



Loreto

COLLEGE BALLARAT | EST.1875



2014 Report to the Community



Loreto

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Loreto College Ballarat

REGISTERED SCHOOL NUMBER: 00035

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

Contact Details

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Minimum Standards Attestation

I, Judith Potter attest that Loreto College 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 2014 school year under the Schools Assistance Act 2008 (Cth) and the Schools Assistance Regulations 2009 (Cth)

8 May 2015

An Overview from the Principal

Ms Judith Potter

"Let your light shine in the sight of all."

(Matthew 5:16)

The 2014 College Leadership Team comprised Ms Judith Potter (Principal, Chair), Mrs Tricia Cosgriff (Deputy Principal, Teaching & Learning), Mr Pat O'Shea (Deputy Principal, Well-Being & Organisation), Mr Jeff Primmer (Business Manager), Mrs Mary Dow (Daily Organiser), Ms Linda McDonald (Director of Teaching Practice) and Mr Peter Rix (Director of Faith & Mission).

The seemingly fast pace of the 2014 school year reflects a year overflowing with opportunities for each of our wonderful students. The Loreto Ballarat education is one which recognizes and values the unique gifts and talents of each student and thus calls us to offer a rich and diverse education which enables all our students to flourish. Each student has been encouraged to embrace her education, that she might through this access a diverse array of opportunities. Important also is that each student deepens her awareness of using all that she has learned for the good of others. The broad Loreto education we offer is one which aims to teach, guide, encourage and support our students to be active members of society, with antennae tuned to issues of injustice and the courage to work to influence a change in society which benefits all.

Looking back upon 2014, many images come to mind. The common thread in these images is that of the joy, enthusiasm and loyalty which are key to the glorious Loreto spirit of all who work and study here. It is difficult indeed to pick out one or two highlights as there have been a myriad, seen and unseen. I am ever conscious that many public occasions are well-recorded but that there are even more occasions worthy of note that bring great joy to individuals but are not in the public arena. These achievements out of the public arena and worthy of note include

students quietly showing great improvement in their skill development or learning within a particular subject. Also included are students and staff showing unstinting support and encouragement. In this Loreto year of Sincerity we have been guided through the Loreto Schools of Australia Mission Statement that *'Self-acceptance sets us free from pretence and defensiveness, free to relate honestly and affectionately, to 'love our neighbour as ourselves'. The mutual trust and appreciation that build on sincerity, the ability to celebrate without envy the achievements of others and the capacity for loyalty are qualities of genuine friendship.'*

That there is so much to celebrate each year does not occur by accident. Our focus is always on striving to strengthen current programs and develop new programs, with an eye to offering a broad and wholistic education, one which is informed by current research and practice and is underpinned by the Gospel values. This year has been a major year of review of the education we offer. An external review has been informed by students, parents and staff. The comprehensive school review report has affirmed the Loreto College education:

'Loreto College Ballarat is a highly effective school and exhibits a very special quality and ethos that ensures the Loreto tradition continues and grows as a lived reality which imbues the total life of the College. ...

Student outcomes are very sound with students increasingly performing above expectations at VCE.

Parent satisfaction is at almost the highest level possible.

Importantly, staff morale is excellent and this is reflected in the high level of commitment of staff to the best interests of students ...

Students display strong connectedness to school in a multitude of ways, and there is real richness in the Loreto experience for students in terms of relationships and the range of opportunities'

It is important to shine a light on our enthusiastic and loyal students who embrace opportunities and who acknowledge assistance and support with a cheerful 'thank-you'. The affirmation we receive regularly regarding the exemplary manner in which our students conduct themselves beyond the school environs is to be celebrated. Our 2014 Senate led with the glorious Loreto Spirit always evident. Our College Co-Captains, Katie Baxter and Megan Campbell, have given great example of a leadership, informed by integrity, exuberance, graciousness, the encouragement of others and kindness.

It is important to also shine a light on the dedication and hard work of our staff, with their focus always on that which makes a positive difference to our students. My heart is filled with gratitude for our staff who individually and collectively support, guide, challenge and nurture our students.

In addition to my gratitude to all staff, I extend an appreciative 'thank-you' to Mrs Anna Casey (PA), and the members of the Leadership Team: Mrs Tricia Cosgriff (Deputy Principal: Teaching & Learning), Mr Pat O'Shea (Deputy Principal: Pastoral & Organisation), Mr Jeff Primmer (Business Manager), Mrs Mary Dow (Daily Organiser), Ms Linda McDonald (Director of Teaching Practice) and Mr Peter Rix (Director of Faith & Mission). I thank Mrs Cosgriff for the commitment she has shown as Deputy Principal (Teaching & Learning). Mrs Cosgriff has been generous in sharing her deep knowledge of

educational research and her love of learning. More than this, Mrs Cosgriff has shown her interest across all aspects of school life, attending and participating in a broad range of events and programs. Mrs Cosgriff continues her contribution to Loreto College in 2015 through the important role of teacher.

I commend and pay tribute to Mrs Margaret Adams, Mrs Judy Lyons, Mrs Helen Rieniets, Mr Damian Ryan and Mrs Helen Weir who we farewelled in 2014, after each contributing from 15 to 36 years of dedicated service to Loreto College. Mrs Adams' strong and whole-hearted contribution can be seen through her role as leader at different times of the Humanities Faculty, Special Education and JPIC in addition to Year Level Co-ordination and Head of House Mulhall 9-12. Mrs Adams has been a highly valued colleague and teacher. When you look at the work behind the scenes you see the generous and dedicated service of Mrs Lyons, from welcoming visitors at Reception to comprehensive administration responsibilities to organisation of the annual Graduation Dinner. The attention to detail shown by Mrs Lyons has been exemplary. Our Canteen service is second to none and a strong member of this team for 25 years has been Mrs Helen Rieniets, providing a warm welcome and delicious food at both campuses over the years. Mrs Rieniets has been generous in contributing to the full life of the school through her involvement at Athletics Carnivals and special occasions. Mr Ryan will be remembered as mentor, inspirational sports cricket and football coach and a teacher whose focus was always on the individual student. Mrs Weir retires after an impressive contribution which extends over 36 years. Mrs Weir has made a significant contribution, including through leadership roles of Deputy Principal-Dawson Street Co-ordinator, Year 9 Co-ordinator and Head of Ward House 9-12. Mrs Weir has been mentor to many students and colleagues who have

greatly valued her support and guidance.

During the year Mrs Kate Landry and Mrs Bonnie Townsend have been wished 'au revoir' as they commenced maternity leave. Joining us for one year were three members from the Class of 2013, namely Miss Brenna Haroutunian (Learning Support Trainee), Miss Ella Pipkorn (Sports Trainee) and Miss Matilda Seery (Learning Support Trainee). We are indeed grateful to Brenna, Ella and Matilda for the enthusiasm in which they took on these roles and for the engaging Loreto spirit which has imbued the manner in which they have lived out their roles. Mr Doug Benson joined us in 2006, initially for three weeks. We are delighted that he then joined us for an extended period and we now extend our appreciative thanks for his contribution as teacher and House Group teacher and for his collegiality and encouragement of all. We farewell our Japanese Assistant, Miss Rene Nagata, who has enhanced learning opportunities in Japanese through her cheerful and generous support of students and colleagues. Miss Laura Muller joined as French Assistant and, on Miss Muller's departure, Miss Caroline Gonda joined us to take on this role. We thank each for the helpful support they have provided to students and colleagues.

A valiant team of parent volunteers has given strong support through their contribution to the Canteen and the Music and Rowing Parent Support Groups. I express my gratitude to all parents who have, within their busy lives, prioritised a service to Loreto

College which enhances opportunities for our students.

Working hard throughout the year with a strong commitment to a governance which has the students at the heart have been the members of the College Council and Council Committees. I express my gratitude to Mr Shane Carey (Chair of Council), Mrs Geraldine Frantz (Deputy Chair of Council and Chair of Property Committee), Mrs Maria Myers AO (Chair of Development Committee), Mr Matt McCabe (Chair, Finance & Audit Committee), and all members of Council and Council Committees. I thank Mr Shane Carey for his generous and steadfast service to our community. It is fitting to record a commendation to the members of the College Council – Mr Shane Dodd, Mr Chris Dunlop and Ms Naomi Eddy - whom we farewelled in 2014. Their work, occurring away from the spotlight, has made a significant impact on broadening and deepening opportunities for our students. Each has made a significant contribution to a considered governance of our school, underpinned with a love of Loreto and a willingness to a generous sharing of knowledge, expertise and valuable time.

We are indebted to the Loreto Sisters for their vision and their sustained encouragement of us in ever seeking to develop programs and facilities to ensure our students have access to an excellent, contemporary education within which the Gospel values are central. We extend a heart-felt 'thank you'. And, as we closed the final pages on a glorious year we looked with great anticipation to the promise of the 2015 school year.

2014 College Council Report

Mr Shane Carey

Each year there is much to celebrate as we look back upon all that has been achieved. The role of the College Council is a governance one, with much of the work of Council taking place behind the scenes. It has been a particular pleasure to watch The Mary's Mount Centre take shape week by week throughout the year. This major project, when completed, will provide a contemporary learning and performance facility for all students. All that is planned at Council and Council Committee level has, as a key focus, enhancing facilities and programs for students and enhancing the rich legacy we inherit from those who have gone before us, particularly the Loreto Sisters. The completion of The Mary's Mount Centre will see our focus on new projects, including the transformation of the hall into flexible learning areas along with other upgrades required to ensure our school remains at the forefront of educational facilities in our region.

Council recognises the need to be continually developing and moving forward and we gratefully acknowledge the support of those from the greater College community who have financially committed to assisting us in achieving our goals. A relatively small number of donors have helped us achieve so much, but so much could be achieved by many giving a little. I would ask each of you, as a current or past parent, student or friend of the College, to consider giving a little something. Our students, your daughters, relatives or friends are the only beneficiaries of your generosity.

I take this opportunity to thank and commend members of the College Council whose term of appointment has concluded: Mr Chris Dunlop (Council member since 2010) and Mr Shane Dodd (Council member since 2012) have been generous in sharing their expertise on the Property Committee and as members of the College Council; and Ms Naomi Eddy (Council member

since 2011) has generously shared her particular expertise in Risk Management with the Finance & Risk Committee (Chair 2012-2013). Each of these has made significant and lasting contributions to the operation and development of Loreto College over their time.

Council Committees take responsibility for much of the investigation and planning. 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 Council members, the members of our Council Review, 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.

College Council

Mr Shane Carey (Chair), Mrs Geraldine Frantz (Deputy Chair), Mr Shane Dodd, Mr Chris Dunlop, Mr Luke Dunne, Ms Janet Freeman (from July 2014), Mrs Trudi Kannourakis, Mr Matt McCabe and Mrs Maria Myers AO.
Ex Officio: Ms Judith Potter (Principal) and Mr Jeff Primmer (Business Manager).

Finance & Risk Committee

Mr Matt McCabe (Chair), Ms Naomi Eddy, Mr Stephen McArdle, Ms Cathy Oakley, Mr Peter O'Connell, Ms Tracey O'Neill (from November), Mr Richard Robinson, Ms Judith Potter (Principal) and Mr Jeff Primmer (Business Manager).

Property Committee

Mrs Geraldine Frantz (Chair),
Mr Shane Dodd, Mr Chris Dunlop,
Mrs Carmel Flynn, Mr Brett Foote,
Ms Min Myers, Ms Erin Templar (from
June), Ms Judith Potter (Principal),
Mr Jeff Primmer (Business Manager)
and Mr Gerard Viccars (Finance
Officer).

Development Committee

Mrs Maria Myers AO (Chair), Miss Meg
Barry (President, Loreto Past Pupils'
Association), Ms Janet Freeman (from
August 2014) Mrs Trudi Kannourakis,
Sr Margaret Sculley ibvm, Ms Jan
Stephen, Ms Judith Potter (Principal),
Mr Pat O'Shea (Deputy Principal:
Pastoral & Organisation) and Ms Kerry
Foss (Fundraising & Community
Relations Manager).

While Council dedicates much time to the governance of the College, the responsibility of day to day operations rest solely with our Principal, Ms Judith Potter. Throughout my association with Loreto College I have had the privilege of working closely with Judith on a regular basis. During this last year a 'Summative Review' of our Principal was conducted as a condition of her contract of employment. I am delighted to advise the review was certainly positive with words such as 'exemplary', 'passionate', 'decisive' and 'committed', all used to describe her values and attributes. It is therefore a great pleasure to be able to advise that Ms Potter has been offered (and accepted) a third contract of employment to continue building and developing the charism of Loreto College Ballarat.

Faith & Mission

Our year began with the Opening of the School Year Family Mass to which we were pleased to welcome the Loreto Sisters, students, families, staff and friends of Loreto. During this Mass we commissioned the Year 12 students who have completed the training to be Extraordinary Ministers of the Eucharist. A particular welcome was extended to Year 7 and Year 12 students, with a ceremony at the conclusion to present House and Year 12 badges respectively.

Over the course of 2014 the College held a number of significant Masses and Liturgies. The Mothers' and Fathers' Masses were both well attended and enhanced by the voices of our Liturgical Choir. Having the Year 12 Liturgical Choir, supported by singers from the Loreto Blues, helped create a meaningful and prayerful experience. These choirs are trained and accompanied by Mrs Marcella Crowley, Mrs Simone Jans and Mrs Maria Russell respectively.

The school year for Year 12 students always draws to a conclusion with the celebration of Graduation Mass, the final event for our Graduating Class. The 2014 Graduation Mass, celebrated by Fr Justin Driscoll, was very moving.

Liturgies that took place during the year had a range of foci, including Mothers, Fathers, Justice, Aboriginal Reconciliation, Anzac Day, Gonzaga Barry Day and Year Levels. Our goal is always for meaningful and prayerful celebration that involves the students, acknowledging what has happened, reflecting on the now and going forward renewed to live the Gospel. We acknowledge our Catholic faith and the developing relationship which we all have with Jesus. The Gospel values that are highlighted in and through the Liturgies, complement the Loreto values and the Loreto story.

We are indebted to Bishop Paul Bird CSsR, Fr Justin Driscoll (Vicar General)

and the Priests of the Diocese who have joined with our community, leading us in prayer.

The theme for the annual Walkathon, *'At the Checkout'*, inspired our students with the costumes being incredible and a testament to the creativity and talent of our students. The money raised went to the Philippines to help rebuild after the destruction of last year; to local charities, including St Vincent de Paul and United Care and to overseas missions in Peru, Vietnam, Africa. The Walkathon combines a sense of fun with a sense of purpose to make a positive difference.

This year we had a number of past pupils return to the school to talk about where their personal journey had taken them in the light of Social Justice. Tricia Ong was our guest speaker during the Gonzaga Barry Day Liturgy, illustrating the power that one woman working to make a difference in a community can have in bringing hope.

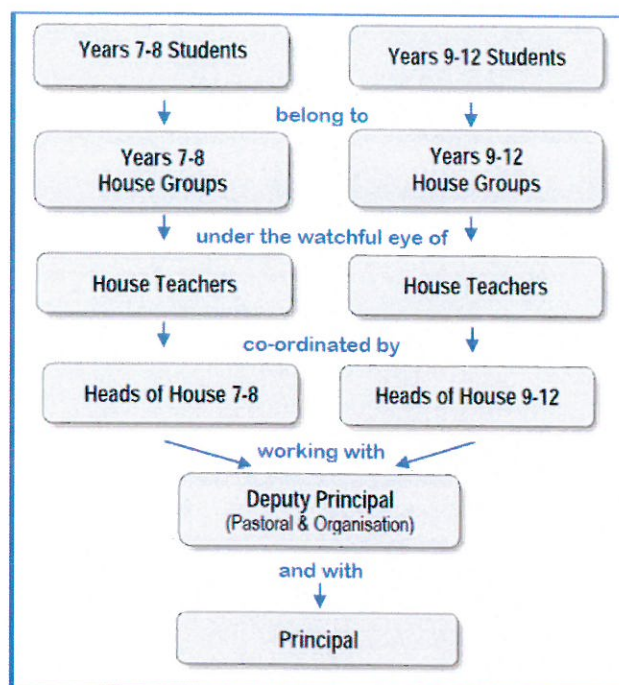
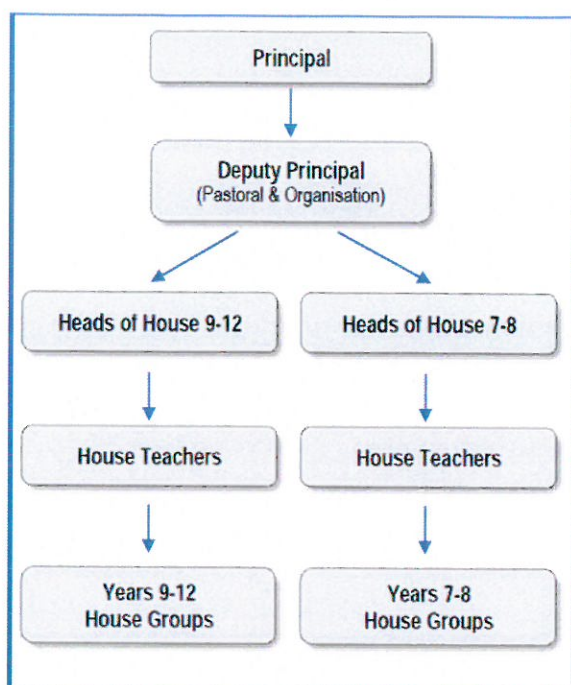
We heard from Cassie Mason, Marnie Nelson and Erin Loader, who, through their studies were also working to make a difference, building on the time spent at school and the realisation that there are great needs waiting to be tackled by willing hands.

The JPIC committee contains many willing hands from all year levels. Breast cancer fundraising, Bikes 4 Cambodia, RSPCA, St Vincent de Paul, research into medical cures are just some of the areas touched last year. Twenty-one Year 12 students, accompanied by four staff, travelled to Cambodia in November in the inaugural *'Alternative to Schoolies'*. While there they met with a former student, Karina Molloy, who is a nurse working in Battambang, Cambodia. As part of the trip to Cambodia, students took medical supplies that will do much good in this rural community of Battambang.

Student Wellbeing

The Student Well-Being Team comprised Mr Pat O'Shea (Chair, Deputy Principal Well-Being & Organisation), Mrs Karen Bambridge (Individual Learning Needs Co-ordinator), Ms Kirra Caldwell and Ms Tara Fitzgibbon (College Counsellors), Mrs Mandy Carroll (Head of Mornane House 9-12, Year 12 Co-ordinator), Ms Courtney Gillingham (Head of Barry House 9-12, Year 10 Co-ordinator), Ms Pam Harrison (Head of Mulhall House 7-8, Year 7 Transition Co-ordinator), Mrs Jennifer Leigh (Head of Ward House 7-8, Year 7 Co-ordinator), Mr Roger Morris (Head of Ward House 9-12, Year 11 Co-ordinator), Mrs Carmel Parker (Head of Barry House 7-8, Year 7 Transition Co-ordinator), Mr Peter Rix (Director of Faith & Mission), Mr Kevin Robillard (Head of Mulhall House 9-12, Year 9 Co-ordinator) and Mr Ian Stowe (Head of Mornane House 7-8, Year 8 Co-ordinator).

We continue to be pleased with the level of student connectedness with data collected from student well-being (from external surveys) affirmed this placing Loreto in the highest 25 percent of Catholic schools for student connectedness and student safety. The parent ratings on these two aspects were even higher. The surveys highlight that the many well-established key initiatives, including whole school celebrations such as Gonzaga Barry Day and House Choir Competitions, are providing the forums for students to develop a sense of connection to the school and her peers.



Student Well-Being at Loreto College is House based. All students belong to one of our four Houses: Barry, Mornane, Mulhall and Ward. School reports, Sports Carnivals and other special days are all organised through the House system. The first point of call for parents and for staff on any student matter should be the House Teacher of the student. The SIMON package that holds students reports, attendance and behavioural tracking is structured to support this House hierarchy.

House Groups are structured vertically. Junior groups are comprised of a mixture of Year 7 and Year 8 students. A buddy system and a transition program are important facets of the Years 7-8 House program that facilitate student transition from primary to secondary school. Senior House Groups consist of Year 9 to Year 12 students. The combination of Year levels contributes to positive relations between students of different levels. Evidence of this is seen in the student survey. A period each week is dedicated to an activity program for the House Groups.

Each House celebrated many achievements throughout the year. One of Barry House's goals was to increase student involvement and House spirit at whole school events such as the

Swimming and Walkathon and to also ensure that there was maximum participation in every event from girls in every year level. This proved very successful for Barry House, evident in their winning the Athletics and Swimming Carnivals. Barry House also celebrated another great achievement with winning the Senior House Choir Competition. Winning the Athletics, Swimming and House Choir was a testament to how well the girls worked together as a team.

Mornane House equally had a very exciting year and celebrated the many school events with a great sense of House spirit and fun. Student leaders were an inspiration through their efforts to gain maximum participation from all students. The Mornane Easter raffle was successful with over \$1,600 being raised for the Ryder Cheshire Foundation who work with the under privileged in India. The spinning wheel at Gonzaga Barry Day was another huge success and was a highlight for many on the day.

Mulhall House continued to see an increase in the growth of 'Mulhall Spirit' evident in events such as the Beep Test Bonanza, with Year 7 and 8 Mulhall girls achieving the highest level of participation amongst their year levels. The girls were also encouraged to

contribute towards charitable endeavours with their greatest achievement of raising \$700 for the Fred Hollows Foundation. The House activities in Years 9 and 12 continued to enhance student connectedness to the school. The Swimming and Athletics Carnivals were a good opportunity for the Year 12 leaders to include everyone and share the workload in preparation for the whole school events. Small House groups had an increased focus on ensuring an activity was in place during morning House Group time. Monday saw students sharing notices, Wednesday students focused on prayer and Thursday saw the introduction of a reflection that was school wide.

Ward House decided to open the House Committee meetings to all interested students, with the provision that once 10 meetings were attended the participant would receive a House Committee Badge. The theme for the year was that of 'Wonder Ward'. Weekly meetings were held to organise upcoming House events as well as Wednesday's Assembly. These were also attended by students who held leadership positions. The results were outstanding with twelve students receiving badges. GB Day was very successful with the different groups running different activities ranging from games participation to making cards. Ward House were equally successful in the many school sporting events with the senior girls coming second in the Athletics carnival. Due to the large numbers of girls taking part in the Lap of the Lake, they won this event very convincingly, displaying effort, enthusiasm and overall participation.

Many people contribute to the essence of 'House'. Individual leaders, students with special talents and the House teachers; however, without the participation of all students, these celebrations would not be as successful. It takes everyone's involvement to promote House spirit and develop a sense of community.

Some aspects of the Student Wellbeing program in 2014 included:

- A theme of Gratitude: Under the direction of the VCAL students, the school ran a theme of 'Gratitude' for first semester, gratitude for the gifts that each of us possesses and gratitude for the school, community and environment that we have here in Ballarat
- Thursday morning House Group: In 2014 we trialled a slightly longer House group on Thursdays to provide more time for engagement.
- PAM and SIMON developments. Each year, the features of these two packages are extended, supporting parents to keep abreast of their daughter's activities and academic progress.
- Fundraising. Under the guidance of JPIC, the students continue to support a diverse range of charities, both local and abroad. This fundraising is not always monetary, as the wonderful collection for the Winter Relief Appeal and the Christmas hampers for Vinnies demonstrate. A requirement of all our fundraising is for the students involved to make it very clear which charity they are supporting and why they have chosen that charity.

Learning & Teaching

The Learning & Teaching Team comprised Chair: Mrs Tricia Cosgriff (Deputy Principal – Teaching & Learning) and Mr Rhys Alexander (Director of ILCT), Ms Samantha Anderson (VCAL Co-ordinator), Ms Adrienne Barrett (Head of English), Mrs Karen Bambridge (Individual Learning Needs Co-ordinator), Mrs Yoshie Burrows (Head of LOTE), Ms Elaine Dargan (Academic Extension Teacher), Mr Peter Foord (Head of Religious Education) Mrs Suzie Fraser (Head of Health and Physical Education), Mrs Stephanie Greet (Head of the Arts), Mrs Natalie Howard (Head of Science), Ms Linda McDonald (Head of Humanities and Director of Teaching Practice), Mrs Thea Mooney (Head of Technology), Ms Marilyn Scott (Careers Teacher and VET Co-ordinator) Ms Christina Sofis (Head of Mathematics).

During 2014 the Curriculum Team focused on the planning and preparation for the second stage of AusVELS which included planning for the introduction in 2015 of new curriculum in the areas of Geography, The Arts, LOTE, Technology and Health & Physical Education. These Faculties conducted an audit of the curriculum currently delivered at Loreto and planned the development of courses to meet the draft new documentation. Those faculties who had introduced AusVELS courses from the first stage, Mathematics, History, English and Mathematics, conducted a review and evaluation of the programs developed and delivered in 2013 and 2014.

The AusVELS curriculum at Loreto College was informed by the work of educational researchers, theorists and practitioners: John Hattie, Robert Marzano, Jay McTigue and Grant Wiggins. Unit planning and assessment over the last six years has been developed using McTigue and Wiggins framework, *Understanding by Design*. The work of both John Hattie (Visible Learning) and Robert Marzano (The Art

and Science of Teaching) share a common approach which has been practice driven by evidence based research.

These three pillars of the learning and teaching process have led us into our own Learning and Teaching practice, based around the Response to Intervention (**RtI framework**), in which the use of data informs classroom instruction. All students in Years 7-10 completed the On-demand English and Mathematics testing and ACER comprehension and Mathematics testing. These tests, combined with the NAPLAN tests in Year 7 and 9, provided the teachers and Learning Support Team with additional information about students' progress. In 2014 SWATs (Student Wrap Around Teams) enabled a collaborative approach to developing strategies that assisted in promoting good professional practice within classrooms.

Program planning and implementation catered for a wide variety of learning needs. Learning Support Assistants worked to support teaching staff in delivering appropriately levelled and differentiated curriculum to students. During 2014, the Loreto College Morrison Street Residence was adapted for use as a Life Skills Learning space. Creation of a Life Skills curriculum, together with the provision and development of a purposeful learning space, greatly enhanced the learning opportunities for students with diverse needs.

Learning support staff were involved in the delivery of research-based literacy and numeracy intervention programs at Years 7 and 8. During 2014, a small number of Year 8 students participated in LaN (Literacy and Numeracy) in place of a language other than English study and achieved significant literacy and numeracy growth effect outcomes.

The **Arts Faculty** continued with a strong community presence in 2014

through many events, competitions and community performances within the curriculum and co-curriculum programs. Student learning was enhanced and enriched at each year level once again by a number of live performances, guest speakers and excursions.

2014 saw the introduction by the **English Faculty** of the Pearson online textbook in Years 7 to 10, with the further move to online Skills testing. The text book allowed for diversity of textual experiences for students in the younger years in order to provide increased stimuli and engagement. Greater awareness of text types is also preparation for VCE. The text was utilised effectively in Years 9 and 10 to supplement student learning. The VCE results were sound and showed that students are well prepared through explicit teaching and that they achieved slightly higher results than might have been expected from the GAT. Student learning was enhanced and enriched at each year level once again by a number of live performances, guest speakers and excursions.

The aim of the **Health & Human Development Faculty** was to give students opportunities to adopt lifelong healthy, active living through a curriculum that is relevant, engaging, contemporary, physically active, enjoyable and developmentally appropriate. Initiatives during the year included the Faculty using a learning intentions template with reference to AUSVELS standards that apply to Health or Physical Education; and using a feedback template/tool that can be adapted to any subject area, that enabled students to become more assessment capable.

One of the goals of the **Humanities Faculty** was to continue to implement the new National Curriculum, reviewing the units introduced in 2013 and making the necessary adjustments to ensure that each unit is comprehensive and rigorous. New assessment tasks

that address the outcomes and best measure the progress of the students were also developed, ensuring that an appropriate scope and sequence of skills was maintained, articulating the skills taught at that level and the link with those taught in the following years. eBooks were introduced in History and Geography, providing for a high level of interactivity to check for understandings of new concepts. Another great feature of the eBooks is that they can be frequently up-dated, and also give the students access to documentaries to provide information in a visual form.

One of the highlights for the **LOTE Faculty** in 2014 was the hosting of two French Language Assistants for the first time, primarily supporting the senior classes to develop conversation skills, along with the Japanese Language Assistant. Following our trial in 2013, we were fortunate in being able to subscribe to a web-based vocabulary learning site, *Language Perfect*, for all LOTE students. This site was very popular with the students and has brought improvement in their vocabulary retention.

At the start of the 2014 year the **Mathematics Faculty** reviewed the 2013 VCE results which provided a valuable insight into our students' learning in Mathematics. Some of these factors, which contributed to improved results, and were continued in 2014 were the blocking at Year 7 and 9 that allows for students to be grouped according to ability; provision of one period per week for extension at Year 8 (where classes were mixed ability). With the introduction of the RtI model at Loreto College, there has been an increase in the testing procedures in order to gather data and gain an insight into the level at which each student is working. One focus has been to consider the data and determine whether a student requires extra support through the Elementary Maths Program (EMM).

Highlights for the **Religious Education Faculty** in 2014 included the wonderful prayer-leading and performance work of the Year 12 RE Liturgical Choir, the once again successful Retreat Program, Year 10 Community Service week and the Awakenings curriculum development work completed by all RE teaching teams. The retreat program from Years 7-12 offered opportunities for students to develop a deeper relationship with God through prayer and other reflective activities. The feedback from the variety of retreat experiences across Years 7-12 remains extremely positive and the impact of retreats is often remembered long after the girls finish school.

For a third year running, Year 10 girls have experienced a Community Service week at the end of Term 3. The girls again participated in a variety of activities and workshops that ranged from listening to guest speakers from various charity organisations to preparing food and other packages to be distributed to those in need. This year for the first time, a group of 20 students attended an Urban Experience facilitated by the Brotherhood of St Lawrence in Melbourne. This was a very positive, thought-provoking experience for all involved.

The **Science Faculty** goals for 2014 were to increase engagement in the classroom and to raise the standards for all students. The focus has been on guiding students to set their own goals and achieve their best in each area studied. The Faculty worked collaboratively to improve engagement by implementing more project-based learning, giving students who are capable of managing their time and working in a self-disciplined way an area to work in. We were excited to host Charles Duke who spoke to the students about the space program. The feedback in the classroom about the visit was infectious. This interest was fed back into the curriculum, creating Astronomy and Cosmology units at Years 7 and 10.

Technology students continue to be presented with a variety of challenges and experiences in their learning as they worked through the design process to produce products with materials, food and computing systems. Technology staff continued to provide students with a variety of experiences to enhance their learning. Technology staff worked in a collaborative process on course documentation, as Understanding by Design documents were reviewed. The main focus of Faculty members has been the development of an understanding of the requirements of the draft documentation of the Australian Curriculum in the areas of Technologies, and Health & Physical Education due to the overlap in the nutrition information that exists. This will continue to be the focus area as we move towards implementation in 2017. Continuing to be current in relation to design and food trends across the curriculum was a priority of teaching staff in order to challenge students and deliver courses that engage and extend students skill and knowledge.

The Parent Information Evening for the **Year 9 Active Learning Program** was well supported as a springboard for parents to gain an appreciation and understanding of all that this program strives to deliver. Re-naming the 'Habits of Mind' whole day to 'SPLATTER' was a positive change. Strive to become more: *Persistent, Lateral, Accurate, Tolerant, Team Orientated and Responsible* when taking risks had a far greater impact on students in 2014 and served as an important foundation to both the Melbourne Adventure and Outdoor Ed Camp experiences. The students responded very positively to a re-vamped GLO program which was delivered to half the group at once instead of the whole group. This program, facilitated by Mr Jake Bridges and Mr Steve Moneghetti, continued to complement the delivery of our Health curriculum through reinforcement of the six senses and the philosophies of

respect, empowerment, responsibility, positive leadership and risk taking.

Our three day STRIVE program at the end of Term One again proved to be a very popular and enjoyable one. From the Interaction Day with St Patrick's College to the Amazing Race Ballarat rehearsal for Melbourne Adventure and finally to a diverse day of options provided by our own talented staff. Melbourne Adventure continued to evolve. The year culminated in Term Four with the challenging and exciting Outdoor Education Program conducted by AusCamp at their Anglesea Farm.

The success of this program was measured by the level of engagement of the students and their sense of personal development throughout the year. The students completed both a Melbourne Adventure and Outdoor Education Camp Reflection which were mailed home to parents. The students completed a follow up ACER Wellbeing test.

In 2014 the **VCAL (Victorian Certificate of Applied Learning) Team** focussed on the design of the VCAL program with the goal to further each student's community involvement and improve student confidence and awareness across wider areas of the community. The year began with the topic of Gratitude as part of the Personal Development Skills Strand. Each VCAL student had her own individual role to play in this project and accountability and teamwork was the key. The Gratitude Project was introduced to the school community by the more senior VCAL students at a whole school assembly. This was a progressive step for many of these students who had never been involved in the running of a school assembly. The Gratitude Wall was then set up and became a point of interest for the school community to read small notes on each other's reasons to be thankful. The VCAL students responded very positively to this project and the

feedback received from around the College was very encouraging.

As part of an integrated task with PDS, Literacy and Numeracy the VCAL students organised a visit to Melbourne to attend the Big Issue Classroom to have a 'real life' lesson on the experiences of Melbourne's homeless. This visit proved to be a very powerful experience which encouraged the students to think about the decisions and choices they make in life, and the resulting consequences. This topic was then followed up by a visit to the Melbourne Theatre Company to see a play on a similar topic, 'Yellow Moon'. Literacy, PDS and Numeracy tasks were integrated into this topic and the students achieved many of their VCAL outcomes completing activities around these experiences.

Community involvement was further increased when we were approached by Kelaston House to help with a project to cover up renovation work. Doors at the aged care centre had been boarded up and we were asked if we could brighten them up with some art work. The VCAL students were more than happy to help and spent time with residents discussing designs. The girls worked in teams to design and produced panels which were then installed.

To create further pathways into employment, short courses have been introduced to the WorkSkills area of the VCAL program. This year all VCAL students completed a Food Safety Handlers course, giving them the basic qualifications to work with food. Year 12 students completed their Responsible Service of Alcohol Certificate, a requirement of working in Hospitality if serving alcohol.

The year concluded with a number of small projects, including a pop-up shop with each student researching information and creating a brochure on VET courses and career pathways to help inform the Year 10 students.

The **Antoinette Hayden Library** Team remained committed to its dual role of creating a challenging and responsive learning environment, while providing a dynamic resource and information service which serves the needs of the school community. The Library Team recognised student learning and achievement are integral to our services. It is pivotal in the creation of a school-wide reading culture by inspiring and supporting readers both students and staff. Members of the Team worked with classroom teachers to build learning opportunities and were involved in a number of areas.

VET & Careers

In 2014, 137 work experience placements were attended by Year 10 students in June. Three Year 10 students did not participate in the program whilst others completed more than one placement. There was wide ranging variety in the workplaces they chose to explore. There were another 11 students who completed an extra Work Experience Week with employers of their choice, examples being - Opera Australia, NIDA, Melbourne Magistrates Court and the Department of Defence. Employer evaluations were positive as were staff visits and student reflections.

Structured Workplace Learning was completed by the 10 VCAL students undertaking Work Related Skills (WRS). Six VCAL students completed more than one placement. Further to this, 4 Year 11 students and 2 Year 12 students completed their Structured Workplace Learning.

Students completing a Certificate III as part of their School Based Traineeship

worked for at least seven hours per week as a paid employee in the area related to their training.

Eight students were engaged in School Based Traineeships. Two VCE students completed a School Based Apprenticeship with employers in their chosen career pathway. Both students have been offered ongoing employment as a result of their success with training. This is an excellent outcome.

VCE and VCAL students have been offered the opportunity for individual pathways planning opportunities. VCE data gathered from the Victorian Tertiary Admissions Centre (VTAC) reflects that of the 126 students in Year 12, both VCE and VCAL – 118 students applied through VTAC for admission into further or higher education. Pathways support was provided for the remaining eight students.

STRIVE classes have covered the topics of preparation for work experience, career development, subject selection into VCE and enterprise and team work skills. Other support offered to Years 9 to 12 has been support and guidance on interview preparation, wage concerns, superannuation information, letters of application, resumes and letters of resignation.

To further support career research and information the Visiting Speaker Program offered during lunchtime sessions provided information on Employer Expectations, How to show you are JOB READY, University information visits, Accommodation at Melbourne Colleges, the ADF, GAP year options and Short Courses on offer.

Co-Curriculum Program

The main goal of the **Music Co-Curricular** program in 2014 was to introduce the concept of a growth mind-set where the students of all ensembles were continually encouraged to embrace challenge with the knowledge that making mistakes and overcoming them is essential to the development of the brain, and in turn, achievement. This concept allowed students to see mistakes as essential to learning, with the focus being on 'how' you respond to these errors that is the key to success. The ensembles and individual students performed admirably at all events last year; giving every performance their all. Most importantly, the success of the students is in their willingness to take on challenges and respond positively if on the first attempt they were not successful.

Our partnership with Kelaston Aged Care continued to be a wonderful initiative, providing performance and interaction opportunities. The attendance by these residents at our school performances also provided opportunity for interaction. Kiralee Aged Care also asked us to put in an application to provide them with a similar service. The Music Tour to QLD every second year also provides an excellent opportunity for our students to serve others.

2014 was another exciting and eventful year in **Co-Curricular Sport** at Loreto College. Many girls represented the school in the Ballarat Associated Schools Sports program, displaying wonderful qualities of sportsmanship that reflected the values instilled in them by the Loreto philosophy. The opportunity to be physically active throughout the year is a benefit the school offered to all our girls.

We celebrated our year of sporting achievements at the 2014 Sport Awards Night. About 300 parents and students attended. Our guest speaker was Olympic Swimmer Shayne Reese who spoke about her wonderful opportunities in elite level sport. We were able to thank our coaches, umpires and staff who help out during the year. We also recognised commitment to the Sports program, sporting records broken during the year, our Premiership teams and excellence in sport. We presented the year level award to recognise the outstanding contributions by these students.

The **Performing Arts Co-Curricular Program** once again enjoyed a successful and high profile year at Loreto. Unprecedented numbers of students were involved in the many performing activities during the year. Loreto College is proud that every student performs in the Co-Curricular Performance program. Students performed with confidence and enthusiasm at very high levels in music, drama and dance.

The initial intention for 2014 was to raise the profile of **Debating and Public Speaking** and to increase student involvement. The aim was to provide these students with quality skills and knowledge to enable them to be competitive in an external arena. Forty confident young Loreto girls from Year 7 to Year 12 participated in Public Speaking and Debating competitions in 2014, steadily developing their skills early in Term 1. Competitions included the Rostrum Public Speaking Competition, Legacy Public Speaking Competition, Debating Association of Victoria (DAV), Royal South Street Debating, and the House Debating Challenge which was established to provide continued experience in debating.

Buildings, Grounds & ICT Facilities

Regular cyclical maintenance programs for key resources ensured that the facilities are maintained to the highest standard. The staff and students demonstrated their pride in the facilities, by the care and respect they showed for the facilities across the College. In addition to the ongoing maintenance of the assets, the College

also undertook a number of major capital upgrades and refurbishments, including construction of the Mary's Mount Centre, a new performance centre, and significant landscaping works to incorporate the Mary's Mount Centre into the College grounds, including the establishment of an Indigenous Garden.

College Community

Opportunities for our community to participate in the life of the school included our Opening of the School Year Family Mass, a range of Parent Information Evenings, Parent/Student/Teacher Interviews, the annual Athletics and Swimming Carnivals and a range of sports events, a range of concerts, Award Assemblies and Evenings, Graduation Dinner and Graduation Mass, the annual International Women's Day Breakfast, Mothers' and Daughters' and Fathers' and Daughters' Mass and Suppers, and the Fathers' and Daughters' Dinner.

Past pupil Tricia Ong (Class of 1984) was our guest speaker at the International Women's Day Breakfast, sharing her experience working with women and children in Nepal – many of whom lack basic entitlements to food, shelter and education. Our Fathers' & Daughters' Dinner later in the year provided further opportunity to pause and consider social justice, with parent, Craig Schepis, sharing his experience working with Ballarat's homeless. He challenged us to get involved in our community.

Reunions were held for 10, 20, 30, 40 and 50 year anniversaries and strong attendance confirmed that our past pupils were keen to revisit the College, reconnect and reminisce. This was the second year we held our 'Golden Girls' afternoon teas for the Class of pre-1950 and 1950-1960 respectively. Already,

the stories shared have led to the strengthening of our archival history. Also held for the second year was the 'Old Boys' Night' – a gathering of men who attended one of the primary schools run by the Loreto Sisters.

Fundraising continued to enhance both the opportunities and facilities available to our students. Our Annual Giving Appeal enabled the scholarship program to continue.

Parent support groups made a significant contribution to the school. The Music Support Group and the Rowing Support Group supported the purchase of music instruments and equipment, rowing boats, rowing uniforms and other sports equipment. The commitment of the parents involved was commendable and greatly appreciated.

Communications continued to be a vital part of engaging with the Loreto community, including the weekly E-News, our website, social media, Verity and The Abbey.

In August, Loreto College Ballarat won the CGU Commerce Ballarat Business Excellence Award for E-Commerce & Online Presence. This was a significant acknowledgement of the College's commitment to and use of technology across our community – bringing students, parents, teachers and past pupils together.

Leadership & Management

In 2014 the College staff attended a two day Staff Residential experience. The focus was the Loreto value of Sincerity. The combination of input, prayer, reflection and discussion helped us to explore how sincerity, as Mary Ward understood it, can be made real in this modern world. One essential element of the residential is the opportunity for staff to spend this reflective time together.

VCE teachers participated in workshops led by Phillip Holmes Smith in February. He worked with Faculty groups to analyse the 2013 VCE results. Teachers in each Faculty conducted a detailed study of these results and developed strategies for both VCE programs and those across Years 7 to 10.

Professional Development undertaken by staff falls under five main categories, and the following list is an example of the types of activities which were central to staff learning in 2014.

Mission and Vision

Loreto Mission Co-ordinators Retreat, Integrity in the Service of the Church, Reflection on Sincerity and the Loreto Mission, What Makes a Good Life, REC Conference.

General

Anaphylaxis Update, Anaphylaxis Training, Asthma Awareness Training, Certificate IV Training and Assessment, Excel Training, ILCT for Learning and Administration, Workplace Gender Equality Agency Teleconference, Preventing Workplace Bullying and Harassment, Using Staff PD, IEU Committee of Management and Safety in School Laboratories.

Learning and Teaching

Visible Learning, Leaders of Learning Network Meetings, Special Education Co-ordinators Training, Effectively Embedding feedback into the Learning and Teaching Process, Effective Differentiation in the Classroom, Professional Development Culture Colloquium, 2014 VALA Conference, School Visit to Warrigul Secondary College, Flipped Learning, Australian Curriculum Workshop, SPA Student Data In-service, AITSL Standards, Response to Intervention Network Meeting, On Demand Testing, Auspiced Training and Industry Partnership Seminar, The 11th Annual Thinking and Learning Conference, Leadership Skills, SAT Discussion Groups through VCAA, PD for Geography Teachers, Master class in Cognitive Assessment, VETiS review, Engaging Reluctant Learners, Unlocking Career Potential for young people with Autism, VCAL Briefing, Leadership Skills for Co-ordinators, Gifted Education Essentials, Safety in School Laboratories, VCAA Naplan Workshop, Effective Differentiation in English, VCE Business Management Assessment Report and Languages HAT.

Pastoral Care and Wellbeing

CEO Wellbeing Network Team Meeting, Secondary Leaders of Student Wellbeing, Advances in Cognitive Assessment, Legal Issues relating to Students and Carers, LSAC Wellbeing Conference, How to Effectively Deal with Difficult Kids, Unlocking Career Potential for Young People with Asperger's, Protecting the Safety of Children and Young People, Effectively Managing and Supporting Very Difficult Students, The Mental Health in Schools Conference.

In 2014 all teaching staff participated in Professional Learning, with an average expenditure per FTE teacher of \$1,432.

Staff Composition	Number
Principal	1
Deputy Principals	2
Business Manager	1
Teachers	75
Teachers (FTE)	65.2
Education Support Officers	43
Education Support Officers (FTE)	35.7
Sessional Music/Performance Staff	12
Indigenous Education Support Staff	1

The Staff Retention Rate for 2014 was 95.77%. This figure, provided by the Catholic Education Commission Victoria (CECV), includes permanent teachers and teachers on fixed-term contracts (replacing teachers on leave). The Teaching Staff attendance rate was

91.02%. This figure, provided by the CECV, includes long service leave, sick leave, carer's leave, maternity leave, study leave, enrichment leave and leave without pay.

Staff Qualification	Number
Certificate	15
Certificate I	1
Certificate II	3
Certificate III	7
Certificate IV	21
Associate Diploma	1
Diploma	100
Graduate Certificate	10
Graduate Diploma	64
Bachelor Degree	89
Masters	20

2014 Student Data

Student Attendance

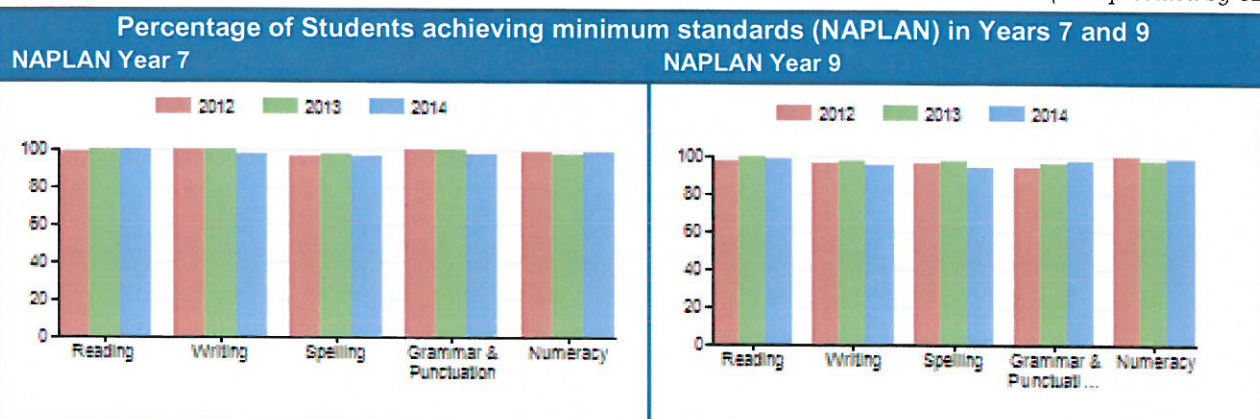
Average Student Attendance Records	
Year Level	School Attendance (provided by CECV)
Year 7	93.80
Year 8	93.36
Year 9	92.99
Year 10	92.60
Average	93.19

(data provided by CECV)

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

Year 9-12 Apparent Student Retention	
Year 9 students retained to Year 12	93.33%

(data provided by CECV)



(data provided by CECV)

Median NAPLAN results for Year 9

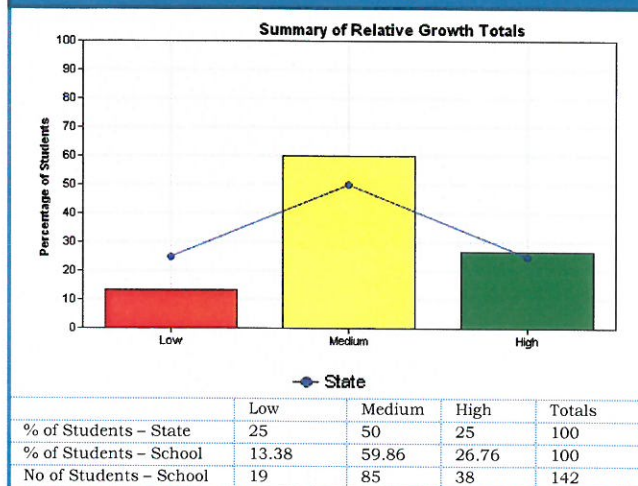
The following table provides the median results for Year 9 students in 2014. In previous years this measurement has been expressed as a VELS score. For 2014 the measurement is a median of the National Level score.

Median NAPLAN Results for Year 9	
Year 9 Reading	596.80
Year 9 Writing	582.50
Year 9 Spelling	590.70
Year 9 Grammar & Punctuation	594.70
Year 9 Numeracy	593.00

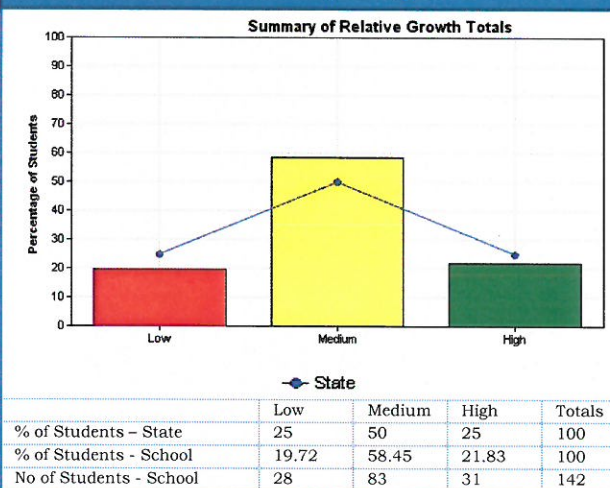
Student Comparison Report

Students in Years 7 and 9 completed NAPLAN tests during 2012 and 2014. The following graphs present the growth achieved against the National Bands and Scaled Scores.

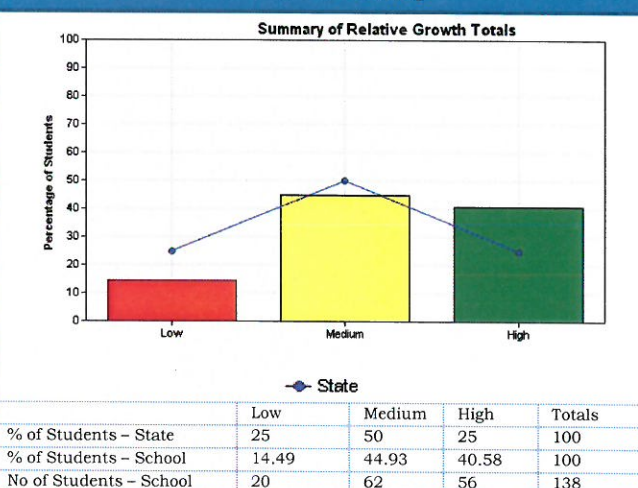
Year 9 Writing



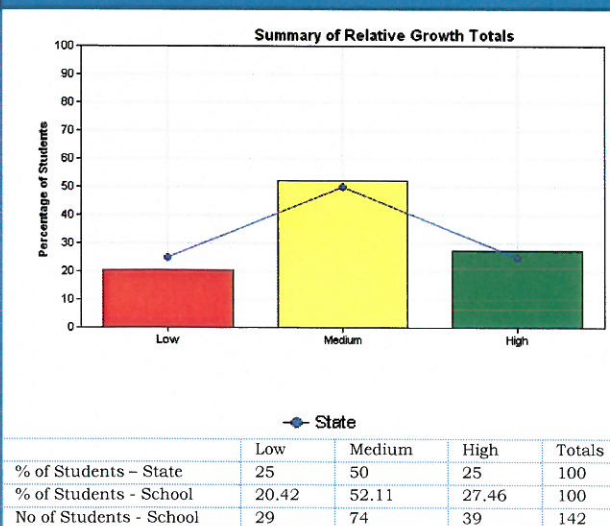
Year 9 Spelling



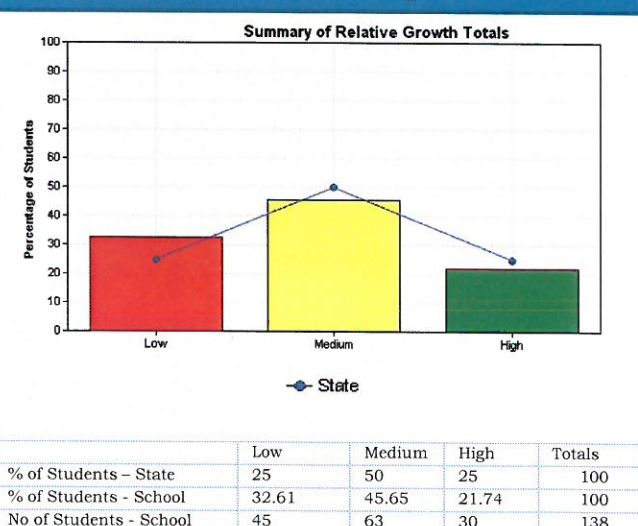
Year 9 Numeracy

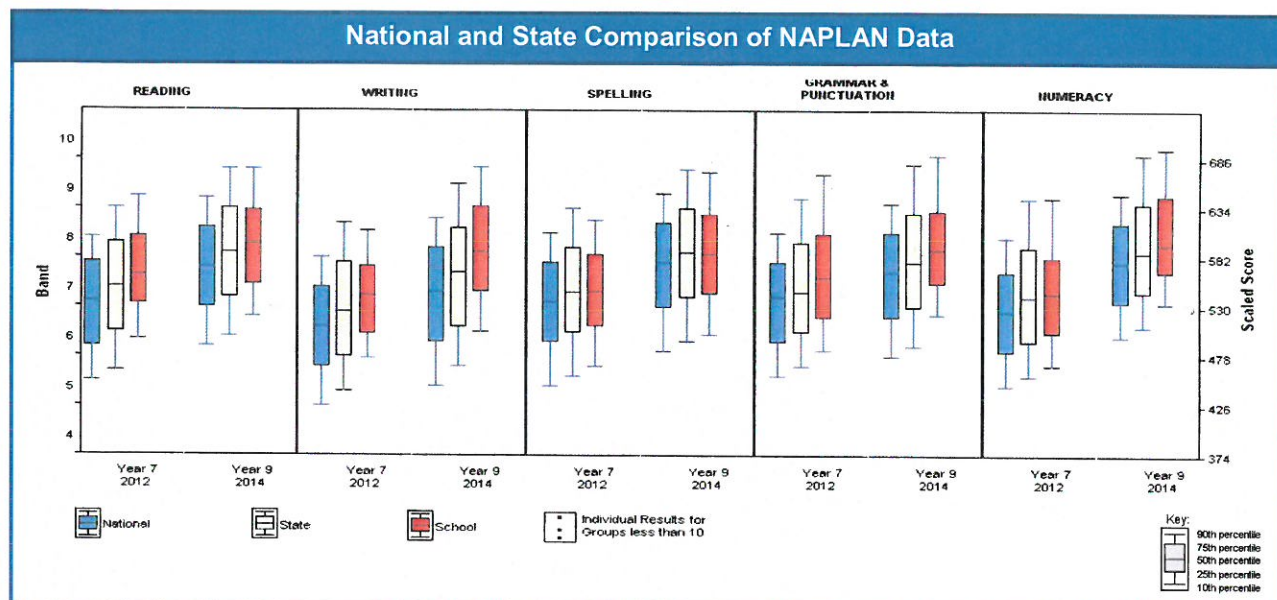


Year 9 Grammar & Punctuation



Year 9 Reading





Senior Secondary Outcomes 2014

Seven of our Year 12 students attaining VCE (Baccalaureate) – studying a Language and a higher level of Mathematics. Our completion rate for VCE and VCAL students in 2014 was 100%.

Year 11 Students

Number of Year 11 students studying a Year 12 VCE subject	57
Number of Year 11 students achieving ≥ 40	8

Highlands LLEN VET Cluster

VET: Certificate II in Applied Fashion Design & Technology Award	1
Number of students studying Unit 3/4 scored VET subject (1 Year 11, 1 Year 12)	2

9

Number of students achieved >90

15

Number of students achieved >89

79

Number of students achieved >60

35

Number of students achieved >80

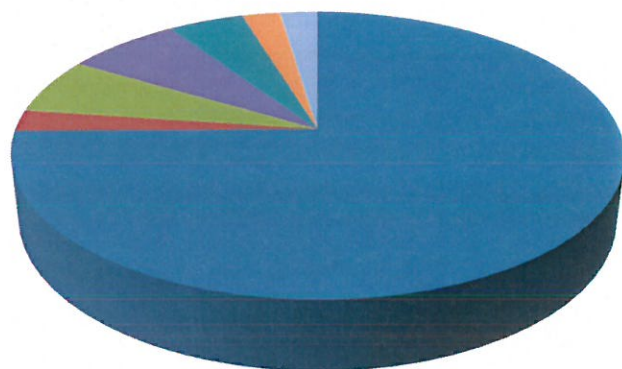
61

Number of students achieved >70

71

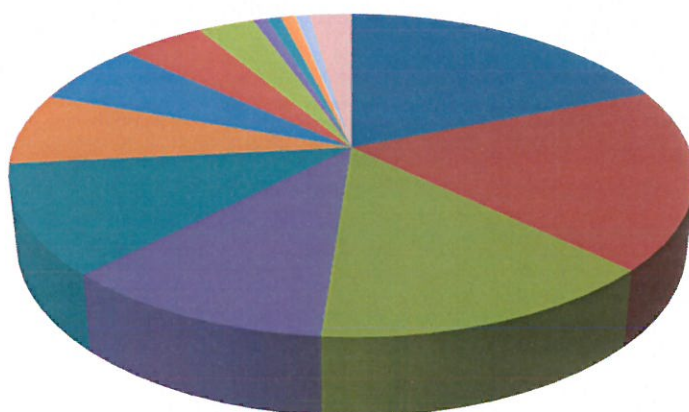
Median Study Score

POST-SCHOOL FIELD OF INTEREST



- 94 - Tertiary Study
- 3 - TAFE/ VET
- 8 - Apprenticeship/Traineeship
- 9 - Deferred
- 6 - Employment
- 7 - Looking for Work
- 8 - Unable to make contact

POST-SCHOOL DESTINATIONS



- 24 - Federation
- 23 - ACU
- 18 - Working/Apprenticeship/Traineeship
- 14 - Deakin
- 14 - Melbourne
- 9 - RMIT
- 8 - La Trobe
- 6 - Monash
- 4 - Victoria
- 1 - Australian College of the Arts
- 1 - Federation: TAFE
- 1 - Gordon: Geelong
- 1 - MIBT (Diploma)
- 3 - Unable to contact

Financial Performance

REPORTING FRAMEWORK	MODIFIED CASH \$
Recurrent income	Tuition
School fees	5,433,682
Other fee income	192,997
Private income	492,871
State government recurrent grants	1,892,698
Australian government recurrent grants	7,199,870
Total recurrent income	15,212,118
Recurrent Expenditure	Tuition
Salaries; allowances and related expenses	9,456,619
Non salary expenses	4,241,979
Total recurrent expenditure	13,698,598
Capital income and expenditure	Tuition
Government capital grants	-
Capital fees and levies	-
Other capital income	-
Total capital income	-
Total capital expenditure	7,430,335
Loans (includes refundable enrolment deposits and recurrent, capital and bridging loans)	
Total opening balance	3,374,439
Total closing balance	6,403,362

Note that the information provided above does not include the following items:

System levies charged to individual schools, intra-systemic transfers and diocesan supplementary capital fund (SCF) supported borrowings for primary schools. The information provided is not comparable with other educational sectors. This VRQA template is not comparable to the ACARA school-level income reporting requirements which are to be reported on the MySchool website. ACARA school level reporting requirements will require system level income from Government grants and some private income to be allocated by school. This will be a small adjustment in relation to the total level of school resources. At this stage, recurrent income from Government sources, school generated income and capital expenditure are to be reported by schools. Additionally when assessing the private income of the school include both recurrent and capital school fees.