



LORETO COLLEGE

Marryatville, South Australia

2022 Annual Report

1 January 2022 – 31 December 2022

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 118 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 2022, Workforce Composition, including Indigenous Composition is as follows:

• Number of teaching staff	63
• Number of full-time equivalent teaching staff	56.9
• Number of non-teaching staff	34
• Number of full-time equivalent non-teaching staff	27.5

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 Risks of Harm Abuse and Neglect – Education and Care (RRHAN-EC) training and First Aid qualifications. All teaching staff are registered with South Australian Teacher's Registration Board.

The figures below are based on 63 teaching staff (from Census Return – August 2022)

Doctorate	3	4.8%
Masters	22	34.9%
Post Grad Diploma	35	55.6%
Bachelor	79	125.4%
Adv Diploma and Diploma	23	36.5%

Professional Learning

Professional Learning opportunities in 2022 continued to align with the College's Strategic Plan and Objectives.

Staff participated in the following Professional Learning opportunities:

- Strategic Updates
- Wellbeing Matters – Filling up the Well of your Own Wellbeing, facilitated by Nicola Lipscombe
- The practice of wellbeing and being a champion of others
- Staff Wellbeing Plans
- Environment Goals
- Re-thinking schools: A philosophical conversation
- Exceptional Customer Services and Effective Communication – non-teaching staff, facilitated by Judeth Wilson
- Microsoft Office 365 Essentials Course
- Technology Systems for Work Training
- Schoolbox Sessions
- Engaging Gifted Learners in the Junior School
- ELC Action Research
- Loreto Analytics
- Dyslexia and Learning in the Senior School
- Edval for Teachers
- NAPLAN Analysis and Deep Dive into the Data
- Professional Growth Model – Teachers, Middle Leaders and Learning Leaders
- SALT WHS Online Training
 - Ergonomics and Manual Handling for Schools
 - Fire and Other Emergencies for Schools
 - Slips, Trips and Office Risks for Schools
 - Work Health Safety for Schools (Health and Safety at School)
 - Work Health and Safety for Schools (Workers' Rights and Obligation)

STUDENTS

Attendance

Reception	93.49%
Year 01	92.78%
Year 02	92.52%
Year 03	94.45%
Year 04	94.98%
Year 05	93.22%
Year 06	91.60%
Year 07	91.46%
Year 08	91.17%
Year 09	90.38%
Year 10	90.65%
Year 11	91.67%
Year 12	90.79%
Overall	92.24%

Absenteeism

The overall attendance of students was affected in 2022 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.

NAPLAN

Students at Loreto College, Marryatville continue to achieve pleasing results in NAPLAN, with results in 2022 comparable to results in 2021.

The table below indicates domains where our students performed near the national average (white), above the national average (light green), and well above the national average (dark green).

	Reading	Writing	Spelling	Grammar	Numeracy
Year 3	473	455	454	482	424
Year 5	527	509	497	509	484
Year 7	574	574	575	559	568
Year 9	622	634	606	618	608

Changes from 2021:

	Net change from 2021
Near the national average	-2
Above the national average	+1
Well above the national average	+1

Analysis of results

Now that NAPLAN has shifted to using online adaptive tests for most domains (except writing), analysis of the results for cohort-level data has become more challenging. We receive data that indicates the level of difficulty of each question, the number of students who attempted each question, how many were correct, and the average NAPLAN score for those students. Using this, we were able to predict how many of those students we would expect to get each question correct and compare to the actual number of students who got each question correct to identify areas of strength and weakness and to inform teaching and learning in 2023. This information was presented to teaching staff at the end of 2022, and time was given to analysis and determining action.

YEAR 12 RESULTS

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

SACE results consisted of the following:

Nicola K was the 2022 College Dux. Georgina T was the recipient of the prestigious Governor of South Australia Commendation - Excellence Award.

58% of all grades were As and of these:

- 26% of students achieved 5 or more A results
- 51% of students achieved 4 or more A results
- 64% of students achieved 3 or more A results
- 81% of students achieved 2 or more A results
- 96% of students achieved 1 or more A result

94% of all grades were in the A and B range and 32% of students achieved at least one A+.

100% of students achieved an A result in the following subjects;

- Music
- Italian
- Information Processing and Publishing
- Integrated Learning
- Drama
- Material Solutions
- Business Innovation

100% of students achieved an A or B result in the following subjects:

- General Mathematics
- Food and Hospitality
- Economics
- English Literary Studies
- Women's Studies
- Visual Arts
- Spiritualities, Religion, and Meaning
- Nutrition
- Modern History
- Legal Studies
- Research Project

15% of students achieved an ATAR of 95 or above, placing them in the top 5% of the State. 43% of students achieved an ATAR of 90 or above, placing them in the top 10% of the State. 100% of students successfully achieved SACE completion.

Year 12 Post-School Destination Data

In 2022, there were 49 graduates in total who completed SACE/Stage 2 at Loreto College. 43 applied directly to South Australia Tertiary Admission Centre (SATAC), 3 students applied independently to university.

- Total Graduates – 49

- Offers – 42 via SATAC
- Offers – 3 independents directly via the university.
- Did not apply - 3
- Did not receive offers via SATAC – 1

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, and languages through the School of Languages.

VET

Students engaged in multiple pathways, including VET in readiness for post-secondary education.

In 2022, Loreto College had an increase in VET enrolments.

- In 2018 – 8 students
- In 2019 – 22 students
- In 2020 – 26 students
- In 2021 - 12 students.
- In 2022 – 25 students

Certificate III Business with Queensford College was the most popular VET study option. There was a new course Certificate 3 in Allied Health delivered via TAFESA.

VET breakdown 2022

- 22 students completed Certificate III Business at Queensford College.
- 1 student completed a Certificate III Allied Health, TAFESA
- 1 student completed a Certificate II in Salon Assistance (Clip Joint Hairdressing)
- 1 student partial completion of Retail (Bakuma – learning support program)

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

Year 11 Grade Entry in 2022

20 students were endorsed by the College and used their Year 11 grades for early admissions into Adelaide University.

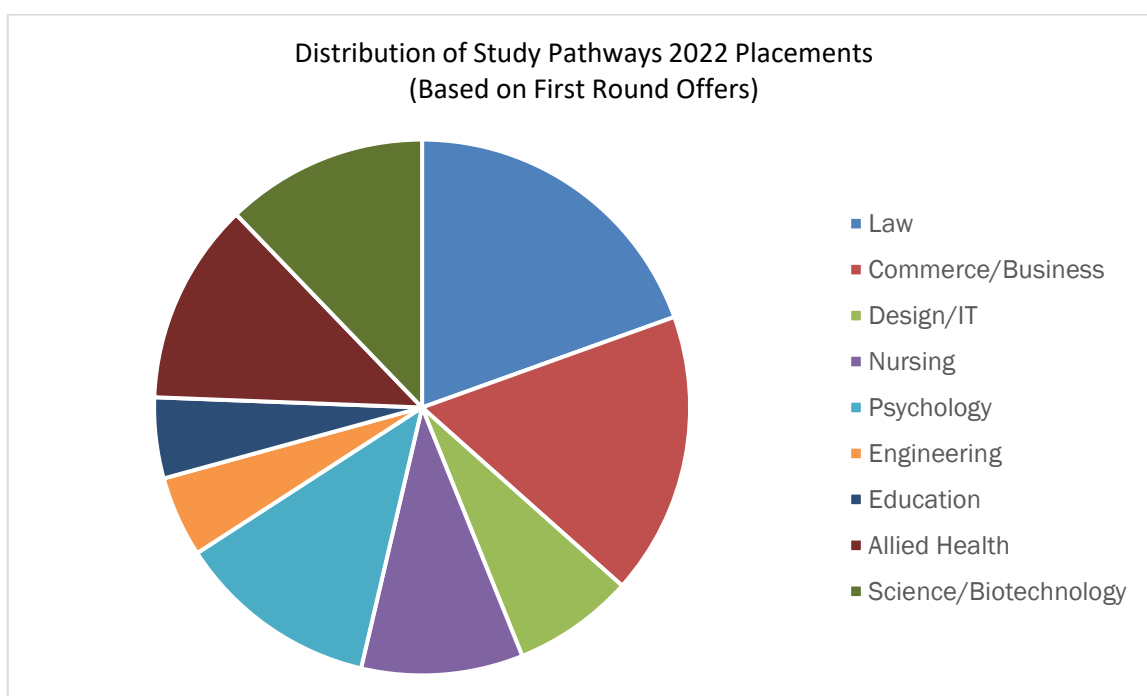
7 students were endorsed by the College and used their Year 11 grades for early admissions into Flinders University.

The following information is based on offers made by SATAC in January 2023 (First Round offer). 2 students applied to Bond University in addition to their SATAC application.

Post-school Destination	Percentage of Cohort (%)
University	87.8
Apprenticeship / Traineeship	0.0
TAFE	0.0
Private or Interstate College (Bond)	4.1
Cadetship	0.0
Workforce	8.1
Gap Year	0.0
Secondary Study (Year 13)	0.0

Total 49 (2022)	2017	2018	2019	2020	2021	2022
	%	%	%	%	%	%
16 Students – UniSA	36.8	45.6	49.3	35.6	37.1	32.7
20 Students – University of Adelaide	45.2	38.0	34.7	45.7	51.5	40.9
5 Students – Flinders University	19.0	16.4	14.7	17.0	5.7	10.2
1 Student – Torrens University and Charles Darwin	0	0	1.3	0	0	2.0
1 Students - No offered received.	0	0	0	1.7	5.7	2.0
3 Students – direct entry (not via SATAC)	-	-	-	-	-	6.1
3 Students - no tertiary pathway	-	-	-	-	-	6.1

Preference	2017	2018	2019	2020	2021	2022
	%	%	%	%	%	%
1 st Preference	78.6	79.7	73.3	66.1	81.0	79.0
2 nd Preference	16.7	11.4	17.3	13.5	5.7	11.7
3 rd Preference	1.2	7.6	6.7	10.2	2.8	7.0
4 th Preference	0.0	0	2.7	6.8	5.7	0
5 th Preference	3.5	0	0.0	1.7	0	0
6 th Preference	0.0	1.3	0.0	0.0	0	0
No offer	0.0	0	0.0	1.7	5.7	2.3



STUDENT AND PARENT SATISFACTION

Community Survey Data

In 2022 a satisfaction survey was completed by students and parents. 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 students. 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).	4.22	5%
At Loreto College (Marryatville), I am encouraged to do the best I can.	4.31	8%
Staff at Loreto College (Marryatville) show respect for each other.	4.26	6%
Students at Loreto College (Marryatville) show respect for each other.	3.62	-9%
Category Average	4.10	2%

Leadership + Direction

Statement Text	Average score	Variance
I respect the leadership team at Loreto College (Marryatville).	4.28	7%
I like to see the principal regularly around the school.	4.06	2%
I admire the student leaders at Loreto College (Marryatville).	4.09	2%
Our school is organised and things seem to run smoothly.	3.87	-3%
I think that everyone at Loreto College (Marryatville) is trying to make the school better.	3.66	-8%
Category Average	3.99	0%

Parents

Values + Culture

Statement Text	Average score	Variance
Loreto College (Marryatville) values are reflected in the behaviour of staff and students.	4.07	1%
Loreto College (Marryatville) has a very welcoming and supportive culture.	4.21	4%
At Loreto College (Marryatville), each child is encouraged to achieve to the best of their ability.	4.19	3%
Staff and parents at Loreto College (Marryatville) work co-operatively to deliver high quality educational outcomes for students.	4.01	-1%
Category Average	4.12	2%

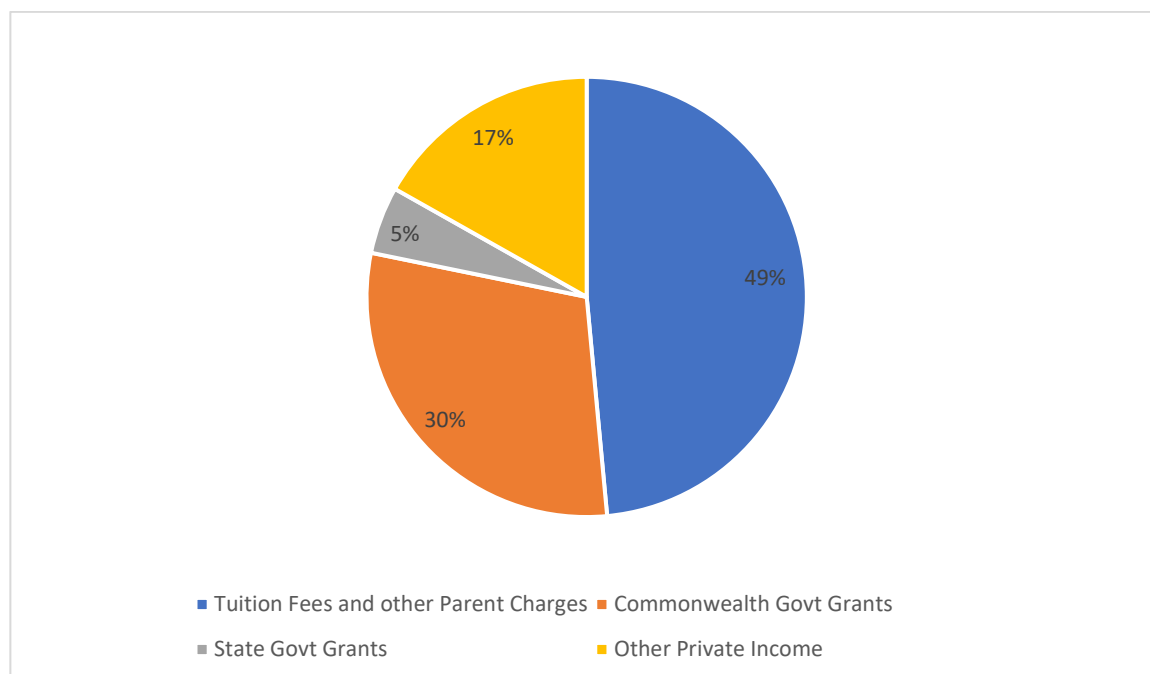
Leadership + Direction

Statement Text	Average score	Variance
I respect the leadership team at Loreto College (Marryatville).	4.19	4%
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).	4.20	4%
Category Average	4.19	3%

FINANCIAL MANAGEMENT

Recurrent Income

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



STRATEGIC PLANNING

Building from a long history of excellence and strong academic performance, the 2020-2024 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

In 2022, the strategic priority areas included:

- Learning Intervention
 - Expansion of Learning Intervention Team to include Gifted and Talented Teacher and Mathematics Specialist Learning Intervention Teacher, plus additional Educational Support Assistant support.
 - Scope and Sequence and Action Plans for all areas of Learning Intervention (inclusive of policy reviews) developed and implemented.
 - Staff professional learning regarding gifted and talented students and differentiation.
 - Streamlined systems for Learning Intervention across the College.
 - Developed processes and practices for policy development and review in the ELC.
- Numeracy and Mathematics
 - Appointed Specialist Mathematics Intervention Teacher (new position).
 - Appointed Director of Learning Analytics and Technologies (new position).
 - Implementation of the Mathematics Strategy and Action Plan.
- Innovation in Curriculum
 - Reviewed how languages are taught across the College.
 - Incorporated design thinking process into Junior School Inquiry research projects.
 - Reviewed and developed secondary subject offerings.
 - Reviewed and developed the use of technologies across the curriculum.
 - Reviewed and developed co-curricular offerings across the College.
- Social, Emotional and Academic Development (SEAD) Program
 - Used ePulse data to drive improvement through weekly student online check-ins.
 - Further developed the SEAD program.
 - Development of Boarding SEAD Program.
 - Development of Rowing/Sport SEAD Program.
 - Designed and implemented parent workshops and information sessions.
 - Developed teachers' knowledge, understanding, and skills in girls' social, emotional, and academic development.
 - Developed a program for the professional development of teachers on girls' education.
- Professional Learning
 - Developed Professional Learning Program as well as Professional Learning Plans for non-teaching staff.
 - Built connections with universities through research.
 - Ensured all staff had Professional Learning Plans based on evidence of practice.
- Staff Formation, Onboarding, Induction and Wellbeing
 - Developed a staff formation program.
 - Developed programs for the onboarding and induction of staff.
 - Appointed Director of Mission (new position).
 - Developed a mentor program for all new staff – teaching and non-teaching.
 - Developed and implemented a Staff Wellbeing Program and strategy.
- Community Engagement
 - Appointed Admissions and Community Engagement Manager (reshaped position).
 - Appointed Events and Advancement Coordinator.
 - Developed strategies to engage school community (past, present, future).
 - Developed a program to showcase and engage Old Scholars.
 - Developed strategies to engage the College community through the P&F.
- Capital Development

- Completion of Mary Ward building refurbishment: Levels 1 & 2 encompassing:
 - Years 7 and 8 Learning Centre
 - Research Centre
 - Staff Area
 - 12 Classrooms
- Felicity Café
- Jnr School Staff Learning Centre
- Middle Primary Learning Centre (St Omer, ground floor)
 - 4 classrooms
 - Breakout and wet areas
- Boarding House Bathroom (Karawood)
- Sustainability and the Environment
 - Reduced energy consumption across the College.
 - Developed processes for reduction of waste and plastic.
 - Implemented tree planting for 'Ecology Project' (200 trees)
 - Developed and implemented curriculum initiatives that focus on environmental sustainability goals.
- Living with COVID
 - Created a Safe Work Environment.
 - Developed an Action Plan for outbreaks and school closures.

SCHOOL IMPROVEMENT STRATEGIES

Loreto College 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