



**Loreto**  
COLLEGE BALLARAT | EST. 1875

# **Loreto College Ballarat**

## **2022 Annual Report to the School Community**



Registered School Number: 35

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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 2022 school year under the *Australian Education Act 2013 (Cth)* and the *Australian Education Regulations 2013 (Cth)*
- The Child Safe Standards as prescribed in both Ministerial Orders in effect in 2022:
  - Ministerial Order No.870 - Child Safe Standards, Managing the Risk of Child Abuse in Schools, in Semester 1, 2022;
  - Ministerial Order No.1359 - Implementing the Child Safe Standards, Managing the Risk of Child Abuse in Schools and School Boarding Premises, in Semester 2, 2022.

03/04/2023

**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)

## Vision and Mission

### 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 College 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 952 students. Located in the growing regional city of Ballarat, Victoria, Australia, we have been proudly educating young women for almost 150 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, 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. As we plan for future growth in our region, it remains 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 wellbeing and social justice. At Loreto College, we strive for academic excellence, whilst never losing sight of the individual within, providing a modern education designed to support both achievements and challenges faced by students who are learning in a global society.



## Principal's Report

The five core values of Felicity, Freedom, Justice, Sincerity and Verity underpin Mary Ward's spirituality and define our approach to education and social ministry around the world. In 2022 we celebrated the value of 'Freedom' which was particularly apt given the isolation experienced since 2020. Our Year 7s and 12s joined together to create kites on the first day of the school year. The symbol of the kite was chosen to represent the value of freedom throughout the year.

Despite a sense that there was light at the end of the tunnel, there was a level of uncertainty that existed that impacted on the community, particularly the planning of events. Despite this, we have been able to come together and create wonderful memories. We held many celebrations and events, including the College production 'Chicago', Year 7-10 camps, Gonzaga Barry (GB) Day, the Arts Festival, Year 12 Graduation Mass, Year 12 Graduation Dinner and the Christmas Concert, as well as many learning opportunities.

After extensive consultation, data analysis and planning, the strategic plan for the next four years was launched. The framework of five Keystone Arches (symbolic of the Loreto Ballarat arches) was created, grounded in the culture of Loreto's mission, vision and values. Inspired by the story of Mary Ward to understand themselves, their faith and their passions, we established a vision to be an innovative and contemporary College that engages students and prioritises student agency. We are committed to following in the footsteps of Mary Ward by developing courageous students able to thrive in a changing world. We continued to strive for our students to work collaboratively with peers, teachers, families and community. Our focus is to build and leverage learner agency and foster an environment for our students to be aspirational, ethical and inclusive leaders.

Mother Gonzaga Barry's arrival to Ballarat in July 1875 coincided with a period of immense growth and change in Ballarat. In 2022, we find ourselves in a similar exciting period of growth which now coincides with an evolving new career landscape for our current and future students. With Mother Gonzaga Barry, the founder of Loreto schools in Australia, as a role model for expansion and innovative change, Loreto College Ballarat is moving courageously forward to meet the need for Catholic education in the Loreto tradition.

As the demand for a Catholic education continues to grow, further consultation and planning for the 13.6 hectares on the corner of Finch's Road and Cuthbert's Road, Lucas took place. Working collaboratively with accomplished planning and consulting services company Urbis, the College is evaluating the future education landscape and developing a master plan for the current Mary's Mount and future Cuthbert's Road site. With a goal to use environmentally sustainable design principles the College aims to offer state-of-the-art secondary education facilities. Our design will enhance the learners' experience by promoting engagement with the world in creative and innovative ways.

For our Year 12 VCAL and VCE students their final year has been successful. Led by Sophie Boyd and Jaime Sergeant-Crowe and supported by the Senate and House Leaders, it was a difficult year to be in the role, but our students managed to lead with 'Felicity' and make the most of every moment. Our students advocated and actioned opportunities to promote an inclusive environment through sustainability initiatives, continued development of the Reconciliation Action Plan and the work of the Sincerity Group. One of the highlights of the year was the visit of Miriam-Rose Ungunmerr-Baumann, Indigenous Elder from the Naiyu Community and Senior Australian of the Year 2021.

With the launch of the Strategic Plan, members of staff formed a working party to evaluate and develop the leadership structure for 2023-2025. New Positions of Leadership included Directors

of Year 7-9 and Years 10-12 and Interdisciplinary leaders. Student Leadership roles were also developed to support the vision and direction of the College.

Our community experienced tragedy with the sudden passing of recent staff member Stephanie Carswell in March and the devastating bus accident at Pentland Hills in September. Steph had been a teacher at Loreto College for the past three years. She became ill at the beginning of 2022 with brain cancer. Steph enriched the lives of many through her bubbly personality and joyous approach to her life.

On 21 September, twenty-seven students, four staff and the bus driver travelling to the airport for a NASA camp, were involved in a major collision with a truck. The impact of the accident continues to be felt within the community with students and staff experiencing significant injuries. The ongoing outreach and prayers were overwhelming and extended from individuals, organisations and other colleges in our Loreto, Catholic Diocesan, Ballarat, Victorian and International community. Due to the extensive outpouring of support, it is difficult to thank everyone individually. For everyone who has reached out, and for those that have kept the students, staff and families in their thoughts and prayers, we are truly grateful.

I wish to express my appreciation and thanks to the many people whose contributions ensure that our vision can be realised - students, families, staff, Loreto Ministries, Catholic Education Ballarat, the extended Ballarat community and the Loreto sisters that have given us the values that we embrace everyday.

## School Advisory Council Report

'Every great dream begins with a dreamer. Always remember, you have within you the strength, the patience and the passion to reach for the stars to change the world.'

The above quote is attributed to Harriet Tubman, famed for conducting the Underground Railroad to bring enslaved people to freedom before and during the American Civil War. Harriet Tubman was reputedly an extraordinary woman – courageous, persistent and a leader with an iron will to see all of her charges to freedom. After the end of the Civil War, she established a home for orphans and the elderly, and championed women's suffrage.

There are obvious parallels between Harriet Tubman and Mary Ward and the challenge to us, as custodians of the Mary Ward tradition, is to join great dreams to the strength, patience and passion to bring about change in our world.

As members of the Loreto College Ballarat community know, change is a constant – sometimes thrust upon us before we are ready, and sometimes painfully slow to materialise.

The start of 2022 was marked by change in our Leadership Team. We welcomed three new Assistant Principals, to join a relatively new Deputy Principal and a slightly longer serving Principal.

As the year progressed it was encouraging to see this team develop. But it was awe-inspiring to then witness how that team operated in response to the terrible accident that befell students and staff on the way to NASA Space Camp.

The lives of those students and staff, the lives of their families, were changed in an instant. The effects will be long lasting, and we must continue to provide every support that we possibly can. It has been extremely heartwarming to see how the entire Loreto community has wrapped their arms around and extended their love and support to these students and staff.

On behalf of the Board I take the opportunity to commend the students and staff involved for their quick, calm and mature response in the immediate aftermath, and I also extend our deepest and most sincere gratitude to the broader Loreto community (including other Loreto schools), Victoria Police, the Department of Education and Training, the many health organisations, the Diocese of Ballarat and so many others who provided immediate care and assistance of the highest order.

Notwithstanding that accident and the effects it will have, we can all still dream, and change will continue.

To this end, the Board of Loreto College Ballarat continues to dream about the Loreto of the future, and is working hard to bring this dream to reality in a responsible and sustainable way.

As always, some of the faces change. We are grateful to Matt McCabe and Erin Taylor (both of whom end their time on the Board), and for Meg Barry and Trudi Kannourakis, who have been long-time stalwarts and tremendous contributors to the Board, its committees, and the Past Pupils Association for many decades.

Next year the Board will welcome a new Chair, Melanie Robertson, and I look forward to seeing Melanie, Michelle, the Board and the Loreto College Ballarat community take the dream forward.

Mr Luke Dunne - Chair of Board





## Catholic Identity and Mission

### 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 reconceptualising 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
- Leadership inspired by Mary Ward's open circle of friends

Our community is offered opportunities for prayer and reflection each day. Each week a theme is explored that is included in our prayer and reflection. This theme has wide variation including important Catholic dates, relevant issues in our society or contemporary issues related to their wellbeing. These prayers are given at the beginning of each week and the staff are encouraged to explore and discuss these themes throughout the week not only in their mentor time, but also in their classes. Relevance and reaching our students, not only in their prayer and reflection each day, is also ever present in Eucharist and liturgical celebrations. Opening School Mass, Mothers and Father's Day Liturgies, Reconciliation and Leadership Assembly and Founders Day Mass are all occasions that we gather as a whole school. The focus moving forward is to ensure that our students are front and centre in the development and the preparation of these prayerful occasions in our school. "For where two or three gather in my name, there am I with them" (Matt 18:20).

We are the amplifiers of voices whose voices are not heard, 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 to our community. Through awareness campaigns, fundraising drives and in our curriculum, our message of our CST principles is strong and present. We continue to bring focus to this area of school to ensure it is not just about 'cake stalls and fun'. We want our students to understand that as people of Loreto, they have a responsibility to act. Caritas and Mary Ward International Australia are key organisations that we raise much needed funds for. We continue to work with St Vincent De Paul and Catholic Care giving much with regard to non-perishable food items in our drives throughout the year.

This year there is a continued focus on getting our students to be active in our community. We are privileged to be part of the Loreto community, the staff and students are reminded that we are preparing them for what happens beyond our gates and giving of ourselves in a meaningful way.

## Achievements

The Religious Education curriculum continues to evolve to meet the needs of our students. Our continued understanding of the Enhancing Catholic School Identity (ECSI) continues to inform our curriculum to continue to meet our students needs and to make their experience meaningful. 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 reconceptualising 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.

### VALUE ADDED

In 2022, we redeveloped our Student Leadership program. We developed this new program with the understanding that our students need to be further mentored with more agency in this area. With a restructured senior leadership group and further opportunities with our younger year levels, our students are beginning a journey that embraces our Mary Ward Open Circle of Friends that embraces collaboration and collegiality with a focus on our values of Felicity, Freedom, Justice, Sincerity and Verity.

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

## Learning and Teaching

### Goals & Intended Outcomes

2022 commenced with a return to face-to-face teaching, although many activities were restricted to ensure ongoing mitigation of the spread of COVID-19. Across the year, many within our community became infected, resulting in absences by both staff and students. In addition, Government Guidelines mandated isolation for household contacts of positive cases, meaning that we had to adopt pedagogies suitable for both on-site learning and remote learning. The key difference from previous years of the pandemic was that the target audience was now mostly on site, whereas previously, the majority were learning remotely when blended models were required.

As 2022 was a year of renewal and reintegration back to mainstream schooling, we embraced the opportunity to evaluate practices and policies that had been developed across the pandemic years so that we continued to offer a contemporary and innovative education. A key action in our Strategic Plan is to promote student agency and equip students with the skills to be ready for an ever-changing world. Consequently, we implemented learning programs with a core focus on inquiry-based learning.

Across the year we evaluated programs and assessments, with the Curriculum Team refining the work of the Curriculum Design Team, reshaping the nature of our Year 9 program to incorporate Elective Units in 2023. Aside from this key change, all courses were moulded to ensure that we continued to use the best of what we learned about learning during the pandemic, to combine it with state-of-the-art pedagogies for in-person learning. Our blended model ensure continuity of learning for all.

### Achievements

The spirit of Loreto College was evident as staff, students and parents partnered in the learning of each student. The return to face-to-face teaching saw the introduction of pedagogies for Deep Learning, based on the work of Michael Fullan. Staff and students worked to ensure continuity of learning when isolation periods prevented attendance in class on site. Staff continued to innovate with ongoing refinement of blended and online learning platforms.

Our VCE results improved despite the ongoing disruptions to learning with isolation periods. Our VCE and VCAL students continued to excel with all students satisfactorily completing their certificates. Our VCE Dux, Hannah Ollerenshaw, achieved an ATAR of 99.1. Overall:

- 13% of students achieved an ATAR above 90
- 35% achieved an ATAR above 80
- 54% achieved an ATAR above 70.

Learning at Loreto College extends beyond the classroom walls. Year 11 student Ann Chalakkal was the overall winner at the Lions Youth of the Year Club Division in Bunninyong. Further public speaking success came in the Rostrum Voice of Youth Competition, with Year 8 student Jemima Knobel winning the Regional Junior Division and Year 10 student Lucy Eales winning the Regional Senior Division. Both students went on to compete in the State Finals. Year 10 students also achieved all three top prizes in the Japanese Speech Contest at Ballarat Town Hall. Hailey Harman was the runner-up in the Zonta Young Women in Public Affairs

competition. Further successes came in Debating, Public Speaking, Drama and Music in the Royal South Street Competitions.

A key priority in 2022 was continuing our partnerships with tertiary institutions, such as our Year 10 students competing in the Newcastle University Science and Engineering Challenge at Federation University and Year 9 students participating in the Girls in STEM Program at Ballarat Tech School. There were a myriad of other successes with students competing in the Ethics Olympiad and the annual Australasian Philosothon.

## STUDENT LEARNING OUTCOMES

NAPLAN results in 2022 remained above the National Average. The Year 9 results for Reading, Writing and Numeracy demonstrated significant improvement against the National Average in comparison with our data from 2021. In Year 7, the National Average decreased from 2021 to 2022 for Numeracy, but Loreto College's Average increased. The National Average for Reading, Writing, Spelling and Punctuation and Grammar stagnated between 2021 and 2022, whereas the Loreto College Average demonstrated a sharp increase.

Throughout the year, we utilised data from On Demand Testing, ACER Testing and assessment results to identify areas for growth, particularly after the previous years of remote learning. As required, intervention measures were implemented, including the use of COVID Tutors, support streams and ongoing differentiation. In addition, extension opportunities were provided to continue developing and challenging all students.

## MEDIAN NAPLAN RESULTS FOR YEAR 9

Year 9 Grammar & Punctuation	585.9
Year 9 Numeracy	593.8
Year 9 Reading	598.0
Year 9 Spelling	584.2
Year 9 Writing	597.5

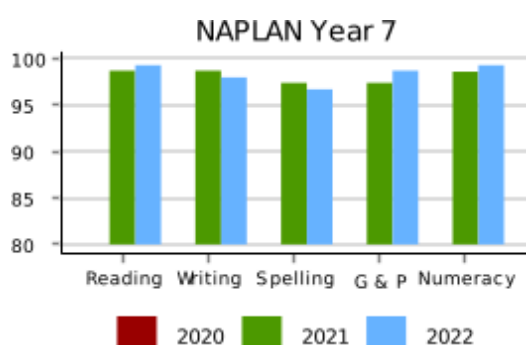


PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2020	2021	2020 – 2021 Changes	2022	2021 – 2022 Changes
	%			%	
	*		*		
YR 07 Grammar & Punctuation	-	97.4	-	98.7	1.3
YR 07 Numeracy	-	98.6	-	99.3	0.7
YR 07 Reading	-	98.7	-	99.3	0.6
YR 07 Spelling	-	97.4	-	96.7	-0.7
YR 07 Writing	-	98.7	-	98.0	-0.7
YR 09 Grammar & Punctuation	-	97.4	-	97.8	0.4
YR 09 Numeracy	-	100.0	-	99.3	-0.7
YR 09 Reading	-	98.0	-	97.8	-0.2
YR 09 Spelling	-	97.4	-	94.1	-3.3
YR 09 Writing	-	96.1	-	95.6	-0.5

\* 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.



## Student Wellbeing

### Goals & Intended Outcomes

- Continue to develop a whole school understanding of, and approach to, student well-being that fosters holistic growth and development
- Continue to foster within the school environment a safe, supportive, and inclusive culture
- Students continue to feel a sense of belonging and connectedness to peers and staff
- Foster positive relationships within and outside the classroom
- Students continue to develop a strengths based approach that provides them with the capacity to problem-solve and build resilience

### Achievements

- Loreto students enjoyed the opportunity in being together as a school community and enthusiastically participated in a number of whole school and Year Level activities throughout the year.
- Loreto Student leaders worked hard at re-establishing school house spirit at the Swimming and Athletic carnivals, as previous years were impacted by lock down.
- There was excitement for Year 7 and Year 8 students in being able to attend camps at the beginning of the year.
- Year 9 students successfully presented Goals to Grow digital portfolio's to staff and peers.
- Year 9 students spent time organising their Amazing Race, the Melbourne Adventure and the Outdoor Education camp, which challenged students to step outside their comfort zone and work with others in their year level.
- Year 10 strengthened their friendships and gained stronger understandings about their peers on Retreat.
- Year Groups invited parents back into the College for information evenings. Year 7 held a Parent information session on their Strengths based approach in Felicitous life. Year 9 held a Parent information session about the curriculum and activities.
- Year 8 students, along with the support of staff, helped to run the SEED program which involved inviting future Loreto students into the school from local Catholic primary schools.
- The Wellbeing Team worked hard at meeting the needs of students, especially in organising meetings with parents and their child to put in place a plan to best support their mental health issues of the child, while at school.
- The Wellbeing Team continued to build relationships with external health providers and alternative educational settings to provide appropriate mental health and educational pathways for at risk students.
- The AWE student wellbeing survey was completed in Term 3 for longitudinal data on student wellbeing.

- The Mentors worked closely with the Year Level Coordinators and the Counsellors in following up any student of concern.
- The House Student leaders worked diligently to organise their House Group for the House Arts Festival held in Term 3.
- A new student leadership structure for the SENATE was implemented to further build student agency. Portfolio Captains were introduced.
- At the end of the year, the newly appointed Student Leaders organised activities for the incoming Year 7 2023 students on the orientation day.

## VALUE ADDED

### Wellbeing Initiatives

- The SchoolTV program was purchased to put on the Loreto website, providing the community with information and resources from leading experts on current teenage issues
- A new student and staff referral procedure for Counselling students at Loreto was put into place for 2022
- 14 Staff members completed the Youth Mental Health First Aid Course
- Closer links were fostered with Health agencies in Ballarat
- Started working with the Ballarat Council and other organisations on a Ballarat Initiative-LIVE4LIFE
- The Wellbeing Team participated in online presentations by Headspace and Ballarat Health
- Mentors worked closely with their Year Level Coordinator in providing the best care and guidance to their students, especially after such a disrupted couple of years
- Revised the approach to the running of parent meetings with parents and daughters regarding health concerns

## STUDENT SATISFACTION

There was a definite buzz in the corridors when the students started back at the beginning of the year. There was still an uneasiness in the mind of a lot of students whether they would be put back into lock down. There was a noticeable tiredness that crept in for most students as they were getting back into the routine of full school days and a structured timetable. For a lot of students returning to full-time, this meant they had to get back into the routine of waking up earlier and re-navigating public transport. There was excitement in seeing friends and having face to face lessons.

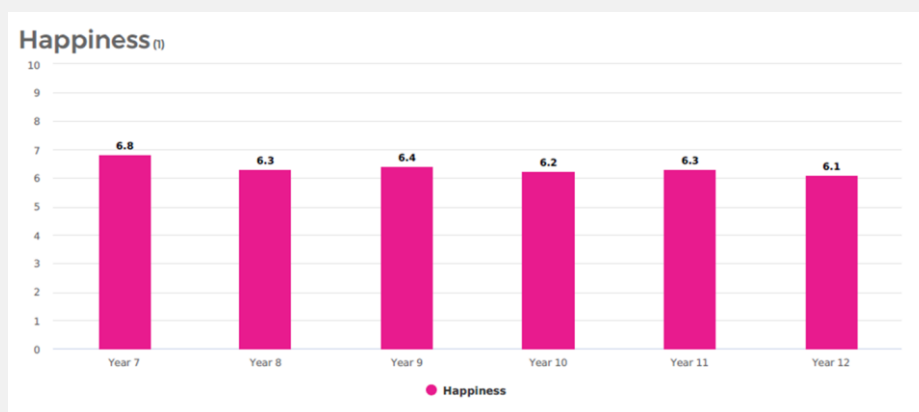
There was a higher participation in school sporting activities that were held at lunchtimes and after school. Students wanted to reconnect with friends and enjoy themselves.

On the AWE survey (Assessing Wellbeing in Education) when students answered the question; "What is good about school", a lot of students wrote they loved being with their friends, some students mentioned the teachers at the school and many students said the people make the school a great place.

Compared to the 2021 AWE survey results, the 2022 AWE survey which was completed in September showed the following:

- Students were slightly happy
- Students have about average levels of resilience
- Students are slightly below average wellbeing,- which is understandable given the last couple of years in lock down.

The overall happiness level was high.



## STUDENT ATTENDANCE

Students started the year well. There were times during the year when many students were absent due to them having to isolate due to COVID. They either contracted COVID or a family member contracted COVID.

For the students who found it difficult to return to school, the Wellbeing Team worked with the student and their parents by putting in place an attendance plan to help the student re-engage with school by transitioning slowly back into the school routine.

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, 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 Mentor teacher.

Below is the Attendance Report for 2022 from January 2022 to December 2022

The Attendance percentages have been impacted by COVID. COVID isolation restrictions meant students would have to isolate when a family member living with them contracted COVID, which often led to the student then contracting COVID. There were a number of students who caught COVID a couple of times in the year. Compared to previous years, returning to school while with the COVID restrictions affected the overall attendance percentages.

Year Level	School Count	School Percentages
Year 7	156	87.78%
Year 8	159	85.94%
Year 9	158	83.53%
Year 10	173	80.79%
Year 11	157	76.14%
Year 12	152	77.37%
Total and Averages	955	81.92%

#### YEARS 9 – 12 STUDENT RETENTION RATE

Years 9 to 12 Student Retention Rate

97.4%



AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	
Y07	87.1%
Y08	85.1%
Y09	85.0%
Y10	82.7%
Overall average attendance	85.0%

SENIOR SECONDARY OUTCOMES	
VCE Median Score	31.0
VCE Completion Rate	99.0%
VCAL Completion Rate	98.0%

POST-SCHOOL DESTINATIONS AS AT 2022	
Tertiary Study	60.0%
TAFE / VET	10.0%
Apprenticeship / Traineeship	10.0%
Deferred	10.0%
Employment	10.0%
Other – The category of Other includes both students Looking for Work and those classed as Other	1.0%

## Child Safe Standards

### Goals & Intended Outcomes

#### Goals & Intended Outcomes

In 2022 the Assistant Principal of 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 have been updated. Presentations to staff over the year have continued to ensure they 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.

#### Child Safety Committee structures

- Child Safety Officers were updated according to changes in the College Leadership Team, the Wellbeing Leadership Team and the Learning and Innovation 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 Conduct of Conduct was reviewed and implemented and the Reportable Conduct policy introduced.
- Staff Induction includes a Child Safety presentation.

#### Child Safety-Risk management practices

- All communications and processes, including literature and recruitment, are in accordance with the requirements of Ministerial Order Number 1359.

### 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.

The new Child Safety Standards with the new Ministerial order 1359, which were implemented in July 2022 was presented to staff showing the eleven new child safety standards with key changes:

- involving families and communities in organisations' efforts to keep children and young people safe;
- a greater focus on safety for Aboriginal children and young people; and
- to manage the risk of child abuse in online environments

### 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 on the Staff Hub.

### Strategies addressing the principle of inclusion

- Loreto College Ballarat has 1% of students identify as Indigenous or Aboriginal or Torres Strait Islander. The school has employed a First Nations Officer to ensure Indigenous students have connection to their culture at Loreto. Other areas of influence of the First Nations 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 was at the forefront of celebrating Harmony Week in Term 1 and raising awareness during LGBT Pride month.
- Loreto recognises that all students learn differently. The Learning Diversity department supports teaching staff and students to develop targeted strategies to enable all learners to achieve maximum growth. Across Australia, it is estimated that the number of students with learning difficulties is between 15 and 20% of the student population. At Loreto we are committed to best practice in meeting the needs of our diverse learners. Our programs provide explicit teaching methods, differentiation and promote inclusion in the classroom.

## Leadership

### Goals & Intended Outcomes

With Mary Ward as our role model, we want our community to lead with the values of Freedom, Justice, Sincerity, Verity and Felicity. Our community will have leaders that communicate effectively and are constantly striving to be collaborative and ethical in all decisions.

We will work towards our vision for the future of Loreto College that incorporates a sustainable Master Plan for our current campus and for our future campus.

We foster the Catholic Social Teaching principle of Dignity of the Human Person to continue our understanding of inclusivity and diversity in the context of a modern school.

We will further embed our culture of compliance by seeking and modelling best practice in all that we do, sharing knowledge and expertise with our staff and promoting agency for all.

We will continue to develop and refine a staff and student leadership structure that develops authentic agency and meaningful opportunities.

We will develop curriculum, formation programs and opportunities that engage, provoke and inspire our community in their concept of leadership.

We will enliven the concept of the open circle of friends in an authentic, realistic, continuously reimagined which can be built upon and adapted in our Loreto community

### Achievements

- Final phase development and launch of Strategic Plan 2022-2025. For each Arch, annual action plans were developed
- Development of Year 9 Electives allowing staff and agency for choice and innovation
- Ongoing professional learning targeted to needs and goals of Strategic Plan
- Consultation with staff, students and community continued
- Goals from Strategic Plan – list
- Participation of Assistant Principals in the Brown Collective leadership program
- Creation of new POL staffing structure to reflect the goals of Strategic Plan
- Review of student leadership and implementation of new structure
- Ongoing professional development through Professional learning communities
- Consultation and creation of an education and facilities brief for the Lucas campus
- Ongoing Master Planning for appropriate planning approvals with Minister for Planning, including traffic, water and services
- Ongoing program and development through innovation – VCAL, Learning Diversity, Careers, Library
- Archival review and processing of archival material
- Engaged consultants for administrative review
- Wellbeing – embedding new 11 Child Safe Standards

- Staff Wellbeing – offering of 'Fill your Cup' activities

## EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

### Description of Professional Learning undertaken in 2022

Professional Learning was paramount in 2022 as staff and students returned to full-time face-to-face learning. Our main goal was to equip teaching and non-teaching staff with the skills required to deliver blended learning, serving both students in class and those learning from home due to mandated isolation periods for those with COVID-19 as well as close contacts. Another key goal was to re-establish Loreto College as a Professional Learning Community, which included the introduction of ongoing Professional Learning Community groups (PLCs).

Many Professional Learning opportunities were limited due to the ongoing impacts of the pandemic. External providers who were able to continue offering courses mostly operated in an online environment. Staff were able to access valuable VCE Examination feedback through Professional Teachers Associations, but subject-specific conferences were mostly cancelled.

To ensure ongoing growth and development, the introduction of PLCs meant that we could target strategic priorities including the development of innovative and contemporary learning, where students thrive due to proactive wellbeing programs. Staff collaborated across a variety of areas including:

- Creating Cultures of Thinking
- Inquiry-Based Learning
- Positive Psychology
- Visible Thinking Routines

Other Professional Learning opportunities included networking through online Diocesan Conferences, such as Improving Literacy in Schools, Learning Diversity Leaders Network days, and twilight seminars for Religious Education staff. We had ongoing training to comply with legislative requirements, including Asthma and Anaphylaxis Training, as well as First Aid updates and Diabetes Training.

There was a strong focus on developing leadership capacity, with programs developing emerging and middle leaders, and the Assistant Principals commencing the Pathways to Leadership program through The Brown Collective.

Number of teachers who participated in PL in 2022

82

Average expenditure per teacher for PL

\$1000



**TEACHER SATISFACTION**

The AWE survey was used to survey staff. Overall the staff were happy, they showed a high level of resilience and an above level of wellbeing. Comments made by staff expressed the collegiality they felt and the support they experienced throughout the year from colleagues and Faculty Leaders. Staff commented on the genuine concern and care that was shown to one another on a daily basis. Staff expressed their gratitude to the Leadership Team in being given opportunity to assist in the decision-making about the Strategic plan and the future direction of the school.

Based on data from the School Improvement Framework Surveys conducted in 2022, staff are seeking opportunities for appraisal, recognition and professional growth. This has been restructured due to COVID and has been condensed in the new Positions of Leadership (POL) structure.

**TEACHING STAFF ATTENDANCE RATE**

Teaching Staff Attendance Rate	87.6%
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**ALL STAFF RETENTION RATE**

Staff Retention Rate	79.0%
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**TEACHER QUALIFICATIONS**

Doctorate	1.2%
Masters	25.6%
Graduate	39.5%
Graduate Certificate	4.7%
Bachelor Degree	84.9%
Advanced Diploma	11.6%
No Qualifications Listed	5.8%

STAFF COMPOSITION	
Principal Class (Headcount)	6.0
Teaching Staff (Headcount)	83.0
Teaching Staff (FTE)	74.7
Non-Teaching Staff (Headcount)	65.0
Non-Teaching Staff (FTE)	52.9
Indigenous Teaching Staff (Headcount)	1.0

## Community Engagement

### Goals & Intended Outcomes

Our over arching Community Engagement aim is to enhance student learning, wellbeing and future global opportunities by engaging with our Loreto and wider community.

We aim to nurture an inclusive engaged community and promote a Loreto education throughout our growing region. To achieve this we aim to engage with all generations of alumni and encourage a lifelong connection with the school and our global Loreto community.

We also aim to facilitate and promote a strong sense of school spirit, pride, diversity and belonging within our school community.

We highly value a culture of philanthropy and giving back to the school and the community. We aim to acknowledge, strengthen and promote our philanthropic endeavours within the school. Also, to ensure equitable and diverse access to a Loreto education through supporting and promoting scholarship, bursary and education support pathways. We also aim to encourage the support and provision of contemporary facilities and resources for the expansion of our Loreto education offering in our growing region.

Finally, we aim to develop extensive access to expertise and resources beyond the school by harnessing our alumni community for education and learning partnerships and opportunities for our students to improve and expand our educational partnerships with the wider community, corporate and business organisations aligned to our learning vision. In addition, we aspire to maintain and develop effective and collaborative partnerships with a range of social justice organisations aligned to our mission.

### Achievements

Throughout 2022, the opportunities to engage with our current and wider community has increased once COVID-19 has allowed us to welcome people back onto our school site and our students were allowed to travel again.

As a College we have achieved a lot through our engagement with our immediate and wider Loreto community. Our Marketing and Development team has continued to work with the past pupils associations to reinvigorate their group which was badly affected by lock-downs and the inability to meet to celebrate being Loreto past pupils.

The Loreto Past Pupils Association has completed a new Strategic plan. A new Executive has been elected, and we have recruited some younger members to join the committee. In keeping with the new Strategic plan the Executive has engaged with more members through the Facebook page and planned new events to attract a higher number of alumni to re-engage with the College in a variety of roles. The new committee has also begun planning an event for the school's 150-year celebration in 2025.

In 2022 the College has recommenced hosting many reunions for our past pupils celebrating 1 year, 10 year, 20 year, 30 year, 40 year, 50 year and even 60-year reunions. These were joyous occasions especially after the long lock-downs experienced in Victoria. The reunions were well attended, and the past pupils thoroughly enjoy visiting their old school and catching up with long-lost friends.

Our Women in Time program continues to be a great success. Each year on International Women's Day we elect new members to our Women in Time. In 2022, we elected Maria Myers

AC (Class of 1964) Kate Torney AO (Class of 1985) and our first posthumous honour to Sr Cynthia Wright IVBM. These women provide great role models for our current students and our wider Loreto Community.

Loreto College throughout 2022 recommenced Open Mornings and information nights for potential students and parents which provides a great snapshot of the wonderful education and extracurricular activities that we have to offer.

As part of the school's strategic plan created in 2022, we focused on developing additional partnerships with the wider Ballarat community. In order to achieve this it was necessary to audit of our current partnerships. The audit was completed of the known Partnerships already in existence between the College and community organisations. Each Faculty leader, Directors of Library, Learning Diversity, Sport, Performing Arts and the VCAL Coordinator have documented the names of organisations and community groups with whom they have informal partnerships.

Based on the audit we have continued to develop new partnerships while strengthening those already established. In 2022 the following partnerships have been developed ACU Melbourne, Monash University, University of Melbourne, Federation University with the Dean of Education, The Arts and Community. (Clare McLachlan), Federation university – Sharon Davis (PST students), Federation University – Dr Anitra Gorris-Hunter - assisting with the development of STEM subjects for year 9 electives. Commerce Ballarat with Jodie Gillett, Committee for Ballarat with Michael Poulton. Many of our students attend classes at the Ballarat Tech School and Platinum Institute. Our VCE Vocational Major students are working with the Botanikids and Julie Bradby. Recently two local businesses now offer awards to graduating students Heinz Law – Aspiring Lawyers award and RSM Accounting – Aspiring Accountant Award. Many of our students have volunteered to help the following organisations the Fiona Elsey Cancer Research Institute, the Ballarat Artist Society, the Ballarat Soup Bus and Exodus.

By engaging with different organisations in Ballarat other opportunities have arisen for the benefit of our students, Our students have participated in excursions to further their learning with Women@IBM 'Cool Tech' conference, Ballarat Big Ideas and were the award winner for 2022. Our Agricultural students visited the Meredith Goat Cheese company which provided the students with first-hand knowledge of sustainable business practices. Our students also have attended workshops with Mindshop Excellence Program, Inter-school Philosophers, and Ballarat Big Ideas and many more listed below.

## VALUE ADDED

Throughout 2022 our students have participated in a wide range of events, workshops, sporting events, debating and excursions.

At the beginning of the year we were once again able to host our Academic Assembly to celebrate the strong achievements of the Class of 2021. The event brought together our past students and their families and sponsors to celebrate their success which was a testament to our students who have completed their VCE during the global pandemic.

Another achievement was following the very successful VCE Visual Art Exhibition and Media Showcase. A number of our students were chosen to display their work at the Ballarat Art Gallery as part of the Next Generation exhibition.

Throughout 2022 our students have been able to return to regular school events. Excursions to places like Ballarat Tech School, to attend STEM programs e.g. Girls in STEM, Food Technology and Psychology lessons have become possible again. Other excursions to Sovereign Hill, Kryal Castle, Meredith Goat Cheese company, Platinum Institute, Salvation Army, The Holocaust centre and The Big Issue were conducted very successfully to the delight of all.

Our students have enjoyed participating in many workshops and conferences. These include: Ballarat Big Ideas, Crazy Ideas College, Women@IBM 'Cool Tech' conference, Mindshop Excellence and our very own Loreto School Captains conference held here in Ballarat where our beautiful Justice prayer for 2023 was created.

Our students have attended camps and retreats at various camping facilities around Victoria. Loreto students participate in many Ballarat Associated Schools competitions and do extremely well. One of special significance was for the first time in our history our Cheer-leading team won the AASCF State Championship held at Melbourne Convention.

For the second year our students participated in the Respect Cup which is a football game between ourselves and Sacred Heart Geelong to promote respectful relationships between young men and women.

Rowing once again was a highly populated sport and many of our students devoted hundreds of hours in pursuit of excellence and had much success both locally at the Head of the Lake where they won the overall trophy and in state and National competitions.

Our students have continued to demonstrate their commitment to philanthropy and community service by raising awareness and/or money or volunteering their time to worthy causes. Causes like 4EK, Run for a Cause, Fiona Elsey Cancer Research, The Ballarat Soup Bus, Project Compassion just to name a few.

One of the highlights for the students was the return to the traditional Graduation Mass at St Patrick's Cathedral and the dinner at Mercure. These two separate evenings are a special night for the College and the students and parents. The Mass is a unique time we come together as teachers, students and parents and celebrate these graduating young women, and they receive their floral crowns which is an old tradition dating back to early days of the College.

The full list of achievements in 2022 would be endless, but what was most significant was the ability to return to school life with face to face classes and to be able to enjoy engaging with each other.



## 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.

Based on a limited sample from School Improvement Framework (SIF) surveys, parents rated 'student safety' and 'classroom behaviour' highly. Student motivation and connectedness to school were lower compared to the previous period prior to the pandemic. This is a priority in 2023.

## Future Directions

Loreto College proudly embraces the exciting new influences and demographics that will come with population growth. We are committed to embracing the rich and diverse culture of our First Nations people and recognising the need to learn from our past and present. Our future college will build on our traditions and re-imagine education for our future.

To be Loreto, to be part of this community, to wear this brand, to attend our colleges and work within these spaces, means to commitment to fostering a sustainable world. Not only should our day-to-day practices embrace this, but it should go to the very heart of who we are and how we exist in this world.

Inspired by the story of Mary Ward to understand themselves, their faith and their passions, we will strive for our students to work collaboratively with their peers, teachers, families and community.

Our College will build and leverage learner agency and foster an environment for our students to be aspirational, ethical and inclusive leaders.

There has never been a better time for girls education. As a Loreto College in the spirit of Mary Ward we believe strongly 'that women in time will come to do great things.'