

Mandevillian


JUNE 2022 | VOLUME 37 | NO. 1





2022
LORETO
year of

Freedom


Courage to fall,
Trust to fly,
Free to grow


 Loreto__Toorak

 loretotoorakalumnae

 Loreto-Toorak

 Loreto Mandeville Hall Toorak

 Loreto Toorak Alumnae

 LoretoToorak

Inside Front Cover:

Isabella Hickey (Year 12)

CONTENTS

From our
Principal

p.2



2021 VCE
Results & Dux
Assembly

p.4



2022 Captains
of School

p.12



Blessing &
Opening of the
Clendon Centre

p.16



International
Women's Day

p.20



Margaret
Pratt Science
Scholarship

p.21



Loreto
Academy

p.22



My First Days
at Loreto Toorak

p.24



Loreto Toorak
Camps

p.30



Editorial Article

p.34



Mary Ward
International
Australia

p.38



Friday Night
School

p.40



Programs

p.43



PAF 2022

p.50



Music

p.52



Sport

p.54



Engagement

p.60



From our Principal

Ms Angela O'Dwyer

As the new Principal of Loreto Mandeville Hall Toorak, it is with pleasure that I write to you in this first issue of the Mandevillian for 2022. I have commenced my leadership of this exceptional school with a strong sense of optimism and promise.

With this enthusiasm, however, also comes immense feelings of responsibility and obligation to the sisters of the IBVM, the Loreto Toorak School Board and to our families and Alumnae. I take this privilege and responsibility with a sense of great pride and humility.

The formation of a Loreto student is unique; from the Loreto Schools of Australia Mission Statement, we are reminded:

"That being fully human involves gentleness as well as strength, compassion as well as action, receptivity as well as leadership, and the personal integrity which grows from the practice of reflection."

These are powerful words, and as we develop such characteristics in our students, it is my hope that Loreto Toorak continues to provide

"I also want for our students a faith-based education that focuses on strong values, high expectation, creativity and academic challenge."

It is an honour to follow in the footsteps of educators such as Mary Ward, Mother Gonzaga Barry and our previous Principal, Dr Susan Stevens. I am grateful for the dedication of these women, and for the solid foundations they have laid for future Loreto leaders and educators to build upon.

Sharing their vision and commitment to the provision of exceptional education for young women, I also want for our students a faith-based education that focuses on strong values, high expectation, creativity and academic challenge. In providing a supportive and optimistic culture, we create opportunities for our students to discover their passions and build capacity for action and influence within their many life contexts.

an education that is multi-faceted and holistic; with an approach that nurtures the intellectual, as well as the socio-emotional and spiritual capacity of each student.

I thank you for the trust that has been placed in my leadership; in my role as Principal, I am guided each day by these words of Pope Francis:

*Be leaders wherever it behooves you to be.
Leaders of thought, leaders of action,
Leaders of joy, leaders of hope,
Leaders of the construction of a better world.*

(CNN Video conference, 17 September 2015)

This is a challenge that I take most earnestly, and I look forward to our journey together.

MS ANGELA O'DWYER • PRINCIPAL

FREEDOM

Courage to fall...

Trust to fly...

Free to grow

“I commence my leadership of this exceptional school with a strong sense of optimism and promise.”



Outstanding VCE Results

From the Class of 2021

Congratulations to the Loreto Toorak graduating Class of 2021.

The results of our students' academic endeavour, despite the challenges presented throughout the year, are truly outstanding. Every student should be proud of the ATAR they have achieved and we celebrate their achievements in working together, cooperatively and collaboratively, with each other and with their teachers.

Our 2021 Dukes of School, Elizabeth Ives and Irene Popan, who achieved an ATAR of 99.8, are to be warmly congratulated. The Class of 2021 achieved seven perfect study scores across six subjects. In addition to this, 15 students achieved an ATAR above 98.00, which is an exceptional result. These fine results are well deserved for the Class of 2021, who worked so diligently and consistently throughout the year. The school community congratulates all students and thanks our dedicated and inspiring teachers.

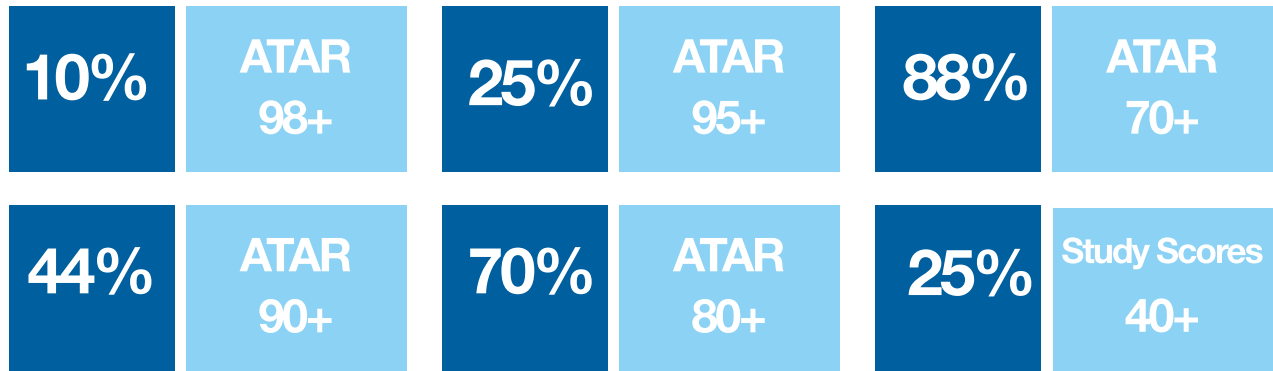
All graduates now have their choice of post-school experiences and will continue to build on this firm foundation in deciding their next exciting step. We know that these women will contribute to a better world, in some significant way, in the future. They are Loreto Toorak graduates, Loreto women. We wish them well.





Outstanding VCE Results

Highlights



Perfect Scores



English

Niamh O'Donoghue
Irene Popan



Physical Education

Charlotte McLean



Legal Studies

Sophia Murray



Psychology

Elena Chiam



Media

Elizabeth Ives



Visual Communication Design

Sky Austin

CLICK
FOR MORE



WATCH OUR DUX ASSEMBLY

Introducing our

Duces of School

Elizabeth Ives and Irene Popan



Elizabeth Ives

ATAR: 99.8

Diploma of Screen Performance
Western Australian Academy of
Performing Arts (WAAPA)
Edith Cowan University

General Academic Excellence Award
VCE Subjects

Ancient History
Biology
Literature
Mathematical Methods
Media
Theatre Studies



Irene Popan

ATAR: 99.8

Bachelor of Biomedicine
University of Melbourne

General Academic Excellence Award
VCE Subjects

Biology
Chemistry
English
Legal Studies
Mathematical Methods
Specialist Mathematics



Academic Excellence

High Achievers ATAR 99+



Ashleigh Archer



Elizabeth Ives



Niamh O'Donoghue



Clea Phillips



Irene Popan



CELEBRATING EXCELLENCE

High Achievers 95+



Francesca Apolloni



Sky Austin



Sally Bertoncello



Isabella Blackney



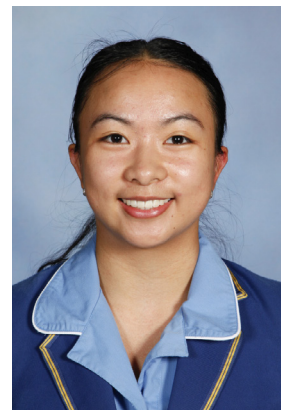
Sophie Broome



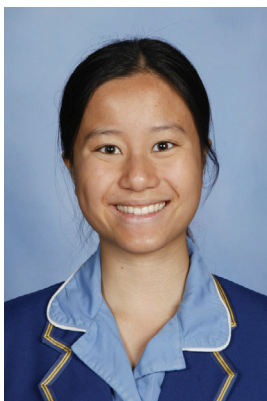
Sadie Chiu



Emily Cornfoot



Isabella Cortez



Clarisse Dinh



Martha Evans



Lucy Forbes



Eliza Galimberti

CELEBRATING EXCELLENCE

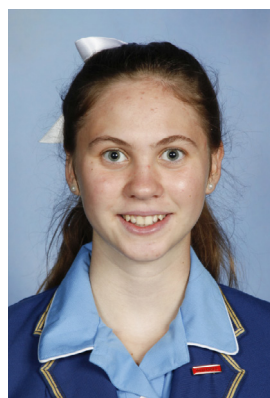
High Achievers 95+



Maria Gottoli



Yolanda Grossi



Eliza Hamilton-
Simpson



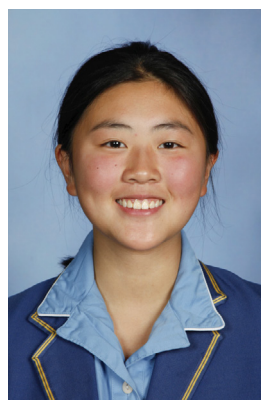
Madeleine Hill



Holly Kenealy



Sophie Kennedy



Yong Hao Li



Charlotte McLean



Bridget McFarlane



Chloe Millionis



Sophia Murray



Sophie Nguyen

CELEBRATING EXCELLENCE

High Achievers 95+



Mia Ooi



Coco Prentice



Ashlea Rigney



Chelsea Rossignolo



Grace Taranto



Emily Tomlinson



Sophie Warrington



Esther Wells





Introducing our **Captains of School**

Isabel Duggan and Elena Chiam

What is important to you about being Captain of School?

Elena: Being a Captain of School is a genuine honour. It's a unique role, where the job description is essentially to represent the students. I take this seriously, and I think it's the most important part of the job. Taking issues, ideas, and questions from the student body to other student leaders or staff is essential. A school runs for students; therefore, for the best experience possible, student input is needed. My role in the student voice machine is important to me; I am trusted to listen and to speak for the students and to be part of finding solutions.

Isabel: Throughout the remainder of the year, I would love to further develop connections with other students. As students ourselves, Elena and I have shared the same experiences, circumstances and emotions as all other students, and we are a more relatable figure in leadership than any staff member. I aim to use this understanding to drive necessary change and make beneficial decisions so that School is a safe and enjoyable environment for all students. I also believe that contributing to a vibrant School community is exceptionally relevant and important. One of the biggest losses to come from the pandemic has been a dampening on the once energetic and joyful community spirit Loreto Toorak offers. It is important that as Captains of School, we strongly emphasise the Loreto spirit this year, and I am grateful to have some influence in doing so.

“I am a strong believer in the power of kindness and will always advocate for the importance of empathy.”

Isabel Duggan, Captain of School

What strengths do you bring to your role?

Elena: I am creative and passionate about helping others and making a difference. I try to be fair because it gives everyone a chance to be heard and results in useful and respected solutions. Additionally, I would not be in student leadership if I didn't care about the experiences and development of all the students. I remember the challenges and treasured moments of my time at School and know that every student has their own. Being able to take my experiences, listen to those students around me to try to make Loreto Toorak an even better place is the privilege of my position.

Isabel: I have always appreciated and been moved by any form of kindness that has been shown toward me. I am a strong believer in the power of kindness and will always advocate for the importance of empathy. I endeavor to lead with kindness and compassion, as I want to make the people around me feel supported and uplifted. I am also an extremely curious person, who will never settle with a substandard understanding of a situation or concept. I am always seeking answers, explanations and different perspectives. This curiosity allows me to perceive the world objectively and understand a range of viewpoints, so that I can grasp a greater understanding of the community I lead.

What does the value of Freedom mean in the School context?

“Being able to listen to those students around me...is the privilege of my position.”

Elena Chiam, Captain of School

Elena: To no one's surprise, I've been thinking about Freedom a lot this year. Mary Ward's work centred around granting freedoms to people. The most prominent for me is the freedom given to young women of her era through education. Mary Ward talked about an inner freedom, which she said was developed by being accepting of self, being open to others, and trusting life. A Mary Ward education encourages this, encourages self-knowledge through teaching, an open circle of friends, and a growth mindset that encourages and flourishes under change. All of these, I think, encompass freedom.

Isabel: Freedom should be applied in the School context in ways that help us recognise our freedom to be educated in a supportive environment. Through this, we become empowered to fight for the freedoms of those who are less fortunate.

What are you passionate about? How does that help you be a positive leader for the School community?

Elena: I am passionate about the strength of independent young women. I care deeply about fostering this in our School community, and I think this makes me a positive leader. The capabilities of young women are still undervalued, despite positive changes in this area. I am happy to have any contribution to the development of considerate, assertive, knowledgeable young women, and to see it take place. I strive to emulate the amazing examples I have around me in peers and teachers, and to set a positive example myself.

Isabel: I describe my passions as innovation, inspiration and problem-solving, and I tend to gravitate toward activities involving a future-oriented solution to arising problems, specifically,

environmental sustainability. At School, and in my Captaincy role, I am fascinated and focused on implementing new ideas to support an inspiring environment. I love problem-solving through innovation, which is critical in conversations and I believe this passion helps me to be a positive leader for the School, as I don't shy away from a problem. In fact, I face it head on, with enthusiasm and determination. I believe this energy contributes to greater motivation for all.

What is the most valuable lesson your Loreto Toorak education has taught you?

Elena: A confidence and capability in public speaking is one of the most valuable things Loreto Toorak has given me. To confidently express myself is a powerful skill. Whether it be developing reasoning skills in English or putting them into practice in the adrenaline-inducing heat of a debate, I have enjoyed developing this skill and hope to carry it with me always.

Isabel: The most significant lesson I've learnt is to find my power within knowledge. I am forever curious, and it is through this that I have established a sincere love of learning, which has truly allowed me to embody my own confidence and character.

What is your proudest accomplishment?

Elena: I find this difficult to answer, because I don't think there is a singular moment of which I am most proud. I am proud of consistent effort and of growth, which, sometimes is reflected back to me in a successful event, or in a grade, or in the comfort of a friendship. Rather than my grades, or the result of my soccer match, or of being Captain of School, I am instead proud of how I study, how I train, and of contributing to my community.

Isabel: For weeks I've been contemplating my answer. However, no matter how hard I try to think of something else, I will always come back to being elected as Captain of School. Each year, I have looked up to the captains as independent, powerful and intelligent young women. To think that others may now admire myself in the same way, makes me incredibly proud, so I don't think I could possibly see past my captaincy role as my proudest accomplishment.

The Loreto Year of Freedom

Welcome to the New School Year

We are nearly halfway through our roles as Loreto Toorak Captains of School. The opportunity is remarkably enriching and rewarding in all aspects of life; we therefore feel it is important to express our sincere gratitude for this experience. To be trusted in such a significant role is an honour, and one in which we both strive to excel.

At the start of the year, the Year 12 cohort worked together to create a theme for the year that encompassed our focus within the value of Freedom. It is:

*Courage to fall,
Trust to fly...
Free to grow*

Through the imagery of a bird learning to take flight, it refers to the necessary risks to gain a true freedom, and the process of self-belief and confidence, regardless of external circumstances. We believe this process contributes to a positive growth, as shown in the final line of our theme, free to grow. The key idea here is that growth is not a result, not a final product; freedom is not something we achieve and then hold onto for life. The growth we experience will never be linear and true freedom lies in recognising and accepting this. A sense of surrender is necessary, as we complete the cycle of falling, flying, and growing.

We set this theme so that throughout the year, students and teachers could be reminded of the importance of Freedom, and act towards it. Already we have seen it being applied all around the School. From our youngest students to the eldest, a resilience

has been exemplified in these changing times. To pick a few favourites, our 2022 PAF where students persisted to create phenomenal results, Harmony Days celebrations explored our students' hopes, histories and expressions of freedom. International Women's Day saw us acknowledge the freedom that education has granted women of the past and present, as well as the work women all around the world are doing for freedom of all. Pertinently, our marking of Anzac Day honoured the sacrifice that Australians made for the freedom of our country and led us to reflect on the privilege of freedom that

we take for granted. We have revelled in all things Freedom so far this year and are thoroughly looking forward to what the rest of the year has to offer.



It is also important to us that we apply our understanding of Freedom into the future. In the short-term, we look forward to Feast Day celebrations in Term 3, where the School aims to raise funds for Mary Ward International Australia. During this fundraising, we recognise our freedoms as

educated and empowered young women, and act on our responsibility to therefore help others achieve their own freedoms. In the long-term future, we continue to advocate for positive change beyond our community, and choose to pursue larger freedoms. We will always support social, political, economic, and environmental freedom for ourselves and others.

Through acknowledging and learning from our own failures, we find the freedom to flourish both internally and externally. This self-assurance then allows us to have a positive impact on the freedoms of others.

It is our aim to continue to lead with Freedom.

Blessing and Opening of the Clendon Centre

The official Blessing and Opening of the Clendon Centre was held on 23 March 2022, by His Grace, Archbishop Peter Comensoli, a fitting and exceptional culmination to the two-year building project.

We were thrilled to have in attendance many esteemed guests, including former Principal Dr Susan Stevens, principals from neighbouring schools, as well as Ms Michelle Brodrick, Principal Loreto Ballarat, and Ms Anne Dickinson, Principal Loreto Kirribilli. Also in attendance were our beloved Loreto Sisters, architects and construction partners, and members of the School community.

Following the official Blessing and Opening, guests were offered a tour of the Clendon Centre and opportunity to mingle with other guests over refreshments in the Mandeville Centre foyer.

Clendon Centre is our exceptional learning space for students in Years 7-9. With a whole floor dedicated to each Year Level, students are pastorally connected to their peers, whilst having the option of numerous break-out learning spaces, gathering rooms, habitable stairs, all with lines of sight to the leafy surrounds.

Learning spaces are bright, fresh and spacious, corridors are wide and welcoming, high quality materials are used throughout and the artwork is both beautiful and contemporary, all of these elements are testament to Loreto Toorak's commitment to excellence.

Please click on the link below to watch our most anticipated event.



Above L-R: Ms Michelle Brodrick, Principal Loreto Ballarat, Mr William Doherty, Principal Xavier College, and Ms Loretta Wholley, Principal Genazzano FCJ College



Above: Archbishop Peter Comensoli blesses the Clendon Centre, accompanied by Captains of School, Elena Chiam and Isabel Duggan.

CLICK
FOR MORE



WATCH THE BLESSING & OPENING

FREEDOM







International Women's Day

with Carina Ford

Loreto Toorak was thrilled to include eminent and widely respected immigration lawyer, Alumna and current parent, Carina Ford, in our annual celebrations for International Women's Day.

As guest orator, Carina spoke on the United Nations IWD theme, "Changing Climates: equality today for a sustainable tomorrow." She discussed her work as an immigration lawyer, through the lens of Freedom, our Loreto value for 2022, and with a particular

focus on the experience of women refugees. Carina's stories were moving and inspiring. Her work with some of the most powerless members of our community who have fled to Australia for safety, has helped to change lives yet also demonstrated the lack of compassion entrenched in our immigration system.

Carina's address on human rights was a reminder of the values of human dignity and respect that, as Loreto people, we hold dear.



Margaret Pratt Science Scholarship

The Margaret Pratt Science Scholarship recognises and rewards Loreto Toorak students who display conscientious interest in the broad area of Science. Awarded to a student as they begin their VCE, the financial endowment supports a student's plans to undertake a career or further study in a scientific or medical research area.

The award is supported by Dr Leslie Gillespie (OAM) and Roger Gillespie (OAM), and was named in honour of Loreto Toorak Alumna, Margaret Pratt (Whitty, 1977) who was diagnosed with Primary Pulmonary Hypertension. Margaret was the first person in Australia to undergo three double-lung transplants as clinicians worked on new ways to battle the disease. Margaret died on 13 September 2009 as a result of organ rejection.

A special morning tea was held last term to acknowledge **Sarah Abusah (12 Green)** who is the current recipient of the Margaret Pratt Science Scholarship. Sara's capabilities in STEM are well known across the staff and student community. Current donors, Dr Leslie Gillespie and Roger Gillespie attended this morning tea along with Margaret's widower, Tony Pratt, Sarah's parents and grandmother, and members of staff.

Encouraged by speaking with Sarah and hearing about the importance of promoting

STEM, Tony Pratt made the generous decision that he too would match the Gillespie's donation and provide for another Science prize in Margaret's memory. Lesley, Roger and Tony all believe that a donation to increase the number of girls studying Science helps improve Australia's future; it is something from which we all benefit.



Congratulations, Sarah, we support your future journey and look forward to hearing about your success, post-Loreto Toorak.

If you would like to discuss the possibility of supporting a Loreto Toorak education through a donation to our Scholarship Fund please contact our Director of Engagement on 8290 7540.



Sarah is pictured left with Mr Tony Pratt (left), Dr Leslie Gillespie (centre) and Roger Gillespie (right), and above with our Principal, Ms Angela O'Dwyer.



Loreto Academy

Summer 2022

An experiential and academic program that provides challenge while fostering excitement in learning.

Loreto Academy offers a suite of rich learning experiences to extend curiosity and add depth to learning programs covered at Loreto Toorak.

Scholars participating will:

- deepen their curiosity and excitement for learning and intellectual endeavour;
- cultivate enhanced knowledge of a subject area or field of inquiry;
- develop soft skills such as verbal communication, interpersonal and collaborative skills, problem solving and analytical skills; and
- foster character strengths and growth mindset.

What kind of learning experience will scholars enjoy?

Learning and knowing go hand-in-hand: Scholars develop a disposition to learn and make smart choices about what, how, where and why they learn. This disposition will be evident in their relentless curiosity, their

command of a range of knowledge and ways of thinking and their desire to grapple with unclear and thorny problems.

Low threat, high challenge learning experiences

Scholars are made to feel supported, not afraid or inferior. Tasks are designed to allow students to ask better questions, not just give concrete answers – support is high, but so are expectations and challenges. Scholars are liberated by their learning; their experience opens their minds to new worlds. Learning is not fixed to a specific time or place. Scholars take what they learn and apply it to any and all contexts.

Learning is personally significant

Facilitators focus on how the learning is personally significant for the student. They make thoughtful decisions about learning and prioritise deep, prolonged engagement. Facilitators enable learning that allows students to build their capacity to self-manage their learning. Inquiry guides the learning and scholar engagement – there is no assessment.

Discomfort and the unfamiliar are embraced

Scholars are comfortable with ‘the grey area’ and are okay with ‘not yet’ being able to do something, they tolerate discomfort and welcome complications of error-making, rather than playing it safe through memorisation.

2022 SUMMER COURSES

COURSE TITLE	FACULTY
I've got the power!	Luke Brewis
Mandeville Contemporary – Making public art	Sue Burke, Felicity Gilbert
Memory and Identity	Caterina Chng, Felicity Gilbert
Exploring Australian identity: who are we as a nation?	Louise Crowe
Reshaped domestic spaces: post-pandemic architecture	Christine Dragwidge
Trump: What happened and can it happen here?	Matt Dunn
Even in Ancient Greece, Women Pay for the Mistakes of Men	Pamela Escobar
Astrobiology: The search for life elsewhere in the universe	Eric Friedman
From obscurity to greatness; a history of the Inca	Kirsti Graham
Mind the Gap: Writing Liminal Space for Screen	Isabella Hanger
Middle English, Middle Ages and Middlemen	Isabella Hanger
Transform our world NOW – The Sustainable Development Goals in ACTION	Karen Howarth
Lyrical Liminality: Breathe-in experience, breathe-out poetry	Yvonne Karfakis
Biomimicry: The practice of learning from nature and mimicking the strategies found in nature to solve human design challenges.	Ian MacDonnell
Public Speaking – Life After Zoom	Katie MacLeish
Climate Change	Séamus Scorgie
Empowering Equality over Equity: Driving Social Change through the Courts	Tom Watson





My First Days at Loreto Toorak

Excitement and a healthy dose of nerves were the order of the day for our many new students, from Preparatory to Year 11.

The morning was heavy with humidity and expectation as our newest students trod through the Loreto Toorak gates, ready for new beginnings, adventures and a bright learning future. Parents watched with smiles and teary eyes, hearts filled with hope and pride, phone cameras ready to capture the moment their daughters first entered the pristine grounds of our wonderful School.

“...our newest students trod through the Loreto Toorak gates, ready for new beginnings, adventures and a bright learning future...”

In Rathfarnham, across all Year Levels, we greeted with joy our new students. Each an individual, each experiencing a wide range of emotions.

For our Preparatory students, the day brought a sense of trepidation. So much that is new, so many changes to their everyday lives. A special greeting from Ms O'Dwyer, our Principal, helped alleviate some anxieties and soon they were settled in the classroom with colouring pencils and paper, ready to create their first work as a Loreto Toorak student. Their feelings have been captured in their individual artwork, shown on Page 28.



My First Days at Loreto Toorak

Our Year 6 arrivals all mentioned feeling a little nervous about entering into their classes. Ishita (Year 6 Red) said, "I was a bit nervous that I would be left out and sitting on a bench by myself. Luckily this didn't happen." Early friendships had been formed during Orientation Day, and new students in Year 6 were



keen to find them as they walked through the gates.

A wonderful and welcome cohort of new students walked through the gate in Mandeville Crescent, ready to commence Year 7. Each recognised a vast difference to their respective primary schools; most noting how much bigger and busier the grounds are. Madeleine (Year 7 White) immediately saw the additional opportunities, and took part "in Voice and Speech, Violin, and GSV Swimming." Lily (Year 7 Red) recognised how Loreto Toorak "challenges and expects a lot more from me."



Being on the top floor of the new Clendon Centre certainly helped some girls gain a clear perspective of the grounds and the School's rich history. Most knew that 2022 is the year of Freedom, but in those first days, few claimed to know more regarding our five values, **Freedom, Justice, Felicity, Verity** and **Sincerity**. By halfway through Term 1, the values became well-known and

our Year 7 students reported feeling a deeper connection with, and knowledge of, each one.

Our new students in additional Year levels in the Clendon Precinct all noted similar feelings in their first, early days on Loreto Toorak grounds. Anne-Marie (Year 9 Red) mentioned she was "thrilled for a whole new world of brand new experiences to begin."



Overwhelmingly however, across all Year Levels, each student noted that, simmering beneath their nerves and concerns, a healthy dose of excitement tingled all the way to their fingertips for all that lay ahead in their Loreto Toorak education journey.

Loreto Toorak. Providing all *The Challenges She Needs*.



My First Days at Loreto Toorak

...in my own words...



"The term has gone by really quickly, and I'm excited for Term 2."
Holly (6 Blue)



"My old school didn't have rowing, so I'm excited for all the sporting opportunities."
Lexi (6 Gold)



"I was REALLY excited."
Luca (6 Green)



"I'm a very extraverted person, so I wasn't super nervous. I didn't actually know anyone, but I met lots of nice girls."
Grace (6 White)



"I felt an outburst of joy into my body and I thought, 'Yes, I've finally made it!'"
Scarlett (7 Blue)



"By the end of the first week, I felt less nervous and more happy."
Sophie (7 Blue)



"I knew a few girls from my primary school, I had also met a few people from swim camp."
Isabelle (7 Gold)



"I didn't know much about the values but I knew what they were."
Olive (7 Green)



"I made three friends, so I hoped they were in my homeroom."
Alison (7 Silver)



"I felt nervous because I didn't have my best friends from primary school in my homeroom."
Clementine (7 Silver)



"I'm feeling great now. I am thankful for all the support from my teachers and peers."
Lila (7 Silver)



"I didn't know anyone on my first day, but I'm really excited for Term 2 and the rest of the year."
Freya (8 Silver)



"Everyone was really nice. Orientation Day helped me to know more about the school."
Sophia (8 White)



"By the end of the first week I found where I fit. Now I feel much more comfortable and excited for what's to come."
Joy (9 Gold)



"I felt very nervous but excited. The school is a lot larger than my previous school and I was worried how I would find my classes."
Tiffany (11 Red)

New students from all Year Levels were invited to contribute, however, not everyone chose to do so. Many thanks to those students who participated in the survey and interviews. Regrettably, space does not allow for the inclusion of all responses.

My First Days at Loreto Toorak

Preparatory Student Drawings



Evie Strong



Charlotte Chuang



Florence Licuria



Alessia Gatt



Georgia Norton



Sarah Min Shan Ong



Alexandra Xiang



Gigi Whiteley



Sophia Nagib



Isabella Connolly



Maya Iazzolino



Chenyu Liao

My First Days at Loreto Toorak

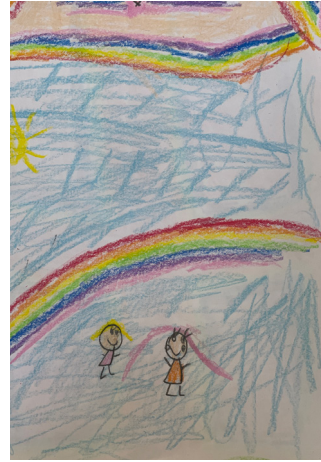
Preparatory Student Drawings



Greta Garvey



Thy Thy Phan



Allegra Schalken



Amelia Karunarathna

With pleasure we present the drawings from our Preparatory class*. These early artworks from our youngest student cohort highlight their enjoyment of their first days at Loreto Toorak, and capture their excitement and emotions so beautifully. The students spent many careful moments preparing their drawings, thinking and planning how their art could reflect the beginning of their education journey at our wonderful School.

We trust you will enjoy these masterpieces.

**Eleanor Guanlijia was absent from class and unable to create her own drawing.*



Loreto Toorak Camps

Students and staff from Loreto Toorak were overjoyed with the return of camps this Semester. After two years of decreased camp opportunities, it was wonderful to feel the excitement and anticipation, almost tangible in the atmosphere as the dates for the respective Year Level camps loomed closer.

In April, Year 6 students travelled to Canberra, with trips to Parliament House, the National Electoral Education Commission, the War Memorial, Government House and Questacon. On the final night, students were visited by Aboriginal Storyteller Larry Brandy, a Wiradjuri man from Condobolin, central New South Wales.

On the same morning, our Year 8 cohort left by bus for Eildon, their sleeping bags and warm clothing packed for all elements of the outdoor education experience. Rafting, cycling and climbing were some of the challenges faced by students during camp.

Year 4 students headed to Jack River early in Term 2. Activities included archery, zip lining and lots of fresh air and exercise. Much fun was had by all as they spent time away as a student group.





Journey to our Heart



Journey to our Heart has been a special part of the Loreto Toorak experience since 1988.

This year, after a two-year hiatus, our Year 10 cohort were the first to venture to Australia's spiritual centre. Over seven days, the students engaged in a deeply enriching journey, connecting with the environment, and the people and culture of Central Australia. Throughout, students also developed a further understanding of the significance of the relationship Aboriginal people have with the land. This was particularly evident during the moments of reflection and contemplation at the sacred sites around the Uluru-Kata Tjuta National Park, Watarrke National Park, Standley Chasm and Simpsons Gap. Students were also enthralled by reptile encounters, astronomy exploration, sleeping under the stars, of all of which enabled them to engage with the world around them in awe and curiosity. We learned more about traditional bush tucker and were able to sample foods enjoyed by some Aboriginal people in these communities, as well as learn to adapt the foods, seeds and flavours into contemporary ways of cooking. Another special highlight was staying on the property of traditional owners, whose Welcome to Country Smoking Ceremony was a special highlight, instilling lasting memories for us all.

This year we partnered with the team at Earth Sanctuary. Their experience and enthusiasm for the environment and learning assisted in making this a highly memorable experience. We look forward to sharing our stories from the Year 9 and Year 11 students as they head off on a similar journey later in the year.

MS KYM MACLEAN • HEAD OF YEAR 10



Balancing Academic Success with Loreto Values

Editorial

For 400 years, Loreto schools around the world have provided an exemplary education for girls. At Loreto Toorak, as we approach with excitement our upcoming centenary celebrations in two years' time, we take stock of our commitment to develop young women to be well-educated, well-informed, as well as provide them with the challenges needed to be able to thrive and contribute as responsible global citizens.



Our VCE Results demonstrate our most recent academic successes in the most public of ways. Undoubtedly, we are proud of that critical element in our teaching and learning that facilitates our continued achievement as the Top Catholic School in the state. Our results speak for themselves. But success is often more than a high ATAR; we have students from all Year Levels who have achieved triumphs with their learning. We have students whose definition of success is broader than a high ATAR score, or a place in law or medicine at university.

At the end of each School Year, all students in Years 7-11 are invited to attend the Presentation Assembly where, traditionally, Excellence Awards were bestowed upon those who had achieved outstanding results in their academic performance. Our Deputy Principal – Studies, Mr Séamus Scorgie, spoke recently on the importance of celebrating improvement in all students and, therefore, is instigating new Academic awards that celebrate a student's personal best. He says, "A Loreto Toorak education strives to impart on our student cohort a collective focus, an outlook of 'we not me', and it's therefore important for the School to acknowledge that any student can achieve and receive an award for improvement, in any increment, in any subject."

The **Loreto Toorak Personal Best Awards** recognise the progression of any student, in addition to the celebration of Academic Excellence. Such awards are an extremely worthwhile acknowledgement, as students are more likely to respond positively and strive for greater levels of success if their incremental achievements are acknowledged.

*"We find strength in the journey
our Foundress, Mary Ward,
undertook some 400 years ago."*

In addition to our academic successes, our foundation lies in our identity as a Catholic and Loreto school. We find strength in our history and, particularly, the journey our Foundress, Mary Ward, undertook some 400 years ago. Her energy in tirelessly advocating



for women's right to an education, and establishing institutions solely dedicated to females is something that we draw upon still today. Through hardship and insults, threats and deprivation, Mary Ward strived to make the world a better place for women through the establishment of the Institute of the Blessed Virgin Mary (IBVM), better known as the Loreto Sisters.

Our values, *Freedom, Felicity, Verity, Sincerity, and Justice* underpin a Loreto Toorak education. Academic success and the prioritising of our values are not mutually exclusive; they are necessary components that complement and benefit each student. The core values weave an intangible, yet powerful thread into the very being of our students; each value builds a positive character and a quiet, unassuming strength.

For Director of Mission, Ms Michelle McCarty, following the charism and values of Mary Ward opens new and exciting pathways for our students. By offering students experiential learning, teaching the skills of

critical analysis and rebuilding our student volunteering opportunities, Ms McCarty says, "we strive to draw the best from students' heads and hearts". The values sustain us as a community through times of turbulence and charge our students with the desire to become intelligent women with a core of integrity. School becomes an environment that helps each girl to see life from the perspective of others and their responsibility to help those from communities less fortunate than their own. Friday Night School is one such valuable opportunity for Loreto Toorak students to broaden their experience. (See article on Page 40.)

Such teaching stems from the Greek definition of education, stated in the Oxford Classic Dictionary as "whether theoretical or practical, encompassed upbringing and cultural training in the widest sense, not merely schooling and formal education¹." In other words, we aim to educate the whole person, not just their intellect.

This is achieved at Loreto Toorak through a deliberate and conscious focus on The Compass – Mary Ward Schools for Today (overleaf). Each directional point on the Compass highlights a particular emphasis that enables all Mary Ward Schools to educate the whole person. While our values were named some four centuries ago, we

"...the pairing of quality education and our Values results in a rewarding future and a heart for others."

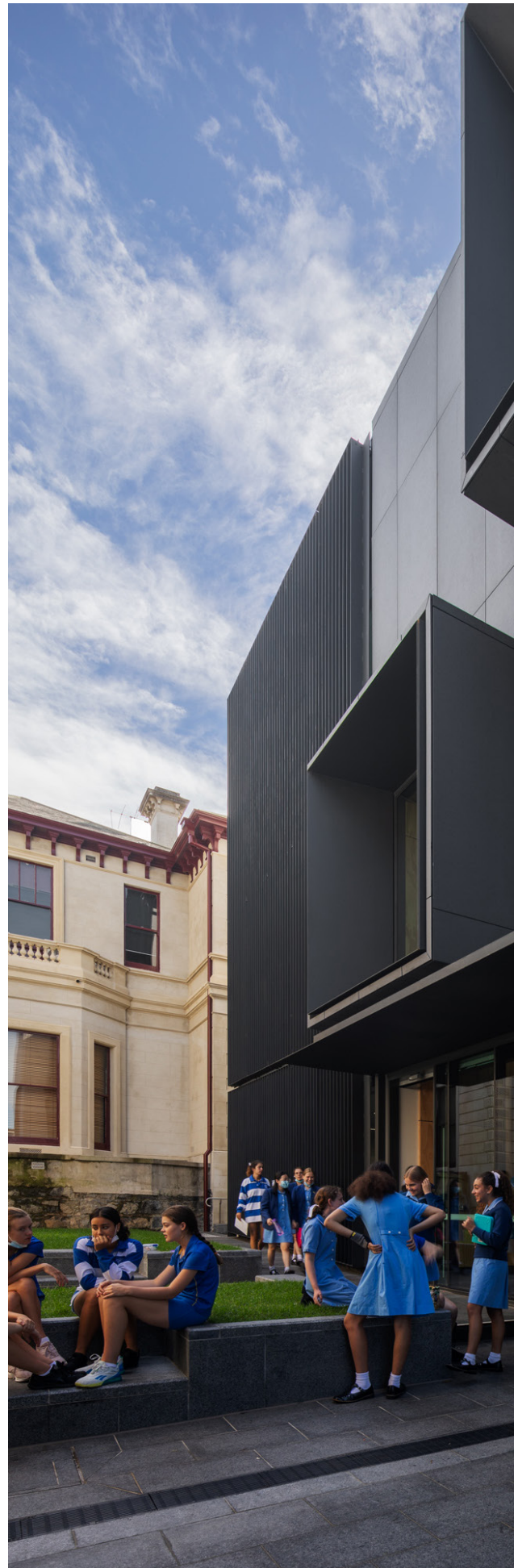
interpret them with relevancy to current times. This means that students are taught to embrace diversity, they are encouraged recognise inequalities around the world, to think and act justly in response to what they witness and urged to work collaboratively and embrace change. Our students are

acutely aware of their own good fortune and realise there is much they can do to help.

Staff at Loreto Toorak devote as much energy into infusing our values into our pedagogy and enabling the inner strength of our students, as helping them in their academic endeavours. This does not translate to becoming complacent with ways to better our curriculum, or to cease offering professional development opportunities to our teachers and staff. Rather, it gives us a collective focus to ensure that, as a staff community, we find ways to continually evolve as people with integrity. We uphold our duty of care to the students by a judicious awareness of the interconnectedness of quality education and our values, and how the pairing of these elements results in a rewarding future and a heart for others.

This connection is consistently echoed by our Alumnae, who speak with pride about their education years here, yet also place great significance on the values inculcated; Alumnae unfailingly mention a determination within to make the world a better place, to give something back to the community or those less fortunate. The “we, not me” element, referenced above by Mr Scorgie, flows throughout the whole life of a Loreto Toorak student.

It is evident, then, that this commitment to maintain in our pedagogy both a rigorous academic structure and our Loreto values is worthwhile. Loreto Toorak acknowledges with gratitude the community-wide responsibility to such a commitment and we are thankful to our students, their families, Alumnae, and staff. Your wide-reaching support and involvement across events and the ongoing education of children helps achieve our goal.



The Compass

Mary Ward Schools Today

BEING AN AGENT OF CHANGE

A Mary Ward school today discerns what change is happening or needed, and encourages collaborative work to embrace change in order to take God's purpose forward through education.

(cf KG pp 3&7)

OWNING AND DEVELOPING THE CHARISM

A Mary Ward school today joyfully accepts responsibility for evolving and unfolding in our time the God-given charism that Mary Ward channelled in her time. We continue to interpret this charism, adapting what has been passed on to us, in creative and innovative ways congruent to the times.

(cf KG p 2, IBVM Call 1, CJ Call 8)

EMBRACING AND AFFIRMING DIVERSITY

A Mary Ward school today embraces diversity as a mirroring of the wonder of Creation. Seeing the image of God in human diversity, we encourage the young to discover their interdependence so they each find their own dignity – "I am because you are" – * and feel truly affirmed and included.

(cf KG pp 6-7; IBVM Call 5)

KEEPING OUR FOCUS FIXED

A Mary Ward school today continues to take its bearings from Jesus, his gospel, and our charism, and to be guided by our JUST SOUL traditional values of Justice, Verity (Truth), Sincerity, Freedom, and Felicity (Joy).

(cf KG pp 1-2 & IBVM Call 1)

(bearings, direction)

GUIDING AND GUARDING IN THE USE OF MEDIA

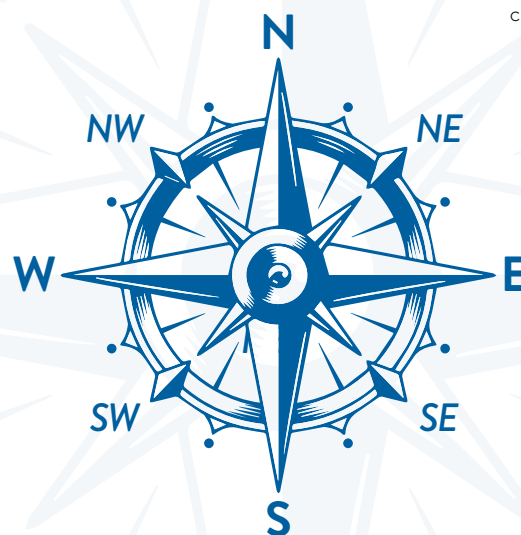
A Mary Ward school today develops responsive and effective ways to enable the young to engage safely and ethically with social media and emerging technology. This ensures the integrity of relationships while enhancing the opportunity for learning and creating global digital citizens.

(cf KG pp 7-8 & CJ Call 8)

CULTIVATING VALUES NEEDED NOW

A Mary Ward school today promotes not only the traditional values in which it is rooted but also those values needed for education that is responsive and relevant to the present reality and to the future.

(cf KG pp 1 & 7)



(disadvantage)

THINKING AND ACTING JUSTLY

A Mary Ward school today is aware of inequalities and oppression in the world of which it is part, and strives to be part of the solution, building peace by helping the young to think and act justly in response to injustice – whether in the school community, the broader community, or the environment.

(cf KG p 3,6,7,9; IBVM 2; CJ 5,6)

ENGAGING WITH THE BIGGER PICTURE

A Mary Ward school today, recognising the interconnectedness of all things, finds educational ways to engage with Laudato si' and Agenda 2030: Transforming our World. We promote the values, skills, and behaviours needed for living as global citizens finding fulfilment in harmony with all of creation.

(cf KG p 3; IBVM 2,4,5; and CJ 4,5,6)

Light for Livelihood

Mary Ward International Australia

The Sundarbans region in West Bengal, India, is one of the most remote and underdeveloped parts of the country, comprising mainly islands and forests. A diverse, complex, and volatile ecosystem rules the region. Each village is an island surrounded by rivers that are affected by the high and low tides of the Bay of Bengal. Natural disasters such as cyclones and floods



are inevitable due to biodegradation and global warming. The families of the Sundarbans are some of the most marginalised in the world, living well below the poverty line.

The COVID-19 pandemic saw widespread job loss in the region and many families on the verge of starvation.

India faced a severe blow from the COVID-19 pandemic, lacking the infrastructure, hospital equipment, health kits, medicine and oxygen required for such a large population. The situation rapidly became a monumental humanitarian crisis. Overcome by fear, death and despair, the entire nation was in turmoil. For those living in the Sundarbans, high salinity levels, regular flooding, poor soil conditions, and high temperatures meant survival was already a struggle. The COVID-19 pandemic saw widespread job loss in the region and many families on the verge

of starvation. Super Cyclonic Storm Amphan in mid-2020 caused widespread damage and destruction, hitting the remote Sundarbans particularly hard. If that wasn't enough, in May 2021, Cyclone Yaas saw water levels rise to break the banks of the rivers and enter villages, destroying homes, ruining crops, and killing livestock. Families were forced to migrate to high places to survive, with only tents to house them. Hundreds of families currently live in tents covered with plastic and tarpaulins.

Together, the pandemic and cyclones have severely impacted the already minimal delivery of electricity to the area. Thousands of families are still without electricity; many have to use kerosene lanterns as their only source of light, which are a severe fire hazard. Furthermore, the toxic nature of the kerosene causes chronic disease, breathing problems, asthma, and cataracts.

MWIA, together with the Kolkata Mary Ward Social Centre (KMWSC), has been delivering solar lanterns to remote Sundarbans villages and cyclone-affected families living in tents without electricity. The light has enabled children to safely study at home and provided light to

cook meals and weave fishing nets. The solar light offers income-generating opportunities to the villagers – women can sew, and men can fish in the evenings to trade at the local market. The solar lanterns further protect villagers at night when they need to use the outdoor toilet – tigers and poisonous snakes are prevalent in the Sundarbans due to the lack of streetlights in the villages.

Unfortunately, the Sundarbans will continue to be affected by its volatile environment, making solar power even more critical to local

communities. Solar energy is the best solution for light in the region. It is clean, environmentally friendly, and long-lasting. This project also



supports women to access their legal rights and entitlements through self-help groups (SHGs). Over 130 women are part of a SHG that provides training on the use of solar lights and ensures that women can obtain the legal documents required to access government support services such as food schemes, pensions and health care. Small local groups in the villages keep a record of each family and provide data to the local administration, helping distribute these government schemes. They play a significant role in mobilising members of the local community and raising awareness of their rights and entitlements. They further play a vital role in reaching out to the neediest families in the villages.

During this time of crisis and natural disaster, the solar lanterns are a ray of hope for families. Throughout 2021, 80 solar lanterns were assembled by locals trained by the KMWSC staff in a solar growth centre. KMWSC field associates distributed the solar lanterns to 80 cyclone-affected families in the Sundarbans, providing an independent and reliable light source. These families were living in the dark and only had kerosene lamps and candles for light as they shifted to open and higher places for safety and

survival.

Minati Sardar is a 64 year old widow in the village of Manmathnagar. She cried while telling her story:

“I am a widow since 1990. My husband died while he was collecting honey from the forest. I am all alone at an old age. Yaas was the first silent killer cyclone I have ever seen in my life. The livelihood stocks of my family have been destroyed. I have nothing to eat. My daughter and I are starving for food. Millions of thanks to KMWSC for standing beside me during this starvation of my family and providing me the solar lantern to light the house. I am grateful to MWIA team for giving us solar lanterns”

Minati Sardar

Many more families are still in desperate need of solar light. COVID-19 has delayed training and the purchase of raw materials required for production. Together with the KMWSC and our valued supporters, we strive to overcome these challenges in 2022 and light up the homes and lives of struggling Sundarbans families.

MS ANNA TURKINGTON • MWIA



MAKE A DONATION

Friday Night School

Peer-to-peer tutoring

When the clock strikes 4.30pm each week, around 300 people come together in St Ignatius Hall, Richmond, as tutors and scholars for Friday Night School, a program designed to bridge the education gap faced by migrant and refugee children and their families. A number of Loreto Toorak students, primarily in Years 11-12, form part of the tutor group, giving up a portion of their Friday evenings to assist in the education of this cohort.

Many of our Mandevillian readers may not even be aware of Friday Night School and its important role and rich, yet unassuming, history. An interview with Ms Sheena Teeder, the current Program Director, held in Term 1 provided the basis for this informative article.

In 1996, Margaret Gurry AM, a past Loreto Toorak pupil, was working as a volunteer with The Society of St Vincent de Paul. Through her involvement with refugee families, Margaret realised that children who had limited English were struggling in the classroom, and lacking in other social and economic opportunities that Australia could offer. Margaret thought that these young people could benefit from extra help given to them in a friendly environment, so organised tutoring support for an initial group of five students.

As word spread, and more families joined the program, Margaret asked the students what they thought the program should be called; "Friday Night School" they replied. And so Friday Night School was born. Very quickly,

news of this remarkable program reached more families, and as numbers gradually increased additional tutors were required; Margaret decided to initially approach Xavier College for support and soon students from Loreto Toorak and a number of other private schools volunteered their time to tutor the children. Our School has had an important connection with the program right from those early days through our Director of Mission, Ms Michelle McCarty, who willingly gave her time and intellect, and her support to Margaret.

As Program Director, Sheena oversees the day-to-day operations of Friday Night School. In addition to the Friday Night School tutoring program, which incorporates English lessons for parents of Friday Night School students, Sheena manages a weekly Reading Program for younger students and a Wednesday Night Tutoring program. Friday Night School also offer a Scholarship and Bursary Program and Textbook Assistance for all high school students who attend Friday Night School.

Most importantly, however, Sheena's role includes building and maintaining relationships with the families of those who attend Friday Night School. While some families who arrive in Australia have friends or relatives here, all the Friday Night School families want to connect with other Australians and learn about the Australian way of life. In some situations, because of linguistic barriers, communications between Sheena and parents are managed through the student, and although this is common in refugee and migrant families, fortunately,

"Friday Night School is a program designed to bridge the education gap faced by migrant and refugee children and their families."

a small group of parents—often those who have had children graduate from Friday Night School—return to assist with translating when necessary. This not only helps to bridge those communication gaps, but also demonstrates the community focus of the

much the children’s English and general knowledge has improved as they are encouraged to discover the joy of reading. Given the lack of space in some of the children’s homes, particularly in those with larger families, it is not always possible to



program. The connections made, in some cases many years prior, are binding, strong, and forge ongoing relationships as well as a sense of purpose for migrant families.

Students who attend the weekly program range across all Year Levels, with a broad mix of needs, abilities and aspirations. There are a significant number who need extra support, and as their parents do not have English as a first language, they are not able seek help at home with their schoolwork. Equally, a proportion of students attending are exceedingly bright. Unleashing this potential is partly achieved by the seemingly small element of providing books at home.

“Through this model, education is reciprocal, with a beautiful symbiosis created between the two parties.”

Over the years it has been wonderful for those at Friday Night School to see how

accumulate a library of books. Exposure to books, however, is crucial for these children, and the flow-on effect that such provides the family as well.

The VCE results of Friday Night School students boast its academic success, with many going onto university education and forging a rewarding and interesting career. Sheena, with an unmistakable tinge of pride in her tone, speaks of the wide-reaching ripple-effect of such results, with these past students returning to become tutors to newer students, and many parents who now have the prospect of better employment, thanks to learning English at the hall while their children were actively engaged in the program.

Further success of the program is attributed to its model: peer-to-peer tutoring. Through this model, education is reciprocal, with a beautiful symbiosis created between the two parties. An authentic bond is conceived, providing a social connection where tutors and students come into contact with people from walks of life whom they would not ordinarily meet. The positive impact this role

plays in the lives of both tutor and student is indelible.

Each week, the familiarity and camaraderie from the relationship formed impacts deeply into the life of the child. The hall is abuzz with a genuine thrill as students and tutors smile and delightedly catch up on recent happenings; it is not hard to imagine the cacophony of sounds when the doors swing open. Once students and tutors have settled in, the hall is quiet, and a studious, near-tangible element descends for approximately 90 minutes as schoolwork becomes the focus. Given the broad range of needs, abilities and age levels, new tutors may help students with preparations for VCE exams, Maths Methods, or younger students in need

“Community and connection are an essential element of the program.”

of assistance with letter recognition, sounds, or learning to write. Where possible, regular tutors are assigned to the same student, building the sense of trust and connection, and underpinning the integral relational component of the program.

Community and connection are, as already mentioned, an essential element of the program. The social aspect is important and is a substantial part of the education of any child. For the past two years, Covid-19 restrictions have forced Friday Night School into an online learning situation which impacted learning for many students, but also ceased the extra-curricular activities such as camps and the annual end-of-year party. With hope, Sheena and the families all look forward to these enjoyable events taking place this year.

Loreto Toorak is proud of our continued involvement in Friday Night School, but additional support is always appreciated. There are opportunities for Loreto Toorak families to support the program, in particular

with the events, such as the end-of-year party, celebration where each Friday Night School student receives a bag with books, stationery for the following year and a present, such as a game or a Smiggle surprise.

If you are interested in supporting our Friday Night School Scholarship program, please contact our Director of Engagement on 8290 7500.

We thank Ms Sheena Teeder for her time and willingness to be interviewed for this article.



Careers Immersion Program

This May, our Year 10 students had opportunity to explore their passions and aptitudes, weighed against their considerations for life beyond Year 12.

The Careers Immersion Program started with a Morrisby psychometric assessment of aptitudes, interests, personality and learning styles. The students then used the research tools to discover the world of work and consider the various pathways forward.



Students were awestruck while listening to the exciting career journey of Photographer/Creative Director Ms Giulia McGauran (2010). Giulia has worked with numerous well-known artists and she has had her photographs have been displayed in Times Square, Manhattan.

The *Shape Your Destiny* session helped students understand “the importance of doing something that you love and loving what you do”, and that a “Career Path can change and that’s OK” because “it is essential to stay true to yourself”. An introduction to subject selection in VCE and a chance to explore careers options within the Career Platform FutureAmp were further opportunities over the course of the three-day Program. Betsy Tolmer from TriPod shared key strategies on teamwork and working with different personality types.

Many students felt the highlight was their day visiting Universities (pictured above) and Industry Partners where they were briefly able to experience life on Campus and in an office. Businesses that generously donated their time to speak with our students included Thinkerbell, Architectus, EY, Spiire and HWL Ebsworth.



Loreto Toorak continues to shape the destiny of students through the provision of varied and interesting Careers sessions.

MS NARELLE HART, MS DEE CASEY AND MS AMANDA BARNETBY • CAREERS COUNSELLORS

Anne of Green Gables

Year 9 Play



This beloved story of an imaginative, irrepressible, intelligent orphan was adapted by former School Captain, Meg Taranto (2017), into an edited stage version to highlight the key moments of Anne's journey to adulthood.

In late March it was brought to life by a small cast of committed Year 9 actors who embodied the well-known characters, including Gilbert Blythe, Rachel Lynde, Diana Barry and Marilla Cuthbert, with impressive talent. Several past and present Loreto Toorak students assisted with the design and direction of the show, most notably co-directors Isabella Ellis and Libby-Rose McCallum in Year 11.

Students from Years 6 and 7 were treated to their own lunchtime performance on 31 March in the Crescent Theatre. All budding thespians in the audience were excited for the opportunities that await them in years to come.



MS REBECCA ASP • HEAD OF PRODUCTIONS

Positive Education Week

2-6 May

Positive Education brings together the science of positive psychology with best-practice teaching. The learning community is strengths-focused, engenders resilience and enables individuals to flourish. Our holistic approach to Positive Education is grounded in our Loreto charism and encompasses all members of our community from students to staff to families and the broader community.

During Positive Education Week, students and staff celebrated and connected over numerous activities on the theme of Positive Relationships. These activities fostered closer connections and built stronger relationships across the school. Positive Relationships is a part of the PERMAH Model that our Positive Education curriculum is based upon.

Across both Rathfarnham and Senior School, we kicked off the week in true positive spirit with upbeat music and Positive Relationship themed stickers to greet our students and staff at the gates. The whole school also collaborated on a Positive Relationships Mural that explored how we are connected. With Positive Education being a strengths-based approach, we valued and practised our VIA Character Strengths through different strength building activities.

The students in Rathfarnham each identified their “top” VIA strength and wore a sticker to represent that strength on Thursday. In their Positive Education class, students were challenged to use their strength in a different way. Posters with suggestions of ways to use their

strength were displayed and students were encouraged to consider how their top strength could be used in a variety of settings including home, school and with friends. The Freedom Friday – Freedom to Dance Party was certainly a hit.

With our Senior School students, we acknowledged and further developed our interconnectedness through Random Acts of Kindness, Buddies in Home Rooms and lunchtime activities such as a Mix and Mingle Photobooth, Mindfulness with Mary Ward, Games Galore, and Freedom Friday – Freedom to Dance Party.

Lots of zest, joy and connection was experienced by all across the week!



MS LISA HOANG • HEAD OF POSITIVE EDUCATION



We congratulate Cindy Chen (Year 11), Felicia Du (Year 9) and Clare Tuckwell (Year 10) who have each represented Loreto Toorak at various debating and public speaking competitions. Read below for more details in their own words.

In March, I attended the annual Women's Day debating competition. This was a relaxed, friendly and supportive experience where I was able to practise debating three secret topics outside of the more nerve-racking school DAV competition environment. At the end of the event, I had essentially debated as many rounds as I would in a whole annual school debating season!

The feedback also was extremely insightful. The adjudicators after every round gave valuable and more specific feedback when compared to the regular school competitions. Furthermore, adjudicators would build on the feedback already given in the previous debates, something that allowed me to better grasp what they were looking for in a debate.

One of the highlights of this event would be

its mixed teams in which students attending were placed into a team consisting of those from other schools. Whilst I found this slightly challenging it was nevertheless extremely useful and rewarding, allowing me to not only meet some amazing people but also to further practise my teamwork skills.



Cindy Chen (Year 11)

Public Speaking Highlights

Our Student Voices



The United Nations Voice Competition was a fulfilling and insightful experience. Not only was I introduced to current global matters, but I also had to find ways to solve them in the best possible way. Additionally, I

heard other people's solutions to different problems, giving me a greater understanding of the world.

As well as reading out a prepared speech, I had to respond in 60 seconds to questions the judges asked. This compelled me to fully immerse myself in the issue, so I could answer the questions to the best of my abilities. After progressing to the National Finals, I was able to meet with people my age from all over Australia. Together we discussed our opinions on youth activism, intersectionality, direct and non-direct action, and debated on a whole range of topics.

The experience has taught me a lot about the ongoing problems that affect my community, the nation, and the world, whether it be climate change or homelessness. Moreover, it has helped me improve and develop my skills in public speaking, honing my ability to improvise and giving me the chance to meet like-minded young people who strive to make a difference.

Felicia Du (Year 9)

During the Term 1 holidays, I competed in the National Finals of the UN Voice of Youth competition. This experience allowed me to meet other Year 10 and 11 students from all around

Australia, share ideas and, more importantly, discuss solutions to current social and political issues. **My speech presented thoughts on ways that Australia could eradicate modern slavery from its fruit picking industry,** an issue highlighted in the media given the labour shortages resulting from border closures during the Covid-19 pandemic.

As well as competing, delegates partook in activities and lectures around the central idea of how young people could speak out on issues in society. We talked about movements in the past as well as strategies which could be used in the future to help make our voices heard. As a young woman, my opinion is valid and should be considered. It is promising to see society changing, but the techniques discussed at this competition will help make positive advances, as well.

This was a wonderful opportunity and I encourage other students to give it a try, also!

Clare Tuckwell (Year 10)





CLICK
FOR MORE



WATCH US CHANT FOR HOSG

Row Loreto, Row!

A successful season for Rowing

Year 9 Program

The Loreto Toorak Year 9 Rowing program is the largest single cohort in Australian schoolgirl rowing. For the 90 girls who commenced their first rowing season at the beginning of Term 4 2021, this season was one full of new experiences. As the season progressed, the group built in momentum, building on their initial regatta experiences, through to a dominant position at the Head of School Girls' Regatta with four Gold medals from nine divisions: the highest medal count of any School.

Year 10 Program

The Year 10 program continued to build on the work the athletes had completed in Year 9. Sixty-five eager, competitive and resilient girls worked hard from Term 3 2021 initially via Zoom, before we could make the long-awaited return to the water. As the season continued there were many challenges along the way: testing and selection, competition for places, and tough racing on the Barwon and at Carrum. But each time the Year 10 squad was faced with a challenge, they found a way to overcome it. They won the Year 10 medal tally at the Victorian State Championships, and arrived in peak physical condition ready for the Head of School Girls' Regatta, where they won three Gold medals from seven divisions.

With only nine seats available for the Baby VIII, competition for places meant that it was one of the best U17 crews in the country. The crew won a dramatic Bronze Medal in the Under 17 VIII at the National Championships, as well as a bronze medal for the 1st Quad in the Under 17 Women's Quad Scull at the Nationals.

Senior Program

Racing began with the Yarra Eights Challenge in November 2021. The Senior squad gave an incredibly strong performance, winning two of the three divisions. Solid performances in Term 1 continued, with an early Gold in the U21 8+, and a bronze medal at the NSW State Championships in the SG8+.

Although the performance of the crews across the racing season were impacted by Covid, two of the four eights were still successful in qualifying for the A-Final, with the 1st VIII recording the first medal at the Head of the School Girls' in five years.





PAF 2022 RESULTS

Due to ongoing restrictions relating to the Covid pandemic, Loreto Toorak's treasured Performing Arts Festival again underwent a reimagining this year. Similar to 2021, our students were unable to perform to an enormous audience at the Melbourne Convention and Exhibition Centre and instead demonstrated remarkable resilience and determination of spirit by performing to cameras and their peers in the beautiful Crescent Theatre. Parents and families watched via live-stream, crowded around their screens. Our students again did not disappoint, and their creativity, maturity, collaboration and immense talent was evident. The standard from every student in each House was so high, and the entire Loreto Toorak community is very proud.

We congratulate all students on yet another outstanding PAF.

Overall winner: **Ward**

Choral: **Barry**

Production: **Ward**

Drama: **Ward**

Instrumental: **Mulhall**

Design: **Mornane**

Choreography: **Mornane**



CLICK
FOR MORE



WATCH THE PAF HIGHLIGHTS

Celebration of Music

Concerts, JazzLab and more

Our talented musicians have kept audiences enthralled at clubs and other external venues, as well as at picnics on our magnificent grounds. It's been wonderful to feel the beat again.

On 15 March members of Loreto Soloists, Loreto Unplugged, Stage Band and Vocal Ensemble performed at JazzLab in Brunswick. It was a thrill for our students to return to this venue, after Covid restrictions prevented us from our annual performance at this iconic club. Our musicians and vocalists were exceptional on stage, and all audience members gave outstanding support.

The Loreto Toorak Family Picnic was held on 3 April. Rain threatened to dampen the day, but proved unable to put a stop to this beloved annual event, and our musicians and singers were able to show their extraordinary talents yet again. Performances from our Vocal Ensemble, Percussion, Flute and Clarinet Ensembles, soloists including Freya Sloan, Amelia Pastore and Cara Sullivan, as well as the Toni Matha Wind Band and the Senior Stage Band kept families entertained while they enjoyed the picnic and fabulous atmosphere on St Michael's Green.

The Choral Concert, in Winifred Square on 4 April, featured performances from all the Choirs in Rathfarnham and Senior School. This twilight event always showcases the wonderful vocal expertise of our students across all Year levels, and this year was no exception. Parents, family members and other supporters attended and were treated to the most marvellous evening.

MR DAVID GEORGE • DIRECTOR OF MUSIC



Stage Band and Vocal Ensemble Success

At the Victorian All-State Jazz Championships

In May, the Loreto Toorak Stage Band and Vocal Ensemble competed at the Victorian All-State Jazz Championships.

The atmosphere was electric as the Stage Band set up and tuned their instruments during rehearsals. Each Vocal Ensemble student displayed remarkable depth of character as the performance time drew nearer, keeping their nerves in check and their vocal chords warm and smooth.

As ever, hard work during rehearsals paid off, with the Stage Band (left) winning the Best Saxophone Section, and individual accolades for saxophone player, Isabella Jao, and trombone player, Alex Tarraran.

Congratulations to our Vocal Ensemble (pictured above) who took part in the competition for the first time and achieved First Place in the Division B Jazz Choirs section. As a result, the Vocal Ensemble were invited to perform in the Gala Concert during the following weekend. Well done to our fantastic Vocal Ensemble for a stellar performance!

MS SONJA HORBELT
HEAD OF CONTEMPORARY MUSIC STUDIES





Sport

Celebration of Sport

Team sports and individual - Loreto Toorak consistently achieves top results!



Loreto Toorak continued to impress with our results across Sport in Semester 1.

At the start of the year, students competed in the GirlSail Sailing Regatta event. The Loreto Toorak team won the overall school competition and brought home to the School the GirlSail Trophy. Congratulations to the team!

GSV is always popular for our students, with Term 1 sports including Tennis and Softball, Swimming and Diving, proving no exception. The GSV Swim Finals took place at the end of Term 1 and Loreto Toorak finished second overall.

Our Junior Tennis B team displayed strong ground strokes and great net play, and finished as Runners Up in the GSV Tennis Finals at Melbourne Park. Congratulations to the Junior Tennis C team for their excellent on-court skills that helped them win the Grand Final in early April.

The GSV Triathlon Squad participated in a 2XU Triathlon Series. Over 70 students took part in both the Individual and Team Categories and our results included numerous top 10 finishes.

Term 2 GSV sports, including Netball, Hockey, Water Polo and AFL, were well represented by our students and we look forward to sharing their results with you next Semester.

House Cross-Country and House Athletics were yet again an opportunity for our students to compete against each other in a fun and inspiring way.

Go
Loreto,
go!







WE ACKNOWLEDGE OUR

Grace Cox

Grace Cox (Year 8) was selected as a member of the 2022 GSV Representative Swimming Team. Grace was a member of the winning Freestyle and Medley relays. Well done, Grace!



Aine Curtis

Aine Curtis (Year 9) received an award for *Nipper Competitor of the Year* at Point Leo Lifesaving club. Due to Covid delays, Aine's award was presented to her in late January, 2022.



Ava Goodwin

Ava Goodwin (Year 8) competed in The Maia International Acro Cup in Portugal during May, facing off against 16 other countries in Acrobatics. Congratulations Ava!



Anna Hamill

Anna Hamill (Year 11) represented the U16 Victorian Touch Football Team. Anna was also selected to represent the U20 Women's Storm team in the National Touch League March.



Bridie Hill

Bridie Hill (Year 11) came 2nd in 800m and 3rd in 1500m U18 in Victorian Track & Field Championships. In the Nationals, Bridie won a bronze medal in 800m and came 4th in 1500m.



Sophie Jacka

Sophie Jacka (Year 8) was selected as a member of the 2022 GSV Representative Swimming Team. Sophie won the 50m and 100m Freestyle events and was a member of the winning Freestyle and Medley relays.

STUDENT ACHIEVEMENTS...

Yoshie Koh

Yoshie Koh (Year 10) completed her Associate in Music (AMUSA) on Violin. A huge achievement and we wish Yoshie well in her continued music studies.



Jazmine Lam

Jazmine Lam (Year 11) has been selected into the Badminton Australia Junior Falcon team for 2022. Congratulations Jazmine on your wonderful achievement.



Sophie Leishman

Sophie Leishman (Year 9) was selected by Hockey Victoria to represent Victoria in the U15 State Team to play at the Nationals in Newcastle. This was the fourth time she has represented Victoria.



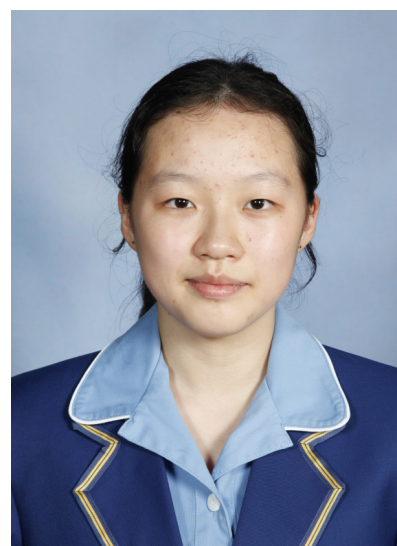
Elaina Macleish

Elaina Macleish (Year 12) had her Year 11 Art 2021 artwork included in Catholic Education Art Exhibition. Her work was showcased in a live and digital gallery and was on display during Catholic Education Week in March. Congratulations Elaina!



Mackenzie Wallace

Mackenzie Wallace (Year 11) was selected into the 2022 Central East Talent Academy with Netball Victoria. She took to the court on 16 March for her first match.



Emma Wang

Emma Wang (Year 11) completed her Associate in Music (AMUSA) with Distinction on Viola at the end of 2021. A huge achievement and we applaud her contributions to the Loreto Toorak Music Program.



Engagement

Community Events

Parent Cocktail Evening

25 February

The School's annual Parent Cocktail Evening was held on St Michael's Green on a balmy, beautiful evening, with the stunning Mandeville Hall providing a gorgeous backdrop as parents mingled and nibbled on canapés. There was a sense of connection and appreciation at the opportunity to gather as community once again. Over 1000 people attended, many of them commenting with joy to be able to meet and gather in person again, allowing reconnection with old friends and developing new ones.

We are truly blessed as a community.



Parents' Association Tennis Day

24 March

Royal South Yarra Lawn Tennis Club again hosted our tennis enthusiasts to a great day of tennis and lunch. It was wonderful to see so many playing tennis, joining in the fun of Cardio Tennis or simply coming along for the luncheon.

We are most grateful to our Tennis Day Convenors, **Nardine Bamford** and **Jo Evans** for their consistent hard work in organising this event.



Loreto Ladies' Luncheon

6 May

We were delighted to host the annual Loreto Ladies' Luncheon at Marvel Stadium again this year, where we were pleased to welcome 485 Loreto Toorak mothers!

Our School Captains, Elena Chiam and Isabel Duggan, joined us for the first time and shared beautiful words to express their love, admiration, gratitude and appreciation for not only their mums but all the Loreto Toorak mums. Needless to say, there were a few tears shed. Please find a link to their speech on the facing page.

A special thank you to all the families who donated beautiful gifts for the raffle and silent auction in which all the money raised will be donated to *Give a Girl A Dream* Fund.

The Loreto Ladies' Luncheon is always a great success and we cannot wait to host it again next year!





Click [here](#) to read the Speech by our Captains of School



Loreto Cultural Series

Anthony Halliday

The first concert in our 2022 Loreto Cultural Series on 20 March was a tribute to J S Bach, his family and friends.

Loreto Toorak favourite, Anthony Halliday, shone at the piano with technical and interpretative brilliance as he presented pieces by J S Bach, his son Carl and also Beethoven and Chopin.

It was wonderful to have live music with a live audience in the Chapel of Christ the King once again.

Please check our Calendar on the back page for more upcoming events in our Loreto Cultural Series.



Decades Reunion

4 March



We were excited to recently host many of our Year Levels who had been denied the opportunity to gather for their Decade Reunions throughout 2020 and 2021.

To alleviate the disappointment that this had caused, a combined Decades Reunion was held for the classes of 1980, 1990, 2000, 2001, 2010, 2011, 2015 and 2016. The large group gathered in Winifred Square on a balmy March evening, enjoying the opportunity to view the new Clendon Centre, and to re-connect with each other.

It was a loud and lively gathering as friends mingled over drinks and canapés.

Rathfarnham

Open Classrooms Morning

4 May

This year, Rathfarnham students welcomed their parents and special friends to our Open Classroom Morning. The day began with prayer in the classroom, followed by fun and interactive homeroom activities. Each visitor was proud and thrilled to be present with their loved one. Opportunities to mingle over refreshments in the Rathfarnham forecourt closed the special morning.



Royal Club Cocktail Party

9 March

The annual Royal Club Cocktail Party was held in the Gallery on 9 March.

Over 80 guests enjoyed catching up with events from the past year. During the evening guests were delighted as Loreto Toorak's former Principal, Dr Susan Stevens, was inducted as a Life Member of the Royal Club.



Parents' Association Family Picnic

3 April

Over 600 members of our School community came to the annual Family Picnic at the end of Term 1. There were plenty of activities to keep us all entertained, and wonderful stalls such as a Sausage Sizzle, Face-painting and the all-important Cake Stall contributed to the lovely ambience.

Thank you to all who volunteered to assist at our stalls, with particular thanks to our Year 10 students who assisted with face-painting. Special acknowledgement to our Musicians who performed throughout the afternoon and our Aerobics students who entertained with their spectacular routines.

We are most grateful to Ralph's Meat Company, Bakers Delight and Toscanos for their generous donations, and to our convenor Bec Carnovale, ably assisted by Gabriella Hyzy and Anthony Muir, for organising this most enjoyable family gathering.



Worldwide Chapters

Loreto Toorak Alumnae International



Loreto Toorak Alumnae live and work throughout Australia and around the world. To support our Alumnae wherever they may be located, Loreto Toorak Alumnae International (LTAI) has been created with Chapters in Melbourne, Sydney, Canberra, Brisbane, Adelaide and Perth, and New Zealand, Hong Kong, Singapore, West Coast USA, New York and London.

Chapter Heads in each of these locations are committed to keeping our Alumnae connected with each other and with our School.

Following a two-year hiatus, we have been delighted to hold Chapter Reunions recently in Sydney and Canberra. A Reunion for our London Chapter is planned for 29 September (details to follow).

If you are living interstate or overseas and haven't yet updated your contact details, please complete online by clicking [here](#).

We always enjoy hearing about the adventures of our Alumnae after they have left Loreto Toorak. Whether our former students have taken a gap year, are travelling, studying, beginning their careers, deep into their careers, new parents, or still searching for their passion, we are always so proud to hear their stories and the part Loreto Toorak played in building their futures. If you would like to share your story with our community, please click [here](#).



Left: Reunion attendees with the iconic Harbour Bridge as a backdrop.

Below left (L-R): Virginia Donley (Longmire, 1984), Brigid Wright (McGuigan, 1986, Chapter Head), Camilla Doyle (2011).

Below (L-R): Angela O'Dwyer, Georgie Dole (2021), Clea Phillips (2021), Lily Kelsey (2021), Lauren Grant (2018), Francesca Torcasio Barberis (2014), Michelle McCarty.





Alumnae Events

Past Pupils' Association Golf Day

Over 30 Alumnae from 1965-1984 joined us at Sorrento Golf Club for a lovely day of golf followed by a luncheon.

Congratulations to our winners: Cathy Ockleshaw with 40 points, the runner up on 39 points was Jan Lupson, with Anita Hughes in third place with 38. Cathy has been playing for 30 years and has been runner up on four occasions; all Past Pupils present were thrilled to celebrate with her.

Special thanks to Jo Lonergan for all her work organising this wonderful event



Diamond Luncheon

On 29 March we celebrated with our Alumnae who left school 60 years ago and earlier at our annual Diamond Luncheon.

Seventy-five ladies from the Classes of 1941 to 1962 gathered first in the Chapel of Christ the King for Mass, celebrated by Rev Fr Frank Moloney SDB. They then moved into Mandeville Hall for a delicious two-course luncheon.

We were particularly excited to welcome eight of our Alumnae aged over 90 years. As is always the way when school friends gather, there was plenty of chatter and laughter, and a real delight in being together again.



Pacini Plaque Blessing



Pauline Pacini (Jackson) attended Loreto Toorak from 1931 until 1938. She was a passionate Alumna with very fond memories of her school days. She cherished the life-long friends she made at School and was delighted that her two children, Terry Pacini (1963) and Merrin Corrigan (1968) both attended the School as did their children, Anita Pacini (1997) and Sara Jenner (2000), and Kate Corrigan (1999) and Elizabeth Norton (2004).

We are sure she would have been equally delighted to learn that her great granddaughter, Georgia Norton, commenced at Loreto Toorak in Preparatory this year, with her younger sister, Camilla to follow in a few years.

Following Pauline's death in 2019, Merrin contacted the School on behalf of the family offering a donation from the Estate and to discuss opportunities for remembering Pauline and her time at Loreto Toorak. It was agreed that a plaque bearing Pauline's name and graduation year would be affixed to one of the garden seats in the Glade.

Pauline's family was delighted to gather in April this year, after several postponements due to the Covid pandemic, with members of staff for a short Liturgy and Blessing Ceremony.

Top left: Elizabeth, Georgia and Camilla Norton.

Centre left: Merrin Corrigan and Terry Pacini, Pauline Pacini's two children.

Left: Merrin Corrigan and Terry Pacini, with staff members Damien Whelan and Catherine Maimone Crowhurst, at the Liturgy and Blessing Ceremony.

Below: Pauline Pacini's family gather on the seat bearing the plaque in her name.



An Enduring Link

Loreto Toorak's history weaves into the present

The Chapel of Christ the King is significant to the rich heritage of Loreto Toorak.

When the Institute of the Blessed Virgin Mary (IBVM), better known as the Loreto Sisters, acquired Mandeville Hall in 1924, they initially used the Oak Parlour as their Chapel and the room beside it as the Sacristy. Other rooms within the Mansion were used as classrooms and dormitories. The Sisters swiftly planned to erect a chapel, a dedicated place where they were free to commune with God and reflect.

On 25 September 1927, the foundation stone for the Chapel of Christ the King was laid. The first Mass celebrated on 12 May 1928, and the Chapel officially Blessed on 10 October 1928. A significant feature of the Chapel are the stained-glass windows, manufactured by John Hardman and Co in Birmingham, United Kingdom. Members of the Loreto Toorak community in this era donated funds for the construction of the Chapel, with some stipulating their endowment ought to go towards the stained-glass windows.

One such request was from Victoria Woodward, whose donation for the stained-glass window was in memory of her parents, John and Mary Woodward. Victoria was one of the first nuns at Mandeville Hall and, after taking her vows, became Mother Fidelis.

This generous act from Victoria, nearing 100 years ago, continues to be an enduring link with Loreto Toorak's present. Isabel Bowden (pictured below) is currently in Year 7 and represents the lasting familial bond from Victoria's donation.

Victoria was great-aunt and godmother to Anne Bowden (Woodward, 1963) (pictured below right), whose paternal aunt was Kathleen Woodward (1925). Anne married Mark Bowden (1961) and they have four children; their daughter Natalie (1993) attended Loreto Toorak and their youngest son, Tim, married Caitlin (Dwyer, 1995). Tim and Caitlin's eldest daughter, Isabel, our Year 7 student, commenced here in Year 5 in 2020, and is proud to be a fifth generation Loreto Toorak student.

To further underscore the family connections, Isabel's paternal great-grandmother, Joan Bowden, was President of the Loreto Toorak Parents' Association in 1962. Isabel's paternal aunts, Jane Hume (1963) and Sarah Hume (1972) also received a Loreto Toorak education, and Jane's daughter, Alice Hume (1995), was Captain of School. Additionally, Isabel's maternal aunt is Josephine O'Donoghue (Dwyer, 1988).

A rich history that demonstrates Loreto Toorak has been providing *The Challenges She Needs* for generations and will continue to do so for all our future students.



LORETO TOORAK

ENGAGEMENT FOR LIFE

STAY INFORMED

Keep up with the latest news from Loreto Toorak Community.

We are proud to share Loreto Toorak Alumnae Stories and Family News.

KEEP US UPDATED

We want to hear from you!
Please send us updates on your education or career journeys, achievements, marriage, birth, or family loss.



REUNIONS

Don't miss an event!
See the link below to attend our Loreto Toorak Reunions.





ANONDA BELL • CLASS OF 1987

There are two leaders who Anonda Bell distinctly remembers from her School days: Sister Deirdre Rofe *ibvm*, for her wise temperament and penchant for wearing a Big Boss emblazoned sweatshirt on 'civvies' days, and Ms Maning, for her quick wit and expansive knowledge base. Whilst at Loreto Toorak, Anonda felt supported and stimulated, both academically and artistically, and recalls many early mornings in the Art room, located upstairs in the Stables.

After leaving School, Anonda embarked on further education and global travel. She undertook two Undergraduate Degrees; a Bachelor of Fine Arts (Painting and Printmaking) at RMIT University, and a Bachelor of Arts (Psychology and English), University of Melbourne. Following, Anonda completed a Postgraduate Diploma in Cultural Tourism and Museum Management from the University of Melbourne, and a Masters in Fine Arts at Monash University.

Whilst studying curatorial work at the University of Melbourne, Anonda had a voluntary placement at Bendigo Art Gallery that led to her first role as Curatorial Assistant. From there she became Curator of Projects at the NGV before moving to the United States.

Anonda is currently the Director and Chief Curator of the Paul Robeson Galleries at Rutgers University. Their mission is inspired by the career and life of Paul Robeson, a Rutgers graduate (Law Degree), who worked in Performing Arts, before achieving much acclaim as an activist. He said, "Artists are the gatekeepers of the truth. We are civilizations' radical voice"; this is integral to Anonda's planning of exhibitions and associated public education programs, where art is seen not just as reflecting contemporary life, but having power to influence how people experience the world.

Her most significant career achievement to date is being able to combine her life as a Visual Artist with that of an Arts Administrator. These pursuits are intertwined, providing both *a priori* and *a posteriori* understanding of the creative process.

Currently, Anonda is a recipient of a 2022 Artist Fellowship from the State of New Jersey. She will soon commence a Summer Residency, *Interdisciplinary Practices in Bio Art*, at the School of Visual Arts.

Mary Ward was an inspiration to Anonda, as she committed her life to providing opportunities for women to participate in formal education processes. The right of women to be educated is not something that can ever be taken for granted.

CHRISTINE NGUYEN • CLASS OF 2016
IVY NGUYEN • CLASS OF 2014

Christine and Ivy were both School Councillors in their respective final years. They have fond memories of Loreto Toorak and are best friends with many girls they met at School.

Both Christine and Ivy completed the Bachelor of Commerce at the University of Melbourne. Christine majored in Economics and Finance, and represented UniMelb at a consulting competition held in Canada at the University of British Columbia. She also took part in an exchange program and moved to New York City for six months to study at NYU Stern. Ivy majored in Finance and Management and was also fortunate to participate in an exchange program in Hong Kong.

In 2020 during the pandemic, Ivy and Christine began working on their own startup called ReciMe, a social cooking platform. They were inspired to start ReciMe because of their own connection to cooking; growing up, their mum and grandma would spend hours in the kitchen cooking Vietnamese food and teaching the girls about their Vietnamese culture through food. Through ReciMe, they hope to empower home cooks to share their recipes with the rest of the world, and to be able to make a living off their passion.

In April 2022, Ivy and Christine left their corporate full-time jobs to work on ReciMe full time. They have another co-founder working with them, and three software engineers whose focus is to build ReciMe.

The launch of ReciMe was a career highlight. Their next few years will be focused on making ReciMe an even better app for its users, scaling it to new geographies and looking to expand their team with additional software engineers and designers.

Loreto Toorak truly provided Christine and Ivy with skills and tools needed to succeed in their own careers and at ReciMe. Importantly, the School helped to instil the self-confidence required for both Christine and Ivy to take a leap of faith and create their startup.

The startup industry in Australia continues to be male-dominated, and only 4% of venture capital funding goes to female-led companies. While the process of building ReciMe was intimidating, intense and often stressful, Christine and Ivy held firm to achieving their goals. Loreto Toorak helped to instil the confidence to take their first step!



JOANNA PIDCOCK • CLASS OF 2011

Joanna Pidcock arrived at Loreto Toorak in the middle of 2000, after moving from New York City. It was a big adjustment, but she felt very warmly welcomed and quickly became involved in Music and Theatre Studies. In 2011 she was School Music Captain, and helped lead Mornane to PAF victory as House Drama Captain. Joanna remembers feeling inspired by Dr Schroor and Ms Thompson, who motivated her to study English Literature at degree level.

Joanna completed a Bachelors Degree at the University of Melbourne with Majors in Creative Writing and English Literature, a Diploma of Languages in French, and then an Honours thesis in English Literature. She also did an exchange programme at the University of Edinburgh in 2014 and, in 2015, worked on a ranch in Wyoming.

Joanna's career break came in 2017 when she worked with esteemed British theatre director Katie Mitchell. Shortly after, she moved to the United Kingdom to continue her career as a theatre director, dramaturg and writer, and has been based in London ever since.

For the last two years Joanna has been more focused on writing. A Chamber opera for which she has written the Libretto is performing in Tokyo in May, and she has an essay published in *TOLKA*, an Irish literary journal. From June onwards Joanna will be the assistant director on *I, Joan*, a major new production at Shakespeare's Globe in London about Joan of Arc.

Working with Katie Mitchell and Alice Birch is a career highlight for Joanna; their mentorship and support has been instrumental for her development as an artist. In 2019, she represented the UK as Young Artist Delegate to the Séminaire en Avignon, a prestigious international residency at the Avignon Festival. She was shortlisted for the 2021 Fitzcarraldo Editions Essay Prize, a major non-fiction award for unpublished authors, and has signed with Anna Webber from United Agents. Her most significant achievement is building a wonderful life in the UK, and forging fulfilling friendships.

In her spare time Joanna swims at the Ladies Pond on Hampstead Heath. She volunteers at an agroecological urban farm, and this summer will be running gardening workshops in East London.

A Loreto Toorak education developed a resilience and an intellectual ambition that contributes to her self-confidence. The School also taught Joanna to be a strong, kind, joyful, just, and driven woman, and for that she is very grateful.



DOMINIQUE SPANOS • CLASS OF 2003

Dominique Spanos' best friends are from her school years at Loreto Toorak. Two of her three bridesmaids at her wedding earlier this year were friends she made here. She loved being part of the Basketball and Rowing teams, being Equestrian Captain and bringing horse-riding to Rathfarnham. Dominique especially loved drama; definite highlights were the PAF and plays with Xavier in Years 11 and 12. Her English and Literature teachers, Mrs Bennet and Mrs Thompson, were insightful sounding boards, giving the students life and literary lessons in turn with aplomb.

After leaving Loreto Toorak, Dominique studied a Bachelor of Communications (Media Studies) at RMIT and sought to find a role in the commercial and TV industry as quickly as possible. RMIT had its own student radio and television shows, where Dominique volunteered in different roles, behind and in front of the camera.

Since graduating, Dominique has become a Freelance TV Producer and Post Producer for TV shows including *Big Brother*, *Celebrity Apprentice*, *My Kitchen Rules*, *Travel Guides*, *The Block*, *House Rules*, *Parental Guidance*, and *RBT*.

Being a freelance TV producer is an incredibly competitive and challenging industry, however with more content being made, it has become easier to get work. Dominique volunteered on the *Women In Media Victoria* committee, and now based in Sydney, she is involved on the *Women in Media New South Wales* committee as well. She enjoys supporting other women and thinking of new paths to help women move in and out of the workforce with ease.

Dominique describes herself as a food and drink enthusiast. With her husband, a former professional chef, she is always looking for new bars and restaurants opening in Sydney and Melbourne and, after two years of lockdown, she's ready to explore the foodie scene.

With an enduring interest in stories, Dominique is always on the lookout for a fresh idea for TV. She would love to create a blockbuster like *Underbelly*; if there is anyone in the Loreto Toorak community with a juicy, must-tell story or idea, give her a call!

Dominique loved her time at Loreto Toorak. She was given flexibility try new things and see where her strengths lay. She recalls visiting the Careers office to ask what it took to become a spy, and instead of being laughed at, she was given a plan to make it happen. Everyone at Loreto Toorak is there to encourage, whatever your dreams may be.

Family News

Weddings

McNAMARA, Annabelle (2011), to Edward Currenti 21/5/2022. Proud parents Louise McNamara (Whelan, 1982, Staff) and Matt McNamara

GRIFFITHS, Madeleine (Stevens, 2005) and Luke, Georgina Dominique, born 6/2/2022, a sister to Tom

LOW, Romy (2004) and Tyson Burkett, Raf Reggie Burkett, 23/2/2022

Baptisms

KIRATZIS Ann-Louise (2005), husband Nathan and daughter Olivia baptised Sophia

McBEAN, Patrice (Staff) and partner Andrew, Chloe Nancy

MARINO, Leah (2007) renewed her marriage vows with husband Ashley Simpson and held a baptism for their baby, Isabella Charlotte Simpson, born 09/1/22

SMITH, Alix (2005) and partner Tim Brooks, Clover Smith Brooks, born 30/1/22, a sister to Jude

STOWELL, Kate (2002) and Diarmaid Harkin, Fintan John Harkin, born 2/3/2022, a grandson for Elizabeth Stowell (nee O'Dwyer) (1969 and former staff)

Births

APPLEYARD, Clare (Staff) and partner Dane Smith, Isla May Smith, born 16/3/22

WARD, Jenna (Flack, 2005 and Staff) and Matthew, Lexie Louise Ward, born 7/3/22, a sister to Max



Pictured top L-R: Annabelle McNamara and Edward Currenti; Ashley Simpson, Isabella, and Leah Marino; Olivia, Nathan, baby Sophia, and Ann-Louise Kiratzis

Pictured bottom L-R: Fintan John Harkin; Chloe Nancy McBean; Clover Smith Brooks; Lexie Louise Ward; Raf Reggie Burkett

**It is with sadness we advise that the following members of the Loreto Toorak community have died.
Our sincere condolences to their families.**

BAKER, Catherine, 15/12/2021, wife of Grant and mother of Georgia (2017), Meg (2019) and Scarlett (Year 10)

BARÉ, Gabriella, 28/8/2021 mother of Stephen, Jonathan, Andrew, Timothy, Marian (1995), Philip and David

BEATON, Millie, 24/8/2021 (Loreto Marryatville, 2010), daughter of Emma (Keith, 1992) and Jamie, step-daughter of Anne, sister of Hugh, Olivia (Loreto Marryatville), Alex and Sophia (Loreto Marryatville)

BENNETT, Nadine Anne, 21/4/2022, mother-in-law of Anne (current staff)

BORGHESI Lio (Lionello Aldo), 7/5/2022, devoted and dearly loved husband of Ann (Houston 1956), and adored father to Anthony (1979), Edward (1980), Virginia (1982), Richard (1984), Alexandra (1988) and Julia (1991)

BUTLER, Rosemary (Whitehead, 1951), 1/8/2021, daughter of Edna Whitehead (dec) (Dureau, 1926), cousin of Elizabeth McKenzie (Cahill, 1944), Gillian O'Loughlin (dec) (Goulding, 1952), Carolyn Collins (Goulding, 1955), Christine Bell (Whitehead, 1955), Jane McCarthy (Goulding, 1957), Jane Whitehead (1958), Helen Campbell (Whitehead, 1959) and John Goulding (1964)

CHAPMAN, Shirley, 8/1/2022, (former staff) fondly respected member of the Art Department

DANCKERT, Mary, (1943) 11/1/2022, mother of Mary Lou Dwyer (1975) and Sarah Roy (1982)

DAVEY *ibvm*, Sr Mary Genevieve, 4/4/22, in her 93rd year and her 76th as a member of the Loreto Sisters. Sr Genevieve taught at Loreto schools across Australia, including Loreto Toorak, and is the great-aunt of Tracy Tanner and John O'Callaghan (current parents) and the great-great-aunt of Sophie Tanner (2020), Sarah Tanner (Year 9), and Genevieve O'Callaghan (Year 7).

DIAMOND, Jack 21/2/2022, husband of Maria, father of Sarah (1997) and Jacqueline (2000)

HAKENDORF *ibvm*, Sr Hansie Roberta, 16/3/2022, in her 94th year of life and her 72nd year as a member of the Loreto Sisters. Sr Roberta, originally from Adelaide, taught in Loreto schools across Australia, including Loreto Toorak, and was a dedicated woman of social justice.

HONAN, Geoff, 21/4/2022, husband of Marie (dec) and father of Elizabeth Nolan (Past Parent), Sue-Ellen Stafford (Past Parent), Marianne Hartmanis (1976), Amanda Honan (1978), Damien Honan (husband of Sally Honan (Wales) 1976), and Matthew Honan (Past Parent), grandfather of Rebecca Nolan (2000), Alexandra Stafford (2001), Sally Hartmanis (2010), Annabel Hartmanis (2016), Georgia Honan (2015) and Eliza Honan (2016)

GIUDICE AO, Geoffrey 18/11/2021, father of Charlotte Forster (1991), grandfather to Isabella Forster (Year 12), Chloe Forster (Year 10) and Ella Giudice (Year 8)

MADDEN, Tom, 7/12/2021 brother of Samara (2002), Kesiah (2004), Tahlia (2006), Siana (2009) and Alexa (2011)

O'BRIEN, James (Jim) 15/12/2021, father of Helen Jaensch (staff) and grandfather of Ellie Jaensch (2016)

PRICE, Deborah 14/5/2022, sister to Fiona (1990), Rachel (1996), Sarah (1999)

RAPKINS, Clare 14/5/2022, wife of Julian and mother of Maeve (2016) and Alex (2020)

SALA, Giuseppe, 20/4/2022, husband of Margaret and father of Emilia (2004) and Kate (2005)

WRIGLEY, Ron 30/1/2022 husband of Margaret (O'Grady, 1946) and father of Kate St John (Wrigley, 1982)





Prayer for the Loreto Year of Freedom 2022

*God of Freedom,
give us the courage and confidence to live referring all to You.*

*May we learn to know ourselves,
and be the face of hope for others.*

*May we grow in inner freedom,
and share this gift together.*

*May we say yes to the wholeness of life,
and choose the good each day.*

*Grounded in our Loreto story and by the faith of Mary Ward,
may we act not out of fear but solely from love,
responding with justice to her call,
to bring the right of freedom to our world.*

*We make this prayer in the name of Jesus who leads us with love
and shows us how to be truly free.*

Amen.

*Created by the Captains of Loreto Schools around Australia at the
LSAC Student Leadership Conference November 2021*



OPERA IN THE MANSION

Saturday 16 July



LORETO BALL GLASSHOUSE

Saturday 6 August



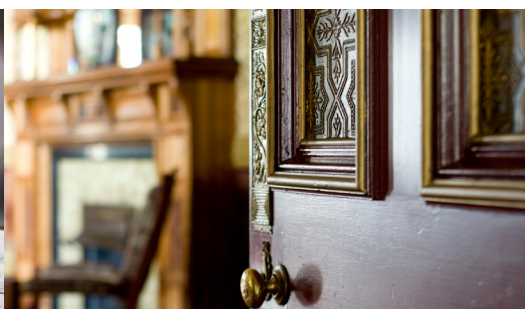
TOUR OF MANDEVILLE HALL

Sunday 9 October



AUSTRALIAN CHAMBER CHOIR

Sunday 16 October



STONNINGTON MANSIONS BUS TOUR

Sunday 23 October



GIARDINO NUOVO - PANFLUTE AND OBOE

Sunday 13 November



CHRISTMAS BRASS

Sunday 4 December 2022

PAST PUPILS' ASSOCIATION EVENTS & REUNIONS

Monday 25 July

Class of 2021 1st Year Reunion

Wednesday 31 August

Sapphire Dinner - Park Hyatt

Thursday 29 September

LTAI London Chapter Reunion

Friday 30 September

PPA Card and Board Games Day



LORETO
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