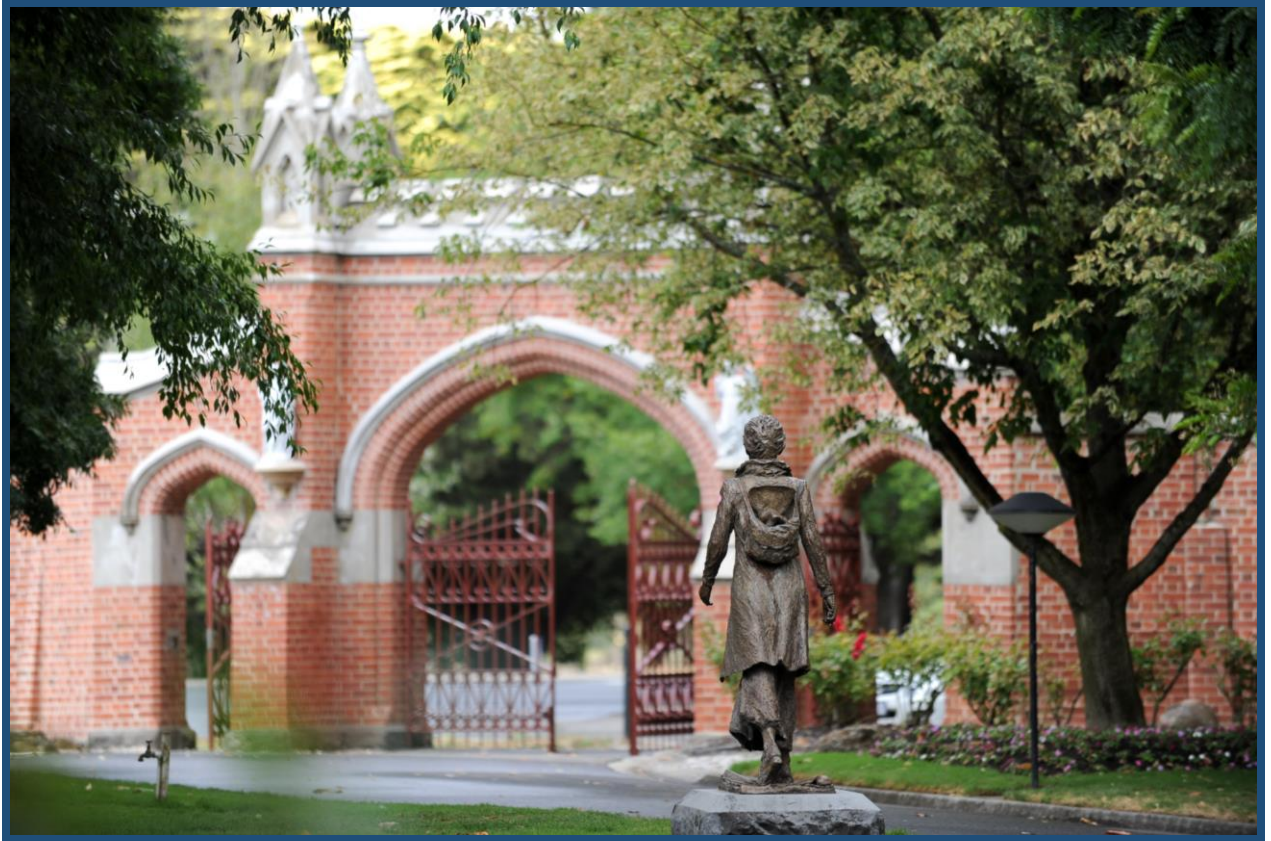


# 2015 Report to the Community



**Loreto**  
COLLEGE BALLARAT | EST. 1875

**Loreto College Ballarat**

**REGISTERED SCHOOL NUMBER: 00035**

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

## Contact Details

---

|                             |   |
|-----------------------------|---|
| <b>Address</b>              | 1600 Sturt Street<br>Ballarat Vic 3350  |
| <b>Principal</b>            | Ms Judith Potter  |
| <b>Governing Authority</b>  | Sr Margaret Mary Flynn ibvm<br>Province Leader of Australia and SE Asia, Loreto Sisters |
| <b>School Council Chair</b> | Mr Shane Carey  |
| <b>Telephone</b>            | (03) 5329 6100  |
| <b>Email</b>                | principal@loreto.vic.edu.au   |
| <b>Website</b>              | www.loreto.vic.edu.au   |

## 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 2015 school year under the Schools Assistance Act 2013 (Cth) and the Schools Assistance Regulations 2013 (Cth)

20 May 2016

## An Overview from the Principal

Ms Judith Potter

*"This is verity – to do what we have to do well" (Mary Ward)*

Looking back upon the dynamic and fast-paced 2015 school year brings many a smile to my face as I recall the array of special events and achievements, both individual and collective that have shaped our 2015 story. The common thread in each page of this story is the commitment, collaboration and cheerful hard work of staff and students in dynamic partnership. Underpinning all that has been undertaken day in and day out has been the glorious Loreto spirit which flows from a living out and modelling of the Gospel values. The energy and enthusiasm of students and staff has been sustained throughout the year, resulting in another vibrant year at Loreto College. It was a joy to welcome students, their families and friends of Loreto to the Opening School Year Family Mass. Students have had opportunity throughout the year for reflection, prayer and thanksgiving at Liturgies and Masses. The Mass celebrating Mother Gonzaga Barry and 140 years of Loreto education in Ballarat and Australia was reflective and joyous.



In this Loreto year of Verity, the challenge to each of us has been to speak and live the truth; in "helping students discern the real values in the choices make...we enable them to develop a sense of authenticity and a capacity for commitment that will enrich their lives with meaning." (Loreto Schools of Australia Mission Statement)

The focus of staff has continued to include regular review, to ensure the deep and broad Loreto education we so proudly offer to our students is contemporary, relevant, engaging and informed by current research and practice. The weekly E-News has showcased a broad range of student interest, opportunities, engagement and achievement. It is always a delight to witness the great satisfaction that comes from a student achieving through diligent application, practice and a willingness to 'have a go'. I have had the very great pleasure of observing this – week in and week out – throughout the year across a very broad range of programs and activities. The 2015 Abbey illustrates the depth and breadth of a Loreto education, shining a light on the Faith, Justice, academic, well-being, House and co-curricular programs, all of which intertwine.

In reflecting back upon 2015, images of a multitude of highlights take hold. The constant in these highlights is the embracing of opportunities by students and the guidance, teaching, encouragement and support of staff. From the Blessing and Opening in March to Federation to the Gala Concert to 'Joseph and the Amazing Technicolor Dreamcoat' to the House



Arts Festival to drama, music and dance classes and performances, to media and multimedia classed to



Information Evenings, The Mary's Mount Centre has come alive. Our wonderful students and staff very quickly settled in, using every facet in the provision of the diverse opportunities for learning, performing and presentations that are now possible through this wonderful facility: performing on the Loreto Abbey stage, practising and performing in the Ensemble room, learning drama and dance in studios, taking voice, music and speech art lessons in the purpose built room upstairs, making movies, recording music and working backstage in a professional environment. The Loreto Abbey Theatre has provided a modern and professional setting for Parent Information Evenings and Guest Speakers.



Another highlight which sparkles in my memory is the 2015 Loreto Federation, including the innovative FedFest, which saw many students, staff, past pupils, Loreto Sisters and friends of Loreto joining together to host past pupils, staff and friends of Loreto from Loreto schools across Australia. The feedback we received was very affirming of the warmth of the hospitality offered by our students and staff.

The energy, enthusiasm and glorious Loreto spirit of our wonderful students ensured a vibrant atmosphere which enlivened each day, guided by and living out the value of Verity, which to Mary Ward, meant integrity and truth. Mother Gonzaga Barry's advice to have 'enthusiasm for your cause...nothing of

much worth is attained without enthusiasm' has indeed been lived out by the 2015 Senate. I note our appreciation for the contribution of the many students across Years 7 to 12 who have quietly and ably taken on a range of formal and informal leadership roles in 2015, giving great example through their respectful and encouraging interactions. The 2015 College Co-Captains, Lucy Flynn and Rose Murphy, have led with positivity, showing a genuine interest in, kindness to, and consideration for, others.

I express my whole-hearted gratitude to our committed and hard-working staff who, time and again, have shown their dedication to guiding, supporting and encouraging students to achieve all of which they are capable. I extend an appreciative 'thank-you' to Mrs Anna Casey (PA, Semester 1), Mrs Stephanie Crawford (PA, commencing 20 July 2015) and the members of the Leadership Team: Ms Elizabeth Till (Executive Deputy Principal), Mr Jeff Primmer (Business Manager), Mr Pat O'Shea (Deputy Principal: Well-Being & Organisation), Ms Linda McDonald (Deputy Principal: Learning & Teaching), Mrs Mary Dow (Daily Organiser) and Mr Peter Rix (Director of Faith & Mission) and Mrs Christina Sofis (Director of Teaching Practice).

Feedback during the year from parents and students aligned with feedback in previous years indicating a pleasing level of satisfaction alongside a valuing of the wholistic education offered and affirm a strong sense of safety at school.

During the year we have expressed our appreciation and commendation to a number of staff whom we have farewelled, including Mrs Sarah Sneddon (Learning Support Assistant), Miss Manot Guyot (French Assistant, Semester 1), Mr Matt Hustwaite (member of the Development Team), Mrs Kate Suter (Performing Arts Assistant Semester 1), Mrs Leanne

Mathieson (Food Technology Officer), Miss Ema Ota (Japanese Assistant), Mrs Beverley Peet (Teacher, French), and Mrs Arabella Wise (Teacher, French), each of whom has contributed to the learning, celebration of achievements and opportunities for our students. We farewelled Ms Kerry Foss (Fundraising & Community Relations Manager) in November, following four years of dedicated service, including the building of our connections with past pupils and our families, fundraising and oversight of all publications. Highlights of Ms Foss' contribution include Loreto Federation and the Mary's Mount Centre Capital Appeal.

Mr Michael Taffe (College Archivist), Mrs Tricia Cosgriff (Deputy Principal: Teaching and Learning 2006 - 2014) and Mrs Anna Casey (PA to the Principal) concluded their service to Loreto College mid-year. Mr Taffe was pivotal in establishing the School's Archives, including the development of processes, policies, protocols and sorting through a huge amount of material. Mrs Cosgriff was generous in sharing her deep knowledge of educational research and her love of learning. Mrs Cosgriff demonstrated her interest across all aspects of school life, attending and participating in a broad range of events and programs. Mrs Anna Casey retired after more than a decade of dedicated service. She is to be commended for her commitment, sense of humour and organisation, balancing practicality with kindness and consideration. Mrs Casey's contribution extended to the support of organisational and administrative aspects for the College Council and Development Committee. Mrs Jill Morgan, a dedicated staff member at Loreto College for the past 13 years, has made a significant contribution to the education of our girls. Jill was one of our quiet achievers, working with great commitment and diligence in all aspects of her role as a teacher at Loreto. I am appreciative of the significant contribution she has made

as Head of the English Faculty and her support and guidance of our students and mentoring of colleagues.

Mrs Nola Kersley made a wonderful contribution as a member of the Office Administration Team. She is renowned for her care, support and encouragement of students through her dedicated work at Student Reception. For over 20 years, Mrs Kersley's finely tuned antennae have ensured that students have had a high level of care and support. The safety of students is paramount and Mrs Kersley has been ever diligent in monitoring attendance and contacting parents when the need has arisen. She has travelled on overseas trips in support of students and the Mission and Vision of the school. Mrs Kersley was an enthusiastic participant in the inaugural 'Alternative to Schoolies' venture to Cambodia in 2014.

Mr Peter Rix has retired after 40 years of wonderful service to Catholic education with Loreto College being the beneficiary of almost 30 of these years. Peter's contribution to Loreto College has been a rich and diverse one, with leadership roles including Arts Festival Co-ordinator, Year Level Co-Ordinator, Head of House and, in recent years, Director of Faith and Mission. Peter was a leader of the inaugural Loreto Europe Pilgrimage and the Alternative to Schoolies venture to Cambodia. His commitment to living out the heart of the Loreto Mission has inspired many to be active in addressing injustice and in active participation in Liturgies and Masses. Peter has given great example through the manner in which he has supported students, parents and his colleagues.

It was a delight in 2015 to witness the establishment of the Friends of Loreto, our Parents' and Friends' Association. Their focus has been on discerning their role and approach. I thank all who have participated and have given support with hospitality at special

events, including Mr Matthew Walsh, (Chair), Mrs Nikki Franzin (Deputy Chair) and Mrs Joanne Gilbert (Deputy Chair). The Friends of Loreto join with the Friends of Loreto Music and Performing Arts, the Friends of Loreto Rowing, parent volunteers in the sport program and the Canteen volunteers in giving great example of supporting all of our students within their busy personal schedule through their kind sharing of expertise and time.

Working diligently and with focus throughout the year was the College Council and Council Committee members. I thank 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 for their generous sharing

of time and expertise, always with an eye to what will provide the best learning and well-being opportunities for our students. I express our appreciation to Mr Shane Carey and Mrs Geraldine Frantz for their thoughtful and considered sharing of their expertise, insights, wisdom and presence. Major projects include The Mary's Mount Centre, the transformation of the hall into a contemporary learning centre and the provision of an extra change room in the Gonzaga Barry Centre.

Finally, I thank the Loreto Sisters for their unceasing prayers, support and encouragement. We are truly blessed. We closed the final pages on another glorious year and looked with great anticipation to the promise of the 2016 school year.





## 2015 College Council Report

*Mr Shane Carey*

Loreto College Council, in its governance role has a major responsibility of ensuring the school continues to grow and provide a full and comprehensive education for each and every student. A key objective for the Council is therefore high level strategic planning. 2015 saw major projects associated with strategic goals in the areas of the Performing Arts and the addition of an extra stream, which commenced in 2012, continuing to be brought to completion. The Mary's Mount Centre is a state-of-the-art facility with a 500 seat theatre, ensemble room, studios and multi media lab. The hall was transformed into a year level centre which offers light-filled contemporary and flexible learning areas; the extension of the Gonzaga Barry Centre achieved an additional change room and an internal staircase. Whilst management of these projects is by school staff, the College Council Committees and College Council took a key role in these projects from inception to completion, particularly with regards to high level financial and building management. Whatever the focus, at the centre of all review and planning is the holistic education of our students.

Members of Council Committees worked diligently on behalf of our school community, giving oversight at a governance level to a broad range of functions, including excellent fiscal and facilities management. 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 Luke Dunne, Ms Janet Freeman, Mrs Trudi Kannourakis, Mr Matt McCabe, Mrs Maria Myers AO, Mrs Tracey O'Neill and Mr Richard Robinson. Ex Officio: Ms Judith Potter (Principal) and Mr Jeff Primmer (Business Manager).

### **Finance & Risk Committee**

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

### **Property Committee**

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

### **Development Committee**

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

## Executive Deputy Principal

*Ms Elizabeth Till*

In 2015 we celebrated 140 years of Loreto education in Australia and were very blessed to be able to continue the good work of Mother Gonzaga Barry. The much anticipated opening of The Mary's Mount Centre on 5 March marked the centenary anniversary of the death of Mother Gonzaga Barry ibvm. The state-of-the-art facilities include the 500 seat Loreto Abbey Theatre, music, drama and dance classrooms and studios along with a multimedia lab.

The Mary's Mount Centre underlines how important the Arts are viewed by the school in developing creativity; this area of learning can now be well fostered in the journey of our Loreto students. It was wonderful to observe the diverse range of learning and performance opportunities this Centre provided throughout the year. The Gala Concert, designed to unite past and present students, was a terrific introduction to showcasing this outstanding centre. We witnessed the performance of the many talented girls and women (current and past), the magical sounds of the harp, dramatic performances, the beautiful voices of the girls and women young and old. "Joseph and the Amazing Technicolour Dreamcoat" was a seamless production combining students from Loreto College and St Patrick's College playing to packed houses on all nights. There have been many other wonderful performances and productions that have continued throughout the year, the Arts Festival, senior VCE Music, Dance and Drama solo and group performances, VCE Art, Production and Design Exhibition.

The Mary's Mount Centre has been well utilised and has most certainly highlighted the many talents and gifts that our girls' have, enhancing opportunities for ongoing skill development.



Another significant event this year was the Loreto Federation Conference with the theme 'Dare to be True'. This was held in the Mary's Mount Centre and past parents, staff and students listened with enjoyment and fascination to the many guest speakers who spoke about the issues locally, internationally and globally pertaining to social justice. The speakers, including The Hon Quentin Bryce, Ms Kate Torney, Ms Jane Garvey, Ms Sarah Rey, Ms Miah Franzmann, Dr Emma Ryan-Weber, Sr Jane Kelly ibvm and Dr Michelle McIntosh shared their stories with humour and grace and were inspirational in encouraging us to reflect and to determine what we can do to make a difference to those around us. The Liturgies brought the community together in prayer and for many the highlight was the Mass celebrated by Bishop Paul Bird CSsR. It was a weekend of great celebration, joy and entertainment.



## Faith & Mission

Loreto College, Ballarat is a welcoming, friendly community where each person is valued and where spirituality and learning are nurtured. With the Catholic perspective that formed the spirit and virtues of Mary Ward, young women are educated to strive for personal excellence. Loreto Schools aim to promote in their students intellectual development supported by Christian values. Particular emphasis is given to nurturing those qualities held dear by Mary Ward: freedom of spirit, sincerity in communication, personal integrity, a discriminating attitude to truth and a cheerful disposition. It is envisaged that in becoming well-informed, self-directed, spiritually mature women, the students in turn will be capable and willing to contribute to the building of a society characterised by Gospel values.

Articles in the weekly E-News and Monday reflections have linked the activities of the week to the message of Jesus and how we should live our lives. The Liturgies at the beginning of the year and those involving mothers and fathers were enhanced with the presence of the Liturgical Choir, ably directed by Mrs Marcella Crowley. The presence of this Choir has enhanced greatly the Liturgies and the prayer life of the school.

As a staff we had the opportunity to listen to and reflect on the message of the Gospel when Br Damien Price spent the day with us. This opportunity, to take the time to develop our spiritual connection with God is an important one.

Social Justice was at the heart of the lives of Mary Ward and Gonzaga Barry and it continues to play a large part in the lives of the school. Weekly JPIC (Justice, Peace and the Integrity of Creation) meetings, fundraising activities for all manner of causes, Year 10 Community Service Week, providing opportunities for students to be involved in World Challenge and the Catholic Youth Festival in Adelaide were just some of the ways we involved students and fostered that spirit of Justice that questions the way things are and helps look forward to a world that might be.

It has been 140 years since Mother Gonzaga Barry arrived in Ballarat with nine of her companions. The 2015 badge celebrating the value of Verity and 140 years of Loreto Ballarat was designed by the members of the Senate. The inscription on the badge reads: 'Verity – the courage to seek and live what is true'. This is a fitting summary for the work of all involved in Loreto Education.



## Student Wellbeing

As a school we recognise the importance of student connectedness and engagement in promotion of their wellbeing. The vibrancy and high level of engagement in students across Years 7 to 12 in House competitions gives clear evidence of students' connectedness to school. From the Walkathon at the start of the year to the Athletics and Swimming Carnivals, to the Lap of the Lake, to Improsports and to the Arts Festival, the energy was electric.



Loreto College offers students many opportunities for both formal and informal leadership. Formal leadership involves the following positions.

| Year level | Leadership positions   |
|------------|--|
| 12         | Senate, House Arts Captains and Vice-Captains, House Sports Captains and Vice Captains, House committees, Band Captains, Rowing Captains |
| 11         | House committees (Senate starts Term 4)  |
| 10         | House Arts and Sports Captains, House committees   |
| 9          | Class Captains (rotated each term)   |
| 8          | Junior House Captains, Junior House Sports Captains, Junior House Arts Captains, House committees  |
| 7          | House committees   |

Informal leadership is generated through the principle 'if they (students) can do it, let them'. JPIC and the EAC are examples of committees or groups that provide many outlets for student organisation and leadership. Committees such as these meet regularly and are given a range of responsibilities. The running of the Walkathon by JPIC is a typical example involving complex planning, communication and organisation.

Other examples of informal leadership include

- VCAL, where students are responsible for many projects
- Sport, where students often organise or coach their peers
- Band, Choir and Loreto Coffee House where student engagement is high.
- Year 10 Community Service Week
- Year 9 Active Learning Program
- School Tours, Open Days and Information Evenings



Evidence of special student programs could be seen everywhere, throughout the year, including:

- Along the main school corridor where thousands of dollars of food parcels, cosmetics and stationary awaited pick-up by local charities. Led by Ms Gillingham and a small team of dedicated teachers, the Year 10 students prepared these items during Community Service Week. Some of the students slept overnight at the school during this program as an experience of what it might be like to be homeless in Ballarat.

- Liptember posters and reflections from famous female personalities, encouraging girls to be proud of themselves. Ms Carroll and Mornane House brought us a week of activities centred around this central theme of pride in ourselves.

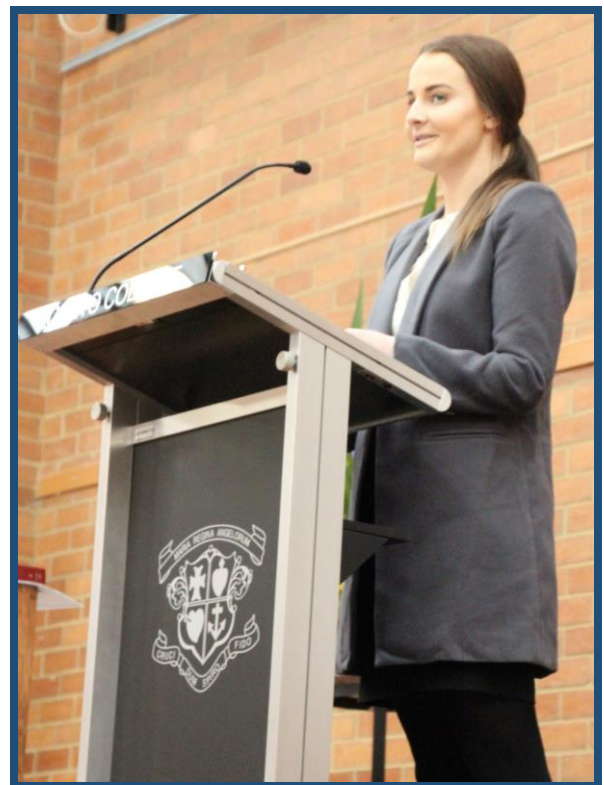


- Arts Festival posters. Arts Festival is more than just the two nights of the show itself. The lunchtime auditions and the House choir competition ensure that it is a program that reaches out to the whole school.
- Resource Smart accreditation. A group of students from mixed year levels have met each month as our Environmental Action Committee. Thanks to their signage on electrical switches and the school's investment in solar arrays, Loreto has now achieved the first levels of accreditation as a sustainable school.
- Student2student program. A group of 10 students completed a six month contribution to the Smith Family reading program. These girls took on a primary school buddy from a disadvantaged area and have read with that student each week for the past six months.

The above examples of co-curricular activities are a small selection of the amazing range of opportunities offered at Loreto College. These activities promote student well-being and they work in many ways. Involvement provides a sense of satisfaction to students, it leads to student

connectedness with the school and it enhances the learning environment for everyone.

Term 3 is the time to focus on changeover of school leaders. We congratulate Lucy Flynn, Rose Murphy and all Senate members for their hard work and for the fun they have generated. Our guest speaker at our Leadership Assembly was past student



Meg O'Doherty. Meg described her experiences as a volunteer nurse assisting in Vanuatu after the devastation of the cyclone that struck the island earlier this year. In her speech, Meg commented several times on how, when under pressure, she took a deep breath and looked back to her experiences at Loreto for guidance.

Planning commenced during the year for the introduction of a positive psychology framework implementation 'A Felicitous Life' will commence in 2016.



## Learning & Teaching

Educating young women in the 21<sup>st</sup> century is a constant challenge. Educators and learners are living in extraordinary but exciting times. Throughout the 20<sup>th</sup> century, educators contained a wealth of knowledge and students were a vessel to receive this knowledge. With the significant advances in technology, our schools, work places and homes have changed enormously. These changes in technology have driven change in our schools.

At Loreto College, we recognise that learners in the 21<sup>st</sup> century need to develop certain character strengths, including persistence, resilience, creativity, discernment, innovation, independence, team work and adaptability. Most of our students will not be engaged in one job or occupation throughout their adult life; in fact they will have a number of jobs or careers. Therefore they must develop these general character strengths and skills to enable them to transfer from one job or career to another.

Education at Loreto College is holistic; that is we educate the whole person, in partnership with parents and the community. Every day we challenged our students to think differently, to approach open ended tasks in every subject with confidence, knowing that engaging with questions where there are multiple answers encourages the development of additional pathways in the brain. We also encouraged students and teachers to work collaboratively to ensure the highest quality learning experiences for all.



We want our girls to appreciate and find real answers to real life problems. Within our curriculum, girls are encouraged to participate in project based learning, where they choose an area of interest to them which allows them to learn and make mistakes in their learning journey. Mistakes are the best possible learning tool. We encouraged our girls to try to solve current problems, to overcome obstacles and find solutions that best resolve the issues. These are the skills they will require in their adult lives in the 21<sup>st</sup> Century.

Whilst all teachers recognise their responsibility for opportunities within the classroom for academic extension, the College continued to offer a range of academic extension opportunities beyond the school. These included Lions Australia Youth of the Year Quest, Tournament of Minds, Mindshop Excellence Program, IBM Ballarat EX.I.T.E. 'Exploring Interest in Technology and Engineering', RMIT University Urban Futures competition and a range of subject based academic competitions.

2015 has certainly focused, understandably, on the performing arts, with the opening of the new Mary's Mount Centre. Year 11 Drama students soared onto the stage bluetoothing sound effects from their phones as they performed; technical wizardry! Year 8 Drama students explored some lighting techniques at the end of Term 2 when presenting their horror performances. The production of 'Joseph and the Amazing Technicolor Dreamcoat' followed shortly after; a production which, for the first time, allowed the VCE Theatre Studies curriculum to work hand in hand with the Co-Curricular Performance Program. What next? Arts Festival auditions, Choir Competitions and then the double strength Arts Festival Concert. But of course it didn't stop there! Hot on the heels of Arts Festival, the VCE Dance and Theatre students took to the stage

for their presentation evenings; excellent preparation for their impending practical examinations. In one short year, the Loreto Abbey Theatre has enabled much creative expression.

New VCE artworks were exhibited at the 'Yours Truly' exhibition in October. It was most exciting to see our first Unit 3 and 4 Media Studies students present their work at this exhibition. The new media studio in the Mary's Mount Centre has most certainly assisted in developing the girls' skills in this growing area of the Visual Arts. The green screen and new media cameras, tripods, boom mics and dollies have allowed many astounding effects to be included in the media works of our students. All Year 7 Art students were treated to a special excursion to the Archibald Prize exhibition in Ballarat.

Ask any student or English teacher here at Loreto College to decide the ten things they like about English and the answers would be as diverse and as eloquent as the people themselves but would include live performances (including Complete Works Theatre Company's interpretation and enactment of two of William Shakespeare's best-loved plays, 'Macbeth' and 'Romeo and Juliet'), excursions, Book Week, visiting Authors, Bake and Read, the annual Poetry Competition, experts sharing of knowledge and expertise, the introduction of VCE English Language, a diverse and interesting curriculum and the staff and students.

The Health and Physical Education Faculty offered a variety of units that have been developed in order to enhance the learning and experience of our students. Young people who possess sound social and emotional skills are generally better able to cope with the stressors of daily life. They tend to have better relationships with parents, teachers and peers, and perform better academically. Importantly, having these skills makes it less likely that a young person will experience significant mental health

problems in the future. Students are introduced to essential skills, including sense of control, sense of belonging, sense of humour, sense of purpose, sense of future, and sense of self-worth. Each year level has a different focus and teachers guide students. This program was also incorporated into the Year 7 and 8 Health day in Term 4.

For students looking for an extra challenge, 2015 saw a wide variety of Humanities based competitions to enter. 150 students across all year levels competed in the Australian Geography Competition and students from Years 8 and 10 also took part in the inaugural Australian History Competition. Numerous Year 9 students entered the Spirit of ANZAC Prize as well as the Simpson Prize and for the first time we had students participating in the History Enrichment Program (HEP) at Federation University. All the students involved in these opportunities are to be commended.

The 2015 LOTE program commenced with a visit from a past pupil, Johanna Rayner, who uses her language skills in her career. She was the Dux of 2001 and her distinguished career in the Department of Foreign Affairs was shaped by her language studies. Her passion for language led her to this work. Excursions and incursions were offered to stimulate interest and enhance skills. Entrants in the Language Perfect competition achieved some excellent results and received Elite, Gold and Silver awards. In September of this year five Year 10 Japanese students entered in the Ballarat Inagawa Japanese Speech Contest.

Cross-age tutoring was introduced in 2015, comprising sessions held at primary schools as well as within the College. Year 10 and 9 Japanese classes happily assisted the primary school students while a group of very committed Year 11 students assisted Year 8 students during lunch times. Loreto continued to welcome many exchange students. Following on from

our trip to France in 2014, we were delighted to host students from the “I Love Lingua” program from July to mid-August. The five students were from five different schools in the region of Bordeaux. We welcomed two Japanese students from Tokyo in Term 1, each of whom had excellent English skills and joined the Year 11 classes immediately on arrival in Ballarat. Skype sessions with their home school, Toyo Eiwa, was a highlight of their stay. In the Skype session they exchanged information about their schools. It provided great insight into each other’s schools and their school lives.

2015 was another busy year in the Mathematics Faculty with plenty of opportunities for students to flex their mathematical muscles. Students in Mathematics were able to extend themselves through participation in the Mathematics Challenge, Mathematics Olympiad and the Mathematics Competition. All participants are to be congratulated on their willingness to push themselves and put themselves outside of their comfort zone. In 2015 eight enthusiastic Year 8 students ventured down to Melbourne to compete in the Mathematics Association of Victoria Year 8 Mathematics Games day. They worked their way through a number of challenging problems and mathematical games and were up against some of the best Year 8 mathematicians in the state. Two teams of Year 10 students competed in the Deakin University Mathematics Contest. They tested their skills and knowledge through a range of individual and team tasks and had a lot of fun along the way.

Back on the home-front, more mathematical action has been going on. A number of classes joined together to participate in problem solving activities and mathematical games. This gave the students an opportunity to work in teams on challenging problems in a fun and engaging atmosphere.

Highlights for the Religious Education Faculty included the once again successful Retreat Program, Year 10

Community Service Week and the Awakenings Classroom program. As has been the case for many years now, the Year 12 RE Liturgical Choir continued to lead College Masses and Liturgies in prayerful song. The talented students shared their gift of voice, harmony and creative delivery.

The Retreat Program from Years 7 to 12 offered opportunities for students to develop a deeper relationship with God through prayer and other reflective activities. A highlight at Year 12 was the successful introduction of a second ministry style retreat in Melbourne, called a Justice Walk Retreat. The feedback from all retreat experiences remains extremely positive and the memory and impact of retreats remains long after the girls finish school.

For the fourth year running, Year 10 girls participated in Community Service Week at the end of Term 3. The girls experienced a variety of workshops and listened to a range of guest speakers. They prepared a number of food and stationery packages for families in need. One group of students participated in a Melbourne Urban Experience facilitated by the Brotherhood of St Lawrence in Melbourne. The success of this week is largely due to the work of the Year 10 RE teachers led by the Year 10 Co-ordinator, along with the very positive and willing attitude of the girls.



The 2014 review and reworking of the Awakenings RE Programme was fully implemented this year. While the curriculum will continue to be refined, there was success in implementing a more visible, student-centred inquiry-



based learning and assessment approach for our girls.

Staff and students in the Technology Faculty have certainly been very busy in 2015. The year commenced with the selection of Maddi Anderson's (Class of 2014) folio and garment in the Top Designs Exhibition at the Melbourne Museum's Seasons of Excellence Exhibition. Past Loreto students' garments that had been displayed in this same exhibition were also displayed in the Rural Expo at the Ballarat Show Grounds, with the focus on the use of natural fibres and works of excellence in garment construction. Work contributing to this display were those garments produced by past pupils Ruth Spencer, Chelsea Trainor and Laura McKenzie. Unit 1 Product Design and Technology students were inspired by digital technology which they used to embellish fabric, when they attended the Collidescope Workshop in February. They were able to develop skills in fabric printing using digital technology. These students were also involved in the Heritage Week Fashion Parade in May where they enjoyed modelling a range of vintage garments.

Junior students keenly attended after school sessions to further develop their

skills in production. Year 9 students once again chose to further develop their production skills by attending Fashionista sessions and this year some budding Year 10 cake decorators attended the Cake Decorating workshops. The enthusiasm and skill displayed by these girls was a credit to their passion and commitment to these areas. The resulting garments and cakes were amazing!

Year 12 Food and Technology students once again attended the Top Designs Exhibition in order to gain inspiration for themes, food products and possible layout for their folio for the School Assessed Task. Multimedia students were able to experiment with some new techniques as they worked with the new green screen that was installed in the Mary's Mount Centre. VET Multimedia students enjoyed producing and editing music videos as they worked with predetermined music and clips, to create an engaging multimedia program.

At Loreto College, education equips young women for an exciting and unpredictable world, a world in which change is on-going whilst our Loreto values remain constant.

## Co-Curriculum Program

### The Performing Arts

The incredible instrumentalists and singers of Loreto College, began 2015 rehearsing in their usual haunts whilst awaiting the go-ahead to move into the much anticipated Mary's Mount Centre. Beautiful sounds flowed quickly from the instruments of our more experienced musicians and our newest musicians showed grit and determination as they began their musical journey.

In a matter of weeks students and staff were able to access the superb Mary's Mount Centre. It exceeded all expectations. In wonderful new rehearsal spaces, students and staff set about adding the final touches to our music; ensuring that the Blessing and Opening of this new facility would reflect the creative nature of the performing arts. The Blessing and Opening was a combination of liturgy, singing, music, dancing and drama, and was a beautiful and fitting tribute to this amazing new space.



The musicians and singers of the Music Program, stepped straight up to the plate again and began working towards the Gala Concert. For this event, the girls not only prepared work to perform in their current ensembles but also rehearsed music to perform with our past pupils. The current students were exemplary in welcoming past pupils back into the folds to perform together. The ensemble leaders and senior students greeted the past pupils,

showed them through the new space, made sure they had the correct music and offered encouragement and support as needed. The Gala Concert demonstrated the deep seated nature of the performing arts within the Loreto history and was an experience that will be long remembered by both the audience and the performers.

The Gala Concert was followed shortly after by our school production. The depth of talent within the Music and Performing Arts Programs shone through, with incredibly polished musical and theatrical performances. In the first week of the school holidays six of our students attended Kelaston Aged Care Facility to provide music at the Opening of their new wing.

Term Three began with our Senior Band students attending a two day music camp. This provided invaluable time to refine and master new music in preparation for South Street and the Arts Festival. Shortly after this, Loreto College hosted the Ballarat Secondary School's Orchestra (BSSO) and combined schools concert. Ensembles from Ballarat Grammar, Ballarat Clarendon College and Loreto College performed at this event. We were well represented by our Flute Ensemble, Drumline and Loreto Blues.

Several weeks later the Senior Band, along with Drumline, Stage Band, the Junior Choir and Loreto Blues competed at the Royal South Street Eisteddfod. Each ensemble was incredibly well prepared and in many instances, walked off the stage believing that they had managed their best performance of the year. Each ensemble placed at South Street. Senior Band - 2<sup>nd</sup> place; Stage Band - 3<sup>rd</sup> place; Drumline - Honourable Mention; Loreto Blues - 1<sup>st</sup> place; Junior Choir - Gold Award.

Term Three culminated with the Arts Festival which featured all of our school

ensembles, along with many other individual and group items. The audience was treated to a polished, balanced and visually spectacular concert. A true indicator of the hard work and persistence of our performers.

Alongside these huge events, our music students have committed themselves to group and private tuition, daily home practice, regular rehearsals, practical and theory exams, competitions, performances and most importantly supporting each other as they strived to reach their potential. We make special mention of the Year 12 girls who have been inspirational in both their commitment to our ensembles and their support of the younger students and staff. We acknowledge the sessional music staff for their skilful guidance and dedication to the students of the Loreto College Music Program.

The Performing Arts Co-Curricular Program Students were involved in a number of Arts activities, including Coffee House 1 & 2, House Impro Sports, South Street Impro Sports and the Arts Festival Auditions and Concert. Junior House Choirs all sang 'Happy' with the cup being won by Mornane, conducted by Maggie Russell. Once again the Senior House Choir cup was hotly contested with the Houses singing: Ward - 'Best Day of My Life', Mulhall - 'Wings', Mornane - 'Am I Wrong' and Barry - 'I'm On Top of the World'. This year the Senior Cup was won by Mulhall, under the leadership of Jasmine Joyce and Emily Beggs.

## Sport



2015 proved to be a very exhilarating and busy time for all involved in the sport program. The sport program at Loreto College offers many opportunities throughout the year for our students to be physically active. The program continued to grow with more teams in the following areas - junior football, senior volleyball, senior soccer and senior basketball teams. Our cheerleading team has been running for its second year and the girls competed at the State Championships, achieving a commendable second place.

We commend all students who represented the school in a Ballarat Associated Schools (BAS) sporting teams throughout the year. All teams had enjoyable experiences and displayed a great spirit and focus which created lasting memories for all those involved.

Our program would not run without the help of all our staff members and a very big thank-you is extended to all involved. Without their enthusiasm and support, our participation would not be possible.

Every year we face the sad task of farewelling a terrific group of Year 12 students that have made significant contributions to our sporting program. They have achieved a lot in their six years representing Loreto and have become terrific role models. We wish them all the best and hope they continue to involve themselves in sport.

A number of our senior sporting teams were successful in finals this year. Our Junior and Intermediate teams were involved in a round robin competition with the top of the ladder declared the Premiership team. Congratulations to all our participants and especially to those who were members of the Championship side.

Our annual Sports Awards Evening was once again a very successful occasion with our guest speaker Peta Searle who was the first female coach to be appointed in 2014 to the Australian



Rules as a Development Coach for the St Kilda FC. Prior to this she was the assistant coach to Gary Ayers at Port Melbourne and was an integral part of the defensive structures of Port's 2012 VFL title. She was named the head coach for the Western Bulldogs women's team for the AFL's exhibition match

The final presentation for the evening is to the girls who have committed to three terms of after school sport. Their name is engraved on the Commitment Cup for recognition to the dedication they have shown to our sporting program.

The year level sports awards recognised the efforts of girls at each year level that have shown an outstanding level of participation and dedication to our sports program.

### **Debating and Public Speaking**

While public speaking and debating is feared by most of the population, it is a passion for many of our Loreto girls. Students who participated in the DAV (Debating Association of Victoria)

competition, competed in five debates against a variety of regional schools. Our students were praised for their articulate speeches and emphatic arguments. They are to be commended for their endeavours.

Students participating in public speaking confidently presented speeches on a range of topics, including body image and the benefits of smiling. They entered Rostrum, Legacy and the Royal South Street competitions throughout the year with much success. Our hardworking South Street Debating students began preparing early in 2015 with practice debates within the school. They were committed to weekly meetings and were confident early in Term 3, when the competition season began. Half of our Loreto teams successfully won their debate. Year 10 student, Taylor Smith, is to be highly commended for receiving the 'Best Female Debater' award for the Year 9/10 division. All students are to be congratulated on their focus, determination and team spirit throughout the debating season.

## College Community

As in each year, in 2015 an eclectic array of opportunities was provided to both promote the Loreto values and expectations that staff and parents have of the students at the College. We commenced the academic year with an Opening School Family Mass, promoting the core value of the year, Verity.

The imperative to speak the truth at all times underscores everything we foster whether it is Parent Information evenings, Parent Teacher Student interviews, Gala Carnival and significant rites of passage, including the Graduation Dinner and Mass. Relationships are extremely important at Loreto and the Mothers' and Fathers' Day Masses and the Fathers and Daughter dinners continued to be signature events.

Past pupil Maggie Lynch (Class of 1964) was our guest speaker at the 2015 International Women's Day Breakfast. Maggie spoke on her perspective on refugees in Australia as a multicultural society. Her insights gained through her dedicated work as a volunteer supporting refugees were inspiring.

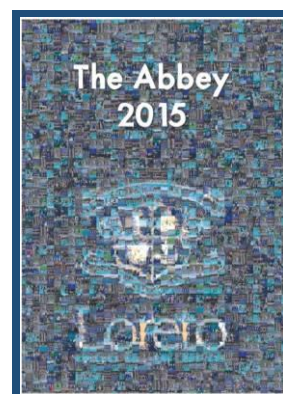
Our Fathers' & Daughters' Dinner later in the year provided a great opportunity for fathers and daughters to enjoy an evening together. The evening took on a Question and Answer forum with guest speakers Eric Hayes, (former Coach of the Ballarat Miners basketball team and legendary team member) and Howard Clark, (St Patrick's College 1st XVIII Football coach, coach of five consecutive Herald Sun Shield victories).

We appreciate the ongoing support of parents and past pupils, particularly in support of the building of The Mary's Mount Centre and the scholarship program.

Reunions were held for the classes of 2014, 2010, 2005, 1995, 1985, 1975 and 1965. The strong attendance confirmed that our past pupils were keen to revisit the College, reconnect and reminisce. We also held our third 'Golden Girls' afternoon teas for the Classes of pre-1960. Already, the stories shared have led to the strengthening of our archival history. Also held for the third year was the 'Old Boys' Night' – a gathering of men who attended one of the primary schools run by the Loreto Sisters.

Parent support groups made a significant contribution to the school. The Friends of the Performing Arts and the Friends of Rowing supported the purchase of music instruments and equipment, rowing boats, rowing uniforms and other sports equipment. 2015 saw the re-birth of The Parents and Friends, now the Friends of Loreto. The commitment of all 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. Emails and SMS messages were used as appropriate.



## Leadership & Management

The College has a strong commitment to professional learning for all staff with the ultimate aim being that of improving student learning outcomes. Opportunities were made available to all staff to engage in collaborative planning in curriculum, wellbeing and Faculty teams. Loreto teachers used a range of teaching practices in order to meet the needs of each learner in their classroom. In identifying the most appropriate practice to use teachers considered many factors; cohort of girls, experiences of the learners, learning intentions and success criteria. Our aim was that staff professional development modelled best practice for teaching, learning and wellbeing of the students.

Professional Development undertaken by staff fell within five main categories. The list which follows provides examples of the types of activities which were central to staff learning in 2015.

### **Mission and Vision**

In 2015 the College staff participated in the staff retreat with guest speaker Brother Damian Price running a workshop on understanding the gospel and how we can model this in our daily lives. The focus was the Loreto value of Verity.

A range of staff participated in one or more of the Loreto Mission Co-ordinators Retreat, St Omer Reflection Day, Loreto Schools Mission gathering, National Loreto Conference, Catholic Identity work-shop, Diocesan Religious Education Secondary Coordinators Conference and the Regional Consultation meeting for Awakenings Review.

### **General**

Programs included Anaphylaxis Update, Anaphylaxis Training, Diabetes Training and Certificate 11 in First Aid.

## Learning and Teaching

VCE teachers participated in workshops led by Phillip Holmes Smith in February. He worked with Faculty groups to guide the analysis of the 2014 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.

The key Professional Learning conferences staff participated in during 2015 included VCE schools leaders meetings, Leaders of Learning (Ballarat Diocese), National Coaching in Education (Growth Coaching International), Differentiation in the classroom, VCE Exam preparation, (Gene Technology Access Centre) Biology Conference, VATE (Victorian Association for Teaching English), STAV (Science Teachers Association of Victoria), MAV (Mathematics Association of Victoria), VCTA (Victorian Commercial Teachers Association), Identification of Gifted and Talented Students, Oz Dance for Dance educators, VCAL Conference and the LSAC (Loreto schools of Australia Committee) Teaching and Learning Conference.

### **Pastoral Care and Wellbeing**

Staff also participated in the following:- CEO Wellbeing Network Team Meeting, Secondary Leaders of Student Wellbeing, Collaborative and proactive solutions in Pastoral Care, Understanding, treating and managing school refusal, School Counsellors Conference, Equal Opportunity and the Charter for Disability advocacy, development workplace behaviour and education for your organisation.

In 2015 all teaching staff participated in Professional Learning, with an average expenditure per FTE teacher of \$1,348.



| Staff Composition                  | Number |
|------------------------------------|--------|
| Principal                          | 1      |
| Executive Deputy Principal         | 1      |
| Deputy Principals                  | 2      |
| Business Manager                   | 1      |
| Teachers                           | 88     |
| Teachers (FTE)                     | 76.08  |
| Education Support Officers         | 51     |
| Education Support Officers (FTE)   | 30.6   |
| Sessional Music/Performance Staff  | 14     |
| Indigenous Education Support Staff | 1      |

The Staff Retention Rate for 2015 was 85.14%. 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

88.62%. 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       | 2      |
| Certificate III      | 7      |
| Certificate IV       | 20     |
| Associate Diploma    | 3      |
| Diploma              | 100    |
| Graduate Certificate | 10     |
| Graduate Diploma     | 64     |
| Bachelor Degree      | 89     |
| Masters              | 12     |

## 2015 Student Data

### Student Attendance

| Average Student Attendance Records |   |
|------------------------------------|---|
| Year Level                         | School Attendance<br>(provided by CECV) |
| Year 7                             | 93.52                                   |
| Year 8                             | 92.83                                   |
| Year 9                             | 92.34                                   |
| Year 10                            | 91.30                                   |
| Average                            | 92.50                                   |

(data provided by CECV)

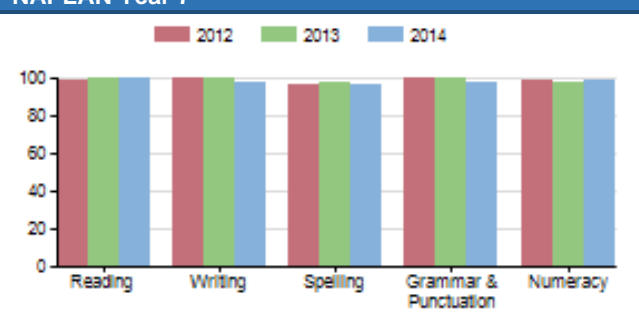
Rolls at Loreto College are marked in House Group each morning and in each period during the day. If parents or guardians do not notify the school of their child's absence then contact is made with the parents. House Group teachers follow up on any concerns with regard to unexplained absences.

### Year 9-12 Apparent Student Retention

|                                     |        |
|-------------------------------------|--------|
| Year 9 students retained to Year 12 | 97.04% |
|-------------------------------------|--------|

(data provided by CECV)

### Percentage of Students achieving minimum standards (NAPLAN) in Years 7 and 9



(data provided by CECV)

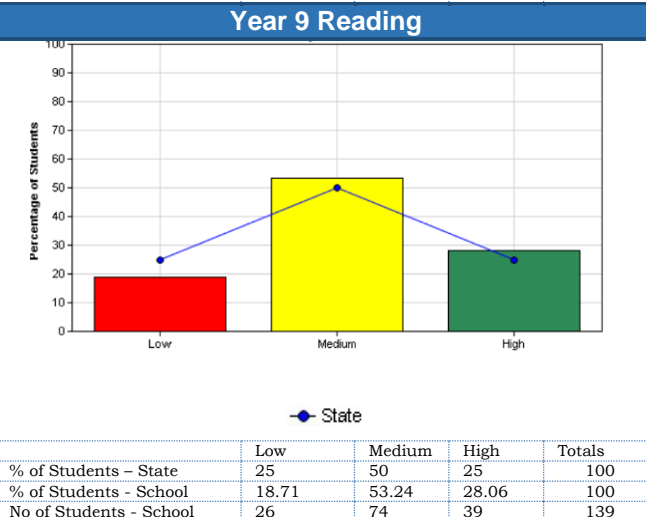
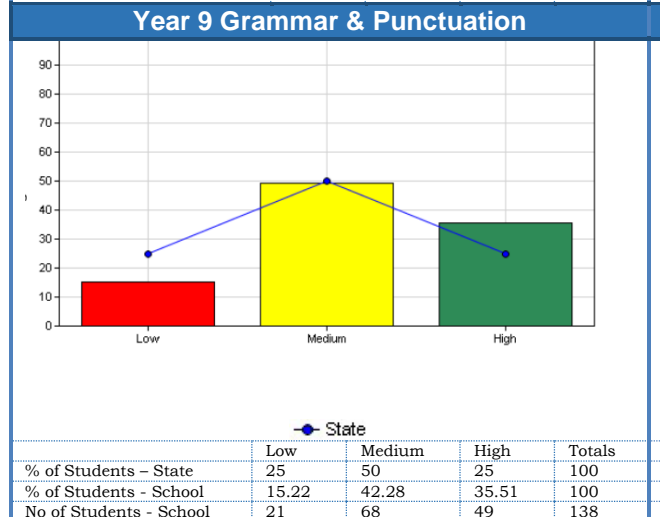
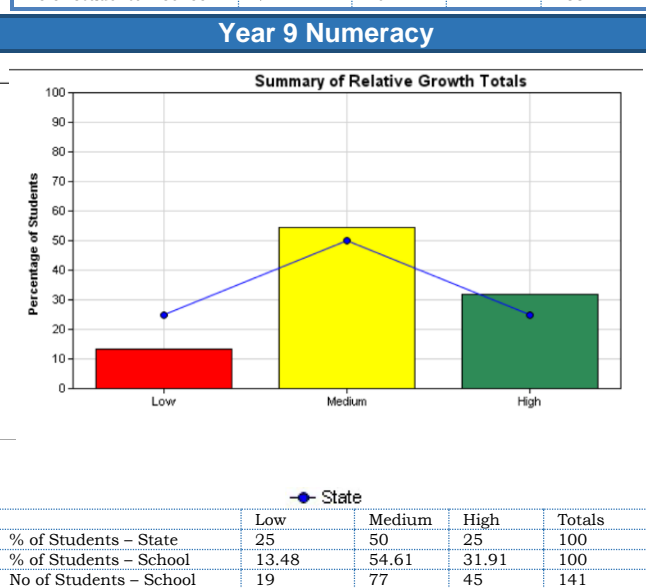
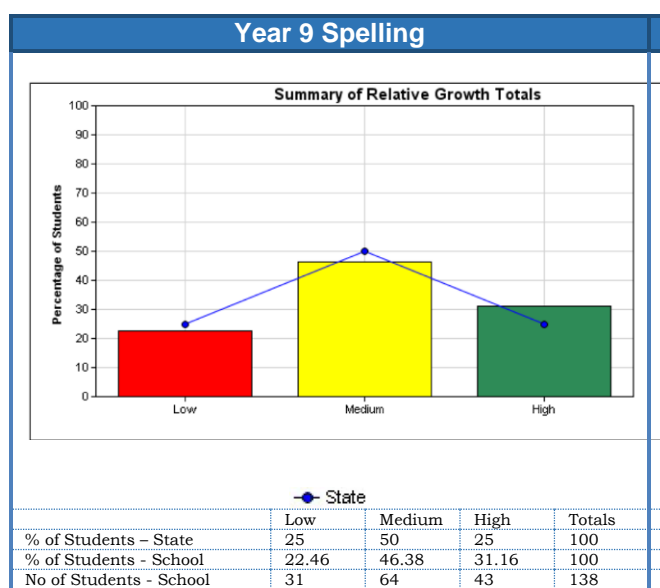
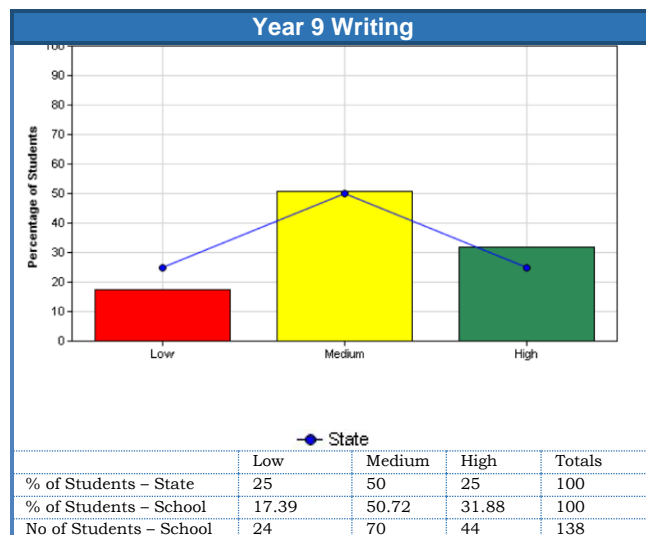
### Median NAPLAN results for Year 9

The following table provides the median results for Year 9 students in 2015. For 2015 the measurement is a median of the National Level score.

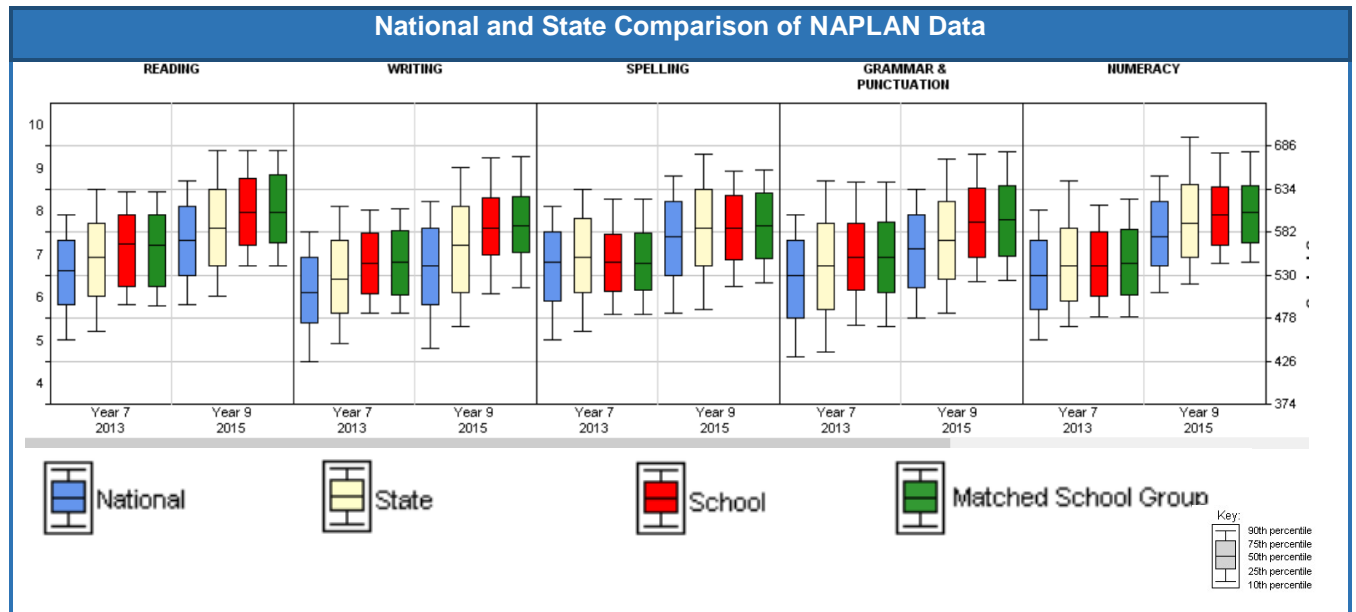
| Median NAPLAN Results for Year 9 |     |
|----------------------------------|-----|
| Year 9 Reading                   | 607 |
| Year 9 Persuasive Writing        | 588 |
| Year 9 Spelling                  | 585 |
| Year 9 Grammar & Punctuation     | 596 |
| Year 9 Numeracy                  | 605 |

### Student Comparison Report

Students in Years 7 and 9 completed NAPLAN tests during 2013 and 2015. The following graphs present the growth achieved against the National Bands and Scaled Scores.

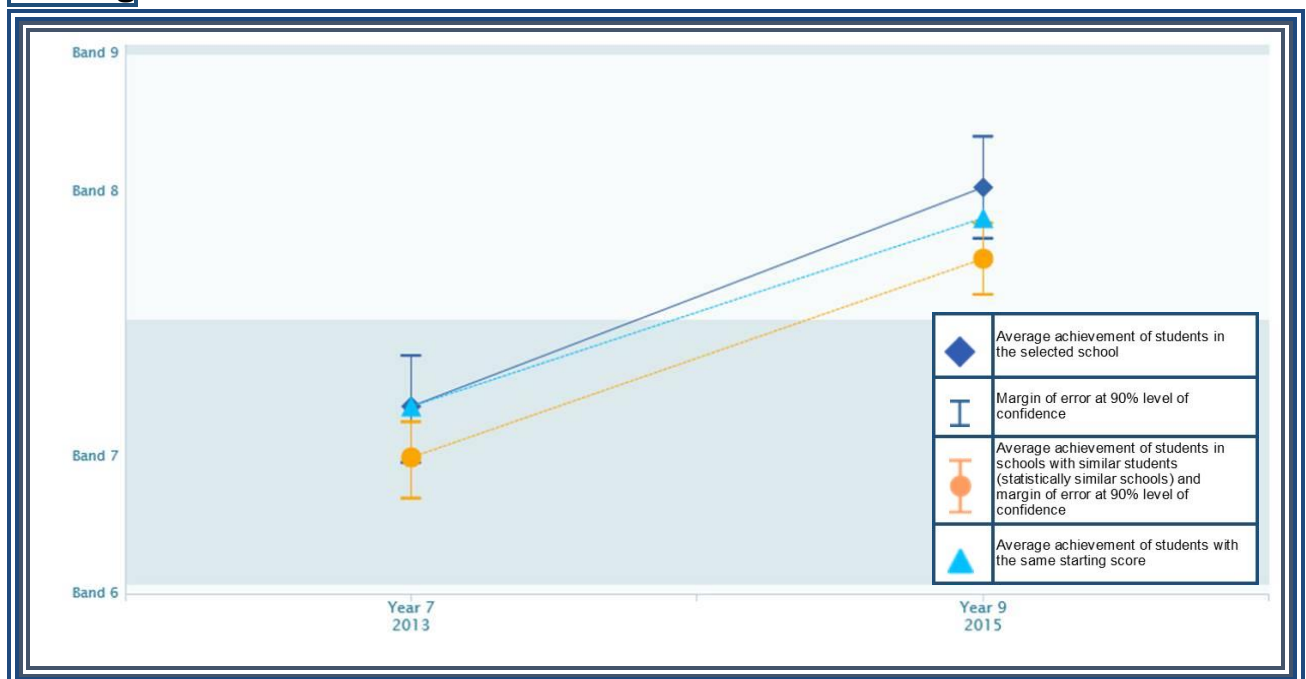


The following graph provides a comparison of Year 7 and 9 NAPLAN data with a range of other groups (please refer to key).



The following graphs have been sourced from *My Schools* and provide a comparison of growth achieved (Year 7 2013 – Year 9 2015) with that achieved by schools whose students had the same starting point and also that achieved by students in schools identified as similar to our school.

### Reading

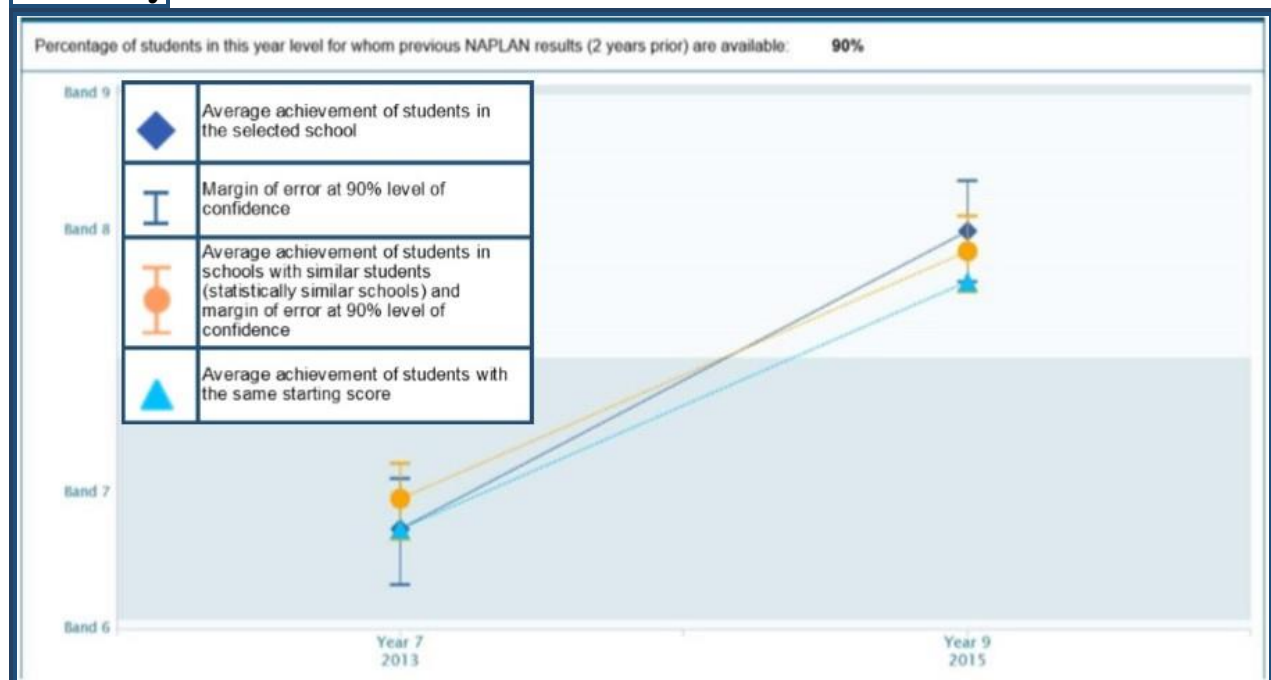




## Persuasive Writing



## Numeracy



## Senior Secondary Outcomes 2015

The median ATAR for the class of 2015 was 62.2%

VCE class of 2015 results included:

- Seven students achieved an ATAR of 90 and above
- 18 students achieved an ATAR of 80 and above
- 46 students achieved a study score of 70 and above
- Seven of our Year 12 students attaining VCE (Baccalaureate) – studying a Language and a high level of Mathematics

| Year 11 Students   |    |
|--|----|
| Number of Year 11 students studying a Year 12 VCE subject  | 63 |
| Number of Year 11 students achieving study score $\geq 40$ | 7  |

| Year 9 Students   |   |
|---|---|
| Number of Year 9 students studying a Year 12 VCE subject  | 1 |
| Number of Year 1 students achieving study score $\geq 40$ | 1 |

### Number of students with a Study Score of 50: 2

Product Design & Technology and Health & Human Development

### Study Scores of 40 and above

Food & Technology (1), Further Mathematics (2), Health & Human Development (3), Japanese (2), Physical Education (11), Product Design & Technology (9), Psychology (2),

### Scaled study Scores of 40 and above

(not including study scores listed above)  
Chemistry (3), Japanese (5), Mathematical Methods (4) Specialist Mathematic (3)

### VCAL

2015 was a busy year for students enrolled in the Victorian Certificate of

Applied Learning (VCAL). The year began with the students assisting with the setting up, meeting and greeting of guests at the Loreto College International Women's Day Breakfast. Later in the year they were called upon to assist Kelaston and Kirralee residents, who came to see the College performance of 'Joseph'. In true VCAL style, the students took on the role of hosts and organised seating arrangements, programs and a morning tea for the residents prior to the matinee and assisted them to their seats.

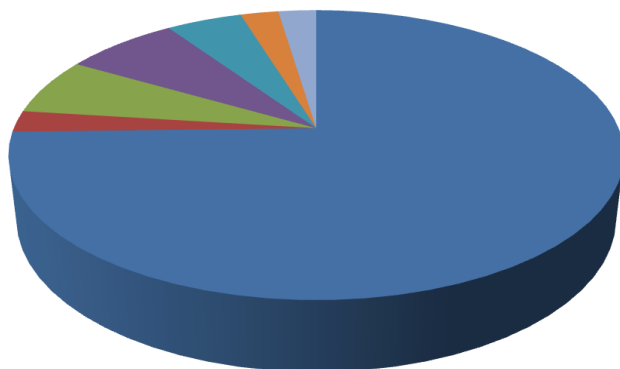
In Personal Development Skills, the VCAL group connected with the community through their organisation and presentation of Chapel Tours to various groups in the Ballarat Region. The tours are run very professionally with groups of up to 25 visitors and include a morning tea and discussion.

As part of Literacy and Numeracy, VCAL students designed themed tours for tourists visiting Melbourne. Students worked in groups and spent time investigating a particular aspect of Melbourne. Students then spent the day in the city where they tested out their tours, locations and directions and then evaluated the suitability for tourists. The VCAL group took on the role of interior designers this year in the subject of Work Skills. In the later part of the year, the VCAL group headed off to camp at Billabong Ranch in Echuca. The students organised the camp from start to finish. This included hiring a mini bus, organising equipment, planning meals and activities, and cooking for the group. The camp activities included archery and high ropes.

### The 2015 VCAL Completion Rate:

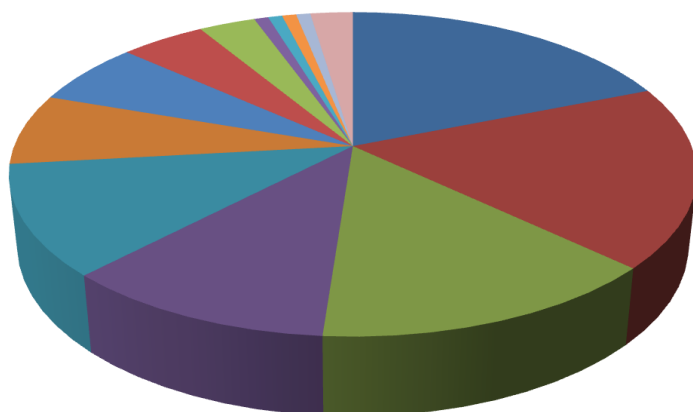
100%

### 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<br>\$ |
|--|---------------------|
| <b>Recurrent income</b>  | <b>Tuition</b>      |
| School fees  | 5,784,045           |
| Other fee income   | 266,615             |
| Private income   | 700,277             |
| State government recurrent grants  | 2,175,589           |
| Australian government recurrent grants   | 7,400,337           |
| <b>Total recurrent income</b>  | <b>16,316,813</b>   |
| <b>Recurrent Expenditure</b>   | <b>Tuition</b>      |
| Salaries; allowances and related expenses  | 10,224,989          |
| Non salary expenses  | 5,037,821           |
| <b>Total recurrent expenditure</b>   | <b>15,262,810</b>   |
| <b>Capital income and expenditure</b>  | <b>Tuition</b>      |
| Government capital grants  | -                   |
| Capital fees and levies  | -                   |
| Other capital income   | -                   |
| <b>Total capital income</b>  | <b>-</b>            |
| <b>Total capital expenditure</b>   | <b>4,365,534</b>    |
| Loans (includes refundable enrolment deposits and recurrent, capital and bridging loans) |                     |
| <b>Total opening balance</b>   | <b>6,403,362</b>    |
| <b>Total closing balance</b>   | <b>5,800,029</b>    |

*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.