LORETO COLLEGE

Marryatville, South Australia

2019
Annual Report

1 January 2019 – 31 December 2019

ACN: 610 098 069

Table of Contents

LORETO CHARISM

Loreto College Marryatville is a leading South Australian day and boarding school offering a co-education in Early Learning (6 weeks to 5 years), and an all girls' education in Junior School (Reception to Year 6) and Senior School (Years 7 to 12).

We value the holistic education of girls, as demonstrated by our students' outstanding academic achievements and their sporting accomplishments. Our students achieve some of the best Year 12 results in the State and our student performance in the National Assessment Program – Literacy and Numeracy (NAPLAN) tests are consistently above national average. Our strong academic performance has seen the College produce two of South Australia's Rhodes Scholars and one Schwarzman Scholar in the past four years.

Celebrating 115 years in Adelaide, Loreto College Marryatville is one of seven Loreto independent schools across Australia. Our sister Loreto schools are located in New South Wales (Kirribilli and Normanhurst), Victoria (Toorak and Ballarat), Queensland (Coorparoo) and Western Australia (Nedlands). Together with over 150 Loreto schools world-wide, we share a strong belief in the education of girls in becoming confident, articulate, and successful young women.

The Loreto education tradition, expanding a period of over 400 years, was first inspired by the founder of the Institute of the Blessed Virgin Mary (ibvm), Mary Ward, and established in the Australian context by Gonzaga Barry ibvm in the late 19th century. Both of these women shared a passion and commitment to the education of girls and women to be 'seekers of truth and doers of justice'. This vision is in turn reflected in the Mission Statement for Australian Loreto Schools which states, 'Loreto schools [are 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' and in doing so 'educate beyond the stereotypes'.

STAFFING

Staff Qualifications, Retention, Workforce Composition and Diversity

In 2019, Workforce Composition, including Indigenous Composition is as follows:

- Number of teaching staff   57
- Number of full-time equivalent teaching staff   46.95
- Number of non-teaching staff   32
- Number of full-time equivalent non-teaching staff   25.69

There are no teaching staff who identify as Aboriginal or Torres Strait Islanders.

Academic qualifications for teaching staff are outlined below. In addition, all staff are required to complete Responding to Abuse and Neglect Training and First Aid qualifications. All teaching staff are registered with South Australian Teacher's Registration Board.

The figures below are based on 57 teaching staff (from Census Return – August 2019)

Doctorate	2	3.5%
Masters	15	26.3%
Post Grad Diploma	32	56.1%
Bachelor	71	124.6%
Adv Diploma and Diploma	24	42.1%

Professional Learning

Professional Learning opportunities in 2019 continued to align with the College's Strategic Plan and Objectives.

Staff participated in the following Professional Learning opportunities:

- 'Creating the Buzz' Staff Professional Learning, facilitated by Tracey Ezard
- Curriculum based workshops, including:
    - Assessment Purpose and Design
    - ELC Environment – the Third Teacher
    - MAP Growth
    - Disability Standards for Education – e-learning
    - Special Provisions – Senior School
    - Authentic Provocations: Making Connections Across the Centre
    - Markbook – Rubrics and Advanced Features
    - Course and Unit Pages – Introduction
    - Inclusive Education – Adaptations and strategies to promote equal access
    - Maths Pathways
    - Education Perfect
    - Task Design – hands on workshop
- Social, Emotional and Academic Development (SEAD) Tracking Module on Loreto Connect
- Educator Impact goal review and setting
- Keeping Safe: Child Protection Curriculum update
- Sustaining the Workplace (Bullying and Harassment Training)

STUDENTS

Attendance

Reception	98.00%
Year 01	99.00%
Year 02	98.00%
Year 03	97.00%
Year 04	97.00%
Year 05	98.00%
Year 06	98.00%
Year 07	97.00%
Year 08	97.00%
Year 09	98.00%
Year 10	97.00%
Year 11	97.00%
Year 12	98.00%
Overall	**97.58%**

Absenteeism

If a parent does not contact the College to provide an explanation of their daughter's nonattendance, the Receptionist and Student Services Officer will attempt to contact the parent by telephone (phone call and/or text message) or a follow-up email to identify the whereabouts of the student as soon as practicably possible during the same day. Upon receipt of the message

from the Receptionist and Student Services Officer regarding the student's noted absence, the parent of the student is required to respond immediately to either confirm or deny the student's absence from the College. The explained reason for the nonattendance will be recorded on the College database by the Receptionist and Student Services Officer. If contact cannot be made with the parent, the Receptionist and Student Services Officer will review the attendance record for the student and either the relevant classroom teacher (Reception to Year 6) or Leader of Student Wellbeing and Academic Care (Years 7 to 12) will then attempt to contact an adult nominated by the parent on the student's emergency contact list held at the College.

College and Student Awards

College Awards

Loreto College Marryatville was named on the 2019 national list of schools identified by 'The Educator' as leading innovation and change in education in Australia. Only 44 schools in Australia received this award. This award was in acknowledgement on the newly implemented Social, Emotional and Academic Development (SEAD) program.

Student Awards

Sport

- First Place: Catholic Primary Schools' Athletics Carnival
- Premiership winners and Runners-up: Senior Basketball
- Premiership winners: Middle Years and Senior Water Polo
- Premiership winners: Badminton (third year in a row)
- Premiership winners: Year 7 Netball and Year 9 Netball
- Second Place: Combined Catholic Secondary Schools' Athletics Carnival (winner of 16 Years and Over age group shield)
- Winners: Head of the River Year 7/8 Coxed Quad (undefeated in the Schools Premiership Series and are holders of the fastest time ever recorded for this event in South Australia)
- Winners: U14 Girls Age Group Catholic Secondary Schools' Swimming Carnival
- State Winners: Year 6 Aerobics Team. This team then competed in the National School Aerobics Championships on the Gold Coast, finishing 3 points behind the Gold medal team
- Three students represented the College at the State Athletics Championships
- Two students represented South Australia at the Australian All Schools Athletics Championships
- Two students represented the College at the State Swimming Championships

Poetry Recital Competition

Three students in the Junior School participated in the Independent Primary School Heads of Australia (IPSHA) Poetry Recital Competition. With eleven independent schools participating in South Australia, students were required to learn and recite a set poem and then choose their own poem to recite. Students placed second and third in this competition.

Oliphant Science Awards

The following were achieved by students in the South Australian Oliphant Science Awards:

First Prize
Poster (R-2) 'Why Can a Bird Fly, But I Can't?'
Poster (11-12) 'The Moon is the Earth's Hammer'

Second Prize
Poster (R-2) 'The Life Cycle of My Apple Tree'
Photography (11-12) 'Tessellations'

Third Prize
Models and Inventions (R-2) 'The Periodic Table'
Poster (11-12) 'The Importance of the Moon'

Second Place
Defence Science and Technology's Secondary School Prize 11-12

Third Place
Department for Education Young Scientist Awards Years 8-12

Tournament of Minds (TOM)

The Year 5/6 team achieved first place in South Australia for the Social Sciences section of the Tournament of the Minds competition. This team went on to represent South Australia in the International Finals in Hobart. This was the third consecutive year that a Loreto Primary team has represented South Australia at an International Final.

da Vinci Decathlon

Year 7 Team won First Place in the Science Category at the de Vinci Decathlon competition.

International Competition and Assessments for Schools (ICAS)

Three students (Year 3, Year 5, Year 6) were medal winners in their writing assessment. A medal is awarded to students with the top score in each subject in each year level. Out of 980,000 entries, only 514 students from Australia and New Zealand received a medal, placing these students in the top one percent of students across these countries.

History Award Winners

- South Australian Winner: Premier's Anzac Spirt School Prize
- South Australia Winner: National History Challenge Reception to Year 4 Category (won by a Year 1 student)
- South Australian Winner, National History Challenge: Women's History Category
- South Australian Winner, National History Challenge: Museum Exhibit Category
- South Australian Winner: The Simpson Prize
- South Australian Runner-Up: The Simpson Prize
- South Australian Winner: Young Historian of the Year

Primary Mathematics Association (PMA) Mathematics and Numeracy Challenge

A Year 5 student was the State Winner of the PMA Challenge

Debating

A Year 7 student received the South Australian Debating Association 'Most Valued Debater' Award. The Year 5/6 Team won their debating Grand Final, having been coached by Year 11 students.

Mary MacKillop Award

Two students received the Mary MacKillop Award for Excellence. This award acknowledges the Year 12 students from Catholic Schools in Adelaide who have demonstrated faith, integrity, and generosity in their interactions with others.
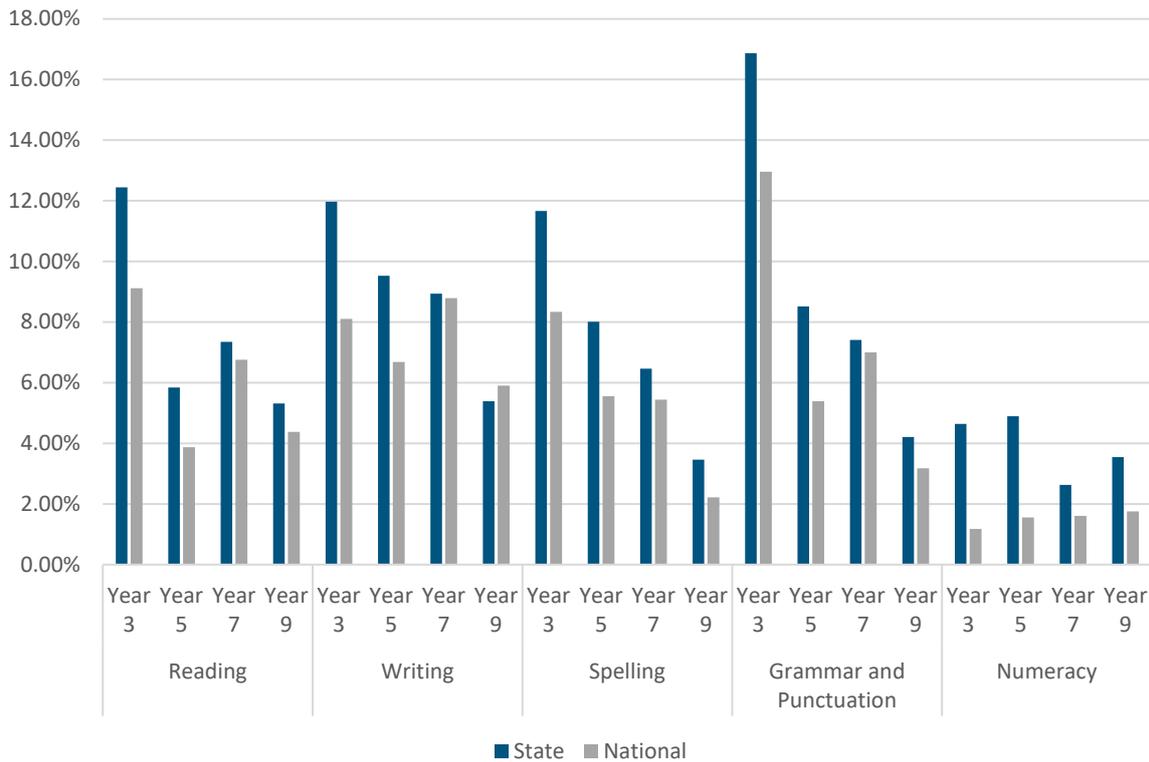
NAPLAN RESULTS

In 2019 ACARA identified that Loreto College had demonstrated substantially above average gain in reading achievement by the students moving from Year 7 2016 to Year 9 2018. Only 268 schools nationally achieved this outcome. Identified high gain schools have demonstrated substantial improvement in reading and/or numeracy as follows:
1. an overall gain that exceeds the national average by more than one standard deviation
2. an overall gain higher than schools with similar ICSEA levels, by more than one standard deviation; and
3. an overall gain higher than that shown by students with the same NAPLAN starting score, also by more than one standard deviation.

School, State and National Comparative Data

Component	Year Level	2019 Mean Score			2019 LCM % Above	
		LCM	State	National	State	National
Reading	3	471.7	419.50	432.30	12.44%	9.11%
	5	525.6	496.60	506.00	5.84%	3.87%
	7	582.9	543.00	546.00	7.35%	6.76%
	9	605.8	575.20	580.40	5.32%	4.38%
Writing	3	457.4	408.50	423.10	11.97%	8.11%
	5	505.6	461.60	473.90	9.53%	6.69%
	7	558.3	512.50	513.20	8.94%	8.79%
	9	581.3	551.60	548.90	5.38%	5.90%
Spelling	3	453.6	406.20	418.70	11.67%	8.34%
	5	528.5	489.30	500.70	8.01%	5.55%
	7	575.3	540.40	545.60	6.46%	5.44%
	9	595.2	575.30	582.30	3.46%	2.22%
Grammar and Punctuation	3	496.8	425.10	439.80	16.87%	12.96%
	5	526	484.70	499.10	8.52%	5.39%
	7	579.6	539.60	541.70	7.41%	7.00%
	9	591.4	567.50	573.20	4.21%	3.18%
Numeracy	3	412.9	394.60	408.10	4.64%	1.18%
	5	503.5	480.00	495.80	4.90%	1.55%
	7	582.4	567.50	573.20	2.63%	1.61%
	9	602.4	581.80	592.00	3.54%	1.76%

Percentage Above State and National Averages

Students at Loreto College continue to achieve results above the State and National averages in each component of NAPLAN.

Results that were reasonably above (over 10%) State averages in 2019 include:
- Year 3 – Reading (12.44%)
- Year 3 – Writing (11.97%)
- Year 3 – Spelling (11.67%)
- Year 3 – Grammar and Punctuation (16.87%)

Results that were reasonably above (over 10%) National averages in 2019 include:
- Year 3 – Grammar and Punctuation (12.96%)

Results that were slightly above (between 5% - 10%) State averages in 2019 include:
- Year 5 – Reading (5.84%); Writing (9.53%); Spelling (8.01%); Grammar & Punctation (8.52%)
- Year 7 – Reading (7.35%); Writing (8.94%); Spelling (6.46%); Grammar & Punctation (7.41%)
- Year 9 – Reading (5.32%); Writing (5.38%)

Results that were slightly above (between 5% - 10%) National averages in 2019 include:
- Year 3 – Reading (9.11%); Writing (8.11%); Spelling (8.34%)
- Year 5 – Writing (6.69%); Spelling (5.55%); Grammar & Punctation (5.39%)
- Year 7 – Reading (6.76%); Writing (8.79%); Spelling (5.44%); Grammar & Punctation (7.00%)
- Year 9 – Writing (5.90%)

YEAR 12 RESULTS

The Year 12 SACE results in 2019 were outstanding. Loreto College was the highest performing Catholic School in South Australia and one of the highest performing schools across all schools in South Australia. These results consisted of the following:

100% of students successfully achieved SACE completion

Median ATAR 91.4, meaning 50% of our students received an ATAR of 91.4 or higher

DUX: Maria Lin achieved an ATAR of 99.65, including two A+ with Merit

Governor of South Australia Commendation - Excellence Award: Georgia Williams, ATAR 98.5,

SACE Art Show: Claudia Kuerschner and Kaelyn Lau

21 Merits (perfect scores) across 13 subjects were achieved by 17 girls

Claudia Kuerschner	English, Visual Arts
Antonina (Maria) Lin	Chemistry, Physics
Ruby McEvoy	Research Project B, Visual Arts
Sophie Treasure	Integrated Learning A, Women's Studies
Georgia De Vellis	Research Project B
Panayiota (Pia) Dimitrious	Research Project B
Isabella Farrell	Women's Studies
Isabella Galluccio	Biology
Stephanie Goodwin	Integrated Learning A
Maddison Greig	Business and Enterprise
Rosa Lepore	Integrated Learning A
Kate McKay (Year 11)	Modern History
Grace Pasalidis (Year 10)	Music Performance- Ensemble
Deanna Ruggiero	Material Products II
Isabella Semaan	Research Project B
Samantha Summerford	Research Project B
Ereni Vithoulkas (Year 10)	Workplace Practices

64% of all grades were As and of these:

- 15% of students achieved 6 or more A results
- 43% of students achieved 5 or more A results
- 64% of students achieved 4 or more A results
- 70% of students achieved 3 or more A results
- 86% of students achieved 2 or more A results
- 95% of students achieved 1 or more A result

55% of girls achieved an ATAR of 90 or above, placing them in the top 10% of the State:

- 3% of girls achieved an ATAR of 99 or above, placing them in the top 1% of the State
- 6% of girls achieved an ATAR of 98 or above, placing them in the top 2% of the State
- 27% of girls achieved an ATAR of 95 or above, placing them in the top 5% of the State
- 55% of girls achieved an ATAR of 90 or above, placing them in the top 10% of the State
- 65% of girls achieved an ATAR of 85 or above, placing them in the top 15% of the State
- 78% of girls achieved an ATAR of 80 or above, placing them in the top 20% of the State

Twenty-one Year 11 students and two Year 10 students accelerated their studies completing one or more Stage 2 SACE subjects. These students achieved the following outstanding results across all subjects:

70% of the results achieved by accelerated students were in the A Grade range:

- 22% achieved an A+ Grade including three A+ with Merit
- 39% achieved an A Grade
- 97% achieved a B Grade or higher

Year 11 and Year 10 students accelerated in the following subjects:

Biology, Business & Enterprise, Dance, Italian (Continuers) Modern Greek (Continuers), Modern History, Music Performance Ensemble, Music Performance Solo, Physical Education, Research Project, Workplace Practices.

Year 12 Post-School Destination Data

In 2019, 75 students who completed SACE/Stage 2 at Loreto College and applied to South Australia Tertiary Admission Centre (SATAC) received offers. There were 80 Graduates in total.

Post-school Destination	Percentage of Cohort
University	95%
Apprenticeships / Traineeships	1.25%
TAFE	1.25%
Private Colleges	1.25%
Cadetships	0.%
Workforce	0%
Gap Year	1.25%

University Placements:

	2017	2018	2019
37 Students – UniSA	(36.8%)	(45.6%)	49.3%
26 Students – University of Adelaide	(45.2%)	(38.0%)	34.7%
11 Students – Flinders University	(19.0%)	(16.4%)	14.7%
1 Student – Torrens University	(0%)	(0%)	1.3%

Preferences:

		2017	2018	2019
55 Students	1st Preference	(78.6%)	(79.7%)	73.3%
13 Students	2nd Preference	(16.7%)	(11.4%)	17.3%
5 Students	3rd Preference	(1.2%)	(7.6%)	6.7%
2 Students	4th Preference	(0.0%)	(0.0%)	2.7%
0 Students	5th Preference	(3.5%)	(0.0%)	0%
0 Student	6th Preference	(0.0%)	(1.3%)	0%

Distribution of Univeristy Study Pathways 2019 - First Round Offers 75 students

- ■ Engineering 4
- ■ Business and Commerce 11
- ■ Science 1
- ■ Nursing/Midwifery 6
- ■ Law/Criminology 9
- ■ Allied/Heath Science 8
- ■ Medicine 1
- ■ Architecture /Design 2
- ■ Psychology 8
- ■ Media/Journalism 1
- ■ Education 5
- ■ Aviation 1
- ■ Arts 2
- ■ Bio medicine 5
- ■ Creative Arts 5
- ■ Health Science 5
- ■ Human Move. 1
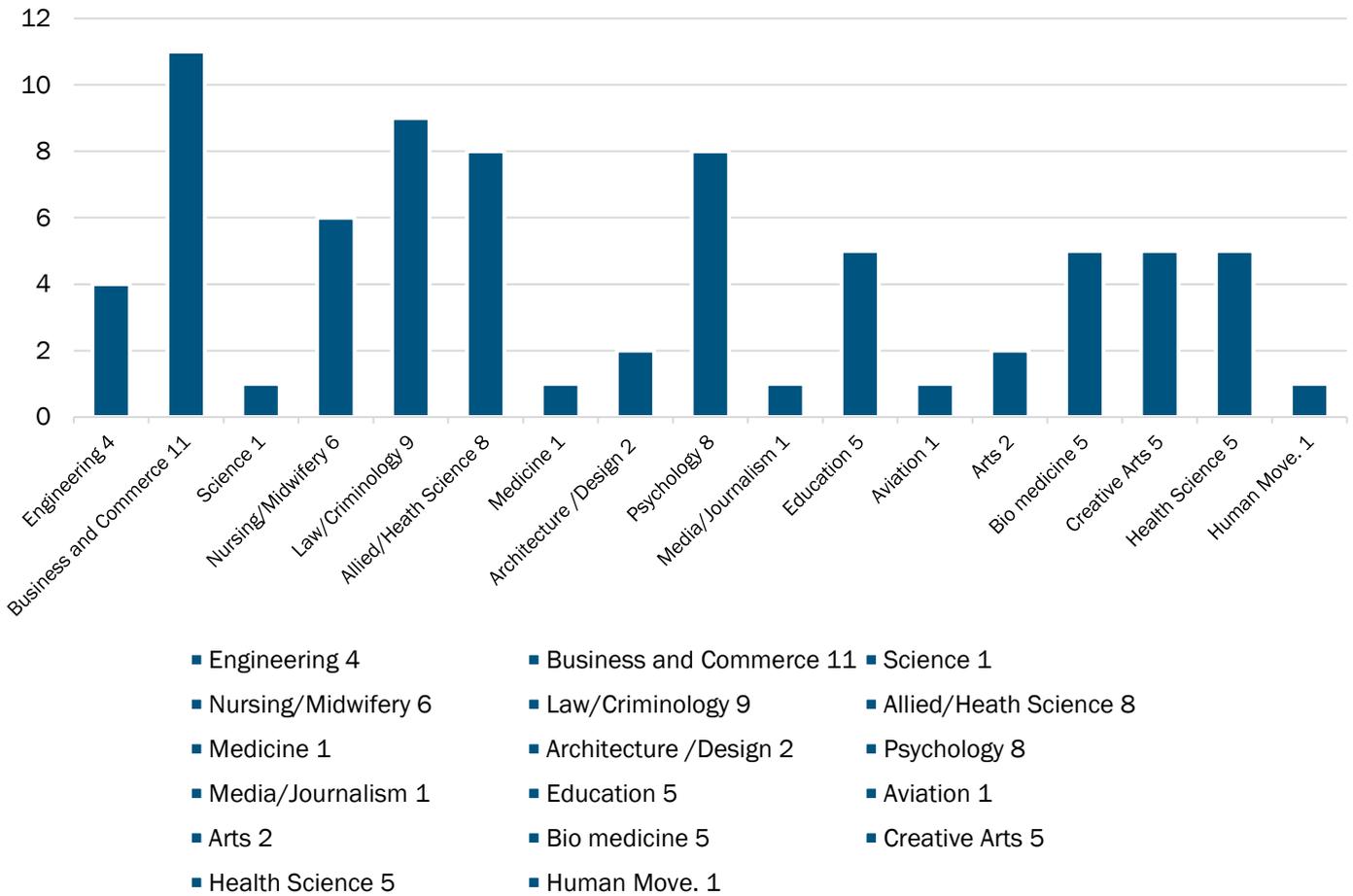
STUDENT, PARENT & STAFF SATISFACTION

In 2019 a satisfaction survey was completed by students, parents and staff. The results are as follows:

4 - 5	An excellent outcome that indicates a real commitment on behalf of the organisation to address this issue in a tangible and relevant manner. Maintain vigilance and continue to adapt to the changing nature of the school environment.
3 - 4	A fair to good score that reflects a level of satisfaction on this issue. However, it falls short of an 'educator of choice' outcome. Continual and increased focus on this issue is recommended.
2 - 3	A poor result that suggests a core level of underlying dissatisfaction on this issue. Investigation and corrective action required.
1 - 2	There are significant issues for concern. This score reflects an unhealthy disconnect on this issue between the current situation and the needs and/or expectations of parents. Major corrective action required.
+	A score that is equal to or higher than the 'Average Score'.
-	A score that is lower than the 'Average Score'.

Students

Values + Culture

Statement Text	Average score	Variance
I am proud to be a student at Loreto College (Marryatville).	4.46	10%
At Loreto College (Marryatville), I am encouraged to do the best I can.	4.51	11%
Staff at Loreto College (Marryatville) show respect for each other.	4.38	8%
Students at Loreto College (Marryatville) show respect for each other.	3.90	-4%
Category Average	4.31	6%

Leadership + Direction

Statement Text	Average score	Variance
I respect the leadership team at Loreto College (Marryatville).	4.42	9%
I like to see the principal regularly around the school.	3.99	-1%
I admire the student leaders at Loreto College (Marryatville).	4.15	2%
Our school is organised and things seem to run smoothly.	3.85	-5%
I think that everyone at Loreto College (Marryatville) is trying to make the school better.	3.91	-4%
Category Average	4.07	0%

Parents

Values + Culture

Statement Text	Average score	Variance
Loreto College (Marryatville) values are reflected in the behaviour of staff and students.	4.26	6%
Loreto College (Marryatville) has a very welcoming and supportive culture.	4.38	8%
At Loreto College (Marryatville), each child is encouraged to achieve to the best of their ability.	4.26	6%
Staff and parents at Loreto College (Marryatville) work co-operatively to deliver high quality educational outcomes for students.	4.08	1%
Category Average	4.25	5%

Leadership + Direction

Statement Text	Average score	Variance
I respect the leadership team at Loreto College (Marryatville).	4.25	5%
Loreto College (Marryatville) consistently strives to improve its educational offer to students.	4.16	3%
I have confidence in the future direction of Loreto College (Marryatville).	4.23	5%
Category Average	4.21	4%

Staff

Organisation

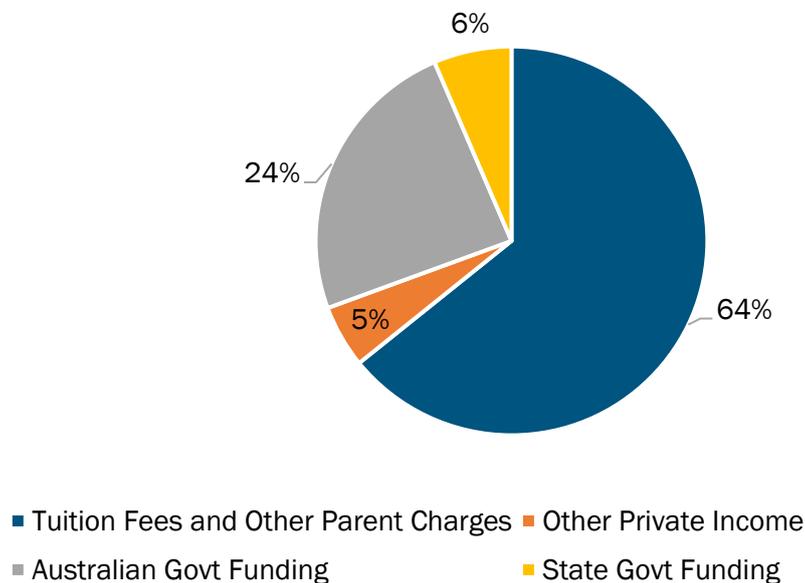| Statement Text	Average score	Variance
Loreto College (Marryatville) provides high quality services to parents and students.	4.30	9%
I have confidence in the future direction of Loreto College (Marryatville).	4.05	3%
Category Average	4.17	6%

School Leadership

Statement Text	Average score	Variance
I respect the leadership team at Loreto College (Marryatville).	3.98	1%
The School Board is effective in the work it undertakes.	4.00	2%
The Parent Association is effective in the work it undertakes.	4.32	10%
Category Average	4.10	4%

FINANCIAL MANAGEMENT

Recurrent Income

The College recurrent income can be broken down into the following funding sources:

- Tuition Fees and Other Parent Charges
- Other Private Income
- Australian Govt Funding
- State Govt Funding

STRATEGIC PLANNING

With the conclusion of the 2017-2019 Strategic Plan, 2019 was spent re-developing a new Strategic Plan for the next four-year period of 2020-2023. Building from a long history of excellence and strong academic performance, the 2020-2023 Strategic Plan has the objective of ensuring that Loreto College is a school that defines itself by best practice, and as such, is a school of choice and excellence both now and into the future. Educating strong, passionate and confident girls and young women who have the knowledge and skills to make a difference to their world is our core objective. Thus, at the centre of all that we do are our students and their learning and wellbeing outcomes. The Loreto College Marryatville Strategic Plan ensures we continue to be at the forefront of educational research, that we are innovative in our thinking, our teachers are experts in their field, and our College facilities are tailored to deliver optimal learning experiences.

Objective 1: To be a future looking school.

A future looking school:
- Honours the past, builds from the present, and drives towards an ideal future
- Has clear values and beliefs
- Has a positive culture amongst staff, students and parents
- Has a stimulating learning and physical environment
- Is self-reflexive
- Is focused on discovery and renewal
- Embraces changing contexts in order to grow and develop
- Is a leader of best educational practice and uses this to develop others

<u>Objective 2: To be a school of choice and excellence.</u>

A school of choice and excellence:
- Provides structures and practices to ensure all students flourish
- Sets clear targets and has high standards and expectations
- Researches and undertakes rigorous processes that lead to best practice
- Uses data and evidence to set a path for improvement
- Invests in developing staff through strategic professional development
- Embraces all partners within its community
- Has facilities and infrastructure that support educational objectives
- Has clear and effective governance

Learning: We use evidence to drive best practice and a process of continuous learning.

Goals:
- Provide a continuum of learning across the College that facilitates the progression from Early Learning to Year 12
- Track, monitor, and acknowledge student achievement and performance in academic and co-curricular pursuits
- Use data and evidence to drive best teaching practice in order to improve student learning outcomes
- Assist students to achieve growth in their learning outcomes through specific support and enrichment structures and processes
- Use continuous feedback and goal setting to drive student learning and staff development
- Be a lighthouse school for best practice in education by contributing to the broader education profession
- Provide a broad range of enriching opportunities that nurture the holistic growth and development of children
- Provide a range of opportunities and structures that foster and encourage the professional learning of staff

Wellbeing: We understand that student and staff wellbeing facilitates optimum learning conditions.

Goals:
- Ensure every student is known, understood and heard (no 'invisible children')
- Ensure frameworks and programs are in place to meet students' social, emotional, and academic development
- Ensure structures and programs are in place that facilitate student acceptance, belonging, leadership and voice
- Celebrate and promote student effort, improvement, and success
- Celebrate and promote staff achievements, success and professional engagement
- Support students through periods of pre-school, school, and post-school transition
- Ensure specific programs and approaches are in place that foster a strong sense of family and belonging across the school community (Early Learning to Year 12)
- Provide structures, procedures and processes that ensure the safety and wellbeing of all children and staff

Innovation: We embrace the process of discovery and look for ways to be innovative and creative.

Goals:
- Ensure students understand and use the process of design thinking in developing new ideas and solutions
- Ensure students become creative users and developers of technology

- Enhance student learning through creative and innovative curriculum programs and structures
- Implement innovative online platforms that reflect a visionary approach to learning and education
- Synergise a range of technologies to provide a dashboard of data on student learning and wellbeing outcomes
- Develop innovative classroom, staff and outdoor learning spaces that reflect contemporary pedagogical approaches
- Develop teachers to be innovative users of technology in order to facilitate the learning outcomes of students
- Implement a range of technologies in order to facilitate improved communication and operational functions in the College

Community: We acknowledge the importance of community and our place within a local, national and global context.

Goals:
- Establish local, national, and global Loreto connections in order to strengthen our Loreto community
- Build connections with Loreto Old Scholars, locally, nationally, and internationally
- Engage and partner with our past, present, and future parent communities
- Build and support the diversity of our College community
- Develop and implement services and processes that help to meet the needs of families from Early Learning to Year 12
- Foster and develop relationships with a range of external organisations
- Grow and further develop nurturing and vibrant Boarding and Early Learning communities
- Build our Loreto school community and facilitate a strong sense of school pride and belonging.

Mission: We understand our social responsibility to the world through thought, action and Catholic values.

Goals:
- Ensure that Loreto values and Catholic identity are central to the College
- Provide opportunities and develop programs that facilitate staff and student prayer and reflection
- Provide programs for staff and student spirituality and faith formation that celebrate the Loreto charism and Gospel Values
- Ensure the story, teachings and work of Mary Ward is known and celebrated throughout the College and community
- Ensure social justice, through action and advocacy, remains at the heart of the College community
- Celebrate the diversity of our community through religious and cultural events and acknowledgements
- Support and promote the works of Mary Ward International Australia (MWIA)
- Provide opportunities and develop programs that enhance student leadership, voice and advocacy

Governance: We understand our duty as custodians of Loreto to mitigate risk, act wisely, govern responsibly and facilitate positive culture.

Goals
- Ensure that student learning and wellbeing is at the focus of all financial and operational decisions that affect the College

- Ensure policies and procedures are in place that facilitate student and staff safety, wellbeing and learning outcomes
- Ensure reporting structures and procedures are in place to meet state and federal legislative requirements
- Ensure that policies and procedures are in place that facilitate responsible fiscal management
- Develop practices that promote and facilitate environmental sustainability
- Ensure a capital works program is in place that focuses on the renewal and development of College facilities
- Continue to foster strong relationships with other Australian Loreto school boards in order to facilitate best practice through shared understanding
- Support and build on the strength of our relationship with Loreto Ministries Limited (LML) and Loreto Province

SCHOOL IMPROVEMENT STRATEGIES

Loreto Education Model

The Loreto Education Model provides a framework to assist the College in meeting the learning, wellbeing and holistic needs of the girls and young women in our care. This framework recognises the inter-relationship between these educational areas as well as the changing developmental needs of girls.

Loreto students are essentially strong, passionate and confident girls and young women. These outcomes are facilitated through targeted and systematic approaches aimed at enriching the individual student. Encompassing all that we do in our education of girls and young women are the Loreto values of Freedom, Justice, Sincerity, Verity and Felicity. These values reflect and shape the underlying culture of the College and ensure that our focus is always on the development of compassionate, kind, respectful, and positive individuals who believe in and practise Christian values. Having an open mind and heart ensures that Loreto girls are always tolerant and empathetic towards others. Such an approach ensures our girls become responsible and ethical citizens who will shape their future world for the betterment of themselves and society.

For girls to flourish they must be provided with a supportive environment, both pastorally and academically, where they feel challenged to strive for their best. Academic success must be accompanied with a growing sense of independence, confidence in self and a strong voice that is willing to engage in respectful dialogue and debate. To achieve this outcome, girls must be purposefully developed in all areas of their personal and academic learning. Positive academic outcomes must be accompanied with a sense of inquiry and belief that improvement and growth comes through perseverance, effort and hard work.

However, learning does not just take place within the classroom. Engagement in physical and cultural activities ensures that girls are also shaped holistically in their development of self. The Loreto Education Model is therefore a beliefs and values based framework that provides strategies for the delivery of our foremost educational objective – that is, educating strong, passionate and confident girls and young women in the Loreto tradition.

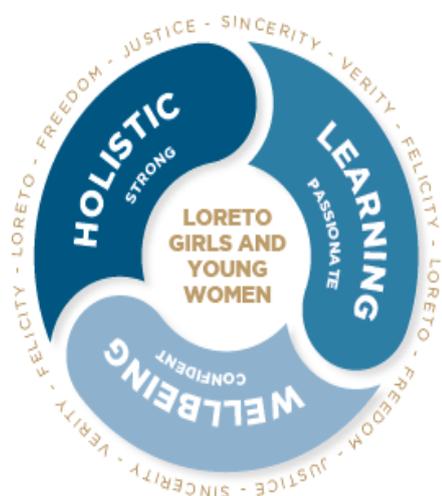## Social, Emotional and Academic Development (SEAD)

In 2019, Loreto College implemented its newly developed SEAD Program. This Program acknowledges the important integration between the Social, Emotional and Academic Development of girls. The integration of social-emotional skill development in conjunction with academic learning outcomes ensures that students develop holistically as resilient and confident girls and young women.

This targeted and sequential program acknowledges the phases of girls' transition from childhood to adolescence to adulthood and the challenges and celebrations that accompany each stage of development. During their stages of maturation, girls are not only developing their identity but also building the foundations upon which lay their future wellbeing and personal success.
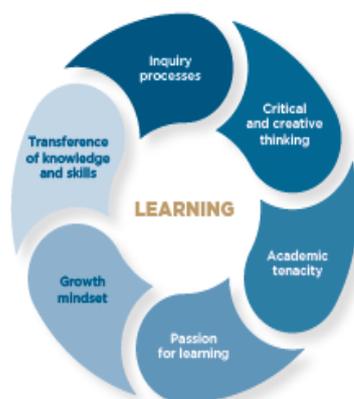
Thus, the SEAD Program is aimed at facilitating girls' understanding of themselves as learners, responsible citizens and as positive friends, subsequently leading to personal achievement both at school and in life. The SEAD Program is delivered by teachers during dedicated weekly timetabled lessons as well as other out of the classroom learning experiences.

Loreto Education Model

Educating strong, passionate and confident girls and young women in the Loreto tradition.

LORETO GIRLS AND YOUNG WOMEN

HOLISTIC — STRONG
LEARNING — PASSIONATE
WELLBEING — CONFIDENT

FREEDOM · JUSTICE · SINCERITY · VERITY · FELICITY · LORETO

WELLBEING
- Resilience, perseverance and grit
- Kindness and empathy
- Social and emotional intelligence
- Authentic relationships and connectedness
- Responsible online engagement
- Identity and sense of purpose

flourishing within a supportive environment

LEARNING
- Inquiry processes
- Critical and creative thinking
- Academic tenacity
- Passion for learning
- Growth mindset
- Transference of knowledge and skills

the quest for knowledge and understanding

HOLISTIC
- Physical health
- Societal and ecological awareness
- Personal pursuits
- Faith and Catholic values
- Leadership and voice
- Intercultural and global understanding

thriving through engagement