



**LORETO
COLLEGE**
Marryatville

2025
Annual Report

1 January 2025 – 31 December 2025

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 120 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 College Marryatville produce two of South Australia's Rhodes Scholars and one Schwarzman Scholar in recent years.

STAFFING

Staff Qualifications, Retention, Workforce Composition and Diversity

In 2025, Workforce Composition, including Indigenous Composition is as follows:

Number of Teaching Staff	70
Number of FTE teaching Staff	65.9
Number of non-teaching staff	41
Number of FTE non-teacher staff	33.1

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 Risk 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 70 teaching staff (from Census Return – August 2025)

Doctorate	3	4.0%
Masters	23	32.9%
Post Grad Diploma	24	34.3%

Bachelor	84	120.0%
Adv Diploma and Diploma	20	28.6%

Professional Learning

Professional Learning opportunities in 2025 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
- Youth Mental Health First Aid Training
- Restorative Justice and Practice
- Emotional Intelligence
- Relationship between professional practice and learning and implications of this for how we understand professional expertise
- Education and Care First Aid training

STUDENTS

Attendance

Year Level	Attendance
Reception	96.24%
Y1	91.92%
Y2	94.64%
Y3	92.50%
Y4	93.65%
Y5	94.59%
Y6	93.27%
Y7	94.28%
Y8	93.49%
Y9	92.55%
Y10	92.76%
Y11	93.90%
Y12	92.99%
Overall	93.60%

Absenteeism

Daily absence

An SMS notification regarding student absences is sent to parents at 9:30am for students marked as absent on the morning roll without prior parental consent. Upon receiving the SMS, parents are required to respond promptly to either confirm or deny the student's absence from the College. The reason for the absence will be recorded in the College database by the Student Services Officer.

If a parent does not contact the College to provide an explanation of their daughter's nonattendance, the Student Services Officer will attempt to contact the parent by telephone or a follow-up email to identify the whereabouts of the student as soon as practicably possible during the same day.

If contact cannot be made with the parent, the Student Services Officer will review the attendance record for the student and contact an adult nominated by the parent on the student's emergency contact list held at the College.

Consecutive daily absence

Students who accumulate a pattern of three consecutive days of absence will prompt the relevant classroom teacher (for Reception to Year 6) or Mentor Teacher (for Years 7 to 12) to contact the parent as a courtesy for a wellbeing check-in. The reason for absence (sickness, family, personal, or other) will be documented for relevant staff awareness.

Accrued termly absence

Students who are absent for five days within a term will receive an email notification regarding their accrued absences from the Student Services Officer. Following this, the relevant classroom teacher (for Reception to Year 6) or the Leader of Student Wellbeing and Academic Care (for Years 7 to 12) will contact the parent to provide proactive support and encourage regular school attendance as necessary.

Students who are absent for more than 10 days within a term will receive an email notification regarding their accrued absences from the Student Services Officer. Following this, the relevant classroom teacher (Reception to Year 6) or Leader of Student Wellbeing and Academic Care (Years 7 to 12) will consult with the Assistant Principal: Wellbeing and Engagement should the student require a support plan to improve regular school attendance.

Approved absence

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

All camps and College events require compulsory attendance, and absence will need to be verified by an external professional.

NAPLAN

Students at Loreto College Marryatville continue to achieve pleasing results in NAPLAN, compared to both like schools and all Australian students. The following table indicates domains where our students above the national average (pale green), and well above the national average (dark green). Our students continue to perform strongly in the domain of Writing across all year levels.

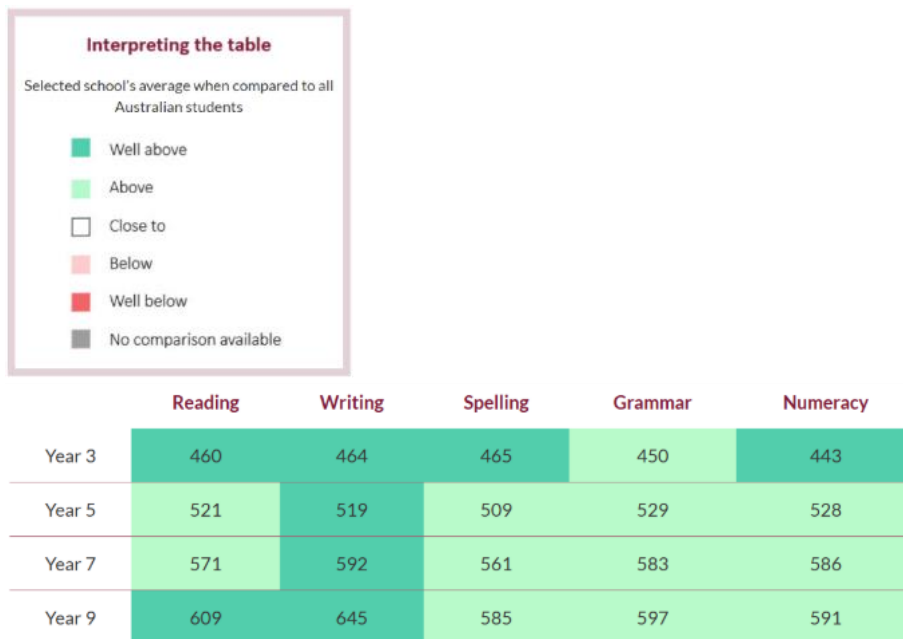


Figure 1: 2025 NAPLAN results for Loreto College Marryatville, compared with the nation

NAPLAN data gives a lot of information about the capabilities of each student as individuals, which allows for targeted intervention for individual students. The learning support team have accessed and analysed the 2025 NAPLAN data focusing on students that had underperformed in certain domains and are ensuring they are benefiting from extra support.

In early 2026, a comprehensive analysis of Loreto College’s 2025 NAPLAN results was conducted, incorporating comparisons with like schools. Loreto NAPLAN results were compared to:

- All South Australian schools
- All CESA (Catholic Education of South Australia) Schools
- South Australian private all-girls schools
- South Australian schools with similar ICSEA (Index of Community Socio-educational advantage).

In Figure 2, percentage increases, when compared to the state averages are shown for Loreto and liked school groupings. For example: Loreto Year 3 students performed on average 9.3% above the South Australian average in Grammar. This is compared to Year 3 students at CESA Schools who only performed 2.8% above the stage average in Grammar.

Overall, Loreto College Marryatville is performing well above the SA and CESA averages in all domains and year levels in NAPLAN. Loreto is also highly competitive with like schools.

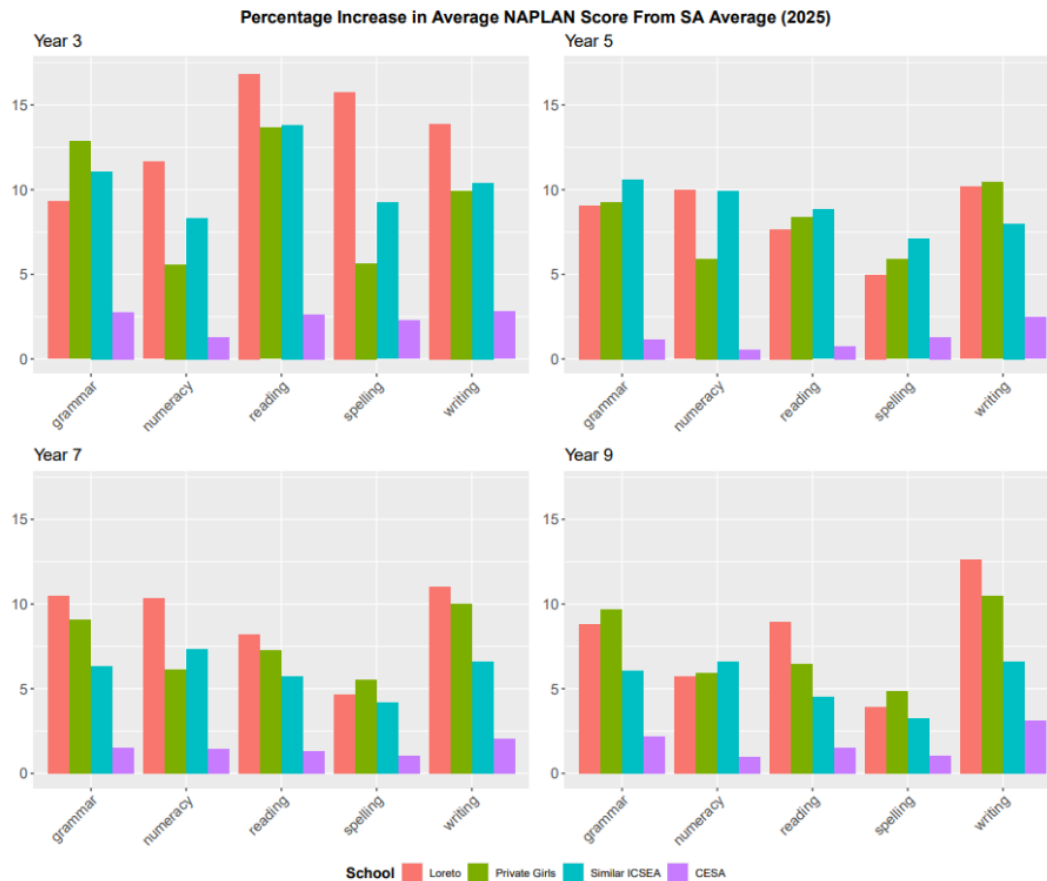


Figure 2: 2025 NAPLAN data, percentage advantage above state averages

YEAR 12 RESULTS

South Australian Certificate of Education (SACE)

- The 2025 College Dux, received an ATAR of 99.6.
- 14 merits were awarded to 10 students across 10 different subjects:

Activating Identities and Futures (AIF) (x2)

Drama

English

Food and Hospitality

General Maths (x2)

Legal Studies

Media Studies (x2)

Modern History (x2)

Psychology

Women's Studies

- 8 subjects had 100% of students achieving an A grade:

Drama

Digital Communication Solutions

Integrated Learning (Sports Studies)

Music Explorations

Music Ensemble

Music Solo Performance

382 grades were awarded including 48 A+ grades, 127 A grades and 93 A- grades. Overall 69.4% of the grades awarded were in the A grade band. The full distribution of grades are shown in Figure 3.

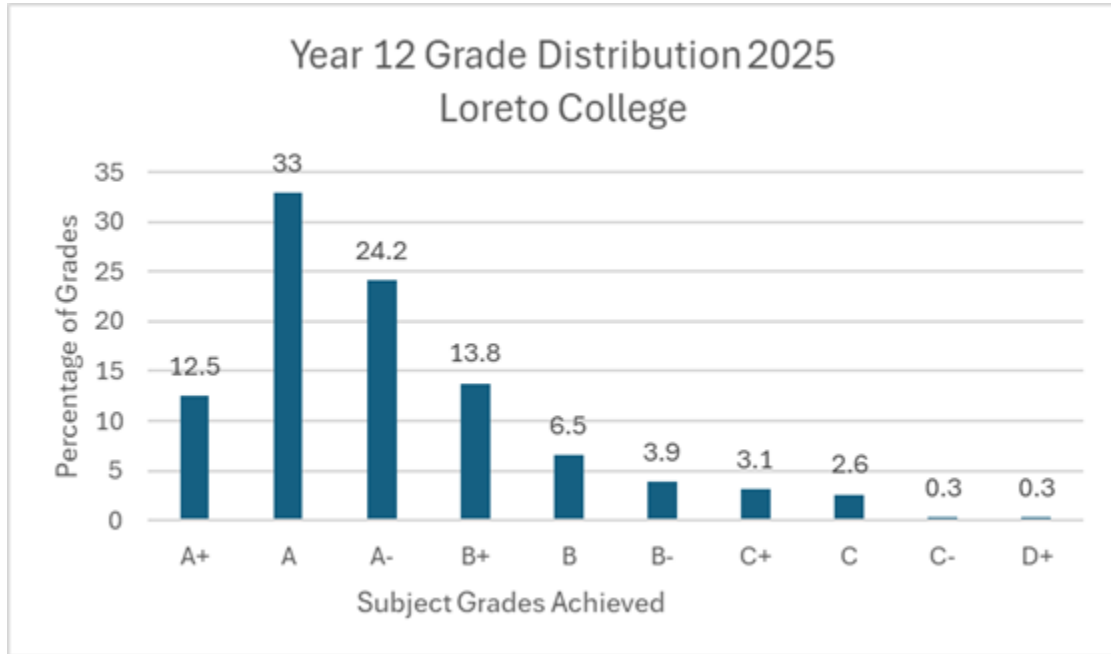


Figure 3: 2025 Year 12 Grade Distribution for Loreto College

This grade distribution can be compared to the State Grade Distribution across the same range of subjects studied (see Figure 4). Loreto's grades are skewed towards the higher grade bands when compared to the same subjects across the state.

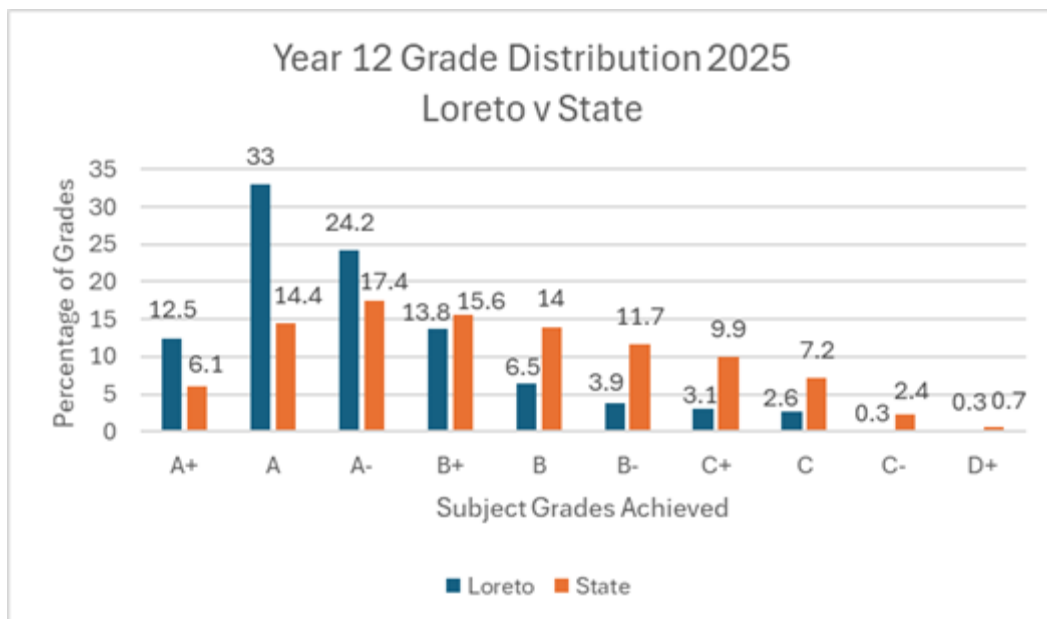


Figure 4: 2025 Grade Distribution Loreto V State

- 67 students achieved their SACE whilst 2 students achieved their Modified SACE. This equates to 100% SACE completion.
- All 67 students who were eligible achieved an ATAR.

Of those eligible for an ATAR:

- 5 students or 7.46% of students achieved an ATAR of 99 or above, placing them in the top 1% of the country.
- 10 students or 14.93% of students achieved an ATAR of 95 or above, placing them in the top 5% of the country.
- 27 students of 40.3% of students achieved an ATAR of 90 or above, placing them in the top 10% of the country.
- The mean ATAR achieved in 2025 was 85.21 and the median ATAR 87.10.

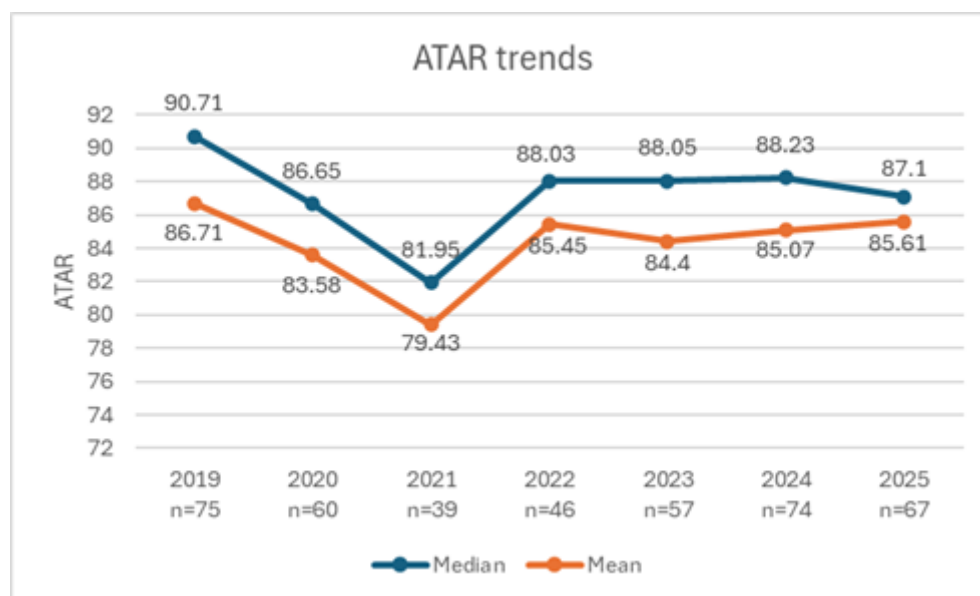


Figure 5: mean and median ATAR tracking at Loreto since 2019

Vocational Education and Training (VET)

In 2025, 19 students completed a Certificate III or higher VET course:

Year	Number of students completing a VET qualification
2019	22
2020	26
2021	12
2022	25
2023	16
2024	20
2025	19

Figure 6: number of students completing a Certificate III since 2019

In 2025:

- 15 students completed a Certificate III in Business
- 2 students completed a Certificate III in Assistant Dance Teaching
- 1 student completed a Certificate III in Allied Health Assistance
- 1 student completed a Certificate III in Fitness

Most of these students were not in the graduating class of 2025, but will graduate either 2026 or 2027.

All VET courses were externally delivered.

Year 12 Students – Post School Destination Data

In 2025, 63 of Loreto's graduates applied to the South Australia Tertiary Admission Centre (SATAC) for a university course. An additional 2 students applied to TAFE SA. All students who applied received an offer.

- 53 students were offered a place at Adelaide University.
- 10 students were offered a place at Flinders University.
- 2 students were offered a place at TAFE SA.

Anecdotally, the number of students applying for an interstate and/or overseas tertiary study place is increasing. Five students have confirmed acceptance of an offer to study outside of South Australia. This number is possibly higher but relies on self-reporting by the student. Two of these five students did not apply for a course through SATAC.

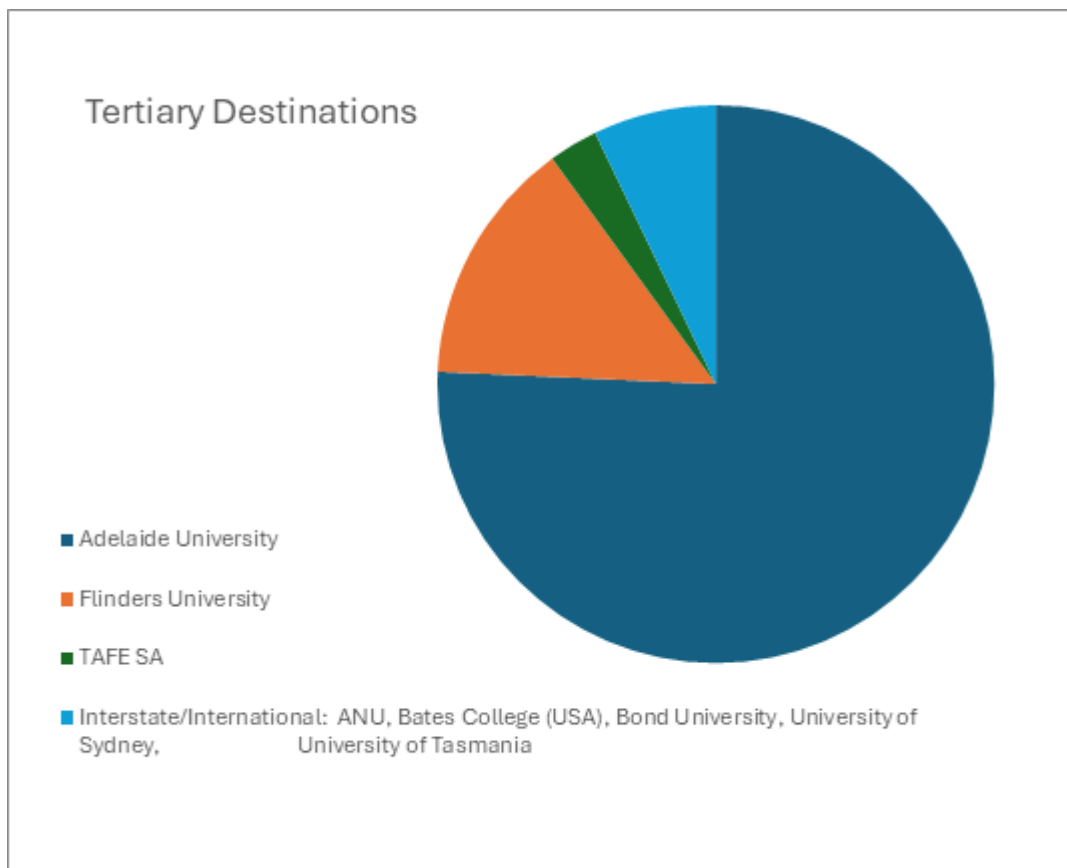


Figure 7: Tertiary destinations of the class of 2025

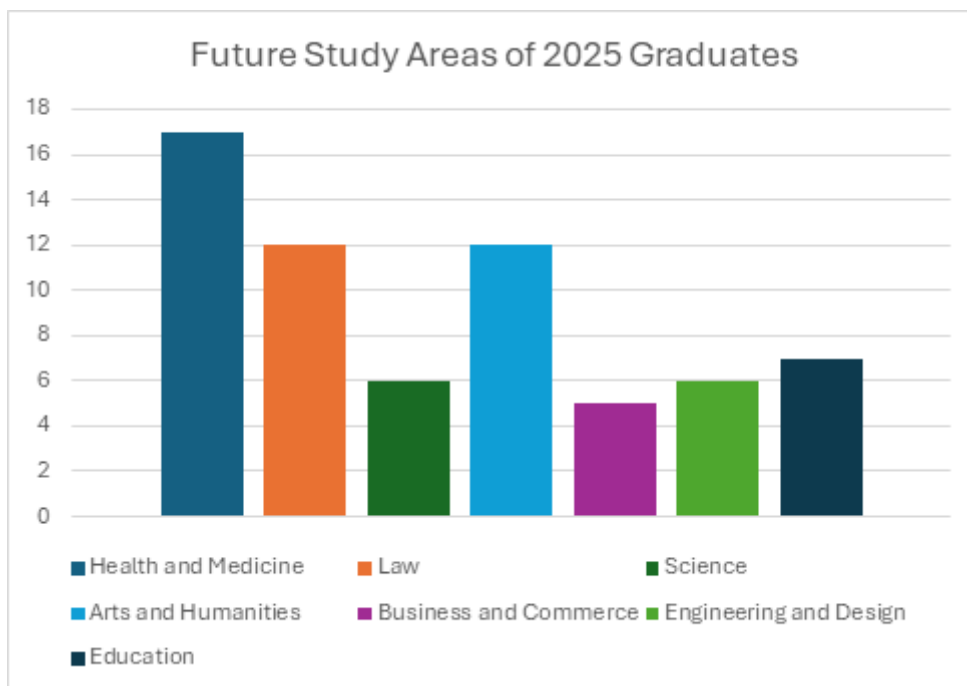


Figure 8: Future (tertiary) study areas of the class of 2025

Almost 80% of the class of 2025 received an offer to their preferred course through SATAC. Almost 95% of students received either their 1st or 2nd preference. (Figure 9).

Preference	2018	2019	2020	2021	2022	2023	2024	2025
	%	%	%	%	%	%	%	%
1 st Preference	79.7	73.3	66.1	81.0	79.0	80.75	88.23	79.36
2 nd Preference	11.4	17.3	13.5	5.7	11.7	10.5	7.35	14.29
3 rd Preference	7.6	6.7	10.2	2.8	7.0	1.75	1.47	1.59
4 th Preference	0	2.7	6.8	5.7	0	3.5	1.47	3.17
5 th Preference	0	0.0	1.7	0	0	3.5	0	1.59
6 th Preference	1.3	0.0	0.0	0	0	0	1.47	0
No offer	0	0.0	1.7	5.7	2.3	0	0	0

Figure 9: Percentage of cohort receiving preferred SATAC offers

STUDENT AND PARENT SATISFACTION

COMMUNITY SURVEY DATA

In 2025 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).	4.26	6%
At Loreto College (Marryatville), I am encouraged to do the best I can.	4.35	9%
Staff at Loreto College (Marryatville) show respect for each other.	4.18	5%
Students at Loreto College (Marryatville) show respect for each other.	3.84	-4%
Category Average	4.15	4%

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	7%
Category Average	4.27	7%

Learning

Statement Text	Average score	Variance
The work I do in class is challenging and really makes me think.	4.03	1%
When I have a problem with my work, my teachers help me.	4.00	0%
Category Average	4.01	0%

Resources + Facilities

Statement Text	Average score	Variance
I use computers regularly at Loreto College (Marryatville).	4.51	13%
The school has the equipment I need to enjoy the activities outside the classroom.	4.10	3%
The library is a great place to visit and work.	4.09	2%
I think the food at the canteen is healthy.	3.91	-2%
Category Average	4.15	4%

Parents

Values + Culture

Statement Text	Average score	Variance
Loreto College (Marryatville) values are reflected in the behaviour of staff and students.	3.95	2%
Loreto College (Marryatville) has a very welcoming and supportive culture.	4.09	6%
At Loreto College (Marryatville), each child is encouraged to achieve to the best of their ability.	4.01	4%
Staff and parents at Loreto College (Marryatville) work co-operatively to deliver high quality educational outcomes for students.	3.86	0%
Category Average	3.98	3%

Co-curriculum

Statement Text	Average score	Variance
Loreto College (Marryatville) offers students opportunities to be involved in an extensive selection of co-curricular activities.	4.09	6%
Category Average	4.09	6%

Learning Environment

Statement Text	Average score	Variance
The classrooms and physical environment are conducive to learning.	4.14	7%
The buildings and grounds are well presented.	4.38	14%
Category Average	4.27	10%

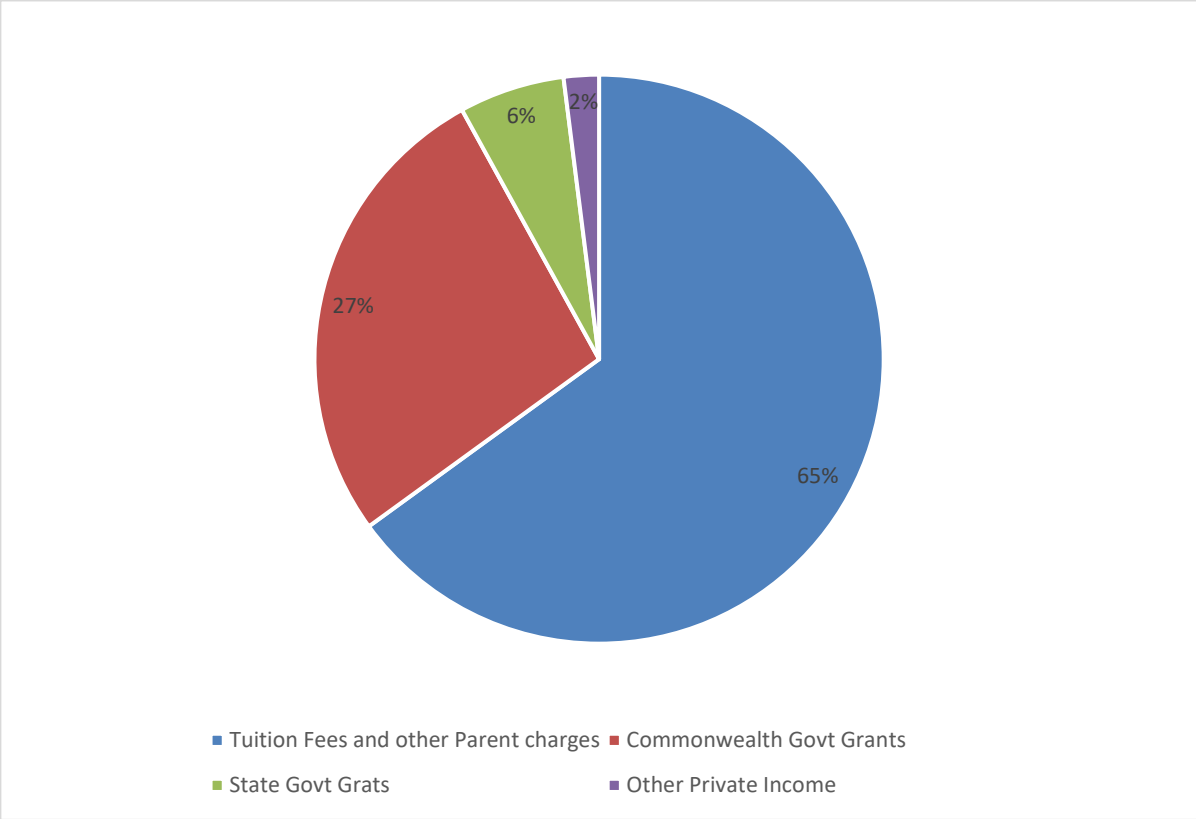
Resources + Facilities

Statement Text	Average score	Variance
The resources and facilities provided at Loreto College (Marryatville) are suitable.	4.06	5%
Category Average	4.06	5%

FINANCIAL MANAGEMENT

Recurrent Income

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



STRATEGIC PLANNING

Loreto College Marryatville remains committed to the education and formation of young women, with a sustained focus on developing capable, confident, and socially responsible leaders. Established in the Mary Ward tradition, the College operates as an independent Catholic school dedicated to fostering intellectual growth, personal integrity, and active contribution to society.

The College’s 2025–2027 Strategic Plan, *Shaping Strong Confident Futures – A Strategic Framework Guided by Loreto Values*, provides a structured map to guide ongoing development. It outlines key priorities centred on the enhancement of learning outcomes, the delivery of high-quality teaching practices, and the strengthening of student formation. These priorities are designed to support a cohesive and inclusive learning environment in which academic achievement and character development are intrinsically linked.

The plan further emphasises the importance of community engagement, leadership development, and effective governance. It supports the continued cultivation of a culture grounded in innovation, respect, and social justice, ensuring the College remains responsive to the changing educational landscape.

All strategic initiatives are underpinned by the College's core values of Freedom, Justice, Sincerity, Verity, and Felicity. These principles inform decision-making and practice across all areas of operation.

Through the implementation of this strategic plan, the College will build on its established legacy, equipping students with the knowledge, skills, and dispositions required to succeed academically, grow spiritually, and contribute meaningfully to their communities, both now and into the future.

Our Goals:

Goal 1: Optimise learning experiences.

Goal 2: Commit to excellence in teaching.

Goal 3: Enrich Formation and its positive impacts.

Goal 4: Nurture and strengthen our school community.

Goal 5: Remain a contemporary and well governed organisation.

Goal 1: Optimise learning experiences.

Objectives:

- Deliver a rigorous and dynamic curriculum.
- Create responsive learning spaces.
- Articulate and embed a continuum of learning.
- Strengthen critical thinking through digital innovation.

Goal 2: Commit to excellence in teaching.

Objectives:

- Develop robust and dynamic pedagogical practices.
- Support staff wellbeing.
- Continue to attract and develop quality staff.

Goal 3: Enrich Formation and its positive impacts.

Objectives:

- Enhance staff and student formation.
- Create opportunities for students and staff to become agents of change.
- Build national and global connections that further our formation and engagement.

Goal 4: Nurture and strengthen our school community.

Objectives:

- Celebrate our supportive and vibrant Old Scholar community.
- Expand connection opportunities for the boarding and day community.
- Further increase connections from Early Learning Centre to Year 12.
- Strengthen our OSHC and Vacation Care offerings.
- Increase philanthropy sponsorship and corporate partners.
- Build stronger partnerships with other schools and tertiary organisations.
- Foster and develop student leadership.

Goal 5: Remain a contemporary and well-governed organisation

Objectives:

- Better promote the school and its success externally.
- Nurture a positive and professional culture.

- Secure technology and systems supporting our work.
- Ensure strong governance.
- Evolve and enhance the College facilities and environment.

SCHOOL IMPROVEMENT STRATEGIES

Loreto College Marryatville Education Model

The Loreto Education Model provides a comprehensive framework to support the holistic approach to educational and wellbeing outcomes for our students. The Model recognises the interdependence of these domains and responds to the evolving developmental needs of girls and young women across their years of schooling.

The model is designed to support the development of students as strong, capable, and confident individuals. This is achieved through deliberate, evidence-informed practices that address the academic, personal, and social growth of each student. Central to the model are the Loreto values of Freedom, Justice, Sincerity, Verity, and Felicity, which underpin the College's culture and guide all aspects of teaching, learning, and community life. These values promote the formation of respectful, compassionate, and ethically responsible individuals, grounded in the Catholic tradition and committed to contributing positively to society.

The College prioritises the provision of a supportive and inclusive environment that enables students to engage completely in their learning. This includes both academic and wellbeing structures that encourage students to pursue personal excellence, develop independence, and build confidence in their voice and identity. Students are supported to engage in critical thinking, respectful dialogue, and reflective practice, fostering a mindset oriented towards growth, resilience, and continuous improvement.

The Loreto Education Model also recognises the importance of learning beyond the classroom. Participation in co-curricular, cultural, and physical activities is an integral component of the student's experience, contributing to the development of all.

Social, Emotional and Academic Development (SEAD)

The Social, Emotional, and Academic Development program (SEAD) recognises the importance of integrating wellbeing development with academic learning outcomes.

This targeted and sequential program recognises the various phases of girls' transition from childhood to adolescence and ultimately to adulthood, along with the challenges and celebrations that accompany each developmental stage. From Reception to Year 12, students participate in learning experiences designed to support their identity formation, health, wellbeing, personal success, and social connectedness.

The SEAD Program is designed to enhance girls' understanding of themselves as learners, responsible citizens, and supportive friends. Its primary objective is to create opportunities that promote the exploration of healthy self-awareness, social engagement, and personal achievement both in school and in life.

The program is delivered by teachers through dedicated weekly lessons, as well as in collaboration with professional agencies.

Loreto Analytics Program

While the College's Loreto Analytics platform has provided access to valuable student data, its potential as a strategic data insights tool has not yet been fully realised. Building staff capability in data literacy and analytics remains a priority, with targeted professional learning currently underway to support more consistent and sophisticated use of data in teaching, learning and pastoral decision-making.

Further progress has been made through the planned implementation of IntelliSchool, an advanced analytics platform integrated within Schoolbox. The platform is scheduled to be fully operational by the end of 2026, with a comprehensive staff rollout planned for 2027.

The introduction of IntelliSchool will significantly enhance the College's capacity to develop a holistic understanding of learner growth and engagement. By bringing together academic achievement, assessment submission patterns, attendance, and wellbeing data within a single platform, staff will be able to identify trends and emerging concerns earlier, monitor student progress more effectively, and make evidence-informed decisions at the individual, class, cohort and stage levels.

The integration of this suite of analytics tools will strengthen the College's ability to:

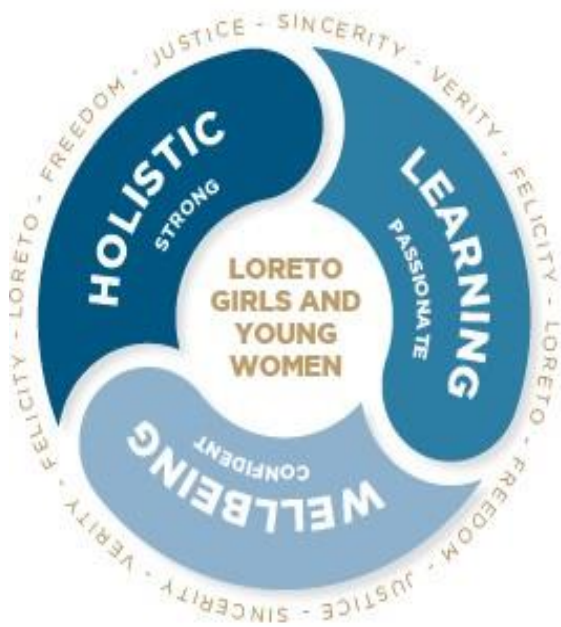
- track achievement growth within and across subjects;
- analyse the relationship between attendance and academic outcomes;
- monitor assessment engagement; and
- develop detailed cohort profiles.

These insights will support more targeted interventions and individualised learning pathways, ensuring that support is both timely and responsive to student needs.

Over time, this work will contribute to a stronger culture of data-informed practice, enabling leaders and teachers to evaluate the impact of initiatives, identify areas for improvement, and ensuring that insights translate into measurable gains in student learning growth.

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