

Loreto Mandeville Hall Toorak

Annual Community Report

School Registration Number 1226



LORETO
Mandeville Hall Toorak

2024

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Contact Details

ADDRESS	10 Mandeville Crescent Toorak VIC 3142
PRINCIPAL	Angela O'Dwyer
GOVERNING AUTHORITY	Loreto Mandeville Hall Toorak Limited
TELEPHONE	82907500
EMAIL	principal@loretotoorak.vic.edu.au
WEBSITE	www.loretotoorak.vic.edu.au
E NUMBER	E1112

Minimum Standards Attestation

I, Angela O'Dwyer, attest that Loreto Mandeville Hall Toorak is working towards compliance with the School Governing Authority and supported by the CECV to become compliant with:

- All of the requirements for the minimum standards and other requirements for the registration of schools as specified in the *Education and Training Reform Act 2006 (Vic)* and the *Education and Training Reform Regulations 2017 (Vic)*, except where the School has been granted an exemption from any of these requirements by the VRQA
- Australian Government accountability requirements related to the 2021 school year under the *Australian Education Act 2013 (Cth)* and the *Australian Education Regulations 2013 (Cth)*
- The Child Safe Standards prescribed in Ministerial Order No.870 - Child Safe Standards, Managing Risk of Child Abuse in Schools.

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

Our School Vision

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

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

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



School Overview

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

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

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

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

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

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

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

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

Principal's Report

In 2024 Loreto Toorak celebrated 100 years of education on this beautiful site in Toorak. It was a momentous year for our school, with many opportunities to reflect on both the past, present and future. There were events for all members of our Loreto family- students, current families, Alumnae, past Principals and staff, and of course our community of IBVM Sisters. A few of the highlights included an Alumnae Mass at St Peters Church followed by a Garden Party on St Michael's Green, the Annual Music Concert featuring Alumnae choir and orchestra, Feast day Mass in the Cathedral with the especially commissioned Mandeville Mass and the grand finale of Christmas Carols in front of the illuminated historic Mandeville Hall, with 'cold' fireworks delighting our students.

It was a successful year for the School in many ways. Enrolments have remained strong in a competitive environment, and again the School achieved outstanding academic results. The new student pastoral program EMPOWER was embedded into the timetable with increased time allocation for both student health and wellbeing.

There were significant changes to the curriculum with new electives introduced and further development of the 'Stride@9' curriculum. Middle School students embraced opportunities for micro-credentialing through partnerships with external institutions such as Monash University, Deakin University, ACU and the Bionics Institute.

Supporting our commitment to environmental awareness and sustainability we gained momentum in a quest to reduce emissions and waste. The School introduced recycling bins with proceeds going to support Mary Ward International education, and in September, we were excited to welcome Rooftop Bees; two hives complete with a 'Bee Cam' for students to observe our busy insects going about their business of pollinating and honey making. Students from Preparatory through to Senior School have engaged enthusiastically with this apiarian project.

A major challenge for the sector in 2024 was the introduction of the CEMEA 2022; the new EBA brought changed conditions for teaching staff, including reduced face to face teaching, a 30+8-hour structure and provision for Time in Lieu. This structure has increased pressure on staffing, timetabling and the provision of 'out of hours' opportunities for students. The financial implications of this Award and the imposition of the Victorian State Government Payroll tax made significant impact on School finances.

A key focus of the 2024 year was a review of the School's strategic plan that was drawing to an end of its five-year life. In preparation for 'Strategy 2025 and Beyond' through the year there was extensive consultation with various stakeholders- School Board, Staff, Students and families to develop a Plan that will take the School into the future; in a contemporary and relevant manner, whilst still incorporating the Mary Ward charism and Loreto values that are so important to our community.

Catholic Identity and Mission

Goals and Intended Outcomes

The Loreto Schools Australia Mission Statement, the Mary Ward Schools' Compass and the Loreto Educational Philosophy provide the framework for our educational vision at Loreto Toorak and our ongoing commitment to living out of the charism of Mary Ward as a Catholic school for girls in the 21st century, mindful of our 400-year global tradition and our 100 years in Toorak, which we joyfully celebrated in 2024.

Our Mission Statement sets out our ongoing vision to offer "a Catholic education which liberates, empowers and motivates students to use their individual gifts with confidence, creativity, and generosity in loving and responsible service". This education is underpinned by the values of Loreto education, shared with our sister schools around Australia and the world, those of Felicity, Freedom, Justice, Sincerity and Verity. These values are given animation each day at Loreto Toorak in our language, leadership and living. Our focus each year on one value allows it to take root in the hearts of members of the School community in a way that reflects the challenges and settings of the time. In 2024 our Loreto focus value was 'sincerity' which called our community to examine how we can 'be such as we appear and appear such as we are' in our daily lives, relationships and spirituality. The Loreto values are known and understood by each member of the School community, in relationship to each other and as part of the living charism of Mary Ward evident in her global family today.

The Loreto Educational Philosophy calls our School to be Student Centred. Our focus is on the formation of our students, and the development of their hearts and minds, so that they leave our School as faithful, ethically minded, and well-educated 'seekers of truth and doers of justice'. Our pastoral care programs are grounded in our understanding of students as human beings formed in the image and likeness of God, deserving of respect, dignity, and love. Our teaching and learning strives to lead students to achieve excellence, capacity, and academic growth, from the earliest years to their VCE. The intellectual, social, spiritual, and wellbeing needs of our students are at the heart of every decision we make.

The Loreto Educational Philosophy calls our School to be God Centred: As a Catholic school in the Loreto tradition, our school is centered on the Gospel of Jesus Christ. Our liturgies, prayer experiences and retreats all encourage the development of a personal relationship with God, and an awareness of the practices of Ignatian spirituality as an expression of that relationship. Our Religious Education classes from Prep to Year 12 seek to develop in all students a solid and well-grounded knowledge of the Catholic faith and of the central place of religion in society.

The Loreto Educational Philosophy calls our School to be Community Centred: Our School exists in the context of the world in which we live, one that continues to face the liminal challenges of social media's impacts, climate, mental health, evolving societal roles, and economic insecurity for so many. The Mary Ward Schools' Compass provides an essential framework and a set of challenges for both classroom and pastoral programs, emphasizing the key attributes expected in students of Mary Ward schools worldwide as global citizens in communities of the present and future. Additionally, our own dynamic and ever growing School community of families and Alumnae, provides the context and richness of our shared educational enterprise.



Achievements

Our school mission is to educate the whole person of the young women in our care; our aim is that their education enables and encourages them to develop their talents and skills to transform the lives of others, especially those on the margins of society.

Social justice initiatives and activities are conducted to support local community programs such as the ASRC, Sacred Heart Mission and Very Special Kids; Catholic aid and development agencies within Australia such as Caritas, and importantly the work of Mary Ward International Australia as our primary area of financial support. The teaching of the critical thinking and evaluative skills required to become effective advocates for social justice are part of our teaching and learning approach in every classroom. Students and staff are engaged in the mission, justice and ecological opportunities offered to them at the School and seek to make a generous commitment to this aspect of school life.

Value Added

Loreto Toorak will continue to promote and give witness to the Catholic and Loreto foundation of the School. We will continue the extension and growth of our programs of social justice in both education and service; the provision of meaningful experiences in liturgy and faith education for students, staff, and families; the living out of a deep respect for self and others and the deepening of an awareness of the responsibility of each student to contribute to the building of a world where each living creature is valued and empowered through the lens of a truly 'integral ecology' and as members of 'our common home'.



Learning and Teaching

Goals and Intended Outcomes

Throughout 2024, Loreto Toorak aimed to provide a holistic education that nurtured the individual growth of each student, fostering intellectual curiosity and personal development within a faith community inspired by the Loreto charism.

The School's Strategic Improvement Plan's Strategic Intent articulates our commitment to Leading Excellence in Teaching and Learning:

At Loreto Toorak we aim to continue to deliver an outstanding Catholic education for girls within a teaching and learning framework that recognises the fundamental importance of wellbeing for all members of our community.

Achievements

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

In 2024, the School achieved excellent results in a wide range of studies from various faculty areas. This was evidenced by the seventeen subjects where the students attained a median study score of 35 or above, reflecting the School's commitment to academic excellence across all areas of study and enviable reputation in 2024 as the highest performing Catholic school in Victoria.

In addition, the Victorian Curriculum and Assessment Authority's VCE Data Report showed that Loreto's teaching and learning program continues to add value to student learning with students in achieving higher-than-predicted study scores based on their General Achievement Test (GAT) results in the following subjects: Art: Creative Practice, Art Making & Exhibiting, Business Management, Economics, English, General Mathematics, Geography, Health & Human Development, History: Ancient History, History: Revolutions, Italian, Legal Studies, Media, Physical Education, Theatre Studies and Visual Communication Design.

The work of six of our VCE students was selected as part of the VCE Season of Excellence, specifically:

- **Top Class Music** – VCE Music Repertoire Performance
- **Top Class Theatre Studies** – VCE Theatre Studies
- **2 Top Screens** – VCE Media
- **2 Top Designs** – VCE Media

VCE Results Summary 2024

- Median study score of 35
- Victoria's leading Catholic school

2024 Academic Highlights

- 6% of students attained an ATAR of 99+ (top 1% of the state)
- 9.6% of students attained an ATAR of 98+ (top 2% of the state)
- 28% of students attained an ATAR of 95+ (top 5% of the state)
- 46.5% of students attained an ATAR of 90+ (top 10% of the state)
- 26.4% of study scores were 40+

Note: achieving above 40 in any subject indicates you are in the top 9% of the subject cohort in the state.

Median ATAR: 89.15

Dux of School ATAR: 99.80

In 2024 our students achieved 11 Perfect Study Scores in 6 Subject areas: Business Management, English, Health & Human Development, Music Repertoire Performance, Legal Studies and Physical Education.

Student Learning Outcomes

In 2024 we were once again pleased and impressed with the overall results for NAPLAN. Loreto's school-wide results are excellent with most students meeting or exceeding state and national proficiency levels in each of the NAPLAN tests.

The accompanying table highlights how Loreto Toorak compared with the state mean in each of the domains: reading, writing, spelling, grammar and punctuation and numeracy.

Reforms to NAPLAN reporting occurred in 2023. This included the introduction of proficiency standards for both school and student reporting, along with the resetting of the NAPLAN scale and time series. The four proficiency levels of Exceeding, Strong, Developing, and Needs additional support replaced the 10-band structure and National Minimum Standard in place for NAPLAN since its inception.

NAPLAN - Proportion of students meeting the proficient standards			
Domain	Year level	Mean Scale score	Proficient
Grammar & Punctuation	Year 3	487	87%
	Year 5	560	90%
	Year 7	593	89%
	Year 9	632	89%
Numeracy	Year 3	449	87%
	Year 5	534	88%
	Year 7	583	89%
	Year 9	620	88%
Reading	Year 3	499	96%
	Year 5	559	96%
	Year 7	580	89%
	Year 9	625	91%
Spelling	Year 3	449	87%
	Year 5	526	85%
	Year 7	560	84%
	Year 9	593	89%
Writing	Year 3	473	96%
	Year 5	538	93%
	Year 7	592	91%
	Year 9	634	91%

Due to the reporting reforms in 2023, including the introduction of the new NAPLAN measurement scale and time series, results from 2023 onward cannot be directly compared with results from 2008 to 2022.

An important cautionary note – equal scores across different tests (on the National Scale) do not equate to equal levels of performance in terms of expected Victorian Curriculum Standards. This means that test scores for reading, writing, spelling, grammar & punctuation and numeracy cannot be compared.

As always, NAPLAN tests reflect a 'moment in time' assessment of our students, however, the data itself can be especially useful when correlated with our own internal measures. We are then able to use this data to design our programs for the individual needs of our

students as well as to assess individual student and cohort achievements, which then informs the development of our curriculum.

Student Wellbeing

Goals and Intended Outcomes

The goals of the Pastoral Care and Wellbeing programs at Loreto Toorak are to support and enhance the overall wellbeing of students in personal, social, physical, emotional, and spiritual aspects. Our mission is for every student to understand and prioritise their mental health and wellbeing through social and emotional development, aiming to nurture a generation of confident, compassionate, and capable young women.

We uphold the Loreto values of Freedom, Justice, Sincerity, Verity, and Felicity. Through these values, we seek to cultivate mutual respect, a deep understanding of each individual, and compassion for the wider community.

Achievements

As part of a holistic approach to student wellbeing, the Pastoral Care programs are integrated with the Wellbeing program. Our EMPOWER framework informs the delivery of the Wellbeing program incorporating Emotional Literacy, Metacognition, Positive Education, Opportunity and Engagement, Wellbeing Science and Health, Environmental Connection and Respectful Relationships, and Social & Emotional Learning.

Our wellbeing curriculum is delivered through a structured, sequential approach, incorporating specifically designed programs that address the unique needs of each year level, age group, and the evolving challenges faced by young people. This curriculum is intricately integrated into all facets of a Loreto education, fostering a comprehensive wellbeing journey. From the explicit curriculum taught from Preparatory – Year 10, to the pastoral programs in Years 11 and 12, we create a nurturing environment where students can explore their emotions, develop resilience to stress, and acquire essential skills such as metacognition and self-regulation.

Consistent with previous years, our Year 12 students have excelled in their VCE studies. This achievement underscores the effectiveness of the School in providing an environment that offers the necessary support and guidance for students to succeed in their VCE and thrive in their post-secondary endeavours.

Value Added

The following programs and practices are instrumental in enhancing and developing student wellbeing at Loreto Toorak:

- A comprehensive school-wide approach to wellbeing, involving students, staff, and parents.
- Continuous development and refinement of policies, ensuring the implementation of best practices with students at all times.
- Proactive involvement of School Psychologists and School Nurses, including the use of a school therapy dog; support for special needs students through program support, individualised program development, and Individual education and health Plans.
- Transition, mentor, and orientation programs.
- A wide array of co-curricular programs and leadership opportunities.
- Inter-House activities.
- Pastoral Coaching program.
- Clear and consistent discipline policies and practices.
- A well-supported pastoral structure, staff support, and parent communication systems, with regular meetings between students and teachers.
- Fostering connectedness through school-wide liturgies, celebrations, and activities.
- School Councillors and SRC representatives, Peer Support programs such as Big Sister/Little Sister.
- Spiritual retreats.
- Varied and extensive camps to build connectedness and social skills.
- External presentations on topics such as cyber safety, study skills, enterprise skills, drug and alcohol education, personal growth, and child safety empowerment sessions.
- Collaborative programs with other schools.
- Career counselling and guidance, including career focus days across year levels and alumni opportunities.
- Proactive pastoral focus in each Year Level.
- Knowledgeable and accessible staff.
- Strong student attendance and engagement.
- Encouraging positive engagement in school activities and fostering optimism.

Student Satisfaction

Student feedback showed that they feel very connected to their school. They report having a teacher at school who cares, they feel safe at school and report positive relationships with their peers. Students value and pursue academic excellence, they report enjoying learning new things and having fun at school. Our Year 12, 2024 exit survey results showed high increase in student overall satisfaction compared to the Independent Schools Victoria benchmark and statistically similar schools.

Student Attendance

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

Attendance records are monitored daily and contact with parents/guardians occurs if the student displays a pattern of inconsistent attendance. The Director of Students (Year 7 – 12) / Deputy Director of Rathfarnham (Preparatory – Year 6) is notified about any pastoral care absenteeism or longer absences and collaborates with the School Psychologists and/or School Nurses as required.

Year 9 – 12 Student Retention Rate

We are proud to report that our Year 9 – 12 student retention rate for the previous academic year was 98.7%. This figure demonstrates the value that our students place on the education they receive at our School and their commitment to seeing it through to completion. It also reflects our School’s dedication to providing a challenging and engaging curriculum, supportive and inclusive learning environment, and a range of co-curricular activities that cater to diverse interests and passions. We are thrilled to see our students continuing to thrive academically and personally, and we remain committed to providing them with the best possible education and support to help them achieve their goals.

Average Student Attendance Rate By Year Level

Year 1	91.6
Year 2	93.2
Year 3	93.7
Year 4	91.0
Year 5	93.5
Year 6	90.8
Year 7	92.4

Year 8	90.8
Year 9	90.4
Year 10	90.4
Overall average attendance	91.8

Senior Secondary Outcomes

VCE Median Score	35
VCE Completion Rate	100%
VCAL Completion Rate	Not applicable



Post-School Destinations as at 2024

Tertiary Study	96.85%
TAFE/VET	1.89%
Apprenticeship / Traineeship	0%
Deferred	0%
Employment	0%
Other – <i>The category of Other includes both students looking for work and those classed as Other</i>	1.26%



Child Safe Standards

Goals and Intended Outcomes

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

Achievement

All our staff are made aware of their child safety responsibilities and reporting obligations through our recruitment practices and annual staff learning, online learning modules, and professional development days. All child safety incidents are reported to the Principal and Executive Deputy Principal, Child Safeguarding, Risk and Compliance Committee, and subsequently reported to the Loreto Toorak Board. Deidentified information is documented, and further detail provided by the Principal as appropriate.

Child Safety is discussed, monitored and regularly evaluated through a dedicated Child Safeguarding team who regularly meet to ensure Loreto Toorak are satisfying Child Safe Standards under Ministerial Order 1359

Our Director of Wellbeing as the Child Safety Risk Owner along with Risk and Compliance Manager meet regularly to ensure any improvement plans are in place and ongoing initiatives are calendared regarding our education and awareness activities. Child safe operations are regularly and consistently reviewed at Leadership and Board level through a standing Agenda item for all meetings.

Our tiered health intervention approach ensures all students are supported with their physical and mental health including ready access to on-site school psychologists and nurses.

The following programs and practices are instrumental in enhancing and developing Child Safeguarding at Loreto Toorak:

- Annual Child Safeguarding training to the Loreto Toorak Board and Sub Committees.
- Age-appropriate, empowerment/consent education provided to all students.
- Appointed and trained a diverse range Child Safety Officers throughout the School who students are comfortable speaking to. Child Safe Officer details are available through student planner through a QR Code.
- The School continually revisits and revise our risk assessment in line with the Child Safety Standards under Ministerial Order 1359, identifying areas for removing or reducing the risk of child abuse.

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



Leadership and Management

Goals and Intended Outcomes

At Loreto Toorak, Leadership and Management are central to our ongoing commitment to improvement across all areas of our school community. While we remain grounded in our founding charism, we also embrace contemporary standards and processes to drive progress.

Our governance structure ensures the robustness of our processes, with the School Board and Committees focused on achieving our key performance indicators (KPIs). Accountability measures, both internal and externally benchmarked by governing bodies, support our continuous reflection and evaluation at all levels of the School.

A key focus of our mission is the recruitment and retention of outstanding staff across all areas, from teaching and learning to broader school support. Our staff, passionate and dedicated, form strong connections within the School, demonstrating their commitment to students and fostering a collaborative, collegial environment among peers.

Achievements

At Loreto Toorak, our dedication to transparency and operational excellence remains steadfast. We consistently provide comprehensive performance reports to a range of stakeholders, including the School Board, Parents' Association, Melbourne Archdiocese Catholic Schools, the National Education Board, Loreto Province Office, Loreto Ministries Ltd, governmental bodies, and financial authorities.

Our Leadership and Management approach is effectively integrated, yielding positive outcomes across all metrics. We take pride in our ability to provide stakeholders with accurate and timely information, ensuring their full awareness and engagement in the School's initiatives and successes.

At Loreto Toorak, our pursuit of operational excellence is ongoing, guided by transparent and efficient Leadership and Management practices.

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

Description of Professional Learning undertaken in 2024

At Loreto Toorak, we recognise that continuous professional learning is pivotal to achieving the best outcomes for our students. As part of our commitment to excellence, we consistently encourage and support our staff in pursuing further study and professional development opportunities.

In 2024, our staff engaged in a variety of professional learning experiences to expand their expertise. We continued to offer a balanced mix of online and in-person development opportunities, providing staff with greater flexibility and choice in terms of content, delivery mode, and accessibility.

Professional learning is a fundamental pillar of our Strategic Plan. Through ongoing development, our staff remains dedicated to exploring new and innovative approaches to uphold best practices across all areas. As a school community, we are firmly committed to fostering the continued growth and professional advancement of our staff.

This commitment to professional development has enabled our staff to implement innovative methods and maintain best practices in all facets of their work, directly contributing to the academic achievement and personal growth of our students. We remain steadfast in our dedication to supporting the ongoing professional growth of our team.

Teacher Satisfaction, attendance and all staff retention

Our academic staff remains deeply committed to meeting both the academic and pastoral needs of our students, in alignment with the School's goals, to ensure the delivery of an exceptional education. They foster strong, meaningful relationships within the School community, consistently demonstrating a dedicated focus on student safety, wellbeing, and academic excellence.

We firmly believe that the satisfaction and retention of our staff have a direct influence on the quality of education we provide. As such, we are resolutely committed to creating a supportive and rewarding work environment for all our staff members.

School Community

Goals and Intended Outcomes

At Loreto Toorak, we offer a Catholic education that liberates, empowers, and inspires students to use their individual gifts with confidence, creativity, and generosity in loving and responsible service. This vision is at the heart of our mission and shapes all aspects of our school life.

Grounded in the tradition of Mary Ward, the five core values shared by Loreto schools worldwide—Freedom, Justice, Sincerity, Verity, and Felicity—are integral to our identity. These foundational values are not only enshrined in our Mission Statement but also provide a guiding framework for our daily interactions and conduct. They underpin our approach to education and influence the way we engage with all members of our school community.

Our commitment to these values extends beyond the classroom. We strive to ensure that our interactions with individuals and organisations are purposeful and meaningful. We actively seek opportunities for engagement with our stakeholders and value their input in shaping school processes, objectives, and decisions to achieve mutual benefit and improved outcomes.

A key stakeholder group is our community. At Loreto Toorak, students are at the centre of all that we do. Our Stakeholder Engagement Framework—supported by the Parent Charter—sets clear expectations for how parents, carers, and visitors engage with the School. This Charter outlines the standards of conduct required of all individuals when visiting the School, participating in school events, or communicating with any member of our school community, including students, staff, parents, and visitors.

Together, we uphold a strong, inclusive, and values-driven community that supports the growth and development of every student at Loreto Toorak.

Achievements

At Loreto Toorak, we are committed to authentic, timely, and constructive engagement with all our stakeholders. This commitment ensures informed decision-making and fosters positive outcomes for the entire school community. We believe that respectful and inclusive dialogue strengthens relationships and enhances the educational experience for our students. Below is an overview of our key engagement activities across various stakeholder groups:

Governance

Our school is supported by an independently appointed School Board, along with a range of subcommittees and advisory groups. These bodies meet regularly to ensure strong governance and provide strategic direction. Additionally, the charisma of Mary Ward, carried forward by the Loreto Sisters, connects us to a global network of friendship and guidance. This international perspective enriches our educational ethos and supports discernment and collaboration in key decisions.

Staff

Loreto Toorak values its dedicated staff, who are actively involved in a wide range of professional and community-building activities. These include retreats, liturgical services, social gatherings, professional development opportunities, wellbeing initiatives, and policy briefings. Staff are also invited to participate in forums that provide a voice in shaping workplace culture and policy.

Current Students

Students at Loreto Toorak are at the heart of our mission. They engage deeply with the School's Loreto heritage, values, and social justice programs through formation initiatives and the pastoral learning program, which incorporates the principles of positive education. They benefit from high-quality teaching, a wide array of co-curricular opportunities, and enriching social activities. Students also have the chance to provide feedback via exit surveys and interact with the School community through various social media platforms.

Current Parents

Parents are a vital part of our school community and are encouraged to participate in many ways. Engagement opportunities include social events, liturgy and prayer services and educational seminars. Parents are invited to contribute to school decision-making through involvement in governance boards, advisory committees, and annual stakeholder research. Communication is supported through a variety of channels such as emails, eBulletins, the parent portal, publications, course guides, and parent forums—ensuring transparency and timely feedback.

Alumnae

Our Loreto Toorak Alumnae remain a vital and valued part of our school community. As significant stakeholders, they are offered a wide range of opportunities to stay connected and engaged with the life of the School. These include receiving regular publications, attending reunions—both locally and internationally—as well as specialist group gatherings and school performances.

As they begin their professional journeys, many past pupils are welcomed back into the School community through casual employment opportunities. In turn, they are also encouraged to support and mentor fellow Alumnae, strengthening the spirit of connection across generations.

We are proud of the strong engagement we see from our Alumnae, particularly through social media, where their enthusiasm and ongoing involvement help to foster a vibrant, supportive network.

Past Parents

Many past parents remain closely connected to the Loreto Toorak community, continuing their involvement through a range of vibrant networks and events. Whether through the Rowing Support Group, the Royal Blue Club Cocktail Evening, the Dream Beyond Dinner, the Loreto Ball, or our annual performances and community gatherings, their presence and participation are deeply valued. These dedicated supporters continue to receive school publications and actively engage with us through our social media channels. Their ongoing advocacy and financial support contribute meaningfully to the life and future of the School, reflecting the enduring strength of our Loreto community.

Future Students and Parents

Future students and their families play an important role in the ongoing development of Loreto Toorak. Their connection with the School begins through open communication during the enrolment process and is strengthened by regular updates through our school publications.

They are invited to attend School Tours and transition events, helping them feel welcomed and informed as they prepare to join the School community. These families also have access to our marketing and communication channels, including social media, where many choose to further engage with school life.

On occasion we invite their input in research initiatives that help inform future planning and ensure we continue to meet the needs of the community we serve.

Donors

Donors form a valued and deeply appreciated part of the Loreto Toorak community. They are invited to attend special school events and receive regular, personalised communication that keeps them informed and connected with school life.

Their generous support—whether through advocacy or philanthropic contribution—plays a meaningful role in the ongoing development of the School. Those who have notified us of their intention to leave a bequest to Loreto Toorak are welcomed into the *Silk Circle*, a dedicated group that honours their lasting commitment to the future of our school.

Other Groups

Our neighbours are an important part of the broader Loreto Toorak community. They are regularly invited to attend cultural and social events at the School, fostering positive and respectful relationships. As those who may be affected by developments within the School, their perspectives are valued, and ongoing consultation ensures open and constructive communication. We also engage with a range of external groups, including social justice organisations, and community support networks. These connections reflect our commitment to responsible collaboration and active participation within the wider community.

Value Added

Throughout this centenary year, our Loreto Toorak community came together through a range of events that celebrated connection, tradition, and shared purpose.

The Parents' Committee played an instrumental role in fostering community spirit, organising a number of well-attended events such as Tennis Day, the Family Picnic, the Loreto Ladies' Luncheon, Fathers' Dinner, Golf Day and the Centenary Ball. These occasions not only strengthened community bonds but also contributed meaningfully to school initiatives, with the Ladies' Luncheon and Fathers' Dinner raising valuable funds for our centenary project. There were many highlights during the Centenary year including the School Cocktail Party, School Ball with its 1920s theme and Centenary Carols on St Michael's Green that concluded this celebratory year with a spectacular lightshow.

The *Oration Series* continued to inspire and engage our broader community. This year we had a distinguished panel of Alumnae speakers present at our International Women's Day breakfast. These women were some of the women inducted into the inaugural Women in Time digital display. The panel consisted of Marguerite Ryan AM, Margaret Gurry, Simone Carson AM, Simone Leydon AM, Professor Prue Francis AM, Professor Catherine Bennett. Other Alumnae recognised on the digital display are Muire Cormack, Moira Dynon, Dame Carmen Callil DBE FRSL, Dr Monique Ryan MP, Emily Petricola OAM, The Hon Clare O'Neil MP and Angie McMahon. These events provided rich opportunities for students, families, staff, and friends of Loreto to gather and reflect on contemporary issues and shared values.

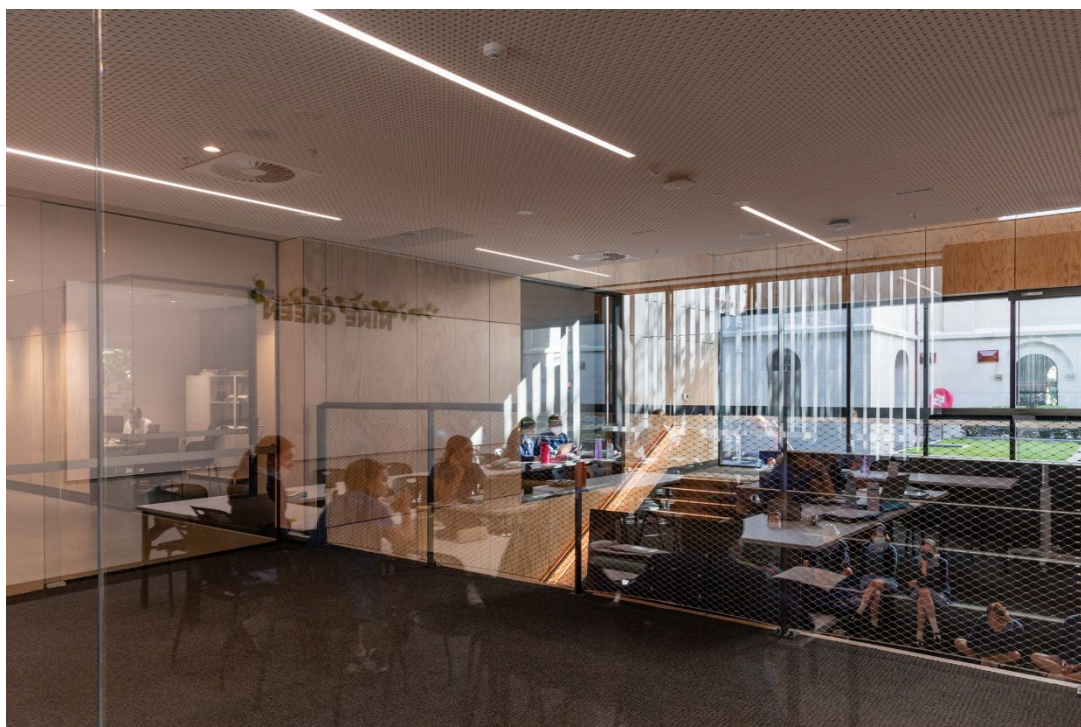
Reunions provided joyful opportunities for reconnection, with events held for the graduating classes of 1974, 1984, 1994, 2004, 2014, 2019, and 2023. Each reunion began with refreshments and a tour of the School before continuing off-site for further celebration. Alumnae from 1964 and earlier were warmly welcomed to the annual *Diamond Mass*, held in the Chapel of Christ the King and followed by a luncheon in Mandeville Hall. This year there was also a chapter reunion in London which was well attended connecting Alumnae who are working in and around the UK.

As part of our fundraising initiatives for our Scholarship fund this Centenary year saw the introduction of Giving Day on Wednesday 23 October. Loreto Toorak's Giving Day was a remarkable display of generosity and community spirit, raising an impressive \$234,000 for the School's Scholarship Fund. This fundraising initiative brought together students, parents, Alumnae, and friends in a collective effort to provide greater access to education for deserving students. The overwhelming support demonstrated on the day reflects the strong commitment of the Loreto community to empowering future generations and ensuring that talented young women, regardless of financial background, have the opportunity to thrive. This achievement will have a lasting impact, enabling the School to continue its tradition of academic excellence and nurturing compassionate leaders for years to come.

In recognition of our donors and volunteers, a heartfelt *Thanksgiving Liturgy* was held in the Chapel of Christ the King, honouring their significant contributions to our School. Similarly, the *Past Pupils' Association Thanksgiving Mass* provided a meaningful close to the year, remembering and giving thanks for members of our community who passed away during the year.

Past parents were warmly welcomed back at the *Royal Blue Club Cocktail Evening*, where Alice McNamara was inducted as a Life Member in recognition of his outstanding contribution to Loreto Toorak Rowing.

We are deeply grateful for the ongoing generosity demonstrated by our community members. Many Alumnae chose to contribute to the Scholarship Fund when booking for reunions and events, while current and past parents, along with staff, made philanthropic commitments to support the next generation of Loreto students. The membership of the Silk Circle, which honours those who have pledged a bequest to the School, continues to grow, and we were delighted to welcome its members to several special events throughout the year. Their support plays a vital role in ensuring Loreto's continued success and the future opportunities available to our students.



Future Directions

In 2024, Loreto Toorak remained steadfast in its commitment to upholding the core mission and values of the Loreto tradition, integrating foundational principles from key guiding documents into every aspect of school life. These documents, including the Loreto Ministries Educational Philosophy, Mary Ward Schools' Compass, and the Loreto Toorak Strategic Direction 2025, reinforced a focus on excellence across six pillars. In alignment with the Melbourne Archdiocese Catholic Schools (MACS) School Improvement process, the School's four-year strategic plan for 2023-2026 has seamlessly integrated the Loreto Toorak Strategic Direction 2025, ensuring a cohesive approach to future growth and development. The Loreto Toorak School Board, Principal, and School Leadership Team have taken on the responsibility of nurturing and advancing these principles within the broader school community. Through thoughtful guidance, professional development opportunities, and formation for all staff, they have effectively communicated and embedded Loreto's values, ensuring their meaningful integration into the daily life of the School.



LORETO
Mandeville Hall Toorak

10 Mandeville Crescent
Toorak Victoria Australia 3142

+61 3 8290 7500
www.loretotoorak.vic.edu.au