



**Loreto**  
COLLEGE BALLARAT | EST. 1875



# Loreto College Ballarat

2020

## Annual Report to the School Community



Registered School Number: 0035

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## Minimum Standards Attestation

I, Michelle Brodrick, 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 2020 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.

11/06/2021

**NOTE:** The School's financial performance information has been provided to the Australian Charities and Not-for-profits Commission (ACNC) and will be available for the community to access from their website at [www.acnc.gov.au](http://www.acnc.gov.au)

## Our College Vision & Mission

Loreto College Ballarat provides a spirited Catholic education that values, engages and empowers young women for their global future.

Loreto College is a welcoming, friendly community where each person is valued and where spirituality and learning are nurtured. With the Catholic perspective that formed the spirit and virtues of Mary Ward, young women are educated to strive for personal excellence.

Loreto College has its foundation in the gospel of Jesus Christ and is proud to be part of and contribute to the larger Catholic community. Loreto College builds on a strong and proud tradition of the education of its students, one which strives to offer "a Catholic education which liberates, empowers and motivates students to use their individual gifts with confidence, creativity and generosity in loving and responsible service."

The five pillars of Freedom, Justice, Sincerity, Verity and Felicity summarise the vision of a Loreto Education. We are a Catholic School with the expressed aim of living out the values of the Gospel. We are a Loreto school in the spirit of Mary Ward that believes strongly 'that women in time will come to do great things.'

## College Overview

Loreto College is a Year 7-12 Catholic secondary school for girls with an enrolment of 932 students. Located in Ballarat, Victoria, Australia, we have been proudly educating young women for 145 years.

The Loreto education tradition spans many centuries, inspired first by the founder of the Institute of the Blessed Virgin Mary, Mary Ward and grounded into the Australia context by Gonzaga Barry IBVM. Loreto College Ballarat is part of an International network of Loreto Schools and was the first Loreto school in Australia. It was established in 1875 by Mother Gonzaga Barry and her community of sisters.

A contemporary school set in historic and beautiful surrounds, Loreto College builds on rich traditions of the past to provide students with a quality, progressive and dynamic education which becomes a foundation for their global future.

It is our goal for a Loreto College graduate to be a young woman who is confident and equipped to engage actively in all aspects of life in the 21st century. We hope that a Loreto student will be responsible, motivated and independent with an abiding sense of her own personal, spiritual and social well-being and social justice. At Loreto College we strive for academic excellence, while never losing sight of the individual within - providing a modern education designed to support both achievements and challenges faced by girls who are learning in a global society.

## Principal's Report

The year of 2020 is one that created enormous challenges as we encountered COVID-19 and were forced to educate our students and staff via online platforms. This year we are recording key decisions, events and achievements in a year no one will forget, where a global pandemic impacted our lives and our ways of teaching and learning. Many events that have traditionally been documented have not taken place as we've battled with lock downs, remote learning and the serious economic impact of COVID-19.

This year we reflected on the value of 'Verity', what it means to live the truth of Jesus. Mother Gonzaga Barry said 'Nothing is beautiful that is not true. Shun affirmation and imitation of others, study and strive to improve yourselves, and then be your own true selves'. This year we have come to know our true selves, our authentic self through the adversity of a pandemic.

We could not have imagined as we began the school year how we would transform learning with new ways of delivering curriculum and communication. The Loreto College staff and students have been outstanding in their adaptability and flexibility.

At the beginning of the year we welcomed interim principal Sandra Diafas who stepped in so ably due to the illness of Judith Potter. We also welcomed new staff members including teachers Kiri Adams, Stephen Boswell, Sr Natalie Houlihan, Jillian Hogbin, Tim Huf and Kate Martin and educational support staff Eileen Kenny, Macaylah Johnson, Lucy O'Loughlin, Mikayla Scarff, Kim Taylor and Lucy O'Loughlin.

Term 1 began like any other year with festivities and celebrations, parent nights and dinners. For the second time in its rowing history, Loreto College Ballarat won the Head of the Lake.

As news of the COVID-19 pandemic began to filter into our community, the College was faced with the realisation that for the first time, schools would be closing. When the announcement was made in March by Premier Daniel Andrews that students would be learning remotely for a period of time, we were faced with enormous challenges that had to be dealt with quickly despite the uncertainty of how things would be done. With little time, the staff and students adapted to various platforms of curriculum delivery and communication. Thanks to the work of the Leadership Team, guides for parents, students and teachers were prepared and training on the use of technology all occurred over five days. This type of change requires adaptability and flexibility. Qualities that have been strengthened in our community throughout the year.

Judith Potter was able to return for her final term as Principal in Term 2 and continue to lead the College with compassion and care. With seven weeks of remote learning, events were either cancelled or altered to be COVID safe. Yet somehow the energy of the community was still strong in events such as the 4EK.

Three weeks into Term 3, the second lock down hit and students and staff returned to remote learning for a further eight weeks. This second lock down was different. There was a familiarity with the online platforms for remote learning and students and staff felt more confident and capable using technology. There was a shift in responsibility for learning and problem solving as students were able to work at their own pace. For some students, they thrived and enjoyed this challenge, but this was not the case for all. The importance of mental health support was evident and all staff were alert to the needs of our students and each other.

For our Year 12 VCAL and VCE students this extraordinary year was a year like no other. Filled with disappointment as the realisation of the impact of COVID-19 came to the fore, Kate Robinson and Sophie Grylewicz were outstanding as College Captains supported by the Senate and House

Leaders. It was a difficult year to be a school leader, but our students managed to lead with Verity and Felicity.

At the end of 2020 we said goodbye to some of our staff who have devoted many years to our College. Jennifer Leigh and Doug Wilson retired after almost forty years each working in catholic education. Leonie Gudgeon and Courtney Bell were staff members for more than ten years at our College.

The year brought inconceivable challenges for the Leadership Team. I would like to express my gratitude to the Leadership Team and to all staff who have provided leadership through this year.

I am grateful for the support of the College Board. In particular, I would like to thank the Board Chair, Luke Dunne and Deputy Chair, Matt McCabe and members Elizabeth Burns, Liam Davison, Sr Denise Desmarchelier, Nick Grylewicz, Nicole Loader, Richard Robinson, Erin Taylor and the various members of subcommittees who provide so much time as volunteers to support the College. At the end of this year the Board farewelled Dannielle James and Sr Denise Desmarchelier. We thank them for their contribution.

Thank you to everyone who provided support to the College during 2020.

Michelle Brodrick, Principal

Loreto College Ballarat

## College Board Report

The leaders, the staff, the students and the families of the College have adapted and shown great resolve and resilience to ensure that, notwithstanding the challenges this year has brought, the learning and the joy continues, in that uniquely Loreto way.

The entire school community should be proud of the way the year has been conducted, and on behalf of the Board, I extend my sincere thanks to the entire school community

There is much to look forward to at Loreto College Ballarat, and even as one chapter in the remarkable history of Loreto Ballarat comes to a close, we embark on an exciting new journey.

In July, Ms Judith Potter finished her tenure as Principal, after almost 15 years of faithful and joyful service. Judith has been the living embodiment of the Loreto Values of Freedom, Justice, Sincerity, Verity and Felicity, but some other values that easily associate themselves with Judith are kindness, commitment, selflessness, grace, care and compassion.

We are looking forward to the future with the commencement of Ms Michelle Brodrick as Principal, and the announcement that a contract has been signed for the purchase of an expansion site of over 13 hectares.

Michelle has joined the College not only in the midst of a most difficult year, but also at the start of a new strategic direction. Despite only having a few weeks of face to face contact with students and staff, Michelle acquitted herself to her task incredibly well.

In the Strategic Goals for Loreto Ballarat in 2019, the College has committed to expanding to meet the needs of the rapidly growing Ballarat community - so that more families who desire a Loreto education for their daughter might have access to that education.

The College Board, the Leadership Team, the staff and indeed the entire school community now face the daunting but invigorating task of imagining the Loreto College of the future, and bringing that to reality, as we look to build on the vision of Mary Ward and Mother Gonzaga Barry, and to reinforce Loreto's reputation as a leader in the education of young women.

The College staff are passionate about the continual improvement and evolution of the curriculum, learning, social and wellbeing experience of every current and future student of the College, and the College Board and its Committees are no less passionate in their support of this.

Thank you to every person who contributes to the life of the College community, and we look forward, not only to better times, but to this new chapter yet to be written.

Luke Dunne, Board Chair

Loreto College Ballarat



## Catholic School Culture

### Goals & Intended Outcomes

We are a Catholic school that walks proudly in the footsteps of Mary Ward. We strive to bring a Catholic education that is post critical in faith understanding, constantly recontextualising and evolving to be a dialogue school. Our founder Mary Ward and the women that followed her, believed in an education for all students that was constantly seeking, improving and evolving through the lens of our values freedom, justice, verity, sincerity and felicity.

We want our community to have opportunities for...

- Prayer and reflection
- Liturgical celebrations
- Awareness of social justice issues, locally, nationally and internationally
- Building relationships with Mary Ward International Australia and other charitable organisations
- A curriculum that embraces diversity and awareness and creates dialogue

### Achievements

Our community is offered opportunities for prayer and reflection in their day. 2020 offered unique challenges to our community, however, a prayer and reflection was consistently given whether we were in online learning mode or on campus. These prayers and reflections seek to be relevant for our community, taking inspiration from key dates in history, current social issues, relevant feast days for our faith community or sometimes just acknowledging how our school community is feeling on that day. They are used as an opportunity to stop, to pray and to reflect.

"For where two or three gather in my name, there am I with them" (Matt 18:20). Gathering together for our liturgical celebrations is the cornerstone of our Catholic faith. When we gather whether we are small in number or like our Opening School Mass in February 2020, where our attendance was well over one thousand people, we are gathering with the presence of Jesus. Our Opening School Mass was to be our one and only whole school community liturgical gathering in 2020. Knowing the importance of gathering as a faith community we were able to bring our liturgical celebrations in an online format. Our Mother's Day and Father's Day Mass, Founders Day Liturgy were all able to broadcast to our community via online, therefore enabling us to gather together, albeit virtually. The added benefit being that so many more people in our Loreto community were able to attend and participate in our liturgies. Our liturgy for our graduating Year 12's is rich in tradition and is memorable for each student who graduates. In 2020, we made sure that all important traditions of our College were included in a filmed liturgy that showed the importance of our Catholic faith in their time at the school. Our online liturgical celebrations were not the intended way of gathering when our Gospel writer wrote his quote, however, we have shown in 2020 that we will not let a pandemic stop us from gathering, in order to bring the presence of Jesus to our community.

We are the voice of the voiceless, advocates for those that are not as fortunate as we are and to give of ourselves whether it be time or materially. Our Catholic Social Teaching principles (CST) underpin our mission of our community. Through awareness campaigns, fundraising drives and in our curriculum our message of our CST principles is strong and present. In 2020 we were able to hold our annual Walkathon online and also our Founder's Day when back on campus. Both

days are critical in our fundraising for international, national and local charities. Throughout 2020 our year levels and also our House system continued to advocate and fundraise for their individual charities and organisations. We also had our social justice groups and environment action groups continuing their work and building relationships with Mary Ward International Australia. This was shown through the selling of face masks that were made by our community in Timor Leste, that have been economically decimated by the pandemic. We are called to help our neighbour and we readily answer.

The Religious Education curriculum has been redeveloped throughout 2020 in wake of changes of Catholic Education Ballarat New Awakenings curriculum and also with our continued understanding and implementation of Enhancing Catholic School Identity (ECSI) data. Our evolving and developing curriculum is mindful of the students we have in our classroom and also the importance of being a Loreto school in the Catholic tradition. We are creating a curriculum that is recontextualising our Catholic faith for our students and ultimately creating a dialogue community. We want our students to be socially aware, knowledgeable of their faith and not only tolerant of other religions but also able to embrace living in a multicultural world.

We want our students to know what it is to be a person of Loreto, and they have confidence in combining their faith and their learning to make sense of and a difference in our world.

#### VALUE ADDED

- Opening School Mass
- Walkathon
- Founders Day: Gonzaga Barry Day
- Justice, Peace and Integrity of Creation (JPIC)
- Graduation Liturgy
- End of Year Liturgies for each year level
- Staff End of Year Liturgy
- Selling masks for Timor Leste
- A Touch of Christmas Casual Day

## Community Engagement

### Goals & Intended Outcomes

In Term 1, 2020, we welcomed Ms Sandra Diafas to the helm as our Interim Principal whilst our current Principal, Ms Judith Potter recovered from an extended illness. Sandra delighted in joining our school community and our students loved her actively joining them for many traditional Loreto events throughout Term 1. The images of Ms Diafas dancing on Valentine's Day with the Senate and running in the Athletics trials will long be remembered. Ms Diafas left a lasting impact on the students, staff, and wider Loreto community in her short term, however, who could ever have imagined the impact of Covid-19 and the subsequent restrictions that heralded the end of Term 1 and her tenure as Interim Principal.

Throughout Term 1, and pre-Covid restrictions, our Friends of Rowing and Friends of Music and Performing Arts groups remained active supporting our rowers through their calendar of fundraising events, training and regattas, and our performers in their practice for the planned production of Matilda the musical. Our rowers made it through to the end of their Term 1 scheduled regattas before Covid regulations cancelled their annual rowing dinner, held to thank and acknowledge the extraordinary alumni, parents, friends, coaches and crews involved in the rowing program. However, our performing students were not so fortunate, with the planned St Patrick's College and Loreto College co-production of Matilda becoming a Covid casualty and cancelled for the year.

At the start of Term 2, we warmly welcomed back our longest-serving Principal, Ms Judith Potter for one final term before her retirement at the end of Term and before Covid-19 spread its tentacles throughout the country and all students returned to remote learning. Our opportunity to farewell Ms Potter as a school was not possible until later in Term 3, albeit it Covid-style. These events were shared with our Loreto community via online platforms and a beautiful video celebration of her term as Principal was shared with Ms Potter and our wider community.

Our planned alumni reunions for 2020 were postponed and most all remaining events, both formal and informal, went 'virtual' for the remainder of the year. The use of online platforms for community engagement became both critical and more creative as the year progressed. The Loreto College website and Parent Access Module became a repository for all Covid communications, links and important information, and the use of a range of online platforms increased for both learning and community engagement. All printed publications and communications such as Verity alumni magazine were published as normal.

Throughout remote learning, there was a significant effort to continue traditional College and community events in remote format. Our wider Loreto community became more engaged in online platforms. Events such as GB Day became an online fashion parade/walkathon and our 4EK run/walk engaged our alumni community, encouraging them to get out and about in purple and raising funds and awareness of Meningococcal disease. Our efforts for fundraising, groceries and clothing for Anglicare Outreach continued with more families in need.

Supporting our own students in need also became a priority, with annual fundraising shifting to bursary support for our current families. Funds raised by our Loreto community enabled the College to support many families in need.

Throughout 2020 there has been ongoing engagement with stakeholders relevant to the College Board strategic planning and expansion of the school. The location of the new extension campus

was shared and there is much anticipation and excitement about what the future plans for the College will be.

The College Steering Committee continued their engagement and consultation with all stakeholders in the identification and development of innovative curriculum design to ensure the education provided by Loreto College is at the forefront of future needs. The work of this important group came to end in 2020 and their recommendations continue to be a work in progress through the newly formed Curriculum Design Team.

The Uniform Committee remained active throughout the year to identify and develop required changes and updates to the College Uniform and recommendations for staff uniform. The introduction of shorts and trousers to the uniform suite is still a work in progress with final designs expected to be approved in Term 1, 2021.

In Term 3 we welcomed our 31st Loreto Principal, Ms Michelle Brodrick to the school. It was an unprecedented, peculiar and challenging time to take over the helm of a school, in the midst of a pandemic with no students present on-site. The use of online communications platforms continued to increase as we tried to capture images and videos of everything we could. As a result, our students and staff learned and enhanced their online technology skills.

Prospective families were no longer permitted on-site for College tours, so an innovative virtual tour was created and added to the College website to allow families to take a tour from the comfort of their homes whilst information sessions were conducted in online format.

Traditional graduation ceremonies and events were creatively adapted and extraordinary effort went into collating a unique video memento for graduating families that included a compilation of graduation flower crowning and rings in the Loreto Chapel, graduation mass presentation, and exquisite footage of the students exiting the College in a candlelight vigil.

Overall, there was a considerable effort by the College to maintain community communications and engagement, and in doing so, new traditions and new ways of doing things have been forged.

## Achievements

We were grateful to have captured many of the key events and general school life on film in Term 1. This enabled the production of a video celebrating the inimitable Loreto spirit that we all love so much. Shared via social media, the Term 1 video also became a special memory for our Class of 2020 who returned intermittently in Term 2 and then were not together again until Term 3 for their final weeks of school. Facebook, Instagram and Youtube would become our platforms of choice for communicating with our past, present and future Loreto students and families.

We sneaked in our annual International Women's Day Breakfast in March before the whole country turned upside down. Our guest speaker, Janelle Ryan (Class of 2020) inspired the room with her message to all women to take up space, everywhere, within the IWD2020 theme #eachforequal.

Virtual school tours and virtual VCE Art Exhibitions were added to the College website as more traditional events became virtual experiences. However, the greatest feat of all was the Class of 2020 Graduation Celebration. Determined to ensure that the Class of 2020 were still able to experience the much-loved graduation traditions of all those before them, a special liturgy was filmed that included every student being crowned with flowers in the Loreto Chapel and candlelight walk through the Loreto gardens. The final result, a truly unique Loreto graduation memento that will ensure 2020 will be a Class and a year, never forgotten and maybe some new traditions forged.

## VALUE ADDED

In 2020, our current and past parents were invited to join us for virtual adaptations of the traditional signature Loreto events including the celebration of relationships through Mothers' and Fathers' Day Mass and Graduation. A great deal of effort went into ensuring these events went ahead online, creating a new platform of engagement for our families.

The annual Past Pupils High Tea held in November was also different this year. The High Tea was developed and delivered Covid style as a takeaway High Tea Care Pack and catered once again by the VCE Food Studies students. This format was an overwhelming success with many past pupils spending time at home under Covid restrictions enjoying the delivery of their High Tea Care Packs. The offering was held twice and on both dates the High Tea packs sold out.

The College launched the Women in Time - Inspiring Alumni to formally recognise the outstanding achievements and contribution of our extraordinary past pupils and a high number of nominations were received for consideration. In Term 4, a stringent Committee process selected four inaugural inductees and the announcement event was held off until International Women's Day Breakfast in March, 2021.

## PARENT SATISFACTION

Loreto College Ballarat has a supportive parent/carer community who are actively involved in the life of the students. There is strong support for school events such as Parent/Teacher/Student interviews and Information Evenings. Many of these events in 2020 were online.

Parents/Carers were invited to offer feedback through an Insight SRC survey in Term 3 of 2020 and this data has indicated that there are high levels of satisfaction amongst parents/carers in the areas of school safety and classroom behaviour. There was strong support for the systems and processes that were put in place to support remote learning.

## Leadership & Stewardship

### Goals & Intended Outcomes

- 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.

### Achievements

The Leadership Team were required to be flexible and adaptable as it faced the reality of COVID-19 in Australia in Term 1. Long term goals had to be re-evaluated as we planned, adapted and adjusted to new ways of living and learning. The initial focus was the introduction of social distancing, hand sanitising and the preparation for remote learning. The development of learning manuals and platforms for learning were considered as we attempted for some resemblance of a typical school program.

Over the course of the year we experienced two extensive periods of remote learning. The students and staff adapted well to the demands and changes involved. The support of the school community and the courage of all concerned was extraordinary and enabled us to settle into a routine for learning to continue. Professional Learning to enable remote learning focussed on ICT, platforms of delivery and online conferencing.

In a normal year, Loreto prides itself on its connectedness. Under lock down, we did our best to replicate our usual activities. The Senate, our student leadership team, prepared videos and virtual functions to connect students with each other.

#### Key Achievements included

- Development of the site known as The Church of the Little Flower, St Therese as a VCAL Centre for Learning
- Learning Diversity external review conducted resulting in a varied structure
- Introduction of two new positions - Human Resource Manager and Risk and Compliance Officer
- Engagement with Clarke Hopkins Clarke Architects for master planning for an extension campus
- MS Teams, Outlook Office 365 and Google Suite implemented as learning platforms
- Individual meetings held with each staff member to aid transition of the newly appointed Principal
- EMS360 utilised for staff professional learning, leave and absences
- AWE surveys introduced to evaluate student wellbeing
- The development and continual improvement to provide continuity of learning for all students and staff

## EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

### Description of Professional Learning undertaken in 2020

Throughout 2020 opportunities for Professional Learning shifted to the need to transform learning to online platforms. The College was able to continue its professional learning focus on teaching and learning through conferences held in Term 1 and then online from Term 2.

Professional Learning attended by Loreto College staff included:

VCE Japanese SL Annual Conference

VCE French Annual Conference

VCE STAV Annual Conferences -Biology, Chemistry, Physics, Agricultural Studies

VCE Dance Conference

VCE Theatre Studies Conference

ACHPER VCE Conference

VCE Mathematics Conference

VCE HTAV History Conference

VCE SEV Global Politics and Sociology

VCE Psychology Annual Conferences

VCE Religion and Society Annual Conferences

VCE English, English Literature and English Language Annual Conference

VCAA Webinars for Food Studies and VET Media

VCAA State Reviewers Training - Japanese

VCAA Chief Examiners Training - Multimedia

VCAA Examiners training

VCAA Consideration of educational Disadvantage Webinar

Careers Practitioners meetings at Deakin University and RMIT

Diocesan Secondary Religion meeting

CEB VCAL planning meeting

Plenary Council Meetings

Engaging with your Catholic Faith with Catholic Theological Centre

2020 CEOB Language Strategies.

SMART Spelling

Understanding Autism

Enhancing Numbers Skills on-line

CEB Inclusive Education

VET training in schools with RTO

Raising Resilience in Schools  
 2020 Mental Health in Schools Conference On-line  
 Understanding Self-Harm Webinar  
 VATE 2020 On-line Beyond TEEL, Creative Writing, Study and revision skills webinars.  
 SEV Global Politics and Sociology Webinar  
 VCE Home Economics - Food Studies Webinar  
 2020- HSR OH&S Conference  
 First Aid Training for all staff

Number of teachers who participated in PL in 2020	200
Average expenditure per teacher for PL	\$1471

**TEACHER SATISFACTION**

The staff at Loreto College are dedicated and committed to the education of students and supportive of each other. There is collegial approach to teaching and learning and staff welfare. Staff were invited to offer feedback through the Insight SRC survey in Term 3 2020 and this data has indicated that there are high levels of satisfaction amongst staff members in relation to pastoral care, student behaviour and teamwork. Through the SRC insight data staff rated work effectiveness and collegiality as high in relation to the pandemic.

**TEACHING STAFF ATTENDANCE RATE**

Teaching Staff Attendance Rate	89.9%
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**ALL STAFF RETENTION RATE**

Staff Retention Rate	82.2%
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<b>TEACHER QUALIFICATIONS</b>	
Doctorate	0.0%
Masters	22.2%
Graduate	42.0%
Graduate Certificate	4.9%
Bachelor Degree	84.0%
Advanced Diploma	12.3%
No Qualifications Listed	1.2%

<b>STAFF COMPOSITION</b>	
Principal Class (Headcount)	6.0
Teaching Staff (Headcount)	90.0
Teaching Staff (FTE)	77.6
Non-Teaching Staff (Headcount)	58.0
Non-Teaching Staff (FTE)	47.5
Indigenous Teaching Staff (Headcount)	1.0

## Learning & Teaching

### Goals & Intended Outcomes

At Loreto College in 2020, we aimed to develop a comprehensive plan focused on improving the technology skills of both students and staff. As we settled into the new school year and inducted our new staff and Year 7 students, that plan was slowly becoming a reality. New laptops were issued to all staff and Year 7's and Year 10's. Following the Year 7's returning from camp, we taught them how to use their new Loreto laptops, set up their Google Drive and master the school learning management system SIMON.

In late March schools were turned upside down when it was announced by the Premier of Victoria and the Chief Medical Officer that because of the growing pandemic, COVID-19, we would all be required to work and study from home. Very quickly members of the Leadership Team and the IT department mobilised into action to make sure all students and staff were equipped with the necessary platforms and programs to stream "real-time lessons" from teacher's houses to student homes.

In the last week of Term 1, Leadership members and Information Technology teachers taught those colleagues who had not already set up on-line platforms. Lunchtime and after school sessions were held on how to set up Google Classrooms or Microsoft Teams with their students, including how to conduct Google meetings, so they could live stream lessons. There were lessons on screencasting, video making, recording over Power Points, creating online quizzes and electronic versions of tests and School Assessed Classwork (SACs) using Google Docs or One Note. These programs were vital to enable teachers and students to communicate and share resources electronically while working from home during the lock-down.

Our goal to improve the technology skills of our students and staff was quickly given an enormous boost by COVID-19 and our forced shutdown. "Necessity is the mother of invention", was an apt summary of what was required throughout 2020, when the need for something becomes essential, we were forced to find ways of doing what we would normally do differently. Our teachers went into the first term holidays with the knowledge that they had to embark on a new style of teaching and learning that none of us had experienced before. Many teachers spent days and weeks re-inventing the wheel and finding new ways to teach. I saw images of a Maths teacher who literally built his own whiteboard from timber in the shed and set it up in his family room with spotlights and microphones so he could explain complex maths equations to his students. One of our Food Studies teachers set up cooking demonstrations in her kitchen and was assisted by her husband as the cameraman and film director.

### Achievements

The Loreto College Ballarat staff, students and families can be very proud of their achievements during the 2020. With two lock-downs in Victoria, our staff and students were forced to work and study from home. To successfully continue to provide a high quality education during a global pandemic is a great achievement. It was a team effort with many teachers and staff lending a hand to support all of our students, families and each other. While teachers had to find a way to replicate classroom teaching, our support staff also played a role to maintain the quality of education for the students.

Our science laboratory technicians conducted and recorded science experiments at school, to be shared with students in their Science classes on-line. Our Learning Diversity teachers and Support Officers continued their interventions programs as well as supporting students by joining

on-line Google Meets to assist students. Our Education Support staff assisted in many ways, supporting students and teachers to continue our role of educating and caring for the well-being of our Loreto girls during this pandemic.

It was exciting to welcome the students back to school in June. Even the less enthusiastic students said they wanted to come back to school, but we had to adapt to a 'new normal.' We were required to practice physical distancing, hand sanitising, cleaning of desks, and eventually we wore colourful masks. We were restricted as a community and could not gather to play sport or perform in plays or musicals. Unfortunately, we were not able to assemble as a community to farewell our well-loved and respected Principal Judith Potter, but had to instead do it virtually through a Teams meeting and a physically distanced guard of honour.

After our first lock down, teachers discussed what the positives were about using digital platforms and programs to teach and how they could enhance learning in the future. Many of our students talked about how they loved the ability to work at their own pace. They were able to replay videos to ensure they had understood important concepts or equations. They enjoyed the ability to plan their day around "real-time classes", which were streamed directly to them, then work individually on their projects and assignments. Some thrived in this blended style of learning, and it was preparing them well for University.

None of us imagined that we would be required to go into another lock down but as the number of positive cases grew in Victoria we prepared again for remote learning. At least this time we knew how our students best performed during this blended style of learning for lock down 2.0. More frequent "real-time" lessons were streamed home, for shorter periods of time and students were able to practice independently as teachers stayed online to answer questions and assist. Assessments were set and work submitted electronically, and teachers were providing feedback, which has been great for the environment.

As Winston Churchill said, "Never let a crisis go to waste". While there have been many challenges for both students, teachers, and families, it has enabled us to imagine and explore how we can enhance our teaching and learning for the future. It has presented new opportunities and helped us develop new skills using technology which will assist us to better prepare our students for a new world of work, in a post pandemic world.

## STUDENT LEARNING OUTCOMES

At the start of 2020, Loreto had two new courses in place for Digital Technologies. One in Year 7 and the other in Year 9. The first sessions went well, making sure all students knew how to organise their schoolwork and where it all actually goes once released into that fluffy cloud. It also saw the start of the Digital Portfolios where students would be responsible for a living online workspace that would document and showcase all their accomplishments through their time in and around a life at Loreto. Working collaboratively was also a focus, making sure they experienced many ways of working together electronically whether separated by one metre or one million.

Then of course plans changed. With so many events being cancelled or put on hold, many of the items that would have been placed in their portfolios have yet to happen. The portfolios are also a space for reflection and there is much that can be reflected upon during this hopefully unique time in their education.

One of the strengths to come out of this remote learning during isolation is the way Digital Technologies has allowed students and staff to work collaboratively, to stay connected and to complete tasks and assessments despite not being able to set foot on school premises. There have been essays, poems, works of art, science projects, choir recitals, house activities, competitions, musical events, assemblies, and so much more, all either created digitally or digitized to be shared or submitted. Being able to have visual conversations with each other has perhaps been a cornerstone of this experience. The students of Loreto have done an amazing job of adapting to completing tasks and meeting deadlines all remotely which is without doubt a huge learning experience for the world of work in and of itself.

Leading on from that, we held the online Parent-Teacher-Student interviews. The technology certainly worked well for that event and parents that ordinarily might not have been able to make it, were able to join in. It could even be the way of such interviews in the future.

Loreto is already looking at a new and improved structure for Digital Technology lessons in the future and we still maintain close ties with the Ballarat Tech School which provides many activities and resources for our students. We are excited about taking what we learned from 2020 and taking it into 2021.

In recent years, employment experts have stated that employers are becoming less interested in an applicant's qualification than they are in that candidate's transferable skills, such as critical thinking, digital literacy and problem solving. One of the things that we have been given in abundance this year is the opportunity to think outside the square, convert our previously held face-to-face meetings to numerous virtual forums and constantly adapt to the challenges and uncertainties raised by a global pandemic.

Due to COVID-19, Loreto's students and staff have been in the process of career development on a daily basis, perhaps without even realising it.

### **The Class of 2019**

Last year's graduates applied to a wide range of further education institutions, with offers being made from 19 different TAFE providers and universities - one as far away as the United States and two as close to home as Mair Street and Mt Helen. The most popular institution was Australian Catholic University. Students were accepted into a diverse array of courses, from 3D Animation through to Zoology and Animal Studies. A number of students opted for traineeships or joined the workforce.

### **Vocational Education and Training Delivered to Secondary Students (VETDSS)**

Students in Years 10, 11 and 12 have studied a VETDSS program this year through either the Highlands LLEN or Whitehouse Institute of Design. These programs are intended to provide students with an insight into industry and give them opportunities for hands-on experience coupled with theory units to underpin their learning. Loreto's students are engaged in the following external VETDSS programs:

Agriculture, Allied Health Assistance, Animal Studies, Automotive, Building and Construction (Carpentry), Dance, Early Childhood Education and Care, Engineering, Information Technology, Digital Media and Technology, Music Industry (Sound Production), Retail

Cosmetics, Salon Assistant, Creative Industries/Screen and Media and Design Fundamentals (Fashion/Interiors).

This year, Jill Wheatland (VCAL Leader) introduced an internal VETDSS program, Business Management, for the VCAL students, which has been an excellent addition to the course.

**School Based Apprenticeships/Traineeships (SBAT) and Structured Workplace Learning (SWL)**

Through the Pathways Group, four of our current Year 12 VCAL students are undertaking SBATs in Allied Health Assistance or Early Childhood Education and Care. One VCAL student is doing an SBAT in Hairdressing through Federation TAFE.

SWL placements (to support students' external VETDSS program learning) have been thin on the ground since COVID-19 restrictions were put in place; however, we were lucky to have our students experience the world of work at places such as Go Vita, Linda Brown Preschool, Osteostrong, Sovereign Hill and Wen & Ware Living. We thank those employers greatly for their generosity in hosting our students.

<b>MEDIAN NAPLAN RESULTS FOR YEAR 9</b>		*
Year 9 Grammar & Punctuation		
Year 9 Numeracy		
Year 9 Reading		
Year 9 Spelling		
Year 9 Writing		

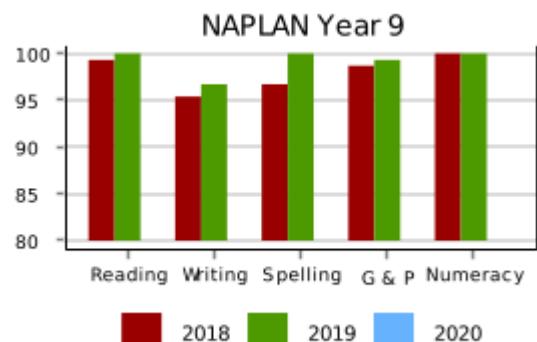
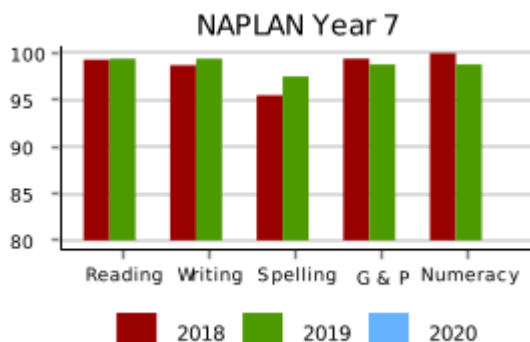
\* There are no NAPLAN results to report in 2020 as the Australian Government decided that due to the COVID-19 pandemic NAPLAN Assessments would not take place.

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2018	2019	2018 – 2019	2020	2019 – 2020
	%	%	Changes	%	Changes
			%	*	*
			%		%
YR 07 Grammar & Punctuation	99.4	98.8	-0.6		
YR 07 Numeracy	100.0	98.8	-1.2		
YR 07 Reading	99.3	99.4	0.1		
YR 07 Spelling	95.5	97.5	2.0		
YR 07 Writing	98.7	99.4	0.7		
YR 09 Grammar & Punctuation	98.7	99.3	0.6		
YR 09 Numeracy	100.0	100.0	0.0		
YR 09 Reading	99.3	100.0	0.7		
YR 09 Spelling	96.7	100.0	3.3		
YR 09 Writing	95.4	96.7	1.3		

\* There are no NAPLAN results to report in 2020 as the Australian Government decided that due to the COVID-19 pandemic NAPLAN Assessments would not take place.

\*\* Data cannot be reported for this year as the number of students that sat the test was below 5 and the data has been suppressed for privacy reasons in accordance with the ACARA NAPLAN data reporting provisions.

\*\*\* No students sat the NAPLAN tests in this year level and in one or both of the relevant years.



## Wellbeing

### Goals & Intended Outcomes

- Continue to develop a whole school understanding of, and approach to student wellbeing that leads to consistent practices.
- Introduce and support the transition of a horizontal mentor structure to Year 10 - 12.
- That the school environment continues to nurture in students a sense of belonging, positive relationships and resilience.

### Achievements

- Loreto continued to build relationships with external health providers and alternative educational settings to provide appropriate mental health and educational pathways for at-risk students.
- In consultation with students, Loreto upgraded the mobile phone policy. The ban on mobile phones is now embedded into the culture of the College.
- Remote learning manuals were created to ensure routine, and support remained in place for when students were in lockdown.
- The move to remote learning was efficient but posed new challenges for the wellbeing team to monitor and manage at-risk students.
- An extensive list of students at risk because of remote learning was developed and members of the wellbeing team assigned to each individual student to regularly check in with them and their family.
- Some recommendations were made for these students to join on-site learning, and most invitees accepted the opportunity.
- Whole-school wellbeing survey checks were developed by the wellbeing team to monitor mental health status and progress.
- AWE student wellbeing surveys were completed in Term 1 and 3 for longitudinal data on student wellbeing. Results from Term 3 suggested students were very resilient with the transition to remote learning.
- Further results were used by the wellbeing team to support specific students struggling to manage with remote learning.
- Other survey tools such as the Flourishing Scale introduced by our school counsellors were implemented by the leadership team around the effectiveness and impact of remote learning workloads and there was evidence that expectations in some areas exceeded students' capabilities, which were influencing wellbeing. Hence, adjustments were recommended and enacted.
- A significant adjustment was the introduction of 'Catch-up days' and 'Wellness' days on a rotating fortnightly basis. Catch-up days meant no formal on-line classes were conducted; whereas Wellness days were student free days that encouraged everyone to shut down and spend time away from technology completely. These days were very well received and contributed positively to the mental health of students and staff.

- The wellbeing team continued to participate in on-line wellbeing networks that included Year Level activities, an online Walkathon and other whole school events to ensure connection to school and each other remained high during remote learning.
- The wellbeing team continued to collaborate with external services such as DHHS, Headspace, RCH, Catholic Care, private practice psychologists and paediatricians when working with high needs students.
- Year Level Coordinators developed on-line forums to stay connected to students and conducted assemblies via pre-recorded Teams events.
- Year 7 transition day at the end of Term 4 could not go ahead due to COVID restrictions. Year 7 coordinators created a virtual welcome and care package which was distributed to students at their primary school.
- An adjustment was made to the start of the 2021 school year to have just Year 12 and 7 students to replace transition which was very successful.
- Gonzaga Barry day, a significant celebration, was moved to Term 4 and was able to proceed with students on site, with some alterations to cater for COVID restrictions. This was a welcome whole school event that raised student and staff spirits.
- The House & Student Leadership coordinators worked with the leaders to present on-line regularly to the student body.

## VALUE ADDED

### Wellbeing Initiatives

- Year 7/12 Orientation Welcome Day
- Ongoing wellbeing surveys to monitor student engagement
- Year Level Coordinator on-line briefings and bulletins
- Information nights moved to on-line format
- Telehealth sessions with College Counselling Team

## STUDENT SATISFACTION

- The students were surveyed through the year during remote learning.
- Students completed periodic wellness check-ins which were monitored by the wellbeing team for individuals who were struggling on a given day to students who indicated negative emotions over an extended period. Data indicated that for many students, their levels of anxiety correlated with increases in workload and expectations.
- Feedback from surveys and attendance monitoring correlated with an increase in student absenteeism from on-line classes the longer remote learning continued.



- More comprehensive surveys were conducted at each year level about engagement with the remote learning curriculum. Generally, students were coping with the demands, but a significant number of students were indicating high levels of anxiety around workload and disconnection.
- Interestingly, there were examples of students flourishing during remote learning, when normally they would struggle in the school environment. The reverse of this was also evident with usually well-adjusted learners struggling in the remote environment. However, generally students who struggled academically at school experienced even more difficulty engaging at home.
- Mentor teachers were placed front and centre in supporting students during remote learning. This was facilitated by the fact each mentor group already had a Google Classroom created. This enabled Loreto to continue to provide wellbeing support for students during remote learning.
- Year Level assemblies and activities were introduced, and levels of connectedness increased, student wellbeing spiked positively. Despite being unwilling to 'show their face' on-line, students became more engaged, and spirits lifted for many. It was genuinely exciting for many students to re-connect.
- Overwhelmingly, student dissatisfaction around remote learning centred on being unable to see friends. Other factors were inability to receive targeted teacher instruction and support that is usually accessible in a live setting.
- On returning to school, it was evident that a long period without structure and routine affected students' ability to re-engage with a 'normal' school day.
- On both return-to-school events, transition days and activities were organised that enabled students to re-acclimatise and debrief their Covid experience. This contributed to a smooth return logistically.
- It became apparent quickly though that many students were lethargic and unmotivated. A general malaise was apparent across students and staff.
- There was a large increase in the number of self-referrals over the remote learning period and this translated to the Loreto Counselling team being swamped with appointments.
- There is anecdotal evidence across many schools, which reflects our own experience of a marked increase in student self-harm incidents during remote learning.
- Most students preferred to be back at school though, which highlighted a strong desire for community and connectedness.

## STUDENT ATTENDANCE

As per the requirements, attendance is electronically recorded and maintained via the Loreto College Simon student information program.

During remote learning, students indicated their attendance every day through mentor meets in the morning which was also used to monitor Wellbeing. This was scrutinised by the Year Level Coordinators and regular non-attendance was then followed up.

Attendance rates during remote learning were lower than normal school attendance rates. This was across all year levels. Attendance rates also decreased further the longer remote learning continued. Often this was linked to lack of adequate supervision, increased levels of distraction, and lack of motivation or engagement.

Remote learning also affected the numbers of school refusers. School refusal rates increased when school recommenced. It is well known that the key to slowing or reversing school refusal is linked to consistent connection. However, remote learning reinforced non-attendance habits and enabled students to retreat into isolation more readily, without accountability. Reconnecting students with school became even more problematic.

During normal school time, SIMON was used to record student attendance in all lessons. Teachers were aware that it is compulsory to record attendance for every class in every lesson. If after Period 2 a student was recorded as not in attendance, then an automatic notification was sent to parents/carers from Student Reception.

Parents have on-line, up to date access to their child's attendance via a parent portal called PAM (Parent Access Module). Non-attendance at excursions, off-site activities, sports days, reflection days and camps should always be accompanied by a medical certificate and will be followed up by a homeroom teacher. If attendance becomes problematic, the wellbeing team will action a plan to re-engage students.

<b>Post School Tertiary Study</b>	<b>Number</b>
Deakin University	27
Australian Catholic University	14
Federation University Australia	13
University of Melbourne (The)	11
Monash University	10
RMIT University	10
La Trobe University	1
Swinburne University of Technology	1
Victoria University	1
Federation University TAFE	2
Deakin College	1
Longerenong College TAFE	1
Melbourne Polytechnic	1
La Trobe College	1
<b>Total</b>	<b>94</b>

<b>Higher Education Courses</b>	
Bachelor of Nursing/paramedic/midwifery.	13
Bachelor of Allied Health	13
Bachelor of Sport Science	7
Bachelor of Arts	5
Bachelor of Science	6
Bachelor of Psychology	8
Bachelor of Bio-med/Medicine	2
Bachelor of Business/Commerce	3
Bachelor of Creative Arts	4
Bachelor of Education	3
Bachelor of Engineering	3
Bachelor of Law	3
Certificate Horticulture/Agribusiness	2
Associate Degree in engineering Technology	1

#### YEARS 9 – 12 STUDENT RETENTION RATE

Years 9 to 12 Student Retention Rate	101.9%
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#### AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL

Y07	95.1%
Y08	93.9%
Y09	93.8%
Y10	94.2%
Overall average attendance	94.2%

<b>SENIOR SECONDARY OUTCOMES</b>	
VCE Median Score	31.0
VCE Completion Rate	99.0%
VCAL Completion Rate	97.0%

<b>POST-SCHOOL DESTINATIONS AS AT 2020</b>	
Tertiary Study	55.0%
TAFE / VET	4.0%
Apprenticeship / Traineeship	21.0%
Deferred	5.0%
Employment	14.0%
Other – The category of Other includes both students Looking for Work and those classed as Other	0.0%

## Child Safe Standards

### Goals & Intended Outcomes

The Director of student Wellbeing and the Risk and Compliance Officer at Loreto worked closely with the Safeguarding and Standards Manager at Catholic Education Ballarat on all child safety systems, protocols and practices to ensure the young people in our care are safe and nurtured. All policies and the risk register is in the process of being updated. Staff are aware of their responsibilities in terms of vigilance and reporting procedures and our policy and procedures are visible and accessible to the whole community.

### Achievements

The embedding of policies and commitments into everyday practice

- Child Safety is a permanent agenda item on all Leadership and Staff meetings. Continued discussion is had on planned events and improving safety across the school.

Professional learning

- All staff completed the mandatory reporting e-Learning modules, and their certificates were recorded.
- Members of the Wellbeing team completed various professional learning courses and attended forums and seminars.

Implementation of PROTECT

- The PROTECT protocols are prominently displayed throughout the College. Staff are regularly taken through the key steps and supported by a member of the WLT when making a report.
- Staff are aware of mandatory reporting procedures and that all supporting documents can be found in the Child Safe folder of Knowledge Banks in SIMON.

Strategies addressing the principle of inclusion

- Loreto College Ballarat has 1% of students identify as Indigenous, of Aboriginal or Torres Strait Islander. The school has employed a Support Officer to ensure Indigenous students have connection to their culture at Loreto. Other areas of influence of the Indigenous officer are to work with staff to bring cultural awareness to all areas of the curriculum including camps. Loreto has a social group called the Sincerity Group, who embrace students of different cultural background as well as LGBTQ+ students. This group is at the forefront of celebrating Harmony Week in Term 1 and raising awareness during LGBT Pride month.

Child Safety Committee structures

- The Child Safety Officers were updated according to changes in the College Leadership Team, the Wellbeing Leadership Team and the Learning and Teaching Team.

Engagement of families and communities in promoting child safety

- The Loreto Child Safety policies are made public. New sign-in practices were implemented and entry and exit gates were reviewed and re-designated to allow students only or parents/public only access.

Human Resources Practices (recruitment, supervision, performance review)

- In line with recruitment policy, all applicants are referee checked and asked specific Child Safety questions during the interview process. A Staff Code of Conduct was reviewed and implemented, and the Reportable Conduct policy introduced.

Child Safety-Risk management practices

- All communications and processes, including literature and recruitment, are in accordance with the requirements of Ministerial Order Number 870.

## Future Directions

We are committed to the ongoing development of Loreto College to meet the demands and needs of the community. In 2021, a new vision and Strategic Plan will be launched to reflect our direction to offer a contemporary and innovative curriculum that enables all of our students to thrive. We are committed to developing confident, engaged learners following in the footsteps of Mary Ward and founder Mother Gonzaga Barry.

The rapid growth of Ballarat and the demand for Catholic education has placed an increased pressure to offer a Loreto College education to more students. A demographic study on future enrolments and demand for a Loreto education will be undertaken in 2021. The College is working with architectural firm, Clarke Hopkins Clarke, to develop a master plan for an extension campus in Lucas.

We are continuing to improve the facilities at our Sturt St campus and aim to develop a student hub that includes new counselling services and a sensory garden. The demand for students to participate in our rowing program has created a need for storage of boats and equipment.

We look forward to this exciting time of growth and development in all areas of the College.