

Loreto Mandeville Hall Toorak

# Annual Community Report

School Registration Number 1226



LORETO  
Mandeville Hall Toorak

2022

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### E NUMBER

E1112

NOTE: The School's financial performance information has been provided to the Australian Charities and Not-for-profits Commission (ACNC) and will be available for the community to access from their website at [www.acnc.gov.au](http://www.acnc.gov.au).



## Our School Vision

Loreto Toorak is a Catholic Independent Girls' School that aspires to be the leading school in Australia, and a leading school internationally. Our academic, cultural, sporting and pastoral programs are all integral to the holistic education of our students. We aim to produce young women who are well-educated, well-informed and able to thrive in a fast-changing world; young women who have a strong personal interest in actively shaping a positive future for their community, be it local, national or global.

Firmly grounded in the ethos and values of the Foundress of the Loreto Sisters, Mary Ward, Loreto Toorak offers an education that liberates, empowers, and motivates students. An emphasis on wellbeing and pastoral care supports our vision to form young women who are confident, independent, compassionate, and gracious, with character and intellectual formation of the highest calibre.

This vision is supported by a vibrant and inclusive School community, comprised of students and staff, current and past parents, Alumnae – no matter where their lives may take them – and broader friends and partners of the School. The strength of this extensive Loreto community ensures a genuine and enduring connectedness with all that is Loreto, at a local, national, and international level.





## School Overview

Loreto Toorak is a Catholic Independent School for girls established by the Institute of the Blessed Virgin Mary (IBVM), also known as the Loreto Sisters.

The mansion known as Mandeville Hall was acquired by the IBVM in 1924 and remains a magnificent presence on the School campus.

Loreto Toorak enrolls approximately 1,220 girls from Preparatory to Year 12 and is one of an international group of Loreto schools, including seven across Australia. The first Loreto school was founded by Mary Ward in St Omer, Belgium in 1609, initiating a 400-year-old tradition of educating girls.

Our values of Freedom, Justice, Sincerity, Verity and Felicity encompass Mary Ward's vision to nurture in each student the foundation for a strong and mature faith — in God, in herself and in life. With these values, we foster a mutual respect and deep understanding of the individual, and a compassion for the broader community.

Loreto Toorak seeks to enable each student to develop and grow in an environment that values social conscience, sincerity, integrity, and optimism. This is demonstrated by the many sporting, artistic, musical and academic accolades our girls regularly receive.

From our distinctive social justice outreach activities to our highly acclaimed academic programs and beyond, Loreto Toorak students thrive on the strength and breadth of our curriculum, pastoral care and inclusive co-curricular programs.

Enrolment for Loreto Toorak is academically non-selective, and an extensive and challenging academic program is integral to the education of heart and mind that is cherished at Loreto Toorak. Our students achieve outstanding VCE results and tertiary entrance placement scores. Differentiated education support is provided for students with individual need. We offer a range of electives from Year 7 onwards, including languages – French, Indonesian, Italian, Chinese (Mandarin), Theatre Studies, STEM and Aviation. In Years 11 and 12, students can choose from a broad range of approximately 35 VCE subjects.

Our vision is supported by a vibrant and inclusive School community, including parents, past pupils, and our wider networks.

## Principal's Report

After emerging in 2022 from two pandemic years, the community was bursting with optimism and enthusiasm for a new start; however, after the impacts of the January Omicron wave, we were quickly reminded to move forward with momentum. The School had to be brave and embrace uncertainty. Once we had accepted that 2022 presented a new and different set of challenges, the Loreto Toorak community did what it had done so brilliantly in previous years; we harnessed our resilience, making the most of every opportunity and situation.

With the benefit of hindsight, we can be retrospective and reflect on how important it was to move forward and rebuild the sense of connection and opportunity we had missed in previous years. With that purpose, the School remained steadfast in providing students and families with the whole Loreto Toorak experience of learning and living. From early February, through events such as the Performing Arts Festival, Whole School Cocktail Party on St Michael's Green to taking three year levels to Central Australia for the Journey to our Heart experience, it was evident that the school community wanted to forge ahead and put the strains of 2020-2021 behind them.

Of course, none of this remediation could have been achieved in isolation; the year was a success due to the partnership between a generous and supportive School Board, a hardworking Leadership Team, and staff with a tireless and unfailing commitment to our students, in collaboration with our parents. We thank our students and families for their commitment to the School and ongoing support throughout the year.



# Catholic Identity and Mission

## Goals and Intended Outcomes

The Loreto Schools Australia Mission Statement and the Loreto Educational Philosophy provide the framework for our educational vision at Loreto Toorak and our ongoing commitment to living out of the charism of Mary Ward as a Catholic school for girls in the 21st century, mindful of our 400-year tradition.

Our Mission Statement sets out our ongoing vision 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". This education is underpinned by the values of Loreto education, shared with our sister schools around Australia and the world, those of Felicity, Freedom, Justice, Sincerity and Verity. These values are given animation each day at Loreto Toorak in our language, leadership and living. Our focus each year on one value, Freedom in 2022, allows the value to take root in the hearts of members of the School community in a way that reflects the challenges and settings of the time. These values are known and understood by each member of the School community, in relationship to each other and as part of the living charism of Mary Ward evident in her global family today.

**Our School is God Centred:** As a Catholic school in the Loreto tradition, the heart of our vision, is centered on the Gospel of Jesus Christ. Our liturgies, prayer experiences and retreats all encourage a relationship with God at whatever level the student or staff member is able to engage and offer great possibility for deepening and strengthening this relationship. Our Religious Education classes from Preparatory to Year 12 seek to develop in all students a solid and well-grounded knowledge of the Catholic faith and of the central place of religion in society. Our shared sense of Catholicity as members of the broader Church and our own School Mission are seen through the charism of Mary Ward, and her understanding of God's love.

**Our School is Student Centred:** Our focus is on the formation of our students, and their development of both heart and mind in order that they leave our School as faith filled, resilient, ethically minded, and well-educated 'seekers of truth and doers of justice'. Our pastoral care programs are grounded in our understanding of students as human beings formed in the image and likeness of God, deserving respect, dignity, and love. Our teaching and learning strives to lead students to achieve excellence, capacity and attainment from the earliest years to their VCE. Their intellectual, social, spiritual and wellbeing needs are at the heart of every decision we make.

**Our School is Community Centred:** Our School exists in the realities of the world in which we live, one that has been perhaps forever changed by the pandemic and continues to face the liminal challenges of climate, mental health, evolving societal roles and economic insecurity for so many. The Mary Ward Schools' Compass provides an essential framework and a set of challenges for both classroom and pastoral programs, emphasizing the key attributes expected in students of Mary Ward schools worldwide as global citizens in communities of the present and future. Additionally, our School community, which consists of our students, families, past pupils, past families, staff, Loreto Sisters and friends, their needs, gifts and challenges, provides the context and richness of our shared educational enterprise.

## Achievements

In the Loreto tradition our School mission is to educate the whole person of the young women in our care; our aim is that their education enables and encourages them to develop their talents and skills to transform the lives of others, especially those on the margins of society. Social justice initiatives and activities are conducted to support local community programs, Catholic aid and development agencies within Australia and the work of Mary Ward International Australia. In 2022 as our school returned to education in person and life on campus, many of our programs in this area began to return to their valued place in our School programs.

## Value Added

Loreto Toorak will continue to promote and give witness to the Catholic and Loreto foundation of the School. We will continue the promotion and extension of our programs of social justice in both education and service; the provision of worthwhile experiences in liturgy and faith education for students, staff, and families; the promotion of a deep respect for self and others and the deepening of an awareness of the responsibility of all to give, to speak and to act for others.



# Learning and Teaching

## Goals and Intended Outcomes

Throughout 2022, Loreto Toorak aimed to provide a holistic education that nurtured the individual growth of each student, fostering intellectual curiosity and personal development within a faith community inspired by the Loreto charism.

The School set the following specific goals and intended outcomes:

- to provide state-of-the-art learning spaces and innovative teaching methods that inspire students and support their learning
- to develop students' critical thinking skills and ability to adapt to an ever-changing environment
- to introduce financial literacy into the curriculum to help students understand the importance of making informed decisions about consumer issues and managing money and assets
- to provide a variety of opportunities for academic growth and personal development, such as Loreto Academy's Summer and Winter Programs, Mandeville Mentors, and lunchtime and afterschool activities
- to improve the results of mid-high achievers, particularly in Years 10 and 11
- to foster a sense of community and belonging, encouraging students to embrace their strengths and differences and work collaboratively with others
- to celebrate the achievements of students and staff, recognising the hard work and dedication that went into their success

## Achievements

As an open entry school, Loreto Toorak provides every girl with the opportunity to discover her talents, gifts, and potential. Similarly, we strive to encourage our students to be courageous in their learning as a means of achieving both excellence and resilience.

In 2022, the School achieved excellent results in a wide range of studies from various faculty areas. This was evidenced by a significant number of subjects where the students attained a median study score of 35 or above, reflecting the School's commitment to academic excellence across all areas of study and enviable reputation as one of the highest performing Catholic schools in Victoria.

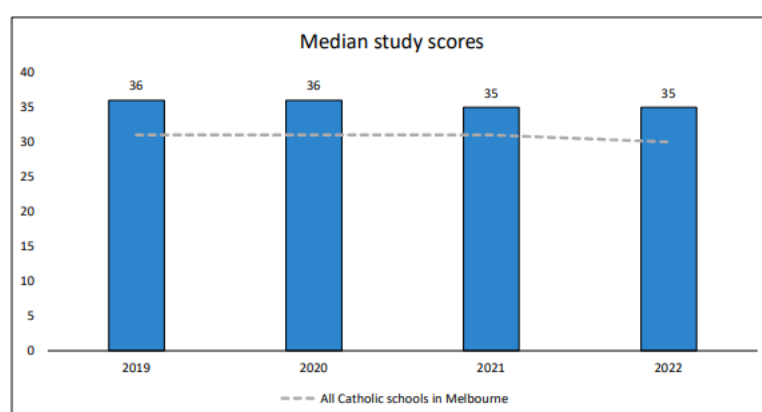
In addition, the Victorian Curriculum and Assessment Authority's VCE Data Report showed that Loreto's teaching and learning program continues to add value to student learning with students in several subjects achieving higher-than-predicted study scores based on their General Achievement Test (GAT) results. Specifically, the report indicated that students in Legal Studies, Physical Education, Studio Arts,



Psychology, Art, Economics, and English achieved strong growth in relation to their GAT scores, which was a testament to the effectiveness of Loreto's approach to teaching and learning in these areas.

## VCE Results Summary 2022

- Median study score of 35
- Continued performance as one of Victoria's leading Catholic schools. See bar graphs below (Loreto Toorak's results are indicated in blue)



\*From Melbourne Archdiocese Catholic Schools, *School VCE Data Snapshot 2022*

## 2022 Academic Highlights

- 11% of students attained an ATAR of 97+ (top 3% of the states)
- 19% of students attained an ATAR of 95+ (top 5% of the state)
- 43% of students attained an ATAR of 90+ (top 10% of the state)
- 70% of students attained an ATAR of 80+ (top 20% of the state)
- 88% of students attained an ATAR of 70+ (top 30% of the state)
- 23% of study scores were 40+

Note: achieving above 40 in any subject indicates you are in the top 8% of the subject cohort in the state.

Median ATAR: 87.35

Dux of School ATAR: 99.8

In 2022 our students achieved 3 Perfect Study Scores in 2 Subject areas: English and Physical Education.

## Student Learning Outcomes

In 2022 we were once again pleased and impressed with the overall results for NAPLAN, especially given the fact this was the first year these tests were undertaken online. The accompanying tables highlight how Loreto Toorak compared with the state mean in each of the domains: reading, writing, spelling, grammar and punctuation and numeracy.

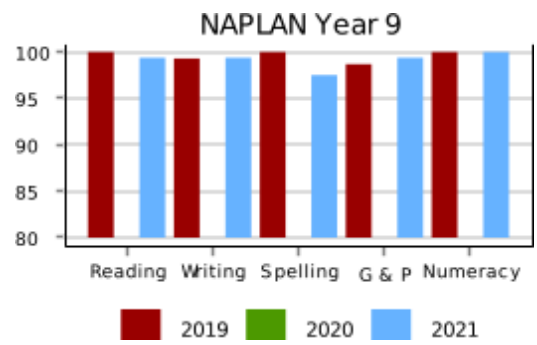
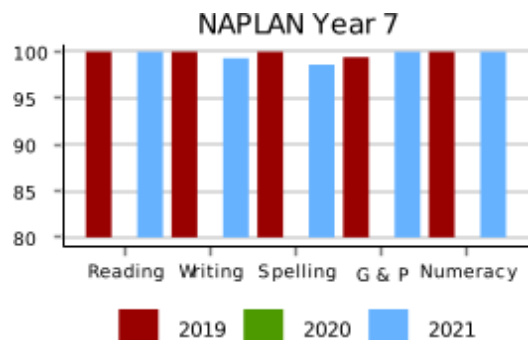
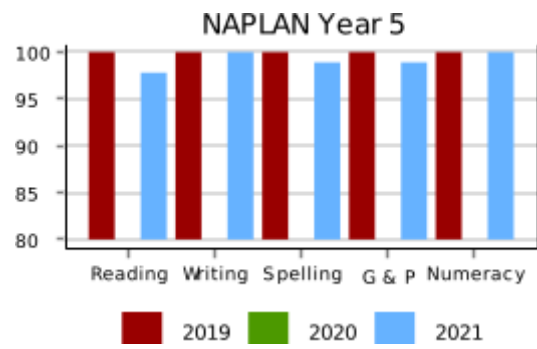
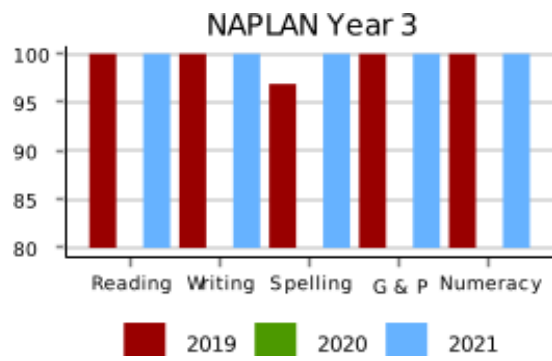
We are pleased to report that our NAPLAN results continued to be well above state means, which reinforces the robustness of our curriculum. As always, NAPLAN tests reflect a 'moment in time' assessment of our students, however, the data itself can be especially useful when correlated with our own internal measures. We are then able to use this data to design our programs for the individual needs of our students as well as to assess individual student and cohort improvement and achievements, which then informs the revision of our curriculum.

### MEDIAN NAPLAN RESULTS FOR YEAR 9

Year 9 Grammar & Punctuation	622.2
Year 9 Numeracy	632.8
Year 9 Reading	630.7
Year 9 Spelling	604.8
Year 9 Writing	620.3

## Proportion of Students Meeting the Minimum Standards

NAPLAN Tests	2020 %	2021	2020-2021 Changes	2022 %	2021-2022 Changes
Year 3 Grammar & Punctuation	-	100.0	-	100.0	0.0
Year 3 Numeracy	-	100.0	-	100.0	0.0
Year 3 Reading	-	100.0	-	97.0	- 3.0
Year 3 Spelling	-	100.0	-	100.0	0.0
Year 3 Writing	-	100.0	-	100.0	0.0
Year 5 Grammar & Punctuation	-	98.9	-	100.0	1.1
Year 5 Numeracy	-	100.0	-	100.0	0.0
Year 5 Reading	-	97.8	-	100.0	2.2
Year 5 Spelling	-	98.9	-	100.0	1.1
Year 5 Writing	-	100.0	-	100.0	0.0
Year 7 Grammar & Punctuation	-	100.0	-	100.0	0.0
Year 7 Numeracy	-	100.0	-	100.0	0.0
Year 7 Reading	-	100.0	-	100.0	0.0
Year 7 Spelling	-	98.6	-	100.0	1.4
Year 7 Writing	-	99.3	-	100.0	0.7
Year 9 Grammar & Punctuation	-	99.4	-	98.5	- 0.9
Year 9 Numeracy	-	100.0	-	100.0	0.0
Year 9 Reading	-	99.4	-	100.0	0.6
Year 9 Spelling	-	97.5	-	100.0	2.5
Year 9 Writing	-	99.4	-	98.5	- 0.9



# Student Wellbeing

## Goals and Intended Outcomes

The aim of the Pastoral Care system and programs at Loreto Mandeville Hall Toorak is to promote and enhance student wellbeing of a personal, social, physical, emotional, and spiritual nature. Key elements of student wellbeing are positive self-regard, respect for others, positive relationships, responsible behaviours and personal resilience. We aim to acknowledge the needs of each student, by developing their resilience, alongside their social and emotional learning. Our objective is for each student to be well-functioning and compassionate individuals, with a sound sense of self when they graduate. There is an intrinsic link between connectedness to school, student wellbeing and academic success and it is this understanding which informs the continued evolution of our School-wide policies, practices and programs.

## Achievements

As part of a holistic approach to student wellbeing, the Pastoral Care programs work alongside the Positive Education program. Our Positive Education program, across Preparatory – Year 10, includes a weekly Positive Education subject designed to teach our students the skills of wellbeing, in alignment with our PERMAH framework, incorporating: Positive Emotions, Engagement, Positive Relationships Meaning, Accomplishment and Positive Health.

We have a sequential approach to the delivery of our pastoral modules and an invigorating pastoral program that ensures students are receiving and participating in programs that are relevant and pertinent to the needs of the year level, the age group, and the ever-changing landscape of adolescent needs.

As in previous years, our Year 12 students did exceptionally well in their VCE studies and this can be seen as testament to the success of the School in providing an environment in which students have the required support and guidance to achieve in VCE and to flourish in their lives beyond secondary school.

## Value Added

The following programs and practices can be seen to support the betterment and development of student wellbeing at Loreto Toorak:

- A school wide approach to wellbeing and positive education, encompassing students, staff and parents
- The regular development and refinement of policies, implementation of best practice with students at all times



- Proactive School Psychologists and School Nurses; attendance to special needs students through program support, individual program development and Individual Education Plans
- Transition, mentor and orientation programs
- Vast and varied co-curricular programs; leadership opportunities
- Inter House activities
- Pastoral Coaching program
- Clear and consistent discipline policies and practices
- Well-supported pastoral structure, staff support and parent communication systems Regular meetings with students and teachers
- Fostering connectedness
- School Councillors and SRC representatives Peer Support programs – Big Sister/Little Sister
- Retreats and Camps
- External presentations – cyber safety, study skills, enterprise skills, drug and alcohol education, personal growth and child safety empowerment sessions
- Collaborative programs with other schools
- Career counselling and guidance
- Proactive pastoral focus in each Year Level
- Knowledgeable and accessible staff
- Strong student attendance
- Fostering positive engagement in School activities, and engendering optimism.

## **Student Satisfaction**

Student feedback showed that they were aligned with, and valued, the School's passion for academic excellence, our professional staff, community engagement and students feeling valued and safe.

## **Student Attendance**

The School keeps a record of the attendance of each student. The class roll is marked every period throughout each school day Preparatory to Year 12. If a student is marked absent in the morning and the parent has not contacted the school, the parent is contacted by the Student Office.

Attendance records are monitored daily and contact with parents/guardians occurs if the student has been absent for more than two consecutive days or shows a pattern of inconsistent attendance. The Director of Students (Year 7 – 12) / Deputy Director of Rathfarnham (Preparatory – Year 6) is notified about any pastoral care absenteeism or longer absences and notifies the School Psychologists and/or School Nurses as required.

## Year 9 – 12 Student Retention Rate

At our School, we are committed to providing an exceptional education to all our students and ensuring that they receive the support they need to achieve their best. We are proud to report that our Year 9 – 12 student retention rate for the previous academic year was 97.4%. This figure demonstrates the value that our students place on the education they receive at our School and their commitment to seeing it through to completion. It also reflects our School's dedication to providing a challenging and engaging curriculum, supportive and inclusive learning environment, and a range of co-curricular activities that cater to diverse interests and passions. We are pleased to see our students continuing to thrive academically and personally, and we remain committed to providing them with the best possible education and support to help them achieve their goals.

## Average Student Attendance Rate By Year Level

Year 1	89.8%
Year 2	89.1%
Year 3	92.7%
Year 4	88.0%
Year 5	88.6%
Year 6	88.5%
Year 7	89.0%
Year 8	88.6%
Year 9	88.9%
Year 10	87.6%
Overall average attendance	89.1%

## Senior Secondary Outcomes

VCE Median Score	35.0
VCE Completion Rate	100.0%
VCAL Completion Rate	0.0%

## Post-School Destinations as at 2022

Tertiary Study	92.0%
TAFE/VET	1.0%
Apprenticeship / Traineeship	3.0%
Deferred	1.0%
Employment	3.0%
Other - <i>The category of Other includes both students looking for work and those classed as Other</i>	0.0%



# Child Safe Standards

## Goals and Intended Outcomes

Loreto Toorak continues to focus on child safety and is at the forefront of everything we do. We continuously monitor our policy and practices in line with updated legislative requirements and School practices. These include creating inclusive and welcoming environments, enabling students to participate in decisions that affect them, cultural safety, promoting equity and respect for diversity, and having child protection systems and reporting processes in place.

## Achievement

- All our staff are made aware of their child safety responsibilities and reporting obligations through our recruitment practices and annual staff learning and professional development days. All child safety incidents are reported to the Child Safeguarding, Risk and Compliance Committee and subsequently reported to the Loreto Toorak Board. Base information is documented, and further detail provided by the Principal as appropriate.
- Our annual child safety assurance program and the completion of the self-assessment exercise identified areas that we could strengthen as part of our overall effectiveness. Our Child Safety Risk Owner along with Risk and Compliance Manager meet regularly to ensure any improvement plans are in place and ongoing initiatives are calendared regarding our education and awareness activities. Child safe operations are regularly and consistently reviewed at Leadership and Board level through a standing Agenda item for all meetings.

Further initiatives include –

- The appointment of a Director of Wellbeing with accountability for Child Safeguarding and Wellbeing.
- Annual Child Safeguarding training to the Loreto Toorak Board and Sub Committees.
- Appointed and trained a diverse range Child Safety Officers throughout the School who students are comfortable speaking to.
- Annual refresher training on Child Safeguarding for all staff, including contractors, professional services, and casual staff.
- Child Safety is a standing item in meetings across the school, particularly in our Pastoral Team comprising Heads of Year and Director of Students, and School Counsellors driving the child safety program.
- The School continually revisits and revise our risk assessment in line with the Child Safety Standards under Ministerial Order 1359, identifying areas for removing or reducing the risk of child abuse.

- Our suite of Child Safe Policies are available and accessible on our School website and promoted to the School community.
- Human Resources have implemented child safe best practices including statements in our advertising; screening in our recruitment and reference checking; ongoing verification of identification, qualifications, registration, and Working with Children certification both before employment commences and with regular checking for continuing currency; and all new staff acknowledging and declaring their commitment to Child Safeguarding.
- Students have participated in age-appropriate programs designed to encourage and empower them to articulate when they may not feel safe or may recognise this situation happening with their peers.
- Child Safeguarding and Wellbeing Policies have been developed and approved by the Loreto Toorak Board after consultation with various staff, parents, and other members of the Loreto community.
- Loreto Toorak has continued to be proactive in the implementation of the Child Safe Standards under the updated Ministerial Order 1359. Loreto recognise that these Child Safe Standards are designed to drive cultural change within the community and that protecting children is embedded into our everyday thinking and everything we do.





# Leadership and Management

## Goals and Intended Outcomes

At Loreto Toorak, Leadership and Management are key priorities, and we are constantly striving for improvement in all areas of our school community. Our commitment to our founding charism remains steadfast as we embrace contemporary processes and standards. We regularly review and update our policies and procedures to ensure transparency and provide clear directions for all staff, students, and community members.

Our governance structure is well documented, and our School Board and Committees operate effectively to meet KPIs. Accountability measures are benchmarked by internal and governing bodies, and we constantly reflect and evaluate our performance at all levels within the School.

We are dedicated to attracting and retaining quality staff on all areas of our operations, both in the classroom and in other areas that support Teaching and Learning. Our staff members are passionate and committed to their roles, and they have a strong connection with the School. This is evident in their overwhelming dedication to our students and the collegiality amongst all staff. We strive for student motivation and embody the School's Teaching and Learning culture in all that we do. As a School we prioritise Leadership and Management excellence and embrace continual improvement.

## Achievements

Loreto Toorak is committed to transparency and excellence in all aspects of our operations. We deliver comprehensive performance reports to a variety of stakeholders, including the School Board, Parents' Association, Melbourne Archdiocese Catholic Schools, the National Education Board, Loreto Province Office, Loreto Ministries Ltd, governmental bodies, and financial authorities.

Our Leadership and Management style are fully integrated, and we constantly perform well on all measures. We take pride in our ability to provide accurate and timely information to our stakeholders, ensuring that they are fully informed and engaged with our School's activities and achievements. At Loreto Toorak, we continue to strive for excellence in our operations through transparent and effective Leadership and Management.

## Expenditure and Teacher participation in Professional Learning

### Description of Professional Learning undertaken in 2022

At Loreto Toorak, we understand that ongoing professional learning is essential for ensuring the best possible outcomes for our students. That is why we have always supported and encouraged our staff to pursue further study and Professional Development opportunities.

In 2022, our staff sought out a range of Professional Learning opportunities to further their knowledge and skills, taking advantage of high-quality remote learning options. As we move into 2023, we will continue to provide a blend of online and in-person Professional Development activities, giving our staff greater choice and flexibility in terms of content, mode, and access.

Professional Learning is a key pillar of our Strategic Plan, aligned with our focus on student formation and excellence in Teaching and Learning. Through ongoing Professional Development, our staff are constantly seeking out new and innovative ways to maintain best practice across all areas. As a School community, we are committed to supporting the ongoing growth and development of our staff.

In 2022, we had 219 teachers participating in Professional Learning, with an average cost of \$921 per staff member. This investment in Professional Learning has allowed our staff to explore new and innovative ways to maintain best practices in all areas of their work, which ultimately benefits our students' academic success and personal development. We remain committed to supporting our staff's ongoing professional growth and development.



## Teacher satisfaction, attendance and all staff retention

Our academic staff encountered numerous hurdles in 2022 following the pandemic; however, they remained united and determined to deliver exceptional teaching while fulfilling students' pastoral and wellbeing needs. Their efforts were aligned with the School's objectives, ensuring that our students received the highest quality of education possible.

Our staff members have strong bonds with the School, including their colleagues and students. Their passion for the safety and wellbeing of our students, as well as their unwavering commitment to teaching and learning, serve as a testament to their dedication to the School.

The staff feedback as part of the 2022 MACSSIS survey highlighted staff connection and collegiality in providing optimal teaching and learning environment for our students.

- 75% perceived quality relationships with staff and leadership
- 67% believe teachers work together in teams to improve teaching and learning

The survey responses in these areas were higher than average. The responses indicating that colleagues have frequent discussions about learning, use student data to drive pedagogy and that teachers work together planning and evaluating teaching materials and instructional practices.

Our School values our teaching staff and recognises the critical role they play in achieving our educational goals. We are pleased to report that our teaching staff attendance rate was 87.5% in the last academic year. Additionally, we are proud to have an all staff retention rate of 80.1% which demonstrates our School's commitment to creating a positive and fulfilling workplace culture that values and invests in our staff. We believe that our staff's job satisfaction and retention directly impact the quality of education we offer, and we remain committed to providing a supportive and rewarding work environment for all staff.

At our School, we pride ourselves on having a diverse and dedicated team of staff who work together to provide the best possible education and support to our students. Our staff composition includes a Principal class of 10.0, a Teaching Staff headcount of 139.0, and a Teaching Staff FTE of 126.9. We also have a Non-Teaching Staff headcount of 109.0, and a Non-Teaching Staff FTE, which includes a range of support staff who play an essential role in the smooth operation of our School. While we do not currently have Indigenous Teaching Staff members, we recognise the importance of promoting diversity and inclusivity in our School community, and we are committed to recruiting and retaining a diverse staff that reflects the diversity of our students and the wider community. We are proud of our staff's commitment to our School's mission and values, and we remain dedicated to supporting them.

# School Community

## Goals and Intended Outcomes

Loreto Toorak offers a Catholic education which liberates, empowers and motivates students to use their individual gifts with confidence, creativity and generosity in loving and responsible service.

The five values of Loreto schools worldwide, founded in the tradition of Mary Ward, and enunciated in our Mission Statement are *Freedom, Justice, Sincerity, Verity* and *Felicity*. For our School, these foundational Loreto values provide the framework for our everyday interactions and conduct, and they are fundamental to the education that we provide.

These values guide our interactions with individuals and organisations to ensure our engagement is meaningful. We proactively look for opportunities to engage with stakeholders and seek their input to our school processes, objectives and decisions, with the purpose of achieving improved outcomes and mutual value.

A key stakeholder group of the school is our community. Loreto Toorak is committed to placing our students at the centre of everything we do. The Stakeholder Engagement Framework is supported by Loreto Toorak's Parent Charter that outlines the way in which the school requires all parents, visitors, associates and family members to conduct themselves when visiting the school, participating in school activities, and communicating with members of our school community including students, staff, other parents and visitors.

The Loreto Toorak Community Code of Conduct applies to all adults including parents, guardians, associates, stepparents, grandparents, extended family, babysitters, and any others, including volunteers, while involved in activities or communications related to Loreto Toorak.

## Achievements

Loreto Toorak is committed to genuine and timely stakeholder engagement that leads to improved decision making and better outcomes for our stakeholders.

Some of the key engagement activities Loreto Toorak undertakes includes:

### Governance

An independently appointed School Board together with numerous sub-committees and advisory groups meet regularly to support and oversee the school's governance structures.

Mary Ward Charism through the Loreto Sisters provides the School with an

international network of friendship and support. It offers a process for consultation, crafting and discernment for which the Loreto educational ethos has been developed.

### **Staff**

School staff participate in retreats, services, social gatherings, professional development opportunities, wellbeing activities, forums and workplace policy briefings.

### **Current Students**

The student body actively engages in student formations relating to the school's Loreto heritage, values and social justice programs. They are taught positive education principles within their pastoral learning program. They are taught by a dedicated group of professionals with high expectations and provided with numerous co-curricular opportunities. They can also engage in many social activities throughout whilst enrolled as a student at the school. Current students are provided with the opportunity for feedback through exit survey research. They will also engage with the school through various social media platforms.

### **Current Parents**

This group of stakeholders may participate in many enriching sessions in relation to liturgy, prayer and educational development. Numerous social activities are encouraged throughout the school at various year levels. Parents are offered the opportunity to participate in decision processes through governance boards and advisory committees. Feedback is encouraged through annual research opportunities which provides evidence to inform stakeholder planning. Parent engagement is also sought through several parent groups operating to support the school. Parents are involved in many channels of communication with the School including but not limited to emails, eBulletin, portal, publications, course guides/material, forums and presentations. These provide a rich source of valuable feedback which is timely and transparent.

### **Alumnae**

Loreto Toorak's Alumnae are a significant stakeholder and as such are provided with many varied engagement opportunities within the school. They receive publications, attend regular reunions (interstate/overseas/specialist groups) and performances, they are offered casual employment as they transition to the workforce and are provided with the opportunity to support our Alumnae. These stakeholders are extremely receptive to social media engagement opportunities.



## **Past Parents**

Many past parents continue to be engaged with the school through network groups such as rowing and specific functions such as the Ladies' Luncheon, the Fathers' Dinner, and annual performances/events. These stakeholders continue to receive school publications and engage through our social media channels supporting the school through advocacy or financial means.

## **Future Students and Parents**

A critical stakeholder in the future of Loreto Toorak, future students and parents engage with the school through general communication involved in the enrolment process and receive regular school publications. They attend School Tours and functions associated with their transition into the school. They have access to our marketing communications including social media where they may choose to engage further through these various channels. On occasions we involve these stakeholders in research for future projects which may impact on the future planning of the school.

## **Donors**

Donors are a significant stakeholder group and are invited to attend special school events. They receive regular personalised communication. They are strong supporters of the school either through advocacy or financial means. Those who have advised us that they are leaving a bequest to the School in their will, form part of a specific donor group - our Silk Circle.

## **Other Groups**

The School's neighbours form an important part of the broader community. This group attend cultural and social activities within the School. They are impacted by changes to the School and have a vested interest that requires regular consultation.

Other groups with whom we engage include unions, social justice groups and community support groups.

## **Value Added**

After a two-year period of limited opportunities to gather as a school community, 2022 commenced with optimism and a feeling of excitement at finally being able to reconnect with one another again.

## **Current Parents**

Our School Cocktail Party at the start of the year saw a record number of over 1000 parents attend. As the year continued, there were many other opportunities for our parents to come together and celebrate the strength of our Loreto community. Our Parents' Association organised a variety of successful and well-attended events including Tennis Day, Family Picnic, Ladies' Luncheon, and Fathers' Dinner. The Parents' Association is also responsible for our Loreto Welcomes Program, Loreto Secondo and Loreto Supports.

A highlight for our parent body was the Loreto Ball, which will now move to a biennial schedule. This event is not just an opportunity for the community to enjoy an evening together, but it also raises much needed funds for our Give a Girl a Dream Fund.

## **Alumnae**

Alumnae also were offered many opportunities to return to their alma mater and reconnect with each other. A catch-up Reunion, for all who missed their reunions due to the Pandemic, was held early in the year with nearly 200 Alumnae from across many different year levels coming together for an enjoyable evening. A return to the traditional Decade Reunions followed with the Classes of 1972, 1982, 1992, 2002, 2012, 2017 and 2021 all returning to the School for refreshments and a Tour before venturing off-site for further reminiscing.

Our annual Diamond Mass and Luncheon for all Alumnae who have left School 60 or more years ago is always a highlight, with our younger students enjoying meeting these older Alumnae as they assisted with escorting them from the School gates to the Chapel of Christ the King for Mass followed by lunch in the Mandeville Mansion.

The Sapphire Dinner, an annual dinner for all Alumnae across the decades, included an invitation to the mothers of these Alumnae to also attend. This opportunity was accepted by many, and the success of the evening is sure to see even greater numbers attending next year.

Interstate and international Reunions were also held in Sydney, Canberra and London.

The Past Pupils' Association (PPA) worked hard throughout the year to offer additional opportunities for our Alumnae to remain connected with each other and with the School. An inaugural Mentoring Program commenced with mentors and mentees connecting with each other regularly throughout the year. It is anticipated that this Program will continue, and be expanded, into next year. It was a joy to return to our Chapel of Christ the King for the annual PPA Mass.

### **Past Parents**

Past Parents were welcomed back to our Royal Club Cocktail Party (for parents of past rowers) and our Ensemble Cocktail Party (for parents of past musicians). Additionally, a select group of past Mothers were recognised for their generous support of our Give a Girl a Dream Fund at the Dream Beyond Dinner, where they enjoyed an evening together and heard from alumna and well-known philanthropist Maria Myers, who was interviewed by past parent Lisa Barker about her work in the research and conservation of Indigenous rock art.

### **Past Staff**

Our Encore gathering for past staff, saw around 100 attend, some who had left Loreto in the 1970s, with others who left as recently as last year. It was a joyous occasion, and many friendships were rekindled. All who attended recalled very fond memories of their days working together at our wonderful School.

### **Broader Community**

Our Loreto Cultural series provided an opportunity for many people not otherwise connected to our School, to visit and enjoy classical music concerts in the Chapel of Christ the King, Tours of our Mandeville Mansion, guest talks, etc. We have enjoyed meeting with the wider Melbourne community and they have certainly enjoyed becoming more familiar with Loreto Toorak.

## Future Directions

Loreto Toorak's strategic direction for 2022 prioritised the maintenance of Loreto mission and values achieved through the embedding of core foundational principles from various guiding documents into all school operations. These documents included Loreto Ministries Educational Philosophy, Mary Ward Schools' Compass, and Loreto Toorak Strategic Direction 2025, which focused on six pillars excellence. As part of the Melbourne Archdiocese Catholic Schools (MACS) School Improvement process, an external review of the school's resulted in a favourable evaluation, allowing the School to write its next four-year strategic plan incorporating the Loreto Toorak Strategic Direction 2025.

The Loreto Toorak School Board, Principal, and School Leadership Team assumed responsibility for the stewardship and development of these principles throughout the broader school community. The leadership team provided mindful direction, formation, and professional learning for all staff while articulating Loreto values through the School's communication and engagement strategy to ensure they permeate all aspects of School life.



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**LORETO**  
Mandeville Hall Toorak

2022