



Loreto
COLLEGE BALLARAT | EST.1875



2019 ANNUAL REPORT TO THE SCHOOL COMMUNITY



LORETO COLLEGE BALLARAT

REGISTERED SCHOOL NUMBER: 0035

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

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Minimum Standards Attestation

I, Judith Potter, attest that Loreto College 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 2019 school year under the Australian Education Act 2013 (Cth) and the Australian Education Regulations 2013 (Cth)
- The Child Safe Standards prescribed in Ministerial Order No.870 – Child Safe Standards, Managing Risk of Child Abuse in School.

Date: June 2020

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 2019 was that of Sincerity. Everyone in our school community, Students, staff and families, were called to share the pastoral responsibility of knowing accepting, respecting and encouraging each other and to model a consistency between words and actions. This shared responsibility echoed the call for Sincerity in the Loreto Schools of Australia Mission Statement, that self-acceptance sets us free from pretence and defensiveness, free to relate honestly and affectionately, to “love our neighbour as ourselves”. The challenge to each of us was to bring Sincerity to life by living with courage to be authentic. Our focus on sincerity was across all aspects of our daily life, within the walls of the school and beyond seeking at all times to walk in the footsteps of Mary Ward who encouraged each one of us “to be such as we appear and appear such as we are”.

° *Loreto Schools of Australia Mission Statement*

Sincerity Prayer 2019

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



All loving God, giver of life,
you create us in your own image and likeness,
you accept our strengths and struggles,
you delight in our diversity and uniqueness.

We give thanks for the ability to discern your presence
in all aspects of our lives:
celebrating our authenticity,
displaying curiosity about our personalities and place in our world,
striving to be truer versions of ourselves each day.

Free us from fear of judgement
and empower us to live as our most sincere selves.
Instil in us the courage to align our actions with our thoughts, words and values, individually
and as a school community.
Guide us to form relationships that are marked by trust, honesty and openness,
and encourage us to respect the integrity of all creation.

Called by Mary Ward,
we aim to *be such as we appear and appear such as we are*,
accepting her challenge to act with sincere hearts in the face of hardship,
acting out of love, not fear.

In Jesus' name and with the help of the Holy Spirit,
Amen

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 (November 2019)

(Ms Judith Potter)

Sincerity in our communication and relationship with others is an essential characteristic of the personal integrity Mary Ward envisaged. Her ideal was that “we should be such as we appear and appear such as we are”. Self-acceptance sets us free from pretence and defensiveness, free to relate honestly and affectionately, to “love our neighbour as ourselves”. This is a challenge for all of us, involving commitment to the on-going process of self-knowledge which leads to self-acceptance. (Loreto Schools of Australia Mission Statement)



As I write this, I find it difficult to believe that the school year is moving towards closure. This has been a year filled with an abundance of opportunities for one and for all. The individual gifts of our students have shone through every facet of life at Loreto. The value which has guided and underpinned all our actions and interactions has been that of sincerity. From the first day of school, as we joined together at our Opening School Mass, we have been called to ‘let our true colours shine through’. In a world in which there is pressure to ‘look like ...’ or to ‘be like ...’, support and guidance for our students to deepen their confidence in self and that sense of being comfortable in one’s own skin is key. This has been a key focus for all educators at Loreto College. It is always a joy to witness those moments of achievement for individual students which mean so much to them, with one achievement becoming a catalyst for further achievements.

The research, review and analysis into imagining the future of Loreto College by the College Board, commencing two years ago, was brought to fruition this year with the publication by the Board of the exciting Strategic Goals for the next five to fifty years. The initial focus is the securing of land for the establishment of a new campus. A second future focused initiative was the establishment of a Curriculum Wellbeing Steering Group with the brief of engaging with students, parents and staff to seek feedback on what are the areas to continue to build upon and what are the areas requiring review and a re-thinking, and also engaging with a range of external groups, including business, companies, and educational providers.

The inclusive and encouraging approach of the 2019 Senate resulted in a collaborative approach across Year 12 which has enriched the activities they have organised this year. We are grateful for the contribution of each. Our 2019 College Captains – Hannah (Augustine) and Tessa (Canny) – have led with energy, enthusiasm and integrity, demonstrating an exemplary commitment to our school. Our gratitude extends to all student leaders across the school for their organisation, encouragement and support of all students in their field. The strong Loreto spirit of our students has shone through each and every day. This has been evident through their active and enthusiastic participation and their individual and collective work for justice. The vibrance and vitality of Spiritual, Academic, Wellbeing, House and Co-Curricular programs and activities throughout 2019 comes to life in the reports in the pages ahead.

The commitment and achievements of the Student Wellbeing and Curriculum Teams, the Curriculum Wellbeing Steering Group and Co-Curricular, House, ICT and Administration Leaders are key to all that has been achieved in 2019. I express my gratitude to each as I do to each staff member for their dedicated focus on the wholistic wellbeing and learning of each of our students and for their collegiality. 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, Ms Christina Sofis and Ms Elizabeth Till. Much of their work takes place unobserved, behind the scenes.

At the end of this school year we will farewell and extend our deep sense of gratitude to Mrs Sue Bagnall and Mrs Elaine Dargan who joined Loreto College in 2003 and 2009 respectively. The

contribution of each at Loreto College has resulted in a rich legacy for others to build upon in the future. All students who have had the privilege of being taught by Elaine and Sue have been blessed through their professionalism, care and deep knowledge and expertise. Each has always had the 'whole person' at the centre of their teaching and mentoring, with significant contributions to their Faculties. Elaine's contribution as a House Group and then Mentor Teacher, and to the co-curricular, retreat and camp life of the school is to be celebrated. Elaine has been generous in guiding former students and graduate teachers, supporting them to achieve their qualification and full registration. Her collegial support of fellow staff has been appreciated. Mrs Sue Bagnall's contribution to many facets of our Loreto education has been exemplary. She has been an innovative teacher and a strong encourager of her students, recognising and responding to the individual needs of each. Sue has worked with great commitment and diligence in all aspects of her role as a teacher at Loreto.

I am grateful to parents who have worked actively in partnership with the school, from timely communication, to participation in Parent/Student/Teacher Meetings, to attend Parent Information Evenings and Briefings, to joining us for special occasions, to volunteering in the Loreto Café, to leading and supporting the Friends of Music and the Performing Arts and the Friends of Rowing. The new Stage Desk purchased through the funds raised by the Friends of Music and the Performing Arts and assisting with camps, catering at regattas, maintenance of equipment and the purchase of a new boat are examples of what has been achieved by the members of these dedicated groups. I thank one and all.

The commitment and diligence of the College Board and Board Committees is to be celebrated. As with much of the work of the Leadership Team, their work takes place quietly and diligently away from the spotlight. In September the depth of their planning was evidenced through the publication of the innovative and aspirational Loreto College Strategic Goals. From publication of goals to working towards the achievement of the priority goal, the opening of a second campus, a generous volunteering of time, expertise and commitment to Loreto has been invested. As a school we are deeply indebted to Mrs Geraldine Frantz (Board Chair), Mr Luke Dunne (Deputy Board Chair), Mr Richard Robinson (Chair, Finance & Risk Committee), Mrs Maria Myers AC (Chair, Marketing & Development Committee), Mrs Erin Taylor (Chair, Property Committee) and all Board and Board Committee members. The deep commitment to Loreto College of Geraldine Frantz has shone through in her inclusive and discerning leadership and her sustained diligence in guiding, supporting and ensuring that all that needs to be done has been completed. Luke Dunne has been generous in his support and in the insight he has brought to all discussions and planning.

From the first moment we introduced a Development Office at Loreto College, with a key focus on connecting with our past-pupils and supporting their connections with each other, Jan Stephen has generously assisted and supported all our endeavours. Jan has been pivotal in building connections with past pupils and we are most appreciative of her whole-hearted support. Jan's contribution to Loreto College extended even further in 2010 with her accepting an invitation to join the Marketing & Development Committee, of which committee she has been a most dedicated and energetic member. I pay tribute to Jan for her strong and meaningful contribution.

Maria Myers AC joined the Board and Marketing & Development Committee during 2006, chairing the Marketing and Development Committee since 2010. I extend our deep gratitude to Maria for her passion and commitment in supporting the advancement of educational opportunities for our students for over thirteen years, an exemplary contribution. During this period of service and leadership, much has been achieved. Maria has been tireless in her active support of achieving College goals which will benefit countless Loreto students in the years to come. Jan and Maria were active leaders of our Melbourne Capital Campaign Committee which had the demanding focus of raising funds for the Mary's Mount Centre.

And now, as we close the page on another glorious year, we look with excitement to the opening of the next chapter, the 2020 school year at Loreto College.

College Board Report (November 2019)

(Mrs Geraldine Frantz - 2019 Chair)

The 2019 school year has been a very busy and productive one for all including the College Board.

The launch of our Strategic Goals 2019 and Beyond in June of this year has created much interest and excitement within our Loreto Community as well as the wider Ballarat community.

The expansion of our College to allow us to be able offer a place to more students into the future has been in the planning stages for a number of years. I am very pleased to advise that we have now progressed to the point where we have secured an option to purchase a large green field site for this development. We will now move forward with the important planning and concept design stage of an expansive project that will see Loreto College Ballarat grow and prosper for the future. I look forward to providing further updates as we progress through this very significant time at Loreto College.

This year we farewell two long serving members of our Marketing & Development Committee, Mrs Maria Myers AC (Chair) and Ms Jan Stephen. Maria is also stepping down, from her role as a Director on the College Board after 13 years of dedicated service. I cannot begin to express my gratitude to both of these women who are past pupils of Loreto Ballarat. They are both exemplary examples of what our founder Mary Ward meant when she said that “women in time will come to do much”. We will look to a future edition of Verity early next year to feature both of these inspiring women. For now though, we say a huge thank you from the entire Loreto Community.

Thank you to all my fellow Board and Committee members for your support this year and most particularly for your time and expertise as we work together in our roles of Governance and Strategic responsibilities of the College.

College Board

Mrs Geraldine Frantz (Chair), Mr Luke Dunne (Deputy Chair) Mrs Maria Myers AC, Sr Denise Desmarchelier ibvm, Mr Matt McCabe, Mr Richard Robinson, Mrs Erin Taylor and Mrs Nicole Loader.

Finance & Risk Committee

Mr Richard Robinson (Chair), Mrs Cathy Oakley, Mrs Nicole Loader, Mr Matt McCabe, Mrs Geraldine Frantz, 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, Mrs Geraldine Frantz, Ms Min Myers, Mr Nick Grylewicz, Ms Marnie Papst, 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' Association),

Sr Denise Desmarchelier ibvm, Ms Jan Stephen, Mrs Trudi Kannourakis, Mrs Dannielle James, Ms Judith Potter (Principal), Mr Pat O'Shea (Deputy Principal: Wellbeing), Mrs Judy-Ann Quilliam (Director of Marketing & Development).

As the day to day teaching and learning continues on in a school, we sometimes forget what is required to drive this critical period in the lives of our students. It takes strong commitment and hard work from those who dedicate their careers to providing a quality education to our students. Thank you to our Principal, Ms Judith Potter, the Leadership Team and all staff at Loreto College for the excellent work that you do.

Finally, as this year ends, on behalf of the College Board we congratulate all our students for their 2019 school year. To the graduating Class of 2019, we wish you well in your ambitions and endeavours for the future.



(Left to Right) Ms Judith Potter (Principal), Mrs Maria Myers AC, Sr Denise Desmarchelier ibvm, Mr Matt McCabe, Mrs Geraldine Frantz (Chair), Mr Richard Robinson, Mrs Erin Taylor, Mr Jeff Primmer (Business Manager), Mrs Nicole Loader

Absent: Luke Dunne (Deputy Chair)



Education in Faith (November 2019)

(Ms Elizabeth Till, Executive Deputy Principal)

The Year of 2019 has been a busy year with a wide range of activities. Starting with the Opening School Mass in February, there has been the opportunity for students and parents to come together with college staff in a partnership around the values of Gonzaga Barry and Mary Ward. This was our opportunity to give a special welcome to the Year 7 students who have begun their journey through Loreto and to acknowledge the Year 12s, our leaders for 2019.



Mary Ward encouraged the pursuit of excellence, not in a competitive or perfectionist sense, but through doing one's best and then relying on God to do the rest. In the realm of intellectual development every student was and has been encouraged to do her best, to use the gifts given to her in whatever area of the curriculum, from participation in the many competitions: mathematics, languages, sciences to displays of cooking, art music and fashion. The level attained from hard work and diligent application of ability was evident if you had the privilege to watch the Arts Festival; and to observe the standard of the students at the various music performances, and on so many other occasions throughout the year.

Also significant for Mary Ward in her educational endeavors was a commitment to social justice, and adaptations of curriculum and structures to meet the needs of particular community circumstances. The Walkathon and the many other occasions where students worked to raise both an awareness of social issues and the funds to make a difference is to see the spirit of Mary Ward in action. The many Christmas hampers created as the year came to an end made such a difference to the lives of local families where circumstances mean life is often very hard.

This year, 24 girls from Years 10, 11 and 12 travelled to Ireland and England on the fifth biannual Loreto Pilgrimage. Over the course of three weeks, the students visited Loreto schools in Ireland and sites of significance to our Loreto story in England, in particular to our founder Mary Ward. Throughout the journey, accompanied by myself, Mr Kevin Robillard, Ms Christina Sofis and Ms Monica Caillard, they also toured many amazing tourist attractions and historical landmarks.

There were many highlights of the trip and it was fantastic to observe the girls grow in confidence throughout with the different experiences. The girls were able to build significant links with some of their fellow Loreto students in Ireland when they experienced a two-night homestay with a family from Loreto Secondary School in Balbriggan. In Dublin they also met with students from Loreto College Beaufort and were significantly moved during a lovely liturgy in the Loreto sisters cemetery to see how many had contributed greatly to the Loreto schools from all areas of the world. A significant highlight in the city of Dublin was the chance to climb the bell tower at the Christ Church Cathedral where there are 19 bells to ring ranging in weight from a quarter of a ton to two and a quarter ton. Everyone was able to learn and experience the chance of ringing a bell.

After leaving Ireland, students met some of the Loreto Sisters at the Bar Convent in York and learned more about the story of Mary Ward when visiting her grave at Osbaldwick. We were very lucky to have Father Andrew speak to us on his knowledge of Mary Ward which was vast and of great significance. Whilst travelling the English countryside, we visited the beautiful historical Oxford and its buildings, experienced the opulence of the state apartments at Windsor Castle and the roman baths at Bath.

The group spent the final five days of our trip in London, which included attending a Sunday service at the grand Westminster Cathedral. Other highlights of the London leg of the trip included shopping at the Camden Market, taking in the musical Wicked, seeing the remarkable sunflowers painted by Van Gogh at the National Gallery in Trafalgar Square and immersing ourselves in the life of London and all it has to offer.

The Pilgrimage proved to be the experience of a lifetime! We were blessed with good weather, friendly guides and hosts, wonderful learning experiences, and thoroughly enjoyable things to do and sites to see along the way.

A woman of vision, Mary Ward saw the potential of women and the need for their education. But above all, Mary was a woman of prayer, and in her own writings we see her deep relationship with God, whom she served in confidence and trust. It is fitting that the last event for the Year 12 class of 2019 is the opportunity to celebrate their Graduation Mass. It is fitting that we finish the year for all year levels with a Liturgy. In prayer and reflection, we see the value of all that we have done and we look in anticipation for all that is to come.

2019 has been a rewarding year. Go forward knowing you are loved by God and that we continue to carry out the work of Mary Ward, Therese Ball and Gonzaga Barry and all the sisters and teachers who have come after them.



Faith and Mission (November 2019)

(Ms Mandy Carroll: Director of Faith & Mission)

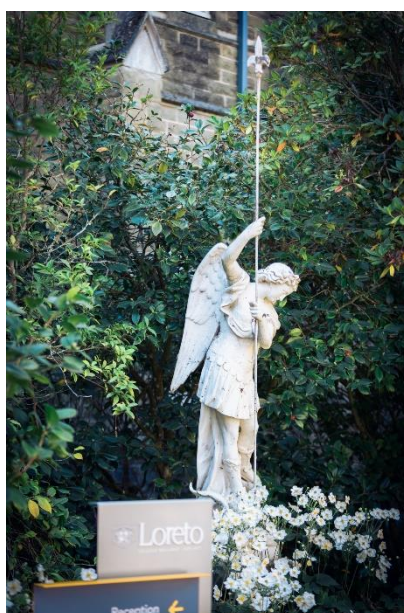
As we move towards the end of the 2019 academic year and a typical opportunity for reflection as well as preparation for the new one beckons, it is easy to overlook quiet works of wonder and optimism, in what has been a watershed year for so many institutions, especially the Catholic Church.



As a Mary Ward school, we can be both proud and jubilant that the process of our founding sister's beatification continues to gain momentum, as we pray that she will be recognised by the universal church. Women religious, who outnumber brothers almost 10 to 1 globally, continue to knock on the door of gender equality at local, national and international gatherings. That knock is growing into a resounding hammer, as past Loreto pupils are having their voices heard on the floor of Parliament and our very own ibvm sisters are taking to the stage and speaking at a forum in Rome, to expand the role of women in the Church and our own shared mission as followers of Mary Ward and Jesus.

2019 also produced Australian legislation that focused on moral and ethical issues. Perhaps inadvertently, these outcomes provided material for a reaction from powerful sources that consequently took the impetus away from the escalating crises involving refugees, immigration and climate change. This particular style, which lead to quite a reactionary response to the more 'closer to home' concerns, tended to serve as a distraction from those other three pressing matters. Taken to its furthest point, Pope Francis would label this response as leading to 'a globalisation of indifference.' But, a hierarchy that declares emphatically, valuing proclamation over personal beliefs, without listening to the voice of the people, risks further departure from the Church.

In the end, in 2019, it is too late to be a pessimist. The decision of the Australian bishops to hold a Plenary Council in 2020 offers some hope that maybe, just maybe, these voices of faith will be heard. As a Catholic school, educating girls for the 21 century, part of our mission is to ensure a more compassionate moral compass is heralded and modelled. Along with the launch of our very own Mary Ward compass, Loreto Ballarat remains committed to engaging with the bigger picture, always considering how we promote peace and ensuring the integrity of relationships. We believe we have been and continue to be 'seekers of truth and doers of justice.' As we wind up this year of Sincerity and prepare for a year of Verity in 2020, let us not forget to always act out of love, not fear.



Student Wellbeing Part I. (November 2019)

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

Student Wellbeing at Loreto College never stands still. Although it is three years since we changed our school Mentor and House structures we are still trialing and implementing new activities.



I would like to pay tribute to this year's Senate for the positive leadership of the student body that they have provided. The energy and imagination of this group has ensured that our special days and events are providing a valuable boost to student morale. Two events in particular stand out to me; firstly the:

- 4EK Lap of the Lake. Daisy Eichler's initiative and marketing skills led to the sale of over \$4000 worth of merchandise that was subsequently passed on to Abby McGrath and also
- The Loreto/St Pat's netball game. This raised over \$2500 for Breast Cancer Support but the thing that stood out to me was that every aspect of the event, the decoration, bake sale, promotion, BBQ, clean-up and money counting was done by students with absolutely no adult involvement – very powerful leadership.

This year, Student Wellbeing trialed several forums designed to provide opportunities for Student Voice. All students were invited to complete an AWE (Assessing Wellbeing in Education) survey, the results of which we have discussed with staff and students. Mr Kevin Robillard ran a student forum on the introduction of a new mobile phone policy and senior students ran several forums for younger students as part of our Felicitous Life Program.

Loreto had two social media related highlights this year. The first was our successful registration as an eSmart school, a process that takes several years of documented cyber safety programs for students. The second was our selection as a host school by Project Rokit for a regional Digital Ambassadors Forum. As hosts, we were allowed to register over thirty of our own students for this valuable training.

A big focus for the Student Wellbeing Team this year has been preparation for changes to our structures in 2020. These changes include:

- Years 10-12 moving to a horizontal mentor system where mentor groups are comprised of students all from the same year level
- The introduction of a ban on student use of mobile phones during the school day.

Student Wellbeing Part II. Felicitous Life Program (November 2019)

(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 4 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.

The initial phase of this program focused heavily on Year 7 and 8. These year levels have successfully integrated the concepts of positive psychology into the Loreto college culture and is running strong. The core elements of these two year levels is a sound curriculum. Each Year has a set class in their timetable to run Felicitous Life where the Mentor teacher takes the lesson. In term two there is a Parent evening for both year levels that ensures parents are educated with the same content to ensure the program is truly a holistic approach that includes students, staff and the community. Finally, on the final day of the school year is a Student Wellbeing Conference to highlight the learning during the year. This event places students from Year 7 – 9 as guest speakers presenting to all Year 7, 8 and 9 students in the Mary's Mount Theatre. Students present on a variety of wellbeing topics including Character Strengths, Understanding of Emotions, a collaborative video explaining the Year 8 content, and Year 9 LC talks, which are similar to TED talks with a Loreto twist.

This year, with the newly developed wellbeing structure that placed all Year levels horizontally, focus has been on developing Year 10 and 11 Felicitous Life programs. Year 10 students have always had a focus on Community which we have expanded this year in Felicitous life. The main element is a Volunteer program that asks students for 10 hours of community service outside the school. Mentor groups have also made a connection with an external organisation that they can assist as an extension of our social justice programs. Felicitous Life lessons for Year 10 have a focus of purpose, community and being part of something greater than ourselves. This also lends itself to supporting Year 10 efforts such as Work Experience and Career exploration with an eye on selecting subjects for VCE and future pathways.

The Year 11 focus this year has been one of Leadership. In contrast to the Year 10 efforts which focuses external to Loreto, we have asked all Year 11 students to volunteer within Loreto at different events. Students sign up for events from all Year Levels to meet their requirements. As a result, we have seen an increase in Leadership from Year 11 students who assisted with parent evenings, Year 7 and 8 Camps as well as being part of Mary Ward Connect. The idea is to educate in Felicitous Life lessons about leadership and have the ability to engage in real leadership opportunities while appreciating the Loreto education they have been given by giving back.

The final area of change has been in consultation with the Steering Committee. Year 7 and 9 are in the process of developing electronic "Student Profiles". In short this is a web page that will act as a portfolio of goal settings, achievements, and reflections as students progress through Loreto. We believe this is truly exciting and a forward-thinking initiative that will eventually replace Mentor reports for all Year levels. It is our hope that at the end of Year 12 a student will have an online portfolio (that is secure) of their growth and development of their Loreto Education. This can be used as an online resume for applying to jobs or a portfolio of achievement in applying to post-secondary education. It will also simply be a record for each student to reflect on and assist Mentors with Parent Teacher meetings as we continue to set goals for growth in all our students. The value to Felicitous Life is that it will also be a place to record understanding of self along the Loreto journey so that lesson learnt in every year can be accessed and reflected on at any time.



Curriculum Wellbeing Steering Committee Report

(Ms Monica Caillard (Semester 1), Mr Matt Flight, Ms Stephanie Greet, Mr Shane Nankervis, Mr Michael Walsh and Mrs Paula Wheaton (Chair))

The Curriculum and Wellbeing Steering Committee was established by the Leadership Team prior to the 2019 school year with goals to lead consultation with the school community about current practice in wellbeing and curriculum models, investigate current and emerging trends in education and key industries, and formulate recommendations to better prepare our students to thrive in the 21st Century.

In 2019 the Committee developed a timeline, endorsed by the Leadership Team, to evolve wellbeing and curriculum programs in stages before 2022, with early implementation of specific pilot programs occurring in 2020.

An external consultant, Chris Harte (Unstuck Learning Design) was engaged to support the development of a consultation schedule with students, parents and College staff that featured 'Empathy Sessions'. The goal of these sessions was to gauge perceptions of current practice and gain a sense of the priorities of different groups within the school community.

Members of the Steering Committee also visited a number of schools to observe and learn from different approaches to curriculum and wellbeing as a way of broadening the view of what is possible.

From the research carried out it has become clear that a first step to building more effective curriculum and wellbeing structures and programs is to develop a clear view of the qualities that we want our students to have when they graduate in this fast-changing world. These are qualities that our school community would emphasise and prioritise and which would equip our students to flourish in a world that is constantly changing. The Steering Committee has used the results of research and ongoing consultation with the school community to begin the process of defining these qualities and developing clear ways of communicating them. The Marketing and Development Team have contributed to this process by contributing design aesthetics and considering ways of communicating the qualities in a way that is clear to all stakeholders. Research continues in 2020, with the aim of the qualities identified as key being properly defined to support shared understandings and then informing all curriculum and wellbeing programs.

While the development of these qualities is an ongoing task and will take some time for them to be woven into the fabric of the school, there are also some initiatives that have been taken immediately in response to the clear message coming from our research. These relate to the need to make technology more central to the way students operate, as well as the importance of giving students the opportunity to set clear goals for themselves. To this end, digital technology programs have been put in place in Year 7 and Year 9 and goal setting has been implemented in Year 9 from the start of 2020 and will commence in Year 7 at the start of Semester 2, 2020.

It was also acknowledged that working with the leadership team is crucial throughout the process of implementing change. Members of the Steering Group joined with the Leadership Team at meetings during 2019 for sharing of data, consultation and collaboration. The Steering Group facilitated a one-day conference for all staff in December 2019. In 2020 Kevin Robillard and Ms Linda McDonald (Deputy Principal: Teaching & Learning) and Mr Kevin Robillard (Director of Student Wellbeing) have joined the Steering Committee.

Learning & Teaching (November 2019)

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

At Loreto College we work to provide a holistic education which is both innovative and dynamic, fostering critical thinking, curiosity, and joy in learning – an education which prepares a Loreto girl for an exciting and challenging future.



In 2019 our teachers have been working on a variety of projects all designed to enhance our innovative curriculum to improve student outcomes. Each of our teachers participate in a peer coaching program which involves self-reflection and listening to student surveys on ways we can improve the delivery of the curriculum to ensure it is rigorous and engaging for all students. Each faculty continues to audit its curriculum to ensure that we are preparing the students for the world after school whether that is entering the work force, TAFE or university.

There is constant change within the curriculum from year to year. In 2019 I was pleased to see the Mathematics Faculty introduce more coding into years 7-10 Mathematics. This followed on from last year where our Year 8s had the opportunity to learn how to code and use NAO Robots at the Ballarat Technology School. This year those year 8s are now in Year 9 and have been again working with Ballarat Technology School to critically analyse the issues that cause Natural Disasters and problem solve how to resolve these real-world issues.

New subjects have been introduced into the curriculum, like VCE Agricultural Studies. Within this subject, the girls have been learning about and experiencing the increasing use of technology in the agricultural industry. We have had the joy of rearing a few poddy calves for a short time at school, these animals were very popular with all students from Years 7 to 12.

Another new subject which will be introduced in Year 10, 2020 within the Visual Arts Faculty is Visual Communications and Design. Visual Communications and Design involves learning about the design process used in advertising, technical drawing, model making, product design and magazines. The design process has been adopted in many of our technology classes, replicating the demand for these skills in the workplace in the industrial, environmental, and communication fields of design. Students will have the opportunity to experiment with a variety of methods, media and materials.

In 2019 we have seen the introduction and implementation of a Religion and Society. Every Year 10 completes Unit 1 Religion and Society and our Year 11 students complete Unit 2 Religion and Society. By changing the nature of Religious classes in the senior school it has enhanced the teaching of Religious Education and provides a viable pathway for students choosing Religion and Society Unit 3 and 4.

The Language Faculty have worked collaboratively to develop Growth Mindset within the language's subjects, setting goals and measuring growth on a continuum using the colours of Karate belts. While the Humanities Faculty have revamped the Year 10 Humanities curriculum to make it more relevant and rigorous to prepare the girls for the VCE. In Year 7 the teachers have redeveloped the Indigenous History unit in consultation with the university and local experts.

The VCAL Program continues to grow from strength to strength under the wonderful leadership of our VCAL teachers. We have seen our VCAL students involved in barista courses, OH&S, Food handling and Certificate II in Health and Safety courses all designed to develop terrific work skills for part time jobs or future occupations. Our VCAL students have also strongly represented the College in Plate up Ballarat, and we are now a part of Plate up Ballarat Toasties Competition and working with Probus groups to teach their members how to use smart phones and iPads.

Our aim is to always reflect on our curriculum to enhance and improve all aspects of learning for our girls to prepare them to be active citizens in their adult lives.

Curriculum (The Arts) & Co-Curriculum (November 2019)

The Arts (November 2019)

(Mrs Steph Greet – Leader of Learning: The Arts)

Art as language...in the future there will only be art. This common language will carry the message of love. (Theo van Doesburg – Visual Artist)

2019 Loreto Visual and Performing Arts students looked to a future world, a beautiful world of speaking power to the truth, a future world where creative thinking is a vital skill for everything.

Futures threaded through the years work. The Visual Art VCE Exhibition and Media Screening Catapult was the most recent highlight of the year, with many artistic creations exhibited provoking a more environmentally conscious world invoking a true sense of self. Unit 3/4 Theatre Studies students presented Jane Eyre a modern adaption of a young woman in search of a deeper and more sustaining world. Unit 1/2 Drama students performed a self-devised ensemble of Apart from Me which explored the hope that can be found even in deep loss. VCE Music students developed their individual expression in their instrument, finding their voice and their message of love through music. Year 10 Media students were involved in a deeply moving project where they created videocasts for the Breast Cancer Network, sharing in the deeply moving stories of the families touched by breast cancer. Loreto Artists revelled in the new Art Club, embarking on a massive project imbued in the love of Art. Junior Loreto artists continued to explore creative thinking, what is Art, what is it to have original ideas, how are they developed individually and as a team...because in the future there will only be art.

The Loreto College Arts Faculty nurture students to develop their concept of a better future.

Performance (November 2019)

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

The highlight of the co-curricular Performing Arts Program each year is the Arts Festival and the year of 2019 was no exception. The theme Rhapsody in Blue was inspired by the performance of Bohemian Rhapsody by Loreto Blues which showcased a beautiful sound with movement and lights. VCE Dance used Gershwin's Rhapsody in Blue to tell the story of a New York street scene through dance. Junior choir dressed as lions to perform Shadowland with a powerful solo by Meika Collard. This year there was special emphasis to work on the multi-media aspect of the performance, Mr Luke Ellis and Year 10 Multi-Media class put in a lot of work, creating backgrounds that enhanced all of the performances. Each year the Arts Captains work tirelessly to support the Performing Arts Program and I would like to thank them all.

The House Choir competition in Term 3 continued to be a highlight with the decision for the Junior Houses to sing a variety of songs, instead of the same one really making this competition more entertaining. This year Junior Ward performed "Halo", Junior Barry performed "I Want To Break Free", Junior Mornane performed "We're All In This Together", and taking out the win under the leadership of Tahlia Ciappara and Phoebe McCallum was Junior Mulhall with "True Colours". In the senior competition Mulhall won with the song "Let Me Down Easy" conducted by Lucia Ricciardi and Angela Pollard but were followed closely by Barry performing "I'm Still Standing", Ward with "Somebody To Love" and Mornane with "Pompeii". At the Arts Festival, our Performing Arts Awards and the winners of our Arts trophies were announced. The Performing Arts Award this year went to Isobelle De Livera and the Music Award went to Georgia Martino, two Year 12 students who have shown exceptional excellence and dedication in their fields. The trophy winners were: Junior Participation - Ward, Senior Participation - Ward, Senior Drama - Ward, with the overall winner being Ward. Congratulations to all our Loreto students who have been involved in many and varied ways in performance and backstage we hope to see you back next year.



Music (November 2019)

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

Congratulations to the 250 students and wonderful staff involved in the Music Program throughout 2019. With commitment and dedication each ensemble member worked incredibly hard to ensure the success of her group and to strive for personal excellence in the process. Whether it was during those early morning rehearsals, on the stage at the South Street Eisteddfod, note bashing in a lesson or during a chaotic combined ensemble rehearsal, every student gave her all and I could not ask for anything else. You should feel very proud of your efforts this year.



Thank you to the hard-working and dedicated music instructors and ensemble Directors. It is a tough gig scheduling lessons and rehearsals within a vibrant and fluent school; and you are so very accommodating and flexible. Your understanding of our school and the opportunities it provides is very much appreciated.

Thank you also to the amazing Year 12 students who have provided such wonderful leadership and example this year. Year 12 is such an intense year but never underestimate the impact your regular attendance and continued support has on the younger students in your ensembles. They will remember you long after you have left Loreto.

Congratulations again and best wishes for an even bigger 2020.

Sport (November 2019)

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

2019 has been a very busy and exciting year in sport at Loreto College. Our Ballarat Associated Schools (BAS) program has had many girls involved in a huge variety of sports. Our students are to be commended on the way they have represented Loreto in all aspects of our sporting program. The girls are always passionate and skilled in the team sports and they will have great memories of these times in years to come.

Our girls have many opportunities to be physically active throughout the year but our program would not run without the help of all our staff members whom we extend a very big thank-you to. They are very supportive and enthusiastic with their involvement in their chosen sport.

Sadly, it is time to farewell our Year 12 girls who have made a significant contribution to our sporting program. Their involvement and participation over the six years of representing Loreto is to be commended and they have been amazing role models to our junior girls. We wish them all the best for their futures and are sure they will continue to be involved in sport. Some 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 at the end of the season. Congratulations to all our participant's, especially to those who were part of the Championship sides.

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 and Brehaut Badminton Championship

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 and Loreto College Rowing.

BAS Sport Premierships

- Junior A Basketball
- Junior B Basketball
- Junior A Volleyball
- Junior B Volleyball
- Intermediate Volleyball
- Senior Tennis
- Division 3 Junior Netball
- Division 4 Junior Netball
- Senior 3rds Netball
- Senior 4ths 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
- Breast Cancer Football Match

Ballarat Associated Schools Swimming Carnival

The BAS Swimming Carnival, held at the Ballarat Aquatic Centre continued as a twilight meet this year on Thursday 14th March. Loreto won the Senior Girls Division and placed 3rd in the Intermediate section and 3rd in the Junior section. What a great achievement! Loreto placed 2nd overall in the Girls' Aggregate. Every girl gave their best performance and we had some great individual efforts and a high standard of representation for the school.



Victorian School Association Competition 2019

On Monday 13th May, five students – Janessa Fitzgerald, Amy Honeyman, Ally Trigg, Abbey Pierce and Ava Richardson headed to MSAC in Albert Park to compete in the combined BAS swim team in the All Schools Division 1 swim competition. The team was up against some very tough competition competing against some Melbourne associations such as GSV and APS. Our girls competed in up to five events on the night with many relays on offer and some individual events as well.

BAS Annual Athletics Sports

We headed back to Llanberris track on Thursday 2nd May for the annual BAS Athletics Carnival. The forecast for the day was for heavy rain and we were fortunate to have a beautiful Ballarat autumn day with the sun shining through mid-morning and staying with us for the duration of the day. Loreto College achieved first place in the Intermediate and Senior Division and second place in the Junior Division.

SCSA Division One Athletics Carnival

We headed to Melbourne on Friday 24 May for the annual Secondary Catholic Girl's School Association (SCSA) Division 1 Athletics at Lakeside stadium, with our 80 athletes and 5 staff members. The morning was clear when we arrived but didn't take long for the drizzle to set in. This meant the hurdle events were delayed until the weather cleared. For the first time in many years we were extremely close to winning, with 5 points being the difference in the end as our students achieved second place. The girls placed 3rd in the Junior section and we won the Intermediate and Senior divisions and then were placed 2nd overall.

Loreto Lap of the Lake

On Thursday 9 May our Loreto College Lap of the Lake was held in honour of former student Emma-Kate McGrath. Students in Years 7 and 8 completed 4km of Lake Wendouree and girls in Years 9-12 completed the 6km circuit. It was very pleasing to have Abbey McGrath participate in the run again this year. Students and staff wore 4EK caps to raise funds for Meningococcal research and awareness.

BAS Road Relays – 14th July

The Road Relays started our BAS Cross Country season on Thursday 18 July. This event is held over a fast, flat section of Lake Wendouree and involves 4 runners completing 1500m each along the lake foreshore in a relay formation.

In mild conditions, the Intermediate A girls ran very impressively with a win in their division. All other Loreto teams in both the A and B divisions are to be congratulated on their individual and team performances, also. Junior A – 3rd, Junior B – 2nd, Intermediate B – 2nd, Senior B – 2nd and Senior A – 3rd. 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 Ballarat High School and the Ballarat Special School on Wednesday 7 August.

The juniors placed 3rd overall in their division, the Intermediate and Senior teams placed 2nd in their divisions respectively. Overall, Loreto were 3rd to some very tough competition.

BAS Lap of the Lake

The final Cross Country event was the prestigious Lap of the Lake. On a very cold Ballarat day our girls competed in this annual event. Our junior runners completed a 4km section of Lake Wendouree and the intermediate and seniors completed the entire 6km lap. All of the Loreto athletes were very competitive and our girls put in impressive individual efforts across the board, with an overall placing of 3rd. Our Junior team were 1st overall, our Intermediate team placed 3rd and our Senior girls were 2nd overall.



Debating and Public Speaking (November 2019)

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

Our Debating and Public Speaking students have had a particularly successful year winning every Public Speaking competition in our region. This is not to be taken lightly. Our students work incredibly hard to research interesting and unique topics and spend many hours planning and preparing their speech in an interesting and engaging manner. They are also required to present an impromptu speech which actually involves planning and strategy. Being aware of current issues and the ability to plan, think, speak and engage with an audience at the same time is challenging at any age. They are all to be commending for their outstanding achievements and dedication in 2019.

- Lions Voice of Youth
- Rostrum Voice of Youth
- Legacy Public Speaking Competition
- Royal South Street Competitions



'Joining the Public Speaking program at Loreto is one of the best things I have ever done, not only because of the opportunities I have gained, but also because of the valuable skills I have improved on while working with Mrs Vandenberg. Public Speaking is a life skill, we use it every single day without knowing it. We will use it now and in our future career and life.' Sapphire

'Throughout my year of public speaking and debating, I have developed many life-long skills that will help me in my future, and I am extremely glad I put myself out of my comfort zone to give these competitions a go. My awareness of community issues, especially through the Lions YOTY competition. The aspect I found most challenging was definitely the impromptu speech, I found it daunting speaking on the spot on an unknown topic and had not done this before. However, after participating in the impromptu speeches, I realised that they weren't that bad and became increasingly confident as I participated in more. Overall, this year has been a year of new and challenging experiences which I am very thankful I took up these opportunities.' Sarah

College Community (November 2019)

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

Throughout 2019 we explored, uncovered and shared the unique attributes of a Loreto Education. We connected our past, present and global Loreto education through an unfolding array of annual calendar events, fundraising, stories and images on a range of platforms.



In March, past pupil, passionate businesswoman, Director of Pipe Pro Directional Drilling and advocate for gender equality in the workplace, Danielle James (Class of 1999) was guest speaker at our International Women's Day Breakfast and her message was clear and consistent with the event theme, 'balance for better.'

In April and May, reunions were held for the classes of 2018, 2014, 2009, 1999, 1989, 1979 and 1969 as well as the annual Past Pupils High Tea and Mass of Remembrance in November which was planned, catered and served by our VCE Food Studies students.

In September we hosted a Loreto Blue Carpet public opening night premiere of Ride Like a Girl, the extraordinary story of our much loved alumna, Michelle Payne. It was a great experience hosting the cast and crew on site at Loreto College in 2018 for the filming of the movie, and was wonderful to see our beautiful school up on the big screen. The Loreto Chapel was majestic for the wedding scene and many of our students delighted in finally seeing themselves as extras in the film. Over 600 of our Loreto community past and present snapped up the opening night tickets for the Loreto Blue Carpet event; whilst the students and staff that featured as extras in the film relished their moment in the spotlight as movie stars with a limousine arrival.

All proceeds from the evening went towards establishing the new Loreto Aspiring Dream Scholarship. In the spirit of our founders and alumni role models such as Michelle Payne, who aspired to win the Melbourne Cup, this new scholarship endeavours to support a graduating or leaving student each year to pursue their dream.

In October we launched the new online Alumni community platform, Loreto Women and the new Women in Time – Inspiring Alumni which will uncover and formally recognise and promote the actions and achievements of Loreto Ballarat alumni. The women nominated and featured will encourage aspirations and ideals of the highest community standards and values and will be an assembly of models of Loreto women who, in the spirit of Mary Ward and the Loreto Mission, have in their time "come to do much." It will be the College's pre-eminent means of recognising outstanding achievement and contributions by past students.

The traditional 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 2019; the average expenditure on teachers for professional learning was \$1,982 per teaching staff member and \$887 per Education Support Staff member.

During 2019 a review of the suite of positions of leadership for teachers took place. This process was led by the College Consultative Committee which comprised Ms Kelli Baird and Mrs Jenna Larkin (union representatives), Mrs Christina Sofis and Mrs Paula Wheaton (staff representatives), Mr Pat O'Shea, Mr Jeff Primmer and Ms Elizabeth Till (Principal's nominees) and Ms Judith Potter (Principal). Ms Elizabeth Till chaired this committee. The staff and union representatives liaised with staff – seeking feedback, proposals and, in turn, providing updates and seeking further feedback. Through this process, changes were made to the positions of leadership for teachers for 2020 – 2021. The process of seeking applications, interviews and appointments then took place.

Professional development and training continued to be prioritised by the school with staff participating in a broad range of programs and conferences. In 2019 all staff completed the mandatory online module on Mandatory Reporting and all new staff completed 9 online training modules on Child Safety. In addition, programs were run for the full staff, including positive psychology, training designed to deepen understandings of what bullying is and is not, and responsibilities of each staff member and of leaders should an incident arise. During the year all staff participated in a full day spiritual program "Wellsprings of Hope".

Coaching continued for all teachers in 2019. Educator Impact surveys were conducted 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.

The implementation of the NCCD (Nationally Consistent Collection of Data) required on-going training of all teachers and further improvement 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 Learning Diversity Team in conjunction with members of the Leadership Team.

2019 was the second year of the implementation of changes to the wellbeing structure, requiring ongoing focus on deepening shared understandings.

All staff participated in the annual Staff Spirituality Day, "Wellsprings of Hope", with this being led in 2019 by Ms Cheryl and Mr Ian Hamilton with a focus on the value of Sincerity.

Four Professional Practice Days were provided to all teachers during 2019. The focus of professional practice days is on or more of planning, preparation, assessment of student learning, collaboration, curriculum development and relevant professional development

Learning, Teaching and Wellbeing

The range of professional learning programs in which teachers participated in 2019 included annual subject based VCE conferences (English, EAL, Food Studies, Biology, Health & Human Development, Sociology, Chemistry, Mathematics, History, Global Politics, Psychology, Legal Studies, Religion & Society, Japanese, Art, Studio Art, Drama, Agriculture and Horticulture, Physical Education, Product Design and Technology). A number of teachers participated in State Reviewers' training VCAA Assessment days for a variety of subjects.

Programs and networks included Educational Support for Students who are legally blind; NCCD Identifying and developing adjustment for student learning; Effective VCAL Induction Day; VET/VETiS School Validation and Induction Day; Language Professional Community Leaders in Catholic Diocese; online module on Teaching and Behaviour Support Strategies for students with ASD; Positive Education Schools Association Conference; Bell Shakespeare: Teaching Shakespeare in English and Drama; Secondary Schools Cluster Conference; Mental Health in Schools; Wellbeing Network Ballarat Diocese; eSmart training (Alannah and Madeline Foundation); State Reviewers' training; VCAA Science Department Induction OH&S; CEOB NCCD requirements; Provisionally Registered Teachers Seminar; VATE Middle School English Conference; Whole school Literacy project; School Library Network meetings; ReimaginED; ADMIS Director of Music Biennial Conference; Middle School Home Economics Victoria; VETiS Induction for Languages Japanese and French; Get into games expo; Become a SPA tracker standard; Early Careers teachers ACU Advisory Conference; Edrolo Professional TeacheD Training; My EdOnline Training; Catholic Education Melbourne Environmentally Sustainable development Committee; Warden training for Evacuation planning; Mental Health First Aid; The Science of Learning; CECV Pathways and Training; Regional Piano teachers; Statewide Vision Educational support for students who have low vision and a STEM Roadshow.

Leadership and Management

Participating in networks broadens and deepens understandings, with staff participating including the Deputy Principals, the Business Manager, The Learning Leader: Felicitous Life Program, the Individual Learning Needs Coordinator, the Library Team and the Principal. Further professional learning included training on the Creation of NCCD reports for funding applications; 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; Disability Standards for Education module; Australian Institute of Education and Training Validation day; Structured Workplace Learning recognition workshop Highlands LLEN; Loreto Schools of Australia Committee; CECV Pathways and Transition Annual Seminar; Ballarat Diocese Secondary Leaders of Wellbeing Network; PAVCSS; Ballarat Diocese Secondary Principals' Network; Loreto Schools of Australia Principals' Forum; Loreto Schools of Australia Pilgrimage.

Feedback:

Feedback from students, parents and staff is sought and received through a variety of ways. All students completed two wellbeing surveys during the year with all staff completing a wellbeing survey during the year. Student, staff and parent feedback was sought as to inform the Curriculum Wellbeing Review. Extensive feedback from teachers was sought through the Consultative Committee review of positions of Leadership. There were a multitude of parent/staff/student communications, via email and in person, throughout the year in which feedback was provided 'to and from' each other. Student forums were held as a part of the change process in the mobile use policy at school.



STAFF COMPOSITION

Principal	1
Deputy Principals	3
Business Manager	1
Teaching Staff	84
Teaching Staff (FTE)	74.6
Education Support Officers	65
Education Support Officers (FTE)	44.7
Trainees	3
Indigenous Education Officer	1
Music Sessional Staff	12

Teacher Qualifications	Number
Certificate	1
Certificate II	3
Certificate III	6
Certificate IV	10
Associate Diploma	1
Diploma	22
Graduate Certificate	3
Graduate Diploma	44
Bachelor's Degree	79
Masters	20

STAFF RETENTION RATE

Staff Retention Rate	84.1%
This figure includes staff who were on fixed term contracts whilst permanent staff were on leave (eg.,maternity leave, long service leave). (data from CECV)	

TEACHING STAFF ATTENDANCE RATE

Teaching Staff Attendance Rate (data from CECV)	90.1%
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2019 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.

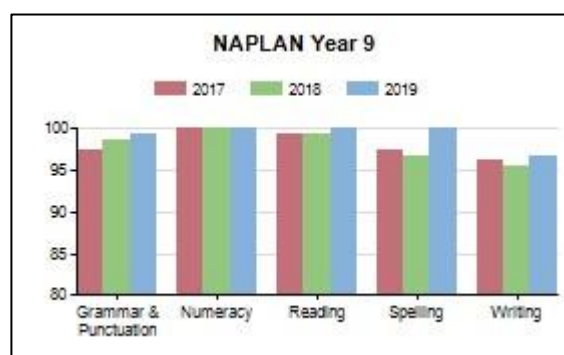
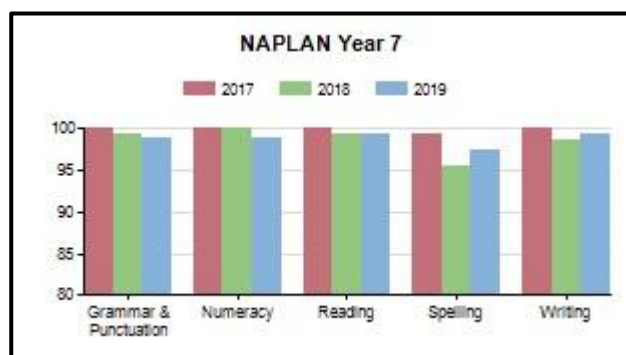
AVERAGE STUDENT ATTENDANCE	%
Year 7	94.3
Year 8	91.4
Year 9	92.5
Year 10	92.2
Overall average attendance	92.6

(Data Source: Catholic Education Commission of Victoria)

YEARS 9 - 12 STUDENT RETENTION RATE	
Years 9 to 12 Student Retention Rate	94.9%

(Data Source: Catholic Education Commission of Victoria)

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2017 %	2018 %	2017 - 2018 Changes %	2019 %	2018 - 2019 Changes %
YR 07 Grammar & Punctuation	100.0	99.4	-0.7	98.8	-0.5
YR 07 Numeracy	100.0	100.0	0.0	98.8	-1.2
YR 07 Reading	100.0	99.4	-0.7	99.4	0.1
YR 07 Spelling	99.3	95.5	-3.8	97.5	2.0
YR 07 Writing	100.0	98.7	-1.3	99.4	0.7
YR 09 Grammar & Punctuation	97.4	98.7	1.3	99.3	0.6
YR 09 Numeracy	100.0	100.0	0.0	100.0	0.0
YR 09 Reading	99.3	99.4	0.0	100.0	0.7
YR 09 Spelling	97.4	96.7	-0.7	100.0	3.3
YR 09 Writing	96.1	95.4	-0.7	96.7	1.3



MEDIAN NAPLAN RESULTS FOR YEAR 9

Year 9 Grammar & Punctuation	596.3
Year 9 Numeracy	603.4
Year 9 Reading	602.5
Year 9 Spelling	590.2
Year 9 Writing	572.9

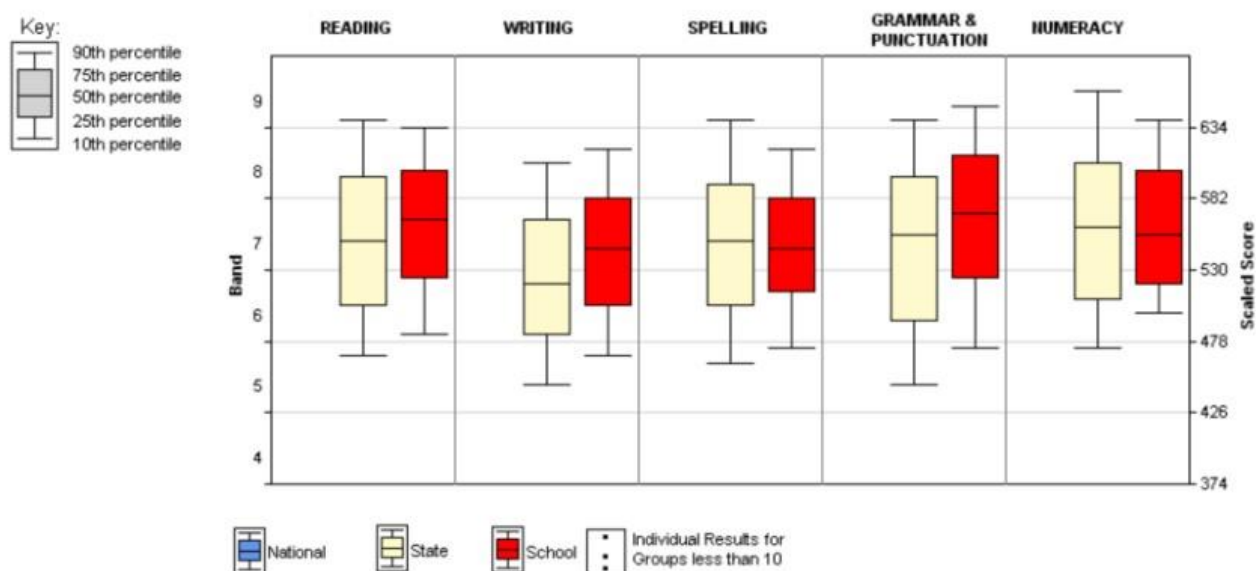
(Data Source: Catholic Education Commission of Victoria Ltd. <https://cevn.cecv.catholic.edu.au/>)

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

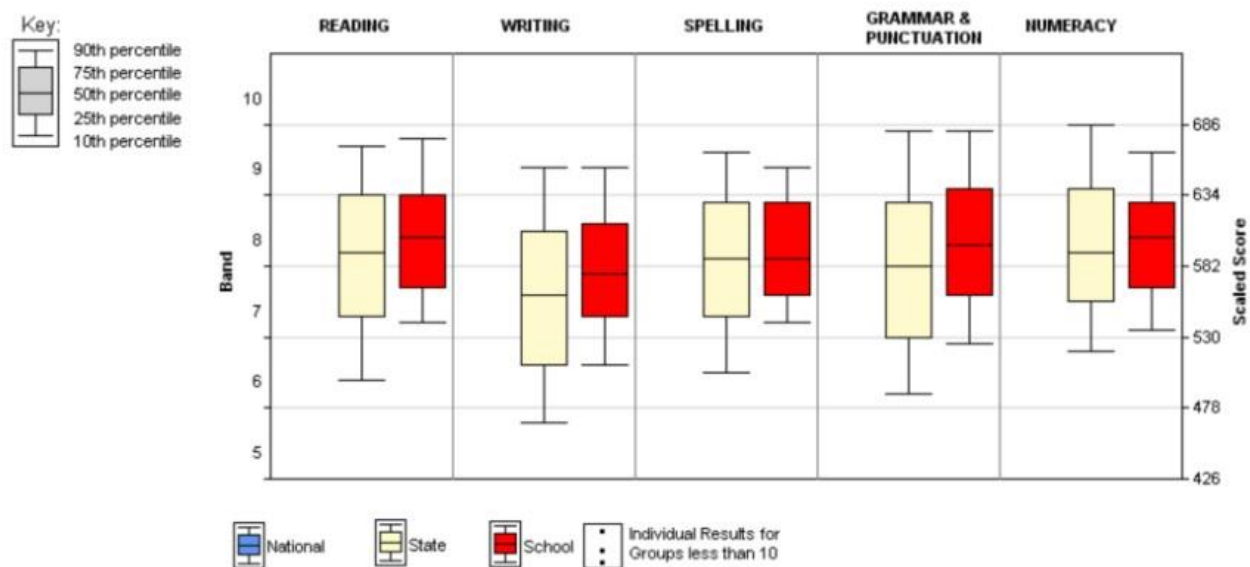
Student Learning Growth Data

Students in Years 7 and 9 completed NAPLAN tests during 2017 and 2019. The following graphs present the growth achieved against the National Bands and Scaled Scores.

NAPLAN 2019: Year 7



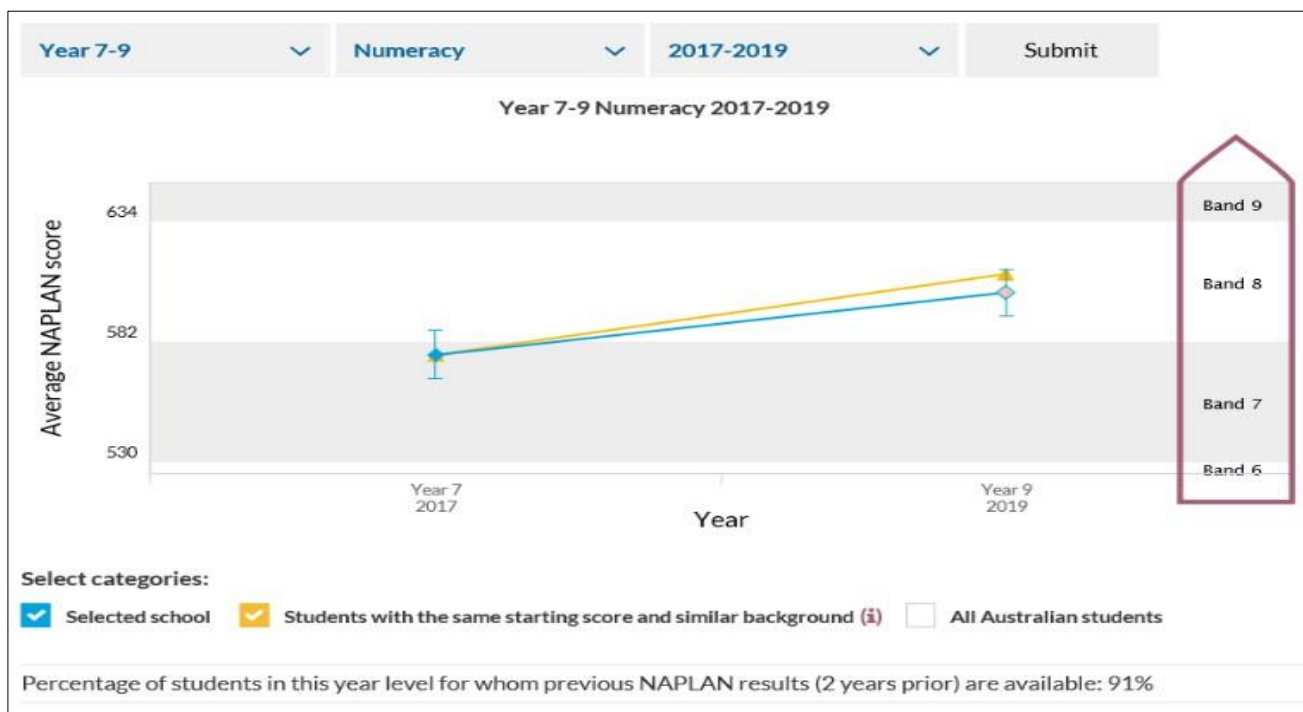
NAPLAN 2019: Year 9



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

MySchools Data

The blue line shows how much results at the selected school have improved since the students completed NAPLAN two years ago. The yellow line shows the amount of improvement achieved by other students across the country who had the same NAPLAN score two years ago (same starting score) and who have similar background as the students at the selected school.



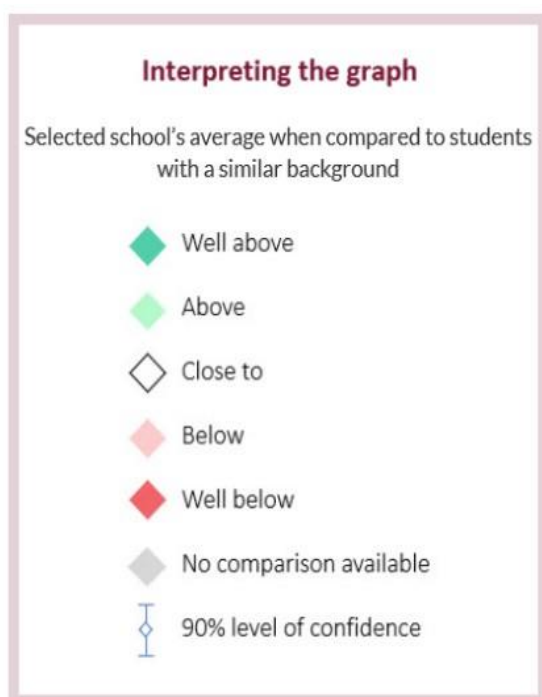
This graph illustrates learning growth in Numeracy consistent with other schools.



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



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



Student Learning Outcomes:

In 2019 the sustained 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 online 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 informed a guide detailing 10 High Impact Teaching Strategies. These High Impact Strategies were 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.
- Year 9 students participated in a 'Natural Disasters' program through the Ballarat Technical School
- Class teachers across the school continued to monitor student progress and homework, following up with phone calls home when work was not submitted. This was recorded within our Learning Management System – SIMON)
- The College report format was updated 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.
- Creation of Lib Guides by the Library to support the dissemination of relevant material for different curriculum areas.

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

Student Achievements in 2019 were many and diverse. A sample:

- Top Dance: Two student selected from across Victoria to perform in the celebration of excellence in Melbourne.
- One student achieved a perfect score of 50 in VCE Biology
- One student's work was selected from across Victoria to be show cased in Top Design
- Ballarat Art Gallery – Next Generation Exhibition: 10 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 Spirt 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 2019

Class of 2019	
Number of Year 12 students studying VCE	139
Number of Year 12 students attaining VCE (Baccalaureate)	6
Number of Year 12 students attaining VCAL	8
Median Study Score ¹ (includes Study Scores achieved by Year 11 students)	31
VCE Completion Rate ¹	100%
VCAL Completion Rate ¹	100%
Median ATAR: 70.25 (50% achieving in the top 29.75%)	70.25
Number of Year 11 students studying a Year 12 VCE subject	63
¹ (data from CECV)	

Senior Secondary Outcomes	
VCE Median Score	31
VCE Completion Rate	99%
VCAL Completion Rate	100%

VCE/VET Study Scores 40 or higher	
Total number of Study Scores 40 or higher	55
Number of Year 12 students achieving 40 or higher:	39
Number of Year 11 students achieving 40 or higher	16

Accounting (1), Art (3), Biology (6), Business Management (4), Dance (2), English (2), EAL (1), Food Studies (6), Further Mathematics (4), Health & Human Development (4), History (1), Legal Studies (2), Mathematical Methods (1), Physical Education (8), Product Design & Technology (5), Psychology (3), Theatre Studies (2)

Scaled Study Scores of 40 or above (not including study scores listed above)

Chemistry (3), English Language (1), English Literature (1), French (4), Global Politics (1), Japanese (2), Mathematical Methods (1), Specialist Mathematics (2)

ATAR	Number of Students
Above 95	4 (Achieving in the top 5% in the state)
Above 90	18 (Achieving in the top 10% in the state)
Above 85	28 (Achieving in the top 15% in the state)
Above 80	43 (Achieving in the top 20% in the state)
Above 70	69 (Achieving in the top 30% in the state)
Above 60	99 (Achieving in the top 40% in the state)

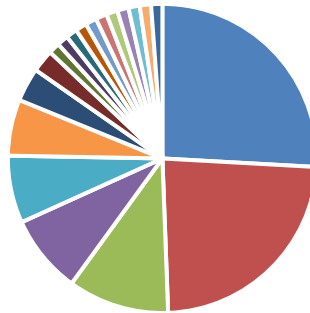
Post School Destinations

University	55%
TAFE/VET	6%
Deferred	11%
Employed	15%
Unknown (as at March 2020)	8%
Other (gap year, seeking employment, travel)	5%

Post School Tertiary Study	Number
Australian Catholic University	22
Deakin University	20
Federation University Australia	9
University of Melbourne (The)	7
RMIT University	6
Swinburne University of Technology	5
Monash University	3
La Trobe University	2
Longerenong College TAFE	1
Victoria University	1
Virginia Tech (USA)	1
Academy of Information Technology	1
Australian Catholic University TAFE	1
Australian National University	1
Bendigo TAFE	1
Federation University TAFE	1
JMC Academy	1
Marjorie Milner College	1
Monash College TAFE	1
Total	85

Pathways: Class of 2019

Post School Tertiary Study Class of 2019



- | | | |
|---------------------------------------|----------------------------------|--------------------------------------|
| ■ Australian Catholic University | ■ Deakin University | ■ Federation University Australia |
| ■ University of Melbourne (The) | ■ RMIT University | ■ Swinburne University of Technology |
| ■ Monash University | ■ La Trobe University | ■ Longerenong College TAFE |
| ■ Victoria University | ■ Virginia Tech (USA) | ■ Academy of Information Technology |
| ■ Australian Catholic University TAFE | ■ Australian National University | ■ Bendigo TAFE |
| ■ Federation University TAFE | ■ JMC Academy | ■ Marjorie Milner College |
| ■ Monash College TAFE | | |

Child Safe Standards

Child Safe Standards are, and must be, front and centre in all aspects of our daily operations at Loreto College. We need to be vigilant that child safety is embedded in all planning and procedures and that the College community maintains a zero tolerance of child abuse. The College is aware that the frameworks of child safety are the responsibility of the Leadership Team and that this responsibility includes ensuring there is an obvious protective culture amongst all staff.

In 2019 the Loreto Leadership Team has continued to review and develop policies related to aspects of child safety. New policies developed and ratified by the Board include a Harassment Policy, a Bullying Policy, a policy covering Staff with children enrolled at the school and a Cyber Safety Policy.

The College has invested in significant training of the Principal, Executive Deputy Principal and the Business Manager in the use of Complispace as a package that can store and help implement all Child Safe related policies.

Some of the many other ways in which the College Leadership has addressed Child Safe Standards include

- the continued use of Complispace to run staff through mandatory reporting modules
- the induction of new staff included the same Complispace modules as completed by existing staff
- the embedding of practices such as asking for conflicts of interest at each meeting, stating child safe messages on all communication and including history checks on all applicants to positions at the College.
- The school conducted two AWE surveys during the year, designed to provide feedback on student's connectedness to the school and their sense of security at the school. The feedback returning influenced the direction of Wellbeing planning during the year.
- The Wellbeing team developed a Mobile Digital Devices Policy, endorsed by the Leadership Team and the Board, to be implemented at the school in 2020. The aims of this policy will enhance student cyber safety.
- Project Rockit conducted a Digital Ambassador program for students from all over Victoria at Loreto College, allowing the school to enroll a large contingent of younger students in the program. Parents were also offered enrolment in an online Cyber Safety for Parents program.
- The College has installed an electronic check-in system for all visitors to the College to ensure that it is aware of all visitors to the College and their credentials and contact details.