



Loreto
COLLEGE BALLARAT | EST. 1875

Loreto College Ballarat

2021

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 2021 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 Schools.

30/03/2022

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

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 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, 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

'Seek not greater wealth, but simpler pleasure; not higher fortune, but deeper Felicity'
Mahatma Gandhi

The year 2021 was the 146th year of Loreto College Ballarat. During this year, we continued to provide a quality Loreto education in a school year marked with long periods of remote learning and uncertainty due to COVID-19. All Loreto schools in Australia share the same set of values: Freedom, Justice, Sincerity, Verity, and Felicity. These values are at the heart of our educational philosophy and shape our identity as a school. In 2021, we reflected on the value of 'Felicity', which is an attitude of mind and a disposition of the heart and manifests itself in a sense of joy and hope. To live with Felicity calls us to embrace optimism and positivity which is so valuable for the community in a time of need. A lightness of spirit, good humour and a love of friendship marks Felicity as a unique virtue in our way of being. Mary Ward showed in her own life an extraordinary connection between Felicity and courage. Our students, staff and families faced a situation where courage was needed to work through the various lockdowns, periods of remote learning and disruption. Felicity, as an essential element of the Loreto spirit, was an appropriate and valued attitude to celebrate.

As was the case in 2020, many events had not taken place as we battled with lockdowns, remote learning and the economic impact of COVID-19.

Loreto College staff and students were outstanding in their adaptability and flexibility. Despite the learnings from 2020, 2021 year wasn't any easier, and we were faced with enormous challenges that had to be dealt with quickly and often with more uncertainty due to rapid changes.

Term 1 began with our Year 7 and Year 12 students joining together to create a mural capturing the theme of Felicity. Individual pieces were painted and then joined together at the Opening School Mass. Within a couple of weeks, news of a lockdown came whilst at our swimming sports. There was a realisation that this was going to be a year of adapting quickly from on-site to remote learning. Despite these challenges, the College community was able to remain connected. Any opportunity to gather in a COVID-safe way was seized and we were able to enjoy events such as the annual walkathon and Gonzaga Barry Day.

For our Year 12 VCAL and VCE students the past two years have been extraordinary. Aably led by Casey Dodd and Maddie Palmer, our student leaders were outstanding as College Captains, supported by the Senate and House Leaders. It was a difficult year to be a College leader, but our students managed to lead with Felicity and make the most of every moment. Our excellent VCE and VCAL results are a testament to the hard work of the students, staff and family support.

I would like to express my gratitude to all staff who provided leadership through this year, including Linda McDonald, Pat O'Shea, Jeff Primmer, Brenton Riordan, Judy-Ann Quilliam, Christina Sofis, Kevin Robillard and Felicity Knobel. At the end of 2021, Deputy Principals Linda McDonald and Pat O'Shea moved into different roles at the College. Linda McDonald has lead Learning and Teaching at the College for the past seven years. Pat O'Shea has led the College in Wellbeing and Organisation for the past 22 years. Their commitment and love for all things Loreto has made a significant impact on our College. For the past two years their work to ensure the College continued to support its staff and students during COVID-19 has been outstanding.

I would like to thank Steph Crawford, my Personal Assistant, who in addition to her work provides much needed support to others. Steph always considers how she can support others in a humble, unassuming way. Her efforts are very much appreciated.

We say goodbye to some of our staff who have devoted many years to Loreto College. Staff retiring: Alessandra Bourke-Finn (25 years), Mandy Carroll (21 years), Jeff Primmer (17 years), Louise Moneghetti (16 years), Marcia Phillips (11 years) and Adrienne Barrett (9 years) and to staff moving to new schools: Pat O'Shea (22 years), Kevin Robillard (13 years), Louise Haintz (12 years), Michael Walsh (9 years) and Gabi Howard (4 years). They have all made significant and lasting contributions and I wish them well in their future endeavours.

I am grateful for the support of the College Board. In particular, I would like to thank the Board Chair, Luke Dunne, and the Deputy Chair, Matt McCabe, and members Nick Grylewicz, Nicole Loader, Richard Robinson, Erin Taylor, Elizabeth Burns, Melanie Robertson, Matt Jenkins and the various members of subcommittees who provided so much time as volunteers to support the College. Liam Davison left at the end of July and, at the end of 2021, the Board farewelled Richard Robinson, Carmel Flynn and Min Myers. We thank them for their contribution.

It is wonderful to be a part of Loreto College Ballarat. I thank everyone who has provided support to the College during 2021.

Ms Michelle Brodrick - Principal

College Board Report

At this time last year, I wrote about the excitement with which the College Board, leadership and staff faced the task of imagining and bringing to reality the Loreto College of the future.

Twelve months later, it is pleasing to report that, notwithstanding the obvious and relentless challenges and distractions, much progress has been made.

A significant amount of work has been undertaken behind the scenes, including ongoing strategic and master planning, learning and curriculum review, a board governance review, a restructure of the leadership team for 2021 and a major audit of the requirements for continued registration of the school.

Good planning and good governance, structures and procedures to deliver those plans, help form the foundations for Loreto now and into the future. Whilst all of these tasks are important, they pale into insignificance against the core business of the school, which is to nurture and educate young women for their place in the 21st century.

If the whole School Mass to formally commission Michelle Brodrick as Principal is any guide, it seems that Loreto College continues to do this very well. Occurring during one of the few periods during which students have been on campus this year, this was a truly beautiful occasion. But more than that, the occasion displayed the foundations of the School community which provides a pedestal for that beauty: strength, resilience, compassion and those deep 'Loreto' connections that are forged and endure in the harshest of times and for decades after.

Shortly after, the School released its "Rise Up - I Am Loreto" campaign, which encapsulated this combination of beauty, strength, sense of community and hope for the future.

The words of the song resonate so strongly in 2021: "At times the future seems out of reach", and yet we are urged to have hope, to know that "I will rise up, I will not fall".

The School received a great deal of positive feedback about this campaign and with good reason. If you have not already seen it, I highly recommend that you seek out the video.

To all who contribute to the life of the Loreto community, I extend my profound gratitude.

To all of our students, and especially our graduating students of 2021, be confident that you will rise up, and have faith that this uniquely beautiful and strong community will not let you fall.

Chair of Board

Mr Luke Dunne

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

"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 with our entire community like our Opening School Mass in February and our Founder's Day Mass in July which also included the commissioning of our Principal, we are gathering with the presence of Jesus.

Knowing the importance of gathering as a faith community, we were able to celebrate our Mother's Day Mass together as a community; however, our Father's Day was celebrated once again in an online format. Our liturgy for our graduating Year 12s is rich in tradition and is memorable for each student who graduates. As 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 again in 2021 that we will not let a pandemic stop us from gathering, in order to bring the presence of Jesus to our community.

Our social justice initiatives throughout 2021 were a significant achievement. Through our social justice groups we have supported various charities, including Caritas' Project Compassion and also Mary Ward International Australia. We also support our local charities, including St Vincent De Paul, our local soup bus and various other charities. Through 2020 and 2021 we have been hampered by COVID-19; however, we are motivated for our students to be more students of action in the coming years.

Throughout 2021, our focus has been of inclusion in our community and honouring our diversity and individuality. Our staff has participated in professional development in working with students

in our LGBTQIA+ community and our Aboriginal and Torres Strait Island community. Our social justice group and our LGBTQIA+ community collaborated during Pride Month to acknowledge all students at our school. This was done by everyone placing a ribbon of every colour on a love heart that is proudly displayed in our community. It is a reminder that everyone is loved, given dignity and appreciated for who they are in our community.

VALUE ADDED

Retreat program from Year 7 -12
Liturgies/Eucharistic Celebrations
Celebration of our Founder's Day
Prayer/Reflection in our mentor time and also in classes
Liturgical Choir
Graduation
RE program that is working in conjunction with our Faith and Identity
Social justice initiatives including raffles, bake sales and casual days
Walkathon
Professional Development for Staff on Inclusion and Diversity
Celebrating Pride Month
Acknowledging Reconciliation Week
Celebrating NAIDOC week
Environment Week with focus on Laudato Si.

Community Engagement

Goals & Intended Outcomes

Our Parent Community

Loreto College Ballarat utilises a diverse array of platforms to engage with our school and wider community. Internally our student management system utilises SIMON for student/teacher/staff communications and provides the Parent Access Module (PAM) that can be accessed by parents/guardians at all times. Within our internal wellbeing structure, each student is allocated a Mentor Teacher as their initial primary contact with the school. SIMON and PAM communicate the contact details for each student's Mentor Teacher to students and parents.

For general communications, our secure Loreto App is the primary platform for parents, along with email and the fortnightly College eNews. The College also manages official social media accounts which foster engagement with the wider community and include Facebook, Instagram and Linked In. These online platforms require professional digital management and are monitored and updated daily with College and Loreto Mission news. There has been a significant increase in engagement on these platforms over the past few years.

Loreto College Board and Board Committees are provided with access to a secure Microsoft online Board Bub for all meetings papers and documents. The College Board reports to the community regularly via Verity magazine and The Abbey, the school's annual publication.

Throughout 2021, our current and past parents were invited to join us for a combination of in-person and virtual adaptations of the traditional signature Loreto events including the celebration of relationships through Mother's and Father's Day Mass and Graduation. A great deal of effort went into ensuring that these events went ahead either in person, or online depending on the COVID-19 restrictions at the time. We were fortunate to celebrate Gonzaga Barry Day and the Commissioning and Blessing of our 31st Principal, Michelle Brodrick in July before COVID-19 restrictions again impacted face-to-face learning for most of Term 3.

The Year 12 Graduation Mass and Dinner were once again combined into a special video celebration that was shared on the big screen at an event at the Regent Cinema. A last-minute easing of some COVID-19 restrictions in November enabled the event to go ahead in person and the cinema complex was a perfect showcase for the professional liturgy video production. The beautiful visual, musical and spiritual emotion of this video will be a special memento for the Class of 2021 for years to come.

Virtual exhibitions of our VCE Art, Technology and Product Design were presented for all to enjoy and our Christmas Concert was able to go ahead on the MMC stage. Our hard-working Friends of Rowing and Music and Performing Arts continued to support the students albeit mostly online or socially distant throughout 2021 and Canteen volunteers, which is usually a popular parent choice, were unfortunately limited throughout the year.

For our prospective families, our professional virtual tour on the website proved popular once again, enabling online tours to still take place as visitors were not permitted on the school grounds throughout most of the year. Online parent information sessions were offered once again for Year 7 2023 enrolments.

General Engagement within our School Community

As 2021 remained impacted on and off by COVID-19, our Friends of Rowing club remained active in supporting our rowers through their calendar of fundraising events, training and regattas and our performers continued their practice for the planned production of *A Chorus Line*. The fabulous production made it to the stage and was beautifully presented to our school and wider community audience.

Term 1 traditional events, such as the Swimming Carnival and Athletics Carnival, went ahead without spectators and the annual Head of the Lake Rowing Regatta was controversially run without spectators and crowds on the shores of Lake Wendouree.

Year 7 and Year 8 made it away early in the year for their respective Camps.

Term 2 saw the Walkathon and fashion parade return to the Gonzaga Barry Centre and our 4EK run/walk hit the pavement of the Lake to raise funds and awareness of Meningococcal disease. And we celebrated our first ever Pride Day by tying rainbow ribbons on large heart artwork installation that now holds pride of place in the school.

Our efforts for fundraising, groceries and clothing for Anglicare Outreach continued with more families in need. Our annual giving program focussed on raising funds for a new Sensory Garden to enhance our wellbeing precinct and support the individual learning needs of our students.

Throughout 2021, there has been ongoing engagement with stakeholders relevant to the College Board strategic planning and expansion of the school.

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 long-awaited introduction of shorts and trousers to the uniform suite was warmly embraced by our students and families.

Our Broader Community

Loreto College is strongly connected to our broader local and Loreto community via social media and local news platforms. We work hard to develop local media relationships and ensure a constant flow of engaging and relevant information on all public platforms.

The College is a member of Commerce Ballarat and the Committee for Ballarat, advocating for business support and partnerships and regional progress. The College continues to partner with local business, community organisations and education providers to enhance the education of our students and our active participation within our community. Examples have included our VCAL Community Connections Program where our students volunteer at Pinarc Disability Support Program, Eureka Mums, Ballarat Tramways Museum, Ballarat Animal shelter, the Botanikids Program, Primary Schools and the Salvation Army. The VCAL students also designed and produced 50 ceramic planter pots for participants in the 'Renewable Energy and Sustainability Event' for Committee for Ballarat. Local Probus and seniors groups enjoy attending the College Chapel tours, the Commerce Ballarat Mindshop Excellence Program and our Robotics and Disaster Relief programs at the Ballarat Technical school. Unfortunately many of these were cancelled in the 2021 COVID-19 year.

Our Languages programs continue to foster relationships through excursions, incursions and exchange programs which were all impacted by COVID-19 again in 2021. We look forward to developing these relationships once again when the world is safely free to travel.

Our RE and JPIC groups continue to learn and actively work towards social justice awareness and fundraising that supports our Loreto mission and our local community.

Our Aboriginal and Torres Strait Islander Officer and indigenous student cohort continue to foster a deeper connection to culture within our school and broader community. The understanding, respect and development of our indigenous culture and programs within the school continues as a priority, with work on the Reconciliation Action Plan completed in 2021.

Our Alumni Community

Unfortunately, the planned reunions for both 2020 and 2021 were postponed, therefore we will hold a suite of reunions in 2022. Past pupils are involved in the planning of each reunion.

The annual Past Pupils High Tea held in November was delivered COVID-19 style once again 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-19 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.

Our inaugural 2021 Women in Time - Inspiring Alumni were inducted at our annual International Women's Day Breakfast. This new recognition celebrates the outstanding achievements and contributions of extraordinary Loreto College Ballarat alumni, who are then featured throughout the school and all communications platforms as aspirational role models for our current and future students.

The College maintains its regular publication of Verity magazine twice per year and alumni eNews to our alumni community. The alumni community is serviced by a dedicated alumni management system, Potentiality, which is currently in the complex process of merging with our primary database, SAS, to improve database integrity. A new platform for alumni connections, Loreto Women, was established in 2019 via the Potentiality system and is part of the College website.

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, adapted or continued on from 2020.

Achievements

We were grateful to have captured many of the key events and general school life on film throughout the year. This enabled the production of videos celebrating the inimitable Loreto spirit that we all love so much.

Recording and filming of the 'I am Loreto Campaign', proved timely with the TVC airing over the Olympic Games screening and making the most of the highest TV audiences on record for some time. The campaign included an original song co-written by a student and recorded by our Liturgical Choir and fresh new contemporary Loreto images to evoke pride in being 'Loreto'.

The inaugural Women in Time - Inspiring Alumni inductions on International Women's Day proved to be a wonderful new initiative for the school. Our inaugural inductees have become proud ambassadors and the features throughout the school will encourage many more to come.

We were fortunate to hold Gonzaga Barry Day and the Blessing and Commissioning of our 31st Principal, Michelle Brodrick before COVID-19 restrictions returned. This was a memorable whole school celebration in the GBC before COVID-19 restrictions were reintroduced at midnight.

Virtual school tours and virtual VCE Art Exhibitions continued on the College website as more traditional events became virtual experiences. However, the greatest feat, once again, was the Class of 2021 Graduation Celebration. Similar to 2020, we were determined to ensure that the Class of 2021 were able to experience the much-loved graduation traditions of all those before

them. Another special liturgy was filmed and shown at the Regent Cinema. The final result, a unique Loreto graduation memento that will ensure 2021 will also be a class and a year, never forgotten.

VALUE ADDED

In 2021, our current and past parents were invited to join us for virtual adaptations of the traditional signature Loreto events once again including the celebration of relationships through Mother's and Father's Day Mass and Graduation. A great deal of effort went into ensuring these events went ahead online and in-person, creating new experiences for our families. The annual Past Pupils High Tea held in November was developed and delivered COVID-style again 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-19 restrictions enjoying the delivery of their High Tea Care Packs.

Planning and consultation groups also continued to meet to work on the Strategic Plan 2022 - 2025.

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 2021 were online.

Planning and consultation groups continued to meet to work on the critical aspects of the Strategic Plan for 2022-2025.

Leadership & Stewardship

Goals & Intended Outcomes

We will develop a vision for Loreto College that incorporates a future campus.

We will further create a culture of compliance through ESorts and VRQA audit and training.

We will foster the Catholic Social Teaching principle of Dignity of the Human Person and improve understanding of inclusivity and diversity.

Achievements

- A vision statement was formulated and developed with whole staff to be central to strategic planning. Strategic Plan development for launch in 2022
- Development of new curriculum direction in Year 7-10 teaching and learning to meet the changing needs of students
- Curriculum Design Team development and recommendations over the course of the year
- Professional Learning Teams and Teaching Strategies workshops
- Improvement in systems and processes in student management and wellbeing, including child safe practices
- Review of all policies for compliance, including Childsafe policies and practices to VRQA standards
- A Leadership Team Structure Review to meet the demands the current and future demands
- Acquisition of land on corner Finch's Road and Cuthbert's Road and planning for future campus
- Various workshops with a focus on improving understanding of inclusivity and diversity. This included: Inclusivity in the workplace and schools for LGBTQIA+ workshop, Sincerity Group, Aboriginal and Torres Strait Islander Cultural Workshop and Professional Learning Communities on learning diversity
- Development of the Narragunawali Reconciliation Action Plan
- Implementation of recommendations from Learning Diversity Review

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

Description of Professional Learning undertaken in 2021

Loreto College recognises the importance of professional learning opportunities for staff, both in supporting staff in reaching a key school goal of achieving ongoing improvement in wellbeing and learning outcomes for students, for personal professional growth and to contribute to career opportunities for individual staff.

In the second year of the COVID-19 pandemic, Professional Learning opportunities were also limited. Fortunately, many organisations were able to provide some PD via on-line. Most of the Professional Teachers Associations conducted their VCE Examinations up-dates, at the beginning of the year, via a Zoom platform which ensured teachers could receive vital feedback

on the past exams and were able to fully plan for the coming year. These PD opportunities made up the majority of the Professional Learning completed by staff in 2021.

Others Professional learning opportunities were varied and included: the Science of Learning, Creating Digital Portfolios, Rep Training for IEU leaders, Law Sense in Schools, Diabetes Training, Robotics PD in Science, VET Moderation, Enriching Collections Supporting ATSI Perspectives, LABCON and New teachers guide to teaching Global Politics.

Several staff also participated in local Diocesan conferences, predominantly on-line, such as Improving Literacy in Schools, Learning Diversity Leaders Network days, Faith in the Future, Plenary Council Assembly, and Diocesan Religious Education Leaders Conference.

Pastoral Care of our students is always an important focus of our college, made even more paramount during the pandemic. Several members of our staff and year level coordinators in 2021 participated in professional learning conferences focused on supporting the Mental Health and Wellbeing of Students, Safe Talk training and Strengthening Children Against Anxiety.

Number of teachers who participated in PL in 2021	85
Average expenditure per teacher for PL	\$1000

TEACHER SATISFACTION

The AWE survey was used to survey staff. Comments made by staff expressed the thoughtfulness and kindness exhibited by everyone. Staff felt supported by their Faculty Leaders, as well as by the Leadership team. Staff commented on how the positive approach to learning by other staff members helped support them in their approach to each lesson.

Extended lockdowns and pivoting back and forth between face-to-face and remote learning was exhausting for staff, yet they continued to deliver interesting and engaging lessons. Staff who taught practical subjects found online lessons challenging.

Overall, staff felt supported and grateful at being able to work at Loreto College.

TEACHING STAFF ATTENDANCE RATE

Teaching Staff Attendance Rate	89.8%
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ALL STAFF RETENTION RATE

Staff Retention Rate	90.4%
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TEACHER QUALIFICATIONS	
Doctorate	0.0%
Masters	27.5%
Graduate	43.8%
Graduate Certificate	5.0%
Bachelor Degree	86.3%
Advanced Diploma	13.8%
No Qualifications Listed	1.3%

STAFF COMPOSITION	
Principal Class (Headcount)	4.0
Teaching Staff (Headcount)	92.0
Teaching Staff (FTE)	79.1
Non-Teaching Staff (Headcount)	67.0
Non-Teaching Staff (FTE)	59.9
Indigenous Teaching Staff (Headcount)	1.0

Learning & Teaching

Goals & Intended Outcomes

In February 2021, we optimistically embarked on a new school year. We were hopeful that we would be free of disruptions to on-site learning caused by the pandemic. Throughout 2020, we endured several lockdowns, causing interruptions to on-site learning in 2020. Unfortunately, the coronavirus continued to wreak havoc in everyone's life. Around the world, we saw disruption to all industries across the board, no one remained untouched by the effects of the virus. Some people have lost jobs and, tragically, others have lost their lives or been separated from family and loved ones for far too long. At Loreto College we were blessed with very few cases of COVID-19 in our immediate area. Also, we were fortunate to have access to the technology which enabled us to provide ongoing, remote on-line learning in a blended manner as we shifted from on-site learning to remote learning on at least six or seven occasions.

Yet, times of great disruption also offer opportunities to innovate and enhance educational practices. As educators, we were forced to change the way we have taught in the past. The pandemic provided many new situations or challenges that we had not faced before. At times teachers had to teach some students in class learning face-to-face and, at the same time, other students isolating at home joining classes via their computers. Or alternatively, we had teachers isolating and teaching from home to students who were at school. We were so fortunate to have dedicated teachers who found new, creative ways to teach the necessary knowledge and skills our students required. A new style of blended learning was adopted, one which opened avenues for curriculum development and innovative pedagogical practices. These, in turn, facilitated new ways of delivery and assessment of learning outcomes. The pandemic created unforeseen circumstances in education and forced the adoption of some blended style of learning, which is already practised in most universities. This has fostered amongst our students, resilience, critical thinking, leadership, courage and decision-making. These are invaluable skills which will benefit our students in the future when they move on from Loreto to university or employment.

Achievements

As we look back at the last two years, we can be extremely proud of the way our Loreto Community, students, families and staff collaborated to continue to support each other through the pandemic. Many students within our College struggled to stay engaged in their learning and we are grateful to our parents, mentor teachers, year level coordinators and counsellors who devoted their time and energy to support students through this difficult period. We can be very grateful for our wonderful, dedicated and talented teachers who were flexible, adaptable and were always looking for new and innovative ways to make the best of a difficult situation. The speed in which our teachers learnt about new technology, the advanced features of Teams or Google Classroom was impressive. The way they adapted their pedagogy and managed their personal home duties, while supporting their students and colleagues, was nothing short of amazing.

Our VCE results continued to improve despite the interruptions to the regular school year and the need to swiftly transfer to remote learning on several occasions. Our VCE and VCAL students continued to excel with all students satisfactorily completing their certificates. Our VCE Dux achieved the highest score of 99.95. VCE results were excellent with 11 students attaining an ATAR score of above 95, 19 students attained an ATAR above 90, 30 students attained an ATAR above 85 and 41 students achieved and an ATAR score above 80. We were also proud and delighted for the many students, 75 in number, who achieved a Study score of over 40.

Students in Years 7-11 also achieved many goals throughout the year. Students in Years 10 and 11 successfully completed their VETDSS training with the Highland LLEN or Whitehouse Institute of Design in areas of Agriculture, Allied Health, Building and Construction, Community Service, Dance and Creative Industries and Screen and Media to name a few.

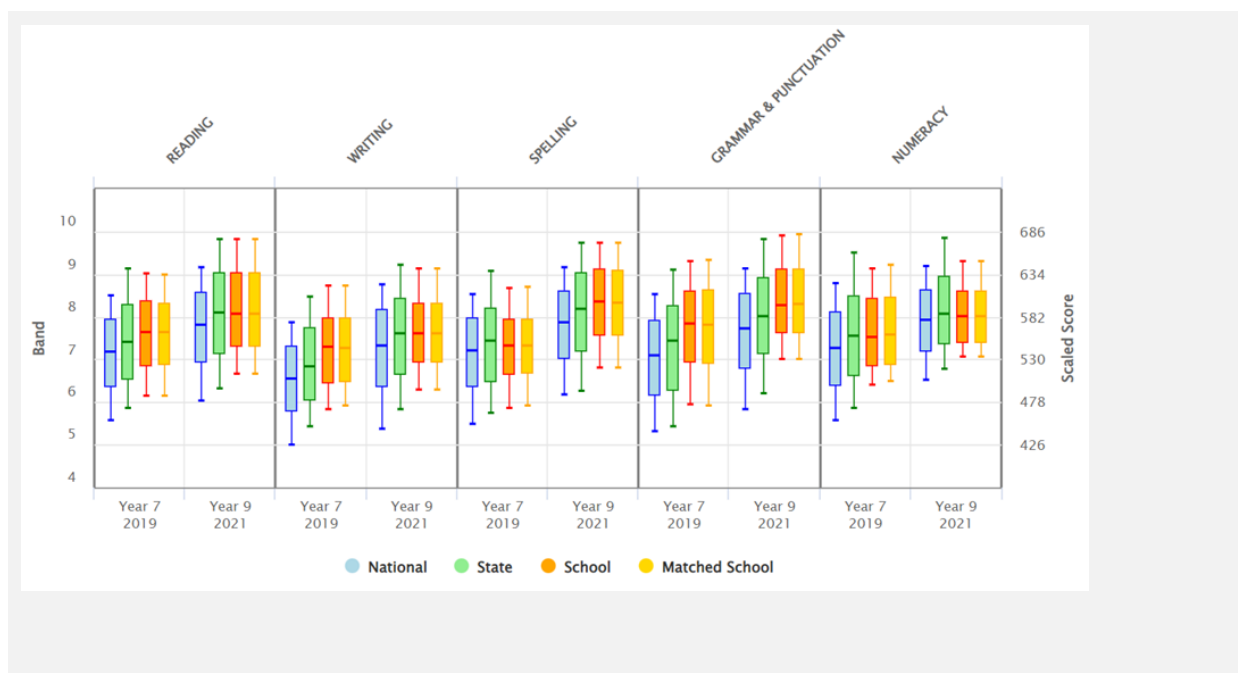
Our students also competed in the Ballarat Inagawa Japanese Speech Contest and student, Jasmine Spark, was awarded first prize. Our Debating Team made up of 44 students competed in several on-line competitions and were highly successful, coming first on many occasions, especially in the Open, Under 16 and Under 14 at Royal South Street. In May, two students competed in the VCAA Plain English-Speaking Award (PESA) and our Year 10 student, Ann Chalakkal, was the winner. Loreto College entered three students into the Lions Youth of the Year award and came away with the overall winner Ann Chalakkal and Best Speaker award to Chloe Johnston. The Inaugural Respect Cup was held in Geelong, Loreto vs Sacred Heart Geelong and St Patrick College vs. St Joseph's College, a football match to promote Respectful Relationships, with the combined scores awarding the cup to Ballarat. In July our students won gold in the Victorian Ethics Olympiad and went on to complete in the inaugural International Ethics Olympiad, where the judges were highly complimentary of the calibre of our students.

STUDENT LEARNING OUTCOMES

NAPLAN 2019 - 2021

The data from 2019 to 2021 NAPLAN shows that our Loreto students maintained their higher than the state average in all aspects of grammar and punctuation. For spelling, Loreto students entered our College below the average but for 2021, the top 25% have now levelled with the state average and the remaining students have exceeded other Victorian students. For reading, Loreto students have maintained results similar to that of 2019, with the top 25% increasing slightly to level with the state average. Our bottom 25% of students for Numeracy have seen adequate interventions of smaller class sizes and modified work are making a big difference in their NAPLAN results as they are bridging the gap to the median.

Our top 25% of Numeracy shows room for improvement as they have continued to be half a band lower than the state average. Writing has shown a decline in all aspects in comparison to the state. To raise standards of writing in our school, a small group of teachers and leadership from various faculties are participating in the CEB Secondary Schools Literacy Program with the Melbourne University Graduate School of Education.



MEDIAN NAPLAN RESULTS FOR YEAR 9

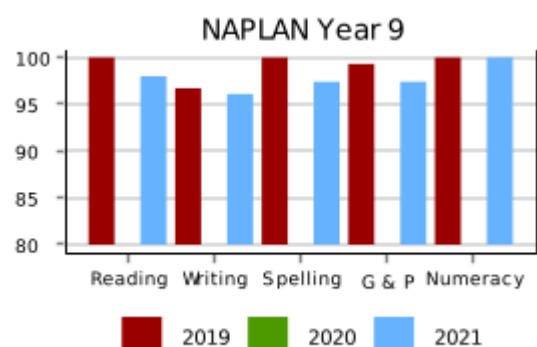
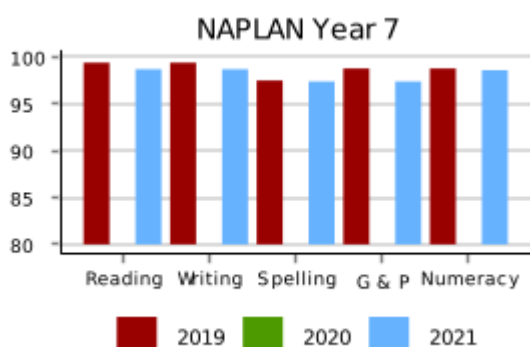
Year 9 Grammar & Punctuation	603.2
Year 9 Numeracy	586.1
Year 9 Reading	589.0
Year 9 Spelling	601.8
Year 9 Writing	560.2

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2019 %	2020 *	2019 – 2020 Changes *	2021 %	2020 – 2021 Changes *
YR 07 Grammar & Punctuation	98.8	-	-	97.4	-
YR 07 Numeracy	98.8	-	-	98.6	-
YR 07 Reading	99.4	-	-	98.7	-
YR 07 Spelling	97.5	-	-	97.4	-
YR 07 Writing	99.4	-	-	98.7	-
YR 09 Grammar & Punctuation	99.3	-	-	97.4	-
YR 09 Numeracy	100.0	-	-	100.0	-
YR 09 Reading	100.0	-	-	98.0	-
YR 09 Spelling	100.0	-	-	97.4	-
YR 09 Writing	96.7	-	-	96.1	-

* 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
- Continue to foster within the school environment a safe, supportive, and inclusive culture
- That the students continue to feel a sense of belonging and connectedness to peers and staff
- The students continue to develop in their capacity to foster positive relationships and build 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.
- The students enjoyed participating in a number of whole school and year level activities in Term 1.
- Remote learning manuals were re-introduced at the start of lockdown in Term 2 to ensure the students were clear about the procedures.
- An extensive list of students at risk because of remote learning was developed and members of the Wellbeing team were assigned to each individual student to regularly check in with them and their family.
- 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.
- The results of the AWE survey for 2021 showed a higher number of students at risk. As a result, the counsellors were very busy checking in with students and supporting them and their family.
- The Mentors continued to check in with their group every day. If there was any concern about the wellbeing of a student, the Mentor would inform the Year Level Coordinators and the Counsellors.
- Throughout remote learning, the Year Level Co-ordinators held Year Group meetings and came up with innovative methods of connecting with their students as well as running online competitions.
- The House & Student Leadership coordinators worked with the leaders to present on-line regularly to the student body.

VALUE ADDED

Wellbeing Initiatives

- 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 the College Counselling Team

STUDENT SATISFACTION

- Students were excited to start the year back at school, only to be disappointed in Term 2 in having to return to lock down.
- By the end of the year, the students did feel lethargic. A lot of this was due to the instability caused by sudden lockdowns.
- There were some students who flourished during remote learning. The reverse of this was also evident with usually well-adjusted learners finding learning in the remote environment challenging. However, generally students who struggled academically at school, experienced difficulty engaging at home.
- Students enjoyed the active online activities run by staff from the Sports Department because they felt engaged and connected, whilst at the same time keeping their mind and body active.
- 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 occurred online to help students connect with each other, which helped their positivity. 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.

STUDENT ATTENDANCE

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. This was often linked to lack of adequate supervision, increased levels of distraction and lack of motivation or engagement.

Remote learning also affected the number 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, 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.

Below is the Attendance Report for 2021 From January 2021 to December 2021

Year Level	Student Count	Student Attendance Percentage
Year 7	157	92.56%
Year 8	160	90.34%
Year 9	158	91.17%
Year 10	153	88.96%
Year 11	159	87.22%
Year 12	154	88.17%
Totals	941	89.74%

YEARS 9 – 12 STUDENT RETENTION RATE

Years 9 to 12 Student Retention Rate 97.4%

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	
Y07	93.1%
Y08	91.2%
Y09	92.2%
Y10	89.8%
Overall average attendance	91.6%

SENIOR SECONDARY OUTCOMES	
VCE Median Score	31.0
VCE Completion Rate	100.0%
VCAL Completion Rate	87.0%

POST-SCHOOL DESTINATIONS AS AT 2021	
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

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 or 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.
- 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.

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 Conduct 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.