LORETO COLLEGE

Marryatville

2024
Annual Report

1 January 2024 – 31 December 2024

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 119 years in Adelaide, Loreto College Marryatville is one of six Loreto independent schools across Australia. Our sister Loreto schools are located in New South Wales (Kirribilli and Normanhurst), Victoria (Toorak and Ballarat) and Queensland (Coorparoo). 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 cocurricular 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 2024, Workforce Composition, including Indigenous Composition is as follows:

Number of Teaching Staff	67
Number of FTE teaching Staff	60.32
Number of non-teaching staff	36
Number of FTE non-teacher staff	27.29

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 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 67 teaching staff (from Census Return – August 2024)

Doctorate	1	1.5%
Masters	18	26.9%
Post Grad Diploma	38	56.7%
Bachelor	86	128.4%
Adv Diploma and Diploma	18	26.9%

Professional Learning

Professional Learning opportunities in 2024 continued to align with the College's Strategic Plan and Objectives.

Staff participated in the following Professional Learning opportunities:

- Strategic Updates
- Loreto Mission and Values
- Environment Strategy and Plans
- Schools as Ecosystems
- Schools as Ecosystems – how Transformative Leadership is Critical
- Butterfly Foundation
- Laser Literacy – Nuts and Bolts Day
- Responding to Risk of Harm, Abuse and Neglect – Education and Care training
- SALT WHS Online Training
    - Cross-Cultural Competency in a Catholic Context (NATSICC) (Cross Cultural Competency in a Catholic Context)
    - Mental Health in the Workplace (CCI)

STUDENTS

Attendance

Year Level	Attendance percentage
Reception	95.00%
Y1	94.27%
Y2	93.77%
Y3	93.68%
Y4	95.55%
Y5	93.78%
Y6	94.71%
Y7	94.13%
Y8	93.18%
Y9	91.55%
Y10	94.43%
Y11	90.87%
Y12	92.81%
Overall	93.67%

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.

Long term non-attendance must be approved by the Principal, Kylie McCullah.

All camps and College events require compulsory attendance.

NAPLAN

Students at Loreto College continue to achieve pleasing results in NAPLAN, compared to both like schools and all Australian students. The following table indicates domains where our students perform near the national average (white), above the national average (pale green), and well above the national average (dark green).

	Reading	Writing	Spelling	Grammar	Numeracy
Year 3	478	468	437	463	449
Year 5	511	509	511	520	492
Year 7	576	594	563	580	570
Year 9	594	613	573	589	584

Interpreting the table

Selected school's average when compared to all Australian students

- ■ Well above
- ■ Above
- □ Close to
- ■ Below
- ■ Well below
- ■ No comparison available

NAPLAN data gives a lot of information about the capabilities of each student as individuals, which allows for targeted intervention for individual students. Teaching staff were presented with analytical information in late 2024, focussing on students that had underperformed in certain domains and would therefore benefit from extra support. This NAPLAN analysis was less informative of areas of cohort-level strengths and weakness, and thus it is challenging to inform whole-of-class teaching strategies. This challenge is compounded now that NAPLAN is conducted through an online adaptive system: students each sit a series of three testlets for each assessment; testlets are grouped by difficulty level, with each difficulty level comprising three testlets, chosen at random. Consequently, there are 162 different test pathways that a student could take, making it highly unlikely for students in the same class to have completed exactly the same set of questions.

YEAR 12 RESULTS

South Australian Certificate of Education (SACE)

- The 2024 College Dux, received an ATAR of 99.45.
- 75 students completed their SACE and 74 students were eligible for an ATAR.

  Of those eligible for an ATAR:
- 17 or 22.97% of students achieved an ATAR of 95 or above, placing them in the top 5% of the country.
- 32 or 43.24% of students achieved an ATAR of 90 or above, placing them in the top 10% of the country.
- The mean ATAR achieved was 85.21 and the median ATAR 88.45.
- 14 merits were achieved across the following subjects, with 13 students receiving at least 1 merit.
  - Biology (1)
  - Creative Arts (1)
  - General Mathematics (2)
  - Integrated Learning (1)
  - Legal Studies (1)
  - Music Performance – Ensemble (1)
  - Research Project B (4)
  - Spirituality, Religion and Meaning (2)
  - Women's Studies (1)

- The most frequent grade received for Stage 2 enrolments was an A grade, and the median grade across all Stage 2 enrolments was an A-.
- 94.68% of all grades received were in the A or B grade band.
- 66.28% of all grades received were in the A grade band.
- Our students flourished across all subject areas and specifically received 100% in the A grade band in the following subjects:
  - Drama
  - Integrated Learning B
  - Music Performance – Ensemble
  - Music Performance – Solo

- The following subjects were also exemplary in the A grade band:
  - English Literary Studies
  - General Mathematics
  - Integrated Learning A
  - Information Publishing and Processing
  - Music Explorations
  - Spirituality, Religion and Meaning
  - Visual Arts
  - Women's Studies

- In our Science, Technology, Engineering and Maths (STEM) subjects 51.5% of our students achieved in the A grade band compared to 35.7% of students across the country.
- 100% of students achieved SACE completion.
- In 2024, a number of students completed a Certificate III or higher VET course:

Year	mber of students completing a VET qualification
2018	8
2019	22
2020	26
2021	12
2022	25
2023	16
2024	20

In 2024:
14 students completed a Certificate III in Business
1 student completed a Certificate III in Legal Services
1 student completed a Certificate III in Assistant Dance Teaching
2 students completed a Certificate III in Allied Health Assistance
1 student completed a Certificate III in Make-Up
1 student completed a Certificate III in Fitness

The majority of these students were not in the graduating class of 2024, but will graduate either 2025 or 2026.

All VET courses were externally delivered.

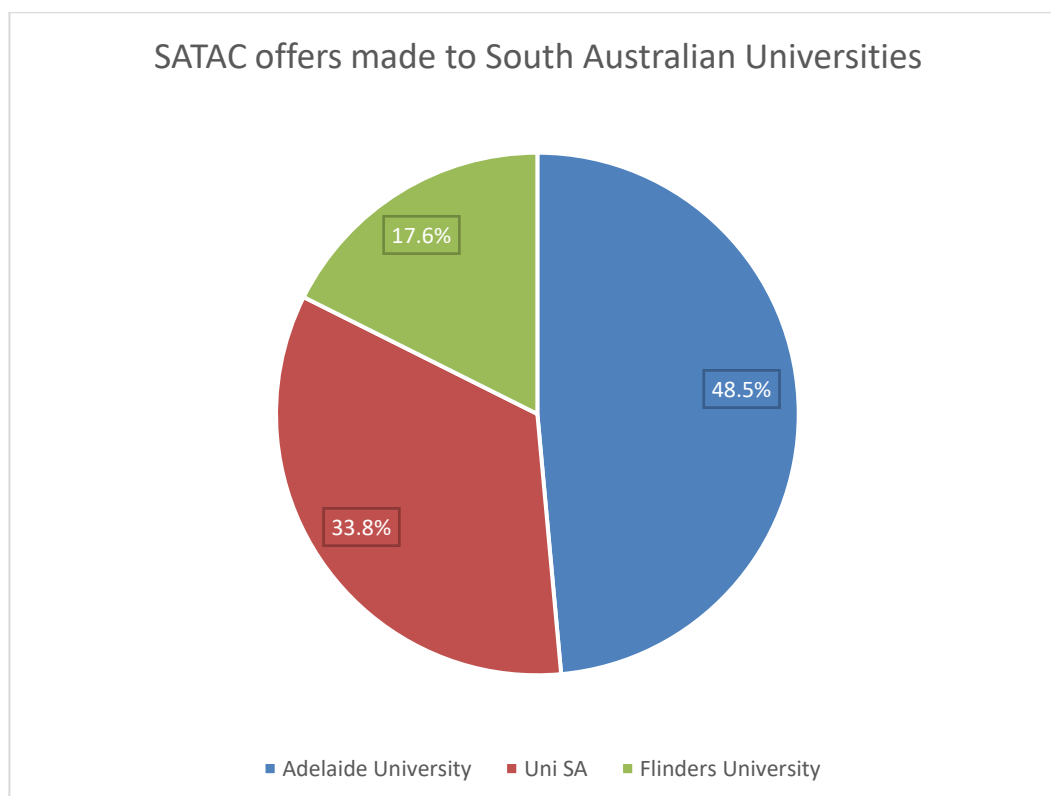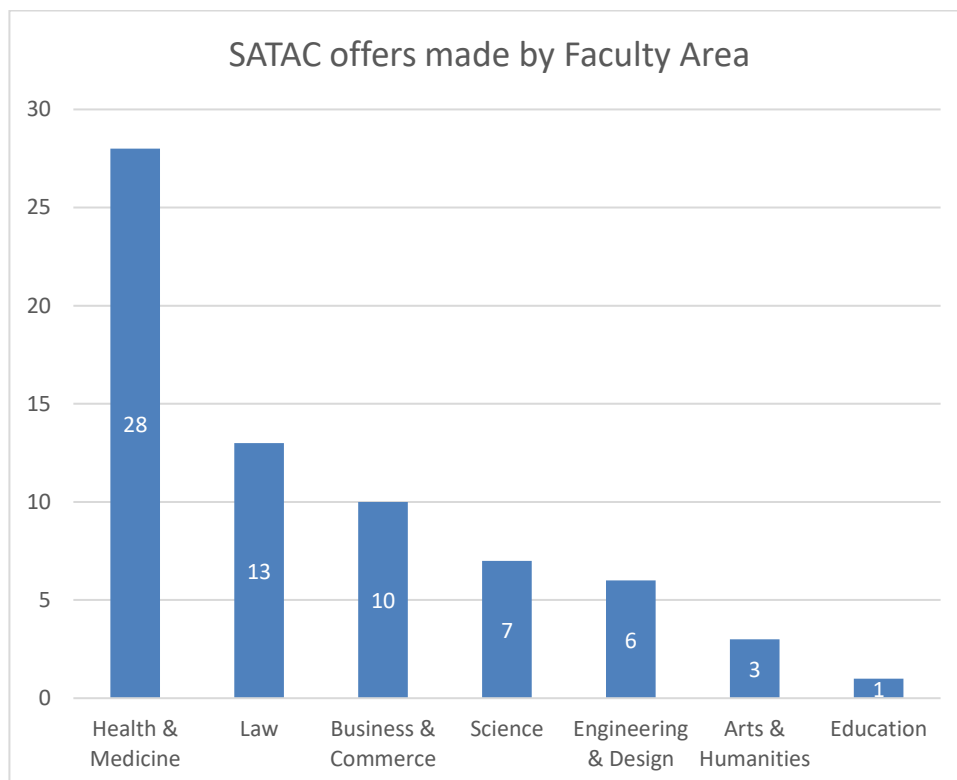## Year 12 Students – Post School Destination Data

In 2024, there were 75 graduates in total who completed their SACE at Loreto, with 68 students applying directly to the South Australian Tertiary Admission Centre (SATAC).
All 68 students received an offer to study at a South Australian university as follows:

Total 68 Applicants (2024)	2018 %	2019 %	2020 %	2021 %	2022 %	2023 %	2024
UniSA	45.6	49.3	35.6	37.1	32.7	31	33.8
University of Adelaide	38.0	34.7	45.7	51.5	40.9	53	48.5
Flinders University	16.4	14.7	17.0	5.7	10.2	15	17.6
Torrens University and Charles Darwin	0	1.3	0	0	2.0	2	0

Preference	2018 %	2019 %	2020 %	2021 %	2022 %	2023 %	2024 %
1st Preference	79.7	73.3	66.1	81.0	79.0	80.75	88.23
2nd Preference	11.4	17.3	13.5	5.7	11.7	10.5	7.35
3rd Preference	7.6	6.7	10.2	2.8	7.0	1.75	1.47
4th Preference	0	2.7	6.8	5.7	0	3.5	1.47
5th Preference	0	0.0	1.7	0	0	3.5	0
6th Preference	1.3	0.0	0.0	0	0	0	1.47

No offer	0	0.0	1.7	5.7	2.3	0	0

SATAC offers made by Faculty Area

Faculty Area	Offers
Health & Medicine	28
Law	13
Business & Commerce	10
Science	7
Engineering & Design	6
Arts & Humanities	3
Education	1

SATAC offers made to South Australian Universities

University	Percentage
Adelaide University	48.5%
Uni SA	33.8%
Flinders University	17.6%

STUDENT AND PARENT SATISFACTION

Community Survey Data

In 2024 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).	4.18	6%
At Loreto College (Marryatville), I am encouraged to do the best I can.	4.24	8%
Staff at Loreto College (Marryatville) show respect for each other.	4.10	4%
Students at Loreto College (Marryatville) show respect for each other.	3.67	-7%
Category Average	**4.05**	**3%**

Co-curriculum

Statement Text	Average score	Variance
I am involved in school activities outside the classroom e.g. clubs, drama, sports, music etc.	4.27	9%
Category Average	**4.27**	**9%**

Resources + Facilities

Statement Text	Average score	Variance
I use computers regularly at Loreto College (Marryatville).	4.58	16%
The school has the equipment I need to enjoy the activities outside the classroom.	4.04	3%
The library is a great place to visit and work.	4.28	9%
I think the food at the canteen is healthy.	3.88	-1%
Category Average	**4.20**	**7%**

Parents

Values + Culture

Statement Text	Average score	Variance
Loreto College (Marryatville) values are reflected in the behaviour of staff and students.	4.05	2%
Loreto College (Marryatville) has a very welcoming and supportive culture.	4.18	5%
At Loreto College (Marryatville), each child is encouraged to achieve to the best of their ability.	4.18	5%
Staff and parents at Loreto College (Marryatville) work co-operatively to deliver high quality educational outcomes for students.	4.00	1%
Category Average	**4.10**	**3%**

Teaching Standards

Statement Text	Average score	Variance
I have confidence in the teaching staff at Loreto College (Marryatville).	4.08	2%
Category Average	**4.08**	**3%**

Learning Environment

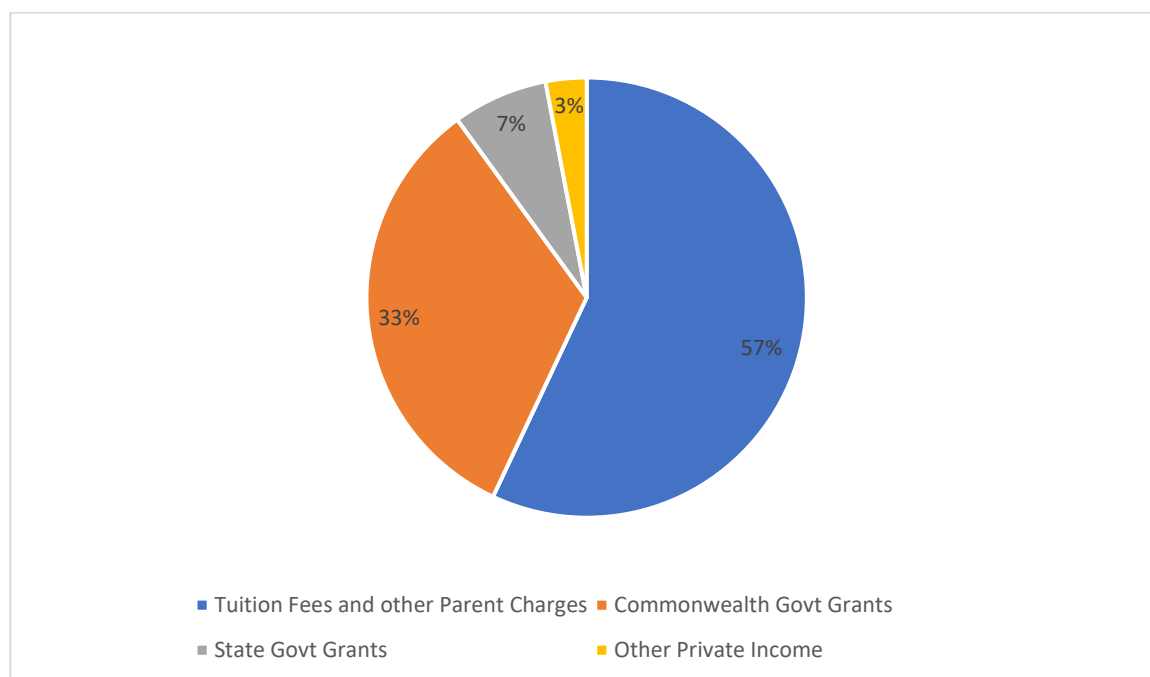| Statement Text	Average score	Variance
The classrooms and physical environment are conducive to learning.	4.26	7%
The buildings and grounds are well presented.	4.44	12%
Category Average	**4.35**	**9%**

Resources + Facilities

Statement Text	Average score	Variance
The resources and facilities provided at Loreto College (Marryatville) are suitable.	4.16	5%
Category Average	**4.16**	**5%**

FINANCIAL MANAGEMENT

Recurrent Income

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

Pie chart legend:
- Tuition Fees and other Parent Charges — 57%
- Commonwealth Govt Grants — 33%
- State Govt Grants — 7%
- Other Private Income — 3%

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

<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

In 2024, the strategic priority areas included:

- Learning Intervention
  - Develop gifted and talented programs in response to COGAT and other data available to cater for diverse learning needs
  - Continue to train teachers to deliver for gifted and talented program
  - Develop online referrals for learning intervention
  - Develop and implement common guidelines to support ASD students
  - Identify barriers to inclusion in the ELC and develop procedures to ensure all children are supported

- Numeracy and Mathematics
  - Continue to implement R-12 mathematics action plan including consolidation of research with UniSA
  - Utilise NAPLAN and PAT data to proactively plan to set goals for individual student and whole school growth
  - Continue to train teachers in Maths Pathways best practices
  - Develop a philosophy and action plan with specified strategies with regard to teaching of mathematics in the Junior School

- Literacy and Languages
  - Develop a literacy action plan with specified strategies and success criteria R-12
  - Develop systemic processes and programs for EALD students
  - Investigate pathways regarding the teaching of languages 7-12

- Design & Digital Technologies
    - Develop existing and future subjects in the technology and hard material subject areas including CAD
    - Conduct an audit of the use of technology ELC-12
    - Implement VR and AR into the core curriculum
    - Develop and implement an ELC-12 technology philosophy and action plan
    - Employ and appoint a full-time design and technology and digital technology teacher
    - Implement and develop teachers to utilise immersive learning environments to achieve goals articulated in OECD Future of Education Skills 2030

- Social, Emotional and Academic Development (SEAD) Program
    - Review and continue to develop an enhanced co-curricular program Preschool – Year 12
    - Continue to review and use Pulse and other student wellbeing data to drive the SEAD program
    - Further develop an explicit Junior SEAD program
    - Build strong, engaged mentoring teams across Senior School
    - Review and enhance the student transition program from Junior School to Senior School

- Professional Learning
    - Develop further the professional growth model for teachers including the use of Educator Impact
    - Develop further the professional growth model for educators in the ELC
    - Develop further the professional growth model for non-teaching staff
    - Develop framework for new Research Centre and implement program for university post-graduate study

- Staff Formation, Onboarding, Induction and Wellbeing
    - Develop a staff program that includes onboarding as well as ongoing formation
    - Investigate and develop an appropriate symbolic representation of the Catholic faith for classrooms and other spaces
    - Further develop strategies in order to achieve the outcomes of the College Reconciliation Action Plan (RAP)
    - Establish student advocacy groups which are connected with MWIA and Loreto UN
    - Develop a comprehensive staff wellbeing program
    - Develop a comprehensive staff onboarding program, including teaching, non-teaching, boarding and ELC

- Community Engagement
    - Develop a scope and sequence of parent education seminars ELC-12
    - Continue to develop relationships and partnerships with health services and organisations
    - Develop business directory, database of parent and alumni occupations
    - Further develop advancement/fundraising opportunities
    - Develop partnerships with industry in order to enhance student learning opportunities
    - Develop a scope and sequence of community engagement events
    - Develop opportunities for connection with other Loreto schools

- Capital Development
  - Boarding redevelopment – construction completed in 2024
  - Conversion of Junior STEM room to classroom and relocation of STEM room to upstairs in Micklegate Library, completed in 2024
  - Upgrade of Year 4 and 5 classrooms to be completed in 2025
  - Upgrade of multi-function space to be completed in 2025

- Sustainability and the Environment
  - Further develop paperless processes
  - Embed waste reduction and segregation strategies across ELC-12
  - Develop and implement ELC environmental responsibility action plan
  - Further develop and implement Seedbank strategy

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.

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

LORETO GIRLS AND YOUNG WOMEN

HOLISTIC · STRONG

LEARNING · PASSIONATE

WELLBEING · CONFIDENT

JUSTICE - SINCERITY - VERITY - FELICITY - LORETO - FREEDOM - JUSTICE - SINCERITY - VERITY - FELICITY - LORETO - FREEDOM