



Loreto
COLLEGE BALLARAT | EST. 1875



2018 ANNUAL REPORT TO THE SCHOOL COMMUNITY



LORETO COLLEGE BALLARAT

REGISTERED SCHOOL NUMBER: 0035

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

Contact Details

ADDRESS	1600 Sturt Street Ballarat VIC 3350
PRINCIPAL	Ms Judith Potter
GOVERNING AUTHORITY	Loreto Ministries Ltd. Province Leader of Australia and SE Asia, Loreto Sisters
SCHOOL BOARD CHAIR	Mrs Geraldine Frantz
TELEPHONE	(03) 5329 1600
EMAIL	principal@loreto.vic.edu.au
WEBSITE	www.loreto.vic.edu.au
ABN	60 934 887 077
E NUMBER	E2005
FEDERAL DET NUMBER	833

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 2017 (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 2018 school year under the Australian Education Act 2013 (Cth) and the Australian Education Regulations 2013 (Cth)

Date: March 2019

Mission & Vision

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

Loreto College has its foundation in the gospel of Jesus Christ and is proud to be part of, and contribute to, the larger Catholic community. When Mary Ward founded the Institute of the Blessed Virgin Mary (IBVM) in 1609, she recognised the critical difference that education could make to her troubled world, especially through the care and development of faith. Over 400 years later, the spirit of Mary Ward continues to inspire us. Our vision is to provide a spirited Catholic education that values, engages and empowers young women for their global future. The education we offer is a contemporary one and Loreto College is proud to be part of, and contribute to, the larger Catholic community.

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

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

The five Mary Ward values of Freedom, Justice, Sincerity, Verity and Felicity, drawn from the Gospel, underpin all aspects of life at Loreto Ballarat. The Mary Ward value at the centre of our school life in 2018 was that of Justice. Students, staff and families were called to become informed of the underlying causes of injustice, to reflect and then choose to act to address some of the great imbalance in resources and opportunities – locally, nationally or globally. This call echoed the call for Justice in the Loreto Schools of Australia Mission Statement, that we and our students “can be led to a more critical awareness of the structures in our society and the effect of these on the most disadvantaged, in the light of the Gospel’s imperative concern for the poor and marginalised.” The challenge to each of us is to bring Justice to life through our words and actions. Our focus on justice was across all aspects of our daily life, within the walls of the school and beyond.

° *Loreto Schools of Australia Mission Statement*

Justice Prayer 2018

(Written by the College Captains from Loreto Schools of Australia)



As a Catholic School, our aim is to be a spiritual community that privileges and models the Gospel values. Combined with the innovative style of Mary Ward's faith-filled vision, the College offers an education that encourages students to be 'seekers of truth and doers of justice.' There are a number of formal and informal forums in which staff and students have opportunities to engage and deepen their understanding of this imperative.

Our academic programs, the many and varied committees including JPIC (Justice, Peace and the Integrity of Creation) and EAC (Environment Action Committee), the Mary Ward Connect Exchange Program, the Loreto Pilgrimage to Ireland and England, College Masses and Liturgies, networking with other Loreto schools and formal prayers at the beginning of all meetings and at staff gatherings, are all offered to underscore that which lies at the heart of a Catholic education: the mystery and presence of God, which offers an understanding of what it means to be a human person living his or her life to the full. As a Catholic school, we constantly look for ways in which all staff and students have the opportunity to engage in bringing the Mission of the school to life and living out the Gospel values on a daily basis.

An Overview from the Principal

(Ms Judith Potter)

Justice, as Mary Ward describes it, involves personal integrity based on harmonious relationship with God, with other people and with the whole of creation.

It is expressed in “works of justice”, in active participation in the struggle to bring about such harmony.

Taking the opportunity to look back on 2018 highlights many memories of a multitude of faith, academic, House, curricular and wellbeing ‘moments’ in time, that together, in words and images, paint the picture of a rich and effervescent year at Loreto College Ballarat. The 2018 edition of The Abbey showcased a diverse range of these moments in time, combining to open an enticing window into the 2018 school year.



The five Mary Ward values of Freedom, Justice, Sincerity, Verity and Felicity, drawn from the Gospel, underpin all aspects of life at Loreto Ballarat. The Mary Ward value which has been at the centre of our school life this year was that of Justice. Our focus on justice was across all aspects of our daily life, within the walls of the school and beyond.

Educating for justice means helping people to recognise the inherent dignity of each individual and of the natural environment and to become aware of the rights and responsibilities of all. Issues of power and the use and distribution of resources must also be addressed in ways that are appropriate to students’ development. Without burdening them with guilt for the inequities of our world, we can encourage them to share and use their gifts purposefully in a spirit of gratitude, compassion and hope.

We hope that our students will be people who are honest and fair in their dealings, who show empathy and respect for others without discrimination and whose lives include a real element of active and generous contribution to the community. In addition, we hope that they will have a lively awareness of local and global issues, be strong and articulate on behalf of those who have no power or voice and passionately committed to the integrity of creation, to justice, peace and reconciliation in our world. °

Our students and staff were active in bringing matters of injustice to our attention, working collaboratively to inform our community of the issues and seeking avenues to address injustice. The leadership of JPIC (Justice, Peace and the Integrity of Creation) is to be celebrated, as are the individual students and staff who were moved by significant aspects of injustice and informed us and called us to assist with donation of goods or funds to provide support. I am proud to record that the qualities of Justice were modelled on a daily basis through respectful, supportive and encouraging interactions among students and staff.

Quality learning and quality wellbeing do not sit separately but interconnect and are a catalyst each for the other. Thus the Felicitous Life program continued to be developed and embedded in our wellbeing and learning program. The academic program remained a priority. The faith, co-curricular and House programs are integral to the wholistic learning of our students and support the development of many skills and competencies that will be essential in the future world of work of our students.

Our students energised us, giving us much joy in their embracing the diversity of programs on offer, balancing a serious approach to their studies with a delightful sense of fun. The glorious Loreto spirit shone throughout the year, witnessed in their daily greetings, their support and encouragement of each other in the classroom and in the myriad programs open to all. They engaged reverently in our Liturgies and Masses.

Key to the richness of the Loreto Ballarat education in 2018 was the individual and collective contribution of all staff. None of this would be possible without the dedicated contribution of all teachers and education support staff, for which collective contribution I am indeed grateful. Staff modelled a lifelong approach to learning through their engagement in a diverse range of professional learning programs.

The coaching program for teachers was fully implemented in 2018, with feedback from students informing this reflective learning process. It is with pleasure that I acknowledge the commitment and achievements of the Student Wellbeing, Curriculum, Co-Curricular, House, Administration and ICT Leaders. Staff collaboration and collegiality are to be celebrated and I express a deep gratitude to all staff for their strong commitment to the holistic wellbeing and learning of each of our students. I express my appreciation to Mrs Steph Crawford (PA) and to the members of the Leadership Team: Mrs Mandy Carroll, Mrs Linda McDonald, Mrs Judy-Ann Quilliam, Mr Pat O'Shea, Mr Jeff Primmer, Mrs Christina Sofis and Ms Elizabeth Till.

Some significant farewells to staff occurred. Ms Emma Wakeling (Class of 1999) completed 11 years of dedicated service at the conclusion of Semester 1. Emma's contribution as teacher, leader of the Humanities Faculty and Mentor has been a strong one. Emma's active presence in the House and Co-Curricular programs was greatly appreciated as was her commitment to Justice. Her colleagues appreciated her support as IEU Representative.

Mrs Mary Dow retired at the end of the year, following 23 years of committed service as a highly regarded teacher, Mentor and leader. Mary's leadership roles were varied, including VCAA Coordinator, Head of Barry House 9-12, Daily Organiser and Chair of the Uniform Committee. I highlight Mary's work as Chair of the Uniform Committee in the research, development and implementation of our current uniform, an achievement to be well celebrated. In each of these leadership positions, Mary's contribution was considered, insightful and practical. In addition, Mary's contribution to the Leadership Team was exemplary.

Mr Graham Thurgood retired at the end of Semester 1, following 35 years dedicated service to our community. Many past students, along with current students, will recall with gratitude his teaching. Graham's contribution has extended across the Science and Mathematics Faculties, as Faculty Head of Science, as House and Mentor Teacher within the House and the co-curricular program, including his introduction of lunch time dance classes which were thoroughly enjoyed by all who participated.

We are blessed with parents who volunteer their time and expertise as they join with staff in the partnership of education. I am grateful to the parents who volunteered in the Loreto Café, the Friends of Music & the Performing Arts and the Friends of Rowing. Their service added to the richness of opportunities offered to our students. I thank all parents who joined us for Mothers' and Fathers' Day Mass and Supper, Information Evenings, Parent/Student/Teacher meetings, House Carnivals, after-school co-curricular activities and special occasions. This partnership with the School is appreciated.

High level governance is essential to ensure that our school builds on the past and opens new doors to the future. I thank all Board and Board Committee members for their unwavering and whole-hearted volunteer service to our school, in particular Mrs Geraldine Frantz (Board Chair) and Mr Luke Dunne (Deputy Board Chair). I thank the Chairs of Board Committees, Mr Matt McCabe (Finance & Risk), Mrs Maria Myers AC (Marketing & Development) and Mrs Erin Taylor (Property). A strong focus of the Board in 2018 was on strategic planning with an eye on the next five to fifty years.

I express gratitude to Mrs Geraldine Frantz, previously Deputy Board Chair and Chair of Property Committee, for her key contribution to the governance of our school as Board Chair. Geraldine has been generous in the sustained support she has offered and in her active presence at special school events. Mr Matt McCabe generously chaired the Finance and Risk Committee over 5 Years. I extend

our deep appreciation to Matt for his generous and considered leadership of the Finance & Risk Committee over this time, making an exemplary contribution to excellent fiscal and risk management oversight.

An external review process in 2018, informed by feedback from parents, students and staff, led to the identification of some priorities for 2019 to support the maximising of wellbeing and learning outcomes for our students. These will be addressed within the wholistic strategic vision of the school.

- To make explicit that the Loreto Vision and Mission frames and underscores the whole life of the Loreto family.
- To articulate a shared vision of what quality teaching looks like at Loreto College.
- To progress a shared vision for what wellbeing looks like.

As we turned the final pages of the 2018 Loreto College Ballarat story, we looked with great anticipation and excitement to the promise of the 2019 school year.

College Board Report

(Mrs Geraldine Frantz - 2018 Chair)

As we drew towards the close of the very busy 2018 school year I paused to reflect upon my first year as Chair of the Board.

As a College, we have completed our project commitments in our previous Strategic Plan so 2018 was really a year of review of the past and planning for the future. We are continually guided by the principle of providing excellence in education to best suit the needs and aspirations of our current and future students in an ever-changing world. It was an exciting year from this perspective and we look forward to presenting our new Strategic Plan in 2019.

College Board

Mrs Geraldine Frantz (Chair), Mr Luke Dunne (Deputy Chair), Ms Janet Freeman, Mr Matt McCabe, Mrs Maria Myers AC, Mrs Tracey O'Neill, Mr Richard Robinson, Mrs Erin Taylor and Mrs Nicole Loader.

Finance & Risk Committee

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

Property Committee

Mrs Erin Taylor (Chair), Mr Shane Carey, Mr Luke Dunne, Mrs Carmel Flynn, Ms Min Myers, Ms Judith Potter (Principal), Mr Jeff Primmer (Business Manager), Ms Elizabeth Till (Executive Deputy Principal).

Marketing & Development Committee

Mrs Maria Myers AC (Chair), Miss Meg Barry (President, Loreto Past Pupils' Ass.), Ms Janet Freeman, Ms Katherine Gillespie (Term 1), Ms Jan Stephen, Mrs Trudi Kannourakis, Ms Judith Potter (Principal), Mr Pat O'Shea (Deputy Principal: Wellbeing), Ms Judy-Ann Quilliam (Director of Marketing & Development).

I take this opportunity to thank my fellow Board and Committee members for their support and for their generous contribution of time and expertise as we worked collaboratively to fulfill our Governance of and strategic responsibilities for Loreto College. In particular, I acknowledge the following committee members: Mr Matt McCabe who stepped down as Chair of the Finance & Risk Committee at the end of this year after diligently conducting this role for the past five years. We are fortunate that he will remain as a member of the committee.

We farewell Mr Shane Carey from the Finance & Risk Committee after 11 years of exemplary service on this committee. We are grateful he will continue to serve the College as a member of the Property Committee. We thank Ms Katherine Gillespie for her thoughtful and valued support to our Marketing and Development Committee during the previous school year.

I would like to acknowledge the tireless work of our Principal, Ms Judith Potter, her Leadership Team and the staff at Loreto College. Their ongoing commitment to providing a quality education and opportunity to the students is outstanding.

Finally, on behalf of the College Board, I congratulate all our students for their 2018 school year. Well done to our 2018 Year 12 Class for the final completion of your secondary school years, we wish you well in your ambitions and endeavours for the future.



Standing: Mrs Tracey O'Neill, : Mr Richard Robinson, Mr Luke Dunne, Mr Matt McCabe, Mrs Nicole Loader

Seated: Ms Janet Freeman, Mrs Geraldine Frantz, Mrs Maria Myers AC.



(Absent: Mrs Erin Taylor)

Education in Faith

(Ms Elizabeth Till, Executive Deputy Principal)

'Creator God, source of all life, we marvel at the beauty and excellence within everything you have created. In our difference you made us and you love us.'

So begins the Student Leaders' prayer for 2018.

In looking back over 2018, it is easy to see and rejoice in the beauty and excellence displayed in so many ways: through the joy exhibited in the Arts - the Production, South Street activities; the physical excellence attained in sport with the many representative College teams participation in a wide range of sports with all showing improvement throughout the season; the academic advancement made by so many, with the Academic Assembly celebrating academic excellence of members of the Class of 2017. Students were able to appreciate and acknowledge the achievements of the Class of 2017 and of some of their peers studying a Year 12 subject in Year 11, then embark on their own journey of academic achievement. With a diversity of activities and a wider range of student endeavour, it is easy to see difference and rejoice in this.



'We seek to understand the message of your son Jesus, and open ourselves to belong to the Kingdom of God...'

In the Liturgies celebrated throughout the year, with the Opening School Staff Mass at the Cathedral and then the Opening of the School Year Mass celebrated by Bishop Paul Bird here at school, to time spent in Religious Education classes reflecting on the life and example of Jesus, to the Retreat Program, the opportunity exists to see and value our Catholic heritage. We took time to acknowledge and understand the pain and anguish suffered by the many survivors of sexual abuse by clergy, and their families, and reminded ourselves not to lose sight of the intrinsic value of the message contained in the Gospel. We are a Catholic school in the Loreto tradition and we are proud of that.



'May we give generously ...' was a theme regularly picked up by the students. Their active engagement is clearly demonstrated in the Walkathon, our assistance to Exodus House in Wendouree and the Year 10 Mission and Service Program, to name just a few of the many awareness-raising activities along with the many other fund-raising activities throughout the year. We are lucky that we live in a safe and supportive community but we all have a responsibility to give back to the wider community, both locally and globally. In knowing about injustice, we can work to alleviate it.

'We pray that our God who liberates, empowers and motivates will be with us as we work for justice with the gifts of humility and compassion.'

Strong young women of faith prepared to work for a better world. In so many ways, 2018 saw Mary Ward women who are 'seekers of truth and doers of justice' step forward and make a positive difference.

Faith and Mission

(Ms Mandy Carroll: Director of Faith & Mission)

I used to think that coming to work without make-up on for 'Love Your Body and Mind Week' was hard until I had to accept that I could not come to work at all! It is a difficult reality to have to face, (no pun intended) when the one thing we rely on, our health, fails us. That was Semester One of 2018 for this Director of Faith and Mission but, as is often quoted, our worst fears are rarely realised.



The annual Walkathon is always a highlight, with the 2018 event being no exception. In favourable weather conditions, students wended their way along the Yarrowee trail back to Loreto with a very colourful fashion parade, showcasing the creativity and ingenuity of students and staff.

The Walkathon is a much valued occasion, with camaraderie between students and staff on the shared journey, fitness tested, the creativity evident in costumes, the joy of being involved and the sense of achievement through the support able to be provided to others through the funds raised.

The funds raised approximated \$20000 which resulted in a great sense of achievement and service to others. These funds were distributed to local and global organisations, including St Vincent de Paul and Mary Ward International Australia. We consistently seek out charities that have proven records of low advertising and expense budgets.

The College Anzac Day service was memorable for Sarah Harrington's beautiful tribute to her great uncle, Charles Biggin. Daily prayers were included in the morning bulletin and JPIC meetings held.

All I needed to do was let go and get better. There was plenty of time to reflect and think and read. I found myself almost fretting about the various Royal Commissions and human beings' capacity to behave so unfairly and greedily. The plight of the Thai soccer boys in the cave was riveting. This event captured extraordinary international attention. However, the discussion surrounding the comparative lack of concern, for example, for children held in detention was hard to ignore. Our capacity for empathy can sometimes mean that someone is left out, with the implication that we were wrong to show so much concern for those trapped boys. We were right to show our concern but equally must show concern for all who are experiencing difficulty.



There is a lot to be said for solidarity, local, national and international. And for once, politics took a back seat and some rare good news helped unite an increasingly divided world. Here at Loreto College, we need only to walk around the corridors to see reminders of how we should act towards one another.

Student Wellbeing Part I.

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



In mid-September I met a reporter from The Courier (Ballarat) who had arrived at the school to interview some of the student organisers of the Digital Detox trial. The reporter observed that, in a short walk to the Mulhall Centre, we had passed an awareness display on the NSW drought, a schedule of events lined up for 'Love Your Mind and Body Week', blue Piggies set aside for the 'Do It in a Dress Day' and reminders of the 'Do It for Dolly' Bake sale and BBQ at lunch time. The reporter's comment was as simple as 'Boy, the school is having a real crack here'!

That particular week wasn't a special one, just an average week, but it highlighted that in any week at Loreto there is always something significant on, usually organised and run by students.

The Student Wellbeing Team had two particular goals in 2018, consolidation and communication, in the second year of the new House and Mentor structures. In 2017 the school implemented new roles and new activities and in 2018 it was time for fine-tuning and improvement. In 2018 the Wellbeing Team endeavoured to communicate more effectively with regards to the activities being run, improving coordination. A particular highlight of the year was the success of the school's partnership with eSmart, wherein we trialled a sexting program with Year 8 students that has since been rolled out across the country. The strength of this program lies in the fact that it is not a one-off conversation on responsible use of social media. It is a part of whole program on respectful conversations. The school's partnership with eSmart attracted the attention of local and national media. The program was reported by The Courier (Ballarat), Educator Platform, Australian Teacher Magazine and Complispace. This was also the first year that a Digital Detox program has been trialled with Year 9 students.

Two other aspects of Wellbeing which are to be highlighted:

- The Felicitous Life Program: The Years 7-9 Program became firmly entrenched and successfully maps out a personal development plan for each junior student.
- The Gonzaga Barry Day Appeal: The lead-up to the day through the students preparing Gratitude stars led to the largest grocery collection I have seen in my time at the school.

House Program

The main goal of the House Leaders in 2018 was to consolidate and tweak the programs trialled over the previous year. Central to the planning was ensuring each term had at least one major event that was a focus for the House. The high attendance and participation rate for all House events throughout the year indicates the importance of these programs, offering a range of inclusive opportunities to all students. The glorious spirit evident at each event is to be celebrated and points to the significant contribution to student wellbeing of the House program.

Students met in their House on a Thursday morning of each Week B. This meeting provided a forum for communication and planning of events.

Term 1: House Swimming and Athletics Carnivals. These two major events are a springboard for an engaging year of House endeavour combined with a fun element. A sense of purpose was achieved. The much-anticipated synchronised swimming Year 12 competition proved to be a highlight once more and built solidarity within the Year 12 level.

Term 2: Planning for Arts activities in Term 3 commenced as did GB Day stall preparation. The Lap of the Lake, a 4EK Fundraiser in memory of Emma-Kate, was a highlight occasion.

Term 3: House Choirs rehearsed regularly and auditions for the Arts Festival took place, culminating in a very engaging and entertaining Arts Festival. The focus was also on the Arts Impromptu competitions.

Terms 3 & 4: Leadership training and elections took place, with the 2019 Leaders being selected.

Each House took a turn during the year to run some form of themed event, usually including a fund-raising or Mental Health awareness-raising event. The Mornane 'Love Your Mind and Body' Week is an example of this. The themes are deliberately paced to energise students during the winter months.

House Leaders investigated the enhancement of our buddy system throughout the school on a House basis. A trial event in 2018 was the Year 7 and Year 12 Picnic. A range of leadership opportunities are House based.

Student Wellbeing Part II. Felicitous Life Program

(Mr Kevin Robillard, Learning Leader: Felicitous Life)



In response to the need for improved education about our mental health, Loreto College Ballarat has developed a program over the last 3 years called Felicitous Life. Our program has been developed within the framework of Martin Seligman's founding of positive education: traditional education plus approaches that nurture wellbeing and promote mental health. It has also considered the values of the Catholic church and framed the program within the spirit of Mary Ward. The result is a unique program that aims to empower our young women to know their character strengths and how to use them to be resilient.

Students explore the idea of a growth mindset, encouraging them to meet new challenges with an open mind. Other areas of the program include understanding our emotions and how they affect behaviour, developing listening and communication skills that allow students to maintain positive relationships and work effectively as a team member, as well as exploring concepts of mindfulness, purpose and meaning. Finally, ideas of achievement, engagement and motivation are also studied to assist with achieving the best academic results possible along the way.

The Felicitous Life program aims to travel up-stream to empower our girls to cope with the ups and downs that have not yet happened. Our aim is to support them in developing their resilience, to have motivation to persist despite challenges and setbacks, to work towards meaningful goals, to have a sense of purpose, meaning and spirituality in their lives. The Felicitous Life program aims to educate and equip our young women with the social and emotional skills needed to flourish in all aspects of their lives. In doing this we continue to educate for the needs of today, while being true to the original Loreto vision of educating girls within the virtue of Felicity that Mary Ward began over 400 years ago.

Learning & Teaching

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

Throughout the year I attended many community events and met many prospective students and families. I am often asked “What sort of a school is Loreto College?” When I reflect on the answer to this question, I feel very proud to say that we are a Catholic Girls’ School in the Loreto tradition and we provide a holistic education for students, aware of the diverse gifts and talents of our students. We believe that our holistic education, which is both rigorous and empowering, will prepare our girls and young women for life in the 21st century.



In the media we regularly read that the needs of the work force are constantly changing and that many of the jobs our girls will step into in their adult lives have not yet been created. Educational research informs the design of our curriculum and wellbeing system, focussing on the diversity and personal skills that will assist them in many future careers. Having strong literacy and numeracy will be essential in all areas of the girls’ lives. Skills which have been identified as those transferable skills which students will need in any industry in the 21st century include strong personal and interpersonal skills such as creativity, problem solving, project management, collaboration and critical thinking.

In 2018 our students at Loreto College, Ballarat were able to enjoy a rich and engaging curriculum. With the opening of the Ballarat Tech School in 2018, our students had the opportunity to practise these transferable skills within the programs which are based on the STEM principles. Students from Years 7 to 12 were involved in programs, including the humanoid robot programming, virtual reality scene making and ‘Innovation with Australia Food’ which focus on real-world applications. These experiences have allowed our students to experience hands-on learning in productive teams as well as exposing them to possible industry pathways. The Year 8 students enjoyed two days at the Ballarat Technical School where they worked to program a robot called Nao to do many wonderful tasks. A small selection of the students were invited back for a master class and, by the end of the day, they had their robots taking café orders and dancing.

We have increased STEM education in the school with the introduction of a new unit in the science curriculum at Year 7 level. The students used programming and robotics software to create programs to move robots to solve problems in a virtual world which eventually led to the construction of physical Lego robots that completed real world challenges. Coding has been introduced into the Mathematics curriculum.

Early in January Ella Kendell attended the National Youth Science Forum (NYSF) in Canberra. This was an engaging and rewarding experience for such a passionate science student. In March we had a visit from the RAAF with their flight simulator. Some senior physics and mathematics students had the chance to feel what it is like to fly a fighter jet, with many making successful landings. We then hosted Engineers without Borders from Melbourne University who visited many classes over two days. The students investigated how non-government organisations distribute resources to affected areas after natural disasters occur, including how water can be filtered and made drinkable in an emergency situation. The other workshop involved designing and coding a distress beacon to emit the international signal for SOS. Both sessions were fully immersive with many opportunities to think creatively to solve very complex problems.

Many students took up the offer of outside-school science experiences with some completing work experience at Deakin University, attending Longerenong College for the Defying the Drift program, at Federation University for the ConocoPhillips Science Experience, others taking on the challenge of competing in the Biology Science Olympiad.

We introduced Agricultural and Horticultural Science as a Year 10 elective with the view to offer this as a new VCE subject in 2019. The students visited dairy farms, the trout farm, the sale yards and the Ballarat Technical School to look at the innovative technology of a FarmBot.

In both Product Design and Technology and Food Studies, students continue to be actively involved in each aspect of the design process as they discover through investigation and generate ideas that meet the specifications of the problems with which they are faced.

The students experience excitement and achievement when working independently to make decisions and being engaged in the production of their preferred option, whilst reflecting on the end product. This has included them working with 3D printers as they design buttons and tags to be used in garment construction in Product Design and Technology, which were beautifully displayed during the Fashion Parade. In Food Studies students used a variety of flavours and ingredients to create healthy meals. Multi-media students engaged in the creation of audio visual productions, including animations, the use of the green screen and web design. The Information Technology students were involved in programming whilst using Visual Basic and Action-script. Technology students are truly critical thinkers who are challenged to develop skills for the future through hands-on learning in this curriculum area.

There were many exciting achievements for the Arts Faculty, with a Year 12 student selected to perform at the Top Class Dance program as part of the 2018 VCE Season of Excellence. It was also a lovely surprise to find a past pupil opening the 2018 NextGEN Exhibition and to see the number of Loreto students invited to showcase their work, with some then being awarded prizes. Three Year 8 Arts achievers were awarded a Loreto Past Pupils' Association Performing and Visual Arts Scholarship and one Year 8 Arts achiever was awarded the Loreto Performing and Visual Arts Encouragement Award.

The theme of Justice could be seen threaded through student work. The Visual Art VCE Exhibition, One For All, was a highlight with many creations exhibited setting a more humane world beside the real world. We saw the screening of the creations of the Year 12 Media students and the awarding of The Gillians included in the exhibition, immersing students in an evening of visual expression. Year 12 Drama students developed a drama work through a female lens and performed this piece to Year 8 students. Year 11 Theatre Studies class performed an abridged version of Oscar Wilde's moral comedy "The Importance of Being Earnest" then, in Unit 2, they produced David Campton's feminist piece called "The Cagebirds", a play which prompted much feminist discussion and analysis of oppression.

Junior Arts students were immersed in the Arts-rich curriculum, with our Year 9 Music students creating their own social justice blues compositions. Extension activities were broadened, with students from Year 7 – 12 taking part in intensive drama workshops with guest actor and director Alex Pinder. He encouraged them to play in order to find authenticity in their work and to find moments worth exploring artistically.

In the era of 'fake news', it is more important than ever that students develop their critical thinking skills to make up their own mind about the information they encounter in the wider world. With this in mind, the English Faculty introduced a number of new units and texts in 2018 that challenged students to think more critically. These included a study of Animal Farm, which fosters a broader exploration of political propaganda, and a Feminist Literary Perspectives unit where students explored a variety of texts and created their own alternative reading of Romeo and Juliet.

It remains important to engage with classic texts that are culturally influential in the modern world. Students explored the world of Shakespeare through "A Midsummer Night's Dream" and "Much Ado About Nothing" and other texts such as "The Crucible", "The Great Gatsby" and "Heart of Darkness" in the Literature subjects offered from Years 10 - 12. Students were also able to explore their creative side through their study of Alice in Wonderland in Year 7 and slam poetry in Year 8. As always, students produced some interesting and original pieces of writing throughout the year.

Our Physical Education classes in Year 7-9 provide an opportunity for students to consolidate their fundamental motor skills and apply these to a variety of different sports and recreational activities. Our physical education classes ensured there were moderate and vigorous levels of physical activity

recommended by the National Physical Activity and Sedentary Behaviour Guidelines. They reflected on their skill development and levels of participation during the unit and completed self-assessments at the end of the unit. A feature of each lesson was the strength exercises which were regularly performed with their teachers.

Central to the Health curriculum was the development of skills and knowledge that will empower students to make healthy choices for themselves by focussing on the physical, social and mental dimensions of Health. In our SensAbility Program (Year 7 to 9), students explored important life and interpersonal skills that are designed to develop and enhance resilience. The basis of these skills is an understanding of the Six Life Senses.

A unique aspect of the Health and Physical Education learning area is the wide range of learning situations that provide opportunities for developing interpersonal and collaborative skills, good communication, and decision-making and goal-setting skills. Learning episodes also provided the possibility to develop leadership, positive team behaviours and strategies to cope with individual challenges.

Our VCE Health and Human Development and Physical Education classes continued to be a popular choice for our students. Our staff provide dynamic, challenging and supportive learning environments to enable the girls to achieve the best possible outcomes. Many students consider studying courses in the Health Sciences when they finish school.

Change is the one constant of life. It is also an essential feature of studies of Humanities from History to Geography through to Accounting and Global Politics. 2018 saw change occur throughout the Humanities Faculty. We saw changes to study designs at VCE levels for Legal Studies, Sociology, Australian and Global Politics and this has seen new learning challenges for both our staff and students which they have embraced with enthusiasm.

Loreto College enjoyed success again in 2018 in the Premier's Spirit of Anzac Competition, with Laura Stedman of Year 10 being awarded a study tour to Singapore for her embroidery task that she created inspired by the Great War.

The Humanities curriculum continued to be innovative and inspiring, responding to changing world events and the demands of the 21st century. Year 7 students explored using Padlets to share their research on ancient Rome. Year 8 students were immersed in the medieval world during a day of engaging activities at Kryal Castle. Year 10 Legal Studies students visited the Magistrates' Court whilst Year 11 Legal Studies students met with prisoners at Loddon Prison to deepen their understanding of the legal system. VCE Sociology students visited the local Greek Orthodox Church to learn about culture and community. VCE Business Management students grappled with the complexities of running their own small businesses. This is only a snapshot of the remarkable work that takes place within the Humanities faculty each year.

In Mathematics, as well as focusing on problem solving in class, many of our students participated in challenging co-curricular Mathematics events, further developing their problem-solving skills and their ability to apply Mathematics in a range of situations. There were a number of these types of activities on offer in 2018, including the Mathematics Challenge, Mathematics Olympiad and the AMT Mathematics Competition. A Year 10 team of students participated in the Science and Engineering Challenge, taking on schools in our region to complete some challenging engineering tasks. In an exciting finish, our students narrowly beat other schools to become the overall winners on the day!

Back in the classroom, some of our Year 7 students were fortunate to be able to participate in a collaborative learning experience with the Year 11 Multimedia class. They completed a number of coding activities and enjoyed being mentored by the Year 11 students in learning about the Visual Basic language of computer coding. The senior students were able to assist Year 7 students to see what goes on behind some of the technological processes that we see on our screens.

The Language Department continued to work hard promoting the value of learning languages to the College community. A new cross-curriculum unit- Spy Play - was developed for Year 7 French and Drama classes. Through this unit, students were immersed in the Spy Play, extending their French language. This unit was initiated by Miss Halley and Ms Colmont with Mrs Greet. A Happi Coat Design Competition was held in Term 1 and 2 for all Year 7 and 8 students and the quality designs for this competition clearly showed the students' enthusiasm and creativity. We were impressed by their originality and their strong cultural knowledge. Following up the junior students' inspiration, a group of keen Year 10 students from the Japanese class regularly met and created school Happi Coats.

The Year 7 Japanese classes went to the Japanese restaurant, Kambei, where they experienced authentic Japanese food. Year 10 Certificate II in French and Japanese continued to be successful. Having to complete the assessment in real settings such as a Café and Sovereign Hill was a highlight. The College hosted the Year 12 Morning Japanese Exam Seminar to support the students in this region. The French Year 12 class travelled to Melbourne to attend the Year 12 Matinee de Francis and gained some exam strategies for the oral and written exams. A group of 11 students from Year 10 and 11 French classes were very excited about their trip to New Caledonia in December. Three Year 11 students from the Japanese class took part in the immersion programs offered by Shibuya Kyoiku Gakuen in Tokyo in January 2019. Seven Year 10 students entered the Japanese Speech Competition.

In 2018 we welcomed the French Language Assistants, Miss Audrey Halley from Normandy in France. She was in the process of completing her Master of International French Teaching. Our Japanese Language Assistant in 2018 was Miss Miku Terazawa. She was in the process of completing her Degree of English Language.

In the Loreto year of Justice our students, particularly in our Religious Education program, were consistently given opportunity to explore their purpose as Catholics in our world. Our students were provided with a range of opportunities to grow in their understanding of their privileged position and their responsibilities in working towards the common good.

The Religious Education Faculty has reviewed the curriculum offered, with Catholic Identify data informing this. We understood, through the analysis of this data, that our students are diverse in their knowledge and faith, and as a staff we continued to endeavour to create a curriculum that provided ample opportunity for learning and understanding and importantly that challenged and engaged them.

Our students continued to enjoy their learning outside the classroom with the successful Retreat program. Each year level was provided with the opportunity to step into a retreat experience, exploring a focus that is relevant and engaging in prayer and reflection. When asking Year 12 students of their memorable moments here at Loreto College, inevitably their memories come from these unique occasions spent with friends and teachers.

The focus of the members of the Religious Education Faculty was on delivering a curriculum that acknowledged and embraced diversity and enabled our students to question, understand and grow in their faith. Through our Religious Education curriculum, students were charged with the responsibility of living 'according to justice, fairness and respect for all human beings.' (Pope Francis).

Co-Curriculum Program

The Co-Curricular program is an integral aspect of the education we offer, extending the learning and wellbeing environment beyond the classroom, with diverse opportunities open to students to develop and extend skills, including collaboration, communication, critical thinking and creativity. New friendships were developed as students engaged in activities with peers with similar interests.

Performance

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

The Arts Captains for 2018 provided strong, inspiring leadership, encouraging many Loreto girls to explore and share their talents with the school community.

In Term 2 and 3, Coffee House was held at a new venue, 'The Yacht Club'. Many students became involved, showcasing their talents. Coffee House proved to be one of the favourite events on the Arts calendar for performers and audience alike.

The House Choir competition in Term 3 continued to astound with a variety of songs, harmonies, band instrumentation and synchronized movement created by the Arts Captains. The House Choir Competition was very strong with Barry performing 'Girls Just Wanna Have Fun', Ward a 'Pricetag/Where is the Love' mash-up, Mornane, 'Ain't No Mountain High Enough' and Mulhall, 'Some Nights'. Junior Houses performed 'This is Me' with Ward House taking out first place and Mulhall winning the Senior House Choir competition; with its strong vocals and slick choreography it was hard to beat.

The Arts Festival 2018 was a culmination of many weeks of auditions by over 140 girls to create a final show of some of our greatest Loreto College performers. At the performances the winners of our trophies were announced: Junior Participation – Ward, Senior Participation - Ward, Senior Drama - Ward, with the overall winner being Ward. We congratulate all of our 'Shooting Star' Loreto girls who were involved in many and varied ways in performance and backstage. We can't wait to see where the performing arts take you in the future.



Music

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

2018 opened with the usual flurry as ensemble rehearsals commenced and lessons began.

In 2018, 14 tutors assisted more than 250 students in the process of mastering their instruments and performing within an ensemble. Activities ran throughout the year with musicians contributing to the Opening School Mass, Fathers' Day Mass, Mothers' Day Mass and Liturgies. Musicians performed in the BOAA Festival Performance, at the Eureka Dinner, Mid-Year Concert, VCE recitals, Year 10 recital, vocal, piano, woodwind, string and percussion soirees, Eisteddfods, Beauty and the Beast, Coffee House performances, the Arts Festival, the Graduation Mass and Christmas Concert and enjoyed a visit from the Melbourne Symphony Orchestra.

I would like to congratulate each and every student for her hard work and dedication in developing her musical skills and, most importantly, for sharing her love of music with the school community. I would especially like to thank the student leaders of each ensemble for their positive encouragement and guidance. Appreciation was extended to the Year 12 students for their commitment to, and passion for, the Music Program.

2018 ENSEMBLES

- Bijou Orchestra – Simone Jans/Kate Carman/Miram Kris
- Drama Ensemble – Tammy Vandenberg/Mika Wallace
- Drum Line – Michael Evans-Barker
- Flute Ensemble – Helen Hardy
- Guitar Ensemble – Joseph Zreikat
- Junior Choir – Marcella Crowley/Heather Wray
- Junior Concert Band – Marcella Crowley
- Liturgical Choir – Marcella Crowley
- Loreto Blues – Simone Jans/Heather Wray/Tania Grant/Stephanie Greet
- Loreto Opine – Stephanie Greet
- Senior Concert Band – Simone Jans
- Stage Band – Simone Jans
- String Ensemble – Kate Carman
- Woodwind Ensemble – Kath Saunders



Sport

(Ms Megan Poulton & Ms Naomi Russell: Co-Curricular Sport Leaders)

It was a jam-packed year in sport in 2018. Students were involved in our after-school sport program run by the Ballarat Associated Schools (BAS). Many teams throughout the year represented Loreto and we were very proud of the way they have conducted themselves. The students are always enthusiastic and skilled in the team sports and they created many great memories of these times. Our program has a wide range of sports, and students were offered many opportunities to be physically active throughout the year.

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

We farewelled our Year 12's who made a significant contribution to our sporting program. Their achievements over the six years of representing Loreto is to be commended and they have been fantastic role models to our junior students. Some of our Senior sporting teams were successful in finals in 2018. 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.

Loreto Sports –

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

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

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

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

BAS Sport Premierships:

- Junior A Basketball and Junior B Basketball
- Intermediated Volleyball.
- Senior B Tennis
- 1st Netball
- 4th Netball
- Senior Soccer
- Junior 2^{nds} Netball and Junior 3^{rds} Netball
- Junior and Intermediate BAS Athletics and Overall Girls Aggregate
- Junior, Intermediate and Senior Lap of the Lake and Overall Girls Aggregate
- Intermediate A and B BAS Road Relays
- Junior and Intermediate Cross Country and Overall Girls Aggregate
- Junior Girls Tennis – LC Blue
- Inter Girls Tennis – LC Blue
- Junior Girls Cricket – LC Blue

House Swimming Carnival

Our annual Swimming Carnival was held once again at the Eureka Swimming Pool. The weather was perfect with some cloud early on that opened up into a beautiful sunny day. The girls' spirit throughout the day was extremely high from all of the Houses and the newly introduced House Spirit Stick was awarded to Barry at the end of the day. Many girls participated in the 50m events with enormous numbers in the 25m races that were held across both the pool and the team events. The water polo once again was a huge hit with many girls trying it for the first time. The Year 12 synchronized swimming, which has now become the final feature of the day, was entertaining with Barry victorious. We would like to congratulate the enthusiasm shown from all participants.



Divisional House Winners:

Juniors – Ward

Intermediate – Mornane

Senior – Barry

BAS –Swimming Carnival

The BAS Swimming Carnival, a twilight meet, was held at the Ballarat Aquatic Centre meet in February. Loreto won the Senior Girls divisions and was placed 2nd in the Intermediate section and 3rd in the Junior Section. Loreto placed 3rd overall in the Girls' Aggregate. Every girl gave her best performance and there were some great individual efforts and a high standard of representation for the school.

House Athletics Carnival

We headed to Ballarat Regional Centre in March for our annual Loreto Athletics Carnival. We used the electronic timing gates to help with the sprint races, providing very accurate results. There were many enthusiastic girls throughout the day participating either on the track, in the field or part of the team events. The girls lined the track to watch the year level relays and cheered loudly for their House team mates. The finale to the day, the Tug of War event, saw each year level trying to win the contest of dragging the competing House team across the line.

Divisional Winners - Junior – Barry Intermediate – Barry Senior – Ward

Winning House: Barry

BAS Annual Athletics Sports

Our Loreto team was in fine form for the 2018 BAS Athletics Carnival. It was held in April at the Ballarat Regional Centre. All students were dependable, independent, keen and committed to doing their best for Loreto. The competition was once again extremely close with Loreto taking out the Junior and Intermediate divisions and 2nd in the Senior division, winning the Girls Aggregate.

SCSA Division 1 Athletics Carnival

We headed to Lakeside Stadium in May for the Secondary Catholic Girl's School Association (SCSA) Division 1 athletics competition. We had a very early start and the weather started with heavy cloud that later on opened up to lovely sunshine. The girls performed very well on the day and we achieved a first place in the Senior Girls division by a narrow six points. Our Junior and Intermediate divisions were placed 2nd and we were place 2nd overall by a small margin of sixty-three points.

Cross Country Season:

- Loreto Lap of the Lake:** On Thursday 17 May our Loreto College Lap of the Lake was held in honour of former student Emma-Kate McGrath. The 2018 Lap of the Lake was different due to the percentage of students actually running rather than walking - by far the highest it has been in recent years. The reason for the improvement can be attributed to one thing alone – recognition and respect for Emma-Kate McGrath. Students in Years 7 and 8 completed 4km of Lake Wendouree and girls in Years 9-12 completed the 6km circuit. This was a very special, moving occasion with Emma-Kate's mother, Abby McGrath, officially starting the event and participating in the run as well. Students and staff wore white and purple ribbons in memory of Emma-Kate and to raise funds for Meningococcal research and awareness.
- BAS Road Relays:** The first BAS events for the Cross-Country season was the Road Relays held on the first Thursday of Term 3. This event is held over a fast, flat section of Lake Wendouree and involved four runners completing 1500m each along the lake foreshore in a relay formation. In chilly conditions, the Intermediate A and B girls ran very impressively with both teams placing first in their events. All other Loreto teams in both the A and B divisions are to be congratulated on their individual and team performances, with each team finishing second in their respective section. Overall, Loreto placed a very close second in this event.
- BAS Cross Country:** The second of the BAS Cross Country events saw runners across the BAS schools completing a challenging course around Damascus College. The junior and intermediate teams ran beautifully and placed first in their respective divisions, with the senior girls also competing impressively and finishing a close second in their age category. Overall, Loreto was clear winner of the Girls Aggregate.
- BAS Lap of the Lake:** The final Cross Country event was the prestigious Lap of the Lake. In mild, Spring-like conditions (with a hint of wind!), our Loreto runners again competed admirably. Our junior runners completed a 4km section of Lake Wendouree and the intermediate and seniors completed the entire 6km lap. With unlimited numbers permitted to run in each age group, strong teams were represented across all three divisions. All of the Loreto athletes were very competitive, and our girls put in impressive individual efforts across the board, enabling the team to have a very successful day and again take out the Girls Aggregate in all three divisions. A special mention must go to our Year 12 girls, many of whom have been members of the Cross Country team over many years. We wish them well for the future.

Debating and Public Speaking

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

Public Speaking 2018

Loreto was well represented in public speaking competitions across the region this year and achieved impressive results. The students worked diligently to prepare speeches, research, memorise and deliver articulate and intelligent material.

Royal South Street Debating

'Water is more precious than gold'. This is just one of the many topics that our students researched and successfully persuaded an adjudicator and the audience. The level of debating was at its highest this year with all our junior teams winning their debates. Half of our senior teams were successful with some incredibly difficult topics including 'That live cattle and sheep exports should be banned'. We were the negative team for this debate and the students set aside their personal opinions and developed an impressive argument.

We had a total of ten teams. It was also wonderful to see Year 11 students take up debating for the first time and reap the benefits of team work, sophisticated research skills and enhanced oral communication skills. The academic benefits of Debating also supported their English oral tasks, developing an argument, research skills and the ability to 'think on your feet'. They also developed wonderful friendships along the way.

Two winning teams qualified for the semi-finals and won. The Year 12 team prepared a solid and compelling case 'That politics is an honourable profession'; however, they were narrowly defeated, ending six years of wonderful debating for these articulate young women. Our Junior team was successful in winning the grand final with the topic 'That school uniforms are beneficial.' A wonderful achievement.

DAV – Debating Association of Victoria

DAV debating saw a group of dedicated students work on five debates over six months. They were on top of the ladder for much of the competition and their last debate was 'power paired.' Their topic was 'That we should impose a mandatory minimum sentence for all violent crimes.' They were narrowly defeated by one point. An impressive result.

College Community

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

2018 was all about the 'Loreto Spirit' as we continued to celebrate the authentic and unique identity of Loreto College Ballarat through the #loretospirit campaign. We connected our past, present and global Loreto Spirit through an unfolding array of annual calendar events, fundraising, stories and images on a range of platforms, supported by consistent branding and new signage throughout the school.



In March, past pupil and Pharmaceutical Research Scientist, Professor Michelle McIntosh (Class of 1991), was guest speaker at our International Women's Day Breakfast and her message was clear and consistent with the event theme, 'press for progress.' We also hosted our first Twilight Easter Picnic in the beautiful front gardens of the College on a gorgeous Ballarat autumn evening whilst listening to performances from our music students and past pupils, Olivia Loader (Class of 2017) and Molly Fisher (Class of 2012)



A slight disruption to classes for a few days in Term 2 was easily accommodated as we hosted scenes for the filming of the Michelle Payne movie, *Ride Like a Girl*. Many students and staff relished the opportunity for their brush with celebrity to appear as extras in the movie that opens on the big screen in 2019.

Reunions were held for the classes of 2017, 2013, 2008, 1998, 1988, 1978 and 1968 as well as the Loreto Kindergarten and Commercial College and annual Past Pupils High Tea Reunion. The first whole community Loreto Ball for many years was held in October for all past staff and students, with the strong overall reunion attendance confirming that our past pupils are keen to revisit the College, reconnect and reminisce; and the stories shared continue to strengthen our archival history.

'We've Been In Your Shoes' Career Evening was held once again, featuring ten past pupils from a diverse array of careers, who shared their career stories, wealth of knowledge, experience and advice with senior students; and significant rites of passage proudly continued, including the celebration of Loreto relationships through Mothers' and Fathers' Day Mass and the beautiful Graduation Dinner and Mass, which continue to be signature Loreto events.

Leadership & Management: Staff

Loreto College recognises the importance of professional learning opportunities for staff, both in supporting staff in reaching a key school goal of achieving ongoing improvement in wellbeing and learning outcomes for students, for personal professional growth and to contribute to career opportunities for individual staff. Extensive professional learning opportunities were available to staff in 2018; the average expenditure on teachers for professional learning was \$1850 per full-time teacher.

All staff participated in the annual Staff Spirituality Day with this being led in 2018 by Ms Anne Muirhead (Director of Mission, Loreto Australia) with a focus on the value of Justice.

Coaching was implemented for all teachers in 2018. Educator Impact surveys were introduced to provide an evidence-based formal process of self-reflection, with this informed through student feedback on their learning experience, feedback from their coach and reflective discussion with their coach.

Professional Practice Time was implemented in 2018.

The implementation of the NCCD (Nationally Consistent Collection of Data) required training of all teachers and an up-date on how information was recorded in order that it was readily accessible for teachers. This was a time-intensive professional process and we note the exemplary contribution of all teachers and all members of the Individual Learning Needs Team.

2018 was the second year of the implementation of changes to the wellbeing structure, requiring ongoing focus on deepening shared understandings.

In 2018 all staff completed the mandatory online module on Mandatory Reporting and all new staff completed 9 online training modules on Child Safety.

Learning, Teaching and Wellbeing

VCE Biology Study design; VATE Meet the Assessors; Special Education Leaders Day; STAV Chemistry Conference; VATE English Language Day; Access Education; 'A world of Possibilities with SCRATCH'; How to teach students to write effective essays for Units 1-4 Literature; Effective Strategies for Motivating and engaging reluctant learners; VCTA Legal Studies; VCAL Induction Day; CDES Annual Psychology Teachers' Conference; VCE History Conference, including Examiner's Report; Algorithmic Thinking With Python; online module on Teaching and Behaviour Support Strategies for students with ASD; Positive Education Schools Association Conference; Secondary Schools Cluster Conference; Mental Health in Schools; Wellbeing Network Ballarat Diocese; eSmart training (Alannah and Madeline Foundation); State Reviewers' training VCAA Assessment; Science Department Induction OH&S, Apply contemporary examples to newly accredited VCE Legal Studies (on-line); CEOB NCCD requirements; VET/VETiS School Validation and Induction Day; VCE Food Studies Webinar; Unit 2 Health and Human Development Webinar; VCE Mathematics Meet the Assessor; Social Education Victoria VCE Sociology and Global Politics; Provisionally Registered Teachers Seminar; VATE Middle School English Conference; MCJLE; School Library Network meetings; VCE Japanese Study Design Professional Learning; Practical Teaching Strategies for Differentiated Classroom; Education From and For Faith; ZART Art Conference; VCE Drama New Study Design Implementation; Language Perfect workshop for Japanese and French; HTAV Annual conference; Association Victoria Conference, GTAV Geography Conference, Regional Implementation Briefings for new Languages Study Design, ManageEngine ITOM Seminar, ACHPER VCE PE & Health and Human Development Exam preparation workshop, Legal Studies and Business Management Countdown to the exam Webinar, VCAA Playlist Selection Panel Theatre Studies, HSR OHS Training Course, Improving STEM Education and Future Skills, Celebrate Often and Celebrate Well; Catholic Leadership Conference; National Symposium of Japanese Language Education; MAV Conference.

Leadership and Management

Creation of NCCD reports for funding application with the CEO Ballarat; MCSA: Server Certification, CEO Ballarat Religious Education Leaders Conference; Career and Applied Learning Practitioners Day; Ballarat Diocese Secondary Leaders of Learning Network; Occupation and Health Training; Administering System Centre Configuration, Edu Tech Australian Conference; Disability Standards for Education module; Australian Institute of Education and Training Validation day; Structured Workplace Learning recognition workshop Highlands LLEN; Loreto Schools of Australia Teaching and Learning Conference; CECV Pathways and Transition Annual Seminar; Ballarat Diocese Secondary Leaders of Wellbeing Network; Loreto Schools of Australia Committee; PAVCSS; Ballarat Diocese Secondary Principals' Network; Loreto Schools of Australia Principals' Forum; ACU Symposium on Catholic Education (Rome); Global Forum on Girls' Education.

Staff Composition	Number
Principal	1
Executive Deputy Principal	1
Deputy Principals	2
Business Manager	1
Teaching Staff	80
Teaching Staff (FTE)	71.55
Education Support Officers	48
Education Support Officers (FTE)	36.25
Trainees	3
Aboriginal & Torres Strait Islander Officer	1
Music Sessional Staff	12

Staff Qualification	Number
Certificate	1
Certificate I	1
Certificate II	2
Certificate III	6
Certificate IV	18
Associate Diploma	2
Diploma	19
Graduate Certificate	9
Graduate Diploma	47
Bachelor Degree	85
Masters	19

Staff Retention Rate

87.7%

This figure includes staff who were on fixed term contracts whilst permanent staff were on leave (eg.,maternity leave, long service leave).

Teaching Staff Attendance Rate

88.8%

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

2018 Student Data

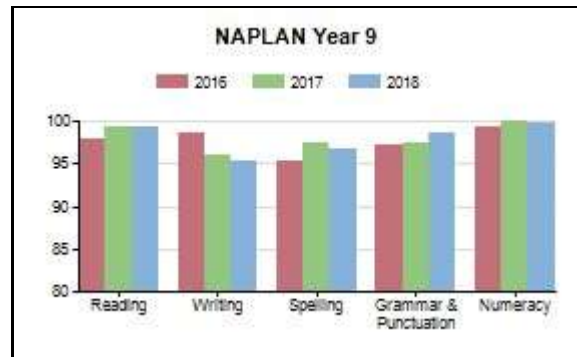
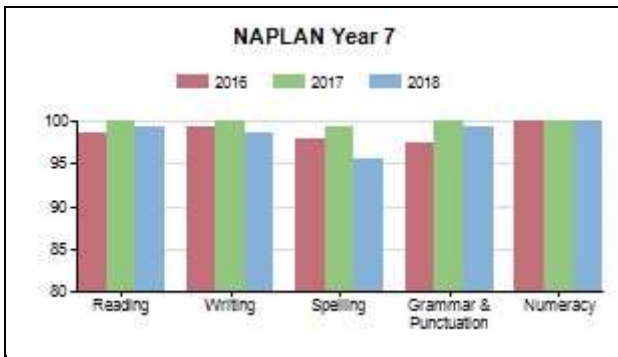
Rolls at Loreto College were marked in Mentor Group each morning and in each period during the day. If parents or guardians do not notify the school of their daughter's absence by the required time each morning, via SMS or phone with the parents. Mentor Group teachers follow up on any concerns with regards to unexplained absences.

Average Student Attendance	%
Year 7	94.4
Year 8	92.8
Year 9	93.6
Year 10	91.9
Overall	93.2

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

Years 9 - 12 Student Retention	
Years 9 to 12 Student Retention Rate	93.4%

Proportion of Students Meeting the Minimum Standards					
NAPLAN TESTS	2016 %	2017 %	2016 - 2017 Changes %	2018 %	2017 - 2018 Changes %
YR 07 Grammar & Punctuation	97.4	100.0	2.6	99.4	-0.6
YR 07 Numeracy	100.0	100.0	0.0	100.0	0.0
YR 07 Reading	98.7	100.0	1.3	99.3	-0.7
YR 07 Spelling	98.0	99.3	1.3	95.5	-3.8
YR 07 Writing	99.3	100.0	0.7	98.7	-1.3
YR 09 Grammar & Punctuation	97.3	97.4	0.1	98.7	1.3
YR 09 Numeracy	99.3	100.0	0.7	100.0	0.0
YR 09 Reading	98.0	99.3	1.3	99.3	0.0
YR 09 Spelling	95.3	97.4	2.1	96.7	-0.7
YR 09 Writing	98.6	96.1	-2.5	95.4	-0.7



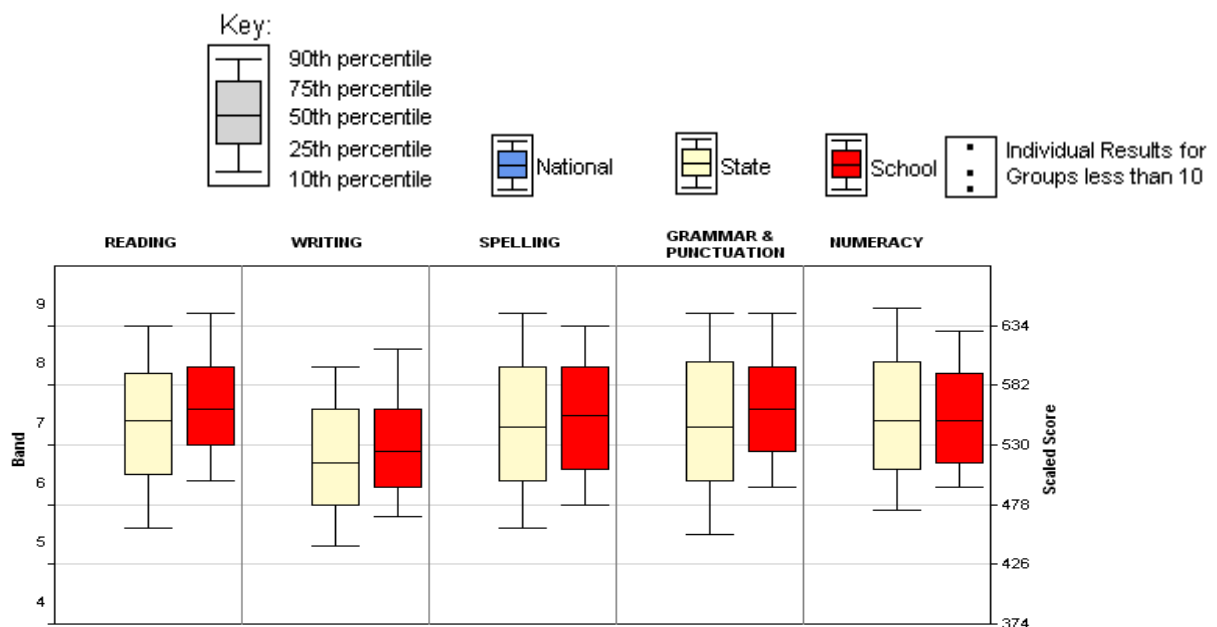
Median NAPLAN Results for Year 9	
Year 9 Grammar & Punctuation	583.2
Year 9 Numeracy	603.2
Year 9 Reading	607.6
Year 9 Spelling	589.9
Year 9 Writing	570.3

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

Student Learning Growth Data

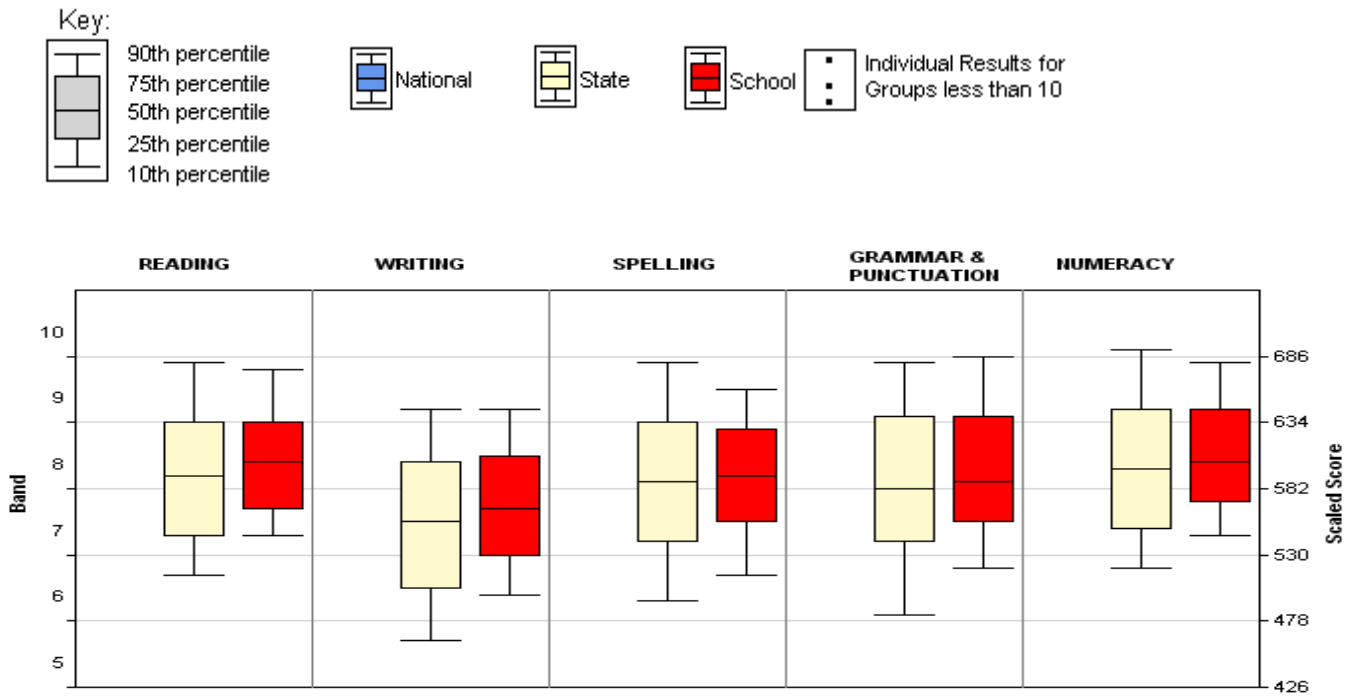
Students in Years 7 and 9 completed NAPLAN tests during 2016 and 2018. The following graphs present the growth achieved against the National Bands and Scaled Scores.

NAPLAN 2018: Year 7



This data indicates that students have performed above the state average in all areas.

NAPLAN 2018: Year 9



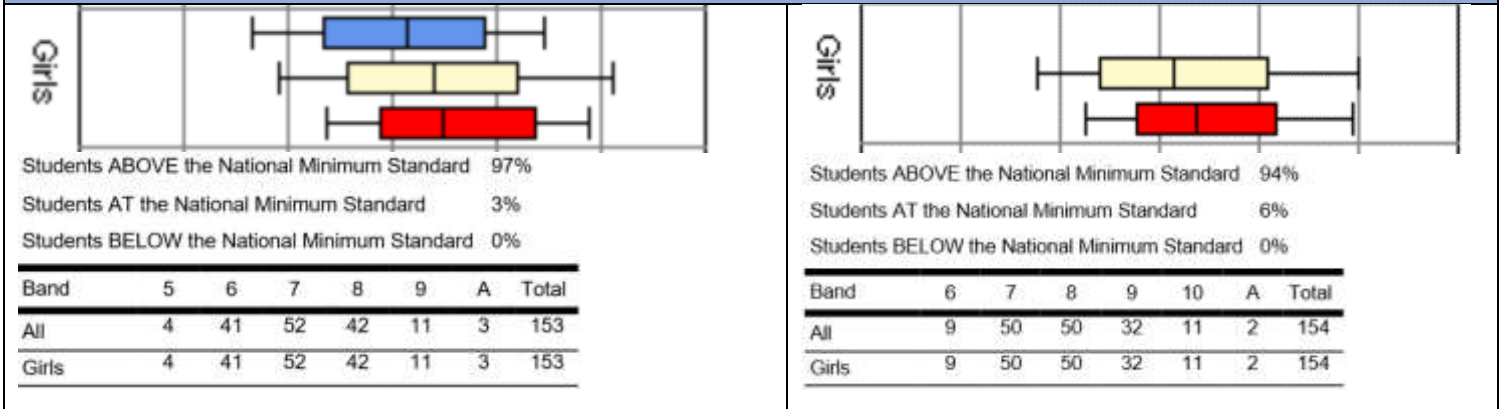
The data indicates that our Year 9 students are achieving above the state average in all areas tested by NAPLAN. Data is analysed throughout the year to identify progress of individual students.

Growth Analysis, Year 7 2016 to Year 9 2018.

Red: Loreto. Beige: State

Year 7 2016		Year 9 2018																																																					
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<p>Students ABOVE the National Minimum Standard 91%</p> <p>Students AT the National Minimum Standard 7%</p> <p>Students BELOW the National Minimum Standard 1%</p> <table border="1"> <thead> <tr> <th>Band</th> <th>4</th> <th>5</th> <th>6</th> <th>7</th> <th>8</th> <th>9</th> <th>A</th> <th>Total</th> </tr> </thead> <tbody> <tr> <td>All</td> <td>2</td> <td>11</td> <td>36</td> <td>43</td> <td>34</td> <td>25</td> <td>2</td> <td>153</td> </tr> <tr> <td>Girls</td> <td>2</td> <td>11</td> <td>36</td> <td>43</td> <td>34</td> <td>25</td> <td>2</td> <td>153</td> </tr> </tbody> </table>	Band	4	5	6	7	8	9	A	Total	All	2	11	36	43	34	25	2	153	Girls	2	11	36	43	34	25	2	153	<p>Students ABOVE the National Minimum Standard 96%</p> <p>Students AT the National Minimum Standard 3%</p> <p>Students BELOW the National Minimum Standard 1%</p> <table border="1"> <thead> <tr> <th>Band</th> <th>4</th> <th>5</th> <th>6</th> <th>7</th> <th>8</th> <th>9</th> <th>A</th> <th>Total</th> </tr> </thead> <tbody> <tr> <td>All</td> <td>1</td> <td>5</td> <td>32</td> <td>59</td> <td>36</td> <td>20</td> <td>2</td> <td>155</td> </tr> <tr> <td>Girls</td> <td>1</td> <td>5</td> <td>32</td> <td>59</td> <td>36</td> <td>20</td> <td>2</td> <td>155</td> </tr> </tbody> </table>	Band	4	5	6	7	8	9	A	Total	All	1	5	32	59	36	20	2	155	Girls	1	5	32	59	36	20	2	155
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Numeracy

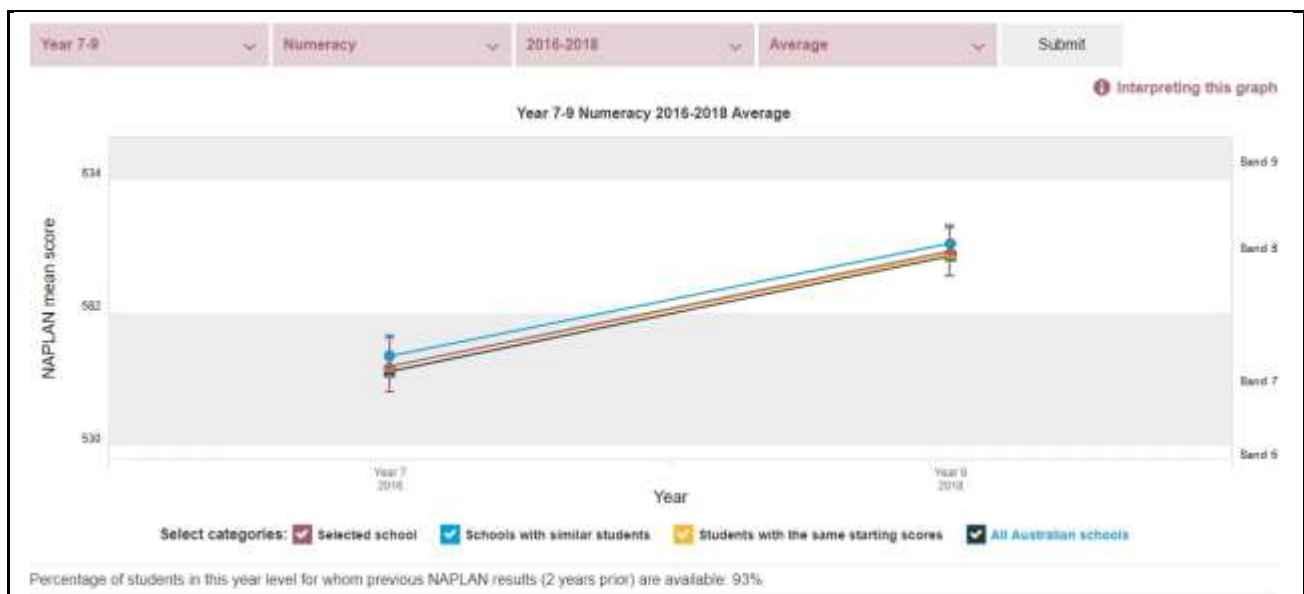


MySchools Data

Student gain shows the average change in results for students who have taken consecutive NAPLAN tests at the same school. This is measured by identifying those students who undertook NAPLAN tests either in both years (for example, in Year 3 in 2015 and in Year 5 in 2017) at the same school. No other students are included in this calculation.

Student gain is a way to measure the impact the school has had on student progress. That is, when the background of students is similar across schools, it is more likely that any differences in gain made by schools are related to the teaching and learning capabilities of the school.

2018 was the first year of transition to NAPLAN Online. The NAPLAN Online logo and a dotted line is shown for those schools that participated in NAPLAN Online in 2018.



This graph illustrates learning growth in Numeracy consistent with all other schools.

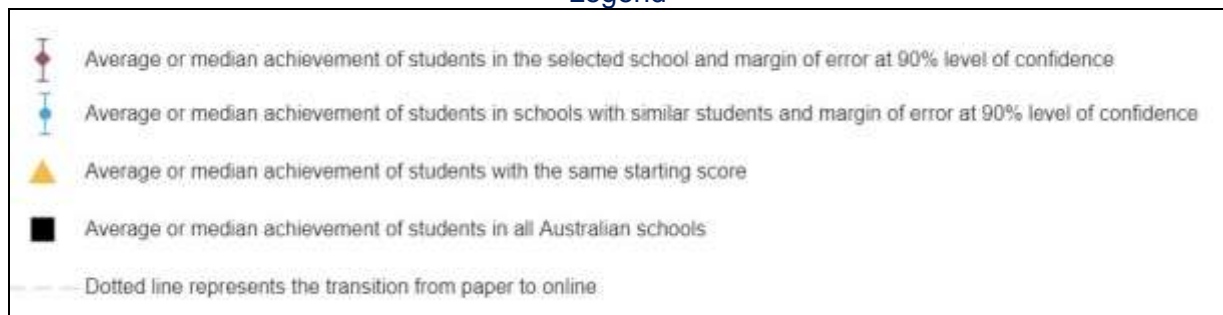


This graph illustrates learning growth in reading to be greater than for student who had the same starting point for reading in Year 7.



This graph illustrates learning growth in Writing to be less that for all other schools. This had previously been identified and strategies have been put in place to support students.

Legend



Student Learning Outcomes:

In 2018 a key focus continued on identifying and implementing strategies to support and guide our students in improving their learning outcomes, including:

- Explicit teaching and modelling of answers for students in VCE
- Shared moderation of SAC tasks
- Formal mid-year and end-of-year exam practice (across Years 8-12)
- Comprehensive attendance at VCE Examiner's Meetings by teachers.
- Increased access and participation in webinars as professional development.
- Increase in number of teachers becoming VCE exam markers
- Sustained development of strategies to guide students with study skills, with the assistance of Elevate and within the Felicitous Life program across Years 7-12.
- Increased usage of VCE on line Edrolo subscriptions, both in Year 11 and 12.
- Through Edrolo, teachers monitored student work practice and academic progress.
- VCE English consolidation and extension classes on Monday afternoons.
- Weekly Mathematics help session, Years 7-12.
- Recent research by John Hattie et al has resulted in a document detailing 10 High Impact Teaching Strategies which has been included in an aspect of the Coaching program.
- Student Voice: Surveys were completed by students through the coaching program, connecting with the High Impact teaching strategies and student wellbeing.
- Year 7 and 8: coding and robotics have been introduced into the curriculum, utilising the Ballarat Technical School resources.
- Class teachers across the school continued to monitor student progress and homework, following up with phone calls home when work is not submitted. This was recorded within our Learning Management System – SIMON)
- The English consultant employed in 2017-2018 supported the complete review and updating of the English curriculum, including a revamp of the texts used (Years 7-12).
- Alteration to report format following a review to provide opportunities for teachers to report on student growth as emphasised in the Gonski report.
- Google Suite was adopted by the school to ensure students have a thorough understanding of all its features.
- Creation of a Digital Subject selection page to feature information, videos and links to assist students' subject choices for Years 10-12.

A Statistical Moderation Report demonstrated that SAC tasks are comparable to the exams in many classes.

Student Achievements in 2018 were many and diverse. A sample:

- Top Dance: One student selected from across Victoria to perform in the celebration of excellence in Melbourne.
- Ballarat Art Gallery – Next Generation Exhibition: 9 students who studied VCE Units 3 and 4 Art and Studio Art had their work exhibited.
- Loreto Community Achiever Award (sponsored by Regent Cinema)
- Loreto Woman of the Day Award (sponsored by Fernwood Fitness)
- Loreto College Alumni Spirit Award (Sponsored by the Courier)
- BAS Henderson Shield (Tennis): Our students represented us well with one student reaching a final and one a semi-final.
- BAS Athletics Carnival: Our athletics team won the Overall Girls' Aggregate.
- Rostrum Public Speaking: Four students entered junior division; two Year 8 students took out first and second place.

- Melbourne Athletics: Our athletics team represented our school achieving second place; Senior team achieved first place in their division and our Intermediate and Junior teams achieved second place in their divisions.
- Geography Competition (external): Entry by choice with approximately 70 Year 7-9 students and 70 Year 10-12 students entered.
- Ballarat Science and Engineering Challenge: A group of Year 10 students won the Ballarat Science and Engineering Challenge. 23 Year 10 students involved – competing against five other schools.
- Legacy Junior Public Speaking: Three students competed with one Year 8 student achieving first place.
- Tournament of the Minds: Two Loreto Teams competed. Our team competing in the Social Sciences Challenge achieved Honours as did our Team participating in the Language Literature Challenge.
- BAS Lap of the Lake: Our Cross-Country team competed, winning every division. Four students received medals – one gold, two silvers and one bronze.
- South Street: Our Junior Debating Team won their competition with our Senior Debating Team runners up. Junior Choir and Loreto Blues placed third and second respectively.
- Zonta Young Women in Public Affairs competition – One Year 12 student competed.
- La Trobe University Young Writers' Award: This competition drew 140 entries from Year 10 students across Victoria. One of our students achieved first place.
- Annual National Mathematics Competition: 171 students across Years 7-10 entered with 20 students achieving Distinctions.

Senior Secondary Outcomes 2018

Class of 2018	
Number of Year 12 students studying VCE	141
Number of Year 12 students attaining VCE (Baccalaureate)	13
Number of Year 12 students attaining VCAL	9
Median Study Score ¹ (includes Study Scores achieved by Year 11 students)	31
VCE Completion Rate ¹	98%
VCAL Completion Rate ¹	99%
Median ATAR: 67.75 (50% achieving in the top 32.25%)	67.75
Number of Year 11 students studying a Year 12 VCE subject	58
¹ (data from CECV)	

Senior Secondary Outcomes	
VCE Median Score	31
VCE Completion Rate	98%
VCAL Completion Rate	99%

VCE/VET Study Scores 40 or higher	
Total number of Study Scores 40 or higher	39
Number of Year 12 students achieving 40 or higher:	26
Number of Year 11 students achieving 40 or higher	13

Biology (2), Business Management (1), English Language (1) English (1), English Literature (1), Food Studies (1), Further Mathematics (3), Health & Human Development (7), Japanese (1), Legal Studies (1), Media (4), Physical Education (10), Product Design & Technology (2), Psychology (1), Sociology (3).

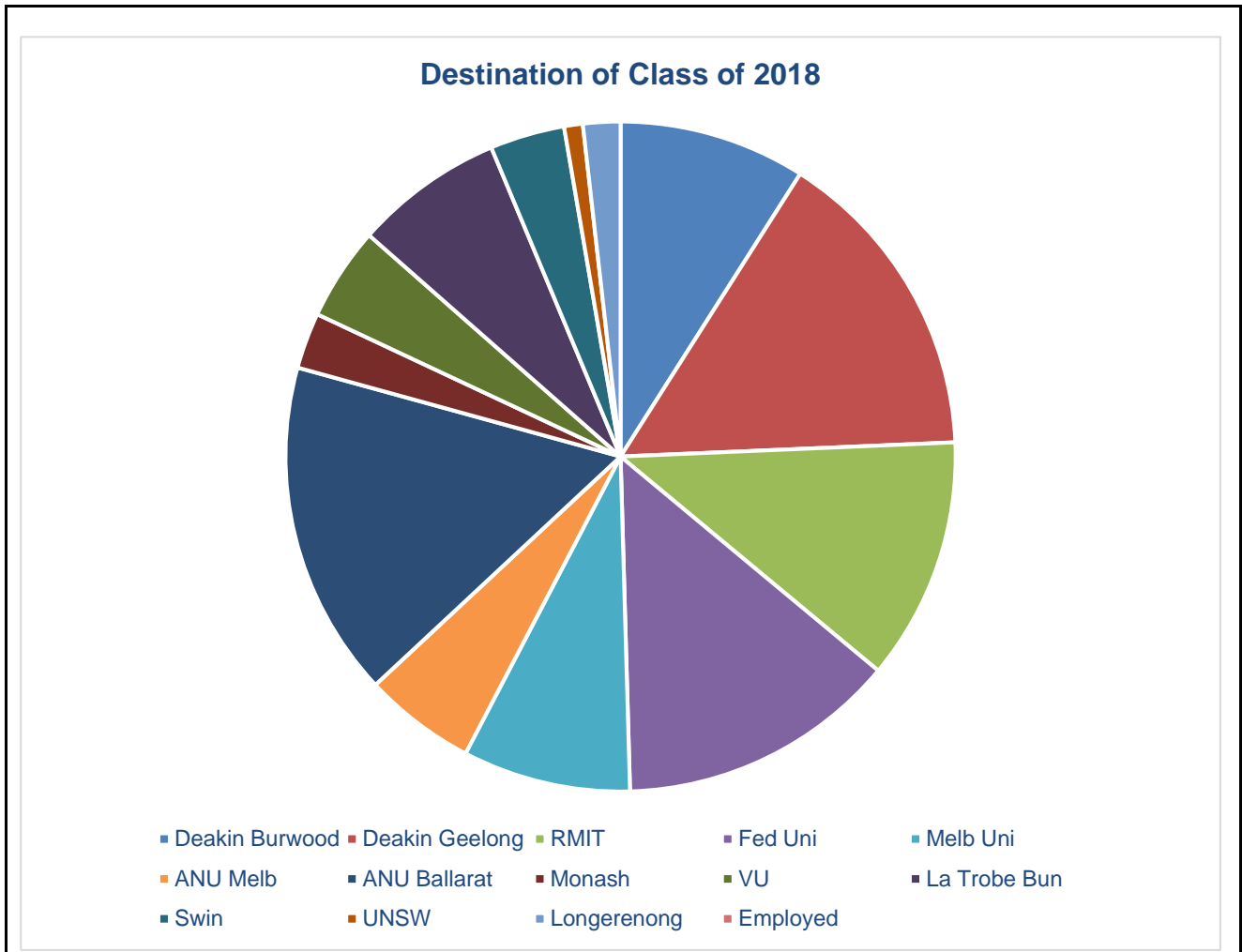
Scaled Study Scores of 40 or above

(Not including Study Scores included above)

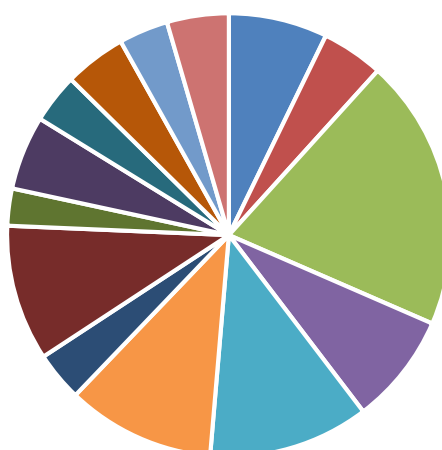
English Language (2), French (4), Global politics (3), Japanese (4), Mathematical Methods (1).

ATAR	Number of Students
Above 95	2 (Achieving in the top 5% in the state)
Above 90	11 (Achieving in the top 10% in the state)
Above 85	18 (Achieving in the top 15% in the state)
Above 80	30 (Achieving in the top 20% in the state)
Above 70	54 (Achieving in the top 30% in the state)
Above 60	89 (Achieving in the top 40% in the state)
Median ATAR	67.75 (50% achieving in the top 32.25%)

Pathways: Class of 2018



Tertiary Courses Offers: Class of 2018



Child Safe Standards

Loreto College continued to maintain a strong focus on the Child Safe Standards in 2018, focusing on a deeper embedding of these. Child Safe Officers are: Counsellors, Deputy Principal: Wellbeing and Executive Deputy Principal. The College has continued our commitment to zero tolerance of child abuse. The College Board has Child Safety as a standing item for each meeting. Agendas for College Committees include a reminder of the Child Safety Standards and the roles of staff who are designated Child Safety Officers. The training program previously established on the Child Safe Standards continued to be implemented. The College reviewed and updated current policies and procedures related to child safety, including Staff Code of Conduct, Child Safe Policy, Child Protection Policy and a Mandatory Reporting Policy.

The Executive Deputy Principal was responsible for ensuring that Child Safe training was a key focus in the induction of new staff, with all staff new to the College in 2018 completing 9 training modules on Child Safety. These had previously been completed by current staff.

An external review of Child Safety, including an audit to ascertain if the College met the requirements of Ministerial Order No. 870 Child Safe Standard, was completed in 2018, with confirmation provided that the College met these standards:

- Strategies to embed an organisational culture of child safety;
- A child safe policy or statement of commitment to child safety;
- A child safety code of conduct;
- Screening, supervision, training and other human resources practices that reduce the risk of child abuse;
- Procedures for responding to and reporting suspected child abuse;
- Strategies to identify and reduce or remove risks of child abuse; and
- Strategies to promote child participation and empowerment.