

# 2024

## Annual Report to the School Community



**Loreto**  
COLLEGE BALLARAT | EST.1875

### Loreto College

1600 Sturt Street, BALLARAT 3350

Principal: Michelle Brodrick

Web: [www.loreto.vic.edu.au](http://www.loreto.vic.edu.au)

Registration: 35, E Number: E2005

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## Principal's Attestation

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I, Michelle Brodrick, attest that Loreto College is compliant with:

- The minimum standards and other requirements for school registration and school boarding premises (if applicable) as specified in the Education and Training Reform Act 2006 (Vic) and the Education and Training Reform Regulations 2017 (Vic).
- Australian Government accountability requirements related to the 2023 school year under the Australian Education Act 2013 (Cth) and the Australian Education Regulations 2023 (Cth).
- The Child Safe Standards as prescribed in Ministerial Order 1359 – Implementing the Child Safe Standards, Managing the Risk of Child Abuse in Schools and School Boarding Premises.

Attested on 16 May 2025

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## About this report

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Loreto College is registered by the Victorian Registration and Qualifications Authority (VRQA). The Annual Report to the School Community (ARSC), provides parents and the wider community with information about the school's activities and achievements throughout the year including information about various aspects of school performance. The Report is supplementary to other forms of regular communication to the school community regarding initiatives, activities and programs which support the learning and wellbeing of its students. Further information about the contents of this Report may be obtained by contacting the School directly or by visiting the School's website. Information can also be obtained from the [My School website](#).

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## Governing Authority Report

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As Chair of the Loreto College Ballarat Board, I am honoured to present our report for 2024 – a time marked by growth, reflection, and innovation. Guided by the legacy of Mary Ward and Mother Gonzaga Barry, we continue our mission of excellence in education, embracing principles that shape our future.

In 2024, we embarked on a master plan for the Mary's Mount site, guided by principles rooted in our Loreto ethos:

- Vision of Mary Ward and Mother Gonzaga Barry: We build on the courage and dedication of our founders, creating an environment that empowers young women as agents of change.
- Student-Centered Approach: Our focus remains on spaces that support students' engagement, wellbeing, and holistic development, fostering courageous, compassionate leaders.
- Community Engagement: Our campus is a hub for engagement and philanthropy. Our planning includes partnerships and programs that promote social justice and compassion.
- Agile Learning Environments: We are creating dynamic spaces that support collaboration, critical thinking, and adaptability – equipping students with essential skills for an evolving world.
- Sustainability: Environmental stewardship is a priority, with plans to incorporate energy-efficient technologies and promote sustainable practices.
- Balanced Development: We respect our heritage while adapting to modern educational needs, creating spaces that honour our past and advance our future.
- Enrolment Growth: To secure financial sustainability, we plan for growth that supports our mission, investing in facilities to welcome more students.

Looking ahead, we are inspired by the future possibilities for Loreto College Ballarat and are grateful for a committed community, working together to build upon our founders' legacy of faith, courage, and wisdom.

I would also like to acknowledge three remarkable Board members whose contributions have been invaluable:

- Nicole Loader: with 9 years on the Board and Finance Committee, Nicole's expertise has set us on a sustainable path, ensuring a strong foundation for future generations.
- Nick Grylewicz: through his strategic vision and dedication, Nick has helped us realize our dreams with a clear, achievable path, leaving an enduring impact on Loreto's journey.

- Katrina Burke: as a Past Pupil with expertise in IT, Katrina has brought invaluable thought leadership, helping us embrace innovation and adapt to change.

We are profoundly thankful for their wisdom, commitment and service to Loreto College.

Ms Melanie Robertson – Loreto College Board Chair

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## Vision and Mission

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### 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'.

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## College Overview

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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.

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## Principal's Report

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In 2024, the College upheld the Loreto value of Sincerity, recognising its profound role in fostering authentic communication and relationships. This principle remains central to the personal integrity that Mary Ward envisioned for young women of strength and character. Her timeless ideal—that “we should be such as we appear and appear such as we are”—continues to inspire the College’s approach to education and the development of its students.

The implementation of the Strategic Plan 2023–2027, with key initiatives reflected in the Annual Action Plan across multiple domains. Faith and Identity, Learning and Innovation, Wellbeing and Thriving, Community and Engagement, and Stewardship of Resources remained the focus of ongoing development. The College aspires to be an innovative and contemporary learning institution that fosters student engagement and prioritises student agency. In keeping with the vision of Mary Ward, students are encouraged to be courageous, adaptable, and prepared to thrive in an ever-changing world.

There were many significant events throughout the year. The introduction of the Year 7 Da Capo instrumental music program provided new opportunities for students to explore their musical talents, while the exceptional production of Mary Poppins showcased their artistic and theatrical abilities. Other annual events such as rowing, athletics and swimming carnivals, exhibitions, retreats and camps remain a highlight for many students. Data analytics and research were key to decision making as the College evaluated the effectiveness of teaching methodologies and technological integrations such as artificial intelligence.

Educators at Loreto continued to foster strong professional relationships and engage collaboratively in professional learning communities. A culture of goodwill and camaraderie remains deeply embedded within the College, and students are perceptive to the optimism and encouragement that characterise their educational environment.

The processes and systems dedicated to nurturing, managing, and educating students are deeply ingrained in the fabric of the College. The increasing demand for a Loreto education reflects a well-established culture of connectedness and inclusion across all year levels. While the wellbeing and academic development of students remain the central focus for all staff, dedicated teams—including mentor group teachers, year level coordinators, directors, and the counselling team—provided targeted support to address the diverse and evolving needs of each individual. Through this collective commitment, the College continued to provide an enriching and supportive learning environment for all students.



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## Catholic Identity and Mission

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### Goals & Intended Outcomes

We are a Catholic school that walks proudly in the footsteps of Mary Ward. We strive to be 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 that grow our faith, our community and evolves our identity.

Our focus is keenly seen in our prayer and reflection opportunities. The often-used phrase, 'reading the signs of the times' is a key component for our College and we are continuously creating a space that enables all to participate. This is pertinent in our liturgical celebrations with a focus on relevance, involvement, reverence and enjoyment.

Our curriculum embraces diversity and awareness and creates dialogue that ensures that our community is knowledgeable, aware and informed. We want our students to be the advocates, allies and decision makers with a firm understanding of the common good, and how all people are made in the image and likeness of God and deserve to live life to the full. Our relationships with organisations and our participation in the wider community is pertinent to development of these strong characteristics.

Ultimately our Faith and Identity community are graduating students that are leaders in our world, that have capacity, are ethical decision makers. They embrace the Loreto tradition and live lives of dignity, confidence and empathy.

In 2024 our Liturgy Coordinator continued to work with our Liturgy team, which is inclusive of staff and students, to bring to life the liturgical elements of our community. Involvement is key in this area, alongside creativity with use of drama and importantly music. Incorporating these elements only adds to the reverence and meaningful encounters. We again had many opportunities to come together as a larger school community with our Opening School Mass, Mother's and Father's Day Liturgies, Reconciliation and Leadership Assembly and Founders Day Mass. Our Easter and Christmas Liturgies continue to be popular events with our students. We are cognisant of "For where two or three gather in my name, there am I with them" (Matt 18:20) and we continue to be open to opportunities that enable our community to grow their faith.

In our community we have much to be thankful for and we have much to give. 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. In 2024, we continued to work with our Social Justice Coordinator and Sustainability Coordinator and the leaders and teams that they are building.

We are working towards students being engaged, showing initiative, being proactive and looking to our external communities more and more. 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. 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 with our Christmas Hampers and other drives throughout the year. We look forward to building meaningful partnerships in our community.

## Achievements

In 2024 our staff worked consistently on our Loreto and Catholic understanding and how this can be seen in our everyday. We were fortunate to have a guest presenter at the beginning of 2024 where we unpacked our understanding of our value Sincerity through the lens of Catholicism and also our day to day as staff in a Catholic school. Our focus on Catholic Social Teachings continues to be a focus with an emphasis on this language and how these teachings underpin not only us as a Loreto community, but also members of a Catholic community.

Our Religious Education curriculum continues to evolve and we look forward to embedding our Loreto charism, awareness and action on Social Justice, our liturgical life and student agency and engagement more firmly into this curriculum. We are cognizant of our changing demographic in regards to staff, students and family and we are continuously looking at ways we can continue to evolve in this space. It is becoming ever more important in our society to continue to grow people of tolerance and awareness and people who embrace living in our multicultural world.

Our First Nations community continues to grow, with our First Nations Coordinator we have seen the impact of a growing confidence amongst our First Nations students with their own learning of culture. We have also seen a growing confidence in our community of being firm allies and advocates with development and implementation of curriculum, professional development and gatherings that enhance healing in our community. Much work has been completed in regards to the Fire Carrier Program with implementation in 2025.

## Value Added

In 2024 it was an opportunity to consolidate the many initiatives that began in 2023. We continued to work with our students in the student leadership program. Our Student Leadership Coordinator worked diligently to embed processes and to work with many areas of the College to promote the leadership opportunities.

Our retreats and reflection days continued to be occasions of joy, reflection, exploration and prayer. This space is unique to a Catholic community, and it is something that we are protective of, and we are constantly seeking new opportunities for our students that will form them to be people who have confidence in their faith and wanting to explore and evolve who they are in our world.

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## Learning and Teaching

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### Goals & Intended Outcomes

Throughout 2024, the Loreto College's overarching focus for Learning and Teaching, in line with the Strategic Plan, was to foster an aspirational culture of learning and growth through voice, choice and agency. This involved the three strategic priorities:

- To develop a culture of learning that is innovative, sustainable and future-focused, providing meaningful and rigorous learning experiences.
- To focus on enriching growth and development through the use of research and data analysis to measure progress and plan for success.
- To prioritise student agency by preparing active participants for a global future where learners are heard and encouraged to engage in choice, agency and leadership in their learning.

### Achievements

The Loreto community, encompassing our staff, students and parents have once again worked tirelessly to support learning outcomes during 2024. Through the continued emphasis on deep learning (from the work of Michael Fullan) and the emphasis on strategies to promote independent learning and student agency, our teachers collaborated with their Faculty members and within their Professional Learning Communities on a regular basis.

Our VCE and VCE VM students worked consistently, with all students completing their certificates. Our School Dux, Georgia Weymss, achieved an outstanding ATAR of 99.3 and many students performed above their predicted study scores, based on their General Achievement Test (GAT). Additionally, ATAR scores above 70, 80 and 90 saw a significant increase, particularly the 80-90 band which was a 12% increase from the previous year.

#### VCE Results Summary 2024

- Median Study Score of 31 (which has been the median for the past 6 years)
- 12% of students attained an ATAR above 90 (top 10% of the state)
- 37% of students attained an ATAR above 80 (top 20% of the state)
- 60% of students attained an ATAR above 70 (top 30% of the state)

## Student Learning Outcomes

In 2024 our Year 7 student cohort achieved a result that was above the national average for Writing. The Year 7 cohort achievements in Reading, Spelling, Grammar and Punctuation, and Numeracy were at the national average. The 2024 Year 9 cohort outperformed the national average in Reading, Writing, Grammar and Punctuation. The Year 9s performed at the national average for Spelling and Numeracy.

Throughout the year, data from On Demand Testing, ACER testing and class assessment results were used to identify areas for growth. Intervention measures were implemented as required and included ongoing differentiation, adjustment, support streams and tutoring. In addition, extension opportunities were provided in areas including STEM and the Arts.

NAPLAN - Proportion of students meeting the proficient standards			
Domain	Year level	Mean Scale score	Proficient
Grammar & Punctuation	Year 7	547	69%
	Year 9	576	63%
Numeracy	Year 7	537	77%
	Year 9	576	75%
Reading	Year 7	549	78%
	Year 9	587	73%
Spelling	Year 7	531	70%
	Year 9	568	70%
Writing	Year 7	561	77%
	Year 9	605	76%

\*A school's NAPLAN test must have a minimum of 11 participants and 80% participation rate. Data not reported for 2024 due to participation not meeting these criteria or no students were assessed. Participants include students who were assessed, including non-attempt, or those exempted from the test.

<b>Senior Secondary Outcomes</b>	
VCE Median Score	31
VCE Completion Rate	100%
VCE VM Completion Rate	100%
VPC Completion Rate	*

\*Data not reported for 2024 due to insufficient data i.e. less than 4 student enrolments for VCE/VCE VM/VPC or none of the students in a school received study scores.

<b>Post-School Destinations as at 2024</b>	
Tertiary Study	*
TAFE / VET	*
Apprenticeship / Traineeship	*
Deferred	*
Employment	*
Other - The category of Other includes both students Looking for Work and those classed as Other	*

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## Student Wellbeing

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### Goals & Intended Outcomes

- To ensure the wellbeing, safety and education of our young people are always at the forefront in all of the decisions we make and activities we do at school.
- To foster a safe, supportive environment and inclusive environment where students feel a sense of belonging and connectedness.
- Continue a whole school approach for wellbeing programs that are linked to positive psychology and wellbeing science both implicit and explicit in nature.
- To continue to educate staff and students about the diversity in our community.
- Build student agency and resilience through the domains of a learning, faith and wellbeing framework.
- Continue to establish and consolidate a collaborative and supportive partnership with parents/carers to enhance student wellbeing.

### Achievements

- The Year 12 class of 2024 have been a dependable, reliable and capable group of young people who demonstrated strong support for students in younger years.
- The Loreto School Captains passed on their insights and advice to Year 6 students in the Primary School Leadership Initiative.
- Students have felt a sense of community on days such as the swimming carnival, athletics carnival, 4EK, camps and the Mother Gonzaga Barry Feast Day.
- Students felt Loreto provided them with many opportunities to participate in, within the school day and outside the school hours which helped them form connectedness with students in all Year Groups.
- Loreto was successful in being a pilot school for the Year 10 Expect Respect program delivered by Women's Health Grampian CoRE Alliance and Ballarat Community Health in the Year 10 Strive period.
- Year 11 students worked on the message from their reflection day 'don't try harder, try different'. This self agency was built upon during the year with Thinking Traps workshops and the Leadership Day where students were challenged to notice and replace unhelpful thoughts, be proactive and remember their core values.
- Students in Year 11 took up opportunities to showcase leadership skills ranging from school tours, to Anzac Day, to assisting with the school production.
- Year 7 participated in the first Loreto Da Capo Music Program. The pride they felt when mastering new pieces boosted their self-assurance, positively influencing their participation across all school activities. Through various bands and ensembles, students forged meaningful friendships that will help them flourish throughout their time at school.

- Year 8 participated in the first Loreto Life4Life program. The Live4Life program is a Ballarat Council initiative. It is a rural program designed to raise awareness and destigmatise Youth Mental Health issues. Live4Life Ballarat was created in response to a reported increase from schools and agencies, in depression, anxiety, cyber bullying and self-harm which has led to the need for a coordinated response to address our young people's mental health.
- Year 9 presented Goals to Grow digital portfolios to staff and peers. Year 9 students enjoyed the diversity and challenge they experienced in their learning through their participation in the Amazing Race, the Melbourne Experience and the Outdoor Education camp.
- Loreto students participated in the Respectful Relationship forums held by Department of Education in Term 4 2024.
- The Wellbeing team value the partnership in working with parents to achieve the best outcome for their child especially in times where extra support is crucial.
- The AWE survey is completed in March by students and staff. It is a survey for assessing wellbeing in education. The results concluded overall the students felt Loreto is a positive fun environment, which is inclusive, supportive and welcoming by all members of the community.

### Value Added

- The SchoolTV app that is on our website that provides the community with information and advice on issues relating to young people has proved to be a valuable resource that has been frequently used by parents, staff and students.
- The Year Level Coordinators spent time in their Year Group meetings on the Student Version Child Safety Poster to remind students about Inclusiveness and how each student can contribute to this through words and actions set out on the poster.
- Loreto staff worked closely with Ballarat Community Health and Women's Health Grampians CoRE Alliance to deliver informative programs to support our students, in this ever changing landscape.
- The Wellbeing Team worked closely with our learning diversity department and outside agencies to provide the best support for students with health and learning difficulties.

### Student Satisfaction

- When students returned in 2024, there was a lot of laughter and joy on the playground and in the corridors.
- From the AWE survey (Assessing Wellbeing in Education) completed in March, it showed the students felt they were happier and healthier than in the previous year.
- On the AWE survey students were asked 'what makes the school a great place?' many of the students answered with 'the people, teachers and community'.



- The support systems in place, the sense of community and the pride students had in the school was spoken about a lot.
- The students value the friendships they have made at school.

## Student Attendance

- Students at Loreto want to learn and attend school. For some students, anxiety and illness are factors in the student not attending school.
- For students who find regular school attendance difficult, the Wellbeing team work with the student and families to help them put in place a plan for attending school.
- The official roll is taken in Period 1. Staff in the Student Reception office follow up on any unexplained absences by sending out a text to a parent.

Years 9 - 12 Student Retention Rate	
Years 9 to 12 Student Retention Rate	103.8

Average Student Attendance Rate by Year Level	
Y07	89.0
Y08	86.7
Y09	87.3
Y10	85.3
Overall average attendance	87.0

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## Leadership

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### Goals & Intended Outcomes

With Mary Ward as our role model, our community embraces the values of Freedom, Justice, Sincerity, Verity and Felicity. In 2024, the focus was on the value of Sincerity and to embrace the theme - We Walk as One.

- To create opportunities for meaningful and contemporary connections with the Catholic faith for staff and students
- To be people of faith in action and deepen our understanding of inclusivity and diversity
- To foster leaders that communicate effectively, strive to be collaborative and are ethical in all decision making
- To create a culture of learning that is innovative, sustainable and future-focused
- To apply research and analyse data to measure our progress
- To Improve wellbeing programs and related structures that support students and staff
- Embedding a culture of compliance by seeking and modelling best practice
- Planning for significant celebrations for the 150th year of Loreto in Australia and the foundation year of Loreto College Ballarat in 2025

### Achievements

- The development and planning of a detailed, sustainable Master Plan for the current Mary's Mount Campus with continued planning for the Lucas site.
- Embedding next stages of the Loreto Strategic Plan 2023-2027
- VCE results and NAPLAN outcomes
- Formation opportunities for staff, including two members of the Leadership Team who participated in the Loreto Ministries Mary Ward pilgrimage and professional learning for all staff that increased their understanding of what it is to work in a Catholic school and what it means to be Catholic
- Development of various guides and supporting structures to enhance wellbeing
- Evaluation of the Student Leadership model and implementation of changes increasing opportunities for students across the College

- Development and Implementation of a Middle Leadership Program in partnership with Damascus College.
- Improved teacher efficacy through Professional Learning Communities and goal setting
- Investigation and offering of international and national trips for cultural immersion
- Data Analytic training with staff and implementation of analytic meetings with senior students
- The establishment of a significant instrumental music program 'Da Capo' for all Year 7 students within the College.
- Creation of updated learning spaces enhancing reimagined pedagogical practices through Deep Learning and a revised PLC structure, including VCE-VM learning spaces in the Little Flower
- Implementation of the VCMEA in partnership with Consultative Committee and staff
- Achievements of excellence, including National representation in Public Speaking, Rowing, Cross Country, Athletics and Swimming
- Continued fostering of the arts through the 2024 Art & Design Exhibition *Pathways unfolded* and the school production *Mary Poppins*

Expenditure And Teacher Participation in Professional Learning
List Professional Learning undertaken in 2024
<p>The intention of staff professional learning was to create opportunities that supported the priorities of the Strategic Plan 2023-2027.</p> <p>This included staff formation facilitated by Maria Weatherill (Consultant: Catholic Identity at Catholic Education Office Sandhurst) This was a whole school event covering 3 main themes:</p> <ul style="list-style-type: none"> <li>• Working in a Catholic School in the 21st Century: Changes, Challenges and Champions</li> <li>• Catholic Social Teaching Principles: Why we do what we do</li> <li>• The Loreto Charism: How does this all fit with working at Loreto</li> </ul> <p>Other whole school training and development opportunities included:</p> <ul style="list-style-type: none"> <li>• First Nations cultural training – delivered by our First Nations Coordinator. This was for teaching staff, student services, counsellors, learning support and other support staff interested in upskilling.</li> <li>• ICT upskilling workshops were offered for Teaching and support staff (delivered by Loreto staff) : MS Teams and OneNote, SIMON, OneDrive/SharePoint.</li> <li>• Compliance training delivered by an external training provider to whole staff included Emergency evacuation training, Warden training, First Aid training; Online compliance training (delivered by SALT platform as part of our 3 year Compliance Cycle) included: Work Health &amp; Safety for Schools, Preparing for Emergencies/ Emergency Management.</li> <li>• A Leadership Development Program for our Middle Leaders in partnership with Damascus College.</li> <li>• TASS training was provided to a number of key staff involved in the initial set up and implementation.</li> </ul> <p>Other targeted professional learning focussed on:</p> <ul style="list-style-type: none"> <li>• VCE subject specific and analysis</li> <li>• Learning Environments</li> <li>• Live for Life</li> <li>• Literacy</li> <li>• Learning Diversity</li> <li>• Wellbeing</li> <li>• Youth Mental Health First Aid</li> <li>• Loreto Schools Australia Conferencing</li> </ul>

<b>Expenditure And Teacher Participation in Professional Learning</b>	
<ul style="list-style-type: none"> <li>• New staff inductions</li> </ul>	
Number of teachers who participated in PL in 2024	96
Average expenditure per teacher for PL	\$470.00

## Teacher Satisfaction

Staff surveys completed throughout the year included -

- AWE (Assessing Wellbeing in Education) survey
- Insight SRC survey

These surveys have been implemented annually over the past three years. Prior to this they were conducted every two years.

Overall, results indicated an above level of wellbeing. Comments made by staff expressed gratitude for the support received and the collegiality they experience at the College. In the Insight SRC report, organisational climate has shown a slight improvement in all pillars - empathy, clarity, engagement and learning.

<b>Teacher Qualifications</b>	
Doctorate	1
Masters	26
Graduate	35
Graduate Certificate	4
Bachelor Degree	83
Advanced Diploma	7
No Qualifications Listed	4

<b>Staff Composition</b>	
Principal Class (Headcount)	8
Teaching Staff (Headcount)	96
Teaching Staff (FTE)	90.28
Non-Teaching Staff (Headcount)	68
Non-Teaching Staff (FTE)	55.98
Indigenous Teaching Staff (Headcount)	2

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## Community Engagement

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### Goals & Intended Outcomes

Our overarching 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 engage with all generations of alumni and encourage a lifelong connection with the school and our global Loreto community.

We also 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 and ensure equitable and diverse access to a Loreto education through supporting and promoting scholarship, bursary and education support pathways. We also 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

In 2024, Loreto College continued to connect with our broader community, celebrate our students and alumni, and promote all that Loreto College has to offer.

Our annual International Women's Day breakfast held in March saw three more alumni inducted into our Women in Time – Inspiring, including Margot Serch (Podger), Class of 1955, for her service to the poor and homeless within the category of Community Service Leadership; Andrea Dennett, Class of 1981, for her service to environmental protection and sustainability within the category of Community Service Leadership; and our Younger Achiever and Entrepreneur, Grace Mulcahy, Class of 2016, for her contribution to science and surveying within the category of STEAM & Innovation Excellence. Our inductees join a

growing list of Loreto College Ballarat alumni who continue to inspire generations of Loreto students.

In March and April, we welcomed back to the College our past pupils to reminisce, reconnect and celebrate as a community at our 2024 Reunions. On March 23, 188 students from the Classes of 1984, 1994, 2004, 2014 and 2022 attended our 2024 Reunion Day and on April 20 we hosted 70 former students from the Classes of 1963, 1964, 1965 & 1974 for their 50 & 60 Year reunions.

Events for our prospective families were held in October with our Open Morning on October 24 and our Information Evening on October 29. These events provide an opportunity for our prospective families to tour the College and learn more about the programs on offer and what their child can expect from a Loreto education. There was strong attendance across both events with 176 people attending the Open Morning and approximately 129 families attending the Information Evening. Prospective families also had the opportunity to see the College in action during one of our monthly tours held from March through to November in which almost 300 people visited the College.

Our incoming Year 7 Information Evening was held on November 7 with 170 families in attendance. Families heard from members of the Leadership team, Learning Diversity and the Year 7 Coordinators who outlined what to expect as students transition to Loreto College from primary school. Attendees were also entertained by the junior band and heard from current students about what it's like starting secondary school.

Our Class of 2024 celebrated a significant milestone in their journey as a Loreto student at the Year 12 Graduation Mass on October 22 and Celebration Dinner on November 20. These events celebrate the culmination of six years of secondary schooling and hold a special significance for our students as they receive their floral crowns and Loreto rings. Students were joined by their families and staff at both events, who came together to celebrate and farewell our graduating class.

Our fundraising efforts continued in 2024 with our Annual Giving Campaign for our Rise Up Scholarships, Dora O'Sullivan Bursary and Building Fund. We had over 40 donors make contributions which go towards ensuring that Loreto College remains accessible to students who may not otherwise be able to attend the College. As well as the Annual Giving Campaign, Loreto College is fortunate to receive the wonderful support of local organisations and individuals who sponsor subject and academic honour awards for our VCE, VCAL and VET students. In 2024, we had 23 local organisations or individuals sponsor student awards as well our Past Pupils' Association who sponsored our VCE Dux Award and VCAL Award.

Loreto College continued its support of local charity organisations in 2024 with the 4EK Run held in Term 2. The event honours the legacy of former Loreto College Ballarat student Emma-Kate McGrath by promoting awareness of meningococcal disease and raising money for 4EK. The College also continued its 36-year tradition of helping families in need by



providing Christmas hampers to the St Vincent de Paul Society who distribute these to those less fortunate. Both food and gifts are donated as part of the tradition, bringing much joy to families at Christmas time.

Our senior students continued their participation in the Respect Cup football game, which was hosted by Loreto College at Mars Stadium. Matches were played between Loreto College and Sacred Heart Geelong, and St Patrick's College and St Joseph's College. The event is held to mark International Women's Day and aims to promote respectful relationships between young men and women.

The Marketing and Development team continued to produce a variety of internal and external publications for various areas of the school. The College yearbook, *The Abbey*, celebrated the 2024 College year with a focus on student achievements, curricular and co-curricular programs, camps and immersion trips, key activities and events, sports carnivals, and of course farewelling our Year 12s. The yearbook remains a special memento for all students allowing them to look back on the year that was.

Our bi-annual College magazine, *Verity*, continues to be a popular publication for both alumni and current students. Published in May and December, the magazine features stories, recent news, events, reunions, weddings and past pupil updates. Our school newsletter continues to be a valued resource for the Loreto community, in particular our current families. The newsletter is produced twice a term with contributions from members of the Leadership Team, Faculty Leaders and local community organisations.

In 2024, Loreto College reworked its *I am Loreto* television commercial with new footage and a more upbeat version of the accompanying song, *Rise Up*. The campaign is targeted at prospective families and aims to enhance the College's brand recognition within the local community. The campaign commenced on 24 July on the WIN Network, 9GO and 9GEM inline with 2024 Paris Olympics and Paralympic Games, with strong audience reach throughout the campaign.

To strengthen brand recognition and build a positive brand identity within the community, Loreto College continued its promotion through print advertising with local publications, including *The Courier*, *Ballarat Times* and *Ballarat Living*. Promotion included advertisements for reunions, enrolments and scholarships, an advertorial for *Women in Time*, and feature ads for Loreto College's 150 Year Celebrations, Head of the Lake, Education Week, and a farewell to our Year 12s.

Loreto College appeared regularly in the media throughout 2024, with articles published in both *The Courier* and *The Ballarat Times*. These included Head of the Lake, our *Women in Time* initiative, Respect Cup football match, Education Week feature on women in STEM, the College production of *Mary Poppins*, National Sorry Day, the Victoria All-Schools X-Country Relay 4x3km team, the Domestic and gender-based violence forum, the Legacy's Junior Public Speaking Competition and the Highest VCE scorers of 2024.

In 2024, the Past Pupils' Association continued its hard work under the leadership of Faith White as President, Sally Eastwood as Vice-President, Secretary, Michaela Prendergast, and Treasurer, Lauren Bromley. PPA committee meetings were held in February, May, August and October with the Annual General Meeting held on 21 November. Much of the focus for 2024 was planning for the College's 150 Year celebrations in 2025. Alongside this, the PPA hosted several events, including an Easter Picnic on 27 March, the inaugural Ladies Lunch on 24 May at the Western Hotel, pre-show drinks prior to the production of Mary Poppins on 25 May, the Past Pupils' Liturgy and High Tea on 13 November and a movie night with a special screening of Mozart's Sister on 28 November. The PPA also continued with its gifting of a Loreto badge to the Year 12 cohort, linking them to the alumni association of which they would soon become a part of.

## **Parent Satisfaction**

Loreto College Ballarat has a supportive parent/carer community who are actively involved in the life of the students, particularly those with diverse learning needs. There is strong support and active support for College events, including Parent/Teacher/Student interviews, information evenings, PSG meetings and celebration events.

Parents and carers value the ability to be informed by interacting with our social media and social events such as Mother's Day.

Parent responses from the School Improvement Framework (SIF) surveys indicated that parents rated student safety and classroom behaviour highly. Parents noted improvement in student motivation and connectedness to school in 2024.

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## Financial Performance

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The school's financial performance information and a report of the financial activities of the school's boarding premises (if applicable) have 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).

For more detailed information regarding our school please visit our website at [www.loreto.vic.edu.au](http://www.loreto.vic.edu.au)