



LORETO COLLEGE

Marryatville, South Australia

2020 Annual Report

1 January 2020 – 31 December 2020

ACN: 610 098 069

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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).

Celebrating 116 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'.

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 Loreto produce two of South Australia's Rhodes Scholars and one Schwarzman Scholar in the past five years.

STAFFING

Staff Qualifications, Retention, Workforce Composition and Diversity

In 2020 the workforce composition was as follows:

- | | |
|---|-------|
| • Number of teaching staff | 55 |
| • Number of full-time equivalent teaching staff | 46.83 |
| • Number of non-teaching staff | 32 |
| • Number of full-time equivalent non-teaching staff | 24.65 |

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

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 the South Australian Teachers' Registration Board.

The figures below are based on 55 teaching staff (from Census Return – August 2020)

Doctorate	2	3.6%
Masters	15	27.3%
Post Grad Diploma	30	54.5%
Bachelor	68	123.6%
Adv Diploma and Diploma	23	41.8%

Professional Learning

Professional learning opportunities in 2020 continued to align with the College's Strategic Plan and related objectives, goals, and strategies, however, these were reduced due to COVID-19.

All staff participated in the following professional learning opportunities:

- Loreto Analytics Exploration, Assessment Mapping
- 'Striving Schools for Educators' live webinar presented by Dr Adam Fraser
- Educator Impact goal review and setting
- Learning Manager WHS Online training

STUDENTS

Attendance

Reception	95.80%
Year 01	94.71%
Year 02	96.47%
Year 03	95.38%
Year 04	94.43%
Year 05	94.78%
Year 06	95.21%
Year 07	95.28%
Year 08	92.10%
Year 09	93.28%
Year 10	93.07%
Year 11	91.73%
Year 12	91.82%
Overall	94.16%

Absenteeism

The overall attendance of students was affected in 2020 due to the impact of COVID-19.

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.

Student Awards

Sport

Due to the impact of COVID-19, sporting outcomes were not achieved in first semester. However, from Term 3 the following achievements are acknowledged.

- Winners: Catholic Schools Athletics Competition, Girls School, Section 1 (back-to-back winners having won Section 1 in 2019).
- Premiership Winners: Junior Netball
- Runners-up: Junior Netball
- Undefeated Year 4/5 Basketball
- Undefeated: Year 5 Soccer
- Undefeated: Year 6 Gold Soccer
- Runners-up: Senior Netball
- Premiership winners: Middle Soccer
- Premiership winners: Senior Touch Football
- Runners-up: Middle Touch Football
- Runners-up: Senior Water Polo
- Runners-up: Middle Basketball
- Winners Blitz-it Aerobics Competition: 1 Junior team, 1 Senior team
- Runners-up Blitz-it Aerobics Competition: 1 Junior Aerobics team, 1 Senior team
- Winners FISAF State Aerobics Championships: 1 Junior Team 1 Senior team
- Runners up FISAF State Aerobics Championship: 1 Junior team, 1 Senior team
- Winner silver medal in 1500m, SA Track and Field Championships
- Winner bronze medal in High Jump, SA Track and Field Championships
- 2 Students were chosen to represent SA at national Track and Field Championships
- 1 student was selected for U14 State Cricket Academy

5 State Rowing Titles:

- U19 Women's Double Scull
- U17 Women's Single Scull
- U16 Women's Single Scull
- U16 Women's Double Scull
- Year 8/9 Coxed Quad

Individual Rowing Medals

- Australian Indoor Rowing Championships - Gold medal: U14 2000m
- Australian Indoor Rowing Championships - Gold medal U14 500m
- Australian Indoor Rowing Championships - Silver medal: U14 2000m
- Australian Indoor Rowing Championships - Bronze medal U16 1000m

Oliphant Science Awards

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

- Winner: Year 11-12 Poster
- Second Place: Year 11-12 Poster
- Second Place: Year 11-12 Photography
- Third Place: Year 11-12 Scientific Inquiry
- Winner: Year 5-6 Posters
- Third Place: Year 5-6 Photography
- Winner: Department for Education Young Scientist Awards 7-12
- Second place: Defence Science and Technology's Secondary School Prize

Tournament of Minds (TOM)

Six teams entered in the competition: three Junior School, three Senior School. Students had 6 weeks to prepare Challenge solutions. There was one 'Super Challenge' which all teams undertook, with the option of taking a Language Literature, Social Sciences, Arts or STEM focus. There was no 'Spontaneous Challenge' this year. In past years this has accounted for 30% of the total mark. It was replaced this year with students presenting up to five pages explaining their processes, challenges and learning. Teams' challenge solutions were filmed and submitted for judging. The Primary Social Sciences Team achieved Tournament Honours.

International Competition and Assessments for Schools (ICAS)

- High Distinctions –Year 7 (English & Spelling), Year 8 (Science)
- Distinctions –Year 2 (Spelling), Year 6 (Science, English, Spelling), Year 7 (Mathematics), Year 7 (Spelling), Year 8 (Digital Technologies & English).

History Award Winners

- South Australian Winner: National History Challenge Reception to Year 4 Category (won by a Year 2 student for the third year in a row)
- South Australian Winner: National History Challenge: Indigenous History and Museum Exhibit
- South Australian Overall Year 8 Finalist: National History Challenge
- South Australian Winner: National History Challenge: Power and People
- National Winners: National History Challenge: Power and People
- South Australian Winner: National History Challenge: Years 11-12 Women's History Category
- National Winner: National History Challenge: Years 11-12 Women's History Category
- South Australian Finalist: National History Challenge: Democracy Matters Category
- South Australian Winner: Young Historian of the Year (third year in a row)
- South Australian Winner: Simpson Prize Competition
- South Australian Runner Up: Simpson Prize Competition

Debating

Three teams entered at Primary level and six at Secondary level. All primary debates were conducted using Zoom. Secondary teams returned to 'face-to-face' for their last two rounds. Two secondary teams and one primary team qualified for finals. One Primary team qualified for the finals.

Chinese Language Award

This award was achieved by a Year 6 and a Year 10 student based on the criteria that they are a non-native learner studying Chinese as an additional language along with enthusiasm for Chinese studies and the knowledge and understanding of Chinese culture.

Young Writer's Competitions

- A Year 7 student had her 1000-word story titled *Wolves* shortlisted to the Top 10.
- A Year 6 student, chosen from 3000 entries, was awarded runner up in the News Corp Kids Short Story Competition.
- A Year 2 student was awarded runner up in the News Corp Kids Short Story Competition with the story 'The Very Naughty Giraffe'.

Australian Mathematics Competition

Year 7 and Year 8 students achieved four distinctions.

Governor of South Australia Commendation Excellence Award

This award was achieved for the ninth time over 10 years. The student was one of only 26 recipients in South Australia. The award recognises excellence in Year 12 SACE subjects, and in the qualities young people need for community life, citizenship, and work.

Visual Art Award

Artworks by two Year 12 students were selected for the SACE Board Art Show.

Performing Arts

A Year 8 student was one of 5 students selected for the professional touring cast of Girl Inside by The Flying Elephant Company. The show toured primary schools across South Australia.

NAPLAN

NAPLAN was cancelled in 2020 due to COVID-19.

YEAR 12 RESULTS

Senior Secondary Outcomes: South Australian Certificate of Education (SACE)

Loreto College was one of the highest performing Catholic Schools in South Australia and one of the highest performing schools across all schools in South Australia. These results consisted of the following:

Sarah L the College Dux, who achieved an ATAR of 99.85, including four A+ with Merit, plus an additional three A+ results as well as a perfect score in Chemistry.

Kate M, who achieved an ATAR of 99.45, including three A+ with Merit. Kate was also the recipient of the prestigious Governor of South Australia Commendation - Excellence Award.

Madeleine F, who achieved an ATAR of 99.10, including three A+ results.

Carmen M and Madeleine H had their artwork selected for the SACE Art Show.

13 Merits (perfect scores) across 8 subjects were achieved by 6 girls

Sarah L	Chemistry, English, Psychology, Biology
Ashleigh D	Integrated Learning A, English
Kate M	Research Project B, Legal Studies, Modern History
Rose P	Research Project B, English
Polly C	English
Lily F (Year 11)	Modern History

61% of all grades were As and of these:

- 2% of students achieved 8 or more A results
- 3% of students achieved 7 or more A results
- 18% of students achieved 6 or more A results

- 41% of students achieved 5 or more A results
- 54% of students achieved 4 or more A results
- 67% of students achieved 3 or more A results
- 87% of students achieved 2 or more A results
- 92% of students achieved 1 or more A result

18% of girls achieved an ATAR of 95 or above, placing them in the top 5% of the State:

- 5% of girls achieved an ATAR of 99 or above, placing them in the top 1% of the State
- 12% of girls achieved an ATAR of 98 or above, placing them in the top 2% of the State
- 15% of girls achieved an ATAR of 97 or above, placing them in the top 3% of the State
- 18% of girls achieved an ATAR of 95 or above, placing them in the top 5% of the State
- 40% of girls achieved an ATAR of 90 or above, placing them in the top 10% of the State
- 58% of girls achieved an ATAR of 85 or above, placing them in the top 15% of the State

100% of the results achieved by students in Year 11 who accelerated their studies were in the A Grade range:

- 25% achieved an A+ Grade including one A+ with Merit
- 100% achieved an A Grade

100% of students successfully achieved SACE completion.

Year 12 Post-School Destination Data

In 2020, 58 students who completed SACE/Stage 2 at Loreto College and applied to South Australia Tertiary Admission Centre (SATAC) received offers. There were 63 Graduates in total.

One International student completed her full Stage 2 year online whilst in China.

Loreto College offered a wide range of Stage 2 subjects and continued to offer the off-line Stage 2 Music course (Solo and Ensemble) on campus as well as supporting students studying Stage 2 courses externally, including workplace practices, languages, and Psychology with Open Access College. Students also engaged in multiple pathways, including VET in readiness for post-secondary education. Two students participated in the Headstart program and completed two first year university subjects with the University of Adelaide with either a distinction or high distinction grade.

VET

- 26 students completed Certificate 3 Business with Queensford College.
- 1 student completed a Certificate 3 in Dance.
- 1 student completed a Certificate 2 in Floristry (Assistant) with TAFE SA

All VET courses were external, and no VET offerings were delivered on campus.

The following information is based on offers made by SATAC on January 15 (First Round offer).

Post-school Destination	Percentage of Cohort
University	94.9%
Apprenticeships / Traineeships	0%
TAFE	0%
Private Colleges (Bond University Scholarship)	1.7%
Cadetships	0%
Workforce	1.7%
Gap Year	0%
Year 13 (Marden)	1.7

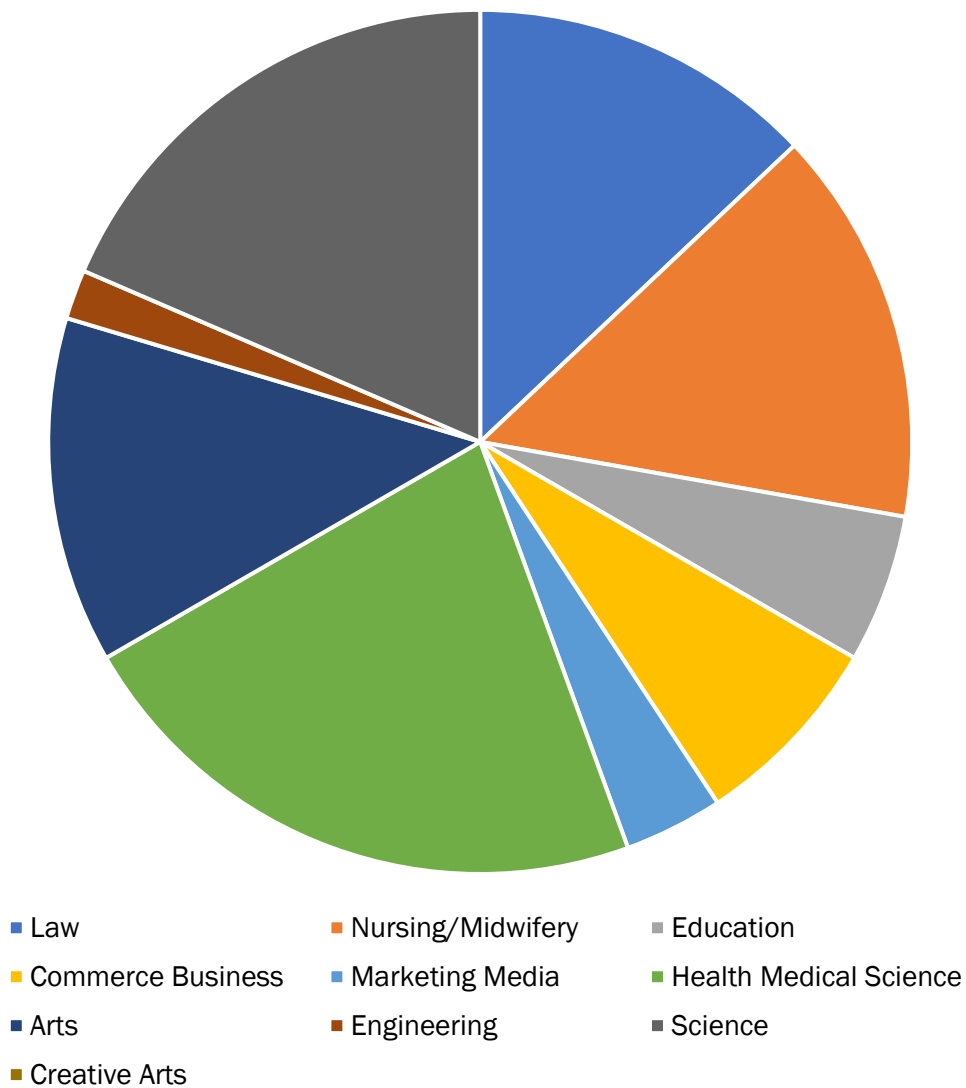
University Placements:

	2017	2018	2019	2020
21 Students – UniSA	(36.8%)	(45.6%)	(49.3%)	35.6%
26 Students – University of Adelaide	(45.2%)	(38.0%)	(34.7%)	45.7%
11 Students – Flinders University	(19.0%)	(16.4%)	(14.7%)	17.0%
1 Student – Torrens University	(0%)	(0%)	(1.3%)	(0%)
No offer received	(0%)	(0%)	(0%)	(1.7%)

Preferences:

	2017	2018	2019	2020
39 Students 1 st Preference	(78.6%)	(79.7%)	(73.3%)	66.1%
8 Students 2 nd Preference	(16.7%)	(11.4%)	(17.3%)	13.5%
6 Students 3 rd Preference	(1.2%)	(7.6%)	(6.7%)	10.2%
4 Students 4 th Preference	(0.0%)	(0.0%)	(2.7%)	6.8%
1 Student 5 th Preference	(3.5%)	(0.0%)	(0.0%)	1.7%
0 Student 6 th Preference	(0.0%)	(1.3%)	(0.0%)	0.0%
1 Student did not receive offer	(0.0%)	(0.0%)	(0.0%)	1.7%

Distribution of Study Pathways 2020 Placements
(58 Students based on Round 1)



STUDENT, PARENT & STAFF SATISFACTION

Community Survey Data

In 2020 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).	4.30	8%
At Loreto College (Marryatville), I am encouraged to do the best I can.	4.33	9%
Staff at Loreto College (Marryatville) show respect for each other.	4.27	8%
Students at Loreto College (Marryatville) show respect for each other.	3.75	-5%
Category Average	4.16	5%

Parents

Values + Culture

Statement Text	Average score	Variance
Loreto College (Marryatville) values are reflected in the behaviour of staff and students.	4.14	2%
Loreto College (Marryatville) has a very welcoming and supportive culture.	4.26	5%
At Loreto College (Marryatville), each child is encouraged to achieve to the best of their ability.	4.23	4%
Staff and parents at Loreto College (Marryatville) work co-operatively to deliver high quality educational outcomes for students.	4.06	0%
Category Average	4.17	3%

Leadership + Direction

Statement Text	Average score	Variance
I respect the leadership team at Loreto College (Marryatville).	4.29	6%
Loreto College (Marryatville) consistently strives to improve its educational offer to students.	4.15	2%
I have confidence in the future direction of Loreto College (Marryatville).	4.17	3%
Category Average	4.20	4%

Staff

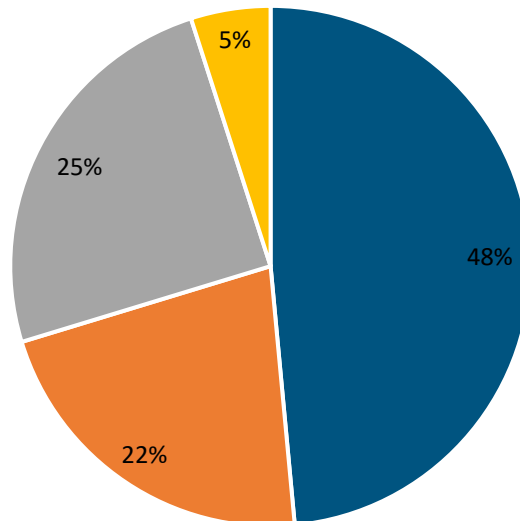
Organisation

Statement Text	Average score	Variance
Loreto College (Marryatville) provides high quality services to parents and students.	4.33	9%
I have confidence in the future direction of Loreto College (Marryatville).	4.13	4%
Category Average	4.23	7%

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
- Commonwealth Govt Grants
- State Govt Grants

STRATEGIC PLANNING

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

Objective 2: To be a school of choice and excellence.

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 (Marryatville) 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)

The Social, Emotional and Academic (SEAD) 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 Analytics Program

At Loreto we support students to achieve their learning outcomes through both support and enrichment strategies. One of the most powerful strategies that teachers can use to improve student learning outcomes is the analysis of student performance data. As a school we are constantly assessing how we can improve the ways that teachers and students use data in order to set strategies and goals for improvement.

Our Loreto Analytics Program provides a data dashboard for every student and class in the College, thus giving our teachers easy access to data that will then assist them in knowing and supporting individual student learning needs. In addition to this, students also review their own academic results in order to set goals and strategies for improvement, thus empowering our girls to establish a growth mindset and take charge of their learning journey and outcomes.

Loreto Analytics supports our student tracking model, whereby key staff review all students from Reception to Year 12 on a fortnightly basis in order to monitor and track students' academic and wellbeing outcomes and thus put appropriate interventions in place when necessary.

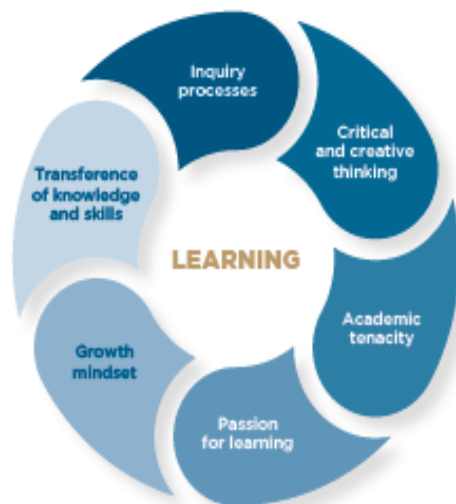
Girls in Years 7 to 12 are also supported through our Homework Centre which provides supervised study until 6pm each weeknight as well as through other programs such as Maths Help. Girls with specific health and learning needs are supported by our Learning Intervention Team as well as our College Psychologist and College Nurse.

Loreto Education Model

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



flourishing within a supportive environment



the quest for knowledge and understanding



thriving through engagement