and external publications, print, TVC and online mediums) we shared images and stories featuring our Loreto Girls, our Loreto Teachers and our Loreto Community. Each one integral to the past, present and future of educated and empowered Loreto graduates.

Each year we welcome an eager and excited group of fledgling Loreto Girls (and their families) through the gates to commence their education and join the College Community. Upon graduation, the Loreto Graduation Ring remains synonymous with a Loreto Education that is valued throughout the world, and signifies a young woman who has been valued as an individual, is proud of her personal gifts and talents and empowered by the values, traditions and sisterhood of the Loreto Spirit.

For our Loreto Teachers, teaching is not just a job, it is a vocation and many would say, a way of life. Each member of staff focus on what is in the best interest of our girls. At the centre of everything they do and say are the Loreto values and respect for self and each other. A Loreto Teacher knows there is no greater tool in the development of the world than the empowerment of women in society.

Our Loreto Community spreads far and wide with global connections for our students ranging from teaching and alumni networks, to national co-curricular events and international student exchanges, excursions and a pilgrimage. Our Loreto Community consists of past pupils, teachers, parents, friends and IBVM Sisters who remain integral to the empowerment of Loreto Girls, continuing to practice and promote the values, skills and behaviours needed for living as global citizens, finding fulfilment in harmony with all creation.

Each year there are a vast array of events, activities and opportunities provided for our Loreto Community to promote the Loreto values and the expectations that staff and parents have of the students of the College. We commenced the 2017 academic year with the Welcome Assembly, Academic Assembly for the Class of 2016 and the Opening School Mass, promoting the core value of the year, Freedom.

The Freedom value appropriately underpinned Parent Information evenings, Parent Teacher Student interviews, Openings, Events, Concerts, Exhibitions and Performances offered throughout the Year. Whilst significant rites of passage proudly continued, including the celebration of Loreto relationships through Mothers' and Fathers' Day Masses and the Fathers' and Daughters' Dinner and the beautiful Graduation Dinner and Mass; which continue to be signature events.

Past pupil Colleen Filippa (Class of 1977) was guest speaker at our International Women's Day Breakfast and her message was clear and consistent with the event theme, "enough standing back...be bold for change!" Colleen is a woman of many talents and experiences, a scientist, teacher, environmentalist, business owner and Antarctic adventurer are just a small selection of her impressive list of accomplishments. Her experience on the inaugural Homeward Bound expedition to Antarctica, alongside 76 other female scientists from around the world, a story of inspiration to all.

Loreto College hosted our third Easter Picnic for the Loreto Community in March within the manicured grounds and gardens of the College. Much to the delight of hundreds of 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 music from the performing arts students and our talented past pupil group 'Jam Packed' whilst seated on a picnic blankets. Over eight hundred people registered to attend the event with funds raised going towards the purchase of a 3D printer for the College.

Reunions were held for the classes of 2016, 2012, 2007, 1997, 1987, 1977 and 1967. The strong attendance confirmed that our past pupils were keen to revisit the College, reconnect and reminisce. We also held our annual Past Pupils High Tea Reunion for Classes pre-1966. The stories shared continue to strengthen our archival history. The "Old Boys" reunion was held over this year until 2018 for a bigger event to celebrate 40 years since the closure of kindergarten and primary schools in 1978 and the formation of the one entity of Loreto College Ballarat, and will be open to all who attended kindergarten and primary schools run by the Loreto Sisters at Mary's Mount and Dawson St.

We welcomed back past pupil Bree White (Class of 1999) member of the inaugural Collingwood AFLW (women's football) as guest speaker for our Fathers' and Daughters' Dinner. The evening is always a terrific opportunity for fathers and daughters to share a rare evening out together. We celebrated the father and daughter theme with music performance by Maggie Russell, Year 10 and her father Stephen, and co-hosted by popular father / daughter and teacher combination, Mr Peter Foord and Ms Gemma Foord.

In 2017 we introduced the inaugural "We've Been In Your Shoes" Careers Evenings featuring 20 past pupils from a diverse array of careers, who shared their career stories, wealth of knowledge, experience and advice with senior students who are currently undertaking the daunting task of choosing their study and career paths. The natural connection between past and current students was extraordinary and provided a taste of greater future possibilities.



Parent support groups continued to make a significant contribution to the school. The Friends of Music and Performing Arts and the Friends of Rowing supported the purchase of instruments and supporting sporting equipment and were instrumental in the coordination and support of many College events. These fantastic groups of volunteers are pivotal to the coordination and success of the co-curricular programs of the College.

The 2016 - 2018 Marketing, Community Relations and Fundraising Plan continued to underpin the work of the Marketing and Development Office, celebrating and connecting our past and present and our global connections. Throughout 2018 we seek to further celebrate and strengthen our unique identity, brand awareness and the culture of fundraising and philanthropy to prepare our College Community for a very exciting future!

Leadership & Management: Staff

The commitment and dedication of our Loreto staff is key to all that was achieved at Loreto College in 2017. Review in 2016 led to the implementation of new leadership roles in 2017, with two Year Level Coordinators at each of Years 7, 8, 9 and 10, sharing the responsibility for wellbeing and learning. Year Level Coordinators at Years 11 and 12 were supported by the new role of VCE Coordinator, with all teachers supported by the Learning Leaders of Academic Engagement and Felicitous Life, and the Learning Data Analyst, also new roles. The House Leaders roles were adjusted to enable a full focus on the House program, a key contributor to student wellbeing. Mentor Teachers played a pivotal role in guiding and supporting students as did our Counsellors and the team of staff at Student Reception.

The changes to the Student Wellbeing structure resulted in a student wellbeing focus on

- developing new forums for Heads of House;
- trialing new student leadership arrangements to complement structure changes;
- enhancing the focus of Year Level Co-ordinators to match emerging needs;
- promoting a team approach to junior Mentor Groups;
- consolidating the Felicitous Life program.

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. Thus, extensive professional learning opportunities were available to staff. In 2017, the average expenditure on teachers for professional learning was \$1219.30 per full-time teacher.

In 2017 whole staff professional learning saw all staff participating on the Child Safe standards (completing the online module on Mandatory Reporting and 9 online modules on Child Safety (refer to Child Safe Standards section). All staff also completed an online module designed to deepen understanding of issues pertaining to bullying.

The increasing complexity of the role of a teacher resulted in individual and groups of teachers completing a diverse array of professional learning, some of this offered by colleagues and some by external groups. These include:

Student Wellbeing

In 2017 the school deepened our focus on eSmart. This involved attending professional learning programs and mapping out our progress on the eSmart website. A range of staff participated in:

- WISA: Wellbeing in schools forum
- LSAC WellBeing conference
- CEO Secondary WellBeing meetings
- Lookout in-servicing – to consider support for students not living at home
- AIME mentoring programs

Learning and Teaching

As per regular practice, VCE teachers participated in workshops led by Philip Holmes Smith in February. He worked with Faculty groups to guide the analysis of the 2017 VCE results. Faculty Leaders and teachers conducted a review of their results, using this to inform the implementation of strategies to be applied across Years 7 to 12. Staff participated in a diverse range of Professional Learning programs, including:

VCE new study designs, VCE Examination Preparation, VCE Conferences, VCE Data Analysis, Daily Organiser Timetabling, SPELD: Specific Learning Disorders, New Special Education coordinators training, Understanding Autism with Sue Larkey, SMART Spelling Course, Teaching

Aboriginal History, Annual VCE Religion and Society Conference, Conference, New Awakenings Curriculum Conference, Beginning Teachers Workshop, NCCD- Nationally Consistent Collection of Data, Differentiation in Languages, Post School Options/Careers and Transitions, National Coaching Conference, ISV High Possibility Conference, Spirituality PD with Fr Ronald Rolheiser, STEM based Learning through Collaborative Learning, GTAC Conference, VCAA Oral exam assessing, High Possibilities Classrooms, Education, JLTAV State-wide conference, VCE Legal Studies On-line talks, VCE Psychology Conference, HTAV VCE conference, MAV Conference, VCAL coordinators Induction day, VCE Leaders briefing, ACPHER Conference, STAV Chemistry Conference, GTAV Conference, VCE Comview Conference, VATE State Conference.

Leadership

To assist staff in leadership roles; particularly staff new to roles, a variety of conferences were attended, including:

- Women in Leadership Conference,
- Aspiring Women in Leadership Conference,
- Diocese Leaders Conference,
- New Awakenings Curriculum Conference,
- Leaders of Learning Network,
- Wellbeing Network
- VET Induction Coordinators Network Workshop.
- International Loreto Education Conference (Sth Africa)

Staff Composition	Number
Principal	1
Executive Deputy Principal	1
Deputy Principals	2
Business Manager	1
Teaching Staff	80
Teaching Staff (FTE)	70.08
Education Support Officers	51
Education Support Officers (FTE)	40.6
Aboriginal & Torres Strait Islander Officer	1
Music Sessional Staff	13

Staff Qualification	Number
Certificate	1
Certificate I	1
Certificate II	2
Certificate III	6
Certificate IV	20
Associate Diploma	2
Diploma	29
Graduate Certificate	10
Graduate Diploma	50
Bachelor Degree	89
Masters	21

Teaching Staff Retention Rate
88.35%

Staff Retention Rate
97.33%

(Data Source: Catholic Education Commission of Victoria Ltd. <https://cevn.cecv.catholic.edu.au/>)

2017 Student Data

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.

Average student attendance rate	%	Rolls at Loreto College were marked in Mentor 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 via SMS or phone with the parents. Mentor Group teachers follow up on any concerns with regards to unexplained absences.
Y7	94.48	
Y8	93.54	
Y9	93.71	
Y10	92.11	
Overall average attendance	93.46	

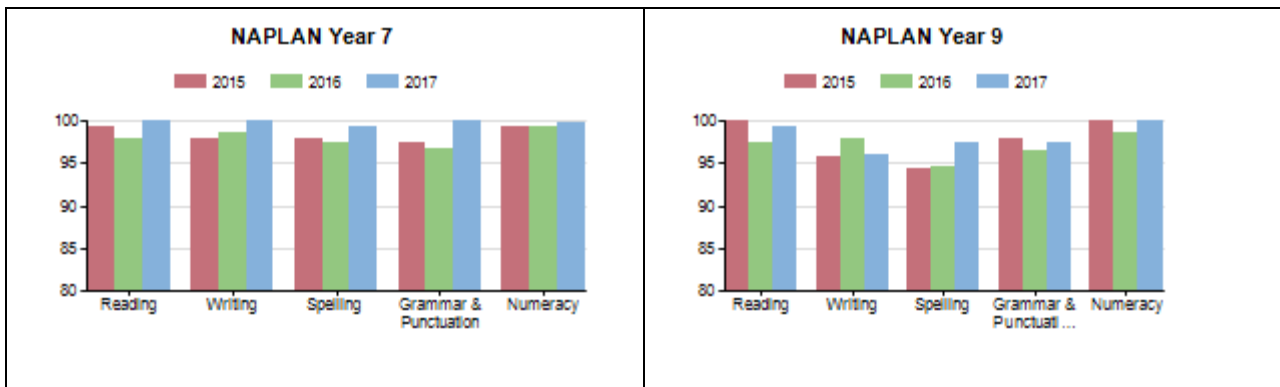
(Data Source: Catholic Education Commission of Victoria Ltd. <https://cevn.cecv.catholic.edu.au/>)

Years 9–12 Student Retention Rate	98.70%
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(Data Source: Catholic Education Commission of Victoria Ltd. <https://cevn.cecv.catholic.edu.au/>)

Proportion of students meeting the minimum standards.					
NAPLAN TESTS	2015 %	2016 %	2015 - 2016 Changes %	2017 %	2016 - 2017 Changes %
YR 07 Grammar & Punctuation	97.4	96.7	-0.7	100.0	3.3
YR 07 Numeracy	99.4	99.3	-0.1	100.0	0.7
YR 07 Reading	99.3	98.0	-1.3	100.0	2.0
YR 07 Spelling	98.0	97.4	-0.6	99.3	1.9
YR 07 Writing	98.0	98.7	0.7	100.0	1.3
YR 09 Grammar & Punctuation	97.9	96.6	-1.3	97.4	0.8
YR 09 Numeracy	100.0	98.7	-1.3	100.0	1.3
YR 09 Reading	100.0	97.4	-2.6	99.3	1.9
YR 09 Spelling	94.5	94.6	0.1	97.4	2.8
YR 09 Writing	95.9	98.0	2.1	96.1	-1.9

(Data Source: Catholic Education Commission of Victoria Ltd. <https://cevn.cecv.catholic.edu.au/>)



(Data Source: Catholic Education Commission of Victoria Ltd. <https://cevn.cecv.catholic.edu.au/>)

Median NAPLAN results for Year 9

Year 9 Reading	614.90
Year 9 Writing	582.50
Year 9 Spelling	590.00
Year 9 Grammar & Punctuation	608.40
Year 9 Numeracy	594.90

(Data Source: Catholic Education Commission of Victoria Ltd. <https://cevn.cecv.catholic.edu.au/>)

Student Learning Growth Data: (Source: MySchools)

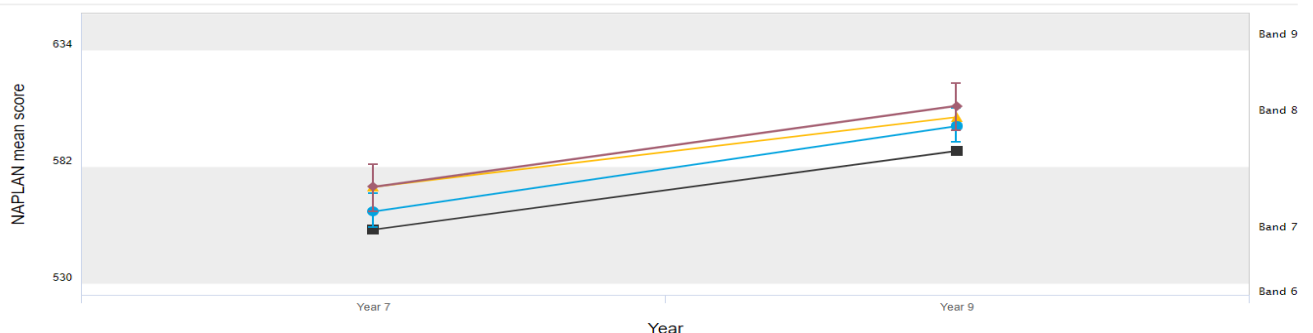
Students in Years 7 and 9 completed NAPLAN tests during 2015 and 2017. The following graphs present the growth achieved against the National Bands and Scaled Scores.

Reading

Year 7-9 | Reading | 2015-2017 | Average | Submit

Select categories: Selected school Schools with similar students Students with the same starting scores All Australian schools [Interpreting this graph](#)

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



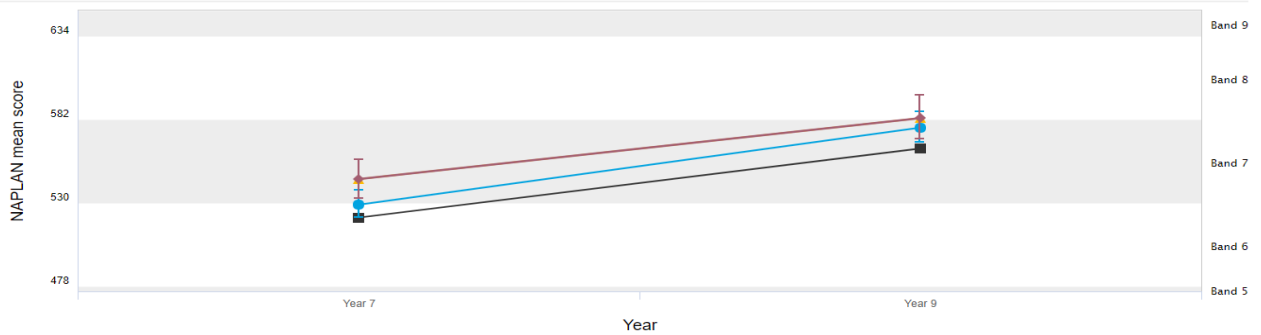
- ◆ Average or Median achievement of students in the selected school
- | Margin of error at 90% level of confidence
- Average or Median achievement of students in schools with similar students and margin of error at 90% level of confidence
- ▲ Average or Median achievement of students with the same starting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

Writing

Year 7-9 Writing 2015-2017 Average Submit

Select categories: Selected school Schools with similar students Students with the same starting scores All Australian schools [Interpreting this graph](#)

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



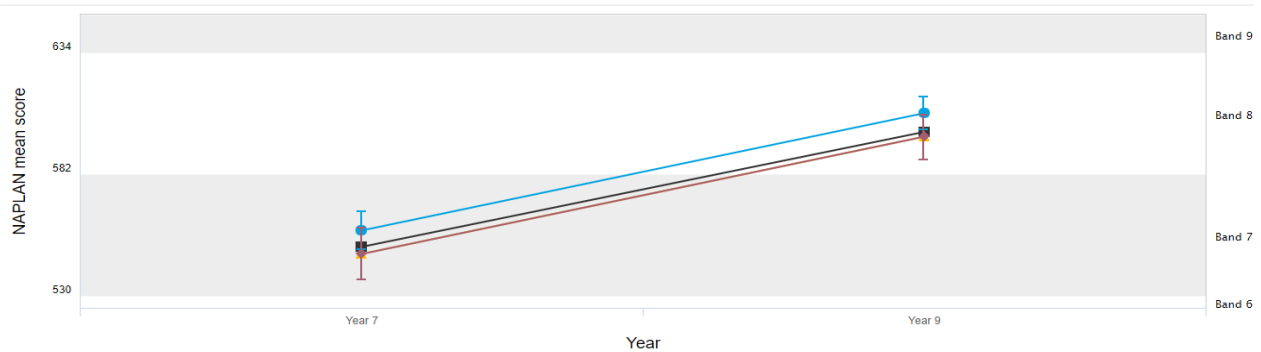
- ◆ Average or Median achievement of students in the selected school
- Margin of error at 90% level of confidence
- Average or Median achievement of students in schools with similar students and margin of error at 90% level of confidence
- ▲ Average or Median achievement of students with the same starting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

Numeracy

Year 7-9 Numeracy 2015-2017 Average Submit

Select categories: Selected school Schools with similar students Students with the same starting scores All Australian schools [Interpreting this graph](#)

Percentage of students in this year level for whom previous NAPLAN results (2 years prior) are available: 94%



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

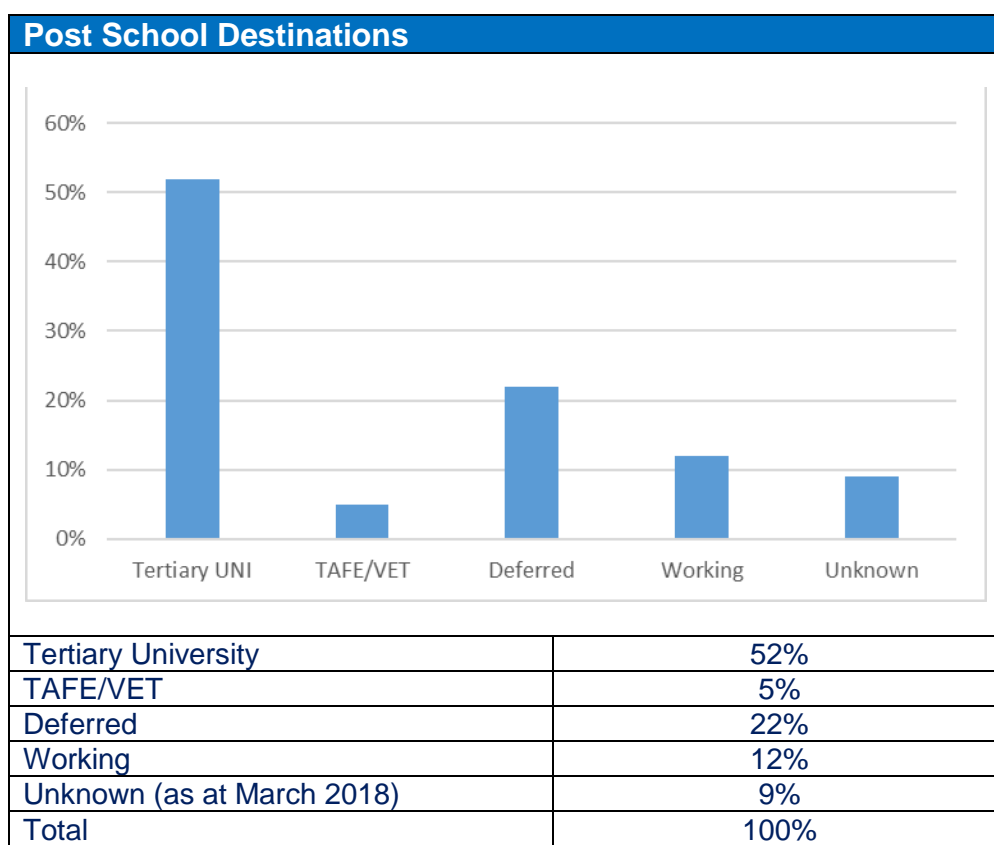
Senior Secondary Outcomes 2017

Number of Year 12 students studying VCE	134
Number of Year 12 students attaining VCE (Baccalaureate)*: (* Awarded to students who studied a Language and a high level of Mathematics)	8
Number of Year 12 students attaining VCAL:	16
Median ATAR: (50% achieving in the top 31.9%)	68.1
Number of Year 11 students studying a Year 12 VCE subject:	59
Number of Year 10 students studying a Year 12 VCE subject:	2

ATAR Scores	Number of Students
Above 95	3 (Achieving in the top 5% in the state)
Above 90	11 (Achieving in the top 10% in the state)
Above 85	17 (Achieving in the top 15% in the state)
Above 80	30 (Achieving in the top 20% in the state)
Above 70	59 (Achieving in the top 30% in the state)
Above 60	90 (Achieving in the top 40% in the state)

VCE/VET Study Scores ≥ 40	
Number of Study Scores ≥ 40	48
Number of Year 12 students achieving ≥ 40	36
Number of Year 11 students achieving ≥ 40 : 11	11
Number of Year 10 students achieving ≥ 40 : 1	
Biology (2), Business Management (4), Chemistry (2), English Language (1) English (3), Equine Studies VCE VET (1), Food Studies (4), Further Mathematics (2), Global Politics (2), History Revolutions (2), Japanese (1), Legal Studies (1), Media (1), Physical Education (3), Product Design & Technology (10), Psychology (5), Religion & Society (1), Studio Art (1), Sociology (2)	
Scaled Study Scores ≥ 40 (not including study scores listed above)	
Chemistry (1), English Language (4), French (2), Japanese (1), English Literature (1), Mathematical Methods (2), Specialist Mathematics (1)	

Post School Tertiary Study	Number
Deakin University	36
Australian Catholic University	24
Federation University Australia	24
Monash University	13
RMIT University	11
University Of Melbourne (The)	7
Swinburne University of Technology	4
Victoria University	2
Elly Lucas	1
Endeavour College	1
Jason Coleman's Ministry of Dance	1
Total	124



Student Learning Outcomes for 2015, 2016 and 2017:

Over the last three years, as in earlier years, a key focus has been on identifying and implementing strategies to support and guide our students in improving their learning outcomes, including:

- Explicit teaching of exam vocabulary.
- Explicit teaching and modelling answers for students.
- Ongoing shared moderation of SAC tasks.
- Further development of a collaborative approach, with a sense of “we are all working together”.
- Formal mid-year and end of year exam practice being held in term time rather than holiday breaks.
- External marking of practice exams to gather additional feedback for students.
- Increase in the number of teachers being selected as VCE examiners.
- Review and up-date of the full scope and sequence for the Victorian Curriculum Years 7-10 (previously the Australian Curriculum).
- Extension of the Loreto Teaching model to include direct instruction as an important part of the provision of specific learning intentions and success criteria, based on High Impact teaching strategies.
- The development of study skills with the assistance of Elevate (external provider) and the Felicitous Life Program.
- The introduction of VCE on-line Edrolo subscriptions for 15 subjects.
- VCE English consolidation classes on Monday afternoons.
- Weekly Mathematics and English lunchtime help sessions for Years 7-12.
- Implementing Stage I of the Coaching program for all teachers.

Awards/Achievements Include:

- Geography Competition: 6 students with a High Distinction and 5 students with a Distinction
- History Competition: 5 students with a High Distinction and 5 student with a Distinction
- Royal South St Eisteddfods:
 - Opine Speech Choir and two students won their section
 - Best female debater Year 7/8 and runner up
 - Runner up best female debater Year 11/12
 - First and third place in Impromptu Speech (Open Section)
 - Second place in prepared Speech (Open Section)
 - Loreto Blues: 2nd place
 - Senior Band: highly Commended
 - Stage Band: 3rd place
 - Junior Choir: Gold Standard
 - Speech and Drama: 2nd and 3rd places.
- Top Class: One student was selected (completed Dance in Year 11)
- Ballarat Gallery NextGen VCE Exhibition: Loreto Ballarat stood out in the number of students whose work was selected for display:
 - Art: One student
 - Product Design & Technology: One student
 - Studio Art: 8 students
- Ballarat City Council Inagawa Japanese Speech Contest was won by one of our students (prize is a trip to Inagawa to visit Ballarat's sister city).
- Spirit of the ANZAC Prize: In 2017 three Year 10 students were awarded the Premier's Spirit of the ANZAC Prize for their entries as part of their Year 9 World War One History studies. This was particularly exciting for two of the students as they won a 10-day trip to Darwin and Singapore to visit some of the key World War Two locations.
- Public Speaking:
 - ROSTRUM Voice of Youth: Runner Up Junior and Runner Up Senior
 - Plain English Speaking Award: Runner Up Senior
 - Legacy: Runner up
 - Lions Youth of the Year: Winner in Ballarat Div 1 and winner in the Buninyong Div 1.
- Chancellor's Scholarship: Deakin University: College Dux
- Rowing:
 - Won the Head of the Lake (first time)
 - Won the Girls' Cup at the Head of the Lake (first time)
 - Our best results ever at the Head of the Schoolgirls

Child Safe Standards

Child Protection

- In 2017, the College Board reviewed the development of policies across a range of areas to ensure that Directors meet their accountabilities in all areas of governance; in particular, Child Safety Legislation. The Board were briefed by a representative of CompliSpace on the Child Safety standards and the responsibilities and accountabilities of the Board, the College leadership and all staff. The Board was also briefed by the CEO of Loreto Ministries Ltd. The Finance & Risk Committee were briefed on a regular basis.
- 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.
- Loreto College Ballarat recognises that without training and education of our staff and volunteers, our policies and procedures will not operate to effectively keep our students safe and protect them from abuse.
- Loreto College Ballarat staff and direct contact volunteers receive child protection training during induction when they first commence their role at the college and are required to complete ongoing training on child protection issues at least annually.
- All staff and direct contact volunteers are required to undertake our Child Protection Training course which consists of the following modules:

Module 1 - Child Protection Training Program Overview

Module 2 - The Meaning of Child Abuse and Key Risk Indicators

Module 3 - The Legal & Regulatory Child Protection Framework

Module 4 - The Victorian Child Safe Standards

Module 5 - Child Protection and Safety Policy & Child Safety Code of Conduct

Module 6 - Responding to a Child Protection Incident Internally

Module 7 - Child Protection Reporting to External Agencies

Module 8 - Working with Children Checks (WWCCs)

Module 9 - Staff and Student Professional Boundaries